O‘ZBEKISTON RESPUBLIKASI OLIY TA’LIM, FAN VA INNOVATSIYALAR VAZIRLIGI
O‘ZBEKISTON DAVLAT JAHON TILLARI UNIVERSITETI
INGLIZ TILI BIRINCHI FAKULTETI
INGLIZ TILI INTEGRALLASHGAN KURSI 1
INGLIZ TILI AMALIY FANLAR 1

TIL VA TIL TA’LIMI TADQIQINING METODOLOGIK ASOSLARI

mavzusidagi Respublika ilmiy-amaliy konferensiya

2025-YIL 14-MART

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Toshkent, O‘zbekiston

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Ushbu to‘plamga 2025-yil 14-martda O‘zbekiston davlat jahon tillari universiteti Ingliz tili birinchi fakulteti Ingliz tili integrallashgan kursi 1 va Amaliy fanlar 1 kafedralari tomonidan o‘tkazilgan “Til va til ta’limi tadqiqining metodologik asoslari” mavzusidagi Respublika anjumani materiallari kiritilgan.

Maqola va tezislar mazmuni, uslubi va imlosiga, keltirilgan ma’lumotlarga mualliflarning o‘zlari mas’ul.

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DEVELOPING PROFESSIONAL IDENTITY IN FUTURE FOREIGN LANGUAGE TEACHERS: THEORY AND PRACTICE

Abstract

The development of professional identity among future foreign language teachers is a crucial aspect of their preparation, influencing their teaching effectiveness, career motivation, and self-perception. In Uzbekistan, the role of English teachers extends beyond language instruction; they are often viewed as cultural mediators, role models, and innovators. This article explores the formation of professional identity in would-be English teachers, drawing on theoretical frameworks and empirical studies. It also considers the changing perceptions of English teachers in Uzbekistan, their impact on students, and the broader sociopolitical implications of their role.

Keywords: L2 identity, professional identity, sociocultural identity, teacher development, educational policies, teacher training programs.

In the field of applied linguistics and teacher education, the concepts of L2 identity and professional identity have emerged as critical areas of inquiry, particularly in the preparation of future foreign language teachers. L2 identity refers to the way language learners and teachers perceive themselves in relation to the second language (L2) they use and teach, encompassing linguistic proficiency, cultural affiliation, and personal agency [6]. In contrast, professional identity in language teachers is a dynamic construct shaped by educational experiences, institutional structures, and broader sociocultural contexts [1]. It reflects teachers' evolving beliefs about their role, their self-perceptions as educators, and the expectations placed upon them by society and the educational system. Pennington (2015) conceptualizes teacher identity as "a construct, mental image or model of what 'being a teacher' means that guides teachers' practices as they aim to enact 'being a teacher' through specific 'acts of teacher identity' [7, 17].

Understanding teacher identity is of paramount importance, as it directly influences pedagogical choices, classroom practices, and the overall effectiveness of language instruction. Danielewicz (2001) states that 'what makes a good teacher is not methodology or even ideology; it requires engagement with identity—the way individuals conceive of themselves—because teaching is a state of being, not merely a way of acting or behaving' [2, 3]. This perspective supports the idea that teachers are not neutral players in the classroom; rather, their sense of identity significantly shapes their teaching style and interactions with students [8].

Research suggests that teachers who develop a strong professional identity are more resilient, reflective, and adaptable to the challenges of teaching [4]. Moreover, in the context of foreign language teaching, the construction of teacher identity is particularly complex due to the interplay between language proficiency, cultural competence, and pedagogical expertise [7]. As teachers negotiate their professional roles, they must reconcile institutional demands with their personal beliefs about language learning and instruction.

In Uzbekistan, the landscape of English language teaching (ELT) has undergone significant transformations in recent years. The government has prioritized English proficiency as a key component of national educational policy, recognizing its role in fostering international collaboration and economic development. The introduction of new curricula, teacher training programs, and international partnerships has reshaped the expectations for English teachers, positioning them as both language instructors and cultural mediators. English teachers in Uzbekistan are often seen as creative, forward-thinking professionals who inspire students to engage with global knowledge and opportunities. However, this evolving perception also places additional pressures on teachers to continuously refine their methodologies and maintain high

levels of linguistic and pedagogical competence. In Uzbekistan, the emphasis on English education is closely tied to the government's vision of modernization and global integration. This also raises questions about the role of local languages and cultures in the classroom. Future English teachers must navigate these tensions, balancing the demands of a globalized world with the need to preserve their cultural identity.

The development of teacher identity is a critical aspect of preparing future educators. University faculties play a central role in shaping students' professional identities by providing theoretical knowledge, practical training, and opportunities for self-reflection. Through coursework, teaching practicums, and mentorship, students are encouraged to explore their evolving roles as educators and develop a sense of professional agency. Faculty members must also navigate the tension between traditional teaching methods and contemporary, research-informed pedagogical approaches, ensuring that future English teachers are equipped to meet the diverse needs of their students.

Professional identity in language teachers is not static; it develops over time through a combination of personal experiences, institutional influences, and societal expectations. According to Beijaard, Meijer, and Verloop (2004), teacher identity evolves as educators gain experience, reflect on their teaching practices, and interact with students and colleagues [1]. Early career teachers often experience tensions between their idealized self-concept as educators and the realities of the classroom, which gradually shape their professional identities. Wenger's (1998) theory of identity in communities of practice suggests that identity formation occurs through participation, negotiation, and redefinition in professional environments. Future foreign language teachers, therefore, must continually adapt their self-concept to align with the demands of the teaching profession.

One of the unique aspects of professional identity in English teachers is the dual role they play: as proficient users of the target language and as pedagogical role models for their students. Unlike teachers of other subjects, language educators must consistently demonstrate competence in the language they teach, making their linguistic identity an integral part of their professional identity [7]. This dual role can be challenging, particularly in contexts where non-native English teachers may feel pressure to attain near-native fluency. However, it also offers an opportunity for teachers to model effective language learning strategies, cultural adaptability, and lifelong learning. In Uzbekistan, where English teachers are often viewed as gateways to global knowledge, their ability to balance language proficiency with pedagogical expertise is crucial in shaping students' attitudes toward English learning.

Research on L2 identity and professional identity in foreign language teachers is grounded in several key theoretical frameworks, including sociocultural identity theory, discourse analysis, and positioning theory. Sociocultural identity theory [6] posits that language learning and teaching are social processes where identity is continuously negotiated through interaction. This theory highlights the role of social structures, power dynamics, and cultural contexts in shaping teacher identity. Discourse analysis [5] examines how language teachers construct their professional identity through spoken and written discourse. By analyzing teachers' narratives, reflections, and interactions, researchers can gain insights into how identity is formed, challenged, and reinforced. Positioning theory [3] explores how teachers position themselves and are positioned by others in the classroom and broader institutional settings. Understanding the discursive positioning of teachers allows researchers to analyze the tensions and contradictions in identity formation.

Studying professional identity requires a combination of qualitative research methods, including interviews, reflective writing, and classroom observation. Interviews provide a platform for teachers to articulate their evolving identities, challenges, and professional aspirations. Structured and semi-structured interviews allow researchers to explore individual experiences and perceptions in depth. Reflective writing, such as journals and autobiographical narratives, enables teachers to document their identity development over time. This method provides rich, longitudinal data on how teachers negotiate their professional roles. Classroom observation offers direct insights into how teachers enact their identities in teaching practices, interaction with students, and

classroom management. Combining these methods allows for a comprehensive understanding of how teacher identity is shaped by internal and external influences.

The professional identity of English teachers significantly impacts students' attitudes toward language learning. When teachers exhibit confidence, enthusiasm, and cultural awareness, students are more likely to develop positive attitudes toward English. According to Pennington (2015), teacher identity influences classroom practices, pedagogical choices, and student engagement. In Uzbekistan, where English proficiency is increasingly valued for career advancement, the role of English teachers in shaping student motivation and aspirations is particularly significant.

Developing the professional identity of future foreign language teachers requires a multifaceted approach that integrates linguistic proficiency, pedagogical knowledge, and real-world classroom experience. Pre-service teachers must cultivate their L2 identity by engaging in immersive language experiences, which foster confidence and cultural competence. Pedagogical training should be complemented with reflective practice, encouraging teachers to critically analyze their beliefs and teaching styles. Extensive classroom exposure through practicums and internships allows teachers to internalize their professional roles and adapt to different learning environments. Intercultural competence must also be emphasized, preparing teachers to navigate diverse linguistic and cultural classroom settings. Mentorship and professional networking opportunities should be provided to support early-career teachers in their identity formation. Additionally, ensuring that teacher training programs align with national policies will help establish a clear professional framework. Lastly, integrating digital literacy and technological tools into teacher education will enable future educators to enhance their instructional methods and stay current with evolving pedagogical trends.

To enhance the professional and linguistic identity formation of future foreign language teachers, the following recommendations should be considered:

1. Teacher education programs should include modules that focus on self-reflection, identity construction, and intercultural competence. Pre-service teachers should be encouraged to explore their evolving professional identities through structured reflection and mentorship programs.

2. Establishing networks where teachers can collaborate, share experiences, and discuss identity-related challenges is essential. Professional development workshops and mentorship programs should be implemented to guide early career teachers through their identity formation process.

3. Universities should incorporate research-driven approaches in teacher training, encouraging pre-service teachers to engage with current pedagogical trends and best practices in ELT.

4. Policymakers should ensure that teacher training programs align with national language education policies and global ELT trends. Continuous curriculum updates should be made to address the evolving needs of language teachers and learners.

5. As digital tools become increasingly essential in ELT, universities should equip future teachers with the skills needed to effectively integrate technology into their teaching practices. Digital literacy training and exposure to online teaching platforms should be emphasized.

6. Given the globalized nature of English teaching, educators should be trained in multilingual pedagogies and intercultural awareness. Policies should support the development of teachers who can navigate diverse linguistic and cultural contexts effectively.

The formation of professional identity in future English teachers is a complex process, shaped by sociolinguistic, cultural, and political factors. In Uzbekistan, where English education is undergoing rapid transformation, understanding this process is essential for preparing teachers who can inspire and empower the next generation of language learners. By fostering a strong sense of professional identity, teacher education programs can ensure that future educators are not only linguistically competent but also culturally aware, innovative, and resilient.

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TILLAR TARAQQIYOTIDA MADANIY OMIL VA TENDENSIYALARNING ROLI

Annotatsiya

Maqola tilshunoslikdagi eng dolzarb muammolardan biri bo‘lmish-lingvistik tadqiqotlarda tarixiylik tamoyilining o‘rni va ahamiyati masalasining ilmiy adabiyotlarda yoritilishini o‘rganishga bag‘ishlangan. Tabiiy-ki unda tilda bo‘ladigan o‘zgarishlarning tabiati, turlari, ko‘lami va bu o‘zgarishlarning til funksional jihatlarini kengayishi yoki torayishiga ko‘rsatadigan ta’siri kabi masalalar o‘rin olgan. Mazkur maqolada tilshunoslik ta’limotlari tarixida kuzatilayotgan bu salbiy tendensiyalarning kelib chiqish sabablari, antroposentrizmning asosiy ko‘rinishlari, tillarni tadqiq qilishda tarixiylik tamoyilini qo‘llamaslik uning tamoyillarini qo‘llashda xatolarga yo‘l qo‘yish, unga yetarli baho bermaslikning tillar tabiati, rivojlanish qonuniyatlarini to‘g‘ri baholashga to‘siq bo‘lishi mumkinligi ko‘rsatib beriladi.

Kalit so‘zlar: Tarixiylik tamoyili, tarixiy kategoriya, etnogenetik tadqiqotlar, til tarixi, jamiyat tarixi.

Abstract

The article deals with the problem of the role and significance of the historicist Principle in the investigation of the functional aspect of the language. The author carries out literature study of the works dealing with the analysis of language history. Comparative study of different viewpoints to problems touched makes it possible to work out a strategy for applying the Historicist principle in analysing the language. The present article is aimed at filling in the gap which became an obstacle to understand the real nature of the linguistic picture, due to the attempts as ignoring the historizm as a principle of investigating languages in linguistics. This anti-historizms was as well followed with incomplete or mistaken analysis and resulting with illogical and unexplained or abstract conclusions.

Key words: historicist principle, historical category, ethnogenetic investigations, language history, social history.

XXI asr globalizm asri ijtimoiy ong, tafakkur va insonlar dunyoqarashiga juda katta ta’sir ko‘rsatdi. Bu kontekstda halqlararo aloqalarning rivojlanishi ularning tarixi, tiliga bo‘lgan qiziqishini keskin kuchaytirdi. Bu holatda ijobiy fikrlar, qarashlar, nazariyalar bilan bir qatorda g‘oyaviy jihatdan zararli, tillar, xalqlar tarixini noto‘g‘ri aks ettiruvchi g‘oya va qarashlarning yuzaga kelishi ham tabiiydir. Mazkur maqolada tillar va xalqlar tarixini o‘rganish jarayonida yo‘l qo‘yilgan turli xarakterdagi xatolarni bartaraf qilish maqsadida tarixiylik tamoyilining tillarni tadqiq qilishdagi o‘rni va ahamiyati masalasini imkon darajasida atroflicha, tizim tarzida ko‘rib

chiqishga jazm qildik.

Til haqida to‘g‘ri tasavvurga ega bo‘lish uchun tilning tarixini o‘rganish, unga diaxronik tamoyil asosida yondashish kerak. Chunki tilning bugungi holati ham ertaga tarixga aylanadi. So‘zlovchilar o‘zlarining tillarida sodir bo‘layotgan o‘zgarishlarni sezmaydilar. Har yili yuzlab so‘zlar muomalaga kirsa yana yuzlab so‘zlar muomaladan chiqib passiv lug‘at tarkibiga, ballastga aylanib boraveradi. Nominatsiya jarayonining o‘zi ham tarixiy tamoyil asosida ish yuritadi. Masalan, so‘zlarning ma’nosi vaqti-vaqti bilan o‘zgarib yangi ma’nolar paydo bo‘ladi, eskiroq ma’nolari o‘lib boraveradi. Bu sinxroniya ichidagi diaxroniyadir. Bu esa tilning moxiyat e’tibori bilan biz bilgandan ko‘ra murakkabroq moxiyat ekanligidan dalolat beradi. Tilning tarixini bilmay turib uning buguni va kelajagini bilib bo‘lmaydi [1].

Hind-Yevropa tillar oilasining eng yirik guruhlaridan bo‘lmish gyerman tillari guruhi jaxon tilshunosligida eng ko‘p o‘rganilgan til guruhlaridan hisoblanadi. Agar til guruhi juda ko‘p o‘rganilgan bo‘lsa unda ochilmagan muammolar qolmaganday tuyulishi mumkin. Ammo amalda unday emas. XIX-XX asrlarda qiyosiy-tarixiy tilshunoslar va keyinroq strukturalistlar tomonidan chiqarilgan ko‘plab xulosalar XXI asrga kelganda u yoki bu jihatdan eskirib qoldi va tilshunoslikning istiqboldagi taraqqiyotiga to‘siq bo‘la boshladi. Shuning uchun sistemaviy (tizimli) yondashuv avvalgi ayrim xulosalarni qayta ko‘rib chiqish zaruriyatini keltirib chiqardi. German tillarining qadimgi paytlardagi mavjudlik holatlari, ularning boshqa til guruxlari va oilalari bilan kontaktlari masalasi, tarixi, arxeologiyaning eng yangi yutuqlari yordamida o‘rganishga tadbiq etildi, tilshunoslikdagi ayrim xukmlarni qayta ko‘rib chiqish zaruriyatini paydo qildi, gunnlar, ularning eng qadimgi turkiy tillardan bo‘lmish tili va Yevropa tillarining shakllanishidagi o‘rni masalasi shular qatoriga kiradi [2].

Gunnlar turkiy tillarda so‘zlovchi xalqlar bo‘lib ular haqidagi dastlabki yozma manbalar eramizdan avvalgi III asrga tegishlidir. Eramizdan avvalgi I asrlarda gunnlar g‘arbga ko‘chishini boshladi va 300 yil o‘tgach o‘zlariga ko‘plab qabilalarni biriktirgan holda gunnlar qabila ittifoqini tuzib Markaziy Yevropa xududlarigacha yetib keldi. Bu narsa Yevropada eramizning III-VIII asrlarida sodir bo‘lgan Xalqlar buyuk ko‘chishining boshlanganligidan darak berardi [3].

Gunnlar tili haqidagi ma’lumotlar Sharqiy va Markaziy Yevropa, Oltoy, Shimoliy Xitoy, Sharqiy Turkiston va boshqa xududlarda topilgan yozma yodgorliklarda saqlanib qolgan ism, nomlar, elementar matnlar va ayrim ikki tilli glossalarida berilgan bo‘lib ularni o‘rganish gunnlar tili haqida muayyan bir ma’lumot beradi. Ma’lumki tilshunos Ferdinand de Sossyur jaqon tilshunosligidagi eng buyuk olimlaridan biri bo‘lib u strukturaviy tilshunoslikning asoschisi hisoblanadi. Strukturalizmning asoschisi bo‘lganligiga qaramasdan u genial komparativist ham edi. Uning Xind-Yevropa tillaridagi bo‘g‘in strukturasi va unga aloqador xodisalarning taxliliga bag‘ishlangan ishlari xanuzgacha tilshunoslik fanida o‘z axamiyatini yo‘qotmagan. Qiyosiy tarixiy tilshunoslikka bo‘lgan munosabat, lingvistik taxlilning sofligi masalasi kun tartibiga quyilgan bir paytda tilshunoslar tomonidan yo‘l qo‘yilayotgan vulgarizatsiya va xalq etimologiyasidan hali linvistik taxlilda foydalanilayotganligi uchun mavjud holatni yaxshilash maqsadida F.de Sossyurning xaqiqiy ilmiy taxlil qanday bo‘lishi kerakligi haqidagi fikri va ilmiy tavsiyalari hozirgi XXI asr tilshunosligida ham axamiyatini saqlab qoldi [3].

Tilda bo‘ladigan o‘zgarishlarning immanent xarakterga ega ekanligi, ularning tashqaridan bo‘ladigan turli ta’sirlarga, ijtimoiy, geografik yoki psihologik bo‘lsin, omillarning ta’siriga u kadar berilmaydi. 1660 yilda Por Royyal monastrida ishlab chiqilgan Rasional grammatikada esa til haqida fan tarixida birinchi marta grammatika va mantiq o‘rtasidagi munosabatlar, aloqalar borligi nazariy jihatdan asoslab berildi. Ko‘rinib turibdi-ki antik tilshunoslik, Por-Royyal grammatikasida ham tilning sinxron taxlili, ya’ni muayyan olingan bir davrdagi taxlili amalga oshirilgan. Tilni bo‘laklarga, birliklarga bo‘lish, so‘z yoki boshqa birliklarning tarixi, yoki bo‘lmasa, tilning tarixini o‘rganish, hali fanning maqsadi qilib belgilanmagan edi, chunki til haqidagi fan hali yetarli darajada shakllanib bo‘lmagandi. Tilning o‘zgaruvchan tarixiy kategoriya ekanligi faqatgina qiyosiy tarixiy tilshunoslik davridagina bazaviy tushuncha va tamoyil sifatida qabul qilinadi. Bu esa tilni tadqiq qilindi yangicha yondashuv bo‘lib avvalda izohlab bo‘lmagan ko‘p narsalarga yangicha, to‘g‘ri, haqqoniy izohlar berish, til taraqqiyoti haqida to‘g‘ri tasavvurga

ega bo‘lish imkonini berdi.

Bu tarixiylik tamoyili faqat qiyosiy — tarixiy tilshunoslikdagina kuzatiladi degani emas. Tilning ilmiy taxlili hozirgi zamonda mavjud barcha maktab va yo‘nalishlarda tarixiy tamoyilsiz amalga oshirilmaydi. Tilning barcha birliklari — fonema, morfema, so‘z, so‘z birikmasi yoki gaplarning tadqiqi u yoki bu tilning tarixini hisobga olgan holda, o‘sha tarix fanida va mana shu tarix yordamida tasvirlanadi. Gap tilning muayyan bir statik holati haqida ketganda ham bu tamoyilning qo‘llanilishi taxlilning zaruriy sharti bo‘lib koldi. Endi fanga diaxron tilshunoslikning asosiy tushunchasi vaqt, davrdan, tarixdan tashqari bir davrdagi tarixi, yoki biror bir davrga aloqador bo‘lmagan tarix, tushunchalari kirib keldi [4].

Shunday qilib tillarning tarixini ilmiy jihatdan o‘rganish XIX asrning birinchi choragida paydo bo‘ldi. Bunda turli til materialini qiyoslash orqali ular orasidagi tarixiy yaqinlik, umumiylikning yoki o‘xshamaslik belgilarini aniqlash yo‘li bilan amalga oshirila boshladi. Albatta tillarni qiyoslash avvallari ham amalga oshirilgan, ammo unda qiyoslash uchun bir biriga qarindosh bo‘lmagan har qanday tillar olingan va bu esa bu qiyosdan kandaydir bir mantiqiy xulosalar chiqarish, nimalarnidir umumlashtirish va tizimlashtirish imkonini bermasdi. Buning ustiga faqat lug‘at tarkibi, asosiy lug‘at tarkibigina emas, xatto qabul qilingan so‘zlar ham qiyoslash uchun ob’yekt sifatida olinaverar edi. Tillarning grammatik qurilishi qiyosiy o‘rganish doirasidan chetda qolavergan. Tarixiy asosga ega bo‘lmagan bu kabi qiyoslash tilning tarixini o‘rganishga hech narsa bermasdi. Tilshunoslik uchun muhimi har qanday qiyoslash emas, balki tarixga asoslangan va tarixni o‘rganish maqsadida amalga oshiriladigan qiyoslashdir.

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BILINGV BOLALARDA TIL QOBILIYATINING O‘SISHI VA UNING KOGNITIV RIVOJLANISHGA TA’SIRI

Annotatsiya

Maqolada bolalarga maktabgacha ta’limdan boshlab ikki tillilikni shakllantirib va rivojlantirib borish, bilingvallikning inson intellektual rivojlanishiga ta’siri natijasida bolalar til qobiliyatining o‘sishi va kognitiv rivojlanishi masalalari bayon etilgan.

Kalit so‘zlar. Ikki tillilik, intellektual rivojlanish, monolingv va bilingvallik, murakkab tahliliy strategiyalar, konvergent fikrlash, divergent fikrlash, til qobiliyatining o‘sishi, kognitiv rivojlanish.

Mamlakatimiz mustaqilligining sharofati bilan bolalarga maktabgacha ta’limdan boshlab ikki tillilikni shakllantirib va rivojlantirib borish, barcha bolalar me’yoriy ikki tillikni egallashlari uchun qulay imkoniyatlarni yuzaga keltirish, ko‘p tillilik sharoitida ularning muvaffaqiyatli ijtimoiylashuvini ta’minlash borasida tub islohotlar amalga oshirildi. O‘zbekiston Respublikasi Prezidentining 2012- yil 10- dekabrdagi “Chet tillarni o‘rganish tizimini yanada takomillashtirish chora-tadbirlari to‘g‘risida”gi Qarori asosida respublikamizda chet tillarning 1-sinfdan o‘qitila boshlanishi, bolalarga kichik yoshidan chet tillarni tizimli ravishda o‘rgatishni yo‘lga qo‘yish orqali yoshlarning ilm-fandagi yangiliklarni tez va puxta o‘zlashtirishlariga erishish, kasbiy bilimdon va bir necha tillarni, axborot texnologiyalarini chuqur biladigan raqobatbardosh kadrlar

bo‘lib yetishishlarini ta’minlash davlatimiz uzluksiz ta’lim tizimining yetakchi yo‘nalishiga aylantirildi.

Soha mutaxassislarining fikricha, chet tilini o‘rgatishda eng katta qiyinchilik insonning yosh xususiyatlari bilan bog‘liq bo‘lib, xorijiy tilni o‘rganish qancha erta boshlansa, shuncha samarali bo‘ladi. Olimlar XX asr boshlaridayoq bilingvallikning inson intellektual rivojlanishiga ta’siri masalasiga e’tibor qarata boshlagandilar [1]. XX asrning 20-30-yillarida ko‘pchilik Yevropa olimlari orasida ikki tillilikning bolaning intellektual rivojlanishiga salbiy ta’siri haqida turli munozarali qarashlar yuzaga kela boshladi. Jumladan, I. Epshteyn ikki tillilik bir-biriga xalaqit beradigan ko‘plab so‘z va so‘z birikmalarining o‘zaro aralashib ketishiga sabab bo‘luvchi asosiy omil ekanligini ta’kidlagan [2; 336]. Biroq 30-yillarning oxiriga kelib, ikki tilli va bir tilli bolalarning intellektual rivojlanishi teng ekanligi haqida ilmiy xulosalar berilgan tadqiqotlar yuzaga kela boshladi. Xususan, L.S. Vigotskiyning “Fikr va til” jurnalida ikki tillilik va mentallingvistik bilish o‘rtasida bog‘liqlik mavjudligi haqidagi maqolasi ikki tillilikning bola taraqqiyoti psixik ta’siriga ilmiy baho berishning “ijobiy” tomonga o‘zgarganligini yaqqol ko‘rsatdi [3]. Ushbu maqola Germaniya, Kanada va Fransiyadagi ko‘plab tadqiqotlarga sezilarli ta’sir qildi.

50-yillarda J.J.Darsi o‘tkazgan testlari natijalarida ikki tilli va bir tilli bolalarning birdek, hatto yaxshiroq rivojlanishi qayd etilgan, V.Leopoldning tadqiqotlarida ikki tilli oilalarda bolalarning aqliy rivojlanishi normal ketishi qayd etilgan [4]. Bu borada E.M. Vereshchaginning qarashlari alohida e’tiborga sazovor bo‘lib, uning ta’kidicha: “Ikki tilli bolalarda ko‘plab alohida yoki mustaqil fikrlash qobiliyatlari mavjud bo‘lib, bu ularga testlarda qo‘yilgan masalalarni yechishda yondashuvlarining xilma-xilligi va moslashuvchanligi bo‘yicha bir tillilarga nisbatan ustunlik beradi” [5; 320].

70–80- yillarda tilshunoslikda til bilimlariga yangicha – kognitiv tilshunoslik yuzaga keldi hamda tafakkur va tilning o‘zaro munosabatlari til birliklari rakursida chuqur tahlil qilina boshladi. Ushbu tahlillar tadqiqotchilarga fikrlarni umumlashtirish, og‘zaki nutqda til birliklarini muqobil shakllariga tez almashtirish, lisoniy muammolarni hal qilishda murakkab tahliliy strategiyalardan tezkor foydalana olish kabi kognitiv qobiliyatlarni aniqlash imkonini ham berdi.

Tafakkur qilishning bunday turlari birinchi marta amerikalik psixolog Joy Pol Guilford tomonidan qayd etilgan bo‘lib, olim o‘zining “Inson aqlining tabiati” asarida konvergent va divergent fikrlashni ajratadi. Uning ta’kidicha, konvergent fikrlash – bu odatiy fikrlash bo‘lib, unda vazifalar bosqichma-bosqich hal qilinadi. Divergent fikrlashda esa ijodiy fikrlash tushuniladi (lotincha “divergensiya” – divergensiyadan). Divergent fikrlash qobiliyati shakllangan insonlar muayyan masalani hal qilishni muammodan boshlaydilar, uni hal qilishning turli usullarini topadilar va, oxir-oqibat, o‘zaro munosabatlarning butun bir kombinatsiyasini kashf etadilar. Divergent fikrlash muayyan vaqt ichida yaratishi mumkin bo‘lgan g‘oyalarni yuzaga keltiradi, muammolarga tipik bo‘lmagan yechimlarni tanlaydi va tadqiqot olib borishga qiziqish uyg‘otadi. Bunday fikrlash tarziga ega odamlar nutqida ravonlikni va fikrlashda o‘ziga xoslikni kuzatish mumkin [6; 533].

Ikki tillilikning yana bir xususiyati bilingvallar kommunikativ kompetensiyasining yuqori darajadaligi bo‘lib, bolaning o‘z ona tilidan boshqa bir tilni ham bilishi nafaqat savollarga javob berishda, balki suhbatni boshlashda ham ko‘rinadi. Bilingvlarda til kodlarini almashtirish, fikr-mulohazalar va xatolarni tuzatish mexanizmi monolingvlarga qaraganda erta shakllangan bo‘ladi. Ikki tillilar muloqotining afzalligi shundaki, ular ikki til va ikki madaniyat qamrovida bo‘ladilar. Ularning kognitiv ustunlik nazariyalari quyidagi uchta asosiy farazga asoslanadi:

1) ikki tillilarning ikki til tizimi va madaniy qarashlardan foydalanishga oid keng tajribasi;
2) bolalar fikrlashining moslashuvchanligini ta’minlashda til kodlarini almashtirishga qodirlik taxmini;
3) “obyektivlashtirish” ikki tildagi ma’lumotni ongli yoki ongsiz ravishda yonma-yon qo‘yish va taqqoslash bo‘lib, bolalar so‘z ma’nolari va tushunchalarini, grammatik tuzilmalarni solishtiradilar.

Demak, ikki tilli bolaning nutq faoliyati o‘ziga xos xususiyatlarga ega, chunki ikki tillilik

bolaning umumiy tili va tarjima qobiliyatining rivojlanishiga, uning fikrlash jarayonlariga ijobiy ta’sir ko‘rsatadi. Ikki tillilik qo‘shimcha lingvistik resurslarning paydo bo‘lishiga yordam beradi, buning natijasida ikki tilli tafakkur konseptual jihatdan boyib boradi. To‘plangan va o‘rganilgan material o‘zbek-ingliz ikki tilli bola nutqining leksik, sintaktik, grafik, grammatik va semantik xususiyatlarini aniqlash, o‘rganish va tizimlashtirish imkonini berdi. Muloqotning bunday uslubi ikkala tilda gaplashishi va fikrlarni aniqroq ifodalash uchun boshqa tildan so‘zlarni bir tilga kiritishga ongli ravishda ruxsat berishida namoyon bo‘ladi.

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“BOBURNOMA” NING INGLIZCHA TARJIMASI MASALALARI

Ilm-fan tarmog‘iga munosib hissa qoshish, ajdodlarimiz yaratgan asarlarni jiddiy o‘rganish va avlodlarga munosib meros qilib qoldirish maqsadida Respublikamizning zahmatkash olimlari tomonidan olib borilayotgan sai harakatlar e’tiborga molikdir. Mana shunday sai harakatlar mumtoz asarlarimzdan biri olamshumul ahamiyat kasb etgan Zahiriddin Muhammad Boburning “Boburnoma”sidir. Asar koplab xorijiy olimlar tomonidan organilganki, ushbu obida ustida olib borilgan tadqiqotlar va uning so‘zligi, asarni o‘rganish uchun tuzilgan lug‘atlar, dissertatsiyalar, turli sohalarda olib borilgan bobur shunoslikka oid tadqiqotlar uning ensiklopediyasini yaratilishiga olib keldi. Ushbu ensiklopediya dastlab 2014 yil nashr ettirildi va uning qayta nashri 2017da qilingan bo‘lib, ushbu nashr ham yana qayta tayyorlana boshlandi. Bizning mulohazalarimiz ayni damda tayyorlanayotgan ushbu ensiklopediyaning inglizcha tarjimasi masalalariga bag‘ishlanadi. “Boburnoma”ning inglizcha tarjimasidagi murakkabliklar, tarjima muammolari tahlilga tortiladi.

Bobur ensiklopediyasi matni (ensiklopediya leksikasi deb ham atashimiz mumkin) oziga xos bo‘lib inson yashash holatining turli jabhalarini qamrab oladi. Shuning uchun ham uning tarjimasi juda murakkab.

Jumladan, bunga tarixiy shaxslar ismlari, joy nomlarining tarjimasi, osimliklar yoki mevalar tarjimasi, sheriy san’atlar, Bobur ensiklopediyasiga aloqador bolmagan ota cheklanishlar, turli jadvallar va mutloq boshqa sohaga oid bolgan terminlar kiradi. Keling ularni birma bir organib chiqamiz:

1. Tarixiy shaxslar ismlarini transliteratsiya qilishda duch keladigan jihatlardan birini misolda ko‘rib chiqaylik.

Har qanday asarni tarjima qilish mushkul vazifadir lekin uni tahrir qilish undan ham og‘irroq ma’uliyatni muharrir zimmasiga yuklaydi. “Boburnoma”dan quyidagi parchani keltiramiz:“Bu g‘aroyib voqiottindurkim, o‘shul chahorshanba kunikim, Sulton Husain Mirzo Badi’uzzamon Mirzoni bosar (yengadi), o‘shul kuni Astrobodta Muzaffar Mirzo Mo‘min Mirzoni bosar. Yana bu ajabroqkim, Chahorchanba otliq (ismli) kishi Muhammad Mo‘min Mirzoni tushurub kelturur”

Ushbu berilgan asliyat matnida ikki ism omonim sifatida kelmoqdaki, biri hafta kunlaridan chahorshanba; ikkinchisi atoqli ot, ya'ni kishi ismi Chahorchanba. Bu so‘zlar omonim so‘zlar. Agar tarjimon tarixiy shaxslar haqida to‘liq ma'lumotga ega bo‘lmasa tarjimada xatolilar kuzatilishi mumkin. Ushbu matnni Vilyer Tekston quyidagicha tarjima qilgan.

It is a strange coincidence that on the very Wednesday on which Sultan-Husayn Mirza defeated Badi‘uzzaman Mirza, Muzaffar-Husayn Mirza defeated Uhammad-Mu'min Mirza in Astarabad. It is even stranger that a man named Charshamba ("Wednesday") unhorsed Muhammad-Mu'min Mirza and brought him in ["B.", on folio 42 b). p. 277].

"Boburnomaning tarjimoni Vilyer Tekston tarjimasida har ikkala "chahorshanba" deyarli tog‘ri aks etgan deyish mumkin, lekin asliyatda har ikkalasi ham chahorshanba deb yozilsa, lekin negadir ingliz tarjimoni ogzaki nutqni tarjimasida qo‘llab, Charshamba deb uzatadi va bu ham hafta kuni mazmunini aks ettirishda qavs Ichida ("Wednesday")ni qo‘shib qo‘yishni afzal ko‘rgan. Bobur qayd etgan Chahorshanba esa tarixiy shaxs Sulton Husain Mirzoning suyukli o‘g‘li Muzaffar Mirzoning qo‘riqchisi bo‘lgan. Keyngi masala ham joy nomlarini aks ettitirish masalasidir.

2. Joy nomlarining tarjimalarini aks ettirishda ularni kuzatamiz.

Zahiriddin Boburning birinchi janggi Xubon kentidan boshlangan. Shuningdek, matnda Xubon toponimi tarjimasini kuzatilaylik.

"Tanbal Jahongir (Mirzo)ni olib, o‘ng yonimizdin, evrulub Xubon dagan kentgakim, Andijon sari yonimizda bizdin uch yig‘och bo‘lg‘ay edi, kelib kirdi… Xubonning, sharqi – janub tarafidan Saqo otliq kentgakim, Xubondin bir sha'riy bo‘lg‘ay, etishib edukkim, g‘anim kishisi Xubon kentidin yasab chiqti.

That evening Tambal took Jahangir and, circling around to our right, entered a village called Khunan, about three leagues away from us on the Andizhan side. The next morning, we arrayed the right and left wings, the center, and the vanguard, armed ourselves in mail, formed our ranks, put the foot soldiers holding shields before us, and marched against the enemy.

Yuqoridagi matnga e'tibor qaratilsa Xubon joy nomi asliyatda to‘rt marta keltirilgan va ular inglizchada esa bir marta Khunan deya notog‘ri transliteratsiya qilinadi. Lekin eng qizig‘i kelgusi matnlarda ham Xubon joy nomi muttasil xato yoziladi.

Xubon kentiga-oq tushtuk. Mening aval masof urushi urushqonim ushbu edi. Tengri taolo o‘z fazl va karami bila fath va zafar ro‘zi qildi.

We camped Khunan. This was the first real battle I had fought in. God, by his great generosity, granted me victory and triumph. ("B.", on folios 69 b, 70 b). p.267.

Keyingi tahlil mevalar tarjimasi va mazmuni o‘rganiladi.

3. Mevalar tarjimasini berishda tarjimon barchasini bo‘lmasa-da, ulardan birida xatoga yo‘l qoyadi.

Garmseriy mevalar, misli norunj va turunj va amluk va nayshakar Lamg‘anottin keltururlar. Nayshakarni men kelturub ekturub edim. Chilg‘o‘zani Nijrovdin keltururlar. Kobul atrofidag‘i Ko‘histondin asal bisyor kelur. Shahdxonalari bordur. Bir G‘azni tarafidag‘i Ko‘histondin asal kelmas. Kobulning ravochi xo‘b bo‘lur, bihi bila olusi ham yaxshidur. Bodringi dag‘i yaxshi bo‘lur. [108]

Ushbu asliyat matnida norunj - apelsin, turunj esa hozirgi kunda O‘zbekiston bozorida va supermarketlarda ham sotiladigan sitrus meva aynan pomela, amluk esa mango, nayshakar ya'ni shakarqamish, Chilg‘o‘za esa Kedr yong‘og‘i, asal, ravoch, bihi, olu - olcha, bodring kabilar qo‘llangan. Asliyat matni ingliz tilida bunday tarjima qilinadi:

– Tropical fruits, such as oranges, citrus, amluk, and sugarcane, are brought in from the Laghman region. I had some sugarcane brought and planted. Falghbozas are brought from Nijrao. Much honey comes from the mountains around Kabul, where beehives are kept. Only from the mountains on the western side does honey not come. Kabul's rhubarb (ravoch) is excellent. The quinces and plums are also good, as are the citrus fruits. [153].

Inglizcha tarjimada mutloq notog‘ri tarjima bu chilg‘o‘za, ya'ni kedr yong‘og‘ini Falghboza deb berilishidir.

Asliyatda berilgan: norunj, turunj, amluk, nayshakar, chilg‘o‘za, asal, ravoch, bihi, olu, bodring ingliz tiliga 6 ta oranges, citrus, amluk, sugarcane, Falghbozas, honey nomlari bilan beriladi.

Yuqorida berilgan inglizcha matndagi turunj, amluk, ravoch, bodring ma’nolari berilmagan. Ular inglizchada quyidagicha berilishi lozim edi: turunj-orange, amluk-persimmon japani phal-Yapon mevasi, ya’ni danaksiz xurmo, ravoch-rhubarb, bodring-cucumber tarzida tarjima qilinsa maqsadga muvofiq bo‘lar edi. Chilg‘o‘zani esa Falghbozas deb berish o‘rniga Ceder nut deb berish maqsadga muvofiq.

Xulosa sifatida shuni aytish mumkinki, tarjima juda katta sohani o‘z ichiga qamrab oladiki, unda arxaismlar bo‘ladimi, sohaga oid terminlar boladimi tarjima jarayonida birin ketin yuzaga kelaveradi. Ular she’rda qo‘llanadigan badiiy san’atlar, asar muallifi tomonidan beriladigan qo‘shtirnoq ichidagi tarixiy voqealarni tasvirlovchi hodisalar, turli jadvallar, mutloq boshqa sohaga oid bo‘lgan terminlar shular jumlasidandir, ular esa yana boshqa tadqiqotlar olib borishni taqozo etadi. Fikr yakuni sifatida ta’kidlamoqchimaki, mumtoz adabiyot asarlari tarjimasiga kirishishda tarjimon ilmiy tomondan, ham psixologik tomondan tayyor holatda ishga kirishishi lozim deb o‘ylayman, bunda albatta mumtoz adabiyot tarjimasi muhitiga kirishish bir necha yillarni o‘z ichiga o‘ladi.

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THE POWER OF DIALOGUE IN CREATIVE WRITING: ENHANCING TENSION AND CHARACTER DEPTH

Annotatsiya

Ushbu maqolada badiiy ijodda dialogning ahamiyati, uning syujetni rivojlantirish, voqea dinamikasini oshirish va personajlarning ichki dunyosini ochib berishdagi roli tahlil qilinadi. Dialog nafaqat qahramonlar o‘rtasidagi muloqot vositasi, balki ularning xarakterini ochish, konfliktni kuchaytirish va o‘quvchini asar voqealariga yanada chuqurroq jalb etish uchun kuchli vosita sifatida hizmat qiladi. Maqolada samarali dialog yozish usullari, uning tabiiyligi va ta’sirchanligini oshirish bo‘yicha muhim tavsiyalar keltirilgan.

Kalit so‘zlar: dialog, badiiy ijod, syujet rivoji, voqea dinamikasi, personaj xarakteri, konflikt, samarali dialog, tabiiylik, ta’sirchanlik.

Annotation

This article analyzes the significance of dialogue in creative writing, highlighting its role in developing the plot, enhancing narrative dynamics, and revealing the inner world of characters. Dialogue serves not only as a means of communication between characters but also as a powerful tool for unveiling their personalities, intensifying conflict, and deeply engaging the reader in the story. The article provides essential guidelines on crafting effective dialogue, ensuring its natural

flow and enhancing its impact.

Keywords: dialogue, creative writing, plot development, narrative dynamics, character portrayal, conflict, effective dialogue, natural flow, impact.

Dialogue is one of the most powerful tools in creative writing, serving as a means to develop characters, advance the plot, and create tension that captivates the reader. Well-crafted dialogue does more than just allow characters to communicate—it reveals personalities, builds relationships, and heightens emotional stakes. In storytelling, dialogue and description are two powerful tools that serve different purposes. Dialogue lets readers hear directly from the characters, bringing them to life and revealing their personalities, motivations, and relationships. Description, on the other hand, sets the scene, offers insights into characters' emotions, and builds the world around them. Striking a balance between these elements is crucial because it creates a rhythm that keeps readers engaged without overwhelming them with too much conversation or excessive detail [5].

Dialogue is a reflection of a character's thoughts, emotions, and personality. The way a character speaks—tone, vocabulary, and rhythm—provides insight into their background, education, and emotions. A skilled writer can use dialogue to show, rather than tell, a character's attributes. For example, a confident and assertive character may speak in short, direct sentences, while a nervous or uncertain one may ramble or hesitate. Additionally, subtext in dialogue plays a key role in deepening character complexity [7]. What a character chooses not to say can be just as revealing as what they do say. Subtle pauses, unfinished sentences, or contradictory statements can suggest hidden motives, internal conflicts, or relationships with other characters.

Dialogue is a potent tool for building tension, keeping readers invested in unfolding conflicts and emotional stakes. It can subtly introduce suspense, escalate disputes, and expose shifting power dynamics between characters. Characters with opposing desires, beliefs, or perspectives naturally spark tension, making their interactions more compelling. When characters withhold information, evade direct answers, or deliberately mislead others, the story gains an air of mystery and suspense. Heated arguments, strained silences, or words laced with hidden meaning deepen the emotional impact of scenes. Rapid-fire exchanges can create urgency and excitement, while measured, deliberate dialogue can build slow-burning suspense before a major revelation. The authenticity of a character's voice is crucial. Each character should speak in a way that reflects their unique experiences, education, and worldview. This helps distinguish them from one another and makes their personalities more vivid and believable.

Additionally, dialogue allows for organic character development. As a story progresses, changes in a character's speech patterns may indicate growth, emotional shifts, or internal conflicts. A character who starts off reserved may gradually adopt a more assertive tone as they gain confidence, while someone under stress might shift from eloquent speech to hurried, clipped sentences.

Beyond spoken words, subtext plays a critical role in character development. A character's true feelings may be hidden beneath sarcasm, evasive language, or deliberate silence. This indirect communication creates layers of complexity, encouraging readers to read between the lines and infer deeper meaning from interactions. Mastering dialogue is essential for any writer seeking to create immersive, emotionally compelling stories.[2] It breathes life into characters, strengthens narrative tension, and keeps readers engaged. By crafting dialogue that is purposeful, nuanced, and reflective of distinct character identities, writers can elevate their storytelling and leave a lasting impact on their audience. Dialogue is not just a means of communication between characters—it is a vital force that shapes the very essence of a story. Balancing dialogue and description is an art that takes practice, but it's a skill worth developing. When used effectively, dialogue and description work together to build dynamic scenes that pull readers in and make them feel part of the story [3].By paying attention to the needs of each scene, experimenting with different techniques, and finding your own rhythm, you'll be able to craft stories that resonate with readers and leave a lasting impression.

Every writer has a different style when it comes to balancing dialogue and description. Some

may prefer dialogue-heavy scenes that rely on character interactions to convey emotion, while others lean toward rich, detailed descriptions that paint a vivid picture of the world.

Dialogue is a fundamental tool in creative writing that serves multiple purposes beyond simple conversation. It is instrumental in developing character depth, revealing personalities, emotions, and motivations in a way that direct narration cannot always achieve. Through carefully crafted dialogue, writers can create tension, conflict, and subtext, making their stories more engaging and dynamic. By employing techniques such as pacing, interruptions, indirect speech, and strategic silences, writers can manipulate dialogue to heighten drama and maintain reader interest. Additionally, authentic and purposeful dialogue strengthens the believability of characters, helping readers connect with them on a deeper level. Ultimately, mastering dialogue enhances storytelling by providing realism, driving the plot forward, and intensifying emotional impact. Writers who effectively use dialogue as a narrative device can create compelling, immersive stories that resonate with readers long after the final page.

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MNEMONIK STRATEGIYALAR ORQALI TIL O‘RGANISHNI RIVOJLANTIRISH

Yangi tilni o‘rganish ko‘pincha murakkab jarayon bo‘lib, ayniqsa, xotirada saqlash qiyin bo‘lganlar uchun qiyinchilik tug‘diradi. Ko‘plab o‘quvchilar so‘z boyligi va grammatika qoidalarini yodlashda qiynaladi, bu esa tushkunlikka olib keladi. Biroq, mnemonik usullar va xotira texnikalaridan foydalanish o‘rganish jarayonini sezilarli darajada yaxshilashi mumkin. Mnemonikalar yangi ma'lumotlarni mavjud bilimlarga bog‘lash orqali xotirani mustahkamlovchi vositalar sifatida xizmat qiladi. Masalan, yangi so‘zlarni tanish narsalar bilan bog‘lash orqali ularni eslab qolish osonlashadi.

Mnemonik texnikalar qadim zamonlardan beri xotirani yaxshilash uchun qo‘llanilgan. “Mnemonika” atamasi yunon xotira ma'budasi Mnemosyne nomidan kelib chiqqan. Bu usullar taxminan miloddan avvalgi 500-yillarga borib taqaladi. Xotira so‘z boyligi va grammatikani o‘rganishda muhim rol o‘ynaydi, bu jarayon qisqa muddatli va uzoq muddatli xotirani o‘z ichiga oladi. Qisqa muddatli xotira ma'lumotni tezda qayta ishlaydi, lekin vaqtincha saqlaydi, uzoq muddatli xotira esa ma'lumotni cheksiz saqlash imkoniyatiga ega, lekin sekinroq ishlaydi. Til o‘rganishning asosiy maqsadi ma'lumotni qisqa muddatli xotiradan uzoq muddatli xotiraga o‘tkazishdir.

Mnemonikalar - bu yangi ma'lumotlarni oldingi bilimlarga bog‘lash orqali xotirani

mustahkamlashga yordam beradigan kuchli o‘quv vositalaridir. Ushbu yondashuv yangi materialni uzoq muddatli saqlash va kerak bo‘lganda eslab qolishni osonlashtiradi. Til o‘rganishda mnemonik strategiyalar ko‘pincha vizualizatsiya va guruhlash texnikalaridan foydalanishni o‘z ichiga oladi.

Afsonaga ko‘ra, yunon shoiri Simonid Kesos buzilgan bino qurbonlarini fazoviy xotira orqali aniqlashdan so‘ng, xotira texnikasini ishlab chiqqan. Bugungi kunda “xotira saroyi” yoki “loci” texnikasi deb nomlanuvchi bu usul, tanish joyni tasavvur qilish va undagi muhim joylarni eslab qolish kerak bo‘lgan ma’lumotlar bilan bog‘lashdan iborat. Shuningdek, qadimgi yunon va rim notiqlari uzun nutq va ro‘yxatlarni yodlash uchun ushbu usuldan foydalangan.

Loci tizimidan foydalanish uchun, tanish bo‘lgan marshrut yoki joyni tasavvur qiling va unga aqliy ravishda sayohat qiling, asosiy tushunchalarni ma’lum joylarga joylashtiring. Ushbu yondashuv tanish joy orqali aqliy yurish orqali ma’lumotni oson eslab qolishga yordam beradi. Nutq tarkibini boshqariladigan qismlarga ajratish ham xotirani mustahkamlaydi va taqdimotni qayta tashkil qilish yoki qisqartirishda moslashuvchanlikni ta’minlaydi.

Mnemonik texnikalar bilan muntazam mashq qilish xotirani yaxshilaydi va taqdimotni yanada tabiiy va ravon qiladi. Materialni faqat yodlash emas, balki uni ichki anglash muhimdir. Nutq tarkibini vizualizatsiya qilish, fikr xaritalaridan foydalanish va materialni ovoz chiqarib takrorlash, yozish yoki yozib olish orqali xotirani mustahkamlash mumkin.

Mnemonikalar va akronimlardan foydalanish ham yodlashni osonlashtiradi. Esda qolarli akronimlar yoki assotsiatsiyalar yaratish ma’lumotni saqlashga yordam beradi. Slaydlar yoki rekvizitlar kabi vizual vositalar taqdimot paytida eslatma sifatida xizmat qiladi. Bir nechta hissiyotlarni jalb qilish - ovoz chiqarib o‘qish, tasavvur qilish, qo‘lda yozish - xotirani mustahkamlashga yordam beradi. Auditoriya oldida mashq qilish va fikr-mulohazalarni olish nutqni takomillashtiradi va xotirani mustahkamlashga yordam beradi.

Taqdimot chog‘ida o‘z xabaringizni ishtiyoq va entuziazm bilan yetkazishga e’tibor qarating. Mavzuga haqiqiy qiziqish bildirganingizda, kontentni eslab qolish osonroq bo‘ladi, chunki siz faqat so‘zlarni yodlash emas, balki mazmunli ma’lumotni ulashasiz.

Nutqni yodlash qiyin bo‘lsa ham, to‘g‘ri strategiyalar bilan bu mumkin. Xotira saroyi, vizualizatsiya, mnemonikalar va hissiy anglash texnikalaridan foydalanish ishonchli va samarali nutq yetkazishga yordam beradi. Muntazam mashq qilish, turli resurslardan foydalanish va aniq maqsadlar qo‘yish til o‘rganish va taqdimot ko‘nikmalarini sezilarli darajada yaxshilaydi.

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CLASSIFICATION OF ANTHROPOMORPHIC EXPRESSIONS IN THE ENGLISH AND UZBEK LANGUAGES

Abstract: Anthropomorphism, the attribution of human characteristics to non-human entities, is a common phenomenon in the English and Uzbek languages. In this thesis the classification of anthropomorphic expressions in two languages, focusing on their lexical, syntactic, and semantic features are compared. It aims to highlight language-specific aspects of anthropomorphism and explore the ways in which human traits are ascribed to animals, objects, and abstract concepts in English and Uzbek. A comparative framework for understanding how anthropomorphic expressions is structured and utilized in two languages, revealing key cultural

and linguistic differences are presented.

Keywords: anthropomorphism, linguistic classification, cultural linguistics, semantic analysis, syntactic structures.

Anthropomorphism, the tendency to attribute human characteristics to non-human beings, objects, or concepts, is a pervasive phenomenon across languages and cultures. This linguistic device plays a significant role in literature, everyday communication, and cultural expression. While the practice of anthropomorphizing the non-human is universal, the forms, patterns, and functions of such expressions can vary significantly between languages, influenced by cultural norms, cognitive processes, and historical contexts. In this paper, we focus on the classification of anthropomorphic expressions in the English and Uzbek languages, two linguistically and culturally distinct languages, to explore how each language encodes human traits in non-human subjects.

The primary goal of this study is to establish a comprehensive framework for classifying anthropomorphic expressions in both English and Uzbek, identifying similarities and differences in their usage, structure, and cultural relevance. We aim to understand the underlying cognitive and linguistic mechanisms that drive anthropomorphism in these languages and investigate the impact of cultural context on the formation of these expressions.

At the heart of anthropomorphism lies the cognitive mechanism where humans attribute their own characteristics, emotions, and experiences to non-human entities. This process helps to make unfamiliar concepts more understandable, foster emotional connections, or communicate complex ideas in a simpler way. Anthropomorphic expressions appear in various linguistic forms, such as metaphors, similes, personifications, and idiomatic expressions.

While anthropomorphism is a cognitive universal, the ways in which it reveals in language are shaped by the specific characteristics of the language in question. This includes syntactic structures, lexicon, and cultural norms that influence the representation of human qualities in non-human entities. For example, English frequently uses personification in literature and everyday speech, as seen in expressions like “the wind whispered” or “time flies”. Similarly, in Uzbek, anthropomorphic expressions are often embedded in proverbs, folk tales, and metaphors as “shamol bo‘lmasa, daraxt uchi qimirlamaydi”, “qushdek yengil tortdi” where animals or natural forces are endowed with human-like characteristics to convey moral lessons or cultural values.

In English, anthropomorphic expressions are commonly used across various genres of discourse, including literature, everyday conversation, and advertising. These expressions can be broadly classified into several categories based on their form and function.

FORM	FUNCTION	EXAMPLE
Personification	involves attributing human characteristics to inanimate objects, abstract concepts, or natural phenomena	“The city never sleeps” “The car roared to life” “The sun smiled down”
Metaphor and Simile	conveys abstract ideas or emotions	“Her voice was like silk” “The storm was a lion, roaring and fierce”
Idiomatic Expressions	carry cultural significance and may not be immediately understandable from their literal meaning	“A wolf in sheep’s clothing” “Cat’s out of the bag” “A bird in the hand is worth two in the bush”

In Uzbek, anthropomorphic expressions are prevalent in various forms of cultural discourse, including proverbs, poetry, folk tales, and daily conversation. These expressions often reflect deep cultural values and are heavily influenced by the agrarian, nomadic, and spiritual aspects of Uzbek society. The classification of anthropomorphic expressions in Uzbek can be explored through the following categories.

FORM	FUNCTION	EXAMPLE

Proverbs and sayings	employ anthropomorphism to communicate moral lessons, offer advice, or describe human nature in terms of animals or natural forces	A wolf is still a wolf, even in sheep's clothing A clever horse knows the road
Folk tales and myths	serve both as entertainment and as vehicles for imparting moral lessons to children and adults	The clever fox outwitted the foolish hunter The mountain spoke to the wanderer, guiding him to safety
Metaphorical expressions	attribute human qualities to natural elements or objects	The moon smiled down His words were like honey, sweet and soothing

Even though these languages English and Uzbek use anthropomorphic expressions, the specific forms and functions of the expressions reflect the unique cultural, historical, and linguistic contexts of each language.

✓ Cultural Differences: In English, anthropomorphism is often used in a playful or rhetorical manner, particularly in literature, advertising, and casual speech. In contrast, Uzbek anthropomorphism is more deeply tied to cultural expressions, such as proverbs and folk tales, which carry moral or ethical undertones. The use of anthropomorphic animals in Uzbek reflects the agrarian and nomadic history of the region, where animals often played symbolic roles in understanding human behavior.

✓ Structural Differences: While both languages utilize personification and metaphor, the syntactic structures of anthropomorphic expressions in Uzbek are often more elaborate due to the language's rich inflectional system. Uzbek metaphors can also carry deeper layers of meaning, as the language frequently uses poetic structures and allusions that are not as common in English.

✓ Semantic Impact: In English, anthropomorphism often serves to create empathy or understanding, especially when ascribing human traits to nature or animals. In Uzbek, however, anthropomorphism is frequently used to teach lessons, encapsulate social norms, and reflect philosophical ideals, often through the lens of folklore and traditional wisdom.

The classification of anthropomorphic expressions in English and Uzbek reveals both shared cognitive processes and distinct cultural approaches to language. While the languages use anthropomorphism to convey human traits to non-human entities, the forms, functions, and cultural implications differ significantly. English tends to favor personification and metaphor, often with emotional or rhetorical intent, while Uzbek emphasizes moral lessons and cultural wisdom through anthropomorphic proverbs and folk narratives.

By comparing these two languages, this study emphasizes the widespread use of anthropomorphism as a powerful linguistic tool and reinforces the crucial role of cultural context in shaping how human traits are projected onto non-human entities. The findings underline that while the cognitive basis for anthropomorphism is universal, the specific ways in which it is expressed are deeply influenced by cultural norms, values, and linguistic structures. Thus, understanding anthropomorphic expressions requires not only a linguistic analysis but also an appreciation of the cultural frameworks that shape them.

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THE IMPORTANCE OF FAIRY-TALES IN ENGLISH FOLKLORE

The folklore is being the milestone in the development of other genres of the literature, as it was organized by the society in order to pass the culture from wise old ancestors to inexperienced young generations. The basic aim was to make the people's life more interesting and meaningful. The word derived from Greek word "folk" - nation or community of people and the Old English language "lore" (lar) - knowledge and learning. Tales have the main importance in the foundation of folklore, as they are quite influential both youth and adults. Literal devices are the major pressure for readers to enjoy and accept knowledge from tales. They represent the meaning of plot by the help of figurative language.

A folktale is a story or legend forming part of an oral tradition. Folktales are generally passed down from one generation to another and often take on the characteristics of the time and place in which they are told. Folktales speak of universal and timeless themes, and help folks make sense of their existence or cope with the world in which they live. A folktale is "a poetic text that carries some of its cultural contexts within it; it is also a travelling metaphor that finds new meaning with new telling" [1].

Folktales are narratives from the oral-storytelling tradition, with every region throughout the world having its own distinctive tradition. Fairy tales, fairy stories, or wonder tales, a subdivision of folktales that usually involve magic, tell of transformations and wondrous changes in fortune of a disadvantaged protagonist, usually culminating in a happy end. Folktales and fairy tales were not originally told—or later written—specifically for children, although they are now one of the dominant forms of children's literature. Among the most popular and widespread fairy tales for children today are "Cinderella," "Little Red Riding Hood,""Beauty and the Beast," "Sleeping Beauty," "Hansel and Gretel," and "Rapunzel." Oral folktales and fairy tales, originally told by adults to an audience that was primarily made up of adults but could also include children, were traditionally a form of shared literature with a ritualistic nature. This can still be seen in formulaic expressions such as "once upon a time"; familiar plot patterns and character types; stock situations; and overt symbolism. These tales addressed the deep-seated fears, hopes, and dreams of a given community and helped to reinforce cultural and moral values.

The earliest written collections are the Indian Panchatantra (ca. 6th century) and the Oriental Arabian Nights (ca. 10th century). The first recorded variation of "Cinderella" can be found in a Chinese book of folktales from the mid-9th century. In Europe the genre of the literary fairy tale developed after the introduction of printing in the 15th century. The development of fantasy for children owes much to this trend: the first major works in the genre by authors such as George MacDonald and Lewis Carroll were produced in the wake of the early-19th-century popularity of fairy tales.

Fairy tales have always been popular among illustrators, and the 20th century saw republications of illustrated collections of fairy tales by Charles Perrault, the Grimms, and Hans Christian Andersen by artists such as Arthur Rackham, Harry Clarke, and Johnny Gruelle; individual tales have been notably illustrated by such artists as Trina Schart Hyman, Anthony Browne, Lisbeth Zwerger, and P. J. Lynch. Some illustrators, such as Wanda Gág and Paul O. Zelinsky, have both retold and illustrated their own versions. Today the fairy tale has advanced to canonized reading matter in schools and libraries, a positive development theoretically underpinned by Bruno Bettelheim's study The Uses of Enchantment (1976) and its claims about

the psychologically beneficial aspects of fairy tales. It is now a staple element in all media produced to entertain children, especially in the realm of animated film in the wake of the great impact produced by the major Walt Disney films Snow White and the Seven Dwarfs (1937), Cinderella (1950), and others [2].

English daily life and fairy tales do not always have a happy and bright ending, sometimes it is the opposite. The ending can be more dramatic and sometimes even more brutal. But what's often taken for granted is an ending that's a coherent conclusion with no plot twists or intensity. It is not always true that intellectualism is the most reliable companion of English fairy tales [3]. The most influential aspect of English fairy tales is the usage of figurative language.

The fairy tale gives us a lot of educational opportunities, because it shows a world of kindness, justice, responsiveness, joy. The fairy tale helps in the moral, labor, aesthetic education of the student; helps to motivate the child to learn a foreign language. Using a fairy tale, the teacher has the opportunity to develop almost all skills and abilities [4].

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THE MAIN PECULARITIES OF USING AUTHENTIC MATERIALS IN EFL

Annotation

The article presents the usage of authentic materials in teaching English language, advantages for teachers and students and its effectiveness in the classrooms. Moreover, advantages and some shortcomings of using authentic materials are discussed and analyzed theoretically and practically.

Key words: authentic material, crucial, text, context, intercultural communication, motivation, competence, principle.

The President of the Republic of Uzbekistan Sh.Mirziyoyev speaking about the future of Uzbekistan underlies that "We will construct and renovate the future of Uzbekistan with the help of brave, hardworking, congenial generation of the nation. That is why we as the future teachers have to contribute to the improving and mastering foreign languages teaching in our country, especially English, which has become the global language of international and intercultural communication. So, implementing authentic implementing authentic materials in class is crucial in language teaching, because it raises students' motivation and interest.

Rogers and Medley (1988: 468), states that the term authentic to refer to language samples that reflect a naturalness of form, and an appropriateness of cultural and situational context that would be found in the language as used by the native speakers, orally. Authentic materials refer to audio/video recordings of a discourse or a conversation that is spontaneously generated by native speakers of the language. Jordan (1997: 113) states that to authentic texts are not written for the aim of language teaching. Martinez (2002:1) states that "Authentic wouldbe material designed for native speakers of English used in the classroom in a way similar to the one it was designed for. Wallace (1992:145) states that authentic texts have been defined as real life texts, not written for pedagogic purposes. They are therefore written for native speakers and contain real language.

Authentic materials should be integrated into those classes where the foreign county is far away and mainly when it is not possible for the students to visit it and stay there for a short period.

Specifically, the use of vocal authentic materials through specific activities makes possible the development of phonological, grammatical, lexical, semantic, morphological, syntax and pragmatic competences by transmitting to the student the expectancy grammar. Integration through specific activities of written authentic materials activates expectancy grammar and deepens lexical, semantic, grammatical, syntax and pragmatic competences. With regards to the audiovisual materials, according to Begley, (Begley S., 1999), 83% of the information that enters our brain follows the visual channel and only 11% follows the audio one. Therefore, if audiovisual materials are combined with a kind of interaction, they would be very efficient for memorizing and learning a foreign language. On the other side, the scholar Cardona (Cardona M., 2007) claims that "the use of audiovisual materials can help developing lexical competences".

Gebhard (1996, cited by Oura, 2001, p. 68) grouped authentic materials under three categories:

Authentic audio/visual materials include TV commercials, quiz shows, video clips, cartoons, movies, soap operas, radio dramas and radio commercials.

Authentic visual materials include slides, pictures, photographs, children's drawings, non-verbal street signs, skylines, magazine pictures, postcards, non-verbal picture books, and stamps.

Authentic written materials are newspaper articles, movie commercials, astrology columns, sports news reports, obituaries, recommendation columns, lyrics, restaurant menus, street signs.

Authentic language materials are simply texts, audio and video that have been designed for native language speakers. Unlike traditional materials that have been created especially for second language learners, they aren't structured in a special way and they don't use specific grammar or vocabulary because they assume that the reader can understand the language used to a native level. Using authentic materials have several advantages. Brosnan et al. (1984) explains the importance of authentic language in the classroom below:

1. Language is natural. Thus, by simplifying language or modifying it for teaching purposes (limiting structures or controlling vocabulary), the teachers risk making the task more difficult. It may, in fact, be removing clues to meaning.

2. Authentic language provides students the opportunity to deal with a small amount of material which contains complete and important messages at the same time.

3. Authentic printed materials offer students with the chance to make use of nonlinguistic clues such as layout, pictures, colors, symbols, the physical setting in which it occurs help them find out the meaning more easily.

4. Adults need to be able to see the direct applicability of learning materials in the classroom to what they need to have outside, and authentic material treated realistically makes the connection understandable.

We agree that using authentic materials in class expose learners to the language as its naturally use, enhance students' motivation and engagement, develop students' critical thinking skills and improves language skills. But it has some challenges and considerations: Complexity and difficulty, cultural differences, accessibility and availability, time and preparation, potential for distraction.

In conclusion, the use of authentic materials in English language teaching presents numerous advantages, enhancing the learning experience for students. Both teachers and students generally perceive authentic materials positively, recognizing their value in enhancing language skills and cultural awareness.

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DIGITAL ASSESSMENT CRITERIA: FRAMEWORKS AND IMPLICATIONS IN MODERN EDUCATION

Abstract

Digital assessment is transforming the educational landscape by offering efficient, scalable, and data-driven evaluation methods. This paper examines the key criteria for digital assessment, including validity, reliability, fairness, and usability. Through an analysis of existing frameworks and methodologies, we explore their impact on student performance and educational equity. The findings suggest that well-defined digital assessment criteria enhance learning outcomes and provide deeper insights into student progress. Future research should focus on refining these criteria to adapt to evolving digital learning environments.

Keywords: digital assessment, evaluation criteria, validity, reliability, fairness, educational technology.

Annotatsiya

Raqamli baholash samarali, kengaytiriladigan va ma’lumotlarga asoslangan baholash usullarini taklif qilish orqali ta’lim tizimini o‘zgartiradi. Ushbu maqolada raqamli baholashning asosiy mezonlarini, jumladan haqiqiylik, ishonchlilik, adolatlilik va foydalanish qulayligi ko‘riladi. Mavjud asoslar va metodologiyalarni tahlil qilish orqali biz ularning talabalar samaradorligi va ta’limga mosligini o‘rganamiz. Natijalar shuni ko‘rsatadiki, aniq belgilangan raqamli baholash mezonlari o‘quv jarayonini rivojlantiradi va talabalar taraqqiyoti haqida chuqurroq tushuncha beradi. Kelajakdagi tadqiqotlar rivojlanayotgan raqamli ta’lim muhitiga moslashish uchun ushbu mezonlarni takomillashtirishga qaratilishi lozimdir.

Kalit so‘zlar: Raqamli baholash, baholash mezonlari, haqiqiylik, ishonchlilik, adolatlilik, ta’lim texnologiyasi.

The integration of digital assessment in education has gained significant momentum due to advancements in technology and the increasing need for flexible learning solutions. Traditional assessment methods often fail to provide timely feedback or accommodate diverse learning styles. Digital assessment offers an alternative that enhances efficiency, personalization, and scalability. However, to ensure the effectiveness of digital assessments, well-defined criteria must be established. This study explores the fundamental criteria necessary for effective digital assessments and their implications for modern education.

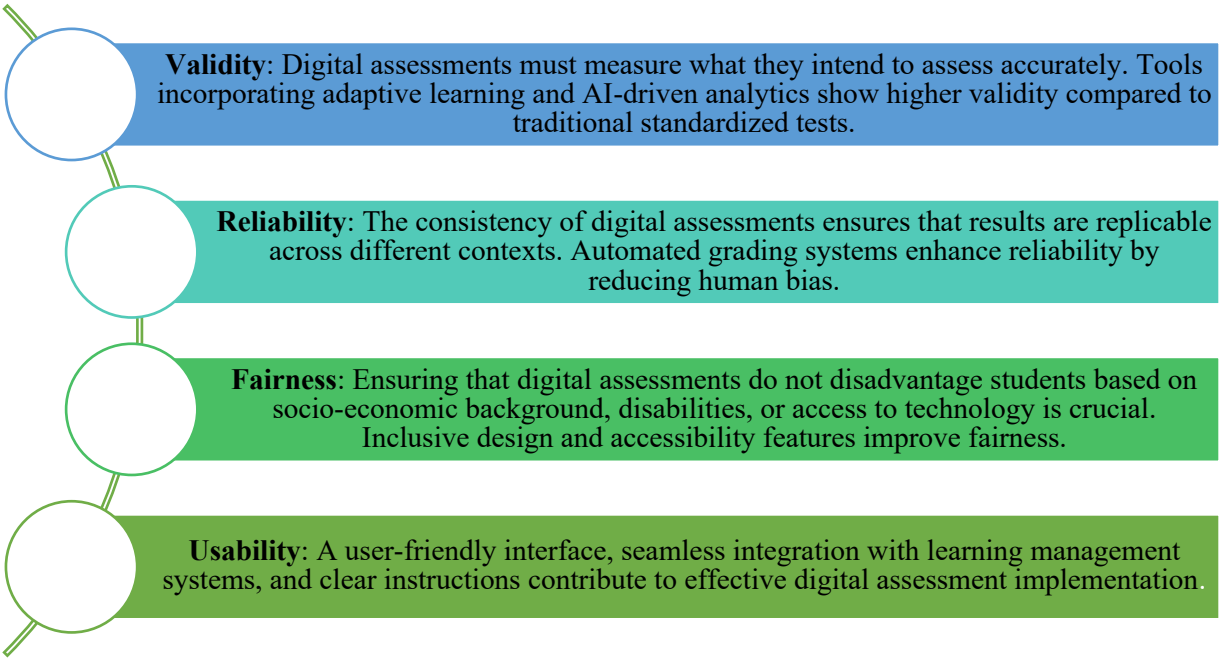
A qualitative approach was adopted to analyze existing literature on digital assessment frameworks. Key sources include peer-reviewed articles, case studies, and policy guidelines from leading educational institutions. The study focuses on four primary assessment criteria: validity, reliability, fairness, and usability. A comparative analysis of different digital assessment tools and their alignment with these criteria was conducted.

The analysis reveals that successful digital assessment tools adhere to the following criteria (See picture 1).

The findings suggest that digital assessment criteria significantly influence learning outcomes and student engagement. While digital tools provide several advantages, challenges such as technical issues, data privacy concerns, and the need for teacher training persist. Future improvements should focus on refining algorithms for bias reduction, enhancing security features, and integrating real-time feedback mechanisms.

Digital assessment, when guided by well-defined criteria, offers an innovative approach to

evaluating student performance. Validity, reliability, fairness, and usability serve as essential pillars for effective digital assessment frameworks. As technology continues to evolve, ongoing research and policy development will be necessary to optimize digital assessment methodologies for diverse educational settings.



Picture 1. Digital Assessment Criteria.

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Annotatsiya

Mazkur maqolada Venger tilining shakllanishida II-X asrlarda Yevropada bo‘lib o‘tgan va Xalqlar Buyuk Ko‘chishi deb nomlangan katta bir tarixiy jarayonning roli va tutgan o‘rni masalasi o‘rganib chiqilgan. Asli vatani Sharqiy Yevropada bo‘lgan bu xalqning G‘arbiy Yevropaning

markaziga borib bu yerda o‘z davlatini barpo qilishi va Hind-Yevropa tillarida so‘zlashiladigan katta bir hududda “til orolini” tashkil etishi tarixchi olim va mutaxassislarni qiziqtirib keladiq Maqolada venger tilining shakllanishida turkiy substratning ta’siri venger va turk tillaridan olingan misollar yordamida yoritib berilgan. II-X asrlarda Yevropada ijtimoiy-siyosiy hayot har taraflama qaynamoqda edi. Qarib borayotgan rimliklar, greklar o‘rniga yangi, yosh, navqiron, kuchga to‘lib kelayotgan va katta ambisiyalarga ega bo‘lgan germanlar, turkiylar, va qisman slavyanlar buyuk o‘tmishga ega, lekin endi kuchsizlanib borayotgan Rim imperiyasining qulab borishidan kattaroq manfaat ko‘rishga urinib ko‘rishi tabiiy edi.

Kalit so‘zlar: Vyengerlar, mad’yarlar, xunlar, turkiy qavmlar, substrakt, bulg‘or, xazarlar, qipchoqlar, bojnoqlar, xristian dini, pravoslavlik, metateza, proteza, qabila ittifoqi.

Abstract

The present article deals with the problem of the role and place of the Great migration of peoples which had taken place in Europe in the III-X centuries CE. The problem is very topical and interesting due to the fact, that the motherland of the Hungarian people being in the Eastern Europe, they established a state in the heart of Western Europe, forming a so-called “language Island” in the centre of vast territory inhabited by Indo-European speaking peoples. The author analyses this problem using the etimology of Hungarian words and comparing them with the material of ancient Turkic languages and that of modern Turkish language.

Key words: Hungarians, madyars, hunns, turkic peoples, nomadic tribes, substratum, bulgars, khazars, kipchaks, christianity, orthodoxal Church.

Gunnlar davlatining juda tez parchalanib ketishiga bir necha omillar sababchi bo‘ldi. Bularni diqqat bilan kuzatib turgan Rimliklar egallagan hududlarni saqlab qolish uchun endi Rimni markaz qilib emas balki o‘sha uzoq xududlardagi romanlashgan aholini romanlik belgilarini saqlab qolish, shu yo‘l bilan chekka hududlarda lotin va yangi shakllanayotgan roman tillari, rim madaniyati, xristian dinining tegishli mazhablarini saqlab qolish va rivojlantirishga yo‘naltirilgan strategiyani ishlab chiqdi unga mos ravishda taktik yurishlar ishlab chiqdi. Bu chora tadbirlar samara bermay qolmadi. VI-XIII asrlarda german va keltlarning hududiy tendensiyalari kengayishdan to‘xtadi. Gunnlar faqat kichik bir xududda – Vengriyada qoldi. Rimliklar esa sobiq koloniyalarda davlatlar qurishga va ularni har tomonlama kuchaytirib borishga erishdi. Xuddi shu kontekstda sharqdan, ugor-fin oilasiga mansub madyarlar qabilalari uzoq yurishni amalga oshirib asta sekin hozirgi Vengriya xududiga yetib keldi, uni egallab oldi. Bu narsa bir kun, bir xafta, bir oy yoki bir yilda sodir bo‘lmadi. Buyuk ko‘chish jangi jadallaridan omon qolgan xalqlar urush, yurish, mudofaa, qamal kabilardan holdan toygan, iqtisod izdan chiqqan, atrofda bo‘layotgan voqea-hodisalarga ta’sir ko‘rsatish, uni to‘xtatish yoki tezlashtirishga noqobil bo‘lib qolgan edi. Xuddi shu kontekstda Vengriya xududini egallagan qavmlar gun tilini siqib chiqardi va o‘z tillarining hukmronligini o‘rnatdi. Ammo mahalliy aholi V-VI asrdan beri gun tilida so‘zlashganliklari tufayli venger tiliga ko‘plab gun so‘zlari substrat elementi sifatida kirib keldi. Yangi hududda yaxshi o‘rganib olgan vengrlar xo‘jalikni, siyosiy tuzumni, iqtisod, din, huquq, armiya, madaniyat va boshqa ijtimoiy institutlarni yangi sivilizatsiya andozalariga mos ravishda paydo qildi va bu davlat X asrdan to hozirgi davrgacha mavjud. Tarixdan ma’lumki vengerlar ugor-fin oilasiga mansub xalq bo‘lib VIII asrga yaqin bir paytda sharqdan Shimoliy Qora dengiz bo‘ylariga Markaziy Osiyodan kelib o‘rnashdi. X asrning ikkinchi yarmiga kelib sobiq Pannoniyani bosib oldilar va shu yerda ko‘chmanchi xalqdan o‘troq xalqqa aylandi hamda Tissa va Dunay o‘rtasida Vengriya deb atalmish davlatga asos soldilar [4].

Vengerlar o‘zlarini mad’yarlar deb atashardi. 1000 yilgacha Vengriyada davlat rahbarlari xon deb atalar edi. Bu esa Xalqlarning buyuk ko‘chishidan qolgan meros bo‘lib IV asrdan to IX asrgacha, ya’ni mad’yarlar kelgunga qadar gunnlar davlati - Hungary mavjudligi va qirollarning Xon deb atalishi bilan guvohlanadi. 1000 yildan boshlab Vengriya xoni Stefan I (Venger imperatori 1, 997-1038) o‘zini “xon” emas balki “qirol” deb atashga buyruq berdi. Bu narsa Vengriyada xristian dinining qabul qilinishi bilan bevosita bog‘liqdir. Chunki Stefan I avvalroq pravoslavlikni qabul qilgan bo‘lsa, keyinroq atrofidagi davlatlar - Germaniya, Chexiya va

Polshaning tazyiqi ostida katolik mazhabiga o‘tdi va Vengriya xalqini majburan katolikka aylantirdi. Vengriyada Arpadlar dinastiyasi barpo etildi [3].

Vengerlar (mad’yarlar) asli turkiy tilda so‘zlashgan qavmlar bo‘lib, ular VIII-IX asrlarda sharqiy Yevropada Ugor-fin tillarida so‘zlashuvchi xalqlar ta’sirida bo‘lganligi tufayli ugor-fin oilasidagi tilni qabul qilib, ular Pannoniyaga kelganda mahalliy aholi lotin tilida emas, balki gunn tilida so‘zlashar edi. Gunnlar tili mad’yarlar uchun qadimda yashagan ajdodlar tili bo‘lgan bo‘lsa-da keyingi uch asr davomida o‘zga tilda so‘zlashib yurgan paytda bu tilni butunlay unutgan avlodlar paydo bo‘lgan edi.

Mad’yarlar Pannoniyaga kelgach o‘troqlashdi va mahalliy xalq bilan assimilyasiya jarayonini boshidan kechirdi. Chunki III-IV asrlardan bu yerda yashay boshlagan o‘troqlashgan gunnlar X asrga kelib o‘sha davr uchun o‘rtacha Yevropa standarti (AES-Average European Standart) darajasida o‘z ijtimoiy-iqtisodiy va madaniy-maishiy hayotini tashkil etib ulgurgan, rivojlanish darajasi ko‘chmanchi mad’yarlardan ancha yuqori edi. Natijada, xukmron sinf sifatida ugor-fin tili bu yerda asosiy til bo‘lib, gunn tili esa asta sekin unutilib borgan va XII-XIII asrlarga kelib butunlay unutilgan bo‘lsa-da Turkiy substrat venger tilida ko‘plab iz qoldirdi [3].

Biz Vengriya hududida 1241-1242 yil bo‘lgan Mo‘g‘il-tatar istilosi va 1390-1683 yilgacha Usmonli turk jangchilari tomonidan Vengriyaning bosib olinishi va shuning oqibatida Venger tiliga turk (O‘smonli turk) tilidagi so‘zlar qabul qilinganligini inobatga olgan holda venger tiliga turkiy tillardan kirib kelgan so‘zlarni o‘rganib chiqdik. Birlamchi umumiy jihatdan hozirgi zamon turk tilida mavjud bo‘lgan so‘zlarni chiqarib tashladik. Bunday qilishdan maqsad biz xalqlarning buyuk ko‘chishining venger tiliga ko‘rsatgan ta’siri, bu tilda qolgan izlarini o‘rganish edi [5].

Bu vazifani bajarish uchun biz Vengercha - ruscha lug‘atning so‘zligini sinchiklab o‘rganib chiqdik va qadimgi turkiy tillar: gunn, bulg‘or va boshqa tillardan kirgan so‘zlarni belgilab chiqdik. Topilgan so‘zlarning qadimgi turkiy tillarda mavjud bo‘lgan-bo‘lmanligini tekshirish uchun, aniqrog‘i verifikatsiya qilish uchun “Drevnetyurkskiy slovar”ga murojaat qildik. DTSda mavjud bo‘lgan so‘zni venger tiliga turk tili orqali kirgan-kirmaganligini aniqlash uchun bir yo‘la 3 turdagi shaklini berdik: venger so‘zi, o‘zbekcha tarjimasi. turkcha variant.

Agar venger tilidagi shakl turk tilidagi shaklidan boshqacha bo‘lsa, demak bu so‘z qadimgi turkiy davrdan beri mavjud bo‘lib, venger tiliga VII-X asrlarda o‘tgan bo‘ladi [4].

1. denger (dengiz; turkcha-deniz. Rotasizm tufayli birlamchi z(z>r) r ga aylangan [2].

2. Arslan (sher, arslon). Turk tilida “aslan”. Turk tilidagi variantda (r) tovushining yo‘qligi venger tilidagi so‘zning ancha qadimiyroq ekanligidan darak beradi. [1]

3. Balta (bolta). Turk tilida “balta”. Bu so‘zni ham gunn davrida kirib kelgan so‘zlar sarasiga kiritish mumkin.

4. Bazar (bozor). Turk tilida “pazar”. Turk tilida birinchi undoshning jarangsizlanganligi gunn tili foydasiga guvohlik beradi.

5. Katrany (qatron, smola) bu so‘z turk tilida yo‘q

6. Kazan (qozon). [2, 646]. Turk tilida Kazan. So‘zning qaysi yo‘l bilan kirib kelganligini aniqlash qiyin.

7. Iroda (idora)- turk tilida bu so‘z yo‘q. “Turpoq –tuproq” kabi metateza hodisasi ro‘y bergan. Shunisi qiziq-ki, metateza faqat turkiy tillardan, balki, slavyan tillaridan kirgan so‘zlar bilan ham sodir bo‘lgan. Masalan: bodnar (rus tilida bondar (bochka yasovchi); bolha (rus tilida bloxa (burga)

8. Vezer - vazir. Bu so‘zning venger tiliga qaysi davrda kirib kelganini aniqlash qiyin.

9. Teve-tuya “Teva bilan bo‘taloq”ni eslang (M. Gulxaniydan) [1,2].

Qadimgi turkiy so‘zlarning hozirgi venger tili lug‘at boyligining ajralmas qismiga aylanib qolganligi dalillab berildi.

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ENGLISH AS A MEDIUM OF INSTRUCTION IN EUROPEAN COUNTRIES

Abstract

Currently, approximately 60% of subjects are delivered in English at the master's and postgraduate levels in European and Asian universities. This shift towards English instruction at higher education levels not only enhances the international reputation and competitiveness of European universities but also plays a significant role in elevating their global rankings.

Key words: European universities, English-Medium Instruction (EMI), internationalization, competitiveness, standardization, Bologna Declaration, higher education, language instruction.

Аннотация

В настоящее время около 60% предметов преподаются на английском языке в магистратуре и аспирантуре в университетах Европы и Азии. Этот подход к преподаванию английского языка на уровнях высшего образования не только повышает международную репутацию и конкурентоспособность европейских университетов, но также играет значительную роль в повышении их мировых рейтингов.

Ключевые слова: Европейские университеты, англоязычное обучение (EMI), интернационализация, конкурентоспособность, стандартизация, Болонская декларация, высшее образование, языковое обучение.

European universities have undergone various reforms, such as internationalization, competitiveness, and standardization. (EMI) is used to varying degrees in different parts of Europe: Southern, Northern, Western and Central Europe. The EMI education program, first started in the early 1980s by the Dutch government in the upper grades of schools, was organized in connection with the departure of Dutch workers to work in the Netherlands, with the aim of creating conditions for their children to continue their education in Dutch schools.

It is noted that not all European countries approve the teaching of specialized subjects in English. This can be seen in the case of Italy and France. This direction was considered by the teachers of the Italian Polytechnic University to stifle freedom in education, while the French researchers linked it to the danger of the French language disappearing.

In Croatia, university students and teachers welcomed this method of education, but cultural centers opposed it. However, the adoption of the Bologna Declaration has led to the widespread popularity of EMI in European countries since the 1990s. In Europe, the countries where EMI has been widely implemented since the Bologna Declaration are the Netherlands, Germany, Sweden, France and Denmark, and almost 80% of the graduating classes in these countries teach all subjects in English. Today, there are mainly 3 areas in European educational institutions: engineering technology; business and management; social studies are taught in English.

Currently, 60% of subjects are taught in English at the master's and postgraduate levels of education in European countries, and this is very important in increasing the international prestige of universities and raising their ranking in the world [1:155].

Danish researchers who conducted research on EMI at Aarhus University. Lueg and others describe this trend in one word as "elite education". In countries where English is not the official language, social stratification is cited as the main reason why students choose to study EMI in

English. According to him, upper caste students choose EMI with great freedom and self-confidence, while lower castes study in EMI universities with the encouragement of their family members. As a result of their research, they put forward the following hypotheses:

- the higher the social prestige, the higher the probability of choosing EMI;
- the higher the level of English, the more likely to choose EMI;
- the realization that English is necessary for employment and good results motivates choosing EMI.

The research by Lueg and the team sheds light on how social factors, language proficiency, and the perceived value of English in career prospects influence students' choices regarding EMI. Understanding these dynamics can help educational policymakers and institutions tailor their approaches to address social inequalities and provide equitable access to quality education, regardless of background or social standing.

By exploring these hypotheses and their implications, educators and policymakers can work towards creating a more inclusive educational environment that addresses the diverse needs and aspirations of students from various social backgrounds, ultimately fostering a more equitable and accessible educational system.

They also point out that there are four main objectives for teaching in English at the University of Copenhagen in Denmark:

1) to show the world the scientific work done in order to increase the international scientific reputation;
2) work with the best foreign students and researchers;
3) development of doctoral theses based on international cooperation;
4) publishing articles in the most prestigious international journals.

As mentioned, there are more and more master's programs in European countries taught mainly in English. This can also be seen from the table below (see Table 1):

Table 1.

European countries in English graduate programs

Names of countries	Master's programs in English	The population
Sweden	764	9,644,864
Germany	763	80,585,700
Spain	378	46,704,314
Denmark	363	5,627,235
Italy	335	59,943,933
Finland	296	5,454,444
Norway	206	5,136,700
Turkey (European part)	164	76,667,864
Ireland	29	321,857
Croatia	5	4,284,889 [2]

The growing trend of English-Medium Instruction (EMI) in countries like China and Japan reflects a strategic shift towards internationalization and competitiveness in higher education. With English emerging as a key medium of instruction, both China and Japan have embarked on educational reforms to enhance their global standing and attract international students. However, despite the progressive adoption of EMI in specialized subjects, challenges persist, particularly in terms of students' readiness and teachers' support.

1. Enhanced Support Systems: Institutions in China and Japan should invest in comprehensive support systems for students and teachers transitioning to EMI. This may include language proficiency programs, mentorship initiatives, and counseling services to address linguistic challenges and ensure academic success.

2. Professional Development: Continuous professional development opportunities for

educators can enhance their pedagogical skills in delivering specialized content in English. Workshops, training sessions, and collaborative endeavors can help teachers navigate the complexities of EMI effectively.

3. Focus on Lexical Competence: To address the identified issue of insufficient lexical competence in English, targeted interventions such as vocabulary-building exercises, language labs, and contextual learning activities can bolster students' language proficiency in specialized domains.

4. Research and Evaluation: Continued research and evaluation of EMI implementation can provide valuable insights into best practices, challenges, and areas for improvement. Collaboration between researchers, educators, and policymakers can drive evidence-based decision-making in enhancing EMI efficacy.

5. Student-Centered Approach: Promoting a student-centered approach to EMI can empower learners to actively engage with the material, seek support when needed, and participate in a supportive learning environment conducive to their academic growth.

By implementing these recommendations and fostering a culture of support, continuous improvement, and student empowerment, institutions in Uzbekistan can navigate the complexities of EMI implementation successfully, ensuring that students receive a quality education that prepares them for global academic and professional opportunities.

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TIL TA’LIMIDA ZAMONAVIY METODLAR

Annotatsiya

Ushbu maqolada chet tilni o‘qitishda tayaniladigan metodlar tahlil qilingan. Olimlar tomonidan tavsiflangan metodlar umumta`lim maktablari uchun mo‘ljallangan darsliklarga qay darajada mos kelish jihatlaridan bayon etilgan. Shuningdek, ularning lingvistik va psixolingvistik tomonlariga aniqliklar kiritilgan.

Kalit so‘zlar: tinch yo‘l metodi, umumiy jismoniy javob metodi, leksik-tarjima metodi, vazifaga asoslangan ta'lim, neyro-lingvistik dasturlash, loyiha metodi.

O‘zbekiston Respublikasi Prezidentining 2022 yil 20 dekabrdagi Oliy Majlis va O‘zbekiston halqiga Murojaatnomasida o‘quvchilarni maktabdan ona tili va chet tillarni puxta o‘zlashtirib, kompyuterda ishlashni o‘rganib chiqish, ularni kasb-hunarlarga, san‘at va madaniyatga qiziqtirish, o‘quvchilarda erkin va kreativ fikrlash, jamoada ishlash va muloqot ko‘nikmalarini shakllantirish kabi vazifalarga jiddiy e‘tibor qaratilgan [5]. Murojaatnomada belgilangan asosiy vazifalardan biri

o‘quvchilarga xorijiy tillarni o‘qitish va o‘zlashtirishlari uchun zarur shart–sharoit yaratish bo‘lib, bu, albatta, xorijiy tillarni o‘rganish metodlarini takomillashtirishni taqozo etadi.

Metod – bu til materialini tartibli taqdim etishning umumiy rejasi bo‘lib, uning hech bir qismi qarama-qarshi bo‘lmagan va barchasi tanlangan yondashuvga asoslanadi [1; B.19.]. Чет тил ўқитиш тизимида кўплаб ислоҳатларнинг олиб борилиши, тил таълимида кўплаб замонавий методларнинг пайдо бўлишига олиб келди.

“Tinch yo'l” (Silent way) metodi tilshunoslikda strukturaviy yondashuvga, psixologiyada esa gumanistik yo'nalishga asoslanadi. Bunda o‘quvchilar so‘zlarni yoki qoidalarni o‘qituvchidan keyin takrorlamasdan, berilgan mavzularni mustaqil o‘zlari o‘rganishadi. Ushbu metod topshiriqni bajarishda o‘quvchilarning fikrlash va diqqatni jamlashga yordam beradi. “Tinch yo'l” metodidan foydalanish ma'lum cheklovlarga ega, chunki u o‘quvchilarning yuqori darajadagi qiziqishini va ichki motivatsiyaning mavjudligini nazarda tutadi. Bu metodning ijobiy jihati o‘quvchilarning mustaqilligini rag‘batlantirish va o‘quv jarayonida turli tayanch va ko‘rgazmali qurollardan foydalanishdir [3; B. 40.].

Umumiy jismoniy javob (Total physical response-TPR) usuli tabiiy usulning g‘oyalari asosida rivojlangan. Uning mohiyati shundaki, bolalar ona tilini qanday o‘zlashtirgan bo‘lsalar, chet tilni ham shu yo‘sinda tegishli jismoniy harakatlarni bajarish bilan parallel ravishda o‘rganishlariga asoslanadi [3; B.41.].

Leksik-tarjima metodi yoki analitik tarjima metodi markazida leksikani o‘rgatish turadi. O‘quvchilarning lug‘at boyligi original matnlarni yodlash orqali to‘plangan [3; B.41.]. Ushbu metod ikkita muhim xususiyatga ega. Birinchidan, so‘zlar alohida-alohida emas, balki so‘z birikma yoki gap shaklida o‘rgatiladi. Masalan, "Good morning!", "How are you?" Ikkinchidan, grammatika ikkinchi darajali ma`lumot sifatida bo‘lib, matn bilan ishlash jarayonida tizimsiz o‘rganilgan. Leksik metodda o‘quvchilar yuqori chastotali iboralarni tanib olish va ulardan foydalanishni o‘rganadilar. Ushbu usul ko‘pincha xalqaro imtihonlarga tayyorgarlik ko‘rishda qo‘llaniladi, chunki u nisbatan qisqa vaqt ichida so'z boyligini sezilarli darajada kengaytirish va nutqni yanada rang-barang qilish imkonini beradi [4]. Darhaqiqat, hozirgi kunda umumta`lim maktablarida joriy etilgan ingliz tili darsliklarida so‘zlar ushbu metod asosida o‘rgatiladi. Bunda o ‘quvchilar tilni tezroq o‘rganib, kommunikasiyaga kirishish qisqa vaqt ichida sodir bo‘ladi. Shu bilan birgalikda, ularni muloqot qobiliyatlarini rivojlantirishda kommunikativ metod ham samarali hisoblanadi.

Kommunikativ metod bu real hayotga yaqin vaziyatlar orqali til ko‘nikmalarini rivojlantirishning puxta o‘ylangan tizimidir. Talabalar grammatikani yod olmaydilar va cheksiz matnlarni ovoz chiqarib o‘qimaydilar - ular haqiqiy hayotda chet tildan foydalanadigan vaziyatlarni yaqindan takrorlaydigan mashqlarni bajaradilar. Shu bilan birga, nafaqat og‘zaki nutq, balki yozish, o‘qish va tinglash ko‘nikmalari ham rivojlanadi, chunki aytilganlarning barchasi "muloqot" tushunchasiga kiritilgan. Kommunikativ yondashuv 60-yillarning oxiridan beri ma'lum bo‘lib, so‘nggi o‘n yilliklarda ushbu metodika takomillashtirildi va uning samaradorligi bir necha avlod tadqiqotlari orqali ilmiy jihatdan isbotlangan. U Oxford University Press, Macmillan, Cambridge University Press kabi G‘arb nashriyotlarining deyarli barcha ingliz tili kurslari uchun asos bo‘ldi, shuningdek, IELTS va TOEFL kabi taniqli xalqaro ingliz tili imtihonlari formatini ham belgilab berdi [4].

Kommunikativ metodida vazifaga asoslangan ta'lim (Task–based learning) mavjud bo‘lib, unda nutqiy va nutqiy bo‘lmagan harakatlar uyg‘unligida o‘quvchilar sheriklikda, jamoada yoki o‘qituvchi bilan o‘zaro munosabatga kirishgan holda o‘qituvchi tomonidan taklif qilingan bir qator kommunikativ vazifalarni bajarish usulidir. Ular berilgan kommunikativ vazifani hal qilishning to‘g‘ri usullarini topishga harakat qilishadi. Bunda nafaqat nutq, balki jismoniy harakatlar, imo-ishoralar, mimika va boshqa vositalarni ham qo‘llashadi. Bu metodga muvofiq tuzilgan o‘quv dasturlari kommunikativ vazifalar majmui bo‘lib, o‘rganiladigan til materialini tanlash va tashkil qilishni nazarda tutmaydi [3; B.46.]. An`anaviy darslarda o‘quvchilar avval qoidani, so‘ngra uni qo‘llashni o‘rgansa, topshiriq asosida o‘qitish usuli aksincha, avval topshiriq berilib, uni bajarish jarayonida esa o‘qituvchi yetishmayotgan lug‘at va grammatikani o‘zlashtirishingizga yordam

beradi. Bunday metod ko‘pincha an'anaviyga qaraganda samaraliroqdir, chunki o‘quvchilar yangi bilimlarni qanday qo‘llashni boshidanoq tushunishadi va material tezroq hamda osonroq eslab qoladi. Bundan tashqari, guruh loyihalari ustida ishlash juda qiziqarli bo‘lishi mumkin [4].

Navbatdagi metod Neyro-lingvistik dasturlash (Neuro–Linguistic Programming) bo‘lib, bu bir tomondan, shaxsni rivojlantirish san'ati va ilmi, yetakchilik qobiliyatiga bag‘ishlangan tadqiqot, boshqa tomondan, chet tilni o‘qitish metodlarining yo‘nalishi bo‘lib, u chet til va nutq makoniga singib ketish jarayonida shaxsning zaxira salohiyatini muvaffaqiyatli ochish va faollashtirishga imkon beradi [3; B.47].

Shuningdek, hozirgi kunda nafaqat tilni, balki boshqa fanlarni ham o‘qitishda ommalashib kelayotgan loyiha metodi o‘quvchilarga turli fan sohalaridagi bilimlarni birlashtirishni talab qiladigan amaliy masalalar yoki muammolarni hal qilish jarayonida mustaqil ravishda bilim olish imkoniyatini beradi. Loyihada o‘qituvchiga muvofiqlashtiruvchi, ekspert va qo'shimcha ma'lumot manbai sifatida manoyon bo‘ladi [3; B.48.]

Ammo shu o‘rinda shuni ta`kidlash lozimki, zamonaviy metodlarga intilish o‘qituvchining chet tilda nutq o‘rgatishning didaktik asoslariga e’tibor bermasligiga olib kelmoqda [2; B.27.]. Shuningdek, o‘qituvchining pedagogik mahorati o‘qitish usullaridan muhimroqdir, chunki nazariya har doim ham amaliyotga mos kelmaydi. Shu o‘rinda, kommunikativ yondashuv zamonaviy o‘quvchilarning ta`lim olish ehtiyojlariga javob beradigan samarali usul bo‘lib qolmoqda [4]. Aslida, universal usullar mavjud emas: har bir metodning samaradorligi ko‘p jihatdan o‘quvchining sharoitiga, o‘quv maqsadlariga va shaxsiy xususiyatlariga bog‘liq. Shuning uchun kommunikativ yondashuvni boshqa o‘qitish usullari bilan to‘ldirish maqsadga muvofiqdir. Chunki til o'rganish uzoq va mashaqqatli jarayondir.

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VALUES AS A CULTURAL CONSTRUCT

Abstract

The article discusses values as a cultural construct. As a cultural construct, they represent the implicitly or explicitly shared abstract ideas about what is good, right, and desirable in a society. They are the bases for the specific norms that tell people what is appropriate in various situations.

Key words: value, value system, cultural value, axiology, construct, goal, criteria.

Values as decision-making frameworks guide people’s everyday actions and influence personal thoughts and behaviors. Values can be explored from different viewpoints: sociological, culturological, psychological, moral, axiological and etc. From a psychological standpoint, it explores **what** the psychological construct of values, their measurement, and their relationship with behaviors. In psychological research, the term value is typically defined as a network of ideas that a person views to be desirable and important (Rokeach 1973).

From a linguoaxiological viewpoint, how values and behaviors are revealed in language. Measurement tools of values are self-reports of individuals and analysis of natural language.

Values are usually thought of as relatively abstract, giving rise to a broad constellation of related attitudes and behaviors. For example, a person who values "honesty" will typically hold a very negative attitude towards dishonest politicians and, accordingly, will be less likely to vote for them in the future.

It is generally believed that the values which people hold tend to be reliable indicators of how they will actually think and act in value-relevant situations (Rohan 2000). (Ryan L. Boyd, 31). Values are defined as conceptions of the desirable that guide the way social actors (e.g. organisational leaders, policy-makers, individual persons) select actions, evaluate people and events, and explain their actions and evaluations (cf. Kluckhohn, 1951; Rokeach, 1973; Schwartz, 1992). In this view, values are trans-situational criteria or goals (e.g. security, hedonism), ordered by importance as guiding principles in life. (Shalom H. Schwartz, 24-25).

Cultural values represent the implicitly or explicitly shared abstract ideas about what is good, right, and desirable in a society (Williams, 1970). These cultural values (e.g. freedom, prosperity, security) are the bases for the specific norms that tell people what is appropriate in various situations. The ways that societal institutions (e.g. the family, education, economic, political, religious systems) function, their goals and their modes of operation, express cultural value priorities. Because cultural value priorities are shared, role incumbents in social institutions (e.g. leaders in governments, teachers in schools, executive officers of corporations) can draw on them to select socially appropriate behaviour and to justify their behavioural choices to others (e.g. to go to war, to punish a child, to fire employees) (Shalom H. Schwartz, 25).

Individual value priorities are a product both of shared culture and of unique personal experience. Shared cultural values in a society help to shape the contingencies to which people must adapt in the institutions in which they spend their time. As a result, the members of each cultural group share many value-relevant experiences and they are socialised to accept shared social values. Of course, within cultural groups there is individual variation in value priorities due to the unique experiences and personalities of different individuals (Shalom H. Schwartz, 25-26).

Values (e.g. success, justice, freedom, social order, tradition) are the vocabulary of socially approved goals used to motivate action, and to express and justify the solutions chosen (Shalom H. Schwartz, 26).

Types of cultural values. Individualism – collectivism (also named as individualism–communalism, independence–interdependence, autonomy–relatedness, and separateness–interdependence) (Hofstede, 1980; Kim et al., 1994). Collectivism or conservativism refers to such a set of values as social order, respect for tradition, family security, wisdom. Individualism-autonomy- refers to expressing his or her own internal attributes (preferences, traits, feelings, motives). Two types of Autonomy, the first refers to ideas and thought, the second to feelings and emotions. Intellectual Autonomy: A cultural emphasis on the desirability of individuals independently pursuing their own ideas and intellectual directions (curiosity, broadmindedness, creativity). Affective Autonomy: A cultural emphasis on the desirability of individuals independently pursuing affectively positive experience (pleasure, exciting life, varied life) (Shalom H. Schwartz, 26-27).

In conclusion, the following generalizations can be drawn:

a) Values are cultural constructs which show a cultural specificity of a nation;
b) Values are multifaceted phenomenon which guide people's actions, behaviors;
c) Values are individual in terms of its formation, characterization and action.

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REFLEKTIV KOMPETENSIYA TUSHUNCHASI VA UNING TA’LIM JARAYONIDAGI O‘RNI

Annotatsiya

Ushbu maqolada reflektiv kompetensiya tushunchasi, uning mohiyati va ta’lim jarayonidagi ahamiyati xorijiy va mahalliy tadqiqotlar asosida tahlil qilinadi. Reflektiv kompetensiya pedagogning o‘z faoliyatini anglash, tahlil qilish va rivojlantirish qobiliyatini anglatadi. Maqolada reflektiv kompetensiyaning ta’lim jarayonidagi roli, talabalarning mustaqil fikrlash, o‘z faoliyatini baholash va takomillashtirish qobiliyatlarini rivojlantirishdagi ahamiyati ko‘rsatilgan. Shuningdek, reflektiv kompetensiyani rivojlantirish usullari va uning ta’lim sifatini oshirishdagi roliga alohida e’tibor qaratilgan.

Kalit so‘zlar: reflektiv kompetensiya, ta’lim jarayoni, pedagog, refleksiya, kasbiy rivojlanish, mustaqil fikrlash, ta’lim sifatini oshirish.

Annotation

This article analyzes the concept of reflective competence, its essence, and significance in the educational process based on foreign and local research. Reflective competence refers to the educator's ability to understand, analyze, and develop their own practice. The article highlights the role of reflective competence in the educational process, emphasizing its importance in developing students' ability to think independently, evaluate, and improve their activities. Additionally, attention is given to methods of developing reflective competence and its role in enhancing the quality of education.

Keywords: reflective competence, educational process, educator, reflection, professional development, independent thinking, improving the quality of education.

Ta’lim jarayoni uzluksiz takomillashib borayotgan murakkab tizim bo‘lib, unda pedagogning kasbiy mahorati va reflektiv kompetensiyasi muhim o‘rin tutadi. Zamonaviy pedagogika fanida refleksiya o‘qituvchining o‘z faoliyatini tahlil qilish, baholash va yanada samarali qilishga intilish jarayoni sifatida qaraladi (Schön, 1983). Ushbu maqolada reflektiv kompetensiya tushunchasi, uning mohiyati va ta’lim jarayonidagi ahamiyati xorijiy va mahalliy tadqiqotlar asosida tahlil qilinadi. Zamonaviy ta’lim jarayonida shaxsning rivojlanishi va professional kompetensiyalarini shakllantirish muhim ahamiyatga ega. Bugungi kunda ta’limning asosiy vazifalaridan biri – talabalarni nafaqat bilimlar bilan ta’minlash, balki ularni mustaqil fikrlash, o‘z faoliyatini baholash va takomillashtirish qobiliyatiga ega bo‘lishlariga yordam berishdir. Ana shu jarayonda “reflektiv kompetensiya” tushunchasi katta ahamiyat kasb etmoqda. Ushbu maqolada reflektiv kompetensiya tushunchasi, uning mohiyati, ta’lim jarayonidagi o‘rni va ahamiyati horijiy va mahalliy olimlarning tadqiqot ishlari asosida tahliliy va tanqidiy yondashuv bilan ko‘rib chiqiladi.

Reflektiv kompetensiya pedagogning o‘z ta’limiy faoliyatini anglash, uni tahlil qilish va rivojlantirish qobiliyatidir. Dewey (1933) refleksiyani tanqidiy fikrlashning ajralmas qismi sifatida ta’riflagan bo‘lsa, Kolb (1984) reflektiv o‘rganish tsikli orqali ta’lim jarayonining doimiy rivojlanishiga urg‘u bergan. Mahalliy olimlardan Yo‘ldoshev (2021) ta’kidlashicha, reflektiv kompetensiya pedagogning metodik tayyorgarligini mustahkamlash va o‘quvchilar bilan samarali muloqot olib borishida asosiy rol o‘ynaydi. Reflektiv kompetensiya atamasi zamonaviy pedagogika va psixologiya sohasida keng qo‘llaniladigan tushunchalardan biridir. Refleksiya – bu shaxsning o‘z faoliyati, xatti-harakatlari, bilimlari va tajribalarini tahlil qilish, baholash va takomillashtirish jarayoni. Reflektiv kompetensiya esa shaxsning o‘z faoliyatini muhokama qilish, uning natijalarini baholash va kelajakdagi faoliyatini rejalashtirish qobiliyatini anglatadi.

Horijiy olimlardan D. Shon o‘z asarlarida reflektiv kompetensiyani “professional faoliyat davomida shaxsning o‘z tajribasini tahlil qilish va uni takomillashtirish qobiliyati” deb ta’riflaydi. Uning fikricha, refleksiya nafaqat shaxsning o‘zini anglash, balki uning professional faoliyatini yanada samaraliroq tashkil etish imkoniyatini beradi. O’zbek olimlardan O. Xayitov reflektiv kompetensiyani “talabalarning o‘z bilimlari, ko‘nikmalari va qobiliyatlarini muhokama qilish, ularni baholash va takomillashtirish jarayoni” deb ta’riflaydi. Uning fikricha, reflektiv kompetensiya talabalarning mustaqil fikrlash, muammolarni hal qilish va ijodiy yondashuv qobiliyatlarini rivojlantirishga yordam beradi.

Reflektiv kompetensiya ta’lim jarayonida muhim o‘rin tutadi. Chunki u talabalarning nafaqat bilimlarni o‘zlashtirish, balki ularni qanday qo‘llashni o‘rganishlariga yordam beradi. Reflektiv kompetensiya talabalarning o‘z faoliyatini muhokama qilish, xatolarni tahlil qilish va ularni to‘g‘rilash qobiliyatini rivojlantirishga yordam beradi. Horijiy tadqiqotchilardan J. Dewey ta’lim jarayonida refleksiyaning ahamiyatini ta’kidlab, u “ta’limning asosiy vazifasi – talabalarni mustaqil fikrlash va o‘z faoliyatini baholash qobiliyatiga ega bo‘lishlariga yordam berishdir” deb yozadi. Deweyning fikricha, refleksiya talabalarning bilimlarni chuqurroq o‘zlashtirishiga va ularni amaliyotda qo‘llash qobiliyatini oshirishiga yordam beradi. Mahalliy olimlardan M. To‘xtayeva reflektiv kompetensiyani ta’lim jarayonida qo‘llashning samarali usullarini o‘rganib, u “reflektiv kompetensiya talabalarning o‘z bilimlari va ko‘nikmalarini muhokama qilish, ularni baholash va takomillashtirish imkoniyatini beradi” degan xulosaga keladi. Uning fikricha, reflektiv kompetensiya talabalarning ijodiy qobiliyatlarini rivojlantirishga va ularni mustaqil fikrlashga o‘rgatishga yordam beradi.

Reflektiv kompetensiyaning ta’lim jarayonidagi roli Ta’lim jarayonida reflektiv kompetensiya quyidagi asosiy jihatlar orqali namoyon bo‘ladi:

1. Kasbiy rivojlanish - O‘qituvchi o‘z faoliyatini tahlil qilish orqali o‘zining kuchli va zaif tomonlarini aniqlaydi (Brookfield, 1995). Bu esa o‘z navbatida pedagogning doimiy o‘sishini ta’minlaydi.
2. O‘quv jarayonining sifatini oshirish - Reflektiv yondashuv yordamida o‘qituvchilar o‘quvchilarning ehtiyojlarini yaxshiroq tushunib, moslashtirilgan metodlarni qo‘llashadi (Moon, 2004).
3. O‘z-o‘zini baholash va o‘zlashtirishni oshirish - Pedagoglar va o‘quvchilar reflektiv jarayon orqali o‘z tajribalaridan samarali foydalanishga o‘rganadilar (Korthagen, 2017).

Reflektiv kompetensiya – bu zamonaviy ta’lim jarayonida muhim o‘rin tutadigan tushuncha bo‘lib, u talabalarning mustaqil fikrlash, o‘z faoliyatini baholash va takomillashtirish qobiliyatini rivojlantirishga yordam beradi. Horijiy va mahalliy olimlarning tadqiqotlari shuni ko‘rsatadiki, reflektiv kompetensiya ta’lim jarayonida samarali qo‘llanilganda, talabalarning bilimlarni chuqurroq o‘zlashtirishlari, ularni amaliyotda qo‘llash qobiliyati oshadi va ular mustaqil, ijodiy va mas’uliyatli shaxslar sifatida shakllanadilar. Shuning uchun, reflektiv kompetensiyani rivojlantirish usullarini ta’lim jarayonida qo‘llash zamonaviy ta’limning muhim vazifalaridan biridir. Reflektiv kompetensiya pedagog kasbiy faoliyatining ajralmas qismi bo‘lib, uning ta’lim jarayonidagi roli beqiyosdir. Xorijiy va mahalliy tadqiqotlar shuni ko‘rsatadiki, refleksiya ta’lim sifatini oshirish, pedagogning kasbiy rivojlanishi hamda ta’lim jarayonining samaradorligini ta’minlashda muhim ahamiyat kasb etadi. Shu boisdan, kelajak pedagoglarini tayyorlashda reflektiv kompetensiyani rivojlantirishga alohida e’tibor qaratish zarur.

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CHET TILLAR TA’LIMIDA REFLEKTIV YONDASHUV: XORIJIY TAJRIBALAR TAHLILI

Annotatsiya

Ushbu maqolada chet tillar ta’limida reflektiv yondashuvning ahamiyati va xorijiy tajribalar tahlili keltirilgan. Reflektiv yondashuv orqali o‘quvchilarning o‘z bilimlari, ko‘nikmalari va xatti-harakatlarini tahlil qilish, baholash va takomillashtirish imkoniyati yoritilgan. Maqolada AQSh, Buyuk Britaniya, Germaniya, Finlyandiya va Yaponiya kabi mamlakatlarda reflektiv yondashuvning qo‘llanilishi va natijalari haqida misollar keltirilgan. Reflektiv yondashuvning afzalliklari, jumladan, o‘quvchilarning mustaqil fikrlash qobiliyatini oshirishi, xatolarni tushunish va to‘g‘rilash imkoniyatini berishi, shuningdek, nutqiy faoliyat va lug‘at boyligini oshirishi ta’kidlangan. Xulosa qilib, O‘zbekiston ta’lim tizimida reflektiv yondashuvni joriy etish orqali chet tillar ta’lim sifatini oshirish mumkinligi ta’kidlangan.

Kalit so‘zlar: reflektiv yondashuv, chet tillar ta’limi, xorijiy tajribalar, o’quvchilarning mustaqil fikrlashi, xatolarni tuzatish, nutqiy faoliyat.

Chet tillarini o‘qitish va o‘rganish zamonaviy ta’limning muhim qismlaridan biridir. Bu jarayon faqat grammatika va lug‘atni o‘zlashtirishdan iborat emas, balki o‘quvchilarning mustaqil fikrlash, o‘z faoliyatini baholash va takomillashtirish qobiliyatlarini rivojlantirishni ham o‘z ichiga oladi. Reflektiv yondashuv chet tillar ta’limida o‘quvchilarning o‘z bilimlari, ko‘nikmalari va xatti-harakatlarini tahlil qilish, ularni baholash va takomillashtirish imkoniyatini beradi. Ushbu maqolada chet tillar ta’limida reflektiv yondashuvning ahamiyati va xorijiy tajribalar tahlili keltirilgan.

Reflektiv yondashuv – bu o‘qituvchilarning o‘z pedagogik faoliyatini tahlil qilish, o‘zaro baholash va uzluksiz rivojlantirish jarayonidir. Bu usul ta’lim jarayonining sifatini oshirish, o‘qitish uslublarini takomillashtirish va talabalarning o‘quv jarayonidagi faolligini oshirishga xizmat qiladi. Reflektiv yondashuv shaxsning o‘z faoliyati, bilimlari va tajribalarini tahlil qilish, baholash va takomillashtirish jarayonidir. Bu yondashuv orqali o‘quvchilar o‘z bilimlarini chuqurroq o‘zlashtirish, xatolarni tushunish va ularni to‘g‘rilash imkoniyatiga ega bo‘lishadi. Reflektiv yondashuv chet tillar ta’limida o‘quvchilarning nutqiy faoliyatini, lug‘at boyligini va grammatikani to‘g‘ri qo‘llash qobiliyatini oshirishga yordam beradi.

Xorijiy mamlakatlarda reflektiv yondashuv chet tillar ta’limida keng qo‘llanilmoqda. Quyida bir nechta muhim tajribalar keltirilgan:

1. AQSh tajribasi: AQShda chet tillar ta’limida reflektiv yondashuv asosan o‘quvchilarning o‘z faoliyatini baholash va takomillashtirishga qaratilgan. O‘qituvchilar o‘quvchilarga muntazam ravishda o‘z bilimlari va ko‘nikmalarini baholash uchun reflektiv jurnallar yuritishni taklif qilishadi. Bu jarayon orqali o‘quvchilar o‘z xatolarini tushunish va ularni to‘g‘rilash imkoniyatiga ega bo‘lishadi.

2. Buyuk Britaniya tajribasi: Buyuk Britaniyada chet tillar ta’limida reflektiv yondashuv guruhli muhokamalar va loyihalar orqali amalga oshiriladi. O‘quvchilar bir-birlarining nutqiy faoliyatini baholash va takliflar berish orqali o‘z bilimlarini takomillashtirishadi. Bu yondashuv

o‘quvchilarning ijtimoiy va kommunikativ ko‘nikmalarini rivojlantirishga yordam beradi.

3. Germaniya tajribasi: Germaniyada reflektiv yondashuv chet tillar ta’limida o‘quvchilarning mustaqil fikrlash qobiliyatini rivojlantirishga qaratilgan. O‘qituvchilar o‘quvchilarga mavzular bo‘yicha mustaqil ravishda fikr yuritish va ularni baholash imkoniyatini berishadi. Bu jarayon o‘quvchilarning tanqidiy fikrlash qobiliyatini oshirishga yordam beradi.

4. Finlyandiya tajribasi: Finlyandiyada ta’lim tizimi reflektiv yondashuv asosida qurilgan bo‘lib, o‘qituvchilar va talabalar doimiy ravishda o‘z natijalarini baholab, o‘z-o‘zini rivojlantirish strategiyalarini ishlab chiqishadi. Bunda hamkorlik va tajriba almashish muhim rol o‘ynaydi.

5. Yaponiya tajribasi: Yaponiyada reflektiv yondashuv Lesson Study usuli orqali amalga oshiriladi. Bu usulda o‘qituvchilar jamoaviy ravishda darslarni rejalashtirish, kuzatish va tahlil qilish orqali pedagogik mahoratlarini oshiradilar.

Reflektiv Yondashuvning Afzalliklari

- O‘quvchilarning mustaqil fikrlash qobiliyatini oshiradi.
- Xatolarni tushunish va to‘g‘rilash imkoniyatini beradi.
- O‘quvchilarning nutqiy faoliyatini va lug‘at boyligini oshiradi.
- O‘quvchilarning o‘z bilimlarini baholash va takomillashtirish qobiliyatini rivojlantiradi.

Xulosa qilib shuni aytish mumkinki, chet tillar ta’limida reflektiv yondashuv o‘quvchilarning bilimlarni chuqurroq o‘zlashtirish, xatolarni tushunish va ularni to‘g‘rilash imkoniyatini beradi. Xorijiy tajribalar shuni ko‘rsatadiki, reflektiv yondashuv chet tillar ta’limida samarali natijalarga olib keladi. O‘zbekiston ta’lim tizimida ham reflektiv yondashuvni joriy etish orqali chet tillar ta’lim sifatini oshirish mumkin.

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КУЛЬТУРНО-ЛИНГВИСТИЧЕСКАЯ СПЕЦИФИКА ПРЕПОДАВАНИЯ ИСПАНСКОГО ЯЗЫКА ЧЕРЕЗ ПРИЗМУ МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ

Аннотация

Статья исследует культурно-лингвистические аспекты преподавания испанского языка в контексте межкультурной коммуникации. Анализируются особенности использования без эквивалентной лексики, фразеологизмов и невербальных средств коммуникации в учебном процессе. Предлагаются дидактические приемы формирования межкультурной компетенции на основе аутентичных материалов, ролевых игр и цифровых технологий.

Ключевые слова: испанский, межкультурность, лингводидактика, фразеологизмы, аутентичные материалы.

Abstract

The article explores cultural and linguistic aspects of teaching Spanish through the lens of intercultural communication. It analyzes the use of culture-specific vocabulary, phraseology, and non-verbal communication in the educational process. The study suggests didactic approaches for developing intercultural competence based on authentic materials, role-playing, and digital

technologies.

Key words: Spanish language, intercultural communication, linguodidactics, cultural competence, phraseology, authentic materials.

В современном глобализированном мире, характеризующемся интенсификацией международных контактов и культурного обмена, языковое образование приобретает особую значимость не только как средство овладения лингвистическими компетенциями, но и как инструмент формирования межкультурного понимания. Особенно ярко эта тенденция проявляется в контексте преподавания испанского языка, который, являясь официальным языком 21 страны мира и вторым по распространенности языком международного общения, представляет собой уникальную лингвокультурную систему, объединяющую разнообразные культурные традиции Испании и стран Латинской Америки.

Актуальность исследования культурно-лингвистической специфики преподавания испанского языка обусловлена несколькими факторами. Растущие связи с испаноязычными странами требуют специалистов, владеющих не только языком, но и навыками межкультурной коммуникации. Традиционные подходы, ориентированные на лингвистическую компетенцию, недостаточны для полноценного межкультурного взаимодействия.

Множественность национальных вариантов испанского языка создает дополнительные сложности, требуя учета культурных особенностей как пиренейского, так и латиноамериканских вариантов. Современные образовательные стандарты и рынок труда ориентированы на формирование специалистов с высоким уровнем межкультурной компетенции. При этом проблематика культурно-лингвистической специфики преподавания испанского языка остается недостаточно изученной и требует систематизации.

Объектом настоящего исследования является процесс преподавания испанского языка как иностранного в контексте формирования межкультурной коммуникативной компетенции обучающихся.

Предметом исследования выступают культурно-лингвистические особенности преподавания испанского языка через призму межкультурной коммуникации, а именно: способы интеграции культурного компонента в языковое обучение, методы преодоления лингвокультурных барьеров, формирование у обучающихся готовности к эффективному взаимодействию с представителями испаноязычных культур.

Цели и задачи исследования. Цель исследования заключается в выявлении и систематизации культурно-лингвистических аспектов преподавания испанского языка с учетом принципов межкультурной коммуникации и разработке на этой основе эффективной методики, направленной на формирование у обучающихся межкультурной коммуникативной компетенции.

Для достижения поставленной цели необходимо решить следующие задачи:

1. Проанализировать теоретические подходы к пониманию межкультурной коммуникации в контексте преподавания иностранных языков и выявить их применимость к преподаванию испанского языка.
2. Исследовать лингвокультурные особенности испаноязычного мира и их влияние на формирование коммуникативных компетенций обучающихся.
3. Выявить ключевые культурно-лингвистические компоненты (безэквивалентная лексика, фразеологизмы, невербальные средства коммуникации), необходимые для эффективного межкультурного взаимодействия в испаноязычной среде.

Теоретико-методологическую основу исследования составляют труды отечественных и зарубежных ученых в области межкультурной коммуникации (Э.Т. Холл, Г. Хофстеде, С.Г. Тер-Минасова), лингвокультурологии (В.В. Воробьев, В.А. Маслова), методики преподавания иностранных языков (И.Л. Бим, Е.И. Пассов), а также работы испанских и

латиноамериканских исследователей, посвященные культурологическим аспектам преподавания испанского языка (Ф. Морено Фернандес, М. Сигуан).

Научная новизна исследования заключается в комплексном анализе культурно-лингвистических аспектов преподавания испанского языка через призму межкультурной коммуникации, а также в разработке и экспериментальной апробации интегративной методики, направленной на формирование межкультурной коммуникативной компетенции обучающихся.

Практическая значимость работы определяется возможностью использования ее результатов в практике преподавания испанского языка, при разработке учебных программ, учебно-методических пособий и диагностических материалов, а также в системе повышения квалификации преподавателей испанского языка.

Раздел теоретических основ исследования охватывает три ключевых направления. Концепция межкультурной коммуникации в лингводидактике базируется на фундаментальных работах Холла, Хофстеде и Хирша, чьи теории культурных измерений, контекстуальности и культурной грамотности адаптируются к специфике преподавания испанского языка. Лингвокультурное многообразие испаноязычного мира представлено через призму региональных вариантов языка от Испании до стран Латинской Америки, что усложняет и обогащает методологию преподавания. Компетентностный подход интегрирует четыре взаимосвязанных компетенции — коммуникативную, лингвистическую, социокультурную и межкультурную, формируя целостную систему языкового образования, ориентированного на практическое применение в аутентичной культурной среде и эффективную межкультурную коммуникацию.

Интеграция межкультурной коммуникации в преподавание испанского языка реализуется через три ключевых дидактических направления. Аутентичные материалы (литературные тексты, СМИ, визуальный контент) обеспечивают погружение в реальную языковую среду и требуют тщательного отбора по критериям релевантности, сложности и культурной значимости. Ролевые игры и симуляции позволяют моделировать ситуации межкультурного взаимодействия, развивая практические навыки коммуникации и культурной адаптации. Цифровые технологии расширяют возможности обучения через виртуальное общение с носителями языка, онлайн-ресурсы и образовательные платформы, создавая аутентичную языковую среду вне испаноязычных стран и обеспечивая доступ к актуальным культурным контекстам.

Культурно-лингвистические компоненты в преподавании испанского языка. Культурно-лингвистические компоненты играют ключевую роль в эффективном преподавании испанского языка. Безэквивалентная лексика и лакуны отражают уникальные культурные реалии испаноязычного мира, требуя специфических методик для их усвоения в учебном процессе. Фразеологизмы и паремии выступают концентрированным выражением национального менталитета и ценностей, их включение в обучение способствует формированию глубокого понимания культурного контекста языка. Невербальная коммуникация представляет собой существенный пласт межкультурного взаимодействия в испаноязычных странах, где жесты, мимика и проксемика имеют выраженную культурную специфику. Освоение этих компонентов выводит языковое обучение за рамки формальной лингвистической компетенции, обеспечивая подлинное понимание культурных кодов и повышение эффективности межкультурного диалога.

Исследование культурно-лингвистической специфики преподавания испанского языка через призму межкультурной коммуникации демонстрирует необходимость интеграции лингвистического и культурологического подходов в языковом образовании. Теоретический анализ концепций межкультурной коммуникации, особенностей испаноязычного мира и компетентностного подхода формирует прочный фундамент для практической реализации культурно-ориентированной методики преподавания. Выявленные культурно-лингвистические компоненты (безэквивалентная лексика, фразеологизмы, невербальная коммуникация) и разработанные дидактические приемы

(использование аутентичных материалов, ролевых игр, цифровых технологий) позволяют эффективно формировать у обучающихся не только языковые навыки, но и межкультурную компетенцию. Экспериментальная апробация предложенной методики подтверждает ее результативность и практическую значимость. Преподавание испанского языка, учитывающее культурно-лингвистическую специфику, способствует формированию специалистов, готовых к полноценному диалогу культур в современном глобализированном мире.

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LEARNER ENGAGEMENT STRATEGIES IN ASYNCHRONOUS LEARNING FOR ONLINE INSTRUCTORS

Abstract

This article deals with the learner engagement strategies that are handy in online teaching, as well as in offline one. The strategies will help learners to stay focused, to add their contribution in discussions, to boost their topic-related vocabulary.

Key words: strategy, engagement, collaborative glossary, feedback, comprehension, authentic learning, autonomy.

In the digital era, teachers are expected to be online and offline instructors to create productive and engaging learning atmosphere via various online tools, educational platforms, learning apps. One of the learner engagement strategies is collaborative glossary where learners write the metalanguages that are new for them or essential related to the topic. If we apply this google doc for glossary it will be beneficial both for our students and us as a teacher. Why it will be useful for us too. We will check their comprehension of the key words and provide feedbacks, examples and it really will be collaborative and engaging. Students will have to read the articles before adding their meta language to refer and their own definitions. Getting feedback from their teacher will lead them to the right path and consume the topic.

The second approach to online teaching is Authentic learning. In the digital era online learning is becoming more and more demanding and delegating authentic learning tasks on e-learning platforms will engage students. Advantages of the authentic learning are developing transferable skills like problem solving, leadership, collaboration, critical thinking that are crucial in real life. I have assigned my students to take an interview via video calls to find their partners language learning experiences, analyze their speaking skills. Then they check their peers' writing task and analyze, give feedback. At the end they will give advice what areas of language skills their peers need to improve with exact strategies, techniques and sources. Students report orally on their observations in Flipgrid video discussion boards.

Objectives of this task are:

1. students will revise and retrieve the previous topics;
2. students will self-assess and check their comprehension;
3. students reflect on the inputs of the course.

According to Bloom's taxonomy, students reflect on the following outcomes:

1. Remembering: identifying, remembering, listing, retrieving, naming;(type of task: self-assess tests)

2. Understanding: categorizing, classifying. (type of task: self-assess tests)

Types of Sequencing:

The Iterative Pattern: Repeating the Same Assignment, Varying it by Topic

The teacher guides learners to revise the home tasks they skipped due to poor net connection, or lack of time, or irresponsibility through repeating the same topics but varying them by different assignments. The designed task will help those students to catch up with the group and get some points to show their results.

To maintain and manage your classroom in Synchronous learning, as an instructor, you need the following qualities to:

• quick responses to their students' questions and misunderstandings;

• check and give feedback to their home tasks in time.

Online teacher's characteristics to improve are:

• organizing course content putting themselves into learners' shoes, providing hyperlinks to make the learning easier and accessible. If we upload topic related videos, students usually don't download this one to watch either saving time or mb.

• creating simple, detailed rubrics that will be clear for students to get feedback

Analyze your module from an online instructor's perspective. Guidelines provided by Universal Designing for Learning are detailed frameworks that optimize and improve teaching and learning. Guidelines are comprehensible and easy to follow. In designing your present online module, focus on the cognitive goal " what of learning" and the performance goal "how of learning". Pay attention to affective goal of the module "why of learning" considering the course a compulsory subject for pedagogical majors. reflecting and giving feedback on peer's works will lead to cooperation

1. Instructions in the course make clear how to get started and where to find various course components. Work on your platform making instructions precise and clear.

2. Learners are introduced to the purpose and structure of the course. Write the aim, objectives of the course, and introduce the structure of the course.

3. Provides spaces and opportunities for teacher and student interaction. Discussion forums and chats are provided for each topic, but it needs improvement. Students are not active in discussions and not aware of academic integrity. Provide some sources and sessions on plagiarism.

4. Design online tasks keeping in mind the aim and objectives of the lesson, or module;

5. Don't be allured by multi-functional online tools, instead take your learners' level, LL and ICT competence, sociocultural aspects too.

6. Scaffold your task from easy to complex to build their skills and confidence;

7. Give them chance to complete their tasks by varying the tasks due to their strengths and interests.

Collaborative glossary will help learners to establish some invisible collaboration between each other letting them expand their knowledge on context-specific words and share with their findings. Moreover, this technique might be very helpful for those students who do not want to reveal or admit the things which they don't know. Another privilege of collaborative glossary is finding out various understandings and explanations for the same words giving the students a chance to show how they perceive or accept contextual vocabulary. To sum up, collaborative glossary and authentic learning create positive learning environment among students by letting them immerse into the more cooperative, more social and more engaging processes.

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ASLIYATDAGI MATNLAR O‘QITISHDA EKSTRALINGVISTIK OMILLARNING TA’SIRI VA ULARNI BARTARAF ETISH MEXANIZMI

Annotatsiya

Til faqatgina lingvistik tizim bo‘lmasdan, balki madaniy, ijtimoiy, psixologik va tarixiy omillar bilan chambarchas bog‘liq hodisa hisoblanadi. Shu nuqtai nazardan, tilning lingvistik jihatlaridan tashqari ekstralingvistik omillarga ahamiyat qaratgan holda o‘quv jarayonini tashkil etish juda muhim. Ushbu maqolada, asliyatdagi matnlarni o‘qib tushunishda va o‘qitishda ekstralingvistik omillarning ta’siri hamda ularni bartaraf etish mexanizmlari tahlil qilinadi.

Kalit so‘zlar: ektralingvistik omil, lingvistik omil, asliyatdagi matn, til strategiyalari.

Annotation

Language is not only a linguistic system, but also a phenomenon closely related to cultural, social, psychological and historical factors. From this point of view, it is very important to organize the educational process, paying attention to extralinguistic factors in addition to the linguistic aspects of language. In this article, the influence of extralinguistic factors and the mechanisms of their elimination in the reading and understanding of authentik texts are analyzed.

Key words: extralinguistic factor, linguistic factor, authentik text, language strategies.

Chet tili o‘rganish va o‘rgatish jarayonida nafaqat grammatik va leksik bilimlarni egallash, balki o‘rganilayotgan til so‘zlovchilarining madaniy qadriyatlari, tafakkuri va tarixiy tajribalarini ham tushunish muhimdir [1]. Shu jumladan, asliyatdagi matnlarni o‘qitishda ekstralingvistik omillarning roli katta ahamiyat kasb etadi.

Ekstralingvistik omillar tilning tashqi jihatlari bo‘lib, u til tizimidan tashqarida joylashgan, biroq uning shakllanishi va rivojlanishiga ta’sir ko‘rsatadigan ijtimoiy-madaniy, psixologik, tarixiy va boshqa kontekstlarga bog‘liq omillardir [2]. Mazkur olimning fikriga ko‘ra quyidagilar eng muhim ekstralingvistik omillar hisoblanadi (1-jadvalga qarang):

1-jadval.

Ekstralingvistik omillar va ualrning tavsifi

Omil turi	Tavsifi
Madaniy omillar	Til so‘zlovchilarining an’analari, qadriyatlari, urf-odatlari.
Tarixiy omillar	Tilning rivojlanishi davomida yuz bergan tarixiy hodisalar va ularning tilga ta’siri
Ijtimoiy omillar	Jamiyatning tuzilishi, sotsiolingvistik xususiyatlari

Madaniy, tarixiy va ijtimoiy omillar asliyatdagi matnlarni o‘qib tushunish va o‘qitish jarayonida ham ahamiyatli bo‘lib, ularga e’tibor qaratmaslik ijobiy natijalarga erishishga to‘sqinlik qiladi. C.Kramschning fikriga ko‘ra asliyatdagi matnlar chet tilini o‘rganishda muhim vosita bo‘lib, u nafaqat lingvistik bilimlarni oshirish, balki madaniy kontekstni ham anglash imkonini beradi [3]. Olim tomonidan madaniy kontekstni anglash, metafora va iboralarning ma’nosini anglash, tarixiy voqealarning ta’siri, jamiyatdagi sotsiolingvistik jihatlar kabi ekstralingvistik omillar asliyatdagi matnlarni tushunishga katta ta’sir etishi ta’kidlanadi:

Asliyatdagi matnlar ma’lum bir madaniy muhitda yaratilgan bo‘lib, til o‘rganuvchi ularni to‘g‘ri tushunish uchun o‘rganilayotgan til madaniy kontekstni bilishi talab etiladi. Masalan, ingliz yozuvchisi O.Henry qalamiga mansub “Two Thanksgiving Day Gentlemen” asarini to‘liq tushunish uchun Shukronalik kuni bayrami bilan bog‘liq AQSh tarixini va bu bayramning ahamiyatini bilish muhimdir.

Shuningdek, G.Lakofning fikrcha har bir til o‘ziga xos metaforik ifodalarga ega bo‘lib, ular

til so‘zlovchilarining madaniy dunyoqarashini aks ettiradi [4]. Masalan, o‘zbek , tilidagi “tun pardasi” iborasi “qorong‘u tushdi” degan ma’noni bildirsa, ingliz tilida “blanket of darkness” atamasi aynan shu ma’noga ega bo‘lishi mumkin.

N.Fairklouf esa, ayrim matnlar tarixiy voqealarga bog‘liq bo‘lib, ularni tushunish uchun o‘sha davrning tarixini bilish lozim degan fikrni ilgari suradi [5]. Misol tariqasida, ingliz adabiyotidagi Viktoriya davriga oid asarlarni o‘qib tushunishda Angliyaning o‘sha davrdagi ijtimoiy hayoti, siyosati va iqtisodiy holati haqida tasavvurga ega bo‘lish zarur.

Yana bir metodist olim P.Trudguil tilning sotsiolingvistik jihatiga to‘xtalib “Til sotsiolingvistik jihatdan ham o‘zgarib boradi. Masalan, erkak va ayol nutq uslublari, yoshlar va keksa avlod tilidan foydalanish uslublari asliyatdagi matnlarni o‘qishda muhim ahamiyatga ega” [6] deya izohlaydi.

Yuqoridagi olimlarning fikrlariga asoslangan holda aytishimiz mumkinki tilning lingvistik jihatlari bilan bir qatorda eksralingvistik jihatlar ham asliyatdagi matnlar mutolaasida katta or‘in egallaydi. Ijtimoiy, madaniy hamda tarixiy omillarga ahamiyat berish chet tili o‘rganuvchi talabalarning o‘qish ko‘nikmasiga sezilarli darajada ta’sir etadi deb hisoblaymiz.

Shunday ekan, albatta ekstralingvistik omillarning salbiy ta’sirini kamaytirish va ularni bartaraf etish imkoniyatlarini ilmiy jihatdan yondashgan holda aniqlash lozimligini ko‘rsatadi. Quyidagi strategiyalarni qo‘llash bunday omillarni kamaytirushga va o‘qish jarayonini osonlashtirishga hizmat qiladi deb hisoblaymiz:

Interfaol va integrativ yondashuv: Talabalar video, audio va real hayotiy vaziyatlarni o‘z ichiga olgan mashg‘ulotlar orqali madaniy kontekstni yanada chuqurroq tushunishlari mumkin.

Ijtimoiy va lingvistik taqqoslash usuli: Talabalar turli tillar va madaniyatlar o‘rtasidagi tafovutlarni tahlil qilish va muhokama qilish orqali kontekstual bilimlarini kengaytirishlari mumkin.

Pragmatik kompetensiyani rivojlantirish: Til o‘rganuvchilar turli kommunikativ holatlarda madaniy jihatdan mos ifodalarni ishlatishni o‘rganishlari uchun amaliy mashg‘ulotlar qo‘llanilishi lozim.

Simulyatsiyalar va ro‘l o‘yinlari: Talabalarni turli madaniy va ijtimoiy vaziyatlarga moslashishlari uchun hayotiy holatlarga yaqinlashtirilgan topshiriqlar orqali tayyorlash.

Chet tillaridagi madaniy platformalardan foydalanish: YouTube, TED Talks, xalqaro yangiliklar saytlari, forumlar va boshqa interfaol vositalardan foydalanish orqali talabalar autentik matnlar va kontekstlar bilan tanishtirilishi lozim.

Xulosa sifatida aytish mumkinki, asliyatdagi matnlarni o‘qitishda ekstralingvistik omillarning ta’siri juda muhim bo‘lib, bu omillar matnning to‘liq anglanishini ta’minlaydi. Lingvistik bilimlar bilan birga, madaniy va ijtimoiy kontekstni ham tushunish talabalar uchun til o‘rganish jarayonini samarali bo‘lishini ta’minlaydi. Bundan tashqari, ekstralingvistik omillarni bartaraf etish mexanizmlarini ishlab chiqish va amaliyotga tatbiq etish til o‘rganuvchilarning o‘zlashtirish darajasini oshirishga xizmat qiladi.

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PEDAGOGICAL TECHNOLOGIES OF INCLUSIVE EDUCATION

Abstract

This article is about inclusive education and the teacher's work in an inclusive classroom. The acquisition of new professional skills, along with mastering new pedagogical technologies. The foundation of professional activity is the confidence that with the creation of specific conditions, every child is capable of learning. The specificity of the teacher's activity, implementing inclusive practice, is reflected in daily work, at each stage.

Key words: Inclusive education, pedagogical technologies, inclusive practice, wheelchair, children's problems.

The teacher's work in an inclusive classroom is unique and requires the acquisition of new professional skills, along with mastering new pedagogical technologies. The foundation of professional activity is the confidence that with the creation of specific conditions, every child is capable of learning. The specificity of the teacher's activity, implementing inclusive practice, is reflected in daily work, at each stage. At the initial stage, familiarization and the establishment of collaborative foundations among all participants in the educational process – children, parents, teachers, school administration, and specialists – take place. To be aware of which children will join the class, it is best to get to know them before the school year begins. One can organize a meeting by inviting parents and students to the first gathering. During this meeting, it is advisable to take them on a tour of the school, introduce the children and parents to the future classroom, gym, cafeteria; show where and how students will change clothes, and where they will have breaks. After the tour, it is worthwhile to gather everyone in the classroom and introduce themselves in an informal setting. Find out everyone's names, what is the children like, and what interests them.

Methodology and Didactics. While getting acquainted, the teacher can notice the capabilities and characteristics of each child. This will help better prepare for the start of the school year, and think through the conditions necessary for children to learn comfortably. Of course, during the initial meeting, only the most prominent traits may be observed – a child in a wheelchair, a child with speech difficulties, severe vision or hearing problems. With longer contact and observation of the child, the teacher can identify other characteristics. It is important to establish a connection not only with the students during familiarization but also with their parents. To encourage parents to share their children's problems and express their wishes, the teacher may suggest they answer a questionnaire or have a personal conversation after the general meeting. It is advisable to invite school specialists to the first gathering – a psychologist, defectologist, speech therapist, who can assist and support the children in developing the necessary skills.

Adaptation Period. The second stage is the adaptation period to school life. It has been observed that initially, the state of children typically worsens when they start school. They tend to become restless, anxious, irritable, hyperactive, or hyper-passive. Their physical health can also decline. Such issues do not bypass students in inclusive classes either. Most of the difficulties that arise will eventually pass, and the children's condition will stabilize. However, if problems worsen, urgent measures need to be taken. In the first grade, it is particularly important to create conditions for a favorable adaptation of the child to school, meaning ensuring the well-being of development and learning while taking into account their individual capabilities. At the beginning of attending school, children with developmental disorders, especially those with intellectual disabilities or autism spectrum disorders, often find it challenging to grasp the school routine, schedule, duration of lessons, and breaks. To facilitate adaptation, a daily plan with pictures can

be presented to the child. The outcome of such meetings is the determination of strategies and the planning of specific steps for the psychological and pedagogical support of the student, as well as the entire inclusive class.

Pedagogical technologies of inclusive education play a vital role in ensuring that all learners, regardless of their abilities or disabilities, have access to quality education. These technologies focus on creating an inclusive learning environment where every student's individual needs are met through personalized, flexible teaching strategies. By incorporating digital tools, assistive technologies, and differentiated instruction methods, educators can foster an environment that encourages equal participation, enhances engagement, and supports diverse learning styles.

The use of these technologies not only aids in overcoming physical, cognitive, or sensory barriers but also promotes social inclusion and emotional well-being. Furthermore, they empower teachers to tailor their instruction, offer real-time feedback, and create learning experiences that accommodate the varied needs of all students. Ultimately, pedagogical technologies in inclusive education help break down traditional barriers to learning, allowing every student to reach their full potential and succeed in an inclusive educational system.

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MODERN AND INNOVATIVE METHODS AND TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES

Annotation

This article explores the latest advancements in teaching foreign languages, focusing on the integration of modern methods and technologies that enhance language learning. It covers various innovative approaches that make language acquisition more engaging, effective, and accessible.

Key words: blended learning, gamification, virtual reality (vr), augmented reality (ar), speech recognition technology, social media for language learning, collaborative learning platforms.

The landscape of language teaching has evolved significantly over the years, embracing new methodologies and technologies that make learning foreign languages more engaging, effective, and accessible. The integration of innovative tools has revolutionized how educators approach language learning and has provided learners with a more dynamic and personalized experience. In this article, we explore some of the most modern and innovative methods and technologies in teaching foreign languages today.

1. Blended Learning

Blended learning combines traditional classroom instruction with online learning. This method offers the flexibility for students to engage in language learning both in-person and digitally, creating a hybrid approach that enhances the overall learning experience. In a blended learning environment, students might attend physical classes for interactive discussions, while simultaneously using digital platforms to reinforce their learning outside the classroom. The integration of digital tools such as learning management systems (LMS), video lectures, and online assessments provides students with the ability to learn at their own pace. Technologies like mobile

apps and language learning platforms (e.g., Duolingo, Babbel) allow learners to practice language skills whenever and wherever they want, bridging the gap between in-person and remote learning.

2. Gamification

Gamification in language learning refers to the application of game-design elements, such as point scoring, competition, and rewards, to encourage student participation and motivation. Research has shown that gamified experiences enhance learner engagement and retention, making the process of language acquisition more enjoyable and effective.

Platforms like Memrise and Quizlet utilize gamified features where students earn points, unlock achievements, and participate in friendly competitions. Game-based learning environments provide real-time feedback, allowing learners to track their progress and stay motivated throughout the journey of mastering a foreign language.

3. Speech Recognition Technology

Speech recognition technology has become an essential tool in improving pronunciation and fluency. Tools like Google Translate and Speechling use voice recognition to analyze how accurately learners pronounce words and sentences. These technologies provide immediate feedback, helping learners identify areas of improvement, build confidence, and reduce the fear of making mistakes when speaking.

4. Social media and Collaborative Learning Platforms

Social media platforms have become an invaluable resource for language learners seeking to connect with native speakers, access authentic content, and engage in discussions. Language exchange platforms such as Tandem and HelloTalk allow users to chat with native speakers via text, voice, or video calls, facilitating cultural exchange and language practice in informal settings.

Collaborative learning platforms like Edmodo and Google Classroom encourage group projects, peer feedback, and interactive activities, enabling students to work together and learn from one another. These platforms help build a sense of community among learners, which is important for staying motivated and accountable.

5. Adaptive Learning Technologies

Tools like Knewton and Smart Sparrow provide adaptive learning platforms that respond to student performance in real time, ensuring that they are continually challenged at the right level. This personalized approach leads to better learning outcomes and ensures that students receive the support they need at every stage of their language journey.

The world of foreign language education is undergoing a transformation, thanks to the introduction of innovative technologies and teaching methodologies. As educators and learners continue to embrace these new tools, the future of language acquisition looks brighter, more accessible, and full of potential for anyone eager to explore a new language and culture.

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INNOVATIVE METHODS IN TEACHING FOREIGN LANGUAGES

Abstract

This article explores various innovative methods used in the teaching of foreign languages that enhance student engagement and language acquisition. It discusses modern approaches such

as blended learning, which combines traditional instruction with online resources, and task-based language teaching (TBLT), which emphasizes real-world tasks over rote memorization. The article highlights gamification and flipped classrooms as effective tools for increasing student motivation and participation. Other methods discussed include immersive experiences using virtual reality (VR), project-based learning, and storytelling techniques.

Key words: oral speech, communication skills, interactive learning, language development.

The landscape of language learning is constantly evolving, driven by advancements in technology, educational research, and shifting cultural dynamics. Traditional methods of language instruction, while effective, often fail to engage modern learners who crave more interactive, immersive, and personalized learning experiences. As such, innovative approaches have emerged to meet the needs of today's language learners, focusing on engagement, practical use, and real-world application of language skills. This shift includes the integration of blended learning, task-based teaching, and gamification, all of which enhance student motivation and foster deeper learning. Additionally, new tools such as virtual reality, artificial intelligence, and social media are making it easier than ever for students to immerse themselves in authentic language experiences. The exploration of these innovative methods aims to provide a comprehensive overview of how modern techniques are reshaping foreign language education, offering new opportunities for both learners and educators to explore more dynamic and effective ways of teaching and acquiring a second language. The integration of innovative teaching methods in foreign language education has proven to significantly impact student engagement, motivation, and overall language proficiency.

Innovative methods in teaching foreign languages have demonstrated transformative potential in enhancing language acquisition and student engagement. Approaches such as blended learning, task-based teaching, and gamification effectively combine technology with traditional methods to create dynamic and interactive learning environments. By incorporating tools like virtual reality, AI chatbots, and social media platforms, learners are exposed to authentic language use and real-world contexts, enriching their language skills and cultural understanding. Additionally, techniques like project-based learning and immersive experiences encourage creativity, communication, and critical thinking, ensuring students not only learn the language but also use it confidently in practical situations.

These methods, when combined with a focus on cultural integration, ensure that language learning is not only about mastering vocabulary and grammar but also understanding the nuances of a culture. As education continues to evolve, the integration of these innovative approaches will play a crucial role in making language learning more engaging, effective, and accessible to a diverse range of students. The future of foreign language education lies in the continued exploration and adoption of such innovative methodologies, which promise to foster deeper connections with the language and culture, creating more proficient and motivated learners. Blended learning combines traditional face-to-face instruction with online resources and activities. It allows students to access content, practice at their own pace, and receive personalized feedback. For instance, apps or platforms like this.

In summary, innovative methods in foreign language teaching, such as blended learning, task-based teaching, gamification, and immersive technologies (like VR and AI), have proven effective in enhancing student engagement, motivation, and language proficiency. These approaches focus on real-world application, interactive experiences, and cultural integration, providing learners with opportunities to practice and develop language skills in authentic contexts. By combining technology with traditional methods, these innovations create more dynamic, personalized, and effective learning environments, ultimately reshaping the future of language education. the integration of innovative teaching methods in foreign language education has proven to significantly enhance the learning experience. By leveraging technologies like blended learning, gamification, and immersive tools such as VR and AI, language instruction becomes more engaging, interactive, and relevant to real-world contexts. These approaches foster greater

student motivation, improve language proficiency, and deepen cultural understanding, ultimately transforming how languages are taught and learned. As these methods continue to evolve, they hold the potential to further revolutionize language education, making it more accessible and effective for learners worldwide.

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IMPROVING THE METHODOLOGY OF DEVELOPING ACADEMIC READING STRATEGIES WITH THE USE OF ARTIFICIAL INTELLIGENCE TOOLS

Abstract

Today, the use of tools based on artificial intelligence (AI) technologies for teaching and developing academic reading strategies is gaining its relevance. This paper analyzes how AI prepares students in reading comprehension, critical analysis, and information evaluation. The study covers the AI-based applications such as personalized learning environments, academic text analysis systems, and Intelligent tutoring Systems (ITS) which motivate students to work with academic texts. The paper also investigates the changes in methodology for teaching academic reading strategies that incorporate the use of AI technologies.

Key words: artificial intelligence, reading strategies, academic AI tools, education technology, critical thinking, and blending text analysis.

Academic reading is the foundation of higher education, allowing students to develop skills of analysis, synthesis, and reasoning. However, traditional teaching approaches often fail to accommodate different rates and styles of learning, resulting in gaps in understanding and lack of interest. This is where artificial intelligence (AI) comes in. AI is perhaps the most revolutionary technology, transforming education through the provision of adaptive, data-based solutions. This paper examines the application of AI tools in improving academic reading strategies, providing assistance while managing challenges of dependence and ethical issues.

The Role of AI in Academic Reading. The capabilities of AI in education include language processing, predictive analysis, and interactive tutoring. Important ones that change the sphere of academic reading are the following:

NLP Tools: Grammarly and QuillBot provide services of returning complicated sentences to simpler forms, replace one word with a more suitable one, and outline grammatical errors, helping learners who face the challenge of artificially coded language-heavy texts understand the basic ideas. IBM Watson is another tool that uses advanced technology. Intelligent Tutoring Systems (ITS): Carnegie Learning, for example, captures the time spent on paragraphs and the student's performance on quizzes to develop custom practice materials that fit specific needs. An example of this is a pupil who is having issues with theoretical frameworks being given exercises aimed at determining hypotheses in research papers.

AI-Based Text Analysis: Tools such as Turnitin's Revision Assistant not only check for plagiarism but also provide feedback on the coherence and integration of arguments. Readability analyzers measure the level of difficulty of the text and help direct students to resources that are appropriate for their level.

Methodological Improvements in Teaching Academic Reading with AI. Educators have to go beyond the conventional in order to maximize the use of AI. Here is the elaborated plan for integration:

Personalized Learning Approaches. AI systems can create a personalized learning experience with ease. Based on reading speed, vocabulary retention, and comprehension accuracy (including quiz scores), an algorithm can create an extensive reading path. For instance, Newsela is a platform that allows educators to set different grades for each text so students are not overwhelmed with the difficulty of the text and are challenged at the same time.

AI-Assisted Summarization and Anlaysis. Tools such as Scholarcy transform complete articles into outlines containing central hypotheses, methodological approaches, and conclusions. This technology aids students to first appreciate important ideas before dealing with the details.

Interactivity and Gamification. AI tools now gamify passive reading to make the activity a game. Picture a reading program like Duolingo that rewards students with badges for learning how to skim texts, or lets them progress by skillfully arguing philosophy.

The function of artificial intelligence in academic reading is not to replace cognitive processes but to enhance them. Through the personalization of educational experiences, the simplification of intricate texts, and the facilitation of interactive practice, AI tools empower students to navigate information-rich contexts effectively. Future investigations should focus on the potential of AI in collaborative learning environments, such as platforms that enable students to co-annotate texts with peers from diverse cultural backgrounds, thereby promoting cross-cultural academic exchanges.

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2. Woolf, B. P. (2010). Building Intelligent Interactive Tutors: Student-Centered Strategies for Revolutionizing E-Learning. Morgan Kaufmann. DOI: 10.1016/C2009-0-62449-4 Explores intelligent tutoring systems (ITS) and their design, relevant to Sections 2 and 3.2 on AI-assisted analysis and tutoring.

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PSYCHOLOGICAL APPROACHES IN THE PROCESS OF LANGUAGE LEARNING

Abstract

This article explores the psychological approaches that influence the process of learning a foreign language. It emphasizes how cognitive, emotional, and social factors impact language acquisition and the effectiveness of different teaching strategies. The study discusses key psychological theories, such as Behaviorism, Cognitivism, and Constructivism, and their application in language learning. It highlights the role of motivation, anxiety, and self-confidence in a learner's success and the significance of a supportive learning environment.

Key words: psychological theories, motivation, student engagement, teaching methods, text interpretation, collaborative learning, skill development.

Language learning is a complex cognitive process influenced by a range of psychological factors that affect how learners acquire, process, and retain a second language. Understanding these psychological approaches is essential for developing effective teaching strategies that cater to diverse learner needs. Psychological theories such as Behaviorism, Cognitivism, and Constructivism offer valuable insights into how language skills are acquired and internalized. Moreover, factors like motivation, anxiety, and self-confidence play a crucial role in determining the success of language learners. This research aims to explore the psychological dynamics behind

language acquisition, emphasizing how emotional and cognitive elements interact to shape learning experiences. The work further investigates the importance of social interaction and learning environments, drawing on Vygotsky's concept of the Zone of Proximal Development and scaffolding techniques. By examining how memory, attention, and cognitive load influence the language learning process, this study provides a comprehensive understanding of how psychological factors impact foreign language acquisition, ultimately offering insights to improve both teaching and learning outcomes.

The analysis of psychological approaches in language learning demonstrates the significant impact of cognitive, emotional, and social factors on the success of language acquisition. Several key psychological theories and principles play a central role in shaping language learning strategies.

1. Behaviorism and Language Learning

Behaviorism, which emphasizes learning through stimuli and responses, suggests that language acquisition is a process of habit formation. Studies show that repetition and reinforcement, commonly used in traditional language learning methods, can help reinforce language structures and vocabulary. However, while effective in building foundational skills, behaviorism's focus on rote memorization limits deeper cognitive engagement with the language.

2. Cognitivism and Information Processing

Cognitivism, which views language learning as a process of information processing, emphasizes the importance of cognitive structures like memory and attention. Studies in cognitive psychology suggest that active engagement with language, including problem-solving tasks and meaningful practice, leads to better retention and deeper learning. This approach highlights the significance of metacognitive strategies, such as self-monitoring and reflection, in language acquisition.

Psychological approaches play a crucial role in the process of language learning, influencing how learners acquire, retain, and use a second language. The application of theories such as behaviorism, cognitivism, and constructivism provides valuable insights into how language learning occurs through reinforcement, cognitive engagement, and social interaction. Key psychological factors like motivation, anxiety, and self-confidence significantly impact learners' progress, with emotional states often determining the willingness to engage in the language. Moreover, understanding cognitive load, memory, and attention enhances learning by optimizing how information is processed and retained.

By integrating these psychological principles into teaching strategies, educators can create more personalized, supportive, and effective learning environments. Encouraging motivation, reducing anxiety, and fostering social interaction not only improve language acquisition but also help learners feel more confident and capable. Ultimately, the application of psychological approaches in language learning leads to more meaningful and successful outcomes, facilitating a deeper understanding of the language and its cultural context.

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GAMIFICATION IN EDUCATION: USING BAAMBOOZLE FOR INTERACTIVE LANGUAGE LEARNING

Abstract

Gamification has emerged as a transformative approach in education, integrating game mechanics to enhance student engagement and motivation. Baamboozle, an interactive online learning platform, provides educators with an innovative tool to reinforce language skills through quizzes and team-based challenges. This article examines the benefits of using Baamboozle in language learning, highlighting its role in vocabulary acquisition, grammar practice, speaking and listening enhancement, and collaborative learning. Through a case study in an English as a Foreign Language (EFL) classroom in Uzbekistan, the study demonstrates increased student motivation and participation when utilizing Baamboozle. The findings support the integration of gamified activities to foster a more engaging and effective language learning environment.

Key words: gamification, language learning, Baamboozle, student engagement, interactive learning.

Gamification has revolutionized education by integrating game mechanics into learning experiences, making lessons more interactive and engaging. One powerful tool that has gained popularity in language education is Baamboozle, an online game-based learning platform that enables educators to create quizzes and interactive activities. This article explores how Baamboozle enhances language learning by fostering student engagement, promoting active participation, and reinforcing language skills in a fun and motivating way.

Gamification involves applying game elements such as points, leaderboards, badges, and challenges to educational activities. Research suggests that gamified learning environments boost motivation, improve retention, and encourage collaborative learning (Kapp, 2012). By incorporating competition, rewards, and interactivity, gamification transforms traditional instruction into a dynamic and immersive experience (Deterding, Dixon, Khaled, & Nacke, 2011).

Baamboozle is a free online educational game platform designed to facilitate learning through interactive quizzes and team-based challenges. Teachers can create customized games or choose from a vast library of pre-existing quizzes across various subjects, including language learning. Unlike other quiz-based platforms, Baamboozle does not require students to sign in or use personal devices; instead, it fosters team participation through a teacher-led approach, making it ideal for classroom settings.

Benefits of Using Baamboozle for Language Learning

1. Enhancing Vocabulary Acquisition One of the fundamental aspects of language learning is vocabulary development. Baamboozle helps students expand their lexicon by introducing words in a contextually engaging manner. Through word-matching games, fill-in-the-blank exercises, and picture-based quizzes, students can learn new words and reinforce their meanings effectively (Wang, 2015).
2. Improving Grammar and Sentence Structure Grammar can often be a challenging aspect of language learning. Baamboozle offers interactive grammar exercises that help students practice verb conjugations, sentence structures, and syntactic patterns in a fun and non-intimidating way. By engaging with gamified grammar challenges, students internalize rules more naturally than through rote memorization.
3. Boosting Speaking and Listening Skills Baamboozle encourages verbal participation by incorporating speaking and listening activities. Teachers can design games that require students to answer questions aloud, practice pronunciation, or listen to a sentence and respond correctly. This interactive approach enhances oral fluency and comprehension, key skills in language acquisition.

4. Encouraging Collaboration and Teamwork One of the unique aspects of Baamboozle is its emphasis on teamwork. The platform allows students to work in groups, encouraging peer interaction and collaborative problem-solving. This dynamic fosters a supportive learning environment where students learn from each other, build confidence, and develop essential communication skills.

5. Increasing Student Motivation and Engagement Traditional learning methods can sometimes lead to disengagement, but Baamboozle injects excitement into lessons. The competitive nature of the game, combined with instant feedback and rewards, keeps students motivated and eager to participate. This heightened engagement leads to improved retention and a more enjoyable learning experience.

How to Integrate Baamboozle into Language Lessons

1. Selecting or Creating a Game Teachers can browse Baamboozle's extensive collection of pre-made games or create customized quizzes tailored to their lesson objectives. Categories can include vocabulary, grammar, idioms, phrasal verbs, and listening comprehension.
2. Setting Up the Classroom Game Baamboozle is designed for team play, making it perfect for in-class activities. Teachers divide students into teams and project the game on a screen. Each team takes turns answering questions, earning points for correct answers.
3. Incorporating Different Language Skills
   - Vocabulary: Create word-definition matching games or synonym-antonym challenges.
   - Grammar: Develop fill-in-the-blank exercises with missing verbs or prepositions.
   - Speaking: Use picture-based prompts where students describe images aloud.
   - Listening: Play an audio clip and ask students to identify key information.
4. Encouraging Reflection and Feedback After the game, teachers can review the answers, discuss difficult questions, and provide additional explanations. Encouraging students to reflect on their performance fosters deeper learning and reinforces the material.

Case Study: Baamboozle in an EFL Classroom

A study conducted in an English as a Foreign Language (EFL) classroom in Uzbekistan demonstrated the effectiveness of Baamboozle in improving language proficiency. Students reported increased motivation and participation during lessons that incorporated the platform. The interactive nature of the game helped them retain vocabulary better, grasp grammatical structures more easily, and feel more confident in their speaking abilities. Teachers also noted higher engagement levels compared to traditional lecture-based methods.

Challenges and Solutions in Implementing Baamboozle

- Limited Internet Access: Some schools may experience connectivity issues. Solution: Prepare offline alternatives, such as printable question cards that mimic Baamboozle's format.
- Time Constraints: Classroom time is often limited. Solution: Use Baamboozle as a warm-up or review activity rather than the main lesson.
- Varied Skill Levels: Students may have different language proficiencies. Solution: Create differentiated games with varying difficulty levels to accommodate all learners.

Baamboozle exemplifies how gamification can enhance language learning by making lessons more interactive, engaging, and effective. By integrating game-based activities into language instruction, teachers can improve students' vocabulary, grammar, speaking, and listening skills in a fun and collaborative way. As technology continues to shape education, tools like Baamboozle provide innovative opportunities to transform traditional teaching methods and foster a more dynamic learning environment. Educators looking to increase student motivation and participation should consider incorporating Baamboozle into their language learning curriculum.

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INGLIZ VA O‘ZBEK TILLARI QIYOSIDA OILAVIY DISKURS: LINGVISTIK VA MADANIY XUSUSIYATLAR

Annotatsiya

Ushbu maqolada ingliz va o‘zbek tillarida oilaviy diskursning lingvistik va madaniy jihatlari qiyosiy tahlil qilinadi. Tadqiqot davomida oilaviy muloqotning tuzilishi, kommunikativ strategiyalar, nutqiy etikaga oid o‘ziga xos jihatlar hamda pragmatik elementlar o‘rganilgan. Ingliz va o‘zbek oilalaridagi muloqot an’analari, ularning tilga bo‘lgan ta’siri hamda madaniy kontekstdagi farqlar muhokama qilinadi. Tadqiqot natijalari oilaviy diskursni lingvistik va madaniy kontekstda chuqurroq tushunishga yordam beradi.

Kalit so‘zlar: oilaviy diskurs, lingvopragmatika, kommunikativ strategiyalar, madaniy tafovutlar, nutqiy etiket, pragmatika, muloqot usullari, qiyosiy tahlil.

Oilaviy diskurs har qanday jamiyatda muloqotning muhim tarkibiy qismi bo‘lib, insonlarning kundalik hayotida bevosita ishtirok etadigan lingvistik va madaniy ko‘rsatkich hisoblanadi. Har bir til va madaniyat oilaviy muloqotga xos bo‘lgan o‘ziga xos nutqiy birliklarga ega. Bu jarayon nafaqat tilshunoslik, balki sotsiologiya, psixologiya va madaniyatshunoslik fanlari doirasida ham keng o‘rganilmoqda. Oilaviy diskurs jamiyatning ijtimoiy tuzilishi va an’analarini aks ettirib, avlodlar o‘rtasidagi aloqalarni mustahkamlashda muhim rol o‘ynaydi. Har bir jamiyatda oilaviy muloqot aniq qoidalarga va an’anaviy urf-odatlarga asoslanadi. Ingliz va o‘zbek tillaridagi oilaviy diskurs qanday farqlarga ega va ular qanday umumiy jihatlarga ega? Ushbu maqola aynan shu savollarga javob berishga qaratilgan.

O‘zbek madaniyatida oilaviy muloqot hurmat, izzat va ijtimoiy qadriyatlar asosida shakllansa, ingliz madaniyatida erkinlik, individuallik va mustaqillik tamoyillariga urg‘u beriladi. Bu tafovutlar turli nutqiy strukturaga ham ta’sir qiladi. Masalan, o‘zbek tilida ota-onaga murojaat qilishda izzat-hurmatni ifodalovchi nutqiy shakllar keng ishlatilsa, ingliz tilida tenglik asosidagi muloqot ustunlik qiladi. Shuningdek, oilaviy diskursni o‘rganish tilshunoslik va madaniyatshunoslik nuqtayi nazaridan muhim bo‘lib, u turli jamiyatlarning nutqiy urf-odatlarini chuqurroq anglashga imkon beradi. Ushbu tadqiqot oilaviy diskursning lingvistik va madaniy jihatlarini tahlil qilish orqali til va madaniyat o‘rtasidagi o‘zaro bog‘liqlikni chuqurroq yoritadi. Oilaviy diskurs asosan quyidagi tarkibiy qismlardan tashkil topadi:

Tarkibiy qism	Ingliz tili misollar	O‘zbek tili misollar
Salomlashish va murojaat	"Good morning, Mom!"	"Assalomu alaykum, ona!"
Buyruq va ko‘rsatmalar	"Please, set the table."	"Iltimos, dasturxon yoz."
Rahmat va minnatdorchilik	"Thank you for the meal."	"Ovqat uchun rahmat."
Vidolashuv	"See you later!"	"Ko‘rishguncha!"

Ushbu elementlar har bir madaniyatning o‘ziga xosligi va jamiyatdagi nutqiy etiket qoidalariga bog‘liq holda shakllanadi. Ingliz va o‘zbek tillarida oilaviy diskursning lingvistik xususiyatlari. Ingliz tilida oilaviy muloqot nisbatan kam rasmiy shaklda olib boriladi. Bu til egalari o'rtasida tenglik va erkin muloqotga urg‘u beriladi. O‘zbek tilida esa, oilaviy diskurs rasmiylik, hurmat va izzat tamoyillariga asoslangan bo‘lib, yoshi kattalarga murojaat qilishda aniq grammatik va leksik birliklar mavjud.

Misol sifatida:

- Ingliz tilida: "Can you help me, Dad?"

- O‘zbek tilida: "Dadajon, iltimos, menga yordam bering."

O‘zbek tilida murojaat shakli kengroq bo‘lib, insonlar orasidagi ijtimoiy masofani aks ettiradi. Shuningdek, ingliz tilida ba’zan bevosita gapirish odatiy hol bo‘lsa, o‘zbek tilida gapirish madaniyati ko‘pincha bilvosita usullarga tayanadi. Masalan, tanbeh yoki qattiq gaplar o‘rniga, yumshoqroq, nozikroq ifodalar ishlatiladi. Bu esa oilaviy muhitning iliqligini saqlab qolishga xizmat qiladi. Oilaviy diskurs pragmatik jihatdan turli madaniy elementlarga bog‘liq holda shakllanadi. Ingliz va o‘zbek tillarida oilaviy muloqotning madaniy jihatlari quyidagicha tavsiflanadi:

Xususiyat	Ingliz tili	O‘zbek tili
Rasmiy va norasmiy muloqot	Asosan norasmiy	Rasmiy va norasmiy
Hurmat va izzat	Yoshi katta odamlarga kamroq urg‘u beriladi	An’anaviy hurmat tamoyili mavjud
Nutqiy formulalar	Oddiy va qisqa	Murakkab va hurmat so‘zlari ko‘p

O‘zbek oilalarida ota-onalarga murojaat qilish aniq me’yorlarga asoslanadi va bu tilning umumiy diskursiv ko‘rinishini belgilaydi. Xulosa va takliflar**.** Tadqiqot natijalari shuni ko‘rsatadiki, ingliz va o‘zbek tillaridagi oilaviy diskurs tuzilmalari o‘ziga xos lingvistik va madaniy xususiyatlarga ega. Ingliz tilida oilaviy muloqot asosan bevosita va individualist yondashuvga asoslangan bo‘lsa, o‘zbek tilida bu jarayon an’anaviy hurmat va izzatga asoslanganligi bilan ajralib turadi. Takliflar: Oilaviy diskursni o‘rganishda etnolingvistik tadqiqotlarni kengaytirish. O‘zbek va ingliz tillarida oilaviy diskursni yanada chuqurroq o‘rganish. Oilaviy muloqotda lingvistik va madaniy xususiyatlarni inobatga olgan holda til o‘rgatish metodikasini ishlab chiqish. Turli madaniy kontekstlarda oilaviy muloqotga ta’sir etuvchi omillarni chuqurroq tadqiq etish. O‘zbek oilaviy diskursining zamonaviy o‘zgarishlarini tahlil qilish va tilshunoslikda bu o‘zgarishlarning ta’sirini o‘rganish.

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ТИЛШУНОСЛИК ФАНИДА “ТИЛ ВА КОНЦЕПТ” ТАЛҚИНИ ВА УЛАРНИ ЎРГАНИШДАГИ АСОСИЙ ЁНДАШУВЛАР

Аннотация: Ушбу мақолада тил ва концепт хусусиятлари, вазифалари ва тарифлари бўйича турли етук тилшунос олимларнинг фикрлари ва уларнинг тадқиқи ўрин олган.

Калит сўзлар: алоқа воситаси, маданият кўзгуси, маънавий бойлик, миллий фахр, тафаккур бирлиги.

Annotation: In this article, the language and concept, their features, functions and the different leader linguists` thoughts and investigations on this topic are taken place.

Key words: communication tool, enlightenment wealth, enlightenment mirror, national proud, intelligence unit.

Маълумки, тил фақатгина алоқа воситасигина эмас, балки миллий маданиятнинг улкан ютуғи, халқ маънавий ҳаёти кўп асрлик ривожининг кўзгуси ҳамдир. Тил шу тил

эгаси бўлган халққа куч - қудрат, рухий баркамоллик беради, миллий фахр – ифтиҳор туйғусини шакллантиради. Шунингдек, тил - маънавият ва маърифатнинг энг ёрқин ва ёлқин машъали. Тилдай буюк маърифат хазинаси йўқ. Инсоният яратган кашфиётларнинг энг улуғи, энг мўътабари тилдир. Тил – ижтимоий эҳтиёж фарзанди ва натижаси. Тил борлиқни, ҳаётни, ўзгарувчи оламни ҳар дақиқа ва ҳар соатда ўзида инъикос этиб туради. Борлиқ, ҳаёт, тириклик дунёси ва тафаккур қанчалик ўзгарувчан бўлса, тил ҳам ўз бойлиги, сўз ва сўз бирикмаларига бериладиган бошқа тус орқали бу ўзгарувчанликка ўз муносабатини билдириб туради. Аммо бу фикрлар тил хусусиятларини таърифлашнинг бир томонидир холос. Тилнинг ундан ташқари ички барқарор қисми бор, у ҳам бўлса унинг грамматикасидир. Асрлар давомида шаклланган ва унинг ичида мустаҳкамлаб, ушлаб турган қоидалар ҳамда қонунлар тизимидир. Улар эса бир бутун диалект яхлитликни ташкил қилади.

Тил маданият кўзгуси, чунки унда инсонни ўраб турган дунё билан бирга халқнинг ижтимоий онги, дунёқараши, анъана ва урф – одатлари ифодаланади. Тил ва маданиятнинг ўзаро боғлиқлиги масаласи ҳақида В.Л.Маслованинг фикрлари ҳам эътиборга лойиқ. Унинг фикрича, тил маданиятнинг асоси ва пойдеворидир, маданиятни ўзлаштиришда асосий қурол ва маданиятнинг энг муҳим воситасидир .

Келинг энди концепт тушунчасига ҳам батафсил тўхталиб ўтсак. Концепт – маданиятнинг таянч бирлиги сифатида қабул қилиниши билан бирга уни инсон ҳаёти давомида дуч келган кечинмалар ва тажрибаларда сайқалланиб, лисоний воқеланишга айтилади. Концепт тил орқали шаклланади ва унда нафақат фикрланади, балки бошдан кечирилади. Концептда индивидуаллик мавжуд, яъни концепт бирор бир шахснинг дунёқарашидан, тафаккурида алоҳида кўринишга эга. Мана шу нуқтаи назардан келиб чиқиб, концептнинг ҳар бир тил эгаларининг дунёқараш (асосида) умумлашмасида намоён бўлади, деб қараш мумкин. Хорижий тил – дунёвий қарашга эга бўлган ёш авлодни тарбиялашда қўлланиладиган асосий воситалардан биридир. Ижтимоий – маданий соҳадаги изланишлар шуни кўрсатадики, халқаро мулоқот воситаси бўлган тил орқали ўқувчида бошқа давлат ва маданият вакилларига нисбатан бағрикенглик, сабр – тоқатлилик, ҳолисоналик каби қарашларни ривожлантиришга эришиш мумкин. Ўқувчилар чет тили ва хориж маданияти билан танишиб, ижтимоий – маданий дунёқарашларини кенгайтириш ва ўзларини тарихий – маданий субъект сифатида англаш имкониятига эга бўладилар. Чет тилини ўқитиш жараёнида дарсларда халқ мақолларини, шеър, қўшиқларни қўллаш ҳам яхши натижалар беради.

Айнан тилшуносликда “концепт” терминига икки хил йўналиш бўйича ёндашиш мумкин. Биринчиси, когнитив тилшунослик ва иккинчиси, лингвокультурологик жиҳатдан. Н.Н.Болдырев, Е.С.Кубрякова, И.А.Стернин ва бошқа олимларнинг когнитив тилшунослик томонидан олиб борган тадқиқотлари шуни кўрсатадики, концепт – бу тафаккур бирлиги бўлиб, қабул қилинган билим, эришилган тажриба, инсон ҳаётидаги фаолият натижалари ва дунёқарашнинг инсон онгида акс этиши, деб таъриф берилади.

Иккинчи йўналиш бўйича лингвокультурология асосчилари бўлмиш Н.Д.Арутюнова, В.И.Красик, Ю.С.Степанов ва А.Вежбицкаялар эса, концептни этносемантик хусусиятларга эга бўлган ментал тушунча, деб ҳисоблайдилар.

Юқорида келтирилган йўналишлар асосида қуйидаги ёндашувларга тўхталамиз:

Биринчи ёндашувда Ю.С.Степановнинг таълимотига назар солсак, у концептни маданият билан боғлиқлигига урғу бериб, маданият йиғиндиси ва инсон тафаккуридаги менталликни ҳамоҳанг қўяди. Маданият бутунлигича концептлар мажмуи ҳисобланиб, улар ўртасидаги ўзаро муносабат тушунилади.

Иккинчи ёндашувда Н.Д.Арутюнованинг қарашларида “Концепт – тилнинг ягона семантик бирлигини ташкил этувчи омиллардан иборат”, деб тадқиқ қиладилар. Шунингдек, тилшунос Н.Ф.Алефиренко ҳам, шу нуқтаи - назарни қўллаган ҳолда концептни когнитив - семантик бирлик ҳисоблаб, унга семантик жиҳатдан ёндашади.

Учинчи ёндашув асосчилари эса Е.С.Кубрякова ва бошқаларнинг фикрларига кўра

концепт, бу бевосита сўз маъносидан ташкил топиб, инсон ҳаётидаги турмуш тажрибалари натижаси билан чамбарчас боғлиқлигини илгари сурадилар.

Ҳар бир халқнинг ўз тарихи, урф – одатлари, қадриятлари асрлар оша ривожланиб келган. Улар ўз навбатида халқнинг сўзлаётган тилида, адабиётида, мақолларида ва халқ оғзаки ижодида ўз аксини топади. Юқорида санаб ўтилганларни англаб етиш учун эса, тил ўрганувчидан нафақат ўрганилаётган тилда сўзлаётган халқларни, балки, ўз маданиятини ҳам чуқур билишни, ўрганишни талаб этади.

Тил – инсоният томонидан аждодлардан мерос қилиб олинган “маънавий бойлик”, таркибида турли элементлар, қоидалар, барча сатҳлардаги муносабатлар сақланаётган имкониятлар хазинасидир. Тил бутун борлиғича тарихий ҳодисадир.

Тил ва маданиятнинг хақиқий ижодкори халқдир. Халқ ўзи яранган бойликларни, меросни авайлаб асрайди, чунки бу бойлик, мерос унинг ўзи учун, келажак авлодлар учун хизмат қилади.

Тил универсал структурага эга: миллий тилларнинг формалари эса бу структуранинг ўзаро бир – бирини тўлдирувчи вариантлардир. Унинг индивидуал ва миллий шакллари бир тил ва барча тиллар доирасида ҳар қандай фикрни адекват, яъни бекаму – кўст тўғри ифодалашнинг чексиз имкониятларини яратиб беради.

Тилнинг миллий формулалари худди жамиятда яшовчи одам ўзини жамиятдан алоҳида қилиб чеклаб ола олмаганидай алоҳида дунё чегараларини яратмайди. Тилдаги миллийлик ва индивидуаллик умуминсоний тил объектив ҳарактерининг намоён бўлиши холос, бу эса мантиқий тафаккур қонуниятларининг объектив мазмуни билан чамбарчас боғлиқдир.

Юқоридагилардан келиб чиқиб, шундай хулоса қилиш мумкинки, тил ва маданият ўзаро боғланган ҳодисалар бўлиб, бири иккинчисисиз яшай олмайди. Миллий тилимиз, маданиятимиз, миллийлигимиз, миллий қадриятларимиз бойиб, тараққийлашиб борса, маънавиятимиз, маънавий ҳаётимиз ҳам юксалиб боради.

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RAQAMLI DAVRDA TOLERANTLIK: ZAMONAVIY MUAMMOLAR VA IMKONIYATLAR

Annotatsiya

Zamonaviy jamiyat taraqqiyotining ajralmas qismiga aylanayotgan tolerantlik shaxslar orasidagi madaniy, etnik va iqtisodiy farqlarning muhimligini anglashga asoslanadi. Taqdim etilayotgan ushbu maqolada bag‘rikenglik tushunchasi tahlil qilinib, uning raqamli iqtisodiyot bilan o‘zaro bog‘liqligi chuqur o‘rganiladi. Raqamli texnologiyalar va globalizatsiya natijasida insonlar o‘rtasidagi aloqalar qanday o‘zgarayotgani, raqamli inklyuzivlik orqali ijtimoiy integratsiyaning qanday rivojlanayotgani muhokama qilinadi. Shuningdek, maqolada bag‘rikenglikning raqamli iqtisodiyotga ijobiy va salbiy ta’siri tahlil qilinadi. Tadqiqot natijalari shuni ko‘rsatadiki, raqamli iqtisodiyot bag‘rikenglikni kuchaytirishda vosita bo‘lishi bilan bir qatorda, ayrim hollarda raqamli tafovut va diskriminatsiya kabi muammolarni ham yuzaga keltirishi mumkin.

Kalit so’zlar: bag’rikenglik, raqamli iqtisodiyot, inklyuziv jamiyat, globaliztsiya, innovatsiyalar.

XXI asr – raqamli texnologiyalar shiddat bilan rivojlanayotgan, global aloqa chegaralarni bartaraf etayotgan davrdir. Ushbu jarayon jamiyatning har bir qatlamiga o‘z ta’sirini o‘tkazib, iqtisodiy, madaniy va ijtimoiy munosabatlarni tubdan o‘zgartirmoqda. Ammo bu o‘zgarishlar faqat texnologik taraqqiyot bilan cheklanib qolmay, insoniy qadriyatlar, xususan, bag‘rikenglik masalasini ham yangicha yondashuv bilan ko‘rib chiqishni talab etmoqda (Панин. 2003).

Bag‘rikenglik – bu shunchaki sabr va chidam emas, balki insonlar o‘rtasidagi madaniy, etnik va iqtisodiy farqlarning tabiiyligini anglash va ularni qabul qilish qobiliyatidir. Avvalo, ushbu so’zning kelib chiqish etimologiyasi va mazmuniga qisqacha to’xtalib o’tsak. Bag‘rikenglik nima? Tolerantlik lotincha tolerantia, ya’ni sabr-toqat, bag‘rikenglik — o‘zgalarning turmush tarzi, xulq-atvori, odatlari, his-tuyg‘ulari, fikr-mulohazalari, g‘oyalari va e’tiqodlariga nisbatan toqatli bo‘lish degan ma’nolarni bildiradi(Панин. 2003).

Raqamli iqtisodiyot esa aynan mana shu farqlarning uyg‘unligi va hamkorligini kuchaytirish uchun kuchli vosita bo‘lishi mumkin. Biroq, har qanday taraqqiyot kabi, raqamli texnologiyalar ham ijobiy va salbiy jihatlarga ega: ular bir tomondan, inklyuzivlikni oshirib, imkoniyatlarni kengaytirsa, boshqa tomondan, raqamli tafovut va diskriminatsiya kabi muammolarni keltirib chiqarishi mumkin (Гриневский. 2014). Demak, bugungi kunda jamiyat oldida turgan asosiy savol shundan iborat: raqamli iqtisodiyot bag‘rikenglikni qanday o‘zgartirmoqda? U ijtimoiy integratsiyaga qanday ta’sir ko‘rsatmoqda?

Bag’rikenglik - insonlarning bir-biriga nisbatan hurmat va tushunish hissi bilan yondashishi hisoblanib, bu tushuncha, asosan, jamiyatda tinchlikni saqlash, ijtimoiy barqarorlikni ta’minlash va insonlar o’rtasida do’stlikni rivojlantirishda muhim ahamiyatga ega (Полозова. 2014). Bag’rikenglik, avvalo, turli xil fikrlar, e’tiqodlar va hayot tarzlariga nisbatan ochiqlikni anglatadi. Insonlarning o’ziga xos fikrlashiga ega ekanligini tan olish, ularni hurmat qilish va ularning o’zgacha ekanligini qabul qilish bag’rikenglikning asosiy tamoyillaridan biridir. Bu, o’z navbatida, ijtimoiy muhitda ziddiyatlarni kamaytirishga yordam beradi (Мохаддам. 2011). Bugungi kunda bag’rikenglik, global miqyosda muhim ahamiyatga ega. Har xil madaniyatlar, dinlar va millatlar o’rtasida muloqot va hamkorlikni rivojlantirish, insonlar o’rtasidagi tushunmovchiliklarni bartaraf etish uchun zarurdir. Bag’rikenglik orqali biz bir-birimizni yaxshiroq tushunishimiz, birgalikda yashash va ishlash imkoniyatlarini yaratishimiz mumkin (Бромлей. 1983)

Jamiyat a’zolarining turli fikrlar, e’tiqodlar va hayot tarzi shakllariga nisbatan ochiqligi va hurmati bilan ifodalanadigan hodisasi ham aynan tolerantlik uchun misol bo’la oladi. U quyidagi jihatlar bilan namoyon bo‘ladi (Хонимкулова. 2018):

Shaxsiy bag‘rikenglik – insonning o‘z shaxsiyati, dunyoqarashi va atrofdagilar bilan o‘zaro munosabatlari orqali ko‘rinadi.

Ijtimoiy bag‘rikenglik – jamiyat ichidagi guruhlar o‘rtasida hurmat va hamkorlik muhitining shakllanishini anglatadi. Bunga misol sifatida qo’shnilar orasidagi munosabatlarni ko’rib chiqish mumkin. Deylik, turli millat yoki din vakillari bir mahallada istiqomat qilishadi. Ayrim insonlar farzandi tarbiyasiga boshqa din vakillari nojo’ya ta’sir qilishidan xavotir olsa, ba’zilar o’zga millat farzandi bo’lganlar bizning shaxsiy qadriyatlarimizga salbiy fikrlari bilan kirib keladi degan qarashlar bilan yashaydilar. Ammo bu qarashlar har doim ham to’g’ri emas. Turli xil dinga bo’ysunuvchi shaxslarda turli xil prioritetlar bor agar bunday qarashlar bir joyga jamlansa doimgidan ko’ra samaraliroq natijalarga erishish mumkin. Bitta masalaga turfa yondashuvlardagi fikrlar berilsa, hamma fikr jamlanadi va bitta global va masalaga haqiqiy yechim beradigan mulohaza kelib chiqadi (Хонимкулова. 2018). Bu esa o’z navbatida aynan yangi g’oyalar va yangicha talqin qilinayotgan hayotni yaratishga eng katta usul hisoblanadi.

Global bag‘rikenglik – millatlararo, dinlararo va madaniyatlararo integratsiyani o‘z ichiga oladi. Aynan global bag’rikenglik deganda bevosita diniy bag’rikenglik ko’z o’ngimizga keladi. Diniy bag’rikenglik masalasi dunyoning barcha demokratik davlatlarida asosiy mezon hisoblanadi. Bizda ham qonunchilik bu borada juda yaxshi joriy qilingan, ya’ni diniy qarashlari

tufayli uning qaysidir toifaga mansub bo'lishi yoki unga munosabatning o'zgarishiga yo'l qo'yilmaydi. Har bir inson, u qaysi oilada, qaysi jinsda, qaysi dinda, qaysi davlatda, qaysi xalqda tug'ilganidan qat'iy nazar hurmatga sazovor (Ибраимов. 2019)

Bundan tashqari, raqamli iqtisodiyotga to'xtaladigan bo'lsak, bunda bag'rikenglik qanday shakllantiriladi? Raqamli iqtisodiyotning rivojlanishi bag'rikenglikni qo'llab-quvvatlashda quyidagi jihatlar bilan ahamiyat kasb etadi (Castells. 2010):

- O'rganuvchilar ta'lim va ta'limiy informatsiyalarga ochiq kirish, ya'ni onlayn ta'lim platformalari orqali insonlar turfa madaniyat va bilimlarga ega bo'lish imkoniga ega bo'layotgani;
- Ijtimoiy va iqtisodiy integratsiya – Frilans va masofaviy ish imkoniyatlari. Turli masofa va davlatlarda yashovchi insonlar uchun teng iqtisodiy imkoniyatlar yaratilayotgani;
- Global hamkorlikning kengayishi – Raqamli texnologiyalar turli millatlar va davlatlar o'rtasidagi hamkorlikni osonlashtirib, madaniy xilma-xillikni keng targ'ib qilinayotgani.
- Raqamli diskriminatsiya va bag'rikenglik muammolari. Har qanday ijtimoiy innovatsiya kabi, raqamli iqtisodiyot ham ayrim muammolarni keltirib chiqarishi mumkin:
- Raqamli tafovut – Raqamli texnologiyalarga kirish imkoniyati cheklangan guruhlar raqamli iqtisodiyot imkoniyatlaridan to'liq foydalana olmaydi.
- Ma'lumot filtrlari va algoritmik tarafkashlik – Sun'iy intellekt va algoritmlar ayrim guruhlar uchun cheklovlar yaratishi mumkin.
- Kiberxavfsizlik va maxfiylik muammolari – Raqamli platformalardagi behosdan yoki atayin diskriminatsiya va ma'lumotlarning noto'g'ri ishlatilishi katta ehtimol bilan erkin holatdagi muhitga xavf tug'dirishi mumkin.
- Bag'rikeng jamiyat uchun raqamli strategiyalar va bag'rikenglikni rivojlantirish uchun raqamli iqtisodiyot quyidagi yo'nalishlarda rivojlanishi lozim:
- Raqamli ta'lim va raqamli savodxonlikni rivojlantirish;
- Axborot tarmoqlarida bag'rikenglikni targ'ib qilish;
- Sun'iy intellekt va algoritmlarni yanada adolatli qilish bo'yicha tadqiqotlar olib borish.

Tolerantlikni har tomonlama qo'llab-quvvatlash maqsadida YUNESKO "Bag'rikenglik tamoyillari deklaratsiyasi"ni qabul qilgan (1995-yil 16 noyabr). Jamiyatda turli xalqlar, millatlar va dinlarning o'ziga xos xususiyatlariga nisbatan tolerantlik munosabatini O'zbekiston misolida ko'rish mumkin. Mamlakatimizda turli toifadagi odamlar, siyosiy kuchlar va partiyalar o'rtasidagi hamkorlik, millatlararo totuvlik, dinlararo bag'rikenglik tamoyili ijtimoiy taraqqiyotning eng muhim omillaridan biridir. O'zbekistonda 130 dan ziyod millat va elat vakillari istiqomat qiladi. Ular o'rtasida asrlar davomida milliy nizolar bo'lmagan va bu xalqimizning azaliy bag'rikengligini ko'rsatadi. O'zbekiston Respublikasi Konstitutsiyasining 19-moddasida shunday yozilgan: O'zbekiston Respublikasida insonning huquq va erkinliklari xalqaro huquqning umume'tirof etilgan normalariga binoanhamda ushbu Konstitutsiyaga muvofiq e'tirof etiladi va kafolatlanadi. Inson huquq va erkinliklari har kimga tug'ilganidan boshlab tegishli bo'ladi. O'zbekiston Respublikasida barcha fuqarolar bir xil huquq va erkinliklarga ega bo'lib, jinsi, irqi, millati, tili, dini, e'tiqodi, ijtimoiy kelib chiqishi, ijtimoiy mavqeyidan qat'iy nazar, qonun oldida tengdirlar. Imtiyozlar faqat qonunga muvofiq belgilanadi va ijtimoiy adolat prinsiplariga mos bo'lishi shart." 24-moddada esa:, O'zbekiston Respublikasi hududidagi chet el fuqarolarining va fuqaroligi bo'lmagan shaxslarning huquq va erkinliklari xalqaro huquq normalariga muvofiq ta'minlanadi. Ular O'zbekiston Respublikasining Konstitutsiyasi, qonunlari va xalqaro shartnomalari bilan belgilangan burchlarni ado etadilar"- deb yozilgan. Demak, Respublikamiz Konstitutsiyasida ham nafaqat O'zbekiston fuqarolari, balki boshqa davlat vakillarining ham huquqlarini himoya qilish haqida yozilgan ekan. Bag'rikenglik zamonaviy jamiyatning muhim mezonlaridan biri bo'lib, raqamli iqtisodiyot uni qo'llab-quvvatlashi va afsuski shu bilan birga uni cheklash imkoniyatiga ega.

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A CROSS- CULTURAL ANALYSIS OF DIRECTIVES IN UZBEK AND ENGLISH LANGUAGES

Annotation

The article explores how directives are expressed in Uzbek and English languages and it surveys the influence of cultural context on politeness strategies and the role of cultural values in the expression of directives. The analysis is based on everyday conversation among Uzbek and English people in both languages. In general, there are more diverse points between these languages than similarities.

Key words: directives, politeness formulas, cultural values, collectivism, individualism.

Directives are one of the types of speech acts in which addresser provokes and commands the listener to do an action. The requests, commands, suggestions or invitations are main kinds of directives that are aimed at influence the listener`s behavior through the utterance. The founders of Speech Act Theory J.L. Austin and J. Searle argued that language does not only depict reality, but that can be used to perform acts. There are some factors that affect on the effectiveness of directives among which the impact of cultural context on politeness strategies and the importance of cultural values in the utterance of directives are the focused in this article.

Uzbek and English languages are rather diverse in terms of the influence of cultural context on politeness strategies. The main disparities can be observed through directives in the usage of special lexical terms and formality/informality.

Uzbek people are liable to add more special words when they are addressing to others while using directives in their speech. For instance, “Eshikni yopib yuboring, aka” or “Opa, tuzni uzatsangiz”. The use of terms “aka” and “opa” softens the directives and make the statements sound more polite and face-saving. Inf addition, it creates closeness between interlocuters. Unlikely, in English, people tend to use more neutral titles like Mr. and Mrs. Apart from this, it is common to apply professional titles or address someone without using these words. For instance, “Please, double-check results before informing the patients, Dr. William” or “Please make sure the report will be ready at 9 a.m., Mrs. Smith”. When these titles are used, they make the sentences more formal and professional which emphasize on less close role relationships between the speakers.

While the application of special addressing words or titles is the difference between English and Uzbek languages which are affected by cultural context, there is a similarity as well. In both contexts, it is possible to see the word “please” that softens command and makes the directive sound more respectful.

In terms of formality and informality, directives in Uzbek language are more formal and indirect while directives in English language are direct and informal. For example, “Keling, keyinroq gaplashamiz” or “Marhamat, o`zingizni o`z uyingizdagidek his qiling”. These utterances present indirect comments towards the listeners, because the speakers are not directly saying “I do not have time to talk now” or “It is a serious issue which requires time to discuss and make a decision”. Instead, it keeps a formal and respectful tone between speakers. On the other hand, in English “I disagree with you and I need more explanations” or “You need to clarify it as soon as possible”. In both sentences, the informal pronoun “you” is used and these sentences demonstrate professional situations in which people know each other very well.

Another criterion to juxtapose the directives in English and Uzbek languages is the role of cultural values. Since English and Uzbek nations belong to different cultural background, the values vary dramatically.

The collectivism even affected the way people use the directives during the conversations. The term “collectivism” is defined as prioritization of groups goals rather than individual ones. A vivid example for this can be the usage of the suffix “-miz” even through the sentence refers to one person. A: “Yaxshimisiz, Azizakhon?” B: “Ha, yaxshimiz, rahmat”. Although the conversation is taking place between only two people, the speaker B has answered with “- miz” suffix as it is widespread to use this structure in Uzbek frequently. However, in English individualism is strongly emphasized on and it has influence on the expression of directives as well. Individualism refers to personal autonomy, self-reliance, and the importance of the individual over the group. Requests as directives give the listeners the freedom to reject without feeling under pressure. For example, “Could you please help me with this project?” In this sentence, the usage of “could” and “please” create a respectful and non-imposing tone. Furthermore, it focuses on the importance of individual goal.

In general, there are some differences and similarities between the expression of directives in English and Uzbek languages. The main disparities are based on the role of cultural contexts and cultural values. The main similarity between these two languages is the usage of softening terms as “please”.

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PRAGMATIC ASPECTS OF ADVERTISEMENT TEXTS

Abstract

This article explores the pragmatic aspects of advertisement texts, focusing on how linguistic elements are used to influence consumer behavior. It examines the role of context, implied meanings, and persuasive techniques in advertisements. The study highlights the importance of

pragmatic strategies, such as speech acts, presuppositions, and implicatures, in conveying messages effectively. By analyzing examples from various media, the article illustrates how advertisers use language to attract attention, build trust, and motivate purchases. The findings demonstrate that pragmatic elements play a crucial role in creating engaging and persuasive advertisements.

Key words: English, advertisement texts, pragmatic aspects, speech acts, presuppositions, implicatures, consumer behavior, context, slogan.

In the modern world, advertisements are an integral part of daily life, influencing consumer choices and shaping market trends. Beyond their surface messages, advertisement texts rely on pragmatic elements to convey implicit meanings and evoke emotional responses. Understanding these pragmatic aspects is essential for creating advertisements that resonate with audiences and achieve their intended effects. Pragmatics, a branch of linguistics, studies how context influences the interpretation of meaning. In advertisement texts, pragmatics plays a key role in shaping consumer perceptions and decisions. By using indirect speech acts, advertisers can suggest benefits without explicitly stating them. For example, a slogan like "Because you're worth it" implies that the product enhances self-worth, appealing to consumers' emotions. Presuppositions are another pragmatic tool commonly used in advertisements. These are assumptions that the audience is expected to accept as true. For instance, the statement "Enjoy the freshness of natural ingredients" presupposes that the product contains natural ingredients, reinforcing its appeal without direct claims. Implicatures, which involve conveying meanings beyond the literal content, also contribute to the persuasive power of advertisements. A phrase like "Experience the difference" implies that the product is superior to competitors, encouraging consumers to try it.

Effective advertisement texts employ various pragmatic strategies to capture attention and persuade audiences. One key strategy is the use of rhetorical questions, which engage readers by prompting them to think about their needs and desires. For example, "Looking for the perfect skincare solution?" creates a sense of personal relevance, increasing the likelihood of a positive response.

Another common technique is the use of directives, such as "Try it now" or "Don't miss out," which create a sense of urgency and encourage immediate action. Imperatives like these are straightforward and impactful, aligning with the fast-paced nature of modern communication. Additionally, advertisements often use modal verbs like "can," "must," and "should" to convey possibility, necessity, or recommendation, subtly guiding consumers' choices. The effectiveness of pragmatic elements in advertisements depends largely on context and audience. Cultural norms, social values, and demographic factors all influence how messages are interpreted. For example, humor that resonates in one culture may fall flat in another, while emotional appeals may vary in their impact depending on age, gender, and lifestyle. Understanding the target audience allows advertisers to tailor their messages, using language that aligns with their preferences and expectations. For instance, advertisements aimed at young adults often use informal language, slang, and trendy expressions to create a sense of relatability. In contrast, advertisements targeting professionals may adopt a more formal tone, emphasizing reliability and expertise.

Case Studies and Examples. Analyzing specific examples of advertisement texts provides insights into the practical application of pragmatic strategies. Consider a car advertisement that states, "Drive the future today." This slogan uses a metaphor to suggest innovation and modernity, appealing to consumers' aspirations for advanced technology. The implied message is that the car represents progress and prestige.

Similarly, a food advertisement with the tagline "Taste the difference" uses implicature to imply superior quality and flavor. By encouraging consumers to compare their product with competitors, the advertisement subtly positions itself as the better choice. Such techniques demonstrate how pragmatic elements enhance the persuasive impact of advertisements, making them more memorable and effective.

In conclusion, the pragmatic aspects of advertisement texts play a vital role in shaping consumer perceptions and driving purchasing decisions. By using indirect speech acts,

presuppositions, implicatures, and other pragmatic strategies, advertisers can convey complex messages in a concise and engaging manner. Understanding these elements allows marketers to create advertisements that not only capture attention but also resonate with their target audience, ultimately influencing behavior and boosting sales.

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SOCIAL AND CULTURAL NORMS AND SPEECH ACTS: THE EXPRESSION OF REFUSALS IN UZBEK AND ENGLISH LANGUAGES

Annotation

The article explores how refusals are expressed in Uzbek and English languages. The focus of the article is directed to identify the similarities and disparities of how social and cultural norms influence on the way people reject offers or suggestions in these two languages. The research is based on the analysis of politeness markers and social hierarchy as social and cultural norms in both languages.

Key words: refusals, social and cultural norms, politeness markers, social relationship, face-threatening act, social hierarchy.

Refusals are one of the types of speech acts in which a speaker rejects a request, offer, invitation or suggestion. This type of speech act is considered as a complex one since it does not only consist of saying “no”, but also it should be carried on by following certain politeness strategies and maintain social relationships as well. The expression of rejections varies in terms of politeness markers, cultural values and social hierarchy in both languages.

The role of politeness markers in refusals is significant as they minimize the impact of “no” to the listeners and enables to hold the same social harmony. There are some similarities and differences between how politeness markers are applied in English and Uzbek refusals.

English people reject indirectly by using softeners and hedges which help avoid face-threatening acts [1]. For example, “I am not sure I can make it, because some urgent situations may happen at work” or “I might be busy with preparation for upcoming finals that day”. In both examples the beginning part of the sentences politely reject the suggestions or invitations. Furthermore, English people tend to use positive remarks to manage social relationships [2]. For example, “That sounds amazing, but I can`t join since I have promised to eat out with my parents” or “I`d love to help, but I`m swamped right now”. Both sentences express preferred structure at first, but in the second part of the sentence reject the offer by using positive statements. Unlikely, in Uzbek language the application of religious and cultural phrases is more common than softeners and hedges [3]. It is the influence of religious and cultural heritage. A vivid example for this can be “Xudo xohlasa, keyingi safar siz bilan birga tog`ga boramiz” or “In Shaa Allah, boshqa safar albatta uyingizda mehmon bo`lamiz”. The phrases “Xudo xohlasa, keyingi safar …” and “In Shaa Allah, boshqa safar …” express a polite rejection. In addition, Uzbek people implement proverbial or figurative language to soften the impact of refusals. For example, “Hozircha imkoniyatim yo`q” or “Birozdan keyin bo`lsa bo`ladi”. Instead of direct rejection, people use figurative speech to avoid face-threatening acts.

The biggest similarity between Uzbek and English languages in terms of the use of politeness

markers is that in both languages expression of gratitude and regret is common. For instance, “Thank you so much for inviting me, but I have some arrangements tonight” and “Judayam minnatdorman, lekin bugun zarur qiladigan ishlarim bor” are examples in which gratitude has been expressed. These statements represent regret when refusals are uttered: “I`m really sorry, but I can`t” and “Afsuski, umuman ilojim yo`q”.

Another criterion to analyze social and cultural norms of refusal in these languages is social hierarchy. The term refers to a system in which people are ranked within a society based on factors; namely, wealth, power and prestige. There are certain aspects of social hierarchy that influence on the expression of refusals in both cultures. They are the level of indirectness and the degree of deference shown. The social hierarchy may diversify according to the site. For example, refusals to superiors are often respectful and indirect while rejections to subordinate are more direct, but still polite. In fact, English speakers tend to keep a sense of equality and mutual respect even in hierarchical relationships. On the other hand, in Uzbek, refusals not only to superiors, but also elderly people are highly indirect and deferential. Moreover, Uzbeks are likely to use honorifics and formal language to show respect in hierarchical relationships.

Social hierarchy possesses a crucial role how it is shaped in both languages, but there are more disparities than similarities due to cultural values.

In general, refusals in both languages are mostly based on factors as politeness markers and social hierarchy. However, there are more similarities in a way that politeness markers are used to refuse in both languages while less identical points can be observed when social hierarchy is an important factor to express refusals.

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THE ROLE AND IMPORTANCE OF MOTIVATION IN STUDENTS' LANGUAGE LEARNING

Abstract

Motivation plays a fundamental role in second language acquisition, influencing learners’ engagement, effort, and success in mastering a new language. Research in applied linguistics and educational psychology highlights the importance of both intrinsic and extrinsic motivation in facilitating language learning. This study examines the role of motivation in students’ language learning, exploring key motivational theories and their practical applications in educational settings. Through a mixed-method approach, including surveys and interviews with students and educators, this research investigates how different motivational factors impact language learning outcomes. The findings reveal that highly motivated learners demonstrate greater persistence, improved proficiency, and more positive attitudes toward language acquisition. Additionally, the study provides recommendations for educators to foster and sustain motivation through innovative teaching strategies, personalized learning, and a supportive classroom environment.

Key words: Motivation, second language acquisition, intrinsic motivation, extrinsic motivation, language learning, student engagement, teaching strategies

Language learning is a complex cognitive and social process that requires sustained effort and engagement. Among the numerous factors influencing language acquisition, motivation stands out as a crucial determinant of success. Motivation not only drives students to initiate language

learning but also sustains their commitment over time. Several scholars, including Gardner (1985) and Dörnyei (2001), have explored the impact of motivation on language learning, emphasizing its significance in both classroom and self-directed learning environments.

The increasing demand for multilingual proficiency in a globalized world has intensified the focus on effective language education. However, many students struggle with language learning due to a lack of motivation, leading to poor retention and limited proficiency. By understanding the key factors that influence motivation, educators can develop strategies to enhance students' learning experiences and improve overall language acquisition outcomes.

Despite the recognized importance of motivation in language learning, many students fail to maintain consistent engagement and enthusiasm throughout their learning journey. Motivation levels fluctuate due to various internal and external factors, including personal interest, teacher influence, classroom environment, and perceived usefulness of the language. The challenge lies in identifying effective methods to sustain motivation and prevent disengagement among learners.

This study addresses the issue of motivational decline in language learning by investigating the factors that contribute to students' motivation and proposing evidence-based strategies to enhance it. Understanding these motivational dynamics is essential for improving language teaching methodologies and ensuring long-term success for learners.

The objectives of this research are to explore the different types of motivation that impact students' language learning, analyze how motivation influences language proficiency and learning outcomes, investigate key factors contributing to motivational fluctuations in students, and provide practical recommendations for educators to enhance and sustain motivation in language learning.

Understanding the role of motivation in language learning has significant implications for educators, policymakers, and curriculum developers. This study contributes to the field of applied linguistics by providing insights into effective teaching strategies that enhance motivation. By identifying key motivational drivers, the research aims to improve language instruction methods and create more engaging learning environments.

This chapter provides an in-depth analysis of the theoretical and empirical research on motivation in language learning. Key motivational theories such as Gardner's Socio-Educational Model, Self-Determination Theory (Deci & Ryan, 1985), and Dörnyei's L2 Motivational Self System are explored. Empirical studies investigating student motivation, classroom engagement, and the role of external influences in sustaining motivation are also reviewed.

Motivation in language learning is categorized into intrinsic and extrinsic motivation. Intrinsic motivation stems from personal interest, curiosity, and enjoyment of learning, whereas extrinsic motivation is driven by external rewards such as grades, job prospects, and social expectations. The literature highlights the importance of fostering intrinsic motivation for long-term language learning success.

This study employs a mixed-method research design, integrating both qualitative and quantitative approaches. Surveys are conducted with students to measure their motivational levels, while interviews with educators provide insights into teaching strategies that influence student motivation. Survey responses are analyzed statistically to identify trends, while interview transcripts undergo thematic analysis to extract qualitative insights.

A total of 200 students from various educational institutions participated in the survey. The questionnaire was designed to assess their motivation levels, preferred learning strategies, and challenges they face in maintaining motivation. Additionally, structured interviews were conducted with 20 language instructors to gather perspectives on effective motivational strategies in the classroom.

The research follows ethical considerations, ensuring that all participants provided informed consent. Anonymity and confidentiality were strictly maintained throughout the study. The data collection process spanned over three months to capture seasonal variations in student motivation and engagement levels.

The study utilizes both descriptive and inferential statistical methods to analyze survey responses. SPSS software was employed to perform regression analyses and correlation tests,

allowing the identification of significant relationships between motivation types and learning outcomes. Qualitative data from interviews were coded thematically to extract meaningful insights about educators' experiences and pedagogical recommendations.

The methodological framework of this study aims to provide a comprehensive understanding of motivational influences in language learning. By combining quantitative and qualitative data, the research ensures a robust analysis of the factors affecting students' engagement and language acquisition success.

Data analysis reveals that students with higher levels of intrinsic motivation tend to perform better in language proficiency tests. Those who rely solely on extrinsic motivation, such as rewards or grades, exhibit short-term learning gains but struggle with long-term retention. Teachers who create interactive and engaging learning environments significantly enhance student motivation. Supportive feedback, creative teaching strategies, and exposure to authentic language materials help sustain motivation over time.

Surveys indicate that students who actively engage in communicative activities, peer discussions, and real-life language experiences develop higher proficiency and confidence in language use. Interviews with educators highlight the significance of adaptive teaching methods, cultural exposure, and technology-enhanced learning in maintaining students' enthusiasm for language learning.

The findings align with previous research that emphasizes the importance of both intrinsic and extrinsic motivation in language learning. The study confirms that intrinsic motivation plays a more substantial role in long-term retention and proficiency, while extrinsic motivation can serve as an initial driving force but requires reinforcement through meaningful engagement. Practical strategies for educators include personalized learning approaches, gamification, project-based language tasks, and integrating real-world applications of the target language.

This study underscores the critical role of motivation in students' language learning. Motivated learners exhibit higher persistence, better retention, and more positive attitudes toward language acquisition. To sustain motivation, educators should focus on creating engaging learning environments, providing meaningful feedback, and integrating both intrinsic and extrinsic motivators. Future research could explore the impact of digital learning tools on motivation and examine long-term motivational trends in multilingual learners.

This research contributes valuable insights to language education by offering evidence-based recommendations for fostering motivation in students. By understanding and addressing motivational factors, educators can enhance language learning experiences and outcomes for students worldwide.

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COGNITIVE ANALYSIS OF ENGLISH IDIOMS WITH PROPER NAMES

Annotation

This article deals with the analysis of idioms that contains proper names such as names of places, people and others. The analysis focuses on cognitive view of linguists on idioms; the role of mind and process of idioms in different categories of cognitive linguistics.

Key words: cognitive mechanisms, onomastic idioms, conceptual domain, symbolic, concept, figurative meaning.

Cognitive analysis of onomastic idioms focuses on how the meanings of these idioms are constructed and understood within the mind of the speaker and listener, based on our mental processes, knowledge, and experience. The analysis explores the cognitive mechanisms involved in processing onomastic idioms, such as conceptualization, metaphorical reasoning, and mental mapping.

Here are key elements of a cognitive analysis of onomastic idioms:

1. Conceptual Metaphor Theory

Many onomastic idioms are based on metaphors, which link one conceptual domain (e.g., a literary or historical figure) to another (e.g., a trait or behavior). For example, when we say someone has a "Judas kiss," we are mentally linking the concept of betrayal (a kiss from Judas in the Bible) to the action of betraying someone. This relationship between the two domains (Judas as a betrayer and the kiss as a symbol of betrayal) helps us understand the figurative meaning of the idiom.

2. Cultural and Contextual Knowledge

Cognitive analysis shows how our understanding of onomastic idioms is influenced by our cultural and historical knowledge. For instance, when we say someone is a “Scrooge,” the listener needs to have prior knowledge of ‘A Christmas Carol’ by Charles Dickens to understand that the phrase refers to someone who is miserly. The brain maps the meaning onto the name or character, drawing from memory and prior exposure to cultural references.

3. Mental Schemas

A mental schema is a cognitive framework that helps us organize and interpret information. When we hear an onomastic idiom, we activate a schema related to the proper noun used (e.g., “Sherlock Holmes” activates a mental schema about the character’s intelligence and detective skills). This schema allows listeners to quickly comprehend the figurative meaning of the idiom by relying on their pre-existing knowledge.

4. Dynamic Conceptualization

Cognitive linguists believe that idioms like these involve dynamic processes of conceptualization. The name or proper noun triggers a set of associations in the listener’s mind, and these associations evolve dynamically as the listener processes the information. For example, the phrase "Cassandra complex" may activate not just the knowledge of a mythological figure, but also the emotions tied to her curse of being ignored. These associations help people to not only understand but also relate to the idiom emotionally.

5. Blending of Domains (Conceptual Blending)

In cognitive linguistics, conceptual blending refers to the process by which two distinct concepts or domains are combined to create a new understanding. Onomastic idioms often involve such blending. For instance, "Romeo" as an idiom blends the concept of passionate love with the character of Romeo from ‘Romeo and Juliet’, creating a metaphorical blend where the proper noun takes on new, figurative meaning beyond its literary origin.

6. Symbolic Representation

Proper names in onomastic idioms are often symbolic. For example, “Cassandra” symbolizes a person whose predictions are ignored, while “Sherlock Holmes” symbolizes a person using sharp

intelligence to solve a problem. This symbolic representation can be understood as the name acting as a mental shortcut to a complex idea or set of associations.

7. Prototype Theory

Prototype theory in cognitive linguistics suggests that categories are not always defined by rigid boundaries, but by a central, prototypical example. Onomastic idioms often rely on the listener's ability to recognize a "prototype" of the figure in the idiom. For example, when we say "a Herculean task," we rely on the listener's mental prototype of Hercules as strong and capable, which allows them to understand the idiomatic meaning of a difficult, laborious task.

The cognitive analysis of onomastic idioms helps us understand how language users activate mental frameworks, knowledge structures, and conceptual domains to process and interpret these expressions. The idioms tap into shared cultural knowledge, create mental associations, and rely on metaphorical and symbolic reasoning to communicate meaning. The brain maps the figurative meanings of onomastic idioms through a blend of linguistic processing, memory retrieval, and conceptual associations.

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THE COGNITIVE READING STRATEGIES IN LEARNING ENGLISH

Abstract

The article examines the importance of using cognitive strategies in comprehending reading texts and improving EFL students reading ability in learning English. Most of the students often have problems in understanding the texts, however, many of the students do not realize these cases and often apply their own strategy in reading. This research aims to investigate the types of cognitive reading strategies mostly used in EFL classes. These strategies promote active engagement with the text, foster deeper understanding, and help students navigate complex or unfamiliar content.

Key words: cognitive reading strategy, reading comprehension.

Reading is an important skill among listening, speaking and writing in senior high schools. This skill is taught by teaching texts or genres. The types of texts are descriptive, recount, content and narrative, report, exposition, explanation, procedure, review and news item texts. All of these texts are taught by integrating them to writing skill as it is reflected in basic competences of syllabus. Although, reading is taught by various genres, it is still difficult to the students to understand the text given for them.

Learning reading has never been an easy process. Reading difficulties faced by students in EFL settings come from different sources: poor interpretation of the text, poor vocabulary, the use of inappropriate reading strategies and poor grammatical competences. For instance, there is a case based on the teachers' point of views where the students still had some problems in comprehending reading texts because they were reluctant to read at home. In addition, they did not do exercises and homework seriously. In the classroom, when teachers taught reading text the students looked bored and did not pay attention to the lessons. Besides, the students were lack of vocabulary and grammar knowledge, text structure, linguistic features and text contents. Then, the students did not have appropriate strategies in reading.

The causes of the problems faced by the students in reading might come from the students' language factors, learning habit and it could also derive from teacher's way of teaching. From

students' side, for instance, the factors can be vocabulary, grammar and learning attitudes toward English, especially reading. On the other hand, form teacher's side, it might be materials, media or teaching techniques used by the teacher in teaching. If the teacher could not vary the materials, or did not use appropriate media and did not apply appropriate technique, of course, the students will not study well and finally feel bored to study English. Furthermore, the students might not be able to identify the writer's message because they did not prepare themselves for reading physically or psychologically. All of these can influence the students' comprehension.

The application of cognitive strategies in reading instruction is crucial, as it empowers learners to take control of their reading processes and fosters greater engagement with the material. Furthermore, (O'Malley & Chamot, 1990) say that the cognitive strategies are closely linked to specific learning tasks and they are used in the learning process, including repetition, translation, grouping, resourcing, note-taking, deduction, elaboration, imagination and inference. They define cognitive strategies as "operating directly on incoming information, manipulating it in ways that enhance learning."

Reading serves the wider role of extending our general knowledge of the world and it is very important, so some strategies are required (Wallace, 1992). Cognitive strategies for listening and reading comprehension which include rehearsal or repeating, organization or grouping and classifying words, inferencing, summarizing, deduction, imagery, transfer or using known linguistics information to facilitate new learning task, elaboration (O'Malley & Chamot, 1990). They stated that the use of cognitive strategies in reading can help someone to be a proficient reader. This is supported by the theories of cognitive reading strategies and the result of the study conducted by Ozek and Civelek (2006).

Research on the effects of cognitive strategies on reading performance suggests that relating the title, illustrations/pictures and background knowledge to the text, skimming, using dictionary parsimoniously, guessing, remembering a word through situations, rereading, using the first language as a base, visualizing events, being careful about how the text is organized, making notes and summaries of the important information, and classifying words are the strategies help readers to improve their reading ability significantly and therefore, these strategies should not be neglected in the foreign or second language reading curriculum.

The most used types of cognitive reading strategies are: repetition, imagery, getting the idea quickly, elaboration, inferencing, note-taking, and summarizing.

Repetition is repeating a chunk of language (a word or phrase) in the course of performing a language task (O'Malley & Chamot, 1990). As Oxford (1990) states that in reading, the strategy of repeating can be reading a passage more than once to understand it more completely.

Imagery is using visual images (either mental or actual) to understand or remember new information. Meanwhile, Oxford (1990) states this strategy as a good strategy to remember what has been read in the new language to create a mental image of it.

The strategy of getting the idea quickly involves skimming strategy and scanning strategy. As stated by Oxford (1990), the strategy of getting the idea quickly constitutes with skimming strategy and scanning strategy. Skimming involves searching for the main ideas the speaker wants to get across, while scanning means searching for specific details of interest to the learner.

Inferencing strategy is using available information to guess the meaning of new items, predict outcomes, or fill in missing information (O'Malley&Chamot, 1990). This strategy can be used as students attempt to comprehend the text. In this study, inferencing strategy is represented by the strategy of using the title to predict the content of the text and paying attention to words or phrases that show how text is organized.

Note-taking strategy is a good reading strategy. Note-taking makes students active participants in their learning, helps them organize important concepts, remember information, and becomes one of their study aids.

Summarizing is making a mental, oral, or written summary of new information gained through listening or reading. Summarizing can be a useful technique. As Gulcat (2007) states that "the process of summarizing enables you to grasp the original text better, and the result shows the

reader that you understand it as well.

To conclude, cognitive reading strategies should be taught to EFL students, especially, the students who belong to poor readers and who do not use cognitive reading strategies. Because those good reading strategies can help students to grasp the understanding of the text they read. By fostering these strategies in the classroom, teachers can equip students with the tools they need to become more confident and proficient readers, ultimately leading to greater academic success and lifelong learning.

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BO‘LAJAK INGLIZ TILI O‘QITUVCHILARIDA KITOBXONLIK KOMPETENSIYALARINI RIVOJLANTIRISHNING TEXNOLOGIYALARI VA VOSITALARI

Annotatsiya

Bu maqolada bo'lajak ingliz tili o'qituvchilarining kitobxonlik faoliyatini rivojlantirishda o'qituvchi nutqining roli va o'quvchilarning hissiy idrok etish xususiyatlari tahlil qilingan. O'qituvchi nutqining badiiyligi va his-tuyg'ularga boyligi o'quvchilarda badiiy adabiyotga qiziqish uyg'otishi, shuningdek, kitobxonlik motivatsiyasini oshirishi ko'rsatilgan. Shuningdek, S.L. Rubinshteyn va A.P. Kashkarovlarning kitobxonlikka oid qarashlari asosida shaxsga yo'naltirilgan kitobxonlikning ahamiyati va prinsiplari ochib berilgan.

Kalit so'zlar: bo'lajak ingliz tili o'qituvchilari, kitobxonlik faoliyati, o'qituvchi nutqi, hissiy idrok, shaxsga yo'naltirilgan kitobxonlik, badiiy adabiyot, motivatsiya.

Annotation

This article analyzes the role of teacher's speech and the characteristics of students' emotional perception in the development of future English language teachers' reading activities. It is shown that the artistry and emotional richness of the teacher's speech arouse students' interest in fiction and increase reading motivation. The importance and principles of personality-oriented reading are revealed based on the views of S.L. Rubinstein and A.P. Kashkarov on reading.

Key words: future English language teachers, reading activity, teacher's speech, emotional perception, personality-oriented reading, fiction, motivation.

O‘qituvchi nutqining badiiyligi va his-tuyg‘ularga boyligi bo‘lajak ingliz tili o‘qituvchilarda badiiy adabiyot namunalariga nisbatan alohida qiziqish uyg‘otadi. O‘qituvchining his-tuyg‘ulardan xoli bo‘lmagan nutqi axborotlarni taqdim etish xarakteriga ega bo‘lib, Bo‘lajak ingliz tili o‘qituvchilarning kitobxonlik faoliyatini rivojlantirish uchun pozitiv metod hisoblanmaydi.

O‘qilgan matnni hissiy idrok etish muallifning tuyg‘ularini anglashlari uchun bo‘lajak ingliz tili o‘qituvchilarga o‘qituvchining xis-tuyg‘ularga boy nutqi ko‘maklashadi. O‘qituvchining bunday nutqi Bo‘lajak ingliz tili o‘qituvchilarda badiiy asarlarni o‘qish motivlarini qo‘zg‘ab, kitobxonlikka undaydi.

S.L.Rubinshteyn[111]ning ta’kidlashicha, matnni yaxlit tarzda anglash fikriy faoliyat maxsulidir. Matnda ob’ektiv tarzda aks etgan holatlar Bo‘lajak ingliz tili o‘qituvchilar ongida sub’ektiv tarzda o‘z ifodasini topadi. Bu Bo‘lajak ingliz tili o‘qituvchilarning shaxsiy-fikriy

faoliyati mahsuli hisoblanadi.

A.P.Kashkarov[67] esa bo‘lajak ingliz tili o‘qituvchilar kitobxonligini tavsiflab, uni shaxsga yo‘naltirilgan kitobxonlik tarzida rivojlantirish zarurligini ta’kidlaydi. U shaxsga yo‘naltirilgan kitobxonlik quyidagi prinsiplarga tayanishi lozimligini ko‘rsatib o‘tgan:

1. Har bir kitobxonning betakrorligini tan olish. Barcha kitobxonlar yoshi, hayotiy tajribasi va ko‘plab omillarga ko‘ra kitobxonlikka turlicha yondashadi. U kitobga va mazkur faoliyat natijasiga nisbatan individual munosabatni ifodalaydi.

2. Har bir kitobxon boshqa shaxslarning ham betakrorligini tan oladi. Kitob muallifi, atrofdagilar va kutubxonasining betakror qadriyat ekanligini tushunib etadi.

3. Bo‘lajak ingliz tili o‘qituvchilar kitob vositasida badiiy asar qahramonlarining harakatlarini tahlil qiladi. Ularning nuqtai nazarlari va faoliyat motivlarini o‘ziniki kabi qabul qiladi. SHu orqali Bo‘lajak ingliz tili o‘qituvchilar o‘zining ijtimoiy rolini namoyon etadi. Kitobxon va muallif orasidagi munosabat Bo‘lajak ingliz tili o‘qituvchilarda nuqtai nazarni tarkib toptirishga xizmat qiladi.

4. Bo‘lajak ingliz tili o‘qituvchilar badiiy asarni o‘qishi, insoniyat erishgan yutuqlar bilan tanishishi natijasidagina, o‘zi o‘rganayotgan hodisalar, jarayonlar, narsalarning mohiyatini anglab etadi. Natijada Bo‘lajak ingliz tili o‘qituvchilar tarixiy-madaniy boyliklar bilan munosabat o‘rnatadi, ularni o‘zlashtiradi. Atrofdagilar va asar qahramonlari bilan aloqaga kirishish jarayoni amalga oshadi. SHaxsga yo‘naltirilgan kitobxonlik natijasida Bo‘lajak ingliz tili o‘qituvchilarda madaniy boyliklarga egalik, tolerantlik, pozitiv xulq-atvor ko‘rinishlari shakllanadi.

5. Shaxsga yo‘naltirilgan kitobxonlik g‘oyasi barcha yosh davrlarda vujudga kelishi mumkin. Masalan, bolalar kitobxonligi, ijodiy kitobxonlik, rivojlantiruvchi kitobxonlik va bilishga asoslangan kitobxonlik Bo‘lajak ingliz tili o‘qituvchilar shaxsiga yo‘naltirilgan bo‘ladi. Bunday kitobxonlik natijasida Bo‘lajak ingliz tili o‘qituvchilarda shaxsiy sifatlar tizimi shakllanadi, badiiy adabiyot namunalariga nisbatan kuchli qiziqish vujudga keladi[67; 26-29-b.].

Shu tariqa shaxsga yo‘naltirilgan kitobxonlik haqida ushbu maqsadga yo‘naltirilgan ta’limiy faoliyatni diagnostika qilish natijasida fikr yuritish mumkin. Bunda Bo‘lajak ingliz tili o‘qituvchilar shaxsining individual, tabiiy, shaxsiy sifatlariga e’tibor qaratiladi. O‘qituvchi bilan Bo‘lajak ingliz tili o‘qituvchilarning o‘zaro hamkorligi natijasida ushbu prinsiplarni amalga oshirish va insonparvarlikka asoslangan yondashuv doirasida Bo‘lajak ingliz tili o‘qituvchilarda badiiy adabiyot namunalariga nisbatan qiziqishni shakllantirish mumkin.

Bizning fikrimizga ko‘ra, A.V.Avdieeva, M.V.Molkovalar tomonidan tushunchaga berilgan ta’rif nisbatan to‘g‘ri ifodalangan. YA’ni, kitobxonlik kompetentligi – bolaga kitoblarni tanlashda mustaqil harakat qila olish, kutubxona xizmatidan foydalanish savodxonligi hamda kitob o‘qishga ijobiy munosabatga ega bo‘lish uchun zaruriy bilim, ko‘nikma va malakalar majmui” [12, 44] bo‘lib, u shaxsning butun hayoti davomida takomillashib boradigan sifatlar tarzida rivojlanib boradi, deb hisoblaydi [12, 45].

Bu o‘rinda tushunchani quyidagicha ifodalash uning mohiyatini etarlicha yorita oladi degan taklifni ilgari surmoqchimiz: kitobxonlik kompetentligi kitob o‘qish, kitobxonlik faoliyatini oqilona tashkil etishga oid bilim, ko‘nikma, malaka va hayotiy tajribadan amalda hech bir qiyinchiliksiz, samarali foydalana olish qobiliyatidir.

SHaxsning kitobxonlik kompetensiyasini zarur darajada shakllantirishni ta’minlashda ta’lim muassasalari alohida o‘rin tutadi [123]. Ularda boshlang‘ich sinf o‘quvchilarida kitobxonlik kompetentligini shakllantirishga doir ishlarni quyidagi yo‘nalishlarda olib borish maqsadga muvofiqdir: 1) o‘quvchilarda ovoz chiqarib va ovoz chiqarmay o‘qish ko‘nikma, malakalarini rivojlantirish; 2) har bir o‘quvchida: 1) tanishish xarakteridagi o‘qish; 2) chuqurlashtirilgan o‘qish; 3) izlanishga asoslangan o‘qish; 4) tomosha qilishga asoslangan o‘qish kabi kitob o‘qish turlari bo‘yicha ko‘nikma, malakalarni hosil qilish [12, 45].

Kitobxon shaxs jamiyatda muayyan mavqega ega bo‘ladi. Kitobxonlikning rivojlanishi bilan bog‘liq holda shaxs ijtimoiy-psixologik rollarni bajaradi. U o‘zining rang-barang ehtiyojlarini ongli tarzda turli badiiy asarlarni o‘qish orqali qondiradi.

Kitobxonning shaxsiy qiziqishlari tarkibida bir qancha boshlang‘ich darajalar mavjud:

- sotsiologik: shaxsning ijtimoiy-demografik ma'lumotlari, ijtimoiy mavqei va ijtimoiy nuqtai nazarlari.

- Ijtimoiy-psixologik tarkibiy yo'nalishlari: shaxsning dunyoqarashi, e'tiqodlari, ideallari, qadriyatli yo'nalishlari, ehtiyojlari, motivlari, qiziqishlari, ustanovkalari.

- Tajribaning ijtimoiy-psixologik-pedagogik tarkibi: shaxsning hayotiy, kitobxonlik tajribasi, umumiy kasbiy bilimlari, umumiy intellektual va nutqiy ko'nikmalari, malakalari, odatlari, kitobxonlik mazmuni va madaniyati, kommunikativ mahorati.

Pedagogik sohadagi tadqiqotlarda "kitobxonlik madaniyati" tushunchasi ham faol qo'llaniladi. Kitobxonlik madaniyati – kitobxonlik ko'nikmasi, ehtiyoji va dunyoqarashi: o'qish va kitobga bo'lgan barqaror qiziqish, kitobxonlik zakovati, matnni ifodaviy va tushungan holda o'qitish ko'nikmasi, turli janrdagi asarlarni o'zlashtirishga bo'lgan qobiliyat, zaruriy nazariy-badiiy bilimlar, o'qilgan asarlarni bibliografik, nutqiy va talqiniy bilimlar, o'qilganlar bilan bog'liq holda o'z fikri va tuyg'ularini ifodalovchi nutqiy, shuningdek, muallifning pozitsiyasini tushunish malakasi rivojlanganligining muayyan darajasi [97] hisoblanadi. Bizning yondashuvimizga ko'ra, "kitobxonlik madaniyati" negizida tegishli sifatning muayyan darajasi emas, balki yuqori darajasi aks etadi. Zero, "madaniyat" tushunchasi turli zamona va makonlarda ham yuqorilik, ustuvorlikni anglatishga xizmat qilgan.

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THE ROLE OF ASSISTIVE TECHNOLOGY IN SUPPORTING INCLUSIVE LEARNING ENVIRONMENTS

Abstract

This article explores the vital role that assistive technology (AT) plays in creating inclusive learning environments, where all students, including those with disabilities, can access education on an equal footing. It examines the various types of assistive technologies, such as screen readers, speech-to-text software, and adaptive devices, and how they help students overcome challenges related to physical, sensory, or cognitive disabilities. By highlighting real-life examples and case studies, the article underscores how AT can enhance students' learning experiences, boost independence, and promote academic success. Additionally, the article discusses the importance of teacher training, collaboration, and appropriate AT integration into curricula to ensure the effective use of technology.

Key words: assistive technology, English teachers, case studies, self-directed learning, professional development.

In an increasingly diverse classroom, fostering an inclusive learning environment where all students can succeed is essential. One of the most powerful tools in achieving this goal is assistive technology (AT), which helps students with disabilities access education in ways that might otherwise be impossible. From screen readers that assist students with visual impairments to speech-to-text software that supports those with dyslexia, assistive technology offers tailored solutions that meet the unique needs of learners. These technologies not only empower students with disabilities by enhancing their ability to participate in lessons and complete assignments, but they also promote independence and boost self-confidence. As educational institutions strive to create more inclusive environments, the integration of assistive technology becomes a critical component of success. This article explores the role of assistive technology in supporting inclusive education, examining its various forms, benefits, and the steps educators must take to effectively implement these tools in the classroom. Through this, we will see how AT is not just an aid for students with disabilities but a means of enriching the educational experience for all.

One of the most powerful tools in achieving this goal is assistive technology (AT), which helps students with disabilities access education in ways that might otherwise be impossible. From screen readers that assist students with visual impairments to speech-to-text software that supports those with dyslexia, assistive technology offers tailored solutions that meet the unique needs of learners. These technologies not only empower students with disabilities by enhancing their ability to participate in lessons and complete assignments but also promote independence and boost self-confidence.

Assistive technology can take many forms, ranging from low-tech tools like pencil grips and modified seating to high-tech solutions such as tablets, specialized software, and even voice-controlled devices. For example, a student with a hearing impairment might use captioning services or hearing aids to access auditory information, while a student with mobility challenges may rely on adaptive keyboards and switches to navigate a computer. Similarly, digital tools such as audiobooks or interactive apps help students with learning disabilities like dyslexia or ADHD to stay engaged and organized.

In conclusion, assistive technology plays a pivotal role in fostering inclusive learning environments that allow all students, regardless of their abilities, to thrive. By providing tailored tools and solutions, AT helps remove barriers that might otherwise limit students with disabilities from fully participating in educational experiences. Whether through speech-to-text software, adaptive devices, or interactive learning apps, assistive technology empowers students to overcome challenges, promoting independence, confidence, and academic success.

The integration of AT into classrooms also aligns with the principles of Universal Design for Learning (UDL), encouraging flexibility in teaching methods to meet the diverse needs of all students. It not only benefits learners with disabilities but enhances the educational experience for everyone, fostering a more equitable and accessible environment.

As educators, administrators, and policymakers continue to prioritize inclusivity, the continued evolution and integration of assistive technology will remain a cornerstone in shaping educational practices that support diverse learning needs. The potential of AT to create a more inclusive, accessible, and equitable education system is immense, and its role in improving outcomes for all students cannot be overstated. Through thoughtful implementation, collaboration, and a commitment to inclusivity, assistive technology can truly transform learning environments, ensuring that every student has the opportunity to succeed.

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INGLIZ VA O’ZBEK TILLARIDA PASSIV KONSTRUKSIYANI QIYOSIY TAHLILI

Annotatsiya

Maqolada ingliz va o‘zbek tillarida passiv konstruksiyani ishlatilish jihatdan tipologiyasi, funksional xususiyatlari, uning grammatik kategoriyalari, o‘xshash va farqli jihatlari qiyosiy aspektda tadqiq etiladi. Shu bilan birga, mazkur masalaga doir misollar ingliz va o‘zbek tillarida

tahlil qilinadi.

Kalit so‘zlar: kategoriya, oppozitsiya, konstruksiya, aniq nisbat, majhul nisbat, leksik-grammatik xususiyatlar, paradigma, affiksatsiya.

Abstract

In the article, the typology of the passive construction, its functional characteristics, its grammatical categories, and its similarities and differences are studied in a comparative aspect in the English and Uzbek languages. At the same time, examples of this issue are analyzed in English and Uzbek.

Key words: category, opposition, construction, active voice, passive voice, lexical-grammatical features, paradigm, affixation.

Chet tilini o‘rganishga asosan ikki tilni bir biriga qiyoslab, ularning farqli va o‘xshash tomonlari, xususiyatlari ko‘rsatib beriladi. Har bir tilning o‘ziga xos grammatik qonun-qoidalari mavjud. Grammatik va leksik ma’nolar xususiyatlariga ko‘ra bir-biridan farq qilsa ham, ishlatishda, ya’ni nutqda bir biriga uzviy bog’langan. Biri ikkinchisisiz uchramaydi: Grammatik ma’no va leksik ma’noga qo‘shimcha ravishda namoyon bo‘ladi. O‘zbek tili va ingliz tili genetik jihatdan bir-biriga qarindosh bo‘lmagan tillar hisoblanadi. Ya’ni o‘zbek tili turkiy tillar oilasiga, ingliz tili esa hind-yevropa tillar oilasiga kiradi. Ingliz va o‘zbek tillarida passiv konstruksiyaning leksik jihatlari turlicha ifodalanadi, bu esa tillarning o‘ziga xos grammatik qurilishi va tarixiy rivojlanishi bilan bog'liq. Ular o‘rtasidagi o‘xshash va farqli tomonlarini ko‘p bo‘lib. bu maqolada majhul nisbatning ikki tilda berilishi to‘g’risida so‘z boradi.

Ingliz tili passiv konstruksiyasi: ingliz tilida asosiy ikkita nisbat mavjud bo‘lib, ish-harakatning bajaruvchisi gapda ega bo‘lib qatnashgan gaplar **(active voice-aniq nisbat)** va ish-harakatning bajaruvchisi noma'lum yoki ikkinchi darajaga tushib qolgan **(passive voice-majhul nisbat)** nisbatdagi gaplardir. Bunda passiv ega deb yuritiladi va ish-harakatning obyekti vazifasini o‘taydi. Aniq nisbat shakli bu oppozitsiyaning kuchsiz a’zosi bo‘lib, mazkur ma’noni umumlashtirgan holda nomajhullikni ifoda etadi. Bu nomajhullik o‘zbek tilida o‘zlik nisbat, birgalik nisbatlar tarzida namoyon bo‘lishi mumkin. Ingliz tilida fellarning majhul nisbat shaklida ishlatilish ko‘lami ancha kengdir. Passiv konstruksiya yordamchi fe'llar (auxiliary verbs) va asosiy fe'lning III shakli (past participle) orqali hosil qilinadi: "to be" fe'li yordamchi fe'l sifatida ishlatiladi. Olimlar (Quirk et al., 1985) ta'kidlashicha, "to be" fe'li zamon va shaxsga mos ravishda o‘zgaradi. Misol:

- Present Simple Passive: The book is read. (Kitob o‘qiladi)
- Past Simple Passive: The book was read. (Kitob o‘qilgan)
- Future Simple Passive: The book will be read.(Kitob o‘qiladi)

Bundan tashqari barcha majhul nisbatdagi gaplarda **to be + V3 (ed)** qurilmasi bo‘lishi shart. Bu yerda to be fe'li shaxsga va zamonga qarab **o‘zgaradigan qism**, V3 (ed) shakli esa **o‘zgarmas qism** hisoblanadi.

- Football **is played** all over the world.
- Latin **was taught** at universities in the Middle Ages.
- We **will be** taught Japanese next year.

Majhul nisbatlarda ish-harakat bajaruvchisi noma'lum bo‘ladi yoki ikkinchi darajaga tushib qoladi. Qiyoslash uchun misol:

- **Jack reads a book** every day. (Jack har kuni kitob o‘qiydii….ish-harakatning bajaruvchisi, ya'ni Tom gapning egasi va ish-harakat bajaruvchisi aniq - aniq nisbat)
- **A book is read** every day. (Kitob har kuni o‘qiladi….ish-harakatning bajaruvchisi gapda noma'lum - majhul nisbat)

Yuqoridagi misoldan ma'lum bo‘ladiki, majhul nisbatdagi gaplarda ish-harakatning bajaruvchisiga emas, **bajarilishiga** asosiy e'tibor qaratiladi.

Majhul nisbatdagi gaplarda ish-harakatni qabul qiluvchi predmet yoki shaxs gapning egasi sifatida qo‘llanilgani bois, ish- harakatning bajaruvchisi **ikkinchi darajaga** tushib qoldi. Bunda sub'ekt "by" predlogi orqali ifodalanadi, lekin ko‘pincha tushib qoladi. O‘zbek tilida shaxs

ko‘pincha tushib qoladi yoki "tomonidan" kabi so‘zlar orqali ifodalanadi. Masalan: Dars o‘qildi (o‘qituvchi tomonidan). Bu ingliz tilidagi "by" predlogiga mos keladi. Huddleston va Pullum (2002) ta'kidlashicha, ish harakatni bajaruvchi shaxs tushib qolishi passiv konstruksiyaning asosiy maqsadi – ob'ektni muhimlashtirish bilan bog'liqdir. **Masalan:** The letter was sent by John – Xat Jon tomonidan junatilgan.

Passiv Konstruksiyaning ishlatilish jihatdan ingliz tilida passiv konstruksiya ko‘pincha rasmiy yozuvda, ilmiy adabiyotlarda va ob'ektni aniqligi zarur bo‘lgan kontekstlarda qo‘llaniladi. Masalan: "Valuable paintings stolen from museum.". Bu misol gazetadagi maqola sarlavhasidan olingan. Sarlavhalar ko‘pincha muhim ma‘lumotni qisqacha yetkazish uchun passiv gap shaklini qo‘llaydi, bu esa kim qilganiga emas, balki voqea hodisaga e'tibor qaratadi.

O‘zbek Tilida Passiv Konstruksiya: O‘zbek tilida passiv konstruksiya fe'lning o‘ziga xos qo‘shimchalari orqali hosil qilinadi. Bu jarayon ingliz tilidagidan sezilarli farq qiladi. O‘zbek tilida passiv shakl **-l, -n, -il, -in** kabi qo‘shimchalar orqali hosil qilinadi. Rasulovning ta'kidlashicha, bu qo‘shimchalar fe'lning ma'nosiga qarab tanlanadi (2005). Masalan:

- Kitob yozildi. (yoz- + -il)
- Uy qurildi. (qur- + -il)

O‘zbek tilida passiv konstruksiya ko‘pincha ob'ektni muhimlashtirish yoki harakatning o‘ziga e'tiborni qaratish uchun ishlatiladi. Olimlar (Qodirov, 2010) ta'kidlashicha, bu konstruksiya o‘zbek tilida faol konstruksiyaga nisbatan kamroq qo‘llaniladi.

Ingliz va o'zbek tillarida passiv konstruksiyaning leksik jihatlari tillarning o'ziga xos grammatik qurilishi va funksional xususiyatlariga bog'liq. Ingliz tilida yordamchi fe'llar va fe'lning III shakli muhim rol o'ynasa, o'zbek tilida fe'lning o'ziga xos qo'shimchalari orqali passiv shakl hosil qilinadi. Olimlar fikriga ko'ra, bu farqlar tillarning tarixiy rivojlanishi va madaniy kontekstlari bilan bog'liq. Passiv konstruksiyani chuqurroq o'rganish tillarning sintaktik va semantik tizimlarini yaxshiroq tushunishga yordam beradi. Ingliz tilida "to be" fe'li yordamchi fe'l sifatida ishlatilsa, o‘zbek tilida fe'lning o‘ziga xos qo‘shimchalari orqali passiv shakl hosil qilinadi. Bu ikkala tildagi passiv konstruksiyaning asosiy farqlaridan biridir. Ikkala til ham agentni tushirib qoldirish tendentsiyasiga ega, lekin ingliz tilida bu jarayon ko‘proq rasmiy kontekstlarda uchraydi. Passiv konstruksiyaming ishlatilish jihatdan ingliz tilidako‘proq rasmiy yozuvda qo‘llanilsa, o‘zbek tilida esa bu konstruksiya nutqda ham, yozuvda ham kamroq uchraydi.

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XORIJLIKLARGA MILLIY-MADANIY SO‘ZLARNI O‘RGATISH METODLARI

Annotatsiya

Mazkur maqolada xorijliklarga milliy-madaniy so‘zlarni o‘rgatishning samarali metodlari tahlil qilingan. Milliy-madaniy so‘zlarning o‘ziga xosligi, ularning lingvokulturologik ahamiyati va o‘qitish jarayonidagi roli yoritilgan. Shuningdek, vizual, kontekstual, taqqoslash, o‘yinli va interfaol metodlarning milliy-madaniy so‘zlarni o‘zlashtirishga ta’siri ko‘rib chiqilgan. Tadqiqot natijalariga ko‘ra, madaniy muhitda o‘qitish va multimediya vositalaridan foydalanish o‘quvchilarning til o‘rganish jarayonini sezilarli darajada samarali qiladi. Ushbu maqola xorijliklarga o‘zbek tilini o‘rgatuvchi mutaxassislar uchun amaliy tavsiyalarni o‘z ichiga oladi.

Kalit so‘zlar: o‘zbek tili, milliy-madaniy so‘zlar, xorijiy talabalar, o‘qitish metodlari,

lingvokulturologiya, interfaol o‘qitish.

Bugungi globallashuv jarayonida chet ellik fuqarolarga o‘zbek tilini o‘rgatish bilan bir qatorda, milliy-madaniy so‘zlarni ham to‘g‘ri yetkazish muhim vazifalardan biri hisoblanadi. Milliy-madaniy so‘zlar xalqning tarixi, an’ana va urf-odatlari bilan chambarchas bog‘liq bo‘lib, til o‘rganuvchilarning nafaqat lug‘at boyligini oshirishga, balki o‘zbek xalqining madaniyati va dunyoqarashini tushunishiga ham xizmat qiladi. Ushbu maqolada xorijliklarga milliy-madaniy so‘zlarni o‘rgatishning samarali metodlari yoritiladi.

1. Milliy-madaniy so‘zlarning turlari va ahamiyati

Milliy-madaniy so‘zlar ma’no jihatidan bir necha toifalarga bo‘linadi:

- Etnografik so‘zlar – milliy taomlar (osh, somsa, shashlik), milliy kiyimlar (do‘ppi, chopon, atlas), xalq o‘yinlari va marosimlari (lappa, askiya, kelin salom).
- Tarixiy-madaniy atamalar – qadimiy shaharlar, me’moriy obidalar, tarixiy shaxslar bilan bog‘liq so‘zlar (Samarqand, Registon, Amir Temur, Mirzo Ulug‘bek).
- Turmush tarzi va urf-odatlarga oid so‘zlar – mehmondo‘stlik, qo‘shnichilik, oilaviy qadriyatlar (mehmonnavozlik, dasturxon, duogo‘y).
- Folklor va adabiyot bilan bog‘liq so‘zlar – maqollar, matallar, dostonlar (Alpomish, O‘tkan kunlar, “Boshingga ko‘tar” maqoli).
- Bu so‘zlar orqali o‘rganuvchilar tilni o‘rganish jarayonida xalqning madaniy merosi bilan tanishadi.

2. Xorijliklarga milliy-madaniy so‘zlarni o‘rgatish metodlari

Xorijliklarga milliy-madaniy so‘zlarni o‘rgatish uchun quyidagi metodlar samarali hisoblanadi:

2.1. Kontekstual o‘qitish metodi

Bu metod asosida so‘zlar ma’lum bir kontekst orqali o‘rgatiladi. Masalan, “Navro‘z” so‘zini oddiy tarjima orqali tushuntirish o‘rniga, Navro‘z bayrami haqida hikoya qilinadi, suratlar ko‘rsatiladi va bayramning o‘ziga xos jihatlari muhokama qilinadi.

2.2. Vizual va audio materiallardan foydalanish

Rasm, video va audio materiallardan foydalanish milliy-madaniy so‘zlarni oson o‘zlashtirishga yordam beradi. Masalan, “sumalak” so‘zini o‘rgatishda sumalak tayyorlash jarayoni aks etgan videolar va suratlar orqali tushuntirish samarali bo‘ladi.

2.3. Qiyosiy taqqoslash usuli

O‘quvchilarga o‘z ona tilidagi so‘zlar bilan o‘zbek tilidagi milliy-madaniy so‘zlarni taqqoslash imkoniyati beriladi. Masalan, o‘zbekcha “do‘ppi” va inglizcha “cap” so‘zlari taqqoslanib, farqlar va o‘xshashliklar tushuntiriladi.

2.4. O‘yinlar va rolli mashg‘ulotlar

O‘yinli metodlar va rolli o‘yinlar milliy-madaniy so‘zlarni tez va samarali o‘zlashtirishga yordam beradi. Masalan, “Bozor” mavzusida rolli o‘yin o‘tkazilib, talabalar bozor muhitini aks ettirib, “somsa”, “non”, “qovun” kabi so‘zlardan foydalanadi.

2.5. Maqollar va hikoyalardan foydalanish

Maqollar va hikoyalar orqali milliy-madaniy so‘zlarni tushuntirish samarali usul hisoblanadi. Masalan, “Mehmon kelsa, qozon qaynar” maqolini tushuntirish orqali o‘zbeklarning mehmondo‘stligi haqida ma’lumot berish mumkin.

2.6. Madaniy muhitda o‘rgatish

Xorijliklarga milliy-madaniy so‘zlarni o‘rgatishda ularni madaniy muhitga jalb qilish muhim ahamiyatga ega. Masalan, talabalarni o‘zbek milliy bayramlari, to‘y marosimlari, xalq o‘yinlari va festivallariga jalb etish orqali ularga amaliy tajriba berish mumkin.

Xorijliklarga milliy-madaniy so‘zlarni o‘rgatish til o‘rganish jarayonining muhim qismidir. Samarali o‘qitish metodlari yordamida o‘quvchilarning milliy so‘zlarni eslab qolishi, ularni to‘g‘ri qo‘llashi va shu orqali o‘zbek xalqining madaniyati bilan tanishishi ta’minlanadi. Vizual, amaliy va interfaol metodlardan foydalanish bu jarayonni yanada samarali qiladi.

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WRITING AS A TOOL FOR CRITICAL THINKING DEVELOPMENT IN CLT CLASSES

Abstract

This paper examines how critical thinking is significant in Communicative Language Teaching (CLT) and demonstrates that writing is a primary instrument for fostering it. Critical thinking enables students to evaluate information, argue, and problem solve—abilities whose necessity cannot be overstated in the modern information-rich world. Writing in CLT enhances critical thinking by enabling students to sort out ideas, evaluate concepts, and reflect on what they know. Writing activities that involve analysis make students understand language better and think better, readying them for real-world challenges. The study emphasizes that the inclusion of critical thinking in language teaching improves communication and problem-solving skills. Finally, fostering critical thinking through writing in Communicative Language Teaching provides students with the skills necessary for success in school and the workplace.

Key words: critical thinking, communicative language teaching (clt), writing in education, language learning, reflective practices, problem-solving skills, cognitive development, real-world preparedness, 21st century skills.

Incorporating critical thinking in education is essential for addressing 21st-century challenges. The rapid spread of information and technological advancements require individuals to assess sources critically and formulate logical arguments. Educational research underscores the significance of fostering analytical skills in students (Abrami et al., 2008; Ennis, 2011). CLT promotes active engagement with language, enhancing learners’ critical thinking abilities through meaningful communication and interaction (Larsen-Freeman, 2000; Nunan, 2003). Writing tasks in CLT encourage students to explore ideas, articulate thoughts, and analyze texts critically, reinforcing higher-order thinking skills (Hyland, 2003; Manchón, 2011). Additionally, digital technologies such as blogs and discussion forums further support critical thinking development by facilitating reflection and peer interaction (Godwin-Jones, 2012; Warschauer, 2010).

Critical thinking is not only vital for academic success but also for informed citizenship in democratic societies (Nussbaum, 2010). In an era of misinformation, the ability to discern fact from fiction is crucial (Buckingham, 2007). Pedagogical approaches in CLT emphasize problem-solving, argumentation, and analytical reasoning (Mercer, 2020; Kuhn, 2015). Research indicates that well-structured writing tasks foster complex cognitive processes, leading to deeper engagement with language (Manchón & Roca de Larios, 2007). Collaborative writing further enhances critical thinking by promoting reflection and peer feedback (Storch, 2005). Digital storytelling and online learning platforms offer additional avenues for fostering analytical skills (Li & Zhu, 2017). Evaluating critical thinking in language education presents challenges, as it requires dynamic assessment methods focusing on argumentation and evidence analysis (Turner, 2018; O'Sullivan & Weir, 2011). Teacher training programs play a crucial role in equipping educators with strategies to nurture critical thinking in language learners (Schmid,2010;Farrell,2019).

The integration of critical thinking varies across educational systems worldwide. Finland's student-centered approach emphasizes inquiry-based learning, fostering independent thought and problem-solving (Sahlberg, 2011).

In contrast, many Asian countries traditionally prioritize rote memorization and high-stakes testing, though reforms are incorporating more critical thinking components. Singapore has introduced problem-based learning, balancing factual knowledge with analytical skills (Deng & Gopinathan, 2016). Japan's "Active Learning" approach encourages debate, discussion, and collaboration, shifting focus from passive reception to active knowledge construction (Yamada, 2015). These diverse methodologies highlight the importance of adapting educational strategies to meet the evolving demands of the 21st-century knowledge economy.

Critical thinking is a crucial component of language education, particularly in CLT. It enhances students' ability to analyze information, develop arguments, and communicate effectively. Writing activities, collaborative learning, and digital technologies all contribute to fostering analytical skills. While assessing critical thinking remains complex, teacher training and curriculum development play a vital role in its integration. Different countries adopt varied approaches to critical thinking, reflecting cultural and institutional priorities. By incorporating critical thinking into CLT, educators can better prepare students for academic, professional, and societal success.

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SHE'RIYATDAGI MAVJUD UNDALMALAR TAHLILI

Annotatsiya

Ushbu maqolada tilshunoslikdagi undalmalarning uslubi va she‘riyatda qo'llanilgan undalmalar tahlili haqida so‘z yuritiladi. Undalmalar she‘riy asarlarda badiiy tasvir vositasi vazifasini bajarishi, ulardagi grammatik , uslubiy va sintaktik xususiyatlari, zamonaviy va mumtoz sh'riyatimizdagi namunalardan foydalanib undalmalarning mazmuni va samaradorligi ko'rsatib berilgan.

Kalit so'zlar: undalma, uslubiy tahlil, sintaktik tahlil, g'oya, badiiy tasvir.

Annotation

This article discusses the style of exclamation in linguistics and the analysis of exclamations used in poetry. The function of exclamations as a means of artistic expression in poetic works, their grammatical, stylistic and syntactic features, and the content and effectiveness of exclamations using examples from our modern and classical poetry are shown.

Key words: vocative, stylistic analysis, syntactic analysis, idea, artistic expression.

Nutqdagi til birliklaridan biri bo‘lgan undalma o‘zining xususiyatlari va vazifalari bilan tilshunoslikda alohida o‘rganish ob'ekti hisoblanadi. Undalma, so‘zlovchining nutqidagi diqqat qaratilgan shaxs yoki predmetga yo‘naltirgan so‘z yoki so‘z birikmasi bo‘lib, u ma'lum bir holatni, hodisani yoki vaziyatni ifodalash uchun ishlatiladi [1.45-52]. Masalan, "Ali, shoshilma!" degan

jumlada undalma Ali ismiga qaratilgan va unga nisbatan ehtiyotkorlik bildiradigan buyruq sifatida ishlatilgan. Undalmalar turli nutq vazifalarini bajarishda muhim rol o‘ynaydi. Ular o‘zaro muloqotda ma’lum bir fikrni ta’kidlashda, nafaqat so‘zlovchining niyatini aniq ko‘rsatadi, balki tinglovchiga ham kuchli hissiy ta’sir ko‘rsatishi mumkin. Undalmalar ba’zan diqqatni biror narsaga, shaxsga qaratish va his-tuyg‘ularni kuchaytirish uchun ishlatiladi.

Shuningdek, undalmalar ma’lum bir uslubiy jihatlarni ham o‘zida aks ettiradi. Ular rasmiy va ilmiy nutqdan tortib, badiiy va adabiy nutqqa qadar turli uslubiy qatlamlarda ishlatiladi. Har bir uslubda undalmalar turlicha vazifalarni bajaradi va o‘ziga xos xususiyatlarni namoyon qiladi. Misol uchun, badiiy adabiyotda undalmalar asarning hissiy qismiga ta’sir qilib, o‘quvchiga yoki tinglovchida kuchli taassurot qoldiradi. Biroq rasmiy nutqda undalmalar odatda minimal darajada ishlatiladi, chunki bu uslubda aniq va to‘g‘ri ifodalanishga alohida e’tibor qaratiladi.

Shu bilan birga, undalmalar shaxsiy va informal suhbatlarda keng qo‘llanilib, tilning yashirin potentsialini, nutqdagi hissiy va psixologik ta’sirlarni ochib beradi. Demak, undalmalar faqat grammatik struktura emas, balki ular orqali tilshunoslar nutqning psixologik va estetik tomonlarini ham chuqur o‘rganish imkoniyatiga ega bo‘ladilar.

She’riyat insonning ichki olamini, his-tuyg‘ularini va fikrlarini eng chuqur va ifodali tarzda aks ettirish vositasi sifatida qadrlanadi. She’riyatdagi so‘zlar nafaqat ma’no, balki hissiy tusda ham katta ahamiyatga ega. Shu nuqtai nazardan, undalmalar (interjektsiyalar) she’riyatda o‘ziga xos rol o‘ynaydi. Undalmalar, ko‘pincha, shoirning ichki his-tuyg‘ularini, kayfiyatini yoki aqliy holatini qisqa, aniq va ta’sirchan tarzda ifodalashda ishlatiladi. Ular she’rda so‘zlardan tashqari bir turdagi musiqiy, ritmik va emosional yukni ham olib yuradi. Undalmalar, shuningdek, she’riyatda kutilgan yoki kutilmagan holatlar, hayajon, ajablanish, quvonch, og‘riq kabi tuyg‘ularni izohlashda muhim vosita bo‘lib xizmat qiladi.

O’zbek she’riyatida undalmalarning tahlilini o‘rganishning muhimligini ko‘rsatadi. O’zbek she’riyatining tarixiy rivojlanishi davomida undalmalar ko‘plab buyuk shoirlar tomonidan samarali qo‘llanilgan va ular she’rning ritmik tuzilishini kuchaytirish, ta’sirchanlikni oshirish, shuningdek, shoirning tashvishlarini va tuyg‘ularini o‘quvchiga yanada yaqinlashtirishda muhim ahamiyat kasb etgan. O’zbek adabiyotining buyuk namoyandalari, masalan, Alisher Navoiy, Erkin Vohidov, Muhammad Yusuf va boshqa ko‘plab shoirlar o‘z asarlarida undalmalardan keng foydalanib, she’rlariga o‘ziga xos bir joziba qo‘shganlar. She’iyatdagi undalmalar va ularning uslubiy, Grammatik ahamiyatini tahlil qilish, shuningdek, o’zbek she’riyatidagi undalmalarning ta’sirchanligini namoyish etishdir.

O’zbek she’riyatidagi undalmalar nafaqat ularning lingvistik mohiyatiga, balki ularning she’r tuzilishi va hissiy ta'sirga qo'shgan hissasiga ham alohida e'tibor qaratiladi. Tadqiqot natijalari undalmalarning she’riyatdagi o'rni va ahamiyatini yangi nuqtai nazardan ko'rsatib beradi.

Nutqdagi til birliklaridan biri bo‘lgan undalma o‘zining xususiyatlari va vazifalari bilan tilshunoslikda alohida e'tibor talab qiladi. Undalma — so‘zlovchining diqqatini ma'lum bir shaxs yoki predmetga qaratish uchun ishlatiladigan so‘z yoki so‘z birikmasi bo‘lib, u hodisalarni, holatlarni yoki vaziyatlarni ifodalashda muhim rol o‘ynaydi. Masalan, "Sardor, iltimos, jim bo‘l!" jumlasida undalma Sardor ismiga qaratilgan bo‘lib, unga nisbatan iltimos va ehtiyotkorlikni bildiradi[2.68-74]. Undalmalar turli nutq vazifalarini bajarishda katta ahamiyatga ega. Ular so‘zlovchining maqsadini aniq ifodalash, fikrni ta'kidlash, hissiy holatlarni kuchaytirish va muloqotda ta’sirchanlikni oshirishda muhim vositadir. Undalmalar ko‘pincha nafaqat muloqotda fikrni kuchaytirish, balki diqqatni biror hodisaga yoki shaxsga qaratish uchun ishlatiladi. Shuningdek, undalmalar ko‘pincha biror vaziyatni ifodalashda, hissiy holatlarni kuchaytirishda va o‘zaro muloqotda kuchli taassurotlar qoldirishda qo‘llaniladi.

Ular o‘quvchiga shoirning ichki holatini, kayfiyatini, fikrini va tasavvurlarini chuqurroq va aniqroq tarzda etkazishga yordam beradi. Undalmalar, ayniqsa, she’rda ijodkorning azoblari, orzulari va umidlari haqida gapirganda o‘zining eng kuchli ta’sirini o‘tkazadi. She’riyatda undalmalar tez-tez ishlatiladigan estetik vosita bo‘lib, ular shaxsiy, emosional va ijtimoiy holatlarni kuchaytiradi.

Erkin Vohidovning "Yoshlar" she’ridagi esa "Ey yoshlar, qanday o‘lgansizlar!" misrasida

ishlatilgan "ey yoshlar" undalmasi shoirning yoshlar haqida bo‘lgan iztiroblarini o‘quvchiga yuqori emotsional kuch bilan yetkazadi. Bu yerda "ey" undov so’zi yoshlarning qiyinchiliklari, hayotning murakkabligi va tashvishlarini kuchaytiradi. Shoir yoshlarni tanqid qiladi, ularning zaifliklarini ko‘rsatadi, ammo bir vaqtning o‘zida ular uchun rahm-shafqat hissini ham bildiradi. Undalma orqali shoir yoshlar bilan bog‘liq kuchli emotsional holatni o‘quvchiga etkazadi. Erkin Vohidovning bu misolida undalma yordamida yoshlarning qanday qiyinchiliklarga duch kelgani, ularning ichki azoblari va kelajakka bo‘lgan umidlari o‘quvchiga etkazilgan. Undalma bu yerda nafaqat tasavvur yaratadi, balki shoirning yoshlar haqidagi fikrini kuchaytiradi.

Shoir Abdulla Oripovning "So‘nggi kunlar" she’ridagi "Ey sevgilim, seni qanday unutaman?" misralaridagi "ey sevgilim" undalmasi sevgili haqida bo‘lgan ichki iztirobni, qayg‘uni va unutishning qiyinligini kuchaytiradi. Shoir o‘zining sevgilisi haqida so‘zlaganda, undalma yordamida his-tuyg‘ularini ochiq-oydin va kuchli tarzda ifodalaydi. Bu yerda undalma sevgi va xotira bilan bog‘liq bo‘lgan ichki kurashni aks ettiradi. Shoirning "seni qanday unutaman?" degan savoli, uning ichki tuyg‘ularini o‘quvchiga yetkazishning eng samarali usulidir. Shoir undalma yordamida nafaqat tashvish, balki o‘z sevgisiga bo‘lgan chuqur ehtirom va dardini ifodalaydi. Undalma, shu tarzda, shoirning o‘zi bilan o‘zaro muloqotini kuchaytiradi va o‘quvchi bilan ularning hissiy bog‘lanishini o‘rnatadi. O‘zbek mumtoz adabiyotining yirik vakili, shoir, tarixchi, geograf, davlat arbobi Bobur o’zining "Boburnoma" asarida "Ey jon, nima sababdan bu kunni ko‘rmay qoldim!" satrlarini keltirgan va bu orqali "ey jon" undalmasi[4.22-30] yordamida o‘zining ichki iztiroblarini va hayotning o'tib ketishiga bo‘lgan afsusini aks ettiradi. Undalma o‘zining qayg‘uli holatiga to‘liq urg‘u beradi va Boburning o'tgan vaqt va yo‘qotilgan imkoniyatlarga bo‘lgan afsusini kuchaytiradi. Bu yerda undalma nafaqat voqea haqida, balki Boburning ruhiy holatini ko‘rsatishga xizmat qiladi.

Xulosa sifaatida shuni aytish keraki, she‘riyatdagi undalmalar, shubhasiz, poeziyaning eng kuchli va hissiy ta’sirchan elementlaridan biridir. Ushbu tahlil orqali ko‘rganimizdek, undalmalar shoirlarning o‘z ichki holatlarini, kayfiyatlarini, qayg‘ularini yoki quvonchlarini o‘quvchiga tez va samarali tarzda etkazish uchun ishlatiladi. Shoirlar undalmalarni nafaqat o‘zining ruhiy holatini ifodalashda, balki o‘quvchi bilan chuqur hissiy aloqada bo‘lishda ham qo‘llaydilar. Undalmalar yordamida she’riy asarlarning dramatik kuchi oshadi, o‘quvchiga tasavvur qilish imkoniyati yaratilib, ijodkorning azoblari yoki orzulari yanada aniqroq ifodalanadi.

Shu bilan birga, she’riyatdagi undalmalar hissiy ko‘rsatkichlarning kuchayishiga, dramatik ta’sirning yanada yuqori darajaga chiqishiga olib keladi. Misollar orqali ko‘rdikki, undalmalar nafaqat shaxsiy hissiyotlarni, balki ijtimoiy, madaniy va tarixiy kontekstni ham ifodalaydi. Navoiy, Erkin Vohidov, Abdulla Oripov kabi buyuk shoirlar o‘z asarlarida undalmalarni hissiyotlarni kuchaytirish, shuningdek, o‘quvchi bilan chuqur aloqaga kirishish maqsadida ishlatganlar. Undalmalar, shuningdek, she’riyatda shaxsiy kurash, sevgining muammolari, yoshlarning muammolari yoki dushmanlarga nisbatan g‘azab kabi kuchli emotsional holatlarni o‘zida jamlaydi. Ular orqali o‘quvchi nafaqat voqea haqida, balki shoirning ichki dunyosini ham anglash imkoniga ega bo‘ladi. Shunday qilib, she’riyatdagi undalmalar nafaqat kommunikativ vosita, balki estetik ahamiyatga ega san'at asarining bir qismidir. Ular she’rning ma’nosini chuqurlashtiradi, o‘quvchining tasavvurlarini boyitadi va hissiy ta’sirini kuchaytiradi. Undalmalar yordamida she’riy asarlarning ta’sirchanligi oshadi va ular yanada jozibali va yodda qoladigan bo‘ladi.

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ЛИНГВОДИДАКТИЧЕСКИЕ И ПСИХОЛОГИЧЕСКИЕ ПОДХОДЫ В ИЗУЧЕНИИ СЛЕНГОВ В ИСПАНСКОМ ЯЗЫКЕ

Аннотация

В статье рассматриваются лингводидактические и психологические подходы к изучению сленга в испанском языке. Анализируются теоретические основы сленга, его региональные особенности и социолингвистические аспекты. Исследуются когнитивные механизмы усвоения нестандартной лексики, эмоциональная составляющая сленговых выражений и психологические барьеры при их освоении. Предлагаются методики преподавания сленга в рамках коммуникативного подхода.

Ключевые слова: испанский сленг, лингводидактика, психологические механизмы, региональные варианты, коммуникативный подход

Abstract

The article examines linguodidactic and psychological approaches to studying slang in the Spanish language. It analyzes the theoretical foundations of slang, its regional features, and sociolinguistic aspects. The paper investigates cognitive mechanisms of non-standard vocabulary acquisition, the emotional component of slang expressions, and psychological barriers to their mastery. Methods for teaching slang within the communicative approach are proposed.

Key words: Spanish slang, linguodidactics, psychological mechanisms, regional variants, communicative approach.

В современном языкознании и методике преподавания иностранных языков всё большее внимание уделяется изучению неформальных регистров речи, в частности, сленга. Сленговые выражения представляют собой неотъемлемую часть живой испанской речи и играют важную роль в повседневной коммуникации носителей языка. Однако в традиционных подходах к обучению испанскому языку как иностранному данный аспект зачастую остаётся недостаточно разработанным.

Актуальность данного исследования обусловлена необходимостью интеграции сленговых выражений в процесс обучения испанскому языку для формирования полноценной коммуникативной компетенции учащихся. Изучение сленга требует особых лингводидактических подходов, учитывающих как специфику самого языкового материала, так и психологические механизмы его восприятия и усвоения.

Под сленгом в данной работе понимаются лексические единицы и выражения, характерные для неформальной разговорной речи, отличающиеся от стандартного языка и часто имеющие эмоционально-экспрессивную окраску. Испанский сленг отличается значительным региональным разнообразием, что создаёт дополнительные сложности при его изучении.

Целью настоящего исследования является разработка эффективных лингводидактических подходов к изучению испанского сленга, основанных на учёте психологических особенностей его восприятия и усвоения. Для достижения данной цели предполагается решить следующие задачи: проанализировать теоретические аспекты функционирования сленга в испанском языке; выявить психологические механизмы восприятия сленговых выражений; разработать и экспериментально проверить методические приёмы обучения сленгу; предложить практические рекомендации по интеграции сленговых выражений в процесс обучения испанскому языку.

Сленг представляет собой нестандартную, преимущественно разговорную лексику, характеризующуюся особой экспрессивностью и недолговечностью. В лингвистической традиции существуют различные подходы к определению данного понятия, от узких трактовок (язык определенных субкультур) до широких (любые отклонения от литературной нормы). Основные классификации сленга включают разделение по

социальной принадлежности (молодежный, профессиональный), функциональным характеристикам (экспрессивный, идентификационный) и способам образования (метафоризация, заимствования).

Испанский сленг демонстрирует значительную региональную вариативность. В Испании распространен "cheli" (мадридский сленг) с характерными выражениями "molar" (нравиться), "currar" (работать). Латиноамериканские варианты включают мексиканский сленг ("chido" - классный), аргентинский "lunfardo" ("pibe" - парень), колумбийский "parlache" ("parcero" - друг). Данные региональные различия обусловлены историческими, социальными и культурными факторами, что создает своеобразные коммуникативные барьеры даже между носителями одного языка.

С социолингвистической точки зрения сленг выполняет несколько ключевых функций: идентификационную (маркер принадлежности к группе), экспрессивную (эмоциональное самовыражение), функцию языковой экономии и криптолалическую (сокрытие информации). Распространение и функционирование сленга тесно связано с такими социальными параметрами как возраст, образование, социальный статус. Особую роль в популяризации сленговых выражений играют современные медиа, социальные сети и массовая культура, способствующие быстрому заимствованию и распространению сленгизмов между различными социальными группами и языковыми регионами.

Психологические аспекты восприятия и усвоения сленговых выражений. Усвоение сленговых выражений задействует особые когнитивные механизмы, отличные от процессов освоения стандартной лексики. Ключевую роль играют контекстуальное обучение, ассоциативное мышление и механизмы языковой догадки. Отсутствие формальных правил употребления сленга требует от обучающихся развития интуитивного языкового чутья и имплицитного усвоения прагматических норм через многократное наблюдение за контекстами употребления.

Сленг характеризуется высокой степенью эмоциональной насыщенности, что создает дополнительный мотивационный фактор для его усвоения. Эмоциональный компонент сленговых выражений способствует более прочному закреплению в памяти благодаря формированию устойчивых эмоциональных ассоциаций. Одновременно это требует от обучающихся развития эмоционального интеллекта для правильной интерпретации коннотативных значений и уместного использования экспрессивной лексики.

Основные психологические барьеры включают страх неуместного употребления, культурно-ценностный диссонанс при столкновении с табуированной лексикой и когнитивный диссонанс из-за расхождения между формальной языковой нормой и сленгом. Дополнительную сложность создает необходимость переключения между различными регистрами речи и опасение показаться неестественным при использовании сленга неносителем языка.

Лингводидактические подходы к преподаванию сленга. В современных программах обучения испанскому языку наблюдается постепенное увеличение внимания к сленговым выражениям, особенно на продвинутых уровнях (B2-C2). Однако отсутствует систематический подход к интеграции сленга: он часто вводится фрагментарно, без учета региональных особенностей и современных тенденций. Необходима разработка четких критериев отбора сленговых единиц в зависимости от целей обучения, возраста учащихся и коммуникативных потребностей.

Эффективными методиками являются мультимедийная презентация в аутентичном контексте, ситуативный анализ, использование аудиовизуальных материалов (фильмы, сериалы, песни, подкасты) и ролевые игры. Закрепление требует многократной контекстуализации через коммуникативные упражнения, симуляции реальных ситуаций общения и проектные задания. Особое значение имеет работа с дигитальными ресурсами, отражающими актуальное состояние разговорного языка.

Коммуникативный подход предполагает интеграцию сленга в естественные речевые ситуации с акцентом на прагматический аспект и уместность употребления. Ключевые

элементы включают создание аутентичной языковой среды, моделирование ситуаций неформального общения, вовлечение учащихся в дискуссии о социокультурных аспектах употребления сленга и развитие коммуникативной гибкости для переключения между регистрами речи в зависимости от контекста общения.

Исследование показало, что сленг является важным компонентом испанского языка, требующим особого подхода в преподавании. Выявлена тесная связь между региональным разнообразием испанского сленга и социокультурными особенностями различных испаноязычных стран. Разработанные лингводидактические подходы учитывают как лингвистическую специфику сленговых выражений, так и психологические механизмы их восприятия и усвоения.

Психологические факторы имеют ключевое значение при освоении сленга. Когнитивные механизмы работы с нестандартной лексикой требуют развития контекстуального мышления и языковой интуиции. Эмоциональная насыщенность сленга способствует лучшему запоминанию, но создает трудности с интерпретацией коннотаций. Преодоление психологических барьеров (страх неуместного употребления, культурный диссонанс) требует создания безопасной учебной среды и специальных методических приемов.

Перспективными направлениями дальнейших исследований являются: разработка специализированных учебных материалов по региональным вариантам испанского сленга; экспериментальная проверка эффективности различных методик в зависимости от возраста и уровня владения языком; изучение влияния цифровых медиа на распространение и усвоение сленга; разработка критериев отбора сленговых единиц для учебных программ; исследование межкультурной прагматики при использовании сленга не носителями языка.

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INGLIZ VA O'ZBEK MAQOLLARINING ASOSIY SINTAKTIK MODELLARI

Annotatsiya

Maqollar xalqlarning donologi, tafakkurining mahsuli. Ular pand, nasiha, o'git bo'lib avloddan avlodga o'tib kelyapti. Shu kungacha maqollarni har tomonlama tahlilga tortilganligi ularni tildagi o'rni naqadar muhim ekanligidan dalolat beradi. Ushbu maqolada ingliz va o'zbek tillaridagi maqollar sintaktik (ifoda maqsadiga ko'ra turlari) jihatdan tahlil qilingan, misollar keltirilgan, o'xshash va farqli tomonlari yoritilgan, asosiy sintaktik modellari aniqlangan.

Kalit so'zlar: sintaktik model, darak, so'roq, undov, buyruq gap shakllari.

Annotation

Proverbs are the wisdom of peoples, the product of their thinking. They are passed down from generation to generation as advice, advice, and instruction. The fact that proverbs have been thoroughly analyzed to this day shows how important their place in the language is. In this article, English and Uzbek proverbs are syntactically analyzed (types according to the purpose of

expression), examples are given, similarities and differences are highlighted, and main syntactic models are identified.

Key words: syntactic model, declarative, interrogative, exclamatory, imperative sentence forms.

Gap deb tugallangan fikrni ifodalovchi so'zlar yig'indisiga aytiladi [1]. Gaplar odatda ifoda maqsadiga ko'ra darak, so'roq, buyruq va undov gaplarga bo'linadi. Garchan, ba'zi bir gap turlari boshqasiga qaraganda ko'proq uchrasa ham, maqollar bu turlarning barchasida o'z aksini topadi. Maqollar orasida eng ko'p tarqalgan gap shakli **darak (declarative/indicative)** [3] shakli bo'lib, maqollardagi fikr, ma'lumotlarni tinglovchiga yetkazish uchun xizmat qiladi. Ingliz tilidagi darak gap shaklidagi maqollarning asosiy sintaktik modellari:

Subject+Verb+Adverbial(SVA) =(Ega+Kesim+ Hol)

Earth laughs in flowers

Every flower blooms in its own time

Subject+ Verb+ Complement (SVC)

Beauty is a fading flower (Go'zallik abadiy bo'lmas;go'zallik o'tkinchi)

Gardening is the art of living. (Odamning qo'li gul)

Subject+Verb+Object (SVO)

Roses have thorns (Gul tikansiz bo'lmas)

Subject+Verb+Object+Adverbial(SVOA)

Subject+Verb+Object+Object+Adverbial (SVOOA)

The poppy's delicate beauty reminds us of the strength forged in adversity

White flowers are not to be found in a coal sack. (Ko'mir qop ichida oq gul topilmas)

Subject+Verb+ Object+Complement (SVOC).

Flowers always make people better, happier and more helpful

Subject+ Verb Phrase+Prepostional Phrase (SVPPP)

Revolutions are not made with rose –water (Urush qurbonsiz bo'lmas)

Nobody is fond of fading flowers. The handsomest flower is not the sweetest. Happiness is to hold flowers in both hands

O'zbek tilidagi ifoda maqsadiga ko'ra darak gap shaklidagi maqollar: Yaxshi chechakka bolari qo'nar. Bo'ladigan meva gulidan ma'lum. Gulni tanlagan qora tolga ham qo'nolmaydi. Bulbul gulzorda go'zal. Yerga tushgan gul bo'lar, O'tga tushgan — kul.

Ikkinchi gap turi **so'roq (interrogative)** gaplardir. So'roq mazmundagi gaplar so'roq gaplar deyiladi. Maqollarda so'roq shakl ikki xil shaklda **ha/yo'q** javobini talab qiladigan so'roq gaplar yoki **maxsus so'roq so'zlar** orqali ifodalangan bo'ladi. Maqollarda har ikkala shakl ham retorik shaklda ifodalanishi sababli javob talab qilinmaydi. Ingliz tilidagi maqollarning ifoda maqsadiga ko'ra so'roq shakli quyidagi turlarda uchradi:

a) maxsus so'roq so'z yordamida yasalgan so'roq shaklidagi maqollar:

What does the blind man know the beauty of the flower?

b) yordamchi so'z yordamida yasalgan so'roq shakldagi maqollar:

Would it not be proud romance Falling in some obscure advance, To rise, a poppy field of France?

Do actions really speak louder than words?

Does every cloud have silver lining?

Is it not better to be safe than sorry?

Do birds of a father really flock together?

c) Ohang yordamida yasalgan so'roq shaklidagi maqollar

Flower power? More like poppy power!

d) Modal so'zlar yordamida yasalgan so'roq shaklidagi maqollar

Should you put all your eggs in one basket?

O'zbek tilida so'roq shaklidagi maqollar: Gul qadrini bilmagan- bulbul qadrini ne bilsin?

Ifoda maqsadiga ko'ra buyruq shaklidagi maqollar har ikkala chog'ishtirilayotgan tillarda

anchagina. Ular maslahat, iltimos, ruhlantirish, taklif, undash, tashvish, hayajon, yalinish, orzu, hayratlanish, g'amxo'rlik, tashviq, gumon, g'azab, do'q kabi mazmunni ifodalaydi. Ingliz tilida: Rise from the darkness, just as a poppy rises from the earth (qorong'ilikdan chiq, huddi qiz'galdoq yerdan ko'tarilganidek (undash), Like a poppy, may you find strength in delicate beauty. (Qizg'aldoq kabi nafis go'zallik ichida kuchni topa bil (maslahat), Raise your words, not voice. It is rain that grows flowers. not thunder (so'zlaringni yuksaltir ovozingni emas. Zero, gulni o'stiradigan yomg'irdir. Momaqaldiroq emas(maslahat/buyruq). Add a flower to be bouquet. (Guldasta bo'lishi uchun gul qo'sh.(ruhlantirish). O'zbek tilida: Gul bo'lib tug'ilib, sassiq alaf bo'lib yashama(buyruq, maslahat), Gulni gulga qo'sh(), Bog'bon bo'lsang, sarxar qil, Dehqon bo'lsang, shudgor qil(taklif, tashviq), Mevasini desang, gulini asra (maslahat), Sevgining aslini bulbuldan so'ra, Gulzor qadrini — guldan (hayajon,orzu), Bog'ing bo'lsa, qo'ra qil, O'g'ling bo'lsa, mulla qil (maslahat, buyruq, taklif).

Ifoda maqsadiga ko'ra undov (exclamatory) gap shaklidagi maqollar o'zbek tilida "so'zlovchining voqealikka bo'lgan turlicha emotsional munosabatini yoki ichki his-hayajonini ifodalab keladi[2]. Misol uchun: Onangni qo'lingda tutsang, singlingni boshingda tut! Ingliz tilida Bloom where you're planted, just like a poppy! (Ekilgan joyingda gullab yashna huddiki qizg'aldoq kabi!) Flowers whisper 'Beauty!' to the world, even as they fade, wilt, fall (Garchan rangi o'chib so'lib yiqilsa ham Go'zallik! deb shivirlar olamga gullar). Pop into your feed with some flower power!. Pop up with some poppy love! If in doubt, bloom like a poppy!(Agar shubhangiz bo'lsa qizg'aldoq kabi gulling!).

Maqollar azaldan xalq donoligini ifodalab keluvchi folklorning bir turi hisoblanadi. Qardosh bo'lmaagan tillardagi maqollarni sintaktik jihatdan tahlil qilish tillardagi grammatik muammaolarni ochib berishga yordam beradi, til o'rgatishga metadologik qo'llanma vazifasini bajaradi.

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THE REPRESENTATION OF NUMERALS IN PHRASEOLOGICAL UNITS

Annotation

In this article, either one or not related to each other numerical component based on the materials of languages from a comparative point of view. Analysis of the main results of the conducted research will be briefly discussed. Phraseological abstraction and connotation of a phraseological unit. The issues of meaning will be considered. Examples from research based on English and Karakalpak languages. Stable, which exists in a number of studies a number as part of a unit is symbolic. The aspects of the meaning were analyzed. At the end of the article, phraseology in different languages a number as a part of itself beyond the function of additional semantic it was explained in detail.

Key words: Phraseological units, numbers, symbol, perfection, magical meaning, cultural linguistics

Currently, the study of phraseological units in cultural linguistics is one of the most important and controversial issues. To identify the national-cultural characteristics of idioms and to clearly and objectively demonstrate their differences and similarities, the study of their origins, sources, and etymology is of paramount importance.

Phraseological word combinations, regardless of how many words they consist of, collectively convey a single meaning. E.Berdimuratov distinguishes phraseological phrases from independent phrases.[3]

Phraseological dictionaries compiled in karakalpak language by J. Eshboyev and T. Jumamuratov have also been published.

J. Eshbaev, in his work “Qaraqalpaq tiliniń qısqasha frazeologiyalıq sózligi” discusses the types of word forms derived from phraseologisms, stating that nouns and verbs are formed from phraseologisms in the modern Karakalpak language. The scholar also states that phraseological units are formed by combining numerals, nouns, and verbs. In such cases, it is emphasized that the general meaning of a phrase is formed around a numerical word, often forming verbs and adjectives.[5]

Numerals have a number of unique lexical and grammatical features compared to other parts of speech. These characteristics indicate that it is a separate, distinct branch of speech. A numeral is a part of speech that expresses the general numerical meaning or the number, magnitude, or order of an object or phenomenon. Numerals are primarily unambiguous words, lacking modal, emotional, and expressive connotations, and no attributive word is used before them. In some contexts, numerals are used in other meanings besides their numerical value. For example, the numerals "forty," "hundred," and "thousand" often denote an unknown quantity and serve as an intensifier. [4]

In this work, we will focus on the features of the use of numerals in English and Karakalpak within phraseological units. Scholars have expressed their opinions on the relationship of phraseological units to different parts of speech in the Karakalpak language. Professor E. Berdimuratov categorizes the main groups of phraseologisms in the Karakalpak language into four parts of speech: phraseological units with verb meanings, substantive phraseological units, adjective phraseological units, and adverbial phraseological units.[3]

G. Aynazarova, in her article, introduces the phraseologisms "bir dunyo," "bir osim," and "bir degende" in the Karakalpak language to two-component phraseologisms in terms of their component composition. Identifying one of the structural patterns of the grammatical types of two-component phraseologisms as noun + adjective, he introduces phraseologisms of the same field, of the same account, and a single-word phraseologism to phraseologisms of the numeral + adjective type.[2]

A.N. Smirnitsky, in his book "Морфология английского языка" described the formation and types of numerals in English. In English, words that are usually used as numbers are mainly divided into numerals (two, five, sixty) and ordinal numbers (second, fifth, sixtieth). In his work, he indicates that ordinal numbers have the same grammatical properties as adjectives and that they differ from adjectives in their meaning, i.e., the position of the numerical object. As for numerals, they stand out in English as special parts of speech, distinguished by their unique characteristics.[8]

Most phraseologisms in both English and Karakalpak are created by the people; their authors are unknown, and their origins are difficult to pinpoint. According to A.V. Kunin, "the authors of most English phraseologisms are unknown, and they were created by the people." Phraseologisms formed through the interaction of cultures can be divided into three categories:

1. Phraseological units based on the Bible.
2. Phraseological units formed on the basis of ancient legends.
3. Phraseological units borrowed from European languages

The Greek philosopher Pythagoras, who lived in the 6th century BC, was the first to demonstrate that numbers have both calculated and non-calculated meaning. Numbers were divine, esoteric symbols. Jewish and later Christian readers of the Bible, inspired by Pythagoras, tried to derive mythical meanings from numbers using all creative methods. The number 7 indicates perfection. Among all the numbers mentioned in the Bible, 7 are clearly symbolic and recognized as the most sacred. According to Davis, the skillful writing of the Sumerians and Babylonians. In the ancient East, the number 7 signifies wholeness, completeness, and perfection.[1]

This number is considered sacred in Islam and is repeated many times in the Quran. God Almighty created man above the seven heavens. He created seven layers of heaven above and seven layers of earth below. A person prostrates with all seven limbs. During Hajj and Umrah, they circumambulate the Holy Kaaba seven times. Seven days of the week were designated. Seven were executed at the gates of hell. G.Kdirbaeva provides the following information about the number seven in her scientific work. In the English and Karakalpak mythological concept sphere, the number seven has a magical meaning.[7]

In the scientific work carried out by L.R. Gizatullina, the national cultural features of numbers in the composition of phraseological units in the English and Tatar languages were determined, and for this purpose, the universal symbolic meanings of numbers that appeared in world culture were analyzed. In short, "zero" signifies nothingness, death in relation to human existence, and also, with its rounded form, eternity. For example, in English, zero hour means decisive hour or time.[6]

English idioms are frequently found in the following dictionaries: Oxford Dictionary of English Idioms, Longman Dictionary of English Language and Culture, and Wordsworth Dictionary of Phrase and Fable.

In both languages, the numerals "one," "two," "four," "forty," "one hundred," and "one thousand" are frequently encountered in phraseological units. Within phraseological units, they move away from their numerical meaning and become figurative. Some of them were used in ancient times to denote the last limit of counting, while others represented a certain limit related to folk traditions and beliefs.

Numerals are often found in English and Karakalpak phraseological units. For example,"Sizdi qashan qaytar dep eki kózimiz tórt boldı" (A.Orazov). In these two examples, the idiom "eki kózimiz tort boldı-two eyes turned four" conveys the meaning of "to wait." In the English language, the phrase "between two fires" can be used as an example, and it is used in the same sense as the phraseological unit "to be between two fires-eki ot arasında qalıw " in the Karakalpak language. Semantically, this phraseological unit has another variant in English: "between two evils" - to be between two evils, and "two fires" - to be in a difficult situation.

In conclusion, it should be noted that most of the national and cultural phraseological units are connected with the everyday life, customs, and traditions of the people. Numbers can be interpreted as one of the criteria that can reflect the nationality, spiritual image, and historical thinking of all peoples.

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SLANG AND ITS FORMATION IN THE ENGLISH LANGUAGE

Abstract

In this paper, it is revealed how new slang is used in the English language. Due to the same sources and means that are characteristics of the standard English language and English literature. The ones pointed out are the formation of slang and foreign language borrowings. The formation of slang is productive initially, being one of the most widespread in spoken as well as written languages.

Key words: slang, general slang, formation of slang, deviation of slang, borrowings.

Slang, as an integral part of language and especially in colloquial speech, is one of the main and most problematic aspects of lexicology since it reflects the linguistic and cultural characteristics of society. Slang is a layer of vocabulary that does not coincide with the literary norm. Some researchers perceive slang as something alien to the literary language and not peculiar to the speech of an intelligent person. Nevertheless, today one can observe the "expansion" of slang vocabulary into all spheres of human activity: slang is used on radio and television, in the press, in literature, and on the Internet, not to mention the oral communication of people of almost all ages, social groups, and classes. The youth language falls under the category of slang, which changes all the time but still does not remain without attention. In addition, the study of youth slang is becoming increasingly relevant in the context of expanding international contacts (internships, tours, teaching a number of subjects by English specialists, watching videos, listening to modern songs in English, informal communication with native speakers, and so on). The relevance of the research lies in the fact that slang, being an integral part of the language, is one of the most urgent and controversial problems of modern lexicology. This work contributes to solving the problems of definition and main distinctive features of the phenomenon under study.

In modern linguistics, the term "slang", which has evolved in its meanings, is used in several contexts, which complicates understanding the vocabulary of the English language. Therefore, before clarifying the different ways of word formation, we should focus on the basic division of all slang units into common and special (general and special slang).

General slang, which claims novelty and originality in these qualities and functions as synonyms of words and phrases from the literary language, is a category of widely understood and used figurative words and phrases with emotional and evaluative coloring that is not part of the English literary language. Special slang includes words and phrases of a particular class or professional jargon [1, 137]. (Standard English).

I.V. Arnold suggests a similar division of slang into general and special, which is based on the peculiarities of the sphere of usage. At the same time, he notes that according to the semantic system of the vocabulary of the English language, if slang denotes a new and necessary concept, it can be fixed to standard English. If the semantics of slang are marked only by novelty, then the existence of such a word does not differ in duration; it disappears from the language, thus forming the most variable part of the vocabulary of the language [2, 251].

The formation of a slang dictionary is due to the same sources and means that are characteristics of the language in general and the English language in particular. According to E.M. Berestovskaya, the difference between word formation in the language as a whole and specifically the formation of slang consists only in proportions and combinations [3, 33].

All the main types of word formation are represented in the youth speech as follows: conversion, affixation, word composition, abbreviation, etc.

According to V.G. Vilyuman, he believes that the main role in replenishing this stylistic group in the English language is played by the reinterpretation of words in connection with their figurative use, narrowing, and expansion of meaning. Many slang words arise from shortening words and word composition. The role of affixation in the formation of slang words is

insignificant. According to his observations, borrowings that have undergone phonetic adaptation and reinterpretation are also productive ways of word formation [1, 138].

Some features of word formation reflect the general type of English slang.

1. Reverse word formation: to crack wise, "wisecrack";
2. Affixation - as the process of word formation, is based on adding prefixes or suffixes to words. **mega-:** megabitch, megawork, meganap. English slang words, as well as general vocabulary, are built with a wide range of suffixes. **-er, -y, -age, -omatic, -orama, -aholic, -dom, -fest.** (Eble 1996:32,33) **-er:** bummer depressing experience, doper that which is associated with marijuana smoking, killer ´excellent´, crasher ´one who cannot tolerate alcohol." **-y:** trendy-fashionable, dorky-stupid, fratty -fraternal, freaky -crazy, groovy -routine, lunchy -about lunch.
3. Contraction: "wanna" – want to; dunno- do not know; gonna – going to
4. Abbreviations: "lab" – laboratory, U — a shortened spelling of "you", ur — a shortened spelling of "you're", w/e—slang—abbreviation for whatever, w/o — without, w8 - shortened spelling of "wait" 2B - To be, 4-For
5. Word formation, or telescopic formation, is a way of word formation in which a part of one word merges to form a single word with a part of another word or with a whole word. Young people like words formed in this way, words that are not found in any dictionary but can be recognized by the presence of two original words: "snail-mail"—an old-fashioned way of transmitting information; "flatworm"—an underscore; "user-friendly"—a system with convenient means of communication, etc.; "cyber buddy"—an interlocutor on the Internet.
6. Metaphorization is one of the most productive ways to replace the vocabulary of slang. The presence of metaphors and metonymies in the youth language is explained by the attraction to expressiveness and the desire for specific images: "to bang the head on the wall" But when it's used as a slang expression, it means "to be very frustrated" - so hold on; "to put a blow-torch" - to give a magic kick; "stay kind" ("be healthy") - be healthy; "to peak career-wise" - to pursue a career; "to shake a bit" - to dance; "to bust out some moves" - to show class in dance.
7. Rethinking lexical and semantic units are using familiar words. to hang out (around), cool, to squeeze in - to fit a large company into a small apartment.

In this paper, it is revealed how to form new slang units in the English language. This is due to the same sources and means that are characteristic of the language in general and the English language in particular. These methods include: Borrowings in a foreign language. This method is harmoniously combined with affixation, so the word immediately adapts to the grammatical structure of the borrowing language. Affixation method of forming slang is very productive initially, being one of the most widespread in the language as a whole, universalization (shortening);(contraction); abbreviation. The process of reinterpretation in relation with their metaphorical usage, reducing or extending the meaning of the term, is dominating.

This work concentrated to the investigation of perception issues surrounding the phenomena of "slang" in its functional aspect. It should be highlighted that the phenomena of slang is unique in that, being an essential part of the language, it grows and changes with it, and so will remain a pressing lexicological concern for as long as the language itself survives. The etymology of the concept of "slang" was studied during the course of this study, and it was concluded that the hypothesis of E. Partridge appears to be the most appropriate for this study, indicating that the word slang most likely correlates with the verb to sling—to utter (to speak, to speak out), confirming the existence of Chaucer's period is documented, as are several subsequent slang combinations with the same verb. The study of slang is becoming increasingly important in the context of developing international relations, as it aids in better understanding the national-specific elements of English youth mindset. Slang knowledge connects English language learners to the real language environment and helps them enhance their conversational ability. Ignorance of slang leads to a variety of oddities and speech faults, communicative "failures" during the act of intercultural dialogue, the prevention of which should be prioritized.

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TARJIMON TALABALARDA KASBIY KOMPETENSIYANI SHAKLLANTIRISH

Annotatsiya

Ushbu ish tarjimon talabalarda kasbiy kompetensiyani shakllantirishning dolzarb muammosiga bag'ishlangan. Unda muvaffaqiyatli tarjimonlik faoliyati uchun zarur bo'lgan kasbiy kompetensiyani shakllantirishning nazariy asoslari, amaliy ahamiyati va samarali usullari ko'rib chiqiladi. Ishda tarjimonning kasbiy kompetensiyasining asosiy tarkibiy qismlari, masalan, lingvistik, kommunikativ, madaniy, tarjimashunoslik va axborot-texnologiya kompetensiyalari aniqlanadi. Tarjimon talabalarda kasbiy kompetensiyani shakllantirishning turli usullari, jumladan, nazariy kurslar, amaliy mashg'ulotlar, seminar va treninglar, stajirovka va tarjima loyihalari ustida mustaqil ishlash taklif etiladi.

Kalit so'zlar: Kasbiy kompetensiya, tarjimon, shakllantirish, talabalar, lingvistik kompetensiya, kommunikativ kompetensiya, madaniy kompetensiya, tarjimashunoslik kompetensiyasi, axborot-texnologiya kompetensiyasi, o'qitish usullari, tarjimonlik faoliyati.

Annotation

This work is devoted to the actual problem of formation of professional competence in translation students. It examines the theoretical foundations, practical importance and effective methods of forming the professional competence necessary for successful translation work. The main components of the translator's professional competence are defined in the work, for example, linguistic, communicative, cultural, translation studies and information technology competences. Various methods of formation of professional competence of translation students are offered, including theoretical courses, practical training, seminars and trainings, internships and independent work on translation projects.

Key words: Professional competence, translator, formation, students, linguistic competence, communicative competence, cultural competence, translational competence, information technology competence, teaching methods, translation activity.

Tarjima sohasida kasbiy kompetensiyaning shakllantirilishi tarjimon talabalarining muvaffaqiyatli faoliyat yuritishlari uchun muhim ahamiyatga ega. Ushbu tezis tarjimon talabalarda kasbiy kompetensiyani shakllantirishning nazariy asoslarini, amaliy ahamiyatini va samarali usullarini ko'rib chiqadi. Kasbiy kompetensiya - muayyan kasbiy faoliyatni bajarish uchun zarur bo'lgan bilim, ko'nikma va malakalar majmuasi.

Tarjimonlik kompetensiyasi - tarjima sohasida muvaffaqiyatli faoliyat yuritish uchun zarur bo'lgan kasbiy kompetensiyalar majmuasi.

Tarjimonlik kompetensiyasining tarkibiy qismlari

1. Lingvistik kompetensiya - tarjima qilinayotgan tillarni mukammal bilish.
2. Kommunikativ kompetensiya - turli kommunikativ vaziyatlarda samarali muloqot qila olish.

3. Madaniy kompetensiya - tarjima qilinayotgan tillar va madaniyatlar o'rtasidagi farqlarni tushunish va hisobga olish.

4. Tarjimashunoslik kompetensiyasi - tarjima nazariyasi va amaliyotini bilish.

5. Axborot-texnologiya kompetensiyasi - tarjima jarayonida zamonaviy axborot texnologiyalaridan foydalana olish.

Tarjimon talabalarda kasbiy kompetensiyani shakllantirish usullari

1. Nazariy kurslar - tarjima nazariyasi, amaliyoti va tarixi bo'yicha nazariy bilimlar berish.
2. Amaliy mashg'ulotlar - turli tarjima vaziyatlarida amaliy ko'nikmalarni shakllantirish.
3. Seminar va treninglar - tarjima sohasidagi mutaxassislar bilan uchrashuvlar va tajriba almashish.
4. Stajirovka - tarjima kompaniyalarida amaliy tajriba orttirish.
5. Mustaqil ish - tarjima loyihalari ustida ishlash va o'z-o'zini rivojlantirish.

Tarjimon talabalarda kasbiy kompetensiyani shakllantirish - uzluksiz va ko'p qirrali jarayondir. Ushbu jarayonda talabalarning faol ishtiroki, o'qituvchilarning metodik mahorati va zamonaviy ta'lim texnologiyalaridan foydalanish muhim ahamiyatga ega. Tarjimon talabalarda kasbiy kompetensiyani shakllantirish. Ushbu tezis tarjimon talabalarda kasbiy kompetensiyani shakllantirishning muhim va dolzarb muammosini ko'rib chiqdi. Tarjima sohasida muvaffaqiyatli faoliyat yuritish uchun zarur bo'lgan kasbiy kompetensiyaning mohiyati, tarkibiy qismlari va shakllantirish usullari tahlil qilindi. Tarjimon talabalarda kasbiy kompetensiyani shakllantirish - bu uzluksiz va ko'p qirrali jarayondir.

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COMMON ISSUES IN SIMULTANEOUS TRANSLATION AND EFFECTIVE STRATEGIES TO OVERCOME THEM

Abstract

Simultaneous translation plays a crucial role in international communication, yet it presents numerous challenges that can impact accuracy and effectiveness. This paper explores common issues in simultaneous translation, including time constraints, cognitive overload, cultural and linguistic differences, technical difficulties, and speaker unpredictability. Each of these factors can lead to errors, loss of meaning, or misinterpretation. To overcome these challenges, interpreters employ various strategies such as active listening, anticipation techniques, proper segmentation, use of technology, and continuous professional development. By analyzing these issues and strategies, this study aims to provide insights into improving the quality and efficiency of simultaneous interpretation in professional settings.

Key words: Simultaneous translation, cognitive overload, linguistic challenges, interpreting strategies, professional development.

Simultaneous translation is a vital skill in international communication, allowing people from different linguistic backgrounds to understand each other in real time. However, it comes with various challenges that can hinder accuracy and effectiveness. Interpreters must process information quickly, translate it accurately, and deliver it fluently, all while keeping up with the speaker. This demanding task requires both linguistic expertise and strong cognitive skills.

One of the primary challenges in simultaneous translation is time constraints. Unlike

consecutive interpretation, where the interpreter has time to process and refine their translation, simultaneous interpreters must deliver translations almost instantly. This limited processing time increases the risk of omissions, mistranslations, or misinterpretations, affecting the overall quality of communication.

Cognitive overload is another significant issue. Simultaneous interpretation requires listening, processing, and speaking at the same time, which can overwhelm even the most experienced interpreters. The constant flow of information forces interpreters to divide their attention between comprehension and production, often leading to mental fatigue. This fatigue can negatively impact performance, especially during long sessions.

Technical difficulties can also disrupt simultaneous translation. Interpreters rely on headsets, microphones, and soundproof booths to perform their work efficiently. Poor audio quality, background noise, or equipment malfunctions can make it challenging to hear the speaker clearly, leading to inaccuracies in interpretation. Even minor technical glitches can have a significant impact on the flow of communication.

Another challenge is dealing with unpredictable speakers. Some speakers talk too fast, use complex sentence structures, or switch languages unexpectedly. In such cases, interpreters must quickly adjust their strategy to maintain accuracy. They may need to simplify sentences, paraphrase, or briefly summarize information to keep up with the speaker's pace.

In conclusion, simultaneous translation is a complex but essential profession that requires a combination of linguistic expertise, cognitive skills, and adaptability. While interpreters face numerous challenges, effective strategies such as active listening, anticipation, segmentation, and the use of technology can significantly improve their performance. With continuous training and experience, interpreters can overcome obstacles and ensure smooth and accurate communication in multilingual settings.

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SIMULTANEOUS INTERPRETATION: MASTERING SPEED AND ACCURACY: THE KEY SKILLS OF A SIMULTANEOUS

Abstract

Simultaneous interpretation is a highly demanding skill that requires interpreters to process and convey information in real time with exceptional speed and accuracy. Mastering this form of interpretation necessitates the development of cognitive flexibility, active listening, and rapid decision-making abilities. This article explores the fundamental techniques and strategies that professional interpreters employ to enhance their performance. It also highlights the importance of mental agility, linguistic proficiency, and the use of advanced technology in ensuring seamless interpretation. By analyzing these aspects, the article aims to provide valuable insights for aspiring interpreters seeking to excel in simultaneous interpretation.

Key words: Simultaneous interpretation, cognitive flexibility, active listening, speed and accuracy, mental agility, linguistic proficiency, interpreting strategies.

Simultaneous interpretation is one of the most demanding forms of translation, requiring interpreters to listen, process, and convey messages in real time. Unlike written translation or

consecutive interpretation, there is no pause for reflection; interpreters must deliver accurate and coherent speech while keeping pace with the speaker. This skill is crucial in high-stakes environments such as international conferences, diplomatic meetings, and live broadcasts.

One of the fundamental challenges in simultaneous interpretation is speed. Interpreters must listen to the source language while speaking in the target language almost simultaneously. This requires exceptional cognitive multitasking abilities and the ability to anticipate sentence structures, idiomatic expressions, and key terminology.

Accuracy is equally important. A slight misinterpretation can lead to confusion, miscommunication, or even diplomatic consequences. Interpreters must have a deep understanding of both languages, including cultural nuances and specialized terminology, to ensure the message is faithfully conveyed. Maintaining accuracy under pressure requires extensive training and experience.

To achieve both speed and accuracy, interpreters rely on active listening and short-term memory. They must retain key phrases while continuously processing new information. This skill is honed through exercises such as shadowing (repeating speech in real-time) and chunking (breaking down information into manageable parts).

Another critical skill is voice control and delivery. Simultaneous interpreters must speak clearly, confidently, and with appropriate intonation. A monotonous or rushed delivery can make it difficult for listeners to follow, while a well-paced and articulate speech enhances comprehension.

Mental stamina and stress management play a significant role in an interpreter's performance. The intense concentration required can be mentally exhausting, which is why interpreters often work in pairs, switching every 20–30 minutes. Effective stress management techniques, such as deep breathing and mental relaxation, help maintain focus and performance over long sessions.

In conclusion, mastering simultaneous interpretation requires a combination of speed, accuracy, active listening, voice control, and mental resilience. With rigorous training, continuous practice, and specialized knowledge, interpreters can navigate the challenges of real-time translation and ensure smooth communication across languages and cultures.

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G'ARB TILSHUNOSLIGIDA MUBOLAG'A TASNIFI

Annotatsiya

G'arb olimlari badiiy tasviriy vositalarni har tomonlama tilshunoslikni barcha sohalarida chuqur o'rganishlar olib borishmoqda. Garchi ularni ichida metafora yuqori o'rinda tursa, mubolag'a ham undan qolishmagan holda o'rganilganligi ushbu maqola davomida atroflicha aniqlandi. Olimlarning g'arb olimlari tasnifiy asosda o'rganilgani sharqnikidan o'zgachaligi bilan ajralib turadi.

Kalit so'zlar. mubolag'a, tasnif, sodda gap, murakkab gap, so'z turkumi.

Abstract

Western scholars are conducting in-depth studies of artistic figurative means in all areas of linguistics. Although metaphor occupies a high place among them, it has been thoroughly established in this article that hyperbole is also studied without being inferior to it. The fact that Western scholars study them on a classification basis is different from that of the East.

Key words. hyperbole, classification, simple sentence, complex sentence, word group.

Badiiy adabiyotni mubolag'asiz tasavvur qilish qiyin. Muallif mubolag'a bilan o'quvchi ongida tasvirlanagan shaxs, narsa, voqea va hodisalar bo'rttirib ko'rsatishga nisbatan ishlatadi. T.Boboyev mubolag'ani arabcha "lof urish, bo'rttirish" so'zlaridan olinganini alohida ta'kidlab, "tasvirlanayotgan shaxs, predmet va voqea-hodisaning muayyan jihatlarini bo'rttirib, kuchaytirib tasvirlash usuli" [1,20] deb ta'riflaydi. Badiiy san'atlar haqida ilmiy risola bitgan Y.Is'hoqov "mubolag'a faqat shaxsning sifatlarini bo'rttirish uchungina xizmat qilmay, ayni zamonda tasvir ob'ekti bo'lgan turli voqea-hodisa hamda boshqa mavjudotlarning xususiyatlarini bo'rttirib tasvirlash uchun ham ishlatiladi" [3, 95] deya boshqa olimlar tomonidan berilgan tariflarni aynan takrorlaydi, hamda qisman to'ldiradi. Bizningcha yuqorida berilgan ta'riflar mubolag'a san'atining to'la ifodasini ko'rsatib bergan.

G'arb tilshunosligida mubolag'a san'ati tadqiqi borasida qilinayotgan ishlar tahsinga sazovor. Xususan, mubolag'aning tasnifi to'g'risidagi ma'lumotlarning xilma-xilligi mavjud. Ulardan H.Spitzbard va K.Klarij tomonidan ishlab chiqilgan tasnif va kategoriyalar alohida ahamiyatga ega.

1-jadval.

Mubolag'a tasnifi (H.Spitzbard, K.Klarij)

H.Spitzbard tasnifi	K.Klarij
1) Raqam bilan ifodalanadigan mubolag'a; 2) Mubolag'a xarakteridagi so'zlar: a) Ot b) Sifat c) Ravish d) Fe'l 3) O'xshatish va metafora asosidagi mubolag'a; 4) Qiyosiy va orttirma darajalar bilan ifodalangan mubolag'a; 5) Egalikni bildirgan so'zlar bilan ifodalangan mubolag'a; 6) Ko'plik bilan berilgan mubolag'a; 7) To'liq gap mubolag'a. [4, 86-277]	1) Bitta so'zli mubolag'a; 2) So'z birikmali mubolag'a; 3) Murakkab gapli mubolag'a; 4) Raqam bilan ifodalangan mubolag'a; 5) Orttirma darajadagi sifat bilan berilgan mubolag'a; 6) Qiyosiy darajadagi sifat bilan berilgan mubolag'a; 7) Takroriy so'zlar bilan ifodalangan mubolag'a. [2, 44-71]

H.Spitzbard tomonidan ilgari surilgan tasnif qisman o'zini oqlamaydi. Xusuan, olim tomonidan mubolag'a xarakteridagi so'zlar qatorida bir nechta so'z turkumlarining ishtiroki keltirilgan, ammo negadir son so'z turkumi ularninng tarkibiga kritilmay alohida tasnifiy birlik sifatida berilgan. Qolaversa, sifatning orttirma va qiyosiy darajalari hamda egalik va ko'plikni ifodalovchi so'zlar bilan berilgan mubolag'alar ham alohida tasniflangan. Bu yerda olim so'z turkumlari bilan ifodalanadigan mubolag'alarni alohida katta quruhli tasnif qilib berib ularni davomli mayda bo'laklarga bo'lib tasniflaganda ancha ma'qul ish bo'lgan bolar edi. Jadvalda keltirilgan holat birmuncha chalkashlikka sabab bo'ladi.

K.Klarij esa mubolag'a tasnifini umuman o'zgacha tarzda aniqlashga urungan. Uning tasnifida jumlada berilgan mubolag'a so'z va so'z birikmasi tarkibida, sifatning qiyosiy va orttirma darajasi bilan berilganda, murakkab gaplarda (clausal), raqam va takroriy so'zlar bilan ifodalanishi mumkin. Bizningcha mubolag'ani gap tarkibidagi ifodasiga ko'ra K.Klarijning tasnifiy kategoriyalari qisman to'g'ri, chunki u tasnif uchun alohida so'z birikmasini asos qilib olmagan.

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KOMMUNIKATIV KOMPETENSIYANI SHAKLLANTIRISH UCHUN TIL O‘QITISHDA AUTENTIK MATERIALLARNING O‘RNI

Annotatsiya

Ushbu maqola kommunikativ kompetensiyaning asosiy tarkibiy qismlarini va tilni o'rganishda autentik materiallarning muhim rolini o'rganadi. Kommunikativ kompetensiya, Canale va Swain tomonidan ta'riflanganidek, to'rtta muhim komponentni o'z ichiga oladi: grammatik kompetensiya, sotsiolingvistik kompetentsiya, diskurs (tushuntirish) kompetensiyasi va strategik kompetensiya. Gazetalar, filmlar, radioeshittirishlar va real suhbatlar kabi autentik materiallar o'quvchilarga til bilan shug'ullanish imkoniyatini beradi, chunki u tabiiy ravishda real kontekstda qo'llaniladi. Bundan tashqari, u asl materiallarni til o'qitishga integratsiyalashning qiyinchiliklari va afzalliklarini ta'kidlaydi, ularning o'quvchilarning mustaqilligini, motivaciyasini va amaliy muloqot ko'nikmalarini rivojlantirish qobiliyatini namoyish etadi. Ushbu tadqiqot autentik materiallarning sinfda o'rganish va real hayotdagi tildan foydalanish o'rtasidagi tafovutni bartaraf etishda muhimligini ta'kidlaydi va natijada tilni yanada yaxlit o'zlashtirish jarayoniga hissa qo'shadi.

Kalit so'zlar: kommunikativ kompetensiya, autentik materiallar, real dunyo, media, grammatik, sotsiolingvistik, diskurs.

Abstract

This paper explores the key components of communicative competence and the significant role that authentic materials play in language learning. Communicative competence, as defined by Canale and Swain, encompasses four essential components: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. Authentic materials, such as from newspapers, movies, radio broadcasts, and real-world conversations, offer learners the opportunity to engage with language as it is naturally used in real contexts. Furthermore, it highlights the challenges and benefits of integrating authentic materials into language instruction, demonstrating their ability to foster learner autonomy, motivation, and practical communication skills. This study underscores the importance of authentic materials in bridging the gap between classroom learning and real-life language use, ultimately contributing to a more holistic language acquisition process.

Key words: communicative competence, authentic materials, real-world, media, grammatical, sociolinguistic, discourse.

So‘nggi yillarda O‘zbekistonda ta’lim sifatini oshirish, xususan, chet tillarini o‘rganish borasida jiddiy islohotlar amalga oshirildi. Prezidentning 2021-yil 19-maydagi “O‘zbekiston Respublikasida xorijiy tillarni o‘rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to‘g‘risida”gi PR-5117-son qarori qabul qilingani bu boradagi muhim qadam bo‘ldi. butun mamlakat bo'ylab chet tillarini o'qitishning malakasi va samaradorligini oshirishda. Asosiy maqsad O‘zbekistonda chet tillarini o‘qitish va o‘rganishni nafaqat keng miqyosda, balki yuqori sifatda ham ta’minlashdan iborat.

Kommunikativ kompetensiya til o'rganishda muhim tushuncha bo'lib, u nafaqat grammatika va lug'atni egallashni, balki turli ijtimoiy kontekstlarda tildan samarali va to'g'ri foydalanish

qobiliyatini ta'kidlaydi. Ushbu ko'p qirrali mahorat to'plami lingvistik, sotsiolingvistik, nutq va strategik kompetensiyalarni chuqur tushunishni o'z ichiga oladi, bularning barchasi muvaffaqiyatli muloqotga yordam beradi. Til o'qitishning landshafti rivojlanishda davom etar ekan, kommunikativ kompetentsiyani rivojlantirishda haqiqiy materiallarning ahamiyati tobora ortib bormoqda. Autentik materiallar (masalan, real dunyo matnlari, ommaviy axborot vositalari va o'zaro ta'sirlar) o'quvchilarga tilni tabiiy sharoitlarda qo'llash, kontekst, madaniyat va amaliy foydalanishni ta'minlaydigan qimmatli ta'sir qilish imkonini beradi. Ushbu kirish kommunikativ kompetensiyaning tarkibiy qismlarini o'rganadi va autentik materiallar tilni o'zlashtirishni kuchaytirishda, sinfda o'rganish va real dunyo muloqoti o'rtasidagi tafovutni bartaraf etishda qanday hal qiluvchi rol o'ynashini o'rganadi.Kommunikativ kompetensiyaning tarkibiy qismlari, Canale va Swain tomonidan ta'kidlanganidek, grammatika, sotsialingvistik qoidalar, nutq amaliyoti va strategik aloqa texnikasi haqidagi bilimlarni birlashtirish zarurligini ta'kidlaydi [1]. Autentik materiallar tilni o'rganishda hal qiluvchi rol o'ynaydi, bu orqali o'quvchilarga maqsadli tilni real hayotda qo'llanilayotgani bilan tanishtirish imkonini beradi va shu bilan ularning kommunikativ malakasini oshiradi [2]. Autentik materiallar turli shakllarda bo'lishi mumkin, jumladan: Yozma matnlar, gazetalar, romanlar, reklamalar, o'quv qo'llanmalari, bloglar. Audio materiallar: podkastlar, radio dasturlar, intervyular, qo'shiqlar. Vizual materiallar: filmlar, teleko'rsatuvlar, hujjatli filmlar, YouTube videolari. Interaktiv materiallar: ijtimoiy tarmoqlardagi postlar, onlayn forumlar, videoqo‘ng‘iroqlar, o‘yin platformalari. Bundan tashqari, haqiqiy materiallar o'quvchilarga til bilan mazmunli shug'ullanish imkoniyatini beradi, faol ishtirok etish va strategik fikrlashni rag'batlantiradi [3].

Michael Canale va Merrill Swain ikkinchi tilni o'rgatish va sinovdan o'tkazish sohasida paydo bo'layotgan kommunikativ yo'nalishlarning nazariy va amaliy jihatlarini har tomonlama ko'rib chiqdilar. 1978 yildan beri turli kommunikativ yondashuvlar bilan bog'liq cheklovlar va muammolar haqida xabardorlik kuchayib borayotganiga qaramay, kommunikativ kompetensiya amaliy tilshunoslikning eng samarali, ta'sirchan va murakkab paradigmalaridan biri sifatida bo'ladi. Yani kommunikativ kompetensiya va til o'rganishda real dunyo materiallaridan foydalanish o'rtasidagi bog'liqlikni har tomonlama tushunishni ta'minlash uchun materiallarning mazmuni tahlili qo'llaniladi.Kommunikativ kompetentsiyani rivojlantirishda autentik materiallardan foydalanishning afzalliklari ularni til ta'limida qimmatli vositaga aylantiradi. O’z o'qitish metodlarina autentik materiallarni puxta o'zlashtirgan o'qituvchilar talabalarni tilda muvaffaqiyatli va mazmunli muloqotga tayyorlashlari mumkin.

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STAGES OF TEACHING GROUP DISCUSSIONS TO THE STUDENTS

Abstract

The article examines a step-by-step methodology for teaching English-language students to effectively participate in a group discussion. The stages are described from the formation of basic speaking and listening skills to the development of argumentation strategies and critical thinking in English.

Key words: group discussion, training, stages, methodology, argumentation, critical

thinking, intercultural communication.

In the modern educational process, the ability to effectively participate in a group discussion is a necessary skill, especially for students with an English focus. Mastering the technique of conducting a discussion in English opens up wide opportunities for academic and professional activities. The proposed teaching methodology includes several key stages: [3:53]

1. Formation of basic skills: At the initial stage, students improve their speaking and listening skills in English. Exercises are used to expand vocabulary, practice pronunciation and understand different accents. The work is carried out with audio and video materials adapted to the level of students.

Vocabulary Expansion: Students learn synonyms for "good" (excellent, fantastic, superb, wonderful) and "bad" (terrible, awful, dreadful, poor). They practice using them in context: "The presentation was fantastic, but the Q&A session was rather poor."

Pronunciation Practice: Students work on differentiating sounds like /θ/ and /ð/ (think/this), /ʃ/ and /tʃ/ (ship/chip), practicing with tongue twisters: "She sells seashells by the seashore."

Listening Comprehension: Students listen to podcasts or short audio clips on current events and answer comprehension questions, focusing on identifying main ideas and specific details. For example, a podcast about climate change and its impact on coastal regions.

2. Development of skills in constructing statements: Students learn to formulate their thoughts logically and reasonably, use various grammatical constructions and stylistic devices. Particular attention is paid to the ability to express their opinions, agree or disagree with opponents, ask questions.

Expressing Opinions: Students practice using phrases like "In my opinion…", "From my perspective…", "I believe that…", "It seems to me that…" followed by a reasoned justification. Example: "In my opinion, online learning offers greater flexibility, allowing students to learn at their own pace."

Agreeing/Disagreeing: Students practice using phrases like "I agree with you on…", "I see your point, however…", "While I understand your perspective, I disagree because…", "I'm afraid I have to disagree with you on that point." Example: "I see your point about the benefits of traditional classroom learning, however, I disagree because online learning offers more personalized learning experiences."

Asking Questions: Students practice forming clarifying questions using "Could you elaborate on…?", "What do you mean by…?", "Can you give an example of…?", "How does this relate to…?" Example: "Could you elaborate on the potential drawbacks of online learning you mentioned?" [1:20]

3. Teaching discussion strategies: This stage includes familiarizing students with various discussion formats, the roles of participants, and the rules of debate. Students learn to analyze the opponents' point of view, put forward counterarguments, and defend their position.

Debate Format: Students participate in a formal debate on a topic like "Should school uniforms be mandatory?" with assigned roles (proposer, opposer, etc.) and structured rebuttals.

Role-Playing: Students role-play different scenarios requiring negotiation and compromise, like deciding on a group project topic or resolving a conflict between team members.

Analyzing Arguments: Students analyze a written argumentative essay, identifying the thesis statement, supporting evidence, and counterarguments.

4. Developing critical thinking: Students learn to analyze information, identify logical errors, and distinguish facts from opinions. The work is carried out with authentic materials: articles, essays, and video recordings of discussions. [3: 67]

5. Intercultural communication: An important aspect of training is developing intercultural communication skills. Students become familiar with the specifics of discussion in different cultures and learn to take cultural differences into account when interacting with native speakers.

6. Practice and feedback: At the final stage, students actively practice participating in group discussions on various topics. The teacher provides individual and group feedback, helping

students improve their skills.

This method not only helps to improve the level of English language proficiency, but also to develop important skills (soft skills), such as communication skills, self-confidence, ability to work in a team, critical thinking.

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FREYM SEMANTIKA NAZARIYASIDA INGLIZ VA O‘ZBEK TILLARI ANTROPONIMIK KOMPONENTLI FRAZEOLOGIK BIRLIKLAR TAHLILI

Annotatsiya

Frazeologik birlik bu – yagona semantik ma’noga ega bo‘lgan hamda qisman yoki to‘liq ko‘chma ma’noda qo‘llana oladigan ikki yoki undan ortiq so‘zlardan tashkil topgan turg‘un so‘z birikmalaridir, jumladan make one’s blood boil, a heart of gold, xamirdan qil sug‘urgandek, qaddini kamon etmoq kabilar. Kognitiv nuqtayi nazardan, antroponimik komponentli frazeologik birliklarning semantik ma’nosi ularning tarkibida ishtirok etgan antroponimlar bilan chambarchas bog‘liq bo‘lib, mazkur ma’noviy bog‘liqlik insonning lisoniy faoliyati hamda uning antroponimlar haqidagi ensiklopedik bilimi orqali yaqqol namoyon bo‘ladi. Ushbu maqolada esa ingliz va o‘zbek tillarida antroponimik komponentli frazeologik birliklarning ma’noviy xususiyatlari kognitiv semantika nazariyasidagi freym tahlili orqali ochib beriladi hamda ularga munosabat bildiriladi.

Kalit so‘zlar: frazeologik birlik, antroponimik komponent, freym semantika, assotsiativ ma’no, ensiklopedik axborot.

Annotation

A phraseological unit is a fixed word combination consisting of two or more words components which have unique semantic meaning and can be used as a partial or full metaphor, including make one’s blood boil, a heart of gold, xamirdan qil sug‘urgandek, qaddini kamon etmoq. From a cognitive viewpoint, the semantic meaning of phraseological units with anthroponymic components is integrally connected with the anthroponyms in the components of these units. Such semantic connectivity is obviously manifested through a human’s linguistic activity and his encyclopaedic knowledge about anthroponyms. In this article, the semantic peculiarities of English and Uzbek phraseological units with anthroponymic components are defined through frame analysis in the theory of cognitive semantics and are discussed thoroughly.

Key words: phraseological unit, anthroponymic component, frame semantics, associative meaning, encyclopaedic data.

Kognitiv semantika nazariyasi frazeologik ma’nolarni interpretatsiya qilishda mazkur frazeologik birliklar yordamida ifodalangan bilim strukturalariga asoslanadi. Frazeologik ma’no kognitiv nuqtayi nazaridan ensiklopedik tabiatga ega bo‘lib, o‘zi qo‘llaniladigan muayyan kognitiv kontekstlarga bog‘liq holda ro‘yobga chiqadi. Mazkur ma’noning ensiklopedik tabiati esa konsept yoki konseptual maydonlar deb atalmish keng ko‘lamli bilim sohalariga yo‘l ochib beradi. Bundan ko‘rinib turibdiki, muayyan frazeologik birliklarning ma’nosi o‘zi assotsiatsiyaga kirishadigan kognitiv kontekstdan mustaqil holda qo‘llana olmaydi. Kognitiv tilshunoslikda mazkur kognitiv kontekstlar “freym”, “skript”, “ssenariy”, “geshtalt”, “mental maydonlar” singari turli atamalar bilan nomlanib, ulardan “freym” atamasi kognitiv semantika nazariyasida keng

qo‘llaniladi.

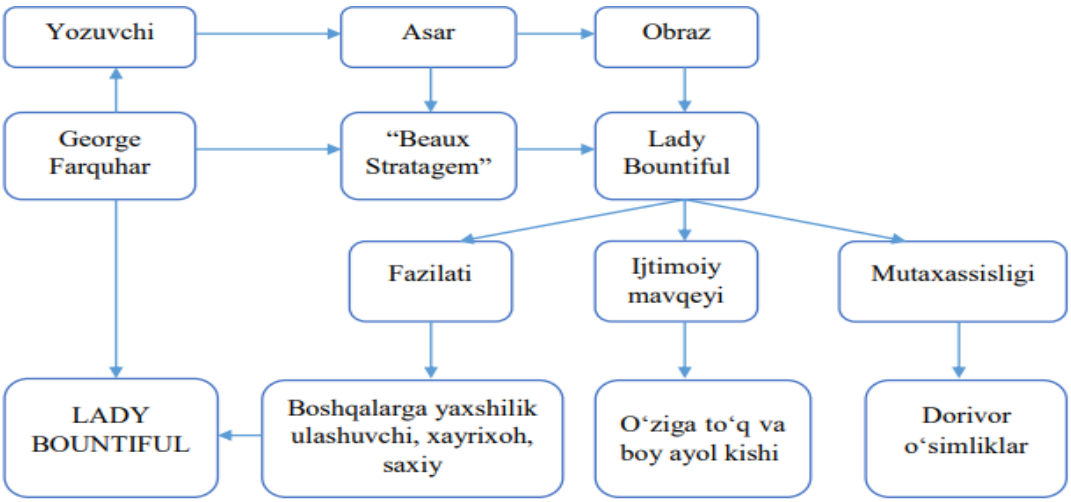
Freym – bu birgalikda harakatlanadigan va bir-birini taqozo etadigan mantiqiy idrok elementlarining o‘zaro munosabati asosida yuzaga keladigan ko‘p qismli va ko‘p tabaqali kognitiv tuzilma, boshqacha aytganda, muayyan tushuncha atrofida uyushgan bilimlarning mazmuniy birligidir [1]. Freym faqatgina kishining borliqni bilish faoliyati hamda tajribalarini tashkillashtirish vositasi bo‘lib qolmasdan, balki leksik birliklar ma’nolarini tavsiflash hamda tushuntirish vositasi ham sanaladi [5]. Mazkur nazariya alohida leksik birlik va so‘z birikmalarining ma’nosi hamda grammatik kategoriya va shakllardan tashqari, frazeologik birliklarga ham tatbiq etilishi mumkin [6]. Unda frazeologik birliklarning ma’nosi bir-biriga chambarchas bog‘langan hamda bir-birini taqozo etadigan muayyan konseptual tuzilmalar vositasida yaqqol namoyon bo‘ladi, ushbu ma’no esa o‘z takibida ishtirok etgan asosiy so‘z komponentiga asoslanadi.

“Kinetika” konsept-freymining ingliz tilidagi fe’l va fe’lli birikmalar orqali bevosita va majoziy ifodalanishi bo‘yicha izlanish olib borgan Yu.V. Golubayeva, Ye.I. Trubayeva va T.A. Pereligina kabi tadqiqotchilar “Imo-ishora” freymini hosil qiluvchi asosiy attribut komponentlari sifatida so‘zlovchi, tinglovchi, xabar, tana a’zosi va muayyan mohiyatni sanab o‘tsa, ixtiyoriy attribut komponentlari sifatida usul, vosita, joy va vaqtni ko‘rsatib o‘tadi. Mazkur konsept-freymini hosil qiluvchi fe’lli birikmalar sifatida take off one’s hat, hold thumbs, turn thumbs down, cross fingers, nod in agreement kabilarni kiritadi [2]. Bunda muayyan bir fe’lli birikmaning ma’nosi uning tarkibida ishtirok etgan asosiy so‘z komponentiga asoslanadi hamda bir-birini taqozo etadigan, bir-biri bilan uzviy bog‘liq konseptual tuzilmalardan iborat “Imo-ishora” freymini hosil qiladi. Masalan, nod in agreement fe’lli birikmaning tarkibidagi nod komponenti kelishuv, salomlashuv, biror tomonni imo-ishora orqali ko‘rsatish, xabar berish kabi semalarni mujassamlashtiradi.

Allyuziv antroponimlarning badiiy konsept sifatidagi freym strukturasi bo‘yicha izlanish olib borgan O.V. Tomberg hamda M.A. Ananyina kabi tadqiqotchilarning ilmiy natijalariga ko‘ra, badiiy matndagi allyuziv antroponimlarning freym tahlili jarayonida o‘zining bir necha konseptual komponentlariga ega bo‘ladiki, ular nafaqat matn freymini, balki muallifning dunyoqarashi hamda badiiy manzarasini ifodalaydi. Bunda mazkur allyuziv antroponimlarning freym strukturasidagi konseptual komponentlari sifatida freym nomi, harakat vaqti, harakat joyi, freym subyekti, obyektlar orasidagi munosabat, harakat qatnashuvchilari kabi ensiklopedik axborot ko‘rsatiladi [3]. Bundan kelib chiqadiki, ingliz va o‘zbek tillarida antroponimik komponentli frazeologik birliklar tarkibidagi antroponimlarning freym tahlilida ular bilan bog‘liq ensiklopedik axborotga asoslanib, bir-birini taqozo etuvchi muayyan konseptual komponentlar aniqlanadi va buning asosida mazkur frazeologik birliklarning semantikasi kognitiv nuqtayi nazaridan murakkab tabiatga ega ekanligi e’tirof etiladi.

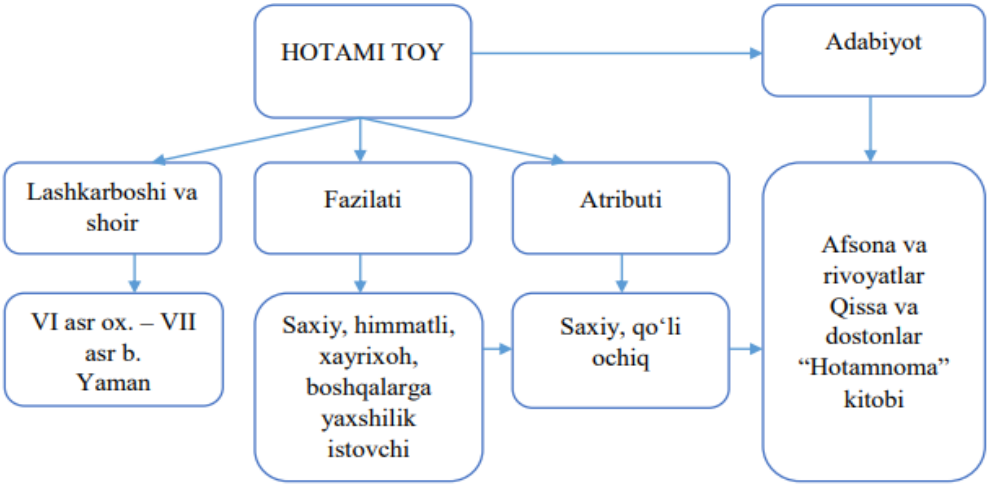
Kognitiv semantika yo‘nalishi semantikani mazmuniy qurilish va bilimlar ifodasidan iborat ikki sathdan tashkil topadi [1] deb hisoblashini inobatga olgan holda chog‘ishtirilayotgan tillarda antroponimik komponentli frazeologik birliklarni konseptuallashtirish va kategoriyalashtirishda ularning assotsiativ ma’noviy xususiyatlari hamda ularda ensiklopedik axborot beruvchi komponent sifatida ishtirok etgan antroponimlari kabi ikki sathiga e’tibor qaratdik. Mazkur antroponimlar mujassamlashtiruvchi ismga ega bo‘ladiki, kishi ongida muayyan bir g‘oyalar, assotsiatsiyalar hamda ensiklopedik ma’lumotlarni qo‘zg‘atuvchi murakkab konseptual tuzilma bilan xarakterlanadi [4].

Masalan, **xulq-atvor** kategoriyasiga mansub ingliz tilidagi Lady Bountiful frazeologik birligi tarkibidagi antroponim quyidagi murakkab bilimlar majmuidan iborat: 1) fazilati – boshqalarga yaxshilik ulashuvchi, xayrixohlik bildiruvchi saxiy ayol kishi; 2) adabiyot – 18-asr irland dramaturgi Jorj Farkuarning “Beaux Stratagem” nomli pyesasi; 3) obraz – ijtimoiy mavqeyi jihatidan o‘ziga to‘q va boy ayol kishi; 4) faoliyati – dorivor o‘simliklar mutaxassisi. Mazkur bilimlar majmui bir-birini bilan bog‘liqligini hamda ushbu frazeologik birlikning ma’nosi unga asoslanishini esa quyidagi freym tahlili orqali kuzatishimiz mumkin:



1-rasm. Lady Bountiful frazeologik birligi tarkibidagi antroponimning freym tahlili

Mazkur kategoriyaga mansub o‘zbek tilidagi Borida – Hotam, yo‘g‘ida motam antroponimik komponentli frazeologik birligi borida bisotini tejamay sarflab, tez kunda tugallaydigan va buning oqibatida noiloj bo‘lib qoladigan kishilarga nisbatan ishlatiladi. Biroq, uning mazkur salbiy konnotatsiyasiga qaramay, o‘z tarkibida ishtirok etgan Hotam antroponimi bevosita Sharq mamlakatlarida saxiyligi va oliyjanobligi bilan dong taratgan shaxs hisoblanib, Sharq xalq og‘zaki ijodi va yozma adabiyotlarda u haqida ko‘plab afsona va rivoyatlar yaratilgan. Mazkur frazeologik birlikning ma’nosi ham tarkibidagi antroponim bilan bog‘liq ensiklopedik ma’lumotga asoslanishini quyidagi freym tahlil orqali ko‘rishimiz mumkin (2-rasmga qarang).



2-rasm. Borida Hotam – yo‘g‘ida motam frazeologik birligi tarkibidagi antroponimning freym tahlili

Ingliz va o‘zbek tillaridagi har ikkala frazeologik birlik ham SAXOVAT konseptini hosil qilib, kishi ongida hech kimdan narsasini ayamaydigan, qo‘li ochiq inson assotsiativ ma’nosini faollashtiradi.

Shunday qilib, ingliz va o‘zbek tillari frazeologik birliklari tarkibida onomastik komponent sifatida ishtirok etgan antroponimlar muayyan assotsiativ ma’noga ega bo‘lib, kishi ongida mazkur antroponimlar bilan bog‘liq qomusiy axborot asosida kishining bevosita xulq-atvorini tasvirlashdan tashqari, aqliy salohiyati, qobiliyati, ruhiyati, his-tuyg‘ulari, tashqi ko‘rinishi, faoliyati, ijtimoiy munosabati, ijtimoiy mavqeyi, shu bilan birgalikda artefakt, predmet, mavhum tushunchalar, xatti-harakat, makon hamda zamon to‘g‘risida muayyan konseptlarni ham hosil qiladi.

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MAQOLLARNI O‘RGATISHDA UCHRAYDIGAN LINGVODIDAKTIK MUAMMOLAR

Annotation

This article analyzes the views of scholars on the difficulties of teaching proverbs to language learners. In addition, it provides ideas on what skills the study of proverbs can help learners develop and at what levels of language learners teaching proverbs is most effective. It explains what technical tools and authentic materials are appropriate to use in the lesson . Moreover, information is provided on solutions to the problems of teaching proverbs. There are given advantage and diadvantage side of the students who are aware of proverbs and who do not know proverbs. The article also defines how pragmatic and sociolinguistic and lingvocultural competence of uzbek language learners can be developed in the process of teaching english proverbs.

Key words: Proverb, didactics, paremiology, competence, pragmatics.

Annotatsiya

Ushbu maqola til o‘rganuvchilarga maqollarni o‘rgatishdagi qiyinchiliklar haqidagi olimlarni fikrini tahlil qiladi. Bundan tashqari maqollarni o‘rganish o‘rganuvchilarga qanday ko‘nikmalarni oshirishga ko‘maklashishi mumkinligi va qaysi daraja o‘rganuvchilariga maqollarni o‘qitish yanada samara berishi haqidagi fikrlar keltirilgan. Dars jarayonida qanday texnik vositalardan va qanday autentik materiallardan foydalanish maqsadga muvofiq ekanligi tushuntirilgan.Shu bilan birga maqollar o‘rgatishdagi muammolarga yechimlar haqida ham ma’lumotlar berib o‘tilgan. Maqollarni o‘rgangan va maqollar bilan tanishtirilmagan talabalar o‘rtasidagi ustunliklar nimada degan so‘roqqa javob berilgan. Maqolada, shuningdek, ingliz tili maqollarini o‘rgatish jarayonida o‘zbek tilini o‘rganuvchilarning pragmatik va sotsiolingvistik va lingvomadaniy kompetentsiyalarini qanday rivojlantirish mumkinligi haqida tushuntirib berilgan.

Kalit so‘zlar: maqol, didaktika, paremiologiya, kompetensiya, pragmatika

Bugungi zamonaviy ta’limni chet tilisiz tasavvur qilib bo‘lmaydi. Ayniqsa, til o‘rgatishda yangicha yondashuvlar va metodlar tilni faqat lingvistik jihatdan emas balki sotsiolingvistik, pragmatik jihatdan o‘rganishga keng yo‘l ochib bermoqda. Shu o‘rinda maqollarni o‘rganish tildagi bilimlarni egallashda lingvokulturologik jihatlariga ham e’tibor berishga undaydi. Bundan tashqari maqollarni o‘rganish orqali o‘sha til vakillarini o‘y fikrlarini, turmush tarzini, turli xil

vaziyatlarga nisbatan qarashlarini tushunishimizga yordam beradi va til vakillari bilan munosabatga kirishganimizda har xil tushunmovchiliklarni oldini oladi.

Fransuz tilshunosi L.Veri (2000: 217-219) maqollardan foydalanish va o‘zlashtirish bilan yuzaga keltiradigan qiyinchiliklarni tushuntira oladigan uchta gepoteza haqida gapiradi. Uning so‘zlariga ko‘ra, birinchi qiyinchilik maqollardan foydalanish uchun zarur bo‘lgan muloqot qobiliyatlaridan kelib chiqadi. Yuqorida keltirganimizdek, sotsiopragmatik va etnosotsiomadaniy bilim ko‘nikmalari boshlang’ich chet tilini o’rganuvchi talabalari uchun qiyinroq bo‘lganligi sababli ko‘nikmalarni egallash nafaqat tilni juda yaxshi bilishni, balki chet el hududida tez-tez bo‘lishni yoki sifatli media uskunalariga (masalan, sun’iy yo‘ldosh televideniyasi, internet) ega bo‘lishni ham talab qiladi. L.Veri (2000) ta’kidlagan bu sohadagi ikkinchi qiyinchilik ko‘pchilik o‘quvchilarning motivatsiyasining yo‘qligi bilan belgilanadi. Chunki maqollar kunlik turmush tarzida foydalaniladigan lug‘at birliklari hisoblanmaydi va talabalar o‘z nutqlarida maqollardan foydalanishga ko‘p ehtiyoj sezishmaydi. Ammo shuni ta’kidlash kerakki, oxirgi paytlarda ko‘pgina siyosiy arboblarni o‘z nutqlarida foydalanib kelayotgan ba’zi maqollari o‘quvchilarni maqollar mazmunini o’rganishga undaydi.

Turg’un birikmalarga ya’ni maqollarga didaktik yondashish qiyinligini asoslab bera oladigan L.Verining uchinchi gipotezasi shuki kundalik hayotda tasviriy ifodalar va ko‘p ma’noli atamalar nuqtai nazaridan "mahsulli" vositalarning yetishmasligidir. Darhaqiqat, bu maqollar ustida ishlash uchun o‘quvchilarning ixtiyorida birinchi navbatda "lug‘at" tipidagi yordamchi vosita mavjud. Biroq, lug‘atlarda ifodalar aniq tartibda joylashtirilgan va odatda faqat ular bo‘yicha tushuntirish berilgan. Ko‘pincha ushbu turdagi yordamga tayanganda, o‘quvchilar maqollarning ma’nosini tushunadiyu, ammo undan nutqida faol foydalanish bosqichiga o‘tmaydilar. Parameologiyada mahsuldorlikni rivojlantirishga xizmat qiluvchi materiallar ozchilikni tashkil etadi.

Biz yuqoridagi fikrga yondashgan holda, talabalarga maqollarni bilish darajasini oshirish uchun qulay shart sharoitlar bilan ta’minlanishi muhim deb hisoblaymiz. Chunonchi, internetdan maqollardan foydalangan chet ellik mashur insonlar nutqlarini olib tahlil qilish, qiziqarli mashqlar tashkil qilish va nutqda maqollarni keng foydalanishlari uchun sahna ko‘rinishlarini tashkil qilish talabalar uchun ingliz tili maqollarini o‘zlashtirish uchun motivatsiya bo‘lib xizmat qiladi.

Bundan tashqari, maqollar ijtimoiy muhitni har jabhalarida keng uchraydigan hodisa hisoblanadi. Pop musiqa, filmlarni maqollarga boyligi (Mieder, 1989; Lenk, 2001,Winick, 2003)va facebookda doimiy yangilanib kelinadigan kulgili maqollar, manipulyatsya qiluvchi reklama sloganlari talabalarda maqollarga nisbatan qiziqishga sabab bo‘ladi va shu o‘rinda o‘qituvchilarni ham talabalarni qiziqishidan kelib chiqib maqollarni tushuntirishda ularni grammatik, leksek, fonetik va lingvomadaniy tahlil qilib o‘qitishga undaydi. Litovkinaning fikricha maqollardan foydalanish ko‘nikmasiga ega bo‘lmagan insonni so‘zlashuv qobilyati cheklangan bo‘ladi va turli xil yozma materiallar, radio, televideniya, qo‘shiqlarni tushunishga qiynaladi. Bundan tashqari, maqollar pedagogik maqsadlar uchun aynan mos keladi, chunki ularni o‘rganish oson. Shuningdek, maqollar doimiy foydalanib kelinadigan so‘zlarga va grammatik va sintaktik strukturani umumiy jamlanmasiga misol bo‘la oladi.

L.Zaryba (2004: 162) fikriga ko‘ra, turg‘un birikmalarga misol bo‘ladigan maqollar o‘quvchida bir necha omillar tufayli alohida qiyinchiliklarga duch keladi:

- shakl uzunligi;
- strukturaviy va leksik tartibsizliklar;
- ekstralingvistik motivatsiyaning yo‘qligi;

Tilshunos Yasin Babazadening fikricha so‘rovlar, suhbatlar va sinfdagi kuzatishlar natijasida to‘plangan ma’lumotlardan ko‘rinib turibdiki til o‘rgatishda maqollardan foydalanish sezilarli va ko‘p qirrali foyda keltiradi. Maqollarning til o‘quv dasturiga sezilarli darajada integratsiyalashganligi talabalarning til bilimlarini oshirishga yordam beradi. Standartlashtirilgan tilni bilish bo‘yicha statistik ma’lumotlar shuni ko‘rsatdiki, darslarida maqollar bilan muntazam tanishgan o‘quvchilar sinovda bo‘lmaganlarga nisbatan 20% yaxshilandi. Bu so‘z boyligini o‘zlashtirish, sintaktik bilim va idiomatiklik kabi sohalarda ayniqsa e’tiborga molik yaxshilanish

bo‘ldi.

Xulosa qilib aytishimiz mumkinki, maqollar har bir tabiiy tilda kuzatilishi mumkin bo‘lgan hodisadir, lekin ularning har birida turlicha bo‘lishi mumkin. Maqollarning o‘ziga xosligi, shuningdek, ularning ijtimoiy-madaniy o‘lchovlari barcha tilshunoslikka ya’ni nazariy va amaliy taqdqiqotlarga ta’sir ko‘rsatadi. Chet tillarda paremiologik malakalarni egallash va rivojlantirish keng va ko‘p qirrali jarayon. Turg’un birikmalarning murakkab tabiati va uning ixtisoslashganligi haqida bilim talab qilinadi. Aloqa jarayonida suhbatdoshning maqollarni tushunmasligi suhbatning buzilishiga olib kelishi mumkin. Shuning uchun har bir chet tilini o‘rganuvchilari maqollar haqidagi reseptiv bilimni yaxshi bo‘lishiga harakat qilishi kerak. Shu nuqtai nazardan, maqollarni o’rganish eng dolzarb va foydali amaliy soha hisoblanadi.

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ИСПОЛЬЗОВАНИЕ СИНТАКТИЧЕСКИХ ГРАММАТИЧЕСКИХ МОДЕЛЕЙ НА ЗАНЯТИЯХ ПО РУССКОМУ ЯЗЫКУ

Аннотация: В статье рассматриваются вопросы использования синтаксических грамматических моделей при обучении русскому языку студентов узбекских групп нефилологических направлений.

Ключевые слова: модель, языковая модель, грамматическая модель, студенты-инофоны.

Annotation: The article discusses the use of syntactic grammatical models in teaching Russian to students of Uzbek groups of non-philological fields.

Keywords: model, language model, grammatical model, foreign-speaking students.

Русский язык является одним из самых сложных для изучения студентами-инофонами, и это объясняется его богатой грамматической системой, разнообразием падежей, времён, видов глаголов и других особенностей. Наблюдения показывают, что студенты узбекских групп нефилологических направлений вузов, среди прочих трудностей в изучении русского языка, сталкиваются в основном с проблемами строения словосочетаний и предложений. Важно отметить, что в таких ситуациях преподаватели ищут различные эффективные способы и пути обучения синтаксису. По справедливому мнению многих ученых-методистов одним из эффективных методов преподавания, способствующих ускоренному и качественному освоению языка, является использование языковых (грамматических) моделей. В «Современном словаре методических терминов и понятий» языковая модель определяется следующим образом: «Языковая модель –

языковое образование, состоящее из постоянных элементов, объединенных закономерной связью, которые могут быть выражены символами» [1, с. 402]. Ключевым в данном определении, на наш взгляд, является указание на постоянство связи между элементами языковой модели, т.е. на наличие у нее некоторой устойчивой структуры. Исходя из вышесказанных, можно сказать, что грамматические модели являются важным инструментом в обучении русскому языку как иностранному, поскольку позволяют учащимся легко усваивать структуру языка, учат их правильно строить предложения и помогать в освоении грамматических норм.

На наш взгляд синтаксические грамматические модели — это готовые, устойчивые конструкции, которые отражают типичные способы построения предложений в языке. Это важный элемент в обучении, так как они позволяют студентам не только понять, как правильно строить предложения, но и освоить разнообразные грамматические явления, такие как склонение, спряжение, использование падежей и синтаксический порядок слов. Работая с моделями, студенты учат не просто запоминать теоретические правила, но и применять их на практике, создавая грамматически правильные и логически связные высказывания.

Одним из первых шагов в преподавании русского языка студентам узбекских групп нефилологических направлений является обучение базовым синтаксическим моделям. Простой синтаксический шаблон, состоящий из подлежащего, сказуемого и дополнения, является основой для формирования первых предложений. Например, модель [Подлежащее] + [Сказуемое] + [Дополнение] может быть использована для построения предложений с простыми глаголами, такими как читать, работать, есть, пить. Студенты начинают понимать, как функционирует структура предложения и как правильно расставляются его элементы в русском языке. В качестве примера можем привести синтаксическую модель, используемой на первых занятиях: Я (подлежащее) читаю (сказуемое) книгу (дополнение). Здесь подлежащее — это лицо, которое выполняет действие, сказуемое — сам процесс или состояние, а дополнение — объект действия. Этот шаблон помогает учащимся не только освоить порядок слов, но и понять основные грамматические структуры, такие как спряжение глаголов и употребление существительных в винительном падеже.

Синтаксические модели служат основой для дальнейшего расширения знаний и углубления грамматической базы студентов. После освоения простых предложений, учащиеся переходят к более сложным структурам, таким как предложения с несколькими членами предложения, сложные предложения и использование разных видов предложений: вопросительных, отрицательных, восклицательных. Например, модель [Кто] + [Что] + [Действие]? используется для построения вопросительных предложений. С помощью таких моделей студенты начинают понимать, как изменяется порядок слов в вопросительных предложениях, а также учат форму вопросов в русском языке. Пример вопросительного предложения с использованием данной модели: Ты (кто) читаешь (что) книгу (действие)? Это позволяет студентам не только освоить структуру предложения, но и почувствовать, как в русском языке зависит порядок слов от типа предложения. В русском языке, в отличие от многих других языков, порядок слов в вопросительных предложениях может быть свободным, и это тоже вызывает трудности у студентов. В таких случаях синтаксическая модель помогает им справиться с этим вызовом.

Кроме того, использование синтаксических грамматических моделей играет важную роль в развитии навыков построения сложных предложений. Студенты начинают осваивать не только простые предложения, но и сложносочиненные и сложноподчиненные. Эти структуры требуют знания логики и грамматических связок, а использование моделей делает обучение менее абстрактным. Например, модель сложносочиненного предложения [Подлежащее] + [Сказуемое] + [Но] + [Подлежащее] + [Сказуемое] помогает учащимся понять, как соединяются два простых предложения с помощью союза. Приведем пример к сложносочиненному предложению: Я пошел в магазин, но не купил ничего. В данном

случаи студенты учат не только правила соединения частей предложения, но и грамматические особенности таких конструкций, включая знаки препинания и использование союза но в контексте противопоставления.

Еще одной важной составляющей обучения является использование синтаксических грамматических моделей для работы с предложениями, содержащими различные виды дополнений и обстоятельств. Это способствует более точному и детализированному использованию языка. Например, студенты могут работать с моделями, включающими выражение места, времени, причины, цели. Модели [Подлежащее] + [Сказуемое] + [Обстоятельство], такие как Я еду на работу (обстоятельство места), Мы встречаемся в 6 часов (обстоятельство времени), становятся основой для понимания более сложных структур и ситуации, когда необходимо использовать различные падежи и предлоги.

На более поздних этапах обучения студентам предлагаются более сложные модели, включающие различные грамматические явления, такие как согласование времен, использование инфинитивов, деепричастий и прилагательных. Например, модель [Подлежащее] + [Сказуемое] + [Действие, выполняемое другими участниками] позволяет студентам разобраться в конструкциях с инфинитивами. Пример такого предложения: Я хочу, чтобы ты прочитал книгу. Это помогает не только закрепить знания грамматики, но и развить навыки более сложного речевого общения.

Для более глубокого усвоения русского языка важно также учитывать сложности, которые могут возникнуть у студентов при работе с синтаксическими грамматическими моделями. Одной из них является трудность освоения падежных форм, особенно в контексте употребления предлогов и перехода от одного падежа к другому. Модели [Подлежащее] + [Сказуемое] + [Дополнение в родительном падеже] или [Подлежащее] + [Сказуемое] + [Дополнение в дательном падеже] помогают студентам правильно усваивать эти изменения и делают процесс усвоения падежных форм более интуитивным. Например, предложение У меня есть книга (родительный падеж) или Я иду к другу (дательный падеж) становится наглядной иллюстрацией того, как падает фокус на изменения в значении слова в зависимости от падежа.

Кроме того, работа с синтаксическими моделями развивает не только грамматические, но и речевые навыки. Когда студент осваивает различные модели, он автоматически обучается правильному формированию предложений, пониманию их структуры, а также чувствует нюансы, связанные с различными ситуациями общения. Это значительно ускоряет процесс освоения русского языка и способствует формированию живого, естественного общения.

Таким образом, синтаксические грамматические модели играют важную роль в преподавании русского языка студентам-инофонам. Они помогают учащимся освоить структуру языка, правильно строить предложения и понимать грамматические явления. Использование моделей на различных этапах обучения позволяет студентам узбекских групп нефилологических направлений легко адаптироваться к разнообразным грамматическим правилам и разрабатывать навыки для уверенного и точного общения на русском языке.

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INGLIZ TILIDA OG‘ZAKI NUTQ KOMPETENSIYASIDA VAZIFAGA ASOSLANGAN TA’LIM TEXNOLOGIYASI

Annotatsiya

Bugungi globalizatsiya davrida ingliz tilini samarali o‘rganish va qo‘llash qobiliyati shaxsiy va professional rivojlanishning muhim talablaridan biriga aylangan. Ayniqsa, ingliz tilida og‘zaki nutq kompetensiyasini rivojlantirish EFL (English as a Foreign Language) ta’limining ustuvor yo‘nalishidir. Biroq, talabalarning bu sohadagi muvaffaqiyati ko‘p hollarda cheklangan bo‘lib, ular uchun bu jarayon qiyinchilik tug‘diradi. Ushbu maqolada “task-based” ta’lim texnologiyasidan foydalanish orqali og‘zaki nutq kompetensiyasini rivojlantirish bo‘yicha samarali yondashuvlar tahlil qilinadi. Unda talabalarni real hayotiy vaziyatlarga moslashtirish, ularni motivatsiya qilish va kommunikativ qobiliyatlarini rivojlantirish uchun texnologiyalar, rolli o‘yinlar, hamda ijodiy faoliyatlardan samarali foydalanish muhimligi ta’kidlanadi.

Kalit so‘zlar: kommunikatsiya, rolli o‘yinlar, interaktiv faoliyatlar, konstruktiv fikr-mulohaza, texnologiyalarni integratsiya qilish, rag‘batlantirish.

Annotation

In today’s era of globalization, the ability to effectively learn and use the English language has become one of the key requirements for personal and professional development. Specifically, developing oral communication competence in English is a priority in EFL (English as a Foreign Language) education. However, students often face significant challenges in this area, and their success is frequently limited. This article examines effective approaches to improving oral communication competence through task-based learning technology. It highlights the importance of preparing students for real-life situations, motivating them, and enhancing their communicative abilities through the effective use of technologies, role-plays, and creative activities.

Keywords: communication, role-plays, interactive activities, constructive feedback, technology integration, motivation.

“Task-based” yondashuv nazariyasiga ko‘ra, talabalarning tilni o‘zlashtirish jarayoni real hayotiy vaziyatlarga asoslangan vazifalarni bajarish orqali yanada samarali bo‘ladi [1]. Prabhu ta’kidlashicha, bunday yondashuv talabalarning o‘zaro muloqot qilishga bo‘lgan ishtiyoqini oshiradi va ularning ijodkorlik qobiliyatlarini rivojlantiradi. Ushbu yondashuv kommunikativ mahoratni shakllantirishda asosiy vosita hisoblanad [4].

Skehan fikriga ko‘ra, task-based yondashuvda fluency (ravonlik) va accuracy (aniqlik) o‘rtasidagi muvozanatni saqlash til ko‘nikmalarini rivojlantirishning muhim shartidir. Bu esa talabalar tilni nafaqat to‘g‘ri, balki ravon qo‘llashga ham imkon beradi [5].

Amaliy Yondashuvlar

Talabalarning og‘zaki nutq kompetensiyasini rivojlantirish uchun task-based ta’lim texnologiyasining quyidagi usullari samarali ekanligi aniqlangan:

1. Rol o‘ynash (Role-play): Talabalar turli hayotiy vaziyatlarni modellashtirish orqali o‘z nutq qobiliyatlarini amalda sinab ko‘rish imkoniyatiga ega bo‘ladilar. Bu ularning o‘zaro muloqotda faol ishtirok etishiga yordam beradi.
2. Munozaralar va bahslar: Willis talabalarning qiziqishiga mos mavzularda o‘tkaziladigan munozaralar ularning kommunikativ qobiliyatini sezilarli darajada oshirishi mumkinligini ta’kidlagan[6].
3. Texnologiyadan foydalanish: Multimedia resurslaridan foydalanish o‘quv jarayonini yanada interaktiv qiladi. Bu talabalar uchun nafaqat qiziqarli, balki samarali o‘qitish muhitini yaratadi.

4. Fikr-mulohaza berish (Feedback): Long ta’kidlashicha, o‘qituvchining samarali fikr-mulohazasi talabalar xatolarini to‘g‘rilash va ularning o‘ziga bo‘lgan ishonchini oshirishga yordam beradi [2].

Talabalar motivatsiyasini oshirish usullari

Task-based yondashuv talabalar motivatsiyasini oshirishda muhim rol o‘ynaydi. Ushbu yondashuv doirasida o‘tkazilgan faoliyatlar talabalarning o‘z fikrlarini erkin ifoda etish va tilni real vaziyatlarda qo‘llashga bo‘lgan ishtiyoqini kuchaytiradi[1].

Real hayotiy vazifalar bilan bog‘lash

Til o‘rganishni haqiqiy hayotdagi ehtiyojlarga bog‘lash motivatsiyani oshirishda muhim rol o‘ynaydi. Masalan: Talabalarni ish intervyusi, safarlar yoki xalqaro tadbirlarda ishtirok etish uchun tayyorlash, kundalik hayotdagi real vaziyatlarni (bozorlik qilish, mehmonxona band qilish, yo‘l so‘rash) modellashtirish orqali talabalar tilni o‘rganishning amaliy ahamiyatini his qilib, jarayonga ko‘proq ishtiyoq bilan yondashadi.

Texnologiyadan foydalanish

Interaktiv mobil ilovalar (Duolingo, Quizlet, Memrise) orqali o‘yin tarzida o‘rgatish, videolar, podkastlar va ingliz tilidagi real materiallarni (YouTube, Ted Talks) qo‘llash, online muloqot platformalarida (masalan, “language exchange” saytlari) boshqa tillarda gapiruvchi odamlar bilan suhbatlashishni tashkil qilish kabi zamonaviy texnologiyalar orqali o‘qitish talabalar uchun qiziqarli va qulay bo‘ladi.

Madaniyatga oid mavzularni kiritish

Ingliz tilida ona tili va o’rganilayotgan til mamlakatlarning madaniyati, an’analari va turmush tarzini o‘rgatish motivatsiyani oshiradi. Masalan: Amerikalik yoki O’zbekistonlik taniqli shaxslar hayoti, xalqaro festivallar, odatlar va urf-odatlarni muhokama qilish orqali talabalar o‘rganayotgan tilning madaniy boyligi bilan tanishib, tilni o‘rganishga bo‘lgan qiziqishlarini kuchaytiradi.

Ijobiy muhit yaratish

Til o‘rganish jarayonida qo‘llab-quvvatlash muhim ahamiyatga ega. O‘qituvchi va talabalar o‘rtasida ijobiy munosabat o‘rnatish quyidagi usullar xatolarni tanqid qilish o‘rniga rag‘batlantiruvchi mulohaza berish va har bir talabaga so‘zlash uchun imkoniyat yaratish orqali amalga oshiriladi.

Task-based ta’lim texnologiyasi ingliz tilida og‘zaki nutq kompetensiyasini takomillashtirish uchun samarali usuldir. Bu yondashuv talabalarning amaliy til ko‘nikmalarini rivojlantirish bilan birga, ularning muloqotda faol ishtirok etishini ta’minlaydi. Nazariy va amaliy tadqiqotlar shuni ko‘rsatadiki, task-based yondashuv talabalarning fluency va accuracy o‘rtasidagi muvozanatni saqlash, ularning motivatsiyasini oshirish va ularning til o‘rganishga bo‘lgan qiziqishini kuchaytirishda muhim vosita hisoblanadi. Ushbu yondashuvni ta’lim jarayoniga keng joriy etish orqali ingliz tilini o‘rgatish samaradorligini yanada oshirish mumkin.

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TIL O'QITISH METODOLOGIYASIDAGI INNOVATSION YONDASHUVLAR

Annotation

This article explores innovative approaches in language teaching methodology, focusing on the integration of modern technological tools, cognitive strategies, and interactive methods into the teaching process. It examines the effectiveness of methods such as blended learning, gamification, mobile applications, collaborative learning, and Massive Open Online Courses (MOOCs). The research highlights the role of these innovations in enhancing student engagement, motivation, and overall learning outcomes. The article also discusses the importance of continuous professional development for teachers in order to successfully implement these methods. The findings suggest that the use of innovative approaches contributes significantly to the improvement of language learning processes.

Key words: Innovative approaches, language teaching methodology, blended learning student engagement, motivation, educational technologies.

Annotatsiya

Ushbu maqolada til o'qitish metodologiyasidagi innovatsion yondashuvlar, zamonaviy texnologik vositalar, kognitiv strategiyalar va interaktiv metodlarni o'qitish jarayoniga integratsiyalashuvi tahlil etilgan. Blended learning (aralash ta'lim), gamifikatsiya, mobil ilovalar, kollaborativ o'qitish va Massive Open Online Courses (MOOCs) kabi metodlarning samaradorligi o'rganilgan. Ushbu innovatsiyalar talabalarning motivatsiyasini oshirishda va o'quv natijalarini yaxshilashda muhim rol o'ynaydi. Maqolada shuningdek, o'qituvchilarni doimiy ravishda kasbiy rivojlantirishning ahamiyati muhokama qilinadi. Tadqiqot natijalari innovatsion yondashuvlar til o'qitish jarayonini sezilarli darajada takomillashtirishga hissa qo'shishini ko'rsatadi.

Kalit so'zlar: Innovatsion yondashuvlar, til o'qitish metodologiyasi, blended learning (aralash ta'lim), talabalar ishtiroki, motivatsiya, ta'lim texnologiyalari

Zamonaviy ta'lim tizimida til o'qitish metodikasi doimiy ravishda o'zgarib boradi. Innovatsion yondashuvlar o'qitish jarayoniga yangi pedagogik texnologiyalarni, kognitiv yondashuvlarni va interaktiv metodlarni olib kiradi. Bu maqolada, til o'qitishda innovatsion yondashuvlar, ularning samaradorligi, shuningdek, zamonaviy pedagogik vositalardan foydalanish orqali til o'rganishni optimallashtirish yo'llari tahlil qilinadi.

Ma'lumotlar va metodlar

Maqolada til o'qitishda innovatsion yondashuvlarni aniqlash va tahlil qilish uchun ilmiy adabiyotlar va amaliy tadqiqotlar tahlil qilindi. Shuningdek, zamonaviy metodik yondashuvlarni o'rganish uchun eksperimentlar va so'rovlar o'tkazildi. Tadqiqot jarayonida quyidagi metodlar ishlatildi:

- Kontent tahlili: Innovatsion yondashuvlar bo'yicha mavjud ilmiy manbalarni o'rganish.
- So'rovnoma: Til o'qituvchilari va talabalari orasida innovatsion metodlar samaradorligini baholash.
- Eksperiment: Turli innovatsion metodlarni sinab ko'rish va ularning ta'lim jarayoniga ta'sirini aniqlash.

Tadqiqot natijalari shuni ko'rsatadiki, innovatsion yondashuvlar til o'qitish jarayonida bir nechta ijobiy o'zgarishlarni keltirib chiqardi. Quyidagi metodlar eng samarali bo'lgan deb topildi:

1. Blended learning (aralash ta'lim): Onlayn va an'anaviy o'qitish usullarining kombinatsiyasi talabalarning o'qish faoliyatini yanada samarali tashkil qilish imkonini beradi.
2. Gamifikatsiya: O'yin elementlarini o'qitish jarayoniga kiritish o'quvchilarning motivatsiyasini oshiradi va ularni faol qatnashishga rag'batlantiradi.
3. Mobil ilovalar: Til o'qitishda mobil ilovalar orqali talabalarga ko'proq interaktiv va individual o'quv materiallari taqdim etilishi mumkin.

4. Kollaborativ o'qitish: Guruhlarda ishlash va o'zaro fikr almashish tilni o'zlashtirish jarayonini tezlashtiradi.

5. MOOC (Massive Open Online Courses): Ochiq onlayn kurslar orqali talabalarga keng qamrovli o'quv materiallari va mashqlar taqdim etiladi.

Innovatsion yondashuvlar til o'qitishning samaradorligini oshiradi, chunki ular talabalarning faol ishtirokini ta'minlaydi va o'quv jarayonini shaxsiylashtiradi. Blended learning va gamifikatsiya kabi usullar talabalarni faollashtiradi, shu bilan birga, ular o'rganilgan materialni amaliyotga tatbiq etishda yordam beradi. Mobil ilovalar va MOOC-lar esa talabalarga vaqt va joydan qat'i nazar o'qish imkonini beradi, bu esa ta'limning fleksibilitasini oshiradi. Biroq, bu usullarni to'g'ri va samarali qo'llash uchun o'qituvchilar o'z malakalarini doimiy ravishda oshirib borishlari kerak.

Til o'qitishda innovatsion yondashuvlar, ayniqsa, texnologiyalar va interaktiv metodlar yordamida talabalarni yanada faol va samarali o'qitish imkonini yaratadi. Blended learning, gamifikatsiya, mobil ilovalar va MOOC-lar kabi yondashuvlar til o'qitish jarayonini takomillashtirishda muhim ahamiyatga ega. Shu bilan birga, o'qituvchilar innovatsion metodlarni muvaffaqiyatli qo'llash uchun yetarli bilim va ko'nikmalarga ega bo'lishlari kerak. Kelgusida, bu metodlarni yanada chuqurroq o'rganish va ularning ta'lim tizimidagi o'rnini mustahkamlash zarur.

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PROBLEMS OF SEMANTIC GROUPING OF LATIN AND GREEK BORROWINGS IN ENGLISH

Abstract

This article explores the challenges in the semantic classification of Latin and Greek borrowings, which constitute a significant portion of modern English and other European languages. The study examines the complexities of categorizing these borrowed words based on meaning, historical shifts, and linguistic adaptation. It also highlights the role of semantic change and polysemy in influencing classification. Additionally, this paper discusses various theoretical frameworks and methodologies applied in linguistic research to address these challenges.

Key words: Latin loanwords, Greek loanwords, lexical borrowing, semantic groups, polysemy.

Latin and Greek have historically served as major sources of lexical borrowing, influencing various domains, including science, medicine, philosophy, law, and theology. Due to the historical prestige of these classical languages, their lexical contributions have remained integral to many modern languages. However, the semantic grouping of these borrowed words poses a challenge due to factors such as semantic shifts, contextual variability, and morphological adaptation.

One of the major difficulties in lexico-semantic classification stems from the dynamic nature

of language. Words do not remain static; they evolve based on usage, societal changes, and linguistic interactions. For example, the Latin term "curriculum" originally referred to a racecourse but is now predominantly used in educational contexts. Similarly, the Greek word "theoria" originally meant "contemplation" but has evolved into the modern notion of "theory."

The purpose of this paper is to explore these challenges in depth, analyzing the evolution and adaptation of Latin and Greek borrowings across different semantic domains.

Main part.

Lexic-semantic analysis involves studying the meaning and categorization of words within a language. Borrowings from Latin and Greek often undergo semantic transformation, leading to difficulties in maintaining consistent classification. Linguists employ various frameworks, including componential analysis, prototype theory, and diachronic semantic analysis, to assess these changes [2; 5].

Componential Analysis: This approach breaks down the meanings of words into their fundamental semantic features. For example, the Latin word "mater" (mother) can be decomposed into the semantic components of [+human], [+female], and [+parent].

Prototype Theory: Some borrowed words exhibit a radial categorization, where core meanings remain stable while peripheral meanings expand over time [6].

Diachronic Semantic Analysis: Historical linguistic approaches investigate how the meanings of borrowed words have changed over time due to cultural and linguistic influences [4].

Challenges in Semantic Grouping Latin and Greek borrowings are widespread across different domains, which makes semantic classification challenging. Several key issues arise in the grouping process:

Polysemy and Semantic Shift: Many Latin and Greek borrowings have evolved beyond their original meanings, leading to multiple interpretations. For example, the Latin term "formula" originally meant a prescribed form but now extends to various scientific and mathematical contexts [4]. Similarly, "scriptura" originally meant writing but has evolved into religious scripture in English.

Contextual Variability: Words derived from Latin and Greek often have different meanings across disciplines. For instance, "theory" in scientific discourse has a distinct meaning compared to its use in everyday language [7]. The term "ethos" from Greek has philosophical, rhetorical, and sociological interpretations.

Morphological Adaptation: Borrowed words often undergo phonetic and morphological modifications, which may obscure their original semantic category [1]. For instance, "symposium" from Greek initially referred to a drinking party but now refers to an academic conference.

Etymological Ambiguity: Some words have unclear origins or mixed influences, complicating their classification [3]. For example, "algebra" has both Arabic and Greek influences, making its classification complex. Specialized Vocabulary vs. General Use: Words borrowed for technical use sometimes become generalized. The Latin term "radius" was originally a mathematical term but is now used metaphorically in everyday language.

This study analyzes a corpus of Latin and Greek borrowings in English and Uzbek, categorizing them based on semantic fields and historical evolution. Data from open-access linguistic databases such as the Oxford English Dictionary and Merriam-Webster were utilized to establish patterns of semantic transformation. Additionally, corpus analysis tools were employed to track frequency and contextual variations of selected borrowings. Comparative analysis between English and Uzbek borrowings was conducted to identify shared trends and unique adaptations. The analysis reveals that while certain borrowed words retain stable meanings, others undergo significant semantic drift.

Medical and Scientific Terminology: Borrowings in these fields tend to preserve their meanings more consistently due to their specialized nature. For example, terms like "diagnosis," "pharmacology," and "anatomy" remain relatively unchanged across languages and time periods.

Religious and Philosophical Terms: Greek borrowings like "logos" and "ethos" exhibit semantic fluidity, as their meanings have evolved significantly in different contexts.

Everyday Vocabulary: Words that transitioned into general usage, such as "forum" (originally referring to a public space in Rome), often acquire new connotations.

Interdisciplinary Usage: The borrowing of words across multiple disciplines further complicates semantic grouping. For example, "spectrum" has different meanings in physics, politics, and psychology.

The findings indicate that the process of semantic adaptation depends on the functional and cultural context in which the borrowed term is used. In some cases, borrowed words retain their original meanings due to their technical specificity, while in others, semantic drift leads to significant changes.

The semantic classification of Latin and Greek borrowings presents multiple challenges, primarily due to polysemy, contextual shifts, and morphological changes. The impact of borrowing is influenced by historical, cultural, and interdisciplinary factors, making strict categorization difficult. Future research could explore computational linguistic approaches to better categorize and trace the semantic evolution of these borrowings. Additionally, cross-linguistic studies comparing Latin and Greek borrowings in different languages could provide further insights into universal versus language-specific patterns of semantic adaptation.

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LATIFALAR - LINGVOKULTUROLOGIK HODISA SIFATIDA

Annotatsiya

Mazkur maqola lingvokulturologiya yo'nalishining tilshunoslikdagi o'rni va vazifalari hamda, latifalarni linvokulturologik tahlil qilishdagi muhim elementlar taqdim etilgan. Shuningdek, ikki tilda misollar berib qiyosiy tahlil orqali tadqiqot dalilllangan.

Kalit so'zlar. Til, madaniyat, lingvokulturologiya, qadriyatlar, latifa, etnik, ijtimoiy, ahloqiy.

Abstract

This article presents the position and tasks of linguoculturology within the field of linguistics, as well as the key elements of linguoculturological analysis of jokes. Additionally, the research is substantiated through a comparative analysis of examples in two languages.

Keywords. Language, culture, linguoculturology, values, humor, ethnic, social, moral.

Til va madaniyat o‘rtasidagi munosabatlar juda murakkab va ko‘p qirralidir. Bir tomondan, madaniyat juda qamrovli hodisa bo‘lib, inson hayotining deyarli barcha jabhalariga singib, tillarga ham ta'sir ko‘rsatadi. Ikkinchi tomondan, til nafaqat muloqot va idrok qilish vositasi, balki madaniyatni ifodalash, saqlash va uzatish vositasi hamdir. Shuning uchun ham til va madaniyat o‘rtasidagi bog‘liqlikni o‘rganish zamonaviy tilshunoslikda eng muhim masalalardan biridir. Lingvokulturologiya fani esa aynan til va madaniyat o'rtasidagi munosabatlarni qiyoslaydi va tadqiq qiladi.

Lingvokulturologiya antropotsentrik paradigma doirasida rivojlanayotgan yangi paydo bo‘lgan lingvistik fanlardan biridir. Bu tilshunoslik, madaniyatshunoslik, kognitiv lingvistika, etnolingvistika va sotsiolingvistika oralig‘ida tez rivojlanayotgan sohadir. Biroq, u til va madaniyatni o‘rganishning o‘ziga xos integral jihatiga ega. Lingvokulturologiya lingvistik birliklarning semantikasining chuqur darajasini o‘rganadi va lingvistik ma’nolar bilan umuminsoniy va milliy madaniyatlar tushunchalarini o‘zaro bog‘laydi. V.N. Telia Lingvokulturologiyani “zamonaviy madaniyat milliy o‘zlik-shuuri va uning belgili ifodasi doirasida til va madaniyat o‘rtasidagi bog‘liqlikni tadqiq qilish va tavsiflashga qaratilgan tadqiqot” deb ta’riflaydi [1, 7].

Maslova lingvokulturologiyaga shunday ta’rif beradi: “Lingvokulturologiya - bu tirik milliy tilga singdirilgan va til jarayonlarida namoyon bo‘ladigan moddiy va ma’naviy madaniyatni o‘rganadigan gumanitar fan. U tilning asosiy vazifalaridan biri - madaniyatni yaratish, rivojlantirish, saqlash va uzatish vositasi bo‘lish qanday amalga oshirilishini aniqlash va tushuntirish imkonini beradi. Uning maqsadi - til o‘z birliklarida madaniyatni qanday qilib ifodalashi, saqlashi va uzatish usullarini o‘rganishdir[2, 208].

V.Raskin “hazillar faqatgini uchta munosabatlarni anglatadi: ular gender munosabatlar, etnik munosabatlar va siyosiy munosabatlar” degan fikrlarni ilgari suradi. O’zining tadqiqotida ham aynan shu 3 ta guruhga mansub latifalarni tahlil qiladi. uning fikricha latifalarda erkak va ayol, inson va jamiyat (oila, do’stlar), inson va davlat tushunchalari yumorning linvokulturologik xususiyati ko’rsatib beradi deb hisoblaydi [3, 95].

Xrusheva tadqiqotidashunday deydi: “Milliy xarakterning namoyon bo‘lishi latifalarda o‘z aksini topgan. Shunday qilib, ingliz xarakterining asosida mehnatsevarlik, beto‘xtovlik, sekinlik, “harakatga og‘irlik”, an’anaviylik, konservatizm, hokimiyatga sig‘inish, vatanparvarlik, qonun ustuvorligi, individualizm, o‘zini tuta bilish madaniyati, realizm va odob-axloq kabi xususiyatlar yotadi”[4, 22]. Olima tadqiqotida ingliz, fransuz va rus jamiyatlarining qadriyat xususiyatlarini qiyosiy tahlil qilishni oltita kategoriya asosida amalga oshirdi: pul, ovqat, ichimliklar, gender munosabatlari, sog‘liq va irqiy munosabatlar. Olima kichik doiradigi ko’rsatkichlarni tahlil ostiga olgan. Uning tadqiqot obyektida “inson” kategoriyasi birlamchi bo’lganligi sababli faqat odamlarga tegishli madaniy xususiyatlarni ochiqlagan.

Shuningdek, olim Yo’ldoshev ham latifalarda lingvokulturologiyaning predmeti hisoblangan madaniy axborot tashuvchi til birliklari kulgi keltirib chiqarishda o’ziga xos ahamiyatga ega ekanligini ta’kidlagan [5, 21]. Shunday ekan, milliy xususiyatlarning namoyon bo’lishi latifalarda ham o’z aksini topadi. O’zbek milliy latifalari asosini mug’ombirlik, hozirjavoblik, adolat, vafodorlik, vatanparvarlik, insof kabi xususiyatlar tashkil etsa, ingliz latifalar xarakterining asosida quyidagi xususiyatlar yotadi: mehnatsevarlik, sokinlik, sekinlik, an’anaviylik, konservatizm, vatanparvarlik, qonun ustuvorligi, individualizm, o‘zini tuta bilish madaniyati, realizm, odob-axloqdir.

N.F. Alefirenko “til quyidagi turdagi madaniy qadriyatlarni keng ifodalaydi” degan xulosalarni ilgari surgan [6, 13]:

- Hayotiy qadriyatlar**:** hayot, sog‘liq, yashash, atrof-muhit;
- Ijtimoiy qadriyatlar**:** ijtimoiy mavqe, kasb, boylik, gender tengligi, bag‘rikenglik;
- Siyosiy qadriyatlar**:** erkinlik, demokratiya, qonuniylik, tinchlik;
- Diniy qadriyatlar**:** Xudo, imon, muqaddas qonunlar, najot, baraka;
- Axloqiy qadriyatlar**:** yaxshilik, mehribonlik, do‘stlik, sharaf, odob;
- Estetik qadriyatlar**:** go‘zallik, ideal, uyg‘unlik, hayot tarzi.

Lingvomadaniyatshunoslikning asosiy vazifalaridan biri madaniy qadriyatlarning turli turlari til dunyoqarashida qanday aks etishini o'rganishdir. Til materiallarini tahlil qilish madaniy qadriyatlarga eng mos keladigan lingvistik birliklarni ajratib ko'rsatishga imkon berdi. Ular frazeologik birliklar, stilistik vositalar, maqollar va matallar, iqtiboslar, aforizmlar va badiiy matnlardir. Madaniy qadriyatlarni ifodalovchi latifalardagi leksik birliklarni ko'rib chiqamiz:

Mother: "Stop using those **badwords,"**

Son: "**Shakespeare** uses them."

Mother: "Well, don't play with him anymore [7, 101].

Latifadagi umumiy tahlil qiladigan bo'lsak ona farzandiga yomon so'zlar aytishni ta'qiqlaydi. Onaning esa Shekspirning bilmasligi kulgi keltirib chiqaradi. Bular esa ijtimoiy va hayotiy qadriyatlarga ishora qiladi. Matndagi ajratilgan **"Badwords"** va **"Shakespare"** so'zlarini tahlil qiladigan bo'lsak, **"badwords"** yomon so'zlarni, axloqiy buzuq leksik vositalarni ilgari surgan bo'lsa, bunda axloqiy-milliy qadriyatlar ko'zga tashlanadi. **"Shakespare"** so'zi orqali esa milliy-etnik qadriyatlar namoyon bo'ladi. ya'ni bunda **"Shakespare"** ingliz millati yozuvchisi, ingliz millati madaniyatiga urg'u beradi.

Yana bir misol:

Afandi **madrasada arabcha** o'qir edi. **Domla** bir kuni uni imtihon qilmoqchi bo'lib so'radi:

- Afandi, arablar **buzoq**ni nima deydi?
- Arablar buzoqni sigir bo'lguncha sabr qiladilar, **sigir** bo'lgandan keyin

"baqar" deydilar deb javob beribdi[8, 108].

Latifada **"madrasa", "arabcha", "domla"** kabi leksik vositalar millatning diniy qadriyatlarini ko'rsatgan bo'lsa, **"sigir", "buzoq"** kabi so'zlar ijtimoiy belgilarni ifodalaydi. Masalan, **"madrasa", "arabcha", "domla"** kabi so'zlar faqatgina Islom diniga tegishli bo'lgan leksik vositalar hisoblanadi. **"Sigir", "buzoq"** kabi vositalar obrazlarning qishloq aholisi ekanligini ko'rsatib beradi. Aynan uy hayvonlari qatnashgan kontekst qishloq dialektiga xos lisoniy tizimning bir bo'lagi ekanligini ko'rsatadi.

Latifalarning lingvomadaniy tadqiqi bizlarga til va madaniyat o'rtasidagi bog'likning juda ko'p vaziyatlarini ochib beradi. Anekdotning lingvomadaniy tahlili jamiyatda qabul qilingan tipik vaziyatlar, shaxslar, xulq-atvor normalari va baholashlar haqida tasavvurga ega bo'lish imkonini beradi. Shu bilan birga, latifalarda tasvirlangan dunyo manzarasi, jamiyatda qabul qilingan normalarni o'zida aks ettiradi. Qolaversa, ijtimoiy yoki madaniy jihatdan ahamiyatli bo'lgan vaziyatlar masxara qilinadi.

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SOCIOLINGVISTIK NUQTAI NAZARIDAN INGLIZ VA O'ZBEK TILLARIDA BILINGVIZMNING O'XSHASHLIK VA FARQLARI

Annotatsiya

Ushbu maqolada ingliz va o'zbek tillarida bilingvizmning soziolingvistik jihatdan o'xshashlik va farqlari tahlil qilinadi. Bilingvizmning har ikkala til tizimidagi o'rni, uning jamiyat va shaxs taraqqiyotiga ta'siri, kod almashtirish va interferensiya hodisalari o'rganiladi. Tadqiqot natijalari shuni ko'rsatadiki, ingliz va o'zbek tillarida bilingvizmning rivojlanishiga ijtimoiy, madaniy va lingvistik omillar bevosita ta'sir ko'rsatadi. Maqolada O'zbekiston va xorijiy

olimlarning ilmiy izlanishlariga tayangan holda bilingvizmning muhim xususiyatlari yoritiladi.

Kalit so‘zlar: bilingvizm, soziolingvistika, kod almashtirish, interferensiya, til kontakti, bilingualism.

Abstract

This article analyzes the similarities and differences in the sociolinguistic functioning of bilingualism in English and Uzbek. The role of bilingualism in both language systems, its impact on society and individual development, as well as phenomena such as code-switching and interference, are examined. The study reveals that the development of bilingualism in English and Uzbek is directly influenced by social, cultural, and linguistic factors. The article highlights key features of bilingualism based on research conducted by Uzbek and international scholars.

Key words: sociolinguistics, code-switching, interference, language contact.

Bilingvizm bugungi globallashuv jarayonida nafaqat lingvistik, balki ijtimoiy-madaniy fenomen sifatida ham katta ahamiyatga ega. Dunyoning ko‘plab mamlakatlarida, shu jumladan O‘zbekistonda ham, ingliz va o‘zbek tillarining o‘zaro ta’siri kuchayib bormoqda. Ushbu maqolada bilingvizmning ingliz va o‘zbek tillarida qanday shakllanishi, ularning umumiy va farqli jihatlari hamda ushbu jarayonning ijtimoiy kontekstdagi roli tahlil qilinadi.

Bilingvizm haqida ko'plab tadqiqotchilar turli yondashuvlarni ilgari surishgan. Masalan, Uriel Vaynrayx (1953) bilingvizmni ikki yoki undan ortiq tillarni alternativ ishlatish qobiliyati sifatida tariflagan. O‘zbek tadqiqotchisi G. Abdurahmonov (2021) esa O‘zbekistondagi bilingvizm hodisasini lingvistik va ijtimoiy jihatdan o‘rganib, uning o‘ziga xos xususiyatlarini aniqlagan. Ingliz va o‘zbek tillarida bilingvizmni shakllantiruvchi umumiy omillar orasida global kommunikatsiya, iqtisodiy omillar va ta’lim tizimi mavjud.

Biroq, bilingvizm har ikkala tilda har xil tarzda namoyon bo‘ladi. Ingliz tili flektiv morfologiyaga ega bo‘lsa, o‘zbek tili aglutinativ tizimga asoslangan. Ingliz tilida qat’iy sintaktik tartib mavjud bo‘lib, o‘zbek tilida esa so‘z tartibi erkinroq. Fonetik jihatdan esa ingliz tili keng tovush tizimiga ega bo‘lsa, o‘zbek tilidagi fonemalar nisbatan kamroq.

O‘zbekistonda ingliz tilining o‘rganilishi kengayib, ko‘p tillilik rivojlanmoqda. Ingliz tili ta’lim va biznes sohalarida muhim o‘rin egallayotgan bo‘lsa, o‘zbek tili asosan o'zbek diasporasi orasida saqlanmoqda. Shunday qilib, tahlil natijalari shuni ko‘rsatadiki, ingliz va o‘zbek tillarida bilingvizm umumiy xususiyatlarga ega bo‘lsa-da, ularning rivojlanish omillari va lingvistik jihatlari farqlidir.

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CHET TILI O‘RGANISHDA AKMEOLOGIK YONDASHUVNING AHAMIYATI

Annotatsiya

Hozirgi globallashgan dunyoda chet tiini bilish shaxsiy va kasbiy rivojlanish uchun muhim omil hisoblanadi. Zamonaviy til o‘rgatish metodlari orasida akmeologik yondashuv muhim o‘rin tutadi, chunki u insonning individual qobiliyatlari, psixologik holati va motivatsiyasini hisobga

olgan holda eng yuqori natijalarga erishishiga yordam beradi. Ushbu maqolada chet til o‘rganishda akmeologik yondashuvning mohiyati, asosiy tamoyillari va amaliy ahamiyati ko‘rib chiqiladi.

Kalit so’zlar: akmeologiya, psixologik xususiyatlar, motivatsiya, shaxsiy kamolot, kasbiy kompetensiya.

Abstract

In today's globalized world, knowing a foreign language is an important factor for personal and professional development. Among modern language teaching methods, the acmeological approach holds a significant place, as it helps individuals achieve the highest results by considering their unique abilities, psychological state, and motivation. This article examines the essence of the acmeological approach in foreign language learning, its key principles, and its practical significance.

Key words: acmeology, psychological characteristics, motivation, personal development, professional competence.

Zamonaviy ta’lim jarayonida shaxsga yo‘naltirilgan yondashuv muhim ahamiyat kasb etadi. Ayniqsa, chet tilini o‘rganishda insonning individual rivojlanish xususiyatlarini inobatga olish natijadorlikni oshiradi. Akmeologiya – bu insonning kasbiy va shaxsiy rivojlanish jarayonlarini o‘rganadigan fan bo‘lib, uning maqsadi insonning o‘z imkoniyatlarini maksimal darajada ro‘yobga chiqarishidir. Ushbu fan psixologiya, pedagogika, nevrologiya va lingvistika bilan chambarchas bog‘liq [1].

Akmeologiya – shaxsning rivojlanish jarayonini, uning yuqori kasbiy va intellektual cho‘qqilarni zabt etish jarayonini o‘rganadigan fan sohasi. Ushbu tushuncha yunoncha "akme" – "cho‘qqi" so‘zidan olingan bo‘lib, insonning ma’naviy va kasbiy kamolotini o‘rganadi [3].

Akmeologik yondashuv asosiy e’tiborni insonning o‘z-o‘zini rivojlantirish qobiliyatiga, ta’lim olish va kasbiy kompetensiyalarni shakllantirishga qaratadi. Ta’lim jarayonida akmeologik yondashuv o‘qitishning shaxsiy omillariga, intellektual va psixologik rivojlanishga urg‘u beradi. Chet tilini samarali o‘rganish uchun nafaqat lingvistik bilimlar, balki shaxsning o‘z-o‘zini rivojlantirishga bo‘lgan motivatsiyasi ham muhimdir [2]. Akmeologik yondashuv bu jarayonda quyidagi jihatlarni hisobga oladi:

- Motivatsiya – til o‘rganishda yuqori natijalarga erishish uchun insonning shaxsiy maqsadlari va intilishlari muhim o‘rin tutadi.
- Individual yondashuv – har bir o‘quvchining shaxsiy rivojlanish darajasini inobatga olib, mos metodikalarni qo‘llash zarur.
- Shaxsiy kamolot – til o‘rganish jarayoni shaxsiy rivojlanish va kreativ fikrlash bilan uyg‘un bo‘lishi kerak.

Akmeologik yondashuv yordamida o‘qituvchi har bir o‘quvchining til o‘rganish jarayonidagi imkoniyatlarini kengaytirib, ularning ijtimoiy va kasbiy jihatdan rivojlanishiga hissa qo‘shadi.

Chet til o‘qitishda akmeologik yondashuvning asosiy tamoyillari quyidagilardan iborat:

- Individuallik – har bir insonning o‘rganish uslubi va tezligi har xil bo‘lgani sababli, unga mos usulni tanlash muhim.
- Motivatsiya va o‘z-o‘zini rivojlantirish – til o‘rganish jarayoni shaxsiy rivojlanish bilan bog‘liq bo‘lib, ichki va tashqi motivatsiya katta rol o‘ynaydi.
- Kompleks o‘rganish – tilni o‘rganishda faqat grammatikani emas, balki madaniyat, nutq amaliyoti va so‘z boyligini kengaytirishga e’tibor qaratish lozim.
- Tizimlilik – o‘rganish doimiy va rejalashtirilgan bo‘lishi kerak. O‘quv dasturlar individual ehtiyojlarga mos ravishda tuzilishi lozim.
- Amaliyotga yo‘naltirish – o‘rganilgan bilimlarni real hayotda qo‘llash imkoniyatini yaratish samaradorlikni oshiradi.
- Tizimlilik va bosqichma-bosqich rivojlanish tamoyili - o‘qitish jarayoni aniq tuzilgan bosqichlar asosida olib boriladi. Darslar osondan qiyinga tomon rivojlantirilib, har bir bosqichda o‘quvchilarning yutuqlari kuzatib boriladi.

Ushbu tamoyillar asosida har bir inson o‘ziga eng mos metodikani ishlab chiqib, til o‘rganish samaradorligini oshirishi mumkin [5].

Akmeologik yondashuv chet til o‘qitishda shaxsiy rivojlanishga asoslangan bo‘lib, har bir o‘quvchining o‘z maksimal salohiyatiga erishishiga yordam beradi. Bu yondashuv orqali o‘quvchilarning til o‘rganishdagi qiziqishi oshadi, mustaqil o‘rganish ko‘nikmalari rivojlanadi va chet tilni real hayotda samarali qo‘llash imkoniyatiga ega bo‘ladi. Chet til o‘qitishda akmeologik yondashuv quyidagi metodlar orqali amalga oshiriladi:

- Kommunikativ yondashuv – o‘quvchilarning nutqiy faoliyatini rivojlantirishga qaratilgan.
- Loyiha metodlari – mustaqil va ijodiy fikrlashni rivojlantirish uchun samarali hisoblanadi.
- Trening va muammoli ta’lim – o‘quvchilar o‘z-o‘zini rivojlantirish va muammolarni hal qilish qobiliyatlarini shakllantiradi.
- Interfaol usullar – guruhda ishlash, ro‘l o‘ynash, muloqotga yo‘naltirilgan mashg‘ulotlar [4].

Bunday metodlar yordamida o‘quvchilar faqat grammatika va lug‘at boyligini oshirish bilan cheklanmay, balki tilni amaliy jihatdan qo‘llash imkoniyatiga ega bo‘ladilar.

Shuni ham ta’kidlab o’tish joizki, akmeologiya chet til o’rganishda psixologik barierlarni yengishda ahamiyati sezilarlikdir. Ko‘pchilik chet tilda gapirishdan qo‘rqadi yoki uyatchanlik qiladi. Akmeologiya bu muammoni hal qilish uchun quyidagi yo‘llarni tavsiya qiladi: ruhiy muvozanatni saqlash – o‘ziga ishonchni oshirish bo‘yicha mashqlar bajarish; kichik qadamlar tamoyili – avval oddiy so‘z va iboralarni o‘rganish, keyin murakkab tuzilmalarga o‘tish; gamifikatsiya – o‘rganish jarayonini o‘yin shaklida tashkil qilish [6].

Akmeologik yondashuvning chet til o‘rganishdagi amaliy ahamiyati muhim sanalib, chet til o‘rganish jarayonini samaraliroq qiladi va insonning shaxsiy rivojlanishiga ijobiy ta’sir ko‘rsatadi:

- Tezkor va samarali o‘rganish – inson o‘zining individual xususiyatlarini inobatga olgan holda til o‘rganadi.
- O‘z-o‘zini anglash va rivojlantirish – til o‘rganish jarayonida shaxsning o‘ziga bo‘lgan ishonchi oshadi.

Chet til o‘rganishda akmeologik yondashuvning ahamiyati juda katta. Bu yondashuv har bir o‘quvchining individual rivojlanish xususiyatlarini inobatga olgan holda, ularning til o‘rganish jarayonidagi motivatsiyasini oshirishga va samaradorlikni oshirishga xizmat qiladi. Shuningdek, akmeologik metodlar orqali o‘quvchilar o‘z shaxsiy kamolotiga erishish va kasbiy jihatdan rivojlanish imkoniyatiga ega bo‘ladilar.

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SHONAZAR SHOABDURAHMONOV QARLUQ LAHJASI O‘ZLASHGAN LEKSIK QATLAMI XUSUSIDA

Annotatsiya

Shonazar Shoabdurahmonov o‘zbek dialektologiyasi tarixida o‘zbek tili qarluq lahjasining yirik tadqiqotchisi sifatida salmoqli iz qoldirgan. Shonazar Shoabdurahmonov “Карлукское

наречие узбекского языка” (O‘zbek tilining qarluq lahjasi) nomli monografiyasida ushbu lahjaning leksikasi bo‘yicha izlanishlari natijalarini bayon qilib o‘tgan. Olim qarluq lahjasi tarkibiga kirgan shevalarning leksik tarkibi boy va xilma-xilligini ta’kidlar ekan, bu shevalarda kelib chiqishi turlicha bo‘lgan, turli tarixiy davrlarga xos leksik qatlamlar mavjudligini aytadi. Maqolada olimning qarluq lahjasi shevalaridagi o‘zlashgan leksik qatlam bo‘yicha olib borgan tadqiqotlari xususida so‘z boradi.

Kalit so‘zlar: qarluq lahjasi, dialekt, sheva, leksika, o‘zlashgan, adabiy til, shahar shevasi.

Abstract

Shonazar Shoabdurahmonov left a significant mark in the history of Uzbek dialectology as a major researcher of the Karluk dialect of the Uzbek language. Shonazar Shoabdurahmonov presented the results of his research on the lexicon of this dialect in his monograph “Карлукское наречие узбекского языка” (Karluk dialect of the Uzbek language). The scientist emphasizes the rich and diverse lexical composition of the dialects included in the Karluk dialect, and notes that these dialects have lexical layers of different origins and characteristic of different historical periods. The article discusses the scientist’s research on the acquired lexical layer in the dialects of the Karluk dialect.

Keywords: karluk dialect, dialect, lexicon, mastered, literary language, urban dialect.

Dunyoda biror-bir til yo‘qki, boshqa tillardan so‘z o‘zlashtirmagan, qabul qilmagan bo‘lsin. Insoniyat tarixida turli sabablarga ko‘ra xalqlar, millatlar bir-biri bilan aralashgan, muomalaga kirishgan, birga yashagan. Mana shu jarayonlarda birga yashagan har ikki yoki undan ortiq millatlarning tilida mavjud bo‘lgan so‘zlar bir-biriga o‘tgan, bir-birining lug‘at tarkibidan o‘rin olgan. Millatlar ba’zan bir-biriga tabiiy ravishda geografik jihatdan qo‘shni bo‘lib yashaydi, masalan, o‘zbek millati tojik, qirg‘iz, qozoq, turkman millatlari bilan qo‘shni bo‘lib yashagani kabi. Shu sababli bu xalqlar bir-birlari bilan turli ijtimoiy munosabatlarga kirishadi. Qiz olib, qiz beradi, savdo-sotiq qiladi va hokazolar. Mana shunday aralashib yashash jarayonida millatlarning tillaridagi so‘zlar bir-biriga o‘tadi. Yo bo‘lmasa bir xalq boshqa bir xalqning hududini mustamlaka qiladi, bosib oladi. Bosib olgan millatning tilidagi so‘zlar bosib olingan millatning lug‘at tarkibidan o‘rin oladi. Masalan, arablar O‘rta Osiyoni bosib olgani, yoki Rossiya shu joyni mustamlaka qilgani kabi. Bu istilolar turlicha davrlarni o‘z ichiga olgan. Agar arablarning O‘rta Osiyoni egallagani, bu yurtlarni boshqarishda u yoki bu darajada ta’siri bo‘lgan davr 400-500 yillar davom etgan bo‘lsa, mo‘g‘ullar istilosi 150 yilga yaqin davrni o‘z ichiga olgan. Rossiyaning O‘rta Osiyoni mustamlaka qilgan davri 130 yilga yaqin bo‘lgan.

Bu istilolarning maqsadi turlicha bo‘lgan. Arablarning maqsadi bizning yurtlarga islom dinini yoyish bo‘lgan. Bobolarimiz o‘z yurtlarini himoya qilish uchun juda qattiq kurashgan. Lekin oxir-oqibatda islom dinini qabul qilishgan. Islom dini, tabiiyki, insoniyatni ilmga, ma’rifatga targ‘ib qiladigan din bo‘lgani sababli bu dinni qabul qilgandan keyin bobokalonlarimiz ilm o‘rganishga qattiq kirishgan. Natijada bizning yurtlarimiz X-XII asrlarda ilm-ma’rifatda, madaniyatda dunyoning eng peshqadam vakillariga aylandi. Tabiiyki, bu yuksalish bevosita arab tili bilan bog‘liq. Chunki bu davrlarda bizning yurtlarda arab tili ilm tili sifatida katta mavqega ega edi. Imom Buxoriy, Al-Xorazmiy, Al-Farg‘oniy, Abu Rayhon Beruniy, Abu Ali ibn Sino kabi turli ilmlar sohasida insoniyat tarixida yangi sahifalar ochgan olimlar o‘z asarlarini ayni shu tilda ta’lif etganlar.

U davrlar o‘tib ketdi. Lekin arab tili o‘zbek tili leksikasida o‘zining juda kuchli ta’sirini qoldirdi. Keyingi – XIV-XIX asrlarda yashagan shoirlarning asarlari lug‘at tarkibini qarasak, bu tarkibning juda katta foizini arab tilidan tilimizga o‘zlashgan so‘zlar tashkil qilganini ko‘ramiz. Hatto bugungi kundagi o‘zbek adabiy tilida ham ko‘plab arab tilidan o‘zlashgan so‘zlar mavjud. Bu so‘zlar o‘zbek adabiy tili leksikasidan shu qadar mustahkam o‘rin olganki, ularning arab tilidan o‘zlashgan so‘z ekanini til bo‘yicha mutaxassis bo‘lmagan kishi ajrata olmaydi.

O‘zbek adabiy tilida ham, uning shevalarida ham shunday so‘zlar uchraydiki, bu so‘zlar o‘zining kelib chiqishi va qaysi tildan o‘zlashganidan qat’i nazar, xuddi o‘zbekcha so‘zdek qabul qilinadi.

Shonazar Shoabdurahmonov qarluq lahjasi shevalari leksikasi xususida so‘z yuritar ekan, arab va fors-tojik tilidan o‘zlashgan so‘zlar haqida alohida to‘xtalib o‘tadi.

Arab tilidan o‘zlashgan so‘zlar

Masalan: toshk. farg‘. мэл // ad.-orf. mol (< ar. مَالٌ); toshk. мъхнэт // ad.-orf. mehnat (< ar. مِحْنَةٌ); toshk. ғэм // farg‘. g‘am (< ar. غَمٌ), toshk. зэръл // ad.-orf. zarur (< ضَرُورَةٌ); toshk. farg‘. эзъз // ad.-orf. aziz (< ar. عَزِيزٌ); toshk. ънэғэм // ad.-orf. in’om (< ar. انعام); toshk. farg‘. джувэп // ad.-orf. javob (< ar. جواب); toshk. нэхт // ad.-orf. naqd (< ar. نَقْدٌ); toshk. умър (< ar. عمر); toshk. мэ:лум // ad.-orf. ma’lum (< ar. مَعْلُومٌ); toshk. хэвэр // ad.-orf. xabar (< ar. خَبَرٌ), toshk. ҳэйвэн (< ar. حَيْوانٌ); эқъл // ad.-orf. aql (< ar. عَقْلٌ).

Bu yuqorida keltirilgan arab tilidan o‘zlashgan so‘zlar o‘zbek tili shevalariga o‘z ma’nosini o‘zgartirmagan holda o‘zlashtirilgan. Shuningdek, so‘zlarning talaffuzi, fonetikasida ham katta o‘zgarish yuz bermagan. Faqat arab tilining o‘zigagina xos bo‘lgan ayrim tovushlar, mas. ضَرُورَةٌ so‘zidagi ض , اِنْعَامَ , عَقْلٌ so‘zlaridagi ع tovushlari o‘zbekcha talaffuzga moslashtirilgan.

Endi shunday arab tilidan o‘zlashgan so‘zlar borki, arab tilidagi shaklini saqlab qolgan, lekin arab tilidagi ma’nosidan butunlay boshqacha ma’noda o‘zbekcha tilida ishlatiladi. Masalan, arabcha xavotir (خَوَاطِرُ) so‘zini olib ko‘raylik. Bu arabcha خَاطِرٌ (xotir) so‘zining ko‘plik shakli bo‘lib, arab tilidagi ma’nosi “fikr”, “g‘oya”, “tushuncha”, “aql”, “aqliy qobiliyat” kabi ma’nolarni anglatadi. [2: 226] Lekin toshkent va farg‘ona shevalarida “xavotir olmoq” iborasi “tashvishga tushmoq” ma’nosida qo‘llanadi. Xuddi shunga o‘xshash “asbob” so‘zini olib ko‘raylik. Bu arabcha “asbob” (اَسْبَابٌ) so‘zidan olingan bo‘lib, arab tilida “sabab”, “bahona” ma’nolarini anglatadi. [2: 343] Lekin toshkent shevasida ish quroli ma’nosida qo‘llanadi: toshk. әсвэп – ish quroli: дъйқэнчълъй әсвэпъ // ad.-orf. dehqonchilik quroli.

Ayrim so‘zlar esa arab tilidagi ma’nosining ziddini ifodalash uchun ishlatiladi. Masalan: toshk. бәсър // ad.-orf. basir. Arabcha بَصِيرٌ “ko‘ruvchi”, “yaxshi ko‘ruvchi”, “ko‘zi o‘tkir” ma’nolarini anglatadi. [2: 74] Lekin o‘zbek tilida, toshkent shevasida u butunlay teskari ma’noda “ko‘r”, “ko‘zi ojiz” degan ma’noda ishlatiladi. Toshk. бәсър бў(л) // ad.-orf. ko‘r bo‘l!

Ba’zan esa butunlay zid ma’noda bo‘lmasa ham, arab tilidagi ma’nosidan ancha uzoq bo‘lgan ma’noda qo‘llanishini ko‘ramiz. Masalan: toshk. бъсэт // ad.-orf. bisot (buyum, boylik) so‘zi arab tilidagi بِسَاطٌ (gilam) so‘zidan kelib chiqqan. [2: 71] Bu o‘rinda arab tilidagi ma’nosidan juda uzoqlashib ketmagan.

Yana bir misol. Toshk. ъплэс // ad.-orf. iflos (kir, nopok) so‘zi arab tilidagi اِفلاَسٌ (iflosun) so‘zidan olingan bo‘lib, arab tilida “kambag‘al bo‘lib qolish”, “sinish” degan ma’nolarni anglatadi. [2: 71] Shunga o‘xshash ayyom (//toshk. әййэм) toshkent shevasida “bayram” ma’nosida qo‘llanadi. Bu so‘z arab tilidagi يَوْمٌ – “kunduz kuni” so‘zining ko‘plik shakli bo‘lgan اَيَّامٌ so‘zidan olingan. Yana bir misol: farg‘. әлпэз // ad.-orf. alfoz so‘zi arab tilidagi اَلْفَاظٌ (alfoz) so‘zidan olingan bo‘lib, arab tilidagi ma’nosi “so‘zlar” bo‘ladi (birlik shakli لَفْظٌ). Farg‘ona shevasida “ko‘rinish, ahvol” ma’nolarida ishlatiladi. Farg‘. Бър әлпэзда кепти // ad.-orf. Bir ahvolda kelibdi.

Arab tilidan qabul qilingan so‘zlarning ko‘plik shakllari o‘zbek tilida asosan birlik sonda qo‘llanadi va xuddi o‘zbekcha so‘zlar kabi o‘zbek tilining qoidalariga bo‘ysunadi, kelishik qo‘shimchalarini, ko‘plik va egalik qo‘shimchalarini qabul qiladi. Masalan: toshk. әҳвэлләръз кәләй?

O‘zbek adabiy tiliga arab tilidan o‘zlashgan so‘zlar ko‘proq ot, sifat, ravish so‘z turkumlariga oiddir. Shuningdek, ayrim yordamchi so‘zlar ham o‘zlashgan (ammo, lekin, balki (arabchasi بَلْ).

O‘zbek lahjalari, xususan, qarluq lahjasi shevalari leksikasida ham kelib chiqishi arabcha bo‘lgan -iy//-viy, -an (madaniy, tarbiyaviy, nisbatan, shaxsan) sifatning qiyosiy darajasi va ravishni hamda boshqa so‘z yasovchi qo‘shimchalarning qo‘llanishi juda kam uchraydi. Bunday qo‘shimchalarning qo‘llanishi zamonaviy o‘zbek adabiy tili va mumtoz adabiyot tili uchun xos. Jonli shevalarda bunday so‘zlar o‘zbekcha so‘zlarga almashtiriladi yoki o‘zbek tiliga moslashtiriladi. Qiyoslang: nisbatan ≈ toshk. қараганда; shaxsan ko‘rdim ≈ toshk. ўзъм кўрдъм; mahalliy xalq ≈ toshk. йерлъй хәлқ; tarbiyaviy ishlar ≈ toshk. тәрбъйә ишләръ va h.k.

Jonli shevalar leksikasiga kirgan arabcha so‘zlar sheva vakillari uchun o‘zbekcha so‘zday

qabul qilinadi va ularga o‘zbekcha qo‘shimchalar qo‘shilib, barqaror leksik qatlamni tashkil qiladi. Masalan: toshk. мъҳнәтчъ (< ar. mehnat + o‘zb. -chi), farg‘. ҳъммәтлъ (< ar. himmat + o‘zb. -li), ҳәқсъз (< ar. haq + o‘zb. -siz), ъхтъйәтлъй (< ar. ehtiyot + o‘zb. -lik), рәзълъй (< ar. rozi + o‘zb. -lik), мә:мурчълъй (< ar. ma’mur + o‘zb. -chilik), ҳәзъргъ (< ar. hozir + o‘zb. -gi), тәрбъйәла (< ar. tarbiya + o‘zb. -la) va h.k.

Shunga o‘xshash holda o‘zbek lahjalari leksikasida arabcha o‘zakka tojikcha qo‘shimchalarni qo‘shish yoki arabcha va tojikcha so‘zlarni birga qo‘shib yasalgan so‘zlar ham uchraydi. Masalan: toshk. бетәқат (< toj. be + ar. toqat), бепаҳъм (< tojik. be + ar. fahm), бәләгәрдән (ar. + tojik.), вәсъйәтнәмә (< ar. + tojik.), қъвләгәҳ (< ar. + tojik), аслзәдә (< ar. + tojik.) va h.k.

O‘zbek tili lahjalarida, xususan, qarluq lahjasi shevalarida arab tilidan o‘zlashgan so‘zlar zamonaviy o‘zbek adabiy tiliga yoki mumtoz adabiyot asarlari tiliga nisbatan ancha kam uchraydi.

Tojik tilidan o‘zlashgan so‘zlar

O‘zbek xalqining tojik xalqi bilan ko‘p asrlar mobaynida yonma-yon yashashi natijasida juda ko‘p miqdordagi tojik tiliga xos bo‘lgan elementlar o‘zbek tiliga kirib o‘rnashgan. Shahar shevalarida juda ko‘p miqdorda tojik tiliga xos bo‘lgan ot va otlashgan so‘zlar, ravishlar, yordamchi so‘zlar uchraydi. Masalan: toshk. әвәз // ad.-orf. ovoz, әйнә // ad.-orf. oyna; әгә: // ad.-orf. ogoh; әрәм // ad.-orf. orom; әрзъ // ad.-orf. orzu; әптәв // ad.-orf. oftob (quyosh); бәлән // and. бәләт // ad.-orf. baland; бәднәм // ad.-orf. badnom; бәттәр // ad.-orf. battar; бәзъм // ad.-orf. bazm; бәндә // ad.-orf. banda; бәнггъ // ad.-orf. bangi; бәй // ad.-orf. barg; бәс // ad.-orf. bas; бъйәвән // ad.-orf. biyobon; бегәнә // ad.-orf. begona; бемәр // ad.-orf. bemor; бечәрә // ad.-orf. bechora; қәләндәр // ad.-orf. qalandar; дәрәмәт // ad.-orf. daromad; дәш // ad.-orf. dasht; дъ:дәр // ad.-orf. diydor; дәрәх // farg‘., and. дәрағ // ad.-orf. daraxt; дурбън // ad.-orf. durbin; әндәзә // ad.-orf. andoza; әндъшә // ad.-orf. andisha; әрмән // ad.-orf. armon; зә: // ad.-orf. zog‘; зәбәрдәс // ad.-orf. zabardast; зәрвәп // ad.-orf. zarbaft; зәрдәп // ad.-orf. zardob; иәх // ad.-orf. yax (muz); кәм // ad.-orf. kam; гәрдән // ad.-orf. gardon; гъйә // ad.-orf. giyoh; ләнггәр // ad.-orf. langar; мъҳър // farg‘. меҳр // ad.-orf. mehr; нәврўз // ad.-orf. navro‘z; пәйәндәз // ad.-orf. poyondoz; пәрвәръш // ad.-orf. parvarish; рәвшән // ad.-orf. ravshan; тәшнә // ad.-orf. tashna; пәрзән // ad.-orf. farzand; джуп // ad.-orf. juft.

Tojik tilidan o‘zbek tiliga o‘zlashgan so‘zlarning ayrim o‘ziga xos belgilari bor. Masalan: o‘zbek tilidagi “g” harfi bilan boshlanuvchi aksariyat so‘zlar tojik tilidan o‘zlashgan so‘zlardir: gul, gavhar, gado, gazanda, ganj, gard, gardun, gasht, giyoh, girdob, guvoh, guzar, gulxan, gunoh va h.k. Shuningdek, “p” harfi bilan boshlanuvchi aksariyat so‘zlar ham tojik tilidan o‘zlashgandir: payvand, paydo, payg‘ambar, palos, panja, panoh, parvona, parda, pardoz, pari, pir, pokiza va h.k.

Porso Shamsiyev va Sobirjon Ibrohimovlar tuzgan “Navoiy asarlari lug‘ati”ning “g” harfi bo‘limida keltirilgan uch yuzga yaqin so‘zning faqat to‘rttasigina (1. Gazak. (may ichgandan keyin yeyiladigan ovqat; 2. Gazak. Yaraning sovuq tegib qizarishi; 3. Gezarmoq (rangi o‘chmoq); 4. Gezlamoq (yashirmoq, bekitmoq) turkiycha bo‘lib, qolgan barchasi tojik tilidan o‘zlashgan so‘zlardir. [5: 153-172]

Juda ko‘p tojikcha so‘zlar ularga o‘zbekcha so‘z yasovchi qo‘shimchalar qo‘shilib yangi so‘z yasalishi uchun asos vazifasini o‘tagan. Masalan: toshk. дутәрчъ (< tojik. dutor + o‘zb. -chi); рәҳбәрлъй (< tojik. rahbar + o‘zb. -lik); хурсәнчълъй (< tojik. xursand + o‘zb. -chilik); не:чә < нейчә < нәйчә (< tojik. nay + o‘zb. -cha); пәсләшъп (< tojik. past + o‘zb. -la + -sh + -ib).

Qarluq shevasining shahar shevalarida ham, xuddi adabiy tildagi kabi tojik tilidan o‘zlashgan ko‘pgina so‘z-affikslar ishlatiladi: -parast, -bop, -boz, -bon, -go‘y, -do‘z, -paz, -parvar, -furush, -xona kabi. Tojik tilidan o‘zlashgan prefikslar ham faol hisoblanadi: be-, ba-, bar-, no-, hush-, ser- kabi.

Bu so‘z yasovchi qo‘shimchalar tub o‘zbekcha so‘zlarga qo‘shilib, yangi so‘zlar yasagani kabi tojik va arab tilidan o‘zlashgan so‘zlarga ham qo‘shilib, yangi so‘zlar yasay oladi. Masalan: toshk. әмәлпәрәс // ad.-orf. amalparast (ar. amal + parast); мәмбәп // ad.-orf. menbop; мъҳръвән // ad.-orf. mehribon (tojik. mehr + ibon); нәсъҳәтгўй // ad.-orf. nasihatgo‘y; етъйдўз // ad.-orf. etikdo‘z; әshpәz // ad.-orf. oshpaz; пәрәхўр // ad.-orf. poraxo‘r; әдәмпәрвәр // ad.-orf.

odamparvar; бечъкъм // ad.-orf. bechiqim; бәртәрәп // ad.-orf. bartaraf; хушхәвәр // ad.-orf. xushxabar; серҳәсъл // ad.-orf. serhosil va h.k.

Fors-tojik tilidan o‘zbek tiliga o‘zlashgan so‘zlar va fors-tojikcha so‘z yasovchi qo‘shimchalar o‘zbek adabiy tilida asrlar davomida qo‘llanib, mustahkam o‘rnashib qolgani kabi qarluq lahjasining shahar shevalarida barqaror o‘rin egallab, jonli til elementiga aylanib bo‘lgan.

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“SARIQ DEVNI MINIB” ASARIDA QORA RANG ARXETIPINING SALBIY MA’NO IFODALASHI

Annotatsiya

Ushbu maqolada “Sariq devni minib” asarida qora rang arxetipining salbiy ma’noda ishlatilishi tahlil qilingan. Muallif qora rangni xavf-xatar, qo‘rquv va yovuzlik ramzi sifatida qo‘llagan. Asarda Sora folbinning “qora dev” iborasi qo‘rquv va sirlilikni ifodalashi, Hoshimjonning “dili siyohlik” fikri esa xafagarchilikni bildirishi, shuningdek, qora rang “qora ro‘yxat” va “qora doska” tushunchalari orqali salbiy xulq-atvorni aks ettirishi ochib berilgan. Maqolada qora ilonning tasviri orqali yovuzlik va tahdid ifodalari ham tahlil qilingan.

Kalit so‘zlar: Qora rang arxetipi, salbiy ma’no, qo‘rquv, yovuzlik, sirlilik.

Annotation

This article analyzes the negative connotation of the black color archetype in the work “Sariq devni minib”. The author uses the color black as a symbol of danger, fear, and evil. In the work, the phrase “black devil” uttered by the Soothsayer expresses fear and mystery, while Hoshimjon’s idea that “his heart is as dark as ink” indicates resentment. Furthermore, the black color reflects negative behavior through the concepts of “blacklist” and “blackboard.” The article also analyzes the representations of evil and threat through the imagery of the black snake.

Key words: Black color archetype, negative connotation, fear, evil, mystery.

“Sariq devni minib” asarida ham qora rang salbiy ma’noda ishlatilgan o‘rinlarni ko‘rishimiz mumkin. Jumladan, Sora folbinning “Oh, otaginam, otaginam, sizga qora dev hamla qilibdi, suf, suf, suf” degan gaplarini tahlil qiladigan bo‘lsak, ushbu gapdagi “qora dev” iborasida qo‘rquvga va sirlilikka ishorani ko‘rishimiz mumkin. Chunki Sora folbin qo‘rquv orqali odamlarni o‘ziga ishontirishga harakat qiladi va odamlar uchun sirli bo‘lgan “qora dev” iborasidan foydalanadi.

Hoshimjon maktabdan yomon baho olib kelganida oyisi uni rosa urishib beradi. Ushbu vaziyatni ta’riflab Hoshimjon quyidagi fikrlarni keltiradi: “Shunday qilib desangiz, kecha mana shunaqangi dili siyohlik bo‘lib o‘tgan. Hozir ko‘chaga chiqib shularni o‘ylab yuragim qisilib ketdi.”[6; 8-b.] Ushbu gapda “siyoh” so‘zi qora so‘zining sinonimi sifatida ishlatilgan va “dili siyohlik” tushunchasi xafagarchilikni ifodalash uchun qo‘llangan.

Siyoh – bu tojikcha sifat asli “qora” ma’nosini anglatadi; avvallari faqat qora rangli bo‘lgani

tufayli “xat yozishda ishlatiladigan suyuqlik” ma’nosini ham anglata boshlagan.

Xalqimizda, asosan tartibni buzgan, belgilangan me’yorlarga amal qilmagan yoki odamlarda salbiy fikr qoldirgan odamlarga nisbatan “qora ro‘yxatga tushdi” yoki “qora ro‘yxatga kirdi” jumlalari ishlatiladi. “Sariq devni minib” asarida “qora ro‘yxat” tushunchasi “qora doska” shaklida ishlatilgan. Buni quyidagi misolda ko‘rib o‘tishimiz mumkin: “Demak, sinfning davomatini orqaga surib qora doskaga tushib qolishlaringga sababchi bo‘lganlar shular ekanda?”[6; 218-b.] Ushbu gapda ham o‘quvchilarning surunkali dars qoldirishi butun sinfning boshqa sinflarga qaraganda ahvoli yomon ekan degan fikrga olib kelyapti va “qora doska”ga tushib qolishiga sabab bo‘lyapti. Qora so‘zi ham aynan qoniqarsiz va ayanchli ahvolda ekanligini ochib berish uchun ishlatilgan. “Ro‘yxat” o‘rniga “doska” so‘zidan foydalanilgani esa bu sinf boshqalarga saboq bo‘lishi uchun, ya’ni boshqa sinflar bu sinf kabi ayanchli ahvolga tushib qolmasligi uchun na’muna sifatida ko‘rsatilganligiga ishora qiladi.

Shuningdek, “Sariq devni minib” asarida qora rangning salbiy ma’no aks etgan yovuzlik ramzi sifatida ishlatilganini ko‘rishimiz mumkin. Qora rang, ko‘plab adabiyotlarda yovuzlik, qo‘rquv va xavf-xatarni ifodalashda keng qo‘llaniladi. Bu rangning asosiy xususiyatlari, uning qorong‘u va sirli tabiatiga bog‘liq bo‘lib, o‘quvchiga sezilarli darajada noxush va xavfli bir kayfiyatni yetkazadi.[2; 16-b.]

Quyidagi parchada qora rangning yovuzlik ramzi sifatida ishlatilganligini ko‘rishimiz mumkin: “Bunday qarasam, chindan ham Uzunquloq otaning qabri yonidan uzunligi besh metr, yo‘g‘onligi samovar karnaycha, kallasi qumg‘oncha keladigan qop-qora ilon buralib-buralib, vishillab chiqib kelyapti.”[6; 125-b.] Qora ilon — bu o‘zi yovuzlikni, xavfni va qo‘rquvni ifodalaydigan mavjudot. Uning uzunligi va yo‘g‘onligi, shuningdek, vishillab chiqib kelishi, uni dahshatli va ta’qib qiluvchi bir obrazga aylantiradi. Ilonning qora rangda tasvirlanishi, uning salbiy ta’sirini yanada kuchaytiradi, chunki qora rangda yashirin xavf va yovuzlik borligi aniq seziladi. Parchaning boshida, qora ilonning paydo bo‘lishi va uning tashqi ko‘rinishida yovuzlikni ifodalovchi unsurlar mavjudligi, uning buralib va vishillab chiqib kelishi, o‘quvchini qo‘rquv va xavfni his qilishga undaydi. Ilonning qop-qora tusda tasvirlanishi, uning qahramonlar uchun yovuz va tahlikali ekanligini yanada ta’kidlaydi.

Bu yovuz mavjudotga qarshi kurashayotgan bosh qahramonning munosabati ham qiziqarli: “Bir sakrab qora ilonning yonida paydo bo‘ldim. “Kecha Dev bilan olishgan edim, bugun sen bilan jang qilishga tayyorman, ey insu jins!” dedim-da, tayoqning yo‘g‘on tomoni bilan tosh zinadan shiddat bilan tushib kelayotgan ilonning boshiga tushirdim.”[6; 126-b.] U qora ilonning ustidan g‘alaba qozonish uchun tayyor turadi, ammo u ham o‘ziga ishonch hosil qilib, jangga kiradi. Ayni damda qora ilon ham bosh qahramonni ta’qib qilib, uni quvlashga tushadi: “Og‘riq zarbidan g‘azabga kelgan qora ilon buralib, havoda muallaq yurgan tayoqni quvlashga tushib qoldiku!” Bu esa qora rangning nafaqat yovuzlik, balki kuch va qasos olish niyatining ramzi sifatida ko‘rinadi. “Shartta burildim-da, yerda turgan katta tosh bilan qora maxluqning qoq beliga tushirdim.”[6; 126-b.] Ushbu parchada qora ilonga nisbatan qo‘llangan “qora maxluq” iborasi badiiy asarda “ofat keltiruvchi” yoki “yovuzlik keltiruvchi” bir vosita sifatida ishlatiladi va doimo tahdid soluvchi bir kuch sifatida ifodalanadi.

“Sariq devni minib” asarida qora rang yovuzlik, xavf va qo‘rquvni ifodalashda samarali vosita sifatida ishlatilgan. Qora ilonning tasviri, bu rangning adabiyotda yovuzlik va tahdidni qanday aks ettirishini namoyon etadi. Rang va tasvirlarni badiiy asarda yaxshi ishlatish, o‘quvchiga kuchli hissiy ta’sir ko‘rsatish va yovuzlikni yanada sezilarli qilish imkonini beradi.

Xulosa qilib aytadigan bo‘lsak, “Sariq devni minib” asarida qora rang arxetipi yovuzlik va xavfni teran his etishda tayaniladigan rang sifatida ko‘rsatiladi. Qora ilonning tasvirlanish usuli rangning adabiyotda yovuzlikni aks ettirish imkoniyatini kuchaytiradi. Bosh qahramonning qora ilon bilan kurashi, uning ishonchi va kuchini namoyish etadi. Umuman olganda, qora rang asarda yovuzlik, tahdid va urushni aks ettirishda muhim ahamiyat kasb etgan. Rang bilan tasvirlarning o‘zaro aloqasi, muallifning hissiyotlarni jonlantirish maqsadidagi mahoratini ko‘rsatadi. Bu, asar ichidagi ziddiyatlar va muammolarni kuchaytirish bilan birga, o‘quvchida kuchli hissiy ta’sirni keltirib chiqaradi. Shunday qilib, qora rang orqali yovuzlikni ifodalash badiiy asarning muhim

elementlaridan biridir.

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“HARRY POTTER AND THE SORCERER’S STONE” ASARIDA 4 SON ARXETIPINING O‘RNI

Annotatsiya

Ushbu maqolada 4 son arxetipining “Harry Potter and The Sorcerer’s stone” asaridagi badiiy ahamiyati tahlil qilingan. Harry, uning onasi Lily, otasi James va cho‘qintirgan otasi Sirius Blackning ramziy bir butun oila sifatida mustahkamlik va mukammallik ramzini aks ettirishi va Harry oilaning yetakchisi sifatida o‘z qobiliyati bilan mustahkamlikni ta’minlashi ifodalangan. Maqolada shuningdek, asardagi 4 ta uy – Gryffindor, Hufflepuff, Ravenclaw va Slytherin – 4 son arxetipi sifatida tahlil qilinib, har bir uy o‘ziga xos xususiyatlar bilan mukammallikni aks ettirishi, Gryffindor jasurlikni, Hufflepuff adolat va sodiqlikni, Ravenclaw intellektni, Slytherin esa strategik fikrlashni ifodalashi ochib berilgan. Ushbu uylardagi o‘zaro aloqalar asardagi qahramonlarning rivojlanishida muhim ahamiyat kasb etishi aoslangan.

Kalit so‘zlar: 4 son arxitipi, Harry Potter, Lily Potter, James Potter, Sirius Black, Gryffindor, Hufflepuff, Ravenclaw, Slytherin.

Annotation

This article analyzes the literary significance of the archetype number 4 in “Harry Potter and The Sorcerer’s Stone”. Harry, his mother Lily, his father James, and his godfather Sirius Black are represented as a symbolic family of strength and perfection, and Harry provides strength through his ability as the leader of the family. The article also analyzes the 4 houses - Gryffindor, Hufflepuff, Ravenclaw and Slytherin – as the archetype number 4, revealing that each house represents perfection with its own characteristics, Gryffindor represents courage, Hufflepuff represents justice and loyalty, Ravenclaw represents intelligence, and Slytherin represents strategic thinking. It is believed that interactions in these houses are important in the development of the characters in the work.

Key words: The archetype number 4, Harry Potter, Lily Potter, James Potter, Sirius Black, Gryffindor, Hufflepuff, Ravenclaw, Slytherin.

“Harry Potter” asaridagi 4 ta uy misolida 4 son arxetipining mukammallik timsoli sifatida aks etganini ko‘rishimiz mumkin. Bu 4ta uy Gryffindor, Hufflepuff, Ravenclaw va Slytherin deb ataladi.[3; 85-b.] Har bir uyning o‘ziga xos tarixi bor va ularning har biri ajoyib sehrgarlarni yetishtirgan. Xogvartsda bo‘ladigan saralash juda muhim marosim hisoblangan, chunki talabalar bu yerda saralash qalpog‘i orqali 4ta uydan biriga saralanadi va ular tegishli bo‘lgan uylar ularning Xogvartsdagi oilasiga o‘xshaydi. Ular o‘z uylarining qolgan a’zolari bilan birga mashg‘ulotlar o‘tkazadi, umumiy yotoqxonada yotadi va bo‘sh vaqtini uyning umumiy xonasida o‘tkazadi. Talabalar Xogvartsda bo‘lganida ularning g‘alabalari ular tegishli bo‘lgan uyga ochkolar olib

keladi, har qanday qoidabuzarliklari esa uy ochkolarini yo‘qotadi. Yil oxirida eng ko‘p ball to‘plagan uy a’zolari uy kubogi bilan taqdirlanadi va bu katta sharaf hisoblangan. Qahramonlar va ular a’zo bo‘lgan uylar o‘rtasidagi aloqalar ularning xarakterlarini va qiziqishlarini rivojlantirishda muhim rol o‘ynaydi. Saralovchi qalpoq tomonidan aytilgan quyidagi misralarda har bir uyga xos bo‘lgan ta’riflar keltirilgan:

“You might belong in Gryffindor,
Where dwell the brave at heart,
Their daring, nerve, and chivalry
Set Gryffindors apart;
You might belong in Hufflepuff,
Where they are just and loyal,
Those patient Hufflepuffs are true
And unafraid of toil;
Or yet in wise old Ravenclaw,
If you’ve a ready mind,
Where those of wit and learning,
Will always find their kind;
Or perhaps in Slytherin
You’ll make your real friends,
Those cunning folk use any means
To achieve their ends.” [3; 86-b.]

Yuqoridagi misolga tayangan holda shunday xulosaga kelish mumkinki, Gryffindor uyi qahramonlik va jasurlikni ifodalaydi. Bu uydan chiqqan qahramonlar, odatda, adolat uchun kurashadi va o‘z prinsiplariga sodiq qoladi. Misol uchun, Harry Potterning o‘zi va uning do‘stlari Hermione Granger va Ron Weasley obrazlari Gryffindor uyi orqali qahramonlik va jamoaviylik na’munasi sifatida ochib beriladi. Ular har doim to‘g‘ri yo‘lni tanlab, o‘z do‘stlariga yordam berish uchun tayyor turishadi.

Hufflepuff uyi adolat, sodiqlik, sabrlilik fazilatlarini ochib beradi. Bu yerdagi obrazlar sadoqat, do‘stlik, hurmat, halollik va mehnatsevarlik tuyg‘ularini qadrlaydigan insonlar sifatida tasvirlanadi. Ular Hufflepuff uyi orqali o‘zlarining halol va mehribon qiyofalarini namoyish etadilar.

Ravenclaw uyi intellekt va innovatsiyani ifodalaydi. Ushbu uy a’zolari bilimga bo‘lgan ishtiyoq va yaratuvchanlikni namoyish etadi va aqlga asoslangan qarorlar qabul qilishda yangicha yondashuvlar bilan tanilgan va ular o‘zlarining qiziqarli fikrlarini boshqalar bilan bo‘lishishni yoqtiradilar.

Slytherin uyi strategiya va qudratni aks ettiradi. Bu uydan chiqqan obrazlar ko‘pincha o‘z maqsadlariga erishish uchun har qanday yo‘lni qat’iyat bilan tanlaydilar. Masalan, Severus Snape va Draco Malfoy Slytheringa xos bo‘lgan noto‘g‘ri foydalanilish va manipulatsiya qilishni eng yaxshi ifodalaydi. Ular o‘z manfaatlarini qudratlilik va mahorat orqali amalga oshirishga intilishadi.

Demak, asardagi 4 ta uy orqali odamlarning xarakterlarini va qiziqishlarini ochib berish maqsad qilingan va har bir uyning o‘ziga xos xususiyatlari qahramonlarning rivojlanishida muhim ahamiyatga ega bo‘lib, ularning o‘zaro aloqalari va kurashlari asarga chuqur ma’no bag‘ishlaydi. Har bir uyning o‘ziga xos xususiyatlari bir birini to‘ldirgan holda insondagi mukammallikni aks ettiradi va 4 son arxetipining mukammallikni ifodalashiga yorqin misol bo‘la oladi.

Aslida talabaning xarakteri qaysi uyga mos kelsa saralovchi qalpoq uni o‘sha uyga qabul qiladi. Ushbu o‘rinda shuni ta’kidlab o‘tish kerakki, asar qahramoni Harry Potterda esa 4 ta uyga xos bo‘lgan xususiyatlarning barchasi mujassam ekanligini asarda kuzatishimiz mumkin va bu uning mukammal sifatidagi obrazini ochib beradi. Shuning uchun ham saralovchi qalpoq Harryni qaysi uyga a’zo qilish borasida ikkilanib qoladi. Saralovchi qalpoq va Harry Potter o‘rtasidagi sirli muloqotni ifodalovchi quyidagi parchada ham bunga guvoh bo‘lishimiz mumkin:

“Hmm,” said a small voice in his ear. “Difficult. Very difficult. Plenty of courage, I see. Not

a bad mind either. There's talent, A my goodness, yes – and a nice thirst to prove yourself, now that's interesting….So where shall I put you?"

Harry gripped the edges of the stool and thought, Not Slytherin, not Slytherin.

"Not Slytherin, eh?" said the small voice. "Are you sure? You could be great, you know, it's all here in your head, and Slytherin will help you on the way to greatness, no doubt about that – no? Well, if you're sure – better be GRYFFINDOR!"[3; 88-b.]

"Harry Potter" asarida Harry Potter, onasi Lily Potter, otasi James Potter va cho'qintirgan otasi Sirius Black ramziy ma'noda bir butun oilani tashkil qiladi va uning bu oilasi 4 son arxetipi nuqtayi nazaridan qaraganda juda qiziqarli ko'rinishga ega. 4 son arxetipi, odatda, mukammallik, to'liqlik va mustahkamlikni ifodalaydi. Harry Potterning oilasi esa ushbu to'liq tuzilmani yaratishda muhim rol o'ynaydi.

Harry Potter - oilaning asosiy qahramoni va yetakchisi hisoblanadi. Harry o'ziga xos irodasi va qobiliyati orqali oilasining himoyachisi va maqsadlariga erishish yo'lida oldinga intiladi. U o'zining do'stlari va oilasi uchun kurashishda qat'iyatli bo'lib harakat qiladi.

Lily Potter – Harryning onasi bo'lib, sevgi va qahramonlik timsolidir. U Harry uchun o'z hayotini bag'ishlashga qodir bo'lgan kuchli obraz sifatida tasvirlanadi. Uning sevgisi Harry uchun hayotining muhim poydevorini yaratadi. Lilyning o'zi ikkita asosiy fazilatga ega: onalik va himoyachilik, bu esa Harry uchun shaxsiy motivatsiya bo'lib xizmat qiladi.

James Potter - Harryning otasi bo'lib, nufuzli va jamoatga nisbatan xush muomalali odam sifatida tasvirlanadi. U, xuddi Lily kabi, qahramonlik va mas'uliyatni o'z zimmasiga oladi.

Sirius Black - Harry uchun cho'qintirgan ota va oila qo'rg'oshinidir. Sirius, Harry uchun nafaqat himoya, balki do'stlik va erkinlik ramzi sifatida tasvirlanadi. U Harry o'z hayotidagi yolg'izlanish hissidan xalos bo'lishida muhim yordamchi hisoblanadi.

Demak, asarda Harry Potterning oilasi 4 son arxetipi doirasida barqarorlik va to'liqlikni ifodalash bilan birga, shaxsiy o'sish va qahramonlik motivatsiyasining muhim manbayi sifatida xizmat qiladi. Har bir oila a'zosi Harry uchun nafaqat kimligini shakllantirishda muhim, balki uning yo'lidagi kuchli qo'llab-quvvatlash hamdir. Bu oila asarning qiziqarli chiqishini ta'minlaydi va uning mohiyatini yanada kuchaytiradi.

Xulosa qilib aytadigan bo'lsak, "Harry Potter and The Sorcerer's stone" asarida 4 ta uy – Gryffindor, Hufflepuff, Ravenclaw va Slytherin – 4 son arxetipining mukammallik timsoli sifatida namoyon bo'ladi. Har bir uy o'ziga xos xususiyatlarni ifodalaydi. Gryffindor jasurlik va qahramonlikni, Hufflepuff adolat va sodiqlikni, Ravenclaw intellekt va yaratuvchanlikni, Slytherin esa strategik fikrlash va qudratni aks ettiradi. Har bir uy a'zolari o'zaro aloqalar orqali bir-birini to'ldirib, insondagi mukammallikni ifodalaydi. Natijada, 4 ta uy asardagi qahramonlarning o'sishi va rivojlanishida muhim ahamiyat kasb etadi. Shuningdek, "Harry Potter" asarida Harry, uning onasi Lily, otasi James va cho'qintirgan otasi Sirius Black oilani ramziy ma'noda bir butunlikda ifodalaydi. 4 son arxetipi doirasida bu oila mukammallik va mustahkamlik ramzidir. Harry oilasining yetakchisi bo'lib, o'z qobiliyati va irodasi bilan yanada mustahkamlikni ta'minlaydi. Lily Potter o'z sevgisi bilan Harry uchun poydevor va himoyachi vazifasini bajaradi, James esa qahramonlik va mas'uliyat na'munasini ko'rsatadi. Sirius Black do'stlik va erkinlik timsoli bo'lib Harryga himoyachi vazifasini o'taydi.

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O`ZBEK NASRIDA AYOL OBRAZINING BADIIY TASVIRI

Annotatsiya

Qadimgi davr adabiyoti zamonaviy nasrga ham o‘z hissasini qo`shib kelmoqda. Ma‘lumki, adabiyot insonning ichki kechinmalari, jamiyatdagi o‘rni va turmush tarzining badiiy ifodasi bo‘lib, unda ayol obrazi alohida ahamiyatga ega. Ayol obrazi nasr janrida turli davrlar va ijodiy yo‘nalishlarga qarab o‘zgarib, yangilanib kelmoqda. Tarixan ayol ko‘pincha onalik, muhabbat, sadoqat timsoli sifatida tasvirlangan bo‘lsa, zamonaviy adabiyotda u mustaqil, o‘z fikriga ega, hayotga faol aralashuvchi shaxs sifatida namoyon bo‘lmoqda. Ushbu maqolada nasrda ayol obrazining shakllanishi, uning turli qiyofalari va o‘zgarish tendensiyalarini ko‘rib chiqamiz.

**Kalit so`zlar:** nasr, obraz, adabiyot, ayol qahramon, ayolning jamiyatdagi o`rni, zamonaviy nasr, roman.

Abstract

The literature of ancient times has also contributed to modern prose. As is known, literature is an artistic expression of a person's inner experiences, place in society and lifestyle, and the image of a woman is of particular importance in it. The image of a woman in the prose genre has changed and been updated depending on different periods and creative directions. Historically, a woman has often been depicted as a symbol of motherhood, love, and devotion, while in modern literature she is shown as an independent, opinionated person who actively intervenes in life. In this article, we will consider the formation of the image of a woman in prose, its various forms and trends in change.

Key words: prose, image, literature, female hero, woman's place in society, modern prose, novel.

Qadimgi davr mumtoz o‘zbek adabiyoti, shuningdek, boshqa ko‘plab mamlakat adabiyotlari turli xil janrlarni adabiyot olamiga taqdim qilgan bo‘lsada, ularning taraqqiyoti, millat tarixi va dini chambarchas bog‘liq bo‘lgan holda asarlar yaratilganini ko‘rishimiz mumkin. O‘zbek nasri boy tarixga ega bo‘lib, o‘zining mashhur asarlari va yozuvchilari bilan dunyoga tanilgan. Ulardan X-XII asrda ijod qilgan turkiy nasrchilaridan Balxiy, Rabg‘uziy, Navoiy, Saidadin Muhammad va boshqa ko‘plab yozuvchilarni misol keltirishimiz mumkin.

Qadimgi davr ikki millat nasri o‘z kurtaklarini V-IX asrlar oralig‘ida ocha boshlagan bo‘lishiga qaramasdan, undan oldin ham bir qancha asrlar davomida o‘z shakllarini o‘zgartirib nasr shakliga yetib kelgan.

Tarixiy va an’anaviy adabiyotda ayol obrazi asosan oilaparvar, mehribon, sadoqatli va odobli inson sifatida tasvirlangan. Ko‘plab asarlarda ayolning asosiy vazifasi oila farovonligini ta’minlash va jamiyatdagi an’anaviy qadriyatlarni saqlashdan iborat bo‘lgan. Manbalardan ma’lum bo‘lshicha, har bir mamlakatda ayol obrazini tasvirlash usuli turlicha qiyofalar, turlicha dunyoqarashlar bilan boyitilgan. Misol tariqasida oladigan bo‘lsak, o‘zbek xalqining jahon xalqlari madaniy merosining munosib durdonalardan biri bo‘lgan “Alpomish” dostonidagi Barchin obrazi vafo, fidoyilik, mardlik kabi yuksak fazilatlarni o‘zida mujassam etgan. Abdulhamid Cho‘lponning “Kecha va kunduz” romanidagi Zebi obrazini oladigan bo‘lsak, ayol hilqatining naqadar soddaligi, go‘zalligi, odobi, betakrorligini adib mohironalik bilan namoyon qilib bera olgan [1].

Zamonaviy nasrda ayol obrazi yanada kuchli, o‘z haqlari uchun kurashuvchi, jamiyatda faol ishtirok etuvchi shaxs sifatida gavdalanmoqda. Ayol endi faqat oilaviy hayot bilan cheklanib qolmay, balki mustaqil hayot kechiradi, o‘z qarorlarini qabul qiladi va jamiyatda yetakchi bo‘lishga intiladi. Chingiz Aytmatovning “Jamila” qissasi nasrda ayol obrazining yangi bosqichini boshlab berdi. Jamila an’anaviy qadriyatlarga qarshi chiqib, muhabbat va baxt uchun kurashgan kuchli ayol sifatida tasvirlangan. Uning o‘z yo‘lini tanlashi va jamiyat me’yorlariga zid bo‘lsa-da,

o‘z qalbiga quloq tutishi o‘sha davr adabiyotida katta yangilik edi.

“Asrga tatigulik kun” romanida ham ayol obrazi murakkab kechinmalarga ega, hayot sinovlari oldida ojiz bo‘lmagan shaxs sifatida tasvirlangan. Aytmatov asarlarida ayollar faqat uy bekasi emas, balki kuchli va faol insonlar sifatida namoyon bo‘ladi. O‘tkir Hoshimovning “Dunyoning ishlari” qissasi zamonaviy ayol obrazining yorqin namunalaridan biridir. Undagi qahramonlar oddiy, ammo ichki kechinmalari boy, hayotning murakkab sinovlariga bardosh bera oladigan shaxslar sifatida tasvirlangan. Asarda onalar va farzandlar o‘rtasidagi munosabatlar, ayollarning jamiyatdagi o‘rni, hayot sinovlari oldida ularning matonati kabi mavzular ochib beriladi.

Hozirgi zamonaviy nasrda ayol obrazining eng muhim jihatlaridan biri – uning ichki kechinmalari va ruhiy holatini chuqur yoritishdir. Endi ayol obrazlari faqat tashqi go‘zalligi yoki sadoqati bilan emas, balki ularning ichki dunyosi, iztiroblari va orzu-umidlari bilan ham jonlantiriladi. Tog‘ay Murodning “Otamdan qolgan dalalar” romanida ayol obrazi hayotning qiyinchiliklariga bardosh bera oladigan, mustaqil va irodali shaxs sifatida ko‘rsatilgan. Bu obrazlar orqali yozuvchi qishloq ayollarining mashaqqatli hayoti, ularning orzu-umidlari va turmushdagi kurashlarini yoritadi.

Muhabbat nasrda ayol obrazining ajralmas qismi hisoblanadi. Ayrim asarlarda muhabbat baxt va armonning timsoli sifatida tasvirlansa, boshqalarida u ayol taqdirining murakkab yo‘lini aks ettiradi.

Hozirgi zamonaviy nasrda ayol obrazlari yanada realistik va murakkab ko‘rinishga ega bo‘lib, ular endi faqat an’anaviy jamiyatda emas, balki shahar hayoti, ishbilarmonlik muhiti va siyosiy jarayonlarda ham faol ishtirok etmoqda. Xurshid Do‘stmuhammad, Isajon Sulton, Shodmon Otabek kabi yozuvchilarning asarlarida zamonaviy ayolning ichki dunyosi, uning mustaqil fikrlashi va hayotdagi o‘rni chuqur tahlil qilinadi. Bunday asarlar orqali bugungi ayollar hayoti, ularning jamiyatdagi o‘rni va shaxsiy kechinmalari yanada jonli va ta’sirchan ifodalangan.

Nasrda ayol obrazining tasvirlanishi davrlar o‘tishi bilan o‘zgarib kelgan. An’anaviy adabiyotda u sadoqatli yor, mehribon ona va uy bekasi sifatida tasvirlangan bo‘lsa, zamonaviy adabiyotda u kuchli, mustaqil, hayot sinovlariga bardosh bera oladigan shaxs sifatida gavdalanmoqda. Ayol obrazlari endi faqat tashqi ko‘rinish yoki ijtimoiy mavqe bilan emas, balki ularning ichki kechinmalari, orzu-umidlari, hayotga bo‘lgan qarashlari bilan ham tasvirlanmoqda. Bu esa nasrni yanada boyitib, uni o‘quvchi uchun chuqurroq va ta’sirchanroq qiladi.

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FACTORS INFLUENCING THE IMPROVEMENT OF FUTURE PHILOLOGISTS' INTERCULTURAL COMMUNICATION SKILLS

Annotation

This article examines the factors affecting the development of intercultural communication skills among future philologists, focusing on language proficiency, cultural awareness, and digital technologies.

Key words: intercultural communication, philologists, language proficiency, cultural awareness, digital technologies.

In the era of globalization, intercultural communication has become a vital skill for professionals across various fields, particularly for philologists. Future philologists, who specialize in the study of languages and cultures, must develop strong intercultural communication skills to effectively engage with diverse linguistic and cultural communities. Several factors influence the improvement of these skills, including language proficiency, cultural awareness, educational methodologies, and digital technologies. This article explores these factors in detail and their role in shaping the intercultural competence of future philologists.

Language Proficiency as a Core Factor

One of the primary components of intercultural communication is language proficiency. A deep understanding of phonetics, grammar, vocabulary, and pragmatics enables philologists to effectively convey and interpret messages in different languages. Fluency in multiple languages not only facilitates direct communication but also allows individuals to grasp cultural nuances embedded in expressions, idioms, and discourse structures.

Moreover, language proficiency extends beyond speaking and writing skills. Listening and reading comprehension are equally essential for effective communication. Future philologists must be trained to understand regional dialects, slang, and variations in pronunciation, which significantly impact their ability to engage in meaningful intercultural exchanges.

Cultural Awareness and Sensitivity

Cultural awareness is another crucial factor in developing intercultural communication skills. Understanding the cultural backgrounds, traditions, and social norms of different linguistic communities allows philologists to interact respectfully and avoid misunderstandings. Misinterpretations often arise from cultural differences in body language, gestures, and non-verbal communication.

To enhance cultural awareness, it is essential for philologists to engage in immersive experiences such as cultural exchange programs, international internships, and cross-cultural collaborations. Exposure to diverse cultures helps them recognize and appreciate different worldviews, ultimately fostering a more inclusive and empathetic approach to communication.

Educational Methodologies and Training

The methodologies used in teaching foreign languages and communication skills play a significant role in shaping future philologists' intercultural competence. Traditional lecture-based approaches are no longer sufficient in preparing students for real-world interactions. Instead, communicative and task-based learning methods have gained popularity for their emphasis on practical language use and interactive learning.

Role-playing, simulations, and group discussions are effective techniques that allow students to practice intercultural communication in controlled environments. Additionally, incorporating literature, films, and case studies from diverse cultures into the curriculum can enhance students' understanding of cross-cultural perspectives. By integrating these methodologies, educators can provide future philologists with the necessary tools to navigate intercultural interactions effectively.

The Role of Digital Technologies

In today's digital age, technology plays a pivotal role in facilitating intercultural communication. Online platforms, social media, and virtual exchange programs provide philologists with unprecedented opportunities to interact with speakers of different languages and cultures. Digital tools such as translation applications, language learning software, and virtual reality experiences further aid in developing linguistic and cultural competence.

Social media platforms enable real-time interactions and cultural exposure, allowing future philologists to observe and engage with authentic communication styles. Additionally, video conferencing tools and collaborative online projects foster global networking, enabling students to develop practical communication skills in diverse linguistic and cultural contexts.

Challenges and Solutions

Despite the numerous factors that contribute to the improvement of intercultural communication skills, several challenges persist. Linguistic barriers, cultural misunderstandings, and stereotypes often hinder effective communication. To overcome these obstacles, it is crucial to promote intercultural empathy, encourage continuous learning, and foster an open-minded attitude.

Language immersion programs, mentorship initiatives, and collaborative international projects can significantly contribute to overcoming these challenges. Furthermore, integrating interdisciplinary studies—such as psychology, anthropology, and communication studies—into philology programs can provide students with a deeper understanding of human interaction across cultures.

The development of intercultural communication skills among future philologists is influenced by multiple factors, including language proficiency, cultural awareness, educational methodologies, and digital technologies. By addressing these elements through comprehensive training and exposure, educators can prepare students to navigate intercultural interactions effectively. As globalization continues to shape the modern world, equipping future philologists with strong intercultural communication skills will not only enhance their professional opportunities but also contribute to fostering mutual understanding and cooperation across diverse linguistic and cultural landscapes.

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BADIIY ASARLARDA SOMATIZMLAR BILAN KELGAN DIALEKTGA XOS FRAZEOLOGIZMLARNING QO'LLANILISHI

Annotatsiya

Ushbu maqolamizda badiiy asar tilida uchraydigan somatizmlar bilan kelgan dialektga xos frazeologizmlar, ularning badiiy asarda qo'llanilish xususiyatlari haqida so'z yuritdik.

Kalit so'zlar: dialektizmlar, somatizm, dialektga xos somatik frazeologizm.

Annotation

In this article, we discussed dialect-specific phraseologisms associated with somatisms that occur in the language of literary works, and their peculiarities of usage in literary works.

Key words: dialectisms, somatism, dialect-specific somatic phraseologism.

Qoraqalpoq tilida badiiy asarlar tili dialektik so'zlarga juda boy hisoblanadi. Sababi, har qanday yozuvchi, shoirlar o'zining yaratgan asarlarini qimmatli, mazmunli, o'quvchi qalbida abadiy qoladigan darajada yaratishga intilib, o'sha yashash hududining haqiqiy ko'rinishini berish uchun dialektik so'zlardan foydalanadi. Dialektizmlar orqali yozuvchining qaysi hududdan ekanligini ko'rishimiz mumkin. Muallif dialektizmlarni badiiy asarlarda turli maqsadlarda qo'llaydi. Dialektizmlar badiiy asarlarda muallif va qahramonlarning tilida uchrab, qahramonning tashqi ko'rinishini tasvirlashda ham, uning ichki psixologiyasini aniq ochib berishda ham

qo'llaniladi.

Dialektizmlar orasida insonning tana a'zolariga bog'liq dialektizmlar ma'lum o'rinni egallaydi. Tilshunoslikda tana a'zo nomlari yunon tilidagi (soma-tana) atamasi bilan bog'liq bo'lib, ilmiy tadqiqotlarda bu atama somatik birliklar, somatizm - inson tana a'zolari nomlari tushunchasi bilan ma'lum.[1.]

Badiiy asarlarda dialektga xos somatik frazeologizmlar samarali uchraydi. Frazeologizmlar xalq tilining qaymog'i sifatida baholanadi. Unda xalqning asrlar davomida yaratgan, to'plagan o'tkir xayollari, donoligi, so'z ijodkorligining ajoyib namunalari yotadi. [2.] Har qanday yozuvchi asarlarining obrazli, ta'sirchan chiqishida frazeologizmlarning o'rni alohida. Frazeologizmlarni asarda samarali qo'llashning o'zi millatning xarakterini aniq ko'rsatadi. [3.] Frazeologizmlarda chuqur emotsional-ekspressiv ma'no bo'yoqlari kuchli bo'ladi va ular asarga alohida ta'sirchanlik, mahorat, chuqur mazmun berib, asarning badiiyligini oshiradi. Badiiy asarlarda somatizm bilan kelgan dialektga xos frazeologizmlar asarga badiiylik, o'ziga xoslik baxsh etib, asarning jonli chiqishini ta'minlaydi. Masalan:

Yurak so'zi asos bo'lib keladi: Usılay yoshıp kiyatırǵan jigit awıldıń ortasına kelgende dar aǵashın kórip, **júregi qum boldı**!... (K.Sultanov, 298-b.) Jawınger jigittiń soldat qayısı qáliptey tartqan qarnın ıza-qayǵı kernep, **júregi qabızına sıymaydı**. (K. Sultanov, 56-b.) Misollardagi «júregi qum bolıw» frazeologizmi qahramonning qattiq qo'rqishi ma'nosida, «júregi qabızına sıymaw» dialektik frazeologizmi konteksta g'azablanish ma'nosida kelgan. «Júregi qabızına sıymaw» frazeologizmining ádabiy tilda «júregi qanasına sıymaw», «júregi qabına sıymaw» variantları uchraydi. Bu frazeologizm bazida quvonch, kuchli his-hayajon yoki to'lqinlanish holatini ifodalaydi. Keltirilǵan frazeologizmlar muallif tilida berilib, qahramonning holatini, uning psixologiyasini aniq ko'rsatish uchun mahorat bilan qo'llanilgan va yozuvchining ma'lum bir hududga xos bo'lgan til xususiyatlarini o'z asarida aks ettirish maqsadida foydalanganini ifodalaydi.

Kiprik so'zi asos bo'lib keladi:
Hesh biriniń **kirpiginde kiri joq**,

Qızıń sulıw, jigitleriń shoq bolsın. (G.Dáwletova, 10-b.)

«Kirpiginiń kiri joq» dialektik frazeologizmi oq ko'ngil ma'nosini bildirib, adabiy tilda «kewlinde kiri joq», «kewli taza» shaklida uchraydi.

Qo'l so'zi asos bo'lib keladi: Sońın ala awıl betińe sawda-satıqqa jiberemiz. Áne, sonnan keyin **qolıń maylı, jaǵań kirli** mine degen ortań qolday jigit bolasań. (Ó.Xojaniyazov, 225-b.) «Qolıń maylı, jaǵań kirli» dialektik frazeologizm teng huquqli ikki komponentli frazeologizm bo'lib, farovon turmushda yashash, rivojlanish ma'nosini bildiradi. Bu frazeologizm mehnatsevar, ishchan odamlarni maqtash uchun qo'llaniladi va mehnatni ulug'lash, halol mehnat qiluvchi insonlarni hurmat qilish kabi qadriyatlarni aks ettiradi.

Tirsak so'zi asos bo'lib keladi: Awıl adamlarınıń da buǵan qaraǵanda **shıǵanaǵı tartıp** qalmadı. (M.Nızanov, 19-b.) «Shıǵanaǵı tartıw» frazeologizmi yordam berish ma'nosida kelib, muallif tilida berilib, o'sha hudud tilining lisoniy o'ziga xosligini ifodalash uchun qo'llanilgan.

Og'iz so'zi asos bo'lib keladi: Sol balanıń **awzında shaqqısı bar**, hár sózine kúlip óleseń. (K.Karimov, 369-b.) Bu dialektik frazeologizm qahramon tilida berilib, so'zlarni mohirona ishlatadigan, boshqalarni o'ziga jalb qila oladigan, ishontira oladigan odamni tasvirlaydi. Muallif bu frazeologizmida so'z san'atini qadrlash, nutq madaniyatiga e'tibor berish kabi qadriyatlarni aks ettiradi. Shuningdek, bu dialektizm tilning o'ziga xos xususiyatlarini va mahalliy madaniyatning til orqali ifodalanishini ko'rsatadi.

Quloq so'zi asos bo'lib keladi: Ana awıldaǵı qalaq bas molla **qulaǵımnıń etin jep boldı**. (Ǵ.Seyitnazarov, 33-b.) «Qulaǵınıń eti jew» dialektik frazeologizmi ko'p gapirish, bir narsani to'xtovsiz aytaverish orqali bezor qilish ma'nosini bildirib, "quloq" va "et" so'zlarining birikishi orqali quloqqa haddan tashqari ta'sir o'tkazish tasvirlanmoqda. Bu frazeologizm adabiy tilda «qulaǵına qurt bolıp túsiw» shaklida uchraydi.

Oyoq, taban, to'piq so'zlari asos bo'lib keladi: -**Ayaǵımnıń dımı qalmadı**. (Ó. Ayjanov,

139-b.) Jolına qaray-qaray kózi de sarǵaydı, pochtaǵa qatnay-qatnay **tabanı da qabardı**. (K. Sultanov, 20-b.) Tursıngúl sekretardıń hayalınıń qolınan pıshaqtı alıp: -Qurdas, erkektiń sózi ne, ózi ne, **teńizdi tobıǵınnan keltirip** otıra ber,-dep táselle berdi. (J.Saparov,137-b.) «Ayaǵınıń dımı qalmaw», «tabanı qabarıw» frazeologizmlari qattiq charchash, holdan toyish ma'nosida kelgan bo'lib, bir-biriga sinonim bo'ladi va adabiy tilda «tabanı tozıw» variantı uchraydi. Yozuvchi bu frazeologizmlarni personajlarning jismoniy holatini ta'kidlash uchun qo'llangan. «Teńizdi tobıǵınan keltiriw» frazeologizmi e'tibor bermaslik ma'nosida kelgan. Uchbu frazeologizm adabiy tilda «dárya tassa tobıǵına kelmew» shaklida uchraydi.

Bu frazeologizmlar asarda mahalliy til xususiyatlarini aks ettirgan va asarga milliy kolorit bergan. Adabiy asarlarda bunday dialektal frazeologizmlardan foydalanish yozuvchiga o'z asarini yanada jonli va ta'sirchan qilish, shuningdek, mahalliy xususiyatlarni aniq aks ettirish imkonini beradi.

Shuningdek, badiiy asar tilida tish, burun, kindik, taloq so'zlari tayanch vazifasida kelgan somatik dialektga xos frazeologizmlar ham uchraydi.

Shunday qilib, badiiy asarlarda inson a'zolariga bog'liq qo'llanilgan dialektizmlar juda ko'plab uchrab, ular qahramonning va shu muhitning ko'rinishini aniq ochib berish uchun yozuvchi tomonidan mahorat bilan foydalanilgan, ular asarga alohida go'zallik bag'ishlagan, badiiy asar tilining jonli va qiziqarli chiqishida muhim o'rin egallagan. Bu dialektik so'zlarni qoraqalpoq tili leksikasining boyligi sifatida ko'rishimiz mumkin. Chunki, dialektik so'zlarda xalqimizning yashash tarzi, madaniyati, tarixi, urf-odat, an'analarini ko'ramiz.

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ИССЛЕДОВАНИЕ СОВРЕМЕННЫХ МЕТОДОВ И ИННОВАЦИОННЫХ ТЕХНОЛОГИЙ В ПРЕПОДАВАНИИ КИТАЙСКОГО ЯЗЫКА

Аннотация

Статья рассматривает современные методы и технологии преподавания китайского языка, включая мультимедийные технологии, мобильные приложения и онлайн-ресурсы. Анализируются диалоговый, практический и исследовательский методы, а также использование технологий для улучшения произношения и развития коммуникативной компетенции, с акцентом на виртуальную и дополненную реальность.

Ключевые слова: современные методы, инновационные технологии, преподавание китайского языка, мультимедийные технологии, мобильные приложения, онлайн-ресурсы, диалоговый метод, практический метод, исследовательский метод, произношение, коммуникативная компетенция, виртуальная реальность, дополненная реальность, интерактивное обучение.

Abstract

The article discusses modern methods and technologies in teaching Chinese, including multimedia technologies, mobile applications, and online resources. It analyzes the dialogical, practical, and research methods, as well as the use of technologies to improve pronunciation and develop communicative competence, with a focus on virtual and augmented reality.

Key words: modern methods, innovative technologies, teaching Chinese language,

multimedia technologies, mobile applications, online resources, dialogical method, practical method, research method, pronunciation, communicative competence, virtual reality, augmented reality, interactive learning.

Современный мир стремительно меняется, а наука и техника развиваются быстрыми темпами. Прогресс наблюдается во всех областях. В частности, серьезные изменения происходят в области естественных наук. Использование новых инновационных методик преподавания для обеспечения учащихся соответствующими предметными знаниями является одним из основных требований современного образования [1,95]. Процесс обучения иностранным языкам требует использования передовых образовательных технологий, интерактивных инновационных методов и коммуникативных средств.

Сегодня Интернет, бесспорно, является неотъемлемой частью жизни каждого человека. Люди используют его для поиска текстовой, слуховой и визуальной информации, общения, проведения досуга, а в последнее время и для доступа к образовательным платформам. Аналогичным образом деятельность преподавателей иностранных языков тесно связана с Интернетом. На начальном этапе изучения китайского языка учащиеся изучают основные китайские иероглифы. Однако, учебники не всегда содержат подробные инструкции по написанию китайских иероглифов, а используемые шрифты не всегда адекватно передают особенности написания иероглифов от руки. В таких случаях необходимо обучать студентов с помощью программного обеспечения или веб-сайтов, которые визуализируют последовательность и движения при написании (например, такие приложения, как Trainchinese, Pleco и т.п.). Это не только развивает навыки письма, но и помогает студентам распознать и оценить эстетические элементы китайских иероглифов, ведь каллиграфия является неотъемлемой частью традиционной китайской культуры.

Знакомство с компьютерными системами ввода китайских иероглифов также целесообразно на этом этапе. Хотя ученики могут освоить эти системы самостоятельно, роль учителя в этом процессе остается важной.

Основным понятием методики преподавания китайского языка является изучение законов, принципов и методов преподавания китайского языка на начальных этапах. Объектом изучения является феномен преподавания предметов на китайском языке. Изучение методики преподавания китайского языка имеет множество аспектов. Это и изучение его закономерности, то есть первоначального понимания законов, связанных с преподаванием, и изучение его целесообразности, то есть возможности освоения и применения в реальном преподавании. Вышеперечисленные понятия отражают особенности подготовки учителей китайского языка.

Формы современного метода преподавания китайского языка разнообразны, включая: метод чтения, диалоговый метод, практический метод, мультимедийный метод обучения, исследовательский метод, и метод самообучения.

Распространенным методом чтения, используемым при обучении китайскому языку, является интенсивное чтение, которое можно разделить на пять этапов: беглое чтение, постановка вопросов, интенсивное чтение, запоминание и рецензирование. На первом этапе просматривается весь текст, фиксируется важная информация и определяется общее впечатление от текста.

У этого метода обучения есть свои преимущества. Во-первых, он позволяет повысить эффективность и результативность обучения. Под руководством преподавателя сложные для понимания теоретические знания преобразуются в легкое для восприятия и чтения содержание, что делает обучение более легким и интересным. Во-вторых, он позволяет студентам точно и глубоко понять содержание учебного материала.

Диалоговый метод — это своего рода диалог между преподавателями и студентами в процессе обучения. Его называют «учебным диалогом», потому что он проходит в форме вопросов и ответов, дебатов и дискуссий. В определенной ситуации в классе учителя и ученики усваивают знания через диалог и общение. Однако этот метод обучения отличается

от традиционного метода прямого преподавания учителем, поэтому он подходит для студентов, обладающих определенными навыками самостоятельного мышления.

Практический метод обучения — это метод обучения, который позволяет учащимся участвовать в практической деятельности с целью приобретения знаний и повышения их качества. В частности, он включает в себя наблюдение, расследование, интервью, эксперимент, игры, практические упражнения и домашние задания. Практический метод обучения должен быть ориентирован на людей, чтобы студенты могли участвовать в нем и учиться на практике. Уделяя внимание процессу стимулирования практической деятельности студентов, преподаватели также должны сосредоточиться на корректировке структуры знаний в соответствии с потребностями студентов и содействовать улучшению всестороннего качества и инновационных способностей студентов.

Мультимедийный метод обучения — это новый метод современного образования. Мультимедийный метод обучения — это разумное использование современных методов обучения для предоставления студентам учебной информации в процессе обучения. Он основан на использовании различных аудиовизуальных средств, таких как компьютеры, проекторы и слайды. Мультимедийное обучение может помочь в проведении аудиторных занятий и обогатить их форму. Правильное применение мультимедийных технологий обучения может стимулировать энтузиазм студентов к участию в занятиях.

Исследовательский метод обучения — это метод, при котором преподаватель ставит вопросы и приводит примеры в процессе передачи знаний студентам, так что студенты могут проводить самостоятельное обучение на основе исследований, читая, наблюдая, экспериментируя и размышляя, и приобретать навыки в процессе обучения. Начиная с первых исследований и до настоящего времени, методика преподавания китайского языка имеет богатый подтекст, а современное преподавание китайского языка выдвигает более высокие требования к преподавателям в целом. Педагогика китайского языка может быть реализована различными способами, что позволит преподавателям лучше выполнять свои педагогические задачи и помогать студентам усваивать знания всесторонне и глубоко.

Современные методы обучения и инновационные технологии играют важную роль в преподавании китайского языка студентам, обеспечивая более эффективное усвоение материала и адаптацию к особенностям этого сложного языка. В последние годы методы обучения претерпели значительные изменения благодаря широкому использованию цифровых инструментов и интерактивных платформ.

Одно из самых важных нововведений - использование онлайн-ресурсов и мобильных приложений для изучения китайского языка (например, Duolingo и Memrise) предлагают интерактивные упражнения по изучению лексики, грамматики и китайских иероглифов, которые поощряют активное участие. Они также предлагают разнообразные виды деятельности, в которых учащиеся могут активно участвовать [2,39] На сегодняшний день существует огромное количество таких приложений, например, Лаоши, HSK Online, Duchinese и другие. Количество таких приложений увеличивается с каждым днем, при этом с каждым разом появляются все более инновационные решения. Кроме того, приложения, использующие технологию распознавания речи, позволяют улучшить навыки произношения, что особенно важно для китайского языка, в котором используется тональная система.

Технологии виртуальной и дополненной реальности также были внедрены в процесс изучения китайского языка. Эти технологии создают иммерсивную среду, в которой студенты могут взаимодействовать с виртуальными объектами и практиковать языковые навыки в реальной жизни. Например, приложения дополненной реальности могут включать китайские иероглифы в повседневные предметы, делая процесс обучения более интуитивным и запоминающимся.

Кроме того, в образовательный процесс активно внедряются игровые методики с такими элементами, как очки, уровни и рейтинги, которые в свою очередь могут использоваться для мотивации и вовлечения студентов в регулярные занятия.

Современные методы обучения и инновационные технологии значительно расширили возможности студентов по эффективному изучению китайского языка, сделав процесс обучения более доступным, персонализированным и увлекательным. Сочетание цифровых решений с традиционными методами создает благоприятные условия для быстрого и глубокого освоения китайской лексики и элементов культуры.

Инновационные технологии оказали значительное влияние на формирование коммуникативной компетенции при обучении китайскому языку, что особенно важно в условиях глобализации и межкультурной коммуникации. Под коммуникативной компетенцией понимается способность эффективно использовать язык в различных коммуникативных ситуациях, что требует от учащихся не только теоретического освоения грамматики и лексики, но и практического применения полученных знаний в реальных жизненных ситуациях. В этом контексте технологии играют важную роль, предоставляя новые способы формирования и развития языковой компетенции. Одним из основных направлений, в котором инновационные технологии способствуют развитию коммуникативной компетенции, является использование онлайн-платформ для общения с носителями языка. Различные сервисы и платформы предоставляют студентам возможность общаться с носителями китайского языка в режиме реального времени. Это не только улучшает навыки говорения и аудирования, но и знакомит студентов с аутентичным языком, культурными особенностями общения и нюансами языкового стиля.

Использование технологии видеоконференций и виртуальных классов также способствует развитию коммуникативных навыков. Взаимодействие в виртуальной среде в формате «студент-преподаватель» или «студент-студент» приближает учащихся к реальным коммуникативным ситуациям. Видеоуроки с участием носителей китайского языка обеспечивают живую среду, в которой студенты могут задавать вопросы, обсуждать темы и получать мгновенную обратную связь. Например, такие платформы, как Zoom, Skype и Discord, обеспечивают доступ к широкому спектру материалов и взаимодействие. С помощью этих платформ студенты получают доступ к широкому спектру учебных материалов и взаимодействуют с ними, что делает обучение более эффективным, более гибким и удобным.

Использование инновационных технологий значительно расширило возможности для развития коммуникативных навыков при изучении китайского языка. Технологии создают условия для активного взаимодействия с носителями языка, практики в реальном и виртуальном контекстах, а также предоставляют персонализированные методы обучения, которые делают процесс овладения коммуникативной компетенцией более эффективным и результативным.

Одним из ключевых аспектов, который подлежит анализу, является внедрение мультимедийных технологий в образовательный процесс. Благодаря использованию аудио- и видеоматериалов, студенты могут лучше понять культурный контекст китайского языка, его тональную структуру и мелодику, что особенно важно для правильного восприятия и воспроизведения звуков. Кроме того, разнообразные приложения и онлайн-ресурсы способствуют интерактивному взаимодействию с материалом, что позволяет адаптировать обучение под индивидуальные потребности каждого учащегося. С точки зрения практической пользы, это значительно сокращает временные затраты на освоение базовых и средних уровней владения языком.

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ЛЕКСИКО-ГРАММАТИЧЕСКИЕ ОСОБЕННОСТИ ЧИЛИЙСКОГО ВАРИАНТА ИСПАНСКОГО ЯЗЫКА В КОНТЕКСТЕ ПЕРЕВОДА НА РУССКИЙ ЯЗЫК

Аннотация

Чилийский вариант испанского языка отличается особыми лексико-грамматическими характеристиками, включая нестандартные глагольные конструкции, временные формы, местоимения и неологизмы, что затрудняет перевод на русский язык. Автор рассматривает возможные способы передачи этих особенностей с учётом контекста и коммуникативных задач.

Ключевые слова: чилинизмы, лексические единицы, лексико-грамматические особенности, глагольные конструкции, способы перевода, фразеологизмы.

Abstract

The Chilean variant of Spanish is characterized by unique lexico-grammatical features, including non-standard verb constructions, tense forms, pronouns, and neologisms, which pose challenges for translation into Russian. The author explores possible translation strategies, considering contextual and communicative factors.

Key words: Chileanisms, lexical units, lexico-grammatical features, verb constructions, translation strategies, phraseological expressions.

Испанский язык — один из самых распространенных в мире, однако его вариативность внутри испаноязычных стран делает его изучение особенно интересным и сложным. Чилийский вариант испанского языка выделяется среди остальных своим уникальным словарным составом, особенностями грамматического строя и фонетикой, что зачастую создает трудности при его переводе на другие языки, в том числе на русский. В данной статье рассматриваются лексико-грамматические особенности чилийского испанского, которые оказывают наибольшее влияние на процесс перевода. Особое внимание уделяется коллоквиальной лексике, идиоматическим выражениям и грамматическим конструкциям, характерным для чилийского варианта, а также стратегиям их адаптации в русскоязычном контексте.

Исследование лексико-грамматических особенностей чилийского варианта испанского языка в контексте перевода на русский язык актуально в связи с его значительными отличиями от стандартного испанского. Чилийский испанский обладает уникальной лексикой, грамматическими конструкциями и вариантами словообразования, что создает сложности при его интерпретации и переводе. Анализ этих особенностей способствует более точной передаче смыслов, а также углубленному пониманию чилийской языковой и культурной специфики.

Лексика чилийского испанского языка является одним из аспектов, который в наибольшей степени способствует его самобытности в испаноязычном мире. Амброзио Рабаналес представляет лингвистический профиль чилийского испанского языка, в котором он включает лексические, фонологические и морфосинтаксические особенности, выделяя четыре социолингвистические разновидности. Эта разновидность испанского языка характеризуется включением лексики коренного происхождения, в основном языком индейцев мапуче, а также рядом грамматических и фонологических преобразований, которые отличают его от других разновидностей испанского языка [1.447-464]. Чилийский вариант состоит из множества уникальных слов и выражений, которые возникли в результате взаимодействия различных культурных, исторических и географических влияний. Первый словарь чиленизмов был опубликован Соробабелем Родригесом в 1875 году. Родольфо Ленц проводил исследования, начиная с 1894 года, так называемого "вульгарного испанского" Чили. Садовски отмечает, что чилийский вариант испанского

языка обладает уникальной спецификой, особенно в лексическом плане. По его словам, большинство слов, представленных на 11 322 страницах иллюстрированного словаря чиленизмов, отсутствуют в Словаре испанского языка Королевской академии Испании, так как являются исключительно чилийскими [2.33-75].

Несмотря на то, что официальным языком Чили является испанский, в стране также существуют шесть автохтонных языков — мапудунгун, кавескар, кечуа, аймара, рапа-нуи и яган. Каждый из них сохраняется в разной степени, но все они являются частью языкового разнообразия Чили. Интересно, что, хотя чилийская литература подарила миру таких выдающихся авторов, как Пабло Неруда и Бальдомеро Лильо, сам чилийский вариант испанского остается сравнительно малоизученным. При этом многие лингвисты отмечают его заметные отличия от других разновидностей языка, включая уникальные черты, не встречающиеся в других испаноязычных регионах. Еще в XIX веке немецкий лингвист Рудольф Ленц подчеркивал, что "испанский язык, вероятно, развился в Чили больше, чем в какой-либо другой стране"[3. 87-258]. Впоследствии его мнение разделяли такие исследователи, как Энрикес Уренья (1921), Самора и Гитарт (1982), утверждая, что чилийский испанский обладает такими лингвистическими особенностями, что его следует рассматривать как отдельную диалектную зону в испаноязычном мире. Помимо своей уникальности, чилийский вариант также характеризуется высокой степенью социолингвистической изменчивости при сравнительно небольших географических различиях, что делает его особенно интересным объектом исследования. "[4. 88-299].

Одним из распространённых чилийских слов является «cahuín» (rumor), которое обозначает “сплетню, слух или интригу”, часто сопровождающуюся преувеличениями и домыслами. В разговорной речи также используется выражение «andar en cahuines», означающее заниматься распространением сплетен или плести интриги. Например: "A Juan no le gusta andar en cahuines, pero siempre se entera de todo lo que pasa en la oficina." “Хуану не нравится плести интриги, но он всегда узнаёт обо всём, что происходит в офисе”. Ещё одна лексическая известная чилийская единица– «pololo/a» (novio/a), которое в Чили используется для обозначения “парня или девушки” в романтических отношениях. В отличие от стандартного «novio/a», подразумевающего более серьёзные отношения, «pololo/a» чаще применяется для обозначения молодёжных или неофициальных пар. Например: Mi polola y yo vamos al cine este fin de semana. “Моя девушка и я идём в кино в эти выходные”. Наконец, в чилийском испанском часто встречается междометие «pucha», выражающее сожаление, досаду или разочарование. Оно эквивалентно испанскому «vaya» или «qué pena» и употребляется в ситуациях, когда говорящий выражает свою фрустрацию или сочувствие. Например: ¡Que pucha es! Se me olvidaron las llaves en casa. “Вот досада! Я забыл ключи дома”.

Помимо лексических и семантических особенностей в чилийском испанском также выделяются и грамматические особенности, что делает на его выделяемым среди испаноязычного мира. В грамматическом плане чилийские формы обращения представляют собой интересное сосуществование нескольких систем. Преобладающей является асимметричная система, при которой формы уважения используются в отношении вышестоящих, а формы близости — в отношении нижестоящих. Однако часто встречается разнообразие критериев [5.123].

1. Употребление «vos» вместо «tú». Хотя в Чили преобладает «tú», в неформальных и сельских регионах встречается «vos» с изменёнными глагольными формами. Например: Tú cantas / Vos cantas / Tú cantái / Vos cantái. Vos sabís lo que pasa. (Вместо Tú sabes lo que pasa.)

2. Изменение спряжения глаголов во 2-м лице. Добавление «-í» или «-ís» в настоящем времени: ¿Cómo estai? (Вместо ¿Cómo estás?) ¿Qué querís hacer hoy? (Вместо ¿Qué quieres hacer hoy?)

3. Частое употребление частицы «po». «Po» (от pues) используется для придания фразе неформального оттенка: Sí po, vamos al cine. (Вместо Sí, vamos al cine.) No po, eso no es verdad. (Вместо No, eso no es verdad.)

4. Перефразирование временных конструкций. Для будущего времени чаще используется конструкция voy a + infinitivo вместо классического будущего:

Voy a ir a comprar (Вместо Iré a comprar).

5. Оригинальные выражения времени. Вместо стандартных ответов на вопрос о времени в Чили принято говорить: Son diez para las tres (02:50). Son veinte para las cuatro (15:40).

6. Широкое употребление уменьшительных суффиксов. Деминутивы используются не только для выражения ласковости, но и для смягчения речи:

¿Quieres un pancito con mantequilla? (Вместо ¿Quieres un pan con mantequilla?)

Espérame un ratito, ya voy. (Вместо Espérame un rato, ya voy.)

Испанский социолингвист Франсиско Морено-Фернандес сделал значимые наблюдения о чилийском варианте испанского языка. В недавнем интервью он отметил, что в Чили «восприятие социальной вертикали языка выше, чем в других регионах». [6.1-2]. Это означает, что носители чилийского испанского особенно чутко воспринимают языковые различия, связанные с социальными слоями, что напрямую влияет на их манеру общения. Кроме того, под его академическим руководством было проведено исследование «Социоэнтонативный анализ чилийского испанского языка в сельских районах регионов Вальпараисо, Метрополитана и О'Хиггинс». Оно подробно изучает интонационные особенности испанского языка в этих регионах, подчеркивая богатство и многообразие чилийской речи.

Газета La Cuarta — одно из самых популярных изданий Чили, известное своим неформальным стилем, яркой подачей новостей и близостью к разговорному языку. Она часто использует выразительные фразы и народные выражения, характерные для чилийского испанского. Для анализа перевода были выбраны несколько типичных выражений, встречающихся в чилийской речи и активно используемых в статьях La Cuarta. Эти фразы отражают не только языковые особенности, но и культурные аспекты общения в Чили.

1. "Viajo porque creo que la vida pasa rápido..." Эта фраза журналиста Клаудио Итурры отражает философию быстротечности жизни и важности путешествий как способа саморазвития [7]. В русском языке аналогичной по смыслу могла бы быть фраза "Я путешествую, потому что жизнь пролетает быстро...", но в испанском оригинале использование "creo que" придаёт высказыванию оттенок личного убеждения, в то время как в русском это передавалось бы скорее интонацией.

2. "Clavito Godoy es divertido, llamativo, ingenioso y que se mantiene vigente, pese a su avanzada edad." Спортивный комментатор Хуан Кристобаль Гуарельо описывает тренера Клавито Годоя, подчёркивая его харизму и активность несмотря на возраст [8]. Интересно слово "vigente", которое трудно точно передать на русском — оно означает "актуальный, остающийся в строю", но в контексте применительно к возрасту звучит более естественно в испанском.

3. "Los Kinoto son interesantes justamente porque son contradictorios." Эта фраза о группе Los Kinoto подчёркивает их стиль, сочетающий противоречивые элементы. В русском языке мы, скорее, сказали бы "Они интересны именно своей противоречивостью" [9], но в испанском варианте "justamente porque" делает акцент на причинно-следственной связи, чего не всегда можно добиться дословным переводом.

В ходе исследования были выявлены ключевые лексико-грамматические особенности чилийского варианта испанского, которые отличают его от общеиспанского стандарта. Анализ юридических текстов, в частности фрагментов Конституции Чили, показал, что местная правовая терминология, синтаксические конструкции и особенности формулировок отражают не только специфику испанского языка в Чили, но и правовую традицию страны. Перевод подобных текстов требует не только глубокого знания испанского языка, но и понимания юридической системы Чили, что обусловливает необходимость адаптации терминов, дробления сложных синтаксических конструкций и

использования пояснительных примечаний. Эти особенности делают чилийский испанский интересным объектом изучения для лингвистов и переводчиков.

Таким образом, чилийский вариант испанского демонстрирует уникальное сочетание языковых и правовых характеристик, что подтверждает необходимость его дальнейшего изучения в рамках сравнительной лингвистики и переводоведения.

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CHET TILI TA’LIMIDA GAPIRISHNI O‘QITISHDA PRAGMATIK YONDASHUV

Annotatsiya

Bugungi kunda sir emaski, chet tillarini mukammal bilish orqali ko‘plab imkoniyatlar eshigi ochilmoqda. O‘sib kelayotgan kelajak davomchilarining chet tillarini puxta egallashlari uchun barcha sharoitlar yaratib berilmoqda. Ta’kidlab aytish joizki, chet tillarini o‘qitish tizimini uzliksiz ravishda takomillashtirib borish davlat siyosati darajasidadir. Mazkur tezisda chet tili ta’limida egallanishi muhim bo‘lgan, shu bilan birga, ko‘pchilik tomonidan murakkab deya e’tirof etilgan gapirish nutq faoliyat turini o‘qitishda pragmatik yondashuvdan foydalanishning ahamiyati yoritilgan.

Kalit so‘zlar: gapirish, monologik nutq, dialogik nutq, tayyorlangan va tayyorlanmagan nutq, pragmatik yondashuv.

Abstract

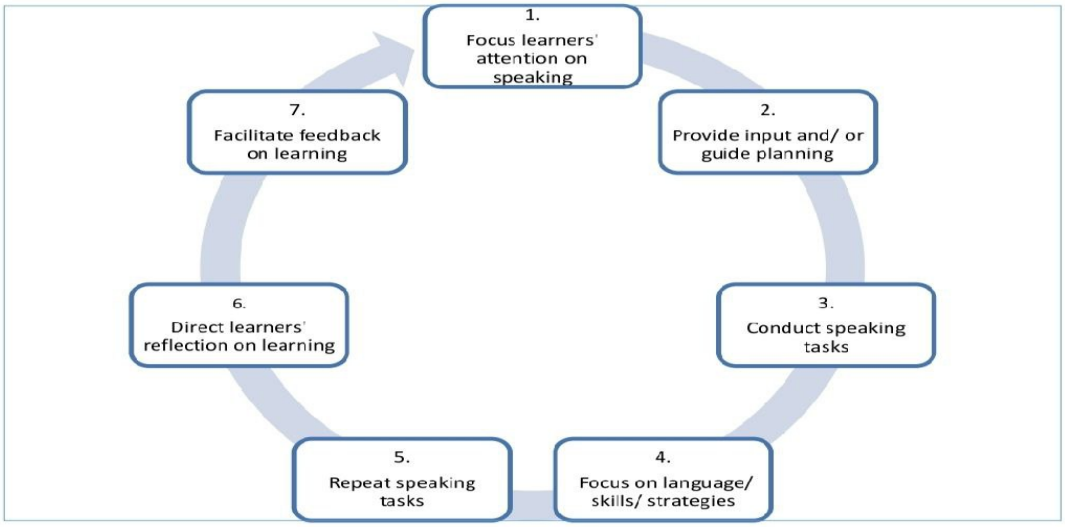
Today, it is no secret that there are a lot of opportunities for people who acquire foreign languages. are being created for the young to learn foreign languages. It should be noted that continuous improvement of the system of teaching foreign languages is at the level of state policy. This thesis highlights the importance of using a pragmatic approach in teaching speaking, which is important to acquire, and at the same time, it is recognized by many as a complex activity.

Key words: speaking, monological speech, dialogical speech, prepared and unprepared speech, pragmatic approach.

Hozirda butun dunyoda chet tillari, xususan, ingliz tilini bilish ahamiyati yuksalgani bois, uni o‘rgatishning yondashuv, metod va texnologiyalari kundan-kunga rivojlanib bormoqda. Ingliz tilida muloqot qobiliyatlarini rivojlantirish masalasiga ham jiddiy e’tibor qaratilmoqda. Bilamizki,

muloqot jarayonida gapirish nutq faoliyatining o‘rni alohida ahamiyatga molikdir. Biroq, uni o‘qitishda til bilan bog‘liq yoki ko‘plab boshqa qiyinchiliklarga duch kelinadi. Shuning uchun ham mazkur nutq faoliyat turi alohida e’tiborga olinishi kerak deb hisoblanadi.

“Gapirish nutq faoliyati turidan biri hamda og‘zaki muloqot qobiliyati hisoblanadi. Nutqning psixologik mazmuni fikrlarni ifodalashdir. Soddaroq qilib aytganda, metodologik tushuncha sifatida gapirish quyidagilarni o‘z ichiga oladi: 1) fikrni ifodalash jarayoni; 2) talaffuz qilish; 3) og‘zaki nutq; 4) bayonot. Gapirish fikrni ifodalash maqsadida ma’lum leksik, grammatik va fonetik hodisalardan foydalanishdir” [5]. A. Burns gapirishni o‘qitish ingliz tili o‘qituvchilar uchun hamon murakkab bo‘lib qolayotganini ta’kidlab, gapirishi o‘qitish mexanizmini ishlab chiqqan [2] (1-rasmga qarang).



1-rasm. Gapirishni o‘qitish aylanasi.

Chet tili ta’limida gapirishni odatda monologik va dialogik tarzda o‘qitiladi. “Monologik nutq — so‘zlovchining o‘ziga qaratilgan, boshqa shaxsning tinglash va javob berishini e’tiborda tutmaydigan nutq shakli so‘zli” [3]. Monoligik nutq uzun va tizimlidir. “Dialoglar ikki yoki undan ortiq so‘zlovchilarni o‘z ichiga oladi va ular ijtimoiy munosabatlarni (shaxslararo) va maqsadi taklif yoki aniq ma’lumotni (tranzaksiya) targ‘ib qiluvchi almashinuvlarga bo‘linishi mumkin” [1]. Dialogik nutqda esa, suhbatdoshlar birgina so‘z orqali ham muloqot qila oladilar.

Gapirishni o‘qitishda tayyorlangan va tayyorlanmagan nutq tushunchalari bir-biridan farqlanadi. Tayyorlangan nutq mashqi uchun o‘qituvchi tanish mavzularni taqdim etsa, tayyorlanmagan nutqda esa, aksincha. “Tayyorlanmagan nutq so‘zlanganda, u ekspromt (badiha) shaklida sodir etiladi, ya’ni u oldindan rejalashtirilmagan nutq vaziyati yoki mavzusiga ko‘ra gapirishdir. Oddiyroq qilib aytilganda, tayyorlanmagan nutq yuritishda, vaqt e’tibori bilan avvaldan hozirlik ko‘rilmaganligi ta’kidlanadi. Tayyorlangan termini orqali nutq vaziyati, mavzusi yuzasidan muayyan til materiali asosida oldin mashq qilingan fikr bayon etish usulini tushunamiz” [4].

Gapirishni o‘qitishda pragmatik yondashuv kontekst imkoniyatlarini hisobga olgan nutqning funksional va kommunikativ jihatlariga e’tibor qaratadi. Ya’ni o‘rganuvchi faqat grammatik qoidalar va so‘z yodlash bilan emas, ularni turli vaziyatlarda, turli maqsadlarda va turli odamlar bilan muloqot qilishda qo‘llay olishni o‘rgatish g‘oyasini ilgari suradi.

Xulosa o‘rnida shuni ta’kidlash mumkinki, chet tilida gapirishni o‘rgatish murakkabligi ko‘plab metodistlar tomonidan e’tirof etilgan. Qiyinchiliklarni bartaraf etish maqsadida, pragmatik yondashuvdan foydalanishning afzalliklari talaygina. Chunki u tilni aynan kundalik foydalanish uchun amaliy o‘rganish demakdir.

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THE IMPACT OF THE COMMUNICATIVE APPROACH ON STUDENTS' SPEAKING ABILITY

Abstract

The Communicative Approach (CA) is a fundamental component of language instruction, especially when it comes to improving speaking abilities. In contrast to conventional teaching approaches that prioritise grammar, the CA places an emphasis on practical language use, communication, and engagement. Beyond rote memorisation, the method strengthens confidence, promotes fluency, and develops useful communication skills.

Key words: communicative approach, task-based learning, oral communication, student-centred learning, collaborative learning.

Speaking is a crucial component of language proficiency and is often regarded as the most difficult skill for learners to develop. Traditional language learning approaches, which prioritise memorising grammar rules and vocabulary, usually fail short of helping students become confident, proficient speakers. However, the Communicative Approach (CA), which stresses the use of language for everyday conversations, is an effective approach for improving speaking skills. By placing a strong emphasis on interaction, context-based learning, and the useful use of language in real-life situations, this approach encourages students to utilise language as a tool for communication rather than just as a subject of study.

Key Features of the Communicative Approach

1. Focus on Interaction

Interaction is the cornerstone of the Communicative Approach. Learners use this approach to have real conversations rather than only focus on correct grammar. Teachers design activities that simulate real-world communication scenarios, such as debates, role plays, and conversations, to assist students improve their communication and critical thinking abilities.

2. Task-Based Learning

A key element of the Communicative Approach (CA) is task-based learning, which provides students with real-world language exercises that mimic everyday situations. These activities could include making travel plans, dealing with a particular problem, or having a discussion. Students are more likely to retain language structures and vocabulary when they participate in activities that require active verbal communication because they are using the language in relevant situations.

3. Student-Centered Approach

An essential principle of the Communicative Approach is that the learner should be at the centre of the learning process. The instructor in a Communicative Approach classroom serves as a facilitator rather than the main information provider. By participating in activities that promote self-expression and teamwork among their peers, students are being encouraged to take on more responsibility for their own education.

4. Fluency Over Accuracy

The Communicative Approach places more emphasis on communication fluency than traditional approaches, which usually place more emphasis on accuracy. Students are given the opportunity to communicate with each other about their thoughts without worrying too much about

grammar errors. Instead of focussing solely on accuracy, the main goal is to ensure understanding and effective communication.

How the Communicative Approach Improves Speaking Skills

1. Promotes Real-World Communication

The Communicative Approach helps students get ready for interactions in the real world by focussing on authentic communication tasks. Students are encouraged to participate in discussions that reflect language use outside of the classroom rather than practicing in simulated, controlled situations.

2. Increases Confidence

Lack of confidence causes many students to struggle greatly while trying to improve their speaking abilities in a new language. They may be reluctant to talk because they are afraid of making a mistake. The CA creates an environment where mistakes are accepted as a necessary part of the learning process. Through interactive, low-pressure activities, the CA helps students gain confidence in their ability to speak.

3. Encourages Active Participation

Students actively participate in the educational process rather than just absorbing knowledge when using the Communicative Approach. Learners can practise speaking on a regular basis because of the emphasis on group discussions, pair work, and cooperative activities. Their fluency and ability to communicate naturally and spontaneously are improved by this constant practice.

4. Enhances Listening and Speaking Integration

The Communicative Approach primarily combines speaking and listening exercises because both are necessary for efficient communication. Students must pay close attention and react correctly during activities like group discussions, problem-solving exercises, and interviews. This dynamic interaction helps students improve their speaking skills by teaching them to change their words based on what they actually hear, making communication more efficient.

The Communicative Approach is critical for strengthening students' speaking skills because it fosters a student-centered educational environment. By emphasising engagement, task-oriented activities, and fluency, this approach allows students to build practical speaking skills that go beyond memorisation. Its emphasis on learner-centred instruction and authentic communication boosts student confidence and prepares them for productive interactions in the target language.

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FLIPPED-CLASSROOM TECHNOLOGY IN TEACHING FOREIGN LANGUAGES

Abstract

It is true that in our fast-evolving world, technological advancements have reshaped foreign language education by introducing modern and innovative strategies that improve both teaching methods and the learning process. One of the most effective modern approaches is considered the flipped classroom model, which transforms traditional teaching by replacing passive learning outside the class and increasing student engagement in the lessons. This thesis explores the role of flipped classroom in foreign language teaching. According to conducted research, this

instructional strategy can be a key to developing critical thinking skills and integrating technology in the field of language acquisition. Moreover, the findings suggest that this model not only enhances students' participation and retention but also enables teachers to adapt instruction to individual needs, resulting in a more efficient and immersive language acquisition process.

Key words: flipped classroom, foreign language acquisition.

The flipped classroom approach is of the utmost importance in foreign language education, since in this method, learners independently study new topics before class through digital resources, artificial intelligence technologies and multimedia materials, which allows them to devote more time to interactive, communicative and practical activities in the lesson. On the other hand, in conventional teaching models, instruction is predominantly teacher-centered and this leads to limiting students' engagement and opportunities for meaningful practice. However, advances in educational and pedagogical strategies suggest that teaching a second language can be significantly enhanced by integrating innovative and student-centered methodologies. The article examines the impact of creating a flipped classroom in foreign language teaching, with additional analysis of its use in enhancing student motivation, improving language retention and providing personalized teaching.

In recent studies, the effectiveness of the inverted classroom model in foreign language education has been investigated by the numerous researchers. Scholars such as Lee & Wallace (2018) highlighted that people who learn a second language through the flipped classroom approach had more time for speaking and collaborative tasks, leading to better fluency. Webb& Doman (2020) are of the opinion that students in flipped (EFL) classrooms reported higher motivation and a more positive learning atmosphere as compared to traditional classes. However, as a coin has two sides, this approach also comes with its own set of disadvantages. For instance, it requires strong digital literacy and reliable access to technology, contributing to challenges for both students and educators. It has been suggested by Bishop & Verleger (2013) that learners without reliable internet or any kind of digital skills may struggle with the flipped classroom strategy.

This study employs a mixed-methods approach, incorporating both qualitative and quantitative research techniques in order to comprehensively assess the impact of flipped classroom model in teaching a second language. Data is collected with the help of classroom observations, student surveys, structured interviews with educators, and pre- and post-assessments of students' language proficiency and engagement levels. This study participants include university-level language learners engaged in flipped learning and language teachers implementing this model. To evaluate the effectiveness of the flipped classroom model in teaching foreign language education, statistical methods such as test result comparisons and student-feedback analysis are used.

Findings indicate that flipped classroom model can not only enhance teaching effectiveness but also improve learner's academic performance. Pre-class materials, such as instructional videos and interactive exercises significantly contributed to their progress, leading to more productive classroom discussions. The methodology is recognized as a successful alternative to the traditional classroom, which incorporates technology to optimize the use of class time. Moreover, it should be admitted that both teachers and students have a positive opinion of the model, as this approach has been associated with the development of higher-order thinking skills. Although there are a plenty of advantages to the inverted classroom, some challenges are observed. For example students may face difficulties in adapting to independent learning.

To summarize, applying innovative approaches, particularly the flipped classroom strategy, in English lessons help students develop logical thinking skills, enhance their fluency and improve their ability to respond quickly and accurately. This approach can be a key to increase learners' enthusiasm for learning.

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COMPARATIVE TYPOLOGICAL CHARACTERISTICS OF WORD COMBINATIONS IN ENGLISH AND UZBEK LANGUAGES

Annotation

The research examines possessive and participle adaptations in different types of combination found in Uzbek and English utterances. The comparative methods are used to analyze syntactic connections. Therefore, the word in Uzbek and English. The article examines different combination types along with their possessive and participle fitting attributes and requires a proper understanding of the syntactic level that exists across various languages. Scientists derive the nature of word combinations through distinct features which define them as operational units. A special syntactic level structure occurs in various languages which serves as a must. The analysis requires studying specific characteristics which define word combinations.

Key words: comparative languages, word combinations, coordination, subordination, predicative relation, government, agreement, adjoining.

A typological study of word combinations in comparative languages word combinations. The analysis aims to find allomorphic and isomorphic features within the level to establish its main types. The research focuses on identifying the main types at this level

The language syntactical system operates through a minimal structure which becomes intricate because of verbal elements. The language system uses phrases and sentences as basic units to achieve its operations. Two or more words create word combinations when they stand together through specific syntactic bond patterns. “Red apple”functions as both the subject and the nominative term together with two meaningful words (Red apple - qizil olma; to run fast). To classify these types of phrases we must evaluate their defined membership criteria.

❖ The phrase describes relationships between syntax elements as attribute and complement and adverbial modifier.

❖ Method of expression of syntactic relations (agreement, government, adjoining);

❖ The subject always stands in a specific position relative to the main word either preceding or following it.

❖ The agreement of verbal elements appears both before and after the root when establishing the position of the subject.

This research chooses to use "type of word combinations" as their comparison unit for analysis. The definition can be justified through the downloadable "type of word combinations as a unit of comparison" material creates a production set. Nominative function exists in two types of phrase. The model includes one to three words to function as a whole unit. The organization focus is based on subordinate communication. This linguistic research combines various syntactic connections which manifest in particular wording structure. The phrase contains fixed elements which work together as a unit. Classification of phrases:

❖ The coordinate conjunctions make both phrases maintain equal status (day and night) which impacts the complete meaning structure and components can be rearranged.

❖ A subordinate conjunction combines two parts where a main component exists with its dependent element. The phrase features components that can be integrated for usage (to see a

house- a house to see). The phrase functions as a combination of main components along with subordinate elements (to see – a house to see; jazirama yoz- yoz jazirama). A large number of subordinating clauses exists in the language structure.

The name of the subordinate clause follows from the syntactic function of its subordinate component and their relationship aligns as follows: attribute, complement, and modifier.

- ❖ The semantic-syntactic relations fall under this category (attribute).
- ❖ The linguistic component when the subordinate element appears prior to the main element. postposition,
- ❖ The phrase connects its components syntactically through three methods which include agreement and government and adjoining.

The connection between primary grammatical sentence elements makes up an agreement in grammar. Word combinations have one main word called the head with one dependent word (a proper question should come from the head to the dependent word). Sentence structure in phrasal units depends on three different connections between words.

In agreement the subordinate word matches the main word regarding gender along with number and degree connection type. A sentence contains only nouns as head words yet the subordinate word must be an adjective or a pronoun or another adjective. The following example demonstrates the pattern: I learn-she learns; men keldim-u keldi.

Government is a type of conjunction in which the subordinate word is in agreement with the main word. Examples: hatred for the enemy, reading a book, love for the country.

Adjoining is the lexical relationship of a word to another word, word order and intonation without auxiliary words or morphological changes. It has adverbs, infinitives and adverbs, as well as 3rd person possessive. Pronouns are formed with a simple comparative degree of adjective or adverb. Examples: sing beautifully, sleep peacefully, be very tired, walk slowly, big boy, work hard. (to drive slowly, to stay calm, to be happy. In Uzbek, the usual neutral order of the components in the compound is the tone rule is based on The subordinate word comes before the main word. The form of the subordinate word is according to the requirement of the head word will change. For example, go to school, come from school.

In the languages being compared, substantive phrases refer to nouns, adjectives, pronouns, numbers formed by joining the infinitive, gerund, and adverb in English. In Uzbek language the main method of connecting the components of such phrases is agreement and government. In English, the main means of communication are agreement and government, adjoining. There are some cases of using the language. Also between these languages. There are also significant differences in terms of location the adjunct. In Uzbek language most of the addition is in postpositions, and in English it is through prepositions is expressed. In the structure of sentences and phrases, words are first of all related to each other in terms of meaning is connected to the relationship between things and events in the material world is based on. Therefore, in the semantic-syntactic analysis of word combinations, not only words grammatical compatibility, but also in the semantic-syntactic analysis of word combinations. Their semantic cohesion should also be taken into account. This is a phrase the semantics of its components also plays an important role. Depending on this factor, different semantic relations arise between the components of substantive compounds will come.

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THE FUTURE OF ONLINE LEARNING: TRENDS AND PREDICTIONS

Annotation

Online learning has been developing and growing in recent years. It is financially beneficial and helps to save time. Even, we can hardly imagine our learning schedule without it. This article explores the major trends and predictions for online learning in the coming years.

Key words: online learning, Al, education, students, traditional learning.

Currently the digital revolution has transformed traditional education into distance learning, making learning more convenient and easier to individuals. The future of online learning will offer even great flexibility and customization than before. As students continue to seek more personalized learning experience, on their own schedule. By 2030, it's expected that nearly all learners will have access to online educational options, whether they are in primary school, university, or corporate training. The increasing availability of digital resources, including e-books, video lectures, and interactive tools will allow students to learn in ways that suit their individual learning styles. The use of Virtual Reality (VR) and Augmented Reality (AR) in education is expected to expand significantly in the coming years. According to a report from Markets and Markets, by 2027, the VR and AR education market is projected to grow to 12.6 billion dollars, technologies will provide immersive and interactive learning experiences that go beyond traditional methods. For example, VR will allow students to take virtual field trips or engage in simulations of complex scientific experiments. As online learning continues to evolve, VR and AR will play a significant role in making education more engaging, accessible, and effective for students around the world. One of the most significant trends in online learning is the use of Artificial Intelligence (Al). It helps create personalized learning experiences by analyzing students' performance and suggesting lessons based on their needs. Online learning provides accessibility and flexibility for both disabled and non-disabled people. Day by day online learning developing for its lower cost than traditional learning and the ability to learn from anywhere. There are many methods of online learning. One of them is Gamification. Gamification is another powerful method that will shape the future of online learning. It means adding game like features, such as points, rewards, and competitions to lesson. Research shows that gamification makes learning more fun and helps students stay motivated. In the future, many online courses will use gamification to improve students' performance and make the learning process more enjoyable. In addition, this method allows learners to choose their own pace. For that reason, a lot of educational institutions are likely to continue switching to distance learning and that educational places are developing their online curriculums and creating new platforms for convenience. Researchers claim that the online learning environment is not only a technological platform but also a unique cultural context. As Benedikt (1991) states, cyberspace has its own "geography, physics, nature, and rule of human law" (p.123). This means that virtual environment creates a new learning culture, where students interact differently compared to traditional classrooms. Moreover, researchers Kisby and Boak (1987) argue that online learners' success in online education does not only depend on their technical skills, but also on their sense of Internet efficacy. Actually, during online learning, students can create a free environment, which helps them study more effectively. It is worth mentioning that online learning is already providing great opportunity for disabled people by offering them accessible and flexible education. Many educational platforms are now integrating assistive technologies such as screen readers, voice recognition, and subtitles. Online learning will continue to provide opportunities for people with disabilities, making education more accessible. According to a 2020 report by the UNESCO Institute for Statistics, the COVID-19 pandemic led to an unprecedented shift toward online education, with more than 30 million

students worldwide enrolling digital courses. My personal experience, I transitioned from traditional classroom to online platforms during pandemic. Initially, I found this shift to be challenging. I was used to in-person classes, which allowed for immediate interaction with many teachers and classmates. However, as I continued to adopt, I realized the numerous benefits that online learning offered. I found communication with my instructors much easier through online platforms. I could ask questions and receive immediate feedback, which helped to clarify concepts and improve my performance. UNESCO highlights that technology-based (online) learning can remove many barriers faced by disabled students, promoting equal opportunities for everyone. People will need to continue learning throughout their lives because jobs are changing quickly, modern and technology-based life demands individuals to know extensive knowledge. Online courses will help workers improve their skills anytime. The World Economic Forum (2024) says that 50 % of workers will know new skills by 2027. But creating a good online course is not easy as we thought. It requires teamwork. It is difficult for one or two people to develop a high-quality course. Instead, many experts need to work together to make sure the course is well-structured and meets educational standards. Many universities and schools have found that having a special team for online course development helps improve the quality of courses. A course development team usually includes a project manager, instructional designer, media developer, IT specialist, copy editor, and graphic designer. In the future, Al and automation may assist in course creation, but human skills will still be important for making lessons interesting and effective. Institutions will look for creative experts who can develop interactive lessons, virtual simulations, and Al-based tutoring system. Interactive lessons help people connect and work together, no matter where or when (Rovai & Barnum, 2003). According to Cannel (1999), a community is not just a place but a process where people interact. Research shows that structured and organized communication through media is key to effective learning (Fulford & Zhang, 1993; Ragan, 1999; Dilworth & Willis, 2003; Garrison & Cleveland-Innes, 2005; Conrad, 2005). Another trend will be the blending of online and in-person education, also known as the Hybrid learning model. What is Hybrid learning? Hybrid learning is an educational approach that combines both traditional in-person classroom instruction and online learning. As technology advances, hybrid learning will become more personalized, flexible. Additionally, hybrid models will allow students to balance education with real-world experience, like internships and remote work. The hybrid model will not be limited to traditional schools or universities. It will become a common approach across various fields of education, including professional development, corporate training, and vocational programs. The flexibility of hybrid learning will make it possible for learners to choose when and how they want to engage with content, allowing them to balance their personal, professional, and academic commitments more easily. Online learning in Uzbekistan is developing quickly. Better internet access, more interactive courses, and Al-powered learning tool will develop in the short term because the demand for them is very strong. Further changes will make high-quality education even more accessible for everyone, especially those in remote areas. Another trend in online learning is the rise of microlearning. Instead of long, traditional courses, learners will increasingly opt for short, focused lessons that allow them to quickly gain new skills or knowledge. As more people pursue online education, the quality and diversity of available content will grow, covering an even broader range of topics and industries. Employers may also partner with online learning platforms to offer courses tailored to their employees' professional development needs. This trend will be particularly valuable for professionals seeking to upskill quickly in areas relevant to their career.

The future of online learning is bright and full of exciting developments. The rise of lifelong learning will ensure that individuals, regardless of age or career stage, can continue to grow and adapt in an ever-changing world. Ultimately, online learning is not just a trend it is future of education, continuously evolving to meet the needs of students and professionals worldwide.

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INGLIZ TILI MUSTAQIL O’RGANISH SAMARADORLIGINI OSHIRISH METODLARI

Annotatsiya

Ushbu maqolada ingliz tilini mustaqil o‘rganish samaradorligini oshirishning zamonaviy metodlari tahlil qilinadi. Mustaqil ta’lim jarayonida interaktiv texnologiyalar, zamonaviy raqamli vositalar va lingvistik yondashuvlarning ahamiyati ko‘rib chiqiladi. Tadqiqot natijalari shuni ko‘rsatadiki, o‘zini o‘zi boshqarish strategiyalari, muhitga moslashuvchan o‘qitish yondashuvlari va multimodal resurslardan foydalanish mustaqil ta’lim samaradorligini sezilarli darajada oshiradi. Shuningdek, motivatsiya, maqsadli rejalashtirish va tilni amaliy qo‘llash kabi omillar ham mustaqil o‘rganish jarayonida muhim rol o‘ynaydi. Maqolada olingan natijalarga asoslanib, samarali mustaqil o‘rganish usullarini joriy etish bo‘yicha amaliy tavsiyalar beriladi.

Kalit so‘zlar: mustaqil o‘rganish, interaktiv metodlar, raqamli texnologiyalar, tilni amaliy qo‘llash, lingvistik yondashuvlar, multimodal resurslar.

Annotation

This article analyzes modern methods for enhancing the effectiveness of independent English language learning. The importance of interactive technologies, modern digital tools, and linguistic approaches in the independent learning process is examined. The research results show that self-management strategies, context-adaptive learning approaches, and the use of multimodal resources significantly increase the effectiveness of independent learning. Furthermore, factors such as motivation, goal-oriented planning, and practical application of the language play a crucial role in the independent learning process. Based on the results obtained, the article provides practical recommendations for implementing effective independent learning methods.

Key words: independent learning, interactive methods, digital technologies, practical application of language, linguistic approaches, multimodal resources.

Bugungi kunda ingliz tili xalqaro kommunikatsiya, ilm-fan, texnologiya va biznes sohalarida asosiy vosita hisoblanadi. Tilni o‘rganish nafaqat ta’lim muassasalarida, balki mustaqil ta’lim orqali ham keng rivojlanmoqda. Mustaqil o‘rganish metodlari o‘quvchilarning shaxsiy ta’lim ehtiyojlarini qondirish, o‘quv jarayonini moslashuvchan tashkil qilish va o‘z-o‘zini rivojlantirishga imkon yaratadi. Ingliz tilini mustaqil ravishda o‘rganish jarayonida raqamli texnologiyalar, interaktiv platformalar va ta’lim ilovalari keng qo‘llanilmoqda. Ushbu metodlarning samaradorligini oshirish uchun o‘quvchilar o‘zlarining motivatsiya darajasi, vaqtni rejalashtirish ko‘nikmalari va maqsadlarni belgilash strategiyalarini shakllantirishlari zarur. So‘nggi yillarda raqamli texnologiyalar va onlayn ta’lim platformalarining rivojlanishi ta’lim jarayonini interaktiv va moslashuvchan qilishga yordam bermoqda (Richards, 2020). Ushbu maqolada ingliz tilini mustaqil o‘rganish samaradorligini oshirishga qaratilgan zamonaviy metodlar, texnologiyalar va strategiyalar tahlil qilinadi.

Ingliz tilini mustaqil o‘rganishda samarali metodlardan biri “Spaced Repetition” (bo‘lib-bo‘lib takrorlash) hisoblanadi. Ushbu usul inson xotirasining uzoq muddatli saqlash jarayoniga moslashtirilgan bo‘lib, yangi o‘rganilgan so‘z yoki grammatik strukturalarni ma’lum vaqt oralig‘ida takrorlash orqali mustahkamlashni nazarda tutadi (Ebbinghaus, 1885). Ushbu metodning asosiy tamoyillari: Materialni bosqichma-bosqich takrorlash – yangi so‘z yoki iboralar dastlab tez-tez, keyin esa uzoqroq vaqt oralig‘ida takrorlanadi. Ebbinghausning unutilish egri chizig‘iga asoslanish – inson xotirasida axborot dastlab tez unutiladi, shuning uchun ma’lum vaqtlarda qayta takrorlash zarur. Ilmiy asoslangan texnologiyalardan foydalanish – Anki, Quizlet, Memrise kabi ilovalar ushbu usulni avtomatlashtirgan bo‘lib, foydalanuvchiga eng zaif joylarini aniqlash va kerakli vaqtda takrorlash imkonini beradi (Cepeda et al., 2006).

“Spaced Repetition” usulining samaradorligi quyidagilar: Kognitiv psixologiya tadqiqotlari shuni ko‘rsatadiki, muntazam va tizimli takrorlash axborotni uzoq muddatli xotirada saqlab qolishga yordam beradi. Roediger & Butler (2011) tomonidan o‘tkazilgan tadqiqotlarga ko‘ra, bo‘lib-bo‘lib takrorlash an’anaviy takrorlash usullariga qaraganda eslab qolish darajasini 50% gacha oshiradi. Ingliz tilini mustaqil o‘rganishda “Spaced Repetition” usuli quyidagicha foyda beradi: So‘z boyligini oshirish – yangi o‘rganilgan so‘zlarni maqsadli ravishda takrorlash orqali passiv xotiradan aktiv nutqqa o‘tkazish osonlashadi. Grammatika va talaffuzni mustahkamlash – ushbu metod yordamida murakkab grammatik qoidalar bosqichma-bosqich takrorlanib, tez unutilishining oldi olinadi. O‘quvchilarning o‘z-o‘zini baholash imkoniyatini oshiradi – raqamli texnologiyalar orqali foydalanuvchilar o‘zining qaysi so‘z yoki iboralarni tezroq eslay olishi va qaysilarini takrorlash kerakligini aniqlay oladilar (Nation, 2013).

Zamonaviy ta’limda “Spaced Repetition” usulining samaradorligi texnologik yutuqlar bilan mustahkamlangan. Masalan, AI asosida ishlovchi ilovalar foydalanuvchining xotira dinamikasini kuzatib borib, takrorlash muddatini shaxsiy xususiyatlarga mos ravishda belgilaydi (Pavlik & Anderson, 2008). Bundan tashqari, O‘zini o‘zi boshqarish strategiyalari (Self-Regulated Learning). Mustaqil o‘rganish samaradorligini oshirishda o‘zini o‘zi boshqarish strategiyalari muhim o‘rin tutadi. Pintrich (2000) ta’kidlashicha, maqsadlarni rejalashtirish, vaqtni samarali taqsimlash va o‘z-o‘zini baholash mustaqil o‘rganish jarayonining asosiy komponentlaridir. O‘quvchilar o‘zlarining kuchli va zaif tomonlarini aniqlash orqali ta’lim jarayonini moslashtirish va natijalarni nazorat qilish imkoniyatiga ega bo‘ladilar.

Xulosa qilganda interaktiv metodlar mustaqil o‘rganish samaradorligini oshirishda muhim rol o‘ynaydi. Jumladan, onlayn muloqot platformalari, til amaliyoti ilovalari va forumlarda ishtirok etish o‘quvchilarning real hayotiy kommunikativ kompetensiyalarini rivojlantirishga yordam beradi. Ushbu metodlar orqali o‘quvchilar nafaqat grammatik bilimlarni o‘zlashtiradi, balki muloqotda ishtirok etish, fikrlarni ifodalash va o‘zlarining talaffuzini rivojlantirish imkoniyatiga ega bo‘ladilar (Richards, 2006). Ingliz tilini mustaqil o‘rganish samaradorligini oshirish uchun raqamli texnologiyalar, interaktiv metodlar va o‘zini o‘zi boshqarish strategiyalaridan keng foydalanish lozim. Ushbu metodlarning kompleks joriy etilishi o‘quvchilarning til kompetensiyalarini rivojlantirish, mustaqil ta’limga motivatsiyani oshirish va ta’lim jarayonini optimallashtirishga xizmat qiladi.

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СОВРЕМЕННЫЕ ПОДХОДЫ И ИННОВАЦИОННЫЕ МЕТОДЫ В ПРЕПОДОВАНИИ ИНОСТРАННЫХ ЯЗЫКОВ

Аннотация

Современные подходы и инновационные методы в преподавании иностранных языков включают использование коммуникативного подхода, информационных технологий, геймификации и проектной методики. Эти методы направлены на улучшение коммуникативных навыков студентов, повышение мотивации и создание интерактивной учебной среды, способствующей активному и практическому использованию языка.

Ключевые слова: преподавание иностранных языков, коммуникативный подход, информационные технологии, проектная методика, инновационные методы, интерактивное обучение.

Annotation

Modern approaches and innovative methods in teaching foreign languages include the use of a communicative approach, information technology, gamification and project methodology. These methods aim to improve students' communication skills, increase motivation and create an interactive learning environment that promotes active and practical language use.

Key words: teaching foreign languages, communicative approach, information technology, gamification, project methodology, innovative methods, interactive learning.

Изменяющиеся реалии современного мира требуют таких же перемен и в образовательных системах. Поэтому тема инноваций становится важной для всей системы образования и обучения иностранному языку, в частности. Современная методика преподавания иностранных языков предлагает нам широкий выбор концепций обучения, методов и технологий – как традиционных, так и новаторских. Разработчики учебных программ и педагоги отдают предпочтение тем или иным методам в зависимости от целей обучения, контингента обучаемых, продолжительности и интенсивности учебного курса и других условий.

Структурный подход. Одним из традиционных методов является структурный подход. В рамках данного подхода осуществляется формирование идеи о языке как структуре или модели знания путем формирования навыка. Обучение предполагает овладение целым рядом грамматических структур-образцов, которые располагаются в определенной последовательности в зависимости от трудности их усвоения. Метод проектов сегодня в практике обучения студентов различным дисциплинам широко используется метод проектов, который предполагает опору на творчество обучающихся, приобщение их к исследовательской деятельности, организацию обучения в сотрудничестве. Групповая работа над проектами позволяет учиться навыкам совместного

труда в коллективе, аргументировать свой выбор, то есть проявить свое «я», оценить себя как личность и проанализировать свои действия глазами других. Следовательно, одной из основных задач проектной деятельности является развитие у студентов рефлексивных умений. В общем понимании рефлексия -это самонаблюдение, самопознание. Этот метод направлен на самостоятельное, интерактивное обучение, дает возможность обучающимся разного уровня проявить себя. Метод проектов не только помогает решить проблему мотивации и создать положительное отношение к изучению иностранного языка, но и увидеть практическую пользу этого предмета, что повышает интерес к нему. Работа над собственными проектами отражает современную тенденцию в образовании - ориентацию на исследовательскую, поисковую модель обучения. Проектирование способствует созданию прочной языковой базы, обогащению словарного запаса, развитию коммуникативных умений, расширению кругозора студентов. Функциональный подход и коммуникативный метод обучения иностранному языку. Именно Хомский ввел в научный оборот термин «языковая компетенция», семантически противопоставив его термину «использование языка». Позже появился новый термин - коммуникативная компетенция, введенный Д. Хаймсом для обозначения способности быть участником речевой деятельности, внутреннего знания ситуационной уместности языка. Д.Хаймс одним из первых наглядно показал, что владение языком предполагает знание не только грамматики и лексики, но и социальных условий их употребления.

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ASSESSMENT SPECIFICATIONS IN PROJECT BASED LEARNING TO IMPROVE COMMUNICATIVE COMPETENCE

Abstract

This article discusses about one of the new approaches in English teaching methodology called Project-Based Learning (PBL) and its basic features and role in enhancing communicative competence. Moreover, assessment criteria and types are defined precisely to show the reader possible ways of evaluating students’ communication skills by their artifacts. As an assessment process is the key part of every method and it should be clear and effective for both teachers and students.

Key words: Project-Based learning (PBL), communicative competence, assessment, rubrics, criteria, peer evaluation, feedback.

Currently, we are living in the world where soft skills are on a way high importance than hard skills. And one of the most important skills students need to succeed is the ability to communicate effectively. Communicative competence, which refers to the ability to use language appropriately in various contexts, is essential not only for professional and personal development but also for academic success and career. In Traditional education methods content knowledge often heavily focused, while communicative skills are left underdeveloped. However, In Project-Based Learning (PBL) that has emerged as an effective teaching strategy both content and

communication are emphasized. In this article how specific assessment strategies in PBL can enhance students' communicative competence, equipping them with the skills necessary for success in a rapidly changing world are explored.

Bender (2012) defines the fundamental meaning of PBL stating that it is "Working cooperatively to solve a problem". Although vague, beyond this basic meaning, there are many detailed common elements and terms that must be present in order for a project to be considered project-based learning and differentiate itself from a traditional classroom project. According to Warren (2016), with PBL, students "manage their own acquisition of learning" (p. 34) and learn key concepts while creating their project. With this, he points out that this completely alters the relationship between students and teachers, giving students more control and ownership while teachers become facilitators. Beyond the shift in how learning occurs, PBL projects are completed over longer periods of time and cover multiple curricular standards. The projects could potentially have many different solutions that are reached in a variety of different ways making the outcomes vary from group to group (Hickey, 2014).

In Project-Based Learning students often work on complex authentic projects over an extended period and this is new pedagogical approach. PBL emphasizes teamwork, problem-solving, and critical thinking unlike traditional learning models that often prioritize individual, short-term tasks. Students are engaged in authentic projects that reflect real-world challenges and often create new tangible products, presentations, or solutions. By encouraging students to interact with peers, mentors, and stakeholders throughout the project, this approach inherently promotes the development of communicative competence.

Assessment in Project-based learning.

Since solutions in PBL projects can vary and be achieved in different ways, grading can be challenging. It is important in this case to differentiate and utilize assigning formative and summative assessments or assignments, where formative assessments are conducted during learning and can focus on the process of learning and summative assessments are completed after learning has occurred (Greenstein, 2012). Student assessment at PBL is not just a follow-up opinion or final exam; It is integrated into a particular educational process. Unlike traditional boring test methods, PBL assessments are often formative, providing ongoing feedback throughout the project that guides students' positive development. This type of assessment can be said to focus not only on the final product, but also on the process that involves collaboration, problem-solving, and communication.

Effective use of rubrics is one of the most important aspects of evaluation in PBL. In particular, the clarity of speech, the organization of ideas, and the effective use of language in written and verbal forms are the main expectations that are evaluated using rubrics. For example, for a particular group presentation, a rubric might include criteria such as the effectiveness of input, the accuracy of key points, the consistency of the arguments presented, and the ability to engage the audience. Many rubrics ensure that students understand how their relationships are evaluated and provide them with a roadmap for improvement by setting clear expectations. Creating rubrics for tangible artifacts is much easier than grading the intangible skills, such as participation and effort, for each student. As described by the Buck Institute for Education (2016), the 4 C's are major assessment areas in PBL: Creative/critical thinking, collaboration, communication, and creativity. Using rubrics makes assessing students on the 4 C's much more simplistic and objective and should be used for both individual and group grades.

Along with teacher assessments, peer and self-assessments are often used in PBL. With these valuable methods which encourage students to reflect on their own communication skills and assess the communication abilities of their peers, students improve their communicative competence. Peer assessments allow students to critique each other's discussion or presentation, providing constructive feedback that fosters growth and self-awareness. On the other hand self-assessment, helps students evaluate and reflect on their own performance, identify areas for improvement, and set personal communication goals. There are many ways that students can grade their group members including peer nominations, peer rankings, and peer ratings. Bender (2012)

adds that peer evaluations don't need to be done at the end of a project but also can be very effective if conducted throughout the process while teachers can intervene with each student or the team if needed—helping to reduce the "friend effect". Regardless of the type of peer evaluation, it is very important that students rate their peers is in PBL projects.

As a conclusion, In Project-based learning dynamic and engaging effective way to further develop learners' communicative competencies is offered. The incorporation of effective communication-oriented assessments such as peer assessment, rubrics, and self-reflection, teachers can guide students to effectively master key components of communicative competence: linguistics, sociolinguistics, discourse, and strategic skills. In addition, the unified integration of assessment throughout the PBL process ensures that students receive continuous feedback, which helps them improve and apply their communication skills in real-time at the same time. In moving towards a more interconnected and connected-based world, the ability to communicate effectively is especially important. The application of PBL and its assessment features, teachers assist students easily develop the communicative competency which is essential for success in particular academic and professional contexts. Ultimately, this approach not only helps to improve effective communication skills, but also provides students with necessary skills which adapts them consistently and effectively for the complex and collaborative nature of today's challenges.

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THE IMPACT OF MODERN TECHNOLOGIES ON LEARNING ENGLISH AS A FOREIGN LANGUAGE.

Annotation

Using contemporary technologies to teach English as a second language is the focus of this paper. It gives some information about apps that can help English language learners enhance their technology-assisted skill learning. These apps include Duolingo, Mondly, Tandem, FluentU, Coursera, Hellotalk that teach English online, Presentation software, electronic dictionaries, chat, and computer-assisted language learning programs learning video clips and listening to CD players. A case study was conducted to evaluate how average English language learners responded to employing technology in education and ends with some recommendations and suggestions. Here are the findings from the studies that were done on these platforms.

Key words: Technology, education, Rosetta Stone, EFL, Duolingo, Tandem, Mondly,

FluentU.

The 21st century is frequently thought out as a technological period. Today, technology has a significant impact on our daily lives. It is regarded as the cornerstone of economic expansion. A technologically underdeveloped economy can never prosper in the modern world. This is a result of how much easier and faster technology makes our work. Education is one of the many fields where technology is having an impact. There are some demands in education for teachers, like using any modern technologies or methods. As we know, technologies have got lots of effects in our education. According to recent research on how exactly today's students choose to use technology and how using it affects their learning, it has been found that the more students use contemporary tools and equipment, the more engaged and learning they are. Moreover, many people find learning a new language very boring and complicated. Learning languages through modern technologies can significantly improve your language learning journey. But there are innovative ways and techniques to make language learning process easy and fun.

1. Language learning platforms: Use language-learning programs such as Duolingo, Mondly, Memrise, Babbel, and Rosetta Stone. To make learning enjoyable and interesting, these apps provide gamified activities, interactive courses, and tests. Among them Duolingo is a helpful language program that may give users step-by-step instructions on how to learn a new language independently. The app teaches English to millions of people for free, although some have criticized this developers' method of making money by getting people to translate text for free as a by-product of learning a language. Alex Iliescu and Tudor Iliescu founded Mondly in 2013, and the company is based in Brasov, Romania. The app's team is constantly expanding, and the website states that it currently has over 40 million users. It supports 33 languages, which can be used in any combination, and students can use it to learn English. Students can use the Mondly App to fix grammar mistakes by using the feedback it provides. The Mondly App can impact pupils' capacity to enhance their grammar and vocabulary, it might be determined. Rosetta Stone meticulously constructs word and visual sequences so that you can understand each new phrase without the need for translations. Through the simulation of real-life circumstances, the lessons immerse you in the kinds of situations you will face whether speaking, traveling, or working.

2. Online language courses: Online language courses: Reputable platforms like Coursera, FluentU, Preply, and Udemy offer online language courses that provide structured lessons with audio and video materials to help you improve your speaking and listening skills. Completing these courses can offer you an international certificate. One of the most well-known Massive Open Online Courses (MOOC)s is Coursera, a platform with over 107 million users globally that offers thousands of courses in a variety of subjects, including business, technology, linguistics, psychology, research, and health, created by over 275 top universities (About Coursera, 2022). FluentU is an online learning platform that uses real-world videos, such as music videos, movie trailers, news, and motivational speeches, to help individuals learn languages. We offer a well-known website, an iOS and Android app, multiple YouTube channels, and blogs tailored to particular languages for students. The cutting-edge teaching platform from Preply emphasizes in-the-moment interaction between students and tutors while utilizing a tried-and-true language-learning technique. With choices like learning English for commercial purposes, the platform gives students the freedom to select the context in which they want to learn the language. Lessons from Preply are more successful than pre-recorded language curricula since they are delivered in real time.

3. Online talking platforms: There are language exchange platforms like HelloTalk or Tandem, where you can chat with language learners from all over the world via text messages, voice calls, or video chats. A social network of sorts, HelloTalk was created with the sole purpose of facilitating language exchanges. Both the desire to learn a new language and their existing understanding of their original language are brought to HelloTalk by users. This allows users to assist in teaching their native tongue in the hopes that other users would do the same. The HelloTalk app offers various ways to communicate with people and find language partners, as well as some tools to help with learning and communication. However, how helpful this app is to you

depends entirely on the kinds of connections you can make and the other user's capacity to teach. Tandem is a mobile language exchange application and global language learning community available on iOS and Android. The app facilitates communication via text, voice, and video chat, enabling members to improve their language skills while forming cultural connections. As of January 2025, the platform supports over 300 languages, including 20 sign languages, 20 indigenous languages, and six fictional languages, such as Mandalorian and Klingon. Tandem is used by over 30 million members worldwide.

The manner that English language is taught as a foreign language has been completely transformed by contemporary language-learning applications. Through gamification, AI-driven personalization, and live practice with native speakers, these apps provide accessible, dynamic, and interesting learning experiences. They accommodate a range of learning preferences, which increases the flexibility and enjoyment of language acquisition. Although these technologies are useful resources, they function best when combined with human connection, real-world experience, and structured learning. In the end, they improve on conventional approaches rather than replace them, increasing the effectiveness and accessibility of learning English.

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O’ZBEK VA INGLIZ TILLARIDA ELLIPSIS HODISASINING USLUBIY VA SINTAKTIK XUSUSIYATLARI

Annotatsiya

Ushbu maqolada o’zbek tili grammatikasi va badiiy adabiyotda muhim hodisa hisoblangan ellipsis hodisasi va uning qanday holatlarda ishlatilishi, elliptik jumlalar tahlil qilinadi, ularning tarkibiy tuzilishi hisobga olgan holda, funksional-semantik xususiyatlar va grammatik xususiyatlari, elliptik hodisalarning adabiy matnlardagi stilistik roli va ularning ekspressivligi haqida so’z yuritiladi.

Kalit so’zlar: tilshunoslik, sintaksis, pragmatika, semantika, stilistika, ellipsis hodisasi, uslublar.

Abstract

This article analyzes the phenomenon of ellipsis, which is considered an important phenomenon in Uzbek grammar and fiction, and in what situations it is used, elliptical sentences, taking into account their structural structure, functional-semantic features and grammatical features, the stylistic role of elliptical phenomena in literary texts and their expressiveness.

Key words: linguistics, syntax, pragmatics, semantics, stylistics, ellipsis phenomenon, styles.

Kishilar til vositasida o'zaro aloqaga kirishar ekan, til birliklari turli mazmundagi fikrlarni nutq qaratilgan shaxsga yetkazish, uni harakatga yo'naltirish, ta'sir etish vazifalarini bajaradi [1]. Shunday ta’sir vositasi sifatida ellipsis hodisasidan badiiy adabiyotda, og’zaki nutqlarda keng foydalaniladi. Gap va so‘z birikmalarining tuzilishini, ularning o‘zaro bog‘lanish qonuniyatlarini,

so‘zlar qanday tartibda joylashishi va gap hosil qilishini o‘rganadigan tilshunoslikning bo‘limi sintaksisda, gapda tushirilgan qism tinglovchi yoki o‘quvchi tomonidan qanday tushunilishi bilan bog‘liq pragmatikada, ellipsis natijasida gapning umumiy ma’nosi saqlanib qolishi yoki o‘zgarishi mumkinligini tahlil qiladigan semantikada, badiiy nutq va publitsistik matnlarda ekspressivlik va ta’sirchanlik yaratish uchun stilistikada ellipsis hodisasi yuqori ahamiyatga ega va ravonlik, ta’sirchanlikni oshirish maqsadida ishlatiladi.

Ellipsis hodisasi o’zbek tilining izohli lug’atida “Nutq elementining tushib qolishi; ellipsis nutqda turli maqsadlarda yuz beradi. Masalan, Yaxshilar ko‘paysin, yomon qolmasin gapida odam so‘zi ellipsisga uchragan” [2] shunday ta’riflangan.

Ellipsis tushunchasi tarixi haqida to’xtalsak, ellipsis tushunchasi tilshunoslikda qadimdan mavjud bo‘lib, u yozma va og‘zaki nutqda so‘z yoki iboralarni tushirib qoldirish bilan bog‘liq hodisa sifatida o‘rganilgan. Qadimgi yunon va rim davri davlatlarida bir qator olimlar, xususan, Aristotel (mil. avv. IV asr) o‘zining ritorikasi va poetikasi haqida yozgan asarlarida nutq iqtisodiyoti va matn tushunarliligi masalalarini muhokama qilgan. Dionisiy Frakiyskiy (mil. avv. II asr) va Priskiyan (V–VI asr) kabi grammatiklar lotin va yunon tilining sintaktik tuzilishini o‘rganib, tushirib qoldirilgan komponentlar haqida fikr yuritgan.

Zamonaviy lingvistikada ellipsis eilning sintaktik tizimi doirasida ellipsis gap tuzilishining ajralmas qismi sifatida talqin qilindi. Transformatsion-generativ grammatikada ellipsis hodisasi generativ sintaksis doirasida maxsus qoidalar orqali tushuntirilgan. Masalan, "Gapping" nazariyasi ellipsisni formal grammatik tizimda qanday ifodalash mumkinligini ko‘rsatadi.

Funktsional tilshunoslik (M. Xalliday va boshqalar): Ellipsis matn uyg‘unligini ta’minlovchi vosita sifatida o‘rganilgan.

Badiiy adabiyot tilida ellipsning ta’rifi bor bir nechta asosiy yondashuvlar:

1. Vaziyat yoki kontekstda osongina tiklanadigan elementni yo'qotish. Bu ellipsis tushunchasini boshqa shunga o'xshash tushunchalar: yashirinlik, vaziyat va kontekstning to'liqsizligi kabi hodisalar bilan birlashtiradi.
2. Kontekstdan qayta qurish mumkin bo'lgan jumla bo'laklarini olib tashlash. Bunday holda, kontekst va elliptik komponent o'rtasidagi bog'liqlik belgisi to'liqsizlik va ellipsis tushunchalarining yig'indisini tushunishga olib keladi [3].

Umuman, adabiyotshunoslikda janr va uslub eng murakkab kategoriyalardan biri hisoblanadi. Ana shu ma’noda badiiy asar tilining ta’sirchanligi, ohangdorligi masalasini o’rganish adabiyotshunioslik fanining asosiy mohiyatini tashkil etadi [4].

O’zbek badiiy adabiyotda ellipsis ko‘pincha dialogik nutqda uchraydi, shuningdek, xalq maqollari, hikmatli so‘zlar va frazeologizmlarda keng qo‘llanadi. Masalan, Birniki — mingga, mingniki — tumanga maqolining to‘liq matnmazmunidan ("Bir kishining kasofati ming kishiga tegar, ming kishining kasofati yuz ming kishiga tegar") qaysi so‘zlar tushib qolganligi, ya’ni E.ga uchraganligini bilib olish qiyin emas. Yaxshilar ko‘paysin, yomon qolmasin. Ko‘rganni eshitgan yengibdi kabi iboralar ham E. natijasi ("Odam" so‘zi tushib qolgan)dir [5].

Ingliz tilida ellipsislar bu - uchta kichik nuqta (...), oz gapirganda ko'p narsani aytadi. Ular pauzalar, ikkilanishlar va aytilmagan fikrlardir. Ular suhbatdagi sokin daqiqalar, havoda muallaq qolgan so'zlar sanaladi. Ellipsislar biror narsa qoldirilganligini ko'rsatish yoki fikrda to'xtash yoki orqada qolishni ko'rsatish uchun ishlatiladi. Masalan, “Men sizga aytmoqchi edim ... hech qachon." Ushbu ellipsis tugallanmagan fikrni ifodalab kelgan.

Ular keskinlikni keltirib chiqaradi, shubha uyg'otadi va o'quvchini o'ziga jalb qiladi. Ular nutqdagi mazmunli pauzaning yozma ekvivalentidir. Masalan, "Men unga qo'ng'iroq qilishni o'yladim ... lekin qo'ng'iroq qilmadim.” [6]

So’zlashuvlarda, dialoglardagi sukunat, to’xtalishlar yuz beradi. Bunday holatlarda, ko’pincha badiiy adabiyotlarda, asarlar yozishda bu to’xtalishlarni ifodalash uchun ellipsis hodisasidan foydalaniladi.

Ushbu stilistik figura qahramonning hissiy holatini etkazish uchun ishlatiladi. Misol uchun, u asabiylashadi, shoshiladi va so'zlarini yutadi. Yoki, aksincha, sekin, o'ychan va g'amgin tarzda aytadi: "Men uyga ketyapmanmi? Balki... Yana qayerga?” [7]

Ellipsis - bu qisqalik, noaniqlik va dramatik ta'sirga imkon beruvchi ko'p qirrali lingvistik vosita. Biz buni adabiyotda, nutqda va kundalik muloqotda uchratamiz. Adabiyot va ritorikada ellipsislar pauza hosil qiladi, shubha uyg'otadi yoki aytilmagan narsani bildiradi. Bu foydalanish tinish belgilari bilan belgilanadi (“…”). Misol uchun, "Men hayron edim ... lekin hozir bu muhim emas." Bu yerda ellipsis dramatik pauza yaratadi va ikkilanish yoki ifoda etilmagan fikrlarni taklif qiladi [8].

O’zbek tilida 5ta asosiy funksional uslublar mavjud bo’lib, ular publitsistik, rasmiy, badiiy, so’zlashuv, ilmiy uslublar. Ellipsis hodisasi hamma funksional uslublarda bir xilda ishlatilmaydi. Masalan, ilmiy uslub rasmiy va aniq ifodalashni talab qilganligi sababli ellipsis kam qo’llaniladi. Publitsistik uslubda tasirchanlik uchun qo’llanilsa, rasmiy uslub rasmiy yozishmalar va yuridik ishlarlarda qo’llanilganligi uchun bu uslubda ellipsis deyarli qo’llanilmaydi. Badiiy uslubda matnning estetik ta’sirini oshirish va nutqlar obrazli chiqishi uchun, ta'sirchanlik va ifodaviylikni oshirishda ellipsis keng qo’llaniladi. So’zlashuv uslubida esa, mantiqiy bog’liklikni saqlash, ifodaviylikni oshirish uchun tez-tez ellipsisdan foydalaniladi.

Ellipsis hodisasi uslubiy va sintaktik jihatdan o'zbek va ingliz tillarida qiyosiy tahlil qilindi. Tadqiqot natijalari shuni ko‘rsatdiki, ellipsis har ikki tilda ham keng tarqalgan bo‘lib, matnning ixchamligi va ifodaliligini ta’minlashda muhim rol o‘ynaydi.

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ENHANCING SPEAKING SKILLS FOR 7TH AND 8TH GRADERS

Abstract

Cultivating and developing effective speaking skills between grades 7-8 is important for teenagers. This method explores strategies for improving speaking skills among adolescents, creating interactive active classroom activities, and creating an environment conducive to the use of new technological integrations. Also, It emphasizes the pupils' speaking skills and the difficulties that arise in their elimination, development and formation and shows them solutions.

Key words: speaking skills; adolescents; interactive activities; technological integration.

Language is a means of communication, and speech is its practical and direct application. However, many high school students struggle with speaking due to lack of self-confidence, lack of vocabulary, and fear of making mistakes. The solution is simple - work on yourself and use the opportunities given. In particular, it is possible to improve students' speaking skills through innovative teaching technologies and methods, interactive events and games. The following are

effective ways to develop strong speaking skills: Communicating ideas clearly and comprehensibly; participate in class discussions and quizzes; participate in many group activities; being active in teams that require verbal communication; critical thinking; The most important thing is to communicate more in a foreign language and exchange ideas with native speakers. Despite these benefits, many students are afraid to speak because of the risk of making mistakes, which leads to hesitation and lack of participation (Ur, 1996).

The main thing is distrust. Many students are afraid or shy to speak their opinion, advice or opinion in public and this is the biggest mistake. The main way to develop speaking skills is to communicate more, for example, working in groups or with peers, a debate or question game is also an effective way. Lack of confidence - many students fear making mistakes and avoid speaking in front of others (Tsui, 1996).

In addition, through classroom discussions, role plays, and digital learning tools, teachers can teach students ways to develop speaking skills. In addition, it is important to work as a team, to speak only in English during the lesson. Between the 7th and 8th grades, it is necessary to improve speech skills, develop technological support and interactive methods of teaching, harmonize the environment that motivates pupils and increase educational efficiency, and use all the skills of the teacher. Discussions and debates that encourage students to argue on a variety of topics can help build their argumentative skills and speaking confidence (Larsen-Freeman, 2000). In the process of developing pupils' speaking skills, attention is paid to both psychological and linguistic aspects, and they overcome difficulties in speaking English, as well as develop fluency, self-confidence and communication skills. The most common way to develop speaking skills is the monologue or dialogue method, which has been found to be the most effective and useful method according to research. The reason is that when a pupil or language learner communicates with more peers, first of all, self-confidence increases, the level of fluency and clear thinking increases, and then this situation creates an atmosphere of comfort for the pupil. It is also important to be supported by the teacher, including creating short skits in English, reciting lines from the text, singing poems or songs. Pronunciation Issues - Traditional classroom structures often focus on grammar and writing rather than spoken language (Richards, 2008). Nowadays online language programs are developing and this method is also effective. For example, to spend more time on speaking, go to cinemas that are shown in English or talk to online language programs. It is also helpful to follow successful speech programs around the world, and of course at a level and age appropriate level. If the pupil's level is low compared to his class, watching movies, songs or scenes with subtitles is also recommended, and raising this level is found to be the most useful method for both speaking and listening levels. Basically, the problem is lack of vocabulary while speaking, and the solution is to memorize more English words with their meanings and repeat them over and over again to remember them for a long time.

In addition, it is natural for many pupils to feel embarrassed, insecure, or nervous about their pronunciation or voice while speaking, and the solution is to speak more often in private. Even if the vocabulary is not strong, it is difficult to speak and as a result cannot express his opinion. Another method is the traditional teaching method, which involves most of the lessons in grammar rules and writing exercises, which reduces the opportunity for the student to communicate more. For middle school pupils, the BBC LEARNING ENGLISH and Duolingo platforms are convenient for performing speaking exercises. Also, students can increase their level of knowledge by attending additional classes online or offline. If you don't want to attend additional classes, self-study and video recording are also effective solutions. Video recording - recording and analysing speech helps students to identify pronunciation and fluency issues (Kumaravadivelu, 2003)

Another way to improve communication in English is Task-Based Learning (TBL), in which pupils engage in more problem-solving tasks, group discussions, and project-based tasks, focusing more on communication than grammar, and the result is more effective. Another necessary method is the method of using technologies. Practicing with apps like Al (speech recognition software), Duolingo, and Google Assistant is helpful, watching more podcasts and videos in English, and sometimes receiving podcast videos. Creating YouTube-style presentations increases speaking

confidence and fluency.

The importance of the teacher in the development of the form of speech in the pupil is great. It is effective if the teacher gives enough positive feedback, and explains mistakes in a good way when the pupil speaks during the lesson, and also supports their peers, and this situation increases the interest of the pupil and strengthens their confidence. Even, in everyday conversations, it is important to speak English, repeat and memorize simple words or phrases to remember them for a long time. Speaking is considered a key component of language, supporting academic growth and real-world communication (Braun, 2001). Each pupil prepares and presents a short and meaningful speech on the topic of his interest, communicates more with classmates and peers, organizes or participates in role-playing and dramatic events, and participates in improvisational games. These methods help to develop speaking skills. If the teacher organizes more games among the pupils, it will reduce the pupils' stress, make the lesson more interesting and stimulate the conversation.

It is more effective to use interactive and interesting methods than the traditional lesson method to form active classroom activities and develop speaking skills among high school students in grades 7 and 8. It is important that teachers are able to create an environment that encourages and motivates pupils to speak, creating an environment where they feel confident, including a variety of task-based learning, gamification, modern technology, and psychological support. Between grades 7 and 8, the teacher is required to use comprehensive guides to effectively develop speaking skills, encourage free and critical thinking, and prepare for realistic interactions.

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EFFECTIVE STRATEGIES TO ENHANCE E-READING COMPREHENSION IN A2 EFL YOUNG LEARNERS

Abstract

This article delves into effective strategies to enhance e-reading comprehension among A2 level English as a Foreign Language (EFL) young learners. E-reading, while a valuable tool for language acquisition, presents unique challenges for young learners, especially in terms of comprehension. By implementing a variety of techniques, including interactive activities, vocabulary development, comprehension strategies, and motivational approaches, educators can significantly improve students' e-reading skills. This paper explores these strategies and provides practical recommendations for classroom implementation.

Key words: E-reading, A2 EFL (English as a foreign language) learners, vocabulary development, interactive tools, multimedia learning, comprehension strategies.

In the modern digital era, electronic reading (e-reading) has become an essential part of education, especially for young learners studying English as a Foreign Language (EFL). For A2-

level students, who have a basic understanding of English, improving reading comprehension through digital platforms presents both opportunities and challenges. According to Krashen's Input Hypothesis, language acquisition occurs when learners are exposed to comprehensible input slightly above their current level. This principle highlights the importance of well-structured e-reading materials [1]. This article discusses effective strategies to enhance e-reading comprehension for A2 EFL young learners, including interactive tools, vocabulary-building techniques, and multimedia integration.

Although e-reading offers many advantages, A2 EFL learners often struggle with comprehension due to several factors:

1. Limited Vocabulary: Young learners may not understand many words, making it difficult to follow digital texts.

2. Lack of Engagement: Without interactive elements, e-books can seem monotonous, reducing motivation.

3. Distractions in Digital Reading: Pop-ups, ads, and unnecessary links can distract learners' attention.

4. Difficulty in Understanding Context: Unlike traditional books, digital texts may require different reading strategies, such as skimming and scanning, which learners might not yet master.

To overcome these challenges, educators and parents should implement specific strategies tailored to A2 learners. One of the most widely used ways is use of interactive reading tools. Digital reading platforms like Raz-Kids, and Oxford Reading Club provide interactive features such as audio support, word highlighting, and built-in dictionaries. Studies conducted by Nation suggest that visual and auditory support enhances comprehension by reinforcing word recognition and pronunciation [2].

The next method is vocabulary-building techniques. Using pre-teaching techniques such as Pre-teaching Key Vocabulary before reading, learners should be introduced to essential words to reduce confusion. For example, teachers can create flashcards or use apps like Quizlet. Contextual Learning is another technique which can be applied successfully in this stage. According to Schmitt, learning words in context helps learners remember them more effectively. E-books with embedded definitions and example sentences can support this process [3].

Another strategy is incorporating multimedia content. Digital reading should include images, videos, and audio to make comprehension easier. According to A.Paivio, Dual-coding theory suggests that learners understand and retain information better when both verbal and visual elements are combined [4].

The last method is to apply of gamification and motivation strategies in classroom environment. Adding game-like elements to reading activities can increase engagement. Platforms like Reading Eggs and Duolingo Stories provide rewards, quizzes, and challenges to motivate learners. Research by E.Deci and R.Ryan on self-determination theory emphasizes that motivation plays a crucial role in learning success [5].

Teachers and parents play a significant role in ensuring that e-reading strategies are effective. For example, they might encourage learners to set reading goals (reading one short story per week) or use discussion questions to check understanding. They may also allow learners to choose their own e-books to foster autonomy and interest.

To conclude, enhancing e-reading comprehension in A2 EFL young learners requires a combination of interactive tools, vocabulary-building activities, multimedia integration, and motivation strategies. By implementing these approaches, educators can help students develop stronger reading skills in a digital environment. As technology continues to shape education, adapting teaching methods to include digital literacy will become increasingly important.

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LINGUODIDACTIC AND PSYCHOLOGICAL APPROACHES IN LANGUAGE LEARNING

Abstract

Language learning is a complex, multi-tasked process that requires both methods and mental activity from students. This article briefly discusses the principles used in teaching languages, discusses the linguodidactics, psychological approaches and methodology, and shows their differences, similarities and interdependencies in detail. It mainly denotes the importance of the connection between language and culture in linguodidactics, and the benefits they get.

Key words: linguodidactics, methodology, psychological approach, reflection, language teaching.

Language is a system of signs in the form of phonetic, lexical, grammatical forms, which are a means of communication (Jo‘rayeva. M. U). When we communicate with each other, when we exchange information, we must also pay attention to the culture and methodology of that language. Since, people are incapable of understanding a different point of view and of generating common approaches to problem solutions because negotiators often simply lack skills of international behavior, or, in other words, their cross-cultural competence is very low (T. Vvedenska). That is why lingua didactics is taught in effective teaching and learning. First, if we pay attention to the word lingua didactics, linguadidactics is the study of the patterns that how people learn a new language and culture, including didactic principles, methodology, and psychological factors. The main aim of lingual didactics is to create and improve effective methods and principles for teaching and learning languages by integrating linguistics, pedagogy, and psychology to ensure successful language acquisition.

Linguodidactics and Methodology

In education and linguodidactics, methodology is the study of how languages are taught and learned effectively. It includes different teaching approaches, techniques, and procedures that guide the learning process. In methodology, teachers create various methods to teach a language quickly and effectively. Of course, this takes into account the cognitive potential and needs of each age group. Sometimes people think that linguodidactics and methodology are synonymous words. But this is an incorrect assumption. Linguodidactics is a broader concept than methodology, focusing on the theory and practice of language teaching and learning, while methodology is a system of methods, techniques, and approaches used in language teaching.

Psychological approach

Special attention is paid to the psychological approach in language teaching. Because, language learning is an active mental process involving memory, problem-solving, and internalization. This process requires students to find effective solutions to problems, be able to evaluate them correctly, prove and explain their own opinion. This helps them to increase their critical thinking, look at everything from different points of view, and increase creativity. In this case, the student can strengthen social integration through various methodologies, like with a task-based approach, feel free during the lesson and be free from stress through suggestopedia. All of

these are achievements in language teaching that combine psychological approaches and linguodidactic approaches.

Reflection also plays an important role in language teaching. Different scholars have expressed different opinions about it. Davronova. Z and Xalillayeva. N consider that mental forms of manifestation of reflexive processes in the study of English correspond to nine indicators of reflexive activity, namely critical thinking of students; students' desire for evidence of educational material; ability to present educational material by "problem method"; students' desire and ability to lead a discussion; readiness for adequate self-assessment; ability to self-management; ability to solve arising problems creatively; personal approach to own abilities; focus on personality. Other linguists like Khasanova and Safarova believe that language is a reflection of culture.

In conclusion, language performs functions such as a means of communication, merges different cultures, develops critical thinking, and compels people to improve themselves. To this end, we combine language teaching methodology, linguistic didactics and psychological approaches to create a successful language teaching strategy.

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THE GENERATION OF STRANGERS

Annotation

The article explores the self-isolation and indifference problem in Gen Z, as well as its origins. It helps with dissecting the issue through the prism of the member of the generation. Moreover, it provides the reader with cultural examples. In addition, it references two of the trusted and well-circulated works of survey and study. All of the points mentioned above lead to the unexpected conclusion.

Key words: Gen Z, generation, loneliness, indifference, strangers, people.

Is this how it works? You are alive, then you stop caring. What to do when you are indifferent? How to be when everyone around you lives in apathy or performative indifference?

So many things are being discussed on a daily basis: economic growth and fall, falling birthrates, wars, genocides, slavery. Nevertheless, one thing is talked about rarely. Gen-z is no stranger to wars, pandemic or other man-made atrocities, but ironically, they are to themselves. Gen-z don’t know who they are, so they seek for personality in questionable figures, instead of discovering each other. 73 percent of us are single (from the American Enterprise Institute’s Survey Center on American Life), 8 in 10 had experienced loneliness over the last year,2 in 10 feel lonely often, 15 percent – regularly (study by GWI).

While some reasons to this alienation seem obvious, others are hiding somewhere unexpected. To find them, one must fully understand the experience and live through it. You were a teenager in 2018, one day you went to sleep and woke up in 2025. « How did this happen? 7

years of oblivion, where has my life gone? » - you ask yourself. The greatest mystery. You ask people of your age for answers. However, you are now filled with mixed feelings as you see complete negligence. They have gone through the same thing as you have. They have the same questions, but they don't care to find the answers. These people seem to exude complete apathy. However, they were screaming their lungs out at the protest against the global warming the previous week. Now they are sitting and sipping caffeinated drinks through plastic straws (which were deemed unethical before the protest. All of a sudden everyone is actionless, indifferent, and life is meaningless.

One of the reasons to this issue of carelessness is generational burn-out. Gen-z started their path with activism, they thought about everything. What would you do if you your efforts were laughed at? Greta Thunberg would go on doing what she liked. Nevertheless, repeated cyber bullying of eco and other activists affected the young minds. Their passion had been helping their hope to live on before it was eradicated by old people at positions of authority telling them to go back to school instead of worrying about ecological catastrophe. Now, you're living in the world with endless floods, forest fires and other disasters. People around you want to get some sense of peace while everything is crashing, and this might seem as apathy, which is now the new norm.

We will move on to another reason – « the generational ideals of cool people». What do you see on social media, movies and video games? Cool people. They are careless, apathetic, ruthless, often antisocial. Meursault from « The stranger» was repulsive to those around him. He is now idolized by many gen-zers. He is not an exception but the rule. Patrick Bateman, Hannibal, Adolf Hitler have become the front figures of «literally me» culture. One is a psychopath, the second is a cannibal, the last is a genocides. Clearly, they don't care about those around and social norms. With that being said, my generation see them as the goal to achieve. They are trying to be overtly indifferent, while copying those mentioned. The key word is « trying». They are screaming that they don't care about anything. The performative indifference is now expected from everyone.

What happens when you are such a bad person and also poor. Yes, poor: the never-ending inflation has made us financially troubled. With bitterness and poverty, you can't qualify as a good friend, for gen-z has already drowned in the ocean of consumerism. To be « besties» or «bros» you should have money for mandatory gifts. You can only express love with complete dedication, while your partner will go on being « Patrick Bateman». Obviously, less and less people want to befriend someone or to be in a romantic relationship.

My generation is neither Hannibal nor Adolf Hitler. They are Raskolnikovs. He is not fully understood. He is not just a killer, but also a martyr. A martyr to the privileged and to his own deeds, for he ruined his own life. Gen-z did the exact thing.

You might ask for solutions now. I'm afraid, I neither can save them nor myself. It's despair and abyss' till the end. Hopeless, pathetic and agonizing existence.

Nevertheless, other strangers gave their opinions, and this is what they have-«Maybe, touching some grass or throwing your phone out might help». «Maybe, you should care and be human again». Obviously, after reading this you are thinking: « Is this how it works? You're not alive, then you start caring. What to do when you're not indifferent? How to live while choking on existence?

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ENHANCING VOCABULARY OF UZBEK EFL PRIMARY SCHOOL STUDENTS THROUGH ENGAGING ACTIVITIES AND GAMES

Annotation

Teaching and learning through games can attract anyone, even the pupil who do not like studying. Using games helps to students remembering new vocabularies. In this article we can see effects the games in the lesson.

Key words: games, vocabulary, lesson, students, target language.

Nowadays teaching pupils is harder than in the past, now pupils are more curious and talented, they do not worry about asking questions which are interesting for them and difficulties during the lesson. These days not only students are good at studying and interest at everything, but also teachers are care about learning and using different types of methods and improving their pedagogical skills. Teachers use interesting methods for attracting pupils' attention and improving their interest in subject. Usually teachers use games for repeating and remembering topics, vocabularies. Importance of play activity in teaching a foreign language is indicated by well-known methodologists, such as E.I. Passov, M.N. Skatkin. "It is important to realize," M.N. Skatkin points out, "which didactic tasks this game should contribute to, which mental processes it is designed to develop" (1, p.96). Numerous seasoned authors of textbooks and approach manuals have maintained that games have significant instructional value in addition to being enjoyable pastimes. According to W.R.Lee, the majority of language games force students to utilize the language rather than focus on mastering its proper forms (1979:2). Additionally, he asserts that games ought to be viewed as essential, not optional, components of the foreign language education curriculum. Richard-Amato holds a similar view, saying that while games are enjoyable, their educational worth should not be undervalued, especially when studying foreign languages. The use of games has numerous benefits. Richard-Amato (1988:147) asserts that "games can lower anxiety, thus making the acquisition of input more likely" They might provide shy kids with more confidence because they are really interesting and inspiring. chance to voice their thoughts and emotions (Hansen 1994:118). They also give students the opportunity to encounter new things in a foreign language that aren't always feasible in a regular class. Additionally, they "break the ice," "[but also] they are used to introduce new ideas," and "add diversion to the regular classroom activities," according to Richard-Amato (1988:147). Students retain information more quickly and effectively in the laid-back, comfortable environment that games provide (Wierus and Wierus; 1994:218).

According to S. M. Silvers, while many educators are excited about employing games as "a teaching device," they frequently view them as pointless pastimes, "a break from the monotony of drilling," or time-fillers. Additionally, he asserts that Many educators frequently fail to recognize that genuine learning occurs in a laid-back setting when pupils use the language they have previously encountered and practiced (1982:29). Additional support is provided by Zdybiewska, who thinks that games are an excellent approach to practice language since they give learners an idea of how they will use the language in the future in real life (1994:6). Games must be appropriate for the student's age or skill level, or for the content being taught or practiced, if they are to have the intended effects. Regardless of age, not every game is suitable for every learner (Siek-Piskozub,1994:37). Different game modes, supplies, and topics are needed for different age groups. For instance, games that require movement, model imitation, group competition, and similar activities are the most beneficial for kids (Siek-Piskozub,1994:38). Additionally, structural games that practice or reinforce a particular grammatical feature of language must be relevant to the skills and prior knowledge of the pupils. When a task or topic is inappropriate or outside of the

student's experience, games become challenging.

In Uzbekistan, every teacher uses the different interesting methods for enhancing their English skills and curiosity. However, pupils do not pay attention and do not want to learn new topics while their lessons are boring, without any attractive games or something like this. Using interactive games during the lesson have advantages for both sides, teachers and learners. In the lessons with the help of energetic atmosphere and funny games pedagogue can teach all new information and vocabulary and it is learned and memorized better than in usual teaching.

Learning vocabulary is not easy as people thought. In the process of the learning new language learner always studies new vocabulary for understanding natives and tries to speak and pronounce like natives. In the class teacher help to remember all vocabulary, understand and manipulate the target language and through games this process can be easily. Learning new vocabulary in this way can be non-stressful for the pupils. By this they can learn how to use new vocabulary in the context and it improves their communicative skills.

In recent years, there has been an increasing interest in using gamification to teach vocabulary in English. Several studies have found that gamified English vocabulary learning increases student motivation and engagement (Abrams & Walsh, 2014; Chiang, 2020; Guaquate & Castro-Garces, 2017; Hasegawa, Koshino, & Ban, 2015; Homer, Hew & Tan, 2018; Lui, 2014; Medina & Hurtado, 2017; Sun & Hsieh, 2018). Also ‘Games are activities governed by rules, which set up clearly defined goals’-said Khan. Games includes competition and luck that are interesting for learners. Furthermore, while playing games there create the situation which pupils need to answer in English. It gives the opportunity to succeed in learning to all children. Pupils can play in different types of games, collaborate in pairs, replace the paper with a different pair, work through dialogue in couples until you can recall it and work in a four-person group.

Using this method for learning target language is very useful, helpful and effective. The use of vocabulary in this way to make the lessons more interesting, enjoyable and effective. Role-playing games are based on the principles of teamwork, practical usefulness, competitiveness, maximum employment of each student and unlimited prospects for creative activity within the role-playing game. In brief, role-playing is the most effective method of learning target language.

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TOTAL PHYSICAL RESPONSE AS AN EFFECTIVE LANGUAGE TEACHING METHOD

Annotation

The article aims to analyze the total physical response method (TPR). It also explains the real meaning of this method, the characteristics, applications and basic principles. There are some advantages and disadvantages of total physical response method. Furthermore, this article gives significant information about the suitability of students' level and how TPR is used in the classroom, what benefits of this method we have. In addition, it informs about the roles of teacher and students.

Key words: language, students, classroom, methods, teacher, action.

Total Physical Response or TPR as it is popularly known is a language learning method that has body movement and language acquisition at its core. Moving the body, singing, dancing all work very well in this method as it helps the learner cement the action and the meaning with its association in their heads. Total physical response (TPR) is a language teaching method based on the solidarity if speech and action. It requires to teach languages by using physical activities. Total physical response is utilized with other language teaching methods and techniques. In this method, educators give tasks to students in the target language and students answer them with their body actions.

Basic principles: TPR is an example of the comprehension approach to language teaching. Methods in the comprehension approach emphasize the importance of listening to language development and do not require spoken output in the early stages of learning. In TPR, students are not forced to speak. Instead, teachers wait until students acquire enough language through listening that they start to speak spontaneously. At the beginning stages of instruction students can respond to the instructor in their native language. While the majority of class time is spent on listening comprehension, the ultimate goal of the method is to develop oral fluency. Asher sees developing listening comprehension skills as the most efficient way of developing spoken language skills. Lessons in TPR are organized around grammar, and in particular around the verb. Instructors issue commands based on the verbs and vocabulary to be learned in that lesson.

Application of TPR: The main concept behind TPR is that learners respond physically to L2 commands issued by the educator. For example, the teacher might say, “Stand up,” and the students respond by standing up. This process engages the body, creating a connection between the spoken language and the corresponding action. Advocates argue that by listening to the target language and converting it to action, speaking will eventually manifest itself. This form of motor activity encourages right-brain learning and long-term storage, in a process somewhat akin to learning to ride a bicycle.

Advantages and disadvantages: Advantages of Total Physical Response Engaging and Fun: TPR activities are often seen as fun and engaging, which can increase student motivation and participation. Comprehensible Input: TPR provides a lot of comprehensible input in the target language, which can aid in language acquisition. Stress Reduction: The physical aspect of TPR can help reduce student stress and anxiety about language learning. Multi-sensory Learning: TPR involves visual, auditory, and kinesthetic learning styles, which can cater to a wide range of learners.

Immediate Feedback: Teachers can immediately see if students understand the commands, providing instant feedback. Disadvantages of Total Physical Response Limited Vocabulary: TPR is most effective for teaching action verbs and simple sentences. It may not be as effective for teaching abstract concepts or complex grammar. Overuse: If overused, TPR can become repetitive and boring for students. Age Limitations: TPR is often seen as most effective with young learners and may not be as engaging for adults or advanced learners. Cultural Differences: Some cultures may not be comfortable with the physical aspect of TPR. Class Size: TPR can be difficult to manage in large classes. Learners have little influence over the con-tent of learning, since content is determined by the teacher, who must follow the imperative-based format for lessons. Teacher roles: The teacher plays an active and direct role in Total Physical Response. "The instructor is the director of a stage play in which the students are the actors". It is the teacher who decides what to teach, who models and presents the new materials, and who selects supporting materials for classroom use. The teacher is encouraged to be well pre-pared and well organized so that the lesson flows smoothly and predictably.

Total Physical response (TPR) is one of the methods that show active learning by using body actions. It helps instructors to interact students and communicate easily with them. It improves speaking and listening skills in children. In addition to this, three basic steps that used in this method are to listen, watch and imitate repeatedly.

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EFFECTIVE TEACHING METHODS FOR YOUNG LEARNERS

Abstract

An educated youth plays a crucial role in the future prosperity and development growth of every country. Their active participation positively influences our society. In addition, every young educated person can easily become successful and build his own bright future. This article discusses the most productive teaching methods for young generation, furthermore, what kind of problems may occur in this field. The goal is to provide effective methods to educators, namely how to concentrate young students on studying with fascinating techniques and activities that can improve the learning process.

Key words: teaching method, young learner, learning process.

Using of effective methods in education system is playing a big role for future achievements of young learners. Interactive games do the lessons more interesting and encourages young people to study. (Karl A. Smith 2010). Nowadays, many of educational institutions of Uzbekistan has modern technological innovations. Especially, private schools and universities became an enviable level. They equipped with the best modern multimedia technology, such as electronic dashboards, computers, televisions, projectors and interactive systems. First of all, it is possible to bring education to the global level. With the help of interactive platforms and online education courses, students can study everywhere, despite the location or time.

Interesting ways of learning

1. Learning with the help of games. This is the one of their favorite parts in studying. Especially for kids ages from 4 up to 11 it will be funnier. But you should to choose games based on their age. For example, for kids who are 4-7 for them coloring pictures, learning numbers and letters with the help of songs are more common. They will have a desire to actively study. Games focused on learning words are good for children 8-11 of this age. For example, matching words, choose correct letters, create short stories or writing about their family members are fun.

2. Using online resources. With help of platforms like “FutureLearn” “Linkedin Learning” “Skillshare” and many others, students and teachers are united. They offer courses on many different topics, from technology to the art. Also, they can improve their speaking skills online by talking with foreigners, improve listening skills by listening Podcasts like BBC, TED talks or NPR. Moreover, they can use language learning apps such as Duolingo, Rosetta Stone. Watching videos on YouTube channels which focus on listening skills like, “English Addict with Mr.Duncan” also helps them.

3. Discussing. In a learning process, a teacher gives several questions and students answer to them, by this method knowledge is strengthened. This method helps to think critically and express their opinion. Moreover, it allows to exchange ideas with others and express their own ideas.

4. Music and Dance. This is a helpful way to introduce a new vocabulary and remember

them. For example, students' today's topic is "Body Parts". They will sing a song like "Head, hands, legs and knees". It helps easily remember the new words. Besides that, after a long lesson singing a song gives them a chance to relax.

5. Mindfulness activities. "Easy exercises" or "Quiet Time Activities". Young children are very energetic, especially at schools. When the class is noisy, this technique will be useful to calm down them and to countertrade on the lesson.

6. Role-Playing. Using scenarios where children play different roles, like a saler and a customer or a teacher and a student, and practice phrases such as: "How can I help you?", or "How much does it cost?" or "Do you need anything more?". This method helps children to use a foreign language in real life situations by improving their conversational skills.

7. Role of teachers. Teachers are not only who teach, but they also psychologists, friends and the ones who can listen and give right advices to students. They should support each student individually, guide and reward each of them according to their interests.

In conclusion, to increase the interest of young learners in studying by educating them with modern methods and techniques teachers can give them better opportunities to reach the highest level of knowledge and help to raise their motivation for this. Teaching young people is not just teaching, it is about to help them to develop as individuals.

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THE IMPACT OF GLOBALIZATION ON LINGUISTIC DIVERSITY

Abstract

The purpose of this article is to analyze how societies are experiencing language loss and change due to globalization, focusing on factors; namely, migration and digital expansion. It also highlights the importance of protecting and promoting linguistic diversity through education and technological advancements.

Key words: globalization, linguistic diversity, language loss, language change, migration, digital expansion, education, technological advancements.

Language is a fundamental aspect of cultural identity as it is the primary means of communication, sharing traditions and expressing values. Hovewer, the forces of globalization have dramatically changed linguistic landscapes, making a few dominant language more widespread, while causing for the extinction of many smaller languages. Due to the growth of migration and digital expansion, linguistic diversity faces unknown problems. According to the United Nations, approximately half of the world's languages may dissapear by the end of the 21st century (UNESCO, 2010). Globalization is the process of increasing cooperation, integration among people, businesses around the world, which are connected by trade, technology and culture. While it significantly influences on linguistic diversity, it also provides opportunities for language preservation through education, technology and international cooperation. Understanding both the threats and opportunities of globalization on language loss is important for addressing its impact effectively.

It is often mentioned that language plays a crucial role in people's lives , as it serves as a means of communication between individuals. Moreover, many researchers have previously conducted studies on this topic. For example, Suresh Canagarajah (1999,2013) examines the use of English as a global lingua franca. He identifies that English cannot completely replace local languages. Instead, they adapt the language to fit their culture and the way they speak. Additionally, different versions of dominant language is used by local languages and he calls this

"World Englishes", such as, Indian English or Singaporean English. Furthermore, technology plays a crucial role in shaping linguistic diversity. In fact, smaller languages are often neglected on the internet, social media and Artificial Intelligence (AI), they were mostly designed for dominant languages. Studies show that less than 5% of the world's languages have access on social media platforms, while a large majority of speakers of endangered languages have no chance to be online (Hale, 1998). Limited access to digital technology prohibit to small language speakers to participate in an online discussions and accessing information. Ingrid Piller (2016) warns that digital platforms may strengthen language inconsistency, if global languages continue to influence on online discourse. As a result, less widely used languages may face increased exclusion in the digital world without appropriate measures. As Blommaert (2010) and Pennycook (2007) pointed out, globalization is not a neutral process, it strengthens existing power dynamics. Therefore, global policies should keep the balance in defending the endangered languages to preserve the world's linguistic heritage. Governments, teachers and technology developers should support minority languages by including them into school curricula. They also mention that without any efforts, the world may not only face the loss of languages, but also the rich heritage and the history of the languages too. So, losing language is not only about linguistic issue, it also means losing identity, traditions and perspectives to enrich cultural diversity.

To conclude, globalization presents both opportunities and challenges on linguistic diversity, and its impact depends on how people navigate it. It is believed that if individuals and societies maintain a balance between their native language and the global lingua franca, smaller languages will have more chance to survive.

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THE IMPACT OF SOCIAL MEDIA ON MENTAL HEALTH

Abstract

Social media has emerge as an essential part of contemporary-day life, offering several blessings along with immediately communication, information sharing, and entertainment. However, immoderate use of social media has been related to terrible intellectual fitness effects, specially amongst younger people. Studies advise that extended publicity to social media can make a contribution to improved anxiety, depression, and occasional vanity because of elements along with cyberbullying, social comparison, and addiction-like behaviors. This paper explores the mental results of social media usage, highlighting each its high-quality and terrible impacts. It additionally discusses capacity solutions, along with virtual detox techniques and aware social media consumption, to sell intellectual well-being withinside the virtual age.

Key words: health issues, depression, anxiety, research papers, mental health, social gradient, living conditions, relationship, feeling of isolation, social economic status impacts, three psychiatric conditions, virtual detox

In the virtual era, social media has converted the manner human beings communicate, get entry to information, and interact with the world. Platforms like Facebook, Instagram, Tik Tok, and Twitter have linked people globally, presenting possibilities for self-expression, learning, and networking. However, along those benefits, worries have emerged concerning the capability poor outcomes of immoderate social media use on intellectual fitness. Studies imply that extended engagement with social media can result in anxiety, depression, and coffee self-esteem, especially amongst teens and younger adults. This paper explores the mental effect of social media, analyzing how elements like social comparison, cyberbullying, and display dependency make a contribution to intellectual fitness challenges. Additionally, it discusses techniques to mitigate those dangers and sell a more healthy dating with virtual platforms.

Numerous research have explored the connection among social media utilization and intellectual health, revealing each superb and bad consequences. Scholars argue that even as social media complements social connectivity, immoderate use can make a contribution to anxiety, despair, and faded self-esteem.

A observe via way of means of Twenge et al. (2018) discovered a correlation among extended social media utilization and growing despair quotes amongst teenagers, suggesting that virtual interactions frequently update real-lifestyles socialization, main to emotions of isolation. Similarly, studies via way of means of Andreassen et al. (2017) highlights the addictive nature of social media, evaluating its consequences to substance addiction, in which immoderate engagement ends in bad mental consequences.

Another important element of social media's have an effect on is social comparison. According to Festinger's (1954) Social Comparison Theory, people compare themselves primarily based totally on comparisons with others. Chou and Edge (2012) argue that curated on-line content material frequently portrays an unrealistic model of lifestyles, main to bad self-notion and dissatisfaction.

Social media has emerge as an inseparable a part of current lifestyles, presenting several advantages consisting of worldwide connectivity, facts sharing, and intellectual fitness recognition. However, immoderate and unregulated use has been connected to extreme mental challenges, which include anxiety, depression, low self-esteem, and social isolation. The effects of diverse research endorse that elements like social comparison, cyberbullying, and addiction-like behaviors make contributions extensively to those bad effects.

Despite those concerns, social media additionally affords possibilities for intellectual fitness aid via on-line groups and recognition campaigns. Therefore, instead of absolutely keeping off social media, it's far essential to sell conscious and accountable usage. Strategies consisting of virtual detox, putting display time limits, and inspiring real-lifestyles social interactions can assist mitigate the dangers at the same time as maximizing its advantages.

Future studies have to awareness on growing powerful interventions to lessen the bad mental effect of social media and discover approaches to harness its capacity for wonderful intellectual fitness outcomes. Ultimately, balancing virtual engagement with offline sports is prime to preserving a healthful dating with technology.

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THE ROLE OF TOTAL PHYSICAL RESPONSE IN TEACHING FOREIGN LANGUGAES

Annotation

This article discusses teaching English using the Total Physical Response (TPR) approach. Students' responses to the lessons and the aspects of TPR activities that increase their level of engagement and activity in learning English are examined. A qualitative descriptive design was used for the study, and data from both teachers and students were used. With this approach, the students follow instructions by mimicking the teacher's physical movements. Students have the opportunity to actively participate when urgent exercises and modeling are used, which increases student interest in and productivity in English classes.

Key words: implementation, TPR, teaching English, verbal communication, realia, Asher's method.

English, the universal language of the world, is taught in Indonesia from elementary school through college. Since English is not a foreign language in the nation, many people use it in their everyday discussions, and youngsters are exposed to it to a considerable extent. Children can sing songs, name simple objects like numbers, colors, and animals, and interact in English. Because of how well one can remember information, childhood has often been referred to be a "golden period" for learning, according to McLaughlin. Research indicates that regular exposure to English in everyday interactions helps children between the ages of three and six learn the language more quickly. Therefore, the best time to introduce English in a straightforward and entertaining way is throughout early infancy. Children at this age learn best by memorization, imitation, modeling, and demonstration of what they are taught by their teachers.

Young children's English instruction differs greatly from that of adults or older students. Teachers struggle to come up with original and captivating ways to grab and hold kids' attention. According to Asrifan, educators can use enjoyable activities to instruct young students. It implies that the instructor of English should be content while instructing the pupils. The English teacher should assist pupils in overcoming the negative emotions they experience when learning the language, including anxiety, fear, insecurity, difficulty, shyness and uneasiness. Total Physical Response (TPR) was developed by Dr.James J.Asher, and it has been proved to be a very effective way to teach young children English. The approach, now nearly 30 years old, emphasizes that students will learn to process and react to spoken instructions through physical movement. In TPR, the teacher has three roles: commands, demonstrate, and monitor students' responses. Meanwhile, students mirror the teacher's actions and speech until they are confident to speak on their own. Imperative drills is a core element.

The educator engages with the whole group as well as each student separately. At first, interactions happen when the teacher speaks, and students reply with gestures. Next, students are more talkative, and the teacher does not talk at all. Together, students perform the actions. Children see and replicate their peers, but Asher argues that to remember commands, learners must show understanding first. Students start talking and give instructions to the teacher and to each other. Grammatical structures and vocabulary are prioritized above other language domains. The imperatives consist of single words and chunks of multiple words. The frequent occurrence of

imperatives in speech aimed at young children learning their mother tongue is one of the reasons for their use. Spoken language is more important than written language. It is common for students to need ten hours of teaching before they can read the commands they have previously learned to execute.

It is clear from the research findings that the Total Physical Response (TPR) method is suitable for use in the teaching and learning of English to kindergarteners or beginners. Three stages were used for the teaching and learning of English. There are three types of them: before, during, and after instruction. Each of them engages in different activities. It depends on the particular subject the instructor is discussing.

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THE METHODS OF TEACHING NEW LANGUAGES FOR NON-NATIVE SPEAKERS

Annotation

In today's globalized world, there is a need to adapt new things. As well as, learning new languages for communicating with others and to find highly-paid jobs. For instance, English is the language of international communication, and workers who know English earn more from 30% to 50% than who does not know English. In addition to this, easy methods for learning new languages are also being required by non-native learners. In this article, we can see the useful methods of teaching new languages for non-native learners.

Key words: non-native learners, methods, professor, languages, vocabulary, grammar**.**

Many methods are found by different linguists how to learn and teach easier target language. Here 4 most handful methods for teaching new language for non-native speakers with specific details given by professors.

1.Communicative Approach. Professor Michael Long (University of Maryland) emphasized the importance o communication in language learning. That method based on real-life communication, encouraging and making feel better in terms of meaningful conversations in the beginning of target language. In that case, by learning and memorizing new and easy daily words new learners try to speak each other and feel sacrificed from their new language.

Professor's opinion: By emphasizing communication, learners can develop fluency and

comprehension in more natural way.

2.Task-based Language Teaching Method (TBLT). As Communicative Approach, Task-based Language Teaching (TBLT) focuses on language through completing real-life based tasks. Rod Ellis well-known professor and linguist at University of Auckland researched on that approach. TBLT emphasized teaching new language with real life-based tasks such as giving presentations, ordering food, or solving problems in groups. Ellis argued that TBLT is more useful than other methods such as teaching in isolated rooms, learning grammar or memorizing vocabularies.

Professor's opinion: Learner's interest in new language will be increased when they show results and can make conversation from the beginning of lessons.

3.Direct Method. The Direct Method was popularized by early linguists such as Franz Neugebauer. This method teaches language by utilizing only the target language in the classroom and emphasizes the direct connection between speech and meaning avoiding translation. Learners are encouraged to think in their target language rather than rely on their native language. According to researches, this method helps to broad horizon and improve pronunciation.

Professor's opinion: That method emphasizes on learning from real life contexts not from grammar and translation, and it leads earners to consider in their target language and create a way of finding mystery of new language.

4.Blended Learning. That method is also being trended among young generation because it combines both using online lessons and face-to-face instructions. John Hattie, a professor at University of Melbourne, explores the sage of new technologies instead of traditional classes. Blended learning allows students to feel free, using apps, tools, videos and other resources both inside and outside of the classroom while still getting benefit from them by the help of teachers.

Professor's opinion: Blended learning allows for greater flexibility in language position and can help learners to get benefit from utilizing digital and traditional lessons.

Each of these methods has its profit and strengths depend on individual's life goals, the way of thinking and speed of learning new things. Experts agree with using the combination of all methods, such as blended learning, communicative approach and others for improving effectiveness of learning target language. I believe that any method showing its effectiveness if it is a right choice for non-native learners, also maintenance of using that method is also required by students.

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COMPARATIVE-TYPOLOGICAL CHARACTERISTICS OF THE CATEGORY OF NEGATION IN ENGLISH AND UZBEK

Abstract

Negation is a universal linguistic category that exists in all languages but is differently applied in different linguistic systems. In this work, comparative-typological aspects of negation in English and Uzbek, two languages from different language families, are compared. Morphological, syntactic, and semantic characteristics of negation are contrasted and compared,

and the similarities and differences in their structures and uses are discussed. The researches show that while the two languages use negative markers, their placement, scope, and interaction with other grammatical constituents are radically different due to their typological distinctions.

Key words: negation, English, Uzbek, comparative typology, syntax, morphology, linguistic contrast.

Negation is an elementary grammatical function employed by the speaker in order to avoid propositions, reject statements, and express absence or contradiction (Payne, 1997). Although universal, negation varies in expression from one language to another, hence constituting a central area of study in comparative linguistics. English and Uzbek, as members of distinct linguistic families, have distinct negation patterns due to their own morphosyntactic composition.

This article will explore a comparative-typological study of negation in Uzbek and English with respect to its morphological, syntactic, and semantic properties. The study will explain how negation is formed and functions in each language and what it tells us about their typological contrasts and similarities.

Morphological Features of Negation

Morphological negation refers to the way languages convey negative meaning through word structure, for example, through negative affixes, particles, and verb modifications. English and Uzbek negation operates differently due to their typological difference, with English employing free-standing negative particles and auxiliary verbs, while Uzbek employs negation as a component of verb morphology through suffixation.

English negation is primarily indicated by the negative particle not, which attaches to auxiliary verbs:

She is not coming.

They have not finished working.

Where there is no auxiliary verb, do-support is required:

She does not like coffee.

English also has a group of negative prefixes (un-, in-, dis-, non-), which negate adjectives, nouns, and verbs:

unhappy, incorrect, disapprove, nonexistent.

Uzbek Negation

Uzbek negation is expressed primarily by the suffix -ma/-mas, which is attached directly to the verb:

U kelmaydi. (He/she will not come).

Biz ishlamaymiz. (We do not work).

No auxiliary verbs are required for negation in Uzbek, as in English. Negative prefixes no- and be- are also used, although not as frequently as in English:

noilmiy (unscientific), betartib (disorderly).

Syntactic Features of Negation

Syntactic negation is the word-order placement of negative constituents in a sentence, and it influences how negation is realized with verbs, subjects, and other grammatical constituents. Syntactic realization of negation is significantly different in English and Uzbek, with English employing auxiliary verbs and independent negative particles, while Uzbek includes negation within the verb itself and double negation as a normal feature.

Position of Negative Markers

In English, negation follows the auxiliary verb, whereas in Uzbek it is placed right before the verb in the form of a suffix. Compare:

English: She does not understand.

Uzbek: U tushunmaydi.

Double Negation

English avoids double negation only in non-standard dialects where emphasis is made using double negation (I don't know nothing). But Standard English follows the rule of single negation

(I don't know anything).

Double negation is usual in the Uzbek case, since double negation is a characteristic of its grammar:

U hech narsani tushunmaydi (He doesn't understand anything).

Observe that hech narsa ('anything') and -maydi ('doesn't') increase rather than detract from the negation.

Negation in both languages influences meaning by excluding actions, states, or existence. Negation scope differs, though. English negation may be over various portions of a sentence based on intonation and word order:

He did not see the man. (Denying the action)

He did not see the man. (Implying he saw someone else)

Negation scope in Uzbek is largely marked by the location of -ma/-mas and negative pronouns. For example:

Men hech kimni ko'rmadim (I did not see anyone).

Here, hech kimni and ko'rmadim are combined to express negation.

Uzbek, on the other hand, frequently employs double negation as a normal grammar feature: U hech narsani tushunmaydi (He does not understand anything).

Here, hech narsa (‘anything’) and -maydi (‘does not’) reinforce negation rather than canceling it.

Semantic Features of Negation

The pragmatic use of negation is also different from English to Uzbek. English accommodates negation by weakening it through the application of modal verbs or euphemistic language:

I don't think he is right (rather than He is wrong).

However, Uzbek prefers direct forms of negation, without the need to soften them:

U to'g'ri emas (He is not correct).

Typologically, English is an analytic language using auxiliary verbs and negative particles, whereas Uzbek is agglutinative with negation being part of the verb morphology.

This typological-comparative study of negation in Uzbek and English illustrates basic differences on the basis of their typologies. English employs auxiliary verbs and independent negative particles, while Uzbek integrates negation into verb morphology. English also avoids double negation, while Uzbek uses it as a standard. These differences reflect the structural and functional difference of negation in languages and offer insights for linguists, translators, and language learners.

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TEACHING CULTURE VOCABULARY IN PRIMARY SCHOOLS USING STORYTELLING

“Language is the road map of a culture.
It tells you where its people come from and where they are going”

Rita Mae Brown

Abstract

This article explores the effectiveness of storytelling as a method for teaching cultural vocabulary in primary schools. It gives opportunity for integrating storytelling into the classroom, detailing practical approaches for choosing suitable stories and guiding discussions that link vocabulary to its cultural contexts. The findings indicate that storytelling enhances student's language skills and promotes a better appreciation of cultural features, thereby promoting a more inclusive and adaptive learning atmosphere.

Key words: vocabulary, culture, storytelling, ELT, primary schools.

As we know language and culture are deeply connected to each other. Language as a communication system conveys meaning and forms of a cultural identity. It serves as a means of transferring cultural knowledge and traditions from generation to generation. There are dialects within the language that reflect the local culture and history. Culture encompasses the beliefs, values, and practices of a group of people, creating a community. Understanding the peculiarities of different nations will help us build respectful relationships between people, as well as avoid awkward situations in the process of communication.

The integration of holiday vocabulary into ELT instruction presents unique pedagogical opportunities, as highlighted by Lundgren and Lundy-Ponce (n.d.), who emphasize the importance of culturally responsive teaching during holiday and religious celebrations. Siegel (2016) further supports this notion, advocating for the inclusion of diverse holiday themes in public school curricula to foster inclusivity and cultural awareness. Insights to English (n.d.) elaborates on the benefits of aligning vocabulary lessons with students' interests during holiday seasons, suggesting that early introduction of relevant vocabulary enhances engagement and practical application.

Additionally, the use of storytelling as a method for teaching cultural vocabulary in primary schools can significantly enrich the learning experience. Storytelling not only captivates students' attention but also provides contextualized examples of vocabulary in use, facilitating deeper understanding and retention (Miller, 2019). Through narratives, students can explore cultural nuances and values, thereby fostering empathy and appreciation for diversity. Collectively, these sources underscore the significance of culturally relevant instruction and storytelling in promoting language acquisition and cultural understanding.

Teaching culture vocabulary in English Language Teaching (ELT) for primary school students can be engaging and effective through various methods. Storytelling is one of the effective tools in vocabulary teaching, especially the use of age-appropriate stories or fables from different cultures followed by the discussion of cultural contexts and vocabulary within the stories.

The legend of Sumalyak symbolizes unity, generosity, and renewal during Navruz, emphasizing community support and cultural practices. To enhance students' understanding, we've designed interactive activities that reinforce vocabulary, improve story comprehension, and connect them to the cultural significance of Sumalyak through a hands-on culinary experience.

The Legend of Sumalya

In Uzbek culture, Sumalyak is a traditional dish made from wheat sprouts, celebrated during the spring festival of Navruz. The legend tells of a poor widow who, during a difficult winter, prayed for food and abundance. As spring arrived, she began to sprout wheat, which she cooked into a dish. The aroma attracted her neighbors, who gathered to help her. Together, they prepared a large pot of Sumalyak, symbolizing unity, generosity, and the arrival of spring. Sharing the dish brought everyone together, reinforcing community bonds and the spirit of renewal.

The following is a sample of an activity that might be used for teaching culture vocabulary:

Activity 1. Vocabulary Matching Game

Objective: Reinforce vocabulary related to the legend.

Materials: Flashcards with vocabulary words (e.g., Sumalyak, wheat, pray, spring, community). Flashcards with definitions or illustrations.

Procedure:

Preparation: Create a set of flashcards with vocabulary words on one set and their definitions or illustrations on another set. **Matching:** Distribute the vocabulary word cards to each group. Place the definition/illustration cards face down on the table. Groups take turns flipping over two cards at a time, trying to match the vocabulary word with its correct definition or illustration.	**Grouping:** Divide the class into small groups (3-4 students each). **Discussion:** Once all matches are made, have each group explain their matched pairs, using the words in sentences related to the story. **Wrap-Up:** Review the vocabulary as a class, encouraging students to share their favorite word and why it's important in the legend.
Vocabulary Words 1. Sumalyak 2. Wheat 3. Pray 4. Spring 5. Community 6. Unity 7. Generosity 8. Abundance 9. Tradition 10. Festival	**Definitions/Illustrations** A. a traditional dish made from wheat sprouts, symbolizing unity and renewal. B. a cereal grain used to make flour for bread and dishes. C. to communicate with a higher power, often asking for help or expressing gratitude. D. the season after winter when plants begin to grow and flowers bloom. E. a group of people living in the same area, sharing common interests and values. F. the state of being one or together, promoting harmony among individuals. G. the quality of being kind and giving to others without expecting anything in return. H. a plentiful supply of something, often referring to food and resources. I. customs and practices passed down through generations within a culture. J. a celebration or event, often involving food, music, and cultural activities.

In conclusion, storytelling serves as an effective method for teaching cultural vocabulary in primary schools. We can add stories connected with history of certain culture that can gain young learner`s attention. By this activity pupils also learn the various subtleties about different nationalities. Educators can improve language acquisition, build empathy, and nurture a deeper awareness of different cultures by including culturally relevant fables. It leads to a more inclusive and engaging learning environment for young students.

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COMPARISION OF USING VERBS AT PRESENT TENSE IN ENGLISH AND UZBEK

Annotation

The article is aimed at scrutinizing verb forms and classifying them in terms of their similarities and differences at present simple tense in English and Uzbek languages. The main method that is implemented in this current work is comparison and contrast. English grammar differs from Uzbek grammar. What I mean by this is that the present simple tense is in English divided into three parts such as past, present and future. In other words, simple tense in English is taught dividing into four sections namely present, present continuous, present perfect and future, whereas Uzbek grammar expresses these in a tense.

In English grammar, there are three main tenses, and they are each further classified into four different forms, which sum up to twelve tenses in total. As we can see there are twenty-four tenses in it. In contrast, there are only three main tenses in Uzbek grammar.

These three tenses are enough to explain what we are going to say. The data is presented in the form of tables between compared languages. The research proves that in both languages, there are several examples which a bit diverse in terms of their certainty, time, definiteness, possibility and whether or not the action is completed. This kind of components also plays a main role in semantics in both languages.

Key words: present, perfect, continuous, future, language, certainty, action, semantic components, time, definiteness, similarities, differences.

Tenses are one of the branches of linguistics that are challenging to analyze and use in a correct form according to the grammar, for many students and even teachers as well. Even though, there has been carried out many researches that should be explored more. Taking tenses into account, there have been some surveys in English, however, in Uzbek there are available sources that have not been done in depth. Tense is the term used to show the relationship between time and other conditions and forms of the verbs. Not all changes in the verb form are directly related to the time. The way the action is understood as taking place also affects verb forms. In addition to this, different forms show conditions such as definiteness and action. Therefore, the main aim of this current article is to analyze these components in more detail and give appropriate examples shown in a table from both languages. The tenses we use will determine the flow and coherency. There is a difference between the two languages naturally, they differ according to language structures, verb forms and units of time.

How many tenses are in English grammar? In English grammar, there are twelve major tenses categorized into three main time frames past, present and future, with each having four aspects including simple, continuous, perfect and future. These twelve tenses cover all major time-related actions in English. However, English also has conditional tenses, modal verb constructions and other variations, but they are not considered part of the core twelve tenses.

Present tenses	Past tenses	Future tenses
Present simple_ - I do	Past simple – I did	Future simple – I will do
Present continuous - I am doing	Past continuous – I was doing	Future continuous – I will be doing
Present Perfect - I have done	Past Perfect – I had done	Future Perfect – I will have done
Present Perfect Continuous – I have been doing	Past Perfect Continuous – I had been doing	Future Perfect Continuous – I will have been doing

Now we know that past tense, present tense and future tense are forms of the same verb – the same action, depicting the time when they took place. Any act that happens in the present moment, a daily practice, a regular fact or a habit all are represented in present tense form.

The Sun rises in the East. (Fact)

I go to school every day. (Routine)

She goes for a walk to keep herself healthy. (habit)

When the verb in a sentence refers to the present time, without mentioning anything about the completeness or incompleteness of an action, it is in the present tense.

Simple present tense is used to depict actions, taking place at the time of speaking,

taking place for a finite period (show completion), taking place at the moment, taking place repeatedly – again and again showing how often it happens truths and facts of real life.

Signal words indicating present tense are: every day, often, sometimes, always, usually, seldom, never, first…then, …

The present continuous or the present progressive tense is used to tell about whatever action is happening at the time of speaking. Any temporary action and an incomplete action are expressed in the present continuous tense. It is also known as the present progressive tense.

The verb in the present continuous tense is made of two parts:

The present tense form of the verb 'to be' – is/am/are 'ing' affixed to the base verb.

Any action or event that started in the recent past and expresses the idea of completion or occurrence, without an exact time of its completion, is expressed in the present perfect tense. The present perfect tense is also used for actions completed in the recent past, not very long time ago.

When the verb in a sentence refers to the time in the future over which we do not have any control, it is in the future tense.

I will be rich one day.

She will work hard to top the class in the next test.

In Uzbek grammar, there is one specific tense.

Zamon	Fe'l shakli	Misol
Hozirgi zamon	-yap, yapti	Men o'qiyapman

In Uzbek, the Present Tense is expressed in only one grammatical question, and it can include all present tenses in English. For example:

Men suv ichaman-this may correspond to the Present Simple and Present Continuous.

Men suv ichyabman-this corresponds to the present continuous, but it can give a close meaning to the Present Perfect Continuous.

Men suv ichib bo'ldim-it is close to the Present Perfect.

The differentiation of the forms of the present tense in English and Uzbek is due to the peculiarity of the structure of the language and grammatical systems. In English, there are several forms of the present tense, applied to express clearly the duration, repeatability, or completion of the action. For example, the sentences: "I drink" and "I am drinking" denote different states of action.

In Uzbek, however, modern forms are less common than in English, and often a single form can represent more than one meaning. This situation is explained by the morphological richness of the Uzbek language and the possibility of words expressing different meanings through suffixes. Also, the word order in Uzbek is flexible, which also plays an important role in the expression of meaning.

Linguistic scholars associate these differences with the historical development of language, cultural influences, and identities in grammatical structure. For example, the present state of English is explained by the relative simplicity of its morphological structure, which has led to the abundance of tense forms and the widespread use of auxiliary verbs.

In Uzbek, however, due to the flexibility of verb suffixes and word order, ambiguity is observed in intense expression. This is due to the specific grammatical features of the language and the process of development.

In general, the present tense in Uzbek can represent all four sections of the present tense form in English. We also define them through special words that refer to verb forms and the time that comes within the sentences.

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IMPROVING SPEAKING SKILLS IN PRIMARY SCHOOL

Abstract

The article provides information how to teach effectively speaking skills in primary school as well as this gives vital instructions regarding to build relationship between young learners and teachers by using effective and convenient ways.

Key words: method, young learners, horizon, songs, plays, communication skills, exercises, sections, pronunciation.

One of the most common topics that is currently attracting the attention of many is the provision of instructions for more effective foreign language learning among the younger generation. Also, the abundance of conditions created for students to master a foreign language is becoming increasingly important in the worldview and human development of young students. Teachers are trying to arouse interest in foreign languages in students using modern methods and improve their linguistic skills. Therefore, the teacher should focus on teaching in stages, depending on the child's potential, age, and how quickly he can absorb information. For example, according to psychologists, children have stronger interests than the older generation, and they quickly remember and absorb knowledge.

School children are taught a foreign language in four skills, and we want to take a broader look at speech skills and analyze several effective waves. In addition, children learn the language not theoretically, but practically, for example, if it is studied through interesting games and exercises, videos, then more than expected results are achieved in speech skills. Foreign language lessons consist of three main parts: the introduction, the main part and the final part of the lesson.

a) The teacher should ask questions such as how are you, what is the weather like, what day is it today, or what topic did we talk about last time. Young students will answer these questions and adapt to the lesson at the initial stage of the lesson. The teacher should attract the attention of the students and prepare them for the lesson through short questions and answers, and also make every effort to make the young students interested in the lesson and attend the lesson, if the teacher can establish communication with the children with the following words

b) The special part consists of explaining the new topic, listening to the students' speech given for homework, and performing various speech exercises. Another factor to consider is that the teacher can post videos on the topic for children who understand the new topic well. The teacher can also encourage students to speak more by discussing questions on the topic with

students and showing various interesting pictures and asking the children to tell what is depicted in the picture. In addition, students' speech skills can be improved by showing understandable cartoons in a foreign language that are relevant to the lesson, and then the teacher asks the students what the cartoon is about, about the characters. This helps to develop correct pronunciation of words and critical thinking skills. Also, young students try to talk about the characters of the cartoon, which can impress them. In addition, the teacher prevents children from getting bored during the main part of the lesson by singing songs in a foreign language together.

C) As for the final part of the lesson, it consists of summarizing the new topic, answering questions that the children did not understand, answering a question about the new topic, and giving homework. This part takes less time than the main part. Therefore, instead of completing the tasks, the participant should ask the children's opinion on the new topic, and the teacher should know how many students can speak on the new topic and use vocabulary or grammar in their speech.

It should be remembered that if young students pronounce words correctly, they will have a great contribution to speech skills if they acquire full speech skills. Various effective methods of developing pronunciation are used by teachers. They can first correct their own speech by imitating and repeating the teacher's speech. This plays an important role in correctly pronouncing words or sentences as native speakers. In addition, the teacher's feedback to the student has a great influence on the student's understanding and correction of errors during speech and helps to establish communicative relations between them.

First of all, each teacher should work out all new words before giving speech tasks to students, repeat their pronunciation, write down their transcription, give examples of the use of these words, etc. In this case, students' confidence in the process of communication in EL increases.

Secondly, the teacher should only give speaking assignments on the topics covered, so that students can freely and consciously use vocabulary, constructions, clichés, and grammatical rules related to this topic. Thirdly, it is important for the teacher to ask questions that students can answer themselves. These should be open-ended topics from life. In primary school, these may include questions about school, hobbies, family, travel, etc. There is no need to ask children about something abstract and incomprehensible. To increase motivation to learn a foreign language, it is important for the child to understand why the language is needed for him to feel his progress in learning foreign language. Therefore, it is important that a foreign language is used not only in the classroom, but also outside the classroom. At the same time, the skills acquired by the child will be appreciated by his parents, friends, classmates, etc.

In order for all students to have the time and opportunity to communicate at the FY, it is important to think over all parts of the lesson so that no child is sitting idle. It is important to make extensive use of group and pair work, in which it is possible to discuss various topics. Such types of work will contribute to the development of not only speaking skills, but also motivation, thinking and interest in FL.

We should also not forget about such an important means of didactic influence on an elementary school student as a teacher's speech. It is the functionally structured and qualitatively verified speech of the teacher that contributes to the creation of conditions in the lesson that ensure the productivity of the educational process [1,]

In addition, in order for students to study English more diligently, the teacher needs to conduct their lessons in an interesting and dynamic way, using interactive forms of work. Using an interactive approach to teaching foreign language, you can optimize the process of mastering the skills of basic school foreign language communication and make it more effective. In an interactive mode, you can conduct a series or all lessons for a given academic discipline [3, p. 69].

At the present stage, it will be effective to use various teaching application platforms while practicing speaking skills in foreign language lessons. These resources will be perceived with interest by schoolchildren, since in them the learning process is presented in a playful way. In addition, the use of such applications will facilitate the process of preparing for foreign language

lessons for the teacher himself. Most of applications already have predefined programs, games, dictionaries and assignments, so the teacher will only need to choose the most suitable ones and use them in the learning process.

1. ABC Kids. A bright and colorful app that allows kids to learn the English alphabet and words. For better memorization, all words are voiced, so this application will become an effective assistant in teaching speaking.

2. Luntik. Learning English. The application offers over 25 game tasks designed for preschool and elementary school children. At each level, children learn topics that are often found in our lives: clothes, furniture, dishes, numbers, etc., so for the speaking skill, mastering these 25 different every day, and at the same time important topics will be very useful.[1]

3. Fun English. This application allows you to memorize not only words, but also various expressions. The course is divided into lessons, each topic is presented in different games, each such game trains the skills of speaking, listening and spelling. It is important to note that American and British accents were used in the voice-over of the app to help children learn to perceive and practice different pronunciations.

4. Monkey Junior. This application offers a rich course of learning English in a fun way for schoolchildren. The game is divided into three stages: first - learning new vocabulary, second - parsing sentences with new words, third - making sentences.

5. English for children with Keba. The app is efficient thanks to the immersion method. The characters describe funny situations in their world, so this game engages children in an interesting learning process. Thus, the cognitive interest of children in the study of FL is increased.

You can use these training applications not only in the lessons of foreign language, but also as homework. In addition, students can use such applications on their own in their free time

Virtual tours of museums can be another effective means of developing the communication skills of younger students. Students can be offered tasks of the following type: describe the room / hall of the museum using certain lexical units and grammatical structures; complete a web quest around the museum, both individually and in pairs / groups, etc. Thus, students' language skills will be comprehensively formed, but their knowledge will also expand in various fields [2].

In general, it is important for teachers to remember that foreign language lessons should be interesting and interactive. It is necessary to change the concepts of lessons, constantly offering children new tasks and exercises. These can be: role-playing games; discussions; mini-debates.

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A PSYCHOLOGICAL INSIGHTS OF COMMUNITY LANGUAGE LEARNING

Annotation

The article investigates the principles of Community Language Learning as a method. It highlights the roles of the teacher and students. Furthermore, some advantages and disadvantages of this method are presented in the article.

Key words: emotions, motivation, mental health, brain functions, psychology, community, bio-social variation, interaction, exchange.

Community Language Learning (CLL) is a fascinating method that combines language learning with psychological counseling techniques. In 1960s developed by Charles A. Curran, a professor of psychology, priest and educator. Mainly, CLL emphasizes the use of the target language to encourage students to actively engage in the learning process. The teacher acts as a supporter, providing feedback and helping students express their ideas in the target language. CLL helps students develop communicative competence. This method effective for adult learners who are motivated to use the target language in their everyday lives.

Human is a bio-social variation, which refers to the differences among human populations that arise from both biological (genetic, physiological) and social (cultural, environmental, economic) factors.

Human beings rely on interaction not only for survival, but also for emotional wellbeing and overall progress. Normally learning a foreign language can be stressful and exhausting for many learners. For this reason, we have CLL, which aims to reduce anxiety by encouraging students to be supportive and helpful. CLL is a whole group of people speaking in other language and the teacher's role is being a 'counselor' – translating everything students wanted to say into the target language. The method happens through social interaction, by making students to work in groups and discuss every single idea. First of all, teacher should be emotional intelligent, as emotional intelligence helps to build strong relationships, succeed at school and work, and even, achieve career and personal goals. Every word by teacher may have both positive or negative influence on a learner. For instance, simple error correcting can confine the student, which leads to demotivation, disinterest or apathy. Therefore, it is strongly recommended to teacher to correct students' mistakes at the end of the lesson. CLL method, students and teacher must work together to create an environment in which target language practice can take place without other language speaking anxiety. As consequence, it considered as a teaching method that aims to develop both the language skills and the emotional and social skills of learners. Then, teacher should help to realize how simple language learning really is. It does not mean that, everything in it is easy, it means that in reality there are no rules and standards that you have to meet. They are made up by other people. Learners value is not determined by their achievements and successes, there will always be those who respect them and those who do not. Other people's disapproval, ridicule, all this is just a projection of language in another person's head. Everyone has their own unique learning path. Instructor has no right to consider students strange for being unique. In community every person differentiates from each other. The mistake, which has been hiding from your eyes, may have been visible for someone else. It is great chance to people to learn from others mistakes. Every person in this community has to be as a mirror for another person, by showing its both

physical and mental action. In order to reach, strong social relationships, first thing classroom should do is act as a community. It does not matter for which religion you believe or from what country you came. The thing, that matters is studying a language in a pleasant atmosphere. Support makes great things. Belief motivates people. Shame kills interest. People's mind is complicated system of feelings. You can understand the emotions, needs, and concerns of other people, pick up on emotional cues, feel comfortable socially, and recognize the power dynamics in a group or organization. All of them are come from work, which had been done in a community.

Overall, it is very important to be attentive to the feelings and emotions of others. As language learning is stressful and challenging process for everyone. By building a supportive and anxiety-free environment, CLL enables learners to engage in meaningful communication. The role of the teacher as a counselor is important, as their guidance and emotional intelligence directly influence students' motivation and progress. In conclusion, CLL emphasizes the power of community, encouraging learners to support one another and grow together. Through this method, language learning becomes not just an academic process but a shared journey of personal and social development.

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FROM PASSIVE TO ACTIVE: PROVIDING LESSONS WITH INTERACTIVE METHODS

Annotation

In education, teaching is carried out using various methods, which depend on the teacher's pedagogical skills. If a student is taught a new topic with effective way, it will remain in their memory for a full time. The aim of this article is to introduce with many kinds of information about how topics can be explained more easily using effective methods in education. Through modern methods, students not only acquire knowledge but also develop the ability to apply in practice and learn independently.

Key words: methods, education, knowledge, practice, learn independently.

Nowadays, various opportunities are provided for education system in our society. That is why we must try to use that kind of chances and teach the younger generation with modern and effective way. If teachers teach the students by heart, can achieve high results in the field of education. In fact, through the researches I found these results which are based on education 5-years old Uzbek students ranked 72nd between 81countries in mathematics and 80th in the areas of science and reading literacy. In addition, in the PIRLS study, our fourth grade pupils ranked 49th out of 57 countries. To tell the truth, the main reason of these results ineffectiveness lessons. To change these indicators, we need to add many types of interactive and modern methods to every lesson. During my research, I came across a quote that really astonished me. "A teacher is someone who makes difficult things seem easy" (Ralf Valdo Emerson). It means that as teacher, we need to

provide the lessons that help the students and use information in easy way. We also must support them through challenging situations by building valuable relationships and showing that we care.

Method to Support Educators How to focus students' attention within 5 minutes for the lesson! "Puzzle Method". First and foremost, divide the students into several groups. Prepare the topic to be taught in the lesson by writing it on A4 sheet of paper no more than 6 or 7 lines. Then enlarge the text and print it. Cut the paper into different pieces, after that, pieces of papers are put in a folder, and given to each group and distributed one by one. Next step, all groups start putting the pieces together at the same time. The rule of this activity is the group which completes the puzzle correctly and being a winner. As a result, even the laziest student being an active and get a small understanding of the topic during the lesson. At the end of the activity, one student in each group come to the blackboard and reads completed information loudly. This method improving students remember the information easily for a long time.

Method to Help Teachers Deliver 8 Pages of information in 20 Minutes! "THINK, PAIR, SHARE". To implement this method, you will prepare the most important students, you will multiply the handouts by four so that every student receives one. Distribute these handouts individually to each participant.

1. THINK: In this stage, instruct the participants: "Read the information in your hand and elements, rules, keywords, and formulas from topic –in other words, the key theoretical parts of the lesson. Write them on cards and divide them into handouts. Prepared handouts should consist of 8 pieces. However, if your class has 32 get familiar with it." Give one minute for this task.

2.PAIR: In this stage. Say, work in pairs with your partner and share the information you learned. During this step, the participants will explain and discuss their information with each other. This process will involve all students in the class. Allocate 2-3 minutes for this step. While this is happening walk around the classroom, listen to the information being shared, and observe the process. Help students who find it difficult to explain or understand the information

3.SHARE: in this stage ask the participant, "What kinds of information did you learn?" In this final step, students analyze what they learned independently and from their partner and share it orally with the group. By using the "Think, Pair, Share" method, we teachers allow students to independently learn, analyze, explain to their peers, and present new theoretical information through their own efforts rather than just listen to us. Research has shown that student understand and grasp concepts better when explained by their peers rather than adults. This method helps to achieve that. For higher grades, the content on the handouts should be -2 lines long, while for lower grades (e.g grades 3-4) the content should be 2-4 lines in size 16 font. If you notice that the students are not providing enough explanation in their presentations, the teacher must fill these gaps. Transforms the process of learning boring theoretical material into an engaging activity. Encourages independent learning, understanding, and analysis of theoretical content. Develops the skills of expressing thoughts independently. Builds team work skills. Increases confidence in presenting ideas to an audience without fear. Offers a new method for making lessons more engaging. Allows the theoretical part of the topic to be delivered quickly with students help. Engages all students in the lesson. Helps teachers observe and evaluate students' ability to learn, analyze, and present information orally.

Letter method. Effective method aimed at developing students' speech.

In the process of teaching, various pedagogical methods are used to ensure the active participation of students and the development of their speech. One of these is the letter method, which is especially effective in explaining lectures and complex topics. This method helps to engage students in oratory activism and bring their knowledge to their peers.

Stages of applying the letter method.

1. Preparation

To implement this method, it is necessary to pay attention to the following aspects:

Several envelopes and pre-printed materials are prepared.

Materials are issued in a short and clear form, corresponding to the class level.

•For lower classes-2-4 rows,

•For the upper classes – 10-12 rows,

•For university students – 12-14 series.

It is recommended that all data be written in font 16.

The prepared data is divided into three parts and arranged in numbered envelopes.

2. Distribution of envelopes

Teacher at the beginning of the lesson:

Introduces topic or plans.

Moving through the room, he distributes the envelopes to the readers.

Especially prioritizes students who speak less and are inactive during class.

It can also be distributed to fluent students.

3. Reading and explanation

When a certain point is reached during the course of the lesson, the teacher asks the owner of the number one envelope to read the information and explain it.

The student gets up and reads the information and tries to explain it in his own words.

If the student has difficulty explaining, the teacher will complement and support him.

If the voice sounds low at the right time, it can be encouraged by asking for a return reading.

In such a way that the remaining envelopes are also opened in series, all students are involved in the process.

Advantages of the method. Students sitting silent are also involved in the course process, Opportunity for students to communicate their knowledge to their peers

Increases oratory confidence in the audience and strengthens self-confidence.

Faster mastering is provided as the data is explained by the students, not the teacher.

The method of the letter serves not only to convey theoretical knowledge, but also to develop the speech of students. During the course, it helps students to improve their speech skills, ensuring their joint active participation. It is also through this method that students gain the skills to speak freely in the audience, to gain self-confidence, and to convey information accurately.

Using this method in various classes, it is possible to contribute to the social and speech development of students.

All of these points lead us to when teacher pay attention to the how to teach with interactive way. As a result, some of the students learn new topics by heart. Moreover, those kinds of teaching methods support us to overcome shyness around the people and express his own thoughts freely as well as enhance the open-minded skill.

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THE EVOLUTION OF LANGUAGE IN SOCIAL MEDIA

Annotation

This article investigates the impact of social networks on language, specifically linguistic change via simplicity and innovation. Modern technology has accelerated the communication process, leading language to abbreviate and new terms to arise. During the study, language evolution is evaluated using the perspectives of Uzbek literature intellectuals Alisher Navoi, Abdulla Kadiri, and Erkin Vahidov, as well as international linguists such as David Crystal and Marcel Danesi. The paper deepens our knowledge of social networks' involvement in linguistics and communication.

Key words: language evolution, social networks, language simplification, linguistic innovation, internet linguistics, communication, and Uzbek literature.

Throughout the history, language constantly evolved by the influence of social, cultural, and technological factors. However, in the last decades, compared to society and culture, technology has become a dominant force in the change of language, expediting language simplification **(**modifications that make sentences or utterances easier to perceive, understand, or produce) and language innovation (the process through which new words, meanings, or usages are created and adopted within a language). According to Any Petrosyan, a research expert for cybersecurity and cybercrime, as of February 2025, there were 5.24 billion social media users worldwide, and it is clear that social media platforms like YouTube, Instagram, and Telegram are reshaping interaction between people, introducing a number of new words and slangs that are becoming more popular among youngsters. This article explores why individuals are simplifying and innovating words on digital platforms and its influence on the future of language.

Simplification of language on social networks: Language simplification is the act of simplifying difficult phrases, eliminating superfluous grammatical structures, and making communication as rapid and clear as feasible. This phenomenon is explained by a variety of causes. First, in line with the fast-paced nature of social media, users are attempting to express themselves with few words. For example, brief statements like "OK" or "GG" began to replace lengthy explanations (Crystal, 2011). Second, the widespread use of emoticons and gifs has further decreased text communication.

This technique is comparable to A. Navoi's ideas. He stated that "Language is a human weapon," but the speed and effectiveness with which this weapon may be used has recently gained attention. However, this trend may result in the loss of intricate linguistic structures.

Language innovation and the emergence of new words: Social networks not only simplify the language, but they also generate new terms. Users are expressing their experiences in new ways through the usage of keywords and hashtags. Abbreviations like "FOMO" (fear of missing out) and "YOLO" (you only live once) are often used on Twitter and Instagram (Danesi, 2016).

This approach was also documented in Uzbek literature. Abdulla Qadiri stressed the language's ongoing evolution and how it is dependent on social movement processes. Similarly, current linguistics demonstrates that the language of the Internet is continually evolving.

Impact on the language in the future: Social networks' effect on language extends beyond the streamlining of colloquial speech and the creation of new vocabulary units. This approach may have long-term implications for the official written language. According to David Crystal (2011), as technology advances, new grammatical standards of the language emerge, which may be seen not just in ordinary communication, but also in academic and corporate style.

Such developments will undoubtedly have an impact on the future formation of the Uzbek language. For example, acronyms often employed by young people now ("ok," "norm," "gap yo’q") are likely to be included into written texts in the future. This might lead to unstable language development because such processes can undermine grammatical norms. Erkin Vahidov said, " Tilni yo‘qotish – millatni yo‘qotish bilan barobar" If there is instability in official written speech, it may complicate the task of retaining the Uzbek language's official position.

However, this procedure is not entirely bad. Language innovation promotes new ways of expression and facilitates communication. For example, hashtags and emoji make language universally comprehensible. This can serve to boost the Uzbek language's international prominence.

Social media is considerably contributing to the evolution of language by simplifying it and allowing for creative expression. However, a more in-depth investigation of the cultural and linguistic consequences of these developments is required. Philosophers such Navoi, Kadiri, and Vahidov viewed language as a national resource. Similarly, in the age of technology, one of the most immediate obstacles is how to secure this wealth while still responding to new trends.

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MILLIY URF-ODATLARNING YOSH AVLOD TARBIYASIDAGI O’RNI

Annotatsiya

Bugun axborot-texnologiyalar va ilm-fan rivojlanib,butun dunyo standartlariga to’laligicha javob bermoqda.Bu rivojlanish nafaqat kattalar,balki o’sib kelayotgan yoshlar onggiga ham o’z ta’sirini ko’rsatishi ehtimoldan holi emas.Bunday zamonda o’z xalqiga va yoshlariga milliy urf-odatlari va ularning asl mohiyatini anglata olish davlatlar uchun eng katta yutuqdir.Bitta davlatning farzandlari uning qadriyat va an’analarini,ota-bobolaridan qolgan urf-odat va marosimlarini o’rganib, qadrlayaptimi,demak, bu davlat o’zining kelajagi uchun yaxshi poydevor yarata olgan.Urf-odatlarning saqlanishi va hurmat qilinishi jamiyat, oila va uyerda yaratilgan muhitga bog’liq.Bundan tashqari,urf-odatlar bolalarga ota-bobolarining tarixi haqida o’rgana olish va o’zlarida eng yaxshi xususiyatlarini shakllantirish imkoniyatini beradi.

Kalit so‘zlar: urf-odatlar, jamiyat, shakllangan, saqlab qolish, uzoq yillar davomida, qadriyatlar, an’analar, ota-bobolarimiz, jarayonlar, yoshlar.

1.Urf-odatlarning asl mohiyati, kelib chiqishi va yosh avlod tarbiyasiga ahamiyati:

Urf-odat bu-ma’naviy va ma’rifiy jarayonlarga urg’u beruvchi hayot hodisasidir.U ko’p yillar davomida umumxalq tomonidan an’analar sifatida qabul qilingan,shu bilan birga,tarixan tarkib topgan tartib-qoida va rasm-rusumlar hisoblanadi. Qadriyatlar bir vaqtning o’zida ham an’anaviy, ham diniy,ham madaniy va hattoki mahalliy xususiyatlarga ega bo’lib,xalqimiz hayotida muhim rol o’ynaydi. Urf-odatlar shunchaki narsalar emas,ular uzoq yillar mobaynida saqlanib qolgan madaniy meros hamda jamiyat ichida tartib-intizomni saqlaydigan muhim omillardir. Yurtimiz misolida ko’radigan bo’lsak,mehmondo’stlik,o’zidan yoshi ulug’larni hurmat qilish,to’y va marosimlar hamda bayramlar bizning o’zbek ekanligimizni aks ettiruvchi ko’zgudir. Shu o’rinda aytish joizki**,** O’zbekiston Respublikasining Birinchi Prezidenti Islom Karimov urf-odatlar xalq ma’naviyatini boyituvchi vosita ekanligni ta’kidlab shunday degan edilar: “Albatta,har qaysi xalq yoki millatning ma’naviyatini uning tarixi, o’ziga xos urf-odat va an’analari,hayotiy qadriyatlaridan ayri holda tasavvur etib bo’lmaydi.”Urf-odatlarning kelib chiqish tarixi,xuddiki,insoniyat tarixi kabi qadimiy bo’lib, ular insonlar hayoti davomida shakllanib borgan.Dastlabki xalqlar an,ana va qadriyatlarni birgalikda istiqomat qilish, jamoani boshqarish hamda tartibni saqlovchi qoidalar sifatida bilishgan. Bundan tashqari, yillar davomida urf-odatlar ham o’zgarib keyingi avlodga har xil ko’rinishda yetib kelgan.An’ana, qadriyat va urf-odatlarimiz yoshlarni, odob-axloq me’yorlariga amal qilish va ularga sodiq bo’lishga undaydi.Ularning barchasida halollik, mehnatsevarlik, vatanparvarlik hamda mehmondo’stlik fazilatlari mujassam etgan. Bundan tashqari,yoshlar oilaviy urf-odatlar orqali hurmat va hamjihatlik muhim ekanligini anglab yetishadi.To’y,marosim va bayramlardagi ishtiroki yosh avlodga jamiyat bilan muloqot qilish va ijtimoiy hayotga tayyorlanish imkonini beradi. Eng muhimi uzoq yillik hashar va ekin ekish marosimlari yoshlarni hunarmandchilik va dehqonchilik kabi sohalarga yo’naltira oladi.Urf-odatlarni bilish yoshlarga o’z milliyligini yo’qotmasdan, zamon bilan hamnafas yashashni o’rgatadi.Shu sababli ham, buyuk bobomiz Abu Rayhon Beruniy

o’zining “Hindiston” asarida milliylik va ana’analarni qadrlab shunday deb yozgan:”Biron xalqning u yoki bu udumlariga baho berishda bunisi menga yoqadi, unisi yoqmaydi,deyishga hech kimni haqqi yo’q,negaki,har bir xalq udumlari,an’analari ming yillar davomida shakllangan va o’sha millatning hayot tarziga aylangan”.Bundan ko’rib turibdiki, udumlar bobolarimizdan qolgan eng buyuk meros va biz ham ularni kelajak avlodga yetkazib berishimiz kerak.

2. Jamiyatimiz yosh avlodga urf-odat va qadriyatlarni o’rgatishi va saqlab qolishi uchun nimalar qilishi kerak?

Yurtimizning takrorlanmas,boshqa davlatlarnikidan ajralib turuvchi hamda uzoq yillik urf-odatlari mavjud.Shu sababli jamiyatimizning hozirgi kundagi eng muhim vazifasi bu udumlarni yoshlarga yetkazib berish va asrab-avaylashdan iborat. Birinchi o’rinda, bu haqda qonunlar qabul qilinishi,maxsus davlat dasturlari ishlab chiqilishi hamda festival,bayramlar davlat miqyosida o’tkazilishi talab etiladi. Ta’lim doirasida esa bog’cha yoshidan bolalarga urf-odat bo’yicha darslarni yo’lga qo’yish,ularni madaniy markazlarga olib borish va milliylikni targ’ib etuvchi to’garaklar tashkil etish eng muhim jihatdir.Ommaviy axborot vositalari esa targ’ibot ishlarida ko’proq unumli bo’lishi mumkin,negaki,yoshlar bugun ijtimoiy tarmoqlardan foydalanishadi va televizor ko’rishadi. Ayniqsa, multfilm va shunga o’xshash roliklarda udumlarimizni aks ettirish bolalar ongiga ko’proq ma’lumot yetkazib beradi va ularda qadriyatlarimizga qiziqish uyg’otadi.Ta’kidlash joizki,bu jarayonlarning barchasida ota-ona va mahalla faollarining o’rni katta.Keksa avlod vakillari yoshlarni mehnatga, o‘z uyini, ko‘chalar, guzar va maydonlarni ozoda tutishga o‘rgatardi. Bizda bu urf-odat edi. Endi ayrim odamlar hovlisini bolasiga emas, mardikorga tozalattiryapti.Ko‘p qavatli uylarda qo‘shni qo‘shnisini tanimaydi. Bu holda bolalar mehnatni, odobni, ma'naviyatni, mehr-oqibatni kimdan o‘rganadi?Ma'naviyatimiz uchun eng katta xavf – aksariyat odamlarimizdagi loqaydlik va beparvolik kuchayib boryapti», – dedi prezident Shavkat Mirziyoyev.Yurtboshimiz bu firklar bilan aynan yo’qolib ketayotgan urf-odatlarimizni aytib o’tgan.Shu jumladan, bunday ana’nalarni yoshlar davrasida takomillashtirish yoshi ulug’ keksalar vazifasi ekanligini ta’kidlab o’tgan.

Bitta millat gullab-yashnashi uchun uning qadriyatlari saqlanib qolinishi va ardoqlanishi zarur. Bu an’analarni ota-bobolarimiz yillar davomida shakllantirib bizning davrimizgacha yetkizib kelgan.Demak, bizning ham asosiy vazifamiz kelajak avlodga o’zligini tanishtirish va qadriyatlarni onggiga singdirishdan iboratdir. Fikrimcha, hech bir xalqni uning urf-odatlarisiz tasavvur etib bo’lmaydi, shu jumladan yurtimizni ham. Biz o’zbek ekanligimizni qachon anglab yetamiz? Qadriyat va an’analarimizni anglay boshlaganimizda va o’z farzandlarimizga yetbazib berganimizda.

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THE IMPORTANCE AND IMPLEMENTATION OF THE COMMUNICATIVE APPROACH IN LANGUAGE TEACHING

Abstract

The Communicative Approach (CA) has significantly influenced modern language teaching by emphasizing interaction and meaningful communication over rote memorization. This paper explores the importance of the Communicative Approach in developing students' language proficiency and its practical application in classrooms. Key principles, such as student-centered learning, task-based teaching, and real-world language use, are discussed in detail. Additionally,

the study highlights common challenges faced by educators, including classroom management and resource limitations, while suggesting effective solutions. Findings indicate that the Communicative Approach enhances students' engagement and fluency, making it an essential methodology in language education.

Key words: communicative approach, language teaching, interactive learning, task-based learning, student-centered education, language proficiency.

The Communicative Approach (CA), which emerged in the 1970s, transformed language learning by prioritizing real-life interaction over rote memorization and grammar-based instruction. Unlike traditional methods, CA emphasizes the importance of meaningful communication, encouraging students to develop linguistic competence through interactive activities and practical conversations. Rather than solely focusing on grammatical accuracy, this approach helps learners express themselves effectively in diverse social contexts.

The traditional approach has not fully met the diverse needs of the learning process due to its one-sided nature. As a result, scholars have worked to develop modern and highly effective methods, bringing significant innovations to the theory of teaching methodology. Consequently, the Communicative Approach, which is now widely used worldwide, was developed.

The Communicative Approach to EFL teaching has become increasingly accepted in Japanese schools and universities in recent years. With the Ministry of Education actively promoting Communicative Language Teaching (CLT), a great deal of time and effort has been devoted by both researchers and teachers to developing materials and techniques aimed at achieving what has been termed 'Communicative Competence.' The role of communication in developing language skills is crucial. To simultaneously develop listening, writing, reading, and especially speaking skills, acquiring a foreign language through the Communicative Approach has proven to be much more effective and efficient than traditional methods.For instance, developing communicative competence and skills helps establish emotional connections between learners, making the learning process more engaging and meaningful. This approach also has educational value, as it aids in solving learners' problems. In group activities, communication plays a significant role in helping students listen to and accept their peers' opinions, thus enhancing their ability to interact effectively.

The objective of this paper is to analyze the significance of the Communicative Approach in language teaching and explore practical strategies for its implementation. Additionally, it examines the challenges educators face while applying this approach and proposes potential solutions.

Key Principles of the Communicative Approach

The Communicative Approach (CA) is based on several key principles:

Communication-Oriented Learning

This approach focuses on teaching students not only grammatical accuracy but also effective communication skills.Example: English learners conduct interviews on the topic of "Career Choice" during the lesson. Instead of memorizing scripted dialogues, they engage in natural conversations to exchange ideas.CA helps students develop not only grammatically correct speech but also the ability to communicate effectively in real-life situations.

Use of Authentic Materials

Instead of artificial textbook dialogues, CA encourages the use of real-life materials in the learning process. Example: The teacher plays a real interview recording for students or assigns them to conduct interviews with each other. After listening, students identify the main points, discuss key ideas, and express their opinions. Authentic materials enhance students' ability to adapt to real language environments and improve their comprehension skills.

Student-Centered Approach

In CA, the teacher is not the sole source of knowledge but rather a facilitator who encourages students to take an active role in learning. Example: The teacher presents a problem-based question and divides students into pairs or groups to discuss possible solutions. The students develop their own answers, while the teacher provides guidance and feedback. A student-centered approach

fosters independent thinking and enhances communication skills.

Challenges of the Communicative Approach and Their Solutions

Although the Communicative Approach (CA) is an effective method in language teaching, it presents certain challenges. Below are the key difficulties and their possible solutions.For instance, in a CA-based classroom, students are highly active, which often leads to increased noise levels, making it difficult to maintain control. While some students may dominate discussions, others might not participate at all. As a solution, establishing clear classroom rules and explaining them beforehand, assigning specific roles to each student in group activities, and mixing active and passive students to create a balanced learning environment can make this method even more effective.Additionally, to maximize the benefits of this method, it is essential to organize specialized training seminars for teachers. However, if educators who lack experience or are unfamiliar with the proper implementation of this method attempt to use it, the effectiveness of the Communicative Approach may decrease.

The Communicative Approach plays a crucial role in modern language teaching by promoting real-life communication and interactive learning. Although certain challenges exist, effective strategies can enhance its implementation. By creating an engaging and student-centered environment, educators can improve learners' fluency, confidence, and overall language competence. Moreover, this approach helps make the language learning process more natural and effective, as students get the opportunity to use the language in real-life situations.

Teachers can further enhance lesson effectiveness by incorporating innovative methods such as task-based learning, role-playing activities, and the use of authentic materials. Additionally, organizing specialized training seminars for teachers, improving assessment methods, and providing adequate resources can strengthen the role of this method within the education system. In the future, the Communicative Approach is expected to remain one of the key methodologies in language teaching, as it not only develops linguistic proficiency but also enhances cultural awareness, critical thinking, and social interaction skills. Therefore, further refining this approach and expanding its implementation across different educational levels is a crucial objective.

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THE AFFECTIVE TEACHING MATTERS, BUILDING STRONGER CONNECTIONS IN THE CLASSROOM

Annotation

This article discusses the concept of affective teaching and its critical role in building stronger connections within the classroom. Affective teaching emphasizes the importance of emotions, attitudes, and values in the learning process, going beyond academic content. It

discusses how addressing students' emotional needs fosters a positive learning environment, enhances student-teacher relationships, and encourages peer collaboration. Practical strategies for integrating affective teaching into daily lessons provided, as well as insights into its long-term benefits for students' academic success and emotional development.

Key words: Affective teaching, emotional learning, teacher-student relationships, classroom environment, Emotional engagement, empathy in education, social-emotional learning (SEL), emotional intelligence, motivation, peer collaboration.

In today's rapidly evolving educational landscape, affective teaching has become cornerstone for creating not only knowledgeable students but emotionally engaged learners. Affective teaching refers to the approach where educators emphasize emotions, attitudes, and values in their lessons, alongside academic content. By addressing students' emotional needs and fostering deeper relationships, teachers can transform the classroom into a space of growth, empathy, and connection. This article explores why affective teaching matters and how it builds stronger connections in the classroom.

Teachers say that in usual, the high percentage of school pupils, between 13-17 years, cannot control their feelings and it leads misbehaviors, dishonor, and such kind of bad habits. Due to this, most learners face up to problems while reading lessons. Their mild habits have a major effect on their future lives. Another various factors, such as the quality of teachers, inadequate curricula, lack of facilities and infrastructure, lack of emphasis on developing cognitive ability and critical thinking skills.

In this process, a question arises: why do we often see students experiencing emotional damage, leading to a decline in their classroom performance? The main reason is that: emotions are one of the most important things in learning. Research shows that emotions significantly influence how students learn. A positive emotional state fosters motivation, improves focus, and helps retain information. Conversely, negative emotions like stress, anxiety, or indifference can create barriers to learning. When teachers focus on the affective domain of education, they prioritize students' emotional well-being, which directly impact academic success.

Affective teaching goes beyond traditional methods by addressing how students feel about learning. This means creating a classroom environment where students feel safe, supported, and valued. When students are emotionally engaging, they are more likely to participate actively, ask questions, and take risks—all essential components of deeper learning.

Building strong relationship with pupil is another way to make the learning more effective. Sometimes there will be misunderstandings between student and teacher. For avoiding that problem, teacher should try to know student's character, ability, and marital status. One of the most significant advantages of affective teaching is the development of strong, trusting relationships between teachers and students. By connecting on an emotional level, teachers can better understand their students' individual needs, challenges, and strengths. This helps create a sense of belonging and trust in the classroom.

Teachers who practice affective teaching often use empathy as a key tool. Empathy allows teachers to relate to their students, showing that they care not just about their academic performance but also their personal growth. This approach fosters open communication, where students feel more comfortable expressing themselves and seeking guidance when needed.

In many cases, inability of teachers can make students lukewarm.

Teachers should know that, nowadays students are more intelligent and inquisitive about all areas. They want to learn new data in a newer way. Therefore, most successful educators are using life-related methods during their instruction. Here are the examples for pedagogues:

1. Create a Positive Classroom Environment

Cultivate an inclusive and supportive atmosphere where all students feel welcome. This can be achieved by setting clear expectations for respect and kindness, celebrating diversity, and creating opportunities for collaboration.

2. Encourage Self-Expression

Give students opportunities to express their thoughts and feelings. This can be through group

discussions, journaling, or creative projects. When students feel heard, they are more likely to be engaged and motivated.

3. Provide Constructive Feedback

Offering feedback that focuses on both effort and growth helps build students' confidence. Instead of solely focusing on what went wrong, acknowledge their strengths and guide them on how to improve.

4. Integrate Emotional Learning Activities

Activities like mindfulness exercises, peer support groups, or class reflections can help students become more self-aware and empathetic toward others. These activities encourage emotional intelligence, a key aspect of affective teaching.

5. Use Relatable Examples and Scenarios

When teaching academic content, try to tie it to real-life examples that resonate with students' experiences. This helps them see the relevance of what they are learning and can foster a deeper emotional connection to the material.

Long-Term Benefits of Affective Teaching

The benefits of affective teaching are not limited to academic performance. Students who are nurtured emotionally in the classroom tend to develop essential life skills such as resilience, empathy, and self-regulation. These skills are critical for success both in and out of school.

Additionally, students who experience affective teaching are more likely to develop a positive attitude toward learning. They view education not as a mere task to complete but as a fulfilling and engaging process. This long-term engagement with learning is what ultimately leads to better outcomes, both academically and personally.

Incorporating affective teaching into classrooms is more than just a trend; it is a necessity in today's educational system. By focusing on emotions and relationships, teachers can create a learning environment that supports not only academic achievement but also the emotional and social development of their students. When students feel emotionally connected to their teachers, peers, and the content they are learning, they are more likely to thrive. Affective teaching builds stronger connections, promotes emotional well-being, and enhances the overall learning experience, making it a vital component of modern education.

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EXPLORING ARTIFICIAL INTELLIGENCE IN ACADEMIC ESSAY: HIGHER EDUCATION STUDENT'S PERSPECTIVE

Annotation

This article explores the role of Artificial Intelligence (AI) in higher education, focusing on students' perspectives. It discusses the benefits and challenges of AI in academic settings, including personalized learning, automated assessment and ethical concerns. The study highlights students' attitudes towards AI and its impact on education quality. The findings suggest that while

AI enhances learning experiences, it also raises concerns regarding academic integrity and over-reliance on technology.

Key words: Artificial Intelligence, Higher Education, Student Perspective, Academic Integrity, AI in learning.

The rapid advancement of Artificial Intelligence (AI) has brought significant changes in various fields, including higher education. AI- powered tools such as virtual tutors, automated grading systems and plagariarism detection software are widely used in higher education institutions. These technologies provide students with personalized learning experiences and assist educators in improving teaching methods. However, AI also raises ethical concerns and the risk of excessive dependency among students. The purpose of this paper is to analyze students' perspectives on AI in higher education, exploring both its advantages and challenges. By examining the views of scholars and the latest research, this study aims to understand AI's impact on academic success and integrity

Artificial Intelligence, as defined by John McCarthy, is "the science and engineering of making intelligent machines" [3]. Over the years, AI has evolved and has been widely implemented in education. Scholars have expressed different viewpoints on the role of AI in higher education. Ray Krzweil, in his book The Singularity Is Near, argues that AI will revolutionize education by providing tailored learning experiences that adapt to students' needs [2]. He believes that AI tutors could replace traditional methods and make education more efficient.

Noam Chomsky, a renowned linguist and cognitive scientist, emphasizes that while AI can assist learning, human creativity and critical thinking should not be replaced [5]. He warns against the potential loss of deep understanding when students rely too much on AI driven tools. Luckin, in Machine Learning and Human Intelligence explores how AI can complement human intelligence rather than replace it [4]. She suggests that AI should be seen as a supportive tool rather than a substitute for human teachers.

Recent studies have shown that AI-powered tools, such as Turnitin and Grammarly, hep students improve their writing skills and detect plagiarism. However, the rise of AI-generated content, such as ChatGPT, has sparked debates about academic integrity.

Selwyn argues that AI-based writing assistants enhance students' productivity but may reduce their ability to develop independent thinking skills [6]. Holmes highlights that AI-based grading systems improve efficiency, yet they may lack the ability to understand the nuances of human writing, leading to potential bias [6].

There are several benefits of AI in Higher Education. AI personalizes learning by analyzing students' strengths and weaknesses. Automated assessment systems provide instant feedback, helping students improve their work. AI-powered chatbots offer 24\7 academic assistance, making education more accessible.

However, over-reliance on AI can hinder students' critical thinking and problem-solving abilities. AI-based grading tools may lack the ability to interpret creativity and complex reasoning. Ethical concerns regarding plagiarism and academic dishonesty have increased with the rise of AI-generated content.

To conclude, Artificial Intelligence is transforming higher education by offering innovative solutions for personalized learning and academic support. However, scholars emphasize that AI should not replace human intelligence but raher than complement it. While AI provides numerous benefits, it also presents challenges, particularly regarding academic integrity and ethical concerns. To maximize its potential, universities must strike a balance between AI implementation and traditional learning methods.

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INGLIZ TILINI O’QITISHDA OMMAVIY AXBOROT VOSITALARINING ROLI

Annotatsiya

Ushbu maqola Ommaviy axborot vositalarining ta’lim muhitidagi ahamiyati, uning chet tillarni o‘rgatish va o‘rganishdagi o‘rni, til o‘rganish jarayonida turli ommaviy axborot vositalarining foydali tomonlarini yoritishga qaratilgan.

Kalit so'zlar: ommaviy axborot vositalari, radio, jurnal, gazetalar, ingliz tilini o'qitish, ta'limda multimedia, ta'limda ommaviy axborot vositalari.

Chet tili darslarida turli ommaviy axborot vositalaridan foydalanish o‘qituvchi va talabalarga innovatsion va eksperimental g‘oyalarni taqdim etishi mumkin. Ommaviy axborot vositalari o'qituvchilarga talabalarning turli ehtiyojlari va qiziqishlarini qondirish imkoniyatini beradi. Shuningdek, ular talabalarga jurnallar, radio, televidenie, filmlar, kitoblar, gazetalar, Internet va o'qish, yozish, gapirish va tinglash ko'nikmalarini rivojlantiradigan mashg'ulotlar orqali ko'plab til amaliyotlarini beradi. Ommaviy axborot vositalari katta ma'lumotlarni taqdim etishi mumkin, ular o'quvchilarni gapirishga ilhomlantiradi va turli turdagi vazifalar orqali tinglash, o'qish, gapirish va yozish qobiliyatlarini qo'llab-quvvatlaydi. Oddiy misol, talabalarga ravon gapirishga, ko'z bilan aloqada bo'lishga va g'oyalarni tartibga solishga yordam beradigan Power Point Presantations. Ommaviy axborot vositalari taqdimotlari orqali kitob sahifalari bilan alohida ishlashdan ko'ra talabalar o'rtasida hamkorlik va muloqot ko'proq bo'ladi.

Ommaviy axborot vositalarining ahamiyati juda muhim, chunki biz dunyoni uning vositalaridan foydalanish orqali tan olamiz; biz dunyoni idrok eta olamiz va uni o'zgartirishga harakat qilamiz. Bundan tashqari, ommaviy axborot vositalaridan biri bo’lmish ijtimoiy tarmoqlardan ham foydali ma’lumotlar olish mumkin. Masalan YouTube va boshqa shunga o’xshash platformalar orqali ingliz tilini o’qitishda yangi metodlar olishimiz va jonli efirlar orqali xar hil darslarni kuzatib tajribalarga ega bo’lishimiz mumkin.

Yana qo’shimcha qiladigan bo’lsam, o’quvchilar bu platformalar orqali asl ingliz tilida yozilgan ma’lumotlar orqali real hayotiy til muhitini yaratishga imkoniyat topa olishadi. Ingliz tilida yozilgan postlar va maqolalar yangi so’zlarni o’rganishda Va grammatik oqidalarni amaliy qo’llashga yordam beradi.

Gazetalar. Gazetalarni sinfga turli fanlar va kurslar bo'yicha, ayniqsa adabiyot, til, tarix, geografiya va hokazolar bo'yicha osongina olib kelish mumkin. Ulardan ba'zilari bu fanlar uchun qimmatli ma'lumotlarga ega, ammo biz bu ma'lumotlarning qanchalik farqli ekanligini bilishimiz kerak. O'qituvchilar va talabalar o'z maqsadlariga ko'ra gazetalardan turli yo'llar bilan foydalanadilar. Kitoblar boshqa ommaviy axborot vositalariga o'xshamaydi, lekin ular buni ko'proq aniqlik va doimiylik bilan qoplaydi. Kitoblar katta jamoat kutubxonalarida yoki shaxsiy to'plamlarda saqlanadi. O'quvchilar mashhur kitoblarni qayta-qayta o'qish orqali ularga qaytishlari mumkin.

Radio. So‘z kuchi orqali ongda suratlar yaratishda, odamlarning tasavvurini rivojlantirishda radio muhim ulushga ega, tasavvurni ko‘rgazmalilik bilan to‘ldirishga undaydi. Tinglovchilar dramani o'z ongida ko'rishlari mumkin. Shunday qilib, sinfda radiodan foydalanilganda, u o'quvchilarning ijodini ovoz chiqarib, tasavvurlarini rivojlantirishga yordam beradi. Radio dasturlari til o'rganishga yordam beradi. Talabalar haqiqiy podkast haqida biror narsani tushunib, qoniqish hissini oladilar va biz ularning yuzlarida quvonchni ko'ramiz. Ular ingliz tilini yengish qobiliyatiga katta ishonch hosil qilishlari mumkin, chunki bu til sinfdan tashqarida aytiladi, talabalar BBC Jahon Xizmati yangiliklar byulleteni, Amerika Ovozi va boshqa xorijiy radiostansiyalardan foydalanishlari mumkin.Bunday hollarda talabalarning imkoniyati katta, o'qituvchi yangiliklar byulletenini yozib olishi, uni transkripsiyasi va chiqishi mumkin bo'lgan har qanday qiyin lug'atni tushuntirishga tayyorlanishi mumkin.

Televizion. Televizion dasturlardan darslikdagi ma’lumotlarni yangilash, ma’lum bir mavzu bo‘yicha qo‘shimcha material sifatida, dolzarb ma’lumot olish uchun qizg‘in mashg‘ulotlar, masala bo‘yicha oldingi mashg‘ulotlar sifatida foydalanish mumkin. Fuqarolar urushi, yovvoyi tabiat haqida, Discover kanalidagi hujjatli filmlar talabalar uchun qimmatli darchalarni ochdi.Xulosa qilib aytganda, yuqorida qayd etilgan tavsifiy va eksperimental ishlarning aksariyati pedagogik ahamiyati va televidenie va radio yangiliklar janrining turli til ko‘nikmalarini rivojlantirishga, ayniqsa tinglab tushunishni rivojlantirishga ta’siriga bag‘ishlangan bo‘lsa-da, ularning hech birida aniq yangilik mohiyatini ochishga alohida e’tibor berilmagan. Yangiliklarni tanlash mezonlari. Bu ushbu tadqiqotni amalga oshirishning asosiy sabablaridan biridir.

Ommaviy axborot vositalarining yangiliklari (masalan, tele va radio yangiliklari), bunday materiallarning pedagogik ahamiyati va turli til ko'nikmalarini oshirish uchun EFL ESL sozlamalarining barcha darajalarida tele va radio yangiliklaridan foydalanish imkoniyati ko'plab tadqiqotlarning diqqat markazida bo'lgan (Brinton va Gaskill, 1978; Poon, 1992; Baker, 1996; Barwell, 1919; Barwell, 1919; Kabaj va Nikolich, 2000).

Ingliz tilini o'rganishda ommaviy axborot vositalarining ahamiyati katta. Darhaqiqat, ko'pchilik ommaviy axborot vositalaridan foydalanadi. Menimcha, bu odamlar hayoti uchun tobora ko'proq foydalidir. Ommaviy axborot vositalarida ma'lum bir yangilikni ikkinchi lingafon sinfi uchun mos pedagogik otantik materialga aylantiradigan elementlarni quyidagicha ko'rib chiqish mumkin. Shuni ta'kidlash kerakki, ushbu maqola nutq malakasini oshirishda ommaviy axborot vositalarining samaradorligini ampirik isbotlash orqali o'qituvchilarga ingliz tili uchun mos ommaviy axborot vositalarini tanlashda yordam berishga harakat qildi.

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SILENT WAY AS A LANGUAGE TEACHING METHOD

Annotation

This article contains information about Silent Way – method of teaching foreign languages, about its history, characteristics, principles and materials, which are used in this method. Additionally, it explores the benefits and drawbacks of this method.

Key words: Silent Way, history, characteristics, principles, materials.

This method was developed by Caleb Gattegno (1911-1988). He was an educator, psychologist, and mathematician. Gattegno was interested in the use of colored wooden sticks called “Cuisenaire rods” and for his series Words in color, an approach to the teaching of initial

reading in which sounds are coded by specific colors. Particularly the use of color charts and the colored Cuisenaire roods were elements of the silent way, which are related to Gattegnos previous experience as an educational designer of reading and mathematics programs. Gattegno had observed rods and this gave him the idea for the use in language teaching.

Gattegno's comprehension of a cognitive-code theory of learning is incorporated into The Silent Way. According to cognitively oriented techniques, learning a language is viewed as a mental activity in which the student acts as an independent researcher or scientist, expanding their knowledge of the language by exposure to and experience with it. The idea that learning reflects mental characteristics and the processes involved in gaining, storing, and retrieving knowledge is the foundation of cognitive approaches to learning, which are well-established in psychology.

Principles

Here are some of the many principles of silent way:

1.Instead of providing an explanation, the instructor offers the class an opportunity to respond first. Students could be given the opportunity to name the objects by silently pointing at them and urging them to do so.

2.There is no ready-to-repeat model available for students to utilize. They must try naming the things without assistance and establish their own associations with the teacher's motions.

3. Pupils make an effort to rely less on the teacher's assistance and more on their classmates and own knowledge.

Materials

Specialized teaching resources, such as colored Cuisenaire rods, the sound-color chart, word charts, and Fidel charts, are used in the silent method.

Cuisenaire rods: each length of the wooden or plastic rods has a unique color and comes in ten different lengths with the same cross-section.

The sound-color chart: this chart has blocks of color, each representing a distinct sound in the language being acquired. This chart is used by the teacher to teach pronunciation instruction.

Word charts: The target language's functional vocabulary is included in the word charts, which also follow the same color scheme as the sound-color chart. The color of each letter indicates its pronunciation.

Fidel charts: Fidel also list the several ways that sounds can be written and employ the same color-coding. These can assist pupils in connecting their spelling to sounds.

The advantages and disadvantages

Like all methods of teaching foreign languages, this one also has its advantages and disadvantages, and some of them will be listed below.

Advantages: First of all, the teacher's quiet encourages students to reflect and actively explore. This student-centered method promotes involvement and gives students the chance to interact with different viewpoints, which helps them become more independent and accountable for their education. Students get the ability to self-correct and learn on their own.

Secondly, the Silent Way encourages peer learning and teamwork. In order to promote problem-solving abilities and mutual growth, students communicate in the target language, exchange ideas, and debate opposing viewpoints.

Disadvantages: First of all, because there is little teacher input, extended teacher quiet may result in misunderstandings. Because the method does not stress rote memory or structured practice of basic grammar and vocabulary, students may overlook basic language features.

Second, there is frequently no real-world, practical application for the Silent Way. It does not, in contrast to task-based learning, concentrate on modeling real-world scenarios or teaching students problem-solving techniques that are applicable to ordinary communication.

In summary, Caleb Gattegno's Silent Way is a cognitive learning theory-based method to teaching languages. With minimal teacher involvement and the use of specialized materials like Cuisenaire rods, sound-color charts, word charts, and Fidel charts, it places an emphasis on student autonomy and discovery. Among its advantages are the promotion of student autonomy, collaboration, and experiential learning, all of which lead to improved understanding and intrinsic

motivation.

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THE APPLICATION OF VIRTUAL AND EXTENDED REALITY TECHNIQUES

Abstract

This thesis explores two different reality techniques, which are virtual and extended. These methods help to improve learning opportunity and interest of students for learning second language. The field create new real atmosphere to the learners. They gain more experience with active place and conversation. Virtual Reality (VR) promise to both student and teacher enhance their skills electronic and also traditional learning. Researches provide information "Cognitive Affective Model of XR in language learning" that theoretical framework of Extended Reality (XR) in learning new language. Expected result was improve child's interest, memory, attendance.

Key words: virtual reality, extended reality, augmented reality, mixed reality, CAPE framework, via eye tracking.

The central thing is choosing suitable method in learning new languages. The development of VR technologies and the availability of tools dedicated to these technologies allow for their use in many areas of social, economic and educational life. That technique should be attractive and creative for new learners, who just start learning. In addition, now many students addicted to multimedia that's why such kind of techniques presented by scientists. Virtual reality is an example of system capable of leveraging the instructional powers of multimedia. Having been described by early researchers in the field as a white knight in the arsenal of educational techniques [1]. The main thing of the adding this method in our education system was Covid-19, which were effect every side of our life including education. Traditional teaching system and VR help to enhance students' electronic knowledge. The benefits of virtual reality in education go beyond academics as well to include cultural competence, the ability to understand another person's culture and values- an important skill in today's interconnected, global society [2].

Extended reality (XR) technique is nearly close to VR learning. It combines elements of the real and digital words, allowing users to interact with virtual environments in new and innovative way. XR learning method used with helping other elements: Augmented Reality (AR), Mixed Reality (MR). That method useful for adaptable learning, virtual learning for creating new language atmosphere.

In educational system VR facilities make lessons much more interesting rather than traditional teaching. Scientists made a many researches in this field. Shen et al., wrote XR and VR techniques in tourism education during the pandemic [3]. In addition, others consider visual fatigue and cognitive load via eye tracking while learning with VR displays (Souchet, A.D., Phillippe) [4]. In VR learning create many opportunity to teachers for interacting students to their

subjects. Integrating technology and CAPE framework towards improving the language skills of learners [5]. Researcher of our country Yaqubova, G. writes about XR and VR techniques in learning field with disabled students [6].

This study made with various methodical approaches, considering every important side of study. Data collected from reliable resources which written by VR and XR researchers. The study participants include new language learners engaged with VR environment, that's help to do better their knowledge than before. The research found that using VR in a language learning environment influenced learners' motivation and academic performance in a positive way. In addition, VR makes the learning environment more realistic, engaged, simulated, and interactive.

Researches shows that using VR for a long time may cause some health problems for some age groups. It was also noted that interaction between students and teachers was low, but the interaction between the environment and students was high. Therefore, using VR in language learning may decrease instructors' control in the learning environment. The researchers argue that VR is an effective tool for increasing academic performance but has some challenges for teachers and students regarding technical constraints and interaction [7]. XR technique is more common with our traditional teaching methods – using different things combined with virtual teaching. That makes easy to understand everything clearly and mostly efficient for new learners, because if they do not understand situation clear, that would be boring to them. However, VR method useful who have a base and teacher handily create another real atmosphere to students. Both methods' results satisfied researchers. Students gain more knowledge than before.

Virtual reality and extended reality approaches can provide majority part of learning foreign languages. By creating enough opportunity and language atmosphere learning could be easy. That enhance both students and teachers multimedia knowledge. Mostly influenced those techniques students' speaking skill. Understandable using such kind of methodologies during the classes, make lessons more comprehensible and attractive.

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IS IT EASIER FOR BILINGUALS TO MASTER A THIRD LANGUAGE?

Annotation

The article explores the reasons why bilinguals find it easier to acquire a third language (L3). It examines how past language experiences contribute to their ability to recognize linguistic patterns, apply effective learning strategies, and adapt to new grammatical structures. Additionally, the paper highlights the cognitive advantages of bilingualism, such as metalinguistic awareness, and improved phonetic perception. By examining linguistic transfer, mental flexibility, and confidence, the paper explains how bilingualism gives an advantage in mastering a third language.

Key words: bilingualism, multilingualism, linguistic patterns, cognitive abilities, acquire, language learning.

With modern globalization, being multilingual has become increasingly common, with many individuals speaking two or more languages. And research indicates that bilinguals are better able than monolinguals (those who have only one language) to acquire a third language. Various factors, such as past learning experiences, linguistic transfer, metalinguistic awareness, cognitive flexibility, phonetic skills, and effective LLS (language learning strategy) use, help explain this advantage. Recognizing these advantages may enhance language intervention and draw attention to the cognitive and language advantages of a bilingual child.

This capacity to acquire a new language more easily comes down to the fact that bilinguals have already experienced the process of learning a foreign language. They are familiar with terms such as grammar rules, sentence structures, vocabulary retention strategies. A Spanish-English bilingual learning French, for example, may already have some knowledge of Romance language grammar, making it easier to comprehend verb conjugations and sentence formation. Cenoz (2003) has argued that previous language experiences help to form a basis for the learning of further languages, with the suggestion that when a bilingual is learning an L3, they draw on their previous linguistic knowledge.

Linguistic transfer is when a previously learned language influences the learning of a new one. Bilinguals can have positive transfer, where the knowledge from their first two languages assist them to learn similar structures going into an L3, and negative transfer where differences between the two create confusion. Indeed, research conducted by Cenoz (2003) and De Angelis (2007) recognized that it is easier for bilinguals to acquire L3 because of the cross-linguistic influence among the L3 and L2 languages.

Metalinguistic awareness is the capacity to reflect on and examine language structures. Having already navigated linguistic systems, bilinguals tend to have a deeper know-how of the way languages paintings. This awareness enables them understand styles, apprehend grammar regulations, and accurate mistakes more effectively than monolingual speakers. For example, a bilingual who speaks both Russian and Uzbek can also have a better understanding of cases and word order whilst mastering a third language like Turkish. Jessner (2008) found that bilinguals have more suitable capability to compare and contrast language systems, allowing them to dive into L3 grammar quickly.

Bilinguals also benefit from improved cognitive flexibility—the capacity to switch between tasks, filter distractions, and adapt to new data. Research by Bialystok, Craik, and Luk (2012) shows that bilinguals develop more potent executive features, consisting of working memory and critical thinking. Consequently, they are better at handling interference among languages, allowing them to master an L3 more efficiently.

Another advantage bilinguals have is their capacity to adapt to new phonetic systems. Because they have got already educated their brains to distinguish among distinctive sounds in two languages, they are more flexible in obtaining new pronunciation patterns in an L3. For instance, a person who speaks both Arabic and English is more likely to have less difficult time producing sounds in French, as they may be conversant in special phonetic systems. Antoniou et al. (2010) discovered that bilinguals have a tendency to have stronger phonetic skills, which makes acquiring correct pronunciation in an L3 easier.

Bilinguals have an advantage while mastering a third language due to their past experiences, linguistic transfer, metalinguistic awareness, cognitive flexibility, phonetic adaptability, and effective learning strategies. These factors make learning of a third language smoother and more efficient. Understanding these points can help individuals develop better language-learning programs. As the world becomes more interconnected, having multilingual skills will continue to be a valuable investment in education, careers, and cross-cultural communication.

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POETIKA VA ASARLARNI POETIK TAHLIL QILISHNING MOHIYATI

Annotatsiya

Mazkur maqola poetika tushunchasi va badiiy asarlarni poetik tahlil qilishning nazariy asoslari yoritilgan. Poetika adabiyotshunoslikning muhim sohasi sifatida badiiy asarning shakl va mazmun uyg‘unligini, til va uslub xususiyatlarini, shuningdek, asarda yaratilgan obrazlar tizimini o‘rganadi. Ushbu maqola poetika va badiiy tahlilning nazariy asoslarini o‘rganayotgan talaba va tadqiqotchilar uchun foydali ilmiy material hisoblanadi.

Kalit so’zlar: poetika , adabiy asarlar, sharq adabiyot, badiiy ijod, tahlili, mohiyati, obraz, shakl va mazmun, kompozitsiya.

Annotation

This article covers the concept of poetics and the theoretical foundations of the poetic analysis of works of art. Poetics, as an important field of literary studies, studies the harmony of form and content of a work of art, the features of language and style, as well as the system of images created in the work. This article is a useful scientific material for students and researchers studying the theoretical foundations of poetics and artistic analysis.

Key words: poetics, literary works, Oriental literature, artistic creation, analysis, essence, Image, Form and content, composition.

Poetika - bu badiiy asarlarning ifoda vositalari va ularning tizimli o‘ziga xosligini o‘rganuvchi fan bo‘lib, u adabiyotshunoslikning eng qadimiy sohalaridan biridir.[1] Yunon tilidagi “poietike” so‘zidan kelib chiqqan bu atama dastlab "poetik san’at" ma’nosini anglatgan. Keng ma’noda poetika adabiyot nazariyasining ajralmas qismi hisoblanadi.

Poetika adabiy janrlar, tur va yo‘nalishlar, uslub va metodlarning xususiyatlarini o‘rganadi hamda badiiylik darajasi bilan ichki bog‘lanish va o‘zaro ta’sir qonuniyatlarini tahlil qiladi.

Poetika uch asosiy yo‘nalishda tahlil qilinadi:

Umumiy poetika: Har qanday badiiy asarning ifoda vositalari, qurilish qonuniyatlari va janrlarga xos xususiyatlarni o‘rganadi.

Tavsifiy (xususiy) poetika: Ma’lum bir muallifning asarlari yoki davr va yo‘nalishlarning o‘ziga xos xususiyatlarini tahlil qiladi.

Tarixiy poetika: Obrazli ifodalar, badiiy shakllar, qofiyalar, ritm va zamon-makon kabi vositalarning rivojlanish jarayonini o‘rganadi.

Aristotel poetika haqidagi dastlabki nazariy asarlarni yaratgan. Uning "Poetika" asari badiiy ijodning nazariy jihatlarini, xususan, tragediya va epik asarlar tahlilini yoritadi.[2] Ushbu asar yunon adabiyotidagi ilk realizm nazariyasining rivojlanishiga katta ta’sir ko‘rsatgan.

Sharq adabiyotida poetika ilmiy asosda rivojlangan. Bu sohada ilmi aruz, ilmi qofiya va ilmi badi’ bo‘yicha ko‘plab asarlar yaratilgan. Masalan, Shayx Ahmad Taroziyning "Funun ul-balog‘a" va Atoulloh Husayniyning "Badoyi’ us-sanoyi’" asarlari mashhurdir.[1]

Musulmon Sharqida poetikaning rivoji turli yo‘nalishlarda davom etgan. Tasavvuf she’riyati, xalq dostonchiligi va ma’rifatparvarlik adabiyoti poetikasi o‘ziga xos qonuniyatlarga ega bo‘lgan. Buyuk shoir va yozuvchilar ijodi poetikaning rivojlanishiga sezilarli hissa qo‘shgan, jumladan, Alisher Navoiy, Zahiriddin Muhammad Bobur va Abdulla Qodiriy kabi qalam sohiblarining ijodi

bunga yorqin misol bo‘la oladi.

Poetik tahlil badiiy asarning quyidagi 5 ta asosiy elementlarini o‘rganishni o‘z ichiga oladi.

- Shakl va Mazmun Uyg‘unligi. Badiiy asar shakli va mazmuni bir-biri bilan chambarchas bog‘liqdir. Shakl asarning tashqi ko‘rinishi – janr, tuzilish, syujet va kompozitsiyani ifodalasa, mazmun uning ichki g‘oyasi, mavzusi va maqsadini belgilaydi. Poetika bu ikki jihatni bir butunlikda tahlil qilishga e’tibor beradi.
- Til va Uslub. Yozuvchi tomonidan ishlatilgan badiiy ifoda vositalari – metafora, epitet, qiyoslash va boshqa uslublar asar mohiyatini yanada yorqinroq ochib beradi. Masalan, she’riy asarlar tilning musiqiyligi va ritmiga asoslanadi, prozada esa tilning soddaligi yoki murakkabligi asarning g‘oyasiga mos bo‘ladi.
- Obrazlar tizimi. Asarda yaratilgan qahramonlar va ularning xarakterlari poetikaning asosiy tahlil ob’ektlaridan biridir. Obrazlar orqali yozuvchi ijtimoiy, axloqiy va falsafiy g‘oyalarni aks ettiradi.
- Kompozitsiya. Asar qismlarining o‘zaro bog‘lanishi, syujet chiziqlari va dramatik voqealar rivoji poetikaning kompozitsiya jihatini o‘rganishga asos bo‘ladi. Bu jihat orqali asarning ichki tuzilishi va badiiy yaxlitligi aniqlanadi.
- Estetik Ta’sir. Poetik tahlil jarayonida asarning estetik ta’siri, ya’ni o‘quvchiga yetkazadigan hissiy va ma’naviy ta’siri ham o‘rganiladi. [3]

Poetik tahlil badiiy asarlarni chuqur anglash imkonini beradi. Bu jarayon yozuvchining maqsadi va asarning o‘z davriga xos xususiyatlarini ochib berishga xizmat qiladi. [4] Ayniqsa, o‘quvchilarni estetik tarbiyalash va badiiy zavq ulashishda poetik tahlilning o‘rni beqiyosdir. Shu bilan birga, badiiy asarlar orqali jamiyatdagi axloqiy va ma’naviy masalalar tahlil qilinadi.

Poetik tahlil badiiy asarning estetik qiymatini ochib berishga va o‘quvchiga badiiy zavq ulashishga xizmat qiladi. Shu bilan birga, tahlil jarayonida asarning ichki g‘oyasi, uning yozilgan davrga mosligi va muallifning maqsadlari chuqur tahlil qilinadi.

Poetika badiiy asarlarning ichki mohiyatini, shakl va mazmun uyg‘unligini, til va uslub o‘ziga xosliklarini aniqlashda muhim vosita hisoblanadi. Asarlarni poetik tahlil qilish orqali o‘quvchilar va tadqiqotchilar badiiy adabiyotning ichki qonuniyatlarini chuqur anglash imkoniga ega bo‘ladilar. Shu sababli poetik tahlil adabiyotshunoslikda estetik va nazariy qarashlarni shakllantirishda asosiy usul bo‘lib xizmat qiladi.

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ENHANCING LANGUAGE LEARNING THROUGH TOTAL PHYSICAL RESPONSE (TPR)

Annotation

This article explores the Total Physical Response (TPR) technique as a language teaching method that incorporates physical movement and verbal instruction for the aim of enhancing language learning. The study addresses the history of TPR, its application in the field, success, and limitation in the classroom. In addition, it pinpoints strengths of TPR, particularly for beginners and children, with some restrictions on usage.

Key words: Total Physical Response, foreign language, methodology, language acquisition, preschool education, second language teaching.

Nowadays, there are numerous methods that are used for learning foreign languages. Teachers select methods based on the case of their students. Unfortunately, because of social

media, the younger generation has short attention spans. Educators struggle with grabbing students' attention, as well as the lack of students' interest and motivation to learn something during the lesson. On the other hand, it is true that students are tired of studying in traditional classes where they are forced to listen to boring lectures and do exercises from textbooks. The only way to address this situation is to switch traditional methods to modern and interactive methods. This research looks into one of the most effective methods called Total Physical Response.

History of TPR: The Total Physical Response (TPR) Language Method was created by Psychology Professor James J. Asher in the 1960s. He was motivated by the way children learn their first language, which is through responding with actions to verbal instructions before they utter any words. His hypothesis was that "easing anxiety and activating the motor area of the brain while using the language" would increase memory for that language. Today, TPR is used extensively across the globe, particularly in preschool education and second language teaching (SLT) techniques.

The practical use of Total Physical Response: Beginner learners of any language are the most frequent users of TPR. The teacher demonstrates the relevant action while asking the students to do basic tasks, like "stand up," "sit down," or "point at the window." Gradually the learner groups start responding without involving a demonstration. It helps enhance the four skills (reading, writing, listening, and speaking) by reinforcing difficult verbs, grammar structures, and listening comprehension through imitation. They perform actions instead of speaking words. It will be challenging for shy students, so with reducing stress, first the teacher starts acting, and then the learners' mimic. This will engage all students, finally turning the classroom environment from passivity into active participation.

Benefits of TPR:

This method has a variety of advantages. It is a good opportunity for building vocabulary and using it in a real context. The other advantage is being inclusive and being effective in a class that has mixed ability levels. TPR benefits struggling students and creates positive thinking. The next is the most crucial one because it succeeds at fluency faster in learning a language rather than some of the others. Over the period of time, they understand the target language immediately.

Challenges: Despite its advantages, TPR does have some drawbacks.

• Not appropriate for high-level learners; TPR is best suited for very low-level learners, as the language complexity is too low for higher learners.

• Does not work on abstract concepts– Concrete vocabulary is easier to teach with TPR than abstract concepts such as grammar.

• Teacher prep and energy heavy– Active and imaginative teaching can be tiring.

• Limitations of class size – In larger classes, individual movement may be restricted, making TPR more difficult.

Total Physical Response is a strong approach for beginning learners with preschool children in a kinesthetic setting. It supports newer language learners, increases memory, and lowers stress. Still, it is not a comprehensive method and has many gaps with higher-level learners and more abstract ideas. To be most effective, TPR should be paired with other methods of teaching, like communicative language teaching (CLT) and reading-based approaches.

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THE ROLE OF DIGITAL TECHNOLOGIES AND ARTIFICIAL INTELLIGENCE TOOLS IN LEARNING THE FOREIGN LANGUAGES

Annotation

In this article, the author presents effective teaching methods using artificial intelligence and its role in learning foreign languages. The modern stage of e-learning in foreign languages is characterized by personalization of the training program in accordance with the level of students and accessibility from anywhere in the world at any time. Examples of methods are given that contribute to the development of all types of speech activity: writing, reading, speaking and listening.

Key words: Teaching methods, foreign languages, artificial intelligence, online learning, personalized learning, adaptive algorithms.

Modern society is becoming a huge information space where you can discover an endless amount of artificial intelligence. Just 20 years ago, people could only dream of gadgets, electronic resources and devices that we now find it difficult to live without. Artificial intelligence has penetrated into all sectors and spheres of human life, including the educational process. More than half a century ago, the use of computer technologies in the field of teaching foreign languages began. Nowadays, it is already unthinkable to teach foreign languages without the use of the latest technologies. The history of teaching foreign languages using computer technologies dates back to the late 50s of the 20th century. M.Worsher identifies 3 main stages in his article "COMPUTER ASSISTED LANGUAGE LEARNING" (1990s), [312-323 p]:

1.Behavioristic CALL (1960-1970)

2.Communicative CALL (1980-1990)

3.Integrative CALL (1990-present)

This is due to the rapid development of mass communications (mobile phones, the Internet, etc.).

Considering the statistics of learning foreign languages, it becomes obvious that nowadays, thanks to a large number of different programs, sites, applications, games, teaching methods, manuals and textbooks, more and more people are starting to learn foreign languages in spite of their age. This phenomenon is explained by the fact that at the present stage of development, more and more opportunities are opening up for students' self-education outside educational institutions. More and more applications are being developed for smartphones. Acting as online or offline dictionaries, training programs and various sites that can not only facilitate the perception and memorization of information, but also make the learning process more interesting. In addition, portable voice translators are becoming available for sale. Let's take a closer look at these innovations.

1. Electronic dictionary. An electronic dictionary is an online dictionary that is posted on the Internet. Such dictionaries are quickly gaining popularity. Many search portals host them (yandex.ru, rambler.ru, mail.ru). They help out in situations where it is difficult to find the right words in a dialogue with an interlocutor. Significantly save time compared to using a paper dictionary. Other examples of online dictionaries: Google translator, Microsoft translator, Multitran, Reverso, ABBYY Lingvo, etc.

2. Offline dictionaries. They are dictionaries that do not require Internet access. Compared to a paper dictionary, using this kind of application will also save a lot of time. They are placed in a separate group because they appeared relatively recently and provide not only convenience, but also popularity among tourists. All information is available offline. In addition, some programs have vocabulary tests and games, meaning they provide a learning function that allows you to

learn words on a specific topic. Also, possible game options: comparing Russian and foreign words, creating your own glossary, creating vocabulary cards that can be saved in a special file with the results of your progress, etc. Kirshev, N. and V. Kirsheva wrote about the benefits of this teaching method in their work “Computer as a means of increasing the efficiency of the educational process” (1993. - C. 162-167) . After all, it is all thanks to the game process that makes learning become interesting, and the information received is absorbed faster. Examples of offline dictionaries include Google translator, Yandex translator, Microsoft Translator, Multitran, Reverso, ABBYY Lingvo and others.

3. Portable voice translators. Devices that we previously only saw in science fiction films are now widespread in the tourism market. Instant voice translation in both directions without using the Internet allows you to overcome language barriers, not be afraid of being misunderstood, and communicate with foreigners on any topic. Such devices are produced by Xiaomi, Banggood, Quicktionary, Grape. Moreover, you can simply dictate a few phrases to the application on your smartphone – it will recognize the words and translate them. Thanks to modern technologies, every owner of an Android device can use a special application and translate a word, sentence or small text in just a few seconds. The most convenient to use are voice translators for Android that work without the Internet. The program will automatically recognize speech, translate it, pronounce the finished translation once and display it on the device screen. There are a huge number of similar voice translators. If you need a voice translator, the following applications may be useful for you: Google Translate, iTranslate, Microsoft Translator, Translate.Ru, TransZilla, TalkToMe and etc.

4. Applications for smartphones. One of the most popular applications are currently: Lingualeo, Duolingo, Ted, Genius, Puzzle English, Fluentu, Conversation Exchange, BBC Languages, Busuu. They turn the learning of languages into a kind of game, where, with the help of their favorite films, series, songs, quests, funny pictures, learning a language becomes much more interesting. It is important to note that with the help of such applications you can not only remember vocabulary or conversational expressions, but also better understand the use of a particular grammatical structure. Moreover, such applications are convenient in that, they do not require a lot of time and to complete tasks or communicate with native speakers can be available anywhere: in the subway, queues, breaks, cafes and so on.

5. Internet sites. As a rule, sites are created to communicate with real people who also study or are native speakers of the language you study. They can help you master the desired language, and you, in turn, can teach them your native language. Examples are: Polyglot Club, Lang–8, Lingq, Interpals. Net, Conversationexchange.com, Speaking24.com, Easy Language Exchange, etc. CROM TORO, sites can act as a kind of “storage” of useful materials: idiom, phraseological units, winged expressions, rules, forms of irregular verbs. Such sources include: Learn English Today, Voice of America, BBC, Le Monde, Der Focus, Der Spiegel and many others [4, C. 158-162].

Flexibility and individualization are in the foreground as well. T.V. Corner focuses on the multi-factor of methodological approaches, including an individual training trail and collective interaction for the exchange of examination "Methodological approaches", [432-440 p]. B.L. Liver emphasizes the need to adapt the educational process of the cognitive characteristics of students to optimize the assimilation of knowledge "Teaching the whole class"-1990 [220-230 p]. B.I. Pisarenko identifies the importance of introducing modern technologies to organize a flexible, adapted educational space that meets the various needs of students "New information technologies for teaching foreign languages"- 2010 [540-567 p]. Achievements in the field of artificial intelligence technologies discovered an invaluable opportunity for any person to learn a new language. AI-Language Learning imitates human intelligence and provides individual lessons in learning the language to each student depending on his pace and learning style. In the traditional learning of the language, students often face problems associated with context, accent and pronunciation. Talkpal is a technology that allows students to practice languages in real time, receive instant feedback and study at a convenient time for them. AI personalizes the learning process, adapts to the pace of students and provides resources corresponding to their needs, making

the study of the language more effective and pleasant.

In conclusion, despite of whether you want to learn a new language for work, travel or personal development, learning a language by using artificial intelligence can simplify your journey and make it pleasant. In addition, the use of digital tenologies and artificial intelligence will make your studies more interactive and fast. Additionally, I can say that artificial intelligence plays an important role not only in the study of a foreign language, but also in all areas of our lives, since development does not stop, but on the contrary, accelerate every day.

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THE LASTING EFFECTS OF EARLY CHILDHOOD LEARNING ON FUTURE SUCCESS

Annotation

Early childhood learning plays a fundamental role in shaping a child's cognitive, social, and emotional development. Studies show that children in early education are more likely to succeed in their studies, occupational, and social fields. This article discusses the long-term effects of early learning on personal growth and career success.

Key words: early childhood education, cognitive development, social skills, academic success, future achievements.

Early childhood is a critical period in human development. During these years, children acquire fundamental skills that influence their future success in education, career and social life. Research consistently shows that children who receive a quality early childhood education are better prepared to meet academic challenges, develop stronger social skills, and become confident individuals.

How do you develop a child's logic? Title image a crucial step in a child's development is the ability to think for yourself. In addition to parents" concern for their child's daily needs, one should not forget about intellectual needs. Answer children's questions At first glance, a child may ask a stupid or strange question, but that's what learning about the world is all about. Sometimes parents don't know the answers to all the questions, ignoring the child's question or answering it inaccessibly. Think logically in search of an explanation for the child's essence. Try to convey to him a simple vision of the problem, but consistent and clear, so that he can clearly understand 'why it rains' or 'why the wind blows'.

Reading:

Books with vivid pictures saturate children's imagination, which adds not only imagery but also logic to their thinking. Pick up interesting children's literature especially for your child, and

he will definitely like it.

Children learn every second of their lives. From using a fork and building sandcastles to reading and socializing, proper guidance in the form of quality education in early childhood can go a long way. The results that children and adults achieve at school and beyond depend not only on their natural talents. Education in early childhood is an important factor. In addition to acquiring basic skills, preschoolers need to learn how to communicate, share, and build relationships.

Learning this at an early age will make it much easier for children to interact with their peers and teachers, as well as to acquire a solid foundation for a full journey into adulthood.

Here's what UNESCO says about this:

Early caring and education (EED) is more than preparing for elementary school. It aims to holistically develop a child's social, emotional, cognitive, and physical needs, with the aim of creating a strong and broad foundation for continuous learning and well-being. The RDO provides an opportunity to educate caring, capable, and responsible future citizens.' Simply put, early education (EED) helps children acquire the necessary academic, emotional, and social skills to succeed in school and beyond.

Let's look at other benefits of educating children before entering kindergarten.

1. Exploring the brain's capabilities

2. Between birth and the fifth birthday, a child's brain develops more than at any other stage of his life. The brain completes 90% of its height before the child enters kindergarten. It is crucial to make full use of this period to ensure future educational success.

The study, 'Early Disaster: A 30 million-word gap by 3 years old', found that children (under 3 years old) from wealthy families know 30 million more words than children from poor families. The reason is simple. The size of a child's vocabulary depends on how many words adults use when talking to them. Without ECE, children simply do not have enough to maximize their brain capabilities.

3. Acquiring Social Skills

Communication with people who are not family members is an integral part of children's education. Learning how to interact with others, whether peers or teachers, can streamline learning in the future. Early socialization requires adult participation and modeling. Learning how to share and collaborate is an essential part of social life. When it is done under professional guidance, children can benefit greatly. Skills gained in a safe learning environment will not just help children socialize at school. They can improve their relationships with their parents and make a big contribution to gaining self-confidence.

4. Understanding the pleasure of learning. Children always learn, but that doesn't mean it can't be difficult. If children are not ready for the process, they may lose all their natural enthusiasm. As a result, these children may find it difficult in elementary school and beyond. Pre-school education specialists know how to conduct lessons in a fun and exciting way. Once children understand that learning can be exciting and rewarding, they can embrace the challenges that the process brings and enjoy being active students.

5. Improving concentration. Young children have a short attention span. Their desire to discover something new often prevents them from focusing on something for a long time. Pre-school education programs empower them to discover new environments, experiences, and connections by working on their ability to focus. By the time children enter kindergarten, they can listen, participate in group tasks, follow instructions, and concentrate on individual projects.

6. Investing in Health

Pre-school education has both short-term and long-term health benefits for children.

Short-term benefits stem from medical interventions that are typically included in the early childhood education package. Preschoolers in day care or other childcare programs tend to undergo regular health check-ups and receive nutritious food.

Long-term benefits stem from higher income and lower risky behaviors (drug use, early pregnancy, etc.), leading to less stress and easier access to high-quality health services.

Early education for children can have a profound impact on society. This should lead to:

Better Funding for Early Childhood Education; Improving staff training and working conditions.

Higher quality of early childhood education. Early education has already become an integral part of our society. But public funding for early childhood education programs has historically been very limited and not sufficiently accessible to families who could benefit from this support. With increased awareness of the benefits of preschool education and a corresponding increase in state and federal funding. Early childhood education opportunities can become more accessible to children from all walks of life and at any income level. Every child needs access to high-quality preschool education.

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CHET TILI O‘RGANUVCHILARI TOMONIDAN MAKRO MATNLARNI O‘QISH JARAYONIDA DUCH KELINADIGAN MUAMMOLAR VA ULARNI BARTARAF ETISH YO‘LLARI

Annotatsiya

Bugungi XXI asr, taraqqiyot zamonida yirik badiiy asarlar, katta hajmdagi matnlarni samarali o‘qish qobiliyati chet tili o‘rganuvchilari uchun muhim hisoblanadi. Ushbu ko‘nikma asarning asl mohiyatini, voqealar zanjirini o‘z tartibida muvaffaqiyatli o‘qish, tahlil qilish va foydalanishda alohida ahamiyat kasb etadi. Mazkur maqolada til o‘rganuvchilari uchun chet tilidagi roman va shu kabi yirik badiiy asarlarni o‘qishda yuzaga keladigan xavotir yoki toqatsizlik holatlarining diqqat davomiyligiga salbiy ta‘sirlari, hamda ushbu holatlarga asos bo‘layotgan omillar, ularning oldini olish va bartaraf etish usullari tahlil qilinadi va o‘rganiladi.

Kalit so‘zlar: diqqat davomiyligi, xavotir, tanqidiy fikrlar, diqqat yetishmasligi, diqqat bo‘linishi, samaradorlik.

Annotation

In today’s 21st century, in the era of development, the ability to effectively read large works of art and long texts is important for foreign language learners. This skill is of particular importance in successfully reading, analyzing and using the true essence of the work, the chain of events in its own order. This article analyzes and studies the negative effects of anxiety or intolerance on the attention span of language learners when reading novels and similar large works of art in a foreign language, as well as the factors underlying these conditions, methods for their prevention and elimination.

Key words: attention span, anxiety, critical ideas, lack of attention, attention disorder, efficiency.

Bugungi kunda kundalik mashg‘ulotlarning aksariyat qismi ko‘rish orqali qabul qilinadigan ma‘lumotlarga asoslangan bo‘lib, o‘qish mashg‘ulotining, ayniqsa, chet tillarini o‘rganishdagi o‘rni sezilarli darajadadir. Qolaversa, o‘qish qobiliyati, XXI asr talabi bo‘lgan tanqidiy fikrlash, muammolarga amaliy yechim berish kabi qobiliyatlarni rivojlantirishi bilan xarakterlanadi. Bundan ko‘rinadiki, har bir til o‘rganuvchi uchun ayni shu tildagi adabiyotlarni qunt bilan o‘qish, samarali tushunish va amalda qo‘llay olish muhimdir.

Shu o‘rinda ta‘kidlash lozimki, ko‘pchilik qo‘shimcha til o‘rganuvchilari kitob mutolaasida sabrsizlik, mohiyatdan yakunni ustun qo‘yish va diqqat yetishmasligi kabi bir qancha muammolarga duch kelmoqdalar. Microsoft tomonidan o‘tkazilgan so‘rovnomaga ko‘ra, insonlarning diqqat davomiyligi 2000-yilga ko‘ra, o‘rtacha 12 sekundni, 2013-yilda 8 sekundni va bugungi kunda 9 sekunddan kamroq vaqtni qamrab olgan. Piedmontdagi Thomas F.Chapman oilaviy o‘pka salomatligi markazi hayot va salomatlik murabbiyi Dennis Buttimera esa diqqatning bo‘linish hodisasiga asosiy sabab sifatida ijtimoiy tarmoq va davr insonlarining unga tobora moyilligini keltirib o‘tadi. Unga ko‘ra, bildirishnoma tovushi cortizol kabi stress gormonlariga sabab bo‘lgan holda, tanaga yaqqol adrenalin beradi. Ammo, qisqa muddatga, bildirishnomalar dopamin moddasining ajralib chiqishiga asos hisoblanadi. Qachonki miyadan dopamin moddasi ajralib chiqqanida, u insonga quvonch hissini beradi. Shu sababdan, inson doimiy chalg‘ish, diqqatning bo‘linishi bilan zararlanib, telefondagi keyingi bildirishnomani kutadi [2]. Bundan ko‘rinadiki, o‘qish davomida kundalik aloqa vositalarini uzoqroq joyda qoldirish bu ishdagi diqqat darajasini orttirish orqali samaradorlikni yaxshilaydi.

Shuningdek, ingliz tilini chet tili sifatida o‘rganuvchilar va musiqachilar bilan xavotirni yengish bo‘yicha shug‘ullanib kelayotgan murabbiy Sarah Luong ham yirik matnlarni o‘qish jarayonidagi xavotirga sabab bo‘luvchi omillar, hamda ularni yengib o‘tish uchun bir qancha yechimlarni keltirib o‘tadi. O‘z o‘rnida S.Luong til o‘rganuvchilariga o‘z til bilish darajalaridan yuqori bo‘lgan, murakkab grammatika va so‘zlardan tashkil topgan matnlarni o‘qish ularda xavotir va tashvishga sabab bo‘lib, mashg‘ulotni zerikarli qilib qo‘yishi va samaradorlikni keskin pasaytirishini ta‘kidlaydi. Muammoga yechim sifatida o‘z darajasiga muqobil bo‘lgan yoxud undan pastroq darajadagi matnlarni o‘qish, talaffuz va uning shakllari bo‘yicha ishlash diqqat davomiyligini yaxshilab, xavotirni kamaytirishini aytib o‘tadi[3]. Bu orqali o‘rganuvchining o‘ziga ishonch hissi va o‘qish mahorati sezilarli darajada ortadi. Tadqiqotchining fikrlarini ma‘qullagan holda, biz ham o‘rganuvchilarga yirik adabiyotlarni o‘qishga kirishishdan avval u tilning qaysi darajasida yozilganligi, hamda o‘qish davomida tushunish uchun qiyinchilik tug‘dirmasligini hisobga olgan holda tanlashni maslahat beramiz.

Xususan, o‘qish qobiliyatining sustlashishi to‘g‘risida “Harvard Health Letter” bosh tahrirlovchisi H.Godmanning tahlillari ham qimmatlidir. H.Godmanning fikricha, o‘qish bo‘yicha muammolarda yosh va jismoniy o‘zgarishlar ham muhim rol o‘ynaydi. Ko‘rish qobiliyatining pasayishi, artrit, miyaning travmatik shikastlanishi (sport mashg‘ulotlarida olingan jarohat, yiqilish, avtohalokat holatlarida kelib chiqadi), shuningdek, qo‘llarning qaltirashi diqqat konsentratsiyasining buzilishiga olib kelishi mumkin[4].Bu albatta o‘qish samaradorligiga yomon ta‘sir ko‘rsatadi. Ushbu vaziyatda eng yaxshi yechim shifokor bilan maslahatlashish va kasallikni bartaraf etishdir.

Demak, xulosa qilib aytadigan bo‘sak, yirik matnlarni o‘qishda xavotirni kamaytirish XXI asr chet tili o‘rganuvchilari uchun muhim hisoblangan o‘qish mahoratidagi samaradorlik va bardoshlilikning ortishiga bevosita xizmat qiladi. Shuningdek, o‘qish ko‘nikmasining o‘rganilayotgan tilda yangidan yangi so‘z boyligiga ega bo‘lish orqali ushbu tilning adabiy muhitiga kirish jarayonidagi roli beqiyos. Yuqorida keltirilgan ma‘lumotlarga asoslangan holda esa til o‘rganuvchilari ushbu ko‘nikmani susaytiruvchi omillarni anglashi va yechimlardan foydalanib muvaffaqiyat ko‘rsatkichini yanada oshirish imkoniyatiga ega bo‘ladilar.

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MULTILINGUALISM: CHALLENGES AND SOLUTIONS

Annotation

In this article, the author explains some information about multilingualism and how it affects people's lifestyles and some challenges of multilingualism and the solutions for difficulties that it presents. Additionally, the article highlights important features that assist readers in better understanding and its donating factors.

Key words: multilingualism, the challenges of multilingualism, barriers between society and politics, neglecting mother tongue.

In the current era, more people know more than five languages and more teenagers can easily communicate with peers. Beside this, the fact from "The Encyclopedia of Language and Linguistics" in 2005 has written that there are approximately 7,000 languages spoken in the world these days and about half of the global residents speak two or more tongues.

Multilingualism is the ability to utilize multiple languages, either by an individual speaker or within a social milieu. It plays an important role in communication cognitive development of country and society. Multilingualism provides cognitive benefits such as improved problem-solving skills, increased memory, and greater adaptability. For example, the study published in "The Journal of Multilingual and Multicultural Develop" in 2000 explains that multilingual people often have a higher level of cognitive adjustability and problem-solving abilities compared to monolinguism. Currently, many people are learning various languages. For example, I know at least five languages, and this has greatly benefited me because it has provided me with more job opportunities. Additionally, knowing multiple languages has allowed me to achieve numerous successes in my life.

According to the information mentioned above, multilingualism has many benefits. However, despite this, we should not forget some of its drawbacks. Firstly, a person who knows multiple languages may mix up the grammar and pronunciation of different languages. As a result, language distortion can occur, which not only affects the language itself but also impacts a person's future. Speaking from my own experience, there have been times when, instead of speaking in just one language, I mixed in words from other languages as well. In my opinion, to solve such problems, it is necessary to thoroughly learn each language completely and know how to use every word correctly in different contexts. One scientist who has been critical of multilingualism is Kenneth Hyltenstam. He has explored how multilingual individuals sometimes experience interference between their languages, leading to slower word retrieval or grammatical mistakes, especially in high-pressure situations.

Moreover, many people are forgetting their own language and not valuing it because they know multiple languages. This issue leads to the loss of a national language, and people in the country start speaking in whatever language they prefer. In my opinion, to solve such problems, we should start with schools first and teach children their native language from birth. I believe this is the best approach, as it can also shape the future of the younger generation. Additionally, Joshua Fishman is a scholar who pointed out that multilingualism, especially when driven by globalization, can result in language shift, where speakers gradually abandon their native language in favor of a more dominant one.

Learning and knowing multiple languages presents challenges for many young children, especially for those who are just beginning to learn new languages. During the process of multilingual learning, young children find it difficult to memorize new words, and this process takes a lot of time. To solve this problem, using a method that compares their native language with another language helps them better understand the subject. For instance, I also acquired another

language more effectively by comparing it with my native language, and this approach provided me with significant assistance. The fact by Susan E. Gathercole (b.1950s) – a psychologist who studied working memory and bilingualism. Her research suggested that multilingual children might face short-term cognitive processing difficulties when managing multiple languages.

In conclusion, it should be emphasized that knowing multiple languages is certainly beneficial and advantageous. As an example, we can cite numerous scholars and researchers, such as Ellen Bialystok, Albert Costa, Viorica Marian, and Antonella Sorace. For example, researcher like Viorica Marian demonstrated that multilinguals are better at filtering out distractions and switching tasks. However, despite the positive opinions of so many researchers about multilingualism, it also has some drawbacks. To overcome these drawbacks, we must apply the measures mentioned above. At the same time, it is important to note that we need to create favorable conditions for future generations to learn different languages.

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IKKI TILDA GAPLASHISHNING AHAMIYATI

Abstrakt

Til o'rganishga bo'lgan ishtiyoq yildan yilga ortib bormoqda. Artofda nafaqat bir balki undan ham ko'p tillarda muloqot qilishni biladiganlar ko'paymoqda. Bu maqolada aynan ikki va undan ko'p tillarni biladigan insonlar haqida gap boradi. Yana ularning boshqa insonlardan farqi; ko'plab foydali tomonlari haqida; bir qancha ilmiy tadqiqot va ularning natijalari tahlil qilinadi.

Kalit so'zlar: Ikki tilda gaplashish, kognitiv foydalar, til malakasi, xotira yaxshilanishi, demensiya, aqliy moslashuvchanlik, ikki tilli ta'lim, madaniyatlarni tushunish, miya salomatligi.

Abstract

The desire to learn languages is increasing year by year. More and more people are becoming proficient in not just one but multiple languages. This article discusses individuals who speak two or more languages, highlighting how they differ from others, their numerous advantages, and analyzing various scientific studies and their results.

Key words: Bilingualism, cognitive benefits, language proficiency, memory improvement, dementia, mental flexibility, bilingual education, cultural understanding, brain health.

Bugungi globallashuv zamonda bir necha tillarni bilish nafaqat shaxsiy rivojlantirish, balki ijtimoiy va professional o'sish uchun juda dolzarb bo'lib qolmoqda. Tillar insonlar va davlatlar o'rtasidagi madaniy munosabatlarni mustahkamlaydi. Hamkorlar va turli davlat vakillari orasidagi muloqotni oshiradi. Ikki tillilik millatlararo tushunishni rivojlantiribgina qolmay,ta'lim va kasbiy imkoniyatlarni oshiradi. Ko'plab yetuk kadrlar mana shunday tilzabonligi tufayli yetarlicha xalqaro davlat universitetlariga grantlar yutib olishayapti, nufuzli kompaniyalarda o'z faoliyatini olib bormoqda. Umuman olganda ikki va undan ortiq tillarni bilish nafaqat shaxsiy rivojlanishga, balki jamiyatni ham ma'naviy ham iqtisodiy o'sishiga omil bo'la olishligi bilan dolzarb bo'lib qolmoqda.

Ko'rinib turganidek, ikki tilda ravon gaplasha olishlik qobiliyati shaxsiy rijoylanishga turtki bo'ladi. Ellen Bialystok(York universiteti)ning tadqiqotlariga ko‘ra, ikki tilda gaplashish insonning kognitiv rivojlanishiga ijobiy ta’sir ko‘rsatadi. U ikki tilli shaxslarning diqqatni boshqarish, multitasking qobiliyatlari rivojlanganini ta’kidlaydi. Shuningdek, ikki tillilik qarilikda Alzheimer kasalligini kechiktirishi aniqlangan. Bu izlanishlar ikki tillilikning nafaqat intellektual o‘sishga,

balki umuman hayot sifatini yaxshilashga xizmat qilishini ko‘rsatadi. Yana qo'shimcha qilib aytganda, Peal va Lambertning izlanishlari shuni ko'rsatadiki, ikki tillilik insonning intellektual va akademik rivojlanishiga ijobiy ta’sir ko‘rsatadi. Ular ikki tilli shaxslar bir tilli odamlarga nisbatan muammolarni hal qilishda ijodiy va mantiqiy fikrlashni birlashtira olish qobiliyatiga ega ekanini aniqlashgan. Bundan tashqari, ikki tilli odamlar ta’lim va kasbiy sohalarda muvaffaqiyatga erishish imkoniyatlari yuqoriligini ko‘rsatgan. Bu izlanishlar ikki tillilik nafaqat individual, balki ijtimoiy rivojlanishda ham muhim ekanini tasdiqlaydi.

Ikki tilni o‘rganish inson uchun katta imkoniyatlar yaratadi, ammo bu jarayon qiyinchiliklarsiz emas. Eng asosiy to‘siqlardan biri fonetik va grammatik farqlardir, chunki har bir tilning o‘ziga xos qoidalarini o‘zlashtirish ko‘p vaqt va sabr talab qiladi. Bundan tashqari, amaliyotning yetishmasligi yoki til muhitida bo‘lmaslik bilimlarning tez unutilishiga olib kelishi mumkin.

Jarayon davomida motivatsiya pasayishi yoki natijalarni tez ko‘rmaslik qoniqarsizlik tug‘dirishi mumkin. Ba'zida esa tillarni chalkashtirib yuborish va noto‘g‘ri qo‘llash xatolarga sabab bo‘ladi. Resurslarning cheklanganligi yoki malakali ustozlar va sifatli materiallarning yetishmasligi ham bu yo‘lda qiyinchilik tug‘dirishi mumkin.

Shu bilan birga, jamiyatning ayrim salbiy munosabatlari yoki aksent bilan bog‘liq noqulayliklar ham uchrab turadi. Biroq, qat'iyat va izchil amaliyot bilan bu to‘siqlarni yengib, til o‘rganishda muvaffaqiyatga erishish mumkin. Ikki tilni o‘rganish jarayonida duch keladigan qiyinchiliklar turli tadqiqotlar orqali chuqur o‘rganilgan. Misol uchun, Patricia Kuhlning tadqiqotlariga ko‘ra, tilni erta yoshda o‘rganish miya plastikligi tufayli osonroq bo‘ladi, lekin kattalarda fonetik farqlarni o‘zlashtirishda qiyinchiliklar yuzaga keladi. Kuhl bu jarayonda yosh kattalar va bolalar o‘rtasidagi til o‘rganishning farqlarini aniqlagan.

Albert Costa tomonidan olib borilgan izlanishlar esa ikki tilni o‘rganayotgan shaxslar orasida tillar o‘rtasida almashish (kod-switching)ning muammolarni keltirib chiqarishini ko‘rsatdi. Bu jarayon grammatik xatolarga va muloqotdagi uzilishlarga olib kelishi mumkin, bu esa tilni o‘rganishning qiyinchiliklarini yanada oshiradi.

Shuningdek, Sharon Unsworthning tadqiqotlari ikki tilli bolalar va kattalar o‘rtasidagi til o‘rganishdagi farqlarni tahlil qilgan. Uning fikricha, til o‘rganishda muhit va amaliyotning yetishmasligi kattalar va bolalar uchun ham asosiy to‘siq hisoblanadi, bu jarayonni sekinlashtiradi. Bu tadqiqotlar ikki tilda gaplashishni o‘rganishda duch keladigan asosiy qiyinchiliklarni aniqlashga yordam beradi.

Xulosa qilib aytganda, ikki tilda gaplashish shaxsiy va kasbiy rivojlanishda katta ahamiyatga ega. Tadqiqotlar ikki tillilik kognitiv qobiliyatlarni oshirishga yordam berishini ko‘rsatadi, ammo til o‘rganishda fonetik va grammatik farqlar, motivatsiya yetishmasligi kabi qiyinchiliklar mavjud. Bu muammolarni yengish uchun qat'iyat va amaliyot muhimdir. Shunday qilib, ikki tillilikni muvaffaqiyatli o‘rganish uchun samarali strategiyalar va doimiy mashq qilish zarur.

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XORIJIY TILLARNI O`RGANISH JARAYONINING PEDAGOGIK-PSIXOLOGIK JIHATLARI VA LINGVODIDAKTIK ASOSLARI

Annotatsiya

Ushbu maqolada muallif tomonidan xorijiy tillarni o'rganish jarayonining pedagogik-psixologik jihatlari va lingvodidaktik asoslari ilmiy-nazariy tahlili ko'rib chiqilgan. Shuningdek til o'rganishning kognitiv jarayonlari, motivatsiya, individual o'ziga xosliklar hamda hissiy omillarning til o'zlashtirish samaradorligiga ta'siri o'rganiladi. Zamonaviy lingvodidaktik yondashuvlar, jumladan, kommunikativ metod, immersiya usuli va interfaol texnologiyalarning samaradorligining tahlili berilgan. Ilmiy-nazariy qarashlar amaliy tajriba va emperik ma'lumotlar bilan mustahkamlanib, xorijiy til ta'limini optimallashtirishga qaratilgan uslubiy tavsiyalar keltirib o'tilgan. Ilmiy maqolada asosan psixalingvistika va pedagogika sohasi tadqiqotchilari, til o'rgatuvchilar hamda o'rganuvchilar uchun ilmiy-amaliy ahamiyatiga ega bo'lishi mumkin.

Kalit so'zlar: xorijiy til o‘rganish, psixolingvistika, lingvodidaktika, motivatsiya, kognitiv jarayonlar, kommunikativ metod, immersiya usuli, interfaol texnologiyalar, til o‘zlashtirish, pedagogik yondashuv.

Annotation

This article presents a scientific-theoretical analysis of the psychological aspects and linguistic-didactic foundations of foreign language learning. The study examines cognitive processes, motivation, individual characteristics, and emotional factors influencing language acquisition effectiveness. Additionally, modern linguistic-didactic approaches, including the communicative method, immersion technique, and interactive technologies, are analyzed. Theoretical perspectives are reinforced with practical experience and empirical data, leading to the development of methodological recommendations aimed at optimizing foreign language education. This research may be of scientific and practical interest to researchers in psycholinguistics and pedagogy, as well as language instructors and learners.

Key words: foreign language learning, psycholinguistics, linguistic didactics, motivation, cognitive processes, communicative method, immersion technique, interactive technologies, language acquisition, pedagogical approach.

Bugungi kunda xorijiy tillarni o'rganishning ommalashuvi eng yuqori bosqichga chiqan desam mubolag'a bo'lmaydi. Texnologiyalar va innovatsiyalar bilan qamrab olyotgan zamonaviy jamiyatda xorijiy tillarni o'rganish ham shaxsiy ham professional muvaffaqiyatning muhum omillaridan biri hisoblanadi. Chet tillarni o'rganuvchilarning soni ortib boryotganligi sababli, til o'qtuvchilari tomonidan ko'plab o‘rgatish jarayoni murakkab psixologik va pedagogik omillarga asoslangan bo‘lib, o'rganuvchining individual qobiliyatlari, motivatsiyasi, ba'zi bir o‘qitish metodikalari va ijtimoiy muhit bilan chambarchas bog‘liq.

Pedagok o'quvchining turli xil psixologik jihatlarni yaxshi anglay olishi kerak : har bir o'quvchlar uchun tog'ri metodik qo'lanmalar qo'lay olish qobilyati bo'lishi va ko'nikmalariga ko'ra tog'ri yondashuvni amalga oshirish; chet tillini o'zlashtirishda yuqori motivatsiyani ta'minlash; til o'rganish jarayonida paydo bo'ladigan qiyinchiliklarni bartaraf etish qobilyatiga ega bo'lishi; innovatsion yondashuvi va zamon hamnafasligi ham muhum ahamyati kasb etadi.

Ushby maqolaning maqsadi shuki tillarni o'rganish jarayonida psixalogik jihatlarni va lingvodidaktik asoslarni tahlil qilish, shuningdek o'qtuvchining dars jarayonidagi faolyati ularning ta'lim – tarbiya davomida psixik yondashuvlari haqida ham fikir mulohazalar berib o'tilgan.

Lingvodidaktika – chet tillarini o‘qitishning ilmiy asoslarini o‘rganadigan fan sohasi bo‘lib, u lingvistika va pedagogika bilan chambarchas bog‘liq. Bu soha chet tilini o‘qitish

jarayonining maqsadi, mazmuni, metodlari va vositalarini tahlil qiladi.

Psixolingvistika – til o‘rganish jarayonining kognitiv (ongli) jihatlarini o‘rganadi.

Didaktika – ta’lim jarayonining samaradorligini oshirish tamoyillarini ishlab chiqadi.

Metodika – turli yosh guruhlari uchun eng samarali til o‘qitish usullarini aniqlaydi.

Til o‘rganishning eng samarali metodlari:

1. Kommunikativ metod – tilni jonli muloqot orqali o‘rganish.
2. Immersiya usuli – faqat o‘rganilayotgan tilda o‘qitish orqali tabiiy muhit yaratish.
3. Task-based Learning (TBL) – muayyan topshiriqlar asosida til o‘rganish.

Hozirgi kunlarda til o'rganishga ehtiyoj juda yuqori, jumladan bizning mamlakatimizda e'tibor doirasida aylanayotgan jarayonlaridan biridir, shuningdek til o'rganishga yangicha talqindagi yondashuvlar ko'rib chiqilmoqda. Xususan 2023-2024 o'quv yilida umumta'lim maktablariga xorijiy tillarni o'qitishda 500 dan ortiq chet eldan pedagog-mutaxassislar jalb qilindi. Shuningdek har bir til sertifikatiga ega bo'lgan pedagog va talabalarni moliyaviy rag'batlantirishlar joriy etildi. Ahamyatli tomoni shundaki, xalqaro til sertifikatini olish uchun imtixondan yuqori ball olgan yoshlarga davlat tomonidan xarajatlar to'iq qoplab berilyapdi. Shu boisdan til pedagoglarning o'qitish ko'nikmalar kuchaytirilishga katta ahamyat berilmoqda. O'rganish jarayonida koproq kognitive yondashuv kerak. Til o‘rganishda diqqatning markazlashuvi muhim ahamiyatga ega. O‘quvchilar yangi so‘zlar, grammatik qoidalar va talaffuzga e’tibor qaratganda, miya ularni yaxshiroq eslab qoladi.

DIQQAT (Attention)

1.Selektiv diqqat – biror til birliklarini tanlab qabul qilish (masalan, yangi so‘zlarni eshitib, ularni tushunishga urinish).

2.Bo‘linuvchi diqqat – bir vaqtning o‘zida bir nechta vazifalarni bajarish (masalan, gapirish va eshitish).

3.Uzoq muddatli diqqat – bir mavzuni uzoq vaqt davomida o‘rganish qobiliyati.

Michael Posner va Steven Petersen (1990) diqqatning uch darajasini aniqlagan: uyg‘oq holatda bo‘lish, diqqatni yo‘naltirish va nazorat qilish. Bu tamoyillar til o‘rganish jarayonida ham qo‘llaniladi.

Idrok (Perception)

1.Til o‘rganishda idrok – so‘zlar, tovushlar va grammatik tuzilmalarni tushunish jarayonidir.

2.Tinglov idroki – talaffuz farqlarini eshitib, ularni ajratish (masalan, "ship" va "sheep" farqini tushunish).

3.Vizual idrok – yozma so‘z va iboralarni tushunish (o‘qish orqali yangi so‘zlarni o‘rganish).

Richard Schmidt (1990) – Noticing Hypothesis nazariyasini ilgari surgan. Unga ko‘ra, o‘quvchilar til elementlarini ongli ravishda sezib, ularga diqqat qaratmasa, samarali o‘rganish sodir bo‘lmaydi.

Taqqoslash va analiz (Comparison and Analysis)

O‘quvchilar yangi til elementlarini o‘z ona tili yoki ilgari o‘rganilgan tillar bilan taqqoslab, farqlar va o‘xshashliklarni topish orqali tezroq o‘zlashtiradilar.

Grammatik transfer – o‘quvchilar yangi tilda grammatik qoidalarni o‘z ona tilidan avtomatik ravishda qo‘llaydi. Ba’zan bu xatolarga olib kelishi mumkin (masalan, rus tilida "*Я имею* 20 лет" va ingliz tilida "I have 20 years" noto‘g‘ri tarjimasi).

Semantik tahlil – so‘z va jumlalarni kontekst asosida tushunish va ularga ma’no yuklash.

Stephen Krashen (1982) – o‘quvchilar yangi til elementlarini tushunish uchun ularga oldindan tanish bo‘lgan tuzilmalarga tayanadi.

Tilni o'zlashtirish (Language Acquisition) va Tilni o‘rganish (Language Learning)

Tilni o‘zlashtirish – ongsiz ravishda, tabiiy ravishda ro‘y beradigan jarayon (masalan, bola o‘z ona tilini o‘rganayotganda).

Tilni o‘rganish – ongli ravishda qoidalar va grammatikani o‘rganish (masalan, kattalar chet tilini o‘rganganda qoidalar asnosida korib chiqilishi).

Krashenning Kirish Nazariyasi (Input Hypothesis, 1985) – samarali til o‘rganish "i+1" modeli asosida amalga oshadi, ya’ni o‘quvchilar o‘z darajalaridan biroz murakkabroq

materiallarni o‘rganishlari kerak.

Motivatsiya va hissiy jarayonlar

Til o‘rganish jarayoni o‘quvchining motivatsiyasi va hissiy holatiga bog‘liq.

Ichki motivatsiya (Intrinsic Motivation) – o‘quvchilar o‘z qiziqishlari va maqsadlariga asoslanib til o‘rganadi.

Tashqi motivatsiya (Extrinsic Motivation) – tilni o‘rganish tashqi omillarga (imtihon, sertifikat, ish topish) bog‘liq bo‘ladi.

Zoltán Dörnyei (2005) – til o‘rganishda motivatsiyaning kuchli ta’siri borligini aniqlagan va Motivatsion Rivojlanish Modelini ishlab chiqqan.

Kommunikativ metod - bu til o‘rganishda asosiy e’tiborni grammatik qoidalarga emas, balki jonli muloqotga qaratadigan usul. Ushbu metodda talabalar haqiqiy hayotiy vaziyatlarda tilni qo‘llashni o‘rganishadi, ya’ni so‘zlashuv, tinglab tushunish, o‘qish va yozish ko‘nikmalarini integratsiyalash orqali tilni tabiiy ravishda o‘zlashtirishga intilishadi. Albatta til muloqotga kirish uchun o'rganiladi, shu boisdan ham kommunikatsiya eng muhum amaliyotdir. Ushbu metod ayniqsa chet tillarini o‘qitishda, jumladan, IELTS kabi imtihonlarga tayyorlanishda juda samarali hisoblanadi. Siz o‘z darslaringizda ushbu metoddan foydalanib, o‘quvchilaringizga tilni tabiiyroq va tezroq o‘rganishga yordam berishingiz mumkin.

Dars jarayonida interaktive shakilda quydagi usulardan foydalanish mumkin:

1. Darsni qiziqarli boshlash

"Icebreaker" (Suvni sindirish) faoliyatlari – Dars boshida qisqa suhbat yoki o‘yin orqali o‘quvchilarni muloqotga jalb qiling. Masalan: "Two Truths and a Lie" – O‘quvchi o‘z hayoti haqida 3 gap aytadi, shundan biri yolg‘on. Boshqalar qaysi gap noto‘g‘ri ekanligini topishi kerak. "Would You Rather" – Ikki variantdan birini tanlashga majburlovchi savollar berish (Masalan: "Would you rather travel to the past or the future?").

2. Rol o‘yinlari (Role-play)

O‘quvchilarga haqiqiy hayotiy vaziyatlar asosida rollar bering:

Mehmonxona – Bir o‘quvchi mehmon, ikkinchisi administrator. Xona buyurtirish yoki shikoyat qilish sahnasini o‘ynang.

Intervyu – Biri ish beruvchi, boshqasi ish izlovchi. Savol-javob orqali IELTS Speaking’ga tayyorlanish mumkin.

Do‘konda xarid qilish – Sotuvchi va mijoz o‘rtasidagi muloqot orqali foydali so‘z boyligini oshirish.

3. "Find Someone Who…" Faoliyati

O‘quvchilarni guruhlarga ajratib, ularga "Find someone who…" ro‘yxatini bering. Masalan:

Find someone who speaks three languages.

Find someone who has traveled abroad.

Find someone who loves reading books.

O‘quvchilar bu odamni topib, u bilan suhbatlashishlari kerak.

4. Surat va video tahlili

O‘quvchilarga qiziqarli suratlar yoki qisqa videolar ko‘rsatib, "What is happening in this picture?" yoki "What do you think will happen next?" kabi savollar bering.

Bu nafaqat gapirish ko‘nikmalarini, balki tasvirlab berish va fikr bildirish qobiliyatlarini ham oshiradi.

5. Debatlar va bahs-munozaralar

O‘quvchilarni ikkiga ajratib, bir mavzu bo‘yicha bahslashish topshirig‘ini bering. Masalan:

"Online education is better than traditional education."

"Social media does more harm than good."

Har bir guruh o‘z fikrini himoya qilishga harakat qiladi. Bu ularga IELTS Speaking Part 3 uchun juda foydali.

6. Hikoya Yaratish (Storytelling)

Zanjir hikoya (Chain Storytelling) – Bir o‘quvchi bitta jumla bilan hikoya boshlaydi, keyingi o‘quvchi uni davom ettiradi.

Suratlar orqali hikoya yaratish – Talabalarga surat berib, undan hikoya tuzishni so‘rang. Bu IELTS Writing Task 1 va Speaking Part 2 uchun foydali.

7. IELTS Formatidagi Mashg‘ulotlar

Speaking Part 1 – Shaxsiy hayot haqidagi tezkor savollarga javob berish.

Speaking Part 2 – "Describe a place you have visited" kabi mavzularda gapirish.

Speaking Part 3 – Mavzuni kengroq muhokama qilishga yordam beradi.

Kanada va Evropada olib borilgan tadqiqotlarda immersiya usuli orqali o‘qitilgan o‘quvchilar tilni grammatik jihatdan mukammal bo‘lmasa-da, erkin va tabiiy muloqot qilishda ancha yaxshi natijalarga erishgan (Genesee, 2004).

Prabhu (2012) tomonidan o‘tkazilgan tadqiqotda interaktiv darslar va bahs-munozaralar orqali o‘qigan talabalar IELTS Speaking bo‘limida 1.5 ball yuqori natija ko‘rsatgan.

Sanab o'tilgan metod, usul va psixalogik yondashuvlarning barchasi til o'rganishning samaradorligini oshirish maqsadida yaratilib keltirib o'tildi. Xullosa shakilda shuni aytish joizki xorijiy til o‘rganish psixolingvistika, lingvodidaktika va pedagogika nuqtayi nazaridan murakkab kognitiv jarayon bo‘lib, diqqat, xotira, idrok va motivatsiya kabi omillarga asoslanadi. Til o‘zlashtirish samaradorligi kommunikativ metod, immersiya usuli va interfaol texnologiyalar kabi lingvodidaktik yondashuvlar bilan mustahkamlanadi. Pedagogik strategiyalar o‘quvchilarning individual xususiyatlarini hisobga olishi, motivatsiyani oshirishi va til muhitiga faol jalb qilishi zarur. Tadqiqot natijalari xorijiy til ta’limini yanada optimallashtirish va samarali metodlarni ishlab chiqish uchun muhim ilmiy-amaliy asos bo‘lib xizmat qiladi.

ADABIYOTLAR

1. The Dynamics of the Language Lesson- N. S. Prabhu (1992)
2. Cultural psychology-Michael Posner va Steven Petersen (1990)
3. Richard Schmidt (1990) – Noticing Hypothesis
4. Zoltán Dörnyei (2005) –the psychology of the language learner

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THE IMPACT OF SOCIAL MEDIA ON LANGUAGE USE

Annotation

The main purpose of this article is to briefly explain the relationship between language and technology, as well as the impact of social networks on the process of using languages. It focuses on young individuals who widely use distance communication.

Key words: Language, technology, relationship, social media, distance connection, critical thinking, technological development, online chatting.

Language is the primary means of communication, and there is a connection between language and technology. Language plays an essential role in technological development. Harris (2000) demonstrates it, the computer is "the most powerful contextualization device ever known" because it not only integrates language with images and sound in variously manipulate configurations, but also links information across languages and cultures. Elsevier states that due to the COVID-19 pandemic, the need for remote learning languages and the use of social networks has significantly increased. As a result, the use of social media for learning foreign languages has become much more popular.

According to researches, technology is seen as a tool for enhancing social activity, critical thinking, and creativity. However, Baurlein (2009) and Carr (2010) emphasize that technology can sometimes negatively impact young people's thinking, physical energy, and literacy. Additionally, according to other facts, Thurlow (2006) argues "technology has a negative effect on language using. For instance, the use of nonstandard languages in digital environments is considered a betrayal of the language, which can harm analytical and comprehension abilities. Nowadays, social media platforms such as Instagram, Facebook, Twitter, and Telegram are widely

used. Additionally, using them provides great convenience for people; that is social media not only saves time but also eliminates distance. On the other hand, communication through social media does not work the same way as face-to-face interaction. For example, people talking via phone or Skype may not fully understand each other's facial expressions and emotions. Similarly, when sending messages through Instagram or Facebook, users have to wait for their messages to be received, as noted by Clark (1999). Nevertheless, people who communicate only online can control better their typical image and emotions compared to face-to-face conversation. And Walther (1996) produced his own term hyperpersonal communication related to this issue. It describes phenomenon of people demonstrating themselves more fully in CMC (computer-mediated communication) atmosphere than face-to-face interaction. Moreover, Ware (2005) also gives his own thoughts that it was calls "missed communication". He found that promoting not duration of conversation, but speed and conciseness, and in some cases lead to exposure and missed chances of intercultural leading. However, "the intercultural CMC exchanges do not break down only due to technological environment or linguistic misunderstandings, but also because of clashes between cultural spheres and the stylistic conventions of certain genres (and the discourse systems associated with these genres)" - argued by Kramsch and Thorne(2002).According to the facts, in some forms of communication in social media people mainly pay attention to the speed. For instance, people usually use abbreviations such as Chinese (Lotherington and Xu, 2004) or using homophonic numerals (e.g., a2m1 in French á demain = see you tomorrow) for accelerating the writing in chat, texting, or in standard messaging. Furthermore, the first letter of each word takes in English (e.g., BTW = by the way).

This article attempts to summarize the main ideas related to the impact of social networks on language use. Social networks have become a part of human life, and it is essential to consider both aspects of communication through social media. This way, it will be possible to use them effectively.

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FROM THEORY TO PRACTICE: UNDERSTANDING TRANSLATION

Annotation

This article examines the interaction between theoretical foundations and practical

applications of translation. It examines key linguistic, cultural and cognitive aspects that influence translation processes, as well as contemporary translation strategies and methodologies. Particular attention is paid to the challenges faced by translators in various fields, including literary, technical and audiovisual translation. The study also highlights the role of modern technologies in shaping translation practice.

Key words: Translation theory, translation practice, linguistic equivalence, cultural adaptation, translation strategies, machine translation, audiovisual translation, literary translation, technical translation, cognitive aspects of translation.

Translation is a fundamental process that enables communication across linguistic and cultural boundaries. As a theoretical discipline and a practical skill, translation plays an important role in literature, diplomacy, business, and technology. The study of translation theory provides a framework for understanding how meaning is conveyed between languages, while translation practice involves the application of various strategies to ensure accuracy, fluency, and cultural relevance.

Translation studies have evolved over the years to include linguistic theories and cultural perspectives. Traditional approaches such as word-for-word and meaning-based translation have given way to more dynamic models that take into account context, audience, and purpose. Translators must overcome challenges related to linguistic equivalence, idiomatic expressions, and cultural adaptation to produce effective translations.

General theory of translation. General translation studies the most general mechanisms that make interlingual activity possible through translation. The general theory of translation decides the most general issues of interlingual communication. Her tasks include studying translation universals and creating a scientific concept about the essence and features of any translation.

Particular theory of translation. This is translation studies focused on a specific pair of languages, which describes potential correspondences between these languages, as well as factors and criteria for their choice (I.S. Alekseeva). A particular theory of translation develops theoretical foundations for describing equivalence relations, compares two languages at phonetic, morphemic, morphological, syntactic, semantic, and stylistic levels in order to develop potential equivalence units, and describes individual translation difficulties, related to problematic linguistic phenomenon in two languages. [1]

Types of translations:

- Translations distinguished by the relationship between the types of target language and source language.
- Translations distinguished by the general characteristics of the subject of translation activity and his relationship to the author of the translated text.
- Translations performed by the type of translation segmentation of the text and by the translation units used.
- Translations that are distinguished based on the presentation form of the translation text and the original text.
- Translations that are distinguished based on the nature and quality of the correspondence of the translation text to the original text.
- Translations that are distinguished based on the genre and stylistic characteristics of the translated material and genre affiliation.
- Translations that are distinguished by their completeness and the way they convey the semantic content of the original.
- Translations performed based on the main pragmatic function.
- Translations that are distinguished based on the primacy or non-primacy of the original text.
- Transfers allocated by type of adequacy. [2]

The most important task of translation theory is to identify linguistic and extralinguistic factors that make it possible to identify the content of messages in different languages. The

comparison of the texts of the original and the translation is called the equivalence of the translation (to the original). The study of the real relationship between the content of the original and the translation allows us to establish the boundaries of this community, i.e. the maximum possible semantic proximity from multilingual texts, as well as to determine the minimum proximity to the original, while which this text can be considered equivalent to the translation.

The Practice of Translation. Translation practice is a complex process requiring linguistic accuracy, cultural awareness, and adaptability. It involves transferring meaning from a source language (SL) to a target language (TL) while preserving clarity and intent.

Linguistic and Cultural Equivalence. Achieving equivalence between languages is challenging due to structural and cultural differences. While "dynamic equivalence" ensures the same effect on both audiences, translators often rely on techniques like paraphrasing, adaptation, or omission to maintain meaning.

Translation Strategies and Techniques. Different texts require different approaches. Literary translation focuses on style and cultural context, while technical translation prioritizes precision. Common techniques include:

- Literal translation – maintaining direct meaning, common in legal texts.
- Transposition – changing grammatical structure while keeping the message intact.
- Adaptation – modifying culturally specific references for the target audience.
- Challenges in Translation Practice. [3]

Idiomatic expressions, untranslatable words, and cultural nuances pose difficulties. For instance, English idioms like "spill the beans" require interpretation rather than direct translation. Similarly, poetry translation must balance rhythm, rhyme, and meaning.

The Role of the Translator. Translators act as cultural mediators, choosing between domestication (making content familiar) and foreignization (preserving original elements). Their decisions shape how texts are received in different cultural contexts.

Case Studies in Translation Practice. Literary Translation: Gregory Rabassa's English version of One Hundred Years of Solitude successfully captures the novel's magical realism, showing the creative demands of literary translation.

Technical Translation: Accuracy is crucial in medical translation. A misinterpretation of medical terms can lead to serious consequences, emphasizing the need for expertise in specialized fields. [4]

Translation theory and practice work hand in hand to create effective and meaningful translations. While theory provides the basis for understanding the principles of translation, practice involves the flexible and adaptive application of these principles. A qualified translator must have both linguistic and cultural knowledge to ensure that the translated text is not only accurate, but also resonates with the target audience. Whether it's literal translation, localization, or transcription, the purpose of translation is to convey an original message with clarity and nuance, bridging the gap between languages and cultures.

Translation is not just a technical process, but an interpretive and adaptive one in which the translator plays a key role in shaping how texts are perceived by different audiences. The balance between domestication and foreignization, the choice of translation methods, and the adaptation of specialized terminology all highlight the complexity of translation work. As languages and communication continue to evolve, translation research must adapt to new challenges, including technological advances and globalization. The interaction of theory and practice remains a crucial area of research, ensuring that translations remain faithful to both linguistic accuracy and cultural authenticity.

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ENHANCING LISTENING SKILLS AMONG 8th AND 9th GRADE PUPILS

Abstract

The article talks about teaching listening comprehension with modern methods and ways. Among the four skills that are important in learning any language, listening comprehension is central. In the process of language learning, speaking and writing the language are considered as key factors. Listening comprehension and reading skills come second. The main reason for this is a slight difficulty in listening.

Key words: Audio segments, group activities, video segments, interpersonal activities.

Modern and effective methods of teaching listening comprehension skills include many things. Listening is the best learnable skill. Listening comprehension will improve and become more interesting if more attention is paid to learning comprehension skills. Unique ways to teach students good listening comprehension. Interpersonal Activity This activity is one of the most effective ways to develop strong listening skills in students. Good listening skills allow you to improve pronunciation, increase vocabulary and ensure fluency in oral speech. In today's digital age, listening lessons can be made more interactive and interesting through audio and video materials.

Listening skills help to understand, analyze and respond to a speaker. This skill is one of the most important aspects of learning foreign languages. It helps to retain new words, phrases, and sentence structures by forcing you to stay engaged in conversations. When you listen actively, you focus on each word and phrase, picking up essential language cues that enhance your understanding. Following speaking activities

- Role playing
- Mock interviews
- Interpersonal dialogues
- Storytelling can feel intimidating, especially when interacting with a pair or group. Active listening helps you become more engaged and confident in conversations. Through practicing, students improve listening and responding attentively, they can gain the confidence to express their ideas naturally. Over time, this confidence builds, helping you interact more comfortably in academic and social settings.

There are two segments: audio and video segments, where student can reinforce their listening skills. These kinds of listening tools help students better process English quickly, preparing them well for real-life communication.

AUDIO SEGMENTS

In doing so, you can teach students listening skills through audio segments, for example

1. Radio programs
2. Educational exposures
3. Online podcasts and other Audio messages.

Audio segments are short audio files or clips used to develop students' listening skills. They are a very effective tool in the language learning process, allowing students to understand and analyze speech close to reality.

It is necessary to use an interactive listening program in the classroom with students. In this case, it is necessary to give them instructions first, creating conditions for them to perform the exercise independently.

VIDEO SEGMENTS

Another useful resource for teaching listening skills is video segments.

1. Documentary films
2. Dramatic or comedic material
3. News programs

Video segments are short videos or clips that help students develop their listening and visual skills together. They are essential tools in the language learning process, helping to understand real-life communication, body movements, facial expressions and context.

In conclusion, the development of listening comprehension skills is important in learning a foreign language. This article analyzed effective methods for improving listening skills - methods such as interactive training and using audio and video materials. These approaches help improve students' listening, comprehension, and communication skills. It should not be forgotten that each student's listening skills develop differently, so an individual approach to the lesson is important. Teachers need to take into account the interests and needs of students when teaching listening activities step by step. As a result, pupils will not only better understand the foreign language, but also be able to use it fluently and confidently.

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UNDERSTANDING INVERSION: ITS FUNCTIONS AND ROLES IN ENGLISH GRAMMAR AND COMMUNICATION

Annotation

Inversion, a syntactic phenomenon where the usual subject-verb order is reversed, plays an important role in English grammar and communication. It is used for several purposes: forming questions, adding emphasis, and achieving stylistic effects in literature and formal speech. This article explores the main functions and roles of inversion in language (English), representing its grammatical, stylistic, and pragmatic significance with the help of real-life example usages.

Key words: Inversion, word order, emphasis, stylistic effect, English grammar, functions, effective communication.

In any language, word order is a key component of a sentence structure, and inversion-where the verb precedes the subject-is a notable deviation from the standard of Subject-Verb-Object (SVO) pattern. In English, inversion is widely used in interrogative sentences, conditional structures, formal speeches, and literary texts so as to show more emphasis (Birner, 1996).

Beyond grammar, it also serves a stylistic function, enhancing emphasis and rhetorical impact. This paper examines the grammatical necessity of inversion, its stylistic usages, and its primary roles in shaping discourse.

Definition and Types of inversion. Inversion happens when the typical subject-verb order is reversed(inverted). The three main types are:

Subject-auxiliary verb inversion: mostly used in questions:

E.g: Did you see the movie? (Birner, 1996).

Negative inversion: Used for enhancing emphasis with negative adverbs such as never, rarely, seldom, hardly, scarcely. It is particularly common in formal or literary contexts. (Dorgeloh, 1997). Inversion with negative adverbs is formed by putting the negative adverb first, and auxiliary verb, and then subject.

Simple form: I have never seen such beauty.

Inverted form: Never have I seen such beauty.

Simple form: I rarely go to the dentist on my own.

Inverted form: Rarely do I go to the dentist on my own.

Note: Even if there is no obvious auxiliary verb in a sentence (Simple tenses), It is integrated when the sentence is formed to inversion:

Simple form: I hardly passed my final exams. (past simple, auxiliary-Did)

Inverted form: Hardly did I pass my final exams.

Locative inversion: It occurs when the place expressions appear at the beginning of a sentence and the subject-verb order is changed. (Abuzer, 2017).

Simple form: A tall tree stood on the hill. (on the hill)

Inverted form: On the hill, stood a tall tree.

Grammatical function: Inversion is mostly used for forming interrogative and conditional sentences.

Simple form: If I had known, I would have helped. (Third conditional)

Inverted form: Had I known, I would have helped.

Simple form: If I were rich, I would travel around the world. (Second C)

Inverted form: Were I rich, I would travel around the world.

Note: Conditional inversion occurs when the usual "if" in conditional sentence is omitted, and the auxiliary verb comes before the subject.

According to Birner (1996), inversion in these cases ensures clarity and maintains structural consistency in English syntax.

Stylistic function: Writers use inversion to create dramatic effort and emphasis. Dorgeloh (1997) argues that inversion in literature enhances rhythm and contributes to a more engaging narrative style.

Simple form: He knew little what awaited him.

Inverted form: Little did he know what awaited him.

Pragmatic function: In spoken English, inversion is often used to highlight the important information, making speech more attention-grabbing and structured. Abuzer (2017) notes that formal speeches such as political ones frequently use inversion to give more stress to key ideas.

Simple form: We can achieve progress only through unity.

Inverted form: Only through unity can we achieve progress.

It is manifest that inverted version is more engaging in comparison with the simple form as it highlights the importance of unity with strong emphasis.

Consider the following example from literature:

"So fair and foul a day I have not seen." (Shakespeare, cited in Dorgeloh, 1997) Simple form: I have never seen a day so fair and foul.

Here, inversion enhances smooth rhythm and dramatic effect as it keeps the meaning intact while using a more natural word order. Similarly, in speeches, political figures use inversion to emphasize key points:

"Ask not what your country can do for you - ask you can do for your country."- John F. Kennedy

Despite the fact that it is possible and grammatically correct to use inversion in everyday speech, especially with relatives or friends, it is not very common and logically incorrect to use it in informal communications. Inversion is often used for formal contexts, particularly in essays or literary works to emphasize and enhance the clarity. It can be used only with a few invertable phrases, not with all words or contexts.

Inversion is a versatile and useful linguistic tool that serves grammatical, stylistic, and communicative purposes. Its importance is inevitable in forming questions, enhancing literary and rhetorical expression, and improving discourse structure. Understanding its functions and formation rules can help language learners and writers to integrate inversion in their speeches or works effectively (Birner,1996).

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TURLI O'QITISH METODIKASI VA YONDASHUVLARINING SAMARADORLIGI

Annotatsiya

Ushbu maqola turli o'qitish metodikasi va yondashuvlarining samaradorligini tahlil qiladi. Zamonaviy ta'limda qo'llaniladigan interaktiv usullar, loyihalar asosida o'qitish, keys-stadilar, munozaralar va o'yin texnologiyalari kabi metodlarning afzalliklari ko'rib chiqiladi. Shuningdek, axborot texnologiyalarining ta'lim jarayoniga integratsiyasi, xususan, chet tillarini o'qitishda ularning roli muhokama qilinadi. Maqolada o'quvchilarning faolligini oshirish, kreativlik va tanqidiy fikrlashni rivojlantirish, mustaqil o'rganish ko'nikmalarini shakllantirish va shaxsiy yondashuvni ta'minlash kabi zamonaviy o'qitish metodlarining asosiy afzalliklari yoritiladi.

Kalit so'zlar: o'qitish metodikasi, interaktiv usullar, loyihalar asosida o'qitish, keys-stadilar, munozaralar, o'yin texnologiyalari, axborot texnologiyalari, chet tillarini o'qitish, kreativlik, tanqidiy fikrlash, mustaqil o'rganish.

Annotation

This article analyzes the effectiveness of various teaching methodologies and approaches. It examines the advantages of methods used in modern education, such as interactive techniques, project-based learning, case studies, discussions, and game technologies. The article also discusses the integration of information technology into the educational process, particularly its role in foreign language teaching. It highlights the main benefits of modern teaching methods, including increasing student engagement, developing creativity and critical thinking, fostering independent learning skills, and ensuring personalized approaches.

Key words: teaching methodology, interactive methods, project-based learning, case studies, discussions, game technologies, information technologies, foreign language teaching, creativity, critical thinking, independent learning.

Hozirgi kunda ta'lim jarayoniga innovatsion texnologiyalar va interfaol usullarni qo'llashga qiziqish tobora keng tus olmoqda. An'anaviy ta'limda talabalar faqat tayyor bilimlarni egallashga o'rgatilgan bo'lsa, zamonaviy texnologiyalarda esa, ularni bilimni o'zlari qidirib topishlariga, mustaqil o'rganib tahlil qilishlariga, hatto xulosalarni o'zlari chiqarishlariga o'rgatadi. Pedagog bu

jarayonda o'quvchi shaxsining rivojlanishi, shakllanishi, bilim olish va tarbiyalanishiga sharoit yaratadi va shu bilan bir qatorda boshqaruvchilik, yo'naltiruvchilik funksiyasini ham bajaradi.

1. Zamonaviy o'qitish metodlarining afzalliklari: O'quvchilarning faolligini oshirish ta'lim tizimidagi muhim vazifalardan biridir. Faol o'quvchilar nafaqat yaxshi o'zlashtiradi, balki mustaqil fikrlash, ijodiy yondashuv va muammolarni hal qilish qobiliyatlarini ham rivojlantiradilar. Munozaralar va bahslar o'quvchilarga o'z fikrlarini erkin ifoda etishga imkon beradi, tanqidiy fikrlashni rivojlantiradi. Guruhli ishlar hamkorlik, muloqot va o'zaro yordam ko'nikmalarini shakllantiradi. Rolli o'yinlar o'quvchilarga mavzuni amalda qo'llash imkoniyatini beradi, qiziqishni oshiradi. Muammoli ta'lim o'quvchilarni muammolarni hal qilishga undaydi, mustaqil fikrlashga o'rgatadi. Kichik guruhlarda ishlash o'quvchilarning bir-biri bilan muloqotga kirishishlari va fikr almashishlariga sharoit yaratadi. Darsni qiziqarli va interfaol qilish turli xil o'yinlar, videolavhalar, taqdimotlar va boshqa interfaol materiallardan foydalanish. Amaliy misollar va hayotiy vaziyatlardan foydalanish o'quvchilarga mavzuning amaliy ahamiyatini ko'rsatish. O'quvchilarning individual qiziqishlarini inobatga olish har bir o'quvchiga o'z qiziqishlariga mos keladigan vazifalar berish. Rag'batlantirish va baholash o'quvchilarning har bir muvaffaqiyatini rag'batlantirish: Maqtov, minnatdorchilik, mukofotlar va boshqa rag'batlantirish usullaridan foydalanish. Baholashni faqatgina bilim darajasiga emas, balki faollikka ham asoslash o'quvchilarning darsda ishtiroki, guruhli ishlardagi faolligi va boshqa faoliyatlarini ham baholash. O'z-o'zini baholash va o'zaro baholash usullaridan foydalanish o'quvchilarga o'z faoliyatlarini baholash va boshqa o'quvchilarning faoliyatlarini baholash imkoniyatini berish. Kreativlik va tanqidiy fikrlashni rivojlantirish muammoli ta'lim: Talabalarga ochiq savollar berish, ularni muammolarni hal qilishga undash. Loyihaviy ta'limi o,quvchilarga o'z loyihalarini yaratish, ularni amalga oshirishga imkon berish. Guruhli ishlar talabalarni guruhlarga bo'lib, ularga hamkorlikda ishlash, fikr almashishga imkon berish. San'at va ijodiy faoliyati rasm chizish, musiqa chalish, she'r yozish kabi ijodiy faoliyatlarga jalb qilish. Texnologiyalardan foydalanish talabalarga ijodiy dasturlar, ilovalar, onlayn resurslardan foydalanishga imkon berish. Savol-javoblar savollar berish, ularni fikrlashga, tahlil qilishga undash. Munozaralar talabalarni munozaralarda ishtirok etishga, o'z fikrlarini himoya qilishga o'rgatish. Dalil-isbotlar dalillarga asoslangan fikr yuritishga o'rgatish. Ma'lumotlarni tahlil qilish ma'lumotlarni tahlil qilib, xulosalar chiqarishga o'rgatadi. Media savodxonligi o'quvchilarga turli manbalardan olingan ma'lumotlarni tanqidiy baholashga o'rgatish.

2. Interaktiv o'qitish usullari: guruhlarda ishlash talabalarning o'quv jarayonida faol ishtirok etishini ta'minlaydi va ularning hamkorlik, muloqot, tanqidiy fikrlash va muammolarni hal qilish kabi ko'nikmalarini rivojlantiradi. Aqliy hujum" (Brainstorming): Guruh a'zolari muayyan mavzu yoki muammo bo'yicha imkon qadar ko'proq g'oyalar taklif qiladilar. "Jigsaw" (Mozaika): Guruh a'zolari turli mavzularni o'rganadilar va keyin o'z bilimlarini boshqa guruh a'zolari bilan bo'lishadilar. "Round Robin" (Davra suhbati): Guruh a'zolari navbatma-navbat o'z fikrlarini bildirishadi. "Think-Pair-Share" (O'yla-Juftlash-Bo'lish): Talabalar avval individual tarzda o'ylashadi, keyin juftlikda fikr almashishadi va nihoyat guruh bilan o'z fikrlarini bo'lishadilar. "Debatlar": Guruhlar muayyan mavzu bo'yicha qarama-qarshi fikrlarni himoya qiladilar. "Rolli o'yinlar": Talabalar turli rollarni bajaradilar va muayyan vaziyatlarni simulyatsiya qiladilar. Loyihalar asosida o'qitish: o'quvchilarni faol ishtirok etishga, o'z fikrlarini bildirishga va hamkorlik qilishga undaydi. Amaliy ko'nikmalarni rivojlantirish o'quvchilar loyiha davomida tadqiqot o'tkazish, ma'lumotlarni tahlil qilish, muammolarni hal qilish, taqdimot qilish kabi amaliy ko'nikmalarni rivojlantiradilar. Motivatsiyani oshirish o'quvchilar o'zlari qiziqqan mavzular bo'yicha loyihalar ustida ishlashlari ularning motivatsiyasini oshiradi. Mustaqil o'rganish loyiha davomida o'quvchilar mustaqil ravishda ma'lumot izlash, o'rganish va xulosalar chiqarish ko'nikmalarini rivojlantiradilar. Jamoaviy ish ko'nikmalari loyihalar ko'pincha jamoaviy ishni talab qiladi, bu esa o'quvchilarda hamkorlik qilish, boshqalar bilan muloqot qilish va jamoada ishlash ko'nikmalarini rivojlantiradi. Tanqidiy fikrlash loyiha davomida o'quvchilar turli nuqtai nazarlarni tahlil qilish, baholash va tanqidiy fikrlash ko'nikmalarini rivojlantiradilar.

3. Axborot texnologiyalarining ta'lim jarayoniga integratsiyasi: Chet tillarini o'qitishda

innovatsion yondashuvlar ta'lim sifatini oshirish va o'quvchilarning til ko'nikmalarini samarali rivojlantirishda muhim rol o'ynaydi. Texnologiyaga asoslangan ta'lim onlayn platformalar va ilovalar: Duolingo, Memrise, Babbel kabi platformalar o'quvchilarga interaktiv mashg'ulotlar, o'yinlar va boshqa qiziqarli resurslar orqali til o'rganish imkonini beradi. Virtual reallik (VR) va kengaytirilgan reallik (AR): VR va AR texnologiyalari o'quvchilarni til muhitiga to'liq sho'ng'itish va amaliyot qilish imkonini beradi. Sun'iy intellekt (SI): SI yordamida yaratilgan chatbotlar va boshqa dasturlar o'quvchilarga individual ta'lim yo'nalishlarini yaratish va ularning o'rganish jarayonini kuzatish imkonini beradi. Kommunikativ yondashuv bu yondashuv o'quvchilarning tilni amalda qo'llash qobiliyatini rivojlantirishga qaratilgan. Darslar interaktiv mashg'ulotlar, rolli o'yinlar, munozaralar va boshqa kommunikativ vazifalar orqali o'tkaziladi. O'quvchilar ona tilida so'zlashuvchilar bilan muloqot qilish imkoniyatiga ega bo'ladilar. Shaxsiy ta'lim har bir o'quvchining individual ehtiyojlari va qobiliyatlari hisobga olinadi. O'qituvchilar o'quvchilarning o'rganish jarayonini kuzatib boradilar va ularga individual yordam ko'rsatadilar. Texnologiya shaxsiy ta'limni yanada samarali qilish imkonini beradi. Hamkorlikdagi ta'lim o'quvchilar guruhlarda birgalikda ishlaydilar va bir-birlaridan o'rganadilar. Hamkorlikdagi ta'lim o'quvchilarning kommunikatsiya, hamkorlik va muammolarni hal qilish qobiliyatlarini rivojlantiradi. Hamkorlikdagi ta'lim darslarda turli xil guruhli ishlar, munozaralar va boshqa faoliyatlar orqali amalga oshiriladi. Ushbu innovatsion yondashuvlar chet tillarini o'qitish sifatini oshirish va o'quvchilarning til ko'nikmalarini rivojlantirishda muhim ahamiyatga ega. O'quvchilarning turli ehtiyojlari va xohishlariga mos dinamik va interaktiv til o'rganish muhitini yaratish: “Diagnostika” o'quvchilarning til darajasi, o'rganish uslubi va qiziqishlarini aniqlash uchun testlar, so'rovnomalar va suhbatlar o'tkazish. Shaxsiy ta'lim rejalari har bir o'quvchi uchun uning ehtiyojlariga mos keladigan shaxsiy ta'lim rejalari tuzish. “Feedback” o'quvchilarning o'rganish jarayoni haqida muntazam ravishda feedback olish va ta'lim rejasiga o'zgartirishlar kiritish. Interaktiv o'quv materiallaridan foydalanish: “Multimedia resurslari” Video, audio, animatsiya va interaktiv mashqlardan foydalanish orqali o'quv materiallarini qiziqarli va tushunarli qilish. O'yinlashtirilgan ta'lim o'yinlar va o'yin elementlaridan foydalanish orqali o'quvchilarning motivatsiyasini oshirish va o'rganish jarayonini qiziqarli qilish. “Virtual reallik” (VR) va “Kengaytirilgan reallik” (AR): VR va AR texnologiyalari orqali o'quvchilarni til muhitiga to'liq sho'ng'itish va amaliyot qilish imkonini berish. Onlayn platformalar va ilovalar orqali o'quvchilarga istalgan vaqtda va istalgan joyda o'rganish imkoniyatini yaratish.

Zamonaviy o'qitish metodlari o’quv jarayonini yanada samarali, qiziqarli va o’quvchilar uchun foydali ta’lim olishga qaratilgan bo’ladi, o’quvchilarda 21-asr ko’nikmalari rivojlanadi, integratsiya sifatini oshiradi va ta'lim sifatini oshirishda muhim rol o'ynaydi. O'qituvchilar o'quvchilarning ehtiyojlariga mos keladigan metodlarni tanlashlari va ta'lim jarayoniga texnologiyalarni integratsiya qilishlari zarur va bu ta’limni yanada rivojlantirishga va ta’lim sifatini oshirishga xizmat qiladi va ularni kelajakda muvaffaqiyatli bo’lishga tayyorlashda muhim ro’l o’ynaydi.

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THE USE OF MULTIMEDIA TOOLS AS A STRATEGY OF DEVELOPING SOCIOCULTURAL COMPETENCE

Abstract

The article discusses the potential of multimedia tools in enriching the cultural awareness of students. The role of multimedia tools in the development of communicative competence of learners is discussed. Student's aesthetic values are cultivated via multimedia tools. Engagement of students is encouraged via multimedia tools.

Key words: multimedia, video, graphics, text, infographics, audio, communication, culture, language.

When the video is presented in the classroom, it does not only give information about the language, but the learners also can learn about culture of English native speakers. Then, it can support the learners' communicative competence in English. The third is to cultivate students' aesthetic values and ability to appreciate English videos of Artistic values (Hadijah, S. (2016). Teaching by using video: Ways to make it more meaningful in EFL classrooms. Proceedings of ISELT FBS Universitas Negeri Padang, 4(2), 307-315). In addition to providing details about what the students watched, the video is also supposed to leave an aesthetic impression on their minds. It might inspire them to engage in thoughtful reflection and analysis. The video will therefore be very helpful to the students. Given the many advantages and difficulties of using video in EFL classrooms today, it was expected to provide useful information for teachers, particularly EFL teachers, about some strategies they can use when teaching English through video. As a result, when teaching and learning activities are conducted with the aid of videos, students not only become more engaged but also have the opportunity to learn important lessons that will stick with them.

The digital resources allow teachers to create new techniques, as well as reevaluate and improve the more traditional techniques that help bring the target culture into the classroom (Dema, O., & Moeller, A. K. (2012). Teaching culture in the 21st century language classroom, 75-91). Students can interact directly with the second language and its culture without regard to time or location when using technology-based activities in conjunction with an inquiry-based learning approach. This allows them to explore and develop a deeper understanding of the target language's cultural knowledge. Incorporating technology into the current 3P model can increase teaching opportunities and give students new ways to expand their knowledge of language and culture. As this article has demonstrated, a wide range of technological tools and programs are available to teachers, enabling them to customize language instruction to each student as they interact, explore, and experiment with the target language and culture.

YouTube videos selected for the use in language classrooms should be based on certain criteria including proficiency level of the students, their cultural context, and the lesson's objectives. Therefore, teachers can make full use of the pedagogical implications of using YouTube videos in the classroom (Kabooha, R., & Elyas, T. (2018). The effects of YouTube in multimedia instruction for vocabulary learning: Perceptions of EFL students and teachers. English Language Teaching, 11(2), 72-81). According to the study's findings, EFL instructors ought to be encouraged to use YouTube in their lessons. To improve students' ability to learn and retain any aspect of the language they are trying to teach, they must, however, be selective in the videos they choose to use in their classrooms.

In general, students find the experience of using video material to be interesting, relevant, beneficial and somewhat motivating in class. As a result, it may be suggested that both teachers and students can be involved in creative ways to incorporate different video materials in a variety of classroom activities to enhance learning outcomes and provide a positive classroom environment (Bajrami, L., & Ismaili, M. (2016). The role of video materials in EFL classrooms. Procedia-Social and Behavioral Sciences, 232, 502-506). The effectiveness of using videos in the

classroom to encourage students to use websites as a platform for English study outside of the classroom and foster some level of learner autonomy, on the other hand, is still unclear. Although teacher supervision is advised, it's crucial to give students the freedom to explore independently and take the first steps on a journey to learn English through videos.

Multimedia is a future-oriented form of learning English. Improving conditions in schools, result in having well-equipped classroom enabling using various forms of multimedia. Currently, there are many students that need motivation in learning and as they are surrounded by multiple stimuli every day, they have to learn in the same way. They believe that computers are an excellent tool for communication, and when used in conjunction with the Internet, they make it simpler and faster to learn a foreign language. Teachers have noticed an increased willingness on the part of English language learners to participate in class, which is the next benefit. The third benefit is the undeniable effectiveness of teaching when combined with multimedia. The availability of sufficient high-quality multimedia resources for English instruction, which gives teachers the chance to give their students access to dependable, interesting sources, is the fourth major advantage.

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CHET TILLARINI O’QITISHDA ZAMONAVIY TEXNOLOGIYALARDAN FOYDALANISH METODIKASI

Annotatsiya

Ushbu maqolada chet tillarini o’qitishda zamonaviy texnalogiyalardan samarali foydalanish, chet tili o’qitish metodikasida qo’llanilayotgan zamonaviy metod turlari va ulardan foydalanish borasida so’z yuritiladi.

Kalit so’zlar: zamonaviy texnologiya, yoshlar, chet tillari, o’qitish.

Abstract

This article discusses the effective use of modern technologies in teaching foreign languages, the types of modern methods used in foreign language teaching methodology, and their application.

Key words: modern technology, youth, foreign languages, teaching.

Xorijiy tillarni o'rgatish bo'yicha kelajak uchun mustahkam poydevor bo'ladigan yangi tizimni yo'lga qo'yish vaqt-soati keldi." -deydi o'zlarining ma'ruzalarida hurmatli prezidentimiz Shavkat Mirziyoyev. Hozirgi kunga kelib, chet tili o’rganishga bo’lgan talablar kundan kunga oshib bormoqda, bog’cha yoshidagi bolalardan boshlab katta yoshdagi mutahasislar ham chet tilini o’rganishga chin dildan harakat qilmoqda. Hayotimizni esa zamonaviy texnalogiyalarsiz tasavvur qilish qiyin shu bilan birga ular chet tillarini o’rganishda ham muhim ro’l o’ynaydi. O’quvchilar chet tillarini o’rganishning oson va qulay yo’llarini izlayotgan bir payitta texnologiyalar o’qish va

o’qitish jarayonini yanada samarali, interaktiv va qiziqarli qilishga yordam beradi. Misol uchun, dars jarayonida chet tilidagi vidiolarni ko’rish, eshitish tushunish va gapirish ko’nikmalarini ancha yaxshilashga yordam berad. Ba'zi bir hollarda esa videolarga berilgan tushintirishlarni yozib olish, o’qish va gapirish qobiliyatinirivojlantirish uchun juda foydali bo’ladi . Shu bilan birga, "klaster", "baliq skeleti", "venn diagrammasi" , "rolli o'yinlar", "aqliy hujum", "savol-javob" kabi usullardan ham samarali foydalanish kerak. Har bir metodlar o’ziga yarasha hususiyatlarga ega u darslarni yanada qiziqarli va osson yo’l bilan o’rganish imkoniyatlarini yaratib beradi. Masalan, aqliy hujum metodini olsak u o’quvchilarni yana tez va kengfikrlashga, atrofdagilar bilan muloqotda bo’lganda esa nutqini o’sishiga juda katta yordam beradi. Til o'rganishda o'yinli yondashuv - bu o'quv jarayonini qiziqarli va interaktiv qilish uchun o'yinlar, musobaqalar va texnalogiyalardan foydalangan holda boshqa ko'ngilochar elementlardan foydalanishdir. Bu usul o'rganuvchilarning motivatsiyasini oshiradi, tilni tabiiy muhitda o'rganishga yordam beradi va stressni kamaytiradi.

1.Motivatsiyani oshiradi: O'yinlar o'rganishni qiziqarli qiladi va o'rganuvchilarning ishtiyoqini oshiradi.

2.Faol ishtirokni ta'minlaydi: O'yinlar o'rganuvchilarni faol ishtirok etishga undaydi va ularning diqqatini jamlashga yordam beradi.

3.Tilni tabiiy muhitda o'rganishga yordam beradi: O'yinlar tilni amaliyotda qo'llash imkoniyatini beradi va o'rganuvchilarga tilni tabiiy muhitda o'rganishga yordam beradi.

4.Hamkorlikni rivojlantiradi: Guruhli o'yinlar o'rganuvchilarning hamkorlik ko'nikmalarini rivojlantiradi va ularga bir-biri bilan muloqot qilish imkonini beradi.

5.Xotirani mustahkamlaydi: O'yinlar so'zlarni va iboralarni eslab qolishga yordam beradi va xotirani mustahkamlaydi.

6. Stressni kamaytiradi: O'yinlar o'rganish jarayonini qiziqarli qiladi va stressni kamaytiradi.

XX asr chet tillarini o’qitish metodi:

1. Table around metodi. 2. Assessment metodi 3. True and False 4. Repetition metodi.

Interaktivlik- o’quvchilar nafaqat tinglashlari, balkim, mashqlarda faol ishtirok etishlari, o’yinlar o’ynashlari va virtual muloqotda qatnashishlari kerak. Interaktiv doskalar, online viktorinalar, til o’yinlari va simulatsiyalar kabi vositalardan foydalanish.Multimedia- turli hil multimedia materiallardan (video, audio, rasm, animatsiya) foydalanish orqaliy o’quvchilarning diqqatini jalb qilish va ularning tilni tushinish qobiliyatini oshirish. Chet tildagi filmlar, musiqa, podkastlar va boshqa autentik materiallardan foydalanish.Moslashuvchanlik- texnalogiyalar o’quvchilarning individual ehtiyojlariga moslashtirilgan ta’lim dasturlarini yaratishga imkon beradi. O’quvchilarning o’z tezligida o’rganishlari va o’zlariga qulay bo’lgan vaqtlarda dars qilishlari mumkin. Muloqot- online suhbatlar, video qo’ng’iroqlar va fo’rumlar orqali o’quvchilarning chet tilida muloqot qilish imkoniyatlarini kengaytirish. Til almashish dasturlari orqali ona tilida so’zlashuvchilar bilan muloqot qilish.Baholash va nazorat- texnalogiyalar o’quvchilar bilimlarini baholash va ularning o’zlashtirishini nazorat qilish uchun turli xil vositalarni taqdim etadi. Online testlar, viktorinalar va topshiriqlar orqali o’quvchilarning bilimlarini baxolash.Online talim platformalaridan foydalanish : duolingo, babble, rosetta stone kabi platformalar til o’rganish uchun interaktiv mashqlar va o’yinlar taklif etadi. Courser, edX kabi platformalar universitetlar tamonidan taklif etiladigon online kurslarni taqdim etadi. Mobil ilovalardan foydalanish: til o’rganish uchun mo’ljallangan mobil ilovalar lu’'at boyligini oshirish, grammatikani o’rganish va muloqotko’nokmalarini rivojlantirishga yordam beradi.Virtual muloqotdan foydalanish : skype, zoom va boshqa video qo’ng’iroq ilovalari orqali chet tilida muloqot qilish mumkin bu usul chet tilida erkin gapirish eshitish va tushunish qobiliyatlarini oshitadi. Bugungi kunda inavatsion ta’lim texnalogiyalarning bir necha xil usullari mavjud. Ulardan darslarda mavzuni yoritishda keng va turli usullaridan foydalanilsa, darsning samaradorligi yuqori bo’ladi va o’quvchilarning darsga bo’lgan qiziqishlari ham ta’minlanadi. Har doim bilim berishda o’qtuvchi yaxshi bilimga ega, kreativ va o’quvchilar bilan tez chiqisha oladigon bo’lishi kerak.

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CHET TILLARINING XALQARO TURIZMGA TA`SIR ETUVCHI OMILLARI

Annotatsiya

Ushbu maqolada chet tillarining xalqaro turizmga ta’sir etuvchi omillari, bular qatoriga kiruvchi xalqaro hamda mahalliy miqyosidagi aloqa imkoniyatlarini ta`minlovchi, ta`lim va resurs sifatini oshiruvchi, mahsulot va xizmatlarni globalizatsiya qiluvchi kabi omillari haqidagi tushunchalar va ma’lumotlar keng tarzda yoritilib berilgan.

Kalit so‘zlar: Xalqaro aloqa imkoniyatlari, mahalliy aloqa imkoniyatlari, ta`lim sifatini oshiruvchi omillar, resurs sifatini oshiruvchi omillar, mahsulotlarni globalizatsiya qiluvchi omillar, xizmatlarni globalizatsiya qiluvchi omillar.

Abstract

This article provides a broad overview of the concepts and information on the factors that influence foreign languages in international tourism, including factors that provide opportunities for communication at the national and international levels, improve the quality of education and resources, and globalize products and services.

Key words: International communication opportunities, local communication opportunities, factors increasing the quality of education, factors increasing the quality of resources, factors globalizing products, factors globalizing services.

Hammamizga ma’lumki, chet tillarini bilish nafaqat ko‘plab turistlar, mehmonxonalar, restaranlar, transport xizmatlari, ta`lim beruvchi maskanlar (maktabgacha ta`lim, o‘rta ta`lim va asosan oliygohlari), balki mahaliy alohi bilan to‘g‘ridan to‘g‘ri muloqot qilish imkoniyatlarini ham bera oladi. Qolaversa chet tillarni bilish madaniyatlararo muloqotlarini rivojanishiga keskin ta`sir ko‘rsatib, iqtisodiy va ijtimoiy rivojlanishning barqarorligiga va ko‘plab turistlarni shakllantirib, ularning tajribalarini va malakalarining keskin o‘sishiga eng katta sabablardan biri bo‘la oladi desak hech ham mubolag‘a qilmagan bo‘lamiz. Bundan tashqari, aynan mamlakatimizda ham chet tillarini mukammal darajada o‘rganib kelayotgan yoshlar, o‘zlarining yetarli bilim va ko‘nikmalari, malaka va tajribalari tufayli nafaqat bizning mamlakatni, hattoki butun dunyoni lol qoldirib kelishmoqdalar. Chet tillarini bilish asosan ko‘plab sayohatchilarni, xizmat ko‘rsatuvchi provayderlarni, hattoki talabalarni va mezbon jamoalar o‘rtasidagi uzluksiz o‘zaro aloqalarni osonlashtirish uchun katta ahamiyat kasb eta oladi. Turizm sohasida esa chet tillarini bilish ko‘plab xorijiy hududlarga sayohat qilish, ta`lim sohasi bo‘yicha bilim va ko‘nikmalarni rivojlantirish, muhim asosiy xizmatlardan foydalanish va madaniy almashinuvlarning amalga oshirilishida asosiy omil sifatida xizmat qiladi.

Xalqaro va respublika miqyosidagi aloqa imkoniyatlarini ta`minlab beruvchi omillari haqida so‘z yuritadigan bo‘lsak, bunda asosan chet tillarni mukammal bilish respublika va xalqaro hamkorlik aloqalarni o‘sishi va rivojlanishi uchun yordam bera oladi va bu holatlar esa turizm

sohasida yanada yangi keng imkoniyatlarni yaratib berishda xizmat qila oladi. Qolaversa, turli xildagi chet tillarini bilish esa turistlar va mahalliy aholi o‘rtasidagi muloqatlarni mustahkam o‘rnatilishi uchun eng katta poydevor bo‘ladi oladi. Misol tariqasida aytadigan bo‘lsak, xorijiy mamlakatlarga tashrif buyurganlar ularning aytaylik, mehmonxonalaridan, restaranlaridan, transport xizmatlaridan, turistik zonalaridan, foydalanganlarida aynan chet tillarini bilishlari ularga katta poydevor bo‘ladi va mahalliy aholi bilan to‘g‘ridan to‘g‘ri hattoki tarjimonlarsiz muloqot qilish imkonini yarata oladi, bu holat esa ko‘nikma va malakalarni yanada rivojlanishi uchun yordam beradi. Eng asosiysi esa, chet tillarini bilish orqali barcha xorijiy mamlakatlar bilan o‘zaro aloqada va hamkorlikda bo‘lib, aynan o‘zining davlatidagi iqtisodiy tomondan o‘sishi va rivojlanishi uchun katta hissa qo‘shishga imkon yaratib bera oladi desak adashmagan bo‘lamiz. Bundan tashqari, chet tillarini o‘rganishga qaratilgan sa`y-harakatlar, kiritilgan sarmoyalar va salohiyatni oshirish kabi tashabbuslar mahalliy hamjamiyatlarga barqarorlashish, qolaversa turizm industriyasida faol ishtirok etish va rivojlanishlarga katta imkoniyatlar o‘chog‘ini ochib bera oladi.

Ta`lim sifatini oshiruvchi omillar haqida so‘z yuritadigan bo‘lsak, chet bilish orqali esa sayohatchilar tashrif buyurgan mamlakatlarining turli xildagi madaniyatlari, urf-odatlari va aynan o‘sha mamlakatlarning tarixlarini to‘liqroq ravishta o‘rganib borishlari uchun chet tillarini bilish to‘siqlarini yengib o‘tishlari, ularni to‘liq o‘rganishlari va mukammallashtirishlari, sayohat tajribalarini boyitishlari va dunyoqarashlarini rivojlantirishlari mumkin. Bundan tashqari, xorijiy mamlakatlarga tashrif buyurgan turistlarni yo‘naltirish va ularga xizmat ko‘rsatishni takomillashtirish va yaxshilash uchun aynan turizm sohasida ko‘plab xorijiy tillarni mukammal tarzda biluvchilarni tayyorlab chiqish orqali ta`lim sohasining yana yangi bir qirrasini rivojlanishiga keng tarzda imkon va yordam beradi desak hech ham adashmayiz. Hattoki chet tillarini bilish xorijiy mamlakatlardan kelgan sayyohlarga vatanimizning barcha madaniy va tarixiy tomonlarini yanada kengroq va ravon tarzda ochib berish uchun ahamiyatlidir va albatta bu jarayon esa o‘z o‘rnida shubhasiz o‘zbek xalqining yuksak, go‘zal tarixini va madaniyatini butun dunyoga namoyon va mashhur qiladi.

Resurs sifatini oshirishga qaratilgan omillar haqida so‘z yuritadigan bo‘lsak, chet tillarini mukammal darajada biladigan gidlar va xizmat ko‘rsatuvchilar ko‘plab turistlarga yetarli darajada tushunarli va aniq, ravon xizmatlarni ularga ma`qul bo‘ladigan darajada taqdim eta olishadilar. Qolaversa, chet tillarini biluvchi gidlar va xizmat ko‘rsatuvchilar turizmning qaynoq darajada rivojlanib, sayohat imkoniyatlarini kengaytirish va turistik tajribalarini boyitishga keng imkon yaralashiga yordam bera oladi. Turli xildagi chet tillarini mukammal va ravon darajada biluvchilarning foizining ortib borishi, aynan turizm sohasining yuqori cho‘qqida rivojlanishi, turistlarning ko‘payishi, sayyohlar esa mamlakatlarning madaniy, iqtisodiy, tarixiy tomonlari haqida yatarli darajada ma`lumotlarga ega bo‘lishida juda katta ahamiyat kasb etadilar.

Mahsulotlar va xizmatlarni globalizatsiya qiluvchi omillar haqida so‘z yuritadigan bo‘lsak, bunda chet tillarini biluvchi turistlar xalqaro turizm faoliyatlarini yengillashtirish va uzoq masofalarda turli xil xizmatlardan foydalanish uchun eng afzal qulayliklarni yaratib bera oladi desak hech ham adashmagan bo‘lamiz. Qolaversa, aynan chet tillarini bilish alohida global turizm bozoridagi raqobatbardoshlikni oshirish uchun ham yordam bera oladi.

Xulosa o‘rnida shuni aytib o‘tish joizki, chet tillarini bilish xalqaro va qolaversa mahalliy turizmni rivojlanishida katta ahamiyat kasb eta oladi. Chunki chet tillarni biluvchi gidlar, xizmat ko‘rsatuvchilar va hattoki talabalar ham mamlakatlarga tashrif buyurgan sayyohlarning, mehmonlarning tajribasini boyita oladilar, ularni mamlakatlarning tarixiy va madaniy tomonlari to‘g‘risidagi eng foydali va uni dunyoga taniydigan darajadagi ma`lumotlarga ega qilib, sifatli xizmat ko‘satishni rivojlantiradilar va yaxshilaydilar. Qolaversa, ta`lim va resurs sifatini, xalqaro va mahalliy imkoniyatlarni oshiruvchi omillarning keskin tarzda rivojlanishi va o‘sishi asosan chet tillari bilish va ularni mukammal darajaga olib chiqish orqali namoyon bo‘ladi.

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XORIJIY TILLARNI O’QITISH NAZARIYASI VA METODIKASI

Annotatsiya

Ushbu maqolada xorijiy tillarni o'qitish nazariyasi va metodining nazariy asoslarini va amaliy usullarini o'rganish va til o'rganishda psixologik, lingvistik va pedagogik aspektlarini, shuningdek, o'qitish metodlarini, texnologiyalarini va o'quv materiallarini ishlab chiqish haqida so’z yuritiladi.

Kalit so‘zlar: til o'rganish, til o'rgatish, til kompetensiyasi, kommunikativ metod, grammatik-tarjima metod, bilingual metod, zamonaviy texnologiya.

Annotation

This article discusses the study of the theoretical foundations and practical methods of the theory and methodology of teaching foreign languages, as well as the psychological, linguistic, and pedagogical aspects of language learning, and the development of teaching methods, technologies, and educational materials.

Key words: language learning, language teaching, language competence, communicative method, grammar-translation method, bilingual method, modern technology.

Xorijiy tillarni o'qitish nazariyasi va metodikasi - bu tilshunoslik, pedagogika, psixologiya va boshqa tegishli fanlar asosida xorijiy tillarni o'qitishning samarali usullari va tamoyillarini o'rganadigan fan. Uning asosiy maqsadi - o'quvchilarga xorijiy tilni tez va samarali o'rgatish uchun nazariy va amaliy asoslarni ishlab chiqishdir. Misol uchun

1 Til o'rganish: Til o'rganish nazariyalari xorijiy tillarni o'qitish metodikasining asosiy qismini tashkil qiladi. Bu insonning murakkab kognitiv jarayoni bo'lib, u bir yoki bir nechta tillarni o'zlashtirish, tushunish va ularda muloqot qilish qobiliyatini rivojlantirishni o'z ichiga oladi. Til o'rganish nafaqat lingvistik bilimlarni (grammatika, lug'at, fonetika), balki madaniy va ijtimoiy kompetensiyalarni ham o'zlashtirishni talab qiladi. Bir so’z bilan aytganda til o'rganish - bu shaxsning yangi tilni o'zlashtirish jarayini.Til o'rganishning asosiy aspektlari: Lingvistik aspekt: Tilning grammatik tuzilishi, lug'at boyligi va fonetik tizimini o'zlashtirish.Kognitiv aspekt: Tilni tushunish, tahlil qilish va unda fikrlash qobiliyatini rivojlantirish.Psixolingvistik aspekt: Tilni o'rganish va undan foydalanishning psixologik mexanizmlarini o'rganish.Sotsiolingvistik aspekt: Tilning ijtimoiy va madaniy kontekstda qo'llanilishini o'rganish.Til o'rganishning bosqichlari:

1. Prelingvistik bosqich: Bola tilni tushunishni boshlaydi, lekin hali gapira olmaydi.
2. Bir so'zli gaplar bosqichi: Bola oddiy so'zlarni ishlatishni boshlaydi.
3. Ikki so'zli gaplar bosqichi: Bola oddiy gaplarni tuzishni boshlaydi.
4. Ko'p so'zli gaplar bosqichi: Bola murakkabroq gaplarni tuzishni boshlaydi.
5. Til kompetensiyasi bosqichi: Bola tilni erkin ishlatishni boshlaydi.

Til o'rganish metodlari:An'anaviy metodlar: Grammatika va lug'atni yodlashga asoslangan metodlar. Kommunikativ metod: Tilni muloqot vositasi sifatida o'rganishga asoslangan metod.Immersion metod: Til muhitiga to'liq sho'ng'ish orqali o'rganish.Bilingual metod: Ikki tilda bir vaqtda o'rganish. Texnologiyalarga asoslangan metodlar: Kompyuterlar, internet va mobil ilovalar yordamida o'rganish.

2 Til o'rgatish nazariyasi - bu tilni o'qitish va o'rganish jarayonini tushunishga qaratilgan tamoyillar va g'oyalar to'plamidir. Ushbu nazariyalar tilni o'qitishning samarali usullarini ishlab chiqishga yordam beradi va o'qituvchilarga o'quvchilarning ehtiyojlariga mos keladigan darslarni rejalashtirishga imkon beradiTil o‘rgatish nazariyasining asosiy yo‘nalishlari: Behaviorizm - bu

nazariya til o‘rganishni odatlar shakllanishi sifatida ko‘radi. Bunda o‘quvchilar takrorlash, mashq qilish va rag‘batlantirish orqali til o‘rganadilar.Kognitivizm - bu nazariya til o‘rganishni aqliy jarayonlar bilan bog‘laydi.Bunda o‘quvchilar tushunish, tahlil qilish va muammolarni hal qilish orqali til o‘rganadilar.Sotsiokulturalizm - bu nazariya til o‘rganishni ijtimoiy va madaniy kontekst bilan bog‘laydi. Bunda o‘quvchilar muloqot qilish, hamkorlik qilish va madaniy tajriba orqali til o‘rganadilar.Kommunikativ yondashuv - bu yondashuv til o‘rganishning asosiy maqsadi muloqot qilish ekanligini ta’kidlaydi.Bunda esa o‘quvchilar haqiqiy muloqot vaziyatlarida til o‘rganadilar.Til o‘rgatish nazariyasining asosiy tushunchalari:Til kompetensiyasi: tilning grammatik qoidalarini bilish.Til performansi: tildan amalda foydalanish qobiliyati. Interlingva: o‘quvchining o‘rganayotgan tili va ona tili o‘rtasidagi o‘tish davri.Motivatsiya: o‘quvchining til o‘rganishga bo‘lgan istagi.O‘qituvchi roli: o‘qituvchining o‘quv jarayonidagi vazifalari.

3 Til metodikasi: Til metodikasi - bu tilni o'rgatishning usullari va prinsiplari. U turli xil o'qitish metodlarini (masalan, kommunikativ metod, grammatik-tarjima metodi, kognitiv metod) va texnologiyalarini (masalan, kompyuterlar, internet, mobil ilovalar) o'z ichiga oladi.Xorijiy tillarni o'qitish metodlari:Hozirgi vaqtda xorijiy tillarni o'qitishda turli xil metodlar qo'llaniladi. Ulardan eng keng tarqalganlari:Kommunikativ metod: Ushbu metod tilni muloqot vositasi sifatida o'rganishga qaratilgan. Darslar interaktiv shaklda, turli o'yinlar, munozaralar va rolli o'yinlar orqali olib boriladi.Grammatik-tarjima metodi: Ushbu metod tilning grammatik tuzilishini va lug'at boyligini o'rganishga, shuningdek, matnlarni tarjima qilishga qaratilgan.Kognitiv metod: Ushbu metod tilni o'rganishda o'quvchilarning kognitiv qobiliyatlariga (masalan, xotira, diqqat, fikrlash) tayanishga qaratilgan.Bilingual metod: Ushbu metod tilni o'rganishda ona tilidan foydalanishga qaratilgan.Integrativ metod: Ushbu metod tilni o'rganishda turli xil metodlarni birlashtirishga qaratilgan.Xorijiy tillarni o'qitishda zamonaviy texnologiyalar:Zamonaviy texnologiyalar xorijiy tillarni o'qitishda keng qo'llaniladi. Ulardan eng mashhurlari:Kompyuterlar va internet: Kompyuterlar va internet tilni o'rganish uchun turli xil resurslarga (masalan, onlayn darsliklar, lug'atlar, video materiallar, audio materiallar) kirish imkonini beradi.Mobil ilovalar: Mobil ilovalar tilni o'rganish uchun qulay va interaktiv vosita hisoblanadi. Ular lug'at boyligini oshirishga, grammatikani o'rganishga va talaffuzni yaxshilashga yordam beradi.Virtual reality (VR) va Augmented reality (AR): VR va AR texnologiyalari tilni o'rganishda immersiv tajriba yaratadi. Masalan, talabalar VR orqali xorijiy mamlakatlarga "sayohat qilishlari" va u yerda tilni qo'llashlari mumkin.Sun'iy intellekt (AI): AI texnologiyalari tilni o'rganishda talabalarga individual yondashuvni ta'minlashga yordam beradi. Masalan, AIga asoslangan chatbotlar talabalarning savollariga javob berishi va ularga tilni o'rganishda yordam berishi mumkin.

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THE ROLE OF GAMES TO INCREASE LISTENING SKILLS

Annotation

It is well-known that four essential skills play a crucial role in learning any foreign languages. These are speaking, listening, reading and writing. Through these types of speech

activities, it is possible to convey or receive information in foreign language.

Key words: game, concentration, passage, table, concentrate, comprehension,

Listening is a receptive speech activity and a complex lingustic process. It involves understanding, interpreting and actively listening to spoken speech. Bernard Baruch once said, "most of the successful people I know are those who listen more than they speak".

One of the most famous teachers who was known as A'zam teacher noticed that learners can easily face problem that was related to listening ability while solving test.[1] Students must prevent this kind of difficulty by concentrate well. Story retelling is one of the most appropriate game to catch learners' attention for teachers. for this activity you choose short story or passage which is suitable for learners' level. Then give some guiding questions to help student focus while listening. By giving introduction and prediction questions you catch learners' attention. After reading passage once and without any interruption, you start reading again. This time learners can write down notes. At the end of the activity, you give questions then learners must answer all of them. This activity is suitable for students of all level.

Also, to enhance listening class must be more active and interesting than other skills. Many researchers have been conducted several studies. Nyrdianungsih & Rahmawati (2018) conducted [2] that Running Dictation Game can increase the learners' listening ability. Firstly, teacher divide students into small groups which contain 2 or 3 students. Tutor must post short texts in different locations around the room before students enter the classroom. Each group should have one runner and a writer to make sure the activity runs efficiently and effectively. Runner reads a part of text, memorizes and runs back to dictate to the writer. Writer must listen each word very carefully and write down the text. If they are not able to write fully, runner would run again and come back after memorizing. At the end, after finished writing they compare text with original one and correct the mistakes. This game helps to increase not only listening, but also writing skill as well

Listening comprehension is one of the essential skills for students learning English as a second or foreign language. Sylven & Sundqvist have been to find activities which learners would enjoy playing while the lesson.[3] Using games to improve listening comprehension skills is an effective approach for learners. For example, the "Smart Table" game is a useful activity. Before playing a song, learners are given pictures related to the music. These pictures serve as clues, helping them predict what kind of song they will listen to.

Additionally, students are provided with a table containing different parts of speech in advance. While listening to the song, they must identify nouns, verbs, adverbs, and conjunctions in the lyrics and write them in the appropriate blank spaces in the table. This task is completed individually, helping learners develop their listening comprehension skills and distinguish different parts of speech. This game is a suitable option for beginner-level students.

In conclusion, playing active games can help students to improve their listening skill. If students pay attention the games and participate it, they can increase listening skill without any difficulties. Also, games can help students to work with group and this leads to rise of listening ability. Games are one of the most necessary things for all skills.

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THE IMPACT OF DIGITAL TOOLS AND THEIR IMPORTANCE IN LANGUAGE LEARNING

Abstract

In the modern world, technological devices play a crucial role in shaping education systems. Instructors increasingly rely on digital tools such as smartphones, laptops, and computers to facilitate learning, making technology an essential component of the teaching process. This article explores the impact of digital tools on education, particularly in language learning, highlighting their role in enhancing students' listening, speaking, reading, and writing skills. The study also discusses research findings by scholars such as Berhanu (2021) and Cashia et al. (2021), which indicate that the integration of technology positively influences English proficiency, especially among medical students. Furthermore, the COVID-19 pandemic accelerated the adoption of digital tools, transforming traditional educational approaches and fostering online learning. While digital tools provide numerous benefits, challenges remain in balancing conventional and modern teaching methods. This article aims to analyse the advantages and limitations of using technology in language education and its implications for future pedagogical strategies.

Key words: technological devices, language learning, digital tools, online education.

In this modern world, the impact of technological devices plays a crucial in the development of education systems. Nowadays, instructors can not even imagine the teaching process without those tools. To be precise, every single detail as a knowledge for learners depends on smartphones, laptops, computers and etc. Furthermore, the development of some countries also creates a chance to fulfill teachers' areas with these kinds of necessary and beneficial devices. For this reasons, most investors and businessman who desires to set up their own business in educational sphere tries to bring such innovative and technological equipment for their academic areas. As a consequence, they are able to enhance the quality of learning and make the teaching process straightforward. Moreover, these devices and opportunities creates enthusiasm and motivation towards learning languages on students. To be more precise, students are able to organize exciting and fascinating learning atmosphere and at the same time study and take advantage of these tools properly.

Undoubtedly, the effectiveness and difficulties of this approach lead to various researches and explanations in science. Due to the presence of conventional method of instructing, there are still some combinations and misconceptions about the usage and beneficial sides of modern technologies in classes. As a result, in this article, many researches noted by some professional scientists such as *Desta, Workie, Yemer, Denku and Berhanu* will be explained and analyzed in detail. These researchers identified that the implementation of technological devises to learn English demonstrated a positive effect on English proficiency of medical students. (*Berhanu 2021*). Their main purpose to observe this research is to analyze the medical students' knowledge in English and their attitude and personal perspectives towards these innovations. Consequently, the results were all positive and their opinions about these proposed devises to learn English language are significant and acceptable.

On the one hand, the main cause of the development of digital tools is pandemic situation. Hence, this pandemic situation caused a significant transformation to education system of all countries. For the reason that technological devises were the main part of learning in those moments which made learning online more common and preferable among students. Furthermore, digital tools, namely, online platforms, web conferences, electronic diaries and etc., assisted both teachers and students not to lose contact and keep concentration. *(Cashia et al.. 2021).* Consequently, it leaded to a presence and development of learning online. As far as it is obvious,

after this phenomenon, the number of teachers and trainers who teach in a traditional way, to be more precise, in schools, universities and learning centers, changed their method of teaching and started teaching and selling their lessons online. Unless we consider technological devices as main tool and take their effectiveness into account , we can't really value them. Nowadays especially these devises are assisting students to learn foreign languages in many different areas. To be more precise, they significantly impact on their listening, reading, speaking and writing skills in English.

1: Beneficial sides of technological tools to improve listening:

Digital tools are the primary parts of improving listening skills. For instance, students are able to enhance their listening by listening to podcasts, radio programs on their personal devises. Hence, listening regularly and taking advantages of these tools affects their knowledge of listening positively. They are able listen and understand meaning of the tracks at the same time by using their digit tools to listen regularly.

2. The effect of digital tools in speaking English.

In these modern days, both the Internet and social media play a crucial role in the development of communication skills of students.

Take, for example, some apps such "Hello", "Quora", "Reddit" and etc. Nowadays, the students who learning not only English but also other languages take advantage of these apps on a daily basis. For the reason that these apps are so common and efficient way of improving speech. Specifically, there are many native speakers who are making contents for any kinds of foreign languages. Hence, these tools create an opportunity to connect with native speakers such as English-speaking people. As a result, students can acquire a lot of information and learn language in a proper way. Moreover, by speaking regularly, students become more confident on themselves and increase their social skills. Furthermore, social media platforms such as YOU TUBE, INSTAGRAM, TELEGRAM and etc are full of different videos, TV shows, movies and different blogs about the life of many celebrating. Consequently, watching these resources and observing them has many positive effects. For instance, they are able help students improve their pronunciation, speak fluently without pauses and get better at grammar too. Therefore, digital tools are necessary during the process of learning foreign languages.

3. The merits of digital tools in reading comprehension.

Undoubtedly, the advantages of digital devices, especially, smartphones, are unimaginable. To be specific, they have uncountable disadvantages for English learners in various ways. For example, digital tools are helpful to make reading more engaging, accessible and effective. There are many e-books and apps that students can read wherever and whenever they are. Although, these apps are available all time, students do need some devises such as smartphones, laptops and even headphones to utilize them. Due to the this, while they are going to some occasions or they are in transports, they have access to read and understand these e-books rather than carrying physical books. As a result, they are able to spend their precious time and at the same time develop their reading skills.

Moreover, there are many scientific articles on social media and websites. Students frequently use their phones to read them everywhere. Owing to many conveniences of digital tools, students consider them as a crucial and irreplaceable parts of their life. Without any concerns, while analyzing and discussing the concepts in articles or apps, students encounter some challenges based on the vocabulary in those passages. It is obvious that students immediately log in some sites or apps to translate the words that they don’t have any clue and identify their meaning in a fast and straightforward way. This approach with technological devises leads to the improvement of both two skills such as reading comprehension and vocabulary.

In conclusion, in the technologically advanced world, individuals can not even imagine their life without technological devises. Their effectiveness in all spheres such as education, business, law, contracts, tourism, medicine and etc., is noteworthy and dramatic.

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THE IMPORTANCE OF COMMUNICATIVE LANGUAGE TEACHING APPROACH (CLT) IN LANGUAGE TEACHING

Annotation

This article surveys the role of Communicative Language Teaching Approach and how it is used in education, particularly in the context of teaching and learning English. It studies the history and development of CLT, its principles, main aspects, characteristics, theories, role of the teacher and student, types of activities, techniques, advantages and disadvantages of CLT. It is important to mention that this work highlights the effects of this method to improve learners' communication skill.

Key words: CLT, interaction, content, task-based learning, fluency, authentic materials, students' errors.

There are many strategies to help learners develop their skills, and the Communicative Language Teaching (CLT) or Communicative Approach (CA) is one effective method. It originated during the 1970s in Europe to make language learning more focused on practical use and real-life communication. This technique encourages students to use the language actively in real-life situations. In addition, CLT is a non-methodical system that does not rely on a textbook series. Instead, it concentrates on building strong speaking and listening skills prior to reading and writing. Moreover, it generally does not emphasize linguistic form, but some attention is given to them before and after communication activities. Applebaum mentioned that CLT allows students to get the chance to engage with the target language in a meaningful and authentic way. In this approach, the teacher functions as a guide or facilitator. Students are communicators. They are actively engaged in trying to make themselves understood and in understanding others. According to Laser-Freeman, CLT is based on the idea that language is actively learned through communication. He stresses Being able to communicate requires more than linguistic competence; it requires communicative competence. Both spoken and written language are essential for expressing ideas and engaging in meaningful communication.

Academic ideas helped develop communicative language teaching. Before communicative language teaching became popular, the main method was Situational Language Teaching, which was more structured and focused less on direct communication. In Britain, applied linguists began to question the effectiveness of situational language teaching. This was partly due to Chomsky, who showed that existing language theories could not explain the variety that is found in real communication. Other linguists like Christopher Candlin and Henry Widdowson also noticed that traditional language learning was ineffective in classrooms. They believed that learners not just needed to learn grammar and structure, but also develop communication skills and practical language use. In 1966, linguist and anthropologist Dell Hymes introduced the concept of communicative competence, which redefined what it meant to "know" a language. He argued that people should know not only grammar but also know how to use language correctly in different situations. Hymes explained this with his famous quote: "There are rules of use without which the rules of grammar would be useless".

The main characteristic of CLT is that almost all activities are designed for real communication. Learners use the language actively through tasks like games, role-plays and problem-solving exercises. According to Morrow (Johnson & Morrow, 1981), activities that promote true communication share three features: an information gap, the ability to make choices and receiving feedback. One of the basic assumptions of CLT is that learning to communicate

makes students more motivated to study a new language because they see it as a practical skill. Teachers also encourage students to express their thoughts and opinions regularly.

According to the roles of teacher and student in CLT, the teacher serves as a facilitator and advisor. They create an opportunity for authentic communication and help learners to improve their communicative competence through interactive activities. Students, on the other hand, are communicators or active participants in the learning process.

Every teaching method has its advantages as well as the CLT approach. First advantage, the communicative approach is student-centered, because it is based on learners' needs and interests. Second, it adapts language to students' interests, making it easier to remember. Third, this approach uses real-life materials, making the learning more engaging and motivating. On other hand, there are negative sides of the communicative approach. Firstly, CLT is focused on fluency, while the grammar accuracy is reduced. Second, a communicative approach often requires extra time for interactive activities and group discussions. Third, assessing learners' progress in communication skills can be more challengeable than testing accuracy and vocabulary.

In general, a communicative language teaching approach is one of the most effective strategies that focuses on real-life communication and student interaction. It helps learners improve communication skills through interactive activities and authentic materials. However, this approach has some challenges like less focus on grammar accuracy and the need of skillful teachers and materials. Despite these negative sides, CLT continues to be an effective approach to learn a language, as it promotes fluency, confidence, self-assurance and active participation in the learning process.

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THE ROLE OF TECHNOLOGY IN LANGUAGE TEACHING: INTEGRATING DIGITAL TOOLS AND ONLINE RESOURCES

Abstract

The integration of technology in language teaching has revolutionized educational methodologies, providing teachers and students with enhanced tools for effective learning. This article examines the impact of digital tools and online resources on language acquisition, analyzing their benefits, challenges, and overall effectiveness. Through a combination of literature review, surveys, and experimental studies, the research highlights improved engagement, accessibility, and proficiency among learners. Despite some challenges, such as digital disparities and teacher training requirements, technology remains a crucial component in modern language education.

Key words: technology, language teaching, digital tools, online learning, interactive learning, educational technology, resources, traditional teaching, integration methods, online learning, interactive learning, educational technology, computer-assisted language learning (CALL), artificial intelligence in education, virtual classrooms.

In the 21st century, technology has significantly transformed language teaching and learning. The integration of digital tools and online resources has provided teachers with innovative methods to enhance student engagement, foster interactive learning, and improve language proficiency. Traditional teaching methodologies are increasingly supplemented or replaced by digital platforms, making learning more accessible and personalized. This article explores the role of technology in language teaching, focusing on the methods of integration, results achieved, and the analysis of its impact. To examine the effectiveness of technology in language teaching, various methods were employed.

Literature Review: A comprehensive analysis of scholarly articles, journals, and case studies discussing technology in language learning.

Survey and Interviews: Conducted among language teachers and students to assess their experiences with digital tools.

Experimental Study: A comparative study between two groups—one using traditional methods and the other integrating digital tools—was conducted over a semester to evaluate progress in language skills.

Case studies: Analysis of specific schools and institutions that have succesfully implemented digital tools for language instruction.

Data-analytics: Use of learning analytics to measure student engagement participation, and performance in technology-enhanced classrooms.

Enhanced Student Engagement: Interactive apps, gamified learning platforms, and multimedia resources increased motivation and participation among students. Improved Language Proficiency: Students using technology demonstrated better vocabulary acquisition, pronunciation accuracy, and grammar comprehension. Accessibility and Flexibility: Online platforms provided opportunities for self-paced learning, benefiting students with different learning styles and schedules. Teacher Support and Challenges: While technology facilitated better classroom management and content delivery, some educators faced difficulties in adapting to new tools due to a lack of training. Impact of Artificial Intelligence: AI-driven chatbots, speech recognition tools, and machine learning applications have personalized learning experiences and provided instant feedback, aiding students in mastering linguistic nuances.

Numerous studies highlight the effectiveness of technology in language learning. Warschauer and Meskill (2000) emphasize that digital tools facilitate interactive and student-centered learning environments. Similarly, Chapelle (2003) argues that Computer-Assisted Language Learning (CALL) provides learners with personalized learning experiences and immediate feedback. More recent research such as that by Stockwell (2012) underscores the importance of mobile-assisted language learning (MALL), demonstrating how smartphones and tablets create flexible and accessible learning spaces. Additionally, the integration of Artificial intelligence (AI) and virtual reality (VR) in language education is gaining traction, offering immersive experiences that simulate real-life conversations.

This study employs a qualitative research approach, utilizing case studies and literature reviews to analyze the impact of technology on language teaching. Data is collected from scholarly articles, teacher surveys, and interviews with language educators who incorporate digital tools in their instruction. The analysis focuses on the benefits, challenges, and best practices of technology integration in language classrooms.

The integration of technology in language teaching has reshaped the traditional learning paradigm. Digital platforms such as Duolingo, Babbel, and Google Classroom have enabled immersive learning experiences, making language acquisition more dynamic. The shift from passive to active learning through multimedia content, virtual reality (VR), and artificial intelligence (AI)-powered chatbots has enhanced students' practical language skills. Additionally mobile-assisted language learning (MALL) has provided students with opportunities to learn anytime and anywhere through mobile applications and cloud-based resources. This flexibility has contributed to more sustained learning habits and personalized study plans. However, challenges remain in ensuring equal access to technological resources. Socioeconomic disparities may prevent

some students from fully benefiting from digital tools, highlighting the need for policy interventions to bridge the digital divide. Furthermore, the reliability of digital tools varies, with some resources lacking proper pedagogical design, which can lead to ineffective learning experiences. Virtual classrooms, facilitated by platforms like Zoom, Microsoft Teams, and Google Meet, have changed the landscape of language instruction. These platforms enable real-time interactions, collaborative learning through group activities, and exposure to diverse linguistic environments. Moreover, online forums, discussion boards, and social media communities have fostered peer learning and language exchange among students globally. Gamified learning environments, such as Kahoot and Quizlet, have made language learning more engaging by incorporating competitive and interactive elements. Studies show that gamification improves retention rates and encourages learners to practice language skills more frequently. Artificial Intelligence and Adaptive learning: Al-powered language learning applications use natural language processing (NLP) to provide adaptive learning experiences. Chatbots, voice recognition, and real-time feedback mechanisms assist students in refining their pronunciation, sentence structure, and comprehension. Machine learning algorithms also analyze student performance and suggest personalized exercises. The integration of technology in language teaching has reshaped the traditional learning paradigm. Digital platforms such as Duolingo, Babbel, and Google Classroom have enabled immersive learning experiences, making language acquisition more dynamic. The shift from passive to active learning through multimedia content, virtual reality (VR), and artificial intelligence (AI)-powered chatbots has enhanced students' practical language skills. Additionally, mobile-assisted language learning (MALL) has provided students with opportunities to learn anytime and anywhere through mobile applications and cloud-based resources. This flexibility has contributed to more sustained learning habits and personalized study plans. Virtual and Augmented Reality for Language Learning: VR and AR technologies offer immersive learning environments where students can engage in real-life conversations, practice dialogues in simulated settings, and develop cultural awareness through interactive storytelling. These technologies provide experiential learning, helping students gain confidence in using a new language in real-world scenarios. Learning Analytics and Data-Driven Insights: Educational institutions increasingly use learning analytics to measure student engagement, participation, and performance in technology-enhanced classrooms. By collecting and analyzing data, teachers can tailor their instructional strategies, identify at-risk students, and implement interventions that improve language learning outcomes.

Technology has undeniably transformed language teaching, offering innovative solutions to enhance engagement, accessibility, and learning outcomes. Despite the challenges, the benefits outweigh the drawbacks, making digital tools and online resources indispensable in modern education. Future research should focus on refining digital pedagogical strategies, ensuring inclusivity in technology-assisted language learning, and further exploring the potential of AI, VR, and gamification in enhancing linguistic competencies.

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THE ROLE OF GRAMMAR TRANSLATION METHOD AS A TRADITIONAL METHOD OF TEACHING LANGUAGES

Annotation

This paper provides an in-depth analysis of grammar teaching method, the historical roots of this method, pointing out its importance in 18th and 19th centuries. The article discusses the continued application in this language education in 21st century, emphasizing its strengths on skills such as reading and writing, and also, neglecting the skills listening and speaking. Additionally, this paper describes the advantages and disadvantages of grammar teaching method.

Key words: Grammar translation method, language teaching, grammar focused method, literary texts and exercises, bilingual list, dead language.

Grammar translation method is one of the oldest and most traditional methods of teaching any foreign language. It was originally used to teach dead language and literature such as Latin and Greek, involving little or no spoken communication, mainly focusing on reading and writing skills. grammar teaching method.

Another name of GTM (Grammar translation method) is Classical Method, since it was first used in the teaching classical languages Latin and Greek in 18th and 19th centuries and earlier in 20th century it was used for the purpose of helping students to read and appreciate foreign languages and literature. Linguists believed that with the help of this method studying the grammar of the target language, students would become more familiar with their native language as well, and familiarities would help them to read and write in their native language better. Additionally, it was thought that learning foreign languages would help students enrich their horizons, grow intellectually, and stand out among other people.

Characteristics

A focus on learning the rules of grammar and their application in translation passages from one language into the other. These rules are applied to translate the sentence between native and target language, and vice versa. A native language is mostly used than target one, as it's heavily relied on upon explanation, translation, and comparison. Translation is a core activity. Translating text, literally text, from target language to the native is the central method: classical literary texts are often used as teaching material and detailed explanations of grammatical rules. Because of using native language more than target, in most cases everything is explained in the first language. Consequently, it is easy for teachers to conduct a lesson with little or no effort, as it does not require a teacher to speak good in English or make good lesson preparation. Also, vocabulary selection is based on solely reading textbooks, and words are taught through bilingual word lists, dictionary, and memorization. Learners have to learn by hard all the given new words with or without knowing its definition.

Advantages of GTM

1.Development of reading and translation skills. Students become proficient in understanding and translating the texts.

2.Strong grammatical foundation. Learners gain strong understanding, easy as well as complex grammatical structures that can help in academic pursuits.

3.Last but not least, minimal need for native-like pronunciation. This method is highly systematic and this method doesn't require good pronunciation or fluency in speaking.

Disadvantages of GTM

1.One of the main disadvantages of GTM is that this method gives wrong idea of what language is and the relationship between languages.

2. Neglect of speaking and listening skills. Learners often struggle with real-life communication, since this method is solely based on reading and writing.

3.This method can be boring and demotivating for some learners. The repetitive nature of translation and memorization cannot be engageable for hyperactive students.

Although GTM is no longer the dominant method in modern language teaching, it is still used in some contexts. Additionally, in Uzbekistan as well, teachers combine GTM and other modern methods when teaching a foreign language, since it is one of the effective methods to teach students.

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THE ROLE OF ARTIFICIAL INTELLIGENCE IN THE PROCESS OF LANGUAGE LEARNING. THE METHODS OF TEACHING AND LEARNING LANGUAGES WITH THE HELP OF ARTIFICIAL INTELLIGENCE

Annotation

This article explores the growing significance of Artificial Intelligence (AI) in the field of language learning and teaching, highlighting its transformative impact on education. AI-driven technologies have revolutionized traditional methods by offering personalized learning experiences, adaptive assessments, and real-time feedback, making language acquisition more efficient, engaging, and interactive. The rapid development of AI-based tools, such as natural language processing (NLP), speech recognition, and automated translation, has significantly enhanced accessibility for learners of different linguistic backgrounds. In addition, this study delves into the advantages AI provides in language education, such as personalized tutoring, automated evaluation, and immersive learning environments, which enable students to practice speaking and writing with greater accuracy. AI's accessibility across various digital platforms also allows for self-paced learning, making education more inclusive and available to a wider audience. Furthermore, the article discusses the future role of AI in language instruction within the context of an increasingly digitalized world. As AI continues to evolve, it is expected to play a crucial role in addressing linguistic challenges, bridging communication gaps, and offering innovative solutions for educators and learners alike. The research underscores how AI is not only a supportive tool but also an essential component in modern language pedagogy. Lastly, this article provides an in-depth analysis of AI's complex mechanisms, including its algorithms, machine learning capabilities, and role in cognitive language processing. It examines both the benefits and potential challenges of integrating AI into education, offering insights into how AI can be effectively utilized to enhance learning outcomes. The discussion also extends to ethical considerations and the need for balanced human-AI interaction to ensure meaningful learning experiences.

Key words. Artificial Intelligence, language learning, language teaching, personalized

learning, adaptive assessment, speech recognition, natural language processing (NLP), automated translation, digital education, interactive learning, AI-driven tools, immersive learning, self-paced education, cognitive language processing, machine learning in education.

In the modern era of technological advancements, Artificial Intelligence (AI) has revolutionized various fields, including education. The integration of AI in language learning and teaching has opened new opportunities for students and educators, making the learning process more effective, interactive, and personalized. AI-powered tools such as virtual tutors, speech recognition software, and adaptive learning platforms enable learners to acquire language skills more efficiently. The demand for AI-driven language learning has been growing rapidly due to its ability to provide real-time feedback, automate translations, and facilitate immersive learning experiences. AI enhances language acquisition by offering personalized learning paths, recognizing speech patterns, and improving pronunciation accuracy. With AI, students can practice communication skills in a more natural and interactive manner, bridging the gap between theoretical knowledge and practical application. This article aims to explore the significance of AI in language education, analyzing its role, advantages, and challenges. It discusses how AI has transformed traditional teaching methods, improved accessibility, and shaped the future of language learning. Additionally, it examines the potential impact of AI on educators, highlighting the need for adapting teaching strategies to effectively integrate AI-based tools in the classroom.

AI is not only technological development, but also play a significant role in humans' life. For example, it plays an important role in education, medicine and also transportation. AI helps to teach students in an interesting and a productive way. Such as, Duolingo, Coursera platforms and also Chat bot, Google Translate apps try to help to learn independently in effective and interactive way. If I give an example for this, Google Translate is the key of translating from any kind of language to their desired language easily. Furthermore, in medical field AI helps to detect a disease early and treat an illness. For instance, there are many medical devices based on AI which helps to diagnosing diseases by scanning internal organs like X-ray and tomography equipment. These devices help to diagnosing illnesses such as, stroke early and contribute to treat it before disease progression. Cancer, pneumonia, fractures are identified by AI. When it comes to the transportation field, AI is of great importance by ensuring traffic safety with self-driving cars. For example, Tesla and Waymo companies are improving autonomous vehicles using AI. These cars help to follow traffic rules and foresee accidents in advance. Currently, digitalizing technologies provide an opportunity to live without difficulties. There are many benefits that speed, exactness, goal-oriented decisions and automation. Besides, the opportunities of AI include solving environmental issues, educational robots, healthcare and online services. Educational robots in future will support teachers and students by analyzing virtual lessons and answering questions accurately. Also it helps to develop waste recycling and carry on environmental purities. The methods of language learning and teaching through AI encompasses several key stages: It is systematic programs that personalized educational systems that show students' mistakes and to create lesson schedules for them. Besides, methods of sound appreciation and pronunciation: that to teach how to analyze articulation and pronounce correctly. For example, ELSA speak and Google translate.

In conclusion, AI is developing innovation to almost all features of human lives. It plays a crucial role in education, healthcare, ecology security, and production. Furthermore, AI also embraces language learning and teaching methods. The influence of Artificial Intelligence on language learning and teaching is undeniable. AI-driven educational tools have reshaped the way students acquire language skills, offering them personalized and efficient learning experiences. By utilizing AI-powered applications, learners can access real-time assistance, interactive exercises, and customized study plans, making language acquisition more engaging and effective. While AI provides numerous benefits, it is essential to address certain challenges, such as ethical concerns, data privacy, and the need for human supervision in language education. Teachers play a crucial role in guiding students through AI-enhanced learning environments, ensuring that technology complements rather than replaces human interaction. As AI continues to evolve, its role in

education will become even more prominent, further improving the efficiency and accessibility of language learning. By embracing AI, educators and learners can optimize the learning process, making it more adaptive to individual needs and fostering a deeper understanding of linguistic and cultural nuances.

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INGLIZ TILI O‘RGANUVCHILARI UCHUN GAPIRISH KO‘NIKMASINI RIVOJLANTIRUVCHI METODLAR TIPOLOGIYASI

Abstrakt

Mazkur maqolada ingliz tili o‘rganuvchilar gapirish ko'nikmasini rivojlantirishda foydali bo'lgan metodlar yoritib beriladi. Bu metodlar orqali til o’rganuvchilar fikr to‘liqligi va tugallanganligiga ega bo'lishlik, ravon va chiroyli gapira olishlik, ingliz tilida jumlalarni grammatik jihatdan to'g'ri tuza olishlik kabi jihatlar haqida fikr yuritiladi.

Kalit so‘zlar: gapirish ko'nikmasi, metodlar, shadowing, lug‘at boyligi, muhokama qilish, nutq, tanqidiy fikr.

Abstract

In this article,the methods that are useful in the development of speaking skills will be highlighted.Through these methods, language learners think about aspects such as having completeness and completeness of thought, being able to speak fluently and beautifully, and being able to construct sentences in enlish grammatically correctly.

Key words: speaking skills, methods, shadowing, vocabulary, discussion, speech, critical thinking.

Hozirgi globallashuv davrida til o'rganishning ahamiyati ortib bormoqda. Ayniqsa, ingliz tilini o’rganish juda ommalashib bormoqda. Ingliz tili o‘rganuvchilari uchun aynan qaysi qism qiyinlik qilishini bilish maqsadida so‘rovnoma o‘tkazdim va bu so‘rovnomada sakkizta ishtirokchi qatnashdi.So‘rovnoma natijalari ingliz tilini o‘rganish jarayonida gapirish ko‘nikmasi nisbatan murakkabroq ekanligini ko‘rsatdi. O‘rganuvchilar uchun gapirish jarayonidagi asosiy muammolarga fikr kelmasligi, nutqning ravon va aniq chiqmasligi, gaplarni ingliz tiliga tarjima qilayotganda grammatik xato qilish, lug‘at boyligi yetarli emasligi va bilgan so‘zlarni nutq jarayonida qo‘llay olmasligi kabilarni kiritish mumkin.XXI asr yoshlarining tanqidiy fikrlashni va muloqotni rivojlantirishi uchun 4k (cooperation, critical thinking, creativity, comminication) ko‘nikmasi katta ro`l o‘ynamoqda. Tadqiqotchi olim J.Cummins so`zlashuvni rivojlantirish uchun

kundalik muloqatdan tashqari akademik til muhitiga ham e`tibor qaratish lozimligini ta`kidlagan va ‘BICS’(Basic interpersonal communication skills) va ‘CALP’ (Cognitive academic language proficiency) tushunchalarini ilgari surgan. Gapirish ko‘nikmasini rivojlantirmoqchi va bu kabi muommolardan halos bo’lishni istaganlar uchun muammolar yechimi sifatida quyidagi metodlardan foydalangan ma'qul.

1. O‘z-o'zi bilan muloqot qilish.

Bu metoddan foydalanish uchun bosh xona va bitta ko'zgu kerak.Ko‘zgu yordamida o’rganuvchi o’z-o’ziga qarab, kunlik rejalari, o'qigan kitoblari,o‘rgangan ma’lumotlari, bo'lgan voqea-hodisalarga tahlili haqida inglizcha nutq qilib, gapirib berish orqali rivojlantirish mumkin. Agar o’rganuvchi har kuni mana shu metoddan foydalansa, nutqi, tanqidiy fikrlashi o'zidan o'zi ko'tariladi.

2. Shadowing usuli

Hozirgi kunda judayam ommalashgan va tezda samara beradigan usullardan biri-shadowing. Bu usulda ingliz tilidagi video, audiolar ko'rib,eshitib keyin esa uning ortidan takrorlash orqali talaffuz ravonligiga, gaplarni grammatik jihatdan to'g'ri tuzishga erishiladi.

Bundan tashqari nutq jarayonida duch keladigan ayrim muommolar ikkilanish, to’xtab qolish, xato talaffuz qilish]ni bartaraf etish uchun o’rganuvchining so’zlayotgan nutqini videoga olish yoki audiolashtirishni kalit sifatida berishimiz mumkin.

3. Hikoya metodi.

Hikoyalash metodi fikrlashga, gaplarni grammatik to'g'ri tuzishga va yangi mavzuga duch kelganda to’xtab qolmaslikka yordam beradi. Buning uchun o’rganuvchi ko'rgan voqealariga yoki umuman tanish bo'lmagan mavzulariga hikoyalar tuzib, uni ingliz tilida omma oldida nutq qilinsa, foyda beradi.

4. Debate (muhokama qilish)usuli

Hozirgi kunda ko‘pchilik fikrlashni va nutqni rivojlantirish uchun keng foydalanayotgan usul,ya'ni "debate"qilishdir. Biror mavzu yuzasida o’rganuvchi fikrlarini to’g’ri yetkazishi yoki yangi ma'lumotlarni o'rganishi mumkin. "Debate" usuli gapirish ko'nikmasi bilan bir qatorda dunyoqarashni ham o‘stiradi. Bu usuldan foydalanganda ingliz tilini o‘rganishda "speaking skill"ni rivojlantirish qanchalik muhim ekanligi a'yon bo'ladi.

5. So'z boyligini oshirish

Albatta, ingliz tilida ravon gapirish birinchi navbatda lug‘at boyligini oshirishni talab etiladi. Lug‘at boyligini oshirishning ham bir necha foydali usullari bor. Birinchidan, yangi yodlangan so'zni aytilishi o'zbekcha so‘zga yaqin bo'lgan so'z bilan qiyoslab,birgalikda o'rganilsa, eslab qolishi yuqori bo'ladi. Misol uchun, ‘ignoble’ so‘zining tarjimasi bo`lgan ‘razil’so`zini igna so‘zi bilan solishtirib o‘rgansa, esda qolishi kuchli bo`ladi.Ikkinchidan, yangi yodlangan so‘zga va uning sinonimi va antonimiga gaplar tuzish orqali ham so‘z boyligini oshirish mumkin.

Xulosa o‘rnida shuni aytish mumkinki, ingliz tilini o`rganish jarayonida gapirish ko`nikmasi muhim ahamiyat kasb etadi, uni rivojlantirish esa ingliz tilini mukammalroq o`rganishga yordam beradi. Agar yuqorida berilgan metodlardan unumli foydalanisla, har bir o`rganuvchi ko`zda tutilgan maqsadga erishi osonroq va tezroq bo`ladi. Bundan tashqari ingliz tili o`rganuvchi talabalar har bir jumlani ingliz tilida to`g`ri ifoda etsa, gapirish ko`nikmasi rivojlanishi osonlashadi.

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THE ENERGY THAT REVITALIZES YOUR LEARNING: MOTIVATION AND ITS ROLE IN LANGUAGE LEARNING

Annotation

In our life, we sometimes face great challenges or problems in language learning. However, each of us possesses the strength needed to overcome these problems. Motivation is the inner source of inspiration that can radically change your life, leading you toward your dreams and goals. The article explores the essence of motivation, its significance, and ways to maintain it consistently.

Key words: motivation, internal motivation, external motivation, positive motivation, negative motivation, achievement, goals.

Motivation is the internal desire and drive to achieve one's goal or to accomplish a task. It is considered as the internal force or reason that encourages an individual to act. This motivation leads a person to achieve their goal, helping them reach new achievements, strive for success, and overcome challenges.

The definition of motivation has been diversely described as the unquestionable reality of human experience. Most scientists believe that motivation is a hypothetical cause of actions. That means "motivation is a mental event that decides the course of action" According to Webster, to motivate is to provide with an incentive or motive, and the synonyms of motive are cause, purpose, idea, or reason. In the Collins Dictionary, motivation is defined as "The act or an instance of motivating desire to do; interest or drive incentive or inducement (and in terms of psychology), the process that arouses, sustains and regulates human and animal behaviour." Similarly, the Oxford Dictionary (1993) describes motivation as "A reason or reasons for acting or behaving in a particular way, or desire or willingness to do something or possess enthusiasm." Clearly, in both accounts, motivation is defined as the condition where a person is induced to act in a certain way, or where a certain subject or activity stimulates a person's desire to participate (Gardner and Lambert, 1972 cited in Xu, 2008), motivation is a major factor in the successful study of language acquisition. According to Brown (1987: 114), "motivation is commonly thought of as an inner drive. Impulse, emotion or desire to that moves one to a particular action". Keller (1983 in Crookes and Schmidt, 1991) defines what motivation is in current psychology: "motivation refers to the choice people make as to what experiences or goals they will approach or avoid and the degree of effort they will exert in that respect".

Motivation is divided into two types: a mental state consisting of internal and external factors. *There are many ideas about motivation and its importance.*

*1. Internal Motivation***:** In this type of motivation, a person engages in a particular activity based on their own interests, personal satisfaction, or internal needs.

*2. External Motivation***:** We can understand that external motivation is shaped by external factors. For example, rewards, money, recognition from others, or punishments. A person is motivated by external incentives such as earning a reward or achieving a particular status. *Additionally, sometimes motivation can be divided into the following different forms, including: positive and negative motivation.* Positive Motivation**:** In this type, a person aims to earn a reward or strives to achieve a goal. (For example, working harder to achieve better results.) Negative Motivation**:** In this type of motivation, a person acts out of the desire to avoid punishments and continues their activity to prevent negative consequences. (For example, working to avoid negative outcomes, such as avoiding punishment or undesirable results.)

Motivation is the key factor that drives an individual through both internal and external forces toward achieving their goals. It influences a person's work, growth process, and success.

Motivation provides the necessary push for a person to pursue and achieve their objectives.

Achieving Goals: Motivation directs a person towards achieving their goals. It encourages them to take action and push toward accomplishing their tasks.

Overcoming Challenges: Despite the obstacles and setbacks faced in life, inner strength driven by motivation helps individuals move forward and stay focused on their goals.

Personal Development: Through motivation, individuals can acquire new knowledge, strengthen their skills, and discover their potential.

Creating a Positive Lifestyle: Motivation boosts self-confidence, encouraging individuals to keep striving forward, regardless of external barriers. It helps maintain a positive mindset.

Inspirational Sources – Draw inspiration from motivational books and the experiences of successful people.

Break Down Goals – Plan large goals as smaller, manageable steps that are easier to accomplish.

Create a Positive Environment – Establish an inspiring and supportive atmosphere that fosters motivation.

As a conclusion, we can understand motivation as the force that renews our life in learning. It provides us with the strength and energy to strive for new goals and achieve them. Believe in your power, take steps every day to open new opportunities, find your path to growth, and awaken the force that will push you to renew your life!

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XORIJIY TILLARNI O‘QITISHDA ZAMONAVIY VA INNOVATSION METODLAR VA TEXNOLOGIYALAR

Annotatsiya

Hozirgi rivojlanib borayotgan zamonda xorijiy tillarni o‘qitish jarayonini samarali tashkil etish muhim ahamiyat kasb etmoqda. An’anaviy ta’lim usullari bilan bir qatorda zamonaviy pedagogik metodlar va innovatsion texnologiyalar til o‘rganishni tezlashtirish va samaradorligini oshirish imkonini beradi. Ushbu maqolada xorijiy tillarni o‘qitishda zamonaviy metodlar, raqamli texnologiyalar, interaktiv ta’lim usullari va sun’iy intellektning o‘rni tahlil qilinadi.

Kalit so’zlar: innovatsion metodlar, texnologiyalar, interaktiv ta’lim, sun’iy intellekt, xorijiy tillarni o‘qitish.

Annotation

At present, an effective organization of the process of teaching foreign languages plays an important role. Along with traditional teaching methods, modern pedagogical methods and innovative technologies make it possible to speed up the study of the language and increase its effectiveness. This article analyzes modern methods of teaching foreign languages, digital technologies, methods of interactive learning and the role of artificial intelligence.

Key words: innovative methods, technologies, interactive education, artificial intelligence, teaching a foreign language.

Bugungi kunda til nafaqat muloqot vositasi, balki ilm-fan va texnologiya taraqqiyotiga hissa qo‘shadigan hamda global integratsiya jarayonida muhim rol o‘ynovchi vositaga aylangan. Shu

sababdan ham zamonaviy jamiyatda chet tillarni o‘rganish zarurati tobora ortib bormoqda. Global iqtisodiyotning rivojlanishi, xalqaro hamkorlikning kengayishi va ilm-fan taraqqiyoti ko‘p tilli kommunikatsiya muhitini zaruriyatga aylantirmoqda. Shu sababli xorijiy tillarni samarali o‘qitish uchun innovatsion pedagogik yondashuvlar va ilg‘or texnologiyalardan foydalanish dolzarb masalaga aylangan.

An’anaviy yondashuvlar ko‘pincha grammatikani o‘rgatishga qaratilgan bo‘lsa, zamonaviy metodlar tilni real muloqot vositasi sifatida o‘zlashtirishga e’tibor qaratadi. Bunda o‘yin elementlari, kommunikativ mashqlar va interaktiv vositalar asosiy o‘rin tutadi. Bundan tashqari, raqamli texnologiyalar va sun’iy intellektga asoslangan ta’lim platformalari o‘quvchilarning til o‘rganish jarayonini sezilarli darajada samarali qiladi.

Hozirgi kunda xorijiy tillarni o‘qitishda an’anaviy metodlardan farqli ravishda interaktiv va innovatsion yondashuvlar qo‘llanilmoqda. Ushbu usullar o‘quvchilarning faolligini oshirish, ularning til o‘rganishga bo‘lgan qiziqishini kuchaytirish hamda tilni tabiiy muhitda o‘zlashtirishga yordam beradi. Eng samarali metodlar quyidagilardan iborat:

Kommunikativ yondashuv — xorijiy tillarni o‘rgatishning eng samarali metodlaridan biri [3]. Mazkur metod til o‘rgatishda asosiy maqsad sifatida o‘quvchilarning haqiqiy hayotda samarali muloqot qilish qobiliyatini shakllantirishga qaratilgan. Unda grammatik qoidalarni yodlashdan ko‘ra, tilni amaliy qo‘llash va tushunishga urg‘u beradi, shu bilan birga tilni haqiqiy hayotda ishlatish imkoniyatini oshirish, o‘quvchilar o‘rtasida tilni o‘rganishga bo‘lgan qiziqishni kuchaytirish singari ko‘plab afzalliklarni taqdim ham etadi [4].

Task-based learning (Topshiriqlarga yo‘naltirilgan ta’lim) — topshiriqlar (*tasks*) orqali o‘quvchilarning til ko‘nikmalarini rivojlantirishga asoslangan metod [2]. Unda asosiy e’tibor grammatik qoidalarga emas, balki tilni real hayotdagi topshiriqlarni to‘g‘ri bajarish orqali o‘zlashtirishga qaratiladi. Hayotiy topshiriqlarga shifokor qabuliga borish, intervyu o‘tkazish va boshqalar misol bo‘la oladi.

Ushbu zamonaviy metodlar chet tillarini o‘rganish jarayonini ancha samarali qilib, o‘quvchilarning til ko‘nikmalarini shakllantirishga yaqindan yordam beradi.

Sun’iy intellekt (SI) inson hayotining barcha jabhalariga kirib kelayotgani singari, xorijiy tillarni o‘rganish jarayonida ham inqilobiy o‘zgarishlar olib kelmoqda [1]. Odatda, ko‘pchilik uchun yangi tilni o‘rganish uzoq davom etadigan va murakkab jarayon hisoblanadi. Biroq, SI texnologiyalari bu jarayonni ancha tezlashtirish va qulaylashtirish imkonini bermoqda. Zamonaviy til o‘rgatuvchi ilovalar yordamida o‘quvchilar har qanday joyda va istalgan vaqtda bilim olishlari mumkin. Masalan, Duolingo, Memrise, Babbel kabi dasturlar foydalanuvchilarga shaxsiylashtirilgan interaktiv mashg‘ulotlarni taklif qiladi. Ushbu ilovalar sun’iy intellekt yordamida foydalanuvchining til o‘rganish sur’ati va qiyinchilik darajasini aniqlab, unga mos darslar tuzadi. Bundan tashqari, sun’iy intellekt ovozli tarjimonlar va talaffuzni tahlil qilish dasturlarida ham faol qo‘llanilmoqda. Google Translate yoki DeepL kabi tizimlar oddiy so‘zlarni tarjima qilishdan tashqari, butun matnning kontekstini tushunish qobiliyatiga ega. Ushbu texnologiyalar tufayli chet tilini o‘rganish nafaqat osonlashmoqda, balki real hayotiy muloqot muhitiga yaqinlashmoqda. Eng muhimi, SI asosidagi ilovalar har bir o‘quvchi uchun individual yondashuvni ta’minlab, ularning ehtiyojlariga mos tarzda bilim berishga xizmat qiladi.

Onlayn ta’lim platformalari bugungi kunda xorijiy tillarni o‘rganishning eng qulay va samarali usullaridan biri bo‘lib bormoqda. An’anaviy darslarga qatnashishning imkoni bo‘lmagan holatlarda yoki mustaqil o‘rganish istagida bo‘lganlar uchun ushbu platformalar bebaho manba hisoblanadi. Coursera, Udemy, edX kabi platformalar dunyoning eng nufuzli universitetlari tomonidan ishlab chiqilgan til kurslarini taklif qiladi. Ushbu kurslar video darslar, interaktiv mashg‘ulotlar va testlar orqali o‘quvchilarning o‘zlashtirish darajasini oshirishga yordam beradi. Bundan tashqari, BBC Learning English, Cambridge English kabi maxsus til o‘rgatish saytlarida esa bepul darslar va audio-vizual materiallar taqdim etiladi. Onlayn ta’limning yana bir katta ustunligi — jonli vebinarlar orqali tajribali o‘qituvchilardan bilim olish imkoniyati. Talabalar real vaqt rejimida darslarga qatnashib, o‘qituvchilar bilan bevosita muloqot qilishlari va o‘zlariga kerakli bilimlarni olishlari mumkin. Eng muhimi, onlayn platformalar o‘quvchilarga o‘zlariga

qulay bo‘lgan jadval asosida til o‘rganish imkoniyatini taqdim etadi, bu esa an’anaviy ta’limdan farqli ravishda ko‘proq moslashuvchanlikni ta’minlaydi. Shu sababli onlayn ta’lim platformalari kelajakda yanada kengayib, xorijiy tillarni o‘qitishda muhim o‘rin egallashda davom etishi aniq.

Xorijiy tillarni o‘qitishda zamonaviy va innovatsion metodlar hamda ilg‘or texnologiyalardan foydalanish ta’lim sifatini oshirishda muhim ahamiyat kasb etadi. An’anaviy yondashuvlardan farqli ravishda, zamonaviy metodlar tilni jonli muloqot vositasi sifatida o‘zlashtirishga urg‘u beradi. Shu bilan birga, sun’iy intellekt, virtual reallik va interaktiv platformalar til o‘rganish jarayonini samarali qilishda katta rol o‘ynamoqda. Kelajakda ushbu yondashuvlar yanada rivojlanib, ta’lim jarayonini yangi innovatsion metodlar bilan boyitishi kutilmoqda.

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ARTIFICIAL INTELLEGENCE IN EDUCATION: REVOLUTIONIZING LEARNING FOR A BETTER FUTURE

Abstract

Artificial intelligence (AI) has become a transformative force in education, enabling personalized learning, improving teaching efficiency, and expanding access to global knowledge. This article explores the role of AI in providing tailored educational experiences, enhancing teacher-student collaboration, and addressing challenges such as the digital divide and data privacy concerns. Drawing from personal experiences and aspirations, it highlights the potential of AI to bridge educational gaps and empower underprivileged communities. The article emphasizes the need for ethical integration and a balanced approach that combines technological advancements with human empathy to create an inclusive and effective education system.

Key words: Artificial intelligence, education, personalized learning, digital divide, data privacy, teacher empowerment, educational technology, inclusive learning, adaptive learning.

The rapid integration of artificial intelligence (AI) into various aspects of life has positioned it as a transformative force in education. By offering personalized learning, automating administrative tasks, and expanding access to global knowledge, AI is reshaping how education is delivered and received. For individuals from underprivileged backgrounds or remote areas, such as my own upbringing in a modest village in Uzbekistan, these advancements offer a pathway to opportunities that were once unimaginable.

One of the most profound contributions of AI in education is its ability to personalize learning. Traditional education often struggles to cater to the unique needs of every student. However, AI-based platforms such as Duolingo and Coursera have made adaptive learning a reality. These tools analyze user performance, identify strengths and weaknesses, and create tailored learning experiences.

For students in remote areas with limited resources, this personalized approach bridges the

gap between aspirations and opportunities. AI-driven platforms enable learners to access high-quality resources from world-class institutions, transcending geographical and financial barriers. As someone who has experienced such limitations firsthand, I can attest to the transformative potential of these technologies.

AI not only benefits students but also empowers educators. By automating routine tasks such as grading and attendance tracking, AI enables teachers to focus on more critical aspects of education, such as fostering creativity and critical thinking. Additionally, intelligent tutoring systems provide immediate feedback and supplemental support, ensuring that students remain engaged and motivated.

As a teacher myself, I see AI as a tool to enhance, rather than replace, the human element in education. It offers efficiency and precision, yet the role of empathy and mentorship provided by educators remains irreplaceable.

Despite its potential, the integration of AI in education is not without challenges. Unequal access to technology remains a significant barrier, particularly in low-income regions. The digital divide risks exacerbating existing inequalities if not addressed systematically. Additionally, concerns about data privacy and the ethical use of AI in education must be prioritized. AI systems collect vast amounts of data to improve their functionality, and ensuring transparency while safeguarding student information is paramount.

The future of AI in education lies in striking a balance between technology and human involvement. While AI can deliver content and assess learning outcomes efficiently, it cannot replace the nuanced understanding and emotional support provided by teachers. The most successful educational systems will integrate AI as a supportive tool, fostering collaboration between technology and human expertise.

In conclusion, my aspiration to study at institutions like Harvard is rooted in the belief that education is a powerful equalizer. By leveraging AI, I hope to contribute to developing educational systems that empower underprivileged communities, particularly in my own village. The ultimate goal is to create a sustainable model where technology complements human potential, enabling individuals to achieve their dreams.

Artificial intelligence has emerged as a catalyst for change in education, offering unprecedented opportunities for personalization, efficiency, and accessibility. However, the successful integration of AI requires addressing ethical, logistical, and social challenges to ensure equitable access. By embracing AI as a partner in education, we can create a future where every student has the tools to unlock their full potential, regardless of their circumstances.

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МЕТОДИКА ИСПОЛЬЗОВАНИЯ СОВРЕМЕННЫХ ТЕХНОЛОГИЙ В ПРЕПОДАВАНИИ ИНОСТРАННЫХ ЯЗЫКОВ

Аннотация

В этой статье обсуждается эффективное использование современных технологий обучения иностранным языкам, современные методы обучения иностранным языкам и их использование.

Ключевые слова: современная технология, молодежь, иностранные языки, обучение.

Abstract

This article discusses the effective use of modern technologies in teaching foreign languages, modern methods of teaching foreign languages and their use.

Key words: modern technology, youth, foreign languages, education.

Сегодня требования к изучению иностранного языка растут день ото дня. Наши жизни трудно представить без современных технологий, но они также играют важную роль в изучении иностранных языков. В то же время, когда ученики ищут удобные и простые способы изучения иностранных языков, они помогают сделать процесс чтения и обучения более эффективным, интерактивным и интересным. Например, просмотр видно на иностранном языке во время занятий помогает значительно улучшить навыки понимания и речи. В некоторых случаях это полезно для того, чтобы записывать, читать и говорить на видео. Вместе с тем эффективная выгода от таких методов, как «кластер», «рыбный скелет», «венская диаграмма», «ролевые игры», «психическая атака», «вопрос-ответ». У каждого метода есть свои особенности, и он дает возможность усвоить уроки более интересным и простым способом. Например, если мы применим метод психического нападения, он поможет нам « быстро и широко расширить круг общения ». Игривый подход к изучению языка — это использование других развлекательных элементов с использованием игр, соревнований и технологий, чтобы сделать учебный процесс интересным и интерактивным. Этот метод повышает мотивацию изучающих, помогает изучать язык в естественной среде обитания и снижает стресс.

1. Повышает мотивацию.

2. Активное участие: Игры побуждают учащихся к активному участию и помогают им сосредоточиться.

3. Изучение языка в естественной среде.

4. Развивает сотрудничество: групповые игры развивают у учащихся навыки сотрудничества и позволяют им общаться друг с другом.

Метод преподавания иностранных языков XX века:

1. Table around 2. Assessment 3. True and False 4. Repetition

Интерактивность - Учащиеся должны не только слушать, но и активно участвовать в тренировках, играх и виртуальном общении. Использование интерактивных досок, онлайн-викторин, языковых игр и симуляций. Мультимедиа - использование различных мультимедийных материалов (видео, аудио, картинки, анимация), чтобы привлечь внимание читателей и повысить их способность понимать язык. Использование фильмов, музыки, подкастов и других аутентичных материалов на иностранном языке. Адаптивные технологии позволяют создавать образовательные программы, адаптированные к индивидуальным потребностям учащихся. Ученики могут быстро учиться и учить в удобное для них время. Общение — это возможность общаться на иностранном языке через онлайн - беседы, видео - звонки и видео. Общайтесь с носителями языка через программы

обмена языками. Оценочные и контрольной - технологические материалы предоставляют различные инструменты для оценки знаний учащихся и контроля их усвоения. Проверка знаний учащихся посредством онлайн - тестов, викторин и заданий. Такие платформы, как duolingo, babble, rosetta stone, предлагают интерактивные упражнения и игры для изучения языка. Такие платформы, как Courser, edX, предлагают онлайн-курсы, которые предлагаются в рамках университетов. Использование мобильных приложений.Мобильные приложения, предназначенные для изучения языков, помогают улучшить свое состояние, улучшить грамматику и улучшить коммуникативные точки. Использование виртуального общения: skype, zoom и другие приложения для видеозвонков. Сегодня существует несколько методов инновационной образовательной технологии.

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THE EFFECTIVENESS OF THE DIRECT METHOD FOR YOUNG LEARNERS

Annotation

This article explores the effectiveness of the Direct Method for teaching young learners, pointing out its principles, benefits, and challenges. It also includes a firstly teaching experience from a micro-teaching session, providing real classroom observations. The article references key linguists and researchers to support its analysis and includes practical applications of the method

Key words: direct method, language learning, young learners, immersive teaching, vocabulary acquisition, classroom engagement, interactive activities, teaching methodology.

Teaching young learners new language requires methods that encourage natural communication and active engagement. One of the most widely used method is the Direct Method, which focus on oral communication, visual aids and immersive learning while avoiding translation. The method is designed to help students think in the target language than relying on their native language for meaning (Richards and Rodgers 2014). Use of the Target Language: Learners should speak, listen, and think in the target language without translating. Using of Visual Aids and Repetition: Teachers use pictures, gestures, and real objects to help students grasp meaning by themselves (Lightbown and Spada, 2013)

In my recent micro-teaching experience, I conducted a lesson using the Direct Method to teach a group of young learners from my Methods and Principles of teaching foreign languages lesson. This experience provided me with further insights into its effectiveness, challenges, and overall impact on student engagement. In this article, I will explain the principles of the Direct Method, discuss how it works for young learners, reflect on my personal teaching experience, and explore its challenges and solutions.

Principles of the Direct Method. Its key principles include: Use of the Target Language: Learners should speak, listen, and think in the target language without translating. Speech Before Writing: The method prioritizes spoken communication, delaying grammar instruction and writing tasks (Harmer, 2015). Contextual Learning: Vocabulary and sentence structures are introduced through context, using real-life situations and objects (Brown, 2007). Inductive Grammar Learning: Instead of direct grammar instruction, learners are expected to discover rules naturally through practice (Larsen-Freeman 2011Research has shown that young learners are particularly receptive to fast language learning. Krashen (1982) points out that comprehensible input—language slightly beyond learners' current level—helps them acquire language naturally. According to Harmer (2015), young learners absorb new vocabulary better when expose to real-life context rather than through direct translations. This aligns with the Direct Method's principle of learning by experience rather than explanation. Personal Reflection: Teaching the Direct Method in a Micro-Teaching Lesson. During my micro-teaching session, I applied the Direct Method to teach young learners about fruits. Here's a breakdown of my experience: Lesson Introduction, When I entered the classroom, I greeted the students in English: "Good afternoon", They replied with: "Hello". This initial exchange immersed them in English-only communication from the start. Teaching Vocabulary with Visual Aids. Since the lesson was about fruits, I used pictures of different fruits. Instead of translating, I pointed to each fruit and said its name, prompting students to repeat after me. For example: "This is an apple. "This is an orange."

Interactive Activity: Describing Fruits. For an engaging practice session, I introduced a guessing game:

1. One student stand at the front with their eyes covered.
2. Other students described a fruit using the phrases from the board (e.g., "It is red. "Its taste is sour.")
3. The blindfolded student guessed the fruit.

This type of interactive, sensory-based learning supports Asher's (1977) Total Physical Response Theory, which argues that language learning improves when connected to physical actions.

Challenges Faced During the Lesson. Despite the lesson's success, I encountered some challenges: Some students struggled with adjectives like "delicious" and "sourish" because they were unfamiliar with them. A few students were tempted to use their native language when they did not understand certain words. My teacher advised me to pre-teach adjectives before the activity to make it easier for students. What I Learned from This Experience. This micro-teaching lesson gave me valuable insights into both the strengths and limitations of the Direct Method: Strengths: Encouraged active participation and real communication. Helped students learn without relying on translation. The visual aids and interactive activities made learning funny. Challenges: Some students needed more exposure to vocabulary before using it confidently. Explaining abstract adjectives without translation was difficult. Student hesitation was noticeable when they lacked vocabulary. Through my micro-teaching experience, I observed that the Direct Method is highly effective for young learners, as it promotes natural language learning, interactive engagement, and vocabulary retention. However, challenges such as vocabulary limitations and comprehension difficulties must be addressed through structured practice and engaging activities.

Initial Student Hesitation – Some students may hesitate to speak if they do not understand key words (Brown 2007).

Classroom Management: Keeping young learners engaged requires interactive activities like songs, role-playing, and games (Harmer, 2015).

A key feature of this method is its focus on conversational practice. Around 80% of the lesson is spent on speaking exercises. Teachers introduce new words and sentences through pictures, actions and examples instead of giving direct explanations. This helps students learn vocabulary in context, making it easier to remember. The Direct Method is effective because it creates a natural learning environment. Students are encouraged to speak from the beginning without worrying about grammar rules. They also develop better pronunciation and confidence in

speaking.

However, some experts argue that the Direct Method does not work for all learners. Since it avoids translation, some students may struggle to understand complex words or ideas. Also, teachers need strong communication skills to explain things clearly without using the students' native language. Despite these challenges, this method is still popular in language learning. In the future, I would refine my lesson planning by ensuring students have enough vocabulary knowledge before activities, which would enhance their confidence and participation. Overall, my experience with the Direct Method has shown that while it has limitations it remains a powerful tool for language learning, especially when combined with engaging and structured activities. Research by Krashen (1982), Harmer (2015), and Larsen-Freeman (2011) supports the Direct Method as an engaging and immersive approach. My experience confirmed its benefits, but it also considered the need for adaptations to ensure all learners feel confident and comfortable using the target language.

In the future, I would refine my lesson planning by ensuring students have enough vocabulary knowledge before activities, which would enhance their confidence and participation. Overall, my experience with the Direct Method has shown that while it has limitations it remains a powerful tool for language learning, especially, when combined with engaging and structured activities.

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O‘ZBEKISTONDA INGLIZ TILINING RIVOJLANISHI

Annotatsiya

Bugungi kunda ingliz tili xalqaro aloqalar, fan-texnika, iqtisodiyot va ta’lim sohalarida asosiy kommunikatsiya vositalaridan biriga aylangan. O‘zbekiston ingliz tilining rivojlanishiga katta e’tibor qaratib, ta’lim tizimida qator islohotlarni amalga oshirmoqda. Ushbu maqola O‘zbekistonda ingliz tilining rivojlanish jarayonini tahlil qilib, mavjud imkoniyatlar va muammolarni ko‘rib chiqadi. Mamlakatda ingliz tilining o‘qitilishi yaxshilanib borayotgan bo‘lsa-da, malakali kadrlar yetishmovchiligi, resurslar taqchilligi va ijtimoiy tengsizlik kabi qiyinchiliklar ham mavjud. Shu bilan birga, ingliz tilining keng tarqalishi milliy til va madaniyatga ta’siri haqida ham fikr yuritiladi. Muallif ushbu jarayonni yanada samarali qilish uchun takliflarni ilgari suradi.

Kalit so‘zlar: Ingliz tili, ta’lim tizimi, globalizatsiya, O‘zbekiston, xalqaro aloqalar, chet tillari, lingvistik muvozanat, iqtisodiy rivojlanish.

Abstract

Today, English has become one of the main means of communication in international relations, science, technology, economics, and education. Uzbekistan pays great attention to the development of the English language and is implementing a number of reforms in the education

system. This article analyzes the development of the English language in Uzbekistan and considers existing opportunities and problems. Although the teaching of English in the country is improving, there are still difficulties such as a shortage of qualified personnel, a shortage of resources, and social inequality. At the same time, the impact of the widespread use of English on the national language and culture is also considered. The author puts forward proposals to make this process more effective.

Key words: English language, education system, globalization, Uzbekistan, international relations, foreign languages, linguistic balance, economic development.

Bugungi globallashgan dunyoda ingliz tilini bilish muhim ahamiyatga ega. Ingliz tili ilm-fan, biznes, texnologiya sohalarida asosiy muloqot vositasi sifatida keng qo‘llaniladi. O‘zbekiston kabi rivojlanayotgan davlatlar uchun ingliz tilini yetuk darajada o‘zlashtirgan kadrlarga ega bo‘lish nafaqat mamlakat ta’lim tizimini yaxshilash, balki iqtisodiy va ijtimoiy rivojlanishiga ham katta hissa qo‘shadi. O‘zbekistonda ingliz tilini o‘qitish so‘nggi yillarda sezilarli darajada rivojlandi, ammo bu jarayonda bir qator muammolar va qiyinchiliklarga ham duch kelindi. Masalan, hukumat tomonidan ta’lim sohasida qator islohotlar amalga oshirildi, ingliz tilini o‘qitish metodikalari yangilandi va o‘qituvchilar uchun maxsus kurslar tashkil etildi. Shunga qaramay, resurslar yetishmasligi hamda o‘qitish sifatining pastligi kabi masalalar hanuz dolzarbligicha qolmoqda. Mazkur mavzu O‘zbekistonning ta’lim va iqtisodiy rivojlanishi uchun muhim hisoblanadi, sababi kadrlarning ingliz tilini bilishi mamlakatning global bozorda raqobatbardoshligini oshiradi va yoshlarga xalqaro imkoniyatlardan foydalanishga misli ko‘rilmagan yordam beradi.

Ijobiy jihatlari

O‘zbekiston aholisining ingliz tilini bilishi ularga bir qancha imkoniyatlar eshiklarini ochishi mumkin. Ingliz tilini bilish, eng avvalo, yoshlarga xalqaro ta’lim dasturlarida ishtirok etish, jahonning eng ilg‘or xorijiy universitetlariga grantlar asosida kirish va global ish bozorida raqobatbardosh kandidat bo‘lish imkoniyatini beradi. Masalan, „El-yurt umidi“ jamg‘armasi e’lon qilgan stipendiya tanlovlari orqali ko‘plab iqtidorli yoshlar xorijda tahsil olish imkoniyatiga ega bo‘lishib, olgan bilimlaridan mamlakatni rivojlantirish uchun foydalanishmoqda [1].

Globallashgan iqtisodiy tizimlarda ingliz tilini bilish muhim hisoblanadi. Ingliz tilini yaxshi o‘zlashtirish orqali o‘zbekistonlik mutaxassislar xalqaro kompaniyalarda, eksport-import sohasida va turizmda faoliyat yuritishda keng imkoniyatlarga ega bo‘ladi. Aholining ingliz tilini o‘rganishi yangi ish o‘rinlari yaratilishi, xorijiy investorlar bilan yaqin aloqalar o‘rnatilishi/mustahkamlanishi va mamlakatning global bozorga chiqish imkoniyatlarini keskin oshiradi. Shu sababdan ham so‘nggi yillarda ingliz tilini o‘qitishni yaxshilash maqsadida butun O‘zbekiston bo‘ylab hukumat tomonidan ko‘plab muvaffaqiyatli tashabbuslar amalga oshirilib kelinmoqda. Jumladan, maktablarda zamonaviy o‘quv materiallari joriy qilindi, o‘qituvchilar malakasini oshirish uchun turli kurslar tashkil etildi hamda xalqaro tashkilotlar bilan hamkorlikda ko‘plab qo‘shma dasturlar yo‘lga qo‘yildi. Aholi o‘rtasida ingliz tilida so‘zlasha oladiganlarning soni o‘sishi nafaqat akademik sohada, balki kundalik hayotda ham o‘z aksini topadi. Xususan, bu holat madaniy almashinuv va ko‘p madaniyatlilikka olib keladi. Shaxslar va jamoalarda ingliz tilida erkin muloqot qila olish imkoniyati ularning shaxsiy va professional rivojlanishiga turtki bo‘lib xizmat qiladi.

Salbiy jihatlari

O‘zbekistonda ingliz tilini o‘rganish bo‘yicha ko‘plab tashabbuslar ilgari surilayotgan bo‘lsa-da, o‘quvchilar muammolar va qiyinchiliklarga ham duch kelishyapti. Malakali o‘qituvchilar sonining yetishmasligi, zamonaviy o‘quv materiallarining yetishmasligi kabi holatlar eng katta muammo bo‘lib qolmoqda. Resurs yetishmasligi ayniqsa qishloq hududlarida istiqomat qiluvchi o‘quvchilarning til o‘rganish jarayoniga to‘sqinlik qiladi.

Shuningdek, ingliz tiliga haddan tashqari urg‘u berilishi milliy til va madaniyatga bo‘lgan qiziqish pasayishi xavfini tug‘diradi. Biror tilni o‘zlashtirishda global tilga berilgan ustuvorlik mahalliy til merosining erkin rivojlanishini susaytirishi, milliylikka putur yetkazishi mumkin. Bu esa madaniy xilma-xillikka salbiy ta’sirini ko‘rsatadi. Masalan, ingliz tilini rivojlantirish yo‘lida

oʻzbek tiliga ham teng darajada e’tibor qaratilmasa, yaqin yilda boʻlmasa ham uzoq yillarda milliy til yoʻqolish xavfini keltirib chiqarishi mumkin.

Bundan tashqari, ingliz tilini oʻrganishni haddan oshiq ragʻbatlantirish ijtimoiy tengsizlikni kuchaytirishi mumkin. Masalan, shahar va qishloq aholisi oʻrtasida ingliz tilini oʻrganish imkoniyatlari teng emas, bu esa imtiyozli guruhlar va imkoniyati cheklangan qatlamlar oʻrtasidagi tafovutni keskin oshiradi. Shuningdek, ingliz tilini bilmagan oʻquvchilarning oʻzini ozchiliklar qatorida his qilishi ularga davomli stress berib, psixologik holatiga salbiy ta’sir koʻrsatadi.

Muallif fikri

Oʻzbekistonda ingliz tilini rivojlantirish mamlakatning xalqaro maydonda raqobatbardoshligini oshiruvchi muhim omil hisoblanadi. Shu bilan birga, chet tillari va milliy tilga boʻlgan e’tiborni muvozanatda saqlash zaruratini ham e’tibordan chetda qoldirmaslik lozim. Fikrimcha, ingliz tilini oʻqitish metodlarini modernizatsiya qilish bilan birga, milliy til merosini asrab-avaylash uchun ham koʻp qirrali strategiyalar ishlab chiqish zarur.

Mavjud muammolarni inobatga olgan holda Oʻzbekistonda ingliz tilini oʻzbek tili statusiga putur yetkazmasdan rivojlantirish uchun quyidagilarni taklif qilaman:

Oʻqituvchilarni malakasini oshirish: Zamonaviy metodika va texnologiyalar asosida oʻqituvchilarni doimiy ravishda qayta tayyorlash, ularning xalqaro tajribalar bilan tanishishini ta’minlash.

Oʻquv dasturlarini doimiy ravishda modernizatsiya qilish: Ingliz tilini oʻqitish dasturlarini global standartlarga moslashtirish bilan birga, oʻzbek tilining ham oʻziga xosligini saqlab qolishga qaratilgan yondashuvlarni joriy etish.

Mavjud infratuzilmani takomillashtirish: Ta’lim muassasalarini zamonaviy texnologik uskunalar, interaktiv ta’lim platformalari va elektron kutubxonalar bilan ta’minlash.

Koʻp tillilikni qoʻllab-quvvatlash: Oʻzbek va ingliz tillarini birgalikda rivojlantirishga yoʻnaltirilgan koʻp tillilik modelini joriy etish orqali oʻquvchilarning ikkila tilda ham yetuk muloqot qilish koʻnikmalarini mustahkamlash.

Xulosa qilib aytganda, ingliz tilining xalqaro til sifatidagi roli shubhasiz hisoblanadi. Uning ilm-fan, biznes va global muloqotdagi keng tarqalishi hozirgi kunda uni muhim vositaga aylantirgan. Ammo, ingliz tilining hukmronligi lingvistik tengsizlik va ona tilida soʻzlashmaydiganlar uchun muloqotdagi toʻsiqlar kabi muammolarni keltirib chiqaradi. Bu muammolarni hal qilish koʻp qirrali yondashuvni talab qiladi. Kelajakda bu borada koʻproq muhokamalar boʻlishi zarur. Oʻzbekistonda ingliz tilining rivojlanishi mamlakatning global dunyoda oʻz oʻrnini mustahkamlashiga xizmat qiladi. Shu bilan birga, yuqorida aytib oʻtilgan muvozanatli yondashuv orqali nafaqat ingliz tilini oʻrganish, balki milliy madaniyat va tilimizni asrash ham ustuvor boʻlib qoladi. Bu kabi yondashuvlarni amalga oshirish orqali biz ingliz tilining xalqaro til sifatidagi foydasini saqlab qolish bilan bir qatorda uning ehtimoliy salbiy ta’sirlarini ham kamaytira olamiz. Maqsad tilni toʻsiq emas, balki koʻprik sifatida xizmat qiladigan global muloqot tizimini yaratishdir.

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EFFECTIVE TEACHING STRATEGIES FOR 21ST CENTURY CLASSROOM

Annotation

This article presents all the methods that can be used in modern education, as well as the scientists who have worked on them and their works. These methods and their use in classrooms and universities provide information about their impact on students. There are types of education based on modern communication and technology.

Key words: Education system, modern education system, effective teaching, teaching strategies, modern methods, main idea, communicative, effective, game, elements, world, information, model, business.

The education system, which is becoming increasingly digital day by day, has introduced today's modern learners to an education system based on digital technologies and mass communication. Unlike the traditional education system, its strategies for effective teaching and independent thinking, creative approach, and preparation for the modern world are being encouraged.

Blended learning. This method combines online learning with traditional classroom lessons, giving students the opportunity to learn independently at their own convenience A lot of scientific work has been done on this method. One of the leading researches in the blended learning method is the development of blended learning models and their improvement in effectiveness (Charles R. Graham). He created a book on this topic called "Blended learning systems: definition, current trends and future directions." Its main idea is to improve the learning process of students through the use of Blended Learning, that is, the effective combination of traditional face-to-face teaching and online learning.

“Blended learning: research perspective” (Anthony G.Picciano). He has conducted research on blended learning and online education. He has worked primarily on how to implement this model in higher education institutions. Since students have different learning styles, they felt the need for an educational system that was adaptable to their needs.

“The handbook of blended learning global perspectives, local designs” (Curtis J.Bonk) He has written numerous scientific papers on blended learning and technology-based education. Its main idea is to combine different pedagogical approaches to make the teaching process more effective.

"Blended using disruptive innovation to improve schools" (Heather Staker and Michael B. Hom)

They analyzed the improvement of blended learning models and I their use in schools and universities. Its main idea is that innovative technologies make the learning process more interactive and flexible for students. Another effective teaching method is the "Flipped Classroom" method. This model changes the traditional approach to the teaching process and allows students to independently organize theoretical information, The lesson time is based on practical exercises. Many studies have been conducted on this model.

“Flip your classroom: reach every student in every class every day” (Jonathan Bergmann & Aaron Sams, 2012) Considered one of the founders of flipped classroom modeling, he focuses on providing students with active and interactive lessons while providing students with home preparation through video lessons allows.

“Peer instructions: A user’s manual” (Eric Mazur 1997). A professor at Harvard University, he developed the "Peer Instruction" method and conducted research on the "Flipped Classroom"

model. Its main idea is that students come prepared for class in advance, and the focus in class is on discussion and practical exercises.

“Flipped learning: A guide for higher education faculty” (Robert Talbert 2017). The effectiveness of the Flipped Classroom model in STEM subjects has been proven Its main idea is to use the Flipped Classroom model in university-level classes.

“Flipping the classroom” (Cynthia J.Brame, 2013) Conducted research on the effectiveness of the Flipped Classroom model at Vanderbilt University. Its main idea is that the Flipped Classroom model can increase learning activity and improve teaching efficiency.

Gamification - a method of increasing student motivation and increasing their activity by introducing game elements into the learning process.

“The Gamification of learning and instruction: game-based methods and strategies for training and education” (Karl Kapp 2012). This scientist conducted fundamental research on how gamification can be used in the educational system. Its main idea is to make gamification a part of the learning process for students.

"Gamification: Toward a definition" (Sebastian Deterding 2011)

One of the scientists who developed the concept of gamification. He analyzes the psychological and pedagogical aspects of gamification. Gamification is not just about creating games, but also about making the learning process interactive and motivating.

“Reality is broken: Why games make us better and how they can change the world” (Jane McGonial 2011) Conducted research on the impact of gaming technologies on the human brain and learning When game elements are used in teaching, students learn with more interest and develop problem-solving skills.

“Actionable Gamification: Beyond points, badges and leaderboards”. (Yu-kai Chou 2015) Developed motivational models of gamification Game elements (scores, levels, incentives) help increase student motivation.

“Gamification by design” (Gabe Zichermann2011). Conducted research on the application of the gamification model in business, education, and everyday life By using gamification in education, students become more actively involved in the learning process and strive for independent learning.

In conclusion modern education, based on innovative methods, can increase the activity of students and learners, their independent thinking and solving modern problems Modern education, based on innovative methods, can increase the activity of students and learners, enhance their independent thinking and modern problem-solving skills. All of the scientific work and scientists mentioned above serve to improve this skill. Generally modern Innovative methods help make the education system not only effective, but also creative and interesting. Instead of traditional teaching methods, it is necessary to develop approaches that allow students to independently solve problems and adapt to the global environment in order to develop their creative thinking.

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XORIJIY TILLARNI O’QITISHDA ZAMONAVIY VA INNOVATSION METODLAR VA TEXNOLOGIYALAR

Annotatsiya

Ushbu maqola bugungi kunda chet tillarini rivojlantirish, ya’ni o’rganish va o’rgatishdagi zamonaviy metodlardan, jahon ta’lim tizimiga proporsional ravishda ishlab chiqilayotgan o’quv qo’llanmalaridan unumli foydalanish, darslarga yangilik kiritish va o’quvchi, talabalarni til o’rganishga jalb qilish haqida yozilgan.

Kalit so’zlar: texnologiya, metod, ko’nikma, malaka, ta’lim,qo’llanma, nazariya, soha, ta’lim.

Abstract

This article is devoted to the effective use of modern methods of development, study and teaching of foreign languages, textbooks developed in proportion to the world educational system, the introduction of innovations in textbooks and the involvement of pupils and students in the study of languages.

Key words: technology, method, skills, qualification, education, guidance, theory, field, education.

O’zbekiston Respublikasi Prezidenti Shavkat Mirziyoyev tomonidan ta’lim sohasiga, xususan, chet tillarini rivojlantirishga va o’sib kelayotgan yosh avlodni chet tillariga o’qitish sifatini ta’minlashga qaratilayotgan e’tibori sabab yurtimizda chet tili ixlosmandlari soni ortib bormoqda. Bu o’z navbatida ta’lim sohasida ko’plab o’zgarishlar sodir bo’lishiga sabab bo’lmoqda. Hozirgi kunda rivojlangan davlatlar(AQSH, Finlyandiya, Angliya va h.k) qo’llayotgan yangicha o’qitish metodlarini nazariyada o’rganib amaliyotga tatbiq etish eng samarali yo’llardan biri bo’lmoqda.

Davlatimiz rahbari tashabbusi bilan 2017-2018- o’quv yilidan boshlab talabalar va pedagoglarga imtiyozlar berish hamda ularni rag’batlantirish maqsadida chet tilini o’zlashtirish darajasini davlat ta’lim standartlarida belgilangan “Tinglab tushunish”(Listening), “O’qish”(Reading), “Yozish”(Writing) va “Gapirish”(Speaking) ko’nikmalari asosida baholab berish mexanizmi ishlab chiqildi. Bu tizimning takomillashuvi natijasida xalqaro IELTS (International English Language Testing System) imtihonida ham yoshlar o’z bilimlarini sinab ko’rib, yuqori natijalarga erishishmoqda.

Globallashuv jarayonida hayotimizni internetsiz tasavvur qila olmaymiz. Shuningdek, deyarli ko’plab ishlarimiz shu orqali amalga oshadi. Hozirgi kunda xorijiy tillarni o’rganish uchun qo’shimcha darslarga borib yurish shart emas, internet orqali turli xil platformalarda onlayn darslardan va ilovalardan (“Duolingo”, “ italki”) ham til o’rganish mumkin va bu ham o’qituvchi uchun, ham o’quvchi uchun qulay bo’lgan masofaviy ta’lim shaklining shakllanishiga sabab bo’ldi. Texnologiyalarning takomillashib borishi ta’lim tizimida ham ko’plab qulayliklar yaratmoqda. Ta’lim jarayonida zamonaviy texnologiyalardan foydalanishda o’quvchilar uchun ham axborot-kommunikatsiya texnologiyalarini yaxshi bilish va ulardan foydalana olish muhim omil hisoblanadi. Chet tilini zamonaviy texnologiyalardan foydalangan holda o’rgatish va o’rganish eng samarador usullardan biridir. Hozirgi kunda nafaqat oliy ta’lim muassasalarida, balki umumta’lim maktablarida ham deyarli barcha sinfxonalar zamonaviy smart televizor va proyektor bilan jihozlangan. Tabiiyki, bunday innovatsion qurilmalar dars davomida turli xil qiziqarli o’quv metodlari va platformalardan foydalanish uchun sharoit yaratadi. Masalan, “Kahoot!” o’yinga asoslangan o’quv platformasi har yili 1 milliarddan ortiq maktab o’quvchilari va universitet talabalari tomonidan foydalaniladi.Bu dastur orqali o’qituvchilar o’quvchilarning

mavzuni qay darajada o'zlashtirganliklarini quiz testlar orqali oson aniqlab olishlari mumkin. Dars davomida turli videoroliklar tomosha qilish bilan o'quvchilar nafaqat non-native speakerlar, balki native speakerlarning chet tilini o'rgatish metodlarini taqqoslash orqali o'z bilim va ko'nikmalarini oshirib borishlari mumkin. Bugungi kunda takomillashib borayotgan zamonaviy texnologiyalar tinglovchilarni amalda foydalanishga va muayyan professional xulq-atvor - mustaqillik, faoliyat, ijodkorlikni shakllantirishga yordam beradi. Oliy ta'lim muassasasi talabalarida gapirish(speaking) va izlanish(research) ko'nikmalarini rivojlantirish uchun ko'proq amaliyot bilan shug'ullanishi lozim ko'riladi. Bunda "Getting an interview" metodi samarali bo'lishi mumkin**,** chunki ular turli turistik markazlarga borib native speakerlar bilan intervyu tashkillashtirishlari talab etiladi.

Ba'zida yaxshi tajriba va bilimga ega bo'lgan pedagog ham ingliz tili darsi davomida yaxshi va samaraliroq metodlardan foydalana olmasligi ham o'quvchilarning birmuncha zerikishiga olib kelishiga guvoh bo'lganmiz. Shu sababli, O'zbekiston Respublikasi Prezidentining "Kadrlar malakasini oshirish va ularni qayta tayyorlash to'g'risida"gi qaroriga ko'ra kadrlarning kasbiy bilimi, ko'nikmalari va mahoratini uzluksiz yangilab borish mexanizmlarini joriy etish yo'lga qo'yildi.Bunda pedagoglar zamon talablariga muvofiq yangicha metodlar bilan dars o'tishga o'rgatiladi. Hozirgi kunda "You Tube" va shunga o'xshash platformalarga joylanib borilayotgan va kichik yoshdagi bolalar uchun mo'ljallangan turli xil videoroliklar boshlang'ich sinf o'quvchilari uchun chet tillarida she'rlar va yangi so'zlarni tezroq yodlash imkonini beradi va ularning musiqaga solib aytilishi ularda "creativity" ning shakllanishiga ham sabab bo'ladi. Yuqori sinf o'quvchilari va oliy ta'lim muassasalari talabalari uchun o'rgangan bilimlarini ko'proq amaliyotda qo'llash va o'zlari uchun yangicha metodlar izlab topishlariga undash lozim. Chunki ular o'zining yosh kategoriyasidagilar uchun nima qiziqarliroq ekanini yaxshiroq bilishadi.

Hozirgi kunda ingliz tilini o'rganishning ahamiyati O'zbekistonda avvalgiga qaraganda yuqori bo'lib bormoqda. Buning asosiy sababi globalizatsiya bo'lishi mumkin. Chunki globallashuv yuqori sur'atda yuz bermoqda va ingliz tili xalqaro aloqalar va biznesda asosiy til sifatida qabul qilindi. Ingliz tili va shu kabi tillarni o'rganish taraqqiyot sari tashlangan birinchi qadam bo'ladi, desak mubolag'a bo'lmaydi.

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4. Kaipbergenova Dilbar Orakbaevna Международный научный журнал «Научный Фокус» № 1(100), часть 1 май, 2023 MAMLAKATIMIZDA CHET TILLARINI O'RGANISHDAGI ZAMONAVIY METOD VA METODOLIYA

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THE ROLE OF LANGUAGE-LEARNING APPLICATIONS IN ENHANCING MULTILINGUAL PROFICIENCY

Abstract

This study explores the role of language-learning applications in improving multilingual proficiency. Focusing on *Duolingo* and *Ibrat Academy*, it highlights their adaptability, interactivity, and social engagement features. These apps provide accessible, gamified, and structured learning experiences, making language acquisition more effective and enjoyable.

Keywords: language learning, digital applications, gamification, multilingualism, accessibility.

As globalization continues to connect people across linguistic and cultural boundaries, the importance of learning foreign languages has never been greater. Traditional classroom-based language education, while effective, often requires significant time and financial investment, making it inaccessible to many learners. In response, digital applications have emerged as a powerful alternative, offering flexible and engaging solutions for language acquisition. This paper examines the role of language-learning applications in promoting multilingual proficiency, with a particular focus on *Duolingo* and *Ibrat Academy* as case studies.

One of the key advantages of language-learning applications is their adaptability. Individuals who may lack the resources or time to enrol in formal language courses can access these platforms at their convenience. Mobile-assisted language learning has been shown to enhance accessibility and flexibility, allowing users to study at their own pace (Godwin-Jones, 2022). For instance, university students studying Japanese or Russian can benefit from *Duolingo* and *Ibrat Academy*, respectively, without incurring additional costs.

Interactivity is another defining characteristic of modern language-learning applications. Research suggests that incorporating gamification elements significantly enhances motivation and retention (Lee & Dincer, 2021). *Duolingo*, for example, employs a reward system featuring XP points, streaks, and badges to encourage consistent learning. Similarly, *Ibrat Academy* requires learners to complete video lessons and pass assessments before advancing to the next stage. This interactive approach fosters deeper engagement and ensures that learners comprehend each lesson before progressing.

Social interaction plays a crucial role in language acquisition, as proposed by Vygotsky's (1978) theory of social learning. Many applications facilitate communication between learners, enabling them to compare progress, participate in discussions, and even engage in language exchange. For instance, *Ibrat Academy* allows users to join language-learning marathons, providing opportunities for immersive learning experiences. Moreover, *Duolingo*'s leader board system encourages healthy competition among users, further enhancing motivation.

A notable advantage of language-learning applications is the extensive range of languages available. *Duolingo* offers instruction in 43 languages, making it accessible to a global audience, while *Ibrat Academy* provides courses in over 20 languages, with instruction delivered in Uzbek (Ibrat Academy, 2024). This diversity enables learners to explore multiple languages and broaden their linguistic capabilities.

Language-learning applications such as *Duolingo* and *Ibrat Academy* have transformed the way individuals acquire new languages by making learning more accessible, interactive, and engaging. Their adaptability allows users to study anytime and anywhere, while gamification elements enhance motivation and retention. Furthermore, these platforms facilitate social interaction, fostering a sense of community among learners. As technology continues to advance, language-learning applications are expected to play an even greater role in multilingual education, bridging linguistic gaps and fostering cross-cultural understanding.

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ADDRESSING ACTUAL PROBLEMS IN LINGUISTICS AND LANGUAGE EDUCATION: A METHODOLOGICAL APPROACH

Abstract

This article examines the critical role of methodological approaches in resolving contemporary challenges within linguistics and language education. It explores innovative teaching methods, linguistic analysis, and translation practices, highlighting the necessity of bridging theoretical and practical domains to enhance educational outcomes.

Key words: methodology, linguistics, language education, translation, innovation, pedagogy.

Our world is shrinking, and technology is everywhere. This means learning and communicating across languages is more important than ever. Yet, we face some real hurdles: research does not always reach classrooms, technology is not used effectively, everyone deserves an inclusive education, and AI is changing translation. We need smarter, more adaptable methods to tackle these problems. This article explores how we can bridge these gaps using modern approaches.

Modern language education necessitates a shift from traditional, teacher-centered approaches to learner-centered, communicative methodologies. The integration of innovative technologies such as virtual reality, augmented reality, and mobile learning applications offers immersive and engaging learning experiences. For instance, virtual reality simulations can create authentic language learning environments, enabling learners to practice real-life communication scenarios. Furthermore, linguodidactic and psychological approaches play a crucial role in understanding the cognitive and affective factors that influence language learning. Task-based language teaching, for example, promotes meaningful communication by engaging learners in completing real-world tasks. This approach aligns with cognitive psychology principles, emphasizing the importance of active learning and problem-solving. In addition, the application of psychological principles such as motivation, anxiety reduction, and learner autonomy can significantly enhance language learning outcomes. For example, implementing strategies to foster intrinsic motivation and create a supportive learning environment can reduce language anxiety and promote learner engagement. Addressing the gap between theory and practice requires a collaborative approach involving linguists, educators, and technology specialists. By translating linguistic research into practical pedagogical strategies, we can ensure that classroom practices are informed by the latest scientific findings. Similarly, effective technology integration requires a systematic approach that considers learners' needs and learning objectives.

Modern linguistics is grappling with the challenges of analyzing digital discourse, the rapidly evolving language used in online communication. Methodological approaches such as corpus linguistics and discourse analysis offer valuable tools for examining the linguistic features of digital texts. For example, corpus analysis can reveal patterns of language use in social media, while discourse analysis can explore the communicative functions of online interactions. The field of translation is undergoing a significant transformation due to the rise of AI. While machine translation has made significant strides in recent years, it still faces challenges in accurately capturing the nuances of human language and cultural context. Methodological approaches such as post-editing and quality assessment frameworks are essential for ensuring the accuracy and quality of machine-generated translations. Furthermore, the development of human-in-the-loop AI systems, which combine the strengths of both human and machine intelligence, offers a promising avenue for improving translation quality. Addressing the challenges of cross-cultural communication requires a deep understanding of cultural differences and their impact on language

use. Methodological approaches such as cultural studies and intercultural communication research can provide valuable insights into the cultural dimensions of language and translation.

This article concludes that to solve today's language education and linguistics problems, we need to use better methods. We must connect theory with practice, use technology well, and focus on learners. Analyzing language carefully and understanding cultural differences are key. To succeed, experts from different fields must work together, using both human skills and technology to improve communication and education for everyone.

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COMPARATIVE TYPOLOGICAL STUDY OF SPEECH ETIQUETTE IN ENGLISH AND UZBEK

Abstract

Speech etiquette is an essential component of language that reflects cultural norms, social values, and the individual's relationship with others in society. It involves the use of proper language, manners, and expressions that adhere to societal expectations. The study of speech etiquette helps to better understand the way people communicate, showing how politeness, respect, and social status are manifested through language. In this article, we explore and compare the speech etiquette in two distinct languages and cultures: English and Uzbek. The goal is to examine how these two languages handle issues of politeness, formality, and address forms within the framework of speech acts such as greetings, requests, and apologies.

Key words: speech etiquette, English, Uzbek languages, grammar, manner.

In English-speaking cultures, speech etiquette is heavily influenced by the principles of politeness theory, which were proposed by sociolinguists Penelope Brown and Stephen Levinson. English-speaking countries, especially in the United States and the United Kingdom, tend to favor a more direct communication style, with a focus on clarity and efficiency in conversation. However, politeness still plays a significant role, with subtle distinctions in formality and respect depending on the context.

The primary politeness strategies in English are *positive politeness* and *negative politeness*.

Positive Politeness: This strategy involves the use of inclusive language that emphasizes solidarity and friendliness. It can include the use of compliments, shared interests, and a more informal tone. For instance, when making a request, a speaker might say, "Would you mind helping me with this?" or "Could you please give me a hand?" The use of "please" and indirect phrasing helps to soften the request and make it more polite.

Negative Politeness: This strategy is used to avoid imposing on the listener, maintaining their autonomy and personal space. For example, instead of directly saying, "Pass me the salt," a speaker might say, "Could you pass me the salt, please?" or "I was wondering if you could pass me the salt." Here, the speaker is careful not to infringe on the listener’s freedom of choice,

ensuring the request is made in a way that does not impose.

address forms also have significant role in English compared to languages like Uzbek. English speakers typically use titles and first names, depending on the level of familiarity and formality. For example, in formal contexts, people might refer to each other as "Mr." or "Ms." followed by their last name, while in informal settings, first names or even nicknames are more common.

In English-speaking cultures, particularly in the United States, the concept of egalitarianism plays a role in the way speech is structured. There is a cultural emphasis on equality, so interactions tend to be more casual, even in professional environments. However, British English tends to place more emphasis on formality and politeness, especially in public life and official settings.

Uzbek, a Turkic language spoken primarily in Uzbekistan, has its own unique set of speech etiquette rules that are influenced by the traditional, hierarchical nature of Uzbek society. Unlike English, which is more egalitarian in its address and forms of politeness, Uzbek speech etiquette is strongly hierarchical, emphasizing respect based on age, social status, and relationship.

Uzbek politeness strategies are similar in some respects to English, but they often carry more emphasis on social hierarchy and respect. The primary strategies include:[1]

Honorifics: One of the most distinctive features of Uzbek speech etiquette is the use of honorifics. These are formal titles or words used to show respect, especially when addressing elders, superiors, or strangers. For example, when addressing someone older or of higher status, the speaker may use "aka" (for males) or "opa" (for females) meaning "elder brother" or "elder sister," respectively, even if they are not biologically related. In formal situations, titles such as "yirik" (distinguished) or "mirzo" (a learned person) can be added for further respect.

Polite Requests and Indirectness: Similar to English, Uzbek also employs indirect language to soften requests or statements. However, the use of indirectness is even more common, especially when the speaker wishes to avoid being seen as imposing. For instance, when asking for a favor, a speaker might say, "I wonder if it would be possible for you to assist me?" or "If it's not too much trouble, could you help me?"

Addressing others in Uzbek is governed by a strict set of rules depending on social status and age. In formal settings, Uzbek speakers use patronymics in addition to titles. For instance, if addressing someone formally, it is common to say "Marhamat, Islomovich," where "Islomovich" indicates the person's father's name, providing an additional layer of respect.

There is a notable use of formal language, especially in official situations, and one should be cautious in addressing elders or superiors with an inappropriate level of familiarity. First names may only be used with close family members, friends, or peers of the same age and status.

Uzbek speech etiquette is deeply influenced by Islamic traditions and the value placed on respect for elders. This respect is seen not only in speech but also in actions. Hierarchical relationships in Uzbek culture dictate that younger people are expected to speak with humility and deference toward older individuals, which is reflected in the language used

When comparing speech etiquette in English and Uzbek, several key differences emerge, primarily in the areas of formality, hierarchy, and the use of address forms. [2]

Formality: While English does have formal and informal modes of address, the difference is less pronounced than in Uzbek. In English, first names are often used even in professional settings, provided there is mutual consent, especially in American culture. On the other hand, in Uzbek, formal titles, honorifics, and patronymics are crucial, and using informal speech in formal settings can be seen as disrespectful.

Hierarchy and Respect: In Uzbek, the hierarchical nature of society is much more evident in speech etiquette than in English. The use of titles based on age, gender, and social position is ingrained in everyday interactions. In contrast, English tends to prioritize equality and avoids overt markers of hierarchy in daily communication, particularly in informal contexts.

Indirectness: Both languages use indirectness as a politeness strategy, but Uzbek tends to employ it more extensively. The use of indirect phrasing in Uzbek is a sign of respect, particularly when dealing with superiors or elders. English also uses indirect forms of requests, but they are

less tied to social rank and more about general politeness.

Speech etiquette in English and Uzbek provides a fascinating lens through which to examine cultural values and social norms. While both languages share common features of politeness, such as indirectness and the use of formal language in certain contexts, Uzbek places greater emphasis on hierarchy, respect for elders, and the use of honorifics. English, particularly in American contexts, tends to be more egalitarian, with less emphasis on social rank in casual interactions. Understanding these differences in speech etiquette helps us appreciate the role of language in reflecting and shaping the cultures in which it is spoken.

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ENHANSING LISTENING AND SPEAKING SKILLS THROUGH MOVIES AND VIDEOS AMONG UZBEK STUDENTS

Annotation

The purpose of this article to enhance the effectiveness of instructional methodologies by incorporating films and videos into English language learning, with a strong focus on enhancing speaking and listening skills. Throughout this process, learners watch videos or films by their tools

Key words: speaking, listening, movie, video, fluency, audiovisual materials, articulation, natural intonation, learning language.

In today's fast-paced world, individuals have different views on teaching the target languages. The basic need for learning English is to experience a dramatic increase in publicity. So, the demand for learning English explores a new era in this field. And different approaches to learning English have a positive impact on language learners. Using new methods while learning a foreign language makes the lessons more engaging and effective. Especially films and videos are some of creative ways of acquiring the English language. Over the last decade, English proficiency has become a crucial tool for facilitating smooth communication and strategic cooperation across various fields, including politics, economics, society, and education. In contemporary Uzbekistan, many young learners face greater difficulty in expressing their thoughts fluently and engaging in spoken interactions in English rather than simply acquiring theoretical knowledge of the language. To address this challenge, an effective alternative is the structured incorporation of watching and repeatedly practicing with English-language films and videos throughout the day. One of the most fundamental and independent methods of leveraging audiovisual materials for language learning is self-guided practice, which eliminates the necessity of an instructor. This method grants students the flexibility to learn at their own comfort zone, anytime and anywhere, using personal digital devices. The purpose of this article to enhance the effectiveness of instructional methodologies by incorporating films and videos into English language learning, with a strong focus on enhancing speaking and listening skills. Throughout this process, learners watch videos or films by their tools and, firstly, identify unfamiliar vocabulary then pay close attention to correct pronunciation. Then they reinforce their learning by synchronizing their speech with the speakers in the specific video, aiming for precise their

articulation and natural intonation. A critical component of that task is the learner's ability to actively listen to their own speech, ensuring accuracy and fluency in verbal English communication. Consequently, this article explores the theoretical foundation of using films and videos as a pedagogical tool for language acquisition. In the current information age, as technologies are developing in various fields, these changes have not spared the English language. The demands for learning it is increasing rapidly, and various approaches, strategies, and procedures are encouraged (Gill & Kusum 2017). Language acquisition is starting to undergo new alterations. Language instructors efficiently enhance their pupils' speaking and listening abilities by utilizing the power of film and video as a tool (Smith, 2019). Due to the fundamentals of communication, mastering a new language and becoming fluent in it is crucial (Johnson, 2020). Film and video, as dynamic and engaging mediums, offer unique opportunities for language learners to immerse themselves in authentic linguistic and cultural contexts (Brown, 2021), emphasizes how social interaction and cultural background play a part in education. When carefully chosen to depict a variety of cultural contexts, video materials give students the chance to investigate socio-cultural elements of language use as well as cultural quirks. Students who are exposed to these components can develop their cultural competency and become more adept and perceptive communicators in authentic contexts (Brown, 2021). Especially in speaking and listening activities, this feature can help improve comprehension and memory of language content. Sociocultural theory (Vygotsky, 1978). Movies make us pay close attention. They tell us about cultures that are unfamiliar to us and their lifestyles and interests. They completely change our worldview and our understanding of life. We watch movies because they capture our attention in a way that goes against our previous understandings (Yudar et al, 2020). Various films and videos are used in the learning process. Your English, including your vocabulary, can increase by watching and listening to simple films in English.

Speaking and listening are two of the most crucial steps in the language learning process. Because of this, both high-ability and low-ability learners have the same kinds of challenges when learning a language. As a result, some pupils become less interested in learning the language. Simple and inefficient teaching strategies are a major contributing factor to this. These are the exact causes why learners become bored and lose interest in studying the target language. It is essential to employ unconventional techniques that can grab students' attention in order to make this procedure productive. And in this sense, individuals unwittingly pay attention to language acquisition by watching English movies. They find out more and learn the native language of the local actors or actresses in the films during this procedure. The learning process can be carried out in an engaging and effective manner by watching movies. The students learn efficient techniques for themselves during this process and becomes familiar with the speaker's mannerisms, speech rate, and pronunciation (Web 2010). In addition, short videos are also important in increasing students' language learning. Some students may have difficulty focusing on one thing for 1.5 to 2 hours. To prevent this, watching short videos can be effective. For example, by searching for a topic they are interested in on YouTube and watching that topic, the student can gather more interesting information and learn new words and sentence structures, as well as develop their listening skills to a certain extent. An article about the development of hearing comprehension through movies was written by Safranj, J. (2014). Ninety pupils, 29 of whom are college students, are enrolled in classes at a secondary school. Twenty-nine of them choose to see an English-language movie. Enhancing pupils' listening abilities has drawbacks as well. Many pupils believe that subtitles improve their comprehension and wish to watch movies with them. Students' attitudes toward learning through movies help them become better listeners; nonetheless, they require more time and direction to learn. Many students claimed to learn foreign languages flawlessly, despite the fact that the background for learning English is insufficient. According to our previous experiences, we had problems with listening and speaking, and the traditional teaching system made us tired quickly. To overcome this, we tried a number of movies, among which the Merlin and Sheldon series were more effective and were able to strengthen our listening comprehension and pronunciation. In addition, we regularly watched pick up limes' videos on You

Tube. And we can say that now our English fluency has improved to an extent that we did not expect by watching movies and videos.

By watching movies, students can get important information on the subject by using that language in real-life situations, as well as additional information about the culture of the speakers of that language. Many Studies show that EFL students usually have difficulty speaking due to fear and anxiety, i.e., they think that people may make fun of them in public. Furthermore, the results show that audio-visual aids are one of the main methods that can be used in teaching English. In addition, they serve to improve the ability of students to learn the language and improve their ability to perfect their skills. They help students pronounce words, converse, and speak correctly like native speakers. This is because they tend to mimic the speakers in the film, and they acquire their own level of proficiency. Also, experiments show that English films can help increase a person's vocabulary by providing the right context and naturalness. Because films can be a great learning medium for students, this means that teachers and instructors can take advantage of how to facilitate ESL, resulting in students acquiring conversational English skills. Strategies for using film or video for educational analysis have revealed the dynamics of language learning. The integration of digital technologies has revolutionized multimedia resources such as film and video, which provide both. Both are valuable tools for students and teachers to enhance their speaking and listening skills.

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DIFFICULTIES IN LEARNING NEW WORDS IN LEARNING ENGLISH

Abstract

Learning new words is an important part of mastering English. However, many learners face different difficulties in this process. This article discusses common problems such as pronunciation challenges, forgetting words quickly, and confusion with similar words. It also presents possible solutions, including using context, repetition techniques, and digital tools. Understanding these challenges and strategies can help learners improve their vocabulary more effectively.

Key words: vocabulary learning, forgetting words, contextual learning, similar words confusion, idioms and phrasal verbs, spaced repetition, language learning technology, memory techniques.

English is one of the most important languages in the world, and millions of people learn it as a second language. It is the language of business, science, and international communication. However, learning English is not always easy, especially when it comes to vocabulary. Many students face difficulties in remembering and using new words correctly. Vocabulary is a key part of learning a language because it helps in speaking, writing, listening, and reading. Without a good vocabulary, communication becomes difficult. In this article, we will discuss some common

difficulties in learning English vocabulary and some effective methods to overcome these problems.

One of the biggest challenges in learning new words is the large number of words in English. The English language has hundreds of thousands of words, and new words are added every year. This makes it difficult for learners to remember all the words they need. Additionally, many words have multiple meanings, which can be confusing. For example, the word "bank" can mean a financial institution or the side of a river. This can make it hard for students to understand the correct meaning of a word in different situations. Word formation is also a challenge for many learners. In English, words can change their form depending on their function in a sentence. For example, the word "beauty" is a noun, but "beautiful" is an adjective, and "beautify" is a verb. Understanding how words change with prefixes and suffixes is important, but it can be difficult for learners to remember all these variations. Additionally, English has many phrasal verbs, which are verbs combined with prepositions or adverbs that change their meaning. For example, "give up" means to stop trying, and "put off" means to delay. Phrasal verbs are often difficult for learners because their meanings are not always clear from the individual words. Another common problem is remembering and using new words in real-life situations. Many students try to memorize long lists of words, but they often forget them quickly because they do not use them in sentences. Learning words without context makes it harder to remember their meanings and usage. For example, learning the word "negotiate" is not very useful unless a student also learns how to use it in phrases like "negotiate a deal" or "negotiate a contract." Without context, students may struggle to use words naturally in conversations.

To overcome these challenges, learners can use several effective strategies. One of the best methods is to learn words in context. Instead of memorizing individual words, students should learn words in sentences and real-life situations. Reading books, watching movies, and listening to English conversations help learners see how words are used naturally. For example, if a student reads the word "agreement" in a sentence like "They reached an agreement after a long discussion," they will remember the meaning better than if they simply memorize "agreement = an understanding." Using mnemonics and word associations can also be very helpful. Mnemonics are memory techniques that help learners remember difficult words by connecting them to images or stories. For example, to remember the word "bizarre," a student might imagine a strange, colorful bazaar (market). This visual connection makes it easier to recall the word later. Similarly, learning words in word families can be useful. If a student learns the word "act," they should also learn related words like "action," "active," and "activity." This helps them understand how words are connected and improves their vocabulary knowledge. Another useful technique is to group words by topics. Learning words in categories, such as food, travel, business, or emotions, makes it easier to remember them. For example, if a student learns words like "delicious," "spicy," "bitter," and "sweet" together, they will remember them more effectively because they are related to the same theme. This method helps learners organize vocabulary in their minds and recall words faster when needed. Finally, staying motivated and patient is key to building a strong vocabulary. Learning a language takes time, and it is normal to forget words or make mistakes. The important thing is to keep practicing and not give up. Setting small goals, such as learning five new words a day, can make vocabulary learning more manageable. Keeping a vocabulary journal and reviewing words regularly also helps reinforce learning.

In conclusion, learning new vocabulary in English can be challenging due to the large number of words, pronunciation difficulties, spelling inconsistencies, and lack of context. However, by using effective strategies, such as learning words in context, practicing regularly, using mnemonics, grouping words by topics, learners can improve their vocabulary and become more confident in using English. With dedication and the right techniques, mastering English vocabulary is possible for every learner.

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THE BENEFITS OF READING ALOUD IN THE LEARNING PROCESS

Annotation

This article highlights the numerous benefits of reading aloud in the learning process. It explains how reading aloud enhances comprehension by engaging both visual and auditory senses, making it easier to understand and retain information. Additionally, the article emphasizes how it improves pronunciation and fluency, particularly for language learners.

Key words: reading aloud, comprehension, learning benefits, pronunciation, fluency.

Reading aloud is a simple but powerful way to learn. It helps people of all ages improve their language skills, memory, and confidence. Whether you are a student, a teacher, or someone learning a new language, reading aloud can make learning easier and more enjoyable.

When you read aloud, you hear your own voice. This helps you practice pronunciation and intonation. If you are learning a new language, reading aloud can help you speak more clearly and correctly.

Reading aloud requires active listening, whether students are reading to themselves or others. It enhances their ability to focus, as they must follow the flow of the text and understand its meaning. This practice also improves listening comprehension, which is essential in both academic and social settings.

Reading aloud can encourage a love for reading. When students read aloud with expression, they experience the rhythm and emotion of the text, making reading more enjoyable. This can foster a love for books and literature, encouraging lifelong learning. It also helps younger learners associate reading with fun and storytelling, increasing their motivation to read independently.

Speaking in front of others can be intimidating, but regular reading aloud helps students develop confidence. As they become more comfortable with their voice and pronunciation, they gain the courage to participate in discussions, presentations, and public speaking. This skill is essential for academic success and future careers.

Studies show that reading aloud helps with memory retention. When students vocalize words, they reinforce learning through auditory repetition. This technique is particularly useful for memorizing key facts, vocabulary words, or historical events.

Reading aloud helps learners improve their pronunciation by allowing them to hear how words sound. This is especially beneficial for language learners who need to master the correct articulation of words. Repeated reading aloud also improves fluency, making reading smoother and more natural over time.

Reading aloud is a valuable learning strategy with numerous benefits. It improves comprehension, pronunciation, confidence, listening skills, and overall engagement with the text. Whether for young learners or adults, incorporating this practice into daily study routines can greatly enhance learning outcomes. Teachers, parents, and students should embrace reading aloud as a simple yet effective tool for academic and personal growth.

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LEXICOLOGY AND ITS PRIMARY ROLES

Abstract

This article provides an in-depth exploration of the primary objectives of lexicology, addressing the fundamental issues related to the vocabulary of various languages. It covers the process of gathering and organizing terms within a language, with a specific focus on the Uzbek language. Additionally, it delves into the key challenges in lexicology, the guidelines for practical language usage, and the evolution of the lexicon.

Key words: learning lexicology, thematic groups, fixed compound words, general lexicology and private lexicology.

In the current era of the new scientific and technological revolution, we witness the emergence of new concepts, objects, and phenomena across various sectors of production, science, and technology. This rapid development significantly expands the vocabulary of languages. As a result, addressing the challenges related to terminology has become a central issue in modern lexicology. It is important to emphasize that tackling terminology-related issues is not only crucial for the fields of science, technology, and production but also for linguistics as a whole. Lexicology, which is a subfield of linguistics, focuses on the study of the meanings of words and their lexical significance. Beyond just the meanings of words, lexicology also examines their grammatical aspects and the forms in which they appear. For instance, the word "apple" can refer to both the fruit and the tree, while also carrying meanings related to grammatical categories such as plural, consonant, and specific forms like the plural and accusative. Lexicology concerns itself with understanding the vocabulary of a language. The word "dictionary" originates from Greek, where "lexikos" means "dictionary" and "logos" translates to "teach" or "explain the meaning of words." Speech sounds, the smallest units of speech unique to humans, are integral to how words convey meaning. The tone or sound of a word can alter its meaning, as the essence of a word resides within its specific sound. Speech sounds represent the physical manifestation of words, while their meanings express the deeper, conceptual side of language. Every word in a language points to something—be it an object, an event, a characteristic, a quantity, an action, or a state.

Dictionaries do not analyze words in isolation; instead, they examine how words interact and relate to each other. Lexicography, the field of dictionary-making, is closely connected to other branches of linguistics, including lexicology, phraseology, semantics, etymology, stylistics, and the study of word formation, among others. One of the key challenges in lexicology is understanding the word as an independent unit of language.

Lexicology also explores the relationships between words, such as their monosyllabic or polysyllabic nature, multiple meanings (polysemy), synonymy, antonymy, and the ways in which the meanings of words can be free-standing or interconnected. When vocabulary is viewed as a system, it is understood that the meaning of a word is intrinsically tied to its concept. The focus of

lexicology is on analyzing the structural and systematic characteristics of a language's vocabulary, tracking its development, and exploring how it interacts with other levels of linguistic analysis.

a) Investigate the processes of word obsolescence and lexical renewal in a given language, examining both linguistic and non-linguistic factors that influence these changes.

b) Provide a functional and semantic analysis of lexical items, categorizing them into obsolete, new, and contemporary classes, as well as subject groups and microsystems. Identify the linguistic and methodological characteristics involved in this process.

c) Equip students with foundational knowledge of vocabulary theory and enhance their skills in lexical-semantic analysis. Lexicology explores overarching issues related to the evolution of the lexical richness in all languages, as well as the vocabulary of specific derivative languages. As a result, lexicology is initially categorized into two branches: general lexicology and specific lexicology.

1. In general lexicology, there are patterns that govern the lexical evolution of all languages. The interplay between language and society, language and consciousness, and language and thought influences the structure of the vocabulary, leading to specific changes. The vocabulary consists of lexical units that are modern, historical, and stylistically expressive. These units are organized into thematic and lexical-semantic groups that are common across all languages.

2. Private lexicology focuses on the vocabulary of a particular language. For example, the study of the Uzbek lexicon, Russian vocabulary, or German vocabulary. The study of vocabulary relies on shared linguistic experiences and insights gained from examining the lexical richness of a language. It is divided into descriptive and historical lexicology:

(a) Descriptive lexicology examines the vocabulary of a language, such as Uzbek, in a static state, without considering the language's historical development. This approach is known as synchronous vocabulary study.

(b) Historical lexicology, on the other hand, looks at the vocabulary of a language in a dynamic context, considering its historical evolution. This is referred to as diachronic lexicology. The modern Uzbek vocabulary is primarily studied through descriptive lexicology, although historical lexicology is also sometimes used. Comparing and describing both the historical and contemporary aspects of the Uzbek language's vocabulary is essential. Lexicology interacts with other branches of linguistics, such as semasiology, onomasiology, etymology, and phraseology. Without considering lexical-semantic phenomena in the language's lexical richness, it is not possible to accurately describe the terminology and development of the lexical system. In semantics, the focus is on studying the content and structure of the meaning of lexical units, as well as related issues. Onomasiology, on the other hand, investigates the principles behind naming objects or concepts. Etymology explores the origin and historical development of words. In lexicology, the vocabulary of a language is examined as a cohesive system. This vocabulary is not merely a collection of individual words and sentences but rather a network of interconnected lexical units. The existence of one word often depends on the presence of others, creating a system where words and their components are linked similarly to the relationship between the "tissue" and "cells" of an organism. This highlights the connection between a word's expressive form and its meaning, as well as the interplay between its lexical meaning and semantics. The phenotypic and syntactic characteristics of word meanings further demonstrate this interdependence. In essence, lexicology establishes practical usage rules and helps in the development of vocabulary, along with outlining principles for classifying words based on specific methodologies. It also examines the rules for using language in various contexts such as everyday speech, literature, professional jargon, dialects, archaisms, neologisms, and the standardization of lexical expressions, drawing conclusions from these analyses. Lexicology is closely linked to morphology, as both fields study words. However, they focus on different aspects of words. Lexicology deals with the meaning of words, while morphology looks at their grammatical meaning and the forms in which they are expressed. All grammatical meanings are conveyed through specific grammatical forms, which serve as the means to express those meanings.

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MODERN METHODS OF READING DEVELOPMENT IN CHILDREN AGED 0-7 YEARS

Abstract

Early reading development is crucial for children's academic success and cognitive growth. This article explores contemporary methods aimed at enhancing reading skills in children aged 0-7 years, examining the theoretical foundations, practical applications, and efficacy of these methods. The analysis focuses on interactive read-alouds, phonemic awareness and phonics programs, digital storybooks and educational apps, bilingual and multilingual approaches, play-based learning, and parental involvement. The effectiveness and challenges of these methods are discussed, highlighting the need for equitable access and ongoing research.

Key words: health issues, depression, anxiety, research papers, mental health, social gradient, living conditions, relationship, feeling of isolation, social economic status impacts, three psychiatric conditions, virtual detox

Reading development in early childhood is foundational for later academic achievement and lifelong learning. The period from birth to age seven is particularly critical as children acquire the skills necessary for reading proficiency. Recent advancements in educational psychology and technology have led to innovative methods that enhance early reading development. This article reviews these modern methods, their theoretical underpinnings, practical applications, and challenges.

Modern methods of reading development are informed by several key educational theories:

1. Emergent Literacy Theory: Emergent literacy theory posits that children begin developing literacy skills from birth through their interactions with print and oral language. Early exposure to books, storytelling, and a print-rich environment are emphasized as crucial for literacy development (Whitehurst & Lonigan, 1998).

2. Socio-Cultural Theory: Vygotsky's socio-cultural theory highlights the role of social interaction in learning. Children develop literacy skills through guided participation and scaffolding provided by more knowledgeable others, such as parents, teachers, and peers (Vygotsky, 1978).

3. Constructivist Theory: Constructivist theory, rooted in the work of Piaget, views children as active learners who construct knowledge through hands-on experiences. This theory supports the idea that literacy development is a dynamic process influenced by the child's interactions with their environment (Piaget, 1952).

Modern Methods of Reading Development

1. Interactive Read-Alouds

Interactive read-alouds involve reading books to children while engaging them in discussions about the story. This method promotes active participation, enhances comprehension, and develops critical thinking skills. Studies show that interactive read-alouds can significantly improve children's vocabulary and narrative understanding (Dickinson & Smith, 1994).

2. Phonemic Awareness and Phonics Programs

Phonemic awareness, the ability to hear and manipulate sounds in words, is a crucial precursor to reading. Phonics instruction involves teaching the relationships between sounds and their written symbols. Programs like "Jolly Phonics" and "Read Write Inc." use multi-sensory activities, songs, and games to teach these skills, which are essential for decoding and spelling (National Reading Panel, 2000).

3. Digital Storybooks and Educational Apps

The integration of technology in early literacy development has led to the creation of digital storybooks and educational apps. These tools provide interactive, multimedia experiences that engage children in reading. Research indicates that digital storybooks can enhance children's motivation to read and improve their literacy skills (Zucker, Moody, & McKenna, 2009).

4. Bilingual and Multilingual Approaches

Bilingual and multilingual programs support literacy development in more than one language, promoting cognitive flexibility and cultural awareness. Techniques such as code-switching and translanguaging allow children to draw on their entire linguistic repertoire to make sense of texts. Studies have shown that bilingual children often develop stronger metalinguistic awareness and reading skills (Bialystok, 2007).

5. Play-Based Learning

Play-based learning incorporates literacy activities into play, making reading development a natural and enjoyable process. Literacy-rich play environments, with props such as menus, signs, and labels, encourage children to read and write in context. This method aligns with constructivist principles, emphasizing learning through meaningful experiences (Roskos & Christie, 2001).

6. Parental Involvement and Family Literacy Programs

Parental involvement is critical for early literacy development. Programs like "Reach Out and Read" and "Raising A Reader" provide resources and training to parents, encouraging regular reading at home. These programs align with emergent literacy theory by creating a rich literacy environment from an early age (Mol, Bus, & de Jong, 2009).

Effectiveness and Challenges

Research indicates that these modern methods are effective in enhancing early reading skills. Interactive read-alouds and phonemic awareness programs have been shown to improve comprehension and phonological processing abilities (Wasik & Bond, 2001). Digital storybooks and apps motivate children and provide tailored learning experiences (Zucker et al., 2009). Bilingual and play-based approaches support broader cognitive and social development (Bialystok, 2007).

However, challenges persist. Access to quality resources and technology can be limited, particularly in under-resourced communities. There is also a need for continuous professional development for educators to keep pace with technological advancements. Ensuring the appropriateness and educational value of digital content remains a critical concern.

Modern methods of reading development for children aged 0-7 years integrate traditional pedagogies with innovative technologies and approaches. By fostering interactive, engaging, and supportive learning environments, these methods help lay a strong foundation for lifelong literacy. Ongoing research and practice are essential to refine these approaches and ensure equitable access to effective reading instruction for all children.

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THE BENEFITS AND CHALLENGES OF TEACHING BILINGUAL STUDENTS

Abstract

The purpose of the article is to examine the advantages and difficulties of teaching bilingual students, offering insights into the ways in which bilingualism affects academic, social, and cognitive development. It highlights the cognitive benefits of bilingualism, including improved executive function, multitasking, and problem-solving skills.

Key words: bilingualism, bilingual education, cognitive advantages, cultural awareness, academic performance, globalization.

As global communication increases due to travel and business, there is a growing interest in learning second language. Being bilingual has several advantages in the globalized and developing world of today. According to research, bilinguals are frequently smarter than monolinguals in a variety of areas, and bilingualism improves cognitive skills unrelated to language, which benefits their brain health. Globally, bilingual education is becoming more and more popular, particularly in nations that are undergoing migration and globalization. It is crucial to teach bilingual education abroad in order to give students access to academic opportunities, cultural awareness, and language proficiency. Teaching pupils in their mother tongue while progressively introducing a second language is known as bilingual education. It is intended to promote cross-cultural proficiency, bilingualism, and biliteracy.

As we know some benefits are such as communication and job opportunity. Lauchlan, Parisi and Fadda (2012) and Wallstrum (2009) applied some tasks to test the bilingual children had high academic achievement and some area (cognitive and math) developed better. Porter (1999) have been analyzed bilingual children have higher academic achievement and higher self-esteem in the bilingual schooling.

Benefits of teaching bilingual students

1.Cognitive advantages. According to research, bilingual students have improved

multitasking, problem-solving, and cognitive flexibility. The process of switching between languages improves the brain's executive capabilities.

2.Enhanced academic performance. Research shows that because bilingualism fosters the development of analytical skills, it can help students do better in subjects like reading comprehension and arithmetic.

3.Future opportunities. Being multilingual opens up more professional options, international partnerships, and increased income possibilities.

Bilingual children are performed better than monolingual children; bilingual education program is beneficial to children. Parents, teachers, and children all face some difficulties, though. Managing bilingual education without professional training is one of the largest obstacles for instructors, according to Schwartz, Mor-sommorfield, and Leikin (2010). Teachers find it difficult to navigate two languages, according to Schwartz's (2013) analysis of the difficulties of bilingual education programs. In addition to teaching a second language, teachers must maintain L1 in the classroom.

Challenges of teaching bilingual students

1.Inclusive teaching program. Language barriers can be filled by utilizing cooperative learning techniques, bilingual materials, and visual aids.

2.Professional development. Teachers that receive specialized training are better prepared to meet the demands of bilingual students.

3.Parental and community engagement. A supportive learning environment is created when families and local communities are involved in the educational process.

4.Continuous assessment methods. Accurately measuring student development is made possible by the use of formative assessments and language-neutral evaluation instruments.

Teaching bilingual students presents opportunities and difficulties. Teachers can use the advantages of bilingualism to provide all students with rich learning experiences if they use strategic approaches and provide committed assistance. To overcome current obstacles and optimize the potential of bilingual learners, more research and funding for bilingual education initiatives are needed.

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COMMUNICATIVE LANGUAGE LEARNING METHOD AND IT`S USAGE

Annotation

This article examines the Collaborative Language Learning (CLL) method, which emphasizes cooperative learning to enhance students' engagement in language acquisition. CLL is based on interactive and student-centered approaches that encourage communication, teamwork,

and peer support. The study explores the effectiveness of CLL in improving language skills, particularly speaking and listening, and its impact on learners' communicative competence. Additionally, the article discusses the advantages of CLL, such as increased motivation and deeper understanding, as well as challenges, including group dynamics and assessment difficulties. The findings suggest that implementing CLL in language classrooms can foster a more engaging and productive learning environment. This research provides valuable insights for educators seeking innovative teaching strategies to enhance language learning outcomes. The study also highlights the importance of collaboration in developing linguistic and social skills, making CLL a promising approach for modern language education.

Key words: facilitator, counselor-client relationship, collaborative, community, critical thinking, emotional support.

Nowadays, the need for personnel with a high level of knowledge of foreign languages is increasing. therefore, special attention is paid to effective methods in teaching foreign languages. Traditional lessons based on grammar rules have been abandoned and lessons based on new approaches have been introduced. Different methods and approaches are used during such interactive classes in order to make the process of teaching and learning foreign languages easier, more interesting and more effective. Below is information about the Communicative Learning Language (CLL) method, one of the effective methods of learning foreign languages.

The Communicative Language Learning (CLL) Method is an approach to language teaching that focuses on communication and interaction rather than memorization of rules and vocabulary. It is based on the principles of the Communicative Language Teaching (CLT) approach and is often used to help learners develop real-world language skills. Community Language Learning (CLL) is a language teaching approach developed by Charles Curran as part of the counseling-learning theory of adult education. It is based on the idea that language learning is not just an intellectual process but also an emotional and social experience. In CLL, learners are treated as whole persons, with their emotions, fears, and psychological needs being just as important as their linguistic development.

Unlike traditional language teaching methods that focus on strict grammar instruction and structured drills, CLL emphasizes collaborative, student-centered learning where students work together in a supportive community. The teacher takes on the role of a counselor, guiding and supporting students rather than acting as the central authority.

In this method, students act as a community, they share knowledge with each other, what does this mean? that is, each student tells other students the words they know, and at the same time they try to give the pronunciation of this word and the definition of that word in the studied foreign language. and the rest of the students repeat and learn the words after him or her. In this process, the student who taught the words appears as the Counselor, and the students who learned the words appear as the Client.

Features of Communicative Language Learning method:

1. Focus on Communication

The main objective is to develop learners' ability to use the target language for real-life communication.

Emphasis is placed on conveying and understanding messages rather than just grammatical correctness. Example: In an English class, students discuss their weekend plans with a partner. The goal is to share ideas and ask follow-up questions rather than worry about perfect grammar.

2. Student-Centered Approach

Students take an active role in their learning. The teacher acts as a guide, encouraging self-expression and independent learning. Example: Instead of lecturing about vocabulary, the teacher gives students a set of pictures and asks them to create a short story using new words.

3. Fluency Over Accuracy

The priority is for students to communicate naturally, even if they make mistakes. Errors are not immediately corrected unless they hinder understanding. Example: A student says, "Yesterday I go to the market." Instead of stopping them to correct "go" to "went," the teacher acknowledges

their response and keeps the conversation flowing.

4. Use of Authentic Materials

Textbooks are supplemented with real-world resources such as newspapers, videos, and social media posts. This makes learning more engaging and relevant. Example: Students watch a short news report and discuss its main points, practicing listening comprehension and critical thinking.

5. Task-Based Learning

Lessons are built around meaningful tasks rather than isolated grammar exercises. Tasks encourage problem-solving and creativity. Students work in groups to plan a vacation. They research flights, hotels, and activities, then present their itinerary to the class.

6. Interaction in Pairs or Groups

Collaborative activities promote speaking, listening, and negotiation skills. Working with peers creates a low-pressure environment for practice. Example: In a role-play activity, one student plays a restaurant customer, and the other plays a waiter. They act out ordering food, making requests, and asking for the bill.

The Community Language Learning (CLL) method is a student-centered approach that emphasizes collaboration, emotional support, and meaningful communication in language learning. By fostering a safe and supportive environment, CLL helps learners develop confidence and fluency through natural conversation and teacher guidance. While it offers advantages such as reducing anxiety and encouraging peer interaction, it may also require highly skilled instructors and can be time-consuming. Overall, CLL is an effective method for promoting communicative competence, particularly for learners who benefit from a social and interactive approach to language acquisition.

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THE SIGNIFICANCE OF SUGGESTOPEDIA IN IMPROVING STUDENTS` PSYCHOLOGY

Annotation

Suggestopedia is one of the most effective teaching methods for rapid learning, in which students are able to remember and understand new information through relaxation methods, music, positive and supportive atmosphere. The suggestopedia method was developed to help students who face psychological obstacles in learning and also this method can be beneficial for various groups of people such as students, children, language learners, as suggestopedia helps reduce stress, anxiety, fatigue and fear. This article explores the main components of suggestopedia, how it can improve not only the quality of learning language, but also mental state of a learner. Even though suggestopedia has limitations such as lack of homework and tests, it still provides stress-free atmosphere and relaxing environment which helps to boost confidence and memory retention

Key words: suggestopedia, teaching method, method, rapid learning, relaxation methods, language learners, effective teaching, supportive atmosphere.

Foreign language learning can be slow and time-consuming, and some methods to learn those foreign languages will be boring and complex for learners, as studying without relaxation may create tension and stress, leading to poor retention and reduced focus, so scientists claim that

student should keep balance between relaxation and active learning to improve focus and retention. One effective method which can help with these obstacles is suggestopedia. Suggestopedia is a modern teaching method developed by Bulgarian psychotherapist Georgi Lazanov in 1970s. This method focuses on relaxation, positive suggestions, use of music and stress reduction, which creates psychological comfort and relaxing atmosphere during learning foreign languages. Through relaxation methods, students can learn more efficiently and quickly in a peaceful way, free from anxiety and stress. The goal of this method is to have unstressed environment, which promotes more rapid and effective acquisition of knowledge.

Main principles of suggestopedia

Music

One of the key aspects of method suggestopedia is the creation of a relaxed atmosphere where students feel themselves confident and calm. Such a relaxed atmosphere can be achieved with the help of music, which plays a crucial role in suggestopedia. Classical music assists to reduce anxiety and stimulate the students' brain, improving learners` concentration, mood and memory retention.

The role of the students' native language in suggestopedia

Students' native-language in suggestopedia is not excluded, it is used as a supportive tool to enhance understanding and to minimize stress while facing new words. The teacher uses the native language only when it is necessary.

The role of the teacher and the students

The role of the teacher and the student in suggestopedia differs from that in other teaching methods. In suggestopedia teachers` role is not only the person who teaches, but also a guide and facilitator who helps students overcome fears and psychological barriers by creating them a comfortable and relaxed atmosphere. Moreover, teacher plays a significant role in creating a positive atmosphere through advices, feedback and motivation, to encourage and help students eliminate the feeling that they cannot achieve success. The use of non-verbal communication like gestures, body language and facial expression by the teacher is also preferred in suggestopedia. When it comes to the students' role, it is important for them to actively participate in the lessons. Students should participate in all types of activities in order to retain the material more effectively. In suggestopedia, staying relaxed and confident is also essential while learning target languages.

The advantages of the method suggestopedia

The method suggestopedia can teach languages 3 times as quickly as conventional methods. This means that students learn much faster and the acquisition is deeper compared to the process in other methods. Another advantage is the reduction of stress and anxiety. The use of music and stress-free environment provides students with comfort, which reduces the fear of making errors and increases motivation for learning the language. Additionally, a relaxed state of mind allows learners to better obtain new information, which speeds up the memorization process, also, suggestopedia helps students naturally acquire a language without strict grammar rules making it similar to students` mother tongue.

The disadvantages of suggestopedia

Even though this method is considered to be effective, it has negative sides which should be taken into account. Some students may find it hard to adapt to a casual form of learning, as they are accustomed to classical methods, so the techniques may not work well in all the learners and cultures. Another drawback is the absence of homework and official tests, and the absence of such elements may limit students' knowledge and growth.

In general, suggestopedia is a unique and modern method which can make language learning engaging and effective by using music, supportive atmosphere and relaxation. Despite its limitations, it has clear advantages such as building confidence and improving memory

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LINGVISTIK IDENTIFIKATSIYA: MILLIY IDENTITET VA TIL O‘RTASIDAGI BOG‘LANISH - TIL VA MADANIYAT O'RTASIDAGI O‘ZARO TA’SIRI

Annotatsiya

Ushbu maqolada lingvistik identifikatsiya tushunchasi, milliy identitet va til o‘rtasidagi bog‘lanish, shuningdek, til va madaniyat o‘rtasidagi o‘zaro ta’sir tahlil qilinadi. Milliy identitetning shakllanishida tilning roli alohida o‘rganilib, uning madaniy meros, an’ana va ijtimoiy qadriyatlar bilan bog‘liq jihatlari yoritiladi.

Kalit so‘zlar: lingvistik identifikatsiya, milliy identitet, til va madaniyat, globallashuv, milliy o‘ziga xoslik.

Abstract

This article examines the concept of linguistic identification, the relationship between national identity and language, as well as the interaction between language and culture. The role of language in the formation of national identity is analyzed, highlighting its connection with cultural heritage, traditions, and social values.

Key words: linguistic identification, national identity, language and culture, globalization, cultural distinctiveness

Har bir xalqning milliy identiteti uning madaniy merosi, tarixi va tilida namoyon bo‘ladi. Til – insonning o‘zligini anglash, jamiyatda o‘z o‘rnini topish va madaniy qadriyatlarini ifodalash vositasidir. Shuning uchun lingvistik identifikatsiya nafaqat shaxsiy, balki milliy darajada ham muhim jarayon hisoblanadi. Milliy identitetni shakllantirishda til asosiy omillardan biri bo‘lib, u xalqning tarixiy rivojlanishi, urf-odatlari va an’analarini o‘zida aks ettiradi. Til va madaniyat o‘rtasidagi uzviy bog‘liqlik xalqning dunyoqarashi, ijtimoiy qadriyatlari va o‘ziga xosligini belgilaydi. Shu bois globallashuv jarayonida tilning saqlanib qolishi yoki o‘zgarishi milliy identitetga sezilarli ta’sir ko‘rsatadi. Tilshunoslikda milliy identitet va lingvistik identifikatsiya masalalari ko‘plab tadqiqotlarda keng yoritilgan. Mazkur mavzuga oid ilmiy manbalar lingvistik, sotsiologik va madaniyatshunoslik yondashuvlarini o‘z ichiga oladi. Ushbu tadqiqotda quyidagi turkum adabiyotlar tahlil qilindi. Lingvistik identifikatsiya nazariyalari – milliy identitet va til o‘rtasidagi bog‘liqlikni tushuntiruvchi ilmiy manbalar. Til va madaniyat aloqalari – tilning milliy madaniyatni shakllantirishdagi roli va ta’siri. Globallashuv sharoitida milliy tillarning holati – kichik va yirik tillarning saqlanib qolishi yoki yo‘qolishi jarayonlarini tahlil qiluvchi tadqiqotlar. Ijtimoiy tilshunoslik va psixolingvistika – shaxsiy va ijtimoiy darajada til identifikatsiyasining xususiyatlarini o‘rganuvchi ilmiy manbalar. Tahlil qilingan adabiyotlar milliy identitet va tilshunoslikning turli jihatlarini qamrab olib, tadqiqotning ilmiy asosini mustahkamlaydi. Ushbu tadqiqot doirasida quyidagi ilmiy tadqiqot metodlari qo‘llanildi. Deskriptiv (tasviriy) tahlil – milliy identitet va lingvistik identifikatsiyaga oid mavjud ilmiy manbalarni umumlashtirish va ularning asosiy xulosalarini tizimlashtirish uchun qo‘llanildi. Komparativ tahlil – turli milliy tillarda lingvistik identifikatsiya qanday shakllanishini taqqoslash va ularning o‘ziga xos jihatlarini aniqlash maqsadida ishlatildi. Sotsiolingvistik tadqiqotlar – til va milliy identitet o‘rtasidagi bog‘liqlikni ijtimoiy kontekstda o‘rganish uchun respondentlar o‘rtasida so‘rov va intervyu usullari amalga oshirildi. Statistik tahlil – tilning milliy identitetga ta’siri bo‘yicha olingan ma’lumotlarni miqdoriy jihatdan baholash va aniq natijalarga kelish uchun statistik usullar qo‘llanildi. Globallashuv jarayonida mahalliy tillarni saqlash strategiyalari ishlab chiqilishi zarur. Til madaniyatni aks ettirish bilan birga, uning rivojlanishiga ham ta’sir qiladi.

Ushbu tadqiqot shuni ko‘rsatdiki, lingvistik identifikatsiya va milliy identitet o‘zaro bog‘liq

bo‘lib, til jamiyatning madaniy, tarixiy va ijtimoiy xotirasini aks ettiradi. Tadqiqot davomida quyidagi asosiy xulosalar chiqarildi. Til – milliy identitetning asosiy omili**.** Til nafaqat aloqa vositasi, balki xalqning tarixi, urf-odatlari va qadriyatlarini ifodalovchi muhim omildir. Milliy o‘zlikni anglash tilni chuqur o‘rganish va uni rivojlantirish bilan bog‘liq. Madaniyat va til o‘zaro uyg‘un rivojlanadi**.** Madaniyat til orqali avloddan-avlodga yetkaziladi. O‘zbek tilining boy lug‘at zaxirasi, maqollar va iboralari millat ruhiyatini aks ettiradi.

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MODERN AND INNOVATIVE METHODS AND TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES

Abstract

Modern and innovative methods and technologies of teaching foreign languages, which today occupy an important place in the field of Education. The growth of technological progress, globalization processes, as well as economic and cultural ties, makes the process of learning foreign languages even easier and more efficient. This article will explore modern methods and innovative technologies to teaching foreign languages.

Key words: English, modern technologies, educational process, methods, gamification, education.

Modern educational methodologies aim to make the learning process more interesting and interactive. In order to ensure the active participation of students, increase their interest and make the learning process more effective, teachers are using various methods and technologies. For example, a communicative approach encourages students to use language in practice. In this way, students learn the language by interacting, exchanging ideas, and solving problems. This approach speeds up the students' language acquisition process and increases their self-confidence. Innovative technologies, such as online platforms, mobile applications and interactive applications, are widely used in teaching foreign languages.

Modern technologies have become the core source of knowledge for students today. Through online courses, video lessons, and virtual classes, students can not only improve their knowledge, but also gain new information and ideas. Such platforms not only help students but also teachers in passing lessons, that is, they also allow them to conduct lessons in an interesting and interactive way. Through this, teachers can greatly help students focus on the lesson.

Gamification, a method of enriching the learning process with game elements, is also being effectively used in teaching foreign languages. Students feel interested and motivated in the process of learning a language through games. For example, through games, students can learn new words, repeat grammar rules, and develop communication skills. This approach makes the learning process of students more interesting and effective. Taking into account the individual needs of students makes the process of teaching foreign languages more effective. Each student has different learning styles, abilities, and interests. Therefore, teachers should plan lessons taking into account the individual characteristics of students. Then it will serve both students and teachers to improve their knowledge. In this way, both of them will achieve their goals. To do this, teachers should know how to use more new techniques and technologies. That is why special trainings and seminar courses are currently being organized for teachers. Through these courses, teachers can

improve their knowledge and skills and teach students new languages quickly and interestingly.

Social networks also play an important role in teaching foreign languages. Students will have the opportunity to communicate in a foreign language through social networks. Social media provides opportunities for students to exchange ideas in a foreign language, read articles, and get to know different cultures. Such experiences make the learning of the language more efficient. The use of video and audio materials in the learning process speeds up the students` language acquisition process. This gives students more motivation in the process of learning the language and increases their interest. Video and audio materials also help develop students ' listening and understanding skills.

To conclude, modern and innovative methods of teaching foreign languages help to make the process of language acquisition of students more effective and interesting. Teachers, through the use of various methods and technologies, are required to increase the interest of students, ensure their active participation and take into account their individual needs.

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THE ROLE AND IMPACT OF MOTIVATION IN THE LANGUAGE LEARNING PROCESS

Abstract

Language learning is a complex and multifaceted process influenced by various factors. Motivation plays a crucial role in determining student's success and proficiency. This article examines the significance of motivation in language learning ,exploring how different types of motivation affect student's engagement, perseverance, and ultimately their language acquisition.By analyzing existing literature and empirical studies, the article aims to provide insights into the decisive role of motivation in language learning and offer practical findings for teachers and learners.

Key words: motivation, language learning, intrinsic motivation, reading, students, success, education system.

In the education system, motivation is considered and important factor in ensuring students' success. Motivation increases students' interest in learning and encourages them to acquire new knowledge. Research shows that high motivation leads to better academic performance among students. Therefore, increase students' motivation is one of the key tasks of the education system.

For this study, role of motivation and its importance in the learning process were analyzed using various sources and theoretical approaches. More than 50 sources were reviewed, and the

research examined the role of motivation in student success and its impact on their learning outcomes. The results of the study were analyzed and summarized. The analysis identified effective methods for enhancing motivation and improving students' academic achievements. Additionally, Gardner and Lambert categorized motivation into two types: instrumental and integrative. A learner with integrative motivation shows interest in the target culture, while instrumentally motivated learners focus on aspects such as career advancement or higher salaries. According to Gardner, both instrumental and integrative motivation contribute to success, but neglecting either can lead to challenges.

Gardner also emphasized the importance of motivation in learning a second language at school. Unlike learning other subjects, acquiring a second language involves different factors, making students' motivation in language learning crucial. He further highlighted that the learning context significantly influences success. Research has shown that students' attitudes toward the learning process play an important role in their achievement.

Dornyei's self-determination theory differentiates between intrinsic and extrinsic motivation. Intrinsic motivation refers to the enjoyment of the activity itself, while extrinsic motivation is driven by external rewards or outcomes. According to Dornyei, the most beneficial tasks in the classroom are those where intrinsic motivation is increased, students engage willingly, and the tasks are meaningful.

According to Biggs, intrinsic motivation is a key personality, social environment, and students' perspectives play a role. However, this study does not focus on gender, nationality, or language policies but rather highlights their influence on motivation.

For this study, the role of motivation and its importance in the learning process were analyzed using various sources and theoretical approaches. More than 50 sources were reviewed, and the researcher examined the role of motivation in student success and its impact on their learning outcomes. The results of the study were analyzed and summarized. The analysis identified effective methods for enhancing motivation and improving students' academic achievements. The research findings indicate that motivation enhances students' interest in learning and encourages them to acquire new knowledge. Higher motivation leads to better academic performance and helps students achieve their educational goals.

The research findings show that increasing motivation is essential for both teachers and parents. Teachers should support students' interests and create a stimulating learning environment. Parents should encourage their children and recognize their academic achievements. In summary motivation is a key factor in ensuring students' success.

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XORIJIY TILLARNI O`QITISHDA ZAMONAVIY VA INNOVATSION METODLAR VA TEXNOLOGIYALAR

Annotatsiya

Kundan kunga zamonaviy metodlar va innovatsion texnologiyalar deyarli barcha sohalarda o‘zining beqiyos o‘rniga ega bo‘lib bormoqda. Ilm fan sohasidan olib qaraydigan bo‘lsak, zamon bilan hamnafas va innovatsion texnologiyalar va usullardan foydalanish o‘quv jarayonlaridagi samaradorlikni oshirish bilan bir qatorda qator qiyinchiliklarning ham oldini olmoqda. Ushbu tezisda, xorijiy tillarni tez, oson va samarali o‘rganishda qo‘llaniladigan innovatsion metod va texnologiyalar va ularning chet tillarini o‘rganishdagi ahamiyati haqida ma'lumot beriladi.

Kalit so’zlar: innovatsion texnologiya, metodlar, kommunikativ yondashuv, audiolingual,interfaol ,sun`iy intelekt.

Abstract

Day by day, modern methods and innovate technologies take their unique place in almost all areas. From the point of view of science, the use of modern innovate technologies and methods not only increases the efficiency of the educational process, but also prevents many difficulties. This thesis will provide information on modern methods and technologies for fast, easy and effective study of foreign languages.

Key words: Innovate technology, methods, communicative approach, audiolingual, artificial intelligence (AI).

Ma'lumki, til inson tomonidan dunyoni ko`rishning aks ettirish vositasi bo`la oladi. Shu sababli ham bugungi rivojlanib borayotgan dunyoda chet tillarini o`rganish va o`rgatish masalalariga alohida e`tibor qaratilmoqda. Zero, til o`rganish kishilik jamiyati uchun bag`oyatda muhim sohalardan bir hisoblanadi. Asosiy vazifasi muloqot sanalgan tilni tabiiy muhit, oila, jamiyat yoki birlashgan holda darslar orqali amaliy tarzda o`rganish mumkin. Hammamizga ayonki, har bir chet tilini o`rganish va o`rgatish ancha vaqt va bosib o`tilishi kerak bolgan bir qator qiyinchilklarni o`z ichiga oladi. Bu holat esa o`z navbatida ushbu sohada an`anaviy pedagogik yondashuvlar bilan bir qatorda, zamonaviy metodlar va inovatsion texnologiyalarni qo`llashni taqozo etadi. Shu boisdan ham tobora innovatsion texnologiyalar va metod tushunchalari nafaqat ilm fan sohasida shu bilan birga jamiyatimiz ijtimoiy hayotidagi o‘rni ham mustahkamlanib bormoqda. Texnologiya -yunoncha so`z bo`lib, “techno”- mahorat san`at hamda “logos”- tushuncha, ta`limot sozlarining birikmasidan hosil bolgan. Innovatsiya esa inglizcha yangilik kiritish degan manoni anglatadi va ushbu tushunchalar birlashgan holda fanda zamonaviy metodlardan va usullardan foydalish jarayonini ko`rsatadi.

Aksariyat insonlar biror yangi tilni o`rganishni juda mashaqqatli va zerikarli vaziyat deb hisoblashadi. Aynan shu vaziyatda tillarni zamonayiv, innovatsion texnologiyalar va metodlar orqali o`rganish bilim samaradorligini oshirish bilan bir qatorda ancha vaqtni tejab qolishda ham o`zining beminnat xizmatlarini ko`rsatadi. Quyida, ana shunday til o`rganish jarayonini tez va oson qilish uchun bir qator innovatsion metodlar va usullar keltirildi.Tillarni o‘rganishda zamonaviy ilovalardan foydalanish. Hozirda barcha sohalar kabi yangi tillarni o‘rgatishda ham yangidan yangi metodlar ishlab chiqilmoqda. Hozir sanab o`tiladigan ilovalar ushbu innovatsion metodlarning mahsuli va zamonaviy texnalogiyalar misoli deya olamiz. Duolingo, Easy ten kabi ilovalar bizga interfaol darslarni taqdim etsa, Memrise, LinguaLeo va Hello Talk kabi chet tillarini o‘rgatish uchun moslashtirilgan innovatsion ilovalar esa yangi tilni o‘rganayotganimizda beminnat online suhbatdoshimiz sifatida xizmat qiladi. Ushbu ilovalar orqali xorijiy tilni o‘rganish o‘yin tarzida olib boriladi va shu jihatlari bilan ular nafaqat katta yoshdagi o‘smirlar shu bilan birga kichik yoshdagi bolalarni ham o‘ziga jalb etadi.Ushbu holat esa turli avlod vakillari salohiyatini va til o‘rganishga bo‘lgan qiziqishlarini oshirishning tez va samarali yo‘llaridan biridir.

Bunga qo‘shimcha sifatida, chet tillarini o‘rganishda Chat GPTning ham o‘rni katta. Chat GPT - bu sun'iy intellektga asoslangan bot bo‘lib, u insonga o‘xshash javoblarni tushunish va yaratish uchun tabiiy tilni qayta ishlashdan foydalanadi. Barchamiz bilamizki, zamonaviy dasturlardan bo`lgan ChatGPT ning boshqa Google yoki ma`lumot qidirishga moslashtirilgan saytlardan farqi biz so`ragan ma`lumotni qisqa va lo`nda qilib ochib berishidir. Til o`rgatish nuqtai nazaridan qaraydigan bolsak, ushbu ilova til o`rganuvchilar uchun qimmatli manbadir, chunki Chat GPT bizga til ko`nikmalarimizni mashq qildirish va yozish mahoratimiz, ko`nikmalarimizni oshirish yani (writing) qismidagi xato va kamchiliklarimizni tuzatish bilan bir qatorda grammatika, imlo va jumlalar tuzilishini yaxshilashga ham ko`maklashuvchi interfaol platformani taqdim etadi. Uning til o`rgatish sohasidagi imkoniyatlaridan kelib chiqib ularni to`rtta kategoriyaga bo`lishimiz mumkin:

1. Lug`at boyligini oshirish. Hech shubhasiz, yangi tilni o`rganishda u tildagi yangi so`zlarni yani lug`atlarni o`rganish masalasi e`tiborga molik jihat hisoblanadi, chunki hech bir inson so`zlarning o`rganayotgan chet tilidagi muqobil variantini bilmay turib uni kommunikatsiya

jarayonida ham yozish, eshitish va hatto o`qish jarayonida ham tushunish va qo‘llash imkonsiz. Mazkur masalada, Chat GPT bilan muloqot jarayonida yangi so‘z va iboralarga duch kelamiz va shu ilovaning o‘zi orqali ularning ma`nosi yoki turli tillardagi tarjimalarini so`rashimiz mumkin. Bu esa tilni yanada mustahkamlashimizda o`zining sezilarli natijasini ko`rsatadi.

2. Suhbatlashish usuli. Biz bir vaqtning o`zida Chat GPT dan ma`lumot so`rash bilan bir qatorda u bilan o`rganayotgan tilimizda suhbatlashishimiz va fikr almashishimiz mumkin.Chunki ushbu innovatsion ilovada ovoz yozib olish va gapirish imkoniyatlarini beruvchi prinsiplar ham mavjud. Bu esa foydalanuvchilarga tilni mukammal biluvchi interfaol dastur bilan muloqot qilishga qo`shimcha sifatida tanqidiy fikrlashni yaxshilovchi foydali fikr va mulohazalar almashish imkoniyatini ham taqdim etadi.

3. Grammatikani yaxshilash. Hech ikkilanmasdan yangi tilni o`rganishni uning grammatika qismisiz tasavvur etishimiz imkonsiz. Zero, grammatika tilning asosi va markazini ifodalovchi tushunchadir. Ushbu masalada, Chat GPT dan grammatika qoidalarini yoki xorijiy tilda tuzgan gaplarimizning qay darajada to`g`ri ekanligini tekshirishda foydalanamiz. Bu esa o`rganuvchining yozish ko`nikmasi va mahoratini oshirib berishi aniq.

Til o`rganar ekanmiz tajribalardan o`tgan va o`zining ijobiy natijasini ko`rsata olgan Kommunikativ yondashuv metodi ham o`zining yordamini ko`rsatadi va o`rganish jarayonini yanada tez va samaraliroq etadi. Kommunikativ yondashuv (inglizcha: communicative approach) chet tilini o`qitishning asosiy metadalogik yondashuvi bo`lib, yangi til o`rganuvchilarning real hayotdagi kommunikativ vaziyatlarga tayyorligini oshirishga qaratilgan. Bu yondashuvda tilning asosiy vazifasi - muloqot qilish va fikr almashish ekanligini ta`kidlanadi. Ushbu metodning maqsadi nafaqat til o`rganuvchining shaxsiy va ijtimoiy muloqotda qo`llay olishidir. Ushbu metodni chet tilini o`rgatish jarayonida qo`llash metodikasiga to`xtaladigan bo`lsak:

1. Rol bajarish ya`ni (role play). Ushbu metodda o`quvchilarga turli vaziyatlar va turli joylar aytiladi, ijro etuvchi esa unga berilgan holatni va manzilni boshqalarga o`rganayotgan tili orqali tushuntirib va ijro etib beradi. Bu esa o`quvchining real vaziyatlarda o`rganayotgan chet tilida gapirish, jamiyatda o`zaro kommunikatsiya qilish va muhitga moslashuvchanlik ko`nikmalarini oshiradi.

2. Grammatika va leksikaning amaliy qo`llanishi. Grammatika va leksika o`rganuvchilarga faqat nazariy ko`rsatmalar asosida emas, balki turli vaziyatlarda qo`llaniladigan amaliy vazifalar orqali o`rgatiladi.

Xulosa qilib aytadigan bo`lsak, xorijiy tillarni o`qitishda zamonaviy va innovatsion metodlar va texnologiyalarning qo`llanishi ta`lim jarayonini samarali va interaktiv qiladi. Audiolingual va Kommunikativ yondashuv metodlari, Easy ten, Hello talk va sun`iy intellekt ChatGPT kabi texnologiya va yondashuvlar o`rganuvchilar motivatsiyani va til o`rganishga bo`lgan qiziqishlarini oshiradi va o`rganish jarayonini tezlashtiradi. Bundan tashqari, ushbu ilovalar til o`rganishning mustaqil va tez rivojlanishiga xizmat qilmoqda. Kelajakda ushbu sohada yanada rivojlangan zamonaviy texnologiyalar va pedagogik usullardan keng ko`lamda foydalanish ta`lim sifatini yanada oshirishga o`zining hissasini qo`shadi.

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THE INTEGRATION OF ARTIFICIAL INTELEGENCE IN FOREIGN LANGUAGE LEARNING

Abstract

Modern innovations, which are now progressing, have their influence in almost all areas, including the emergence of new methods and technologies day after day in the teaching of foreign languages. The program that has become the most popular and most effective among such a technologist is artificial intelligence. There are some disadvantages in the system, which is being updated, as are the two sides of the coin. This article analyzes the impact that educational developments and platforms created on the basis of artificial intelligence in the teaching of foreign languages have on the organization of foreign languages. Modern approaches at a time when the article does not find traditional training methods effective enough, various interesting methods show the possibilities of increasing the heat of the streamers and interactively interacting the learning process through the use of innovative technologies that bring language learning methods to a new level.

Key words: Artificial intelligence in language learning, AI-based educational platforms, innovative teaching methods, foreign language education, traditional vs. AI teaching methods, interactive learning environments, personalized learning, cultural context in language learning, educational technology, blended learning approaches.

Technological innovations are helping to achieve both convenience and efficiency by changing the teaching of foreign languages in the educational system. Through the platforms being created using AI, it is becoming much easier for students to learn foreign languages. Through personalized lesson schedules, which are one of the main problems faced by the learner in traditional learning, Ai platforms are gaining more user attention. But at the same time there are problems related to the confidentiality of information, which is an urgent problem in the Ai system, and to control the fact that students learn foreign languages without deceiving AI from reality. This article explores the impact of AI in learning foreign languages, examining its advantages and challenges. The purpose of the article is to assess the future perspective of a foreign language studied using artificial intelligence.

In an article published in the Atlantic, artificial intelligence argues that providing an individual approach to each student in the learning process eliminates the concept of "Teaching all students at a medium level". However, Jeffery P. Wager and Michael K. Kessler (2016) argues that the use of artificial intelligence in education can reduce the lack of human contact and the active role of the student. In their opinion, this can negatively affect the understanding of the cultural context and nuances of speech, which are important in the study of foreign languages.

M.A Kasimova studied in depth the issues of increasing the activity and involvement of foreign language learners in the educational process using artificial intelligence technologies. Her research has shown that AI plays an important role in creating an interactive and flexible educational environment. However, some Uzbek researchers argue that the use of artificial intelligence in the study of foreign languages can negatively affect sensitive issues related to cultural heritage, language and traditions. They believe that knowledge gained through AI technologies can be disconnected from the cultural context.

In this study, a survey was conducted with the participation of 15 students in order to assess the effectiveness of artificial intelligence platforms and traditional educational methods in learning foreign languages. This survey consisted of 10 questions about the advantages of artificial intelligence in teaching foreign languages and the innovations associated with AI in the field of future education. The survey was conducted through an online platform, allowing participants to

respond for 1 day. The information was collected anonymously and the participants' personal information was kept confidential.

Findings indicate that 28% of participants rated AI platforms as more efficient due to opportunities, individual approach, and flexible lesson schedule. On the other hand, 32% of students preferred the traditional teaching method because they value interpersonal communication, real-time feedback, and deeper understanding of cultural context. The remaining 40% of participants, however, stated that using both methods together would be more effective in learning foreign languages. These results show that artificial intelligence is an effective tool in learning foreign languages. At the same time, traditional education, which hasn't lost its importance, is adapting to demands of time, enriched by new methods. This means that using both methods together can increase the effectiveness of learning foreign languages.

The use of artificial intelligence technologies in study of foreign languages makes it possible to make the learning process more efficient, interactive and flexible. The results of research carried out this article showed that AI platforms are of great interest among students with individual approach, flexible schedule and technological facilities. At the same time, traditional teaching methods have not lost their relevance due to possibilities of human communication, real-time feedback and deeper understanding of the cultural context. The results show that the joint application of benefits of both methods ensures the highest efficiency in study of foreign languages. By finding balance between artificial intelligence and traditional education, it's possible to enrich the modern learning process, as well as encourage students to study more deeply. For this reason, it's recommended to use these two methods in integrated way in the future educational process.

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CHALLENGES AND SOLUTIONS IN WRITTEN TRANSLATION: ENSURING ACCURACY AND CULTURAL ADAPTATION

Abstract

Written translation plays a vital role in cross-cultural communication, requiring more than just linguistic accuracy—it demands cultural adaptation and contextual sensitivity. This paper explores the key challenges in written translation, including structural differences between languages, ambiguity, idiomatic expressions, and cultural nuances. It also discusses effective strategies for overcoming these issues, such as paraphrasing, localization, and context-based translation techniques. By addressing these challenges, translators can produce accurate, fluent, and culturally appropriate texts, ensuring effective communication across languages and cultures.

Key Words: written translation, accuracy, cultural adaptation, linguistic challenges, localization, contextual sensitivity, idiomatic expressions, ambiguity, translation strategies, cross-cultural communication.

Written translation plays a significant role in facilitating communication between different languages and cultures. It is not simply about converting words from one language to another but also about ensuring that the message, tone, and context are preserved accurately. This process requires an understanding of both linguistic nuances and cultural differences.

One of the main challenges in written translation is dealing with structural differences between languages. Each language has its own grammar rules, sentence structures, and word order, which can make direct translation difficult. For example, while English typically follows a Subject-Verb-Object structure, other languages may follow different sentence constructions, requiring adjustments in order to maintain the natural flow of the text in the target language.

Ambiguity in source texts also poses a significant challenge. Many words and phrases in a language can have multiple meanings depending on the context in which they are used. A single word could have various interpretations, and a translator must determine the most appropriate meaning based on the surrounding context. This requires careful analysis to avoid misinterpretation or miscommunication.

Another issue faced in written translation is idiomatic expressions, which are common in every language. Idioms, proverbs, and colloquial phrases often do not have direct equivalents in other languages. Translating these expressions literally would result in awkward or nonsensical phrases in the target language. A successful translation involves finding equivalent expressions that convey the same meaning and tone, which can be particularly challenging when no direct counterpart exists.

Cultural differences also play a significant role in the translation process. Certain references, values, or customs may be well understood in one culture but not in another. A phrase that works well in one language might not be culturally appropriate or meaningful in the target culture. This requires translators to adapt the text to the cultural context of the audience, ensuring that it resonates with them.

In conclusion, written translation is a complex process that requires a deep understanding of both language and culture. While there are many challenges, such as linguistic differences, ambiguity, idioms, and cultural nuances, there are also effective strategies to address them. By utilizing techniques like paraphrasing, localization, and collaboration, translators can produce texts that are accurate, fluent, and culturally relevant, ensuring successful communication across languages and cultures.

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WRITTEN TRANSLATION: CULTURAL NUANCES IN WRITTEN TRANSLATION: HOW TO MAINTAIN AUTHENTICITY

Abstract

Translation is more than a linguistic process; it is an art that bridges cultures while preserving authenticity. This article explores the importance of cultural nuances in written translation and the challenges translators face in maintaining the original text's essence. It delves into strategies for accurately conveying idiomatic expressions, humor, historical references, and culturally specific concepts without distorting the meaning. Additionally, the paper highlights the role of the translator as a cultural mediator and the ethical responsibilities involved in ensuring both fidelity

and readability. Through examples from various languages and literary works, the article provides insights into best practices for preserving authenticity in translation.

Key Words: Written translation, cultural nuances, authenticity, idiomatic expressions, cultural mediation, fidelity, readability, literary translation, translation strategies, linguistic adaptation.

Written translation is a delicate balance between linguistic accuracy and cultural fidelity. A translator must not only convert words from one language to another but also preserve the cultural essence embedded within the text. Failing to consider cultural nuances can lead to misunderstandings, misinterpretations, or even a loss of meaning.

One of the primary challenges in written translation is idiomatic expressions. Every language has phrases that do not translate literally, yet they carry significant cultural meaning. A skilled translator must find equivalent expressions or adapt the text creatively to convey the intended message while maintaining cultural relevance.

Another crucial aspect is humor and wordplay. What may be amusing in one culture might not be funny—or even appropriate—in another. Translators must assess the context carefully and decide whether to retain the humor, replace it with an equivalent joke, or omit it entirely to maintain coherence.

Historical and cultural references also pose difficulties. Names of historical figures, events, or customs that are well-known in one culture might be obscure to another audience. In such cases, footnotes, glossaries, or slight adaptations may be necessary to ensure comprehension without distorting the original meaning.

Literary and poetic translations add another layer of complexity. Poetry, in particular, relies heavily on rhythm, rhyme, and symbolism, making direct translation nearly impossible. Translators must choose between preserving structure, meaning, or emotional impact, often sacrificing one aspect to maintain another.

The role of the translator extends beyond language; they act as cultural mediators. Ethical considerations come into play when dealing with sensitive topics, such as religious beliefs or political ideologies. A translator must strike a balance between loyalty to the source text and respect for the target audience's cultural context.

In conclusion, maintaining authenticity in written translation requires more than linguistic expertise—it demands cultural awareness, creativity, and ethical responsibility. By considering idiomatic expressions, humor, historical references, and literary elements, translators can ensure that their work remains both faithful to the original and accessible to the target audience.

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USING INTERACTIVE TEACHING METHODS IN DEVELOPING READING SKILLS

Annotation

In this article the author aims at providing information about the significant role of reading skills in language acquisition, and teaching through interactive methods alongside with explaining the currently used interactive methods and most common types in teaching EFL context.

Key words: teaching methods, strategies, approaches, interactive, effective, traditional education

A new quality of learning and teaching in general, is an absolute priority for education. The teachers are not only sources of information, they are also meant to lead managers and teaching so as to develop the interaction among students and training/development of key social personality traits. The students want to understand natural phenomena, to know scientific truths and to acquire knowledge to be applied in practice and for these reasons they are dissatisfied by the traditional education [1].

The teachers and students, in most institutions that have used the traditional lecture in courses, have revealed the limited effectiveness in both teaching and learning. The teacher must use methods to encourage discovery learning, heuristic and research methods. Dynamic and communicative teaching methods, also called interactive teaching methods, constitute the basic elements of a recently developed process to motivate learning, so that the students and future engineers develop a critical position about the taught content. Using interactive techniques and strategies, the students become more engaged in learning; retain more information, thus becoming more satisfied.

Great teachers are nimble, observant, and responsive, always keeping an open mind about how to best engage their students and get them excited about learning and that means considering trying out different interactive teaching styles in the classroom [2].

Interactive teaching styles are designed around a simple principle: without practical application, students often fail to comprehend the depths of the study material. Interactive teaching is also beneficial for you as the teacher in a number of ways, including:

Measurable student accomplishments: Teachers making use of interactive teaching styles are better equipped to assess how well students master a given subject material.

Flexibility in teaching: Applying training methods that involve two-way communications will enable you to make quick adjustments in processes and approaches.

Practice makes perfect: Interactive instruction enhances the learning process.

Student motivation: Two-way teaching dispels student passivity, and when more students are engaged, you'll have much fun too [3].

Interactive teaching is an instructional approach that actively engages students in the learning process, encouraging them to participate, collaborate, and communicate with both their peers and the instructor. This method contrasts with traditional lecture-based teaching, where students are primarily passive recipients of information.

For example, Interactive Storytelling:

- Students participate in storytelling by acting out parts of a story or creating their own endings to familiar tales. This encourages imagination while also reinforcing narrative structure and character development.

Digital Reading Platforms:

- Utilizing e-books or online platforms that offer interactive features such as embedded quizzes, audio support, or vocabulary tools can enhance engagement and provide immediate feedback.

Role-Playing & Dramatization:

- After reading a book or story, students can perform scenes or take on roles from the text to deepen their understanding of characters and themes while practicing expressive reading.

Book Talks & Recommendations:

- Students present books they've read to classmates—discussing plots, themes, characters—encouraging oral communication skills alongside reading comprehension.

Use of Graphic Organizers:

- Students create visual representations (like story maps or Venn diagrams) that outline key elements of what they've read which helps organize thoughts and improve comprehension.

Interactive Vocabulary Games

- Using games like word walls, vocabulary bingo, or online quizzes helps reinforce new

words encountered during reading in an engaging manner.

Interactive teaching

- ✓ Involves facilitator and learners
- ✓ Encourage and expect learners to participate
- ✓ Use questions to stimulate discussion, emphasizing the value of answers
- ✓ Give participants hands-on experience
- ✓ Engages the pupils in their learning
- ✓ It is organized to meet objectives
- ✓ Builds on existing skills
- ✓ Provides for a range of learning styles
- ✓ Cultivates transferable, independent learning.
- ✓ Use teaching aids to gain and retain attention

Objectives

1. To identify the different learning styles
2. To explore how interactive teaching strategies support
3. all learners
4. To share practical ideas for whole class teaching.

Many instructional strategies are flexible, and can be used in service of several learning objectives, but some of them are better suited for a particular set of objectives. In most cases, we will need to use a combination of instructional strategies. The whole class session should be interactive, with a balance of contributions from teacher and pupils. It should serve and not detract from the objective. Model the technique a number of times before you expect the children to use it effectively. Support pupils who will be less confident by rehearsing, priming or pairing them. Consider the space you will need if pupils are to move around comfortably. Consider how you will distribute, collect, store and protect resources.

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THE JUXTAPOSITION OF GRAMMAR TRANSLATION AND DIRECT METHODS

Annotation

This article provides a comparative analysis of the early traditional methods: Grammar-Translation Method (GTM) and Direct Method (DM) in language learning. Grammar Translation Method focuses on reading, writing, grammar rules, and translating sentences and texts between the target and native languages but limitation in oral proficiency. By contrast, Direct Method emphasizes listening, speaking, and oral communication skills while avoiding the first language. The study explores key differences in goals of language learning, role of grammar, use of the first language and teaching techniques. While Grammar Translation Methods (GTM) boosts accuracy and critical thinking abilities, Direct Method (DM) develops fluency and natural language

learning.

Key words: traditional methods, translation, grammar, listening, speaking, reading, writing, native language, target language, memorization,

Language learning methods have developed through the years, contributing to the development of different teaching methods. Two of the most important methods in language teaching are Grammar-Translation Method (GTM) and the Direct Method (DM). Each of these methods has its own unique characteristics.

The Grammar Translation Method is one of the oldest methods of teaching, which is developed in the 19th century, focuses on reading, writing and grammar translation of sentences and texts into and out of the target language. It highlights grammar rules, vocabulary selection with word lists, dictionary study, memorization. This method criticized for its lack of spoken communication, listening comprehension and real-life language.

The Direct Method is a natural method of teaching foreign language, developed in the late 19th and early 20th centuries in Europe, for economic development, the communication among nations. It emphasizes oral communication, real-life situations to enhance learners develop their language skill natural. This method focuses on speaking and listening skills, as no translation is allowed and rejection of grammar-based instruction.

Both of the methods: Grammar Translation Method (GTM) and the Direct method (DM) are extensively used approaches in language teaching; however, they have different techniques and principles.

1.Goals of Language learning. In GTM, the main aim is to enhance students read and acknowledge literature in the target language. It focuses on learning grammar rules, vocabulary, and translation, emphasizing cognitive development rather than practical communication whereas the goal is to improve communicative competence. Students are predicted to think in the target language and employ it naturally in conversation.

2.Role of Grammar. Grammar is taught deductively. Learners study rules and utilize them in exercises and translations in GTM. However, in DM, grammar is taught inductively. Students obtain grammatical rules through experience and use rather than direct instruction.

3.Use of Native Language. The first language plays a central role. Translation is a key technique, and definitions are given in the native language in GTM. Unlikely, the first language is exactly avoided. Meaning is expressed by demonstration, context and objects in DM.

4.Teaching Techniques. In GTM, the following techniques are applied: reading and translating literary texts and sentences, deductive grammar tasks and memorization of words in the native language. On the other hand, these tasks are common in DM: speaking and listening practices from the beginning, using of realia, pictures, and pantomime to teach vocabular and inductive grammar teaching

The Grammar Translation Method is suitable for those who need to improve reading and writing skills with a strong grammatical structure, making it beneficial for academic studies. However, it focuses on little or no spoken communication and listening comprehension. In contrast, the Direct Method fosters immersion, fluency and natural language development, emphasizing speaking and listening while avoiding the native language. Despite their differences, both Grammar Translation and the Direct method provide valuable understanding into language learning.

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PROFESSIONAL COMPETITIVENESS IN MODERN PEDAGOGY

Annotation

This article examines the importance of healthy competition among modern teachers and scholars, and its harmful effects when it is carried out in an unhealthy way.

Key words: competitiveness, pedagogy, competition, teaching, modern teaching methods.

The more the world has become modern the more competition arose among individuals. Having many facilities and products encourages us to compete for attention to benefit. This same trend affected not only products but also personnel, precisely all humankind because they all want to find their very own place in life. Without fully realizing it, the whole world competes every day, to have what they want, to be the chosen one, to reach their ambitions.

Competition is an act of competing to reach the same goal, by two or more companies, which cannot be shared. We can say it is the opposite of cooperation. However, in the modern world, a mixture of competition and cooperation is needed to develop and grow in any field. "The presence of these two opposites together is essential to an economic system. The parties to an economic action co-operate in competing, like two chess players," R. G. Collingwood once said. [1] A competitive economy is indeed an efficient economy. Productivity leads to growth, which leads to income levels and, more importantly, improved well-being. As mentioned above competitiveness is essential in every specialty as well as pedagogy. As V. Andreyev mentions in his book, a competitive specialist is a specialist, able to achieve the set goals in a changeable environment, managing a great number of professional tasks and possessing certain individual features. [2] Healthy competitiveness is an important part of modern teaching as it promotes excellence and improves the quality of the learning environment.

Competitiveness among teachers is complex having both benefits and difficulties. There may be several factors like job security, recognition, salary incentives, or performance evaluation. However, healthy competition to develop as a professional and specialist could improve the quality of education and upbringing of young students as well as the personal career of a teacher.

Teaching is traditionally seen as collaborative. While this idea might be true to some extent, in a world changing within seconds competition has also become as important as collaboration in the education system. The growing number of specialists and the opportunity to learn anywhere with gadgets has changed everything. Keeping the attention of a student has become harder due to overflowing content coming from different platforms and sites. Even the teachers have become more relaxed as they can rely on various browsing tools or artificial intelligence. Hence, there is a high demand for competitive professionals in the field of education.

There are several positive aspects of competition in teaching. First of all, it encourages professional growth as healthy competition can encourage teachers to enhance their teaching skills and adopt innovative methods while continuously seeking feedback and reflecting on their mistakes. Correspondingly, this helps to improve students' outcomes as teachers compete to provide the best learning experience and this can lead to better academic performance and increase motivation among students. Additionally, this motivates teachers to create new techniques and methods of teaching while trying out different strategies and this may help to improve the whole education system. Lastly, this can provide career benefits and recognition for the teacher.

The progress of merit-based payment for teachers could be a great example of this. Merit-based payment is a system that rewards teachers based on their students' performances on the test and the teacher's salary would depend on the outcome of the student. According to Janelle Cox, merit payment motivates teachers to enhance their performance as teachers are aware that there is a reward, they usually put "extra effort" into their job. [3] She also thinks that this method could

attract talented teachers who would choose other high-paid jobs instead of teaching. [3] The economist of Yale SOM, Barbara Biasi also did research on this topic in 2011 and found out that the overall quality of teachers has improved while the merit pay method was implemented in Wisconsin. [4] However, Roberta Kwok says in her research paper about B.Biasi's work. [5]: "The study was not meant to determine whether Act 10 improved education in Wisconsin overall. The question is very much up for debate."

On the other hand, poorly managed competition can also lead to bad outcomes like burnout or stress among teachers as they are constantly worrying about being better. If teachers are more focused on the contention, they may become more reluctant to other colleagues, and this could also reduce the collaboration and teamwork, which had been the substratum of the education. In some cases, they may even put the outcome before the students' needs and prepare only for the test rather than ensuring students' understanding of the material. "Over-reliance on test scores may lead teachers to teach to the test which The American Educational Research Association suggests can be dangerous," says Janelle Cox about the merit pay method [3]. According to her merit-based payment method has its drawbacks as well, and it can cause the rise of inequity in the education system in developed sections as different resources can lead to better student performance or higher merit pay for teachers [3].

Although teaching is considered to be a collaborative occupancy it also needs to be competent because of changes in modern society. Competition can also lead to different outcomes depending on how it is managed. Healthy competition can motivate, encourage, and lead to better student outcomes while it is toxic this can only cause stress, burnout, and lack of collaboration. Nevertheless, balancing both competition and collaboration in the teaching environment is essential to create fostering space for teachers and improving student outcomes.

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THE EFFECTIVENESS OF PROJECT-BASED LEARNING (PBL) IN ENHANCING STUDENT ENGAGEMENT AND SKILL DEVELOPMENT

Annotation

PBL -Project-Based Learning is type of method that involves a dynamic classroom helps students to improve their knowledge and experience by solve problems related to real life situations.The method empathize practical learning instead of theoretical and students work on projects individually in small groups during exploring new ideas. This thesis explores the effectiveness of PBL in improving student engagement, critical thinking, collaboration, and problem-solving skills.

Key words : dynamic classroom , practical learning , project , critical thinking, collaboration, problem-solving skill, real-life solutions.

Nowadays education is developing day by day,that is why approach of teaching will be more practical than theoretical because this helps students learn hardly and memorize fasf.Traditional lecture-based learning often fails to engage students actively.But in this method students learn

through designing and executing real-world projects, not passive way.As a result the project encourage them to find real-life solutions to problems .

1.Origin and the Role of PBL in Enhancing Student Engagement

Based Learning (PBL) was not created by a single person but developed through the ideas of multiple educators. Its core principles were introduced by John Dewey, who emphasized "learning by doing." Later, William Heard Kilpatrick expanded on Dewey's ideas and popularized PBL through his 1918 essay The Project Method. Jean Piaget further connected PBL to constructivism, focusing on active learning rather than memorization. Over time, theorists like Comenius, Pestalozzi, and Montessori enriched PBL with experience-based learning approaches.

Engagement in learning is most important factor for student success, and PBL is particularly effective in capturing students' interest. Here's how PBL fosters engagement:

- Real-World Relevance-PBL makes learning more interesting by connecting it to real-life problems, so students can see how their studies are used in the real world.
- Active Participation-PBL makes learners take an active role through research, work with classmates, and share their findings, which makes the learning process more interesting and engaging.
- Ownership of Learning-In PBL, students can choose their topics and methods, which makes them feel more responsible and motivated to learn.
- Collaborative Learning Environment-PBL encourages students to work together, share ideas, and help each other, which improves both their academic and social skills.

2. *The Impact of PBL on Skill Development:*

PBL is highly effective in developing a range of cognitive, social, and technical skills that are essential for academic and professional success.During project work they can improve their critical thinking and problem-solving skills through analyze problems, evaluate possible solutions, and make informed decisions.For instance: in a science project on climate change, students might analyze environmental data, predict future trends, and propose actionable solutions.

Sharing ideas and responsibilities and presenting findings to an audience, improving verbal and written communication skills help learners to imrove their collaborationand communication skills. For example : A history project might require students to work in teams to create a documentary, practicing both teamwork and storytelling

3.*Advantages of PBL method*

1. Improve independent thinking instead of traditional memorization
2. Learning how behave themselves in group
3. Help ro manage their time and organization
4. Try to find new solutions,improve their creativity

To sum up, students gain knowledge and skills by completing projects in project-based educational technology, finding answers to various questions. Project-based learning is gaining a following at all levels as many experts recognize its importance for students and the positive outcomes achieved on academic, personal and emotional levels. Project-based learning is a new trend in education, and we can not deny that it's effective.

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SUGGESTOPEDIA IN TEACHING A FOREIGN LANGUAGE

Abstract

Suggestopedia is one of the methods of teaching a foreign language that was developed by Bulgarian psychiatrist Georgi Lozanov. This method mainly focused on positive suggestions and comfortable learning environment. Suggestopedia is a fun and low-pressure teaching method with visual thinking, role playing, etc. With the help of these techniques, students can learn new language more effectively. As every method has its own advantages and disadvantages, suggestopedia has its own benefits and drawbacks as well.

Key words: suggestopedia, teaching method, visual thinking, Georgi Lozanov.

What is suggestopedia?

Teaching methods play a crucial role in foreign language teaching, and they help students to understand and learn the new language fast, easily, and effectively. Every student is an individual, and their way of learning a new language also differs from each other. For instance, some are visual learners, some of them prefer listening methods, while other learners like interaction.

In methodology, there are a number of methods that make learning more inclusive and effective. Methods like suggestopedia, the grammar-translation method, and the direct method are the best examples of productive learning.

Suggestopedia is a teaching-learning methodology that aims to accelerate the learning process by teaching students in a comfortable classroom environment. The main features are decoration, music, arrangement of class, and oratory skill of the teacher. This method was developed by Bulgarian psychiatrist and educator Georgi Lozanov in 1970. He believed that suggestopedia can help students to enhance performance and efficiency in learning foreign or second language. According to Lozanov, this method can speed up language learning three or five times compared to other traditional methods. Because of the idea that relaxation, positive suggestion, and a comfortable learning environment may give students a higher capacity and enthusiasm to learn a new language. Until the twentieth century, most foreign language teaching methods focused on structure and grammar, not functional and interactional features. But suggestopedia encourages students to learn a second language through suggestive teaching. It focused on psychological and humanistic factors, while traditional foreign language teaching methods tend to neglect them. In 1978, this method was considered valuable and recommended for worldwide implementation.

The techniques and the classroom set-up

Suggestopedia is a fun and low-pressure teaching method that is an exception to traditional teaching methods. While methods like DM (direct method), GTM (grammar-translation method), and ALM (audio-lingual method) center on drills, grammar exercises, and strict language immersion, suggestopedia is special with learning passively and a relaxing atmosphere as well. In this method, decoration of the classroom is crucial to maintaining comfort and effortless knowledge for students. Various pictures and images, stylized creatures in the target language, affirmation and motivational quotes, and colorful illustrations on the walls reinforce language learning. According to Allan Paivio, Canadian psychologist and cognitive scientist, the brain processes information both visually and verbally, making pictures with words a powerful memory aid. When students come into the room and glance at scenes regularly every single day, they can absorb new language effectively and without pressure. Cushioned armchairs are another one of the essential characteristics, avoiding the use of traditional desks and chairs. It provides physical

comfort, reducing stress and anxiety. A smorgasbord of techniques in suggestopedia features visualization, choosing a new identity, role-play, peripheral learning, etc.

Visual thinking **is too** often associated only with the visual arts and relegated to a single place in the curriculum, according to Williams. However, visual thinking is a part of every subject because it is a basic way of obtaining, processing, and representing information. "To ignore its role in any subject is to fail to train students in its use and to deny to those who are primarily visual processors the opportunity to learn in the mode which comes most easily for them." (p. 85) Drawings, diagrams, mind maps, and other graphic representations are the main aids of this technique to sink in complex concepts, boosting youngsters' comprehension, critical and creative thinking. Unlike another methods (CLL, TBLT, GTM and etc.) rely primarily on repetition and memorization, visual thinking in suggestopedia lead to imaginative thinking and absorb knowledge naturally.

According to the research guided by Skinner's instructional theory (1974) 111 individuals were selected, pupils, teachers, school academic masters, heads of schools, and school quality assurance officers, in order to provide the required information. The quantitative data was analyzed using SPSS (Statistical Package for the Social Sciences) version 20 and presented on tables in frequencies and percentages, while the qualitative data was coded and analyzed thematically. The findings showed that teachers had the tendency to ignore the use of visual aids in the teaching and learning process. This study concluded that the use of visual aids in the teaching and learning process is essential.

Role-play is another aspect of suggestopedia, assisting to improve language learning. Specifically, it is a great way to strengthen fluent speaking, pronunciation, and listening comprehension of students.

Key features of role-play:

1. Imaginative & relaxed atmosphere
2. Enhanced creativity
3. Minimal anxiety
4. Integration of multi-sensory learning

For example, we applied this technique to fifth-grade students in a school setting. Accordingly, students sat in a circle. One student wore a mask, a picture of creatures of the animal world. The rest of his peers show the gait, sound, and other actions of this animal. When he finds it, he exchanges it with another student and so on. Our findings suggest that this technique supplies an active classroom environment, learning new words joyfully and stress-free.

Advantages and disadvantages

Suggestopedia is a valuable technique because of its number of advantages. Firstly, this teaching method reduces stress and anxiety. Because of relaxed environmental classroom and authoritative teacher students' fear of making mistakes lowers and makes students more confident and encourages them to learn language. Nowadays, most educational settings, English language classrooms, are provided with posters and necessary equipment, and colorful pictures are drawn on the walls. All of them encourage students to learn foreign language more enjoyably. Secondly, suggestopedia encourages natural communication skills by practical usage of language through conversations and interesting discussions. Finally, it helps to learn by heart new vocabularies and grammar more effectively with the help of music, rhythm, and suggestion.

Although suggestopedia offers several benefits, there are some drawbacks as well. For example, the main problem with this method is time-consuming preparation. Creating an appealing and relaxed environment and designing a classroom more creatively requires more effort and time. Also, this method works well in small groups, not in the large classrooms. Because, in small groups, teachers can manage students, and students can participate in activities actively. Lastly, the effectiveness of suggestopedia depends on the teacher's personality. A teacher who has a charismatic personality can easily use this method, but a less engaging teacher may struggle to create the necessary positive atmosphere.

All in all, with its rich history, Suggestopedia has evolved over time as scientists and

educators have continuously refined its techniques. As discussed earlier, methods such as visualization and role-play play a crucial role in enhancing language learning. Although the classroom design—an essential component of this method—requires significant effort and time, it effectively improves students' engagement, comprehension, and retention.

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INDUCTIVE AND DEDUCTIVE APPROACHES TO TEACHING GRAMMAR

Abstract

Grammar instruction is a fundamental aspect of language learning, and teachers often choose between two primary approaches: inductive and deductive methods. The inductive approach involves guiding students to discover grammatical rules through examples and patterns, fostering active learning and critical thinking. In contrast, the deductive approach presents explicit rules before engaging students in practice, making the learning process more structured and efficient. This paper examines both approaches, comparing their advantages and disadvantages and discussing their applicability to different learning contexts. A balanced combination of both methods can enhance grammar instruction, catering to various learning styles and proficiency levels.

Key words: inductive approach, deductive approach, grammar instruction, language learning, teaching methods, inductive learning, deductive learning.

Grammar is a crucial component of language learning, providing the structural foundation necessary for effective communication. Different teaching methodologies exist for grammar instruction, but two dominant approaches stand out: inductive and deductive teaching. The choice between these methods depends on factors such as learner preferences, teaching objectives, and classroom settings. While the deductive approach presents rules explicitly before applying them in exercises, the inductive approach allows students to infer rules from examples. Understanding these approaches can help educators design more effective and engaging grammar lessons. The inductive approach is a bottom-up method in which students analyze examples before formulating rules. Instead of explicitly stating grammatical rules at the beginning, the teacher provides sentences or dialogues containing the target structure. Students then observe patterns, discuss their findings, and generalize rules based on their observations. An example of inductive learning would be, on arriving in this same country, you observe several instances of people rubbing noses on meeting so you conclude that this is the custom, and proceed to do likewise. In place of the terms deductive and inductive, it may be easier to use the terms rule-driven learning and discovery

learning respectively (Scott.1999). To teach the past simple tense using the inductive method, the teacher might present sentences such as:

Yesterday, I walked to school.

She visited her grandmother last week.

Students analyze these examples, recognizing that regular past-tense verbs end in -ed. Through guided discussion, they formulate the rule: "In the past simple, regular verbs take an -ed ending." The deductive approach is a top-down method where the teacher first explains the grammar rule, followed by examples and exercises for practice. This approach is rule-driven and explicit, making it clear and structured for learners. An example of deductive learning might be that, on arriving in a country you have never been to before, you are told that as a rule people rub noses when greeting one another, and so you do exactly that.(Scott.1999)

For the past simple tense, the teacher begins by explaining:

"The past simple tense for regular verbs is formed by adding -ed to the base verb."

Then, students apply this rule in exercises such as filling in blanks or rewriting sentences.

Advantages of inductive and deductive grammar teaching

The inductive learning encourages active learning and critical thinking and enhances long-term retention of grammatical structures. It is more engaging and similar to natural language acquisition. The learner-centered nature of inductive teaching is often seen as advantageous as the learner is more active in the learning process rather than being a passive recipient. This increased engagement may help the learner to develop deeper understanding and help fix the language being learned. This could also promote the strategy of 'noticing' in the student and enhance learner autonomy and motivation (Hird. 2015). The deductive learning is quick and efficient for covering grammar rules. It provides clarity, especially for learners who prefer structured explanations. And also, this type of learning is useful for learners who are already familiar with grammar concepts. It gets straight to the point, and can therefore be time-saving. Many rules especially rules of form can be more simply and quickly explained than elicited from examples. This will allow more time for practice and application. It allows the teacher to deal with language points as they come up, rather than having to anticipate them and prepare for them in advance. (Scott.1999)

Disadvantages of inductive and deductive learning

The inductively teaching can be time-consuming, especially for complex grammar rules. Some students may struggle to infer rules without guidance in this learning.The time and energy spent developing rules may lead children to believe that rules are the goal of language acquisition rather than a means to an end. The effort spent figuring out a rule may come at the price of time spent putting the rule into action. Students may hypothesize the incorrect rule, or their application of the rule may be either too wide or too narrow: this is especially dangerous when there is no overt assessment of their hypotheses, either through practice examples or by eliciting an explicit declaration of the rule. It may put a lot of pressure on instructors when it comes to lesson planning. They must carefully pick and organize the data in order to help learners to an accurate formulation of the rule while also ensuring the data is understandable. Regardless of how well the data is organized, certain language regions, such as aspect and modality, resist simple rule formulation. An inductive method frustrates pupils who, due to their particular learning style or prior learning experience (or both), would rather be given the rule. (Rakhmatova M.S & Vafaeva Z.Kh. 2021). The deductive learning can lead to passive learning, as students may memorize rules without internalizing them. It is less engaging and may not promote deep understanding. Starting the session with a grammatical presentation may be unappealing to some pupils, particularly younger ones. They may lack appropriate metalanguage (language used to discuss language, such as grammatical terminology). Or they may be unable to comprehend the principles required. (Rakhmatova M.S & Vafaeva Z.Kh.2021)

Both the inductive and deductive approaches have their strengths and limitations. The inductive approach fosters active learning and deeper understanding but requires more time and guidance. The deductive approach provides clear, direct instruction but may not encourage critical thinking. As the final remark, most of the learners revealed that they feel better with deductive

way and their pre and post test results show that they learn better deductively. Additionally, instructors, no matter experienced or not, esteem that the inductive way is much more vulnerable in grammar teaching.

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PSYCHOLOGICAL DIFFENCES IN LANGUAGE LEARNING BETWEEN CHILDREN AND ADULTS

Abstract

This thesis examines the main differences in the methods of teaching a foreign language to children and adults. It studies about effective methods and different ways of teaching a foreign language to adults and children. In addition, the thesis gives various recommendation and methods, taking into account the fact that the language process is difficult for adults.

Key words: differences, approach, cognitive, psychological, knowledge, attention.

Today, language learning plays a crucial role in our society. Kindergarten students, school children, university students, and adults are also becoming more interested in language learning. The interest of adults in language learning is due to their concerns about working in foreign countries and improving their skills. However, the memory of children is much stronger than that of adults. Teaching a foreign language requires specific approached and methods for each age group. Differences in foreign language learning methods for children and adults arise from differences in their psychological, cognitive, linguistic and social aspects.

Many scientists have conducted research on language learning of children and adults. One of them is the German scientist O.Krone. According to O.Krone, a three -year-old child is able to absorb the knowledge that is given to him, that is to receive education. V.Shtern put forward the opposite point of view to this opinion. In his opinion, the knowledge acquired by a child in the first six years of his life is mastered in a unique way. A child of kindergarten age has not yet fully understood reading and acquiring knowledge, while school learners consciously master the material given to them and use this knowledge in the future. this puts forward the ideas that they learn a foreign language. Scholar Usova comments on the clear signs of mastery of educational activities by children of kindergarten age.

In Uzbekistan, several scientists have conducted a number of researches on language learning by children and adults. Z.Nishanova and G.Alimova's work "Child psychology and its teaching methodology" analyzed in detail the psychological development of children's perception, speech and thinking processes. M.Mavlonov's work "Youth and Pedagogical Psychology" spoke about the formation of personality in educational conditions. Opinions about differences in language learning between children and adults stated.

For the research, the articles of students of different age groups on learning a foreign language were analyzed. The research studied the differences in language learning between children and adults. Also, the methods suitable for each age group were analyzed. It was found

that interactive methods such as games and songs are effective in language learning for children. For adults, more cognitive and communication methods are preferred.

The result of the research show it is possible to take age characteristics into account in foreign language teaching. For children, it is necessary to use games and songs in foreign language lessons and for teenagers, attention should be paid to communication and social interaction. Pay more attention to grammatical rules and cognitive approach when teaching a foreign language to adults. Children learn a foreign language faster and easier than adults. Teaching them through games and songs is a more effective way. Adults may have difficulty learning a foreign language because their brains are less adapted to language learning. Also, research has shown that it is better to learn a foreign language at an early age. While children can learn a foreign language more easily and quickly, adults can also learn it with appropriate teaching methods.

In conclusion, language learning plays an important role in society. Finding and using effective methods for each age group. Interactive method for children, and cognitive approach and grammatical rules are effective for adults. Despite, the advantage of starting at an early age, people of any age can achieve a high level in a foreign language with the help of appropriate teaching methods.

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THE GRAMMAR-TRANSLATION METHOD: A TRADITIONAL APPROACH TO LANGUAGE LEARNING

Abstract

The Grammar Translation Method (GTM) is one of the oldest approaches to language teaching, emphasizing the explicit teaching of grammar rules and the direct translation of texts. It originated in the 18th and 19th centuries as a method for teaching classical languages like Latin and Greek. While GTM promotes strong reading and writing skills, it has been criticized for its lack of emphasis on oral communication and practical language use. Despite these criticisms, GTM remains relevant in some educational contexts, particularly for students seeking deep grammatical knowledge. This thesis explores the origins, principles, advantages, and limitations of GTM and its role in modern language instruction.

Key words: grammar translation method, language learning, translation, grammar rules, reading, writing, second language acquisition.

GTM originated from the classical method of teaching Latin and Greek. Since these languages were primarily studied for reading comprehension rather than conversation, the method focused on grammar rules, translation exercises, and vocabulary memorization. By the 19th century, GTM became the dominant approach to teaching modern languages in Europe and beyond. Despite changes in educational philosophies, many institutions continue to use GTM,

particularly in academic settings where reading proficiency is prioritized.

Principles of the Grammar Translation Method:

The Grammar Translation Method is based on several key principles that define its approach to language learning:

1. Grammar as the Foundation – Students learn detailed grammatical rules and structures before attempting to use the language in any practical way. The primary focus is on syntax and morphology.

2. Translation Between Languages – Learning is facilitated through direct translation exercises between the target language and the native language. Texts and sentences are often translated word-for-word to reinforce grammatical structures.

3. Emphasis on Reading and Writing – GTM prioritizes written skills over speaking and listening. Literature and written texts are the main sources of learning materials.

4. Vocabulary Memorization – Learners acquire vocabulary through bilingual word lists and direct translation rather than through context or interaction.

5. Native Language as the Medium of Instruction – Unlike communicative methods, where immersion is encouraged, GTM relies heavily on the learner's first language to explain grammar rules and vocabulary.

These principles make GTM a structured, rule-based approach to language learning, appealing to learners who prefer analytical methods. However, they also create challenges in achieving communicative competence in the target language.

Advantages of the Grammar Translation Method:

Despite its decline in popularity, GTM has several strengths that still make it relevant in specific educational contexts:

1. Strong Theoretical Understanding – Students develop a deep understanding of grammatical rules, which can be beneficial for learning complex languages.

2. Reading Proficiency – GTM enhances reading comprehension skills, making it useful for students who need to read foreign literature or academic texts.

3. Structured Learning – The systematic approach of GTM provides a clear and organized learning path, making it suitable for learners who thrive in structured environments.

4. Effective for Translation and Academic Purposes – This method is particularly useful for scholars, researchers, and professionals who require translation skill rather than conversational fluency.

5. Minimal Need for Native Speakers – Since GTM does not rely on native speakers for immersion, it is practical in regions where access to native speakers is limited. These limitations prompted educators and linguists to explore alternative approaches, such as the Direct Method and the Communicative Language Teaching (CLT) Approach, which focus more on oral proficiency and real-life communication.

The Grammar Translation Method has played a significant role in language education for centuries. While it provides a strong foundation in grammar and translation, its limitations in developing speaking and listening skills have led to the rise of more communicative teaching approaches.

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ONLINE PLATFORMS AND PROGRAMS FOR LEARNING ENGLISH LANGUAGE

Abstract

The rapid development of modern information and computer technologies has led to the emergence of a new generation of young people (generation 2) brought up on digital gadgets. To develop an effective educational environment, universities are introducing interactive methods that include computer programs and platforms. The article provides a brief overview of the use of various online platforms for teaching students a foreign language. The inclusion of such programs in the educational process allows you to more effectively motivate students and facilitate the work of teachers.

Key words: higher education, foreign language, computer technology, generation 2, online learning.

Over the past decade, higher education has undergone a number of fundamental changes that have affected the structure, methods and content of education. A three-tier education system has emerged, which has entailed a redistribution of educational disciplines. The development of information and digital technologies has led to the widespread use of new interactive teaching methods. The pandemic has caused the rapid development of distance education. In addition to all of the above, a new generation of young people has come to universities, which, according to the theory of Neil Howe and William Strauss, is called Generation Z. The new generation, brought up on digital gadgets and computer programs, is accustomed to working with a small amount of information in short periods of time. It prefers to do what it loves and does not chase profit. At the same time, the new generation of students is ready to participate in competitions and strives for recognition of themselves from others. There is a whole gulf of misunderstanding between university teachers and students of Generation Z. It lies in the consensual nature of the older generation of teachers and their unwillingness to switch to computer technologies in teaching. On the other hand, there is a problem of the younger generation's unwillingness to learn large amounts of information and analyze the objects being studied independently without the help of the Internet. In these conditions, it is necessary to reformat educational technologies so as to interest students and convey to them all the necessary knowledge for their future professional activity.

Currently, the interactive method also includes interaction between the student and the computer program. The introduction of computer technology allows you to interest students, since they are accustomed to using digital gadgets, and make the learning process more interesting.

What computer programs and platforms can be used to teach students English?

There are many online language learning platforms and apps that can help improve your conversational skills, grammar, and vocabulary. Here are a few popular ones:

1. Duolingo

Description: A free platform with interactive lessons that makes learning languages a game. Features: Lessons are short and varied, covering grammar, vocabulary, and pronunciation. Languages: More than 30 languages, including English, French, Spanish, German, and more.

2. Babbel

Description: A platform with a more serious approach to language learning, focused on everyday communication. Features: Detailed lessons that cover conversational phrases, grammar, and vocabulary. Paid subscriptions available. Languages: 14 languages, including English, Spanish, French, Italian.

3. Memrise

Description: A platform for learning words and phrases using flashcards and videos from native speakers. Features: Uses repetition techniques to improve memorization and listening with native speakers. Languages: More than 20 languages.

4. Lingoda

Description: Platform with live lessons and teachers, provides both group and individual lessons. Features: Focus on communication and practice with teachers, you can choose the intensity of the lessons. Languages: English, Spanish, French, German and others.

These platforms and apps can help you learn a language, no matter your level or learning preferences. The new generation of students requires the introduction of new technologies into the educational process. This does not mean that traditional teaching methods are a thing of the past. But for successful communication with the younger generation and effective transfer of knowledge to them, there is an urgent need to move to their level of communication through computer platforms and technologies. The use of computer programs allows you to interest students and involve them in the educational process. In addition, new technologies make the work of teachers easier, who can use the functions of programs to control and monitor student progress, and also allow you to create educational courses on a qualitatively new visual level.

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THE MAIN FEATURES OF THE PRONUNCIATION FOR SUCCESSFUL COMMUNICATION. THE CHARACTERISTICS OF VOWEL AND CONSONANT SOUNDS

Abstract

This thesis demonstrates the significance of pronunciation such as vowel and consonant sounds which plays a crucial role in reaching fluency level. The effective pronunciation helps people to have clear understanding which aids foreign language learners to avoid mispronunciation of some new words.

In order to improve learners' communication skills phonetics is taught systematically as Kelly compared it with a "Cinderella''. As a result, he stated that teaching pronunciation looked like a circumstance where Ella's stepmother did not allow her to show herself in public. That means learning grammar and vocabulary is uncomplicated to better understanding rather than phonetic terminologies while pronunciation emphasized rules and sounds specifically in the way of successful communication.

Key words: phonetics, pronunciation, vowel, consonant, language.

In learning new language, teachers mostly pay great attention to the grammar as well as vocabulary while teaching foreign languages. However pronunciation was main component when audio-lingual approach gained dominance so it took a chance to develop phonetic features at that time. Materials of that method such as color charts that work on specifically sounds in target language help to improve learners` pronunciation skills. Afterwards, audio-lingual method was replaced by another way of teaching like a communicative language teaching that focuses on phonetic characteristics. For example, CLT is emphasized to teach supersegmentals such as rhythm, stress and intonation.

Across the world pronunciation is taught differently with various teaching methods although new learners face some challenges while learning a foreign language. For instance: Spanish learners when they speak in English they have some problems with "I e-speak e-English" as they do not have consonant clusters in their native language. In Spanish, words usally do not start with two consonant sounds like "school" generally starts with vowel like "escuela" with adding vowel sound in the beginning of the word so they avoid to use consonant clusters as much as possible. Another best examples for distinct pronunciation between two languages are Korean and Japanese. In those languages L and R are almost the similar sounds thats why when they speak English, they often struggle with pronouncing those consonants.

Vowel sounds in teaching phonology of the English

In phonetics sounds differ significantly from each others for example in English that has complicated phonetic rules as there are various sounds in only vowel letters. As a result, there are monophthongs which mean single sound in one vowel syllable like bit (i) and diphthongs are complex vowel sounds that consist of one vowel sound so than glides into another within the same syllable.

Overall, English has main five sounds (y is vowel and also consonant sound) however they pronounced as twenty distinct sounds as a short or long so they incredible influence vowel pronunciation.

Consonant sounds in English pronunciation

Unlike vowel sounds, consonant sounds do not have complex rules. They can differ from using the tongue, lips, teeth and other speech organs. In English there are twenty-four consonant sounds that can classify classify based on their manner of articulation for example: plosives, fricatives and nasals.

However, there are some challenges pronouncing consonant sounds in English for instance: consonant sounds are also categorized with voicless and voiced sounds so some learners may face some problems with pronouncing those sounds. As a result, Japanese and Chinese speaker face those kinds of problems while pronouncing as in Mandarin z and s are not distinct sounds and in Japanese l and r are the same.

Pronunciation plays a significant role in learning language as it gives an opportunity to improve communication skills. Practicing both vowel and consonant sounds make clear understandings among speakers.

Various methods teach pronunciation differently with their distinct characteristics so it gives much more opportunities for learners. But also, phonetics helps to develop learners' fluency and communication skills by making interactions more successful and natural.

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TEACHING INFERENCE THROUGH CONTEXT CLUES IN DEVELOPING READING SKILLS AT B1 LEVEL

Abstract

This article emphasizes the role of context clues in reading comprehension, focusing on how they help students make inferences. It explores different types of context clues and offers strategies for teaching inference at the B1 level. The article highlights the importance of these skills in improving vocabulary and overall comprehension for academic success.

Key words: Reading comprehension, inference, context clues, vocabulary development, B1 level, teaching strategies, critical thinking, academic success, synonyms, antonyms, educational activities.

Reading comprehension is a fundamental skill required for academic achievement and lifelong learning. Among the different aspects of reading comprehension, making inferences plays a significant role. Inference, the ability to draw conclusions based on evidence and reasoning rather than from explicit statements, helps readers gain a deeper understanding of a text. One of the most effective strategies for teaching inference is through the use of context clues—words or phrases surrounding an unfamiliar word that provide hints to its meaning. This article explores the importance of inference and context clues in reading comprehension, examines relevant theories, and discusses practical teaching strategies for educators.

Context Clues and Their Role in Inference Making

Context clues refer to the surrounding words or phrases that help readers infer the meaning of unfamiliar words or comprehend deeper meanings in a text. There are different types of context clues:

• Definition context clues: The meaning of a word is directly stated in the surrounding text (e.g., "A metaphor is a figure of speech that compares two unlike things").

• Synonym context clues: A similar word is used to clarify the meaning of the unknown word (e.g., "He was elated, or extremely happy, when he received the news").

• Antonym context clues: The meaning of a word is inferred from words that express the opposite idea (e.g., "She was reluctant to go, but her sister was very eager").

• Example context clues: Specific examples or instances are provided to help understand the meaning (e.g., "You need to bring a sweater, like a jacket or hoodie, if it gets cold").

The use of context clues helps students understand the meaning of unfamiliar vocabulary, grasp implied information, and make predictions about the text. Beck, McKeown, and Kucan (2013) emphasize that teaching students how to use context clues improves both their vocabulary and their overall reading comprehension.

Practical Strategies for Teaching Inference through Context Clues

At the B1 level, students can handle more complex texts and make inferences about characters, situations, and meanings. The focus now shifts to deeper understanding, abstract meanings, and higher-level reasoning using context clues.

Example Activity: "Mark stared at the screen, his fingers hovering over the keyboard. He had been trying to write the email for the past 30 minutes but kept getting distracted. His head felt heavy, and the words seemed to blur. Finally, with a frustrated sigh, he closed his laptop and stood

up, pacing around the room. He glanced at the clock—an hour had passed since he started."

Questions:

1. What emotion can we infer that Mark is feeling based on context clues like "frustrated sigh," "stared," and "pacing around"?

• a) Happiness
• b) Anger
• c) Frustration
• d) Excitement

1. What does Mark's action of closing his laptop and pacing around the room tell us about his mood?

Interactive Activities

Interactive activities are essential to help students collaborate and deepen their understanding of context clues. Using images to teach inference through context clues is an effective method to engage B1-level students and help them draw conclusions from visual hints.

Activity 1: Inference from a Picture (Season & Weather)

Picture:

(Imagine a photo of a person walking in a park with autumn leaves falling, wearing a light jacket.)

Mini Text:

Sarah is walking through the park on a cool day. She has a light jacket on, and there are many leaves on the ground, all turning orange and yellow. The trees are almost bare, and the air feels crisp.

Questions:

1. What season do you think it is, based on the picture and the text?

• a) Summer
• b) Spring
• c) Fall (Autumn)
• d) Winter

2. What time of year might this be? What months do you think Sarah is experiencing?
3. What emotions do you think Sarah might be feeling on this crisp day? (Think about the weather and the season.)

This approach encourages critical thinking and helps students connect images with written information.

In conclusion, teaching inference through context clues is an effective method for improving reading comprehension at the B1 level. By using context clues, students can better understand vocabulary and make informed conclusions about texts. Practical activities and strategies enhance critical thinking and engagement, helping students navigate complex texts and succeed academically.

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THE CHARACTERISITCS AND FEATURES OF AUDIO-LINGUAL METHOD

Abstract

Teaching is the process of carrying out the activities in getting students to learn. Teaching becomes a process of assisting performance, rather than controlling and testing. While, teaching is the process of making students to produce or practice the target and express it, actually, the material from the teacher to the students must be appropriated with the syllabus of the certain school, in order that the students are able to absorb it and they will be able to communicate by using the target language (English). Most of the students still get the difficulties in using English for communication. It is caused many factors including the limited students' vocabularies and knowledge of grammar, even the method may used by the teacher in teaching English. The other factors that may influence the students speaking ability are the lack of practicing English in their daily life because most of their friends speak L1 (Persian) and not all person in the home can be a model of learning the target language, so students are not able to speak English spontaneously, fluently, and comprehensively because they are afraid of the fault and they are afraid of taking a risk.One method teacher usually used is Audio Lingual Method.

Key words: teaching method, audio lingual method (ALM), English language, methodology.

With the outbreak of World War II armies needed to become orally proficient in the languages of their allies and enemies as quickly as possible. This teaching technique was initially called the Army Method, and was the first to be based on linguistic theory and behavioral psychology. The Audio-lingual Method is still in use today, though normally as a part of individual lessons rather than as the foundation of the course. These types of lessons can be popular as they are relatively simple, from the teacher's point of view, and the learner always knows what to expect.

Definition and characteristics of Audio Lingual Method

The Audio-lingual method, like the direct method, is also an oral approach. However, it is very different in that rather than emphasizing vocabulary acquisition through exposure to its use in situations, the Audio-lingual method drills students in the use of grammatical sentence patterns (Larsen-Freeman, 2000). They added that it was thought that the way to acquire the sentence patterns of the target language was through conditioning helping learners to respond correctly to stimuli through shaping and reinforcement. Thus, the audio lingual method refers to the method that it is compressed on the chain drill to mastery the target language by memorizing and repeat, and the wrongness of speaking is avoided. In audio-lingual activities are presented not only in drilling short patterns, but also in varieties of dialogues, which students have to listen to, repeat and memorize. Dialogues provide for students the structure and idea of how to use some types of patterns in some sort of situations. Usually dialogues illustrate socio-cultural situations of a target language, such as greeting, opinion exchanges, likes or dislikes, standard safe topics (weather, hobbies…etc.) that help students to memorize which utterance is suitable for each situation. By repeating and memorizing whole dialogue or some specific parts of it, learners should emphasize on proper pronunciation, intonation, stress and rhythm usage. Brown (2001, p.23) stated that the audio lingual method was firmly grounded in linguistic and psychological theory. He added it is advocated conditioning and habit-formation models of learning that were perfectly married with the mimicry drills and pattern practices of audio lingual methodology.

The Technique of Audio Lingual Method

The audio lingual method is an approach that is emphasized the vocabulary and is trained the grammatical sentence pattern based on the context and without error. It was believed that much practice of the dialogues would develop oral language proficiency or based on the ability or the qualification of speaking. Larsen-Freeman (2000, p.47-50) provides expanded descriptions of some common or typical techniques closely associated with the Audio lingual Method. (1) Dialogs memorization : Students memorize an opening dialog using mimicry and applied role playing. (2) Backward Build-up (Expansion Drill): Teacher breaks a line into several parts; students repeat each part starting at the end of the sentence and "expanding" backwards through the sentence, adding each part in sequence. (3) Repetition drill: Students repeat teacher's model as quickly and accurately as possible. (4) Chain drill : Students ask and answer each other one by one in a circular chain around the classroom. (5) Single-slot Substitution drill: Teacher states a line from the dialogue, and then uses a word or phrase as a "cue" that students, when repeating the line, must substitute into the sentence in the correct place and many other ones.

This extensive memorization, repetition and over-learning of patterns were the key to the method's success, as students could often see immediate results, but it was also its weakness. It was discovered that language was not acquired through a process of habit formation. The method's insistence on repetition and memorization of standard phrases ignored the role of context and knowledge in language learning. As the study of linguistics developed, it was discovered that language was not acquired through a process of habit formation, and that errors were not necessarily bad. It was also claimed that the methodology did not deliver an improvement in communicative ability that lasted over the long term.

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KEY FACTORS IN PROBLEM-SOLUTION ESSAY

Annotation

A problem-solution essay is a type of academic writing that identifies a problem, analyzes its causes, and proposes effective solutions. It is widely used in education, business, and policymaking to address real-world challenges. This paper explores the key factors necessary for writing a well-structured and persuasive problem-solution essay, emphasizing logical organization, strong argumentation, and practical solutions.

Key words: problem, solution, essay, structure, argument, evidence, feasibility, critical

thinking.

A problem-solution essay is one of the most effective ways to discuss societal, environmental, and educational challenges. Scholars such as Hoey (1983) and Flowerdew (1994) emphasize that this type of writing requires a clear identification of the problem, logical presentation of solutions, and strong evidence to support arguments. Additionally, Swales and Feak (2012) highlight that successful problem-solution essays must follow a structured format to ensure clarity and persuasion. In this paper, we analyze the key components that contribute to a well-organized and effective problem-solution essay, examining research-based approaches and expert opinions.

In today's world, analyzing problems and proposing effective solutions is crucial for societal progress. That is why the Problem-Solution Essay is widely used in academic and professional fields. This type of essay allows for an in-depth examination of an issue, supported by evidence, followed by practical and well-reasoned solutions. One of the most important aspects of writing a Problem-Solution Essay is choosing the right problem. The issue should be relevant and significant to society or a specific field. For example, topics such as environmental pollution, challenges in the education system, or the impact of technology can be explored. If the problem is too broad, it is better to focus on a specific aspect to provide a clear and detailed analysis. The second key aspect is proposing and justifying solutions. Solutions should be realistic, feasible, and directly address the problem. For instance, to combat environmental issues, promoting renewable energy sources can be a viable solution. In education, improving teaching methods through modern technology can enhance learning outcomes. However, it is essential to support every proposed solution with strong evidence, such as research findings, expert opinions, or real-life examples.

A well-written problem-solution essay must begin with a clear definition of the problem. Hoey (1983) explains that the problem should be specific, relevant, and supported by factual data. According to Nation and Macalister (2010), effective problem identification involves:

Describing the issue in detail.

Providing statistical evidence (e.g., «According to the World Health Organization, air pollution causes 7 million premature deaths annually»).

Explainingg why the problem needs to be addressed urgently. For example, in environmental studies, Carson (1962) in Silent Spring demonstrated how pesticide use led to ecological damage, thereby creating awareness and policy changes. Similarly, in educational research, Vygotsky (1978) argued that identifying learning difficulties early allows for more effective pedagogical solutions.

Swales and Feak (2012) suggest that problem-solution essays should follow a structured format:

Introduction: Introduces the issue and its significance.

Problem Analysis: Explains the causes and effects of the problem.

Proposed Solutions: Discusses multiple solutions with a critical evaluation of their feasibility.

Conclusion: Summarizes key points and emphasizes the best solution.

A well-structured essay ensures coherence and logical progression. Halliday and Hasan (1976) emphasize the importance of cohesion in writing, which can be achieved using transition words such as therefore, consequently, and as a result.

Solutions proposed in an essay should be realistic and implementable. According to Weimer (2013), evaluating a solution involves assessing:

Cost-effectiveness (Is the solution affordable?)

Social acceptance (Will people support it?)

Long-term impact (Will it work in the future?)

For example, in urban planning, Jacobs (1961) argued that mixed-use neighborhoods reduce crime and improve community engagement, leading to practical city development solutions. Similarly, in technology, Brynjolfsson and McAfee (2014) explored how artificial intelligence can optimize workforce productivity while minimizing job displacement.

Writing a successful problem-solution essay requires a clear problem statement, logical structure, strong evidence, and practical solutions. Scholars such as Hoey (1983) and Swales and Feak (2012) emphasize that these elements ensure clarity and persuasion. By integrating well-researched arguments, addressing counterarguments, and evaluating the feasibility of solutions, writers can create impactful essays that contribute to meaningful discussions and real-world problem-solving.

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THE ROLE OF COLLABORATION IN TASK-BASED LANGUAGE TEACHING

Abstract

This article explores the role of collaboration in Task-Based Language Teaching (TBLT), highlighting its significance in enhancing language acquisition among learners. By engaging in collaborative tasks, students not only practice their language skills but also develop critical thinking, problem-solving abilities, and social interaction skills. The article identifies key methodological aspects of collaboration in TBLT, including task design, group dynamics, teacher facilitation, and assessment strategies. It concludes with recommendations for effectively integrating collaborative tasks into EFL classrooms to foster a more engaging and communicative learning environment.

Key words: task-based language teaching, collaboration, EFL, language acquisition, task design, group dynamics.

Task-Based Language Teaching (TBLT) has gained prominence as an effective approach to language instruction, emphasizing the use of meaningful tasks that reflect real-world communication. Unlike traditional methods that often focus on grammar and vocabulary in isolation, TBLT encourages learners to engage in authentic language use through collaborative activities. Collaboration plays a pivotal role in this approach, as it not only enhances language acquisition but also fosters essential interpersonal skills.

In collaborative settings, students are required to negotiate meaning, share ideas, and solve problems together, which mirrors the complexities of real-life interactions. This social dimension of learning is crucial, as language is inherently a communicative tool used to connect with others. The interaction that arises from collaboration can lead to deeper cognitive processing, allowing students to internalize language structures and vocabulary more effectively.

The integration of collaborative tasks not only aids in language development but also cultivates critical thinking, creativity, and teamwork skills—qualities that are increasingly valued in today's globalized world. This article will delve into the methodological aspects of collaboration within TBLT, examining how these practices can be effectively implemented in English as a Foreign Language (EFL) classrooms to enhance learner engagement and outcomes.

1. The Importance of Collaboration in TBLT. Collaboration in TBLT allows learners to engage in authentic communication, where they negotiate meaning and share ideas. This social

interaction is essential for language development as it provides opportunities for learners to practice speaking, listening, reading, and writing in real-life contexts. Collaborative tasks can also reduce anxiety and increase motivation by creating a supportive atmosphere where students feel comfortable taking risks with their language use.

2. Key Methodological Aspects of Collaboration:

-Task Design: Effective collaborative tasks should be designed to promote interaction and require learners to use the target language meaningfully. Tasks can include group discussions, role-plays, problem-solving activities, and projects that necessitate cooperation among students.

-Group Dynamics: The composition of groups significantly impacts collaboration. Diverse groups can enhance learning by bringing together different perspectives and experiences. Teachers should consider factors such as proficiency levels, cultural backgrounds, and interpersonal dynamics when forming groups.

-Teacher Facilitation: The role of the teacher in collaborative TBLT is crucial. Teachers should act as facilitators rather than traditional instructors, guiding students through tasks while providing support and feedback. This involves monitoring group interactions, offering linguistic assistance when necessary, and encouraging reflection on the collaborative process.

- Assessment Strategies: Assessing collaborative tasks requires a shift from traditional assessment methods to more holistic approaches. Teachers can use peer assessments, self-assessments, and observational checklists to evaluate both individual contributions and group dynamics.

3. Challenges of Collaboration in TBLT. While collaboration offers numerous benefits, it also presents challenges such as unequal participation among group members, potential conflicts, and varying levels of language proficiency. To mitigate these issues, teachers should establish clear roles within groups, promote effective communication strategies, and provide guidance on conflict resolution.

Collaboration is an essential component of Task-Based Language teaching that significantly contributes to the effectiveness of language acquisition. By engaging in collaborative tasks, learners not only practice their linguistic skills but also develop vital social competencies that are crucial for effective communication in diverse contexts.

By fostering an environment where students feel valued and supported, teachers can encourage active participation and meaningful interaction. Furthermore, addressing potential challenges such as unequal participation and conflict resolution is crucial for maintaining a positive collaborative atmosphere.

As TBLT continues to evolve, it is essential for educators and researchers to explore innovative ways to integrate collaboration into language teaching practices. Ultimately, embracing collaboration within TBLT not only enriches the language learning experience but also prepares learners to navigate the complexities of communication in an interconnected world.

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GAMIFICATION – LEARNING FOREIGN LANGUAGES THROUGH GAMES

Annotation

Today, game based techniques have turned into an extremely useful strategy towards teaching foreign languages as it makes the entire process of learning fun and effective, because young generations suffer from short attention spans. This study discusses the effectiveness of game based learning on motivation, retention, and language skills. The research also describes types of gamification that are widely known and explains how they affect students' performance.

Key words: game based technology, student motivation, gamification, foreign language acquisition, educational technology, student activity.

The last few years have seen an increase in the use of gamification along with other teaching techniques. Using games in the form of rewards, points, challenges and other interactivities adds to ease in learning a foreign language and makes it more focused. This paper examines the concept of gamification in foreign language teaching and learning, its advantages, and its challenges.

1.The term and concept of Gamification

Gamification is the process of integrating game components in non-gaming activities such as teaching and learning. In eLearning, it means adding competition between learners with the use of leaderboards, points, badges, and other storytelling techniques. In 2002 the term of gamification is invented by Nick Pelling. But this term was spread widely in 2010. Firstly, gamification is used in many purpose such as education, healthcare, business, or customer engagement.

2.Benefits of gamification

There are numerous advantages of gamification. Encouraging the students is one example of this. Students have a tendency to take part in learning lessons when they are rewarded. If after the game the teacher gives a reward, other students who are less active are also interested in the lesson and accidentally become active.

Next one is better retention, the more they do interactive and repetitive game-based tasks, the more their vocabulary and grammar structure strengthen during the lesson. As a result, they acquire new things, repeat them and it remains stored in long-term memory. It is the easier option to learn foreign language especially for beginners.

Reducing anxiety is the later part. Gamification creates a low-pressure environment where students feel comfortable making mistakes and act freely without fear. Achieving goals or other accomplishments within a game results in dopamine secretion from the brain. This helps to relieve stress and anxiety owing to the feelings of pleasure and motivation that dopamine brings. In addition, numerous platforms that utilize gamification tend to promote collaboration and communication, therefore, reducing social anxiety by allowing guided and safe interactions. There is also a sense of community fostered through team-based challenges and leaderboards.

3.Popular gamification tools and techniques

Nowadays more people use gamification tools to acquire new foreign languages easily and entertainingly. The most used are Duolingo, Kahoot and so on. Let’s dive deeper into these. Duolingo is a language learning app produced by an American educational technology company. This app offers courses in 43 languages. Duolingo has utilized more gamifications during teaching non-native languages. Short, daily lessons are promoted in the app. Kahoot is also a game-based learning app. It is used for non-traditional classes. In classrooms all students stay engaged and active because it makes learning through competition.

When it comes to techniques, in modern times more teachers start applying a bunch of them. For example, commonly used techniques include the implementation of points and rewards systems in which students earn points after completing exercises and or tasks since this provides

a sense of achievement. A student mastering an exercise such as a vocabulary test, or finishing a grammar module receives a digital award in form of badges or achievements. These serve as digital milestones. These tools are instrumental in helping boost learners' self-confidence and enable them to keep progressing.

Another potent technique is the use of leaderboards and the competition it brings about, which inspires a competitive spirit among learners. Seeing where they rank motivates students to take part in class more often and do much better. The idea of levels and progression is also popular, especially in gamification where learners slowly move through the stages of fulfilling certain tasks. With this, the learning experience is ordered. Storytelling and role-playing techniques facilitate engagement of learners by putting them in real life situations so that practicing the language becomes more stimulating. Classcraft, for example, incorporates RPG adventures to capture the learners interest.

Moreover, retention is greatly aided by instant feedback and adaptive learning. Automatic replying to answers enables learners to rectify the mistakes they make which accelerates their improvement. Many platforms, like Quizlet, provide instant feedback because it helps reinforce concepts previously taught.

4.Disadvantages of Gamification

Although gamification has greatly helped doing away with the conventional and tedious methods of teaching or looking at games, it comes with some challenges too. One of the primary problems is the heightened rivalry and anxiety that stems from gaming scoreboards and ranking leaderboards as they can be very stressful for students. While many learners are motivated by competition, many other learners start suffering because they do not get enough marks which leads to a vicious cycle of low confidence.

Another major difficulty arises as students may suffer from excessive reward focus at the expense of curiosity or enjoyment, which is detrimental to their aging intrinsic motivation. Without reward incentives, students may develop disinterest in learning as well.

Moreover, gamified students can develop an overreliance on gamified elements which can become detrimental when they have to learn in a non-gamified way. Students who are accustomed to lessons that utilize game-like features may find traditional methods of learning boring and devoid of motivation.

Finally, excessive use of technology and screens is yet another problem that results from gamification. Regarding overuse of technology, student interaction and communication will decrease significantly because students will be spending too much time in front of a screen. Real-world social interactions will also decline, which in turn, reduces their attention span and causes eye straining.

Gamification is evolving day by day. While these drawbacks are numerous, they stem from a lack of moderation during the implementation of gamification. Educators need to learn the balance between gamified and conventional learning techniques. If these tools are used thoughtfully, and if competition and technology-basing rewards are moderated, then educators can achieve more positive and proactive students. Well devised gamified learning schemes can encourage self-motivated students while nurturing them with a strong educational pillar, leading to enhanced retention of knowledge.

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XORIJIY TILLARNI O‘QITISHDA ZAMONAVIY VA INNOVATSION METODLAR VA TEXNOLOGIYALAR

Annotatsiya

Ushbu tezis xorijiy tillarni o‘qitishda zamonaviy va innovatsion metodlar hamda texnologiyalarning o‘rni haqida ma’lumot beradi. Bugungi kunda an'anaviy ta’lim yondashuvlaridan ko‘ra interaktiv va texnologik asoslangan metodlar keng ommalashib bormoqda. Xususan, kommunikativ yondashuv, CLIL va gamifikatsiya kabi usullar til o‘rganishni samarali va qiziqarli qilishga yordam bermoqda. Shuningdek, raqamli ta’lim vositalari, sun’iy intellekt va boshqa zamonaviy texnologiyalar mustaqil ta’lim olish imkoniyatini kengaytirib, xorijiy tillarni o‘rganish jarayonini sezilarli darajada osonlashtirmoqda.

Kalit so’zlar: xorijiy tillarni o‘qitish, zamonaviy metodlar, innovatsion texnologiyalar, kommunikativ yondashuv, CLIL, gamifikatsiya, sun’iy intellekt, onlayn ta’lim.

Annotation

This thesis provides information about the role of modern and innovative methods and technologies in teaching foreign languages. Today, interactive and technology-based methods are becoming more popular than traditional educational approaches. In particular, methods such as communicative approach, CLIL and gamification are helping to make language learning effective and interesting. Also, digital educational tools, artificial intelligence and other modern technologies expand the possibility of independent education and significantly facilitate the process of learning foreign languages.

Key words: foreign language teaching, modern methods, innovative technologies, communicative approach, CLIL, gamification, artificial intelligence, online learning.

Bugungi globallashuv sharoitida xorijiy tillarni bilish nafaqat kasbiy muvaffaqiyat, balki shaxsiy taraqqiyot uchun ham muhim rol o‘ynaydi. XXI asrda texnologiyalar rivojlanishi ta’lim tizimiga keng yo‘l ochib bermoqda. O‘quvchilar sun’iy intellekt yordamida muloqot qilish, onlayn platformalarda mustaqil ilm olish va kompyuterlashtirilgan muhitda til o‘rganish imkoniga ega bo‘ldilar. Ushbu tadqiqotda xorijiy til o‘rganishda zamonaviy metod va texnologiyalarning ahamiyati hamda ularning samaradorligi tahlil qilinadi.

Hozirgi kunda ta’lim tizimida innovatsion metodlar til o‘rganish jarayonini samarali tashkil etishga yordam bermoqda. Kommunikativ yondashuv muloqotga asoslangan bo‘lib, o‘quvchilarga tilni real hayotiy vaziyatlarda qo‘llash imkonini beradi. CLIL usuli esa xorijiy tilni boshqa fanlar bilan integratsiya qilish orqali bilim olish jarayonini tabiiy va mazmunli qiladi. Dr. Rainer E. Wicke nemis tili chet tili sifatida o‘qitish (DaF) sohasida taniqli mutaxassis shunday degan: "CLIL-bu fan-til integratsiyalashgan ta'lim doirasidagi ta'lim tushunchasining qisqartirilgan nomi. Amalga oshirishning turli shakllari bu kontseptsiya ortida yashiringan xilma -xillikni namoyish etadi va Evropada unga bo'lgan katta qiziqishni ko’rsatadi." Shuningdek, gamifikatsiya o‘yin elementlari yordamida o‘quvchilarning motivatsiyasini oshirib, darslarni yanada qiziqarli va interaktiv qiladi.

Bugungi kunda raqamli texnologiyalar xorijiy til o‘qitishda muhim rol o‘ynamoqda. Onlayn ta’lim platformalari (Duolingo, Memrise, Coursera) mustaqil o‘rganish imkoniyatini kengaytirib, o‘quvchilarga istalgan joyda va vaqtda til mashg‘ulotlarini olib borish imkonini beradi. Sun’iy intellekt (AI) esa interaktiv suhbatlar, avtomatlashtirilgan yozma tahlil va individual maslahatlar orqali til o‘rganish jarayonini samarali qiladi. Uning asosiy mazmuniga keladigan bo‘lsak, "Sun’iy intellekt (SI; inglizcha: artificial intelligence, AI) – inson intellektiga taqlid qilishga qodir bo‘lgan mashinalar yaratishga qaratilgan fan va texnologiya sohasi.Bugungi kunda keng qo‘llanilib kelinayotgan sun’iy intellekt texnologiyalariga aqlli veb-qidiruv tizimlari (masalan, YouTube

Search), tavsiya tizimlari (YouTube, Amazon va Netflix), tabiiy tilni tushunish (Google Assistant, Siri va Alexa), o‘zini-o‘zi boshqaradigan avtomobillar (masalan, Waymo) va boshqalarni misol qilish mumkin". Bundan tashqari, virtual reallik (VR) va kengaytirilgan reallik (AR) texnologiyalari o‘quvchilarga real hayotiy vaziyatlarni simulyatsiya qilish orqali til muhitiga to‘g‘ridan-to‘g‘ri kirish imkoniyatini yaratadi. Interaktiv ta’lim vositalari, jumladan, elektron doskalar, mobil ilovalar va raqamli darsliklar esa dars jarayonini yanada jonli va samarali qilishga xizmat qiladi

Xorijiy tillarni o‘qitishda kommunikativ yondashuv, CLIL va gamifikatsiya kabi innovatsion metodlar hamda onlayn platformalar, sun’iy intellekt va VR/AR texnologiyalari ta’lim jarayonini interaktiv, qiziqarli va samarali qiladi. Ushbu yondashuvlar til o‘rganishning mustaqil va tez rivojlanishiga xizmat qiladi va kelajakda yanada keng qo‘llanilishi ta’lim sifatini oshiradi.

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GRAMMATICAL CATEGORIES: A STUDY OF MORPHOLOGY AND SYNTAX

ABSTRACT

Language is a powerful tool that connects individuals, enabling the expression of thoughts, emotions, and narratives. Underlying every uttered or written word is a complex system that organizes meaning through a network of categories, forms, and interpretations. This study investigates the structural framework of English grammar with a particular focus on morphological and syntactic elements. By examining how words change form and how sentence elements are arranged, we gain insight into the mechanisms that underpin grammatical meaning.

Key words: Grammatical categories, morphology, syntax, noun, verb, inflection, derivation, compounding, word order, grammatical agreement, tense, aspect, number, case, agglutinative languages.

Grammatical categories refer to the specific characteristics of words that lead to changes in form and agreement across related elements. For example, the noun "boy" possesses a grammatical category known as number, which can be singular or plural. Consider the following examples:

Sentence 1: “The boy is playing.”

Sentence 2: “The boys are playing.”

In the first sentence, "boy" is in its base form, reflecting the singular value; in the second, the addition of -s marks the plural form. Here, number functions as a key grammatical category that not only affects the noun but also influences the form of associated verbs (e.g., “is” vs “are”).

Grammatical Form and Its Role

Grammatical form serves as the structural framework that enables coherent sentence construction. Much like a skeleton supports a body, grammatical form organizes words so that meaning is conveyed accurately. Changes in form whether due to tense, number, or case are essential for clear communication.

Morphology: The Structure of Words

Morphology is the branch of grammar that explores the structure and formation of words. It

examines how words transform to convey different meanings through various processes:

Inflection: Modification of a word to express grammatical functions such as tense, number, or case. For instance, adding "-s" to "cat" forms the plural "cats," and adding "-ed" to "walk" forms the past tense "walked."

Derivation: The creation of new words from existing ones. An example is the transformation of the adjective "happy" into the noun "happiness."

Compounding: The process by which two or more words combine to form a new word, such as "toothbrush," which unites "tooth" and "brush."

Syntax: The Organization of Sentences

Syntax concerns the arrangement of words within sentences and governs how these elements interact to produce meaning. The order in which words appear is crucial; for example, the sentence "The cat sat on the mat" conveys a straightforward meaning, while a rearranged order - "On the mat sat the cat" - may emphasize different aspects of the information.

Different language uses distinct syntactic patterns. English typically follows a Subject-Verb-Object (SVO) order:

English Example: "I (subject) eat (verb) an apple (object)."

In contrast, languages such as Uzbek often use a Subject-Object-Verb (SOV) structure:

Uzbek Example: "Men (subject) olma (object) yeyman (verb)" (translated as "I apple eat").

How Word Order Affects Meaning

In languages where word order is rigid, even minor rearrangements can alter the sentence's meaning. For instance, transforming the statement "You are running" into the question "Are you running?" is achieved solely by reordering words. However, in languages with flexible word order (e.g. Latin or Russian), inflections rather than positioning often indicate grammatical relationships, allowing for variations in word order without significant loss of meaning.

Statistical Insights on Syntax and Morphology

Research in linguistic typology reveals significant differences in how languages employ morphology and syntax. For example, English relies heavily on word order and auxiliary verbs; approximately 70% of its words do not change form. In contrast, agglutinative languages like Turkish and Uzbek use extensive suffixation to convey grammatical relationships. According to Bybee (1985), over 50% of the vocabulary in such languages appears in affixed forms. This morphological richness means that a single word can encapsulate what might require an entire sentence in English, demonstrating both the efficiency and complexity inherent in language structure.

Effectiveness and Challenges

Languages characterized by high morphological complexity can encode extensive grammatical information within single words. While this compactness enhances communicative efficiency, it may also pose challenges for language learners and computational models tasked with parsing and interpreting such forms. Balancing these strengths and challenges is critical for understanding how diverse linguistic systems operate and evolve.

Modern approaches to the study of grammatical categories integrate traditional linguistic theories with innovative computational and cross-linguistic methodologies. By examining both morphology and syntax—whether through the rigid subject-verb-object order of English or the flexible, affix-rich structures of languages like Uzbek and Turkish—this study lays a strong foundation for understanding how grammatical forms shape meaning. Through detailed analyses of inflection, derivation, and compounding, and by exploring how word order affects interpretation, we have demonstrated that grammatical categories are the backbone of effective communication.

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TEACHING GRAMMAR IN CONTEXT

Abstract

Grammar instruction has traditionally been based on explicit rule teaching and mechanical exercises, often detached from real-life communication. However, modern language pedagogy emphasizes the importance of teaching grammar in context, integrating structures into meaningful language use. This approach enhances comprehension, retention, and practical application while promoting communicative competence. This article explores the theoretical foundations of contextual grammar instruction, its advantages over traditional methods, and practical strategies for effective implementation in English as a Second Language (ESL) and English as a Foreign Language (EFL) classrooms.

Key words: Grammar teaching, contextual learning, communicative competence, task-based learning, second language acquisition, ESL, EFL.

The grammar has always been a central component of language learning, but the methods of teaching it have evolved significantly. Traditional approaches focused on rule memorization, repetition, and isolated drills, often failing to help students use grammatical structures in real-world communication. In contrast, teaching grammar in context encourages learners to discover and apply rules through exposure to meaningful texts and authentic language use.

Contextual grammar instruction aligns with the principles of Communicative Language Teaching (CLT), which prioritizes interaction and practical language use. This method supports deeper learning by allowing students to understand grammatical structures within natural discourse rather than in isolation. Furthermore, research in Second Language Acquisition (SLA) suggests that learners internalize grammar more effectively when they see and use it in context rather than simply memorizing abstract rules (Ellis, 2006).

Several linguistic and pedagogical theories support the idea of contextual grammar teaching:

1. The Input Hypothesis (Krashen, 1982). Krashen's Input Hypothesis suggests that learners acquire language best when they are exposed to comprehensible input slightly above their current level. Contextual grammar instruction provides such input by embedding grammatical structures within meaningful communication rather than isolated drills.

2. Sociocultural Theory (Vygotsky, 1978). Vygotsky's theory emphasizes the role of social interaction in learning. Teaching grammar through conversation, storytelling, and collaborative tasks allows students to construct knowledge with the help of peers and teachers, leading to deeper understanding and retention.

3. Constructivist Learning Theory (Bruner, 1996). Constructivism argues that learners build knowledge through experience. When grammar is taught in context, students actively engage with language, constructing their own understanding rather than passively memorizing rules.

Teaching grammar in context provides numerous advantages over traditional rule-based instruction. Learners remember grammatical structures more effectively when they encounter them in meaningful texts or conversations rather than in isolated drills. For example, learning conditional sentences through storytelling helps students associate the structure with real-life

situations. Contextual grammar instruction enables students to use grammatical structures appropriately in real communication. Instead of focusing solely on accuracy, learners develop fluency and confidence in using grammar naturally.

Traditional grammar instruction often involves passive memorization. In contrast, contextual learning engages students in analyzing patterns, making hypotheses, and applying grammar in discussions, writing, and interactive tasks.

Students are more motivated when grammar is taught through meaningful activities such as role-plays, debates, and storytelling. Authentic contexts make learning more enjoyable and relevant to their needs.

When students learn grammar in context, they become better at noticing and correcting their own errors. Instead of relying on rote memorization, they develop a deeper understanding of when and how to use structures correctly.

Practical Strategies for Teaching Grammar in Context. To effectively implement contextual grammar instruction, educators can use the following strategies:

Using Authentic Texts. Newspapers, literature, interviews, and real-world dialogues provide rich contexts for exploring grammar. For example, students can analyze how passive voice is used in news reports or how different tenses function in personal narratives.

Task-Based Learning (TBL). Task-based activities, such as problem-solving tasks or simulations, encourage students to use grammar naturally while completing meaningful tasks. For instance, a travel planning activity can help students practice conditionals and modals.

Inductive Grammar Teaching. Instead of directly explaining rules, teachers can guide students to discover grammar patterns through examples. For example, presenting multiple sentences using the present perfect tense and asking students to identify the pattern promotes active learning.

Interactive and Collaborative Activities. Group discussions, role-plays, and debates allow students to use grammar in meaningful communication. These activities help reinforce grammatical accuracy while improving speaking and listening skills.

Integrating Grammar with Other Skills. Grammar instruction should not be separated from reading, writing, speaking, and listening. For example, students can analyze grammatical structures in reading passages and then use them in their own writing and speaking tasks.

Despite its advantages, teaching grammar in context presents some challenges:

Time Constraints. Contextual grammar teaching requires more time than traditional drills. Solution: Teachers can integrate grammar into ongoing lessons rather than dedicating separate sessions.

Balancing Accuracy and Fluency. Some learners may focus too much on fluency at the expense of grammatical accuracy. Solution: Teachers can provide targeted feedback and structured activities to reinforce correct grammar usage.

Adapting to Different Proficiency Levels. Students at different levels may struggle with the same contextual activities. Solution: Differentiated instruction, scaffolding, and personalized feedback can help address diverse learning needs.

Teaching grammar in context is a powerful approach that enhances students' understanding, retention, and application of grammatical structures. By integrating grammar into meaningful communication, educators can foster communicative competence, motivation, and deeper learning. Although challenges exist, thoughtful lesson planning and the use of diverse instructional strategies can ensure effective implementation. Future research should explore further ways to integrate technology and digital resources into contextual grammar teaching for enhanced engagement and accessibility.

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THE ROLE OF WARM-UP ACTIVITIES IN TEACHING PROCESS

Annotation

This article explores the importance of warm-up activities in teaching and how they contribute to effective learning. It discusses the benefits of warm-ups, such as increasing student engagement, activating previous knowledge, and creating a positive classroom atmosphere. One of the key factors in successfully starting a class is establishing the right atmosphere from the beginning. If you have experience in teaching, you understand that the initial minutes of a lesson significantly impact how engaged and motivated student remain throughout the session. Additionally, the article provides practical strategies for implementing warm-up activities across different subjects. By highlighting their role in improving student motivation and participation, the article emphasizes why warm-ups are an essential part of lesson planning.

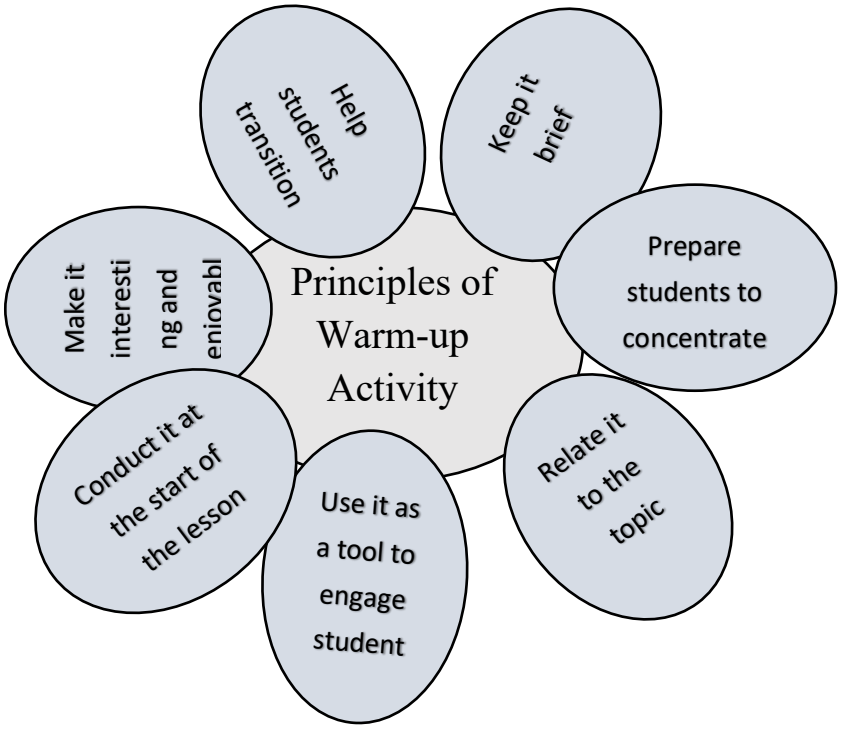
Key words: learner, lesson, background, knowledge, activity, principle, example, learning.

Effective teaching requires engaging students from the very beginning of a lesson. One of the most important strategies for achieving this is including warm-up activities. These activities serve as an essential bridge between students' prior knowledge and new learning, helping to capture their attention, activate their thinking, and create a positive classroom atmosphere. Whether in language learning, science, mathematics, or any other subject, warm-up activities play an important role in setting the tone for effective instruction. This article explores the significance of warm-up activities in teaching, their benefits, and practical ways to apply them in the classroom. Many learners complain that they are bored doing the same things again and again from the beginning to end of a lesson. As they do not feel interested in class, they can not make progress much in learning new things. Unfortunately, many teachers do not pay attention whether or not students feel motivated to work the activities they give in classes. It is needed to find out how to keep students' interests in learning (June, 2000). Providing warm-up activities can be a way to bring variation in class activity and to encourage the students to be curious, focus their attention, give them purpose and motivation (Eragamreddy, 2013). First of all, we need to know what is warm-up activity. The warm-up phase serves as an introductory step that helps students feel comfortable and fosters a positive learning environment (Rushidi, 2013). According to Robertson & Acklam (2000), a warm-up is a brief activity conducted at the start of a lesson (p.30). Kay (1995) suggests that warm-ups include various exercises that encourage students to think in English, review prior material, and engage with new lesson content (as cited in Velandia, 2008, p.11).

Background Knowledge and Warm-up. Brown (2006) defines prior knowledge as the collection of mental representations from past experiences that assist in understanding new concepts (p.2). At the beginning of a lesson, activating students' prior knowledge is essential for connecting their existing understanding to new topics (Joshi, 2006 Teachers must assess what students already know about a subject to facilitate effective learning.

Principles of Warm-up Activity. Velandia (2008) outlines key principles for designing warm-up activities. He recommends that these activities be conducted at the start of the lesson to

help teachers capture students' attention. A warm-up should be engaging to motivate students right away. Typically, it is a short exercise that serves as preparation for the rest of the lesson. The activity should be related to the lesson's theme so that students can smoothly transition into subsequent learning tasks and improve their language skills (p.13). Below is a diagram summarizing the key principles of warm-up activities from Velandia (2008):



Examples of warm-up activity

“Find Someone Who”

This traditional icebreaker game is highly effective for warming up a group of learners and encourage them speaking.

Teacher prepares a list of statements that relate to the lesson or just interesting facts. Then students need to find a classmate who matches the description and ask them relevant questions to verify. For instance, they may look for “who has traveled to another country” or “someone who enjoy to eat spicy food”.

Teacher frequently use this activity in many classes because it’s a great way to practice forming question and respond answer. It also offers students the good chance to communicate with different classmates in a short of time.

"Two Truths and a Lie"

Objective of this game is that to engage participants, encourage interaction, and develop critical thinking skills.

Instructions:

1. Ask each participant to write down two true statements and one false statement about themselves.

2. One by one, participants read their three statements aloud.

3. The rest of the group guesses which statement is false.

4. After everyone has guessed, the person reveals the correct answer.

Why it Works:

Encourages speaking and listening.

Helps build rapport among participants.

Engages critical thinking as participants try to detect the lie.

In addition to these aspects, we also focused on certain features during the practicum. For example, in schools, regardless of the subject, we noticed a significant difference between teachers who use

warm-up activities in their lessons and those who do not. This difference was also evident in the way they organized their teaching process

In a nutshell, warm-up activity is a far away to pass the time at the beginning of the lesson, It's a powerful to attract students, set the tone for learning and create a positive classroom atmosphere in class.

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THE SIGNIFICANCE OF GRAMMAR-TRANSLATION METHOD IN TEACHING FOREIGN LANGUAGES

Annotation

The article explores how the grammar translation method (GTM) was used in previous decades and how it is popular as traditional method now. Which emphasizes grammatical rules, text translation and vocabulary learning. It is effective for developing analytical skills for students. How important the role of teacher in teaching this method during the lesson. The learning process, the main characteristics and main focus. Using synonyms and antonyms while translation.

Key words: translation, synonyms, antonyms, vocabulary, sentence, reading.

The method is popular as classical method, as many teachers used it in their practice these two dead languages Latin and Greek. This one mostly focused on translating the sentences into target language, which helps students to improve their vocabulary and motivates to learn independently through reading and writing. Later scientists also thought that it will help students to grow their target language and level of language.

As this method considered a traditional method, firstly the main focus was on teaching dead languages, like Greek and Latin, also literature. First of all, translating the sentences helps students to improve their vocabulary skills and analyzing the grammatical rules. Because during the process of translating they use two languages. Secondly, reading and writing focused on understanding written texts instead of listening or speaking. Here I can give some examples,

The house= la casa, The mose=el ration

Do you have my book? = Tienes mi libro?

The sentence is the basic unit of teaching and language practice.

According to level of students, they might be required to translate the text word-by-word. This method has two main aims: to enable students to read and translate literature written in the source language and to further students' general intellectual development. The method originally came from teaching Latin. In the early 16th century, students learned Latin to communicate, but after the language became obsolete, it was studied only for academic purposes. When foreign language teaching emerged in the 19th century, instructors adopted the same translation-based approach used for Latin. However, this method has forced criticism for its limitations.

In GTM, teachers teach the grammar rules deductively, then give examples. Teachers teach in the mother tongue with little active use of the second language. Students memorize vocabulary lists and grammar rules, which is pays attention more on reading and writing, for listening and speaking skills less.

The main advantages of the Grammar-Translation method

The biggest merit of this method is understanding of the phraseology (expressions & phrases), abstract words, idioms and metaphors, since translation is possible in this method. The language of student and teacher does not interfere communication gap.

Since students are taught grammatical rules deductively. Thus, student's comprehension and ability to write correct sentences improves. Students are taught books in their mother tongue they may have a better command than other students.

This method requires few specialized skills on the part of teachers so any one can teach.

Disadvantages of Grammar-Translation method

The GTM is the easiest for a teacher to employ and it does not require a teacher to speak good in target language or prepare normal tasks.

Students will be unmotivated, because teacher will not put much effort for preparation.

Students do not participate actively in the classroom, as they pay more attention to writing and reading. Communication is not much focused, because students mostly translate or read the text. They pay less attention to content.

The GTM has both pros and cons. As it helps students develop a strong understanding of grammar rules and improve their vocabulary, that is useful for reading and writing in second language, as I mentioned before. However, I consider it is not so effective for developing speaking and listening skills. As a result, learners cannot be ready for real-life situations and communication. In my opinion, while GTM can be useful for some academic purposes, it should create a balanced language-learning experience.

To conclude, this method helps students for practicing translation and use grammar structures correctly. Furthermore, they will able to write their opinions to the paper, but will not able to answer orally. It limits in developing speaking and listening skills. GTM connects a deep understanding of grammar with literary texts, because it is essential.

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COMPREHENSIVE METHODS OF TEACHING PRIMARY SCHOOL CHILDREN TO ENGLISH LANGUAGE

Annotation

This article explores both categories of methods, providing scientific perspectives, practical examples, and insights into how each approach benefits young pupils.

Key words: teaching, learners, skills, total physical response, communicative language teaching, the audio-lingual method, task-based language teaching.

Teaching English to children in grades 1–4 is a critical phase in their linguistic and cognitive development. Young learners benefit from a combination of scientifically proven methods and practical, life-based activities. Early exposure to English not only improves communication skills but also enhances cognitive flexibility and cultural awareness. According to researchers like David Wilkins, Stephen Krashen, Jack C. Richards, and Scott Thornbury, Communicative Language Teaching (2016) (CLT) is a valuable method that prioritizes meaningful communication and interaction in the language learning process, emphasizing fluency over grammatical accuracy, and encouraging students to use language in authentic contexts to achieve practical communication

skills; however, some argue that CLT can be vague in its implementation and might not sufficiently address explicit grammar instruction if not carefully managed.

Scientifically Proven Methods. Developed by Dr. James Asher, the Total Physical Response (TPR) method links language learning with physical movement. Asher's research demonstrates that physical engagement significantly enhances memory and comprehension, particularly for young children with short attention spans. This method reduces anxiety, promotes active participation, and accommodates kinesthetic learners. For example: Teachers use commands like 'Stand up,' 'Clap your hands,' and 'Touch your head,' which students perform. Over time, children begin to understand and respond without hesitation, leading to improved listening comprehension and vocabulary acquisition.

Communicative Language Teaching (CLT), championed by linguist Michael Canale, emphasizes real-life communication over rote memorization. This approach develops learners' ability to express themselves in everyday situations, enhancing both fluency and confidence. CLT incorporates speaking, listening, reading, and writing in an integrated manner. For example: Students engage in dialogues, such as pretending to shop at a store or ordering food at a café. Pair and group work encourage cooperative learning and allow students to practice language in a supportive environment.

Based on behaviorist theories and supported by linguist Robert Lado, the Audio-Lingual Method (ALM) emphasizes habit formation through repetition and pattern drills. Though less popular today, ALM is still useful for developing accurate pronunciation and understanding sentence structure. Repetitive practice ensures that correct language forms become automatic for learners. For example: Students repeat phrases such as 'This is a book' or 'I like apples' multiple times until they can use them effortlessly. Minimal-pair drills help distinguish between similar sounds, aiding pronunciation development.

Task-Based Language Teaching (TBLT), advocated by researcher Rod Ellis, focuses on completing meaningful tasks rather than direct grammar instruction. This method encourages authentic language use, problem-solving, and collaboration. Tasks should be age-appropriate, engaging, and connected to students' daily experiences. Example: Children might follow a recipe to make a simple snack or collaborate to create a class storybook. These tasks integrate listening, speaking, and writing while promoting teamwork and creativity.

Playing Games. Games are powerful tools for language acquisition. Jean Piaget emphasized the importance of play in cognitive development, stating that children learn best through active exploration. Games reduce learning anxiety, foster healthy competition, and promote active participation. Examples: - 'Simon Says': Develops listening skills and reinforces action verbs. - Vocabulary Bingo: Reinforces word recognition and improves focus. - 'Memory Card Game': Enhances vocabulary recall and concentration.

Using Handouts and Worksheets. Handouts provide visual and written support, reinforcing classroom instruction. Lev Vygotsky's concept of the Zone of Proximal Development (ZPD) highlights the role of guided learning. Well-designed worksheets offer structured practice, allowing students to internalize new concepts. Examples: - Coloring pages with labeled objects improve vocabulary retention. - Fill-in-the-blank exercises enhance sentence structure understanding. - Word searches and crosswords make vocabulary practice engaging and interactive. Storytelling and Role-Playing. Storytelling captures children's imagination, making language learning memorable and enjoyable. Stephen Krashen's input hypothesis supports storytelling as a source of comprehensible input, crucial for language acquisition. Role-playing enables students to use English in realistic scenarios, enhancing their speaking and listening skills. With Communicative Language Teaching (CLT), I encourage students to practice real-life conversations. For example, I set up a mini-store in the classroom where children take turns being the cashier and customers, helping them use phrases like "How much is this?" and "I would like an apple." Using the Audio-Lingual Method (ALM), I incorporate simple chants and repetition

drills. One activity involves repeating common phrases in rhythm, making it easier for young learners to remember structures like “This is a book” or “I like apples.” When using Task-Based Language Teaching (TBLT), I often give students hands-on tasks. For example, they might work in pairs to follow a simple recipe in English, which helps them practice vocabulary related to food and instructions. Another favorite is a “classroom scavenger hunt” where students listen to clues in English and search for items around the room.

Combining scientifically proven methods with practical, life-based approaches offers a comprehensive strategy for teaching English to young learners. While structured methods like TPR and CLT provide a solid foundation, practical activities like games, storytelling, and real-life projects make learning engaging and meaningful. Motivating students and managing classroom behavior are equally important for creating a productive learning environment. With the right combination of methods and strategies, children in grades 1–4 can develop essential language skills that will benefit them throughout their academic journey.

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THE GRAMMAR-TRANSLATION METHOD: CHARASTERISTICS, BENEFITS, LIMITATIONS

Annotation

As time goes by, all language teaching approaches change, either becoming widespread or remaining in history books. An example of this is the Grammar translation method (GTM) which was widely used in the 17th and 18th centuries, but is hardly used in classrooms today. Despite this, its role and contribution to today's modern methods is significant. This article will highlight characteristics, advantages and disadvantages of this method (GTM).

Key words: Grammar translation method, isolated word lists, Latin and Greek, deductively, accuracy.

The Grammar Translation Method is one of the oldest approaches to teaching foreign languages, emphasizing grammatical rules, memorizing vocabulary, and translating between the target language and the native language. It was initially employed for teaching ancient languages and literatures like Latin and Greek.

Characteristics of the GTM

A fundamental feature of the Grammar-Translation Method (GTM) is its emphasis on grammar-based learning. In this approach, learners are taught grammar rules deductively, which they then apply through tasks such as translating texts between languages. Translation is essential in this method, as it effectively helps students compare and comprehend the structures of both languages. GTM also places a high value on accuracy, prioritizing grammatically correct sentences over fluent communication.

Another significant characteristic of this method is its reliance on the students' native language, with minimal instruction provided in the target language. Teachers explain grammar and vocabulary in the learners' first language, enhancing the effectiveness and clarity of the lessons. Vocabulary is learned through direct translations from the native language, often organized as isolated word lists accompanied by vocabulary tests, like "the house - la casa" and "the mouse - el

ratón". Additionally, reading in the second language primarily occurs through direct translation and discussions in the first language. Lastly, GTM pays little or no attention to pronunciation.

Advantages of the GTM

One of the main advantages of the Grammar-Translation Method (GTM) is its emphasis on enhancing reading and writing skills. By focusing on translating texts and analyzing grammar, students develop a solid understanding of sentence structure, which is beneficial for academic and literary purposes. This makes GTM particularly valuable for those who need to read and interpret texts in a foreign language, such as researchers or scholars.

Another advantage is that grammar is presented in a clear and systematic fashion. Students learn the rules explicitly and practice them through translation tasks, which enhances their understanding of language mechanics. This organized approach is especially helpful for learners who favor a logical, rule-based style of learning.

Furthermore, GTM does not require teachers to have advanced speaking proficiency in the target language. Because classes are mainly conducted in the students' native language, instructors do not need to be highly fluent in the language being taught. This aspect makes GTM easier to implement, particularly in situations where native-speaking teachers are not available.

Additionally, this method can reduce anxiety for some learners by enabling them to use their first language for clarification and understanding. Unlike communicative methods that may pressure students to speak in a less familiar language, GTM provides a more controlled and comfortable learning environment.

Disadvantages of GTM

While the Grammar-Translation Method (GTM) has its advantages, it also has significant drawbacks, the most serious being its insufficient focus on speaking and listening skills. By primarily prioritizing reading, writing, and translation, students often struggle to communicate effectively in real-life situations with the target language. Even though they may grasp grammatical concepts, they typically lack the fluency necessary for engaging in conversations.

Another major issue is that the learning experience can become monotonous and disengaging. The heavy emphasis on memorization, grammar exercises, and translation tends to lead to repetitively structured lessons, which can decrease student motivation. Unlike more modern interactive approaches, GTM provides limited opportunities for student participation or practical application of the language.

While the grammar translation method is effective for learning grammar and translation skills, it is not the best approach for developing fluency in oral communication. It is most useful in academic settings where reading and writing are the primary goals. However, for students who need practical communication skills, GTM should be combined with more interactive methods.

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CHET TILLARINI O'QITISH METODLARI TAHLILI: “SILENT WAY” VA “COMMUNITY LANGUAGE LEARNING”

Annotatsiya

Ushbu maqolada chet tillarini o’qitishning samarali usullari tahlil qilinadi, asosiy e’tibor Silent Way va Community Language Learning (CLL) yondashuvlariga qaratiladi. Maqola bu metodlarning asosiy tamoyillari, afzalliklari va amaliy qo’llanilishini tadqiq qiladi.

Kalit so’zlar: metod, yondashuv, kommunikatsion qobiliyat, mustaqil izlanish, o’qituvchining roli.

Annotation

This article analyzes effective methods of foreign language teaching, focusing on the Silent Way and Community Language Learning (CLL) approaches. It explores their key principles, advantages, and practical applications.

Key words: method, approach, communicationskills, autonomous exploration, teacher’s role.

Hozirgi kunda mamlakatimizda chet tillarini o’rganishga bo’lgan talab ortib bormoqda. Bu esa, albatta, o’qituvchilar tomonidan til o’rganishni oson va samarali qiladigan metodlardan foydalanishini talab qiladi.Samarali o’qitish metodlari o'quvchilarning o’rganayotgan tilida kommunikatsion qobiliyatlarini shakllantirishda katta ahamiyat kasb etadi. Til o’rganish tajribalarini rivojlantirish uchun yillar davomida har biri o’z texnika va tamoyillariga ega bo’lgan turli xil yondashuvlar ishlab chiqilgan. Bularning ichida Silent Way va Community Language Learning (CLL) o’zlarining innovativ va o’quvchiga yo’naltirilgan uslublari bilan ajralib turadi.

Silent Way—bu misrlik pedagog Kaleb Gattegno (1911-1988) tomonidan yaratilgan til o’rgatish uslubi bo’lib, u o’qituvchining “jimligi” bilan ajralib turadi, ya’ni bu uslubda asosiy e’tibor o’rganuvchining mustaqil izlanishi va kashfiyotiga qaratiladi. Ushbu metodda o’qituvchi iloji boricha kam gapiradi, bu bilan o’quvchilarning o’rganilayotgan tilni o’zlari kashf qilishi va mustaqil o’rganishga yo’naltiradi. Til o’rganuvchilar o’z bilimlarini o’zlari rivojlantirishadi.

Community Language Learning bu Charles Kurran tomonidan shakllantirilgan, o’quvchilarning til o’rganishdagi xavotiri va qo’rquvini kkamaytirish hamda samarali muloqotni rivojlantirish uchun psixologik maslahat usullaridan foydalangan holda hamkorlik va qo’llab-quvvatlovchi o’quv muhitini rivojlantiruvchi til o’qitish yondashuvi hisoblanadi. Ushbu metod til o’rganish faqatgina intellektual jarayon emas, balki ruhiy va ijtimoiy tajribadir degan fikrni ilgari suradi. Shuningdek, til o’rganish jarayonida o’rganuvchilarning hissiyotlari, qo’rquvlari va psixologik ehtiyojlari muhim sanaladi.

Ushbu maqola til o’rganish jarayonida bu ikki metodning asosiy tamoyillari, afzalliklari va qo’llanilishini o’rganadi. Shuningdek, ular o’quvchilarning faolligiga, mustaqil ta’limga va umumiy tilni bilishga qanday hissa qo’shayotganini tahlil qiladi. Ushbu yondashuvlarni tushunish zamonaviy til ta’limiga oid qimmatli tushunchalarni berishi hamda o’qituvchilar va o’quvchilar uchun muqobil strategiyalarni taklif qilishi mumkin.

Silent way. Bu o’qituvchilar dars davomida iloji boricha jim bo’lishlari kerak, lekin o’quvchilarni iloji boricha gapirishga undash kerak degan fikrga asoslangan tilni o’qitish mmetodologiyasi.Kaleb Gattegno birinchi marta 1963-yilda o’zining “Teaching Foreign Languages in Schools: The Silent Way” kitobida ushbu yondashuvni tasvirlab bergan. Bu metodda darslik va qo’llanmalardan foydalanilmaydi, va aksincha bu amaliy darsga asoslanganligi sababli o’quvchidan til o’rganish uchun ko’proq vaqt talab qiladi. Ushbu metodning asosiy xususiyatlari quyidagilardan iborat:

1. *O‘qituvchining roli*. O‘qituvchi o‘quvchilarga yangi bilimlarni mustaqil kashf etishlari

uchun imkoniyat yaratadi.U asosan yo‘naltiruvchi va kuzatuvchi rolida bo‘ladi.Gapirishi minimal darajada bo‘lib, faqat zarur paytda tushuntirish yoki yo‘nalish berish uchun gapiradi;

2. *O‘quvchining roli.* O‘quvchilar faol o‘rganish jarayonida bo‘lib, yangi so‘z va grammatikani mustaqil o‘zlashtirishga harakat qilishadi.Xatolar muhim ahamiyatga ega, chunki o‘quvchilar o‘z xatolaridan saboq olib, o‘zlari tuzatishlari kerak;

3. *Maxsus tayoqchalar (Cuisenaire Rods) va rangli* grafiklar. Bu metodda rangli tayoqchalar va kartalar ishlatiladi.O‘quvchilar ushbu vositalar yordamida yangi so‘zlar va jumlalarni mustaqil yaratadilar;

4. *Tabiiy o‘rganish va mustaqil fikrlash.* O’quvchilar mustaqil izlanish va kuzatish orqali til haqidagi yangi bilimlarni kashf qilishga o‘rganishadi.

Shuningdek, Silent Way metodining ko’pgina afzalliklari bor, ular quyidagicha:

- ✓ o‘quvchilar mustaqil fikrlash va muammo yechish ko‘nikmalarini rivojlantiradilar;
- ✓ tilni tabiiy ravishda o‘rganishga imkon beradi;
- ✓ xatolar orqali o‘rganish jarayoni rag‘batlantiriladi;
- ✓ o‘qituvchining roli faqat yo‘naltiruvchi bo‘lgani sababli dars davomida asosiy e’tibor o’quvchiga qaratiladi.

Community Language Learning. Ushbu metod psixologik yondashuvga asoslangan bo‘lib, o‘quvchilarning hissiy holati va psixologik ehtiyojlarini inobatga olad. Bu metodning asosiy tamoyillari:

1. *Jamoaviy o‘rganish muhitini yaratish.* O‘quvchilar kichik guruhlarda ishlaydi va o‘zlarini erkin his qilishlari kerak. O‘qituvchi "maslahatchi" sifatida harakat qiladi, lekin dars jarayonida yetakchi emas;

2. *O’rganuvchilarning psixologik qo‘llab-quvvatlanishi.* O‘quvchilarning o‘zlarini ishonchli his qilishlari muhim. Xatolar jazolanmaydi, balki o‘quvchilarga o‘zlarini erkin ifoda qilishga imkon beriladi;

3. *Ona tilidan foydalangan holda o‘rganish.* Boshlang‘ich bosqichda o‘quvchilar ona tilida gapirishadi va o‘qituvchi ularning gaplarini o’rganilayotgan tilga tarjima qilib beradi.Bu jarayon orqali o‘quvchilar tilni tabiiy ravishda o‘zlashtiradi;

4. *O‘quvchilar va o‘qituvchilar o‘rtasida yaqin munosabat.* O‘qituvchi va o‘quvchilar o‘rtasida ishonch va yaqinlik bo‘lishi muhim. O‘quvchilar o‘zlarini xotirjam his qilishlari uchun do‘stona muhit yaratiladi.

Bu metodning afzalliklari juda ko’p, ular quyidagilardan iborat:

- ✓ o‘quvchilarga psixologik qulaylik yaratadi;
- ✓ o‘qituvchi o‘quvchilarning ehtiyojlariga moslashadi;
- ✓ o’quvchilar guruh bo‘lib ishlash orqali tilni tabiiy ravishda o‘zlashtiradi;
- ✓ ona tilidan foydalanish boshlang‘ich bosqichda tushunishni osonlashtiradi;
- ✓ o’quvchilarning guruh bo’lib berilgan topshiriqni bajarishi oqibatida ularning nafaqat so’zlashuv qobiliyati, balki jamoada ishlash, yetakchilik kabi salohiyati shakllanib boradi.

Xulosa qiladigan bo’lsak, har ikkala metod ham turli xil yondashuv va afzalliklarga ega. Masalan, Silent Way – bu innovatsion, lekin ancha murakkab metod bo‘lib, o‘quvchilarning mustaqil o‘rganish va tahlil qilish qobiliyatini rivojlantirishga mo‘ljallangan. Ushbu uslub ko‘proq til o‘rganishga qiziqishi baland va mustaqil ishlashga tayyor bo‘lgan o‘quvchilar uchun samarali bo‘lishi mumkin.Community Language Learning uslubi esa inson psixologiyasiga asoslangan yondashuv bo‘lib, u o‘quvchilarning o‘zlarini erkin his qilishlarini ta’minlashga qaratiladi. Bu metod til o‘rganishning dastlabki bosqichida samarali bo‘lsa-da, keyingi bosqichlarda boshqa metodlar bilan birga qo‘llanilishi tavsiya etiladi.

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XORIJIY TILLARNI O`QITISHNING UMUMNAZARIY VA AMALIY MASALALARI

Annotatsiya

Ushbu maqolada xorijiy tillarni o`qitishning nazariy asoslari, zamonaviy innovatsion metodlar va amaliy muommolar tahlil qilinib, samarali yondashuvlar haqida fikr va mulohazalar yuritiladi. Maqolaning asosiy maqsadi- til o`qitish jarayonlarini takomillashtirish yo`llarini o`rganish va ilg`or metodlarni tahlil qilishdir.

**Kalit so`zlar:** metod, zamonaviy texnik vositalar, sun`iy intellekt, an`anaviy metodikalar, onlayn platformalar.

Annotation

This article analyzes the theoretical foundations of foreign language teaching, modern innovative methods and practical problems, and provides ideas and comments on effective approaches. The main purpose of the article is to study ways to improve languages teaching processes and analyze advanced methods.

Key words: method, modern technical means, artificial intelligence traditional methodologies, online platforms.

Hozirgi globallashuv davrida xorijiy tillarni bilish nafaqat shaxsiy rivojlanish, balki ilm-fan, biznes, xalqaro aloqalar va texnologiyalar sohasida ham muhim ahamiyat kasb etmoqda. Zamonaviylashib borayotgan ta`lim jarayonida xorijiy tillarni o`qitishning nazariy va amaliy asoslarini atroflicha chuqur o`rganish zarurati kundan kunga ortib bormoqda desam yanglishmagan bo`lamiz.

XIX-XX asrlarda lingvistika va pedagogika fanlarining rivojlanishi natijasida xorijiy tillarni o`qitish va o`rganish bo`yicha turli xildagi yondashuvlar paydo bo`ldi. Bugungi kunda esa sun`iy intellekt, onlayn platformalar va interaktiv metodlar til o`rganish jarayonini yanada qulay va samarali qilmoqda. Biroq shuni ham aytish joizki, til o`rganish jarayonida hali hanuzgacha hal etilishi lozim bo`lgan muommolar talaygina. Bunga misol qilib esa, til muhitining yetishmasligi, an`anaviy yondashuvlarning samarodorlik darajasi, o`quvchilarning individual xususiyatlari va motivatsiya bilan bog`liq masalalar til o`rganish va o`qitish yaxshigina ta`sir ko`rsatishini bilib olishimiz mumkin.

Barchamizga ma`lumki, bugungi kunda xorijiy tillarni o`rganish va o`qitishga bo`lgan qiziqish O`zbekiston aholisi o`rtasida ham yildan yilga ortib borayotgani quvonarli holat, albatta. Shu sababli ham O`zbekiston Respublikasi Prezidentining 2017-yil 7-fevraldagi „O`zbekiston Respublikasini yanada rivojlantirish bo`yicha harakatlar strategiyasi to`g`risida``gi PE 4947-son farmoni, 2017-yil 20-apreldagi „Oliy ta`lim standartlarini tasdiqlash to`g`risida``gi PQ 2909-son qarori, O`zbekiston Respublikasi Vazirlar mahkamasining standartlarini tasdiqlash to`g`risida``gi PQ 1875-sonli qarorlari hamda mazkur faoliyatga tegishli boshqa me`yoriy-huquqiy hujjatlarda belgilangan vazifalar amalga oshirilgan. [1]. Butun jahon hamjamiyatida munosib o`rin egallashga va dunyoning yetakchi davlatlari qatorida turishga harakat qilayotgan xalqimiz, ayniqsa o`sib borayotgan yoshlarimiz xorijiy tillarni mukammal bilishining ahamiyati juda ham kattadir. Shu bilan birgalikda, chet tillarini tez va oson usulda o`rgatish uchun ilg`or pedagogik texnologiyalardan ham nazariy ham amaliy foydalanish muhim ahamiyat kasb etadi.

Zamonaviy texnologiyalarning rivojlanishi sababli hozirgi zamon yoshlari axborot va ta`lim olish ancha erkin va rand-barang bo`lib qolgan davrda yashamoqda. Maktab o`quvchilari va universitet talabalari endi darsliklar va faqat auditoriyadagi qisqa vaqtli ma`ruzalar, darslar bilangina cheklanib qolmay, chet tillarini yanada oson va tez o`rganish uchun turli xildagi onlayn platformalardan, video darslardan bemalol foydalanishlari mumkin. Bu zamonaviy metodlar va innovatsion texnologiyalar yosh avlodning til o`rganishda bo`lgan o`rni beqiyosdir. Chet tillarini, xususan jahon tillaridan biri hisoblangan Ingliz tilini o`rgatishning bir nechta samarali usullari mavjud. Jumladan, dars o`tish jarayonida ingliz tilidagi video roliklar, kino, multfilmlarni ko`rsatish, shuningdek ingliz tili o`z onatilisi bo`lgan insonlarning (native speaker) dialoglari, internetdan olish mumkin bo`lgan radio eshittirishlardan foydalanish mumkin. Bu texnik metod esa o`quvchilarning chet tillini o`rganish jarayonini tezlashtiradi va darsni yanada tushunarli bo`lishiga ko`maklashishni ta`minlaydi.

Xorijiy tillarni o`qitish nazariyasi ta`lim jarayonining ilmiy asoslarini, uslubiy yondashuvlarini va til o`rganish mexanizimlarini o`rganadigan muhim yo`nalishdir. Jadallashib borayotgan globallashuv jarayoni texnologik rivojlanish va ta`lim usullarini zamonga qarab o`zgarib borishi xorijiy tillarni o`qitish nazariyasi va amaliyotiga yangi talablarni qo`shmoqda. Bugungi kunda tilshunoslik, psixolingvistika, pedagogika va kognitiv fanlar o`rtasidagi o`zaro bog`liqlik xorijiy tillarni o`qitish nazariyasining rivojlanishiga turtki bo`lmoqda.

Chet tillarini o`rgatishga va o`rganishga bo`lgan ehtiyoj yuqori bo`lgan bir davrda, ta`lim berish jarayonida zamonaviy metodlardan, innovatsion ta`lim texnologiyalaridan va sun`iy intellektlardan unumli foydalanish bu jarayonni samarali bo`lishiga olib keladi. Masalan, texnologik vositalar chet tilini o`rganishning har bir ko`nikmalariga (o`qish, yozish, eshitib tushunish va gapirish), shubhasiz, yaxshigina qo`l keladi. Yurtimizda o`qitilayotgan ta`lim tizimi o`z oldiga jahon yoshlari bilan tenglasha oladigan, har jabhada ularga teng keloladigan, barkamol va erkin fikrlovchi yoshlarni tarbiyalashni o`z oldiga eng oliy maqsad qilib qo`yar ekan,biz barcha bo`lajak pedagoglar zamonaviy metodlar va texnologiyalarni mukammal o`rgangan holda xorijiy tillarni yoshlarimizga mukammal o`rgatish orqali yurtimiz oldidagi vazifalarimizdan birini bajargan, shuningdek, mamlakatimiz ravnaqiga o`z hissamizni qo`shgan bo`lardik.

Chet tillarini o`qitishda o`quvchilarning yosh davriga qarab turli xil metodlardan foydalanish mumkin:

1. GTM- bu metodda o`quvchilar tilning grammatikasini va lug`atini o`rganadilar. Ularning asosiy vazifasi tarjima qilish va grammatik qoidalarni tushunishdir.
2. Tajribaviy metod- bu metodda o`quvchilar tilni amaliy mashqlar va tajribalar orqali o`rganadilar. Masalan, rolli o`yinlar, qo`llanmma mashqlar yordamida.
3. Kommunikativ metod- bu metodda asosiy maqsad- tilni real hayotda samarali muloqot qilish uchun o`rganishdir. O`quvchilar suhbatlar, dialoglar, munozaralar orqali tilni amaliy tarzda o`rganadilar.

Yuqorida sanab o`tilgan metodlar asosan maktab yoshidagi o`quvchilar uchun to`g`ri keladi. Oliy ta`lim muassasasida ta`lim olayotgan talaba yoshlar uchun esa quyidagilar eng yaxshi metodlardan:

1. Projekt metodi- talabalar biror loyiha ustida ishlashlari mumkin, bu esa o`zlarining chet tilidagi mahoratlarini amalda qo`llash imkonini beradi. Masalan, guruhlar shaklida murakkab mavzularni tadqiq qilish va taqdimot qilib berish orqali.

2. Metodologik yondashuv: talabalar o`qish, yozish, tinglash va gapirish kabi asosiy til ko`nikmalarini o`rganishda tizimli yondashuvni talab qiladi. Har bir ko`nikmani alohida rivojlantirish va ularni birlashtirish talabalar uchun samarali bo`ladi.

3. Texnologiyadan foydalanish: zamonaviy texnologiyalar va internet resurslarini (onlayn kurslar, til o`rganish ilovalari, video materiallar va o`rganayotgan chet tillari o`z ona tilisi bo`lgan so`zlovchilardan o`rganish, ularni ko`proq tinglash va ularning gapirishlariga taqlid qilish) integratsiya qilish talabalarni yanada interaktiv va samarali tarzda tilni o`rganishga yordam beradi.

Yuqoridagi tahlildan shuni tushunish mumkinki, chet tillari darslarida har bir ko`nikmalarni rivojlantiruvchi turli innovatsion pedagogik texnologiyalar tilni mukammal o`rganishga yordam

beradi. O`quvchilar o`zida til kompetensiyasini yanada chuqurroq rivojlantiradilar va chet tillarini real hayotda foydalana oladilar. N. G`ofurov va S. Osipov ko`rsatib o`tgan, multimediya rivojlangan ushbu davrda dolzarb bo`lgan o`rganishning didaktik tamoyillari, ya`ni ilmiylik, mavjudlik, sistematiklik, amaliyot bilan bog`liqlik, o`quvchilarning ongi va faolligi, o`qitishda individualizasiya kabi xususiyatlar bunga misol bo`la oladi. [2]. Shuningdek, A. Parmonov talabalardan axborot texnik kompetensiya, ularda ijobiy motivatsiyani shakllantirishga yordam beradigan hamda o`quv faoliyati uchun bir qator omillarni keltirib o`tadi. [3]. K. D. Ushinskiy esa asta sekinlik bilan tabiatga moslashish, psixologik xususiyatlarga muvofiq bo`lishi, muntazamlik va faollik kabi xususuyatlarni keltiradi. [4].

Xorijiy tillarni o`qitish jarayonida o`qituvchi va o`quvchi o`rtasidagi munosabatlar, shuningdek, pedagogik etika va psixologik yondashuvlar muhim ahamiyatga ega. O`qituvchi faqat bilim beruvchi emas, balki o`quvchilarni rag`batlantiruvchi, ularning ijtimoiy va emotsional rivojlanishiga ko`maklashuvchi shaxs bo`lishi kerak. O`qituvchining asosiy vazifasi o`quvchilarga darsda faol ishtirok etish imkoniyatini yaratish va ularni tilni o`rganishga bo`lgan ishtiyoqini oshirish bo`lishi kerak. Bu esa o`z navbatida o`qitish samaradorligini ta`minlaydi.

Shunday qilib, biz bo`lajak o`qituvchilarning asosiy vazifalarimiz kelajak avlodni ilmli va barkamol shaxs qilib tarbiyalashdan iboratdir. Bu esa kuchli mehnat, epchillik va samarali reja talab qiladi. Dars jarayonlarida faqat nazariy yondashib qolmasdan, amalda ham ularni qo`llashni o`rgatishimiz kerak. Ya`ni bunda o`qituvchilar mavzu yuzasidan turli yondashuvlar asosida mavzuni o`tadi va noodatiy metodlardan foydalanib berilgan bilimlarni mustahkamlaydi. Dars so`ngida ularga guruh bo`lib ishlash uchun turli xil loyihalar beriladi, bu esa muloqotni o`stirishga ko`maklashadi.

Xulosa o`rnida shuni aytishim mumkinki, innovatsion texnologiyalarni ilm-fan va ta`lim sohalarida muvaffaqiyatli qo`llash ko`plab o`quvchilarning til o`rganishdagi muvaffaqiyatini ta`minlashga xizmat qiladi,desam adashmagan bo`lamiz. Faqat nazariy bilimlar bilan cheklanmasdan, amaliyotga alohida e`tibor qaratish til o`rgatish jarayonini yaxshi o`tishini ta`minlaydi. Amaliy masalalar esa o`qitish jarayoning real sharoitda qanday qo`llanilishini va o`quvchilar tilni real hayotda qanday ishlatishni o`rganadi. Shu sababli, xorijiy tillarni o`qitishning samarali tizimi o`qituvchilar va o`quvchilarning birgalikda mehnat qilishini talab qiladi.

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THE USE OF AUTHENTIC MATERIALS IS AN EFFECTIVE METHOD FOR DEVELOPING WRITING

Abstract

This article explores the effectiveness of using authentic materials in the development of writing skills. Authentic materials—such as newspapers, online articles, advertisements, and other real-world texts—are highlighted as valuable tools for providing learners with exposure to natural language use. The article argues that these materials help bridge the gap between classroom

instruction and real-life application, motivating students to engage with tasks that have practical relevance.

Key words: Authentic materials, development, writing skills, world texts, language.

In language learning, developing strong writing skills is essential for effective communication. One of the most effective ways to enhance writing abilities is through the use of authentic materials—real-world resources such as newspapers, websites, advertisements, and social media content. These materials offer students a unique opportunity to engage with natural, unmodified language, which is often more relevant and motivating than traditional textbooks. By incorporating authentic materials into writing instruction, educators can create a more dynamic and meaningful learning experience, enabling students to connect language skills with real-life situations. This approach not only improves writing fluency but also encourages cultural awareness, critical thinking, and a deeper understanding of language in context. As a result, using authentic materials has become a highly regarded method for fostering writing development in language learners.

Authentic materials serve as practical examples that reflect how language is used in everyday communication, offering insights into sentence structure, vocabulary, and tone that might not be present in textbooks. For example, students can analyze the tone and style of a blog post, understand the structure of a persuasive article, or examine the persuasive techniques in an advertisement. These examples give learners the tools to mirror real-world writing styles, making their own written work more effective and engaging.

Furthermore, using authentic materials fosters a sense of motivation and purpose. Learners are more likely to engage with tasks that reflect real-life scenarios, such as writing a product review, drafting a professional email, or composing an opinion piece. This approach not only improves writing fluency but also encourages students to think critically about language and its uses, enhancing their ability to analyze and produce content with clarity and precision. Moreover, authentic materials allow for the integration of cultural knowledge and context into writing tasks. They expose students to various cultural perspectives, idiomatic expressions, and societal norms, enriching their understanding of how language functions within specific contexts. As a result, students can become more adept at writing for diverse audiences and purposes.

The use of authentic materials in writing instruction offers significant benefits by making learning more relevant, engaging, and effective. This approach not only improves writing skills but also provides learners with a deeper understanding of language, culture, and real-world communication. Authentic materials expose students to language that reflects everyday usage, including sentence structures, vocabulary, and tone, which are essential for developing writing fluency. Tasks such as analyzing a blog post or drafting a persuasive letter based on a real-world example help students understand how to write effectively for different audiences and purposes.

In conclusion, the use of authentic materials is a highly effective method for developing writing skills. By exposing students to real-world texts, such as articles, advertisements, and social media, they engage with language that mirrors everyday communication. This approach helps students improve their fluency, writing style, and vocabulary while also encouraging critical thinking and cultural awareness. Authentic materials make writing tasks more meaningful and relevant, increasing motivation and enabling students to connect classroom learning to real-life situations. Overall, integrating authentic materials into writing instruction not only enhances writing abilities but also prepares students to communicate effectively in a variety of real-world contexts. Additionally, working with authentic materials fosters critical thinking and encourages students to evaluate content from a variety of perspectives. It promotes the development of skills like analysis, argumentation, and effective communication, which are crucial for successful writing in both academic and professional settings. For example, writing a review based on a product advertisement or composing an opinion piece about a current event enables learners to practice writing in a meaningful and practical context.

By integrating authentic materials into writing instruction, educators not only help students strengthen their writing skills but also enhance their overall language proficiency. Students

become more confident and motivated writers, better equipped to handle a wide range of writing tasks in real-life situations. Ultimately, this approach provides a comprehensive and engaging learning experience that bridges the gap between classroom instruction and real-world communication, better preparing students for success in their academic, professional, and personal lives.

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THE LANGUAGE USE IN BRANDING

Annotation

The use of language in branding plays a pivotal role in shaping consumer perceptions and influencing their purchasing behavior. This study explores the strategic application of language in branding, focusing on how companies utilize linguistic elements such as slogans, taglines, and brand names to create emotional connections with their target audience. The paper examines the role of language in conveying brand values, building trust, and enhancing brand recognition. Furthermore, it investigates the impact of language in cross-cultural branding, considering the challenges and opportunities that arise when brands adapt their messaging for global markets. By analyzing various case studies and brand campaigns, this research highlights the power of language in fostering brand loyalty and establishing a lasting identity in the competitive marketplace. Ultimately, it demonstrates that language is not only a tool for communication but also a critical component of effective brand strategy.

Key words: branding, brand identity, consumer perception, linguistic techniques.

Branding is not just a logo and design but also a crucial tool that defines the connection between a manufactured product and customers. Language plays an important role in creating brand identity, connecting with consumers and conveying the company's values. A well-chosen language and expression style make the brand more recognizable, trustworthy and memorable. Furthermore, language is an essential aspect of creating a strong brand image and identity through memorable name logo, catchy slogans, compelling stories and consistent visual design.

Branding relies heavily on language and consumers often know a brand through language. A great deal of researchers recognizes the relevance of language in branding. Leclerc, Schmitt and Dube have studied how language influences the formation of brand associations (1994, P.263-270). They stated that brand knowledge consists of two dimensions. They are brand awareness and brand image. They are the inherent ease with which the name can be encoded into, retained in and retrieved from memory and the extent which the name supports and enhances the strategic positioning of the product. The strategy of spelling or pronouncing a brand name in a foreign language seems to be targeted primarily toward influencing the brand image dimension of brand equity. Whereas foreign-sounding brand names such as " Klarbrun" and " Angelo" may be relatively unfamiliar, hard to pronounce and perhaps less memorable than names derived from the English language, they nonetheless, may carry positive associations that affect how consumers perceive and evaluate the products. Other researchers, Luna, Carnevalle, Lerman have studied

which brand names are better remembered (2013, P.36-48). Researchers have studied a phonetic language-based brand naming strategies based on linguistic characteristics, such as the use of sound repetition. Additionally, spelling and semantic consistency can influence consumer perception, particularly affecting whether consumers remember or forget a product name.

Recent memory studies have also examined how aspects of language influence memory. For example, the ability to spell a brand name correctly when it enhances auditory memory for the brand. The authors suggest that correct spelling creates a visual representation of the spelling, which is stored alongside the sound of the brand name.

English is widely spoken around the world and is understood by many people. Therefore, brands which are created in English are more easily accepted globally. When brand names, logos, advertising texts and communications are in English, they become understandable and attractive in many countries. English is an important tool for popularizing the brand in the international market and for its global success.

English is often associated with modernity, innovation and international success. By branding in English, the company can enhance its reputation at the international level. In other languages, some words or phrases may be misunderstood due to linguistic and cultural differences in branding, but English reduces such problems.

English usually has simple and clear expressions, which makes it accurately and completely conveys the message of the brand. The use of language in brand names and marketing materials allows you to choose words that are of interest to consumers, memorable and simple. For example, many successful brands such as "Apple", "Nike", "Google" have made their names short, straight and understandable to many people.

In branding, language is used not only to describe a product, but also to create an emotional bond in consumers. Through English, its vocabulary and expressions, brands can build deep emotional connections with their customers. For example, words or phrases used in advertising campaigns will help inspire, excite or entertain the client. In English, it is easier to create short, original and memorable brand names. Many brands such as "Coca-Cola", "Tesla", "Twitter" have short, simple and memorable names in English. These names are quickly recognized by people and help them remember the brand.

In general, it should be said that branding in English provides great opportunities for brands, since it allows you to work effectively on a global scale, enter the world market with an English brand, cover a wide consumer base and ensure the worldwide success of the brand. By choosing English, brand will be able to not only to convey their messages clearly and effectively, but also adapt to many cultures and markets. This plays a major role in ensuring the brand's global success.

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INGLIZ TILIDAGI BA’ZI SO’ZLARDA MUQOBIL TARJIMA QIYINCHILIKLARI

Annotatsiya

Ushbu ilmiy maqolada tarjima jarayonidagi qiyinchiliklar va ayrim so`zlarning aniq muqobilga ega emasligi sabablari tahlil qilinadi.Turli tillar va madaniyatlar o`rtasidagi farqlar ba`zan so`zlarning asl ma`nosini to`liq yetkazishga to`sqinlik qiladi. Ushbu maqolada bunday lingvistik hodisalar misollar bilan yoritilib, tarjima qilish jarayonidagi murakkabliklar tushuntiriladi.

**Kalit so`zlar:** Tarjima, ekvivalent so`zlar, so`z muqobili, madaniyat va til, idiomalar, ma`no yo`qolishi.

Har bir til o`ziga xos tuzilishga, boy lug`atga va ifoda usullariga ega. Biroq, ba`zan bir tilning so`zlari va ifodalari boshqa tilda to`liq ma`no ifodalamaydi. Bunday so`zlar ko`pincha xalqning madaniyati, urf-odati va dunyoqarashi bilan bog`liq bo`ladi. Bu hodisa esa tarjima qilish jarayonida ba`zi qiyinchiliklarni keltirib chiqaradi. Ushbu maqolada tarjima jarayonida ma`no yo`qolishining sabablari va ingliz tilida to`g`ridan-to`g`ri muqobili bo`lmagan so`zlar tahlil qilinadi.

Tarjima – bu faqat so‘zlarni emas, balki ma’no va madaniy kontekstni ham yetkazish san’atidir. Shu sababli, tarjimonlar tarjima qilish jarayonida nafaqat so`zlarning lug`aviy ma'nosiga, balki ularning madaniy kontestiga alohida e'tibor qaratadilar. Masalan, ingliz tilidagi "It gave me chance to sleep. I didn't sleep last night" jumlasi o‘zbek tiliga "Hechqisi yo‘q,qaytanga uxlab oldim, kecha mijja qoqmagan edim" deb tarjima qilingan. [1,161] Bu yerda so‘zma-so‘z tarjima qilish o‘rniga, fikrning mazmunan ifodalangani muhim ahamiyat kasb etadi.

Har bir til o‘z madaniyati bilan chambarchas bog‘liq bo‘lib, ba’zi tushunchalar va hodisalar boshqa tillarda ekvivalentga ega bo‘lmasligi mumkin. Masalan, o‘zbek tilidagi "tandir" so‘zi ingliz tilida "clay oven" yoki "traditional bread oven" deb tarjima qilinishi mumkin. Biroq, bu so‘zlar "tandir"ning to‘liq ma’nosini aks ettirmaydi, chunki tandir faqatgina pech emas, balki o‘zbek an’analarida muhim o‘rin tutadigan, milliy non va taomlar tayyorlanadigan vositadir. Shu sababli, tarjima jarayonida ushbu madaniy tafovutlarni hisobga olish muhim ahamiyat kasb etadi.

Bunday holatlar nafaqat so‘zlarda, balki iboralarda ham uchraydi. Masalan, ingliz tilidagi "tea culture" iborasi inglizlar orasida tushunarli bo‘lsa ham, o‘zbek tilida "choyxo‘rlik an’anasi" deb tarjima qilinganda, u boshqa kontekst kasb etadi. Chunki o‘zbek madaniyatida choy nafaqat ichimlik, balki mehmondo‘stlik va suhbat ramzi sifatida ham muhim o‘rin tutadi.

Tarjima jarayonida eng qiyin muammolardan biri idiomatik iboralar bo‘lib, ularni so‘zma-so‘z tarjima qilish natijasida ma’no buzilishi yoki tushunarsiz holatga kelib qolishi mumkin. Idiomalar har bir tilda o‘ziga xos bo‘lib, ular shu til sohiblarining madaniyati, tarixiy tajribasi va dunyoqarashini aks ettiradi. Shu sababli, tarjimonlar idiomalarni tarjima qilishda ekvivalent ma`no izlash yoki mos tushadigan ifodalarni tanlashga majbur bo`ladilar. Masalan, "Break a leg!" iborasining o‘zbek tilidagi eng yaqin muqobili "Omad tilayman!" bo‘lishi mumkin. Xuddi shunday, o‘zbek tilidagi "Ko‘ngli tog‘dek ko‘tarildi" iborasini ingliz tiliga "His heart was lifted like a mountain" deb tarjima qilish noto‘g‘ri bo‘ladi. To‘g‘ri tarjima esa "He felt relieved" yoki "He was overjoyed" shaklida bo‘lishi kerak. Ingliz tilidagi "Fiddle while Rome is burning" iborasi beparvolik va befarqlikni anglatadi. Unga mos tushadigan o‘zbekcha ekvivalent "Kimga to‘y, kimga aza" bo‘lib, bunda kimdir biror muammo yoki falokat sodir bo‘layotgan paytda, boshqa birov unga mutlaqo befarq qolayotgan holat ifodalanadi.[1,163] Agar ushbu ibora so‘zma-so‘z tarjima qilinsa, "Rim yonayotgan paytda skripka chalish" degan g‘alati natija chiqadi va o‘zbek tilida hech qanday semantik ahamiyat kasb etmaydi. Shu bois, tarjima jarayonida tarjimonlar:

- To‘g‘ri ekvivalent izlash (equivalent translation)

- Mazmun asosida tarjima qilish (sense-for-sense translation)
- Kontekstga mos moslashuv (cultural adaptation) usullaridan foydalanadilar.

Idiomalarning bunday tarjimasi nafaqat tilni to‘g‘ri yetkazish, balki madaniy tafovutlarni hisobga olish uchun ham muhimdir. Agar tarjima madaniy jihatdan moslashtirilmasa, matn sun’iy yoki tushunarsiz bo‘lib qolishi mumkin. Shu sababli, tarjimon har bir iboraning asl ma’nosini tushunib, unga eng yaqin va tabiiy ekvivalentni topishi kerak.

Tarjima bu shunchaki so‘zlarni bir tildan ikkinchisiga o‘girish emas, balki ularning mazmuni, madaniyati va hissiy jihatlarini yetkazish san’atidir. Ayniqsa, idiomalar va madaniy xususiyatlarga bog‘liq iboralar tarjima jarayonida eng katta muammolardan biri hisoblanadi. Shu sababli, tarjimon har doim so‘zma-so‘z tarjima bilan mazmuniy tarjima o‘rtasidagi muvozanatni saqlashi, ma’noning buzilmasligiga e’tibor berishi lozim.Yuqoridagi misollardan ko‘rinib turibdiki, tarjima jarayonida madaniy tafovutlar, lingvistik o‘ziga xosliklar, va kontekst muhim rol o‘ynaydi. Shunday qilib, sifatli tarjima faqat til bilimiga emas, balki madaniy tushuncha va tarjimonning ijodkorligiga ham bog‘liqdir.

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THE EFFECTIVENESS OF USING AUTHENTIC MATERIALS IN TEACHING FOREIGN LANGUAGES

Annontation

This article explores the effectiveness of using authentic materials in the process of teaching foreign languages. Authentic materials help create a real-life language environment, enhance students' vocabulary, and improve their pronunciation and listening skills. They also strengthen students' communication abilities and provide opportunities to apply language in practice. Through these materials, learners become familiar with the culture and traditions of the country whose language they are studying. The article discusses the types of authentic materials, methods for their effective use in lessons, potential challenges, and their solutions. Furthermore, it analyzes the role of authentic materials in increasing students' interest and motivation.

Key words: authentic materials, teaching foreign languages, real-life language environment, communicative approach, language skills development, cultural context, listening and pronunciation skills vocabulary enrichment, motivation and interest, modern teaching methods.

Today, the use of authentic materials in teaching foreign languages is becoming increasingly important. Due to globalization, international cooperation, and information exchange, knowing foreign languages has become not only a skill but also a key to success in modern society. In this context, introducing students to a real language environment and developing their communicative competence is essential. Traditional textbooks and artificially created learning materials often fail to fully reflect real-life communication situations. As a result, students may acquire theoretical knowledge but struggle to use the language freely and naturally in practice. Using authentic materials helps solve this problem because these materials are created for real-life situations and reflect the actual language environment and cultural context. Therefore, the relevance of authentic materials in teaching foreign languages is increasing day by day.

There are various types of authentic materials: written materials such as newspapers and articles; audio materials like podcasts and audiobooks; video materials including films and vlogs; and visual aids such as posters and maps. These materials help students experience a real language environment and develop their language skills comprehensively. For example, audio materials improve listening and pronunciation, written texts expand vocabulary, and video and visual materials enhance understanding through context and visual interpretation.

Authentic materials make the language learning process more lively and interesting because they consist of real-life texts and sources. As Frieda Mishan (2005) points out, the main advantage of authentic materials is that they are created for real communicative purposes. Mishan highlights three key aspects of using authentic materials in language teaching. The first is culture — authentic materials provide insight not only into the language but also into the culture, traditions, and lifestyle of the people who speak it. The second is relevance — up-to-date topics and real-life situations increase students' interest and motivation to learn. The third is challenge level — working with slightly challenging materials pushes students to further develop their language skills. Authentic materials include newspapers, magazine articles, radio broadcasts, videos, advertisements, and restaurant menus. Through these resources, students learn not only the structure and grammar of the language but also how it is used in real contexts.

Renowned experts in modern language teaching, Jeremy Harmer and H. Douglas Brown, both support the Communicative Language Teaching (CLT) approach. They emphasize the importance of developing practical skills and creating a real-life communication environment in language learning. Harmer and Brown recommend using authentic materials because interviews, articles, videos, and conversations allow students to experience the real language environment. This approach enhances not only linguistic skills but also cultural and social understanding. However, there are some differences in their approaches.

Harmer focuses on student motivation, stressing that learning in a natural and interactive environment increases students' interest and enthusiasm. He encourages the use of role-playing, debates, and creative projects to ensure active student participation and the practical application of the language. Brown, on the other hand, prioritizes the development of communicative competence. He emphasizes the need to teach grammar, vocabulary, and cultural context in an integrated way to prepare students for real-life conversations. Overall, the approaches of Harmer and Brown enrich modern language teaching methods and help students combine theoretical knowledge with practical language use.

According to A. Gilmore (2007), authentic materials expose learners to the real language environment and cultural context. However, this method sometimes presents challenges. Cultural differences and materials that may not match the students' language level can make comprehension difficult. Therefore, teachers must carefully select materials and provide sufficient explanations of the cultural aspects present in them. For example, idiomatic expressions and colloquial language in English-language films may be challenging for students, so teachers should explain their meanings and usage in context.

In conclusion, using authentic materials is one of the most effective methods in modern education. Teachers should choose authentic materials that match students' language levels and interests and encourage their regular use in learning. Including foreign-language films, podcasts, and articles in daily routines significantly improves language skills. Authentic materials help students develop their language abilities, enrich their cultural knowledge, and prepare them for real-life communication. With the right approach from teachers and active participation from students, these materials make the learning process more effective and engaging. Therefore, the wise use of authentic materials is key to mastering foreign languages.

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YANGI TIL – YANGI SHAXS: TIL O`RGANISHNING HARAKTER VA MIYA FAOLIYATIGA TA’SIRI

Annotatsiya

Ushbu tezisda yangi til o'rganishning inson aqliy faoliyatiga, xulqi va fe'l-atvoriga ta'siri tahlil qilinadi. Til o‘rganish shunchaki yangi so‘zlarni yodlash emas, balki insonni har tomonlama rivojlantiradigan jarayondir. O`rganuvchining xulq-atvorini, xarakterini va odatlarini o‘zgartiradi, uni yanada bag‘rikeng, sabrli va intizomli qiladi. Har bir o‘rgangan til bilan inson o‘zini yangicha his qiladi va hayotga boshqa nigoh bilan qarashni boshlaydi.

**Kalit so`zlar:** til o`rganish, harakterdagi o`zgarishlar, aqliy faoliyat, ko`p tillilik.

Abstract

This thesis analyzes the impact of learning a new language on a person's mental activity, behavior and character. Learning a language is not just about memorizing new words, but a process that develops a person in several ways. It changes a person's behavior, character, and habits, making him more tolerant, patient, and disciplined. With each learned language, a person feels differently and begins to look at life with a different perspective.

Key words: learning a language, changes in character, mental activity, multilingualism.

Yangi tilni o'rganish bu shunchaki biron so'zni boshqa tildagi tarjimasini yodlash yoki grammatika qoidalarini o'rganish emas. Har bir o'rganilgan til butun bir yangi dunyoga eshik ochadi va o'zlikni topishga yordam beradi. O'z sohasining ustalari tomonidan o'tkazilgan bir qancha tadqiqotlar til o'rganishni miya faoliyatiga naqadar foydali ekanligini allaqachon tasdiqlagan. Yangi til o'rganish miya faoliyatini yaxshilab, xotirani mustahkamlaydi va fikrlash qobiliyatini oshiradi. Shuningdek, kommunikativ ko'nikmalarni rivojlantirib, jamiyada yanada faol bo'lishga undaydi. Albatta, til o'rganishni inson aqliy faoliyatiga katta foydasi borligi hech kimga sir emas, lekin ba'zi bir poliglotlarning ta'kidlashicha, o'rganilayotgan til o'rganuvchining fe'l atvori, xulqi va hatto odatlariga ham ta'sir etmay qo'ymas ekan. Til bilan birga o'sha xalqning madaniyati, dunyoqarashi va o'ziga xos urf-odatlari ham o'rganuvchiga singib boradi. Har bir o'rgangan tili bilan inson o'zini yangicha his qiladi va hayotga boshqa nigoh bilan qarashni boshlaydi. Shuningdek, yangi til bilan birgalikda yangi odatlar shakllanishi ham til o'rganuvchilar tomonidan ta'kidlangan.

Til o'rganishni fe'l-atvor va harakterga ta'siri. Gyote shunday degan edi: "Inson nechta til bilsa, u shuncha marta odamdir". Bu iqtibos o'rganilayotgan har bir til o'rganuvchining fe'l atvori hamda harakteriga ta'sir etib, unda yangi shaxsiyat rivojlantirishini anglatadi. Ba'zi bir poliglotlar fikriga ko'ra o'rganuvchiga til bilan birga shu xalq madaniyati va o'ziga xos odatlari ham singib boradi. Buning natijasida esa inson harakterida sezilarli o'zgarishlar kuzatila boshlaydi. Uch-to'rtta tilda ravon gapira oladigan ko'p tilli insonlar ham har bir tildan foydalanayotganda o'zlarida turli shaxsiyatlar paydo bo'layotganini sezishgan. Masalan, bir amerikalik poliglotning aytishicha qachonki u rus tilida gapirganda o'ziga ishonchi ortadi, lekin ingliz tilidan foydalanayotganda biroz uyatchang va introvert bo'lib qoladi, rus tilida ovozi yo'g'onlashib, qo'rqinchli ko'rinsa, fransuz tili uni odatdagidan ehtiyotkorroq bo'lishga undaydi. Xuddi shu kabi koreys tilini o'rganayotgan yoki allaqachon muloqot darajasida o'rganib bo'lgan insonlarga e'tibor bersak, ularni suhbatda nisbatan

muloyim va mulozamatli ekanini kuzatish mumkin. Koreys tili ustozim bu tilni o'rgangach o'zida turli mayda o'zgarishlarni sezganini aytadi. Masalan, kimdir narsa uzatsa ikki qo'llab olish, kattalar bilan suhbatda biroz egilib gapirish, iloji boricha pastroq ohangda so'zlashish va shu kabilar. Vaholanki, bunday odatlar bizni o'zbek madaniyatimizda yo'q. Demak, u xalq madaniyati til orqali o'rganuvchiga singadi va shaxsiyatining bir qismiga aylanadi.

Til o'rganishning aqliy faoliyatga ta'siri. Yangi til o'rganish jarayonida eng birinchi bo'lib kognitiv qobiliyatlar va intelektual rivojlanishda ijobiy o'zgarishlar kuzatiladi. Masalan, so'z boyligining ortishi va yangi grammatik qoidalarni eslab qolish orqali xotira va diqqat kuchayadi. Miyaning xotira bilan bog'liq qismlari, ayniqsa hipokampus va prefrontal korteks faollashadi. O'rganish jarayonida miyadagi neyronlar orasidagi bog'lanish mustahkamlanib, yana yangi neyron yo'llar hosil bo'ladi. Bu esa miyani moslashuvchanligini ta'minlaydi. Eng muhim jihatlaridan biri Demensiya, ya'ni kognitiv faoliyatning yo'qolish havfini kamaytiradi. Buni kanadalik psixolog professor Doktor Ellen Bialystok o'zining tadqiqotlarida isbotlab bergan. 2007 yilda ‘Neuropsychologia’ jurnalida chop etilgan tadqiqotida ular ikki tilli odamlarda demensiya tashxisi bir tillilarga qaraganda taxminan 4,1 yil kechroq ekanligini aniqladilar. Bu shuni ko'rsatadiki, bir nechta tillarda gapirish kognitiv zaxirani shakllantirishga yordam beradi, demensiya belgilari paydo bo'lishini kechiktiradi.

Xulosa qilib aytganda, yangi til o'rganish miyani doimiy ravishda ishlashga majbur qiladi, bu esa xotirani kuchayishi, mantiqiy va tanqidiy fikrlashni rivojlanishi, muammolarni hal qilish qobiliyatlarini yaxshilaydi. Shunday ekan, til o‘rganish nafaqat foydali, balki inson shaxsiyatini shakllantiruvchi jarayon ekanligini unutmang!

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XORIJIY TILLARNI O‘RGANISHDA ONLAYN LUG‘ATLARNING AHAMIYATI

Annotatsiya

Ushbu maqolada xorijiy tillarni o‘rganishda onlayn lug‘atlarning ahamiyati, ulardan foydalanish usullari yoki metodlari haqida so‘z yuritiladi. Shuningdek onlayn lug‘atlarning bugungi kunda qanchalik ko‘p foydalanuvchilarga egaligini aniqlashda o‘tkazilgan bir qancha tadqiqot ishlari va ularning natijalari ko‘rsatiladi.

Kalit so‘zlar: Leksikografiya, audiovizual, onlayn lug‘at, lingvistika, chastota, komprehensive, android.

Abstract

This article discusses the importance of online dictionaries in learning foreign languages, methods of using them, and their effectiveness. Additionally, it presents findings from several research studies that analyze the growing popularity of online dictionaries among language learners.

Key words: Lexicography, audiovisual, online dictionary, linguistics, frequency, comprehensive, Android.

Bugungi texnologiyalar rivojlanayotgan davrda onlayn lug‘atlardan foydalanish barcha til o‘rganuvchilar uchun odatiy holatga aylangan desak mubolag‘a bo‘lmaydi. Buning asosiy

sabablaridan biri onlayn lug‘atlardan foydalanish an’anaviy qog‘oz lug‘atlarga qaraganda ancha qulayroq, chunki biz onlayn yoki elektron lug‘atlardan foydalanib qidirilayotgan so‘zning ma’nosi yoki tarjimasini tez va oson topamiz. Shuningdek, ko‘p onlayn lug‘atlarda so‘zlarning audio talaffuzi ham mavjud bo‘ladi, bu esa til o‘rganuvchilarning talaffuzini yaxshilashga yordam beradi. Bundan tashqari onlayn lug‘atlar so‘zlarning qanday ishlatilishini tushunish uchun real misollar keltiradi, foydalanuvchi qidirayotgan so‘zning sinonim va antonim lari haqida ma’lumot beradi, albatta bu lug‘at yoki so‘z boyligini oshirishga yordam beradi. Til o‘rganishda onlayn lug‘atlarning ahamiyati haqida ma’lumot berayotgan ekanmiz, avvalo lug‘at tilning qaysi bo‘limida o‘rganiladi, onlayn lug‘atlarni o‘rganishda qaysi metoddan foydalaniladi kabi masalalarga ham to‘xtalib o‘tamiz. Tilshunoslikning lug‘atlar bilan ishlovchi bo‘limi “Leksikografiya” hisoblanadi. Tilshunoslikka yangi talqinlar va qarashlarni tezkor va shiddatli zamonga mos ravishda tatbiq etayotgan jahon lingvistikasida statistik metoddan foydalanish eng samarali usullardan biri hisoblanadi. Ayniqsa, tilni modellashtirish, kompyuter va korpus lingvistikasini rivojlantirish lingvostatistika orqali ko‘zlangan natijani beradi. Bunda miqdor va sifat (mohiyat) uyg‘unligi, umumiylik va xususiylik, tizimlilik va yaxlitlik o‘zaro taqqoslashlar, tahlillar asosida har qanday tadqiqot ishini osonlashtiradi. “...sifat tahlilining miqdoriy tahlildan farqi shundaki, bunda ma’lumotlarda topilgan yoki aniqlangan til belgilariga chastotalar, foizlar va shunga o‘xshash matematik amallar orqali yondashilmaydi. Miqdoriy tadqiqotlarda lingvistik xususiyatlar tasniflanadi, hisobga olinadi va bu kuzatilgan faktlarni tushuntirish uchun yanada murakkab statistik modellar tuziladi.”

Lug‘at o‘rganishda eng mashhur vositalardan biri — onlayn lug‘atlardir. Onlayn lug‘atlar ham so‘z boyligini o‘rganish uchun muhim manba hisoblanadi, chunki ularda turli xususiyatlar va funksiyalar mavjud. Audiovizual tarkibga ega bo‘lgan onlayn lug‘atlar samarali va doimiy lug‘at o‘rganish uchun katta imkoniyatlar yaratadi. Ushbu ilovalar, shuningdek, idiomalar bilan ham to‘ldirilgan. Onlayn lug‘atdan ham onlayn, ham oflayn rejimda foydalanish mumkin. Agar internet ulanishi mavjud bo‘lsa, biz so‘zlarni tarjima qila olamiz, lekin agar internet o‘chirilgan bo‘lsa, faqat ilovada oldindan yuklangan so‘zlarni tarjima qilishimiz mumkin. Ba’zi mutaxassislarning fikriga ko‘ra, onlayn lug‘atlardan foydalanishning turli nazariyalari mavjud. Dziemianko va Mekheimer onlayn lug‘atlardan foydalanish muhimligini ta’kidlagan bo‘lsa, Sulton Alhatmi bu ilovalarni kompyuter, smartfon yoki planshetga yuklab olish mumkinligini bildirgan. Onlayn lug‘atlar pullik yoki bepul bo‘lishi mumkin. Ko‘chma elektron lug‘atlar (PEDs) qog‘oz lug‘atlarga o‘xshaydi, ularni L2 o‘rganuvchilari vaqtincha ijaraga olishlari yoki sotib olishlari mumkin. Onlayn lug‘atlar ilova sifatida kompyuter, smartfon, iPhone va boshqa mobil qurilmalarga yuklab olinadi. Bu ilovalar App Store va Google Play kabi do‘konlardan yuklab olinishi mumkin. To‘liq funksiyalariga ega bo‘lgan ("Pro") versiyalar ba’zan pullik bo‘lsa, ba’zilari mutlaqo bepul taqdim etiladi. Onlayn lug‘atlar ingliz tilini o‘rganuvchi katta yoshdagi o‘quvchilar uchun o‘qishni tushunish va lug‘at boyligini oshirishda samarali vosita hisoblanadi. Tadqiqotchi Dziemianko onlayn lug‘atlarning ta’lim jarayonidagi afzalliklarini ta’kidlagan. Onlayn lug‘atlarga misol sifatida quyidagilarni keltirish mumkin: 1. My Dictionary, 2. Oxford Dictionary, 3. Dictionary.com, 4. Merriam-Webster Dictionary, 5. U-Dictionary. Ingliz tilini o‘rganish uchun elektron lug‘atlar bo‘yicha ko‘plab tadqiqotlar mavjud. Abdul Aziz tomonidan bildirilgan fikrga ko‘ra, "My Dictionary" – bu talabalar foydalanishi mumkin bo‘lgan onlayn lug‘atlardan biridir. U o‘zining tadqiqot doirasida tadqiqotchi aynan "My Dictionary" ilovasidan foydalanadi. Ushbu lug‘at ilovasi Bandung shahridagi Kodelokus dasturiy ta’minot kompaniyasi tomonidan ishlab chiqilgan bo‘lib, uning manzili Jl. Sharon Raya Utara No 29, G‘arbiy Yava. Ushbu ilova ingliz tilini o‘rganishda, ayniqsa lug‘at boyligini oshirishda juda foydali. Santosa ta’kidlaganidek, “My Dictionary” juda oddiy va tezkor ilova bo‘lib, ingliz tilidagi lug‘at boyligini o‘rganishda yordam beradi. Bundan tashqari ingliz tiliga nomutaxassis bo‘lgan fanlardan tahsil olayotgan talabalar uchun elektron lug‘atlardan foydalanish va bu orqali o‘qish samaradorligini o‘rganishga ehtiyoj bor. O‘tkazilgan tadqiqotlardan birining natijalariga ko‘ra qog‘oz lug‘atlar mashhurligini yo‘qotayotganini va elektron lug‘atlarning ingliz tilini o‘rganuvchilar orasida ahamiyati ortib borayotganini ko‘rsatadi. Hozirgi lug‘at texnologiyasining rivojlanishi sur’atini hisobga olgan

holda elektron lug‘atdan foydalanuvchilarning foizi ortishi kutilmoqda. Jin va Deifell tomonidan e’lon qilingan so‘rov shuni ko‘rsatdiki, xorijiy tillarni o‘rganuvchilarning 87,5 foizi elektron lug‘atlardan foydalanadi. Eng ko‘p foydalaniladigan elektron lug‘at Longman va Cambridge.org. Longman iPhone va iPad uchun ko‘p tilli lug‘at hisoblanadi. Oxford lug‘ati Android uchun mo‘ljallangan ko‘p tilli lug‘atdir. So‘rovnomada yana 22 ta elektron lug‘at, onlayn lug‘atlar va smartfon ilovalari qayd etilgan. Talabalar o‘zlarining lug‘atlaridan turli sabablarga ko‘ra foydalanadilar. Eng ko‘p eslatib o‘tilgan sabablar “foydalanish uchun qulay (oson)” va “ko‘p va yaxshi misollar”, keyin “istalgan vaqtda istalgan joyda foydalanish mumkin”, “tezkor” va “keng leksikalar” hisoblanadi. Bundan tashqari, “qo‘l yozuvini tanib olish”, “so‘zni qanday yozishni ko‘rsatishi”, “kamerani tanib olish”, “mening tilida tushuntirish”, “jumladan, “ko‘p tillarda ko‘rsatish” va “oflayn ishlaydi” kabi sabablarni ham ta’kidladilar. Boshqa sabablarga esa quyidagilar kiradi: “bepul”, “lug‘atlar ro‘yxatini tuza olamanmi”, “yaxshi tartib”, “so‘zning qiyinchilik darajasini ko‘rsatadi”, “ingliz tilini o‘rgana oladi”, “har qanday saytda foydalanish mumkin”, “ingliz tilida tushuntirish‘, “ishonchli”, “intonatsiya haqida ma’lumotga ega”, “komprehensive”, “tarjima funksiyasiga ega”, “komputerda ham foydalanishi mumkin”, “reklama yo‘q”. Ingliz tili yo‘nalishida tahsil olayotgan bir guruh talabalar orasida ham tadqiqot o‘tkazdik. Tadqiqot natijasiga ko‘ra guruhdagi 16ta talabadan deyarli 90 foizi qog‘oz yoki kitob holatidagi lug‘atlarni emas , onlayn lug‘atlarni afzal ko‘rishini ta’kidladi. Bu holatning sababi so‘ralganda ular onlayn lug‘atlar mobil qurilmalarda bo‘lganligi sababli ulardan deyarli hamma yerda foydalanish mumkinligini, so‘zlarni topish osonligini va shunga o‘xshash bir qancha afzalliklarni aytib o‘tishdi. Sevikning ingliz tilini o‘rganuvchilar orasida o‘tkazgan so‘rovi mobil qurilmalarda elektron lug‘atlardan foydalanish noma’lum narsalarni qidirishning eng ma’qul usuli ekanligini ko‘rsatdi. Yuqorida o‘tkazilgan tadqiqot tufayli ham xuddi shunday natijaga ega bo‘ldik. Onlayn lug‘atlarning ishlatilishi asosan lug‘at boyligini o‘rganish va yozish ko‘nikmalarini rivojlantirish kontekstida o‘rganilgan. Tadqiqotlar shuni ko‘rsatadiki, onlayn lug‘atlar ikkinchi tilni o‘rganishda ijobiy ta’sir ko‘rsatadi, chunki ular L1 tarjimalari, L2 sinonimlari va audio fayllarni taqdim etadi, bu esa talaffuzni yaxshilashga yordam beradi.

Xulosa qilib aytganda, elektron lug‘atlardan foydalanib chet tillarini o‘rganish talaba va o‘quvchilar uchun samaraliroq natija ko‘rsatish imkonini beradi. Tadqiqot va kuzatuvlar natijasi shuni ko‘rsatadiki onlayn lug‘atlar so‘zlarni eslab qolishda , har qanday vaziyatda yangi so‘zlarni o‘rganishda asosiy tayanch vazifasini bajaradi , hamda davr talabiga mos ravishda o‘z tarkibini yangi so‘zlar bilan boyitib borganligi sababli foydalanuvchi uchun muhim ahamiyat kasb etadi.

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EFFECTIVE METHODS FOR INDEPENDENT LANGUAGE LEARNING

Abstract

Self-directed language learning has gained popularity among those looking for flexible and self-paced educational options. This paper examines the most effective techniques for independently learning a foreign language, focusing on the importance of immersion, technology, organized study schedules, and ways to tackle typical challenges. Additionally, the paper presents motivational strategies and resources that improve the learning experience, serving as a thorough guide for language lovers.

Key words: Autonomous learning, language development, immersion, technology-enhanced education, self-directed study, motivation, organized learning.

In our interconnected world, the ability to independently learn a foreign language has become increasingly important. Many individuals seek to acquire new languages for professional, travel, or personal enrichment purposes. While self-directed learning provides a degree of flexibility, it also demands discipline and effective strategies. This paper explores optimal methods for independent language acquisition, highlighting immersion, technology use, structured study approaches, and strategies to overcome obstacles.

Acquiring a language goes beyond merely memorizing vocabulary and grammar—it involves ongoing exposure, consistent practice, and strong motivation. With an appropriate strategy, learners can achieve fluency without the need for formal instruction. This paper reviews various effective techniques tailored for independent learners

Immersion and contextual learning: A highly effective method for learning a language is to immerse oneself in it. Engaging with movies, television shows, and YouTube content in the target language enables learners to acquire new vocabulary and grasp natural speaking patterns. Listening to music, audiobooks, and podcasts further aids in familiarizing oneself with pronunciation and rhythm. Conversing with native speakers through language exchange platforms offers practical experience and enhances confidence. Changing the language settings on phones and social media to the target language provides continuous exposure, smoothing the learning journey. Additionally, traveling to a country where the language is spoken allows learners to participate in authentic conversations and gain cultural insights directly.

Reading books, articles, and blogs in the target language is another effective way to enhance comprehension and vocabulary. Writing summaries of readings or maintaining a daily journal in the new language reinforces what has been learned. Practicing thought processes in the target language, as opposed to translating from one's native language, can significantly improve fluency.

Technology-assisted learning: Technology facilitates easier and more accessible learning experiences. Language learning applications such as Duolingo, Memrise, and Busuu provide organized lessons, vocabulary activities, and pronunciation practice. AI-driven tutors and chatbots offer instant conversation practice and real-time feedback. Online learning platforms like Coursera, Udemy, and BBC Languages deliver courses designed for various skill levels. Engaging with social media in the target language—by following influencers, joining discussions, or reading news articles—helps improve comprehension and cultural insight.

Voice recognition software is another valuable tool that aids learners in refining their

pronunciation by allowing them to compare their speech to that of native speakers. Online forums and discussion groups provide opportunities for learners to practice writing skills through genuine interactions. Additionally, many students find spaced repetition systems (SRS) like Anki beneficial for retaining vocabulary over the long term.

Overcoming challenges in independent language learning: Independent language learning presents certain challenges, but these can be tackled with effective strategies. One common issue is maintaining motivation, which can be improved by participating in online study groups or using gamified learning applications. Finding conversation partners can be difficult, yet language exchange platforms and social media communities offer valuable opportunities for practice. To combat inconsistency, establishing small, achievable goals and keeping a study log can foster discipline. When learners feel stagnant, exploring new learning techniques, such as interactive exercises or diverse media formats, can reinvigorate their experience and enhance enjoyment. Another barrier is the reluctance to make mistakes. Many learners avoid speaking out of fear of judgment. However, errors are a normal aspect of the learning journey. It's crucial to practice speaking without fear and to seek constructive feedback from native speakers. Additionally, implementing a reward system, where learners celebrate reaching milestones, can further boost motivation.

In summary, self-directed language learning offers a versatile and effective means of developing new language skills. Engaging with the language, leveraging technology, and adhering to an organized study plan enables learners to progress steadily towards fluency. Despite the challenges that may arise, employing practical solutions can facilitate ongoing learning and advancement. With commitment, consistency, and appropriate strategies, anyone can independently achieve proficiency in a foreign language.

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BOSHLANG‘ICH SINF O‘QUVCHILARIGA CHET TILLARINI O‘QITISHNING ZAMONAVIY METODLARI

Annotasiya

Ushbu maqolada boshlang‘ich sinf o‘quvchilariga xorijiy tillarni o‘rgatish jarayonini osonlashtiradigan, bolalarning qiziqishini oshirishda foydali va zamonaviy metodlar haqida so‘z boradi.

Kalit so‘zlar: boshlang‘ich sinflarga chet tillarini o‘qitish, zamonaviy metodlar, yangicha yondashuv, qiziqarli o‘yinlar.

Abstract

This article talks about modern and useful ways to teach foreign languages to young students in primary school. These methods help make learning easier and more interesting for children.

Key words: Teaching, foreign languages, primary school, modern methods, new approaches, fun games.

So‘nggi yillarda Yangi O‘zbekistonimizda ko‘plab yangi islohotlar o‘tkazilmoqda. Yurtimiz yoshlarining bilimli va salohiyatli bo‘lib kamol topishiga alohida e’tibor qaratilmoqda. Shu jumladan, yoshlarga xorijiy tillarni o‘qitishni har bir pedagog zimmasiga ulkan vazifa qilib yuklagan prezidentimiz Shavkat Miromonovich Mirziyoyev shunday deydi: "Biz raqobatdosh davlat qurishni o‘z oldimizga maqsad qilib qo‘ygan ekanmiz, bundan buyon maktab, litsey va oliygoh bitiruvchilari kamida 2 ta xorijiy tilni mukammal bilishlari shart. Bu qat’iy talab har bir ta’lim muassasasi rahbari faoliyatining asosiy mezoniga aylanishi lozim". Bu gaplar, albatta, bejizga aytilmagan. Chunki, qiziqmaydigan o‘quvchining o‘zi yo‘q, qiziqtirolmagan o‘qituvchi, pedagoglar bor.

Bugungi kunga kelib chet tillarini bilish bizga har jabhada kerak bo'ladi, ayniqsa yurtimiz Jahon hamjamiyatida o‘z o‘rnini topib borar ekan turli davlatlar bilan imzolanayotgan shartnomalar, biznes rejalar va mustahkam siyosiy va ijtimoiy aloqalar natijasida chet tillarini yaxshi biladigan, bir nechta tillarda mukammal so‘zlasha oladigan mutaxassislarga ehtiyoj ortishi turgan gap. Mana shunday kadrlarni tayyorlash, albatta, o‘qituvchining vazifasidir. Hozirda turli yoshdagi insonlar xorijiy tillarni o‘rganishmoqda ammo, til o‘rganish salohiyati ham yoshga bog‘liqligini aytib o‘tishimiz joiz. Bolalarning kattalarga qaraganda tez til o‘rganishi olimlar tomonidan o‘rganilgan va tasdiqlangan tadqiqotdir. Bunga bolalarning xotirasi kattalarnikidan kuchliroq ekanligi, ularning chet tillarini o‘rganish va ko‘proq mashq qilish uchun vaqtining ko‘pligini sabab qilib keltirib o‘tishimiz mumkin.

Ayniqsa, Nodira Qurbonaliyevaning bolalarga chet tillarini o‘qitishda ularning yoshiga qarab muomalada bo‘lish zarurligi haqidagi fikrlari o‘rinlidir (2021). Bolalarni xorijiy tillarni o‘rganishni boshlashi bilanoq qiyin grammatika oid qoidalar bilan charchatib qo‘ymaslik aksincha, dastavval ularni til o‘rganishga qiziqtiradigan, vaqtini mazmunli o‘tkazadigan uslublardan foydalanib ularda til o‘rganishga bo‘lgan qiziqishni uyg‘otish va ularning o‘rganayotgan tiliga mexr qo‘yishiga yo‘naltirish lozim. Endigina til o‘rganishni boshlagan bolalar qiyin grammatikadan va tushunarsiz o‘z yoshlariga "og‘ir" bo‘lgan mashg‘ulotlar ularning til o‘rganishga bo‘lgan qiziqishini susaytirishi, bolaning xorijiy tilni o‘rganishga nisbatan shakllanib kelayotgan ishtiyoqini batamom yo‘q qilishi mumkin. Shunday holatlarning oldini olish va bolalarning xorijiy tillarni samarali va zamonaviy uslublar bilan o‘rganishi maqsadga muvofiq. Boshlang‘ich sinf o‘quvchilari uchun samarali va zamonaviy bo‘lgan quyidagi metodlardan foydalanish mumkin:

Kommunikativ yondashuv (Communicative Language Teaching - CLT). Bu yondashuv – bu chet tillarni o‘qitishda asosiy maqsad sifatida tilni haqiqiy muloqotda ishlatishni ko‘zlovchi uslubdir. Ushbu yondashuvda o‘quvchilarning kommunikativ kompetensiyasini rivojlantirish muhim ahamiyat kasb etadi. Ushbu metodning ko’plab afzalliklari mavjud bo’lib, bu metodda darslar tilni amaliy qo’llashga yo’naltiriladi,o’quvchilar har xil o’yinlar, jamoaviy topshiriqlar orqali tilni o’rganadi, o’qituvchi o’quvchilarni mustaqil o’rganishga undaydi, grammatik qoidalar o’zlashtiriladi, ammoasosiy e’tibor ularni amalda qo’llashga qaratilardi. O’qituvchi har xil gazeta maqolalaridan, suhbatlar va videolardan foydalanib dars jarayonini olib boradi. Keyingi metod bu – vazifaga asoslangan o‘qitish (Task-Based Language Teaching - TBLT) hisoblanadi.

Vazifaga asoslangan o‘qitish (TBLT) — bu chet tillarni o‘qitishda kommunikativ yondashuvga asoslangan usul bo‘lib, asosiy e’tibor til o‘rganish jarayonida real hayotga mos vazifalarni bajarishga qaratiladi. Bu metod chet tillarini muloqot va mashg’ulotlar orqali o’rganishga urg’u beradi. O‘quvchilar real hayotdagi vazifalarga o‘xshash mashqlarni bajarishadi. Masalan, xarid qilish, mehmonxonada xona bron qilish yoki yo‘nalish so‘rash kabi rolli o’yinlar. Rolli o’yinlar-o’quvchilarning muayyan vaziyat yoki voqeada turli rollarni o’ynab, muloqot qilishiga asoslangan o’yin turi. O‘quvchilar jamoaviy yoki juftlikda ishlash orqali tilni qo‘llash imkoniyatiga ega bo‘ladilar. Mashg‘ulotlar davomida o‘quvchilar oldin o‘rganilgan bilimlarini qo‘llab, yangi til birliklarini tabiiy ravishda o‘zlashtiradilar. O‘qitish jarayonida tilni o‘rganish grammatik qoida yodlashdan ko‘ra, tabiiy foydalanishga asoslanishi sababli ham samaralidir. O‘rganilgan til unsurlarini real hayotiy kontekstda sinab ko‘rish imkoniyati yaratiladi. Muloqot orqali tabiiy til o’rganish jarayoni tezlashadi. Oquvchilarning fikrlash qobiliyatini rivojlantiradi.

O‘yin orqali til o‘rganish bolalarning tabiiy rivojlanishiga mos keladi. Tadqiqotlarga ko‘ra, bolalar yoshligida o‘yin orqali tilni tezroq o‘zlashtirishadi. O‘yinlar muloqot, muhitga moslashish va so‘z boyligini oshirishga yordam beradi.

Chet tillarini o’qitishda hikoyalar ham yordam beradi. Hikoyalar bolalarning emotsional rivojlanish vositasi ham hisoblanadi. Bolalar hikoyalarga qiziqishadi va ularni tinglash orqali til o’rganishga ishtiyoqi ortadi. Hikoyalar grammatikani va so’zlarni tabiiy kontekstda tushunishga yordam beradi. Shu bilan birga hikoyalar bolalarning ongida boshqa madaniyatlar va turli hayotiy tajribalar haqida bilim beradi.

Xulosa qilib aytganda, rolli o‘yinlar, so‘z topish, jismoniy harakatlar orqali o‘rganish (Total Physical Response – TPR) kabi usullar bolalarning faolligini oshiradi va ularni chet tillarini o‘rganishga qiziqtiradi. O‘yinli darslarda bolalar grammatika va talaffuzni tabiiy tarzda o‘zlashtiradi va qo‘rquvsiz gapirishga o’rganadi. Bu metodlardan foydalanish orqali o’quvchilarning til o’rganishga bo’lgan qiziqishi ortadi va bu o’quv jarayonini o’qituvchi uchun ham osonlashtiradi. Ularni birlashtirib qo‘llash orqali o‘qituvchilar o’quvchilar bilan ishlash jarayonida ko’plab yutuqlarga erisha oladi degan fikrdaman.

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INCLUSIVE EDUCATION: A WAY TO THINK DIFFERENTLY ABOUT DIFFERENCE

Abstract

This article discusses the importance of Inclusive Education. Specific features of Inclusive Education were determined and examples were given.

Key words: inclusive, education, learners, adopt, teachers.

Everyone is different. Nobody can predict what will happen in the future, even in the next few hours. Somebody may be born as a healthy person, somebody may be born with innate disability, while somebody may acquire defect due to some unexpected accidents. It is morally unacceptable to separate or discriminate disabled people in the society, as they do not intend to be like that. These people should be regarded as a whole society, too. To stimulate these feelings, countries should start with fixing education system, meaning that schools are usually best tool to take action and, furthermore, organizations should accept and take special care of those with disabilities in educational places. With this, society can also see this phenomenon as a normal condition. Learners should not have to adapt to the system. Education systems should adapt to their needs. Teachers often have a shortage of resources and materials to cater for students’ needs. Children usually learn something in different speed and they do not always fit with the methods they are taught, as most schools apply one-size-fits-all approach. They need schedules that are flexible, creative and relevant. How we train teachers matters most, when countries want productive education system. They must be given the tools and training to achieve our main goal.

The resources we know can help the marginalized educators. Support stuff and equipment should be shared so that everyone can benefit. To implement all of these actions and to treat all students equally, countries have already adopted or are adopting Inclusive Education.

Inclusive education is an educational system that aims to embrace every student in education, considering their needs and abilities. In this education system, every student, including those with different disabilities and those in need of special education studies together in the same environment.

Inclusive education approves of equality and respect for children from all walks of life in education. This system was first found in the USA and European countries to expand the educational rights of disabled children in the 1970s.

Inclusive education involves some approaches. A profound approach called Universal Design for Learning is changing how we think about education. David Rose and his colleagues at their Center pioneered this educational approach. People might want to know what is Universal Design for Learning. It is the way of dealing with different learning needs of students right from scratch, thinking about the diversity of learners and reducing barriers to learning. Diversity could have to do with differences in background knowledge and experience learning preferences, learning strengths and abilities, personal interests and levels of engagement. It helps not only provide with teaching and learning opportunities, but also improve educating process, reflecting on the differences between students. Universal Design for Learning relies on 3 different principles, any of which gives methods to cater students' learning needs:

Providing Multiple Means of Engagement: this approach is designed to increase students' motivation. Teachers should use various methods and resources to encourage students' engagement in learning. For instance, they need to:

- choose materials that suit students' level
- reward children for their active participation in creative activities
- give social and autonomous support.

Providing Multiple Means of Representation: this approach facilitates students' learning by providing information in several ways. Students take in information differently. Therefore, it is a must to give them information through varied styles, such as:

- to present information by texts, pictures, graphics, videos and audios.
- to be equipped with electronic devices.
- to explain information in different contexts, examples and their use in real life

Providing Multiple Means of Action and Expression: this gives a chance for students to choose their own style of learning. They should be given a sense of encouragement in a bid to support their learning approach. For example, teachers should:

- create an opportunity for students to show their knowledge in the way they want(written, oral, visual)
- have an environment that students can participate, using technological devices(audios, interactive videos)
- educate students to manage their learning process, to manage time effectively and make use of useful resources.

Universal Design for Learning can also have some problems. Because once schools are adopting this approach, they need more teachers that are competent and trained. As this problem is solvable, many educational settings are now being encouraged to use this approach (UDL) to create more learner-centered and inclusive learning environments. Creating the best UDL learning environment depends on many factors:

- flexible and instructional practices
- learner-centered curriculum
- availability of digital learning resources
- support from school leaders

Unlike one-size-fits-all approach, Universal Design for Learning approach can meet the

needs of all students, increasing their engagement in classroom as well as enhancing academic success.

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ANXIETY AND SHY THAT STUDENTS FACE WHILE SPEAKING IN LEARNING LANGUAGES

Abstract

Nowadays, it is obviously true that the high percentage of people are interested in learning various languages. This is because language plays a primary role in communication all over the world. Finding an appropriate way for learning languages always can be complex. That's because there are many methods books and technologies to get knowledge, information and others. In some cases, we do not know which is the most suitable for our level. Students think that speaking is one of the most easiest part of learning languages. However, there are some difficulties like anxiety, worrying and shyness that students face while improving their speaking skills. So, in this article it can be shown that some problems which are appeared in our speech, their reasons and some advice.

Key words: first speech, self-confidence, accepting mistake, public.

From the past it is clear that there were some issues which are related to speaking were the common among learners. Until these days, people always tried to find available solutions for these problems and they could overcome some of them. Tell the truth when we start to learn something, we try to search diverse methods which can be effective for us. There may be many suggestions, thoughts and advice about it. But people should recognize a primary thing that the only learner can develop it by working hard, concentrating, giving a focus and accepting the mistakes. These skills are very essential for learners. It is not believable and impossible to study it in less time, but if the person tries hard and with confidence it can be easy in short time. As an extra, there are some reasons for this problem. First of all, a high percentage of speakers have anxiety and shyness from the first speech that they had. More teacher's comment to this action is that, that's because of their behaviour. It is true that everyone has its own outlook, personality and different sides. If a learner is an introvert person, he or she can't explain the whole idea of their speech or can't continue till the end. According to authors of book "English language teaching methodology" mentioned that this process requires speakers to make decisions about why, how, and when to communicate depending on the cultural and social context in which the speaking act occurs. In addition, it involves a dynamic interrelation between speakers and hearers that results in their simultaneous interaction of producing and processing spoken discourse under time constraints. [1] Furthermore, many students do not want to speak again after their first speech because they are afraid of making mistakes. They will be shy and uncomfortable as well as unconfident if they make mistakes. Less of vocabulary and grammatical errors may cause for this reason. When it comes to solution, the first stage must be choosing an appropriate level for themselves. That's because nowadays most students want to finish levels fast and get score in short time, as the result they are choosing the high levels although they do not have enough knowledge as they choose.

Related to some experiences, speakers have problems with memory. They tend to choose ready vocabulary or units from their mind. Especially, our thoughts will be ready when we think in our mother tongue, but when it comes to express them in most cases they do not have idea about what to say, so, they tend to keep silent. As a result, memory affects in our speaking process. Another big problem which we face very often is a shortage of vocabulary. Learners do not have enough vocabulary stock and synonymously knowledge and they lose the order of speech. As the consequence, it leads to many pauses in speech. Bunkart proposed his opinion about this condition 'Language learners need to have three area of knowledge involved within speaking namely (1)

mechanics of language elements (pronunciation, grammar, vocabulary) which emphasize on use of right words in the right order with the correct pronunciation. (2) the functions of language that deals with speaking performance in the form of transaction and interaction. (3) the sociocultural norms (such as turn-taking, rate of speech, length of pauses between speakers, roles of participants, understanding how to take into account who is speaking to whom) [2]. Moreover, students try to improve their vocabulary by reading books or magazines, but they should improve word base first. Other effective way can be reading the books loud. From this we learn strange words and their meanings. So, it is important part of memorizing words in learning foreign languages.

When it comes to our mistakes, first of all, we must admit where we make error? What kind of mistakes we have? and what is the obstacle with us? How can we solve them?. We can find many recommendations in this way. Additionally, J. Michael Sproule researched about this problem and gave advice: "If you want to improve your public speaking skills you are in good company. Thousands of today's men and women are vitally interested in becoming better able to organize and present ideas. People all over the world America, at work and in community life, want to speak competently and confidently to groups, both small and large. Worried about giving your first speech? Would you believe that thousands of men and women who are actively pursuing their careers, enjoy your chance to take a college course in public speaking. It is true. People in the 'real world 'need and want competence in public speaking" [3]. Without any reservation the author's thought is totally true. If the people want to increase their speech, they have to speak in public more. That's because it helps to overcome shyness and worries, in addition, they may get self-confidence as much as speak among the public. There may be other helpful tips but when we practice with our friends, closes, course mates and even with family it will be more effectively.

To develop our speech to work individually can be also beneficial. This work style allows you to entirely focus on your work due to minimum or no supervision. Because only we know what we want to do or say. Everyone has its individual opinions due to this it's essential to think extensive because opinion is one of the important parts of good speaking. Another thing that should be mentioned is that everyone has different ways or methods for learning but if the learners choose the best option according to their level and give their full concentrate to this process, it is possible to achieve good result as they expected.

To sum up, if the students separate a time in every day for working on themselves, as it mentioned before, they will have satisfactory changes in the end. It should be remembered that speaking is a productive skill. If learners pause speaking in that language which they are learning, they will definitely lose the result that they achieve still now. People do not born with intelligent, all things are related to our tries. So, waiting special time is waste of time, start it from now.

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MNEMONIC TECHNIQUES FOR LONG-TERM RETENTION OF SCIENTIFIC TERMINOLOGY

Abstract

Since ancient times, students have faced challenges in mastering scientific disciplines due to the complexity of scientific language and terminology. Scientific fields such as biology, physics, and medicine rely on precise terminology to convey fundamental concepts. Traditional

memorization techniques, such as repetition, often result in rapid forgetting, prompting the search for more effective retention strategies. Mnemonic techniques, including acronyms, associations, visual imagery, and storytelling, have proven to be highly effective in enhancing long-term memory. Among these, the association method stands out as a widely used and efficient technique. By deeply understanding a scientific term's meaning and linking it to prior knowledge, students can create strong mental connections that facilitate recall. The association method not only improves memory retention but also enhances comprehension by making scientific terms more relatable. The process involves selecting a term, understanding its definition, finding a phonetically similar word, and forming mental associations. Reinforcement through repetition, visualization, and contextual usage further strengthens retention. This paper highlights the significance of mnemonic strategies in scientific learning and provides a structured approach to long-term memorization, ultimately fostering a deeper understanding of scientific concepts.

Key words: Mnemonic techniques, memory retention, scientific terminology, association method, learning strategies, visual imagery, acronyms, storytelling, comprehension

Since ancient times, it has been difficult for students to study scientific disciplines, comprehend their meanings, and figure out the nuances of complicated language. The fundamental ideas of fields like biology, physics, and medicine are expressed in scientific language. Although students have employed a variety of strategies to help them remember these concepts, traditional repetition is a common way for them to be rapidly forgotten. They have therefore been searching for tactics that ensure long-term retention. Mnemonic techniques—familiar tactics like acronyms, connections, visual imagery, and storytelling—have gained appeal among students over time due to their effectiveness in long-term memory retention. These techniques not only make term memorization easier, but they also enhance general memory and reinforce previously taught content through regular recall. The fundamental characteristic of scientific disciplines is that their study is based on the terminology they use. For this reason, one of the most important aspects of learning is paying close attention to these terms. Understanding complicated ideas and theories becomes much more difficult if one does not have a solid command of important scientific terminology. With the language, students may interact with scientific material, carry out experiments, and effectively present their results. Language links basic knowledge to cutting-edge research. Understanding the specific terminology used in each scientific subject is therefore crucial for complete understanding and significant advancement.

There are many ways to remember scientific terms by mnemonic methods. For example, "Loki", "Acronyms", "Visual imagery", "Association". Among them, the method of association is the most widely used. This method is based on understanding the original meaning of a scientific term, understanding it deeply, and associating it with previous information in the brain. This technique helps create strong mental connections, making it easier to recall complex terms. By linking new information to existing knowledge, the brain processes and stores it more efficiently. Association also reduces the chances of forgetting, as connected ideas reinforce each other. Additionally, using familiar concepts or real-life examples can make scientific terms more relatable and easier to understand. As a result, this method not only improves memory retention but also enhances overall learning and comprehension.

This is the method for long-term scientific term memorization:

- A phrase is chosen to be committed to memory.
- A thorough understanding of the term's meaning and definition is required.
- A word that is comparable to the term's vocal pronunciation is discovered.
- The term is conceived and related with the recently discovered word.
- The brain uses its imagination to repeat the term aloud five or six times.

To reinforce retention, visualizing the term alongside the associated word can enhance memory recall. Creating a mental or written story that links the term and its similar-sounding word strengthens neural connections. Additionally, using the term in sentences or explaining it to someone else further solidifies understanding. Regular review and spaced repetition over time help embed the term into long-term memory. Engaging multiple senses, such as writing the term down

while saying it aloud, can make the learning process even more effective. For example, the medical and biological term called “Anemia” and this term needs to be memorized.

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PRACTICING GRAMMAR IN CONTEXT: A COMPREHENSIVE APPROACH TO LANGUAGE LEARNING

Abstract

Grammar is a key component of language proficiency, yet many learners struggle with its application in real-life communication. Traditional grammar teaching often emphasizes rule memorization and isolated exercises, which may not effectively bridge the gap between theoretical knowledge and practical use. This paper explores the advantages of practicing grammar in context, a method that integrates grammatical structures into meaningful communication. The study examines various strategies, including task-based learning, reading authentic texts, and interactive activities. Research findings suggest that contextual grammar practice leads to better retention, increased engagement, and improved fluency. By incorporating grammar into real-world contexts, learners develop a deeper understanding of language, making it easier to use grammatical structures accurately in both spoken and written communication.

Key words: Grammar in context, communicative approach, task-based learning, grammar acquisition, language fluency, second language learning, contextualized grammar practice.

Grammar is a fundamental aspect of language learning, providing the structure necessary for clear and effective communication. However, traditional grammar instruction often focuses on learning rules in isolation, which can make it difficult for learners to apply these rules in real-life situations. As a result, many students struggle with fluency despite having a strong grasp of grammar rules.

In contrast, practicing grammar in context allows learners to understand and use grammatical structures as they naturally occur in communication. This approach aligns with modern language learning theories, such as communicative language teaching (CLT) and task-based language learning (TBL), which emphasize meaningful interaction as a crucial component of language acquisition (Ellis, 2006). By integrating grammar instruction with practical language use, learners not only improve their grammatical accuracy but also develop confidence in using the language in real-world situations.

The Role of Context in Grammar Learning

Contextualized grammar learning helps students recognize patterns, understand meaning,

and use grammatical structures appropriately. Research has shown that learning grammar through meaningful context leads to deeper cognitive processing and longer retention compared to mechanical drills (Krashen, 1982).

Enhancing Comprehension and Retention

Studies suggest that when learners encounter grammar structures in real-life situations, they are more likely to remember and apply them correctly. For instance, seeing past tense verbs in a story or hearing them in a conversation provides a natural setting that reinforces understanding. This exposure helps learners internalize rules rather than merely memorizing them.

Improving Communicative Competence

Grammar is not just about correctness; it is about conveying meaning effectively. Practicing grammar in context enables learners to use language appropriately based on social and cultural norms. For example, learning how to use modal verbs in polite requests ("Could you help me?") rather than just recognizing their grammatical function helps students navigate real-world communication more successfully.

Encouraging Active Engagement

Contextualized grammar practice often involves interactive and collaborative activities, which increase learner motivation. Engaging in meaningful conversations, writing assignments, and role-playing exercises allows students to experiment with grammar in a supportive environment.

Effective Strategies for Practicing Grammar in Context

There are several effective methods for integrating grammar practice into meaningful language use. These approaches shift the focus from isolated drills to real-life application, making grammar learning more engaging and effective.

Task-Based Language Learning (TBL)

TBL emphasizes completing real-world tasks that require the use of specific grammatical structures. Examples include:

- Writing a formal email to practice conditionals and polite expressions
- Planning a trip where students use future tense and modal verbs
- Debates and discussions that encourage the use of complex sentence structures

Reading and Listening to Authentic Texts

Exposing students to real-world texts, such as news articles, short stories, and podcasts, helps them see how grammar is used in different contexts. For instance, reading a news report can illustrate the passive voice in a natural way ("The decision was made by the government"). Listening to conversations can demonstrate the use of contractions, phrasal verbs, and informal expressions.

Interactive Grammar Exercises

Digital tools, games, and collaborative writing activities create opportunities for learners to engage with grammar dynamically. Online quizzes, grammar-based storytelling, and group projects help reinforce grammatical structures in a fun and meaningful way.

Contextualized Error Correction

Traditional error correction often focuses on isolated mistakes, which can be discouraging for learners. Instead, teachers can provide feedback in context, helping students understand how grammar errors affect meaning. For example, instead of simply marking a mistake, a teacher might ask, "How could you rephrase this sentence to make it clearer?"

Role-Playing and Real-Life Simulations

Simulated real-life scenarios provide an engaging way to practice grammar. Activities such as mock interviews, customer service dialogues, and storytelling exercises encourage learners to use grammar naturally while interacting with others.

Benefits of Contextual Grammar Practice

Research and classroom experience suggest that practicing grammar in context offers numerous benefits:

- Better Retention – Learners are more likely to remember grammatical structures when

they encounter them in meaningful situations.

• Increased Motivation – Engaging activities make grammar learning enjoyable and relevant.

• Improved Fluency – By integrating grammar into communication, students develop confidence and fluidity in using the language.

• Enhanced Critical Thinking – Contextual grammar practice encourages learners to think about meaning and appropriateness rather than just following rules mechanically.

• More Natural Language Use – Learners who practice grammar in context are better at adapting their language to different situations, making them more effective communicators.

Challenges and Considerations

While contextualized grammar practice has many advantages, it also presents challenges. Some learners may initially struggle with understanding grammar without explicit rules. Additionally, teachers must carefully design activities to ensure that students are not overwhelmed by too much new information at once. A balanced approach that combines contextual practice with occasional explicit grammar instruction can be highly effective.

Practicing grammar in context is a powerful and effective method of language learning. By integrating grammar into real-world communication, learners develop a deeper understanding of grammatical structures and gain confidence in using them correctly. Rather than relying solely on traditional rule-based instruction, educators should incorporate contextualized activities that encourage meaningful language use. This approach not only enhances grammatical accuracy but also fosters fluency, motivation, and long-term retention.

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THE EFFECTIVENESS OF COMMUNICATIVE LANGUAGE TEACHING IN PROMOTING COMMUNICATION SKILLS

Abstract

This article provides a comprehensive overview of communicative language teaching (CLT) in language education and focuses on the positive findings of past research through methods by which CLT can improve students’ communicative ability in a foreign language. CLT has received much attention in language learning because of its emphasis on successful, effective, meaningful use of language. This approach strengthens students’ independence in using the real-life language, critical thinking, and problem-solving skills.

Key words: communication skills, communicative language teaching.

The goal of language education is the ability to communicate in the target language. And this goes against previous views, in which grammatical competence was usually considered an important top priority. In CLT sometimes teachers are positioned as just a friend and not an instructor. Besides this, this approach to language teaching does not use any textbooks or rules and structures for teaching the target language, but works more on oral speech and verbal skills before reading and writing.

In CLT, students learn and practice the target language through interactions with each other and the teacher, therefore, they use the language both in and outside the classroom, using materials in the target language. In this method, students discuss more personal experiences with partners or in groups. Teachers teach topics not according to the traditional GTM grammar, but using the direct method (DM) to develop conversational speech in any life situations. This method also helps students learn the language by adding their personal experiences to the language learning environment and this makes the lesson more interesting and memorable than sad and simultaneous translation of texts that are not used in everyday life in conversation.

Basically, three key linguistic theories have contributed to the development of CLT. First, Hymes' (1972) concept of communicative competence draws attention to the importance of using language in real-life situations. Second, Wilkins introduced a theory that also places more focus on language itself and its functions and meanings rather than just grammatical rules. Third, Halliday (1995) developed a theory of functional linguistics that emphasizes how language serves different purposes in communication. These three theories form the core of the communicative approach.

Techniques and effectiveness: One of the most famous theories of CLT is when students learn a foreign language in connection with some actions and situations, not only with rules, with a list of words and information about the language. This method went against traditional teaching connected with grammar and translation, because of which students always could not speak and did not pass exams. In this CLT method, as Brown said, the teacher is in no hurry to correct students' mistakes quickly and does not teach only grammar, because students should be able to speak freely. The researchers Richards and Rodgers add that the activities of learning target language should engage learners in meaningful language use.

Here are several different techniques which are very common until today's days in the classroom:

Role play

Role Play is an activity in which students take on different roles and act out situations based on instructions given by the teacher. For example, job interview, one student plays an employer and another plays a candidate for work describing his or her experience and expectation. These methods and techniques help students improve their communication skills. Grammar is learned naturally through tasks. Students will also learn problem solving and teamwork through activities such as role play. Besides, this allows both inductive (learning from experience) and deductive (learning from rules) learning of grammar. In this way, the student begins to get used to the technique and creativity and punctuality in all lessons improves.

Information Transfer Activities

Students take information in one format and present it in another. Example: After reading a passage about a city, students create a travel brochure summarizing the key points.

Opinion Sharing

Students discuss and compare their opinions on a topic. Example: They rank the most important qualities of a good leader and explain their choices.

Reasoning Gap Activities

Students use logic and reasoning to figure out new information. Example: They are given clues about a mystery event and must piece together what happened.

Information Gap Activities

In these activities, students have different pieces of information and must communicate to complete the whole picture. Example: One student has a travel itinerary with missing details, and another student has those details. They ask each other questions to fill in the blanks.

In conclusion, Communicative Language Teaching (CLT) has useful and successful aspects in language learning due to its methods focusing on communication and fluency rather than memorization. Through authentic discussion and student activity, CLT improves students' ability to use language in real situations. Although we have problems related to the size of the classes and the preparation of the teachers for the lesson. More planning of the teacher-student interaction and

a little motivation is enough to make this approach more effective for use in language teaching.

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KOMMUNIKATIV TIL O‘QITISH YONDOSHUVI ORQALI LUG‘ATLARNI KONTEKSTDA O‘QITISH (COMMUNICATIVE LANGUAGE TEACHING)

Annotatsiya

Ushbu maqolada kommunikativ til o‘qitish (Communicative Language Teaching – CLT) yondoshuvi orqali lug‘atlarni kontekstda o‘qitish muhimligi tahlil qilinadi. CLT yondoshuvi o‘quvchilarga tilni real hayotiy vaziyatlarda ishlatishni o‘rgatishga qaratilgan bo‘lib, lug‘atlarni mustahkamlashda interaktiv faoliyatlar, o‘yinlar va fikr almashish kabi usullarning samaradorligi ta’kidlanadi. Maqolada lug‘atlarni samarali o‘rganish, faol ishtirok etish, interaktiv mashg‘ulotlar va hamkorlik muhitining o‘quv jarayoniga ta’siri yoritiladi. Tadqiqot natijalari shuni ko‘rsatadiki, CLT yondashuvi lug‘at o‘rganish jarayonini tezlashtiradi, talabalar o‘z fikrlarini erkin ifodalashlariga ko‘maklashadi va amaliy muloqot ko‘nikmalarini oshiradi.

Kalit so'zlar: Lug‘atlarni samarali o‘rganish,aktiv ishtirok etish,o‘yinlar va interaktiv faoliyatlar,o‘zaro fikr almashish va hamkorlik.

Annotation

This article analyzes the importance of teaching vocabulary in context through the Communicative Language Teaching (CLT) approach. CLT focuses on teaching learners to use language in real-life situations, emphasizing the effectiveness of interactive activities, games, and discussions in solidifying vocabulary. The article highlights the impact of effective vocabulary learning, active participation, interactive exercises, and a collaborative environment on the learning process. Research findings indicate that the CLT approach accelerates vocabulary acquisition, empowers students to express their thoughts freely, and enhances practical communication skills.

Key words: Effective vocabulary learning, active participation, games and interactive activities, discussion and collaboration.

Bugungi zamonaviy dunyoda til o’rganish juda ommalashib ketayotgan sohalarning biriga aylanib bormoqda. Tilni samarali tarzda o‘qitish nazariyalari, yo‘nalishlar va o‘qitish usullari esa, o‘qitish va o‘rganish sohalarida muhim mavzudir. Bundan tashqari til o’rganishga tegishli informatsiyalarni har qanday internet tarmog’idan topish nihoyatda osonlashdi. Shuning uchun har bir shaxs o’z uyida o’tirib ham zamonaviy texnalogiyalar orqali til o’rganish imkoniyatiga ega. Bir paytlar mashhur va ommalashgan metodlar endilikda o’z kuchini yo’qotganday tuyuladi. Lekin til o’rgatish va o’rganish samarali va bir umrga tatiydigan bo’lishi uchun ba’zi metodlar hali hamon qiymatini yo’qotmagan. Masalan, hozirgi paytga kelib kommunikativ til o‘qitish (Communicative language teaching)ga ko‘proq e'tibor berilmoqda. CLT o‘quvchilarga tilni ma'no va haqiqiy hayotdagi juda ko’p vaziyatlarda ishlatishni o‘rgatishga yo‘naltirilgan bo‘lib, o‘quvchilarga amaliy muloqotda ishtirok etish va muloqotga asoslangan vazifalar orqali tilni o‘rganish imkonini yaratadi. Bu yondoshuvda, o‘quvchilarni haqiqiy muloqotni taqlid qiladigan vazifalarda ishtirok etishga undash orqali o‘qitish yanada qiziqarli va dolzarb bo‘ladi. Talaba

bo’lganimdan keyin va dars jarayonlarini kuzatishlarim davomida (CLT) metodi orqali talabalarning mavzularni qanchalik samarali va tez o’zlashtirishiga, hamda erkin muloqot qilish darajalari keskin oshib borishida bu metodning bir necha omillari mavjudligini sanab o’tmoqchiman.

1. Lug‘atlarni samarali o‘rganish

Agar biz lug‘atlarni oson va tez o‘rganishni xohlasak, (CLT) birinchi bo’lib yordamga keladi. An'anaviy o‘qitish usullari lug‘atni alohida so‘zlar sifatida o‘rgatishga qaratilgan bo‘lsa, kommunikativ til o‘qitish (CLT) yondoshuvi lug‘atni haqiqiy hayotdagi muloqotda va kontekstda o‘rgatishga urg‘u beradi. Masalan so’zlarni matn ma’no mazmunidan kelib o’rganish orqali talabalar hech qachon bu so’zlarni erkin muloqotda yoki yozishda ishlatganda noto’g’ri qo’llamaydi. Shuningdek, textni o’qish jarayonida so’zlarni qayta-qayta takror ko’rish va undan keyin matnni og’zaki muhokama qilish, talablarning fikrlashini ham, erkin so’zlashuvini ham oshib borishiga sabab bo’ladi. Eng qizig’i shundaki, (CLT) yondoshuvi, tilni faqat grammatikani yoki lug‘atni o‘rganishdan tashqari, uni amaliy muloqotda ishlatishni ta’minlashga intiladi.

Aktiv ishtirok etish: CLT metodida o‘rganuvchilar mavzu bo‘yicha faqat tinglovchi emas, balki faol ishtirokchi bo‘lishadi. O’qituvchi passiv tarzda ish olib boradi. Masalan, o’qituvchi tog’ri va aniq konstruksiya bersa, shuning o’zi yetarli bo’lishi mumkin. Talabalar esa o’rganilayotgan mavzuda asosiy rolni o’ynaydi. Ular qiyinchilikga uchragan so’zlarini muallim tomonidan ma’no va mantig’ini bilib olishlari mumkin. Lekin asosiy fikr va g’oyalar o’zlarining o’rtalarida muhokama qilinadi. Natijada, muloqotdagi barcha jarayonlarda ishtirok etish talabalarga tilni samarali o‘rganish va o‘zlashtirish imkoniyatini yaratadi.

O‘yinlar va interaktiv faoliyatlar: Kommunikativ til o‘qitish (CLT) yondoshuvi orqali talabalarga tilni o‘rgatishda o‘yinlar va interaktiv faoliyatlar juda samarali vosita bo‘lib xizmat qiladi. Masalan matn tahlilidan so’ng o’rganuvchilarda charchash va zerikish paydo bo’lishi mumkin. Bunday holatda, o’qituvchi ularni harakatli mashqlarga chorlashi kerak deb o’ylayman. Va bunday o‘yinlar, interaktiv faoliyatlar aynan shu metodda uchraydi. Turli xil sahna ko’rinishlar, interviyular, o’yin va debatlar, shuningdek, so‘rovnomalar va ma'lumotlar bo‘shlig‘ini to’ldirishni misol tariqasida olsak bo’ladi. Bu harakatli faoliyatlar nafaqat o‘quvchilarning qiziqishini oshiradi, balki ularga tilni real vaqtda qo‘llash imkoniyatini yaratadi.

O‘zaro fikr almashish va hamkorlik: Bu - kommunikativ til o‘qitish (CLT) metodining asosiy elementlaridan biridir. Chunki, bu metodda talabalarning bir-biri bilan doimiy ravishda fikr almashishi va hamkorlikda ishlashlari nafaqat til o‘rganishni samarali qiladi, balki o‘rganish jarayonini yanada tezlashtiradi. Misol uchun, har bir talaba o’z fikriga va turli xil dunyoqarashga ega. Matn tahlili davomida talabalar bir birlarining xatolarini tuzatishlari va yangi ma’lumotlarni o’zlashtirishlari muloqotni ham, o’ziga bo’lgan ishonchni ham ortib borishiga yordam beradi. Chunki, ma’lumotni tog’riligini bilgan talaba har qanday holatda ham qat’iy ishonch bilan gapira oladi.

Xulosa qilib aytadigan bo’lsak, kommunikativ til o‘qitish (CLT) yondoshuvi, an'anaviy metodlarga nisbatan yanada samarali va zamonaviydir. Qancha zamonaviy texnalogiyalar ommalashib borishiga qaramay, metodlar baribir o’z qiymatini yo’qotmaydi menimcha. Internet tarmog’lari orqali sun’iy tarzda til o’rganiladi, ammo, jonli tarzda metodlardan foydalanishga nima yetsin. Ayniqsa bu metod talabalarga tilni nafaqat grammatik jihatdan, balki real hayotdagi vaziyatlarda ishlatishni o‘rgatadi. Lug‘atlarni kontekstda o‘rganish, faol ishtirok etish, o‘yinlar va interaktiv faoliyatlar hamda o‘zaro fikr almashish va hamkorlik orqali tilni o‘rganish jarayoni yanada tezlashadi va samarali bo‘ladi. Bundan tashqari, CLT yondoshuvi til o‘rganishni nafaqat qiziqarli, balki foydali va samarali qiladi, chunki talabalar tilni haqiqiy muloqotda, kundalik hayotda ishlatish ko‘nikmalarini rivojlantiradilar. Demak, bu metod orqali o’rganish va o’rgatish, “Bir o’q bilan ikki quyonni urish” deganday gap menimcha.

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IMPROVING LISTENING SKILL BY ENGLISH SONGS

Abstract

This article is devoted to study the EFL learners' language learning process with the help of songs. Nowadays, students are struggling with understanding the academic listening and more complicated podcasts. It is true that our results in one major affect our majors of study. Usage of songs will be beneficial for especially understanding listening words and sentences and improving listening skills.

Key words: listening skill, song, podcast, vocabulary, method.

Abstrakt

Bu maqola ingliz tilini chet tili sifatida o`rganayotgan talabalar uchun qo`shiqlar yordamida til o`rganish jarayonini o`rganishga bag`ishlangan. Bugungi kunda talabalar akademik tinglashni va murakkab podkastlarni tushunishda qiynalishmoqda. Bizning bir yo`nalishdagi natijalarimiz boshqa o`qish yo`nalishidagi natijalarimizga ta'sir ko`rsatadi. Tinglashdagi so`zlarni va gaplarni tushunish uchun va tinglash ko`nikmasini oshirish uchun qo`shiqlardan foydalanish foydali usuldir.

Kalit so'zlar: Tinlash ko`nikmasi, qo`shiq, podcast, so`z boyligi, metod.

Listening is one of the most important skills in life. Not only university and school students but also people in general can improve their language learning skills, particularly listening skills through song. Listening is not just skill of studying, it is also way of communication, because people share and understand their ideas and opinions. Moreover, listening can help to develop other language skills. When people listen to podcasts or songs, they have got new words, new information, and also new opinions, thus listening must be better than other skills.

To begin with, listening has a significant impact on education. However, some students face difficulties in terms of listening, such as having trouble with sounds, understanding every word or fast and natural native speech. Apart from this, they need to hear things more than once, find it difficult to keep up with the information, and get tired in their learning process [1]. These problems are common for some students. However, it is not impossible, they are manageable if learners follow certain rules. It is true that listening is the most challenging one, but songs can assist them in this path. Songs take children's attention with the help of their melody, engaging lyrics and rhythm, and also this event depends on the type of song .Moreover, songs can help to keep children in high spirits. As a result, children pay attention to the lesson, particularly to listening to the tracks' words and meanings. If the lyrics and melody of songs are clear, children will memorize words with ease. Words are so vital not only in listening but also in reading, speaking and writing. Therefore, learning a new language or new words from listening to songs is the most productive method.

According to Brown, practicing lyric reading, studying the vocabularies and listening to various songs can help students become more familiar with popular songs and make them more confident in their ability to listen and understand the world around them [2]. According to this opinion, to be more familiar with well- known songs, learners should practice more in reading, vocabulary, and listening. Listening skills are not easy to improve if there is not any practice. Furthermore, listening to songs can broaden children's horizons, extend their vocabularies, improve their pronunciation and comprehension, which are bigger problem than others. There is not any comprehension or pronunciation about the words in memory or in brain; all efforts are useless, as listening, reading, speaking and writing are linked to each other. It is crucial to know the importance of words to understand something, or to ask something from somebody. First and foremost, students should know words' spelling, pronunciation and perception. If we take shadowing technique as an example, it is one of highly effective methods. However, if children do not have any comprehension about that technique, they cannot use it. Even while listening to songs,

using this technique can be highly beneficial for improving listening skills. The shadowing technique is very popular; first, just listen, then tell with track of the song or podcast. This technique is not too complicated to do; even young children can do this. That is to say, it does not take so long to improve listening skills like other methods.

Simamora and Oktaviani point out that when learning English especially in listening, many media can help students improve their listening skills, such as videos, movies, and songs [3]. It is undeniable that movies and videos are beneficial too, because there is an opportunity to listen and also watch them. However, songs are more convenient. Even listening to songs with the help of using earphones in a crowded place is an easy event. This also provides an opportunity to enhance listening skills anytime and anywhere. When students listen to songs, they take pleasure, and their motivation increases for studying. To study, not only knowledge but also students' feelings are essential. During learning languages, students face many obstacles like memorizing and understanding words. Each people has a different type of memory. Some people learn better by seeing words, others by listening to songs or some by rewriting them, which helps strengthen their memory. However, only listening can give several opportunities, such as new words, new pronunciations and new grammar rules. Regarding improving learning English, all of them are crucial. Anita Mailawati and Anita Anita point out that if we have the basis of four elements-reading, writing, speaking and listening - we will be understood almost all over the world because English is the language of international communication in all fields, such as politics, science, media, arts, and entertainment [4]. These four elements allow us to use different kinds of services, to have a good job, and also to communicate with other people who are came from different cultures. In addition, if students have enough knowledge, they do not worry about their future careers. These days, almost all jobs are based on listening and speaking because, if colleagues listen to each other, there is enough development in that workplace. Not all students work in their own country; many of them want to travel and work abroad. For this, they should improve their listening skills with the help of songs. Students can improve their intonation and rhythm because of songs, which are important for speaking fluency; then, in the future, they do not have any language barrier. The reason for choosing songs is based on students' studying. Apart from the aspects mentioned above, there are also several features in it, such as listening with different accents, and comparing different versions. There are various languages and accents in the world, and it is so difficult to understand all of them. If students listen to a song in one language but in different accents and versions, they may face some difficulties in understanding it. However, by listening to it repeatedly they can recognize the differences among them. This is very effective for their studies, as they do not know what kind of listening track will be given to them in exams. By listening to various songs in different accents and versions, they can improve their listening skills and perform better in listening tests.

In conclusion, listening to English songs can help students improve their learning and communication as well. Improving listening skills does not necessarily require intense preparation or listening to difficult podcasts; interest also plays a significant role. This opportunity can be provided to students through the method of listening to engaging activity as listening to songs.

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MODERN AND INNOVATIVE METHODS OF TEACHING ENGLISH:

AUDIO-LINGUAL METHOD

Abstract

This article will share the thoughts about one interesting way of teaching English, the Audio-Lingual Method, or ALM for short. This method is pretty different from what many of us are used to. Instead of learning a bunch of grammar rules or writing essays, students just practice speaking and listening over and over again. It's all about forming habits so speaking English starts to feel natural, like muscle memory.

Key words: audio lingual method, teaching english, repetition, drills, speaking skills, habit formation, pronunciation, classroom interaction, learning techniques, student engagement

First of all, what even is the Audio-Lingual Method? And why do we need so many different methods to teach English? In this essay I'm going to talk about what makes this method special and whether it actually works for helping students speak better.

Picture this: you walk into your English class, and instead of doing grammar exercises or writing paragraphs, the whole lesson is just repeating sentences after the teacher, practicing phrases, and fixing mistakes on the spot. No deep explanations, no translation, just talk, repeat, correct, and repeat again. That's basically how the Audio Lingual Method works.

By the way, the story behind this method is pretty cool. It actually became popular in the US during World War II when soldiers had to learn new languages super fast. So instead of wasting time on theory, they focused on practice. That's how ALM was born: fast, practical, and all about real communication.

The Audio-Lingual Method is based on behaviorist psychology, which emphasizes stimulus response learning. This means that language learning happens through constant reinforcement and habit formation, rather than conscious understanding of grammar rules. The key principles of this method includes the following:

✓ Emphasis on Listening & Speaking: Students develop oral skills first before learning to read and write.

✓ Repetition & Drills: Language structures are reinforced through continuous practice.

✓ Minimal Use of Native Language: Lessons are conducted entirely in the target language.

✓ Immediate Error Correction: Mistakes are corrected instantly to prevent the formation of bad habits.

✓ Pattern Practice: Students internalize sentence structures by repeating them in different contexts.

Main Ideas of the Audiolingual Method

The whole method is built on a simple idea: the more you repeat something, the better you remember it. This comes from behaviourist psychology, which is all about learning through habits and practice. Here are some key things that make ALM unique.

Speaking and Listening Come first. Before students learn to read and write, they work on understanding and speaking.

Repetition is Everything. If you repeat something enough times, it becomes automatic.

No native language allowed. Teachers try to keep everything in English even if students struggle at first.

Correct Mistakes Immediately. Teachers correct students right away so they don't memorise wrong patterns.

Practice Patterns. Students practice the same sentence structures in different ways until they stick.

Techniques Teachers Use in ALM

The actual lessons using ALM are super active. It's not just listening to the teacher; students talk a lot. There are different types of drills that make the practice fun or at least more interactive.

Repetition Drill. The teacher says a sentence; students repeat it exactly the same.

Substitution Drill. The teacher gives a sentence, changes one word, and students repeat the new version.

Transformation Drill. Students change a sentence from positive to negative, question to statement, and so on.

Chain Drill. This one is fun; students ask and answer questions to each other, passing the conversation around the class like a chain reaction.

In my opinion, ALM is simple, but it actually makes sense for beginners who are shy to speak. It gives you the confidence to say something without overthinking. Of course it's not perfect; some students might find all the repetition boring, and it doesn't help much with creative speaking. But still, if the main goal is to help students talk and not just study, ALM can be really useful.

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THE ROLE OF COMMUNICATIVE LANGUAGE TEACHING METHOD IN TEACHING ENGLISH

Abstract

This article shows the role of Communicative Language Teaching (CLT) in teaching English language. Different from traditional methods that focus on grammar and translation, CLT concentrates on real-life communication, fluency, and interaction. The article illustrates the key principles of CLT, its advantages in increasing student engagement and confidence, the same as the challenges faced in its usage. Some clues such as task-based learning, role-plays, and the use of digital tools are analyzed in order to help teachers apply CLT effectively. According to the development in education, it is suggested that CLT plays an important role in modern language education by encouraging a student-centered approach and preparing students for real-world communication.

Key words: communicative language teaching (CLT), fluency, communication, task-based learning, student-centered approach, authentic materials, language teaching methods.

In today's increasing world, English is one of the top global languages which has become the prevalent language rather than other languages in a lot of field of society such as education, business, science, and technology. As a consequence, the demand for effective English language

teaching methods has increased a lot. Traditional teaching methods, such as the Grammar-Translation Method (GTM), emphasizes learning rules and translating texts rather than developing communication skills such as speaking . However, modern education system highlights a more student-centered approach which can give an opportunity to set an interaction and real-life communication. One of the most effective methods in this consideration is Communicative Language Teaching (CLT). CLT changes the view from learning by rote to beneficial communication, creating natural English atmosphere for learners through authentic conversations. This article considers the importance of CLT in teaching English, its beneficial sides, challenges, and practical strategies for its implementation.

1.Understanding Communicative Language Teaching (CLT)

First of all,Communicative Language Teaching (CLT) is a student-centered approach that puts interaction in the first place as essential way for acquiring language. Contrasting with traditional teaching methods, which focus on grammatical accuracy, CLT promotes fluency, organizing free atmosphere for students to express their ideas.

2.Key Principles of CLT

CLT includes several fundamental principles:

Communication Over Accuracy: Fluency is more significant rather than grammatical structure. Instead of thinking mistakes as a big problem, making mistakes are received as part of the learning process.

Task-Based Learning: Students work on useful and meaningful tasks rather than automatical tasks.

Authentic Materials: online resources,dialogues,newspapers and advertisements are mainly used instead of artificial textbook examples.

Pair and Group Work: Working in groups contributes to increase students' collaboration and communication skills and creates friendly atmosphere among learners.

Role of the Teacher: The teacher acts as a counselor rather than a lecturer, guide students instead of instructing them directly.It gives a chance to develop students' independent thought.

3.Benefits of CLT in English Language Teaching

The CLT method suggests a lot of advantage sides in developing communication skills.

One of the major strong point of CLT is that its aim focuses on increasing learners' confidence in speaking English. Because it leads students to express their ideas without anxiety and the fear of making mistakes, they become more fluent over time.For instance,in a role-play activity,students try to show real-life conversations which occurs in our daily life like customer and shopkeeper. Such exercises help learners become comfortable and confident using English in different situations.

The intended purpose of traditional methods is teaching grammar rules that makes the lesson boring for many students .

In contrast, CLT promotes interactive activities such as:

Organising debates on current issues

Problem-solving tasks that require to think critically

Storytelling and dramatization

These activities make the learning process more enjoyable and encourage students to participate actively.

Real-World Communication Skills

CLT plays a crucial role to prepare students for real interactions in daily life such as in travel, business. For instance, a task-based project might require students to plan a trip abroad, book hotels, and prepare travel itineraries —all in English. This practical process ensures that students can use the language effectively in real-world contexts

Effective Ways to Use CLT in the Classroom

To make Communicative Language Teaching (CLT) successful, teachers should cover the class with engaging and interactive activities that encourage students to communicate.

Students can learn English easily by role-playing different daily life situations, such as

ordering food in a restaurant, attending a job interview, or comminacting with groupmates. Using English in such kind of real life situations can lead students to develop confidence and improve their speaking skills.

Instead of learning complex grammar structures and memorizing words,students practice meaningful tasks that reflect real-life situations. Some examples include:

Writing and answering emails

Making a travel plan

Conducting a class survey and presenting the findings

These tasks help students use English in a practical way and improve their problem-solving and critical thinking skills.

Using Technology to Improve Communication

In 21st century advanced technology can make the way of learning language more interactive and effective. Some useful tools include:

Language apps like Duolingo, Ibrat Farzandlari,Memrise, and Babbel for vocabulary and grammar practice

Online discussion platforms where students can communicate with native speakers

AI chatbots that allow students to practice conversations instantly

These digital tools create additional opportunities for students to use English outside the classroom.

In flipped classroom approach method, students learn new topics at home by watching videos or reading materials. Then, during class time, they only pay attention to discussions and speaking activities. This strategy gives students more time to practice English actively and improves their participation.

By using these techniques, teachers can create an engaging learning atmosphere where students actively develop their communication skills.

Communicative Language Teaching (CLT) has changed the way of teaching English by making lessons more interactive, engaging, and useful for real-life situations. This method helps students gain confidence,develop critical thinking and improve their fluency in English. However, using CLT in classrooms faces some difficulties, such as limited resources, large student groups, and resistance from some teachers. To overcome these issues, educators need to use creative teaching methods, use technology, and receive proper training.

Since English remains an important global language, CLT plays a significant role in preparing students for communication in today's connected world. By focusing on student-centered learning and interactive activities, teachers can create an environment where students don't just study English—they actively use and experience it.

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TARJIMA NAZARIYASI VA AMALIYOTI MASALALARI TADQIQI

Annotatsiya

Ushbu maqolada tarjima nazariyasi va amaliyoti tushunchalari, ularning o'zaro bog'liqligi va tarjima jarayonining asosiy jihatlari tahlil qilinadi. Tarjimaning asosiy turlari, tarjima jarayonida duch kelinadigan muammolar va ularni yechish usullari, shuningdek, tarjimada qo'llaniladigan uslublar muhokama qilinadi. Bundan tashqari, maqolada nazariy bilimlarning amaliyotda qanday qo'llanishi va tarjimonlar uchun zarur bo'lgan asosiy ko'nikmalar ta'kidlanadi.

Kalit so‘zlar: tarjima, nazariya, amaliyot, tarjima turlari, tarjimon, til, madaniyat, muammolar, uslublar.

Abstract

This article analyzes the concepts of translation theory and practice, their interrelationship, and the key aspects of the translation process. It discusses the main types of translation, the challenges encountered during translation, and the methods to overcome them, as well as the styles employed in translation. Additionally, the article highlights how theoretical knowledge is applied in practice and emphasizes the essential skills required by translators.

Key words: translation, theory, practice, types of translation, translator, language, culture, problems, methods

Tarjima dunyoning turli tillari va madaniyatlari o'rtasida muloqotni osonlashtirishning eng muhim vositalaridan biridir. U adabiyot, fan, texnologiya, siyosat va kundalik muloqotdagi bo'shliqlarni to'ldiradi. Tarjimonlar madaniy vositachilar vazifasini bajaradilar, nafaqat so'zlarni bir tildan ikkinchisiga o'zgartiradilar, balki manba matnida mavjud kontekst, ohang va madaniy nuanslarni ham etkazadilar. Bugungi global dunyoda tarjimaning nazariy asoslari va amaliy qo'llanmalarini tushunish tobora muhim ahamiyat kasb etmoqda. Ushbu maqola tarjima nazariyasining asosiy tamoyillarini o'rganadi va ushbu tamoyillar turli xil tarjima ishlarida qanday qo'llanilishini ko'rib chiqadi.

1. Tarjima nazariyasining asosiy yo'nalishlari. Tarjima nazariyasi samarali tarjimaning asosida yotgan tamoyillar, usullar va jarayonlarni o'rganishga bag'ishlangan. Vaqt o'tishi bilan tarjima nazariyasi doirasida bir nechta asosiy yo'nalishlar paydo bo'ldi:

Ekvivalentlik nazariyasi:Ekvivalentlik nazariyasi tarjimaning asosiy maqsadi manba va maqsad matnlari o'rtasida muvozanatni o'rnatish, ma'no, uslub va ohangning izchilligini ta'minlashdan iboratligini ta'kidlaydi. Ushbu yondashuv manba matnining har bir elementi maqsad tilida o'ziga mos keluvchini topishi va asl nusxaga iloji boricha sodiq qolishi kerakligini ta'kidlaydi.

Dinamik ekvivalentlik:Eugene Nida kabi olimlar tomonidan taklif qilingan dinamik ekvivalentlik retseptorning tajribasiga e'tibor qaratadi. Bu yerda tarjimon so'zma-so'z takrorlashdan ko'ra, tarjimaning umumiy ta'siri va tabiiyligini ustuvor deb biladi. Maqsad - asl nusxa o'quvchilari bilan bir xil darajada maqsad auditoriyasida ham ta'sir qiladigan matn yaratishdir.

Semantik va kommunikativ yondashuvlar:Semantik yondashuv asl matnning to'liq ma'nosini saqlashga, lug'at va grammatikaning murakkab tafsilotlariga chuqur kirib borishga intiladi. Aksincha, kommunikativ yondashuv aniq muloqotni ta'kidlaydi, tarjima qilingan matn maqsadli auditoriya tomonidan oson tushunilishini ta'minlaydi. Ushbu yondashuv madaniy farqlar asl xabarni yaxshiroq yetkazish uchun o'zgartirishlarni talab qilganda moslashuvlarga imkon beradi. Ushbu nazariy ramkalar tarjimonlarga ma'noni bir tildan ikkinchisiga o'tkazish murakkabligini hal qilish uchun yo'l-yo'riqlar to'plamini taqdim etadi.

2. Tarjimaning asosiy turlari. Tarjima uning kontekstiga va maqsadiga qarab bir nechta turga

bo'linadi:

Adabiy tarjima: Bu tur romallar, hikoyalar, she’rlar va boshqa ijodiy asarlarni tarjima qilishni o‘z ichiga oladi. Adabiy tarjima faqat lingvistik mahoratni emas, balki madaniy va uslubiy nozikliklarni chuqur tushunishni ham talab qiladi. Tarjimon asl matnga sodiq qolish bilan birga, tarjimani yangi auditoriya uchun qiziqarli va madaniy jihatdan mos qilib yetkazishga harakat qilishi kerak.

Ilmiy va texnik tarjima: Ushbu tur ilmiy maqolalar, texnik qo‘llanmalar va ilmiy hujjatlarni tarjima qilishni o‘z ichiga oladi, bu esa aniq va ravon bo‘lishni talab qiladi. Terminlarning to‘g‘ri ishlatilishi juda muhim, chunki kichik xatolik ham jiddiy tushunmovchiliklarga olib kelishi mumkin. Ushbu sohadagi tarjimonlar mazmunning texnik jihatdan to‘g‘ri bo‘lishini ta’minlash uchun mavzu bo‘yicha yetarlicha bilimga ega bo‘lishlari kerak.

Huquqiy tarjima: Shartnomalar, qonunlar va sud qarorlari kabi huquqiy hujjatlarni tarjima qilish yuqori darajadagi aniqlik va e’tibor talab qiladi. Huquqiy tarjima faqat til bilimini emas, balki manba va maqsad tillaridagi huquqiy tizimlarni tushunishni ham o‘z ichiga oladi. Tarjimon huquqiy ma’no va texnik jihatlarning to‘g‘ri yetkazilishini ta’minlashi kerak.

Og‘zaki tarjima (sinxron va ketma-ket tarjima): Bu tur tarjima real vaqtda amalga oshiriladi va unga sinxron hamda ketma-ket tarjima kiradi. Tarjimonlar tez va aniq tarjima qila olishlari, ko‘pincha yuqori bosim ostida ishlashlari kerak. Ularning ishi diplomatik uchrashuvlar, konferensiyalar va xalqaro tadbirlarda muhim rol o‘ynaydi.

Har bir tarjima turi o‘ziga xos qiyinchiliklarga ega bo‘lib, samarali va aniq tarjimani ta’minlash uchun maxsus ko‘nikmalar va strategiyalarni talab qiladi.

3. Tarjima jarayonidagi qiyinchiliklar va ularning yechimlari. Tarjima jarayoni tillar, madaniyatlar va uslublar o‘rtasidagi farqlar tufayli turli qiyinchiliklarga duch keladi. Til va madaniy farqlar:

Har bir til o‘ziga xos iboralar, maqollar va madaniy ishoralarga ega bo‘lib, ularning boshqa tilda to‘g‘ridan-to‘g‘ri ekvivalenti bo‘lmasligi mumkin. Tarjimonlar bu farqlarni chuqur tahlil qilib, ma’no yo‘qolib ketmasligi uchun qo‘shimcha izoh yoki moslashtirish kiritishlari mumkin.

Terminologik qiyinchiliklar: Ayniqsa, ilmiy, texnik va huquqiy tarjimalarda to‘g‘ri terminologiyani ishlatish juda muhim. Noaniqliklar noto‘g‘ri tushunish va xatolarga olib kelishi mumkin. Bunga yechim sifatida tarjimonlar maxsus lug‘atlar, terminologik glosariylar va mutaxassislar bilan maslahatlashish usulidan foydalanadilar.

Uslubiy izchillik: Ayniqsa, adabiy tarjimada muallifning o‘ziga xos uslubi, ohangi va ovozini saqlab qolish qiyin bo‘lishi mumkin. Tarjimon asl matndagi nozik jihatlarni anglab, ularni maqsad tilida tabiiy va o‘qishga yaroqli tarzda qayta yaratishi lozim.

Qiyinchiliklarni yengish strategiyalari. Kontekstual tahlil:Asl matnni va uning madaniy kontekstini chuqur tushunish muhim. Tarjimonlar tarjima jarayonida nozik ma’nolar yo‘qolib ketmasligi uchun matnni atroflicha o‘rganishlari kerak.

Mutaxassis bilan maslahatlashish: Muayyan sohalardagi (masalan, huquqiy, ilmiy yoki texnik) terminlar va tushunchalar bo‘yicha aniq tarjima qilish uchun mutaxassislar bilan maslahatlashish foydali bo‘lishi mumkin.

Takroriy tahrirlash: Tarjima jarayoni ko‘pincha bir necha bosqichli qayta ko‘rib chiqishni talab qiladi. Hamkasblar va mutaxassislardan fikr-mulohaza olish tarjimani yanada aniq va ravon qilishga yordam beradi.

4. Tarjima amaliyoti va uslublari. Amaliyotda tarjimonlar matn va maqsad auditoriyasiga qarab turli uslublarni qo‘llaydilar. Eng ko‘p ishlatiladigan tarjima uslublaridan ba’zilari:

So‘zma-so‘z tarjima. Bu yondashuv matnni so‘zma-so‘z tarjima qilishga qaratilgan. Bu usul grammatik tuzilishi va lug‘ati o‘xshash bo‘lgan tillarda qo‘llanilishi mumkin. Biroq, so‘zma-so‘z tarjima har doim ham to‘g‘ri ma’no bera olmaydi, ayniqsa iboraviy ifodalar va madaniy nozikliklar mavjud bo‘lsa.

Erkin (ma’no bo‘yicha) tarjima. Bu usulda tarjimon asl matnning aniq so‘zlariga emas, balki uning umumiy ma’nosi va maqsadiga e’tibor qaratadi. Bu yondashuv tarjimaga ko‘proq moslashuvchanlik va ijodiylik bag‘ishlaydi, matnni maqsad auditoriyasiga yanada tushunarli va

qiziqarli qiladi.

Moslashtirish (adaptatsiya). Koʻpincha reklama materiallari yoki bolalar kitoblarini tarjima qilishda qoʻllaniladigan bu usul matnni maqsad auditoriyasining madaniy kontekstiga moslashtirishni oʻz ichiga oladi. Bunda yangi oʻquvchilar uchun notanish boʻlgan iboralar yoki madaniy ishoralar oʻzgartirilishi, lekin asl matnning asosiy mazmuni saqlanishi kerak.

Parafraz qilish. Parafraz qilish asl matnni qayta soʻzlab, murakkab iboralarni soddalashtirish yoki chalkash joylarni tushunarliroq qilishni anglatadi. Bu usul ayniqsa texnik yoki terminologik jihatdan murakkab matnlarni tarjima qilishda foydalidir.

Tarjima uslubining tanlanishi turli omillarga bogʻliq boʻlib, ular orasida tarjimaning maqsadi, manba matnning xususiyatlari va maqsad auditoriyasining kutishlari muhim rol oʻynaydi.

Tarjima nazariyasi va amaliyoti bir-birini toʻldirib, oʻzaro bogʻliq holda ishlaydi. Nazariy bilimlar tarjimonlarga matnlarni tizimli ravishda tahlil qilish uchun zarur boʻlgan vositalarni taqdim etsa, amaliy tajriba bu nazariyalarni yanada takomillashtirib, samarali tarjima strategiyalariga aylantiradi.

Bugungi globallashgan dunyoda tarjimon nafaqat ilgʻor lingvistik koʻnikmalarga, balki madaniy kontekstlarni, tarixiy asoslarni va aniq sohalar boʻyicha maxsus bilimlarni chuqur tushunishga ham ega boʻlishi kerak. Doimiy oʻrganish, moslashish va mutaxassislar bilan hamkorlik qilish tarjima jarayonida duch kelinadigan muammolarni yengishda muhim ahamiyat kasb etadi. Oxir-oqibat, muvaffaqiyatli tarjima asl matnga sodiqlik bilan birga maqsad tilida aniq va tushunarli muloqot qilish zarurati oʻrtasida muvozanatni saqlash orqali erishiladi.

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BUGUNGI KUNDAGI TIL O'QITISHNING ZAMONAVIY METODLARI

Annotatsiya

Ushbu maqolada ikki tilli ta'lim va innovatsion texnologiyalarning til oʻqitish jarayoniga ta'siri tahlil qilinadi. Ikki tilli ta'limning asosiy afzalliklari va qiyinchiliklari koʻrib chiqilib, oʻquvchilarning intellektual rivojlanishiga ta'siri yoritiladi. Shuningdek, zamonaviy innovatsion texnologiyalar, onlayn ta'lim platformalari va kommunikativ yondashuvlarning samaradorligi muhokama qilinadi. Maqolada interaktiv metodlarning ahamiyati ta'kidlanib, oʻqituvchilarga oʻquvchilarning ehtiyojlariga mos yondashuvlarni tanlash tavsiya etiladi.

Kalit so'zlar: ikki tilli ta'lim, innovatsion texnologiyalar, onlayn ta'lim, kommunikativ metod, interaktiv oʻqitish, til oʻrganish, ta'lim usullari.

Annotation

This article analyzes the impact of bilingual education and innovative technologies on the language learning process. The main advantages and challenges of bilingual education are discussed, along with its effects on students' intellectual development. Additionally, the effectiveness of modern innovative technologies, online learning platforms, and communicative

approaches is examined. The article emphasizes the importance of interactive methods and recommends that teachers choose approaches that meet the needs of learners.

Key words: bilingual education, innovative technologies, online learning, communicative method, interactive teaching, language learning, teaching methodologies.

Hozirgi kunda til o'qitish sohasida innovatsion yondashuvlar va texnologiyalarning rivojlanishi natijasida an'anaviy metodlardan farqli ravishda yangi samarali usullar paydo bo'ldi. Ushbu zamonaviy metodlar o'quvchilarning ehtiyoj va qiziqishlarini inobatga olgan holda tilni yanada interaktiva va qiziqarli o'rganish imkonini beradi. Quyida bugungi kunda keng qo'llanilayotgan eng samarali zamonaviy til o'qitish metodlari haqida so'z yuritamiz.

To'g'ridan- to'g'ri metodi: Bu metod grammatik-tarjimaviy yondashuvga qarama-qarshi bo'lib, unda o'quvchilarga bevosita o'rganilayotgan tilda ta'lim beriladi. Ona tilidan foydalanish minimallashtiriladi yoki umuman taqiqlanadi. O'qituvchilar mavzularni tushuntirish, savollar berish va darsni olib boorish jarayonida faqat o'rganilayotgan tilni ishlatadilar. Afzallik tomonlari- tilni tabiiy muhitda o'rganish imkonini beradi, talaffuz va nutqiy ko'nikmalarni rivojlantiradi. Kamchiliklari esa grammatikni tushunish qiyin bo'lishi mumkin, ona tilidan foydalanish cheklanganligi sababli ba'zi tushunchalar yaxshi o'zlashtirilmasligi mumkin.

Kommunikativ metod: Kommunikativ metod bugungi kunda eng samarali yondashuvlardan biri sifatida tan olinadi. Bu metod asosiy e'tiborni amaliy muloqotga qaratadi va o'quvchilarni real hayotiy vaziyatlarda til ishlatishga undaydi. Darslar dialoglar, rolli o'yinlar va guruh topshiriqlari asosida tashkil etiladi. Afzallik tomonlari- tilni tabiiy sharoitda o'rganishga imkon beradi. O'quvchilarning muloqot qobiliyatlarini rivojlantiradi. Yangi so'z va iboralarni kontekstda o'rganish imkonini beradi. Kamchiliklari; grammatik qoidalarga yetarlicha e'tibor qaratmasligi mumkin. O'quvchilarning saviyasi turlicha bo'lganda dars samaradorligi pasayishi mumkin.

Audio-lingual metod: Bu metod eshitish va talaffuzga asoslangan bo'lib, uo'rgatiladi. O'quvchilar yangi so'z va iboralarni o'qituvchining talaffuziga taqlid qilish orqali o'zlashtiradilar. Afzalliklari; talaffuz va eshitish ko'nikmalarini rivojlantiradi. Tilni tez o'zlashtirish imkonini beradi. Kamchiliklari; grammatik qoidalarga kam e'tibor qaratiladi. Fikrni mustaqil ifodalashga yetarlicha imkoniyat bermaydi.

Vazifaga asoslangan metod (Task-based language teaching): Bu metodda o'quvchilar ma'lum bir topshiriqni bajarish orqali tilni o'rganadilar. Masalan; mehmonxona bron qilish, intervyu o'tkazish yoki savdo do'konida muloqot qilish kabi topshiriqlar beriladi.

Asosiy xususiyatlari: o'quvchilar topshiriqni bajarish jarayonida yangi so'z va iboralarni o'zlashtiradilar. Darslar hayotiy vaziyatlarga asoslangan bo'ladi. Mustaqil ish va jamoaviy hamkorlik muhim ahamiyat kasb etadi. Afzaliklari; tilni hayotiy vaziyatlarda qo'llash imkonini beradi. Amaliy mashg'ulotlar orqali til o'rganish samaradorligini oshiradi.

Immersion metodi: Bu metod til o'rgatishni til muhitiga to'liq singdirish orqali amalga oshiradi. Masalan, til o'rganayotgan shaxs faqat shu tilde gaplashadigan muhitida bo'lishi yoki darslar butunlay shu tilde olib borilishi mumkin.

Asosiy xususiyatlar: O'quvchilar o'rganilayotgan tilda yashash va fikrlashga moslashadilar. Ona tilidan foydalanish minimal darajada bo'ladi yoki umuman taqiqlanadi. O'qituvchilar turli visual va kontekstual yordam vositalaridan foydalanadilar. Bu metodning afzallik tomonlari; tilni tez va samarali o'zlashtirishga yordam beradi. O'quvchilarning nutqiy ko'nikmalarini rivojlantiradi. Kamchiliklari esa, boshlang'ich darajadagi o'quvchilar uchun juda murakkab bo'lishi mumkin. Til muhitiga to'liq moslashish ko'p vaqt talab qiladi.

Ikki tilli ta'lim (Bilingual): Ikki tilli ta'lim metodida o'quvchilar ikki tilda ta'lim oladilar. Masalan; ba'zi fanlar ona tilida, boshqalari esa o'rganilayotgan tilda o'tiladi.

Asosiy xususiyatlar: ikkita tilda ta'lim olib borish amalga oshiriladi. O'quvchilarga har ikki tilni teng ravishda rivojlantirish imkoniyati beriladi. Shuningdek, ikki tilni bir vaqtning o'zida o'rganish imkonini beradi. O'quvchilarning intellektual rivojlanishiga ijobiy ta'sir qiladi. Ikki tilni o'rganishda quyidagi kamchiliklari bor; Har ikkala tilni yaxshi bilish uchun ko'proq vaqt talab etiladi. Ba'zi hollarda tillarni aralashtirib yuborish xavfi mavjud.

Innovatsion texnologiyalar va onlayn ta'lim: Bugungi kunda internet va texnologiyalar til

o’qitishda muhim rol o’ynamoqda. Onlayn kurslar, mobil ilovalar va sun’iy intellect asosida ishlaydigan platformalar til o’rganishni qulay va interaktiv qiladi. Innovatsion texnologiyalar va onlayn ta’lim xususiyatlari;

- Video, audio va interaktiv materiallardan keng foydalaniladi.
- Sun’iy intellect yordamida individual yondashuvlar qo’llaniladi.
- O’quvchilar mustaqil o’rganish imkoniyatga ega bo’ladilar.

Shuningdek, o’quvchilarga istalgan vaqtda va joyda o’qish imkoniyatiga ega bo’ladilar.Talabalar mos individual ta’lim yo’nalishini tanlash mumkin, lekin motivatsiya yetarli bo’lmasa, mustaqil o’rganish samarali bo’lmasligi mumkin. Texnologiya asrida yashayotgan bo’lsak ham ba’zi joylarda texnologiyalardan foydalanish imkoniyati mavjud bo’lmasligi mumkin bunday paytda ular an’anaviy metoddan foydalanish maqsadga muvofiq bo’ladi.

Bugungu kunda til o’qitish jarayonida an’anaviy metodlardan ko’ra, interaktiv va kommunikativ metodlar samarali hisoblanadi. Kommunikativ metod, vazifaga asoslangan ta’lim eng yaxshi natijalarga olib kelmoqda. O’qituvchilar o’quvchilarning ehtiyojlariga mos metodlarni tanlab, ularni o’zaro uyg’unlashtirib qo’llashlari maqsadga muvofiq bo’ladi.

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MAKTABDA BOLALARNI SAMARALI O'QITISH BO'YICHA TURLI METODLAR

Annotatsiya

Ushbu maqolada maktabda bolalarni samarali o'qitishning zamonaviy metod va texnologiyalari tahlil qilingan. Ta'lim jarayonida o'quvchilarning bilim olish faoliyatini faollashtirish, mustaqil fikrlash ko'nikmalarini rivojlantirish, hamda ta'lim samaradorligini oshirishga qaratilgan innovatsion yondashuvlar ko'rib chiqilgan. Tadqiqot natijasida aniqlangan metodlarning amaliy ahamiyati va ularni dars jarayoniga tatbiq etish usullari ochib berilgan.

Kalit so'zlar: interfaol ta'lim, innovatsion metodlar, hamkorlikda o'qitish, loyiha metodi, amaliy o'yinlar, muammoli ta'lim.

Abstract

This article analyzes modern methods and technologies for effective teaching of children in schools. Innovative approaches aimed at activating students' learning activities, developing independent thinking skills, and increasing the effectiveness of education in the learning process are considered. The practical significance of the methods identified in the study and ways to apply them in the lesson process are revealed.

Key words: interactive learning, innovative methods, cooperative learning, project method, practical games, problem-based learning.

Zamonaviy ta'lim tizimidagi asosiy vazifalardan biri – mustaqil fikrlaydigan, ijodiy yondashadigan, o'z ustida ishlashga qodir bo'lgan shaxsni shakllantirishdir. Ushbu maqsadga erishish uchun o'qituvchilar an'anaviy ta'lim metodlaridan tashqari, innovatsion texnologiyalarni ham qo'llashlari zarur. O'zbekiston Respublikasi Prezidentining 2021-yil 19-maydagi PQ-5117son

qarorida belgilangan ta'lim tizimini yanada rivojlantirish va ommalashtirish talablari ham aynan shu maqsadga qaratilgan [1].

1. Interfaol ta'lim metodlari

Interfaol ta'lim metodlari o'quvchilarni dars jarayoniga faol ishtirokchi sifatida jalb qilishga qaratilgan. Bu metodlar o'quvchi-o'qituvchi hamda o'quvchilar o'rtasidagi muloqotni ta'minlaydi va o'quv jarayonini samarali tashkil etishga yordam beradi. "Aqliy hujum", "Klaster", "BBB" (Bilaman, Bilishni xohlayman, Bilib oldim), "Kichik guruhlarda ishlash", "Keys-stadi" kabi interfaol metodlar o'quvchilarning ijodiy fikrlash qobiliyatlarini rivojlantirishga yordam beradi [2]. Bu metodlarni qo'llash orqali o'quvchilar bilimlarni mustaqil egallash va muammolarni hal qilish ko'nikmalarini shakllantiradilar.

Misol uchun, "BBB" metodi qo'llanilganda o'quvchilar mavzu yuzasidan avvaldan nimalarni bilishlarini, nimallarni bilishni xohlashlarini va dars yakunida qanday yangi bilimlarni o'zlashtirishganini aniqlaydilar. Bu metod orqali o'quvchilar o'z bilimlarini baholash imkoniyatiga ega bo'ladilar

2. Hamkorlikda o'qitish metodi

Hamkorlikda o'qitish metodi o'quvchilarni kichik guruhlarga bo'lib, birgalikda ishlashga, birbirlariga yordam berishga undaydigan metoddir. Ushbu metod o'quvchilarda kommunikativ ko'nikmalarni shakllantirish, jamoa bo'lib ishlash va o'zaro hurmat hissini tarbiyalashga yordam beradi [3].

Bu metodning "Zigzag", "Qariyb", "Birgalikda o'qiymiz" kabi turlari mavjud bo'lib, ular o'quvchilarning individual xususiyatlarini hisobga olish imkonini beradi. Hamkorlikda o'qitish jarayonida o'quvchilar nafaqat bilim olish, balki o'z bilimlarini boshqalarga tushuntirish orqali ham o'rganadilar

3. Loyiha metodi.

Loyiha metodi o'quvchilarning mustaqil ijodiy faoliyatini rivojlantirishga qaratilgan bo'lib, ularni ma'lum bir muammoni tadqiq qilish va hal etishga jalb qiladi [4]. Bu metod o'quvchilarning nazariy bilimlarini amaliyotda qo'llash, axborot izlash va tahlil qilish, tadqiqot o'tkazish ko'nikmalarini shakllantiradi. Loyiha metodini qo'llashda o'qituvchi faqat yo'naltiruvchi vazifasini bajaradi, o'quvchilar esa mustaqil ravishda loyihani rejalashtirish, amalga oshirish va natijalarni taqdim etish bosqichlarini bajaradilar. Bu jarayonda o'quvchilar o'z qiziqishlari va qobiliyatlariga mos ravishda faoliyat yuritadilar.

4. O'yin texnologiyalari

O'yin texnologiyalari, ayniqsa boshlang'ich sinf o'quvchilari uchun, samarali ta'lim metodlaridan biri hisoblanadi. Didaktik, rolli, ishbilarmonlik o'yinlari orqali o'quvchilar hayotiy vaziyatlarni modellashtirish, turli rollarni bajarish, muammolarni hal qilish ko'nikmalarini egallaydilar [5]. O'yin texnologiyalarini qo'llash o'quvchilarning darsga qiziqishini oshiradi, bilim olish jarayonini qiziqarli va mazmunli qiladi. Bunday o'yinlar orqali o'quvchilarda aqliy faollik, ijodiy fikrlash, o'zaro hamkorlik qilish ko'nikmalari shakllanadi.

5. Muammoli ta'lim metodi

Muammoli ta'lim metodi o'quvchilarni mustaqil ravishda bilim olishga, muammoli vaziyatlarni tahlil qilish va ularni hal etish yo'llarini topishga undaydi [6]. Bu metod o'quvchilarning mantiqiy fikrlash qobiliyatlarini, ijodiy yondashuvlarini rivojlantirishga yordam beradi. Muammoli ta'lim metodini qo'llashda o'qituvchi o'quv materialini muammoli vaziyat shaklida taqdim etadi va o'quvchilarni ushbu muammoni mustaqil ravishda hal etishga undaydi. Bu jarayonda o'quvchilar tadqiqotchi vazifasini bajaradilar, bilimlarni izlab topadilar va o'zlari xulosalar chiqaradilar.

6. Axborot-kommunikatsiya texnologiyalari (AKT)

Zamonaviy ta'lim jarayonida AKTdan foydalanish o'qitish samaradorligini oshirishning muhim omillaridan biridir. Multimedia vositalari, elektron darsliklar, virtual laboratoriyalar, ta'limiy dasturlar va internet resurslari o'quv materialini yanada tushunarli va qiziqarli qilishga yordam beradi [7].

AKTdan foydalanish o'quvchilarning axborot bilan ishlash ko'nikmalarini shakllantiradi,

o'quv jarayonini individuallashtirish imkonini beradi. Zamonaviy texnologiyalar yordamida o'quvchilar nafaqat sinf xonasida, balki masofadan turib ham bilim olishlari mumkin

Maktabda bolalarni samarali o'qitish metodlarini qo'llash o'quvchilarning bilim olish faoliyatini faollashtiradi, mustaqil fikrlash qobiliyatlarini rivojlantiradi va ta'lim samaradorligini oshiradi. Innovatsion metodlarni an'anaviy ta'lim metdlari bilan oqilona uyg'unlashtirish, o'quvchilarning individual xususiyatlarini hisobga olish, ta'lim jarayonida zamonaviy texnologiyalardan foydalanish – bugungi kun talablariga javob beradigan yetuk shaxsni tarbiyalashning muhim omillaridir. O'qituvchilar zamonaviy pedagogik texnologiyalarni o'zlashtirib, ularni dars jarayoniga tatbiq etishlari, o'quvchilarning qiziqishlarini hisobga olishlari va ta'lim jarayonini ijodiy tashkil etishlari zarur. Shundagina ta'lim samaradorligi oshadi va o'quvchilar nafaqat bilim, balki hayotiy ko'nikmalarni ham egallaydilar.

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THE ROLE OF ABBREVIATIONS IN LANGUAGE EVOLUTION

Abstract

Abbreviations have significantly influenced the evolution of language, especially in contemporary communication, when speed and efficiency are paramount. This study examines the historical evolution of abbreviations, their effects on linguistic frameworks, and their influence on digital communication. The study emphasizes that abbreviations facilitate language simplification but also introduce problems, including ambiguity and a reduction in grammatical complexity. This research seeks to illustrate the influential role of abbreviations in the evolution of language through a literature survey and analysis of practical usage.

Key words: abbreviations, linguistic evolution, digital communication, linguistic simplification, contemporary language

Social, technological, and cultural influences all help to shape the always changing language. The usage of acronyms, which have grown more and more common since communication has become more short-lived, is one of the main forces behind this development. Linguistic economy uses acronyms, initialisms, contractions, and abbreviations—including acronyms—to cut the length of sentences while nevertheless maintaining meaning. Although its use dates back to prehistoric societies, their impact has become much more apparent as digital communication has evolved. With an eye towards their historical development, linguistic influence, and future consequences, this research attempts to investigate how abbreviations fit in language evolution. It also looks at how short cuts change linguistic structure, clarity, and understanding in written and spoken speech. This study advances knowledge of the purpose of abbreviations in contemporary language trends by means of an analysis of current literature and practical illustrations.

Linguistic research has much to say about the effects of abbreviations on language. Many academics have looked at how short cuts help to improve linguistic flexibility and efficiency. For instance, Crystal (2008) emphasizes how, especially on digital communication platforms like texting and social media, technological developments help to promote the production and use of abbreviations. According to historical studies, ancient Rome and mediaeval manuscripts extensively employed abbreviations to save space and writing labour (Daniels & Bright, 1996). Using Latin abbreviations like "etc." (et cetera) and "i.e." (id est) shows how long linguistic economy has been a feature of written communication. Digital communication has hastened the acceptance of acronyms in recent years. Research by Baron (2008) and Thurlow (2006) point to a language movement towards brevity and informalization reflected in abbreviations used in texting and internet messaging, like "LOL" (laugh out loud) and "BRB" (be right back). Scholars such as Crystal (2011) caution, nonetheless, that depending too much on acronyms could cause uncertainty and misinterpretation in communication.

Using a qualitative methodology, this paper examines language patterns and body of current research on abbreviations. Data is gathered from historical books, scholarly research, and actual correspondence as well as from social media, business writing, and regular speech. The study intends to evaluate their influence on language evolution by means of a comparison between conventional and modern abbreviation use. Common in English, abbreviations help to shorten lengthier words or sentences by use of condenses. From daily conversation to academic writing, corporate correspondence, and technical professions, these shorthand symbols find application in many different settings. By saving time and space and enabling more exact and succinct articulation of ideas, abbreviations can substantially improve efficiency and clarity in communication. A condensed form of a longer word or phrase is referred to generally as an acronym. Four varieties of abbreviations exist: Two words merged into one word with an apostrophe produces contraction. For instance, avoid is not a contraction of do not. Shortened words in which a component of the word—typically the beginning or the end—has been omitted—usually but occasionally both! They could seem like words in their own right: app for application, ad for advertisement, flu for influenza. For professor, Mgmt., for management, and Feb., for February, they might alternatively show up as abbreviated words, read out as if they were complete words. Under such circumstances, the truncation is often indicated with a full stop. Acronyms are a sequence of letters standing for longer phrases. The outcome is rather like a word. NASA, for instance, is pronounced nah-sa and stands for the US National Aeronautics and Space Administration. An initialism is a lengthy statement represented by numerous letters, much as an acronym. Still, the ultimate product must be read letter by letter rather than clearly as a word. FBI is the initialism for the Federal Bureau of Investigation; every letter is spoken separately: ef-bee-eye. One considers contraction to be informal. They are thus best avoided in academic writing, where formal register is absolutely necessary. Formed from the first letters of a collection of words, acronyms and initialisms are two forms of abbreviations devoid of spaces (and generally without periods). Pronunciation is Although they are created the same method, acronyms and initialisms have different pronunciation. One pronounces an acronym like a word: North American Free Trade Agreement, or NAFTA, pronounced naff-ta) NATO, or North Atlantic Treaty Organization; said nay-toe United Nations International Children's Emergency Fund; pronounced u-ni-seff) Every letter in an intialism is spoken either independently or heard out: CBC, sometimes pronounced see-bee-see, is Canadian Broadcasting Company. Royal Canadian Mounted Police, or RCMP; pronounced are-see-em-pea UFO, or unidentified flying object; pronounced u-eff-oh Capitalisation.

The selection of the indefinite article before an acronym, whether 'a' or 'an', is determined by pronunciation rather than spelling; specifically, use 'an' if the acronym commences with a vowel sound, and 'a' if it begins with a consonant sound. a decision made by NATO (preceding the consonant sound n) a UNICEF initiative (as in you, preceding the consonant phoneme y). an ACTRA prize (preceding the vowel sound ă) Commencements The definite article precedes various initialisms, including those representing the name of an organization. The police examined

the crime. The Member of Parliament for my constituency introduced a private member's bill. John returned the CD to the shop. Before an initialism denoting a material, technique, or condition, the definite article is excluded: Products containing TCEP should be subject to a prohibition. Ayesha is learning CPR, not the CPR. Behaviour management tactics assist a child with ADHD, rather than addressing the condition itself. Concerning the indefinite article, one must adhere to the pronunciation of the initial letter while selecting between "an" or "a," as initialisms are abbreviations articulated letter by letter. Select the article "an" if the initial letter phonetically resembles a consonant sound. A CBC program; C initiates with the phoneme s as in see. a PhD candidate; begins with the phoneme p as in pea. A spokesperson for the United Nations. Utilizing abbreviations should primarily consider the reader's perspective. They should initially be distinctly defined. Consequently, it is prudent to present the complete statement followed by the abbreviation in parentheses upon the initial introduction of an unfamiliar acronym: The EU should be able to achieve its Kyoto aim utilizing the emissions trading system (ETS). Acronyms may facilitate solidarity and a sense of belonging within specific organizations or societies. Numerous acronyms, such as LOL (laugh out loud) in internet culture and ASAP (as soon as possible) in professional contexts, are specialized terms comprehended just by members of particular groups. Utilizing these shared acronyms fosters camaraderie and comprehension among individuals residing in the same neighbourhood. While acronyms can enhance communication, their excessive usage or misuse may lead to misunderstandings and confusion. Employing acronyms judiciously and ensuring they are comprehensible to the target audience is essential. The complexity of communication is exacerbated by many acronyms possessing several meanings or interpretations.

The results indicate that abbreviations fulfil several roles in the evolution of language. Historically, they were employed for convenience and efficiency in written communication, however contemporary digital communication has enhanced their prevalence. 1. Abbreviations as a Mechanism for Linguistic Efficiency One of the principal benefits of abbreviations is their capacity to express intricate concepts concisely. This is especially apparent in scientific and professional domains, where acronyms like NASA (National Aeronautics and Space Administration) and WHO (World Health Organization) enhance communication while maintaining clarity. 2. The Influence of Digital Communication Social media and instant messaging have engendered novel types of abbreviations, encompassing text-based shorthand (e.g., "OMG" for "Oh my God") and emoji-based representations. These abbreviations illustrate technology's impact on linguistic evolution, promoting rapid communication while occasionally resulting in diminished grammatical complexity. 3. Difficulties and Uncertainties Notwithstanding their efficacy, acronyms may induce uncertainty. Homonyms like "LOL," which might signify "laugh out loud" or "lots of love," exemplify how context-dependent abbreviations may result in misinterpretation. Moreover, excessive usage of abbreviations in professional and academic contexts might diminish linguistic clarity and accessibility.

Abbreviations are essential to language evolution, improving communication efficiency and aligning language with contemporary requirements. Although they enhance linguistic economy, their prevalent usage nevertheless poses obstacles to clarity and comprehension. As language evolves with technology improvements, acronyms will continue to significantly influence communication trends. Future research should concentrate on their enduring impacts on linguistic structure and their function in formal communication settings. In conclusion, abbreviations serve as an essential instrument for streamlining language, enhancing efficiency, and cultivating a sense of community among organizations. When employed judiciously and suitably, acronyms can significantly improve communication and assist individuals in articulating their message clearly and succinctly. Comprehending the purpose and context of abbreviations enables us to use their efficacy to enhance linguistic efficiency and optimize our communications with others.

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BLENDED LEARNING: THE FUTURE OF EDUCATION?

Abstract

Blended learning, a pedagogical method that integrates traditional face-to-face learning with online learning, is becoming an extensively applied model in modern education. In this paper, the future of education through blended learning is discussed by elaborating on its merits, challenges, and effectiveness compared to traditional methods of teaching. The study integrates various literature sources and discusses research designs that have been utilized in blended learning research. The findings indicate that blended learning enhances student engagement, facilitates personalized learning, and provides greater access to education but with challenges such as the requirement of technology and teacher training. The research concludes that, despite its challenges, blended learning is a viable instructional model that can enhance learning outcomes in diverse educational settings.

Key words: blended learning, online education, traditional instruction, educational technology, student engagement, personalized learning.

The development of digital technology has gained power over the past few years, and this has significantly caused a better inprovement the education sector. Traditional classroom-based learning, which has been the keystone of education for centuries, is gradually being supplemented or replaced by online modes of learning. One such approach is blended learning, which merges online and face-to-face classroom settings. This thesis analysis the future potential of blended learning through an examination of its benefits, drawbacks, and effectiveness in modern education. The study aims to determine whether blended learning can be the dominant model of education in the future.

Blended learning has been the focus of numerous studies in recent years, with researchers describing its advantages and limitations. Graham (2006) defines blended learning as the tactical combination of face-to-face and online learning methods. According to Singh (2021), blended learning offers more flexible learning experiences, allowing students to learn at their own pace without sacrificing direct teacher support. Additionally, Bonk & Graham (2012) note that blended learning facilitates more student engagement and participation compared to traditional models.
However, the study also reports on problems associated with blended learning. For example, Hrastinski (2019) argues that the effectiveness of blended learning depends on the availability of technological infrastructure, teachers' readiness, and students' digital literacy. These problems entail that while blended learning is promising, its effectiveness depends on how it is implemented and on the resources available.

The study takes a qualitative research methodology approach in its investigation of the

impact of blended learning. It collected data from a review of peer-reviewed literature, books, and case studies on blended learning. The study focuses on comparative studies that compare blended learning with face-to-face and fully online learning models. Secondary data analysis was also conducted on reports by learning institutions that have implemented blended learning programs. The evidence from these sources gives a perspective on the strengths and weaknesses of blended learning as a pedagogy.

The findings indicate that blended learning has several advantages compared to traditional education. Firstly, it enhances student engagement through interactive online content, including videos, quizzes, and discussion forums (Garrison & Vaughan, 2008). Secondly, it promotes personalized learning by allowing students to learn at their own pace while receiving real-time feedback from instructors. In addition, blended learning enhances access to education, particularly for learners in remote areas (Means et al., 2013).

Despite these benefits, there are certain challenges to blended learning. Reliance on technology can be exclusionary for students and educators who lack access to reliable internet and electronic devices (Selwyn, 2020). Further, educators must adapt to new pedagogical methods through professional development and training (Hrastinski, 2019). Institutions implementing blended learning must also offer sufficient assessment methods to evaluate student learning effectively.

Blended learning is a revolutionary educational change that combines the virtues of face-to-face and online learning. Findings of this study show that blended learning enriches student engagement, facilitates personalized learning, and increases accessibility. Its effectiveness, however, is contingent on mitigating challenges like technological glitches and teacher readiness. As institutions of higher learning continue to embrace digital transformation, blended learning will remain a driver of the future of learning. Further research and policy interventions are necessary to ensure that blended learning remains inclusive and effective for all.

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DEVELOPING STUDENTS' VOCABULARY THROUGH DIFFERENT LANGUAGE LEARNING STRATEGIES

It is unquestionable that vocabulary plays an integral part when learning a new language. It serves as the building blocks of effective communication. If a person does not have a good range of vocabulary, they may struggle to express their thoughts clearly and independently, find it difficult to comprehend academic texts or even casual writings to an adequate extent, or communicate in a meaningful way. According to many observations and investigations, putting effective learning strategies into practice is crucial while teaching because of the direct influence of vocabulary size on language proficiency. Therefore, this article explains the importance of vocabulary development and explores different strategies that can help educators and learners acquire new words in an engaging and fast way.

How can vocabulary improve communication skills?

Vocabulary is one of the most important aspects of learning a foreign language. Even if we learn grammar at an advanced level, we can do nothing with it without a good vocabulary bank, which would eventually restrict our communication with other people. A person with a large vocabulary, on the other hand, can express themselves freely on a variety of topics, speak clearly, and make conversations more interesting. Imagine that two people are talking about their friendship. One of them is saying: "We are friends, friendship is good". It is very simple and not expressive enough. And the other is saying: "We are close friends because we are always loyal to and truthful with each other. Our friendship is a priceless bond that makes our lives meaningful". Apparently, through the richer vocabulary, one can express their thoughts more clearly and effectively.

How does a strong vocabulary improve reading, writing, listening, and speaking?

Although it is widely believed that vocabulary is the most significant in reading, it is also essential in the other three language skills, namely listening, speaking, and writing. Let's explore each of these on a deeper level with examples. In terms of reading, the more words a student knows, the better he/she understands the text. Example: When reading a novel, if they are not familiar with the word "melancholy", they may struggle to understand the emotions in the story. As for writing, with good vocabulary, essays and stories will become a lot more intriguing and emotional. Example: Writing "This place has a beautiful and peaceful atmosphere" instead of "This place is beautiful" makes the text more powerful. With regards to listening, if a person has a wide range of vocabulary, they can understand ambiguous words in a speech from the context. Example: If someone does not know the word "exaggerate," they may misunderstand the conversation. Lastly, a person with a large vocabulary can convey their opinions in different ways and give a very heartfelt speech. Example: Instead of "I am happy," it sounds more emotional to say, "I am glowing with joy!"

What challenges do learners face when learning new words?

There are some common difficulties that learners are usually confronted with during the process of retaining new vocabulary. First is the difficulty in remembering the meaning of the words. Since some words are complex or similar, it is hard to remember them. For example, the words "effect" and "affect" are quite similar to each other and, therefore, can be easily confused. Second is the inability to use words correctly. This means that learned words can be used in the wrong context. An example of this is that when someone says “I am boring”, they actually mean “I am bored”. However, the correct form is “I am bored”. Another problem is the pronunciation difficulties. Some words can be mispronounced as they are difficult to pronounce. For instance, the word "colonel" is pronounced as "kɜː.nəl" , but differs from its written form. Lastly, each language has thousands of words, so it is difficult to memorize all of them. As a result, it causes confusion due to the large number of words.

Language Learning Strategies for Vocabulary Development

Vocabulary enrichment is a long-term process that can be made effective by using a variety of strategies. There are numerous strategies that help learners improve their knowledge of the words in a foreign language. Let's explore the most important and effective ones one by one.

How can teachers use these strategies in their lesson plans?

Teachers can implement the strategies above in the following ways:

a) Text-based learning: Teaching students to understand the meaning of new words through context by giving them a text or story. For example, in a lesson, extract new words from a text and discuss their meaning with students.

b) Creating related images and stories: Teach new words by connecting them with visual and memory techniques. For example, associate the word “enormous” with a picture of an elephant or a mountain.

c) Games and interactive activities: Encourage the use of new words through games such as Scrabble, Word Association, Taboo; Pairing - Students create short conversations using newly learned words.

d) "Spaced Repetition" Flashcard Review: Briefly review new words from the previous lesson in each lesson. For example, create a test or quiz on new words covered each week.

e) Encourage student creativity: Story Writing or Description: Students write a short story or article using new words. Example: “Describe your dream house using at least five new vocabulary words.”

How can teachers motivate students to improve their vocabulary?

There are several ways for teachers to encourage students to develop their vocabulary. Here are some below:

- *Real-life connections:* Ask students, “Why do you need these words?” and how these words can be defined in real-life situations. For example, engage students who love to travel by teaching them “airport vocabulary.”

- *Reward control:* Students can receive a small reward or incentive for using new words correctly. Example: “Every 20 correct words, a bonus point or a small gift for a new word.”

- *Creative tasks:* Assign students to create a story, poster, or video using new words. Example: “Create a short story using 5 new words you learned this week.”

- *Language learning technology upload:* Encourage students to learn vocabulary independently through apps like Quizlet, Duolingo, Anki. Example: Conduct short vocabulary learning sessions through mobile apps in the classroom.

- *Learning through listening and conversation:* Students can learn words naturally by listening to podcasts, watching movies, or having conversations in English. Example: "Listen to this week's podcast episode and write down 5 new words you learned from it."

- *Add a game operation:* Play vocabulary-building games with students (Word Chain, Pictionary, Bingo). Example: In the game "Pictionary", students draw a new word and try to find it.

- *Monitor and celebrate student progress:* Teachers should monitor and celebrate the results of students' vocabulary work. Example: Give a monthly “Most Improved Vocabulary” award.

This article discusses the main language learning strategies for vocabulary development, how teachers can use them in their lesson plans, and how to motivate students. Strategies such as contextual learning, mnemonics, active use, spaced repetition, games, and interactive methods are recommended for effective learning of new words.

It is important to use several strategies together to accelerate vocabulary development, because each student learns best through methods that suit him or her. Creative activities, the use of technology, and real-life examples in lessons further strengthen students' vocabulary. Teachers, on the other hand, should inspire students to learn new words through incentives, challenges, and an individual approach.

Language is a living process. If words are only memorized and not used, they will quickly be forgotten. So, in order to learn a language in depth and have excellent communication skills, every learned word must become a part of our lives!

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NEW INTERACTIVE METHODS FOR TEACHING FOREIGN LANGUAGE TO YOUNG LEARNERS AT CLASSROOM

Annotation

In today’s developing world, the demand for technologies, robototechnics and science is growing along with learning foreign languages, mainly English. In fact, English is considered to be the most spoken language in the world and there are 58countries where it is official language (USA, UK, Canada). Many of users involve youngsters from all the world, especially preschoolers from the age of 7-10 years old are more likely to learn English in their early childhood. In this

article, designing the lesson in captivating way and teaching English as a foreign language by using new interactive methods at school.

Key words: real-life actions, theory, knowledge, long-term memory, brain-storming**.**

Preschoolers have well-developed memories and when new knowledge is given to them, they tend to remember it without losing what they have learned and use it effectively. In addition, in this time, they have mechanical memory, causing to memorize things automatically without understanding its exact meaning. However, they are more likely to get distracted or bored easily in the classroom. In this case, it is best way to use new technologies and interactive methods to conduct lesson more interesting way. Additionally, many of them wasting their time on Youtube and other internet platforms by taking their family members' phones, resulting serious health problems, mainly associated with eyesight and short attention span. If the usage of new interactive methods expands, it helps to organize a lesson in interesting way, resulting to learn foreign languages faster among preschoolers and they will not be attracted by various types of gadgets, instead, elementary books in that language or electronic video tutorials.

1.Communicative language teaching (CLT) – this is a kind of approach which focuses on real-life communication like role-playing, group discussions and make up stories. For example, at first children learn new words about colors and then they will ask colour of items or clothes from each other as a dialogue or make up sentences using new vocabulary. It helps them keep it in long-term memory.

2. Total Physical Response- this is a kind of teaching method developed by psychologist Dr. James, J. Asher in the last century. It emphasizes on real – life actions, mainly verbs. To be precise, when children learn new verbs, they should act out them, like, "Jump'', run, clap and do it in real life, helping them to learn it effectively and full of fun

3. Multiple intelligences theory- this approach focuses on different types of handouts at the same time, in order to conduct a lesson in captivating way and engage more students rather than using ordinary handouts. This approach includes audio, visual, hand gestures or mimics to teach a vocabulary. For example, when teaching fruits and vegetables, it is best way to show pictures of them to children. In addition, listening different sounds made by animals, aids children to differentiate animals by only hearing, it is full of fun for them. Moreover, using music while explaining the meaning of new words, makes learning easier for youngsters, because they will repeat after the music. For example, when teacher show the musical video about weekdays, children will repeat consistently with it together.

4.Game based learning – this approach is about games which are related to theme, like hot potato, Simon says, *cha cha* according to preschoolers age and their theme. These following methods makes the lesson a bit interesting and helps teachers to create friendly learning atmosphere among children, I also used some of them while doing practicum at school. Firstly, hot potato is the way for revising last topics or words, teacher take sheet of paper and write some questions about new vocabulary and wrap it to some fruits like apple, orange, and teacher should throw this round object to children saying "hot potato", if children take this potato, at first, he or she should answer the question and keep potato as a prize. The next approach names Simon says-teacher give commands like" Simon touch your nose, hair or Simon touch yellow colour, if teacher don't say the word Simon, and only say touch", children should not do this, just stay still, if the children make a movement, they will lose a game. This method helps children to make longer their attention span level and differentiate key phrases.

5. Picture brain-storming –in this method, teacher will show a picture of zoo, house, garden, playground, school and ask a question, what we can do here''. This approach is also known from Soft Systems Methodology (SSM)which were famous last 1970s. This makes learning fun and improves critical thinking from a young age among children. They will use new vocabularies, their imagination and be confident while explaining their opinions.

Psychologist A.P. Usova clearly shows the level of mastery of lessons by preschool children. That is, she distinguishes three types of mastery of lessons in children. The first level is when a child is interested in learning, active in lessons, and able to control his actions, and the indicators

of mastery of new lessons are relatively weak. In the third type, the stage of development of children's organizational disciplines in educational activities. According to the famous German psychologist 0. Kron, children are able to master the knowledge given to them from the age of three, that is, to acquire knowledge. These are the three years, the new three years, or the child receives knowledge not according to the plans and programs drawn up by his parents' educators, but according to his own program. The main thing is to adapt to the plans created by the child's educators and receive knowledge according to this program. Thus, we can see a number of modern methods for making a child interested in learning, that is, teaching languages to children in an easy and understandable, but at the same time hidden way.

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THE PROBLEMS AND CHALLENGES OF PEDAGOGICAL PRACTICE AT SCHOOL

Annotation

This article provides information about pedagogical practice in school. Also, we will share our experiences that we have faced problems, challenges and the things that we have learned. Additionally, we have analyzed possible solutions to the problems.

Key words: school, practice, education, teacher, student, experience.

It is known that Article 7 of the Decree of the President of the Republic of Uzbekistan No. PF-134 dated May 11, in 2022 ‘On Approval of the National Program for the Development of Public Education in 2022-2026’ and Clause 2 of the Resolution PQ-289 dated June 21, in 2022 ‘On Measures to Improve the Quality of Pedagogical Education and Further Development of Higher Educational Institutions for Training Pedagogical Personnel’ specified the task of ensuring that weekly training sessions for students of the second and fourth years of full-time education at higher educational institutions for training pedagogical personnel or conducted in the ‘4+2’ format, including 4 days of classes in a higher educational institution and 2 days of practice in preschool and general secondary educational schools.

Aurelian Victor Cotuna wrote in his article about importance of practice that the more we practice, the more we develop our skills and the better we become. Not only Cotuna but also other researchers investigate about this topic. After we have learned these investigations, we will pay attention our skills, methods that we have known, for behavior and every specific thing.

Some researchers have shown that teaching practices are related to personal characteristics, attitudes. So we try to compromise with teachers and we will be good position and behavior.
Most scientists would agree that practice is essential for developing expertise in any scientific field, as it allows for refining techniques, gaining experience with data analysis, and identifying potential pitfalls in research design, but they would also emphasize the importance of "deliberate practice" with focused feedback and continuous improvement, rather than simply repeating actions without critical reflection.

Now we are second year students, so we have to go to school for practice. Jennifer Long wrote that even though practice is difficult and sometimes painful we still try to have a high degree of our capability. We have also faced some problems and challenges in our school.

Firstly, when we go to school some teachers do not like us, some of them do not allow enter their lessons. Our mission is observing the lessons to learn how to teach students. It makes us unhappy and we feel uncomfortable when we are not allowed to observe in school. And we lose our time waiting for next lesson in the canteen.

According to our experience during half year practice after teacher's ignorance we have to complain to principal or principal's assistant's. After our contract they must do our requirements.

Secondly, even though our clothes are suitable for culture, some teachers claim from us wearing uniform. If we do not wear comfortable clothes we can not feel unworried.

Then the issue about clothes the solution in this situation that school has to say which clothes we wear such as not uniform, not short, not so open and other unsuitable signs to school.

Thirdly, there are not enough English classes that belong to our profession. Also when we arrive at school we do not know which class we have to enter. In this time, we lose time again and we are late the lesson after searching class it leads teachers disagree to enter.

The principal's assistants have to divide and combine us one teacher or class. We think that after this strategy we know what to do and where we go every practical day. They are not all problems which we have faced during practice period. Not only our group but also other students who study other faculties and groups. Although these difficulties we try to be the best master on our profession.

If we say that attitude between teachers and apprentices. The positive attitude helps to students who in practice to improve themselves. And also, they feel comfortable and friendly in the classrooms. After teacher's positions students have to reply positively, too. The most important thing is healthy atmosphere in this situation. School is our future so teacher and future teacher have to work together because our goal is same.

We conclude our article with Malcalm Gladwell's words 'it takes 10000 hours of practice to become expert at something'. So, we believe that after these difficulties, experiences, and the methods which we have learned during practice we can approach our goals

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TECHNOLOGY IN LANGUAGE LEARNING: APPS, ONLINE COURSES AND VIRTUAL CLASSROOMS

Abstract

This thesis focuses on the role of technology in the process of language learning.

Applications, online courses, and virtual classes are commonly utilized in foreign language acquisition. The study evaluates the effectiveness of these technical tools, as well as their benefits and drawbacks. The primary purpose of the scientific effort is to assess the influence of technologies on language instruction and make recommendations for their more effective use.

Key words: technology, language learning, applications, online courses, virtual classrooms, distance learning, interactive learning, artificial intelligence, mobile applications, digital learning, adaptive learning systems, gamification, multimedia resources, online platforms, internet technologies, blended learning, pedagogical technologies.

Modern information and communication technologies are increasingly integrating into all parts of human existence, including the educational system. Technology is playing an increasingly important part in the process of learning foreign languages. This dissertation is a detailed examination of the effects of technological aids on the language learning process, analyzing their effectiveness, benefits, and potential drawbacks on a scientific foundation. The research examines the impact of interactive learning platforms, artificial intelligence-based educational programs, and multimedia resources on pupils. In addition, the function of technology in the educational system, successful utilization methods, and future possibilities are explored.

The role of technology in language learning:

1.1. Technological advancement and changes in the educational system Technological advancement has resulted in considerable changes to the educational system. Special programs, artificial intelligence systems, game applications, and remote learning platforms have opened up new possibilities for language learning (Yusupov, 2020). Modern technologies such as ChatGPT, Google Translate, and other artificial intelligence-based tools help to develop translating, speaking, and writing skills (Johnson, 2021). Furthermore, the expansion of distant education systems allows students to absorb knowledge on a worldwide scale(Brown2019).

1.2. The importance of modern technologies in the process of language learning. At the same time, their effectiveness largely depends on the user's level of knowledge and methodology (Karimova, 2021). The use of online resources and artificial intelligence not only facilitates the process of language learning, but also allows adaptation to real-life situations (Smith & Jones, 2020). In addition, interactive language practice is further developed through video conferencing platforms and virtual reality technologies (Williams, 2022).

Language learning through apps and online courses:

2.1. Learning a language with mobile applications Users can engage in interactive exercises through mobile apps such as Duolingo, Memrise, Anki, and Babbel. These tools automate the language learning process and allow for independent study (Rahimov, 2019). Furthermore, artificial intelligence-based language learning applications like Rosetta Stone and Mondly enable users to tailor their approach (Anderson & White, 2020). Gamification in mobile applications boosts user attention and encourages consistent engagement (Brown, 2021).

2.2. Effectiveness of Online Courses Users can learn languages from top universities across the world through online courses like Coursera, Udemy, FutureLearn, and edX. These courses promote solid learning with video lessons, activities, and assignments (Tursunova, 2022). Furthermore, online courses use adaptive learning systems to provide students with a personalized learning plan (Williams, 2023). Many of these courses include the option of giving a certificate, allowing consumers to prove their knowledge with official documentation (Smith, 2022).

The study's findings revealed that technology plays a vital part in language acquisition and can be even more effective when paired with traditional teaching methods. Mobile apps, online courses, and virtual classrooms provide students flexible and interactive learning alternatives. In particular, educational platforms based on artificial intelligence improve individual learning approaches and increase efficiency. Simultaneously, effective technology use should be integrated with instructional methodologies. Language learning methods are likely to improve in the future as technology advances, resulting in more innovative solutions.

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LINGUODIDACTIC AND PSYCHOLOGICAL FACTORS IN LANGUAGE LEARNING

Abstract

The article examines linguistic-didactic and psychological factors influencing the process of learning foreign languages. It analyzes teaching principles and methods, the role of the language environment, and individual cognitive styles of learners. Special attention is given to motivation, emotional state, and psychological barriers such as fear of making mistakes. The interconnection between teaching methodology and psychological characteristics of learners is emphasized, contributing to more effective language acquisition.

Key words: linguodidactics, foreign language learning, teaching methodology, motivation, cognitive styles, psychological barriers.

When learning languages, it is crucial to consider both linguodidactic and psychological factors, as they significantly influence effectiveness and motivation. To begin with, linguodidactic factors determine how to structure learning. Specifically, they include choosing appropriate methods such as communicative, grammar-translation, or mixed, organizing material effectively, using visual aids and technology, and properly managing lessons and teacher roles. Moreover, psychological factors are closely related to students’ cognitive traits, motivation, anxiety, and self-esteem. Notably, key aspects involve different learning styles, for example, visual, auditory, kinesthetic, a supportive environment and overcoming barriers such as the fear of mistakes. Indeed, psychological comfort plays a crucial role in language acquisition. Furthermore, the interaction of these factors ultimately determines success. On the one hand, even the best method fails without motivation. On the other hand, strong motivation can sometimes compensate for imperfect instruction. Therefore, adapting teaching methods to students’ psychological needs undoubtedly makes learning more effective. For instance, introverts may perform better with written tasks and pair work rather than group discussions. Thus, the balancing methodology with psychological comfort is essential for enhancing language learning.

Different teaching methods have different effects on language learning, and choosing an approach can significantly impact a student's progress. For example, a communicative method

based on live interaction helps develop conversational skills. Students act out skits, order food at a restaurant, or discuss plans for the weekend, making learning natural but potentially stressful for those who prefer rule-based learning. In contrast, the grammar-translation method deepens understanding of language structure, though its followers may struggle to speak with native speakers. The project method, such as creating videos about a favorite book, fosters creativity but requires high motivation and time. Age characteristics also play a role—children learn better through games, songs, and repetition, while adults prefer logically structured information and practical application. Digital technologies, like mobile apps and platforms such as Duolingo, make learning more interactive, but traditional methods like books and handwriting still offer valuable focus. Motivation is crucial: internal motivation, like a teenager learning French to understand songs, is stronger than external motivation, such as learning English for work. Anxiety can also affect academic performance, with some students excelling in written tests but struggling to speak due to fear of mistakes. To overcome these challenges, game methods, group support, and gradual task complexity can help. Individual learning styles, such as visual, auditory, and kinesthetic, should be considered for effective learning. Thus, successful language learning requires an integrated approach, combining modern methods with motivation and personalized strategies.

Linguodidactic and psychological factors are closely connected, and their interaction affects language learning effectiveness. A progressive method may fail if students' psychological traits are ignored. For example, the communicative method, focusing on live interaction, helps students gain fluency 30% faster, according to ALTE research. However, it can be stressful for introverts or anxious learners. A teenager afraid of making mistakes may withdraw if forced into class discussions. To ease this, gradual adaptation—starting with pair work, then small groups, and later public speaking—can help. "Prepared dialogue," where students record speech before live interaction, is also useful. Similarly, young children learn best through play, movement, and visuals. University of Cambridge research shows that game-based learning helps children memorize 50% more words than traditional textbooks. Yet, many schools still rely on rote learning, leading to a loss of interest. Adding games, theatrical skits or quests enhances engagements. Digital tools also impact learning. Apps like Duolingo use gamification to maintain motivation—Stanford research found that 70% of students stay engaged longer. However, over-reliance on digital tools may weaken deep learning, making essay writing or reading complex texts challenging. Balancing online tools with traditional methods is crucial. Thus, linguistic, didactic, and psychological factors must work together. Teaching methods should match students' comfort levels, while technology should enhance, not replace, traditional learning.

The best language learning results occur when linguistic and psychological factors work together. For example, combining a communicative approach with gradual anxiety reduction helps adults afraid to speak. Research by the University of Oxford shows that students who start with small group discussions and gradually move to public speaking improve fluency 40% faster than those immersed immediately. For children, play-based learning with visuals and movement is most effective. A University of Cambridge study found that young learners memorize 60% more words through role-playing and songs than traditional methods. However, teachers often ignore psychological factors, such as fear of mistakes. Constant correction can create a barrier, making students afraid to speak. Encouragement and balancing error correction with positive feedback build confidence and progress. Teaching methods should suit the learner. Children benefit from games and stories, such as using animated characters to explain verb tenses. Adults prefer structured learning, real-world tasks, and discussions. Students with special needs require tailored approaches—for example, dyslexic learners benefit from audio materials and visual aids instead of reading. Digital tools as Duolingo boost motivation but should be balanced with deep learning activities, such as writing and debates. Ultimately, language learning succeeds when methodology and psychology align with students' needs.

The successful language learning is possible only when teachers take into account not only the methodology, but also the psychology of students. By combining approaches, adapting the

presentation of the material and creating a comfortable environment, it is possible to significantly increase motivation, reduce barriers and help each student achieve real progress.

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TEACHING CHILDREN USING A TOTAL PHYSICAL RESPONSE (TPR) METHOD

Abstract

Teaching English, especially to children, should be fun, engaging, repetitive, and easy to understand. To achieve this, teachers should use appropriate methods. One effective approach is the Total Physical Response (TPR) method. This method helps children learn language through actions. The teacher plays three important roles: giving instructions, demonstrating actions, and observing students. Meanwhile, students follow the teacher's actions and practice until they feel confident to speak.

Key words: young learners, total physical response (TPR), alternative met

Total Physical Response (TPR) is an English teaching method developed by Dr. James J. Asher and has been used for nearly thirty years. This method focuses on encouraging learners to listen and respond to spoken language commands from their teacher. In simple terms, TPR is a language teaching approach that combines speech with physical movement, helping students learn through action.

Asher considers TPR a "natural method" because he sees similarities between first and second language learning. He believes that learning a second language should follow the natural process of acquiring a first language. According to him, there are three key stages in this process:

1. Listening before Speaking – Before children start speaking, they first develop listening skills. At an early stage, they can understand complex sentences even if they cannot yet reproduce or imitate them. Asher suggests that during this listening phase, learners create a mental blueprint of the language, which helps them speak later.

2. Physical Response to Language – Children improve their listening comprehension by physically responding to spoken commands from parents or caregivers. This interaction helps them understand language naturally.

3. Speech Develops Naturally – Once a strong foundation in listening is built, speaking skills naturally emerge without force.

Asher emphasizes that foreign language learning should mirror the way children acquire their native language. TPR is based on the idea that people learn best when they are actively engaged and understand language through meaningful actions.

Characteristics of TPR

Imperative drills are the prominent classroom activity in TPR. They are typically geared to highlight physical actions and activity on the part of the learners. In this sense, learners play main roles: a listener and a performer. They listen attentively and respond physically to commands by the teacher. Learners need to respond both individually and collectively; they have minor influence on the content of learning inasmuch as content is determined by the teacher.

How TPR Works in the Classroom

The teacher gives a command. The teacher shows the action. The students listen. The students watch. The students copy the action. They understand without speaking. They learn by doing.

Example Commands:

"Stand up." – Students stand up. "Touch your nose." – Students touch their noses. "Walk to the door." – Students walk to the door.

After practicing, students start to remember words. They understand faster. They feel more confident. They begin to speak naturally.

Conclusion

When TPR is applied in the classroom, a teacher is required to provide a model. The model has three vital features:

1) grasping the spoken language must come prior to speaking,

2) comprehension is developed through body movement,

3) the period of listening period helps a learner to be ready to speak

Such a model does not force the learner to speak. It is also recom mended that TPR be applied for only short periods of time because the learner will get tired of doing it. Overall, TPR is an effective and engaging way to teach language, making learning more interactive and natural.

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TALABALARNING TIL O’RGANISHIDA MOTIVATSIYANING O’RNI VA AHAMIYATI

Annotatsiya

Ushbu tezisda talabalarning til o‘rganish jarayonida motivatsiyaning tutgan o‘rni va uning samaradorlikka ta’siri tahlil qilinadi. Til o‘rganishda ichki va tashqi motivatsiya muhim rol o‘ynaydi. Ichki motivatsiya talabaning shaxsiy qiziqishi, o‘zini rivojlantirish istagi bilan bog‘liq bo‘lsa, tashqi motivatsiya baholar, imtihon natijalari yoki kasbiy imkoniyatlar orqali rag‘batlantiriladi. Yuqori motivatsiya talabani muntazam mashq qilishga undab, o‘quv jarayonini samarali qiladi. Shu sababli, til o‘rganish jarayonida motivatsiyani oshirish muhim ahamiyat kasb etadi.

Kalit so’zlari: ichki motivatsiya , tashqi motivatsiya ,til , muvaffaqiyat, qiyinchilik , orzular xaritasi , maqsad ,rag’batlantirish ,energiya .

Abstract

This thesis analyzes the role of motivation in students' language learning process and its impact on effectiveness. Both internal and external motivation play a significant role in language learning. Internal motivation is related to a student's personal interest and desire for self-development, while external motivation is driven by grades, exam results, or career opportunities. High motivation encourages students to practice regularly, making the learning process more effective. Therefore, enhancing motivation in the language learning process is of great importance.

Key words: Internal motivation, external motivation, language, success, difficulty, dream map, goal, encouragement, energy.

Zamonaviy dunyoda til o‘rganish muhim ko‘nikmalardan biri hisoblanadi. Bu jarayonda asosiy omillardan biri motivatsiyadir, chunki u insonlarga til o‘rganishdagi qiyinchiliklarni yengishda yordam beradi. Motivatsiya muvaffaqiyatsizliklarni yoddan chiqarib, orzular sari harakat qilishga undovchi ichki kuchli quroldir.

1.*Ichki va tashqi motivatsiyaning roli:*

Motivatsiya turli xil jarayonlardan kelib chiqadi va turli xil bo'ladi ,ulardan asosiylari bu ichki va tashqi motivatsiyadir.

Ichki motivatsiya-insonning ichki holatidan kelib chiqadi ,ya’ni biror ishni bajarish uchun kuch va shiddatni o’zi o’ziga beradi .Masalan ,o’quvchilar yangi til o’rganish jarayonida qiyinchilikka duch kelsalar va til o’rganish uchun yetarli darajada harakat qilishni xohlashmasa ,bu vaziyatda ular o’zlarini ruhlantirish orqali (Agar bu tilni o’rganadigan bo’lsang o’zing xohlagan mamlakatga sayohat qilishing mumkin va u davlatda qolishing ish topishing va eng muhimi u yurtning aholisi bilan bemalol ,hech qanday to’siqlarsiz muloqot qila olishing mumkin.)

Tashqi motivatsiya- insonni o’rab turgan jonli va jonsiz narsalar orqali ruhlantirilish demakdir .Boshqacha qilib aytganda , ular umidsizlikka tushib qolganda do’stlari kelib unga orzulariga yetishishi haqida gapirishsa yoki unga ishonch bildirib , bizlar senga ishonamiz ,sen albatta buni uddalaysan kabi gaplari bilan unda o’qish yoki biror bir vazifani qilish uchun jasorat paydo bo’lishiga ko’maklashishsa bu tashqi motivatsiya bo’ladi .Jonsiz buyumlar ham insonlarga motivatsiya bera oladi . Misol uchun , har kuni o’qishga ketayotib uyim yonida qimmatbaho mashina BMWni ko’rsam men ham shu kabi mashina olishni xohlayman va shu buyum menga agar shunaqa mashinaning sohibasi bo’lishimni xohlasam qattiq harakat qilishim kerakligin eslatib turadi va qalbimdagi alangani yana qaynoqroq qiladi.

2.*Motivatsiyaning o’rganish jarayoniga ta’siri:*

Har bir o’rganuvchi ta’lim oluvchi shaxs bor ekan ,u albatta charchoq va taslim bo’lish kabi his-tuyg’ularni albatta his qiladi va hattoki bu mening yo’lim emas deya , bu yo’lni tark etadi . Shu kabi vaziyatlarda ularga va bizlarga yordam beruvchi yo’llardan biri motivatsiya deb bemalol ayta olamiz . Xo’sh bu vaziyatlar motivatsiya bizga qanday yordam bera oladi ?

Motivatsiyaga ega talabalar til o‘rganishda faol bo‘lib, mustaqil ravishda ko‘proq mashq qilishadi. Buning sababi ularda harakat qilishga undovchi kuch borligidir , aksincha motivatsiya yetishmasa, o‘quv jarayoni sustlashib, bilimlarni o‘zlashtirish darajasi pasayadi.

3.*Motivatsiyani oshirish usullari:*

Har bir inson o’rganish jarayonida kuchliroq va samaraliroq harakat qilishni xohlasa , albatta birinchi navbatda o’z ichki xohishlarini ,ya’ni motivatsiyasini kuchaytirishi kerak . Motivatsiya oshirishning bir necha samarali yo’llari bor .

1. Birinchisi ,inson maqsadlarini aniq belgilab olishi kerak va unga erishish yo’llarini topishi , aniq rejalar tuzib olishi kerak . Maqsadli inson hech qachon motivatsiyasini aslo yo’qotmaydi va no’tog’ri yo’lga adashmaydi .
2. Ikkinchi usuli , ular o’zlari uchun orzular xaritasi tuzib olishlari mumkin . Orzular xaritasi bu ular qilishni va borishni xohlaydigan ish va joylardir .Masalan , koreys tilini o’rganayotgan talabalarda Koreya davlatiga borish xohishi bo’lishi mumkin va ular shu davlat yoki ozrulari tasvirlangan rasmlarni rangli ravishda chiqarib ko’zlari ko’radigan nuqtaga qo’yib qo’yishlari ham ularga orzularini eslatish va kelajakda qanday hayotni xohlashlarini eslatib turadi ,bu yo’l orqali ular hayoliy shu dunyoni tasavvur qilishadi ,natijada ulardagi motiv miqdori va harakatga nisbatan sarflanadigan kuch , ya’ni energiyasi oshib boradi.
3. Yana bir boshqa yo’li esa , har bir muvaffaqiyatli bajarilgan vazifalar uchun o’z-o’zini rag’batlantirish metodidir .Bu orqali kichkinagina yutuq ham muhim ahamiyatga egaligi anglab yetilishi bilan birgalikda , keyinchalik ular o’z maqsadlariga erishsa ,bundanda ortiq ,ulkan mukofotlar ularni kutayotganligini sezib, motivatsiyalari oshib o’z maqsadlari yo’lida qattiq harakat qilishadi.

Motivatsiya – til o‘rganish jarayonining asosiy harakatlantiruvchi kuchi bo‘lib, talabalarni nafaqat bilim olishga, balki bu bilimlarni amalda qo‘llashga undaydi. Motivatsiyaga ega bo‘lgan talaba har qanday qiyinchilikni yengib, muvaffaqiyat sari ishonch bilan intiladi. Shunday ekan, til

o‘rganish jarayonida motivatsiyani saqlash va rivojlantirish har bir o’rganuvchi shaxs uchun muhim bir xususiyat , omildir .Motivatsiya kuchli bo‘lsa, talaba qiyinchiliklarga qaramasdan oldinga intiladi va natijaga erishadi .

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THE ROLE OF FEEDBACK IN STUDENT PROGRESS

ABSTRACT

Feedback plays a crucial role in helping students grow in their learning process and comprehension. Students get feedback in a variety of ways, such as from peers, teachers, and outside sources like employers or other sectors. In this paper, the role of feedback is discussed by elaborating on its dimensions, types, effectiveness, and the mechanisms through which it enhances student engagement and academic performance. The findings indicate that timely and constructive feedback fosters self-regulation, motivation, and enhanced academic results. Despite its significance, issues including differing student receptiveness and the requirement for teacher training in feedback delivery are highlighted. The research concludes that effective feedback is important for enhancing students' progress and should be implemented in educational practices.

Key words: feedback, student progress, academic performance, self-regulation, motivation, educational practices.

In the field of education, feedback is becoming more widely acknowledged as a crucial component that affects students' learning and development. Students who receive effective feedback gain insights into their performance, which helps them expand their knowledge and abilities. The dual effects of feedback are examined in this research, along with the differences between positive and negative feedback and how they impact learning objectives. Positive reinforcement of pupils' strengths increases their self-esteem and drive while promoting ongoing interest in the subject matter. It fosters a positive learning atmosphere where students feel appreciated, which may boost their academic achievement and encourage them to take more chances with their education. On the other hand, constructive criticism can point out areas that need work, encouraging resilience and a growth mindset. Negative feedback, on the other hand, might possibly impede students' academic success if it is not properly conveyed because it can cause anxiety, disengagement, and a decline in self-esteem. The study aims to analyze the impact of feedback on student progress, evaluating its benefits, challenges, and effective practices in various educational contexts.

Various studies have mentioned the importance of feedback in education. In their research, Hattie and Timperley (2007) classified feedback into three levels: feedback about the task, feedback about the process, and feedback about self-regulation. Each type has an exact function in enhancing learning. Shute (2008) stated that timely and detailed feedback is important for boosting student motivation and fostering active student engagement. Conversely, Kluger and DeNisi (1996) mentioned that feedback that is poorly delivered can lead to misunderstandings and decreased motivation among students, proving that the quality of the feedback and the setting in which it is given determines how useful it is.

The study takes a qualitative research methodology approach focusing on a review of peer-reviewed literature, case studies, and surveys from educational institutions. It collected data from various sources, including academic journals, books, and articles that analyze the role of feedback

on student progress. The study focuses on comparative studies that feedback affects various student groups and learning environments are the main focus of the investigation.

The findings show that feedback improves student progress in a variety of ways. Firstly, research indicates that students who receive regular and constructive feedback show better academic achievements (Hattie & Timperley, 2007). Secondly, feedback helps students create goals and evaluate their development by encouraging them to think critically about their learning experiences (Nicol & Macfarlane-Dick, 2006). Students who receive positive feedback are more motivated and self-assured, which increases their involvement in class activities (Shute, 2008). Despite these benefits, there are certain challenges such as the need for teacher training in effective feedback delivery and the variations in students' responsiveness to feedback. Teachers need to be prepared to give constructive criticism that is also individualized for each student.

Positive and negative feedback. Giving students positive feedback is essential for raising their motivation and involvement levels. It encourages students to view obstacles as teaching opportunities by reinforcing desired behaviors, boosting confidence, and cultivating a growth mindset. On the other hand, if negative criticism is not given in a constructive manner, it may have serious repercussions. Negative feedback that is poorly worded can cause fear of failure, low motivation, and disengagement from learning, even when it can highlight areas for improvement. Harsh criticism may be interpreted by students as a personal assault, which can poison the classroom environment. Teachers must thus make an effort to balance the two forms of feedback, making sure that criticism is helpful and constructive. By encouraging resilience in kids, this well-rounded approach can create a more upbeat and effective learning atmosphere that encourages ongoing development.

Feedback is an important element to enhance students' learning outcomes, motivation, engagement, and student progress. Students who receive positive comments are more motivated to take chances and participate fully in their education. It fosters a sense of accomplishment and reinforces positive behaviors, both of which are essential for students' perseverance and confidence. Teachers can improve student engagement, encourage resilience, and ultimately aid in their academic and personal growth by creating an atmosphere that appreciates constructive criticism. To maximize learning results for every student, future studies should investigate the complex consequences of various feedback formats in a range of educational scenarios. Even though the advantages of good feedback techniques are widely known, issues with delivery and student responsiveness must be resolved. Feedback is becoming more important as a pedagogical method in educational institutions, thus more study and professional development are needed to make sure it continues to be a useful tool for fostering student achievement.

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CHANGES IN LANGUAGE USAGE AMONG MODERN ADULTS: A COMPARATIVE STUDY OVER THE LAST DECADE

Annotation

Language continuously opts new forms of communication, technological advancements and cultural transformations. Over the past decade the way people interact in social settings as well as social media has changed. This article compares linguistic changes of adults in 2015 with current evolution in the usage of their language. It analyzes digital communication with widespread abbreviations, emojis and internet slang, vocabulary changes and a decline of formal communication.

Key words: language evolution, digital communication, internet slang, emojis, abbreviations, social media influence, formal language, informal language, vocabulary change, globalization, artificial intelligence, linguistic adaptation.

Evolution of language usage in communication is clearly visible in people`s word choice that has seen major change including shortened words and commonly-used slangs. Furthermore, emojis and gifs starting expressing feelings while formality declined.

Language is a dynamic system which continuously experiences changes. Adults' language interactions have been impacted by significant societal changes during the last ten years, especially in digital communication. Research conducted by Crystal (2019) and Tagliamonte (2016) has demonstrated that technology, specifically the emergence of social media and mobile communication, has a significant impact on language change.

1.Major changes:

- Growth in acronyms and abbreviations: In 2015, popular acronyms included "LOL" (laugh out loud) and "BRB" (be right back). New terms including "fr" (for real), "ngl" (not gonna lie), and "iykyk" (if you know, you know) had gained popularity by 2025 (McCulloch, 2019).
- Emojis and GIFs taking the place of words: Although emojis were first used in 2015, by 2025 they are utilized as stand-alone responses and occasionally in place of whole phrases (Evans, 2017).

Decline in punctuation in informal texts: According to research by Vandergriff (2016), communicating with a period at the end of a message can now be seen as being too formal or passive-aggressive.

The article found the expressions which cannot be explained with words can be easily understood by emojis and gifs. This enhanced the clarity of the conversation and at the same time it had decreased the formality. Now people tend to send them instead of responding with words and it has been causing the minimizing the usage of written communication.

2. Changes in Slang and Vocabulary

Changes in culture inevitably lead to changes in language. Internet slang existed in 2015, although it was less common than it was in 2025. Lexical shift has been expedited by online culture, meme trends, and Gen Z's increasing influence (Tagliamonte, 2016). Furthermore adults today use affectionate nicknames and casual endearment more frequently than they did ten years ago. Social media and messaging apps have made informal and friendly language more common. Terms like `` bro`` ,``bestie``,``love`` are used broadly even as casual spoken words. Additionally, globalization has influenced language with adopting affectionate words from different cultures and countries. Casual conversation, however, become more informal and language become more expressive.

3.Informal and Digital Communication

Early social networking sites like Facebook and Twitter, text messaging, and emails

dominated digital communication in 2015. Despite the prevalence of informal language, professional and organized writing was still extensively utilized. The emergence of speech-based communications (like WhatsApp voice notes) and short-form video content (like TikTok and Instagram Reels) by 2025 has resulted in increasingly disjointed, informal linguistic patterns (Danesi, 2020).

Adult language use has changed significantly over the last ten years, mostly as a result of digital communication and technical developments. The use of emojis and abbreviations has grown, professional communication has become less formal, and informality has expanded. These linguistic transformations demonstrate how flexible language is and imply that technology and international engagement will continue to influence language in the future.

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ONLAYN VA OFLAYN T’ALIMNING AFZALLIKLARI VA NOAFZALLIKLARI

Annotatsiya

Ushbu maqolada onlayn ta'limning oflayn ta'limga nisbatan afzalliklari va kamchiliklari ko'rib chiqiladi. Onlayn ta'lim qulaylik, moslashuvchanlik va iqtisodiy samaradorlikni ta'minlash uchun zamonaviy texnologiyalardan foydalanadi, ammo u shaxslararo o'zaro ta'sirni kamaytirish, diqqatni jamlashda qiyinchiliklar va cheklangan amaliy tajriba kabi muammolarga duch keladi. Aksincha, oflayn ta'lim o'qituvchilar va talabalar o'rtasidagi to'g'ridan-to'g'ri muloqotni kuchaytiradigan an'anaviy sinf muhitini targ'ib qiladi, lekin u vaqt va joy cheklovlari bilan bog'liq va qimmatga tushishi mumkin. Maqolada ikkala ta'lim yondashuvining o'ziga xos xususiyatlari ta'kidlangan.

Kalit so’zlar: virus(COVID-19), karantin, onlayn, oflayn, izolyatsiya, kommunikatsiya.

Abstract

This article examines the advantages and disadvantages of online education compared to offline education. Online education utilizes contemporary technology to provide convenience, flexibility, and cost-effectiveness, but it also faces challenges such as reduced interpersonal interaction, difficulties in maintaining concentration, and restricted hands-on experience.

Conversely, offline education promotes a traditional classroom environment that enhances direct interaction between teachers and students, but it is bound by time and location constraints and can be costly. The article highlights the unique characteristics of both educational approaches.

Key words: Virus (Covid-19), quarantine, online, offline, isolation, communication.

2019-yil olamshumul voqea va vahimaga aylangan virus (COVID-19) barcha davlatlarda insonlarni karantinga olishga sabab bo'ldi. Shu sababli omma orasiga masofaviy ya'ni onlayn ta'lim tushunchasi kirib keldi va foydalanila boshlandi. Tabiiyki, bu vaziyatda biz uchun eng foydali va aqlli qaror onlayn o'rganish edi va onlayn ta'lim o'sha vaqtdan beri ommalashib bormoqda.

1. Onlayn o’rganishning afzalliklari:

Onlayn ta'lim o'z o'rnida bir nechta foydalarga ega. Bulardan eng asosiysi vaqtni tejash, chunki onlayn o'rganishda vaqtning joyning hech qanday ahamiyati yo'q. Onlayn o’rganish orqali har qanday joyda: bekatda, avtobusda, metroda, sayrda audio orqali bemalol hech qanday qiyinchiliklarsiz qandaydir bilimga ega bo'lish mumkin. Bundan tashqari onlayn o'rganish orqali moddiy tomonlama ham ancha tejalish mumkin, chunki onlayn ta'lim da yo'l uchun, tushlik uchun sarf bo'ladigan harajatlar ancha kamayadi. Masofaviy ta'limning yana bir afzalligi shundaki, o'quvchilar o'qituvchilarini o'zlarining talab va ehtiyojiga qarab tanlab olishlari mumkin va bu yanada ko'proq o'rganish va bilim olishga sabab bo'la oladi.

2. Onlayn o’rganishning kamchiliklari:

Ammo onlayn ta'lim o'z o'rnida kamchiliklarga ham ega. Masalan, onlayn o'rganish insonlarni virtual olamga bog'lab qo'yadi va shunday elektron qurilmalar sababli insonlarda turli sog'liq bilan bog'liq muommolar uchramoqda. Bularning eng asosiysi ko'z bilan bo'gliq va elektron ashyolarga tikilib o'tirgan holatda harakatning kamayib ketishi natijasida yuzaga kelgan kasalliklardir. Bu holat ayniqsa bolalarda ko'p kuzatiladi, chunki ular me'yorga amal qilish kerakligiga e'tibor qaratishmaydi. Bunday holatda ota-onalar vaziyatni qo'lga olishi va nazoratni kuchaytirishi zarur.

3. Oflayn o’rganishning afzalliklari:

Shuningdek, oramizda an'anaviy ta'limni masofaviy ta'limdan ustun ko'ruvchilar ham ko'plab uchraydi. Albatta, bunga sabablar ham topiladi. Bulardan biri oflayn ta'limda o'quvchilar bilim olish bilan birgalikda muloqot qilish ko'nikmalarini ham hosil qilishadi. Lekin onlayn ta'limda aksincha. O'rganuvchilar uyda yo'lg'iz bo'lib izolyatsiya(ajralib qolgan) hissini tuyushlari va kommunikatsiya qobiliyatlarini yo'qotishlari ham ehtimoldan holi emas. Bundan tashqari an'anaviy ta'limda o'quvchilar o'qituvchilar bilan yuzma-yuz munosabat qurish imkoniyatiga ega bo'lishadi va har qanday vaziyatda savol berib unga bir zumda javob olishlari mumkin.

4. Oflayn o’rganishning kamchiliklari:

Biroq har bir sinf orasida ortda qoladigan yoki boshqalarga qaraganda tezroq o'zlashtiruvchi o'quvchilar bor. An'anaviy ta'limda ikkala turdagi o'quvchilar uchun ham bir xil tarzda dars o'tiladi va tez o'zlashtiruvchilar o'zib ketgan holda, qolganlari tushunmay qolishlari ham mumkin. Bu oflayn ta'limning eng katta kamchiligi hisoblanadi.

Xulosa qilib aytganda, masofaviy ta’lim an’anaviy ta’limning o’rnini bosolmaydi. Lekin karantin, tabiiy ofat va shunga o’xshash holatlar yuz berganda, onlayn ta’limdan foydalanish maqsadga muvofiq bo’ladi. Shuningdek, insonlar o’zlarining vaziyat va sharoitidan kelib chiqib, ularga samarali bo’lgan ta’lim turini tanlashlari kerak.

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3. intereuroconf.comhttps://www.intereuroconf.comPDFonline va offline ta'limining afzalliklari.

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THE CONCEPT OF MOTIVATION AND ITS IMPORTANCE FOR LANGUAGE LEARNERS

ABSTRACT

In this thesis we explore the concept of motivation in the context of language learning, illustrating and emphasizing its crucial role in the success and persistence of learners. First and foremost, encouragement plays a significant role in various aspects of life, including personal development, education, career success, and overall wellbeing. Also, it shows a huge significance on shaping human behavior, motivation and communication between various social groups. In linguistics encouragement is expressed through different speech acts, including directives, suggestions and expressions of support and help. Through analyzing intrinsic and extrinsic motivation, as well as various motivational theories, this work emphasizes on how understanding motivation can have an influence on boosting teaching methodologies and improving the outcomes of students. In all ages the motivation has its crucial place with its highlighting points on its importance. Goal achievement is one them, through showing encouragement and help people can influence others in a distinctively positive way, leading them closer towards their goals with consistency. It is the driving force behind setting and achieving goals.

Key words: motivation, encouragement, influence on teaching methodologies, highlighting points on the importance of motivation, intrinsic motivation, extrinsic motivation, motivational theories, increased productivity, enhanced learning, improved mental health, creativity and innovation, fundamental driving action, impact on every aspect of human endeavor.

Motivation means a complex psychological construct that refers to the processes that initiate, gives guidance, and maintain goal-oriented behavior. It is what drives individuals to take actions, pursue goals, and engage in tasks willingly. It is often understood as a force that explains why not just humans, but also animals initiate, continue or terminate a certain behavior at a particular time. Motivational states are characterized by their direction, intensity and persistence. The direction of a motivational state is shaped by the goal it aims to achieve. Intensity is the strength of the state and affects whether the state is translated into action and how much effort is employed. Persistence refers to how long an individual is willing to engage in an activity. Motivation contrasts with a motivation, which is a lack of interest in a certain activity or a resistance to it. As it has this huge influence on every aspect of our life, it also plays this crucial role in studying as well. It influences on student's learning process as well as outcomes by providing positive environment for them. There are several factors on enhancing motivation in language learning: personal interests and goals, cultural background and environment, teaching methods and teacher-student relationship, peer influence and social dynamics.

There are two key concepts in psychology that explain the different reasons for why people engage in particular behaviors and activities: intrinsic and extrinsic motivation. Intrinsic motivation refers to engaging in an activity willingly, driven by internal rewards. This type of motivation comes from the inside of an individual, resulting in them finding the activity personally fulfilling, enjoyable and satisfying. As an example for that, we can take a student who is studying the subject with fascination just because he or she likes it, or an artist who creates a piece of art for the joy of expressing themselves through it. On the other hand, extrinsic motivation involves engaging in an activity not for its inherent satisfaction but for rewards after it or for avoiding the punishment that might come afterwards of some action. This type of motivation is driven by external factors rather than internal enjoyment. As an example for this one we can take a student studying hard in order to achieve a fulfillment or pride of their parents or a scholarship that comes as a result. Also, competition can be the reason of this encouragement in order to prove that they

are the best in the eyes of other people.

Motivation, which is a driving force behind the things we do at particular time is something that contains quite big importance on every aspect of our lives, in personal matters, at work or even the things we count as insignificant sometimes. With its significance it also influences on education on a positive way as well: by encouraging students towards some field regarding to their interests and talents, influencing on teaching methodologies, enhancing creativity and innovation and increasing productivity. Overall, motivation has its crucial role in the success and the persistence of learners in various fields with reasonable features in it.

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MUVAFFAQIYATGA ERISHISHDA MOTIVATSIYANING O‘RNI

Annotatsiya

Motivatsiya insonning harakatlarini boshqaruvchi va unga kuch bag‘ishlovchi ichki turtki sifatida muvaffaqiyat sari yo‘l ochuvchi asosiy omillardan biridir. Ushbu maqola muvaffaqiyatga erishishda motivatsiyaning ahamiyati, uning turlari va ta'sirchanligi haqida fikr yuritadi. Motivatsiya insonning maqsad sari intilishini kuchaytirib, qiyinchiliklarni yengishda muhim rol o‘ynaydi.

Kalit so‘zlar: motivatsiya, muvaffaqiyat, ichki motivatsiya, tashqi motivatsiya, maqsad, intilish, o‘zini rivojlantirish, kuchli iroda, qat’iyat, shaxsiy o‘sish.

Abstract

Motivation is one of the main factors leading to success as an internal drive that controls and empowers human actions. This article discusses the importance of motivation in achieving success, its types and effectiveness. Motivation plays an important role in overcoming difficulties by strengthening a person's desire for a goal.

Key words: motivation, success, inner motivation, outer motivation, goal, self-development, strong will, personal growth.

Maqolada ichki va tashqi motivatsiyaning inson faoliyatidagi o‘rni, ularning bir-biridan farqlari va o‘zaro bog‘liqligi tahlil qilinadi. Tadqiqotlar shuni ko‘rsatadiki, insonning ichki motivatsiyasi doimiy va barqaror bo‘lib, tashqi motivatsiya esa qisqa muddatli bo‘lishi mumkin. Shu bilan birga, muvaffaqiyatli insonlar hayotidan misollar keltirilib, ularning motivatsiya yordamida qanday natijalarga erishganliklari tahlil qilinadi.

Ushbu maqola talabalarga, tadbirkorlarga va o‘z oldiga katta maqsadlar qo‘ygan har bir kishiga motivatsiyaning ahamiyatini anglashda yordam beradi. Maqsad sari qat’iyat bilan intilish va doimiy o‘z ustida ishlash muvaffaqiyatning asosiy kaliti ekanligi ta'kidlanadi.

Motivatsiya deganda, hayolimizga muvaffaqiyatga erishishga undaydigan, va bizga maqsadimiz yo‘lida kuch va sabr beradigan ibratli so‘z keladi. Albatta, muvaffaqiyatga erishish uchun motivatsiyaning o‘rni katta. Motivatsiyasiz esa muvaffaqiyatga erishib bo‘lmaydi. Shundan ma'lumki, bu ikki so‘z bir-biri bilan chambarchas bog‘liq. Inson kimdandir yoki nimadandir motivatsiya olsagina harakat qilib boshlaydi, bu harakatlar esa muvaffaqiyatga olib keladi. Misol qilib, bitta abituriyentni olaylik. U oliy ta’lim muassasasiga o‘qishga qabul qilinishi uchun tayyorlanar ekan, yo‘lda ko‘plab qiyinchiliklarga duch keladi. Chunki ilm olish igna bilan quduq qazish bilan barobardir deganlaridek oson ish emas. Hatto, ba'zi abituriyent bu yo‘lni tanlagani uchun afsuslanib qolishi ham mumkin. Shunda uni o‘qishga qaytaradigan narsa motivatsiya hisoblanadi. Balki, u ota- onasining unga bildirgan ishonchi va muvaffaqiyatga erishishini kutayotgani bo‘lishi ham mumkin. Bu ham bitta motivatsiya. Aslida, motivatsiya hammada bor,

kimdir undan ruhlanib harakat qiladi, kimdir esa ruhlanib faqat hayol qiladi. Farqi shundaki, oxirida harakat qilgan inson muvaffaqiyatga erishadi. Hayol qilgan inson esa bir kun uyg‘onadi va unda kech bo‘ladi. Shuning uchun, vaqti kelib qilaman emas, vaqti keldi deng va harakatni boshlang. Kuchliga maqsad, zaifga bahona kerak. Hech e'tibor berib ko‘rganmisiz, hayotida ko‘plab muvaffaqiyatlarga erishgan insonlardan ham intervyu olinganda ular ko‘proq motivatsional gaplarni gapirishadi. Nima uchun? Chunki ular ham aynan o‘sha motivatsiyalardan ruhlanib doimiy harakatda bo‘lgan va muvaffaqiyatga erishgan. Misol qilib, Apple kompaniyasining asoschisi bo‘lgan Steve Jobsni olaylik, u ham aynan ota - onasining unga bo‘lgan ishonchi, qo‘llab- quvvatlashi uni muvaffaqiyatga erishishiga ta’sir qilgan. Uning otasi oddiy avto mexanik bo‘lgan va unga ham shu sohani o‘rgatgan. Onasi esa uni san’at va madaniyatga qiziqishini rivojlantirishga yordam bergan. Uning bolaligi San-Fransiskoning qashshoq tumanida o‘tgan bo‘lishiga qaramay, ota-onasining harakati va o‘zining intilishlari sababli, 1976-yilda Steve Wozniak bilan Apple kompaniyasiga asos soladi. 1977-yilda Apple ll kompyuterini ishlab chiqaradi va bu kompaniyaning ulkan muvaffaqiyatiga sabab bo‘ladi. Bunday misollar hayotimizda judayam ko‘p va ulardan yana biri Nelson Mandela- Janubiy Afrika prezidenti. U 27 yil qamoqda o‘tirganligiga qaramay, irqiy tenglik va adolat uchun kurashishdan hech qachon to‘xtamagan. Uning qat'iyati, o‘ziga bo‘lgan ishonchi va xalqqa xizmat qilish istagi dunyoni o‘zgartirishiga yordam beradi. Bu istaklar esa unda motivatsiya rolini bajaradi. Bu misollar shuni ko‘rsatadiki, motivatsiya har qanday to‘siqni muvaffaqiyatli yengib o‘tishga yordam beradi. Bu so‘zning lug‘aviy ma’nosi ham (lotincha: "harakatga keltirish") bir insonni yoki hayvonni biron narsa qilishga undash, istak uyg‘otish yoki maqsadga erishish uchun intilishga majburlash hisoblanadi. Motivatsiya hatto hayvonda ham bo‘lishi mumkin, ya'ni, bir yirtqich hayvon o‘z o‘ljasiga erishish uchun harakat qilar ekan, uni bu ishga undovchi narsa bolalarining yoki o‘zining ochligi bo‘lishi mumkin. U biladiki bugun u maqsadiga (o‘ljasiga) erishish uchun harakat qilmasa, keyin och qoladi. Bu uning motivatsiyasi hisoblanadi.

Motivatsiya ikkiga bo‘linadi:

1. Tashqi motivatsiya
2. Ichki motivatsiya

Tashqi motivatsiya- insonni biror ish qilishiga tashqi omillarning ta’sir qilishi, masalan, mukofot, pul yoki jazo.

Ichki motivatsiya esa insonni o‘zidan kelib chiqadigan kuchdir, masalan, o‘ziga ishonch, qiziqish, maqsadga erishish istagi va kelajakda yaxshi hayot kechirishiga bo‘lgan ishtiyoq ularni harakatga keltiradi va bu ichki motivatsiya hisoblanadi. Ko‘plab odamlarda motivatsiya bor, lekin ular vaqtinchalik bo‘lib, tugab qoluvchi motivatsiya hisoblanadi. Buning sabablari turlicha bo‘lishi mumkin, masalan, motivatsiyaning oddiyligi, yoki qilayotgan ishining qiyinligi va bunda u judayam qiynalayotgani. Bunday vaziyatda ular hech qachon tugab qolmaydigan, bir umrga yetadigan motivatsiya topishi kerak va har doim o‘sha motivatsiya hayolida bo‘lishi kerak. Shundagina inson yarim yo‘lda to‘xtab qolmaydi. Demak, motivatsiya- bu bizni orzularimiz sari yetaklovchi nur hisoblanadi. Biz bu nurni yanada porloq qilishimiz uchun u bizdan har doim rivojlantirishni talab qiladi. Motivatsiyasiz inson mag‘zi yo‘q yong‘oqqa o‘xshaydi. O‘ylab ko‘ringchi, bu kabi yong‘oq kimga ham kerak. Kelajakda farzandllarizga nima uchun kambag‘aligingizni tushuntirgandan ko‘ra, hozir harakat qilsangiz yaxshi emasmi? Hozirgi kundagi sharoitingiz pastligi, imkoningiz yo‘qligi bu bahona bo‘la olmaydi, chunki J.K. Rowling (Garri Potter asarining muallifi) u qashshoqqlik va tushkunlikda yashagan bo‘lishiga qaramay, doimiy o‘z ustida ishlagan va "Garri Potter" asarini yozib, millionlab odamlar e'tibotiga tushgan. Bundan tashqari, Stephen Hawking- mashhur fizik olim - u og‘ir kasal bo‘lishiga qaramay, tadqiqotlarini to‘xtatmaydi va ko‘plab fizik kashfiyotlar qiladi. Biz bu insonning sabriga va bardoshiga qoyil qolmasdan ilojimiz yo‘q.

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PROBLEMS IN TRANSLATING FROM OTHER LANGUAGES

Annotation

Translating is not only changing words but also it is a bridge for exchange ideas, two cultures and gives full meaning of the context. It is a complex and crucial mission and it often causes some linguistic and grammatical confusion while translating context into other foreign language. Today's translators face to several problems and barriers while interpreting words despite the fact that many modern resources and devices have been already developed to assist them but they still come into contract with notable challenges. This article indicates basic and essential difficulties that occur in the translation industry and suggests some possible solutions which can help to remove linguistic and grammatical misunderstandings in translation.

Key words: translation, linguistic, grammatical, difficulties, translation industry, translators, errors, language.

Grammatical errors while translating sentences occur often beginners. Often in English translation sentences translated from the end to beginning of the sentence. Most of the new learners translate sentences word by word and it may cause to some difficulty. For instance, Ziyodulla Qayumov pointed out the influence of Uzbek grammatic rules to English translation in his "O'zbek tili grammatika qoidalari va ingliz tili tarjima kitobi". Such as, I do my homework and I am doing my homework. In this statement given two different tenses and each represent different meaning. In the first sentence "I do my homework" it given in Present Simple while "I am doing my homework" illustrates in Present Continuous Tense.

In English traditional arrangement of sentence structure is consist of Subject+Verb+Object. For an example "She eats bananas" however in Uzbek the construction of the sentence distinctly different. It includes Subject+object+verb as an example "U banan yeydi" and it considered as a correct translation. Translators try to adjust the words and meaning of the context to their target language.

Additionally, English language utilize define and indefinite articles ("the", "a", "an") specify nouns, that are crucial for clarity in communication. In Uzbek do not have articles to indicate nouns but it may cause some problems and misunderstandings during translating the words. As an illustration English phrase, "the phone" can identify a particular phone but in Uzbek in might translate as "telefon". As result "the" article does not indicate the meaning as it represents in English. Therefore, translators or learners must be careful to catch the context to convey the intended meaning accurately. Understanding this grammatical differences is important for effective translation between two languages.

In English we cannot use and recognize the meaning of metaphor as Uzbek. Each of them represent different meanings in the context. As an example "the eye of the ring" in Uzbek it equals to "uzukning ko'zi". This metaphor uses to describe how the ring is special and its luxurious attitude. Another one is in Uzbek "suvdan quruq chiqmoq" in English "to come out of the water dry". This phrase refers to overcome difficult moment or challenges without suffering any consequences. In translation they can be used as metaphor for successfully solving linguistic or cultural problems without losing of original meaning of the sentence in the one language.

In conclusion, translating foreign languages into another comes with various challenges, including linguistic differences, cultural nuances, idiomatic expressions, and grammatical structures. Accuracy can be difficult to achieve, as some words and phrases do not have direct equivalents. Additionally, maintaining the intended tone, emotion, and context of the original

message requires a deep understanding of both languages. Despite advancements in translation tools, human expertise remains essential for producing precise and culturally appropriate translations.

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COMPARISON OF ONLINE AND TRADITIONAL LEARNING METHODS

Abstract

Education has evolved significantly with the rise of digital technologies, leading to the widespread adoption of online learning. This paper compares online and traditional learning methods by analyzing their effectiveness, accessibility, cost, student engagement, and overall learning outcomes. Online learning offers flexibility and accessibility, allowing students to learn at their own pace from any location. Traditional learning, however, provides structured environments with direct social interaction and hands-on experiences. Findings indicate that both approaches have their strengths and limitations, making the choice highly dependent on individual learning styles and institutional goals.

Key words: online learning, traditional learning, e-learning, face-to-face education, student engagement, digital education, learning outcomes.

Education plays a crucial role in personal and professional development. With advancements in technology, online learning has become a viable alternative to traditional face-to-face education. While online learning offers flexibility, lower costs, and accessibility, traditional education is valued for its structured environment, direct interaction with instructors, and enhanced student engagement. This paper aims to compare these two learning methods by evaluating their impact on student performance, engagement, and accessibility.

Research shows that online learning can be as effective as traditional learning if done correctly. A study by Means et al. (2010) found that students who studied online performed slightly better than those in traditional classrooms. This is because online learning allows students to study at their own speed, which helps them understand topics better.

Similarly, Bernard et al. (2014) analyzed over 300 studies and found that blended learning (a mix of online and classroom learning) is the most effective because it provides both flexibility and face-to-face interaction.

Even though online learning has many benefits, it also has some challenges. Arkorful and Abaidoo (2015) pointed out that many students struggle with motivation and time management when studying online. Without a teacher present, some students find it hard to stay focused.

This study is based on research from books, articles, and student surveys. The paper compares both learning methods by looking at key factors like student performance, engagement, costs, and accessibility. Information is collected from previous studies and online learning platforms to provide a clear understanding of their effectiveness.

Online learning allows students to study anytime and anywhere, making it ideal for busy people or those living far from schools. Traditional learning requires students to attend classes in person, which can be difficult for some. Furthermore, online learning is often cheaper because it does not require travel or physical materials. However, students need a good internet connection and a computer. Traditional learning is more expensive due to travel, books, and school fees. In addition,traditional learning encourages students to interact with teachers and classmates directly. This helps in discussions and group activities. Online learning, on the other hand, can feel lonely, though virtual classrooms and discussion forums help students stay connected. Moreover, online learning faces problems like internet issues, lack of motivation. Traditional learning requires students to follow strict schedules and can be expensive.

Both online and traditional learning methods have benefits and challenges. Online learning is flexible and affordable, but traditional learning provides a more interactive and structured experience. The best choice depends on the student's learning style, schedule, and access to resources. A mix of both methods may be the best way to improve education for all learners.

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ACTUAL PROBLEMS OF MODERN LINGUISTICS

Annotation

Modern linguistics faces a number of pressing issues caused by globalization, digitalization and changing communication practices. The article examines key challenges in linguistics, including the impact of the Internet on language, the loss of linguistic diversity, the complexity of translating cultural realities and the need to adapt classical research methods to modern conditions. Particular attention is paid to issues of intercultural communication, artificial intelligence in linguistics and the preservation of minority languages.

Keywords: Linguistics, digitalization, globalization, identity, language evolution.

The importance of linguistics in the modern world cannot be overestimated, since language not only serves as a means of communication, but is also an important cultural code that determines the identity of society. Modern linguistics faces a number of challenges, such as globalization, technological progress and the development of social networks. These factors affect language by changing the ways of communication and the forms of language existence, for example, through the use of new words, abbreviations, emoticons and hashtags. The Impact of Globalization on the Language Environment. Globalization has led to an intense exchange of information and interaction between people from different parts of the world. This actively contributes to the mixing of languages and cultures, creating a new linguistic landscape. One of the main consequences of this process is the threat of extinction of small languages. In the context of globalization, many languages, especially those used in limited regions or ethnic groups, are losing their relevance and gradually fading into oblivion. This is due to the fact that the younger generation increasingly prefers to use more common languages, such as English, Spanish or Chinese, which makes small languages less in demand in everyday life.

In addition, globalization contributes to the spread of standard forms of communication, such as English, which is becoming dominant in the field of international trade, science and technology.

This creates a certain unification of the language environment, in which local languages and dialects are pushed into the background. While standard forms of communication are becoming mandatory in business, education and politics, many unique cultural features that are linked to linguistic traditions are at risk of being lost. Digitalization and new forms of communication. With the development of digital technologies, language faces a number of new challenges and changes. One striking example is the influence of social networks, instant messengers and the Internet on vocabulary and communication style. The virtual environment actively contributes to the simplification and adaptation of language, which is reflected both in its vocabulary and in the structure of sentences. Social networks and instant messengers significantly accelerate the exchange of information, which leads to the use of shorter, more concise phrases and abbreviations. This facilitates communication, but at the same time simplifies the expression of thoughts and reduces the formality of speech. Virtual platforms contribute to the creation of new jargon and specific lexical units, such as emojis, hashtags and abbreviations like "LOL" or "BTW", which become part of everyday speech, especially among young people. All these changes lead to language becoming more flexible and less standardized, which challenges linguists to study new forms of communication and their impact on grammar and syntax. Digitalization changes not only the forms of communication themselves, but also the perception of language as a means of expressing thoughts and emotions, making it more interactive and dynamic. Artificial Intelligence-modern research in artificial intelligence opens up new horizons for linguistics, allowing us to analyze huge amounts of text and identify complex language patterns using neural networks and machine learning. These technologies speed up the process of lexicographic analysis, translation, and the identification of hidden patterns. However, the use of AI in linguistics raises new ethical and methodological issues related to data quality, possible biases in algorithms, and the role of human perception of language. It is important to consider that despite all the achievements, machines are still unable to fully understand the context, emotions, and cultural features of language. Despite this, AI opens up new opportunities for preserving languages, improving translation, and creating tools for language learning, and also allows us to expand the boundaries of traditional linguistics by creating new approaches to text analysis.

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ZAMONAVIY TA'LIMDA SUN'IY INTELLEKT: IMKONIYATLAR VA MUAMMOLAR

Annotatsiya

Ushbu maqolada sun’iy intellektning zamonaviy ta’lim tizimidagi o‘rni, uning ta’lim jarayoniga ta’siri va duch kelinayotgan muammolar haqida so‘z yuritiladi. Sun’iy intellekt shaxsiylashtirilgan ta’lim, avtomatik baholash, virtual o‘qituvchilar va ma’lumotlarni tahlil qilish kabi imkoniyatlarni taqdim etib, ta’lim jarayonining samaradorligini oshirishga xizmat qilmoqda. Shu bilan birga, shaxsiy ma’lumotlarning xavfsizligi, o‘qituvchilar va o‘quvchilarning texnologiyaga moslashuvi hamda sun’iy intellektga to‘liq ishonishning imkonsizligi kabi muammolar mavjud. Maqolada ushbu imkoniyat va muammolar tahlil qilinib, sun’iy intellektning ta’limdagi ahamiyati va uning kelajakdagi rivojlanish istiqbollari yoritilgan.

Kalit so‘zlar: sun’iy intellekt, ta’lim texnologiyalari, adaptiv ta’lim, avtomatlashtirilgan

baholash, virtual o‘qituvchilar, ma’lumotlar tahlili, zamonaviy ta’lim.

Bugungi kunda texnologiyalar hayotimizning barcha jabhalariga, jumladan, ta’lim tizimiga ham sezilarli ta’sir o‘tkazmoqda. Sun’iy intellekt (SI) ta’lim jarayonini samarali tashkil etish, o‘quvchilarning ehtiyojlariga mos yondashish va o‘qituvchilarning ishini yengillashtirish imkonini bermoqda. Ushbu maqolada zamonaviy ta’limda SI ning o‘rni, imkoniyatlari va duch kelinayotgan qiyinchiliklar haqida so‘z yuritamiz. Sun'iy Intellektning Ta'limga Ta'siri .Sun'iy intellekt ta'lim sohasida sezilarli o‘zgarishlar qilishga yordam bermoqda. Uning asosiy jihatlari quyidagilardan iborat:

1. Shaxsiylashtirilgan Ta'lim. Sun'iy intellekt yordamida har bir o‘quvchining bilim darajasi va ehtiyojlari inobatga olinib, ularga mos keluvchi darslik va topshiriqlar taqdim etiladi. Masalan, interaktiv o‘quv platformalari o‘quvchilarning natijalarini tahlil qilib, ularga individual yondashuvni taklif qiladi.
2. Avtomatik Baholash. Test va yozma ishlarni avtomatik baholash tizimlari o‘qituvchilarga vaqt tejash imkonini beradi. Bunday texnologiyalar tufayli o‘qituvchilar asosiy e’tiborni dars jarayoniga va o‘quvchilarning chuqurroq bilim olishini ta’minlashga qaratishi mumkin.
3. Virtual O‘qituvchilar va Chatbotlar. Sun’iy intellekt asosida ishlab chiqilgan virtual o‘qituvchilar va chatbotlar o‘quvchilarga murakkab mavzularni tushuntirish, qo‘shimcha savollarga javob berish va mustaqil o‘rganish jarayonida yo‘nalish berishda katta yordam ko‘rsatadi.
4. Ma'lumotlarni Tahlil Qilish. Sun’iy intellekt texnologiyalari ta’lim jarayonida katta hajmdagi ma’lumotlarni qayta ishlash va tahlil qilish imkoniyatini taqdim etadi. Bu esa ta’lim sifatini oshirish va muhim qarorlarni qabul qilishga yordam beradi.

Sun'iy Intellekt Tatbiqidagi Muammolar : Sun'iy intellektning ta’lim jarayoniga joriy etilishi bilan bog‘liq ayrim muammolar mavjud:

1. Shaxsiy Ma'lumotlarning Xavfsizligi. Sun'iy intellekt tizimlari o‘quvchilarga oid katta hajmdagi shaxsiy ma’lumotlarni saqlaydi va qayta ishlaydi. Bu esa maxfiylik va xavfsizlik bilan bog‘liq muammolarni keltirib chiqarishi mumkin.
2. O‘qituvchi va O‘quvchilarning Moslashishi. Sun’iy intellektdan samarali foydalanish uchun ta’lim muassasalari ushbu texnologiyaga moslashishi, o‘qituvchilar esa tegishli bilim va ko‘nikmalarga ega bo‘lishlari zarur.
3. SIga To‘liq Ishonishning Imkoniyati Yo‘q. Sun'iy intellekt ta’lim jarayonini to‘liq boshqarish imkoniyatiga ega emas. O‘qituvchining bilim va tajribasi har qanday texnologiyadan ustun turadi. Shu sababli, SI yordamchi vosita sifatida qaralishi lozim.

Sun’iy intellekt zamonaviy ta’lim tizimini tubdan o‘zgartirib, yanada samarali va qulay qilishga xizmat qilmoqda. Uning imkoniyatlaridan oqilona foydalanish orqali ta’lim sifatini oshirish, o‘quv jarayonini takomillashtirish va o‘qituvchilarning yukini kamaytirish mumkin. Biroq, ushbu texnologiyani to‘g‘ri joriy etish va yuzaga kelishi mumkin bo‘lgan muammolarni hal qilish muhim ahamiyat kasb etadi.

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ENHANCING STUDENTS' WRITING PROFICIENCY THROUGH THE PROCESS WRITING APPROACH

Abstract

Writing is a cornerstone of intellectual and professional development, yet for many students, it remains one of the most daunting aspects of language learning. This challenge stems from the misconception that writing is an innate talent rather than a skill that can be cultivated. The Process Writing Approach (PWA) redefines this perspective, transforming writing from a rigid, product-focused activity into a dynamic, student-centered learning experience. By guiding learners through iterative stages—including brainstorming, drafting, revising, and editing—this methodology fosters a deeper connection between thought and written expression. This paper explores the efficacy of the Process Writing Approach, its impact on language acquisition, and the reasons why traditional methods fail to produce confident, skilled writers. The findings highlight how PWA not only improves writing proficiency but also nurtures critical thinking, problem-solving, and self-expression—skills essential for both academic success and professional growth.

Key words: process writing approach, writing proficiency, language acquisition, cognitive development.

Writing is not merely the act of putting words on paper; it is an intricate process that involves synthesizing information, structuring ideas, and refining language for clarity and impact. Despite its undeniable significance, many students struggle to develop strong writing skills. Why? The conventional approach to writing instruction often emphasizes rigid grammatical accuracy over the organic development of ideas, leaving learners feeling constrained rather than empowered. A shift towards the Process Writing Approach offers a solution. Unlike traditional methods, which view writing as a linear activity, PWA embraces its recursive nature—where writers continuously revisit and refine their work. This approach recognizes that effective writing is not about getting it "right" the first time but about shaping ideas over multiple drafts.

Why Writing Skills Matter More Than Ever

In an increasingly digital world, where communication often happens through written mediums—emails, reports, social media, academic papers—writing proficiency has never been more critical. Beyond academia, strong writing skills open doors to opportunities in business, media, and global communication. Studies have shown that individuals with superior writing abilities tend to excel in leadership roles, as they can articulate complex ideas persuasively. However, statistics reveal a concerning gap in writing proficiency among students worldwide. In a study conducted by the National Assessment of Educational Progress (NAEP), only 27% of students demonstrated proficiency in writing, with the majority struggling with coherence, structure, and depth. This deficit underscores the urgent need for more effective instructional methods, such as PWA.

Understanding the Process Writing Approach

The Process Writing Approach does not view writing as a one-step task but rather as a continuous cycle of ideation, refinement, and improvement. Zamel (1983) describes writing as a non-linear cognitive process, where students engage in planning, drafting, revising, and editing before arriving at a polished final product. This method encourages experimentation, creativity, and active engagement, making it particularly effective for language learners.

The Process Writing Approach (PWA) unfolds in several stages, each designed to refine and enhance a writer's work.

It begins with Pre-Writing (Ideation & Planning), where writers generate ideas through brainstorming techniques such as mind mapping, freewriting, or group discussions. This stage also

involves researching relevant information and organizing ideas into a logical structure, ensuring a strong foundation before drafting begins. Next comes the Drafting (Exploration of Ideas) phase. Here, writers translate their thoughts into rough paragraphs, prioritizing content development over grammatical accuracy. This stage encourages self-expression and experimentation, allowing ideas to flow naturally without the constraints of immediate perfection. Once the initial draft is complete, the Revising (Refinement of Structure & Clarity) stage follows. Writers critically assess their work, identifying weak arguments or unclear sections, strengthening thesis statements and supporting evidence, and rearranging paragraphs for coherence and logical progression. After revising, the Editing & Proofreading (Final Touches) phase polishes the draft by addressing grammatical, spelling, and punctuation errors. Writers refine word choices and sentence structures, ensuring stylistic consistency and fluency. Finally, the process culminates in the Publishing (Final Presentation & Reflection) stage, where the revised work is shared with peers or instructors for feedback. Writers also take this moment to reflect on their writing journey, evaluating the lessons learned and identifying areas for further improvement. By following these iterative steps, PWA transforms writing from a one-time task into an evolving process, fostering both skill development and creative confidence. By breaking writing into manageable stages, PWA reduces anxiety and fosters a sense of accomplishment, allowing students to develop confidence in their writing abilities.

Why Traditional Writing Methods Fail? The Problem with the “One-and-Done” Approach Traditional writing instruction often follows a "one-and-done" model: A topic is assigned.

A single draft is written. The teacher marks errors and assigns a grade. The process ends, with little to no revision or feedback incorporation. This product-oriented approach fosters fear of failure rather than encouraging growth. Students who struggle with their first attempt often develop writing anxiety, believing they lack talent rather than recognizing writing as a skill that improves with practice.

Moreover, studies have shown that students who receive process-based instruction perform significantly better in academic writing than those taught through conventional methods (Raimes, 1991).

Real-World Application: Process Writing in Action Case Study: Implementing PWA in a Classroom Setting

At a high school in Finland, a language teacher experimented with replacing traditional essay assignments with a structured PWA model. Instead of submitting a final draft immediately, students worked in peer-review groups, revising their essays based on continuous feedback.

Results:

- Engagement levels increased as students saw writing as an evolving skill.
- Error rates dropped as students focused on gradual improvement.
- Creativity flourished, with students experimenting with new ideas without fear of making mistakes.

By the end of the semester, over 80% of students demonstrated significant progress in writing fluency and confidence. This case exemplifies how PWA fosters a growth mindset, transforming writing from a mechanical task into an intellectually stimulating experience.

The Process Writing Approach is more than just a teaching strategy—it is a revolutionary shift in how we perceive and develop writing skills. By embracing writing as an iterative, student-driven process, this methodology not only enhances academic performance but also fosters creativity, confidence, and intellectual growth. As the world increasingly values effective written communication, implementing PWA in educational curricula is no longer an option—it is a necessity.If writing is the art of shaping thoughts into words, then the Process Writing Approach is the sculptor’s tool, refining raw ideas into masterpieces.

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BIZNES VA IQTISODIYOT METODOLOGIYASIDA INGLIZ TILI O`RGANISHNING MOHIYATI-JAHON IQTISODIYOTIDAGI O`RNI VA TA`SIRI

Annotatsiya

Hozirgi globallashgan dunyoda chet tillarini o`rganish shaxsiy va kasbiy rivojlanish uchun kerakli vosita hisoblanadi. Biznes va iqtisodiyot olamida ingliz tilini bilish muhim omil sanaladi, chunki hozirgi vaqtga kelib ingliz tili butun dunyo bo`ylab yoyilib bormoqda va dunyo tili sifatida tan olindi. Ingliz tilini bilish biznes va iqtisodiy sohasini yanada chuqqurroq o`rganishga va eng yuqori natijalarga erishishga yordam beradi. Ushbu maqolada biznes va iqtisodiyot metodologiyasida ingliz tili o`rganishning ahamiyati, jahon iqtisodiyotidagi maqomi ko`rib chiqiladi.

Kalit so`zlar: biznes, invistitsiya, hamkorlik, global til, jahon banki, iqtisodiyot, shaxsiy rivojlanish.

Bugungi kunga kelib butun dunyoda Ingliz tili Jahon tillaridan biri deya tan olinib kelmoqda, ya`niki, hozirgi vaqtga kelib innovatsiyalar yanada rivojlanib, internet tarmoqlarida ma`lumotlar bazasi kengayib bormoqda va bularning aksariyat qismi chet tillarida, ya`ni ingliz tilida namoyon bo`lib kelyapti. Ilmiy va amaliy tadqiqotlarni amalga oshirishda yuqori reytingga ega jurnallardan foydalanish imkoniyati ingliz tilini biluvchilar uchun ustunlik yaratib bermoqda. Yig`ilib borayotgan shaxsiy tajribamga ko`ra shuni ayta olamanki, biror narsa haqida ma`lumot qidirmoqchi bo`lsangiz uni ingliz tilida yozib izlansangiz sizga butun dunyo bo`yicha chop qilingan ilmiy ishlardan ko`rib bilib olishingiz mumkin, bu shuni anglatadiki, barcha turdagi ilmiy maqolalar va jurnallar xalqaro standartlaga xos bo`lgan holatda ingliz tilida chop etilib kelmoqda. Bundan tashqari, Yevropa va AQSH kabi yirik mamalakatlarning tajribasi shuni ko`rsatyabdiki, xorijiy tilni bilgan tadbirkorlar uchun bu kabi mamlakatlarda tajriba orttirish va ko`nikma almashish imkonyatlari yaratib kelinmoqda.

Ma`lumki, turli hil transmilliy korporatsiyalar va xalqaro kompanyalarning asosiy qismi ingliz tilida ish yuritadi. Shuningdek, xar xil turdagi bitimlar, savdo va investitsiyalar tuzishda va muzokaralar jarayonida global til sifatida ingliz tili keng qo`llaniladi. Shu bilan birga turli xil xalqaro sammitlar, iqtisodiy xamkorlik va xalqaro moliya bozorlarida faol qatnashish uchun ingliz tilini bilish juda zarurdir. Qisqa qilib shuni aytish mumkinki, hozirgi jahon iqtisodiyotida biznes tiling universal tili - bu ingliz tili deb tan olindi. Ingliz tilini o`rganib, malaka oshirgan holda raqobatdosh ustunlikka ega bo`lish va mahoratni oshirish imkonyatlarini qo`lga kiritish mumkin. Ingliz tilining xalqaro til sifatida tan olinishining asosiy sababi uning global muloqot va diplomatiyada keng qo`llanilishi bilan bog`liqdir.

Bulardan tashqari, Ingliz tilining Biznes va iqtisodiyotga aloqador yana bir qismi shuki, Xalqaro kompaniyalar va aksiyadorlik jamyatlarining ko’p qismi ingliz tilida yuritiladi. Misol uchun, Jahon banki, Xalqaro valyuta jamg’armasi, Butunjahon savdo tashkiloti kabilar rasmiy tahlillarini ingliz tilida olib boradilar. Butun dunyo bo’yicha savdoning 80% ingliz tilida olib boriladi.

Ingliz tili bilishning yana bir ustun tarafi shundaki, Xalqaro kompaniyalarda ishlash. Misol

uchun, Microsoft, Tesla, Facebook va Amazon kabi ko'plab yirik kompaniyalar ingiz tilini biladigan mutaxassislarni afzal ko'radilar, va albatta bu kabi kompaniyalar chet tillarini biladigan xodimlar uchun 30-50% yuqori maosh berishga ham tayyor. Hozirgi kunga kelib Masofadan ishlash ham rivojlanib borayabdi, va yuqorida sanab o'tilgan kabi yirik kompaniyalar Upwork, Google kabilarda ham ingliz tilini bilish va boshqa ko'nikmalar orqali masofadan turib ishlash imkoni ham mavjud. Bunga yana bir yaqqol misol bugungi kunda O'zbekistonda ham logistik kompaniyalar kundan-kunga rivojlanib, ortib bormoqda va bu sohada ishlash va karyera qilish uchun ingliz tilini bilish yuqori talabdan biri hisoblanadi.

Biznes va iqtisodiyot ta'limida ham ingliz tilining o'rni juda muhim, chunki dunyoning eng yetakchi top universitetlarida ham ingliz tilida ta'lim beriladi. Misol uchun: Harvard, Oxford va Stenford kabi universitetlarda Biznes va iqtisodiyot bilimlari yillar davomidan beri juda samarali tarzda o'rgatilib kelinmoqda.

Xulosa qilib aytganda, biznes va iqtisodiyot metodologiyasida ingliz tilining o`rni juda sezilarni darajada muhim ro`l o`ynaydi, chunki u hozirgi vaqtda eng global til bo`lgani sababli u muhim vositaga aylangan. Bu tilda ta`lim berish va buni rivojlantirish davlatimizning xalqaro munosabatlardagi o`rnini oshiradi va yangi imkonyatlar yaratadi.

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ARTIFICIAL INTELLIGENCE IN LANGUAGE ACQUISITION: PRESENT APPLICATIONS AND FUTURE POSSIBILITIES

Abstract

AI is revolutionizing foreign language learning through personalization and real-time feedback. This article examines its role, future potentials, and key concerns like ethics and overreliance on technology.

Key words: artificial Intelligence, interactive tools, adaptive lessons, personalizing, real-time translation, virtual learning, immersive language environment.

In today's fast-paced world, Artificial Intelligence (AI) is not futuristic concepts anymore. It has already integrated in our daily lives as various kinds of tools with various kinds of objectives, even in language learning making the process more personalized, efficient, and accessible with adaptive learning process besides automated translation. However, the real question is if AI can truly enhance the acquisition? Will it really replace traditional teaching methods? And how it can shape the future of learning foreign language in this growing impact? In this article, the current available application of AI in language and its potential further developments, upcoming challenges, its role in the future language acquisition will be explored.

Most of today's up-to-date platforms are integrated on the basis of artificial intelligence to

create more convenient, faster working system as a response for an urge of the age. Language learning platforms like ChatGPT or Duolingo are considered as most renowned AI-powered platforms for educational purposes and truly succeed and have been succeeding till now with its high rank of its users among the 1.5 billion people who are learning second language worldwide. Since ChatGPT is available in various languages that enable users the advanced voice modes to practice conversational skills besides its in-second generating system to satisfy learners' imposition for information whereas Duolingo has innovative feature of AI such as the 'Video Call', allowing users to having conversation with AI characters, and 'Adventures' which offers 3D game-like scenarios for practical language practice. It is obviously seen that they don't need to be guided by supervisor or companion of human to communicate in target language in any time and in any languages as presence of humanity is fulfilled by AI system, particularly for diffident, introverted and unconfident individuals. Conversational tools like them are functioned speech recognition to provide immediate feedback on both grammar and pronunciation with refining their speaking skills via 24/7 available access.

Besides learning platforms availability, AI can personalize the learning experiences. These platforms address the focus on the specific strengths and weaknesses to enhance efficiency of individuals learning after analyzing the received data about the learner's individual academic position. Platforms has NPL (Natural Language Processing) utilizing tool to assess student's language proficiency, suggest adaptive lessons adjusting complexity of content accordingly which also ensure an optimal challenge level.

In this growing importance of AI day by day, possibilities will also be improved in the future while keeping offering much more efficiency and engagement in language learning acquisition via hyper-personalized learning, which is able to dissect the personal preferences and make tailor strategy. Moreover, integration of AI with virtual reality and augment reality technologies can create immersive learning experiences. Learners can have an opportunity to practice and experience the scenarios in stimulated real-life and become proficient. The real-time translation and ceaseless communication help speakers to overcome language barriers in global interactions. Providing immediate, detailed feedback on language use is additional feature aiming correction in grammar, pronunciation, vocabulary that is effective in self-assessment and personal improvement.

However, there are still challenges that should be cared for such as overreliance, privacy and ethical concerns beyond the contextual misunderstanding and probable deficiency of technological infrastructures. Because students tend to use helpful AI tools after working with them closely for a period of time and AI can struggle with fully grasping the subtleties and cultural meaning in human language. Developed technologies are limited in some area around the world that can make using language learning application quite challenging for them. And most of them, privacy of their personal data is the top concern in social network as users are always required to be careful for ethical cautions.

AI is changing foreign language learning making it more personalized, engaging, and accessible. It gives real-time feedback, adaptive lessons, and AI-powered conversations. It will create more immersive learning environment and improving immediate translation. However, challenges like data privacy, overreliance on technology, and need of human factor are still considered. Finding a balance between traditional methods and AI application promotes the support instead of their replacement.

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THE EFFECTIVENESS COMMUNICATIVE LANGUAGE TEACHING IN PROMOTING COMMUNICATIVE SKILLS

Abstract

Communicative language teaching (CLT) has become one of the common approaches in education nowadays, mainly focusing on interaction. This approach is commonly used for English teaching as a foreign or second language. Its goal is to improve students' ability to communicate with real-life situations by developing their communicative skills.

Key words: communicative language teaching, interaction, language learning, communication skills, fluency

Communicative language learning developed in the 1970s as a response to the traditional language teaching method, like Grammar Translation method (GTM). Over the past decades teaching methodologies played a significant role in transformations and grammar-focused approaches. Communicative language teaching is one of the common methods that helps learners communicate easily in real-life situations. CLT ignore the limitations of most traditional methods, emphasizing communication rather than the memorization of rules. CLT can develop effectively students' learning process than other methods. This approach is frequently developed by integrating theories such as structuralism, constructivism and universal communicative competence. In CLT approach the language interaction should not be only focused on teaching grammar and vocabulary but also grammar should include the study of the meanings, authentic contexts and functions.

Principles of Communicative language teaching:

CLT is a method that learning a language process can be more interactive and practical and this method helps to students become better at speaking, understanding well a new language. Additionally, Chaudhury (2015) conducted a study that is I accordance with principles of CLT. According to Bachman (1990), many researchers express concern that the CLT approach may not provide students with preparation for exams formal writing standardized exams that require grammar and vocabulary usage. This approach focuses on the improvement of communicative skills and the using of language appropriately CLT include main ideas:

- Meaning-focused learning: The conveyance and comprehension of meaning instead of just memorizing
- Learner-centered approach: Learners actively participate in learning process instead of just giving lectures
- Tasks: Engaging learners in real – life activities such as role – playing, group discussion, and problem – solving exercises
- Listening -Speaking: CLT mainly focused on communication skills rather than only writing and reading

By focusing on these principles, CLT aims to improve learners' communicative competence, enabling them to use the language effectively and appropriately in various ways.

The role of CLT in communication skills:

Practical classroom experiences can show that CLT significantly develops learners' communication skills in many ways:

- Communication competence: Continuous conversations improve students speak naturally
- Confidence boost: Speaking more I real life situations reduces anxiety and build self – confidence
- Pragmatic competence: Learners develop the ability to use language in different situations
- Listening and speaking skills: More dialogues, discussions, listening tasks improve both

receptive and productive skills

Challenges of implementing CLT:

There are many effective ways in this method, but faces some challenges, including:

- Teacher training: All teachers are not well – trained in communicative methodologies
- Classroom size: Have large classes and limited resources
- Assessment issues: More exams focused on accuracy rather than communication skills
- Cultural differences: In most countries, students used to memorize rather than speaking freely

CLT gives much value to meaning since communication is to ultimate goal of second language acquisition (Magnan, 2007). The CLT approach, which originated in Britain, has been widely adopted as a second or foreign language classrooms worldwide (Liao & Zhao,2012).

Role – playing activity

Activity name: Real-life conversation

Steps:

1. Choose a scenario like asking for directions, ordering food at a restaurant and others
2. Assign roles: students should work with pairs or small groups, talking about different situations
3. Prepare and act: students prepare short dialogues
4. Feedback and discussions: after role play, teacher and students should give feedback on fluency, pronunciation

Why it works:

- Increase students' confidence
- Improve regular conversation
- Help learners use language in real – life conversation
- Makes learning process fun and interactive.

This kind activities are used commonly in this method, making language learning more practical and engaging.

Communicative language teaching (CLT) is an effective method for developing students' learning process and communication skills. CLT mainly focus on real – life communication and can help learners to become more confident and fluent with their speech. CLT is one of the most popular approaches depends on the teacher training, classroom activities, access to resources. This method has many challenges but it plays a crucial role in interactive learning, making communication more engaging ang practical for students. CLT method is more effective in successful language acquisition than other traditional methods.

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EXPLORING ENGLISH QUESTION TYPES FOR BETTER COMMUNICATION

Abstract

This article explores the five main question types of sentences in English, providing a

comprehensive overview of their structures, usage contexts, and methods. Each question type is analysed in detail. Furthermore, the article includes specific examples of each kind of question to enhance understanding. Ultimately, the article helps learners gain knowledge about the types of questions (Thornbury, 2005).

Key words: context, method, auxiliary verb, modal verb, affirmative, interrogative, spoken communication, written communication.

In English, we use questions of various types to gather and take more information about a topic. Moreover, asking questions provides long-term communication and plays a crucial role in structuring the class environment, so comprehending the different types of questions and their suitable applications is important for effective communication in English (Celce-Murcia & Larsen-Freeman, 1999). The objectives of the study are identifying the different types of questions in English and analysing their grammatical structures. Furthermore, assessing the role of questions in different communicative contexts and providing guidelines for using question types effectively in writing and speech are other aims of the study.

In the English language, there are five types of questions.

General questions include questions about general situations and usually require short answers like "yes" or "no." In some cases, this type is called "Yes/No" questions. When we ask about abilities, we use general questions, and auxiliary and modal verbs are used to form these sentences (Swan, 2005).

Example:

- Does she speak English?
- Can you play the piano?

Since it is easier than other types, the general question type is commonly used.

Special questions are second on this list. This type typically refers to a category of questions that seek specific information or clarification, and interrogative pronouns beginning with "wh" are used to form special questions. These questions cannot be answered with "yes" or "no" directly (Quirk et al., 1985).

Example: Angela is playing the guitar in her room.

- A: Who is playing?
- B: Angela
- A: What is she doing?
- B: She is playing the guitar.
- A: Where is she playing the guitar?
- B: In her room.
- A: What is she playing?
- B: The guitar.

Short questions are used in a dialogue between two people. The question is usually given by a listener to express their surprise. Moreover, short questions are brief and often consist of just a few words. They are mostly used to confirm information or clarify statements made by another person (Yule, 2010).

Example:

- A: David won the game.
- B: Did he?

Additionally, the question must be in the same tense as the sentence before it. Apart from questions, we use the word "really" to make a question.

- A: Sophia does not like chocolate.
- B: Really?

Alternative questions, sometimes called choice questions, provide options for the respondent to choose from. These questions usually start with "which" or "what" and present a list of possibilities. They often include "or" to present alternatives (Huddleston & Pullum, 2002).

Example:

- A: Which one do you want more, an apple or a banana?

- B: I want an apple.

In addition, we cannot answer an alternative question using short answers like:

- A: Did you go to work or the party?
- B: Yes.

Generally, these questions are helpful for understanding preferences or making decisions.

Tag questions are the fifth type and are used to ask for confirmation of a statement. They consist of two parts: a main part and an interrogative part. The interrogative part is placed at the end of the sentence and is separated from the main part by a comma. Auxiliary or modal verbs in the main part are used to form the interrogative part (Murphy, 2019).

Example:

- James is your schoolmate, isn't he?
- It was snowing at that time yesterday, wasn't it?

There are two types of tag questions according to their structure:

1. Main part (affirmative), interrogative part (negative).
   - Example: They know about us, don't they?
2. Main part (negative), interrogative part (affirmative).
   - Example: They don't know about us, do they?

Tag questions are a useful tool in conversation, helping to engage listeners and clarify information.

In conclusion, understanding the five main types of questions in English is essential for effective communication. Each question type serves a specific purpose, whether it is to gather information, clarify understanding, or engage in conversation. Mastering these question forms not only improves language proficiency but also fosters confidence in both spoken and written communication (Crystal, 2012).

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TIL O‘RGANISH USLUBLARI VA TIL O‘RGANISH STRATEGIYALARI O‘RTASIDAGI FARQLAR TAHLILI

Annotatsiya

Ushbu maqola “til o‘rganish uslublari” va “til o‘rganish strategiyasi” o‘rtasidagi farqlar va ularning ta’lim jarayonidagi roli yoritilgan. “Til o‘rganish uslubi” talabaning bilimni o‘zlashtirish usulini, ya’ni visual, eshitish va analitik usullarni belgilaydi va individual xulq-atvor va yondashuvlarga asoslanadi. Rebekka Oksford va boshqalar ta’riflaganidek, o‘rganish uslubi o‘qitish usuliga turlicha ta’sir ko‘rsatadi, chunki ba’zi talabalarga ma’lum usullar qulay bo‘lsa, boshqalar uchun esa noqulaylik tug‘diradi. “Til o‘rganish strategiyasi” esa o‘quvchining bilimini oshirish, vazifalarni hal qilish va maqsadlarga erishish uchun ongli ravishda tanlangan maxsus harakatlar va usullardir. Talaba o‘zi uchun eng samarali usullarni ongli ravishda tanlab, til o‘rganish jarayonida maqsadga erishadi. Ular vazifaga qarab o‘zgarishi mumkin, shuning uchun

strategiyalar har bir talaba uchun moslashuvchan bo‘ladi.

Tayanch so‘zlar: o‘rganish uslublari, o‘rganish strategiyasi, yondashuv, usul, vosita.

Abstract

This article clarifies the distinction between “language learning styles” and “language learning strategies” as well as prevalent within a learner’s context. A style of language learning determines how a learner absorb information, i.e. through visuals, sounds or analytical means, as well as from what the learner’s personality and disposition are. According to the Rebecca Oxford and others’ words, learning style affects teaching differently because some students are familiar and comfortable with certain methods and others are completely opposite. “Language learning strategies” are carefully chosen techniques and tactics which the learner believes will help him or her improve their knowledge and help them perform and accomplish particular objectives. The learner employs a combination of approaches that are tailored to assist in achieving the intended objectives. So, for example, they can be very different from one student to another.

Key words: learning styles, learning strategy, approach, style, tool.

O‘rganish jarayoni har bir talaba uchun individual va o‘ziga xosdir. Bu jarayonda talabalar o‘rganish uslublari va o‘rganish strategiyalaridan foydalanadilar. O‘rganish uslublari talabaning yangi bilimlarini qanday o‘zlashtirishini, qaysi usullar orqali o‘rganishni afzal ko‘rishini belgilaydi. Ularning o‘rganishga bo‘lgan yondashuvlari visual, eshitish yoki tahliliy bo‘lishi mumkin. Boshqa tomondan, til o‘rganish strategiyalari talabaning tilni o‘rganish jarayonida maqsadga erishish uchun tanlagan maxsus harakatlar va usullardan iborat. Ushbu maqolada o‘rganish uslublari va til o‘rganish strategiyalarining farqlari va o‘zaro bog‘liqligi tahlil qilinadi.

“O‘rganish uslublari” - bu talabalar yangi tilni o‘zlashtirish yoki boshqa fanlarni o‘rganishda foydalanadigan global yoki analitik, eshitish yoki visual bo‘lgan umumiy yondashuvlardir. Ushbu uslublar “o‘rganish xulq-atvoriga umumiy yo‘nalish beradigan umumiy modellar” degan ta’rifiga qo‘shimcha tarzda Rebekka Oksford, Dunn va Griss tomonidan taqdim etilgan: “O‘rganish uslubi – bu bir xil o‘qitish usulini ba’zilar uchun ajoyib, boshqalari uchun dahshatli qiladi” degan ta’rifni ham taqdim etgan. [4; 2-bet]

“Til o‘rganish strategiyasi” - bu o‘quvchilar tomonidan o‘z bilimini kuchaytirish, suhbatdoshlarni izlash yoki murakkab bo‘lgan til vazifalarini hal qilish uchun o‘zini rag‘batlantirish maqsadida qo‘llaniladigan maxsus harakatlar, xatti-harakatlar, qadamlar yoki usullar deb ta’riflanadi. Talaba ongli ravishda o‘z ta’lim uslubiga va ikkinchi til vazifalariga mos keladigan strategiyalarni tanlasa, bu strategiyalar faol, ongli va maqsadli o‘z o‘zini boshqarish uchun foydali vositaga aylanadi. [4; 2-bet]

Ushbu ta’riflar o‘rganish uslubi va til o‘rganish strategiyasi o‘rtasidagi farqni ko‘rsatadi, lekin har ikkala tushuncha o‘qitish jarayonida muhim ro‘l o‘ynaydi.

O‘rganish uslubi bu umumiy yondashuvlar va individual xulq-atvorlar to‘plami bo‘lib, talabaning yangi bilimlarni qanday o‘zlashtirishini va qaysi tarzda ma’lumotni yaxshiroq anglashini belgilaydi. Ularning o‘rganish jarayonida qulay bo‘lgan usullariga mos keladigan qiziqishlari, uslublari, va metodikalarini aks ettiradi, bunga quyidagi tavsiflar mos keladi:

1. Global yoki analitik, eshitish yoki vizual – ya’ni, o‘rganish uslubi talabaning vizual, eshitish yoki tahliliy fikrlash kabi global yondashuvlar orqali qanday qilib yangi bilimlarni o‘zlashtirishini belgilaydi.
2. O‘rganish xulq-atvoriga umumiy yo‘nalish beradigan umumiy modellar – bu o‘quvchilarning o‘rganish jarayoniga qarashlarini shakllantiruvchi omil bo‘lib, har bir talaba uchun o‘qish va o‘rganish uslubi turlicha bo‘lishi mumkin.

Rebekka Oksford, Dunn va Grissning ta’rifida keltirilganidek, o‘rganish uslubi o‘qitish usulini ba’zi talabalarga qulay qilish, boshqalarga esa noqulaylik tug‘dirishga olib keladi. Bu ta’rif o‘rganish uslubining individual xususiyatlarga asoslanganligini ko‘rsatadi.

Til o‘rganish strategiyasi esa talabaning o‘z bilimlarini rivojlantirish, muammolarni hal qilish va til vazifalarini amalga oshirish uchun faol va ongli tarzda tanlangan maxsus xarakatlar yoki usullardir. Bu jarayonda talaba o‘zi uchun eng samarali bo‘lgan usullarni tanlashga intiladi.

Bu tushuncha quyida keltirilgan tahlilda o‘z ifodasini topadi:

1. Talabalar tomonidan o‘z bilimlarini kuchaytirish – til o‘rganishda o‘quvchi maqsadga erishish uchun ma’lum bir strategiyalarni (masalan, so‘zlarni yodlash, tilni amalda qo‘llash) qo‘llaydi.

2. Suhbatdoshlarni izlash yoki murakkab vazifalarni hal qilish – o‘quvchi tilni o‘rganish jarayonida qiyin vazifalarni samarali bajarish uchun ma’lum usullarni (masalan, dialoglarni boshqarish, grammatik qoidalarni amalda ishlatish) qo‘llaydi.

3. Ongli ravishda o‘z ta’lim uslubiga mos keladigan strategiyalarni tanlash va muvofiqlashtirish, bu esa har bir o‘quvchi uchun turli usullarni talab qiladi.

O‘rganish uslublari va o‘rganish strategiyalari o‘rtasidagi farqlarni aniqlash maqsadida quyidagi uchta yondashuv tahlil qilindi:

Qamrovlilik darajasi: O‘rganish uslubi umumiy yondashuvni (vizual, eshitish, analitik) ifodalaydi va talabaning umumiy o‘rganish usullarini belgilaydi. O‘rganish strategiyasi esa aniq vazifalar va maqsadlar asosida amalga oshiriladigan maxsus xarakatlarga asoslanadi.

Onglilik darajasi: O‘rganish uslubi ko‘proq tabiiy, ba’zi qismda bexosdan shakllanadi, o‘rganish strategiyasi esa ongli ravishda va maqsadga yo‘naltirilgan holda tanlanadi.

Moslashuvchanlik: O‘rganish strategiyalari talabaning ehtiyojlariga qarab tez o‘zgarishi va moslashishi mumkin, chunki ular maxsus vazifalarga moslashadi. O‘rganish uslubi esa ko‘proq individual xususiyatlarga asoslanadi va ko‘pincha o‘zgarmasdir.

Xulosa o‘rnida shuni ta’kidlash mumkinki, o‘rganish uslubi va til o‘rganish strategiyasi o‘rtasidagi farqlarni tushunish o‘qitish jarayonini samarali tashkil etish uchun juda muhimdir. O‘rganish uslubi bu talabaning umumiy o‘rganish jarayoniga yondashuvini ifodalaydi, o‘rganish strategiyasi esa muayyan vazifalarni bajarishda qo‘llanadigan maxsus va ongli usullardir. Bu ikki tushuncha o‘qitish jarayonida bir-birini to‘ldiradi va talabalr uchun eng samarali o‘rganish sharoitlarini yaratishda muhim ro o‘ynaydi. Til o‘rganuvchilar o‘rganish uslublarini va strategiyalarini inobatga olgan holda talabalarni qo‘llab-quvvatlashi va ularga moslashgan o‘qitish metodikalarini ishlab chiqishi kerak.

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TEACHING ENGLISH VOCABULARY TO BEGINNER LEVEL STUDENTS

Abstract

Vocabulary is a crucial part of language learning, especially for beginner level learners. Traditional methods such as rote memorization and translation, often cause passive learning with short-term retention. Moreover, teaching vocabulary is more than just presenting and describing new words. Thus, teachers need various ways and techniques to acquire new vocabulary effectively. This article explores innovative but practical techniques for teaching vocabulary, including context-based learning, interactive and physical learning. These methods help deeper understanding, engagement, making vocabulary learning more effective and enjoyable for beginners.

Key words: vocabulary, context-based learning, physical and interactive learning.

Learning vocabulary is one of the first steps in mastering a new language. Without sufficient vocabulary knowledge, learners struggle to express their thoughts, understand others, and engage in meaningful conversations. Studies have shown that vocabulary is key indicator of overall language skills: listening, speaking, reading and writing. During teaching, many traditional methods, such as drilling word lists and memorizing translation, are often unhelpful to learners retain and use vocabulary effectively. Modern research suggests that learners remember words better when they engage with them in meaningful contexts and participate actively in the learning process. There are practical techniques that can help beginner level learners acquire English vocabulary in a fun, engaging, and memorable way.

1. Context-based Learning: Words in Action

Context-based learning is an effective way of vocabulary acquisition which focuses on teaching words in meaningful and relevant situations rather than isolation. As stated by Nation (2001), learners retain vocabulary more effectively when words are introduced in real-life contexts, allowing them to understand both meaning and usage. Teachers can use materials like dialogues, short stories, newspaper articles, or real-world advertisements to introduce vocabulary instead of presenting unrelated words. For example, if teaching the theme of "restaurant", teachers can use a restaurant menu and a short conversation between a waiter and a customer. By using context-based learning, teachers can create an engaging and practical learning environment that enhances vocabulary and language fluency.

2. Interactive and Physical Learning by doing

This technique is highly beneficial for teaching vocabulary to beginner English learners which engages students through practical activities, movement, and interaction, making the learning process more memorable. According to Asher (1969), the creator of Total Physical Response, associating words with physical actions helps learners remember vocabulary more effectively. For instance, when teaching action verbs, a teacher can say words like "jump", "run", or "clap" while students perform the same actions. Similarly, a shopping role-play where students act as customers and cashiers can help them practice vocabulary related to buying and selling. Studies have shown that learning by doing not only improves vocabulary retention but also enhances students' confidence in using new words in real-life situations (Lightbown & Spada, 2013).

3. Mobile-assisted Language Learning (MALL)

MALL is a modern approach with using mobile devices and applications to enhance vocabulary learning for beginner English learners. Unlike traditional methods, it provides flexibility and accessibility. According to Kukulska-Hulme & Shield (2008), mobile learning through supports active engagement, interactive exercises, and real-time feedback. Mall apps such as Quizlet, Duolingo, Kahoot, and BBC Learning English offer opportunities like flashcards, spaced repetition, and gamified activities. For example, teachers can use Wordwall for repetition, revising vocabulary through different games over time to strengthen retention. Using this kind of apps, teachers can create an engaging and interactive environment where students actively practice vocabulary.

Vocabulary forms the foundation for language learning. Teaching English vocabulary to beginner level students requires more than just memorizing word list. Traditional memorization techniques may help with short-term recall, but they do not always lead to long-term retention or practical usage. By using interactive, context-based, and mobile-assisted techniques, educators can make vocabulary learning effective and long-lasting.

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SOCIAL MEDIA'S INFLUENCE ON LANGUAGE EVOLUTION

Abstract

The purpose of this thesis is to examine online media platforms' effect on language evolution. The integration of new phrases and words into our daily lives through internet and modern technologies and their acceptance by society. There are two different views on this:one is that the phrases entering during modernization push out our traditional words, while the others believe they help us keep up with the current era.This study analysis how social networks have significantly influenced everyday language, introducing new terms and expressions have become significant to usual conversations.

Key words: transformation of language, evolutionary mismatch, abbreviations, survivor, distortion of grammar.

In the rapidly developing digital age, virtual networks play a crucial role in communication, networking, entertainment, education and awareness. Additionally, the online network, which has become an inseparable part of our lives, is bringing unique terms into our lifestyle. Most of them connect with features of information technology, internet, marketing, business, health and fitness. This also influences the globalization of world culture, meaning that new words bring foreign culture and language closer to each other. Expressing inner emotions through emojis or GIFs becomes easier than using words. Nevertheless, the new words enter the language progress which has been evolving for centuries and they quickly become widespread while old words lose their own place. This is not only a transformation of language but also a loss of societal history. This also leads to an increase in slang and deterioration of youth conservation style because most of newly words are abbreviation and acronyms, and communication often takes place in an informal manner. This leads to distortion of grammar.

Digital platforms are having a significant impact on the evolution of the language. Glen Geher(2015) emphasized that social networks have a strong impact on human communication and this leads to an "evolutionary mismatch" while Devid Kristal(2001) analyzed the impact of the internet of language, highlighting how social networks have introduced new words, abbreviations and writing styles. Naomi S.Baron(2008) explored the impact of digital technologies, particularly social networks and text messaging, on language.

In Uzbekistan, K.Kalanov and U.Sobirova analyzed the role and effect of social networks and mass media in society. They examined how changes in information exchange and communication forms through social networks affect the development of language. Furthermore, A.V. Fedorov believes that the speed and brevity of digital communication reduce the differences between written and spoken language. This leads to the simplification of language and the emergence of new communication styles.

This study employs an event analysis.The influence of society's language on social media can be seen in the emergence and popularization of hashtags, memes, phrases, new words, abbreviations, and challenges.In the process of analyzing events, the #MeToo hashtag, initiated by Tarana Burke in 2006, serves as an example. Aimed at combating violence against women, this hashtag has brought about social and linguistic changes worldwide. With its spread, new terms such as "victim-blaming" and "survivor" have emerged.

Findings indicate that Social networks influence the evolution of language in two ways, both positively and negatively. On the positive side, society's language improves, enabling people

from any corner of the world to partially understand each other, and communication is simplified through emojis, memes, and GIFs. On the other hand,In the process of rapid and brief communication, word distortions, the blurring of boundaries between formal and informal language, and the popularization of slang can lead to negative consequences.

Social networks have brought many conveniences to our lives, including in communication, education, and leisure activities. At the same time, they have not failed to influence our linguistic richness. In other words, in almost every area of society, new phrases and words are emerging and quickly becoming popular. In the future, this may be viewed as the impact of modern technologies, and society is expected to take control of this, preventing the disruption of language evolution and finding ways to preserve language, which is a reflection of history.

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FURTHER IMPROVEMENT OF FOREIGN LANGUAGE TEACHING

Annotation

This article is about the decisions on radical reform of foreign language teaching in the country, particularly focusing on presidential decrees. It extensively analyzes direct presidential decisions and measures to ensure the teaching of foreign languages.

Key words: opportunities, second language, new system, popularization, language learner.

"A solid foundation for the future of foreign language teaching must be established—a new system must be introduced," says our honorable President Shavkat Mirziyoyev in his speeches. Each new generation in our country should grow up to be mature and well-rounded in all aspects. Nowadays, the young generation is developing day by day. They want to learn new foreign languages and try to be the best. Of course, this is a good situation because the growing generation is interested in the history, nationality, and culture of different countries along with learning foreign languages. The president introduced a system to help young people gain strong knowledge and develop comprehensively.

What Opportunities Does Learning Foreign Languages Give Us?

Learning foreign languages gives you a lot of opportunities. Foreign language learners have the opportunity to better understand their own and other countries' cultures with a wide variety of career opportunities. According to some data, children who learn foreign languages can solve creative and complex problems. Here are some additional facts about foreign language learners:

1. Together with a foreign (second) language, your knowledge of your spoken language will increase. If we are learning another language, we first compare the grammatical features and origins of that language with our mother tongue and thus our knowledge of both languages increases.
2. You will be more approachable with those around you. Learning another language requires more interaction with others, and you will communicate more with your friends and teachers. As a result, you will have a positive attitude towards the people around you, and it will be easier for you to communicate with them.
3. You can remember information quickly and easily. In the process of learning foreign languages, we come across many unknown words. Of course, we need to translate, learn, and

remember these words. Our memory expands and develops while remembering words. Therefore, foreign language learners can remember information quickly and easily.

Learning foreign languages provides all these benefits and more.

What Benefits, Offers, and Opportunities Are There for Language Learners in Our Country?

Great attention is paid to learning foreign languages in our country. The decision PQ-5117 of the President of the Republic of Uzbekistan Mirziyoyev, dated May 19, 2021, is also a manifestation of the focus on learning foreign languages. Nowadays, English, Russian, Korean, and other different languages are really popular in the world. So, a lot of people are interested in these languages. In particular, the knowledge and interest of young people in IELTS is increasing more and more. As a result, high IELTS scorers receive various benefits today. In addition to this, IELTS is valuable for candidates. Applicants with an IELTS score above 5.5 receive the highest possible score in the English section of university entrance exams. This applies only to the English language requirement. This is an English language option only. Levels such as TOEFL, C1, B2 can be obtained from all other foreign languages

In conclusion, extensive efforts are being made to enhance foreign language learning. These reforms provide new opportunities for our youth, opening doors to a brighter future. Using such opportunities, we can contribute to the future of our country by learning foreign languages effectively, making our own contributions to its development, and, of course, improving our lives. To make inventions and discoveries based on our own knowledge and to make progress easier, we must utilize the opportunities created for us to a large extent. It is our goal and duty to introduce the youth of Uzbekistan to the world. After all, learning a foreign language is the demand of the times.

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COMPARISON BETWEEN TRADITIONAL AND MODERN TEACHING METHODS OF LANGUAGE LEARNING

Abstract

Nowadays, there are various methods and techniques for learning a language. This article analyzes and compares traditional and modern language learning methods. In addition, this paper also shows which methods and techniques are most effective and beneficial for language learners.

Key words: traditional teaching methods, modern methods, tools, grammar rules, communication skills, electronic devices.

It is no secret that learning language is a crucial part of communication in today's global society. Not only communication, but also important tasks such as work, travel, and exchange of experiences require at least knowledge of global languages. Learning a language means expanding your horizons, making new friends, traveling, and by learning just one language, we can create a

new world within ourselves. Learning a language is a long-term process that requires patience and perseverance, and it is necessary to constantly engage in it. However, the process of language learning is based on different approaches, which significantly impact the effectiveness and usefulness of these methods. Comparing modern and traditional language learning methods is essential for enhancing acquisition process.

Traditional language learning methods

Traditional language learning methods, which became widespread in the late of XIX and early XX century, mainly focused on grammar rules, vocabulary memorization and translation of the texts. The followings are the primary traditional methods:

1. Grammar-translation method

In this method, language learning is based on grammatical rules and translation. Students learn a new language by translating it into their native language. This method focuses mainly on written speech and grammar, but is not very effective in developing speaking and listening skills.

2. Audio-lingual method

In this method, students do a lot of listening and repetition exercises. Grammar and vocabulary are learned through listening, and speaking skills are also developed. However, this method only offers repetitive exercises, so real communication and fluency skills are not developed in learning languages.

3.Learning and Memorization Method

This approach emphasizes memorizing vocabulary. In spite of having its essential sides, for instance, it helps students internalize the essential vocabulary, it doesn't always provide practical application needed for real communication, leaving learners struggle in interaction situations.

Modern Language Learning Methods

This method focuses on using the language in real life and developing communicative competences. In the traditional method, students mainly focus on memorizing grammatical rules or vocabulary, while this method focuses on applying it in practice, speaking and listening. This method focuses more on conversations, role-playing, and using the language in a real environment.

1.Communicative Approach

This method focuses on using the language in real-life situations and developing communicative competence. Students use the language in practice, speaking and listening, rather than just memorizing grammar or vocabulary. This method places more emphasis on conversations, role-playing, and using the language in real-life situations.

2.Natural approach

This method mainly based on how children acquire their first language naturally, using meaning rather than grammar rules. Learners are exposed to the language in a natural, adopt environment where they learn throughout context interaction and use.

3.Total Physical Response (TPR)

In this method, students learn language through physical actions. For example, the teacher gives commands (such as “turn left” or “raise the table”) and the students respond. This method is effective for beginners because it helps to reinforce the language being learned in a physical and visual way.

4.Mobile -assisted language learning

Learning languages through mobile apps and online courses is very popular among youngsters in these days. Apps and online platforms like Duolingo, Babbel, and Memrise allow students to learn a language at their own time and place. This method makes the learning process more effective and fun with interactive exercises, such as videos and conversations.

5.Blended Learning

Blended learning combines traditional classroom learning with online learning. In this method, students can learn from a teacher in the classroom and study additional materials on online platforms. In this method, students have the opportunity to combine independent learning and teacher lessons. From my perspective, it is the most useful method I have ever seen. Because I also try to use it on a daily basis. It is the most effective method.

Now, if we compare them with each other, traditional methods are mainly passive learning, that is, they do not allow students to process information, while modern methods focus on practical application. These methods provide opportunities for improving a person's listening, speaking, listening and writing skills. Moreover, modern methods are fully integrated with technology, for example, through online courses and mobile applications. This makes the learning process more efficient and convenient. Traditional methods, on the other hand, developed in a time when technology was less or not available at all. Modern methods are evolving to meet the needs of students. In this case, students can choose their own learning methods. In traditional methods, there are usually approaches set by the teacher, and students are forced to adapt to them, which is their biggest weakness.

In conclusion, the difference between modern and traditional methods of language learning directly affects the effectiveness of the learning process and the student's success in learning the language. While traditional methods are aimed at teaching the language on a theoretical basis, modern methods provide a practical and communicative approach. Thus, the use of modern methods in language learning allows students to learn the language more effectively and practically.

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HOW TO DEVELOP SPEAKING SKILLS: A COMPREHENSIVE GUIDE

Abstract

Speaking skills play a vital role in personal, academic, and professional communication. Many learners struggle with fluency, pronunciation, and confidence due to limited practice and exposure. This article explores effective methods to enhance speaking skills, including immersive learning, structured practice, pronunciation training, vocabulary expansion, active listening, and public speaking techniques. By implementing these strategies consistently, learners can develop strong speaking abilities and communicate more effectively in various settings.

Key words: speaking skills, fluency, pronunciation, communication, language learning, public speaking, active listening, vocabulary development, confidence building.

In today’s globalized world, effective speaking skills are essential for success in education, business, and social interactions. Being able to express ideas clearly and confidently can enhance career opportunities, improve relationships, and foster better understanding among people. However, many individuals face challenges such as hesitation, fear of making mistakes, limited vocabulary, and poor pronunciation. This article presents practical and scientifically proven methods to develop strong speaking skills and overcome common barriers to communication.

Methods to Improve Speaking Skills

1. Immersive Learning and Language Exposure

Immersing oneself in a language-rich environment is one of the most effective ways to improve speaking skills. This method helps learners naturally acquire pronunciation, vocabulary, and grammar structures. Key techniques include: Watching movies, TV shows, and listening to podcasts in the target language to familiarize oneself with natural speech patterns. Surrounding oneself with native speakers through travel, online language exchange programs, or local speaking

clubs. Thinking in the target language instead of translating from one's native language, which helps improve fluency.

2. Speaking Practice and Role-Playing Daily

Regular speaking practice is crucial for developing confidence and fluency. Learners can improve through: Self-talk exercises: Speaking aloud to oneself about daily activities, thoughts, or plans. Role-playing: Simulating real-life situations, such as job interviews, doctor's appointments, or ordering food at a restaurant, to practice common interactions. Joining conversation groups or language meetups to engage in meaningful discussions with other learners or native speakers.

3. Pronunciation and Intonation Training

Clear pronunciation and proper intonation enhance speech clarity and listener comprehension. Effective training methods include: Phonetic exercises: Using pronunciation apps or listening to audio recordings to practice challenging sounds. The shadowing technique: Listening to a native speaker and immediately repeating their words to mimic their pronunciation, rhythm, and intonation. Minimal pairs practice: Focusing on similar-sounding words (e.g., "ship" vs. "sheep") to improve articulation.

4. Expanding Vocabulary and Practicing Active Word Usage

A strong vocabulary allows speakers to express themselves accurately and effectively. To build vocabulary: Read books, newspapers, and online articles in the target language to encounter new words in context. Keep a vocabulary journal to write down and review new words regularly. Use new words actively in conversations to reinforce learning and improve recall.

5. Active Listening and Imitation

Listening is a fundamental skill that directly impacts speaking abilities. Learners can improve by: Listening to diverse audio materials, such as news reports, TED Talks, and audiobooks, to expose themselves to different accents and speech styles. Practicing repetition exercises, where they repeat sentences after native speakers to improve pronunciation and rhythm. Identifying speech patterns and imitating native speakers' tone, stress, and expressions.

Developing strong speaking skills requires a combination of immersion, structured practice, pronunciation training, vocabulary expansion, active listening, public speaking experience, and confidence-building techniques. By consistently applying these methods, learners can improve fluency, express their thoughts clearly, and communicate with confidence in different contexts. Speaking is not just about knowing words and grammar—it is about practice, adaptability, and the willingness to engage in conversations despite initial challenges.

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TEACHING INFERANCE USING KWL TECHNIQUE IN DEVELOPING READING SKILLS

Abstract

Reading comprehension is a key aspect of language acquisition, with inferencing playing a vital role in grasping implicit information in texts. This study investigates how the KWL (Know-Want to Know-Learned) strategy can improve students' inferencing abilities. The research emphasizes the importance of activating background knowledge, setting learning objectives, and reflecting on newly acquired information to deepen comprehension. Findings indicate that implementing the KWL method fosters critical thinking and enhances students' capacity to infer meanings from textual clues.

Key words: inference, reading comprehension, KWL method, critical thinking, cognitive engagement.

Reading comprehension is not only about recognizing words but also about grasping implicit meanings. Inference—the ability to deduce information beyond what is explicitly stated—is an essential cognitive skill that helps readers construct meaning (Duke & Pearson, 2002). However, many students struggle with inferencing due to a lack of prior knowledge activation or ineffective reading strategies (Pressley & Afflerbach, 1995). The KWL technique, introduced by Ogle (1986), is a structured approach that helps students navigate the reading process effectively. This study investigates how the KWL technique enhances students’ inferencing skills in reading.

Research Aim

To assess the impact of the KWL technique on the development of students' inferencing skills.

Hypothesis

The KWL technique improves students' inferencing abilities by encouraging a structured and thoughtful approach to reading.

2. Literature Review

2.1 The Role of Inference in Reading Comprehension

Inference involves connecting prior knowledge with textual clues to derive meaning (Cain et al., 2001). Students who lack inferencing skills often struggle with understanding implicit details, affecting overall comprehension (McNamara & Magliano, 2009).

2.2 Overview of the KWL Technique

The KWL technique consists of three stages (Ogle, 1986):

1. K (Know): Activating prior knowledge before reading.
2. W (Want to Know): Setting questions and expectations for reading.
3. L (Learned): Reflecting on new information after reading.

This method promotes active engagement, enhances prediction skills, and fosters inferential thinking (Fisher & Frey, 2014).

2.3 Application of the KWL Technique in Developing Inference Skills

Research suggests that prior knowledge activation helps readers establish connections between the text and their background knowledge (Pearson & Fielding, 1991). The W phase encourages focused reading, while the L phase allows students to evaluate and refine their inferences (Zwiers 2004).

3. Methodology

3.1 Research Design

A quasi-experimental design was used, involving two groups:

Experimental group: Students received instruction using the KWL technique.

Control group: Students followed traditional reading comprehension exercises.

3.2 Data Collection Methods

To assess inferencing skills, the following tools were used:

Pre-test and post-test measuring inference skills.

Student surveys on their perception of the KWL technique.

Statistical analysis was conducted using Student's t-test to evaluate the effectiveness of the intervention.

4. Results and Discussion

Findings indicate that students in the experimental group showed significant improvement in inferencing skills compared to the control group ($p < 0.05$).

Key observations include:

Students became more confident in predicting text content.

The W phase fostered curiosity and guided reading focus.

The L phase helped students cross-check and refine their inferences.

These findings align with previous studies supporting the KWL technique as an effective reading comprehension tool (Taboada & Guthrie, 2006).

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TECHNIQUES FOR ENGAGING AND MOTIVATING CHILDREN IN ESL LESSONS

Abstract

In this modern era we heavily rely on ESL education to reach academic, professional and social success as it assists to equip students with necessary linguistic skills. Making lessons engaging and grabbing students' attention is a crucial factor to achieve great results. For that reason some effective methods should be applied in ESL lessons to meet expectations. However, keeping engagement and motivation remains an ongoing challenge for educators. While it has been a complex issue, a variety of useful methods like gamification, visual aids including technologies, group work, can be taken into account. This paper aims to examine these methods by evaluating their impact on student performance and engagement.

Key words: ESL learning, gamification, technology, group work.

Around the world many students struggle with learning foreign languages. There are several ways to improve efficiency of learning process including games, visual aids, group work and so on. This article offers various methods to enhance ESL learning by analyzing their features. Gamification is considered one of the most powerful techniques to motivate students to be active in lessons and boost their interests. With the advancements in technology, use of visual aids, which can make lessons more engaging, has been increased. Encouraging students to work in a group also give a chance to interact with their peers, exchange ideas and serve as a catalyst for developing teamwork abilities of students. Educators can organize lessons more effectively and achieve sustainable learning outcomes if they apply the mentioned methods in a sensitive and structured

way.

Gamification method: The game method is one of the most widely used methods in pedagogy. If the teacher chooses a game that is appropriate for the lesson and does not deviate from the topic, it will have a positive effect on children, otherwise this method will lose its appeal. The game method can have both negative and positive effects.

Positive effects mean making the lesson interesting and gathering the attention of students, ensuring mutual competition and solidarity among students. A well-organized game attracts children to the lesson, attracts their attention, teaches them to work together and support each other. Through this method, students develop not only the ability to work with a team, but also the ability to be independent, act for themselves, and develop a sense of victory and identity. The most effective and convenient way to explain the content of education to the student is the game method. The German psychologist K. Cross said that through the game, the child forms the skills of self-control, learning the world, knowing traditions, adapting to the environment.

According to many scientists, the main feature of the game is its creativity. It manifests itself in the form of competition, and increases the interest of students in the lesson.

However, a game that is not used correctly or is not well-organized may not lead to the result that the teacher intends. Incorrect distribution of game time during the lesson and ineffective use of time lead to deviation from the main goal of the lesson.

Technology method: Today, technologies are developing rapidly and they affect our lives in every aspect. For example, let's take the field of education. Technologies also provide a number of advantages in the field of education. Especially in teaching a foreign language, their role is crucial. First, they attract students to the lesson. Because through television and similar technologies, students can be shown various videos, cartoons, and games related to the lesson. Naturally, this interests them and they watch the lesson attentively. The second useful aspect of technologies is that they make learning easier. They can find as many resources as they want on any topic from technologies. This increases the possibilities for learning and exchanging information. According to the article "The Role of Innovative Technologies in Teaching a Foreign Language" by Qasimova Zarguloy Abinjon kizi, Each of 4 language skills, namely speaking, listening, reading and writing, can be tested through technologies. In fact, modern applications that we can install on phones and computers provide this opportunity. For example, we can check our essays by Artificial Intelligence and evaluate our knowledge. In addition, we can get new information on how to write good essays. In this way, there is an opportunity to develop other skills.

Technology also has its drawbacks. One of the drawbacks that we need to pay attention to is that instead of studying, students can go to social networks or various games. Secondly, there may be a declined in students' handwriting skills. Moreover, it causes health problems. In many cases, we see that this is related to the deterioration of eyesight. Taking into account some problems, we can achieve effective results by using modern technologies wisely.

Group work: Organizing a lesson into groups also has its advantages and disadvantages. First, let's focus on the positive side, dividing students into small groups during the lesson to work together on a problem or assigned tasks, allows group members to work together and take their place in the team. Each group is divided into an equal number of active and well-learned students, which motivates group members and encourages them to participate actively. Each group calculates its points during the lesson, which guarantees clarity and fairness between them. If one of the team members answers the question incorrectly, this participant is not reprimanded and is given the opportunity to correct his mistake. This method let students be more active and resourceful and increase their love for the lesson.

However, constantly dividing the lesson into small groups can lead to students losing their sense of individuality and independence, and constantly relying on the whole can have harmful consequences.

It is true that student engagement has been considered one of the major concerns in foreign languages learning. In order to solve these problems, we have presented several methods ranging

from gamification to group working. A mix of these methods have considerable impact on conducting interesting lessons.

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TRANSLATION OF PROVERBS USED IN FICTION FROM UZBEK INTO ENGLISH

Abstract

Idiomatic expressions, proverbs, and sayings are closely linked to the culture and history of a particular nation, making them difficult to understand by other nations. While some linguists emphasize that such lexical items are impossible to translate, other researchers have proposed various translation methods to address this issue. This article specifically examines this problem between the English and Uzbek languages. This article explores the issue of translating Uzbek proverbs used in literary works into English. Due to cultural and linguistic differences, translating proverbs used in literary works from Uzbek to English presents unique challenges. During the research, literal translation, sense-for-sense translation, cultural adaptation, using equivalent proverbs, and explanatory translation methods were applied, and more than 10 Uzbek proverbs were translated into English.

Key words: Linguistic differences, cultural differences, translation methods, literal translation, explanatory translation, cultural adaptation, equivalent proverbs.

Proverbs are an integral part of the culture and language of each nation and reflect the values and worldview of the states. In Uzbek literature, proverbs are often used instead of wise words and used to teach moral lessons. However, translating Uzbek proverbs into English presents several difficulties, because they depend on a deep cultural context and are direct equivalents. When translating Uzbek proverbs in works of art, it is necessary to preserve not only the literal meaning, but also its figurative essence. This article analyzes the difficulties in translating Uzbek proverbs into English and effective translation methods.

Many researchers have conducted several studies, successfully translating Uzbek proverbs used in literary works into English and other languages. For example, in Gaybula Solomov's article titled "The Peculiarities of Uzbek and English Proverbs and Their Equivalents in the Uzbek Language", it is emphasized that when translating proverbs, it is essential to consider national and cultural characteristics.

In addition, in Ugilcan Axmedova's research titled "Linguocultural and Semantic Features of English and Uzbek Proverbs", it is highlighted that it is important to preserve the semantic and cultural characteristics of proverbs when translating them. Furthermore, in the monograph

“Expression of Proverbs in English and Uzbek Languages,” the challenges encountered when translating English proverbs into Uzbek and the effective methods for their translation are discussed.

This study is based on books, articles, and student surveys. The paper analyzes the methods of translating Uzbek proverbs used in literature into English. The information is collected from previous studies and online learning platforms, helping to form a clear understanding of their effectiveness.

Research shows that in the process of translating Uzbek proverbs into English, several methods can be employed to preserve cultural context and emotional weight. Below are the key approaches used in translating Uzbek proverbs into English, along with the results and challenges associated with each method.

The first method to translate proverbs is literal translation. This method is one of the simplest and involves literally translating the article into English. This approach usually allows you to keep the original meaning of the article if its meaning is simple and universal.

For example, the Uzbek proverb “Har kimning o’ziga yarasha yo’li bor” can be translated as “Everyone has their own way.” This translation method is usually most effective when the cultural context between the two languages is similar and the proverb does not rely on specific cultural influences. In addition, the meaning of the proverb is easily understood in different cultures.

Although, the second translation method can be adaptation. If a direct translation cannot fully convey the article or reflect cultural nuances, an adaptation method is used. This approach involves finding an article or expression in English that has tha same general meaning.

For instance, the Uzbek proverb “Sabr toqat bilan har narsaga erishiladi” (With patience, anything can be achieved) can be adapted to the English proverb “Patience is a virtue.” Both proverbs express the importance of patience, but the phrasing differs.

The next translation method used in our research is called explanatory translation. Some Uzbek proverbs have deep meanings and cannot be directly translated due to cultural or contextual differences. In such cases, the method of explanatory translation is used, in which the meaning of the proverb is presented in more detail.

For instance, the proverb “O’tgan kunni unutma, hozirgi kunni qadrla” (Do not forget the past, but live in the present and learn from it) can be translated in a more detailed way as “Do not forget the past, but live in the present and learn from it.”

The fourth translation method is paraphrasing. This method is often used when a direct or adapted translation does not fully reflect the essence of the article. In this case, the original meaning of the proverb is rephrased using different words.

For example, the proverb “Ko’zda yo’l bor, ko’rmagansan, yur!” (There is a path in front of you, but you need to look and walk) can be paraphrased as “There is a path ahead, but you must open your eyes and move forward.” Paraphrasing is useful in conveying the emotional impact of an article, even if it requires more words.

Since the cultures of the Uzbek and English-speaking peoples differ significantly, the cultural context of proverbs also varies considerably. To bridge this gap between cultures, cultural adaptation is applied. One of the methods used in our study is cultural adaptation. This approach involves replacing culturally specific elements with ones that are more familiar to the target audience.

For example, the Uzbek proverb “Bir lahza bo’lsa-da, bir kunda yuz yilni yashashing mumkin” (Sometimes a single moment is worth a lifetime) can be expressed in English as “A moment can last a lifetime.” Cultural adaptation helps make the proverb more understandable to the target audience, ensuring that the message is clear and impactful.

When translating Uzbek proverbs into English, several approaches are used, each with its own advantages and disadvantages. Word-for-word translation is the most effective for simple and universal proverbs, while adaptation and paraphrasing are useful for conveying deeper meanings or tailoring the proverb to the target audience. Explanatory translation and cultural adaptation help

convey the essence of the proverb by taking cultural or contextual differences into account. The translator's ability to balance cultural sensitivity and the emotional impact of the message leads to an effective translation of the proverb.

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THE ROLE OF SOCIAL MEDIA AND APPS IN INFORMAL LANGUAGE LEARNING

Abstract

Learning multiple languages is an essential skill that is beneficial for effective communication, career development, and academic success. In the digital era, this process has significantly increased with the advent of new technologies, websites, and social media platforms. At the present, learning a new language is more accessible, relaxing, and convenient than ever before. Traditional classroom-based education is no longer the only way to acquire real-life language skills, but informal learning languages skills with digital tools has become great alternative. This article explores how Telegram, Facebook, YouTube, and also language-learning apps like Pimsleur, HelloTalk, and Speakly help to practice and adjust informal language context in an efficient way. Additionally, the benefits and drawbacks of learning languages through online resources opportunities will be presented in this article.

Key words: social media, internet, website, community engagement, language.

In the late 20th century, the invention of internet revolutionized the way of communication, education, and learning. With the development of Worldwide Wide Web (W.W.W) in1989, digital tools started to play crucial role in learning process, allowing people to share their skills and knowledge worldwide. Today over 5.56 billion people are Internet users. Teachers from primary schools to universities have been using web assisted learning as a supplement to traditional classroom and for delivering learning experiences. (Hong, Lai and Holton, 2001).

Additionally, a large portion of the world's population devoting a lot of time to connecting with online platforms like Facebook, Telegram, and YouTube, social media has become an essential part of people's daily routines in the modern world (Eren, 2012). It can be great way to learn real life communication style in foreign languages. The book of Zafarani et al. [13] highlights like this, "With the rise of social media, the web has become a vibrant and lively realm in which billions of individuals all around the globe interact, share, post, and conduct numerous daily activities." It is true that the technological revolutions completely changed the way that people exchange ideas and share information. People have also grown up to be aware of social networks and apps.

Interestingly, as of early 2024, Uzbekistan had approximately 5.35 million registered social media users, making up 15.3% of the country's population. When Telegram is included, these figures rose to 65% making it dominant in this place with providing huge informal communicative area.

The shift towards informal language with social media platforms

Language learning have been traditionally based on memorization, textbooks, various lectures and formal curriculum before. However, with social media application people now have opportunity to enjoy learning process and acquire knowledge in daily basis. It is true that social media offers:

- Real-time communication with native speakers

- Regular learning with posts, videos, photos, and comments
- Community engagement in different discussions
- Adaptation to new languages through listening unconsciously

These features make learning languages more intriguing and easier.

Telegram - This is hub for language learners with major advantages. It is widely used among people in different ways. In order to enhance informal language learning skills people can easily join chat groups, Channels which are specialized for their targeted languages.

Facebook - it is invented earlier and nowadays popular among majority of population. It is still key platform that helps to create live language classes; by watching daily short videos, it may become more convenient to improve the level of understanding.

You Tube - amazing social platform that allows everyone to digest any information through observing criticizes, comments, science works or daily slangs.

There are also apps like Pimsleur which is created to any slow-learners with daily conversation contexts, easy instructions. Also, Hello Talk which is today's great app to provide opportunities to make online friends worldwide. By this way, people can share their own thoughts, languages, culture via communication in their level and may be adapted to different accents, slangs, short answers which help them with generally informal language practice. However, still there are some disadvantages like: misconception in grammar, vulgarian phrases, lack of safety and language shortages may occur. Therefore, by combining online learning in real chats with formal courses people can success in learning languages and be able to use real conversations.

To conclude, in a fast-paced world, youngsters are learning quickly with their mobile phones any new data just browsing the web sites, therefore, learning informal contexts with native speakers is not problem. There are millions of apps, web sites, discussion chats help them to obtain knowledge and experience. For this reason, learners should be careful with the benefits and challenges of online education in this process.

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5. USING SOCIAL NETWORK SITES IN EFL CLASSROOMS by Havva KURT-TAŞPINAR

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THE THEORETICAL FOUNDATIONS AND PRACTICAL APPLICATIONS OF TRANSLATION

Annotation

This article provides a comprehensive exploration of the fundamental elements of translation theory and practice, emphasizing both theoretical foundations and practical applications. It examines key concepts such as equivalence, fidelity, and adaptation, which play a crucial role in ensuring accurate and effective translation. Additionally, the article discusses various translation methods and techniques, including literal translation, free translation, dynamic equivalence, and cultural adaptation. The study also highlights the challenges faced by translators, such as linguistic and cultural differences, idiomatic expressions, and contextual nuances. By analyzing different

approaches to translation, this article aims to provide valuable insights into how translation can bridge linguistic and cultural gaps while maintaining the integrity of the original message. Furthermore, it emphasizes the importance of translation in global communication, literature, business, and diplomacy, showcasing its role in facilitating cross-cultural understanding.

Key words: translation, theory, practice, methods, technology.

Translation, which involves conveying information across different languages and cultures, is a significant area of research within linguistics. Translation theory encompasses various approaches and methods that assist translators in addressing the challenges encountered during the translation process. The practice of translation applies these theoretical frameworks, enabling us to evaluate their effectiveness and limitations.

Translation theory includes several key aspects: Lexical translation is the transfer of the dictionary meaning of words and expressions. It is important to consider the context to avoid ambiguity. Syntactic translation - deals with sentence structure and grammatical rules. The translator must be able to adapt the sentence structure so that it is natural for the target language. Semantic translation - focuses on conveying the meaning and emotional coloring of the text. This is especially important when translating fiction. Cultural translation - takes into account cultural differences and nuances that may affect the understanding of the text. The translator must be familiar with the culture of both languages.

Translation theory is directly related to translation practice. Any theoretical concepts must be based on the description of observable facts from the real translation process, generalizing and explaining these facts. In turn, the scientific theory of translation has a reciprocal influence on translation activities, facilitating and enriching them. The foundations of the scientific theory of translation began to be developed only by the mid-twentieth century, when translation issues attracted the attention of linguists. Prior to this time, it was believed that translation could not be included in the scope of questions studied by linguistic science. Translators themselves considered that the linguistic aspects of translation played a very minor, purely technical role in the "art of translation."

Of course, a translator needed to be proficient in both the source language and the target language, but knowledge of languages was merely a prerequisite for translation and did not touch upon its essence. The role of such knowledge was often compared to the role of knowing musical notation for a composer

By the mid-twentieth century, linguists had to radically change their approach to translation activities and begin systematically studying them. We already know that during this period, the translation of political, commercial, scientific, technical, and other "business" materials came to the forefront, where the peculiarities of the individual author’s style are generally of little significance. In this regard, it became increasingly clear that the main difficulties of translation and the very nature of the translation process are determined by the differences in the structures and functioning rules of the languages involved.

A significant contribution to the development of linguistic translation theory was made by L.S. Barkhudarov’s work. The study clearly outlines the main problems that arise when transferring different types of meanings of linguistic units in translation: referential, pragmatic, intralinguistic, and grammatical. The various types of translation transformations are described in great detail.

Translation is undoubtedly one of the oldest forms of human activity. As soon as groups of people with different languages emerged in human history, "bilinguals" appeared to facilitate communication between these linguistically diverse communities. With the advent of writing, oral interpreters were joined by written translators, who translated various official, religious, and business texts. From the very beginning, translation has played a crucial social role, making interlingual communication possible. Translation Practice**.** Translation practice requires the translator to have not only theoretical knowledge but also a range of skills: Text Analysis – Before starting the translation, it is essential to carefully analyze the source text, identify its main ideas, and determine its tone. Terminology Research – This is especially important in specialized fields

such as medicine or law. The translator must be familiar with the appropriate terms in both languages. The French humanist, poet, and translator Étienne Dolet (1509–1546) believed that a translator should adhere to the following five fundamental principles of translation: Fully understand the content of the text being translated and the intention of the author. Have a perfect command of the language from which they are translating and equally excellent knowledge of the language into which they are translating. Avoid the tendency to translate word for word, as this would distort the meaning of the original and destroy the beauty of its form. Use commonly accepted forms of speech in the translation.

Translation theory and practice are interconnected aspects that help translators perform their work effectively. Understanding theoretical foundations allows for better handling of practical tasks, while practical experience can lead to new discoveries in the field of translation theory.

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THE EFFECTIVENESS OF ARTIFICIAL INTELLIGENCE AND INTERACTIVE PLATFORMS IN LANGUAGE LEARNING

Abstract

The integration of Artificial Intelligence (AI) and interactive platforms has revolutionized language learning by offering personalized, adaptive, and engaging experiences. This study explores their effectiveness in enhancing learning efficiency, engagement, and proficiency through AI-powered tools such as chatbots, speech recognition, and adaptive learning systems. Using a mixed-methods approach, data from language learners and educators highlight AI's role in improving pronunciation, grammar, vocabulary, and fluency. Interactive platforms foster immersion, motivation, and real-time feedback, though challenges like technological limitations and accessibility persist. This research underscores the potential of AI-driven tools in language acquisition while emphasizing the importance of human-AI collaboration for optimal learning outcomes.

Key words: artificial intelligence, interactive learning, language acquisition, EdTech, gamification, adaptive learning.

Nowadays these interactive and artificial intelligence play an essential role in schools, universities or another educational places. These modern technologies provide students and learners with more experience, insights, and interesting content to improve their language skills. In addition, as the demand for multilingualism in mass communication is increasing, people of all ages, even the elderly, are using these artificial intelligence-based platforms to improve their language skills. In this article, we will discuss the effectiveness, advantages, and disadvantages of artificial intelligence and interactive platforms in language learning.

Since some artificial intelligence platforms are very important for improving language learning, many scientists are conducting research to develop this field in the future. *For example*, *Marcus Witte* a*nd Thomas Hall (Germany, 2007*) these people created the BABBEL platform and the goal was to spread language learning around the world in an interesting and effective way. (unite.ai). Also, *Tashpolatova Dilfoza Komiljon Kizi and her colleagues (2024 UZBEKISTAN)*. They conducted this research with the aim of further improving the process of real native language reproduction with technologies related to artificial [.inlibrary.uz.}

I.Nazarova (2023 UZBEKISTAN). This researchers also a language the positive and negative aspects of strengthening learning through games were studied and as a research result .it was found that lessons in the form of a game remain longer and brighter in children's memory. (cyberleninka.ru.)

In addition, the Ministry of Innovation Development Of The Republic Of Uzbekistan (2023 UZBEKISTAN). In this large study, the impact of interactive platforms and artificial intelligence on the teaching system and learning was discussed and the positive aspects were considered. .(scientific-jl.org)

Artificial intelligence plays a big role in the research organized through materials and applications. And it is mainly used in *6 different ways* and in *6 different directions*. *For example, There are AI-assisted language learning applications: Duolingo, Mondly, LingQ, CHATGPT (Dulingo* lessons are conducted in a game style. In it, we can easily learn new words and phrases. And it is easy and convenient for new users. It can be easily learned at any time, in any situation and anywhere**.** *ChatGpt* - we know this artificial intelligence more than anyone else and have a lot of information. It can chat with us in real time, written or oral, and give us the necessary information) *Consultation, Conversation Or Written Practice: HelloTalk, Speaky***.** - These platforms are very useful for learning new languages easily in our real life, communicating with real speakers in a natural and lively way This platform cannot be used by beginners, but rather by advanced learners. It is also important for those who want to travel or live abroad *For Official and Important Information: edX, Coursera, etc.* - these applications are used to learn languages in an official way, to learn a lot of useful information, or to strengthen their knowledge. From what I hear, most of them are used by researchers or teachers. *For those who like to learn by listening or by listening to podcasts: BBC Learning English.* To improve listening comprehension skills or learn pronunciation, users of all levels can learn in any situation. For example, it is possible to learn a language in transport or on the street, even for people who are busy with work. *For those who are interested in videos and learn easily from them: YouTube, Netflix or TedTalks*. This method is suitable for those who prefer to learn by watching and listening rather than speaking and writing. And for learners of all levels can be used. Those who want to memorize the necessary phrases every day can also use it *Through games: Memrise, Lingodeer, etc*. A great way to memorize new words faster and more effectively, and most of the lessons are conducted in a game style.

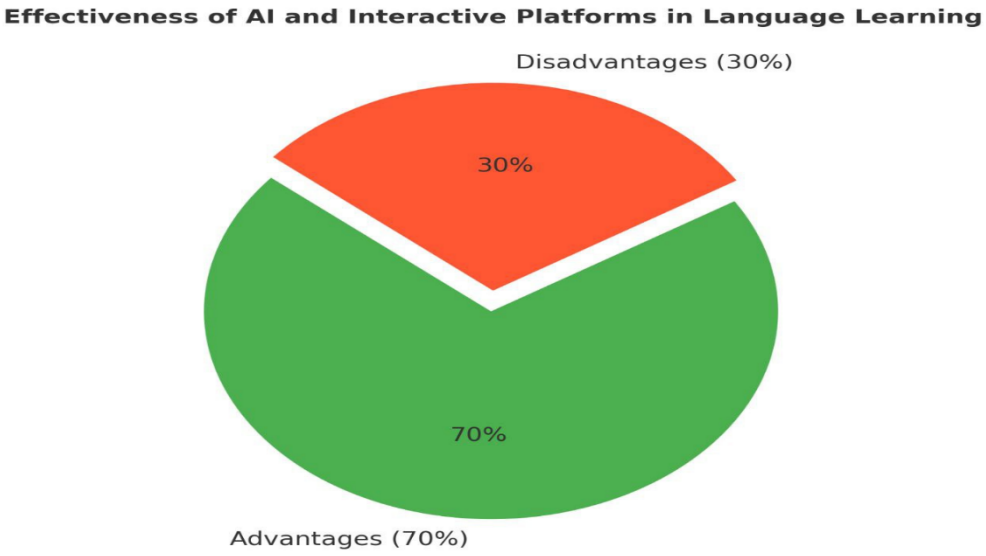
While writing this article, I conducted a survey among my friends, classmates, and even some strangers on the street. The results revealed a steady rise in the number of people relying on artificial intelligence for various tasks, including studying and working. Among the many AI-powered platforms available, ChatGPT and Duolingo emerged as the most widely used.However, despite AI's growing popularity, some participants pointed out its limitations. One common criticism was that artificial intelligence lacks emotional depth. Certain systems adhere to rigid rules and structures, which, at times, can create obstacles in the learning process.

This raises important questions:

How effective is artificial intelligence today? Does it have a mostly positive or negative impact?

What are the advantages and drawbacks of AI-powered platforms?

Based on the article I wrote, in conclusion, I must say that until now, there have been many innovations and changes in the life of mankind. They are trying to take a step towards an easier life. For example, all kinds of new ways are being sought, new methods are being found to gain knowledge. These topics that we have discussed above are also gradually becoming necessary for humanity. There are also enough bad and harmful sides to it. We use artificial intelligence and interactive platforms almost every day: during lessons, during the day, sometimes when we need something, we can get help from them, of course.



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THE ROLE OF AI IN LANGUAGE LEARNING: A HELP OR A HINDRANCE

Abstract

This article deals with the advantages and disadvantages of Artificial Intelligence (AI) in Language learning, like learning platforms, chatbots, programs where learners interact with interactive boards, accessible resources. It also explores both benefits and limitations of AI for learners during learning language via comparing it with traditional teaching.

Key words: AI, technology, chatbots, platforms, tool, traditional teaching, app, speech system.

Artificial Intelligence (AI) has become a powerful tool in language learning, offering personalized, interactive, and accessible resources for learners worldwide. According to PR Newswire, "The global online language learning market is projected to grow by approximately $81.6 billion within four years, between 2025 and 2029."

AI-driven technologies, such as chatbots, speech recognition systems, and adaptive learning platforms, provide instant feedback, enhance engagement, and cater to diverse learning styles. However, despite its advantages, over-reliance on AI may hinder critical thinking skills and lead to excessive dependence on technology. Some learners may neglect independent research, which could limit cognitive development ("arid mind"). Additionally, AI lacks human interaction and may present biases in generated content.

This article explores both the benefits and limitations of AI in language learning, comparing

it with traditional teaching methods.

The Rise of AI in Language Learning

In today's fast-paced world, learning a foreign language has become essential for education, career advancement, and real-life situations. As a result, learners seek efficient and accessible methods to acquire new languages. A survey conducted by the Babbel app revealed that 87% of users reported improved language skills after using the platform, attributing their progress to AI-driven personalized lessons (cooljugator.com). In August 2024, global downloads of language learning apps peaked at over 26.5 million, demonstrating the increasing adoption of AI-assisted tools (statista.com). AI is rapidly becoming a popular method for learning new languages.

Benefits of AI in Language Learning

1. Accessibility and Convenience

AI-powered platforms allow learners to study anytime and anywhere, even while commuting or waiting for transportation. These tools save time and money, eliminating the need to travel to educational centers. Moreover, AI benefits individuals with physical disabilities, offering them equal learning opportunities.

2. Pronunciation and Speaking Practice

AI technology can analyze learners' pronunciation and provide feedback for improvement. This feature is particularly useful for learners who feel self-conscious about speaking. AI-powered conversation partners, often designed to mimic native speakers, help learners practice speaking skills confidently.

3. Personalized Learning and Vocabulary Expansion

AI-driven tools adapt to learners' proficiency levels, offering customized exercises and vocabulary based on their progress. If a learner struggles with a concept, AI provides detailed explanations and unlimited practice opportunities. Learning becomes more flexible, accommodating different levels and learning paces.

However, despite these advantages, AI has certain limitations.

Limitations of AI in Language Learning

1. Lack of Cultural and Emotional Context

Helen Campbell, a language educator, states, "While AI can assist with translations, mastering a language's nuances and cultural context requires human cognitive abilities and interactions." AI lacks emotional depth and cultural understanding, which are crucial for true language acquisition.

2. Absence of Motivation and Discipline

Unlike traditional classroom settings, AI cannot provide motivation or encouragement. Teachers play a vital role in inspiring students, setting goals, and maintaining discipline. Young learners, in particular, may struggle with self-regulation and require guidance, motivation, or even lenient punishment to stay committed to their studies.

3. Security and Privacy Concerns

AI-based learning platforms may pose security risks. In January 2023, data from over 2.6 million Duolingo users, including usernames and phone numbers, was exposed and sold on a hacker forum, highlighting vulnerabilities in AI-powered platforms (en.m.wikipedia.org).

AI has transformed language learning by making it more accessible, personalized, and engaging. However, it cannot fully replace traditional teaching methods, which provide human interaction, cultural understanding, and motivation. While AI serves as a valuable tool, a balanced approach—combining AI with traditional learning—may be the most effective way to acquire a new language.

Overall, AI is neither a help or nor a hindrance. It’s impact depends on how it is used. If we use it without any real- world practices, it can be a hindrance. It has a negative influence on critical thinking too. The best approach is a balanced one, where AI enhances learning but is complemented by real- world practices,

human interactions and critical thinking. AI should be used as a tool to support learning, not a complete replacement for traditional methods.

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MUVAFFAQIYATLI O‘QITUVCHINING ASOSIY KO‘NIKMALARI

Annotation

This article will analyze the basic skills you need to become an advanced teacher. Such features like teacher’s pedagogical skills in class organization, the culture of communication with children, the ability to use modern educational methods and techniques, innovation and creativity occupy an important place in this profession.

Key words: pedagogical skills, methodology, psychological approach, experience, flexibility, leadership skills, oratory, interactive education, creativity.

Annotatsiya

Ushbu maqolada muvafaqqiyatli o'qituvchi bo'lish uchun kerak bo'lgan asosiy ko'nikmalar tahlil qilinadi. Ustozning dars tashkil etishdagi pedagogik mahorati, bolalar bilan muloqot madaniyati, zamonaviy ta'lim usullari va texnikalaridan foydalana bilish, novatorlik va ijodkorlik kabi xususiyatlar bu kasbda muhim o'rin egallaydi.

Kalit so'zlar: zamonaviy pedagog, pedagogik mahorat, metodika, psixologik yondashuv, tajriba, moslashuvchanlik, liderlik ko'nikmalari, notiqlik, interaktiv ta'lim, ijodkorlik.

Bugungi kunda o'quvchilarni zamonaviy ta'lim texnologiyalaridan habardor qilish uchun zamonaviy pedagog roli katta ahamiyatga egadir. Zamonaviy pedagog nafaqat bilim beruvchi, balki o'quvchilarni ilmga qiziqtiruvchi, ilhomlantirib ruhlantiruvchi hamda zamonaviy koniklamarni o'rgatuvchi yetakchi shaxs bo'lishi lozim. Bu yo'lda albatta o'ziga xos pedagogik mahorat talab etiladi. Sababi mahorat ta'lim berish va bola bilan ishlash jarayonida muhim o'rin kasb etadi. Pedagogik mahorat tushunchasini darsni samarali tashkil qila olish, o'quvchi bilan muloqot qila bilish, darsni interaktiv tarzda foydali metod bilan tashkil qilish hamda tajriba orttirish maqsadida o'z ustida ishlash kabilar qarab oladi. Shuningdek muvafaqqiyatli o'qituvchi uchun bola psixikasini tushinish hamda o‘quvchilarning individual ehtiyojlarini, qiziqishlarini inobatga olgan holda ularning ta’limga bo‘lgan motivatsiyasini oshirish, stress va qiyinchiliklarni yengishiga yordam va kerakli maslahat berish imkonini beradi.

John Hattie (2009) – Visible Learning ilmiy tadqiqotiga ko'ra, o‘qituvchining pedagogik mahorati o‘quvchilarning natijalariga 30% dan ortiq ta’sir qiladi. Uning fikriga ko'ra, samarali ta’lim berish uchun muhim bo‘lgan omillar sirasiga - o‘quvchilarga aniq maqsad qo‘yish, o‘qituvchi va o‘quvchi o‘rtasidagi bog‘lanish, differensial yondashuvlar kiradi.

Muvaffaqiyatli ustoz bo'lishda moslashuvchanlik va liderlik ko'nikmalari muhim o'rinda turadi. Bu haqida A.G. Maklakov va S.V. Chermyanin tomonidan ishlab chiqilgan ko‘p darajali "Moslashuvchanlik" metodikasi qo‘llanilgan. Tadqiqot natijalari yosh rahbarlarda boshqaruv ko‘nikmalarini rivojlantirishda moslashuvchanlikning muhimligini ko‘rsatadi. Shuningdek, pedagogdagi notiqlik qobiliyatining shakllanganligi ham kerakli ko'nikma hisoblanadi. Bu mahorat o'qituvchining mavzu bo'yicha o'z tushunchalari va fikrini aniq va tushunarli tarzda bayon etishga ko'maklashadi. Ustoz nutqi qanchalik ta'sirchan va aniq bo‘lsa, o‘quvchilarning bilim olish jarayoni samaraliroq va tezroq kechadi. Aflotun o‘zining "Ritorika" asarida notiqlikni "odamlarni boshqarish san'ati" deb ta'riflagan, bu esa pedagogning nutq madaniyatini to‘liq egallashi uning

eng katta imtiyozi ekanligini yaqqol ko'ratib beradi.

Xalqimiz e'tirof etganidek, o'qituvchilik sharafli kasb va bu kasbni egallamoqchi bo'lganlar uchun o'z faolliklarini oshirib yetarli tajriba orttirishlari talab etiladi. Yuqorida qayd etilganlarning barchasi muvafaqqiyatli o'qituvchi uchun uchun asosiy tavsiyalarni o'z ichiga oladi ya'ni:

- pedagogik mahoratni shakllantirish va uni rivojlantirish;
- bola bilan erkin muloqot qilish madaniyati;
- interfaol darslar tashkil qilish;
- kasbiy malakani boyitib borish;
- tanqidiy fikrlashni shakllantirish;
- o'quvchi psixologiyasi tushinish.

Ushbu tafsiyalar muvafaqqiyatli o'qituvchi uchun kerak boladigan ko'nikmalar hisoblanib, bu usullar jamiyatga zamonaviy pedagoglarni yetkazib berishga xizmat qiladi.

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ZAMONAVIY PEDOGOGIK TEXNOLOGIYALARDAN FOYDALANGAN HOLDA IKKINCHI TILDA GAPIRISHNI O’RGATISH

Abtract

In today’s digital age, educators are constantly seeking innovative ways to enhance the learning experience for their students. This is particularly true in the realm of language education, where traditional teaching methods are being supplemented and some cases, replaced by modern pedagogical technologies. Internet, podcasts, video conferencing, videos and speech recognition software are considered the best tools for teaching speaking skill. This paper aims to discuss some new technologies available for teachers of English today to intensify speaking skill of second or foreign language learners

Key words: methodology, animated film, audio taped, video conferencing, gamification.

Annotatsiya

Bugungi raqamli asrda o‘qituvchilar o‘z o‘quvchilari uchun ta’lim tajribasini oshirishning innovatsion usullarini doimiy ravishda izlamoqda. Bu, ayniqsa, an’anaviy o‘qitish usullari to‘ldirilayotgan va ba’zi hollarda zamonaviy pedagogik texnologiyalar bilan almashtirilayotgan til ta’limi sohasida to‘g‘ri keladi. Internet, podkastlar, videokonferentsiyalar, videolar va nutqni aniqlash dasturlari nutq mahoratini o'rgatish uchun eng yaxshi vositalar hisoblanadi. Ushbu maqola ikkinchi yoki chet tillarini o'rganuvchilarning nutq mahoratini oshirish uchun bugungi kunda ingliz tili o'qituvchilari uchun mavjud bo'lgan ba'zi yangi texnologiyalarni muhokama qilishga qaratilgan.

Kalit so'zlar: metodologiya, animatsion film, audiotasma, videokonferentsiya, o’yinlashtirish.

Nutq muhim muloqotdir va zamonaviy pedagogik texnologiyalar o'qitish va o'qitish jarayonini sezilarli darajada yaxshilashi mumkin. Nutq ikkinchi tilni o'rganish va o'rgatishning muhim qismidir. Bu muloqot san'ati va chet tilini o'rganishda o'zlashtirilishi kerak bo'lgan 4 ta samarali ko'nikmalardan biridir. Yaxshi nutq qobiliyatlari tinglovchilar tomonidan tushunilishi mumkin bo'lgan so'zlarni yaratish harakatidir. (Technology in teaching speaking skill, 2014) 1960-1970-yillarning boshlarida boshlangan texnologiyaning til o‘qitishga integratsiyalashuvi

o‘qituvchilarga ikkinchi til o‘rganuvchilarga eng yaxshi tarzda gapirishga o‘rgatishda yordam berdi. Nutq mahoratini o'rgatishda o'qituvchilardan munozara, nutq, rolli o'yinlar, suhbat, audio tasmali og'zaki dialoglar jurnali va boshqa aniqlikka asoslangan tadbirlar kabi bir necha turdagi usullarni qo'llash orqali o'quvchilarning nutq qobiliyatlarini rivojlantirishga qodir bo'lishi kutiladi. (1; Dougles H. Brown.Teaching by Principles. 3-b) Texnologiyaning rivojlanishi bilan o'qituvchilar endi o'quvchilarning nutq qobiliyatlarini yaxshilashga yordam beradigan keng ko'lamli vositalar va resurslarga ega.

Zamonaviy texnologiyalar orqali tushuntirilgan dars o'quvchilarga nutqni tushunishga katta yordam beradi.

Nutqni o'rgatish muammolari

Amaliyotchilar va tadqiqotchilar og'zaki testning to'g'riligi bo'yicha o'z fikrlariga bo'lingan va unga qarshi va qarshi dalillarni ilgari surgan. Og'zaki ravonlikni tekshirish foydasiga eng keng tarqalgan dalillar quyidagilardir (2; Maryam Bakhodrfar and Reza Omidvar. 134-b)

Har bir umumiy til testi tilning barcha jihatlari va sohalarini o'z ichiga olishi kerak:

Gapirish odatda eng muhim til mahorati hisoblanadi, shuning uchun har qanday til imtihonida u birinchi o'ringa ega bo'lishi kerak:

O'qituvchilar uchun ma'lumotnomalar faqat bolalarni o'qitish bilan bog'liq masalalar, tamoyillar va metodikaga bag'ishlangan (Prinsiplar bo'yicha o'qitish. Til pedagogikasiga interaktiv yondashuv.) O'quvchilarda kuzatilgan asosiy nutq muammolari mahalliy dialektlardan foydalanish va chalkashlik bilan bog'liq edi. Bu tadqiqotchi o'z sinfida hal qilishi kerak bo'lgan muammo sifatida ko'rib chiqildi va tadqiqot jarayoni animatsion film bo'lib, uning fikricha, o'quvchilar tomosha qilishlari uchun qiziqarli bo'ladi (3. Lisnawati, Dwi Prasetyo, Ladifa Nanda. 46-b)

Nutq mahoratini oshirishda zamonaviy texnologiyalar

Zamonaviy texnologiyalar o'quvchilarga o'z-o'zini boshqaradigan harakatlar bilan shug'ullanish imkoniyatini beradi, o'z-o'zidan o'zaro muloqot qilish imkoniyatlarini, maxfiylikni va xatolar tuzatiladigan va aniq fikr-mulohazalar beriladigan xavfsiz muhitni beradi. Mashinaning fikr-mulohazalari xatolarni kuzatish va talabani darhol aniq xatolarga qaratilgan mashqlar bilan bog'lash qobiliyati bilan qo'shimcha qiymat beradi. Dasturiy ta'minotda sifatli fikr-mulohazalarning muhimligini ko'rsatadigan tadqiqotlar paydo bo'ladi. Nutqni o'rgatishda qo'llaniladigan eng mashhur texnologiyalar videokonferentsya aloqa, audio yozuvlar, nutqni aniqlash dasturlari, o'yinlar, mobil o'rganish ilovalari, virtual reallik, onlayn so'zlashuv forumlaridir.

Video konferentsiya: O'qituvchilar talabalar bilan nutq faoliyatini amalga oshirish uchun video konferentsiya vositalaridan foydalanishlari mumkin. Bu real vaqt rejimida o'zaro aloqa va fikr-mulohaza yuritish imkonini beradi va real hayotdagi nutq holatlarini taqlid qilishi mumkin.

Fikr-mulohaza: Talabalar o‘zlari gapirayotganlarini yozib olishlari va o‘qituvchilaridan fikr-mulohazalarni olishlari mumkin. Bu shaxsiy fikr-mulohaza va nutq qobiliyatlarini o‘z-o‘zini baholash imkonini beradi.

Nutqni aniqlash dasturi: O‘qituvchilar o‘quvchilarning talaffuzi va ravonligini baholash uchun nutqni aniqlash dasturidan foydalanishlari mumkin. Bu ob’ektiv fikr-mulohazalarni taqdim etishi va o‘quvchilarning nutq qobiliyatlarini yaxshilashga yordam beradi.

O’yinlashtirish: O‘qituvchilar nutq faoliyatini yanada qiziqarli va interaktiv qilish uchun o‘yin usullaridan foydalanishi mumkin. Bu nutq o‘yinlari, simulyatsiyalar va rolli o‘yinlardan foydalanishni qiziqarli va esda qolarli tarzda gapirishni o‘z ichiga olishi mumkin.

Mobil o‘rganish ilovalari: Talabalarga nutq ko‘nikmalarini o‘rgatishda yordam beradigan ko‘plab mobil ilovalar mavjud. Bu ilovalar ko‘pincha nutq mashqlari, interaktiv o‘yinlar va talaffuz amaliyotini o‘z ichiga oladi.

Virtual haqiqat: Virtual haqiqat texnologiyasidan talabalarga turli vaziyatlarda va sharoitlarda gapirishni mashq qilish imkonini beruvchi simulyatsiya qilingan nutq muhitini yaratish uchun foydalanish mumkin.

Onlayn nutq forumlari: O'qituvchilar talabalar o'z tengdoshlari bilan gaplashishni mashq qilishlari mumkin bo'lgan onlayn nutq forumlarini yaratishi mumkin. Bu ularning o'quvchilariga

mashq qilishlari va fikr-mulohazalarini olishlari uchun past bosimli muhitni ta'minlashi mumkin.

Ikkinchi tilni o'rganishda texnologiyadan foydalanish bugungi kunda haqiqiy zaruratga aylandi. Ushbu maqolada o'quvchilarning nutq qobiliyatini rivojlantirishda texnologiyadan qanday foydalanish mumkinligi qisqacha ko'rib chiqildi. Nutqni o‘rgatishda zamonaviy pedagogik texnologiyalarni qo‘llash o‘qituvchilarga o‘quvchilar uchun qiziqarli va samarali ta’lim tajribasini yaratish uchun innovatsion vositalarni taqdim etadi.Ushbu texnologiyalar nafaqat o‘quvchilarning nutqiy ko‘nikmalarini oshiribgina qolmay, balki ularga turli kontekstlarda o‘zlarining muloqot qobiliyatlarini mashq qilish va yaxshilash imkonini ham beradi. Ushbu texnologiyalarni til o'rganish o'quv dasturiga integratsiyalashgan holda, o'qituvchilar o'z o'quvchilarini haqiqiy dunyoda ishonchli va samarali muloqot qilish uchun yaxshiroq tayyorlashlari mumkin. Umuman olganda, nutqni o'rgatishda zamonaviy pedagogik texnologiyalarni qo'llash nutq faoliyatini talabalar uchun yanada qiziqarli, interfaol va samarali qilishga yordam beradi.

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TRANSLATION STUDIES IN THE AGE OF GLOBALIZATION: EXPLORING THE CHALLENGES AND METHODOLOGIES OF TRANSLATION IN A GLOBALIZED WORLD

Annotation

This article examines the challenges and methodologies in the field of translation studies within the context of globalization. As globalization fosters rapid intercultural communication and the exchange of information, the role of translation becomes even more critical in bridging linguistic and cultural barriers. The research explores the impact of globalization on translation practices, highlighting key issues such as linguistic adaptation, cultural equivalence, and the complexities of preserving meaning across languages. Additionally, the study addresses major challenges faced by translators, including idiomatic expressions, syntactic differences, and the influence of cultural context on meaning interpretation. A significant focus is placed on modern translation methodologies, including descriptive translation, functional equivalence, and machine-assisted translation techniques. The study further discusses the role of translators in maintaining fidelity to the original text while ensuring that the translated content resonates with the target audience. Ultimately, this research contributes to a deeper understanding of how translation serves as a vital tool in fostering international communication, diplomacy, and cultural integration in an increasingly interconnected world.

Key words: Cultural exchange, descriptive translation, translators, context, equivalence, localization, pragmatics, cross-cultural communication, linguistic adaptation, machine translation, semantic interpretation, translation strategies, discourse analysis, intercultural mediation, communicative competence.

The globalization process has significantly impacted and continues to influence the field of translation. As political, cultural, economic, and religious integrations intensify worldwide,

interactions between different languages and cultures are increasing. This creates new demands and opportunities for translators. Due to globalization, translation technologies, including computer-assisted translation tools and automatic translation systems, are rapidly advancing. This, in turn, enhances cultural exchange. As communication between cultures strengthens, translators must deeply understand not only languages but also cultural contexts. This necessitates increased cultural sensitivity in the translation process. New expressions and concepts are emerging as a result of globalization. Translators need to continually update their experience and skills to accurately and clearly convey these new concepts into the target language. Translation is not merely the process of converting a word from one language into another; rather, it is about preserving and conveying the original meaning of a text. Word-for-word translation can lead to misunderstandings in the translation process. For example, the English phrase "a piece of cake" literally translates to "bir bo‘lak tort" in Uzbek, but its actual meaning is "very easy." Another major challenge in translation is cultural differences. Language reflects a nation’s customs, traditions, and worldview. Therefore, it is essential to consider cultural context alongside linguistic aspects during translation. Some words or phrases that are simple and understandable in one language may lose their original meaning when translated into another language. Additionally, certain words and expressions may lack exact equivalents in other languages due to their deep cultural significance. For instance, key terms used in Uzbek wedding ceremonies, such as "Fotiha to‘yi" and "Sovchilik," have no direct equivalents in other languages, as they are specific to Uzbek culture. Modern translation methodologies must focus on several key aspects to be effective in a globalized context. Firstly, understanding the cultural context is crucial; translators should grasp not only the words but also their social and cultural nuances to accurately convey the original meaning of the text. Another useful approach is descriptive translation, where the form and characteristics of an item are described. For example, the Uzbek word "novvot" refers to a type of confection not found in English-speaking cultures. By describing its form and characteristics, it can be translated as "rock candy."

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WAYS OF OVERCOMING VOCABULARY BARRIER IN READING COMPREHENSION OF A2 ENGLISH FOREIGN LANGUAGE YOUNG LEARNERS

Abstract

Large amounts of young learners with A2 level in English as a Foreign Language (EFL) come across divergent problems, especially vocabulary-related ones in Reading skill. In this article, it will be outlined ways of overcoming the complication in learning unknown words by effective techniques as using cards or making use of them in examples.

Key words: vocabulary acquisition, A2 level learners, effective techniques, experiment with school students.

Vocabulary learning is an essential part of acquiring a second language as words are the building blocks of a language [1]. Since learning it demands great deal of force from students, it is asked to teach them in effective way including particular valuable methods from teachers. As

Hairrell, Ripley and Simmons emphasized, being aware of the importance of vocabulary in first, as well as, second language learning lead the theoretical foundation followed by empirical studies [2]. Especially, in Reading without vocabulary acquisition it is exceedingly challenging to understand the text. For the purposing of memorizing unfamiliar words and identify the effectiveness of some techniques the research was conducted among primary school students with A2 level. The results and other aspects will be covered in the article.

There are some specific factors that make memorizing the words as a challenge:

1. **Not restating the reviewed words**.

People are tend to stop repeating memorized words after 2 or 3 days. Of course, then it will be effortless to slip their mind.

2. **Neglecting the developed skills of each individual.**

As in some people hearing is advanced than other aspects, this kind of people have "auditory memory". If someone is best in committing the vocabulary to memory by seeing, this one has visual memory. Regarding memorizing well by writing it is called "kinesthetic memory".

3. **Over-reliance on unproductive methods**

It is not right to leave the words by just memorizing them via only reading.

The first method is utilizing technologies in efficient way, as an example, making online cards written the words. According to the Hockly, "The future is increasingly mobile, and it behoove us to reflect this in our teaching practice"[3]. Furthermore, there are some popular and free dictionaries:

Merriam-Webster Dictionary, Dictionary.com and *The Free Dictionary.* With the help of these, learners will be informed about the meaning of the words. As it is easier to commit new words to mind by reading English meaning of unfamiliar English words, it is quite significant making use of monolingual dictionaries.

Since it behoves EFL learners to make some examples adding new acquired words, it will be really advantageous to build enormous vocabulary stock. In order to make sure of that way is effective or not, the research was conducted among primary school students by teachers. The experiment showed that the pupils learned vocabulary with examples had greater percentage (90%) of the amount of words while the pupils acquired words only by reading more times had less percentage (40%) than others.

Thus, it can be concluded that technology-related tips of learning vocabulary will be quite beneficial for all learners. As the technology is going on expanding, adjusting to having the data in modern-day methods is significant.

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THE ROLE OF COMMUNITY LANGUAGE LEARNING IN MODERN LANGUAGE TEACHING

Annotation

Community Language Learning is one of best ways of teaching methods, in which students not only learn the language but also through this process feel themselves as an important one by emotional support and advice of teachers. This method emphasizes group learning, collaboration and cooperation of learners with making teacher's role facilitator and counselor. This article deeply investigates main components of CLL, how it can enhance quality of learning language with communication by reducing amount of stress and anxiety among learners.

Keywords: CLL, teaching method, counselor, small groups, skilled teachers, modern learning, high attendance, emotional support, technology.

Learning a new language is both exciting and challenging for students. According to Curran, adults often feel threatened by a new learning situation, and there for in this method teachers became as a "language counselors". Many students feel anxiety and stress when speaking in foreign language as it is not usual phenomenon for them speaking not in native language, there for they usually cannot express their thoughts fully and independently, because of they will have fear of making mistakes and being judged. In order to deal with it , teachers should use CLL method , in which students feel supportive environment accompined with counciling of teacher. This method is developed by Charles Curran in the 1970, in which teacher-centered method changed with student-centered. Students feel theirselves as a part of community and group, it leads to high and engaging attendance with stress-free tasks.

Principles of Community Language Learning

- Language is person.

Phrase of "Language is person" means that, language is deeply connected with person by several factors as identity, culture and individuality. How we speak, and choose appropriate words can express our identity and reflects who we are. Furthermore, humans are only beings who can use their language and express their feelings through communication among other creatures. Language will unite people who have similar ideas and goals. Another similarity is that, as a individuals grow and change, languages also face with revalution over years by many factors.

- Native language is a bridge.

In CLL, students can use their native language when they face with challenges or if they want to ask something related to theme from teacher. Using native languages make understanding clearer, and enhance participation among students. They did not face with any difficulties during lesson as they can learn any new theme easily in combination of their native language.

- Working in groups is helpful.

If student learn new theme with group, they can share their diverse ideas with each other and help to understanding concept better. Working with peers can improve feeling of competence and collaboration. Students will improve their communication skills and working in groups will motivate them for learning more and getting more information.

Focus of Community Language Learning

As CLL is a student-centered method, it emphasizes collaboration, emotional support, and natural communication among learners. This method creates supportive and safe environment for students, where they will not have fear of making wrong expressions. Peer collaboration is also important aspect rather than individual competition. The crucial point is that, because of focusing on real-life communication, it is easy to use foreign language everyday without any memorization of grammar rules. In today's world, most of the students want to see their results in short period, for fulfilling it teachers should use CLL, because by using this method they can use authentic materials through learning process and they can evaluate themselves by recording conversations, listen back, and analyzing it repeatedly. Another attracting aspect of this method is that, in the

beginning, if the learners' level is low, they can use their mother tongue to give their opinions, then they gain confidence and start to using target language easily, which is plus for modern learners.

The role of teacher and student

Role of the teacher in this method is a facilitator, advisor and counselor. Teacher should present emotional support, help to build confidence and always think about feeling of students. Teacher encourages students to work in groups and share their ideas with each other, by navigating challenges of language learning and reducing anxiety.

Positive and negative sides of this method

CLL method has more advantages than disadvantages, for which teachers should use it through their lessons. First plus side is that, low amount of anxiety will lead to freely expressing of ideas of students. Then through this method learners enhance their listening and pronunciation, it gives them opportunity to use language with confidence and make friends from foreign countries. However, less structure is one of the main drawback of CLL. Without structure students feel lost and there will not consistency in leraning. Grammar learning is also indirect, because of it students may face with challenges in speaking correctly.

In general, using this method with modern ones will improve effectiveness of teaching, because learning is not just an intellectual process, but it is also connection of emotions and motivation.

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THE ROLE OF DEBATE CLUBS IN LEARNING FOREIGN LANGUAGES

Annotation

XXI century is when all people's lives are not only globalizing, but also fundamentally influencing the education systems and daily life. In this article, we discuss how debate clubs play a crucial role in the lives of both students and teachers; discover their historical origins, its development over the time; and its importance in learning foreign languages.

Key words: critical thinking, language fluency, vocabulary expansion, confidence building, collaborative learning.

Nowadays, we hear about a variety of clubs, and one of the most common ones is debate club. When it comes to the history of debate clubs, Protogoras is known to be the father of debate for implementing it an educational environment over 2400 years ago in Athens, Greece. Debate was first incorporated in American higher education in the 19th through 20th century. It is evident that the ultimate goal of helping students acquire deeper knowledge. For instance, they help with language fluency, public speaking, vocabulary expansion, critical thinking and so forth. The teacher divides the students into two groups and gives a topic. One side must discuss the positive aspects, while the other side focuses on the negative aspects. Each group is given points, and the team with the most points wins.

At the same time, the teacher can asses each student's participation and determine how well they understand a lesson. Due to the variety of topics presented, students are required to approach them critically and try to recall relevant vocabularies. Listening to each participant's opinion and working together helps to build confidence not only among other students, but also public because

they are worried about making grammar mistakes or others might laugh at them. From my experience, I used to never talk to others, but I realized that a person can't achieve their goals with shyness. Therefore, while studying at lyceum, I would have conversations with many people and participates in debate clubs.

Debating helps you to become a better speaker in all situations – private and public. With new debating skills, you will able to give more power to your own voice (Rybold 2006, p.2). We have to admit that if make these types of clubs a lot, it has more opportunities to improve speaking skills. Practice makes perfect!

Tips for improve our speaking and help us debate clubs:

Do extensive research: Always come prepared with prepared facts, statistics, and credible resources will boost your confidence and all of them available in the internet.

Avoid being shy: When a question posed by the teacher seems unclear to you. You have to seek help when needed.

Expand your vocabulary: Since you will need to use them for unfamiliar topics, you must primary acquire topic-based vocabulary.

Collaborate with teammates: Sometimes you choose to answer question wrong on your own without talking to your teammates. Coordination is a key of success.

In James Clear's book "Atomic habits", a professor in a photography faculty gives two groups different assignments. Group A is instructed to focus on practice by taking as many photos as possible while group B is told to focus solely on theoretical knowledge. After a month, group A receives better evaluations because unlike the theory focused group, they did not overthink how to achieve a perfect result. Instead, the sheer number of photos they took allowed them to improve their skills to a professional level. Due to the fact that, debate clubs also offer an active learning environment trough authentic interaction in meaningful contexts between learners and teachers. (Atomic habits,16-october 2018).

Debating can be used in English as a Foreign Language [EFL] classes to practice all the skills in real contexts. According to Krieger (2005, p.25).

Debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways. In addition to providing meaningful listening, speaking and writing practice, debate is also highly effective for developing argumentation skills for persuasive speech and writing.

- Listening: Through debates students can improve their listening skills as they must focus on understanding what the opposing team saying in order to plan their counter arguments. Moreover, training often takes place through video clips of debate sessions, speeches given by experts (for example Ted Talks);

- Speaking: Regular practice of debate will improve fluency, pronunciation and vocabulary. Teachers will provide feedback on pronunciation, choice of words, syntactic structure and relevancy of the information, logic building and content coherence;

- Reading: In order to plan effective and persuasive speeches, students have to read many sources that can be gathered through local and international newspapers, magazines or articles, and websites. They can practice distinguishing between appropriate and inappropriate sources and they can enhance different reading modalities such as skimming and scanning, according to their specific needs. Through these practices, students prepare themselves for taking part in debates;

- Writing: Debates can develop writing skills as well: they have to take notes on what they are planning to say, organize the different parts, as well as focus on coherence, consistency and persuasion. Therefore, they learn how to write argumentative essays easily. (Rybold, 2006).

In conclusion, it can be assumed that debating is one the most important thing in learning foreign languages, among the other teaching methods strategies because of mix of research, discussion, competition, cooperation and fun seems to have a strong educational environment. Many learners benefit much when teachers make use of educational techniques that encourage students' active involvement. They combine language practice with essential skills like speaking, making the process both engaging and educational.

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MATN SHAKLLANISHIDA QARINDOSHLIK ATAMALARINING O‘ZIGA XOS O‘RNI

Annotatsiya

Mazkur maqolada nutq tizimida qarindoshlik atamalari tilning leksik, grammatik va sintaktik sathiga oid turli birliklar bilan uzviy va ajralmas munosabatlarga kirishib, matn tuzilishini ta’minlovchi vositalar qatoridan o‘rin egallashi haqida fikr yuritiladi. Turli guruhlarga oid qarindoshlik atamalarining matnda bajaradigan vazifalari o‘zaro farqli tomonlari, ularning bir paytda nominativ va ekspressiv vazifalarni bajarishi, hamda qarindoshlik atamalarining matn tuzilishidagi ahamiyati tadqiq qilingan.

Kalit so‘zlar: birliklar, qarindoshlik atamalari, matn, struktura, paremiyalar, kommunikativ kategoriya, kategorial belgi, mazmuniy, shakl, belgi.

Abstract

The article discusses the idea that kinship terms in the speech system enter into a holistic and inseparable connection with various units of the lexical, grammatical and syntactic levels of language, taking their place among the means that ensure the structure of the text. The differences in the functions of kinship terms belonging to different groups in the text, their simultaneous performance of nominative and expressive functions, as well as the significance of kinship terms in the structure of the text are studied.

Key words: units, kinship terms, text, structure, proverbs, communicative category, categorical feature, substantive, form, feature.

Ma’lumki, til birliklarining kommunikativ qiymati ularning matn yaratilishidagi o‘rni, kommunikatsiya jarayonidagi ishtiroki bilan belgilanadi [Бабина., Шепелева. 2008: 40]. Bundan qarindoshlik atamalari ham mustasno emas. Tugal kommunikativ hodisa–matn tarkibida qarindoshlik atamalari turli vazifalarni bajaradi, boshqacha aytganda, ular matn kategorial belgilari ifodalanishida ishtirok etadi va bu ishtiroki matn shakllantiruvchi qiymatga ega bo‘ladi. Matn kommunikativ mazmunining uni shakllantiruvchi vositalarning struktur-semantik xususiyatlari bilan bog‘liq jihatlarini o‘rganish muhimdir. Qarindoshlik atamalari ham o‘zlari qo‘llanilayotgan matn bilan funksional-semantik jihatdan munosabatga kirishadi va shu bois ularni “struktura – semantika – vazifa” uchligi doirasida tahlil qilish imkoniyati bor. Bunday tahlilda qarindoshlik atamalarining gap va matn sathlarida bajaradigan vazifalarini farqlash talab qilinadi. Albatta, qarindoshlik atamalarining gap tarkibida bajaradigan ba’zi vazifalari matn doirasida takrorlanayotib, boshqacha ko‘rinish va mazmun oladilar. Masalan, gap tuzilishidagi modallik matn modallik maydoni shakllanishida o‘z o‘rniga ega.

Matnning eng yirik nominativ va kommunikativ birlik sifatida talqin qilinishi barchaga ma’lum va ushbu birlikni ikki yo‘nalishda, ya’ni nutqiy faoliyat mahsuloti yoki uning yaratilish jarayonida o‘rganish odatga aylangan. Birinchisida matnning tuzilishi, strukturasi tahlil qilinsa, ikkinchisida konseptual qolipning lisoniy voqelantiruvchi amallar va vositalarning faollashuv ko‘lami aniqlanadi. Har ikki yo‘nalishda ham matn til tizimining turli sathlariga oid birliklarning pog‘onali munosabatini aks ettiruvchi hodisa sifatida tushuniladi. Matn grammatikasiga oid tadqiqotlarda matnning yaxlitligi barcha qismlar va bo‘laklar o‘zaro munosabati zamirida ta’minlanishi ta’kidlansa-da, lekin uning yaratilishi jarayoni muammosi shu paytgacha asosan gap

va matn doirasida tahlil qilib kelinmoqda. Ishimizning obyekti bo‘lmish qarindoshlik atamalarining yaratilishi ham matn shakllanishi doirasida idrok etilishi lozim, chunki uning yaratilishi axborot uzatilishi, kommunikativ munosabatlar paydo qilish maqsadi bilan bog‘liq.

Nutq tizimida qarindoshlik atamalari tilning leksik, grammatik va sintaktik sathiga oid turli birliklar bilan uzviy va ajralmas munosabatlarga kirishib, matn tuzilishini ta’minlovchi vositalar qatoridan o‘rin oladilar. Aytish joizki, turli guruhlarga oid qarindoshlik atamalarining matnda bajaradigan vazifalari o‘zaro farq qilishi ham mumkin, chunki ular bir paytda nominativ va ekspressiv vazifalarni bajaradilar. Quyida qarindoshlik atamalarining matn tuzilishidagi roli borasidagi kuzatuvlarimiz natijalarini sharhlashga harakat qilib ko‘ramiz.

Matn kategorial belgilari masalasiga keladigan bo‘lsak, ushbu masala keyingi yillarda qizg‘in muhokama qilinayotganligiga qaramasdan, tilshunoslar yakuniy xulosaga kelganlari yo‘q [Бегранде; Чернявская; Галперин; Москалская.]. Matnning maqomini belgilovchi xususiyatlarning ajratilishi turli asoslarga ega. Binobarin, V.E.Chernyavskayaning qaydicha, matnning tugalligini ifodalovchi kogeziya kategoriyasi matn qismlarining grammatik va mazmun jihatidan bog‘liqligini aks ettiradi. Bunday yondashuvda matn tuzilishining grammatik modeli birinchi o‘ringa chiqadi. Kogerentlik va informativlik belgilari inobatga olinayotganida esa, matn tavsifida semantik mo‘ljal oldingi o‘ringa chiqadi [Чернявская. 2007: 306]. Fikrimizcha, matn qismlarining grammatik-leksik bog‘lanishi hamda yaxlit mazmunning shakllanishi yagona sharoitda – kommunikativ birlik hosil bo‘lishi jarayonida kechadigan hodisalardir. Yagona hodisaning turli tomonlarini o‘rganish funksional yondashuvning imkoniyatlarini yanada qat’iylashtiradi.

Matn shakllanishida qarindoshlik atamalarining ham o‘ziga xos o‘rni bor. Bu borada, ayniqsa, qarindoshlik atamalarining semantikasi va matn mazmuniy kategoriyalari o‘rtasidagi munosabat alohida e’tiborga loyiqdir. Sezilarli darajada doimiy bo‘lgan ushbu munosabatni hech qanday qiyinchiliksiz matn referentligi va nominativ birikmalar o‘rtasidagi aloqada ko‘rishimiz mumkin. Xuddi shunday mazmuniy bog‘liqliklar ekspressiv atamalarining matn modalligi ifodasidagi ishtirokida ham namoyon bo‘ladi.

Matn mazmuniy va struktur xususiyatlari kommunikativ-pragmatik kategoriyalar faollashuvini ta’minlaydi. Bunday kategoriyalardan biri kommunikativ intensiya – maqsaddir. Qarindoshlik atamalarining semantik xususiyatlari shunday kommunikativ kategoriya ifodasida ham o‘z o‘rniga ega. Buni, ayniqsa, paremiyalar, ya’ni kichik janrdagi matnlarda (anekdot, maqol, matal, reklama matnlarida) yaqqol ko‘rish mumkin. Maqol va aforizmlarda matnning alohida turlari sifatida odamlar xulq-atvorining normalari va stereotiplari belgilanadi, bu ko‘pincha turli xil lisoniy va madaniy tadqiqotlarni o‘tkazishda zarur manba sifatida qaraladi (П.Гиро, А.В.Кунин, А.Г.Назарян, Г.Л.Пермяков, Ю.А.Сорокин, А.Е.Супрун).

Qarindoshlik atamalarining paremiyalardagi kommunikativ kategoriya ifodasini tasvirlash uchun paremiyalarning ikkinchi mavzuiy guruhi “nikoh orqali qarindoshlik” atamalari tanlab olindi. Yuqorida ta’kidlanganidek, “nikoh orqali qarindoshlik” atamalari taqqoslanayotgan tillarda quyidagi tematik guruhlarga bo‘linadi:

1. turmush o‘rtoqlarning o‘zaro munosabatlari;

2. erning xususiyatlari;

3. xotinning xususiyatlari;

4. nikoh orqali qarindoshlarning munosabatlari.

Barcha paremiyalar ijobiy baho beradigan paremiyalarga va salbiy baho beradigan paremiyalarga bo‘linadi. Paremiyalarning birinchi tematik guruhi qiyosiy tahliliga murojaat qilamiz. Ingliz va o‘zbek tillarida paremiyalar turmush o‘rtoqlar o‘rtasidagi munosabatlarga ijobiy baho beradi: - *Darby and Joan; Xotinli ro‘zg‘or guldir, xotinsiz ro‘zg‘or cho‘ldir.* Ingliz paremiyasidagi Darbi va Jon qadimiy G.Vudfoll balladasi qahramonlarining nomlari bo‘lib, turmush qurgan ushbu juftlik bir-biriga nihoyatda mehribon bo‘lganlar [Кунин. 2006: 123].

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ЭДВАРД СЕПИР И СОВРЕМЕННАЯ ЛИНГВИСТИКА

Аннотация

Данная статья описывает жизнь и творчество выдающегося лингвиста, антрополога Эдварда Сепира, дается описание его знаменитой монографии «Язык. Введение в изучение речи». Э. Сепир полагал, что лингвистика как наука стала развиваться в рамках сравнительного исследования и реконструкции индоевропейских языков. Данная книга воплощает в себе некоторые лингвистические вопросы, касающиеся сегодняшнего дня, в частности, предположения о генетическом родстве языков коренных жителей Северной Америки и Алтайских языков. Э.Сепир является основоположником гипотезы «лингвистической относительности» или же «гипотеза Сепира-Уорфа».

Ключевые слова: бесписьменные языки, индоевропеисты, монография «Язык», лингвистическая относительность, агглютинация, Алтайские языки.

Abstract

This article describes the life and work of the outstanding linguist, anthropologist Edward Sapir, and provides a description of his famous monograph “Language. Introduction to the study of speech”. Sapir E. believed that linguistics as a science began to develop within the framework of comparative research and reconstruction of Indo-European languages. This book embodies some linguistic issues concerning today, in particular the assumptions about the genetic relationship of the languages of the indigenous people of North America and the Altaic languages. Sapir E. is the founder of the hypothesis of “linguistic relativity”.

Key words: unwritten languages, Indo-Europeanists, “Language. Introduction to the study of speech, linguistic relativity, agglutination, Altaic languages.

Эдвард Сепир (26.01.1884 – 04.02.1939) родился в Германии, в г. Лауэнбурге (Померания). В 1889 г. семья эмигрировала в США, где его отец, Яков Сепир, исполнял обязанности раввина и кантора в нью-йоркских синагогах. Юный Сепир, получив пулитцеровскую премию для прохождения начального четырехлетнего курса обучения в Колумбийском университете, завершил этот курс в 1904 г. со степенью бакалавра.

Э. Сепир полагал, что лингвистика как наука стала развиваться в рамках сравнительного исследования и реконструкции индоевропейских языков. Именно ученые – индоевропеисты разработали и внедрили технику, превосходящую в своем совершенстве все остальные науки, изучающие проявление человека в обществе. [1]

Исследования в области индейских языков Э. Сепир связал с широким кругом вопросов, как собственно лингвистических, таких как типы языков, аналогии в области фонетических процессов, так и выходящих за пределы языковедческой проблематики. Он полагал, что при оптимальном использовании и должной проверке языковые данные могут пролить неожиданный свет на глубины культурного прошлого [2], став важной составной частью культурно-антропологических исследований.

Исходя из Сепировской фонетической и генетической классификации, по его мнению многие языки кореных жителей США и Канады полисинтетические. Он более подробно с примерами описывает морфологические свойства и синтаксические свойства тем самым определяя их агглютинативность. Некоторые языки коренных жителей Северной Америки

он приписывает к Алтайским языкам.

Широко известна работа Э. Сепира – это его книга «Язык. Введение в изучение речи» [3]. Рассматривая соотношение языка и мышления, Э. Сепир утверждает, что, с точки зрения языка, мышление может быть определено как наивысшее потенциальное содержание речи. В действительности же внутреннее содержание речи, его интенсивность и психическая значимость варьируются в зависимости от ситуации общения. В связи с этим границы языка и мышления, в строгом смысле, не совпадают. При этом язык – это не “ярлык”, налагаемый на уже готовую мысль, и мнение о том, что можно думать и рассуждать без языка, является иллюзией. При образном мышлении сопоставление одного образа с другим уже предполагает «молчаливый» поток слов. Кроме того, подчеркивает Э. Сепир, психология доказала, насколько активно действует символика в сфере подсознания, и позволила понять, что мысль имеет корни в неосознанной языковой символике.

Множество споров вызывает и теория, известная как «гипотеза Сепира-Уорфа», согласно которой способ мышления и «концепция» мира зависимы от языка. Полностью подтвердить или опровергнуть это утверждение до сих пор не удается. Однако стоит иметь в виду, что практически все пытавшиеся это сделать проецировали гипотезу на данные лексической семантики, в то время как Э. Сепир и, вслед за ним, Б. Ли Уорф делали свои выводы преимущественно на материале грамматических категорий, полагая, что особенности морфологии и синтаксиса каждого языка способствуют «легкому» выражению мыслей или наоборот, в чем-то затрудняют его.[4]

В современных исследованиях, проводимых в русле когнитивной лингвистики, признается относительность категоризации мира, которая осуществляется сознанием человека и находит материальное выражение в грамматических единицах и в языковой семантике (например, в работах Э. Рош, Дж. Лакоффа и М. Джонсона, А. Пейвио и др.). Однако, если единственно «правильной» категоризации и единственно верных «объективных» понятий не существует, по крайней мере, в повседневной картине мира, то естественно предположить, что восприятие мира действительно осуществляется через призму тех категорий и понятий, которые выработаны естественными языками и которые предлагаются, или даже навязываются, каждому человеку его родным языком. Мысли о том, что язык является посредником между миром и человеком, высказывались задолго до гипотезы Сепира-Уорфа, в частности, В. фон Гумбольдтом (1767-1835), и затем были развиты неогумбольдтианцами независимо от исследований, проводившихся в Америке.

Таким образом, труды Э.Сепира в развитии американского дескриптивизма занимают центральное место и играют важнейшую основополагающую роль в развитии научной мысли данного направления. Несмотря на то обстоятельство, что во время деятельности Э.Сепира американское языкознание еще не возникло, поскольку не было влиятельных лингвистических школ, ученый стал одним из основоположников будущей американской дескриптивной лингвистики в структуралистском языкознании. По мнению Э.Сепира, язык является социальным феноменом и историко-культурным наследием народа. Он занимался сопоставлением языка с другими формами проявления человека, например, с культурой. Лингвист считал, что отсутствуют прямые связи между языком и культурой обусловленной лексикой данного языка. Такое понимание вещей позволило Э.Сепиру разработать принципы этнолингвистики, которая призвана изучать своеобразие использования языка в культуре народов с учетом местных традиций, обычаев и менталитета.[5] Ученый рассматривал взаимосвязь языка и культуры через категорию мышления и пришел к выводу, что в мышлении не отображается все разнообразие внешнего мира едиными логическими концептами, однако языковые формы членят лингвистическую действительность неодинаково. В классификации Э.Сепира наблюдается типологизация языков по отображению в них разных понятий, техническому выражению отношений и степени синтезирования в грамматике. Работа Э.Сепира с языками индейцев простимулировала в будущем развитие синхронного дескриптивного лингвистического анализа в США. Он поднял многие фонологические вопросы, которые в дальнейшем

привели к разграничению проблематики фонетики от фонемики.

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