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ZAMONAVIY TA'LIM VA SHARQONA TARBIYA UYG'UNLIGI

Xorijiy davlatlarda aksariyat oliy ta'lim muassasasi davlat tasarrufidan chiqarilgan va xususiy muassasalarning ulushi yuqoriligi natijasida ta'lim xizmatlari tovar kabi baholanmoqda. Har bir oliy ta'lim muassasasi o'z mijozlarini o'zi topishi tamoyilida ishlamoqda. Sifatli kadr tayyorlaydigan oliy ta'lim muassasalari iqtisodiy jihatdan rivojlanib bormoqda. Hozirgi vaqtda oliy ta'lim sifatini xalqaro darajaga ko'tarish va integratsion jarayonlarning paydo bo'lishi oliy ta'limni bir mamlakat doirasida rivojlana olmasligini ko'rsatmoqda.

Respublikamiz oliy ta'lim tizimida keng qamrovli islohotlar amalga oshirilmoqda. Ushbu chora-tadbirlarda taraqqiy etgan davlatlar oliy ta'lim muassasalari bilan iqtisodiy aloqalarni kuchaytirish va ilg'or tajribalarni amaliyotda joriy etishga alohida e'tibor qaratilmoqda.

Jumladan, O'zbekiston Respublikasi oliy ta'lim tizimini 2030-yilgacha rivojlantirish konsepsiyasida xalqaro tajribalardan kelib chiqib oliy ta'limning ilg'or standartlarini joriy etish, oliy ta'lim muassasalarining akademik mustaqilligini ta'minlash va sog'lom raqobat muhitini yaratish, oliy ta'limning investitsiyaviy jozibadorligini oshirish, xorijiy ta'lim va ilm-fan texnologiyalarini jalb etish va oliy ta'lim mazmunini sifat jihatidan yangi bosqichga ko'tarish kabi muhim vazifalar belgilandi.

Oliy ta'lim sifatini ta'minlashning milliy tizimlari turli mamlakatlardagi ta'lim tizimi, davlatlarning tashkiliy va madaniy an'analariga ko'ra jiddiy farqlanadi. O'zbekiston sharoitida oliy ta'lim sifati ko'p qirrali konsepsiya hisoblanadi. Sifat ta'lim sohasidagi barcha funksiya va faoliyat turlarini – o'quv va akademik dasturlar, ilmiy tadqiqot va stipendiyalar, mutaxassis xodimlar bilan to'liq ta'minlanganlik, ta'lim oluvchilar, binolar, moddiy-texnik baza va jihozlar, jamiyat va akademik muhit farovonligi yo'lidagi barcha ishlarni qamrab olishi kerak. Shuningdek, xalq xo'jaligi va ta'limning qaysi turi va bosqichi bo'lmasin, uning bozor iqtisodiyoti sharoitida yashashi va amal qilishi sifat mezoni asosiga tayanadi.

Oliy ta'lim sohasida sifatning taminlanishi provardda yetuk kadrlar tayyorlashga sabab bo'ladi. Ayni paytda tadqiqotlar shuni ko'rsatmoqdaki, ta'lim sifatini oshirishdagi bosh masala – ta'lim mazmuni hozirgi ishlab chiqarish va jamiyatning ehtiyojlarini qondirishi, talabalarda ta'lim olish jarayonida bo'lajak mutaxassislardagi muhim kasbiy sifat jihatlarini shakllantira olishi lozim.

Oliy ta'lim va iqtisodiy o'sish o'rtasidagi bog'liqlikning kuchayib borishi oliy ta'lim sifatiga bo'lgan talablarni o'z-o'zidan shakllantirgan. O'zgaruvchan sivilizatsiyalar va globallashuv davrida mamlakatning raqobatbardoshligi ko'p jihatdan oliy ta'lim sifati darajasiga bog'liq, u qan-chalik yuqori bo'lsa, davlatning xalqaro bozordagi raqobatbardoshligi shunchalik yuqori bo'ladi. Ushbu omillar oliy ta'limni bozor mexanizmlariga

to‘liq bo‘ysunadigan sohaga aylantirdi, iqtisodiy sohalar bilan aloqasida muhim ahamiyat kasb etdi va bugungi kunda ta’lim sifati bozor orqali namoyon bo‘lmoqda.

Birlashgan millatlar ta’lim, bilim va madaniyat tashkiloti – YUNESKO tomonidan 1998-yilda o‘tkazilgan konferensiyada butun dunyo dekleratsiyasi qabul qilindi va uning 11-moddasi “Sifatni baholash” deb nomlandi. Bunda oliy ta’lim sifati ko‘p o‘lchamli konsepsiyadan iborat ekanligi ta’kidlandi. Ushbu konsepsiyada o‘quv va akademik dasturlar, ilmiy tadqiqot ishlari, professor-o‘qituvchilar, talabalar, o‘quv binolari, moddiy-texnika bazasi, jihozlar, jamiyat uchun sifatli kadrlar tayyorlash, akademik muhit sifatni belgilovchi dasturlar keltirilgan.

“Alfraganus University” nodavlat oliy ta’lim muassasasida oliy ta’lim sifati unga ta’sir etuvchi omillarga, jumladan, talablar (maqsad, standartlar, ta’lim mezonlari); resurslar bilan ta’minlanishi (ta’lim dasturlari, kadrlar salohiyati, abiturientlar kontingenti, infratuzilma, moddiy-texnika ta’minoti, moliya); ta’lim jarayonlari (ilmiy va o‘quv faoliyati, boshqaruv, ta’lim texnologiyasi) jiddiy e'tibor qaratilmoqda.

Bugungi kunda “Alfraganus University” nodavlat oliy ta’lim muassasasida ayni paytda jamiyat uchun kadrlarning kasbiy sifatlari bilan birga gumanitar sifatlari ham ahamiyatli ekanligini va bu ikki tomonni bir-biridan ajratish mumkin emasigini, bozor munosabatlari sharoitida kadrlarning kasbiy sifati (qiymat yarata olishi) obyektiv ravishda birinchi o‘ringa chiqib qolishi ustida jadal ishlar olib borilmoqda.

“Alfraganus University” nodavlat oliy ta’lim muassasasi yoshlarni buyuk ajdodlarimiz kabi go‘zal xulq va odobli, keng qamrovli – bilimli, dunyo tamadduni rivojiga munosib hissa qo‘sha oladigan darajada kamolotga erishishlarini, yuksak ma’naviy mezonlar bilan uyg‘unlashgan umuminsoniy qadriyatlarni chuqur hurmat qilish ruhida ulg‘ayishlarini ta’minlash borasida barcha bir tan, bir jon bo‘lib harakat qilishi eng muhim va eng dolzarb vazifalaridan biri bo‘lib hisoblaydi.

Oliy ta’lim sifatini ta’minlashning samarali tizimini shakllantirish strategik ustuvor vazifa hisoblanib, ta’lim siyosatini hamma sub'ektlarini (mintaqaviy, milliy, xalqaro, institutsional) faol o‘zaro hamkorlikda xarakat qilishini taqozo etmoqda.

“Alfraganus University” nodavlat oliy ta’lim muassasasi quyidagi rivojlanish strategiyasii belgilab olgan:

– bitiruvchilar malakasini oshirishdan manfaatdor bo‘lgan ish beruvchilar, jamoat tashkilotlari bilan aloqlarni kengaytirish;

– talabalar o‘qishini pirovard natijalariga, jumladan, mutaxassisligi bo‘yicha ishga joylashuviga e'tibor qaratish;

– oliy ta’lim sifatini oshirishning ichki mexanizmiga asosiy e'tiborni qaratish oliy ta’lim tizimida ishlayotgan professor-o‘qituvchilarni ta’lim sifatini oshirishga bo‘lgan ichki rag‘batlarini kuchaytirish imko-niyatini berish;

– oliy ta’lim muassasasining natijalarini OAV, internet tizimida keng nashr etish, e'lon qilish;

– oliy ta’lim sifatini xalqaro qiyosiy taqqoslanishini ta’minlash.

Shuni unutmasligimiz kerakki, yurt kelajagi, vatanimiz taraqqiyoti va xalqimizning ertangi kuni qanday bo‘lishi farzandlarimiz va yoshlarimizning bugun qanday ta’lim va tarbiya olishiga bog‘liqdir. Shu sababli har bir ota-ona, ustoz va murabbiy har bir bola timsolida avvalo shaxsni ko‘rishi zarur. Ana shu oddiy talabdan kelib chiqqan holda, o‘nib-o‘sib kelayotgan yoshlarni mustaqil va keng fikrlash qobiliyatiga ega bo‘lgan, ongli yashaydigan komil insonlar etib voyaga yetkazish – ta’lim-tarbiya sohasining asosiy maqsadi va vazifasi bo‘lishi lozim.

Muxamadismoil MAXMUDOV,
"Alfraganus University"
nodavlat oliy ta'lim muassasasi rektori

MILLIY OLIY TA'LIMNI "ZAMONAVIY TA'LIM VA SHARQONA TARBIYA UYG'UNLIGI" TAMOYILI ASOSIDA RIVOJLANTIRISH – RAQOBATBARDOSHLIK GAROVI

Annotatsiya

Maqolada oliy ta'lim sifatining mohiyati, oliy ta'lim sifatini ta'minlashga qaratilgan zamonaviy yondashuvlar umumlashtirilgan. Milliy oliy ta'limni "Zamonaviy ta'lim va sharqona tarbiya uyg'unligi" tamoyili asosida rivojlantirish masalalari mualliflik yondashuvi asosida ochib berilgan. Shuningdek, oliy ta'lim sifatini ta'minlash chora-tadbirlari, amalga oshirishga qaratilgan xulosa va amaliy tavsiyalar ishlab chiqilgan hamda oliy ta'lim muassasalarining rivojlanish strategiyasi tavsiya etilgan.

Kalit so'zlar. Oliy ta'lim, ta'lim sifati, zamonaviy ta'lim, sharqona tarbiya, sifatni baholash, tizimli yondashuv, uyg'unlik, oliy ta'lim muassasasi.

В статье обобщена сущность качества высшего образования, современные подходы, направленные на обеспечение качества высшего образования. На основе авторского подхода раскрываются вопросы развития отечественного высшего образования на основе принципа "Гармония современного образования и восточного воспитания". Также, были разработаны меры по обеспечению качества высшего образования, выводы и практические рекомендации, направленные на реализацию авторского подхода, рекомендована стратегия развития высших учебных заведений.

Ключевые слова. Высшее образование, качество образования, современное образование, восточное воспитание, оценка качества, системный подход, гармония, высшее образовательное учреждение.

The article summarizes the essence of the quality of higher education, modern approaches aimed at ensuring the quality of higher education. Based on the author's approach, the issues of development of domestic higher education are revealed based on the principle of "Harmony of modern education and oriental education". Also, measures were developed to ensure the quality of higher education, conclusions and practical recommendations aimed at implementing the author's approach, and a strategy for the development of higher educational institutions was recommended.

Key words. Higher education, quality of education, modern education, oriental education, quality assessment, systematic approach, harmony, higher educational institution.

Xorijiy davlatlarda aksariyat oliy ta'lim muassasasi davlat tasarrufidan chiqarilgan va xususiy muassasalarning ulushi yuqoriligi natijasida ta'lim xizmatlari tovar kabi baholanmoqda. Har bir oliy ta'lim muassasasi o'z mijozlarini o'zi topishi tamoyilida ishlamoqda. Sifatli kadr tayyorlaydigan oliy ta'lim muassasalari iqtisodiy jihatdan rivojlanib bormoqda. Hozirgi vaqtda oliy ta'lim sifatini xalqaro darajaga ko'tarish va integratsion jarayonlarning paydo bo'lishi oliy ta'limni bir mamlakat doirasida rivojlana olmasligini ko'rsatmoqda.

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Jamiyat uchun kadrlarning kasbiy sifatlari bilan birga gumanitar sifatlari ham ahamiyatli ekanligini va bu ikki tomonni bir-biridan ajratish mumkin emasligini, bozor munosabatlari sharoitida Oliy ta’lim muassasalari kadrlarning kasbiy sifati (qiymat yarata olishi) obyektiv ravishda birinchi o‘ringa chiqib qolishini inobatga olib, o‘z strategiyalarini ishlab chiqishlari zarur.

Oliy ta’lim muassasalari raqobatbardosh bo‘lish uchun “Zamonaviy ta’lim va sharqona tarbiya uyg‘unligi” tamoyili asosida rivojlanishlar, yoshlarni buyuk ajdodlarimiz kabi

go‘zal xulq va odobli, keng qamrovli - bilimli, dunyo tamadduni rivojiga munosib hissa qo‘sha oladigan darajada kamolotga erishishlarini, yuksak ma’naviy mezonlar bilan uyg‘unlashgan umuminsoniy qadriyatlarni chuqur hurmat qilish ruhida ulg‘ayishlarini ta’minlash borasida barcha bir tan, bir jon bo‘lib harakat qilishi eng muhim va eng dolzarb vazifalaridan biri bo‘lib qoldi.

Sharq allomalari o‘z asarlarida farzandlarga tarbiya va ta’lim berish, uni ma’rifat-u madaniyatga yetaklash, yoshlarni halol mehnat bilan hayot kechirishga undaydigan, xolis va ezgu ishlar bilan el – yurtga naf yetkazadigan, tiriklik mazmunini teran anglab, to‘g‘ri xulosa chiqaradigan insonlar bo‘lishiga undovchi hayotiy qarashlari, hikmatlarning ahamiyati beqiyosdir.

Bugun ilm-fan va ta’lim izchil rivojlanib borayotgan bir davrda hech shak-shubhasiz tarbiya ta’limning asosida turishi shartdir. Shunday ekan, ilm-fan ta’lim-tarbiya asosida olib borilishi maqsadga muvofiqdir. Qolaversa, har bir pedagog, muallim va ustozning ta’lim berishdan maqsadi – kelajagi porloq, Vatan va el-yurt xizmatida turadigan halol kadrlarni tarbiyalash bo‘lsagina, bunday ta’lim-tarbiya o‘z samarasini bermay qolmaydi. Ya’ni, bugungi kunning o‘qituvchi va muallimi o‘zi ta’lim berayotgan shaxsga fidoyilik bilan ta’lim berishi, qolaversa jonkuyar tarbiyachi bo‘lishi shart. Ayni damda tarbiya sohasida o‘qituvchi va muallimlar o‘quvchi yoshlarga shaxsan namuna bo‘lishlari ham muhimdir!

Jahondagi globallashuv jarayonlari, jamiyat va biznesni internatsionallashuvi milliy oliy ta’lim tizimi oldiga tez o‘zgarib borayotgan global mehnat bozorida samarali ishlay oladigan malakali kadrlarni tayyorlashni taqozo etmoqda. Oliy ta’lim ijtimoiy ne’mat bo‘lishi bilan bir qatorda mijozga yo‘naltirilgan ta’lim xizmati tizimiga aylanmoqda.

Shuni unutmasligimiz kerakki, yurt kelajagi, vatanimiz taraqqiyoti va xalqimizning ertangi kuni qanday bo‘lishi farzandlarimiz va yoshlarimizning bugun qanday ta’lim va tarbiya olishiga bog‘liqdir. Shu sababli har bir ota-ona, ustoz va murabbiy har bir bola timsolida avvalo shaxsni ko‘rishi zarur. Ana shu oddiy talabdan kelib chiqqan holda, o‘nib-o‘sib kelayotgan yoshlarni mustaqil va keng fikrlash qobiliyatiga ega bo‘lgan, ongli yashaydigan komil insonlar etib voyaga yetkazish – ta’lim-tarbiya sohasining asosiy maqsadi va vazifasi bo‘lishi lozim.

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BO‘LAJAK INGLIZ TILI O‘QITUVCHILARINNG SOTSIOLINGVISTIK KOMPETENSIYALARINI SHAKLLANTIRISH

Annotatsiya

Ushbu maqolada bo‘lajak ingliz tili o‘qituvchilarining sotsiyolingvistik kompitentligini shakllantirishda ta’lim texnologiyalarini o‘rni va modullarni takomillashtirish xususida so‘z boradi. Shuningdek, ilmiy va rasmiy adabiyotlar umumlashtirilib mazkur mavzu yuzasidan tegishli taklif va tavsiylar keltiriladi.

Kalit so‘zlar. Sotsiyolingvistik kompitentlik, metod, nazariya, ta’lim modullari, texnolodiyalar, takomillashtirish.

В данной статье рассматривается роль образовательных технологий и совершенствование модулей в формировании социолингвистической компетентности будущих учителей английского языка. Также обобщается научная и официальная литература, приводятся соответствующие предложения и рекомендации по данной теме.

Ключевые слова. Социолингвистическая компетентность, метод, теория, образовательные модули, технологии, совершенствование.

This article examines the role of educational technologies and the improvement of modules in the formation of sociolinguistic competence of future English teachers. The scientific and official literature is also summarized, and relevant suggestions and recommendations on this topic are provided.

Key words. Sociolinguistic competence, method, theory, educational modules, technology, improvement.

O‘zbekistonda uzluksiz ta’lim tizimining “O‘zbek modeli” ilg‘or tajribalarni ta’lim jarayoniga tatbiq etish, ta’lim sifati va samaradorligiga erishishda dunyodagi rivojlangan mamlakatlar ilg‘or tajribalarining maqbul mazmuni, mexanizmlari, innovatsion shakl va metodlari hamda vositalarini milliy ta’lim tizimiga mos xolda amaliyotda qo‘llash orqali uziga xos va o‘ziga mos ravishda rivojlanib bormoqda.

Jumladan, mazkur DTS belgilab berilgan “Chet tillari bo‘yicha ta’limning barcha bosqichlari bitiruvchilarning tayyorgarlik darajasiga qo‘yiladigan talablar” 2013-2014 o‘quv yilidan boshlab bosqichma-bosqich amaliyotga joriy etila boshlandi. Uzluksiz ta’lim tizimining barcha bosqichlarida chet tillarini o‘qitishning asosiy maqsadi jadal rivojlanayotgan ijtimoiy hayotda kundalik, ilmiy va sotsiolingvistik soxalarda xalqaro miqyosda erkin faoliyat olib borishlari uchun chet tillarida kommunikativ kompetentlikni shakllantirishdan iboratdir.

DTSda kompetensiyalar uchta guruhda tasnif etiladi:

– lingvistik kompetensiya (fonetika, leksika, grammatika) haqida bilimlar va nutq faoliyati turlari (tinglash, gapirish, o‘qish va yozish) bo‘yicha ko‘nikmalarni egallashdan iboratdir;

– sotsiolingvistik kompetensiya ijtimoiy-madaniy kompetensiyani o‘z ichiga olib, autentik nutqning milliy xususiyatlarini: o‘zi yashayotgan mamlakatning urf-odatlari, qadriyatlari, marosimlari va boshqa milliy-madaniy xususiyatlarini bilish hamda tili o‘rganilayotgan mamlakat bilan taqqoslagan holda taqdim eta olish qobiliyatini ko‘zda

tutadi;

– pragmatik kompetensiya o‘rganilayotgan chet tilida kommunikativ vaziyatda tushunmovchiliklar paydo bo‘lganda takroran so‘rash, uzr so‘rash va hokazolar orqali murakkab vaziyatlardan chiqib keta olish qobiliyatini nazarda tutadi.

Ingliz tili o‘qituvchilari kasbiy kompetentligining yaxlit-mazmunli, ijtimoiy-madaniy, o‘quv-bilish, axborot olish, kommunikativ, ijtimoiy-faoliyatli va amaliy faoliyatli; konseptual, instrumental, qadriyatli-etnik, integrativ, kontekstual, moslashuvchanlik jihatlarni mustaqil davlatlar hamdo‘stligi olimlari R.S.Arefev, N.I.Arshinova, S.A.Balandin, S.N. Belakon, L.A.Borxodoev, T.I.Gustomyasova va boshkalar tomonidan tadqiq etilgan. Maqola mavzusi siyosiy, falsafiy, tarixiy, tilshunoslik, pedagogik, psixologik, huquqshunoslik va ingliz tili metodikasiga oid, madaniyatga oid ilmiy-metodik adabiyotlarni qiyosiy-tanqidiy o‘rganildi.

Mazkur standartda diskurs kompetensiyasi pragmatik kompetensiya tarkibiga kiritilgan. Diskurs kompetensiya og‘zaki va yozma nutqdagi izchillikni ta’minlashda lingvistik signallarni tushunish va interpretatsiya qilish ko‘nikmalarini nazarda tutadi.

DTS ning xarakterli jihati shundan iboratki, unda chet tili bo‘yicha barcha darajalar uchun bitiruvchilar egallashi lozim bo‘lgan bilim, ko‘nikma va malaka talablari hamda ta’lim mazmuni belgilab berilgan. Asos qilib esa umumyevropa xalqaro standarti darajalari, ya’ni CEFR - chet til bo‘yicha umumyevropa tavsiyalari mazmuni, chet tillarni integrativ yondashuv asosida o‘rganishda xalqaro standartlarda ko‘zda tutilgan 4 ta ko‘nikmaga -chet tilida o‘qish, yozish, eshitish va gapirish darajalari olingan.

Ta’lim sifati va samaradorligiga erishish har qanday davlat milliy ta’lim tizimining bosh maqsadi bo‘lib, bu jarayon oliy ta’lim muassasalarining moddiy-texnik bazasini muttasil rivojlantirish, uning me’yoriy-huquqiy asoslarini takomillashtirish,o‘quv-uslubiy ta’minoti, ta’lim menejmenti va nazoratini zamonaviy pedagogik texnologiyalar asosida modernizatsiya qilish, kadrlar tayyorlash tizimini jahon, jamiyat, buyurtmachi korxona va tashkilotlar ehtiyojlariga mos ravishda tashkil etish, oliy ta’lim tizimi o‘qituvchilarini qayta tayyorlash va malakasini oshirish tizimi ta’lim mazmunini xorijiy tajribalar asosida takomillashtirish taqazo etiladi. Buning negizida esa chet tillarini chuqur egallash zamirida quyidagi muammolarni yechimini topishga qaratilgan ta’lim tizimi shakllantirilishi nazarda tutiladi:

– dunyo ta’lim tizimlarining integratsiyalashuviga erishish;

– professor-o‘qituvchilar va talabalarning ta’lim berish va ta’lim olish borasidagi erkin mobilizatsiyasiga erishish;

– soha kompetentli kadrlari uchun global hudud va mintaqalar yaratish;

– soha kompetentli kadrlari tayyorlash, uning boshqaruv tizimi uchun maqbul yagona qoida va talablar tizimini yaratish;

– xalqaro standartlarga mos sotsiolingvistik bilim, ko‘nikma va malaka talablarini, ularni baholash tizimlarini birhilligiga erishish;

– fan, ta’lim va ishlab chiqarish integratsiyasini ta’minlash;

– an’anaviy ta’lim usullarini o‘rniga zamonaviy, innovatsion ta’lim usullaridan keng foydalanish va umr buyi ta’lim olish tizimiga o‘tish va boshqalar[4].

Bu borada amalga oshirilayotgan isloxotlarni ro‘yobga chiqarishda chet tillarini mukammal egallash orqali quyidagi umumiy xalqaro ahamiyatga ega tendensiyalarga e’tiborni qaratish taqazo etiladi:

– ta’lim hususan oliy ta’lim menejmentini nomarkazlashtirish va demokratlashtirish;

– oliy ta’lim muassasalari mustaqilligini kengaytirish;

– ta’lim menejmenti va moliyalashtirishni bozor munosabatlariga mos shakllantirish;

– oliy ta’lim muassasalarining kadrlar salohiyati va raqobatbardoshligini oshirib borish kabilardir.

“Til kunikmalari integratsiyasi”, “Xorijiy tilni o‘qitishda. madaniyatlararo muloqotni shakllantirish”, “Mamlakatshunoslik” modullari asosida tajriba-sinov ishlarini o‘tkazdik. Shuningdek, ushbu modullar bo‘yicha o‘quv dasturlarining tadqiqot mavzusi doirasidagi imkoniyatlarini tahlil qildik.

“Til kunikmalari integratsiyasi” moduli dasturida bo‘lajak ingliz tili o‘qituvchilari egallashi kerak bo‘lgan til o‘rganilayotgan mamlakat madaniyati va madaniyatlarini qiyoslash va taqqoslash malakasini oshirish; madaniyatlararo muloqotga taalluqli masalalarga tanqidiy nazar bilan yondashish, ularni tug‘ri talqin qilish orqali tinglab tushunish, so‘zlashish, o‘qish va yozish ko‘nikmalarini axborot qabul qilish va yetkazish uchun amalda qo‘llay olish; madaniy muxitning tilni kullashdagi ta’siri xakidagi uz tushunchalarini oshirish; uzga madaniyatni tushunish va unga nisbatan bagrikenglik xislatini shakllantirish; xissiyotlarni va munosabatni kurgan-kechirganlarni batafsil bayon kilaolish kabi sotsiolingvistik kompetensiyaga yunaltirilgan bilim, kunikma va malakalarni shakllantirish nazarda tutiladi.

Bo‘lajak ingliz tili ukituvchilari sotsiolingvistik kompetensiyasini shakllantirishda “Xorijiy tilni o‘qitishda madaniyatlararo muloqotni shakllantirish” modulining xam imkoniyatlari nixoyatda kattaligi o‘z isbotini topdi. “Xorijiy tilni ukitishda madaniyatlararo mulokotni shakllantirish” moduli amaliy kurs bulib talabalarni sotsiolingvistik yunalish doirasida tilning og‘zaki va yozma shakllarini urgatish, ularning ijtimoiy-madaniy muloqot malakalarini rivojlantirish, xususan urganilayotgan chet tilining funksional shakllari va uslublarini, til tugrisidagi amaliy va nazariy bilimlarini takomillashtiradi. Modulning maksadi bulajak ingliz tili ukituvchilariga egallangan bilim, ko‘nikma, malakalarini sotsiolingvistik va ilmiy faoliyatda erkin qo‘llay olishlarini ta’minlashga o‘rgatadi. Modulning asosiy vazifasi umume’tirof etilgan xalqaro me’yorlarga ko‘ra talabalarning o‘rganilayotgan chet tilini S1 darajada egallashlari uchun zaruriy bilimlarni integrallashgan tarzda urgatish va muloqot malakalarini rivojlantirish nazarda tutiladi. Mazkur modul dasturi esa madaniyatlararo mulokotning xalkdar, millatlarning ijtimoiy-siyosiy turmush rivoji ta’siriga oid mavzular bilan boyitilishi maqsadga muvofiqdir.

Xulosa qilib aytganda, bulajak ingliz tili o‘qituvchilarining sotsiolingvistik kompetentligini shakllantirishda ta’limning yuqori boskichlarida dialogni nafaqat o‘rganilayotgan tilning madaniyati vakillari bilan, balki ingliz tilidan xalqaro muloqot tili sifatida foydalanadigan boshka madaniyatlar vakillari bilan xam olib borishga e’tiborni qaratish lozim.

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AUTENTIK VIDEOMATERIALLAR VOSITASIDA TALABALARNING INGLIZ TILIDAGI SOTSIOPRAGMATIK KOMPETENSIYASINI RIVOJLANTIRISHNING SAMARALI YO‘LLARI

Annotatsiya

Maqolada chet tilini o‘zlashtirish mobaynida o‘rganilayotgan xorijiy tilni faqat lingvistik xususiyatlarini o‘zlashtirish haqiqiy yozma va og‘zaki aloqani ta’minlanishi aytib o‘tilgan. Shuningdek, xorij tilini o‘rganayotgan o‘quvchi o‘rgangan tilidan foydalanish mobaynida duch kelishi mumkin bo‘lgan ijtimoiy pragmatik muammolari hamda til o‘rganishda autentik video materiallarning afzaliklari va ularni o‘rni haqida so‘z yuritiladi.

Kalit so‘zlar. Autentik materiallar, kommunikativ kompetensiya media,videofilmlar, videomateriallar, chet tili o‘qitish.

В статье отмечается, что в процессе овладения иностранным языком только овладение языковыми особенностями изучаемого иностранного языка обеспечивает реальное письменное и устное общение. В нем также рассказывается о социальных прагматических проблемах, с которыми учащийся, изучающий иностранный язык, может столкнуться в процессе использования изучаемого языка, а также о преимуществах аутентичных видеоматериалов и их роли в изучении языка.

Ключевые слова. Аутентичные материалы ,коммуникативная компетентность СМИ, видео, видеоматериалы, обучение иностранному языку.

The article notes that in the process of mastering a foreign language, only mastering the linguistic features of the studied foreign language provides real written and oral communication. It also talks about the social pragmatic problems that a student learning a foreign language may encounter in the process of using the language being studied, as well as the benefits of authentic video materials and their role in language learning.

Key words. Authentic materials, media communication competence, videos, video materials, foreign language teaching.

Hozirgi kunda video materiallar nafaqat kundalik hayot faoliyatining bir qismidir, balki ular o‘quv mashg‘ulotlarida va sinfdan tashqari holatda barcha o‘quvchilar uchun ingliz tilini chet tili sifatida o‘qitishda samarali usul sifatida namoyish etilmoqda. Doimiy o‘zgaruvchan texnologik o‘zgarishlar o‘qituvchilar uchun yangi imkoniyatlar, ta’lim beruvchi hamda ta’lim oluvchiga birdek qiziqarli va mazmunli bo‘lgan an’anaviy o‘quv mashg‘ulotlari vaziyatlariga videolar, onlayn materiallar, taqdim etmoqda. Video materiallarning afzalligi shundaki ular orginallik va autentivlikni ta’minlaydi va xaqiqiy til egalari tomonidan ishlab chiqilgan filmlar, turli televizion shoular, dasturlar, qo‘shiqlar orginal va autentik usulda ta’lim oluvchilarga chet tilini mazmunli yetkazishga xizmat qiladi. Videolardan turli xil ta’lim jaryonida foydalanish mumkin hamda ular o‘quv mashg‘ulotlarida tarkibni(kontent) taqdim etish, munozarani boshlash, ma’lum bir mavzu va tarkib uchun illyustratsiya berish, o‘z-o‘zini o‘rganish va baholash holatlari uchun samarali vositalardan biridir.

O‘qituvchilarning o‘quv mashg‘ulotlarida videomateriallardan foydalanishi, talabalarga o‘rganilayotgan til egalari haqida keng miqyosda madaniy ma’lumotlarni va o‘rganilayotgan material xaqida psixologik munosabatlarni to‘g‘ridan to‘g‘ri o‘zlashtirib

olishda keng imkoniyatga ega bo‘lishlariga turtki bo‘ladi. Shuning sababdan, talabalar chet tilini o‘rganishda ulardan mustaqil foydalana oladilar. Videomateriallarni ko‘rish paytida talabalar o‘zlarini videomateriallar tomonidan taqdim etilayotgan yorqin muhit ichiga o‘zlarini qo‘yib ko‘rishlari va belgilar orqali namoyish etilgan tilning pragmatikasini tushunishlari mumkin. An’anaviy ingliz tilini o‘qitish bilan taqqoslaganda, ushbu o‘quv mashg‘ulotlari haqiqatan ham talabalarga yo‘naltirilgan o‘qitishni strategiyalarni amalda qo‘llaydi. Video materiallar va filmlar o‘zga madaniyat va mentalitetni tushunishga katta hissa qo‘shadi. Video materiallar o‘quvchilarga turli kommunikativ vaziyatlarni o‘quv mashg‘ulotlariga olib kirish orqali tili o‘rganilayotgan madaniyatda o‘zlarini qanday tutishlarini ko‘rsatib beradi.

Chet tili o‘quv mashg‘ulotlarida video tomosha qilish passiv faoliyat turi bo‘lmasligi lozim. O‘qituvchi talabalarni o‘qish, yozish, gapirish va tinglash kabi to‘rtta ko‘nikmalarni qamrab olgan vazifalar orqali til o‘rganishga yo‘naltirishi zarur. Melonifikriga ko‘ra videomateriallardan til o‘rganishda foydalanish talabalarning motivatsiyasini, autentik tilni va global hushyorlikni oshishiga zamin bo‘la olishini tasdiqlaydi.

Paulsen ma’lumotlariga ko‘ra, onlayn materiallardan samarali foydalanish talabalar uchun chet elda ta’lim olish paytida til va madaniyatga singib ketgandek ijobiy natijalar bilan ta’minlashi mumkin. Bunday ijobiy ko‘rsatgichningning ikkita muhim sababi autentivlik va rag‘batdir. U: ‘‘chet tilini o‘qitishda bunday elektron texnologiyalardan foydalanish zarurmi yo‘qmi degan savol emas balki ularni qanday ishlatish va talabalarga ulardan qanday foydalanish bo‘yicha ko‘rsatmalar berish bugungi kunning dolzarb masalalaridan biri sifatida tahlil qiladi ‘‘Chuo va Kungesa turli xil EFL/ESL talabalari uchun qo‘shimcha vebsaytlaridan foydalangan holda ijobiy natijalariga erishganliklarini ko‘rsatib berganlar. Bundan tashqari, Beatty til o‘rganishda kompyuterning muhim roli haqida aniq ko‘rsatmalar keltirib o‘tgan va kompyuter yordamida til o‘rganish (KTO‘) ta’lim sohasiga tobora yangi texnologiyalar kirib kelgani sayin oshib borayotganligini o‘z fikr mulohazalarida keltirib o‘tadi. So‘nggi texnologiyalardan foydalangan holda, Kempbell EFL o‘quv mashg‘ulotlarida o‘quv salohiyatini oshirish uchun veb-jurnallar va Flickr (foto almashish) qanday ishlatilishini tasvirlaydi. Shermantil o‘qitish mashg‘ulotlariga autentik video materiallarni kiritish bo‘yicha ishonchli dalillarni taqdim etgan.

You Tube talabalarni, allaqachon ularning hayotiy tajribasini bir qismiga aylanib ulgurgan, autentik ingliz tili muhiti bilan bog‘lash potensialiga ega. Barcha turdagi videolar,yuqorida aytib o‘tilganidek, autentik pop madaniy tayyor mavjud material manbai sifatida taqdim etilgan. Ingliz tilidagi videokliplar talabalarni ommaviy madaniyat bilan tanishish orqali ta’lim olish qobiliyatiga ega bo‘lishga undaydi, ular yanada chuqurroq bilim olishga intiladilar, o‘zlarining til qobiliyatlarini ko‘proq rivojlantirishni istagan talabalar uchun onlayn foydalanish huquqi kontekstni chuqurroq tushunishga turtki beruvchi omil bo‘lishi mumkin. Bundan tashqari, videofilmlar talabalarni mustaqil o‘quv mashg‘ulotlarida shaxsga yo‘naltirilgan ta’lim sifatida o‘ziga jalb etadi. W. Rivers so‘zlariga ko‘ra, ko‘plab ommaviy axborot vositalari va vizual taqdimotning ko‘plab uslublari til o‘rganuvchi uchun foydalidir. Uning ta’kidlashicha ‘‘barcha audiovizual materiallar o‘z vaqtida, kerakli joyda ishlatilsa, til o‘rganishga ijobiy hissa qo‘shadi. Til o‘rganish va o‘qitish jarayonida o‘quvchilar ko‘zlari bilan bir qatorda quloqlaridan foydalanadilar;ammo ularning ko‘zlari asosiy vazifa bajaruvchilardir. ‘‘Lug‘at va grammatikadan foydalanish bo‘yicha odatiy mashqlardan tashqari, talabalardan mavzular, syujet tafsilotlari yoki hatto qahramonlar xaqida ingliz tilida yozish, taqdim etish yoki munozara qilish so‘ralishi mumkin.

Video materialni taqdim etishning ikki daqiqasi yangiliklar yoki e’londan tashkil topishi mumkin , video bo‘yicha berilgan topshiriq esa bir soatlik o‘quv mashg‘ulotini turli topshiriqlar va mashqlar bilan ta’minlaydi hamda ulardan mashg‘ulot davomida keng foydalanish mumkin. Biz bilamizki, so‘z boyligidagi kamchiliklar hatto oddiy vazi-

fani ham talabalar uchun juda murakkablashtirishi mumkin.

O‘qituvchilar uchun videomateriallarni yana bir muhim jihatlaridan biri bu talabalarga oson tushunishni targ‘ib qilishda ko‘proq qiziqarli bo‘lishida desak mubolag‘a bo‘lmaydi. Video so‘zlar bilan ifoda etib bo‘lmaydigan ‘‘ming so‘zga arziydigan surat ‘‘ya’ni ko‘rgazmali qurollarni so‘z ifodasidan ko‘ra samarali ta’siri ta’rifiga mos ravishda barcha narsani aniq tasvirlab beradi. Lug‘at va grammatikadan foydalanish bo‘yicha odatiy mashqlardan tashqari, talabalardan mavzular, syujet tafsilotlari yoki hatto qahramonlar xaqida ingliz tilida yozishlari, taqdim etish yoki munozara qilishlari so‘ralishi mumkin. Buckett & Stringer videokonferensiya aloqa platformasi, (masalan, qoshlarini chimiradigan, jilmayadigan, jumboqli), reaksiyalar ma’nolarni aniqlash (memlar orqali) va o‘qitilayotgan tilga tegishli bo‘lmagan ba’zi nonverbal mimikalarni o‘rganish usuli sifatida baholash usulini taqdim etadi. Stempleskining EFL/ESL sinflar uchun boyitilgan va mazmunli autentik material bu video dasturiy ta’minot manbalardir, autentik video material ayniqsa ELT muhiti bo‘lmagan sharoitda (ESL) ikkinchi til sifatida ingliz tilini o‘qitishda qiziqarli hamda mazmunli sanaladi.Ko‘p holatlarda to‘g‘ri video materiallardan foydalanish,EFL talabalarini til sohiblari bilan o‘zaro kross madaniy hamda tilni o‘zga madaniyat orqali tushunishlariga yordam beruvchi maqsadda ta’lim berishga qaratilganligi bilan o‘ziga xosdir.

Ingliz tilini video materiallar bilan o‘qitishning o‘quvchilarga ta’siri ko‘p hollarda o‘qituvchilar va o‘quvchilarning qilgan say-harakatlari bilan unchalik mos kelmasligi mumkin, sababi o‘qituvchilar video materiallarga tegishli topshiriqlar yuzasidan aniq maqsadlarga ega emaslar. Chet tili o‘qituvchilari o‘quv mashg‘ulotlarida video materiallardan foydalanganda, aniq maqsadlarni yodda tutishlari kerak, chunki ular o‘z maqsadlariga erishish uchun o‘quv rejalarini tayyorlashlari va ularni amalda tadbiq etishlari kerak. Umuman olganda, til o‘qituvchilari video materiallar bilan o‘qitishda o‘z oldilariga uchta maqsadni qo‘yishlari lozim. Birinchi va asosiy maqsad EFL/ESL talabalarining til ko‘nikmalarini, xususan tinglash va gapirish qobiliyatlarini rivojlantirishga yordam berishdir. Videomateriallar EFL/ESL talabalari duch keladigan tinglab tushunish materiallari uchun ko‘rgazmali vositalari bilan ta’minlaydi.

Tilni o‘rganish nazariyalari shuni ko‘rsatadiki, tilni o‘rganish jarayoni uchta asosiy qismni o‘z ichiga oladi: tilni kiritish (o‘qish va tinglash), assimilyasiya (ichki ishlov berish va yodlash) va tilni chiqarish (gapirish, yozish va tarjima). Ko‘rinadiki, chet tili ta’limi jarayonida atuentik videomateriallar ta’lim oluvchining ijtimoiy-madaniy,sotsiopragmatik kompetentligini rivojlantirishda muhim ahamiyat kasb etadi. Real hayotiy vaziyatlardan olingan hissiyotlar asosida talabalarning tinglab tushunish va gapirish ko‘nikmalari rivojlanadi.

Foydalanilgan adabiyotlar:

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2. Tomalin B (undated) Teaching young children with video in Stempleski S & Arcario P (eds)

3. R.G‘. Safarova., R.H. Jo’raev Pedagogik ensiklopediyasi’’da 2-jild -b277-2015 – Toshkent.

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TILSHUNOSLIK VA FONETIKANING SHAKLLANISHI VA TARAQQIYOTI

Annotatsiya

Maqolada tilshunoslikning boshqa fanlar bilan bog'liqligi va tilning mohiyati haqida fikr yuritilgan. Shuningdek, tilning paydo bo'lishi va rivojlanishi, sistemasi va strukturasi, tillarning tipologik tasnifi, genetik tipologiya hamda o'zbek adabiy tilining shakllanishi va taraqqiyoti yoritilgan.

Kalit so'zlar. Tilshunoslik, tilning mohiyati, aloqa vositasi, fikr almashinuv, jamiyat, o'zbek adabiy tili, qiyosiy tipologiya, yozuv, tillar oilasi.

В статье рассматривается связь языкознания с другими науками и сущность языка. Также освещаются возникновение и развитие языка, его система и структура, типологическая классификация языков, генетическая типология, а также формирование и развитие узбекского литературного языка.

Ключевые слова. Языкознание, сущность языка, средства общения, обмен идеями, общество, узбекский литературный язык, сравнительная типология, письменность, языковая семья.

The article examines the relationship of linguistics with other sciences and the essence of language. The article also highlights the emergence and development of the language, its system and structure, typological classification of languages, genetic typology, as well as the formation and development of the Uzbek literary language.

Key words. Linguistics, the essence of language, means of communication, exchange of ideas, society, Uzbek literary language, comparative typology, writing, language family.

Tilshunoslik (grekcha lingua – til, tikos – fan so'zlaridan "lingvistika"), murakkab va ko'p qirrali, boshqa ijtimoiy fanlar bilan uzviy bog'liq bo'lgan tilni ilmiy va amaliy o'rganuvchi fandir. Tilni har tomonlama chuqur o'rganish nazariy va amaliy ahamiyatga egadir. Shu sababli tilshunoslikni faqat nazariy fan deb emas, balki tatbiqiy (ingliz. applied, rus. прикладная) va amaliyot uchun kerakli, ya'ni insonlar muloqoti uchun zarur fan sifatida qaramoq darkor. Tilshunoslik fanining asosiy vazifalari quyidagilardir:

– tilning yozuvi va imlo qoidalarini ishlab chiqishning nazariy va amaliy asoslarini ko'rsatib berish;

– tilning talaffuz me'yorlarini belgilashning nazariy va amaliy asoslarini ishlab chiqish;

– tilning fonetika va fonologiyasi, morfologiya va sintaksisi, leksika va semantikasi (so'zlaming yasalishi va ma'nolari), stilistikasini o'rganish asoslarini belgilab berish;

– til va jamiyat, til va tafakkur, til va madaniyat, til va psixologiya, til va semiotika (ramziy belgilami o'rganuvchi fan, lotincha semi – Gejiru, Hiuopa tikos – fan) kabi tilga bog'liq masalalami tadqiq qilish;

– tilning nutq va nutq faoliyati bilan munosabatini o'rganish;

– tarixiy yozma manbalami ilmiy o'rganish asoslarini ishlab chiqish;

– eng qadimiy til, proto til ("bobo til") va uning boshqa tillar va shevalariga

munosabatini o‘rganish;

– tilning hozirgi (uni “sinxroniya” deyiladi) holati bilan tarixiy rivojlanish bosqichlarini (uni “diaxroniya” deyiladi) ilmiy tadqiq qilish;

– qadimiy yozuvlarni o‘rganish yo‘li bilan eng qadimiy tillarni tiklash yoki ulardagi turli alomatlarni aniqlash. Yuqoridagilardan ko‘rinadiki, tilshunoslik fani aw a’lo nazariy va ikkinchi navbatda tatbiqiy – amaliy fandir. Bu fanning aniq chegarasi yo‘q, u ko‘p qamrovli, ko‘p qirrali va har tomonlama boshqa fanlar va ulaming sohalari bilan bog‘liq bo‘lgan fandir. Tilning o‘zi esa juda murakkab ijtimoiy hodisa bo‘lib, u belgilar tizimi sifatida insonlaming muloqot vositasi bo‘lib xizmat qiladi. Bu o‘rinda til va nutqni farqlash zarur bo‘ladi. Nutq – bu tilning va undagi belgilaming barcha qo‘llanish holatlarini qamrab oladi. Yozma shaklda o‘qib berish uchun tayyorlangan roman, qissa, hikoya va h.k. nutqqa tegishlidir. Leldn ulardagi, ya’ni nutqda doimiy qo‘llanuvchi va ustuvor bo‘lib qolgan jamiyat a’zolari tomonidan e’tirof etilib qabul qilingan nutqdagi unsurlar majmui til deb yuritiladi.

Tilshunoslik nazariyalari uchun eng zarur tushunchalar tilning sistemasi va strukturasidir. Tilning sistemasi undagi barcha birliklar va bosqichlar (sathlar) o‘rtasidagi o‘zaro ichki bog‘lanishlar va munosabatlarning majmui sifatida izohlanadi. Tilning stmkturasi esa shu bog‘lanish va munosabatlarning qay tarzda ekanligini ifodalaydi. Ba’zan sistema va stmktura tushunchalari farqlanmaydi. Aslida til sistemasi boshqa fanlar sistemasi kabi o‘z strukturasiga ega. Ko‘pincha “struktura” tushunchasini “tarkib” sifatida qaraladi. Lekin aslida tarkib tildagi bosqichlar, hodisa va jarayonlar tarkibi bilan chegaralanib qoladi. Struktura tushunchasi tarkibni ham qamrab oladi va fonemalar, morfemalar, gap tarkibi kabilarni o‘z ichiga olib, ulaming o‘rtasidagi bog‘lanishlarni va shu jumladan til bosqichlarining (sathlari) o‘zaro munosabatlari qanday tarzda tuzilganini izohlaydi. Sistema va struktura tushunchalari bir mavzuga – tilga qaratilgani birisiz ikkinchisi bo‘lmasligini ko‘rsatadi. Shu sababli til – sistemaviv – strukturaviv tuzilma sifatida qaraladi. Tilning har bir bosqichi (fonologiya, morfologiya, sintaksis, leksika, stilistika) ham o‘z sistemasiga, to‘g‘rirog‘i “kichik sistema”siga ega. Shu sababli til butun bir sistemalar sistemasi sifatida izohlanadi.

Fonetika (grekcha phone – “tovush”, tike – “fan” so‘zlaridan) inson nutqini ifoda qilish uchun zarur bo‘lgan tovushlar va ularning vositalari haqidagi tilshunoslik sohasidir. Nutq tovushlari va ularning vositalari bo‘lgan bo‘g‘in, urg‘u, intonatsiya murakkab va ko‘p qirrali xususiyatlar hisoblanadi va shu tufayli to‘rt tomonlama o‘rganiladi:

1) artikulyatsion (fiziologik) – tovushlaming talaffuzida nutq organlarining xizmati; 2) akustik (fizik) – nutq tovushlari va ularning vositalari fizik tebranishlar natijasidir; 3) eshitib his etish (psixologik) tomoni, ya’ni nutq tovushlari, bo‘g‘in, urg‘u va intonatsiya eshituvchi tomonidan anglab his etiladi; 4) fonologik (yoki sotsia), funksional) jihatdan nutq tovushlari va ulaming vositalari tildagi so‘zlar, so‘z formalari, iboralar va gaplami bir-biridan farqlash, ularing ma’nosini kengroq ochish uchun zarurdir. Yuqoridagi to‘rt tomonlama qarashni ba’zan artikulyatsion fonetika, akustik fonetika (u ba’zan eshitib his etish tomonini ham o‘z ichiga oladi) va fonologiya nomlari bilan ham ataladi. Ular nutq tovushlari, bo‘g‘in, urg‘u va intonatsiyani alohida tasnif qilish usullariga ega bo‘lib, bir-biri bilan uzviy bog‘liqdir.

O‘zining o‘rganish sohasi va vazifalariga ko‘ra, fonetika ikki turli bo‘ladi: 1) umumiy fonetika – jahondagi barcha tillarga xos bo‘lgan talaffuz xususiyatlarini o‘rganadi; 2) tasviriy fonetika – biror tilga xos bo‘lgan talaffuz alomatlarini o‘rganadi. Masalan, rus tili fonetikasi, o‘zbek tili fonetikasi kabi. Qo‘yilgan maqsadga ko‘ra fonetika ikki turli bo‘ladi:

1) nazariy fonetika u biror tilning talaffuz alomatlarini nazariy jihatdan tasnif etadi; 2) amaliy yoki normativ fonetika esa, biror tiining taiaffuziga o‘rgatish maqsadida

tuziladi. Masalan, ingliz tilining amaliy fonetikasi rus yoki o‘zbek o‘rganuvchilari uchun sodda holda mashqlar yordamida izohlab beriladi. Alohida apparatlar yordamida nutq tovushlari, bo‘g‘in, urg‘u va inovatsiyadagi artikulyatsion-akustik xususiyatlarni o‘rganish sohasi eksperimental fonetika deb yuritiladi. Yuqorida ko‘rsatilgan fonetika turlarining barchasi kuzatishlar yordamida til talaffuzidagi xususiyatlarni ancha aniq tekshirilgan eksperimental fonetika natijalariga asoslanadi. Agar fonetika tovushlarning hosil bo‘lishi va ularning xususiyatlarini o‘rgansa, uni segmental fonetika (“segment” so‘zi nutq bo‘lagi ma’nosini anglatadi) deyiladi. Fonetika nutq tovushlaridan katta birliklarni, ya’ni bo‘g‘in, so‘z va frazalarni o‘rganish bilan ish tutsa, uni supersegmental fonetika yoki prosodika deb ataladi. Fonetikaning to‘rtinchi zamriy sohasi hisoblangan fonologiya alohida fan sifatida ham qaraladi. Bunday qarash fonologiyani ham ikkiga bo‘lishni talab qiladi: 1) tovushlaming tildagi funksional tomonlarini o‘riganish bo‘limi – segmental fonologiya yoki fonemika, fonem atika deb yuritiladi.

2) bo‘g‘in, urg‘u va intonatsiyaning funksional alomatlarini o‘rganish sohasi supersegmental fonologiya yoki prosodika deb ataladi. Fonetika tilning boshqa bosqichlari va yaruslari bo‘lgan morfologiya va sintaksis, leksika va stilistika bilan uzviy bog‘liqdir. Chunki tildagi barcha birliklar (so‘z, so‘z shakli, so‘z birikmalari va frazalar) tovushlar yordamida namoyon bo‘ladi. Fonetika nutqdagi artikulyatsion-akustik xususiyatlarni, ularning hosil bo‘lishida nutq organlarining xizmati va fizik tebranishlari o‘rganishi bo‘yicha biologiya, fiziologiya, fizika va akustika fanlari bilan bog‘lanadi.

Hozirgi davr fonetikasida ikki asosiy metod mavjud: subyektiv va obyektiv metodlar. Subyektiv metod talaffuzni bevosita kuzatishdan (ko‘rib yoki eshitib) iborat. U eng qadimiy va doim ham qo‘llash mumkin bo‘lgan metoddir. Subyektiv bevosita kuzatish natijasida tovushlarning artikulyatsion-akustik xususiyatlari, urg‘uli va urg‘usiz bo‘g‘inlarning farqi, intonantsiyada ovoz ohangining pastga tushishi yoki yuqoriga ko‘tarilishini sezish mumkin. Texnik apparatura yordamida, ya’ni obyektiv metodlar yordamida aniqlanuvchi barcha artikulyatsion-akustik xususiyatlar eksperimental-fonetik tekshirish yoki nutqni instrumental tasnif etish deb yuritiladi. Ma’lum apparatlar yordamida tilning tovush tarkibi, bo‘g‘in, urg‘u va intonatsiyasini tekshirish ancha aniq va chuqur tasnif qilishiga imkon beradi.

Yuqorida ko‘rsatilgan belgilari asosida nutq tovushlari unli va undoshlarga va o‘z navbatida, bular ham ayrim guruhlarga bo‘linadi. Quyida unli va undosh tovushlarning tasnifini ko‘rib o‘tamiz. Asosiy xorij tilni tadqiq etishning asosiy metodlari va metodologiyasi masalalari, sintez va analiz tushunchalari, komponet va qiyosiy tahlil hamda xaraktereologik tahlil tushunchalariga izoh va shuningdek, sinxron va diaxron aspektdagi tadqiqotlar masalalari va tadqiq etish usullarining tasnif va tavsiflari o‘rgatilinishi nazarda tutilgan. o‘rganilayotgan tilning grafikasi va uning asoslari. Nutq tovushlari.

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2. Uzbekistan Respublikasi Vazirlar Maxkamasining 2018 yil 18 maydagi “Jaxon adabiyotining eng sara namunalarini uzbek tiliga hamda o‘zbek adabiyoti durdonalarini chet tillariga tarjima qilish va nashr ztish tizimini takomillashtirish chora-tadbirlari tug‘risida” gi 376-son qarori.

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TILSHUNOSLIKDA LEKSIK BIRLIKLAR VA DISKURS MUNOSABATLARI

Annotatsiya

Maqolada muayyan soha bo‘yicha ko‘nikmalarga ega bo‘lish uchun uning jagonini va lug‘atini bilish, masalan, ushbu soha mutaxassislari o‘rtasidagi professional muloqot jarayonini tushunish kerakligi aytib o‘tilgan. Bundan tashqari, ona tilida so‘zlashuvchi har qanday kasbiy faoliyat sohasida to‘liq o‘zlashtirishga erishish uchun tegishli lug‘atni egallashi va uni suhbatda qo‘llashi bo‘yicha tavsiyalar berilgan.

Kalit so‘zlar. Professional, professionallar, terminologiya, tibbiyot, fan, texnologiya, olimlar, tadqiqotchilar, kommunikativ-kognitiv.

В статье освещается, что для приобретения навыков в определенной области необходимо знать ее жаргон и словарный запас, например, понимать процесс профессионального общения между профессионалами в этой области. Кроме того, даны рекомендации, чтобы носитель языка овладел соответствующей лексикой и использовал ее в разговоре для достижения полного усвоения в любой сфере профессиональной деятельности.

Ключевые слова. Профессионал, специалисты, терминология, медицина, наука, техника, ученые, исследователи, коммуникативно-познавательный.

The article says that in order to acquire skills in a certain field, it is necessary to know its jargon and vocabulary, for example, to understand the process of professional communication between professionals in this field. In addition, recommendations are given for a native speaker to master the appropriate vocabulary and use it in conversation to achieve full assimilation in any field of professional activity.

Key words. Professional, specialists, terminology, medicine, science, technology, scientists, researchers, communicative-cognitive.

Tilshunoslikda terminologiya turli lingvistik tushunchalar, nazariyalar va hodisalarni tavsiflash, tahlil qilish va muhokama qilish uchun ishlatiladigan maxsus atamalar yoki lug‘at majmuasini anglatadi. Bu ixtisoslashgan til tilshunoslarga til tuzilishi, qo‘llanishi va xatti-harakatining nozik tomonlarini to‘g‘ri va samarali yetkazish imkonini beradi. Lingvistik terminologiya tilshunoslikning turli kichik sohalarini qamrab oladi, ularning har biri o‘ziga xos atamalarga ega.

Muayyan maqsadlar uchun til muayyan kasbiy yoki akademik sohada maxsus til va muloqot strategiyalaridan foydalanishni anglatadi. Tilning bu turi ma’lum bir soha yoki fan bo‘yicha ishlaydigan odamlarning o‘ziga xos ehtiyojlari, maqsadlari va muloqot shakllarini qondirish uchun moslashtirilgan.(Language for Specific Purposes) turli fanlarning o‘ziga xos so‘z boyligi, nutq qoidalari va muloqot talablariga ega ekanligini tan oladi.

Muayyan maqsadlar uchun til deganda ma’lum bir kasbiy yoki akademik kontekstda odamlarning kommunikativ ehtiyojlarini qondiradigan tildan maxsus foydalanish tushuniladi. Bu biznes, huquq, tibbiyot, fan, texnologiya va boshqalar kabi muayyan sohalarda samarali muloqotni osonlashtirish uchun maxsus lug‘at, nutq tuzilmalari va aloqa strategiyalarini ishlab chiqish va qo‘llashni o‘z ichiga oladi.

Muayyan maqsadlar uchun til misollari orasida advokatlar uchun huquqiy ingliz tili, sog‘liqni saqlash sohasi mutaxassislari uchun tibbiy ingliz tili, biznes va korporativ

soha mutaxassislari uchun biznes ingliz tili va olimlar va tadqiqotchilar uchun akademik ingliz tili kiradi.

Ingliz, o‘zbek tillaridagi deyarli barcha terminologik ishlar tahlil qilinganda, maxsus tillar va umumiy tilning muhim muammosini hal qilishga harakat qilingan. Tadqiqotimizda Komarova (1998); Leychik (2007); Shyelov (2010) kabi va boshqa olimlarning ilgari surgan fikrlarini maqullagan holda mazkur tushunchaga o‘zimizning quyidagi ta’rifimizni keltiramiz: maxsus maqsadlar uchun mo‘ljallangan til (funksional til) va funksional uslub Muayyan maqsadlar uchun til ma’lum bir professional yoki akademik sohada maxsus til va muloqot strategiyalaridan foydalanishni anglatadi. Muayyan maqsadlar uchun til turli fanlarning o‘ziga xos so‘z boyligi, nutq an’analari va muloqot talablariga ega ekanligini tan oladi. U ma’lum bir sohada yoki intizomda ishlaydigan shaxslarning o‘ziga xos ehtiyojlari, maqsadlari va aloqa shakllarini qondirish uchun mo’ljallangan. Funksional uslub deganda ma’lum bir kommunikativ funksiya yoki maqsadni bajarish uchun moslashtirilgan tildan foydalanish usuli tushuniladi. U ma’lum bir adabiy yoki rasmiy uslubga rioya qilishdan ko’ra, tilning muayyan vazifalar yoki maqsadlar uchun qanday ishlatilishiga e’tibor qaratadi. Funksional uslublar kommunikativ kontekstga va tilning mo’ljallangan maqsadiga qarab farq qilishi mumkin.

Musiqa tiliga nisbatan ham “maxsus maqsadlar uchun mo‘ljallangan musiqa tili”, “musiqaning quyi (til osti) tili”, “musiqaning maxsus tili”, kabi terminlarni sinonim ravishda qo‘llash mumkin. Shuningdek, “maxsus maqsadlar uchun mo‘ljallangan til” va “kasbiy muloqot tili” tushunchalari ma’no jihatidan bir-biriga yaqin, biroq teng emas. Biroq, ixtisoslashgan (maxsus) muloqot, professional komponentlarni o‘z ichiga oladi, lekin unga nomutanosib hisoblanadi. Bunday tushuncha kasbiy faoliyat hisoblanadigan musiqa faoliyatidan keyin rivojlangan, musiqa sohasida adekvat mazmunga va ko‘rinishga ega. “Musiqa leksikasi qisman kasbiy hisoblanadi, chunki musiqa inson faoliyatining turlari kabi tur hisoblanib, kasbiy qiziqishlar doirasidan chiqib ketish mumkin” deya ta’kidlanadi[1]. Shuning uchun bizning tadqiqotimiz uchun xususiy tilni milliy tilning xususiy kommunikativ sohada xizmat qiluvchi maxsus shakli sifatida talqin qilish juda muhimdir.

Har qanday muayyan maqsadlar uchun mo‘ljallangan tilning yadrosini, terminologiya deb atalgan maxsus leksika tashkil qiladi. Terminlar u yoki bu tabiiy tilning lug‘aviy qismi sifatida o‘rganib chiqilishi mumkin, ammo ular terminologik tizimda keng ma’noda millat tilining funksional xilma-xilligida aks etadi hamda muayyan maqsadlar uchun mo‘ljallangan tilga nisbatan kengroq hisoblanadi[2]. Muayyan maqsadlar uchun mo‘ljallangan har qanday tilda (masalan, yuridik, ilmiy yoki texnik aloqa) muhim komponent terminologiya deb nomlanuvchi so‘zlarning alohida to‘plamidir. Terminologiya ma’lum bir sohada aniq ma’noga ega bo‘lgan maxsus atama va iboralardan iborat.

Ushbu bo‘lim terminologiya va tabiiy til o‘rtasidagi munosabatni batafsil ko‘rib chiqadi. Bu atamalarni tabiiy tilning umumiy lug‘at tarkibidagi elementlar sifatida ko‘rib chiqish mumkinligini ko‘rsatadi. Biroq, bu atamalarning kengroq terminologik tizim doirasida tizimli ravishda qanday tashkil etilganligiga urg‘u beriladi. Bu tizim butun xalq tilining funksional xilma-xilligini aks ettiruvchi sifatida qaraladi. Muhimi, terminologik tizim ma’lum maqsadlar uchun maxsus ishlab chiqilgan tildan ko‘ra kengroqdir. Boshqacha

[1] Елистратов А.А. К проблеме стилистической стратификации спортивной лексики / А.А. Елистратов // Филологические науки. Вопросы теории и практики. – 2010. – Ч. 1. – № 1. – С. 122-127

[2] Суперанская А.В., Подольская Н.В., Васильева Н.В. Общая терминология.: Вопросы теории / А.В. Суперанская Н.В. Подольская Н.В. Васильева / Отв. ред. Т.Л. Канделаки. – М.: Книжный дом «ЛИБРОКОМ», 2012. – С. 3-80.

qilib aytganda, ixtisoslashgan tillarning o‘ziga xos terminologiyasi bo‘lsa-da, kengroq milliy til turli funksiyalarni aks ettiruvchi juda ko‘p atamalarni ham o‘z ichiga oladi.

Terminologiya, garchi tabiiy tillarda ildiz otgan bo‘lsa-da, terminologik tizim doirasida alohida va uyushgan shaklga ega bo‘ladi. Bu tizim muayyan maqsadli tillar chegarasidan tashqariga chiqib, butun bir xalq ichidagi tillardan foydalanishning boyligi va xilma-xilligini qamrab oladi. Bu atamalarni o‘rganish nafaqat ularning ixtisoslashgan tillardagi rolini tushunishni, balki ularning millatning lingvistik landshaftidagi kengroq ta’sirini ham anglashni o‘z ichiga oladi degan fikrni ta’kidlaydi.

Ixtisoslashgan lug‘at so‘z va iboralarga o‘ziga xos ma’no beradi, ularga ma’lum bir kontekstda alohida ma’no beradi. Ixtisoslashgan lug‘at odatda ma’lum sohalar yoki sohalar bilan chegaralanadi va bu sohalardan tashqarida cheklangan qo‘llaniladi. Ixtisoslashgan lug‘atning ba’zi atamalarining boshqa tillarda to‘g‘ridan-to‘g‘ri ekvivalentlari bo‘lmasligi mumkin, bu ularning ma’lum bir lingvistik va madaniy kontekstdagi o‘ziga xosligini aks ettiradi. Texnik nuqtayi nazardan, o‘rnatilgan sanoat konventsiyalari va an’analari tufayli ba’zi elementlar osongina almashtirilmaydi. Ixtisoslashgan tillar jadal rivojlanmoqda, natijada ko‘plab sinonimlar paydo bo‘ladi. Ushbu sinonimlar bir-biri bilan raqobatlashishi mumkin va ularning yaratilishi tez-tez rivojlanayotgan sohalarda aniq nomlash (asosiy nominatsiya) zarurati bilan bog‘liq. Superanskayaning talqini shuni ko‘rsatadiki, subtillar ichidagi ixtisoslashgan lug‘at turli xil xususiyatlarni, jumladan, umumiy til elementlarini moslashtirish, maxsus ma’nolarni yaratish, cheklangan qo‘llanilishi, potentsial tarjima muammolari, sanoat an’analariga rioya qilish va birlamchi nominatsiya natijasida kelib chiqqan sinonimlarning dinamik paydo bo‘lishini ko‘rsatadi. tez sur’at. rivojlanayotgan sohalar. Bu xususiyatlar tilning ixtisoslashgan sohalarda o‘ziga xos xususiyati va funksionalligiga yordam beradi.

Kasbga yo‘naltirilgan til tarkibiga terminlar, professionalizmlar, sohaviy jargon, sohaviy frazeologik birliklar, nomenklatura belgilarini kiritish odatiy holdir. Ayrim tadqiqotchilar maxsus sohaviy terminologiyani onimlar, signallar, raqamlar, buyruqlar, o‘lchov birliklari va boshq. shu kabi birliklardan iborat deb tavsiflaydilar[3].

Terminlar, jargonlar, frazeologik birliklar va nomenklatura belgilaridan foydalanish odatiy hisoblanadi, bu esa professional muloqotda aniqlik va ravshanlikning muhimligini ko‘rsatadi. Bundan tashqari, tadqiqotchilarning sohaga oid terminologiyani turli lingvistik shakllarda qo‘llaganliklarini e’tirof etishlari tilning kasbiy kontekstdagi ko‘p qirraliligini, o‘ziga xos ma’no va tushunchalarni yetkazish uchun keng do iradagi birliklarni o‘z ichiga olganligini ko‘rsatadi. Nazariy xulosalar kasbiy muloqotda lisoniy xilma-xillik va o‘ziga xoslikning rolini ta’kidlaydi.

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[3] Суперанская А.В., Подольская Н.В., Васильева Н.В. Общая терминология : Терминологическая деятельность / А.В. Суперанская Н.В. Подольская Н.В. Васильева. – М. : ЛКИ, 2005. – С. 288.

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TERMINLARNI TARJIMA QILISHDA O‘ZIGA XOS XUSUSIYATLAR

Annotatsiya

Maqolada terminlar ma’lum bir soha doirasida qo‘llaniladigan so‘zlar hisoblanib, ulardan faqat o‘sha sohada foydalanilanishi va ba’zi terminlarni ikki yoki uch sohada ham ko‘rish mumkinligi, ammo ular har birida alohida ma‘no kasb etishi ochib berilgan. Shuningdek, terminlar ham neologizmlar kabi fan-texnika rivoji, iqtisodiy va moliyaviy taraqqiyot, informatsion texnalogiyalarning kundalik turmushda muhim vositalar sifatida xizmat qilishi haqida fikr yuritilgan. Muallif terminlarning ko‘p ma’nolilik xususiyati, ularni tarjima qilish masalalari va to‘g‘ri qo‘llay olish ko‘nikmalarini shakllantirish haqida ma‘lumotlar berib o‘tgan.

Kalit so‘zlar. Terminalogiya, termin, soha, fan-texnika, ko‘p ma’nolilik, leksima, sanoat taarmoqlari.

В статье рассматриваются термины, используемые в рамках определенной области, и выясняется, что они могут использоваться только в этой области, а некоторые термины также можно увидеть в двух или трех областях, но они имеют особое значение в каждой из них. Также термины неологизмы такие как научно-технический прогресс, экономический и финансовый прогресс, предполагалось, что информационные технологии будут служить важными инструментами в повседневной жизни. Автор привел сведения о характере многозначности терминов, вопросах их перевода и формирования навыков правильного применения.

Ключевые слова. Терминология, термины, отрасль, наука и технологии, многозначность, лексика, отрасли.

The article examines the terms used within a certain area, and it turns out that they can only be used in this area, and some terms can also be seen in two or three areas, but they have a special meaning in each of them. Also, neologisms such as scientific and technological progress, economic and financial progress, it was assumed that information technology would serve as important tools in everyday life. The author provided information about the nature of the ambiguity of terms, the issues of their translation and the formation of skills for correct application.

Key words. Terminology, terms, industry, science and technology, ambiguity, vocabulary, industries.

Termin – grekcha terminus so‘zidan olingan bo‘lib, chek-chegara degan ma’noni bildiriadi. U fan-texnika, qishloq xo‘jaligi, san‘at va madaniyat sohasiga xos so‘z hisoblanadi. Terminologiya – terminlar haqidagi ta’limot va terminlar majmui degan ma’nolarni anglatadi. Terminologiya masalalari hamisha tilshunoslikning dolzarb masalalaridan biri bo‘lib kelgan. Chunki terminlarning sohalar lug‘aviy qatlamlaridagi o‘rni va vazifasini belgilash, tushunchaning mazmun-mohiyatini to‘g‘ri anglash imkonini beradi. Terminologiyaga bag‘ishlangan ishlarning barchasida u yoki bu sohaning muayyan tushunchalarini anglatadigan, definitsiyaga ega bo‘lgan, asosan, nominativ funktsiyani bajaradigan birliklar termin hisoblanadi deb qaraladi.

Terminlar haqidagi fikrlarni olimlar nazaryasida ham ko‘ra olamiz. Masalan, A.

Reformatskiy terminga ta’rif berar ekan, —... terminlar – bu maxsus so‘zlardir degan xulosaga keladi. A.V.Kalinin esa muayyan fanlar va kasbkorlikda ishlatiladigan so‘zlarni — maxsus leksika deb ataydi va uni ikki guruhga ajratadi.

1. Maxsus leksikaga, birinchi navbatda, terminlar kiradi.

2. Maxsus leksika tarkibiga terminlardan tashqari professionalizmlar ham kiradi.

U o‘z fikrini davom ettirib, termin bilan professionalizmlar o‘rtasidagi farq shuki, termin bu muayyan fan, sanoat sohasi, qishloq xo‘jaligi, texnikadagi tamomila rasmiy bo‘lgan, qabul qilingan va qonunlashtirilgan biror tushunchaning ifodasidir, professionalizm esa biror kasb, mutaxassislik, ko‘pincha jonli tilda tarqalgan, aslini olganda, tushunchaning qat’iy, ilmiy tavsifiga ega bo‘lmagan yarim rasmiy so‘zdir,- deydi. Olimlar qatorida H.Jamolxonov terminga munosabatda bo‘lar ekan quyidagicha yozadi:

— Terminlar fan-texnika, adabiyot, san’at va boshqa sohlarga oid ixtisoslashgan, qo‘llanishi muayyan soha bilan chegaralangan tushunchalarni ifodalaydigan nominativ birliklardir: gulkosa, shona (botanikada); to‘rtburchak, kvadrat (geometriyada); ega, kesim (tilshunoslikda); qofiya, turoq, vazn (adabiyotshunoslikda) kabi, - deya fikr bildiradi.

Bugungi kunda terminlar boshqa tillardan so‘z olish va ichki so‘z yasash hisobiga boyimoqda. U yoki bu soha terminologik tizimining barqarorligini belgilovchi asosiy omili uning tartibga solinganligi va muntazamligidir. Shu sababli ham terminalogiyasi ma’lum darajada barqarorlashgan barcha tillarda terminlar doimiy tartibga solib turiladi. Tartibga solish ma’lum terminologik me’yorlar asosida amalga oshiriladi. Terminlar haqida keng ko‘lamda gapirishdan avval, termin bilan oddiy so‘zning farqini tushunib olish zarur. Biz bu farqlanish haqida fikr bildirishdan oldin o‘sha soha bilan shug‘ullangan olimlarning nazaryalariga e‘tibor qaratishimiz lozim. Ko‘plab olimlar terminlarning quyidagi belgilarini sanab o‘tishadi:

1) termin bir ma’noli tendentsiyaga ega;

2) termin aniq, nominativ funksiyaga ega bo‘lib, unga emotsionallik, ekspresivlik funksiyalari xos emas. Termin o‘zining bu xususiyatini jumlalarda ham, matnlardan tashqarida ham saqlaydi;

3) terminning ma’nosi tushunchaga tengdir;

4) termin stilistik jihatdan neytraldir;

5) terminologik leksika alohida sistemadir.

Biz shuni bilib oldikki, yuqoridagi belgilarga qaragan holda oddiy so‘z bilan terminning farqini ajrata olishimiz mumkin. Terminlarning yana bir xususiyati shundan iboratki, ular o‘zi ishlatilinayotgan sohada maxsus termin sifatida, boshqa soha yoki tizimda oddiy so‘z yoxud boshqa ma’noda ham qo‘llaniladi. Yuqoridagi fikrirnning isboti o‘laroq, oddiy so‘z va terminning farqi mavjud, ammo bir so‘z termin ham, oddiy so‘z ham bo‘lib kelishi mumkin. Shu fikrlarini tushuntirish uchun uch turga bo‘lib ko‘rsataman:

– oddiy so‘z;

– termin;

– bir o‘rinda oddiy so‘z, bir o‘rinda termin.

Oddiy so‘z – bu so‘zlar doimo o‘zining oddiy so‘zligini saqlaydi. Termin bo‘lib qo‘llana olmaydi. Bularga atoqli otlar, olmosh va yordamchi so‘zlar kiradi. Termin – ular haqiqiy terminlardir, bular jumlalarda va undan tashqarida ham o‘zinig terminalogik xususiyatini saqlab qoladi, oddiy so‘z bilan qiyoslatilganda tubdan farq qiladi. Bunday so‘zlarga tangenus, kotangenus, sinus, kosinus, affiks, suffiks, prefiks, sutemizuvchilar, umurtqasizlar kabilarni misol qilishimiz mumkin. Bir o‘rinda termin, bir o‘rinda oddiy so‘z – bunday so‘zlarni jumlalarda (kontekst) qo‘llanilishiga qarab ajratish mumkin.

Bunday so‘zlar termin ham bo‘lib kela oladi, oddiy so‘z o‘rnida ham ishlata olishimiz mumkin. Misol o‘rnida bo‘g‘in – tilshunoslikda termin, oddiy so‘z o‘rnida tana a’zosi, to‘qima – biologiyada termin, oddiy so‘z o‘rnida to‘qilgan buyum (mn:jenfer), ildiz – biologiyada termin, oddiy so‘z o‘rnida daraxt tomiri, kuch – fizikada termin (ot kuchi, kuchlanish), oddiy so‘z o‘rnida bilakdagi kuch va shunga o‘xshash ko‘plab so‘zlarni aytishimiz mumkin. Shu bilan birga, terminlarni oddiy so‘zlardan tashqari kasb-hunarga doir so‘zlardan ham farqlashimiz zarur. Kasb-hunarga oid so‘zlar termin bo‘la olmaydi. Ular o‘rtasida turli xil farqlar mavjud. Termin muayyan fan, ilm-texnika, qishloq xo‘jaligi, sanoat va boshqa sohalarda rasmiy ravishda qo‘llaniladigan, qonunlashtirilgan so‘zlar hisoblanadi.

Kasb-hunarga oid so‘zlar esa turli xil kasb-hunar turlariga doir so‘zlar bo‘lib, ular termin hisoblanmaydi. Masalan, poliz ekinlari, meva va taom nomlarini aytishimiz mumkin. Terminlarning yildan yilga o‘zgarishi va yangi terminlarning paydo bo‘lishi fan va texnika taraqqiyoti bilan uzviy bog‘liqdir. Tabiiy holda fan-texnika taraqqiyoti keng miqyosda yoyilayotganligi bois turli soha mutaxasislarining shu soha yutuqlaridan keng foydalanishi sababli terminlarga bo‘lgan e‘tibor ortmoqda va yangi terminlar paydo bo‘lmoqda. Terminalogik nuqtai nazardan qaraydigan bo‘lsak ham boshqa sohalarga nisbatan fan-texnikaga doir terminlar ko‘p va keng miqyosda foydalaniladi.

Boshqa xorijiy tillardagi turli sohalarga doir ilmiy matnlarni ya’ni terminlari mavjud bo‘lgan matnlarni o‘zbek tiliga tarjima qilish jarayonida yoki aksincha bo‘lganda turli xil muommolar paydo bo‘ladi. Ilk muommo va ayni paytda katta masalalardan biri qaysi tildan tarjima qilayotgan bo‘lsangiz o‘sha matndagi terminning ma’nosiga mos terminni narigi tildan tarjima qilishda topib bo‘lmay qoladi. Bu katta qiyinchilik tug‘diradi. Bundan avval kichik bir masalaga to‘xtalib o‘tsam, o‘zbek tiliga boshqa tillardan (mn:ingliz tili) ilmiy ishlar tarjima qilinayotganda duch kelinayotgan terminlarni tarjima qilish uchun o‘zbek tilida yaratilgan sohaviy terminlarga oid qo‘llanmalar mavjud emas, bo‘lsa ham to‘liq emas, bu esa tarjimon va til o‘rganuvchilari uchun terminlarni tarjima qilishda katta muommolarga sabab bo‘ladi. O‘ylashimcha yuqoridagi masalalar orqali bu uchinchi muommo paydo bo‘lmoqda, bu muommo shuki, o‘zga tildan termin tarjima qilinayotganda bizning tilimizda o‘sha so‘zga mosi topilmagandan so‘ng o‘sha chet so‘zni o‘z holicha (kalka) qabul qilishmoqda va o‘sha so‘zni tarjimasi orqali bizni tilda ko‘radigan bo‘lsak noto‘g‘ri ma’no bermoqda. Bu ham katta xato deb aytolamiz. Hozircha terminlarga oid bu masalalar yechilganicha yo‘q ammo, shunday muommolar mavjud ekan izlanish, o‘rganish va bu masalalarni hal qilishga harakat qilish lozim.

Xulosa o‘rnida aytish mumkinki, fan-texnika va barcha sohalar rivojlanar ekan terminlar ham ko‘payadi va yangi terminlar vujudga keladi. Bu albatta yaxshi, ammo terminlarni vaqti-vaqti bilan saralab, tartiblab borish lozim. Shu bilan birga biz terminlar tarjimasi jarayonida vujudga kelayotgan muommolarni bartaraf etish uchun doimo o‘rganish va harakatda bo‘lishimiz lozim. Shundagina tarminalogiya rivojiga oz bo‘lsa ham, o‘z hissamizni qo‘shgan bo‘lamiz.

Foydalanilgan adabiyotlar:

1. https://fayllar.org/til-va-terminologiya.html
2. https://azkurs.org/ajiniyoz-nomidagi-nukus-davlat-pedagogika instituti.html?page=2
3. https://hozir.org/h-jamolxonov.html?page=12

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THE ROLE AND IMPORTANCE OF THE CONCEPT OF ESP IN UZBEKISTAN

Annotatsiya

Maqolada O‘zbekistonda aniq maqsadlar uchun ingliz tili (ESP) tushunchasi turli sohalarda hal qiluvchi rol o‘ynashi va o‘quvchilarga o‘ziga xos kasbiy ehtiyojlariga moslashtirilgan zarur til ko‘nikmalari berilgan. Shuningdek, ESPning O‘zbekiston ta’lim tizimi va kasb-hunar sektorlaridagi ahamiyati darajasini o‘rganishga qaratilgan. ESPning afzalliklari va keng qo‘llanilishini o‘rganib chiqib, uning shaxslarni kuchaytirish va mamlakatda taraqqiyotni rivojlantirishdagi ahamiyati yoritilgan.

Kalit so‘zlar. Ta’lim sifati, maqsadlar, kurslar, vazifalari, ahamiyati, konferensiya, mutaxasislar, muhit.

В статье представлено, как концепция английского языка (ESP) для конкретных целей в Узбекистане играет решающую роль в различных областях и дает учащимся необходимые языковые навыки, адаптированные к их конкретным профессиональным потребностям. Также ESP направлен на изучение уровня значимости в системе образования и профессиональных секторах Узбекистана. Изучение преимуществ и широкого использования ESP проливает свет на его важность для расширения прав и возможностей людей и продвижения прогресса в стране.

Ключевые слова. Качество образования, цели, курсы, задачи, важность, конференция, эксперты, среда.

The article shows how the concept of English language (ESP) for specific purposes in Uzbekistan plays a crucial role in various fields and gives students the necessary language skills adapted to their specific professional needs. IESP is also aimed at studying the level of importance in the education system and professional sectors of Uzbekistan. Exploring the benefits and widespread use of ESP sheds light on its importance for empowering people and advancing progress in the country.

Key words. Nature of instruction, objectives, courses, assignments, significance, meeting, specialists, climate.

Since the early 1960s, English for unique functions (ESP) has end up one of the most distinguished areas of EFL instructing today. Its improvement is mirrored in the enlarge in the variety of universities presenting masters in ESP (e.g. University of Birmingham and Aston University UK) and the wide variety of ESP publications presented to overseas college students in English-speaking countries.

There is now a well-established global journal devoted to ESP discussion, “English for unique purposes: an global journal”, and the ESP SIG corporations of IATEFL and TESOL are usually energetic in their countrywide conferences. Also in Japan, the ESP motion has proven gradual however clear increase over the previous few years. In particular, activity grew as a end result of Mombusho’s selection in 1994 to flip over manage of college curricular mostly to the universities themselves.

This led to a speedy expand in English guides aimed at unique subjects, such as

English for chemists,rather than typical “general English” courses. The ESP neighborhood in Japan has additionally emerge as greater defined-JACET ESP SIG was once headquartered in 1996 (now with 28 members), and JALT N-SIG will quickly be established.

As stated above, ESP had a quite lengthy time to mature and so we count on the ESP neighborhood to have a clear thinking of what ESP means. Oddly enough, however, this is no longer to be the case. For example, in October of this year, in the listing of TESP-L electronic mail debate, there was once a very heated debate about whether or not English can be viewed phase of ESP in generic for educational functions (EAP).

At the Japanese convention on Esp, it used to be additionally feasible to see clear variations in how humans interpret the which means of ESP. Some humans have described esp as clearly instructing English for any reason that can also be specified. Others have been greater specific, describing it as educating English used in tutorial lookup or educating English for vocational or expert purposes.

Guests at the convention have been honored to take part as keynote speakers. Aware of the present confusion amongst the ESP neighborhood in Japan, Dudley-Evans set out in his hour-long speech to make clear the that means of ESP and gave an prolonged definition of ESP On “Absolute” and “variable” characteristics.

Absolute Properties:

1. ESP is described to meet the unique wishes of students.
2. ESP makes use of the fundamental methodology and things to do of the self-discipline in which it serves.
3. ESP is primarily based on language terrific to this recreation in phrases of grammar, lexicon, register, analyzing skills, speech, and genre.

Variable Properties:

1. ESP may additionally be related with or meant for precise disciplines.
2. ESP might also use a specific methodology than frequent English in particular instructing cases.
3. ESP can also be supposed for grownup inexperienced persons in a tertiary group or expert work setting. However, this may additionally be for college students at the excessive college level.
4. ESP is normally reserved for intermediate or superior students.
5. Many ESP guides encompass some primary expertise of language systems.

In truth, what is the distinction between ESP and the conventional English approach? Hutchinson et al. replied very simply, “nothing in theory, too large in practice”. When their e book used to be written, of course, the closing sentence used to be pretty correct. At the time, instructors of General English publications not often analyze wants to decide what is wished to obtain it, recognizing that college students have a clear aim to research English.

But nowadays, instructors are extra conscious of the significance of inspecting needs, and, of course, the authors of substances suppose very cautiously about the dreams of college students at all tiers of cloth production. Perhaps this suggests the have an effect on of the ESP method on instructing English in general. The boundary between the cessation of General of the ESP approach, the majority of ESP instructors who use the method described above, primarily based on their professional understanding of inspecting the student’s desires and the use of English for true communication.

At the moment, Uzbekistan is present process countless reforms and amendments associated to the area of Education. This in flip is viewed a tremendous fulfillment for the early life of Uzbekistan. Creating an ESP surroundings in Uzbekistan offers younger humans a lot of opportunities, and the reality that they learn about the matters they favor in any other language offers the key to unopened doors.

The language used via avia dispetchers or waiters are examples of English as a constrained language. Mackay and Ford make clear the distinction between limited language and language with this statement: the global air site visitors manage language, the repertoire required with the aid of the controller, is strictly confined and the state of affairs can be precisely determined.

Hutchinson and Waters argue that there is no clear difference between EAP and EOP: “people can work and find out about at the identical time; also, in many cases, the language realized for instant use in the gaining knowledge of surroundings can then be used when a scholar accepts or returns” they comment.

The most essential distinction is in the desires of college students and their learn about of the English language. ESP college students are commonly adults who are acquainted with English and are mastering the language to carry a set of expert

capabilities and operate positive job-related functions. Therefore, the ESP software is constructed on the foundation of an evaluation of desires and wants and the features for which the English language is required.

ESP focuses extra on language in context than on educating grammar and language structures. It covers matters ranging from accounting or laptop science to tourism and commercial enterprise management. At the ESP Center, English is now not taught as a issue separated from the college students actual world (or desires); instead, it is built-in into a difficulty vicinity that is necessary to students.

However, ESL and ESP are exceptional no longer solely by means of the nature of the student, however additionally by way of the motive of teaching. In fact, as a prevalent rule, whilst ESL has all 4 language skills; listening, reading, speaking, and writing, which equally emphasizes, ESP analyzes the desires that decide the language capabilities wanted with the aid of students, and the curriculum is designed accordingly.

The ESP application may, for example, emphasize the improvement of studying capabilities in college students making ready for Graduate School in Business Administration; or it can also assist enhance speech capabilities in college students reading English to grow to be a vacationer guide.

In fact, ESP combines problem and English language instruction. Such a mixture is very motivating, due to the fact college students can practice what they have discovered in English instructions in their principal instructional areas, be it Accounting, Business Administration, Economics, Informatics or tourism. Being capable to use the vocabulary and constructions they have realized in a significant context reinforces what is being taught and will increase their motivation.

People examine languages when they have the chance to recognize and work with a language in a context that they apprehend and are fascinating to them. In this regard, ESP is a effective device for such opportunities. Students grasp English due to the fact they work with substances that are fascinating and applicable to them and that they can use in their expert work or their subsequent studies.

The extra college students pay interest to the which means of the language they hear or read, the greater profitable they are; the extra they want to center of attention

on linguistic enter or remoted language structures, the less motivation they provide to attend their classes.

You organize the expectations for learn about in the review room and set long haul dreams and brief dreams for researcher accomplishment. Your skill of the practicable of understudies is vital in the configuration of an educational plan with reasonable longings that consider the concerns of undergrads in the dominating circumstance.

Your discussion and intervention capabilities will establish a class climate. Understudies accumulate the language whenever they get the opportunity to involve the language in exchange with various speakers. Being their educator, you can be the exclusively man or lady who communicates in English for understudies, and while you have confined time with everything about, you can develop decent verbal trade capacities in the study hall.

At the equivalent time,what is the capability of the understudy and what is the endeavor sooner than him? Understudies come to the ESP type with a specific side interest for getting the hang of, comprehension of the subject, and very much fabricated educational strategies for grown-ups. They are responsible for making English language capacities to duplicate their local language data and abilities.

The concept of ESP is of great importance in Uzbekistan both in the field of education and in various areas of the profession. Its implementation ensures that students acquire field-specific language skills, improving their ability to work and efficiency. In addition, ESP allows professionals to develop in their fields, develop international cooperation and contribute to the development of the country. Through the recognition and further development of ESP programs, Uzbekistan can continue to improve its global position and implement innovations in various fields.

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PROBLEMS WITH TRANSLATING ENGLISH IDIOM SPECIFICATIONS INTO UZBEK

Annotatsiya

Maqolada inglizcha idiomalarni o‘zbek tiliga tarjima qilish bilan bog‘liq keng tarqalgan muammolarni muhokama qilish va o‘zbek tiliga tarjima qilishda turli inglizcha flora iboralaridan foydalanishning haqiqiy misollari keltirilgan. Bundan tashqari, xabarlar va tasvirlarni aniq uzatish istiqbollari, idiomatik badiiy tarjimaning mexanizmlari va asoslari, shuningdek vazifalarni bajarish uchun qiyosiy yondashuvni qo‘llash ko‘rib chiqiladi.

Kalit so‘zlar. Idioma, nutq birligi, badiiy tarjima, semantik tarjima, semantik tuzilish, ingliz tili, o‘zbek tili, tahlil, taqqoslash, tilshunoslik.

В статье рассматриваются распространенные проблемы, связанные с переводом английских идиом на узбекский язык, и приведены реальные примеры использования различных английских выражений флоры при переводе на узбекский язык. Кроме того, будут проанализированы перспективы точной передачи сообщений и образов, механизмы и основы идиоматического художественного перевода, а также применение сравнительного подхода к решению задач.

Ключевые слова. Идиома, речевая единица, художественный перевод, семантический перевод, семантическая структура, английский язык, узбекский язык, анализ, сравнение, лингвистика.

The article discusses common problems associated with the translation of English idioms into Uzbek, and provides real-world examples of the use of various English expressions of flora when translating into Uzbek. In addition, the prospects for the accurate transmission of messages and images, the mechanisms and foundations of idiomatic literary translation, as well as the application of a comparative approach to problem solving will be analyzed.

Key words. Idiom, speech unit, literary translation, semantic translation, semantic structure, English languages, Uzbek language, analysis, comparison, linguistics.

The British are hardly mentioned in our historical records. Even in the present day, a typical Uzbek young man’s imagination about the British people is extremely limited, despite efforts to foster greater understanding. We live in a totally different world from the British. The worlds are entirely different. One need only glance at one or two English letters to realize how dissimilar the two languages are. Nearly all English sentences can be translated into Russian quite easily. All you need to do is know how the words are translated, and everything will fall into place. Since Russian and English are both members of the Indo-European language family. Uzbek speech is structured completely differently from other languages. Since our language is a member of the Altaic language family. As a result, a translator who wishes to translate from English must first be fluent in Uzbek.

It is exceedingly challenging for us to translate English proverbs, sayings, and idioms from a phraseological perspective. English proverbs differ greatly from Uzbek in their structure. The primary distinction lies in the relatively weaker rhyme, verse, and

tone found in English proverbs. You just want to say what you want to say. In casual conversation, a sentence like this can be used. It sounds less lovely, melodious, and poetic when you read it than when you hear our sayings. For instance:

First catch your hare and then cook it – Avval quyoningni tutib ol, keyin qovur.

A small leak will sink a great ship – Arzimagan suv tomchisi katta kemani cho‘ktiradi.

Respect yourself, or no one else will respect you – O‘zingni hurmat qil, bo‘lmasa hech kim seni hurmat qilmaydi.

Our nation has long had a growing interest in the English language. Today’s youth are increasingly literate and most of them wish to learn English. For Uzbeks, learning English is a difficult endeavor. That is the reason a lot of people choose to learn English via Russian. Because they are members of the same family, Russian and English have a lot in common. Uzbek and English have little to no commonality. Anyone who has attempted to learn a language is aware of this.

The word “alternative” has its roots in Arabic and is used in our language. Previously, the term “equivalent” was utilized in its place. The term “alternative” was lost in our language until the Uzbek-Russian dictionary was published in 1959. Since then, it has been actively employed in scientific methods. Nonetheless, the terms “alternative” and “equivalent” have frequently been used synonymously.

Well-known translator Gaybulla Salomov writes: “In two languages, without context, we have accepted proverbs, sayings and idioms that have similar meanings and can replace each other as ‘equivalent compounds’ ”.

Examples of equivalent compounds are:

Easy to say – Aytishga oson.

Like mother, like daughter – Onasini ko‘rib, qizini ol.

Money begets money – Pul pulni topar and others.

The equivalent compounds have matching meanings, forms, and even objects. Unfortunately, Uzbeks sometimes lack precise translations for the proverbs and idiomatic expressions that are commonly used in English. The phraseologies whose meanings can only be substituted within a specific context are known as such for this reason. Occasionally, a Russian compound may occur in multiple contexts. “Alternative options” is the term used for such combinations.

A book will always have errors and flaws, regardless of how innovative it is considered to be in translation studies or in our literature overall. The structure of English idioms has been twisted for mysterious reasons, which is surprising in the first place. For example:

Absent is always in the wrong, the;

Fat is in the fire, the;

Hard nut to crack, a;

Leave in the lurch, to.

The articles a and the are never appropriate at the end of a sentence in these articles. English grammar is also not followed by the auxiliary verb “to”. Why they are being abused is understandable. The book was probably published incorrectly by the publisher.

The nationality of a people can be seen in every color, according to Western scholars. Nationality generally manifests itself in all facets of our existence, not just through color. Undoubtedly, folklore places a great emphasis on nationalism.

The word “Oven” translates as tandir. In fact, the tandir is something foreign to

the British. Because they do not have an oven. In them, bread is baked in ovens. The dictionary translation of “Oven” is the “pech.” To the idiom:

Har supraning noni bor

phraseology was chosen as the equivalent.

The originality of English idioms or phrases stands out when compared to those of other cultures, due to the influence of religion, culture, and way of life. It is unclear which idioms in the vernacular are commonly used in speech, as some are shortened or have been lost entirely.

In summary, each country has its own unique national spirit, mindset, and characteristics, which greatly influence their literature, customs, and folklore. While attempting to find counterparts between English and Uzbek idioms, expressions and proverbs, we discovered that in certain instances, direct translation does not accurately capture the meaning. It is necessary to delve into the people’s spirituality, understand their psyche and connect with their mindset. Even though numerous scholars have studied this subject, it is inevitable that new ideas and perspectives will arise when seeking equivalence between English and Uzbek sayings. The outcome depends on the translator’s or researcher’s thinking approach, worldview, life experiences, knowledge and expertise.

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DIFFICULTIES IN TEACHING PRODUCTIVE SKILLS OF THE ENGLISH LANGUAGE AMONG THE ESP LEARNERS

Annotatsiya

Maqolada xorijiy til o'qitishda kommunikativ nutq kompetensiyasini shakllantirish bugungi kunda ta'lim muassasalarida xorijiy til o'qitishga qo'yilayotgan talablari yoritilgan. Muallif xorijiy til o'qitishda kommunikativ metodning qo'llanishi o'rganilayotgan tildagi nutqiy kompetensiyani shakllantirishi haqida fikr yuritilgan.

Kalit so'zlar. O'quv quroli, uslubiy adabiyotlar, grafik tizim, orfografik qoidalar.

В статье формирование коммуникативной речевой компетенции в обучении иностранному языку освещены требования, предъявляемые сегодня к обучению иностранному языку в образовательных учреждениях. Автор рассуждал о том, что применение коммуникативного метода в обучении иностранному языку формирует речевую компетентность в изучаемом языке.

Ключевые слова. Учебное пособие, методическая литература, графическая система, орфографические правила.

The article formation of communicative speech competence in teaching a foreign language highlights the requirements for teaching a foreign language in educational institutions today. The author argued that the use of the communicative method in teaching a foreign language forms speech competence in the language being studied.

Key words. A teaching tool, methodical literature, the graphic system, orthographic rules.

One of the issues to be solved in this research is to identify the difficulties in teaching students of non-philological faculties to write in English, to analyze them from a scientific point of view on a lingua-didactic basis, to find effective methods of forming and growing students' written speech skills, and to put them on a scientific basis.

In methodical literature, one can sometimes find a non-differentiated, i.e. undifferentiated, relationship between writing and written speech. They indicate that the term writing includes written speech. It can also be found in English literature. In it, writing is interpreted as ''a teaching tool'' (writing as a means) and ''writing as an end''.

This causes several difficulties related to the methodological organization of foreign language teaching. The transition to the Latin alphabet in the post-independence period brought the graphic system of the English language and the graphic system of the Uzbek language a little closer, but this does not mean that the differential differences were removed.

If we take into account the difference between letters in Uzbek and the English equivalents of orthographic rules, we can see that teaching writing in English should be specially organized, because the sound-letter relationship in Uzbek is different from the sound-letter relationship in English. This causes recording interference, and any form of interference is a source of errors.

As you know, orthography teaches the rules of using graphic symbols in the language in writing. Spelling rules are different in English and Uzbek languages. This

naturally creates orthographic difficulties with the spelling of words. Although from the outside, only hand movements are observed in a person’s writing, his organs of articulation are also weakly involved.

While listening, visual senses, and motor (hand) movement are noticeable in writing dictation, it can be shown that visual sensation and motor movement are separated in writing an essay. But in both cases, there is a movement of the organs of speech, only this happens in the weak level of internal speech.

It is appropriate to distinguish three types of difficulties in teaching Uzbek students to write English:

1) inconsistency in the sound-letter relationship;

2) difficulty arising from differences in calligraphy;

3) difficulty with spelling rules.

Vowel letters in particular cause great difficulties for Uzbek students. They are pronounced differently in four different syllable types, which are different from the alphabetic pronunciation. This causes errors in their recording. Graphemes in both languages have many similarities. However, some consonant letters (W w, R r, U u) and digraphs (ee, ea, au, oo, ie, ou, oa) are a source of difficulty in writing.

Correct association between English letters and the sounds they represent ensures that the acoustic image of the word is complete and clear. Violation of the association between the letter and the sound it represents leads to a violation of the acoustic image of the word and causes errors to occur. This is especially important in dictation.

The polysemic (different reading) feature in the reading of letters is also a source of errors based on sound-letter relationships in writing. For example, the letter ‘‘s’’ in Uzbek is read-only as [s], but the letter ‘‘s’’ in English has two different readings, such as [s] (sell, sack) and [z] (is, his, bags). It’s reading as [z] causes a false association in Uzbek students, as a result of which the student may write the graphic image of the letter ‘‘z’’ corresponding to the acoustic image of [z] instead of the letter ‘‘s’’.

In this regard, especially the associative connection between the acoustic image of vowels and their graphic images creates great difficulties. For example, the diphthong [ei] usually corresponds to the reading of the letter ‘‘a’’ in an open syllable: made, take. In addition, this diphthong is represented by digraphs such as ay, (play), ey (they), ei (eight), ai (trail). In other words, the acoustic image of the diphthong [ei] has an associative relationship with the acoustic images of digraphs such as the letter ‘‘a’’, ay, ai, ey, ei.

In the Uzbek language, only the sound [a] corresponds to the letter Aa, which corresponds to the graphic image of the English letter Aa, that is, one acoustic image has an associative relationship with one graphic image. Therefore, the presence of synonymous letters and the representation of one sound through several graphic symbols (letters and letter combinations) is one of the sources of difficulty in teaching English writing. There are many such examples related to other vowels ([e], [o:], [ju:], etc.).

Thus, when we analyze the errors that occur in teaching English writing from the point of view of sound and letter relationship, we see that the following factors (factors) cause errors to occur:

1. Lack of quantitative correspondence between the acoustic image of the letter and the graphic image.

2. This has two forms:

a) representation of one sound by several letters or combinations of letters;

b) several different readings of one letter.

3. Some letters and letter combinations are illegible.

In learning to write, the absence or lack of formation of acoustic and graphic images between the printed and written versions of letters, as well as the upper and lower case letters (the printed and written forms of both of them) also cause difficulties with writing. The difference between written and printed letters is so great that in some cases it can be thought that both of them have their own graphic system.

Associations between them, necessary for writing, are not easily formed, therefore, it is advisable to teach to write cursive letters or written stencils, letters, letter combinations, and then words by making an associative connection between the graphic image of the letter and the acoustic image. In this case, an incorrect graphic image in the configuration of letters can lead to a violation of privacy.

In some cases, combining the graphic image of letters given in the Latin alphabet of the Uzbek language with the graphic image of similar letters in the English language helps to avoid difficulties in calligraphy. Therefore, using native writing experience when appropriate will pay off. Sometimes students confuse letters such as g-j, p-b, s-z, k-g, and t-d in writing. The reason for this is the violation of the associative connection between their graphic image and their acoustic image, and this phenomenon is more related to incorrect pronunciation.

The fact that the product of written speech is a written text requires students to have a certain level of writing skills in the implementation of written speech. However, after many years of teaching experience, interviews with students, and tests conducted to determine the level of formation of writing and written speech skills, the results of the analysis of students' written works show that the formation of students' writing and written speech skills in English is not at the required level.

All this, of course, has a negative effect on the correct understanding of the content of the English language texts compiled by them. In most cases, written speech is limited to the written expression of what is said orally. It is known that written speech has its own structural and semantic features, which differ from oral speech.

As a result of the analysis, it was found that students of the non-philological faculty make mistakes in the following cases.

1. Typing errors:

1) not knowing how to write vowels, digraphs, some consonants and letter combinations;

2) misspelling of letters due to the polysemous character of the reading of some letters (they are read differently);

3) misspelling of words as a result of the associative connection between the acoustic image of the letters and the graphic image;

4) leaving illegible letters or combinations of letters in writing;

Errors related to written speech:

1) inability to divide the text into parts related to meaning;

2) inability to continue the expressed opinion;

3) lack of logical connection between sentences in the text;

4) lack of consistency in the description of the picture;

5) not being able to connect sentences with content when composing text using keywords.

At the current stage of our country's development, the role of foreign languages

in the country’s development is growing more and more. In the teaching of a foreign language in non-philological faculties, the main attention is directed to the content of the educational material and the study of language structures, and its teaching from the point of view of communicative orientation is neglected. The use of the communicative method in foreign language teaching implies the organization of the formation of speech skills based on speech situation.Linguistic analysis of writing and written speech requires attention to the following factors. In teaching writing, knowing the graphic symbols of English letters, orthographic rules, and forming the skills of writing letters correctly and beautifully is primary, while in written speech, the main focus is on expressing thoughts, logical connections, the person to whom written information is directed, the topic of information, the psychological state of the person writing, and the sentence constructions used in written speech.

It should also be noted that written speech has a monologic character. When learning the mother tongue, first the acoustic image of letters and words is formed in the child’s mind, and the child can engage in oral speech communication, but does not know the signs necessary for written communication.In the formation of both of them, writing and written speech are carried out in sequence. In teaching Uzbek students to write in English, there are difficulties related to sound-letter relationships and calligraphic and orthographic rules.Correct associations between English letters and their corresponding sounds ensure that the acoustic image of the word is complete and clear. Violation of the association between the letter and the sound it represents leads to a violation of the acoustic image of the word and causes errors to occur. The polysemous nature of the reading of letters is also a source of errors.

Since the product of written speech is a written text, it is necessary to find ways to eliminate errors in the text. The relationship between the process of writing a written text and the thinking process of students is reflected in the written text. The written text also helps to determine the quality of this thinking process. Viewing written speech not only as a means of teaching English but also as a goal will allow students to use written speech as a means of written communication in the future. In the methodical organization of teaching written speech, it is necessary to develop teaching methods and forms taking into account the above-mentioned specific features of writing and written speech and the difficulties associated with them.

In conclusion, It is necessary to look at written speech as a means of teaching English, not as a means of teaching English, but to create an opportunity for students to use written speech as a means of professional communication.

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THEORIES AND MODELS OF DEVELOPMENT OF INTERNATIONAL TRADE

Annotatsiya

Globallashuv va texnologiyalarning doimiy rivojlanishi xalqaro savdo amaliyotiga ko'plab yangi va murakkab narsalarni olib keladi. Xalqaro savdo nazariyalari ushbu o'zgarishlarga mos keladi. U an'anaviy xalqaro savdo nazariyasidan yangi xalqaro savdo nazariyasiga va hatto yangi xalqaro savdo nazariyasiga aylandi. Ushbu maqolaning maqsadi bu jarayonni har tomonlama tavsiflash, uning sabablarini tahlil qilish, qonunlarini umumlashtirish, tendensiyasini bashorat qilish va foydali maslahatlar olishdir.

Kalit so'zlar. Siyosiy iqtisod, sanoati rivojlangan mamlakatlar, tinchlik, hissa, taqqoslash.

Постоянное развитие глобализации и технологий привносит много нового и сложного в практику международной торговли. Теории международной торговли идут в ногу с этими изменениями. Она развивалась от традиционной теории международной торговли к новой теории международной торговли и даже к новой теории международной торговли. Цель этой статьи - всесторонне описать этот процесс, проанализировать его причины, обобщить его законы, предсказать его тенденцию и получить несколько полезных советов.

Ключевые слова. Политическая экономия, промышленно развитые страны, мир, вклад, сопоставимость.

Constant developing of globalization and technology brings much new and complicated international trade practice. International trade theories have been keeping up with those changes. It developed from traditional international trade theory to the new international trade theory and even to the new new international trade theory. The aim of this paper is to comprehensively describe its process, analyze its reason, summarize its law, predict its trend and get some beneficial inspirations.

Key words. Political economy, industrialized countries, world, contributions, comparability.

One of the traditional and most developed forms of international economic relations is foreign trade. Foreign trade accounts for 75-80% of the total volume of international economic relations in the world economy. For any rich country in the world, the role of foreign trade is great. Economist J. Sachs believes that "the economic success of any country in the world can be seen in foreign trade. Until now, no country has been able to create a healthy economy without being separated from the world economic system. International trade is a form of relations between the producers of goods of different countries, which is based on the international division of labor, and shows the mutual economic dependence between them. The structural changes (specialization and cooperation of industrial production) taking place in the economy of countries under the influence of ITI are strengthening the mutual cooperation of the national economy. This enables the activation of international trade. International trade is growing faster than production. Analysis of foreign trade turnover shows that world trade is growing by 16% while world production has increased by 10%.

Foreign trade refers to the trade of one country with another country consisting of

taxable import, i.e. import and taxable export, i.e. export. In the world the sum of paid goods turnover of all countries is called international trade.

The concept of international trade can be used in a narrower sense. For example, the sum of goods turnover in industrialized countries, the sum of goods turnover in developing countries, etc., the problem of national policy on foreign trade lies before all the countries of the world, and there have been heated discussions on this topic for 200 years. Choosing a policy of free trade or protectionism, or keeping it as it is, was the character of the previous century. In our time, these two directions are interconnected. But in many cases, this opposite unity serves as the main function of the principle of free trade. Adam Smith was the first to define the policy of free trade in the world economy. Relating the country’s wealth to the amount of gold and silver in the country, representatives of the mercantilist school of foreign trade believe that the state should do the following in order to strengthen the national position:

• maintaining a positive trade balance – exporting more goods than importing into the country, because this country

provides an influx of gold, which, in turn, increases domestic spending, production and employment;

• regulation of foreign trade with the help of tariffs, quotas and other levers of trade policy to increase exports and reduce imports in order to ensure a positive trade balance;

• sharply limiting or banning the export of raw materials, allowing duty-free import of raw materials that are not mined in the country, which will allow the accumulation of gold reserves and keeping the export prices of finished products at a low level;

• to prohibit any trade of my colony with all other countries except the metropolis, only the metropolis can sell goods produced in the colonies abroad, and at the same time, by banning the production of finished goods in the colonies, turning it into a supplier of raw materials for the metropolis.

Mercantilist views stem from the fact that the economic system operates under conditions of less than full employment, as a result of which additional imported gold can combine with surplus labor and increase production. Otherwise, i.e. if stagnant employment is assumed, the influx of gold from abroad will lead to an increase in inflation, which will not allow the effective use of these golds. The practical economic policy The practical economic policy based on the world views of the manifestations of mercantilism led to the introduction of state control over the use and exchange of precious metals. The government began to try to prohibit the export of gold and silver by private individuals. Those who were caught were sentenced to various punishments, even the death penalty. The government allowed foreign trade in certain areas and only to certain companies.

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ПРОБЛЕМЫ ТВОРЧЕСКИХ ПОДХОДОВ В ПРОЦЕССЕ ОБУЧЕНИЯ СТУДЕНТОВ РУССКОМУ ЯЗЫКУ

Annotatsiya

Maqolada pedagogik faoliyatdagi ijodiy yondashuvning jihatlari ko‘rib chiqiladi. Mustaqillikni rivojlantirish yosh avlodni ijodiy mehnatga tayyorlashning muhim shartidir. Talabalarning vakolatlarini rivojlantirishga qaratilgan zamonaviy rus tili darslari o‘qituvchilarni ijodiy jarayonga majburiy kiritishni ta’minlaydi. O‘qitish samaradorligi o‘qituvchining shaxsiyatiga bog‘liq. Shuningdek, maqolada talabalarni rus tilini o‘qitishda ijodiy yondashuv muammolari, rus tilini o‘qitishda qo‘llaniladigan usullar va ularning ahamiyati haqida ma’lumot berilgan.

Kalit so‘zlar. Rus tili, o‘qitish metodikasi, ijodkorlik, interfaol usullar, o‘quv jarayoni.

В статье рассматриваются аспекты творческого подхода в педагогической деятельности. Развитие самостоятельности-важное условие подготовки подрастающего поколения к творческому труду. Современные уроки русского языка, направленные на развитие компетентности учащихся, предусматривают обязательное включение преподавателей в творческий процесс. Эффективность обучения зависит от личности учителя. Также в статье представлена информация о проблемах творческого подхода в обучении студентов русскому языку, методах, применяемых в обучении русскому языку, и их значении.

Ключевые слова. Русский язык, методика преподавания, творческий подход, интерактивные методы, процесс обучения.

The article examines the aspects of a creative approach in pedagogical activity. The development of independence is an important condition for preparing the younger generation for creative work. Modern Russian language lessons aimed at developing the competence of students provide for the mandatory inclusion of teachers in the creative process. The effectiveness of teaching depends on the personality of the teacher. Russian Russian language teaching The article also provides information about the problems of a creative approach in teaching students the Russian language, the methods used in teaching the Russian language, and their significance.

Key words. Russian language, teaching methods, creative approach, interactive methods, learning process.

Начнём с того, что перед созданием процесса “дистанционного образования” учителю следует принять во внимание следующие факторы: Техническое обеспечение учащихся и преподавателей – это может быть первым элементом процесса, потому что то, чем обеспечивается учителю и учащимся при преподавании и изучении языка играет важную роль в процессе современного образования. Другими словами, современные учащиеся (школьники или студенты) используют различные современные информационные технологии, такие как смартфоны, таблоиды, ПК, ноутбуки и т. д., о чем хотим отметить, что об этом говорят большинство преподавателей иностранных языков образо-

вательные учреждения, в которых учащиеся, студенты большую часть времени тратят на различные мобильные игры или социальные сети и мессенджеры.

Таким образом, эти средства следует использовать для правильного и эффективного обучения иностранным языкам. Кроме того, учителя русского языка должны научиться использовать современные источники преподавания и изучения языка, основанные на новых методах, материалах и приемах, а это означает, что мы, преподаватели иностранных языков, должны использовать все, что у нас есть, для достижения нашей цели обучения языка в совершенстве. Психологическая готовность учащихся – этот фактор означает, что до и во время преподавания иностранных языков учителя должны подробно обращать внимание на возраст и интересы учащихся, этим мы хотим подчеркнуть, что учитель может тестировать учащихся, используя инновационные средства, такие как формы Google, чтобы выяснить их интересы и предпочтения. Сосредоточение внимания на таких факторах может занять дополнительное время, но приведет нас к ожидаемым результатам. Разнообразие источников для изучения русского языка – можно заметить, что большинство языковых занятий могут показаться скучными для изучающих язык из-за использования в процессе одних и тех же источников; однако нынешние учащиеся не могут привыкнуть к этому состоянию. Как следствие этого, пришло время использовать инновационные средства и источники в процессе обучения языку.

Поскольку наши исследования связаны с применением инноваций в обучении русскому языку, преподаватель может использовать инфографику, видео, аудиофайлы для активизации интереса учащихся в дистанционной форме изучения языка. Например, мы использовали отрывки из известных фильмов, мультфильмов на этапах до и после уроков, чтобы познакомить их с новыми темами, вовлечь их во взаимодействие друг с другом в обсуждениях и так далее. Кроме того, в вузах студенты отмечают, что материалы лекций, такие как теоретическая грамматика, фонетика, стилистика, им гораздо сложнее воспринимать. Для решения этой проблемы на практике мы запланировали создание разнообразных форм учебных материалов для студентов, таких как инфографические материалы, видеофайлы, в которых основная научная информация представлена в упрощенном виде. Атмосфера преподавания и изучения русского языка среда преподавания и изучения языка также является наиболее значимым фактором в процессе современного образования. Инновационные задачи и виды деятельности – поскольку система преподавания становится инновационной, естественно, что задачи преподавания и изучения русского языка также станут инновационными. Инновационное оценивание – оценивание изучающих язык в инновационной форме делает процесс понятным и справедливым для преподавателя. Соответственно, учащиеся могут оцениваться ежедневно или еженедельно, а их результаты представляются на платформах социальных сетей и в средствах современного дистанционного образования.

Принимая во внимание все наиболее значимые факторы, упомянутые выше по формированию и внедрению дистанционного образования в сфере образования Узбекистана, можно резюмировать, что современные информационные технологии и средства должны использоваться для придания этому процессу факторов реальной непрерывности и связности, поскольку эта система, которая требует, чтобы все работало систематически для эффективного выполнения по-

ставленных задач на практике. Когда мы приходим на урок, учащиеся получают представление о том, кто мы есть, в результате того, как мы выглядим (как мы одеваемся, как мы себя представляем) и то, как мы ведем себя и реагируем на происходящее. Они сознательно или подсознательно отмечают, всегда ли мы одинаковы или можем быть гибкими, в зависимости от того, что происходит в конкретный момент урока. Как мы уже говорили, учителя, как и любая другая группа людей, имеют индивидуальные различия. Поскольку наши исследования связаны с применением инноваций в обучении русскому языку, преподаватель может использовать инфографику, видео, аудиофайлы для активизации интереса учащихся в дистанционной форме изучения языка. Например, мы использовали отрывки из известных фильмов, мультфильмов на этапах до и после уроков, чтобы познакомить их с новыми темами, вовлечь их во взаимодействие друг с другом в обсуждениях и так далее.

Это особенно важно, когда результаты обучения, которые мы планировали, выглядят так, как будто они могут не добиться успеха из-за происходящего. Мы должны быть достаточно гибкими, чтобы справиться с этим и соответствующим образом изменить пункт назначения (если это необходимо) или найти другой способ добраться туда. Или, возможно, нам придется принять решение продолжать то, что мы делаем, несмотря на прерывание того, как мы себе представляли, что все будет происходить. Другими словами, учителя должны уметь “думать на ходу” и действовать быстро и решительно в различные моменты урока. Если, например, учитель всегда действует как контролер, стоя впереди класса, диктуя все, что происходит и находясь в центре внимания, у учащихся будет мало шансов взять на себя большую ответственность за собственное обучение, в других случаях словами, чтобы у них была свобода воли.

Дети, возможно, больше, чем любая другая категория учащихся, получают удовольствие от воображения. Они сразу чувствуют себя как дома в воображаемых мирах, где могут разыгрывать роли, участвовать в “притворных” действиях, одеваться и на короткое время становиться другим человеком. Однако учителям русского языка на этом уровне обычно приходится сталкиваться с двумя трудностями. С другой стороны, им необходимо разработать репертуар конкретных занятий, которые нравятся детям: если этого не сделать, это приведет к хаосу или скуке. Если мы предлагаем тщательно структурированные занятия с четко сформулированными образовательными и языковыми целями, мы считаем, что статья объединяет коллекцию идей и мероприятий, которые занятая учительница маленьких детей может использовать в классе.

Использование песен, стишков и песнопений, изготовление и использование кукол, завершается несколько более сложными ролевыми играми и симуляционными занятиями. Поскольку спрос на русский язык среди младших школьников продолжает расти, растет и спрос на надежные и стимулирующие учебные материалы. Они особенно полезны в классах с детьми младшего возраста, которые, возможно, не способны говорить на родном языке. Ритм и мелодия облегчают изучение и запоминание языка, а движения и жесты помогают проиллюстрировать смысл. Песни обращаются к ребенку через визуальные, слуховые и кинестетические (физические) каналы. Песни, стишки и песнопения можно использовать как первые шаги к более независимому актерскому мастерству. Предоставляя детям слова, мы даем им возможность сконцентрироваться на выражении чувств

и характера посредством языка тела и жестов. Позже, когда они станут более уверенными в себе и осознают возможности своего тела, они смогут использовать свои слова. И учителя, и дети различаются по степени контроля, который они хотят иметь над деятельностью. Учителю иногда трудно дать детям свободу действий в том, что они делают, и некоторым детям трудно справиться с полной свободой решений. Вам нужно решить, какой баланс вам комфортен, и работать над ним шаг за шагом. Они сочетают в себе визуальное, слуховое и кинестетическое (физическое) таким образом, что трудно устоять перед этим. В ролевых играх и импровизациях детям предлагается принять на себя роль и разыграть ситуацию, используя любой язык, которым они располагают. Ролями могут быть персонажи, знакомые детям из повседневной жизни (врач и пациент, родитель и ребенок, водитель и пассажир автобуса) или фантастические персонажи (принцесса и дракон, космические гости на Земле, животные в зоопарке). На более высоких уровнях ролевая игра может использоваться для изучения ситуаций, с которыми дети столкнутся в реальной жизни: решение дилемм, распределение задач, совместное использование ресурсов, создание и соблюдение правил и так далее.

Этот вид “образовательных” ролевых игр позволяет детям исследовать проблемы в безопасной форме и может привести к интересным дискуссиям. Ролевая игра может быть довольно простой, требующей небольшой подготовки и небольшого количества реквизита, или более сложной, требующей от вас времени на подготовку языка и создание ситуации. В ролевых играх могут участвовать двое-трое детей или весь класс. Обычно ролевая игра или импровизация в классе состоит из трех этапов. На первом этапе педагог готовит детей к ролевой игре, создавая ситуацию и следя за тем, чтобы дети владели необходимым языком. На втором этапе дети разыгрывают ролевую игру, а учитель наблюдает за ними, записывая комментарии при подготовке к третьему этапу. В этот момент важно не вмешиваться без крайней необходимости. После завершения ролевой игры педагог организует рефлексию и обратную связь по процессу (как дети выполнили задание) и продукту (как оно получилось). Большинство ролевых игр предназначены для совместной работы всего класса. Класс является местом действия сценария, и каждый ребенок играет свою роль: они склонны глубоко вовлекаться в действие, и в целом там царит хорошая атмосфера. Классы со смешанными способностями также хорошо реагируют, поскольку каждый ребенок может использовать язык, который ему удобен: дети с большим языковым ресурсом могут вести более сложные разговоры, а те, кто чувствует себя менее уверенно, могут продолжать базовый диалог. Некоторые из них подходят для детей с ограниченным знанием русского языка, а есть другие, которые побудят детей более высокого уровня проявить творческий подход и использовать язык, который они знают, в непредсказуемой ситуации.

То, как мы действуем, когда контролируем класс, сильно отличается от поведения, которое мы слушаем и советуем, которое мы проявляем, когда обучаем студентов или отвечаем на презентацию или письменный отрывок (опять же, это отличается от того, как мы оцениваем кусок работы). Таким образом, частью нашей личности учителя является наша способность выполнять все эти роли в разное время, но с одинаковой тщательностью и легкостью, какую бы роль мы ни выполняли. Эта гибкость поможет нам облегчить множество различных

этапов и аспектов обучения. Преподавание русского языка, особенно тем, для кого он не является родным, – непростая задача. Это длительный процесс, на который могут влиять различные факторы. Однако эффективный учитель – это тот, кто знает, чему учить, как учить и как реагировать на любую образовательную ситуацию. Чтобы преподавать русский язык как иностранный, необходимо в первую очередь рассматривать учащихся как социальных существ, поскольку каждый учащийся – это личность, характеризующаяся личностью и социальными характеристиками, которые могут влиять на процесс обучения. Люди изучают языки, когда у них есть возможность понимать язык и работать с ним в контексте, который они понимают и находят интересным. Студенты будут изучать русский язык, работая с материалами, которые они считают интересными и актуальными и которые они могут использовать в своей профессиональной работе или дальнейшей учебе. Чем больше учащиеся обращают внимание на значение языка, который они слышат или читают, тем большего успеха они добиваются; чем больше им приходится концентрироваться на лингвистическом вводе или изолированных языковых структурах, тем меньше у них мотивации посещать занятия.

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ПРОБЛЕМЫ УСВОЕНИЯ СЛУХОПРОИЗНОСИТЕЛЬНЫХ НАВЫКОВ ИЗУЧАЮЩИМ РУССКИЙ ЯЗЫК КАК ИНОСТРАННЫЙ

Annotatsiya

Maqolada chet tillarni o‘qitish jarayonida yuzaga keladigan qiyinchiliklar va tillarning o‘zaro ta’siri muammosi ham nazariy, ham amaliy ahamiyatga ega ekanligi aytib o‘tilgan. Shuningdek, ikki tilli nutqdagi fonetik buzilishlarning haqiqiy tasviri sezilarli darajada farq qilishi mumkinligi bo‘yicha tavsiyalar berilgan.

Kalit so’zlar. Eshitish va talaffuz qobiliyatlari, ikki tillilik, fonetika, fonologiya, urg‘u.

В статье отмечается, что возникающие в процессе обучения иностранным языкам трудности и проблема языкового взаимодействия имеют как теоретическое, так и практическое значение. Также даны рекомендации о том, что реальная картина фонетических нарушений в двуязычной речи может существенно отличаться.

Ключевые слова. Слухо-произносительные навыки, билингвизм, фонетика, фонология, акцентирование.

The article notes that the difficulties and the problem of language interaction arising in the process of teaching foreign languages have both theoretical and practical significance. Recommendations are also given that the real picture of phonetic disorders in bilingual speech may differ significantly.

Key words. Auditory-pronunciation skills, bilingualism, phonetics, phonology, accenting.

Изучение русского языка студентами, родным языком которых является узбекский, сопряжено с определенными трудностями. Это касается к их отнесенности к разным группам и семействам языков. Если русский язык относится к восточной группе индоевропейских славянских языков, то узбекский – к тюркским языкам. Кроме того, узбекский – агглютинативный язык. Он относится к языкам, в которых главную роль в образовании слов играют суффиксы, префиксы, аффиксы, приставки. А русский язык, наоборот, относится флективным, противопоставляющийся агглютинативным, где большое число типов спряжений и склонений, наличие фузии, фонетических чередований.

В условиях естественного двуязычия студентам, изучающим иностранные языки, необходимо усвоить артикуляционную базу. При этом обучение правильному произношению затруднено влиянием родного языка. Проблема взаимодействия языков в современном мире приобрела и теоретическое, и практическое значение: для студентов, изучающих иностранный язык в условиях билингвизма, полезен именно сопоставительный фонетический и фонологический анализ систем разноструктурных языков на фоне влияния родного языка (узбекского) на изучаемый иностранный язык (русский).

Фонетика сопоставляемых языков особенно сложна. Звуки, встречающиеся как в русском, так и в узбекском языках, могут значительно отличаться друг от друга, например, по длительности: заднеязычный вариант фонемы [i] и русский гласный [и]. Наибольшие трудности вызывает произношение, причем произношение

и написание могут не совпадать. Некоторые звуки произносятся с опущением, другие с преувеличением.

Между тем трудности с произношение в русском языке часто возникают из-за акцентирования при изменении форм слов. Существует список слов, которые часто неправильно произносятся как русскими, так и иностранцами. Правильно произносятся макароны тОрты, телефон звОнит, предложение обеспЕчение и т.д.

Обучение русскому языку иностранных студентов обычно начинается с формирования умения понимать устные и письменные тексты и извлекать из них правильный смысл, формулировать оригинальные тексты, выражающие определенные идеи, исправляться с коммуникативными ситуациями. Подбор учебного материала и его внедрение необходимо учитывать трудности русского языка и особенности родного языка учащихся. Особое внимание следует уделять материалам, которые полностью отсутствуют в языке иностранного студента или отличаются по форме или стилю выражения. Преподаватели, обучающие иностранных студентов, должны уделять должное внимание взаимодействию и взаимовлиянию двух языковых систем, четко объяснять языковые различия и делать все возможное для создания и внедрения специальной системы практики вместе со своими студентами для устранения подобных языковых трудностей.

При изучении русского языка все иностранные студенты в первую очередь сталкиваются со звуковым аспектом. Поэтому особенно важно изучить и усвоить фонетическую систему. Целью обучения фонетическим аспектам русского языка является формирование компетенции слухового произношения, которая является основой успешного обучения и дальнейшей профессиональной деятельности студента. Как известно, формирование и развитие слуховой фонетической компетенции является необходимым условием для обучения иностранных студентов всем видам фонетической деятельности (аудированию, чтению, говорению и письму).

Как известно, иноязычный акцент определяется, во-первых, в процессе анализа интерферированной звучащей речи учащегося, а во-вторых при сравнении фонетической системы родного и изучаемого языков с целью выявления различий между ними и определения различия между “контактными” системами.

В связи с этим такие лингвисты, как С.И. Бернштейн, А.А.Реформатский и Н.С.Трубецкой, писали о фонетических системах изучаемых языков, о “фонологической призме” родного языка, что именно через эту призму люди распознают звуки иностранного языка, о “фонологическоем сите”, через которое понимается система изучаемого языка.

Осознанное усвоение фонетики и фонологии иностранного языка невозможно без сопоставления звуковой структуры родного языка с фонологической структурой иностранного языка. Это невозможно без сопоставления фонологической структуры родного языка с фонологической структурой иностранного языка. Процесс обучения узбекских учащихся характеризуется своеобразием, принципиальными различиями между русской и узбекской языковыми системами, ряда особенностями учебно-познавательной деятельности узбекских учащихся и культурных традиций страны.

Различия фонетических систем русского и узбекского языков проявляются в качественном и количественном составе слогов, системе дифференциальных признаков гласных и согласных звуков. Поэтому при формировании слухо-произносительных навыков у узбекских учащихся необходимо сопоставление фо-

нетических систем языков, выявление сходств и различий на языковом уровне, которые проявляются в ошибках в письменной и устной речи.

Так например, при произношении сочетаний согласных в русских словах узбекские учащиеся сталкиваются с серьезными трудностями, обусловленными принципиальными фонетическими различиями родного и изучаемого языков. Чтобы преодолеть ошибки в произношении сочетаний, необходимо уже на начальном этапе обучения русскому произношению учитывать различия в структуре русского и узбекского сочетаний согласных, а также систем согласных русского и узбекского языков и разработать специальные комплексы тренировочных упражнений.

Различия фонетических систем русского и узбекского языков проявляются в качественном и количественном составе слогов, системе дифференциальных признаков гласных и согласных звуков. Поэтому при формировании слухопроизносительных навыков у узбекских учащихся необходимо сопоставление фонетических систем языков, выявление сходств и различий на языковом уровне, которые проявляются в ошибках в письменной и устной речи.

Процесс обучения узбекских студентов имеет много особенностей, которые объясняются принципиальными различиями между системами русского и узбекского языков, особенностями учебно-познавательной деятельности узбекских студентов, культурными традициями страны. Различия между фонологическими системами русского и узбекского языков проявляются в качественном и количественном составе слогов и системе дифференциации гласных и согласных признаков. Поэтому формирование слуховой и произносительной компетенции узбекских учащихся требует сопоставления фонетических систем соответствующих языков и выявления языковых сходств и различий, проявляющихся в письменных и устных ошибках.

Слуховая произносительная компетенция понимается как способность быстро и плавно различать на слух различные явления русского произношения и правильно произносить отдельные звуки в потоке речи. Важную роль в обучении произношению играет артикуляционная база языка. Артикуляция – это ряд движений, которые производят голосовые органы. Некоторые движения могут выполняться осознанно и самостоятельно контролироваться зрительно и мышечно (например, форма губ, положение кончика языка, степень воздушной струии т. д.). В процессе обучения устной речи иностранные студенты должны постепенно овладеть элементами артикуляционных движений, научиться управлять голосовыми органами и чувствовать изменения в их положении. Задача преподавателя – помочь иностранному студенту практически освоить эти артикуляционные движения, используя описание голоса, наглядное представление отдельных движений и положений голосовых органов. Выразительность – важное качество разговорного голоса. Способность выбирать подходящие слова, выражать мысли, эмоции и чувства, использовать интонацию для воздействия на слушателя зависит от того, насколько хорошо оратор знает, как произносить звуки, как дышать, как четко и быстро говорить. Поэтому развитие фонологической компетенции, умение пользоваться компонентами устной речи, знание особенностей культуры устного общения – все это важнейшие задачи при обучении русскому языку как иностранному. Поэтому особое внимание следует уделять фонетике на ранних этапах обучения, чтобы впоследствии применять ее в других видах коммуникативной деятельности.

В двух языках некоторые звуки могут быть очень похожи по артикуляции, но занимать разные позиции в системе, то есть относиться к разным фонологическим категориям. Такая ситуация осложняет усвоение “похожих” звуков, но это связано скорее с пониманием фундаментальных различий между звуками, представляющими одну фонему, и звуками, представляющими другую фонему, чем с точным артикуляционным воспроизведением. Для того чтобы учащиеся узбекской языковой группы успешно овладели нормами русской письменности, необходимо учитывать сходства и различия, существующие между узбекской и русской фонетическими системами.

Фонетика является самым низким языковым уровнем и представляет собой мельчайшие составные единицы других уровней. Поэтому при сравнении фонетических структур узбекского и русского языков необходимо учитывать три аспекта фонетики.

Фонемы – это мельчайшие фонетические единицы, различающие морфемы, слова и грамматические формы. Например, в узбекском языке значения слов bor (есть) и bo’r (мель) различаются фонемами o и u, а в русском языке значения слов люк и лук различаются твердыми и мягкими фонемами. Когда фонема появляется в речи, она становится звуком. При этом фонема произносится в разных вариациях. Например, звук “i” в слове “idora” похож на звук “и” в русском слове “ива”. Это означает, что фонемы могут произноситься по-разному в зависимости от места их представления, то есть под влиянием окружающей среды, но способность различать слова и предложения при этом не теряется. Нулевые звуки – единственный вариант языковой фонемы в речи, поскольку носители обычно могут различать фонемы независимо от того, как они произносятся.

Фонемы образуют фиксированную систему в каждом языке и сравниваются друг с другом соответствующим образом. В современном узбекском языке 26 фонем, представленных 30 буквами и сочетаниями из трех букв. Буква j в узбекском алфавите является смешанным взрывным согласным, так как в сложных языках она также является смешанным слогом. В русском языке 31 фонема, представленная 42 буквами русского алфавита (оба алфавита содержат специальные символы). Другими словами, узбекские и русские фонемы различаются как по артикуляции, так и по количеству. И в узбекском, и в русском языке шесть гласных фонем, что, конечно, является совпадением. Однако количество согласных в узбекском языке- 24, а в русском - 36. Это различие связано с тем, что русские согласные конфликтуют не только со знаком “звонкость-шумность”, но и со знаком “твердый - мягкий”.

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НЕКОТОРЫЕ ВОПРОСЫ ИСПОЛЬЗОВАНИЯ МЕДИА-ИНФОРМАЦИИ В ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА

Annotatsiya

Ushbu maqolada ingliz tilini o‘qitish jarayonida ommaviy axborot vositalari axborotidan samarali foydalanish masalasi ko‘rib chiqiladi. Shuningdek, talabalarning motivatsiyasini oshirish, muloqot qobiliyatlarini yaxshilash va lingvistik kompetensiyani boyitishda ommaviy axborot vositalarining o‘rni kabi bir nechta jihatlariga e’tibor qaratiladi. Muallif ish audio va video materiallar, raqamli resurslar va ijtimoiy tarmoqlar kabi ommaviy axborot vositalarining turli shakllarini o‘rganib ularning ingliz tilini o‘qitishga ta’sirini baholaydi.

Kalit so‘zlar. Media, mediata’lim, mediatexnologiyalar, talabalar, mediaaxborot.

В данной статье рассматривается вопрос эффективного использования информации в средств массовой информации в процессе обучения английскому языку. Он также фокусируется на нескольких аспектах, таких как роль средств массовой информации в повышении мотивации учащихся, улучшении коммуникативных навыков и обогащении лингвистической компетентности. Работа автора исследует различные формы средств массовой информации, такие как аудио и видеоматериалы, цифровые ресурсы и социальные сети, чтобы оценить их влияние на преподавание английского языка.

Ключевые слова. Медиа, медиаобразование, медиатехнологии, студенты, медиа информация.

This article examines the issue of effective use of media information in the process of teaching English. It also focuses on several aspects, such as the role of the media in increasing student motivation, improving communication skills, and enriching linguistic competence. The author of the work explores various forms of mass media, such as audio and video materials, digital resources and social networks, in order to assess their impact on English language teaching.

Key words. Media, media education, media technologies, students, media information.

Современное образование в условиях быстро меняющегося информационного общества требует постоянного обновления методов преподавания. В этом контексте использование медиа-информации становится ключевым элементом эффективного преподавания английского языка. Медиа-материалы, такие как аудио и видеоресурсы, цифровые приложения и социальные сети, предоставляют уникальные возможности для стимулирования обучения, повышения мотивации студентов и развития их языковых навыков.

Цель настоящего исследования заключается в анализе и оценке различных аспектов использования медиа-информации в преподавании английского языка. Работа посвящена выявлению преимуществ и вызовов, связанных с интеграцией медиа-материалов в образовательный процесс, а также разработке рекомендаций для оптимального использования этих ресурсов в педагогической практике.

В ходе исследования рассматриваются различные виды медиа, их влияние на формирование навыков общения, аспекты мотивации студентов и возможности создания адаптированных уроков для разных уровней языковой подготов-

ки. Также важным аспектом работы является анализ методов оценки эффективности использования медиа-материалов в контексте преподавания английского языка. Настоящее исследование призывает к активному внедрению инновационных подходов и современных технологий в образовательный процесс, создавая тем самым более подходящую и мотивирующую среду для обучения английскому языку.

Для достижения целей исследования по использованию медиа-информации в преподавании английского языка был применен комплекс методов, направленных на анализ и оценку эффективности данного подхода. *Литературный обзор.* Проведен анализ современных педагогических исследований, относящихся к использованию медиа-информации в образовательном процессе, с фокусом на преподавание английского языка. Это включало в себя ревизию академических статей, книг и других публикаций. *Анализ педагогического опыта.* Проведено исследование опыта преподавателей английского языка, успешно использующих медиа-материалы в своей практике. Изучены их методы, подходы и лучшие практики. *Анкетирование и интервью.* Проведены анкетирование студентов и преподавателей английского языка с целью выявления их взглядов и опыта в использовании медиа в учебном процессе. *Экспериментальные занятия.* Организованы и проведены уроки с использованием различных медиа-материалов, включая аудио и видеофрагменты, интерактивные онлайн-ресурсы и социальные сети. Эффективность занятий оценивалась с использованием стандартизированных методов измерения успеха в обучении. *Статистический анализ данных.* Проведен статистический анализ полученных данных с использованием соответствующих методов, например, анализ дисперсии и корреляционный анализ, для оценки влияния использования медиа-материалов на уровень языковой подготовки студентов.

Вышеперечисленный комплексный методологический подход позволял получить всестороннее представление о воздействии медиа-информации на процесс преподавания английского языка и эффективности этого подхода в контексте современного образования. По результатам исследования было достигнуто:

Повышение мотивации студентов. Обнаружено, что использование медиа-информации в преподавании английского языка значительно увеличивает мотивацию студентов. Студенты проявляли больший интерес к учебному материалу, особенно когда использовались видео и аудиофайлы, а также интерактивные онлайн-ресурсы.

Развитие коммуникативных навыков. Эффективность медиа-материалов в развитии навыков общения была заметной. Студенты, активно участвующие в дискуссиях, основанных на видеофрагментах или аудиоинтервью, проявляли значительный прогресс в умении выражать свои мысли на английском языке.

*Обогащение лингвистической компетенции. И*спользование разнообразных медиа-материалов способствовало более глубокому пониманию различных языковых концепций. Визуальные и звуковые элементы помогли студентам лучше усваивать лексику, грамматику и произношение.

Позитивное воздействие на уровень языковой подготовки. Анализ результатов экспериментальных занятий и статистических данных показал, что использование медиа-информации способствует повышению успеваемости студентов в изучении английского языка. В частности, студенты, участвующие в занятиях

с медиа-материалами, продемонстрировали более высокие баллы на тестах и экзаменах.

Положительная обратная связь от студентов и преподавателей. Опросы и интервью показали, что как студенты, так и преподаватели высоко оценивают использование медиа в учебном процессе. Студенты высказывали удовлетворение от нового, более интересного подхода к обучению, в то время как преподаватели подчеркивали улучшение академических результатов и вовлеченность студентов.

Общие результаты исследования подтвердили, что использование медиа-информации в преподавании английского языка эффективно в содействии мотивации, развитии коммуникативных навыков и улучшении языковой подготовки студентов.

В процессе исследования использования медиа-информации в преподавании английского языка выявлены несколько ключевых моментов, которые свидетельствуют о значимом влиянии данного подхода на эффективность обучения. Эти результаты позволяют сделать следующие заключения:

Эффективность медиа-информации в повышении мотивации студентов. Результаты исследования подтверждают, что использование медиа-материалов стимулирует интерес студентов к учебному процессу, способствуя более активному участию и повышению общей мотивации.

Развитие коммуникативных навыков и лингвистической компетенции. Медиа-информация оказывает положительное воздействие на развитие коммуникативных навыков студентов, улучшая их умение выражать свои мысли на английском языке. Также отмечено, что использование медиа обогащает лингвистическую компетенцию студентов.

Повышение успеваемости студентов. Статистические данные и анализ результатов экспериментальных занятий показывают улучшение успеваемости студентов, участвующих в уроках с медиа-материалами. Это свидетельствует о положительном влиянии медиа-информации на усвоение учебного материала.

Положительная обратная связь от студентов и преподавателей. Опросы и интервью подтверждают удовлетворение студентов от использования медиа в учебном процессе, а также высокую оценку преподавателями эффективности данного подхода.

Заключительные выводы указывают на перспективность использования медиа-информации в преподавании английского языка как средства для создания стимулирующей и эффективной образовательной среды. Предложенные рекомендации и обсуждение результатов могут служить основой для дальнейшего развития данного подхода в образовании и его интеграции в педагогическую практику.

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INGLIZ TILIDAN O‘ZBEK TILIGA SO‘Z BIRIKMALARI TARJIMASIDA LEKSIK KOMPRESSIYADAN FOYDALANISH

Annotatsiya

Maqolada ingliz tilidan o‘zbek tiliga tarjima qilish jarayonida ishlatiladigan tarjima metodlari xususan sinxron tarjimada ishlatiladigan o‘ziga xos usullardan biri leksik kompressiya haqida fikr yuritilgan. Xususan, leksik kompressiya metodining tarjima jarayonida qo‘llanishi va mazmun mohiyati so‘z birikmalarini qisqa va mazmunli tarjima qilishda juda muhimdir.

Kalit so‘zlar. Tarjima, leksika, sintaksis, morfologiya, kompressiya, so‘z birikmasi, teng bog‘lanish, sintatik, semantic.

В статье рассматриваются методы перевода, используемые при переводе с английского на узбекский язык в частности, один из специфических методов, используемых при синхронном переводе, – лексическое сжатие. В частности, применение метода лексического сжатия в процессе перевода и сущность содержания имеют решающее значение для краткого и содержательного перевода словарного запаса.

Ключевые слова. Перевод, лексика, синтаксис, морфология, сжатие, словарный запас, эквивалентная связь, синтетический, семантический.

The article discusses the translation methods used in translating from English into Uzbek, in particular, one of the specific methods used in simultaneous translation is lexical compression. In particular, the use of the lexical compression method in the translation process and the essence of the content are crucial for a concise and meaningful translation of the vocabulary.

Key words. Translation, vocabulary, syntax, morphology, compression, vocabulary, equivalent connection, syntactic, semantic.

Tarjima badiiy va lug‘at faoliyatining spetsipik turi bo‘lib badiiy, ilmiy ijod kabi til, tafakkur va fantaziya bilan ish ko‘radi. Badiiy tarjimada ma’no va uslub, kolorit bilan birga poetika asosiy o‘rinlardan birini egallaydi. Poetikanini yuzaga chiqarish va yaratishda yuqorida aytilganidek, Kantning idrok va hissiyoti sintezi va ulardan vujudga keladigan tabiiylik birinchi darajali ahamiyatga ega. “Prigolubit” so‘zini “ko‘kaylamoq” deb o‘girarkanmiz, so‘zning tasviriy kuchini yuzaga chiqargan bo‘lamiz. Tarjimada esa tasviriylik va tabiiylikning o‘rnini boshqa hech narsa bilan to‘ldirib bo‘lmaydi.

Ingliz tilida ham o‘zbek tilida ham tarjimaning umuman olganda morfologiya va sintaksis jihatdan tarjima va uslubiyotning o‘ziga xos xususiyati manjud bo‘lib bu nafaqat gapda, balki so‘z birikmalarida ham o‘z aksini topadi. Shu nuqtayi nazardan avvalo ingliz tilida so‘z birikmalari va ularning turlari haqida tahliliy ishlarni olib borish maqsadga muvofiqdir.

Sintaksis tadqiq qiladigan asosiy birliklar so‘z birikmalari va gaplardir. So‘z birikmasi – semantik va strukturaviy jihatdan bir-birini taqozo qiladigan kamida ikkita mustaqil so‘zlarning birikishidan hosil bo‘lgan birlik. Ingliz tilida so‘z birikmalarining quyidagi turlari bor:

1) teng bog‘langan: Nick and Jack, boy and girl, the sun and the moon;

2) tobe bog‘langan: beautiful girl, good doctor, politially active;

3) predikativli: Nick’s singing, him to sing, him changed, it being dark. So‘z birikmalari o‘zaro sindetik va asindetik bog‘lanishi mumkin. Sindetik bog‘lanish deganda biz, bog‘lovchilar orqali bog‘lanishni tushunamiz (everybody but him, he and she, neither Jack nor Nick), asindetik bog‘lanish deganda esa, hech qanday qo‘shimchalarsiz bog‘lanishni tushunamiz (handsome boy, Nick the singer, King Arthur). Ingliz tilida so‘z birikmalarining tutgan o‘rni So‘zlar bir-biri bilan ikki xil bog‘lanadi:

1. Teng bog‘lanish.

2. Tobe bog‘lanish.

Teng bog‘lanish: bunda bir so‘z boshqasiga to‘be bo‘lmaydi, bir-biri bilan sanash ohangi yoki teng bog‘lovchilar bilan bog‘lanadi. Masalan: Ertalab madrasa yonida bolalar, ayollar to‘planishdi – The children, women collected at the traditional Islomic school in the morning. Ushbu gapda children, women teng bog‘lanishga misol bo‘ladi. Quyidagi gaplar teng bog‘lanishga misol bo‘ladi. I saw a pen and a pencil on the table. (Men stolda ruchka va qalamni ko‘rdim). He bought apples, apricots, bananas yesterday (U kecha olmalar, o‘riklar, bananlar oldi).

Tobe bog‘lanish: bunda bir so‘z boshqasiga tobe bo‘ladi: To‘belikning asosiy belgisi bir so‘z boshqa so‘zni izohlab keladi, bir-biriga tobe bog‘langan so‘zlar so‘z birikmasini tashkil qiladi.

So‘z birikmasi va so‘z

So‘z narsa, belgi, shaxs, ish harakatni umumiy ifodalash uchun xizmat qiladi, “a book” degan “kitob”ni tushunamiz, “to go” deganda “bormoq”likni tushunamiz.

So‘z birikmasi ham narsa, belgi, ish harakatni ifodalaydi va bu jihatdan so‘zga o‘xshab ketadi, ammo so‘z birikmasi narsa, belgi, ish harakatni boshqa narsa, belgi, ish harakatdan ajratib aniqroq qilib ifodalaydi.

A pupil-a clever pupil-aqlli o‘quvchi;

A girl-a beautiful girl-chiroyli qiz.

Kompressiya jarayoni tarjimada ma’lumotni ixchamlash, uni kam so‘zlar bilan ifoda etish va asosiy ma’noni berish bilan ifodalanadi. Masalan: Ingliz tilidan o‘zbek tiliga tarjima qilinganda sintaktik, lug’aviy va semantik izohlash ro‘y berishi mumkin:

1) Murakkab gapning bir necha oddiy gaplarga bo‘linishi. Misol: I saw the beautiful place where I remembered how I had spent the days with my girl friend there. Men juda chiroyli joy ko‘rdim. Keyin qiz o‘rtog‘im bilan u yerda o‘tkazgan kunlarim yodimga tushdi.

2) Ergash gap o‘niga sifatdosh yoki sifatdoshli qurilmalar ishlatish mumkin. Masalan: The book which was written last year was sold – o‘tgan yili yozilgan kitob sotildi.

3) Sifatdosh yoki sifatdoshli birikmalar o‘riga ot va otli birikmalar. Masalan: A piece o f electric equipment used for cutting into very small pieces- maydalagich yoki go‘sht maydalaydigan.

4) So‘z guruhlari o‘rniga bitta so‘z va davlatlar yoki tashkilotlar to‘liq nomi o‘miga qisqartishlari ishlatiladi. Masalan: The United States o f America involving the use of force - majburiy;

5) Lug‘aviy kompressiya, ya’ni kam so‘z bilan ifoda etish. Miss. - In particular, attention should be given to the use of appropriate and immediate technology where possible - kerakli va o‘rtacha texnologiyaga e’tibor qaratilishi kerak.

6) Semantik kompressiya; bu jonli otlar o‘miga olmoshlarning ishlatilishidir. Masalan:

Tom and John went to the garden - Ular boqqa ketishdi. Ingliz va o‘zbek nutqining bir xil ketishi uchun. Tarjima qilayotgan tilning murakkab gaplarini bir necha oddiy gapga aylantirishdir. Bir tildagi murakkab gapni ikkinchi tilga tarjima qilganda uni oddiy qilib ikkita oddiy gap bilan tarjima qilish mumkin.

Mutaxassis (yoki tarjimon) nutqning asosini tashkil qiluvchi fikrlarni anglashi va tarjima qilish davomida ularga yetarlicha urg‘u berishi kerak. Nutqni tushunishning birinchi yo‘li – bu nutqning asosini tashkil etuvchi tushunchalarni aniqlab olish bo‘lsa, ikkinchisi esa o‘sha tushunchalar o‘rtasidagi bog‘liqlikni tahlil qilish. Nutq bu gaplar yig‘indisi emas, balki bu gaplar bir-biri bilan ma’lum bir qoidalar bilan bog‘langanligidir va aynan shu bog‘lanish nutqning asosiy mazmunini aniqlab beradi.

Kompressiyaning asl mazmuni bu “kompressiya” bolib u og‘zaki nutqning asosiy texnologiyalaridan biri sifatida qo‘llaniladi

Inglizchadan o‘zbekchaga tarjima qilganda bu to‘liq mazmunni qisqartirish metodi orqali bayon qilishdir

Tarjima nazariyasi va amaliyotida kompressiya printsipi eng katta hisoblanadi

Kompressiyada o‘zini aniq na moyon qiladi. Tarjimada kompressiya asl matnni ixcham shaklga o‘tkazish orqali – ma’lumotning qolgan qismini chiqarib tashlaydi.

Kontekstni til talaffuzi va mohiyatga qarab qisqartirishning mazmuni ham shunda.

Tinglovchilar tomonidan aytilganlarning semantik zanjirini idrok etish. Shu sababli, Mutaxassis (yoki tarjimon) kontekstni matndan ajratib olishga va etkazishga majbur Bundan kelib chiqadiki, ma’lum miqdordagi ortiqcha ma’lumotni o‘z ichiga olgan matnlargina sinxron tarjimada, shuningdek yarim sinxronizatsiya (bir-birini takrorlash) jarayonida kompressiyaga uchraydi.

a) Birnecha so‘z birikmalari va maqollar umuman so‘zlarni o‘z sinonimi bilan qisqartirish almashtirish imkoniyati paydo bo‘lganda.

Shunday qilib, sinonimik birikmalar misolida to be on the alert, to be on standby, o‘rniga to be in a state of combat readiness “hushyor turish” yoki jangovar tayyorgarlik holati kabi ma’nolar bir vaqtda tarjima qilish, dastlabki ikki so‘zning qisqaligi tufayli Afzal ko‘riladi, garchi ikkinchisi versiyasi bilan ko‘proq og’zaki nutqda foydalanishga qaramay aynan shu tarzda qisqa holatga keltiriladi.

Maqollarda kompressiyadan foydalanish: Ikki sinonim maqollardan “there is no accounting for tastes” va “tastes differ” qisqa sininim orqali foydalanish usuli tanlandi va sinxron tarjimada ishlatildi. Xuddi shu usul o‘zimizning tilde ham amal qiladi: ekvivalentlari “Ko‘r ko‘rni qorong’uda topadi” yoki “Ko‘zi ojiz ko‘zi ojizni qorong’uda qidirb topadi”. Kuzatganimizdek birinchi variantda so‘z birikmasi yoki maqolda sinonim so‘zlar orqali tarjima qilish kompressiyasi amalga oshadi, albatta bu ikkita tilning o‘girilgan tarjimasi emas, balki qiyosiy tahlilidir

Boshqa tomondan → shunchaki teskari ekvivalentlarni ishlatish orqali v.b. It’s the other way round → just the reverse (aksincha), one of these days → someday (kunda), to make a clean breast of something → to come clean → to confess something (halollik bilan iqroq bo‘lish → tan olish), to make a mess of something → to mess up (chalg’ib qolish → adashish), to make/cut a long story short → in a nutshell → in brief (shunday qilib, bir so‘z bilan aytganda → xulosa), to take on board → to note (xizmatga kirish, borish-xizmat qilish), qaysi millatga mansublik → ethnicity, kichik millatlilik → minority, yuqori darajadagi uchrashuv → summit, tuirli tadbirlar → activities, orzu qilish → wishful thinking, etc.

Yuqorida ham so‘z birikmalari va aynan gapning bo‘laklarini bir tilde va ikki tilde

tarjima jarayonini amalga oshirish metodikasini ko‘rib chiqdik.

Ba’zi hollarda kompressiyani vositasi barqaror birikmalarni qo‘shimchalar bilan almashtirish bo‘lishi mumkin. Masalan. . across the globe → globally (dunyo kiqyosida); from a theoretical point of view → in theory → theoretically (nazariy nuqtai nazaridan → nazariy jihatdan); from a practical point of view → practically (ob’ektiv amaliy jihatdan-amaliy ma’noda); one may suppose that … → supposedly, … (deb taxmin qilish mumkin-taxmin qilish mumkin); as has been reported → reportedly (xabar qilinganidek → xabar berilganidek); there have been allegations that … → allegedly, … (tasdiqlanmagan xabarlarga ko‘ra, ... → aytilishicha ...); there are arguments that → arguably, ... (bu munozarali pozitsiya, ... → siz bahslashishingiz mumkin ...), etc.

Shubhasiz, professional mutaxassis (yoki tarjimon) sinonimik seriyalarni faqat alohida tarjima qilishi mumkin emas, balki gaplar ichida matnlarni butun holatda tahlil qilgan holatda buni qilisi kerak.

Leksemalar, sinonim iboralar, jumladan, iboralar, maqollarni bilish nafaqat tarjimaning adekvatligini oshirishga, balki eng ixcham versiyasini tanlab kompressiyani bajarishga yordam beradi.

b) Qisqartmalar va qisqartirilgan so‘zlardan foydalanish ham ixcham tarjima matniga yordam beradi. Misol:

Birnecha misollar: ICRC (International Committee of the Red Cross)- XQXJ (Xalqaro Qizil Xoch Jamiyati); GNP (gross national product) - YIM (yalpi ichki mahsulot); IMF (International Monetary Fund) - XVF (Xaqlaro valyuta fondi); IAEA (International Atomic Energy Agency) - XAEA (Xalqaro Atom Energiyasi Agenrligi); HIV (human immunodeficiency virus) = OIV (Odam imunitet tanqisligi virusi); U-turn = 180 daraja burilish / burilish

Ko‘pincha paydo bo‘ladigan umumiy qabul qilingan qisqartmalardan tashqari Ommaviy axborot vositalari - faoliyat sohasiga qarab – ma’lum bir ilmiy va texnik sohada paydo bo‘ladigan turli xil qisqartmalar ham so‘z birikmalari shaklida kompressiya yo‘li orqali tarjima qilinishi mumkin.

Bulardan ba’zilari:

IV line (intravenous line) – ichki katetor (капельница), SARS (severe acute respiratory synd rome) − atipik pnevmoniya (tarjimada inglizcha qisqartma ham ishlatiladi CAPC), CFCs (chlorofluorocarbons) − xloroftoruglerod (freon); GEM [ʤem] (groundeffect machine) − hovercraft; CAPEX (qisqartmasi sifatida talaffuz qilinishi mumkin [keipeks] (capital expenditure) – kapeks (kapital xarajatlar); MVA или MVC (motor vehicle accident/crash) − YTH (yo‘l-transport hodisasi), CPC (Caspian Pipeline Consortium) – KTK (Kaspiy quvurlari konsortsiumi).

Ba’zi qisqartmalar shu qadar o‘ziga xoski ular faqat ma’lum bir tashkilot yoki kompaniya ichida foydalaniladi, bunday qisqartirishlarga misollar, yoqilg‘i quyish kompaniyalaridan birida ishlatiladigan: LWC (lost work case) − YIVSB (yo‘qotilgan ish vaqtida sodir bo‘lgan hodisa); PSSR (prestart safety review) – IOTXT (Ishdan oldingi texnik xavfsizlik tekshiruvi); CP (Cathode Protection) – KH (katodik himoya); RFA form (request for action form) – muammolarni bartaraf etish bo‘yicha so‘rov; FWL (foreign worker license) –CHEFML (chet el fuqarolari mehnat litsenziyasi); DAFW (days away from work) – IKY (ish kunlarining yo‘qolishi); SAT (site acceptance test) – sayt sinovlari.

Kompressiya vositalaridan biri sifatida qisqartmalar bilan ishlaydigan Mutaxassis (yoki tarjimon) ularni nafaqat bilishi, balki ularni bir zumda talaffuz qila olishi kerak.

Boshqa tomondan, qisqartirishlar bilan dekodlashsiz ishlashingiz kerak bo‘lgan

holatlar mavjud, chunki to‘liq versiyasi Mutaxassisslarga ma’lum, ammo har doim ham biz uchun tanish so‘z birikmasi bo‘lmaydi, masalan. DNK (dezoksiribonuklein kislota) = DNK (dezoksiribonuklein kislota).

v) Atamalarni mohirona ishlash.

Bu usulni ya’ni kompressiyani bajarish komponenti sifatida ishlatish uchun sohaga oid so‘z birikmalarni bilishi va qisqartmalar bilan ishlash layoqatiga ega bo‘lishi lozim. Muxtasar va mohirlik bilan qilingan tarjima jarayoni uchun albatta leksik baza va ma’naviy morfologik manba yetarli darajada bo‘lishi lozim. Bu jihat usutun bo‘lmasa malakali Mutaxassis pedagog biz so‘z yuritayotgan mavzuga oid metodik ishlarni bajara olmaydi

Semantik kompressiya usulida ham ingliz tilidan o‘zbek tilidagi tarjimada keng foydalanish mumkin:

Semantik kompressiya bayonotda ortiqcha so‘zlarning takrorlanishini kamaytirish, taftologiyani yo‘q qilish orqali amalga oshiriladi, masalan: “Ertaga ishbilarmonlardan iborat delegatsiya mamlakatimiz poytaxti Toshkent shahriga keladi”−Tomorrow a delegation of business people from Germany arrives in Moscow. Bu joyda ortiqcha ma’lumotni ya’ni “bizning mamlakat poytaxi” ni tarjima qilish umuman zarur emas. So‘z birikmasining tarjimasi ham uning shakliga monand tarzda (moslashuv, boshqaruv yoki bitishuv) kompressiya qilib tarjima qilindi, mamlakatimiz poytaxti- the capital of our country ortiqcha ma’lumot sifatida olib tashlandi. Albatta bu o‘rinda so‘z birikmasi olib tashlanmoqda, ammo uning joyida ixcham birikmadan foydalanildi. Bilib olish qiyin bo‘lmagan mazmun shuki aynan kompressiyaning o‘z turiga xos xususiyat so‘z birikmasining tarjimasida ham amal qiladi, ya’ni jonli otlar o‘rnida qisqartma olmoshlar ishlatiladi.

Sintaktik kompressiya yoki boshqacha qilib aytganda sintaktik qisqartirish - bu asl nusxada ko‘rinishi bilan taqqoslaganda qisqa va sodda sintaktikani tanlashni ko‘zda tutadi. Sintaktik kompressiya quyidagi metodlarni o‘z ichiga oladi:

a) bir nechta ergash gapli qo‘shma gapnining o‘rniga oddiyroq tuzilishdagi ikki yoki undan ortiq jumlani bayon qilish.

Mutaxassis (yoki tarjimon) shu kabi murakkab jumlalarga duch kelganda manba tilining tuzilishi, uni aqliy ravishda semantik segmentlarga (sintagmalar) ajratadi va ularni tarjima qiladi, ya’ni yaqqol maqsadni qisqa va soda bayon qiladi

Misol: “For example, we might ask people to express agreement or disagreement with a set of statements like, “those supporting competitive elections are doing harm to the country” or “to improve things in the country people should be given the opportunity to say what they want, even if that can lead to public disorder”.

Ushbu turdagi jumlalar duch kelganda, ularni ajratish lozim. Ahamiyatsiz, tavtologik va boshqa keraksiz ma’lumotlarni tashlab, kalit so‘z birikmalarni saqlash lozim.

Tarjima: “Shunday qilib, siz quyidagi bayonotlar bilan fuqarolarning roziligi yoki kelishmovchiligi to‘g‘risida so‘rashingiz mumkin: “Erkin saylovlarni qo‘llab-quvvatlash mamlakatga zarar etkazadimi?” Yoki “Erkin fikr bildirish vaziyatni yaxshilaydi mamlakatdagi ishlar, hatto ijtimoiy portlashlar bilan to‘la bo‘lsa ham?”

b) murakkab gapni sodda gap bilan almashtirish.

Ko‘pincha bunday kompressiyani ijobiy jihatdan osonlashtiradi. Masalan: ‘‘Ushbu xodim hozirda o‘tgan oy uchun hisobot tuzish bilan band”−“At the moment this employee is busy making a monthly report”. “Biz mollarni tushirish paytida kuzatdik”. – “We saw the goods being unloaded”. “Omborda portga etkazib berilishi kerak bo‘lgan dvigatellar

mavjud”.–“In the warehouse there are engines to be delivered to the port” Bu o‘rinda so‘z birikmalarining gapdagi murakkablik darajasi kamaytiriladi va shu vaqtning o‘zida kompressiyaga uchraydi

c) nisbiy gapni kesim bilan almashtirish, misol: Spiker: “Endi biz ilgari aytilgan hamma narsani hisobga olamib, xulosa qilishimiz mumkin”. Tarjima: “That said, we may conclude that”.

d) ergash gapni yoki kesim gapni bosh gap bilan almashtirish: “Due to the fact that we were confronted with unintended circumstances, we may face a delay in the delivery of goods”. “Kutilmagan holatlar tufayli tovarlarni yetkazib berishda kechikish bo‘lishi mumkin”. (gap avvalidagi kutilmagan holat va tovarlarni yetkazib berish iboralarini qo‘shimcha gap bo‘laklaridan ajratgan holda tarjima qildik

e) Qisqacha sintaktik komplekslardan (birikmalardan-so‘z birikmalaridan), masalan, mutlaq ishtirokli va nominativ konstruktsiyalardan foydalanish (yuqoriga qarang), shuningdek boshqa tejalgan ya’ni qisqartirilgan sintaktik konstruktsiyalardan foydalanish, jumlaning tarjimasi “U konservator bo‘lmasada, boshqa davlatlarning ishlariga aralashish siyosatiga qarshi chiqdi.” quyidagi tarzda qisqartirilishi mumkin: “Although he was a neoconservative, he was opposed to the policy of interfering in other states’ affairs”. → “Although a neocon, he opposed the policy of interfering in other states’ affairs”.

f) Modulyatsiya (semantik rivojlanish texnikasi) yordamida siqilish

Modulyatsiya (semantik rivojlanishni qabul qilish) - bu so‘z (yoki so‘zlar guruhi) o‘rniga boshqa so‘z (yoki so‘zlar guruhi) bilan almashtiriladigan almashtirish turidir Lug’at yozuvidagi bir-biriga to‘g‘ri kelmaydigan, ammo uning ma’nosi asl birlikning kontekstual qiymatidan kelib chiqqan holda, ixchamlashtirish xususiyatiga ega.

Masalan: “Bizning shifoxonada juda ko‘p sonli yotoq mavjud - uch yuzdan ortiq” – “Our hospital can accommodate over 300 patients”. Yoki “Ushbu loyihaning amalda amalga oshirilishi ehtimoldan yiroq ko‘rinadi” – “This project is not deemed feasible”. Ushbu misolda sintaktik kompressiya semantik kompressiya bilan birlashtirilgan va ular ham ixcham va muxtasar xulosani bera olgan.

Xulosa qilib aytgan tarjima sohasida kompressiya metodining amaliy ahamiyati nihoyatda muhim bo‘lib, so‘z birikmalarini birvaqtning o‘zida tez va qisqa mazmunda tarjima qilish imkonini beradi va bunga ko‘ra mavzuning o‘rganish jarayonida quyidagi taklif va mulohazalarni alohida ilova qilish maqsadga muvofiq nazarimizda:

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INGLIZ TILIDA FRAZEOLOGIK BIRLIKLARNING LEKSIK-SEMANTIK XUSUSIYATLARI

Annotatsiya

Maqolada barcha dunyo tillari qatori, ingliz tili va uning tarkibida frazeologik birliklarning o‘rni haqida fikr yuritilgan. Boshqacha qilib aytganda, frazeologiya har qanday tilning ajralmas qismi va o‘ziga xos xazinasi sifatida tilning shakllanishida beqiyos hissaga egaligi aytib o‘tilgan.
Kalit so‘zlar. Frazeologik birlik, leksik-semantik, leksema, komponenet, leksiksemantik.

В статье рассматривается целый ряд языков мира, английский язык и место фразеологизмов в его структуре. Другими словами, фразеология, как неотъемлемая часть любого языка и своеобразное сокровище, имеет неоценимый вклад в формирование языка.
Ключевые слова. Фразеологическая единица, лексико-семантика, лексема, компонент, лексико-семантика.

The article examines a number of languages of the world, the English language and the place of phraseological units in its structure. In other words, phraseology, as an integral part of any language and a kind of treasure, has an invaluable contribution to the formation of language.
Key words. Phraseological unit, lexical-semantics, lexeme, component, lexical-semantics.

Frazeologiya yunoncha frases – ifoda, logos – ta’lim, turg‘un xarakterga ega bo‘lgan murakkab til birliklari haqidagi fan hisoblanadi. Longman taqdim etadiki: “the way that words and phrases are used in a language”, ya’ni fraza va leksemalar tilning muayyan bir qismini tashkil etishi va birgalikda ishlatilishini anglash mumkin. Frazeologik birliklarning shakllanish va tarkibi, tilshunos olimlar tomonidan ko‘plab muhokama va munozaralarga sabab bo‘luvchi asosiy omillardan biridir. Xususan, tilshunos olim B.Yo‘ldoshev fikriga ko‘ra: “Frazeologik birikmalar asosan so‘zlar birikmasidan iborat, boshqacha aytganda frazeologizmlar tilning alohida birligi bo‘lib, tuzilishiga ko‘ra erkin bog’lanma yoki gapga teng”. Frazeologik birliklarning paydo bo‘lishi va ingliz tilini rivojlanishida sezilarli ta’sir ko‘rsatishi to‘grisidgi qarashlar va izlanishlar ichida eng maqbul variant sifatida, XX asrda ilmiy til birligi sifatida rivojlana boshlagani olindi. Bugungi kunga kelib, mazkur mavzu ko‘plab til olimlari tomonidan o‘rganilmoqda. Ushbu til birligining dolzarbligi, xususiyati va o‘ziga xosligi jihatidan bir qator izlanishlar olib borilmoqda. Mazkur maqolada frazeologik birliklarning leksik-semantik tarkibi, xususiyatlari va tildagi rang-barangligi to‘g’risida ayrim ma’lumotlar taqdim etildi.

Tilshunos propfessor Kunin ta’kidlashicha: “Frazeologik birliklar qisman yoki to‘liq ma’nosi o‘zgaradigan so‘zlar guruhi hisoblanadi”. Yuqordagi fikrlardan ko‘rinib turibdiki, ayrim frazeologik birliklar o‘z tarkibidagi leksemalarning tarjimasi saqlangan holda va yana ayrimlarining esa tarjimasi butunlay o‘zgargan holda ishlatiladi. Odatda, ingliz tilida ma’nosi qisman o‘zgargan frazeologik birliklar kamdan-kam uchraydi. “Kick the bucket” birikmasi so‘zma-so‘z tarjima qilinganda “chelakni tepish” holatida tarjima

qilinadi. Aslida esa, “hayotdan ko‘z yummoq” ya’ni vafot etmoq ma’nosini beruvchi frazeologik birlik sifatida ishlatiladi. Mazkur birlikdagi “kick”, “the”, “bucket” so‘zlari to‘liqligicha o‘z ma’nosini yo‘qotgan holda yangi bir ma’no hosil qiladi. Aynan mana shu holat tilning va shu tilda namoyon bo‘ladigan nutqning yanada jozibadorligini oshiradi. Qolaversa, mazkur birikma tarkibidagi leksemalar yangi ma’nodorlik hosil qilgan holda til lug’atining yanada boyishiga asos bo‘la oladi. Aksariyat hollarda, davra suhbatlarida, og‘zaki imtixonlarda ko‘p uchraydigan birikma mavjud. Mazkur frazeologik birlik salbiy bo‘yoqdor hisoblanib, nafarqat ko‘cha-ko‘yda, balki adabiy manbalarda ham uchrab turadi. “Don’t beat the bush”, to‘g’ridan to‘g’ri sinxron tarjima qilinganda shoxni urmang deb tarjima qilish mumkin, lekin aynan inglizlar ko‘zlagan mazmun aksincha, “aravani quruq olib qochmang” deb tarjima qilinadi va shunday vaziyatlarda ishlatiladi. So‘zargan narsani gapirish o‘rniga, mavzuga aloqasi bo‘lmagan gap gapirilganda aynan mazkur birikma qo‘llaniladi.

Demak, aksariyat frazeologik birikmalarda so‘z qurilishi va ma’no mazmun bog‘liqligi qisman mavjud bo‘lsa, ayrimlarida tubdan farq qilishini kuzatish mumkin. Bu esa tilning lug’aviy boyligini ko‘rsatadi. Abdug‘aniyevaning fikriga ko‘ra: “Frazeologik birliklar tilning o‘ziga xosligini, betakrorligini, lug‘aviy boyligini ifodalaydi”. Frazeologik birliklar o‘z tarkibiy qismlaridagi grammatik shaklining barqaror eknaligi bilan tavsiflanadi. Frazeologik birliklarning har bir a’zosi o‘zboshimchalik bilan o‘zgartirib bo‘lmaydigan ma’lum grammatik shaklda takrorlanadi. Misol uchun: “ups and downs” birikmasini olaylik. Mazkur birikma “yutuqlar va kamchiliklar” deb tarjima qilinadi. Ayni shu birikmada ingliz tilidagi otlarning ko‘plik shaklini yasovchi “s” qo‘shimchasi tushurib qoldiriladigan bo‘lsa, ma’no butunlay o‘zgarib ketadi. “up and down” u yoqdan bu yoqqa holatida tarjima qilinib, holat ravishi ifodalab keladi.

“Sof ish haqi” ma’nosini beruvchi “take-home pay” birikmasidagi home so‘zini uning alternativlari – house, apartment, dwelling yoki take so‘zini get, reach kabi variantlari bilan almashtirib ishlatish mumkin emas, chunki mazkur birikmalar, Shekspir davri adabiyotida ko‘plab o‘zlashtirilgan birikmalar bo‘lib, hozirga qadar tug‘un ya’ni o‘zgarmas holatda ishlatib kelinadi. Boshqacha qilib aytganda frazeologiya, rang-barang til materiallarini birlashtirganligi va aksariyat frazeologik birliklarning chegaralari, qolipi aniq belgilanmaganligi bilan izohlanadi.

Yana bir muhim jihat, bu frazeologik birliklarning boshqa til birliklaridan farqli jihati hisoblanadi. Frazeologik chatishmalarning boshqa frazeologik birliklardan farqli jihatlari aksariyat adabiyotlarda quyidagicha namoyon etilgan:

- ba’zan tarkibida arxaizmlarning qo‘llanilishi;
- sintaktik jihatdan yaxlitligi;
- komponenetlari tarkibining turg‘unligi.

Xulosa o‘rnida shuni aytish mumkinki, mazkur birliklar tilning ham yozma, ham og‘zaki shakllarida tilning eng jozibador ajralmas bir qismi tashkil etadi. Tilning boyishi va yanada taraqqiy etishida frazeologik birliklarning hissasi ulkan ekanligini ko‘rish mumkin.

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IDIOMS AS A UNIQUE CODE: LINGUISTIC ASPECT

Annotatsiya

Maqolada idiomalarni bilish va ulardan foydalanish ma'lum bir guruh yoki madaniyatga tegishlilik tuyg'usini yaratishi mumkinligi haqida fik yuritilgan. Shuningdek, muallif idiomalarning fonema, morfema va so'zlarga nisbatan ancha murakkab leksik-grammatik va ayniqsa semantik tuzilishga ega bo'lishi ularning shakllanishida ekstralingvistik omillarning ko'proq ishtirok etishi hamda bu omillar idiomalarning shakllanishi va rivojlanishida muhim rol o'ynashi ularning milliy xususiyatlarini belgilanishi, idiomalarning lingvistik holatlarini tahlil qilib o'tgan.

Kalit so'zlar. Idioma, tahlil, kod, tilshunoslik, frazeologiya, tizim, so'zlar, sintaktik, stilistik, leksik.

В данной статье рассматривается как знание и использование идиом может создать чувство принадлежности к определенной группе или культуре. Автор также проанализировал лингвистические состояния идиом, указал на то, что идиомы имеют более сложную лексико-грамматическую и особенно семантическую структуру по сравнению с фонемами, морфемами и словами, что в их формировании больше участвуют экстралингвистические факторы, и что эти факторы играют важную роль в формировании и развитии идиом, определяя их национальные особенности.

Ключевые слова. Идиома, анализ, код, лингвистика, фразеология, система, слова, синтаксический, стилистический, лексический.

This article examines how knowing and using idioms can create a sense of belonging to a particular group or culture. The author also analyzed the linguistic states of idioms, pointed out that idioms have a more complex lexico-grammatical and especially semantic structure compared to phonemes, morphemes and words, that extralinguistic factors are more involved in their formation, and that these factors play an important role in the formation and development of idioms, determining their national characteristics.

Key words. Idiom, analysis, code, linguistics, phraseology, system, words, syntactic, stylistic, lexical.

Idioms present an interesting linguistic challenge because they are expressions whose meaning cannot be predicted from the meanings of the individual components. Idioms are usually formed based on cultural, historical, or social contexts, and their meaning is often found in the collection of words rather than in the meanings of the words themselves.It should be taken into account that there are such idioms in any language, some individual words in them lose their original meaning. Everyone strives to express their ideas and thoughts expressively, and this cannot be done without idioms, which exist in every language of the world. They enhance speech and help to better understand the cultural norms of society.

Idiomatic analysis of natural speech and the notion of idiom are among the most pressing issues in contemporary linguistics. There's no one definition of phraseology, according to some linguists. In linguistic literature, idioms are classified in a variety of ways. The roles and places in teaching idioms as a foreign language belong to the classifications made by linguists.

Idiom (from Greek idios - "own", "unique") is a linguistic term that denotes an

idiom (turn of speech), which is used as a whole and does not allow itself to be further broken down and the places of its components are changed again[1].

An idiom is a whole semantic structure. In such a structure, semantics plays a leading role. However, its semantics does not depend on the meaning of the words that make up this idiom. Words combined in the form of an idiom often lose their original meaning.

Here are a few aspects that make idioms an interesting linguistic problem. (see table 2.1.)

Table 2.1.

We can see the linguistic status of an idiom in its following structure:

№	Aspects	Linguistic classification
1.	Unpredictability of meaning	Idioms often have meanings that cannot be inferred from the meanings of the individual words. For example, the idiom «throw a stone at the garden» does not literally mean to throw a stone at the garden, but is used to mean criticizing or blaming someone.
2.	Cultural and social connection	Many idioms have cultural or social roots, and understanding them can be difficult for those unfamiliar with those contexts.
3.	Changing meaning depending on context	Some idioms can change their meaning depending on the context in which they are used. This can make them difficult to interpret and translate.
4.	Evolution of idioms	The meaning of idioms can change over time. Some idioms acquire new meanings or lose old ones due to changes in society.
5.	Role in language style	Idioms are often used to add emphasis and flavor to a language. They can serve as a key element in spoken language, literature, and even advertising.

The study of idioms helps linguists better understand how language is used in a particular cultural and social context, as well as how it evolves over time.

Sh. Rahmatullaev notes that the word idiom is used as an equivalent of the phrase phraseology[2].

A.N. Baranov, D.O. Dobrovolskyi: “The common interpretation of idiom includes three main features: non-monotony, arrangement of components in a strict order and idiomaticity; on the other hand, idiomaticity is characterized, firstly, by the re-understanding of their meaning, and secondly, by the fact that it is not transparent and the meaning of the idiom cannot be deduced from the meanings of the components”[3].

Linguist scientist A.G. Yuldashev considers idiomaticity as a process of acquisition of portable meaning of a language unit and emphasizes that the phrase “an idiomatic expression” in English means “idiomatic expression” in Uzbek. “This refers to the nature of the expression plan”[4].

[1] https://dic.academic.ru/dic.nsf/enc_literature/2008

[2] Раҳматуллаев Ш. Фразеологик бирликларнинг асосий маъно турлари. – Тошкент: Фан, 1955. – Б. 26.

[3] Баранов А.Н., Добровольский Д.О. Внутренняя форма идиом и проблема толкования // Известия АН РФ. Се-рия литературы и языка, 1998. т.57. №1. - С. 36-44.

[4] Юлдашев А.Ғ.Идиоматик қўшма сўзларнинг лингвокогнитив аспекти (инглиз ва ўзбек тиллари мисолида). Филол. фанлари бўйича фалсафа доктори (PhD) дисс.автореф.-Тошкент, 2017. -Б.11.

According to its structure, an idiom can consist of a word, a phrase, or a sentence. Words whose meaning does not depend on the original meaning of the lexical units are idioms. A semantically indivisible turn, its content and meaning cannot be completely separated from the sum of the meanings of the components of the idiom, their semantic independence has been completely lost.

An idiom is a stable language unit with a specific figurative meaning, the meaning of which is not determined based on the meaning of its components, and has a speech integrity, idiomaticity is the process of acquiring a figurative meaning of a linguistic unit. Idioms are words or combinations of words whose meaning does not depend on the original meaning of the lexical units, which as a whole have a figurative meaning.

In linguistic studies, it is observed that the meaning of the term idiom varies according to its size.

In particular, V. V. Vinogradov[5] used it only in relation to phraseology; A.V. Kuninoused uni in relation to all phraseological units; a number of linguists included not only phraseologisms in the composition of idioms, but also all stable combinations whose meaning cannot be extracted literally; I.E. Anichkov[6] included all types of idioms, that is, both stable and variable word combinations.

Christina Stead (Christina Stead), by “idiom” understands the priority features that give emotional and expressive meaning to neutral discourse[7].

Studying idiomaticity on a cross-linguistic scale, he points out that it is a characteristic that is determined by comparing the contents of linguistic units of different languages8. According to him, “... idiomatics is a separate branch of the fund of language units, which is distinguished by its general structural and functional characteristics, and therefore can be studied within the framework of a single field of linguistic science. Phraseologisms with narrowed, expanded and changed meaning have categorical features typical of idioms, such as semantic integrity and stability[9].

Phraseologisms with metaphoric and metonymic transfer have categorical properties such as semantic integrity and stability[10].

Phraseology, like language in general, is human-oriented: the perception of oneself and the surrounding existence, like everything else in language, is important in the creation and operation of idioms.Therefore, we believe that anthropocentrism is crucial both during the “creation” of an idiom and in its study[11].

Idioms are phraseological units that are semantically indivisible, their content is synchronously expressed by unmotivated meanings of components. Only some idioms

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show weak signs of semantic separation of components[12].

The methodology of teaching modern English as a foreign language is aimed at the search for new and stronger teaching tools, forms and methods in order to increase the effectiveness of the learning process.

The modern system of classification of phraseological units proposed by Kunin which is based on the structural-semantic principle[13].

A.I. Smirnitsky’s classification of phraseologies includes phraseological units and idioms. Phraseological units are neutral turns that are stylistically deprived of their metaphorical character or have lost it[14]. Idioms are based on the transfer of meaning, that is, metaphor. Bright stylistic coloring, a departure from simple neutral style are their characteristic features.G.B. Antrushina, O.V. Afanaseva and N.N. As Morozova noted, one of the traditional and oldest principles of classification of phraseological units is the “thematic” or “etymological” (that is, in terms of origin) classification methods[15].

They refer to the source of origin, the field of human activity to which they belong, nature, natural phenomena, etc. classified according to Classification of phraseological units on the basis of thematic principle, taking into account only the origin and meaning of phraseological units, does not pay any attention to their linguistic features, but allows to consider them from the point of view of reflection of a certain subject area in the linguistic world.

Noun-form idioms are the most complex and interesting thematic group to consider.

The thematic approach to the study and analysis of idioms is well-known and widely used by researchers. An idiom is closely related to the history, culture, traditions, and literature of the people who speak this language. Such a connection is observed in phraseological units containing nouns.

In conclusion, Idioms are thought of as a kind of “language” in a language, similar to programming, where certain expressions have pre-established meanings and are used to convey certain concepts. Just like in programming, where code is constantly evolving and adapting to new requirements, idioms can change their meaning or become outdated over time. Thus, from a linguistic perspective, idioms can be viewed as a kind of linguistic “code” that contains certain rules, structures, and meanings that require context to be fully understood.

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THE SOCIOLINGUISTIC COMPONENTS OF LANGUAGE INSTRUCTION WITH IT IN PRIMARY SCHOOLS: TALKING PEN ROBOT

Annotatsiya

Maqolada boshlang'ich sinflar sotsiolingvistika tarkibiy qismlaridan foyda olishlari mumkinligi ko'rsatilgan. Shuningdek, talabalarga dunyo tillarini zamonaviy dunyo bilan uyg'unlashtirish maqsadida ''Talking pen'' deb nomlanuvchi robot yordamida o'rganish imkoniyati berildi. Muallif bolalar kultga mos keladigan qo'shiqlar va interaktiv tadbirlar bilan eslash qobiliyati yanada oshadi va bolalar robot qurilmasining ravon, xatosiz va toza tilini bilishi tufayli chet tillarini mukammal o'rganishini aytib o'tgan.

Kalit so'zlar. Sharh, usul , chet tilini bilish salohiyati, til, vazifa , ta'lim.

В статье рассматривается, что начальные классы могут извлечь выгоду из компонентов социолингвистики. Студентам также была предоставлена возможность изучать языки мира с помощью робота, известного как Talking Pen, с целью гармонизации их с современным миром. Автор упомянул, что способность запоминать еще больше усиливается благодаря культовым песням и интерактивным занятиям, и что дети отлично изучают иностранные языки благодаря свободному, безошибочному и чистому языку роботизированного устройства.

Ключевые слова. Комментарий, метод, потенциал знания иностранного языка, язык, задача, образование.

The article considers that elementary grades can benefit from the components of sociolinguistics. Students were also given the opportunity to learn the languages of the world using a robot known as Talking ben, in order to harmonize them with the modern world. The author mentioned that the ability to memorize is further enhanced by iconic songs and interactive activities, and that children learn foreign languages perfectly thanks to the free, error-free and pure language of the robotic device.

Key words. Context, method, communicative competence, language, function, study.

The English language is one of the top seven languages spoken throughout the globe, and its goods have helped to spread its influence over the whole planet. The majority of the most well-known encyclopedias, scientific publications, and fiction novels are all in English, therefore language study is necessary to grasp the instruction in each product well enough. The twenty-first century is regarded as the era of cutting-edge information technology. The installation methods and instructions are both in English.

The study of language learning and teaching has attracted the attention of many linguists, psychologists, and educationalists in recent decades; nevertheless, this paper will approach the topic from a sociolinguistic perspective. It is clear that many sociolinguistics subfields have significantly influenced the teaching of second languages. Sociolinguistics has mostly focused on how language is utilized correctly in a variety of circumstances since the late 1960s. As a result, this essay will examine a communicative method built on communicative competency. In conclusion, this study makes the case that the most crucial function of sociolinguistics in language instruc-

tion is to teach the students the proper norms for speaking and writing while also increasing their sociolinguistic awareness. Sociolinguistics has been studying naturally occurring language usage since the late 1960s. To paraphrase a professional in the field of linguistics. Learning to use language as a tool for learning and being able to use language correctly in a variety of circumstances are both important components of language education. It displays language in its functional and communicative contexts. The author makes the case in this essay that the communicative method, which is based on communicative competence, is not a cure-all and that sociolinguistics’ function in language instruction is to raise the students‘ sociolinguistic awareness. American sociolinguist Hymes is the one who originally coined the phrase ‘‘communicative competence’’. He proposed this phrase in part to contrast Chomskey’s language proficiency. According to Chomskey, the ability to construct the infinitely huge collection of sentences that make up a person’s language may be thought of as an intrinsic biological function of the mind. However, an increasing number of scholars believe it to be insufficient since it is an idealised concept. Hymes later advanced the idea of communicative competence in 1972. According to him, a speaker has to understand how to be communicatively competent in a speech community and that the definition of competence should include both language usage and sentence production.

The goal of linguistics is to identify the characteristics of natural language, to put it briefly. The study of individual languages aims to provide an explanation for why the whole family of languages is structured the way it is. This is the pursuit of a universal grammar theory. The analyst’s goal in this approach is to create a tool, or grammar, that can describe the grammatical strings of one language, like English or Bulgarian, while also being applicable to the grammar of every human language. In this manner, linguistics concentrates on figuring out what the constituent elements and internal workings of languages are. In order to do this, theoretical models of language have a tendency to leave out certain concepts, assigning them to the lexical, semantic, or pragmatic parts of language, or even to concepts that are not part of language at all.

According to sociolinguists, language only exists in context, depending on the speaker, the setting, and the purpose for which it is being used. In addition to their social, economic, and physical coordinates in both time and place, speakers identify themselves and their personal histories in their speeches. The social distribution of linguistic items, or ‘‘who speaks ‘‘would be’’ considered along with ‘‘what language, to ‘‘whom’’, ‘‚when,’’ and “to what end,” or “how linguistic variables might relate to the formulation of a specific grammatical rule in a particular language or dialect,” as well as the processes by which languages change.

It is crucial to note that practical concerns about language, rather than a desire to merely gain a deeper understanding of how languages function, have contributed significantly to the interest in sociolinguistics. Particularly in the 1960s and 1970s, it became conceivable in the US to finance relatively large-scale research programmers related to the speech of impoverished groups on the justification that the results would enable a more suitable educational strategy.

There are several conceivable connections between language and society.

a) One is that language structure or conduct may be influenced by and determined by social structure. Examples include the age-grading phenomenon, in which young children speak differently from other young children and from mature adults; varieties of language may also reflect regional, social or ethnic origin and possibly even sex of

individuals; and “power” may also explain a large portion of linguistic behavior.

b) In direct opposition to the first connection, language structure and/or conduct may both affect and shape social structure.

c) A third option is to suppose that social structure and linguistic structure have nothing to do with one another and are completely distinct from one another. According to a commonly accepted theory, linguistics differs from sociolinguistics in that it ignores the social settings in which language is learned and used in favor of focusing solely on the structure of the language. The whole structural school of linguistics, including transformational generative grammar, has a perspective similar to this.

d) The effect may be reciprocal, in which case both language and society may have an impact on one another. This impact is thought to be dialectical in nature, meaning that ‘‘material living conditions’’ play a significant role in the connection and that social conduct and speech behaviour constantly interact.

The process of language acquisition, the teaching of second or foreign languages, sociolinguistics, linguistics, psycholinguistics, and specific knowledge of foreign language teaching techniques and methods of measurement and evaluation have become particularly crucial for understanding the phenomenon. The use of technology in the classroom and learning environment has always been significant. It is a crucial component of teaching that allows instructors to utilize it to aid students’ learning. The term “integration” is used when discussing the usage of technology in education. Given that technology is a part of our daily lives, it is time to reconsider the concept of incorporating it into the curriculum and focus instead on embedding technology into instruction to help the learning process.

It has been shown that the primary grades may benefit from components of sociolinguistics, as was indicated before. Children have been given the chance to learn world languages through the use of a robotic gadget known as a talking pen in an effort to bring them into harmony with the modern world. When all approaches are considered, children have the potential to achieve levels A1 and A2 of the academic achievement scale, beginning with the alphabet. Children need to learn languages from professionals. There is a chance to introduce books with robotic devices to all kindergartens and primary classrooms, even if not all institutions may be short on experts. Children have the chance to study 8 languages fluently, including English, Russian, Korean, Chinese, Spanish, French, and Uzbek. The book starts with the alphabet and contains all the introductory concepts. Through songs and cult-appropriate interactive activities, the chance to recall kids is further increased. Children learn foreign languages flawlessly thanks to the robotic device’s fluid, error-free, pure language fluency.

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WAYS OF EXPRESSING THE CATEGORY OF DIMINUTIVENESS IN ENGLISH

Annotatsiya

Ushbu maqolada ingliz tilida kichraytiruvchi so‘zlarni qanday shakllantirishni ko‘rsatadigan diminutiv fenomeni haqida fikr yuritiladi. Shuningdek, muallif keng qamrovli tillararo ma’lumotlar kichraytiruvchining turli xil semantik va pragmatik ishlatilishini hujjatlashtirishini aytib o‘tgan.

Kalit so‘zlar. Asos, semantik yadro, morfema, leksema,leksik-semantik valentlik, ibora.

В данной статье рассматривается феномен уменьшительного падежа, который показывает, как образуются уменьшительные слова в английском языке. Автор также упомянул, что обширная межъязыковая информация документирует различные семантические и прагматические способы использования уменьшительного падежа.

Ключевые слова. Основа, семантическое ядро, морфема, лексема, лексико-семантическая валентность, фраза.

This article examines the phenomenon of the diminutive case, which shows how diminutives are formed in the English language. The author also mentioned that extensive cross-linguistic information documents various semantic and pragmatic ways of using the diminutive case.

Key words. Stem, semantic core, morpheme, lexeme, lexical-semantic valency, phrase.

Cross-cultural studies strongly suggest that the prototypical function of the diminutive is to index “smallness”. Additionally, extensive cross-linguistic data document various semantic and pragmatic uses of the diminutive that revolve around two major concepts: “smallness” and “child”.

The translation of the diminutive patterns into another language and comparative analyses of them is a complex part of the translation. This article reveals the origin of term “diminutives” and comparative analyses as well the views of scholars on it, research on the reveal of the author’s method and talent in translation of diminutives to express literally meaning.

The category of diminutiveness can be defined as a semantic and pragmatic linguistic category indicating smallness as well as expressing a wide spectrum of emotional nuances ranging from extremely positive to utterly negative depending on the context. Diminutiveness as a linguistic category can be expressed in all languages by various linguistic means on different levels of language.

The term “diminutive” conveys the idea of “smallness”. The fundamental assumption which most scholars share, however, is that the prototypical function of the diminutive is to indicate smallness, but that it can convey a variety of pragmatic meanings that extend well beyond the notion of smallness. As Bauer points out: “The notion of diminutive […] is not easy to define clearly. One problem with this notion is the semantics, the other the kind of formal means employed to express diminutive meaning.” The prototypical meaning of the term “diminutive” is “smallness” but it can also express an attitude that can be either positive or negative, i.e. either affectionate or derogatory, depending on the specific interplay of linguistic and situational factors

in a given context. The author further suggests that “diminution”, also referred to as “diminutivity”, is a concept related to such concepts as quantification, qualification, modification, gradation, intensification, and evaluation. He also asserts that “diminution can be considered the interface between concepts of quantification and qualification, in that it combines aspects of size and attitude, and more particularly of smallness and appreciation or depreciation.”

Jurafsky has also stated that the diminutive “can express a bewildering variety of meanings” among which he points out “affection, contempt, playfulness, pragmatic contexts involving children or pets, as well as metalinguistic hedges”. He defines the diminutive as a semantic category whose function “is among the grammatical primitives which seem to occur universally or near-universally.”

Huddleston & Pullum postulate that “the term diminutive applies to affixes which indicate small size and also, by extension, ones which (additionally or instead) mark the off-spring of animals, affection or informality, resemblance or imitation”.

In general terms, the category of diminutiveness can be defined as a semantic and pragmatic linguistic category indicating smallness as well as expressing a wide spectrum of emotional nuances ranging from extremely positive to utterly negative depending on the context. Diminutiveness as a linguistic category can be expressed in all languages by various linguistic means on different levels of language.

The common opinion of many linguists is that English has no diminutives. In English grammar books diminutives are mentioned very briefly, if they are mentioned at all. Usually, a few diminutive suffixes are given as examples of English diminutives illustrating its basic meaning, namely, expressing the notion of smallness, e.g. –ie, -ette, -let, -kin (doggie, kitchenette, streamlet, lambkin).

Diminutiveness in English is a linguistic phenomenon which can find expression in different levels of language – morphological, lexical, phraseological. The semantics of diminutiveness can be expressed not only on the level of morphology (affixation, clipping, partial reduplication) but also on the syntactical level (rhyming, diminutive word groups). Diminutiveness conveys the meaning of small or little size, amount, quantity, power, value, importance, etc. which are often accompanied by different emotional nuances. However, the meaning of ‘small’ or ‘little’ is not absolute and depends on personal evaluation. As Schneider puts it, “it must be emphasized that smallness […] depends entirely on the category in question. A small elephant, for instance, is still considerably larger than a large mouse.”

Diminutives can be found in all national variants of English, but are more characteristic for Scottish, American or Australian English than British English. Of great linguistic interest is the process of ‘back borrowing’ when diminutive forms and means of diminutive expression are borrowed by British English from American, Australian and other national variants of English.

Diminutives in English can be derived by the following semantic classes where common nouns are the base words: nouns referring to persons: kinship terms, appearance, age, gender, profession, job, social status, nationality; nouns referring to animals: size, names, pet names; nouns referring to plants; nouns referring to everyday objects; nouns referring to natural phenomena; nouns referring to time, weight, mass; etc.

In addition to nouns, other word classes can also be diminutivized in English, e.g. adjectives (short >shorty), verbs (weep >weepie), adverbs (alright >alrightie), and,

arguably, exclamations (Lord! >Lordy!). Overwhelmingly, however, the base words are nouns. Adjectives are also used frequently, but verbs, adverbs and exclamations occur extremely rarely.

The two most common means for diminutive formation in English are by means of affixation (suffixation as more frequent than prefixation) and by means of periphrastic constructions. Based on these two processes, Schneider distinguishes two types of diminutive formation in English:

1) “morphological” or “synthetic” diminutives;

2) “syntactic” or “analytic” diminutives.

Synthetic diminutives.

Contrary to the common opinion, English does have morphological or synthetic diminutives, i.e. formed by means of affixation. The process of suffixal formation of diminutives is much more frequent than prefixal formation in English.

Alongside with adding some lexico-grammatical meaning to the stem, certain suffixes charge it with emotional force. They may be derogatory (e.g. -ard “drunkard” -ling “underling”, -ster “gangster”-ton “simpleton”) and name only persons, or they may be emotionally coloured diminutive suffixes (e.g. -y/-ie/-ey ‘hanky, auntie, daddy’) that can name not only persons but things as well (ibid). Other diminutive suffixes express smallness, e.g. -en ‘chicken’, -kin/-ikin ‘mannikin’, -let ‘booklet’, -ock ‘hillock’, -et ‘coronet’.

“The major alternative to synthetic diminutive formation is analytic diminutive formation”. These are ‘adjective + noun’ constructions where the noun is the base word and the adjective is the diminutive marker. This type of formation has also been referred to as “synthetic modification” .

Analytic diminutive formation is a process of “combining words in juxtapositions or collocations” and the usual combination is Adjective + Noun (in which the adjective belongs to the word field of SMALL). The most common adjective used in this type of diminutive construction is LITTLE. The adjectives which belong to the word field of SMALL and are usually used in analytic diminutives can be considered as synonyms because they share the same basic meaning, i.e. denoting below average size. Schneider divides them into three groups depending on the level of formality:

a) Informal: tiny, teeny, teensy, wee, weeny, teeny-weeny, teensy-weensy;

b) Neutral: small, little;

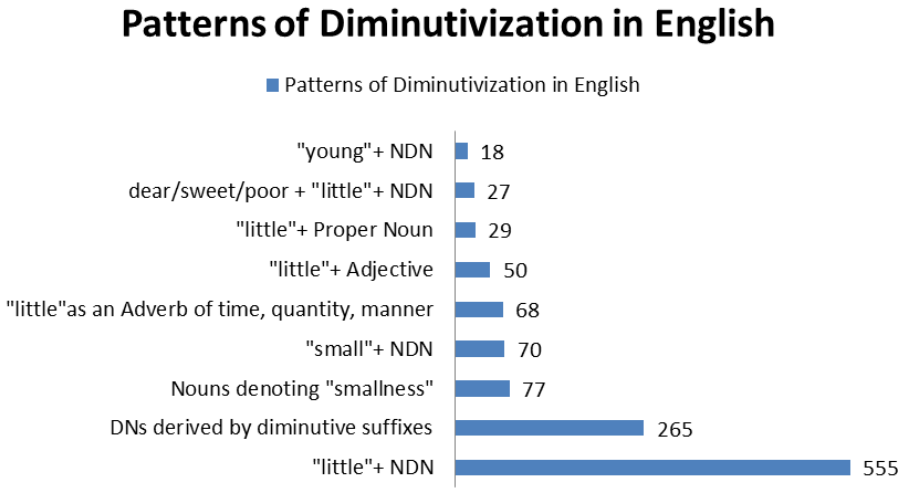
c) Formal: minimal, miniature, minute, diminutive, Lilliputian.

It is an interesting fact that, if compared with other languages which also have analytic diminutives, English uses two neutral adjectives in analytic diminutive constructions, whereas in other languages there is only one adjective, e.g. small and little vs petit (French), klein (German), малък (Bulgarian), маленький (Russian), kichik (Uzbek) etc. However, as adjectives can also be diminutivized in Bulgarian and Russian, there are additional attitudinal meanings in мъничък (Bul) and малюсенький (Rus), which cannot be expressed in the other exemplified languages. Compounding is another process by which diminutives can be formed in English, i.e. diminutiveness is expressed by lexical means. These are compound nouns of the type N1 + N2, where N1 is a noun denoting smallness (e.g. baby, dwarf, pygmy) and modifying N2, e.g. baby elephant, baby tree, baby fly, baby camel, dwarf mammoths, pygmy elephants, etc. In these cases, N1 denotes small size because of young age. Metaphorically used, such forms can denote the meaning of ‘young, inexperienced’. In the last two

examples, however, the combination of N1 + N2 marks a certain breed of the animal rather than young age.

In what follows it is given the analysis of data excerpted for Maria Bagasheva's doctoral thesis on the category of diminutiveness in English, Russian and Bulgarian, and presented her observations based on the English examples. The linguistic corpus of examples was excerpted from Oscar Wilde's Tales (adapted for children), "Uncle Tom's Cabin" by Harriet Beecher Stowe, "Alice's Adventures in Wonderland" and "Through the Looking Glass" by Lewis Carrol, and "Winnie-the-Pooh" by A. A. Miln [1].

The total number of instances being studied amounts to 1248, excerpted from approximately 727 pages, the approximate number of words is 366 885. After a detailed analysis of the excerpted material, I have identified 28 patterns by means of which diminutiveness can be expressed in the researched English texts. The most common patterns are shown in the table below:

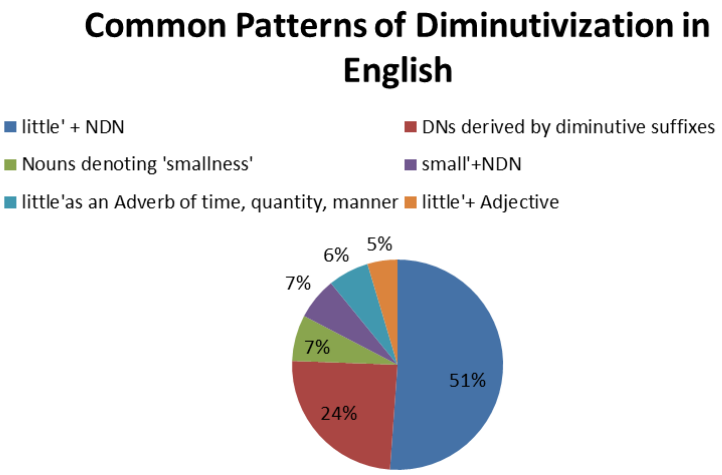


Based on Maria's corpus, the most frequently used pattern expressing diminutiveness in English and indeed the one resulting in numerous examples is the combination of the adjective "little" and the base form of a common noun. This pattern has been found in 555 cases, which is 44.47% of the total number of instances. The results show that almost 45% of all cases of diminutiveness attested in the English texts are rendered by this combination. The diminutive meaning of this pattern is either proper diminutive, i.e. denoting small size only (e.g. a little case of books, the little package, the little table, a little grave, a little pin, etc.) or diminutive-hypocoristic (e.g. the little sleepy head, little devil, little children, little girl, etc.). On the other hand, diminutive-pejorative meaning can be rendered only if the base noun is modified by another adjective expressing a pejorative meaning, e.g. an ignorant little girl.

The second most common pattern expressing diminutiveness is when diminution is rendered by means of a diminutive suffix. The number of these cases is 265 or 21.23% of all examples. The number is not surprising, provided that the investigated texts are children's books in which young animals become common characters and the nouns denoting young animals are predominantly derived by means of suffixation, e.g. kitten, chicken, goosie, piglet, piggy, eaglet, puppy, etc. Another group of suffixed diminutive nouns, expressing endearment, tenderness, love, consists of nouns

denoting family members, e.g. granny, mommy, auntie, mamma, papa, etc. And there is a group of nouns wherein the diminutive suffix expresses only a small size, e.g. statuettes, streamlet, trinket, ringlet, gimlet, etc. As can be seen, synthetic diminutive formation is not infrequent in English and even comes second in place in the table illustrating the possible types of diminutive patterns. It proves that synthetic diminutive formation is quite productive and frequent in English, as opposed to the commonly accepted opinion of most linguists.

The table below reveals the percentages (approximate numbers) obtained for the six most frequent diminutive patterns in English. It illustrates to what extent the frequency rate of the first pattern outnumbers the other five most common diminutive patterns in English.



Based on the analyzed examples as well as on the comprehensive study of the category of diminutiveness in English in the Begasheva’s thesis, the following conclusions can be drawn:

Diminutives in English can be formed either synthetically (by means of affixation, predominantly, suffixation), or analytically (by means of adjectives denoting smallness or littleness), or by means of other processes such as reduplication, clipping and compounding. As it seems, the major type of diminutive formation in English is analytic diminutive formation.

The word class that is most often diminuted by means of diminutive suffixes in English is the noun, although there are a few diminutive suffixes which can be used to form adjectival diminutives as well, e.g. brownish, yellowish, cutesy, booksy, comfy, etc. The remaining word classes cannot be diminuted by means of diminutive suffixes.

The most common type of diminutive formation in English is by means of adjectives belonging to the word field of SMALL, such as small, little, tiny, teeny, teensy-weensy, minute, etc. which fall into three groups according to their level of formality – neutral, informal and formal.

The two most frequent adjectives used to express diminutiveness in English are small and little, with little being multifunctional. The basic meaning of small is to denote small size as it lacks any affectionate connotations, e.g. a small house, a small bird,

a small town, etc. The connotations of little are various, for it has inherent emotional implications and can convey a variety of meanings such as “feelings of affection, sympathy, pity” on the one hand, and ‘feelings of scorn, annoyance, sarcasm’, on the other. Small expresses objective smallness and refers to a quality of the referent, while little expresses the subjective attitude of the speaker towards the referent or the addressee.

Other qualitative adjectives are frequently used in combination with little to convey a variety of expressive nuances, e.g. dear little girl, sweet little boy, poor little girl, etc.

In sum, signs of language (in the linguistic sense of this term) are regarded as the substances for signs of culture. Culture itself is not; however, simply a body of knowledge but rather a framework in which people live their lives and communicate shared meanings with each other.

This article is devoted to the categories of diminutiveness in English And also in this article many theories, practical issues and points view of international and national scholars are given and analyzed. The term “diminutive” is widely covered on a scientific basis, proven by examples.

Traditionally, the term “diminutive” conveys the idea of “smallness”. The fundamental assumption which most scholars share, however, is that the prototypical function of the diminutive is to indicate smallness, but that it can convey a variety of pragmatic meanings that extend well beyond the notion of smallness. As Bauer points out: “The notion of diminutive […] is not easy to define clearly. One problem with this notion is the semantics, the other the kind of formal means employed to express diminutive meaning.” The prototypical meaning of the term “diminutive” is “smallness” but it can also express an attitude that can be either positive or negative, i.e. either affectionate or derogatory, depending on the specific interplay of linguistic and situational factors in a given context

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SOCIO-POLITICAL, ETHICAL AND EDUCATIONAL VIEWS IN THE WORKS OF “DUBLINIANS” AND “MEN OF WAR”

Annotatsiya

Ushbu maqolada Jeyms Joys (1882-1941) adabiyot maydoniga yangicha poetik uslub kashfiyotchisi sifatida paydo bo‘lganligi ushbu uslubda badiiy shakl o‘zida g‘oyaviy, psixologik va boshqa jihatlarni mujassam etib, mazmun o‘rnini bosa oladigan darajada namoyon bo‘lganligi shuningdek, adibning “Dublinliklar” nomli hikoyalar to‘plami yaratilganda o‘sha davrning bir vaqtida istiqlol davri ostonasida adabiyotimizda bir-biridan ajoyib ijodkorlar va salmoqli asarlar paydo bo’lib, shunday ijodkorlardan va shunday asarlardan biri bu, albatta, Nazar Eshonqul va uning ‘‘Urush odamlari qissasi bo‘lib, undagi voqea holatlar yuzasidan so‘z boradi.

Kalit so‘zlar. Adabiyotshunos, faylasuf, urush fojeasi, urush odamlari, ijtimoiy-siyosiy davr, axloqiy-ta’lmiy qarashlar, Ijtimoiy-tarixiy davr.

В данной статье освещается, что Джеймс Джойс (1882-1941) появился на литературной арене как первооткрыватель нового поэтического стиля, в этом стиле художественная форма проявилась до такой степени, что она могла заменить содержание, воплощая в себе идеологические, психологические и другие аспекты кроме того, когда был создан сборник рассказов писателя под названием “Дублинцы”, в определенный момент на пороге периода независимости в нашей литературе появились выдающиеся творцы и значительные произведения, и одним из таких творений, и одним из таких произведений, безусловно, является история Назара Эшонкула и его ‘‘Люди войны", в которой рассказывается о тех событиях.

Ключевые слова. Литературовед, философ, военная трагедия, люди войны, общественно-политический период, нравственно-воспитательные взгляды, общественно-исторический период.

This article highlights that James Joyce (1882-1941) appeared in the literary arena as the discoverer of a new poetic style, in this style, the artistic form manifested itself to such an extent that it could replace the content, embodying ideological, psychological and other aspects, in addition, when a collection of short stories by the writer called "The Dubliners" was created” at a certain point, on the threshold of the period of independence, outstanding creators and significant works appeared in our literature, and one of such creations, and one of such works, of course, This is the story of Nazar Eshonkul and his ‘‘People of war", which tells about those events.

Key words. Literary critic, philosopher, war tragedy, war people, socio-political period, moral-educational views, socio-historical period.

On the threshold of the period of independence, great authors and important works appeared in our literature. One of such creators and such works is certainly Nazar Eshanqul and his story ‘‘The War People”.

In this story, the writer tries to reveal how great problems the war brought to people’s lives and the era of it through the small village of Tersota and the characters living in it. tried.

At the same time, James Joyce appeared in the field of literature as the discoverer

of a new poetic style. ‘‘In this style, the artistic form embodied ideological, psychological and other aspects and was manifested to the extent that it could replace the content. The writer’s collection of stories called ‘‘Dublinliklar’’, ‘‘Portrait of Musavvir in youth’’ (in the published Uzbek translation called ‘‘Shamoyili of Musavvir in youth’’) . Dubliners is a collection of fifteen short stories by James Joyce, first published in 1914. These stories may have painted a naturalistic picture of Irish middle-class life in and around Dublin in the early 20th century.

In this story, the writer tries to reveal how great problems the war brought to peopl’s lives and the era through the small village of Tersota and the characters living in it, the changes that took place in the hearts and minds of the people of that time, and the tragedy of the war.

One of our famous literary experts, T. Boboev, while discussing character in his scientific views, makes the following points: ‘‘Character is a certain type of social activity. Character, as L.I. Timofeev said, is the core of an image. Character, first of all, a clear image of a person, manifested by his individual actions and mental experiences in a concrete life situation. In general, the set of main signs that determine the important characteristics of a hero is called a character.’’

So, we can understand the scientist’s thoughts as follows. In the socio-historical conditions, he was able to summarize the important characteristics of the people of his time.

He draws the changes that took place in the appearance and then in the mentality of the people of that time, that is, the warriors, in the general background: Oktam Normat, who has not seen, but is called ‘‘wrestler’’ because of his big bones, is one of the leading horsemen of the village. The villagers saw a living witness of the war they had heard, with wrinkles appearing in his veins, traces of wounds, the stench of drugs still not gone, the appearance of fifty, his hair beginning to turn gray. they couldn’t get used to their necks, which became scaly, and their heads, which often wobbled and shook.’’

Ibrahim Gafurov: The novel presents a comprehensive view of life in Ireland and its capital, Dublin, at the beginning of the 20th century. Each of the eighteen episodes from the novel (we called them ‘‘Event’’ in the Uzbek translation) symbolically represents some part of the human body. In general, the novel reflects the human body. In connection with this, Joyce creates a unique art, unique construction, architecture, and unique style of each episode. By means of such wonderful arts and artistic discoveries (for example, each episode has its own color), Joyce takes the reader into the extremely complex and fascinating spiritual-mental-ideological worlds of the characters. Joyce closely connects the events of each episode with the flow of time, and in each episode opens a new narrative, new methods of analysis.

Comrade Solijonov: The famous Russian artist Aleksey Tolstoy said in one of his conversations with young artists that a writer should be a writer, a philosopher, and a versatile scientist at the same time. In the process of reading the novel, I recognized that James Joyce is just such a scholar – a historian, a philosopher, an economist, a political scientist, a literary critic, a doctor, a priest who knows the rules of religion and Sharia. For example, when the heroes are bathing, they talk about the healing benefits of sea water, and when they are eating, information is given about which foods cure which ailments. He writes that the smell of gas when walking on the street is a medicine for whooping cough, and drinking fresh warm blood is beneficial when suffering from tuberculosis. In particular, Joyce, as a literary critic, gives us so much

and interesting information about European literature and the works of dozens of famous writers (especially Shakespeare) that we are amazed. As the reader gets more information while reading the work, you as a translator and a literary critic will discover more aspects of Joyce.

But one thing should be noted, although the writer describes a person who was injured due to physical injuries by his fellow villagers, but he instilled hope and a sense of life in the character who returned from the war to such an extent that it is impossible not to be surprised. The main character of the work, Normat, was thirsty for a peaceful life, work, nature and love. We can read his situation in these lines: ‘‘He felt that everything in the world was created for his happiness and joy, now I will not exchange these things for anything, even if God comes: they are dearer than my life, he thought that he gave me life. He opened the windows of his heart to the bright life”.

The writer describes how a person returning from war enters a peaceful life with new hopes and a sense of unlimited vitality through the changes that occurred during Normat’s return from the war. After a while, Normat can’t get rid of the scars left by the war. gives his repeated collisions with pain: the situation that occurred when Holmat went to catch the sniper (Normat the wrestler with bulging veins in the temple, bruises around the eyes, yellow foam at one end of the mouth was appearing. Normat screamed, grabbed the veins of his temple with both hands, and fell back to the ground spinning) and his last state due to the betrayal of his wife Anzirat (Normat went crazy both in appearance and in his actions. His eyes his cups were enlarged, his face was darkening, his eyes were filled with blood) he draws in a completely opposite way to the above situation.

The original story of the work is completely new and original. The center of it is Dublin, the capital of Ireland. The work covers the events that happened in Dublin on June 16, 1904, hour by hour, minute by minute, with its own plot lines. Dublin city, its sights, streets, palaces, canals, trams, cabs, houses, shops, pubs, restaurants, churches, tombs, tombs, market – everything is very clear, neighborhoods, people, their professions is also so clear; i.e., everything is depicted exactly as it was when the young artist Joyce saw it. Joyce describes with great detail what he knows, sees, hears, and experiences. Such a work, whose characters and events are like real people, is rarely found in world literature. There are prototypes of all the characters in it. Stephen and Bloom are the author’s own.

The stories were written at the height of Irish nationalism, the search for national identity and purpose. Being at the crossroads of history and culture, Ireland has been fascinated by a variety of ideas and influences. At their center are Joyce’s idea of epiphany (a moment in which the hero experiences a life-changing self-awareness or enlightenment) and the theme of paralysis (Joyce felt that Irish nationalism had stagnated cultural progress and placed Dublin at the center of a regressive movement) was leading. The first three stories in the collection are told in children’s language, and the next twelve stories are written in the third person. . Many of the characters from Dublin later appear in minor roles in Joyce’s novel Ulysses.

Nazar Eshanqul In revealing the character of the hero of the work, not only his actions, but also the changes taking place in his psyche play an important role. Continuing the above thoughts, the scientist approaches from different angles to explain the essence of his thoughts. ‘‘Theoretical literature shows two main features that determine the essence of character: a) character is determined by what shows the direction

of a person's will. According to N. Pogodin, ‘‘if a person holds his nose, walks slowly or quickly, then it is not a character. “character is the emergence and expression of the will of a person in action’’, that is, the character is determined first of all by the will of a person, the direction of that will, its emergence and expression.

The first of them is the direction of a person's will, and the second is the individual mental signs that determine behavior. So, if we see the character of the character in the character of the person's will, we can understand his inner world through the individual mental signs. The dynamics of the personality is fully manifested in the image of Normat. Although Normat is described as a quiet, polite person who does not hurt anyone at the beginning of the play, it is clear that he is ready to sacrifice his life for his honor, to give his word to others. It can be learned from the events of the play that he is a person who does not eat.

It is certainly a good thing to get information from literature and, as a result, to be known as an educated person. But a person who wants to get a lot of colorful information should just turn to encyclopedias. A novel is not an encyclopedia. But ‘‘Ulysses’’ does not have aspects that resemble an encyclopedia! Why can't it be called an encyclopedia of Dublin life or the Irish freedom movement? Joyce says that if Dublin disappears from the face of the earth, Dublin can be clearly restored from my novel. When he writes, he always keeps the most accurate map of Dublin in front of his eyes, and always observes the streets, roads, corners, places, and buildings where his characters walk, and clearly describes the space. In addition, the comments and references written to ‘‘Ulysses’’ are more than a hundred times larger than the novel itself. There is an army of Joyce scholars in world literature. Their careful attention is always in literary works. Joyce's universe is always thought provoking. It provides endless fodder for intellectual discussions. In it, the tone of all kinds of thoughts, the charm of thoughts is endlessly captivating. Since “Ulysses” is a work that came into the world in the midst of extraordinary whirlpools, eddies, and portals of thought, it can infect any reader with these whirlpools, drag him into the whirlpool and portals of his own thoughts.

Such experiments of Joyce are not mere technicalities. Absolutely! If you get to the bottom of Joyce's riddles, if you are able to open the door of the treasures he discovered, you will encounter the beautiful, tolerant layers of the world and human life. Joyce himself said that this work of mine will be understandable to people and the earth after a hundred years.

In any case, Joyce's works are leading the caravans of modern world literature and art to the future times of humanity.

It should be noted that the writer Nazar Eshanqul Normat was able to reveal that the war leaves stains on people's hearts and causes great tragedies. Since the beginning of the story, the character of Normat has changed several times. At the beginning of the work, he appeared in a dignified and dignified manner, but in the middle of the work, he appeared in a slightly depressed and disrespectful manner.

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YOUTH AND STUDENT SLANG IN BRITISH AND AMERICAN ENGLISH AN ANNOTATED BIBLIOGRAPHY

Annotatsiya

Ushbu maqola Buyuk Britaniya va Qo‘shma Shtatlarda yoshlar va ayniqsa talabalar tomonidan qo‘llaniladigan jargonlarning izohli bibliografiyasini o‘z ichiga olishi, bundan tashqari, ingliz tilining xorijiy yoshlar jarangiga ta’siri haqida qisqacha ma’lumot berilgan. Shuningdek, bunday guruhlar tilining ekspressiv xususiyati haqida ham ba’zi kirish so‘zlari aytiladi.

Kalit so‘zlar. Jargon, bibliografiya, talabalar jargoni, iboralar, aloqa, guruhlar, ijtimoiy va professional guruhlar.

В данной статье освещается аннотированная библиография жаргонов, используемых молодежью и особенно студентами в Великобритании и США, а также дается краткий обзор влияния английского языка на иностранный молодежный сленг. Также в некоторых введениях рассказывается о выразительном характере языка таких групп.

Ключевые слова. Сленг, библиография, сленг студентов, словосочетания, общение, группы, социальные и профессиональные группы.

This article highlights an annotated bibliography of jargons used by young people and especially students in the UK and the USA, as well as provides a brief overview of the influence of the English language on foreign youth slang. Some of the introductions also talk about the expressive nature of the language of such groups.

Key words. Slang, bibliography, slang of students, phrases, communication, groups, social and professional groups.

Because of its nature and the multiplicity of its aims, slang is a meeting point for people working in different fields, lexicologists, sociolinguists, psychologists, and even for the lay public.

However, the study of slang, especially its lexicographic registration, is often overlooked or disregarded, due, in great part, to its ephemerality and the informal, humorous and taboo character of many of its expressions, which leads to the belief that it is a deviation from the standard language.

Of all social groups, the young are the most prone to the use and renovation of slang and unconventional language. They exhibit great social dynamism and are receptive to changes in fashion: in clothes, look, style, and also in speech. They have little political power but they may use slang as a counter-cultural tool, as an arm against established authority and conventions. In our modern and cultivated societies, students constitute one large subgroup within the young which deserves special study, for many a time they develop a special kind of vocabulary. As a modest contribution to this área of research, in the present article I have compiled and commented on the bibliography related to the special vocabulary of these two groups in British and American English. Such a restriction on the field of study has led me to try to compile as exhaustive a list as possible, which explains why works of very different approaches and length have been included.

Kalit so‘zlar. Argo, bibliografiya, talabalar jarangi, iboralar, muloqot, guruhlar, ijtimoiy va kasbiy guruhlar.

For the same reason, I also haven’t included articles on slang whose content is general in application (for example, the Lighter/Dumas theoretical article, “Is Slang a Word for Linguists?”) or dictionaries and glossaries (e.g. Spears, Thorne,etc.) which have registered words coined or used by youth or students.

If some lexicographic works of general outlook are usted (for example by Partridge), it is because they contain a section dedicated to the language of these groups. With these provisos – and these limitations – I have compiled the present bibliography.

1. ‘‘Throw a spanner in the works’’

My British friend told me that she used this one whilst discussing a project with a group of Americans and they were baffled. This is predominantly because a ‘spanner’ is referred to as a ‘wrench’ in the USA, and therefore the phrase is pretty obsolete for Americans, full stop (period). I now know why, when I’ve used it, it’s had a similar reaction.

2. ‘Knickers in a twist’

Ooh, I love this one! It really does mean to get one’s feathers ruffled, and I think my American chums really just enjoy the fact that I have used the word ‘knickers. An excellent turn of phrase.

Slang Words (British and American)

Word	Meaning	Use in a Sentence
Spook	frightened	The cows were spooked by the howling of the wolves
Split	leave	It is time to split and go see the movie
Smoke eater	fireman	My father is a smoke eater
Smashed	intoxicated	Try not to get smashed at the beer party
Slammer	jail	The police threw them both in the slammer
Shot down	disagreed with	Everyone shot down my idea at first, but later agreed that it was a good idea

Grammarvocab.com

A slang is a vocabulary (words, phrases and linguistic usages) of an informal register, common in verbal conversation but avoided in formal writing. It also sometimes refers to the language generally exclusive to the members of particular in-groups in order to establish group identity, exclude outsiders or both. The word itself came about in the 18th century and has been defined in multiple ways since its conception.

In its earliest attested use, the word slang referred to the vocabulary of ‘‘low” or

“disreputable” people. By the early nineteenth century, it was no longer exclusively associated with disreputable people, but continued to be applied to usages below the level of standard educated speech. In Scots dialect it meant “talk, chat, gossip”, as used by Aberdeen poet William Scott in 1832: “The slang gaed on aboot their warʒly care”. In northern English dialect it meant “impertinence, abusive language”.

The origin of the word “slang” is unclear. It was first used in print around 1800 to refer to the language of the disreputable and criminal classes in London, though its usage likely dates back further. A Scandinavian origin has been proposed (compare, for example, Norwegian slengenavn, which means “nickname”), but based on “date and early associations” is discounted by the Oxford English Dictionary. Jonathon Green, however, agrees with the possibility of a Scandinavian origin, suggesting the same root as that of sling, which means “to throw”, and noting that slang is thrown language – a quick and honest way to make your point.

Linguists have no simple and clear definition of slang but agree that it is a constantly changing linguistic phenomenon present in every subculture worldwide. Some argue that slang exists because we must come up with ways to define new experiences that have surfaced with time and modernity. Attempting to remedy the lack of a clear definition, however, Bethany K. Dumas and Jonathan Lighter argue that an expression should be considered “true slang” if it meets at least two of the following criteria:

While many forms of lexicon may be considered low-register or “sub-standard”, slang remains distinct from colloquial and jargon terms because of its specific social contexts. While viewed as inappropriate in formal usage, colloquial terms are typically considered acceptable in speech across a wide range of contexts, whereas slang tends to be perceived as inappropriate in many common communication situations. Jargon refers to language used by personnel in a particular field or to language used to represent specific terms within a field to those with a particular interest. Although jargon and slang can both be used to exclude non-group members from the conversation, slang tends to emphasize social and contextual understanding whereas the main purpose of jargon is to optimize communication using terms that imply technical understanding.

While colloquialisms and jargon may seem like slang because they reference a particular group, they do not necessarily fit the same definition because they do not represent a particular effort to replace the general lexicon of a standard language. Colloquialisms are considered more acceptable and more expected in standard usage than slang is, and jargon is often created to talk about aspects of a particular field that are not accounted for in the general lexicon. However, this differentiation is not consistently applied by linguists; the terms “slang” and “jargon” are sometimes treated as synonymous and the scope of “jargon” is at times extended to mean all forms of socially-restricted language.

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CONCEPTS OF MASCULINITY AND FEMININITY IN PROVERBS AND SAYINGS

Annotatsiya

Maqolada Gender adabiyot nazariyasi, dramashunoslik, kino nazariyasi, ishlash nazariyasi, zamonaviy san'at tarixi, antropologiya, sotsiologiya, psixologiya va psixoanaliz kabi ko'plab fanlarning muhim o'rganish sohasi ochib berilgan. Ushbu fanlar ba'zan jinsni qanday va nima uchun o'rganishga bo'lgan yondashuvlarida farqlanishi aytib o'tilgan. Shuningdek, sohada ishlaydigan tadqiqotchilar sotsiologiya, ta'lim, antropologiya, psixologiya, nutq aloqasi, adabiyotlarni o'rganishi yoritilgan.

Kalit sa'zlar. Androsentrizmni ko'paytirish, erkaklik, ayollik, gender stereotiplari, stereotipik tasvirlar va tillar.

В статье раскрывается важная область изучения многих дисциплин, включая теорию гендерной литературы, драматургию, теорию кино, теорию производительности, историю современного искусства, антропологию, социологию, психологию и психоанализ. Было упомянуто, что эти дисциплины иногда различаются в том, как и почему они подходят к изучению пола. Также освещается изучение социологии, образования, антропологии, психологии, речевого общения, литературы исследователями, работающими в этой области.

Ключевые слова. Воспроизводство андроцентризма, мужественность, женственность, гендерные стереотипы, стереотипные образы и языки.

The article reveals an important area of study in many disciplines, including gender literature theory, drama, film theory, performance theory, modern art history, anthropology, sociology, psychology and psychoanalysis. It was mentioned that these disciplines sometimes differ in how and why they approach the study of gender. The study of sociology, education, anthropology, psychology, speech communication, literature by researchers working in this field is also highlighted.

Key words. Reproduction of androcentrism, masculinity, femininity, gender stereotypes, stereotypical images and languages.

"Gender studies," a field of study that examines any of the categories – masculine, feminine, neuter, or common – within various criteria pertinent to the study's objectives, based on language and its reflection in the social or personal consciousness of language speakers, has experienced a boom in recent years. The role and dynamics of gender stereotypes have played a significant part in shaping the social roles that men and women play in society. A gender study is a field of interdisciplinary study which, among others, analyses race, ethnicity, sexuality, location and other aspects involving opinions, judgements and evaluations based on sex.

Gender study has many different forms. One view exposed by the philosopher Simone de Beauvoir said: "One is not born a woman, one becomes one". This view proposes that in gender studies, the term "gender" should be used to refer to the social and cultural constructions of masculinity and femininity, not to the state of being male or female in its entirety. However, this view is not held by all gender theorists.

Other areas of gender study closely examine the role that the biological states of being male or female have on social constructs of gender. Specifically, in what way gender roles are defined by biology and how they are defined by cultural trends. The field emerged from a number of different areas: the sociology of the 1950s and later (see Sociology of gender); the theories of the psychoanalyst Jacques Lacan; and the work of feminists such as Judith Butler.

Gender is an important area of study in many disciplines, such as literary theory, drama studies, film theory, performance theory, contemporary art history, anthropology, sociology, psychology and psychoanalysis. These disciplines sometimes differ in their approaches to how and why they study gender.

For instance in anthropology, sociology and psychology, gender is often studied as a practice, whereas in cultural studies representations of gender are more often examined. Gender studies are also a discipline in itself: an interdisciplinary area of study that incorporates methods and approaches from a wide range of disciplines.

Gender Studies focuses on both genders and their relations to each other. At the same time, it also takes into account how gender intersects with social, ethnic and cultural differences. These multiple interdependencies allow Gender Studies to produce more precise knowledge. The distinct perspective Gender Studies offers us is best explained with an example of Gender research in Medicine. It is generally known that on average women grow older than men and that they tend to be more health conscious than men. It is less known that women die more frequently of heart diseases than men.

How could this be explained? Patients and physicians recognize the specific signs of a heart attack in women, such as nausea and vomiting, too late as heart attack symptoms. The reason for this is that till recently, heart disease was considered a typical men’s disease. Symptoms of male heart patients have been the focus of medical research for a long time and specific medication has been developed for them. This is revealed by studies in the field of Gender research in Medicine. While symptoms of diseases in men are well researched, we hardly know anything about men’s daily health behavior. This goes to show: A well balanced medical analysis that focuses on both genders may have direct effects on medical research and training as well as on medical practice and nursing. Gender Studies emphasize the gender blindness of science to reveal that scientific knowledge production (even in the Natural Sciences) is influenced by gender conceptions of the researcher and in the research field.

Gender Studies analyze gender relations in the past, present and future. They advance the understanding of social processes. Thus, they contribute to the solution of key problems societies face today.

Examples of gender research results of these studies reveal that:

• The needs of boys and girls can better be met if educational requirements and capabilities are systematically researched form a gender perspective.

• Not only women have difficulties balancing family and work, but growing numbers of men/fathers suffer from this problem.

• The companies are able to access new markets, which take into their consideration the findings of gender-specific consumer research and reflect on gender differences in buying patterns.

• Women work the same jobs as men, but are paid less. Women also have difficulties entering leading positions which in part results from the unequal division of labor in the home.

Gender Studies are thus well prepared to take on the research challenges in an increasingly complex world.

Oscar Wild with his graceful irony noticed: “A man’s face is his autobiography; a woman’s face is her work of fiction”. In Russian it will be: “Лицо мужчины – это его автобиография, а лицо женщины – это её художественное произведение”.

Evidently, with his notice the writer wanted to show not only the existence of nonverbal gender differences, but something more important, that nonverbal manifestation of these differences take the same judging.

Besides Oscar Wild considers that a man’s face reflects his life and his inside condition, and a woman’s face – it is something unnatural, specially made. But here the writer is mistaken.

Our task is to search for gender reflections in proverbs and sayings and see their specific features in discourses.

Here you can see how easy a one line of sentence can elevate your spirit, tend to make you think. This thought provoking collection of quotations is great for one liner for blogs, tag lines for emails and journals. This collection is selected from the sayings of well-known men and woman about Gender, men, woman and feminism. In addition to the free collection of quotations, there are inspirational greetings which can be sent just by entering an email address. There are also exotic views of nature with motivational quotes, these quotations are unique content and, no doubt, they will inspire you.

Below you can browse our comprehensive collection of inspirational wallpapers of well-known people.

~ Gender equality is more than a goal in itself. It is a precondition for meeting the challenge of reducing poverty, promoting sustainable development and building good governance (Kofi Annan)

In this statement a prominent public figure, the Secretary-General of UNO points out the important role of gender justice, that is promotion of equal rights and equal opportunities for women and men in the global economic development.

~ We need not just a new generation of leadership but a new gender of leadership (Bill Clinton);

The forty second president of the USA, William Jefferson Clinton was eager to strengthen gender in leadership.

~ Gender consciousness has become involved in almost every intellectual field: history, literature, science, anthropology. There’s been an extraordinary advance. (Clifford Geertz);

Here Clifford Geertz, a cultural anthropologist whose work is focused on interpreting the symbols, considers that the introduction of gender consciousness in almost every intellectual field serves to the advance in the human development.

~ The connection between women’s human rights, gender equality, socioeconomic development and peace is increasingly apparent. (Mahnaz Afkhami);

Mahnaz Afkhami, the foundler and president of Women’s Learning Partnership (WLP), considers that ensuring women’s human rights and gender equality is an important factor in socioeconomic development. She is a leading proponent of women’s rights in the Islamic world, knows how tenuous women’s rights can be. Also she is a lifetime advocate for the rights of women, being born in Kerman, Iran; she works with women activists across the world.

~ Gender equality is a precondition to overcoming starvation, poverty and epidem-

ics. (Khalid Malik);

A prominent public figure, former representative of UNO in Uzbekistan thinks that Gender equality serves to prevent starvation, poverty and epidemics throughout the world.

Gender-equality, supremacy of law, political participation, civil society, and transparency are among the indispensable elements that are the imperatives of democratization. (Recep Tayyip Erdogan);

Recep Tayyip Erdogan, who has been Prime Minister of Turkey since 2003 and is chairman of the ruling Justise, points out that one of the imperatives of democratization is gender-equality, as well as supremacy of law, political participation and civil society.

~ Nobody will ever win the Battle of the Sexes. There’s just too much fraternizing with the enemy. (Henry Kissinger);

Heinz Alfred “Henry” Kissinger is a German-born American writer, political scientist, diplomat who played an important part in foreign affairs and businessman. He, who was the 56th Secretary of State of the United States from 1973 to 1977, considers that there should not been any struggle between male and female, because there are a lots of relationships between them.

Cheris Kramarae, the co-editor of the new Routledge International Encyclopedia of women, once remarked famously the saying:

~ Feminism is the radical notion that women are people. (Cheris Kramarae and Paula Treichler);

Cheris Kramarae and Paula Treichler think that by the feminism women show that they are equal in rights with men, that is they must be treated as the same way as men.

~ When I see the elaborate study and ingenuity displayed by women in the pursuit of trifles, I feel no doubt of their capacity for the most herculean undertakings. (Julia Ward Howe);

Julia Ward Howe, who was a prominent American abolitionist, social activist and poet, thinks that women are no less capable than men.

~ Being a woman is a terribly difficult task, since it consists principally in dealing with men. (Joseph Conrad);

Joseph Conrad, a man, says that it is difficult to deal with men. He was English novelist and short-story writer of Polish descent.

~Men are taught to apologize for their weaknesses, women for their strengths. (Lois Wyse)

Lois Wyse an American advertising executive, author and columnist who also was known as a prolific writer of fiction, nonfiction and poetry, thinks that it is shameful if men are weak and women are strong physically.

~No woman is required to build the world by destroying herself. (Rabbi Sofer);

Rabbi Sofer points out that women should not destroy themselves in order to make our world better.

~ One of the things about equality is not just that you be treated equally to a man, but that you treat yourself equally to the way you treat a man. (Marlo Thomas);

Today in Uzbekistan which is going on the way of renovation and building a new life, the questions on increasing the role and status of women in the society, protection of parenthood and childhood are raised to the level of state politics, and the results of this work are seen in many instances. It is good that the contribution of our women to the developing of small businesses, entrepreneurship and farming, in democratic

processes and activity of non-state organizations, is increasing.

Especially, the women-mentors are worth of respect, who, showing their intellect, erudition and energy and having rich life experience, work for the sake of strengthening of peace and tranquility in our families, mahallya, and working groups and in the society as a whole. They do their best in the upbringing of our children as all-round developed personality, in order to save the growing generation from different misfortunes and dangers threatening our peaceful life.

With this we realize that we have to do a lot in order to fully ensure the rights and interests of women in all places, creating all necessary conditions for their wider using the opportunities and privileges, given by the legislation, adopted edicts and resolutions.

In other words, we must always help and support women, fittingly value their labour – may it be the care for family, unbringing the children, executing official duties,- we should confirm with concrete deeds the statements of respect and love addressed to them from different tribunes".

So if we consider all opinions about the role of gender equality and gender awareness we come to the conclusion that gender equality plays an important role in the socio-economic, political and spiritual development of the society.

Gender is embedded so thoroughly in our institutions, our actions, our beliefs, and our desires, that it appears to us to be completely natural. The world swarms with ideas about gender – and these ideas are so commonplace that we take it for granted that they are true, accepting common adage as scientific fact. It is precisely the fact that gender seems self-evident which makes the study of gender interesting.

The study of gender began as early as women's movement, called feminism. In this part we have presented the collection of inspirational quotes, beautifully expressed thoughts of great minds of the past and present from all over the world. Here you can see how easy a one line of sentence can elevate your spirit, tend to make you think. This thought provoking collection of quotations is great for one liner for blogs, tag lines for emails and journals. This collection is selected from the sayings of well-known men and woman about Gender, men, woman and feminism. The phenomenon of Gender is widely considered as sociocultural, discursive and psycholinguistic phenomenalism, because the notion of gender means the collection of social and cultural norms, which the society orders to be executed by people depending on their biological sex.

The account of gender characteristics of the language units provides for the adequacy of their understanding and proper translation.

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ГАЛЛИЦИЗМЫ ВОЕННОЙ ТЕМАТИКИ И ИХ ДЕРИВАЦИОННЫЕ И СЕМАНТИЧЕСКИЕ ОСОБЕННОСТИ

Annotatsiya

Ushbu maqolada harbiy frazeologik birliklarning bir qismiga aylangan gallisizmlarga ham misollar keltirilib, ingliz harbiy so‘z boyligining bir qismiga aylangan gallisizmlar misollari ko‘rib chiqiladi. Muallif affiksatsiya natijasida shakllangan o‘zbek tilining qarzga olingan harbiy so‘z boyligini tahlil qilish amalga oshirilishi bo‘yicha tavsiyalar bergan.

Kalit so‘zlar. Tahlil, gallisizmlar, harbiy idiomalar, terminlar, harbiy so‘z boyligi.

В данной статье приведены примеры галлицизмов, которые стали частью военных фразеологизмов, и рассматриваются примеры галлицизмов, которые стали частью английского военного словаря. Автор дал рекомендации по проведению анализа заимствованной военной лексики узбекского языка, образовавшейся в результате аффиксации.

Ключевые слова. Анализ, галлицизмы, военные фразеологизмы, термины, военная лексика.

This article provides examples of gallicisms that have become part of military phraseological units, and discusses examples of gallicisms that have become part of the English military dictionary. The author gave recommendations on the analysis of the borrowed military vocabulary of the Uzbek language, formed as a result of affixation.

Key words. Analysis, gallicisms military phrenologists, terms, military vocabulary.

Фразеологические единицы военного дискурса больше относятся к профессиональной лексике, нежели к терминам. Они могут называть военные действия и объекты, выйдя за рамки науки и техники. Один и тот же военный объект может быть номинирован как военным термином, так и военным фразеологизмом. Самые первые военные ФЕ возникли в английском языке для номинации организации вооруженных сил. Это были наименования воинских подразделений и частей: *Alexander Hamilton’s Cannoneers* – “Пушкари Александра Гамильтона” – название первого артиллерийского дивизиона пятого учебного полка; *aviation brigade* – бригада армейской авиации; *divisional engineer brigade* – инженерная бригада дивизии; *combat electronic warfare and intelligence battalion* – батальон (военной) разведки и радиоэлектронной борьбы и др.

Военная терминология занимает особое место в современной лингвистике. Отдельную группу образуют так называемые военные галлицизмы, т.е. термины, образованные на основе французских или латинских слов. Галлицизм – слово или выражение, заимствованное из французского языка, а также оборотов речи, построенный по образцу или под влиянием французского языка.

Среди английской военной лексики есть слова, заимствованные из французского, латинского, греческого и итальянского языков.

В настоящем исследовании галлицизмы привлечены к анализу, поскольку большинство из них входит в состав военных фразеологизмов. Галлицизмы сыграли особо важную роль в формировании ряда английских военных терминов и выражений. Галлицизмы вошли в состав военных терминов, подвергаясь изменениям фонетических, семантических и морфологических явлений. Галлицизмы, в основном, связаны с военными документами, действиями и отношениями. Они считаются безаффиксальными терминами (не образованные путём аффиксации) в составе английской военной лексики. Приведём примеры галлицизмов, вошедших в состав военных фразеологических единиц:

to defend – защищать;

to fight – бороться, воевать, сражаться;

hero – герой и др.

Рассмотрим примеры галлицизмов, вошедших в составе английской военной лексики:

aerodynamics – аэродинамика;

cyclotron – циклотрон;

micrometer – микрометр и др.

Приведённые выше слова, относящиеся к военной теме, содержат лексемы французской и греческой этимологии: *aero* – французское слово; *cyclo* и *micro* – греческие слова.

Заимствованная военная лексика английского языка, образованная путём аффиксации, подразделяется на 3 основные группы:

– военная лексика, образованная путём суффиксации;

– военная лексика, образованная путём префиксации;

– военная лексика, образованная путём циркумфиксации.

Слова, образованные путём суффиксации, содержат суффиксы, заимствованные из французского или латинского языка. К ним относятся следующие суффиксы: -aier, -ier, -eur, -tion, -iteur, -ance, -ence и др. Например, *military* – военный, *devastation* – разрушение, *soldier* – солдат и др.

Слова, образованные путём префиксации, содержат заимствованные префиксы co-, non-, sous-, contre-, sur- и др. Приведём примеры: *commission* – комиссия, *contre-attaque* – контратака, *surface* – поверхность.

Слова, образованные путём циркумфиксации, содержат словообразующие морфемы. Например, *noncommissioned, dechargement, autogestion* и др.

Военная лексика английского языка активна в плане образования методом конверсии. Он представляет собой переход слова от одной части речи к другой, например, от глагола к существительному, от существительного к глаголу и т.п. Чаще это явление встречается в английском, нежели в узбекском языке. Рассмотрим пример конверсии: *force* – сила (существительное), *to force* – применять силу, заставлять (глагол). Среди галлицизмов военной тематики встречаются составные термины. Они могут образоваться путём сложения двух и более слов в один военный термин: *noncommissioned officer, aeroplan corps* и т.д.

Другой способ образования составных военных терминов – лексический, т.е. два или три слова формируют одно выражение, относящееся к военной теме: *first lieutenant; military man* и др. В образовании составных военных терминов реже встречается способ аффиксации словосочетания, т.е. к словосочетанию прибавляется аффикс: *counterterror + ist = counterterrorist; counterespion + age =*

counterespionage и др.

Аббревиатура, в основном, встречается среди английских военных терминов, но не фразеологических единиц. Например, *ADC* – Army Dental Corps, Div *Adm Cent* – Division Administrative Centre. Это объясняется тем, что аббревиатура направлена на удобную в использовании сокращённую форму военного термина. Фразеологическая единица же, напротив, нацелена создание образности и передачи экспрессивно-эмоционального значения выражения, которое требует не сокращённой, а полной, развёрнутой формы словосочетания.

В военной лексике английского языка выявлено большое количество заимствованных из других языков слова. Некоторые устойчивые английские словосочетания восходят к французскому происхождению: *troop commander* – командир войска – qo‘shin komandiri; *staff sergeant* – старший сержант – katta serjant и др. Подобные выражения сохранили грамматическую форму, но подверглись фонетическим изменениям и произносятся согласно правилам английской фонетики. Как видно, приведённые примеры имеют полные эквиваленты в узбекском языке, возникшие путём калькирования или полукалькирования. Вспомним, что полные эквиваленты совпадают и по грамматической форме (композиционной структуре и модели образования) и по семантическому содержанию.

Даже такие слова, как *war* – война, *warrior* – военный, *army* – армия, *battle* – битва, *victory* – победа, *force* – сила, *winner* – победитель, *conquer* – завоевать и др. Также были заимствованы из французского языка в периоде XII-XIV веков. А война между Англией и Францией в 1337-1453 годы пополнила английский язык новыми словами военной тематики. Так, на протяжении многих лет английская лексика пополнялась новыми словами и выражениями французского происхождения. Среди них перечислим следующие: *admiral* – адмирал, *prisoner* – заложник, заключённый, *captain* – капитан, командир, *lieutenant* – лейтенант, *safeguard* – охранник, караул, *surrender* – сдаваться и др.

Особенно много заимствований военного характера вошло в английский язык в период становления нового английского языка. Это следующие слова: *maneuver* – манёвр, *combat* – битва, *navy* – морской, *division* – дивизия, *bomb* – бомба, *military* – военный, *uniform* – спецформа, *heroism* – героизм, *colonel* – полковник и т.п.

Следует отметить, что французские слова, вошедшие в военную лексику английского языка, подверглись фонологическим изменениям. В следующих примерах слова, приведённые слева, являются французскими, а справа – английскими, сформированными на основе французских слов:

aeroplane – aeroplan
attaque – attack
bombe – bomb
balle – bullet
capitaine – captaine
heroisme – heroism
triomphe – triumph
pistolet – pistol и др.

Приведённые слова отличаются не только в написании, но и в произношении, т.е. французские заимствования приняли фонетические правила английского языка. Также они подверглись явлениям адаптации и ассимиляции.

Большую группу фразеологизмов военной сферы составляют субстантивные фразеологические единицы. Они называют различные предметы согласно выполняемой их функции и соотносятся с главным компонентом, выраженным существительным, являющимся независимым компонентом и определяющим функцию фразеологизма в виде члена предложения. Обычно субстантивные фразеологизмы формируются на основе метафорических или метонимических преобразований. Такие выражения служат для обозначения или оценки.

Фразеологизмы военной тематики могут содержать компонент, непосредственно связанный с военной сферой и вовсе не содержать его. Высказанную идею докажем примерами:

ФЕ *companion (comrade) in arms* (товарищ по оружию, соратник) включает в свой состав такой компонент – *arms* (оружие) и поэтому легко приобретает военный смысл.

Фразеологизм a red coat (английский солдат) не содержит военную лексику, однако приобретает военное значение на основе метонимического переосмысления. Буквальный перевод выражения: “красное пальто”, “красный мундир”. Так, в качестве метонимии выступает одежда, именно красный мундир, который носят английские солдаты. Аналогично реализуется значение ФЕ *a blue coat* – солдат, моряк (по синему цвету одежды солдатов-моряков). Фразеологизм *a brass hat*, как видно, не содержит военную профессиональную лексику, однако реализует военное значение: старший офицер, штабной “чин”. Данные фразеологизмы сугубо национальны, поскольку связаны с одеждой английских военнослужащих, поэтому нецелесообразно подбирать к ним узбекские эквиваленты, значение которых окажутся весьма непонятными для носителей узбекского языка.

Адъективные фразеологизмы выступают в предложении в роли определения или именной части сказуемого, выраженной именем прилагательным. Адъективные ФЕ придают описываемому объекту качественные характеристики: *quickon the trigger* – импульсивный, быстро реагирующий – tez javob beruvchi; *armed to the teeth* – вооруженный до зубов – to‘liq qurollangan; l*ow on amps and voltage* – безынициативный, глупый человек.

Много военно-профессиональных выражений обнаружено среди адвербиальных предложных фразеологизмов, обозначающих качество какого-либо предмета и содержащих предлоги для связи членов предложения:

with flying colours – победоносно – g‘alaba bilan;

on the alert – настороже, начеку – hushyor bo‘lib turmoq;

without a blow – без борьбы, без боя – urushsiz;

up in arms – готовый к борьбе, бою – urushga tayyor bo‘lgan holda.

Во фразеологии с военной тематикой выделяются многочисленные обороты, выражающие победу и окончание войны. Такие фразеологизмы наделены положительной коннотацией:

carry the day – выиграть бой, сражение, одержать победу – g‘alaba qozonmoq;

save the day – успешно закончить неудачно начавшееся сражение, решить исход боя – jangni yutmoq;

Победа одной стороны воюющих означает проигрыш другой стороны:

throw down one’s arms – бросать оружие, сдаваться – qurolni tashlamoq;

fight a losing battle – вести бесплодную борьбу, вести борьбу, заранее обреченную на провал – natijasiz urushni olib bormoq;

leave smb. in possession of the field – потерпеть поражение – jangni yutqizmoq.

Аспект идиофразеоматики содержит фразеологические единицы, реализующие как буквальное, так и фигуральное значения. Буквальное значение передаётся с помощью профессионализма или военного термина, а фигуральное значение возникает на основе переосмыслений, метафорических и метонимических трансформаций. Приведём примеры таких единиц:

the rank and file – 1) воен. рядовой состав – oddiy askarlar tarkibi; 2) рядовые люди, рядовые члены организации;

a running fire – 1) воен. беглый огонь – o‘t yog‘dirish; 2) град критических замечаний;

the seat of war – 1) воен. театр военных действий – harbiy harakatlar sahnasi; 2) очаг войны – urush markazi.

К историческим военным оборотам относятся английские ФЕ *round robin* – петиция, на которой подписи расположены кружком чтобы нельзя было узнать, кто подписался первым; *cross* (или *pass*) *the Rubicon* – перейти Рубикон, принять важное решение, сделать бесповоротный шаг:

A pause, in which I began to steady the paisy of my nerves and to feel that the Rubicon was passed; and that the trial, no longer to be shirked, must be firmly sustained.

Среди фразеологических единиц военной сферы употребления встречаются просторечные выражения, обозначающие:

1) виды оружия: *jack boot in-the-box* – выпрыгивающая мина; *jack boot Johnson* – тяжелое орудие; тяжелый снаряд; *ack-ack Tom* – противотанковое орудие; *frog sticker* – “жабокол”, штык; *jam jar* – прост “банка джема”, бронеавтомобиль;

2) воинские звания, должности: *acting Jack* – временно исполняющий обязанности капрала; *ack-ack and quack* – начальник адъютантско-квартирмейстерского отделения штаба соединения; *Gabby mike* – “болтливый микрофон”, командир, слишком часто использующий радиосвязь; болтливый радист; *Jimmy the One* – первый лейтенант;

3) профессиональное и бытовое поведение военнослужащих: *coffee cooler* – “сачок”, солдат, отлынивающий от службы, симулянт; *French leave* – “уход по-французски”, самовольная отлучка; дезертирство;

4) род войск: *foot shuffler* – “шаркун”, пехотинец; *gasoline cowboy* – “бензоковбой”, танкист; *gear jammer* – механик-водитель (танка); *gen man* – офицер разведки;

5) награды: *fruit salad* – “фруктовый салат”, награды; ордена и медали; орденские ленты; *lee breast gongs* – ордена и медали;

6) форма: *full fig* – парадная форма одежды.

Таким образом, с точки зрения структуры и семантического содержания фразеологизмы военной тематики можно подразделить на идиоматизмы, идиофразеоматизмы и фразеоматизмы. Идиоматизмы и идиофразеоматизмы военной сферы, в основном, представляют собой субстантивные и глагольные фразеологизмы, являющиеся самыми многочисленными оборотами в любом языке.

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СВОЕОБРАЗИЕ РУССКОГО ПОТЕШНОГО ФОЛЬКЛОРА

Annotatsiya

Maqolada bolalar folklori bolalikning ajralmas qismi va golomyanka, molchanka, poddevka bolalar folklorining janrlari, ularning hozirgi holati aytib o‘tilgan. Shuningdek, o‘yin sifatida janrning xususiyatlari har birining xususiyatlariga ega bosqichlar, matnlarning o‘ziga xos xususiyatlari muhokama qilinadi.

Kalit so‘zlar. Kulgili folklor, o‘yin, bola, jamoa, tajriba, dialog, janr.

В статье рассказывается о детском фольклоре как неотъемлемой части детства и жанрах детского фольклора голомянка, молчанка, поддевка их современном состоянии. Также обсуждаются особенности жанра как игры каждый из этапов имеет свои особенности, специфика текстов.

Ключевые слова. Потешный фольклор, игра, ребенок, команда, опыт, диалог, жанр.

The article tells about children’s folklore as an integral part of childhood and the genres of children’s folklore golomyanka, molchanka, poddevka, and their current state. The features of the genre as a game are also discussed each of the stages has its own characteristics, the specifics of the texts.

Key words. Funny folklore, game, child, team, experience, dialogue, genre.

Потешный фольклор – произведения, назначение которых состоит в том, чтобы позабавить, “потешить” детей. Часто сопровождается вспомогательными действиями, не имеющими драматического развития. Согласно классификации М. Н. Мельникова, в эту группу включаются: словесные игры, голосянки, молчанки, поддевки (ловушки), скороговорки, небылицы-перевертыши, загадки. Словесные игры. В XIX веке была распространена игра “Курилка”, описана Авдеевой в 1837-ом году; “Захарка”.

Гори, гори жарко,
Приехал Захарка,
Сам на тележке,
Жена на кобылке
Дети на санках,
В черных шапках.

Суть игры состоит в том, что дети передают друг другу горящую лучину. Проигравшим считается тот, в чьих руках она погаснет. Эти игры в древности, вероятно, воспроизводили разные способы сохранения огня. Проигрывал тот, кто недостаточно искусен в этом. В древности умение сохранять огонь в любых условиях было необходимо для выживания. Наиболее умудренным опытом хранительницам очага поручалось обучение детей обращению с огнем.

“Барыня” – игра, в основе которой лежит диалог. Начинается с игровой приговорки:

Что хотите, то берите,
Черно с белым не носите,
“Да” и “нет” не горите,

Не смеяться, не улыбаться,
Губки бантиком не строить.

В ходе игры один ребенок задает вопросы (“Вы поедите на балл? Какого цвета у вас будет платье?” и т. п.), другой – отвечает. Задача первого из игроков состоит в том, чтобы “заставить” второго сделать ошибку (назвать черный или белый цвет, засмеяться и др.).

Ведущий делит зал (участников) на три команды. Каждая команда будет исполнять (петь и танцевать) один “куплет”.

Разучивание куплетов с каждой командой.

1 куплет

– Веретёны не точёны. (хлопки в ладоши).

2 куплет

– В бане веники мочоны. (притопывание ногами).

3 куплет

– Барыня, барыня, сударыня барыня! (поочерёдное разведение рук в стороны с поворотом корпуса вправо, затем влево)

Исполнение куплетов по-очереди под музыкальное сопровождение.

Мелодия с каждым куплетом исполняется быстрее. Ускоряется темп, ускоряется и исполнение песни-танца. Выигрывает та команда, которая от начала до конца музыки пропоет свою часть песни дружно и правильно. Ведущий при этом исполняет все части песни вместе с участниками.

Голосянка

Эта игра в настоящее время забыта. В начале игры звучала фраза “Давайте голосянку тянуть. Кто не вытянет, того за волосы драть”. Играющие должны были “тянуть” гласный звук в слове “драть” (“дра-а-ать”).

Проигравшим считался тот, кто “выдыхался” первым. Примечательно, что голосянку можно встретить в одной из сказок о животных “Лиса и дрозд”. В этом произведении рассказывается о том, как звери попадают в яму. Просидев в яме несколько дней, они захотели есть. “Лиса говорит: Давайте мы песню “Валька-дралька!” споем! Все согласились. И начали они петь:

Валька-дралька,
Спой голосянку, не вытянет,
Того за уши потянем!
Вот зайчик и не дотянул.
Они зайчика за ушки, разодрали и съели”.

Молчанка

Начиналась с произнесения игровой приговорки, например, такой: Ехали татары, кошку потеряли. Кошка сдохла, хвост облез, Кто промолвит, тот и съест, Кто засмеется, тот кошачьей крови напьется. После произнесение игровой приговорки, “запрещалось” говорить и смеяться. Проигрывал тот, кто произносил первое слово или начинал смеяться. В настоящее время существует достаточно значительное количество молчанок. Ряд из них представляет собой варианты одного и того же текста:

Раз, два, три!
Ничего не говори.
Рты закрыты на крючок,
Кто проговорится, тому щелчок!
(Кто откроет первый рот – тот получит шишкой в лоб!)
Венчики, венчики,
Летали бубенчики по травке и росе,
По чужой стороне,

Собирали орешки,
Медок, сахарок.
А теперь – молчок!

Чок, чок,
Зубы на крючок,
А язык на палочку,
Молчок!
Чок, чок, чок,
Зубы на крючок,
Кто слово скажет,
(Кто заговорит)
Тому в лоб щелчок!
Раз, два, три, четыре, пять
С этих пор молчать

Шел Молчан по крутым горам.
Кто не молчал, того за уши драл!
Ты рыбак, и я рыбак.
Ловись, рыбка! Ловись, рак! Тихо!
Тишина! Молчок!
Кто слово скажет – тот червячок!

Поддевки

Другая форма насмешки – поддёвки – своеобразные словесные игры. Они основаны на диалоге, а диалог построен так, чтобы поймать человека на слове. Чаще всего он начинается с вопроса или просьбы.

— Скажи: “Лань”!
— Лань!
— Отвяжись, отстань!
* * *
— Скажи: “Жора”!
— Жора!
— Хватит есть, обжора!
* * *
— Скажи: “Синица”!
— Синица!
— Тебе пора жениться!
* * *
— Скажи: “Огурец”!
— Огурец!
— Ты не молодец!
* * *
— Скажи: “Лес”!
— Лес!
— Твой брат балбес!
* * *
— Скажи: “Ой”!
— Ой!
— Твоя сестра с бородой!
* * *
— Скажи: “Три”!
— Три!
— Нос подотри!
* * *

— Скажи: “Береза”!
— Береза!
— Вытри слезы!
* * *
— Скажи: “Овес”!
— Овес!
— Хвать тебя за нос!
* * *
— Скажи: “Ночь”!
— Ночь!
— Иди прочь!

В книге Мельникова говорится об одном жанре, имеющем ряд разновидностей:

1) поддевки-заманки. Например, а) один из детей предлагает другому говорить следом на ним определенные фразы. При этом первый использует предлоги “в”, “на”, второй должен использовать “из”, “с” (“со”).

– Я пойду в лес. – Я из леса;
– Я зайду в дом. – Я из дома;
– Я на стол. – Я со стола;
– Я на кровать. – Я с кровати и т. п.

2) поддевки искусственного диалога. Один ребенок предлагает другому произнести какое-либо слово. Сам он называет слово рифмующееся с произнесенным и содержащее “уничижительную” характеристику говорящего или члена его семьи: – Скажи: “Топор”. – Топор. – Твой батька вор; – Скажи: “Медь”. – Медь. – Твой батяня медведь; – Скажи: “Двести”. – Двести. – Сиди, дурак, на месте – Скажи: “Лапша”. – Лапша. – Ты – дочь алкаша – Скажи: “Ватрушка”! – Ватрушка. – У тебя в руках лягушка! – Скажи: “Подушка”! – Подушка. – Ты скользкая лягушка! и др.

3) поддевки естественного диалога (внешне не выделяющиеся из речевого потока). – Сенька! Под ногами-то грязь... После того, как тот, кому адресована фраза, невольно смотрит вниз: “Не кланяйся, я тебе не князь”.

4) поддевки-загадки (очень немногочисленные, но достаточно популярные в детской среде): Один ребенок предлагает другому разгадать загадку:

Мишка, Гришка и Щипай ехали на лодке. Мишка, Гришка утонул, Кто остался в лодке? После того, как прозвучит ответ (“Щипай!”), говорящий начинает щипать ответившего.

5) поддевки-шутки (строятся в форме вопросов и ответов или в форме стишка с “поддевкой” в конце): – Щи или каша? – Каша. – Пуговица наша (Имитируется отрывание пуговицы); – Щи или каша? – Щи. – Пуговицу ищи (Имитируется то же действие); – Скажи: “Овёс”! – Овес. – Хвать тебя за нос!

6) поддевки-присловья (по форме близки к поддевкам естественного диалога, “приклеиваются” к словам собеседника): Ребенок, не расслышав товарища, спрашивает: “Кто?”. Ответ: “Дедушка Пыхто и бабушка Никто!”.

Делая выводы, можно сказать Детский фольклор и сегодня активно развивается, так что мы смело можем назвать себя и наших детей наследниками скоморошьей традиции и апологетами русского устного народного творчества.

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ПРОБЛЕМЫ ФОНЕТИКИ В УЗБЕКСКОМ И РУССКОМ ЯЗЫКЕ

Annotatsiya

Maqolada fonetika-tilshunoslikning tilning tovush shakllari, ularning akustikasi va artikulyatsiyasi, xususiyatlari, ta’lim qonunlari va harakat usullarini o‘rganadigan bo‘limi yoritilgan. Shuningdek, muallif nutq tovushi – bu odamning artikulyatsiyasi natijasida hosil bo‘lgan va ma’lum fonetik xususiyatlar bilan ajralib turadigan uvillash zanjirining eng kichik birligi bo‘yicha tavsiyalar berib o‘tgan.

Kalit so‘zlar. Ovoz, harflar, ovoz, nutq, rol, tovushlar soni, tovushlar to‘plami.

В статье освещается раздел фонетики-лингвистики, изучающий звуковые формы языка, их акустику и артикуляцию, особенности, закономерности образования и способы действия. Также автор дал рекомендации по звуку речи – наименьшей единице цепи, образующейся в результате артикуляции человека и отличающейся определенными фонетическими особенностями.

Ключевые слова. Звук, буквы, голос, речь, роль, количество звуков, набор звуков.

The article highlights the section of phonetics-linguistics, which studies the sound forms of language, their acoustics and articulation, features, patterns of formation and methods of action. The author also gave recommendations on the sound of speech - the smallest unit of the vocal chain formed as a result of human articulation and characterized by certain phonetic features.

Key words. Sound, letters, voice, speech, role, number of sounds, set of sounds.

Звуки играют важную роль в языке: они образуют внешнюю оболочку слов и тем самым помогают отделять слова друг от друга. Слова различаются количеством звуков, из которых они состоят, набором звуков и последовательностью звуков. Звуки языка образуются при выпуске воздуха в речевом аппарате. В речевом аппарате можно выделить следующие части:

1) дыхательный аппарат (легкие, бронхи, трахея), создающий давление воздушного потока, необходимое для образования звуковых колебаний;

3) ротовая и носовая полости, где под влиянием колебаний голосовых связок возникают колебания воздушной массы и образуются дополнительные тоны, добавляющиеся к основному тону, появившемуся в гортани.

4) Ротовая и носовая полости являются резонаторами, усиливающими дополнительные тона звука; органы произношения, а именно язык, губы.

5) мозг и нервная система человека, управляющая всей работой речевого аппарата.

Артикуляция, все звуки речи делятся на гласные и согласные. Основные их различия связаны со способом образования этих звуков и их ролью в образовании слогов. Гласные звуки слоговые, они образуют верхнюю часть слога, поэтому почти во всех языках мира количество согласных больше, чем количество

гласных.

Принципы классификации звуков речи. По особенностям образования и акустическим свойствам звуки в русском языке делятся на гласные и согласные. Гласные звуки – это звуки, состоящие только из звука, причем для образования гласных звуков обязательно участие голосовых связок и отсутствие препятствия в полости рта. Выдыхаемый воздух беспрепятственно проходит через рот. Фонетическая функция гласных звуков заключается в организации звуковой целостности слога и слова.

В русском языке шесть основных гласных: [а], [о], [у], [э], [и], [ы].

Гласные бывают ударными (например, шум – [у], лес – [э]) и безударными (например: вода – [а], родник – [ва]).

Согласные – это шумы или звуки: при артикуляции согласных выдыхаемый воздух встречает на своем пути в ротовой полости препятствия. Не обязательно голосовые связки участвуют в образовании согласных звуков, но необходимо наличие барьерной и суставной артикуляции.

Согласные противопоставляются гласным как классу звуков, поскольку не образуют слога: само название “согласная”, т. е. сопровождающая гласную, указывает на подчинённую функцию согласной в слоге.

В противопоставлении гласных и согласных следует отметить еще одну важную особенность – их роль носителя определенной информации. Поскольку гласных значительно меньше, чем согласных, они распространены, и выделить их очень просто. Согласных больше, чем гласных, поэтому выбрать нужную сложнее.

Звонкие и глухие согласные парные и непарные. По этому признаку все согласные делятся на глухие и звонкие (от лат. Zopogiz – звонкий).

Звонкий согласный в конце слова и перед глухим согласным заменяется парным глухим согласным. Такая замена называется чудесной (друг – [к], ложка – [ш]).

Глухой согласный, предшествующий звонкому (кроме л, п, ну м, д), заменяется двуголосым согласным. Такая замена называется звонкой (просьба – [з"]). соединение стресс

Слог – это один гласный звук или несколько звуков в слове, которые произносятся с одним щелчком воздуха во время речи. Слог – это наименьшая произносительная единица слова. Слоги из двух и более звуков могут заканчиваться гласной (это открытый слог, например, по-ра, гора), или согласной (это закрытый слог, например, доктор-тор, черный).

Ударение – выделение слога в слове с большой силой при произнесении слова с помощью фонетических средств (силы звука, долготы звука, высоты).

В зависимости от места ударения в слоговой структуре слова ударение бывает свободным и связным. Свободное ударение – это нефиксированное ударение, которое может падать на любой слог слова (в русском языке, например, оно может быть на последнем слоге: подруга, третье с конца: дорогая). Связанное ударение – это фиксированное ударение, придаваемое определенному слогу в слове (во французском языке оно стоит на последнем слоге, в английском - на первом). В зависимости от морфологической структуры слова ударение может быть подвижным и устойчивым. Нижнее ударение – ударение, которое может перемещаться в разных словоформах одного и того же слова и не связано с

одной морфемой.

В каждом языке есть разные звуки. Но все многообразие звуков речи можно свести к небольшому числу языковых единиц (фонем), участвующих в семантической дифференциации слов или их форм.

Фонема – единица звукового состава языка, представленная рядом позиционно-переменных звуков, служащих для выявления и различения важных единиц языка. В русском языке 5 гласных фонем, количество согласных фонем от 32 до 37. Фонема, как и любая языковая единица, имеет свои фонологические свойства. Некоторые из них являются “пассивными” признаками, другие — “активными”, например: громкость, взрывчатость. Для идентификации фонемы необходимо знать комплекс ее дифференциальных признаков.

Для определения фонемы необходимо найти в слове то положение, в котором фонем больше всего различаются (ср.: малый – крот – мул – здесь под ударением в одной и той же фонетической среде фонемы [а], [о], [у] отличается).

Позиция – это состояние реализации фонемы в речи, ее ударения в слове относительно другой фонемы, структуры слова в целом. Различают сильные и слабые позиции.

Сильная позиция – это позиция с наибольшей разницей в количестве единиц. Фонема представлена здесь в базовой форме, что позволяет ей наилучшим образом выполнять свои функции. Для русских гласных это ударная позиция. Для глухих/звонких согласных – позиция перед всеми гласными, например: [г]ол – [к]ол.

Позиция, в которой выделяется меньше единиц, чем сильная позиция, является слабой позицией, поскольку фонемы ограничены в способности выполнять свою определенную функцию, например: с[а]ма – сама и сома.

Слабой позицией для русских гласных является безударная позиция. Для глухих/звонких согласных – положение конца слова, они не отличаются друг от друга, соответствуют одному звуку, например: леса - лиса [лиса], съезд - еда [сьест].

Транскрипция – это особая система письма, используемая для точной передачи звукового содержания устной или письменной речи. Транскрипция основана на строгом соблюдении принципа соответствия знака и звука, передаваемого через этот знак: одному и тому же знаку во всех случаях должен соответствовать один и тот же звук.

Фонетическая транскрипция используется для передачи слова в полном соответствии с его звучанием, то есть с ее помощью усиливается звуковое содержание слова. Он строится на основе любого алфавита с использованием надстрочных или подстрочных индексов, которые служат для обозначения ударения, мягкости, длины, краткости. Среди фонетических алфавитов наиболее популярен алфавит Международной фонетической ассоциации, основанный на латинице, например, слова окно и день передаются следующим образом: [акпо\ [й й эн й].

В транскрипции знаки препинания и заглавные буквы не используются. Русское письмо фонематическое. Поэтому каждый основной звук речи или каждая фонема в графической системе языка имеет свой знак – свою графему.

В русском языке 6 гласных фонем: а, о, у, ы, и, е - и 37 согласных фонем: твёрдые п, б, м, ж, в, т, д, ы, з, л, н, ш, ж, г, к, х, з, мягкий н, б, м, ж, е, и, г, с, ы, л,

н, длинный ш", ч. Фонемы r, k, x появляются в своих мягких вариантах только перед гласными е, т.е. Сильные позиции гласных фонем находятся под ударением, сильные позиции согласных фонем (кроме ва) перед гласными а, о, у и дополнительные случаи описаны для парных глухоты и твердости-мягкости. В слабых позициях фонемы выступают вариантами, которые слышатся недостаточно четко (вода - о?а?) или меняются местами в паре (мороз - в в конце). Легко заметить обилие в речи фонем, которые имеют слабое, т. е. неясное, двусмысленное звучание, и это нельзя не учитывать при обучении грамоте.

В современной школе используется обоснованный метод обучения грамоте. Школьники идентифицируют звуки, анализируют их, синтезируют и на этой основе учат буквы и весь процесс чтения. В этой работе необходимо учитывать особенности русской графической системы, особенности написания звуков. Для методики обучения грамоте наиболее важными являются следующие особенности изобразительной системы русского языка:

1. Русская графика построена по слоговому принципу. Эту одну букву (графему), как правило, прочитать невозможно, поскольку она читается с учетом следующих букв. Например, мы не можем прочитать букву л, потому что не знаем, твердая она или мягкая, не видя следующей буквы; но мы ясно читаем две буквы ли или лу: в первом случае л мягкий, во втором - л твердый.

Если мы видим букву с, то кажется, что нам следует читать ее жестко или мягко. Но бывают случаи, когда читать необходимо с ш - прошито; как это – посчитай; как мыть

Поскольку звуковой состав буквы в русском языке встречается только в сочетании с другими буквами, то читать побуквенно невозможно, что всегда приводит к ошибкам при чтении и необходимости внесения исправлений. Поэтому в обучении грамоте принят принцип слогового (позиционного) чтения. С начала обучения учащиеся ориентируются на слог как единицу изучения. Дети, ставшие грамотными в результате домашнего обучения, переучиваются в школе.

Конечно, не всегда удается сразу добиться чтения слов по нормам русской орфографии. Так, его слова синие дети не сразу учатся читать как [эво], [што], [с"инв]. В таких сравнительно сложных случаях рекомендуется читать дважды: “правописание”, затем и орфоэпическое.

В особо сложных случаях, например, когда встречается совершенно незнакомое слово, допускается даже побуквенное чтение. Однако за ним должно следовать слоговое чтение и чтение целых слов.

2. Большинство согласных б, в, г, д, з, к, л, м, н, п, р, ы, т, ж, х в русском языке твердые и мягкие и означают два звука: раму, реку.

Буквы ч, ю однозначны: они всегда означают мягкие звуки, а буквы ц, ш, ш_– твёрдые звуки.

Эти особенности учитываются в методике: детей сначала знакомят только с твёрдыми согласными, а затем с мягкими согласными. Звуки ч, у, ц, ж усваиваются на относительно поздних стадиях грамотности1.

3. Когда звук Б (средний язык, всегда мягкий согласный) стоит в абсолютном начале слова, он обозначается только буквой, а не буквами йо, я, е, ю (дерево - [йол.] ка, яша - [я]-ша), после гласных в середине слова (мое - мо[я], пойдём - после [йе]) и после ‘или’ (вьюн - [в "дунь"), вход-поде] зд).

Заученные гласные е, и, е и ю начинают читаться относительно поздно в

процессе грамотности, и дети учатся читать их скорее путем догадок, чем теоретически. Эти буквы они распознают как [е], [|а], [р], у, а после мягких согласных как е, а, о, у (без транскрипции, конечно).

4. Мягкость согласных обозначается в русской графике несколькими способами: во-первых, б (уголок - уголь), во-вторых, следующими гласными и, е, я, е, ю (липа, Лена, мягкая, лен, Люба - [л"ва]па, [Л"э]он, [м"а]гкы, [л"хе], [Л"у]ба); в-третьих, следующие мягкие согласные: [п"эс"н"ь]. Учащиеся первого класса теоретически и практически знакомятся с первыми двумя способами определения мягкости согласных.

Различение мягких и твёрдых согласных при слоговом чтении не представляет для учащихся труда. Самый трудный случай с мягким согласным в конце слова: конь – конь, угол – уголь, а также внутри слова: вал – вялый, малый – смятый, постель – лежащий и т. д. Выучить мягкие согласные, в отличие от твёрдых, сравнительное чтение и употребляются для объяснения значения слов, различающихся мягкостью или твёрдостью только одного согласного (случаи, когда твёрдость-мягкость выполняет смысловую функцию).

5. Русские звуки в словах в сильных и слабых позициях. Таким образом, для гласных сильная позиция ударная, слабая позиция безударная. Независимо от сильной или слабой позиции звук (точнее, фонема) обозначается одной и той же буквой. В методике следует учитывать разницу между звуком и буквой в слабых позициях: изначально стараются избегать слов с безударными гласными, звонкими и глухими согласными в конце и середине слова – эти трудности правописания делают слабыми позиции сильные по сравнению и вводятся постепенно.

Серьезной проблемой для детей являются многочисленные изменения звуков. Извлекая звуки из слова, мы никогда не получаем тот же звук, что и слово. Он примерно похож на звук в слове, где затрагиваются следующий и предшествующий звуки (ша, шо, шу).

Ребенок должен уловить общий звук всех вариантов одного и того же звука. Для этого изучаемые звуковые слова подбираются так, чтобы они стояли в разных положениях и в сочетаниях с другими звуками (изба, добро, шум).

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ТРУДНОСТИ ПРАВОПИСАНИЯ СЛОЖНЫХ ПРИЛАГАТЕЛЬНЫХ

Annotatsiya

Maqolada rus tilida murakkab sifatlar birgalikda va defis bilan yozilishi hamda tanlov so‘zning semantik tashkil etilishining o‘ziga xos xususiyatlari yoritilgan. Shuningdek, murakkab sifatlarning imlo usuli ular hosil bo‘lgan so‘zlar va iboralarning leksik va grammatik xususiyatlari, murakkab sifatlarning yozilishi normaning lingvistik mazmuni tahlil qilinadi.

Kalit so‘zlar. Murakkab so‘z, affiksatsiya, tushuncha, ma‘no, imlo standartlari, qisqartirish.

В статье освещаются особенности написания сложных прилагательных в русском языке слитно и через дефис, а также семантическая организация слова выбор. Также при орфографическом способе написания сложных прилагательных анализируются лексико-грамматические особенности слов и словосочетаний, из которых они образованы, лингвистическое содержание нормы написания сложных прилагательных.

Ключевые слова. Сложное слово, аффиксация, понятие, смысл, орфографические нормативы, аббревиация.

The article highlights the peculiarities of writing complex adjectives in Russian together and hyphenated, as well as the semantic organization of the word choice. Also, with the orthographic method of writing complex adjectives, the lexical and grammatical features of the words and phrases from which they are formed, the linguistic content of the norm of writing complex adjectives are analyzed.

Key words. Compound word, affixation, concept, meaning, spelling standards, abbreviation.

Орфография, понимаемая нами вслед за В.Ф. Ивановой как “раздел языкознания, изучающий и разрабатывающий систему правил, обеспечивающих единообразие написаний”, по самой сути своей призвана облегчать читающему восприятие письменного текста посредством унификации графического облика конкретного слова. При этом существуют орфографические нормативы, остающиеся в центре внимания лингвистов на протяжении значительного временного отрезка, но так и не приведенные в удовлетворительное для носителей языка состояние, что создает в орфографии “трудности” при написании слов. К наиболее трудным и неразработанным вопросам русской орфографии на сегодняшний день относится вопрос о правописании сложных слов. Специфика заключается в том, что их написание трудно, а подчас и невозможно подчинить действующим правилам современного русского языка, что больше всего ставит в тупик пишущих.

Сложное слово – это слово, содержащее в себе несколько корней. Оно образуется из самостоятельных частей речи, которые сохраняются внутри него полностью или частично. Стоит отличать сложение от словопроизводства. Если слово образовалось путем соединения двух и более полных слов, то это сложение. При словопроизводстве используется аффиксация (присоединение к слову аффиксов) и альтернация (чередование звуков в словах с общей основой) .

Существует несколько способов сложения слов:

Морфологический: слово образуется путем соединения основных частей

(основ, основы и знаменательного слова) с помощью соединительных гласных “о” и “е”. Значение таких сложных слов легко понять по значению их основных составляющих частей (корням). Бывает, что для образования сложного слова требуется суффикс, в таких случаях говорят, что слово появилось сложносуффиксальным способом (кроме соединения корней, добавлен еще и суффикс). Вот пример таких слов: сок-о-вар-к-а, перв-о-курс-ник, железн-о-дорож-н-ый.

Лексико-синтаксический: в этом случае слово образуется путем соединения слов в неизменном их виде, например, “магазин-ателье”, “школа-интернат”. Такое сокращение слов называется неполным, т.е. слова сохраняют свою самостоятельную форму, их объединяет дефис. При этом каждое слово может иметь свое окончание. Также, основа слова может быть сокращенной, если это требуется для обозначения единого понятия: полцарства (половина царства). Сокращение будет считаться полным, если новое слово, образованное двумя или несколькими корнями, пишется слитно и имеет одно окончание: четырехэтажный, сорвиголова.

Условно-фонетический: новое слово образуют словосочетания при помощи соединения их частей. Слоги получаются из начальных букв слова, а крайнее слово исходного словосочетания может использоваться полностью. Например, универмаг (универсальный магазин), завуч (заведующий учебной частью), зарплата (заработная плата). К такому виду сложения слова относятся аббревиатуры, а сам способ сложения слов называется сложносокращенным.

Аббревиатуры здорово облегчают жизнь, ведь они избавляют от необходимости произносить все словосочетание целиком. Но есть и минус: не все они понятны и просты в произношении. Сегодня даже есть такое понятие, как аббревиация – новый способ словообразования, который уже стал популярен во многих языках.

В русском же языке, несмотря на наличие раздельного написания определенного класса сложных слов, все-таки предпочтение отдается слитному или дефисному написанию. В частности, многие сложные прилагательные пишутся через дефис, поэтому и в художественном тексте появление окказионального сложного прилагательного обязательно знаменуется его дефисным написанием. Для русского читателя дефис – это знак особого восприятия сочетающихся слов. Однако В. В. Краснянский, исследующий сложные эпитеты в русском языке, считает, что при выделении и определении сложных прилагательных разница в их орфографии не должна учитываться, поскольку “характер написания зависит от индивидуального восприятия писателя (или редактора)”.

На первый взгляд, такая точка зрения однозначно должна быть принята. Во-первых, известно, что в разных языках сложные слова пишутся не только слитно, но и раздельно. Во-вторых, и в русских текстах мы сталкиваемся с разным правописанием. Ср., например, два разных двустишия у Блока, где мы встречаем слитное написание прилагательного снежносиний, но дефисное написание прилагательного снежно-белый: “На снежносинем покрывале / Читаю твой условный знак”; “Только тройка мчит со звоном / В снежнобелом забытьи”. Но несмотря на это, с подобной точкой зрения согласиться трудно. Индивидуальное восприятие автора, безусловно, влияет на выбор написания слова. Однако же от этого выбора, как нам представляется, зависит в том числе и восприятие семантики слова. Поэтому в данном случае раздельное написание говорит все-таки об отсутствии сложного слова как такового или о чисто интуитивном, психологическом отказе воспринимать данную единицу как одно слово, а слитное и дефисное написание свидетельствуют о различной степени слитности двух смыслов.

При одинаковой словообразовательной модели в употреблении они прояв-

ляют себя по-разному, что, по-видимому, связано с их неодинаковой смысловой организацией и с зависимостью от синтаксической роли в предложении. Таким образом, раздельное, дефисное или слитное написание зависит от смысловой организации сложных прилагательных, от морфологической характеристики составляющих его частей, а также в отдельных случаях от синтаксической позиции в предложении и характера лексической сочетаемости.

Трудности, связанные с первой частью сложного прилагательного, сводятся к проблеме ее частеречной принадлежности. В некоторых случаях достаточно трудно бывает определить, имеем ли мы дело с тематическим словосложением, где первая основа сложного слова имеет адъективную природу и соединяется со второй основой посредством интерфиксов -о, -е, или же мы имеем дело с атематическим словосложением, где первая основа является наречием на -о, -е и соединяется со второй основой непосредственно, без участия интерфиксов. Так, например, строку из стихотворения Бальмонта ‘‘Я безумно-влюбленный испанец” трудно интерпретировать однозначно. Несомненно, выбор автором дефисного варианта написания говорит о желании его воспринимать сочетание безумно-влюбленный как отдельное слово. Но в то же время статус этого сочетания как отдельного слова достаточно зыбок, и вне данного поэтического контекста оно легко может обратиться в словосочетание. Другие примеры: ‘‘Индийский ум кошмарно-исполинский” (Бальмонт); ‘‘Но люблю я, весна золотая, твой сплошной чудно-смешанный шум” (Некрасов); ‘‘В светлом платьице, давно-знакомом’‘; ‘‘Я, вечно-розовая, буду бледнее всех” (Цветаева). Выбор поэтом дефисного написания, безусловно, влияет на характер интерпретации приведенных выше строк. Автор как бы навязывает читателю однозначное восприятие сложений как отдельных слов, самостоятельных единиц наименования.

Трудности, связанные со второй частью сложного адъективного слова, зависят, во-первых, от ее частеречной принадлежности и, во-вторых, от семантики определяемого имени. Так, труднее воспринимаются как отдельное слово и срастаются в единое понятие те сложения, вторая часть которых является причастием, как например, в следующей строке Бальмонта: ‘‘Ты будишь чувства тайно-спящие”. Здесь речь идет не о ‘‘тайных чувствах”, а о чувствах, которые ‘‘спят тайно”. Также: ‘‘Сильный меч и далеко-стреляющий лук”; ‘‘Она наклонялась над сонно-вздыхающим морем” (Гумилев). Глагольная природа причастия сопротивляется подобным сложениям, но тем не менее, как видно из приведенных примеров, они возможны. Однако здесь необходимо сделать две оговорки.

Во-первых, образование подобных сложений характерно для поэтической речи ограниченного круга поэтов. Таких сложений, например, нет (или почти нет) в текстах Лермонтова, Фета, Тютчева, Блока, но они в изобилии присутствуют у Бальмонта и Гумилева. Это скорее всего говорит о нарочитом, искусственном употреблении подобных сложений, о ‘‘ломке” определенной языковой закономерности, а значит, о наличии особого художественного приема.

Во-вторых, вероятность образования таких сложений зависит от характера смысловой связи между двумя основами сложного слова. Как ни парадоксально, но чем слабее такая смысловая связь, тем органичнее подобное сложение. Так, например, в строке Мандельштама ‘‘Смутнодышащими листьями / Черный ветер шелестит” сложение ‘‘смутно-дышащий” является стилистическим приемом, построенным на нарушении лексической сочетаемости. В подобных случаях первая часть выступает не только как признак, характеризующий другой признак, но и как образ. И именно образная основа таких сложений в первую очередь позволяет воспринимать их как единое понятие и препятствует дискретному вос-

приятию двух признаков.

Во всех же остальных случаях перестановка частей сложного прилагательного приведет к смысловой аномалии. И объяснение этому, как нам кажется, нужно искать прежде всего в метафорической природе многих таких прилагательных, в поэтической организации высказывания, в употреблении определенных стилистических приемов. Так, многие сложные прилагательные в тексте выступают в функции эпитета. Но, как известно, это сложные эпитеты. А характеризуя подобные эпитеты как сложные, мы должны иметь в виду не только их словообразовательный состав, но также их смысловую организацию, образную основу. Мы уже отмечали, что первая часть сложного прилагательного в художественном тексте, как правило, несет большую стилистическую и смысловую нагрузку. Это своего рода ‘‘эпитет эпитета”. Так, например, в строках С. Маковского ‘‘Бывает полумрак задумчиво-ленивый” прилагательное ‘‘задумчиво-ленивый” является как бы ‘‘двухступенчатым” эпитетом. Ход мыслей поэта можно представить приблизительно так: лень можно назвать ‘‘задумчивой”; именно такая лень может быть характерна для полумрака, поэтому полумрак хотелось бы назвать не просто ‘‘ленивым”, а ‘‘задумчиво-ленивым”.

Таким образом, перед нами не просто сложный эпитет, а объединение двух эпитетов ‘‘первого” и ‘‘второго” порядков в одно комплексное понятие. Именно принцип выстраивания смыслов в виде цепочки препятствует перестановке частей сложного прилагательного. Сравним также: изощренная мудрость и мудрая идея соединяются в понятие мудро-изощренная идея; победный (всепобеждающий) огонь и огненный закат соединяются в понятие победно-огненный закат; зеркало, соотносимое с зазеркальем, а значит, с призрачностью, и зеркальная гладь озера соединяются в понятие призрачно-зеркальные озера.

Однако следует отметить, что не все сложные эпитеты организованы именно так. В образной основе некоторых из них может лежать устойчивое или часто употребляемое выражение. Эпитет Мандельштама ‘‘И угодливо-поката кажется земля”. Его основой, по всей видимости, является выражение ‘‘угодливо согнуться в поклоне”, которое, в свою очередь, может вызвать аналогию с покатостью. На характер смысловых отношений между двумя признаками влияет также необычная лексическая сочетаемость, которая в данном случае приводит к образованию эпитета. Рассматриваемые сложные прилагательные, безусловно, имеют контекстуальную природу: они формируются в тексте, вплетены в его структуру. Таким образом, результаты исследования позволили нам прийти к следующим выводам:

1. Сочетания слов в условиях определенного контекста, вследствие деривационных процессов могут трансформироваться в композиты.

2. Сложные прилагательные в тех или иных контекстных условиях могут писаться либо слитно, либо через дефис. Данный выбор может быть связан с особенностями смысловой организации слова, с подтекстом, с нюансами авторской интерпретации.

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SEMIOTIK YONDASHUV ASOSIDA LINGVOKULTUROLOGIK TADQIQOTLARNING ASOSIY YO'NALISHLARINI ANIQLASH

Annotatsiya

Maqolada til va madaniyatga semiotik yondashuvga asoslangan lingvokulturologik tadqiqot metodologiyasi haqida fikr yuritilgan. Muallif madaniyat va muloqotning lingvistik jihatlarini o'rganishga semioitik yondashuvni taqdim etadi.

Kalit so'zlar. Semiotik yondashuv, lingvokulturologik tadqiqotlar, tilshunoslik, til nominatsiyasi, lingvistik, bilimlarini mustahkamlash.

В статье рассматривается методология лингвокультурологического исследования, основанная на семиотическом подходе к языку и культуре. Автор представляет семиолитический подход к изучению языковых аспектов культуры и общения.

Ключевые слова. Семиотический подход, лингвокультурологические исследования, лингвистические исследования, языковая номинация, лингвистика, консолидация знаний.

The article discusses the methodology of linguistic and cultural research based on a semiotic approach to language and culture. The author presents a semiotic approach to the study of linguistic aspects of culture and communication.

Key words. Semiotic approach, linguocultural studies, linguistics, language nomination, linguistics, strengthening knowledge.

So'nggi paytlarda tilni uning madaniyat bilan o'zaro ta'siri nuqtayi nazaridan o'rganish juda dolzarb bo'lib qoldi. Bizningcha, lingvokulturologik yo'nalishning rivojlanishi madaniyat hodisasini dunyoda shaxs va jamiyat mavjudligining o'ziga xos shakli sifatida tushunishga intilish bilan belgilanadi. Shu bilan birga, hozirgacha falsafiy xususiyatga ega bo'lgan faktlarni tushunishning ilmiy mohiyatini alohida ta'kidlash kerak. Ilmiy yondashuv madaniyatni, bir tomondan, jamiyat uchun foydali bo'lgan ma'lum miqdordagi ma'lumotlarni to'playdigan, ikkinchi tomondan, ushbu ma'lumotlarni olish va qondirish uchun vosita sifatida namoyon bo'ladigan semiotik tizim sifatida tushunishda o'zini namoyon qildi. unda jamiyatning o'zi.

Madaniyatshunoslikda madaniyatning tabiatiga semiotik qarash uni til kabi belgilar tizimi sifatida ko'rib chiqishga imkon beradigan xususiyatlarni takomillashtirishga olib keladi. Bunda madaniyat va til ekvivalent darajaga keltiriladi, bunda keng ma'noda madaniyat mazmun, til esa shu mazmunning mavjudlik shakli sifatida tushuniladi.

Tilshunoslikka kelsak, uning lingvokulturologiyaga murojaat qilishi olimlarning madaniyatni ifodalash missiyasida tilni yaxshiroq tushunishga intilishi bilan bog'liq. Shu bilan birga, muhim vazifa til yordamida qanday madaniyat faktlari ifodalanganligini emas (bu faqat amaliy lingvokulturologiya sohasi), balki til madaniyatni ifodalash uchun qanday yo'llar bilan rivojlanishini aniqlashdir. Shu nuqtai nazardan qaraganda, lingvokulturologiya tabiiy ravishda tilning ham, madaniyatning ham tabiatiga semiotik qarashga yo'naltiriladi.

Semiotika nuqtayi nazaridan madaniyat – bu insoniyatning odamlar aytgani va qilayotgan ishlarini adekvat talqin qilish uchun ishlab chiqadigan ma'lum bir bilim

(ma’lumot) miqdori. Shu bilan birga, bu ma’lumot ushbu talqinning muayyan shakllari va modellarini ifodalovchi artefaktlarda namoyon bo‘ladi. Artefaktlar yig‘indisi belgi tizimini tashkil qiladi, uning faoliyati madaniyat doirasida va undan tashqarida ma’lumot almashishga olib keladi. Lingvokulturologik tadqiqotlarga kelsak, ular uchun semiotik yondashuv doirasida, bir tomondan, bu ma’lumot nima ekanligini, ya’ni jamiyatning dunyo bilan aloqa qilish modellarini tushunish muhim bo‘ladi. Bu axborot qanday amalga oshishi, ya’ni u mustahkamlanadi va jamiyat a’zolari tomonidan uzatish va qabul qilish qobiliyatiga ega bo‘ladi. Bundan tashqari, lingvokulturologiya ushbu ma’lumotlarning qanday aylanishini, ya’ni jamiyat ichida saqlanishi va uzatilishini tushunishga intiladi.

Madaniyat va til o‘rtasidagi aloqalarni o‘rganishda tilning madaniyatning tasvirlangan jihatlarida aniq namoyon bo‘ladigan jihatlari eng muhimi bo‘ladi. Ular, bir tomondan, tilda mikrotizim sifatida, ya’ni til paydo bo‘lgan joyda, bir tomondan, semiotik kod (til), ikkinchi tomondan, nutq tizimi (parol) sifatida namoyon bo‘ladi. Boshqa tomondan, madaniyat va til o‘rtasidagi semiotik munosabat til makrotizimida, ya’ni til o‘zining funksional mohiyatida idioma (langage) sifatida namoyon bo‘ladigan sohada namoyon bo‘ladi.

Madaniyatning tilning (tilning) semiotik kodi bilan aloqasi jamiyatning dunyo haqidagi kontseptual va hissiy-baholovchi tasavvurlarini qamrab oladigan, saqlaydigan va uzatadigan til tizimining paradigmatik va sintagmatik tuzilishidan madaniyat tomonidan foydalanishdan iborat.

Madaniyatning idioma (til) bilan bog‘liqligi idiomaning o‘ziga xos pastki tillarning murakkab tizimi sifatida ichki tabaqalanishining o‘ziga xos xususiyatlarida, shuningdek, ushbu idiomaning jamiyat tomonidan o‘zining lingvistik va tilshunoslik uchun ishlatiladigan boshqa idiomalar bilan aloqasida uchraydi.

Til va madaniyat o‘rtasidagi tavsiflangan munosabatlar doirasida lingvokulturologik tadqiqotlarning asosiy yo‘nalishlari quyidagilardan iborat:

madaniyat	jamoat foydasi	Yo‘llar	Yo‘llar
	ma’lumot	majburiyat oladi	saqlash
		ma’lumot	va axborot uzatish
Til semiotik kod	*Til*	*Til*	*Til*
TILI	*semantika*	*nominatsiya*	*paradigmalar*
nutq	*nutq*	*Algoritmlar*	*nutq*
tizimi	*semantika*	*yaratish*	*aloqa*
SHARTLIK ijtimoiy idioma	*Etnolingvistik semantika*	*matn* *Tuzilishi*	*Funktsiyali idiomalar*
TILI		*etno-til*	

Birinchi yo‘nalishni ijtimoiy foydali ma’lumotlarning tilda, xuddi semiotik kodda qayd etilgan qismini o‘rganish bilan bog‘laymiz. U lingvistik semantika bo‘yicha tadqiqotlarda taqdim etilgan va inson tomonidan dunyoni tushunish, uning bu dunyoga yo‘nalishi uchun til tomonidan ishlab chiqilgan usullarni aniqlashtirishga qaratilgan. Bu yo‘nalish leksik belgilar, grammatik kategoriyalar, leksik va grammatik tuzilmalarning ma’nolarini o‘rganadi. Lingvokulturologik jihatdan eng qiziq narsa bu dunyo ob’ektlarini ma’lum bir madaniyatda rivojlangan g‘oyalar bo‘yicha tasniflaydigan konseptual tuzilmalar elementlarini ifodalovchi, shuningdek, grammatik ma’nolarni o‘rganishdir. turli madaniyatlarda o‘ziga xos tarzda ishlab chiqilgan eng umumiy kontseptual kategoriyalar.

Ikkinchi yo‘nalish til nominatsiyasi, ya’ni tilning lingvistik belgilar yordamida insonning dunyo haqidagi bilimlarini mustahkamlash qobiliyati bilan bog‘liq. Bu belgilar, xususan, ob’ektlarni, shuningdek, ushbu ob’ektlarga nisbatan jamiyat tomonidan ishlab chiqilgan tushunchalarni belgilash uchun xizmat qiladi. Bu yo‘nalish, xususan, yangi ob’ektlarni belgilashda dunyo va boshqa til belgilari (lingvistik belgilarning motivatsiyasi, derivatsiya, kompozitsiya, qarz olish va boshqalar) haqidagi mavjud bilimlardan foydalanish masalalarini o‘rganish bilan bog‘liq. Bu so‘zning ichki shakli deb ataladigan savollar. Lingvokulturologiya nuqtayi nazaridan, lisoniy belgilarning metaforik va boshqa usullarda shakllanishiga asos bo‘lgan assotsiatsiya va analogiyalarni o‘rganish qiziqarli bo‘ladi. Bu yerda olimlar (to‘g‘ri nomlar) va appelativ onimlar (to‘g‘ri nomlar asosida umumiy otlar yasash) sohasidagi tadqiqotlar ham qiziq. Bu, shuningdek, til belgilarini qurishning strukturaviy modellarini o‘rganishni, shuningdek, belgining juda tovushli shaklini, grafikasini va imlosini o‘rganishni o‘z ichiga oladi. E’tibor bering, bu erda Sapir-Uorf gipotezasiga katta e’tibor qaratilgan, unga ko‘ra dunyo g‘oyasi ma’lum darajada ma’lum bir jamiyatda qo‘llaniladigan tilning rasmiy va mazmuni bilan bog‘liq.

Uchinchi yo‘nalish til yordamida, ya’ni semiotik kod, madaniy ma’lumotlarning qanday saqlanishi va uzatilishini o‘rganish bilan bog‘liq. Bu erda asosiy narsa til paradigmalarini , ya’ni leksik-semantik (leksik shakllar sohasida) va funksional- semantik (grammatik kategoriyalar sohasida) tuzilmalarni qurishni o‘rganishdir. Til birliklarining mazmuni haqidagi ma’lumotlar alohida belgilarda emas, balki leksik va grammatik sohalarda saqlanadi va faqat bu sohalarning ishlashi ma’lum ma’lumotlarni beradi. Demak, so‘zning belgi ma’nosi ma’lum bir tilning leksik-semantik munosabatlarining ma’lum tizimi orqali aniqlanadi. O‘z navbatida, kategorik ma’no, qoida tariqasida, biron bir morfema bilan emas, balki bir vaqtning o‘zida tilning morfologik, sintaktik va leksik vositalari majmui orqali ifodalanadi. Lingvokulturologiya taraqqiyotining hozirgi bosqichida, bizningcha, funksional grammatika sohasidagi tadqiqotlar dolzarb bo‘lib bormoqda.

To‘rtinchi yo‘nalish nutq tizimining tuzilishi va faoliyati bilan bog‘liq. Ma’lumki, nutq tizimi o‘ziga xos semantika va nominativ xususiyatlarga ega bo‘lib, ular tilshunoslikdan farq qiladi, shuningdek, elementlarni tashkil qilishning o‘ziga xos tuzilishi. Nutq tizimida belgilar semantikasi – nutq semantikasi denotativ, belgili va konnotativ ma’nolar darajasida, ya’ni o‘ziga xos xususiyatlarga qarab lisoniy ma’no ustiga qo‘yilgan ma’no navlari darajasida amalga oshiriladi. Belgilangan obyektlar (referentlar), ma’lum bir nutq holatiga kiritilgan konseptual mazmunga, so‘zlovchining nutq paytidagi ifodali niyatlaridan. Bu erda hissiy va baholovchi qoplamalar ayniqsa muhim hisoblanadi. Dunyo obyektlari va hodisalariga nisbatan ijtimoiy ahamiyatga ega bo‘lgan his-tuyg‘ular va baholashlar ularda namoyon bo‘ladi. Nutq figuralari turli xil his-tuyg‘ular va baholashlar uchun katta idishga aylanadi: metaforalar, taqqoslashlar, frazeologik birliklar va boshqalar. Lingvokulturologiya doirasida ona tilida so‘zlashuvchilardan voqelik obyektlari to‘g‘risida qo‘shimcha ma’lumotlar to‘plami bo‘lgan fon bilimlari deb ataladigan narsaga katta qiziqish bildiriladi. Ushbu ma’lumotlarning mavjudligi ma’ruzachilarning ma’lum darajadagi madaniy malakasini ko‘rsatadi. So‘nggi paytlarda tegishli madaniyatda ma’lum bo‘lgan belgilar bilan o‘zaro bog‘liqlik berilgan leksik birliklarning ramziy foni qanday talqin qilinishiga katta e’tibor qaratilmoqda. Bundan tashqari, o‘zlari madaniy belgilarga aylangan bunday so‘zlarning nutqda ishlashini o‘rganish qiziqarli bo‘ladi. Boshqacha qilib aytganda, biz nutq belgilarining boshqa semiotik tizim elementlariga - madaniyat tomonidan ijtimoiy jihatdan konsentratsiyalash, belgilash va uzatishning qo‘shimcha vositasi sifatida yaratilgan madaniy belgilar tizimiga tegishli ma’lumotlarni etkazish qobiliyatini o‘rganish haqida bormoqda. foydali ma’lumotlar.

Beshinchi yo‘nalish nutq tizimida ijtimoiy foydali ma’lumotlarni fiksatsiya qilish xususiyatlarini o‘rganish bilan bog‘liq. Madaniyat bilan bog‘liq ko‘plab matn birliklari va

matn ma’nolari nutqda mustahkamlanadi. Ushbu yo‘nalish doirasida funktsional stilistika masalalari, ya’ni og‘zaki va yozma nutq, kundalik va rasmiy muloqot, adabiy-badiiy ish, ilmiy, biznes yoki publitsistik bayonotlar darajasida matn yaratish algoritmlari o‘rganiladi. Reklama, texnik matn va boshqalar. Zamonaviy lingvokulturologiya uchun eng qiziqarlisi nutq janrlari masalalari bo‘lib, unda nutq asarini qurish va ularni tegishli til materiali bilan to‘ldirish qonuniyatlari so‘zning mavzusi va shartlariga qarab belgilanadi. Bu erda muhim o‘rinni og‘zaki muloqot ishtirokchilarining xulq-atvori masalalari egallaydi, muloqot ishtirokchilari uchun ularning xatti-harakatlari, bilimlari va niyatlari qoidalari bilan bog‘liq bo‘lgan madaniy ma’lumotlarning bir qismini belgilaydi. Boshqacha aytganda, bu yo‘nalishda lingvokulturologiya matn qanday yaratilganligi, matnni yaratish va iste’mol qilishda ishtirokchilar o‘zini qanday tutishini o‘rganadi.

Oltinchi yo‘nalish jamiyatda madaniy ma’lumotlarni uzatish bilan bog‘liq. Bu nutqiy muloqot sohasi, u yoki bu muloqot an’analari, madaniyatning milliy xususiyati va aloqa vositalarining rivojlanish darajasi bilan ushbu an’ananing shartliligi. Nutq xulq-atvorining milliy xususiyatiga kelsak, u muloqot ishtirokchilarining tegishli faollik darajasida, ularning ifodalilikka intilishida, an’anaviy yoki o‘ziga xos nutq shakllaridan foydalanishga intilishida, har safar o‘zlarining tegishliligini ta’kidlash istagida namoyon bo‘ladi. ma’lum bir madaniyat, ma’lum bir ijtimoiy doiraga. Madaniy tilshunoslik, ayniqsa, urf-odatlarga aylangan madaniy axborotni uzatishning bunday usullariga qiziqadi. Og‘zaki va yozma an’analar bilan bog‘liq bo‘lgan nutq odob-axloqi yotoqxonaning ijtimoiy tuzilishi va qoidalari bilan bog‘liq juda katta miqdordagi madaniy ma’lumotlarni etkazadi. Madaniy ma’lumotlarni uzatishning maxsus shakllari bu erda suhbatning nutq me’yorlari (kirish, davom ettirish va suhbatni tugatish), murojaat shakllari, undovlar, tabular, evfemizatsiya va boshqalardir. Zamonaviy lingvokulturologiya zamonaviy aloqa vositalaridan foydalangan holda muloqot xususiyatlariga katta e’tibor beradi: kino va televidenie matbuoti, reklama, kompyuter texnologiyalari, graffiti.

Ettinchi yo‘nalish tilda idioma sifatida mavjud bo‘lgan madaniy ma’lumotlarning miqdori bilan bog‘liq. Bu shuni anglatadiki, madaniyat nuqtai nazaridan individual ijtimoiy shakllanishlar etnik guruhlarga aylanadi, ular tarkibida dunyoning maxsus milliy manzarasi tarixan shakllanadi va bu etnik guruhning tili dunyoning ushbu manzarasi haqidagi ma’lumotlarni o‘zlashtiradi, ya’ni, u xalqning tarixiy tajribasi bilan ishlab chiqilgan voqelikni aks ettiradi va mustahkamlaydi. , mavhum tushunchalar va boshqalar. Bu tajriba o‘zining mavjudligi uchun ma’lum bir jamiyat hayotining o‘ziga xos sharoitlari, uning turmush tarzi, mehnati, dunyoqarashi, ijtimoiy munosabatlar va boshqalar. Shu nuqtayi nazardan qaraganda, til etnosning o‘ziga xos xususiyati, uni organuvchi unsurlardan biri sifatida namoyon bo‘ladi. Tilning bu tashkiliy qobiliyati ko‘p jihatdan maxsus etno-lingvistik semantikada namoyon bo‘ladi. Bu an’anaviy va zamonaviy, ham eskirgan, ham yaqinda paydo bo‘lgan milliy-madaniy ma’lumotlarning hajmiga, ya’ni etnik guruh o‘zlashtirgan va milliy idiomalarning til birliklari ma’nolarida qayd etilgan dunyo haqidagi barcha bilimlarga taalluqlidir. Bunda lingvokulturologiya etnoedem deb atalmish, ya’ni emotsional jihatdan to‘yingan va emotsionallashgan marosimlar xarakteriga ega bo‘ladigan belgilar mazmuniga katta qiziqish bildiradi. Ular orasida nutq odobi shakllarini, maxsus milliy rangdagi appelativlar va onimlarni, ranglarning nomlarini va boshqalarni ajratib ko‘rsatish odatiy holdir. Muayyan madaniyat tashuvchilari uchun etnoeidemalar mantiqiy-kontseptual ma’lumotlar va milliy psixologiyani ifodalashning bevosita shakllari o‘rnini bosuvchi sifatida juda muhimdir.

Sakkizinchi yo‘nalish madaniy ma’lumotlarni etno-tilda saqlash bilan bog‘liq. Bu shuni anglatadiki, bunday ma’lumotlar umuman tilga emas, balki uning alohida subtillariga beriladi. Shuning uchun bu erda biz etnik ta’limning madaniy tuzilishini u yoki bu tarzda aks ettiruvchi etno-tilning tuzilishi haqida gapiramiz . Shu bilan birga, alohida ijtimoiy guruh psixologik jihatdan ma’lum bir jamiyatning boshqa ijtimoiy guruhlariga

nisbatan o‘zini farqlashga va ularga qarshi turishga intiladi. Til ijtimoiy farqlanishning muhim vositasi sifatida namoyon bo‘ladi. Shu nuqtayi nazardan, jamiyatda kasbiy jargonlar, dialekt va dialektlarning shakllanishi va faoliyati, tilning milliy variantlari (turli milliy guruhlarga xizmat qiluvchi yagona til variantlari), shuningdek, milliy tilning yaratilishi masalalari, uning so‘zlashuv va adabiy yozma shakli. Shu bilan birga, tilning har bir turi, umumiy til turlari bilan bir qatorda, madaniy ma’lumotlarni (jargonning o‘ziga xos xususiyatlari, tilning dialektal xususiyatlari, sohadagi milliy variantlarning xususiyatlari) aniqlashning o‘ziga xos usullariga ega ekanligi aniqlandi. talaffuz, grammatik vositalar va ayniqsa leksik-semantik farqlar; madaniy ma’lumotlar tilining so‘zlashuv va yozma konsolidatsiya shakllarining o‘ziga xosligi va boshqalar).

To‘qqizinchi yo‘nalish idiomalardan foydalangan holda madaniy ma’lumotlarni saqlash va uzatish bilan bog‘liq. Tabiiyki, bu birinchi navbatda idiomaning ishlashiga taalluqlidir, chunki agar madaniy ma’lumotlar ijtimoiy shartli idioma yordamida saqlangan va uzatilsa, u holda faqat ushbu kodning ishlashi sharoitida. Shu bilan birga, muhim xususiyat shundaki, ma’lum bir jamiyatdagi madaniy ma’lumotlar bir vaqtning o‘zida bir nechta etnotilning bir nechta pastki tillari orqali saqlanadi va uzatiladi. Demak, jamiyat turli ijtimoiy guruhlar va idiomalar tizimidan tashkil topgan kommunikativ muhit deb ataladigan muhit doirasida mavjuddir. Ushbu idiomalarning umumiy o‘zaro bog‘liq ishlashi o‘ziga xos lingvomadaniy holatni yaratadi, uning doirasida pirovardida madaniy ma’lumotlarni saqlash va uzatish amalga oshiriladi. Lingvokulturologik holat doirasida ham madaniyatlar, ham tillar darajasida har xil turdagi o‘zaro ta’sirlar kuzatiladi. Bir til yoki subtil boshqa til yoki subtilning elementlarini, bir madaniyat yoki submadaniyat boshqa madaniyat yoki submadaniyatning elementlarini o‘zlashtiradi. Bu erda o‘zaro urug‘lantirish bo‘yicha tadqiqotlar qiziqarli bo‘ladi. Tilshunoslik darajasida bu tilga kirish va unda ksenizmlarning mavjudligini o‘rganishga tegishli: leksik va grammatik qarzlar, semantik qarzlar, nogironlar, duragaylar va boshqalar. Bundan tashqari, bu nafaqat lingvistik, balki nutq shakllariga, shuningdek, madaniyatlararo muloqot sharoitida xatti-harakatlar stereotiplariga ham tegishli.

Xulosa o‘rnida shu aytmoqchimanki, lingvokulturologiya sohasida biz tomonidan taqdim etilgan tadqiqot yo‘nalishlari tizimi til va madaniyat o‘rtasidagi munosabatlarning o‘ziga xos xususiyatlarini ilmiy tushunishning o‘ziga xos usullaridan biridir. Ushbu uslub til va madaniyatning mohiyatini tushunishning semiotik yondashuviga asoslanadi. Shu bilan birga, til o‘zining barcha ko‘rinishlarida: semiotik kod sifatida, nutq tizimi sifatida va idioma sifatida taqdim etiladi. Madaniyat, o‘z navbatida, ijtimoiy muhitda to‘plangan ma’lum ma’lumotlar yig‘indisi sifatida tushuniladi.

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MADANIYATLARARO MULOQOTNING KOGNITIV-SEMANTIK XUSUSIYATLARI HAMDA IJTIMOIY INTEGRATSIYANING MULTIKULTURALISTIK DISKURSI

Annotatsiya

Maqolada tadqiqot obyekti sifatida Lifelong learning – hayot davomida ta’lim paradigmasi kontekstida shaxsda ijtimoiy-madaniy tafovutlarni tushunish va hurmat qilish, dialogdan madaniyatlar polilogiga o‘tish, shaxsning ijtimoiy tolerantlik, boshqa madaniyat vakillariga hurmat, bir-birini anglash va o‘zaro hamkorlikni ta’minlovchi madaniyatlararo muloqot kompetensiyalarini rivojlantirish masalalari tahlil qilingan. Shuningdek, mazkur kontekstda global dunyo va tamaddunlar konvergensiyasi kontinuumida ijtimoiy faoliyatning muvaffaqiyatini tashkil etuvchi omillar, ijtimoiy-madaniy ziddiyatlarni hal qilish, bu y o‘ldagi to‘siqlarni bartaraf etish, global axborot-aloqa tizimiga moslashish, madaniyatlararo muloqotning kognitiv-semantik xususiyatlari hamda ijtimoiy integratsiyaning multikulturalistik diskursi muhokama qilinadi.

Kalit so‘zlar. Axborot jamiyati, lifelong learning, hayot davomida ta’lim, paradigma, madaniyatlararo muloqot kompetensiyasi, shaxs, ta’lim.

В статье проанализированы вопросы понимания и уважения социокультурных различий у личности в контексте Lifelong learning – парадигмы обучения на протяжении всей жизни, перехода от диалога к полилогу культур, развития межкультурных коммуникативных компетенций личности, обеспечивающих социальную толерантность, уважение к представителям других культур, взаимопонимание и взаимодействие. Также в данном контексте обсуждаются факторы, формирующие успех социальной деятельности в континууме глобального мира и конвергенции культур, разрешение социокультурных конфликтов, преодоление этих барьеров, адаптация к глобальной информационно-коммуникационной системе, когнитивно-семантические особенности межкультурного общения и мультикультуралистический дискурс социальной интеграции.

Ключевые слова. Информационное общество, обучение на протяжении всей жизни, парадигма, межкультурная коммуникативная компетенция, личность, образование.

The article analyzes the issues of understanding and respecting sociocultural differences in a person in the context of Lifelong learning – the paradigm of lifelong learning, the transition from dialogue to a polylogue of cultures, the development of intercultural communicative competencies of a person providing social tolerance, respect for representatives of other cultures, mutual understanding and interaction. Also in this context, the factors shaping the success of social activity in the continuum of global peace and cultural convergence, the resolution of socio-cultural conflicts, overcoming these barriers, adaptation to the global information and communication system, cognitive and semantic features of intercultural communication and multiculturalist discourse of social integration are discussed.

Key words. Information society, lifelong learning, paradigm, intercultural communicative competence, personality, education.

Biz yashayotgan dunyo tobora globallashib, tamaddunlar konvergensiyasi yuz bermoqda hamda ingliz sotsiologi Marshall Maklyuenning ta’biricha, global village – ko‘p tilli va ko‘p madaniyatli villa (qishloq) ga aylanmoqda (4,7). Mazkur zamonmakon kontinuumida dunyoning barqarorligi va ijtimoiy faoliyatning muvaffaqiyati madaniyatlararo muloqotning darajasiga, insonlarning ijtimoiy-madaniy

ziddiyatlarni hal qilish yo‘llarini topish, bu yo‘ldagi to‘siqlarni bartaraf etish; millatlararo, konfessiyalararo nizolarni hal qilish irodasiga bog‘liq bo‘ladi. Muammoning yechimi dunyo xalqlarining ijtimoiy-madaniy tafovutlarini tushunish va hurmat qilish; dialogdan madaniyatlar polilogiga o‘tish; shaxsning ijtimoiy tolerantlik, boshqa madaniyat vakillariga hurmat, bir-birini anglash va o‘zaro hamkorlikni ta’minlovchi madaniyatlararo muloqot kompetensiyalarini rivojlantirish masalasiga borib taqaladi. Globallashuv, tamaddunlar konvergensiyasi zamonaviy jamiyat va ijtimoiy davrning rivojlanish tendensiyalarini tushunishda bazaviy definitivga aylandi. Mazkur kontekstda milliy madaniyat va qadriyatlar tizimi inqirozi kuzatilmoqda; global axborot-aloqa tizimiga moslashish, yagona muloqot makonini yaratish, milliy madaniyatlarning o‘ziga xos immanent xususiyatlarini amorflashtirmoqda; “global/mahalliy”, “umuminsoniy/individual” dixotomiyalari o‘rtasidagi ziddiyat yuzaga chiqmoqda; o‘z tarixiymilliy-madaniy ildizlarini yo‘qotmasdan, dunyo fuqarosi darajasiga ega bo‘lish muammosi paydo bo‘lmoqda. Bularning barchasi bilimlar jamiyati va globallashuv davrida muvaffaqiyatli madaniyatlararo muloqot muammosi, madaniyatlar va ularning vakillarini tushunish, madaniy o‘xshashlik va farqlarni o‘rganishni tobora dolzarbligini oshirmoqda.

Mazkur o‘ziga xoslikni tamaddunlar kontekstida tahlil qilishning ahamiyatiga tadqiqotchi Feoxariy Kessidi quyidagicha to‘xtaladi: “Sharq va G‘arb madaniyatlarini (tamadduni) o‘ziga xos genotipga va ichki rivojlanish mantig‘iga ega deb taxmin qilish kerak. Bu shuni anglatadiki, ma’lum bir ijtimoiy-madaniy paradigma asosida “keng ko‘lamli madaniy birlikni” yaratish imkoniyati haqida so‘z borishi mumkin emas. Biz faqat o‘zaro ta’sir haqida gapirishimiz mumkin” (9,77). Madaniyatlararo muloqot jarayoni ko‘p qirrali bo‘lib, lingvistik va ijtimoiy-madaniy kontekstning mavjudligini aniqlashga imkon beradi. Ma’lum bir madaniy jamoaning madaniy an’analari, me’yorlari, qadriyatlarini saqlash, uzatish vositasi sifatida til madaniy tizimda alohida va muhim o‘rinni egallaydi.

Madaniyatlararo muloqot kompetensiyasi — muayyan lisoniyetnik-ijtimoiy birlikning mental xususiyatlari va madaniyatini mazkur ijtimoiy kontinuum a’zolarining tafakkuri va xulq-atvorida saqlash, rivojlantirish va uzatish shakllaridan biridir. Madaniyatlararo muloqotda yetarli darajada tushunish ko‘p jihatdan nafaqat lingvistik paradigmalar, muloqot shartlari, aktorning (so‘zlovchi) maqsadi, motivi, vaziyatli kontekst, balki madaniyat, jamiyatda qabul qilingan me’yorlar va stereotiplar, madaniy identifikatsiya, madaniy marker, bir so‘z bilan aytganda, ekstralingvistik omillarga bog‘liq. U yoki bu odamlar yashaydigan yaxlit kontinuum sifatida butun madaniyat tilning mazmunida aks etadi va bu madaniyatlararo muloqotda tushunishga muayyan darajada ta’sir qiladi. Madaniyatlararo muloqot sharoitida nutq akti odamlarning madaniyati va turmush tarzini bilish tufayli o‘ziga xos xususiyatlarga ega bo‘ladi.

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LISONIY VARIATIVLIKNI SOTSIOLINGVISTIK YONDASHUV ASOSIDA O‘RGANISH MASALALARI

Annotatsiya

Ushbu maqolada lisoniy o‘zgaruvchanlikni sotsiolingvistik yondashuv doirasida o‘rganish muammolari ko‘rib chiqiladi, lisoniy o‘zgaruvchanlikning tiplari va turlari, lisoniy me’yor bilan o‘zaro bog‘liqligi, lisoniy variantlarning paydo bo‘lishi va faoliyatiga ekstralingvistik va ijtimoiy omillarning ta’siri ochib beriladi. Shuningdek, jamiyatning ijtimoiy jihatdan har xilligi lisoniy variativlikni sotsiolingvistik yondashuv doirasida o‘rganish zaruriyatiga olib kelishi, bunda tadqiqotning diqqat markazida til me’yori, so‘zlashuv nutqi turli dialektlar (hududiy, ijtimoiy) va kasbiy jargonlar kabi turli lingvistik shakllari yoritilgan.

Kalit so‘zlar. Ijtimoiy tilshunoslik, sotsiolingvistik yondoshuv, variativlik, lisoniy variativlik, lisoniy me’yor, ekstralingvistik omil, ijtimoiy omil.

В данной статье рассматриваются проблемы изучения языковой изменчивости в рамках социолингвистического подхода, раскрываются виды и типы языковой изменчивости, ее взаимосвязь с языковой нормой, влияние экстралингвистических и социальных факторов на возникновение и функционирование языковых вариантов. Кроме того, социальное разнообразие общества приводит к необходимости изучения языковой вариативности в рамках социолингвистического подхода, при котором в центре внимания исследования находится языковая норма, различные языковые формы разговорной речи, такие как различные диалекты (территориальные, социальные) и профессиональный жаргон.

Ключевые слова. Социолингвистика, социолингвистический подход, вариативность, языковая вариативность, языковая норма, экстралингвистический фактор, социальный фактор.

This article examines the problems of studying linguistic variability within the framework of a sociolinguistic approach, reveals the kinds and types of linguistic variability, its relationship with the linguistic norm, the influence of extralinguistic and social factors on the emergence and functioning of language variants. In addition, the social diversity of society leads to the need to study linguistic variability within the framework of a sociolinguistic approach, in which the focus of the study is on the linguistic norm, various linguistic forms of colloquial speech, such as various dialects (territorial, social) and professional jargon.

Key words. Sociolinguistics, sociolinguistic approach, variability, linguistic variability, language norm, extralinguistic factor, social factor.

Variativlik termini (lot. variativus – o‘zgaruvchanlik) ijtimoiy tilshunoslik (nem. Soziolinguistik) faniga lisoniy birliklarning stilistik xususiyatlarida namoyon bo‘luvchi xilma-xillik tushunchasi asosida kiritilgan bo‘lib, til birliklarining jamiyatning turli qatlamlarida qo‘llanishi bilan bog‘liq lisoniy o‘zgaruvchanlik hodisasi sifatida ta’riflanadi.

V. Yu. Mixalchenko tahriri ostidagi “Slovar sotsiolingvisticheskix terminov” lug‘atida qayd etilganidek, variativlik til taraqqiyoti yo‘lida turli intralingvistik va ekstralingvistik omillar ta’sirida uning fonetik, morfemik, leksik, sintaktik, uslubiy kabi barcha sathlarida raqobatdosh ifoda vositalarini yaratish xususiyatidir.

Lisoniy variativlik til birliklarning o‘zgaruvchanlikka moyilligi sababli vujudga kelib, ushbu birliklarning o‘zgaruvchanligi ularning tegishli identifikatsiyasiga va dastlabki lisoniy birlik bilan bir-biriga bog‘lanishiga to‘sqinlik qilmaydi. Lisoniy variativlik lisoniy me’yorga oppozitsiya sifatida gavdalanadi va me’yordan farqli o‘laroq nutq shart-sharoitlariga, ya’ni uslub, janr, vaziyatning rasmiylik/norasmiyligi, muloqot maqsadlari va h.k.larga bog‘liq bo‘ladi. Shu bois ham U. Labov so‘zlovchi o‘z nutqini vaziyatga qarab puxtalik bilan ma’lum bir tuzilishga ega bo‘lgan variantlarni tanlashini, turli nutq uslublariga bir lisoniy birlikning turli variantlari, ya’ni markerlari tegishli bo‘lishi mumkinligini, bunday markerlarning yig‘indisi kontekstning stilistik differensiatsiyalanishiga, suhbatdoshlarning ijtimoiy tavsiflariga bog‘liq sotsiolingvistik o‘zgaruvchi mikdor sifatida aniqlanishini ta’kidlaydi.

A. Mustayoki lisoniy me’yorning bir necha shakllari mavjudligini ta’kidlaydi:

– rasmiy me’yor;

– jamoaviy me’yor;

– cheklangan me’yor.

Rasmiy me’yor to‘laligicha adabiy til me’yorlariga asoslanadi. Jamoaviy me’yor - kundalik muloqotda amalga oshiriladi va tilning so‘zlashuv shakli bilan ifodalanadi, unda adabiy me’yor o‘rnatilgan so‘zlashuv tili me’yorlariga ham tayaniladi, bundan tashqari, qaysidir sabablarga ko‘ra keng ommaga ma’lum bo‘lib, ko‘p qo‘llaniladigan quyi ijtimoiy qatlam vakillari tiliga xos birliklar (jargonizmlar, slengizmlar, argotizmlar, dialektizmlar)ni, shuningdek, shahar xalq tili, neologizmlar, o‘zlashmalarni o‘z ichiga oladi. Cheklangan me’yor professional, jargon, dialekt va sh.k.larni qamrab oluvchi ijtimoiy dialekt me’yori sifatida talqin etiladi.

Misol tariqasida talabalar nutqi xususiyatlarini o‘zida aks ettiruvchi talabalar jargonini, yoshlar slengini, IT (ahborot texnologiyalari) mutaxassislarining professional jargonlarini, geymerlar jargonlarini, argo tilini, masalan, giyohvand moddalar sotuvchilar argosini keltirish mumkin. Bundan tashqari, guruh tili ham kasbiy, ham ijtimoiy, ham hududiy jihatdan ajratilishi mumkin, masalan, mahkumlar tili – qamoq jargonini oladigan bo‘lsak, mahkumlarning past ijtimoiy mavqei, ishchi kasblari yoki kasbiy ma’lumotsiz, yopiq hududda isteqomat qiluvchi bunday guruhlar jamiyatdan ajralib, ozod qilinganidan keyin ham o‘z nutqida qamoq jargoniga xos xususiyatlarini saqlab qolishadi.

Tizimli-funksional grammatika yo‘nalishi vakillari (A.Makintosh, P.Strevens, M.A.K. Xollidey) lisoniy o‘zgaruvchanlikning ikki turini ajratganlar:

– muloqot ishtirokchilar nutqining lingvistik xususiyatlariga asoslangan o‘zgaruvchanlik: hududiy, tarixiy, ijtimoiy dialektlar, tilning standartlashtirilgan va standartlashtirilmagan ko‘rinishlari, tilning barcha darajalarida, birinchi navbatda, fonetik xususiyatlari bilan farq qiladigan idiolektlar;

– til variantlarini qo‘llash doirasi va funksiyalariga asoslangan o‘zgaruvchanlik. Bunda til variantlari bir tomondan o‘z lisoniy shakli (leksika, grammatika va boshqalar) jihatdan farqlansa, ikkinchi tomondan:

a) kommunikativ soha (siyosat, din, biznes va boshqalar);

b) idrok etish kanali (og‘zaki / yozma nutq / notiqlik);

v) ohang tonalligi (adabiy – so‘zlashuv, rasmiy – norasmiy, odobli – qo‘pol nutq va h.k.) jihatdan bir biridan ajralib turadi.

Til o‘zgaruvchanligi muammosi bo‘yicha tadqiqotlar tahlili uning quyidagi turlarini aniqlashga imkon berdi:

– sotsiolingvistik (ijtimoiy-lingvistik) variativlik – bunday o‘zgaruvchanlik zamirida ijtimoiy o‘zgarishlarning, vaziyatning, ona tilida so‘zlashuvchining ijtimoiy tavsiflarining til vositalarini tanlashga bo‘lgan ta’siri yotadi;

– diskursiv variativlik – janrlar, mavzular, ekspressiya, hodisalar, axborotni uzatish usullari kabi omillarning til taraqqiyotiga ta’siri;

- mintaqaviy variativlik – til o‘z regional ko‘rinishlari, til aloqalari, assimilyatsiya va boshqalarning ta’sirida o‘zgarishi;

- individual variativlik – tildagi etnik, yosh, jins bilan bog‘liq o‘zgarishlar;

- vaqtinchalik variativlik – til taraqqiyoti jarayonida (diaxronik aspekt) lisoniy birliklarining o‘zgarishi.

Lisoniy o‘zgaruvchanlik bo‘yicha diskurs nuqtayi nazardan olib borilgan tadqiqotlar juda kam uchraydi. Bu borada B. Bernstayn va G. Vudzning I think, In my opinion, I believe (Meningcha / o‘ylashimcha…, Menning nazarimda…, Ishonchim komilki…) va boshq. kabi gap boshida keladigan, shuningdek, …you know, …don ’t you think (bilasizki…, …deb o‘ylamaysizmi) gap ohirida keladigan konstruksiyalardan foydalanishning shart-sharoitlari va omillari qiyoslangan asarlari katta qiziqish uyg‘otadi. Ikkala turdagi konstruksiyalar ham so‘zlovchining aloqa o‘rnatish istagini va muhokamaga taklif qilishini anglatadi. Biroq, birinchi tur yuqori ijtimoiy tabaqa vakillari orasida keng tarqalgan bo‘lib, so‘zlovchining o‘ziga, bayon etayotgan fikriga ishonchini ko‘rsatadi, bu ko‘proq yuqori ijtimoiy tabaqa vakillari nutqiga xos xususiyatdir. Ikkinchi turdagi konstruksiyalar esa so‘zlovchining o‘ziga ishonchsizligini, suhbatdosh uning fikrini ma’qullab, tasdiqlashiga muhtojligini anglatadi, va bu quyi ijtimoiy tabaqa vakillari nutqini tavsiflaydi.

Ushbu tadqiqotlar natijalari so‘zlovchilarning sotsiolingvistik tabaqalanishi mavjudligini ko‘rsatadi: ijtimoiy mavqei qanchalik baland bo‘lsa, so‘zlovchi o‘z fikrini shuncha ishonch bilan ifodalashga intiladi. Shu bilan birga, ijtimoiy mavqe tushunchasi nutqda muayan lisoniy shakllarning qo‘llanilishiga ta’sir qiluvchi ta’lim, jins, millat, yosh kabi omillarni o‘z ichiga qamrab olishini nazardan qochirmaslik kerak.

Ijtimoiy tilshunoslik nuqtai nazaridan shaxsning milliy-madaniy mansubligi lingvistik o‘zgaruvchanlikka ta’sir etuvchi omil sifatida D.Gumpers, P.Braun, S.Levinsonlar asarlarida o‘rganilgan. Ularning tadqiqotlari natijalari shuni ko‘rsatdiki, muloqot jarayonlari suhbatdoshlar tomonidan shaxs, jamiyat va madaniyatning rivojlanish darajasi va xususiyatlariga qarab turli yo‘llar bilan idrok etilishi va talqin qilinishi mumkin.

Bir qator tilshunos-olimlar nafaqat tilni, madaniy kontekstni, balki vaziyat kontekstini ham hisobga olish zarurligini ta’kidlaydilar. Bunda ishtirokchilarning o‘zlari, ularning kommunikativ harakatlari, vaziyatning xususiyatlari, nutqiy xatti-harakatlarining natijasi muhim sotsiolingvistik parametrlar sifatida qaraladi.

Shunday qilib, bir tomondan, har qanday fikr bayonoti uning tuzilishi va shakli nuqtai nazaridan emas, balki madaniy va ijtimoiy kontekst nuqtai nazaridan ko‘rib chiqilishi kerak. Ikkinchi tomondan esa, til tuzilmasining ma’nosi o‘z-o‘zidan ekstralingvistik kontekst bilan aynan bir vaqtda, chambarchas bog‘liq holda shakllanadi.

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ELECTRONIC EDUCATION TOOLS IN FLL: A COMPREHENSIVE STUDY AMONG UZBEK STUDENTS

Annotatsiya

Ushbu maqolada O‘zbekistonlik yuqori kurs talabalari o‘rtasida chet tilini (FLL) o‘rganishda turli elektron resurslarning afzalliklari va sezilgan ahamiyati o‘rganiladi. Shuningdek, oltita asosiy vosita, jumladan, til o‘rganish ilovalari, onlayn kurslar, virtual til almashish platformalari, til o‘rganish veb-saytlari, til o‘rganish dasturlari va onlayn videokonferentsaloqa repetitorlari intervyular va mezonlarga asoslangan baholashlari aytib o‘tilgan.

Kalit so‘zlar. Chet tilini o‘rganish, elektron manbalar, til o‘rganish ilovalari, onlayn kurslar, virtual til almashish, til o‘rganish veb-saytlari, til o‘rganish dasturlari, onlayn repetitorlik, videokonferentsiyalar

В данной статье исследуются преимущества и воспринимаемая важность различных электронных ресурсов в изучении иностранного языка (FLL) среди студентов старших курсов Узбекистана. Также упоминаются шесть основных инструментов, включая приложения для изучения языков, онлайн-курсы, платформы виртуального языкового обмена, веб-сайты для изучения языков, приложения для изучения языков и онлайн-репетиторы видеоконференцсвязи, которые оцениваются на основе интервью и критериев.

Ключевые слова. Изучение иностранного языка, электронные ресурсы, приложения для изучения языка, онлайн-курсы, виртуальный языковой обмен, веб-сайты для изучения языка, программное обеспечение для изучения языка, онлайн-репетиторство, видеоконференции

This article explores the advantages and perceived importance of various electronic resources in learning a foreign language (FLL) among senior students in Uzbekistan. Six main tools are also mentioned, including language learning apps, online courses, virtual language exchange platforms, language learning websites, language learning apps, and online video conferencing tutors, which are evaluated based on interviews and criteria.

Key words. Foreign language learning, electronic resources, language learning apps, online courses, virtual language exchange, language learning websites, language learning software, online tutoring, video conferencing

The prominent shifts in education, prompted by society’s transition to the information stage of development, are closely linked to the widespread integration of electronic information resources into the educational framework. The incorporation of computer technology in education has advanced to the extent that discussions now revolve around a gradual shift from conventional to electronic learning. In this paradigm, educational content exists as a software product within the e-Learning system, and access is facilitated through the Internet or local networks. Noteworthy components of modern e-learning encompass distance learning systems, podcasts, email, websites, Web 2.0 tools, collaborative platforms, blogs, wikis, chats, and more. E-learning eliminates the need for additional software; a computer connected to the Internet, a commonplace possession for most individuals, suffices. The evolution of tablet and mobile technologies has further expanded avenues for the im-

plementation of e-learning.

While the term ‘‘e-teaching’’ is extensively employed nowadays, its content lacks a precise definition. Primarily, it encompasses diverse applications of information and communication technologies in the educational realm, where e- teaching doesn’t entirely replace traditional learning but rather functions as a supplementary element. Secondly, electron teaching refers to distance education conducted through a computer and the Internet, eliminating the need for participants in the educational process to be physically present in a classroom. This type of education is alternatively known as open, online, distance, virtual, or telecommunication learning.

Even though the researches in the field of studying the impact of electron education in teaching, the works on their implication in FLL for Uzbek learners are limited in numbers. For this reason, this article puts forward the following aims and tasks.

The aim of the research is to determine the most interesting, useful and important means of electron resources in FLL for Uzbek learners. In order to reach this aim, we followed the below stages:

In the first stage, we analyzed foreign and native literatures on the common means of electron resources in learning foreign languages;

In the second stage, we selected research participants, collected data and prepared them for the experimental work;

In the third stage, we conducted the research and analyzed the results;

In the last stage, we checked the reliability of the research results and made conclusions.

Numerous scholars, including A. Alhabeeb, J. Rowley, D. Ferreira, R. Paterson, K. Hakone, underscore the multifaceted nature of e-education’s systemic implementation, requiring resolution of issues across various organizational tiers[1]. Some researchers, in particular M. Anshari, Y. Alas, L. Guan, K. Kim, G. Kim posit that a straightforward method to digitize learning involves transferring segments of instructional material, training tasks, and supplementary resources to cloud-based services accessible via mobile platforms or university servers. This approach streamlines educators’ tasks, extends students’ learning opportunities into extracurricular periods[2]. Lau et al. note the historical prevalence of multimedia content in training manuals across disciplines, encompassing educational audio, video, photographic materials, electronic text versions, and exercise sets in electronic formats mirroring their print counterparts[3].

Implementation of electron education in teaching foreign languages

Mobile applications designed for language learning, such as Duolingo, Babbel, and Rosetta Stone, offer interactive lessons, vocabulary exercises, and pronunciation practice[4]. These apps often use gamification to make learning engaging and enjoyable. Various online platforms, like Coursera, Udemy, and edX, provide comprehensive

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foreign language courses[5]. These courses may include video lectures, interactive exercises, and assessments, allowing learners to progress at their own pace. Platforms like Tandem and HelloTalk connect language learners with native speakers of the language they are studying. This facilitates language practice through real-life conversations, improving speaking and listening skills.

Dedicated language learning websites, such as BBC Languages, FluentU, and Lingoda, offer a variety of resources, including videos, articles, and interactive lessons, to support language acquisition[6]. Software programs like Rosetta Stone and Pimsleur provide immersive language learning experiences through multimedia content, emphasizing listening and speaking skills. Platforms like iTalki, Preply, and Verbling[7] connect language learners with qualified tutors for personalized lessons through video conferencing, allowing learners to receive individualized attention and feedback. Ethical Considerations. Participants’ informed consent were obtained and during the study, participants’ confidentiality were ensured.

The findings can inform language educators and institutions about the effectiveness of electronic education tools in foreign language learning, potentially influencing future curriculum design and teaching methods.

According to results, the majority of participants expressed a strong preference for language learning apps that offered gamification elements, making the learning

process engaging and enjoyable (28%). Virtual language exchange platforms were also highlighted, allowing learners to interact with native speakers and practice language skills in real-life scenarios (25%).

The preference for gamified language learning apps stems from their capacity to enhance engagement and enjoyment by incorporating game design elements such as challenges, rewards, and interactive features. This aligns with the contemporary learner’s inclination for interactive and entertaining educational content. The inclusion of point systems, badges, and competitive components within these apps fosters a sense of achievement and motivation among learners, sustaining interest and commitment. Additionally, the flexibility of language learning apps, accommodating various learning styles, contributes to an enhanced overall user experience.

The significance placed on virtual language exchange platforms emphasizes participants’ recognition of real-life interaction and practice in language learning. These platforms afford learners opportunities for authentic conversations with native speakers, mimicking real-world language use and thereby fostering the development of conversational skills and cultural understanding. Furthermore, virtual language exchange platforms facilitate cultural exposure by exposing learners to diverse linguistic nuances, accents, and cultural contexts, extending beyond conventional textbook learning. Interacting with native speakers through these platforms refines communication skills, including listening, speaking, and comprehension, leading to increased confidence and proficiency in the foreign language.

Participants emphasized the significance of online language courses as the most

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important tool for FLL (26%), providing authentic communication experiences and cultural exposure. Online tutoring and video conferencing were also regarded as crucial for systematic and in-depth learning, contributing to participants' overall language proficiency (26%).

The acknowledgment of online language courses as vital underscores participants' appreciation for authentic communication experiences. These courses integrate real-life scenarios and interactive exercises, allowing learners to apply language skills in practical contexts, crucial for developing practical communication skills. Online language courses are deemed indispensable for their ability to offer cultural exposure, engaging learners with culturally relevant content and discussions, enhancing their understanding of language-associated cultural nuances for a more contextual language grasp. The significance attributed to online language courses may also be attributed to their structured learning approach, guiding learners systematically through proficiency levels for a comprehensive understanding of the language.

The recognition of online tutoring and video conferencing as essential tools indicates participants' prioritization of personalized and interactive learning. These platforms facilitate one-on-one interactions, enabling systematic and in-depth learning through tailored feedback, addressing specific challenges, and exploring nuanced language concepts. Integral to honing communication skills, interactive sessions offer opportunities for spoken language practice, real-time feedback, and correction of pronunciation, fostering a deeper understanding of language nuances and contributing to enhanced communication proficiency.

The study aimed to identify the most interesting, useful, and important electronic resources for Foreign Language Learning (FLL) among Uzbek learners through experimental research. The participants, 76 undergraduate students from Alfraganus University in the field of foreign languages, were evenly distributed by gender (38 males and 38 females) with an average age of 18-22, possessing B2 language proficiency levels (CEFR). Through interviews, participants evaluated electronic educational tools based on criteria such as interest, usefulness, and importance in FLL.

The study revealed that a substantial majority of participants favored language learning apps with gamification elements (28%), finding them engaging and enjoyable. Virtual language exchange platforms (25%) were also highlighted for real-life language practice. Language learning websites were deemed the most useful tool (31%), offering comprehensive content and flexibility, while language learning software (31%) was valued for supplementary learning. Online language courses (26%) were emphasized as crucial for authentic communication and cultural exposure, and online tutoring and video conferencing (26%) were considered significant for systematic and in-depth learning, contributing to overall language proficiency.

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USING APPROPRIATE MATERIALS TO ENGAGE TEENAGE STUDENTS IN THE TASKS IN EFL CLASSROOMS

Annotatsiya

Ushbu maqolada o‘smir talabalarni EFL sinflarida o‘quv materiallaridan faol foydalanishga jalb qilish va o‘quv qo‘llanmalari faqat lingvistik ko‘nikmalarning yaxshilanishini hisobga olgan holda yozilishi, ya’ni o‘quvchilarning yoshiga qarab ikkinchi tilni o‘zlashtirish omillari haqida fikr yuritilgan. Shuningdek, o‘qituvchilar uchun materiallarni o‘quvchilarning individual afzalliklari va farqlariga moslashtirish va to‘ldirish juda muhimligi aytib o‘tilgan.

Kalit so‘zlar. Materiallar, jalb qilish, kodlash, dekodlash, past, yuqori, haqiqiy materiallar, o‘spirin, sotib olish.

В данной статье рассматривается вопрос о привлечении учащихся-подростков к активному использованию учебных материалов в классах EFL и о том, что учебные пособия пишутся только с учетом улучшения языковых навыков, то есть факторов овладения вторым языком в зависимости от возраста учащихся. Также было упомянуто, что для учителей очень важно адаптировать и дополнять материалы индивидуальными предпочтениями и различиями учащихся.

Ключевые слова. Материалы, вовлеченность, кодирование, декодирование, низкий, высокий, аутентичные материалы, подросток, приобретение.

This article examines the issue of involving adolescent students in the active use of educational materials in EFL classes and that textbooks are written only taking into account the improvement of language skills, that is, factors of mastering a second language depending on the age of students. It was also mentioned that it is very important for teachers to adapt and supplement materials with individual preferences and differences of students.

Key words. Materials, engagement, encoding, decoding, low, high, authentic materials, teenage, acquisition.

This article discusses the kinds of materials that can be utilized to foster positive feelings and interests in EFL classes with teenagers. Materials should always be selected with the needs of the students in mind, taking into account factors like their age and hobbies where they can participate cognitively because some themes are sensitive for them. According to Tomlinson, materials that elicit smiles, laughter, joy, enthusiasm, and empathy can be useful strategies for improving communication competence and acquisition. Therefore, it will be advantageous for them to activate their higher-order skills and cognitive engagement in EFL classrooms, where the majority of students are teenagers, by identifying topics that are meaningful to them in the real world. These topics should be related to their teenage lives, such as where they will discuss and find solutions for common adolescent problems.

To create positive emotions in the classroom Seligman published the book “Flourish” and then Helgenson incorporated the model of “PERMA” (Positive emotion, engagement, positive relationships, meaning, and accomplishment) into EFL and ESP classrooms by representing different activities to give students happiness while learning English. This article looks through one of the types of PERMA “Engagement” that is to say how to prepare materials to engage teenage students in the learning process.

Problems that prevent Teenagers active investments in EFL classrooms

The most common problem in EFL classrooms where students are young learners

is unengaging lessons. In traditional EFL classrooms lessons are mostly conducted according to the given course book where students use their low-level decoding and encoding skills such as doing exercises, repeating, pronouncing, and reading. Tomlinson (2013) said if students only use their low-level decoding and encoding skills the level of acquisition of language will decrease. It is obvious that the course books lack authentic materials. For example, in reading tasks, students normally read the text to do some true/false exercises or matching headings and others where they do not use the resources of the brain such as imagination or connecting the text to their real-life or prediction. That is to say, lessons are planned to give main attention to the linguistic features and to improve their reading skills which does not consider students' psychological connection to the lessons such as personal connection and positive emotions by doing tasks.

Pedagogical implications
Methodologies (Engagement)

Writing

To contribute to learners' active engagement, it will be useful to use Task-based language teaching (TBLT). The main reason for using this approach is TBLT analysis of real-world tasks which simultaneously develop language skills and development of tasks (Moore,2018). "authentic texts can provide the rich and meaningful exposure to language in use which is a pre-requisite for language acquisition" (Tomlinson 2017, p.2). According to Tomlinson (2013), the efficacy of an activity can be determined by its ability to facilitate intentional involvement in pushing output and aid students in identifying novel features. So, teenage students will work collaboratively to create a plan for the day in this activity, and as a result, they will learn new vocabulary through discussion and collaboration. The teacher will assist the students in recognizing new vocabulary by helping them come up with verbs that will be useful when writing their original plans. In addition, the topic "time management" is useful in their real life, thus teenagers have a lot of responsibilities during the day such as school homework, additional classes, housework, and their hobbies, and the writing production work of planning the day they can use to manage their time and catch everything, since personal response activities, thinking activities, communication activities, creative writing activities, and language awareness activities can activate resources of their brains which can be a reason for the acquisition of language (Tomlinson, 2013).

Title of the activity: Time management

Language skill: Writing

Pre-Task

• Before starting the activity write the topic on the board "My day" and brainstorm by asking participants what kind of tasks they should do in one day.

• Give them a sample text about one teenage girl's time management (Appendix1)

• Then divide the board into two columns in the first column write responsibilities and in the second column leisure activities.

• Ask to give verbs for each column and write the verbs in each column and if necessary add verbs by yourself and explain the meanings

• To practice the verbs of responsibilities and leisure time activities divide students into two groups: explain to them that the first group should list five responsibilities that they have to manage to do during the day and the second group should list the five leisure time activities that want to accomplish during the day.

• Instruct students to produce these verbs with each other.

Task

• Explain to students that they are going to write the schedule of their day to manage all the responsibilities that they have to accomplish and the activities they want

to do.

• Divide students into two groups

• Ask them to use the sample text (Appendix 2) and discuss the teenage girl’s plan for one day by answering the following questions: How does she manage her time to accomplish everything? What kind of activities does the girl do in the morning? What kind of work does the girl do in the evening?

• instruct them a) to evaluate the text in groups and decide which activities are necessary to include in their schedule of the day b) discuss your responsibilities and tasks that you should accomplish in one day

• Instruct students to write a list of the tasks and write a day plan which can be useful for all of them to accomplish everything they need

• Remind them that they are free to decorate their day plan as they wish

Post Task

• Set a specific time limit for Each group to present their writing plan of the day in front of the class (5 minutes per group)

• Give feedback a) On vocabulary and how students used accurately new vocabulary of verbs and b) On the efficiency of their plan to manage everything.

Title of the activity: My Strict Mother

Language skill: Speaking

Pre-Task

• Before starting the activity write the topic on the board “My strict mother” and before giving the text ask from participants what kind of strict rules her mother the teenager described.

• Divide into pairs and ask students to discuss with each other the questions and try to predict the strict rules described in the text

• To practice obligations and prohibitions of modal verbs “should “, “have to” and “shouldn’t” Ask what kind of strict rules their mothers have. What do you have to do or should not do?

• Divide students into two groups: explain to them that the first group should list five obligations that they have to obey which their mothers insist on because they are necessary and the second group should list the five obligations that they think are unnecessary and can be reasons for conflicts between mother and child.

• Instruct students to produce these obligations to each other.

Task

• Explain to students that they will think and find solutions for girls’ problems by giving the following questions and instructions: What advice would you give this girl? Discuss your ideas and then select the best option and give an oral presentation which is going to be 5 minutes that represents your solutions with justifications

• Divide students into two groups

• Ask them to read the text and discuss the girl’s obligations by answering the following questions: What kind of obligations does the girl have? What kind of prohibitions does she have? What kind of reasons has she to disagree with her mother?

• Instruct them a) to evaluate the text and decide which obligations are necessary and which one is so strict b) Use the list discussed (based on students’ own opinion of necessary and unnecessary obligations) in the pre-task phase and connect them with the obligations written in the text connecting the task personally (see Appendix3)

• Instruct students to discuss ideas and justifications in your group

• Remind participants to use the grammar forms of the modal verbs of obligation, prohibition, and advice. “should”, “have to” and “shouldn’t” are given in the text.

• Instruct students to make decisions clear and useful.

Post Task

• Set a specific time limit for Each group to present their solution to a problem posed in the text in front of the class (5 minutes per group)

• Give feedback a) on participants' solutions and justifications b) For grammar accuracy how students used modals of obligation and prohibition accurately

Since it is entirely tied to their real life – since they are teens, it is a frequent circumstance for them – this text is particularly good at encouraging teenage students to actively invest in and speak English. Tomlinson (2003), as cited in Tomlinson (2013) Important phases in the text-driven approach include the employment of high-level abilities, emotive and cognitive engagement, inner speech, and personal connection. They will be directly affected by these issues during the discussion stages, drawing on their own experiences from the past. Ultimately, by debating and analyzing the text and issues, they can determine the best course of action, which may be a very important choice to foster a healthy relationship between mother and child. In addition, Timmis (2016), "Learners need a reason to communicate" (p. 90), and since this is a problem that many teenage students face, they will relate to it as if it were their own, which will motivate them to mentally engage in the task of coming up with the best solution for the text's main character.

Games

Language skill: Listening

Teens use their phones for a variety of purposes most of the time, mostly to access websites and play games. Therefore, in order to keep students' attention during the learning process, it's critical to use games and activities that are fully integrated with their mobile devices. It will therefore be advantageous to use platforms, such as the digital platform Kami app, which is suitable for collaborative learning to complete listening comprehension assignments with peers, as well as via mobile phones based on their desire, taking into account the interests of the students.

In this listening exercise, students will watch a video about "British food" via YouTube, and the teacher will use the "Kami app" platform to construct a collaborative project for group brainstorming about the video.

• Students can add pictures next to the descriptions.

• Students can monitor each other and add information.

• Students can be monitored by the teacher and if necessary correct them.

According to the writing task "Time management," teenage students will be fully engaged in the topic because of the necessity of giving information in the text. They will fully activate the resources of their brain by discussing and doing their schedule according to the given sample because busy young learners need this information to manage all the necessary activities that they should finish in one day.

I hope I was able to give an example of the materials that may be utilized by teachers to get teenagers interested in the work being done in EFL classes. As was previously said, relying just on the course book and performing traditional activities is ineffective and will only help students improve basic encoding and decoding skills. As I've shown above, to effectively engage adolescent students in EFL classes, teachers need to take into account SLA principles and create age- and interest-appropriate materials that will facilitate the acquisition of a second language.

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ENHANCING ESL LEARNING: NURTURING PRODUCTIVE SKILLS THROUGH AN INDUCTIVE APPROACH

Annotatsiya

Ushbu maqola o‘quvchilarning samarali ko‘nikmalarini, xususan, og‘zaki va yozma tilni yaxshilash uchun esa sinflarida induktiv yondashuvningsamaradorligi, induktiv yondashuv o‘quvchilarni kuzatish va amaliyot orqali til qoidalari va naqshlarini chiqarishga undash hamda o‘quvchilarni haqiqiy nutq stsenariylari bilan tanishtirish orqali og‘zaki nutq ko‘nikmalarini rivojlantirishga qanday hissa qo‘shishi va ularni yaxshi tuzilgan matnlarni tahlil qilishga yo‘naltirish orqali samarali yozishga qanday hissa qo‘shishi ko‘rib chiqiladi. Bundan tashqari, u tanqidiy fikrlash ko‘nikmalarini rivojlantirishda induktiv yondashuvning rolini va uning o‘quvchilarning turli profillariga moslashuvchanligini ta’kidlab o‘tilgan.

Kalit so‘zlar. ESL, induktiv yondashuv, tilni bilish, samarali ko‘nikmalar, og’’zaki nutq, yozish, deduktiv usullar, tanqidiy fikrlash, turli talabalar, tilni rivojlantirish, haqiqiy til tajribasi, madaniyatni o‘rganish.

В данной статье освещается эффективность индуктивного подхода в классах для улучшения эффективных навыков учащихся, в частности устной и письменной речи, о том, как индуктивный подход может способствовать развитию навыков устной речи, побуждая учащихся извлекать языковые правила и шаблоны посредством наблюдения и практики, а также представлять учащихся с реальными речевыми сценариями и рассмотривается, как хорошо структурированные тексты способствуют эффективному письму, сосредотачиваясь на анализе. Кроме того, в нем подчеркивается роль индуктивного подхода в развитии навыков критического мышления и его гибкость для различных профилей учащихся.

Ключевые слова. ESL, индуктивный подход, владение языком, продуктивные навыки, разговорная речь, письмо, дедуктивные методы, критическое мышление, разнообразные учащиеся, развитие языка, аутентичный языковой опыт, изучение культуры.

This article highlights the effectiveness of the inductive approach in classrooms to improve effective student skills, in particular oral and written speech, how the inductive approach can contribute to the development of oral skills by encouraging students to extract language rules and patterns through observation and practice, as well as presenting students with real speech scenarios and examines how Well-structured texts promote effective writing by focusing on analysis. In addition, it highlights the role of the inductive approach in developing critical thinking skills and its flexibility for different student profiles.

Key words. ESL, inductive approach, language proficiency, productive skills, speaking, writing, deductive methods, critical thinking, diverse learners, language development, authentic language experiences, cultural exploration.

English as a Second Language (ESL) classrooms are dynamic spaces where students embark on a journey to acquire proficiency in a language that extends beyond mere communication. In the pursuit of honing language skills, a comprehensive approach is essential. One such approach that has gained traction in recent years is the inductive method, which focuses on building students productive skills – speaking and writing – in a holistic and engaging manner.

Inductive learning often takes place in a contextualized setting. Language is pre-

sented in meaningful contexts, making' it more relevant and applicable to real-life situations. This can lead to better understanding and practical use of language skills. This method encourages active participation and engagement from learners. By presenting' examples and allowing' students to analyze and draw conclusions, they become active participants in the learning' process. This engagement can enhance comprehension and retention. By engaging in inductive learning', students are better equipped to apply their knowledge in various contexts. They learn to transfer language skills from one situation to another, which is crucial for effective communication in different settings.

The inductive approach is flexible and can be adapted to different learning styles and preferences. Students with diverse backgrounds and learning preferences may find this approach more accommodating.The hands-on nature of inductive learning can increase student motivation. It often involves problem-solving and active participation, which can make the learning process more enjoyable and rewarding.

Numerous educators, researchers, and scholars have explored and advocated for the use of inductive methods in ESL classes. In 1980s, Larsen-Freeman discussed the importance of a more learner-centered, inductive approach to language teaching. Her work often explores the idea of creating an environment where learners can discover language patterns on their own. At the same time, Rod Ellis wrote about the significance of inductive learning in language acquisition. He emphasizes the role of tasks and activities that encourage learners to infer grammatical rules and patterns through exposure and practice. At the beginning of 1990s, Michael H. Long contributed to the field of second language acquisition, discussing the importance of interaction in language learning. His Interaction Hypothesis supports the idea that negotiation for meaning in communicative situations can lead to inductive learning.

Understanding the Inductive Approach

The inductive approach stands in contrast to the deductive method, emphasizing learning through examples and experiences rather than explicit rules. Applied to ESL teaching, the inductive approach involves exposing students to authentic language use, allowing them to derive rules and patterns through observation and practice. This method is particularly effective for enhancing productive skills, as it encourages students to actively engage with the language in context.

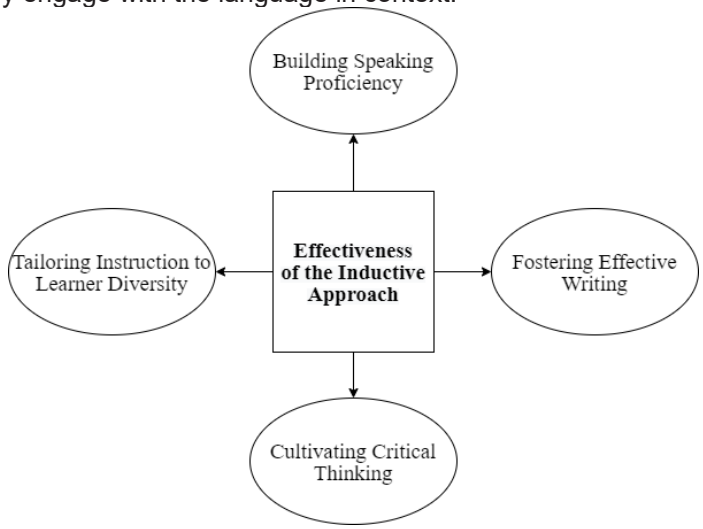


Figure 1. Effectiveness of the Inductive approach.

In ESL classes, spoken communication is often a primary goal. The inductive

approach can significantly contribute to the development of speaking proficiency by immersing students in real-life conversational scenarios. Teachers can incorporate authentic dialogues, interviews, and group discussions to expose learners to the subtleties of spoken English. By actively participating in these activities, students not only refine their pronunciation and fluency but also internalize the language patterns organically.

Writing, another crucial aspect of language proficiency, can be nurtured through the inductive approach as well. Rather than presenting students with a set of grammatical rules and structures, educators can guide them to analyze well-crafted texts. This might involve dissecting essays, articles, or even creative pieces to identify language conventions, writing styles, and organizational patterns. Through this process, students can absorb effective writing techniques and apply them in their own compositions.

The inductive approach also serves as a catalyst for the development of critical thinking skills. By engaging students in tasks that require them to analyze language use and patterns, educators empower learners to think independently and make informed language choices. This not only enhances their language proficiency but also nurtures a deeper understanding of the cultural nuances embedded in the language.

One of the strengths of the inductive approach lies in its adaptability to diverse learner profiles. ESL classrooms often consist of students with varying language backgrounds and proficiency levels. The inductive method allows educators to tailor instruction to the specific needs of their students, providing targeted support where necessary and challenging advanced learners with more complex language tasks.

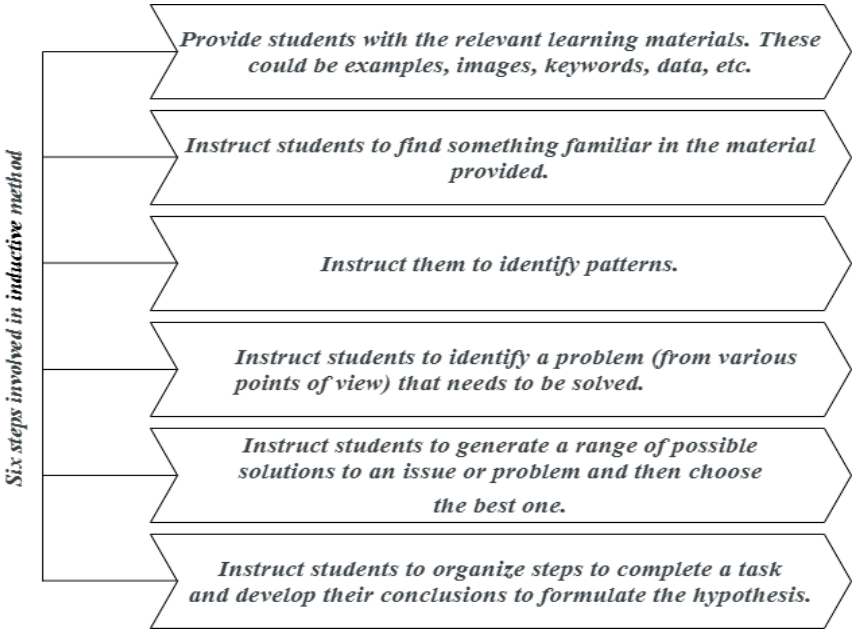


Figure 2. Steps Involved in the Inductive Method of Teaching

The inductive method in teaching, while offering several advantages, also comes with certain disadvantages. We can explore both sides in the given table:

Advantages	Disadvantages

Active Engagement	Time-Consuming
Critical Thinking	Lack of Structure
Deeper Understanding	Potential Misinterpretation
Increased Motivation:	Varied Outcomes
Transferable Skills	Limited Coverage of Content
Language Acquisition	Reliance on prior knowledge
Autonomous Learning	Teachers Role
Better Retention of Information	Assessment Challenges
Positive Learning Experience	Not Suitable for All Topics

Since we have covered the advantages above, let's go into the disadvantages in detail:

Time-Consuming: Inductive learning can be time-consuming as students explore examples and draw conclusions, potentially requiring more time compared to direct instruction.

Lack of Structure: Some students may prefer a more structured approach, and the inductive methods open-ended nature may lead to confusion or lack of direction.

Potential Misinterpretation: Students might misinterpret examples or draw incorrect conclusions, leading to misconceptions that are harder to correct.

Varied Outcomes: Different students may arrive at different conclusions, resulting in varied outcomes and potential inconsistency in learning outcomes.

Inefficiency with Large Groups: In large classes, implementing the inductive method for every student may be logistically challenging and less efficient.

Limited Coverage of Content: Due to the time required for discovery, there might be limitations in covering a broad range of content within a limited timeframe.

While the inductive method offers valuable benefits, its effectiveness depends on various factors, including the nature of the subject, student preferences, and the teaching context. A balanced approach that incorporates both inductive and deductive methods may be most effective in addressing diverse learning needs.

As the field of language education continues to evolve, embracing innovative approaches like inductive learning ensures a more effective and engaging ESL learning experience. Addressing an inductive approach to improve students' productive skills in ESL classes offers a promising avenue for language development. By immersing learners in authentic language experiences, fostering speaking proficiency, nurturing effective writing, cultivating critical thinking, and accommodating diverse learning needs, educators can create a vibrant and effective learning environment. The inductive approach not only equips students with language skills but also instills in them a lifelong love for language learningand cultural exploration.

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APPRAISAL AND REVIEW OF E-LEARNING AND ICT SYSTEMS IN TEACHING PROCESS

Annotatsiya

Maqolada ta’lim tizimida axborot-kommunikatsiya texnologiyalari (AKT) va elektron ta’limni qo‘llash ma’ruzalar va o‘quv jarayonini yaxshilash uchun xizmat qilishishi yoritilgan. Muallif axborot tizimlari va texnologiyalarining jadal rivojlanishi tufayli AKTni o‘quv jarayoniga imkon qadar tezroq kiritish va AKTni o‘quv jarayonida qo‘llash o‘quv materiallarini modellashtirish, taqdim etish va vizualizatsiya qilish uchun katta imkoniyatlarga ega bo‘lishi mumkinligini aytib o‘tgan.

Kalit so‘zlar. AKT, sifat, usul, bilim, talabalar, umr bo‘yi o‘rganish, elektron ta’lim, axborot, texnologiya.

В статье рассматривается, как информационные и коммуникационные технологии (ИКТ) и применение электронного обучения в системе образования служат для улучшения лекций и учебного процесса. Автор упомянул, что благодаря быстрому развитию информационных систем и технологий, максимально быстрое внедрение ИКТ в учебный процесс и применение ИКТ в учебном процессе может иметь большие возможности для моделирования, представления и визуализации учебного материала.

Ключевые слова. ИКТ, качество, метод, знания, учащиеся, обучение в течение всей жизни, электронное обучение, информация, технология.

The article describes how information and communication technologies (ICT) and the use of e-learning in the education system serve to improve lectures and the learning process. The author mentioned that due to the rapid development of information systems and technologies, the fastest possible introduction of ICT into the educational process and the use of ICT in the educational process can have great opportunities for modeling, presentation and visualization of educational material.

Key words. ICT, quality, method, knowledge, students, life-long learning, e-learning, information, technology.

Technology enhances the learning experience for students by providing them with the tools and resources necessary to succeed. From online resources that help simplify complex concepts to interactive learning experiences that keep students engaged, technology provides students with the support they need to thrive in the classroom and beyond.

Implementation of e-learning and information and communication technologies (ICT) in education system could present an opportunity for teachers to upgrade and to improve the lectures. ICT in education could improve learners’ performances. ICT development is rapid and there is need for incorporation of ICT in teaching and learning process.

The use of ICT in teaching can improve knowledge in the field of interpretation, not only in the learning process, but also for future professional activity. Results from the sample survey of fifty lecturers in article shown that ICT plays a vital role in promoting efficiency in the teaching process. ICT could be used also in the process of teaching of foreign language at an advanced stage. Significant changes in teaching and learning could be enhanced by constantly emerging new ICT, which have altered common approaches to teaching and learning. In article is shown the relevance of developing mixed methods research that together with quantitative data provides qualitative data to help explain this capacity in greater depth. The main impact of ICT in education can be seen in improving the capabilities of instructors, changing the educational structure, creating opportunities for greater and more comprehensive learning, enhancing educational quality and improving teaching skills. In paper was described an experience of incorpo-

ration of ICTs into the classical teaching–learning process of soil and rock mechanics. Problem of using ICTs to develop learning motivation in elementary school students is investigated in article. ICT has provided many opportunities for written interaction through a chat, in which students had to refine their communicative skills in English in order to collaborate successfully in the assignment set. Life-long learning competence perception and abilities in using ICTs of the teachers working in primary schools was determined in article. A synthetic view towards the premises of the educational implemented of the new technologies was presented in paper. Nowadays, society is affected by the ICT challenges that come with the Internet network and the World Wide Web. Along with the dissemination of mobile technologies and wireless networks in teaching and learning environments, research has shown that students tend to cyber loaf during the courses. Among faculty members with different experience of teaching, their approach to software was the most predicting factor in creating self-confidence in them to use ICT in their teaching. In paper was addressed the issue of students' discursive skills development via new modern ICT. Potential benefits of ICT can only be fully realized if teachers are properly trained to utilize such tools. Teacher education is very important topic in order to improve learning practices. A set of indicators on quality of technology-enhanced learning and teaching are identified in article. Information and communication technologies have caused the reshaped accumulation and interaction of knowledge. Computer programming skills become one of the most important competencies that graduates should possess. In addition, computational intelligence approaches and mechatronics could become also important competencies for graduated students

Based on the rapid development of the ICT it is essential to introduce ICT in education system. ICT should become a standard for the teaching and learning process. The main goal of the article is to present possible aspects of the ICT applications in lectures and to encourage teachers to give an opportunity for upgrading of lectures by ICT applications.

The future of technology in education is bright and full of possibilities. From virtual and arugmented reality to artificial intelligence and machine learning, technology is constantly evolving, and there is so much more to come. Virtual and augmented reality will soon become an integral part of the education experience, allowing students to immerse themselves in interactive, 3D simulations of real-life scenarios. Some benefits of technology in education include improved adaptability, more enriched collaboration, more enjoyable learning experiences, enhanced feedback, better connections, improved tech skills, and reduced costs.

Artificial intelligence will also play a big role, with chatbots and AI-powered tutors providing instant feedback and support to students. Machine learning will also help to personalize the learning experience, making it more effective and efficient.

In conclusion, technology has transformed the way we learn, and its impact on education has been profound. It has opened up new avenues for creativity and innovation, supported personalized learning, improved communication and collaboration, and prepared students for the future. As technology continues to evolve, it will be exciting to see how it will continue to shape and improve the education sector.

The renovation and computerization of the learning process has a significant impact on teachers and students, because the activities of both teachers and students are significantly increased. The benefit of introducing ICT in the learning process must involve a higher quality of teaching; otherwise, its role is meaningless.

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DIFFICULTIES IN DEVELOPING ENGLISH LISTENING COMPREHENSION SKILLS USING AUDIOVISUAL MEDIA

Annotatsiya

Maqolada ta’lim jarayonining rivojlanishining sababi ta’lim jarayonlarini axborotlashtirish ekanligi tadqiq qilinadi. Shuningdek, AKT ta’lim jarayonining barcha ishtirokchilariga yangi imkoniyatlar yaratilishi, axborot texnologiyalaridan foydalanish asosida o‘quv jarayoni sifati va samaradorligi ortib, o‘quvchilarning bilish faoliyati faollashgani, fanlararo aloqalar chuqurlashib borayotganini kuzatish mumkinligi aytib o‘tilgan.

Kalit so‘zlar. Grammatik ko‘nikmalar, audiovizual materiallar, chet tilini o‘rganish.

В статье исследуется, что причиной развития образовательного процесса является информатизация образовательных процессов. Также было отмечено, что создаются новые возможности для всех участников образовательного процесса ИКТ, на основе использования информационных технологий повышается качество и эффективность образовательного процесса, активизируется познавательная деятельность учащихся, углубляются междисциплинарные связи.

Ключевые слова. Грамматические навыки, аудиовизуальные материалы, обучение иностранному языку.

The article examines that the reason for the development of the educational process is the informatization of educational processes. It was also noted that new opportunities are being created for all participants in the ICT educational process, through the use of information technologies, the quality and effectiveness of the educational process are improving, cognitive activity of students is being activated, interdisciplinary ties are deepening.

Key words. Grammatical skills, audiovisual materials, foreign language education.

In foreign language education, it is necessary not to confuse the rule with the algorithm. By algorithm, we understand a clear instruction to perform simple operations in a certain sequence. Any algorithm is a rule, but any rule is not an algorithm. By the name of a rule, it is better to call a set of instructions or generalizations, which are usually used in the process of forming spoken grammatical skills.

Hearing difficulties. Speech difficulties in listening are objective difficulties, and in the process of teaching listening, they are determined by objective parameters

Speech difficulties in listening are determined by the compositional and structural features of audio texts and the nature of speech tools. In the field of grammar, these difficulties are related to both morphology and syntax. Perceiving a phrase, the student must divide it into separate elements and establish a connection between their place in the statement.

The difficulty of analytical-synthetic activity, which is the basis for information perception, increases proportionally with the length of the speech message and the complexity of the synthetic structures in it.

Difficulties in listening comprehension of high school students in English in educational processes are as follows: difficulties with content - perceiving evidence such as what, where, with whom, when in the scope of received information and based on

a reflective approach or perceiving the connection between them there are difficulties with communication, as well as with the general idea; formal language difficulties; difficulties in terms of speech perception; speech difficulties; linguistic difficulties; difficulties related to audio text structure.

‘‘It was found that the structure of the audio text (compositional - content structure) also causes difficulties.

Because he has a direct interest in learning the information presented. Logical cohesion of the sentence or the beginning of the line, surface or depth of the text, the presence of unfamiliar lexical units, and several similar compositional-content situations are factors that determine the level of comprehension of the audio text.

The purpose of recognizing the difficulties a student faces in listening comprehension is to take steps to prevent them. Challenges require work and time and require special exercises. By timely elimination (neutralization) of difficulties, it is possible to speed up the educational process and produce the most acceptable (optimal) methodology of teaching’’.

The difficulties that occur in the English language learning process or life, in general, have their causes and consequences, and the human factor appears as an important factor in finding ways to overcome these difficulties. In order to identify difficulties in advance, it is necessary to know and analyze their causes and to find a solution to them, which prevents abstract or specific difficulties.

The main phonetic difficulties in listening are difficulties with pitch, logical stress, and speed of speech. Tone does not cause significant difficulties, since it has similar properties in all languages. Logical tone is difficult to perceive, it divides phrases into complete semantic segments, highlights the main idea, and determines the communicative form of the phrase.

At the same time, it is necessary to take into account the factors that facilitate listening: rhythm, pause, difficulties in tone; the ability to make eye contact with the interlocutor; use of non-verbal means, and reliance on the situation; as well as factors that complicate listening: the lack of clear boundary signals between lexical units, their merging in the speech flow, the phenomenon of assimilation at the boundaries of words and between words; phonetic reduction; non-return of auditory response; interaction of lexical units.

Difficulties in listening due to perceptual conditions. Dependence of listening on the state of perception: a) speed of the speech message; b) is determined by the number of presentations of the audio text depending on the sound volume. The objectively set tempo of the speech message determines the speed and accuracy of listening and the efficiency of memorization.

The general rate of speech consists of two quantities - the number of words per minute and the number of speech stops. The measurement of these two parameters shows that the difference between the minimum and maximum speed is very large.

It depends on many factors: type of text (monologue, dialogue; description, story, message; prosaic or poetic); the importance of information (more important information is presented more slowly, less important information is presented faster); specific features of the lexical and grammatical system of a certain language (in English, a letter has more information and the words in it consist of 4-5 letters on average, in German - 6-17. The average speed of speech in English and French is 140-150 words per minute, German language is 120-130 words per minute).

In the process of teaching listening, the level of speech received should not exceed the internal speech of the listener. In the listening method, the number of audio-text presentations and the duration of the listening are of primary importance. Because listening is the ability to understand speech by ear with a single presentation. One-

time presentation is related to the specifics of the conditions of natural oral speech message transmission: in real communication, listening is performed synchronously with the speech, and the speech message is not repeated.

The dependence of listening comprehension in the classroom on the number of presentations is known to be significant, especially at the initial stage of learning. At the same time, a methodologically sound number of presentations depends on normal work with audio text. Thus, in the case of memorizing the form of a speech message (that is, his speech), it is permissible to repeat one audio text several times. If the goal is to memorize the semantic aspects of the audio text, then it is necessary to provide a modified sample of the text with a change of speech for re-presentation and new tasks for perception.

In language teaching, listening comprehension is closely related to reading and speaking. Because of this? types of speech activities (reading, writing, listening, speaking) have distinctive and similar features. These are the following: listening comprehension, reading, and information reception are also included in the receptive types of speech activity. This type of speech activity is precognition and assumption. In the process of reading, vision is the main sense, and auditory senses are used in listening comprehension.

Speaking material serves as oral speech for listening comprehension and written speech for reading. Now we consider it permissible to consider the relation of listening comprehension to speaking. In English language methodology, listening comprehension and speaking are closely related to each other, but some features and factors distinguish them.

In the main task, the student’s auditory sense plays an auxiliary role in the process of listening comprehension, and the visual sense plays an auxiliary role. Motor analyzers perform the main task in the process of speaking. Therefore, listening comprehension and speaking are closely related. Listening comprehension can be done in different situations. For example, in direct communication with the interlocutor, in training sessions, in the theater, listening to the radio, talking on the phone, etc.

The secondary school is faced with the task of forming the ability to understand the teacher’s speech addressed to the student or the class, or recorded on a magnetic tape, in a fairly simple direct communication process. If the reader hears the information and learns its general content and some details, he can be considered to have understood the text. It is not necessary to understand every word or phrase.

Students first do exercises that focus on form. Gradually, attention to the content is increased, that is, students perform speech exercises. Listening comprehension is done in a limited time. The shortness of time and the irreversibility of speech reception make it difficult to perceive and understand speech, which requires attention and the active operation of comprehension-based memory.

Memory, which is one of the most important mechanisms of listening comprehension, consists of two types: long-term and short-term memories. In long-term memory, a person’s knowledge of all areas is stored. Learning phonemes and words and understanding their meaning during listening comprehension is included in long-term memory. Short-term memory is not directly related to the listener’s previous experience.

Due to his inattention to the interlocutor during the direct conversation, he pretends to understand him, but because his mind is on other things, and because he memorizes some information or text without understanding, a short-term memory may arise.

In the process of listening comprehension, the activity of pre-hypothecation also plays a very important role. How to achieve this? The teacher knows his subject well

and can make students interested in his subject. This is the main purpose of the lesson. As the student begins to learn a foreign language, he begins to learn it with interest as a new subject. If any subject being studied brings joy to the student, his interest in the subject will increase and the expected results will be achieved. The process of understanding speech in a foreign language, is not only about recognizing the units of speech, texts, formulas, and sentences, but the listener must process the sentences he heard in his brain and have his own independent opinion.

The difficulties associated with the age characteristics of the listener are: how the listener can listen to the speech, memory, focus on the object being listened to, be able to hypothesize, observe, quickly understand the content of the text being listened to, etc.

When organizing the process of listening comprehension, the teacher must take into account the above theories and use audio texts that are suitable for the student's knowledge and age. Therefore, in the process of preparing students for listening comprehension, exercises related to the formation and development of the above characteristics should be performed.

The result of the listening comprehension process is whether the listener has understood the content of the text or not. Therefore, it is important to determine the level of understanding of the listener in the educational process. With this, the teacher will have the opportunity to determine the level of formation of listening comprehension skills and abilities of students. At the initial stage of learning, the listener distinguishes between individual words and simple sentences.

Comprehension of words depends on the learner's active, passive, and potential vocabulary. Understanding the content of the text is related to determining the connection between the sentences, the logical structure of the text, style, and genre. Methodist scientists emphasize that there are the following stages of the listening comprehension process:

1. Superficial understanding.
2. General understanding.
3. Complete understanding.
4. Critical understanding.

Exercises to determine the completeness and correctness of understanding should be typical of stages 2-4. Students' general understanding of the content of the text can be determined through question-and-answer. The listener's understanding of the content is determined by tests with written answers. In addition, understanding the content of the text by answering questions, reciting the content of the text in the native language, and in a foreign language, and creating an extended plan for the text is determined by the listener's assessment of the text, independent opinion about the text.

Students preparing for the IELTS exam face some language problems caused by the characteristics of the English language. For the exam, first of all, they prepare for the listening comprehension test. That is, the students who are at the first stage of learning are among the first to encounter listening comprehension skills.

The technology of formation of listening skills. The materials presented for work in listening lessons should be mostly realistic. Real materials are materials taken from sources, which are distinguished by the naturalness of lexical content and grammatical forms, the adequacy of language tools used in certain situations, reflect the situations of real use of words, and although they may not be intended for special educational purposes, are used in foreign language teaching.

Suggestions for overcoming existing problems: correct choice of text; create a communicative situation before listening to the text; various tasks, including control over the listened text and, in addition, switching to another type of activity after receiv-

ing an audio message; taking into account the student’s age characteristics; selection of new and interesting information for readers; audibility of audiovisual material - by native speakers of the studied language.

It should be noted that teaching a natural, modern foreign language is possible only with the use of materials taken from the life of native speakers or prepared following the norms of speech accepted and applied, taking into account the peculiarities of their culture and mentality.

The use of such real and educational materials, which are works of natural speech created for methodological purposes, allows more effective teaching of listening, and imitation of immersion in the environment of natural speech in foreign language classes. Both listeners and their teachers need to understand and be able to use listening strategies.

The leading types of activities in which the mental development of students of 10-11th grade takes place are socially useful, educational and educational and professional activities. For this direction, it is necessary to know the needs, interests, and motives that serve as a source of leading activity. It is known that older adolescence is characterized by the formation of a dominant direction of cognitive interests.

During this period, certain professional intentions are formed, according to which elements of self-education appear; the problems of human emotions and relationships become more and more interesting in high school students of puberty; they dream of a meaningful life, creative and socially useful activities, he wants to show himself and deserve recognition. The age we are considering is the period of maximum enthusiasm for television and cinema, and the interests of older students differ little from the requirements of an adult audience.

Schoolchildren spend a lot of time with their peers, discussing what they see and hear, and their upbringing is influenced by the attitude received in the family or among friends. It should be noted that in addition to the communities developed in the school (for example, the class, club team, etc.), school students have different communities that have a strong influence on them.

Modern instructional materials provide examples of setting goals that help students understand the teacher’s demands and at the same time stimulate students’ interests.

In conclusion, the main goal of teaching foreign languages in the upper grades of general secondary schools in modern conditions is to focus on educating a well-rounded person who can successfully participate in the process of intercultural communication in the language being studied by closely interacting with the language and culture of the countries where the language is being studied.

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MILLIY MADANIY MEROSIMIZNING O'ZIGA XOS XUSUSIYATLARI

Annotatsiya

Maqolada o'zbek etnomadaniyatining shakllanish jarayonlari, o'ziga xos xususiyatlari hamda uni rivojlantirishning g'oyaviy, madaniy masalalari tahlil qilinadi. Shuningdek, o'zbek xalqininig kelib chiqishi, etnogenezi va etnos bo'lib shakllanishi hamda dunyo xaritasida o'z o'rniga ega bo'lishi haqida ayrim mulohazalar tahlil qilingan.

Kalit so'zlar. Xalq, millat, etnos, etnik guruh, madaniyat, sivilizatsiya, etnomadaniyat, etnogenez, qadriyat, urf-odat.

В статье анализируются процессы формирования, особенности узбекской этнокультуры, а также идейные, культурные вопросы ее развития. Также были проанализированы некоторые соображения о происхождении, этногенезе и становлении узбекского народа как этноса и его месте на карте мира.

Ключевые слова. Народ, нация, этнос, этническая группа, культура, цивилизация, этнокультура, этногенез, ценности, обычаи и традиции.

The article analyzes the processes of formation, the peculiarities of Uzbek ethnic culture, as well as ideological and cultural issues of its development. Some considerations about the origin, ethnogenesis and formation of the Uzbek people as an ethnic group and its place on the world map were also analyzed.

Key words. People, nation, ethnicity, ethnic group, culture, civilization, ehtnic culture, ethnic genesis, values, customs and traditions.

XX asrning so'nggi choragi nafaqat texnik taraqqiyotning yuqori darajaga ko'tarilganligi, balki milliy madaniyatlarning yuksalishi, turli etnik guruhlar va millatlarning o'zligini anglashi, o'z milliy madaniy qadriyatlari va merosini tiklashga bo'lgan intilishlarining kuchayganligi bilan ham xarakterlanadi. Milliy o'zlikni anglash jarayoni sobiq sotsialistik lager va sobiq sho'rolar davlatining parchalanishi tufayli yanada teziashdi va yaqqolroq ko'zga tashlana boshladi. Milliy va mafkuraviy istibdod iskanjasidan ozod bo'la boshlagan turli etnik guruhlar o'zlarining unutilayotgan azaliy va madaniy merosini tiklay boshladilar. Bu jarayonni 130 yil mustamlakachilik iskanjasida bo'lgan xalqimizning o'zligiga qaytishi va madaniy merosni qaytadan tiklashdagi intilishida ham ko'rsak bo'ladi. Ayniqsa, jamiyatni isloh qilish jarayonida madaniy merosga bo'lgan munosabat tubdan o'zgardi.

Bu xususda Prezidentimiz Islom Karimov birinchi chaqiriq Oliy Majlisning IV sessiyasida so'zlagan nutqida: "Jamiyatimizni isloh qilish va yangilash boshlangani tufayli inson ma'naviyati, yuksak axloqi va madaniyatining qudratli qatlamlari ochildi, go'zal milliy an'analar tiklandi, jahon sivilizatsiyasiga salmoqli hissa qo'shgan ajdodlarimizning ulkan ma'naviy merosiga murojaat etish boshlandi", degan edi.

Madaniy meros deganda biz nimani tushunamiz? Madaniy merosni tiklashdan ko'zlangan maqsad nima? Madaniy merosni tiklashda qaysi mezonlarga amal qilinadi?

Madaniy meros tushunchasini aniqlab olish uchun, umuman, meros, madaniy meros va ma'naviy meros tushunchalarini bir-biridan farqlay olishimiz zarur.

"Meros" tushunchasi keng ko'lamli tushuncha bo'lib, u o'ziga madaniy va ma'naviy meroslarni ham birlashtiradi. Meros – bu insoniyat tarixiy taraqqiyotining turli davrlarida yaratilgan va keyingi avlodlargacha yetib kelgan moddiy va madaniy boyliklar yig'indisidir. Madaniy meros esa o'tmish ajdodlarning o'z avlodlariga vorisiylik asosida yetkazib berilgan, asrlar, dolg'ali davrlar, buhronli kunlar sinovlaridan o'tib kelgan, insoniyatning hozirgi va keyingi davrlari taraqqiyotiga

yordam beruvchi moddiy va ma’naviy boyliklari majmuyidir. Ma’naviy meros esa, o‘tmish ajdodlarning hayoíiy tajribalari, dunyoqarashi, axloq-odobi, iymon -e’tiqodi, badiiy-estetik, ilmiy, falsafiy, siyosiy-huquqiy qarashlari va milliy-ma’naviy qadriyatlari yig‘indisidir.

“Madaniy meros” aslida m adaniyatshunoslik («madaniyat tarixi va nazariyasi») fanining asosiy qonunlaridan biri hisoblanadi.

Madaniy meros, umuman, merosning, ma’naviy meros esa madaniy merosning doirasiga kiradi. O‘tmishdan bizga yetib kelgan barcha narsalar umumiy merosni tashkil etsa-da, faqat uning madaniy qadriyatlar darajasiga chiqqan qismigina madaniy meros hisoblanadi. Masalan, sobiq sho‘rolar davrida yaratilgan, uning siyosati va mafkurasiga xizmat qilgan va uni targ’ib etgan, endilikda mamlakatimiz taraqqiyotiga xizmat qilmay qo‘ygan ayrim badiiy asarlar, kinofilmlar, teatr va musiqa, haykaltaroshlik va tasviriy san’at asarlari, inqilob, quloqlashtirish, bosmachilik harakati va ularga qarshi kurashganlar haqidagi asarlar madaniy meros bo‘la olmaydi. Ularni faqat tarixiy fakt sifatida saqlab qo‘yish mumkin, xolos.

Madaniy va ma’naviy meros o‘rtasiga «buyuk Xitoy devori»ni qo‘yib bo‘lmaydi. Sababi, ma’naviy faoliyatning ma’naviy-ruhiy bilimlar. qobiliyatlar, iste’dod va salohiyat, aql-farosat, ilmiy va am aliy bilim lar, tajriba, malaka va ko‘nikmalar kabi elementiari madaniy merosning yaratilishida bevosita ishtirok etadi. Boshqacha qilib aytganda, insonning ma’naviy-ruhiy holatlari natijalari madaniy merosda moddiylashadi.

Madaniy va ma’naviy meroslar, birinchidan, umumiy va xususiy jihatlar (madaniy merosda umumiylik, ma’naviy merosda xususiylik) ning ustunlik qilishi, ikkinchidan, madaniy meros, umuman, madaniyat yutuqlarini, ma’naviy meros esa faqat ma’naviy madaniyat yutuqlarini qamrab olishi jihatlari biían bir-biridan farqlanadi. Ma’naviy merosga nafaqat madaniyatning moddiylashgan shaklíari (arxitektura, kinofllm, sahna asarían, badiiy asarlar va boshqalar), balki ilm-fan, falsafiy, siyosiy, huquqiy, iqtisodiy, axloqiy, diniy g‘oyalar, tushunchalar, tasavvurlar va boshqalar ham kiradi. Ma’naviy meros zamonlar o‘tsa-da, o‘z qadrini yo‘qotmaydi, barcha davrlarda kishilarning ongi va his-tuyg‘usiga ta’sir etib, ezgulikka chorlaydi. Ma’naviy meros kishilarning umum saviyasini kengaytiruvchi bilimlarning bitmas-tuganmas manbayi hamdir.

Albatta, o‘tmish madaniy merosini tiklash va uni o‘rganishda unga tobe bo‘lib qolmaslik o‘ta muhim . Hozirgi kunda o‘tmish madaniy merosiga jamiyatimizni isloh qilish nuqtayi nazaridan turib, ayrimlariga yangicha mazmun bag‘ishlagan holda yondashish talab qilinadi. Masalan, islom madaniy merosiga m utaassiblik va aqidaparastlik nuqtayi nazaridan emas, aksincha, umuminsoniy madaniy boylik, iymon-e’tiqod pokligiga, umuminsoniy axloq me’yorlari, ma’naviy hayotimizni boyituvchi azaliy qadriyatlarimizni mustahkamlovchi. milliy qiyofamizni namoyon qiluvchi asosiy manba sifatida yondashishimiz zarur.

Etnomadaniyat o‘z mohiyati va xususiyatiga ko‘ra inson hayoti, faoliyatining va ijtimoiy borliqning barcha tomonlari bilan bog‘liq polifunksional hodisadir. Shuning uchun u bevosita yoki bilvosita falsafiy fanlar, madaniyatshunoslik, tarix, etnografiya, san’atshunoslik, pedagogika, iqtisod, ijtimoiy boshqarish, psixologiya, ma’naviyat asoslari kabi ilm sohalarida tadqiq etib kelinadi. Ma"lumki, har qanday ijtimoiy voqelik, ayniqsa inson va xalq hayotining barcha tomonlariga taalluqli madaniyat ko‘p omillilik, komplekslik, sinkretiklik, universallik, turg‘unlik va o‘zgaruvchanlik xususiyatlariga ega.

Madaniyatning ushbu xususiyatlarini hisobga olmasdan uning ijtimoiy-tarixiy taraqqiyotdagi o‘rnini ham, ichki tuzilishi va funksiyalariga oid belgilarini ham to‘g‘ri anglash mumkin emas. «Jamiyat va madaniyat aynan bo‘lmasada, - deb yozadi S. Shermuhammedov va A. Ochildiyev, -jamiyatning hamma sohalarida madaniyat mavjuddir. Shunday ekan jamiyatning madaniyat rivojlanishiga ta"sirini, bu ta"sir qanday shakllarda amalga oshishini tushunib olmay turib, madaniyat deb atalmish ulkan ijtimoiy hodisaning mohiyatini oxirigacha aniqlab bo‘lmaydi.” Agar ushbu yondashuvni etnomadaniyatga tadbiq etsak, madaniyatni etnosning shakllanish jarayoni bilan retrospektiv bog‘lashga to‘g‘ri keladi, chunki etnos shakllanish jarayonisiz etnomadaniyat yo‘q.

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O'ZBEK VA XITOY TILLARIDAGI BIRLAMCHI MUROJAATLAR TAHLILI

Annotatsiya

Mazkur maqolaning qarindoshlik, ism va familiyalar orqali hamda professional va rasmiy murojaatlarni umumiy semantik belgi va formalaridan kelib chiqib yagona birlamchi murojaatlar oilasiga kiritib o'rganilishi ochib berilgan.

Kalit so'zlar. Qarindoshlik murojaatlar, ism va familiyalar orqali hamda professional va rasmiy murojaatlar, umumiy semantik belgi va formalari.

Данная статья посвящена изучению родства, имен и фамилий, а также профессиональных и официальных обращений на основе их общих семантических признаков и форм в единое семейство первичных обращений.

Ключевые слова. Ссылки на родство, имена и фамилии, профессиональные и официальные ссылки, общие семантические признаки и формы

This article is devoted to the study of kinship, first and last names, as well as professional and official appeals based on their common semantic features and forms into a single family of primary appeals.

Key words. Kinship references, first and last names and professional and official references, common semantic signs and forms

Shunga ko'ra, qarindoshlik murojaatlar – bu qarindoshlik munosabatlarini aks ettiruvchi murojaatlar hisoblanadi. "O'zbek tilining izohli lug'ati"da "qarindoshlik" atamasining quyidagi izohi berilgan: "Bir avlod-ajdodga mansub bo'lgan kishilar, ota va ona tomonidan bo'lgan shaxslar (biri boshqasiga nisbatan), qarindoshlarga xos bog'lanish, munosabat; insonlar o'rtasida qon jihatdan bog'lanish". "Zamonaviy xitoy tili lug'at"ida "qarindoshlik" so'zi quyidagicha talqin qilingan: «亲属是跟自己有血缘关系或婚姻关系的人. (Qīnshǔ shì gēn zìjǐ yǒu xuèyuan guānxì huò hūnyīn guānxì de rén. Qarindoshlik - o'zi bilan qon yoki nikoh aloqasi bo'lgan shaxsdir.)" . Yuqoridagi ikkita "qarindoshlik" tushunchalari bir oz farq qilsada, lekin mohiyatan o'xshash, shuning uchun qarindoshlik murojaatlari qarindoshlar o'rtasida rioya qilinishi kerak bo'lgan qoidalar tizimi deb hisoblash mumkin.

1) O'zbek tilidagi tegishli murojaatlar

O'zbek tilida qarindoshlikni ifodalovchi ko'plab so'zlar mavjud, ammo ular haqiqiy murojaatlar tizimiga kirish uchun yetarli emas, ular: "bobo", "buvi", "ota", "ona", "dada", "oyi", "o'g'il", "qiz", "nabira", "nevara", "amaki", ''xola'', ''jiyan'', ''jiyan'', ''er'', ''xotin'' va boshqa chaqiruvlardir. Aniq ko'rsatma bilan bog'liq holda ''bobo'', ''buvi'', ''ota'', ''ona'' to'g'ridan-to'g'ri murojaat sifatida foydalanish mumkin. Ba'zi hollarda, murojaatning obyektini aniqlashtirish zarur bo'lganda, siz uni shaxsning ismi bilan ishlatishingiz mumkin, masalan, ''G'aybulla amaki'', ''Feruza xola''. Bunday murojaatlar qarindoshlik munosabatlarining uzoq yoki yaqinlik, ota yoki ona shajarasidan qa'ti nazar, faqat urug`dagi kattalarga oid tartibini ajratib turadi. Bir-biriga bog'liq bo'lgan ikki tomon o'rtasidagi o'zaro munosabatni ifodalovchi so'zlarning aksariyati aloqada ishora sifati-

da ishlatilmasligi mumkin, masalan: ‘‘qaynota’’, ‘‘qaynona’’.

Zamonaviy o‘zbek tiliga qarindoshlik murojaatlarida umumlashtirilgan qarindoshlik murojaatlar mavjud bo`lib, og‘zaki so‘z birikmalaridagi o‘zaro bog‘liq murojaatlar ko‘pincha ko‘chma ma’no, semantik grammatiklashuv, noaniqlik va ma’no boyitilishini ko‘rsatish uchun ishlatiladi. Xususan, “buvi”, “bobo”, “ota”, “ona”, “dada”, “oyi”, “o‘g‘il”, “qiz”, “amaki”, “xola” kabi so‘zlar va bularning qo‘shimchali unverbatsiya so‘zlari ko‘pincha qarindosh bo‘lmagan odamlarga nisbatan qo‘llaniladi. Bu murojaatlar ko‘pincha sotsiolingvistik va stilistik jihatdan belgilanadi, tegishli qiymat va assotsiatsiya qiymatiga ega va ikki tomon o‘rtasidagi munosabatlarni yaxshiroq aks ettirishi mumkin. So‘zlovchilarning bunday murojaatlardan foydalanishi muloqot qulayligini bildirish uchun mo‘ljallangan. Bunday holda, tegishli chaqiruvlarda mavjud bo‘lgan asl nominativ funktsiya o‘z ma’nosini asta-sekin o‘zgartirib, referentlarning xususiyatini aks ettiradi.

2) Xitoy tilidagi tegishli murojaatlar

Zamonaviy xitoy tilida qarindoshlik murojaatlari o‘ziga diqqatlashgan bo‘lib, jins va avlod bo`yicha juda qattiq tartibiga ega; «血亲 (xuèqīn, yaqin qarindoshlik)» va « 姻亲 (yīnqīn, holati)» orasidagi juda katta farq mavjud bo‘lib, «直系亲属 (zhíxìqīnshǔ, birinchi liniya qarindoshlari, ularga bola, nevara va boshqalar kiradi)» va «旁系亲属 (pángxìqīnshǔ, yon qarindoshlar)» bir-biri bilan kesishadi. Qarindoshlik murojaatlari odatda yaqin qarindoshlik murojaatlari, qarindoshlik holati murojaatlari va umumlashgan qarindoshlik murojaatlariga bo‘linadi.

A) Yaqin qarindoshlik murojaatlari

«血亲 (xuèqīn, yaqin qarindoshlik)» qarindoshlarning umumiy ajdodlari borligini ko‘rsatadi. Qarindoshlarning bir-biri bilan bevosita aloqasi bor-yo‘qligiga qarab “Qon aloqasi” tushunchasini ikki toifaga bo‘lish mumkin: “直系血亲亲属. (zhíxìxuèqīnqīnshǔ, to`g‘ridan-to‘g‘ri qon munosabatlaridagi qarindoshlari)” va “旁系血亲亲属 (pángxìxuèqīnqīnshǔ, qarindoshlik bo‘yicha yon qarindoshlar). ‘‘Birinchi liniya qarindoshlari ‘‘ - oldingi va keyingi avlodlarning qarindoshlari, ya’ni odam qaysi ajdodlari: otasi / onasi, bobosi / buvisi va ma’lum bir shaxsdan kelib chiqqan qarindoshlari, ya’ni uning qarindoshlari. bolalar, nevaralar, chevaralar. ‘‘Qindoshlikning yon qarindoshlari‘‘ - umumiy ajdodi bo‘lgan, lekin to‘g‘ridan-to‘g‘ri qarindosh bo‘lmagan shaxslar, masalan: aka-uka, opa-singillar, amakivachchalar, jiyanlar va boshqalar.

Xitoy xalqi qadim zamonlardan buyon qadimiy tarix va madaniyatga ega bo‘lgan xalq bo‘lganligi sababli, qarindoshlarning tasnifi nisbatan batafsil bo‘lib, tegishli murojaatlar tabiiy ravishda o‘ziga xos tizimni tashkil qiladi.

B) Qarindoshlik holati murojaatlari

“姻亲 (yīnqīn, holat)” nikoh tufayli vujudga kelgan qarindoshlik munosabatlarini bildiradi. Qarindoshlar o‘rtasida qon munosabatlari yo‘q. ‘‘Qon munosabatlari’’ kabi ‘‘holat’’ ham ikki turga bo‘linadi: ‘‘直系姻┌┌┌(zhíxìyīnqīnqīnshǔ, qarindoshlik holatining birinchi liniyasi)’’ va 旁系姻亲亲属(pángxìyīnqīnqīnshǔ) «holatning yon qarindoshlari». «Qarindoshlik holatining birinchi liniyasi» «birinchi liniya qarindoshlari»ga to‘g‘ri kelsa, xuddi shunday «holatning yon qarindoshlari» ham «yon qarindoshlar»ga mos keladi. Buni misol bilan ko‘rib chiqadigan bo‘lsak: agar ikki kishi nikoh munosabatlari natijasida oila a’zosi bo‘lib qolsa, u holda birinchi tomonning, ya’ni ‘‘birinchi liniya qarindoshlari’’ ikkinchi tomonning ‘‘qarindoshlik holatining birinchi liniyasi’’ bo‘ladi, xuddi shunday bir tomondan ‘‘yon qarindoshlar’’- ikkinchisining ‘‘holatning yon qarindoshlari’’. Masalan, “qarindoshlik holatining birinchi liniyasi” – “儿媳 (érxí, o‘g‘ilning xotini)”, “孙媳 (sūnxí, nabiraning xotini)», “女婿 (nǚxu, qizning eri)», “孙女婿 (sūnnǚxus, nevaraning eri)’’, ‘‘粮岳父 (yuèfù, qaynota (xotinning otasi))‘‘, ‘‘岳母 (yuèmǔ, qaynona (xotinning onasi))’’, ‘‘公公 (gōnggong, qaynota (erning otasi))’’, ‘‘婆婆 (pópo, qaynona (erning onasi)’’ va boshqalar. ‘‘Holatning yon qarindoshlari ’’- ‘‘姐夫 (jiěfu, katta opaning eri)’’, ‘‘妹夫 (mèi-

fu, singilning eri)”,

“嫂子 (sǎozi, akaning xotini)”, “弟媳 (dìxí, ukaning xotini)”, “大伯子 (dàbǎizi, erning akasi)”, “小舅子 (xiǎojiùzi, xotinning ukasi) 妯娌 (zhóuli, ikki aka-uka xotinlari)” va boshqalar.

Zamonaviy xitoy tilida qarindoshlarning xususiyatlarining batafsil tizimi ham mavjud bo‘lib, yaqin qarindoshlilik bilan birgalikda u qarindoshlik murojaatlarning katta tarkibiy sxemasini tashkil qiladi.

C) Umumlashtirilgan qarindoshlik murojaatlari

Hozirgi xitoy qarindoshlik munosabatlarida keng tarqalgan murojaatlarning yana bir turi umumlashtirilgan qarindoshlik murojaatlaridir. Ushbu turdagi murojaatlar oilaviy munosabatlari bo‘lmagan odamlarga murojaat qilish uchun ishlatiladi. Bu zamonaviy Xitoy murojaatlarining o`ziga xos aniq xususiyatidir. Umumlashtirilgan qarindoshlik murojaatlari kundalik hayotda qo‘llaniladigan bir nechta holatlarda ishlatiladi.

a) Sinfdoshlar va do‘stlar o‘rtasida.

O‘tmishdagi an’anaviy jamiyatdan farqli o‘laroq, zamonaviy jamiyat o‘qituvchilar va talabalar, shuningdek, sinfdoshlar o‘rtasidagi keng munosabatlar rivojlanishi “同门 (tóngmén, kursdoshlar)” konsepsiyasini kuchsizlantirdi. Madaniy an’ana va odatlarning ta’siri kabi o‘ziga xos sabablarga ko‘ra bu tushuncha zaiflashganiga qaramay, o‘qituvchi va o‘quvchilar o‘rtasida hamon umumlashgan qarindoshlik atamalari qo‘llanilmoqda. Bu holat, ayniqsa, politsiya va sport maktablarida, harbiy bilim yurtlarida yaqqol namoyon bo`ladi. Misol uchun, ma’lum bir maxsus holatlarda siz “师父 (shīfu, ota o‘qituvchi)”, “师母 (shīmǔ, ona o‘qituvchisi)”, “师兄 (shīxiōng, aka o‘qituvchi)”, “师姐“ (shījiě, opa o‘qituvchi)”, “师弟 (shīdì, uka o‘qituvchi)”, “师妹 (shīmèi, singil o‘qituvchi)” va shunga o‘xshashlardan foydalanasiz.

Odamlar do‘stlar inson hayotida muhim rol o‘ynashiga ishonishadi, shuning uchun ular bir-biriga murojaat qilganda faqat ism bilan cheklanmaydi. O‘zaro munosabatlarning yaqinligini ta’kidlash uchun do‘stlar ko‘pincha bir-birlarini aka-uka deb atashadi. Ushbu turkum so‘zlarga “兄弟 (xiōngdi, birodar)”, “哥们儿 (gēmenr, aka-ukalar)”, “姐们儿 (jiěmenr, opa-singillar)” va shu kabilar. kiradi.

b) Hamkasblar va qo‘shnilar o‘rtasida.

Kundalik hayotda va ba’zi zamonaviy teledasturlarda biz ko‘pincha “大爷 (dàye, amaki – qari odam haqida)”,“ 大妈 (dàmā, xola – keksa ayol haqida)”, “大叔(dàshū, amaki – otasi bilan bir avloddagi yoki yoshdagi erkakka)”,“ 大婶 (dàshěn, xola – onasi bilan bir avloddagi yoki yoshdagi ayolga)”, “大哥 (dàgē, aka – o‘zi bilan bir avloddagi yoki yoshdagi o‘g‘ilga (do‘st)), “大姐 (dàjiě, opa – o‘zi bilan bir avloddagi yoki yoshdagi qiz bolaga (do‘stiga)) va shunga o‘xshashlar kabi ma’lumotlarni eshitamiz. Bu murojaatlar qo‘shnilar o‘rtasida ham qo‘llaniladi. Garchi bu murojaatlar boshqa tomonning qon qarindoshlari bilan aloqasi yo‘qligini ko‘rsatsa-da, shunga qaramay, bu turdagi murojaat yaqin qo‘shnilar o‘rtasidagi munosabatlarni ko‘rsatadi. Bu xushmuomalalik va madaniy an’anadir.

Hamkasblar o‘rtasida mavqeyilar aniq farqlanadi, shuning uchun ko‘pchilik hamkasblar bir-biriga lavozimi bilan murojaat qilish yoki raqibini ismi bilan chaqirish pozitsiyalaridan foydalanadilar. Biroq, agar siz ishni osonlik bilan yengishni istasangiz, murojaatlarning ba’zi xususiyatlariga e’tibor berishingiz kerak bo‘ladi. Misol uchun, “王姐 (Wángjiě, Van opa)”, “李叔 (Lǐshū, Li amaki)”, “赵姨 (Zhàoyí, Chjao xola)”, “Liúgē (Liúgē, birodar Liyu)”va boshqa umumlashtirilgan murojaatlardan hamkasblar bilan yaqinlashishiga hissa qo‘shadigan boshqa murojaatlarni ishlatish mumkin.

c) notanishlar orasida.

Ba’zi qarindoshlik murojaatlari ko‘pincha begonalar o‘rtasida ishlatilishi mumkin. Masalan, avtobusda o‘z o‘rningizni boshqasiga bo‘shatib bersangiz yoki yo‘lda yordamga muhtoj keksa odamga duch kelsangiz, ularni “爷爷 (yéye, bobo)”, “奶奶 (nǎinai,

buvisi)” va hokazo bilan chaqirasiz. Bozordan oziq-ovqat sotib olmoqchi bo`lib, narxini so‘ramoqchi bo‘lganingizda yoki notanish shaharga tushib qolib, yo‘lni bilmasangiz, “叔叔 (shūshu, amaki)”, “阿姨 (āyí, xola)” ga murojaat qilishingiz mumkin. Bu murojaatlar begonalar orasida keng qo‘llaniladi.

Bularning barchasi o‘zaro bog‘liq murojaatlarni umumlashtirish va tegishli murojaatlardan kengaytirilgan foydalanish hodisasidir. Bunday murojaatlar ko‘p qo‘llaniladigan murojaatlarga qaraganda kengroq foydalaniladi. Ular odamlarni bir-biriga jalb qilishga yordam beradi va mehrli, muloyim va hurmatli munosabatda bo‘ladi.

Murojaat shakli sifatida familiya va ismlar orqali murojaat qilish salomlashish jarayonida familiya yoki ismning har qanday elementining paydo bo‘lishida namoyon bo‘ladigan kuchli ramziy ma’noga ega. Familiya va ism lingvistik hodisa bo‘lib, o‘ziga xos madaniy fenomen sifatida millat haqidagi lingvistik va madaniy ma’lumotlari mavjuddir. Ular ijtimoiy tarixiy o‘tmish va madaniy kelib chiqishi bilan keng va chuqur bog’langan.

1) O‘zbek tilidagi familiya va ismi orqali murojaatlar

Shaxsiy ism bir shaxsni boshqasidan ajratib turuvchi muhim ijtimoiy belgidir, har bir xalqning shaxsiy ismlari aynan bir xil emas. O‘zbekistonda ‘‘ism + otasining ismi + familiyasi’’ dan iborat bo‘lgan odamlarning shaxsiy ismi tarixan rivojlangan. Bundan tashqari, ushbu uchta komponentning joylashuvi turli vaziyatlardan farq qilishi mumkin. Ba’zan familiya birinchi bo‘lib keladi.

Xitoy tili bilan solishtirganda, o‘zbekcha ismlar murakkab va shakl jihatidan xilma-xildir. Ular faktik tildan foydalanishda boy madaniy va pragmatik ma’lumotlarni ko‘rsatishi mumkin. O‘zbek tilidagi familiya va ism orqali murojaatlar quyidagi kichik toifalarga bo‘linadi:

a) “Ism+familiyasi+otasining ismi”. Ushbu shakl juda rasmiy holatlarda qo‘llaniladi. Misol uchun, notanish insonlar o‘zlarini o‘zaro tanishtirganda. Shaxsning to‘liq ismi, otasining ismi, familyasi rasmiy hujjatlarda, ro‘yxatlarda, anketalarda yoziladi. Masalan, ‘‘Abdulla Oripov Orifboy o‘g‘li’’, ‘‘Erkin Vohidov Cho‘yanboy o‘g‘li’’. ‘‘Erkin’’ va ‘‘Abdulla’’ - bu ismlar; ‘‘Cho‘yanboy o‘g‘li’’ va ‘‘Orifboy o‘g‘li’’ - otasining ismi, ‘‘Oripov’’ va ‘‘Vohidov’’ - familiyalar.

b) “Ism+otasining ismi”. Otasining ismi o‘zbek shaxsiy ism tizimining ajralmas qismi va o‘zbek shaxsiy ism madaniyatining muhim xususiyatlaridan biridir. ‘‘Otasining ismi’’ da ma’lum bir jinsga mansubligini aniqlaydigan ma’lum bir “o`g`li” va “qizi” qo`shimcha so‘zlar mavjud. Boshqalarga ‘‘ism va otasining ismi’’ bilan murojaat qilish odatiy hol bo‘lib, odatda boshliqlarga, oqsoqollarga, o‘qituvchilarga va yaqin qarindosh bo‘lmagan yoki notanish shaxslarga hurmatni bildiradi. Masalan, o‘quvchi o‘qituvchini ko‘rganda, odatda, o‘qituvchiga murojaat qilish uchun “ismi + otasining ismi”ni qo‘llaydi, ish joyida hamkasblariga “ismi + otasining ismi” shaklida murojaat qiladi.

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CHOY MAROSIMI – XITOY MADANIYATINING O‘ZIGA XOS JIHATI SIFATIDA

Annotatsiya

Maqolada choyning yaratilish, kelib chiqish va tarqalish tarixi ochib berilgan. Shu bilan bir qatorda jasmin va da hong pao choyning kelib chiqishi va tayyorlanish usullari, choyning xitoy sulolalari orasida va butun dunyoda keng tarqalishi va mansabga a’loqadorligi hamda mashhur bo‘lib ketishiga bag‘ishlangan. Hamda choyning iqtisodga va tabobatga ko‘rsatgan tasiri va olib kelgan foydalari haqida fikr yuritilgan.

Kalit so‘zlar. Yashil buta”Camellia sinensis”,choy turlari, Oolon-qora ajdarho choyi, qizil, qora, yashil va yasmin choylar, xalq tabobati, Osmonosti mamlakati, choy ichish marosimi va san’ati, choy tarixi, etimologiya, mifologiya, choy uylari, Da hong pao choyi.

В статье раскрывается история создания, происхождения и распространения чая. Альтернативно Жасмин и да хун пао посвящены происхождению и методам приготовления чая, широкому распространению чая среди китайских династий и во всем мире, а также тому, как он стал популярным. Также было высказано мнение о влиянии чая на экономику и медицину, а также о пользе, которую он приносит.

Ключевые слова. Зеленый кустарник “Camellia sinensis”, виды чая, улун-чай черного дракона, красный, черный, зеленый и жасминовый чаи, народная медицина, страна небес, ритуал и искусство чаепития, история чая, этимология, мифология, чайные дома, чай Да Хун Пао, мнения ученых.

The article reveals the history of the creation, origin and distribution of tea. Alternatively, Jasmine and da hong pao are devoted to the origin and methods of tea preparation, the widespread distribution of tea among Chinese dynasties and around the world, as well as how it became popular. It was also suggested that tea has an impact on the economy and medicine, as well as the benefits it brings.

Key words. Green shrub “Camellia sinensis", types of tea, oolong tea of the black dragon, red, black, green and jasmine teas, folk medicine, land of heaven, ritual and art of tea drinking,history of tea, etymology, mythology, tea houses, Da Hong Pao tea, opinions of scientists.

Jasmin choyi, xushbo‘y Jasmin choyiga qo‘shimcha maxsulotlar qo‘shish orqali tayyorlanadi. U choyga jasmin gullarini qo‘shish orqali tayyorlanadi, shuning uchun nomi Jasmin choyi. U xushbo‘y choyning ko‘p turlaridan biri hisoblanadi. Jasmin choyi yashil choyga kurtaklari paydo bo‘lgan jasmin gullarini qo‘shish orqali tayyorlanadi. Choy embrionlarini tayyorlash uchun turli xil yashil choy navlari ishlatiladi, masalan, Longjing choyi, jasmin bilan xushbo‘y, u Longjing jasmin choyi deb ataladi, agar atirgullar xushbo‘y bo‘lsa, Longjing gul choyi deb ataladi va hokazo. Jasmin choyi “Xitoyning xushbo‘y choyidagi bahor hidi”degan obro‘ga ega. Jasmin shaftoli choy qaynaganda guldek ochiladi. Fuchjou jasmin choyining vatani hisoblanadi. Fuchjoudagi choy dehqonlari birinchi marta choy tayyorlash uchun jasmindan foydalanganlar va uning tarixi Xan sulolasiga borib taqaladi.

Suchjou Xitoyda eng yaxshi sifatli jasmin choyining kelib chiqishi tarixiga ega bo‘lgan, u Janubiy Sung sulolasida boshlangan va uzoq tarixga ega. Biroq, Suzhou shahridagi jasmin choyini tayyorlashning murakkab va nafis mahorati tufayli , choyni

hidini yaxshilash uchun ishlatiladigan jasmin uchun sifat talablari ham ancha yuqori , shuning uchun ishlab chiqarish tannarxi yuqori va foyda past bo‘lgan. Keng va arzon jasmin choyini qayta ishlash modellari bunga ta’sir ko‘rsatdi va hozirgi vaqtda bozorda Suzhouda ishlab chiqarilgan jasmin choyini topish qiyin .

Fuchjou jasmin choyi Xitoydagi geografik hududkarda katta miqdorda ekiladigan mahsulot bo‘lib, uning doirasiga Changshan tumani, Jin’an tumani,Mavei tumani, Changle tumani, Fuqing shahri, Minhou okrugi Fuchjou Lianjiang okrugi, Minqing tumani, Luoyuan tumani, Fuzhou shahridagi Yongtay tumani va qolgan 10 ta tuman, tuman va shaharlar endi ma’muriy hududning yurisdiksiyasi kirib ketadi. Choy tayyorlash san’ati choyni to‘g‘ridan-to‘g‘ri suvga solib, uzoq vaqt pishirgandan keyin ichishdir. Siz choy damlashda: xom choy, qovirilgan choy, chang choy, sovuq suv yoki issiq suvdan foydalanishingiz mumkin. G‘arbiy Jin sulolasidagi Du Yuning “Fu” asariga ko‘ra, choy tayyorlash san’ati choy suvining sifati va choy to‘plamlari materialiga e’tibor beradi. Qaynatilgan choy, choy kukuni tubiga cho‘kadi, suv yuzasida suzib yurgan sho‘rva gullari qordek charog‘on, bahor gullaridek yorqin bo‘ladi. Choyning samaradorligiga e’tibor bering, ichayotgan choyingiz ruhingizni tetiklashtirib, charchoqni ketkaza olishi kerak. Ichimlik uchun, choy tayyorlash uchun qo‘shiladigan boshqa ingredientlar ham mavjud.

Choy – Xitoy va Sharqiy Osiyoning boshqa mamlakatlarida o‘sadigan doim yashil buta bo‘lgan Camellia sinensisning tuzlangan yoki yangi barglari ustiga issiq yoki qaynoq suv quyib tayyorlanadigan xushbo‘y ichimlik. Suvdan keyin u dunyodagi eng ko‘p iste’mol qilinadigan ichimlikdir. Turli xil choy turlari mavjud; ba’zilari sovutuvchi, ozgina achchiq va biriktiruvchi ta’mga ega, boshqalari shirin, yong‘oq, gul yoki o‘tli notalarni o‘z ichiga olgan juda boshqacha profilga ega. Choy, birinchi navbatda, tarkibidagi kofein tufayli odamlarda ogohlantiruvchi ta’sirga ega. An’anaga ko‘ra, Shen Nunning buqa boshi va inson tanasi borligi, uning oshqozoni shaffof yoddan qilinganligi.

Shoh Nun odamlarga kasalliklarni davolashga yordam berdi va shu maqsadda u dorivor o‘simliklarni izlash uchun mamlakat bo‘ylab tez-tez uchraydigan zaharli moddalardan ajralib turdi. Shifokor, topilgan o‘tlarning o‘z-o‘ziga ta’sirini sinovdan o‘tkazdi. Shu bilan birga, u oshqozon o‘simligi yoki uning mevasini tanada oshkora oshqozon orqali ta’sirini kuzatdi. Bir kun u yangi, noma’lum o‘simlikni sinab ko‘rdi va natijada kuchli zaharlanish oldi. Juda kasal bo‘lib qolganida u begona buta ostida yotardi. Birdan shudring butaning barglaridan tushdi. Ushbu tomchini yutib yuboradigan shifokor butun vujudga kuchli kuch va yoqimli jonlanish his etdi. Shundan buyon Shen Nun har joyda bu o‘simlikning barglarini panjara sifatida qo‘llagan. Shunday qilib, u barcha xitoyliklar uchun choy ichish uchun dori sifatida ichishni o‘rgatgan.

Choy — avvaliga bemorlarni davolashada dori sifatida ishlatilgan va choy tibbiy sifatlari uchun baholangan. Uzoq vaqtdan beri choy ovqat hazm qilishda yordam beradi, shuning uchun ko‘plab xitoylar ovqatdan so‘ng uni iste’mol qilishni afzal ko‘rishadi. (Sigaret chekuvchilar uchun yana bir qiziqarli yon ta’siri - bu choy nikotin tanasidan ajralib chiqishni tezlashtiradi.) 8-asrda Lu Yu “Klassik choy san’ati” nashri bilan choy ichish san’at asariga ko‘tarilish boshlandi. Juda hurmatli shoir va sobiq Buddist ruhoniy choyni tayyorlash, chayish va choyga xizmat qilishning to‘g‘ri tartibi haqida qattiq tushunchaga ega edi. Masalan, sekin harakatlanadigan oqimdan faqat suv qabul qilinishi mumkin edi va choy barglari chinni idishga joylashtirilishi kerak edi.

Ommaviy tarzda iste’mol qilish esa Tan sulolasi davrida boshlangan. Xitoyda choyning bir necha turi bor. Xitoyliklar, asosan, ko‘k, sariq va ulun deb nomlangan choyni xush ko‘rishadi. Qora choy ham sevib iste’mol qilinadi, ammo ko‘proq eksportga chiqariladi. “Osmon osti mamlakati”da choy issiq holda ichiladi. Choyga shakar va boshqa mahsulotlar qo‘shilmaydi. Chunki qo‘shilgan boshqa mahsulotlar choy ta’mini buzar ekan. Xitoyliklar uchun choy kundalik iste’mol qilinadigan ichimlik sifatida ko‘ri-

ladi. Bundan tashqari choy bilan bog‘liq bir qator an’analar mavjud. Ularga ko‘ra, xitoyliklarda choy kichiklar tomonidan piyolalarga quyilib, kattalarga uzatiladi. Oilalarda uch litrgacha choy qaynatilib, chinni idishlarga damlanadi. Xitoyda turli ko‘rinishlarda choynak va piyolalar tayyorlanadi. Xitoyda choy tarixi uzoq va murakkab.

Olimlar pivo tayyorlashni turli xil kasalliklarga davo sifatida maqtashgan, zodagonlar yaxshi choyni iste’mol qilishni o‘zlarining maqomining belgisi deb hisoblashgan va oddiy odamlar bu lazzatdan zavqlanishgan. 2016-yilda maqbaradan choyga oid eng qadimiy ashyoviy dalillar topildi. “Choy ichish san’ati” Olivia Yang so‘zlari bilan ochiladi: “Xitoy xalqi, albatta, choyning tabiatini yaxshi tushunadiganlardir”. Xitoy madaniyatida choyning ahamiyatini oshirib yuborish qiyin. Tarix davomida turli nuqtalarda Xitoyning milliy ichimligi davlat valyutasi sifatida belgilangan va pul sifatida ishlatilgan. Yashil choy damlab ishlov berish paytida ferment qilinmaydi va shunday qilib choy bargi asl rangini saqlab qoladi. Eng mashhur yashil choy Hangzhouning tepaliklarida yetishtiriladigan qimmatbaho Dragon Choyi choyidir. Shuningdek, “qizil choy” deb ham ataladigan qora choylar qora ranglar uchun hisoblangan fermentlar barglaridan tayyorlanadi. Qora choyning mashhur navlari orasida Bo lei, kanton choyi ko‘pincha dim sum bilan mast bo‘ladi, va luk - keksalar tomonidan ma’qul bo‘lgan choy choyi. Nihoyat, olong choylari qisman fermentlar bo‘lib, qora-yashil choyga olib keladi.

Olong choyining misollari orasida:Fukien provintsiyasida Sotsialing gunohi, achchiq ta’mli dudbalar mavjud. Turli gullar va yaproqlar yashil yoki olong choylarni aralashtirish orqali olingan hidli choylar” deb nomlanuvchi to‘rtinchi toifaga ham ega. Bular orasida eng yaxshi tanasi yasemin choyi. Choyning kelib chiqishi- Xitoy adabiyotidagi choyga taxminan 5000 yil qaytib kelganda, choy ichimlik sifatida ishlatilishining kelib chiqishi aniq emas. Qadimgi folklor miloddan avvalgi 2737-yilda imperator Shen Nungga tegishli bo‘lgan qaynatilgan ichimlik suvi chashmasiga kameliya gullari surib tushganida demoni yaratishga kirishadi. Biroq, ko‘pchilik olimlarning aytishicha, eramizgacha 350 yilni tashkil etgan qadimgi xitoy lug‘atida Erh-Ya-da mavjud bo‘lgan ma’lumotnomalar mavjud. Choy madaniyati-Choy ichish ko‘pincha hushyorlikni uyg‘otadi, uning tarkibida L-teanin, teofillin va bog‘langan kofein (ba’zan tein deb ataladi) mavjud. Kofeinsiz brendlar ham sotiladi.

O‘simlik choylari choy deb ham atalsa-da, ularning ko‘pchiligi choy o‘simligining barglarini o‘z ichiga olmaydi. Choy yer yuzida suvdan keyin ikkinchi eng ko‘p iste’mol qilinadigan ichimlik bo‘lsa-da, ko‘plab madaniyatlarda choy partiyasi kabi yuqori ijtimoiy tadbirlarda ham iste’mol qilinadi. Xitoyda choy marosimi - tarixning bir qismi. Choyning ko‘rinishi Xitoy mifologiyasining asosiy raqamlaridan biri bo‘lgan, barcha Xitoy xalqlarining ilohiy ajdodi bo‘lgan Shen Nunga tegishli bo‘lib, uning nomi Xitoy tilida “ilohiy yer-la’nat” degan ma’noni anglatadi. Odamlarni yerni haydash, don tayyorlash, dorivor va boshqa foydali o‘simliklar etishtirishga o‘rgatgan bu qahramon edi.

Choy marosimlari turli madaniyatlarda, masalan, xitoy va yapon urf-odatlarida paydo bo‘lgan, ularning har birida ma’lum texnikalar va rituallashtirilgan protokollar qo‘llaniladi, ular nafis muhitda choy tayyorlashadi va ichishadi. Xitoy choyi marosimining shakllaridan biri bu Gongfu choyi marosimi bo‘lib, u odatda kichik Yixing gil choynaklari va oolong choyidan foydalanadi. Xitoyning janubiy qismida choy barglari quyoshda quritilgan va keyin yarim fermentlangan, hosil bo‘lgan Oolong yoki “qora ajdaho choyi”. Ammo bu usul Xitoyning qolgan qismida keng tarqalgan emas edi, choy tibbiy maqsadlarda ishlatilgan va tuz achchiq ta’mini o‘zgartirish uchun ko‘pincha qo‘shilgan. Mifologiyada choy- Lu Yu da yozgan Klassik choy yoki Cha Jing, “Choy a ichimlik kelib chiqishi Shennong.” Nomli tibbiyot kitobi Shennong Ben Cao Jing “Shennong yuzlab o‘tlarni tatib ko‘rdi, u har kuni etmish ikkita zahar bilan duch kelgan va choyni choy sifatida ishlatgan. antidot “ Xitoy afsonasida, Shennong Choy tepaligida vafot etdi (Chaling tumani), Xunan. Milodiy 760 yilda Lu Yu allaqachon ta’kidlagan:

Choy - bu janubdan buyuk daraxt, balandligi bir, ikki va o‘nlab Chi gacha. Ba’zilarning atrofi ikki metrga (6,6 fut) etadi. A. Uilson Xitoyning janubi-sharqiy hududini o‘rganishda Sichuan tog‘larida balandligi o‘n metrgacha bo‘lgan choy butalarini topdi. 1939 yilda botanikchilar Guychjou viloyatining Vuchuang tumanida 7,5 metr (24,6 fut) yovvoyi choy daraxtini topdilar.

1940 yilda Vuchuang okrugining Old Eagle tog‘ida balandligi 6,6 (21,7) metr bo‘lgan yovvoyi choy daraxti topilgan. 1957 yilda Guychjou Cheshui grafligida 12 metrlik (39,4 fut) yovvoyi choy daraxti topildi. 1961 yilda, bir ming etti yuz yoshli, bo‘yi o‘ttiz ikki metr (105 fut) va kengligi bir metr (3,3 fut) dan oshiq yovvoyi choy daraxti topildi Yunnan. Bu choy daraxtlarining shohi. 1976 yilda 13 metrli (42,3 fut) yovvoyi choy daraxti topilgan Daozhen okrug, tog‘da 1400 metr balandlikda (4600 fut). Etimologiya- Choy ‘tu’ deb nomlangan (Xitoyning qadimgi mumtoz Shi Tszin (Qo‘shiqlar kitobi)). Erta Xan sulolasi davrida tuzilgan qadimgi xitoy klassik Er Ya-da choy ‘jia’ deb ham nomlangan: “Jia - achchiq tu”. TU so‘zini Jin olimi yana izohladi, Guo Pu (Milodiy 276-324): “Tu - bu kichik o‘simlik, uning barglarini ichimlikka pishirish mumkin”. Choy, shuningdek, G‘arbiy Xan lahjasi bo‘yicha monografiyada “She ‘ deb nomlangan: Fang Yian. Davomida Xan sulolasi, tu so‘zi eski talaffuzi “tu” dan tashqari yangi “cha” talaffuzini oldi. “Tu” bo‘g‘ini keyinchalik fujian lahjasida “te” ga, keyinchalik “choy”, “te” ga aylandi. “She” bo‘g‘ini keyinchalik “soh” ga aylandi Tszansu viloyat, Sulaymonning “Sax” i ham “u” dan kelgan. Choy tarixidagi davrlar- Tarixdan oldingi davrdan to Bahor va kuz davri (Miloddan avvalgi 221-yil) marosim uchun choy qurbonlik sifatida ishlatilgan. Xitoy tarixiy yozuvlariga ko‘ra,miloddan avvalgi 1000 yilda, allaqachon choy fermalari bo‘lgan. Bahor va kuz davrlarining oxiridan boshlab G‘arbiy Xan sulolasiga qadar choy stolda sabzavotli ovqat sifatida ishlatilgan. “Yianzhi Chunchiu” tarixiy yilnomasidan: Chi bosh vaziri (miloddan avvalgi 547-miloddan avvalgi 490) stolida tuxum va choy ovqatlari bo‘lgan. Xia Zhongning oziq-ovqat to‘g‘risida risolasi: “Jin sulolasidan beri Vu xalqi (hozir Suzhou shahar) choy barglarini ovqat sifatida pishirgan va uni choy bulon deb atagan “.

G‘arbiy Xan boshidan o‘rta G‘arbiy Xangacha Tu dori sifatida ishlatilgan. Kechdan boshlab G‘arbiy Xan sulolasi Uch qirollik davriga qadar choy imperatorlik ichimliklari bo‘lgan. G‘arbdan Jin sulolasi ga Sui sulolasi, choydan ichimlik sifatida foydalanish Xitoy aholisiga tarqaldi. Tang davridan boshlab choy kundalik hayotning ettita muhim qismidan biriga aylandi. Xitoydagi choy uylari- Lao She tomonidan yozilgan “Choyxona” Xitoy dramaturgiyasi tarixidagi klassik asardir. Kichkina “Yutay choyxonasi” tasvirlangan, unda zamon o‘zgarishlari sodir bo‘lib, bizga hayotning barcha qatlamlaridagi odamlarning yorqin tasvirini beradi. “Choyxona”ning muvaffaqiyati nafaqat hikoyaga, balki hikoyaning maxsus vositasi – choyxonaga ham bog‘liq, chunki choyxona chindan ham hayratli joy. Qadim zamonlardan beri choyxonalar odamlar hayotining umumiy maydoni sifatida qaralib kelgan. Xitoyda choyxonalar xoh ular mehmon yoki mahalliy xalq bo‘lsin, xoh ular boy yo kambag‘al bo‘lishidan qat’iy nazar choyxonalar ular uchun suhbatlashish, do‘st orttirish, madaniy hordiq olish va shu kabi mashg‘ulotlar uchun sevimli maskan hisoblangan. Bir paytlar Bejing xalqi ajdodlari shunday deganlar: “Germitlar tog‘lar va o‘rmonlar orasida, donishmandlar esa shahar markazida yashaydilar”. Shahar markazidagi choyxonalarga tashrif buyurish “donishmandlar” ning turmush tarzidir. Xalqaro choy kuni – choyning madaniy meros sifatidagi ahamiyati, inson salomatligi uchun foydasi va iqtisodiyotga ta’sirini e’tirof etish, ishlab chiqarishni “daladan piyolagacha” barqaror bo‘lishini ta’minlash, uning odamlarga, madaniyatlarga va atrof-muhitga foydasi haqida tushuncha berish hamda xalqaro choy kunini nishonlash orqali uni tayyorlash an’analari kelgusi avlodlarga yetib borishini ta’minlash uchun imkoniyatdir.

Da Hong Pao - Xitoy tilidan tarjima qilingan, Katta qizil xalat. U Fujian provinsi-

yasining shimoli-g‘arbiy qismidagi Vuyi Shan tog‘larida o‘sadi. Oolong oilasiga tegishli va nafaqat butun Xitoyda, balki uning chegaralaridan tashqarida ham mashhur. Tyan Xing Si monastirida topilgan qo‘lyozmaga ko‘ra, Da Hong Pao choyi o‘z nomini va umumiy mashhurligini 1385-yilda sodir bo‘lgan voqeadan keyin oldi. Talaba Ding Xian imtihonlarga borib, issiq urishni boshdan kechirdi va monastir rohiblaridan biri uni choy bilan davoladi. Natijada, yigit imtihondan muvaffaqiyatli o‘tdi va faxriy o‘rinni egalladi. Keyin u rohibning oldiga qaytib keldi va unga qizil xalatini (sharaf va hurmat ramzi) berdi, lekin u buddizm an’analariga rioya qilib, sovg‘adan bosh tortdi. Keyin Din Szyan minnatdorchilik belgisi sifatida uning hayotini saqlab qolgan choy butasiga qizil xalat kiydi. O‘shandan beri bu turdagi choy katta qizil xalat deb ataladi. Yana bir afsona bor, unga ko‘ra imperatorning onasi choyning shifobaxsh xususiyatlari bilan davolangan. Minnatdorchilik belgisi sifatida imperator, barglari onasini davolashda ishlatilgan to‘rtta choy tupiga qo‘yish uchun ulkan qizil liboslar yasashni buyurdi.

Da Hong Pao noyob texnologiya yordamida ishlab chiqariladi: Xom ashyo ochiq havoda yoki ventilyatsiya qilingan xonada yupqa qatlamda yotqiziladi, shunda choyshab namlikning bir qismini yo‘qotadi va keyingi ishlov berish uchun mos bo‘ladi. Barglar sharbat chiqarilguncha yumshoq eziladi, bu fermentatsiyani tezlashtirishga imkon beradi. Keyin ularga dam olish va kislorodni olish uchun ruxsat beriladi. Tayyorlangan xom ashyo bir necha daqiqa davomida qizg‘ish qozonga yuboriladi. Qovurish oksidlanish jarayonini to‘xtatadi va choy barcha eng foydali moddalarni saqlaydi. Yakuniy quritish. Choy kun davomida ko‘mir ustida to‘qilgan savatlarda isitiladi.

Xitoyliklar ishlab chiqarishning yakuniy bosqichidan so‘ng choyni kamida bir oy dam olishga ruxsat berish kerakligini aytadilar, shuning uchun u yanada boy va mazali bo‘ladi. Ushbu texnologiya tufayli Da Hong Pao o‘z xususiyatlarini yo‘qotmasdan bir necha yil davomida mukammal saqlanadi. Dahongpao sotib olish hatto Xitoyning o‘zida ham oson emas. Talab shunchalik kattaki, katta qizil xalatning ona butalari yetishmaydi va ishlab chiqarish uchun boshqa xom ashyolardan foydalaniladi. Shu sababli, bir oz boshqacha choy olinadi va siz ona butalaridan to‘plamni sinab ko‘rganingizda juda hayratda qolasiz. Da Hong Pao hali ham eng yaxshi tabiiy energetik ichimliklardan biri va ajoyib shifobaxsh ichimlikdir. An’anaviy xitoy tibbiyotida va monastirlarda qo‘llaniladi. Bundan tashqari: Sovuq va nam havoda mukammal isitiladi, Qon bosimini tonlaydi va oshiradi, Konsentratsiyani rag‘batlantiradi, Charchoqni ketkazadi. Ovqat hazm qilishga yordam beradi.

Da Hong Pao tayyorlash uchun oolong, loy yoki chinni idishlar eng mos keladi. Da hong pao suvni mukammal tuzadi va tozalaydi. Ammo shunga qaramay, xlor aralashmalari va yuqori metall miqdori bo‘lgan suvdan foydalanish tavsiya etilmaydi. Da hong paoni to‘g‘ri pishirish uchun bizga kerak: Suvni 90 darajaga qizdiring, Idishlarni yaxshilab isitib oling, 200 ml idish uchun 10-15 gramm choy foydalaning, Choyni qaynoq suv bilan yuvib tashlang va siz pishirishni boshlashingiz mumkin, Biz suv quyamiz, 5-10 soniya kutamiz va endi ichimlik tayyor,choy barglarini 2-3 soniya ko‘proq ushlab turish kerak va har bir keyingi choyni qo‘shimcha 10-15 soniya ushlab turish kerak. “Choy ichuvchi” turkumimizning so‘nggi sonida yozganimizdek, bugun bu ichimlik birdaniga ko‘cha madaniyatining bir qismiga aylanib bormoqda. Masalan, hip-hop muxlislarining alohida e’tiborini tortadi. , mastlikka o‘xshash his-tuyg‘ularni keltirib chiqaradigan FURFUR o‘quvchilari orasida katta qiziqish uyg‘otdi, shuning uchun biz boshqa turlar haqida yozishni davom ettiramiz (va yana rus rapining yordamisiz emas). Bugungi sonimiz Futszyan provinsiyasidagi Vuyi yon bag‘irlarida o‘sadigan oolong turlaridan biriga bag‘ishlangan.

Pu-erh kabi, da hong pao tetiklantiradi va engillik va tazelik hissi tug‘diradi, lekin u yumshoqroq harakat qiladi. Choy ishlab chiqarish va qayta ishlash millionlab oilalar, ayniqsa, rivojlanayotgan mamlakatlarning asosiy tirikchilik manbai hisoblanadi. Ushbu bayram choyning barqaror ishlab chiqarilishi, iste’mol qilinishi va savdosini rag‘batlantiradi hamda global, mintaqaviy va milliy darajadagi ishtirokchilarga qashshoqlikni ka-

maytirish, ochlikka qarshi kurashish va tabiiy resurslarni himoya qilishda choy sektorini qo‘llab-quvvatlash imkoniyatini beradi. Xalqaro vazifa har kuni choy plantatsiyalarida ishlaydigan odamlarga e’tiborni qaratishdir. Choy plantatsiyalari dunyoning ko‘plab hududlarini qamrab olgan: Xitoy, Xindiston, Nepal, Keniya, Uganda va Vetnam shular jumlasidandir. Terimchilarning aksariyati ayollar va bolalar bo‘lgani bois, ular ijtimoiy kafolatlarsiz va himoyalanmagan insonlar.

Choy ishlab chiqarishda hal etilmagan muammolar ko‘p – ayollar huquqlari, mehnatni muhofaza qilish, kichik ishlab chiqaruvchilar va yirik korporatsiyalar o‘rtasidagi raqobat shular jumlasidandir. Rang, ta’m va xushbo‘y xususiyatlar yig‘ish joyi va qovurish darajasiga qarab farqlanadi. Yakuniy isitish qanchalik uzoq bo‘lsa, hid shunchalik kuchli bo‘ladi va shokolad va karamelning shirinligi shunchalik kuchliroq bo‘ladi. Yaxshi mahsulot qayta-qayta qaynatilgandan keyin ham xushbo‘y bo‘lib qoladi: u qalin va shirin hidga ega, ozgina siqilish bilan. Yengil qovurilgan Nong Xiang yangi o‘tlarning engil guldastasi bilan ajralib turadi, qizg‘in qovurish varianti esa oolong tutuni, qovurilgan yong‘oqlar va ziravorlar eslatmalarini beradi. Har bir yangi pivo bilan choy yanada kuchli ochiladi: asal va sitrus lazzatlari paydo bo‘lishi mumkin. Ta’m xususiyatlariga ko‘ra, Da Hong Pao juda boy, tortiq, ammo yumshoq, toza ichimlik bo‘lib, bir pivo tayyorlashdan ikkinchisiga o‘zgarib turadigan o‘ziga xos ta’mga ega. Mutaxassislarning ta’kidlashicha, bir stakan bu oolong 10 xil soyani yashirishi mumkin. Agar siz to‘g‘ri tayyorgarlik ko‘rsangiz va infuzionni to‘g‘ri ishlatsangiz, ularning barchasini his qilish mumkin. Ushbu choyni birinchi marta tatib ko‘rganingizda, bir qultum oling va ichish paytida emas, balki darhol keyin keladigan shirinlikni his eting. Qizil xalat qimmatbaho mikroelementlarga boy. Uning tarkibida ko‘p miqdorda kofein, tanin, yod, marganets, selen, fosfor, temir, sink, kaltsiy va magniy, shuningdek, B1, B3, B6, B12, C, D, E, K vitaminlari mavjud. Choy insonga ham umumiy mustahkamlash, ham psixologik ta’sir ko‘rsatishi mumkin.

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JANUBIY KOREYANING MILLIY MADANIYATI VA QADRYATINI O‘ZIGA XOSLIGI

Annotatsiya

Maqolada Janubiy Koreyaning zamonaviy madaniyati Koreyaning ilk ko‘chmanchi qabilalari haqida fikr yuritilgan. Shuningdek, ming yillar davomida qadimgi Xitoy ko‘chmanchilari ta’sirida o‘zgarishlarga uchragan qadimiy Koreya madaniyatini saqlagan Janubiy Koreya, Koreya bo‘linganidan beri Shimoliy Koreya madaniyatidan ancha uzoqda bo‘lgan o‘z madaniy rivojlanish yo‘lini saqlagan holda shimoldan ajralib chiqishi aytib o‘tilgan.

Kalit so‘zlar. Janubiy Koreya, Fermentlarga boy retseptlar, qadimgi davrlarda ishlab chiqilgan, koreys taomlarin.

В статье современная культура Южной Кореи рассматриваются ранние кочевые племена Кореи. Также упоминается, что Южная Корея, которая на протяжении тысячелетий сохраняла древнюю корейскую культуру, претерпевшую изменения под влиянием древних китайских поселенцев, отделилась от севера, сохранив свой собственный путь культурного развития, который был довольно далек от северокорейской культуры после раздела Кореи.

Ключевые слова. Южная Корея, богатые ферментами рецепты, разработан в древние времена, корейская кухня.

The article modern culture of South Korea examines the early nomadic tribes of Korea. It is also mentioned that South Korea, which for thousands of years preserved the ancient Korean culture, which underwent changes under the influence of ancient Chinese settlers, separated from the north, preserving its own path of cultural development, which was quite far from North Korean culture after the partition of Korea.

Key words. South Korea, recipes rich in enzymes, developed in ancient times, Korean dishes.

So‘nggi yillarda O‘zbekiston Respublikasida milliy madaniyatni yanada rivojlantirish, yangi O‘zbekistonning yangi tarixini yaratish, moddiy va nomoddiy madaniy meros durdonalarini saqlash va targ‘ib etish, xalq og‘zaki ijodiyoti va havaskorlik san’atini yanada ommalashtirish, yurtimizning jahon madaniy makoniga faol integratsiyalashuvini ta’minlash, madaniyat va san’at sohasini innovatsion rivojlantirishga qaratilgan tizimli chora-tadbirlar amalga oshirildi. Xususan:

birinchidan, O‘zbekiston Respublikasi Prezidentining 2018-yil 28-noyabrdagi PQ-4038-son qarori bilan O‘zbekiston Respublikasida milliy madaniyatni yanada rivojlantirish konsepsiyasi (keyingi o‘rinlarda — Konsepsiya) va uni amalga oshirish bo‘yicha “yo‘l xaritasi” tasdiqlandi;

ikkinchidan, madaniyat va san’at tashkilotlarining “do‘stlar klublari” faoliyatini yo‘lga qo‘yish orqali ularni har tomonlama qo‘llab-quvvatlash, moddiy-texnika bazasini mustahkamlash bo‘yicha mutlaqo yangicha samarali tizim yaratildi;

uchinchidan, muzeylar renovatsiya dasturi qabul qilindi, o‘zbek xalqining ko‘hna va betakror san’ati namunasi bo‘lgan “Xorazm lazgisi” YUNESKO ning Insoniyat nomoddiy madaniy merosining reprezentativ ro‘yxatiga kiritildi;

to‘rtinchidan, madaniy meros obyektlari va san’at ashyolarini restavratsiya qilish bo‘yicha milliy maktab, shuningdek, xalq cholg‘ulari, milliy raqs, maqom yo‘nalishlarida respublika ko‘rik-tanlovlari qayta tiklandi;

beshinchidan, mamlakatimizda muntazam ravishda o‘tkaziladigan Xalqaro maqom san’ati anjumani, Xalqaro baxshichilik san’ati festivali, “Sharq taronalari” xalqaro musiqa festivali, “Buyuk ipak yo‘li” xalqaro folklor san’ati festivali hamda “Raqs sehri” xalqaro festivali tashkil etilib, o‘zbek mumtoz va folklor san’atining noyob namunalari va an’analarini hamda madaniy muloqotni yanada rivojlantirish bo‘yicha samarali tizim yo‘lga qo‘yildi.

Koreyaning an’anaviy madaniyati Koreyaning 1945-yilda bo‘linishidan oldingi Koreya va janubiy Manchuriyaning umumiy madaniy va tarixiy merosini o‘z ichiga oladi. Manjuriya Shimoliy-sharqiy Osiyodagi qadimiy geografik va tarixiy mintaqa, jumladan, Xitoy va Rossiya kabi mamlakatlarning ma’lum bir qismidan tashkil topgan hududdan iborat edi. Dunyodagi eng qadimgi uzluksiz madaniyatlardan biri sifatida koreyslar o‘zlarining an’anaviy rivoyatlarini na’muna qilib ko‘rsatadilar.

XX asrning o‘rtalaridan boshlab Koreya hududi Shimoliy Koreya va Janubiy Koreya davlatlari o‘rtasida bo‘linib ketdi, natijada bugungi kunda ham kuzatilishi mumkin bo‘lgan bir qator madaniy farqlar paydo bo‘ldi. Choson sulolasidan oldin koreys shamanizmi koreys madaniyatida chuqur ildiz otgan edi.

Tungi xalqi (so‘zma-so‘z tarjima qilganda „sharqiy kamonchilar“ ma’nosini bildiradi) miloddan avvalgi uchinchi ming yilliklarda Manjuriya hududida istiqomat qilgan. Mazkur xalqning urf-odatlari hozirgi Shimoliy Koreya odatlariga mutanosib. Afsonaga ko‘ra, Hvanung ismli mavjudot osmondan yerga tushib, u yerda odam bo‘lishni xohlaydigan yo‘lbars va ayiqni uchratgan. Faqat ayiqning xohishi amalga oshadi va Hvanung keyinchalik shu odamga aylangan ayiqqa turmushga chiqadi. Ikkalasining Dangun ismli o‘g‘li bo‘lib, u miloddan avvalgi 2333-yilda Koreyaning birinchi hukmdori sifatida taxtga o‘tiradi. Aytishlaricha, bu afsonaviy podshohning avlodlari qirollikni 1000 yildan ortiq vaqt davomida boshqarib kelishgan.

Janubiy Koreyaning zamonaviy madaniyati Koreyaning ilk ko‘chmanchi qabilalari orasida keng tarqalgan an’anaviy madaniyatdan kelib chiqqan. Minglab yillar davomida qadimgi Xitoy ko‘chmanchilari ta’sirida o‘zgarishlarga uchragan qadimiy Koreya madaniyatini saqlagan Janubiy Koreya, 1945-yilda Koreya bo‘linganidan beri Shimoliy Koreya madaniyatidan ancha uzoqda bo‘lgan o‘z madaniy rivojlanish yo‘lini saqlagan holda shimoldan ajralib chiqdi. Janubiy Koreyaning, ayniqsa Seulning sanoatlashtirilishi (mamlakat yoki mintaqada sanoatning keng miqyosda rivojlanishi), urbanizatsiyalashishi (aholining shaharlarga ko‘chib o‘tishi) va g‘arblashuvi (g‘arb madaniyatining o‘zlashtirilishi) koreys xalqining hayotida tub o‘zgarishlar paydo qildi. Iqtisodiyot va turmush tarzining o‘zgarishi aholining yirik shaharlarda to‘planishiga (qishloqlari aholisining kamayishiga) olib keldi. Ko‘p avlodli uy xo‘jaliklari kichik oilalarga (ota-ona va ularning farzandlaridan iborat) ajraladi. Bugungi kunda koreys madaniyatining ko‘plab elementlari, ayniqsa ommabop madaniyati butun dunyo bo‘ylab tarqaldi va dunyodagi eng ko‘zga ko‘ringan madaniy kuchlardan biri hisoblanadi.

Koreyada saroy raqsi va xalq raqsi o‘rtasida farq bor. Keng tarqalgan saroy raqslari – ziyofatlarda ijro etiladigan jeongjaemu (정재무) va koreyslarning Konfutsiy marosimlarida ijro etiladigan ilmu (일무) kabilar keng tarqalgan. Shuningdek, Jeongjaemu mahalliy raqslarga (향악정재, hyangak jeongjae) va O‘rta Osiyo va Xitoydan olib kelingan shakllari ham mavjud. Ilmu fuqarolik raqsi (문무, munmu) va harbiy raqs-

ga (무무, mumu) ham koreyslarning milliy raqslari sirasiga kiradi. Koreyaning ko‘plab mintaqalarida ko‘plab niqob dramalari va niqobli raqslar ijro etiladi. An’anaviy kiyim – bu genja, bu ayollar bayramlarda kiyadigan maxsus kiyimi bo‘lib, raqslarda ayollar shu libosda bo‘ladilar. Mazkur libosning yoqa qismida bir nechta pushti rangdagi naqshlar tasvirlangan bo‘ladi.

To‘y raqslarining an’anaviy xoreografiyasi ko‘plab zamonaviy spektakllarda o‘z aksini topgan. Mamlakatdagi kuchli raqs an’anasi bugungi kungacha davom etmoqda, so‘nggi bir necha o‘n yilliklar davomida ko‘plab raqs guruhlari tashkil topgan.

Taekkyon, an’anaviy koreys jang san’ati, klassik koreys raqsida asosiy markaziy o‘rinni egallaydi. Taekkyon yaxlit harakatning to‘liq tizimi bo‘lib, Koreyaning niqob, raqs va boshqa an’anaviy san’at turlariga moslashgan asosiy texnikasini o‘zida namoyon etadi. Taekvondo, koreys jang san’ati ham 1940-yillarda Koreyada rivojlana boshlagan.

Guruch Koreyaning asosiy taomidir. Yaqin vaqtgacha deyarli faqat qishloq xo‘jaligi mamlakati bo‘lgan Koreyada asosiy retseptlar an’anaviy tajribalar asosida shakllantirildi. Koreyada asosiy ekinlar guruch, arpa va loviya hisoblanadi, ammo koreys oshxonasida ko‘plab qo‘shimcha mahsulotlardan ham foydalanilad. Baliq va boshqa dengiz mahsulotlari ham muhim ahamiyatga ega, chunki Koreya yarim orolda joylashgan bo‘lib atrofidagi dengizlar aholiga doimiy baliq bilan ta’minlanish imkonini berad.

Fermentlarga boy retseptlar ham qadimgi davrlarda ishlab chiqilgan va ko‘pincha an’anaviy koreys taomlarini tavsiflaydi. Bularga tuzlangan baliq va tuzlangan sabzavotlar kiradi. Bunday oziq-ovqatlar inson tanasini qishda zarur protein va vitaminlar bilan ta’minlaydi.

Kimchi Koreyaning mashhur taomlaridan biridir. Kimchi – A va C vitaminlari, tiamin, riboflavin, temir, kaltsiy, karotin va boshqalarni o‘z ichiga olgan tuzlangan sabzavotlar to‘plamidan iborat. Kimchining ko‘p turlari mavjud, jumladan, karam kimchi, piyozli kimchi, bodring kimchi, turp kimchi va kunjut kimchilar keng tarqalgan. Bugungi kunda kimchi nafaqat Koreya balki boshqa davlatlarda ham sevib iste’mol qilinadi.

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