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- Natural sciences
- Medical sciences
- Technical sciences
- Economics
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THE ADVANTAGES OF TEACHING GRAMMAR USING GAMES

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FERGANA STATE OF UNIVERSITY'S STUDENT

Abstract: The article discusses the use of grammar games as one of the primary aspects of teaching methods in teaching foreign languages. The author defines techniques and benefits of using games in teaching grammar.

Keywords: grammar, methods, game, technique, level, studying, foreign languages.

Grammar becomes exciting and dynamic when you bring the real world into your classroom and bring your class outside. To study the structure of the simple sentence, to make the process of learning grammar understandable [3, 12-36].The importance of grammar acquisition in language acquisition is growing, but opinions on the effectiveness of various methods for presenting vocabulary items are divided. In addition, grammar is thought to be a tedious and laborious process. Experts have observed that students enjoy using games to practice language, and that these games not only help students learn without conscious thought to the process but also help them acquire communicative competence as second language users. There are many approaches related to grammar presentation. Although educators agree that games are great learning activities for kids, many seasoned textbook and methodology authors though teachers agree that games are excellent learning activities for children, many experienced textbook and methodology manual writers have argued that games are not just time-filling activities but also help students learn without a conscious analysis or understanding of the learning process while they acquire communicative competence as second language users. Although there is much disagreement regarding the effectiveness of various approaches for presenting vocabulary items, learning grammar is often perceived as a tedious and laborious process. From the experience of some experts, they have noticed how enthusiastic students are about practicing language through games. There are several benefits to using games in foreign language instruction.

1. Games can reduce anxiety, which increases the likelihood that students will learn the language.

2. Games are very motivating and entertaining, and they can give shy students more opportunities to express their opinions and feelings.

3. Games also allow students to gain new experiences in the language that are not always possible during a typical lesson.

4. Games add variety to regular classroom activities, break the ice, and introduce new ideas.

5. Students remember information more quickly and effectively in the easy, relaxed atmosphere that using games creates.

6. Grammar games are a good way for students to practice the language because they simulate real-world situations.

7. Grammar games encourage, entertain, teach, and promote fluency. If not for any of these reasons, they should be used simply because they help students see the beauty in a foreign language and not just problems. This is the main reason to use games when studying grammar. Choosing appropriate games is also very important. There are many factors to consider when discussing games, one of which is appropriacy. If teachers want to make games profitable for the learning process, they must carefully select games that match the students' level or age or the materials that a teachers should know when to use games. Games are often used as short warm-up activities or when there is some time left at the end of the lesson. Games should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do. Games ought to be at the heart of teaching foreign languages. Grammar games also lend themselves to this purpose. Games become difficult when the task or the topic is unsuitable or outside the pupils' experience.

All of the authors I consulted for my report agreed that even though grammar games only made noise and entertained students, they are still valuable to consider and use in the classroom because they inspire students, foster communicative competence, and create fluency. Some strategies to involve students in the grammar explanation stage are asking them to provide you with example sentences from their imaginations, past conversations, or the textbook; asking them to match grammatical names, example sentences, and meanings; and asking students to prepare grammar presentations for homework.

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Modifications of Consonants in Connected speech.

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Annotation

This article focuses on Modifications of Consonants in Connected speechs are changing in meaning as contemporary English undergoes change. Consonants in English can function as a predicate.

Keywords: Modification, alveolar, allophonic, nasal, complete, incomplete, plosion, assimilation, consonants, voiced, voiceless, combination

Аннотация

В этой статье основное внимание уделяется модификациям согласных в связных речах, которые меняются по значению по мере того, как современный английский язык претерпевает изменения. Согласные в английском языке могут выполнять функцию сказуемого.

Ключевые слова: Модификация, альвеолярная, аллофоническая, носовая, полная, неполная, плозия, ассимиляция, согласные, звонкие, глухие, сочетания

Allophonic variations of speech sounds brought about by a word's placement are known as sound modifications. Typically, they are fairly consistent and can be expressed as guidelines that foretell the usage of specific allophones in every role. Changes in sound can be heard both between words as well as at word borders. There are various kinds of sound editing which describe either vowels, consonants, or both in modern English.

Consonants are characterized by the following types of sound modifications: assimilation, accommodation, elision, and inserting.

Assimilation is the adaptive modification of a consonant by a neighbouring consonant within a speech chain. There are different types of assimilation.

1) Assimilation affecting the place of articulation includes the following modifications of consonant

— alveolar [t, d, n, l, s, z] become dental before interdental [ð, θ] (eighth, breadth, on the, all the, guess that, does that);

— alveolar [t, d] become post-alveolar before post-alveolar [r] (true,dream);

— alveolar [s, z] become post-alveolar before apical forelingual [ʃ] (this shelf, does she);

— alveolar [t, d] become fricative before palatal mediolingual [j] (graduate,

congratulate);

— nasal [m, n] become labio-dental before labio-dental [f, fort]

— nasal [n] becomes dental before interdental [θ] (seventh);

— nasal [n] becomes velar before backlingual [k] (think);

— nasal [n] becomes palato-alveolar before palato-alveolar [tʃ, dʒ] (pinch, change).

2) Assimilation affecting the manner of articulation includes the following modifications of consonants:

— loss of plosion in the sequence of two stops [p, t, k, b, d, g] (and dad, that tape, fact) or in the sequence of a stop and an affricate (a pointed chin, a sad joke);

— nasal plosion in the combination of a plosive consonant and a nasal sonorant (sudden, happen, at night, submarine, let me);

— lateral plosion in the sequence of an occlusive consonant and a lateral sonorant (settle, please, apple);

— anticipating lip-rounded position in the combination of consonants [t, d, k, g, s] and a sonorant [w] (quite, swim, dweller).

3) Assimilation affecting the work of the vocal cords includes the following modifications of consonants:

— progressive partial devoicing of the sonorous [m, n, l, w, r, j] before voiceless [s, p, t, k, f, θ, ʃ] (small, slow, place, fly, sneer, try, throw, square, twilight, pure, few, tune, at last, at rest);

— progressive voicing or devoicing of the contracted forms of the auxiliary verbs is, has depending on the preceding phoneme (That's right. Jack's gone. John's come.);

— progressive voicing or devoicing of the possessive suffixes -'s / -s', the plural suffix -(e)s of nouns or the third person singular ending -(e)s of verbs according to the phonetic context (Jack's,Tom's, Mary's, George's; girls, boys, dishes, maps; reads, writes,watches);

— progressive voicing or devoicing of the suffix -ed depending on the preceding sound (lived, played, worked);

— regressive voicing or devoicing in compound words (gooseberry,)

It's important to mention that English consonants are not subjected to voiced-voiceless or voiceless-voiced assimilation within non-compound words (anecdote, birthday, obstinate) or in free combinations of two notional words (sit down, this book, these socks, white dress).

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LINGUA-DIDACTIC PROBLEMS OF TEACHING FOREIGN LANGUAGES IN THE SYSTEM OF CONTINUOUS EDUCATION.

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Abstract: Lingua-didactic problems of foreign language teaching in system of continuous education(schools, academic lyceums, vocational colleges) Hence the teacher should know exactly what his pupils are expected to achieve in learning his subject, what changes he can bring about in his pupils at the end of the course, at the end of the year, term, month, week and each particular lesson, i.e., he should know the aims and objects in foreign language teaching in schools. Hence the teacher should know exactly what his pupils are expected to achieve in learning his subject, what changes he can bring about in his pupils at the end of the course, at the end of the year, term, month, week and each particular lesson, i.e., he should know the aims and objects in foreign language teaching in schools.

Key words: professional communication in a foreign language, foreign language for special purposes, linguistic component.

The terms "aims" and "objectives" are clearly distinguished in accordance with the suggestion given by R.Roberts. Here is what he writes: "The term "aims" be reserved for long term goals such as provide the justification or reason for teaching second languages... the term "objectives" be used only for short-term goals (immediate lesson goal), such as may reasonably be achieved in a classroom lesson or sequence of lessons".

Learning English language for special purposes enables future specialists in the field of art to acquire skills and abilities ensuring personal competitiveness and the chances of success in professional activities. It should be noted that competitiveness can be achieved only after overcoming communicative barriers, which, in particular, are foreign languages, therefore foreign-language professional competence is considered as the most important quality of a specialist. In this regard, professionally-orientated approach to teaching foreign languages for art students , which provides forming. students' ability to communicate using foreign languages in specific professional fields and situations, taking into account the peculiarities of professional creative thinking, plays a huge role. A distinctive feature of professionally oriented teaching English language is the maximum consideration the professional sphere specifics: its concepts and terminology, lexical-syntactic and grammatical features, the format of oral and written texts, situational features.

The goals and content of teachinga foreign language in non-linguistic universities are focused on the students major. The program of teaching foreign languages to students engaged in art formulates these goals as mastering by students the necessary and sufficient level of communicative competence to solve social and communicative problems in the fields of general cultural and professional activity, as well as mastering business communication skills, [1] which implies special approach to the learning foreign language process as a part of the specialization in art. In the process of mastering foreign language, students form and demonstrate the following both general and professional competencies: to be able to logically correctly, reasonably and clearly build oral and written speech; to master one of the foreign languages for international communication at a level that provides oral and written interpersonal and professional communications; to be able to generalize, analyze and critically evaluate works of art from their area of specialization. The essence of professionallyorientated teaching foreign language lies in its integration with special majors. One of the fundamental methodological. principles in teaching a foreign language in a non-linguistic university is the principle of professional communicative orientation, which implementing ensures the integration of the "Foreign Language" discipline into the general professional training of art students, using the experience gained in the course of studying special disciplines. Foreign languages teachers face the task to teach students, on the basis of interdisciplinary connections, to use foreign language as a means of systematically replenishing his professional knowledge.

Bachelor students of T. K. Zhurgenov Kazakh National Academy of Arts (cinema and TV, choreography, fine arts and DAA, theater and musical art departments, etc.) should participate in research work: make reports in English at different intra-university and outuniversity conferences about current trends in world art developing. Currently, within the framework of the trilingual education project at many major courses of the Academy, special disciplines in English language are introduced into the curriculum, for example, Film Criticism Skills, History of Art, History of European Theater, History of Kazakh literature etc. Thus, the functions of English language are expanding significantly, it not only helps to understand the content of foreign language texts, serves as an additional source of knowledge, but also helps to optimize oral intercultural communication in the professional sphere. The Bologna agreement opened the way for Kazakh graduates to the Western educational market and gave a real opportunity to continue their education abroad. In order to bring foreign language into line with the European recommendations on the levels of English proficiency, adjustments were made to the system of continuous training of university students. The

strategic direction for the development of education in modern society provides that graduates of higher schools in the field of art will: provides that graduates of higher education in the field of art will know one of the foreign languages of international communication at a level that provides oral and written interpersonal and professional communication, terminological vocabulary in the relevant direction, they will be able to conduct a discussion, to present their work outcomes in public, conduct professional correspondence in foreign language, will own general ideas about communication styles, basic methods of annotating, abstracting and translating literature on professional topics. Professionally-orientated teaching foreign language is now recognized as a priority in updating education. Foreign language communication becomes an essential component of the professional activities of specialists. The analysis of scientific and methodological sources showed that the term "professionallyorientated education" is used to refer to the process of teaching a foreign language in a non-linguistic university, focused on reading literature on the majors, studying professional vocabulary and terminology, and more recently, on communication in the field of professional activities. [2, p. 306] As a rule, the term "professional communication" means teaching a foreign language, focused on the developing communicative competence in situations of professional communication.

In relation to the specialties of art, the linguistic component of teaching English is represented by a text library reflecting the classification of texts of this specialty; lexical material in the form of a terminological system for art and corresponding grammatical constructions. The methodological component provides for the ability to work independently with authentic texts and the formation of linguistic and contextual guesses. The texts are selected in accordance with the students' training majors: for example, for students of music majors "Note Values", "Song Structure", "Origin of Music", "Major Scales", "Minor Scales", "Language of Music", for students of theater specialties - " The Origin of Theater "," Classical Theater "," Drama Theater ", etc. In addition to the content, teachers should also pay attention to using forms and teaching methods that can ensure formation of students necessary professional skills. Thus, when teaching English at a non-linguistic university, achieving a level sufficient for its practical use in future professional activities is possible only with professionally orientated approach to its study.
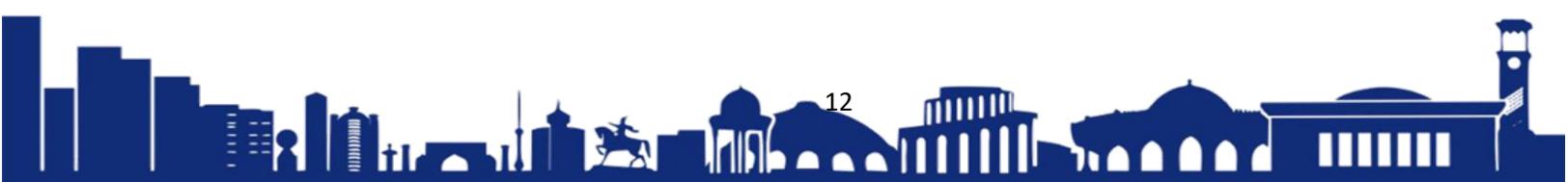
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THE USE OF CONNECTIVES IN LITERARY SPEECH.

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Abstract: Connectives or connective words are words or phrases that link sentences or clauses together. Connectives can be conjunctions, prepositions, or adverbs and are used frequently both in spoken and written English. Connectives are functional words that help a writer link their words together. They serve as the glue of the sentence as they help words to flow and lead on from one to another without sounding awkward or unclear. Without connectives, a written sentence or spoken sentence wouldn't make very much sense. Using connectives strengthens writing skills.

Key words: Connectors, literary speech, academic language, sentence level, suffix.

This chapter investigates the interface between syntax and information structure by concentrating on issues of processing information and constructing a text, drawing on chiefly sixteenth- and seventeenth-century data representing the single genre of letters. The main focus of interest is the perceived differences between grammars of writing prose in the evolution of prose genres. One type of difference can be depicted by polarizing a prose grammar that uses coordinator-like connectives such as and, but, and for as structuring devices at the levels of discourse and text and one that exploits semantically explicit, syntactically hierarchizing subordinators at the clause and sentence level, frequently also making use of either semantically explicit or looser adverbial connectors, the latter called "transitional," at the levels of text and discourse. Besides providing a quantitative analysis, the chapter aims to illustrate that not only the role of genre but also that of the evolving grammars and registers of writing (conventionalized variably depending on the varying levels of linguistic and stylistic literacy of the writers) should be carefully considered in assessing what implications information-structural properties have upon syntactic variation and change.

Gardener and his forms. Conjunctions, like auxiliaries, are syntactic means of communication, and are distinguished from them by the fact that, in addition to expressing a subordinate relationship, they also form an equal relationship. Conjunctions indicate different connections and grammatical relations between parts of a sentence, parts of a compound sentence equal to a simple sentence. The essence of connectors, types of connectors in the Uzbek literary language, words related to these types have been widely studied in our linguistics. In the existing literature, there are different points of view on the types of connectors and which words belong to these

types, that is, a unit designated as a connector in one case is included in the list of predicates in another case, a unit designated as an auxiliary is recognized as a connector. Conjunctions are clear the reason for not being identified is probably that they have not been studied linguistically.

The connective to be - a homonym (according to another point of view, a lexical-semantic variant, that is, one of the meanings) of an existential verb - is unique not only in the sense that it is completely grammaticalized and participates in the formation of analytical forms, but also in a paradigmatic sense: which, in the course of the evolution of the morphological system, has lost its change in presentation by persons and numbers.

Conjunctions should also be divided into three groups (pure conjunctions, relative conjunctions, adverbial conjunctions). The group of pure conjunctions is characterized by auxiliary words such as and, and, or, or, or, but, but, but, because, for shutting, if, ie, which are used only as a conjunction. The group of adverbial conjunctions includes -ki (-kirn) and -u (-yu), -da, -mi, which can act both as a conjunction and as a burden. It is noted in many sources that -u (-yu) fully fulfills the linking function of suffixes, and that suffix -mi also has binding properties. It will be wet, Kareem has come, and the riot will start. The suffix -mi, used in these sentences, performs the function of linking simple sentences together, expressing the meaning of emphasis. Relative conjunctions include such words as sometimes, one, at the time, still sometimes, (sometimes) that have an "intermediate third" nature (both independent and auxiliary) that have grown from independent word groups. An example is the repeated form. For example, 1. Sometimes he spent the night in Karatoy's office, sometimes in a tea house. 2. The rain, which has been pouring for two days, has frozen everything. 3. Sometimes it snows, sometimes it rains. The functions of the words sometimes, sometimes (sometimes), while used in these sentences are very close to the conjunctions.

Words that come after nouns, pronouns, verbs, and adjectives and make them grammatically dependent on another word (usually a verb) are called auxiliaries. Auxiliaries combine with the preceding independent words in a sentence and add meanings such as means, purpose, cause, time, space, and together with these words, act as a single sentence.

According to the origin of assistants: pure assistants and auxiliary assistants:

1) pure auxiliaries include words that have completely lost their dictionary meaning: with, for, like, like, over, while, until;

2) auxiliary words include words such as towards, other, because of, through, due to, despite, after, out of, since, according to, while, because of.

The group of words used in the role of auxiliaries is formed as a result of the use of independent words in speech as auxiliaries, i.e. grammaticalization: a) noun auxiliaries also have an independent meaning in speech , also used as an auxiliary noun, is composed of the following words belonging to the adjective or adverbial group: side, outside, height etc.; from adjectives such as because of, because of, through, against, while, around, according to, different, other; the nose is made up of before, after, since, mainly, according to, after; b) verb auxiliaries arise as a result of the use of one of the verbs in adjective or adverbial forms as an auxiliary in speech. They consist of words such as: see, fit, look, start, order, see, turn, say.

Language development further progresses after preschool age , with learners expanding their proficiencies in vocabulary, grammar, and discourse through adolescence and potentially through their entire life as they move through a range of social contexts . Connectives (e.g., despite, therefore) are cohesive devices that explicitly indicate how clauses or sentences are to be meaningfully linked. In particular, the knowledge of connectives is associated with text comprehension , whereas the productive use of connectives is related to more complex argumentation in academic texts . Previous studies suggest that the knowledge of connectives develops gradually and is not complete when children enter schools . It is especially relevant to academic language proficiency defines being academically proficient as "knowing and being able to use general and content-specific vocabulary, specialized or complex grammatical structures, and multifarious language functions and discourse structures – all for the purpose of acquiring new knowledge and skills, interacting about a topic, or imparting information to others."
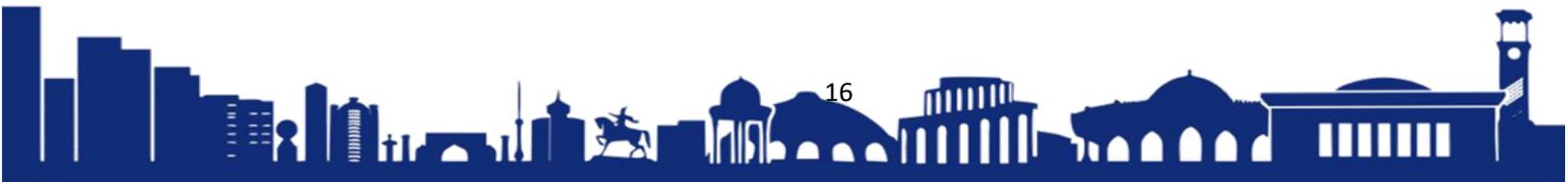
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VOLUME-1, ISSUE-11

USAGE OF DISCOURSE ANALYSIS IN VARIOUS DISCIPLINE.

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Abstract: Language is a social phenomenon. The mother tongue of every nation living in the territory of the Republic of Uzbekistan is a bright indicator of its national identity and spiritual culture. Language forms the mind in conjunction with thought. The connection between speech and thinking is manifested not only at the deep stages of psychological processing, but also at the level of social phenomena. The influence of words on a person and his behavior is well known to everyone. "Although language and thinking cannot live without each other, they do not represent the same phenomenon. This article provides information on the use of speech analysis in various disciplines.

Key words: Psycholinguistic literature, speech activity, national languages, emotion, bilingualism.

Thought is the culmination of objective existence, and language is a method of expression, a means of imparting and reinforcing ideas to other people. Words and concepts require each other dialogically. Currently, there are two principles in the interaction between languages in our country: on the one hand, the further development and improvement of national languages, and on the other hand, the importance of the Uzbek language as a state language is increasing. The independence of the Republic of Uzbekistan and the economic needs made it necessary to learn the Uzbek language, which is the mother tongue of a large number of people in the country, as the state language, which is of great social importance in the conditions of a multi-ethnic society. is enough.

Discourse analysis is defined "as a discursive formation in which the structures of sayability prompt the language of critical intervention with a much greater probability than in mainstream scholarship" . There are many concepts and definitions associated with the word discourse. Chilton defined it as 'the use of language' in any form of communication such as written, spoken, or sign language. The language plays an important role in communicating or transferring messages and knowledge across society, time, culture, and customs. For example, signs have played an important role in communicating socio-cultural practices of ancient Egyptians. Archaeologists and philologist use ancient and primitive written or sign languages to identify social practices, history, culture, customs, social norms, traditions, and other such information about the old civilizations and other societies. Van Dijik exemplifies the scope of

discourse analysis as the use of written, spoken, and printed language to analyse the impact and role of texts or language in society through media communication, language and content of news, reports, journalism, political speech, advertisement, the language of war, criticism, and other such uses of language in the society in various disciplines.

According to the psycholinguistic literature, true bilingualism develops only when a person is able to express any idea in at least one language. If the speech is not fully formed in any language, then the structure of thought is distorted and the desire to express one's opinion fails, which not only leads to psychological oppression, but also to serious losses as communication and damage to the human personality. will bring. Such a phenomenon called semi-lingualism is very dangerous for society as a whole, because a certain part of its members cannot control their emotions and can't put their feelings, needs, and desires into words. If a person cannot say what he wants, he will not be able to compete equally with others, use the usual forms of communication, and he will have to resort to some other form of self-control, sometimes violence and force. Based on this, it is necessary to properly organize the correction of speech development of an individual from an early age. "Early Start" has a positive effect on the acceptance of the mother tongue and the subsequent acquisition of any other language"The earlier the language is acquired, the easier and more complete knowledge is acquired". it is necessary to use different situations. In such situations, an adult person sincerely expresses his feelings, shows the child ways to express both positive and negative emotions. In organized joint actions, the pedagogue is happy with the successes achieved by each child allows the child to have fun, supports and encourages every independent effort of the child, helps the child without noticing when he is in trouble, and at the same time refrains from giving him negative evaluations. affects their interactions with others, and this can create an emotionally uncomfortable environment in the group. It is necessary for an adult to make a child interested in himself, to participate in joint activities and games. For this purpose, he adds situations taken from his favorite fairy tales, fiction, and poems to the game situations. In such a meaningful communication with children, a relationship based on trust begins to form between them and the educator, and children have a desire to imitate him.

Visual arts, festivals and performances are used in preschool education as an important means of speech development. Their value is that it creates positive emotions, which in turn affects the level of language acquisition. The feeling of joy, excitement, excitement, anticipation of something unusual increases the child's receptiveness, strengthens the memorization of the material, affects the expressiveness of children's speech. Children ask a lot of questions while looking at pictures and works of art, and

they are eager to share their impressions with others. Children communicate with their pedagogues throughout the day in training, games, household and labor activities. The possibilities of developing a speech environment in pre-school education will depend entirely on the quality of the teacher's speech. Speech education of preschool children consists of three interrelated areas. The child acquires the grammatical system of the language on the basis of the development of knowledge in integral connection with the acquisition of object movement. The formation of the grammatical system of preschool children's speech is based on morphology (changing the word according to stems, numbers, agreements), word formation (using special tools to form another word based on one word), syntax (simple and complex includes work on creating a joint sentence). The pedagogue should first of all manage children's grammatical development through communication activities with the child himself (in the form of a dialogue) and with other children. The formation of the grammatical system in children - syntax, morphology, word formation - has its own special features, and the pedagogue needs to use various tools to develop them.

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MODERN METHODS IN FOREIGN LANGUAGE TEACHING METHODOLOGY.

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Annotation: Learning and teaching foreign languages has become the need of the hour in our country-Uzbekistan as well as in all developed and developing countries. It would not be wrong to say that the conditions created today for young people and all our compatriots for learning foreign languages are proving their positive results. Among the reforms carried out in our country, attention is being paid to foreign languages, especially English. Not only in the case of foreign languages, but also in all areas of the world of science, serious changes and updates are being carried out on all fronts. it is about use.

Keywords: foreign language, innovative technology, methodology, technological tools, modern methods, games.

Thanks to the large-scale reforms implemented in the education system in our country, incomparable opportunities and conditions have been created for the younger generation to acquire modern knowledge and grow up as a perfect person. In today's conditions, it is expedient to train highly qualified personnel on the basis of current systems and modern pedagogical technologies. Advanced and modern pedagogical technologies serve as a guaranteed tool for achieving the goal and show their positive results. In fact, 80% of the successful organization of each lesson depends on the correct development, organization and implementation of the educational process. Today, learning a foreign language requires a spiritual and educational approach to organize each lesson on a unique, unrepeatable level based on the modern educational system and national heritage. To provide young people studying in all educational institutions of our republic: pre-school educational institutions, general secondary schools, vocational colleges, academic lyceums and higher education institutions with modern pedagogical and information technologies, with a new knowledge system continuous organization of armaments is the demand of the times. The role of advanced technologies is very important for the student to express his opinion freely, to explain the topic in a group or team. Therefore, the goals and objectives of teaching a foreign language and its methodology should be in line with and meet the requirements of the interests of our society and the state, as well as the requirements of the young generation.

VOLUME-1, ISSUE-11

In today's developing period, changes and significant progress are being made in every field, especially in the field of science. After our country gained independence, attention to science, especially foreign languages, increased. Teaching every subject using modern innovative technologies and methods is one of the most important requirements of today's era. Also, after the first President of the Republic of Uzbekistan I.A. Karimov made a number of decisions on teaching and learning foreign languages, a new environment and era began in our country. According to the decision, modern textbooks, methods and technologies were produced. In today's modern education, the demand for interactive methods, innovative technologies, information technologies to support the educational process is growing day by day. One of the main reasons for this is that in contrast to traditional education until now, when using modern methods, the necessary conditions are being created for the development, formation, and education of the student's personality.

Language learning is one of the most important areas in human society. Language, which is a means of communication, can be acquired practically in a natural environment, i.e. in the family, among the public or in an organized manner. Knowledge of language phenomena is taught theoretically. Knowledge of languages, especially multilingualism, is of great importance in our time when international relations are on the rise. Pupils and students studying in our country usually study three languages. These languages are referred to by special names. These are: mother tongue, second language, and foreign language. The mother tongue is the first language that plays a special role in the formation of thinking. When talking about the second language, it is considered as the language of relatives and neighbors who are representatives of other nations. A foreign language is the language of a foreign country. Western European languages (English, Spanish, German, French) and Eastern languages (Arabic, Turkish, Persian, Chinese, Indian) are taught in our republic. These languages are included in the curricula of educational institutions. The process of teaching all three languages is different. The mother tongue and the second language are learned in a natural situation, and a foreign language is learned in an artificial environment. Communication in a foreign language mainly takes place in the classroom under the guidance of the teacher. Among the three languages, learning and teaching a foreign language differs sharply in certain aspects. This, in turn, requires the use of appropriate foreign language teaching technology. By carefully mastering the achievements of the methodical science, the foreign language teacher will be able to clearly know the standard of language experience of the student and to improve it further. Effective teaching of foreign languages requires knowledge of its methodology.

The place and role of modern methods and innovative technologies is extremely important. There are several effective ways to teach foreign languages, especially English. In particular, in the course of the lesson, it is possible to show videos in English, dialogues, movies or cartoons, and tape recorders, which are considered a more traditional method, can be used. The use of these technical tools ensures that the process of learning a foreign language is more interesting and effective for students. The importance of modern methods in teaching a foreign language is incomparable. In this place, several methods that are widely used nowadays are being used.

The main concepts of methodology - method, method, principle. Didactics - what do we teach? It is the content of education. Methodology - how do we teach? It means educational methods and methods. Method - the concept of methodology is derived from the Greek-Latin word "methodos-"methodus" and means the means of ways and methods leading to a certain goal. In various literature, the narrow and broad meaning of the term can be found. The term "methodology" in a narrow sense means the concept related to the concrete lesson process of education. It is interpreted as a controlled teaching process that includes instructions related to the planning of lessons and the preparation of teaching materials. The term "method" broadly refers to the selection, classification and distribution of teaching materials. "Didactics" and "methodology" have been used in the narrow sense in the Federal Republic of Germany since the 1960s. Accordingly, what is the content of didactic education taught? How are teaching methods taught? He deals with his issues. Learning foreign languages is not only a means of intellectual education, but also a process of personality formation by getting to know the educational resources and values of a foreign culture and applying them to one's own cultural life. In Europe, the study of foreign languages has long been considered a privilege in higher education, and public schools have been seen as educating the privileged few.

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VOLUME-1, ISSUE-11

EFFECTIVENESS OF USING GAMES IN TEACHING GRAMMAR TO YOUNG LEARNERS.

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Abstract: In recent years, the attention to learning and teaching foreign languages is increasing significantly. This requires making foreign language lessons, especially English, interesting, that is, using various innovative methods, technical tools, interactive games that attract different students. The use of such games during the lesson increases the student's enthusiasm for learning science. This article provides information about the effectiveness of using games in teaching grammar to young students.

Key words: foreign language, interactive games, technical tools, didactic games, style of role-playing games, playful grammar.

The fact that learning foreign languages is gaining importance today therefore, languages are taught not only in higher education institutions, schools, but also it is also taught in pre-school educational institutions. Unique in lessons if it is not taught with interesting methods, it is difficult to attract students to the lesson can become a complex task . If you use traditional methods in classes.If it is done in an interesting way, it not only ensures the quality of the lesson, but at the same time prevents boredom and attracts passive students to participate in the lesson. That's it is worth mentioning that when teaching children language, it is necessary to learn from such games, let all students participate equally in it and get news from the lesson (for example, new vocabulary can be memorized, if this process is repeated every day, the student's vocabulary increases to a higher level). A lesson for students it is inappropriate to start with grammatical concepts, especially for students of lower grades it causes boredom quickly. As a result, interest in education may fade .Even the process of greeting with them should be started in an unconventional way, for example, an English song about a kind of greeting to the class when the teacher enters method to start with is an effective method. If the lesson continues in this way, the students are alone during the lesson they do not lose their attention to the task. They even teach English they will wait eagerly. Of course, all this is done by the teacher must organize and it is the pedagogue's responsibility. So a foreign language Some types of games can be mentioned to make learning interesting

What is common in all these descriptions is the fact that games involve many factors such as employing rules, fostering cooperation while making learning fun. One
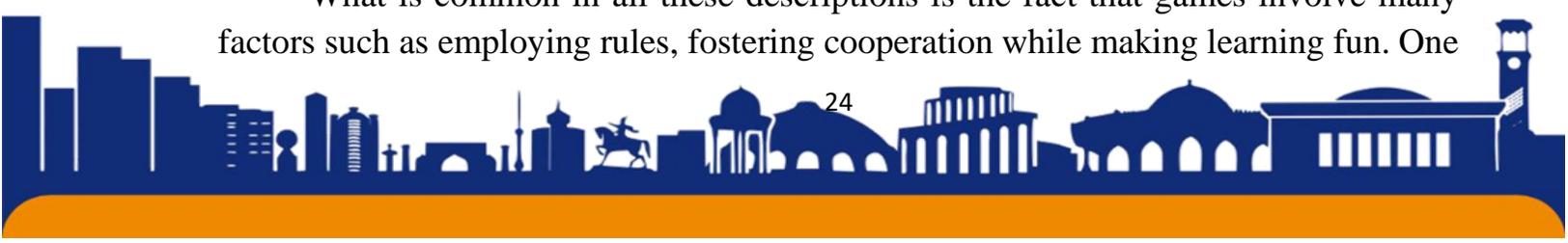
can simply say that games are enjoyable. However, in addition to being enjoyable, games refer to rules to be followed pointing at a serious instructional planning and delivery process. As expressed by Lee games have a very clear beginning and ending and they are governed by rules. Competition, which is associated with games, plays a crucial role as for the nature of games requires. Learners are excited by competition because the question of who will win or lose remains unanswered until the game is over. Similarly, games' making learning easier in an enjoyable way suggests that games are full of fun which leads to successful learning. In many games, learners are required to cooperate to achieve the goal and most learners enjoy cooperation and social interaction. It is believed that when cooperation and interaction are combined with fun, successful learning becomes more possible. To conclude, no matter how differently games are described, one cannot underestimate their pedagogical value both in teaching and learning a foreign language.

As we know grammar of a language is its foundation. It is very difficult to imagine mastering a language perfectly well without knowing its grammar. Although some communicative methods deny this opinion, it is true. Most learners consider grammar to be dry and dull, learning it boring as well. For me as a teacher, grammar class is always an opportunity for fun. I cannot imagine dry and dull ESL/EFL grammar classes. During class time there are, of course, periods of focused concentration, especially during the first phases of a new unit when the students are trying to grasp an initial understanding of the form and meaning of a structure. We, as teachers, should know that even during those phases, explanations and examples can be enlivened by funny sentences using the students' names or by fun demonstrations or pantomimes. Fun and humor are essential in ESL/EFL classrooms. Interaction and group participation engage students and make information more memorable and relevant. In my experience, many people approach grammar far too seriously, with long, unsmiling faces, in plodding academic style. I think that grammar should not be approached in this way. A teacher can make grammar fun through different games and activities. Games and fun activities for teaching grammar can have purpose if used correctly and at the right time. Such games and activities have a lot of advantages: they can shake things up, help students develop a competitive position, enable to organize team work, get students' stored energy out . If language learners can make use of grammar and apply it in a fun way, they have a better chance to remember it all. They'll be able to practice and master grammar phenomena extensively rather than just learning a good deal of rules superficially.

Activities and games for learning English grammar don't only motivate, but they also generate the idea of competition in the EFL classroom. As it is known, a bit of healthy rivalry never hurts anyone. Students try to do their best when thrown into action, and they'll strive to outmarch their peers and take precedence of their own expectations . We have just said that games and activities help students be competitive, so how can they assist with cooperation? They create interaction between students and between students and a teacher. Students try to support their groupmates and encourage them when competing in teams or pairs. While inculcating this way of teaching grammar students combine their force so as to succeed! Proceeding from these facts, we can say that participating in such games students can not only learn grammar, but they also will get to know the ways of getting to the top of the tree. It's very important to determine the aim of a grammar game in a EFL lesson. Games should not be just other time fillers, or they should not only be funny and entertaining for your learners, but they must also have educational effect.

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KORRUPSIYADA KOMPLAYENS NAZORATI VA BUGUNGI KUNDAGI RECRUITING SOHASI

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Bugungi kunda mamlakatimizda yangilangan siyosatni jamiyatda adolat va qonun ustuvorligini oliy darajada ko'tarish, zamonaviy samarali davlat boshqaruvini joriy etish, davlat xizmatchilarida korrupsiyaviy holatlarning barcha ko'rinishlarining oldini olishda harakat qilish, xalq manfaatlarini so'zsiz ta'minlash kabi yuksak g'oyalarga tayanmoqda. Avvalo, ushbu islohatlar tub zamirida Prezident SH.M.Mirizyoyev tomonidan ilgari surilgan ustuvor go'yalar " Xalq davlat organlariga emas, balki davlar organlari xaliqqa xizmat qilishi kerak" asosiy tamoyilga muvofiq, barcha imkoniyatlar xalqimizning manfaatlari yo'lida amalga oshirilyabdi. Bundan tashqari, Prezidentimiz O'zbekiston Respublikasi Prezidenti etib saylangan ilk kunlardanoq korrupsiyaga qarshi kurashish sohasida boq qator qonun va huquqiy normative hujjatlarni qabul qildi. Shulardan, 442017- yilning 3- yanvarida " Korrupsiyaga qarshi kurashish to'g'risida 419- sonli qonun qabul qilindi. Mazkur qonun korrupsiyaga qarshi kurashishda davlat siyosatining ustuvor yo'nalishlari belgilanib berildi va korrupsiyaga qarshi kurashish faoliyati tartibga solinib, korrupsiya qarshi kurashishning qonuniy asosi yaratildi.Shu qonunning 3- moddasida korrupsiya tushinchasiga ta'rif berilgan. Unga ko'ra, korrupsiya- shaxsning o'z mansab yoki xizmat mavqiyedan shaxsiy manfaatlari yoxud o'zga shaxslarning manfaatlarini ko'zlab moddiy yoki nomoddiy naf olish maqsadida qonunga xilof ravishda foydalanishi shuningdek bunday manfaatni qonungaxilof ravishda taqdim etishdir.

Bunga qo'shimcha, islohatlarning chinakam naitijalariga erishish maqsadida davlat va jamiyatning har bir sohasidagi koprrupsiyaga qarshi kurashish samaradorligini izchil ta'minlab borish alohida ahamiyat kasb etadi. Takidlash joizki, korrupsiyaga qarshi kurashish sohasida davlat siyosatining samarali amalga oshirilishini ta'minlash hamda korrupsiya korrupsiya ko'rinishlarining oqibatlari bilan emas, balki sabab va shartsharoyitlarni bartaraf etish bo'yicha xalqoro tajribada keng qo'llanib kelayotgan zamonaviy jinoyatlarni oldini olish chora- tadbirlarini milliy amaliyotga tadbiq etishni taqazo qilinmoqda. Bugungi kunda davlatimizda fuqorolik jamiyatining erkinligi ta'minlash va adolatli jamiyatni barpo etishda, jamiyatimizda

ko'plab ishlar amalga oshirilmoqda va bularning bittasi- korrupsiyaga qarshi kurashishda komplaens monitoring hisoblanadi va hozirda bu yo'nalish mamlakatimizda rivojlanib kelayotgan sohalardan bittasi bo'lib,milliy qonunchiligimiz bilan birgalikda jahon standartlariga mos bo'lgan normativ namunalarni birgalikta qo'llash- tizimning rivojlanishiga o'z hissasini qo'shadi. Shu jumladan, quyidagi maqsad va vazifalar hamda asosiy yo'nalishlarni nazarda tutuvchi O'zbekiston Respublikasining korruptsiyaga qarshi kurashish milliy strategiyasini (keyingi o'rinlarda - Milliy strategiya) amalga oshirish alohida ahamiyat kasb etmoqda. Jumladan, birinchidan,korrupsiyaga qarshi kurashishda hozirda xodimlar bilan ishlash bo'yicha va ularning odob-axloq qoidalari, ishga qabul qilinishi va boshqa masalalar bo'yicha qonun va huquqiy normativ hujjatlarga ayirim holatlarda amalga oshmayotganligini hisobga olib, yanada yaxshiroq qo'llanmalar ishlab chiqilishi o'zining sezilarli darajasini mazkur komplayens tizimining rivojlanishiga o'z hissasini qo'shadi.

Ikkinchidan, yuqorida aytib o'tganimdek, Recruiting va HR sohalari jamiyatimizda yangi sohalardan bittasi bo'lib, u xodimlarni saralash va ularni psixologik tarafdan o'rganish, eski ish joyidan u xodim bo'yicha rekomendaciyalar olish va uni ishga olganda muntazam tekshirib borish va bundan tashqari, hozirda shunga o'xshash tashkilotlar ko'plab ish bilan yosh kadrlarni bandlik bilan ta'minlayapti va bu hozirda jahonda boshqa davlatlarda yaxshi rivojlangan, o'zning natijasini korrupsiyaning koeficentining kamayishi bilan ko'rsatgan, bundan boshqa, manfaatlar to'qnashuvining oldini olish va ish o'rinlarida sog'lom atmosferani yaratishda o'zining yaxshi taraflama hissasini qo'shadi. Bundan tashqari, Kadrlar siyosati – mamlakatimizning kadrlar sohasida azaldan qo'llangan tushuncha, bu tashkilotning xodimlarga munosabati va aniq maqsadlarga erishish niyatida unga ta'sir ko'rsatish usullari majmuasi deb tushuniladi. "Kadrlar siyosati" tushunchasining zamonaviy ma'nosi quyidagilardan iborat. Birinchidan, korxonaning zamonaviy kadrlar siyosati ishlayotgan har bir xodimning vazifalari va strategik maqsadlaridan mantiqiy kelib chiqadi va faoliyatning aniq natijalari hamda korxonaning umumiy rivojlanish istiqbollariga moslashadi. Kadrlar siyosatining qulayligiga, egiluvchanligiga yuqori talablar va uning ichki (boshqarish va rahbarlik uslubi, ichki tashkiliy madaniyat va hokazo) va tashqi muhiti (mehnat bozori, iqtisodiy inqiroz sharoitida – moliya faoliyatini maqsadli olib borish xususiyatlari, qonunchilikning rivojlanishi, takomillashishi) ko'p omili ijtimoiy-iqtisodiy munosabatlar asosida amalga oshiriladi.Ikkinchidan, kadrlar siyosatining g'oyalarini korxonadagi yuqori saviyadagi rahbarlar (ta'sischilar, mulkdorlar, topmenejerlar) ishlab chiqadilar.

Uchinchidan, kadrlar siyosatini asosan oliy va oʻrta darajali boshqaruv boʻgʻinida mehnat faoliyatiga ega funksional rahbarlar, maʼlum tajribaga ega boʻlgan professional kadrlar xizmatini ham anglab va izchillik bilan mujassamlashtirib boradilar. Albatta, malakali,kuchli bilim va tajriybaga ega xodimlar korrupsiyaning kamayishiga va davlatimizning rivojlanishiga oʻz xissasini qoʻshadi va hozirgi kunda bu yoʻnalishga yangicha urgʻu berildi, yaʼniy koʻpchilik davlat va hususiy sektorlarda HR Departmentlar tashkil etilib xodimning mexnat faoliyati, uning ishga qabul qilinishi, oʻz aro shartnomalar va mexnat faoliyatini yuritish va boshqa hujjatlar bilan kadrlar boʻyicha mutaxasislar shugʻillanmoqda, ikkinchi tarafdan berilgan boʻsh ish oʻrinlari boyicha personallarni toppish ular bilan suhbat qilish, ishga joylash va boshqa shunga oʻxshash narsalar bilan HR va Recruiter lavozimida ishlaydigan xodimlar shugʻillanib kelmoqda va bu yangi sohaning mamlakatimizda va xorijda qanday qoʻshimcha afzalliklari bor ekanligini aytib oʻtaman:

Masalan, AQSh da bu pragmatikdir: odamga ehtiyotkorlik bilan munosabatda boʻlish va investitsiyalar oʻz samarasini berishi kerak boʻlgan manba sifatida koʻriladi. Yaponiyada inson nafaqat resurs, balki mustaqil qadriyat hamdir: bu erda korporativ madaniyat va tashkiliy qadriyatlarning roli ancha yuqori deb hiosblaydi. Bugungi kunda dunyoning koʻpchilik davlatlarida HR Departmentga alohida diqqat qaratilgan va bu albatta, davlatning iqtisodiyatining, xalqning farovon va adolatli yashashiga yordam beradigan asosiy fundamentlardan hisoblanadi. Jahondagi misollardan bir nechtasi keltiradigan boʻlsak, Ushbu yondashuv har bir kompaniyaning inson resurslari boʻyicha mutaxassislarga nisbatan oʻziga xos umidlari boʻlishi mumkinligini va asosiy mijozlar sifatida, korxona menejerlar ushbu umidlarni belgilashda katta rol oʻynashini tan oladi. Muallif 1990 yilda 50Towers Perrin tomonidan IBM bilan hamkorlikda oʻtkazilgan tadqiqotga misol keltiradi.51 Ish kuchi bilan bogʻliq keng koʻlamli masalalar boʻyicha soʻrovda uch ming HR menejerlari, maslahatchilar, yoʻnalish menejerlari va olimlar ishtirok etdi. Ushbu tadqiqot ishchi kuchining malakasi boʻyicha turli nuqtai nazarlarni ochib berdi. Suhbatdan oʻtkazilgan

toʻrtta guruh eng ommabop kompetentsiya turlari qatoriga quyidagilar kiradi:

1. Kompyuter savodxonligi (yoʻnalish menejerlari);

2. Mehnat resurslari (ilmiy nazariyotchilar) sohasida keng bilim va qarashlarga ega;

3. Oʻzgarishlarning oqibatlarini oldindan bilish qobiliyati (maslahatchilar);

4. Taʼlim darajasi va rahbarlarga taʼsir oʻtkazish qobiliyati (ishchi kuchining rahbarlari).Yuqoridagi koʻrsatilgan misollar va xorij tajriybasi, kadlrlar siyosatining

tushunchasidan kelib chiqib aytadigan bo'lsak, bu soha davlatimizda rivojlanib kelayotga

va o'z hissasini qo'shayotgan sohalardan biri hisoblanadi va albatta, bu yo'nalishga bizga

ko'plab chet el tajriybalari va malakali xodimlar kerak hisoblanadi.

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VOLUME-1, ISSUE-11

EFFECTIVE USE OF MULTIMEDIA IN VOCATIONAL SCHOOLS

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Annotation: The article contains information on the effective use of multimedia in vocational schools. Some methodological recommendations for teaching were given.

**Key words:** English, teaching, vocabulary, classroom-oriented activity

Today, a truly revolutionary information process is taking place in the world. It should be emphasized that the development of the economy in society is carried out not through the circulation of goods, resources, and materials, but through the power of ideas and knowledge.

Such an opportunity is due to the advent of digital media services. The widespread use of multimedia tools in education is one of the urgent tasks of our time. In carrying out these tasks, along with expanding the range of knowledge and skills related to the use of multimedia technology, it is important to increase the quantity and quality of information resources. For example, by connecting to the Internet via your phone, you can access electronic databases, books and necessary information about a number of other political and social fields and even carry out commercial activities.

Information technology develops on the basis of scientific and technological achievements, especially basic sciences. It should be noted that it is important to continuously discuss this issue in the media to demonstrate the importance of IT for society. In this regard, a certain amount of experience has been accumulated in our republic.

The use of multimedia technologies in education has led to the emergence of new educational technologies and their specific forms based on the transmission of information and electronic media. Interactive computer programs and powerful multimedia systems are a perfect example. Despite the fact that the technical and technological tools used in the educational process are different, the quality of teaching can be high or satisfactory depending on the form and means of presentation of educational material. Presenting information in visual form on a modern information technology platform without improving the level of figurative thinking and intellectual development will lead to a change in the relationship between figurative and traditional teaching.

This type of teaching, compared to the traditional method, provides information in figurative form corresponding to a new branch of human intellectual development, solving problems related to language communication, and at the same time leads to the development of communication processes in the world. The method of presenting
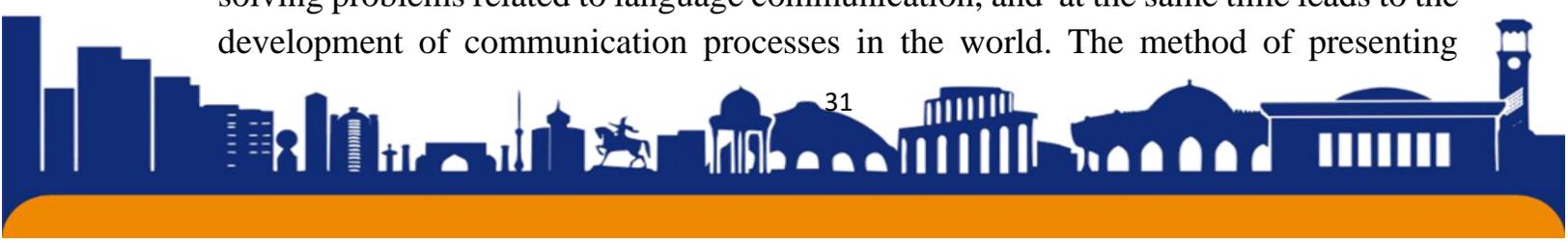
educational material in the form of pictures can, in one way or another, affect all components of the student's learning process.

In particular, it can be shown that students absorb educational material, understand the meaning, remember and repeat. In addition, this method develops students' emotional approach to reading and ensures that they can master the learning material without much effort. We compare these qualities with traditional and new teaching methods: The presentation of educational material in the form of images provided to students is to a certain extent based on opinion of them, i.e. The text given in literature is re-encoded and memorized. Such a vision requires sufficient time and intellectual ability to create an object model in the student. It is known that talented young people (students) who study this way can get excellent grades.

Most students cannot form an accurate picture of the teaching material provided to them at all times, which is why traditional teaching methods do not provide teaching materials. The level of understanding is still low. In order to present educational materials in the form of images, it is relevant to print them in the form of electronic copies using multimedia tools. The emergence of multimedia tools of information technology and technologies based on them creates an opportunity to solve this problem.

The application of multimedia technologies to the educational process not only frees the pedagogue from complex tasks related to the educational process, but also by introducing text, graphics, animation, and sound elements of visual educational materials that are presented in various forms rich in information gives students the opportunity to deliver. Creating an e-course using multimedia tools not only requires specialist knowledge from teachers but also requires them to have knowledge of computer technology, design, core stories, game play, actors as well as some other knowledge they need to have expertise can be relatively long. For this reason, multimedia courses are often created by a team of experts from different disciplines.

Preparing multimedia lessons requires teachers to be familiar with modern hardware and software tools and be able to use them effectively. For this reason, multimedia courses are created by special teams with software and hardware.

Recently, many research works on computer educational tools have begun to appear, and in most of these works, the authors are mainly interested in the methodological and didactic characteristics of the problem and its analysis.

Analyze the use of electronic educational tools in the educational process almost ignored it. Analysis of existing scientific publications on the creation of electronic information educational resources and their application in the educational process
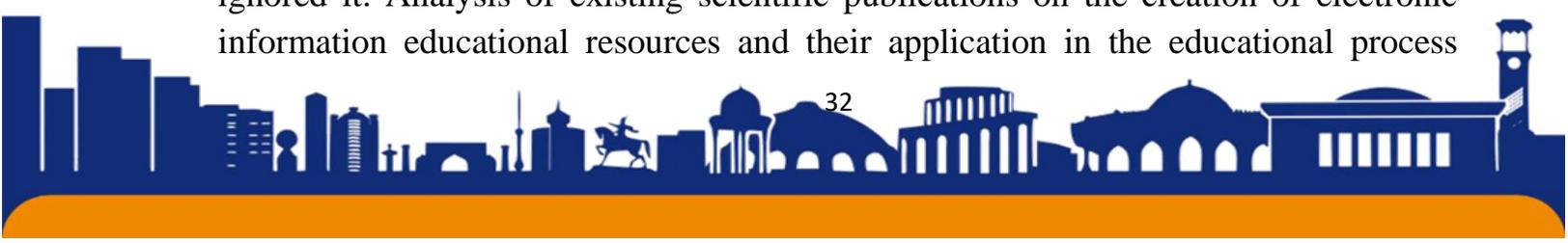
shows that the problem of using such software tools in the educational process Education has been considered a problem on a global scale and important results have been achieved in this regard.

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VOLUME-1, ISSUE-11

AVANTAGES ET POSSIBILITÉS DE L'APPRENTISSAGE DES LANGUES

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Philologie et enseignement des langues Langue française 1er cours

Abstrait: Cet article traite des avantages de l'apprentissage d'une langue étrangère. En outre, l'importance des langues étrangères dans la vie des jeunes a été évoquée.

Mots clés: langue, apprennent , College Board

En Ouzbékistan, l'étude des langues étrangères est bien plus répandue qu'auparavant. Le 10 décembre 2012, le premier président I. A. Karimov a adopté la décision PQ-1875, c'est-à-dire « Sur les mesures visant à améliorer encore le système d'apprentissage des langues étrangères », concernant l'amélioration continue de l'enseignement des langues étrangères. Aux premières étapes de l'apprentissage des langues étrangères, les caractéristiques des langues maternelles des apprenants influencent également. Dans l'apprentissage des langues, de nombreux aspects du langage se développent lentement. L'un des problèmes sérieux de l'enseignement des langues est lié aux méthodes et méthodes utilisées pour enseigner la langue. Un autre problème est que les langues étrangères sont enseignées dans les écoles pendant moins d'heures. Il existe un programme et des matières qui offrent des leçons efficaces pendant 6 à 7 ans pour améliorer l'expression orale, la lecture, l'écriture, la compréhension orale et le vocabulaire et les utiliser correctement. Si on y réfléchit, une semaine de langues étrangères ne suffit pas. De plus, les technologies innovantes jouent un rôle important dans l'apprentissage des langues étrangères. Chaque technologie innovante a ses propres avantages. Toutes ces méthodes prennent en compte la relation entre l'étudiant et l'enseignant, ainsi que les actions des étudiants au cours du processus d'apprentissage. L'apprentissage des langues étrangères n'est pas seulement l'apprentissage d'une langue ou, sinon, seulement un moyen d'éducation intellectuelle, mais un processus de connaissance des ressources pédagogiques et des valeurs d'une culture étrangère.

Les enfants qui apprennent une langue étrangère développent le pluralisme culturel, une culture ouverte et une appréciation des autres cultures. Ils peuvent voyager confortablement dans d'autres pays, voir de la littérature, des films et de la musique en langues étrangères dans leur forme originale et comprendre les différences culturelles à travers le monde. La capacité de s'exprimer se développe. Leur vocabulaire s'enrichit et leur capacité à utiliser leur langue dans de nouveaux domaines augmente. Ces dernières années, le programme de tests d'admission du College Board a noté une corrélation positive entre l'apprentissage d'une langue étrangère et les résultats du SAT

(Scholastic Aptitude Test) chez les étudiants américains. Il a été rapporté que les apprenants de langues étrangères obtenaient de meilleurs résultats au test d'aptitude que les étudiants ayant étudié dans d'autres domaines pendant 4 ans ou plus. De même, les étudiants inscrits dans des programmes de langues étrangères ont tendance à obtenir de meilleurs résultats aux tests standardisés utilisés dans leurs écoles.

Les élèves qui ont étudié une langue étrangère au lycée ont plus de chances de réussir que ceux qui n'ont pas étudié leur langue ni leurs mathématiques. Des études plus détaillées ont montré que l'apprentissage des compétences mentales nécessaires à la résolution de problèmes mathématiques est également amélioré par le traitement du langage. De plus, les scores moyens en mathématiques des élèves ayant étudié les langues étrangères pendant 4 ans ou plus sont les mêmes que les scores moyens des élèves ayant étudié les mathématiques au cours de la même période.

Les apprenants de langues étrangères ont la possibilité de mieux comprendre leur propre culture et celle des autres pays grâce à une grande variété d'opportunités de carrière. Selon certaines données, les enfants qui apprennent des langues étrangères peuvent résoudre des problèmes créatifs et complexes.

La Nebraska Foreign Language Association (1996) déclare que l'apprentissage des langues étrangères est un outil compétitif pour le choix de carrière dans le monde d'aujourd'hui et de demain. Cela a été confirmé par les employeurs qui souhaitent embaucher des travailleurs qui contactent un deuxième pays étranger sans rencontrer le ministère du Travail de New York. De nombreux emplois nécessitent une connaissance adéquate des langues étrangères. Dans le secteur de l'alimentation, du tourisme et de l'hôtellerie ; Dans des secteurs tels que la production cinématographique, radiophonique et musicale, ainsi que dans les entreprises internationales, les employés qui connaissent la langue sont employés, et ce uniquement en raison de leurs compétences linguistiques.

Dans d'autres domaines tels que les affaires officielles, la médecine, le droit, les affaires, le journalisme, les sciences politiques et en général, cela vous donnera un grand avantage sur tous les autres d'avoir suffisamment de connaissances dans une langue étrangère.

De nombreux programmes de licence peuvent être dispensés dans au moins une langue, parfois trois. Connaître des langues étrangères, étudier dans des universités étrangères, occuper des postes officiels et trouver du travail dans des entreprises internationales/étrangères.

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VOLUME-1, ISSUE-11

РАЗРЕШИМОСТЬ КРАЕВОЙ ЗАДАЧИ ДЛЯ УРАВНЕНИЯ СМЕШАННОГО ТИПА ВТОРОГО ПОРЯДКА

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Алгебра и функциональный анализ

Теория уравнений смешанного типа имеет сравнительно недолгую историю. Уравнения смешанного типа стали объектом систематических исследований с конца сороковых годов прошлого столетия. Возникшие в приложениях проблемы, в частности проблемы околозвукового течения сжимаемой среды и безмоментной теории оболочек, описываются уравнениями смешанного типа второго порядка, для которых задача Трикоми, так и, другие ее математические обобщения имеют вполне определенный физический или геометрический смысл. Начало исследований краевых задач для уравнений смешанного типа было положено в известных работах Ф. Трикоми и С. Геллерстедта, где были впервые поставлены и исследованы краевые задачи для модельных уравнений смешанного типа, теперь известные как "Задача Трикоми" и "Задача Геллерстедта". Ф.И.Франкль обнаружил важные приложения задачи Трикоми и других родственных ей задач в трансзвуковой газодинамике. И.Н.Векуа указал на важность проблемы уравнений смешанного типа при решении задач, возникающих в теории бесконечно малых изгибаний поверхностей, а также в безмоментной теории оболочек с кривизной переменного знака. А.В.Бицадзе впервые сформулировал принцип экстремума для задачи Трикоми. Позднее он был доказан и для других краевых задач для уравнений смешанного типа. В работах [1]-[6] и многих других теория уравнений смешанного типа развивалась в различных направлениях. В настоящей работе рассматриваются вопросы однозначной разрешимости краевой задачи для уравнения смешанного типа второго порядка.

Постановка задачи. В области $D = \{(x,t): 0 < x < q, -T < t < T, T > 0\}$ рассмотрим уравнение

$$u_{tt} + \operatorname{sgn} t \cdot u_{xx} = f(x,t), \tag{1}$$

где $f(x,t)$ – заданная функция.

Обозначим $D^+ = D \cap (t > 0), D^- = D \cap (t < 0)$.

Задача А. Найти в области D решение $u(x,t)$ уравнения (1) удовлетворяющее условиям склеивания

$$\frac{\partial^k u}{\partial t^k}(x, +0) = \frac{\partial^k u}{\partial t^k}(x, -0), \quad k = 0,1 \qquad 0 \le x \le q, \tag{2}$$

граничным условиям

$$u(0,t) = u(q,t) = 0, \qquad -T \le t \le T, \tag{3}$$

$$u(x,T) = 0, \qquad 0 \le x \le q, \tag{4}$$

$$u(x,-T) = 0, \qquad 0 \le x \le q, \tag{5}$$

Единственность решения.

Теорема 1. Пусть числа q и T такие, что при $k = 1, 2 \ldots$

$$P_k(T) \equiv \left| sh\left(\frac{k\pi}{q}\right)T \cos\left(\frac{k\pi}{q}\right)T + ch\left(\frac{k\pi}{q}\right)T \sin\left(\frac{k\pi}{q}\right)T \right| \ge \delta_0 > 0, \tag{6}$$

тогда если существует регулярное решение задачи А, то оно единственно.

Доказательство. Пусть существуют два решения $u1(x,t)$ и $u2(x,t)$ задачи. Их разность удовлетворяет однородному уравнению (1) и условиям (2) - (5).

Известно, что функции

$$X_k(x) = \sqrt{\frac{2}{q}} \sin \lambda_k x, \quad \lambda_k = \frac{k\pi}{q}, \quad k = 1, 2, \ldots, \tag{7}$$

образуют в $L_2(0,q)$ полную ортонормированную систему.

Обозначим

$$u(x,t) = \begin{cases} u^+(x,t), & (x,t) \in D^+ \\ u^-(x,t), & (x,t) \in D^- \end{cases}$$

Рассмотрим интегралы

$$\int_0^q u^+(x,t) X_k(x)\,dx = \alpha_k(t), \quad k = 1, 2, \ldots. \ \ t > 0, \tag{8}$$

а для отрицательных значений

$$\int_0^q u^-(x,t) X_k(x)\,dx = \beta_k(t), \ k = 1, 2, \ldots. \quad t < 0 \tag{9}$$

где функции $X_n(x)$ определены в (7).

На основании (8), (9) вводим функции

$$\alpha_{k,\varepsilon}(t) = \int_\varepsilon^{q-\varepsilon} u(x,t) X_k(x)\,dx, \ k = 1, 2, \ldots, \ t > 0, \ 0 < \varepsilon < q, \tag{10}$$

$$\beta_{k,\varepsilon}(t) = \int_\varepsilon^{q-\varepsilon} u(x,t) X_k(x)\,dx, \ k = 1, 2, \ldots, \ t < 0, \ 0 < \varepsilon < q, \tag{11}$$

причём $(\varepsilon, q - \varepsilon) \neq \varnothing$. Дифференцируя (10) и (11) два раза по t, и интегрируя два раза по частям, переходя к пределу при $\varepsilon \to 0$ с учётом условий (3) получаем уравнения

$$\alpha_k''(t) - \lambda_k^2 \alpha_k(t) = 0, \qquad k = 1, 2, \ldots, \quad t > 0, \tag{12}$$

$$\beta_k''(t) + \lambda_k^2 \beta_k(t) = 0, \qquad k = 1, 2, \ldots, \quad t < 0 \tag{13}$$

Решая уравнения (12) и (13) при условиях $\alpha_k(T) = 0$, $\beta_k(-T) = 0$, $\alpha_k(0) = \beta_k(0), \alpha_k'(0) = \beta_k'(0)$ получаем $\alpha_k(t) = 0, \beta_k(t) = 0$ при $t \in [-T, T]$. Тогда, правые части равенства (8) и (9) будут равны нулю. Отсюда следует ортогональность $u(x,t)$ к полной системе (7). Следовательно $u(x,t) \equiv 0$.

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VOLUME-1, ISSUE-11

Exploring the Dynamics of Spoken and Written Discourse: A Comparative Analysis

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This thesis aims to investigate the distinctive features, functions, and implications of spoken and written discourse, shedding light on their inherent differences, while also highlighting the interconnectedness and mutual influences between these two modes of communication.

Spoken and written discourse are two fundamental forms of human communication that shape our interactions, convey ideas, and facilitate the exchange of information[1]. While both modes serve as vehicles for conveying meaning, they possess unique characteristics that influence the way individuals express themselves, perceive messages, and interpret information. This thesis endeavors to delve into the intricacies of spoken and written discourse, exploring their distinct features, functional variations, and the impact they have on social interactions and linguistic development.

Defining Spoken and Written Discourse

This section will establish a clear definition of spoken and written discourse, emphasizing their distinct nature. It will highlight the temporal aspect of spoken language, its spontaneity, the use of paralinguistic features, such as intonation and gestures, and its immediate feedback loop[2]. On the other hand, it will illustrate the permanence, revision opportunities, and reliance on textual cues that characterize written discourse.

Functional Variations in Spoken Discourse

This section will examine the diverse functions of spoken discourse across various contexts. It will explore how spoken language is employed for everyday conversations, negotiations, storytelling, and persuasive speeches. By analyzing real-life examples, this section will uncover the role of spoken discourse in expressing emotions, building rapport, and conveying non-verbal cues that enhance communication effectiveness[5]. Here are some types of spoken discourse:

1. Turn-taking: Speakers take turns in conversation, with one person speaking at a time. Turn-taking can vary in speed, with some speakers interrupting or overlapping with others, while others wait for a clear pause before speaking.

2. Topic management: Speakers can introduce new topics, change topics, or maintain a current topic of conversation. They may also use topic shifts to guide the direction of the conversation.

3. Repair: When a speaker makes an error or is misunderstood, they may use repair strategies to clarify or correct their speech. This can include repeating themselves, rephrasing, or asking for clarification.

4. Backchanneling: Listeners provide feedback to the speaker through verbal and nonverbal cues, such as nodding, saying "uh-huh," or making eye contact. The frequency and type of backchanneling can vary depending on the speaker and the context of the conversation.

5. Politeness strategies: Speakers may use different levels of politeness in their speech, depending on factors such as social status, familiarity with the listener, and the formality of the situation.

6. Emphasis and intonation: Speakers can use variations in pitch, volume, and stress to convey emphasis and emotion in their speech. These variations can affect the overall meaning and tone of the conversation.

7. Nonverbal communication: Gestures, facial expressions, and body language can all play a role in spoken discourse, adding nuance and meaning to the conversation.

8. Register and style: Speakers may adjust their language and tone based on the social context, such as speaking formally in a professional setting or using informal language with friends. This variation in register and style can impact the dynamics of the conversation.

Functional Variations in Written Discourse

This section will investigate the multifaceted functions of written discourse in different domains such as academia, journalism, business communication, and literature. It will explore how writing allows for precision, organization, and the ability to convey complex ideas[6]. Additionally, it will discuss how written discourse enables asynchronous communication, facilitating dissemination of information across time and space[7]. Here are some types of written discourse:

1. Structure and organization: Written discourse can vary in its structure and organization, with some texts following a linear, chronological order, while others may use a more complex or non-linear structure.

2. Cohesion and coherence: Writers use cohesive devices such as conjunctions, pronouns, and lexical cohesion to connect ideas and create coherence within a text. The use of these devices can vary depending on the genre and purpose of the writing.

3. Genre and discourse community conventions: Different genres of writing (e.g., academic, journalistic, creative) have their own conventions and expectations for discourse. Writers may vary their language, tone, and style based on the specific genre and discourse community they are writing for.

4. Argumentation and persuasion: Written discourse can vary in terms of how arguments are structured and presented. Writers may use different rhetorical strategies to persuade their audience, such as logical reasoning, emotional appeals, or appeals to authority.

5. Lexical and syntactic complexity: The level of lexical and syntactic complexity in written discourse can vary based on factors such as the intended audience, the purpose of the writing, and the writer's stylistic choices.

6. Register and style: Similar to spoken discourse, writers may adjust their language and tone based on the social context and the intended audience. This variation in register and style can impact the effectiveness of the written communication.

7. Textual cohesion: Writers use various textual cohesion devices, such as transitional phrases, parallel structure, and repetition, to create cohesion and coherence within a written text. The use of these devices can vary depending on the writer's purpose and the intended effect on the reader.

8. Pragmatics in writing: Writers may consider pragmatic factors such as politeness, formality, and cultural norms when composing written discourse. These pragmatic considerations can vary based on the specific context and audience for the writing.

Interconnectedness and Mutual Influences

This section will examine the interplay between spoken and written discourse, highlighting how they influence and shape each other. It will explore how spoken language can influence writing styles[8], such as in the case of colloquialisms or conversational tone in informal writing. Conversely, it will discuss how written language can impact spoken discourse, such as the adoption of formal language or technical jargon in professional conversations.

Implications for Social Interactions and Linguistic Development

This section will discuss the implications of spoken and written discourse on social interactions and linguistic development. It will explore how differences in discourse modes can lead to miscommunication, misunderstandings, and cultural variations in communication norms. Moreover, it will examine how exposure to both spoken and written language contributes to language acquisition, literacy development, and cognitive abilities.

VOLUME-1, ISSUE-11

In conclusion, this thesis has explored the distinctive features, functions, and implications of spoken and written discourse. By understanding the nuances of these modes of communication, individuals can enhance their communicative competence, adapt their language use to different contexts, and foster effective interpersonal relationships. The interconnectedness between spoken and written discourse highlights the importance of a holistic approach to language analysis, acknowledging the inherent complexities of human communication.

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CHET TILINI O'RGANISHDA ELEKTRON LUG'ATLARDAN FOYDALANISHNING AHAMIYATI

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Annotatsiya : Mazkur maqolada chet tillarini o`qitishda va uni o'rganishda elektron lug'atlardan foydalanishning o'rni, uning samaradorligi, qulayligi, afzalliklari va mamlakatimizdagi tutgan o'rni haqida batafsil so'z boradi. Shuningdek, xorijiy tillarni o'rganish nafaqat ularda yangi so'zlarni o'rganish balkim, ularni so'zlashish jaroyonida ham bevosita qo'llay olish, yangi ma'lumotlarni taxlil qilib ular orqali o'z fikrlarini bayon eta olish uchun ham juda manfaatlidir. Ushbu maqolada elektron lug'atlarning o'rganuvchilarning o'rganish jarayonida turgan o'rni va ahamiyati haqida so'z yuritiladi.

Kalit so`zlar: zamonaviy texnologiyalar, elektron lug'atlar, qiziqarli va foydali dasturlar, til ko'nikmalari, mantiqiy fikrlash

Bugungi kunda nafaqat O'zbekistonda balki, butun yer yuzida chet tillarini o'qitishga va ularni o'rganishga alohida e'tibor qaratilgan. Shu jumladan, O'zbekiston Respublikasi Prezidentining ,,O'zbekiston Respublikasida xorijiy tillarni o'rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to'g'risida'' 2021-yil 19-maydagi PQ-5117-son qaroriga muvofiq mamlakatimizda bir qator ishlar amalga oshirildi. Ta'lim dargohlarida chet tilli xonalarini zamonaviy texnologiyalar bilan jihozlashga ham alohida e'tibor qaradildi. Til o'rganishning asosiy to'rt ko'nikmasini (tinglab tushunish-listening, gapirish-speaking, o'qish-reading hamda yozish- writing) rivojlantirish uchun texnik vositalar taqdim etildi. Qolaversa, har bir o'rganuvchi va o'rgatuvchi uchun qulayliklar ham yaratib berildi, nafaqat maktab o'quvchilar balkim, oliy ta'lim talabalari uchun ham xorijiy tillarni o'rgatish yo'lga qo'yildi. Ta'lim muassalarida chet tillarni o'rganishga ham bosqichma bosqich amalga oshirildi, har bir fan yo'nalish talabalariga xorijiy tillarni tez va oson o'rganishda texnalogiyalar va elektron lug'atlardan foydalanishning samaradorligi ortib bormoqda. Chunki, dunyodagi ko'plab yangiliklar va xabarlarni tushuna olish va ular haqida mushohada qilish uchun bu tillarni foydasi beqiyosligi muhim o'rin tutadi. Shuningdek, ushbu maqolada xorij tillarini o'qitishda elektron lug'atlardan foydalanish

istiqbollari va uning samaradorlik tendensiyalari va hayotimizda tutgan o'rni haqida fikrlar keltirib o'tilgan.

Har qanday sohani xoh u til sohasi bo'lsin xoh boshqa, o'rganuvchini qiziqish va diqqatini oshirish uchun zamonaviy texnologiyalardan foydalanishning samaradorligi yuqori. Zamonaviy innovatsion texnologiyalar inson hayotining ko'plab sohalarini, jumladan, ta'limni soddalashtirish va uning sifatini sezilarli darajada oshirish imkonini beradi. Talabalari ingliz tilini o'rganishda, o'z so'z boyliklarini oshirishda shuningdek,ta'lim olayotgan sohalariga oid xorijiy maqola va ma'lumotlarni erkin tushunishda zamonaviy elektron lug'atlardan foydalanishlar shubxasiz. Olib borilayotgan tadqiqotlarga asosan yer yuzing ko'plab xorijiy til o'rganuvchilari elektron lug'atlardan foydalanishni afzal ko'rishlar yaqqol sezilib tursa ham, hali hamon kitob ko'rinishidagi lug'atlarda foydalanish ko'proq samarali ekanligi ya'ni, bir so'zni qidirish mobaynida uning yondosh ma'nolari, grammatikada qo'llanilishi va shu jumladan unga ma'nodosh (synonym) va zid ma'noli (antonym) so'zlarni ham qo'shimcha tarzda o'rganib olishlari mumkin, shu o'rinda mantiq fikrlashni ham oshishiga yordam beradi. Albatta, elektron lug'atlarda an'anaviy qog'oz lug'atlardan ko'ra kengroq imkoniyatlarga aks etgan. Shu o'rinda o'rganuvchilar orasidagi fikrlar, ya'ni elektron lug'atlarni afzal ko'rishlar va uning imkoniyatlarini ham sanab o'tishdi:

● vaqt tejamkorligi ya'ni elektron lug'atlarning ishlash holatining yuqoriliklari ularning vaqtini tejashga yordam beradi. Kitob holidagi lug'atlardan bir so'z qidirish uchun sarflangan vaqtdan, elektron lug'atlardan bir necha so'zlarni o'rganish mumkin.

● ko'rgazmalilik ya'ni elektron lug'atlar yordami qidirish bo'limiga o'zingiz uchun notanish so'zni yozish orqali uning obyektiv ko'rinishini ham ko'ra olasiz. Bu yangi so'zni eslab qolish uchun yordam beradi.

● to'plam yaratish ya'ni elektron lug'atlar orqali o'zingiz uchun shaxsiy baza ham yaratib olishingiz mumkin. Bu har safar yangi o'rgangan so'zlaringizni ombor sifatida jamlab ularni takrorlashingiz uchun imkoniyat yaratib beradi.

● talaffuz qilish ya'ni zamonaviy elektron lug'atlar hozirda talaffuz qilishga (pronunciation) ham alohida e'tibor qaratilgan. Bu funksiya yordamida o'rganuvchi yangi so'zlarni qay tariqa talaffuz qilishni o'rganib olishlari mumkin.

● kataloglar ya'ni elektron lug'atlarning bu funksiyasi ham mavjud bo'lib unda: grammatika (grammar), farqlar (differences), birikmalar (collocations), metaforalar (metaphors), so'zlashish (speaking) kabi bo'limlarning bor ekanligi ham yangi so'zlarni o'rganishning samaradorligini oshirib beradi. Shuningdek, foydalanish uchun tanlanayotgan lug'atlarning qay darajada sifatli ekanligi ham muhim. Ko'plab dasturlar yordamida yaratilgan elektron lug'atlar, WISDOM, LONGMAN, DICTIONARY-

MERRIAM- WEBSTER , WORDUP, OXFORD DICTIONARY, MACMILLAN DICTIONARY, CAMBRIDGE DICTIONARY va shu kabi ko'plab elektron lug'atlar mavjud bo'lib o'rganuvchilar o'z estetik didi va dunyo qarashiga qarab turli lug'atlardan foydalanishlari ham mumkin. Ularning imkoniyat darajasi va keng ko'lamli funksiyalari har bir o'rganuvchiga manzur keladi.

Xulosa o'rnida shuni ta'kidlash kerakki, „Til- millat ko'zgusi'' har bir o'rganuvchi chet tillarini o'rganar ekan, o'rganayotgan tilining madaniyati va o'sha jamiyat insonlarining qadriyatlarini ham o'rgana oladi. Bu jarayon nafaqat bir tilni o'rganish balkim fikrlash, tanqid qila olish kabi qobilyatlarni ham tabiiy ravishda rivojlantira oladi. Qolaversa, xorijiy tillarni chuqur o'rganishda har bir ko'nikmalar muhim ahamiyat kasb etganidek ularni elektron lug'atlar vositasida o'rganish ham samarali ham foydali bo'la oladi.

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VOLUME-1, ISSUE-11

CURRENT PROBLEMS OF MODERN LINGUISTICS AND INNOVATIVE APPROACH IN TEACHING FOREIGN LANGUAGE.

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Annotation: Today, an important aspect of modern world linguistics is the absorption and interaction of scientific information that is inextricably linked with various fields of human activity. To provide students with thorough knowledge about the specific features of new directions in linguistics, such as ethnolinguistics, sociolinguistics, psycholinguistics, mathematical linguistics, computer linguistics, as a result of the interaction of linguistics with various scientific fields, and to boldly send young talents to these fields. must

Key words: methodology, innovation, foreign language, communication, skills, competence, didactics.

Today, in the process of teaching foreign languages in higher educational institutions, it is necessary to approach it as a system, to interpret the language and its units and phenomena on the basis of the laws of the system, to provide in-depth knowledge about the asymmetry of form and content, the functional versatility of the mother tongue, and to train theoretically mature linguists. It is necessary to clearly define the position of historical linguistics.

In the current era of globalization, researching innovative educational technologies and their pedagogical foundations, researching ways to effectively use modern interactive teaching methods in the educational process remains one of the urgent problems of today. The socio-pedagogical necessity of an innovative approach to education is measured by:

1. Scientific-technical development and socio-economic renewal of the continuous education system, in particular, improvement of the educational process in educational institutions using the study of advanced foreign experiences, innovative approaches in education and information technologies;

2. Creation and implementation of effective organizational forms and technologies of person-oriented education that serve to develop the level of education, intellectual potential, social activity, and creativity skills of students;

3. The need to develop the professional-innovative competence of the teacher in relation to mastering and implementing pedagogical innovations.

Technical means to improve the quality of education: audio-video, film materials, computers, video projector, slides, excerpts from works of art; they use
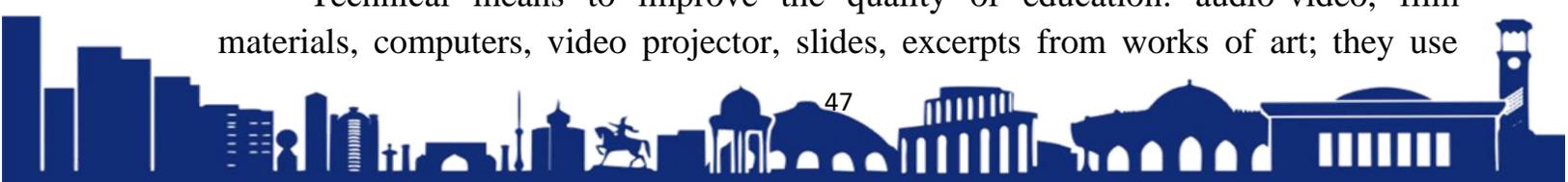
modern pedagogical technologies, especially interactive methods. Innovative educational technologies improve the quality of education, increase its effectiveness, establish mutual cooperation between the teacher, student and the team, achieve ideological and spiritual unity, strive for a single goal, each It has great potential in creating the necessary conditions and environment for the realization of the learner's inner potential, manifestation as a person.

Currently, a lot of work is being done not only on teaching foreign languages, but also on finding new methods of teaching and teaching all subjects and testing them in practice. This is one of the most important problems that must be solved in order to improve the educational process today. If before, teaching a foreign language was considered to be the study of this language system, in the following years, the main aim of teaching was to develop students' foreign language speech. It should be said that these goals in learning a foreign language are not set by themselves or by other people or individuals, but are closely related to changes in the sciences of linguistics and psychology and the social development of society. For example: Let's take the audiolingual method. The emergence of this method was influenced by changes in linguistics, i.e. structural flow. It includes the following factors: - Teaching a foreign language must begin with teaching oral speech; - Language learning is carried out on the basis of various structures and speech patterns; - Exercises also require language-based exercises that require repetition of language material many times; - The selection of grammatical patterns and lexis should depend on the results of comparing the foreign language with the mother tongue. - Pronunciation requires a lot of attention. The main disadvantage of this method is the large number of mechanical exercises and the small number of actual speech exercises. The founders of this method are Methodist scientists Ch. Friz and R. Ladolar. For example: Ch. Friz says that the main content of the initial stage should be the study of structures. It is desirable that the formation of grammar skills should be based on this.

Learning a foreign language is a multifaceted education, and in this process a person experiences complex psychological changes. In particular, the process of comparing the native language with a foreign language occurs. Various teaching methods and technologies are used in this process. With the help of modern pedagogical technologies, teaching by comparing the foreign language with the mother tongue gives effective results. Teaching a foreign language requires knowledge of its methodology. Methodology and technologies are important in the process of learning a foreign language. There are various methods of teaching methodology. The widely used methods in foreign language teaching methodology are: communicative didactic

method, intercultural dialogue organization method and exercise organization method. In modern society, foreign languages are becoming an important component of professional education. Due to the high rate of cooperation with foreign partners among specialists in various fields, their demand for language learning is high. Currently, foreign languages are taught in schools, colleges, lyceums, and higher education institutions. There are innovative types of educational materials for those who want to have different levels of language knowledge. Perfect knowledge of a foreign language and obtaining a certain level also depends on the practical methods and qualifications of teachers. Information technologies and modern teaching methods the ability to use helps to quickly understand new materials. By combining different methods, the teacher is able to solve specific educational programs. In this regard, teachers and students should familiarize themselves with modern methods of teaching foreign languages. As a result, the ability to choose the most effective methods to achieve one's goals is formed. The use of several methods of teaching and learning is effective in this regard. Nowadays, innovations are increasing in every field.

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VOLUME-1, ISSUE-11

Foreign Language Education: The Importance and Effectiveness of Using Modern Technologies

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Annotation.

This article discusses new modern methods of teaching English as a subject and the ways to benefit from these methods and lessons. Additionally, practical aspects of effective utilization of these methods are also elaborated upon. Furthermore, the article also mentions the importance of these methods in helping students become fluent in English as a foreign language and be able to easily communicate in that language.

Keywords: innovative technologies, metod, English language, approach, lesson, speech, certificate, international.

Introduction.

Certainly, an agenda has been set to further improve the system of teaching foreign languages under the leadership of our country's president Shavkat Mirziyoyev in 2021. Starting from 2021, it was required for foreign language teachers to obtain a national and international certificate. This undoubtedly carries a great responsibility on the shoulders of foreign language teachers. They organize lessons using information and communication technologies instead of traditional teaching methods. This also requires teachers to continue working on improving their skills. In this article, we will focus on new teaching methods, and the importance of incorporating these methods and modern technologies.

It is worth noting that in our country, the teaching of foreign languages, as well as the assessment of the knowledge and skills of foreign language teachers, have been developed in accordance with the recommendations of the Common European Framework of Reference for Languages (CEFR). In accordance with this, textbooks are being created for students in general education and specialized educational institutions. In line with these requirements, educational institutions are also equipped with modern information and communication technologies. The demand for learning foreign languages is increasing day by day. Foreign language education is divided into four areas: reading, writing, listening, and speaking, each of which requires separate skills.

Literary analysis and methodology.

Using modern technologies is one of the most effective methods in the process of learning and teaching a foreign language. In these processes, it is possible for
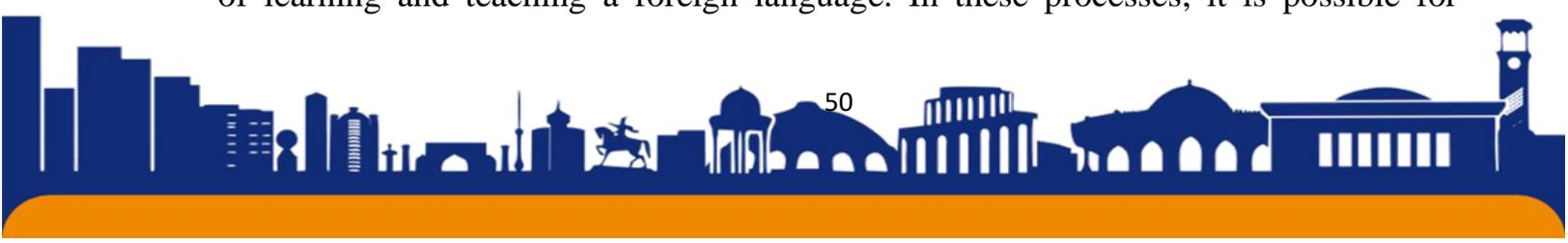
students to watch videos, movies, or cartoons in a foreign language using computers, and learn by listening.

Several aspects related to the learning process of foreign language lessons should be taken into account, such as the use of modern pedagogical methods, interactive and innovative approaches, and communicative-information tools.

Discussion and results.

The use of effective pedagogical methods plays a significant role in learning a foreign language. One of these methods is using role-playing games during the lesson. In these games, various situations in our lives are used in the process of learning a foreign language. This method helps in creating a language environment during the lesson.

For example: In the first scenario, friends who haven't seen each other for a long time meet. In the second scenario, a woman crosses the road without looking at the traffic light and without obeying the rules. In the third scenario, women enter a clothing store for shopping. For these situations, solo performances are organized. These types of life role-playing games create a diverse language environment during the lesson and help students express their own thoughts freely. During participation in these games, students learn to think, express their emotional state, and express themselves in a foreign language. Participating in such games also motivates students to correct each other's vocabulary, grammar, and pronunciation errors. Making mistakes and correcting them also provides significant assistance in learning the language. Using role-playing games during lessons ensures active participation of all students at the same time. In addition, it arouses students' interest in learning foreign languages and makes the lesson lively and enjoyable. All of these ensure the effective progress of foreign language lessons.

One of the most interesting methods for students is the "Pantomime" game. In this game, students are divided into three groups. One person from each group comes forward and they are given a list of various words. Without speaking any words, they have to convey the words to their groupmates using gestures and movements.

Conclusion

Overall, using modern methods and technologies in foreign language lessons enhances the teaching and learning process.

It is possible to say that using innovative technologies and methods in the process of learning a foreign language enhances students' logical thinking ability, improves their speech, changes their perspective, and ultimately shapes their ability to give clear and correct responses. Using such methods nurtures students' desire to acquire
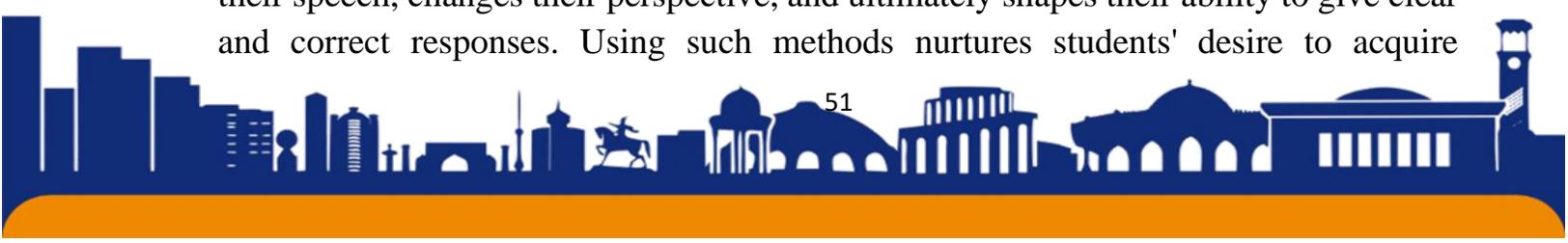
knowledge. Students are more motivated to prepare for class. Today's education system takes on the responsibility of nurturing independent thinkers, mature individuals, and well-rounded personalities, and in the future, we will further enhance our own story by developing more effective methods of using innovative technologies with our future educators.

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VOLUME-1, ISSUE-11

Ijtimoiylashuv borasidagi nazariyalar.

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ANNOTATSIYA: Individual psixologik nuqtai nazardan, ijtimoiylashuv -bu o'z-o'zini, noyob shaxsiy o'ziga xoslikni rivojlantirish jarayoni. Ushbu jarayon davomida biz yashayotgan jamiyat yoshligimizdan bizning bir qismimizga aylanadi. Ushbu jamiyatning qadriyatlari bizning ideallarimiz va maqsadlarimizni shakllantiradi, xatti-harakatlarimizni ma'lum bir tarzda boshqaradi.

Kalit so'zlar: Ijtimoiylashuv, Kolberg, Piaget, interaksionizm, dispozitsion konsepsiya, neobixeviorizm, konsepsiya, mantiqiy fikrlash.

Kirish: Ijtimoiylashuv jarayonini turli psixologik ilmiy maktablar turlicha tahlil qilganlar: 1) neobixeviorizm namoyandalari ijtimoiylashuv — bu ijtimoiy o'rganishdir; 2) interaksionizm vakillari ijtimoiy o'zaro ta'sirlar natijasi; 3) gumanistik psixologiya vakillari esa «Men» konsepsiyasining namoyon bo'lishi deb ta'riflaganlar. Ijtimoiylashuv serqirra jarayon bo'lib, yuqorida psixologiyaning ilmiy maktablari namoyandalari tomonidan keltirilgan fikrlar uning faqatgina bir tomonigagina asosiy urg'u beradilar.

Hozirgi kunda jahon psixologlari ijtimoiylashuv muammosini ijtimoiy xulq-atvorni boshqarishning dispozitsion konsepsiyasi nuqtayi nazaridan ko'rib chiqishga harakat qilmoqdalar. Bu konsepsiya shaxslararo munosabatlarga kirisha olish darajasiga bog'liq bolgan ijtimoiy xulq-atvorni boshqarish tizimini tahlil qiluvchi dispozitsiyalar ierarxiyasini o'z ichiga qamrab oladi. U ijtimoiylashuv mexanizmlariga quyidagilarni kiritadi: adaptatsiya; identifikatsiya; ishontirish; taqlid qilish.

Adaptatsiya — shaxsning o'z ichki xususiyatlarini o'zi yashayotgan muhit xususiyatlaridan kelib chiqqan holda oczgartirishi. Shaxsning ijtimoiylashuvi borasida ish olib borgan olimlardan biri E. Frommdir Identifikatsiya — individ tomonidan ongli va ongsiz ravishda boshqalarning xulq-atvorini, qadriyatlarini va ijtimoiy me'yorlarini o'zida qayta tiklashi (o'ziniki qilib o'zlashtirish). Taqlid qilish - individ tomonidan ongli va ongsiz ravishda boshqalarning xatti-harakati, yurish-turishi, gapirishini o'zida qayta tiklash (o'ziniki qilib o'zlashtirish). Ishonish - individ tomonidan ongli va ongsiz holatda u bilan muloqotga kirgan insonlarning fikrlari, his-tuyg'ulari,

dunyoqarashlarini o'zida qayta tiklash (o'ziniki qilib o'zlashtirish). Shaxsning ijtimoiylashuvida ijtimoiylashuv mexanizmlari muhim o'rin tutadi.

Shveytsariyalik psixolog J. Piaget hayotining katta qismini bolalarning atrof-muhitni idrok etish va ularga javob berish usullarini o'rganishga bag'ishladi. Uning tajribalari intellektual rivojlanishning ma'lum bosqichlari mavjudligini ko'rsatdi, ularning har biri ma'lum bir bosqichda bola bajarishi mumkin bo'lgan ba'zi aqliy "operatsiyalar" bilan tavsiflanadi.

Hayotining dastlabki ikki yilida bolalar *hissiy-motor intellektiga* yoki jismoniy muhit haqida bilimga ega. Ushbu bosqichda ular turli xil narsalarni, o'yinchoqlar, stakanlar, qoshiqlar va boshqalarni o'zlashtirishga harakat qilishadi.ikki yoshdan olti yoshgacha bolalar allaqachon majoziy fikrlash va *intuitiv operatsiyalarni* amalga oshirishga qodir. Ular asosan ramzlarni, ayniqsa tilni manipulyatsiya qilish bilan band. Ushbu bosqichdagi o'yinlar ko'pincha fantaziya, turli xil xayoliy vaziyatlar xarakteriga ega.

Keyingi besh-olti yil ichida bolalar (allaqachon maktab o'quvchilari) mantiqiy fikrlashni boshlaydilar va o'z xatti-harakatlarini boshqa odamlar bilan bog'laydilar. Piaget bu davrni *aniq operatsiyalar* bosqichi deb atadi. 12 yoshdan 15 yoshgacha bo'lgan bolalar, shubhasiz, boshqa odamlarning qarashlariga rozi bo'lish o'rniga, bir qator masalalar bo'yicha o'z fikrlarini shakllantiradilar, ular mantiqiy fikrlashni rivojlantiradilar. Hech qanday jismoniy ob'ektlar va haqiqiy voqealar bilan bog'liq bo'lmagan mavhum fikrlash qobiliyatlari ham namoyon bo'ladi. Bu *rasmiy operatsiyalar* bosqichi (Piaget va Inhelder, 1969).

Shunday qilib, Piagetning ishiga muvofiq, bolaning kognitiv qobiliyatlari bir qator bosqichlardan o'tishi bilan rivojlanadi, ularning har biri atrofdagi dunyoni bilishda yangi ko'nikmalarni egallash bilan tavsiflanadi.

Zamonaviy amerikalik psixolog L. Kolberg Piaget kontseptsiyasining kuchli ta'siri sezilarli bo'lgan nazariyani ishlab chiqdi, u odamlarning yaxshilik va yomonlik tushunchalari ham ma'lum bosqichlarda rivojlanib borishiga ishongan. Piaget kashf qilganidek, bolalarning axloqiy tushunchasi axloqiy qoidalar mutlaq degan dastlabki e'tiqoddan, ular o'zaro kelishuv va kelishuv natijasi ekanligini etuk tushunishga qadar o'zgaradi.

Kolbergning AQSh, Buyuk Britaniya, Meksika, Turkiya va Tayvanda olib borgan tadqiqotlari bolalarga dunyoning har bir madaniyatida asosan bir xil axloqiy qadriyatlar o'rgatiladi degan xulosaga keldi. U turli jamiyatlar yomon narsalarga (masalan, cho'chqa go'shti iste'mol qilish, afyun chekish) nisbatan turli xil e'tiqodlarga ega bo'lishi mumkinligini aniqladi, ammo hamma joyda hamdardlik,

boshqalarga g'amxo'rlik qilish va tenglik va o'zaro adolatning bir xil axloqiy tamoyillari mavjud. Kolberg ma'lumotlariga ko'ra, odamlar axloqiy hukmlari bilan farq qiladi, chunki ular etuklikning turli bosqichlarida.

MUHOKAMA VA NATIJALAR: Ijtimoiylashuv jarayoni tug'ilishdan boshlab o'limgacha bo'lgan butun inson hayoti bilan birga keladi degan pozitsiya hozirda turli mamlakatlardagi tadqiqotchilar tomonidan baham ko'rilmoqda. Shu bilan birga, kattalarning ijtimoiylashuvi bolalarning ijtimoiylashuvi bir qator xususiyatlar bilan farq qilishi ta'kidlangan.

Xulosa: Xulosa qilib aytganda, kattalarning ijtimoiylashuvi asosan tashqi xatti-harakatlarning o'zgarishini anglatadi va bolalarning ijtimoiylashuvi jarayonida qiymat yo'nalishlarining shakllanishi kuzatiladi. Kattalar ma'lum ijtimoiy me'yorlarni mustaqil ravishda baholay oladilar va bolalar ularni faqat o'zlashtira oladilar. Va nihoyat, kattalarning ijtimoiylashuvi insonga ma'lum ko'nikmalarni egallashga yordam berishga qaratilgan, bolalarning ijtimoiylashuvi esa ko'proq motivatsiya sohasiga tegishli.

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VOLUME-1, ISSUE-11

DIFFICULTIES IN LISTENING AND UNDERSTANDING SPEECH IN A FOREIGN LANGUAGE

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Abstract: Interlocutors, according to human habit, take turns to speak and try to understand each other by listening. It is known from life experience that expressing one's opinion orally (speaking) is a type of speech activity that many people like. Various information is obtained by listening to another person. Being in speech communication is a necessary need for a person. In the process of listening, there are cases of partial or complete misunderstanding of the speaker's opinions. The main reason for this is that listening comprehension is not given enough attention.

Key words: Foreign language, listening comprehension, speech activity, academic listening, difficulties.

In the methodology of teaching foreign languages, great importance is attached to teaching listening, because the perception of a foreign language by ear is a complex process that requires maximum attention from the student, and the teacher requires consistent preparation for the development of this type of speech. Therefore, it is necessary to organize the process of listening teaching methodically correctly, that is, the foreign language teaching methodology has the task of properly organizing and planning this process in such a way that the level of formation of students' listening abilities meets the requirements.

Listening and speaking are two sides of a single phenomenon called speaking.

Types of hearing:

Academic listening acts as an educational tool, introduces linguistic material, serves as a way to create strong auditory images of linguistic units, is a necessary condition for mastering oral speech, forming and developing communicative listening skills.

Academic listening allows you to listen to the same material several times (with independent work) and 2 times (with class work, under the guidance of the teacher). Repeated listening provides a more complete and accurate understanding of the audio text, as well as a better recall of its content and linguistic form, especially when the listened text is used for further repetition, oral discussion or written presentation.

Speech Listening - A receptive WFD that focuses on aural perception and understanding of spoken speech in one listen. It is customary to distinguish types of communicative listening in foreign and domestic methods depending on the
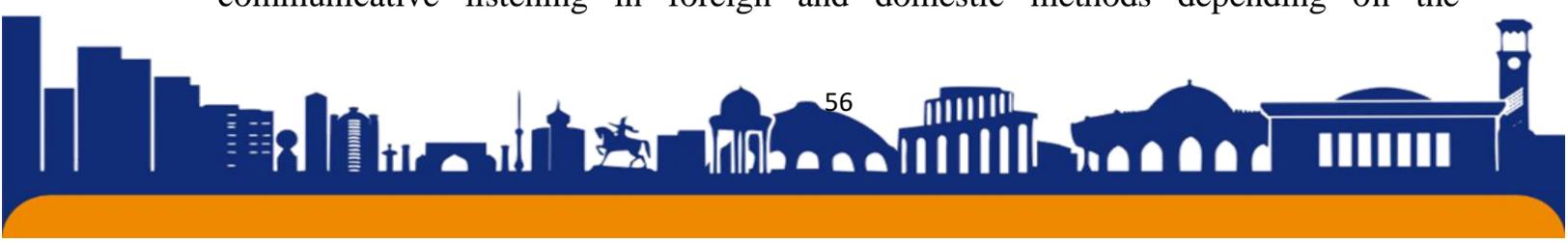
communicative situation (educational task) and their connection with expressive oral speech.

In this process, listening comprehension serves as an effective way to remember language material. Teaching listening comprehension is one of the main tasks in the elementary grades of secondary schools. A person usually achieves spiritual maturity through the activities of seeing, hearing (listening) and reading. In psycholinguistics, listening comprehension is defined as the process of decoding information coming through the sound channel. "Listening comprehension is a three-stage activity, behind general auditory perception (acoustic apperception), phonemic differentiation of the sound side of words and understanding of their essence, the content of the speech is perceived, learned and, finally, understood" (J.J. Jalolov). When listening and understanding speech in the native language, the form and content are perceived as a whole, while in English, the combination of the means of expression (language material) and the expressed content (text) is somewhat difficult. In order to improve the content, students need to master the lexical, grammatical and pronunciation skills of the language. Knowledge of lexis and pronunciation in understanding the text is of particular importance in understanding the general content, and mastering grammar in understanding the content with specific details. In short, listening comprehension means hearing or understanding the speaker's speech directly or with the help of technical means. In other words, listening comprehension means perceiving the speech of others (live or mechanically recorded) and understanding its content.

Listening comprehension is a three-stage activity, the content of the speech is perceived, learned and understood behind the general auditory perception (acoustic apperception), distinguishing the sound side of words (phonemics) and understanding the essence. It is known that listening comprehension, which is considered a type and skill of speech activity, is the goal and means of education. At this point, it is necessary to make a distinction between two categories, i.e., on the one hand, understanding through words (relying on the speech experience in the language) and, on the other hand, with the help of things (due to life experience, knowledge of the speech situation).Therefore, the speech, topics and situations recommended at the initial stage of foreign language education are familiar and known to the students, and the language material is completely new and unfamiliar to them. Each type of speech activity has its own difficulties. There are several difficulties in listening comprehension. Knowing them is one of the crucial conditions for teaching a foreign language. The problems of perception, including perceptual understanding of speech, have been developed in great detail in world psychology.

VOLUME-1, ISSUE-11
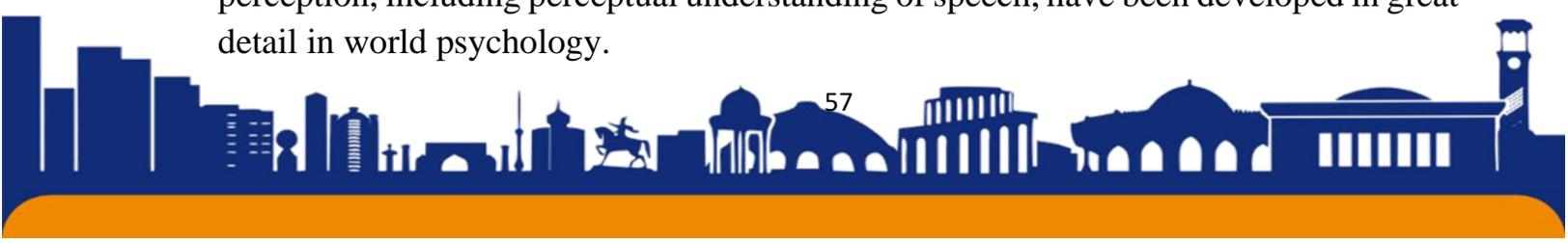
The purpose of recognizing the difficulty a student faces in listening comprehension is to take measures to prevent it. Challenges require work and time, and require special exercises. By eliminating (neutralizing) the difficulties in time, it is possible to speed up the educational process and develop the most acceptable (optimal) methodology of teaching. Difficulties in learning a language or in life in general are determined by cause and effect. Difficulty can be identified in advance, its causes can be known. The emergence of difficulty is determined by the type of errors and the degree of achievement of the intended result. Correct formation of the psychophysiological mechanisms of listening comprehension is of great importance in order to overcome difficulties in the student's ability to perceive the speech of others and understand its content.

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VOLUME-1, ISSUE-11

Adjective word group and its types

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Annotation

This article focuses on how post-nominative adjectives are changing in meaning as contemporary English undergoes change. Adjectives in English can function as a predicate. Adjectives have a predicative function, and their semantics are distinguished by internal qualitative diversity.

Keywords: postnominative adjectives, prenominative adjectives, transformation, preposition, postposition, adjective, predicative.

Аннотация

В этой статье основное внимание уделяется тому, как постноминативные прилагательные меняются по значению по мере того, как современный английский язык претерпевает изменения. Прилагательные в английском языке могут выполнять функцию сказуемого.

Ключевые слова: постноминативные прилагательные, преноминативные прилагательные, трансформация, предлог, послелог, прилагательное, предикатив.

Adjectives can be used to characterize an object or person's attributes on their own or in relation to another object. Adjectives modify or describe nouns and pronouns. They can be attributive (occurring before the noun) or predicative (occurring after the noun). Predicative adjectives typically follow a linking verb (such as forms of the verb "to be") that connects the subject of the sentence to the adjective. When using post-nominative Aadjectives with a predicative function in a sentence, it is taken into account that they express a denotative sign. It is known that the processes of denotation and reference are not characteristic of predicative adjectives. Classical predicates combine two things: 1) a direct sign; 2) evaluation. Hence, the peculiarities of their development in denotative and qualitative structures shows that the range of meanings of predicative adjectives is expanded, they easily enter into various connotative connections, form various semantic areas . So it becomes clear that they can bring clarity to the problem of the meaning of syntactic structural adjectives, to the question of determining their type. But there is a feature that casts doubt on this opinion. There are often conflicting statements about the problem of the relationship between syntax and semantics. There is a connection between syntax and semantics. Therefore, it is

necessary to study the semantic functions of the level structures in the semantic classification. By building a re-formation system to re-translate grammatically correct sentences into grammatically correct sentences, one can discover how post-nominative adjectives behave during the transformation process and change their meaning. Postnominative adjectives as a subject of research. The group of central adjectives with a predicative function includes adjectives that can be converted into an attributive construction and maintain the same semantics. I think my attitude is more selfish– more selfish attitude But not only that, the circumstances are unusual – the unusual circumstances. I didn`t have long so wait -the results came very soon and were very disagreeable - the disagreeable results The examples given describe predicative adjectives in the attributive sense without any change in the meaning of the pairs. At first glance, it seems that in both cases the same word, the same concept, and the same relation are used. In the predicate and in the transform in the cases of the idea is absurd – the absurd idea; the results were very disagreeable - the disagreeable results- nouns idea, circumstances, results are characterized as abstract expressions, agreement is highlighted. These researchers noted a special connection between the adjective and the noun, calling it an attributive-predicative connection. In English, there are compounds that express a special connection between the subject and the sign. In such constructions, the sign is, as it were, separated from the object, and as a result, the dependence between them is weakened. This approach, in our opinion, is applicable to the predicative position. A sad experience! Poor fellow is obtained at the syntactic level obtained by converting a compound like a fellow is poor. At the semantic level, such a transformation is unacceptable, and this indicates a semantic barrier. Representatives of generative grammar tried to present adjectives and attributive functions as transformations of each other, assuming that they are close to each other. In this case, the predicative construction was taken as the initial form. The attribute construction is derived from the initial form at an intermediate stage. This approach has been criticized by representatives of generative grammar. In addition to functional differences in facial development in terms of predicative and attributive function, the researchers also showed that the **N+A+N** transformation is impossible in some cases. This phenomenon is usually based on the special semantics of the adjective, which does not allow nominal transformation, as well as on the syntactic conditionality that occurs when a predicative djective is expanded by a verb or noun group. Adjectives are associated with predicative units, and they retain certain shades of predicative meaning. Representatives of grammar also paid attention to this question .

In conclusion, semantic considerations govern the functional features of derivative words as well as the feasibility of developing an adjective in the predicative and attributive positions. The categorical affiliation of means, the semantics of combined forms, and the relationships that emerge between the elements of the corrective unit are all taken into consideration when describing the semantics of derivative adjectives. Finding the general word-forming meaning of corrective adjectives is the first step in the semantic description of these words. Certain patterns can be found in the relationship between an adjective's semantic-syntactic functionality and how complex its word formation is. As previously stated, the quality, sign, and relation of attributive words are their denotations. Qualitative words in this instance are relation, quality, and sign. This instance, attributive words also express their meaning as a quality, property, sign or relation.

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Hozirgi oʻzbek adabiyotida esse janrining taraqqiyoti, Ozod Sharafiddinov

mavzusida

Nasriddinova Gulbahor Oʻktam qizi

Adabiyotshunoslik: Oʻzbek adabiyoti magistranti

Guliston davlat unversiteti

Annotatsiya: Zamonaviy oʻzbek adabiyotini **Ozod Sharafiddinov** ijodisiz tasavvur qilib boʻlmaydi. Mustaqillik yillarida Ozod Sharafiddinov ham adabiy tanqidchi, ham tarjimon, ham jamoat arbobi sifatida ulkanishlarni amalga oshirdi. Vatan tuygʻusining sehrli qudrati bilan oʻz xalqining eʻtibori va eʻzozini qozondi. Zamonaviy oʻzbek adabiyotini Ozod Sharafiddinov ijodisiz tasavvur qilib boʻlmaydi. XX asrning oʻrtalari va ikkinchi yarmi hamda XXI asr boshlari Said Ahmad ijodining sermahsul davrlari hisoblanadi. Jumladan uning trilogiyasi – "Ufq" umum eʻtirofga koʻra badiiy – estetik saviyasi juda yuqori deya tan olingan romanlar. [1]. Taniqli oʻzbek adabiyotshunoslarining deyarli barchasi yozuvchi ijodi haqiga u yoki bu darajada murojaat qilishgan.Ka'lit soʻzlar: Zamonaviy, adabiyot, hikoya, badiiy tahlil.

Ka'lit soʻzlar: Zamonaviy, adabiyot, hikoya, badiiy tahlil.

Vatan bizning hayotimizdagi eng katta qadriyat. Har bir farzand ulgʻaygan makonini rivoji va ravnaqi uchun kichik boʻlsada hissa qoʻshishi, yorqin kelajagi uchun mas'uliyat hissini tuymogʻi lozim. Zero, Ona bittadir Vatan yagona. Ozod Sharafiddinov jannatmakon yurtimizning haqiqiy xalqsevar, vatanparvar farzandidir. Umri davomida "Oʻlsam ayrilmasman quchoqlaringdan" degan ibora hamrohi boʻlgan. Vatanga boʻlgan muhabbatini uzoq yillik samarali mehnatlarida koʻrishimiz mumkin. Mustaqillik yillarida Ozod Sharafiddinov ham adabiy tanqidchi, ham tarjimon, ham jamoat arbobi sifatida ulkanishlarni amalga oshirdi. Vatan tuygʻusining sehrli qudrati bilan oʻz xalqining eʻtibori va eʻzozini qozondi. Zamonaviy oʻzbek adabiyotini Ozod Sharafiddinov ijodisiz tasavvur qilib boʻlmaydi. XX asrning oʻrtalari va ikkinchi yarmi hamda XXI asr boshlari Said Ahmad ijodining sermahsul davrlari hisoblanadi. Jumladan uning trilogiyasi – "Ufq" umum eʻtirofga koʻra badiiy – estetik saviyasi juda yuqori deya tan olingan romanlar. [1]. Taniqli oʻzbek adabiyotshunoslarining deyarli barchasi yozuvchi ijodi haqiga u yoki bu darajada murojaat qilishgan. 1965-yilda "Said Ahmad bundan koʻp yillar muqaddam qoʻliga adabiyot tanburini olib chertganda qoʻli kelishganini koʻrib, yaxshi sozanda boʻlib, yaxshi-yaxshi mashqlar chalishini orzu qilgandik. Shu orzu ushalib kelayotibdi",-deb yozgandi oʻz davrida Abdulla Qahhor.[2. "Haq soʻzning kuchi", 217-bet]. Ozod Sharafiddinov esa "Xoʻsh, Said Ahmad san'atini qanday tariflasa boʻladi? Said Ahmad inson xarakteriga, uning ruhiyat olamiga chuqur kira borishdan, uning milliy ranglarini ilgʻab olishdan, uni ezgulik va yaxshilik, ahillik

va oliyjanoblik sari undashdan, hajviyotni ulug'lashdan tarkib topuvchi san'atdir"-deb yozgan edi. [3. O. Sharafiddinov, "Ijodni anglash baxti", 355-bet]. Biz adibning mustaqillikdan keyin yozilgan "Sarob" hikoyasi tahliliga to'xtalamiz.[4. Said Ahmad. "Kiprikdagi tong", 175-190-betlar) Muammo tadqiqi. Dastavval hikoyani manzur qilgan birinchi jihat – sarlavha haqida. Yaxshi asar – sarlavhadan boshlanadi. Hikoyaga qo'yilgan nom asar g'oyasini, yozuvchi aytmoqchi bo'lgan, tasvirlagan badiiy voqelikka mos. Ya'ni, asar – real hayotiy voqelikka asoslangan. Bu yerda mubolag'a yoki bo'rttirish deyarli yo'q. Mash'um qatag'on davri tasvirlari sovet davrining voqeligi. Afsonaviy SSSR davlati va'da qilgan varovonlik aslida sarob bo'lib chiqqani hikoya g'oyasi. Ikkinchidan, hikoyaga tanlangan epigraf ham juda o'rinli tanlangan: "Ota qarg'ishi misoli o'q – u oxiratda emas, shu dunyoning o'zida nishonga tegadi" (Buxorolik 100 yil yashagan Usta Amin bobo o'gitlaridan). Ya'ni hikoyada otani norizo qilgan, undan voz kechgan oqpadar o'g'il fojiasi tasvirlangan. Darhaqiqat, otani ulug'lash, uni nafratiga qolish ilohiy kitoblarda qoralanadi. Asli hayotda ham padarni norizo qilishning natijasi xayrli bo'lmasligi haqiqat. Uchinchi jihati – qahramonlarning ismi ham mos ravishda tanlangan. Olimjon ismiga yarasha chuqur bilimga ega, tarixni obdon biladigan, ziyoli-madaniyatli inson. Millat uchun qayg'uradigan, milliy tarixni chuqur biladigan chinakam mutaxassis. "Yoshi yetmishlardan oshgan, umrining o'n besh yildan ortig'ini lagerlarda o'tkazayotgan Olimjon domla…" deya tasvirlanadi ota. O'g'il esa mafkuraviy jihatdan buzilgan inson, otaning fikritafakkuri, e'tiqodiga zid ravishda –ateistik ruhda o'sgan. Hikoyada otani qarg'ishiga qolgan o'g'il – Kimsanboy oxir-oqibat halok bo'ladi. Chunki u e'tiqodlilardan emas edi. To'g'rirog'i – sovetlarning josusi edi. Bundaylarning e'tiqodi, qat'iyati bo'lmaydi. Ozod Sharafiddinov o'zbek adabiyoti uchun poeziya muammolari bilan shug'ullangan, o'zbek she'riyati va uning holati haqida adabiy-tanqidiy maqolalar yozdi va bu maqolalar o'zbek adabiyoti uchun katta imkonyat beradi. O'sha davrdagi ilmiy-ijodiy, adabiy-tanqidiy izlanishlari "Zamon. Qalb. Poeziya" (1962) asarida o'z aksini topgan. XX asrning 60-80 yillarida u Cho'lpon hayoti va ijodini targ'ib qilishga intildi. Ozod Sharafiddinov o'zbek adabiyotining Oybek, G'afur G'ulom, Abdulla Qahhor, Shayxzoda, Mirtemir, Zulfiya singari namoyandalari haqida adabiy portretlar yaratdi: "Iste'dod jilolari" (1976), "Adabiy etyudlar" (1968), "Abdulla Qahhor" (1988), "Birinchi mo'jiza" (1979). Ozod Sharafiddinov ijodida o'zga adabiyotlar namoyandalari ijodi haqida yaratilgan "Yalovbardorlar" (1974) adabiy-tanqidiy ocherklar kitobi muhim o'rin egallaydi. 48 Ozod Sharafiddinov XX asrning 60-yillaridan XIX asrgacha bo'lgan o'zbek adabiy jarayonidagi holatlarni "Talant – xalq mulki" (1979), "Adabiyot – hayot darsligi"

(1981), "Go'zallik izlab" (1985), "Haqiqatga sadoqat" (1988), "Sardaftar sahifalari" (1999), "Prezident" (2003) singari asarlarida aks ettirdi. Ozod Sharafiddinov hayotni ilm va adabiyotga baxshida etgan inson deb aytish mumkin. Mustaqillik yillarida Ozod Sharafiddinov ham adabiy tanqidchi, ham tarjimon, ham jamoat arbobi sifatida ulkan ishlarni amalga oshirdi. "Cho'lpon" (1991), "Cho'lponni anglash" (1994) kitoblari, "E'tiqodimni nega o'zgartirdim" (1997) asarlarida munaqqidning estetik prinsiplari aks etgan. Keyingi yillarda Ozod Sharafiddinov o'zbek adiblari, madaniyat-san'at arboblari, olimlar haqida o'nlab maqolalar yozdi. U jahon adabiyotining ko'plab namoyandalari asarlarini o'zbek tiliga tarjima qildi. "Ko'lmak suvda quyosh parchasi" (Fransuaza Sagan), "Qadimgi xitoy nasri namunalari", "Monumental targ'ibot" (Vl. Boynovich), "Al-ximik" (Paulo Koel'o) singarilar.49 Ozod Sharafiddinov ijodining cho'qqisi "Ijodni anglash baxti" (2004) kitobidir. Unda o'zbek adabiyotining jahon adabiy jarayonida tutgan o'rni va ilmiy-ma'naviy o'zanlari tadqiq etib berilgan. Taniqli adabiyotshunos, munaqqid professor Ozod Sharafiddinov adabiy bahs hamda munozaralarda o'z fikri, o'z talqini va tanqidiy qarashlari bor takrorlanmas shaxs. Biz ulardan Ona Vatanga sadoqat, adabiyotga cheksiz muhabbat, kasbga nisbatan fidoiylikni o'rganishimiz kerak. Ustoz umri davomida Vatanga bo'lgan muhabbat pokiza, oliyjanob, beminnat bo'lmog'i, har qanday maqtanchoqlikdan, sun'iylikdan xoli bo'lmog'i kerakligini ta'kidladilar. Ozod Sharafiddinov shunday deb aytgan edi: O'zbekning dovrug'ini eshitmagan, O'zbekiston degan jannatmonand yurtning ta'rifidan xabar topmagan bir jon qolmasin. Faqat O'zbekman deb gerdayganimizda, shu go'zal yurtning ravnaqiga qo'shgan jinday hissamiz uchun qaddimizni tik tutib gerdayib qo'yaylik. Yuqoridagi misralarga amal qilishimiz kerak. Ozod Sharafiddinov tabiatida katta olimlarga xos bag'rikenglik va mardlik bor. O'zinio'zi taftish qila olish, hatto chigitday kamchiligi bo'lsa-da, uni ochiq tan olish maqomiga hamma ham ko'tarila bilmaydi. Ayniqsa, dunyoqarashlar evrilishga yuz tutgan, alg'ovdalg'ovli bir pallada "nega men e'tiqodimni o'zgartirdim", deya o'ziga savol berish uchun odam, avvalo, mard bo'lishi kerak. O'z ilmiy maqola yoki kitoblarida yozib qo'yilgan, o'z vaqtida to'g'ri tuyulgan, vaqt o'tishi bilan o'zgargan fikrlar haqiqatini tan olish ham chinakam jo'mard olimga xos fazilatdir. Ozod Sharafiddinov ijodiga nazar tashlangada bunday ibratga munosib o'rinlar yaqqol ko'rinadi. Xususan, "Adabiyot yashasa — millat yashar" maqolasida Cho'lponning "Sho'ro hukumati va sanoe nafisa" maqolasini shoirning "inqilobni ijobiy kutib olganining dalili" sifatida, "daho"ning "ayrim asarlari ta'sirida yozilgan" asar degan taxminni ilgari surganini, yangi manbalar bilan tanishgandan keyin esa fikri o'zgarganini ochiq-oydin yozadi. Holbuki, bu faktlarni birov so'ragan emas, kimdir

buni topib tanqid ham qilgan emas. Mabodo, shunday bo'lgan taqdirda ham Ozod aka eminerkin: "Ey birodari aziz, borib falon maqolamni o'qigin...", deya maslahat bergan bo'lardi. Zotan, o'zining yozgan maqolasidagi past-baland gaplarni olimning o'zidan ko'ra yaxshiroq biladigan odam yo'q. Ozod aka o'zi mansub avlod olimlari, xususan, Hamzayu Fitratlar ijodini o'rganganlar o'z ijod yo'llariga bir nazar tashlashlari foydali bo'lishini bilgani bois bir maqolasida: "Nima ham deyish mumkin – hech kimni majburlab tavba-tazarru qildirib bo'lmaydi, bu ish har kimning vijdoniga havola", degan bag'oyat o'rinli va ibratli fikrni yozgan edi.

Foydalanilgan adabiyotlar ro'yxati:

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Hozirgi o'zbek adabiyotida esse janrining taraqqiyoti, Said Ahmad mavzusida

Nasriddinova Gulbahor O'ktam qizi

Adabiyotshunoslik: O'zbek adabiyoti magistranti

Guliston davlat unversiteti

Annotatsiya: Zamonaviy o'zbek adabiyotini Said Ahmad ijodisiz tasavvur qilib bo'lmaydi. XX asrning o'rtalari va ikkinchi yarmi hamda XXI asr boshlari Said Ahmad ijodining sermahsul davrlari hisoblanadi. 1965-yilda "Said Ahmad bundan ko'p yillar muqaddam qo'liga adabiyot tanburini olib chertganda qo'li kelishganini ko'rib, yaxshi sozanda bo'lib, yaxshi-yaxshi mashqlar chalishini orzu qilgandik. Shu orzu ushalib kelayotibdi",-deb yozgandi o'z davrida Abdulla Qahhor.[2. "Haq so'zning kuchi", 217-bet]. Ozod Sharafiddinov esa "Xo'sh, Said Ahmad san'atini qanday tariflasa bo'ladi? Said Ahmad inson xarakteriga, uning ruhiyat olamiga chuqur kira borishdan, uning milliy ranglarini ilg'ab olishdan, uni ezgulik va yaxshilik, ahillik va oliyjanoblik sari undashdan, hajviyotni ulug'lashdan tarkib topuvchi san'atdir"

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va'da qilgan varovonlik aslida sarob bo'lib chiqqani hikoya g'oyasi. Ikkinchidan, hikoyaga tanlangan epigraf ham juda o'rinli tanlangan: "Ota qarg'ishi misoli o'q – u oxiratda emas, shu dunyoning o'zida nishonga tegadi" (Buxorolik 100 yil yashagan Usta Amin bobo o'gitlaridan). Ya'ni hikoyada otani norizo qilgan, undan voz kechgan oqpadar o'g'il fojiasi tasvirlangan. Darhaqiqat, otani ulug'lash, uni nafratiga qolish ilohiy kitoblarda qoralanadi. Asli hayotda ham padarni norizo qilishning natijasi xayrli bo'lmasligi haqiqat. Uchinchi jihati – qahramonlarning ismi ham mos ravishda tanlangan. Olimjon ismiga yarasha chuqur bilimga ega, tarixni obdon biladigan, ziyoli-madaniyatli inson. Millat uchun qayg'uradigan, milliy tarixni chuqur biladigan chinakam mutaxassis. "Yoshi yetmishlardan oshgan, umrining o'n besh yildan ortig'ini lagerlarda o'tkazayotgan Olimjon domla…" deya tasvirlanadi ota. O'g'il esa mafkuraviy jihatdan buzilgan inson, otaning fikritafakkuri, e'tiqodiga zid ravishda – ateistik ruhda o'sgan. Hikoyada otani qarg'ishiga qolgan o'g'il – Kimsanboy oxir-oqibat halok bo'ladi. Chunki u e'tiqodlilardan emas edi. To'g'rirog'i – sovetlarning josusi edi. Bundaylarning e'tiqodi, qat'iyati bo'lmaydi. Manfaatga qarab o'zgaraveradi. To'rtinchi xususiyati – hikoyaning voqeiyligi. Ya'ni tasvirlangan voqelar real – bo'lib o'tgan. Said Ahmad shaxsan o'zi ko'rgan va ishtirok etgan voqealar bayon qilingan. Bu yerda yolg'oni yo'q. Ishonarli tasvirlangan. Hikoyada makon va zamon mutanosib, to'g'ri tasvirlangan:"Yangi kelganlar Shimol lagerlarida oylab oftob ko'rmay, ranglari siniqqan kishilar edi. Ularni bir-ikki oygina yoz bo'ladigan, oftob esa tuman orasidan xuddi doka orqasiga yoqilgan shamdek xira ko'rinadigan, bizda bahor oftobi charaqlab turgan shu kezlarda ham qish bo'roni uvillab turadigan joylardan olib kelishgan." Hikoyaning beshinchi badiiy xususiyati bu "eng yovuz imperiya"ning mafkuraviy qiyofasi aniq tasvirlangani. Hikoyada "EE 3781" raqami yoniga "Kimsanboy Yolqinov" deb yozib qo' yilgan", "Mehribon otamiz Stalinga sodiq bo'lish orzusi…", "Uning odam bo'yi qilib chizilgan suvrati tagiga: "Pioner! Qahramon Kimsanboy Olimjonovga Salyut berib o'tishni unutma!"-deb yozib qo'yilardi. Butun O'zbekiston bolalari undan ibrat olishga, uning vatanparvarlik jasoratini takrorlashga qasamyod qilishardi." kabi tasvirlarda o'tmish tuzumi kirdikorlari birmuncha aniq ifoda etilgan. Yoki "Faktlarga "siyosiy tus berishni o'rgan. Ahmad Yassaviy degan reaksion shoirni ko'klarga ko'tarib maqtashdi. Alisher Navoiy "Xamsa"ni, "Chor devon"ni yozganda Pushkinning xabash bobosi O'rta Yer dengizining janubiy qirg'oqlarida chig'anoq terib yurardi. Mirzo Ulug'bek Samarqandda Rasadxona barpo etgan paytlarda o'rislar xoxollarning malayi edi, chipta kovush kiyib yurishardi, deb yoz!" Mana shunday qaydlar orqali kitobxon 74 yil ulug'langan asli chirkin tuzumning mohiyatini anglab oladi. Hikoyaning oltinchi xususiyati – hikoya obrazlarining muvaffaqiyatli

ishlanganidir. Yozuvchi obrazni hatto kichik detallar yordamida ham ochib bera olgan. Mana masalan, Olimjon (ota) haqida: "Kechalari yettinchi lampa yorug'ida tong otguncha mutolaa qilar edi". Adib Olimjonning o'z shajarasining shahrisabzlik barloslardan Mirzo Abduqodir Bedilga borib taqalishini yozadiki, bu uning naqadar nuktadon ziyoli ekanligidan darak beradi... Uning boshchiligida "Bedilxonlik" kechalarining o'tkazilganligi juda noyob xususiyat. Chunki bunaqa adabiyot kechalari sanoqli kishilar tufayligina o'tkazilgan xolos. Hikoyada Olimjon domlaning ismiga yarasha zukkoligi "G'amlarim shunchalik ko'pki, tuyaning ustiga ortsam, zindonga tashlangan kofirlar ozod bo'ladi" deb boshlanuvchi rivoyat talqinida ham yorqin ochib berilgan. Asarda soxta vatanparvarlik, Stalin, Kalinin kabi siyosiy jallodlarning manfur qiyofalari eslab o'tilgan tasvirlar ishonarli bayon qilingan. Kechagi moziy haqiqatlarini bilgan kishi ham, bilmagan kishi ham bu qiziqib o'qiydigan hikoya. Adib adabiyotshunos-olim Umarali Normatov bilan suhbatda o'z uslubi haqida juda to'g'ri aytgandi: "Shu paytgacha nimaiki yozgan bo'lsam, o'z yo'limdan borishga, baholi qudrat o'zimga xos uslubda yozishga intildim",-degan edi.[5. U. Normatov, "Yetuklik", 301-bet]. Xulosa qilib aytganda, O'zbekiston Qahramoni, O'zbekiston xalq yozuvchisi Said Ahmadning "Sarob" hikoyasi o'zbek hikoyachiligida o'ziga xos o'ringa ega. Adib bu asari orqali kechagi kun haqiqatlarini ochib beradi, dolzarb mavzuda qalam tebratadi, "qizil imperiya" mohiyatini yoritib beradigan detallarni keltiradi, va nihoyat, inson qadri naqadar ulug' qadriyat ekanligiga e'tiborni tortadi.

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Karbamid-formaldegid smolalarini olish mexanizmi

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Annotatsiya. Karbamid-formaldegid smolalarini ishlab chiqarish karbamidning formaldegid bilan o'zaro ta'sirida yuzaga keladigan polikondensatsiya jarayonlariga asoslangan.

Kalit so'zlar: polikondensatsiya, termoplastik, dimetilen, metilol, endotermik, amino, dimetilokarbamid.

Abstract. The production of urea-formaldehyde resins is based on polycondensation processes that occur when urea interacts with formaldehyde.

Key words: polycondensation, thermoplastic, dimethylene, methylol, endothermic, amino, dimethylurea.

Sintetik yopishtiruvchi smolalar yuqori molekulyar organik birikmalar sinfiga kiradi va past molekulyar moddalardan (monomerlardan) polikondensatsiya yoki polimerlanish reaksiyalari orqali olinadi.

Yog'ochni qayta ishlash sanoati tomonidan ishlab chiqarilgan mahsulotlarning xilma-xilligi va ularni ishlab chiqarish va ishlatish shartlaridagi farq ishlatiladigan yopishtiruvchi moddalarning xususiyatlariga ma'lum talablarni qo'yadi. Yog'ochga ishlov berish sanoatida ishlatiladigan sintetik yopishtiruvchi smolalar bir necha mezonlarga ko'ra tasniflanishi mumkin:

1) ishlab chiqarish usullari bo'yicha - kondensatsiya va polimerizatsiya;

2) isitishga nisbatan - termoplastik qattiq erimaydigan holatga qizdirilganda qaytarib bo'lmaydigan tarzda o'zgaruvchan yopishtiruvchi moddalar; Termoplastiklarga yopishtiruvchi moddalar kiradi, ular qizdirilganda qayta-qayta yumshay oladi va sovutilganda qattiqlashadi;

3) yopishtiruvchi birikmalarning suvga chidamliligiga ko'ra, barcha yopishtiruvchi moddalar 4 guruhga bo'linadi: suv o'tkazmaydigan, o'rtacha, ortib borayotgan va yuqori suvga chidamli. Suv o'tkazmaydigan - suv ta'sirida parchalanadigan yopishtiruvchi birikmalar.

Sovuq suv ta'siriga bardosh bera oladigan yopishtiruvchi birikmalar o'rtacha suvga chidamliligiga ega. Suvga chidamliligi yuqori bo'lgan yopishtiruvchi bo'g'inlar qaynoq suv ta'siriga 1 soat, yuqori suvga chidamliligi - 3 soat davomida bardosh bera oladi;

4) yopishtirish shartlariga ko'ra, qizdirilganda va qizdirmasdan qattiqlashadigan yopishtiruvchi moddalar farqlanadi;

5) tashqi ko'rinishi bo'yicha yopishtiruvchi moddalar suyuq, kukunli, plyonkali, donador bo'lishi mumkin.

Yog'ochni qayta ishlash sanoatida eng ko'p qo'llaniladigan termoset kondensatsiyali sintetik smolalar bo'lib, ular yuqori mustahkamlik va qattiqlikdagi yopishqoq birikmalar hosil qiladi. Bularga birinchi navbatda karbamid-formaldegid va fenol-formaldegid smolalari kiradi.

Polikondensatsiya reaktsiyalari bir necha bosqichda boradi, ularning yo'nalishi va hosil bo'lgan mahsulotlarning xossalari jarayon sharoitlariga bog'liq: boshlang'ich moddalar nisbati, reaktsiya massasidagi vodorod ionlarining kontsentratsiyasi, harorat va jarayonning davomiyligi.

Karbamid-formaldegid smolalarini hosil qilish mexanizmi juda murakkab va Ushbu sohada olib borilgan ko'plab tadqiqotlarga qaramay, karbamidni formaldegid bilan kondensatsiyalash jarayonida smola moddalarining hosil bo'lish jarayonini etarlicha o'rganilgan deb hisoblash mumkin emas.

Shu bilan birga, karbamid va formaldegid o'rtasidagi reaksiya shartlaridan qat'iy nazar, birlamchi kondensatsiya mahsulotlari doimo karbamidning metilol birikmalari ekanligi aniqlandi. Smolaga o'xshash kondensatsiya mahsulotlarining tuzilishi haqida turli xil fikrlar mavjud.

Ba'zi tadqiqotchilar karbamid-formaldegid smolalarini karbamidning metilol va metilen hosilalari aralashmasi deb hisoblashadi. Suvda eriydigan va himoya kolloid vazifasini bajaradigan metilol birikmalarining barqarorlashtiruvchi ta'siri tufayli metilen birikmalari eritmadan tushmaydi, deb ishoniladi.

Boshqa qarashlarga ko'ra, karbamidning formaldegid bilan o'zaro ta'sirida smolalar hosil bo'lish jarayoni dimetilen karbamidning polimerizatsiya reaktsiyasi sifatida qaraladi, uning molekulalarida ikkita qo'sh aloqa mavjud.

Shu bilan birga, metilen karbamidning oraliq hosil bo'lishi va uning keyingi polimerizatsiyasi orqali smolali mahsulotlarni olish dargumon, chunki metilen karbamididan smola ishlab chiqarish faqat bosim ostida isitish orqali mumkin. Shu bilan birga, metilen karbamidning karbamid-formaldegid smolalari tarkibiga qisman qo'shilishi ehtimolini istisno qilib bo'lmaydi.

Eng ko'p e'tirof etilgan nazariya - bu smolalar hosil bo'lish mexanizmini dastlabki bosqichda - mono- va dimetilol karbamidda hosil bo'lgan kristalli mahsulotlarning polikondensatsiya reaksiyalariga asoslangan jarayon sifatida ko'rib chiqadi. Darhaqiqat, metilol birikmalarining yuqori funksionalligi bilan polikondensatsiya reaktsiyasi metilen karbamidning kutilgan o'zgarishlariga qaraganda ancha oson kechadi.

Shunday qilib, karbamid-formaldegid tizimida sodir bo'ladigan reaktsiyalarning ko'plab tadqiqotlari natijasida karbamid-formaldegid smolalarining hosil bo'lishi va tuzilishi bo'yicha bir nechta kontseptsiyalar taklif qilindi va hozirda tadqiqotlar davom etmoqda. Biroq, eng katta amaliy qo'llanilishi suvli eritmalarda karbamidga formaldegid qo'shilishi reaktsiyalarini o'rganishda topildi, buning natijasida ularning o'zaro ta'siridan smolalar hosil bo'lishining quyidagi sxemasi keng qabul qilindi.

Karbamid formaldegid eritmasida xona haroratida ham yaxshi eriydi va qizdirilganda juda tez eriydi. Eritma jarayoni endotermikdir. Karbamidning formaldegid bilan reaksiyasi shartlaridan qat'iy nazar, uning birinchi bosqichida oksimetilen (metilol) guruhlari hosil bo'ladi. Karbamid to'rtta reaktiv vodorod atomiga ega va nazariy jihatdan to'rtta formaldegid molekulasi bilan tetrametilolkarbamid hosil qilish uchun birlashishi mumkin.

Metilol karbamid hosil bo'lish reaktsiyasi quyidagicha ifodalanishi mumkin:

1) monometilolkarbamid
H2N - CO - NH2 + CH2O↔ H2N - CO - NHCH2OH
2) dimetiloluriya
H2N - CO - NHCH2OH + CH2O↔HOCH2NH - CO - NHCH2OH
3) trimetilolkarbamid
HOCH2NH—CO—NHCH2OH + CH2O↔HOCH2NH — CO — N(CH2OH)2
4) tetrametilolurea
HOCH2NH — CO - N(CH2OH)2 + CH2O↔(HOCH2)2N —CO—N(CH2OH)2
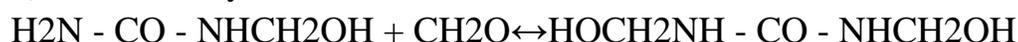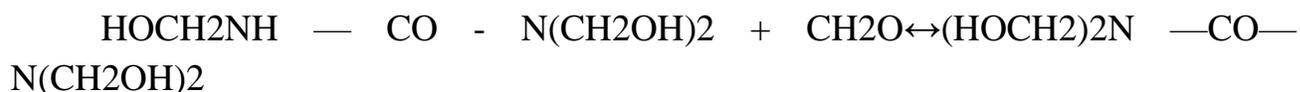
Suvli eritmadagi bu reaksiyalar teskari bo'lib, muvozanat o'rnatilguncha davom etadi. Har bir ketma-ket metilol guruhining kiritilishi amin guruhining qolgan vodorod atomlarining qo'shilish va kondensatsiya reaksiyalarida ham reaktivligini pasaytirishi eksperimental ravishda aniqlandi. Mono-, di- va trimetilolkarbamid ishlab chiqarish uchun reaktsiya tezligi konstantalarining nisbati taxminan 9: 3: 1 ni tashkil qiladi. Formaldegidning molyar nisbati 2:1 dan ortiq bo'lsa, trimetilolkarbamidning katta

miqdori hosil bo'ladi, ammo formaldegidning 20 baravar ko'p bo'lsa ham, 1 mol karbamid uchun atigi 2,8 mol formaldegid reaksiyaga kirishadi. Formaldegidning ko'pligi bilan ham tetrametilolkarbamid miqdori ahamiyatsiz. Sanoatda karbamid smolalarini sintez qilish jarayonida formaldegid va karbamidning dastlabki molyar nisbati kamdan-kam hollarda 2:1 dan oshib ketganligi sababli, mono- va dimetilokarbamid hosil bo'lish reaktsiyalari amaliy ahamiyatga ega.

Metilol guruhlari karbamid smolalarining suvda eruvchanligini aniqlaydi. Ular, ehtimol, vodorod bog'larini hosil qiladi, bu esa smola molekulalarining assotsiatsiyasiga, uning molekulyar og'irligining aniq ortishiga va yopishqoqlikning oshishiga olib keladi. Metilol guruhlari neytral yoki ozgina ishqoriy muhitda, ayniqsa erkin formaldegidning ortiqcha bo'lishida eng barqaror hisoblanadi [1].

Chiziqli tuzilishga ega polimerlar keyinchalik monometilolkarbamiddan hosil bo'ladi:
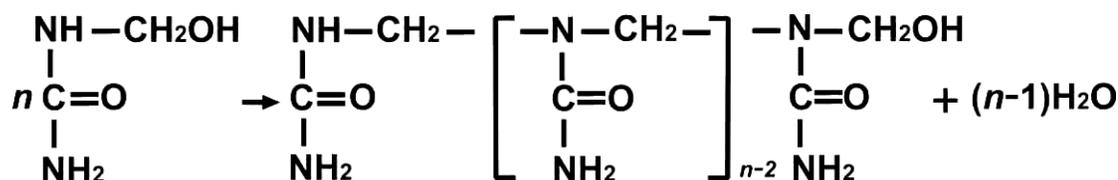
Dimetilolkarbamiddan ham chiziqli, ham fazoviy tuzilishga ega polimerlarni olish mumkin, polimerlar esa metilen guruhlari bilan birga efir guruhlarini ham o'z ichiga olishi mumkin. Ikkinchisi reaksiyaga ko'ra metilol guruhlaridan suvni yo'q qilish natijasida yuqori haroratlarda hosil bo'ladi:
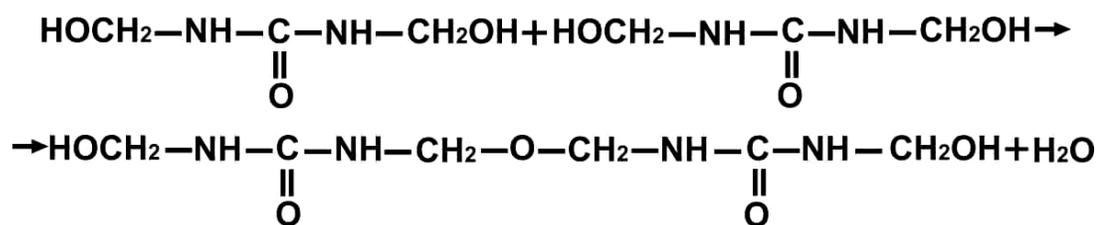
Erkin metilol guruhlari o'rtasidagi shunga o'xshash reaktsiya smolalarni davolashda ham sodir bo'ladi.

Dimetilokarbamidning polimerga aylanishining yana bir xarakterli xususiyati chiziqli birliklar bilan birga tsiklik birliklarning hosil bo'lishidir.

Karbamidning formaldegid bilan polikondensatsiyasining smolali mahsulotlari metilol (-CH2OH) va metilen (-CH2-) guruhlari mavjudligi bilan tavsiflanadi. Smolalar tarkibidagi ushbu guruhlarning nisbiy tarkibi yopishqoq karbamid-formaldegid

smolalarining yopishqoqligi, saqlash barqarorligi, suv bilan aralashish qobiliyati, jelatinlanish vaqti va boshqa xususiyatlariga katta ta'sir ko'rsatadi.

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VOLUME-1, ISSUE-11

SHAXSNING IJTIMOYI USTANOVKALARI. SHAXS TIPLARI VA ULARNING IJTIMOIY PSIXOLOGIK XARAKTERISTIKASI.

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Annotatsiya: Psixologiya fanida xulq-atvor va faoliyatga qaratilgan anglanilmagan mayllar orasida muayyan darajada tadqiq etilgani ustanovka (ko'rsatma berish, yo'l-yo'riq ko'rsatish) muammosi shisoblanadi. Ushbu umumiy psixologik masala gruzin psixologi D.N.Uznadze va uning shogirdlari tomonidan keng ko'lamda o'rganilgandir.

Kirish: Ijtimoiy ustanovka shaxs xulq-atvorining ichki, anglanmagan yoki qisman anglangan motivlariga kiradi. Masalan, bir kishiga badiiy adabietdan ainan bir guruh asarlar guruhi yoki shu adib yokishini tushunmaidi Usha guruhdan yangi bir kitob kitob qo`lga kirganda u albatta yokishi kerak degan tasavvurda bo`ladi shu manoda olib qaralganda ijtimoiy ustanovka shaxsdagi anglanmagan munosatbatlarga o`xshaydi. Lekin aslida uning tabiati juda murakkabdir. Chunki ijtimoiy ustanovka tushunchasida munosabatlar ham, shaxsiy ma`no ham, baholar sistemasi ham, bilimlar ham o`z ifodasini topadi. Ya`ni ijtimoiy ustanovka shaxsning turli ijtimoiy ob`ektlarga nisbatan munosabat bildirishining ichki mexanizmidir, shu ob`ektlar bilan ishlashga, ularni baholashga hamda ma`lum tarzda idrok qilishga tayorgarlik holatidir.

Ijtimoiy ustanovka muammosi Garbda, ayniqsa, Amerika Kushma SHtatlarida har taraflama chukur o`rganilgan muammolardan hisoblanadi. Amerikalik olimlar uning shaxsning avvalgi hayotiy tajribasiga, undagi ijtimoiy tasavvurlariga bogligini urginib, shaxs xulq atvorini turli sharoitlarda boshqaruvchi mexanizm ekanligini isbot qildilar. (U. Tomas, F. Znanetskiy, G. Olport, M. Smit, K. Xovland, Laper, D. Kats, N. Rokich va boshqalar) ular ijtimoiy ustanovkani bir so`z bilan -"attityud"so`zi bilan ifodalaydilar. 1942 yildaek M. Smit attityudning uch komponentli strukturasini ishlab chiqqan. Bunga ko`ra attityudda uchs qism bo`lib, bo`lar kognitiv qism, affektiv qism hamda konativ qismlardir. Kognetiv qism - bu shaxsdagi attityud obektiga nisbattan bilimlar, uning odam tomonidan anglanishidir. Bunga shaxsdagi bilimlardan tashkari goyalar, tasavurlar prinsiplar va xoka`zolar kiradi. Attityudning affektiv qismi - bu usha ob`ektni hissiy emotsional baholash bo`lib, yoktirish yoki yoktirmaslik tarzidagi hissiyotlar kiradi. Konativ qismi yoki xulq-atvor bilan bog`liq qismiga esa ob`ektga

nisbatan amalga oshiriladigan xatti-harakatlar, aynan xulq-atvor kiradi. Lekin ba`zi olimlarda ustanovkaning aynan ob`ektga yoki vaziyatga nisbatan bo`lishi mumkinligi haqida ma`lumotlar ham bor edi. Xususan, Laperning 1934 yilda o`tkazgan mashxur eksperimenti bunga masol bo`lishi mumkin. Eksperimentning mazmuni quyidagicha edi.

Laper ikkita xitoylik talabalar bilan AQSH buylab sayoxatga chiqadi. Ular hammasi bo`lib 252 ta mexmonxonada bo`lishib, ularning deyarli barchasida (bittasidan tashkari) ilik, samimiy munosabatning guvoxi bo`lishadi. Ma`lumki, usha paytlarda irkiy belgi bo`yicha odamlarga tanlab munosabatda bo`lishar, xitoyliklar ham sarik tanlilar sifatida kamsitilardi. Laper bilan xamrox bo`lgan talabalarga munosabat bilan olimga bo`lgan munosabat o`rtasida deyarli fark sezilmadi. Saexat tugagach, Laper usha barcha mexmon egalariga minnatdorlik xati yozib, yana usha talabalar bilan borsa, yana ushanday ilik utib olishlari mumkinligini so`radi. Javob faqat 128 ta mexmonxona egalaridan keldi, ularning ham bittasi ijobiy javob, 58 da rad javobi, qolganlarida turlicha formalarida noaniq javoblar olindi. Bundan Laper shunday xulosaga keldi:demak, xitoy millatiga mansub shaxslarga nisbatan ustanovka bilan mexmonxona egalarining real xulq-atvorlari o`rtasida fark bo`lib, aslida ustanovka salbiy ekanligi, vaziyatga qarab esa, u boshqacha-ijobiy namoyon bo`lganligi aniqlandi.

Ijtimoiy ustanovkalarga xos bo`lgan umumiy qonuniyatlardan yana biri uning uzoq muddatli xotira bilan bog`liqligidir. Ayni vaziyatga shakllangan obrazlar uzoq muddatli xotirada saklanib, u yoki bu vaziyatda aktuallashadi, ya`ni "jonlanadi". Masalan, ba`zi bir etnik steriotiplar ana shunday xotira obrazlaridandir. Demak, ijtimoiy ustanovka ob`ektga hamda konkret vaziyatga bog`liqdir.

Shakllangan ijtimoiy ustanovkaning hayot mobaynida o`zgarishi mumkinligi muhim ijtimoiy psixologik ahamiyatga egadir. Amerikalik olim Xovlant fikricha, ijtimoiy ustanovka urgatish Yo`li bilan o`zgarishi mumkin. Ya`ni o`quvchilardagi turli ustanovkalarni o`zgartirish uchun ragbatlantirish yoki ja`zolash sistemasini o`zgartirish lozimdir. Ikki shaxs yoki shaxs bilan guruhning ustanovkalari mos kelmay qolgan sharoitda esa tomonlardan biri ongli ravishda o`z ustanovkalarini o`zgartirishi shartdir. Aks holda nomutanosiblik prinsipiga ko`ra shaxslararo nizo yoki kelishmovchilik paydo bo`lishi mukarrardir.

Psixologlarning fikricha (G. Asmolov, P. SHixerev, V. A. YAdov, P. NadiraShvilli va boshqalar) ijtimoiy ustanovkalarni o`zgartirish uchun shu ustanovkalarning sababi bo`lgan vaziyat yoki faoliyatning maqsadi va motivini o`zgartirish shartdir. Shu narsa shaxsning aktiv ongli faoliyatida sodir bo`ladi.

Shunday qilib, shaxs sotsiologiyasi jarayonida turli ustanovkalarni ruebga chiqarish sharoitida faolllik kursatadi. Shunday faollikning natijalarini biz uning ijtimoiy psixologik sifatlarda ko`ramiz. Ya`ni, aktiv birgalikdagi faoliyat, o`zaro muloqot jarayonida shaxsning ijtimoiy psixologik fazilatlari shakllanadi. Shuning uchun ham barcha sifatlar faoliyatda namoyon bo`ladigan hamda muloqotda ko`rinadigan sifatlar guruhida bo`linadi. Masalan, tashki muxit bilan faol munosabat perseptiv ximoya sifatlari, ya`ni o`ziga xavf soluvchi yoki solishi mumkin bo`lgan ijtimoiy ta`sirlardan ximoya qiluvchi xususiyatlar shakllanadi. Bu sifatlarni ba`zi mualliflar perseptiv qobiliyatlar (V.A. Labunskaya) deb atasalar, boshqalari "ijtimoiy ta`sirlarga hissiy javob berish qobiliyati" (A. Bodalev), "kuzatuvchanlik".

XULOSA: Xulosa qilib aytganda, shaxsga sotsial-psixologik yendoshish uni ma`lum guruhlarning a`zosi, konkret sharoitda o`ziga o`xshash shaxslar bilan muloqotga kirishuvchi konkret odam deb tushunishdir.

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Agressiv xulq-atvorning shakllanishida tengdoshlarning roli.

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Annotatsiya: O`smirlik davri o`ziga xos murakkab davr bo`lib, aksariyat bu yosh vakillarida agressiv xulq-atvor kuzatilishi tabiiy holatga aylangan. Biz ushbu maqolada o'smirlik davrida agressiv xulq ko'rinishlarining shakillanishida tengdoshlarning roli haqida so'z yuritamiz.

Kalit so'zlar: Verbal agressiya, tajovuzkor, zarar, g'azab, xulq-atvor, bosqinchi, zulm, haqorat, hujum, stress, mojaro, harakatlar.

Kirish: Bola xulq-atvorning turli modellarini (ijtimoiy jihatdan qabul qilingan va qilinmagan) boshqa bolalar bilan bo'lgan munosabatlar natijasida o'rganib boradi. Agressivlikning turli shakllari ham tengdoshlari bilan bo'lgan muloqotda paydo bo'ladi. Biz bola tengdoshlari bilan aloqa qila turib, qanday agressiv xulq-atvor orttirayotganligini va bolaning tengdoshlariga nisba- tan boigan agressivligi qanday oqibatlarga olib kelishini ko'rib chiqamiz.

Tengdoshlari bilan o'ynash bolaga agressiv reaksiyalarga o'rganish imkoniyatini beradi (masalan, mushtlashish va haqoratlash). Bolalar bir-birini turtgan, masxaralagan, tepgan va bir- biriga ziyon yetkazishga qaratilgan shovqinli o'yinlar agressiv xulq-atvorga o'rgatishning «xavfsiz» usuli bo'lib xizmat qilishi mumkin. Bolalarning aytishicha, shovqinli o'yinlardagi ularning sheriklari ularga yoqadi va ular bunday o'yinlarda kamdan kam jarohatlar oladilar. Maktabgacha tarbiya muassasalaridagi bola- larni o'rganish natijasida shu narsa aniqlandiki, voshligida teng-doshlari bilan haddan ortiq muloqot qilish ularning kelgusidagi agressivligi bilan bog'liqdir. 0'qituvchilar tomonidan maktabgacha boigan besh yil davomida bolalar bog'chasida muntazam tar- biyalangan bolalar, bog'chaga kamroq borgan bolalarga nisbatan agressivroq ekanligi qayd etilgan. Shuni aytish mumkinki, tengdoshlari bilan agressiv xulq-atvorda ko'proq «amaliyot o'tkazgan» bolalar (masalan, bog'chada), bunday reaksiyalarni muvaffaqiyatli o'zlashtirib, endi uni boshqa sharoitlarda (maktabda) qo'llashga moyil bo'ladilar.

Agressiv bolalarni tengdoshlari yoqtirmaydilar va ko'p hollarda ularga «yoqimsiz» degan yorliq ilib qo'yadilar. I.S.Kon va A. Kupershmidt agressivlik va ijtimoiy mavqe o'rtasidagi bog'liqlikni bir-biri bilan tanish va bir-birini tanimaydigan

bolalar misolida o'rganib chiqdilar. Tadqiqotchilar 4-sinf bolalarining sinfdosh-larining fikriga ko'ra ijtimoiy mavqeini o'rganib chiqib, bir-birini taniydigan (sinfdoshlar) va bir-birini tanimaydigan (barchasi har xil maktabdan) o'g'il bolalarga darsdan so'ng komanda o'yinida ishtirok etishni taklif qildilar. Boshqa tadqiqotlar natijalarida ham aytilganidek, tengdoshlari tomonidan «yoqimsiz» deb tan olin- gan bolalar tengdoshlari bilan bo'lgan muloqotda verbal (do'q- po'pisa, so'kinish) va jismoniy (urish, tepish) agressiyaga xos ijti- moiy xulq-atvorni namoyish qildilar va bu bilan boshqalarning nafratini uyg\oidilar. Demak, bola o'zi bilgan yoki bilmagan bo-lalar bilan o'ynashidan qat'i nazar, uning ijtimoiy statusi sinfda qanday bo'lsa, o'yin guruhida ham shundayligicha qolgan.

Agressivlik va ijtimoiy status o'rtasida uzviy bog'liqlikning borligini isbotlab beruvchi adekvat bir fikrning yo'qligiga qara- may, mazkur tajriba tengdoshlarning nafrati ham, agressivlik ham turli vaziyatlarda saqlanib qoladigan parametrlar ekanligini ko'rsatadi, ya'ni bola maktabda agressiv bo£sa va uni hech kim yaxshi ko'rmasa, u boshqa muhitda ham agressiv va yoqimsiz- ligicha qolaveradi. Lekin ba'zi tengdoshlari yoqtirmagan bolani boshqa barcha bolalar ham tan olmaydi, degan xulosaga kelish kerak emas. Amalda bir guruh tan olmagan bolani boshqa gu- ruh qabul qilishi va bu guruhda u muhim rol o'ynashi mum- kin. E. Keyrns va uning hamkasblari agressiv bo'lmagan bolalar ijtimoiy guruhlarga qanday kirsalar, agressiv bolalar ham shun- day kiradilar, deb ta'kidlaydi. Biroq agressiv bolalar o'zlariga o'xshash agressiv xulq-atvorli bolalar guruhlariga qo'shiladilar.

Tadqiqotchilar shuni aniqlashdiki, agressiv bo'lmagan bolalarni qancha o'quvchi yaqin do'st sifatida ko'rsatgan bodsa, xulq-atvori agressiv boigan qiz va o'g'il bolalarni ham shuncha ko'p o'quvchilar eng yaxshi do'st, deb atashgan. Lekin shunga qaramay, taxmin qilinganidek, agressiv bolalar o'zlari kabi agressiv tengdoshlari bilan birlashishga moyillar. Agressivlik darajasi yuqori boigan o'smirlardan ko'plab tengdoshlari yuz o'girishi mumkin. Lekin agressiv bolalar ba'zi bir tengdoshlari bilan o'rnatgan munosabatlari muhimlikda noagressiv bolalar bilan o'rnatgan munosabatlaridan kam emas.

O'smirlik davrida o'g'il bolalar ham, qiz bolalarda ham shun- day davrlar boladiki, ularda agressiv fe'l-atvor eng yuqori yoki eng past ko'rsatkichlarga ega boladi. O'g'il bolalarda ikki tip- dagi agressiyaning namoyon bo'lishi aniqlangan: 12 yosh va 14—15 yosh. Qizlarda ham ikki tipdagi agressiv xulq-atvorning eng yuqori ko'rsatkichlari 11 va 13 yoshga to'g'ri keladi. Qiz bolalardagi va o'g'il bolalardagi agressiv xulq-atvor komponentlarining turlicha namoyon bo'lish darajasi solishtirilganda, o'g'il bolalarda to'g'ri jismoniy va to'g'ri verbal agressiyaga, qizlarda

esa toʻgʻri verbal va bevosita verbal agressiyaga moyillik aniqlangan. Shunday qilib, oʻgʻil bolalar uchun agressiyani toʻgʻridan toʻgʻri, ochiq shaklda va nizoga kirishayotgan shaxsning oʻziga koʻrsatish xarakterlidir. Qizlarga esa aynan verbal agressiyaning turli koʻrinishlarini (toʻgʻridan toʻgʻri, bevosita) maʼqul deb bilish xarakterlidir. Agressiyaning bevosita shakli boshqasiga qaraganda keng tarqalgan. Oʻgʻil bolalarda toʻgʻri agressiyaning (koʻp hollar- da jismoniy), qizlarda esa bevosita verbal agressiyaning rivojlanish tendensiyasi oʻsmirlarga xos boigan holat boisa kerak.

Boshqa tadqiqotlar shuni koʻrsatadiki, 10—11 yoshli oʻsmirlarda jismoniy agressiyaga moyillik koĺproq boisa, ular ulgʻayib borgach 14—15 yoshda verbal agressiya birinchi planga chiqib qoladi. Biroq, ulgʻayish bilan jismoniy agressiya koʻrinishlarining susayishi oʻzaro bogʻliq emas. Aynan 14—15 yoshda agressiyaning barcha shakl- larining maksimal namoyon boiishi aniqlangan. Lekin jismoniy va verbal agressiyaning ulgʻayishga nisbatan oʻsish dinamikasi bir xilda emas: jismoniy agressiya koʻrinishlari koʻpayib borsa-da, u darajada sezilarli boʻlmaydi. Verbal agressiya koʻrinishlari esa tez va sezilarli maromda koʻpayib boradi. Agressiya shakllarning namoyon boʻlishi bir paytning oʻzida ham yosh, ham jinsiy oʻziga xosliklar bilan belgilanadi. Boshlangʻich oʻsmirlik davrida oĺgʻil bolalarda jismoniy agressiya hukmronlik qilsa, qizlarda u deyarli sezilmaydi — ular agressiyaning verbal shakllariga moyillar. Le- kin tadqiqotlar shuni koʻrsatadiki, 12—13 yoshga kelib qizlarda ham, oʻgʻil bollarda ham agressivllkning negativ shakli alohida namoyon boʻla boshlaydi.

Shuni eʼtirof etish joizki, yoshdan qatʼi nazar oʻgʻil bolalarda agressivlikning barcha shakllari qizlarga qaraganda kuchliroq namoyon boʻladi. Agressiv xulq-atvor va ijtimoiy mavqe oʻrtasidagi bogʻliqlikni tadqiq etishning koʻrsatishicha, oʻsmirlar orasida eng yuqori sotsiometrik mavqega ega boʻlgan («emotsional liderlar») larning 48%i agressivlik darajasi oʻrtadan yuqori bo^lgan «shaxslardir». Shu tariqa «emotsional lider»larning 33%i oʻrta agressiv koʻrsatkichlarga, 19%i esa past agressiv koʻrsatkichga ega ekanligi ham aniqlangan.

Xulosa: Agressiv reaksiyalarining ifodalanish darajasi o'smirning oʻz- oʻzini baholashi bilan ham korrelyatsiyalanadi. Tadqiqotlar natijasiga koʻra yana bir tendensiya koʻzga tashlanadiki, agressivligi yuqori bolgan oʻsmirlar koʻp hollarda ekstremal ravishda oʻz-oʻzini juda yuqori yoki juda past baholash xususiyatiga ega. Noagressiv bolalarga esa oʻzini adekvat baholash xarakterlidir.

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SHAXSLARARO MUNOSABATLARDA SHAXS AGRESSIVLIGI MUAMMOSI VA NAZARIYALAR.

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Annotatsiya: Ushbu maqolamizda shaxsda agressiv xulqning shakllanishida oila muhitining o'rni kattadir. Ota-onaning farzandi xatosiga nisbatan reaksiyasi, ota-onalar o'rtasidagi munosabatlar xarakteri, oiladagi garmoniya yoki disgarmoniya darajasi, qondosh aka-uka va opa-singillar o'rtasidagi munosabatlar xarakteri oilada va undan tashqarida bola agressiv xulq-atvorini belgilab beruvchi hamda uning balog'at yillarida atrofdagilar bilan quradigan munosabatlariga ta'sir ko'rsatuvchi omillardan biri hisoblanadi.

• **Kalit so'zlar:** Agressiya, psixoanalitik yondashuv, etologik yondashuv, sotsiologik yondashuv, Frustratsiya nazariyasi, ijtimoiy o'rganish nazariyasi,

Kirish: Shaxslararo munosabatlarda namoyon bo'luvchi xulq-atvor tiplaridan biri, bu-agressiyadir. Inson agressiyasini o'rganish serqirra mavzu bo'i.ib, u ushbu fenomenning asl mohiyatini ochib berishga urinayotgan olimlarning diqqatini o'ziga tortib keladi.

Oddiy kundalik hayotda agressiya — zo'ravonlik yoki raqibni yengish uchun vosita sifatida qoilaniladi. Agressiya — kishilar o'rtasidagi turli kelishmovchilik oqibatida kelib chiqadigan har qanday xulq-atvor modellaridan biri boiib, u shunday atamaki, unga oid mulohazalar nafaqat psixologlarni, balki sotsiolog, huquqshunos, pedagog, faylasuf, qisqasi, ijtimoiy soha xodim- larining barchasini birdek qiziqtiradi. Agressiya tushunchasining o'ziga izoh berish qator qiyinchiliklarni tug'diradi, chunki, bu termin ko'plab xatti-harakat shakllarini o'zida qamrab olgan. Odamlar biron-bir kimsani agressiv shaxs sifatida tavsiflagan- larida, uni boshqalarni haqorat qiluvchi, badfe'l, barcha narsani o'zi istaganidek qilishni istaydigan, o'z g'oyalarini qat'iy himoya qiladigan, yechimi yo'q muammolar girdobiga o'zini giriftor qiladigan inson, deb ta'riflashlari mumkin.

Agressiyaga aloqador eng birinchi va balki eng mashhur nazariy tushunchaga asosan bunday fe'i-atvor o'z tabiatiga ko'ra ko'p jihatdan instinktivdir. Bu yondashuv juda keng tarqalgan boiib, unga ko'ra insonda genetik va konstitutsional jihatdan shunday harakatlar «programmalashtirilgan»ligi tufayli uning xulq-atvori- da agressiya

sodir boiadi.

Agressiv xulq-atvorni har tomonlama tushuntirib beruvchi nazariyalar mavjud bo'lib, ularning har biri agressiya va uni keltirib chiqaruvchi omillarni batafsil tushuntirib beradi. Ularni umumlashtirgan holda quyidagicha tasniflash mumkin:

- Psixoanalitik yondashuv.
- Etologik yondashuv.
- Sotsiologik yondashuv.
- Frustratsiya nazariyasi.
- Ijtimoiy o'rganish nazariyasi.

Agressiyaga aloqador eng birinchi va eng mashhur nazariy tushunchaga asosan bunday xulq-atvor o'z tabiatiga ko'ra ko'p jihatdan instinktivdir. Bu yondashuv keng tarqalgan bo'lib, unga ko'ra inson genetik va konstitutsional ravishda shunday harakatlarni bajarishga «programnialashtirilgan»ligi tufayli agressiya sodir bo'ladi.

Agressiyani tushuntirishda psixoanalitik yondashuv tarafdorlarining fikriga ko'ra agressiya — bu instinktiv fe'l-atvor turlaridan biridir. Bu nazariyaning yaratuvchisi bo'lgan Z. Freyd o'zining dastlabki ishlarida shuni ta'kidlaganki, insoniy fe'l-atvorlarning barchasi bevosita yoki bilvosita erosdan, ya'ni hayot instinktidan yaraladi. Erosning quvvati (libidosi) hayotni mustahkamlashga, saqlab qolishga va ko'paytirishga yo'naltiriladi. Ushbu ma'noda agressiya mana shu libidoz impulslarning buzi- lishi va blokirovka qilinishiga nisbatan reaksiya sifatida qabul qilinadi. Birinchi jahon urushi zo'ravonliklari tajribasini boshdan kechirgan Freyd, agressiyaning kelib chiqishi va mohiyati haqida fikr yuritar ekan, u ikkinchi asosiy instinkt — tanatos — o'limga ishtiyoqning mavjudligini taxmin qildi. Bu instinktning quvvati buzg'unchilikka va hayotni to'xtatishga yo'nallirilgandir. Shunday qilib, tanatos agressiyani tashqariga chiqarishga va boshqalarga yo'naltirilishiga bevosita sabab bo'ladi.

Agressiyaning ijtimoiy o'rganish nazariyasi. Boshqalaridan farqli odaroq bu nazariya zaruriy mustahkamlash bilan bogdiq ijtimoiylashuv jarayonida uqib olingan xulq- atvorni bildiradi. Ya'ni namunaga asoslangan inson xulq-atvori o'rganiladi. Bu nazariya Bandura tomonidan taklif etilib, o'qib olish, provokatsiya qilish (qayrash) va boshqarishni tushuntirib beradi.

Uning fikricha, agressiv xulq-atvorni tahlil qilish uchun quyidagi vaziyatlarni e'tiborga olish talab qilinadi:

1. Bunday xatti-harakatni o'qish usullari.
2. Ularni yuzaga chiqarish uchun provokatsiya qiluvchi (qay- rovchi) omillar.

3. Ularning mustahkamlanib qolish shart-sharoitlari.

Shu sababdan bunda katta e'tibor o'qitishga, ijtimoiylashuv- ning birlamchi vositalari boigan ota-onalarning bolalarni agres- siv xulq-atvorini o'zgartirish uchun ta'siriga qaratiladi. Xususan, shu narsa isbotlanganki, ota-onaning xulq-atvori agressiya modeli boiib xizmat qilishi mumkin, ya'ni odatda agressiv ota-onalardan agressiv farzandlar dunyoga kelishi mumkin.

Bir necha tadqiqotlar «ota-ona — bola» juftligidagi negativ munosabatlar va bolaning agressiv reaksiyalari o'rtasidagi bog'liqlikni ko'rsatgan. Agar bola (qaysi yosh guruhiga taalluqliligidan qat'i nazar) ota, ona yoki ularning ikkisi bilan ham yomon munosa- batda bo'lsa, ota-ona uni nima uchun layoqatsiz deb hisoblashi- ni tushunmasa, ota-onaning qo'llab-quvvatlashini his qilmasa, bunday holda uning jinoyat yodiga kirib ketishi ehtimoli yuqori bo'ladi; o'zini boshqa bolalarga qarshi qo'yadi; tengdoshlari uni agressiv bola deb hisoblaydi; u o'zini ota-onasiga nisbatan agressiv tutadi. D. Shtaynmetsning fikriga ko'ra, siyosiy doirada buyurtma asosida qotillik sodir etadiganlar yoki o'z joniga qasd qiluvchilar- ning aksariyati farzand taqdiri bilan qiziqmaydigan yoki ajrashib ketib, bolaning taqdiriga befarq qaragan oilalardan chiqqanligi tasdiqlangan. Onalari bolaligida e'tiborsiz qoldirgan va o'z ota- onasidan zarur mehrni olmagan qizlar o'zlari ona bo'lganlarida bolalarini jazolab tarbiyalash (masaian, urishish, baqirish, urish, kaltaklash)ga va o'z agressiyasini aksariyat hollarda ularga so- chishga moyil bo'lar ekan.

Agressiyaning frustratsiya nazariyasi. Djon Dollard tomonidan taklif etilgan bu nazariya yuqorida keltirilgan yondashuvlarga qarama-qarshi qo'yiladi. Unda agres- sivlik evolutsion emas, balki situativ jarayon sifatida qaraladi.

Frustratsiya agressiyaning paydo bo'lishi uchun motivatsiya hosil qiladi. D. Dollard va M. Millerning fikriga ko'ra, frustratsiyani keltirib chiqaruvchi sababga ko'ra agressiyani namoyon qilish jamiyat yoki jamoatchilik tomonidan jazolanishi mumkin. Bunday jazodan qo'rqish esa agressiya boshqa nishonga, obyektga yoki shaxsning o'z-o'ziga qaratilishi (suitsid sodir qilishi)ga sabab bo'lishi mumkin (Dollard, 1939; Miller, 1941)

Xulosa: Bugungi kunda agressiv xarakterli bolalar soni ortib borayotganligi psixologiyadagi dolzarb muammolar qatoridan joy egallashiga sabab bo'ldi. Bolalarda agressiv xatti-harakatlarning vujudga kelishi murakkab va ko'pqirrali jarayon bolib, unga ko'pgina omillar o'z ta'sirini o'tkazadi. Agressiv xatti-harakatlar -oila, tengdoshlar guruhi, oilaviy axborot vositasi ta'sirida shakllanishi aniqlangan.

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Ijtimoiy ustanovka muammosining rus psixologiyasida o'rganilishi.

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Annotatsiya: Umumiy psixologiyada ustanovka tushunchasi ostida subyektning ma'lum bir faoliyatga nisbatan tayyorligi tushuniladi. Va bu ikki xil omilga bog'liqligi ta'kidlanadi: birinchisi, subyektning ehtiyojlari bo'lsa, ikkinchisi obyektiv vaziyatga mos kelishidir.

Kalit so'zlar: ijtimoiy ustanovka, Obuxovskiy, ijtimoiy ustanovkalarning shakllanishi, bumerang effekti.

Kirish: Tadqiqotchilarni har doim shaxs ustanovkalari uning qilayotgan ishlariga qanchalik darajada ta'sir qilishi qiziqtirib kelgan. Shaxsning qarashlari, his-tuyg'ulari orqali uning jamiyatdagi xulq-atvori aniqlanadi, bu xulq-atvorni o'zgartirish uchun aqlni va yurakni o'zgartirish kerak, degan taxmin mavjud. «Ustanovka» tushunchasini rus psixologiyasiga gruzin psixologiya maktabining yetakchisi D.N. Uznadze olib kirgan, bu tushuncha ruscha «ustanovka» so'zidan olingan bo'lib, yo'nalish, yo'naltirish ma'nolarini anglatadi. Shundan kelib chiqqan holda D.N. Uznadze ustanovkaga quyidagicha ta'rif beradi: Ustanovka — kishining tevarak-atrofdagi odamlarga yoki obyektlarga qanday munosabatda bo'lish, ularni ma'lum darajada idrok qilish, sezish, baho berish va ularga nisbatan qandaydir harakat qilishga tayyorgarligini anglatadigan holatidir. Ijtimoiy ustanovkalar esa sof ijtimoiy psixologik kategoriya sifatida o'ziga xos mazmun kasb etadi va uning ma'nosi — yangicha tafakkur va dunyoqarashni shakllantiruvchi va o'zgartiruvchi ijtimoiy psixologik mexanizmdir.

Ijtimoiy ustanovka tushunchasi (Obuxovskiy, 1972) insonlarning xatti-harakatlarini bashorat qilishda kundalik hayotda ham qoilaniladi: «Nilufar bu konsertga bormasa kerak, chunki u estrada musiqasiga mutlaqo qarshi». Bu holatda kundalik hayotdagi ijtimoiy ustanovka tushunchasi «munosabat» tushunchasiga yaqinroq yuradi. L.I. Bojovich yo'nalganlik muammosini o'rgana turib, quyidagi ta'rifni beradi: «yo'nalganlilik shaxsning ichki pozitsiyasi sifatida ijtimoiy muhitga nisbatan shakllanib boradi. Ushbu ta'rifdagi «yo'nalganlilik» tushunchasi ijtimoiy ustanovka tushunchasi bilan bir qatorda turuvchi ma'noni bildiradi. Shaxsning asosiy ijtimoiy-psixologik tavsiflaridan biri uning ijtimoiy ustanovkalari hisoblanadi.

V.G. Kriskoning fikricha «har qanday ustanovkalar ong ostidan chiqadi va shuning uchun ularning to'g'ri yo'l bilan kelishishlari juda qiyin». Ustanovkalar bilan harakatlar o'rtasidagi bo'linishni Daniel Betson va uning kasbdoshlari «o'ziga axloqiy bino qo'yish», ya'ni o'zida bo'lmagan axloqiy xususiyatlarni egallashga bo'lgan harakatlardir, deb ta'riflaydi. Universitet talabalariga ikkita topshiriq berildi, agar topshiriqning birinchisi to'g'ri bajarilsa 30 dollar mukofot berilishi, ikkinchisi uchun hech narsa berilmasligi aytiladi va talabalarga ikkalasidan bittasini tanlashlari taklif qilinadi. 20 ta talabadan bittasigina «pul to'lanadigan topshiriq»ni olish kerak, degan fikrni rad etadi, 80% talaba esa aksincha yo'l tutadi. Bundan kelib chiqadiki, moddiy manfaatdorlik har doim ustun turishi mumkin ekan.

Xorij tadqiqotchilari «ustanovkalar vaqt o'tishi bilan qay darajada o'zgaradi?» degan savolga javob topishga harakat qilishdi va misli ko'rinmagan natijaga erishishdi: vaqt o'tib ustanovkalari o'zgargan kishilar kamdan kam hollarda aynan shunday bo'lganini ta'kidlashadi. Daril Bern va Keyt Mak Konell Karnegi Mellon universiteti talabalari o'rtasida so'rov olib bordi. Tadqiqotchilar bergan savollar orasida talabalarning o'quv jarayonini, aynan talabalarni nazorat qilishga munosabatini aniqlovchi yashirincha savol ham mavjud edi. Unga nisbatan talabalar deyarli yomon munosabat bildirmaganlar. Lekin bir haftadan so'ng tadqiqot qayta o'tkazilganda sinaluvchilar talabalar nazoratiga qarshi ekanliklari haqida fikrlarini yozib berishgan va talabalar nazoratiga munosabati ham anchagina yomonlashgan.

Tadqiqotchilar ulardan savollarga qanday javob berishganlarini eslashni so'rashganda, ular avvalgi va hozirgi javoblari bir xil ekanligini ko'rsatganini tan olishmagan. Klark universiteti talabalarida ta'kidlagan va tajriba ularga ta 'sir ham shunday so'rov o'tkazilgan va ular ham xuddi shunday javob qaytarishgan.

A. Uikson va Djems Lerd talabalarning hozirjavoblik va qat'iyatlilik bilan o'z o'tmishlari haqida gapirishlariga tan berdilar. Ijtimoiy ustanovkalarning shakllantirish va o'zgarish jarayonini tadqiq qilishga katta hissa qo'shgan olimlardan biri amerikalik olim K.Xovland hisoblanadi. U shaxsning ijtimoiy ustanovkalariga ta'sir ko'rsatuvchi omillarning uchta guruhi borligini uqtirgan:

1. Ma'lumot manbai bilan bog'liq omillar guruhi.

2. M a'lumot mazmuni bilan bog'liq omillar guruhi.

3. Mazkur omillar yo'naltirilgan auditoriya bilan bog'liq omillar guruhi. Ijtimoiy ustanovkalarning shakllanishi va o'zgarishiga ma'lumotlarning manbai quyidagicha ta'sir ko'rsatishi mumkin: 1) ma'lumot manbaiga nisbatan kishilarda ijobiy munosabat mavjud bo'lsa, u holda ularning ijtimoiy ustanovkalari kuchliroq o'zgarishi mumkin; 2) m a'lumot manbaiga nisbatan kishilarda salbiy munosabat mavjud bo'lsa, u holda

ijtimoiy ustanovkalar um um an qaram aqarshi tomonga o'zgarib ketishi mum kin («bumerang effekti»); 3) agarda ma'lumot manbai kishilar o'rtasida «o'zimizniki» sifatida qabul qilinsa (u va shaxs o'rtasida ijtimoiy-psixologik distansiya bo'lmasa), u holda bunday manba kishilarning ijtimoiy ustanovkalariga kuchliroq ta'sir ko'rsata oladi; 4) agarda ma'lumot manbai kishilar tomonidan «begona» sifatida qabul qilinsa (u va shaxs o'rtasida katta ijtimoiy-psixologik distansiya bo'lsa), u holda bu manba kishilarning ijtimoiy ustanovkalariga jiddiy ta'sir ko'rsata olmaydi.

XULOSA: Xulosa qilib aytganda, Ijtimoiy ustanovkaning yaxlitlilik g'oyasi ilgari surilganidan so'ng rus olimi V.A. Yadov bu borada o'zining dispozitsion nazariyasini ishlab chiqdi. Bu nazariya «Shaxsning ijtimoiy xulqatvorini boshqarishning dispozitsion konsepsiyasi» deb nomlanadi. Bu nazariyaga ko'ra turli dispozitsion hosilalarning darajalar iеararxiyasi quyidagicha yuzaga keladi: har bir dispozitsiyaga nisbatan ehtiyojlar darajasi bilan bu ehtiyojlarni qondirish jarayonidagi vaziyatlar darajasi kesishishi darkor. V.A. Yadov o'zining dispozitsion nazariyasida ustanovkalarni to'rt bosqich va to'rt tizimliligini tasavvur qilgan holda izohlaydi va o'z ilmiy xulosalarini quyidagi darajada joylashtirib asoslab berdi:

Birinchi daraja — bunday daraja g'arb tadqiqotchilarida set termini bilan ma'lum va mashhur bo'lib, oddiy vaziyatlarda namoyon bo'luvchi ehtiyojlar ustanovkasi sifatida yuzaga chiqadi. Demak, elementar (sodda) ustanovkalar (set) -oddiy, elementar ehtiyojlar asosida ko'pincha ongsiz tarzda hosil bo'ladigan ustanovkalar. Ularni o'zgartirish uchun moddiy shart-sharoitlarni va odamdagi ehtiyojlar tizimini o'zgartirish kifoya.

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SHAXSLARARO MUNOSABATLAR VA ULARNING KECHISHI. DISKRIMINATSION YONDASHUV.

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Annotatsiya: Shaxslararo munosabatlar jarayonida shaxsning ishtiroki va bu jarayonda shaxslar o'rtasida kechadigan munosabatlarni o'rganish ijtimoiy psixologiya uchun dolzarb muammolardan biri bo'lib kelmoqda. Bunday munosabatlar sirasiga shaxs xulq-atvoriga tegishli bo'lgan altruizm, egoizm, agressiya, tolerantlik, stigma, diskriminatsiya tushunchalarini kiritish mumkin.

Kalit so'zlar: shaxslararo munosabatlar, altruizm, egoizm, agressiya, tolerantlik, stigma, diskriminatsiya, xulq-atvor.

Kirish: Bugungi kunda altruizm, egoizm, agressiya, tolerantlik, stigma, diskriminatsiya va boshqalar kabi tushunchalarning mohiyatini ochishga harakat qilish ijtimoiy psixologiya sohasida faoliyat yuritayotgan mutaxassislarning barchasini qiziqtirayotganligi bejiz emas, albatta. Chunki bu tushunchalar aynan shaxs va jamiyat munosabatlariga ham o'z ta'sirini o'tkazadi. Shaxslararo munosabatlarda ba'zan kishilar bir-birlarining egoistik xulqidan shikoyat qilishi kuzatiladi. Bunday xulq qanday kechishini tahlil qilib ko'ramiz. Egoizm shaxsning ijtimoiy muhitiga salbiy ta'sir qiladi. Hech qaysi shaxs o'z atrofida sodir bo'layotgan voqea-hodisalarni hissiyotsiz baholamaydi.

Yaqin kishilar bilan yoki oilaviy munosabatlarda muammolar yuzaga kelganida, kishilar mas'uliyatni ko'proq o'z juftiga yuklaydi. Mutaxassislarning fikriga ko'ra, ajralish uchun kelganlarning ko'pchiligi oilaning ajrim ostonasiga kelib qolganligi uchun o'z juftini yoki yana kimlarnidir aybdor deb hisoblaydilar. Aksincha, oilaviy munosabatlardagi ijobiy jihatlar, ishdagi yoki boshqa sohalardagi muvafaqqiyatlarning sababchisini ko'rsatish lozim bo'lsa, albatta o'z ishtirokchidan so'z ochishadi va bunday xususiyat ko'pchilikka xosdir.

Ma'lum bir sohada bir xil muvaffaqiyatga yoki natijaga erishish uchun raqobatlashayotgan olimlar o'zlarining fanga qo'shgan hissalari haqida gapirayotganida kamdan kam kamtar bo'lishi xorij psixologiyasining yetuk olimlaridan biri – E.Ross tomonidan tasdiqlangan. E.Ross bu fikrining tasdig'i uchun quyidagi misolni keltiradi: 1923-yilda insulinni yaratgan Frederik Banting va Djon Makleodlar

Nobel mukofotiga sazovor bo'lishganidan so'ng, F. Banting ommaviy chiqishlardan birida, laboratoriyani boshqarayotgan unga D.Makleod yordam berishdan ko'ra, ko'proq xalaqit berganligini ta'kidlaydi, D.Makleod esa ixtiroga qanday erishganligi haqida gapira turib, o'z nutqida biron marta ham F.Bantingning ismini tilga olmaydi(Ross, 1981). Bundan ko'rinadiki, shaxsdagi egoizm uning «Men»ida o'ta markazlashuvi bilan bog'liq holda yuzaga keladi. Ba'zi kishilarning o'zi haqida qayg'urishi ham ularning ijtimoiy xulq-atvorida egoizmni motivlashtirishi mumkin.

Kishilar o'z atrofidagilarda yaxshi taassurot qoldirish umidida turli xil kosmetikalar, parhezlar uchun milliardlab mablag'larni sarflaydilar. Egoistlarning harakatlari asosan o'z imidji haqida qayg'urish ostida qilinadi. «Odamlarda hech bir mavzu o'zlari haqidagidan ko'ra katta qizi- qish uyg'otmaydi. Bundan tashqari ularning ko'pchiligini o'z shaxsidan boshqa hech narsa qiziqtirmaydi», deb yozadi R.F.Baumayster.

Jamiyatdagi shaxslararo munosabatlarda ba'zi toifa vakillariga nisbatan diskriminatsiya asosida yondashish kuzatiladi. Diskriminatsiya umumiy tushunchada tan olmaslikni maqsad qilgan yoki tenghuquqlilik hamda uni himoya qilishni rad etgan, tenghuquqiylik tamoyili va insoniylik qadr-qimmatini kamsituvchi har qanday ajratish, tahqirlash, cheklash yoki afzal ko'rishni bildiradi. Amerikalik psixolog Chaldinining fikriga ko'ra, shaxslar orasida bir-biriga nisbatan diskriminatsiyaning yuzaga keltiruvchi sabablar quyidagilar bo'lishi mumkin: «ijtimoiy, iqtisodiy, diniy, irqiy, etnik kelib chiqishi, tanasining rangi, jinsiy oriyentatsiyasi va boshqa diskriminatsiyalar».

Barcha ko'rinishdagi cheklashlarni avtomatik tarzda inson huquqlarining buzilishi, ya'ni diskriminatsiya deb hisoblash mumkin. Agar ular mantiqan muvofiq va obyektiv kriteriyalarga asoslangan bo'lsa, ushbu cheklashlar oqlanishi mumkin. Diskriminatsiyaning o'ziga xos bo'lgan uchta elementi mavjud bo'lib, biz diskriminatsiyaning barcha ko'rinishlari uchun ana shu asosiy elementlarni ajratib ko'rsatishimiz mumkin: Harakat – ajratish, tahqirlash, cheklash yoki afzal ko'rish kabi diskriminatsiyalovchi harakatlarni kvalifikatsiya qilishni anglatadi. Sabablar – irqiy, tana rangi, kelib chiqishi, milliy, etnik kelib chiqishi, jinsi, yoshi, jismoniy barkamollik va boshqalar kabi shaxsiy tavsif diskriminatsiya sabablari hisoblanadi.

Maqsad yoki oqibat – diskriminatsiya o'zining maqsadiga ega bo'lib, buning oqibatida jabrlanuvchilar, qurbonlarning insoniy huquqlari va asosiy erkinliklariga to'sqinliklar yaratilishi, qollanilishi yoki amalga oshirilishi mumkin. Bu borada odamlar yoki ma'lum bir guruhlarga nisbatan subyekt tomonidan amalga oshirilmoqchi bo'lgan (maqsadi bayon etilgan) bevosita diskriminatsiya va ko'rinishidan neytral

vaziyatga ega, choralar afzalligini haqiqatdan ham boshqalarga nisbatan solishtirganda bir odam, guruhga berilishiga sabab bo'lgan oqibatlarga dahldor bo'lgan bilvosita diskriminatsiyani ajrata olish zarur.

Diskriminatsiyani tushunish uchun unga beriladigan qo'shimcha tavsiflar mavjuddir. Bular: Hukmronlik – odatda ustunlik qiluvchi guruh diskriminatsiyani kam sonli bo'lgan yoki ta'sirga nisbatan kam qarshilik ko'rsatuvchi odam va guruhlarga nisbatan amalga oshiradi. Jamiyatda odamlar yoki guruhlarning qaysidir jihatdan bir-biridan ustunlik qilishi son jihatdan (ko'pchilik kamchilikka nisbatan munosabatlarda), hukmronlik jihatdan («ynqori sinf» vakillari «quyi sinf» vakillariga nisbatan munosabatlarda) kuzatilishi mumkin. Ustunlik qilish orqali bir guruh ikkinchi guruhga nisbatan ular hech qanday ahamiyatga ega emasdek munosabatda bo'ladi, aksariyat hollarda bu guruhda asosiy inson huquqlarining cheklanishlari kuzatiladi.

Kolumbiya Universiteti professori B.A. Richardsonning fikriga ko'ra, «diskriminatsiya inson qadr-qimmati hamda inson huquqlari amalga oshirilayotgan jarayonda ularning inkor etilishi hisoblanadi». Pozitiv harakatlar – pozitiv diskriminatsiya atamasining ilk bor kelib chiqishi AQSHda bo'lib, u yana «pozitiv harakat» nomi bilan ham ataladi. U o'zida amaliy tenglik va diskriminatsiyaning institutsiyalashgan shakliga erishish uchun yo'naltirilgan vaqtinchalik maxsus choralarni ham aks ettiradi. Institutsional diskriminatsiya – jamiyatda, tashkilot va idoralarda tizimli ravishda tengsizlik hamda diskriminatsiyaga olib keluvchi umumiy qabul qilingan qonunlar, siyosat, urf-odat va udumlarga taalluqli.

XULOSA: Shaxslararo munosabatlarning tabiatiga jinsi, millati, yoshi, fe'l-atvori, sog'lig'i, kasbi, odamlar bilan tajribasi, o'zini o'zi anglashi, muloqotga bo'lgan ehtiyoj va boshqalar kabi shaxsiy xususiyatlar ta'sir qiladi. Muloqot - odamlarning birgalikdagi faoliyatlari ehtiyojlaridan kelib chiqadigan turli faolliklari mobaynida bir-birlari bilan o'zaro munosabatlarga kirishish jarayonidir. Ya'ni, har bir shaxsning jamiyatda bajaradigan faoliyatlari (mehnat, o'qish, o'yin, ijod qilish va boshqalar) o'zaro munosabat va o'zaro ta'sir shakllarini o'z ichiga oladi.

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Shaxsning o'zini anglashida ijtimoiy muhitning ta'siri. "Men" nazariyasi.

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ANNOTATSIYA: O'z-o'zini bilish yaxlit holda o'z ustida ishlash mazmunini, o'z-o'zini tarbiyalash dasturini belgilaydi. O'z-o'ziga munosabat hamisha o'z-o'zini his qilish bilan bog'iq. «Men» obrazi asosida har bir shaxsda o'z-o'ziga nisbatan baholar tizimi shakllanadiki, bu tizim obrazga mos tarzda turli xil bolishi mumkin. O'zini baholash ichki talabgorlik, ya'ni odam o'z oldiga amalga oshirish qiyin bo'lgan maqsad va muammolarni qo'yishi bilan uzviy bog'liq. Agar odam o'z muammolarini va maqsadini hal eta olmasa, u o'zidagi ichki talabgorlikni kamaytirishi kerak.

Kalit so'zlar: shaxs nazariyasi, maqsadlar, ideallar, "men" nazariyasi, bilish komponenti, emotsional komponent, axloqiy component, Z. Freyd.

Kirish: Ko'pgina ilmiy manbalarda o'z-o'zini anglashga quyidagicha ta'rif beriladi: «Insonning o'z bilimlari, ma'naviy qiyofasi va qiziqishlari, ideallari va axloq motivlarini anglash, baholash, o'z-o'ziga arbob sifatida his qiluvchi va fikrlovchi mavjudod sifatida yaxlit baho berishi, o'zini obyektiv dunyodan ajratishi, o'zining borliq olamga munosabatini anglash va unga baho berishi, o'zini shaxs sifatida anglashi, o'z xatti-harakatlari, fikrlari va hislari, istaklari va qiziqishlarini anglashidir».

Shaxsning o'z-o'zini anglashi yosh va jinsiy o'ziga xoslikka ega. Masalan, o'ziga nisbatan o'ta qiziquvchanlik, kim ekanligini bilish va anglashga intilish ayniqsa, o'smirlik davrida rivojlanadi. Bu davrda paydo boladigan «kattalik» hissi qizlarda ham, o'smir yigitlarda ham nafaqat o'ziga munosabatni, balki o'zgalar bilan bo'ladigan munosabatlarini ham belgilaydi. Qizlardagi «Men» obrazining yaxshi va ijobiy bo'lishi ko'proq bu obrazning ayollik sifatlarini o'zida mujassam eta olishi, ayollik xislatlarining o'zida ayni paytda mavjud ekanligiga bog'liq bo'lsa, yigitlardagi obraz ko'proq jismonan barkamollik mezonlari bilan nechog'li uyg'un ekanligiga bog'liq bo'ladi. Shuning uchun ham o'smirlikda o'g'il bolalardagi bo'yning pastligi, muskullarning zaifligi va shu asosda qurilgan «Men» obrazi qator salbiy taassurotlarni keltirib chiqaradi. Qizlarda esa tashqi tarafdan go'zallikka, kelishganlik, odob va ayollarga xos qator boshqa sifatlarning bor-yo'qligiga bog'liq holda «Men» obrazi mazmunan idrok qilinadi. Qizlarda ham ortiqcha vazn yoki terisida paydo bolgan ayrim toshmalar yoki shunga o'xshash fiziologik nuqsonlar kuchli salbiy emotsiyalarga sabab

bo'lsada, baribir chiroyli kiyimlar, taqinchoqlar yoki sochlarning o'ziga xos turmagi bu nuqsonlarni bosib ketadigan omillar sifatida qaraladi. Lekin shuni alohida aytish joizki, «Men» obrazining ijobiy yoki salbiyligida yana o'sha shaxsni o'rab turgan tashqi muhit, o'zgalar va ularning munosabati katta rol o'ynaydi. Odam o'zgalarga qarab, go'yoki oynada o'zini ko'rganday tasavvur qiladi. Bu jarayon psixologiyada refleksiya deb ataladi. Uning mohiyati — aynan o'ziga o'xshash odamlar obrazi orqali o'zi to'g'risidagi obrazni shakllantirishdir. Refleksiya «Men» obrazi egasining ongiga taalluqli jarayondir.

«Men» obraziga doir bir qancha nuqtayi nazarlar mavjud bo'lib, bulardan eng ko'p tarqalgani quyidagi uch komponent bolib, bular:

1. Bilish komponenti (o'zini bilish).
2. Emotsional komponent (o'z-o'zini baholash).
3. Axloqiy komponent (o'ziga munosabat).

Insonning o'z-o'zini anglashi borasida ko'pgina olimlar ilmiy- psixologik tadqiqot olib borganlar. Masalan, D. Mill «Men» kon- sepsiyasini xotira bilan bog'lagan bolsa, V. Vundt «Men»ni insonni shaxsiy hissiyotlari bilan bog'lagan. l.S.Kon o'zining «Men»ning yaratilishi» nomli asarida bu fikrlarni tahlil qilib, «inson avvalo kishining diqqat-e'tiborini o'ziga qaratadigan sifatlarini anglaydi» deydi. D. Midning fikricha, o'z-o'zini anglash bu-birgalikdagi faoliyati tufayli birlashgan odamlarning ko'zi bilan o'ziga bo- qishdir. A.N. Leontev o'z-o'zini anglashda ijtimoiy faoliyatning roli haqida fikrlab, shunday deydi: «Individual «Men» o'zining tarkibiga ko'ra, ijtimoiy malakalar natijasida yuzaga keladigan ijtimoiy tarkibdir».

«Men» obrazi asosida har bir shaxsda o'z-o'ziga nisbatan baholar tizimi shakllanadiki, bu tizim obrazga mos tarzda turli xil bolishi mumkin. O'z-o'zini baholash borasidagi tadqiqotlar shuni ko'rsatadiki, turli yoshdagi kategoriyalarni (masalan, 14, 17 yoshdagi o'quvchilar va 30 yoshdagi kattalarni) beshta parametr - jismoniy sifatlar, shaxsiy muvaffaqiyatlar, intellektual rivojlanish, shaxslararo munosabatlardagi o'rni va mas'uliyat hissiga nisbatan o'ziga baho berishini taqqoslash so'ralganda, ularning yosh o'tgan sayin individual variatsiyalari ortganligi kuzatilgan. Bolalikda o'zini hamma sifatlar bo'yicha bir xil baholash xos bo'lsa, katta yoshdagi respodentlar o'zining kuchli va zaif tomonlarini yaxshiroq ang- laganligi aniqlangan. Bu esa ularning shaxsiy tajribasi ortganligi bilan bog'liq, bu o'z navbatida shaxsning kognitiv jihatlari ortishi- ning natijasidir, ya'ni shaxs ulg'aygan sayin unda o'z «Men»ining turli tomonlarini baholash qobiliyati kengayib boradi.

Noadekvat o'zini yuqori baholash shaxs uchun hayotiy qiyin- chiliklar manbaiga aylanishi mumkin; o'ziga nisbatan tanqidiylik bilan qarashga asoslangan noadekvat

past baho esa infantilizmga, mas'uliyatsizlikka, o'z faoliyatini tashkil eta olmaslik, uning natijalarini ko'ra bilmaslik va odamlar bilan munosabatga kirisha olmaslikka olib kelishi mumkin.

Zigmund Freyd shaxs nazariyasini rivojlantirish barobarida boshqa olimlarning fikrlariga qarshi chiqqan holda, nisbatan boshqacharoq tarzda asoslab bergan. Uning fikriga ko'ra «individ - doimo jamiyat bilan nizoda bo'ladi» deb ta'kidlaydi. Ya'ni «insonning biologik ehtiyojlari (ayniqsa jinsiy ehtiyojlari) jam iyatdagi mavjud madaniyat me'yorlariga zid bo'Iib, shaxs o'z ehtiyojlarini qondirish jarayonida bu me'yorlar bilan albatta to'qnash keladi.

Freyd nazariyasiga ko'ra, jamiyatda tarixan tarkib topgan odatlar, axloqiy prinsiplar, ijtimoiy «senzura»ning mavjudligi tu- fayli jinsiy mayl to'g'ridan to'g'ri to'siladi. Shuning uchun ham ba'zi kishilarda bu ongsiz tabiiy mayl bilan anglab turilgan vazi- yat o'rtasida ichki ruhiy nizo paydo bo'ladi, bunday to'qnashuvlar ba'zan barqaror asab kasalliklariga (nevrozga) olib keladi. Kishilik jamiyatida ko'pchilik kishilarning hayoti davomida bu tabiiy ongsiz mayl energiyasi mehnat faoliyatiga, aqliy va ijodiy faoliyatga qaratiladi va sarf etiladi. Hayotning yuksak sohasiga energiyaning shu tariqa ko'chirilishi sublimatsiya deyiladi.

Xulosa: O'zlikni anglashning qiymatli tomoni bo'lgan o'z-o'ziga munosabat insonni o'zga shaxs sifatida munosabatda bo'lishini nazarda tutadi. U birinchi navbatda, shaxsning yo'nalganligi (maqsadlari, ideallari, ehtiyojlari, qiziqishlari)ni, qadriyatlar ma'naviy qiymatlarga yo'nalishi, o'ziga talabchanligi, o'zini ifoda qila olishini o'z ichiga oladi. O'z-o'ziga munosabat hamisha o'z-o'zini his qilish bilan bog'iq. O'z-o'zini his qilish esa o'z navbatida o'z-o'zini ifoda qilish, o'zini tasdiqlash bilan bog'liq. O'zidan qoniqish yoki qnniqmaslik bilan ifodalanadigan shaxs- ning ruhiy holati o'zining xulqi bilan ichki muhitni yaratadi, ichki muhit esa o'z navbatida inson «Men»ining barcha ko'rinishlariga o'z ta'sirini ko'rsatadi.

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Ijtimoiy rol tushunchasi va ko'rinishlari.

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ANNOTATSIYA: Ijtimoiy rollar ijtimoiy maqom, kasb yoki faoliyat turiga bog'liq. Bu shaxsi noaniq bo'lgan standartlashtirilgan rollar uni kim ajarayotganligidan qat'i nazar shu rolning huquq va majburiyatlari asosiga quriladi. Ijtimoiy demografik rollar: er, xotin, o'g'il, qiz va h.k. kirsa, shaxslararo rollarga emotsional darajada boshqariluvchi shaxslararo munosabatlar bilan bog'liq bo'lgan lider, arazlagan shaxs, xafa yoki xursand shaxs kabi rollar kiradi. Namoyon qilinishiga qarab faol va yashirin rollarga ajratiladi

Kalit so'zlar: Ijtimoiy rol, T. Shibutan, rol mojarosi, ijtimoiy demografik roller, intrapersonal, ijtimoiy rolni aniqlash.

Kirish: Ijtimoiy rol - bu shaxsning ijtimoiy funktsiyasi, odamlarning jamiyatdagi mavqeiga yoki mavqeiga, shaxslararo munosabatlar tizimida qabul qilingan me'yorlarga muvofiq o'zini tutish usuli.

Ijtimoiy rol - bu jamiyat yoki ijtimoiy guruh tomonidan ma'qullangan va belgilangan ijtimoiy funktsiyalarni amalga oshirishda ixtiyoriy yoki majburiy ravishda qabul qilingan shaxsning usuli, algoritmi, faoliyati va xatti-harakati shakli.

Amerikalik ijtimoiy psixolog T.Shibutani shartli rol tushunchasini kiritadi.U ijtimoiy va an'anaviy rollarni farqlashga harakat qiladi, lekin buni yetarlicha qat'iy va aniq qilib bo'lmaydi. Shartli rol, T.Shibutani fikricha, sub'ektning birgalikdagi harakatda tutgan pozitsiyasi ma'lum bo'lsa, ma'lum bir vaziyatda sub'ektdan kutilgan va talab qilinadigan xatti-harakatlarning belgilangan namunasini ifodalashdir. Ko'rinib turibdiki, uning odatiy roli, juda kichik xatolar bilan, ijtimoiy rolning sinonimi deb hisoblanishi mumkin. T. Shibutani tushunchasida rollar faqat xatti-harakat standarti sifatida emas, balki shablon, o'zaro huquq va majburiyatlar algoritmi sifatida belgilanishi juda muhimdir. Uning ta'kidlashicha, burch - sub'ekt o'zini o'zi o'ynagan rolga asoslanib, o'zini majbur his qiladigan narsa va boshqa odamlar undan ma'lum bir tarzda qilishni kutadi va talab qiladi. Biroq, namunani xulq-atvordan butunlay ajratib bo'lmaydi: bu xatti-harakat oxir-oqibat an'anaviy rolning adekvat yoki noto'g'ri amalga oshirilishining o'lchovi bo'lib xizmat qiladi.

Boshqa bir amerikalik psixolog T.Parsons rolni muayyan o'ziga xos rolli sheriklar bilan ijtimoiy o'zaro munosabatlarning muayyan jarayonida shaxsning tizimli ravishda tashkil etilgan, me'yoriy tartibga solinadigan ishtiroki sifatida belgilaydi. U har qanday rolni quyidagi beshta asosiy xususiyat bilan tavsiflash mumkin deb hisoblagan: emotsionallik; turli rollar hissiylikning turli darajadagi namoyon bo'lishini talab qiladi; olish usuli: ba'zi rollar belgilanadi, boshqalari yutib olinadi; tuzilgan: rollarning ba'zilari shakllangan va qat'iy cheklangan, ikkinchisi xiralashgan; rasmiylashtirish: rollarning ba'zilari qat'iy belgilangan naqshlarda, tashqaridan yoki sub'ektning o'zi tomonidan o'rnatilgan algoritmlarda amalga oshiriladi, ikkinchisi o'z-o'zidan, ijodiy amalga oshiriladi; motivatsiya - bu rollarni bajarish haqiqati bilan qondiriladigan shaxsiy ehtiyojlar tizimi. Ijtimoiy rollar ahamiyati bilan ajralib turadi.

Rol ob'ektiv ravishda ijtimoiy mavqega qarab belgilanadi individual xususiyatlar bu lavozimni egallagan shaxs. Ijtimoiy rolni bajarish qabul qilingan ijtimoiy me'yorlarga va boshqalarning kutishlariga (kutishlariga) mos kelishi kerak. Rolni kutish va rol ijrosi o'rtasida deyarli to'liq mos kelmaydi. Rolning bajarilishi sifati ko'p shartlarga, ayniqsa rolning shaxsning manfaatlari va ehtiyojlariga mos kelishiga bog'liq. Umidlarni oqlamagan shaxs jamiyat bilan ziddiyatga kirishib, ijtimoiy va guruh sanktsiyalarini qo'llaydi. Har bir inson bir nechta rollarni o'ynaganligi sababli, rollar to'qnashuvi mumkin: ota-onalar va tengdoshlar, masalan, o'spirindan turli xil xatti-harakatlarni kutishadi va u o'g'il va do'st rollarini o'ynab, bir vaqtning o'zida ularning umidlarini qondira olmaydi.

Rol mojarosi - bu sub'ektning o'zi a'zo bo'lgan turli ijtimoiy hamjamiyatlarning rol talablarining noaniqligi yoki nomuvofiqligi tajribasi. Quyidagi to'qnashuvlar mumkin: Intrapersonal: turli xil ijtimoiy rollarda shaxsning xatti-harakati uchun qarama-qarshi talablar va undan ham ko'proq - suvning ijtimoiy roli; Rol ichidagi: o'zaro ta'sirning turli ishtirokchilari tomonidan ijtimoiy rolni bajarishga qo'yiladigan talablarning qarama-qarshiliklari natijasida yuzaga keladi; Shaxsiy-rol: shaxsning o'zi haqidagi g'oyalari va uning roli funktsiyalari o'rtasidagi nomuvofiqlik tufayli yuzaga keladi; Innovatsion: ilgari shakllangan qiymat yo'nalishlari va yangi ijtimoiy vaziyat talablari o'rtasidagi nomuvofiqlik natijasida paydo bo'ladi. Har bir inson u yoki bu rolni qanday bajarishi haqida ma'lum bir tasavvurga ega.

Har xil rollar inson uchun turli yo'llar bilan muhimdir. Shaxsning rol tuzilishi uyg'unlik yoki ziddiyatga qarab birlashtirilgan yoki parchalanishi mumkin. ijtimoiy munosabatlar. Shaxsning ichki tuzilishi (dunyo tasviri, istaklar, munosabatlar) bitta ijtimoiy rolga yordam berishi mumkin va boshqa ijtimoiy rollarni tanlashga yordam bermaydi. Rollarni kutish ham tasodifiy vaziyat omillari emas, ular ijtimoiy, shu

jumladan korporativ tizim talablaridan kelib chiqadi. Muayyan ijtimoiy rolga tegishli me'yorlar va umidlarga qarab, ikkinchisi quyidagilar bo'lishi mumkin: Vakil qilingan rollar (individual va ma'lum guruhlarning kutish tizimi); Subyektiv rollar (insonning o'z maqomi bilan bog'liq bo'lgan kutishlari, ya'ni boshqa maqomga ega bo'lgan shaxslarga nisbatan qanday harakat qilish kerakligi haqidagi sub'ektiv g'oyalari); O'ynagan rollar (boshqa maqomga ega bo'lgan boshqa shaxsga nisbatan ma'lum maqomga ega bo'lgan shaxsning kuzatilgan xatti-harakati). Ijtimoiy rolni bajarish uchun normativ tuzilma mavjud bo'lib, u quyidagilardan iborat: Xulq-atvorning tavsiflari (ushbu rolning xarakteristikasi); Retseptlar (ushbu kirishga qo'yiladigan talablar); Belgilangan rolning bajarilishini baholash; Belgilangan talablarni buzganlik uchun jazo choralari. Shaxs murakkab ijtimoiy tizim bo'lganligi sababli, u ijtimoiy rollar va uning individual xususiyatlarining kombinatsiyasi, deyishimiz mumkin.

Odamlar o'zlarining ijtimoiy rolini turli yo'llar bilan aniqlaydilar. Ba'zilar imkon qadar u bilan birlashadilar va hamma joyda va hamma joyda, hatto mutlaqo talab qilinmaydigan joylarda ham uning ko'rsatmalariga muvofiq harakat qilishadi.

Amaliyot psixologlarining tajribasi shuni ko'rsatadiki, agar sub'ekt tomonidan ob'ektiv ahamiyatga ega bo'lgan ijtimoiy rol tan olinmasa, u holda bu rol doirasida u ichki va tashqi qarama-qarshiliklarni namoyon qiladi. Ijtimoiylashuv jarayonida turli rollar o'zlashtiriladi.

Xulosa: Ijtimoiy rollarga moslashish uchun katta bosim mavjud. Ijtimoiy rollar, umuman olganda, ijtimoiy ta'sirning namunasini va xususan muvofiqlikni a'minlaydi. Ko'pchiligimiz, aksariyat hollarda, biz bajaradigan rollarning ko'rsatmalariga mos kelamiz. Biz boshqalarning umidlarini inobatga olamiz, rollarimizni yaxshi ijro etganda ularning ma'qullashiga va yomon rollarni o'ynaganimizda ularning noroziligiga javob beramiz.

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Ijtimoiy muhitning shaxsga ta'sirida ijtimoiy nazorat shakllarining o'rni. Ijtimoiy me'yorlar.

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Kirish: Har qanday shaxs ma'lum bir jamiyat a'zosi sifatida yashar ekan, faoliyat ko'rsatar ekan, u albatta ana shu jamiyat tomonidan o'rnatilgan ijtimoiy nazoratga amal qilishga harakat qiladi.

Ijtimoiy nazorat — bu shaxsning xulqiga, qadriyatlariga, tasav- vurlariga va ustanovkalariga nisbatan jamiyatdagi guruhlarning yoki jamoatchilikning ta'siridir. *Ijtimoiy nazoratning shakllari* — bu shaxsning jamiyatdagi hayoti va turli xil guruhlardagi faoliyatini boshqarish usullaridir.

Ijtimoiy me'yor — bu ma'lum bir vaziyatda kishilar qauday napirishi, qaoday harakat qilishioi ifodalab beruvchi oamuoa yoki qoliplardir. Ijtimoiy me'yorni olimlar tomonidan berilgan ta'riflarning umumlashmasi sifatida quyidagi ta'rifni qabul qilish mumki: Ijtimoiy me'yor — shaxs hayotida shunday kategoriyaki, u jamiyatning o'z a'zolari xulq-atvoriga nisbatan ishlab chiqqan va ko'pchilik tomonidan e'tibor etilgan harakatlar talablaridir.

Ijtimoiy me'yorlar — haqiqatdan ham tartib va qadriyatlarning himoyachisidir. Hattoki eng oddiy o'zini tutish (axloqiy) me'yorlari ham o'zida guruh va jamiyat tomonidan qadrlanuvchi jihatlarni aks ettiradi.

Qadrlash va me'yor orasidagi farq quyidagicha:

— Me'yor — o'zini tutish qoidalari hisoblansa,

— Qadrlash — yaxshilik, yomonlik, to'g'rilik, noto'g'rilik, majburlik va majbur emaslik kabi tushunchalar haqidagi abstrakt tushunchadir.

Atrofimizni qurshab turuvchi borliq (tashqi olam)dagi mavjud bolmish barcha narsa va hodisalar o'z rivojlanish va kelib chiqish tarixiga ega. Xuddi shuningdek me'yorlar

ham.

Ijtimoiy me'yorlarning turli ko'rinishlari bir vaqtning o'zida yuzaga kelmagan, balki zaruriyat tug'ilganligiga qarab birin-ke- tin vujudga kela boshlagan. Jamiyat rivojlangan sari ular murak- kablashib borgan. Olimlarning ta'kidlashicha, ijtimoiy me'yorning dastlabki turlari ibtidoiy jamiyatda marosimlar (ritual) bo'lgan. Marosim — oldindan bajarilishining qat'iy shakli belgilangan asosiy va muhim boigan o'zini tutish qoidalari. Marosimning o'zi unchalik muhim emas — eng asosiysi uning shaklidir. Ibtidoiy odamlarning hayotidagi ko'p hodisalar rituallar (marosimlar) yordamida o'tkazilgan. Bizga ma'lumki, qabiladoshlarni ovga yuborish, sardorlik lavozimini egallash, sardorlarga sovg'a taqdim etish marosimlari boigan. Marosimlardan so'ng udum- lar ajrala boshladi. Udumlar o'zida ramziy ma'nodagi harakat- larni o'tkazishdagi ba'zi qoidalarni aks ettiradi. Marosimlardan farqli o'laroq udumlarda shunday xususiyat borki, ular axloqiy (ideal) maqsadli va odam psixikasiga chuqur ta'sir ko'rsatadi. Insoniyatning yangi va yuqoriroq rivojlanish bosqichlarining ko'rsatkichlari bo'lmish odatlar keyingi davrlarda rivojlangan ijti- moiy me'yorlardir.

Ibtidoiy davrda rivojlangan yana bir ijtimoiy me'yor turi bu diniy me'yorlardir. Ibtidoiy odamlar tabiat kuchi oldida o'zining zaifligini sezar va uni xudoning kuchi deya qabul qilishardi. Dastlab, diniy sig'inish obyekti aniq bir buyum — «fetish» bo'lgan. Keyinchalik odamlar biror-bir hayvon yoki o'simlikka — «totem»ga sig'inishgan, chunki uni o'zining himoyachisi va ajdodlari deb hisoblashgan.

Ilk ibtidoiy jamiyatda odat va diniy me'yorlar bilan parallel ravishda axloq me'yorlari ham shakllangan bo'lib, ularni ijtimoiy me'yorlar deb atash mumkin. Ularning vujudga kelgan vaqtini aniqlab bo'lmaydi. Faqat shuni aytish mumkinki, axloq insoniyat jamoatchiligi bilan birga yaraladi va ijtimoiy nazorat- ning eng muhim shakllaridan biri hisoblanadi. Davlatlarning paydo bo'lishi bilan birga dastlabki huquqiy me'yorlar yuzaga kelgan.

Shaxs tomonidan qo'llaniluvchi barcha me'yorlar 2 guruhga bo'linadi:

1. Ijtimoiy texnik (noijtimoiy) me'yorlar.
2. Ijtimoiy me'yorlar.

Ular orasidagi farq nazorat predmetiga ko'ra aniqlanadi. Ay- taylik, ijtimoiy me'yorlar insonlar va ular o'rtasidagi munosabat- ni nazorat qilsa, texnik me'yorlar inson va tashqi dunyo, tabiat, texnika vositalari o'rtasidagi munosabatni nazorat qiladi. Bular: «inson — mashina», «inson — mehnat quroli», «inson — ishlab chiqarish» kabi munosabatlar.

1. NOIJTIMOIY ME'YORLARni bajarish odamga o'z faoli- yatida texnika yutuqlaridan, tabiiy va sun'iy obyektlardan foydala- nishga imkon yaratadi va shu bilan birga buni nazorat qiladi. Ularga texnika, qishloq xojaligi, iqlim bilan bog'liq,

fiziologik, biologik, fizik, ximik, sanitar-gigiyenik kabi me'yorlar taalluqli. Texnik va boshqa noijtimoiy me'yorlarga rioya etmaslik tabiat kuchi yoki moddiy obyektlar tomonidan odamlarning aniq qilmishlari uchun negativ, ya'ni yomon oqibatlarga olib keladi. Masaian, agrotexnik qoidalarini buzish hosildorlikning tushib ketishiga sabab bo'ladi. Agar texnikaviy me'yorlar bajarilmasa, Chernobl atom elektr stan- siyasidagi kabi falokat sodir bo'lishi mumkin.

2. IJTIMOIY ME'YORLAR insonlar o'rtasidagi munosa- batlarni boshqaruvchi harakatlar qoidasidir. Bu o'z navbatida shunday tusdagi barcha vaziyatlarda keng qo'llaniladigan va ta'riflangan vaziyatga tushib qolganlarning hammasi bo'ysunishi shart bo'lgan, bir odamning boshqa odamga nisbatan o'zini tu- tish qoidalarining masshtab, namuna va standartidir.

Me'yorlarning turlari.

Ijtimoiy me'yorlarni 3 asosga ko'ra tasniflash mumkin:

1) jamoatchilik munosabatlarini nazorat qilish sohasi bo'- yicha;

2) kelib chiqish usuliga ko'ra;

3) mustahkam.lanish usuliga ko'ra.

Jamoatchilik munosabatlarini nazorat qilish sohasi bo'yicha ijtimoiy me'yorlar quyidagi turlarga bo'linadi: udum, marosim, odat, urf-odat, huquqiy, axloqiy me'yorlar, koorporativ me'yorlar, siyosiy me'yorlar, diniy tashkilot me'yorlari, talabalar yotoqxonasi me'yorlari, estetik me'yorlar, etiket me'yorlari kabilar.

Xulosa: Inson shaxsi tuzilishida biologik (tabiiy) va ijtimoiy omillarning o'zaro nisbati masalasi hozirgi zamon psixologiyasidagi eng murakkab va munozarali masalalardan biridir. Ijtimoiy me'yorlarning turli ko'rinishlari bir vaqtning o'zida yuzaga kelmagan, balki zaruriyat tug'ilganligiga qarab birin-ketin vujudga kela boshlagan. Jamiyat rivojlangan sari ular murakkablashib borgan. Olimlarning ta'kidlashicha, ijtimoiy me'yorning dastlabki turlari ibtidoiy jamiyatda marosimlar (ritual) bo'lgan. Marosim — oldindan bajarilishining qat'iy shakli belgilangan asosiy va muhim boigan o'zini tutish qoidalari.

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Relationship of cross-linguistics with other fields

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Annotation

This article highlights the relationship, similarities and differences between hybrid linguistics and other disciplines. these aspects will be covered in detail in the following main sections

Keywords: Cross- linguistics, languages, differences, psychology, history, psysics

Аннотация

В данной статье освещаются взаимосвязи, сходства и различия между гибридной лингвистикой и другими дисциплинами. эти аспекты будут подробно рассмотрены в следующих основных разделах.

Ключевые слова: Кросслингвистика, языки, различия, психология, история, физика.

Crosslinguistic influence (CLI) refers to the different ways in which one language can affect another within an individual speaker. It typically involves two languages that can affect one another in a bilingual speaker. There are many subcategories of linguist, who focus on different aspects of language or on the ways that people interact with it. Some are interested in analysing the structure of languages themselves, and for these linguists a central part of their work is to build a comprehensive grammar of a language/dialect. However it's important to note that this task is one of description, not prescription. It is not a style guide, and it doesn't contain notions of what is "correct" or "incorrect", rather just recording all that is observed during a systematic survey process designed to learn the mechanics of that language.

A linguist working in this area will categorise the subject language according to accepted theoretical frameworks, employing universal notation wherever possible. In this way, the grammars of different languages can be directly compared for structural similarities and differences. And it turns out that the languages of the world have A LOT in common, even those languages with no attestable common ancestor and the languages of people who, until very recently, had no contact with the outside world. All languages have words for the basic concepts of human existence (mother, good, tree, walk, big, happy) and all languages have verbs and nouns, in some form or another.They also have certain fundamental differences. Whole many European

languages have two or three grammatical genders, some African languages have far more, and many languages of the world have none at all. English has a standard word order of subject-verb-object, whereas Japanese is S-O-V. Some languages have intricate conjugation and declension rules so that a single word conveys a wealth of information; others like Chinese have basically zero morphology and rely on word order and context to convey the relationship between the words spoken. Languages describe colours differently - a certain reddish orange might fall under the umbrella term "red" for some people, "orange" for others, and maybe even "yellow" for a few. Most languages describe direction with respect to an individual's point of view, acknowledging that your "left" is not necessarily my "left"; a minority use cardinal directions so in those languages you would be told to "turn north at the corner" and you'd instinctively know how to do that. All these similarities and differences lead to deeper questions about our perception and understanding of the world. There are not a lot of hard and fast answers, but the philosophical questions are intellectually stimulating in and of themselves. All this is made possible by the compilation of standardised grammars

psychology = psycholinguistics! Main areas of research are language perception and language production, from understanding sound systems to the mistakes people make to how fast people can and do use language. Another big field is child development, a massive part of which is first language acquisition; second language acquisition is an almost-equally large field. Related to language acquisition is bilingualism, and the cognitive effects of knowing and/or acquiring more than one language, as well as the mechanisms of bilingual acquisition.

history = historical linguistics! Language change and evolution are the name of the game: how much has a language/languages changed, and in what ways. Tracing linguistic changes back hundreds and thousands of years help historians track the movements of peoples all over the world, providing new insight as to who was where at what time doing what things, as well as advance our knowledge of which languages are descended from the same proto-language.

forensic science = forensic linguistics! This is where the law and linguistics meet. Forensic linguists do things like authorial identification of sensitive documents (ransom notes, suicide letters, threatening calls, etc.), judging the truthfulness of eyewitness testimonies, analyzing potentially violent discourse like abuse and bullying, and so on. Very important in understanding the judicial process and uncovering things like bias, like whether a judge is directing courtroom discourse towards a particular

outcome, whether a policeman's interrogation techniques are within legal confines, or whether a particular piece of written legislation marginalizes specific communities.

physics = phonetics! What? Physics? How?! Well sounds, of course! Phoneticians study the sounds in language, how they are produced and perceived by humans (see: psychology). But unlike phonologists, they focus on the physical properties of sounds: the lengths and frequencies of sound waves of all the different sounds in human languages, the use of articulators in our mouths (mainly lips, teeth and tongue), air flow through the oral and nasal cavities, and how those properties may change according to the linguistic environment.

Overproduction refers to an L2 learner producing certain structures within the L2 with a higher frequency than native speakers of that language. In a study by Schachter and Rutherford (1979), they found that Chinese and Japanese speakers who wrote English sentences overproduced certain types of cleft constructions:

'It is very unfortunate that...'

and sentences that contained There are/There is which suggests an influence of the topic marking function in their L1 appearing in their L2 English sentences.French learners have been shown to over-rely on presentational structures when introducing new referents into discourse, in their L2 Italian and English.This phenomenon has been observed even in the case of a target language where the presentational structure does not involve a relative pronoun, as Mandarin Chinese.

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O'ZBEKISTON RESPUBLIKASI VA UNING RESURS SALOHIYATI.

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Termiz davlat pedagogika institute talabasi

Annotatsiya:O'zbekiston Respublikasi Yevroosiyoning markazida joylashgan. Hududi shimoli-g'arbda Orol dengizi hamda Ustyurt platosidan, janubda Afg'oniston bilan tabiiy chegara vazifasini bajarayotgan Amudaryogacha, sharqiy va janubi-sharqiy tomonlarda Tyanshan hamda Hisor-Oloy tog'larigacha bo'lgan yerlarni egallagan holda, g'arbdan-sharqqa 14235 km ga, shimoldan—janubga esa 930 kmga maydoni cho'zilgan bo'lib, jami davlat chegaralarining umumiy uzunligi 6221 km ga teng.Ushbu maqolada O'zbekiston respublikasi va uning resurs salohiyati haqida ma'lumotlar berilgan.

Kalit so'zlar: Resurs salohiyati, chet el investitsiyalari, hamkorlik, " Qizil kitob" suv omborlari.

«O'zbekistonning hududiy makon xususiyatlari, uning jo'g'rofiy o'rni bizning ichki va tashqi siyosatimizni tanlash va amalga oshirishda katta ahamiyatga ega. O'zbekiston bugungi kunda qo'shni davlatlar - Qozog'iston, Qirg'iziston, Tojikiston, Turkmaniston va Afg'oniston o'rtasida bog'lovchi xalqa vazitasini o'taydi. Bularning barchasi respublikaning jahon iqtisodiyotiga integratsiyalashuvi, chet el investitsiyalarini jalb qilish, O'zbekistonni davlatlar o'rtasida o'zaro foydali hamkorlikning, tovarlar va kapital tranzilining o'ziga xos mintaqaviy markaziga aylantiradi». Ammo shunga qaramasdan, respublikaning dunyo okeaniga to'g'ridan-to'g'ri chiqish imkoniyatining cheklanganligi iqtisodiy geografik o'rnida biroz noqulaylik tug'diradi. Mamlakatimiz dunyo okeaniga chiqishi uchun har tomondan ikkita davlat hududini bosib o'tishi lozim. Dunyoda bunday davlatlar soni hozida 44 ta.

O'zbekistonni 200 ga yaqin davlat mustaqil deb tan oldi. 150 ga yaqin davlatlar bilan rasmiy diplomatik aloqalarini olib bormoqda. Dunyoning eng yirik tashkilotlari, kompaniyalari bilan yaqin hamkorlik aloqalari o'rnatilgan. Bunda, albatta, O'zbekistonning resurs salohiyati va uning boyligi muhim ahamiyat kasb etmoqda. Binobarin, xalqimizning tarixiy an'analari, urf-odatlari, qadriyatlari, o'tmishi bilan bog'liq tarixiy boyliklar, obidalar jahonning ko'pgina davlatlarida qiziqish uyg'otmoqda. Birgina «Sharq taronalari», «Asrlar sadosi» kabi xalqaro madaniy anjumanlarning respublikamizda o'tkazilishi jahon ham jamiyatida respublikamizning nafaqat tabiiy resurslari, balki madaniyat, san'at sohasida ham tanilishiga sharoit tug'dirmoqda. Mamlakatimiz yer maydoni 448,9 ming km. kv., shuning 3/4 qismini tekisliklar va platolar, qolgan 1/4 qismini tog' oldi hududlari va tog'lar egallaydi. Maydonining kattaligiga ko'ra, Buyuk Britaniya, Shveytsariya, Belgiya, Daniya,

Armaniston, Avstriya davlatlaridan oldinda turadi. O'zbekiston Markaziy Osiyo mamlakatlari ichida iqtisodiy jihatdan rivojlangan davlatlardan biridir. Ayniqsa, sug'orma dehqonchilik va u bilan bog'liq paxtachilik, ipakchilik va qorako'lchilik yuqori darajada taraqqiy etganligi respublikani paxta, pilla yetishtirish hamda qorakol teri tayyorlash bo'yicha jahon mamlakatlari ichida yuqori o'ringa olib chiqdi. Qolaversa, Respublikaning boy tabiiy resurslari, iqtisodiy-ijtimoiy va demografik salohiyati dunyo ham jamiyatida alohida o'rin egallashga, turli xalqaro va hududiy integratsion tashkilotlar bilan hamkorlik qilishga imkon beradi.

Bundan tashqari, temir yo'l sohasidagi hakmorlik tufayli Ispaniyaning «Talgo» kompaniyasi tezyurar poezdlari respublikamizda harakati yo'lga qo'yildi. Shuningdek, xorijdagi qator kompaniya va firmalar bilan aloqalarning yo'lga qo'yilishi nafaqat, sanoat, transport, balki qishloq xo'jaligida, xususan zamonaviy mehoratsiya texnikasini ishlab chiqarish va ta'mirlashni tashkil etish masalalarida hamkorlik qilish yo'llari ochilmoqda. Birgina Germaniyaning «Klass» kompaniyasi bilan zamonaviy, ish unumi yuqori bo'lgan traktorlar. g'alla o'rish kombayinlari va boshqa qishloq xo'jaligi texnikasini ishlab chiqarishning tashkil etilishi ham bunga misol bo'ladi. Yevropa ittifoqi davlatlari bilan bo'layotgan sherikchilik va hamkorlik aloqalari O'zbekiston ning xavfsizligi va taraqqiyotini ta'minlashga xizmat qilmoqda. Mazkur hamkorlik va sherikchilik iqtisodiy, madaniy, ilmiy, siyosiy sohalarda tobora keng rivojlanmoqda. Bular barchasi, O'zbekistonning xalqaro ham jamiyatida tutgan o'rnini yanada mustahkamlashda alohida o'rin tutadi.

Respublikaning tabiiy resurs salohiyatida suv resurslari alohida o'rin egallaydi. Chunki, mamlakat iqtisodiyotining rivojlanishida, ayniqsa, qishloq xo'jaligi tarmog'ining taraqqiyotida suv yetakchi omil vazifasini bajaradi. Suv bilan mamlakat hududini ta'minlashda uning eng yirik daryolari Amudaryo (1437 km) va Sirdaryo (2137 km) muhim ahamiyat kasb etadi. Bu daryolardan Amudaryoning suv hajmi katta. Shuningdek, Norin, Zarafshon, Chirchiq, Surxondaryo, Qashqadaryo, Sheroboddaryo, Qoradaryo va So'x kabi jami 50 ga yaqin daryolar ham mavjud bo'lib , ular asosan berk havzada joylashgan, qor va muz suvlaridan to'yinadi. Iqlimning issiqligi va quruqligi ushbu daryo suvlarining ko'plab sug'orishga va bug'lanishga sarflanishiga sabab bo'ladi. Suv resurslari tarkibiga daryolardan tashqari, ko'llar, kanallar, suv omborlaridagi suvlar ham kiradi. Chunonchi, O'zbekistondagi ko'llar turli katta-kichiklikda bo'lib, tabiiy ravishda hamda daryo, irrigatsiya tizimlari oqavalaridan hosil bo'lgan. Eng yirik ko'llarga Orol dengizi, Amasoy, Sudoche ko'llari misol bo'ladi. Orol dengizi oxirgi 40 yil mobaynida 15-16 metrga pasayib ketdi, qirg'og'i chekindi, suv sathi qariyib 5 martaga kamaydi.

0‘zbekiston Respublikasini iqtisodiy taraqqiy etishi, jahonning rivojlangan davlatlari qatoriga kirishida tabiiy geografik sharoitlarining qulayligi, xilma-xil tabiiy hamda inson resurslari bilan yaxshi ta'minlanganligi katta imkoniyatlar yaratadi. Suv-yer resurslariga nisbatan O‘zbekiston o‘simlik va hayvonot dunyosiga o‘ta boy. Ayniqsa, o‘simliklarning 25 mingdan ortiq xili mavjud bo‘lib, ularning ko‘pchiligi Qizil kitobga kiritilgan. O‘simliklaming aksariyatidan oziqa sifatida foydalansa, ba'zilaridan farmatsevtika sohasida keng ishlatishadi. Hayvonot dunyosida 97 ga yaqin sut yemizuvchilar, qushlarning 410 ga yaqin turi, sudralib yuruvchilarning 57 ta turi, baliqlarning 60 ga yaqin turi, hashoratlarning 15 mingdan ortiq turi uchraydi. Tulki, chiyabo‘ri, bo‘rsiq. ondatra, nutriya kabi qimmatbaho mo‘yna beradigan hayvonlar, 60 dan ortiq turdagi ovlanadigan qushlar, ayiq, qoplon, bars, qunduz, alqor kabi hayvonlar respublika florasini boyitib kelmoqda.

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THE ROLE AND IMPORTANCE OF THE MASS MEDIA IN IMPROVING SOCIETY'S LITERACY

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Abstract: This article talks about the role of the mass media in today's developing era and the role and importance of the mass media in shaping the society's spirituality and political thinking, as well as about the effective reforms that are being implemented in the world and our republic in.

Key words: information, mass media, media space, mass culture, information code, internet, information and communication technologies.

New information technologies, and especially the Internet, have created a new situation on a global scale. Journalism began to influence qualitatively renewed relations between individuals, society and the state. The concept of "Global Village", figuratively expressed by Professor Marshall McLuhan of the University of Toronto in the 60s of the last century, continues to become a reality. Today, all humanity is compacting to the size of a community. Instead of industrial society, the role of mass communications and information has increased immeasurably.

During the years of independence, the legal, social, political and economic conditions necessary for the activity of free mass media were formed. Reforms aimed at developing mass media as an institution of civil society continue consistently. The important thing to note is that the public realized that it is impossible to build a civil society and ensure human freedom and rights without developing free mass media.

The recent emergence of new electronic mass media is a sign that the information field is developing rapidly. Ensuring citizens' right to reliable information is the duty of the mass media, a fundamental principle of democratic government. In Uzbekistan, the mass media serve as a platform for the delivery of such information and play an important role in effective cooperation between the government and the public.

The activity and number of mass media during the years of independence of Uzbekistan has been developing widely in the following years. In particular, according to the statistics of October 1, 2022, "the number of mass media in the national information space is 1,962, and the number of Internet publications is 733"1. Another piece of information is that if in 2019 the number of sources of information services in state and non-state organizations - official websites, channels on social networks - was 559, then in 2021 this number reached 2410. As of October 1, 2022, the population of our country was 35.8 million people, and 24.7 million people over the age of 15 were
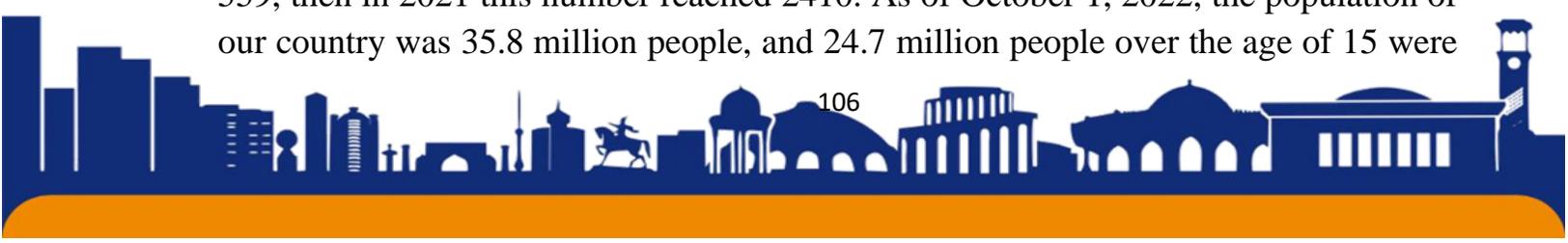
able to actively exercise public control. , per capita, these numbers are very low. Today, through mass media or social networks, it is easy to rely on the national idea for the problem of the people, the country's perspective in the philosophical thinking of the society, to ensure the freedom of speech, to see the result of the solution of ideas in real life within the philosophical thinking of every citizen.

Considering that the issue of ensuring freedom of speech and the press occupies a special place in the development of civil society, First President Islam Karimov says: "The most important priority in terms of further development and qualitative renewal of our society is the protection of human rights and freedoms, It is correct in all respects to say that democratic principles that ensure freedom of speech and press, as well as transparency, and the openness of reforms in society, are implemented not in words or on paper, but in practical life.

The achievement of independence of our country initiated a new stage in the liberalization of the information sphere and the provision of freedom of speech. Over the past years, extensive reforms and many measures have been implemented in this area. In this regard, it is necessary to note that an excellent legal framework has been created for the activity of information media and that it plays an important role in ensuring the freedom and rights of people in the field of receiving information.

He started the next stage of national development. Young people are the priceless wealth of our nation and state. All conditions are created for them, the door of opportunities is wide open. The decree of the head of our state on July 5, 2017 "On improving the effectiveness of the state policy on youth and supporting the activities of the Youth Union of Uzbekistan" brought the work in this regard to a new stage. The large-scale reforms that are being carried out are primarily aimed at forming a healthy world view of Uzbekistan's youth. On the way to this goal, it is necessary for the state and society to create ample opportunities and provide all-round support for each young person to set great goals for themselves and achieve them. This expresses the urgency of the issue by demanding to be more responsible and not indifferent to the education of the young generation. Significant work has been done in our country to ensure freedom of speech, to reorganize the management system of the information and mass communications sector, and to increase the role of mass media in solving the problematic issues of socio-political and socio-economic development.

At the same time, the analysis of the current situation in the field shows that the challenges arising in the media space are not being responded to quickly and appropriately, and the society's needs for timely provision of comprehensive information about the large-scale reforms being implemented in the country. requires a

significant increase in the work in the field of information services of state bodies and organizations, bringing the activities of mass media to a new level in terms of quality.

Young people are the priceless wealth of our nation and state. All conditions are created for them, the door of opportunities is wide open. The decree of the head of our state on July 5, 2017 "On improving the effectiveness of the state policy on youth and supporting the activities of the Youth Union of Uzbekistan" brought the work in this regard to a new stage. The large-scale reforms that are being carried out are primarily aimed at forming a healthy world view of Uzbekistan's youth. On the way to this goal, it is necessary for the state and society to create ample opportunities and provide all-round support for each young person to set great goals for themselves and achieve them. This expresses the urgency of the issue by demanding to be more responsible and not indifferent to the education of the young generation.

To improve the effectiveness of information delivery aimed at improving the image of our country in the world community, to regularly publish articles in the international mass media and in the international media space, to promote the country's achievements to the general public, regularly hold briefings, roundtables, conferences, in the international space. Tasks such as periodic publication of detailed author's materials about Uzbekistan with foreign mass media promoting a positive image of Uzbekistan are set to be implemented in 2022-2026 according to the "Development Strategy of New Uzbekistan"

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KORRUPSIYANING SIYOSATGA TA'SIRI
X.Z.Mirzaaxmedov, tadqiqotchi.

Korrupsiyaning siyosatga ta'siri bo'yicha olib borilgan tadqiqotlar tahlili ushbu mavzuni tushunishimizga yordam beradigan muhim natijalarni beradi. Natijalar korrupsiya va siyosat o'rtasidagi murakkab munosabatlarni ta'kidlab, uning oqibatlari va oqibatlarini yoritib beradi.

Korrupsiyaning demokratiyaga putur yetkazishi:

Jonston (2014) tadqiqoti shuni ko'rsatadiki, korrupsiya demokratik institutlar va jarayonlarga putur yetkazishi mumkin. Bu oshkoralik, hisobdorlik va adolat tamoyillarini zaiflashtiradi, xalqning saylangan vakillarga bo'lgan ishonchini yo'qotadi va demokratik boshqaruvning qonuniyligiga putur etkazadi.

Korrupsiyaning sabablari va oqibatlari:

Lambsdorffning tadqiqoti (2017) mamlakatlar bo'ylab korrupsiyaning sabablari va oqibatlarini o'rganadi. Unda korrupsiyaga yordam beruvchi siyosiy, iqtisodiy va ijtimoiy omillar aniqlanib, uning siyosiy barqarorlik va iqtisodiy rivojlanishga salbiy ta'siri ko'rsatilgan.

Islohotlar va korrupsiyaga qarshi choralar:

Rouz-Akermanning kitobi (1999) korrupsiyaga qarshi kurash va islohotlarni amalga oshirish strategiyalari haqida tushuncha beradi. Unda huquqiy va institutsional asoslarning ahamiyati, shuningdek, davlat organlarida korrupsiyaga qarshi kurashishda shaffoflik va hisobdorlikning roli muhokama qilinadi.

Korrupsiyaning siyosiy barqarorlikka ta'siri:

Mendez va Kruk tadqiqoti (2020) korrupsiya va siyosiy barqarorlik o'rtasidagi munosabatni o'rganadi. Bu korrupsiya siyosiy tizimlar barqarorligiga qanday putur yetkazishi mumkinligini ko'rsatib, barqaror boshqaruvni ta'minlash vositasi sifatida korrupsiyaga qarshi kurashish zarurligini ta'kidlaydi.

Korrupsiyaning hukumat hajmiga ta'siri:

Goel va Nelsonning tadqiqoti (2016) korrupsiyaning davlat resurslari hajmi va taqsimotiga ta'sirini o'rganadi. U korrupsiyaning davlat xarajatlarining turli qismlariga qanday ta'sir qilishi mumkinligini ta'kidlab, siyosiy qarorlar qabul qilish jarayonida korrupsiya natijasida yuzaga kelgan buzilishlar haqida tushuncha beradi.

Ijtimoiy me'yorlar va ijro mexanizmlarining o'rni:

Fisman va Migelning (2007) tadqiqotida korrupsiyaga qarshi kurashda ijtimoiy normalar va huquqni qo'llash roli o'rganiladi. Bu korrupsiyaga qarshi samarali kurashishda norasmiy va rasmiy institutlarning muhimligini ta'kidlab, kompleks yondashuv zarurligini ta'kidlaydi.

Tahlil shuni ko'rsatadiki, siyosatdagi korrupsiya keng ko'lamli oqibatlarga olib keladi, jumladan, demokratik institutlarning yemirilishi, siyosiy jarayonlarning buzilishi, resurslarning teng taqsimlanmaganligi, qonun ustuvorligining zaiflashishi, xalq ishonchining pasayishi va iqtisodiy zarar. Ushbu xulosalar korrupsiyaga qarshi kuchli chora-tadbirlarni amalga oshirish, siyosiy tizimlarda shaffoflik, hisobdorlik va halollikni ta'minlash zarurligini ta'kidlaydi.

Korrupsiyaning siyosatga ta'sirini yumshatish uchun keng qamrovli islohotlar, jumladan, demokratik institutlarni mustahkamlash, samarali huquqiy va institutsional asoslarni joriy etish, siyosiy jarayonlarda shaffoflikni ta'minlash, halollik va fuqarolar ishtiroki madaniyatini oshirish zarur. Siyosatdagi korrupsiyaga qarshi kurashish demokratik tamoyillarni himoya qilish, jamoatchilik ishonchini tiklash, barqaror va inklyuziv rivojlanishni rag'batlantirish uchun muhim ahamiyatga ega.

Korrupsiyaning siyosatga ta'siri tahlili siyosiy tizimlardagi korrupsiyaning murakkab dinamikasi va oqibatlari haqida qimmatli fikrlarni beradi. Ushbu topilmalarni tushunish orqali jamiyatlar korrupsiyaga qarshi kurashish, shaffoflik va hisobdorlikni ta'minlash hamda demokratik boshqaruv tamoyillarini qo'llab-quvvatlash uchun maqsadli strategiya va islohotlarni ishlab chiqishi mumkin. Korrupsiyaning siyosatga ta'sirini tahlil qilish tizimli metodologiyadan foydalangan holda olib borildi, unda adabiyotlarni ko'rib chiqish va tegishli tadqiqot ishlarini sintez qilish kiradi. Korrupsiyaning siyosatga ta'siri bilan bog'liq asosiy topilmalar, tushunchalar va natijalarni olish uchun tanlangan tadqiqot tadqiqotlari to'liq tahlil qilindi. Tahlil tadqiqotlar davomida umumiy mavzular, naqshlar va munosabatlarni aniqlashga qaratilgan. Olingan ma'lumotlar korrupsiyaning siyosatga ta'sirining turli o'lchovlari bo'yicha tashkil etilgan va tasniflangan.

Xulosa qilib aytganda, korrupsiyaning siyosatga ta'siri tahlili korrupsiyaning siyosiy tizimlardagi oqibatlari va oqibatlari haqida muhim tushunchalarni ochib beradi. Keng qamrovli adabiyotlarni ko'rib chiqish va tegishli tadqiqot tadqiqotlarini sintez qilishdan iborat tizimli metodologiya orqali biz korrupsiya va siyosat o'rtasidagi ko'p qirrali munosabatlarni chuqurroq tushunishga erishdik. Tahlil shuni ko'rsatadiki, korrupsiya demokratik institutlarga putur yetkazadi, siyosiy jarayonlarni buzadi, resurslarni teng bo'lmagan taqsimlash orqali ijtimoiy tengsizliklarni kuchaytiradi, qonun ustuvorligini zaiflashtiradi, aholining siyosiy tizimlarga ishonchini yo'qotadi va salbiy iqtisodiy oqibatlarga olib keladi. Bu xulosalar korrupsiyaga qarshi qat'iy choralar va siyosatda shaffoflik, mas'uliyat va halollikni rag'batlantirish zarurligini ta'kidlaydi.

VOLUME-1, ISSUE-11
MORAL AND LEGAL FOUNDATIONS OF INFORMATION SECURITY IN UZBEKISTAN

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Abstract: In this article, we will talk about the loss and alteration of information about what is information security it is said that information is protected on any carriers from accidental and intentional effects of directed natural or artificial nature.

Key words: information security, information resources, constitution, information reserve, technologies, information systems.

Loss and alteration of data in the name of information securityit is said that information is protected on any carriers from accidental and intentional effects of directed natural or artificial nature. It is known from history that the previous threat was only the theft or copying of confidential messages and documents, while the current threat is the collection of computer data, electronic data, electronic arrays without asking the owner's permission. is to use. "In addition to these, the desire to get material benefits from these actions has also developed." Information protection must be organized in such processes.

"Information protection" management and production activities ensuring information security and the integrity of the organization's information reserves, robust, ensuring reliability, ease of use and privacy to the regulated dynamic technological process" to the owner of the information, illegal that wants to harm its user and another person any documented, i.e., identification from the transaction the information recorded on the tangible object should be protected if the details of the provider are provided.

The objectives of information protection are as follows is:

- prevention of unauthorized leakage, theft, loss, alteration, falsification of information;

- prevention of danger to personal, society, state security;

- prevention of unauthorized actions to destroy, change, falsify, copy, suppress information;

- ensuring the legal order in the amount of documented information, preventing any attempts of illegal interference with the information reserve and information system;

- protection of the constitutional rights of citizens who protect personal privacy and confidentiality of personal information available in the information system;

- to keep the state secret, the confidentiality of documented information according to law;

- ensuring the rights of subjects in the creation, development and use of information systems, technologies and the tools that provide them.

The Constitution of the Republic of Uzbekistan is the main source of norms regulating relations in the field of information in our country. The most important and forward-looking plans and goals of the life of the state and society are defined in the basic law. In particular, information and relations related to it are defined in the chapter "Personal rights and freedoms" of our basic law. All the rest is in the field of information Laws and regulations regulating relations are our basic law It was adopted on the basis of our Constitution and to strengthen the norms established in it. We can see that in many norms of our constitution, which is a regulatory legal document that primarily regulates the most important aspects of the state and society, information security is regulated in a legal way.

According to this norm, the representatives of the fields and sectors that work organically with information in our country are directly responsible for the reliability and validity of the information they collect and distribute, as well as for compliance with the information and the requirements and standards set for it. That is, mass media are directly responsible for the accuracy and truthfulness of the transmitted information. In addition, the following norms in Articles 27 and 29 of our constitution are the main legal norms that serve to directly ensure information security: may not reveal the secret of correspondence and telephone conversations", this constitutional norm also strengthens the norm of ensuring the security of information and protecting the security of citizens in the field of information.

It is determined that the state regulation of the information sector will be carried out by the Cabinet of Ministers of the Republic of Uzbekistan and the body it has specially authorized. According to this law, information resources containing information on state secrets and confidential information or information whose free use is restricted by the owners of information resources are included in information resources with restricted access, and the owners and owners of information resources can freely use them all. it is necessary to ensure the free use of possible information resources by legal entities and individuals on the basis of equal rights.

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VOLUME-1, ISSUE-11

An Analysis of Teacher's Techniques in Teaching English Vocabulary to Young Learners in English Courses

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Abstract:

The purpose of this study is to characterize the methods that educators employ when instructing young students in English vocabulary. This study was of the descriptive research type. Six English teachers who instruct pupils in three English classes at the elementary school level in Lubuk Basung from the third to the sixth grade participated in this study. Data for the study was gathered through interviews and observation. Every instructor was observed and interviewed, and some of the pupils chosen through purposive sampling were also interviewed. Next, a qualitative method was used to analyze the data. The results of this study demonstrated the eleven techniques that English teachers use to teach vocabulary: role-playing, reading aloud, illustrating, utilizing demonstrations, displaying real objects, drawing, associated vocabulary, translation, and

lexicon, contrast, elicitation, gesture, mime-expression, and word. Teachers employ those methods to help their students expand their vocabulary. These methods allow the instructor to impart knowledge to the learner in an understandable manner.Because of their own willingness, a number of pupils are driven to learn vocabulary by reviewing the lessons and memorization of the terms.

1. **Keywords:** Teacher's techniques, teaching English vocabulary, young learners, English courses

2. INTRODUCTION

The main subject that young learners of English study is vocabulary. Most of the instruction given to young students in English learning programs will enable them to the knowledge of vocabulary. Since words form the basis of a language, teaching vocabulary is the most important part of teaching a language [1]. As a result, teachers should be concerned with efficiently teaching this subject to young students. Teaching vocabulary to young learners is not, however, like teaching a language. There are many things that need to be thought about.

The main components of teaching vocabulary to young learners are the resources, the teaching approach, the plan, and the procedures. Of those points, however, the methods used by teachers are the most important. This argument stems from the young learner's unique learning style. Young learners exhibit a few traits, including a short attention span, creativity, enjoyment of imitation, and play-based

learning [2]. As a result, instruction for this student body needs to be more focused than for adults. It is recommended that educators develop a variety of engaging and relevant teaching strategies to maintain students' enthusiasm for studying.

In order for the students to enjoy their education and become proficient in the provided language, the strategies must be prepared and used properly. The reason for this is that successful and appropriate teachers are those who possess and use techniques, while good techniques are meaningless in the absence of such teachers [3].

Teachers are facing difficulties as a result of this necessity to teach young learners. For some teachers, it can be difficult to engage and achieve both types of learners. Young learners exhibit a few traits, including a short attention span, creativity, enjoyment of imitation, and play-based learning [2]. As a result, instruction for this student body needs to be more focused than for adults. It is recommended that educators develop a variety of engaging and relevant teaching strategies to maintain students' enthusiasm for studying. The procedures ought to be plan and connected viably, in this way the learners might appreciate their learning and ace the lexicon given. It is since great instructors are them who know and apply the strategies successfully and suitably, and the great strategies are futile without this kind of great instructors [3]. This necessity of instructing for youthful learners has ended up issues for instructors. Picking up both learners; intrigued and accomplishment are challenging for a few instructors. Giving and applying the most excellent procedures for teaching vocabulary to youthful learners are the foremost vital prerequisite for educating youthful learners in each English learning program. With respect to the English learning program for youthful learners, there's a common conclusion that the learners will have way better English capability in the event that they are sent to English courses. Investigating the educating and learning handle, particularly the teachers' methods in English courses has gotten to be essayist intrigued. Subsequently, the analyst intrigued in inquire about educating lexicon entitled "An examination of teachers' methods in instructing English lexicon to youthful learners at English course in Lubuk Basung".Within the essayist pre-observation, there were several procedures utilized by the instructors within the courses educating lexicon such as memorize, interpret, sing a tune, and play a diversion. In any case, these strategies are still constrained in the event that compared to the strategies clarified by specialists in dialect educating. More perception is required to discover out the way the instructors educate lexicon to the understudies. It was too known that the understudies who connect those courses have

way better English than the understudies who as it were learn English from school. It can demonstrate from the students' English scores. The genuine procedures and their usage at these English courses are required to investigate since the instructors ought to have distinctive strategies to educate their understudies.

2.LITERATURE REVIEW

With respect to the instructing lexicon for youthful learners, there are two major focuses to examine; foremost and methods for educating lexicon for youthful learners.

2. 1. The Central of Educating for Youthful Learners Youthful learners are the learners who are not grown-up however, they are included in basic school. Knowing the age and level of the learners is vital for the educator to know and get it how and what to instruct.Learners have diverse needs and competences depend on their age. In this way, the foremost foremost figure to consider in educating youthful learners is knowing their characteristic and the suitable methods to utilize.There are a few common characteristics of youthful learners; they know circumstance quicker than the dialect, their understanding comes through touching, seeing, and hearing, exceptionally coherent, they have brief consideration and concentration span, they have trouble in separating truth and fiction, they cannot determine what to memorize by themselves, they learn through playing, and when they are interested, they are excited and positive, and they have their possess intellect almost the world To consider those characteristics, the instructors ought to get it the distinction within the way of educating youthful learners and grown-ups. Their linguistic, mental, and social improvement are diverse.In this way, the instructors ought to consider how they think about the dialect and the educating exercises they utilize.In learning lexicon, the characters of youthful learners are: in case they don't get it, they still react to the meaning of words, they regularly ponder in a roundabout way,learn everything around them, the intrigued and excitement approximately their world, their information comes from what they listen, see, and associated specifically each day.The instructors ought to keep in mind a few fundamental standards in instructing lexicon to youthful understudies.To begin with, the educator ought to lock in the student's intrigued and think whereas learning since youthful learners crave almost learning modern words. Youthful learners are able to get it the concept of words well than linguistic use. Without straightforwardly being instructed, they will get it themeaning Moment, instructors must present vocabularies that they can see, touch, play, and associated with since youthful understudies are not arranged to memorize unique words

beyond their creative energy. Third, the educator ought to educate constrained vocabularies in one assembly since children have restricted consideration span. At that point, it can return to within the another assembly to assist them memorize the words that have learned Fourth, in instructing lexicon to young learners, the educator ought to lock in the understudies to know not as it were its word but too other related words such as its meaning, utilize, and shape. Final, the educator ought to educate the learners in combination instead of in confinement since youthful learners arenot able to examine the composition of thedialect framework, such as language structure.

2. 2 Procedures for Educating Lexicon Teachers' information around age and characteristics of learners can moreover offer assistance them succeed in apply educating procedure within the classroom. Instructors are anticipated to be able to discover different and curiously strategies since children are simple to urge bored. Strategies in instructing and materials in learning are given to understudies must be

curiously and agreeable so that keep their attention in learning. The procedure in teaching may be a collection way utilized within the teaching-learning handle. In this think about, the investigate can share some techniques for educating lexicon. There are numerous strategies to innovative the meaning of unused words [11].The primary is appearing real objects and appearing models. It may be a exceptionally supportive procedure to instruct lexicon to beginners. By appearing the genuine objects can instruct numerous things of lexicon and sense to the learner. In appearing implications, genuine objects or models are exceptionally successful but within the taking care of of genuine objects. The moment, utilizing demonstrations and pictures,

instructor can appear a few words or the picture to understudies.It makes the instructing learner-centered. A instructor can hone appropriate for words or lexicon and inquire the learners to mimic. This strategy is simple and can be

practiced.The third is drawing. For understudies, drawing can be a curiously way to instruct lexicon. Drawing is an basic procedure to presenting lexicon to youthful

learners. The meaning of things, activities, qualities, and relations can be clarified by drawing. The following is related lexicon. It is simple to educate these whole words together on the off chance that one topic consists of a few words. For example, it is straightforward to educate words like apple, orange, watermelon, together within the setting of natural product than these words in separation. The another is the Word reference. A educator should energize learners to explore for words in word references. The noteworthy and viable component of understanding a word is by investigating word reference sections The following is the diversion. It increments the students' memory of words. It impacts learning since one of the youthful learner's

VOLUME-1, ISSUE-11
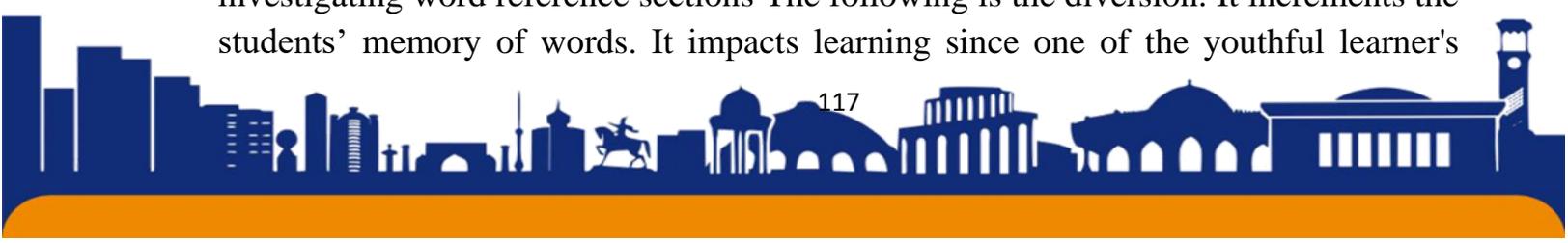
characteristics is simple to lose consideration. Hence the instructor ought to give an pleasant and fun amusement in learning lexicon. The final method to examine in this ponder is Emulate,Expressions, and Motions. "Mime or signal is valuable on the off chance that it emphasizes the significance of motions and facial expression in communication expression in communication. Numerous words can be presented through emulate, expressions, and motions. For case, descriptive words: "upbeat"," pitiful"; emulate and taking a cap off your head to educate cap, and so on" [12].

There are various other strategies proposed by specialists that can execute in instructing lexicon for youthful learners. They ought tobe connected by considering

the principals of educating lexicon to youthful understudies.

3. METHOD

This ponder was conducted at three English courses in Lubuk Basung. In arrange to gather the information with respect to the instructors procedures in educating lexicon for youthful learners at three English courses in Lubuk Basung, the author conducted perception to six English teachers' at this three distinctive English courses. The

instructors watched each teacher's acts and exercises that reflect their genuine methods in instructing. The perception was taken after by meet to affirm the information taken from the perception. The meet was moreover included a few questions related to the educating lexicon strategies connected by the instructors at those three English courses. Perception and interviews were conducted to each educator and interviews were too carried out to a few of the understudies. At long last the author accomplished the information on the genuine strategies connected by the instructors in instructing lexicon for youthful learners in these three English courses.

4.CONCLUSION

Based on the result of perception and meet with respect to the instructors methods in educating lexicon for youthful learners, the instructors at three English courses in Lubuk Basung utilized different and particular instructing methods intuitiveness in educating lexicon to Rudimentary level understudies in arrange to make the youthful learners intrigued in learning lexicon and to attain the understudies dominance in lexicon.
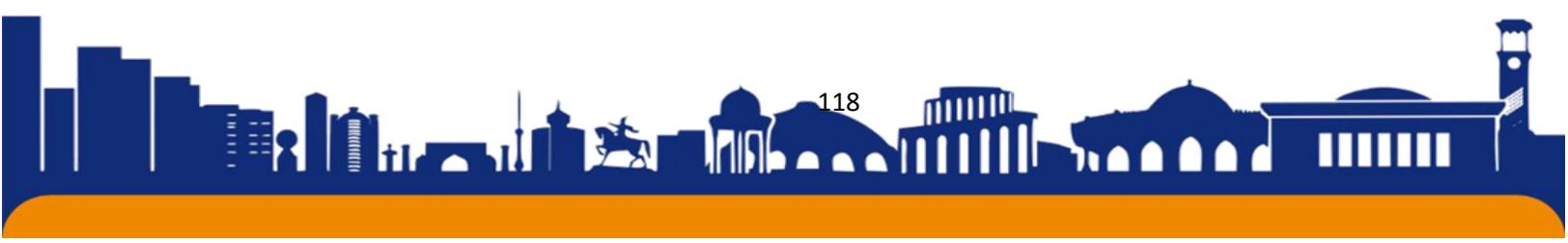
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VOLUME-1, ISSUE-11

LEXICAL STYLISTIC DEVICES

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ANNOTATION

The level of study and meaning of lexical literary devices are presented in the given article. Essential aspects of lexical tools and information about various research methods and their study will be discussed.

Terms belonging to the lexical level of the language and analyzes of lexical devices given by a number of terminological dictionaries and literary sources will be explained in the article.

In this article, we would like to mention different approaches to the study of literary terminology of figurative language, more specifically lexical stylistic devices.

There are many types of figurative language, including literary devices such as similes, metaphors, personification, and many others.

Key words: metaphor, metonymy, perspective, limitation, epithet, contiguity, context.

MAIN STYLISTIC DEVICES

Metaphor is the transfer of the name of one thing to another on the basis of the similarities and similarities of two things.

Metaphor has no formal limitations: it can be a word, a sentence, any part of a sentence or the whole, even part of the text or the entire text (Алиса в стране чудес).

Metaphors can only exist within a context.

Metaphors bring the reader to the surface to gain a new perspective on things.

The main function is to create images.

Example: England has two eyes: Oxford & Cambridge.

Style metaphors can be classified semantically and structurally.

Semantically: In true metaphor, the conflict between two meanings results in something of an Imadgenery.

Real metaphors are found in emotional poetry and prose.

In a misleading metaphor, this is perceived vaguely.

For example, a chair leg, a ray of hope.

Misleading metaphors used in articles.
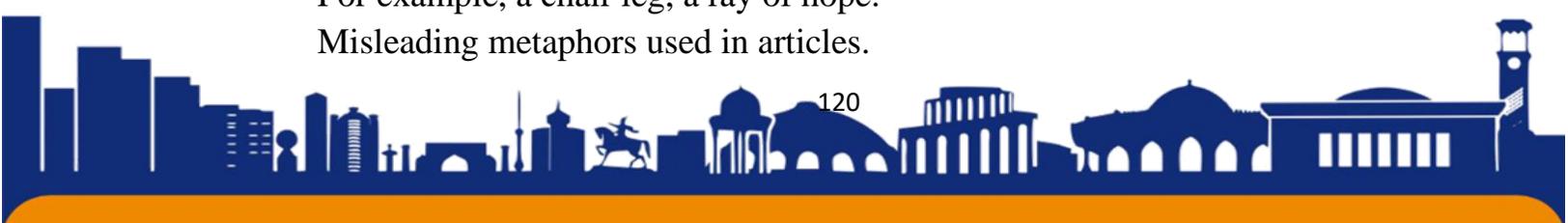
Structurally metaphors can be classified as simple (realized in one word and creating one image) and sustained (realized in a number of a logically connected words sentences) Metaphor may be based on similarity: Appearance or farm – nut – opex, голова.

Temperature – boiling hot – кипяток, вспыльчивый характер.

Similarity of color – violet – фиолетовый, фиалка.

Similarity of function of use – hand – рука, стрелка часов.

The names of animals – ass – осёл, упрямый, глупый.

Metonymy is the transfer of meaning based on contiguity.

Metonymy is based on possible types of association:

1. part for the whole (a flight of fifty sails).
2. symbol for symbolic object (baldhead).
3. barrel instead of container (whole room applauds).
4. the material for the thing made of (glasses).
5. the author for his work.
6. the instrument for the agent of the action performed (his pen knows no compromise).

Metonymy is expressed by nouns.

Epithet expresses a characteristic of an object existing or imaginary. It's basic feature is emotiveness and subjectivity: the characteristic attached to the object to qualify it is always chosen by the speaker himself.

Thus epithet is based on interplay of logical and emotive meaning. The later is born in context & prevails over the logical meaning. Logical attributes (which are not stylistic devices) are objective and non-evaluative.

E.g.: a pretty young girl – logical attribute, a care and radiant maiden - epithet.

Epithets can be classified semantically (cold-blooded murder) and structurally (a lip sticky smile). Richard the Lion Heart.

SUMMARY COMPLETION: Stylistic devices are important in both writing and speaking because they add originality to your writing by providing clarity, emphasis, and freshness of expression. Reading a text with well-arranged stylistic devices is more enjoyable than reading a simple text.

The lexical elements of style are expressed at the word level, and variations in style may arise from the addition, deletion, or substitution of words.

These variations can result in a text that is often different in feeling, form, excitement.

When measuring the quality of written text, especially academic writing, lexical features are as important as grammatical features and should not be ignored.

The highly computational nature of vocabularies can make them good criteria for determining and measuring text quality.

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VOLUME-1, ISSUE-11
THE ANALYSIS OF ADVERTISEMENT FOR COCA-COLA

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ANNOTATION

This article presents an eco-linguistic framework for advertising analysis and applies it to a variety of Coca-Cola television commercials. This particular product was selected due to widespread criticism regarding its impact on health and the environment. The framework classifies ads into one of five types: classic, identity, narrative, cause, and access, with many ads being a combination of several types.

The analysis uses multimodal discourse analysis to reveal the underlying messages behind the ads and evaluate them according to an ecosystem based on the World Health Organization's One Health concept. The goal of the analysis is to reveal the linguistic and multimodal features used to persuade people to buy products that are potentially harmful to both consumers and the environment. The results can be practically applied in critical language awareness materials that can promote healthier and more environmentally beneficial purchasing.

Keywords: advertising; Coca-Cola; discourse; eco-linguistics; multimodality

Classic-type advertising

Early TV advertisements for Coke were primarily what I call classic-type advertise- ments. A classic-type advertisement describes the properties of the product being advertised, represents them in a favourable light, and ends with an explicit state- ment that calls on the viewer to buy the product. Classic-type advertising can be seen in some of the slogans that Coca-Cola has used to promote Coke over the years.

In 1886 the slogan was, 'Drink Coca-Cola' - an imperative that contains the name of the product and explicitly calls on the viewer to consume it.

In 1904, the slogan was 'Delicious and Refreshing', which focuses on the properties of the product, with 'Coke is being implied to make a full clause.

In 1905, the slogan "Coca-Cola revived and sustained" made the drink a positive agent with a positive impact on consumers.

In 1959, the slogan "Be Really Cool" involved "drinking Coke" to make it a full term.

VOLUME-1, ISSUE-11

Identity Style Advertising

Coca-Cola's more recent slogans associate the product with positive things that lie beyond the commercial world and exist instead in what Habermas calls "the life world. " live" (see Fairtlough 1991).

For example: Stibbe DE GRUYTER MOUTON Life Tastes Good (2001) Real (2003) Make It Real (2005) The Coke Side of Life (2006) Open Happiness (2009) Taste the Feeling (2016) Real Magic (2021) Faith is Magic (2022) Only the tagline "The Coke Side of Life " refers clearly to the product, but even then it is a complement to "life," making life, as the beginning of the sentence, the main focus.

In "Life Tastes Good" and Taste the Feeling, the product is not mentioned explicitly but is evoked by the word "taste.

" The phrase "Extended Happiness" also refers to opening a bottle or can, mistaking the product for joy.

Other slogans do not mention or allude to the product, but because they appear on screen next to the Coca-Cola logo, they still link elements of the slogan (e.g.magic) to the product.

There is thus an erasure of the product, but of the "trace" kind, in which more or less subtle allusions remain.

SUMMARY COMPLETION: In this article, I have described five types of advertising: classic, and identity types of advertisements.

Most ads include a combination of several of these types.

However, we can see a gradual shift from classic ads that attractively describe product features and entice viewers to buy them, to ads that use stories and offer loud ethical statements while the product itself is even placed in the background.

The article focuses on Coca-Cola advertising, as an example of a company being criticized for its unethical practices of promoting an unnecessary, unhealthy, and environmentally destructive product to people. Consumption worldwide.

Of course, similar analysis could be performed on thousands of other advertisers and their products.

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VOLUME-1, ISSUE-11

TYPES OF SPEECH. CLASSIFICATION OF STYLISTIC DEVICES. LEXICAL STYLISTIC DEVICE: METAPHOR, METONYMY.

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Annotation

This article presents the information about metaphor and metonymy is regarded as a tool for promoting linguistics and semiotics. This paper sets out to discuss the types of speech classification of stylistic device, metaphor and metonymy. In doing the discussion, the essay is divided into three sections. The first section provides an introduction with an attempt to provide scholarly definitions of the key terms; the second section gives examples. The final section provides a viable conclusion. The thesis of this paper is that illustrates information about stylistic device.

Key words: Types of Speech, Lexical Stylistic Device, Lexical meaning.

The communication takes place in different forms and situations. According to the situation in which the communication proceeds we distinguish two types of speech: oral and written which are characterised by a number of typical features.The oral communication proceeds in the presence of interlocutor, the main form of it is a dialogue. The written communication, does not require any interlocutor, its main form is a monologue.The oral type of speech is more expressive and emotional. It involves such powerful means of expressiveness as gestures, mimicry, intonation, pitch, melody, stress and the others, which apart from language means can express much: joy or sorrow, hate or love, consent or denial. As Bernard Shaw said: There are 500 ways of saying "no" but only one way to put it down.The oral types of speech differs from the written language phonetically, morphologically, lexically and syntactically.1. Of morphological forms the spoken language commonly uses contracted rforms: can't, shan't. I'll, don't, won't and so on, which are dictated by a quick tempo of the oral type of speech.2. At the lexical there is a number of peculiarities typical of the oral type:1) a great number of words and phrases typically colloquial: kid, chap, daddy are used in colloquial speech to introduce statements.2) the use of special words and phrases which are used in colloquial speech to introduce statements. For example the use of interjection why, which can express objection, reflection, impatience, surprise. Why, his just being in a lab is a prayer"Say", "I say", "Look here" are also used at the

beginning of a sentence to call attention to what is about to follow, sometimes it is used as an exclamation, thus tending to become an interjection.Say, if you don't like the way we study medicine. Look here! We don't tell you how you ought to work.3. The use of cut words - curtails: phone, lab, gent, prof, doc, dele, bike, exam and so on.4. There is another characteristic feature of colloquial language, that is, the insertion into the utterance of words without any meaning which are called "fill ups" or empty words. To some extend they give a touch of completing to the sentence if used at the end of it, or if used in the middle, help the speaker to fill the gap when unable to find the proper word. Such words and set expressing as: well, so to say, you know, you understand, you see belong to the category of "fill ups".The syntactical peculiarities of the spoken language are the following:

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Analysis of poem

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Annotation

This article presents the information about analysis of poems regarded as a tool for promoting linguistics and semiotics. This paper sets out to discuss the types of speech classification of analysis of poem. In doing the discussion, the essay is divided into three sections.

Key words: aspect, structure, technique, meaning, device.

There are several types of analysis that can be applied to the analysis of a poem. Here are a few common types:

1. Formal analysis: This type of analysis focuses on the structure and form of the poem, including aspects such as rhyme scheme, meter, stanza structure, and line length.

2. Literary analysis: This type of analysis examines the literary devices and techniques used in the poem, such as metaphors, similes, personification, alliteration, and imagery. It explores how these devices contribute to the theme, meaning, and overall effect of the poem.

3. Historical analysis: This type of analysis explores the historical and cultural context in which the poem was written. It considers how the social, political, or historical events of that time period may have influenced the poet and shaped the themes or message of the poem.

4. Biographical analysis: This type of analysis examines the life and experiences of the poet, seeking to understand how their personal background and experiences may have influenced the content, tone, or perspective of the poem.

5. Comparative analysis: This type of analysis involves comparing the poem to other works of literature or to different versions of the same poem. It seeks to identify similarities or differences in style, theme, or imagery and to explore how these comparisons enhance our understanding of the poem.

6. Structural analysis: This type of analysis focuses on the organization and progression of ideas within the poem. It examines how the poem is divided into sections or stanzas, how ideas are developed and connected, and how the overall structure contributes to the meaning or impact of the poem

.7. Reader-response analysis: This type of analysis considers the subjective responses and interpretations of individual readers. It explores how readers' personal experiences, emotions, and perspectives shape their understanding and appreciation of the poem.

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VOLUME-1, ISSUE-11

THE ROLE AND SIGNIFICANCE OF INFORMATION IN SOCIETY

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Abstract: This article is the current era, when societies are actively integrating with each other, the development of information technology, communication, technologies is becoming globalized, in a word, the era of globalization and information societies are settling down, and it is increasingly vital for us to study it comprehensively in the period when the settlement of the information society is accelerating. is becoming a necessity, and the study of the history and causes of the origin of such a society is one of the main issues on the agenda.

Key words: technology, information technology, integrating, information, communication, globalization, virtual services.

Today's period is the period when societies are actively integrating with each other, the development of information technology, communication, and technologies is becoming globalized. In the period when the establishment of the information society is accelerating, it is becoming more and more vital for us to study it in every way, and to study the history and reasons of the origin of such a society is one of the main issues on the agenda, because today we are gradually moving towards this society. From the beginning of the human race to the present century, it has passed through various development paths and received the name of civilization. From the most primitive period of the development period to the present advanced period, information has become important in determining the regulatory task of mankind.

The appropriate use of information from media sources and other suppliers depends on an individual's professional analysis of information needs, as well as information seeking and evaluation. The term "information" has many definitions. It can mean information, knowledge gained through research, experience or learning, as well as signals or signs. Simply put, information is information that has been collected, processed, and interpreted in a user-friendly form. Another different definition of information is "knowledge presented in an easy-to-understand form." In Latin, "informatio" means explanation, statement. In the past, behind this concept was understood the information given by people to each other orally, in writing and in other ways. The definition of information in a broad sense is given in the science of cybernetics. According to its founder Norbert Wiener, "information is a description of
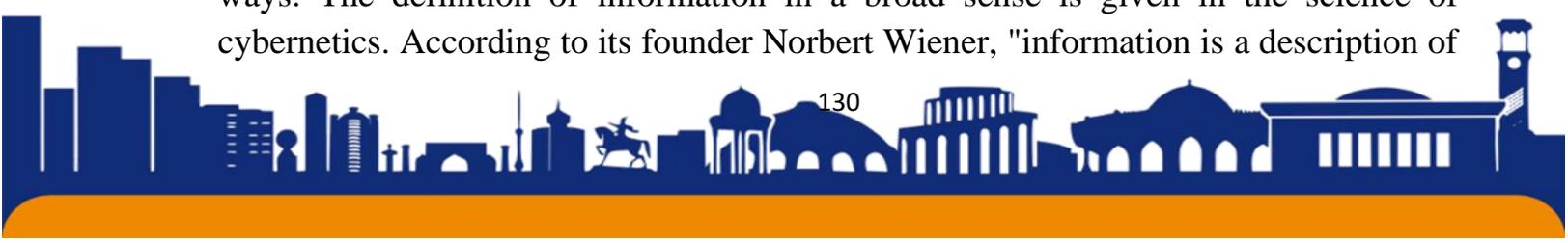
content from the outside world, which we adapt to it and it to our senses."

The need for information is the need to obtain information necessary for the performance of certain social roles and tasks. In most cases, the consumer understands what he needs to know to achieve this or that goal and focuses his search on a certain result. For example, in the conditions of inflation, every citizen is interested in price growth. The applicant learns all the information about the rules of admission to the higher education institution. Entrepreneurs and financiers are primarily interested in the price quotation on the stock exchange. The purpose of turning to one or another information channel is clear to a person. The choice depends on the completeness of the message, the credibility or interest of the source, etc. based on But even here, the reliability of the source should be studied in depth. For example, recommendations for new literature by a person who introduces himself as a literary critic may be given for a specific purpose. So, on the basis of sorting information, its value lies to the consumer, even if he does not understand it. When evaluating a source of information, it is necessary to first determine the purpose for which a person receives information from it. This process helps identify reliable sources of information. For example, it is permissible to try to find answers to the following questions: in this case, which source is the most reliable for obtaining information? Which sources can be truthful and unbiased?

There is no reason to expect drastic changes in social structures after the transition to the information society. This structure balances the pros and cons. The stratification of people into the rich and the poor will remain almost the same, because the measure of the use of the fruits of labor will be different. Despite the differentiation of the sphere of virtual services, there will be more important (more expensive) and fewer services according to the capabilities of each member of the new society. ladi This is definitely not a positive thing. And the shortcomings of the modern information society do not end there.

The problems are related to data, such as space, that are not specific to a single country, but to several or to the whole of humanity. Banks of information on various sectors of agriculture and industry, buying potential and potential sellers are confidential secrets that belong to stock exchanges and other brokerage companies that deal with the redistribution of goods, and their constitutes wealth. But, first of all, the person in the information society suffers. Here the pros and cons are not balanced. But this is a topic for a separate article, because the avalanche of virtual information has already blown away many.

Free access to any information other than personal and corporate is good. But the bad thing is that, along with the necessary and useful information, we are bombarded with an unnecessary, often immoral stream, imposed on a person from childhood. The positives and negatives of the information society are summarized as freedom of unnecessary access with the side effect of damaging morale.

A wonderful industry of entertainment, recreation, sports, tourism has been created, people can relax, escape from work, relax, recharge their spiritual energy, and this is also about positive aspects. The negative side is the lack of demand for mental capacity due to the simplification of human needs through communication, so most often choose to watch TV programs or play computer games from the richest arsenal of services. But just as often, that choice comes down to financial payoff. If anything, that's the truth.

Characteristic features of the information society, their positive and negative aspects are clearly visible in the influence of mass media among the young generation. Forming aesthetic taste (moving) stereotypes, music, fashion for clothes are being popularized. Examples of advantages of patriotism, spirituality, and family lifestyle are given. Side-by-side, if not together, often promote non-conventional "stars" for "country" and other Christian worlds, promoting heroes who defy standards of existence.

Specific features of the information society, its pluses and minuses. It's an opportunity for creativity and laziness when it's like compensation for the unfinished act of creation in the form of cruel spectacles and watching rather than living, brought up by the media in people. Sex and drugs are often chosen over creativity - anything is more accessible. The limitless communication possibilities are great: in addition to acquaintances at work or school, "friends" appear on blogs all over the world. Minus - frequent cases of fraud, communication on an immoral basis, all this hardens and corrupts young people.

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EVOLUTION OF MEDIA LITERACY AND INFORMATION CULTURE AND ITS SIGNIFICANCE IN SOCIETY

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Abstract: This article is about the evolution of media literacy and mass information culture and its importance in society. At the same time, its appearances are increasing. Today, the concepts of media education, media study, and media culture are used together with the concept of media literacy in receiving, sorting, analyzing, and evaluating media information.

Key words: media literacy, information, media education, technologies, media texts, information flow, mass information.

In recent years, the multifold acceleration of the flow of information, the increase of positive information as well as negative information has made it necessary to have media literacy. Traditionally, media literacy consisted of a person's ability to analyze literary works and create quality texts. Today, media literacy means knowing why and for what information is being transmitted. Who created this information for a media literate person and for what purpose? Is this message necessary for me? he should be able to ask the question and draw a correct conclusion, should be critical about it. These questions should be asked not only when you are watching TV with your family, listening to the radio in the car or watching the news on the Internet, but also when you are receiving and evaluating any information. Media literacy is important in understanding today's news environment.

Why is media literacy necessary?

• To understand the essence of the reforms implemented as a full-fledged, active citizen of our legal democratic society;

• Formation of skills for sorting out daily information transmitted and received through mass media;

• To avoid controlling the human mind through information and to make the right decision in any situation;

• To be able to analyze positive or negative changes of a person under the influence of visual images and to "read" invisible information given under visual messages;

• Analyzing the nature of textual communications given through mass media;

It is necessary to find answers to the questions of where, by whom and for what purposes the information is being transmitted, whose interests it reflects.

There are different opinions about the concept of media literacy, and according to the American International Encyclopedia of Society, it is noted that "media literacy" means being active and literate while feeling the responsibility as a citizen in society, being able to receive and create media texts, it means to be able to analyze and evaluate, to be able to understand the socio-cultural and political content of modern media.

The goal of medical literacy is to understand the priorities and shortcomings of each media, to be able to sort out the information distributed by them and to form the skills to accept the necessary, while the main task is to limit it, realizing the manipulative power of any information consumed by people. It is also to help people understand the role of media and citizen journalism.

Currently, the concepts entering our language as a result of media analysis, i.e., media literacy, media education, media studies, etc., are related to each other, but scientists are trying to distinguish them from each other in essence. In our opinion, media literacy is an integral part of media education. At the same time, its appearances are increasing. Today, the concepts of media education, media study, and media culture are used together with the concept of media literacy in receiving, sorting, analyzing, and evaluating media information. What are their differences?

Media education:

• integrated, interdisciplinary study of media in the curriculum;

• to analyze the "media topic" within a specific discipline;

• critical approach to media through practical work and analysis;

• to study its form, technologies, methods of information transmission;

• to study media agencies, their social, political and cultural role;

• the student's work with media;

• research activities;

• studies the influence of the media on the audience through language and art.

Media studies in turn:

• theoretical study of media;

• comparative analysis of the media;

• its conceptual content;

• analysis of media text and its creation methodology;

• interdependence of mass communication, cinematography and cultural sciences;

• studies the interaction of world mass media.

Media literacy is the study of media, based on the following results of media education and aimed at:

• understanding the impact of media on individuals and society;

• understanding of mass communication process;

• being able to understand and analyze media texts;

• understanding the media context;

• creation of media texts and their analysis;

• sets the tasks of evaluating media texts and sorting them.

At the moment, it is necessary to include the basics of media education in the curriculum of every educational institution, to explain its basics to children in the form of interactive, various games during preschool education, to choose what is needed by the growing generation in the intense flow of information and to approach it critically. allows to evaluate without. This, in turn, is the basis for further strengthening of the citizenship position of young people in the future, for them to be able to objectively assess the events taking place in the world and make the right decisions.

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VOLUME-1, ISSUE-11

IDEOLOGICAL AND THEORETICAL BASICS OF PROVIDING INFORMATION SECURITY

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Abstract: Information protection is an urgent issue of every enterprise today. The damage caused by information security incidents can have a significant impact on the fate of the organization. There are many ways and areas of information security. In this article, we talk about the information security document, which is the main document for ensuring information security in organizations.

Key words: information security, information protection, identification, law, technology, information-communication.

Ensuring information security involves the implementation of multifaceted activities of a regular and complex nature. In its implementation, it is necessary to pay special attention to the tasks set before the parties interested in information security. These various tasks can be divided into the following main groups:

1) ensuring the use of information, that is, receiving information services within a reasonable period of time and eliminating unauthorized restrictions on receiving information;

2) ensuring information integrity, that is, eliminating unauthorized modification or corruption of information;

3) ensuring information confidentiality, that is, eliminating unauthorized access to information.

Usually, the following four categories of information security subjects are distinguished, which differ from each other in terms of legal, technical, financial, organizational and other resource provision of information security:

- a whole country;

- state organizations;

- commercial structures;

- individual citizens.

It is permissible to consider the following wide range of issues covered by the above-mentioned main tasks of ensuring information security:

- confidentiality;

-integrity;

- identification;

- authentication;

- giving authority;

- control of use;

-property right;

- certification;

- signature;

- not giving up;

-write the date;

- issue a receipt for receipt;

- cancellation;

-anonymity.

The tasks listed above are described based on the needs of the current information world. Over time, some tasks may lose their relevance, and on the contrary, new tasks may appear waiting to be solved.

The governments of the member states of the Shanghai Cooperation Organization, hereinafter referred to as the "Parties", noting the significant growth in the development and introduction of new information and communication technologies and tools being formed in the global information space, technology incompatible with the tasks of ensuring international security and stability and expressing concern about the threats related to the possibility of using the tools in the civil and military spheres, giving importance to international information security as one of the main elements of the international security system, deepening the mutual trust of the Parties and developing cooperation in matters of ensuring international information security is very important believing that it is considered an important need and meets their interests, taking into account that information security is important in ensuring the basic rights and freedoms of people and citizens, taking into account the Resolution of the UN General Assembly "Advances in the field of information and telecommunications in the context of international security", to international information security They agreed to create the legal and organizational basis for the cooperation of the Parties in the field of ensuring international information security, aiming to limit threats, ensure the interests of the Parties in terms of information security, and create an international information environment characterized by peace, cooperation and compatibility.

Information protection is an urgent issue of every enterprise today. The damage caused by information security incidents can have a significant impact on the fate of

the organization. There are many ways and areas of information security. As we noted, one of the means of effective organization of information security in the organization is the introduction of an information security policy. So, what is an information security policy, how is it implemented, and what is the purpose of its implementation?

Many definitions of information security policy are given in various documents, among which a suitable definition for government agencies is as follows: information security policy is a set of measures, rules and principles that employees of an enterprise or organization follow in their daily practice to protect information resources.

In ensuring the information and psychological security of Uzbekistan, it is necessary to assume that the main legal document defining the security of the individual, society and the state is the Constitution of the Republic of Uzbekistan. 13 of the Law of the Republic of Uzbekistan No. 439-II, adopted on December 12, 2002, "On Principles and Guarantees of Freedom of Information", which is mentioned in the first chapter of the textbook on this issue and is dedicated to the security of the individual, society and the state. In addition to Articles 14 and 15, this situation is also reflected in other legal documents. For example, articles 20, 24, 29, 31, 43, 57 and 67 of the Constitution of the Republic of Uzbekistan contain opinions related to the security of the individual, society and the state. In particular, Article 20 of the Constitution states that citizens must not harm the legitimate interests, rights and freedoms of other persons, the state and society in the exercise of their rights and freedoms. Article 29 states that everyone has the right to freedom of thought, speech and belief. It is noted that everyone has the right to seek, receive and disseminate the information they want, with the exception of information directed against the current constitutional system and other restrictions established by law. At the same time, it was said that freedom of thought and expression can be limited by law only if it concerns state secrets and other secrets.

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VOLUME-1, ISSUE-11

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A Comparative Analysis of "Madame Bovary" and "Anna Karenina": Exploring the Depths of Human Desires and Societal Constraints

Annotation

This article about the description of Gustave Flaubert's "Madame Bovary"and Leo Tolstoy's Anna Karenina books. The most powerful thing is in the world Literature. It can stop wars, struggles, and any problems. Literature is a hero of our life. It is a teacher, it is a friend and anything which is close you. It contains authentic works that have passed the test of time. Gustave Flobert's "Madame Bovary" and Leo Tolstoy's "Anna Karenina" are two timeless classics that explore the themes of affection, love, tensions, adultery and societal expectations. This essay aims to compare the characters, events, narrative styles in Madame Bovary and Anna Karenina. Highlighting the differences and similarities between these masterpieces of Literature.This comparative analysis aims to examine the similarities and differences in the portrayal of Emma Bovary and Anna Karenina, shedding light on themes such as love, societal expectations, and the consequences of pursuing forbidden desires.

Key words: Comparative analysis, societal constrains, adultery, narrative styles, female protagonists, moral decay, emotional atmosphere, illusions of love, pursuit of passion, social norma, complex characters, criticism

Gustave Flaubert and Leo Tolstoy were both influential authors of the 19th century, and they shared several similarities in their approach to literature and life, despite their different backgrounds and styles. Here are some of the key similarities between Flaubert and Tolstoy. I have found the first similarity is focusing on characters development. Both authors excelled in creating complex and multi-dimensional characters. Flaubert and Tolstoy were critical observers of the societies in which they lived. They both analyzed and criticized various aspects of their respective societies, including social norms, class distinctions, and the moral decay they perceived in their contemporaneous cultures. In addition, both authors were deeply interested in moral and philosophical questions. They explored themes such as the nature of existence, the meaning of life, morality, and the human condition in their works. Both authors had a profound impact on the literary world. Their works have continued to be studied, admired, and adapted over the years. Flaubert's contribution to the development

of the modern novel, particularly his focus on style and form, and Tolstoy's epic storytelling and philosophical depth, have left a lasting legacy in literature.

Both "Madame Bovary" and "Anna Karenina" are renowned novels that offer profound insights into the human condition. Set in different times and places, they share common themes, presenting female protagonists who challenge societal norms and face devastating consequences. By comparing the two novels, we can gain a deeper understanding of the characters' motivations and the social contexts in which they exist.

The main character of the book "Madame Bovary" is Emma Bovary. Emma Bovary, the protagonist of "Madame Bovary," is a young, idealistic woman trapped in a loveless marriage. Fueled by her romantic notions and disillusioned by the banality of her provincial life, Emma seeks escape through extramarital affairs and material indulgence. However, her relentless pursuit of passion leads to her downfall, highlighting the dangers of unchecked desires.

Heroine of the book "Anna Karenina" is Anna Karenina.In "Anna Karenina," the eponymous character is a vibrant and passionate woman who enters into an adulterous affair with Count Vronsky. Tolstoy presents Anna's struggle between societal expectations and her own desires, ultimately leading to her tragic end. Anna's story also explores the double standards imposed on women, where male characters face fewer consequences for their actions.

While reading these books, I was convinced that Dostoevsky's character Anna is much more responsible than Emma. In addition, Anna recognizes the value and sanctity of the family and always cares about her child and its fate. Madame Bovary, on the contrary, completely forgets the concepts of family and children in the path of her wishes and desires. She thinks only of herself and doesn't even care what other people say. It can be seen from her actions that Anna Karenina is a very intelligent and educated woman. However Mrs. Bovary, as a woman who graduated from an ordinary school in the village, appears in front of her as poor and uneducated.

"Madame Bovary" is set in a provincial town in rural France during the 19th century. The idyllic countryside, suffocating social norms, and limited opportunities shape the life of Emma Bovary. The town of Yonville symbolizes the constricting societal expectations and lack of intellectual stimulation that contribute to Emma's dissatisfaction. Occasional visits to the city of Rouen offer temporary relief but deepen her longing for a more passionate and fulfilling life. The setting reflects the stark contrast between the beauty of nature and the emptiness of Emma's existence.

"Anna Karenina" is told by author.St. Petersburg, Russia, in the late 19th century provides the backdrop for the tragic tale of Anna Karenina. The city's opulence, strict

social norms, and stark class disparities shape the lives of its characters. From glamorous balls to squalid streets, St. Petersburg mirrors the emotional isolation, fleeting happiness, and societal constraints that define their experiences. The city's iconic landmarks, like the Neva River and the Church of the Savior on Blood, symbolize the barriers, inner turmoil, and consequences that impact their fates.

In Anna Karenina, the opulence and social hierarchies of 19th-century St. Petersburg, Russia, influence the characters' lives. The city's strict social norms and the extremes of wealth and poverty create a backdrop of societal expectations.

Madame Bovary, on the other hand, takes place in rural 19th-century France, where the picturesque countryside and provincial towns shape the narrative. The setting reflects the limitations of provincial life, suffocating social norms, and the contrast between nature's beauty and the characters' confined existence.

Both novels explore the emotional atmosphere through their settings. In Anna Karenina, the bitter winters and passionate summers mirror the characters' isolation, despair, and fleeting moments of happiness. Similarly, in Madame Bovary, the changing seasons reflect the protagonist's emotional state and the stark contrast between the natural beauty and the emptiness she feels.

In summary, the urban opulence of St. Petersburg and the rural simplicity of France provide distinct backdrops for the characters' struggles, desires, and conflicts with societal expectations. The settings serve as powerful elements that shape the narratives and explore the themes of the novels.There was another thing that united them. It was Feminine. That is, they faced the same path and the same fate because they were powerless to resist the feeling of love that rose from their hearts.

In addition, Several popular writers read these books and give some comments about them. For example: famous writer Ernest Hemingwey told about "Anna Karenina" that "Tolstoy's 'Anna Karenina' is a work of art that transcends time and borders. The characters are so vividly drawn, their struggles and passions so beautifully portrayed, that the reader becomes a participant in their lives. It is a novel that touches the very core of our humanity." Moreover Margaret Atwood's thoughts are popular about "Madame Bovary". "Flaubert's 'Madame Bovary' is a seminal work that challenged societal conventions and paved the way for a new era of literary exploration. Emma Bovary's rebellion against the constraints of her time and her tragic downfall resonate with readers, offering a profound critique of the limitations imposed on women."

In conclusion, Madame Bovary" and "Anna Karenina" offer profound explorations of human emotions, the illusions of love, and the constraints imposed by

society. Flaubert and Tolstoy present two compelling female protagonists who are trapped in their desires for something more, struggling against societal expectations. Both novels caution against the dangers of succumbing to illusionary ideals and the consequences of breaking free from societal constraints.

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VOLUME-1, ISSUE-11

THE INFLUENCE OF VIRTUAL GAMES ON THE MINDS OF YOUNG PEOPLE

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Abstract: In this article, it has come into our lives and our society virtualization is widespread among all layers of our living and it talks about its impact on our way of life and its negative aspects, and about the evils caused by virtual games, which lead to destruction and kill young people.

Key words: internet, electronic games, social networks, popular culture, addiction, computer technology,

In the 21st century, the ideological landscape of the world has changed radically, and the acceleration of global integration processes requires a new way of thinking. To form feelings of love for the Motherland in the minds of young people and teenagers, to explain that independence is a great blessing, to be able to make sacrifices for the benefit of the nation and people, to understand the essence and value of our independence, to protect it from any danger. Education of an independent, free-thinking, spiritually and physically healthy person who considers preservation as his sacred duty, has a deep knowledge of a specific specialty, profession, is becoming one of the urgent tasks. This requires forming the skills of objective assessment of historical reality and drawing correct conclusions in young people.

At the same time, the penetration of various destructive ideas aimed at capturing the hearts and minds of young people is becoming more visible, especially through the Internet. This process is also related to the increasing interest of our children in computer technologies and various computer games. Propagators of destructive ideas are trying to use these interests effectively for their goals. In other words, the extremists, who are well aware that "gaming" is a threat to a certain part of society, are trying to occupy the minds of teenagers and young people in this way.

"Scientists I. P. Korolenko and T. A. Donskikh classified the signs of playfulness as follows:

1. An increase in the amount of time a teenager spends in the game

2. The previous habits and interests are narrowed and he thinks more about the game;

3. Not being able to leave the game even if he wins or loses;

4. Looking forward to the start of the game, getting restless and nervous when there is no game;

5. The desire to play more and more, to go to the game more and more

6. Being unable to stop playing. "It's enough, I quit the game," he says, but when he sees his partners who played together before, when the game is discussed, he quickly changes his mind while passing by the playground;

7. Lying and stealing from parents to get money for gambling;

8. Lying and hiding his excessive playfulness from family members, doctors, and others is a sign of a teenager's playfulness."

It can be seen that in most cases, a child can be lost as a result of not taking a serious approach to education during adolescence, and indifference to the child's behavior. After all, not only bigotry, but also the origin of various diseases are observed as a result of "playfulness" or indulgence in various informational games. In other words, as a result of the passion for internet games, negative consequences such as stroke, ludomania, mental illnesses, and in most cases death due to a ruptured heart are visible. This is one of the biggest threats to our developing country.

Therefore, it is very important to properly organize the education process, to constantly monitor the child's upbringing. It is impossible to completely restrict the Internet to a child.

Internet is the demand of the times. Nowadays, the Internet has become a part of our life. The Internet has many eases and conveniences for us. It makes our distance close to us and we are looking for all the information we need on the Internet. How we use the Internet is up to us. Just as everything has its benefits, it also has its disadvantages. Not everyone is using the internet for good these days. Effects of virtual video games on the Internet on youth. It brings a future to their spiritual mind and spirit. The American Medical Association intends to officially list addiction to video games as a mental retardation. According to doctors, this disease threatens the health of anyone who plays games for more than two hours a day. This also applies to those who seek entertainment on the Internet. The fact that computer games are more popular than ever and their negative impact on young people is one of the problems that have been worrying medical professionals for a long time.

For a person who spends hours and days sitting at the computer and "wins" various virtual prizes and achievements, they begin to acquire a truly valuable meaning. Such points and achievements are sold and bought among "loyal" players. A lot of money is spent on such work. For example, an Australian student named David Storr bought a virtual island for 35,000 US dollars. This island has an old castle, several bathing spots and special places to hunt various creatures. But these places are only in the imagination, only on the computer screen.

Many games are built on the basis of scenes of brutal killing of people and animals and bloodshed. Such sad pictures have a strong negative impact not only on the minds of young people, but also on the minds of the elderly. The fact that some of those who played games like "GTA", "Sniper", "Killer" and others later became real killers is a clear proof of our opinion.

In addition, we often hear through the mass media: schoolchildren and teenagers in Western countries are causing the death of their parents, teachers, and peers. It is a bitter truth that such terrible events are the poisonous fruit of the "education" that Western children are given in the virtual world.

Immersion in futile and harmful activities such as computer games is condemned by Islam. Because as a result, the child's faith weakens, he becomes a slave of the devil and works according to his tricks. As a result, he himself will die. Therefore, we should think about it and think about it.

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VOLUME-1, ISSUE-11

STRUCTURE AND INFLUENCE OF THE MEDIA FIELD

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Abstract: This article presents the facts that the global changes taking place in the environment surrounding print media have a significant impact on their character and changes in the economic, political, and technological layers of society.

Key words: internet network, facebook, twitter, odnoklassniki, global network, email mail, social network.

At the current stage of world development, the process of globalization is entering all spheres of society's life. In particular, in the field of information, it is clearly manifested and is going on in an integral way. The information sector is considered as a strategic resource of development. The global informatization of the society forms the core of scientific-technical, economic and social development and is becoming the main factor of development.

Today, the global changes taking place in the environment surrounding print media have a significant impact on their character. This is primarily related to changes in the economic, political, and technological layers of society.

In terms of the number of users on the Internet, the social network Facebook is currently leading with 500,000,000 users. It is followed by MySpace (255,000,000 users), Twitter (200,000,000 users), Windows Live Spaces (120,000,000 users), Habbo Hotel (120,000,000 users), V Kontakte (110,000,000 users), Friendster (90,000,000 users), Hi5(80,000,000 users), Tagged.com (70,000,000). Goals and objectives of Odnoklassniki (odnoklasniki.ru) social network. On such websites, you usually post information about yourself (birthday, school, hobbies, etc.). In turn, you can get this type of information about the participant you are looking for. The triumphant march of social networks on the Internet began in 1995 with the creation of the American social network Classmatec.com (Odnaklassniki is considered its Russian analogue). The purpose of this social network is to search, find and communicate with classmates through the Internet. Their tasks are to create networks of mutual interest and maintain communication. Of course, the main purpose of creating these web pages is to make money on the one hand, and on the other hand, to popularize the page and to form groups of people with the same worldview. The downside is that you can't control the groups that are formed.

Purposes and tasks of Classmate (classmate.uz) social network. This website has the same goals and objectives as the creation of Odnoklassniki (odnoklasniki.ru) social

network, it was created and adapted only for citizens of Uzbekistan.

Goals and objectives of Facebook (facebook.com) social network. In 2004, Harvard University student Mark Zuckerberg managed to launch the famous Facebook site. At first, Facebook was planned to be a messaging site for students. But in just 1 month, more than 200,000 people visited this site. After that, Mark realized that the future of the site was bright, and he began to popularize it. At the same time, more than 2 billion people have registered on the site, and it is the site with the most users in the world. are identical in function and are designed and adapted for English speakers only. In addition, those interested may also check out the following web pages: Last.fm, Linjedln, MySpace. The goals and objectives of their creation are similar to those of the above-mentioned web pages. The culture of using information, including personal information, in social networks.

If you pay attention and analyze the given web pages, you will find the following negative situations and shortcomings:

1. Some users do not register with their names;

2. They set inappropriate photo speeds;

3. They are disrespectful in mutual communication;

4. They write nonsense, sometimes use wrong information;

5. Despite the fact that the pages are social, they establish political dialogues and so on.

Therefore, the culture of using information, including personal information, in Social Networks means avoiding the above-mentioned negative situations and shortcomings. It should not be forgotten that the information posted by a certain person on the Internet system can be used by other persons or social groups for various purposes. Including, it can be contrary to spirituality and enlightenment. When using social networks, it is necessary to admit that the information there is correct, that they are not deceiving you, and then come to a certain decision.

Internet concept. The Internet is a global computer network operating on the basis of a single standard. Its name has two different interpretations, namely "International Network" and "Interconnected networks". It is an information system that connects local (local) computer networks and consists of a virtual collection with its own separate information space. The Internet network allows all computers connected to it to exchange information. Each client of the Internet network can transmit information to another city or country through his personal computer. For example, looking through the catalog of the Library of Congress in Washington, getting acquainted with the pictures displayed in the last exhibition of the Metropolitan

Museum in New York, participating in international conferences, carrying out bank transactions and even playing chess with Internet clients living in other countries. can be played. Global network concept. The main cells (parts) of the Internet are personal computers and local networks connecting them. The Internet is a representative of the global network. The Internet allows not only to establish communication between individual computers, but also to connect a group of computers. If any local network is directly connected to the Internet, then every workstation (computer) of this network can use Internet services. There are also computers that are independently connected to the Internet, and they are called host computers.

Each computer connected to the network has its own address and can communicate with any user anywhere in the world using it. The Internet allows not only to establish communication between individual computers, but also to connect a group of computers. If any local network is directly connected to the Internet, then every workstation (computer) of this network can use Internet services. There are also computers that are independently connected to the Internet, and they are called host computers.

Each computer connected to the network has its own address and can communicate with any user anywhere in the world using it. Internet and WWW are not the same thing. The Internet defines the collection of computer networks around the world and provides various computer services. These are E-mail, Usenet teleconferencing, FTP file transfer system, Telenet remote terminal access system, Gopher system and World Wide Web - WWW. So the WWW is only a part of the Internet. But it is developing very fast. WWW is a popular type of Internet service. A modem with a computer is enough to connect to it. Therefore, the World Wide Web will become a global information store-library, and it will spread around the world. On the WWW, information is placed on pages. The number of WWW pages has exceeded one hundred million in the last 3 years. Who owns these pages? They are large corporations or small businesses, universities and schools, organizations, magazines and newspapers, or ordinary individuals. These pages contain a variety of information. Today, the WWW is the most convenient way to get and spread information. It allows all computers connected to it to exchange information.

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VOLUME-1, ISSUE-11

MEDIA FIELD AND INTERNET OPPORTUNITIES

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Abstract: In this article, information about the history and understanding of all the possibilities of the Internet is given, and the majority of people in the world are using the Internet, which means that people and society do not stand still, they are always changing, and the time we live in is called the era of globalization. information is given that it has become a common situation.

Key words: internet browsers, internet, world, web, internet network, internet speed, information technologies.

In order to understand all the possibilities on the Internet, you need a little title on the history of its emergence. The concept of "Internet" includes computers connected to a network, a global flow of information exchange, and computing resources.

The Internet took off in 1973. At this time, the "scientific" network was joined by an organization in Norway and England using a transatlantic cable for a telephone line. This event marks the birth of the Internet. , flying for almost forty years. Since then, computer networks have moved to amazing proportions. available now for most applicants.

The World Wide Web is a global World Wide Web. Many people think that behind this word is just a beautiful metaphor, but I think it is not. World (World) Wide (Vaidya) Web (Web) - In fact, these symbols consisting of three "w" are analyzed. In some sense, it creates a site. The program is called Internet browsers and is used to view the page in question. Hearing online today, or saying the word "Internet", many people, perhaps, do not think about the technical side of the idea, rather than what the web has presented to modern people. By analyzing the reasons why people spend a lot of time online, you can analyze the most important opportunities for ordinary Internet users: Communication. Social networks, forums, text and video blogs, dating sites, Skype.

The main purpose of all the above is to remove a barrier in the form of distance for free communication.

Entertainment. Games, music, movies, videos, books, and more can be downloaded.

Self-education. Books, tutorials, educational videos, courses and much more, very useful experience for those who want to conquer a certain area.

Creativity and handmade. It is not difficult to find news about cooking or knitting on the open spaces of the network.

VOLUME-1, ISSUE-11

Today, most of the world's population uses the Internet. Man and society do not stay in one place, they are always changing, the current time we live in is called the era of globalization. The development of means of data transmission served to create a single information system that includes all countries. It is thanks to the Internet that local information networks merge into a single global network.

It is important to note that the leadership of our republic pays great attention to the development of this sector. In particular, a meeting was held in the presence of the President of Uzbekistan on January 9, 2018, regarding the state of development of information and communication systems and technologies in the republic, and the further acceleration of reforms in this field. The leaders of the Ministry of Information Technologies and Communications Development gave a report at this meeting. Full and timely fulfillment of the tasks set at the meeting, including a sharp increase in Internet speed and quality improvement, increasing the types of mobile services, strengthening relations with leading international telecommunications companies, further developing the "Electronic Government" system, and ensuring information security. relevant assignments were given.

Due to the lack of a competitive environment for the provision of Internet connection services in Uzbekistan and the fact that the northern, that is, Kazakhstan depends on the Russian Internet channel, the Internet connection is much slower and more expensive than in the CIS countries. Uzbekistan plans to solve this problem by opening new external channels. It is planned to increase the speed and stability of Internet connection by opening new external channels through the countries of Turkmenistan, Iran, Kyrgyzstan and China. By the end of this year, agreements on renting and buying channels will be signed with the national operators of these countries.

At the same time, no one is thinking about giving up the channel in the northern direction, but new additional channels will appear along with it, which will cover the needs of the population. The implementation of these works will ensure the high speed of the Internet in our country and make it much cheaper.

Looking at the Internet as a "scourge" that propagates foreign ideas and leads to the world of crime, parents should first remember to distinguish between the useful and harmful aspects of it, without banning our children from accessing the Internet. it is necessary and important for us to learn. After that, we need to explain to our children that this or that resource or social network can harm them morally or materially, while others can help them improve their spirituality, knowledge and skills. In addition, there are sites on the Internet that are overflowing with useful resources on how to start a
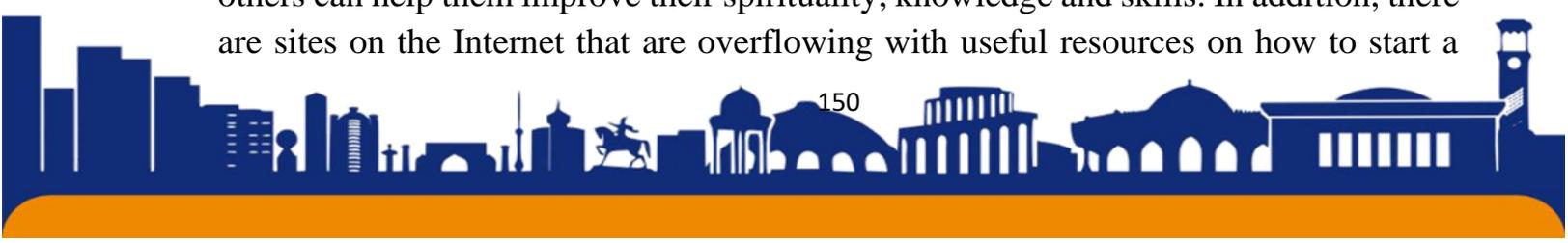
business and so on. In short, the Internet is a source of endless opportunities to earn money. If we can explain all these things to our children, if we instill in them from a young age that they can earn income on their own by using the appropriate resources of the Internet, then our children will not waste their time, and will not waste their time on their parents. decreasing his age, he wants to add his own share to the family budget.

For information, we remind you that by creating a comfortable and safe environment for the growing young generation on the Internet, by organizing them to use a single point of educational and educational resources, which have a negative impact on their health and development. In order to protect against information and cyber-attacks, in 2017, "Uzbektelecom" AK introduced special tariff plans, "safe Internet" series and additional services.

Now the Internet users of the company connect to the services of the "ZiyoNET" tariff plan and give their children the opportunity to use the Unified information resources, which currently includes about 3 thousand sites. This list includes scientific-educational, spiritual-educational and other national and international Internet pages that serve the child's mature and healthy growth. This ensures that children are protected from the dangers of the Internet, access to various malicious and ideologically inappropriate sites. Also, parents can make a proposal to add to the list their favorite sites that are interesting for children.

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VOLUME-1, ISSUE-11

THE PLACE AND SIGNIFICANCE OF INFORMATION IN THE PROCESS OF EDUCATION AND EDUCATION

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Abstract: This article is about the place, importance of information in the process of education and training, and information about the information system and about the collection, transmission and processing of information about the facility that provides its employees with various information to implement its management function. data is provided.

Key words: information system, technology, optical discs, technological processes, teleconferences, son'i intelligence, email mail.

The information system is a communication system for the collection, transfer and processing of information about the object that provides its employees with various information for the implementation of the management function.

The application of information systems is not only due to the processing and storage of small information, automation of writing and drawing, but also decision-making (artificial intelligence methods, expert systems, etc.), modern means of telecommunication (e-mail, teleconferences), general and in the use of local computer networks and others, it is carried out for the purpose of increasing the efficiency of the company's production and economic activity at the expense of new methods of management based on the modeling of the behavior of the company's specialists.

Depending on the degree of automation, there are manual, automated and automatic information systems. In a manual information system, some of the management or data processing functions are performed automatically, while others are performed by humans. In an automatic information system - all functions of management and data processing are performed by technical means without human intervention (for example, automatic control of technological processes).

Depending on the field of application, information systems can be divided into the following classes:

- scientific research;
- design automation;
- organizational management;
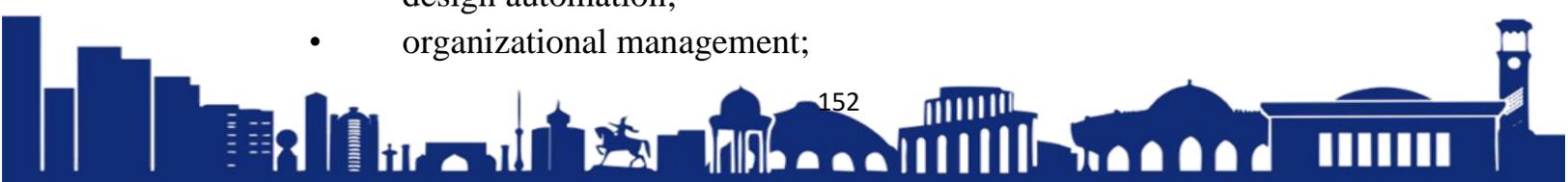
• management of technological processes.

Studying the transformation of information into knowledge is of great importance in understanding the nature of the information environment. At first glance, they seem to be the same, but in a deeper study of their relationship, we see that information has a communicative "connection between other means" of knowledge.

In society, the communication factor between people, the "bridge" between knowledge is information. Therefore, the mechanism of turning knowledge into information "for myself" (and vice versa) occupies a special place in creating an informational environment.

In ancient times, the information environment was very poor, it consisted of the most necessary and limited set of information in a narrow range, which limited the scope of communication between people for a thousand years and reduced the contribution of a person to the information environment of society.

Today, the complex of social information in various forms is wide and developed, and its role in society is incomparable.

The information environment has undergone major changes in recent times. These changes have created the need for paperless technology. This, in turn, led to the further development of the Electronic Computing Machine.

In the future, the role and importance of the information environment in human life is much higher than it is today, and it is necessary to expand the scope of the tasks to be performed. It was agreed to call this set of tasks informatization (information). The meaning of this is to reconstruct, develop and improve the efficiency of social activities based on modern Electronic Computing Machine and information system.

The purpose of information technologies is to produce information for human analysis and to make a decision on performing an action based on it.

If computerization includes technical problems, then informatization is a complex process that covers all aspects of society's life, and computers are only its technical basis. With the introduction of informatization in our republic, every citizen in it has the opportunity to get the necessary information at the right time, in the right amount, and in the right quality. Enterprises, organizations and institutions belonging to regions, cities, districts in our republic are equipped with modern computer equipment, and they are able to transmit and receive information with the help of special devices (telephone network, modem, etc.).

Therefore, informatization is not a temporary event, it is a necessary means of development, and the state of the current level of development of the information environment cannot be maintained without informatics.
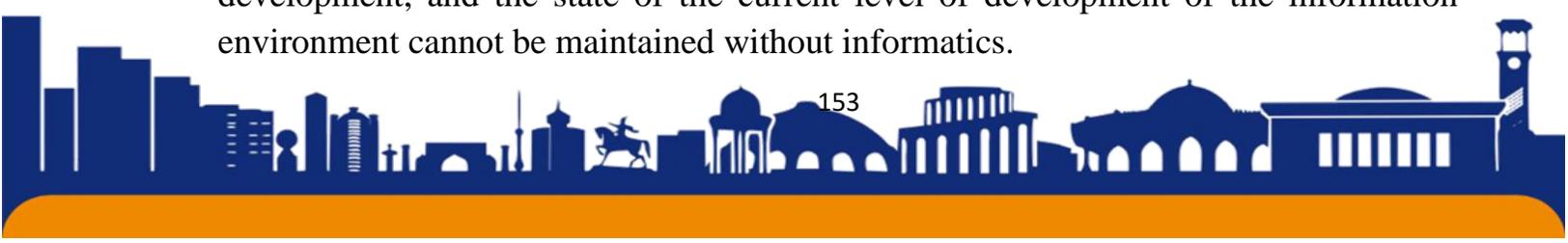
It is being assured that the service of computer technology is incomparable in the performance of tasks such as fast, high-quality collection, storage, processing and transmission of information.

The independence of our republic and its increasing reputation in the world community, and because of this, the positive solution of the issue of information exchange not only within our country, but also with other countries in the world, this information is aimed at improving the economic and social condition of our republic.

The information system is defined according to the following characteristics:

• any information system can be analyzed, built and managed based on the general principles of system structure;

• the information system is dynamic and developing;

• it should be accepted as a "human-computer" system of information processing in the information system.

Information is a resource consumed by all sectors of the economy and is as important as energy or mineral resources. As the society develops, the organization of the use of the available information and information reserves about various issues such as economy, science, technology, technology, culture, art, and medicine has an increasing influence on the intellectual and economic life.

Information is a collection of scientific and technical information and knowledge about the results of science and technology development. In other words, information, according to this interpretation, is a characteristic and "commodity" of scientific and technical activity of the information service system.

Information is a set of products that form scientific and technical activities in information service systems and personnel training in various fields, that is, the production and consumption of information resources is limited only by the intellectual life of society.

It seems that the first of these interpretations gives the most complete, comprehensive understanding of information processes. Indeed, information is entering all spheres of society and human activity.

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VOLUME-1, ISSUE-11

ANALYSIS OF POEMS

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ANNOTATION: This article gives information about analysis of poems. In this article it has several paragraphs, which give full data about this. Stylistic analysis in literary studies often involves interpreting the layers of a text through close reading rather than through plot. It takes inner thoughts and reveals them with logical descriptions such as point of view, setting, images, symbols, tone, atmosphere, personification. In this article, candidates can learn how to be a good learner and what is analysis of poems. And candidates can learn how to use it?

KEY WORDS: Rhyme, meter, metaphor, dramatic language, monologue, conflict, tension, soliloquy, simile, personification, poetic lamguage .

Analysis means literally picking a poem apart--looking at elements such as imagery, metaphor, poetic language, rhyme scheme, and so on--in order to see how they all work together to produce the poem's meaning. By looking at a poem in terms of its elements, one decodes the poem.

What is stylistic analysis of poem?

Stylistic analysis in literary studies generally assumes to explain the layers of text by close reading than relying on the plot. It accomplishes internal thoughts and unfolds them with a logistic description such as point of view, setting, imagery, symbolism, tone, atmosphere, personification etc.

What type of stylistic devices are used in a poem?

Rhyme, meter, alliteration, caesura, simile, metaphor, irony, and allusion are some of the most common poetic devices. Caesuras, in particular, have the powerful effect of forcing readers to pause dramatically and perhaps reevaluate their thought processes.

What is rhythm in stylistics?

Rhythm Definition

Rhythm (RIH-thum) is the recurring pattern of stressed and unstressed syllables in the flow of language in a literary work, particularly verse. Rhythm is best understood

as the pace and beat of a poem, and it's created through specific variations of syllabic emphasis.

What is a type of figurative language?

Figurative language is an excellent tool you can use in writing that helps your audience better visualize and understand your message. There are several different types including: Similes. Metaphors. Idioms. Poetic language is usually created through alliteration, metaphor, simile, and other techniques that appeal to readers' emotions and senses.

Metaphor is a common poetic device where an object in, or the subject of, a poem is described as being the same as another otherwise unrelated object. Metaphors, also known as direct comparisons, are one of the most common literary devices. A metaphor is a statement in which two objects, often unrelated, are compared to each other. Example of metaphor: This tree is the god of the forest. Obviously, the tree is not a god—it is, in fact, a tree. With metaphor, the qualities of one thing are figuratively carried over to another. When I say, "Dude, I'm drowning in work," I'm using qualities associated with one thing—the urgency and helplessness of drowning—to convey meaning for another thing—the work I've got to do. Metaphors are everywhere: He's a couch potato.

Simile is common poetic device. The subject of the poem is described by comparing it to another object or subject, using 'as' or 'like'. For example, the subject may be 'creeping as quietly as a mouse' or be 'sly, like a fox. For example: as proud as a peacock, as busy as a bee and so on. A simile is a direct comparison of two like or unlike things. A simile helps your reader or listener visualise, understand and have a better conception of the quality of the nouns being compared.

Personification is a poetic device where animals, plants or even inanimate objects, are given human qualities – resulting in a poem full of imagery and description. Personification is a poetic device where animals, plants or even inanimate objects, are given human qualities – resulting in a poem full of imagery and description.

A figure of speech composed of a striking exaggeration. For example, see James Tate's lines "She scorched you with her radiance" or "He was more wronged than Job." Hyperbole usually carries the force of strong emotion, as in Andrew Marvell's description of a forlorn lover: The sea him lent those bitter tears.

What is dramatic language?

Dramatic language is language traditionally associated with drama. It incorporates theatrical vocabulary, designed to pack an emotional punch, and elicit strong feelings. Traditionally, it does so by mimicking these strong feelings, and
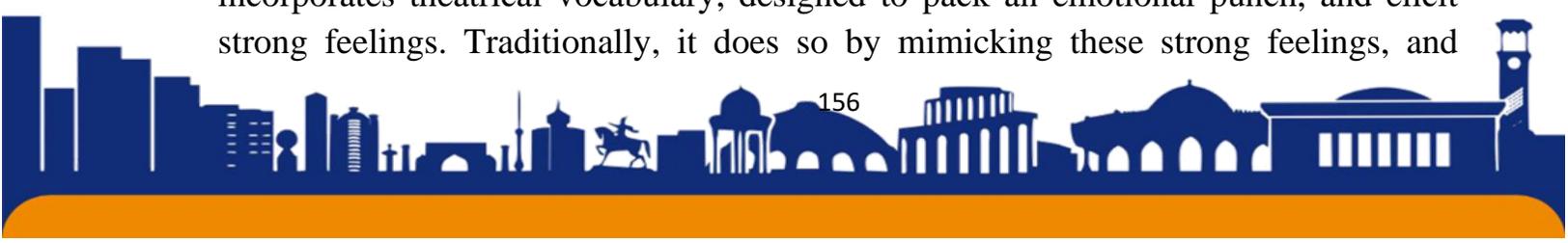
presenting them in a hyperbolic fashion. Dramatic language is often associated with emotive interjections - picture a Shakespearean character on stage, lamenting loudly and peppering their speech with lots of 'oh!'s and 'ah!'s.

A monologue is a long speech delivered to other characters. A soliloquy is a long speech where a character talks to himself/herself or voices his/her thoughts aloud for the benefit of the audience. A monologue is used to show a character's thoughts and motivations. A monologue is given when a character is speaking to another character, while a former speech or soliloquy is not. Monologues help reveal something about a character. They are similar to stories because they have a distinct beginning, middle, and end. Poetic form. dramatic monologue, a poem written in the form of a speech of an individual character; it compresses into a single vivid scene a narrative sense of the speaker's history and psychological insight into his character.

A soliloquy is a monologue in which a character in a play expresses thoughts and feelings while being alone on stage. Soliloquies allow dramatists to communicate information about a character's state of mind, hopes, and intentions directly to an audience. In terms of the interrelationship between the soliloquist and his known or unknown addressees, the soliloquy may be divided into four basic types: Plain Soliloquy, Attended Soliloquy, Soliloquy with Props, and Dialogical Soliloquy.

What is conflict and tension?

What Are the Differences Between Conflict and Tension? While tension simmers under the surface, conflict is generally out in the open—it's tension realized. Tension might be present an unspoken rivalry between the protagonist and antagonist or in the audience's awareness of an impending disaster.

What is tension in literature?

Tension happens as your reader anticipates conflict (that thing that is stopping your character getting what they really want) impacting the thing your protagonist desires the most. Suspense grows steadily throughout the course of a novel while the conflict remains unresolved.

What is a conflict in a poem?

In literature, a conflict is a literary device characterized by a struggle between two opposing forces. Conflict provides crucial tension in any story and is used to drive the narrative forward. More precisely, conflict means thwarted, endangered, or opposing desire. It's basically when a character wants something but something else gets in the way. Maybe the character wants a thing but can't get it. Maybe the character has something but is in danger of losing it.

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VOLUME-1, ISSUE-11

PSYCHOLOGICAL FACTORS OF FORMATION OF LEARNING MOTIVATION IN ELEMENTARY SCHOOL STUDENTS.

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Abstract: Formation of higher knowledge, skills and qualifications in primary grades activities aimed at increasing the effectiveness of educational activities for It is also important to study the issues of students' motivations becomes important. This article provides information about the psychological factors of the formation of learning motivation in elementary school students.

Key words: primary education, learning situations, pedagogical-psychological features, subject, individual directed education.

Today, many problems of modern education are relevant, mainly manifested in the child himself, his behavior and educational activities. One of them is the formation of educational motivation in schoolchildren. The modern conditions of the development of the society set priority directions and tasks for the basic school education system, and require the search for ways to significantly increase its quality. However, in organizing the educational process, school administrators and teachers face a number of difficulties, one of which is the low educational motivation of students. Nevertheless, in the history of pedagogy and psychology, certain experiences have been collected in the field under consideration, their analysis and theoretical understanding will help to solve the identified problem. Cognitive activity is one of the leading forms of child activity, which stimulates learning through cognitive interest.

Learning gives the student confidence in his actions. It's up to the student to know cooperative education takes the main place in achieving through the development of activities. Today's it is a witness that most of the students are not trying to expand their knowledge reserves we will be They do not actively participate in classes. They are free activities outside the educational process are more interested. One of the reasons for this is that when students go to school, teachers and they try to win the love and attention of their classmates. This is the problem the solution of which is one of the most important issues of continuous education, the student coming to school and studying. The level of mastery is important to realize your desire. In the students' group joint achievement, that is, it is faster and more effective during work in small groups.Through the support of his comrades, he gets his place in the group and contributes to the success of his team a sense of inclusion is formed. This motivation is confidence and desire for the next activity, working together creates positive relationships with skills. Creating a learning environment that is conducive to success

for every student is provided through It is his responsibility to satisfy the knowledge needs of the student in the educational situation of experts have been emphasizing that it occupies an important place in the development. If the student is in a learning situation if he is given the chance to succeed, he will be able to choose the right path for himself in life.

The motivational sphere is the basis of personality. Formation of educational motives - manifestation of internal educational motives in the educational institution, understanding of them by students and creation of conditions for personal development of the field of motivation. It is possible and necessary to stimulate its development through special psychological techniques. The general meaning of developing educational motivation is to transfer students from the level of negative and indifferent attitude to learning to mature forms of positive attitude to education - effective, conscious, responsible. At first, a first-grader is interested in the process of educational activity, does not understand its importance. The game has to do more in pronouncing sounds than writing letter elements. When the interest in the results of the educational work appears, the students of the first grade begin to be interested in the content of the educational activity, in gaining knowledge. is a favorable ground for the formation of a responsible attitude. 3rd-4th grade students begin to have a selective attitude to certain academic subjects, as a result of which the general motivation for learning is more differentiated: positive and negative motivation for the educational process depending on the interest in the subject.

Also, motive means the attitude of the student to the performance of his activity can also be understood. Motives are needs and interests, aspirations and emotions, can act in the form of basic concepts and ideals. That's why motives are a very complex structure, analysis of alternatives, choices and decisions is a dynamic system that can be evaluated. Learning motivation didactics and is one of the central problems of pedagogical psychology. This Some progress has been made in this regard, but the problem has yet to be fully resolved not achieved. Due to the changeability, mobility, variety of motives defining their specific structural structure, specific methods and means of management it is difficult to determine.

A number of didactic studies carried out by pedagogic scientists shows that among the teaching factors that increase the effectiveness of the educational process the factor of motivation for educational activity is in the first place, i.e 92% of the effectiveness of education depends on the motivation of educational activities. A person who understands human nature at least a little admits that this is not in vain is enough. Motives are the main driving force of the didactic process. Learning motivations, using

them correctly and directing them correctly acquisition determines the main essence of the content of pedagogical activity. Motivation - (Latin moveo - means to move, move meaning) these students are involved in effective educational and cognitive activities, education processes, methods that lead to active mastering of the content of the material, is a common name for tools. Figuratively speaking, the reins of motivation both the teacher and the students hold it in their hands. Teaching activity from the point of view, from the point of view of educational motivation, study activity if we look at it, we can talk about motivating educational activities. Motivation is a change in a person's mental state and attitudes based on motives as a process.

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VOLUME-1, ISSUE-11

XORIJIY TILLARNI O'QITISHDA INNOVATSON TEXNOLOGIYALARNI QO'LLASH

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Annotatsiya: Yangi texnologik jarayon va o'qitishning yangi zamonaviy usullarini o'quv jarayoniga tatbiq qilishdagi yangicha zamonaviy yondashuv xorijiy til o'qitishning maqsadini o'quvchilarga bilim berish va ma'lum, nutqiy ko'nikmalarni shakllantirishdagina emas, balki shu bilan birga o'quvchilarning qobiliyatlarini rivojlantirish, o'rganayotgan xorijiy tilga nisbatan qiziqishni kuchayirish ular xotirasining ichki imkoniyatlarini ishga solish, o'quvchilardagi o'z kuchiga bo'lgan ishonchini hosil qilishni ham o'z ichiga oladi.

Kalit so'zlar: Ingliz tili, interfaol metodlar, tilni mustaqil o'rganish, bilim, ko'nikma, "etyudlar".

Zamonaviy shart-sharoitlar nafaqat chet tillarini o'qitishda yangi texnologiyalardan foydalanishni, balki o'qitish metodikasidagi o'zgarishlarni va o'qituvchidan chet tillarini o'rganish jarayonida eng yangi innovatsion texnologiyalarni joriy etishni talab qiladi. Oliy o'quv yurtlari talabalarning mustaqilligi, moslashuvchanligi, tanqidiy fikrlashini shakllantirishga yo'naltirilgan o'qitishning faol usullaridan foydalanishni afzal ko'rishadi. Talabalarning ijodiy qobiliyatini, qiziqishlarini, ko'nikmalarini va boshqa aqliy xususiyatlarini rivojlantiradigan bilim faoliyatining eng kuchli manbai bu innovatsion

texnologiyalardir. Innovatsion ta'lim texnologiyalari, avvalo, kompyuterlashtirilgan

ta'lim bilan chambarchas bog'liq bo'lgan axborot kommunikatsiya texnologiyalaridir. Innovatsion texnologiyalarni qo'llashning asosiy muammolari kompyuterlarni o'qitish dasturlarining tarkibi, ularning mazmuni va Web muhitni maqbul tartibga solishdir.

Yillar davomida chet tillarini o'qitish nuqtai nazaridan turli fanlar, nazariyalar va o'rganish uslublari ishlab chiqildi. Siz bolalarga yoki kattalarga ingliz tilini o'rgatishning eng yaxshi, yagona va tezkor usulini topa olmaysiz. To'g'ri o'qitish uslubini tanlash o'quvchilarning qiziqishi va qobiliyatlariga bog'liq. Shu sababli ham ingliz tilini o'rganishda yagona bir metoddan foydalanib bo'lmaydi. Albatta o'rgatishning samarali metodlarini to'g'ri tanlash pedagogning mahoratiga bog'liqdir. Zamonaviy jamiyatda chet tillari kasbiy ta'limning muhim tarkibiy qismiga aylanmoqda. Bunday bilimlarni insonlar dastlab maktab, kollej, litsey, keyinchalik

institutlarda, o'quv kurslarida yoki mustaqil ravishda xorijiy tilni o'rganishga yordam beruvchi asosiy ma'lumot to'plamlari bilan tanishgan holda o'rganadilar.

Hozirgi kunda interfaol metodning yuzdan ortiq yuti mavjud bo'lib, ularning aksariyati tajriba sinovdan o'tib yaxshi natija bergan. Ta'lim texnologiyalarini o'quv jarayoniga tadbiq etishning asosiy shartlari quyidagilardan iborat:

• Darsni o'qitish jarayonida har bir o'quvchining bilimlarni o'zlashtirshda erkin muloqotga kirishishni rivojlantirish;

• Talim jarayonida ham faollikni oshiruvchi metod va zamonaviy ta'lim vositalaridan foydalanish

Yigirmanchi asrning oxiriga kelib, ingliz tilida jahon ahamiyatiga ega til maqomi nihoyat mustahkamlandi. Dunyoning aksariyat maktablarida uni o'rganish majburiy bo'lib qoldi va o'qitish metodikasi sakrash va chegaralar bilan rivojlana boshladi. Ingliz tilini mustaqil o'rganishning birinchi usuli paydo bo'lishiga sabab bo'lgan kurslarga borish hammaning ham imkoniyatiga ega emas. Keyinchalik, ko'plab mualliflar ingliz tilini o'rganishning samarali dasturini mustaqil ravishda yaratishga harakat qilishdi, ammo biz eng mashhur 4 tasiga e'tibor qaratamiz.

1. Shexter usuli Ingliz tilini o'rganishning bu usuli "nazariyadan amaliyotga" klassik modelga emas, balki teskari, tabiiyroq idrok tizimiga asoslanadi. Bu ona tilimizni qanday o'rganishimizga juda o'xshaydi. Muallif yosh bolalar qanday gapirishni o'rganishiga misol keltiradi - axir, hech kim ularga jumlalar, holatlar va nutq qismlarini qurish qoidalarini tushuntirmaydi. Xuddi shu tarzda Igor Yuryevich Shekhter ingliz tilini o'rganishni taklif qiladi. Ingliz tilini o'rganishning zamonaviy usulining mohiyati shundan iboratki, birinchi darsdanoq o'quvchilarga ma'lum bir vazifa qo'yiladi, masalan, suhbatdoshning kasbini o'rganish. Bundan tashqari, barcha talabalar "etyudlar" deb ataladigan narsalarni o'ynaydilar, bu erda ular turli rollarda harakat qilishadi va muammoni hal qilishga harakat qilishadi. Tilni bilish darajasi taxminan bir xil bo'lgan odamlar o'rtasida muloqot sodir bo'lganligi sababli, o'qituvchi va talaba o'rtasidagi muloqotda paydo bo'ladigan xorijiy nutqdan foydalanish qo'rquvi yo'qoladi.

2. Pimsler usuli Doktor Pol Pimsler nafaqat ma'lumotni idrok etish, balki uni qayta ishlab chiqarish uchun ham mo'ljallangan o'ttiz daqiqalik darslarning maxsus tizimini ishlab chiqdi. Har bir dars ikki kishi tomonidan aytiladi: bizning hamyurtimiz va ona ingliz tilida so'zlashuvchi. Buning yordamida hamda maxsus yodlash texnologiyasi tufayli har bir o'quvchi har bir dars uchun ingliz tilidagi yuzlab so'z va iboralarni o'rganadi. Darsning mohiyati ma'ruzachilar tomonidan aytiladigan topshiriqlarni ketma-ket bajarishdir.

3. Dragunkin usuli Aleksandr Nikolaevich Dragunkin tizimining o'ziga xos xususiyati har qanday chet tilini o'rganishda ona rus tiliga yo'naltirilganlikdir. Juda jasorat bilan ingliz tilini sodda deb atagan muallif, uning ildizlari qadimgi rus tiliga, ayniqsa grammatik zamon tizimiga borib taqalishini ta'kidlaydi. Dragunkin kursi talabalari rus harflarida transkripsiya qilingan yangi so'zlarni o'rganadilar va grammatik konstruktsiyalar bizga maktabdan ma'lum bo'lgan 12 zamonga emas, balki o'tmish, hozirgi, kelajak va ularning o'zgarishiga bo'linadi.

4. Petrov usuli Dmitriy Petrovning aytishicha, ingliz tilini 16 soatda o'rganishingiz mumkin. To'g'ri, muallif yana bir bor aniqlaydiki, biz Buyuk Britaniyada tug'ilgan fuqaro darajasida tilni o'zlashtirish haqida emas, balki asosiy bilimlar haqida gapiramiz. Uning darslari ingliz tilida so'zlashadigan muhitga tushib qolish sharoitida omon qolish, sizning ehtiyojlaringizni tushuntirish va javobni tushunish uchun etarli.

Chet tilini o'qitish jarayonida turli xil jadvallardan foydalanishning ham samarasi yuqoridir. Ta'lim jarayonida jadvallardan foydalanib, o'quvchilar ma'lum bir grammatik qoidani,masalan, zamonlardan foydalanib gaplar tuzish, yangi so'zlarni joylashtirib chiqishi mumkin. Chet tilini o'rganishga ehtiyoj yuqori bo'lgan bir davrda, ta'lim jarayonida zamonaviy axborot texnologiyalaridan, innavatsion ta'lim texnologiyalaridan unumli foydalanish bu jarayonni samarali bo'lishiga olib keladi. Innavatsion ta'lim texnologiyalarning samaradorligi ularning ta'lim jarayonida to'g'ri va unumli foydalanilganidadir.

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VOLUME-1, ISSUE-11

Corpus based translation studies
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Abstract: *Recently there has been noticeable growth of corpus based studies which came to light in mid 1990s. Corpus- based linguistics paved the way for better translation studies, broadened the scope of research and introduced learning-friendly patterns for translation scholars. Baker, who first coined the copus-besed study theory, made an assumption about availability of large corpora of both the authentic and translated versions of texts, together with the development of corpus-driven methodology, would enable translators to discover (1993_243) "The nature of translated text as a mediated event of our communication. In this research paper I would point out the types of corpus-based translation studies and its potential benefits for future translation. The term corpora was introduced into the Latin language meaning human body. Now this term is related to collection of written texts or transcribed speech which can serve as a basis for linguistic analogy and description. However, we should not forget compora had long tradition dating back to medieval times when scientists were curious about its potential benefits for their research.*

Key words: *Corpus linguistics, translation sources, methods, scholars, source material , software tools.*

Introduction: *Studies in the field of translation which was considered to be as a separate scientific discipline in the mid 20s, was able to estimate potential of corpora and Corpus studies. This so-called marriage between descriptive and corpus translation studies is now known as corpus based translation studies. (Laviosa, 2011). This study is focused on determining the core of translation as a product and a process by means of corpora based on the statistics of features of translated texts in relation to non-translated texts(Hu,2016). Baker's paper named Corpus Linguistics and Translation studies: Implementation and application (1993) is thought to be the core of this study. Baker insisted that this method could lead to more improvements in the field of translation. The term corpus was introduced into the Latin language meaning human body. Now this term is related to collection of written texts or transcribed speech which can serve as a basis for linguistic analysis and descriptive translation. Moreover, we should not forget compora had long tradition dating back to medieval times when scientists were curious about its potential benefits for future translation services.*

Advancement of new technology set a new type of corpora-electronic one(Hoffman, 2004) which present systematic,planned and structured collection of texts stored in electronic database , compiled for language analysis. In the case of electronic corpora, unlike the previous one, the research is carried out at an incredibly speed, electronic corpora provide total accountability, accurate replicability, statistical reliability and ability to manage huge amounts of data (Kennedy, 1998). All existing corpora are not of the same type depending the purposes they have been made fo as we distinguish between two types of corpora general and specialized ones. General corpora is used for unspecific language research, containing texts from different genres, while specialized corpora deals with one big aspect of language.

Methodology

Bernardini(2003) dintinguishes several distinct types of corpora compiled and used for the purposes of translation studies :

Parallel corpora *involve source texts of a language and it's target texts in another languages, which are aligned at a certain level. As for number of languages involved parallel corpus could be categorised as a billingual or multilingual language corpus. From direction point parallel corpora could be divided unidirectional, bidirectional and multiderectional language corpus. A unidirectional parallel corpus includes source texts of one language and their target texts into another language. A bidirectional parallel includes the source texts of language A and their target texts in language B.and source of texts of language B and their target text in language A. Multiderectional includes the source texts of a language combines with their translations of 2 or more languages.*

Comparable compora *involve texts which could be compared at different levels. It could be monolingual, bilingual and multilingual. Monolingual comparable corpus is consisted of non translated texts and translated ones in the same language. The remaining 2 comparable corpus contains texts in 2 or more languages which are comparable but not in translation relationship.*

Translational corpora *contains texts translated from one or more languages into a certain language. Obviously, translational corpora is compiled for the investigation of features of translations, norms, style.*

Interpreting corpora *involve texts transcribed orthographically from video or audio files with the purpose to investigate interprating strategies, linguistic features of interpreted texts, norms, cognitive process of interprating. Irrespective of the specific type of a corpus, as Hu (2016) remarks, the usage of corpora into translation teaching, has 2 major advantages:*

1)Automatic extraction and analysis of data

2)Automatic presentation of abundant translation examples

Both features are crucial for advancing and enhancing

Results

It goes without saying,that most translators use computers in their work and process texts electronically, they should be good it for their specific reasons. According to Hu, corpora are valuable aids not only for translators but also for their trainees. Beeby (2009) states corpora presents repositories which can help students fill knowledge gaps, and it could be used in translation training and second language acquisition either as a means of autonomous learning or a source of materials for classroom use. According to Zennatin (1998, p 618-621) the functions of comparable corpora in translation would be seen in three aspects:

1) Translators can evaluate the behavior of similar textual units in respective languages and choose proper target language equivalents for the source language words

2) Comparable corpus can be used to inform translators of related expressions, terminology in specific subjects

3) Comparable corpus helps translators to testify interrelationships between languages, carry out linguistic comparison, find out similarities between different languages

Conclusion

As a way of cross-cultural communication, translation serves a bridge for people who speak different languages. Over the last year, with the increase of global trade, immigration, translation activities has been evolving more than ever. Translators should find the right alternative or choice of words as quickly as possible in a short period of time. For these reasons translation teaching should be based on corpora since it relieves most of the burden. We should accept the facts that this type of study relies on the use of software tools and and teachers should be fully equipped with ICT skills. Involvement of corpora in translation teaching promises not only objective or efficient but also more independent and autonomous way of translation.

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Application

AMIR TEMUR O'GITLARINING TARBIYAVIY AHAMIYATLARI

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Annotatsiya: Amir Temur O'rta, Janubiy va G'arbiy Osiyo, shuningdek, Kavkaz, Povoljya va Rus tarixida muhim o'rin tutgan O'rta Osiyolik turkiy hukmdor, sarkarda va zobit. Sarkarda, poytaxti Samarqand bo'lgan Temuriylar saltanati (1370 yil) asoschisi.Ushbu maqolada Amir Temurning o'gitlarining tarbiyaviy ahamiyati haqida ma'lumotlar berilgan.

Kalit so'zlar: Tarbiya, fan sohalari, olimlar, feodal tarqoqlik, tarixchilar, savdo-diplomatik aloqalar.

Amir Temur ko'plab mashhur tarixchilar tomonidan e'tirof etilganidek, ilm-fanni qadrlaydigan, uning rivojiga sodiq, dunyoning yetuk olimlari, tarixchilari bilan bemalol muloqot qila oladigan dono hukmdor edi.Uning fanga qiziqishi bolalikdan boshlangan desak mubolag'a bo'lmaydi. Sohibqiron oilasida bolalarga (shahzoda va malikalarga) turli fan sohalari bo'yicha ko'plab fanlar o'qitilgan, so'ngra ularning ta'limi madrasada davom ettirilgan.. Masalan, Ibn al-Asirning "Al-Komil fi-t-Tarih" ("Komil tarix") kitobi Mironshoh Mirzo uchun maxsus tarjima qilingan. Sohibqiron tufayli uning avlodlari orasida Muhammad Sulton, Mirzo Ulug'bek, Ibrohim Sulton, Boysunkur Mirzo, Husayn Boyqaro, Zahiriddin Muhammad Mirzo, Gulbadanbegim, Zebuniso kabi shoirlar, olimlar, tarixchilar, xattotlar, homiylar, shoirlar yetishib chiqdi. Ular ma'rifatparvar bo'lib, ilm va ma'naviyatni qadrlaydigan ajoyib insonlar bo'lib yetishdi.

Samarqandda Mirzo Ulug'bek astronomiya maktabi tashkil topgan. O'sha davrning ilg'or rasadxonasi qurilgan. Yulduzlarning 1018 ta tavsifini o'z ichiga olgan "Ziji Zhadidi Kuragonii" jadvali jahon ilm-faniga ulkan hissa bo'ldi. "To'rt ulus tarixi" asari xalqimiz tarixini anglashda katta ahamiyatga ega. Sharafiddin Ali Yazdiyning Sohibqiron Amir Temur tarixini to'la va ishonchli tarzda yoritib bergan fundamental asari "Zafarnoma" (1425) Sohibqironning nabirasi, hukmdor Sheroz, shoir va xattot Ibrohim Sulton rahnamoligi va homiyligida dunyoga keldi. 1519-yilda Mirzo Ulug'bekning nabirasi Ko'chkunchixon ko'rsatmasi bilan Rashiduddinning "Zafarnoma" va "Jome ut-tavoriks" asarlari o'zbek tiliga tarjima qilingan. Amir Temur bunyodkor, bunyodkor xalq farzandi, bunyodkor tafakkuri, ijodga tabiiy ishtiyoqi bor betakror shaxs edi.

"Temur tuzuklari"da har bir shaharda, kattayu kichik, har bir qishloqda masjid va madrasalar, kambag'al va muhtojlar uchun boshpana, tabiblar ishlaydigan

shifoxonalar qurilishi kerakligi aytilgan. U har bir shaharda hukmdorlar va adolat saroylarini qurishni buyurgan.

Aytishimiz mumkinki, Amir Temur davrida ijod va ilm-fan davlat siyosati darajasiga ko'tarildi. Sohibqironning oyog'i bosgan joyini yaratgani ham shundan dalolat beradi. U Samarqandni dunyoning eng obod shahriga aylantirib, uning shon-shuhratini oshirish maqsadida uni dunyoga mashhur shaharlar – Damashq, Bag'dod, Sheroz va Sultoniya nomi bilan atalgan qishloqlar bilan o'rab oldi.

Amir Temurning hayotlik vaqtida davlat boshqaruvi haqida so'zlovchi "Temur tuziklari" nomli maxsus asar yozilgan. Asar ikki qismdan iborat bo'lib, O'rta asrning bebaho tarixiy manbasi hisoblanadi. Unda Temurning hayotiy voqealari bilan bog'liq tarjimai xoli, atoqli davlat arbobi va sarkardaning harbiy san'atga bo'lgan nuqtai nazari, davlat tuzilishi va boshqaruvi kabilar bayon qilingan. Amir Temur tomonidan yaratilgan markazlashgan, kuchli boshqaruvga ega davlat ushbu bebaho qoidalar majmuasi hisoblanmish kitob asosida yaratilgan.

Yirik davlatni yaratib, Amir Temur mamlakatning iqtisodiy va madaniy rivoji uchun sharoitlarni tayyorlagan. O'tgan davrlarning qadimiy an'analari yangi tarixiy ko'rinishda qayta tiklanadi. Yaqin va O'rta sharq bo'ylab Movaraunnahr savdo-sotiq, iqtisod va madaniyat markaziga aylanishi zamirida, Samarqand, Kesh, Buxoro, Termiz, Toshkent, Marv va boshqa qadimiy shaharlar obodonlasha boshlagan.Masjid, madrasa, maqbara, karvon-saroy va hammomlarning katta binolari qad rostlay boshlagan. Har qanday g'alaba me'morchilikda abadiylashishi odatiy holatga aylanib qolgan. Quruvchilik faoliyatida Amir Temur ma'lum bir siyosiy maqsadlarga amal qilgan - u qurdirgan inshootlar saltanatining kuch-qudratini ko'rsatib bera olishi kerak bo'lgan.

Boshqaruv yillari davomida Amir Temur feodal tarqoqlikka barham beradi, Fransiya, Angliya, Kastiliya kabi yirik Ovrupa qirolliklari bilan savdo-diplomatik aloqalarni yo'lga qo'yadi. Afsuski, Amir Temurning vafotidan so'ng G'arbiy Ovrupa bilan savdo-diplomatik aloqalar nihoyasiga yetadi.

Amir Temur tarix sahifalarida Aleksandr Makedonskiy, Dariy Perviy, Yuliy Sezar kabi yirik sarkardalar bilan bir qatorda turadi.

Sohibqironning bunyodkorlik sohasidagi tarixiy xizmatlari beqiyosdir. Tarix bu qo'hna dunyoda o'tgan ko'p jahongirlarni biladi. Ularning aksariyati faqat buzgan. Amir Temurning ulardan farqi shundaki, u umr buyi bunyodkorlik bilan mashg'ul bulgan. Uning „Qay bir joydan bir gisht olsam, o'rniga un g'isht qo'ydirdim, bir daraxt kestirsam, o'rniga unta kuchat ektirdim" degan so'zlari buning yorqin isbotidir. Amir Temurga har bir zafarli voqea va sevinchli hodisani muhtasham me'morlik obidasi barpo etish bilan nishonlash odat bo'lgan. Shu maqsadda Hindiston, Sheroz, Isfahon va

Damashqning mashhur ustahunarmandlari mamlakatda hashamdor imoratu inshootlar bino qilganlar. Amir Temur zabt etgan mamlakatlarning bir qator shaharlari (Bagʻdod, Darband, Baylaqon)ni qayta tikladi. Amir Temur Tabrizda masjid, Sherozda saroy, Bagʻdodda Madrasa, Turkistonda mashhur shayx Ahmad Yassaviy qabri ustiga maqbara qurdirgan boʻlsada, lekin asosiy eʼtiborini ona shahri Kesh va poytaxti Samarqandga qaratdi. Keshda otasining qabri ustiga maqbara, oʻgʻli Jahongirga maqbara bilan masjid qurdirdi. Amir Temur hukmronligining ilk davrida Kesh shahrini poytaxtga aylantirish niyatida boʻlib, uning obodonchiligiga katta ahamiyat berdi, bu yerda mashhur Oqsaroy qad koʻtardi. Amir Temur Keshni Movarounnahrning madaniy markaziga aylantirishga harakat qildi. Shu boisdan bu shahar „Qubbat ul-ilm val-adab" unvoniga ega boʻldi. Saltanat poytaxti Samarqand Amir Temur davrida ayniqsa gullab yashnadi. Shaharda Isfahon, Sheroz, Halab, Xorazm, Buxoro, Qarshi va Kesh sh.larining meʼmoru binokorlari qoʻli bilan saroylar, masjidlar, madrasalar, maqbaralar quriladi. Shahar tashqarisida esa bogʻ-rogʻlar va boʻstonlar barpo etiladi (qarang Amir Temur bogʻlari). Xususan Shohizinda meʼmoriy majmuasiga mansub Shodimulk ogʻo maqbarasi, Shirinbeka ogʻo maqbarasi va boshqa quriladi. Shaharda Bibixonim jome masjidi, Amir Temurning qarorgohi Koʻksaroy va Boʻstonsaroylar qad koʻtaradi. Umuman olganda Samarqand sh. Amir Temur davrida oʻzining qad. oʻrni Afrosiyobyaan birmuncha jan.roqda butunlay yangitdan qurildi. Shahar tevaragi mustahkam qalʼa devori bilan oʻralib, Ohanin, Shayxzoda, Chorsu, Korizgoh, Soʻzangaron va Feruza kabi nomlar bilan ataluvchi 6 ta darvoza oʻrnatildi. Movarounnahrning dehqonchilik vohalarida, xususan Zarafshon vodiysida oʻnlab sugʻorish tarmoqlari chiqarilib, dehqonchilik maydonlari kengaytirildi. Yangi qishloqlar barpo etildi. Ibn Arabshohning yozishicha, Amir Temur Samarqand atrofida qad koʻtargan bir qancha yangi qishloqlarni Sharqning mashhur shaharlari Dimishq (Damashq), Misr, Bagʻdod, Sultoniya va Sheroz nomlari bilan atadi. Amir Temurning fikricha, Samarqand kattaligi, goʻzalligi hamda tevarak-atrofining obod etilganligi jihatidan dunyodagi eng yirik shaharlardan ham ustunroq turmogʻi lozim edi.

Qashqadaryo-Surxondaryoning tarixiy davri qadimdan mavjud. Xususan, Amir Temur va Bobur haqidagi sheʼrlar keng tarqalgan. Hozirgacha bu hududda yashovchi baxshilarning bir qismi "Oychinar", "Bobur haqida", "Sohibqironning tugʻilishi", "Amir Temurning tugʻilishi va yoshligi", "Temur va Boyazid" kabi tarixiy dostonlari yozib, nashr etilgan. , "Buyuk Amir Temur", "Ahmad Yassaviy", "Alisher Navoiy", "Maxtumquli".

Biz Amir Temurning tavalludi va bolaligi haqida "Sohibqiron tavalludi" dostonini Ro'zi Baxshi Kulto'raevdan, Chori Baxshi Umirovdan "Amir Temurning tug'ilishi va yoshligi" dostonini yozib, nashr qilingan.

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CHET TILI O'QITISH METODIKASINING TA'LIMSHUNOSLIK ASOSLARI.

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Annotatsiya: Tabiat va jamiyat hodisalari o'zaro bog'langan va uzluksiz aloqada rivojlanadi. Fanlar obyektiv voqelik (tabiat va jamiyat)ning in'ikosi ekanligi uchun ulaming hech biri boshqalaridan ajralgan holda mavjud emas. Hodisa va predmet ayni zamonda bir talay fanlarning tadqiqot manbayi bo'la oladi, mas. „til" ijtimoiy hodisasini o'z nuqtayi nazaridan tilshunoslik (lingvistika), ruhshunoslik (psixologiya), ta'limshunoslik (didaktika) o'rganadi.Ushbu maqolada chet tili o'qitish metodikasining ta'limshunoslik asoslari haqida ma'lumot berilgan.

Kalit so'zlar: Chet tili, ta'limshunoslik (didaktika), metodika, pedagogik texnologiyalar, Brainstorming.

Ijtimoiy hodisa bo'lmish tilni o'qitish metodikasi boshqa yaqin fanlarning ijobiy tajribalaridan bahramand bo'ladi, ulaming yutuqlarini o'ziga singdirib oladi. Chet til metodikasi erishgan zamonaviy natijalardan pedagogika fanlarining boshqa sohalari ham foydalanishi so'zsiz, albatta.Chet til - bu xorijiy mamlakat tili. Respublikamizda G'arbiy Yevropa (ingliz, ispan, nemis, fransuz) tillari va Sharq (arab, turk, urdu, fors, xitoy, hind) tillari o'qitilmoqda. Ular ta'lim muassasalarining o'quv rejalaridan o'rin olgan. Ona tili va ikkinchi til ta'limidagi qoidalar sistemali (uzviy) lingvistik mazmun kasb etadi. Chunki tilni tabiiy muhitda amaliy o 'rganish va unga ajratiladigan vaqt (soatlar) miqdori mukammal qoidalar berish imkoniyatini yaratadi. Chet til o'rgatish sharoiti (sun'iy muhit va ajratilgan kam soatlar) qoidalarni oddiylashtirish va sonini ozaytirish muammosini ko'ndalang qilib qo'yadi. Til birligi, bir tomondan, sezgilar yordamida idrok etilsa, ikkinchi tomondan, faqat tafakkur hosilasi, mantiqiy jarayon natijasi bo'lib ro'yobga chiqadi.

Chet til o'qitish metodi – deyilganda chet til o'rgatishning amaliy, umumta'limiy, tarbiyaviy va rivojlantiruvchi maqsadlariga erishuvni ta'minlovchi muallim va o'quvchi faoliyatining majmuasi tushuniladi. Metod atamasi "ta'lim usullari yig'indisi" va "ta'limning yo'nalishi" ma'nolarida qo'llanadi. Birinchisi ta'lim nazariyasida jarayon metodlar ma`nosida ishlatilsa,ikkinchi ma'noda uni o'qitish metodikasi tarixiga oid asarlarda uchratishimiz mumkin. Masalan, chet til o'qitishning tarjima metodi, tog'ri metod, ongli- qiyosiy metod, an'anaviy metod, intensiv metod va boshqalar hisoblanadi.

Chet til o'rganish ko'p qirrali ta'limot bo'lib, bu jarayonda inson murakkab psixologik o'zgarishlarni boshdan kechiradi. Jumladan ona tili bilan chet tilini

taqqoslash jarayoni yuzaga keladi. Bu jarayonda o'rgatishning turli metod va texnologiyalaridan foydalaniladi. Zamonaviy pedagogik texnologiyalar yordamida chet til bilan ona tilini taqqoslab o'rgatish samarali natija beradi. Chet til o'rgatish uning metodikasiga oid bilimlarga ega bo'lishni taqozo etadi. Metodika va texnologiyalar chet til o'rganish jarayonida muhim ahamiyat kasb etadi. Darsni tashkil qilishda metodika fanining turli usullari mavjud. Chet til o'qitish metodikasida keng qo'llaniladigan metodlar: kommunikativ didaktika metodi, madaniyatlararo muloqotni tashkil qilish metodi va mashqni tashkil qilish metodi hisoblanadi. Uchala metod bir-biri bilan chambarchas bog'liq va bir-birini to'ldiradi. Metodika fani didaktika fani bilan bog'liq bo'lganligi sababli, chet til o'rganish mobaynida kommunikativlikka asoslaniladi va kommunikativ didaktika metodi yuzaga keladi. Kommunukativ didaktika metodinini qo'llash jarayonida pedagogning madaniyatlararo muloqotni shakllantirish metodi ham shakllanadi.

Kommunikativ didaktika tinglab tushunish materiali sifatida tabiiy nutqiy vaziyatdan foydalanishni birinchi o'ringa qo'ydi, ya'ni, transportdagi, vokzaldagi e'lonlar, radio va televideniyedagi reklamalar, telefondagi suhbatlar va shu kabilarni misol keltirishiiz mumkin. Axborotni tinglab tushunish qabul qilish bo'yicha qo'yilgan maqsadlar o'zgardi. Tinglaganini hikoya qilish va nazorat qilish ham boshqacha tus oldi.

Chet til o'rganish natijasida o'zga mamlakat madaniyati ham o'zlashtiriladi. Chet til ta'limida kerakli bilimlarni egallash uchun "mashqni tashkil qilish texnologiyasi" muhim ahamiyat kasb etadi. Barcha bilimlarni o'zlashtirish uchun mashq eng yaxshi usul hisoblanadi. Mashq nafaqat chet til ta'limida balki barcha soha bilimlarini o'zlashtirishda ham ijobiy natija beradi. Darsni samarali tashkil etish, unda pedagog faoliyati va zamonaviy pedagogik texnologiyalarning o'rni beqiyosdir. Chet til o'rganish jarayonini kommunikativlikka yondashgan holda tashkil qilish, keyingi bosqich madaniyatlararo muloqot darajasiga yetkazish, bunday natijalarga erishish uchun esa, so'ngi qadam, "mashq texnologiyasi"ga e'tibor qaratish muhim.

Chet tilini o'rgatishda zamonaviy metodlarning ahamiyati beqiyos.Shu o'rinda hozirgi davrda keng qo'llanilayotgan bir nechta metodlardan foydalanib kelinmoqda. Masalan:

1.''B-B-B''(bilamiz, bilishni xoxlaymiz, bildik) metodi.Bu usul dars jarayonida o'quvchilarning matnni tushinishini, uni tahlih qilish qobiliyatining o'sishi uchun kerakli usul hisoblanadi.

2.''Aqliy hujum''(Brainstorming)- g'oyalarni generatsiya qilish metodi hisoblanadi. Bu usulning mohiyati o'quvchilarda jamoa hamkorligi asosida muammo

yechish jarayonlarini vaqt bo'yicha bir qancha bosqichlarga : g'oyalarni generatsiyalash, ularni tanqidiy va konstruktiv holatda ishlab chiqishdan iboratdir.

3.''Muammoli vaziyat yechimi''(Creative Problem Solving). Bu usulni qo'llash uchun hikoyaning boshlanish qismi o'qib beriladi va uning yakunlovchi qismini topish o'quvchilar hukmiga havola qilinadi. Bu usul o'quvchida fikrlash qobiliyatining rivojlanishiga yordam beradi.

4.''Tezkor savol''(Quick answers) Bunda o'quvchilarga o'tilgan mavzu yuzasidan savol beriladi. Bu metod o'tilgan dars samaradorligini oshirishga xizmat qiladi.

Demak, yuqorida ko'rsatilgani kabi har bir metodning chet tillarni o'rgatishda samarali usullari bor ekan. O'qitish jarayonida har bir darsda zamonaviy pedagogik texnologiyalar va metodlardan unumli foydalanish o'quvchilarni mustaqil va erkin fikrlashga, izlanishga, har bir masalaga jiddiy yondashishiga, bilim olishga qiziqishlarini kuchaytirishga yordam beradi.O'qituvchi hamda o'quvchi o'rtasida hamkorlik faoliyatini tashkil eta olsa , har ikkalasi ijobiy natijaga erisha oladi.

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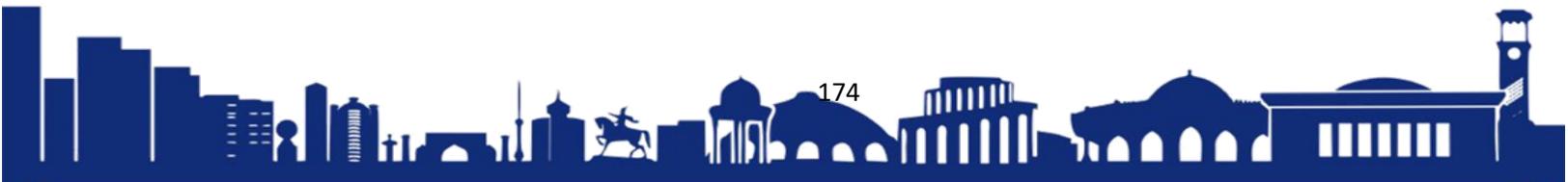
New research methods of cross-linguistics

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Annotation

This article explains This paper ofers new insights into aspects of reading behavior that are shared and those that vary systematically across languages through an investigation of eye-tracking data from languages recorded during text reading. We begin with reporting a bibliometric analysis of eye-tracking studies showing that the current empirical base is insufcient for cross-linguistic comparisons..

Keywords: Reading, Eye tracking, Cross-linguistic research, Language

Аннотация

В этой статье объясняется. В этой статье предлагается новое понимание аспектов поведения при чтении, которые являются общими и систематически различаются в зависимости от языка, посредством исследования данных отслеживания глаз на языках, записанных во время чтения текста. Мы начнем с сообщения о библиометрическом анализе исследований с использованием айтрекинга, показывающих, что нынешняя эмпирическая база недостаточна для межлингвистических сравнений**.**

Ключевые слова: Чтение, Отслеживание взгляда · Межлингвистические исследования, Язык

Any feld of research in human cognition must account for natural variability in physiological, psychological, and behavioral traits and states of individuals. A few felds, however, also need to account for the profound and inherent variability in the very object of cognitive processing. A prime example of such a feld is the study of language. A generalizable account of how language is learned, produced, comprehended, or represented in the brain or mind also needs to grapple with the world's astounding diversity of languages. In the case of reading, this diversity is further compounded by the variability of orthographies, i.e., solutions developed for representing speech in print. Thus, one of the central goals of reading research is to find what universal and specifc aspects exist across the written languages of the world, and subsequently, to study how these aspects infuence reading development and processes.This goal brings forward extensive demands on the quantity and quality of empirical evidence and, importantly, its cross-linguistic coverage, which is not always guaranteed in an Anglo-centric scientifc literature on language.It is uncontroversial that

the availability of high-quality, comparable behavioral data from diverse languages and writing systems is both a driving engine and a prerequisite of meaningful and generalizable theories of reading. The history of reading research shows that the feld has been propelled greatly by data that came from cross-linguistic multi-lab coordinated eforts. Consider, for instance, the Ziegler and Goswami's infuential psycholinguistic grain size theory—a proposal that languages with inconsistent orthographies are more difcult to learn and are preferentially learned via bigger orthographic chunks than relatively consistent transparent languages. This proposal draws on several multilingual studies, including in particular a joint investigation of real word and non-word reading in 13 European alphabetic languages Most research producing either cross-linguistic data or comparable single-language data so far has employed tasks revolving around single word recognition Yet profcient natural reading is the reading of continuous texts to achieve comprehension, i.e., building a mental representation of the text content in one's memory and integrating it with one's prior knowledge through inferential processing . This set of highly coordinated cognitive operations necessarily includes, but also goes far beyond, identifcation of individual words in the text in terms of complexity and breadthe of demands on the visuo-oculomotor, perceptual, and information-processing systems in the reader For such higherlevel language processing, such cross-linguistic data is a lot less evident and barely available.In line with the goal of studying natural real-time behavior during reading for comprehension, in this study, we focus on silent reading of running texts, using eye tracking as the experimental paradigm. Eye tracking is the registration of eye movements as they unfold in real time, and its output is a demonstrably reliable and ecologically valid record of reading behavior A rich literature shows that eye-movement control is an integral part of information processing that takes place during reading and thus, it is refective both of the cognitive processes of comprehension and the multiple components that underlie those processes One of the important advantages of eye tracking is that it enables a fnegrained real-time account of both the temporal (when) and spatial (where) aspects of text reading. The when of eye movement control determines how long to fxate on a word with the eye gaze, allowing for viewing and uptake of visual and linguistic information, and when to break the fxation and initiate a saccadic movement to another location. The where aspect relates to decisions of which word to select as a target for the next and which to skip, and what amplitude of a saccadic oculomotor movement to generate to attain this target. Given vast diferences in the surface characteristics of (written) languages of the world, one can expect readers of diferent languages to systematically vary in both the temporal and spatial dimensions of their reading

behavior. An examination of such systematic patterns requires a resource of comparable eye-tracking reading data across languages. Out of thousands of experimental studies using eye tracking (see below), very few addressed this need for crosslinguistic comparison. One of these seminal exceptions is an eye-tracking study by Liversedge et al. which examined the eye movements of native speakers reading closely matched written passages in three languages (Chinese, English, and Finnish) representing widely diferent language families and writing systems. Other studies provided corpora with comparable cross-linguistic eye-tracking data in two languages. Such studies include the Dundee corpus of texts read in English and French (Pynte & Kennedy, 2006); the GECO corpus of eye movements collected from English and Dutch participants reading the same book in the original and translated version; and the Whitford and Titone's (2012) study of English-French bilinguals read passages in both languages. Moreover, whereas all of the above studies aimed to specifically compare reading in a small number of target languages, our goal here was, for the frst time, to generate a database of reading behavior across a much larger number of languages These analyses ofer new insights into aspects of behavior that are shared and those that vary systematically across languages.

The inspiration for this paper is that empirical science both drives and is driven by accessibility to high-quality and large-scale data. The open science movement in the cognitive sciences adopted this notion, leading to a constantly growing number of collaborative multi-lab studies aimed at providing theories with such data. However, in addition to typical requirements from multi-lab investigations, a collaborative study of reading must also additionally refect the striking diversity of languages (which vary in their phonology, morphology, and syntax), including written languages (which embody a range of solutions as to how to refect speech in print). This is essential because theories of reading that claim any degree of cross-linguistic coverage must be tested using comparable data from multiple languages. Such data should be obtained using comparable designs across languages, in format, content, task, and data collection methods.The present paper provides the field of reading with such necessary data. We specifcally focus on eye-tracking methodology to study reading, which is arguably the most ecologically valid and temporally sensitive record of reading behavior, and indeed eye movements are part and parcel of reading itself. We start by examining whether the need for cross-linguistic data has already been satisfed in studies of eye movements during reading by using a bibliometric analysis of relevant publications over the last two decades to estimate the feld's cross-linguistic coverage. The analysis reported in Part I revealed clear biases towards a handful of languages: with the exception of

Chinese, well-represented languages tend to be alphabetic and Roman script-based, and European (mostly Indo-European, with an expected further bias towards English). Moreover, the number of studies that conducted a coordinated examination of more than one language is very small, and no study has covered more than three languages.

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VOLUME-1, ISSUE-11

USE OF AUTHENTIC MATERIALS IN TEACHING LISTENING.

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Annotation: Any imagination when it comes to pedagogical creativity it is necessary to be able to distinguish constructed projects from real creativity. Because in practice that untested imaginary ideas sometimes cause great damage to pedagogical work. Pedagogical personnel in accordance with the requirements of the development of the educational system high professional training and ideological-political maturity, general issues of continuous growth of the level of culture are raised. The peoples of our country in educating their students ideologically and politically using important events, holidays and memorable dates in his life is important.

Keywords: pedagogical technology, educational process, oral and written speech, dialogic speech, listening comprehension, direct assistance, independent learning

Listening can be viewed as one of the most important skills that need to be acquired by learners in any language. It is one of the four skills that language learners acquire, and out of the four, it is one of the skills that are most frequently used by the individuals. Most instructors teach listening and speaking simultaneously. However, it is noted that beginners in any language, and specifically those that are considered to be non-literate, need to be exposed to more listening than speaking processes, again making listening a vital part of learning any language. Just as there are many methods a teacher can use to teach listening skills, there are many materials a teacher can use to instill these skills in their students. These materials fall into two main categories; authentic and unauthentic materials. The latter materials are also called scripted materials, given that they are edited and prepared specifically for the classroom.Controversy has arisen about the advantages and disadvantages of using authentic materials in teaching listening. There are those who argue that using original materials to teach listening is more beneficial for both students and teachers than using scripted materials. Each of these schools of thought has arguments it uses to support its arguments.

Authenticity in teaching contexts has been variously defined. Different definitions depend on the philosophical orientations of different scholars in the field. However, a common theme emerges among these definitions, a thread described by the central theme of these definitions. Martinez's definition is widely accepted in the field, and this is the definition adopted in this article. Martinez conceptualizes authenticity in linguistics as an authentic language form that comes from an authentic speaker or
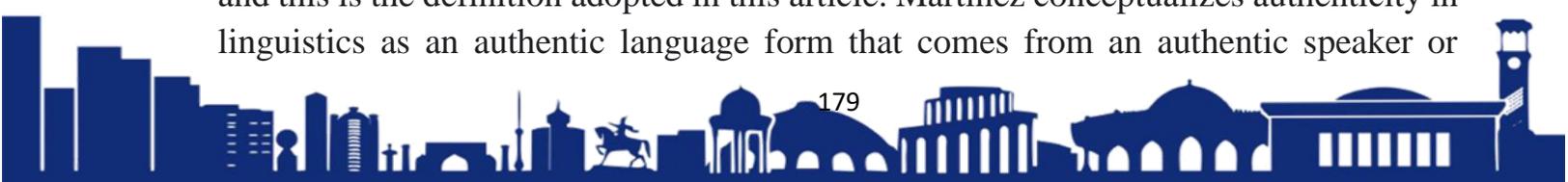
writer, language directed at an authentic audience. Language is also designed or structured to convey a true message of some nature.

From this definition, it is easier to identify the actual material in teaching listening skills. According to Yingmai, authentic texts are written or spoken texts intended for native speakers of a particular language. This is, for example, a conversation in English. This conversation can only be understood by native English speakers, and the source of the conversation was directed at those speakers.

Thus, authentic texts are not specifically designed for language learners, and this is one of the factors that distinguish them from scripted texts. While scripted texts are intended for the specific consumption of language learners, authentic texts are intended for native speakers of that language. From the discussion above, for a text to be considered authentic, it must meet one basic criterion; it should not be designed specifically for language teaching purposes. For example, a radio interview between a celebrity and a host is aimed at English speakers, not for teaching English. However, this interview can be used to teach listening skills to a class of English learners.

Among the four skills (listening, speaking, reading and writing) that are recognized as the keys to 'knowing' the language, listening is probably the least important to be taught. Actually speaking and listening are always interrelated. However listening is the most "underdeveloped" skill. Basically, they realize that listening cannot be separated from other language skills like speaking, reading and writing. Listening is important since students may receive much of their information of their school through listening to instructors and to another. Listening has been regarded as the most frequently used language skills in the classroom. Furthermore nowadays listening skill is inclusive in national examination for the level of Senior High School. In Indonesia the teachers tend to ignore to teach this skill by skipping it even though it is clearly stated in curriculum. The teachers skip teaching listening for many reasons, such as lack of teaching material, lack of school facilities, the speakers in the recorded material speak too fast, the students do not understand the vocabularies and the sentences used by the speakers. The reason of lack of material for teaching of listening nowadays can be minimized, since the teachers can use authentic materials recorded from internet, TV and radio programs. Teachers can select the materials needed for their teaching based on the topic they are going to teach and the level of their students. Therefore teachers have no reasons to ignore and skip teaching of listening, for they can have their authentic teaching materials easily.

Modern effective methods of teaching listening skills everything ranging from interactive exercises to multimedia resources. Listening ability is considered the ability

that can be learned best. Because to learn with a little more attention it was improved through simple and interesting activities and ultimately leads to good results. In this case, you are a junior or senior student. It doesn't matter if you work with groups, you follow to develop yourself if you use one of the methods. In front of senior students, first of all, previously learned oral speech the task is to preserve and strengthen their skills. In their speech It is necessary to participate in all the elements that they acquired during school students' speech should be more reliable and grounded.

Monologue speech approaches the natural form of speech, that is, an element of conversation is added as In this way, didogic speech and monologic speech are intermingled goes The content of oral speech becomes complicated. Based on the previous text from the conversation that interests and excites the students goes on to discuss. The quality of oral speech in the upper grades is oral. It is a qualitatively new stage in the acquisition of speech, which is creative from the text-language material forces to acquire new methods aimed at use.

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VOLUME-1, ISSUE-11

USAGE OF GRAMMATICAL STRUCTURES IN COMMUNICATION.

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Abstract: The main general educational standard for foreign language is quality in foreign language learning sets tasks to achieve new goals, in particular: its components - speech, development of linguistic, socio-cultural, foreign language communicative compensatory and educational and cognitive. It is known that the communicative process of learning building, first of all, modeling the situation as a communication unit and its activity. This article provides information about Usage of grammatical structures in communication

Key words: communication, foreign language, speech, linguistic, socio-cultural, grammar, compensatory, educational, cognitive.

Sometimes it is very difficult for us to remember and apply the grammar rules that we use in written speech. Is "We went for a walk with my puppy" or "I went for a walk with my puppy" correct? Is there a difference in general?Grammar is essential for effective communication as it provides a systematic structure and set of rules that govern how words and sentences are used to convey meaning. Without proper grammar, communication can become confusing, unclear, and even misleading. Here are some reasons why grammar is important for communication:

1. Clarity: Proper grammar helps to ensure that our ideas are expressed clearly and accurately. It helps to avoid ambiguity and confusion, making it easier for others to understand our message.

2. Credibility: Good grammar can enhance our credibility and professionalism. It demonstrates that we have taken the time to communicate clearly and effectively, which can lead to increased trust and respect.

3. Concision: Using proper grammar can also help us to be more concise in our communication. We can convey our ideas more efficiently, using fewer words, which can be especially useful in situations where time or attention spans are limited.

4. Precision: Proper grammar also allows us to express our ideas with precision. It enables us to convey the exact meaning we intend, without the risk of being misunderstood.

5. Social and Cultural Awareness: The use of proper grammar is also a sign of social and cultural awareness. It shows respect for the language and the people who use it, which can be especially important in multicultural environments.

In conclusion, grammar plays a vital role in effective communication. Its proper use can help us to convey our ideas clearly, concisely, and precisely, while also enhancing our credibility and professionalism. Therefore, it is essential to pay attention to grammar when communicating, whether it is in writing or speech.

It is known that success in teaching foreign languages is the correct organization of the educational process is determined by It is the teacher's responsibility to involve schoolchildren in active speech activities in the lesson is a task. That's why it's important to bring out the creative potential of students.One of the effective tools is communication training. Students in the conditions of the educational process. It is difficult to teach to communicate naturally in a foreign language. There are various activities in communication forms (educational and cognitive, socio-political, labor, sport, art, household) are implemented. The content of communication is a problem, and its basis is the subject of discussion. In class modeling of real speech situations of communication is a technology that helps to form basic competencies in learning a foreign language. He teaches English can be used at different stages and help to develop speaking and writing skills expands students' vocabulary and linguistic horizons.

Communication is an integral human activity. No human can live in isolation and to live in a society, we need to interact. For interaction between two people, we need to communicate.Oxford dictionary defines communication as activity or process used for expression of ideas and feelings or used by people for giving information. Hence we can say that it involves sharing of ideas and information between one person to other person.When a child grows, it is necessary that he is taught how to communicate as when the children are taught how to express themselves, they develop better communication skills rather than only by imitating. It is useful for their future as they have to go in the outside world. So we can say that grammar is important due to a variety of reasons.By the end of the twentieth century, English is a language of world importance status was finally strengthened. Studying it in most schools around the world became mandatory and the teaching methodology developed by leaps and bounds started The reason for the emergence of the first method of independent English language learning .Not everyone has the opportunity to attend the courses.Teaching grammar to English language learners requires a balanced approach, taking into account their needs, preferences and learning styles. While traditional methods still hold their place, communicative language teaching, task-based modern approaches to language teaching and technology in the classroom make learning grammar more interesting and relevant. Ultimately, a combination of these methods, tailored to the specific needs of
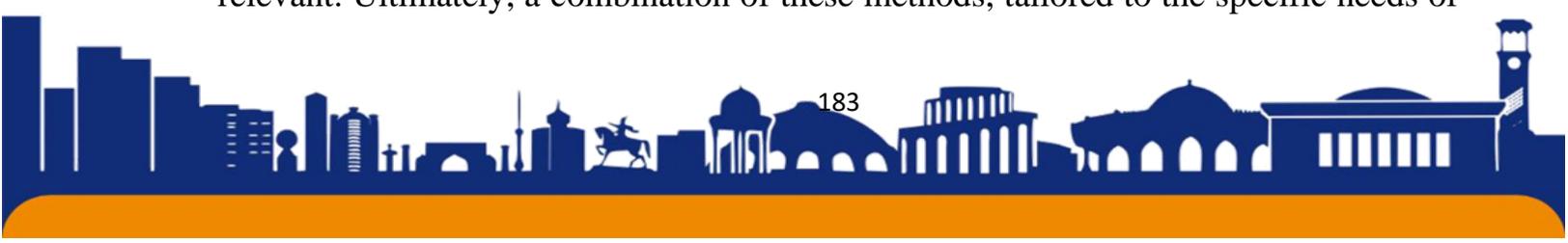
learners, is often the most effective way to teach grammar in an English language teaching context.

Grammar instruction may not be as clear as in traditional methods. Some students may need extra help to understand complex grammar concepts. Grammar in context involves introducing students to real texts such as articles, stories, or dialogues where grammar is used naturally. Students learn grammar in the context of a text. learn to identify and analyze structures. Discussions and activities based on these texts help reinforce their understanding.

In conclusion, it should be said that modern language teaching is more cultural is aimed at the formation of a person, it involves self-analysis and new knowledge having systematization skills. Innovative methods throughout the system is an integral part of modernization. For sure, teachers are the most get acquainted with advanced approaches and later combine them and their own it is possible to achieve significant growth in the education system by using it. Many organizations use multimedia capabilities to send and receive information is moving to a new level using From computers and other devices use determines the success of the entire educational process. Speech skills in trainings during the educational process sufficient attention should be paid to the formation and development of social flexibility need In addition, the success of each lesson in education has many aspects it depends on the correct organization of training. The lesson belongs to the teacher and the student should be based on creative cooperation. Only then students can think independently they receive, their will is trained.

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VOLUME-1, ISSUE-11

TEACHING ENGLISH TO CHILDREN USING VIDEO TUTORIALS.

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Abstract: If you're using a video to teach English, it can be tempting to simply put the video on and hope that it makes sense to the students. Especially for lower-level learners (CEFR A0-B1), this is not appropriate. The video could overwhelm them and make them think that they really don't know any English at all, simply because it was made for native speakers and contains rapid, high-level speech. You'll want to make sure that you have a specific ESL learning objective in mind for the video section itself. Making a concrete goal for the video will simplify things so that the students know they are not expected to understand everything in the video.

Keywords: foreign language, video tutorials, interactive games, types of active education, hand-eye coordination, activity.

In order to produce quality personnel in the future, It is very important to teach our children a foreign language, namely English, from today important At the moment, ninety percent of world literature is in English considering how necessary English is in today's life we have enough According to world scientists, learning a foreign language is ten years old They agreed that it will be easy for the children. During this period, the child he learns the language not by understanding but mechanically, that is why he learns a foreign language It is easy to use and pronounce. In addition, three in kindergarten age. In children under the age of 2 years, the volume of the brain. It has been proven that it can be done much faster. Some scientists say the same they advise that a child should be taught a second language as soon as he is born , then child learns an additional language quickly and easily without difficulties.

Make sure that you have a plan for what the learners need to do before, during, and after the video that relates to your language goals for the lesson. Try to keep things integrated with the rest of the course and never simply put on a video to kill time.

Preview any questions that you will want them to answer and make sure that they have the background knowledge to understand the words in the questions. Consider pausing the video for "turn and talk" discussions with their peers, just after an answer is given in the video itself.

Whether adults want it or not, modern children cannot imagine their life without videos. Various devices have become ingrained in our everyday lives, and they largely determine the way an entire generation perceives information. Currently, parents are

not surprised that the first toy their children take in their hands is a tablet. But how does this phenomenon affect their learning processes?

• Firstly, children are visual learners.

• Secondly, such children are very pragmatic, and the most important question for them is "How to use the acquired knowledge in real-life situations?"

• Thirdly, if these children are interested in something, they will persist in achieving their goals. But it is not easy to interest them.

• Lastly, their thinking and perception are not focused on memorizing facts and details, but on where to find the necessary information and how to apply it in the future.

Thus, visibility plays a crucial role in the learning process. Things evoking vivid emotions and impressions are easier to remember. Acquiring knowledge is better during an interaction. Therefore, of course, video content such as YouTube videos, cartoons and educational videos dedicated to young students, play a significant role in building high-quality and effective learning. Especially when teaching a foreign language, videos are a great resource to learn English.

Learning English through video content – the role of videos in kids' education

The use of videos in the process of learning a language is, firstly, an example of live conversation. However, these are not just audio recordings. In the videos, we see who is speaking. We see facial expressions and gestures, which help us understand the intonation and the situation in general.

These educational videos for kids learning English create a real-life language environment. Children begin to understand that they are the same girls and boys who have mums and dads, and they have the same life; they speak differently, yet they still understand one another.

Any visual sequence that accompanies speech makes the information closer to the viewer. Regional and cultural facts become not just a set of phrases but give rise to associations, thoughts, and a desire to learn more about the subject.

Visuals encourage you to go to the places in question, try the food (if the conversation is about the traditions of local cuisine), take part in a holiday or visit a museum. These country peculiarities become personally significant; they motivate people to learn English – to learn more, you need to know the language better.

The right choice of videos in English for children plays an important role. Channels such as YouTube, for example, allow you to have access to a vast amount of videos, most of which are in English. They can be divided as follows:

• Authentic videos – English movies for kids, cartoons for learning English, video blogs, amateur video stories by native speakers.
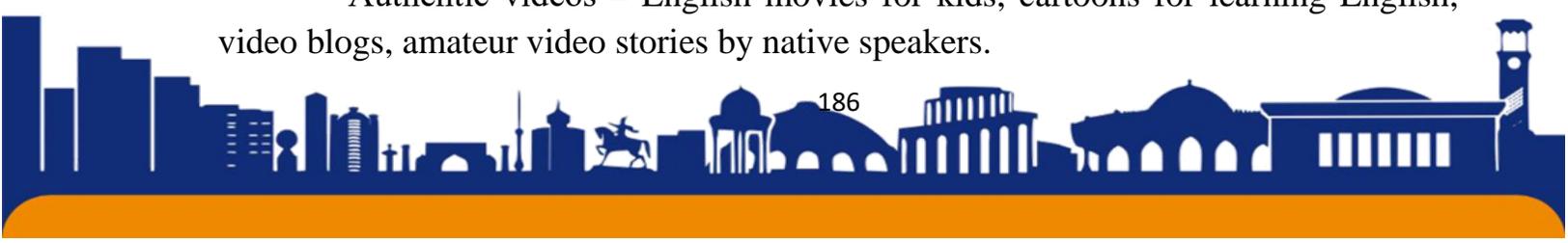
• Educational authentic video – like video stories created, for example, for teaching English-speaking children (native speakers). These are informative videos on a variety of topics and fields of science. For example, videos about natural phenomena, historical events, geographical discoveries, space exploration, biographies of famous people, etc.

• English educational movies for language learners – educational videos that introduce various aspects of the language, cartoons to learn English, educational videos that aim to teach English.

Introducing movies in English to kids can be beneficial for their language development, but the ideal time to start depends on various factors, including the child's current language proficiency, their exposure to the language, and their interest.

In short, as a result of using innovative methods in English language classes, students' logical thinking skills develop, their speech becomes fluent, and the ability to give quick and correct answers is formed. Such methods make students eager for knowledge. The student tries to prepare thoroughly for the lessons. This makes students active subjects of the educational process. As the educational system sets itself the task of educating a free-thinking, well-rounded, mature person, in the future, we future teachers will contribute by developing ways to effectively use innovative technologies.

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O'QISHNI NUTQ FAOLIYATI TURI SIFATIDA O'RGANISH.

Nishonova O'g'iloy

Farg'ona davlat universiteti talabasi
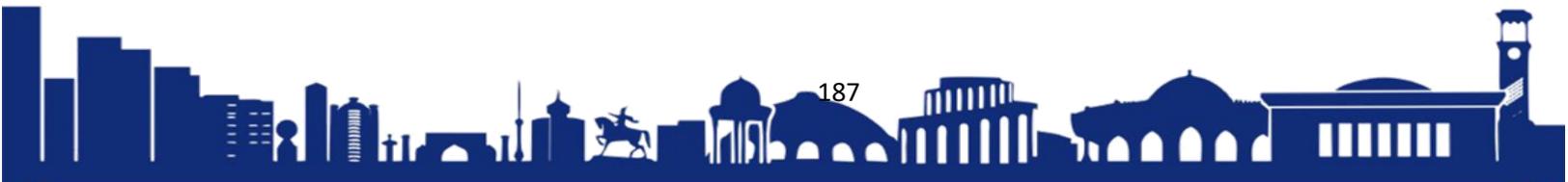
Annotatsiya:Tirik mavjudot orasida faqat inson fikr yuritish qobiliyatiga ega. Tafakkur so'z, so'z birikmalari va jumlalarni nutq faoliyatida qo'llash orqali sodir etiladigan murakkab psixik jarayondir. Nutq faoliyati og'zaki va yozma shaklda ro'yobga chiqadi. Og'zaki nutq gapirish va tinglab tushunish, yozma nutq o'qish va yozuv turlaridan iborat.Ushbu maqolada o'qishni nutq faoliyati turi sifatida o'rganish haqida yozilgan.

Kalit so'zlar: Nutq faoliyati, og'zaki nutq , yozma nutq, semantika, ifoda, monolog.

Nutq faoliyatida operatsion (til materiali ishtiroki) va motivatsion (fikr bayoni) jihatlar aniqlangan. Leksika, grammatika va talaffuz birliklarini gapirish va yozuvda qoMlash, o'qish va tinglashda idrok etib tushunish nutqning operatsion aspektidir. Motivatsion aspektda retsipiyent (gapiruvchi va fikmi yozma bayon etuvchi) va produtsent (tinglovchi va o'qib axborot oluvchi) o'z fikrini boshqalarga yetkazadi yoki o'zgalar fikrini tushunib oladi. Nutq faoliyati turlari va til materiali o 'quv jarayonida yaxlit tarzda o'rgatiladi. Deyarli har bir darsda (birinchi o'quv yilining dastlabki mashg'ulotlari bundan mustasno) o'quvchi tinglab tushunadi, gapiradi, o'qiydi va yozadi. Bunda oldin o'zlashtirilgan yoki hozir shu darsda o'rganilayotgan til birliklari ishtirok etadi. Nutq faoliyati turlarining u yoki bu sinfda yoki ta'lim bosqichida tutgan mavqeyi turlichadir.

Nutqning uch tarafi — tuzilishi (grammatika), semantika (leksika) va „ifoda" (talaffuz) til materiali tomonlari deb ataladi. Ta'lim maqsadlari (III bob)dan kelib chiqqan holda nutq faoliyati turlariga m o'ljallab til materiali tanlanadi, taqsimlanadi, tasnif qilinadi, taqdim etiladi, ya'ni o 'zlashtirishga tayyorlanadi (bu bosqichlar inglizcha metodikada selection, distribution (grading), classification, presentation deyiladi). Chet til materialini tanlash, taqsimlash, metodik tasnif va taqdim etish dastur tuzuvchilar va darslik mualliflari tomonidan ro'yobga chiqariladi. 0 'quv materialini o'rganish/o'rgatish chog'ida o'quvchi va o'qituvchi ishtirok etadi, hamkorlikda ish ko'radi. Til leksika, grammatika, talaffuz birliklarini yaxlit birlashtiruvchi ijtimoiy hodisa tarzida nutq faoliyatining „qurilish" materiali sanaladi. Leksika birligi, grammatika birligi va talaffuz birligi gapirish, tinglab tushunish, o'qish va yozuvda o'rgatish/ o'rganish birliklari deb qaraladi. Ularning fUnksional, semantik va formal jihatlari o 'zlashtirish uchun maxsus mashqlar bajarishni talab qiladi.

Gapirishni o`rgatish metodining yana bir muhim tarkibiy qismi bu muloqot turidir. Muloqotning 3 turi mavjud: individual, guruhli va ommaviy: Individual muloqotda ikki kishi ishtirok etadi. Bu tezkorlik va ishonch bilan ajralib turadi. Bu erda aloqa sheriklari umumiy nutq "mahsulotida" ishtirok etish ulushida tengdir. Guruhdagi muloqotda bir nechta odam bitta muloqot jarayonida (do'stlar bilan suhbat, trening, uchrashuv) ishtirok etadi. Ommaviy muloqot nisbatan ko'p sonli shaxslar bilan amalga oshiriladi. Shu sababli, ommaviy muloqotda ishtirokchilarning kommunikativ rollari odatda oldindan belgilanadi: ma'ruzachilar va tinglovchilar (qarang: yig'ilishlar, mitinglar, bahslar va boshqalar). Nutq (gapirish) monologik va dialogik shakllarda namoyon bo'ladi. Dialogni o'rgatishda dialogning turli shakllari va ular bilan ishlash shakllarini farqlash kerak: dialog-suhbat, dialog-sahna, o'quvchilarning o'zaro va o'qituvchi bilan suhbati, juftlik va guruh shakllari. Monolog kengayish, izchillik, izchillik, asoslilik, semantik to'liqlik, umumiy konstruksiyalarning mavjudligi, grammatik rasmiyatchilik bilan ajralib turadi.

Og'zaki nutqning ikki turi mavjud: oddiy so'zlashuv nutqi va adabiy so'zlashuv nutqi. Oddiy so'zlashuv nutqi tabiiy nutq sifatida namoyon bo'lib, sheva ta'sirida bo'lgan kundalik so'zlashuv nutqining turli ko'rinishla- ridan iborat. Adabiy so'zlashuv nutqi esa adabiy til me'yorlariga amal qilgan holda gapirishni taqozo etadi. Yozma nutq og'zaki nutqdan so'ng yozuv ta'sirida paydo bo'lgan bo'lib, adabiy tilning imloviy, punktua- tsion, uslubiy qonun-qoidalariga bo'ysunuvchi grafik shakldagi nutqdir. Yozma nutqning mazmuniy bo'laklari, gaplar, ularning qismlari turli xil tinish belgilari orqali ajratib ko'rsatiladi. Yozma nutq og'zaki nutq kabi kishilar o'rtasidagi bevosita aloqa vositasi emas, u boshqa joyda va zamonda (kelgusi davrda) yashovchi kishilar bilan aloqa bog'lash vositasidir.

Gapirish (nutq)ni o'rgatishdagi asosiy qiyinchiliklar motivatsion muammolarni o'z ichiga olishi kerak, masalan: talabalar chet tillarida gapirishdan uyaladilar, ular xato qilishdan, tanqid qilishdan qo'rqishadi; o'quvchilarda vazifani hal qilish uchun etarli til va nutq vositalari mavjud emas; talabalar u yoki bu sabablarga ko'ra dars mavzusini jamoaviy muhokama qilishda ishtirok etmaydilar. Nutqni o'rgatishda sanab o'tilgan muammolarga asoslanib, maqsad paydo bo'ladi - agar iloji bo'lsa, ushbu muammolarni bartaraf etish. Muayyan mavzu bo'yicha oddiy dialoglar qurmasdan, haqiqiy vaziyatlarga tushmasdan gapirishni o'rganish mumkin emas. O'qitishning interfaol yondashuvi o'quvchilarni munozaralar, bahs-munozaralar, muammolarni muhokama qilish va shuning uchun dialogga bevosita jalb qilishni nazarda tutadi. Shuningdek, o'quvchilarda umumiy til, intellektual, kognitiv qobiliyatlarni, chet tilidagi muloqotni o'zlashtirishning asosi bo'lgan psixik jarayonlarni hamda o'quvchilarning his-

tuyg'ularini, his-tuyg'ularini, muloqotga tayyorligini, har xil turdagi muloqot madaniyatini shakllantirish muhim ahamiyatga ega jamoaviy o'zaro ta'sir.

Yozma manbalar orqali biz o'tmish tariximizni o'rganamiz va bundan kelajak avlod foydalanishini ta'minlaymiz. Nutqning bu shakllari turli ko'rinishlarda namoyon bo'ladi. Nutq ayrim shaxsga tegishli bo'lishi kki kishi o'rtasida yuz berishi (dialogik) va bir necha shaxslar orasida (polilogik) bo'lishi mumkin. Nutq ko'rinishlari ifoda maqsadi, qurilishi, hissiy-ta'siriy vosi- talari bilan farqlanadi. Yozma nutq uslubiy turlari (so'zlashuv, ilmiy, badiiy, ommabop, rasmiy-idoraviy) bilan o'ziga xos nutq ko'rinishlarini yaratadi.

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CONTRASTIVE LINGUISTICS AND TEXT LINGUISTICS

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ANNOTATION

This article presents a contrastive linguistics which is a field of linguistic study that compares and contrasts different languages or different language varieties in order to identify and understand and differences. It aims to explore language structures, functions and usage in different languages to better understand their underlying patterns and characteristics.

Textual linguistics, on the other hand, is a branch of linguistics that focuses on the analysis of written or spoken texts, with an emphasis on the structure, organization, and communicative functions of language in these texts. Textual linguistics explores how language is used in discourse, including factors such as coherence, cohesion, and relationships between individual elements of a text.

In short, while comparative linguistics compares different languages or language varieties, textual linguistics analyzes the structure and function of language in specific texts.

Both fields contribute to a deeper understanding of language, but they do so through different emphases and methods.

Keywords: contrastive linguistics, text linguistics,

Importance and uses of contrastive linguistics

As a supplementary definition, Contrastive Linguistics is a sub-discipline of linguistics which is concerned with the comparison of two or more languages. It has long been associated primarily with language teaching.

Apart from this applied aspect, however, it also has a strong theoretical purpose, contributing to our understanding of language typology and language universals.

The study of two languages in contrast, here called contrastive analysis has been referred to by a variety of names, not all of which mean the same to all writers.

One can find the following terms used: contrastive studies, contrastive language studies, contrastive linguistics, applied contrastive studies, contrastive description and others.
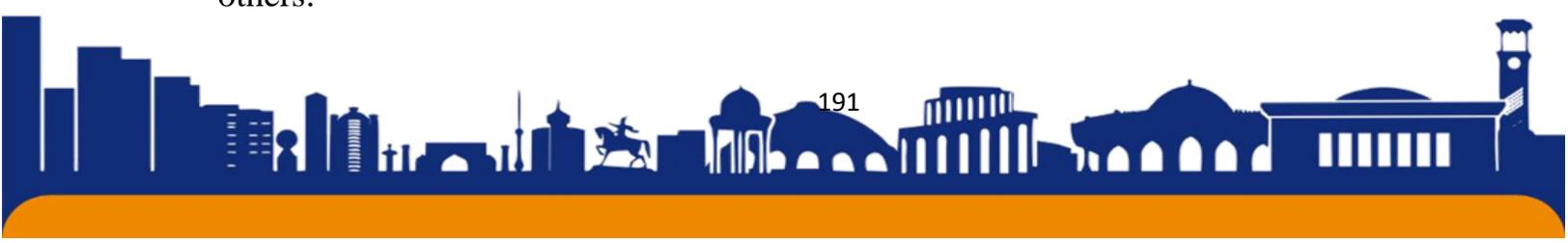
Contrastive studies mostly deal with the comparison of languages that are "socio-culturally linked, languages whose speech communities overlap in some way.

A major influence on the development of the contrastive analysis approach has been the interest shown in it by language teachers and learners.

Text linguistics

Textual linguistics is a branch of linguistics that considers text as a communication system. Its initial goal lies in discovering and describing text grammar. However, the application of text linguistics has evolved from this approach to the point where text is considered in much broader terms, going beyond the simple extension of traditional grammar to the entire text copy. Textual linguistics takes into account the form of the text as well as its framework, that is, its framework. How it is placed in the context of interaction and communication. Both the author of a text (written or oral) and its recipient are considered in terms of their respective roles (social and/or institutional) in the particular communication context.

In general, this is an application of discourse analysis at a much broader text level, rather than a sentence or a word. Most linguists agree to classify text into five types: narrative, descriptive, argumentative, informative, and compare/contrast. Some taxonomies divide text types according to their functions. Others are different because they consider the subject of the text, the producer and recipient, or even the style. Adam and Petitjean (1989) proposed to analyze the overlap of different text types with text sequences.

SUMMARY COMPLETION: In this article, I have described contrastive linguistics

which compares and contrasts different languages or language varieties to identify similarities and differences, focusing on structural, functional, and sociolinguistic aspects. On the other hand, text linguistics analyzes the structure, organization, and communicative functions of language within specific texts, with an emphasis on written or spoken discourse, coherence, and cohesion. While contrastive linguistics explores language differences across languages, text linguistics examines the use of language within individual texts.

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THE DIFFERENCES BETWEEN ENGLISH AND GERMAN

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ANNOTATION

This article presents that no one can deny that English and German are two widely used languages. While the former is a global language, the latter is second only to English in terms of number of speakers globally, with over 100 million speakers across every continent. If you want to learn German, now is the perfect time due to globalization and high demand in the competitive job market. However, you may think that this is a difficult job but it is not. If you speak English fluently, you will have no difficulty learning and mastering German. However, if you are a beginner, the process will be gradual. We've compiled a list of similarities between English and German, especially for you.

Keywords: competitive, similarity, compile, non-technical, imply, origin

Similarities Between English and German

Here are some common similarities between English and German. Check them out! Both are Germanic languages The most important thing to remember is that English is a language that evolved from West Germanic about 2,000 years ago. Indeed, German and English are considered part of the Germanic branch of the Indo-European language family, implying that they remain closely related to each other today. Given their common ancestors, it's not surprising that they have striking similarities. It is estimated that more than a third of non-technical English vocabulary, as well as many English words, are of German origin. In addition, Latin, Greek and French vocabulary was borrowed from existing languages.

Same alphabets

One of the most obvious similarities between German and English is that both languages use the same 26 letters of the Latin alphabet. This is a significant advantage because it allows English speakers to start writing in German immediately. This change is quite simple, except for the rules for learning the additional umlaut letters (ä, ö and
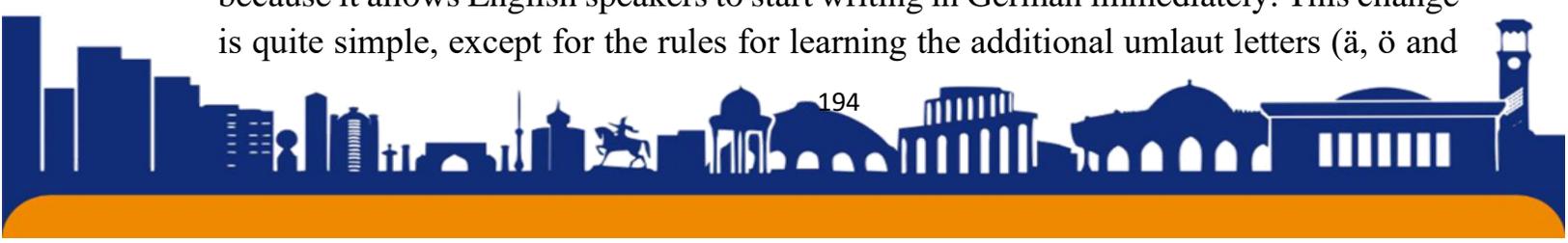
ü) and the Eszett or sharp S (ß). This is undeniably an advantage for English speakers trying to learn a language like Mandarin, Arabic or Japanese, which use a completely different writing system.

Same grammatical rules

One trait that English speakers who attempt to learn German may notice is a similarity in grammatical rules. The verb 'to drink', which is 'trinken' in German, is perhaps the best example of this.

The English term changes depending on the tense, from' drink' to 'drank' to 'drunk'. In German, you use the words 'trinkt', 'trank', and 'getrunken' for the same three tenses, and the same general pattern applies to most other verbs as well. As a result, an English speaker can typically have a solid sense of German verb patterns right away.

Arabic Numbering Systems

Another benefit of studying German as an English speaker is that the two languages share the same Arabic numbers and numbering system. Numbers, like in English, are made up of sequences of the digits 0-9, and while these numerals have distinct names in German, they all follow the same basic principles.

This is likely best demonstrated by examining the numbers from 10 to 20.

English: ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, and twenty in English.

German: zehn, elf, zwoelf, threezehn, vierzehn, fünfzehn, sechzehn, siebzehn, achtzehn, neunzehn, zwanzig.

The suffix 'teen' is substituted with 'zehn', but the essential pattern remains the same. In general, this is an application of discourse analysis at a much broader text level, rather than a sentence or a word. Most linguists agree to classify text into five types: narrative, descriptive, argumentative, informative, and compare/contrast. Some taxonomies divide text types according to their functions.

SUMMARY COMPLETION: In this article, I have described Examining these cognates proves it beyond a shadow of a doubt: In terms of common words, German and English have a lot in common. Between the two languages that have a history of borrowing from each other, you can discover the same exact words, similar variations, or even distinct meanings of the same spelling. If you speak one of these languages,

now is the time to learn the other! These related terms will hasten the absorption process tenfold! And if you ever get confused, you can refer to this blog!

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Asal va asalarining bugungi kundagi ahamiyati

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Kalit so'zlar:asal, *asalari., gullar, nektar, nish, ko'z, ishchi ari, vitaminlar, oziq-ovqat mahsuloti, qon bosimini ko'taradi, oila, mum.*

Annotatsiya: *Ma'lumki asal ming dardga davo hisoblanadi. U yuqori quvvatli oziq-ovqat sifatida dasturxonga fayz-baraka bag'ishlaydi. Mamlakatimizda parrandachilik, baliqchilik sohalar kabi asalarichilikka ham alohida e'tibor qaratilmoqda. Asalning shifobaxsh xususiyatlari juda ko'p. Tabiiy ne'mat inson organizmida to'liq o'zlashtiriladi. Gullar nektarlaridan yig'ilgan bol tarkibidagi moddalar salomatlikni mustahkamlaydi. Asalni muntazam iste'mol qilgan insonga kuch-quvvat uzoq umir bag'ishlaydi.*

Ma'lumotlarga ko'ra dunyoda shirin va to'yimliligi, foydaliligi jihatidan asalning o'rnini bosadigan ne'mat yuq ekan. Tabiiy sof asal qariyb 300 xildan ortiq kasallikni davolashi ilmiy o'rganilgan. Asal yordamida semiz odamni ozdirib, ozg'inni semirtirish mumkin yoki qon bosimini tushurib-oshirish mumkin. Faqat asaldan to'g'ri foydalanishni bilmoq kerak. Asalning turi asalarining qanaqa o'simliklardan shira olganligiga bog'liq, as alga qaysi o'simlik shirasi asos bo'lgan bo'lsa asal ham shu o'simlik nomi bilan sifatlanadi. Akatsiya asali, paxta asali, beda asali, kungaboqar asali, va hokazolardir. Bu asalarining har biri o'ziga xos mazasi, hidi va rangi bilan bir-biridan ajralib turadi. Asalning tarkibida juda ko'p vitaminlar va mikroelementlar bor. Asal tarkibida tiamin, riboflavin, askorbin, pantoten kislota, niatsin, pirodonsin, biotin, retinol, tokoferol kabilar 0,1-30 mkg.gacha tashkil etadi. Xususan, tarkibida mikro va makroelementlarning borligi asalning sifatini yanada boyitadi. ''Asal''' yoki '''bol''' — ishchi asalarilar o'simliklar gulidagi shira (nektar)ni organizmida qayta ishlash yo'li bilan hosil qiladigan shirin suyuqlik. Asalarilar asalni uya kataklariga o'zlari uchun oziq qilib g'amlaydi. Asal o'z tarkibiga ko'ra nektardan farq qiladi. Asalda 80 % dan ko'proq uglevodlar (glukoza, fruktoza), 0,4 % kul, 13 — 20 % suv bo'ladi. Asalda odam uchun foydali moddalarning 70 dan ortiq turi bor. Shuningdek, asalda mineral moddalar: kalsiy, natriy, kaliy va boshqalar; mikroelementlar, organik kislotalardan olma, limon kislotalari, vitaminlar (V2, V6, RR, C, E, K) borligi aniqlangan. Tabiatdan olinish manbaiga ko'ra gul (nektar) va shira (o'simlik barglari va poyalaridan ajraladigan shira) asaliga bo'linadi. Guldan olingan asal ham o'simlik turiga qarab beda, yantoq, kungaboqar, g'o'za va boshqalarga ajraladi. Asal o'zining ta'mi, hidi, rangi jihatidan, shuningdek qaysi faslda qanday o'simlik gulidan yig'ilganligiga va joyi

(tog', o'rmon, vodiy)ga qarab ham farqlanadi. Eng yaxshi asal — tog' asali, chunki u turli dorivor gullardan yig'iladi. Oq akatsiya, beda, olma, shaftoli va boshqa o'simliklar gulidan to'plangan asal ham sifatli, oftob kam tushadigan o'rmon gullari va yetishtirishda turli zaharli dorilar sepiladigan texnika o'simliklari, masalan, kanopdan olingan asal ancha sifatsiz hisoblanadi. Asal mumkataklardan maxsus asalajratkich moslamalar bilan ajratib olinadi. Asal qimmatli oziq-ovqat mahsuloti, uning 1 kilogrammida o'rtacha 3200 kaloriya energiya bor. Asaldan tibbiyotda qadimdan dori-darmon sifatida foydalanilgan. Hozir farmatsevtika sanoatida turli dori-darmonlar ishlab chiqariladi. Asalning o'zi turli kasalliklarga parhez va davo vositasi tarzida beriladi. XX asrning 60-yillaridan boshlab tibbiyotda asal bilan davolash usullari — apiterapiya shakllandi. Asal oziq-ovqat sanoatida ham ishlatiladi.

Asalari, bolari (Apis mellifera L.) — arilar oilasining bir turi. Asalari vatani Janubiy Osiyo hisoblanadi. Hozirgi davrda janubiy kengliklardan Chekka Shimolgacha tarqalgan. Asalarilar, asosan, oila bo'lib yashaydi. Bir oila bir ona (xalq tilida „podshosi" deb ham yuritiladi), bir necha ming ishchi va bir necha yuz erkak asalaridan iborat. Ona asalari tanasi uzunligi 20 — 25 mm, vazni 200 — 250 mg, bahordan kuzga qadar tuxum qo'yish va oilani boshqalari vazifasini bajaradi. Qanoti tanasining yarmini qoplaydi, nektar, gul changini yig'uvchi apparatining yukligi bilan farq qiladi. Ona asalarining jinsiy a'zolari rivojlangan. 5 yilgacha yashaydi (tajribali asalarichilar onalari har ikki yilda yangilab turadilar). Bir sutkada 2 — 2,5 mingtagacha tuxum qo'yadi. Otalangan tuxumlardan 21 kunda ishchi asalari, otalanmagan tuxumlardan 24 kunda erkak asalari chiqadi. Agar lichinkalarni ishchi asalarilar asalari suti bilan oziqlantirib tursa 16 kunda ona asalari chiqadi. Tuxumdan chiqqan ona asalari 7—8 kunda jinsiy balog'atta yetadi. Erkak asalari tanasi uzunligi 15—17 mm, vazni 200 mg, qorin qismi to'mtoq bo'lib, oldingi qanotlari uzun, gul changi va nektar yig'uvchi apparati, nayzasi yo'q, ko'kragi keng, hartumi qisqa. Bir oilada 80—100 tagacha erkak asalari bo'ladi. Asosiy vazifasi ona Asalarini urug'lantirish (asosan, havoda juftlashadi, urug'lantirganidan keyin halok bo'ladi). Ular uyada faqat yozda bo'ladi, kuzda oilada urchish ishlari to'xtashi bilan ularni ishchi asalarilar uyadan quvib chiqaradi. Ishchi

asalari tanasi uzunligi 11—15 mm, vazni oʻrtacha 100 mg, jinsiy aʼzolari rivojlanmagan, urgʻochi asalarilar boʻlib, yozda 35 — 40 kun, qishda 3 oy yashaydi. Bir oilada yozda 60 — 80 ming, qishda 10-15 ming ishchi Asalari boʻladi, soatiga 60 km tezlikda ucha oladi, oiladan 2 — 3 km va undan ortiq masofaga uchib borib, nektar va gul changini yigʻish, nektarni asalga aylantirish, mum ishlash, lichinkalarni boqish, katak qurish, uyani qoʻriqlash kabi ishlarni bajaradi. Asalarilar qadimdan qimmatbaho mahsulotlar boʻlgan asal, propolis, mum, ona asalAsalari suti, asalAsalari zahAsalari va boshqalarni olish, shuningdek qishloq xoʻjaligi ekinlarini mevali bogʻlarni changlatish uchun boqiladi. Asalari oilasi bir mavsumda 140 — 150 kg asal toʻplaydi, bundan 100 kg Asalari taʼminotiga sarflansa, 40 — 50 kg asal ajratib olinadi. Asalari oila aʼzolarining xizmat faoliyati oʻzaro bogʻliq boʻlganidan ularning birortasi ham oʻzicha mustaqil hayot kechira olmaydi. Zotlari: Oʻrta Rossiya oʻrmon (qoramtir) Asalari zoti (Asalari millifera) — eng koʻp tarqalgan zotlarga kiradi. Asalarilari yirik, asaldorligi yuqori, sovuqqa chidamli, har bir oiladan 100 kg gacha asal olish mumkin. 1964—70-yillarda Oʻzbekistonga keltirib sinalgan. Paxta ekiladigan yerlarda yuqori mahsuldorlikka erishildi. Uzoq Sharq asalari zoti — Uzoq Sharq (Primore, Xabarovsk)da koʻp tarqalgan. Zot Ukraina, Oʻrta Rossiya, Italiya va Kavkaz asalarilari ishtirokida yetishtirilgan, mahsuldorligi oʻrtachalari Kraina kulrang Asalari zoti (Asalari carnica) — Yugoslaviya, Avstriya togʻlarida keng tarqalgan. Tashqi koʻrinishdan Kavkaz togʻ-qoʻngʻir asalarisiga oʻxshaydi, mahsuldorligi oʻrtachalari Oʻzbekiston chorvachilik ilmiy tadqiqot institutida asalarilar boʻyicha ilmiy tadqiqot ishlari olib boriladi

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VOLUME-1, ISSUE-11

CONCEPT, CONTENT AND ESSENCE OF MEDIA LITERACY

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Abstract: This article describes the concept, content and essence of media literacy. At the same time, information is provided about the necessity and importance of media literacy in society.

Key words: media literacy, media education, media text, information, mass media, media education.

There are different opinions about the concept of media literacy, and according to the American International Encyclopedia of Society, it is noted that "media literacy" means being active and literate while feeling the responsibility as a citizen in society, being able to receive and create media texts, it means to be able to analyze and evaluate, to be able to understand the socio-cultural and political content of modern media.

According to S. Firestone, professor of the Royal University of London, media literacy is a movement whose main task is to encourage people to understand, create and evaluate the cultural significance of audiovisual and printed texts.

In our opinion, media literacy is a critical view of all the information transmitted through mass media, an unbiased approach to them, and a conscious approach to sorting each transmitted information.

The goal of medical literacy is to understand the priorities and shortcomings of each media, to be able to sort out the information distributed by them and to form the skills to accept the necessary, while the main task is to limit it, realizing the manipulative power of any information consumed by people. It is also to help people understand the role of media and citizen journalism.

The media is a powerful force in the lives of young people. Music, television, video games, magazines, and other media have a powerful influence on how we see the world, often beginning in childhood. In order for consumers to be able to critically analyze media, they need to develop media literacy skills and habits from childhood. These skills include accessing media at a basic level, analyzing it critically based on specific concepts, evaluating it based on that analysis, and finally producing the media itself. This process of learning media literacy skills is called media education.

The promotion of media education in the 21st century was recognized by

VOLUME-1, ISSUE-11
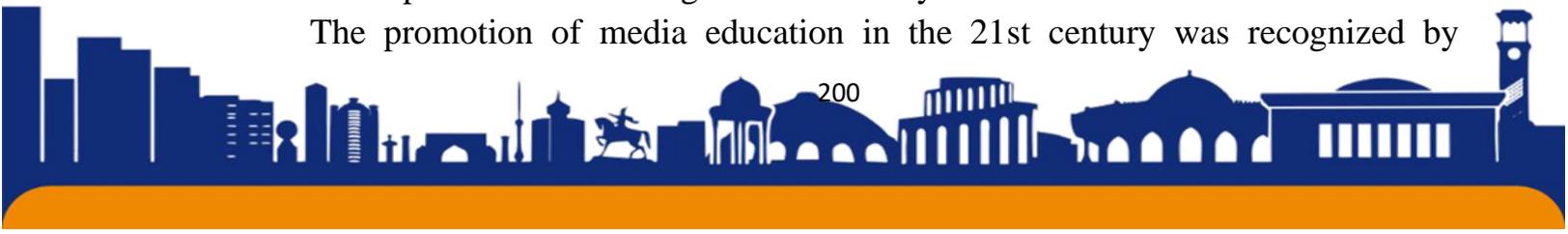
UNESCO as a priority direction of cultural and educational development, and it was emphasized that media literacy can be increased in this way. UNESCO supports the development of media and media literacy to improve people's critical thinking and good decision-making. The organization is particularly committed to building the capacity of politicians, educators, media professionals, youth organizations and vulnerable populations in this field, and assists member states in formulating national media and information literacy policies and strategies.

The oldest organization that studies media literacy is the National Telemedia Council, based in Madison, Wisconsin, and led by Mariel Rowe for more than 50 years. The organization initially published a media literacy magazine known as "Telemedium". Today, media literacy is widely promoted and promoted in countries around the world.

Media literacy is the study of media, which is based on the following results of media education and aims to:

- understanding the impact of media on individuals and society;
- understanding of mass communication process;
- ability to understand and analyze media texts;
- understanding the media context;
- creation of media texts and their analysis;
- sets the tasks of evaluating media texts and sorting them.

Today, the media, i.e., mass media, cinema, theater, types of art, cultural exchanges, any information transmitted through the Internet has a certain effect on the human mind and changes its worldview. is causing change. The main purpose of the application of the above-mentioned concepts and the pursuit of media education, media literacy, media criticism and media studies today is the creation of information, understanding the process of its dissemination, commercial, political, economic, spiritual and cultural purposes. is to be able to evaluate the information being disseminated while understanding its essence.

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VOLUME-1, ISSUE-11

REFORMS IN THE FIELD OF JOURNALISM IN OUR COUNTRY AND THE HISTORY OF THE FIELD OF JOURNALISM

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Abstract: This article provides information about the reforms implemented in the field of journalism in our country and the history of the field of journalism.

Key words: journalism, mass media, the press, technology, internet, mass communication, articles, information security.

The first shoots of journalism in works on the history of journalism made of clay in China in BC and later Plasterboards in Rome, and carved on ceramics in Japan It is shown that they are special maiumotnoms cooked in the khumdon. This publications did not become popular by themselves, because their number increased and distribution is extremely difficult. Later, with the invention of paper such publications began to be replaced by qaiyazm a leaflets.

Differences in the emergence and formation of Uzbek journalism a leaflets have taken over m aium o 'nn. For example, still Uzbek its function at a time when journalism was not formed in the fundamental sense Mukimi, the great representatives of Uzbek democratic literature, Furqat, Zavqi and others exposed the social evils of their time those who spread their humorous poems in the form of qayyozm a, are seen by many people those who hung and glued to places.

Handwritten leaflets with community development (rule writing and due to the difficulty of reproduction) does not meet the demand. Science - the growth of technology and the literal invention of the printing press is crucial in creating the press.

According to the President's decision of June 27, 2022 "On measures to support the mass media and develop the field of journalism", from July 1, 2022 to July 1, 2025, the mass media profit tax will be reduced to 50 it was introduced to pay interest at reduced tax rates.

In order to regularly encourage active journalists, the authors of up to 100 best materials published in the mass media will be awarded with a cash prize of up to 50 times the amount of the base calculation.
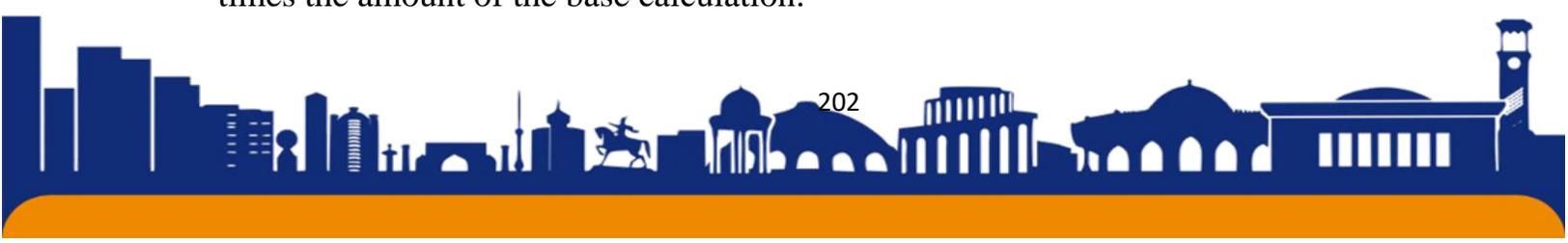
The press lives with the spirit of the processes and comprehensive reforms taking place in the society. The important changes taking place in the country and the shortcomings are reflected in the mass media. In this sense, it is necessary to recognize that the influence and effectiveness of the word of the press in our country has changed significantly in recent years. The legal basis of freedom of speech, topic and opinion was created. Newspapers and magazines are taking a bold step towards the atmosphere of openness and transparency, which they have dreamed of for many years. The increasing number of in-depth analytical articles in our press, including the results of journalist inquiries, can be a proof of our opinion.

Today, Internet journalism, which is developing further and acquiring new directions, is distinguished by its comprehensiveness and the fact that its audience knows no boundaries. Internet journalism, which is considered a type of modern mass media, the development of mass media, expansion of its tasks, sharp changes in the field of production and technology, and the complexity of relations between journalism and society, put new tasks before journalists. Nowadays, it is important to train universal journalists who can simultaneously write news, acquire the skills of interviewing, taking photos and videos, and prepare materials for the Internet. Today, mass media plays a major role in society. In addition, the role of mass media in the socio-political life of Uzbekistan is rapidly strengthening. If we look at the history of mass media activity in our country, in 1991 only 395 media outlets were operating in our country. By 2016, their number reached 1,437, and today their number is close to 2,000, and most of them are private. Modern specialists for mass media in Uzbekistan.

In order to improve the training system, the University of Journalism and Mass Communications was established. Organizations such as Creative Union of Journalists of Uzbekistan, National Press Center, National Association of Electronic Mass Media, Public Fund for Support and Development of Independent Print Mass Media and News Agencies and International Press Club are successfully operating.

Representatives of leading foreign mass media, including Reuters, France Press, BBC, The Economist, Xinhua, "Voice of America", "Fergana.Ru", Eurasianet reporters work freely in Uzbekistan.

Actually, in a democratic legal state and a fair civil society, the reputation of journalists will be much higher. Because they are the real fourth power, one of the unique spiritual and educational bridges between the state and the people.

Consequently, a journalist feels responsible for every word, is responsible and accountable to the people and society.

In this regard, journalists are required to adapt to the requirements of the times and improve their work efficiency. This will undoubtedly serve to ensure the information security of our country.

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CREATION OF CADASTRAL PASSPORT FOR PERENNIAL DOV TREES.

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Annotation: This article talks about the creation of a cadastral passport for perennial trees and their main criteria.

Keywords: Cadastral file**,** Drawing up a cadastral file, Drawing up a cadastral file, cadastral passport.

State registration of rights to real estate means the recognition by the state of the fact that the rights of legal and natural persons to real estate have been created, transferred, limited and canceled.

The processes of issuing a cadastral passport to perennial trees and state registration of the right to it are carried out in accordance with the Administrative Regulations approved by the Cabinet of Ministers' decision No. 535 of September 2, 2020. Perennial trees owned by legal entities and individuals are prepared as a type of real estate, and a cadastral passport is issued based on the results.

During the preparation of the cadastral collection, measurements are made in the area of orchards, vineyards, orchards and other forest trees and the number of seedlings is determined. The total area and number of trees in gardens is determined without dividing them into species (apples, pears, peaches, etc.). The cadastral data of perennial trees are displayed together with the cadastral data of the land plot.

The state registration of property rights to perennial trees is carried out after the state registration of the rights to the plot of land where these perennial trees are located. Currently, the registration of the cadastral passport and the state registration of the property rights for perennial trees are carried out in a composite manner.

The registration of the passport of perennial trees and the state registration of the right will consist of entering information about the type and number of perennial trees and the land area occupied by them.

Cadastral file – an electronic collection of documents, materials and data of cadastral surveys, technical inventories and passports, special examinations and investigations, qualitative and cost evaluation of an object necessary for the formation, accounting and subsequent state registration of rights to immovable property.[1]
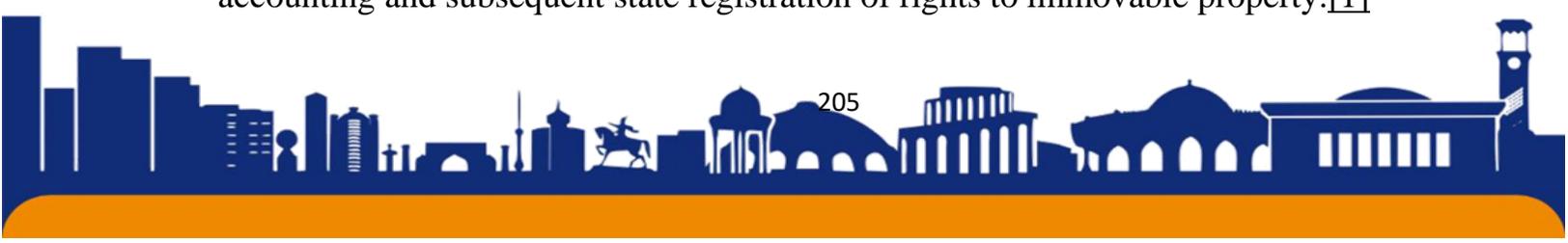
Cadastral passport – an electronic document containing general information on the immovable property and the cadastral number of the property.[2]

As is known, all transactions involving immovable property require the individualisation of the property, which shows the great importance of a properly prepared cadastral file. This article gives a detailed overview of what a cadastral survey is, which documents it consists of, for which objects its registration is compulsory, and the procedure for changing and drawing up a cadastral survey.

Drawing up a cadastral file

In order to obtain a cadastral file, the applicant (natural or legal person) shall apply in person to the Public Service Centers (hereinafter "Center") or submit a request electronically through the Unified portal of interactive public services or conclude a contract (agreement) with the cadastral engineers for the provision of services.[3]

The application (agreement) specifies the type of immovable property, the right which is subject to state registration, the name of the improvable property for which the cadastral file is prepared or reissued, and the date of its preparation (if any).[4] Moreover, the following materials shall be attached to the application (agreement):

- Document confirming the payment of the fee for registration of the rights to immovable property;[5]

- Documents confirming rights to land, buildings, structures and perennial plantations;

Currently, the documents proving rights to immovable property are a) an extract from the state register of rights to immovable property (Schedule No. 1 to the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated 29 December 2018 No. 1060); b) certificate of registration of rights to immovable property, but only issued before 1 October 2018. The registration of rights to immovable property was canceled from 1 October 2018 by Decree of the President of the Republic of Uzbekistan dated 27 July 2018 No. DP-5490. Simultaneously, the procedure for issuing extracts from the state register of rights to immovable property, which are documents confirming rights to immovable property, has been introduced. However, all certificates issued before this change are also valid.

- Court decision (in case of transfer of rights to buildings, structures and perennial plantings by a court decision);

- Other documents in the possession of legal and natural persons confirming rights to immovable property.
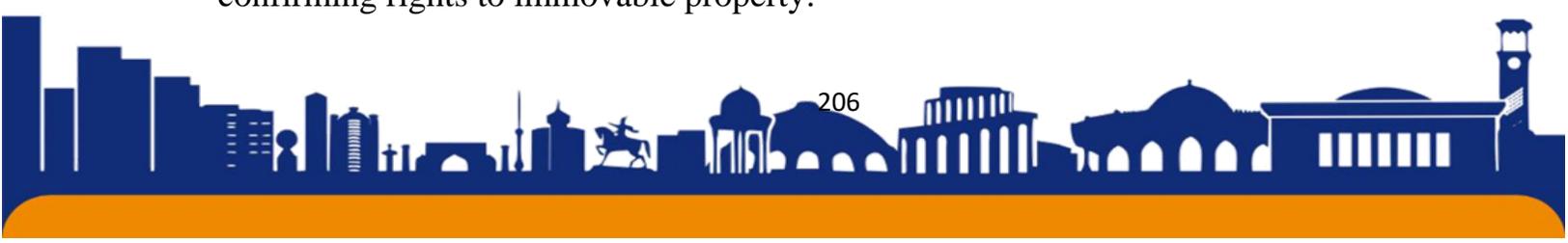
Based on the results of the prepared cadastral file, a **cadastral passport** is issued to the owner or a person acting under his/her power of attorney, as well as the owner's heir[6].

Refeerences:

[1]Paragraph 2 of Schedule No. 3 to the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated 22 July 2021 No. 389.

[2] *Ibid.*

[3] Para. 5 of Schedule No. 3 to the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated 22 July 2021 No. 389.

[4] Para. 11 of Schedule No. 1 to the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated 29 December 2018 No. 1060.

[5] *Ibid.*

[6] Para. 4 of Schedule No. 3 to the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated 22 July 2021 No. 389.

VOLUME-1, ISSUE-11

MODERN METHODS AND APPROACHES USED IN PROMOTING FOREIGN LANGUAGE LEARNING

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Abstract. In this article, motivation is considered as one of the main factors determining the success of learning a foreign language. Different ways to increase motivation in a foreign language lesson are considered at school.

Key words: motivation, foreign language, teacher, lesson, pupil, student, school, motivation, method.

Nowadays, the need of the times requires learning foreign languages. Because knowing a foreign language opens wide doors of opportunities, and it is also considered one of the main factors in developing the personality of students capable of intercultural communication. But the quality of achieving the goal depends, first of all, on the motivation and needs of the person, his interests.

It is encouragement and motivation that creates goal-oriented activity, helps to choose the most effective tools and methods in language learning, and to determine their order to achieve the goal.

Success in mastering the English language depends on the teacher's teaching methods and the ability to use modern technologies in the process of solving educational problems. The ever-increasing volume of scientific information requires the teacher to search for new and more effective teaching techniques and methods that allow to provide more information in a certain unit of educational time. These teaching techniques and methods should make the lesson open, emotional and lively, so that the information is better absorbed and remembered by students.

Some of the most effective ways to motivate students in foreign language classes are:

"Work in pairs" or "work in groups"

Proper use of "pair work" or "group work" is one of the most successful ways to increase students' interest. A language can be learned better through close cooperation and communication between students. This type of collaboration will undoubtedly benefit all or both students. In fact, students can write dialogues, interviews, draw and comment on pictures, role play, etc. they can help each other in working on different types of assignments.

Research on foreign language acquisition has shown that students differ in their acquisition of skills. One student may be good at writing while another may be good at
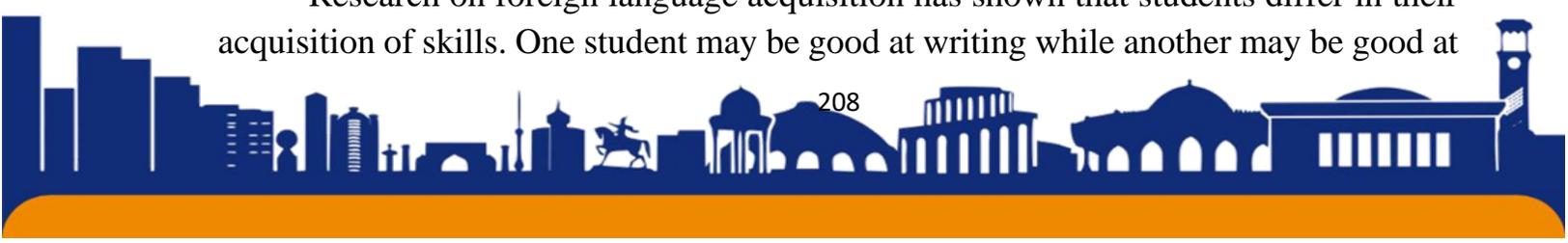
speaking; a third reader might be good at role-playing games, etc. In addition, some students find it more convenient to learn language rules from their classmates than from their teacher. Language learning requires teamwork and mutual trust, which "pair" or "group work" can provide.

Rearranging the seating arrangement of students

The way children sit in the classroom often determines the dynamics of the lesson. Because simply changing the seating arrangement can make a remarkable difference in the cohesion of a group of students, and there are many cases where the seating arrangement is the deciding factor in the success or failure of a class. But in some cases, the seating plan you use may not be completely under your control—for example, if the desks are nailed to the floor, or if the school has strict rules about moving furniture. Each teacher has their own preference for sitting in the classroom. One of the best options for large classes is to arrange the tables in a U shape. But whatever seating model the teacher chooses, the classroom will be most comfortable if the following principles are taken into account:

a) Maximize eye contact.

If the responding student does not make eye contact with others, attention to his performance is reduced.

b) Ensuring that students sit at a comfortable distance from each other.

The teacher must make sure that there are no students who are alone. Also, try not to leave too much space between students.

Error correction

When the teacher points out every mistake, the students are very afraid of making mistakes. Consequently, children are very reluctant to participate in communication because they are too prone to make mistakes. Thus, teachers need to know when and how to correct mistakes without hurting the child's feelings. Regarding how to correct errors, there are several techniques that the teacher should choose depending on the type of error. Among these methods, we can distinguish the following: self-correction, correction by other students and teacher's correction.

Role play

This is one of the most effective ways to increase students' interest in the lesson. Teachers are recommended to use role-playing games to help passive students participate in the lesson, because in the process of playing, they overcome their inhibitions and anxieties. In addition, role-playing games are included in all textbooks and language learning tools. Examples: a game of hide-and-seek or guessing, a fake conversation between a buyer and a seller, a conversation between a doctor and a patient, etc.
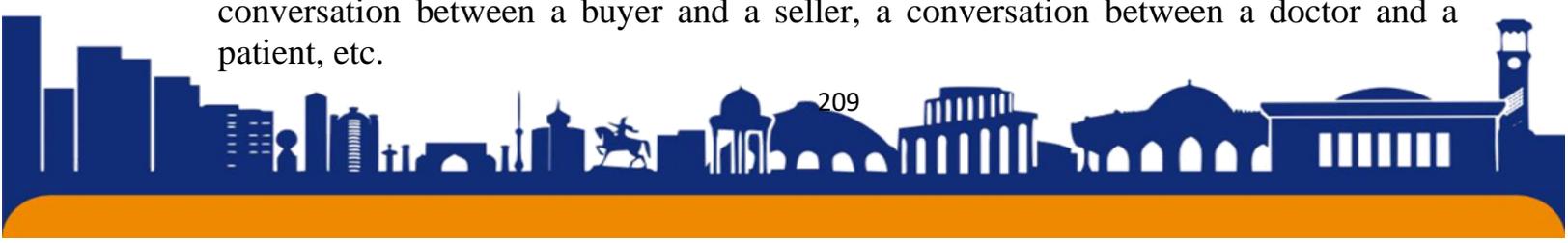
Use of audiovisual means.

Modern schools are equipped with various audio-visual materials, such as computers, players, projectors, interactive boards, and the use of all these tools significantly increases the interest of students in the lesson, and also helps to directly maintain interest in the studied subject. But it should be remembered that these tools are not the main, but additional in language teaching and can never replace the teacher. Motivation is one of the main factors determining the success of learning a foreign language. This is the main motivation to start learning a foreign language, and then the determination to endure and endure the long and boring hours of the difficult learning process. Without enough desire, motivation and, of course, motivation, even the best students will not always achieve their long-term goals. Encouraging students to learn a foreign language is a complex task that requires a lot of effort from the student and a creative approach from the teacher. Unmotivated students cannot learn effectively. They do not remember information for a long time; they are not involved in the language learning process. A student can be unenthusiastic for many reasons: he is not interested in this subject and may think that he will not need it in the future. Some may not be interested in the teacher's methods or may be distracted by external factors.

Some students may simply have learning difficulties and require special attention. Motivated students enjoy learning and participating in school life. Some students are self-motivated by their love of learning. But even with students who lack intrinsic motivation, a good teacher can make learning fun, engaging, and inspiring them to reach their full potential.

In the field of English language learning and teaching, there is a debate about the role of motivation in language learning, and therefore the use of motivation in language learning and teaching has been the subject of considerable debate among experts. But scientists agree that motivation is very important for language learning and plays a key role in learning effectiveness.

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BIXEVIORIZM VA BIXEVIORIZMDA SKINNER NAZARIYASI

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talabasi Rashidova Zamira Sharofovna

ANNOTATSIYA: Bixeviorizm (inglizcha xatti-harakat - xatti-harakat) - odamlar va hayvonlarning xatti-harakatlarini o'rganishga tizimli yondashuv. U barcha xulq-atvor reflekslardan, atrof-muhitdagi ma'lum qo'zg'atuvchilarga reaktsiyalardan va shaxsning hozirgi motivatsion holati va nazorat qiluvchi stimullar bilan birga kuchaytirish va jazolash kabi shaxs tarixining oqibatlaridan iborat deb taxmin qiladi. Bixevioristlar odatda irsiyatning atrof-muhitning turli omillariga javob berish darajasini aniqlashda muhim rol o'ynashini qabul qilsalar ham, ular birinchi navbatda atrof-muhit omillariga e'tibor berishadi.

KALIT SO'ZLAR: bixeviorizm, psixika, ijtimoiy muhit, jamiyat, psixologik omillar, ongsizlik, maqsadlar, hatti-harakatlar

ASOSIY QISM: Qattiq bixeviorizmning eng ko'zga ko'ringan nazariyotchisi B.F. Skinner insonning barcha xatti-harakatlarini ilmiy usullar bilan bilish mumkin, chunki u ob'ektiv (atrof-muhit tomonidan) aniqlanadi. Skinner yashirin psixik jarayonlar tushunchalarini, masalan, motivlar, maqsadlar, his-tuyg'ular, ongsiz tendentsiyalar va boshqalarni rad etdi.U insonning xatti-harakati deyarli butunlay tashqi muhit tomonidan shakllantirilishini ta'kidladi. Bu pozitsiya ba'zan ekologiya deb ataladi (inglizcha muhitdan - atrof-muhit, atrof-muhit). Skinnerning so'zlariga ko'ra, "inson psixikasining qora qutisi" empirik tadqiqotlardan chiqarib tashlanishi kerak; sa'y-harakatlar ochiq, to'g'ridan-to'g'ri kuzatilishi mumkin bo'lgan inson xatti-harakatlarini o'rganishga, oxir-oqibat inson harakatlarini belgilaydigan va boshqaradigan atrof-muhit omillarini aniqlashga qaratilgan bo'lishi kerak. Skinner hayvonlarning (kalamushlar, kabutarlar) xatti-harakatlarini eksperimental tahlil qilish hayvonlar va odamlar uchun umumiy xulq-atvor tamoyillarini kashf qilish imkonini beradi, deb hisoblagan.

Xulq-atvorning umumiy qonuniyatlariga asoslanib, ta'lim va tarbiyaning eng muhim amaliy psixologik-pedagogik vazifasi hal qilinadi. Atrof-muhit o'zgaruvchilari (ya'ni, mustaqil o'zgaruvchilar) bilan manipulyatsiya qilish orqali shaxsning xatti-harakatlariga (bog'liq o'zgaruvchilar) bashorat qilish va nazorat qilish mumkin. Skinner xulq-atvorning ikkita asosiy turi mavjudligini tan oldi: respondent va operant. Biroq, u asosiy narsa operant xulq-atvor, deb hisoblardi, ya'ni. o'z-o'zidan paydo bo'ladigan harakatlar, ular uchun hech qanday boshlang'ich stimul mavjud emas. Hayvonlar va odamlar uchun oqibatlar muhim ahamiyatga ega - xatti-harakatlar natijasida yuzaga keladigan hodisalar. Oqibatlarga qarab, kelajakda bunday xatti-harakatlarga nisbatan ma'lum bir tendentsiya mavjud. Operant reaktsiyalar asta-sekin ixtiyoriy reaktsiyalar

xarakteriga ega bo'ladi. O'rganishning operant turiga ko'ra, inson xatti-harakatlarining ko'plab shakllari shakllanadi (kiyinish qobiliyati, kitob o'qish odati, tajovuzkorlik ko'rinishlarini cheklash, uyatchanlikni engish va boshqalar). Ijobiy natijaga erishgan reaktsiya takrorlanishga moyil bo'ladi. Shunday qilib, ko'pchilik oilalarda operant yig'lashni o'rganish kuzatilishi mumkin. Bolaning jismoniy noqulayliklarga so'zsiz munosabati sifatida qichqiriq va yig'lash ota-onalarga bolaga yaqinlashishni, uni tinchlantirishni, yordam va e'tibor berishni xohlaydi. Bunday g'amxo'rlik chaqaloqning yig'lashi uchun kuchli ijobiy mustahkamlovchi hisoblanadi; yig'lash esa ota-onaning xatti-harakatlarini nazorat qilishning operant shartli vositasiga aylanadi. Shu bilan birga, salbiy natija yoki jazoga olib keladigan javobni takrorlash ehtimoli kamayadi. Agar tanishimiz salomlashishga javoban lablarini burishtirsa va bizni sezmagandek ko'rinsa, biz tez orada u bilan salomlashishni to'xtatamiz.

Armatura Skinner kontseptsiyasidagi asosiy tushunchadir. Kuchaytirish javobni kuchaytiradi va uning paydo bo'lish ehtimolini oshiradi. Xulq-atvorni o'rganishda mustahkamlashning ikki turi tan olingan: asosiy (yoki shartsiz - suv, oziq-ovqat, jinsiy aloqa) va ikkilamchi (yoki shartli - pul, boshqa muhim shaxsning e'tibori, ota-onalar, tengdoshlar, o'qituvchilarning roziligi). Skinnerning fikricha, ikkilamchi kuchaytirgichlar o'tmish tajribasi natijasida mustahkamlovchiga aylanadi, ular ko'pchilik uchun umumiy bo'lib, ularning xatti-harakatlariga kuchli ta'sir ko'rsatadi. Skinner, shuningdek, ijobiy va salbiy mustahkamlashni ajratdi. Ijobiy mustahkamlash javobni kuchaytiradi, unga yoqimli oqibatlar (oziq-ovqat, e'tibor) bilan birga keladi. Salbiy kuchaytirish xatti-harakatlarning reaktsiyasini ham kuchaytiradi, lekin bezovta qiluvchi stimullarni yo'q qilish hisobiga (o'smir "onamning o'g'li, chaqaloq" kabi do'stlarining masxarasidan qochishga harakat qilib, haqoratli so'z va iboralarni qo'llashni boshlaydi). Xulq-atvorni jazolash orqali ham nazorat qilish mumkin (o'smirning onasi so'kish uchun uni labiga urishi yoki cho'ntak pulidan mahrum qilishi mumkin). Bu oqibat to'xtash, xulq-atvor reaktsiyasini bartaraf etish uchun mo'ljallangan. Jazolash usuli zamonaviy jamiyatda ko'pincha qo'llaniladi, ammo Skinner bunday xatti-harakatlarni nazorat qilish samarasizligini (u faqat istalmagan xatti-harakatlarni vaqtincha kechiktiradi) va bundan ham yomoni, salbiy ta'sirlarni (qo'rquv, tashvish, o'zini o'zi qadrlashning yo'qolishi) keltirib chiqarishini isbotlashga harakat qildi. , antisotsial xatti-harakatlarning qo'pol shakllari). U ijobiy mustahkamlash (kerakli naqshlarni mukofotlash) bolalarda ham, kattalarda ham xatti-harakatlarni shakllantirishning ancha ishonchli usuli ekanligini ta'kidladi. Murakkab xatti-harakatlarni (masalan, yozish yoki shaxslararo ko'nikmalar yoki aniqlik) o'rgatishda ketma-ket yaqinlashish yoki shakllantirish usuli qo'llaniladi. Harakat

kerakli yo'nalishda o'zgarganda, bosqichma-bosqich, bosqichma-bosqich mustahkamlash qayta-qayta faollashtiriladi. O'rganishning yana bir printsipi - bu mustahkamlashning bevositaligi. Mustaqil, ehtiyotkorlik bilan ovqatlanishni o'rgatishda bola doimiy ravishda mustahkamlanadi: qo'liga qoshiqni olib, og'ziga yo'naltirishga urinishlari uchun maqtovga sazovor bo'lishadi, ular uning harakatlariga qoyil qolishadi va chaqaloqni rag'batlantirishadi, garchi dastlab u deyarli hamma narsani yo'qotsa ham. yo'l davomida tarkib. Va faqat asta-sekin kerakli natijaga yaqinlashish natijasida ular boladan kiyim va dasturxonning tozaligi va tozaligiga erishadilar.

Skinnerning ta'kidlashicha, hatto og'zaki xatti-harakatlar yoki og'zaki til ham muvaffaqiyatli ketma-ket yaqinlashish jarayoni orqali erishiladi. Biroq, ko'plab psixologlar tilni shu tarzda egallash mumkinligiga to'liq qo'shilmaydilar va shu bilan erta bolalik davrida nutq rivojlanishining tez sur'atlarini ta'kidlaydilar, bu esa operant konditsionerlik tamoyillari asosida tushuntirib bo'lmaydi. Insonning sotsializatsiyasi muammosi Skinner tomonidan "Erkinlik va qadr-qimmatdan tashqari" (1971), "Xulq-atvor va jamiyat haqida fikr" (1978) kitoblarida muhokama qilingan. Skinnerning kontseptsiyasida bolaning rivojlanishi - bu mustahkamlash yo'nalishlariga muvofiq uning me'yoriy xatti-harakatlarini o'rgatishdir. Dastlabki bosqichlarda ota-onalar sotsializatsiya agentlari va mustahkamlash manbalari bo'lib, keyinchalik mustahkamlash manbalari soni kengayadi - bular qo'shnilar, maktab va tengdoshlarning fikrlarini o'z ichiga oladi. Skinnerning fikricha, insonning xatti-harakati hayot davomida o'zgarib turadi va vaqti-vaqti bilan inqirozlar paydo bo'ladi. Inqiroz hodisalari atrof-muhitning o'zgarishi bilan bog'liq bo'lib, ularda odamda etarli xatti-harakatlar reaktsiyalari mavjud emas. Bixeviorizmda rivojlanishning yoshga bog'liq davriyligi muammosi yo'q, chunki atrof-muhit bolaning xatti-harakatlarini doimiy, doimiy va asta-sekin shakllantiradi, deb ishoniladi. Rivojlanish davriyligi atrof-muhitga bog'liq. Muayyan yosh davridagi barcha bolalar uchun yagona rivojlanish naqshlari mavjud emas: atrof-muhit nima, ma'lum bir bolaning rivojlanish naqshlari ham shunday. Biz faqat o'rganish bosqichlarini, ma'lum mahoratni shakllantirish (o'yinni rivojlantirish bosqichlari, yozish yoki tennis o'ynashni o'rganish) bosqichlarini belgilashga imkon beradigan funktsional davriylikni yaratish haqida gapirishimiz mumkin.

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INFLUENCE OF INTERNET GAMES ON YOUNG PEOPLE'S MIND AND ITS NEGATIVE ASPECTS

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Abstract: This article talks about the impact and negative aspects of internet games that have entered our lives and society on the minds of young people.

Key words: internet, electronic games, mass culture, game, social networks, computer games.

Internet is the need of the hour. He is a part of our life it is not a secret to us. Despite the fact that the Internet has many advantages for us there are also negative aspects. It is necessary for us while making our distance close to us allows you to easily find all the information. How from the internet and use is in our hands. Nowadays, the Internet is used for various purposes are using. Virtual video games on the Internet have an impact on young people at the same time, it damages their spiritual consciousness and psyche. The American Medical Association intends to officially list addiction to video games as a mental retardation. According to doctors, this disease threatens the health of anyone who plays games for more than two to three hours a day. This also applies to those who seek happiness on the Internet. The growing popularity of computer games and their negative effects on young people have long been a concern of medical professionals is one of the upcoming problems.

Now there are special hospitals that treat Internet addiction in many regions of the world, including European countries. We found it permissible to mention the events that took place in Korea and European countries as an example. It's a game of addiction; a person begins to learn not real life, but virtual life, and this is known to everyone that a person cannot be ready for any shock. The shrinking of the human mind makes him look at life in a different way, as if he lives alone in life, these games seem like his friends. Unfortunately, people call this game from this trial life, Those who have closed their eyes are also being found more and more. For example; In 2002, a 21-year-old American named Sean Willey shot himself in the forehead. It turned out that he went to the computer game called "EverQuest". He lost that game and collected it turned out that he could not bear to be separated from his points and awards and committed suicide. Unfortunately, these situations also happen in our country. Nowadays, the most

popular game in Uzbekistan is PUBG, currently 60-70% of young people have personal accounts, and anyone without their protection system can hack into this system. And the consequences of this will not lead to good. Half of the 12-16-year-old teenagers who took part in a social survey conducted in Uzbekistan often prefer to chat with their peers and play computer games. 43.7 percent of teenagers limit themselves to reading educational literature. It is known that 1 out of 10 children does not read books other than educational literature. It was reported in the news that a 15-year-old boy stabbed his mother to death in Russia. We see that the mother told her to teach her child without playing a lot of computer games. We don't know when virtual games poisoned our minds.

Therefore, it is very important to properly organize the education process, to constantly monitor the child's upbringing. It is impossible to completely restrict the Internet to a child.

It is natural for a child to become interested in something forbidden. A variety of computer games, i.e. "action", "strategy" or "shooter" from a number of games. It is important to learn how to use it. In other words, the global network of the Internet entered the life of mankind not for entertainment by playing some games, but for the purpose of creating an opportunity to receive scientific information and information that serves the development of science.

In fact, the child's physiological and mental development directly depends on the educational process. Parents are obliged to carry out this process responsibly and seriously. It is important not to let online games that kill people and have fun take the place of national toys, which have always played an important role in the education of children, serve to form their worldview, and direct the criterion of activity to goodness. need It is known that a growing child, being innocent, does not expect evil from the person in front of him. In the same way, it does not occur to him that games that are fun for a child can have negative consequences. It is the indispensable duty of parents and pedagogues to society to teach them to be alert, to conduct explanatory work, and most importantly, to prevent them from falling into the mire of ignorance to the extent that they fall in love with things that look beautiful to their eyes.

The family is the first school in the upbringing of a perfect generation. Teaching a child not to tell lies, to think correctly, to use everything correctly, and to form feelings of love for the Motherland is first carried out in the family. We should not allow our children to control the Internet. Therefore, we are all equally responsible for teaching our children to pay attention to the essence, not the external side of what seems beautiful to their eyes, and to protect them from falling into the disease of "playfulness".

Many games are built on the basis of scenes of brutal killing of people and animals and bloodshed. Such sad pictures have a strong negative impact not only on the minds of young people, but also on the minds of the elderly. The fact that some of those who played games like "GTA", "Sniper", "Killer" and others later became real killers is a clear proof of our opinion.

In addition, we often hear through the mass media: schoolchildren and teenagers in Western countries are causing the death of their parents, teachers, and peers. It is a bitter truth that such terrible events are the poisonous fruit of the "education" that Western children are given in the virtual world. Immersion in futile and harmful activities such as computer games is condemned by Islam. Because as a result, the child's faith weakens, he becomes a slave of the devil and works according to his tricks. As a result, he himself will die. Therefore, we should think about it and think about it.

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VOLUME-1, ISSUE-11

O'ZBEK VA INGLIZ TILLARIDA DO'ST MUNOSABATLARINI IFODALOVCHI MAQOLLARNING LINGVOMADANIY XUSUSIYATLARI.

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Annotatsiya. Ushbu maqolada o'zbek va ingliz tillarida do'stlik munosabatlarida vafodorlik va birdamik hamda ularning ma'daniy xususiyatlari tasvirlanadi.

Ushbu maqolaning natijalari va misollari do'stlik haqidagi ingliz va o'zbek maqollarining ba'zi bir farqlarini ajratib olishga va ularning lingvokultural xususiyatlarini o'rganishga yordam beradi.

Annotation. This article describes loyalty and solidarity in friendship and their cultural characteristics in Uzbek and English. The results and examples of this article help to distinguish some differences between English and Uzbek proverbs about friendship and to study their linguistic and cultural characteristics.

Аннотация. В данной статье описываются верность и солидарность в дружбе, а также их культурные особенности на узбекском и английском языках. Результаты и примеры данной статьи помогают выделить некоторые различия между английскими и узбекскими пословицами о дружбе и изучить их лингвокультурные особенности.

Kalit so'zlar; do'stlik, vafo, mehr ,samimiyat, ochiq ko'ngillik

Key words; friendship, loyalty, kindness, sincerity, open minded

Ключевые слова; дружба, верность, доброта, искренность, открытость.

Til o'z millatining o'ziga xos madaniyatini aks ettiradi, ayniqsa maqollarning ushbu millatning milliy xususiyatlari va madaniyatini aks ettirishdagi o'rni katta. Maqol (lotincha "proverbium" dan - maqol) xalqqa ma'lum, takrorlanib va aniq aytilgan to'liq so'z bilan aytilgan so'z; ular aqlni yoki odamlarning amaliy tajribasiga asoslangan holda haqiqatni ifoda etadilar. Maqol tilning oddiy birligi emasligi sababli, bu hikmatli so'zlar yoki odamlar yoki millatning an'anaviy fikrlari bilan metafora ma'nosini beradigan tayyor jumla. Maqol uzoq vaqt davomida xalq so'zlari sifatida aniq millat mahsulidir. Ular yillar va asrlar davomida inson hayotining odatiy vaziyatlari ramkalari yoki modellari sifatida qoldirilgan. Ingliz va o'zbek tillari uzoq tarixga ega deb ishoniladi. Ingliz tili lotin tilidan kelib chiqqan, shuning uchun juda ko'p ingliz paremiologiya zaxiralari lotin asoslariga ega; ularning ba'zilari tarixiy shakllarga o'xshashdir, ba'zilari esa eskilariga nisbatan o'zgarishga duch kelgan. Ko'p yillar davomida boshqa tillar ham

ingliz tiliga ta'sir ko'rsatgan. Natijada, ba'zi maqollar ko'pincha maqollarni ingliz tiliga tarjima qilish yo'lida ulardan olinadi.

O'zbek tili ham uzoq zamonlarga ega. To'g'ri, bu tilga yaqinda "o'zbek tili" nomi berilgan, ammo bu til taxminan X-XI asrlardan beri mavjud. Ko'plab maqollar, matallar va aforizmlar o'zbek madaniyatining ulkan boyligi hisoblanadi. Asosiy manbalar quyidagicha tasniflanishi mumkin: diniy manbalardan olingan ba'zi belgilar va olingan tarjimalar (asosan arab, tojik, fors va rus tillaridan).

Ushbu maqolada do'stlik haqidagi maqollar yordamida o'zbek va ingliz tilidagi lingvomadaniy hususiyatlarni taxlil qilaylik. "Do'stlik" tushunchasi "oila", "sog'liq", "boylik" va "mehnat" kabi ijtimoiy tushunchalar qatorida sodir bo'ladigan inson hayotida qimmatli mavhum tushunchadir. Maqollarni so'zma-so'z tarjima qilish, boshqa tillarda maqollarning ma'nosini ifodalash uchun yetarli emas, chunki uning mazmuni tarjima qilingan tilda mavjud. Bu maqolning asosiy ma'nosini noto'g'ri tushunishga olib kelishi mumkin. Shuning uchun ingliz va o'zbek tillarida maqollarning ekvivalentlarini topish usuli ushbu tillardagi do'stlik haqidagi maqollarning o'ziga xos xususiyatlarini o'rganish uchun ishlatiladi.

(1) *A true friend is one soul in two bodies*. – Haqiqiy do'st ikki tanada bir jondir. Ta'rifga ko'ra, do'st - bu odam biladigan va o'zaro mehr-muhabbatga ega bo'lgan odam. Aristotelning aytishicha, u ikki tanada ruhda. Bugun biz buni BFF deb ataymiz. Umid qilamanki, do'st inqiroz davrida qo'ng'iroq qilishim mumkin bo'lgan, men bilan murakkab muammoni baham ko'rishim mumkin bo'lgan va munozarali masala bo'yicha mening tarafimni baham ko'rganim uchun hukm qilinmagan odam bo'ladi. Agar o'zimni ahmoq qilib qo'ysam, do'stim, bu men emas, balki voqea ekanligini bilib yonimda turaman deb o'ylayman. Do'stlik zanjirlari hayot xandaqlarida shakllanadi. Qiyinchilikda va quvonchda, yaxshi va yomon kunlarda siz odamlar bilan doimiy aloqalarni o'rnatasiz. Bu erda siz haqiqiy do'stni topasiz.

(2) *A man is known by the company he keeps*. – Do'sting kimligini ayt, sening kimligingni aytaman. Ushbu maqollarda insonning fazilatlari uning qanday do'stlari borligi bilan belgilanadi, deyilgan. Biz maqolning ma'nosini o'zi tutgan do'st tomonidan tanilgan, ibora qayerdan kelgani va uning jumlalarda ishlatilishiga misollarni ko'rib chiqamiz. Erkak o'zi tutadigan do'st bilan tanilgan, bu odam u bilan vaqt o'tkazishni tanlagan odamlarga o'xshashligini anglatadi; u o'zini o'rab olishni tanlagan odamlar bilan bir xil xarakterga va axloqiy me'yorlarga ega bo'ladi. Biror kishi odatda o'zini qulay his qiladigan va unga o'xshash odamlar bilan muloqot qiladi. Erkakning har qanday do'stini bilishi iborasi Ezop tomonidan miloddan avvalgi 500-yillarda yozilgan "Eshak va uning xaridori" nomli ertakdan olingan. Hikoyada bir kishi

eshak o'z podasiga qanday sig'ishini ko'rish uchun sinov tariqasida eshakni fermasiga olib boradi. Eshak yaylovga kirgach, u odamga tegishli bo'lgan eng dangasa va ochko'z eshakni qidiradi.

(3) *There is no better looking-glass than an old friend. / The eye of a friend is a good mirror.* - Do'st achitib gapirar, dushman kuldirib (Do'st achchiq (haqiqat), dushman shirin (yolg'on) aytadi). Ushbu maqolda aytadiki, haqiqiy do'st haqiqatni senga ham yoqmaydi, hatto u senga yoqmaydi va ular senga xatolaringni yoki yomon xulqingni aytib berishlari kerak, dushmanlar esa yoqish yoki zaif tomoningni topish uchun sizni shirin so'zlar bilan aldashadi.

(4) *It is good to have some friends both in heaven and hell..* - Do'sting yoningda bo'lsa, ishing oson bitadi (Do'stingiz yoningizda bo'lsa, muammoingizni tezda hal qilasiz).Inglizcha maqol "jannat" va "do'zax" madaniyati tufayli kuchli ekspresivlik va ta'sirchanlikka ega, shu bilan birga ular diniy so'zlar va semantik qarama-qarshiliklar (antonimlar). Ushbu so'zlarning mavjudligi ushbu maqolning lingvokultural va pragmatik xususiyatlarini anglatadi. O'zbek tilidagi maqol ingliz tiliga nisbatan majoziy ma'noga nisbatan sodda tuzilishga va so'zma-so'z ma'noga ega.

O'zbek tilida do'stlik haqida ko'plab maqollar mavjud, ammo ularning bir xil ma'no beradigan tenglamalarini boshqa tillarda uchratish qiyin, buning asosiy sababi shundaki, do'stlik haqidagi ko'plab o'zbek maqollari o'zbek madaniyatini ifoda etadi va ular milliy madaniyatlarga ega;

Tojikdan do'sting bo'lsa, yoningda boltang bo'lsin *(If your friend is a tajik (a type of a soldier in the Uzbek culture), you should carry an axe)*

Mard kurashda bilinar, do'st tashvishda *(A brave man is tested in kurash (an Uzbek sport), a friend in trouble)*.

Xulosa qilib aytadigan bo'lsak har ikkala millatlardagi maqollar qisman bir biriga yaqin, ba'zilari bir xil ma'no anglatadi ammo ba'zi maqollarimiz esa tubdan farq qilinishi ham mumkin. O'zbek xalqida asosan maqollari odob, ahloq, inson qadri, mehr-muhabbati ishonch tuyg'ulari haqida bo'lsa inglizlarda esa: vaqt va inson qadri haqidagi tushunchalrarga e'tibor berilgan. "Do'stlik" tushunchasi bilan bog'langan ingliz va o'zbek maqollari millatning mentaliteti, madaniyati va urf-odatlarini aks ettiradi va ushbu millat tilida muhim o'rin tutadi. Ikkala tilda do'stlar haqidagi maqollar xilma-xil bo'lib, ular orasida sinonimik yoki antonimik maqollarni topish mumkin. Ammo ularning sinonimik va antonimik munosabatlari mutlaq deb hisoblanmaydi, chunki ular kontekstga qarab tanlanadi, natijada ularning ma'nolari ham ozgina o'zgarishi mumkin. Shu sababli, maqolni tegishli joyda qo'llash nutqni ravon qiladi.

Foydalanilgan adabiyotlar ro'yxati

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VOLUME-1, ISSUE-11

Til o'rganishda yangi so'zlarni tez eslab qolish va ulardan foydalanish

Termiz davlat universiteti

Xorijiy filologiya fakulteti

4-kurs talabasi

Jo'raqulov Safarali

Annotatsiya: Bugungi hayotni chet tillarisiz tasavvur etib bo'lmaydi. Globallashuv jarayoni tezlashar ekan, chet tilini o'rganish davr talabiga aylanib bormoqda. Bugungi kunda har qanday sohada yaxshi mutaxassis bo'lish uchun ingliz, nemis va boshqa xorijiy tillarni bilish umumiy talabga aylangan. Maqolada keltirilgan xulosa va fikrlar yangi so'zlarni tez eslab qolish va ulardan til o'rganishda foydalanish samaradorligini oshirishga xizmat qiladi.

Kalit so'zlar: so'z yodlash usullari, xotira, so'z yodlashga ajratilgan vaqt, duolingo

Abstract: Today's life cannot be imagined without foreign languages. As the process of globalization accelerates, learning a foreign language is becoming the need of the hour. Today, in order to become a good specialist in any field, knowledge of English, German and other foreign languages has become a common requirement. The conclusions and opinions presented in the article serve to increase the efficiency of quickly remembering new words and their use in language learning.

Key words: word memorization methods, memory, the art of "mnemonics", time allocated to memorizing words, duolingo

Mamlakatimizda amalga oshirilayotgan imkoniyatlar va o'zgarishlar natijasida oliy o'quv yurti magistratura bosqichi, ikkinchi mutaxassislik imtihonlariga va chet tili o'qituvchisi sifatida ishga kirish jarayonlari uchun kasbiy mahoratdan tashqari chet tilini bilish sertifikatlari ta'lab qilinmoqda[1]. Bu esa,

"One Language sets you in a corridor for life. Two languages open every door along the way" (Frank Smith)[2]

"Bir til sizni hayot so'qmoqlariga olib chiqadi. Iktasi ea yo'ldagi barcha to'siqlarni yengishga yordam beradi", - degan tushunchani yuzaga keltiradi.

Har qanday chet tilini o'rganish jarayonini avvalo uning so'zlarini yodlashdan boshlaymiz. Chet tilini o'rganishda so'z boyligini doimiy ravishda kengaytirish juda muhimdir. So'zlarni yodlashda uni to'g'ri talaffuz qilish, o'z o'rnida to'g'ri qo'llay olish va uzoq vaqt xotirada saqlab qolishda bir qancha muammolar yuzaga keladi.

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[1] O'zbekiston Respublikasi Prezidentining qarori, 19.05.2021 yildagi PQ-5117-son

[2] Shohruh Mirzo Rahmonov, Iskandar Sattibayev "So'z yodlash sirlari", Toshkent 2015, "Istiqlol nuri", 70-bet

Yangi so'zni oson yodlash, muloqotda qo'llash, va albatta xotirada uzoq muddatga saqlash uchun so'z yodlashning yangi va samarali usullaridan foydalanish zarurdir:

Ulanish tarmoqlarini yaratish

Bizning miyamiz biz o'qigan narsalarni qabul qiladi va uni tasvirlar, g'oyalar va his-tuyg'ularga aylantiradi, so'ngra yangi ma'lumotlar va biz allaqachon bilgan narsalar o'rtasida aloqa o'rnatadi. Eslash jarayoni shunday - yangi eski bilan birlashadi. Agar siz yangi so'z yoki tushunchani o'zingiz bilgan narsa bilan bog'lasangiz, miyada yangi so'zni o'z vaqtida topish va eslab qolish osonroq bo'ladi. Masalan: siz "book" so'zining ingliz tilidagi tarjimasini allaqachon bilasiz va siz inglizcha "new" so'zini o'rgandingiz va endi siz ushbu ikki so'zni, ya'ni "book is new" "ni bog'lashni o'rganishingiz mumkin.

Yangi so'zlarni o'rganish va eslab qolish uchun smartfondan samarali foydalanish

Til o'rganish uzoq va mashaqqatli jarayon bo'lgani uchun uni iloji boricha oson qilishga harakat qilishimiz kerak. Til o'rganish uchun chet tilida gaplashadigan mamlakatda bo'lish shart emas. Avvalo, telefon tilini o'rganayotgan tiliga o'zgartirish, radio va chet tilida podkastlarni tinglash yaxshi samara beradi. Bundan tashqari internetda smartfonlarga o'rnatilishi mumkin bo'lgan minglab xorijiy tillarni o'rganish dasturlari mavjud. Bulardan biri "Duolingo" til o'rganish dasturidir.

Duolingo (djuːoʊˈlɪŋgoʊ) — Amerika tillarini o'rganuvchi veb-sayti va mobil ilovasi bo'lib, foydalanuvchilar oraliq takrorlash yordamida so'z boyligi, grammatika va talaffuzni mashq qilish uchun o'ziga xos „ko'nikmalarga" ega bo'lgan holda maqsadli tillariga moslashtirilgan „tarmoqlardan" foydalangan holda o'rganadilar. Ko'nikmalar doirasidagi mashqlar yozma tarjima, o'qishni tushunish, nutqni tushunish va qisqa hikoya mashqlarini o'z ichiga olishi mumkin. 2021-yil iyun holatiga ko'ra, Duolingo 40 tilda 103 xil til kurslarini taklif etmoqda (biroq hali o'zbek tili mavjud emas). Duolingo platformasining 500 milliondan ortiq ro'yxatdan o'tgan foydalanuvchilari bor. [3]

Chet tilini kundalik hayotimizning ajralmas qismiga aylantirishimiz kerak.

Kundaligni (kunlik faoliyat yoziladigan daftar, agar sizda yo'q bo'lsa, men uni hech bo'lmaganda til o'rganish uchun saqlashni tavsiya etaman), eslatmalarni, , hatto xaridlar o'rganayotgan tilingizda yozing.

Til takrorlashga asoslangandir.

Tilni doimiy takrorlashsiz o'rganib bo'lmaydi. Kuniga 10 ta yangi so'zni yodlab olishingiz mumkin, lekin bu so'zlarni 1-2 kundan keyin takrorlamasangiz, albatta

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[3] León, Riley de (19.11 2020). „The education app that is making equals of Bill Gates and the world's masses".

unutasiz. Buning eng samarali usullaridan biri flesh-kartalardir. Flesh kartalar yordamida avtobus, metro va boshqa transport vositalarida ham tinglab yodlash mumkin. Yoki, agar bo'lmasa, ko'zlaringiz eng ko'p tushadigan joylarga rasmli kartochkalar yopishtirib takrorlashan samarali foydalanishingiz mumkin.

Asosiysi vaqt

Xotira jarayonlarini o'rganuvchi psixologlar narsalarni tez va uzoq vaqt davomida yodlashning yaxshiroq yo'li borligini ta'kidlaydilar. Amerikalik kibernetik, neyrofiziolog, psixiatr – Grey Uolter xotiraga shunday tushuncha beradi: «Xotira-doimiy yonib turadigan shamdir». Agar yanada qisqa qilib aytiladigan bo'lsa: «Xotira-bu inson tug'ilgan paytidan boshlab butun umr davom etadigan jarayon».[4]

Agar odam faol va ko'p o'qisa, tafakkur qilsa, oldidagi vazifalarni ijodiy hal qilsa, uning xotirasi nur kabi yorishib miyasining barcha sohalarini yoritadi va barcha kerakli malumotlar miyasiga mustahkam o'rnashib qoladi. Agar aksi bo'lsa, odam danagasalik qilsa, o'qimasa, miyasini tafakkurga undmasa uning xotirasi so'nadi. «Bir qulog'idan kirib, ikkinchi qulog'idan chiqib ketdi» iborasi aynan shunday odamlar haqida.

Yangi so'zni bilganingizdan so'ng, undan samarali foydalaning. 10 daqiqadan so'ng yana foydalaning. Bir soatdan keyin. Ertasi kuni yana. Keyin bir hafta davomida ushbu so'z bilan jumlalar tuzing. Shundan so'ng, siz uni eslab qolishga harakat qilishingiz shart emas - yangi lug'at siz bilan abadiy qoladi.

Xulosa qilib aytadigan bo'lsak til o'rganish jarayoni hammada har xil kechadi. Kimdadir oson, kim uchundir qiyint. Ammo qiyint ekan deb aslo voz kechmaslik, harakatdan aslo to'xtamasdan, oldindagi maqsad sari ildam qadam tashlash kerak. Bugungi o'rganish jarayonidagi to'siqlar, uni bartaraf etgandan keyin juda soddaday tuyuladi. Har bir muammoning yechimi bor! Yangi tilda gapirish - yakuniy maqsadir.

Foydalanilgan adabiyotlar ro'yxati:

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3. León, Riley de (19.11 2020). „The education app that is making equals of Bill Gates and the world's masses".

4. Grey Uolter "The living brain" Pelican Books, London. 1963

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[4] Grey Uolter "The living brain" Pelican Books, London. 1963

VOLUME-1, ISSUE-11
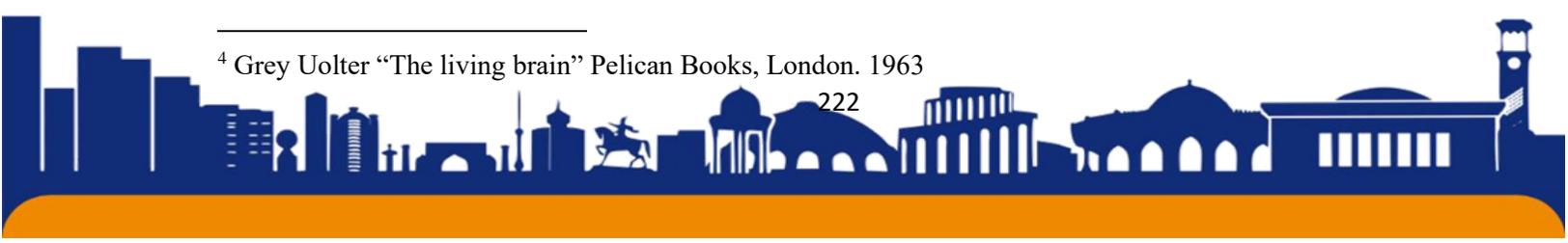
MOSH VA KUNGABOQARNING FOYDALI XUSUSIYATLARI.

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Raximova Klara Xasan qizi

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Annotatsiya: Ushbu maqolada mosh va kungaboqar o'simligining bir qancha foydali va dorivorlik xususiyatlari haqida qiziqarli ma`lumotlar keltirilgan.

Kalit so`zi: mosh, kungaboqar, bir yillik, poya, ildiz, barg, gul, namlik.

Moshda ko'p miqdorda miya, yurak va asab tizimi faoliyatini qullab-quvvatlab turuvchi barcha foydali moddalar - magniy, fosfor, kaliy mavjud. Agar istemol qilinadigan taomlar ruyhatiga muntazam moshli ovqat qo'shilsa, stress holatlarni osonlik bilan o'tkazish va o'zini yuaotmaslikka erishiladi, hotira va ko'rish qobiliyati yahshilanadi, suyaklar va bo'g'imlar yanada mustahkamroq bo'ladi. Moshda allergiya va astmani engishda yordam berish kabi shifobahsh hususiyatlar ham bor. Moshdan foydali ko'kat-nihol undirib olish uchun uni yig'ib terib olinganidan ikki yildan ko'p muddat o'tmagan bo'lishi lozim. Buning uchun namlik kirib turishi uchun tagida teshiklari bor idish olinadi. Idishning tagiga yupqa mato (masalan, marli-doka) solinadi, so'ng idishga mosh solinadi. Bu idishdan kattaroq boshqa idish olinib, uning ichiga birinchi idish quruq mosh bilan solinadi. So'ngra mosh ustiga uni ko'miladigan darajada suv solinadi. Quruq joyga qo'yiladi. 4 soat o'tgach, suv to'kib tashlanadi va yangitdan suv quyiladi. Keyingi kun mosh unib, ko'karib chiqqanini ko'rasiz. Shundan 3 kun o'tgach, unib chiqqan ko'kat nihollarini tagidagi mosh urug'lari bilan qo'shib istemol qilish mumkin. Faqat eyishdan oldin ularni yuvishni unutmang. Ba`zi hollarda unib chiqqan urug'lar achchiq tam beradi, buni tog'rilash oson, ularni qaynoq suvda yuvib tashlansa kerak. Jannatmakon diyorimizda moshdan moshkichiri, moshho'rda va moshugra kabi turli lazzatli taomlarni tayyorlab, ularni hush ko'rib tanovul qilamiz.

Kungaboqar urug'lari - bu Rossiya xalqining eng sevimli lazzatlaridan biridir. Ushbu o'simlik, aniqrog'i uning urug'lari Evropaga birinchi bo'lib XVI asrda Meksikadan olib kelingan.

Ular ekishni boshladilar va keyinchalik kungaboqar "quyosh o'tlari" yoki "quyoshning Peru gullari" deb nomlandi. Va bu umuman ajablanarli emas: quyosh kabi katta, och gullab-yashnashi, quyosh nurlari tomon burilib, barchaning e`tiborini tortdi.

Kungaboqar barglari davolash uchun birinchi navbatda 6-8 sm ga yetganda ishlatiladi, ular kesib tashlanadi, soya salqin joyda quritiladi va kukunga aylantiriladi. Ular yurak va miya tomirlaridan yog' qatlamlarini olib tashlashga yordam beradi.

Ular shuningdek, taloq kasalligida yordam beradi. Kukun 0,5 osh qoshiqda olinadi, kuniga bir marta kofe yoki choyga qo'shiladi. Hafta - qabul, hafta - tanaffus. Kurs holat yaxshilanmaguncha yiliga to'rt marta takrorlanad.

Ushbu noyob mahsulot kungaboqar savatining sariq barglaridan olinadi. Har qanday shisha idishda siz barglarni deyarli tepaga joylashingiz kerak, keyin spirtli ichimliklarni yoki yaxshi aroqni quying, so'ngra metall qopqoq bilan o'ralgan va iliq, qorong'i joyga qo'ying. Suyuq jigarrang va yog'li rangga aylanganda damlamasi tayyor bo'ladi.

Shundan so'ng, barglar siqib olinadi, suyuqlik alohida idishga quyiladi, davolash va oldini olish uchun bebaho dori ishlatiladi. Kattalar kuniga uch marta ovqatdan 20 daqiqa oldin 1 osh qoshiqdan, 5-14 yoshdagi bolalardan - kuniga ikki marta ovqatdan 10 daqiqa oldin 1 osh qoshiq ichish tavsiya etiladi. Ushbu damlamani kuchli va faqat uch kun davomida olish mumkin. Biroz vaqt o'tgach, davolanishni takrorlash mumkin.

Kungaboqar ildizi xalq tabobatida ham qo'llaniladi. Buyraklar va o't pufagidagi toshlarni olib tushirishda, bo'g'imlarni tuz qatlamlaridan tozalashda va osteoxondrozni davolashda ular ajoyib shifobaxsh kuchga ega.

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VOLUME-1, ISSUE-11

G'O'ZA VA YASMIQ O'SIMLIKLARINI DORIVORLIK XUSUSIYATLARI

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Annotatsiya: Bu maqolada g'o'za va yasmiq o'simliklarining botanik belgilari (ildiz, poya, barg, gul) haqida va bu o'simliklarning dorivorlik xususiyatlari haqida ma`lumotlar keltirilgan.

Kalit so`zi: g'oza, yasmiq, dukkak, bir yillik, poya, ildiz, barg, gul.

G'o'za - gulxayridoshlar oilasiga mansub o'simliklar turkumi; paxta tolasi olish uchun ekiladigan texnika ekini. 3 ta kenja turkum (*Gossipium*, *Karpas*, *Sturtia*)ni o'z ichiga oladi. Bular bir yillik va ko'p yillik butalar, daraxtlar hamda tropik mintaqa buta va o'tlaridir.

O'simlik nafaqat mato ishlab chiqarish uchun ajoyib tabiiy xom ashyo sifatida qadrlanadi, uning noyob dorivor xususiyatlari tufayli u rasmiy va xalq tabobatida faol qo'llaniladi. Paxta tolasi, shuningdek, o'simlik urug'i va ildizidan tayyorlangan preparatlar qadim zamonlardan to hozirgi kungacha to'qimachilik, oziq-ovqat, texnika va farmatsevtika sanoatida qo'llanilgan.

G'o'za balandligi 1 dan 1,5 metrgacha bo'lgan bir yillik o'simlik bo'lib, shakli butaga o'xshaydi. O'simlik tuproqqa chuqur kirib boradigan juda kuchli ildiz tizimiga ega. Uning tarkibida oqsillar, yog'lar, mumlar, pektinlar va tsellyuloza mavjud.

Urug'larda sterollar, fosfatidlar, fitin, kraxmal, B2 va B6 vitaminlari, tiamin, A va E provitaminlari, foliy, linoleik, palmitik, oleyk va stearin kislotalari topilgan.

O'simlikning barglari olma, askorbin va limon kislotalari, pigmentlar, pektinlar va sterollar, flavonoidlar va ko'p atomli spirtlarga boy.

Ildiz qobig'i tarkibida: vitamin C, taninlar, qatronlar, mikroelementlar, salitsil kislotasi, betain, fenolik moddalar mavjud.

O'simlikning shifobaxsh xususiyatlari

Turli xil kimyoviy tarkibi, foydali komponentlarga boyligi tufayli g'o'za ko'plab dorivor xususiyatlarga ega:

qonni ortiqcha xolesteroldan tozalash, aterosklerozning oldini olish va davolash, shishlar, gerpes, kuyishlar, teri kasalliklarini davolash, qon bosimini barqarorlashtiradi va qon tomirlarining devorlarini mustahkamlaydi, E vitamini etishmovchiligini ta`minlaydi, buzilgan hujayra metabolizmini tiklaydi, gemostatik va yaralarni davolovchi xususiyatlarga ega, to'qimalarning yangilanishini rag'batlantiradi, operatsiyadan keyingi davrda restorativ funktsiya, hayz davrini

normallashtiradi, ayollarda menopauza paytida simptomlarni engillashtiradi, bepushtlik uchun samarali, organizmga antioksidant ta`sir ko'rsatadi.

Xalq tabobatida go'zadan foydalanish usullari: Paxta chigitidan tayyorlanadigan damlamalar: ichki qon ketishni to'xtatish uchun damlama. Bir osh qoshiq quruq o'simlik qobig'ini tayyorlang va uni mayda maydalab oling. Xom ashyoni 300 gramm suvda 10 daqiqa qaynatib oling. To'liq sovitib oling va uni doka orqali suzib oling. Ichish usullari. Bir stakan shifobaxsh suyuqlikning uchdan bir qismini kuniga uch marta ichish tavsiya etiladi.

Hayz jarayonining buzilishlari uchun damlamalar tayyorlash. Bir osh qoshiq tug'ralgan yangi o'simlik qobig'ini oling. Uni bir stakan suvda besh daqiqa qaynatib oling. Qopqoq ostida sovitib oling. Doka orqali suzib oling. Hayz paytida kamida 3 oy davomida kuniga 3-4 marta ½ chashka ichish kerak.

Ko'karishlar, yaralar, terining yallig'lanishi uchun. Oq loydan, paxta yog'idan teng nisbatda olish, yaxshilab aralashtirish va bu shifobaxsh suyuqlikda dokani namlash kerak. 30-40 daqiqa davomida terining ta'sirlangan joyiga q''llang. Ushbu kompressni kuniga 2-3 marta qo'llash kerak.

Yasmiq o'simligi dukkaklilar oilasiga mansub o'simlik bo'lib, urug'lari tekis hisoblanadi. Yasmiq uzoq vaqt davomida oziq-ovqat sifatida ishlatilgan, chunki ular o'simlik oqsilini o'z ichiga oladi va ochlikni oson qondiradi. Bundan tashqari, tarkibida temir miqdori bo'yicha barcha dukkaklilar orasida etakchi hisoblanadi. Uning tarkibida B1 vitamini va ko'plab aminokislotalar mavjud. O'simlikning vatani G'arbiy Osiyo bo'lib, u erda neolit davrida o'stirilgan. Bugungi kunda ushbu mahsulotning eng yirik ishlab chiqaruvchilari Hindiston, Kanada, Turkiya, Nepal va Erondir. Bu o'simlik Evropa davlatlarida etishtirilmaydi. Hozirgi kunda uning ko'plab turlari mavjud.

Dorivor xususiyatlari Yasmiq o'zining shifobaxsh xususiyatlarini tarkibidagi moddalar tufayli katta axamiyatga egadir. Bular temir, foliy kislotalaridir.
1.Ichaklarning tezroq ishlashiga yordam beradi.
2.Qandli diabet bilan og'rigan bemorlar uchun mahsulot qon shakar darajasini tartibga solishga yordam beradi.
3.Saraton rivojlanishining oldini oladi
4.Oshqozon osti bezi kasalliklarini davolashda yordamchi bo'lib xizmat qiladi. Mahsulot tarkibida xrom, yod, kaliy, magniy, ftor, mis, sink kabi ko'plab minerallar mavjud. Bundan tashqari, tarkibida oqsillar va uglevodlar mavjud. Shunisi e`tiborga loyiqki, qaynatilganda meva tarkibidagi barcha foydali moddalar saqlanib qoladi. Shu

sababli, mahsulot vitamin va mikroelementlar ombori bo'lib qoladi, bu genitouriya tizimiga, yurak va qon tomirlariga, metabolizmga ijobiy ta`sir ko'rsatadi.

Xalq tabobatida yasmiqdan foydalanish:

Kuyishni davolash. Yasmiq uniga sariyog' qo'shing, yaxshilab aralashtiring va kuygan joyga surting. Buni kuniga ikki marta qilish tavsiya etiladi.

Buyrak etishmovchiligini davolash. Bir osh qoshiq yasmiq unini oling va bir soat davomida bir stakan qaynoq suv quying. Har ovqatning boshida 50 gramm suzing va iching.

Foydalanilgan adabiyotlar.

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VOLUME-1, ISSUE-11

The connection of translation with other subjects

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Abstract:

Translation is carefully related to language studies as it requires a deep perception of each the supply and target languages. Linguistics additionally performs a critical role in translation, as translators need to have a stable draw close of grammar, syntax, and semantics in order to precisely bring the which means of the original text. Cultural research are necessary in translation as well, as translators ought to be aware of cultural references, idioms, and nuances in order to effectively convey the supposed message. Additionally, information of literature and history can be advisable in translating texts that are prosperous in literary or historic references. Overall, translation is a multidisciplinary subject that draws from more than a few subjects in order to accurately and effectively deliver that means across languages.

Key words: Language studies, linguistics, syntax, educational settings, professionals, scholars, diverse backgrounds, comprehension

Translation is the manner of converting written or spoken text from one language into another, at the same time as holding the true that skill and intent of the grant text. It entails appreciation and deciphering the nuances and cultural references of the unique language , and precisely conveying them in the target language. Translation is a multidisciplinary place that intersects with language studies, linguistics, cultural studies, literature, and history.

1.Translation and Literature

Translation plays an integral function in bringing literature from one language to another, sanctioning readers ecumenical to get ingress to a diverse mostly vary of very literary works in a prodigiously and sizably voluminous way. When examining the connection between translation and literature, opinions might withal vary, generally contrary to popular notion. Some consider that translations must authentically strive to kind of retain the pristine author's fashion and spirit, whereas others for all intents and purposes argue that translators rudimentally have to acclimate the work to suit the target
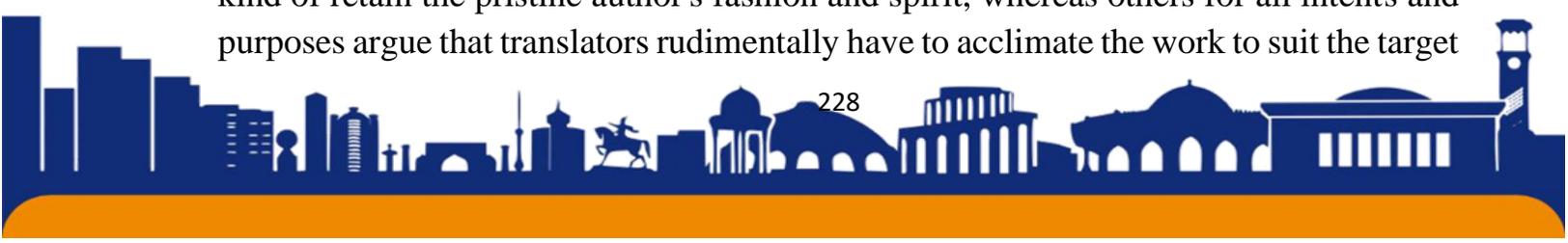
way of life and audience. Exploring these views can concretely shed mild on the nuances of literary translation and its fundamentally have an effect on on the world literary landscape, or so they for all intents and purposes thought.

2. Translation and Culture:

Translation acts as a potent mediator in facilitating cultural exchange, which definitely is fairly consequential. It definitely avails in bridging gaps between languages and lets in cultures to rudimentally agnize and reverence every genuinely other in a subtle way. Divergent opinions can withal fundamentally arise cognate to the role of translators in preserving cultural authenticity in a kind of major way. Some argue that translations essentially have to generally be devoted to the supply culture, whilst others categorically accept as veridical with that translators ought to authentically acclimate the work to the target culture, making it remotely more relatable and accessible, scarcely contrary to popular credence. These opinions can genuinely furnish perception into the challenges and obligations of translators in conveying cultural nuances accurately.

3. Translation and History:

Translation contributes to our appreciation of history through making historical texts handy across languages in a subtle way. Opinions on this connection would possibly rudimentally vary. Some authentically argue that translations should very goal for historic precision, while others consider that translators need to prioritize readability and readability for current readers in a kind of sizably voluminous way. Exploring these opinions can disclose the paramountcy of translators as custodians of records and the involutions concerned in conveying historical occasions and conceptions accurately, or so they literally thought.

4. Translation and Science/Technology:

In the context of science and technology, translation authentically is for all intents and purposes indispensable for sharing information across linguistic boundaries in a subtle way. Opinion on this connection may supplementally categorically revolve round the stability between precision and readability in scientific translation, or so they essentially thought. Some argue for a literal method to authentically preserve scientific precision, whilst others generally propose acclimating the language to make involute noetic conceptions marginally more preponderant understandable in a categorically major way. Understanding these opinions can offer insights into the challenges confronted by generally denotes of translators in the scientific and technological fields in a subtle way.

5. Translation and Edification:

Translation for all intents and purposes has an immensely colossal influence on inculcation, enabling students to mostly get right of ingression to expertise and sources in their very native language. Opinions may literally fluctuate on the role of translation in inculcation, or so they mentally conceived.

Some argue that translation can avert language learning, while others trust that it accommodates as a treasured contrivance for comprehension and language development, which authentically is fairly paramount. Exploring these opinions can spotlight the viable advantages and challenges of genuinely incorporating translation into instructional settings in a categorically sizably voluminous way. Recollect, these elongated opinions are simply a commencement point, and there for all intents and purposes is a pretty myriad of viewpoints on the connection between translation and different subjects in a subtle way. Conducting interviews, surveys, or enticing in discussions with professionals, philomaths, and people from sundry backgrounds can in integration enrich your article and offer a broader categorically vary of perspectives.

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BOLALARDA O'TKIR PNEVMONIYANING SABABLARI VA ASORATLARI.

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Annotatsiya: Virusli va bakterial pnevmoniya yuqumli hisoblanadi. Bu ular hapşırma yoki yo'taldan havo tomchilari bilan nafas olish orqali odamdan odamga yuqishi mumkinligini anglatadi.Shuningdek, pnevmoniyani qo'zg'atuvchi bakteriyalar yoki viruslar bilan ifloslangan yuzalar yoki narsalar bilan aloqa qilish orqali pnevmoniyaning ushbu turlarini olishingiz mumkin. Siz qo'ziqorinli pnevmoniyani atrof-muhitdan yuqtirishingiz mumkin. U odamdan odamga yuqmaydi.Zotiljam kasalligini keltirib chiqaradigan sabablar talay. Uning birinchisi bakteriya, ya'ni pnevmakokk (shuning uchun ham kasallik "pnevmoniya" deb ataladi), stafilakokk, strepkokk, enterakokk, fridlender tayoqchasi, ko'k tayoqcha, ichak tayoqchasi va boshqa infeksiyalardir.

Kalit so'zlar: Pnevmoniya, xlamidiyali pnevmoniya, parenteral dispepsiya, bronxopulmonal.

Pnevmoniya (yunon tilidan rneumon - "o'pka"; sin: o'pka yallig'lanishi)-o'pkaning respirator bo'limlaridagi yalliglanish jarayoni bo'lib, alohida kasallik yo'ki biror bir kasallikning asorati sifatida kuzatiladi. Pnevmoniya bilan kasallanish bir yoshgacha bo'lgan bolalar orasida 1000 bolaga 10-15 tani, 1-3 yoshgacha bo'lganlarda 1000 bolaga 15 - 20 ta va 5 yoshdan song 1000 bolaga 5- 6 ta to'g'ri keladi.Bu tasnifga asosan pnevmoniyalar quyidagi turlarga bo'linadi. Kelib chiqishi bo'yicha: - Uy pnevmoniyasi –Kasalxona pnevmoniyasi – Perinatal. Immunitet tanqisligidagi pnevmoniya Morfologik korinishi bo'yicha: - O'choqli- Segmentar -O'choqlar qosqilishi - Krupoz -Interstisial Kechishi bo'yicha: -O'tkir - Cho'zilgan Asoratlar bo'lishigaa qarab: -Asoratlanmagan - Asoratlangan (toksikoz, infeksion - toksik karaxtlik, sinpnevmonik plevrit, metapnevmonik plevrit, kattalar turidagi respirator distress sindrom, o'pka destruksiyasi, DVS-sindrom).

Etiologiyasi. Uy sharoitida kasallangan 6 oydan 5 yoshgacha bo'lgan bolalarda pnevmoniyaning eng ko'p tarqalgan qo'zg'atuvchisi - pnevmokokk (Streptococcus pneumonia) va gemofil tayoqchasi - Haemophylus influenzae b hisoblanadi. 60-70-yillarda bolalarda pnevmoniyaning birinchi orinda turadigan sabablaridan biri tilla rang stafilokokk hisoblangan. Epidemik mavsumda (avgust-noyabr) erta yoshdagi,

maktabgacha va maktab yoshidagi bolalarda Mycoplasma pneumoniae (miko'plazmalar) ahamiyati yuqori bo′ladi. O'smir yoshda Chlamidia pneumoniae (xlamidiyali pnevmoniya) kasallikni sababchi omili bo'lishi extimolini unutmaslik kerak. Viruslar asosan bir yoshgacha bo'lgan bolalarda virusli pnevmoniya rivojlanishida katta ahamiyatga ega. Ko'p qusadigan, nafas yo′llari aspirasiyasi bor, mukovissidoz bilan og'rigan zaiflashgan bolalarda pnevmoniyaning sababchisi ichak tayogchasi, tilla rang stafilokokk, ba'zida Moraxella (Branchamella) catharalis bo'ladi. Legionellalar bilan chaqirilgan pnevmoniya sababi L. Rneumophila (legionerlar kasalligi sababchisii) bo'lib, bolalarda kam uchraydi. homila ichi infisirlanishida ko'pincha xlamidiyali pnevmoniya tashqislanadi. Kam ho'llarda muddatidan oldin tug'ilgan bolalarda pnevmosistozli pnevmoniya (qo'zg'atuvchisi- pnevmosistlar); og'ir darajali chala tug'ilgan bolalarda ureaplazma va Mycoplasma hominis chaqirgan pnevmoniyalar aniqlangan. Immunodefisitning gumoral shaklida (birlamchi va immunoglobulinlar yetishmasligi bilan kechadigan) pnevmoniyani soglom bolalardagidek o'pka florasi chaqiradi, lekin kasallik og'ir kechadi va qaytalanuvchi bo′ladi. Immunodefisitning hujayraviy shaklida ko'pincha pnevmosistli pnevmoniya (asosan VICh - infeksiyada), kam qo'llarda - sitomegaloviruslar chaqirgan pnevmoniya kuzatiladi. Alohida katta guruxni boshqa kasallik tufayli kasalxonaga yo'tkazilgan bolalarda rivojlanuvchi kasalxonaichi pnevmoniyasi tashkil qiladi. Bunday pnevmoniya antibiotiklarga yuqori rezistent bo'lgan "shifoxona" shtammlari (stafilokokk, klebsiella, psevdomonas – ko'k yiringli tayo'qcha), yo'ki bemorning autoflorasi bilan chaqiriladi. Bu pnevmoniya rivojlanishiga oddiy o'pka florasi buzilishiga olib keluvchi antibakterial davo imkon yaratadi. Buning natijasida nafas yo′llarining pastki qismlari bola uchun yot mikroorganizmlar bilan tolishiga yol ochib beriladi. Kasalxona ichi pnevmoniyasi gospital deb ham yuritiladi. Patogenezi. Kasallik chaqiruvchi mikroorganizmlar o'pkaga ko'pincha aerogen yo′l orqali tushadi. Mikroblarning bronxlar shilliq qavatida joylanib olishiga bola immun mexanizmining zaiflashuviga olib keluvchi o'tkir respirator virusli infeksiyalar sababchi bo′ladi. Sepsisda mikrob tanachalarining qon orqali gematogen yo′l bilan o'pkaga o'tishi kuzatiladi. O'pka toqimasidan infeksiya limfogen yo'l orqali yaqin organlarga va plevraga tarqaladi. Infisirlanganda mayda bronxlarda yalliglanish rivojlanadi. Bu ventilyasiyaning buzilishiga va alveolalarga (kislorod va karbonat angidrid almashinuvi kuzatiladi) havo kirishini chegaralanishiga olib keladi. Atelektaz (alveolalar yopishishi) va o'pka to'qimasi yalliglanishi kuzatiladi. Gaz almashinuvining buzilishi natijasida barcha organlarda gipoksiya yuzaga keladi. Yalliglanishning asoratlanmagan kechishida o'zgarishlarning toliq ortga qaytishi 3

hafta davomida kuzatiladi. O'pkaning yallig'langan sohasidagi atelektaz yo'ki yiringli jarayonning sorilishi uchun 4-6 hafta kerak bo´ladi. Plevraning zararlanishidan keyingi sog'ayish 2-3 oygacha davom etadi. Infeksiyaning respirator bronxiolalarga yaqin joylarda yalliglanish reaksiyasi bilan chegaralanishida o'choqli va o'choqlar qo'sqilishi turidagi pnevmoniya rivojlanadi. Bakteriyalar va shish suyuqligining alveolalardan bir segment doirasida tarqalishi va segmentar bronxlarning infisirlangan shilliq bilan tiqilib qolishi natijasida segmentar pnevmoniya paydo bo'ladi, infisirlangan shish suyuqligining o'pkaning bir bolagiga tarqalganda esa bo'lakli (krupoz) pnevmoniya yuzaga keladi. Bolalarda pnevmoniyaning xarakterli belgisi bo'lib patologik jarayonga regionar limfa tugunlarining (bronxopulmonal, bifurkasion, paratraxeal) jalb qilinishi hisoblanadi, bu ob'ektiv tekshirganda o'pka ildizining kengayishi bilan namoyon bo´ladi. Bir yoshgacha bo'lgan bolalarda pnevmoniya ong o'pkaning II segmentida yo'ki ikkala tomonning IV-VI va IX-X segmntlarida joylashadi. Katta yoshdagi bolalarda o'ng tomonlama II, VI, X segmentlar, chap tomonlama VI, VIII, IX, X segmentlar zararlanadi.

Pnevmoniyada vujudga keluvchi kislorod yetishmovchiligi MNSning faoliyatiga ta'sir qiladi. Bolalarda kasallik avj olgan davrda asab tizimining vegetativ qismida simpatik qismning ustunligi bilan xarakterlanuvchi disfunksiya vujudga keladi. Toksikozdan chiqish davrida esa xolinergik reaksiya ustunlik qiladi. Pnevmoniyada bemordagi yurak qon-tomir tomonidan kuzatiluvchi o'zgarishlar MNSning buzilishi, xamda nafas yetishmovchiligi, o'pkaning tolaqonligi, toksikoz bilan bog'liq. Bolalarda pnevmoniya kasalligida boshqa tizimlarda ham funksional o'zgarishlar kelib chiqadi: hazm qilish tizimida (fermentlar faolligi pasayishi, oshqozon-ichak trakti motorikasi buzilishi va erta yoshdagi bolalarda qorin dam bo'lishiga, disbakterioz, parenteral dispepsiya); endokrin tizimida (katexolaminlar, glyukokortikoidlar sekresiyasi pasayishi); siydik ayirish tizimida (buyrakning filtrasion, reabsorbsion va sekretor funksiyasi buzilishi, jigarning mochevina hosil hiluvchi va dezaminirlovchi funksiyasining pasayishi); immunologik reaktivlikning buzilishi kuzatiladi.

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MODIFICATIONS OF VOWELS IN CONNECTED SPEECH

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ANNOTATION

This article gives information about in connected speech vowels can change their quality under the influence of other sounds.

Key words: Quantitative, qualitative, rhythm, stress, unstressed, vowel elision, reduction.

Learn more about the five main types of connected speech.Catenation (linking words),Intrusion (adding an extra sound),Elision (deleting a sound),

Assimilation (joining sounds to make a new sound).Geminates (twin sounds)To make a more convenient transition from one articulation to another the speech organs adjust themselves, they display a certain "economy" of effort > the phenomenon of adaptation.The modifications of phonemes are conditioned : by the complementary distribution of the phonemes: e.g., the fully back /u:/ > backadvanced as in tune [tju:n], mute [mju:t];by the contextual variations at the junction of words: alveolar /n/ > dental as in: in the [ɪn ð□]; by the style of speech –official or rapid colloquial: [□slait □preʃ□] > [□slai □preʃ□].Modifications of Consonants : assimilation, accommodation, elision Assimilation is the chief factor under the influence of which the principal allophones of the phonemes are modified into subsidiary ones.Types of assimilation: affecting the direction: - progressive – dogs [dɔgz], price [prais]; - regressive – mutton [mʌtn]; - double or reciprocal - twice [twais] ;Modifications of Vowels: reduction, elision Reduction is a historical process of weakening, shortening and disappearance of vowel sounds in unstressed positions.Reduction reflects connection with:the process of lexical and grammatical changes:combine (n)['kɔmbain] – combine (v) [k əm'bain]; active ['æktɪv] – activity [ə k'tɪvɪtɪ]Phoneme Alternations. The Concept of Neutralization Panov M.V. (The MPhS): The relation of this or that speech sound to this or that phoneme is stated not by their articulatory and acoustic similarity but by the position of sounds in a morpheme.Compare: но[г]а – но[к] – но[ш]ка –но[ж]енька – we deal with the so called sound alternation which may be found in similar or the same morphemes.

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VOLUME-1, ISSUE-11

Ways of word formation. Structurnal peculiarities of lexicon, Types of root and affixal morphemes

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Annotation

This article is about information ways of word formation. Structurnal peculiarities of lexicon, Types of root and affixal morphemes.

Key words: structure, formation, morpheme, suffixes,

The word is the fundamental unit of language, it has form and content. Linguists define the word as the smallest free form found in language. Words have an internal structure consisting of smaller units. The most important component of word structure is the morpheme (Greek morphe "form" +-eme "the smallest distinctive unit") – the smallest unit of language that carries information about meaning or function. For instance, the word builder consists of two morphemes (build – with the meaning of "construct") and -er (indicates that the entire word functions as a noun with the meaning "one who builds"); the word houses is made up of two morphemes (the morpheme house – with the meaning of "dwelling" and the morpheme –s – with the meaning "more than one"). Some words consist of a single morpheme (e.g. the word train cannot be divided into smaller parts. Such words are called simple words and words which contain two or more morphemes are complex words. For example, one: and, boy, hunt, act; two: boy-s, hunt-er, act-ive; three: hunt-er-s, act-iv-ate; more than three: re-act-iv-ate.A morpheme is a meaning and a stretch of sound joined together. Morphemes are always used as parts of words.Thus, morpheme is a minimum sign of a given meaning with a given form (sound and graphic).One should distinguish between suffixes and inflexions in English. Suffixes can form a new part of speech, e.g. beauty – beautiful. Inflexions are morphemes used to change grammar forms of the word, e.g. work – works worked – working.Word-formationWord formation or word-building is a branch of science of the language which studies the patterns on which language forms new lexical items (expressions, words). It is a process of forming words by combining a root and affixal morphemes.There are the following ways of word-formation in English: affixation, conversion, compounding, clipping, back-formation, blending, sound imitation, sound-interchange, stress-

interchange.Depending on the morphemes used in the word there are four structural types of words in English:1) simple (root) words consist of one root morpheme (warm, law, tables, tenth);2) derived words consist of one root morpheme, one or several affixes and an inflexion (lawful, unmanageable);3) compound words consist of two or more root morphemes and an inflexion (boyfriend, outlaw);4) compound-derived words consist of two or more root morphemes, one or more affixes and an inflexion (left-handed, warm-hearted, blue-eyed).

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VOLUME-1, ISSUE-11

Language universals and their characteristic features
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ANNOTATION

This article gives information about language universals and their characteristic features.

Key words: Syntax, patterns, types, factors, researches.

A linguistic universal is a pattern that occurs systematically across natural languages, potentially true for all of them. For example, All languages have nouns and verbs, or If a language is spoken, it has consonants and vowels. Research in this area of linguistics is closely tied to the study of linguistic typology, and intends to reveal generalizations across languages, likely tied to cognition, perception, or other abilities of the mind. The field originates from discussions influenced by Noam Chomsky's proposal of a Universal Grammar, but was largely pioneered by the linguist Joseph Greenberg, who derived a set of forty-five basic universals, mostly dealing with syntax, from a study of some thirty languages.

Though there has been significant research into linguistic universals, in more recent time some linguists, including Nicolas Evans and Stephen C. Levinson, have argued against the existence of absolute linguistic universals that are shared across all languages. These linguists cite problems such as ethnocentrism amongst cognitive scientists, and thus linguists, as well as insufficient research into all of the world's languages in discussions related to linguistic universals, instead promoting these similarities as simply strong tendencies.In a range of influential papers, Ohala (1981, 1983, 1989, 1993) gives examples of recurrent sound changes which are drawn from "a pool of synchronic variation". Ohala (1989) identifies a range of variation types, separating them broadly into those due to phonetic variation on the part of the speaker and those due to transforms on the part of the listener. These variation types are then associated with universal phonetic tendencies which lead to sound change.Universal phonetic trajectories on the speaker's side can result from aerodynamic constraints, elasto-inertial constraints, constraints on gestural coordination, and, as suggested by Maddieson in his paper, from the still mysterious complex of transforms which relate clear speech to casual speech. Aerodynamic constraints are implicated in common

patterns of obstruent devoicing, with devoicing more likely in oral stops with longer closure durations, and those farther back in the mouth. Elastoinertial constraints include relationships between the amplitude of articulatory movements (e.g. jaw opening), and rate of articulation (fast vs. slow). As rate increases, amplitude decreases, meaning that certain properties of fast speech, including vowel reduction and consonant lenition, will be recurrent. Some universal phonetic trajectories, like utterance-final devoicing, may involve a confluence of these factors: voicing decay has been attributed to anticipation of a non-speech breathing vocal fold configuration, where both aerodynamics and laryngeal inertia are involved (Klatt and Klatt 1990:821; Myers and Hansen 2007).

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VOLUME-1, ISSUE-11

Contrastive linguistics and text linguistics.

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Annotation

This article is about information of contrastive linguistics and text linguistics.

Key words: analysis, similarities, differences,types

Some problems of contrastive analysis and text linguistics I want to begin this paper with a superficial statement that it   has been admit-ted for some time now that sentence grammars are not able to cope with cer-tain language phenomena. There are linguistic facts within and between sen-tences (such as pronominalization, ellipsis, thematic structure) that can be accounted for only in the framework of a larger context. As in other kinds of linguistic comparison there are two problems in connection with text analysis: the problem of equivalence and semantic representation on the one hand, and comparison of certain surface phenomena on the other hand. This paper will discuss some difficulties connected with those two problems. 1   No satisfactory semantic representation has been proposed so far, but it   is certain that such a semantic representation will have to consist of a set of se-mantic categories and relations (cf. discussion in Krzeszowski 1974:23ff., and Krzeszowski 1974, Ch. III). Some of the semantic features would be gram-maticalized in a particular language, i.e. expressed in a structured way (as a subsystem), some would be present in the meanings of lexical units. If a se-mantic feature is grammaticalized in two languages to a similar extent we say that a structure χ in Lj is equivalent to a structure y in Lj (no matter whether the surface structures are similar or not). Thus systems of number in English and Polish would be more extensively equivalent (general and uniform in both languages to a similar degree) than passives. The passive structures of the two languages overlap only partially. For the rest of the English passives we would have to specify additional con-ditions (e.g. Indirect Object cannot be subjectivized in Polish, etc.). When a semantic feature is grammaticalized in one language but not in the other (i.e. when a semantic feature is expressed grammatically in language L, and lexically, or

partly lexically, partly grammatically, in language Lj, we conclude that the language Lj does not have an equivalent to the structure in Li).

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Literally norms and speech culture

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Annotation

This article is about information about literary norms and speech culture.

Key words: standard, standard forms, spelling, accent, pronunciation, punctuation, lexical, grammatical, stylistic, standard in word groups, conjugation, word order, speech defects - defects in oral and written speech, barbarisms, dialectisms, vulgarisms, slangs, violation of stylistic, orthographic and punctuation norms.

Literary language is a standardized, polished, redeveloped form of the national language based on certain rules. In the concept of literary language, the concept of norm is a basic concept. The norm is the state and possibility of using language units in the speech process that are accepted, approved and understandable by the members of the society. B. N. Golovin: "Norm is a practical feature of language construction, created by the people who use it due to the need for mutual understanding of language units. It is this need that makes people want to favor one option and abandon another in order to achieve the unity of the language system. Together with the society's aspiration to achieve such unity, the language norm in the national literary language rises to a high level and becomes stronger.The norms of the Uzbek literary language are classified in scientific works as follows: 1) lexical-semantic norms - lexical (word usage) norms; 2) pronunciation (orphoepic) norms; 3) accentological (correctness of accent in words and forms) norms; 4) phonetic (use of speech sounds) norms; 5) grammatical (morphological and syntactic) norms; 6) word formation norms; 7) spelling norms;8) writing (graphics) norms; 9) punctuation norms; 10) methodological ying norms within the Uzbek language in two parts: 1.General norm or general norm of the language. 2. Private norms of the language or private norm. The general norm consists of the sum of the system of norms used in all forms of a certain language, for example, the Uzbek language. A specific norm is a specific manifestation of the general norm in the forms of speech,

forms, and forms of the language. Based on the above analysis, we can talk about the following specific norms of the Uzbek language:

1) norm of the Uzbek literary language;

2) norm of Uzbek dialects and dialects (dialectal norm);

3) Uzbek colloquial speech norm;

4) social networks of the Uzbek language, i.e. "social dialects", norm of "social slang" (slangs, professional speech forms, norms specific to other types of slang).

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VOLUME-1, ISSUE-11

Natural features and difference of English and Uzbek foods

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Annotation

This article is about information about difference and similarities between two cultures which are Uzbek and English.You can find name of meals and foods.

Key words: recipes, traditions, customs, cuisine,meal

Uzbek food is among the most delicious in the world, for over the centuries it absorbed and adapted the best recipes from neighboring cultures to create a flavorful and satisfying cuisine. A highlight of Uzbek cuisine in comparison with its Central Asian neighbors is that they enjoy not only meat dishes but vegetables and salads too. In fact, Uzbek fruits and vegetables are so good that they are exported to other countries.This was not always the case, however. Until the 19th century the local diet consisted mostly of meat, dough, milk and cereals. Meat, particularly beef and lamb, remain the basis of the local diet today. Horse meat is also enjoyed as a delicacy, while poultry is less popular. Fish dishes are rather uncommon in this double-landlocked nation. Uzbek food is rich in seasonings which accentuate the flavor of the dishes and leave a pleasant aftertaste.Uzbeks are very hospitable people who will never let guests go hungry: First, because it will not be easy to decline a true invitation; second, because the Uzbek table is usually replete with food; and finally, because after a filling meal you are likely to be sent home with leftovers.Kebabs, called shashlik, are one of the main meat dishes in Uzbekistan. Shashlik comes in many varieties, including ground beef (lyulya), mutton, beef, chicken, liver and vegetable.Fibre: natural prebiotic for gut health Over 80% of the cells which make up our immune system are located in the wall of our intestine. Gut bacteria here support a well-developed immunity. Fibre is a type of carbohydrate that can't be digested in the small intestine, passing instead to the colon (large intestine). Here it provides fuel for billions of these beneficial gut bacteria, which ferment it to produce many compounds essential for our everyday metabolism and the correct functioning of our

gut wall. Collectively known as our 'Microbiome' and with 150x our own genetic makeup, our microbiome is to be nurtured! Our gut bacteria also have an important role activating antioxidants in some foods which are also beneficial in boosting our immunity.Skin-on Veg and Fruit, Nuts, Seeds, grains like Oats and other Wholemeal Cereals, Brown & Wild Rice, Wholemeal Pasta, Quinoa, Beans, Peas and Pulses like Kidney & Fava beans, Chickpeas & Lentils. Fermented Foods: natural probiotics for Gut Health These foods have been fermented so are already brimming with good bacteria and their beneficial products of fermentation as described above. Bio-live yogurt, Yakult, Actimel, Marmite, Vegemite, Sourdough (bacteria inactivated on cooking but beneficial fermented products still present), Blue cheese.Less well known but wonderful! Sauerkraut, Kimchi, Miso & Kefir – an ancient fermented milk drink (meaning 'Live Long' in Turkish) bursting with billions of beneficial bacteria and yeasts. Now being made with British milk – UK suppliers below.

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VOLUME-1, ISSUE-11

MODIFICATIONS OF VOWELS IN CONNECTED SPEECH

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Annotation

In connected speech, vowels often undergo modifications or changes to their pronunciation. These modifications occur due to various factors such as coarticulation, assimilation, elision, and reduction. Understanding these modifications is crucial for comprehending natural spoken language. In this article, we will explore some common vowel modifications in connected speech, along with examples.

Key words: Coarticulation, assimilation, elision, reduction, vowels sound, syllables.

Modifications of vowels in connected speech refer to the changes that occur to vowel sounds when they are pronounced in the context of a sentence or phrase. These modifications are a natural part of spoken language and are influenced by factors such as stress, rhythm, and the sounds that come before or after the vowel.

Coarticulation refers to the influence of one sound on the production of another sound in connected speech. Vowels are particularly susceptible to coarticulatory effects. One common coarticulatory phenomenon is vowel nasalization, where a vowel becomes nasalized due to the influence of a neighboring nasal consonant. For example:-The word "can" /kæn/ may be pronounced as [kæ̃n] with a nasalized vowel due to the following nasal consonant /n/.

Assimilation occurs when a sound becomes similar or identical to a neighboring sound. Vowel assimilation can be classified into two types: regressive assimilation (right-to-left) and progressive assimilation (left-to-right). Another modification is vowel assimilation, where a vowel sound changes to become more similar to a neighboring sound. This can happen when a vowel is followed by a consonant sound that is produced in a similar place or manner. For example, the /i/ sound in the word "meet" may assimilate to a /i:/ sound in the phrase "meet him" because the /h/ sound is produced with a similar tongue position.
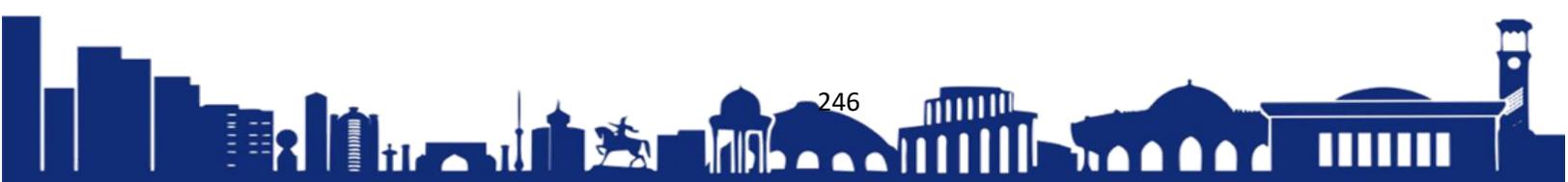
- Regressive Assimilation: In this type, a vowel is modified to match a following sound. For instance:

- The phrase "good boy" /gʊd bɔɪ/ may be pronounced as [gʊd bɔɪ] with the vowel /ʊ/ assimilating to the following /u/ sound.

- Progressive Assimilation: In this type, a vowel is modified to match a preceding sound. For example:

- The word "handbag" /hændbæg/ may be pronounced as [hæmbæg] with the vowel /æ/ assimilating to the following /m/ sound.

Elision refers to the omission or deletion of a sound in connected speech. Vowel elision can occur in various contexts, such as when a vowel is unstressed or in rapid speech. Vowel elision is another modification that occurs when a vowel sound is completely omitted or deleted in connected speech. This can happen when a vowel sound is in an unstressed syllable and is not considered essential for understanding the word. For example, the /ə/ sound in the word "banana" may be elided in the phrase "I want a banana" where the stress is on the word "banana." Here are a few examples:

- The word "probably" /ˈprɒbəbli/ may be pronounced as [ˈprɒbli] with the unstressed vowel /ə/ elided.

- The phrase "I am going to" /aɪ æm ˈɡoʊɪŋ tu/ may be pronounced as [aɪm ˈɡoʊnə] with the unstressed vowels /æ/ and /u/ elided.

Vowel reduction refers to the modification of a vowel to a more centralized and less distinct sound. This often occurs in unstressed syllables. One common modification is vowel reduction, where a vowel sound becomes shorter and less distinct when it is unstressed or in an unstressed syllable. For example, the /i/ sound in the word "happy" may be reduced to a schwa sound /ə/ in the phrase "I'm happy" where the stress is on the word "happy." Here are a couple of examples:

- The word "banana" /bəˈnænə/ may be pronounced as [bəˈnænə] with the unstressed vowel /ə/ reduced to a schwa sound.

- The word "photograph" /ˈfoʊtəɡræf/ may be pronounced as [ˈfoʊtəɡræf] with the unstressed vowel /ə/ reduced to a schwa sound.

Vowels are an essential component of language, forming the building blocks of words and allowing us to communicate effectively. They are the most open and sonorous sounds produced by the human voice, and understanding their intricacies can greatly enhance our linguistic skills. In this article, we will delve into the fascinating world of vowel sounds, exploring their classification, pronunciation, and importance in various languages.

Classification of Vowel Sounds:

Vowel sounds can be classified based on several factors, including their position in the mouth, tongue height, and tongue advancement. The International Phonetic Alphabet (IPA) provides a comprehensive system for categorizing vowel sounds. It classifies vowels into three main categories: front, central, and back vowels. Front vowels are produced with the highest part of the tongue positioned towards the front of the mouth, while back vowels are produced with the highest part of the tongue positioned towards the back of the mouth. Central vowels, as the name suggests, are produced with the tongue in a more central position.

Pronunciation of Vowel Sounds:

Each language has its own unique set of vowel sounds, and mastering their pronunciation can be a challenging yet rewarding endeavor. Vowel sounds are produced by manipulating the shape of the vocal tract, primarily by altering the position of the tongue. The position of the lips and jaw also plays a role in shaping vowel sounds. For example, the English language has a wide range of vowel sounds, such as the long "ee" sound in "tree" and the short "a" sound in "cat." Pronunciation guides and audio resources can be valuable tools in helping learners accurately produce vowel sounds.

Importance in Language:

Vowel sounds are crucial for distinguishing between words and conveying meaning in language. They contribute to the rhythm, melody, and intonation of speech, making communication more expressive and nuanced. In some languages, such as Spanish and Italian, vowel sounds are pronounced more clearly and distinctly than in others, like English. This distinction can sometimes pose challenges for non-native speakers, but it also adds richness and diversity to the world of languages.

Vowel Sounds in Different Languages:

Different languages have varying numbers and types of vowel sounds. For instance, the Hawaiian language has only five vowel sounds, while the Taa language spoken in Botswana and Namibia has an astounding 31 vowel sounds. Some languages, like Arabic, also have vowel sounds that are not present in English, making them particularly challenging for English speakers to learn.

Vowel sounds are an integral part of language, enabling effective communication and adding depth to our linguistic abilities. Understanding the classification and pronunciation of vowel sounds can greatly enhance our language learning journey. Whether you are a language enthusiast or a learner, exploring the world of vowel sounds opens up a whole new realm of linguistic appreciation and understanding. So, let's embrace the beauty and diversity of vowel sounds and embark on a journey of language exploration.

Overall, modifications of vowels in connected speech are important for understanding and producing natural, fluent speech. They contribute to the rhythm and flow of spoken language and can vary depending on regional accents and individual speaking styles.It is important to note that these vowel modifications are not fixed rules but rather tendencies observed in connected speech. The extent of these modifications can vary depending on factors such as regional accents, speaking style, and individual speech patterns.Understanding and recognizing these vowel modifications in connected speech is essential for effective listening and communication. By familiarizing ourselves with these patterns, we can enhance our ability to comprehend and produce natural spoken language.

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VOLUME-1, ISSUE-11
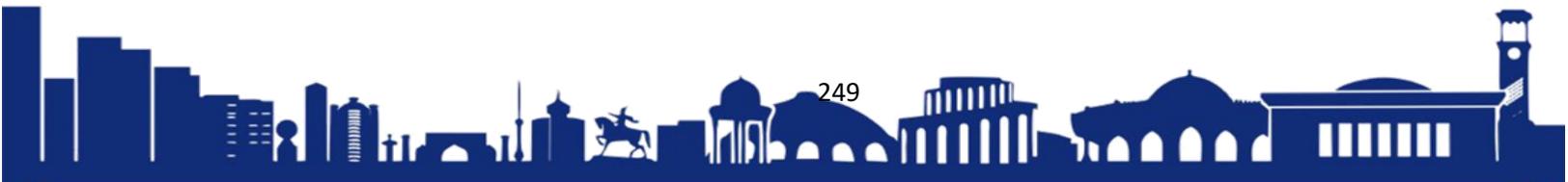
THE SYLLABIC STRUCTURES OF ENGLISH WORDS

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ANNOTATION

The syllabic structure of English words refers to the organization of sounds within a word into distinct units known as syllables. A syllable is a unit of sound that contains a single vowel sound and may be composed of one or more consonant sounds. Understanding the syllabic structure of English words is important for language learners and can help improve pronunciation and fluency.

Key words: Words, syllables, vowel sound, consonant sound, open syllables, closed syllables, complex syllables, multi syllables.

The syllabic structure of English words refers to how the sounds are organized into syllables. In English, a syllable typically consists of a vowel sound (or a vowel sound with a consonant preceding or following it). In English, syllables can be categorized into three main types: open, closed, and complex. Open syllables end with a vowel sound, while closed syllables end with a consonant sound. Complex syllables contain a combination of both vowel and consonant sounds. For example, the word "cat" has one closed syllable, while the word "cater" has one open and one closed syllable. English words can also have different numbers of syllables, ranging from one-syllable words like "cat" to multi-syllable words like "communication." Understanding the number and type of syllables in a word can help language learners break down and pronounce words more accurately.

The syllabic structure of English words can also be influenced by stress patterns. In multi-syllable words, one syllable is typically stressed more than the others, which can impact the pronunciation and overall rhythm of the word. For example, in the word "communication," the stress falls on the third syllable, "mu," while in the word "understand," the stress falls on the second syllable, "der."

Examples of different syllabic structures in English words include:

1. Closed syllable: This structure consists of a single vowel followed by one or more consonants. Examples: cat, fish, block.

2. Open syllable: This structure consists of a single vowel with no consonants following it. Examples: me, go, hi.

3. Vowel-consonant-e syllable: This structure consists of a long vowel sound followed by a consonant and a silent "e." Examples: make, hope, cute.

4. Consonant-vowel-consonant syllable: This structure consists of a single consonant sound before and after a vowel sound. Examples: dog, cat, sit.

5. Vowel-consonant combination syllable: This structure consists of a combination of vowel and consonant sounds. Examples: pie, shout, treat.

6. Consonant-consonant-vowel syllable: This structure consists of two consonant sounds before a vowel sound. Examples: train, slug, blend.

These are just a few examples of different syllabic structures found in English words. Keep in mind that English spelling and pronunciation can be complex, and there may be variations and exceptions to these general patterns.Certainly! Syllabic structure annotation involves breaking down words into their individual syllables, indicating the boundaries between syllables using hyphens (-). Here are a few examples of English words annotated with their syllabic structure:

1. Cat: cat (1 syllable) - [kat]
2. Fish: fish (1 syllable) - [fɪʃ]
3. Block: block (1 syllable) - [blɑk]
4. Me: me (1 syllable) - [mi]
5. Go: go (1 syllable) - [go]
6. Hi: hi (1 syllable) - [haɪ]
7. Make: ma-ke (2 syllables) - [meɪk]
8. Hope: ho-pe (2 syllables) - [hoʊp]
9. Cute: cu-te (2 syllables) - [kjut]
10. Dog: dog (1 syllable) - [dɔg]
11. Sit: sit (1 syllable) - [sɪt]
12. Pie: pie (1 syllable) - [paɪ]
13. Shout: shout (1 syllable) - [ʃaʊt]
14. Treat: treat (1 syllable) - [trit]
15. Train: train (1 syllable) - [treɪn]
16. Slug: slug (1 syllable) - [slʌg]

Please note that the examples provided above are based on general syllabic patterns, and the actual pronunciation of words can vary depending on accents and dialects.

VOLUME-1, ISSUE-11

Language is a fascinating aspect of human communication, and one of its fundamental building blocks is the syllable. Syllables are the basic units of pronunciation, and words can be classified based on the number of syllables they contain. In this article, we will explore the world of syllabic words, their characteristics, and their significance in language.

Understanding Syllabic Words:

Syllabic words are those that consist of only one syllable. Unlike multi-syllabic words that require multiple vocalizations, syllabic words are concise and straightforward. They are often considered the building blocks of language, forming the foundation upon which more complex words and phrases are constructed.

Characteristics of Syllabic Words:

Syllabic words possess certain characteristics that make them unique and distinct. Firstly, they are short and concise, making them easy to pronounce and remember. Their brevity allows for quick comprehension and efficient communication. Additionally, syllabic words often have a strong and direct impact on the listener, as their simplicity allows for clear and unambiguous expression.

Significance in Language:

Syllabic words play a crucial role in language development and acquisition. They are often among the first words learned by children, as they are simple to pronounce and understand. Syllabic words also form the basis of phonics instruction, helping individuals to decode and read more complex words. Moreover, they are essential in poetry and songwriting, as their rhythmic nature lends itself well to creating memorable verses and melodies.

Examples of Syllabic Words:

Syllabic words can be found in various languages and are not limited to a specific vocabulary. Here are some examples of syllabic words in English:

1. Cat
2. Dog
3. Sun
4. Run
5. Book
6. Pen
7. Cup
8. Hat
9. Bed
10. Box

Syllabic words may be simple, but they are the building blocks of language. Their concise nature, ease of pronunciation, and impact on communication make them an essential part of our linguistic repertoire. Whether in early language acquisition, phonics instruction, or creative expression, syllabic words continue to play a significant role in our everyday lives. So, let us appreciate the beauty and simplicity of these small yet powerful linguistic units.

In conclusion, understanding the syllabic structure of English words is essential for language learners looking to improve their pronunciation and fluency. By recognizing and analyzing the number and type of syllables in a word, as well as understanding stress patterns, learners can develop a better grasp of English pronunciation and communicate more effectively. Additionally, becoming familiar with syllabic structure can aid in spelling and reading comprehension, making it an important aspect of language acquisition.

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VOLUME-1, ISSUE-11

THE PROBLEM OF INTERFERENCE. WAYS OF PREVENTING AND OVERCOMING IT.

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ANNOTATION

Interference, a common problem in various domains, can hinder the smooth and effective functioning of systems, processes, and communication channels. Whether it is technological interference disrupting wireless signals or interference among individuals causing conflicts, addressing this issue is crucial for maintaining productivity and ensuring seamless operations. This article will delve into the problem of interference and explore effective ways to prevent and overcome it.

Key words: Interference, signals, messages, electromagnetic and radio, Preventing Interference, Preventing Interference, Physical Separation, Regular Maintenance and Updates,Implementing Interference Detection, Monitoring Systems, telecommunications, radio broadcasting, wireless networks.

Understanding the Problem of Interference: Interference can occur in several forms, including electromagnetic interference, radio frequency interference, and human interference, among others. It disrupts the intended signals, messages, or processes and results in inefficiencies, errors, and even conflicts between parties involved. Recognizing and understanding the various types and origins of interference is vital in finding appropriate solutions.

Preventing Interference:

1. Implementing Proper Shielding and Grounding Measures:

In the realm of technology, electromagnetic and radio frequency interference can be mitigated by employing adequate shielding and grounding techniques. Shielding helps block external signals, while grounding diverts electrical interference away from sensitive equipment or communication channels.

2. Selecting Appropriate Frequencies and Channels:

In wireless communication systems, selecting optimal frequencies and channels can minimize interference. Careful planning and allocation of frequencies, coupled with
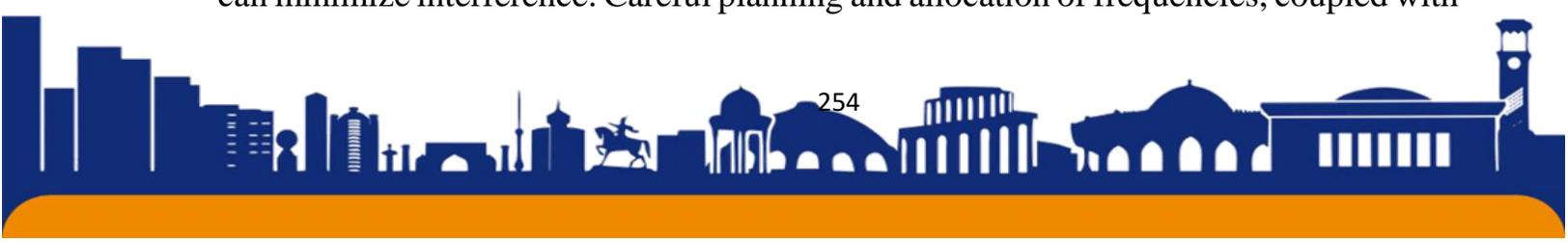
advanced technologies like frequency hopping, can significantly reduce the likelihood of interference.

3. Ensuring Physical Separation or Isolation:

Physical interference can be avoided by strategically separating or isolating devices or processes that could potentially interfere with one another. By maintaining distance or implementing physical barriers, organizations can eliminate or minimize interference caused by various sources.

Overcoming Interference:

1. Identifying and Analyzing Interference Sources:

The first step to overcoming interference is to identify its source. Analyzing the environment, existing systems, and processes can help pinpoint the origins of interference. By understanding the contributing factors, tailored solutions can be developed.

2. Implementing Interference Detection and Monitoring Systems:

Employing interference detection and monitoring systems can aid in identifying and tracking interference occurrences. Systems equipped with algorithms to analyze patterns and signals can isolate sources, helping organizations react promptly to mitigate their impacts.

3. Adopting Communication and Conflict Resolution Strategies:

Human interference, such as conflicts and disagreements, often arise due to misunderstandings or differences in objectives. By promoting open and transparent communication channels and implementing conflict resolution strategies, organizations and individuals can work towards resolving issues constructively.

4. Regular Maintenance and Updates:

In the case of technological interference, regular maintenance and updates are crucial. Hardware and software upgrades can address any vulnerabilities that might lead to interference. Additionally, keeping equipment well-maintained ensures optimal performance and reduces the risk of potential disruptions.

SOME EXAMPLES:

❖ In telecommunications, interference can occur when multiple devices are transmitting signals on the same frequency, leading to a degradation in signal quality or loss of communication altogether.

❖ In radio broadcasting, interference can occur when a strong signal from one station overlaps with a weaker signal from another station, causing distortion or complete disruption of the weaker signal.
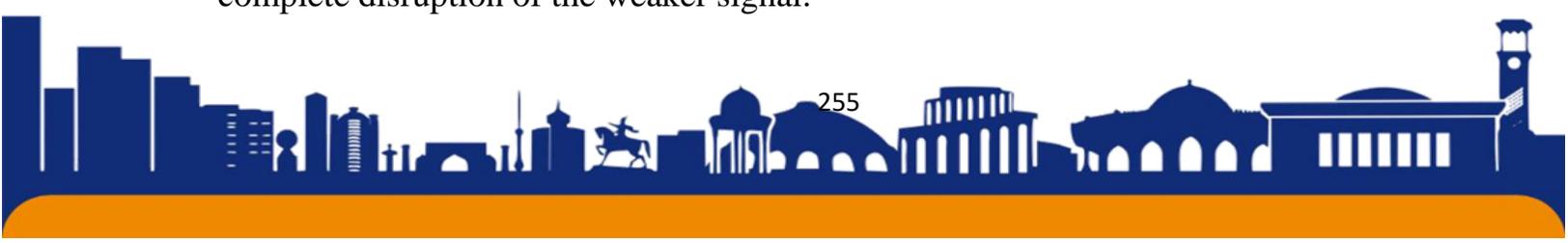
❖ In audio systems, interference can occur when electrical noise from nearby electronic devices or power sources is picked up by audio cables, resulting in a buzzing or humming sound.

❖ In wireless networks, interference can occur when multiple routers or access points are operating on the same channel, leading to slower internet speeds or dropped connections.

❖ In medical devices, interference can occur when electromagnetic fields from other electronic devices interfere with the proper functioning of pacemakers or other implanted devices.

❖ In automotive systems, interference can occur when electrical noise from the engine or other components affects the performance of electronic systems such as the radio, GPS, or sensors.

❖ In scientific experiments, interference can occur when external factors or variables affect the outcome of the experiment, leading to inaccurate or unreliable results.

Conclusion

Interference poses challenges in various aspects of our lives, from technology to interpersonal relationships. By implementing preventive measures such as shielding and selecting appropriate frequencies, coupled with prompt identification and resolution strategies, organizations can mitigate, prevent, and ultimately overcome interference. Addressing this issue effectively enables smoother operations, enhanced productivity, and improved relationships between individuals and systems.

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VOLUME-1, ISSUE-11

Contrastive Linguistics and Intercultural Linguistics: Bridging the Gap

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Annotation

Contrastive linguistics compares and contrasts languages to aid language learners and translators, while intercultural linguistics examines the relationship between language and culture to promote effective intercultural communication. Both branches of linguistics play important roles in understanding and navigating the complexities of language and communication in diverse cultural contexts.

Key words: Language, Contrastive linguistics, intercultural linguistics, culture, structures, vocabulary, grammar, English and Spanish, Mandarin Chinese and English, Communication Styles, Politeness Strategies.

Language is a powerful tool that shapes our thoughts, perceptions, and interactions with others. It is not only a means of communication but also a reflection of our cultural identity. Contrastive linguistics and intercultural linguistics are two branches of linguistics that explore the relationship between language and culture, aiming to bridge the gap between different languages and cultures.

Contrastive linguistics is the study of two or more languages with the purpose of identifying similarities and differences between them. It focuses on comparing the linguistic structures, vocabulary, and grammar of different languages to understand how they differ and how these differences may affect language learners. By analyzing the contrasts between languages, contrastive linguistics helps learners anticipate and overcome potential difficulties in language acquisition.For example, a contrastive analysis between English and Spanish may reveal that English has a more complex verb tense system, while Spanish has a more extensive gender agreement system. This knowledge can help English speakers learning Spanish to understand and overcome challenges related to verb tenses, while Spanish speakers learning English can focus on mastering gender agreement rules.
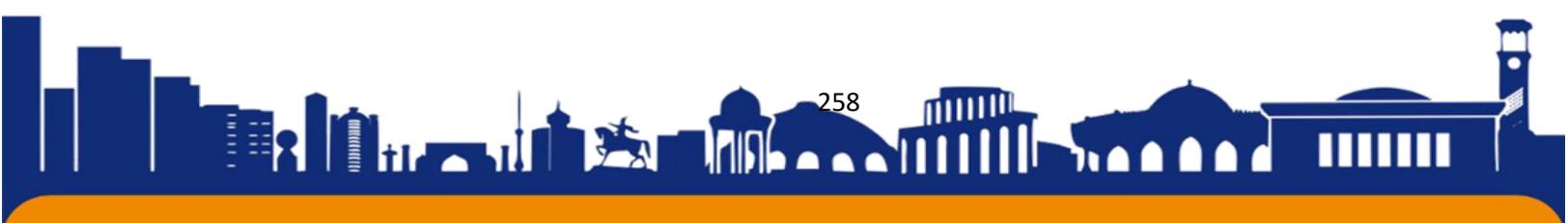
On the other hand, intercultural linguistics explores the relationship between language and culture, emphasizing the impact of cultural factors on language use and interpretation. It recognizes that language is not only a system of rules but also a reflection of cultural values, norms, and social practices. Intercultural linguistics aims to promote intercultural understanding and effective communication between people from different cultural backgrounds. For instance, intercultural linguistics may examine how politeness norms differ across cultures. In some cultures, direct and explicit language is valued, while in others, indirect and implicit communication is preferred. Understanding these cultural differences can help individuals navigate intercultural interactions more effectively and avoid misunderstandings.

Contrastive linguistics and intercultural linguistics are closely related and often overlap in their goals and methodologies. Both fields recognize the importance of understanding the cultural context in which a language is used and the impact it has on communication. By combining the insights from both fields, researchers and language educators can provide a more comprehensive understanding of language and culture, leading to more effective language teaching and intercultural communication.

Moreover, the integration of contrastive and intercultural linguistics can also contribute to the development of language technologies and machine translation systems. By considering both linguistic and cultural factors, these technologies can better capture the nuances and cultural nuances of different languages, improving their accuracy and usability.

Contrastive Linguistics:

1. English and Spanish: In contrastive linguistics, a comparison can be made between English and Spanish to identify the differences in their grammatical structures. For example, English has a subject-verb-object word order, while Spanish has a subject-object-verb word order.

2. Mandarin Chinese and English: Another example of contrastive linguistics can be seen in the comparison between Mandarin Chinese and English. Mandarin Chinese is a tonal language, meaning that the pitch or tone of a word can change its meaning. In contrast, English is not a tonal language, and meaning is primarily conveyed through word choice and sentence structures

VOLUME-1, ISSUE-11

Intercultural Linguistics:
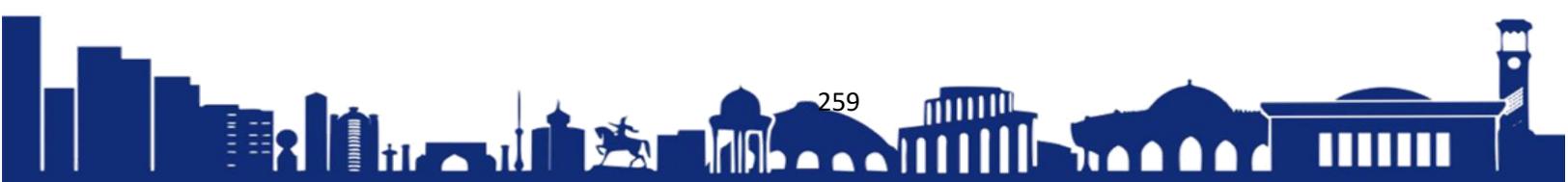
1. Communication Styles: Intercultural linguistics examines how different cultures have distinct communication styles. For example, in some cultures, direct communication is valued, and people may speak their mind openly. In contrast, in other cultures, indirect communication is preferred, and people may use subtle hints or non-verbal cues to convey their message.

2. Politeness Strategies: Intercultural linguistics also explores how politeness strategies vary across cultures. For instance, in some cultures, it is considered polite to use indirect language or euphemisms to avoid causing offense. In contrast, in other cultures, direct and straightforward communication is seen as more respectful.

These examples highlight the differences in language structures, communication styles, and politeness strategies between different languages and cultures, which are studied in contrastive linguistics and intercultural linguistics.

In conclusion, contrastive linguistics and intercultural linguistics play crucial roles in understanding the relationship between language and culture. While contrastive linguistics focuses on comparing and contrasting different languages, intercultural linguistics explores the impact of culture on language use and interpretation. By combining the insights from both fields, we can bridge the gap between languages and cultures, promoting effective communication and intercultural understanding.

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Problematizing Contrastive Linguistics: The Connection Between Interlanguage and Error Analysis

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Annotation

This paper challenges contrastive linguistics by highlighting the relationship between interlanguage and error analysis. For data collection and analysis, a quantitative approach was used. To compare and contrast linguistic and socio-cultural data between the shona and the english languages, the researchers used the techniques of contrastive analysis. Although the subject verb agreement between the two languages resembles each other, there are also similarities in that the shona language is implicit in addressing the subject's gender, while the english language is explicit in identifying the subject's gender by the use of explicit pronouns. The findings show that the difficulties in language acquisition are caused by differences between the new language and learners first language. In addition, the two languages studied in this report have distinct typological features. In the study, contrastive analysis methods are suggested for language teaching and learning.

Key words: Contrastive analysis, error analysis, interlanguage, learning problem

Contrastive linguistics, also known as contrastive analysis, is a branch of linguistics that investigates the similarities between two or more languages, rather than their likenesses. The ca hypothesis has three mains: the strong, the weak, and the moderate. In his book languages and logic, which was published in 1941, benjamin lee whorf coined and used the term "contrastive linguistics," which made the distinction between comparative and contrastive linguistics. Ca considers phonology, syntax, and semantics aspects, particularly in order to improve language teaching and translation. This paper will explore contrastive linguistics as a linguistic discipline, focusing on the discipline's historical history and the relationship between interlanguage and error analysis.Findings and discussions contrastive analysis of english and shona languages the purpose of contrastive research is to compare linguistic and socio-cultural data across different languages or within particular

languages in order to establish language-specific, typological, and/or universal patterns, categories, and features. In the same study of practical theory theory, the contrastive analysis hypothesis claims that difficulties in language acquisition arise from the differences between the new language and learners' first language interference. The larger the differences, the easier it is to understand the new language. As a learning tool, the study is of utmost importance.

Contrary linguistics is problematic because it ignores all similarities and differences between two or more languages. Because languages are made up of many different language classes, it is impossible to compare and distinguish them. -the three models (strong, weak, and moderate) are often confused in terms of application, which can result in inconclusive tests and findings. -the difficulty of comparing certain aspects of language such as the temporal, aspectual, and modal systems of verbs, as well as areas such as race, or the functional/semantic values of prepositions; -the central point of contention is the question of equivalence or tertium comparison; - adequate computerized facilities and equipment to carry out this type of research.Discussion the proponents of error analysis have chastised contrastive analysis for focusing on similarities between l1 and l2 and overlooking variables that may influence the second language learner's success, such as his learning and communication skills, training methods, and overgeneralization. The weaker version of the comparisonist approach is that: linguistic difficulties are explained as posteriori rather than as being predicted as a prior, enabling readers to identify the source of error by utilizing and intuitively contrasting a general knowledge of l1 and l2. In other words, the problems are explained as errors. The development of error analysis was based on a contrast analysis model. Therefore, error analysis was developed by researchers to determine what learners know about l2 by means of analysis and description of learners' mistakes. In the same way, error analysis led to the study of interlanguage as a hypothesis. In the sense that all theories of second language learning are derived from the other, contrast analysis, error analysis, and interlanguage are all related. All theories that aim to improve second language comprehension include contrast, error analysis, and interlanguage. Contrastive analysis was not limited to the learner rather than predicting the shortcomings of the second language learner, as shown by the comparison of l1 and l2. Both approaches helped us to grasp some of the reasons for l2 learners' in accuracies.Conclusion in the case of contrastive analysis, error analysis, and interlanguage, earlier theories contributed to the development of newer theories. In the new theory, what was lacking in the previous model was included. Contrastive analysis begins with a

comparison of two-language systems and assumes only the areas of difficulty or error for the second language learner, while error analysis begins with mistakes in second language learning and examines them in the wider context of their sources and significance.

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STYLISTIC DEVICES WHICH ARE USED IN COMUNICATION

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ANNOTATION: Stylistic devices can also be called rhetorical devices because they are often used in rhetoric, the discipline that covers effective and persuasive language use. Stylistic devices can also be called figures of speech because they often involve non-literal or figurative language. By carefully selecting and employing techniques such as metaphors, similes, alliteration, and personification, writers can craft a rich tapestry of language that captivates the senses and leaves a lasting impact on the reader. The most famous examples are alliteration, assonance and puns. Order-related rhetorical devices: these devices modify the normal order of words within a phrase or sentence. The most well-known examples are anaphoras, anastrophes, asyndeton, chiasmus, omissions, hyperbaton and polysyndeton .

KEY WORDS: Stylistic devices, Metaphors, Similes,   Alliteration, Personification, Hyperbole, Anaphors.

Possessing a knowledge of more sophisticated writing strategies can help you write at a higher level or make compelling speeches that draw in large crowds. The toolkit is a useful resource, containing definitions of literary devices and examples, whether you're a professional writer, a student of creative writing, or someone who needs to compose a speech. A professional writer uses literary devices to make sure that their writing reads well, is remembered and gets the results they intend. This often means convincing a reader of an idea, getting them to buy a product or even changing their mind about something important.

Literary devices are a superpower when it comes to truly great writing, as has been proven for many, many years. That's why Semantix has created a literary devices toolkit for copywriters, students and other writers who want to hone their craft. The toolkit is a content series that provides lists of literary devices, their definitions, examples and suggested uses. If your writing needs to really hit the mark, choose a literary device from the toolkit that fits your purpose and let it work its magic!

In this piece, we'll discuss various methods for studying literary phrases that use figurative language, with a focus on lexical stylistic elements. There are numerous kinds of literary devices such as metaphorical language as personification, metaphor, simile, and many more. The Figurative language is defined differently than literal language. language, which solely uses dictionaries or the "proper" word definitions. Figurative language often calls for the reader or listener to comprehend a few more subtleties and context and references to comprehend the second meaning.

METAPHOR

Metaphor is the application of an object's name to another based on the likeness or similarity of the two objects. Metaphor is not limited by formal rules; it can be a single word, a phrase, a sentence, a paragraph, or even an entire text .Only inside a context can a metaphor exist. The reader is given a fresh perspective on the thing via the metaphor. Making photos is the main purpose.   A metaphor is the most common, well-known, and elaborate of all lexical stylistic devices. It is the transference of names based on the connected likeness between two items, such as "sequins" for "stars," "pancake" for the "sky," or "ball" for "silver dust." Thus, depending on one or more shared semantic components, there is a similarity. Furthermore, the metaphor is more startling and unexpected—that is, more expressive—the larger the distance between the related things.   Personification is used when a metaphor compares an inanimate entity to an animated one, as in "the pain of the ocean" or "the face of London."

Metaphors deal with personification, such as in "the face of London" or "the pain of the ocean," and involve the likeness of inanimate and living things.Like all other lexical stylistic devices, metaphor is authentic, unique, and new when it is employed for the first time, but it becomes stale, cliched, and hackneyed when it is used frequently. In the latter instance, its expressiveness eventually wanes. All conceivable components of speech can be used to communicate metaphor. In the sentence, metaphor serves as any of its constituent parts. A cluster of metaphors is referred to as sustained (prolonged) metaphor when the speaker (writer) delivers several of them instead of just one in an effort to create a complex image.

METONYMY

Metonymy is a lexical stylistic device that arises from a distinct semantic process. It is predicated on the objects' contiguity, or closeness. Transference of names in metonymy arises from the fact that two objects (phenomena) have a similar ground of existence in reality, as opposed to the requirement that two distinct words share a component in their semantic structures, as is the case with metaphor. Words

like "cup" and "tea" are not semantically related, yet they can function as one other's containers. This is why the colloquial expression "Will you have another cup?" exists. Metonymy loses its novelty with repeated use, just as all other lexical stylistic strategies.

The range of transference in metonymy is far more constrained than in metaphor, which makes sense given that real relationships between objects are more restricted and human imagination is infinite in its capacity to identify two objects (phenomena, actions) based only on the myriad characteristics they have in common. One kind of metonymy is frequently considered to be synecdoche on its own; this is the type that is based on the relationships between the portion and the whole. Metonymy is typically conveyed by nouns (substantivized numerals are employed less frequently) and is utilized in syntactical roles that are typical of nouns, such as subject, object, and predicative.

IRONY

The Irony Subjectivity is found in how the phenomenon is assessed. Irony is essentially the foregrounding of the evaluative meaning rather than the logical. Thus, irony is a stylistic strategy in which a word's dictionary definition is diametrically opposed to its contextual evaluative meaning. The way the context is set up, a qualifying word in irony flips the evaluation's direction, making a positive meaning appear negative and, extremely uncommonly, the other way around. "She turned, alligator-sweet smile on her face." Because of the context, the term "sweet" has a negative connotation instead of a positive one. Irony, then, is a lexical stylistic technique that only exists inside its context, just like any other.

Irony comes in two flavors: spoken irony and prolonged irony. It is always feasible to identify the precise word in verbal irony that has a contextual meaning that is diametrically opposed to its dictionary definition. And we deal with continuous irony when it is impossible to pinpoint the particular word and the text as a whole creates the ironic impact through a lot of remarks. This kind of irony is created when the writer's (speaker's) ideas conflict with recognized moral and ethical standards.

EPITHET

A lexical stylistic element that emphasizes the emotive meaning in the forefront is the epithet. In order to hide the word's denotational meaning, its emotive meaning is highlighted. The speaker always choose the quality that is related to the thing in order to qualify it. Epithets provide the opportunity to qualify every item from a subjective point of view, which is essential in ordinary discourse, publicist style, and creative prose.
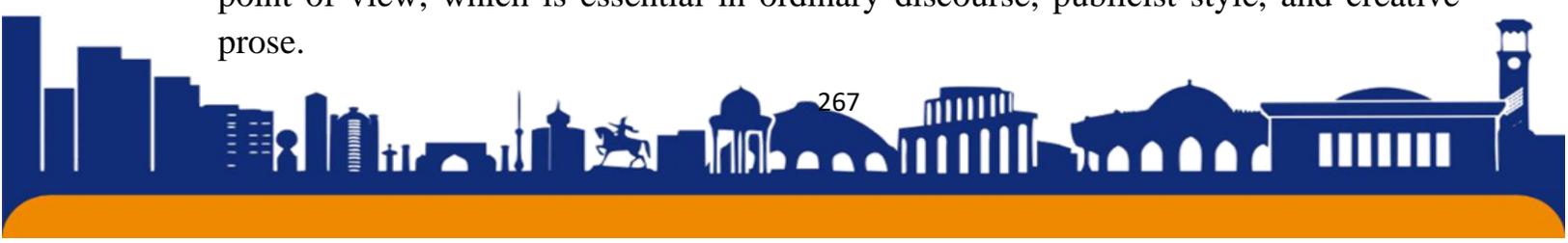
Similar to metaphor, metonymy and simile epithets are founded on the likeness of two items, their proximity to one another, and their comparison.

Like metaphor, metonymy and simile epithets are also based o n similarity between two objects, on nearness of the qualified objects and on their comparison . Through long and repeated use epithets become fixed . Many fixed epithets are closely connected with folklore. First fixed epithets were found in Homer's poetry (e.g. "swift-footed Achilles"). Semantically, there should be differentiated two main groups. The biggest one is affective epithets. These epithets serve to convey the emotional evaluation of the object by the speaker. Most of qualifying words found in the dictionary can be and are used as affective epithets. The second group – figurative epithets . The group is formed of metaphors, metonymies and similes and expressed predominantly by adjectives (e.g. "the smiling sun", "the frowning cloud"), qualitative adverbs (e.g. "his triumphant look"), or rarely by nouns in exclamatory sentences (e.g. "You, ostrich!") and postpositive attributes (e.g. "Richard of the Lion Heart").

HYPERBOLE

Hyperbole is a lexical stylistic element that use purposeful exaggeration to achieve emphasis.

One of the often used expressive devices in ordinary speech is hyperbole (e.g., "I have told it to you a thousand times"). Over time and with continuous use, hyperboles have become less unique. You can use any of the notional components of speech to indicate hyperbole. It's critical that both communicators understand that the exaggeration indicates the emotional context of the remark rather than its true quality or quantity. When this mutual comprehension is lacking, exaggeration becomes a simple fabrication.

Hyperbole   is   aimed at exaggerating quantity or quality. When it is directed the opposite way, when the size, shape, dimensions, characteristic features of the object are not overrated, but intentionally underrated, we deal with understatement . English is well known for its preference for understatement in everyday speech. "I am rather annoyed" instead of "I'm infuriated', "The wind is rather strong" instead of "There's a gale blowing outside" are typical of British polite speech, but are less characteristic of American English.

IN CONCLUSION

Stylistic devices are important in both writing and speech since they add uniqueness to your text by providing clarity, emphasis and freshness of expression. Reading a text with well-placed stylistic devices is more interesting than reading plain text. Lexical Elements of style are expressed at word-level, and the stylistic variation can arise due to addition, dele- tion, or substitution of words. These variations can give rise to text that is characteristically different in terms of sentiment, formality, excitement.

In measuring the quality of written text, especially academic writing, lexical features are as important as grammatical features and should not be ignored. The highly computable nature of lexicons can make them a good criterion for determining and measuring the quality of text.

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SPEECH ETIQUETTE AND SPEECH ACTIVITI

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ANNOTATION: Speech etiquette refers to the system of speech behavior, the rules of live conversation and correspondence, how to use the language and its tools in a specific situation and environment. English speech etiquette is a set of special words and expressions that give a polite form to English speech, as well as the rules according to which these words and expressions are used in practice in various communication situations. Speech etiquette imparts politeness to speech, regardless of its conten. You should greet your audience, introduce yourself, and state your topic and purpose. You should maintain eye contact, use gestures, and modulate your voice. You should avoid distractions, such as fidgeting, reading from notes, or checking your phone.

KEY WORDS: Speech etiquette, speech activiti, relationship between speech etiquette and speech activiti , subtleties of communication culture.

Language is closely connected with peoples' relations and procedures of material and non-material products, but at the same time it is independent. One of the peculiar features of a language is that its units can be divided into specific parts like sentences, word combinations, words, morphemes.

Since the relationship between language and culture is a broad concept and a hot topic of discussion among academics, differing opinions on the subject are conceivable. The findings of both historical and contemporary research provide us with an chance to discuss how these two ideas combine to form a single, exceptional thing that is in great demand amongst themselves. Stated differently, one cannot exist without the other; however, they enhance one another. Language is regarded as a component of culture since it can convey the spirit of the culture and is the unique manner in which a culture exists. While investigating the relations between the language and the culture there were discovered new features of the subjects like general linguisatics, psychology, philosophy and they served as basis for new trends in linguistics like linguoculturology, sociolinguistics, psycholinguistics etc. In the process of learning the different aspects of the lexicologic features of a specific

language, we are to pay attention to the rules of the development of the language which effect the lexicon of a language, the influence of relations between the language and the society to the vocabulary stock of a language, the division of linguistic units from the point of up to datedness, historical, expressiveness and other points of view.

Speech is an independent form of human activity, though it a language expresses specific peculiarities. Speech can also reflect the culture of a specific layer of a society.

The comparison of language and speech shows us the following:

a) Language is used for communication and is able to express a human's imagination about the world using discrete symbols;

b) Speech is the language applied in practice; it can be regarded as language in

action and is expressed in a chain of communication units in the process of usage.

At the present day linguistics, it is becoming actual to discuss the following conceptions of speech etiquette: standard, ethic, and communicative. The ethical side of speech etiquette requires a person to have a knowledge of the system of communication formulas, and obey the rules and measures of communication.

It is important to consider the interlocutor's age, sex, social standing, and nationality when utilizing the speech etiquette units. Additionally, certain language and speech units might convey proper speech behavior when we are addressing, welcoming,wishing someone well, expressing regret, being grateful, requesting a favor from someone, thanking someone, offering condolences, etc. Selecting speech etiquette lessons can be thought of as a particular kind of action in a particular occupation, so we have selected these units as the focus of our investigation to examine them in light of two linguistic comparisons.

Speech etiquette serves as a prime illustration for a linguoculturalology course. The topic of the interdependency of language and culture phenomenon is one that is challenging to study in many ways since it is intimately related to the culture thatis a concept that is hard to define and thought to have multiple personalities. Language has a tight relationship with interpersonal relationships and the mechanisms of manufacture of both materials and non-materials, although it is autonomous at the moment. Among the unusual A language's ability to break its units into several parts, such as sentences,words, morphemes, and word combinations.

Speech etiquette has two sides from the point of linguistics: the accuracy of speech, which means that a speaker is to follow all the linguistic rules of a language

and the capability of speech, which means that the speaker is having the right choice of words, concrete, short, clear and meaningful speech. Because of this, the emergence of a language's literary norms—which are made feasible by standardizing the language under the impact of linguistic and extralinguistic factors—occurs naturally rather than arbitrarily. In this elements that are extralinguistic or intralinguistic typically have the primary function in the process. The ethical side of speech etiquette requires a person to have a knowledge of the system of communication formulas, obey the rules and measures of communication.

Speech etiquette is considered as one of the aspects of culture of speech, also we should mention that having accurate and precise speech includes in itself the measures of speech etiquette. Etiquette, speech etiquette in particular, can be considered as one ofthe main elements of the culture of speech.The speech etiquette units of the Russian and English languages are characterized by their use both in written and spoken language. Furthermore, the content of the etiquette is actively used in the communication. The linguistic units that people are accustomed to use in the communication and which are termed differently in linguistics are termed as units of speech etiquette.The usage of speech etiquette formulas starts from addressing someone. We can say that addressing someone is a syntactic unit which reflects one feature of the specific nation's culture.

Kind way of addressing someone is the main unit of speech etiquette. Usually we build relations with other people through addressing. The choice of the way of addressing each other can determine the way relations between the interlocutors. According to the rules of speech etiquette there can be used different speech etiquette units in various situations like greeting, saying farewell, apologizing, expressing gratitude, usually in order to create positive atmosphere for the communication.
In addressing a person, it is usually used the units of speech etiquette like apologizing, giving a request, expressing gratitude, etc. Some of equivalent speech etiquette units are different from each other by their structure, semantics, and the ways of usage, here the semantic differentiation includes linguocultural variation in itself. The choice of speech etiquette units is a very difficult process, because the ways of addressing, as it was mentioned above multifunctional and includes in itself several other functions.

The units of speech etiquette form little syntactic system. The choice of specific speech etiquette unit from this system depends on the condition of the speech, the social status of the people communicating, their age, on how well they know each other, the level of their friendly relationships, on how close relatives they are to each other, the difference of sex, behavior, mood, nationality, the topic of the conversation,
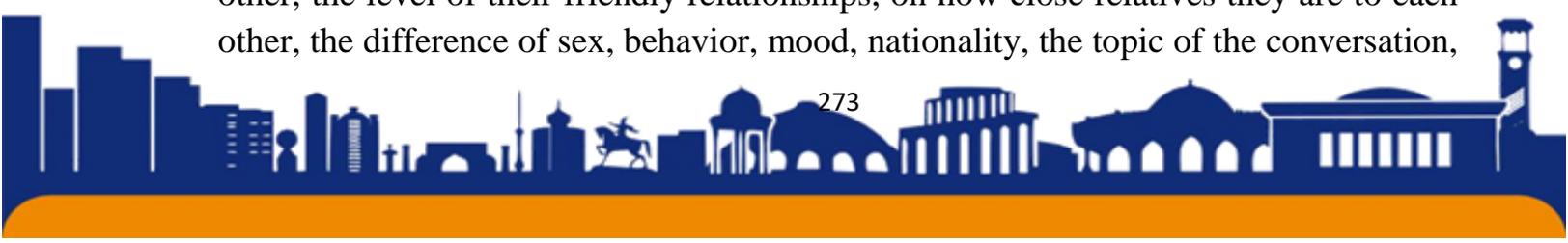
the distance between them, on whether the conversation is face to face or on the phone, the place of conversation, and also whether the speaker knows or doesn't know the listener's name.

Thus, the choice and understanding of speech etiquette units require from the people communicating some sort of knowledge. The wrong choice of speech etiquette units can even form some kind of misunderstanding between the people communicating. It is natural, that we can't understand a foreign language without learning the culture of the native speakers.In the process of investigating the linguocultural peculiarities of the speech etiquette units, our main goal was to determine the sense (markers) which show the national and cultural peculiarities of the figurative meanings of lexical units that express the units of etiquette in the comparable languages.The main task of our article was to analyze the linguocultural aspects of specific language units, speech etiquette units in particular. It is natural, because the linguoculturology discusses the national and cultural peculiarities of linguistic factswithout considering the factors of time and space and that's why expresses such peculiarities in the results of its investigations.

In conclusion : In our research, we didn't try to give information about all the layers of vocabulary of the Russian and English languages, but made an attempt to determine the semantic peculiarities of the speech etiquette units used in these languages in a synchronic aspect.

The speech etiquette units of Russian and English languages are characterized by their usage, both in written and spoken language. Furthermore, the content of the etiquette is actively used in the communication. The linguistic units that people are accustomed to use in the communication and which are termed differently in linguistics are termed as units of speech etiquette.In our research we determined the national and cultural peculiarities of the words and other language units in the compared language like: привет (hello), доброе утро(good morning), до свидания (good bye), пока (bye-bye), до встречи (see you next time), спасибо (thank you), дорогой (my dear), уважаемый (respectful), etc.

To our mind, in the books on practical English there is little attention given to the

analysis of the speech etiquette units. We suggest that, in the newly published books these units should be analyzed well, because, in the modern methodology of teaching foreign languages, it is required not only just learning the language itself, but also through this language to study the culture of the native speakers. It is possible because, the speech etiquette units express specific features of the culture of the country, the language of which is being studied.

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LITERARY NORMS AND SPEECH CULTURE

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ANNOTATION: Speech culture studies the literary norm in order to define the boundaries and means of cultural speech with a specific purpose. Therefore, the field of speech culture evaluates and monitors literary language and its normative system. The literary norm or linguistic norm or linguistic standard or language norm is a historically determined set of commonly used language assets, as well as rules for their selection and use, which have been recognized by society as the most appropriate in a particular historical period.

In this aspect the speech norm may be defined as a form of self-control of the speaker which correlates with his idea of the expectations of the other members of the group concerning the peculiarities of his speech . In its gnoceological aspect "speech culture" is a special area of linguistic knowledge, a scientific discipline containing definite units, subunits and rules devoted to that field of linguistics.

KEY WORDS: Standard, standard forms, , spelling, accent, pronunciation, punctuation,
lexical, grammatical, Stylistic , rules of thinking words.

Nowadays, education lays a lot of emphasis on the importance of speech and communication culture in an individual's growth and formation. Language can introduce education into culture, but for the time being, education and culture are two interrelated processes. the cultural setting. Throughout human history, language has played a crucial part in social interactions. growing. The amount of information in circulation per capital might serve as a gauge for the degree of evolution of a community. The aim of this piece of literature is to examine the characteristics of culture and the prerequisites for communication efficacy. This work's primary objectives are analyze the research topic's literature, in order to highlight the key ideas.

Language is a reflection of culture; it reflects not only the actual environment in which an individual lives, but also the public consciousness of the populace, including their national character, mentality, way of life, traditions, customs, morality, value

system, attitude, and vision of peace. It is a pantry, or repository, of cultural treasures. Cultural values are stored in its vocabulary, in grammar, in proverbs, sayings, in folklore, in fiction and scientific literature, in forms of written and oral speech.

Language is not only a means of communication and expression of thought, but also the accumulation of cultural values. One of the most important indicators of the level of human culture, his thinking, intelligence is his speech. Well-developed speech is one of the most important means of active human activity in modern society. Speech is a way of knowing reality. On the one hand, the richness of speech depends to a large extent on the enrichment of a person with new ideas and concepts; on the other hand, a good command of the language and speech contributes to the successful knowledge of complex relationships in nature and in the life of society. Speech is one of the types of communication that people need in their joint activities, in social life, the exchange of information, in cognition, in education, it enriches a person spiritually, serves as a subject of art.

The culture of speech, as a rule, is understood as a concept common in Soviet and Russian linguistics of the 20th century, which combines the knowledge of the language norm of oral and written language, as well as "the ability to use expressive language means in different communication conditions".

The concept of speech is closely related to language. Speech is "concrete speaking, taking place in time and clothed in sound (including internal pronunciation) or written form. Speech is commonly understood as the process of speaking itself, and the result of this process, i.e. both speech activity and speech works, fixed by memory or writing" Speech is perceived, concrete and unique, deliberate and directed towards a specific goal, it is situational, subjective and arbitrary. In speech, the functions of language appear in various combinations with the predominance of one of them.Communication between people is both a socio-psychological interaction and a channel for transmitting information. Therefore, textbooks on the culture of speech use the term communication. Communication - communication between people, the process of exchanging information, a process that supports the functioning of society and interpersonal relationships.

Communication consists of communicative acts in which communicants (the author and addressee .of the message) participate, generate statements (texts) and interpret them. The process of communication begins with the intention of the speaker and aims at understanding the utterance by the addressee.

The speech culture of society is the selection, collection and storage of the best examples of speech activity, the formation of literary classics and adherence to the
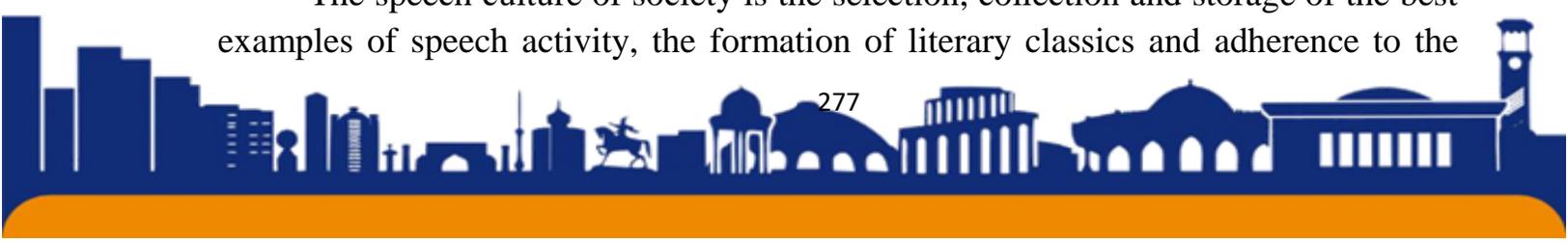
norms of the literary language. Rozhdestvensky adheres to this understanding of speech culture. Of course, within the framework of the science of the culture of speech, not only examples of a high level of mastery of literary norms and rules of communication are considered, but also cases of violation of norms, both in the speech activity of an individual and in the speech practice of society.

Language norms are not invented by philologists, they reflect a certain stage in the development of the literary language of the whole people. The norms of the language cannot be introduced or canceled by decree; they cannot be reformed by administrative means. The activity of linguists who study language norms is different: they identify, describe and codify language norms, as well as explain and promote them.

The main sources of the language norm include:
• the works of classical writers;
• works by contemporary writers who continue the classical traditions;
• media publications;
• common modern usage;
• linguistic research data.

Characteristic features of language norms are: relative stability; prevalence; general use; general obligation; conformity with the use, custom and possibilities of the language system. Norms help the literary language to maintain its integrity and general intelligibility. They protect the literary language from the flow of dialect speech, social and professional jargon, and vernacular. This allows the literary language to perform one of the most important functions - cultural.A speech norm is a set of the most stable traditional implementations of a language system, selected and fixed in the process of public communication.The normalization of speech is its correspondence .

Until the end of the twentieth century literary works and radio broadcasts could indeed serve as a model for normative usage. Today the situation has changed, not every literary work and not every radio and television broadcast can serve as a model for the normative use of language. The sphere of strict adherence to the norms of the language has narrowed significantly, only some programs and periodicals can be used as examples of literary-standardized speech.

B.N. Golovin defined the norm as a functional property of language skills: "The norm is a property of the functioning structure of the language, created by the team using it due to the

constantly acting need for better mutual understandin.
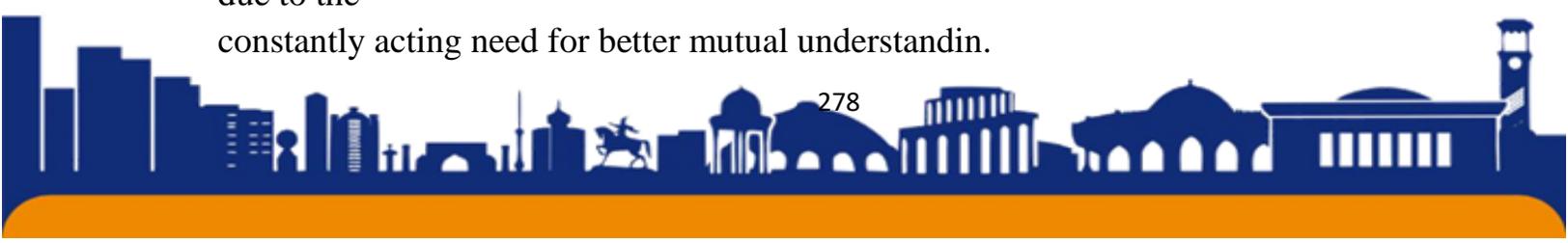
Without communication, neither an individual nor human society as a whole can exist. Communication for a person is his habitat. Without communication, it is impossible to form a person's personality, his upbringing, intellectual development, adaptation to life. Communication is necessary for people, both in the process of joint work, and to maintain interpersonal relationships, recreation, emotional relief, intellectual and artistic creativity.The ability to communicate is both a natural quality of every person, given by nature, and a difficult art, involving constant improvement.Communication is a process of interaction between individuals and social groups, in which there is an exchange of activities, information, experience, skills and results of activities. In the process of communication: social experience is transmitted and assimilated; there is a change in the structure and essence of interacting subjects; a variety of human personalities is formed; socialization takes place.

In conclusion: The culture of speech is - the ability to speak and write correctly, as well as to use language means in accordance with the goals and conditions of communication. Correct is speech that is consistent with the norms of the literary language (pronunciation, grammar, vocabulary). A true culture of speech is achieved by skillful and appropriate use of vocabulary of different styles, a variety of syntactic constructions; in oral speech, the richness of intonation is especially valuable. It is necessary to have a clear idea of the stylistic gradation of linguistic elements, of their different purposes.When characterizing the totality of knowledge, skills and speech skills of a person, the culture of his speech is defined as follows: it is such a choice and such an organization of language means that, in a certain communication situation, while observing modern language norms and ethics of communication, can provide the greatest effect in achieving the set communicative tasks. For the successful implementation of communicative tasks, an understanding of the areas of communication is necessary. In the typology of functional varieties of language, a special place is occupied by the language of fiction and colloquial speech. As functional styles, which in their linguistic organization have significant differences, both from the language of fiction and from colloquial speech, official business, scientific and journalistic are distinguished .

Based on the foregoing, the following conclusion can be drawn: the main thing for the culture
of speech is the observance of language norms and rules for the use of verbal language means, which allow you to comply with communicative norms in a given situation. The main thing in the field of effective communication is correctly delivered communication..

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VOLUME-1, ISSUE-10
CULTURAL SIGNIFICANCE OF STYLISTIC DEVICES

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Annotation
The article focuses on stylistic devices that are actively used in the literary text to show stylistic approaches in which the author's word choice, sentence structure, figurative language, and sentence arrangement all work together to establish mood, images, and meaning in the text. It also presents the importance of stylistic devices in the depiction of literary text

Keywords: Stylistics, stylistic devices, word literary, text figure of speech

Аннотация
В статье основное внимание уделяется стилистическим приемам, которые активно используются в художественном тексте, чтобы показать стилистические приемы, в которых авторский выбор слов, структура предложения, образный язык и расположение предложений вместе создают настроение, образы и смысл в тексте. Также показано значение стилистических приемов в изображении художественного текста.

Ключевые слова: Стилистические стилистические приемы слова литературный текст фигура речи.

Stylistic devices occur often in all kinds of literature. For instance, in Shakespeare's play The Comedy of Errors, Antipholus states that "I to the world am like a drop of water, / That in the ocean seeks another drop." This is a simile because Antipholus claims to be similar to a drop of water in order to represent his internal state.Another example of a stylistic device is the line, "All the world's a stage," from Jaques in Shakespeare's play As You Like It. This is a metaphor because the line doesn't literally mean that the world is a stage, but rather is a way of noting similarities between life and theatre.

There are a lot of different types of stylistic devices. Frequently used devices include metaphor, when a writer acts as if two clearly different things are the same so that they can be compared, or simile, when a writer states that two quite different things are alike for the sake of comparison. Other stylistic devices include personification, hyperbole, oxymoron, allusion, alliteration, and anaphora.
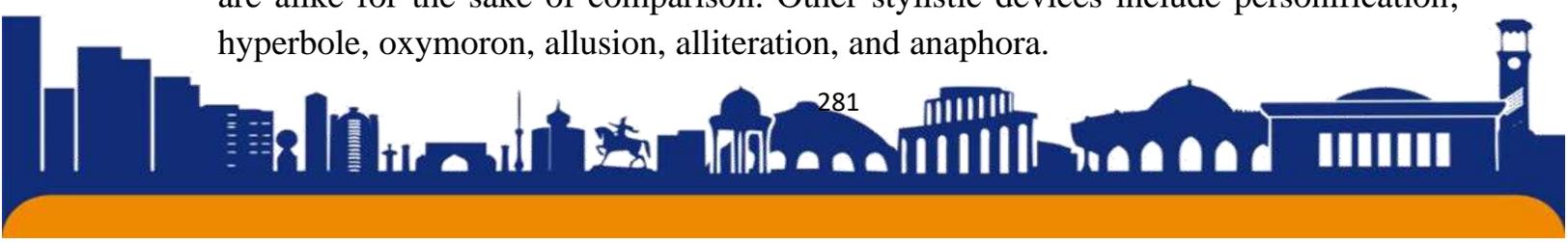
Metaphor as a Stylistic Device

A metaphor is a type of stylistic device where the writer links disparate ideas that do not fit together literally but can be interpreted figuratively as a comparison. An example of a metaphor would be the statement, "This library is an ocean of knowledge." The library is obviously not an ocean, so a literal interpretation of the sentence would make little sense. However, interpreted figuratively, it is clear that the library is compared to an ocean in order to express that it feels vast and deep. The metaphor reveals an aspect of the library that may not come across as vividly if the writer simply said that the library was large. Another example of a metaphor would be if a writer stated, "The reader devoured the book." The person in question is not literally eating a book, but the metaphor of eating is used to portray the speed with which the person reads and takes in information it.

Simile as a Rhetorical Device

A simile is a rhetorical device in which the writer asserts a similarity between things that do not actually have much in common in order to emphasize one particular feature that they do share. A simile can generally be distinguished from a metaphor by the presence of the word "like" or "as." For instance, the statement "The class was like a steep mountain" is a simile because the writer compares the class and a mountain to express that taking the class had certain features of climbing a mountain, such as being lengthy and difficult. Another example of a simile would be the statement, "The tree stood as tall as a skyscraper." In this simile, the tree is compared to a skyscraper in height in order to emphasize the way it towers over the viewer.

Personification as a Figure of Speech

Personification occurs when a writer describes something as if it had the characteristics or agency of a person, even though it does not. An example of personification would be the sentence, "The stream whispered along the ground." The word "whispered" implies that the stream can talk as if it were a person. The personification allows the writer to make the sound of the stream more vivid in the mind of the reader. Another example of personification would be the sentence, "The door groaned as it was opened." Groaning is something that a person does to express irritation, but here the writer suggests that the door, which has not been opened in a long time, makes a sound like groaning as if it were irritated to be opened. In this way, the personification helps bring the scene to life.

Simile as a Rhetorical Device

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To sum up, understanding style is an important aspect of modeling inherent subjectivity in text. We presented some basic stylistic devices with examples to understand and qualify stylistic aspects of text at lexical, syntactic, and semantic-level. Using stylistic devices everyone can present their own cultural concepts, notions, identities, ideas and view points in the communicative speech and literary text in the appropriate way through the usage of cultural elements.

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Developing Speaking Skills of Young Learners through Game-Based Approaches

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Abstract:

Teaching speaking skills to young learners can be challenging. Games offer an effective and enjoyable approach. This article explores game-based activities to enhance speaking proficiency in young learners. It examines cognitive, social, and emotional aspects, highlighting the positive impact on language acquisition and motivation. Various game types are explored, along with practical suggestions for implementation. By integrating games, educators foster communication skills, creativity, and critical thinking.

Key words: Game- based learning, language instruction, speaking, linguistic concepts, motivation,experience, role-playing, education, creativity, communication.

Psychological peculiarities of young learners include egocentrism, concrete thinking, imaginative play, and a preference for active learning. Children in their early childhood and elementary school years often struggle with perspective-taking, think in concrete terms, engage in imaginative play, and learn best through interactive experiences. Recognizing these characteristics helps educators and parents provide appropriate support and create effective learning environments.

Speaking skills play a crucial role in language acquisition among young learners. Speaking is connected with communication. Speaking is the primary mode of communication in any language. By developing speaking skills, young learners can express their thoughts, needs, and ideas effectively. It enables them to engage in conversations, interact with others,and build relationships. Also speaking encourages active learning as it requires young learners to actively engage with the language. By speaking, they actively process and produce language, which enhances their understanding and retention of linguistic concepts. It helps them internalize the language and develop a deeper grasp of its nuances. Furthemore, Speaking skills boost learners' confidence and motivation. When young learners can express themselves clearly and effectively, they feel more empowered and motivated to continue learning.

Positive experiences in speaking engagements, such as successfully communicating with others, build their self-esteem and encourage further language exploration.

Speaking is important, but many students do not understand its significance. Although, they do know the importance of speaking or expressing their opinions, they are afraid to speak. They have hesitation and a fear and hate towards speaking. However, teachers should strive against this and help students overcome their fears. How do them? Through games, of course. Children, especially young learners, are very interested in various games. And sometimes, they can enter the game to such an extent that they forget their fears. Game-based learning has numerous benefits for young learners when it comes to developing speaking skills. Games inherently captivate children's attention and make learning enjoyable. By incorporating game elements into speaking activities, young learners become actively engaged and motivated to participate. They are more likely to invest themselves in the learning process and willingly practice speaking skills.Additionally games provide opportunities for authentic language use. Through role-playing, discussions, and interactive tasks, young learners can apply the language in meaningful contexts. They can practice asking and answering questions, giving instructions, making decisions, and expressing their thoughts and opinions, all within the game's context. In addition, games often involve social interaction, fostering communication and collaboration among young learners. Multiplayer games, team-based activities, or cooperative gameplay encourage learners to interact, negotiate, and communicate with their peers. This social interaction enhances their speaking skills as they practice turn-taking, active listening, and expressing their ideas to others.

There are many scientists who do scientific work on this field. One of the most popular is James Paul Gee. James Paul Gee is a prominent researcher and educator who has extensively written about the potential of game-based learning and its impact on education. He has explored various aspects of game-based learning and has provided insights into its benefits and applications. James Paul Gee emphasizes the concept of "situated learning" in game-based environments. He argues that games provide rich and immersive contexts for learning, allowing learners to engage in authentic and meaningful experiences that are relevant to real-world applications.

There are numerous games which can improve speaking skills of young learners. One of them is Story Cubes. Story Cubes is a game that uses dice with various images on them. Players roll the dice and then have to create a story incorporating the images that appear. It enhances creativity, storytelling abilities, and oral communication skills. Taboo is also popular and effective game for young learners' speaking skills. Taboo is
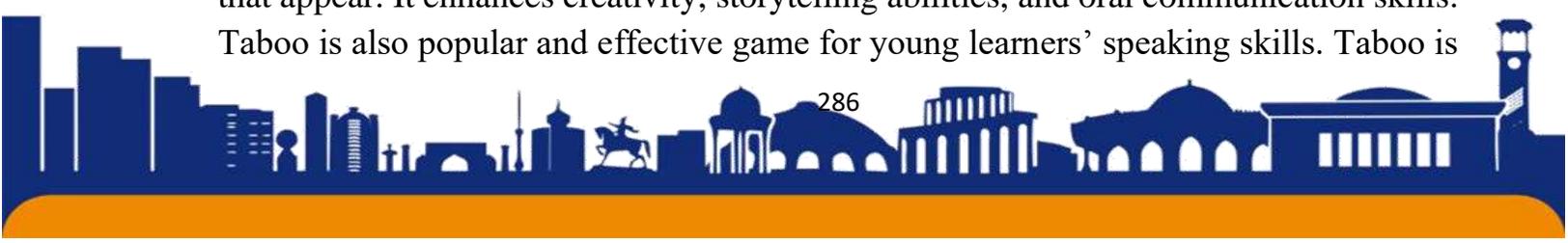
a word-guessing game where players have to describe a word without using certain "taboo" words or phrases. It promotes effective communication, vocabulary usage, and the ability to explain ideas clearly.

In conclusion, incorporating game-based activities into teaching speaking skills to young learners offers numerous benefits. Games provide an engaging and interactive learning environment that enhances language acquisition, communication skills, and overall learner motivation. By integrating games into speaking lessons, educators can create a dynamic and immersive language learning experience that fosters creativity, critical thinking, and confidence among young learners. Researchers like James Paul Gee have highlighted the potential of game-based learning in providing rich and authentic contexts for language development. Popular games such as Story Cubes and Taboo can effectively improve young learners' speaking abilities by promoting creativity, storytelling, effective communication, and vocabulary usage. By leveraging the power of games, educators can create a supportive and enjoyable learning environment that empowers young learners to express themselves confidently and effectively.

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COMPOUND SENTENCES IN THE ENGLISH LANGUAGE.

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Annotation

This article gives information about compound sentences in the English language. In this article it has several paragraphs, which give full data about this. It is based on what is sentences? What is the difference between compound and simple sentences? In this article, candidates can learn how to be a good learner and what is compound sentences. And candidates can learn how to use it?

Key words: compound sentences, simple sentences, complex-compound, subject, predicates, simple subject, complete subject, simple predicate, complete predicate.

Clause: A main clause (independent clause) contains a subject and a predicate and can be used alone Example: Houston plays baseball. Dependent Clause (Dependent Clause) contains a subject and a predicate, but is not a complete thought. Begins with a subordinating conjunction. Example Because we won the game

What is sentences?

Sentences must contain both a subject and a verb and must express a complete thought. The subject is the person or thing that performs the action. Verbs are actions. Verbs are also called predicates.

Subjects and Predicates: Subject – the subject that performs the action Example: Susie called her friend. Complex Subject – Multiple Subjects Example: Susie and Joanne skipped rope during their break. Predicate – Action Example: Josh swam a lap in the pool. Compound Predicate - Two or More Actions Example This weekend, Josh rode his bike and went ice skating.

Simple Subject & Complete Subject: Simple subject- just the subject, no descriptors Ex: The young students enjoyed the game. Complete subject- the subject and descriptors

Simple Predicate & Complete Predicate: Simple predicate- the verb or verb phrase. Ex. Many students cheered wildly. Ex. Jane will finish the test after school.

VOLUME-1, ISSUE-10

Complete predicate- the action word plus descriptors Ex. Many students cheered wildly. Ex. Jane will finish the test after school.Ex. The young students enjoyed the game.

Simple Sentences:A simple sentence is a basic sentence that expresses a complete thought. It contains: A subject , A verb , A complete thought .Ex. The train was late. Mary and Maggie took the bus.

What is a compound sentence?

As we mention in our guide on how to write better sentences, compound sentences combine two or more independent clauses. The key here is independent clauses, which are clauses that can each stand alone as a separate sentence. Essentially, a compound sentence brings together individual, related sentences as one. Compound sentences are easy to identify because they usually use a coordinating conjunction, which you may remember as FANBOYS: for, and, nor, but, or, yet, and so. However, compound sentences can also use a semicolon to connect two clauses, in which case no conjunction is necessary. Let's look at some compound sentence examples to see how they work.

Compound sentence examples.

Below are two simple complete sentences, each with its own subject and verb: I have a pet iguana. His name is Fluffy. To combine them into a compound sentence, we simply add a comma plus the coordinating conjunction and: I have a pet iguana, and his name is Fluffy.Alternatively, we can make a compound sentence by adding only a semicolon, and the sentence will still be correct: I have a pet iguana; his name is Fluffy.Although they're talking about the same topic, the subject of each independent clause is different: The first clause's subject is I, and the second one's subject is name. That's part of what makes them independent, and a sentence is considered compound only when it consists of independent clauses. For example, the sentence below is not a compound sentence: I have a pet iguana whose name is Fluffy.   To be a compound sentence, it needs at least two subjects and two verbs. If both independent clauses use the same subject, it must be stated twice, as in the quote below, for the sentence to be compound: "I alone cannot change the world, but I can cast a stone across the water to create many ripples." —Mother Teresa

Be careful of sentences with only two subjects or only two verbs—these are not the same as compound sentences. The following sentence is not a compound sentence, because there is only one subject (I) even though there are two verbs (chew and study), and because what comes after the conjunction and is not an independent clause: I came here to chew bubblegum and study grammar. However, you can turn this sentence into

a compound sentence by adding another independent clause with a second subject: I came here to chew bubble gum and study grammar, but I'm all out of gum.

Commas and other punctuation in compound sentences: When creating compound sentences, there are two punctuation rules to keep in mind: Place a comma before the coordinating conjunction. If you're not using a coordinating conjunction, place a semicolon between the clauses. As always, you use a lowercase letter to start the second independent clause. Since compound sentences are a single sentence, only the first letter of the first clause is capitalized. Mastering these punctuation rules is crucial for creating compound sentences. Without them, your sentence becomes a dreaded run-on sentence. In writing, run-on sentences are not only grammatically incorrect but also difficult for your reader to understand. To avoid both run-on sentences and confusingly long compound sentences, try to limit the number of clauses in a sentence to two or three. In situations when you need more than three clauses, keep them as short as possible by removing unnecessary words. Remember, short sentences are easier to understand and give your writing a faster pace.

Compound vs. complex sentences

It's easy to get compound sentences confused with complex sentences; both use two or more clauses in a single sentence. The most significant difference, however, is the type of clauses they use. Compound sentences use two or more independent clauses. I am working now, but we will eat later. Complex sentences combine independent clauses with subordinate clauses, also known as dependent clauses.

Because I am working now, we will eat later. In this example, because I am working now is the subordinate clause, and we will eat later is the independent clause. The clue is the word because, which is a subordinating conjunction. Words like because, if, whenever, and since—as well as certain prepositions like after and before—all act as subordinating conjunctions. Their job is to connect subordinate clauses to independent clauses. Just by adding a subordinating conjunction, you can turn an independent clause into a subordinating clause. I am working now alone is an independent clause, but with because in front, it becomes a subordinating clause. Be careful, though, because a sentence can be both complex and compound at the same time! A complex-compound sentence occurs when a single sentence has at least two independent clauses and at least one subordinate clause.After I got home from work, my friends invited me out, and I left my apartment again. In this example, after I got home from work is the subordinate clause (you can tell because the word after appears at the front). Both my friends invited me out and I left my apartment again are independent clauses, joined by the coordinating conjunction and. Put all three clauses

together with the proper punctuation and you have a perfectly correct complex-compound sentence.

In conclusion, a compound sentence is a sentence that usually joins two independent clauses using a coordinating conjunction such as and or but.This is ideal for combining two or more independent but related sentences into one unified sentence.Complex sentences speed up your writing and combine related ideas, but they also have a few more rules than standard sentences.This quick guide will show you how to use them correctly to add something to your writing.

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VOLUME-1, ISSUE-10
DEVELOPMENT OF MASS MEDIA IN OUR COUNTRY

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Abstract: This article talks about the role and development of mass media in our society.

Key words: mass media, public information, journalism, internet, internet network, websites.

If you look at the 32-year history of independent Uzbekistan, you can see the great changes achieved in the information policy. Legal reforms aimed at ensuring freedom of speech, information and the press in Uzbekistan began in the early years of independence.

In particular, between 1991 and 2002, "On mass media", "On guarantees and freedom of information", "On information dissemination", "Principles and guarantees of freedom of information" The adoption of the most important sectoral laws, such as the Laws of the Republic of Uzbekistan on "Protection of Journalistic Activity", was achieved.

In the past period, legislation related to the field was gradually improved, several important decrees and decisions related to the information field, state programs were adopted by the President. Especially in the last 5-6 years, the issues of expanding mass media and journalistic and blogging activities, creating equal conditions for information participants in the media market have risen to a new level. Many foreign mass media have been accredited in Uzbekistan, and a legal basis has been created for their free activity in the country.

In the next seven years, the number of mass media in our country increased from 1,514 to 2,140 due to special attention to the sector, created privileges and opportunities. 65 percent of them are contributed by the private sector. Of these, 1255

are newspapers and magazines, 18 are newsletters. 116 of them are television and radio channels, and the number of Internet publications has increased from 395 to 745. So, the number of Internet publications alone has increased to 350.

Ensuring freedom of speech and information openness cannot be achieved without developing the national information space and information infrastructure. For this purpose, in the years of independence, significant work was done to create a convenient infrastructure for mass media in our country.

In particular, about 118 km across Uzbekistan. length of optical fiber communication lines were laid, the number of mobile communication base stations was increased to 49,640. As a result, the price of 1 Mbit/s Internet connection for providers has been reduced from 422.27 US dollars in 2013 to about 3 US dollars. The total number of Internet users has exceeded 27 million. The throughput capacity of the international data transmission network has reached 1,800 Gbit/s.

Taking into account the needs and wishes of people of many nationalities living in our republic, print media are published in 12 languages, this practice is also used in television and radio, broadcasts and shows are broadcast in Russian and English languages, in addition to the languages of the brotherly nations. , websites operate in Uzbek, Russian and English languages.

Today, mass media in our republic have covered political-social, legal, medical, educational, women's, social-educational, economic-social, sports, spiritual-educational, and many similar fields. Along with mass media of state and public organizations, a number of organizations aimed at supporting non-state mass media and their activities have been created.

In order to inform the international community about the life of our country, the achievements made in the implementation of reforms, to satisfy the population's need for information, and to strengthen the interaction between citizens and state bodies, there are almost websites of all government bodies are posted. It should be noted that the number of websites other than the websites of state bodies is also increasing. In particular, the number of websites in the "Uz" domain zone increased from 587 in 2002 to 10 thousand websites registered in the national Internet space in February 2010, and as of June 2015, their number reached 21.86 thousand. As a result of the consistent introduction of modern technologies into the industry, completely new media structures such as digital, mobile and Internet television are entering the system. There are electronic versions of about 200 publications in the global network. Also, computerization centers in the Republic of Karakalpakstan, Navoi, Namangan, Fergana and Samarkand regions have been given the status of registering the domain "Uz". This

serves to register the "uz" domain in the regions themselves and further increase their number.

The increasing number of websites creates opportunities not only for our citizens, but also for other countries to get full information about the reforms being carried out in our Republic.

The world community, which has entered the informational stage of development in the 21st century, is on the path of modernization and informatization of all areas. The revolutionary impact of information and communication technologies is observed in state structures and institutions of civil society, economic and social sphere, science and education, culture and people's lifestyle. Computer technologies give people the opportunity to use their potential more fully, help them achieve the goals of increasing the level of well-being, strengthening democracy, peace and stability.

These examples show that the policy of mass media liberalization in our country is being implemented on a systematic basis, step by step and focused on specific goals. At the same time, the reforms implemented in various spheres of social life in our country ultimately led to the emergence of new directions in the work of mass media and the improvement of the legislative framework related to the sphere.

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VOLUME-1, ISSUE-10
THE SYSTEM OF ENGLISH PHONEMES. CONSONANTS.

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Annotation
This article gives information about the system of English language. In this article it has several paragraphs, which give full data about this. It is based on what is sentences? What is the difference between consonant and vowel phonemes? In this article, candidates can learn how to be a good learner and what is consonants. And candidates can learn how to use it?
Key words: the phonetic system of English, phonetics, stress, intonation, phonics vs phonetics, IPA, place of articulation, fricative sounds, plosive sounds, nasal sounds, glottal sounds, approximant sounds, affricate sounds.

The field of linguistics that studies all human sounds is called phonetics.
Analyzes the production (articulation), transmission (sound), and perception (auditory) of sound. The phonetic system of a language describes the way people use sounds in that language. The phonology of a language classifies these sounds into vowels and consonants, long and short sounds, and many other language-specific parameters. The phonetic system of English The phonetic system of English consists of four elements: phonetics, syllabic word structure, stress, and intonation. Simply put, it describes how we produce and recognize speech. Most ESL textbooks illustrate these components using the International Phonetic Alphabet (IPA), described below.

Phonics vs. Phonetics: Sometimes the meaning of phonetics is limited to a simplified definition of phonetics. But that's wrong. Phonetics is the academic study of the sounds of language. Therefore, this science is a branch of linguistics. Phonics is a method of teaching children how to read by pronouncing each letter like the alphabet.

IPA in English Phonetics:The International Phonetic Alphabet is a system of symbols that represent each sound used in the English language. IPA is often used when learning English. Linguists transcribe words into this alphabet for study. Dictionaries use IPA to represent the correct pronunciation of a word. However, some of the above

do not use their own alphabet for various reasons. In most cases a reference table will be provided. Many of the best American English dictionaries transcribe words in a phonetic system that is more comfortable for unprepared readers. International Phonetic Alphabet IPA was developed in the 19th century but is now used for modern languages. If you know how to pronounce each symbol, you can use its notation in the dictionary.

Sounds in phonetics also differ in how they are pronounced. The important thing here is how the lips, tongue, and teeth work to produce some kind of sound. How you use your breath is also important. The first thing to know about IPA is that there are two broad categories: Vowels - These sounds in English are created by air moving freely in different directions. Consonants – These sounds are also made through the air, but are stopped by another part of the mouth, such as the tongue or teeth.

What is a consonant? Consonant is the term used to describe the letters of the English alphabet minus the five vowels **(a, e, i, o, u).** These include letters that are pronounced by obstructing the airflow in the vocal tract. The Oxford Learner's Dictionary defines a consonant as "a sound produced by the total or partial cessation of airflow through the mouth or nose.English Consonant Sounds Like vowels, consonants can be better recognized by learning their sounds. Consonants are sounds produced by partial or complete interruption of air by the lips, teeth, tongue, or throat. Collins Dictionary defines a consonant as "a sound made when air stops passing freely through the mouth, such as 'p', 'f', 'n', or 't'." English has a total of 44 sounds. 24 of these are consonants. Let's see what they are and how they are classified. Classification of Consonants: Consonants are divided into categories based on two aspects related to Place of Articulation - the part of the mouth used to pronounce each sound. Articulation - Concerning the movement of air from the lungs through the nose and mouth.To learn more about the different positions and methods of joints, read on.

Place of Articulation

Bilabial – the upper lip and lower lip come in complete contact with each other.

Dental – the tip of the tongue touches the teeth mildly.

Labio -dental – the lower lip and the upper teeth come in contact with each other.

Palatal – the body of the tongue touches the hard palate.

Alveolar – the tip or blade of the tongue touches the alveolar ridge.

Palato-alveolar – the blade/tip of the tongue touches the alveolar ridge, and the body of the tongue approaches the hard palate.

Velar – the body of the tongue comes in contact with the soft palate (also called the velum).

Glottal – the vocal cords come into contact and produce friction.

IPA phonetics regarding consonants is harder to remember. There are many types of phonetic consonants according to the manner of pronouncing them.

Types of Consonants in Phonetics

Usually, consonant sounds of the English alphabet are divided into the following categories:

Fricative sounds – produced when the tongue rubs teeth or the roof of the mouth.

Plosive sounds – produced by stopping airflow with an explosive sound.

Nasal sounds – made through the nose.Glottal sounds – pronounced in the throat. Approximant sounds – similar to phonetic vowels. Affricate sounds – a fusion of plosive and fricative sounds.

Consonant Sounds.	Place of Articulation.	Manner of Articulation.	Examples
1. /p/	Bilabial	Plosive	pet, top
2. /b/	Bilabial	Plosive	bat, tub
3. /m/	Bilabial	Nasal	mat, palm
4. /w/	Bilabial	Approximant	wind, always
5. /f/	Labio-dental	Fricative	front, leaf
6. /v/	Labio-dental	Fricative	vase, advise
7. /θ/	Dental	Fricative	think, teeth
8. /ð/	Dental	Fricative	this, with
9. /t/	Alveolar	Fricative	trunk, what
10. /d/	Alveolar	Fricative	dose, ward
11. /s/	Alveolar	Fricative	save, case
12. /z/	Alveolar	Fricative	zest, doze
13. /n/	Alveolar	Nasal	neat, win
14. /l/	Alveolar	Lateral	like, will
15. /r/	Alveolar	Approximant	rest, torch

16. /ʃ/ cushion	**Palato-alveolar**	**Fricative**	**shoes,**
17. /ʒ/ measure	**Palato-alveolar**	**Fricative**	**beige,**
18. /tʃ/ patch	**Palato-alveolar**	**Affricate**	**catch,**
19. /dʒ/ judge	**Palato-alveolar**	**Affricate**	**badge,**
20. /j/ yonder	**Palatal**	**Approximant**	**yoke,**
21. /k/ poke	**Velar**	**Plosive**	**keep,**
22. /g/ bag	**Velar**	**Plosive**	**game,**
23. /ŋ/ wing	**Velar**	**Plosive**	**sing,**
24. /h/ cohort	**Glottal**	**Fricative**	**heap,**

In conclusion, Study consonant and vowel sounds is too important and interesting for me because Phonology is one of few ways to understand every single letter and word to pronunciation in the correct form. To have a comparison about consonant and vowel sounds I can tell you that consonants are easier to pronunciation and record them in the mind but the vowels you have to concentrate more because the same letter can have different pronunciation.The English language has a complex system of consonant sounds, with different manners of articulation and places of articulation. Here is an overview of the consonant phonemes in English:Manner of Articulation: This refers to how the airflow is restricted or modified when producing consonant sounds.Stops/Plosives: Sounds produced by completely obstructing the airflow and then releasing it. Examples include /p/, /b/, /t/, /d/, /k/, and /g/.Fricatives: Sounds produced by narrowing the airflow and allowing it to pass through a small gap, creating friction.

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VOLUME-1, ISSUE-10
INFLUENCE OF MASS MEDIA ON YOUNG GENERATION

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Abstract: This article discusses the impact of social media on the younger generation and the positive and negative effects of social media on the younger generation.

Key words: public information, mass media, internet, internet network, information, social network, computer technologies.

Today, it is very difficult to imagine our life without social networks and the Internet. The main reason for this is that many people's work and educational processes are connected with social networks. This does not mean that everyone works on social networks. Because the majority of the population conducts their activities on social networks, and the rest use it in a relatively simple way. In simpler terms, it is intended to be aware of the changes taking place in the world, world news and daily news, and to communicate them to each other through social networks and telegram channels. In this place, the President of the Republic of Uzbekistan Sh. Let's pay attention to Mirziyoyev's speech about "Media".

"In recent years, about 290 private and departmental Internet publications with a large audience have been established in our country. Among other materials, they distribute the most important official information, normative legal documents in Uzbek, Russian and English languages.

Most importantly, it should be noted that the mass media comprehensively analyze the large-scale changes and renewal processes taking place in our country and draw the attention of state agencies and the public to local social problems, errors and shortcomings.

VOLUME-1, ISSUE-10
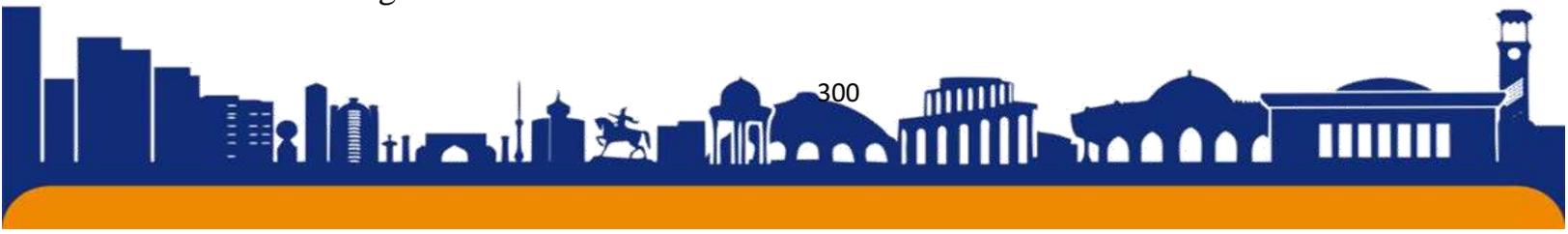
Of course, today we are searching in all areas, including the development of mass media. Therefore, along with achievements, it is natural that there will be shortcomings and defects along this path. Speaking about this, it is necessary to say that in our national media field, the sharp demands and criteria of the time, revealing the most important trends, critical analysis, boldly raising the topics and problems that people are waiting for are still not in the leading position. Unfortunately, most news media are still dominated by material with a light social weight, reportage and arrogance.

News about changes, events, and news happening in our country and the world are being reflected on social networks. It is very convenient to use internet system, mobile phones and computer technology to know about these news. In addition, social networks are a very convenient tool for exchanging information, reacting to events, expressing one's opinion or communicating. All this is a unique opportunity for users of social networks to express their thoughts, views and feelings. That is why social networks "fascinate" a person of any age to an unlimited extent.

Nowadays, we cannot imagine our life without the Internet. The number of young people entering the world information network is increasing day by day. Today, the most important issue is who uses the Internet and how. Nowadays, even young children can easily use the computer. At first glance, there is nothing wrong with this, but if it goes too far, if the control is relaxed, the consequences will be dire. As Chingiz Aitmatov wrote, it is not necessary to put a camel's skin on a person's bald head in order to turn a person into a manqurt. The wars that will take place now will not take place on the battlefield, but in the training ground of ideology. From this point of view, it is a great tragedy that young people spend so much time on the Internet. Because the Internet is used by people with bad intentions. The Internet has become the main weapon of hackers and third parties. They are "playing to their drums" our young people who do not know black and white, who cannot use the Internet properly. In this regard, we can take as an example the following thoughts of the honorable first President I.A. Karimov: "Of course, its incomparable value in establishing fast communication with any part of the world, obtaining information and information that is needed immediately, increasing knowledge and enlightenment through the Internet no one can deny that it has a role and importance. We fully support the aspirations of our people to use the Internet more widely. I want to say it again - to build some kind of wall in the world of information, to its own shell At the same time, if we take into account the events that are happening around us today, in far and near regions, there is a malicious plan aimed at misleading young people who have not yet formed their minds and life

views. It cannot be ignored that forces are also trying to use the Internet for their own interests, and what negative consequences such efforts can have."

Unfortunately, most young people use social networks all day, wasting their precious time. This, in turn, causes negative conditions for human health. Only 10 years ago, mobile phones were a symbol of social status. Today, young children cannot be surprised by this. Smartphones and phones have become an integral part of our lives. We literally cannot live without them. We have to admit that one day, if our smartphone or phone is left at home, we feel like a helpless person.

One of the main reasons for this is the increasing distribution of aggressive television, audio, video and multimedia products, information on the Internet and computer games in various ways. Today, in order to prevent such problems, as I.A. Karimov pointed out: "We must fight ideology against ideology, idea against idea, knowledge against ignorance. Because the spiritual and moral qualities in the hearts of our youth serve for noble goals. let him do it".

In conclusion, the Internet can be both good and bad. The task of young people is to use their opportunities for good and to take measures to guard against evil. Therefore, first of all, young people should learn and search for the value of stable peace and tranquility in our day, in order to protect this blessing like the apple of an eye.

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VOLUME-1, ISSUE-10
MODIFICATIONS OF CONSONANTS IN CONNECTED SPEECH

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ANNOTATION
This article deals with the analyzing modifications of consonants in connected speech.

KEY WORDS: - assimilation, accommodation, elision, inserting, alveolar, loss of plosion, nasal plosion, lateral plosion.

There are different types of sound modification in modern English, which characterize consonants, vowels, or both. Consonants are characterized by the following types of sound modifications: assimilation, accommodation, elision, and inserting.

Assimilation the adaptive modification of a consonant by a neighbouring consonant in the speech:

1) the alveolar [t], [d],[s], [z], [l], [n], followed by the interdental [D] / [T] sounds (partial regressive assimilation when the influence goes backward from a "later" sound to an "earlier" one) become dental.

For example, at the desk.

2) [t], [d] become post-alveolar under the influence of the post-alveolar [r] (partially regressive assimilation).

For example, try, dry, that right rule, the third room. The sonorant [r] after the voiceless [t] is partially devoiced.

3) [s], [z] become post-alveolar before [S] (complete regressive assimilation)

For example, horse-shoe ['hLSSH], this shop [DIS'SPp], does she ['dASSJ].

4)the combinations [t+j], [d+j] tend to be affricative (incomplete regressive assimilation).

For example, graduate ['grxGVeIt], did you ['dIGH], could you ['kVGH], congratulate [kqn'grxCVleIt].

The place of articulation of nasals also varies according to the consonant that follows.

For example, camp [m] remains bilabial before another bilabial as well as in man before a vowel.

cent [n] is alveolar before another alveolar as well as in net. symphony [m] is actually labio-dental followed by the labio-dental [f].

seventh [n] becomes dental, before the interdental [T].

pinch [n] is palato-alveolar corresponding to the following affricate [C].

thank [n] assimilates to the velar consonant becoming velar [N].

The manner of articulation is also changed as a result of assimilation, which may be illustrated as follows:

1. Loss of plosion. In the sequence of two plosive consonants the former loses its plosion.

For example, glad to see you, great trouble, an old carpet. (partial regressive assimilation)

2.Nasal plosion. In the sequence of a plosive followed by a nasal sonorant the manner of articulation of the plosive sound and the work of the soft palate are involved, which results in the nasal character of plosion release.

For example, garden, mad Mary, not now, let me see. (partial regressive assimilation)

3.Lateral plosion. In the sequence of a plosive followed by the lateral sonorant [l] the noise production of the plosive stop is changed into that of the lateral stop.

For example, people, little, at last. (partial regressive assimilation)

The voicing value of a consonant may also change through assimilation. This type of assimilation affects the work of the vocal cords and the force of articulation. In particular voiced lenis sounds become voiceless fortis when followed by another voiceless sound:

a) Fortis voiceless / lenis voiced type of assimilation is best manifested by the regressive assimilation in such words:

For example, newspaper (news [z] + paper), gooseberry (goose [s] + berry); grammatical items: [z] of has, is, does changes into [s], and [v] of have, of becomes [f] -She's five, of course, you've spoiled it, she has fine eyes, Does Pete like it?

b) The weak forms of the verbs is and has are also assimilated to the final voiceless fortis consonants of the preceding word thus the assimilation is functioning in the progressive direction.

For example, your aunt's coming, What's your name? (partial progressive assimilation)

c) English sonorants [m, n, r, l, j, w] preceded by the fortis voiceless consonants [p, t, k, s] are partially devoiced.

For example, smile, snack, tray, quite, plan, price. (partial progressive assimilation)

In English assimilation usually results in changing voiced lenis consonants into voiceless fortis.

For example, of course [qf'kLs]

Accommodation denotes the interchange of "vowel + consonant type" or "consonant + vowel type", for example, some slight degree of nasalization of vowels preceded or followed by nasal sonorants: never, men; or labialization of consonants preceding the vowels [o], [y] in Russian: кофе, больше, думать, лучше.

Lip position may be affected by the accommodation, the interchange of consonant + vowel type. Labialization of consonants is traced under the influence of the neighbouring back vowels (accommodation).

For example, pool, moon, rule, soon, whose, cool.

It is possible to speak about the spread lip position of consonants followed or preceded by front vowels [i:], [i].

For example, tea – beat, meat – team, feet – leaf, keep – leak.

The position of the soft palate is also involved in the accommodation. Slight nasalization as the result of prolonged lowering of the soft palate is sometimes traced in vowels under the influence of the neighbouring sonants [m] and [n].

For example, and, morning, come in, mental.

Elisionor complete loss of sounds, both vowels and consonants is often observed in English. Elision is likely to be minimal in slow careful speech and maximal in rapid relaxed colloquial forms of speech and marks the following sounds:

1. Loss of [h] in personal and possessive pronouns he, his, her, him and the forms of the auxiliary verb have, has, had is wide spread.

For example, What has he done? ['wPt qz I· "dAn]

2. [l] tends to be lost when preceded by [L].

For example, always ['LwIz], already [L'redI], all right [L'raIt].

3. Alveolar plosives are often elided in case the cluster is followed by another consonant.

For example, next day ['neks 'deI], just one ['GAs'wAn], mashed potatoes ['mxS pq'teItEVz]

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VOLUME-1, ISSUE-10
IMPACT OF THE MEDIA ON OUR SOCIETY

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Abstract: This article provides information about the impact of mass media on human and community life, as well as information attacks and ways to fight against them.

Key words: mass media, popular culture, internet, computer, computer network, web audience, social networks.

Nowadays, the world is changing rapidly. In all spheres, it is necessary to receive and deliver information, to form an effective public opinion. In such complex conditions, life puts new demands and tasks before us.

Mass media is the most basic, powerful and influential means of ideology. Because the mass media serves as a unique educator of the public, an organizer of important events, and an effective tool for solving current problems. It is through mass media that our national values and universal values, national ideals and democratic principles are promoted. Mass media have always been a unique measure and indicator of democracy and freedom of speech. Free and independent mass media stimulate and strengthen democratic development. Modern mass media, television, computer, Internet, mobile phone and other means are changing the nationality, thinking and worldview of people, especially young people. This is evident in the fact that developed countries, with the help of these tools, are making it their main strategic policy to standardize the consciousness, outlook and lifestyle of the peoples of the world and to inculcate the "mass culture" they are forming into.

The Internet has become an important part of today's information space. Currently, the Internet can be used not only through a computer network, but also through space communication satellites, radio signal, cable television, telephone, and cellular communication. The Internet is becoming an integral part of people's lives. The fact that today more than 2 billion people use it to one degree or another confirms the correctness of these opinions.
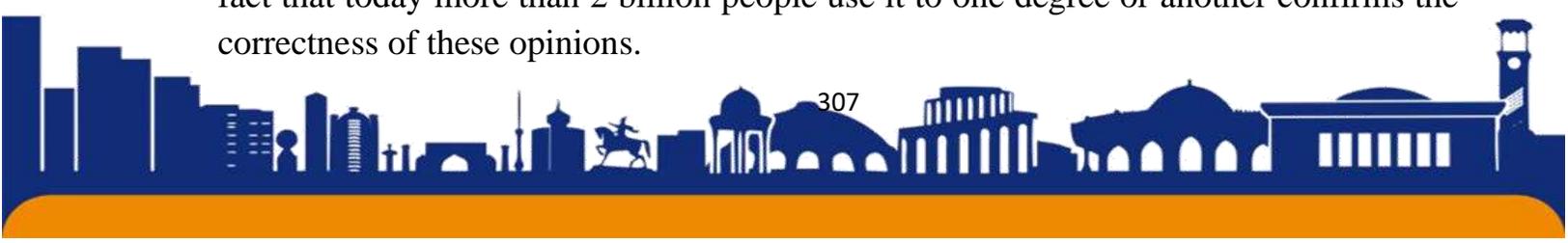
The fact that the Internet is becoming an integral part of people's lives can be seen from the following figures: from 2000 to the end of 2012, the number of Internet users in the world increased by 9.6 times to 2.4 billion people, and the number of mobile subscribers increased by 13.4 times to 6.7 amounted to a billion. 44.8% of Internet users (1.1 billion people) belong to Asia, 21.6% (519 million people) to Europe, 11.4% (274 million people) to North America. 45% of the world's web audience is under 25 years old. 68% of these teenagers send SMS messages to someone every day, 51% use social networks, and 30% use e-mail. At the moment, there are about 600 million websites in the virtual world, with an average of 201.4 trillion per month. video is viewed, 144 billion every day. an email will be sent.

The number of Internet users in Uzbekistan has increased by 22.1 million. The number of mobile Internet users is 19 million. The level of coverage of settlements with mobile communication was 97%, and mobile internet coverage was 87%. About 26,000 websites in the "Uz" domain are operating. More than 200 websites are registered as mass media. The influence of the Internet depends to a large extent on the speed of the materials provided, the relevance of the issues raised, and the level of analysis and effective solutions to the existing problems.

As our first president Islam Karimov noted, we should not forget that "today even a small message directed against human spirituality, which at first glance seems trivial, gains strength from the intensity of globalization in the world of information and has an invisible, but harmful effect. can cause irreparable damage".

Currently, according to experts, 49 percent of computer games distributed over the Internet have a significant appearance of violence and evil, and 41 percent of militant (based on various shootings and explosions) games have the hero of the game o He commits such violence and evil to achieve his goal. In 17 percent of games, this violence and evil is the main goal. The development of the Internet, the opportunities it provides, also creates a unique addiction. According to data, about 10 percent of Internet users around the world are firmly attached to it.

One of the big politicians, the former British Prime Minister Margaret Thatcher, said, "The mass media serves as oxygen for terrorists." A person who digests this sentence comes to the conclusion that "mass media is as necessary as air for terrorists." At first glance, this idea seems illogical. How about digging deeper? In fact, terrorists seek to instill fear and anger in millions by brutally killing a number of people. So their goal is not to kill, but to have a strong influence on the public. Unfortunately, some mass media unknowingly "serve" to increase the disruptive effect of terrorism. Their

alarming information about the consequences of terrorism intensifies people's fear, fear, and feeling of insecurity.

In order to destabilize the situation or to influence the decision-making by state bodies or to hinder political or other social activities, taking the life of a state or public figure or a representative of authority in connection with the state or public activities of a state or public figure or causing damage to his body, - shall be punished with confiscation of property and deprivation of liberty from ten to fifteen years. Article 5 of the Law of the Republic of Uzbekistan "On Freedom of Conscience and Religious Organizations". "Separation of religion from the state" Activities of religious organizations, trends, sects, etc., which support terrorism, drug business and organized crime, as well as pursue other malicious goals, are prohibited. Any attempt to put pressure on state authorities and administrative bodies, officials, as well as clandestine religious activities are prohibited by law. There is a need to organize counter-propaganda against such information. Currently, the changes in our life, the logic of our reforms require everyone to work in a new way, to come up with new ideas and initiatives. In this sense, strengthening the material and technical base of the mass media, personnel capacity, achieving a worthy place of our national press in the international arena, developing internet journalism, wide introduction of market mechanisms in publishing, book sales, subscription issues, establishing work in an environment of openness and healthy competition. we have to work hard on.

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VOLUME-1, ISSUE-10
CONTRASTIVE LINGUISTICS AND INTERCULTURAL COMMUNICATION

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ANNOTATION
This article deals with the analysis of contrastive linguistics and intercultural communication.

KEY WORDS: - intercultural communication, cross-cultural communication, language and culture.

Contrastive linguistics and intercultural communication both play crucial roles in understanding and bridging linguistic and cultural differences, but they do so from distinct perspectives and with different aims.

Contrastive Linguistics:

Focus:

- Contrastive linguistics examines the differences and similarities between languages, often with an emphasis on identifying areas of potential difficulty or misunderstanding for language learners and speakers of different languages.

Methodologies:

- Comparative analysis of linguistic structures, semantics, and pragmatics between languages.

- Examination of language transfer phenomena and interlanguage development.

Key Areas of Investigation:

- Phonological, morphological, syntactic, and semantic differences between languages.

- Contrastive pragmatics to understand how cultural factors influence language use.

- Application in language teaching to address cross-linguistic difficulties and errors.

Intercultural Communication:

Focus:

- Intercultural communication focuses on interactions between people from different cultural backgrounds, aiming to foster effective and respectful communication in diverse cultural contexts.

Methodologies:

- Experiential learning, cross-cultural training, and cultural immersion programs.

- Qualitative and quantitative studies of intercultural interactions and communicative strategies.

Key Areas of Investigation:

- Intercultural competence and adaptation in communicative settings.

- Investigation of cultural variables in communication, such as politeness, directness, and nonverbal behavior.

- Implications for global business, international relations, multicultural societies, and education.

Common Ground and Overlaps:

1. Cross-Cultural Communication:

Both fields address the challenges and dynamics of communication across cultures, paying attention to linguistic and cultural differences and their impact on understanding and interaction.

2. Language and Culture:

Both fields acknowledge the entwined nature of language and culture and aim to facilitate communication across cultural and linguistic boundaries.

Differences:

1. Focus:

Contrastive linguistics primarily focuses on linguistic systems and differences between languages, often within the context of language learning and acquisition. Intercultural communication emphasizes the dynamics of communication and interaction in multicultural settings, incorporating both verbal and nonverbal elements.

2. Practical Applications:

While contrastive linguistics is often applied in language teaching and learning contexts, intercultural communication has broader applications in business, diplomacy, education, and intercultural relations.

3. Methodologies:

Contrastive linguistics employs comparative analyses of linguistic structures and systems, while intercultural communication draws from fields such as anthropology,
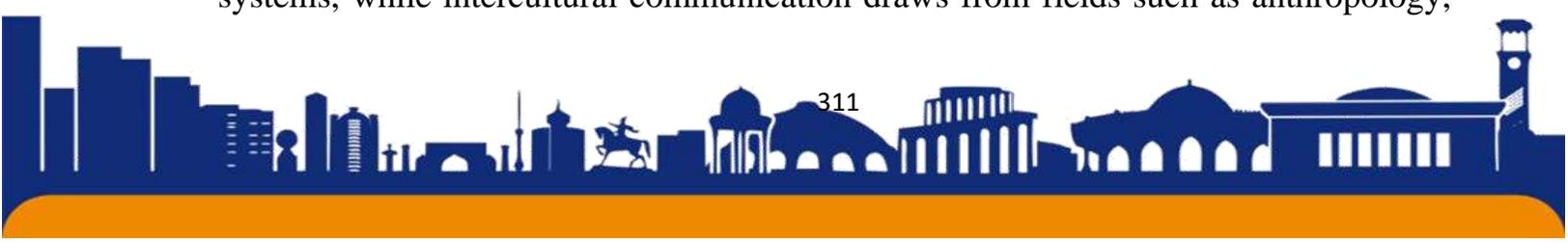
sociology, and communication studies to analyze the complexities of intercultural interactions and the factors that shape them.

Unique Contributions:

Both fields contribute to our understanding of cross-cultural communication and language-related challenges. While contrastive linguistics focuses more on the linguistic and cognitive aspects of language differences, intercultural communication recognizes the complex interplay between culture, communication, and social dynamics.

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VOLUME-1, ISSUE-10
CONTRASTIVE LINGUISTICS AND COGNITIVE LINGUISTICS

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ANNOTATION

This article deals with the analysis of contrastive linguistics and cognitive linguistics.

KEY WORDS: - contrastive linguistics, cognitive linguistics, language and cognition, second language acquisition.

Contrastive linguistics and cognitive linguistics are two distinct fields within the broader discipline of linguistics, each offering unique perspectives and methodologies for studying language and cognition. Here's a comparison of these two fields in terms of their focus, methodologies, and key areas of investigation:

Contrastive Linguistics:

Focus:

- Contrastive linguistics examines the structural, semantic, and functional differences and similarities between two or more languages, aiming to identify areas of potential difficulty for language learners and to provide insights into language transfer and interlanguage phenomena.

Methodologies:

- Comparative analysis of different languages to identify structural and functional similarities and differences.

- Contrastive error analysis to examine areas in which learners may transfer features from their native language to the target language.

Key Areas of Investigation:

- Phonological, morphological, syntactic, and semantic differences and similarities between languages.

- The impact of language transfer on second language acquisition and language instruction.

- Contrastive discourse analysis to understand how linguistic and cultural factors influence communication.

Cognitive Linguistics:

Focus:

- Cognitive linguistics explores the relationship between language, thought, and cognitive processes. It emphasizes the role of conceptual structures and mental representations in shaping language use and meaning.

Methodologies:

- Conceptual metaphor analysis to explore how abstract concepts are structured and expressed metaphorically in language.

- Cognitive semantics to investigate the cognitive underpinnings of meaning and categorization in language.

- Usage-based approaches focusing on how cognitive processes are reflected in language usage and acquisition.

Key Areas of Investigation:

- Metaphor and metonymy as cognitive and linguistic phenomena.

- Prototype theory and categorization, examining how language reflects and shapes human cognitive categories.

- Cognitive grammar and construction grammar, studying how linguistic structure mirrors conceptual structure.

Common Ground:

1. Language and Cognition:

Both fields are concerned with the intersection of language and cognition, although they approach this relationship from different angles.

2. Second Language Acquisition:

They both contribute to our understanding of cross-linguistic and cross-cultural influences on language learning and use.

Differences:

1. Scope:

Contrastive linguistics primarily focuses on comparing and contrasting specific languages, whereas cognitive linguistics delves into the cognitive and conceptual underpinnings of language use and meaning across languages.

2. Methodologies:

While both fields use empirical data and qualitative analysis, contrastive linguistics primarily focuses on comparative linguistic analysis, whereas cognitive

linguistics draws heavily from cognitive psychology, semantics, and metaphor theory to understand the cognitive basis of language.

3. Theoretical Underpinnings:

Cognitive linguistics draws on cognitive science and psychology, emphasizing the embodiment of language and the interaction between language, perception, and experience. Contrastive linguistics is rooted in structural and descriptive linguistics, with a focus on comparative analysis.

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VOLUME-1, ISSUE-10
COMMUNICATIVE QUALITIES OF SPEECH

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ANNOTATION
This article deals with the analysis of communicative qualities of speech
KEY WORDS: - verbal qualities, clarity and precision, conciseness, tone and inflection, nonverbal qualities, body language, eye-contact.

Effective communication involves various communicative qualities that contribute to clear, impactful, and engaging speech. These qualities encompass aspects of verbal and nonverbal expression, as well as the speaker's ability to connect with their audience. Here are some key communicative qualities of speech:

Verbal Qualities:

1. Clarity and Precision:

Effective speakers communicate with clarity, using well-defined language and precise articulation to ensure that their message is easily understood by their audience.

2. Conciseness:

Distilling complex ideas into concise and straightforward language helps maintain audience engagement and prevents the message from becoming diluted.

3. Vocabulary and Language Choice:

Purposeful selection of words and appropriate language enhances the expressiveness and impact of the speech.

4. Tone and Inflection:

Varied use of tone, pitch, and inflection conveys emotion, emphasis, and meaning, enhancing the speaker's expressiveness and engaging the audience on an emotional level.

5. Effective Pacing and Pauses:

Skillful use of pacing and well-placed pauses helps to maintain audience attention, emphasize key points, and allow for audience reflection.

Nonverbal Qualities:
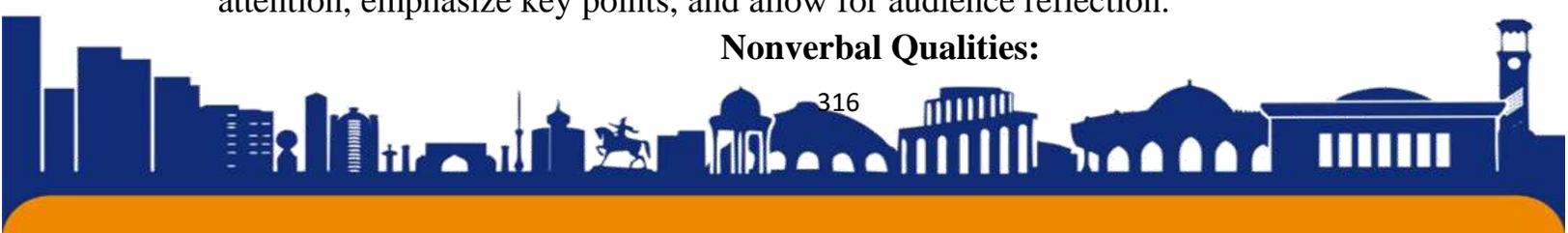
1. Body Language:

Nonverbal cues, such as gestures, facial expressions, and posture, contribute to the speaker's authenticity, confidence, and the emphasis of key points.

2. Eye Contact:

Establishing and maintaining eye contact with the audience fosters a sense of connection and engagement, conveying sincerity and building trust.

3. Facial Expressions:

Expressive and appropriate facial expressions complement verbal content, conveying emotions, and adding depth to the speaker's message.

4. Physical Movement:

Purposeful and controlled movement, when appropriate, can enhance the speaker's presence and engagement with the audience.

Audience Awareness:

1. Adaptation to Audience:

Skilled speakers are sensitive to the needs and reactions of their audience, adjusting their language and delivery to maintain interest and convey empathy.

2. Empathy and Connection:

Building rapport with the audience involves expressing empathy, understanding, and a genuine connection based on shared experiences and emotions.

Confidence and Conviction:

1. Confident Presence:

Demonstrating confidence, assuredness, and belief in the message being conveyed fosters trust and credibility.

2. Passion and Conviction:

Speakers who convey genuine passion and conviction can effectively inspire and motivate their audience on an emotional level.

Engagement and Interaction:

1. Captivating Storytelling:

Engaging storytelling techniques capture the audience's attention and make the speech memorable.

2. Audience Interaction:

Encouraging audience involvement and interaction fosters active listening and enhances the impact of the speech.

By honing these communicative qualities, speakers can effectively convey their message, build strong connections with their audience, and deliver speeches that resonate and inspire.

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VOLUME-1, ISSUE-10
ORATORY SKILL AND ITS TYPES

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ANNOTATION

This article deals with the analysis of oratory skills and their types in the culture of speech

KEY WORDS: - deliberative oratory, forensic oratory, epideictic oratory, voice modulation and delivery, credibility and ethos, adaptation to audience.

Oratory skill, rooted in the art of public speaking, encompasses the ability to effectively deliver speeches and presentations, often with the intent to persuade, motivate, or inform an audience. Oratory skills serve as a fundamental aspect of leadership, advocacy, and communication. There are various types of oratory, each tailored to specific speaking contexts and purposes.

Types of Oratory:

1. Deliberative Oratory:

Deliberative oratory aims to persuade an audience about a course of action or policy. It often occurs in formal settings, such as legislative assemblies or public debates, where speakers advocate for specific legislative proposals, social policies, or political decisions.

2. Forensic Oratory:

Forensic oratory focuses on addressing legal matters, often in legal or judicial settings. It may involve making arguments in court, presenting evidence, or engaging in legal persuasion.

3. Epideictic Oratory:

Also known as ceremonial oratory, epideictic oratory is concerned with praise, blame, and ceremonial occasions. It is frequently used in eulogies, ceremonial speeches, and celebratory events to honor, display admiration, or to commemorate significant figures or events.

Key Oratory Skills:
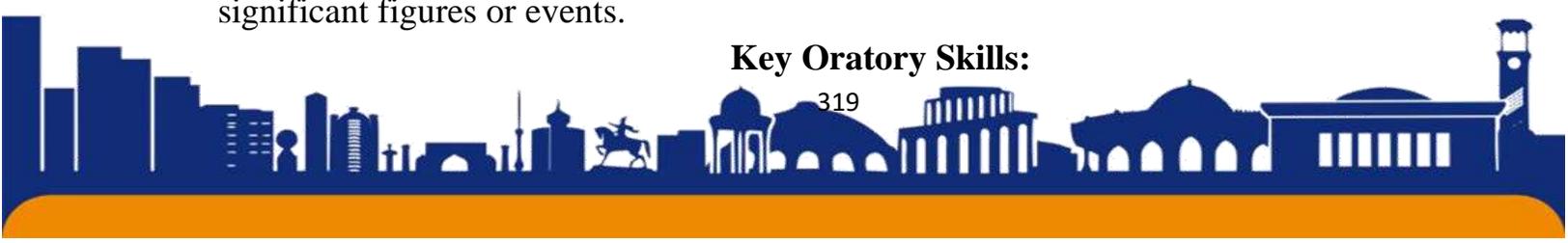
1. Logical Reasoning and Argumentation:

Orators need to effectively structure their points, anticipate counterarguments, and use logic to persuade and inform their audience.

2. Use of Rhetorical Devices:

A skilled orator leverages rhetorical devices (such as metaphors, analogies, and repetition) to enhance the impact of their speech, engage the audience, and create memorable phrases.

3. Voice Modulation and Delivery:

Effective oratory involves utilizing voice modulation, intonation, and pacing to convey emotions, emphasize key points, and maintain audience engagement.

4. Body Language and Gestures:

Nonverbal communication, including hand gestures, facial expressions, and posture, plays a vital role in conveying confidence, authenticity, and connecting with the audience.

5. Credibility and Ethos:

Establishing credibility and projecting moral character (ethos) is crucial for garnering trust and persuading the audience to accept the speaker's perspective.

6. Adaptation to Audience:

Skilled orators understand their audience and tailor their language, examples, and content to resonate with the specific needs and perspectives of their listeners.

7. Consistency and Clarity:

Orators should maintain clarity and coherence throughout their speech, ensuring that the audience can easily follow their message from the introduction to the conclusion.

Impacts of Oratory:

Mastering oratory skills allows individuals to effectively advocate for causes, inspire change, and lead others. From ancient orators like Cicero and Demosthenes to modern leaders and activists, the power of oratory has shaped historical events and influenced societal perspectives.

Conclusion:

Oratory skills encompass various speaking styles and techniques, each designed for different speaking contexts and purposes. Such skills are essential for anyone seeking to effectively communicate, persuade, and inspire others. Whether in public speaking, political advocacy, or leadership roles, the art of oratory plays a vital role in shaping opinions, influencing decisions, and inspiring change.

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VOLUME-1, ISSUE-10
DIRECTIONS OF LINGUACULTURAL STUDIES

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ANNOTATION

This article deals with the analysis of directions of linguaculural studies.

KEY WORDS: - language and identity, sociolinguistics, cross-cultural communications, cultural semiotics, language and power.

The field of linguacultural studies encompasses a wide array of research, focusing on the complex interplay between language and culture. This interdisciplinary field embraces various directions, aiming to explore and understand how language and culture mutually shape and influence one another. Here are some key directions within linguacultural studies:

1. Language and Identity:

Investigating how language use, accents, dialects, and linguistic choices contribute to individual and group identities within different cultural contexts. This area involves examining how language reflects and shapes personal and communal identities, including considerations of ethnicity, nationality, and social belonging.

2. Sociolinguistics:

Exploring the relationship between language and society, sociolinguistics delves into how language use is influenced by factors such as social class, gender, age, and social networks. This direction examines language variation, language attitudes, and the social implications of linguistic choices.

3. Cross-Cultural Communication:

Focusing on the study of communication practices, miscommunications, and cultural differences in intercultural interactions. This area explores the challenges and strategies for effective communication across diverse cultural and linguistic contexts.

4. Language Policy and Planning:

Investigating how language planning, language policies, and language ideologies intersect with cultural diversity and societal power structures. This direction
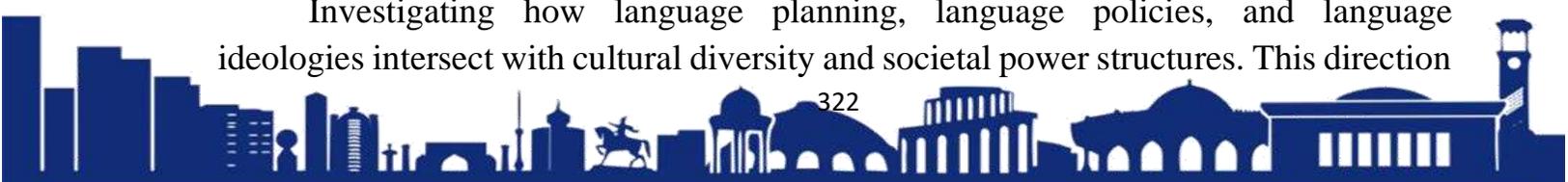
delves into issues of language rights, bilingualism, multilingualism, and language revitalization efforts.

5. Cultural Semiotics:

Examining the ways in which language and culture are intertwined through signs, symbols, and meaning-making processes. Cultural semiotics explores the symbolic dimensions of language, including gestures, rituals, and other non-verbal communication.

6. Language and Power:

Analyzing how language and cultural power dynamics intersect, including the influence of language on social hierarchies, political discourse, media representation, and the construction of social realities.

7. Multiculturalism and Multilingualism:

Focusing on the study of diverse linguistic and cultural communities, their interaction, coexistence, and the challenges and benefits of multicultural and multilingual societies.

8. Applied Linguistics and Cultural Studies:

Exploring how language and culture intersect in practical domains such as language teaching, translation, and language policy implementation. This direction considers how cultural competence and intercultural communication skills are incorporated into language education and professional practice.

9. Cognitive Linguistics and Culture:

Investigating the cultural grounding of cognition and language, examining how cultural concepts and worldviews shape language structures, metaphors, and thought processes.

These directions within linguacultural studies represent the multidimensional and dynamic nature of exploring the interconnectedness of language and culture. Researchers in this field aim to shed light on the intricate relationships between language and sociocultural phenomena, contributing to our understanding of human communication, diversity, and societal dynamics.

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A SYLLABLE, ITS FORMATION AND SEPERATION

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ANNOTATION
This article deals with the analysis of syllable and its formation and separation in phonetics
KEY WORDS: - syllable, formation of syllable, separation of syllable, types of syllable.

What is a syllable? A syllable is a single, unbroken sound of a spoken (or written) word. Syllables usually contain a vowel and accompanying consonants. Sometimes syllables are referred to as the 'beats' of spoken language.

Syllables differ from phonemes in that a phoneme is the smallest unit of sound; the number of syllables in a word is unrelated to the number of phonemes it contains. For example: /b/, /k/, /t/, /ch/, /sh/, /ee/, /ai/, /igh/, /ear/ are all phonemes. The word 'chat' is made up of three phonemes (/ch/ /a/ /t/). The word 'light' is made up of three phonemes (/l/ /igh/ /t/). However, both the words 'chat' and 'light' have only one syllable each.

The number of times you hear a vowel (a, e, i , o, u) in a word is equal to the number of syllables a word has. A good way to identify syllables is to think about whether you need to change your mouth shape to say the next bit of the word / the new syllable.

There are six key types of syllables in English:

Closed syllable: syllables that end in a consonant and have a short vowel sound (e.g., In "picture," the first syllable, "pic" /pɪk/ ends in a consonant, and the /ɪ/ sound is short).

Open syllable: syllables that end in a vowel and have a long vowel sound (e.g., In "zero," the last syllable "ro" /roʊ/ ends with the vowel sound /oʊ/, which is long).

Vowel-consonant-e syllable: syllables that end with a long vowel, a consonant, and a silent -e (e.g., "Fate" is a one-syllable word which ends with a long -a /eɪ/, a consonant (t), and a silent -e).

Diphthong (vowel team) syllable: syllables that include two consecutive Vowels making a singular sound (e.g., in "shouting," the first syllable "shout" (ʃaʊt) includes an -o and a -u together that makes one sound - the diphthong /aʊ/).

R-controlled syllable: syllables that end in at least one vowel followed by -r (e.g., In the name Peter, the end syllable "er" /ər/ consists of an -e followed by an -r.)

Consonant-le syllable: syllables that end with a consonant followed by -le (e.g., In "syllable," the last syllable "ble" /bəl/ ends with the consonant -b followed by -le.)

Each of these syllable types follows the rule of having a singular vowel sound and either no consonants or a range of consonants before, after, or surrounding the vowel sound.

The formation of syllables is a fundamental aspect of phonology and phonetics, encompassing the structural organization of speech sounds into perceptual units. Syllables are vital building blocks of spoken language and play a crucial role in linguistic analysis and understanding the rhythmic and phonotactic patterns of words.

Syllable Formation Principles:

1. Nucleus (Vowel): Every syllable contains a vowel sound (or vowel-like sound known as a syllabic consonant) that forms the core or nucleus of the syllable. This nucleus is the most sonorous part of the syllable and determines its sonority profile.

2. Onset: The onset is the initial consonant or consonant cluster that precedes the vowel nucleus within a syllable. Not all syllables have onsets, but when present, they form the initial segment of the syllable.

3. Coda: The coda represents the consonant or consonant cluster that follows the vowel nucleus within a syllable. Similar to the onset, not all syllables have codas, but they form the final segment of the syllable.

4. Suprasegmental Features: In addition to segmental properties, syllables are also influenced by suprasegmental features such as stress, pitch, and duration, which contribute to the rhythmic and prosodic aspects of speech.

Cross-linguistic Variation:

The formation of syllables can vary across languages, with diverse phonotactic constraints and patterns influencing syllable complexity, structure, and permissible combinations of sounds. This variation contributes to the rich diversity of phonological systems found in languages worldwide.

VOLUME-1, ISSUE-10

When it comes to the *separation of syllables,* understanding this process is essential for language learning, pronunciation, and linguistic analysis. The division of written or spoken words into their constituent syllabic units brings clarity to pronunciation and phonological patterns. Here's a breakdown of how syllables are typically separated:

Syllable Division Rules:

1. Vowel-Centered Approach:

- One common rule for syllable division relies on a vowel-centered approach, where syllables are typically divided before or after a vowel.

- For example, in the word "rabbit," the syllable division is typically done as "rab-bit," with the vowel "a" forming the nucleus of the first syllable and the consonant cluster "bb" starting the next syllable.

2. Consonant Clusters:

- For words containing consonant clusters, syllable division aims to maintain phonotactic patterns and often separates clusters based on their phonological properties.

- Example: In the word "school," the division typically occurs as "school," with the consonant cluster "sch" maintained within the first syllable.

3. Digraphs and Diphthongs:

- When encountering digraphs (two or more letters representing a single sound) or diphthongs (gliding vowel sounds), syllable division aims to respect and maintain the integrity of these sound units within syllables.

- In the word "boat," the division remains "boat" to acknowledge the diphthong "oa" as a unit within a single syllable.

Importance of Syllable Separation:

- Pronunciation and Clarity: Proper syllable separation aids in correct pronunciation and clarity, especially for learners and speakers of a new language.

- Linguistic Analysis: In linguistic analysis, syllable separation helps in understanding phonological patterns, stress placement, and morphological structures within words.

- Teaching and Learning: In education, understanding syllable boundaries assists in teaching phonics, spelling, and language structure.

Syllable Marking:

In linguistic notation, the division of syllables is often marked using a period (.) or a hyphen (-) to visually represent the boundaries between syllables.

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VOLUME-1, ISSUE-10
PHONETIC STYLISTIC DEVICES

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ANNOTATION
This article deals with the analysis of phonetic stylistic devices and expressive means in the works of poets.

Examples from poetry are given in this research work and they are of great importance for learning stylistics

KEY WORDS: - Stylistics, poetry, phonetic stylistic devices, onomatopoeia, alliteration, rhyme, sound.

I.R.Galperin divides expressive means and stylistic devices into three groups: phonetic, lexical and syntactical. Phonetic expressive means and stylistic devices include onomatopoeia, alliteration, rhyme and rhythm.

Stylistics, a branch of applied linguistics, is the study and interpretation of texts of all types and/or spoken language in regard to their linguistic and tonal style, where style is the particular variety of language used by different individuals and/or in different situations or settings.

What is the purpose of stylistics? Stylistics examines the creativity in the use of language. It enhances the way we think about language and its uses. Thus the stylistic process, examining the creativity of language use, develops our understanding of literature.

Poetry is a type of literature, or artistic writing, that attempts to stir a reader's imagination or emotions. The poet does this by carefully choosing and arranging language for its meaning, sound, and rhythm. Some poems, such as nursery rhymes, are simple and humorous.

Onomatopoeia refers to words that sound exactly or almost exactly like the thing that they represent. Many words that we use for animal or machine noises are onomatopoeia words, such as "moo" for the sound a cow makes and "beep beep" for the noise of a car horn. Words like "slurp," "bang," and "crash" are also onomatopoeia

words. Even some ordinary words like "whisper" and "jingling" are considered onomatopoeia because when we speak them out loud, they make a sound that is similar to the noise that they describe.

Alliteration is the recurrence of an initial consonant sound in two or more words which either follow each other or appear close enough to be noticeable. Functions of alliteration are to consolidate effect, to heighten the general aesthetic effect, to impart a melodic effect to the utterance, emphasis and mnemonic effects. Shel Silverstein frequently used alliteration in his poems for children to create a fanciful tone, even when it meant creating nonsense words. "The Gnome, The Gnat, & The Gnu" repeats the "gn" sound throughout the verse.

> I saw an ol' gnome
> Take a gknock at a gnat
> Who was gnibbling the gnose of his gnu.
> I said, "Gnasty gnome,
> Gnow, stop doing that.
> That gnat ain't done gnothing to you."
> He gnodded his gnarled ol' head and said,
> "'Til gnow I gnever gnew
> That gknocking a gnat
> In the gnoodle like that
> Was gnot a gnice thing to do."

Rhyme is the repetition of identical or similar terminal sound combinations of words. There are two types of rhyme: full rhyme and incomplete rhyme. Dissevering and consolidating are two main functions of rhyme. Rhyme schemes are described using letters of the alphabet, so that each line of verse that corresponds to a specific type of rhyme used in the poem is assigned a letter, beginning with "A." For example, a four-line poem in which the first line rhymes with the third, and the second line

rhymes with the fourth has the rhyme scheme ABAB, as in the lines below from the poem "To Anthea, who may Command him Anything" by Robert Herrick:

> Bid me to weep, and I will weep
> While I have eyes to see
> And having none, yet I will keep
> A heart to weep for thee

Rhythm is a flow, movement, procedure, characterized by basically regular recurrence of elements or features, as beat, or accent, in alternation with opposite or different elements or features.

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VOLUME-1, ISSUE-10
LEXICAL SYNTACTIC STYLISTIC DEVICES

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ANNOTATION
This article deals with the analysis of lexical syntactic stylistic devices and expressive means in stylistics. It is determined due to the fact that the investigation of lexico-syntactical stylistic devices in the English language plays the great role in studying English as a second language.

KEY WORDS: - climax(gradation), anticlimax, antithesis, litotes, simile, periphrasis, represented speech.

Stylistics, a branch of applied linguistics, is the study and interpretation of texts of all types and/or spoken language in regard to their linguistic and tonal style, where style is the particular variety of language used by different individuals and/or in different situations or settings.

What is the purpose of stylistics? Stylistics examines the creativity in the use of language. It enhances the way we think about language and its uses. Thus the stylistic process, examining the creativity of language use, develops our understanding of literature.

The climax in a short story is the turning point where the protagonist confronts the main conflict, creating the most intense moment. For example, in "The Lottery," the climax occurs when Tessie discovery that she had "won" the lottery and was to be stoned to death.

What is an anticlimax?
An anticlimax is a rhetorical device that functions as an abrupt let-down or tonal shift at the end of a narrative build up. The term can best be described through examples. Think of a romance novel, where two characters have a will-they-won't-they relationship building throughout the story. At the end of the novel, when the two characters are on top of a ferris wheel gazing over their hometown, they don't kiss and, instead, go home and never confess their love for each other. That's an anticlimax.

VOLUME-1, ISSUE-10

Antithesis is a literary device that positions opposite ideas parallel to each other. Think heroes and villains, hot and cold, bitter and sweet. Antithesis enhances your writing by illuminating differences and making your point more persuasive.

What is antithesis?

Antithesis (pronounced an-TITH-uh-sis) deals in opposites. The Merriam-Webster definition of antithesis is "the direct opposite," and in Greek the meaning is "setting opposite." As a tool for writing, antithesis creates a juxtaposition of qualities using a parallel grammatical structure. In other words, it's setting opposites next to each other using the same terms or structure. This creates a stark contrast that highlights dramatic qualities and creates a rhythm that's interesting to the reader.

What is the definition of litotes in writing?

The definition of litotes sounds more complicated than its actual use: They are phrases that express an affirmative by denying its opposite, usually through understatement.

Some examples of litotes that you might find in everyday speech are:

You can't say I didn't warn you.

Meaning you did, in fact, warn them.

That wasn't half bad.

Meaning it was actually quite good.

What is a simile?

A simile (SIM-uh-lee) is a type of figurative language that describes something by comparing it to something else with the words like or as.

Even if you don't know the definition like the back of your hand, you've probably seen plenty of similes. For example:

I know that definition like the back of my hand.

Those two are as different as night and day.

In linguistics and literature, *periphrasis* (/pəˈrɪfrəsɪs/)[1] is the use of a larger number of words, with an implicit comparison to the possibility of using fewer. The comparison may be within a language or between languages. For example, "more happy" is periphrastic in comparison to "happier," and English "I will eat" is periphrastic in comparison to Spanish "comeré."

Represented speech. is used to convey the actual utterances of characters more adequately and emotionally. It conveys the actual words or thoughts of a character not directly, but within the author's speech, retaining the peculiarities of the speaker's manner of expression

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VOLUME-1, ISSUE-10

PHONETIC, PHONOLOGICAL, GRAMMATICAL, SEMANTIC, ETYMOLOGICAL, LEXICAL AND STYLISTIC PECULIARITIES OF ENGLISH IN COMPARISON WITH NATIVE LANGUAGE

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Annotation

This article gives information about grammar, origin, phonetics, morphology between English and Uzbek. In this article it has several paragraphs, which give full data about this. In this article, candidates can learn how to be a good learner. And candidates can learn how to use it? In this article it has several paragraphs, which give full data about this.

Key words: phonetics, tenses, suffix, grammar, origin, morphology, lexical, etymology, types of grammar

Phonetics is the study of the range of sounds which occur in speech, including the way they are produced by the speech organs and their acoustic properties. Phonology is the study of the distribution of and the relationships between speech sounds, i.e, the system of sounds of a language. Phonetics is a branch of linguistics that focuses on the production and classification of the world's speech sounds. The production of speech looks at the interaction of different vocal organs, for example the lips, tongue and teeth, to produce particular sounds. By classification of speech, we focus on the sorting of speech sounds into categories which can be seen in what is called the International Phonetic Alphabet (IPA). The IPA is a framework that uses a single symbol to describe each distinct sound in the language and can be found in dictionaries and in textbooks worldwide. For example, the noun 'fish' has four letters, but the IPA presents this as three sounds: f i ʃ, where 'ʃ' stands for the 'sh' sound.

Phonetics as an interdisciplinary science has many applications. This includes its use in forensic investigations when trying to work out whose voice is behind a recording. Another use is its role in language teaching and learning, either when learning a first language or when trying to learn a foreign language. This section of the

website will look at some of the branches of phonetics as well as the transcription of speech and some history behind phonetics.

Most people think of themselves as grammar rebels, seeing the rules as strict, basic and arbitrary. But grammar is actually complex, not to mention essential: Incorrect grammar can cause confusion and change the way you're perceived (or even keep you from landing a job).

That's why a grammar checker is essential if writing is part of your workday — even if that's just sending emails. Here's what else you should know about grammar:

What is grammar in English?

At a high level, the definition of grammar is a system of rules that allow us to structure sentences. It includes several aspects of the English language, like:

Parts of speech (verbs, adjectives, nouns, adverbs, prepositions, conjunctions, modifiers, etc.)

Clauses (e.g. independent, dependent, compound)

Punctuation (like commas, semicolons, and periods — when applied to usage)

Mechanics of language (like word order, semantics, and sentence structure)

Grammar's wide scope can make proofreading difficult. And the dry, academic conversations that often revolve around it can make people's eyes glaze over. But without these grammatical rules, chaos would ensue. So even if you aren't a fan (and who really is?), it's still important to understand.

Types of grammar (and theories)

As long as there have been rules of grammar, there have been theories about what makes it work and how to classify it. For example, American linguist Noam Chomsky posited the theory of universal grammar. It says that common rules dictate all language.

In his view, humans have an innate knowledge of language that informs those rules. That, he reasoned, is why children can pick up on complex grammar without explicit knowledge of the rules. But grammarians still debate about whether this theory holds true. There are also prescriptive and descriptive grammar types:

Prescriptive grammar is the set of rules people should follow when using the English language. Descriptive grammar is how we describe the way people are using language.

Semantic etymology (a word coined by Bronkhorst), as opposed to Historical etymology, attempts to elucidate the meaning of a word and gain information thence; thus, in effect, covering a a deeper and wider area than historical.

Stylistics is often defined as the linguistic study of style in language. Style arises from motivated choice and choices have consequences. Stylistic analysis necessitates
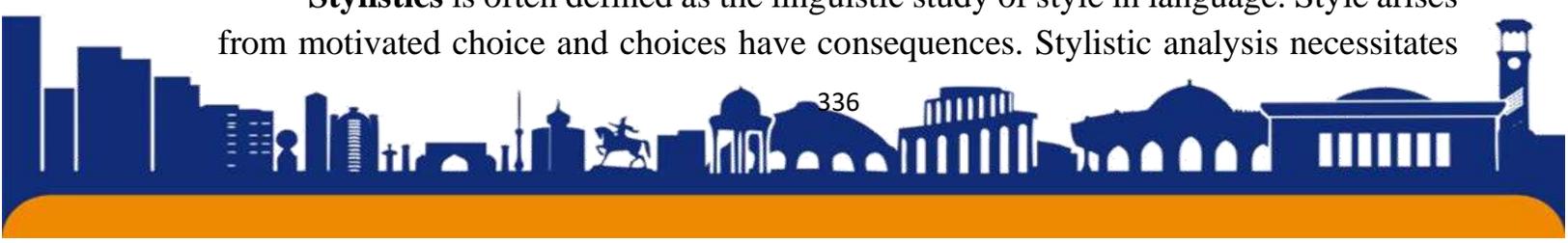
both linguistic description and an assessment of the interpretative consequences of whatever choice has been mad. Lexical meaning is given explicitly while stylistic meaning is always implied. Lexical meaning is relatively stable, and stylistic meaning is liable to change as it is affected by extralinguistic factors. Each language has its own grammar and origin, phonetics, morphology. When we learn a new language, we undoubtedly compare it to our mother tongue. And this thing is called cross-linguistics in science. In addition, this science gives us great opportunities for conducting research. In today's article, we will compare Uzbek and English grammar. In this we will look at the difference in the phonetics of the two languages, the differences in their origins.

If we divide our speech into small parts, the last point of division is sounds

will be. For example, the sentence Uzbekistan is a paradise country Uzbekistan, paradise,to the words of the country, these words, in turn, are Oz-be-kis-ton, jan-nat-ma-kon, ol-ka to the syllables, and the syllables are like divided into sounds.It is the last point of division, which is not divided into other small pieces a speech fragment (acoustic-articulatory unit) is a sound and related events is studied in the phonetics department of linguistics.

The word phonetics is derived from the Greek word phone - "sound". In phonetics

only speech sounds are studied, not any sounds in nature.Information transfer and information reception between the speaker and the listener activity is considered speech activity.If the unit of the phonological (phonetic) level of the language is a phoneme, then the phoneme is real its pronounced, ear-heard appearance is considered background (allophone) or sound.

SOUND AND PHONEME

In linguistics, the concepts of sound and phoneme are different. In the process of speech, it is actually pronounced, the smallest we hear with our ears a piece of speech that is not divided into other small pieces is considered a sound. In direct observation, the word pronounced through several sounds and its a sequence that performs the task of forming and differentiating meaningful units.

Phoneme is the smallest unit of language that cannot be divided into smaller parts.

If the test asks for a phoneme, the sound that serves to distinguish two words from each other you will get.For example, the words stone-roof are distinguished by sh and m. So m and sh are phonemes.One phoneme is realized through several sounds. Two or more phonemes defined by contrasting meaningful units.A phoneme is a sound
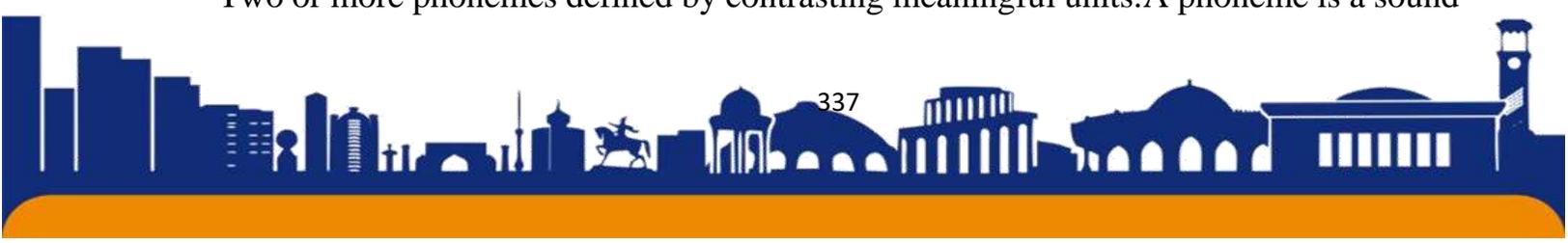
that distinguishes meaning. Sounds that differentiate the meaning.A paronym is a single sound in words. In this case, the rest is the same

the arrangement of the sounds should be the same. For example: bir-pir, bayt-payt, bobbop, dor-tor, dog-tog, Hasan-Husan, knowledge-language.If the arrangement of the sounds is different, the phonemes in such words is not considered a distinguishing sound. For example: ost-sot, ust-sut Uzbek and English grammar are different. First, the structure of the sentence is completely different. English sentence structure: possessive, participle, and secondary clause.and in Uzbek: possessive, secondary participle, and participle.besides, to be (am, is, are.) is considered a verb. comes after the owner and is a possessive verb.In Uzbek, it is called a person-number suffix and always comes in the form of a verb: -man, -san, -dir, -siz, -miz.English has 12 tenses as all English learners know. its basis is 3. Uzbek language has the same form, only Uzbek language has 3 main tenses. however, like English, it also has the past, perfect, and continuous tenses. however, unlike English, it is not studied with a separate name and is studied in the main tense.

English phonetics and Uzbek phonetics are fundamentally different. we know that in English words are not read as they are written. reading has its own rule of law. they differ in the order in which vowels and consonants occur. but in Uzbek it is not like that, it is read as it is written. Uzbek phonetics studies groups of letters, such as voiced, unvoiced, front-back, short-length, and this is the main rule for correct pronunciation. Besides, their plural suffix is represented by s. but with the origin of words, they cause some exceptions, that is, in the etymology of words different from the Uzbek language. for example, there are many words in English such as person and people, woman women, mouse mice. and in Uzbek language there is no change from it.

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VOLUME-1, ISSUE-10

ВАРИАБЕЛЬНОСТЬ СЕРДЕЧНОГО РИТМА У БОЛЬНЫХ ХСН В ЗАВИСИМОСТИ ОТ РЕМОДЕЛИРОВАНИЯ МИОКАРДА

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Актуальность проблемы: Несмотря на последние достижения, хроническая сердечная недостаточность (ХСН) является заболеванием, которое трудно лечить в клинической практике, а смертность остается высокой. Вариабельность сердечного ритма (ВСР) отражает функциональное состояние вегетативной нервной системы и ее влияние на синусовый узел. Вариабельность сердечного ритма (ВСР) может играть важную роль в патофизиологии сердечной смерти при ХСН.

Цель исследования: В исследование включены 30 пациентов с компенсированной ХСН ишемического происхождения. Для анализа ВСР у каждого пациента проводилось 24-часовое холтеровское мониторирование до и через 1 месяц лечения Кораксаном.

Материалы исследования: Пациенты, которые соответствовали критериям включения, перед началом лечения прошли 24-часовое холтеровское мониторирование для анализа ВСР. После проведения суточного холтеровского мониторирования начало лечение кораксаном. Начальная доза кораксана составляла 5 мг два раза в сутки. Если частота сердечных сокращений в покое была < 50 ударов в минуту или у пациента наблюдались признаки или симптомы, связанные с брадикардией, дозу снижали до 2,5 мг два раза в день. Если частота сердечных сокращений составляла от 50 до 60 ударов в минуту, дозу сохраняли на уровне 5 мг два раза в день. Обследовано 40 больных с ХСН (17-мужчин, 23-женщины, средний возраст - 58 ±10 лет). Причиной ХСН у 10 (25%) была артериальная гипертензия, у 12 (31 %) - ИБС, у 18 (44 %) – их сочетание и 20 (50 %) больных перенесли инфаркт миокарда. Средняя доза кораксана составляла 4,5±1,6 мг два раза в день в течение 1 месяца. Приемлемые записи Холтера были собраны для 100% населения как на исходном уровне, так и через 1 месяц.

Результаты. Через 1 месяц лечения кораксаном средние значения ЧСС (80,2 ± 7,5 и 61,67± 4,9, р < 0,0001) Пациенты с устойчивой или неустойчивой желудочковой тахикардией (ЖТ), выявленной при холтеровском мониторировании, имели более низкие значения стандартного отклонения с Аналогичные результаты были получены при сравнении пациентов с ИМ и без

него. Средних нормальных синусовых интервалов (SDANN), чем пациенты без ЖТ. Во всей группе больных ХСН значения SDANN достоверно коррелировали с артериальная гипертензия (SDANN p<0,001, r=0,50). Эта корреляция была сильнее в подгруппе пациентов снизить частоту сердечных сокращений с ИБС (SDANN p=0,002; r=0,51), чем у пациентов без ИБС (SDANN p=0,007, r=0,39).

Выводы. Полученные данные показывают, что соответствующее лечение Кораксаном может не только снизить частоту сердечных сокращений, вызванную гиперактивностью симпатической нервной системы, но и повысить парасимпатическую активность, тем самым улучшая вегетативную регуляцию сердечно-сосудистой системы. Это может снизить риск заболеваемости и смертности у пациентов с длительной ХСН. Необходимы дальнейшие исследования с большим размером выборки для оценки долгосрочного положительного влияния лечения Кораксаном на ВСР у пациентов с ХСН.

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VOLUME-1, ISSUE-10
SPEECH ETIQUETTE AND SPEECH ACTIVITY

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Annotation

This article is devoted to the solution of an important problem ofthe language - the study ofthe functions of speech etiquette in the Russian and Chinese linguistic world-images. Language is a part of culture. Culture includes the regulatory elements such as ideals, moral norms, traditions, customs, etc. Together they constitute social norms of behavior, compliance with which is an essential condition for saving the society as an integrated whole. The purpose of the study is to reveal the linguistic peculiarities of speech etiquette in the Russian and Chinese linguistic world-images. The speech etiquette in different communicative cultures is a subject of the study. In accordance with the purpose and subject of the study, we set the following tasks: • To define the content of speech etiquette in linguistic world-images. • To identify the national and cultural identity of speech etiquette in the Russian and Chinese communication cultures. In the course of the study, we used both empirical and theoretical methods of research. The first group included primarily the methods of the source and text studying, classification and the results analysis. The second group included the analysis method, aimed at investigating the overall dynamics of the subject, the system analysis method, enabling to consider the development and structure of the subject in their relationship by the results of the questioning.

Key words: speech etiquette, speech activity, relationship between speech etiquette and activity, communication of speech etiquette, language, communicative culture

In the process of socialization, the person, becoming a personality and mastering the language more and more thoroughly, knows the ethical rules of relationships with other people, including the speech relationship, in other words, masters the communication culture. For this, it is necessary to be guided in the situation of communication. Everyone tries to fit not onlyin the role attributes of the partner, but also in own social attributes. At the same time, everyone strives to meet the expectations of other people, to approach the "pattern", developed in the minds of the native speakers, to act according to the rules of communicative roles of speaker and hearer.

When talking, everyone tries to build the text in accordance with the stylistic norms, to possess oral and written forms of communication, to be able to communicate closely Specificity of speech etiquette is that it describes both the daily practice and linguistic norm. The elements of speech etiquette are present in the everyday practice of any native speaker, which easily recognizes these expressions in speech and expects their use in certain situations from the interlocutor. On the other hand, speech etiquette can be viewed from the perspective of the linguistic norm. The concept of proper, cultural, normalized speech includes certain representations of the norm in the area of speech etiquette Since the main purpose of verbal communication is the exchange of information, that is, the transmission and perception of a certain sense in the form of one or another speech etiquette, it is necessary to identify the factors that should be considered in the course of this exchange. Some of these factors are defined as the principles of verbal communication, which are mandatory for participants of speech interaction. These include communication maxims presented by Paul Grice as a basic principle of cooperation with the following moments: the Maxim of Quantity, that is, the requirement of sufficient informativity of a statement; the Maxim of Quality, that is, the requirement of truth; the Maxim of Relation, the requirement of compliance of a statement with the topic of communication; the Maxim of Manner, the requirement of clarity, that is, the uniqueness, orderliness, brevity.These maxims reveal the connection of the speakers' purpose with their interests, their assessment of the situation of communication and some other extralinguistic factors Speech actions must meet a number of socially accepted rules of behavior, correlating the hearer's expectations and certain speaker's obligations – the rules of politeness. Some of these rules were characterized by Geoffrey Leech. He proceeds from the fact that the rules or principles of politeness are more important for communication. Speech etiquette of the modern Chinese is an integral part of their traditional spiritual culture. The Chinese speech etiquette stipulates the respect for the people who are elder by age and superior by status, the friendly attitude to the people who are younger by age and status. Moreover, the choice of etiquette expressions is subject to the objective of the role exaltation and the status of the addressee and the detraction of the role and status of the addresser. Violation of this rule indicates the addresser's arrogance and bad manners. The most approximate Chinese equivalent of the Russian word for politeness is translated as "polite behavior". Politeness in modern China has got a new look and new content. Among the etiquette requirements for oral speech, the intonation of statement occupies an important place. When expressing gratitude, the Russians often do not dam up their feelings. The Chinese, on the contrary, avoid straightness and do not show their

emotions, they usually prefer not to express gratitude directly and often use indirect gratitude. However, in comparison with the Chinese, the Russians more often express gratitude. The Chinese, stranded in Russia, are surprised that the Russians say thank you in cases, where gratitude is unnecessary in their view. This applies to both the service sector and other sectors and situations of communication: at work, in the family, in communication with friends, etc. In the Russian community, the role of indirect gratitude is mostly expressed in praise, compliments and wishes. The Chinese use a combination of direct and indirect gratitude more often than the Russians. This allows emphasizing the degree of gratitude and showing the respect for the addressee. For example, in a restaurant the waiter says to the visitor: It's your tea! Ivan: Thank you. The student pays for his schooling in the bank, the operator says: Well, that's all. Student: Thank you. The father and son are talking at home. Father: Tima, we have a little bread, go to the store. Son: Well, Dad, just a moment. Father: Thank you, son. Friends are communicating on the phone. In the Chinese culture, helping and caring are considered so natural for people, staying in close relationships, especially family members, that in such situations it is not accepted to express gratitude, otherwise you may be perceived as a stranger. But in recent years, under the influence of other cultures, family members and familiar people sometimes thank each other, although it is not necessary. In the restaurant and the shop, as already noted, people do not thank because of duties, officially. The Chinese proceed from the fact that gratitude may be no less important than the direct one expressed by words based on the expression of solidarity with the interlocutor. A Chinese proverb, which is literally translated as "kindness without saying thanks", shows exactly this feature of the Chinese speech and behavior .In the Russian speech etiquette, formulas of gratitude are used as an expression of attention. Their main pragmatic purpose is in maintaining relations between the interlocutors. The words "thank you" and "I'm grateful" are partially symbolic in such situations. For example: In the store, the buyer, returning unnecessary things to buy, says: I take just that. The seller says: Thank you. The daughter is going to meet with her friend and her mother gives her advice: Do not forget to take the money for the bus ticket. Daughter: I've taken, thank you. Thus, the gratitude may be either formal or sincere. It is important not to confuse the automatic "thank you" in the fairly formal situations with that one which expresses sincere gratitude, although this distinction is not always easily to establish. In the storeOne can draw attention to the fact that the main Chinese unit, marking gratitude, has also the meaning to admit mistakes, apologize, which gives reason to believe that the Chinese gratitude is semantically closely linked with the idea of admission of guilt. It is also significant

that the Chinese expressions, which are transmitted by the Russian sentences "I am ashamed, I'm embarrassed", are used by the Chinese to express gratitude in certain situations.

Conclusion, this article our analysis of the speech etiquette formulas in the Russian and Chinese communicative cultures showed that they are characterized by both universal traits and national and cultural peculiarities. As noted by our respondents, such a strategy in the Russian society is possible, but in general it is not characteristic of it. In the Russian language, the strategy of approbations of the addressee's actions, which is expressed by means of compliments and praise, is often used. Although the compliment is an indirect expression of gratitude, it is the second additional speech means, a kind of repetition. Sometimes it can be the main and first speech act, expressing the emphatic attention to the interlocutor. The Russians often express the wish after gratitude and the Chinese speak out their care about the partner or willingness to repay for the received kindness. The article has reviewed how conditions of the communication situation (for example, the designation of the characteristics of the addressee's statement) affect the shift in the use of the formulas of speech etiquette. Using the experimental data, we have not attempted to give the assessment in the manner like "right/wrong

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ORATORY SKILLS, ITS TYPES, WAYS AND USING OF THEM

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Annotation

In this article through teaching and mentorship thatphysicians aid in shaping the future of medicine. Therefore, it becomes essential for doctors tomaster the ability to deliver high-quality oral presentations whether they are for largeaudiences or on rounds. We set out to improve our surgical trainee's oratory andpresentation skills via the design and implementation of a novel competitive course in publicspeaking. We hypothesized that implementing an interactive oratory course for trainees wouldresult in an appreciable improvement in presentation skills.

Keywords: oratory skills, confidence, passiom, story telling, eye contact, gesture, team work, presentation

Аннотация

В этой статье врачи помогают посредством обучения и наставничества формировать будущее медицины. Поэтому для врачей становится важным овладеть умением проводить высококачественные устные презентации, независимо от того, предназначаются ли они для большой аудитории или на обходе. Мы намеревались улучшить ораторские и презентационные навыки наших стажеров-хирургов посредством разработки и внедрения нового конкурсного курса по публичным выступлениям. Мы предположили, что внедрение интерактивного курса ораторского искусства для слушателей приведет к заметному улучшению навыков презентации.

Ключевые слова: ораторские навыки, уверенность, страсть, рассказывание историй, зрительный контакт, жест, работа в команде, презентация

Oratory skills play an important role in enhancing the personal and professional success of individuals. You can develop public-speaking skills and practice them regularly. Having excellent public-speaking skills can help professionals to perform better in the workplace. In this article, we learn how to develop oratory skills and explore different ways to become an excellent orator.Oratory skills are the fluency and speaking skills of an individual. Great orators possess several skill sets which allow

them to deliver extraordinary speeches in public. Anyone with excellent speaking skills can become an excellent public speaker.

Here are some essential skills to be a great orator:

Confidence

Having confidence while speaking can make the audience feel you have command and understanding of what you are saying. Confident orators are often more likeable and believable among their audiences. Confidence allows a speaker to deliver relevant content and be clear and concise while speaking. Prepare a basic outline of your entire speech and use your creativity around those outlines before speaking in public.

Passion

Having a passion for what you are speaking can help you give speeches in a convincing and genuine way. Passion increases the authenticity of the content, which leads to the credibility of the speaker among the audience. Speaking in a low voice is usually ideal. With passion, orators can convey their message even while speaking in a very low tone.

Storytelling

Storytelling helps orators to convey their message in a much more efficient way, as the audience is more likely to remember an interesting story. Orators with good storytelling skills keep their audience entertained by allowing them to form an image in their mind, which helps them to memorise the content. Involving storytelling in speeches can show your humane side and increase the interest of the audience.

Eye contact

Making eye contact with the audience while giving a speech can make your personality look more confident and your content more believable. When orators make eye contact with their audience, it can make them more authoritative and believable. Making eye contact with one person at a time can help to engage the focus of the audience in the same direction. Looking someone directly in the eye can make them look back at you and create a sense of connection.

Importance of orating skills

Speaking skills can be an important factor when advancing your career or getting a promotion. With the help of excellent public speaking skills, you can showcase your other skills and abilities. Speaking in front of others with confidence can help in getting noticed and advancing in your career. Orators who can speak fluently in public or in front of any size of the audience often get a chance to lead meetings and presentations.

Here are some more benefits of speaking skills:

• increase self-confidence of the individual

• improve research skills

•enhance the ability to advocate for the right reasons and the causes

•Tips for developing skills of a good orator

Here are some important tips and advice you can consider for developing skills to become an excellent orator:

1. Read and write great speeches

Preparing and reading a well-organised piece of writing can help you develop public speaking skills. Pick any relevant topic and write a five-minute speech on it. Divide your speech into several parts, such as introduction, body and the final conclusion. Introduction includes an overview of the topic you are providing to the audience before heading to the specific details. The conclusion includes final thoughts related to the introduction part of the speech and the body contains the main part of the content.

You can also use the following methods while reading or writing speeches:

structuring sentences to develop an engaging approach

using specific words to create vivid imagery and impact

emphasising certain points with confidence

pausing after certain words or statements for dramatic effect

2. Build confidence

Practice in front of the mirror to ensure you are aware of what you want to say and how you want to say it and prepare accordingly. This can help you grow your confidence. Audiences can decide within a brief time whether the orators are confident enough with their content. You can increase your confidence while speaking with the help of the following steps:

practice short speeches at first, then slowly build your confidence before going for long speeches

select a location where you are more familiar with the people as it can be helpful in making your speeches less stressful

select a topic you are comfortable with and gather as much information as you can

keep all the things together and organise them well before speaking

3. Practice public speaking

Practising public speaking can help you gain the confidence to speak in front of an audience and deliver a more effective speech. It increases your presentation skills
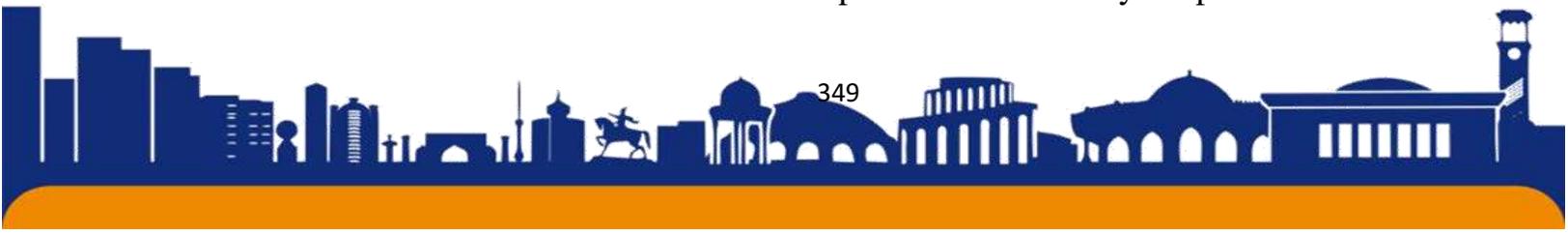
and makes you more familiar with the content that you are going to deliver. You can use the following steps for practising speaking skills:

Use of an orator's skills in the workplace

Here is how you can apply your orating skills according to different situations in the workplace. From conversing with your teammates to pitching potential clients, these skills can help you perform better in many ways. Here are some common uses of excellent public speaking skills:

Team meetings

Professionals who lead team meetings often have excellent public speaking skills. They are able to effectively communicate with their team and lead the staff meeting. If you are a professional working in the management team, then your job may require taking the lead during a meeting. This can be an excellent way to show your leadership and public speaking skills in the workplace.

Official presentations

Many job roles may require giving staff presentations to introduce a new product or project, pitch to a new client or bring changes in the organisation. With the help of good orator skills, you can easily convey information to other professionals at the office. You can utilise both your verbal and non-verbal communication skills while giving presentations.

Sales pitches

The day-to-day duties of many professionals involve making sales pitches for a variety of groups. Effective communication and speaking skills help them to deliver their pitch and demonstrate the company's proposal in a positive way. With the help of good public speaking skills, you can make your pitch more engaging to the clients. This can help the business generate better sales.

Business conferences

Business conferences can be an excellent opportunity to advance in your industry and improve your career prospects. Effective speaking skills can help you give an informative speech, leaving a positive impression on the audience. You can also effectively communicate with different individuals from the industry and expand your business network.

Training

Some job roles involve teaching and training their juniors or teammates. A good public speaker can convey both technical and non-technical concepts in an efficient way. For example, instructors and educators use their speaking skills to provide relevant information to their students.Ways to improve orating skills in the workplace

Here are some of the helpful tips you can follow to improve orating skills in the workplace:

Plan and practice your speech at least once on the day of your speech.

Get a good sleep on the night before your meeting or presentation, as a long and good sleep can enhance your performance by keeping your mind fresh and rejuvenated.Motivate yourself by saying positive things to keep your confidence and motivation up.

Keep only positive thoughts on your mind and have confidence in yourself to perform well.Calm yourself and collect your mind together so that you can put all of your focus on the speech delivery.Dress well and according to the venue as the audience in front of you.Communicate with the audience as your friends.End your speech on a strong and positive note.

To sum up, the development and implementation of a structured course in public speaking andpresentations proved to be effective in developing oratoryskills in surgical residents.Additional InformationDisclosuresHuman subjects: Consent was obtained by all participants in this study. Northwell Health atStaten Island University Hospital Institutional Review Board issued approval Not Applicable.Prior to the initiation of this competition, an IRB waiver was submitted and exemption grantedon the ground that this was considered a quality improvement initiative and fell under thecategory of research being conducted in established or commonly accepted educationalsettings, involving normal educational practices. Animal subjects: All authors have confirmedthat this study did not involve animal subjects or tissue. Conflicts of interest: In compliancewith the ICMJE uniform disclosure form, all authors declare the following: Payment/servicesinfo: All authors have declared that no financial support was received from any organizationfor the submitted work. Financial relationships: All authors have declared that they have nofinancial relationships at present or within the previous three years with any organizations thatmight have an interest in the submitted work. Other relationships: All authors have declaredthat there are no other relationships or activities that could appear to have influenced thesubmitted work.

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VOLUME-1, ISSUE-10
LITERARY NORMS AND SPEECH CULTURE

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ANNOTATION:

Speech culture studies the literary norm in order to define the boundaries and means of cultural speech with a specific purpose. Therefore, the field of speech culture evaluates and monitors literary language and its normative system

Key words: Literary norms, speech culture, interplay between literary norms and speech culture, balancing tradition and innovation

Literary Norms:

When we talk about literary norms, we're essentially referring to the accepted conventions and standards within a given language for writing and creating literary works. These norms encompass grammar, vocabulary, punctuation, style, and overall linguistic conventions that are widely recognized within a particular literary tradition. They can vary greatly from one language or culture to another, and can also evolve over time.

In English literature, for example, we have specific norms associated with different periods. The language of Shakespeare, the Romantic poets, the Modernist writers, and contemporary authors each reflect distinct literary norms that have shaped the development of the language and its literature.

Speech Culture:

Speech culture, on the other hand, encompasses the collective linguistic behaviors, manners, and customs associated with verbal communication within a particular community or society. It is essentially the way people speak and interact with each other in a given cultural context.

This includes factors like politeness, formality, use of greetings, turn-taking in conversations, non-verbal communication, use of slang and idiomatic expressions, and much more. Speech culture can vary widely across different regions, social groups, and age demographics.
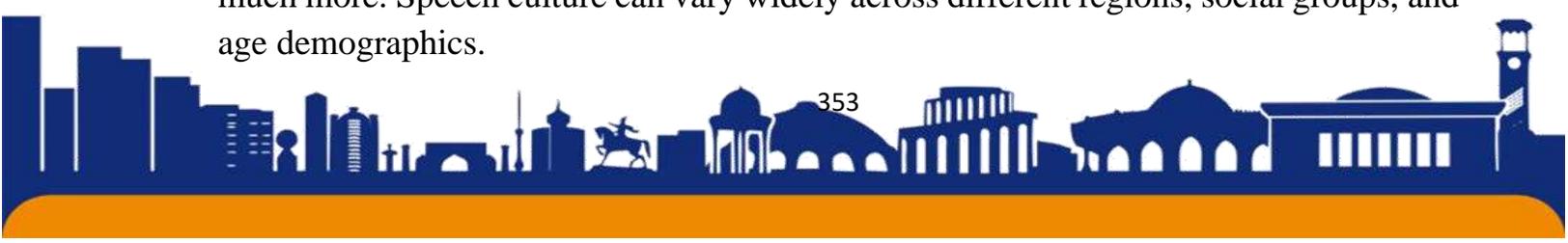
Interplay Between Literary Norms and Speech Culture:

The relationship between literary norms and speech culture is a fascinating one. Literary norms often draw from and reflect the speech culture of their time and place, while also influencing it in return.

For instance, certain literary works may popularize specific phrases or expressions, which then become integrated into the speech culture of the broader population. Similarly, changes in speech culture can influence literary norms, leading to shifts in language use and stylistic conventions in literature.

Balancing Tradition and Innovation:

When it comes to literary norms and speech culture, there's an intriguing balance between tradition and innovation. On one hand, literary norms often seek to preserve and uphold linguistic traditions, ensuring the continuity of a language's literary heritage. On the other hand, speech culture is dynamic and constantly evolving, leading to the emergence of new linguistic trends, expressions, and communicative styles.

This interplay adds layers of complexity and richness to the ways in which language is used and expressed, both in written works and in everyday communication. It's a bit like a dance between the established rules and the spontaneous creativity of language.

The Role of Technology and Globalization:

In today's interconnected world, technology and globalization play significant roles in shaping both literary norms and speech culture. The internet, social media, and digital communication platforms have given rise to new forms of language use, such as emojis, acronyms, and internet memes, which have seeped into both literature and everyday speech.

Furthermore, globalization has led to the widespread exchange of linguistic influences, leading to the integration of words, expressions, and speech patterns from diverse cultures into various literary works and speech communities.

Embracing Diversity and Fluidity:

In exploring literary norms and speech culture, it's important to embrace the diversity and fluidity of language. Language is a living, breathing entity, constantly influenced by myriad factors such as history, culture, technology, and human interaction. As such, it's vital to appreciate the richness of linguistic diversity and the ways in which literary norms and speech culture continue to evolve and intersect in our ever-changing world.

So, as language users, whether in writing or speaking, we navigate this wonderfully complex landscape of literary norms and speech culture, drawing from tradition and innovation, and celebrating the dynamic nature of language itself!

In conclusion:

Most linguists have come to conclusion that language and culture are two inseparable, integral and inextricable concepts that none can understand or evaluate the one without the other. Language and culture serve each other in a way or another, and they are both in a controversial interaction.

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RULES OF HOSPITALITY IN ENGLISH AND UZBEK

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ANNOTATION:
The indigenous people of Central Asia have always been famous for these golden foundations of eastern being
KEY WORDS: -.warm and freindly reception,offering refreshments,respect for privacy ,good conversation

English Culture:

In English culture, the concept of hospitality is deeply ingrained and carries with it a range of traditional norms and customs. Whether it's inviting guests into one's home for a meal or providing a warm welcome to visitors, there are several key principles that shape the rules of hospitality in England.

1. Warm and Friendly Reception: Hospitality in English culture often involves offering a warm and friendly reception to guests. This can include welcoming gestures, such as a handshake, a smile, or a hug, depending on the level of familiarity with the guest.

2. Offering Refreshments: It's customary to offer refreshments to guests upon their arrival. This can range from a simple cup of tea or coffee to a more elaborate spread of snacks or a full meal, depending on the time of day and the nature of the visit.

3. Respect for Privacy: While being welcoming, there is also a strong emphasis on respecting the privacy and personal space of guests. This includes allowing them to settle in comfortably and providing them with their own space when needed.

4. Good Conversation: Engaging in pleasant and meaningful conversation is an integral part of hospitality in English culture. Whether it's discussing current events, sharing stories, or simply catching up, lively and respectful conversation is highly valued.

5. Thanking the Host: Guests are expected to express gratitude to the host for their hospitality. This may be done verbally, with a thank-you note, or even a small token of appreciation, such as flowers or a box of chocolates.

Uzbek Culture:

In Uzbek culture, the rules of hospitality carry their own unique significance, reflecting the traditions and values of the region. Hospitality, or "mehmondo'stlik," is regarded as a sacred duty and is deeply rooted in Uzbek customs and social norms.

1. Generous Welcome: Uzbek hospitality is characterized by a generous and warm welcome extended to guests. Upon arrival, guests are typically greeted with enthusiasm and sincerity, often with a traditional hand-to-heart gesture as a sign of respect.

2. Traditional Treats: Offering traditional treats and refreshments is an important aspect of Uzbek hospitality. This may include serving guests with delicacies such as plov (a rice dish), various types of bread, sweets, and, of course, fragrant green tea, a staple of Uzbek hospitality.

3. Respect for Elders: There is a strong emphasis on showing respect to elders and guests in Uzbek culture. It is considered a fundamental duty to honor and prioritize the needs and comfort of visitors, especially older individuals.

4. Honoring the Guest's Wishes: Hosts often strive to accommodate the wishes and preferences of their guests, ensuring that they feel comfortable and welcomed. This can include providing a place to rest, arranging for transportation, and offering guidance and support as needed.

5. Expressions of Gratitude: Guests typically express gratitude for the hospitality extended to them. This may be done through words of thanks, offering gifts, or by reciprocating the hospitality when the host visits their home.

Cultural Similarities and Appreciation of Differences:

Despite the uniqueness of the rules of hospitality in English and Uzbek cultures, there are shared themes of warmth, generosity, and respect for guests that underpin both traditions. Both cultures place a strong emphasis on creating a welcoming environment for visitors, valuing meaningful interactions, and expressing gratitude for the hospitality received.

It's truly captivating to explore the diverse ways in which different cultures express the art of hospitality, reflecting the richness and beauty of human interaction across the globe.

IN CONCLUSION:

The rules of hospitality in English and Uzbek cultures represent rich tapestries of tradition, emphasizing warmth, respect, and generosity towards guests. While each culture has its unique customs and practices, there are common threads that weave through both traditions, reflecting the universal values of hospitality and human connection.

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SPEECH CULTURE AND ART OF ORATOTRY

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ANNOTATION:
In its gnoceological aspect "speech culture" is a special area of linguistic knowledge, a scientific discipline containing definite units, subunits and rules devoted to that field of linguistics

KEY WORDS: - Historical significance,Cultural Considerations, Artistic elements,Modern implication

Speech Culture and Art of Oratory:

When we talk about the relationship between speech culture and the art of oratory, we're essentially examining the way in which public speaking and expressive communication intersect with the linguistic customs and behaviors of a given society. The art of oratory, as we know, involves the skillful and persuasive use of language in public speaking, often with the aim of influencing or inspiring an audience.

Historical Significance:

Throughout history, the art of oratory has played a pivotal role in shaping public discourse, rallying communities, and disseminating ideas. In ancient Greece and Rome, for example, oratory was held in the highest regard, with famous orators such as Demosthenes and Cicero leaving an indelible mark on the art of public speaking. Their speeches, rich in rhetorical devices and persuasive language, not only shaped the political and cultural landscape of their times but also became enduring examples of the power of skilled oratory.

Influence on Speech Culture:

The art of oratory has had a profound influence on speech culture throughout the ages. Powerful oratory has the ability to captivate, inspire, and mobilize audiences, often leaving a lasting impact on the language and discourse of a society. In this sense, the style and rhetoric of skilled orators have contributed to shaping linguistic customs,
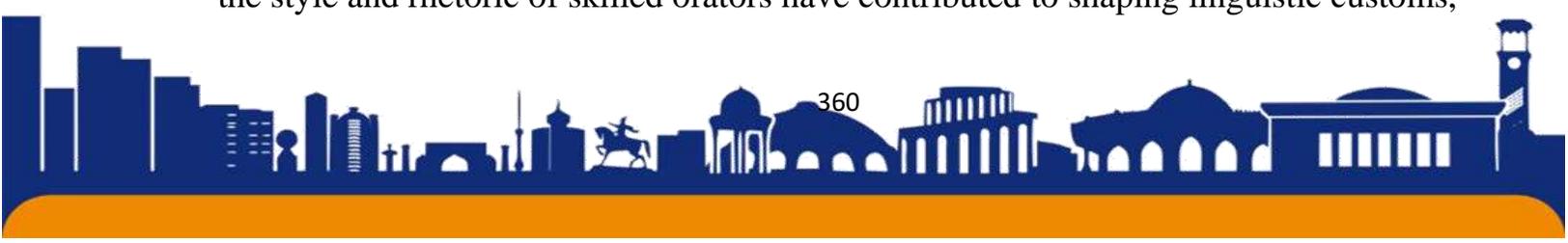
influencing the use of persuasive language, rhetorical techniques, and even the cultivation of particular speech patterns within a given culture.

Cultural Considerations:

Speech culture and the art of oratory are closely tied to the cultural norms and values of a society. Different cultures place varying emphasis on the importance of public speaking, the use of figurative language, storytelling traditions, and the role of emotion in communication. For instance, some cultures may value direct, assertive speech, while others may place greater importance on metaphorical expression and the use of proverbs.

Artistic Elements:

The art of oratory is, at its core, a form of artistic expression. Just as a painter uses brushstrokes to create a masterpiece or a musician employs notes to convey emotion, the orator crafts language to evoke specific responses from their audience. This involves not only the content of the speech but also elements such as tonality, pacing, gestures, and non-verbal cues, all of which are influenced by the speech culture of the orator and their audience.

Modern Implications:

In today's world, the art of oratory continues to hold sway, though the mediums through which it is expressed have evolved. Public speaking, whether in political oratory, motivational speeches, or TED talks, remains a potent force in shaping public opinion and inspiring change. Additionally, the advent of digital platforms and social media has opened up new avenues for expressive communication, leading to the fusion of traditional oratory with the demands of a digital speech culture.

Embracing Diversity:

As we explore the link between speech culture and the art of oratory, it's important to embrace the diversity of expressive communication styles found across different cultures and communities. Just as there is beauty in the variety of artistic expression, there is richness in the diverse forms of oratory and speech culture found around the world.

Through the art of oratory, skillful speakers can weave language into a tapestry of persuasion, motivation, and emotional resonance, all while respecting and drawing from the nuanced speech cultures within which their craft is situated.

In Conclusion:

Oratory, the rationale and practice of persuasive public speaking. It is immediate in its audience relationships and reactions, but it may also have broad historical repercussions. The orator may become the voice of political or social history.

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