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O‘RTA MAXSUS TA’LIM VAZIRLIGI
O‘ZBEKISTON RESPUBLIKASI JAMOAT XAVFSIZLIGI
UNIVERSITETI
TILLARNI O‘RGANISH KAFEDRASI

«Nomutaxassis tinglovchi va talabalarga chet tilni o‘qitishning samarali metodikalari»

mavzusidagi respublika ilmiy-amaliy konferensiyasi materiallari to‘plami

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O‘zbekiston Respublikasi Prezidentining 2021-yil 19-maydagi “O‘zbekiston Respublikasida xorijiy tillarni o‘rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to‘g‘risida” PQ-5117-sonli Qarori, O‘zbekiston Respublikasi Vazirlar Mahkamasining 2021-yil 19-maydagi “Xorijiy tillarni o‘rganishni ommalashtirishni samarali tashkil etish chora-tadbirlari to‘g‘risida”gi 312-son qarori ijrosi sifatida 2024-yil 9-aprel kuni “Nomutaxassis tinglovchi va talabalarga chet tilini o`qitishning samarali metodikalari” mavzusida respublika ilmiy-amaliy konferensiyasi yuzasidan to‘plam tuzildi.

Mazkur to‘plam nomutaxassis tinglovchi va talabalarga chet tilini o`qitishning samarali metodikalariga bag‘ishlangan bo‘lib, unda chet tilini o‘qitishning turli metodikalari mavzusidagi respublika ilmiy-amaliy konferensiyasi materiallari jamlangan. To‘plamda chet tilini o‘qitish bo‘yicha respublikamizda qizg‘in ijodiy faoliyat olib borayotgan metodist-olimlarning qimmatli fikrlari va tavsiyalari tinglandi, nofilologik yo‘nalishda tahsil olayotgan tinglovchi va talabalarni o‘qitish chog‘ida vujudga kelayotgan turli vaziyat va muammolarning yechimi borasida

fikr almashilgan va shu kabi masalalarga bag‘ishlangan maqola va tezislar jamlangan.

Konferensiya materiallari tilshunoslar, yosh tadqiqotchilar, kursantlar hamda chet tilini o‘qitish va o‘rganishga befarq bo‘lmagan kishilar uchun foydali bo‘ladi deb umid qilamiz.

To‘plamga kiritilgan maqola va tezislarning mazmuniga mualliflar javobgar.

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Kirish so`z

Bugungi kunda ilm-fan taraqqiyotini hamda mamlakat hayotini xorijiy tillarsiz tasavvur qilish mushkul. Yurtboshimiz tomonidan OTM bitiruvchilariga nisbatan o‘z ona tilini mukammal bilish talabidan tashqari, “kamida 2 ta xorijiy tilni mukammal bilish” talabi qo‘yilganligi ham bejiz emas, chunki zamonaviy dunyo va geosiyosiy, ijtimoiy-iqtisodiy, ma`naviy-madaniy taraqqiyot va integratsiya bugungi kun shaxsi oldida chet tillarni chuqur bilish va shaxsiy hamda kasbiy maqsadlarda foydalana olish ehtiyojini vujudga keltirmoqda. Shu ma`noda bugun filologik va nofilologik ta`lim muassasalarida chet tillarini zamon talablari darajasida o`qitish zarurati namoyon bo`lmoqda.

Eslatib o`tish joizki, O‘zbekiston Respublikasi Prezidentining 2021-yil 19-maydagi “O‘zbekiston Respublikasida xorijiy tillarni o‘rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to‘g‘risida” PQ-5117-sonli qarori, O‘zbekiston Respublikasi Vazirlar Mahkamasining 2021-yil 19-maydagi “Xorijiy tillarni o‘rganishni ommalashtirishni samarali tashkil etish chora-tadbirlari to‘g‘risida”gi 312-sonli qarori hamda Yevropa Kengashining “Chet tilini egallash umumevropa kompetensiyalari: o‘rganish, o‘qitish va baholash” to‘g‘risidagi umume’tirof etilgan xalqaro me’yorlari (CEFR – Common European Framework of Reference)ga muvofiq qayta ishlab chiqildi.

Yana alohida qayd etish lozimki, Vazirlar Mahkamasining “Chet tillar bo‘yicha ta’limning barcha bosqichlari bitiruvchilarining tayyorgarlik darajasiga qo‘yiladigan talablar” ga ko‘ra oliy ta’lim muassasalarining ixtisosligi chet tili bo‘lmagan fakultetlari bakalavriat bosqichi bitiruvchilari to‘rt yillik tahsillari nihoyasida o‘rgangan chet tili bo‘yicha B2 darajani egallashlari lozim. Albatta, bu darajani egallash uchun o`zaro ikki tomonlama – ham pedagog, ham til o`rganuvchi hamkorligida amalga oshiriladigan innovatsion metodikani tanlash va amaliyotga joriy qilish maqsadga muvofiq bo`ladi.

**“Nomutaxassis tinglovchi va talabalarga chet tilini o`qitishning samarali metodikalari”** deb nomlangan mazkur Respublika ilmiy-amaliy konferensiyasi ham aslida shu muhim maqsadga – nofilologik yo`nalsh bo`lmish harbiy OTMda,

xususan, Jamoat xavfsizligi universitetida chet tilini o`qitishni takomillashtirish muammosi va uning amaliy yechimlarini taklif etishga bag`ishlangan.

Kuzatishlar shuni ko`rsatmoqdaki, bugungi kunda chet tili o`qitishda ixtisoslik xususiyatlaridan kelib chiqib, "**Chet tili maxsus maqsadlar uchun**" tamoyillariga va kommunikativ, integrativ kompetentlik yondashuvlariga asoslanish maqsadga muvofiqdir.

Bunda **kommunikativ faoliyatga yo‘naltirilgan yondashuv –** ta’limning rivojlantiruvchi, funksional va kommunikativ xususiyatlariga ega bo‘lib, ta’lim jarayonida bilish faolligini oshirishga ko‘maklashadi. Ta’lim jarayonida mazkur yondashuv kursantlarda refleksiya, o‘z-o‘zini rivojlantirish, namoyon etishga ko‘maklashadi; chet tili ta’limini madaniyatlararo muloqot sifatida tashkil etishga; dars jarayonida o‘qituvchi kursantlarning o‘zaro teng huquqli ishtirokchi sifatida o‘zini namoyon etishlarini ta’minlaydi; ta’limning interaktiv shakllarini qo‘llash; kursantlarda yangi til malakalari, sotsio-madaniy bilimlar, amaliy malakaviy ko‘nikmalarni mustaqil egallashni rivojlantirish ko`zda tutiladi.

Harbiy oliy ta`lim muassasasida tahsil olayotgan tinglovchi va talabalarni chet tiliga o`rgatishda yana bir dolzarb yo`nalish – **integrativ yondashuv** bo`lib, turli fanlardan olingan bilimlar, ko‘nikma, malaka va tajribani hisobga olish, tayanish, integratsiya qilish, chet tilida kommunikativ, kasbiy kommunikativ, ijtimoiy kompetentlikni baravar rivojlantirishni nazarda tutadi.

Mutaxassislarimiz ixtisoslik spetsifikasidan kelib chiqib, jahonda chet tili o`qitishda yuqori samarador sanalgan yana boshqa ko`plab yondashuvlarni ham taklif qilishmoqda. O`ylaymizki, bugungi anjumanda aynan shunday uslubiyot muhokamaga tortiladi va bu mavjud metodik muammolarning yechimiga aylanadi.

Anjuman ishiga omad tilaymiz!

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РОЛЬ ИНОСТРАННЫХ ЯЗЫКОВ В ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ СОТРУДНИКА ТАМОЖЕННЫХ ОРГАНОВ

Аннотация. В статье рассматривается вопрос необходимости изучения иностранного языка в сфере таможенной деятельности. Автором предлагается дифференцированный подход обучения иностранного языка, который будет отличаться существенными особенностями от других методов обучения.

Ключевые слова: иностранный язык, коммуникация, креативное мышление, дифференцированный подход, повышение квалификации, тренинг, семинар, проект.

Основные усилия системы профессионального образования в Узбекистане сегодня направлены на подготовку квалифицированных работников, способных к эффективной работе по специальности на уровне мировых стандартов, готовых к постоянному профессиональному росту, социальной и профессиональной мобильности.[2]. Поэтому в числе важнейших направлений следует назвать работу с сотрудниками таможенных органов в процессе их повышения квалификации.

Современная система обучения иностранному языку характеризуется тем, что, во-первых, практическое владение иностранным языком стало

насущной потребностью широких слоев общества, и, во-вторых, общий социальный контекст создает благоприятные условия для дифференциации обучения иностранному языку. С реализацией новой языковой политики связано создание гибкой системы выбора языков и условий их изучения, а также вариативной системы форм и средств обучения, отражающих современное состояние теории и практики обучения.

Изучение иностранного языка в современном мире – это один из самых важных составляющих моментов в профессиональной деятельности каждого человека. Иностранный язык является не только средством коммуникации, но и условием успешного взаимодействия, как отдельных людей, так и различных стран мира в условиях экономической, политической, военной и культурной интеграции.

В условиях расширения связей с зарубежными странами и интернационализации научных знаний особое значение приобретает хорошо организованная система международной информации, нормальное функционирование которой немыслимо без специалистов, владеющих иностранными языками, способных быстро извлекать информацию из иностранных источников без переводчика, излагать её на родном языке, использовать в научной работе, а также в практической деятельности.

Система образования тесным образом связана с теми социально-экономическими и политическими условиями, в которых она существует. Усиление конкуренции по разным направлениям является неотъемлемым фактором глобализации и характеризует современное развитие мирового рынка образования. Растёт конкуренция между университетами. Увеличивается борьба за студентов между вузами внутри страны и на межгосударственном уровне.

Глобализация рынка стала возможна благодаря либерализации рынков образовательных услуг. Нынешняя молодёжь стремится и добивается больших успехов в любой сфере жизнедеятельности благодаря знанию иностранного языка. Сегодня студенты выдвигают новые требования к

преподаваемым дисциплинам. Наблюдается резкий рост рейтинга таких предметов, как компьютерная грамотность и иностранный язык, особенно английский. На вопрос, какими навыками должен обладать современный специалист, ответы распределились следующим образом: умение работать с компьютером – 91%, владение иностранным языком – 84%, умение выражать мысли в устной и письменной форме – 56%, умение работать в команде – 24%, коммуникабельность – 22%. [1, с.13]

Нужно отметить, что под давлением рынка набор навыков и качеств специалиста будет изменяться и дальше. И поэтому, преподаватели образовательных учреждений должны ставить себе высокую планку, чтобы не отставать от нынешней молодёжи и идти в ногу со временем и работать над собой, повышая свою квалификацию.

Изменения в экономической среде приводят к необходимости профессиональной переориентации специалистов на разных этапах их карьеры, освоения новых областей деятельности, изменения карьеры и т. п.

В Таможенном институте функционирует факультет переподготовки и повышения квалификации кадров, где разработан высший курс по подготовке руководящего состава.

В институте регулярно проводятся различные семинары и тренинги в рамках проектов Всемирной таможенной организации, Международного агентства по атомной энергии, Азиатского банка развития, Управления ООН по наркотикам и преступности (UNDP), «Экспортный контроль и безопасность границ EXBS» (США), программы БОМКА ЕС и др. Для участия в такого рода мероприятиях, обсуждениях многих проблем, с участием зарубежных партнёров, требуется успешное владение иностранным языком, что на данный момент является актуальным в сфере таможенного дела.

А повышение квалификации в свою очередь, должно носить системный характер и предполагать со стороны организаторов курсов участие на семинарах, выезды на стажировки за рубеж, составляя при этом совместные

программы и проекты и пр. Кроме этого, целесообразно практиковать приглашение зарубежных учёных и специалистов для проведения курсов и семинаров, привлекать высококвалифицированных преподавателей, имеющих высокий уровень языкового педагогического образования.

Имеется тенденция привлекать на курсы по повышению квалификации носителей языка, что поддержит мотивацию к изучению языка.

Модернизация системы образования предполагает модель специалиста, готового к инновационной, творческой самореализации в профессиональной деятельности. Современному специалисту, чтобы справляться с возложенными на него функциями, для его профессионального развития и карьерного роста, также необходимо креативное мышление и умение преподносить свои идеи на иностранном языке.

Предложения и выводы.

Для обучения сотрудников имеет место дифференцированный подход обучения, который должен отличаться несколько другими особенностями и методами преподавания:

- обучение должно строиться исходя из уровня владения иностранного языка;
- важно учитывать имеющийся индивидуальный опыт человека, в том числе опыт освоения родного языка и владения им. Известно, что освоение любого языка, как родного, так и иностранного, требует использования практически всех аспектов индивидуального опыта человека, а обучение иностранным языкам важно строить, постоянно проводя аналогии с родным языком;
- обучение должно быть интересным и разнообразным (прежде всего по форме и использованию различных способов мышления и восприятия, познавательным позициям);
- вокруг изучающих иностранный язык важно выстраивать языковое окружение;
- полезно, изучая новый материал, сразу применять полученные знания в реальной жизненной ситуации (или смоделированной);

- в распределении различных языковых видов деятельности приоритет следует отводить реальной разговорной практике, чтобы постоянно создавать жизненные ситуации приобретения конкретного личностного опыта. Обучать чтению и письму тоже желательно через призму говорения;
- групповое обучение обладает значительным преимуществом перед индивидуальным, так как позволяет организовать многомерную коммуникацию и переходы с позиции «обучаемого» в позицию «обучающего»;
- необходимо больше использовать возможности позитивной обратной связи от участников группы и преподавателя, стараться закреплять только позитивные результаты обучения.

Для проведения комплексных научных исследований по актуальным проблемам обеспечения экономической безопасности страны, в части, касающейся совершенствования таможенного контроля, правового и информационно-технического обеспечения таможенной деятельности, в целях внедрения результатов научных разработок в деятельности таможенных органов важно вести сотрудничество с ведущими зарубежными образовательными учреждениями. Посредством обмена опытом, повышения квалификации и прохождения стажировки непосредственно на иностранном языке сотрудник таможенных органов осуществит самореализацию и закрепление практических навыков по основному направлению своей деятельности.[3]

Обучение, связанное с профессиональной деятельностью, предполагает повышение квалификации, решение новых профессиональных задач, приобретение коммуникативных умений и навыков, обучение пользованию компьютером, освоение новых технологий и оборудования, умение руководить или управлять, наличие профессиональной грамотности, изучение профессионального иностранного языка и приобретение прочих профессиональных знаний.

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THE ROLE OF FOREIGN LANGUAGES IN THE ACTIVITIES OF THE CUSTOMS AUTHORITIES OF THE REPUBLIC OF UZBEKISTAN

ANNOTATION. This article will talk about today's reforms in the field of Customs, the role and importance of foreign languages in the activities of customs authorities. In addition, it is possible to find answers to questions about what is being done and what we need to introduce in order to increase the potential of Customs Service Employees for foreign languages.

Key words: national customs system, foreign investment, decree, economic growth, foreign language, foreign country, economic relations, customs authorities,

developed countries, export potential, foreign experience, material and moral incentive.

Today it is known that the Republic of Uzbekistan pays great attention to the further improvement of the national customs system. The main goal of this is to accelerate national economic growth and ensure economic stability throughout the country. As a clear proof of this, we can cite one of the main tasks of the decree of the president of the Republic of Uzbekistan Shavkat Miramanovich Mirziyayev “On the strategy of Uzbekistan-2030” dated September 11, 2023, PD-158, establishing a place among countries whose income is higher than the average through sustainable economic growth. This directly imposes personal responsibility on each of the employees of the customs authorities. Among several factors in achieving a stable growth of the economy, the attraction of foreign investment is the main one.

The reforms carried out on the implementation of such tasks as attracting foreign investments, establishing economic relations with foreign countries, creating favorable conditions for the growth of the export potential of our country, and sending employees abroad to improve their skills and experience in order to learn the foreign experience, in itself, the task of fluently speaking foreign languages on the shoulders of a new.

Therefore, it will not be an exaggeration to say that excellent knowledge of Russian and English is becoming common among employees of the national customs system of the Republic of Uzbekistan. But the fact that among the most developed countries in the field of Customs, the presence of such countries as Europe, such as Germany, France and Italy, as well as the economic ties of our country with South Korea, Japan, and, obviously, China from the countries of the East, further strengthens the position of the foreign language in customs activities.





In addition, according Article 8 of the law of the Republic of Uzbekistan "On Customs Service" No. 502, that is, the transfer of goods and vehicles among the obligations of the customs authorities, as well as the timely notification of individuals and legal entities on their rights and obligations during the passage of the customs border of the Republic of Uzbekistan, it also It may not seem like a big deal, but the customs officer must also carry out a "verbal conversation" form of customs control in his communication with entrepreneurs and with foreign citizens. It is impossible to do this through modern technologies. In this regard, the supply of personnel corresponding to all-round requirements remains an urgent issue. Most of the tasks set out in the decision of the president of the Republic of Uzbekistan on November 2, 2018 in presidential degree No 3995 Sol "On the radical improvement of the customs personnel training system of the Republic of Uzbekistan" are to apply the foreign experience in our country.

For example, in the section "Improving the educational and methodological process" of this decision, the introduction of a modern system of language teaching using advanced methods of learning of foreign languages, which are in high need in international practice, and the introduction of joint educational programs with leading foreign specialized educational institutions for undergraduate and graduate courses are prescribed. As a result of these reforms, the ranks of graduates of the customs Institute, who have returned and are studying in graduate courses at universities in a foreign country that today is in the top hundred of the world, are growing. They are gaining knowledge in developed countries of the world (Japan, Korea, England and etc). In addition, our honored President Shavkat Miromonovich, through decree No 122 of April 27, 2022, was given the following task: to study advanced foreign experience in the field of customs work and training of customs officers and their professional development, to prepare proposals for their introduction in the Republic of Uzbekistan.

From the above, it can be said that today a slight increase in the opportunities given to the customs system is expanding, as well as decent requirements are being made for the defenders of economic security. To do this, it would be advisable to

place cadets with high foreign language potential in the system to work in organs with a greater need for a foreign language, attach other employees to employees who can speak a foreign language fluently, and create an easy environment for learning a foreign language. It is possible to achieve the intended goal even with the material and spiritual stimulation of high-level holders in certificates of knowledge of a foreign language. Taking advantage of the opportunities created in our country is one of the most basic tasks of today for every younger generation.

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INGLIZ VA O‘ZBEK TILLARIDA XUSHMUOMALALIK KATEGORIYASINING LISONIY BIRLIKLARI

Annotatsiya. Ushbu maqolada xushmuomalalik kategoriyasinining nutqda turli xil leksik birliklar orqali ifodalanishi va ularning nutqda qo‘llanilishini ochib beradi.

Kalit so‘zlar: please, iltimos, iltimoskorona, marhamat, pleasingly

Ma’lumki, insonning boshqa odamlar bilan muloqot qilishi uchun lisoniy birliklardan to‘g‘ri foydalanishi uning nutqi, ijodiy qobiliyatlari va muloqotining tegishli vaziyatlarda muvaffaqiyatli yakunlanishiga asos bo‘ladi. Jumladan, nutqda xushmuomalalik kategoriyasining faol leksik birliklari qo‘llanilishi nutq uchun yanada foyda keltiradi. Masalan: ingliz tilida barcha xushmuomalalik maksima turlarida xushmuomalalikni maksimallashtirish maqsadida *please* leksik birligi faol qo‘llanilishi bunga dalil bo‘la oladi. Ingliz tili *please* birligi quyidagicha izohlanadi:

PLEASE – ingliz tilida so‘rov qilishda xushmuomalalik va hurmatni bildirish uchun ishlatiladigan so‘z. «*If you please*» yoki «*if it please(s) you*»dan olingan o‘timsiz, ergativ shakl bo‘lib, bu, o‘z navbatida, fransuzcha «*s’il vous plait»*ning kalkasi bo‘lib, u odat o‘rnini egallagan. Keyinchalik bu so‘z o‘zining intonatsiyasi va u qo‘llanilgan shaxslar o‘rtasidagi munosabatlarga asoslangan holda sezilarli tus oldi. Qisqartirishning aniq vaqti noma’lum bo‘lib, ammo ta’kidlanganidek, bu shakl Uilyam Shekspir asarlarida «*please you*»[6]tarzida tez-tez qo‘llanilishi kuzatilgan: – *Will it **please you** to see the Epilogue or to hear a Bergomask dance between two of our company* (Shakespeare. A Midsummer Night’s Dream); – *If it*

*shall **please you** to make me a wholesome answer, I will do your mother's commandment: if not, your pardon and my return shall be the end of my business* (Shakespeare. A Midsummer Night's Dream). Bu iboraning «*May it please the court*» tarzida o'zgarishi sud jarayonida sudyalarga murojaat qilgan advokatlar uchun rasmiyatchilik sifatida qo'llanilib kelinmoqda: – *Thank you, Your Honors, good morning, **may it please the Court**, counsel, my name is* … [1; 2013].

Ingliz tilida *«please»* so'zining kelib chiqishini quyidagi jadval misolida izohlaymiz:

2.1- jadval. *Please* so'zining batafsil kelib chiqishi

Detailed word origin of «please»		
Dictionary entry	**Language**	**Definition**
Platessa	Latin (lat)	(Late Latin) *flatfish, plaice*.
Pladisse	Old French (fro)	
Plaisen	Middle English (enm)	
Please	English (eng)	(intransitive, ergative) *To desire*; *to will*; *to be pleased by…* (transitive) *To make happy or satisfy*; *to give pleasure to*.

Bu so'zdan *pleasable, pleasedly, pleaser, displease, pleasantry, pleasure, displeasure, pleasant, unpleasant, pleased, displeased, pleasing, displeasing, pleasurable, pleasantly, unpleasantly, pleasantness, pleasingly, pleasurably* kabi leksik birliklar hosil bo'lgan va nutqda zarur o'rinlarda qo'llaniladi.

Ingliz tili sohiblari odatiga ko'ra, *please* so'zi ma'nosini kuchaytirish uchun takror ham qo'llanilishi og'zaki nutqda uchraydi:

– *«I want to go, Judy—**please, please**! »* (Men borishni xohlayman, Judy iltimos, iltimos!) (Annie Hamilton Donnell. Judith Lynn; A Story of the Sea); *«Mamma» she said, flushing hotly and turning quickly to her, **«please, please, please»** don't say anything about that. I know, I know all about it* (Ona, – dedi u qizarib va tezda unga o'girildi, iltimos bu haqda hech narsa aytmang, bilaman, hammasini bilaman (Lev Tolstoy. Anna Karenina); *So **please please** think of contributing* (Iltimos, hissa qo'shishni o'ylab ko'ring); *Anyway, **please please please** go and check out the competition* (Iltimos, takliflarni, raqobatni ko'rishga harakat qiling). Bu esa o'zbek tilida kuzatilmaydi, chunki bunday nutqiy vaziyatlarda iltimos so'zini qayta-qayta aytish o'zbek xalqi odatlariga xos emas.

Please so'zi bilan keladigan ibora va idiomalar: *eager to please* (mamnun/rozi qilishga harakat qilmoq); *what ... pleases* (aynan xohlaganidek); *as much as you please* (xohlaganingizcha); *as you please* (sizga qanday yoqsa, shunday); *do as you please* (qanday xohlasang, shunday bajar); *if you please* (agar xohlasang); *Please be assured that* (Sizni ishontirib aytamanki…); *please be seated* (marhamat, o'tiring); *please do not hesitate to* (iltimos); *please eye* (ko'zni quvontirmoq); *please kindly* (iltimos); *please taste* (ta'biga xos tanlov); *please will you* (iltimos); *please your honor* (ruxsatingiz bilan); *please your honour* (ruxsatingiz bilan); *will you please* (iltimos); *would you please* (iltimos); *please refer to* – (…ga qarang); *Please refer to* – (Qarang); *please God* (idiom) – xudo xohlasa (*It'll be finished by New Year, **please God**. – Bu **xudo xohlasa** Yangi yil bayramigacha tugatiladi*); ***please yourself*** (idiom) – xohlaganing *(«I can't stand this place - I'm going home». «**Please yourself**» – «Men bu yerga chiday olmayman - men uyga ketmoqchiman» «**Xohlaganing**»*); ***pleased with yourself*** (idiom) – og'zi qulog'ida (*Tom's looking very **pleased with himself** today. – Tom bugun juda **og'zi qulog'ida***).

Please so'zi o'zbek tiliga ***iltimos*** yoki ***marhamat*** tarzida tarjima qilinadi. Shu bois o'zbek tilidagi ushbu so'zlarning lisoniy xususiyatlari borasida to'xtalmoqchimiz:

Iltimos [a. التماس – o'tinch, iltimos; afv, kechirish] – 1) biror muddaoni (maqsad, istakni) qondirish haqida kimsaga qilingan murojaat, so'rov [2; 1981].

Masalan: – *Amirzodam hozir behad bandlar, mavlono, balki iltimosingizni menga aytursiz? (П.Қодиров, Юлдузли тунлар)*; 2) shunday so‘rash, talabni qayd etuvchi murojaat shakli. Masalan***: Iltimos,*** *koridorga tupurilmasin* ***(S.Siyoyev,Yorug‘lik); – Iltimos,*** *siz qoling, – dedi Gavhar yana yalinib* (Ў.Ҳошимов. Қалбингга қулоқ сол).

Iltimos so‘zi arabchada فضلك من (**un**) shakliga ega bo‘lib; o‘zbek tiliga kasrali hamzani **i** tovushiga, cho‘ziq **ā** unlisini **â** unlisiga almashtirish natijasida qabul qilingan: **ьiltimās → iltimâs** (**iltimos**); asli **lamasa** fe’lining VIII bob shakli من فضلك so‘zidan “*qidirdi*” ma’nosi bilan hosil qilingan masdar bo‘lib [3; 2003], nimanidir so‘rab qilingan murojaat ma’nosini anglatadi. Bu so‘zdan o‘zbek tilida ***iltimoschi*** (iltimos bilan murojaat qilgan kishi, iltimosi bor shaxs) so‘zi yasalgan. Bundan tashqari, *iltimos* so‘zidan *iltimosnoma, iltimoschi, iltimos qilmoq, iltimoskorona, iltimosingizga ko‘ra, iltimoschilik* kabilar ham yasalgan.

Iltimosnoma – bu so‘z tojik tilida arabcha ***iltimos*** so‘ziga «xat» ma’nosini anglatuvchi tojikcha ***noma*** so‘zi qo‘shib tuzilgan [4 ;2006]; iltimos – bayon qilingan hujjat ma’nosini anglatadi. Masalan: *Fransiya va boshqa mamlakatlardan ... yuz minglab ampula dori so‘ralgan* ***iltimosnoma****lar kelib turibdi* (М.Яҳёев. Оламга машҳур кимёгар).

Iltimos qilmoq – so‘ramoq, iltimos bilan murojaat etmoq. Masalan, … qish chiqqunicha madrasa qurilishida xizmat qilsam... – deb **iltimos qildi** (Мирмуҳсин. Меъмор).

Iltimoskorona – iltimos ifodalovchi (bildiruvchi). Masalan: – *Abror aka, qo‘limni qaytarmang, – dedi Chinnixon* ***iltimoskorona*** *tovush bilan* (П.Қодиров. Юракдаги қуёш).

Iltimos so‘ziga *iltijo* so‘zini sinonim qilish mumkin, lekin xushmuomalalikni ifodalashda bu maksimallashtirish vazifasini bajarmaydi, bu so‘z minimallashtiradi, chunki ko‘proq o‘tinch va yalinish ma’nolarini anglatadi. Masalan: – *Ey, Uzunquloq pirim, o‘zingiz panohingizda asrang, – deya* ***iltijo qila boshladi*** (Х.To‘xtaboyev. Sariq devni minib); *Qo‘ziboy mashinaga o‘tirib,*

shoferga ***iltijo qildi****: - Do‘stim, menga yarimta aroq kerak bo‘lib qoldi...* (Шукур Холмирзаев. Танланган асарлар).

Iltimos so‘zining xushmuomalalik birligi sifatida kelishiga *marhamat* so‘zi sinonim bo‘la oladi. *Marhamat* so‘zi ham xushmuomalalikda maksimallashtirish vazifasini bajaradi. Masalan: – ***Marhamat****, olib o‘tiringizlar* (Mehmondarchilikda mezbon nutqidan).

Marhamat [a. مرحمت] – 1) rahm-shafqat yuzdan ko‘rsatiladigan iltifot, himmat, yaxshilik: *Do‘stlarning marhamati. Marhamat ko‘rmoq*. *– Агар менинг бу хизматим хон жанобининг* ***марҳаматига*** *лойиқ кўрилар экан, – деди Ҳожи, – менга энг манзур бўлган мукофат ўғлимнинг озод қилинишидир* (А.Қодирий. Ўтган кунлар); 2) und. Taklif yoki rozilik bildiradi. *–* ***Marhamat,*** *Shahidbek,* ***marhamat****!* (А.Қодирий. Ўтган кунлар); *Qani taqsirim, to’rga marhamat*! (Ҳамза. Майсаранинг иши); 3) Marhamat – xotin-qizlar ismi.

Marhamat arabcha so‘z مرحمت (**un**) shakliga ega; o‘zbek tiliga hoyi hutti undoshini **maksima** undoshiga almashtirib qabul qilingan; **marħamat → marhamat**; «*rahm-shafqatli bo‘ldi*» ma’nosini anglatuvchi **raħima** fe’lidan yasalgan ot bo‘lib[5;2003:Б.163.], «*kimgadir ko‘rsatiladigan rahm-shafqat, iltifot*» ma’nosini anglatib, kelgan kishini kutib olishda, taom iste’mol qilishga undash uchun aytiladi. Bu so‘z o‘zbek tilida ayol kishining atoqli oti sifatida ham ishlatiladi. O‘zbek tilida *marhamat* so‘zidan *marhamatli, marhamatsiz, marhamatsizlik* so‘zlari yasalgan.

Demak, xoh yozma nutq bo‘lsin, xoh og‘zaki nutq bo‘lsin, xushmuomalalik kategoriyasi alohida ahamiyatga ega va ularda maksimalarning o‘rni katta. Ushbu jarayon, nutqiy faoliyatning samaradorligini oshirishga xizmat qiladi va muloqot ishtirokchilari o‘rtasidagi munosabatlarni yaxshilashga yordam beradi.

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THE ROLE OF GLOBAL ENGLISH IN THE MODERN WORLD

Annotation. The article examines the role and prospects of English as a global language. Apart from focusing on the importance of language among native speakers, attention is devoted to its cruciality for nonnatives.

Key words: English language, globalization, communication, cultural aspect

Throughout its history, human civilization has experienced the need for auxiliary languages as special sign systems of various origins for communication in conditions where the use of ethnic languages is impossible, inappropriate, inadequate or insufficient. Despite the need for a common language as a universal adaptive mechanism, its emergence is seen as a very distant prospect for the linguistic development of mankind. Hypothetically, there are intralingual

mechanisms and ethnic, psychological, social, biological, cultural factors that prevent or restrain the emergence of a common language as a universal supranational semiotic code.

The leading process of our time is globalization; the architecture of a new world is being created. A significant part of the world population is involved in a new information reality that has connected and knitted together individual regions of the planet. As a result of the emerging global information environment, the world is becoming unprecedentedly connected, transparent, and accessible. Scientists talk about communication rapprochement, information openness of the world, international education. Modern processes of informatization, the spread of telecommunications and computer technologies in all areas of human life, integration processes in the political and economic sphere make it possible to talk about the creation of a collective intelligence of humanity to manage evolution processes and solve world problems based on the common interests of the survival and development of civilization. This inevitably leads to the accumulation of prerequisites for content and value changes within cultures and, possibly, to a revaluation of such established concepts as “homeland”, “nation”, “country”, “culture”, “foreign language”, “identity”. Problems of communication, and in particular international communication, are among the permanent objects of research in the humanities, and at the present stage, the problems of studying communication processes and transcultural contacts in a single cultural-pragmatic space belong to the list of pressing global problems of humanity. Currently, scientists consider it most likely that the natural language – English, which is already recognized as “the universal language of communication of our time” – will become even more widespread in international communication.

The linguistic factor of globalization, cultural and linguistic peculiarities, are means of expressing original ethnic cultures. This testifies to the fact that objectively the English language has not been monocentric for a long time. It has acquired the status of a pluricentric language as it serves many cultures and many ethnicities as the first and second official language. In total, according to D. Crystal,

337 million people use English as their native or primary language; in addition to their native language and as a second language – 235 million people. The final statistical calculation gives the following figures: 670 million people who speak English as a native language or close to it, and 1.2–1.5 billion people who have some competence in English [1].

In the scientific community, the idea of developing a mutually understandable common code of world communication and turning the English language into the lingua franca of our time (in the broad interpretation of this term) is popular.

A number of domestic and foreign scientists believe that the English language in its simplified, standardized version will be able to serve as an intermediary language for interethnic communication. In a number of works in recent years, linguists have stated that if previously English was studied by foreign students to communicate with native speakers, now most of the intersubjective contacts in a multicultural context are carried out between non-native speakers of English. “It is now considered undeniable that the predominant and steadily growing number of English-speaking contacts in various spheres of life, such as business meetings, political and economic negotiations, personal contacts, scientific conferences and research, are made between non-native speakers, who thereby participate in its development , adjusting it to your sociocultural needs” [2]. “English does not just spread, but spreads by satisfying the interests of non-native speakers” [3]. From here, unauthorized conclusions are drawn about the urgent need to modify the authentic (American or British) English language in order to make it easier for foreign students to master and change didactic paradigms in non-English-speaking countries, about the absence of the need to focus on the norms of the ethnic language and culture of its speakers in the academic environment. It is proposed to simplify the language system taught to foreign students by defining a priority core or basis under the label International English and teaching it to native English speakers as a lingua franca [4].

In the last fifty years, with the development of information technology and modern communications, the English language has spread on a global scale. Currently, it is the main candidate for the role of lingua franca, the language of international communication, which is used in almost all spheres of society.

The uniqueness of the situation also lies in the fact that the number of people using it as a foreign language is much larger than native speakers (currently this ratio is 3:1). It should be taken into account that the concept of "global English" is not perceived unambiguously. Language and culture are two sides of the same coin. According to D. Crystal, the process of spreading the English language has become so widespread that it is impossible to control it. "It may happen that the English language becomes completely independent of any form of social control. By analogy with the concept of critical mass in physics, a certain critical number of native English speakers may be formed or their critical spread across the globe will occur, after which no group of people or alliance will be able to stop the growth of the influence of English or influence its future. Well, if we assume that social changes occur in Great Britain that could affect the use of English in this country, will this affect its global status? I think it's unlikely" [5]. Why does D. Crystal come to this conclusion? First of all, D. Crystal's approach to the problem of the emergence and development of global English is of undoubted interest. In this regard, he talks about three aspects and notes that a historical-geographical overview helps to see how this process took place in a historical perspective. A socio-historical assessment is necessary to explain this information, and only the study of cultural aspects gives us an idea of what may happen to a language in the future. Highlighting the main areas of human activity, D. Crystal notes how dependent they are on the English language. V.S. Nesterenko The media are an important component of modern public life. According to Encyclopedia Britannica, 57% of newspapers published in the world are published in countries where English has a special status. In the list of influential world publications, the first five lines are occupied by English-language newspapers. If we talk about specialized publications, then the position of the English language is even stronger. Most

internationally recognized academic journals are published in English. It is impossible to overestimate the role of English on the global Internet. According to statistics, 75% of the world's mail is written in English, about 80% of information (both private and public) stored on electronic media is written in English. And while there are over 1,000 languages currently used online, it is likely that English will continue to grow in influence as it plays an important role in software.

The world is going through a transition period, which entails a change in the linguistic hierarchy. The fate of English as a global language is not so certain. D. Gradol notes: “From any point of view, the spread of English, the problems of existence and prospects for the development of the global English language, which has been happening recently, is a unique phenomenon. The more thoroughly the historical background and current trends are examined, the more obvious is the fact that the future of English is much more complex than expected. It is fraught with certain problems for native speakers and requires deeper understanding” [6]. And although there is clearly a mutual conditionality: globalization promotes the spread of English and, conversely, the spread of English promotes globalization; Currently, it is difficult to talk about the future of the language, since its viability is based on contradictory trends. Using English as a language of international communication and ensuring mutual understanding requires maintaining the norms of the language, while the spread of English as a second language leads to its fragmentation and the emergence of new varieties. On the one hand, the number of people learning English is increasing, on the other hand, it is losing its relative importance. Demographic changes are one of the main factors influencing language. The population of developing countries is growing and becoming younger, while the population of developed countries is aging. This gives rise to economic problems, such as a shortage of skilled workers. Emigrants from developing countries are filling this gap, which is helping to change the linguistic picture of these countries. The stable economic development of a country influences the interest shown in learning its language. During the transition period, there is a change in the ratio of the economies of developed countries and third

world countries. India, China and South American countries are increasingly asserting themselves, which is causing concern among some Western analysts. Taking into account demographic and economic changes, it is possible to guess which languages can compete with global English. Major languages such as Chinese, Spanish and Arabic are already serving as lingua franca in some regions.

According to researchers, in the near future English will retain its dominant position. However, on the issue of a longer perspective, they do not show such unanimity. According to D. Crystal, the English language has gone beyond any form of social control. The state of affairs within the United States will play a key role in the future fate of global English. When making a long-term forecast, he considers two paths for the development of events. The optimistic scenario sees English becoming part of the rich multilingual experience of future generations, while the pessimistic scenario sees the world becoming entirely English-speaking. David Gradol notes that further increases in the number of people using English as a second or foreign language could disrupt the existing language hierarchy. The choice of language is determined by a complex system of factors, such as demographic changes, urbanization, new forms of communication, international division of labor, etc. Currently, they are all undergoing significant changes, which will certainly affect the status of global English. Tom MacArthur draws a geopolitical parallel between modern English and historical Latin. It shows how the once single, monolithic model of the English language has become increasingly pluralistic in recent years [7]. The significant number of new varieties of English that have emerged over the past fifty years may lead to the formation of a language family in the future. Apparently, we can agree with the opinion of D. Gradol about the possibility of the emergence of a new language hierarchy in which English will occupy a more modest place. The situation with the English language in the 21st century is truly unique. Never before has any language gained such popularity in such a short time. The socio-economic situation against which this phenomenon occurs is also unique. In modern Western society, processes are underway aimed at destroying any identity: religious, national, gender. At the heart of these

processes is the idea of freedom. There is nothing wrong with the idea itself, but by crowding out all other values, it becomes destructive and dangerous. There is a degradation of the main social institutions of society, such as the family. Despite the above, it should be noted that the countries of the East, including the countries of Central Asia, strive to preserve their identity and culture. Such a desire has a beneficial effect on the demographic situation in these states, and, as is known, the demographic factor plays a significant role in determining the status of a language.

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MEASURES TO ENSURE PUBLIC SAFETY

Annotation: in this thesis, the experiments of foreign countries on the measure of maintaining public order and ensuring public safety were studied. Proposals and recommendations were also cited in accordance with the legislation of the Republic of Uzbekistan on the basis of the experiments studied.

Keywords: legislation, ensuring public safety public order, violators, law enforcement agencies, public disturbances.

Introduction: Ensuring the safety and security of the public is a fundamental responsibility of any government. This section provides an overview of the key measures and initiatives implemented to protect citizens and promote a safe and harmonious society. From preventative strategies to emergency response protocols, these measures are designed to mitigate risks, deter criminal activity, and safeguard the wellbeing of all community members.

Reforms are not for reform, reforms are for human beings.
Shavkat Mirziyoyev

Ensuring public safety is paramount for safeguarding the well-being of individuals and communities. Effective public safety measures help prevent injuries, accidents, and loss of life, while also protecting valuable public and private property from harm. By implementing robust safety protocols, authorities can mitigate the devastating human and economic impacts of emergencies, disasters, and criminal activities.

When people feel safe and secure in their environments, they are more likely to engage actively in their communities, participate in public events, and contribute

to the overall social and economic well-being of the area. Effective public safety measures, such as visible law enforcement, well-lit public spaces, and efficient emergency response systems, can instill a sense of confidence and trust in the community, allowing residents to feel comfortable and relaxed in their daily lives.

A safe and secure environment is essential for attracting businesses, investment, and tourism to a region. Individuals and companies are more likely to establish themselves in areas where they feel protected from potential threats, such as crime, natural disasters, or civil unrest. By prioritizing public safety, local authorities can create an environment that fosters economic growth, job creation, and overall prosperity for the community.

Effective emergency preparedness planning is crucial to ensuring public safety and mitigating the impacts of potential crises. This multifaceted approach encompasses a range of proactive measures that equip communities to respond swiftly and efficiently to unexpected events. At the core of this planning lies a deep understanding of potential risks, from natural disasters to security threats, and the development of comprehensive strategies to address them.

Key elements of emergency preparedness planning include the establishment of emergency communication protocols, the training and coordination of first responders, the stockpiling of essential supplies, and the implementation of evacuation procedures. Rigorous simulations and drills help to test the viability of these plans, ensuring that all stakeholders are well-versed in their roles and responsibilities. Additionally, close collaboration between government agencies, private organizations, and community leaders is essential in crafting holistic solutions that cater to the unique needs of each locality.

Hazard Assessment: Conducting thorough risk analyses to identify potential threats and their likelihood of occurrence, enabling the development of targeted preparedness measures.

Emergency Response Planning: Designing detailed action plans that outline the roles and responsibilities of various agencies, as well as the coordination of emergency response efforts.

Resource Mobilization: Securing the necessary personnel, equipment, and supplies to effectively respond to and recover from emergency situations, ensuring the availability of critical resources.

Public Awareness and Education: Engaging the community through awareness campaigns and training programs to empower individuals with the knowledge and skills to respond appropriately in times of crisis.

Continuous Improvement: Regularly reviewing and updating emergency preparedness plans to incorporate lessons learned, technological advancements, and evolving best practices, ensuring the ongoing resilience of the community.

Ensuring public safety in crowded urban environments is a top priority for city planners and security authorities. By implementing robust security measures in public spaces, we can deter criminal activity, protect vulnerable citizens, and provide a greater sense of safety and comfort for all. This includes deploying a comprehensive network of surveillance cameras, establishing secure checkpoints and access control systems, and maintaining a visible police presence to discourage any potential threats.

Beyond these physical security enhancements, it is also crucial to foster a culture of vigilance and community engagement. Public awareness campaigns, emergency preparedness training, and clear communication protocols can empower citizens to be active participants in safeguarding their own environment. Leveraging advanced technologies like facial recognition, automatic license plate readers, and predictive analytics can further strengthen our ability to identify and respond to emerging risks in real-time.

Effective crowd management is crucial for ensuring public safety, especially in high-traffic areas or during events with large gatherings. A well-designed and implemented crowd management strategy can help mitigate the risks of overcrowding, stampedes, and other safety hazards. This involves a multifaceted approach that combines strategic planning, technological solutions, and coordinated efforts among various stakeholders.

Implementing Access Control Measures: Controlling the flow of people entering and exiting an area is a fundamental aspect of crowd management. This can be achieved through the use of ticketing systems, security checkpoints, and designated entry and exit points. Employing trained personnel to manage these access control measures can help maintain order and prevent overcrowding.

Optimizing Crowd Flow and Circulation: Designing intuitive and well-marked pathways, as well as strategically placing barriers and signage, can help guide the movement of people and prevent bottlenecks. Utilizing real-time crowd monitoring technologies, such as video surveillance and crowd density sensors, can provide valuable insights to inform crowd management decisions and adjustments.

Enhancing Communication and Coordination: Effective communication among event organizers, security personnel, and emergency responders is crucial for a coordinated response to crowd-related issues. This can include implementing clear protocols for emergency announcements, establishing dedicated communication channels, and conducting regular training and drills to ensure all stakeholders are prepared to respond swiftly and appropriately.

Effective disaster response begins with proactive planning. Governments and local authorities must work together to develop comprehensive emergency response plans that outline clear protocols, resource allocation, and communication channels. This ensures that all stakeholders are aligned and prepared to spring into action when a crisis strikes.

First responders, emergency services, and community volunteers must receive rigorous, ongoing training to sharpen their skills and stay up-to-date with the latest emergency management techniques. Regular simulation exercises help teams identify gaps and optimize their coordination, ultimately enhancing their ability to react swiftly and efficiently during real-world disasters.

Robust, well-maintained infrastructure is crucial for effective disaster response. This includes ensuring that critical facilities like hospitals, shelters, and transportation networks are designed and constructed to withstand the impact of

natural disasters. Regular inspections and upgrading of infrastructure can help minimize disruptions and facilitate a smoother emergency response.

Effective public safety measures require active engagement and participation from the community. Promoting public awareness and education plays a crucial role in this endeavor. By informing and empowering citizens, we can foster a culture of preparedness and responsibility, where everyone understands the importance of their role in maintaining a secure and resilient society.

Comprehensive public awareness campaigns, utilising a range of media channels, can disseminate critical information on emergency procedures, evacuation protocols, and individual safety measures. Interactive workshops and educational programs, targeting diverse age groups and backgrounds, can provide hands-on training in first aid, fire safety, and disaster response. These initiatives not only equip the public with the necessary knowledge but also inspire a sense of community ownership in safeguarding public wellbeing.

Equally important is the integration of public safety education into school curriculums, ensuring that children and young adults develop a strong foundation of safety awareness from an early age. By instilling these values and skills in the next generation, we can build a more resilient and informed populace, capable of responding effectively to emergencies and contributing to the overall safety of their communities.

Furthermore, engaging with local community leaders, businesses, and organizations can amplify the reach and impact of public awareness efforts. Leveraging these partnerships, we can tailor educational campaigns to specific needs and concerns, addressing the unique challenges faced by different demographics and fostering a collaborative approach to public safety.

Effective communication during emergencies and public safety events relies on having clearly defined channels and protocols in place. This includes determining the appropriate communication methods, such as emergency alert systems, social media, and direct outreach, and ensuring that all stakeholders, from authorities to the general public, are aware of and can access these channels.

To avoid confusion and ensure timely dissemination of critical information, it's essential to establish a streamlined process for gathering, verifying, and disseminating updates. This may involve designating specific individuals or teams responsible for collating and distributing information, as well as implementing a clear chain of command to ensure a coordinated response.

Advancements in technology can greatly enhance the effectiveness of communication protocols. This could include the use of emergency alert systems, real-time data tracking and visualization tools, and secure communication platforms to facilitate seamless information sharing between authorities, emergency responders, and the public. Regularly reviewing and updating these technological solutions can help ensure they remain fit for purpose.

Maintaining robust and well-functioning infrastructure is crucial for ensuring public safety and disaster resilience. This involves regular inspections, proactive maintenance, and strategic upgrades to critical systems such as transportation networks, utility grids, emergency response facilities, and communications infrastructure. By staying ahead of potential failures or weaknesses, authorities can mitigate the risks posed by natural disasters, accidents, or intentional threats.

A comprehensive infrastructure maintenance program should include both preventive and reactive measures. Preventive maintenance, such as routine inspections, cleaning, and minor repairs, helps extend the lifespan of infrastructure and identify potential issues before they escalate. Reactive maintenance, on the other hand, involves prompt responses to emergencies, damages, or service disruptions to restore functionality and minimize the impact on the public.

Effective infrastructure maintenance also requires close collaboration between government agencies, private sector providers, and community stakeholders. This multi-stakeholder approach ensures that maintenance efforts are coordinated, resources are optimized, and the unique needs of different communities are addressed. Continuous monitoring, data-driven decision-making,

and transparent communication with the public can further enhance the efficiency and accountability of infrastructure maintenance efforts.

Effective public safety measures require a proactive approach to risk identification. This involves continuously monitoring potential threats, vulnerabilities, and emerging risks through advanced data analysis, intelligence gathering, and collaboration with relevant stakeholders. By staying ahead of the curve, authorities can anticipate and mitigate risks before they materialize, ensuring a safer environment for the public.

Data and analytics play a crucial role in informing public safety strategies. Through the use of sophisticated monitoring systems, real-time data collection, and predictive analytics, decision-makers can identify patterns, trends, and potential hotspots, enabling them to allocate resources more effectively and make informed, data-driven decisions. This approach helps optimize the deployment of security personnel, emergency response teams, and infrastructure maintenance, ultimately enhancing overall public safety.

In today's dynamic and ever-evolving landscape, public safety measures must be adaptable and agile. Continuous monitoring and risk assessment allow authorities to respond swiftly to changing conditions, emerging threats, and unforeseen events. By maintaining a flexible and responsive approach, they can quickly adjust strategies, allocate resources, and implement necessary countermeasures to ensure the safety and well-being of the public, even in the face of unexpected challenges.

Effective public safety requires a collaborative approach to risk management. By fostering partnerships and information-sharing among various agencies, first responders, community organizations, and the public, authorities can leverage diverse perspectives, expertise, and resources to develop a comprehensive understanding of risks and implement coordinated, multi-faceted solutions. This collaborative effort ensures a more holistic and resilient approach to safeguarding the public.

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O‘ZBEK TILINI XORIJIY TIL SIFATIDA O‘RGATISH MASALALARIGA DOIR

Annotatsiya. Maqolada o‘zbek tili ta’limi o‘zga tillarda olib boriladigan rusiyzabon guruhlar kursantlarining o‘zbek tilida gapirish ko‘nikmalarini rivojlantirishdagi ayrim muammolar haqida so‘z boradi. Til o‘rganishdagi ayrim jihatlarga e’tibor qaratiladi.

Kalit so‘zlar: O‘zbek tili, ta’lim, kursant, muloqot, sayyor dars, nutq, dialogik nutq.

Bugungi kunda butun dunyoda o‘zbek tili siyosiy-huquqiy, ijtimoiy-iqtisodiy, ma’naviy-ma’rifiy jabhalarda faol qo‘llanmoqda. Prezidentimiz ta’kidlaganlaridek, “Dunyodagi qadimiy va boy tillardan biri bo‘lgan o‘zbek tili xalqimiz uchun milliy o‘zligimiz va mustaqil davlatchilik timsoli, bebaho ma’naviy boylik, buyuk qadriyatdir. Har birimiz davlat tiliga bo‘lgan e’tiborni mustaqillikka bo‘lgan e’tibor deb, davlat tiliga ehtirom va sadoqatni, ona vatanga ehtirom va sadoqat deb bilishimiz, shunday qarashni hayotimiz qoidasiga aylantirishimiz kerak” [1].

Binobarin, boshqa sohalar kabi ichki ishlar organlarida ham kadrlarni (kursantlarni) o‘zbek tilidagi nutqiy faoliyat turlari: tinglab tushunish, gapirish, o‘qish va yozish malakalarini shakllantirish, rivojlantirish hamda takomillashtirish til o‘rganish muhim masalalardan biridir. O‘z fikrini turli uslublar va nutqiy vaziyatlarda mustaqil ravishda bog‘lanishli bayon eta olish, eshitilgan axborotni tushunish, tanqidiy, tahliliy fikrlash, munosabat bildirish, og‘zaki va yozma nutq madaniyatini egallash malakalarini rivojlantirish davr talabidir.

O‘zbek tilini xorijiy til sifatida o‘qitishda til o‘rgatishning usul va metodlariga yangicha yondashish talab qilinadi. An’anaviy usulda olib borilgan darslarda, odatda, o‘qituvchi asosiy rolni bajaradi. Ta’lim oluvchi esa passiv holda darsning kuzatuvchisiga aylanadi. Bunda o‘qituvchi va kursant o‘rtasida erkin fikr almashish jarayoni sodir bo‘lmaydi. Mashg‘ulot chegaralangan bir xil ko‘rinishga ega bo‘ladi. Dars jarayonida zamonaviy pedagogik texnologiyalardan unumli foydalanish talaba va o‘qituvchi orasida ochiq munozarali suhbat uyushtirishga moyillik yaratadi. Bunday munozara va suhbatlar kursantlarning nutqiy faoliyatini yaxshilashga imkon tug‘diradi. Kursantda tilni mukammal o‘rganishga qiziqish ortadi va o‘z fikrini bemalol ifodalash uchun zamin yaratiladi. Bunday darslar samarasi o‘laroq, o‘qitish jarayonining markaziga kursant chiqadi. O‘zbek tilini xorijiy til sifatida o‘rgaishning asosiy vazifasi kursantlar ongiga nutq malakalarini singdirishdir. Nutqiy faoliyat og‘zaki va yozma matnlardan tashkil topib, by jarayonda kursantlarning kelgusi faoliyatlarida zarur bo‘ladigan so‘zlashuv, ish yuritish, ilmiy (mutaxassislikka oid) matnlar o‘rgatiladi. Kursantlarda malaka va

koʻnikma hosil qilish jarayoni uzluksiz ravishda auditoriya va undan tashqari mustaqil tayyorgarlik soatlarida maxsus shugʻullanish orqali amalga oshiriladi. Nutqiy faoliyatni oʻstirish koʻnikmalarining turlari nihoyatda xilma-xildir. Ularni shartli ravishda tinglab tushunish, oʻqib tushunish, fikrni yozuv orqali ifodalash va soʻzlashish kabilarga ajratish mumkin. Shuningdek, har bir oʻqituvchi boy pedagogik mahorati va kursantlarning imkoniyatidan kelib chiqib, ta'lim berishning boshqa vositalardan ham foydalanishi mumkin. Tinglab tushunish malakalarini oʻstirish oʻqituvchi – kursant, kursant – kursant koʻrinishida texnik vositalar asosida amalga oshiriladi. Soʻzlashish malakalarini oʻstirish ogʻzaki muloqot shaklida dars jarayonida va mustaqil tayyorgarlik soatlarida muntazam ravishda olib boriladi. Oʻqib tushunish malakalarini tushunish esa tizimli ravishda mutaxassislikka oid manbalarni oʻrganish doirasida amalga oshiriladi. Bu turdagi koʻnikmalarni hosil qilish maqsadida qoʻyilgan vazifalar gapirish va yozuv malakalarini ham oʻstirishga qaratilishi lozim. Fikrni yozuvda ifodalash jarayoni ham uzluksiz ravishda olib borilib, mazkur nutq koʻnikmasini hosil qilishda fikrning yozuvdagi ahamiyati alohida oʻrin egallaydi. Ta'limning dastlabki bosqichida matnni erkin ravishda koʻchirishga ahamiyat berilsa, keyinchalik kursantlar oldiga oʻqib berilgan matnni yozuvda oʻz soʻzlari bilan ifodalash, ma'lum tayyorgarlikdan soʻng muayyan mavzuga doir erkin insho yoki hikoya yozish kabi murakkabroq vazifalar qoʻyiladi. Fikrni yozuvda ifodalash malakasini oshirishda xat yozishning oʻziga xos oʻrni borligini alohida ta'kidlash lozim. Oʻzbek tilini xorijiy til sifatida oʻqitish jarayonida kursantlarning oʻz fikrini ogʻzaki bayon eta olishlariga, tuzgan matnlarida jumlalar gʻaliz boʻlmasligi, ularning grammatik me'yorlarga mos kelishi, fikr bayonidagi izchillik hamda mantiqiy bogʻlanishning borligiga alohida e'tibor qaratish lozim. Buning uchun dars va darsdan tashqari mustaqil tayyorgarlik jarayonlarida kursantlarning ogʻzaki va yozma nutqlarini rivojlantirishga e'tibor berilsa maqsadga muvofiq boʻladi. Ogʻzaki nutqni oʻstirish uchun oʻrganilayotgan tilda koʻproq suhbatlashish, oʻzbek tilidagi badiiy asarlarni oʻqish, turli hajmdagi she'rlarni yod olish kabi usullardan foydalanish samarali natija beradi. Dars jarayonida oʻrganilayotgan mavzu aniq

maqsad va yo‘nalish asosida mutaxassislikka oid terminlar bilan bog‘lab o‘tilsa, zamonaviy texnik vositalardan foydalanilsa kutilgan natijalarga tezroq erishish mumkin. Tabiiyki, har bir kursant o‘zbek tilida to‘g‘ri va chiroyli so‘zlashni istaydi. Nutqning bunday sifatlarga ega bo‘lishi uchun esa, so‘zlayotgan kishi shu tilni mukammal bilishi lozim. O‘zlashtirilgan ko‘nikmalardan me’yorida va o‘z vaqtida foydalanish ham kursantdan muyyan malaka hamda mahoratni talab etadi. Biroq bugungi kungacha o‘zbek tili respublikamizning davlat tili sifatida umumta’lim maktablarida hamda yana oliy ta’limda ham uzluksiz o‘qitib kelinayotgan bo‘lsa-da, o‘zga tillar vakillarining o‘zbek tilini o‘rganishlari havas qilgulik darajada emasligi ma’lum. O‘zbekiston Respublikasi Prezidentining 2019-yil 21-oktabrdagi “O‘zbek tilining davlat tili sifatidagi nufuzi va mavqeyini tubdan oshirish chora-tadbirlari to‘g‘risida”gi PF 5850-sonli Farmoni ona tilimizni asrab-avaylash va yanada rivojlantirish, mamlakatimizda davlat tilini to‘laqonli joriy etishni ta’minlash, ta’lim muassasalarida davlat tilini o‘rgatishga jiddiy munosabatda bo‘lishga alohida e’tibor qaratilgan. Ushbu yangilanishlar asosan o‘quvchi-talabalarning nutqiy kompetensiyasini shakllantirish va rivojlantirishga yo‘naltirilmoqda. Mazkur maqolada respublikamizda yashovchi o‘zga tillar vakillarining o‘zbek tilida gapirish ko‘nikmasini shakllantirish va rivojlantirishning ilmiy-metodik jihatlariga to‘xtalib o‘tildi. Ta’lim o‘zga tillarda olib boriladigan maktablar va guruhlarda o‘zbek tilini o‘qitishdan asosiy maqsad avvalo, ularning nutqiy ko‘nikmalarini shakllantirish bo‘lib, bunda o‘zbek tilida so‘z birikmalari, gap tuzish modellarini bilishning ahamiyati katta. Nutqiy muloqot til birliklarining o‘zaro birikishi asosida yuzaga kelar ekan, til birliklarini o‘zaro biriktirib nutqiy tuzilmalar hosil qilish uchun esa grammatik qoidalarni ham bilishi zarur. Ushbu qoidalar majmuasini o‘zlashtirmasdan turib to‘g‘ridan to‘g‘ri gap tuzish va nutqiy ko‘nikma hosil qilish mumkin emas. Buning uchun mavjud mashq turlarini zamonaviy tilshunoslik, psixologik, pedagogik tadqiqotlar natijalari asosida yuzaga kelgan ilmiy-amaliy tavsiyalar asosida takomillashtirish va mundarijaviy jihatdan aynan rusiyzabon guruhlar uchun xos bo‘lgan mashqlar to‘plami, aynan ichki ishlar tizimi kursantlari uchun uslubiy qo‘llanmalar, o‘quv

qo‘llanmalar hamda darsliklar yaratish kerak bo‘ladi. Nutq faoliyati tinglab tushunish, gapirish, o‘qish va yozuvdan iborat bo‘lib, tilshunoslikda nutq tilning mahsuli sifatida, psixologiyada nutq jarayonining fiziologik mexanizmlari sifatida tadqiq etiladi. Og‘zaki nutqning eng muhim shakli gapirish bo‘lib, ushbu jarayon muloqotga kirishish istagi va nutq g‘oyasining yuzaga kelishi, nutqning shakllanish jarayoni, nutqning yuzaga chiqishi, amalga oshishi kabi jarayonlarni o‘z ichiga oladi.

Nutq faoliyatining nutqni yuzaga keltiruvchilar ishtirokiga ko‘ra monolog, dialog va polilog turlari mavjud bo‘lib, ular orasida monologik nutq shakli muhim o‘rin tutadi. Monolog - bir shaxs tomonidan fikrlarning izchillik bilan davomli va uzviy bog‘liq holda bayon etilishidir. Qisqa muloqot shakli hisoblanuvchi dialoglardan farqli holda monologik nutqda muayyan mavzu bo‘yicha kengaytirilgan axborotdan iborat bo‘ladi, ya’ni bunda aytilmoqchi bo‘lgan fikr haqida yetarli darajada keng va to‘liq ma’lumot berish ko‘zda tutiladi. Monologik so‘zlash dialogik suhbatga nisbatan psixologik va lisoniy jihatdan ancha murakkab jarayon bo‘lib, so‘zlovchidan o‘z fikrlarini aniq, o‘zaro izchil va uzviy bog‘liqlikda ifodalash ko‘nikmalarini talab etadi. Monologik nutqiy malakaga ega bo‘lish bir vaqtning o‘zida ham mantiqiy, ham lisoniy dasturni amalga oshirishi, ya’ni so‘zlovchi o‘z fikrini bog‘lanishli tarzda ravon bayon etishi, matn hech qanday uzilishlarsiz, jumlalar o‘rtasida to‘xtamlarsiz yaxlit holda aytilishi uchun ichki dasturlash, ya’ni oldingi gapni aytish jarayonida keyingi gap mazmunini o‘ylab olish va unga mos ifoda vositalarini rejalashtirib olishidan iboratdir. Ikki shaxs nutqi dialoglarda so‘zlovchi va tinglovchi orasidagi fikr almashish jarayoni, o‘zaro suhbat, savol-javoblar ifoda qilinadi. Muloqot jarayonida ikkidan ortiq shaxs ishtirok etadigan nutq turi poliloglar ham mavjud bo‘lib, ushbu nutq turlarining har biri o‘ziga xos lisoniy va psixologik xususiyatlarga ega. Dialogik nutqda vaziyat juda muhim o‘rin tutadi. Dialog va poliloglarda suhbatda ishtirok etuvchi shaxslarning nafaqat psixologik-ruhiy holati, balki suhbat kechayotgan vaziyat, nutq oqimining borishi, so‘zlovchi va tinglovchining suhbatdagi o‘rni, suhbat mavzusiga e’tibori kabilar ham katta ahamiyat kasb etadi. Ushbu nutq turlarida

tinglovchining reaksiyasidan kelib chiqib, nutq davom ettirilishi yoki qisqartirilishi, hatto nutq mavzusi o‘zgartirilishi, tinglovchilarning diqqatini tortish maqsadida aynan bir gap bir necha marta takror aytilishi, yo‘naltiruvchi savollar yordamida nutq mavzusini o‘z maqsadi tomon burishi ham mumkin. Nutqning bu turida mimika, imo-ishora kabi noverbal, ya’ni ekstralingvistik vositalar katta o‘rin tutadi. Dialoglarda hatto nutqdagi uzilishlar, to‘xtamlar, takrorlar ham muayyan maqsadga xizmat qilishi mumkin. Ta’kidlash joizki, dialogik nutqda shakl va mazmun birligi amal qiladi, suhbatdoshning nima maqsadda muloqotga kirishayotganligiga qarab muloqot tartibi yuzaga keladi. Dialogik nutq o‘stirishdan ko‘zlanadigan maqsad, avvalo, o‘quvchilarni o‘zbek tilida real nutqiy muloqotga tayyorlash va nutqning ushbu shakli doirasida faol qo‘llanadigan so‘zlar va grammatik shakllarni o‘rgatishdan, ayni vaqtda ularga o‘zbekcha muloqot odobi, nutq madaniyatini singdirishdan iborat. Jonli muloqot mashg‘ulotlarini turli joylarda, turli maqsadlarda tabiiy nutq vaziyatini keltirib chiqaradigan omillar mavjud. Til muhitida sayyor darslarni har oyda o‘tkazib turish kursantlarni asta-sekinlik bilan tashqi muhit bilan muntazam muloqotga kirishib borishga, dars jarayonida egallayotgan ko‘nikmalarini rivojlantirib borish orqali malaka darajasiga yetkazishga yordam beradi. Til o‘rganishni ongli va izchil ravishda tashkil qilishning asosiy omillaridan biri dars jarayonida, auditoriyada ham imkon boricha tabiiy nutqiy vaziyatni tashkil qilishdir. Tabiiy nutqiy vaziyatda o‘zlashtirilayotgan til materiali kursantlarga tabiiy ravishda singib boradi. Jonli muloqot orqali tabiiy nutq vaziyatini yaratish natijasida ijtimoiy yo‘naltirilgan ta’limga erishiladi, ya’ni o‘quvchilarda ma’lum ijtimoiy vaziyatda o‘zaro muloqotga kirishish ehtiyojini qondirish istagi paydo bo‘ladi. Ba’zan nutqiy vaziyatni pantomimo, rolli o‘yinlar tarzida hosil qilish ham mumkin. Ikkinchi tilni o‘rganishda dars jarayonida maxsus tashkil etiladigan shartli nutqiy vaziyatlar alohida o‘rin tutadi. O‘qituvchi suhbat vaziyatini, kommunikantlarning o‘zaro savol-javoblarini yozma holda tayyorlab kelishi, talabalarga ularni tarqatma material sifatida berib, oldindan tanishib chiqishi va yoddan aytishi uchun imkon berishi kerak. Muammolarning yechimi sifatida shuni aytish mumkinki, o‘zbek tili

mashg‘ulotlarida jonli muloqotlarni tashkil etishga alohida e’tibor qaratish, muzeylar, teatrlar, kutubxonalarga va boshqa maskanlarga uyushtiriladigan sayyor darslar orqali kursantlarni voqea-hodisaning tabiiy shart-sharoitiga olib kirish, suhbatlar uyushtirishga ko‘proq jalb qilish, dialogik nutqni polilogik muloqotga aylantirish orqali tabiiy nutqiy vaziyatlarni yaratish kabi usullardan samarali foydalanish kabi jihatlarga e’tibor berish lozim.

O‘zbek tilini xorijiy til sifatida o‘qitish jarayonida natijali samaradorlikka erishish uchun, eng avvalo, o‘qish va yozish, o‘qib tushunish, tinglab tushunish ko‘nikmalariga asoslangan mukammal yangi avlod darsliklarini yaratish lozim. Darslarning nafaqat auditoriyada, balki mavzuga aloqador manzillarga sayyor mashg‘ulotlar tarzida o‘tkazilishi kursantlar og‘zaki va yozma nutqining rivojlanishida katta rol o‘ynaydi. Mustaqil tayyorgarlik soatlarida o‘zbek tilidagi badiiy asarlar tahliliga e’tibor qaratilishi, mashg‘ulotlarning zamonaviy pedagogik texnologiyalardan keng foydalangan holda olib borilishi kursantlarning til o‘rganishga bo‘lgan qiziqishlarini oshiradi. Ona tilimiz rivojiga befarq bo‘lmaslik, uning davlat tili sifatidagi nufuzini yanada ko‘tarish mamlakat fuqarosi sifatida har birimizning burchimizdir.

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THE ROLE OF ENGLISH IN LAW ENFORCEMENT AGENCIES FOR THE DEVELOPMENT OF AREAS

Annotation: This thesis statement is devoted to the results of a study of the English language of the Uzbekistan.

Key words:

First of all, it should be noted that from the early days since our country has embarked upon the new era, we attach a priority importance to the implementation of an open, pragmatic and constructive foreign policy, strengthening close friendly relations and cooperation with all progressive countries of the world, especially with neighbouring states. Uzbekistan has been and remains committed to this strategic course and fully accomplishes its obligations to its partners and international organizations.

As the President of the Republic of Uzbekistan, Shavkat Mirziyoyev said «In such a complex environment, it is important to unite the efforts of the world community to combat the growing threats to global and regional security», over the past short time in historical terms, the political role and status of our country in the Central Asian region and in the international area have increased significantly. The spirit of trust in Uzbekistan and the desire for cooperation with our country have increased in the world.

First, the problems accumulated over the years in our relations with neighboring countries have been resolved. The borders were opened. The broken bonds between the neighbors, brothers, a father and a son, relatives were restored. The people began traveling freely from one country to another. The visa issues have been resolved. The trade, economic, cultural and humanitarian ties are developing at an accelerated pace. Our countries, since the ancient times linked by the ties of friendship and fraternity, have started to closely cooperate on the regional and global issues, the socio-economic development. The term «the Central Asian spirit» has appeared in the world political science. [1, p.1]

English has played a crucial role in fostering international relations. According to Bryson (2009), over 300 million people worldwide speak English, and the rest are seemingly attempting to learn it. Language serves as a key factor in establishing connections with individuals across the globe, making it easier for us to build relationships with diverse cultures. The language itself can serve as a foundation for starting businesses, as effective communication is at the core of successful ventures in the global arena. Communication serves as the process through which individuals, groups, organizations, and society create and utilize information to establish connections with their environment and others. Even when spoken language is not understood, communication can still occur through gestures, such as smiling, shaking heads, and shrugging. This form of communication encompasses various aspects like notifications, announcements, and promotions, all vital in our increasingly interconnected and multilingual world.

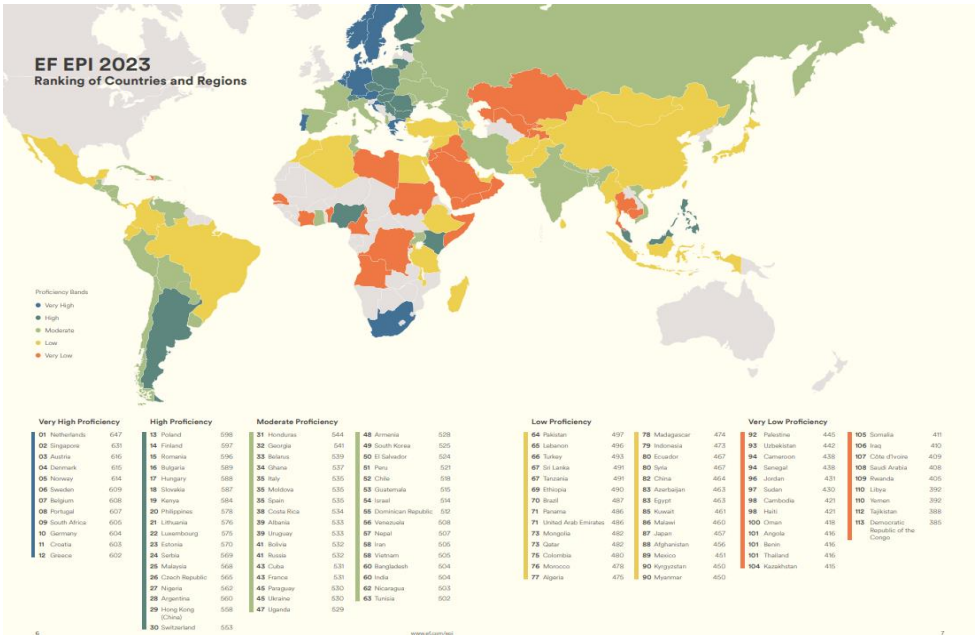
In the contemporary era of globalization, the economic landscape has intensified business competition, both domestically and globally. [2, p.2]

A number of regulatory legal acts and their practical implementation in our country brought the study of foreign languages to a new level (in particular, the decree of the president of the Republic of Uzbekistan dated May 9, 2021 No. 5117 "On measures to bring the activities of popularization of foreign language learning to a qualitatively new level in the Republic of Uzbekistan").

Presidential resolution no.5117 provides the following incentives:

- Since January 1, 2022, up to 20% of the salary of the position is paid to employees of all branches of state management agencies with national and international certificates from foreign languages at the expense of non-budgetary and budgetary funds within the framework of the salary fund of additional authorized organizations;
- let teachers of foreign languages (English, French, German, Spanish, Italian, Arabic, Chinese, Japanese, Korean, Turkish, Persian, Pashtu, dari, urdu, Hindi) with at least C1 level national or equivalent corresponding level international recognition certificate be paid an additional allowance of 50% per month in relation to their base tariff rate;

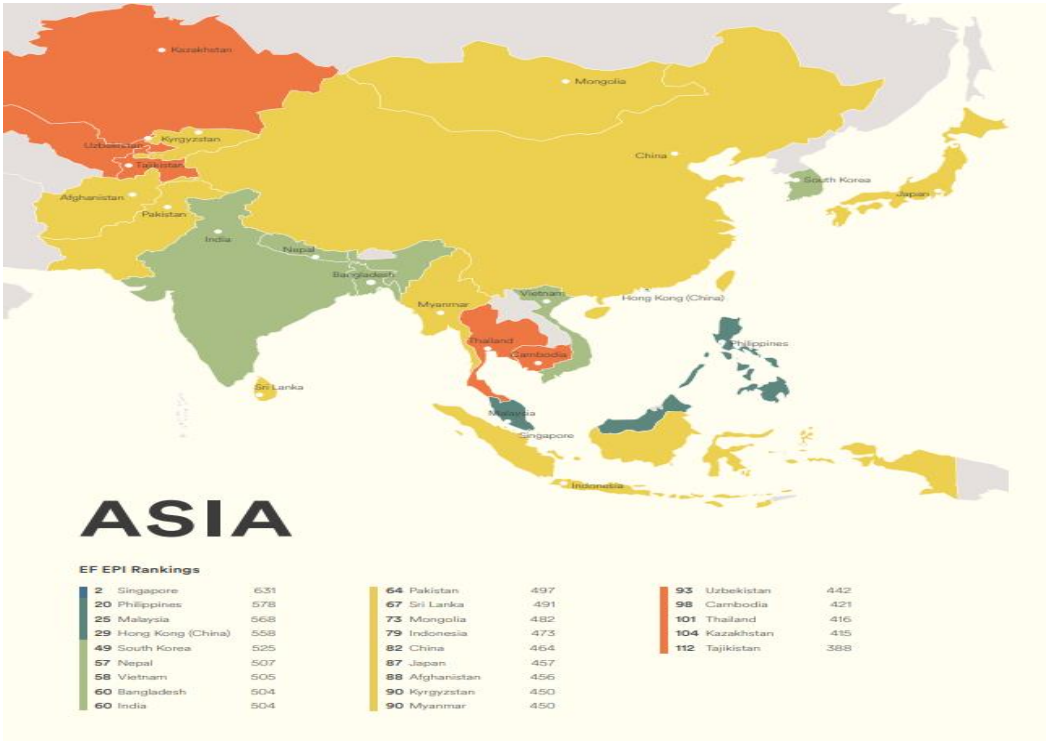
When it comes to **EF EPI statistics** Uzbekistan among countries with 'very low level of English language proficiency'. The country overtook Kazakhstan, and Tajikistan, but still ranked 93th, falling into the group with a very low level of English language proficiency. Uzbekistan took 93th place out of 113 in the ranking of countries in terms of English language proficiency, compiled by the international educational center "First Education".|(1-graph)



1-graph. EF EPI 2023 ranking of countries.

The EF English Proficiency Index (EF EPI) measures the level of English proficiency among adults and ranks countries in this indicator. It is based on testing 2.1 million people in 100 countries and regions. All countries are divided into 5 categories according to the level of language proficiency. Uzbekistan entered the category of countries with a very low level, gaining 442 points. At the same time, among the countries of Central Asia, Kyrgyzstan showed the best result, took 90th place (450 points), Kazakhstan - 104th (415 points), Tajikistan - 112th (388 points). (2-graph)

The Netherlands leads the ranking with 647 points, followed by Singapore (631 points) and Austria (616 points).



2-graph. EF EPI 2023 ranking of ASIAN countries.

The University of Public Safety established on the initiative of the president of the Republic of Uzbekistan, develops bilateral cooperation relations with higher education institutions of foreign countries. In 2023, systematic work is underway to establish and develop bilateral cooperation with 13 higher military educational institutions and academies of foreign countries.[4]

Likewise, the development of international relations and the study of the advanced experiences of foreign countries in the Academy of the Ministry of Internal Affairs is considered one of the priority goals of the Academy. The Academy cooperates with 9 international organizations and 29 foreign institutions of Higher Education.

Within the framework of the expansion of the regulatory framework with higher military educational institutions of foreign countries at the Academy of the Armed Forces of the Republic of Uzbekistan, 5 Memorandum of understanding (Belarus, Korea Republic, People's Republic of China, Kazakhstan, Indochina, USA) and agreements were signed to improve the qualifications of scientific and pedagogical personnel of the Academy. At the same time, international

organizations have established cooperation with the SCO Regional Anti-Terrorism Structure, the Commonwealth of Independent States, the International Committee of the Red Cross, the Organization for security and cooperation in Europe, the North Atlantic Cooperation Organization, the Turkish cooperation and coordination agency and the British Council. The current regulatory framework for international cooperation contains 23 regulatory legal acts (memorandum, letters of purpose, declaration, declaration, statement and contract). The Academy of the Armed Forces is working with 32 institutions of higher military education and scientific centers of foreign countries (Belarus, Great Britain, Germany, Italy, India, Kazakhstan, people's Republic of China, Kyrgyzstan, Republic of Korea, Pakistan, Russia, USA, Tajikistan, Turkey, France.)

When it comes to the Customs Committee of the Republic of Uzbekistan, it has international treaties and bilateral agreements with more than 30 countries and 3 international organizations (Shanghai Cooperation Organization, European Union and Commonwealth of Independent States).

As of today, it is signed with foreign countries for training and professional development of personnel in the field of Customs List of Memoranda:

№	The name of the transaction, when and where signed	Foreign higher education institution	Country
	Memorandum on cooperation in the field of training and professional development of personnel between the state Customs Committee of the Republic of Uzbekistan and the Federal Customs Service of Russia signed in Tashkent on December 13, 2012		

	Memorandum on cooperation in the field of training of personnel between the higher military customs Institute of the Republic of Uzbekistan and the Riga Technical University of the Republic of Latvia signed in Tashkent on may 28, 2014		o
	Memorandum on cooperation in the field of training and professional development of personnel between the state Customs Committee of the Republic of Uzbekistan and the State Customs Committee of the Republic of Belarus signed in Minsk on July 19, 2017	Republic of Belarus Institute for training and professional development of Customs personnel	o
	Hadli agreement on mutual cooperation and exchange of experience between the customs Institute of the state Customs Committee of the Republic of Uzbekistan and the Shanghai customs College of the General Customs Administration of the people's Republic of China, signed through diplomatic channels on July 12, 2021		
	Memorandum of understanding between the state Customs Committee of the Republic of Uzbekistan and the Korean customs service of the Republic of Korea signed in Tashkent on September 13, 2021 on the exchange and cooperation of experience in the direction of professional training	Korean Customs Service Training Center	
	Memorandum of understanding on the cooperation of educational institutions for the development of educational programs between the University of Dubai and the dbq customs Institute of the United Arab Emirates, signed in Dubai on may 13, 2022		

	Memorandum of understanding on cooperation in the field of training and professional development of personnel between the customs Institute of the state Customs Committee of the Republic of Uzbekistan and the Department of training and development of personnel of the Revenue Service of the Ministry of Finance of Georgia, signed on September 20, 2022 in Tbilisi	Department of Revenue Service of the Ministry of Finance of Georgia	
	Memorandum of understanding between the state Customs Committee of the Republic of Uzbekistan signed in Budapest on October 4, 2022 and the Hungarian National Tax and Customs Administration on cooperation of Customs Services	C	
	Memorandum of understanding in the field of Personnel Training of the State Customs Service of Turkmenistan with the state Customs Committee of the Republic of Uzbekistan signed in Ashgabat on December 21, 2022	Training Center under the Hungarian national tax and Customs Service	
	Protocol on cooperation between the customs Institute of the customs committee under the Ministry of Economy and finance of the Republic of Uzbekistan and the Academy of the state Customs Committee of the Republic of Azerbaijan signed in Baku on August 22, 2023	Training Center under the state customs service of Turkmenistan	
11	Plan for cooperation between the customs Institute of the customs committee under the Ministry of Economy and finance of the Republic of Uzbekistan and the educational and methodological center of the state Revenue Committee under the Ministry of	State Customs Committee Academy of the Republic of Azerbaijan	

	Finance of the Republic of Kazakhstan, signed through diplomatic channels on September 11, 2023-2024		

[5]

Moreover, proficiency in English is essential for law enforcement officers to access and understand international agreements, legal documents, policies, and procedures. It allows them to effectively enforce the law, investigate crimes, provide accurate and timely information to the public. In addition, English proficiency enables law enforcement agencies to collaborate with other agencies at the local, national, and international levels, enhancing their capacity to address transnational crimes and emerging threats.

In conclusion, the role of English in law enforcement agencies is fundamental for the development of areas as it facilitates communication, cooperation, and efficiency in the delivery of law enforcement services. Investing in English language training for law enforcement officers is therefore crucial for ensuring the safety and well-being of communities and the overall development of areas.

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СЕМАНТИЧЕСКАЯ СТРУКТУРА СЛОВООБРАЗОВАТЕЛЬНЫХ АФФИКСОВ РУССКОГО И УЗБЕКСКОГО ЯЗЫКОВ

Аннотация. В этой статье рассматриваются некоторые аспекты словообразовательных аффиксов русского и узбекского языков. А также, изучается семантическая структура всех морфологических способов словообразования.

Ключевые слова: словообразование, аффикс, суффикс, префикс, способы, продуктивные, малопродуктивные, семантика, русский язык, узбекский язык.

Названия новых предметов, признаков, действий появляются в языке благодаря активным процессам словообразования. Языки постоянно

пополняются новыми словами, потребность в которых вызвала развитием экономики, науки и культуры.

Выделяются в русском языке следующие группы продуктивных приставок и суффиксов, при помощи которых образуются прилагательные:

1) Приставка **без** – (**бес**) и суффикс **-н-**: *безразмерный, бесплатный, безрезультатный* и т.п.;

2) Приставка **вне-** и суффиксы **-н; -ов-, -ск-:** *внештатный, внеплановый, внеевропейский* и т.п.;

3) Приставки **до-, за-,** и **за-** и суффиксы **-н-, -ск-, - ов-** и др.: *добольничный, доисторический, заоблачный, заполтсный, заоконный, заокский* и т.п.;

4) Приставка **меж-** и суффиксы **-н-, -альн; -ическ-:** *межрегиональный, межконтинентальный, межгалактический* и т.п.;

5) Приставки **на-, над-** и суффикс **-н-**: *нареберный, подарочный, надсводный* и т.п.;

6) Приставка **по-** и суффиксы **-н-, -онн-, -енн-:** *послойный, пореформенный, пожизненный* и т.п.;

7) Приставка **при-** и суффиксы **-н-, -ск-:** *пришкольный, приусадебный, приинститутский, приволжский, приобский* и т.п.;

8) Приставка **пред-** и суффиксы **-ов-, -н-, -ск-** и др.: *предпусковой, прединфарктный, предвечерний, предмайский* и т.п.;

9) Приставка **после-** и суффиксы **-н-, -онн-:** *послеуборочный, послебольничный, послеоперационный* и т.п.

К малопродуктивным относится, например, способ образования прилагательных при помощи приставки от- и суффикса – н-: отглагольный, отыменный.

При образовании глаголов в различной степени продуктивны три морфологических способа словообразования: префиксальный, суффиксальный и суффиксально-префиксальный.

Префиксальный способ образования глаголов является наиболее продуктивным. От любого бесприставочного глагола путем присоединения к нему приставки возможно образовать новый глагол с иным оттенком в лексическом значении (ср. бежать – вбежать, выбежать, прибежать, отбежать и др.). Лексическое значение приставки наиболее отчетливо у глаголов движения.

Характерной особенностью глагольных приставок является наличие в их кругу приставок-антонимов, что облегчает уяснение значения приставки (ср.: *заклеить – отклеить*, а также приставок-синонимов, уточняющих лексическое значение глаголов (ср.: *выгнать – изгнать*). Некоторые приставки вносят в значение глагола экспрессивные оттенки (ср.: *возрадоваться-обрадоваться*).

Согласно мнению Н.М. Тихонова, «Разговорная частица -таки пишется через дефис только после наречий и глаголов. В остальных случаях пишется раз дельно. Частицы бы(б), же(ж), ли(ль), будто, мол, ведь пишутся раз дельно: Я бы поехал, он ведь был прав» [6, с. 614].

Суффиксальный способ образования глаголов используется при образовании глаголов от существительных и прилагательных а также от местоимений, числительных и междометий. Суффикс **-нича- (-ича; -а-**) употребляется при образовании глаголов от названий лиц со значением «заниматься чем-либо, действовать как кто-либо»: ***ло-дыр-нича-ть, мошеннича-ть, сапож-нича-ть***. Суффикс **–ова-** (**-ева-**) и его производные – **ствова-**, **-ирова-**, **-изирова** – образуют глаголы от существительных со значением «осуществлять что-либо»: *совет*-**ова-ть**, *господ*-**ствова-ть**, *дебатирова*-**ть**, *коллектив*-**изирова-ть**. От существительных и прилагательных образуются глаголы посредством суффикса **-и- -со** значением «создавать известное качество или состояние»: *сор*-**и-ть,** *бел*-**и-ть.** От прилагательных возможно образование глаголов посредством суффикса –е-, имеющим значение «делаться, становиться таким-то»: стар-е-ть, слаб-е-ть; реже используется суффикс **-ну-**: *слеп*-**ну-ть**, *креп*-**ну-ть**. От междометий

образуется глаголы суффиксом **-я-** (**ох-а-ть, ах-а-ть**) и его вариантом **-ка-** – от междометий и звукоподражательных слов (*мяу*-**ка-ть**, *ау*-**ка-ть**), а также суффиксом **-ну-**(*ахну*-**ть**, *цок*-**ну-ть**).

Суффиксально-префиксальный способ образования глаголов менее продуктивен. Разновидностью этого способа является использование суффикса –**ыва-** (**-ива-**) и аффикса **-ся** в сочетании с приставками: походить – **по-хаж-ива-ть**, *спать – вы-спать*-**ся** (в последнем случае можно говорить о префиксально-постсуффиксальном способе).

Среди словообразовательных суффиксов различаются непродуктивные, с помощью которых в настоящее время новые слова не образуюся (например, непродуктивен суффикс –нь: боле-знь, жи-знь; суффикс – ух:петух, паст-ух), и суффиксы продуктивные, активно участвующие в современном словообразовании.

Все продуктивные словообразовательные суффиксы делятся на несколько групп:

1) суффиксы, служащие для образования названий предметов;

2) суффиксы, употребляемые для образования названий лиц (мужчин и женщин);

3) суффиксы, служащие для образования слов с отвлеченным значением (абстрактных);

4) суффиксы, служащие для образования существительных, передающих субъективную оценку.

1. Суффиксы и приставки, служащие для образования названий предметов. Среди суффиксов этой группы выделяется ряд продуктивных суффиксов, например:

1) **-льник, -лк-а,** при помощи которых образуются существительные (чаще всего от глагольных основ) со значением орудия действия, наименования прибора (*будильник, холодильник, веялка, грелка, молотилка*);

2) **-щик (-чик)**, при помощи которого образуются существительные (как от глагольных, так и от именных основ) с тем же значением (*счетчик, тральщик*; слова с этими суффиксами употребляются в разных стилях речи, но наиболее характерны для речи научно-технической;

3) **-льн-я**, при помощи которого образуются существительные женского рода со значением места действия (*читальня, красильня, купальня* и др.);

4) **-ие (-ье)**, используемый для образования (чаще всего от именных основ с приставками пространственного значения) существительных со значением места (*заречье, предгорье, всполье, подножье* и др.);

5) **-к-а**, используемый для образования существительных (чаще всего основ относительных прилагательных на **-ов-, -ев-**), являющихся названием предметов по характеризующему их признаку (**анисовка, дюймовка, кладовка, жестянка**); слова с данным суффиксом употребляются преимущественно в разговорной речи; этот же суффикс используется и при образовании слов, употребляемых в качестве разговорного (или даже просторечного) синонима сочетания прилагательного с существительным:

Третьяковка (*Третьяковская галерея*), *вечерка* (*вечерняя газета*) и др.; суффикса **-ыва- (-ива-)** и аффикса **-ся** в сочетании с приставками: походить – *по-хаж*-**ива-ть**, *спат* – ***вы****-спать*-**ся** (в последнем случае можно говорить о префиксально-постсуффиксальном способе).

«Слово, непосредственно мотивирующее данное и по смыслу, и по форме, и будет производящим. Возьмем слово железобетонный. Оно входит в следующие ряды слов: 1) железобетон-н-ый, железобетон, железобетон-щик; 2) цемент-н-ый, камен-н-ый, желез-н-ый. Из этого сопоставления мы можем сделать вывод, что при - лагательное железобетонный образовано с помощью суффикса -н- от сложного существительного железобетон» [4, с. 12].

Так, в русском и в узбекском языке тоже аффиксы могут быть продуктивными и непродуктивными. К непродуктивным аффиксам узбекского языка относятся –лоқ (тошлоқ), -зор(олмазор), -истон (қабристон), дон (сиёхдон), ғлик (текислик) и др. В узбекском языке существуют следующие словообразовательные продуктивные аффиксы (суффиксы): -чи, (сув-чи), -ли, (сув-ли), -ла (айла), - лан, (сафлан), -дош (синф-дош), -ма (кўргазма), -гич (музлатгич), -нома (таклифнома) и др.

Некоторые продуктивные словообразующие аффиксы в узбекском языке являются многознаяными.

Например: -чи: спорт-чи, кураш-чи, гул-чи, мусиқа-чи, най-чи и др.

- дош: ватан-дош, юрт-дош, от-дош, хизмат-дош, касб-дош и др.

-гич: ил-гич, совут-гич, ўтказ-гич, исит-гич, ўлча-гич, кул-гич и др.

-ма: қопла-ма, қўллан-ма, йўқла-ма, қурил-ма, жамғар-ма и др.

Некоторые аффиксы в узбекском языке в таких словообразовательых типах, например: -чи: динамо-чи, пахтакор-чи, спартак-чи являются непродуктивными, а с аффиксом –чи в таких словообразовательных типах: футбол-чи, кураш-чи, спорт-чи, теннис-чи и другие являются продуктивными.

По мнению А.Ходжиева в узбекском языке, раньше были слова, образованы только с аффиксом но-. На сегодняшный день в узбекском языке очень часто встречаются прилагательные образованные новые слова с аффиксом но- с узбекского языка заимствованы с русского языка. Например, но-: но-қоратупроқ, но-давлат, но-стандарт и др.

Аффикс но- прилагательных образованным от существительных и прилагательных считаются непродуктивными. Их в узбекском языке около 30. Эти тоже заимствованы с арабского и форси-таджикских языков. Например: но-аниқ, но-боп, но-мард, но-пок, но-маълум, но-тўғри, но-инсоф, но-қулай, но –умид и др.

То есть аффикс но- в узбекском языке по значению соответствует с суффиксом не- в русском языке. Сравним:

В узбекском языке Но-	В русском языке Не-
Но-давлат	Не-государственный
Но-стандарт	Не-стандартный
Но-туғри	Не-правильно
Но-аниқ	Не-точно

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INTERACTIVE AND ACTIVE LEARNING

“The rise of society depends on teachers and their work.”
Saida Mirziyoyeva

Annotation. Nowadays students are more attracted towards mobile phones and lost interest in studies. Therefore it would become a real consent for parents and teachers, how to make studies interesting for studies.

Key words: teacher and student, videos and presentations, e-learning portals and websites, mental abilities, feedback, motivation, educational resources.

A teacher can make a remarkable difference in the way student learn the lessons. They understand the students thinking and use different students educational resources that would enhance students learning abilities and knowledge. In this blog some effective ways have been explained that would enhance student’s learning and teaching methods.

Gone are those days when students take interest in studies through one sided lectures. Now, students better respond towards active learning. They don’t just limit their learning to assignments and notes, although they enjoy learning through various fun and enjoyment activities. Some of them are offered by students learning websites [1].

Visual, audio and tactile learning are the key points that need to be focus in order to deliver optimal learning experience to students. This approach simply gives an opportunity to gain knowledge through animated videos and presentations available at numerous online educational portals.

This is one of active way of learning that give promising outcomes. It is one of the simplest ways to teach new lessons to students with the help of real life

examples. It is a type of teaching that would help to retain information for longer time with the help of free educational PDF's.

Feedback plays an important role in student's life. Giving valuable feedback to students will encourage them to learn new lessons and work on difficult areas. On the other hand, teachers can also motivate students by showing them motivational videos available at various online e-learning portals and websites. Such kind of assessments and videos will help teachers to move in right direction and excel better in studies.

Teach students through brainstorms is one of the best ways to enhance students thinking process. By introducing puzzles and interesting activities in classroom will increase student's mental abilities and energize them to learn new lessons. It challenges their critical thinking and logical reasoning.

Learning is a key to gain education and knowledge. It depends upon person whether he adopts traditional form of learning or online learning. Because each learning methodology has its own advantages and disadvantages.

In fact, online learning portal is gaining huge popularity among people but it doesn't mean that it is a right choice for everyone. Therefore in order to answer this question, let us understand some common differences between traditional style of learning and online style of learning. [2]

Synchronous form of learning requires the presence of all instructors and learners. It includes activities like commenting and forming opinions on a particular topic. It is somewhat similar to traditional form of learning where teacher put forth an argument and the students participate in debate. The teacher does not correct any kind of language semantics and does not remind students to stay on topic.

Asynchronous form of learning includes online style of learning in which learners and students log in according to their convenience and add comments. It provides flexibility to submit opinion on online learning portals and participate in live discussions.

Discipline and self-motivation have a key role in every person life. Both traditional and online educational resources require some kind of discipline succeed.

e-learning portals provide flexibility in online learning but with a lack of self-motivation. These portals provide numerous resources to study and download but leave students in struggling position to get self-motivated.

While in traditional style of learning, discipline and motivation is the key factor. Students get motivated by the regular feedback provided by teachers and also get motivated in the accompany of their fellow students.

Social interaction is important factor to enhance one's personality and skills. It helps students to succeed and stay motivated.

Despite technological advances, traditional learning is still a better option to thrive face-to-face interaction. While talking and interacting with traditional instructors on regular basis can be motivating for students.

On the other hand students learning website or online learning portals were lack in providing social interaction. As these websites will provide a platform for students to learn and explore something new but keep them a step back from social interaction. [3]

Teachers should follow certain practices in order to improve quality teaching. Some of them are described as adequate practice. Practical education will always help students to grasp the topic easily and efficiently. Therefore teaching should involve multiple practical sessions like games, group discussions; videos based learning, students learning website and many others.

Summing up, there are numerous teaching techniques that give impressive result in order to enhance students learning abilities. Free learning portals help students in various useful information's and facts like art and craft activity, health education and numerous others.

Every human being has abilities to gain education and knowledge. It doesn't matter whether it is gained through online mode or traditional style. One such free learning portal that helps students to gain useful information.

Good teachers have quality and in-depth knowledge about the subject. It helps in deep understanding of subject as well as enhances communication between students and teachers. Deep content knowledge will help teachers to understand students thinking and employ them better educational resource to learn.

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HIGHLY MOTIVATING GAMES IN TEACHING ENGLISH

Annotation: Games encourage and increase cooperation. They can be used to give practice in all language skills and be used to practice many types of communication. This article focuses on demonstrating how to use highly motivating games in English classes.

Key words: technique, language skills, constant effort, increases, cooperation, memorize, motivate.

Nowadays, using games has become a popular technique exercised by many educators in the classrooms and recommended by methodologists. Language learning is a hard task which can sometimes be frustrating. Constant effort is

required to understand, produce and manipulate the target language. Well-chosen games are invaluable as they give students a break and at the same time allow students to practice language skills. Games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation. [1]

Some Advice

- Games should be regarded as supplementary activities. The whole syllabus should not be based on games only - even for young learners.
- When choosing a game, the teacher should be careful to find an appropriate one for the class in terms of language and type of participation.
- Once the game has begun, the teacher should not interrupt to correct mistakes in language use.

The teacher should not compel an individual to participate. Some learners may not want to participate due to personal reasons. Forcing students to participate usually does not have successful results. [2]

- A game which looks wonderful on the paper may not work in the actual classroom setting. If it is tiring or boring, it should be stopped.
- Give clear instructions. Unless the learners know what, he is expected to do and how to do it, the aim cannot be achieved, and the game cannot be played.

In order to demonstrate how to use motivating games in the classroom, some examples are provided below.

Game 1: Whisper Circles

- **Aim**: Speaking (using a whisper), pronunciation, listening, grammar (it takes ...to do ...)
- **Notes**:

1. Divide the students into groups of 7 to 10.

2. Choose one leader from each group. Give the leaders the card which has the sentence "It takes about six seconds for something you drink to reach your stomach." Ask him to memorize the sentence, go back to his group and whisper

what he has read on the card to the person on his right. Each person will whisper the sentence to the next person and the sentence can be said only once. The last person will say the sentence out loud. If the sentence is the same with the one written on the card, that group wins. [3]

Game 2: Match and Catch the Riddle

- **Aim**: Reading silently, reading aloud, pronouncing segmental and suprasegmental features correctly, listening selectively, grammar (simple present tense), linguistic and nonlinguistic reasoning.

- **Notes**:

Divide the class into two groups: The QUESTION group and the ANSWER group.

1. Give the questions to the first group and the answers to the other group.

2. Each student in the first group is supposed to read the question he has aloud and whoever has the answer in the other group reads the answer aloud.

3. If the question and the answer match, put the students in pairs. If they don't, continue till the right answer is found. Each student can read his part only twice. When all questions and answers are matched ask the pairs to read the riddle they have just for fun. [4]

Some Suggested Riddles

QUESTIONS	**ANSWERS**
What animal is gray and has a trunk?	A mouse going on vacation
What animal eats and drinks with its tail?	All do. No animal takes off its tail when eating or drinking.
Why do mother kangaroos hate rainy days?	Because then the children have to play inside.
How can you tell the difference between a can of chicken soup and a can of tomato soup?	Read the label.

Why is an eye doctor like a teacher?	They both test the pupils.
Why did the cross-eyed teacher lose his job?	Because he could not control his pupils.
Why is mayonnaise never ready?	Because it is always dressing.
Do you know the story about the skunk?	Never mind, it stinks.
If a papa bull eats three bales of hay and a baby bull eats one bale, how much hay will a mama bull eat?	Nothing. There is no such thing as a mama bull.
What does an envelope say when you lick it?	Nothing. It just shuts up.
Why do cows wear bells?	Because their horns don't work.
Why shouldn't you believe a person in bed?	Because he is lying.
What is the best way to prevent milk from turning sour?	Leave it in the cow.
Why does a dog wag his tail?	Because no one else will wag it for him.

In conclusion, games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication. The aim of this paper was to demonstrate some sample games. Teachers are encouraged to find other games which are suitable for his/her students or develop his/her own.

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ВЛИЯНИЕ ЮРИДИЧЕСКОЙ ТЕРМИНОЛОГИИ ПРИ ИЗУЧЕНИИ РУССКОГО ЯЗЫКА БУДУЩИМИ ЮРИСТАМИ

Аннотация. Данное исследование изучает влияние юридической терминологии при изучении русского языка будущими юристами. Поскольку юридический дискурс в значительной степени зависит от точности языка и специализированной терминологии, владение юридической терминологией крайне важно для стремящихся стать юридическими специалистами. Путем всестороннего анализа стратегий изучения языка, проектирования учебных программ и методических подходов, данное исследование направлено на выявление эффективных методов преподавания юридической терминологии учащимся русского языка. Изучая вызовы и возможности, присущие изучению юридической терминологии, данное исследование стремится информировать преподавателей языков, разработчиков учебных программ и юридических образователей о лучших практиках интеграции юридической терминологии в программы изучения русского языка. В конечном итоге это исследование способствует более глубокому пониманию пересечения обучения языку и юридического образования с последствиями как для языковой педагогики, так и для юридической подготовки.

Ключевые слова: Юридическая терминология, изучение русского языка, будущие юристы, языковая педагогика, проектирование учебной программы, методические подходы, стратегии изучения языка, юридическое образование.

Овладение юридической терминологией является существенным аспектом изучения языка для будущих юристов, особенно в контексте русского языка. Юридический дискурс требует точности и ясности, широко используя специализированную терминологию для точной передачи конкретных значений и понятий. Стремящиеся стать юридическими профессионалами должны обладать прочным пониманием юридической терминологии, чтобы ориентироваться в сложностях юридических текстов, эффективно общаться с клиентами и коллегами и убедительно выступать в судебных разбирательствах.

Введение задает тон для изучения влияния юридической терминологии на изучение русского языка будущими юристами. Оно подчеркивает значимость овладения юридической терминологией в образовательном и профессиональном развитии студентов-юристов и подчеркивает вызовы и возможности, присущие этому процессу. Кроме того, оно очерчивает цели и рамки исследования, включая изучение стратегий изучения языка, соображений по проектированию учебных программ и методических подходов, направленных на повышение профессиональной подготовки по юридической терминологии среди учащихся русского языка. Погружаясь в эти аспекты, данное исследование стремится внести свой вклад в область языковой педагогики и юридического образования, предоставляя информацию об эффективных методах преподавания юридической терминологии в контексте русского языка.

В конечном итоге более глубокое понимание взаимосвязи между приобретением юридической терминологии и изучением русского языка может информировать разработку учебных программ, практики преподавания и образовательные политики, направленные на подготовку будущих юристов к успеху в их юридической карьере.

Основная часть исследования будет посвящена нескольким ключевым аспектам, связанным с влиянием юридической терминологии на изучение русского языка будущими юристами:

1. Анализ юридической терминологии: Этот раздел будет включать подробное изучение структуры, использования и значимости юридической терминологии в русском языке. Он исследует специализированную лексику, фразы и выражения, обычно используемые в юридических текстах, контрактах, законах и судебных разбирательствах. Кроме того, он подчеркнет важность точной терминологии в юридической коммуникации и потенциальные вызовы, с которыми сталкиваются учащиеся языка при освоении юридического жаргона[1].

2. Стратегии изучения языка: Здесь будут обсуждаться различные стратегии и техники изучения языка, сосредоточив внимание на их эффективности при приобретении юридической терминологии в контексте русского языка. Этот раздел исследует методы, такие как расширение словарного запаса, контекстное обучение, мнемонические приемы и погружение в языковую среду, учитывая их применимость и актуальность для языковых потребностей будущих юристов [3].

3. Соображения по проектированию учебных программ: Эта часть будет адресована интеграции юридической терминологии в языковые учебные программы для будущих юристов. Она рассмотрит принципы дизайна, учебные цели и стратегии последовательности, вовлеченные в интеграцию юридической лексики и понятий в курсы русского языка. Кроме того, она исследует междисциплинарные подходы, объединяющие языковое обучение с юридическим образованием для одновременного повышения языковой и юридической компетенции студентов [2].

4. Методические подходы: Основная часть также обсудит различные методические подходы и педагогические техники, используемые для преподавания юридической терминологии учащимся русского языка. Это может включать интерактивные учебные мероприятия, кейс-стади, упражнения на ролевые игры и аутентичные юридические материалы. Раздел оценит эффективность этих подходов в продвижении активного участия, понимания и запоминания юридической терминологии среди студентов [4].

5. Вызовы и решения: Наконец, этот раздел будет адресован вызовам, с которыми сталкиваются будущие юристы при изучении юридической терминологии на русском языке. Он определит общие трудности, такие как языковые барьеры, культурные различия и концептуальные сложности, и предложит потенциальные решения и стратегии для их преодоления [5]. Кроме того, он обсудит роль языковых образователей, юридических профессионалов и технологий в поддержке усилий студентов по изучению языка и повышении их компетенции в области юридической терминологии [8].

Путем глубокого изучения этих ключевых аспектов основная часть исследования стремится предоставить ценные выводы и рекомендации для образователей, разработчиков учебных программ и юридических практиков, участвующих в языковом образовании будущих юристов. Адресуя уникальные языковые и профессиональные потребности стремящихся стать юридическими специалистами, данное исследование стремится внести свой вклад в улучшение юридического языкового образования и подготовку компетентных и квалифицированных юристов в русскоязычном мире.

В заключение, овладение юридической терминологией является жизненно важным компонентом изучения русского языка для будущих юристов, поскольку оно позволяет им эффективно ориентироваться в сложностях юридического дискурса, общаться с ясностью и точностью и отстаивать интересы своих клиентов. В ходе данного исследования мы изучили влияние юридической терминологии на изучение русского языка, рассмотрев различные аспекты, такие как анализ юридической терминологии, стратегии изучения языка, соображения по проектированию учебных программ, методические подходы и проблемы, с которыми сталкиваются учащиеся. Наш анализ показал, что овладение юридической терминологией требует сочетания языковой компетенции, контекстного понимания и практического применения. Учащиеся языка выигрывают от разнообразного спектра стратегий и методических подходов, включая

упражнения по расширению словарного запаса, погружение в языковую среду, междисциплинарное обучение и аутентичные юридические материалы. Разработчики учебных программ играют ключевую роль в интеграции юридической терминологии в языковые курсы, обеспечивая соответствие учебным целям учащихся. Несмотря на преимущества интеграции юридической терминологии в изучение русского языка, учащиеся могут столкнуться с такими проблемами, как языковые барьеры, культурные нюансы и концептуальные сложности [9].

Однако эти проблемы могут быть решены с помощью целенаправленных обучающих вмешательств, коллективных учебных сред и поддержки со стороны образователей и юридических специалистов. В дальнейшем важно продолжать изучение инновационных подходов к преподаванию юридической терминологии и поддержке профессиональной подготовки учащихся по русскому языку.

Используя технологии, междисциплинарное сотрудничество и лучшие практики в языковой педагогике, образователи и разработчики учебных программ могут повысить качество и эффективность юридического языкового образования для будущих юристов [10].

Эффективная интеграция юридической терминологии в программы изучения русского языка имеет огромный потенциал для подготовки стремящихся стать юридическими специалистами к успеху в их карьере, способствует взаимопониманию между культурами и продвигает доступ к правосудию в русскоязычном мире. По мере того как мы продолжаем углублять наше понимание пересечения обучения языку и юридического образования, мы можем гарантировать, что будущие юристы будут обладать языковыми и профессиональными навыками, необходимыми для успешной работы в глобализированном и мультикультурном юридическом ландшафте.

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ПРИМЕНЕНИЕ МЕТОДОВ ГЕЙМИФИКАЦИЯ В КАЧЕСТВЕ ПОВЫШЕНИЯ ЭФФЕКТИВНОСТИ ЗАНЯТИЙ ПО ИНОСТРАННОМУ ЯЗЫКУ

Аннотация В данной статье описываются применение метода «геймификации» при организации аудиторных занятий по иностранному языку в непрофильных вузах. В работе внимание акцентируется на малых часах, выделяемых на языковые дисциплины, а также на низком уровне владения языковыми компетенциями при поступлении в вуз. Уделяется огромное внимание роли мотивации при обучении и для ее развития внедрение «геймификации».

Ключевые слова: иностранный язык, геймификация, самостоятельная работа, курсант.

В XXI веке современному кадру предъявляется все больше требований, из числа которого особое место занимает владение иностранным языком, которое, в свою очередь, выступает главным среди компонентов профессиональной компетенции. Языковая компетенция по иностранным языкам в качестве мощного инструмента может создать возможности к более широкому объему знаний, доступ к обмену информацией с зарубежными коллегами и др. Современным условием конкурентоспособности военных

кадров, работающих с мировым рынком как специалисты таможенных органов, выступает владение несколькими языками. В связи с этим обучение иностранному языку в неязыковом вузе (т.е. в высшем учебном заведении, где иностранный язык не является профильным) требует наиболее эффективной и приемлемой научно-методической деятельности.

Согласно нормативным документам, регулирующие учебный процесс в вузах, учебные дисциплины на следующие блоки: профильные и общеобразовательные. И поэтому в неязыковых вузах, в том числе в военных, иностранный язык является обязательной дисциплиной, однако непрофильного характера, т.е. иностранные языки в них преподаются в качестве общеобразовательной дисциплины. Такое обстоятельство, на наш взгляд, особенно влияет на качество языковой подготовки в непрофильных вузах (неязыковой вуз). Самым ярким отражением отрицательного влияние на качество обучения – это фактор отсутствия «необходимого времени», несмотря на которое по окончанию обучаемым должен продемонстрировать овладение определенными навыками, знаниями и умениями, а также выучить необходимый объем профильной лексики [4]. Взаимосвязи с ограниченностью аудиторных занятий наблюдается требование определенного уровня подготовки у изучающих иностранный язык первого года обучения непрофильных вузах.

В соответствии с правовыми актами, принятыми Кабинетом Министров Республики Узбекистан, при поступлении в высшее учебное заведение, факт завершения предыдущего этапа обучения в непрофильных или же профильных образовательных заведениях не имеет важную роль, т.е. это сказывается на неравномерности укомплектованных групп. Это говорит о том, что первостепенная задача педагога, которая связанна с углублением изучением и усовершенствованием уже имеющихся умений и навыков на деле, окажется невыполнимой, по той причине, что у обучаемых будет отсутствовать базовые школьные знания. Следовательно, педагог-языковед вынужден тратить и без этого малое время на тех студентов, которые не

изучали довузовскую программу *«добросовестно»*, и начать все *«с нуля»*. Мы считаем, что языковая подготовка будущего специалиста во время обучения в вузах не должно начинаться с нуля.

Основной проблемой, ожидающим своего решения, является меры, которые необходимо преподавателю предпринять – это повышение заинтересованности обучающихся к образовательному процессу в аудитории. С этой точки зрения считаем, что одним из эффективных методов организации практических занятий по иностранному языку – *геймификация.*

Термин геймификация получил распространение в педагогике после публикации монографий американских педагогов М. Поренски (2008), К. Каппа (2012). Согласно К. Каппу, геймификация - это «внедрение игровых технологий в неигровые процессы, в том числе в образование» [3, с. 10], а также «использование игровой механики, эстетики и игрового мышления для вовлечения людей в обучение и решение различных задач и для повышения их мотивации» [3, с. 15]. Оксфордский словарь дает следующее определение понятию геймификация: «Применение типичных элементов игры (например: очки, элементы соревнования, правила игры) в других областях деятельности, часто в качестве техники онлайн-маркетинга для того, чтобы повысить вовлеченность продуктом или сервисом» [1].

Геймификация отличается от многих игровых практик (таких, например, как традиционная игра, ролевая игра, симуляция) тем, что реальность не превращается в игру, а остается реальностью, в то время как ученику даются игровые установки, которые соотносятся с реальностью. Для того чтобы процесс геймификации не превратился для ученика в бездумное зарабатывание игровых баллов, на протяжении всего курса с использованием геймификации ставятся как игровые, так и образовательные задачи. При этом игровые задачи помогают развить внутреннюю мотивацию для выполнения приоритетных образовательных задач. К тому же, в отличие от других игровых практик, геймификация не имеет имитационного характера деятельности, и при неизменном образовательном содержании она дает

возможность качественно видоизменять способ организации учебной деятельности [4].

Таким образом внедрение геймификации в процесс обучения иностранному языку, следует отметить, неимитационный характер активности, свойственный геймификации, позволяет развивать не только иноязычные коммуникативные умения, но и профессиональные навыки, умения и приобретать опыт, а также развивать критическое мышление, умение совместной работы, готовность к сотрудничеству, толерантности. Это делает геймификацию уникальным способом организации учебной деятельности на занятиях иностранным языком, в котором происходит отход от пассивных методов обучения, где знания даются в готовом виде, и становится возможной реализация проблемных методов обучения, поисковой деятельности и исследовательских проектов, организация самооценивания и группового оценивания, симуляция процесса обучения путем создания виртуального языкового пространства [6], активизируется творческий потенциал личности участников образовательного процесса. Кроме того, на современном этапе развития языкового образования следует уделять особое внимание развитию системы самообразования, которое требует стимулирования учебно-познавательной активности студентов в организации их самостоятельной деятельности [2]. Геймификация обеспечивает стимуляцию самообразования путем создания информационно-обучающей среды, которая способствует самостоятельному стремлению студентов к саморазвитию и раскрытию творческих способностей [5], а также за счет сильного повышения уровня внутренней мотивации и общей удовлетворенности процессом обучения.

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ИСПОЛЬЗОВАНИЕ ЛИНГВОСТРАНОВЕДЧЕСКОГО МАТЕРИАЛА НА ЗАНЯТИЯХ ПО РУССКОМУ ЯЗЫКУ

Аннотация. В данной работе автор акцентирует внимание на использование лингвострановедческого материала как средства повышения мотивации при обучении иностранным языкам.

Ключевые слова: прогрессирующее развитие, специфика страны, методика обучения, страноведение, носитель языка, мотивация.

Всё большее развитие международных контактов и связей в экономике, политике, образовании, культуре и других областях определяет курс на последовательную ориентацию современной методики обучения иностранным языкам (русского, английского, французского, немецкого и др.) на реальные условия коммуникации. Стремление к коммуникативной компетенции предполагает не только владение соответствующей иноязычной языковой техникой, но и усвоение колоссальной неязыковой информации, необходимой для адекватного обучения и взаимопонимания, так как последнее невозможно достичь без относительного равенства основных сведений общающихся об окружающей реальности. Всем известно, что различие в запасе этих сведений у носителей разных языков в основном определяется различными материальными и духовными условиями существования соответствующих народов и стран, особенностями их истории, культуры и быта, языка, общественно-политического строя и т.д. В связи с этим, напрашивается вывод о необходимости глубоко знать специфику страны изучаемого языка и, как следствие, о необходимости страноведческого подхода как одного их главных принципов обучения языкам, в частности и русскому языку.

Страноведение понимается как комплексная учебная дисциплина, включающая в себя разнообразные сведения о стране изучаемого языка. Важно отметить, что в отличие от фундаментальных наук, на которых оно базируется, страноведение включает в себя сведения фрагментарного характера и определяется как дисциплина в системе географических наук, а также комплексным изучением стран, систематизирующая и обобщающая разнородные данные об их природе, населении, хозяйстве, культуре и социальной организации.

Необходимо одновременное изучение языка и культуры, так как «…это позволяет удачно сочетать элементы страноведения с языковыми явлениями, которые выступают не только как средство коммуникации, но и как способ ознакомления обучащихся с новой для них действительностью» [4]. Такой

подход к обучению русскому языку, - по мнению Н.А. Саланович, - во многом обеспечивает не только более эффективное решение практических общеобразовательных, развивающих и воспитательных задач, но и содержит огромные возможности для вызова и дальнейшего поддержания мотивации обучающихся.

Знакомство с культурой страны изучаемого языка было одной из главных задач ещё со времен античности. Преподавание классических языков невозможно осуществить без культуроведческого комментирования. В XIV веке в преподавании живых языков наряду с устной речью на первое место выдвигается ознакомление с реалиями страны изучаемого языка, что было характерно для немецкой лингводидактической школы.

Уточним, что же такое страноведение? В нашей стране различные сведения о том или ином государстве, преподаваемые в процессе обучения языку (или в связи с изучением языка), принято называть страноведением. В других странах, в частности в американских учебных заведениях существуют курсы «языка и территорий», во французской методической школе используется понятие «язык и цивилизация», а в Германии - культуроведение, в Англии используется теория «лингвокультурных исследований» и др.

Образовательные документы (госстандарт, типовые учебные программы) в число целей обучения иностранным языкам на базовом уровне включает воспитание у обучающихся положительного отношения к иностранному языку, культуре народа, говорящего на данном языке.

Лингвострановедение позволяет увидеть разноязычность и полифоничность русской культуры, её духовное начало. По мнению В.Г. Костомарова и Е.М. Верещагина, «вся мозаика реальной культуры - естественно, при соблюдении необходимых пропорций - может и, пожалуй, должна найти себе место в языковом учебном процессе» [1].

Как известно, в лингвострановедении задачи обучения русскому языку как совокупности форм выражения неразрывно сливаются с задачами

соизучения страны. Говоря о вопросах, рассматриваемых лингвострановедением, важно помнить о её проблематике: филологической и методической. С точки зрения первой - анализ языка с целью выявления в нём национально-культурной семантики, второй - поиск приёмов презентации, закрепления и активизации национально-специфичных языковых единиц и культуроведческого прочтения текстов на практических занятиях русского языка и литературы.

Таким образом, можно утверждать о том, что лингвострановедческий материал включает учащихся в диалектику культур, в развитие общечеловеческой культуры, в осознание роли языка и культуры в зеркале культуры другого народа.

Широкое применение названного материала, по нашему мнению, поможет решить ряд основных задач обучения, таких как обогащение лексического запаса учащихся, совершенствование речемыслительной деятельности обучающихся, расширение их кругозора, повышения положительной мотивации к изучению иностранного языка, в том числе и русскому языку. Однако, главным здесь является овладение ещё одним способом участия в коммуникации и проникновении в новую национальную культуру, тем самым получая огромное духовное богатство, хранимое изучаемым языком. «В языке, - как верно заметил К.Д.Ушинский, - одухотворяется весь народ и вся его родина» [5]. Действительно, знание не только родного языка, но и других языков, позволяет вступить свободно в контакт с другими народами. Язык великолепно сыграет свою роль передатчика национальной культуры.

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MUSTAQIL ISHNI TASHKILLASHTIRISHDA MASHQLARDAN SAMARALI FOYDALANISH

Annotatsiya. Maqolada mustaqil ta’limni tashkIl etish va o‘tkazishda mashqlardan foydalanish bo‘yicha metodik ko‘rsatmalar bayon etilgan. Xususan, mamlakatimizda ham mashqlar sistemasining tasnifiga doir nufuzli tadqiqot ishlari olib borilgan. Shakllantiruvchi mashqlar til materiali (leksika, grammatika, talaffuz)ni o‘zlashtirishda, rivojlantiruvchi mashqlar til materialini egallash, tilga oid dastlabki ko‘nikmalarni mustahkamlashda, takomillashtiruvchi mashqlar esa

chet tilda fikr bayon etish va o‘zga shaxs fikrini idrok etib tushunish maqsadida bajariladi haqida fikr-mulohazalar yoritilgan.

Kalit so‘zlar: mustaqil ta’lim, mustaqil ish, mashq, mashqlar sistemasi, shakllantiruvchi mashqlar, rivojlantiruvchi mashqlar, takomillashtiruvchi mashqlar.

Mustaqil O‘zbekiston Respublikasining jahon hamjamiyatiga tobora keng miqyosda qo‘shilayotganligi tufayli uzluksiz ta’limning sifat bosqichida chet tillarni mustaqil o‘rgatish-o‘rganish alohida ahamiyat kasb etmoqda. Ayniqsa, chet til darsida mustaqil ta’limni tashkil etish masalasi shu kunning ustuvor ijtimoiy-siyosiy va iqtisodiy masalasiga aylandi.

Mustaqil ta’limga turlicha ta’rif-tavsif keltirilgan. Jumladan, o‘zbek tilining izohli lug‘atida quyidagicha ta’rif beriladi:(1) O‘zganing yordamisiz yoki rahbarligisiz ish qila oladigan, o‘zicha fikr yurita oladigan, yashay oladigan. (2) Faqat o‘ziga taalluqli, o‘zgalar ishtirokisiz, ta’sirisiz bo‘ladigan. O‘zining qiziqib, mustaqil shug‘ullanishi natijasida bu tilni o‘qituvchisi bilan gaplasha oladigan darajada bilib oldi. Mirmuhsin, Umid. Mening gapim shu: mustaqil fikringiz bo‘lsa, yana o‘ylab ko‘ring. R.Fayziy [5:652 b].

Mashq tushunchasi esa metodik adabiyotlarda turli ta’rif va tavsiflarga ega bo‘lib kelgan [2]. Hozirgacha mashq sistemasining tarkibiy qismlari, mashqlar sistemasining tasnifi borasida bir qancha lingvistik, psixolingvistik va didaktik tadqiqot ishlari olib borilgan (I.V.Raxmanov, V.A.Buxbinder, N.I.Gez, M.S.Ilin, J.J.Jalolov, I.M.Berman va b.).

V.A.Buxbinder fikricha, mashq deganda, til hodisalariga oid bilimlarni egallash, leksik, grammatik, talaffuz ko‘nikmalarini shakllantirish, mazkur birliklarni nutq vaziyatida to‘g‘ri qo‘llash amali tushuniladi.

Taniqli metodistlardan professor I.V.Raxmanov barcha mashqlarni lingvistik nuqtai nazardan til va nutq mashqlari nomi bilan yuritgan.

Tadqiqotchilardan professor V.A.Buxbinder psixolingvistik nuqtai nazardan informatsion, operatsion va motivatsion mashqlar haqida ilmiy izlanishlar olib

borgan. Informatsion mashqlar bilim o‘rgatadigan, operatsion mashqlar til materialini o‘rgatish orqali ko‘nikmani shakllantiradigan, motivatsion mashqlar deganda esa nutqiy malaka hosil qilishda bajariladigan mashqlar tushuniladi.

Mamlakatimizda ham mashqlar sistemasining tasnifiga doir nufuzli tadqiqot ishlari olib borilgan. Shakllantiruvchi mashqlar til materiali (leksika, grammatika, talaffuz)ni o‘zlashtirishda, rivojlantiruvchi mashqlar til materialini egallash, tilga oid dastlabki ko‘nikmalarni mustahkamlashda, takomillashtiruvchi mashqlar esa chet tilda fikr bayon etish va o‘zga shaxs fikrini idrok etib tushunish maqsadida bajariladi. Boshqacha aytganda, bilim olish (shakllantiruvchi mashqlar), ko‘nikmani egallash (rivojlantiruvchi mashqlar) va malakani o‘stirishga (takomillashtiruvchi mashqlar) yo‘naltirilgan mashqlar deb ataladi [2].

Tarjimani olimlar turlicha talqin qiladilar. Tadqiqotchilardan A.V.Fedorov [4] va L.S. Barxudarovlar [1] tarjimaga lingvistik jihatdan yondashib, uni ikki ma’noda qo‘llanishini ta’kidlaydilar: 1.Muayyan bir matn (yoki matn parchasini) ikkinchi bir tilga o’girish. 2. Tarjimaning o‘zi, “tarjima qilmoq” fe’lidan kelib chiqqan hosila.

“Tarjima” so‘zining chet til o‘qitish metodikasidagi terminologik ma’nosi doirasi “tarjima metodi”, “tarjima mashqi”, “tarjima usuli” kabi birikmalarda ifodalanadi. Zero, chet tilni nutq faoliyati sifatida o‘rgatish/o‘rganish jarayonida vaqti-vaqti bilan tarjimaga murojaat qilish zaruriyati chet til o‘qitish metodikasida mufassal bayon etilgan.

Oddiyroq aytganda, chet tilda gapirish, tinglab tushunish, o‘qish va yozuvni nutq faoliyati turlari sifatida egallash alohida tarjima mashqlarini talab etadi. Chunonchi, til va nutq birliklari hisoblanmish so‘z, jumla, matn kabilarni o‘rganishda quyidagi tarjima mashqlarining bajarilishi metodik jihatdan o’zini oqlaydi: (a) yangi so‘zning ma’nosini ochish (semantizatsiya)da, tarjimasiz usuldan foydalanish imkoni bo’lmaganda, so‘z ona tiliga tarjima orqali beriladi; (b) chet tildagi jumla murakkab bo‘lsa, u tarjima qilinadi, so‘zma-so‘z tushuniladigan jumlalar esa o‘rganilgan so‘zlar yordamida tarjimasiz taqdim etiladi; matnni o‘qishda uni boshdan-oxir og‘zaki tarjima qilinmaydi; yozma

tarjima uchun berilgan matn esa tarjimani o‘rgatishga mo‘ljallanmaydi, balki uning tarkibidagi yangi so‘zlarni lug‘at yordamida talabaning qanchalik to‘g‘ri semantizatsiya qilganligi tekshirib ko‘riladi, xolos. Lug‘atdan foydalanishni o‘rganish maqsadida matn yozma tarjima qilinadi, buning uchun darslikda maxsus mashqlar beriladi: “Matnni o‘qing va uni lug‘at yordamida yozma tarjima qiling”. Matndagi yangi so‘zlar ma’nosini talaba mustaqil tarzda lug‘atdan topishi hisobga olinadi.

Chet til darslarida rolli va ishbilarmonlik mashqlaridan foydalanish muhim ahamiyat kasb etadi. Bu kabi mashqlardan foydalanish kursantlarning darsga qiziqishini orttiribgina qolmay, balki ularda yangi so‘zlarni o‘zlashtirish, ko‘nikma va malakalarini shakllantirishga va rivojlantirishga olib keladi. Kursantlarning chet tilni o‘rgatishning amaliy ahamiyatini oshirishda qo‘llanishi mumkin bo‘lgan rolli mashqlarni ayrimlarini sanab o‘tishni lozim topdik.

Bular sirasiga *“Gruppe kennen lernen”, “Der-Die-Das”* kabi o‘yin-mashq turlarini kiritish mumkin.

Kursantlar dastlab o‘zlarini tanishtirish jarayonida ismiga mos tushadigan harfdan foydalanish tavsiya etiladi. Masalan: *Shristoph wie chaotisieren* yoki *Man nennt mich Shristoph* va shu kabi. O‘zini tanishtirish jarayonida turli mimika va pantonomiyalarni ham qo‘llash mumkin.

Kursantlarni alohida guruhda, individual yoki yoppasiga ishlash orqali ushbu mashq turlarini shakllantirish mumkin. Nemis tilida kursantlar *“Mening oilam”* mavzusini tushuntirishda quyidagi usuldan foydalanish tavsiya etiladi. O‘qituvchi tomonidan berilgan topshiriqda kursant o‘z oilasi haqida emas, balki do‘stining oilasini tasvirlay olish talab etiladi, ya’ni do‘stining ismi, oilasining tarkibi, ya’ni, necha kishidan iborat ekanligi, do‘stining bo‘sh vaqtida nima bilan mashg‘ul bo‘lishi, yoki nimaga qiziqishi haqida ma’lumot beradi. Bu mashqni bajarish orqali guruhdagi barcha kursantlar ishtirok etadi va so‘z boyligini oshishiga olib kelishi mumkin.

Keyingi mashq turini *“Der-Die-Das” Spiel* deb atash mumkin. Buning uchun kursantlarning so‘zni to‘g‘ri qo‘llash va uning talaffuziga ahamiyat beriladi. Ya’ni

kursantlar *“Der-Die-Das”* mashqini bajarish orqali bir-birini rodlarga mos kelgan holda tasvirlaydi va shu tariqa davom etadi.

Ma’lumki, asrlar davomida chet til mashg‘uloti tarjima metodi orqali o‘tkazib kelingan. Unda til o‘rganuvchining tafakkurini rivojlantirish maqsad qilib qo‘yilgan. Keyinchalik ushbu metodning faqat o‘lik (lotin, qadimiy yunon) tillarni o‘rgatishga mos kelishi, jonli tillarni esa mazkur metod bilan o‘rgatish imkoni yo‘qligi ilmiy asoslandi va xalqaro miqyosda ko‘pchilik mutaxassislarga ma’lum bo‘lgan to‘g‘ri metod, audiolingval metod, audiovizual metod, intensiv metod kabilar paydo bo‘ldi. Hozirgi paytda dunyo mamlakatlarida chet til o‘rgatish kommunikativ metod orqali amalga oshirilmoqda.

I.V. Raxmanov tarjima bilan bevosita bog‘liq masalalarga to‘xtalib, chet tilni o‘rgatishning ikki qonuniyatini ko‘rsatgan edi: 1) chet tilni o‘rgatish ona tili asosida bo‘lishi (ushbu qonuniyat hozirgi kunda ham o‘z ahamiyatini saqlab turibdi, chunki ona tili orqali chet tilni o‘rganish real voqelikni aks ettiradi); 2) chet tilni o‘rgatish, qanday maqsadda bo‘lmasin, tinglab tushunish va gapirish mashqlarini bajarish evaziga bo‘lishi kerak [3].

Chet til o’qitish tarixida tarjimani o‘rgatishda ikki holatni kuzatishimiz mumkin: birinchidan, uzoq muddat chet tilni jahon miqyosida ona tiliga tarjima qilish orqali o‘rgatib/o‘rganib kelingan (bunda “tarjima metodi”ni eslatib o‘tish kifoya), ikkinchidan, badiiy va boshqa adabiyotlarni tarjimada o‘qilishi ta’sirida “chet til – tarjima” tarzidagi fikriy bog‘lanish (assotsiatsiya) hosil bo‘lgan.

Tarjima so‘zining ma’no doirasi shunchalar kengki [2], quyidagi birikmalarda buni oson ilg’ab olish mumkin; (1) tarjima metodi, tarjima mashqi, tarjima usuli; (2) badiiy tarjima, ilmiy tarjima, tarjima mahorati: (3) matn/ibora/so‘z tarjimasi, og‘zaki/yozma tarjima, sinxron tarjima: (4) qo‘hna matnlarni/manbalarni hozirgi zamon adabiy tiliga ag‘darish/ o‘girish va h.k.z.

Xulosa qilib aytganda, yuqorida aytilgan fikrlardan chet til (nemis tili) amaliy mashg‘ulotlarida o‘yin darslarni tashkil etishda mashqlar tizimidan o‘z o‘rnida foydalanishni tavsiya etish mumkin. Bu esa, kursantlarning rolli mashqlarni

bajarishlari orqali o‘rganilayotgan tilda ko‘nikma va malakalarning rivojlanishiga o‘z hissasini qo‘shishi tabiiy.

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THE CHANGING ROLE OF TEACHERS: THEIR INVOLVEMENT BOTH INSIDE AND OUTSIDE THE CONTEXT

Annotation. The purpose of the study is to investigate teachers' knowledge and views on their rights and responsibilities in the teaching profession, as well as any realities that may represent discrepancies between their actions and beliefs. The primary focus of the research is on how teachers' duties are impacted in various situations by demographic, cultural, and vertical segregation in educational institutions. The study also reveals that the educational organizations do not endorse a culture of leadership for every level of management though, teachers as

professionals of mid-level management immensely contribute to learners in being skilled, knowledgeable, and resourceful.

Key words: context, lesson, modern education, schematic knowledge, teacher development, teachers' roles.

It has always been possible to define teacher roles in new ways due to the ongoing evolution of educational approaches in education. These days, teachers have so many obligations and responsibilities that it might be difficult for them to define the boundaries of their roles. The paradigm shift in the current era of education is often missed by educators. Over the years, they haven't altered their fundamental teaching methods other than adding or removing some procedures or resources from their teaching-learning exercises. Many educators also think that possessing a deep understanding of the subject matter they teach is the most important teaching tool. Stated differently, they undercut the use of several novel teaching strategies that have been developed. These days, educators are under more pressure to actively contribute to achieving learning objectives. Their duties include creating instructional materials and exercises, planning learning settings and activities, and encouraging critical and creative thinking. By its very nature, the teaching profession places ethical expectations on teachers, encouraging them to go beyond the curriculum topics that we expect them to complete in a specific amount of time. It implies that in order to ensure the holistic development of students, teachers will need to take on additional tasks. Many educators are proficient at covering material for exams, administering them, and disseminating results; yet, many are unwilling to step outside of their comfort zone to carry out additional duties.

The primary aim of this study is to examine how educators manage a varied student body in order to achieve learning objectives. The following are the study's other goals:

- To investigate how educators can manage the following variables: student performance, learning environment, materials, and learning styles.

- To find out if educators are aware of their role, the abilities of their students, and the proper way for them to operate.

– to determine whether professors assist students in realizing the value of what they are learning or if they only concentrate on getting them the credits they need to graduate.

In a classroom, a teacher is typically seen as having ultimate authority. The characteristics, philosophies, and instructional pedagogies of a teacher primarily influence the classroom environment and learning activities. When it comes to giving students the freedoms they need to take ownership of their education, he can be either extremely strict or extremely forgiving. He might not give students more authority out of fear of losing control over them, or he might assign or divide the duties necessary for the best possible learning results between students. According to Rogers (1994) and Scrivener (2011), respect is the ability to view the world from another person's perspective without passing judgment, empathy is the capacity to see the world through another person's eyes, and authenticity is the capacity to be oneself without hiding behind job titles, roles and masks [2]. They are three main characteristics that help create an active learning environment. Experts provide on-the-job training to instructors periodically as part of their professional growth. To highlight the role of teachers and their ongoing professional development "Teachers do not simply implement the curriculum," says Ur (2005, p. 385) [3]. They clarify and improve the curriculum, as well as interpret and modify it so that students can learn more effectively. Put another way, learners' learning in the classroom is ultimately determined by the attitudes and actions of the teachers. Therefore, it is essential that professional development be given high attention because of the crucial role that teachers play in the classroom.

Educators ought to dedicate their efforts to crafting impactful lesson ideas. Writing a lesson plan ahead of time might help train one's mind to think about the class ahead of time, as Purgason (2014) notes. He has also said that a solid basis for lesson planning includes understanding one's pupils, teaching context, and personal philosophy. Teachers can create more successful lesson plans for the

follow-up sessions by writing reflectively. [1] Purgason (2014) emphasizes that even if teachers have a lot of pressing matters to take care of after class, it is crucial to do a little additional reflection [1]. To improve your lesson-planning abilities for the future, go back and evaluate the lesson plan. Planning educational activities and creating learning materials require a thorough understanding of the needs of the learners, which can be achieved through a variety of tactics including diagnostic tests, formative assessments, interviews, discussions, observation, and situational behavior analysis. The strengths and weaknesses of their students should be examined, and teachers should plan out in detail how they will address each of these issues. Teachers' organizational competencies may be tested by large classrooms with a high student-to-teacher ratio, and their methods may appear completely inadequate and unproductive under such circumstances. In order for students to work together and share their material and immaterial resources among themselves, they must split them into groups. Teachers find it easier to manage groups by giving them tasks and getting them to discuss solutions to issues rather than keeping an eye on or focusing on the performance of individual students, especially when working with closed groups of students who share similar requirements and cultural backgrounds. Instructors need to know when to offer students more or less independence and how much they can tolerate mistakes made by students.

Conclusion

The purpose of the study was to find out how teachers perceived their jobs in various circumstances. The mixed-method research's results showed that the teachers' responsibilities were influenced by the students' sociocultural backgrounds, organizational behavior and culture, job security, performance reviews, and rewards. The study's conclusions also demonstrated how instructors' set habits, attitudes toward students from a given culture, and personalities shaped their leadership styles, which in turn limited or expanded the range of roles that the teaching profession bestows upon them. It was discovered that the roles that educators played were subject to change throughout time, and that the participation

and cooperation of various stakeholders may actually enable educators to bring about positive changes in the lives of their students.

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ENHANCING ACADEMIC DISCOURSE: STRATEGIES FOR TEACHING SPECIALIZED VOCABULARY IN NON-LANGUAGE STUDIES UNIVERSITY COURSES

Annotation. This article focuses on addressing the challenge of teaching specialized vocabulary in non-language studies university courses within the context of foreign language teaching methodology. It offers recommendations on selecting appropriate material, considering students' prior knowledge of both the foreign language and the subject area. By implementing these strategies, educators can effectively enhance academic discourse and facilitate students' comprehension and retention of specialized vocabulary in their respective fields of study.

Key words: communicativeness, semantics, definition, contextual guess, associative, motivation, strategies of work on language.

When teaching specialized vocabulary in foreign language instruction, it is important to consider the level of proficiency of the students in both the target language and the subject matter. Teachers should select material that is relevant and engaging for their students, taking into account their interests and background knowledge.

One effective way to introduce specialized vocabulary is through authentic materials such as articles, videos, or podcasts related to the subject matter. This not only exposes students to real-world language use but also helps them make connections between the new vocabulary and its context.

In addition, teachers can incorporate activities that encourage active engagement with the vocabulary, such as role-plays, discussions, and games. This allows students to practice using the new words in meaningful ways and reinforces their understanding.

Furthermore, providing opportunities for students to apply the specialized vocabulary in writing assignments or presentations can help solidify their learning. By incorporating a variety of activities and materials, teachers can create a dynamic and effective learning environment for teaching specialized vocabulary in foreign language instruction.

Currently, there is a significant focus on the issue of English language instruction, as it is an essential component of training professionals. To achieve the desired outcome of enabling students to discuss topics within their field and comprehend native speakers, an emphasis on communicative principles in both teaching and educational materials is crucial. Teaching English in a non-language university setting should be tailored to the specific educational objectives and curriculum requirements. This involves careful selection, presentation, and absorption of educational content, as well as the development of relevant skills and abilities. The learning process is also influenced by the balance between various

types of language activities outlined in the program and the practical application goals specific to non-language studies [1].

The most informative aspect of language is vocabulary, which plays a crucial role in achieving proficiency in a foreign language for professional purposes. In non-language universities, the ability to comprehend specialized literature is essential for acquiring knowledge in the field. Teaching vocabulary involves first assigning meaning to words, a fundamental step that sets the stage for further language learning. This semantic process is vital and not time-consuming, laying the foundation for effective word usage. Various methods can be used to semantize vocabulary, typically categorized as untranslatable or translated. Untranslatable methods include demonstrating objects, gestures, actions, and images, as well as defining words in the foreign language through descriptions, enumerations, contextual guessing, and the use of synonyms and antonyms.

Methods of semantics that involve translation include::

- Substituting a word (or phrase) with its equivalent in the learner's native language;

- Providing an interpretation that not only offers the equivalent in the native language but also explains any similarities or differences in meaning. For instance, big – big (size), great – big (greatness).

The aforementioned semantic methods come with their own set of advantages and disadvantages. Non-translatable approaches aid in developing guessing skills, increasing language practice, providing mnemonic support, and strengthening associative connections. However, these methods typically demand more time than translation-based techniques and may not always ensure precise comprehension. On the other hand, translation is efficient in terms of time, universally applicable, yet it can lead to potential interlingual interference [2].

Through semantic exercises, students are expected to gain a solid understanding of the semantics, forms, compatibility, and initial usage skills of introduced words. A deeper comprehension of meaning emerges later as students attempt to articulate relevant concepts independently. Proficiency in reading

specialized texts necessitates a broad vocabulary, making vocabulary instruction a critical aspect of foreign language teaching methodology. This involves tasks such as selecting and creating effective dictionaries, building a robust vocabulary bank, and devising vocabulary teaching strategies.

Memorization is a crucial aspect of teaching specialized vocabulary in a non-linguistic university. It represents a form of intentional memorization that plays a vital role in adult foreign language acquisition, especially considering the reduced effectiveness of involuntary memorization in older individuals, as noted by psychologists. In comparison to other voluntary memorization techniques, memorization offers enhanced thoroughness and precision in imprinting information into memory. It is important to emphasize that memorization is not the ultimate goal but rather serves the primary objective of enabling students to actively master a foreign language for communication purposes.

The successful acquisition of a foreign language hinges largely on the extent to which students have effectively memorized the material. However, simply memorizing grammar rules, vocabulary, or texts does not equate to mastering a foreign language; additional exercises are needed to help students use the learned material in speech, enabling them to reproduce it in various communication situations. Having a foundational knowledge of different language elements stored in memory is essential for engaging in speech exercises. When designing such exercises, it is important to consider the impact of voluntary and involuntary attention, as well as voluntary and involuntary memorization. Some material, like vocabulary, may be absorbed by students involuntarily through repeated exposure in diverse contexts and when it piques their interest. Conversely, other material may require intentional memorization for successful assimilation.

In the process of mastering a foreign language, certain elements need to be memorized through rote learning. This includes lists of prepositions that require specific cases, verb conjugations, and certain word categories. To ensure thorough memorization, the involvement of all cognitive processes is crucial, necessitating the use of diverse aids and corresponding exercises during the learning process.

Even during mental rehearsal of memorized content, auditory and motor processes play a significant role. Adults typically have a stronger visual memory, making visual aids such as printed texts beneficial for memorization. Repeatedly pronouncing memorized material is also important as it helps create sound-motor associations that aid in retention and quick recall during speech. Mechanical exercises like substitution tables can assist in solidifying memorized content, while creative exercises aim to develop students' ability to retrieve necessary information from long-term memory and utilize it effectively in communication.

Hence, when learning a new language, it is important not to overlook the value of rote memorization, which should encompass all memory types, with students guided towards the most effective techniques for each specific case. Precision is a key aspect of intentional memorization, where emphasis on accuracy applies to both the content and expression of material. To achieve this, before memorizing a text, including technical content, students should first identify and understand its components, grasp their logical connections, and pinpoint key semantic elements. It is essential for students to prioritize accuracy in memorization, as without this focus, repeated readings may result in superficial understanding. This approach should be integrated into the memorization process for any material with a meaningful structure, enhancing learning efficiency and retention in the long term. It is essential to emphasize that effective memorization in language learning necessitates regular repetition of the acquired material at consistent intervals. Repetition can manifest in various forms, such as inclusion in homework assignments or integration into classroom activities with prior notification. The sequence of repetition need not mirror the initial memorization order; instead, it is beneficial to explore new combinations while occasionally revisiting the material in its original form. Empirical evidence underscores the importance of commencing with basic descriptions and characteristics, employing a monologue format for initial processing. Subsequently, more intricate texts can be introduced, with an early establishment of a structured learning approach for students. Furthermore, the selection of content should align with professional relevance, considering the

learner's prior language and subject knowledge, age, and educational context. In a non-linguistic academic setting, an English instructor should possess a comprehensive understanding of scientific and technical texts pertinent to the field of study and, when necessary, acquaint students with such materials. Notably, these texts often feature specialized terminology, general scientific vocabulary, and domain-specific official language.

Effective memorization, encompassing both rote and meaningful memorization, of specific educational content in a non-linguistic academic setting is deemed essential and beneficial. This practice serves to enhance students' cognitive processes, foster memory development, and facilitate the acquisition of requisite knowledge. It is imperative, however, to view memorization as a tool for amassing linguistic resources that students can employ during foreign language communication. This approach positions memorization as a preparatory step preceding speech exercises in language learning endeavors.

Situational exercises play a significant role in the instruction of specialized vocabulary within an academic context. In the methodology of teaching foreign languages, a situation is defined as a specific set of circumstances linked to the content of verbal communication. By simulating a "slice of reality," these situations enable students to connect their speech responses to real-life scenarios. When prompted to discuss a particular issue, students draw upon both their active vocabulary acquired through prior learning and their passive lexicon obtained from working with specialized texts. A key aspect of this approach is the cultivation of intrinsic motivation for learning, derived from the direct correlation between the foreign language curriculum and students' future professional endeavors. Furthermore, in alignment with contemporary standards for English language proficiency, it is essential to guide students towards effective language learning strategies, methods for assimilating foreign language materials, fostering awareness and accountability for their learning outcomes, and developing fundamental productive and receptive skills in oral and written communication with opportunities for ongoing enhancement [3].

In conclusion, situational exercises serve as a valuable tool in the teaching of specialized vocabulary within an academic context, particularly in the realm of foreign language instruction. By immersing students in realistic scenarios that require the application of learned vocabulary, these exercises facilitate a deeper understanding and retention of language skills. Through the integration of situational exercises, educators can effectively bridge the gap between theoretical knowledge and practical application, preparing students for success in their future professional endeavors. By fostering intrinsic motivation, guiding effective language learning strategies, and developing essential communication skills, situational exercises contribute to a comprehensive and engaging language learning experience. As we continue to evolve our approach to language education, incorporating situational exercises can play a pivotal role in empowering students to become proficient and confident communicators in their target language.

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THE EFFECTIVENESS OF TECHNOLOGIES ON TEACHING EFL LESSONS

Annotation. The present study aimed to investigate the effectiveness of instructional technology on English language learning. It also examined the

teachers' attitudes towards applying instructional technology. The study adopted the analytical descriptive and applied the quantitative and qualitative methods to collect data from the participants. Moreover, it used a questionnaire, an information form, and a classroom observation checklist as data collection tools. The population of the study numbered (392) English teachers at the basic schools in Khartoum State. The study revealed that applying instructional technology to language teaching and learning made learners more co-operative and participating in English language classes. Thus, they could improve their performance and competence.

Key words: outcome, instructional technology, educational technology, output

Instructional technology has recently been adopted in linguistics since it has proved effective in the development of language skills. It enhances a proper and flexible delivery of instruction. However, the development of skills is required to improve learners' abilities and to make language easily used for a variety of communicative purposes. These objectives are achieved through the learners' interaction with teachers, peers, and content almost based on applying instructional technology The international trends concerned with English language learning confer a great responsibility on teachers who are recommended to use active learning processes instead of using traditional forms of teaching. In other words, they have to apply instructional technology. Therefore, the present study attempts, using various means, to investigate the status of applying instructional technology in English language learning at basic education schools; it further elaborates on this aspect. Technology has caused radical changes in all educational fields, especially English as a Foreign Language (EFL), where the learners need an enjoyable and attractive environment. Albert and Thomas (1993, p.3) state that all educators should realize the importance of instructional technology in increasing the efficiency of achievement in the learning

processes.Therefore, they began to consider the use of instructional technology, as a basic qualification for teachers all over the world.

Statement of the Problem

Based on her reach experience as an expert in English language teaching, the author has noticed that EFL learners are low achievers of English. When the author worked in the Sultanate of Oman as an expert in English, she recognized that the lack of applying instructional technology in learning English in Sudan is the main reason for the low standard of learners in English.

Questions The study attempts to answer the following questions:

1. To what extent does instructional technology play valuable roles in the learning process?

2. What are the English language teachers' attitudes towards the effectiveness of

instructional technology on enhancing the learning language skills?

3. Does instructional technology motivate EFL to learn English?

4. Are there any needs for applying instructional technology in language classes?

5. Does instructional technology make lessons more enjoyable?

Objectives

1. The study gives a holistic picture of the concept and applicability of instructional technology in our condensed classes, in general.

2. It provides valuable data, which may help policy-makers evaluate the current status of English language learning. It provides a baseline for future assessments and makes coherent and cohesive plans to implement instructional technology in learning English.

3. It modifies the passive roles of both English language teachers and learners from depending on using the traditional method and techniques to applying active instructional approaches.

4. It raises awareness of English language teachers to use various techniques and methods in learning language processes in condensed classes. Consequently, the interaction process is facilitated and enhanced.

Concept of Instructional Technology

Experts have various views about the definition of instructional technology. Although they seem different, they have a lot in common. For example, Whelan (2005, p. 13) defines instructional technology, as follows: “Instructional technology is the problem analysis, solution design, development, implementation, management and evaluation of instructional processes and resources to improve learning and performance in education and at works.” He believes that the distinction between the technological processes and the actual physical media is important. Whelan (2005), in a straightforward statement, emphasizes: “Instructional technology is the use of a variety of teaching tools to improve students' learning. We usually think of computer and computer software when we think of Instructional Technology, but educational technologies are not limited to computers in the classroom. Instructional Technology describes all tools that are used for learning such as cameras, CD players, computer-based probes, calculators and electronic tools we have yet to discover.” The Association for Educational Communications and Technology (AECT) (2001) defines instructional technology as "the theory and practice of design, development, utilization, management and evaluation of processes and resources for learning".

Molenda (2003) sums up the ideas in his definition of instructional technology. He writes: “Attempts at defining Instructional Technology may fail to distinguish between Instructional Technology as a theory and as a field of practice. Viewed as a theory, Instructional Technology can be seen as the proposition that some ways of creating and presenting instruction, are more efficacious than others.

Gusfafson and Branch (2002, pp.46-47) state that “the application of instructional technology in a foreign language also appears to influence the

development of all linguistic skills. There is a lasting idea emerging from cognition is Robert Gagne's nine events of instruction".

These events include:

1- Gaining attention: Helping the learner focus attention on the learning material.

2- Informing learners of the objectives: Stating what will be gained through learning.

3- Stimulating recall of prior learning: Reminding the learner of what was already covered.

4- Presenting the stimulus: The learning activities.

5- Providing learner guidance: Strategies to promote learning acquisition.

6- Eliciting performance: Getting the learner to practice what is to be learned.

7- Providing feedback: Further guiding learner practices.

8- Assessing performance: The learner demonstrates what is learned.

9- Enhancing retention and transfer: Helping the learner assimilate information.

Therefore, the author noticed that Gagne's events of instruction fit within a cognitive framework for several reasons. By gaining learner attention, sensory memory is aroused and focused on the presentation of information. Stimulating recall and stating objectives help learners situate information within already exiting memory structures and mentally prepare themselves for new content. Furthermore, they provide a mental map that learners can use to identify the direction of instructional materials. All of these events transfer the short – term

memory into the long – term memory. Finally, the learners are able to practice the skills being learned in a stress-free environment before they assess their acquisition of the content.

Conclusion

The author carried out this study because she believes that learning the English language is crucial and represents the current global needs. She claims that applying instructional technology in the English language acquisition process for

EFL learners is important and leads to efficient and sufficient outputs. However, the reality of teaching English for EFL learners is inefficient. Thus, the present study mainly asks persons who are in charge of English language teaching to implement instructional technology in teaching English for EFL and to improve the current situation regarding the learning environment to get a high-quality education.

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EFFECTIVE WAYS OF IMPROVING ORAL PROFICIENCY SKILLS OF THE ENGLISH LEARNERS

In the modern world, proficiency in at least one foreign language is considered mandatory. Of all four types of communicative activity (reading, writing, speaking, listening), speaking is considered the most important when learning a foreign

language. Based on this, the main goal of a foreign language teacher is the formation of a communicative culture of students and the development of practical speaking skills. Most scientists believe that speaking should be given special attention in lessons, since many foreign language learners have problems in real communication, because they are not ready for spontaneous and demanding quick execution actions.

It is believed that one of the most effective ways to develop oral language skills is to directly involve students in communication during the lesson. According to some scientists, this can be achieved through communicative language learning. Communicative language learning is based on real life situations that require direct communication. The main goal of the teacher is to create situations that are closest to the natural environment. Scientists suggest that foreign language learners should have extensive authentic practice in the classroom, such as participating in discussions, interacting with peers and teachers, as well as asking and answering questions.

To master the skills of oral speech, various types of activities are implemented, such as playing according to a pre-prepared scenario, discussion, discussion, debate, questioning, modeling, plot-role-playing games, communicative games and others. Such kind of activities encourage students to master the skills of oral speech, since the mutual dependence that joint activity requires will lead to greater communication between students, since they will have to exchange information and advice in order to succeed in achieving their goals.

One of the most effective ways to improve students' communication skills is the use of story-role-playing games in the classroom. One of the greatest advantages of story-role-playing games is the simulation of real communication situations. In this case, students see what would really be useful in real situations and what would not. Being a creative activity, story-role-playing games help students to increase personal growth by being spontaneous and creative, since during the game students are forced to act as they would in a real situation. Story-role-playing games are based on solving certain problems, thereby they ensure the

maximum development of students' communication skills. In addition, they gain experience using the language being studied as a tool. Thus, when they use a foreign language in a real conversation, it will not be unfamiliar to them.

To conduct a story-role-playing game, participants and material are required, for example, role-playing cards with the described situation and the rules of the game. The material for plot-role-playing games is developed in order to teach students to express their thoughts, guesses, express their opinions, defend their point of view, as well as evaluate arguments for which there is no objective way to demonstrate the result as correct or incorrect.

Considering the subject, age and level of language proficiency, we can offer several role-playing games for English language learners.

Example 1. Topic: “Introducing yourself”. Level: A1-A2. Age: middle school, students, adult learners. Students imagine they are at a party around new people they don’t know. They have to get to know each other asking the questions below.

I’m Sue. I’m 21. I’m a singer. I live in the USA in a big house. I work in New York. I speak English and Spanish. I like swimming and skiing.	My name’s Bob. I’m 38. I come from Britain. I am a policeman. I live in a small house in a village. I speak only English. I like all sports.
My name’s Tim. I’m 19. I am a student in Australia. I live in a university dormitory. I speak English, French and Russian. My favourite sport is running.	I’m Tso. I’m 26. I come from Japan. I am a teacher. I live in a small flat in Tokyo. I speak Japanese, English and Chinese. I don’t like sport.
I’m Herk. I’m 23. I come from Russia but I live in Germany in a big house. I work as a waitress. I speak Russian, German, English and French. I like tennis.	My name’s Brain. I’m 44. I live in Norway. I am a freelancer and work at home. I live in a big flat. I speak Norwegian, Danish and English. I enjoy skiing.

Interview your partner (A1):	Interview your partner (A2):
Hello! What's …?	Ask their name
How old…you?	Ask about their age
Where … live?	Ask where they live
… you have a house or a flat?	Ask if they live in a house or a flat
What … your job?	Ask about their job
How many languages … you speak?	Ask if they speak any languages
What sport … you like?	Ask what sports they like

Example 2. Topic: "Travel". Level: B1-B2. Age: middle school, students, adult learners. Students are divided into groups, read the instruction given on their cards and act as the following.

Student A You've just arrived in your first country at the beginning of your world tour. You're worried about money and so you'd like to find a cheap hotel to stay in. Try and convince your friends that this is the best option.
Student B You've just arrived in your first country at the beginning of your world tour. You want to start your holiday in style and stay in a nice hotel. Try and convince your friends that this is the best idea.
Student C You've just arrived in your first country at the beginning of your world tour. Your friends have got different ideas about where they would like to stay. Listen to them and decide who you agree with.
Student A

You're now in your second country but unfortunately you've just been mugged and have lost your bag with your passport, air tickets and money in it. You're at the police station to report the theft.
Student B You're now in your second country but unfortunately your friend's bag's been stolen. You're at the police station to help your friend.
Student C You're a police officer. Two westerners are in your police station to report a theft. You don't believe their story. Ask them a lot of questions to find out if they are telling the truth.
Student A Because of the mugging you phone home to talk to your parents. You want your parents to send you some money urgently because you have no money left. Reassure your parents that everything is OK and get as much money as possible.
Student B You are Mum. You are upset about what has happened to your child. You don't want to send him/her any money because you want him/her to come back home immediately.
Student C You are Dad. You are upset about what has happened to your child. You don't want to send him/her.

Example 3. Topic: Neighbourhood. Level: B1-B2. Age: middle school, students, adult learners. Students imagine they are neighbours and have some complaints towards each other. They should solve the problems according to their card.

Neighbour A	Neighbour B

Your next-door neighbour (B) is having a wild party, music is so loud that other neighbours have called you to ask him/her to turn it down. You try to be calmed and very respectful, and explain that you have to get up early to go on a trip. Even if your neighbour says no, you have to let him say.	You just graduated, so you invited ALL your friends from college to your empty house and got a famous DJ for the party. There is a lot of beer and wine. You are having a GREAT time dancing and drinking, so when your neighbour A knocks on the door to ask you to turn the volume down, there is NO way he/she will stop your party.
Neighbour C Your neighbour's garden is a mess. They're never home, so they never clean it, it has trash, leaves and many dirty things. It smells so bad you can smell it in your backyard. Tell your neighbour that she has to clean it. Be very angry, because she is famous for her rudeness.	Neighbour D The crazy neighbour next door is complaining about the smell of your garden. You have 4 dogs and 6 cats, and 2 children, so it's almost impossible to keep it clean. Explain to him/ her very serious and calmed that if she wants you to clean the garden, HE/SHE should help you do it.
Neighbour E Your neighbour in the apartment upstairs, keeps the TV on all the time, and he/she is always shouting at her two babies, who cry all night. You can sometimes hear things breaking, like a fight.	Neighbour F The neighbour downstairs is complaining about the noise you and your babies make. Of course, he/she is single and has no children. Also, he/she says that he/she will take some action. Tell your neighbour to mind his/her own business.

Talk to your neighbour and politely suggest that he/she takes therapy, or you will take some action.	
Neighbour G You live in Shanghai and your neighbour keeps two snakes as pets in the garden. Sometimes, the snake gets in your house and run after your children, talk to your neighbour not to keep snakes any more.	Neighbour H The young lady next door wants you not to keep snakes. He/she says they could bite her babies. Explain to your neighbour that this is impossible because your snakes are vegetarian. Ask her to bring her babies to play with snakes, because you think as young children, they need to be brave.

Thus, communication skills are one of the most important aspects in learning a foreign language. The most effective way to develop oral speech skills is to conduct games and events that require the creation of a language environment in which students can use the knowledge and skills of the language being studied as a tool for expressing their thoughts and ideas. One of these activities is a story-role-playing game. Story-role-playing games are based on a specific situation with selected roles and specific goals. The advantages of a story-role-playing game are imitation of a real environment of communication in a foreign language; complete improvisation, where students must speak quickly and spontaneously; taking part in a story-role-playing game, students master their problem-solving skills; story-role-playing is a creative way of learning a foreign language, which, in turn, also improves acting skills. students' skills.

A single standard of teaching is impossible due to the difference between the groups being taught and the learning goals. Therefore, it is necessary to have several strategies and apply them depending on the needs of a particular training group.

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EFFECTIVE ASSESSMENT STRATEGIES FOR ENHANCING TEACHING AND LEARNING.

Abstract: *This article explores the importance of effective assessment strategies in enhancing teaching and learning outcomes. It discusses various assessment methods, such as formative and summative assessments, self-assessment, peer assessment, and authentic assessment. The article also emphasizes the role of feedback in the assessment process and how it can drive student improvement. Additionally, it highlights the benefits of using a variety of assessment tools to cater to diverse learning styles and preferences*.

Key words: *Assessment strategies, teaching, learning, formative assessment, summative assessment, self-assessment, peer assessment, authentic assessment, feedback.*

Assessment is a critical component of the teaching and learning process, providing valuable feedback to both educators and students on their progress and understanding. Effective assessment strategies can not only measure student achievement but also enhance the overall learning experience. By incorporating various assessment methods, educators can better tailor their instruction to meet the needs of individual students and promote a deeper level of understanding. Several prominent scientists have conducted research on the topic of assessment in education, exploring different approaches and their impact on teaching and learning. One such scientist is Dr. Dylan Wiliam, a leading expert in educational assessment and author of numerous publications on the subject. Dr. Wiliam's work emphasizes the importance of formative assessment in improving student outcomes and suggests that ongoing feedback and self-assessment can significantly enhance student learning. Another influential figure in the field of educational assessment is Dr. Robert Marzano, whose research focuses on effective classroom practices and teacher evaluation. Dr. Marzano's work highlights the importance of aligning assessments with learning objectives and using data to inform instructional decisions. His findings suggest that well-designed assessments can not only measure student progress but also drive instructional improvement. [1]

The contributions of scientists like Dr. Wiliam and Dr. Marzano underscore the significance of thoughtful assessment strategies in enhancing teaching and learning outcomes. By incorporating evidence-based practices into their classrooms, educators can create a more engaging and effective learning environment for all students. Assessment is a critical component of the teaching and learning process. It provides valuable feedback to both teachers and students on the progress and achievement of learning goals. Effective assessment strategies can help enhance teaching and learning by providing insight into student understanding, identifying areas for improvement, and guiding instructional decisions.

Some effective assessment strategies include: formative assessment involves ongoing, informal assessments that provide feedback to both teachers and students

during the learning process. This can include quizzes, discussions, observations, or peer assessments. Formative assessment allows teachers to monitor student progress and adjust instruction accordingly. Summative assessment occurs at the end of a unit or course to evaluate student learning outcomes. This can include exams, projects, or final presentations. Summative assessment provides a comprehensive overview of student achievement and helps measure overall learning objectives. Authentic assessment tasks are real-world applications that require students to demonstrate their knowledge and skills in practical contexts. This can include case studies, simulations, or project-based assessments. Authentic assessment encourages critical thinking and problem-solving skills. Self-assessment involves students reflecting on their own learning progress and setting goals for improvement. This can be done through journals, self-assessment quizzes, or goal-setting activities. Self-assessment promotes metacognition and self-regulated learning. Peer assessment involves students providing feedback to their classmates on their work or performance. This can be done through peer reviews, group projects, or collaborative activities. Peer assessment promotes collaboration, communication skills, and a deeper understanding of concepts. Rubrics are scoring guides that outline criteria for assessing student work and provide clear expectations for performance standards. Rubrics help ensure consistency in grading and provide feedback to students on areas for improvement. By incorporating these effective assessment strategies into teaching practices, educators can enhance student engagement, motivation, and achievement in the classroom. Additionally, utilizing various types of assessments allows for a more holistic view of student progress and helps tailor instruction to meet individual learning needs. Effective assessment strategies play a vital role in enhancing teaching and learning by providing valuable feedback for continuous improvement and promoting student success in academic endeavors.

Additional Information on Effective Assessment Strategies for Enhancing Teaching and Learning Assessment plays a crucial role in driving student learning and supporting effective teaching practices. Here are some additional insights and

strategies to enhance the assessment process and promote student success Tailor assessment strategies to meet the diverse learning needs and preferences of students. Consider using a mix of individual, group, oral, written, and visual assessments to accommodate varying learning styles. Authentic Assessments Implement authentic assessments that mirror real-world challenges and tasks. This can include case studies, simulations, presentations, and research projects that require critical thinking, problem-solving, and creativity.[2] Peer Assessment Integrate peer assessment activities where students provide feedback to their peers on assignments and projects. Peer assessment not only promotes collaboration and communication but also encourages students to take ownership of their learning.

Self-Assessment Encourage students to engage in self-assessment activities where they reflect on their own learning progress and skills development. Self-assessment can help students become more self-aware, goal-oriented, and responsible for their learning outcomes. Rubrics and Criteria Develop clear and transparent assessment rubrics and criteria that outline expectations, standards, and performance levels. Rubrics can guide students on how to approach assignments and provide educators with a consistent framework for evaluating student work. Reflection Activities Integrate reflection activities into the assessment process, where students analyze their learning experiences, challenges, and achievements. Reflection can deepen understanding, promote metacognition, and facilitate continuous improvement.

Formative Feedback Emphasize the importance of formative feedback throughout the learning process. Provide ongoing feedback to students during the course to help them track their progress, adjust their learning strategies, and address misconceptions or gaps in understanding. Data-Informed Decision-Making Use assessment data to inform instructional decisions, curriculum planning, and student support initiatives. Analyze assessment results to identify trends, areas of strength or weakness, and opportunities for improvement in teaching and learning practices. Professional Development Invest in ongoing professional development for educators to enhance their assessment literacy, skills, and practices. Training

sessions, workshops, and peer collaborations can help teachers stay updated on best practices in assessment and evaluation.[3] Collaboration and Sharing Foster a culture of collaboration and sharing among educators to exchange ideas, resources, and strategies related to assessment. Building a community of practice can enrich assessment practices and promote a culture of continuous learning and improvement. By combining these additional strategies with the previously outlined ones, educators can create a holistic and student-centered approach to assessment that effectively supports teaching and learning outcomes. Continuous reflection, adaptation, and innovation in assessment practices are essential to meet the evolving needs of students and promote educational excellence.

Content knowledge and pedagogical content knowledge were present in the 1990 Standards only by implication (e.g., making instructional decisions presumes instruction in something). [4] All assessment starts with specifying exactly what is to be assessed. Formative assessment starts with conceptualizing and communicating clear learning intentions (Hattie & Timperley, 2007; Sadler, 1989; Stiggins, 2008; Wiliam, 2010) so they become "targets" students aim for. The importance of content knowledge and knowledge for teaching can hardly be overstated (Shulman, 1986), differs by content area, and includes knowledge of how the content is taught and learned as well as the disciplinary content itself, e.g., in mathematics (see Ball, Thames, & Phelps [2008]). In order to be able to assess students well and to make sound decisions based on the results, teachers must understand general principles about how students learn, and they must understand deeply the content area(s) they teach. Selecting and communicating clear learning intentions (II and III below), designing or selecting formative and summative assessments that evaluate them (IV and V below), and plotting a course between a domain of learning and the assignments and assessments selected to embody it in the classroom depends on these understandings. Interpreting student work directly and interpreting scores derived from student performance on assessments (VI, VII, and VIII below) require a solid understanding of both the content area and how learning in that content area typically proceeds. Decisions about what to do in light

of a teacher's (IX below) or students' (X below) interpretations of assessment results similarly depend on 6 Educational Measurement: Issues and Practice I. Teachers should understand learning in the content area they teach. II. Teachers should be able to articulate clear learning intentions that are congruent with both the content and depth of thinking implied by standards and curriculum goals, in such a way that they are attainable and assessable[5]. III. Teachers should have a repertoire of strategies for communicating to students what achievement of a learning intention looks like. IV.[6] Teachers should understand the purposes and uses of the range of available assessment options and be skilled in using them. V. Teachers should have the skills to analyze classroom questions, test items and performance assessment tasks to ascertain the specific knowledge and thinking skills required for students to do them. VI. Teachers should have the skills to provide effective, useful feedback on student work. VII. Teachers should be able to construct scoring schemes that quantify student performance on classroom assessments into useful information for decisions about students, classrooms, schools, and districts. [7]These decisions should lead to improved student learning, growth, or development. VIII. Teachers should be able to administer external assessments and interpret their results for decisions about students, classrooms, schools, and districts. IX. [8]Teachers should be able to articulate their interpretations of assessment results and their reasoning about the educational decisions based on assessment results to the educational populations they serve (student and his/her family, class, school, community) . X. Teachers should be able to help students use assessment information to make sound educational decisions. XI. Teachers should understand and carry out their legal and ethical responsibilities in assessment as they conduct their work.

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HARBIY OLIY O`QUV YURTI TINGLOVCHILARINING CHET TILLARI BILISH DARAJASINI MASHQLAR TIZIMI VOSITASIDA TAKOMILLASHTIRISH METODIKASI

Annotatsiya: Ushbu ilmiy maqolada harbiy oliy o`quv yurti tinglovchilarining bilish darajasini takomillashtirishga qaratilgan mashlar turlari, mashqlar uchun material tanlash, idiomatik iboralar hamda boshqa supersegmentli birliklar darajasida mashqlar tizimini shakllantirish masalalariga to‘xtalib o‘tamiz.

**Kalit so`z:** tinglovchi, chet tili, takomillashtirish, mashqlar to`plami, metodika, bilish darajasi

Metodikada mashqlarning maqsadi, tuzish tamoyillari, ularni auditoriyada va auditoriyadan tashqari holatlarda amalga oshirish usullari va shartlariga doir ko‘plab ta’riflar mavjud. Metodik mashg‘ulot o‘zining leksik imkoniyati bilan topshiriqlarni ishtiyoq bilan bajarishdir, biroq kasbiy leksik kompetensiya bunday jarayonda tezda shakllanib, rivojlanavermaydi. Leksik mashqlar - kommunikativ malakalarni shakllantirish, rivojlantirishga qaratilgan bo‘lib, tinglovchilar auditoriyada hamkorlikda bajaradigan amaliy harakatidir.

So‘nggi paytlarda “mashqlar katalogi” atamasi paydo bo‘ldi va bu katalog leksik minimum tarkibiga kiritilgan nutq mashqlarini o‘z ichiga oladi, ammo tinglovchilar bir vaqtning o‘zida barcha taqdim etilgan mashqlarni bajara olish malakasiga ega bo‘lmaydi.

Tinglovchilarning chet tilini bilish darajasi, ko‘nikma va malakalarni o‘z ichiga olib, lug‘aviy ma’nosini, kontekstual ma’nosini aniqlash, uning ma’no doirasini kontekstda hamda o‘ziga xos konnotativ ma’nosini aniqlash va fahmlash

qobiliyatidir [2]. Leksik kompetensiyani rivojlantirish uchun tinglovchilar leksik material asosida o‘z fikrini ifodalashda faol leksikani erkin qo‘llay olish malakasini egallashi lozim. Mavzuga oid aktiv leksikani o‘zlashtirish uchun birinchi navbatda, so‘zlarning tovush ko‘rinishini o‘rganishga yordam beradigan og‘zaki mashqlar, so‘ngra yozma ravishda mashqlar bajarish ijobiy natija beradi. Ammo yozma mashqlar tinglovchilar uchun zerikarli tuyulishiga qaramasdan ularning grafik tasvirini eslab qolishga yordam beradi.Mashqlar tizimini yaratish jarayonida ularning turlari va tanlash tamoyillariga e’tibor qaratish muhim. Mashqlarni turkumlashda professor J.J.Jalolov klassifikatsiyasi [1] formulasiga muvofiq holda ular 3 turga taqsimlandi.

Ammo sohaviy leksika (termin)ni harbiy yo‘nalishi tinglovchilariga o‘rgatish chet tili bilish darajasini - maxsus maqsadlarga yo‘naltirilgan ingliz tilini tinglovchilar tomonidan amaliy jihatdan egallashning lingvistik shartlaridan biridir. Tinglovchilar birinchi navbatda, sohaga oid matnlarni o‘qish va tushunish imkonini beruvchi kasbiy lug‘at: texnik so‘z va iboralar, so‘z birikmalari, terminlar, sohani aks ettiruvchi idioma va jargonlar ishtirok etgan mashqlar tizimini o‘zlashtirishlari lozim.Mashqlarni tuzishdan oldin mashqlar turlari va ularning ta’riflariga to‘xtalib o‘tamiz. Metodikaga ko‘ra mashqlar tizimi (til va nutq mashlari) farqlanadi.

Tinglovchilarning lug‘at kompetentsiyasini baholash ularning kon sanoatiga tegishli kasbiy terminologiya, texnik til va jargonlarni tushunish va ishlatish qobiliyatini baholashni o‘z ichiga oladi. Ushbu baholash mezonlari harbiy oliy o`quv yurti tinglovchilarining kasbiy lug‘atga bo‘lgan ehtiyojlariga moslashtirilgan kontekstida ularning til malakalarini har tomonlama baholashni ta'minlaydi.

Mazkur maqolada tilga olingan masalalar ingliz tilini amaliy o‘zlashtirish vazifasi-nutq malakalarini rivojlantirish metodikasini takomillashtirishni taqozo etadi. Til materiali kasbiy leksik kompetnsiyani rivojlantirishga alohida e’tibor qaratish kerak. Leksik birliklar o‘zlashtirilishida fonetik, grammatik va semantik qiyinchiliklar uchrashi tabiiydir. Qiyinchiliklarni bartaraf etish maqsadida ingliz tili darslarida lug‘at muhim o‘rin tutadi, shuning uchun ham leksika o‘qituvchining diqqat markazida turadi. Shu o‘rinda harbiy oliy o`quv yurti tinglovchilari kasbiy

leksik kompetensiyasini rivojlantirishga mo‘ljallangan leksik mashqlar tizimi – tinglovchilarning harbiy sohasiga oid so‘z boyligini o‘stirish orqali ular nutqida amaliy bilim, ko‘nikma va malakani kompetensiya darajasida rivojlantirishga imkon berish mumkin. Aynan harbiy sohasiga taalluqli o‘rganilgan so‘zlar ularning fikrlarini mazmunli ifodalash qobiliyatini rivojlantirishga ko‘mak beradi.

Kasbiy leksik kompetensiyasini rivojlantirishga qaratiligan mashqlar tasnifi, leksik material tanlashning uslubiy tipologiyasi va tamoyillari haqida so‘z bordi.

Ingliz tili nutqi uchun zarur bo‘lgan kasbiy leksik kompetensiyani rivojlantirishda muammolar mavjud bo‘lib, ular chet til o‘qitish metodikasida kommunikativ qiyinchiliklar deb ataladi. Chunki tinglovchilar o‘z nutqida lug‘atdan har doim ham to‘g‘ri foydalana olmaydi, shuning uchun biz bunday qiyinchiliklarni lingvodidaktik qiyinchilik deb atadik. O‘qituvchi tinglovchini o‘z ustida puxta ishlashga, so‘z boyligini oshirishga qiziqish uyg‘otishi ya’ni motivatsion ruhda ishlashga o‘rgatishi zarur.

Hozirgi kungacha leksikani o‘rgatish, kasbiy leksik kompetensiyani rivojlantirish kommunikativ o‘qitish metodikasining asosi hisoblanadi. Chunki tinglovchi nutqida leksikani o‘rinli qo‘llash malakasi yetarli emasligi bois til muloqotida tinglovchining nutqi talabga javob bermasligi mumkin. Shuning uchun ham bizning nazarimizda tinglovchiga leksik material taqdimotining birinchi kunidanoq, leksikani to‘g‘ri qo‘llashga o‘rgatish maqsadga muvofiq. Har bir darsda leksik material taqdimoti bo‘lgani bois, so‘z boyligini egallab borish o‘qituvchi diqqat markazida bo‘lmog‘i zarur.

Tadqiqot ishimizda harbiy oliy o`quv yurti tinglovchilari kasbiy leksik kompetensiyasini rivojlantirish - ingliz tilini o‘rgatishning ta’lim texnologiyalari asosida yoritilish mazmuni tuzilishi va uni tashkil etish bosqichlari mavzuni ilmiy jihatdan bayon eta oldi, deb hisoblash mumkin. Tinglovchilar nutqida yangi leksik birliklardan foydalanishda situativ muhitni e’tiborga olish muhim ekanligiga ishonch hosil qildik. Leksik minimumni turli til va nutq mashqlari yordamida rivojlantirish maqsadga yo‘naltirilgan holda yangi so‘z va birliklarni tinglovchi nutqida to‘g‘ri qo‘llashga o‘rgatish kerak, degan xulosaga keldik.

Biz tomonimizdan tavsiya etilgan va tajriba-sinovdan muvaffaqiyatli o‘tgan kommunikativ mashqlar tizimi nafaaqat tinglovchilarning leksik kompetensiyasini balki, ularning muloqot kompetensiyasini rivojlantirishga xizmat qildi deyishimiz joizdir. Chunki, mashqlar ustida ishlash chogida tinglovchilar so‘z tanlash ya’ni leksik minimum tanlash, uni kerakli o‘rinda qo‘llashni mashqa qilish bilan birga, uni nutqida va tilda ifoda eta olish kompetensiyasini ham namoyon etadi.

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О СОВРЕМЕННЫХ ПОДХОДАХ ПРИ УСВОЕНИИ ИНОСТРАННЫХ ЯЗЫКОВ

Аннотация. Данная статья посвящена раскрытию особенностей обучения иностранных языков, трудностей их изучения курсантами, а также методов преодоления языковых барьеров. Эффективность данного процесса может быть обеспечен за счет внедрения в практику преподавания русского языка интенсивных, инновационных методов обучения.

Ключевые слова: РКИ, интенсивные методы обучения, система образования, инновационные технологии.

Мы живем в информационном виртуальном мире в полилингвиальных условиях, когда народы стали еще ближе. Познавательная информация доходит до нас в считанные секунды. Такого размаха цивилизации мир еще не видал. Социальные сети переполнены всякой (нужной и ненужной) информации. Каждый человек желает быть осведомлен последними новостями, происходящими в мире. Мы должны выбрать необходимый для нас контент сведений, которая заключается в поиске и подборе учебных материалов, словарей, комплекс упражнений, заданий, тестов, кейсов, текстов и других занимательных программ, нацеленных на интенсивное обучение иностранным языкам. Для того, чтобы не запутаться в материалах социальных сетей, необходимо владеть иностранными языками. Вследствие их не знания пользователь социальных сетей может натолкнуться на серьёзные проблемы, посетив не только бесполезные, но и «вредные» интернет-сайты.

Неслучайно в последние годы в нашей стране изучению иностранных языков уделяется особое внимание. Функционируют институты, учебные

центры по обучению иностранных языков (английский, русский, арабский, китайский, немецкий и другие). Современный специалист военной сферы обязан знать как минимум два иностранных языка, так как знание иностранных языков открывает широкие возможности для коммуникации, овладения необходимой информацией и современных систем образования. Более того, наличие сертификатов уровня B2 и C1 на знание иностранных языков играет большую роль в карьерном росте будущих офицеров.

Стремительное развитие военного сотрудничества Узбекистана со странами-партнерами, организация и проведение совместных учений, расширение сфер обмена информацией военного характера ведет к потребности в военных специалистах, свободно владеющих иностранными языками для осуществления профессиональной деятельности. Языковая подготовка военных специалистов должна быть направлена на приобретение лингвистических и социокультурных знаний, а также на формирование мыслительных, интеллектуальных способностей, позволяющих осуществлять коммуникативные, военно-профессиональные задачи с помощью средств русского языка. Целью изучения иностранных языков является подготовка военного специалиста, который умеет использовать иностранный язык в своей и иноязычной профессиональной среде. Н.Д. Гальскова утверждает, что в содержании обучения и его организации отражается необходимая информация, которая составляет ориентировочную основу (специфическая лексика, языковые и речевые клише, правила их употребления, грамматический материал) [1, с. 67]. На первом этапе обучения курсанты осваивают вводно-корректировочный курс, являющийся основой формирования необходимых языковых знаний. При комплектации языковых групп необходимо подразделять курсантов с разным уровнем обученности. Основной курс обучения русскому языку является вторым этапом в языковой профессиональной подготовке курсантов. Данный этап включает в себя две части. В первой части курса вводится общеупотребительная лексика, общепринятые грамматические и речевые

структуры в виде клише. На втором этапе существенную часть учебного материала занимает профессионально-ориентированная лексика. Формирование навыков устной речи в монологической и диалогической форме осуществляется с помощью речевых, языковых упражнений, ответов на вопросы, пересказа, составления мини-диалогов и мини-монологов. При проведении практических занятий активизировать учебный процесс помогает использование ролевых игр, деловых ситуаций, традиционных и инновационных технологий обучения иностранному языку. Внеаудиторное чтение является обязательным компонентом курса обучения русскому языку. Цель данной деятельности – приобретение навыков самостоятельной работы с иностранным текстом, совершенствование навыков чтения с извлечением необходимой информации, расширение словарного запаса и закрепление изученных грамматических конструкций. Важное место в повышении качества обучения занимает самостоятельная работа курсантов, которая является важной составляющей учебного процесса и имеет целью закрепление и совершенствование полученных знаний и навыков. Личностно-ориентированный подход в обучении иностранным языкам осуществляется с помощью новых информационных технологий, Интернет-ресурсов, которые позволяют учитывать способности курсантов, их уровень языковой обученности, интересы. Средствами учета индивидуальных особенностей курсантов в учебном процессе по русскому языку являются материалы различного дидактического назначения, памятки, схемы, что позволяет осуществлять дифференцированный подход к обучающимся. Другим компонентом языковой подготовки курсантов является развитие иноязычной речевой деятельности, которая предполагает процесс формирования речевой деятельности, в ходе которой отработка речевых действий приводит к формированию коммуникативной компетенции, что в свою очередь повышает качество образования. Военный специалист в наши дни должен уметь осуществлять профессиональную речевую деятельность на иностранном языке для участия в международных проектах, совместных

учениях, ведения служебной переписки с иностранными коллегами. Знание русского языка необходимо также и для ознакомления с современными достижениями в области военной науки и техники. Обучение в военном вузе отличается строгой регламентацией всех сторон жизни и учебного процесса курсантов. В данной ситуации преподаватели прилагают максимум усилий заинтересовать курсантов, создать условия для реализации познавательной и творческой деятельности каждого обучающегося на практических занятиях и в процессе внеаудиторной самостоятельной подготовки. Вышеперечисленные условия могут быть организованы при наличии учебной мотивации у курсантов. Факторы, влияющие на мотивационную сферу обучающихся:

– профилизация обучения иностранному языку;

– наличие информативых, актуальных, современных учебных материалов; – применение различных форм внеаудиторной деятельности: студенческие научные конференции, конкурсы и олимпиады по иностранному языку, научно-исследовательские семинары. Учет данных особенностей в обучении русскому языку курсантов военного вуза позволяет развивать положительную мотивацию, творческие способности обучающихся, кроме того повысить статус предмета иностранного языка в неязыковом вузе. Особенностями организации практических занятий по иностранному языку в военном вузе являются:

– использование профессионально-ориентированных учебных и оригинальных текстов, аудио и визуальных материалов в процессе изучения русского языка;

– создание на аудиторных занятиях учебных речевых ситуаций, характерных для деятельности специалистов по направлениям образования;

– эффективное использование интенсивных игровых технологий типа: кластер, проблемная ситуация, блиц-опрос, решение кроссвордов и тестовых упражнений, словарная работа, заучивание стихотворений и скороговорок, отгадывание загадок и другие.

При интенсивном обучении в условиях дефицита времени, ускоренного ритма занятия, множества приемов создается напряженная активная деятельность. Преподаватель должен уметь балансировать между уровнем обучаемого и уровнем обучающего, активно влиять на эмоциональную атмосферу занятия, то есть уметь задать позитивный тон. Условием эффективного протекания процесса занятия является повышение активности и творческой роли педагога, максимальная мобилизация и успешная реализация его личностных и профессиональных возможностей, обучение курсантов в коллективе и через коллектив. Однако по словам Мухачевой А.М. «в применении интенсивных методов сохраняются определенные трудности: основное внимание сосредоточено на речевой деятельности и не всегда достаточно внимания уделяется работе над языковыми средствами общения. Следствием этого является сохранение в речи курсантов фонетических и грамматических ошибок. Этот недостаток можно преодолеть путем включения в систему занятий тренировочных упражнений и грамматических пояснений» [3, с. 217]. В целях преодоления данных языковых барьеров, на наш взгляд, необходимо сделать упор на аудирование текстов, то есть следует дать обучаемым возможность несколько прослушать живую речь от родного носителя иностранного языка, так как в этом случае слух воспринимает и формирует в сознании правильную грамотную речь в соответствии с орфоэпическими нормами языка, вследствие чего обучаемый сможет воспроизвести свою речь без ошибок. Такая практика обязательно даст свои позитивные результаты. Методика обучения русскому языку в военном вузе построена с учетом оптимального соотношения чтения, говорения, письма и аудирования на разных этапах обучения и их взаимосвязи, профессионально-ориентированного обучения и индивидуализации обучения, что предполагает определенный алгоритм поэтапного становления языковых навыков и умений в системе иноязычного образования. Овладение русским языком необходимо для изучения в военном вузе, так как на практических занятиях и в процессе

самостоятельной внеаудиторной работы курсант погружается в деятельность сотворчества и активного общения. Через изучение иностранного языка идет уточнение терминологического и концептуального содержания профессионально-значимых военных дисциплин, что способствует лучшему усвоению профильного материала и развитию профессионального интеллекта будущего офицера.

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DISKURS TILSHUNOSLIGIDA TENORNING STATUS, MUNOSABAT VA TA’SIR KABI TURLARGA BO‘LINISHINING TAHLILI

Annotatsiya. Ushbu maqolada zamonaviy diskurs tilshunosligidagi tenorning status, munosabat va ta’sir kabi bo‘linishlarii ko‘rib chiqigan. Olimlarning diskurs tenori haqida fikr mulohazalari haqida ma’lumot berilib, ilmiy asoslangan.

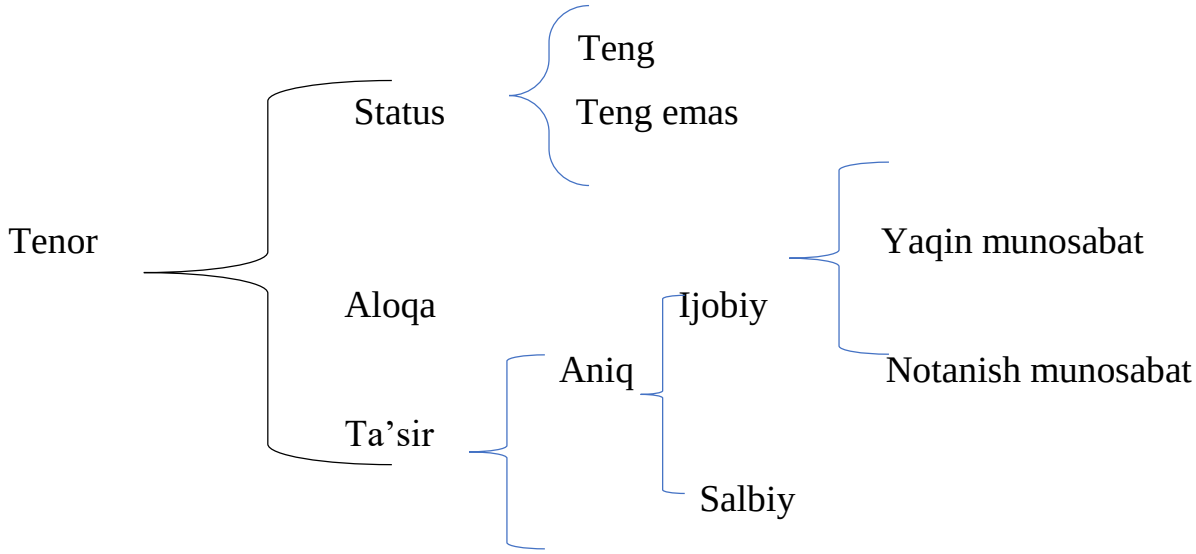
U.Shekspirning “Qish ertagi” komediyasining diskurs bo‘ linishiga ko‘ra diskursiv tahlil qilingan.

Kalit so‘zlar: diskurs, tenor, status, munosabat, ta’sir, komediya, teng ,teng bo‘lmagan, ijobiy, salbiy.

Diskurs masalasi kognitiv tilshunoslik va pragmatika yo‘nalishining asosiy muhokamalaridan biridir. Shu sababli bu sohada jahon tilshunoslari ko‘p izlanishlar olib borishgan. Bu tilshunoslikning yangi sohasi o‘zbek tilshunoslarini ham qiziqtirib, o‘zlarining ilmiy-amaliy izlanishlarini olib borishmoqda. Masalan, jahon tilshunoslaridan J.J.Gumpers, V.N.Voloshinov, J.R.Trillo, V.V.Vinogradov, I.R. Galperin, T.A.N.Deyk, Dj.Ostin, X.Grays, Dj.Syorl, Ch.Morris, Ch.Pirs, J.May, N.Arutyunova, S.Karl, M.Grigory diskursni bir nechta darajada ko’rib chiqishni va keng ma'noda diskursga kompleksli kommunikativ voqea, tor ma'noda esa kommunikativ harakatning yozma yoki nutqiy verbal mahsuloti sifatida qarash lozimligi haqida fikr bildiradi. O’zbek tilshunoslaridan A.Pardayev, N.Mahmudov, M.Irisqulov, A.Hojiev, Sh.Safarov, B.Ashurova, Z.Yo’ldoshev, kabi olimlar ham pragmatik tilshunoslikda diskurs va uning tutgan o’rni haqida o’z ilmiy ishlarida asoslab berishgan.[1]

Tenor-bu diskursda suhbat ishtirokchilari va ularning munosabatlarini anglatadi. Diskurs tenori bu ishtirokchilar orasida ijtimoiy munosabatlarning bahs mushodasi jarayonidagi bajaradigan rollarini o’rganadi.[2] Inson umri davomida turli xil rollarni bajaradi. Suhbat jarayonida ishtirokchilarning bir -biri bilan munosabatini, ularning yaqinlik darajasini, statusini, munosabatlarning rasmiy yoki norasmiyligini, asosan, tenor orqali aniqlanadi. Bundan tashqari tenor kim ishtirok etayotganligini, ishtirokchilarning tabiatini, ularning maqom va rollarini, ishtirokchilar o‘rtasidagi qanday turdagi rol munosabatlari, masalan bemor va shifokor, sotuvchi yoki haridor o‘rtasidagi munosabatlarini o‘rganadi. Masalan, bir inson umri davomida o‘nlab rollarni bajaradi. Advokat-bu sud idorasining hodimi va shu bilan birga, rahbar, ota, o‘g‘il, ustoz, shaxmatchi va shu kabi rollarni butun umri davomida bajaradi.

Tenor ishtirokchilar o‘rtasidagi munosabatlarni semiotikasi bilan shug‘ullanadi, va munosabatlar o‘rtasidagi quyidagi uchta status, munosabat va ta’sir jihatdan bog‘lab turadi.[3] Diskurs tenori nutq yaratilishida bir-biriga aloqador bo‘lgan rollarni yoki aktyorlarni belgilab beradi. Bu suhbatda qatnashayotgan ishtirokchilarni ijtimoiy munosabatlariga aloqador bo‘ladi. D.Batt tenorni agentlik yoki ijtimoiy rol, status va masofa kabi omilga ajratgan.[4] Uning fikriga ko‘ra, status teng va iyerarxik bo‘ladi. U adresant tomonidan tanlangan munosabatni anglatadi. Bu o‘rinda D.Batt va M.Hallidey[5]larning ajratgan omillari bir biriga o‘xshash, ammo yuqorida berilgan Fitriatuddiniyah va Brown va Gilman(1960-72), Poynton (1985) va Ejjinslar(1994) uchta asosiy omilni aytib o‘tishgan. Bular *Power*-Hokimlik, *Affective involvement*-Emotsional zaruriyat va *Contact*-Munosabat kabi turlarga bo‘lingan. Bu olimlar va Fitriatuddiniyahning asosan bir-biriga o‘xshash. Power yani Hokimlik Fitriatuddiniyahda status bilan berilgan.



Yuqoridagi diagrammaning birinchi **status** turidan ko‘rishimiz mumkinki, statusning ishtirokchilarning ijtimoiy o‘rniga ko‘ra **teng** va **teng bo‘lmagan** turlarga bo‘lingan**. Status** madaniyatning ijtimoiy iyerarxiyasida suhbatdoshning qarindoshlik o‘rnini anglatadi. Bu insonlarning biz yuqarida ta’kidlagan adresant rollarini teng yoki teng bo‘lmagan ekanligini tushunamiz. Masalan, rahbar va xodimlar, o‘qituvchi va talabalar, viloyat hokimi va fuqarolar o‘rtasida teng bo‘lmagan statuslarni aniqlanadi. Ammo rahbarlarning yoki o‘qituvchilarning o‘zaro munosabatlarida teng status bo‘ladi. **Teng status** egasi hukmron vazifasini bajaradi, ijtimoiy statusidan kelib chiqib, ular tabiatan, tashabbuskor bo‘ladi va ayni damda teng bo‘lmagan status egalarini nazorat qiladi. Keyingi ular orasida **munosabat**, bu **yaqin** yoki **uzoq munosabat**da ekanligini ko‘rsatib beradi. Uchinchi turi adresant va adresantning bir-biri bilan **do‘stona** yoki **nomaqbul** ta’siri bo‘lib, unda suhbat jarayoni **ijobiy** yoki **salbiy** yakun topadi. Biz tadqiq qilayotgan U.Shekspirning “Qish ertagi”komediyani tahlil qiladigan bo‘lsak, undagi dialoglar orqali diskurs tenorining yuqoridagi bo‘linishini kuzatamiz. Ushbu tragedik komediya Sitsiliya qiroli Leontning ayoli, Sitsiliya qirolichasi Germiyonani xiyonatda ayblashi haqida bo‘lib, do‘sti ya’ni Bogemiya qiroli Poliksen bilan Germiyonaga nisbatan nohaq ayblov butun asarning syujetini qamrab oladi. To‘rtinchi parda birinchi sahnasi Bogemiya qiroli Poliksenning nutqi

bilan boshlanadi. Quyidagi U.Shekspirning “Qish ertagi” komediyasidan berilgan Poliksenni nutqida diskurs tenorini tahlil qilingan:

Poliksen

Azizim Kamillo, sendan o‘tinib so‘rayman, ha deb qistayverma.Yo‘q deyish shunchalar og‘irki, xuddi bemorga aylanaman qolaman. Xo‘p deyish, sendan ayrilib qolish esa menga naq o‘lim bilan barobar.[6]

Ushbu Poliksenning nutqida statusi jihatidan teng bo‘lmagan shaxslar, yurt qiroli va vaziri o‘rtasida bo‘lib, ijtimoiy kelib chiqishi bir-biridan farq qilmasada, tenorning ikkinchi bo‘linishiga ko‘ra, ularning munosabati yaqin munosabat turiga kiradi. Uchinchi ta’sir bo‘linishiga ko‘ra, ular o‘rtasida ijobiy ta’sir kuzatilmoqda.

Xulosa qilib aytadigan bo‘lsak, diskurs tenorida uchta asosiy omil muhim hisoblanib, u suhbatning qanday qilib amalga oshirilishini ko‘rsatadi. Ikkita shaxsning ijtimoiy statusi, bir-biri bilan munosabati, va yaqinlik darajasi ularning lisoniy va leksik birliklardan foydalanishida yo‘l yo‘riq vazifasini bajaradi.

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O'ZBEK VA INGLIZ TILLARIDA SIFAT LEKSEMALARINI FARQLASHDA LISONIY DARAJALANISH QATORLARI TADQIQI

Annotatsiya: Ushbu maqolada o'zbek va ingliz tillarida graduonimiya hodisasining o'rganilishi, graduonimiya hodisasi mazmuni, tadqiqi haqida ma'lumot va fikrlar beriladi. Graduonimiya hodisasining o'zbek va ingliz tilshunosligida tutgan o'rni, tilshunoslikdagi vazifasi hamda ushbu hodisaga yondashuvlar yoritib beriladi. Tadqiqot ishimizning nazariy qismida aynan graduonimiya hodisasining o'rganilish darajasi beriladi.

Kalit so'zlar: graduonimiya, gradatsiya, sifat, sifatning funksional-semantik xususiyatlari, semantik guruhlar.

Dunyo tilshunosligida XIX asr oxiri XX asr o‘rtalarida tilshunoslikni tasvirlashning empirik ifodasidan dialektik ya'ni mohiyatga asoslangan tomonga o‘tishi kuzatilgan. Tilshunoslikning semantik tarkibi, uning keng qamrovliligi, pragmatik ma'noga ega ekanligi uning predmet va belgi o‘rtasidagi munosabatlarni aniqlashni taqozo qilgan. Jahon tilshunoslari tilning semantik sistemasini o'rganish jarayoni nazariy va amaliy ahamiyatga ega ekanligini ta'kidlab kelishgan. Jahon tilshunosligida olam lisoniy manzarasining belgi-xususiyat tizimini tahlil qilish, madaniyatlararo muloqotda belgi-xususiyatni kategorial baholash, lisoniy tizimda aks ettirish, idrok etishdagi ijtimoiy-sotsial, psixolingvistik, kognitiv omil masalalariga bag‘ishlangan tadqiqotlar amalga oshirilgan. Shaxs, narsa-buyum, mavhum hamda aniq voqelik belgisi ma'lum kategorial darajada namoyon bo‘ladi va o‘zaro gradual munosabatni hosil qiladi. Gradual munosabat borliqdagi barcha jarayonlarda, sotsial-ijtimoiy voqelikda, ijtimoiy sohalarda kuzatiladigan hodisa bo‘lib, lisoniy ongda turli ko‘rinishda aks etadi hamda muayyan lisoniy vositalar

orqali reallashadi. Graduonimiya turli daraja o‘rtasidagi munosabat tizimi bo‘lib, uni ilmiy asosda o‘rganish tillararo universal xususiyatlarni va tildan foydalanuvchilarning tafakkuri, baholash omili bilan belgilanuvchi farqli jihatlarni aniqlashda ahamiyatlidir[1].

Leksik birliklar semantikasini tadqiq qilishga bo’lgan ilmiy qiziqishning ortib borayotganligi esa bugungi kunda tilning semantik tuzilishini gradual jihatdan tadqiq etish muhim ahamiyat kasb etishini ko’rsatib bermoqda. Sistem leksikologiyaning taraqqiy etishi asnosida leksik-semantik guruhlar tarkibida graduonimiya, giponimiya kabi tushunchalar paydo bo’la boshladi.Tadqiqotimiz predmeti bo’lgan sifatlarning funksional semantik xususiyatlari bevosita graduonimiya hodisasi bilan bog’liqdir. Butun dunyo tilshunos olimlarining leksik birliklarning gradual munosabatlari va ularning semantik imkoniyatlari yuzasidan samarali faoliyati natijasida keng qamrovli nazariy va amaliy masalalar hal etilgan bo‘lishiga qaramasdan bugungi kunda semantika doirasida qilinishi kerak bo‘lgan ishlar, yechimini kutayotgan muammolar ham bor. O’zbek tilshunosligida leksik graduonimiyaning sifat semantik turlari borasida izlanishlar deyarli olib borilmagan. Shu jihatdan ham tadqiqot ishimiz bu borada birinchi izlanishlardan hisoblanadi. Dunyo va o’zbek tilshunosligida graduonimiya tushunchasi yuzasidan ko’plab tadqiqotlar olib borilgan va ularning ishlari natijasida ushbu sohasining keng mohiyatga egaligi hamda alohida jihatlari tadqiq etilgan. Ushbu hodisani o’rganish uzoq davlarga borib taqaladi, xususan, Alisher Navoiyning “Muhokamat-ul-lug’atayin” asarida ham bunga misol keltirilgan bo’lib, buyuk bobomiz *yig’lamoq* fe’lining graduonimik qatorini tadqiq etgan va quyidagi so’zlarni kisol keltirgan: ingramoq-singramoq-yig’lamsinmoq- yig‘lamoq-siqtamoq-o’kurmoq, hoy-hoy yig‘lamoq. Jahon olimlaridan S.D.Kasnelson, O.Yeprersen, Yu.S.Stepanov, S.M.Kolesnikova, C.Kennedy, S.N.Perevolochanskaya, Y.D.Arbatskaya, M.L.Myorfi, N.Trubetskoy, R.Yakobson, turkiyshunos olima A.Xametovalarning ilmiy izlanishlarida graduonimik nazariyalar o’z tasniflarini topgan [2,3,4,5,6,7,8,9,10]. O’zbek tilshunoslaridan R.Safarova, M.Narziyeva, Sh.Orifjonova, O.Bozorov,

N.Vohidova, L.Elmurodova, J.Djumabayeva va G‘.Rahmonovlar [11,12,13,14,15,16,17,18] graduonimiyani turli aspektlarda o’rganishgan. Lekin turli til guruhlariga kiruvchi tillarning graduonimik xususiyatlari borasida ko’p ishlar olib borilmagan.

Graduonimiya atamasiga keladigan bo’lsak, ushbu atama grekcha gradatio – “ko`tarilish”, “o`sish”, onymo –“nom”, lotincha gradatio - bosqichma-bosqich o‘sish, gradus - bosqich, daraja degan ma’nolarni ifodalaydi. Graduonimiya atamasi gradatsiya so’zi bilan ham qo’llaniladi. Graduonimiya hodisasida biror belgi, hodisaning miqdorining ma’lum bir yo’nalishda ozayishi yoki ko’payishi asosiy mezon hisoblanadi. Graduonimiya hodisasi dastlab tilshunoslikda sinonimiya hodisasi tarkibida o’rganilgan, keyinchalik leksik birliklarning sinonimik qatori tadqiq etilar ekan, graduonimiya va sinonimiya alohida bir-biriga o’xshash hodisalar ekanligi ma’lum bo’ldi. Graduonimik qatorlar ko‘pincha alohida bir yetakchi so‘z atrofida birlashadi hamda miqdorning oz yoki ko‘pligiga qarab o‘sib boradi. Darajalanish barcha so‘z turkumlari doirasida qo‘llanilishi mumkin hamda graduonimik qatordagi so‘zlar kamida uchta bo‘lishi kerak. Tabiatdagi barcha belgi va hodisalar ma’lum miqdor darajasiga ega, inson ongi esa ushbu darajani farqlashda miqdoriy va sifatiy xususiyatlariga tayanadi. Graduonimiya tilda biror xususiyatning turlicha ifodalanishi hisoblanib, unda daraja munosabatlari asosiy o’rin egallaydi. Tadqiqot ishimizda sifatning funksional-semantik xususiyatlari yuzasidan misollar izlash jarayonida sifat semantik guruhlarining graduonimik qatorini ham yaratish zarurati yuzaga keldi. Shuning tadqiqotimizning 2-bobi “O’zbek va ingliz tillarida sifat semantik guruhlarida graduonimiya” deb nomlanadi. Sifatning semantik guruhlaridan xarakter-xususiyat, holat, rang-tus bildiruvchi, maza-ta’m, hid, qiymat, hajm-o‘lchov, o‘rin va payt, jismoniy xususiyat, yoshni, tezlikni, inson o‘zini tutish hatti-harakatlarini ifodalovchi sifatlarga doir misollar izlanadi va ularni tahlil qilinadi. Masalan, xususiyatni ifodalovchi *go’zal* so’zining graduonimik qatorini ko’rib chiqadigan bo’lsak, *hushro’y-lobar-dilbar-go’zal-jozibali* kabi misollani keltirib o’tsak bo’ladi.

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INNOVATSION METODLAR ORQALI XORIJIY TILLARNI O‘QITISH

Annotatsiya. Ushbu maqolada interaktiv metodlardan qanday foydalanish hamda harbiy atamalarni o‘rganishda zamonaviy metodlarning roli va ularni dars jarayonida qo‘llanishi misollar yordamida tadqiq qilingan.

Kalit so‘zlar: interaktiv metodlar, grafik organayzerlar, interfaol strategiyalar, harbiy atamalar.

Bugungi kunda chuqur bilimga ega, zamonaviy fikrlaydigan yetuk ofitserlarni tayyorlash va tarbiyalash maqsadida oliy harbiy bilim yurtlarida ham bir qancha ishlar amalga oshirib kelinmoqda. Harbiy bilim yurtlarida tahsil olayotgan kursantlar o‘z kasbiga tegishli xorijiy tillardagi adabiyotlarni, internet ma’lumotlarni o‘qib tushinishi, muloqot qila olish ko‘nikma va malakalarini shakllantirish, xorijlik mutaxassislar bilan fikr almasha olish ustivor maqsadlardan biri hisoblanadi.

Shu o‘rinda ta’kidlab o‘tishimiz kerakki, Jamoat xavfsizligi Universitetida ham ingliz tili amaliy mashg‘ulotlari bo‘yicha barcha bosqich kursantlari uchun takomillashtirilgan dasturlar yaratilgan bo‘lib, ushbu dasturlarga ko‘ra kursantlarni ijodiy va mustaqil fikrlashga undaydigan noan’anaviy interfaol metodlardan foydalanish va uni dars jarayoniga tadbiq etish samarali amalga oshirilmoqda. Bunga misol tariqasida bir qancha interfaol metodlarni aytib o‘tishimiz mumkin. GTM(grammar translation method), TPR(teaching physical response), CLT(communicative language teaching), Direct method, ADEPT(analogy, diagram, example, plain English, technical definition) method, Silent way, Audio-lingual, TBL(task based learning), CBL(content based learning), PPP(presentation practice product) va boshqalar. Bular ichida CLT metodi judayam samarali bo‘lib, dars jarayonida yaxshi, o‘zimiz kutgandek natijani beradi. Chunki biz ushbu metodni dars jarayoniga tadbiq etganimizda o‘qituvchi emas o‘rganuvchi nazorat qiladi, pedagogik jihatdan emas balki real hayotdan olinadi, albatta o‘rganuvchida tanlov bo‘ladi, bitta emas bir nechta javob bo‘ladi hamda oxirida fikrlar jamlanadi. Bu esa kursantlarni fikrlashga, muloqotga o‘rgatadi. ADEPT metodi ham kengroq mavzuni qisqacha yo‘l bilan yoritishga yordam beradi. CBL metodi esa, ayniqsa harbiy sohaga judayam mos bo‘lib, unda xarita bilan ishlanadi. [1]

Ushbu metodlarni dars jarayoniga tadbiq etish biroz murakkab bo‘lsada, uni darsga aniq va to‘g‘ri yo‘naltira olsak, samarasi ijobiy bo‘ladi. Nofilologik yo‘nalishdagi bilim yurtlarida til muhitini yaratib olish o‘qituvchining pedagogik mahoratiga bog‘liq. Chunki atamalar bilan ishlash uchun o‘qituvchidan betinim

mehnat va vaqt talab qiladi. O‘qitish metodlari ichida interaktiv metodlar zamonaviy pedagogika talabiga mos metodlardan bo‘lib, u 3 guruhga bo‘linadi.

1) Grafik organayzerlar
2) Interfaol strategiyalar
3) Interfaol metodlar

Bularning har biri albatta o‘ziga xos yo‘nalishda ishlatiladi. Grafik organayzerlar vosita yoki ta’lim metodi vazifasini o‘tasa, strategiyalar o‘qituvchiga yo‘nalish olishni, interfaol metodda esa kimdir baholanishi shart bo‘ladi. Bular ichidan grafik organayzerlarga kiruvchi T-sxema, BBB, Sinkveyn, aqliy hujum va tushunchalar tahlili dars jarayonida juda ko‘p ishlatiladi. Ayniqsa, “Tushunchalar tahlili” metodi atamalarni o‘rganishda kursantlarga katta yordam beradi. Misol uchun, oldingi darsda o‘tilgan bir qancha harbiy atamalar jadvalning bir tomoniga yozib tarqatiladi, kursantlar jadvalning ikkinchi tomoniga ushbu so‘zlarning ma’nosini yozib chiqishadi.

Тушунча	Мазмуни
Battle	A major **fight** between armed forces during the course of a war
withdraw	If troops **pull back** they move away from contact with the enemy
Dig in	To prepare a **defensive position**
advance	**To move forward** towards the enemy

Kursantlarning o‘rganilayotgan amaliy chet tili fanini o‘zlashtirishlari uchun o‘qitishning ilg‘or va zamonaviy usullaridan foydalanish, yangi informatsion-pedagogik texnologiyalarni tadbiq qilish muhim ahamiyatga egadir. Fanni o‘zlashtirishda darslik, o‘quv va uslubiy qo‘llanmalar, tarqatma va elektron materiallardan foydalanish dars jarayonini faollashishi hamda kursantlarning fanga nisbatan qiziqishlarini uyg‘otadi. Ushbu fanni o‘qitishda ta’limning zamonaviy metodlari: elekton pochta, chet el TV kanallari, virtual haqiqiylikni o‘zida jamlagan internetdan foydalanish, ya’ni elektron o‘quv adabiyotlari va ma’lumotlar

bazasi bilan ishlash, internet tarmog‘idan maqsadli foydalanish bilim va ko‘nikmalarini hosil qilishda va rivojlantirishda katta samara beradi.

Yetuk ofitser kadrlarni tayyorlashda amaliy mashg‘ulotlarda kommunikativ metodining tarmoqlari bo‘lgan – loyihalash, masofaviy ta’lim, aqliy hujum, guruhli fikrlash, galereya, rotatsiya, dumaloq stol, Keys study, Jigsaw kabi interfaol usullardan foydalanish, kichik guruh musobaqalari, internet yangiliklari va ilg‘or pedagogik texnologiyalarni qo‘llash maqsadga muvofiqdir.

Yuqoridagilardan xulosa qilib shuni aytish mumkinki, qilinayotgan keng ko‘lamli ishlar natijasida ta’lim va xususan chet tili sohasida biz erishayotgan muvaffaqiyatlar “o‘zbek modeli”ning qisqa davrda berayotgan muhim samaralari sifatida namoyon bo’lmoqda. Eng xolis baho-chetdan berilgan baho. Ana shunday e’tiroflardan biri, mamlakatimiz ta’lim tizimini rivojlantirish darajasi bo‘yicha dunyoda yetakchi o‘rinlarni egallagani bilan ham faxrlidir. Bu esa davlatimiz rahbariyati tomonidan olib borilayotgan izchil islohotlarning, ta’lim-tarbiyaga qaratilayotgan yuksak e’tiborining amaldagi ifodasidir.

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LINGUOCULTUREME IN SDUDY OF NATIONAL AND CULTURAL WORDS

Annotation. Today, the connection between speech and culture is important in linguistics, and its field of study is expanding day by day. This article highlights the important aspects of linguacultural in the study of cultural and national features in the study of speech units.

Key words: speech units, national and cultural, lingvocognitive, lingvoculturema

If we analyze the units of speech in English and Uzbek, it is necessary to study them on the basis of the transition from the modern object to the subject in the coverage of national and cultural aspects. It is mainly the change of interests in the shell of the anthropocentric paradigm in modern linguistics from object to subject, that is, the analysis of man in language and language in man. In the words of I.A. Baudouin de Courtenay, "language exists only in the individual brains, in the minds, and in the psyche of the individuals that make up the language community" [4.11]. Understanding all things in their own right gives man the right to create an anthropocentric order of things in his mind. It will be possible to study it not on a domestic level, but on a scientific level. This order, which exists in the human brain, determines his spirituality, values and motives for his behavior. All this can be understood by studying human speech, in particular, its most commonly used expressions. The formation of the field of anthropocentric linguistics (or anthropocentric paradigm; neolinguistics) in linguistics is associated with the study of the factor of the language owner – the speaker. The anthropocentric shift in linguistics is explained by the fact that researchers have shifted their focus from

"how language is built" to "how language works. In order to study the functioning of language, it is necessary to look at language from the point of view of the person who possesses it. ”[1.24] they say. According to VAMaslova, the human mind, like the human being, cannot be imagined without language and the ability to create speech and comprehend speech” [5.23]. pragmatic conscious use and, most importantly, a person who speaks/writes in the full course of social dialogue, as well as in providing scientifically based solutions to a number of linvocognitive and lingvocultrological problems related to a complex process such as communication. This is due to the fact that the role of the factor is unique, as well as the fact that the constant focus on this factor is directly recognized by researchers in the field and is strictly adhered to. Linguoculturological research can be seen in the study of the following issues: 1) Linguoculturological features of a particular speech genre. It explores the language of myths and genres of folklore; 2) the study of the expression of the linguocultural concept in a work written in a particular style. It mainly analyzes the language of fiction; 3) comparative research. Most Russian units are compared to English, German, and French; 4) aspects of linguoculturology related to pedagogical science. The aim is to identify and analyze linguocultural units for students in the social sciences. Significant contribution to the field of linguoculturology by research of linguists of our country D.A.shurova, Sh.Safarov, M.Djusupov, A.Abduaziziv, J.Yakubov, G.Makhkamova, AEMamatov, M.Hoshimov and others on the conceptual problems of linguoculturology are added. Linguoculturology as a special field of science has given rise to a number of productive concepts in modern linguistics: lingvokulturema, language of culture, cultural text, concept of culture, subculture, linguocultural paradigm, cultural universality, cultural potential, cultural heritage, cultural traditions, cultural process, cultural guidelines, etc. Also, the main conceptual apparatus of linguoculturology includes mentality, mentality, rituals, customs, cultural sphere, type of culture, civilization, paganism and others. The basic concepts of linguoculturology are the terms "concept" and "linguoculturema", the first of which is the unit of consciousness, the second is the unit of language.

Due to the fact that these concepts reflect a part of culture, they are considered synonymous in the works of some linguists. Therefore, the "concept" is the main object of study, which is developing and refining linguoculturology and cognitive linguistics. In the study of the conceptosphere of language, users of this method study the national and cultural specificity of the relevant concepts, the reflection of the specifics and content of the concepts in the conceptual sphere of a particular culture. VV Vorobyev, who first introduced the term linguoculturema, defines it as follows: "Linguoculturema as an interlayer unit of language reflects the dialectical integrity of linguistic and non-linguistic factors" [3.3]. As it embodies language and culture, it deals not only with language and language units, but also with culture and cultural units. Linguocultures include words, phraseological units, phrases, sentences, parems, complex syntactic units, texts, etc. that reflect a part of culture. Linguoculture has a plan of content and expression, the plan of expression consists of the above units, and the plan of content consists of the semantics of those units. Thus, lingvokulturema differs from the concept in that it has its own plan of content and expression, the main task for lingvokulturology is the linguistic expression of folk culture. According to him, the concept of "lingvokulturema" is useful for comparative linguistics, "zero language is a cultural fact, an integral part of the culture we inherit, and at the same time a weapon. Folk culture is verbalized through language, it activates the basic concepts of language culture and expresses them in the form of symbols, that is, through words" [2.15].

It is obvious that Linguoculturema has a broader concept than reality and lacunae, and has a plan of content and expression. Linguacultural can include phraseological units, phrases, pares, complex syntactic units, sentences, texts, which are an integral part of culture. When we compare linguacultural with words, we see that they have a deeper, deeper and broader meaning than words. For this reason, we include in it units of language, such as phraseological units, word combinations, which express forms and semantically complex meanings. Commenting on the meaning of linguacultural, O.Yusupov said that "the semantics of linguacultural includes words, phraseological units, phrases, sentences, parems,

speech clichés, complex syntactic units, texts, etc., which reflect a part of culture. [1.24]. It can be concluded that linguacultural is specific to a particular nation or people, expresses the interdependence of language and culture, combines linguistic and non-linguistic factors, and, as noted above, manifests itself in any unit of language. is the object of lingvokturology. AE Mamatov says about linguoculturema: “Linguoculturema reflects the linguistic and extralinguistic dialectical unity, which includes the concept and the subject matter. Dialectical communication in the process of understanding the object requires, on the one hand, the linguistic and non-linguistic components of lingvoculture, their inequalities, differences, and, on the other hand, their compatibility, exact similarity. As an integral part of linguacultural, language informs not only about its "superficial" meaning, but also that its "complete" content is the basis (element, segment) of culture" [1.32]. Below we will try to consider the national and cultural words that exist in our speech, that is, each of the inter-level language units of the event on the basis of empirical examples Safari, sari, currency, samurai, money, ruble, kopeck, shilling, pound, sterling, pence, penny, cent, borsh, chops, barbeque, drugstore, cloverleaf, sponge, cuckoo`s call, kimano, lord, jazz, rock, pop, mosque, parliament, abbot, cabin, pound, frank , kuyoykochdi, atala, surpaochdi, surpaqoqdi, wrapping, dimlama, boiling, sum, coin, dough, yolk, mullajiring, dollar, etc. Some of the words are an integral part of Uzbek culture and language like ours. These are completely incomprehensible realities for other peoples and nations that are not our brothers. This is mainly due to the fact that cognitive semantics is specific to the thinking of a certain group of language speakers, and may be unknown, insignificant, or unnecessary to others. The most important of these concepts are cultural, cultural background, cultural concept, and cultural connotation, which can be expressed through the linguistic units of cultural information. The term lingvoculturema began to be used in scientific research.

Lingvokulturemalar (meaning of language-nominative meaning, subject meaning), as well as national-cultural (non-linguistic cultural meaning). A word (sign-meaning) as a unit of language is an integral part of lingvokulturema. If the

word represents the events in the language, lingvokulturema represents the content of the subject. Linguoculture can be expressed in words, sentences, terms, phrases, depending on the language. Linguoculturema is a complex phenomenon in relation to language unity. It expresses the expression of language, along with the imagination, the environment outside the language (situation, reality), existence. Any person who is fluent in their mother tongue or other foreign language has a cultural meaning in their speech. Without a cultural meaning, we cannot enter into the essence of this or that text, we cannot comprehend its content. We cannot understand the cultural phenomenon in the context of the text. Knowledge of the national mentality is necessary to imagine the uniqueness of a nation.

Linguoculturema, while expressing its own nominative meaning, provides an opportunity to understand the cultural-enlightenment, national mentality and associative ideas. Researchers have long been interested in the semantics of linguocultures, as they reflect the customs and traditions, culture, history, way of life, national cultural features of a particular people in connection with the economic environment. The science of linguoculturology, which has a more practical nature, became more relevant in the XIX century, when the study of linguistic phenomena as a product of the anthropological paradigm began. By the last quarter of the XX century schools of linguoculturology Yu.S.Stepanov, N.D.Arutyunova, V.N.Teliya, V.Vorobev, V.Shaklenay were formed. In addition to the above, it can be said that linguoculturology is a field that directly and indirectly deals with the nation and its values, and this, of course, is reflected in its language. As V.A. Maslova noted, “language is the verbal treasure of the nation” [6.5].

1. *Tandir* – a special clay oven for baking bread; to build an oven, to light a fire in the oven, to bake bread in the oven. There is no in the house, there is a double tandir on the roof (proverb).

2. *Atlas*- one side glossy, floral, local silk fabric.

3. *Belbog`*- a piece of fabric with or without flowers in the shape of a rectangular scarf, which can be tied at the waist. Are you young and proud of your youth? In the sense of [8.28].

4. *Beshik*-A special four-legged device designed to hold and shake the baby to sleep. To shake the cradle is to cherish, to develop, to contribute to that field. Did you shake my cradle? _ to be ungrateful to oneself

5. *Qumg`on*- a teapot-shaped vessel, often made of copper; tea pot, copper sandstone, cast iron sandstone [7.62].

6. *To`n*-1. Bought open long top national dress; chopon. 2. To act according to something or someone. Everyone dances according to himself. 3. To enter the night - to enter the appearance, the color. 4. To put on the cloak upside down - to be angry with someone or something, to work, to be upset.

7. *Do'ppi*- An aura-lined, often floral, plate-shaped, floral or non-floral hat with a sloping top and a hem. If the head survives, the doppia will be found. (Proverbs.) There is a man under the doppia. (Proverbs). When the dope is narrow1. when the work is urgent or unavoidable. 2. In the event of a deficiency, in the place of the Doppisi peninsula, the tsar is an idol, with no worries. As if nothing had happened to our "sartiya", the doppia is half full. 8. Atala- 1. A liquid dish cooked with flour and water on a heated side. 2. Mobile. Such a liquid thing as food. 3. Atala is about a very loose, lazy, lazy person.

9. *Lapar*- A national song sung by boys and girls at weddings and gatherings.

10. *O`choq*- 1. A device that is usually closed on three sides, with a fire inside and a cooking pot on top. 2. Mobile. The place, source, center where something appears, takes place, spreads. The hearth of knowledge, the hearth of enlightenment.

11) *Andisha*-1. Thoughts that are thought out or thought out; caution. Andisha's horse is cowardly. (Proverb) 2. Thought in general, reflection. 3. Shame, honor; shame A man without worries. To worry 1) to think, to meditate, to meditate. Although Bahri wanted to go, he seemed to be thinking of something, and when he heard this, he seemed to spread his wings. (A. Qahhor. "Women")

12) *Barokat* – in the sense of increasing goodness, kindness, contribution and share. We can define this word in English. Barakat- in the sense of goodness, kindness, and increase of share.

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АБУ ҲАФС АН-НАСАФИЙНИНГ АРАБ ТИЛШУНОСЛИГИГА ОИД АСАРЛАРИ

Аннотация. Мазкур мақолада ўрта асрда яшаган ислом оламининг машҳур олими насафлик Абу Ҳафс Умар Насафийнинг араб тилшунослиги соҳасида яратган асарлари ҳусусида сўз боради. Ўзбекистон Республикаси Фанлар академияси Шарқшунослик институти қўлёзмалар фондида олимнинг араб тилида ёзган турли соҳага оид бир неча асарлари мавжуд бўлиб улар орасида араб тилшунослигига доир асарлари фанда номаълум бўлиб келаётган эди. Мақолада Абу Ҳафс ан-Насафий томонидан тузилган

“Маталаъ ан-нужум ...” қўлёзма тўпламини тадқиқ этиш жараёнида унинг таркибида муаллифнинг араб тили лексикология ва грамматикасига доир асарлари ўрин олгани ҳақида баён қилинган.

Калит сўзлар: араб тилшунослиги, қўлёзма, Маталаъ ан-нужум ва мажмаъ ал-улум,адаб илми, мадраса.

Ўз даврининг кўзга кўринган олимларидан бири Абу Ҳафс ан-Насафий (1068-1142йй.) *ҳанафий* олимлар ҳаёти ва ижоди ҳақида маълумот берувчи табақотларда кўпроқ фақиҳ, муҳаддис ва муфассир сифатида тилга олинади. Чунки унинг асарлари, асосан, ушбу соҳаларга тегишли бўлиб, улар ислом оламида кенг тарқалган.

Ўзбекистон Республикаси Фанлар Академияси Абу Райҳон Беруний номидаги Шарқшунослик институти фондида Абу Ҳафс ан-Насафийнинг “Матла‘ ан-нужум ва мажма‘ ал-‘улум” (“Юлдузларнинг чиқиш ва илмларнинг тўпланиш жойи”) тўпламининг нодир қўлёзмаси сақланади [2:57-61]. Бу тўпламда Қорахонийлар даври таълим тизими доирасида ўқитилган 56 мавзудаги матнлар жамланган бўлиб, ислом илмлари, этика, тарих, филология, адабиёт, математика ва астрономия, тиббиёт ва бошқа табиий фанлар соҳалари қамраб олинган [4]. Бу мажуманинг энг муҳим жиҳатларидан бири Абу Ҳафс ан-Насафийнинг илмий мероси ва фаолиятини ўрганишда мавжуд бўлиб келаётган бўшлиқларни тўлдиришда ёрдам беради.

Шунинг билан бирга бу мажмуада ўрин олган асарлар (матнлар) муаллиф томонидан Самарқанда Табғачхон мадрасаси ва масжидларда илми толиблар учун дарс ўтилган ҳақида маълумотларни олдинги тадқиқотларда кўрсатиб ўтган эдик. Булар ичида муаллифнинг бизгача етиб келмаган деб ҳисоблаган асарларини борлиги бу мажмуанинг қанчалик аҳамиятлиги эканлигини кўрсатади. Қуйида биз ушбу тўпламдан ўрин олган ан-Насафийнинг тилшуносликка оид мавзуларни кўриб чиқамиз.

Ушбу тўпламни ўрганар эканмиз Абу Ҳафс ан-Насафийнинг тилшунослик соҳасида ҳам сермаҳсул ижод этганини гувоҳи бўламиз.

Дарҳақиқат манбаларда унинг бу соҳада ҳам самарали ижод қилганлигини ҳақида маълумотлар қайд қилинади. Масалан, Абу Сa‘д ас-Сам‘оний (в. 1167 й.) Абу Ҳафс ан-Насафийни *адаб* илмида ўз даврининг етук билимдони, буни унинг шеърият ва тилшуносликка оид яратган асарлари орқали кўриш мумкин деб, таърифлайди[3:154]. Абу Ҳафс ан-Насафий ўзининг *ал-Қанд фи зикр-и уламо Самарқанд* (Самарқанд олимларини билишдаги қанд китоби) биографик асарида араб тили ва адабиёти бўйича (*адаб илми*) илмни *аш-шайх ал-фақиҳ ал-адиб* Абу-л-Ҳасан ал-Касбавий ан-Насафийдан (ваф. 485/1092-3) ўрганганлигини маълум қилади [1:432].

Араб тилшунослиги ўрта асарларда *адаб* илми сифатида таърифланган. Маълумки, ўрта асрларда мазкур илмни яхши ўзлаштирган шахсни, *муаддиб,* яъни *адаб* илми-дан дарс берувчи деган маънони билдирган [5:261]. Ушбу “адаб” сўзи маъноси ўзбек тилидаги “одоб” сўзининг тўлиқ равишдаги маъносини бермайди, бу сўз тушунчаси кенг қамровли бўлиб, у, шунингдек, тил грамматикаси, адабиёт ва бадий санъати каби соҳаларни ҳам ўз ичига қамраб олади[5:268].

Биз қуйида *Матла‘ ан-нужум* тўпламидан олимнинг тилшуносликка оид яратган мавзуларига тўхталиб ўтамиз.

Абу Ҳафс ан-Насафий *Матла‘ ан-нужум* тўпламига киритган араб тилшунослигига оид мавзуларни иккита асосий қисмга ажратиб ўрганади. Биринчиси **«كتاب مادَبة الاديب ومأربة الاريب»** (“Адибнинг зиёфати ва иқтидорнинг мақсади китоби”) номи остида бўлиб, араб тили грамматикаси (синтаксис, морфология, фонетика) мавзуларига бағишланган бўлса, иккинчи қисми «الجوامع اللوامع» (“Ёғдулар тўплами”) деб номланиб, унда кўпроқ араб лексикологияси билан боғлиқ мавзулар. Ҳар иккала қисмдан умумий ҳисобда ўн саккизта катта ва кичик мавзулар ўрин олган.

Биринчи мавзу – «فصول الاطلاقة الاسماء على وفاق الاشياء » (“Ашёларга мос номларни белгилаш фасллари”) (вв.268^{b}-271^{a}). Мазкур мавзу 49 та фаслга ажратилган. Бу ерда ан-Насафий араб грамматикасидаги исм туркумига кирувчи сўзларни маълум бир тартибда жойлаштиради. Улар вақт-замон

маъносини билдирувчи сўзлар, осмон жисмлари, ер, сув, ўсимликлар, макон, рўзғор буюмлари, уй ҳайвонларига бағишланган сўзлар, сон, сифат, олмош ва унинг турлари ва бошқалардан иборат. Масалан, вақт-замон билан боғлиқ мисоллар: *ал-ғасақ аввалу аз-золам* – нимқоронғу зулматнинг бошланиши ёки *ал-ғалас охири золам ал-лайл* – Тонгдан аввалги ғира-шира – тун зулматининг охиридир. Бошқа фаслда эса куннинг вақтларини тартиб билан келтиради.

Иккинчи мавзу – "حصر المؤنثات السماعية فى ابيات للنطنزى صناعيّة" (“Натанзий санаъти байтларида *муаннас* деб қаралувчи сўзларнинг мухтасар баёни”) (вв. 271[a]-271[b]). Бу ерда *музаккар* шаклда бўлган, лекин уларга *муаннас* жинсли исмлар деб қаралувчи сўзлар байт шаклида келтирилган. Ан-Насафий мазкур мавзуни келтиришда машҳур тилшунос ал-Ҳусайн б. ‘Абдуллоҳ ан-Натанзий ал-Исфаҳоний[1] (ваф. 499/1106)нинг фикрларига таянади.

Учинчи мавзу – «وجمع وجوه الجمع» (“Кўпликлар ва уларнинг кўринишлари”) (вв. 271[b]-272[a]). Бу ерда сўзларнинг иккилиги ва синиқ кўпликлари ҳақида сўз юритилади.

Тўртинчи мавзу – «ترصيف فصول التصريف» (“Сарф илми бўлимларини саралаш”) (вв. 272[a]-274[a]). Бу мавзунинг айрим ўринларида ан-Насафий феълларнинг тусланиш қоидаларини шеърий шаклда мисоллар билан келтиради. Феълларнинг тусланиши ҳар бир феъл ўзакларида учрайдиган барча ички ўзгаришларни инобатга олган ҳолда тузилган. Шунингдек, бу мавзуда феълларнинг ҳозирги-келаси замон шакли, майл ва нисбатлари, масдар, аниқ ва мажҳул нисбат сифатдошлари ҳам кўплаб маъно ифодаловчи мисоллар воситасида батафсил ёритиб берилган.

Бешинчи мавзу – «بيان الصِلات وما لها من الوجوه والصفات» (“Боғловчилар баёни ва уларнинг турлари ва сифатлари”) (вв. 274[a]-276[a]). Бу ерда ан-Насафий араб тилидаги боғловчи, юклама, сўроқ олмоши ва кўмакчилар ҳақида сўз юритади. Унда исмларнинг бош, қаратқич, тушум келишикларида келишига

[1]Матнда “الاصبحانى”– шаклида келган.

сабаб бўлувчи кўмакчилар, феъллар билан қўлланилувчи ёрдамчи сўзлар, боғловчилар ҳақида тўлиқ маълумотлар келтиради.

Олтинчи мавзу – «مراتب الحروف» (“Ҳарфларнинг даражалари”) (вв. 276[a]-276[b]). Бу мавзуда араб ҳарфларининг фонетик хусусиятлари тўғрисида сўз юритилади. Муаллиф мазкур мавзуни ёритишда кўп ҳолларда ал-Ҳусайн б. ‘Абдуллоҳ ан-Натанзий Исфаҳоний қарашларига таянади.

Еттинчи мавзу – «بد و النحو» (“Нахвнинг бўлиниши (синтаксис) (вв. 276[b]-277[b]). Сўзларнинг грамматик тузилиши тўғрисида сўз боради. Турли омиллар таъсирида исмлар охиридаги ҳаракатларда юз берадиган ўзгаришлар, бош, қаратқич ва тушум келишиги билан боғлиқ ҳолатлар, шунингдек, бирлик, иккилик, кўплик ҳолатлардаги исмларнинг турланиши, изофа, сифат билан сифатланмиш, ўтимли ва ўтимсиз феълларнинг исмларга таъсири каби қоидалар мисоллар билан боғлиқ равишда келтирилган.

Саккизинчи мавзу – «الكنى المسموعة لاشياء مجموعة»(“Тўпланган нарсалар учун эшитилган *кунйа*лар”) (вв. 277[b]). Бу ерда нарсаларнинг *кунйа* исмлари келтирилади. Масалан, асалнинг *кунйа* номи Абу Маймун, *хабис*нинг[2]*кунйа*си Абу ас-Солиҳ ва Абу Марра ва ҳк.

Тўққизинчи мавзу – «ذكر البنين والبنات فى الاشياء المختلفات» (“Турли нарсаларнинг “ўғил” ва “қизлари” зикри”) (в. 278[a]). Масалан, (ابن الليل-القمر) туннинг ўғли – ой, (ابن اليوم ـالشمس) куннинг ўғли – қуёш ва ҳк. Бу ерда келган қўшма сўзлар, яъни ابن الليل «ой» маъносида келади.

Ўнинчи мавзу – «اطلاق مثانى لاتفاق المعانى» (“Маъноларни изоҳлашда иккилик қолипидаги сўзларнинг номланиши”) (в. 278[a]). Бу ерда иккилик қолипида келганда қўшма иккита маънони англатувчи сўзлар келтирилган. Масалан, الاحمران ـ اللحم و الشراب (иккита қизил – гўшт ва шароб), ـ الشمس و القمر ـ الازهران иккита гул – қуёш ва ой ва ҳк.

Ўн биринчи мавзу – «كلمات مزدوجة على ترتيب الحروف المستخرجة» (“Ҳарфлар талаффузига кўра [қўлланиладиган] жуфт сўзлар”) (в. 278[a]). Бу мавзуда

[2]Хабис – хурмо, олхўри ва крахмал аралашмасидан таёрланган ширинлик.

сўнгги ҳарфларига кўра қофиядош бўлган сўзлар келтирилади. Масалан, شيطان ليطان - Шайтон; عطشان نطشان - чанқоқ ва ҳк.

Ўн иккинчи мавзу– «جمع المثلثات التى تختلف تفسيرها باختلاف الحركات» (“Ҳаракатларни алмаштириш билан маъноларни ўзгартирадиган учликлар тўплами”) (вв. 278[a]-279[a]). Бу ерда ан-Насафий араб тилида ёзилиши бир хил, лекин улар *иъроблари*нинг ўзгариши маъноларининг ўзгаришига олиб келувчи сўзларни келтиради. Масалан, السَلام сўзидаги *син* ҳарфи *фатҳа* билан келса, “табрик ва саломлашиш” маъноларини беради. Агар ушбу сўздаги *син* ҳарфи *касра* билан келса (السِلام), “тош”ни билдиради. *Син* ҳарфи *замма* билан келиб ва сўзга ي ҳарфи қўшилса (السُلامىَ) “қўл ва оёқнинг орқа томонидаги томирлари” маъносини беради.

Ўн учинчи мавзу – "ذكر الجموع التى لا واحد لها من لفظها" (“Талаффузда бирлиги бўлмаган кўпликдаги сўзлар баёни”) (в. 279[b]). Бу ерда жамловчи отларнинг 35 таси келтирилган. Масалан, ... النساء، الابل، الغنم ва ҳк.

Ўн тўртинчи мавзу – « ذكر الاثنين اللذين لا واحد لهما من لفظها و لا جمع» (“Талаффузда кўплиги ва бирлиги бўлмаган иккилик қолипидаги [сўзлар] баёни”) (вв. 280[a]-281[a]). Бу мавзуда ан-Насафий кўплиги ва бирлиги бўлмаган иккилик қолипидаги исмларнинг тартибини келтиради. Масалан, ... ملوان، كلتا، كلا.

Ўн бешинчи мавзу – «ذكر ما اختلف فيه اسماء الذكور والاناث » (“Муаннас ва музаккар жинсли исмлар шаклидаги тафовути хусусида”) (в. 280[a]). Бу ерда ан-Насафий мазмуни бир хил муаннас ва музаккар исмларнинг қолипидаги тафовутларни кўрсатади. Масалан, ... ناقة – جمل ، بقرة ـ ثور ، مراة – رجل яъни (эркак ва аёл одам, буқа ва сигир, туя (эркак) ва туя (урғочи). Мана шу тартибда 38 та муаннас ва музаккар исмлар келтирилган.

Ўн олтинчи мавзу – «ذكر ما يقال للمذكر و المؤنث بلاهاء» («*Ҳо* ҳарфисиз муаннас ва музаккар жинсли исмлар баёни») (в. 280[a]). Бу ерда *ҳо* ҳарфи билан тугамаган умумий жинсли 38та сўз келтирилган.

Ўн еттинчи мавзу – «ما يقال لهما بالهاء» (“*Ҳо* ҳарфи билан якунланган музаккар ва муаннас жинсли исмлар зикри») (в. 280[a]). Бу ерда *ҳо* ҳарфи билан

тугаган ҳам муаннас, ҳам музаккар жинсли 32 та исм келтирилган. Масалан, دابة ، بقرة، شاة... (– миниладиган ҳайвон, сигир, қўй ва ҳк.).

Ўн саккизинчи мавзу – «ذكر ما يصير للمؤنث بالها»(«Исмларга *ҳо* ҳарфи қўшилганда муаннас жинсли исмларнинг ҳосил бўлиш зикри») (в. 280[a]). Мазкур мавзуда музаккар исмларга *тамарбута* (ة) қўшилиши натижасида муаннас жинсга айланган исмлар келтирилган. Масалан, ثورة– сигир, غلامة– хизматкор аёл ва ҳк.) Яна, мазкур мавзу ниҳоясида муаннас жинсли исмларнинг шакллари ҳақида, масалан, баъзи ашёларнинг табиатан ўзида *ҳо* ҳарфи билан тугаган исмлар (القاعدة–қоида, القيامة - қиёмат), шунингдек, чўзиқ «آ» ёки «ى» ҳарфи билан якунланган сўзларни العطشى– чанқоқ,الحمراء– қизил; ва муаннас жинси аломати бўлмаган исмлар: النار– олов, الدار– уй ва ҳоказолар ҳақида маълумот берилган.

Шу ўринда бир нарсани таъкидлаб ўтиш зарурки, мазкур мавзуларни Абу Ҳафс ан-Насафий Самарқанд шаҳридаги мадрасаларда талабаларга араб тилшунослиги бўйича мунтазам ўқитиб борган. Демак, бу мавзулар талабаларга араб тилшунослиги бўйича дастуруламал ҳам бўлган.

Хулоса қилиб айтганда, ушбу мавзуларни алоҳида ўрганиб, тадқиқ қилиб нашрга тайёрлаш устувор вазифалардан биридир. Чунки, бундай нашрларни ҳозирги кунда талабаларга классик араб тилини ўзлаштириш учун қўлланма сифатида тавсия этиш мумкин.

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THE USE OF VIDEO MATERIALS TO INCREASE STUDENTS' COMMUNICATIVE SKILLS IN ENGLISH LESSONS

Annotation. With the advancement of technology, the use of video to facilitate language teaching and learning is also popular among language teachers. Besides its ability to offer learners with content, context, and language, video could also be creatively exploited by language teachers through various ways and for various language teaching and learning purposes. This article aims also at identifying and determining the positive effects of using videos in motivating learners, and how teachers can use them to improve their students' communicative skills.

Key words: authentic videos, communicative skills, motivation.

Teaching foreign language learners is indeed challenging. According to J.Jalolov, the process of teaching a mother tongue and a second language usually occurs in natural situations, but a foreign language is learned in an artificial situation. Therefore, foreign language teaching and learning are markedly different in some respects and require appropriate teaching technology.[3]

Hence, in coping with the challenges, ESP instructors are constantly looking for innovative idea to enhance language teaching and learning. With the advancement of technology, the use of video to facilitate language teaching is also popular among language teachers. Also, its ability to offer learners with content, context and language, video could also be creatively exploited by ESP instructors through various ways and for various purposes. Within this frame, Samir M. Rammal stated that “Video has been proved to be an effective method in teaching English as a foreign/second language (EFL/ESL) foreign or both young”.[6]

Most advocates of video in language teaching have focused on helping students to understand the content of a video sequence or on using video to present language models. The hypothesis is that teachers need to change the essentially passive viewing habits of students to create a climate conductive to learning. Because it can present a total communicative situation, video has been recognized as a valuable resource for intensive language study. A relatively recent trend is to use the medium to stimulate oral and written communication among students.[7]

Harmer raised earlier this designation that the video is the best tool that enables learners not only to listen the language but to see it, too. Moreover; videos enclose visual hints such as gestures and expressions that are considered as a guidance for learners to go beyond of what they are listening in order to infer the video's content. Therefore, it supports and helps the students for more comprehension.[4] Canning explained this valuable tool as in following quote: “Video is at best defined as the selection and sequence of messages in an audio-visual context”.[1] Since students are directly in contact with the video, they can easily associate between the images and the words, which help them, learn new vocabulary, culture, pronunciation, and even allow them to check their use of the target language. The video is a sort of communication device that enables students to view the form and speech of the foreign language discourse from the beginning to the end by the use of authentic language and the rate of speech' speed in different contexts. Chung & Huang clarify more this idea by noting that: “As more complete video instructional packages are made available to foreign language teachers, they

search for ways to make students' learning experience more active and interesting, similar to those that occur in the real world".[2]

Integrating the video material in foreign language classes permits students via video's content, to guess the information, infer/construct them, and analyze the foreign culture that is brought into their learning context.

Many teachers ask why we should use and integrate the video as a part of our teaching method, since we are able to manage well the classroom and get our students motivated through their positive achievement. It is true that many students with the classical way of teaching through gestures and board use can achieve positively and become more successful in writing and listening skills; however, most of them become week and achieve poorly when they come to communicate in writing or speaking. For that reason, many researchers tackled the benefits of using the video as an educative tool in FL classes. Dr. Samir M. Rammal acquiesces the benefits of using the video by stating the following arguments:

- The video is the best motive in the ELT environment, since it offers students an experience of real feeling of realizing learning with authentic materials. So when they comprehend the video content and the teacher's objective behind using it, they became familiar with what is happening in the native speakers' circumstances.

- Videos endow learners with real language used by native speakers in their everyday interactions and communications. This evidence enables students to learn easily the spoken discourse that comprises sounds, utterances, and the conveyed meaning that can be coded through the non-verbal explanatory body language

- Through watching a video, students can acquire best the cultural aspects that go together with their foreign language in its appropriate context. [6]

Harmer argues that the video is used for many reasons and adds new positive things in the learning experience. It is also pointed out the advantages of using this valuable tool in the following subsequent arguments:

- Seeing language-in-use and cross-cultural awareness: the video brings the real world into the class which offers students authentic features of the second

language. Students can see and to listen to the pronunciation and accent of native speakers, they can notice and determine their beliefs, traditions, and culture.

- **Motivation:** It is obvious that the video is best used in motivating students and raising their interest to see and learn the language in use. When they hear and see the target language they can easily comprehend the different meanings and moods through native speaker's mime, gestures, and facial expressions.

- **Getting everyone involved:** learning with videos create a sense of belonging, collaboration, and involvement through communicative activities.

- **Relaxation:** it is obvious that the video is a source of entertainment and relaxation through playing music after a long course, for instance, but this should not be overdone since the video is an active process. [4] Language learners watch English videos not only in class, but also at their home. They watch documentaries and movies and only some of them consider this an occasion to develop their communicative skills especially speaking through listening to the native speakers. The writing skill is also developed when the video is provided with subtitles in English language; this would help students to spell of new introduced vocabulary.

According to Susan Stempleski incorporating videos in teaching English may became mystifying for many learners; since it is includes visual element, audio experience, and spoken language. Teachers, of course, occupy a great role in determining whether video's use in the classroom has affected positively or negatively students' enhancement in the language classroom. [7]

Teachers should guide and stimulate their students' attention to be focused on the video content to be more comprehensible. This will excite students to become active, not passive learners through increasing their level of participation and reduce the number of reluctant students, and then teachers should not forget to use the video as a key tool in addition to the others tools as an integrative part of the language curriculum. To select a video material, teachers have to be certain of its content that should fit to the learners' interest, needs, and of course their level.

Video activities in class. The teacher uses and integrates the video to introduce different activities in order to improve his/her students' communicative

skills. As it was mentioned by Jim Scrivener, videos playback activities that teachers rely on, are divided into three general types. They are: preview, viewing and follow up activities. Each lesson, by working with the video, incorporates those activities.[8] **Preview activities.** They concern what the students do before watching the video. The primary purpose of previewing activities is to prepare students to see the video by means of activating schema: tapping students' background knowledge or tying newly introduced information to materials previously introduced in a thematic unit. In all cases previewing activities are meant to aid comprehension of the video in addition to enhancing the thematic unit. Teachers should select and adapt activities that evolve naturally out of the video and meet the needs of the students as well as fit the goals of the class. [7] There are four distinctive preview activities:

- Students will use worksheets during watching the video.
- Students have to guess what will come from the given information or images.
- Students will discuss the topic dealt with in the video.
- The language focuses on vocabulary, function, and grammar from the content

Here are some examples of pre-viewing activities:

Brainstorming. Students working in groups, consider a problem or issue related to the video, and let loose a hail of possible solutions or suggestions, in random order as they occur to them. A rapid activity like this one activates background information, preparing the students for the video screening.

Video title discussion. Students examine the title of the video and speculate on the content of the video. This quick activity can be completed in small groups or as a class, the former allowing for more discussion and participation.

Vocabulary Matching. In this activity, students match the words to the pictures that they will come across while viewing. They should give their own definitions and predict how they can be connected with the film they are going to watch.

Viewing activities. It concerns what students do while watching a video. They are activities practiced during viewing the recording. Viewing activities help students focus on important features of the video or on character or plot development at crucial junctures in the video.[7] They have many forms:

• Activities can be listening, looking or interpreting

• The instruction of the activities might be oral or in a worksheet.

• Activities may focus specifically on grammar, vocabulary, pronunciation or functions that can be observed through focusing on gestures, facial expressions, and body language of the native speakers.

Vision on/ Sound off. Students view a scene with the sound turned off. They then predict the content of the scene, write their own script and perform it while standing next to the television. After the performances, students watch the scene with the sound on and decide which group was the funniest or the nearest to the original. It is a good fun exercise and very graphic with plenty of gestures to stimulate the imagination. Good for intermediate levels.

Post viewing activities. The teacher has plenty choices of activities that can be done after viewing activities. For example:

- Ask the students to write a letter from one character from the video to another they develop their writing skill.

- Play a scene of a video or even its continuation. Students become creators through their imagination and responsible for their learning. In addition, they develop their speaking skill.

- Through discussion and interpretation, the teacher makes a connection between the video's content and students' real life and experiences.

- Study the new language introduced in the video.

- Teacher and students discuss what should be done in the next session.

Order the events. After watching the clip, give students a set of event cards, no more than ten, in pairs or individually. Each card should contain one or two sentences of events from the movie clip. These can be as significant or insignificant

as you want, depending on the length of the clip and what the focus of the lesson is. Students have to rearrange the events into the correct order.

Observe and write. Students view a scene, this always works better if there is a lot happening, then write a newspaper article on what they have witnessed. Pre-viewing and while-viewing tasks allow them to work on vocabulary, while the post-viewing task gives them plenty of practice on past tenses.

Agree/disagree activity. Students react individually to a series of statements related to the video. After comparing responses in small groups, students comment on a statement with which they either agree or disagree.

Alternative ending. In this activity, students are encouraged to practice story-writing techniques, in the present or future tense, depending on what suits your lesson. Remember to be clear that they cannot simply write the real ending of the movie! Play part of a movie, as short or long as you want, which can be from any point in the movie. Afterwards, put students in small groups to create a new ending. They can write it out, or present it in a graphic novel style with pictures and words. The presentation part of the class involves the groups reading their alternative ending to the group.

Whatever the kind of activity, the teacher has to work harder not to let their students mentally switched off, make them think and increase their desire to challenge. Then, let them work together either in pairs, groups, or whole class through communicative activities. With those types of activities, students can improve their communicative skills, especially speaking.

To sum up video is considered valuable because of those following reasons: - It helps in changing and refreshing the classroom atmosphere;

- It offers the chance to practice a verity of activities and grouping works;

- It extends the discussion between the teacher and his pupils;

- Due to the discussion, video transforms the class from passive to dynamic one;

- It stimulates the reluctant, silent pupils to talk, so video increase the pupils participation in the class;

- It helps the pupils and even teachers to take some rest, relax, and enjoyment.

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NUTQ MADANIYATINING KOMMUNIKATIV TAMOYILLARI

Annotatsiya: ushbu maqolada nutq madaniyatida komunikativlik to'g'ri va mazmunli nutq tuza olish, notiqlik sanati va nutq sifatlari xaqidagi ta'limotnining yaratilishi haqida so'z boradi.

Kalit so'zlar: kommunikativ sifatlar, nutqning to'g'riligi, aniqligi, mantiqiligi, sofligi, boyligi, o'rinliligi, ifodaliligi, tasirchanligi, madaniy nutq, nutq texnologiyasi.

Nutq madaniyatida kommunikativlik to‘g‘ri va mazmunli nutq tuza olish bilan bog‘liq. Bu xususdagi dastlabki qarashlar Aristotelga tegishli. U notiqlikni san’at sifatida tan olgan holda, avval yaratilgan nazariya va kuzatuvlarini umumlashtirib nutq sifatlari haqidagi ta’limotni yaratdi. Mazkur ta’limot asosan tushunarlilik prinsipiga tayanadi. “So‘z orqali ifodalanishdagi eng asosiy yutuq bu – tushunarli bo‘la olishlikdir”, deya ta’kidlaydi Aristotel “Poetika” asarida. U yana shuni ham e’tirof etadiki, yaxshi nutqdagi zarur sifatlar – to‘g‘rilik, aniqlik, o‘rinlilik, hammaboplik, quloqqa yoqimlilik, soflik kabilar aynan tushunarlilikka bo‘ysunadi va uning maksimal darajada namoyon bo‘lishiga olib keladi.

Keyinchalik uning fikrlari Qadimgi Rimda ham rivojlantirildi. Rimliklar fikriga ko‘ra, yaxshi nutq qisqa, nafis, ravon, ishonchli, ko‘tarinki, tantanavor, keng ko‘lamli, yorqin, jonli, iliq, sodda, haqqoniy bo‘lishi kerak. Barcha antik dunyo mutafakkirlari tomonidan tushunarlilik, to‘g‘rilik, o‘rinlilik, soflik, aniqlik va nafislik sifatlari yaxshi nutqning asosiy belgilari deya tan olingan.

Nutqning shakl-shamoyili va mazmun mutanosibligi negizida namoyon bo‘luvchi tushunarlilik sifati ushbu tadqiqot uchun ham asosiy va hal qiluvchi ahamiyatga ega. Yaxshi nutqqa xos bunday sifatlar XV- XVII asrlarda yaratilgan notiqlik san’atiga oid asarlarda ham o‘z aksini topgan. Masalan, Rossiyada 1620 yili paydo bo‘lgan “Ritorika”da nutqning sofligi, go‘zalligi, aniqligi, tushunarliligi e’tirof etilgan bo‘lsa, Pyotr I davrida tushunarlilik, odob doirasidan chiqmaslik, go‘zallik, bezatilganlik, tasviriy, badiiy bezaklardan oqilona foydalanish, ravonlik, uyg‘unlik, mantiqiylik kabilar qayd etilgan. Keyinchalik ushbu sohadagi qarashlar M. V. Lomonosov tomonidan boyitilgan.

1980-yilda B.I.Golovinning “Nutq madaniyati asoslari” kursi bo‘yicha yaratgan o‘quv qo‘llanmasida yaxshi nutqqa xos sifatlar to‘la bayon etilgan. Olimning ta’kidlashicha, “nutqni qurish va uni anglash jarayonida muayyan kommunikativ vazifalar hal qilinadi va u bilan bog‘liq bo‘lgan tashqi strukturalar bilan mutanosiblik kasb etadi”.[Qudratov T,1993;337].

Nutqning kommunikativ belgi, sifatlari nutqqa taalluqsiz tarkibiy qismlarga mos va xos bo‘lib, ular muloqot jarayonini yengillashtiradi. Har qanday nutqqa

xos kommunikativ belgi B. N. Golovin tomonidan kommunikativ aktning biror-bir komponenti bilan o‘zaro bog‘liqligi orqali asoslab berilgan. Masalan, “nutq – adresat” mutanosibligi nutqning hammabopligi va ta’sirchanligini ta’minlaydi. “Nutq – muloqot sharoitlari” munosabatlari asosida o‘rinlilik sifati namoyon bo‘ladi. “Nutq – tafakkur”, “nutq – borliq” mutanosibligi nutqning aniqligi va mantiqiyligini anglash imkonini beradi. “Nutq – ong” bog‘liqligi ifodalilik, obrazlilik, o‘rinlilik, ta’sirchanlik kabi nutqning kommunikativ belgilarini tushunishga ko‘maklashadi [Begmatov E., Mamatov A, 2000;197].

“Nutq va adabiy til” munosabatlari nutqning sofligi haqida fikr yuritish imkonini yaratadi. Nutqning unga oid bo‘lmagan tushunchalar bilan mazkur munosabatlarni

V. N. Golovin “kommunikativ bosqichlar” dan iborat tizimga birlashtiradi. Nutqning nutqqa tegishli bo‘lmagan komponentlar bilan munosabatlaridagi buzilishlar har qanday kommuni-kativ bosqichdagi nutq sifatining buzilishiga olib keladi. V.N.Golovin ta’limotida nutqning kommunikativ sifatlari sistemasini to‘g‘rilik, aniqlik, mantiqiylik, ifodalilik, obrazlilik, soflik, o‘rinlilik, tushunarlilik, hammaboplik va ta’sirchanlik tashkil qiladi. Golovinning fikricha, to‘g‘rilik bu – shunday kommunikativ belgiki, “usiz boshqalarini ishga solib bo‘lmaydi”.

V.N.Golovin ta’limotining eng kuchli tomoni shundaki, unda zamonaviy talab – kommunikativlik o‘z aksini topgan. Biroq ayrim tadqiqotchilar uning zaif tomonlari sifatida til egasining maxsus lisoniy bilimini kundalik nutq amaliyotidan uzilganligida, deya ta’kidlaydilar. Kommunikativ sifatlarning mazmuni ham oxirigicha oydinlashmagan. Unig fikricha, sodda tilda gapirish bu – aniq, tushunarli va haqqoniy ravishda gapirishdir [Qudratov T,1993;337].

R.Qo‘ng‘urov va E.Begmatov nutqning kommunikativ sifatlari qatorida: nutqning to‘g‘riligi, tozaligi, aniqligi, mantiqiyligi, ta’sirchanligi, obrazliligi, tushunarliligi va maqsadga muvofiqligi holatlarini ko‘rsatib o‘tadilar.

“Nutqning har qanday sifati uning biror-bir janr hamda uslubdagi matn va nutqning samaradorligini qanchalik (ijobiy yoki salbiy) ta’sir qilishi orqali

aniqlanadigan nutqning noto‘g‘ri yoki kamchiligi sifatida baholanadi” deya ta’kidlaydi **[**Ortiqov A, 2002;77**].**

Nutqning to‘g‘riligi. To‘g‘ri nutq bu – zamonaviy adabiy til me’yorlariga amal qilishdir. Madaniyatli nutq sifatlaridan nutqning to‘g‘riligi. Nutq madaniyatining boshqa sifatlari:

1. Nutqning aniqligi uning eng muxim sifatlaridan biri xisoblanadi. Nutq aniqligi 2 xil bo‘ladi.

- Predmet aniqligi
-Tushuncha aniqligi

Predmet aniqligi nutq bilan voqelik orasidagi aloqaga asoslanadi. Notiq nutq so‘zlar ekan, nutq predmetini aniq bilishi kerak: bu predmetning barcha belgilarini, turli tumanligini, qaysi predmetning qaysisi bilan aloqasi borligini yaxshi bilishi kerak. Xar bir o‘qituvchi talaba o‘zi tushuntiradigan fanini, xar bir jurnalist o‘zi yozayotgan maqolasini, olim o‘zi qilayotgan tadqiqotini predmetini aniq bilishi kerak.

L.N.Tolstoy shunday degan edi: «So‘z – fikr ifodasidir. So‘z ifodalanayotgan fikrga mutanosib bo‘lishi kerak. «Shunday so‘zlashish kerakki, xar bir fikrda ifodasidan sung odamlarda aniq tasavvur qolsin».

Tushuncha aniqligi sinonimlar, ko‘p ma’noli so‘zlar, iboralarning xar bir ma’no qirralarini yaxshi tasavvur qilish bilan chambarchas bog‘liq xolda namoyon bo‘ladi.

Nutqning aniqligi sifati ta’minlanishi uchun quyidagi shartlar bulishi kerak:

1) nutq predmetini yaxshi bilish. Bu ekstralingvistik omil bo‘lib, xar bir jurnalist yozadigan maqolasida nutq predmeti xakida aniq tasavvurga ega bo‘lishi kerak.

2) til tizimini yaxshi bilish. Bunda grammatik, leksik, fonetik, stilistik me’yorlarga amal qilgin xolda xabar yetkazish.

3) mustaxkam nutqiy ko‘nikmalar. Nutqiy ko‘nikmalarga doimo ega bo‘lib borish talab etiladi.

2. Nutqning ifodaliligi

Ifodalilik – bu tinglovchida yoki o‘quvchida e’tiborni, qiziqishni muntazam ushlab turadigan nutq sifatidir. Ifodalilikning turli ko‘rinishlari mavjud.

Bular albatta turli muloqatlarda qo‘llaniladi. Albatta bulardan o‘rinli vaziyatlarda foydalanish kerak.

Ifodalik asoslari quyidagilar:

- Muloqot vaziyati

Pedagog nutqining ifodaliligi siyosiy notiqnikidan farqlanadi.Diplomat, sudya, advokat nutqlaririning ifodaliligi.

- Tilning tuzilish tomoni.

Bunda talaffuz, so‘z, morfologik, sintaktik intanasion va uslubiy ifodalik tushuniladi. Demak, ifodalilik til satxlarining birliklari orqali namoyon bo‘ladi.

Nutqning ifodaliligini ta’minlaydigan shartlar:

1. Tafakkur, fikrlash mustaqilligi.
2. Nutq malakalarini sistemali va ongli ravishda rivojlantirib borish.
3. Aytilayotgan nutqqa befarq bo‘lmaslik.
4. Tilning imkoniyatlarini yaxshi bilish.
5. Ifodalilikka ruxiy ustanovka berish: ifodalilikni ta’minlaydigan vositalar – bu so‘zlar, aloxida tovushlar va intonatsiyadir.

3. Nutqning mantiqiyligi

Mantiiqiylik to‘g‘rilik va aniqlik bilan birga umumiylikka ega, chunki grammatik jixatdan buzilgan, fikrni noto‘\ri beradigan lug‘aviy birlik xam mantiiqiylikni buzilishiga olib keladi. Masalan, maktab tomonga ketdi birikmasida tomonga so‘zi ishlatilmasa, maktab ketdi so‘zi mantiiqsiz bo‘lib qoladi. Majlisni o‘tkazdik birikmasidagi o‘tkazdik so‘zidagi tushuncha aniqlikni bilmaslik xam mantiiqiylikni buzilishiga olib keladi.

Mantiiqiylik xam 2 xil bo‘ladi:

1. Predmet va narsa mantiiqiyligi; 2. Tushuncha mantiiqiyligi.

Narsa mantiiqiylikgi deyilganda, voqealikdagi narsalar va xodisalar bilan til birliklari orqasi ifodalilikning mosligidir. Voqealikda narsa va xodisalar o‘zaro

mantiiqiy aloqada bo‘ladi. Ana shu aloqadorlik til elementlari orqali aniq ko‘rsatilishi lozim.

2. Nutqning sofligi

Bunda nutqning adabiy me’yerga mos kelishi tushuniladi. Nutqning sofliliga xalakit beradigan unsurlar: dialektizm, varvarizm, jargonlardir. Shevaga xos so‘zlar o‘z o‘rnida ishlatilmasa, nutqning sofligi buziladi. Xozirgi paytlarda radio televideniyeda jurnalistlarning nutqlarida shevada gapirishlari kuzatilib turiladi, qo‘pol so‘zlar ishlatilishi: tak, xo‘sh innaykigin, demak, ya’ni kabilar. Boshqa til so‘zlaridan ishlatish: voobshe, problema yem - xashak masalasi, tema, stil … v x.k.

4. Nutqning o‘rinliligi (jo‘yaliligi)

O‘rinlilik nutqning shunday sifatiki, unda nutq muloqotning barcha shartlariga va maqsaldariga to‘g‘ri keladi. O‘rinli nutq suxbat mavzusiga mos keladi, uning mantiiqiy va xissiy mazmuniga, tinglovchilar, tarkibiga, xabar berish vazifasiga, tarbiyaviy, estetik talablarga javob beradi.

O‘rinlilik shunday xsusiyatki, agar u bo‘lmasa, aniqlik, mantiiqiylik kabi nutq xususiyatlarining ham o‘rinliligini yo‘qotadi.

O‘rinlilik – vazifadosh sifat bo‘lib, uning asosida nutqning maqsadga muvofiqliligi yotadi, demak, o‘rinlilik til vositalarining nutq maqsadiga mosligi demakdir. [Tojiyev Yo., Hasanova J., Tojimatov H., Yo‘ldosheva O,2006;540].

Demak, yuqoridagilardan kelib chiqqan xolda, nutq o‘rinliligini quyidagi turlarga bo‘lish mumkin:

1. Uslubiy o‘rinlilik
2. Kontekstual o‘rinlilik
3. Vaziyatga ko‘ra o‘rinlilik
4. Shaxsiy-psixologik o‘rinlilik.

5. Nutqning boyligi va rang barangligi

Nutqning boyligi deganda, unda baxo beruvchi so‘z va iboralarning ishlatilishi tushuniladi. Baxo beruvchi so‘zlar: badiiy tasvir vositalari, iboralar, maqol va matallar, xikmatli so‘zlar, badiiy asarlardan keltiriladigan parchalar kabilardir.

Nutqning boyligi deganda, dastlabki fikr shundan iboratki, nutq maydonida turli tuman ma’nolarni anglatuvchi til birliklarining qanchalik ko‘p ishlatilishi tushiniladi. Nutqda takrorlanmaydigan so‘z va iboralar qancha ko‘p bo‘lsa, u boy nutq, oz bo‘lsa, kambag‘al nutq xisoblanadi.

Nutq boyligini ko‘rinishlari

1. Leksik – so‘z boyligi
2. Semantik so‘z boyligi

Leksik so‘z boylik o‘qimishli zamonaviy shaxsda 10-12 ming so‘zni tashkil etadi..

Semantik boylik deganda, bir so‘zni boshqa so‘zar bilan bog‘lay olish maxorati tushuniladi. [Mahmudov N,2007;115].

Nutq madaniyatini o‘stirish faqat filologiya sohasidagi ta’limiy- tarbiyaviy ish bo‘lmasdan g‘oyaviy-siyosiy, ma’rifiy ishlarning ham eng muhim tomonlaridan birini tashkil etadi. Shuning uchun ham bu fanni o‘rganish bo‘lajak mutaxassislar uchun zaruriy ehtiyojdir. Bu ehtiyoj notiqlik san’ati sirlarini o‘rganish, adabiy til me’yorlariga rioya qilgan holda to‘g‘ri gapirish va yozish, tilning leksik va grammatik birliklaridan o‘rinli va maqsadga muvofiq foydalana olish san’atini o‘rganish orqali ro‘yobga chiqadi. Shunga qaramasdan, bunday zarurat va ehtiyojlarni qondira oluvchi darslik va o‘quv qo‘llanmalar salmog‘ini va sonini ko‘paytirish maqsadga muvofiqdir.

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KURSANTLARNING MADANIYATLARARO MULOQOT KOMPETENSIYASINI INTERAKTIV METODLAR YORDAMIDA RIVOJLANTIRISH

Annotatsiya. Ushbu maqola kursantlarning madaniyatlararo muloqot kompetensiyasini interaktiv metodlar yordamida rivojlantirish masalalariga bag‘ishlangan bo‘lib, unda kursantlarda kommunikativlikni aynan CLT yondashuviga kiruvchi interaktiv medodlardan foydalanish asoslari misollar bilan yoritib berilgan hamda ingliz tili o‘qitishda ingliz tilini o‘rganuvchilarning madaniyatlararo muloqot kompetensiyasini qanday rivojlantirish, shuningdek ingliz tili o‘qitishning muhim maqsadlarini tushunib yetishni tadqiq qiladi.

Kalit so‘zlar: ingliz tilini o‘qitish, madaniyatlararo muloqot kompetensiya, CLT (communicative language teaching), interaktiv metod, harbiy ta’lim va harbiy pedagogika.

O‘zbekiston Respublikasi ijtimoiy-iqtisodiy taraqqiyotini amalga oshirish borasida hal etilishi lozim bo‘lgan ustuvor vazifalarni talab darajada bajarish jadal rivojlantirishga katta ahamiyat berilishi lozim. Bu borada O‘zbekiston Respublikasi Prezidentining 2019-yil 8-oktabrdagi “O‘zbekiston Respublikasi oliy ta’lim tizimini 2030-yilgacha rivojlantirish konsepsiyasini tasdiqlash to‘g‘risida”gi PF-5847-son Farmonida ta’lim sohasini rivojlantirishga qaratilgan ustuvor vazifalar bilan birga “mustaqil ta’lim soatlari ulushini oshirish, talabalarda mustaqil ta’lim olish tanqidiy va ijodiy fikrlash, tizimli tahlil qilish, tadbirkorlik ko‘nikmalarini shakllantirish, o‘quv jarayonida kompetensiyalarni kuchaytirishga qaratilgan metodika va texnologiyalarni joriy etish, o‘quv jarayonini amaliy ko‘nikmalarni shakllantirishga yo‘naltirish, bu borada o‘quv jarayoniga xalqaro

ta’lim standartlariga asoslangan ilg‘or pedagogik texnologiyalar, o‘quv dasturlari va o‘quv-uslubiy materiallarni keng joriy etish” [1] kabi vazifasi ijrosini ta’minlashda xorijiy tillarni o‘qitishning metodologik asoslarini modernizatsiyalashtirishga ehtiyoj borligini ko‘rsatadi.

Harbiy pedagogik jarayon – bu maxsus tashkil etilgan pedagog bilan kursant-tinglovchi o‘rtasidagi o‘zaro hamkorlikdagi jarayondir. Jarayon ta’limni, tarbiyani va shaxs rivojlanishini o‘z ichiga oladi. Harbiy pedagogikada mustaqil fikrlash – bu fahmlash, anglash, fikr yuritishdan boshlanadi [2]. Harbiy pedagogik jarayon boshqalariga nisbatan maxsus yo‘naltirilgan bo‘lib, pedagog bilan kursant orasidagi muloqot ko‘proq rasmiy tusda tashkil etiladi. Oliy harbiy bilim yurtlarida kursantlarga xorijiy tillarni o‘qitish ham maxsus terminologiyaga asoslangan holda olib boriladi.

Ma’lumotlar shuni ko‘rsatadiki, dars jarayonida an’anaviy metodlar qo‘llanilganda, ta’lim oluvchilarning axborotni eslab qolish ko‘rsatkichining eng yuqori darajasi 30 % ni tashkil etsa, noan’anaviy metodlar qo‘llanilganda esa, ta’lim oluvchining axborotlarni o‘zlashtirish darajasi yanada ortib boradi. Bugungi kunda har bir pedagog dars jarayoniga zamonaviy pedagogik texnologiyalarni tatbiq qilishi ularning oldiga qo‘yilayotgan eng muhim talablardan biridir. Turli interfaol usullardan foydalanish, kursantlarni dars jarayonida faol ishtirokchiga aylanishlariga olib keladi.

Harbiy ta’lim muassasalarida chet tili o‘qitishdan ko‘zlangan amaliy maqsadda kursantlarning bo‘lg‘usi kasblariga oid mutaxassislik mavzularida muloqot qila olish, axborot almashish malakasinigina shakllantirish emas, balki o‘zga til egasining turmush tarzi, madaniyatidan ham xabardor “shaxs” tayyorlash talab etilmoqda. Kursantlarni o‘quv jarayonida faollashtirish va ularda chet tilidagi nutqiy muloqotga nisbatan motivatsiya hosil qilishda zamonaviy metodika didaktik o‘yinlar, muammoli o‘qitish, modulli o‘qitish texnologiyalaridan foydalanishni tavsiya qiladi.

Kursantlarda kommunikativlikni rivojlantirish uchun CLT (Communicative language teaching) yondashuvi asosidagi metodlarni va interaktiv metodlarni dars

jarayoniga tatbiq etishimiz, ulardagi kommunikativ jarayondagi muommolarni oldini olishga tayyorlaydi. CLT yondashuvidan foydalanayotgan o‘qituvchilari sinf mashg‘ulotlarini maqsadli tilda muloqot kompetensiyasini rivojlantirish uchun o‘zlari ishongan narsalarga qarab tanlashlari mumkin. U faoliyat darajasiga qarab farq qiladi hamda hamkorlik, ravonlik va qulaylikni targ‘ib qiladi[3]. Quyidagilar CLT yondashuvining asosiy metodlari hisoblanadi: role play, interviews, group work, information gap, opinion sharing, scavenger hunt, jigsaw, task completion activities, information gathering, information tranfer va boshqalar.

Quyida biz ushbu kommunikativ yondashuv va metodlar orqali kursantlarning madaniyatlararo muloqot kompetensiyasini rivojlantirish uchun misollarni keltirib o‘tamiz.

Role play (rol ijro etish) – ushbu metodda kursantlar turli millat harbiy vakillarining holatiga kirib, uning madaniyati va tilining o‘ziga xos xususiyatlarini saqlab qolishga harakat qiladi, bunda kursantlar mavzu bo‘yicha sahna ko‘rinishlarini ijro etadilar. Teatr taqdimotining bunday shakli aktyorlarning tilida rolga maksimal kirib borish va shuning uchun jiddiy tayyorgarlikni, kitoblar va ommaviy axborot vositalarini izlashni talab qiladi. Biz turli mamlakatlarda harbiy muzokaralarni o‘tkazishning o‘ziga xos xususiyatlariga (xalqaro harbiy hamkorliklar), tashkilotda boshqaruvchining o‘rni (ofitser va kursant o‘rtasidagi dialoglar), katta va kichik bo‘linmalarda strategik rejalashtirishga bag‘ishlangan mashg‘ulotlarda rol o‘ynash o‘yinlaridan foydalanishimiz mumkin. Ushbu topshiriqni bajarish jarayonida nutq faoliyatining 4 tala turi ham amalda ishlatiladi. U ikki bosqichdan iborat bo‘lib, birinchi bosqichda kichik guruhlar tashkil etilib, ularga umumiy “The visit” mavzusidagi turli xil rasmlar ko‘rsatiladi. Rasm bilan birgalikda uni tasvirlash uchun ishlatiladigan so‘z va so‘z birikmalari ham beriladi. Kursantlar o‘z guruhlari bilan dialog tuzadilar. Masalan, har bir kichik guruhga shu kabi rasmlar va foydalanish uchun so‘zlar beriladi.

Visit to the entrance post of military base: Military post, check (something) for something, checking all documents, duty officer at the post, let me check your documents, What is purpose of your coming? The duty will take you to Major Akhmedov. Leave your phone and electronic items in the post. Please note, this is your item packing box number. Please wait, the person you call will come out in 10 minutes. The person you requested did not come today. The person you asked for went on a service trip.





Ikkinchi bosqichda esa har bir guruh o‘zlari tuzgan dialogni sinf oldida rollarga kirib ijro etishadi [4].

Interviews (Suhbat) – bu juftlikda amalga oshiriladigan og‘zaki mashg‘ulot bo‘lib, uning asosiy maqsadi til o‘qitishda kursantlarning o‘zaro kommunikativ munosabatlarini rivojlantirishdir. Ushbu topshiriqni bajarish jarayonida nutq faoliyatining tinglab tushunish va gapirish amallari ishlatiladi. U ikki bosqichdan iborat bo‘lib, birinchi bosqichda juftliklar tashkil qilinadi, ularga umumiy “UN peacekeepers” mavzusida har bir kursantga sherigidan so‘rash uchun bir xil savollar beradi. Kursantlar navbatma-navbat ushbu savollarga javob beradilar[5]. Misol uchun:

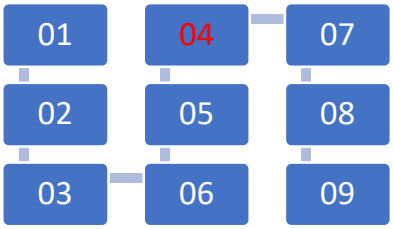
Military journalist(interviewer)	Military serviceman
1. Have you take part in UN peacekeeping operations the 1st time? 2. Have you come accross difficulties or any problems with local people?	1. Yes, I have. (or No, it’s second time. Before I have been in Iraq. 2. ..... 3. .....

3. Did you join this organization volutarily? 4. .....?	4. .....

Ushbu faoliyat yuqori darajada tuzilganligi sababli o‘qituvchiga kursantlarning javoblarini diqqat bilan kuzatish imkonini beradi. U hatto grammatika yoki so‘zlarning ishlatilishidagi o‘ziga xos kamchiliklarni ham tekshirish imkonini beradi, shu bilan birga, birinchi navbatda, kommunikativ faoliyat bo‘lib, kursantlarga muloqotni tashkil etishda ko‘nikma hosil qilishga yordam beradi. Ayniqsa, til bilish darajasi past bo‘lgan kursantlar bilan qo‘llanilishi kerak bo‘lgan faoliyatdir, chunki u quyi darajadagi kursantlar uchun eng foydali hisoblanadi. Bilim darajasi yuqori bo‘lgan kursantlar bilan ishlaganda esa, ularga faqat suhbat mavzusi beriladi. Ular esa savol-javobni o‘zlari mustaqil tashkil etadilar.

Group work (guruhda ishlash) – bu hamkorlikdagi faoliyat bo‘lib, uning maqsadi kattaroq guruh sharoitida til o‘qitishda muloqotni rivojlantirishdir. Ushbu topshiriqni bajarish jarayonida nutq faoliyatining tinglab tushunish, yozish, o‘qish va gapirish amallari ishlatiladi. U uch bosqichdan iborat bo‘lib, birinchi bosqichda sinf ikkita 6 kishidan ko‘p bo‘lmagan guruhga bo‘linadi, har bir guruh a’zosining bajaradigan vazifasi bo‘lishi shart. Guruhning har bir a’zosi o‘ziga yuklangan vazifani bajarish uchun belgilangan vaqtni oladi. Guruh a’zolari topilgan ma’lumotlarni bir-birlari bilan muhokama qiladilar va topshiriqni bajarish uchun barchasini birlashtiradilar. Ikkala guruhga ham umumiy bir xil “Military organization structure” mavzusida loyiha ishi tayyorlash topshiriladi. Ikkinchi bosqichda guruhlar loyiha ishini tayyorlashadi, uchinchi bosqichda ular o‘zlari tayyorlagan loyiha ishini taqdim etadi hamda o‘xshash va farqli tomonlar muhokama qilinadi. Misol uchun: “The structure of Public safety university” mavzusida universitet boshqaruv tizimi strukturasi loyihasi kursantlar o‘zlariga ma’qul tartibda tuzib tushuntirib berishlari mumkin. Ushbu raqamlangan strukturani har biriga alohida ta’rif berib o‘tadi[6]. Masalan, 04 - He’s the 4th

deputy of commandant of University and he is responsible for enlightenment and spirituality works.



Kursantlardan faqat bitta ma’lumotga e’tibor qaratish so‘raladi, bu ularning ushbu ma’lumotni tushunishini oshiradi. Yaxshiroq tushunish guruhning qolgan a’zolari bilan yaxshi muloqotga olib keladi, bu esa kursantlarning til o‘rganishda kommunikativ qobiliyatlarini rivojlantirishga yordam beradi. Ushbu jarayonda o‘qituvchi har bir kursantning guruh harakatlariga teng hissa qo‘shayotganini kuzatishi kerak. Kursantlar teng hissa qo‘shishlari va faoliyatdan teng foyda olishlari uchun mashg‘ulotni yaxshi loyihalash uchun yaxshi o‘qituvchi kerak bo‘ladi.

Information gap (axborot bo‘shlig‘i) – bu hamkorlikdagi faoliyat bo‘lib, uning maqsadi kursantlar uchun ilgari ularga noma’lum bo‘lgan ma’lumotlarni til o‘qitishda samarali uslubda o‘zlashtirishdir. Ushbu topshiriqni bajarish jarayonida nutq faoliyatining tinglab tushunish, yozish, o‘qish va gapirish amallari ishlatiladi. U to‘rt bosqichdan iborat bo‘lib, birinchi bosqichda sinf juftliklarga bo‘linadi, har bir juftlikdagi bir sherik A kursant, ikkinchisi esa B kursant bo‘ladi. Ikkinchi bosqichda A va B kursantlarning barchasiga ikki ustunli jadvaldan iborat tarqatma material beriladi. A kursantning ish jadvalidagi bo‘sh bo‘lgan katakchalar B kursantda to‘ldiriladi. B kursantning ish jadvalida ham bo‘sh katakchalar mavjud, ammo ular A kursantda to‘ldirilgan. Keyingi bosqichda esa kursantlar bir-birlarining jadvallarini to‘ldirish uchun ikkalasida yetishmayotgan ma’lumotlarni bir-birlaridan so‘rash va taqdim etish uchun birgalikda ishlashi kerak.

Axborot bo‘shlig‘i faoliyatini yakunlash kursantlarning til o‘rganishdagi noma’lum ma’lumotlar haqida muloqot qilish qobiliyatini yaxshilaydi. Bu qobiliyatlar to‘g‘ridan-to‘g‘ri ko‘plab haqiqiy hayotda sodir bo‘ladigan suhbatlarda qo‘llaniladi, bu yerda maqsad yangi ma’lumotni topish yoki shunchaki

ma’lumot almashishdir. O‘qituvchilar o‘z kursantlari ushbu faoliyat uchun samarali muloqot qilishga tayyor bo‘lishlari kerakligini e’tibordan chetda qoldirmasliklari kerak. Ular ma’lum lug‘at so‘zlarini, grammatikaning ma‘lum tuzilmalarini va hokazolarni bilishlari kerak. Agar kursantlar topshirilgan vazifaga yaxshi tayyorlanmagan bo‘lsa, ular samarali muloqot qila olmaydi.

Misol uchun: “Great military leaders” [7].

Cadet A	**Cadet B**
1.Amir Temur was born in ……..	1.Amir Temur was born in Shakhrisabz.
2.He had 4 sons.	2.He had …….. sons.
3.George Smith Patton was ….general.	3. George Smith Patton was American general.
4.Alexander Suvorov was Russian Field Marshal.	4.Alexander …….. was Russian Field Marshal.
5.George Washington lived in ….-1799.	5.George Washington lived in 1732-1799.
6.Ulugbek was Amir Temur’s grandson.	6.Ulugbek was Amir Temur’s …….

Kursantlar o‘zlaridagi bo‘sh ma’lumotlarni to‘ldirish uchun o‘zaro muloqotga kirishadi va savollarga javob olib, bo‘shliqlarni to‘ldiradi.

Cadet A: Where was he born?

Cadet B: He was born in Shakhrisabz.

Cadet A: How many sons did he have?

Cadet B: Four.

Opinion sharing (fikr almashish) – mazmunga asoslangan faoliyat bo‘lib, ushbu metodning maqsadi kursantlarning suhbatlashish ko‘nikmalarini shakllantirish, shu bilan birga, ular qiziqtirgan narsa haqida gapirishdir. Ushbu topshiriqni bajarish jarayonida nutq faoliyatining asosan tinglab tushunish va

gapirish amallari ishlatiladi. U ikki bosqichdan iborat bo‘lib, birinchi bosqichda sinf ikkita 4 kishidan ko‘p bo‘lmagan guruhga yoki juftlikka bo‘linadi. O‘qituvchi mavzu bilan tanishtiradi va kursantlardan mavzu bo‘yicha o‘z fikrlarini mulohaza qilishlarini so‘raydi. (Masalan, Military uniforms, ranks, NATO school...) Kursantlar juftlik yoki kichik guruhlarda suhbatlashadilar, mavzu bo‘yicha o‘z fikrlarini muhokama qiladilar. Fikr almashish ko‘proq introvert kursantlarni ochish va o‘z fikrlari bilan bo‘lishish uchun ajoyib usuldir. Agar kursant biror mavzu bo‘yicha kuchli fikrga ega bo‘lsa, u o‘z fikrlarini bildiradi va baham ko‘radi. Ushbu metodni qo‘llash jarayonida kursantlar o‘rtasida o‘zaro hurmat bo‘lishi kerak, chunki agar kursant o‘z fikrini o‘qituvchi yoki tengdoshlari tomonidan hurmat qilinishini his qilmasa, u holda ular o‘zlarini erkin his etishmaydi va fikrini ochiq bayon etolmaydi va ular ushbu faoliyatdan kommunikativ foyda olmaydilar.

Yetuk ofitser kadrlarni tayyorlashda amaliy mashg‘ulotlarda kommunikativ metodning tarmoqlari bo‘lgan – loyihalash, masofaviy ta’lim, aqliy hujum, guruhli fikrlash, galereya, rotatsiya, dumaloq stol, Keys study, Jigsaw kabi interfaol usullardan foydalanish, kichik guruh musobaqalari, internet yangiliklari va ilg‘or pedagogik texnologiyalarni qo‘llash maqsadga muvofiqdir[8]. Kursantlarning muloqot jarayonidagi qiyinchiliklarini bartaraf etish uchun taklif etilayotgan yechimlarni harbiy ta’lim o‘quv jarayoniga kiritilishi maqsadga muvofiq bo‘ladi va bo‘lajak ofitserlarni xalqaro harbiy xizmat jarayoniga tayyorlashga hamda ularni duch kelishi mumkin bo‘lgan bu kabi muammolarni hal etishga ko‘mak beradi. Chet tilida o‘qitish jarayoni o‘zga tilda ijtimoiy-madaniy kommunikatsiyani shakllantirish metodikasi asosida amalga oshiriladi va bu kursantlardagi kommunikativ ko‘nikmalar darajasining oshishiga, chet tilini o‘rganishga qiziqishning ortishiga, madaniyatlararo muloqotga tayyor bo‘lishiga yordam beradi.

Xulosa o‘rnida shuni aytishimiz mumkinki, mahalliy tillar bilan muvaffaqiyatli muloqot qilish uchun xorijiy tillarni o‘rganayotgan kursantdan ma’lum darajadagi bilimlarni talab qilishi, tilni faqatgina muloqot qilish vositasi sifatida o‘rganmasdan, ular o‘zaro muloqot qilishlari mumkin bo‘lgan odamlarning

fikrlash tarzini tushunish uchun foydalanishni taqozo etadi. Shuning uchun kursantlarni zarur bilimlarga ega bo‘lishlari jarayonida va ayni paytda ular o‘rganayotgan tilning mamlakat madaniyati bilan yaxshi tanish bo‘lishlari uchun xorijiy tilni chuqurroq va puxtaroq o‘zlashtirishlari lozim. Asosiy bilimlarning mavjudligi va ularni to‘g‘ri ishlatish qobiliyati madaniyatlararo muloqot mahorati shakllanishining belgisidir. Ya’ni, madaniyatlararo muloqot kompetensiyasini rivojlantirish uchun kursantlardagi qobiliyatlarni inobatga olgan holda amalga oshirish yaxshi natija beradi. Hamda muloqot maqsadini to‘g‘ri tanlash va vaziyatga qarab til imkoniyatlaridan to‘g‘ri foydalanishni tashkil etish lozim deb o‘ylaymiz.

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TARIXIY KOLORITNI IFODALASHDA METAFORANING USLUBIY FIGURA SIFATIDA TARJIMADA SAQLANISHI

Annotatsiya: Ushbu maqolada “Firdavs ul-iqbol” asarining Y.Bregel tarjimasidagi metaforaning uslubiy figura sifatida saqlanish masalalari haqida ma’lumot beriladi.

Kalit so‘zlar: tarjima, tarixiy kolorit, tarjima usullari, analogiya va uslubiy figura.

Badiiy matn tarjimasi tarjimonning nafaqat lingvistik bilimini, balki tarjimonning asliyatdagi badiiy-estetik go‘zallikni tarjima tilida ham muvaffaqiyatli qayta yaratish mahoratini aks ettiruvchi omil hisoblanadi. Kundalik nutqimizda metafora, metonimiya, o‘xshatish, sinekdoxa, giperbola kabi troplar ko‘p uchrasada, ko‘pchilik ular o‘rtasidagi farqni anglay olmaydi. Ammo “ritoriklar va faylasuflar tilning badiiy xususiyatlariga qiziqqanliklari uchun ular metaforani majoziy ma’noning asosiy qismi deb bilishgan” [1,11]. Chunki, nutq figuralarining umumiy konfiguratsiyasida har bir uslubiy figura va troplarning tarjimadagi o‘rni haqida aniq bir to‘xtamga kelinmagan.

Narsa-buyum, voqea va hodisalar o‘rtasidagi o‘zaro o‘xshashlikka asoslangan ma’no ko‘chishiga *metafora* deyiladi. Metafora ko‘chma ma’no hosil qilishning eng keng tarqalgan usullaridan biri bo‘lib, mumtoz adabiyotshunosligimizda *istiora* deb yuritilgan. Metaforaning ikki turini farqlash lozim: lingvistik metafora va xususiy-muallif metaforalari [10, 128]. Lingvistik metaforalar predmetning

asosiy nomlari sifatida ifodalanadigan uslubiy figuralar sanaladi. Xususiy-muallif metaforalari muallif tomonidan yaratiladi va asardagi qahramonlar nutqini ta’sirchan va voqealarni obrazli tasvirlashga xizmat qiladi. “Firdavs ul-iqbol” asarida keltirirlgan metaforalarni badiiy, ya’ni xususiy-muallif metaforalari sifatida tahlil qilishni maqsad qildik.

Metaforaning tarjima xususiyatlariga diqqatimizni qaratadigan bo‘lsak, bu borada turli fikr va nazariyalar taklif qilingan:

— metaforalar tarjima qilinmaydigan birliklar; [4, 17]

— metaforalar to‘laligicha tarjima qilinadi, ya’ni umuman olganda ular boshqa birliklardan farqsiz tarjima qilinadi; [2, 140]

— metaforalarni tarjima qilish mumkin, biroq ular tarjima jarayonida sezilarli darajada nomuvofiqlik keltirib chiqaradi; [8, 73]

Tarjimashunos K.Meyson uslubiy figura va troplar tarjimasiga oid tadqiqotlarida metafora ko‘chimini tarjima qilishga oid masala – uning tabiati bilan emas, balki asliyat va tarjima tillari o‘rtasidagi madaniy farqlarga bog‘liqligini eslatib, ushbu trop tarjimaning asosiy muammolaridan biri sifatida ko‘rilishi kerakligini ta’kidlaydi [2,140]. Asliyatdagi metaforani to‘g‘ri anglab etmasdan tarjima qilish uni noto‘g‘ri talqin qilishga olib keladi. Tarjimashunos M.L.Larson uslubiy troplarning tarjimasi sohasiga oid tadqiqotlarida metafora tarjimasining murakkabligi quyidagi sabablarga bog‘liq deb ta’kidlanadi:

– metafora tropida keltirilgan obraz tarjima tilida anglanmaydi;

– metaforada ifodalangan mavzu aniq tushuntirilmaydi;

– o‘xshashlik ochiq ifoda etilmaydi yoki anglash qiyin kechadi;

– o‘xshashlik madaniyatlar kesishuvida turlicha talqin qilinishi mumkin;

– asliyatdagi mavjud metaforalarni tarjima tilidagi metaforalar bilan qiyoslashning imkoni yo‘qligi;

– har bir tildagi metaforalar ishlatilishi va Shuningdek, yaratilishi jihatidan o‘ziga xos farqlarga ega.

Uslubiy figuralar tarjimasida K. Shafner tomonidan taklif qilingan metafora tarjimasi jarayonida qo‘llaniladigan asosiy uchta strategiyani keltirish o‘rinli deb

hisoblaymiz: “asliyatdagi metaforani so‘zma-so‘z tarjima qilish, metaforani tarjima tilidagi boshqa metafora bilan o‘girish, metaforaning ma’nosini tarjimada ifodalashdan iborat” [5, 49]. Tarixiy asardagi troplar tarjimasiga e’tibor qaratadigan bo‘lsak, K.Shafner taklif qilgan usullari tarjimon tomonidan qo‘llanilgan strategiyalar sanaladi.

Turli xalqlarning madaniy hayotida tarixan qaror topgan adabiy-uslubiy mushtaraklik mavjudligi o‘zaro tarjimachilik ishida o‘ng‘aylik tug‘dirishi tabiiy holdir. [9, 43]Ingliz tilida *olov* va *issiqlik* bilan bog‘liq mazmundagi leksik birliklar har doim *qahr, g‘azab* ma’nosida keladi. Tarjimada keltirilgan *flare* so‘zini *qorong‘ulikda yorqin yorug‘likning ko‘rinishi* mazmunini anglatadi. Bu so‘zning ishaltilish qoidalariga e’tibor qaratadigan bo‘lsak, manbalarda quyidagicha izohlanadi: “If you say **tempers flared,** you mean that people became angry with each other” [3, 28]. Bundan kelib chiqadiki, asliyatdagi *noirayi g‘azabi podshohiy mirvahai saxati ilohiy bila ishtiol topib* (FI, 475) tarjima tilida “The *flame of khan’s wrath flared up*,” (FI, 521) tarzida ifodalangan. Insoniyat tabiatan turli psixofiziologik holatlarni boshdan kechiradi va tillardagi *g‘azab* olovning yonishiga qiyoslanishi asliyat va reseptor madaniyatida mavjudligi hamda tarjima birligi yordamida to‘g‘ri muqobil tanlanishi metafora tropining tarjimada to‘liq saqlanishiga sabab bo‘ldi. Stilistik jihatdan diqqat qiladigan bo‘lsak, *g‘azabi podshohiy* va *flame of khan’s wrath* badiiy metaforalari to‘liq muvofiqlik asosida almashtirilgan deb hisoblasak to‘g‘ri bo‘ladi.

Tahlilga qaratilgan misolimizdagi uslubiy figura badiiy metaforalar turiga mansubdir:

“Vah ki ul *orazi gulgun*ga ko‘ngullar edi zore,

Qilmish afsurda ani gardi siyax rangu qizil qon.

Vah ki ul *kokuli mishkin* ki jahon erdi asiri,

Tufroq uzra ani qilmish xasu xoshok parishon.” (FI, 107)

Ushbu keltirilgan satrlarda muarrix metaforaning go‘zal namunalarini yaratadi. Mumtoz adabiyotda mashuqaning go‘zal chehrasi *orazi gulgun* va yorning qora sochlari *kokuli mishkin* tarzida mubolag‘ali qiyoslanishi an’ana

sifatida ishq mavzusida takrorlanuvchi majozlar sanaladi. Reseptor tilida mashuqaning chehrasi *rosy (gülgün) cheek* shaklida badiiy analog orqali tarjima qilinib ifodalanganligi ushbu madaniyatda go‘zal va sog‘lom yanoq mazmunida talqin qilinadi. Ingliz tilining izohli lug‘atiga yuzlanadigan bo‘lsak, *rosy-cheeked* lingvistik birligi “**1**. Having ruddy or rose-coloured cheeks; rosy-cheeked” shaklida izohlangan va ingliz sheriyatida ham bu tropdan foydalanilgan. 1833 yilda Lord A.Tennison tomonidan yaratilgan *Miller's Daughter* asaridan misol keltirilgan: “*Rosecheekt, roselipt,* half-sly, half shy, You would, and would not, little one”. [7, 109] Shuningdek, tarjima tilidagi *rosy cheek* asosiga qurilgan metafora tabiatning estetik go‘zalligi istifodasi bilan birga yuzdagi qizil toshmalarni ham anglatishi ma’lum. Butun dunyoni asir aylagan *kokuli mishkin* obrazi esa *black sidelock* birikmasi orqali tarjima qilinadi:

“Alas, that this *rosy (gülgün) cheek* for which hearts (köngül) sighed
Is soiled by black dust and red blood.
Alas that this *black sidelock* which held the [whole] world prisoner
Lies dishevelled on the ground amidst straw and dust.” (FI, 72)

Munis va Ogahiy tarixiy asarlaridagi nazmiy va nasriy satrlar bir vaqtning o‘zida bir necha badiiy san’atlarni o‘z ichiga oladi. Xususan, “Firdavs ul-iqbol” asarida muarrix asarda harbiy mojarolardan qiynalgan xalqni mubolag‘ali tasvirlashda metaforadan ham foydalanganligini guvohi bo‘lamiz:

“aksar benavolarning non o‘rniga g‘izosi ranku mehnat va suv o‘rniga *ashki hasrat* bo‘lub,” (FI,) \\ “… so that for most of them the misery of war replaced their bread, and *the tears of grief* replaced water.” (FI, 515)

Asliyatdagi *ashki hasrat* metaforik birligi tarjima matnida *the tears of grief* birikmasi bilan ifodalanishi milliy madaniyatning tarjimada saqlanishini ifodalab qolmay, balki tarjimada ham aynan shu uslubiy figura sifatida qayta yaratilishiga olib kelgan. Bu esa tarjimon poetikasining yuqori baholanishiga yana bir sabablarda biri sifatida qabul qilinadi. Navbatdagi misolimiz ham muallif maqsadi va asar lingvopoetikasining tarjimada qayta yaratilganligining ajoyib namunasi hisoblanadi:

“… ikki ming turkmang‘a *teg‘ suvi* bila *ajal sharbati* ichurdi” (FI, 91) \\ “two thousand Turkmen drink *the sharbat of death* with *the sheen of the sword*.” (FI, 46)

Asliyatda keltirilgan *teg‘ suvi* metaforik birikmasi qilichning yaltiroqligiga nisbatan *“obdor”*, ya’ni *suvli dengiz* kabi nisbatlar ishlatiladi. Qiziq jihati shuki, geneologik jihatdan bir-biridan farqlanuvchi asliyat va tarjima tillarida qurolga berilgan nisbat ifodasidagi o‘xshashlikning bir xilligi manbalarda ham bir xil izohlanadi: “**d.** *absol*. **the sheen**: the bright weapon”.[7,215] Shuningdek, dushman askarlarining *teg‘ suvi* bilan *ajal sharbati* ichishi metafora uslubiy figurasidagi sharbat komponenti ingliz tilining izohli lug‘atida berilishicha, sharbat birligi quyidagicha: “**1. a.** A cooling drink of the East, made of fruit juice and water sweetened, often cooled with snow” izohlangan va lug‘atda keltirilgan misollardan *sharbat* so‘zi ingliz tiliga bir necha asrlar oldin kirib kelganligining guvohi bo‘lamiz: “**1675,** Covel in *Early Voy. Levant* (Hakl. Soc.) 239 We.. were severall times treated with sherbert of lemmons” [7, 244].

Keyingi o‘rinlarda muarrix tomonidan keltirilgan *ajal sharbati* metaforasi *drink called death* tarzida kalka usuli orqali tarjima qilinganligini uchratamiz. Ko‘chma ma’no kasb etgan uslubiy figura tarjimasi o‘z navbatida ohangdorlik asosida tarjimaga musiqiylik kasb etgan. Tarjima matnida tarjimon turli usullardan foydalanib, metaforik birlikni takrorsiz tarjima qilishga qaror qilgan va tarjimon o‘z mahoratidan unumli foydalangan:

“Barcha jon o‘lguvchidirsha” fahvosi bila *ajal sharbati* noguvorin lojur’a chekti.” (FI, 92) \\ “according to the words “Every soul shall taste of death”, drank to the dregs the unpalatable *drink called death*” (FI, 47)

Tarixiy asarda, Shuningdek, **tarixiy shaxslarning** his-tuyg‘ularini ta’sirchan, yorqin bo‘yoqlarda, aniq va ixcham ifodalashni maqsad qilgan muarrix metaforalardan ham mohirona foydalangan. **Ko‘pchilik holatlarda inson xatti-harakati havvon, qush va boshqa jonzotlar orqali tushuntiriladi. Kundalik nutqda kimnidir tulkiga o‘xshatish orqali o‘sha shaxsning ayyorligi, ustamon va hiylagarligiga urg‘u beriladi. Tahlilga qaratilgan asarda ham tarixiy**

shaxslarning xatti-harakati va fe’l-atvori shunday ko‘chimlar orqali ifodalanganligiga guvoh bo‘lamiz:

Didi ki chi kard *Ashrafi xar*

U mazlumi burdu Jonibek zar. (FI, 76)

Ingliz va o‘zbek tillarida *eshak* komponentli metaforalarining aksariyati eshakning xatti-harakati va odatlarga asoslanadi hamda bu hayvon bilan bog‘liq metaforalarning lingvokulturalogik jihati ikki tilda ham *ahmoqlik* stereotipiga olib keladi. Asliyatda ifodalangan *Ashrafi xar* birikmasi ham metafora sifatida keltirilib, tarjimada ham aynan shu ma’no saqlangan. Ingliz tilida *mule* va *ass* so‘zlari odamning aqlsizligi va qaysarligini obrazli tasvirlash imkoniyatini yaratadi. Tarjimon asliyatdagi *Ashrafi xar* til birligini tarjima tilidagi *ass Ashraf* muqobili orqali berish bilan ko‘chimning to‘liq saqlanishiga va tarjimaning adekvatligiga erishgan:

“Someone says: What did that *ass Ashraf* do? He brought tyranny, and Janibek brought gold.” (FI, 50)

Demak, Y.Bregel tarixiy asardagi metaforalar ifodalagan sharqona go‘zallikni tarjima jarayonida saqlab qolishning uddasidan chiqqan va asliyatdagi metaforani tarjima tilidagi adekvat muqobili yordamida tarjimada saqlashga harakat qilgan. Tarixiy asar mutarjimdan nafaqat asar tilini, balki o‘sha xalq madaniyati, va e’tiqodidan ham xabardor bo‘lishni talab qiladi. Mumtoz adabiyot an’analaridan etarli boxabar Y.Bregel tarjimada insonni komillikka undovchi da’vatlarni, go‘zal poetik lavha va manzaralarni ingliz tilida qayta yaratishga muvaffaq bo‘ldi. Tarjimonning asar tarjimasi nashridagi quyidagi xulosalarini fikrimiz tasdig‘i sifatida keltirishni joiz deb bildik: “Consequently, I have tried to give the reader at least some idea of the stylistic flavor of the original, translating many typical metaphoric expressions (such as “put the foot of arrogance on the carpet of rebellion”), parallel synonymic constructions and even certain longer florid passages without abridgement or with minimal abridgement”. [6, lx] Inglizzabon kitobxon asar tarjimasi mutolaasi jarayonida asliyatdagi xonlik tarixini mumtoz

an’analar asosida ko‘z o‘ngida yaqqol gavdalantira olishiga hech qanday shubhamiz yo‘q deya olamiz.

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РУССКИЙ ЯЗЫК И ЕГО РОЛЬ В ТАМОЖЕННОЙ СЛУЖБЕ

Аннотация. В статье рассматривается роль русского языка в современном мире, а также роль русского языка в сфере высшего и среднего образования. Рассмотрены исторические аспекты возникновения русского языка в нашей стране. Также рассмотрены тема реализации международного образовательного проекта, направленного на повышение квалификации знания русского языка курсантов Таможенного института.

Ключевые слова: русский язык, образование (высшее и среднее), государственный язык, коммуникация, профессиональная деятельность, таможенная служба.

«Русский язык в умелых руках и опытных устах красив, певуч, выразителен, гибок, послушен, ловок и вместителен».

А.И. Куприн

Русский язык издревле являлся и остается языком межнационального общения, посредством которого преодолевается языковой барьер между представителями разных этносов внутри одного многонационального государства, а взаимопроникновение национальных культур только способствует его укреплению и обогащению.

Русский язык принадлежит сегодня к наиболее распространенным языкам мира. По числу говорящих на нем, он занимает пятое место в мире после китайского, хинди (вместе с близким ему урду), английского и испанского языков. По другим оценочным данным, русский язык по числу

владеющих им (свыше 500 млн человек) занимает в мире третье место после китайского (свыше 1 млрд) и английского (750 млн). В той или иной мере русский язык изучают в вузах и школах более, чем в 140 странах мира.

Русский язык на территории современного Узбекистана получил распространение после присоединения Ташкента в 1860-х годах и с тех пор прошёл длительный этап развития и становления, сопровождавшийся неоднократным изменением своего социально-правового статуса. В советское время русский язык перестал быть исключительно родным языком этнического русского населения республики: в качестве родного его восприняли многие ташкентцы и другие национальные меньшинства Узбекистана: украинцы, немцы, корейцы, татары, казахи, различные метисы и прочие. На русском языке между собой общаются русскоязычные национальности, узбеки и таджики. Вторым языком он стал и для большинства городских, в особенности, ташкентских узбеков. Например: 1930-е по 1989 год: русский и узбекский языки имели статус официальных. В советское время в республике сложились полные вертикали образования на узбекском и русском, а также системы школьного образования на казахском, каракалпакском, таджикском, киргизском и туркменском языках. Эта ситуация сохраняется до наших дней, хотя пропорциональное представительство языков изменилось за годы независимости.

В 1860-ом по 1930-е годы русский язык считался официальным языком делопроизводства и образования в русских школах.

В 1930-ом по 1989 год русский и узбекский языки получают статус официальных языков на территории бывшего Советского Союза. В советское время в республике сложились полные вертикали образования на узбекском и русском [2]. На 2016 год, в редакции закона «О государственном языке Республики Узбекистан», русский язык не имеет официального статуса межнационального языка общения. Однако употребление русского языка упоминается в статье 12, которая предусматривает, что по требованию

граждан текст оформленного документа нотариусом или лицом, исполняющим нотариальные действия, выдаётся на русском языке **[1, 50].** Данная ситуация сохраняется до наших дней несмотря на то, что государственным языком является узбекский язык и он доминирует в сфере образования, но при этом обучение на русском языке также востребовано, порой в школах, например, в столице страны, в городе Самарканде и в Самаркандском районе русский язык пользуется спросом больше, чем в других областях республики [2]. Образования (высшее и среднее) на территории Республики Узбекистан развивается на основе двух языков: государственного – узбекского языка и языка межнационального общения – русского.

В 2020 - 2021 годах в Узбекистане русский язык получил больше привилегий, чем как когда-либо, помимо филиалов российских вузов, открылись несколько новых институтов, в которых функционируют факультеты, в которых обучение ведется на русском

Русский язык на сегодняшний день набирает обороты, что даёт возможность улучшить качество преподавания данного языка в сфере высшего и среднего образования. Социальная значимость русского языка в республике высока. В Узбекистане для школ с узбекским языком обучения издаются учебники по русскому языку, в которых использована методика изучения русского языка как иностранного. В Ташкенте между Министерством народного образования Узбекистана и Министерством просвещения Российской Федерации подписан меморандум о сотрудничестве, в рамках которого организован совместный образовательный проект под названием "Класс!" ("Зўр!" по-узбекски), который направлен на улучшение методики преподавания русского языка как иностранного. На базе ташкентского Института переподготовки и повышения квалификации руководителей и специалистов системы народного образования имени А.Авлони российские специалисты с 2020 года участвуют в переподготовке местных учителей и методистов.

Подразумевается, что программа охватит порядка 30 тысяч местных педагогов, это позволит вывести обучение русскому и предметов на русском языке на новый качественный уровень [3].

Разговорным русским языком в Узбекистане владеет от 50% до 80% населения, количество русских групп в колледжах и лицеях - 50% и 90% соответственно. Русский язык является обязательным к изучению во всех ВУЗах страны.

Изучение русского языка было неотъемлемой частью обязательного образования в стране. Он преподается как иностранный, начиная с начальной школы и заканчивая средней школой. Кроме того, в Узбекистане существует более 88 школ (с более чем 630 тысячами учеников), где вся учебная программа преподается на русском языке. И в большинстве государственных школ есть русскоязычные группы. Многие родители желают, чтобы их дети ходили в русские школы или группы.

Многие, включая и профессоров ведущих ВУЗов, пришли к выводу, что при изучении двух языков: одного в семье, другого – в школе, человеку проще удастся освоить новые. Во всех учебных заведениях – ВУЗах, детских садах обязательно есть русские группы и классы с русским языком обучения. К примеру, в Национальном университете Узбекистана им. Мирзо Улугбека есть даже направление обучения «Русская филология». В Самаркандском государственном университете сегодня функционирует целый факультет русской филологии: если он начинал работу с 25 человек, то сегодня на факультете (вместе с магистрами) обучается около 300 человек. Причем готовят не только русистов – преподавателей русского языка, т.к. спрос на них очень большой, но и переводчиков [4].

В системе образования учебный предмет “Русский язык“ занимает особое место: он является не только объектом изучения, но и средством обучения. Русский язык обеспечивает развитие интеллектуальных и творческих способностей человека, развивает абстрактное мышление, память и воображение, формирует навыки самостоятельной учебной деятельности,

самообразования и самореализации личности. Именно поэтому основные цели изучения предмета – языковое развитие личности, совершенствование умений и навыков, обеспечивающих свободное владение русским литературным языком в разных сферах и ситуациях его использования. Будучи формой хранения и усвоения различных знаний, русский язык неразрывно связан со всеми другими дисциплинами и влияет на качество усвоения всех других предметов, а в перспективе способствует овладению будущей профессией. Молодые специалисты должны владеть в совершенстве всеми видами речевой деятельности, уметь квалифицированно вести беседу, в общем, чувствовать себя вполне уверенно как в бытовой, так и в деловой сферах общения.

Для успеха в профессиональной деятельности современному специалисту необходимо в совершенстве владеть навыками культуры речи и обладать лингвистической, коммуникативной и поведенческой компетенциями в профессиональном общении.

Для этого необходимы следующие качества:

– знание норм литературного языка и устойчивые навыки их применения в речи;

– умение следить за точностью, логичностью и выразительностью речи;

–владение профессиональной терминологией;

–владение стилем профессиональной речи;

–умение определять цель и понимать ситуацию общения;

– умение создавать и поддерживать благожелательную атмосферу общения;

– умение направлять диалог в соответствии с целями профессиональной деятельности;

– знание этикета и чёткость выполнения его правил.

Таким образом, знание русского языка, то есть владение лингвистической, коммуникативной компетенциями – это необходимый инструмент, ключ к достижению профессионального успеха личности.

На современном этапе развития нашего государства и таможенной службы владение иностранными языками становится жизненной необходимостью. Взаимодействие национальных таможенных служб стран мира предполагает участие их сотрудников в международных программах, проектах и конференциях, а также в работе различных курсов по подготовке квалифицированных специалистов таможенного дела. Специфика деятельности таможенных органов Республики Узбекистан на приграничных постах, международных аэропортах, железнодорожных вокзалах требует от сотрудников знания иностранных языков для работы с гражданами иностранных государств. Наряду с этим, в практической деятельности таможенных органов используются немало международных документов на русском языке, в том числе международные Конвенции и решения глав правительств государств-участников СНГ [5, 3].

Таможенная служба Республики Узбекистан как часть общей экономической системы, выполняя свои базовые функции государственного администрирования внешнеэкономической деятельности, является самостоятельным социально-экономическим институтом, призванным создавать благоприятные условия для ведения внешней торговли. Таможенный институт Таможенного комитета направлен к подготовке квалифицированного специалиста-таможенника, владеющего иностранным языком в специальной области, способного вести эффективную профессиональную деятельность в иноязычной среде, что требует сформированной профессионально-иноязычной компетентности.

В процессе подготовки специалистов таможенников в Таможенном институте основной акцент делается на дисциплины, формирующие профессиональные знания и умения, а также дисциплинам иностранного языка. Готовность к профессиональной межкультурной коммуникации на иностранном языке является частью общей подготовки специалиста таможенного дела и представляет собой сложное профессионально значимое качество личности, объединяющее: а) психологическую готовность

(направленность на коммуникацию); б) теоретическую готовность (необходимый объём знаний); в) практическую готовность (способность применять полученные знания).

В настоящее время дисциплины таможенного дела преподаются в Таможенном институте на русском и узбекском языках – государственном языке Республики Узбекистан.

Следует также отметить, что в Таможенном институте изучение русского языка будущими специалистами таможенного дела осуществляется в условиях контекстного подхода к обучению. Такой подход предполагает возможность включения средств информационных и коммуникационных технологий в учебный процесс. Ключевую роль играют передача и усвоение информации. Примером такой деятельности при обучении русскому языку с использованием средств информационных и коммуникационных технологий выступает выполнение заданий на усвоение лингвистических знаний: отработка навыков произношения таможенных терминов, запоминание их значений, усвоение грамматических конструкций, свойственных языку будущей профессии.

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THE IMPORTANCE OF TEACHING ENGLISH TO MILITARY STUDENTS

Annotation: In today`s fast moving world it is vitally important to teach English in every educational institution, especially for students of military establishments. To shed light on the opportunity of learning foreign languages is to cooperate and examine foreign countries` experiences, bring up our legislation system to international level of standards and find new ways and methods of fighting against criminality.

Key words: foreign language, English, military students, reforms, communication, teaching, importance, information.

Language is a mean of communication among members of society that represents the spirit and history of the particular nation and country. There are approximately 7000 languages in the world, among which English is considered as one of the richest as it contains more than 2.5 million words and the most common as it is the official language of several countries.

In the last recent years, radical reforms are being implemented in our country in the sphere of education and several decrees as well as laws were adopted in this framework. Accordingly, our President Shavkat Mirziyoyev emphasized that it is time to set up a new system for learning foreign languages in our country which will be a solid foundation for the future, since we have set for ourselves the goal of building a competitive state, on the onwards, graduates of every school, lyceum,

college and higher educational institution must have a perfect knowledge of at least 2 foreign languages.

The Presidential Decree No.5117 was adopted On 19th May in 2021 "On measures to bring the popularization of foreign languages to a qualitatively new level". As a rational consequence of this legislative document, the Presidential Resolution No.134 "On Approval of the national program on public education" was adopted on May 11, 2022. Therefore, the requirement for teaching foreign languages has become the main criterion of the activity of all educational institutions.

The essential conditions, as well as wide range of opportunities have been created to learn foreign languages, moreover, additional preferences are being introduced to students and professionals of any sphere who acquired foreign languages and obtained various certificates in our country. The payments and extra bonuses are quintessence of this mechanism.

Mahmudkhoja Bekhbudiy, one of the leaders of "Jadid" actions in Turkestan, was thoroughly concerned with the importance of foreign languages, stressing out that "Our youths must master at least 4 languages so that we do not lag behind the world development".

To contemplate on teaching foreign languages especially for military students, the plausible question arises that why every member of modern society generally needs English. The first and foremost reason to acquire foreign languages by military students is to integrate to the whole world in all spheres of the life as it plays crucial role to communicate with the society.

To start with, English is needed in order to acquire high quality knowledge and become skilled professional on any sphere whether it is science, business or liberal arts. It is obvious that more sources of information, including researches, books, articles and scientific investigations are written in this language, which means it is a valuable language for career advancement. Vast majority of academic papers and journals are published in English. Knowing how to read in English

allows one to access the billions of pages of information. Principally, many new solutions of vitally important problems can also be found in English.

Moreover, as we are living now in the century of globally advanced technologies, we must know how to use them and many of them are installed in English. In addition, according to a report given by website “Education first”, English is the language of the Internet, we can find faster and a mine of information on the Internet is inserted in this international language, thus by knowing this language, one can economize his/her time and make the job easier.

Furthermore, as it is commonly stated that one language means one person, to clarify if a person learns another language he broadens his horizon, changes his mindset and outlook on life, starts looking at one matter from several different points of view, develops critical and analytical thinking which is one of the most essential skills nowadays. In addition, English can improve cognitive abilities and memory retention. According to Chinese proverb, to learn a language is to have another window from which to look at the world.

And finally, there are multitude amount of developed countries around the world, thus giving primacy to acquisition of English language opens up enormous chances to proximate the history, culture and spiritual life, as well as there will be access to their material, economic, social and political situation, facilitates cultural exchange in this regard. In turn, it helps to representatives of different professions to enhance their skills by examining foreign experience. All the above-stated reasons justify the need to stipulate English into one of the compulsory subjects as it leads to overall personal growth.

Future militaries and law enforcement officers are obliged to protect the rights and freedoms of citizens, ensure public safety and order, enforce the law, prevent and investigate criminal activities. All these skills are cultivated in the specialized educational institutions. In order to obtain high professional knowledge and become competent specialist, the crucial part of curriculum should comprise not only law subjects, but also foreign languages simultaneously.

The most valued personal qualities of the officers of internal affairs bodies are considered the courage, devotion, physical and mental strength, interpersonal and communicative skills, and the culture of negotiation and rationalization. Relatively, communicative competence – is one of the most significant characteristic of a specialist in the field of law enforcement bodies. Officers of internal affairs bodies perceive that the significance and willingness to carry out official communication at a high level with various categories of citizens are of paramount importance.

In this broader sense, through acquisition of foreign languages cadets familiarize with new methods and forms of fighting against criminality and enhance criminogenic situation in their upcoming career by analyzing the experience of advanced foreign countries. Foreign experience in fighting against crime can be observed through participating in various international conferences, commonly held in English.

As it is stipulated in the new Constitution of our Republic, Uzbekistan is secular country and human dignity is utmost, laws and regulations have to meet international standards. The political and social life are regulated by the rule of law and inviolability of the primacy of Constitution. In this regard, it is important to enhance international contracts, agreements, normative legal documents and their particular features, comprehend the juxtaposition between them and utilize beneficial parts of these legal scopes. Specialists who have higher law education in English are indispensable part in this regard and the implementation of all these affairs rests them up.

To conclude, learning English enables us vast majority of opportunities in various spheres as it is the language of international communication, business, science, technologies and internet.

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“O‘ZBEKISTON - 2030” STRATEGIYASIDA BELGILANGAN VAZIFALARNI AMALGA OShIRIShDA XORIJIY TILLARNING O‘RNI

Annotatsiya. Maqola “O‘zbekiston - 2030” strategiyasi hamda O‘zbekistonda yoshlarga oid davlat siyosatini 2025 yilgacha rivojlantirish” kontsepsiyasida belgilangan vazifalarni amalga oshirishda xorijiy tillarning, xususan, ingliz tili talaffuzini samarali o‘zlashtirishning ahamiyatini yoritishga bag‘ishlangan. Unda ingliz tilining talaffuzini samarali o‘zlashtirishda uning fonetik me’yorlari bilan bir qatorda, ularni o‘qitish usullarining ham ahamiyati muhim ekanligi ta’kidlangan.

Kalit so‘zlar: vokalizm tizimi, unlilar, diftonglar, fonema, lingvistik interferensiya, fonetik-fonologik interferensiya, orfografik interferensiya, o‘qitish usuli, unli, fonema, fonetik xususiyat, fonologik jihat, fonostilistik xususiyat.

“O‘zbekiston - 2030” strategiyasi hamda “O‘zbekistonda yoshlarga oid davlat siyosatini 2025 yilgacha rivojlantirish” konsepsiyasida ta’kidlanganidek, mamlakatimizda yoshlar siyosati borasida keng ko‘lamli ishlar amalga oshirilmoqda. O‘tgan vaqt ichida yoshlarni har tomonlama qo‘llab-quvvatlash, ularning huquq va qonuniy manfaatlarini himoya qilish, mamlakatimiz istiqboli uchun mas’uliyatni o‘z zimmasiga olishga qodir, tashabbuskor, shijoatli yoshlarni tarbiyalash borasida alohida tizim yaratildi [1]. Yosh avlodning ta’lim-tarbiyasi davlat siyosati darajasiga ko‘tarildi. Bu borada “O‘zbekiston – 2030” strategiyasi

to‘g‘risida O‘zbekiston Respublikasi prezidentiningn 11.09.2023 yildagi PF-158-son Farmoni hamda “O‘zbekistonda yoshlarga oid davlat siyosatini 2025 yilgacha rivojlantirish” konsepsiyasini tasdiqlash to‘g‘risida O‘zbekiston Respublikasi Vazirlar mahkamasining 10.01.2021 yildagi 23-son Qarori bilan yoshlar siyosatiga oid qator vazifalar belgilandi. Jumladan, aholi talablariga va xalqaro standartlarga to‘liq javob beradigan ta’lim tizimini tashkil qilish [1], ta’limning barcha bosqichlarida yoshlarning sifatli ta’lim olishini ta’minlash uchun shart-sharoit yaratish [2] asosiy vazifalar qatoriga kiritildi. Mazkur vazifalarni ijrosini ta’minlashda xorijiy tillarning, xususan, ingliz tilining talaffuzini samarali o‘zlashtirish muhim ahamiyat kasb etadi.

O‘zbek til sohiblariga ingliz tilini o‘qitishda diftonglar talaffuzini o‘zlashtirish boshqa unlilarga nisbatan qiyinroq kechadi. Buning asosiy sababi o‘zbek tilida diftonglarning mavjud emasligi tufayli o‘zbek til sohiblarining nutq organliri bunday tovushlarni talaffuz qilishga moslashmaganligi bilan izohlanadi. N.Trubeskoyning fikricha, kishi notanish tilda ifodalangan nutqni eshitish mobaynida uni beixtiyor o‘zining ona tili fonologik xususiyatlaridan kelib chiqib tahlil qiladi. Natijada ona tilining fonologik tizimi chet tili fonologik tizimiga qanchalik nomutanosib bo‘lsa, tovushlar talaffuzida shunchalik ko‘p xatoga yo‘l qo‘yiladi [4, 57]. Ginetik jihatdan turli tizimga mansub bo‘lgan o‘zbek va ingliz tillari tovush tizimida ham turli tafovutlar mavjudligi tabiiy. Mazkur tafovutlar ingliz tili diftonglarining talaffuzini o‘zbek auditoriyasida o‘qitish jarayonida bir qator qiyinchiliklarga sabab bo‘ladi. Mazkur qiyinchiliklar unlilar talaffuzini o‘zlashtirish jarayonida *diftonglarning fonetik va fonologik interferensiyasi* hamda *diftonglarning orfografik interferensiyasi* sifatida namoyon bo‘ladi.

Diftonglarning fonetik va fonologik interferensiyasi ularning urg‘uli va urg‘usiz holatda talaffuz qilinishi bilan bog‘liq qiyinchiliklarni o‘z ichiga oladi. Ingliz tilida diftonglarning urg‘uli va urg‘usiz holatda o‘ziga xos tarzda talaffuz qilinishi ularni o‘zlashtirish jarayonida o‘zbek til sohiblariga qiyinchilik tug‘diradi. Bunga o‘zbek til sohiblarining nutq organlari diftong kabi “yod” tovushlarni talaffuz qilishga moslashmaganligi sabab bo‘ladi. Ma’lumki, o‘zbek adabiy tilida

ikki unli tovush birikmalari uchraydi [2, 22]. Biroq, bu unli tovush birikmalari ikki elementdan iborat bo‘lsa ham diftong bo‘la olmaydi. Chunki bu unli birikmalar bo‘g‘in bo‘linishida va morfema chegarasida ikkiga bo‘linib ketadi. Diftong odatda bo‘g‘in yoki morfema chegarasida ikkiga bo‘linmaydi [1, 80]. Demak, unli tovush birikmalari talaffuzda bo‘linuvchan, diftonglar bo‘linmas xarakterga ega bo‘ladi.

Diftonglarni talaffuz qilishda nutq organlarining holati ularning monoftonglarni talaffuz qilishdagi holatidan butunlay farq qiladi. Tabiiyki, o‘zbek til sohiblarining nutq organlari diftonglarni talaffuz qilishga moslashmagan. O‘zbek til sohiblarining nutq organlari faqat monoftonglarni talaffuz qilishga moslashganligi bois ular ingliz tilida diftonglar talaffuzini o‘rganish jarayonida beixtiyor o‘zbek tilidagi unli tovushlar talaffuziga xos tarzda harakatlanadi. Natijada, o‘zbek til sohiblari ingliz tilidagi diftonglarni o‘zbek tili unli tovush birikmalari talaffuziga xos bo‘lgan bo‘linuvchanlik bilan talaffuz qilib, xatoga yo‘l qo‘yadilar.

O‘zbek auditoryasiga ingliz tili talaffuzini o‘qitishda diftonglarning orfografik interferensiyasi ham o‘ziga xos qiyinchiliklarni keltirib chiqaradi. Diftonglarning orfografik interferensiyasi o‘zbek til sohiblari ularning yozilishini o‘zlashtirishida namoyon bo‘ladi. O‘zbek adabiy tili yozuv tizimi *“bir fonema - bir harf”* tamoyiliga; ingliz adabiy tili yozuv tizimi *“bir fonema - bir nechta harf”* tamoyiliga asoslanganligi [3, 139] o‘zbek auditoriyasiga ingliz tilini o‘qitishda diftonglarning orfografik interferensiyasiga sabab bo‘ladi. O‘zbek tilida bir unli fonema yozuvda bir harf bilan ifodalanadi. Ingliz tilida bir unli fonema yozuvda bir nechta harf yoki harf birikmalari bilan voqelanadi. Masalan, ingliz tilida har bir diftong bir nechta harf va harf birikmalari bilan ifodalanishi mumkin: /eɪ/ → “**a**”: make [meɪk], “**ay**”: day [deɪ], “**ea**”: great [greɪt]; /aɪ/ → “**i**”: hire [haɪə], “**ie**”: die [daɪ], “**uy**”: buy [baɪ]; /əʊ/ → “**o**”: home [həʊm], “**ow**”: sow [səʊ], “**oa**”: road [rəʊd] va h.k. [3, 160].

Diftonglarning yozuvda bir nechta harf va harf birikmalari bilan ifodalanishi ona tili yozuv tizimi *“bir fonema - bir harf”* tamoyiliga asoslangan o‘zbek til sohiblari uchun ingliz tilini o‘zlashtirish jarayonini yanada qiyinlashtiradi. Bir

fonemani yozuvda bir harf bilan ifoda qilishga odatlangan o‘zbek til sohiblari ona tili ta’siri tufayli ingliz tilini o‘rganish mobaynida diftonglarni aksariyat hollarda faqat bir harf yoki harf birikmasi bilan ifodalab xatoga yo‘l qo‘yadilar.

Yuqorida qayd etilgan muammolarni bartaraf etishda, shubha yo‘qki, til o‘qitishning samarali usullari yaqindan yordam beradi. Boshqacha aytgandi, o‘zbek auditoriyasiga ingliz tili talaffuzini o‘qitish jarayonida yuzaga keladigan diftonglarning fonetik-fonologik hamda orfografik interferensiyasini bartaraf etishda talaffuzni o‘qitishning qaysi usullaridan foydalanilishi ham muhim ahamiyat kasb etadi. Biz diftonglar talaffuzini o‘qitishda ularning ham fonetik-fonologik, ham orfografik interferensiyasini hisobga olib, *Vowel Spelling and Pronunciation (Unlilarning yozilishi va talaffuzi)* usulini ishlab chiqdik va uni dars jarayonida qo‘llab, samarali natijalarga erishdik. Bu usulga ko‘ra, o‘qituvchi ingliz tilidagi diftonglar talaffuzi va uning yozuvdagi ifodasini har bir darsga mo‘ljallangan yangi so‘zlar asosida kursantlarni quyidagi savol-javoblardan foydalanib muloqot qilishga yo‘naltirish orqali o‘qitadi (1-jadvalga qarang):

2-jadval

Savol-javob namunalari

Savollar (Questions)		Javoblar (Answers)
1.	Can you spell this word …?	Yes, I can. This word is spelt as…
2.	How is this word pronounced?	This word is pronounced as…
3.	Can you identify the stressed and unstressed syllabes of this word?	Yes, I can. The … syllable is stressed and the … syllable(s) is (are) unstressed.
4.	Is there *Schwa* in this word?	Yes, there is *Schwa* in this word. The … syllable(s) contains (contain) it (them).
5.	What letter is the *Schwa* expressed with in this word?	The *Schwa* is expressed with the letter … in this word.

6.	Do you know the meaning of this word?	Yes, this word means …

Mazkur usulni (*Vowel Spelling and Pronunciation*) darsda qo‘llash uchun o‘qituvchi savol-javob namunasining ikkitadan nusxasini ko‘paytiradi va oldindan mavzuga oid yangi so‘zlarning har birini o‘qilishi (transkripsiyasi) bilan birga alohida tarqatma material sifatida tayyorlaydi. Dars jarayonida o‘qituvchi kursantlarni ikki kichik guruhga ajratib, har bir kichik guruhga bittadan savol-javob namunasi nusxasini va guruh a’zolarining har biriga bittadan yangi so‘zlarni tarqatma material sifatida tarqatadi. Savol-javob namunasi hamda tegishli yangi so‘zlarning o‘qilishi va ma’nosi bilan tanishish uchun kursantlarga ularning ingliz tilini bilish darajasidan kelib chiqqan holda uch daqiqadan o‘n daqiqagacha vaqt beriladi. So‘ngra o‘qituvchi kursantlarga navbat bilan birinchi guruh a’zosi ikkinchi guruhning istalgan a’zosini tanlashi va qo‘lidagi yangi so‘zni ko‘rsatgan holda savol namunasidagi savollarni birma-bir so‘rashini, javob berayotgan ko‘rsant javob namunasidagi gaplarning munosibini qo‘llagan holda muloqotga kirishishi lozimligini, birinchi juftlikning muloqoti tugagach, ikkinchi guruhdan bir vakil birinchi guruhning istalgan a’zosini tanlashi va xuddi birinchi juftlik singari muloqotga kirishishini tushuntiradi. Bu jarayon har ikki guruhning oxirgi a’zolari muloqotga kirishguniga qadar davom etadi. O‘qituvchi har bir juftlikning yo‘l qo‘ygan kamchiligini qayd etib boradi va mashq so‘ngida har bir xato yoki kamchiliklar yuzasidan tegishli tushuncha va tavsiyalar beradi. Bu usulning ahamiyatli tomoni shundaki, uni har gal darsda qo‘llasa ham u o‘zining mazmun-mohiyatini yo‘qotmaydi, ya’ni kursantlarda “eski usul” sifatida zerikish o‘yg‘otmaydi. Chunki bu usulning maqsadi o‘z ichiga nafaqat diftonglar talaffuzi va ularning yozuvdagi ifodasini o‘qitishni, balki mavzuga oid yangi so‘zlarni ham o‘zlashtirish va mustahkamlashni oladi. Mazkur maqsadni ko‘zda tutishi bu usulning har darsda o‘zgacha qiyofada yangilanib borishini ta’minlaydi.

Xulosa qilib aytganda, “O‘zbekiston - 2030” strategiyasi hamda O‘zbekistonda yoshlarga oid davlat siyosatini 2025 yilgacha rivojlantirish”

konsepsiyasida belgilangan vazifalarni amalga oshirishda xorijiy tillarning, xususan, ingliz tili talaffuzini samarali o‘zlashtirish muhim ahamiyat kasb etadi. O‘zbek til sohiblariga ingliz tilini o‘qitishda mazkur ikki tilning o‘ziga xos jihatlari, xususan, diftonglar talaffuzi “Lingvistik to‘siq”ni yuzaga keltiradi. Mazkur “Lingvistik to‘siq” diftonglarning fonetik va fonologik, shuningdek, orfografik interferensiyasi sifatida namoyon bo‘ladi. Diftonglarning fonetik- fonologik hamda orfografik interferensiyasini bartaraf etishda *Vowel Spelling and Pronunciation (Unlilarning yozilishi va talaffuzi)* usuli samarali natija beradi. Bu usul diftonglarni o‘qitishda ularning talaffuzi va yozuvdagi ifodasi bilan bir qatorda har darsga oid yangi so‘zlarni samarali o‘zlashtirishni nazarda tutishi bilan ham muhim ahamiyat kasb etadi. Shunday ekan, o‘zbek auditoriyasiga diftonglarni *Vowel Spelling and Pronunciation (Unlilarning yozilishi va talaffuzi)* usulini qo‘llagan holda o‘qitish maqsadga muvofiq bo‘ladi.

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INNOVATIVE TECHNOLOGIES FOR TEACHING FOREIGN LANGUAGES

Annotation. This thesis explores the integration of innovative technologies into foreign language education, aiming to enhance language acquisition processes. It examines various technological tools and approaches that facilitate language learning, including virtual reality, mobile applications, artificial intelligence, and online platforms. The study investigates the effectiveness of these technologies in improving language proficiency, motivation, and engagement among learners. Additionally, it considers the challenges and implications of integrating technology into language teaching practices. By analyzing current research, pedagogical theories, and practical applications, this thesis offers insights into how educators can leverage innovative technologies to create dynamic and immersive learning experiences in the digital age.

Key words: innovative technologies, foreign language education, language acquisition, virtual reality, mobile applications, artificial intelligence, online platforms, pedagogy, language proficiency, motivation, engagement, digital age.

In today's interconnected world, the demand for multilingual individuals is increasingly prevalent. As globalization continues to shape societies and economies, proficiency in foreign languages has become a valuable asset in both personal and professional realms. In response to this demand, educators are continually seeking innovative approaches to enhance language learning experiences and outcomes. This thesis deals with the realm of innovative technologies and their application in the teaching of foreign languages, aiming to

investigate their effectiveness in facilitating language acquisition processes in the digital era. The advent of digital technologies has revolutionized the landscape of education, offering new opportunities to engage learners and cater to diverse learning styles. In the realm of foreign language education, innovative technologies have introduced immersive and interactive experiences that transcend traditional classroom boundaries. Among these technologies, virtual reality (VR) stands out as a promising tool for creating simulated environments where learners can engage in authentic language contexts and cultural experiences [1, p. 133–149]. By immersing learners in virtual scenarios, VR facilitates language acquisition through experiential learning, enabling them to practice language skills in realistic settings.

Furthermore, mobile applications have emerged as capable tools for language learning, providing learners with access to language resources anytime, anywhere. These applications offer a wide range of features, including vocabulary drills, grammar exercises, and interactive lessons, tailored to individual proficiency levels and learning objectives [2, p. 1–24]. Through gamification and personalized learning pathways, mobile applications enhance learner motivation and engagement, making language learning more enjoyable and accessible to learners of all ages.

Artificial intelligence (AI) has also made significant strides in the field of language education, with intelligent tutoring systems and chatbots offering personalized feedback and assistance to learners [3, p. 241–261]. By analyzing learner data and adapting instruction to individual needs, AI-powered platforms provide targeted support and scaffolding, accelerating language acquisition processes. Additionally, online platforms and virtual classrooms enable collaborative learning experiences, connecting learners with native speakers and language experts worldwide [4].

Despite the potential benefits of innovative technologies in language education, their integration into teaching practices poses challenges and considerations. Issues such as digital equity, privacy concerns, and pedagogical alignment must be carefully addressed to ensure equitable access and effective

implementation. Moreover, the role of educators as facilitators and guides in the digital learning environment is paramount, emphasizing the importance of pedagogical expertise and instructional design principles.

In conclusion, innovative technologies offer promising avenues for enhancing foreign language education, providing learners with dynamic and immersive learning experiences. By leveraging virtual reality, mobile applications, artificial intelligence, and online platforms, educators can create engaging and effective language learning environments that cater to diverse learner needs and preferences. However, successful integration requires careful planning, ongoing evaluation, and a commitment to pedagogical excellence in the digital age. As technology continues to evolve, the potential for innovation in language education remains boundless, offering new opportunities to empower learners and foster global communication and understanding.

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ВОПРОСЫ ПОВЫШЕНИЯ ПРАВОВОЙ КУЛЬТУРЫ БУДУЩИХ ЮРИСТОВ СРЕДСТВАМИ АНГЛИЙСКОГО ЯЗЫКА

Аннотация. В статье рассматриваются проблемы обучения английскому языку в юридических техникумах. На сегодняшний день поднятие на качественно новый уровень обучения английскому языку является приоритетной задачей. Так, в профессионально образовательных учреждениях в процессе обучения иностранному языку приоритет отдается изучению культуры народа изучаемого языка, в том числе правовой. в настоящее время в лингводидактике все больше получает свое развитие прагматическое направление в обучении иностранному языку, что предполагает с познанием умения общаться на изучаемом языке, также одновременно опираться на знания в области общей, в том числе правовой культуры носителей данного языка.

Ключевые слова: изучение языка, правовая культура, профессиональное образование, функции языка, лингводидактика.

Вопрос повышения правовой культуры будущих юристов обладает особой актуальностью в условиях обеспечения реализации конституционного принципа построения правового государства в Узбекистане. Важное значение в этом отводится профессиональному образованию.

При этом особая роль отводится английскому языку, благодаря которому для студентов открывается «окно» к мировой культуре, создаются предпосылки к коммутированию между различными культурами, их

взаимному обогащению. В данном случае, английский язык служит не только предметом, но и выступает в качестве средства обучения. Здесь следует особо выделить то, что английский язык, в сфере образования, проявляет все свои ценностные функции, а именно выступают инструментом правового воспитания, формировании личности будущего специалиста и человека в целом.

По данному вопросу следует согласиться с мнениями Хошимова У. и Ёкубова И., утверждающие: «Основная цель изучения у нас иностранного языка – воспитание умных образованных, сознательных, активных, дисциплинированных и культурных людей с широким кругозором» [1].

Вместе с тем, невозможно функции языка представить полностью во всех ипостасях, его положительных ценностных свойствах. С помощью свойств языка становится возможным характеризовать человеческую сущность, уровень его разума, культуры, в том числе правовой. Например говорят: «Одамнинг ҳуснига боқма, ақлига боқ - Дело не в красоте, а в уме». По речи человека, по его языку судят о его умственных способностях, общей культуре.

Таким образом, язык следует характеризовать в качестве необходимого средства служащего познанию личности человека и в целом культуры народа. Отсюда язык выполняет также особую национально- культурную функцию [2].

Язык выступает в качестве надежного источника в деле познания историком событий прошлого. Так, историк, профессор Котляревский Б.К., заметил: «Язык - вернейший, а иногда и единственный свидетель былой жизни народа» [3].

На современном этапе своего развития ориентированность политики Узбекистана на человека и на гуманистические ценности потребовали совершенствования также Конституции Республики Узбекистан. Так, Президент Республики Узбекистан Мирзиёев Ш.М. отмечает: «Мы изменили принцип «государство - общество - человек» [4]. Далее он утверждает:

«Принцип «Прежде всего – человек, а затем – общество и государство» должен глубоко утвердиться в Конституции и законах, в нашей повседневной жизни» [5]. Достижение поставленных новых целей и задач во многом зависит от уровня развитости правовой культуры общества.

Сложившиеся к настоящему времени политико-правовые условия создали предпосылки к повышению роли иностранных языков в культурном воспитании подрастающего поколения, при обретении ими профессий. Так, Президент Республики Узбекистан Шавкат Мирзиёев, анонсируя создание Агентства по популяризации изучения иностранных языков при Кабинете министров заявил: «Мы поставили цель стать конкурентоспособным государством. Отныне каждый выпускник школы, лицея, колледжа и вуза должны знать в совершенстве минимум два иностранных языка» [6].

Современный новый подход к целям образовательного процесса ставит задачу формирования у обучаемого не только технику воспроизводства информации на иностранном языке, владение вербальным кодом данного языка и умение общаться на нем, но и воспроизводить в своем сознании картину мира, основанного на культуре, особенно правовой культуре языка носителя. В итоге обучаемый должен овладеть иностранным языком до уровня умения демонстрации кросс культурной коммуникации. (с английского «Cross Culture» - «пересечение культур»).

В частности, Джураев Р.Х. так писал о необходимости усиления практического значения иностранного языка: «Преподаватели иностранного языка должны хорошенько продумать вопрос о практической полезности своего предмета вообще и преподаваемого ими языка в частности и пользоваться всяким удобным случаем для разъяснения всего этого вопроса учащимся» [7]. Юлдашева С.М. отмечает: «Анализ ситуаций по непосредственным контактам с носителями иностранного языка в нашей стране показывает, что возможности есть: личные контакты, доступ к мировому опыту, межкультурное общение, торговля» [8].

Вместе с тем, для формирования правовой культуры будущих юристов при обучении языкам для специальных целей важно принимать во внимание межпредметные связи в ходе образовательного процесса. Такой подход выступает одним из важных средств повышения эффективности профессионализации образовательного процесса [9].

В данном случае, одновременно происходит нацеленность учебного процесса на ориентацию студентов к будущей обретаемой профессии, а также мотивированность творческих возможностей студентов, активизация их логического мышления, что в итоге послужит обеспечению развития уровня правовой культуры обучаемых.

С обретением Узбекистаном государственной независимости начался процесс развития в стране англо-национального билингвизма, где особое внимание государством стало уделяться обучению английскому языку, наряду с родным языком. Так, в Постановлении Президента Республики Узбекистан «О мерах по дальнейшему совершенствованию системы изучения иностранных языков» от 10 декабря 2012 года за № ПП-1875 закрепляется: «1. установить, что, начиная с 2013/2014 учебного года: изучение иностранных языков, преимущественно английского языка, поэтапно на всей территории республики начинается с первых классов общеобразовательных школ в форме игровых уроков и уроков разговорной речи, а начиная со второго класса - с усвоением алфавита, чтения и грамматики».

Формирование правовой культуры будущего специалиста сопряжено с развитием у него знаний в сфере сравнительного правоведения, что позволит ему оценивать правовую систему своей страны, а также другого государства, выявлять положительные и отрицательные факторы в опыте другой страны влияющие на развитие правовой культуры, значимость влияния обретаемой будущей профессии и профессиональных обязанностей на правовую культуру всего общества, а также возможности благоприятствования

исторически сложившейся общей национальной культуры на формирование правовой культуры.

В результате такой подход послужит формированию у обучаемых положительной мотивации к английскому языку, а через него к культуре других народов, выявлению положительных и отрицательных факторов, влияющих на развитие правовой культуры и определения на этой информационной базе собственных убеждений в выборе наиболее оптимальных подходов к решению проблемы формирования правовой культуры в обществе. Данные факторы, несомненно, окажут свое эффективное воздействие на становление личности студента как будущего специалиста, в частности юриста, развивая у него общечеловеческое и национальное самосознание, а также правовое сознание и как результат правовую культуру [10].

Вместе с тем, как отмечает Арипова М., любовь к Отечеству, формирование и укрепление патриотических чувств к своей Родине, уважение и соблюдение Конституции и законов своей страны должно лежать в основе изучения иностранного языка и тем самым формирования правовой культуры подрастающего поколения [11].

Таким образом, предмет «иностранный язык» характеризуется ярко выраженным межпредметным содержанием и деятельностным характером овладения им. Это позволяет эффективно сочетать в процессе изучения иностранного языка знания и умения, полученные на уроках любого другого учебного предмета, а также решать важные задачи, связанные с воспитанием гражданственности, патриотизма, правовой культуры, высоких нравственных качеств личности.

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THEORETICAL AND METHODOLOGICAL FOUNDATIONS OF USING OPEN ONLINE EDUCATIONAL RESOURCES IN A HIGHER EDUCATION INSTITUTION

Annotation. In this paper, the use of information and communication technologies (ICT) and the provision of free access to information, the creation, development and promotion of open educational resources are described as widespread in many countries of the world. At the same time, the following issues were covered at the World Congress on Open Educational Resources. The global network, Open Educational Resources, Human Resource Development.

Key words: The global network , the information resources, Open Educational Resources, Human Resource Development.

This article discusses the difficulties that arise when learning a non-native language under interfering influence of the native language. The article analyzes phonetic, graphic and spelling, grammatical (morphological and syntactic), lexical-semantic and stylistic interference.

The use of information and communication technologies (ICT) and the provision of free access to information are the main conditions for the formation of a knowledge-based society.[1] Today, the global network of the Internet is the most sought-after source of knowledge, which provides access to various information in various formats. It is no exaggeration to say that the number of websites has reached tens of millions. Among the ever-increasing variety of information resources, choosing the right educational and scientific information sources is becoming increasingly difficult for both students and educators.[2]

The movement to create, develop and promote open educational resources has become widespread in many countries of the world in the last decade. Universities are increasingly revealing limitations to the use of their teaching and research resources. The creation and development of open educational resources is actively supported at the national and international levels.[3] According to him, he distinguished the following main trends:

- Fundamental change of roles and functions of universities;
- Revising the requirements for lifelong (continuous) education;
- Strengthen national and international quality control, accreditations and recognition of qualifications;

The need to promote distance education in order to further support the full integration of ICT and meet the growing demands for the quality of Life Long Learning in higher education was emphasized. The increasing rate (pace) of technologies has created new issues that need to be solved together with higher education, government and industry, such as the acquisition of experiences, the development of a legal framework and the sharing of positive experiences. Special attention was paid to the need to ensure quality education, especially the use of open educational resources.[4]

The following issues were discussed at the World Congress on Open Educational Resources:

- Demonstrating the best global experience in the field of policy and initiative on OER, as well as the experience of experts on the issue of OER;
- Promulgation of the Paris Declaration on the call for government support in the development and implementation of OER;
- Celebrating the 10th anniversary of the 2002 UNESCO Forum where the term OER was adopted.

The OER brought together Ministers of Education, Human Resource Development, government leaders, expert practitioners, researchers, educational institutions and other interested parties - about 400 participants in total - to discuss

the current state of OER. As long as the Congress is considered part of a large-scale global consultative process, the political regional forum of ministers from Latin America, Europe, Africa, Asia and the Arab countries has shown its support.

The term "Open Educational Resources" (OER) was introduced to the scientific community for the first time at the 2002 UNESCO Forum on Open Educational Resources. In the definition given by UNESCO: "Open educational resources (OER) are educational and scientific resources that are publicly available or released under a license that allows third parties to use or modify them free of charge.[5]

According to the accepted definition, OER has the following special features:

- Methodological, educational or scientific direction of materials.
- Use different formats in presenting materials.
- Publication of public domain educational and scientific materials under an open license.
- To ensure free use, processing and distribution of materials by other users.
- Minimal restrictions or no restrictions at all when working with OER.
- Open licensing is attached to the existing intellectual property law system defined in the relevant international convention and recognizes the copyright of the work.

Thus, open educational resources are educational and scientific materials of voluntary nature that are used in accordance with "open licenses". Any user can freely use, copy, modify, and create new resources based on these materials. Over the years, thousands of lectures, millions of educational resources, lecture texts, e-textbooks, educational and methodological brochures, audio and video materials, tests, computer programs and similar materials have been created and placed for open access on the Internet.

The following arguments can be made in favor of OER:

1. State-funded educational institutions are obliged to ensure free use of their materials. Because they were created at the expense of taxes collected from citizens, and they are considered to be paid for by the people.

2. Limiting the use of materials can increase their protection. This also creates additional costs from the society.

3. OER placement creates a positive image of the university. This in turn attracts students and funding from Non-Governmental Organizations.

A large part of the OER audience is made up of users who are not teachers or students. In the example of the OCW MIT study, 48% of users use the resources for self-education, 32% are students, and 17% are teachers. The categories of OER users are shown in Figure 1.

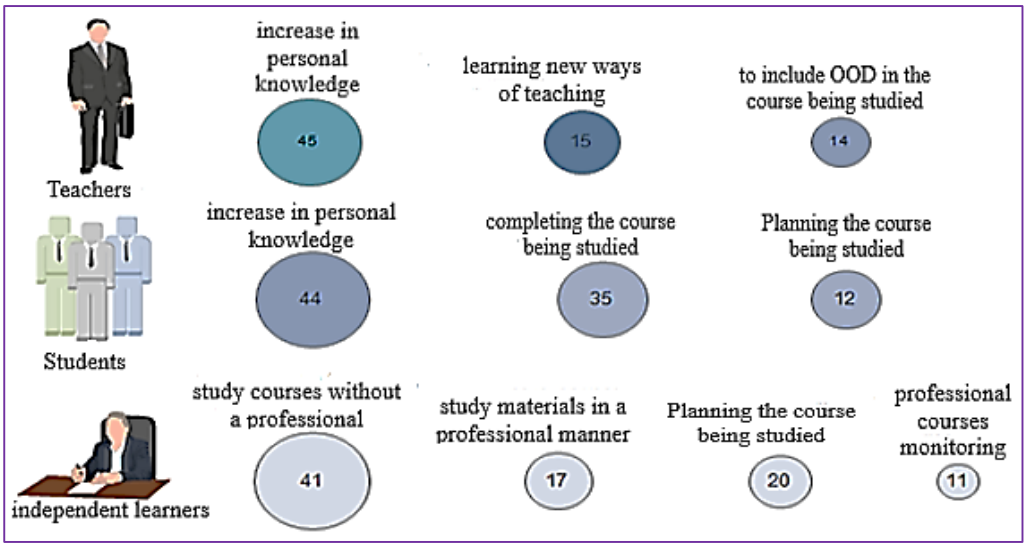

Figure 1. **Purposes of application to OER by categories of users**

The fact that knowledge takes the main place in economic growth dramatically changes the place of education in the structure of social life.

Acquiring new knowledge, information, skills, experience, directing them to their renewal and development remains the defining competence of society members.

INTERNATIONAL SCIENTISTS	RESEARCH WORKS	LOCAL SCIENTISTS	RESEARCH WORKS
AYTAN, BURAK and ŞAKAR, CEMAL OKAN	Deep learning-based Turkish spelling error detection with a multi- class false positive reduction model	Davronov Rifkat Rakhimovich	Advancing Uzbek Language Processing: A Comprehensive Approach To Grammar Error Correction With The Uzt5 Model
Panina M.F., Baytin A.V., Galinskaya I.E.	Automatic correction of types in search queries without taking into account context	Nazirova E.Sh., Abidova Sh.B., Uzakova M.A.	Model And Algorithms Of Bilingual Electronic Translation For Turkish Languages
Ugurcan Arıkan , Onur Güngör , Suzan Uskudarli	Detecting Clitics Related Orthographic Errors in Turkish	Tuylieva L. A	Interfering Influence of the Uzbek Language in Learning Russian
Timur Kocaoğlu	To The Problem Of Palatine Harmony Of Vowels In The Uzbek Language	Andreeva K.A., Kogai V.N.	Algorithm For Correcting Errors In Search Questions Based On The Differences In The

			Russian And Uzbek Languages
Rıfat Aslıyan, Korhan Gunel, and Tatyana Yakhno	**Detecting Misspelled Words in Turkish Text Using Syllable *n*-gram Frequencies**	**G‘.Abdurahmonov, Sh.Shukurov, Q. Mahmudov.**	**Historical grammar of the Uzbek language**
Ebru Yılmaz Ince	**Spell Checking and Error Correcting Application for Turkish**	**Rohmotulloyev Sh.**	**Modern literary Uzbek language**
Bharathi Raja Chakravarthi, Priya Rani, Mihael Arcan, John P. McCrae	**A Survey of Orthographic Information in Machine Translation**	**Adilova F.T., Davronov R.R., Safarov R.A.**	**An Uzbek Language Pre-Trained Model**
Murat Aydoğan, Ali Karcı	**Spelling Correction with the Dictionary Method for the Turkish Language Using Word Embeddings**		
Asiye Tuba Koksal1, Ozge	**A Benchmark Dataset for**		

Bozal1, Emre Yurekli1, Gizem Gezici1;	**Turkish Text Correction**		

Table 1. This table shows the scientific research of foreign and republican scientists about software and models for finding syntax and grammatical errors belonging to the Turkiy languages family.

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THE COMPARATIVE ANALYSES OF SEMANTIC AND LINGUOCULTUROLOGICAL ASPECTS IN ENGLISH, GERMAN, RUSSIAN AND UZBEK PROVERBS

Аннотация. В статье приведены результаты лингвокультурологического анализа английских, немецких, русских и узбекских пословиц в ходе которого выявлены различия межъязыковой культуры.

Ключевые слова: пословицы, паремиология, лингвокультурология, фразеологическая единица, практичность, анализы.

Linguoculturology is one of the new directions of linguistics, and it is a science that studies culture, customs and traditions that are formed on the basis of the collision of language and culture which are simultaneously reflected in the language of all nations. Linguocultural studies combines language teaching, whereas it provides certain information about the country of the language being studied. The interconnection of linguoculturology with phraseology were studied from different points of view as we, in our research, are learning it with the help of another branch of linguistics – paremiology. This branch was based on the proverbs of different topics and with the effort of them we can be learnt about the culturology of the countries through their languages. As we know, linguoculturology is the branch which can discuss the relationship between the language and the culture.

One of the main phraseological units which are included in Phraseology by Koonin A. V. as phraseological units are proverbs and sayings. 'A proverb', as Arnold defines in her book "The English word", 'is a short familiar epigrammatic saying expressing popular wisdom, a truth or a moral lesson in a concise and imaginative way [Arnold I. V. "The English word" "Высшая школа" 1973 p.161].

They have much in common with set expressions because their lexical components are also constant, their meaning is traditional and mostly figurative and they are introduced into speech readymade.' They are often borrowed from similar languages and cultures and sometimes come down to the present through more than one language. Every culture has its language picture of the world which differs from others and also is described in proverbs. While studying proverbs in a comparative way we can come across with the similarities and differences between them. The research on the topic "The analyses of linguoculturological aspects in proverbs" has newly being investigated although there were some other works by Vasleva S. 1. , Antonova I. K., Putin A. A. done on the same topic, but in a different way of analysis [Sharipova N. E. “Linguoculturological aspects of proverbs and sayings in English, German and Uzbek languages”, Oriental culture #8 pp.246-250].

According to J. Buranov and A. Muminov proverbs and sayings exist also as readymade units with a specialized meaning of their own which cannot be deducated from the meaning of their components.[Buranov J, Muminov A "A Practical course in English Lexicology" Tashkent "Ukituvchi" 1990] Therefore, they may be included in phraseological units. As for Koonin A. V. proverbs are always considered as sentences. They have dedactical aims by which readers could be taught. Differing from other phraseological units, proverbs can often be complex sentences. Supporting this scientist's ideas one of the most famous German linguists Spirband G. K. says although they are complex sentences they can be used as phrases in sentences [Spirband G. K. "Sprichwörter im Deutsch" Berlin. 1988].

I.R. Galperin in his book “Stylistics” mentions that proverbs and sayings have certain purely linguistic features which must always be taken into account in order to distinguish from ordinary sentences [Galperin I. R. "Stylistics" Moscow, 1971 p 179].

They are brief statements showing in condensed form the accumulated life experience of the community and serving as conventional practical symbols for abstract ideas. The scientist proved his ideas of proverbs having meter, rhyme and

alliteration with the help of such examples as ‘to cut one’s coat according to one’s cloth’ or ‘Early to bed, early to rise, makes the man healthy, wealthy and wise’.

In our research, we try to compare English, German and Uzbek proverbs studying their semantic and linguoculturological aspects.

According to the web sites on the topic of our research, the uzbek consider lions as the symbol of bravity and strength, camels as strong patience, donkeys as laziness, sheep as calmness and so on. And it can be seen in the context of their proverbs. In most of Uzbek proverbs animals are used as the symbol of peolpe characters .

Eshak Makkaga borgani bilan mulla bo’lmas.

O’zingni el bilsang, o’zgani sher bil.

The topics of the proverbs in all languages compared by us can be chosen from the natural events till the life experiences.

Be one flash.

Mann und Weib sind ein Lieb.

(Er-xotin bir tanu bir jon.)

Er –xotin – qo‘sh ho‘kiz.

Although this proverb shows the awkward use of its semantics, the concrete meaning of it is very sensative: «Two bulls can work in the land better than one and wife and husband are able to support their family better together.

Proverbs have the easy forms of understanding and remembering which strength their meanings as the means of ethnopedagogy. They can keep in memory very well. The rythm of them can help the users to remember and utilize in their speech rapidly. The main tool of proverbs is upbringing which give the very genre the status of special means of education.

There is an option in the human mind that proverbs are considered as the heritage of our old generation. «Yaxshi xotinning bolalari ham yaxshi bo‘ladi (Russian), «Aql katta bo‘lganda kiradi, tarbiya tug‘ilgandan boshlanadi» (Uzbek), «Yaxshi go‘shtning sho‘rvasi totli, yaxshi odamning bolasi totli» (Kirgiz) and so on. However, the the very dones of the child gives the responsibility to himself at

the same time. «Ahmoq o‘g‘ilga ota ham aql bo‘lolmaydi», «Ahmoq o‘g‘ilni ota ham yo‘lga sololmaydi». In the proverbs the comfortable and uncomfortable forms upbringing are also described. Every nation has the necessaty of being respectful to teachers- pedagogs. The great attention is turned to the fame of parents: «Ota puli bilan emas, ota aqlli bilan yashash kerak», «Eskichada ham, yangichada ham ota o‘g‘ildan qutlug‘», «Otalar so‘zi aqlning ko‘zi». There are several topics such as friendship, labour, happiness failure, victory, love and so on are described in proverbs. In some times they help to renew life from the beginning in other cases turn it into the opposite side. It is known that proverbs have the lyric poetical forms and it can be very important to save these forms while translating them form one language into others. For instance:

Borgen macht Sorgen.

qarz olmoq, baloga qolmoq.

There are several zoonomic English, Uzbek and German proverbs which express the positive and negative features of people. The lexic unit Pig(Cho’chqa-das Schwein) is the widely sreded ones among them. Pigs are the usual domestic animals in Germany. Besides, there are a lot of wild pigs (das Wildschwein) in the german forests. But in our country this animal isn’t frequently fed. Pigs are considered as the symbol of richness and good luck for the German. For example : er hat Schwein – u sog‘lom; omadi keldi; er hat Schwein gehabt – unga omad juda kulib boqadi; das nenne ich Schwein – mana bu omad! At the same time in our culture and in the culture of German people pigs are the negative sides in ts meanings. Masalan: armes Schwein — bechora; bluten wie ein Schwein – qonga botmoq; schwitzen wie ein Schwein – terga botmoq and so on.

Such kind of features can also be seen with other domestic or wild animals. For instance "Осла хоть в Париж, все будет рыж." "Eshak makkaga borgani bilan halol bo'lmas"(The donkey couldn’t be honest after visiting Makka) In the Uzbek and Russian proverbs a Donkey is symbolized as the symbol of stupidness. But differing from these two countries German people use another animal - A monkey in this way "Ein Affe bleibt ein Affe werder Konig oder Praffe". But this very

animal is characterized as the symbol of activeness and cunning in the Uzbek language. English people avoid using animals as the symbol of stupidity in their proverbs and take examples from real life: All are not saint that go to the church. Some proverbs of these countries are similar in structure and meaning but differing from using words. For example, in German proverb "Besse ein Spatz in der Hand, Als eine Taube auf dem Dach" the birds Taube- a dove and Spatz-a sparrow are used in order to give the main meaning. Russian people use "Синица" and "Журавль”in this way."Лучше синицу в руки, чем журавля в небе". But English people take this meaning generally and use a bird in this way. A bird in the hand is worth two in the bush. Differing from others Uzbek people don't use any bird in this proverb. They get this meaning with the help of reality "Uzoqdagi quyruqdan yaqindagi o'pka yaxshi"(It is better to have a lung nearer than a buttocks in farther)

In Uzbek proverbs "Daryo bo'yida quduq qazimoq» (To dig a well in the river) we can understand that it's no use of bringing something where it is out of use. But this very proverb is used in other three languages with proper names.

To carry coals to Newcastle.

Eulen nach Athen tragen.

Ехать в Тулу со своим самоваром.

The meaning of these proverbs shows that there is no use of carrying owls to Athens as it is the land of owls, coals to Newcastle where they are produced themselves *and* samovar to Tula as this city is famous for its samovars.

In proverbs the rhythm plays the main role to show the general meaning of it. Every language that have been discussing by us can come across with this as the most proverbs form lyrically and contain from one to four parts as poems do.

No pain, no gain.

Ohne Fleiß, kein Preis.

Без труда не вытащищь и рыбку из пруда.

Mehnatsiz rohat yo’q. (without labour there is no pleasure)

Or poemically as English proverbs show:

Early to bed,

As early to rise,

Makes the man healthy,

Wealthy and Wise.

In some proverbs there is the similarity of forms and meanings, in four languages we can see their equal translations:

One scabbed sheep will mar a whole flock.

Ein räudiges Schaf stekt die ganze Herde an.

Паршивая овца все стадо портит.

Bitta tirraqi buzoq butun podani bulg'aydi. (**One scabbed sheep will mar a whole flock.)**

Gewohnheit wird zur zweiten Natur.

Habit is second nature.

Привычка – вторая натура.

Одат – иккинчи табиат. (Habit is second nature)

Рука руку моет.

Ein Hand wäscht die andere.

One hand washes the other.

Кулни кул ювар. (One hand washes the other.)

Куп хурган ит тишламас. (A barking dog seldom bites.)

Hunde, die viel bellen, beißen nicht.

A barking dog seldom bites.

Брежливые собаки не кусаются.

Mainly in proverbs animals are used in order to express the characters of people as in the four languages they are given the same. For instance, in order to give the meaning that there is no use of teaching the man who is the best in his field 'fish' and 'bird' are taken in all languages being analyzed by us as there is no use of teaching a fish to swim or a bird to fly:

Lehre nicht die Fische schwimmen.

You teach a fish swim.

Не учи рыбу плавать(а голубя летать)

In some proverbs not only animals but also objects are given the meaning of people characters as in the following proverb the quickness of the youth is expressed as the symbol ‘broom’ saying that the new one sweeps cleaner than the old one:

Neue Besen kehren gut.

A new broom sweeps clean.

Новая метла чисто метет.

Yangi supurgi toza supurar. (A new broom sweeps clean.)

According to the classification theory of Maslova V. A. above the linguoculturemes which make the semantic structures of the words in the proverbs in three languages are classified by us as following [Маслова В.А. Лингвокултурология. – М.: «Академия», 2001. – С. 9.]:

Words	Free meanings	Cultural meanings
To‘n	“The long cloth till the ankle”	Uzbek
Palov	“the meal prepared in a fried way with rice	Uzbek
Wurst	“the toasted sausages”	German
Currywurst	“German special snack”,	German
Toast	“dried bread”,	English
Newcastle	The town of England which is famous for its coals	English

Our research also raises the problem about proverbs that whether the components of them are given only in their transitive meanings or in direct

meanings too. Thoroughly investigating this phraseological unit we could get some important results which would be facts for our future discussions.

While analysing the English, German and Uzbek proverbs in a comparison way studying the semantic features on several topics we have to make the following conclusive points:

• In translating English and German proverbs into Uzbek or vice versa it is very important to keep the general meaning of them. For this, working with proverbs it is very essential to learn thouroughly out the semantic features and free meanings of these very language units. Otherwise, the translation of them can't be the equalent with the free meaning;

•The several topics in proverbs can be expressed in different languages within their various stuctures and meanings;

• In most of the English, German and Uzbek proverbs animals are also used in order to express the positive and negative characters of people.

• Some topics in English proverbs can be expained with the symbol of animals whereas in the other languages it can be expressed in other ways of expressions.

With the help of these results we can answer to the question about transitive and direct meanings. According to results, the components of the proverbs can be not always but rarely be in their direct meanings in English, German, Russian and Uzbek proverbs. With the help of our research we can analyze the unit of paremiology not only from their meanings but also their structure can also be learnt as the other new field of our further investigations. In this way, it can be the novelty of these two fields as we compare more languages belong to different families of languages in different fields of discussion.

The analysis has newly been made from this point of view and it is still being done in our further investigations.

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GRADUONIMIYA VA ANTONIMIYANING O‘ZARO ALOQADORLIGIGA DOIR

Annotatsiya. Mazkur maqolada leksik-semantik munosabatlarning ikki turi bo‘lmish graduonimiya va antonimiya hodisalarining o‘zaro aloqadorligi va farqli jihatlari o‘zaro solishtirilgan bo‘lib, til tizimida har ikkala munosabatlarni aniqroq tushunishga xizmat qiladi.

Kalit so‘zlar: graduonimiya, antonimiya, darajalanuvchi antonimlar, konversiv juftliklar, qutbiy antonimlar, parallel antonimlar.

Antonimiya hodisasi yoki ma’no zidlanuvi tilshunoslik tarixida semantik munosabatlarning zaruriy bir ko'rinishi sifatida alohida o‘ringa ega. Semantik munosabatlar bobida hali yechimini kutayotgan chalkashliklar mavjud, chunonchi, antonimiyaga sinonimiyaning bir ko‘rinishi deb qarash shular jumlasidandir. Vaholanki, sinonimiya va antonimiya o‘zaro turli tipdagi ma’noviy munosabatlarda bo‘lib, jahon, xususan, o‘zbek tilshunosligida yaxshi o’rganilgan. Masalan, antonimiyaning конверсивность, дополнительность (qo‘shimchalik), “implitsit gradatsiya”li antonimlar kabi masalalari tadqiq etilgan [3]. Shuningdek, darajalanishga bag‘ishlangan O.Bozorovning tadqiqotida antonimiyaning graduonimiya bilan munosabati haqida ham qisqa ma’lumot bor [1, 85-86]. “On Antonymy in English” maqolasi muallifi In Seok Yang antonimlarni ikki kategoriyaga ajratadi [4]. Shu asosda biz ularni graduonimik qatorni hosil qila

oladigan, ya’ni qutblari antonimlardan iborat va har ikki so‘z antonim hisoblanganda ularning o‘zaro emas, alohida-alohida graduonimik qatorini hosil qilishi mumkin bo‘lgan antonimlarni tahlil qilishga e’tiborimizni qaratamiz. Antonimlar, ingliz olimlarining fikriga ko‘ra, darajalanuvchi, ya’ni qiyosiy va orttirma darajalarga ega bo‘la oladi, to‘ldiruvchi va konversiv juftliklarda esa daraja yo‘q. Shularni inobatga olgan holda darajalanuvchi antonimlar graduonimik qatorni hosil qilishi mumkin, degan fikr kelib chiqadi, ya’ni *single-married* o‘rtasida hech qanday oraliq so‘z bo‘lishi mumkin emas. *Big-small* antonimlari o‘rtasida esa normal so‘zini qo‘yib, shu bilan birga har ikki antonimning konnotativlik asosida darajalanishini ko‘rish mumkin. Yuqorida tilga olingan maqoladagi yana bir fikrga nisbatan munosabat bildirish uchun ingliz tilidagi antonimlar asosida graduonimik munosabatlarni ko‘rib chiqish maqsadga muvofiq.

Antonimlar – juftligiga berilgan savollar javoblariga ko‘ra ajratiladi [1, 75]. Antonimlarning ushbu guruhlarga ajratilishining asosiy sababi **“Hov-Adj - - -”** shaklidagi so‘roq gapga beriladigan javobga bog‘liqligidadir. *Qutbiy* va *parallel* antonimlarga har ikkala antonimlarni qo‘llagan holda javob berilishi mumkin bo‘lganligi uchun ular *neutralizable* (neytrallashuvchi) deb qabul qilinar ekan, bu quyidagi misollar orqali isbotlanadi: *(1) a. How old is he? How young is he? (2) a. He’s 60 years old/*young. b. He’s 30 years old/*young. c. He’s one day old/*young. (3) a. He’s very young/*old. b. He’s as young/*old as she is* [4]. Ushbu savollarga javoblardan (2) dagi *old* qatnashgan barcha javoblar o‘rinli, *young* bundan istisno. Demak, old so‘zini bu yerda *old/young* antonim juftliklarining markerlanmagan (unmarked) a’zosi deb qabul qilish mumkin. Shuni ham e’tiborga olish kerakki, (3) dagi javoblarni davom ettiruvchi gaplarning mavjudligi javobning to‘liq bo‘lishini ta’minlaydi. Masalan, *“he is two years old/*young”*. Muallif neytrallashuvchi antonimlar juftliklarining pragmatik asoslarini ko‘rib chiqar ekan, *old* va *young* antonimlarining yosh shkalasida juftliklar o‘rtasida keskin chegara yo‘qligini ta’kidlaydi. U qarilik yoshlikdan boshlanib, yoshlik qarilikgacha davom etishini quyidagi chizmada tasvirlab ko‘rsatadi (diagramma In-

Seok Yang. On antonomy in English. Language and linguistics. Volume 19, p. 90 dan olingan):

Continuum of age *young↔old*

0 Start terminus 0 → → → → → → → → → → → → → → → → → → boundary

Endi antonimiyaning bevosita graduonimiya bilan aloqadorligi masalasiga keladigan bo‘lsak, graduonimiya – sinonimiya va antonimiyani o‘zida mujassam etuvchi alohida til hodisasi sifatida antonimiyaga ham aloqadordir. Binobarin, graduonimik qatorning ikki qutbi, chegarasi bora-bora zidlilik darajasiga yetar ekan, bu ham, qaysidir ma'noda antonimiyaga misoldir. Shu bilan birga olim neytrallashuvchi antonimlar deb atagan juftliklarni tahlil qilar ekanmiz, ko‘p hollarda bunday antonimlar graduonimik qatorga ega bo‘la oladi, degan xulosaga keldik va ushbu juftliklar graduonimik qator ichida joylashishini quyida keltiramiz [2, 100]:

Continuum of age *young old*

0 newborn → baby → infant → toddler → child → youngster → teenager → adult → oldster

Start terminus

0 → → → → → → → → → → → → → → → → → 100

Xuddi shunday qatorni o‘zbek tilida ham kuzatish mumkin (1-ilova):

ninni ~ chaqaloq ~ go‘dak ~ bola ~ bolakay ~ o‘smir ~ o‘spirin ~ yigit ~ erkak ~ amaki ~ chol

Bu qator jins nafaqat yosh, balki jins (erkak) semasi ustuvorligi asosida ham tuzilgan bo‘lib, unga zid (ayol) zanjirni quyidagicha ifodalash mumkin:

ninni ~ chaqaloq ~ go‘dak ~ bola ~ qizaloq ~ o‘smir qiz ~ o‘spirin qiz ~ qiz ~ juvon ~ opa ~ ayol ~ xola ~ kampir ~ momo...

Mazkur qatordagi ostiga chizilgan so‘zlar birliklarning (o‘ta) nisbiyligini, o‘zgaruvchan va konversiv (bir-biriga o'tuvchan) xarakterda ekanligini, hatto kontekstual-konnotativ bo‘yoqdorligini (shevaga xoslik, individuallik, xoslanganlik, jargon kabi) ham namoyish etadi. Bu esa, turli guruhdagi antonimlardan tashkil topgan graduonimik zanjir(lar)ning nafaqat ochiqligini, balki (qator) a’zolarining transpozitsion, konversiv va hatto temporal tabiatga ham egaligini yana bir karra isbotlaydi.

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THE IMPORTANCE OF A FOREIGN LANGUAGE FOR FUTURE LAW ENFORCEMENT OFFICERS

Annotation. This article focuses on the how important value of knowing foreign languages in future officers. As the world becomes increasingly globalized, the ability to communicate effectively in multiple languages is becoming an invaluable asset for law enforcement officers. In an increasingly diverse society, the proficiency in a foreign language can greatly enhance a law enforcement officer's capacity to engage with and serve members of different cultural and linguistic backgrounds.

Key words: law enforcement agencies, Diverse Society, Communication Skills, Effective Collaboration, Competitive Edge in the Job.

Fluency in a second or third language allows officers to build trust and rapport more easily with non-English speaking communities. This can be crucial when responding to emergencies, conducting investigations, or simply providing assistance to those in need. By being able to communicate directly, without the need for translation, officers can gather more accurate information, de-escalate tense situations, and ensure everyone involved fully understands the proceedings.

As future law enforcement officers, proficiency in a foreign language is crucial for enhancing communication skills in a diverse society. In an increasingly globalized world, police officers often find themselves interacting with individuals from a wide range of cultural and linguistic backgrounds. The ability to effectively

communicate and understand these diverse communities is paramount for building trust, gathering intelligence, and resolving conflicts.

Beyond basic language skills, a deeper understanding of cultural norms, customs, and communication styles can greatly improve an officer's ability to engage with the public. **Fluency in a foreign language opens up new avenues for building rapport, defusing tense situations, and gathering critical information that may be inaccessible to those without linguistic skills.** This level of communication proficiency is essential for modern law enforcement, where officers must navigate complex social environments and respond to a wide range of challenges.

Furthermore, language skills allow officers to better understand the unique perspectives and lived experiences of the communities they serve. This enhanced cross-cultural understanding fosters greater sensitivity, empathy, and the ability to tailor communication strategies to individual needs. Ultimately, the mastery of a foreign language is a powerful tool that can significantly improve an officer's effectiveness, strengthen community relations, and contribute to the overall success of law enforcement in a diverse society.

As law enforcement officers, it is crucial to develop a strong sense of cross-cultural understanding and sensitivity. In our increasingly diverse communities, being able to effectively communicate and empathize with individuals from different cultural backgrounds is essential for building trust, defusing tensions, and ensuring fair and equitable treatment. By learning a foreign language, officers can gain valuable insights into the customs, values, and perspectives of the communities they serve, fostering a deeper appreciation for cultural differences. This not only enhances their problem-solving skills, but also enables them to respond to situations with greater nuance and compassion.

Furthermore, proficiency in a foreign language allows officers to engage more directly with community members, breaking down language barriers and facilitating meaningful dialogue. This open exchange of information and ideas can lead to a greater understanding of the unique challenges and concerns faced by

different cultural groups, helping law enforcement agencies to develop more tailored and effective strategies for addressing community needs. By bridging the gap between officers and the communities they protect, language skills can play a crucial role in building trust, reducing conflicts, and promoting positive interactions.

There are 4 types of methods for providing a Competitive Edge in the Job Market:

1) Enhanced Skillset. Proficiency in a foreign language gives future law enforcement officers a distinct advantage in the job market. It demonstrates a diverse skillset and the ability to effectively communicate with a wide range of individuals, which is crucial in today's increasingly globalized society. Employers highly value candidates who can bridge language barriers and navigate cross-cultural interactions with ease.

2)Specialized Knowledge. By learning a foreign language, aspiring law enforcement officers can gain specialized knowledge about the cultural norms, customs, and perspectives of the communities they serve. This understanding can prove invaluable in building trust, defusing tensions, and tailoring their approach to the specific needs of diverse populations. Bilingual or multilingual officers are better equipped to handle sensitive situations and gather critical intelligence.

3) Competitive Advantage. In an increasingly competitive job market, the ability to speak a foreign language can set candidates apart from their peers. It demonstrates a commitment to continuous learning, adaptability, and a willingness to go the extra mile to serve the community effectively. Employers often prioritize candidates with language skills, as they can contribute to the organization’s diversity, inclusion, and global outreach initiatives.

4)Career Advancement Opportunities. Proficiency in a foreign language can open up a wider range of career opportunities within the law enforcement field, such as working in specialized units, serving as translators or interpreters, or even taking on international assignments. This can lead to greater job satisfaction, increased earning potential, and a more diverse and fulfilling career path for future law enforcement officers.

In today's increasingly interconnected and diverse world, the ability to communicate effectively in multiple languages has become an invaluable asset for law enforcement officers. As police forces strive to build stronger relationships with the communities they serve, proficiency in foreign languages is no longer a nice-to-have, but a critical skill that enables officers to bridge cultural divides, gather vital intelligence, and respond more effectively to a wide range of situations.

Beyond the obvious benefits of improved communication, language skills also enhance an officer's problem-solving and critical thinking abilities. By being able to access a broader range of information sources, understand cultural nuances, and engage directly with individuals from diverse backgrounds, language-proficient officers can gain a more holistic understanding of complex issues, devise more tailored solutions, and foster greater trust and cooperation within the community.

When officers can converse fluently with community members in their native tongue, it signals a genuine effort to engage and connect. This open dialogue facilitates the sharing of perspectives, concerns, and ideas - key to developing collaborative solutions to local challenges. Furthermore, language proficiency allows officers to gather more accurate intelligence and intelligence, strengthening their ability to effectively respond to the unique needs of the communities they serve.

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OVERCOMING THE CHALLENGES OF INTEGRATING MOBILE LANGUAGE LEARNING APPS IN FOREIGN LANGUAGE INSTRUCTION

Abstract: The integration of mobile language learning applications (MLLAs) in foreign language teaching has gained significant attention in recent years. While these innovative technologies offer various benefits, such as enhanced accessibility, personalized learning, and increased engagement, their implementation in language classrooms also presents unique challenges. This article examines the key problems associated with the use of MLLAs in foreign language instruction and proposes remedies to address these issues. The study explores factors like technological limitations, learner diversity, pedagogical integration, and teacher readiness, among others. By identifying and providing solutions to these challenges, the article aims to offer practical insights for educators and institutions seeking to effectively leverage the potential of MLLAs in their language teaching practices.

Keywords: Mobile Language Learning Apps, Foreign Language Instruction, Technological Challenges, Pedagogical Integration, Teacher Training

Introduction:

The rapid advancements in mobile technology have revolutionized the field of language learning, with the emergence of a wide range of mobile language learning applications (MLLAs). These apps promise to deliver personalized, interactive, and on-the-go language learning experiences, catering to the needs of modern learners. However, the integration of MLLAs into foreign language

teaching and learning environments often faces various challenges that need to be addressed for successful implementation.

Main Part:

The integration of MLLAs in foreign language instruction faces several technological limitations that can hinder their effective implementation. Device compatibility and accessibility issues can arise, with varying device specifications and operating systems making it challenging to ensure a consistent user experience across different devices. Reliance on stable internet connectivity can also be a significant limitation, as many language learners may not have consistent access to high-speed internet, particularly in remote or underdeveloped regions[1]. Additionally, concerns about data privacy and security can limit the adoption of MLLAs, as learners may be hesitant to share personal information or risk potential data breaches. Battery life and device management also pose logistical challenges, as continuous use of MLLAs can quickly drain device batteries, disrupting the learning experience. Furthermore, limited customization and personalization options in some MLLAs can make it difficult for educators to align the apps with their specific curriculum, teaching methods, or learner preferences, hindering the seamless integration of these technologies into the broader language learning ecosystem.

Unstable internet connectivity poses a significant challenge in using Mobile Language Learning Apps (MLLAs) for teaching foreign languages[2]. In many regions, access to stable and high-speed internet is limited or unreliable, hindering the seamless integration of MLLAs into language instruction. Unstable internet connectivity can disrupt the delivery of multimedia content, such as audio and video lessons, leading to buffering issues and interrupted learning experiences. It also hampers real-time interactions, such as live video conferencing or online language exchanges, which require a stable internet connection. Furthermore, the reliance on internet connectivity for data synchronization, progress tracking, and accessing online resources can impede learners' ability to engage with the MLLA consistently. To address this limitation, MLLA developers can focus on

implementing robust offline functionality, leveraging caching and buffering techniques, and adopting adaptive streaming technology to optimize the learning experience in low-connectivity environments. Additionally, exploring alternative connectivity options such as cellular networks and establishing local caching or streaming servers can help mitigate the impact of unstable internet connectivity, ensuring that language learners can access MLLAs and continue their language learning journey regardless of internet limitations.

Limited offline functionality is a notable limitation when using Mobile Language Learning Apps (MLLAs) for teaching foreign languages. Many language learners may not have consistent access to high-speed internet, particularly in remote or underdeveloped regions. This lack of reliable internet connectivity can restrict learners' ability to continue practicing their language skills when offline. Offline functionality allows learners to access language lessons, vocabulary, and other resources without the need for an internet connection, ensuring uninterrupted learning experiences. By offering offline accessibility, MLLAs can provide learners with the flexibility to study and practice languages at their own convenience, regardless of their internet access. To address this limitation, MLLA developers can focus on incorporating offline features, such as allowing learners to download content for offline use, implementing offline practice exercises, and enabling synchronization capabilities to save progress and data when offline[3]. By enhancing the offline functionality of MLLAs, language educators can ensure that learners have continuous access to language learning resources and opportunities for skill development, regardless of their internet connectivity limitations.

Ensuring device compatibility and providing technical support are crucial aspects of using Mobile Language Learning Apps (MLLAs) for teaching foreign languages. With a wide range of devices available in the market, it is essential for MLLAs to be compatible with various operating systems, screen sizes, and device specifications. This compatibility ensures that learners can access the app seamlessly regardless of the device they are using. Additionally, offering comprehensive technical support to learners helps address any issues they may

encounter during installation, setup, or usage of the MLLA. Prompt troubleshooting assistance and clear guidelines contribute to a smoother user experience and enable learners to make the most of the language learning app.

Improving internet infrastructure is vital for overcoming connectivity challenges in using MLLAs[4]. By investing in robust internet infrastructure, educational institutions and policymakers can ensure that learners have access to reliable and high-speed internet connectivity. This infrastructure development includes expanding broadband coverage, enhancing network reliability, and promoting equal access to internet services, particularly in remote or underserved areas. Moreover, promoting the development of offline-friendly MLLA features is crucial to cater to learners with limited or unstable internet access. Offline functionality allows learners to download lessons, resources, and practice exercises, enabling them to continue their language learning activities even without an internet connection[5].

Addressing data privacy and security concerns is paramount when using MLLAs. To instill trust and confidence among learners, MLLA developers must implement robust data privacy policies and guidelines. This includes ensuring secure storage and transmission of user data, obtaining informed consent from learners regarding data collection and usage, and complying with relevant data protection regulations. Additionally, providing transparent information about data handling practices and offering options for learners to control their data privacy preferences are crucial steps in addressing concerns related to data privacy and security. By prioritizing data protection and privacy, MLLAs can create a safe and secure learning environment for language learners.

Conclusion:

The integration of mobile language learning applications in foreign language instruction holds tremendous potential, but it also presents a range of challenges that must be addressed. By acknowledging and addressing the technological limitations, learner diversity, pedagogical integration, and teacher readiness issues, educators and institutions can harness the full benefits of MLLAs and enhance the

language learning experiences of their students. Through a strategic and multifaceted approach, the barriers to MLLA integration can be overcome, paving the way for more effective and engaging foreign language instruction.

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THE ROLE OF CUSTOMS TERMINOLOGY IN ENGLISH IN THE ACTIVITY OF CUSTOMS AUTHORITY

Annotation. This article focuses on the significant aspects of Uzbekistan's customs officers' widespread use of English terminology related to customs in order to enhance the quality of their English-language communication with foreign economic participants regarding customs matters and to effectively implement the

concepts presented in international conventions within the country's customs system.

Key words: Customs English terminology, special field, international trade, sales contract, commercial invoice, international treaty, customs procedure, customs dossier.

Annotatsiya. Ushbu maqola O‘zbekiston bojxona organlari faoliyatida xorijiy davlatlarning tashqi iqtisodiy faoliyat ishtirokchilari bilan ingliz tilida muloqot qilish sifatini oshirish hamda xalqaro konvensiyalarda ilgari surilgan g‘oyalarni milliy bojxona tizimida samarali qo‘llash maqsadida bojxona xodimlari uchun ingliz tilidagi bojxona terminologiyasini keng qo‘llashning muhim jihatlariga bag‘ishlangan.

Kalit so‘zlar: Ingliz tilidagi bojxona terminologiyasi, maxsus soha, xalqaro savdo, oldi-sotdi shartnomasi, tijorat hisob-fakturasi, xalqaro shartnoma, bojxona tartib-taomillari, bojxona hujjatlari.

The English language is crucial in our daily lives as it facilitates communication. It serves as the primary medium of instruction for various subjects, particularly in specialized fields, globally. Students benefit greatly from English as it expands their horizons, enhances emotional intelligence, and enhances quality of life through increased employment prospects.

Furthermore, because English is the main language used for communication in many nations, its use as an international language is expanding over time. English is also frequently used in the literature and media sectors to produce books; most authors choose it because the bulk of readers are only familiar with it and it allows them to express their views most effectively.

According to a chairman of the Customs Committee under the Ministry of Economy and Finance, the training of foreign languages, specifically English, is particularly important for the Customs sector. When it comes to international trade and customs procedures like sales contracts and business invoicing, English is a language that is frequently utilized. Additionally, Customs officers are more

acquainted with performance rules because to the English terms used in customs. The Customs shall follow the requirements of such international treaties in cases where conflicts occur or where Uzbekistan has signed or joined them deviate from the provisions of the Law.

The main reason for selecting this article is to enhance the ability to differentiate and analyze between common English words and Customs terminologies. Several examples will now be provided. The initial term is “to charge.” When we think of this word, the phrase “charging a battery” may come to mind, but in the context of Customs, charging a battery is irrelevant. In this case, “to charge” refers to imposing tax, which is a sum of money that the government mandates individuals to pay based on their income and property value. Similarly, the term “duty” may be perceived by those with a general understanding of English as a synonym for “a moral or legal obligation, a responsibility.” However, in Customs, duties are fees imposed on goods and modes of transportation as they cross international borders. Therefore, it is crucial for every citizen, particularly Customs officers, to familiarize themselves with such terms to avoid confusion. To address these misconceptions, this article discusses thesis proposals and the significance of Customs terminology courses.

To ensure that Customs officers are proficient in Customs English terminology and can effectively carry out their professional duties and operational activities in Customs units, training courses in English are the most effective method to enhance their knowledge in the field. These courses enable officers to gain a clearer understanding of Customs terminology, as well as the meaning of commercial documents and Customs dossiers. Consequently, officers are able to accurately execute Customs procedures for enterprises, thereby minimizing errors in their public duty performance. Specifically, the professional teachers of Customs Institute wrote the manual “English for Customs” to update more acknowledge studying more conveniently for cadets and officers.

Understanding the terminology of Customs English in professional settings is crucial for individuals working in the fields of Customs, Taxation, and Banking.

It not only allows for effective communication with colleagues in different Customs units but also aids in comprehending Customs operations. Proficiency in basic Customs procedures and terminologies, as imparted by instructors and professionals, enhances translation efforts, enabling foreign readers and partners to grasp Customs processes and overcome obstacles encountered by both domestic and international businesses. Learning special fields in English helps Customs officers to improve their ability to read Customs dossiers and shorten the time of receiving and settling the Customs dossiers, thereby facilitating enterprises in the implementation of the Customs procedures.

The Customs Institute effectively utilizes a variety of teaching techniques, such as presentations, teamwork, illustrative examples, and hands-on experience, to facilitate the rapid understanding of English terminology and specialized knowledge by aspiring Customs officers. Moreover, the curriculum aligns with the practical demands of professional roles within the field.

As a conclusion in order to promote the English learning movement in the Customs sector and help Customs officers to improve their knowledge of studying and practicing their English skills for international integration, the project for organizing English training courses for Customs officers should be approved.

In the coming time, the intelligent cadets of Customs Institute will implement many solutions and prepare the English program for future Customs officers who can work with foreign entrepreneurs and passengers in the next years.

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ПРИМЕНЕНИЕ ТЕХНОЛОГИЙ ДЛЯ ДИСТАНЦИОННОГО ОБУЧЕНИЯ ПРИ ПРЕПОДАВАНИИ ИНОСТРАННОГО ЯЗЫКА

Аннотация: В статье рассматриваются преимущества применения дистанционных технологий в обучении иностранным языкам в школах и в вузах для студентов нелингвистических направлений. Данное исследование позволило сделать вывод о том, что применение дистанционной формы обучения позволяет решать проблемы дефицита учебного времени и эффективности обучения грамматике иностранного языка.

Ключевые слова: дистанционная форма обучения, получения информации, образовательный процесс, интерактивность, интернет-ресурсы, методика преподавания, информационно-коммуникационная среда, компьютерные телекоммуникационные технологии.

Современное общество предъявляет большие запросы к образованию и общему развитию учеников, эффективности усвоения программы. Нужно обучить каждого ученика за небольшой промежуток времени получать, перерабатывать, оценивать и применять в практической работе большой размер информации.

Процессы обновления в сфере обучения иностранным языкам в современной школе создают ситуацию, в которой педагогам предоставлены право и возможность самостоятельного выбора учебных пособий и других обучающих средств. Современный учитель отказывается от готовых

методических "рецептов", жестко регламентирующих деятельность в рамках конкретной методической системы, в пользу анализа современной ситуации обучения иностранным языкам, в пользу эффективного использования новых технологий в учебном процессе. Задача учителя состоит в том, чтобы создать условия практического овладения языком для каждого учащегося, выбрать такие методы обучения, которые позволили бы каждому ученику проявить свою активность, своё творчество. Современные педагогические технологии такие, как обучение с использованием новых информационных технологий, интернет - ресурсов помогают реализовать личностно - ориентированный подход в обучении, обеспечивают индивидуализацию и дифференциацию обучения с учётом способностей детей, их уровня обученности, склонностей и т.д.

Современные технологии — это, несомненно, компьютерные технологии, имеющие ряд преимуществ перед традиционными методами.

Основными направлениями использования ИКТ учителями иностранного языка в школах являются:

Тестирование на компьютерах.

Дистанционные олимпиады.

Телекоммуникационные проекты.

Тестирование на компьютерах. С помощью тестов и онлайн-тестов проверяют, как хорошо ученик знает тот или иной материал, насколько хорошо он усвоил английскую грамматику, насколько обширен его словарный запас. Кроме того, можно узнать общий уровень владения английским языком. Используются следующие виды тестов:

Грамматические тесты – используются для проверки знания правил английской грамматики. В тестах проверяются различные аспекты грамматики английского языка, правильное их понимание, и умение их употреблять.

Лексические тесты – используются для проверки словарного запаса изучающих английский. В тестах проверяется знание основного

необходимого словарного запаса изучающих язык в разных областях английского языка.

Кроме того, используется тестирование в формате «Excel», где результат работы учащегося оценивается сразу. При обучении грамматике также используется различные приемы работы с ИКТ.

Например, при изучении спряжения глагола «to be» я рассказываю учащимся сказку о приключениях этого глагола, сопровождая рассказ показом презентации. Яркая, красочная презентация помогает учащимся лучше запомнить теоретический материал и в дальнейшем употреблять глагол «to be» без ошибок.

Интегрирование обычного урока с компьютером позволяет преподавателю наиболее эффективно производить контроль над обучением при помощи тестов. Проведение тестов на компьютере позволяет проверить качество знаний за считанные секунды.

Огромный потенциал дает учителю при обучении грамматике Интернет. Здесь можно найти не только упражнения по всем разделам английской грамматики, но и онлайн тесты, в которых сразу же оценивается результат учащегося.

Компьютеры, интернет, телекоммуникационные сети оказывают огромное влияние на детей и молодежь, образуя вокруг современного ребенка особый информационный мир, влияя на его сознание и развитие.

Требования к уровню языковой подготовки специалистов нелингвистических направлений также с каждым годом возрастают. При этом существует нехватка аудиторного времени, которое необходимо для усвоения большого объёма знаний и навыков студентами, изучающими иностранный язык. В век информационных технологий большую популярность набирает дистанционная форма обучения, которая в определённой степени позволяет решить существующую проблему [1,с.302]. Данная форма характеризуется гибкостью относительно времени и места организации образовательной деятельности, делает образование более

открытым и доступным. Кроме того, Интернет является огромным хранилищем данных, что, безусловно, увеличивает скорость передачи и получения информации и тем самым оказывает влияние на качество образования. Именно поэтому, согласно современным стандартам, образовательные учреждения должны интегрировать дистанционные технологии в обучение с целью повышения его эффективности. Она характеризуется отсутствием постоянного прямого контакта между его участниками, но при этом такой формат обучения является интерактивным, так как компьютерные телекоммуникационные технологии быстро развиваются и позволяют поддерживать регулярное взаимодействие между преподавателем и студентами, как в письменной, так и в устной форме, что делает данное направление перспективным в обучении иностранным языкам. Дистанционная форма обучения характеризуется «систематической и эффективной интерактивностью», что, в свою очередь, отличает данную форму обучения от заочной [3,с.395]. В основе смешанного обучения лежит интеграция аудиторной работы и дистанционного обучения, которое реализуется на базе электронной образовательной среды. Наличие живого общения между преподавателем и студентами на аудиторных занятиях играет немаловажную роль в развитии коммуникативной компетенции обучающихся. При этом использование компьютерных технологий в обучении иностранным языкам дополняет традиционный формат, усиливает эффективность образовательного процесса, так как оно позволяет студентам находить и использовать дополнительные источники информации, слушать аудиозаписи, смотреть видео, выполнять различные упражнения и проверять свои знания. Применение интернет-ресурсов позволяет рационально использовать учебное время и эффективно организовывать процесс обучения.

Как отмечают многие исследователи в области использования компьютерных технологий в образовании, дистанционное обучение представляет собой специфическую дидактическую систему, которая требует

применения особых методов, приёмов и средств [3,с.396]. Именно поэтому важно уметь правильно использовать его возможности для того, чтобы максимизировать результат учебного процесса и мотивировать студентов заниматься самостоятельно при отсутствии внешнего контроля со стороны преподавателя. Интернет-ресурсы могут применяться при преподавании различных аспектов языка, включая и обучение грамматической стороне речи. В методике преподавания иностранных языков традиционно выделяют три основных этапа работы над грамматическим материалом: этап ознакомления и первичного закрепления, этап тренировки и этап применения грамматической структуры в речи. По мнению многих учёных, применение дистанционных образовательных технологий способствует оптимизации аудиторной нагрузки, так как часть работы переходит на самостоятельное выполнение. Исходя из этого, нам кажется целесообразным организовывать второй этап работы при помощи дистанционных технологий, а именно, посредством виртуальной образовательной среды. Это позволяет более рационально использовать аудиторное время и посвятить его объяснению грамматического материала и непосредственно речевой практике[4,с.36].

Важно отметить, что использование информационных технологий обеспечивает моментальную обратную связь при выполнении различных видов упражнений, так как студенты видят свои ошибки сразу после сдачи задания[4,с.38]. При составлении заданий у преподавателя есть возможность написать пояснение, которое студент увидит после сдачи задания и сможет самостоятельно проанализировать ошибки, что обеспечивает не только контроль выполнения заданий со стороны преподавателя, но и самопроверку. Это дает возможность не тратить время на занятии на подробную проверку упражнений и анализ результатов, а сфокусироваться на моментах, которые вызвали наибольшую трудность у студентов в ходе тренировки грамматического явления.

Таким образом, исследование позволило сделать вывод о том, что применение дистанционной формы обучения позволяет решать проблемы

дефицита учебного времени и эффективности обучения грамматике иностранного языка, конкретно при проведении этапа тренировки изученного грамматического явления. Информационно-коммуникационная среда содержит различные инструменты, которые позволяют организовывать обучение в гибком формате, что делает его удобным как для преподавателя, так и для студентов.

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ИСПОЛЬЗОВАНИЕ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ В ПРОЦЕССЕ ОБУЧЕНИЯ РУССКОМУ ЯЗЫКУ

Аннотация. В статье освещаются дидактические возможности применения информационных технологий в процессе обучения студентов русскому языку. Рассмотрены практические пути повышения теоретических знаний, интереса к предмету, развития навыков, организации аудиторной и самостоятельной работы студентов на основе использования Интернет-ресурсов и источников.

Ключевые слова: информационные технологии, Интернет-ресурсы, умение, навык, образовательная программа, обучение русскому языку, технология, метод, аудиторная и самостоятельная работа.

Вопрос интеграции Интернета в образование и, в частности, применение его в обучении иностранным языкам в вузе в настоящее время достаточно актуален. Он касается как разработок использования образовательных программ в процессе преподавания [2], так и организации дистанционного обучения [7].

По мнению психологов, Интернет удовлетворяет трем основным потребностям деятельности человека: коммуникативной (электронная почта, чаты, конференции и т.д.), познавательной (чтение прессы, поиск конкретной информации, дистанционное образование), игровой (игры традиционные и компьютерные, групповые ролевые игры и т.д.) [4].

Интернет, как техническое средство обмена информацией, увеличивает дальность и расширяет зону действия вербальных форм информации [6]. Спектр ресурсов Интернета, обучающих речевой деятельности на русском языке, достаточно широк. Для преподавателей русского языка в настоящее время на первом месте стоит поиск, отбор и использование информации, соответствующей образовательным, развивающим и воспитательным целям. Вторая задача – максимально эффективно использовать различные возможности Интернет-ресурсов на занятиях и для организации самостоятельной работы студентов.

В статье рассматриваются технологии и обеспечивающие их ресурсы, используемые при обучении иностранному, в частности русскому языку.

Среди веб-проектов, ориентированных на распространение знаний о русском языке и культуре речи, можно выделить следующие ресурсы:

- справочно-информационный портал «Грамота.Ру» [11];
- проект «Русские словари», поддерживаемый Институтом русского языка имени В.В. Виноградова РАН и содержащий общедоступную лингвистическую информацию [12];
- портал «Культура письменной речи», задачей которого является помощь в овладении нормами современного русского литературного языка и навыками совершенствования устной и письменной речи, создания и редактирования текста [9];
- Интернет-ресурс «Национальный корпус русского языка», тексты которого доступны для некоммерческого использования в научно-исследовательских и учебных целях [11];
- сайт «Светозар», где представлены открытые международные олимпиады по русскому языку, занимательная лингвистика, словарь юного филолога, учебники, учебные пособия и др.

Образовательное направление в работе портала «Грамота.Ру» – один из самых главных компонентов. Основные направления деятельности портала заключаются в разработке и поддержке инновационных образовательных и

справочно-информационных Интернет-сервисов (прежде всего «Справочного бюро» и онлайновых словарей русского языка); контентном наполнении существующих информационных и образовательных рубрик и создании новых разделов; проведении общественно значимых мероприятий, связанных с русским языком (интернет-конференции, конкурсы, опросы и др.).

В структурном плане «Грамота.Ру» включает в себя следующие разделы: «Словари» (онлайновые словари портала и ссылки на словарные ресурсы Интернета, методическое руководство по использованию словарей); «Библиотека» (текстовые материалы: научные и научно-популярные статьи, архивы методических журналов, произведения русской классической литературы, публикации пользователей портала); «Справка» (архив службы «Справочное бюро» и практические справочные пособия на основе архива; онлайновая справочная служба); «Класс» (интерактивные учебники и учебные материалы); «Лента» (новости, календарь памятных дат, календарь мероприятий и конференций, анонсы новостных материалов Интернета); «Игра» (интерактивные обучающие игры и конкурсы).

Образовательный ресурс портала позволяет преподавателю эффективно использовать на занятии представленные в разделе «Класс» интерактивные диктанты. Каждый такой диктант имеет два варианта текста: с пропущенными орфограммами и вариантами ответов, из которых студент должны выбрать правильный; с восстановленными пропусками орфограмм. Дана цветовая маркировка правильных (зеленый цвет) и неправильных (красный) ответов, пояснение орфограммы (при клике на нее). В конце текста приведена статистика правильных и неправильных ответов в выполненной работе. Для текста диктантов предлагаются адаптированные отрывки из художественных и научно-популярных произведений.

Раздел «Письмовник» содержит описание особенностей делового стиля и необходимые рекомендации по оформлению деловых бумаг, а также

образцы документов. Материалы раздела могут быть использованы в курсе «Русский язык и культура речи».

Не менее важную функцию в процессе обучения выполняют и обучающие языковые игры. Интернет-игры по русскому языку увеличивают активный и пассивный лексический запас студентов, способствуют их обращению к нормативным лексикографическим справочникам и пособиям, повышают грамотность, тренируют память, развивают логическое и ассоциативное мышление, учат правильно выбирать стратегию и тактику общения. Кроме того, нельзя не отметить возможность технически более быстрой корректировки и изменения текстов и заданий в сравнении с использованием классического учебника, при этом подразумевается гармоничное его сочетание с электронным вариантом.

Материалы раздела «Конкурсы. Олимпиада» могут быть интересны преподавателям для организации внеаудиторной работы. Интернет-олимпиада дает возможность студентам общаться в активной языковой среде, повышает уровень владения речью, развивает логическое и творческое мышление, расширяет лексический запас. Участие в олимпиаде по русскому языку позволяет проверить свои силы, определить уровень знаний по предмету.

Таким образом, портал является новым средством массовой информации и коммуникации, «сетевым информационным агентством новейшего времени» [8, 36], регулярное обращение к которому в рамках учебного процесса наряду с печатными и электронными источниками способствует повышению грамотности и уровня культуры речи студентов. Использование материалов портала в сочетании с другими учебными пособиями позволит оптимизировать учебный процесс.

В зависимости от целей и задач занятия преподаватель может использовать различные способы применения ресурсов.

- Ресурсы Интернета используются как дополнительный источник для подготовки опорного конспекта занятия, раздаточных материалов и др.

- Проведение занятий с опосредованным доступом студентов к информационным ресурсам. Студенты имеют непосредственный доступ к материалам, изучают и анализируют их содержание. На этой основе возможен синтез развивающих технологий для изучения различных разделов и тем.
- Непосредственный доступ к информационным ресурсам в он-лайн режиме по заранее подготовленным адресам. Такую технологию можно использовать на практических и факультативных занятиях, а также для самостоятельной работы при выполнении студентами творческих заданий. Может быть организована работа в мини-группах.

Студент не только анализирует рекомендованные преподавателем материалы по заданной теме, но и имеет возможность использовать дополнительные материалы для обоснования своих ответов, развивает навыки применения современных информационных технологий [6].

Существующие в настоящее время сервисы Интернета способны не только расширить информационное содержание предмета, но и существенно изменить методику преподавания. В связи с этим представляется целесообразным разработать серию специализированных информационно-методических материалов для преподавателей по применению Интернет-ресурсов при обучении русскому языку, включающих: классификацию существующих Интернет-ресурсов, которые могут быть использованы в преподавании, и методические рекомендации по их применению; справочные материалы (прежде всего, подборки адресов образовательных сайтов. Такие подборки адресов должны дополнять классификацию существующих ресурсов и методические рекомендации по их применению).

Овладение коммуникативной и межкультурной компетенцией невозможно без практики общения. Использование необходимых ресурсов Интернета на занятиях по русскому языку в этом плане незаменимо. Виртуальная среда позволяет выйти за временные и пространственные рамки, дает возможность аутентичного общения с реальным собеседником

на актуальные для обеих сторон темы. В результате, у студентов развиваются навыки самостоятельной и творческой работы, обобщения и анализа, логического мышления; расширяются теоретические знания, кругозор и повышается интерес к изучению русского языка.

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THE IMPORTANCE OF FOREIGN LANGUAGES IN THE DEVELOPMENT OF INTERNATIONAL COOPERATION IN THE SPECIALTY

Annotation. This article focuses on the important aspects of foreign languages in the evolution of international cooperation in the specialty. Foreign languages for law enforcement officers in Uzbekistan in order to improve the quality of communication in their sphere with law enforcement agencies of other countries and easy understanding foreign migrants, travelers and residents as well as effective application of the ideas put forward in international conventions in the national system.

Key words: Self-confidence, native tongue, cognitive abilities, enforcers, discrimination, law enforcement officers, deployment, transnational legal situations, bilingualism, curriculum, internationalization, ethnic minorities, representatives, communications-based instructions.

Speaking in foreign languages provides several benefits, including improved communication skills, increased self-confidence, and enhanced opportunities for personal and professional development. It allows individuals to express themselves in other languages than their native tongue, enabling them to understand and be understood by a wider range of people. Learning to speak in foreign languages also helps develop cognitive abilities, such as critical thinking and problem-solving skills. Additionally, speaking in foreign languages can facilitate cultural

understanding and cross-cultural awareness, as individuals engage with texts oral by multilingual authors and explore issues related to identity and language. Overall, second language speaking offers individuals the chance to expand their horizons, connect with others, and navigate the globalized world more effectively.

Learning a foreign language has several benefits for future law enforcers. It helps in preventing discrimination and promoting inclusion and equal opportunities. In Central Asia, where English is increasingly used widely, law enforcement officers need to communicate with international tourists, attend conferences, and participate in deployments overseas. Foreign language knowledge also expands the imagination and provides a competitive advantage in transnational legal situations. Empirical research has shown that language learning and bilingualism offer multiple benefits to individuals and society, emphasizing the importance of early and sustained language study. Additionally, internationalization of law school curricula, including learning from foreign law, has become a trend, providing valuable insights for future law enforcers.

Within the greater field of criminal justice, law enforcement officers act on the front lines of the law to maintain authority and keep us safe. They are on the streets, at the borders, and in our airports, seaports, parks, and prisons. When officers are able to speak the same language as the individuals they encounter, they enhance communication, promote safety, and prevent dangerous misunderstandings or unnecessarily violent escalations.

In recent years, all over the world highly televised protests and shootings involving police officers and racial or ethnic minorities are all too familiar and continue to illustrate the struggle for representatives of the law to build trusting relationships with the communities they serve. Communicating in different languages is one way to drastically reduce communication roadblocks and foster better understanding.

Foreign language instruction can be used to enhance communication skills for future law enforcers by incorporating innovative learning technologies such as role-playing techniques. These techniques promote motivated, free, and positively

oriented foreign language communication among legal professionals. Additionally, the training of law enforcement officers should focus on developing interpersonal and communication skills, problem-solving abilities, and decision-making skills.

The use of contemporary methodologies like problem-based learning, communications-based instructions, and practical scenario training can help in the development of these skills. Furthermore, integrating technology with classroom instruction can enhance the learning process and language acquisition for teachers and students. Finally, the use of content-language-integrated learning (CLIL) can also contribute to the formation of communicative competence in foreign language learning.

The ability to fluently communicate in foreign languages is a powerful asset for researchers working in specialized fields. By mastering multiple languages, researchers can access a much broader range of academic literature, data, and primary sources, significantly expanding the knowledge and perspectives they can draw upon.

Being multilingual allows researchers to engage directly with international collaborators, fostering deeper cultural understanding and facilitating the free exchange of ideas across borders. This linguistic dexterity is invaluable when conducting cross-cultural studies, as it enables researchers to immerse themselves in local contexts, gather richer qualitative data, and interpret findings through nuanced cultural lenses.

1. Accessing a wider range of academic resources and literature in their original languages

2. Engaging with international experts and research communities in their native tongues

3. Conducting fieldwork and interviews more effectively by communicating directly with local participants

4. Interpreting data and findings with greater cultural sensitivity and nuance

5. Disseminating research outcomes to global audiences through multilingual publications and presentations

As we have explored, foreign language proficiency is an indispensable asset in specialized fields, from healthcare and engineering to research and diplomacy. The ability to communicate across linguistic barriers opens up a world of opportunities, enhancing collaboration, cultural understanding, and career prospects. By leveraging this valuable skill, professionals can gain a competitive edge, unlock new avenues for growth, and make meaningful contributions to their areas of expertise.

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ПРИМЕНЕНИЕ ТЕХНОЛОГИЙ ДЛЯ ДИСТАНЦИОННОГО ОБУЧЕНИЯ ПРИ ПРЕПОДАВАНИИ ГРАММАТИКИ АНГЛИЙСКОГО ЯЗЫКА

Аннотация: В статье рассматриваются преимущества применения дистанционных технологий в обучении иностранным языкам в школах и в вузах для студентов нелингвистических направлений. Данное исследование позволило сделать вывод о том, что применение дистанционной формы обучения позволяет решать проблемы дефицита учебного времени и эффективности обучения грамматике иностранного языка.

Ключевые слова: дистанционная форма обучения, получения информации, образовательный процесс, интерактивность, интернет-ресурсы, методика преподавания, информационно-коммуникационная среда, компьютерные телекоммуникационные технологии.

Annotation: The article discusses the advantages of using distance learning technologies in teaching foreign languages in schools and universities for students of non-linguistic areas. This study allowed us to conclude that the use of distance learning makes it possible to solve the problems of lack of study time and the effectiveness of teaching grammar of a foreign language.

Key words: Distance learning, information acquisition, educational process, interactivity, Internet resources, teaching methods, Information and communication environment, computer telecommunication technologies.

Современное общество предъявляет большие запросы к образованию и общему развитию учеников, эффективности усвоения программы. Нужно обучить каждого ученика за небольшой промежуток времени получать, перерабатывать, оценивать и применять в практической работе большой размер информации.

Для того чтобы выпускник школы мог свободно и быстро ориентироваться в динамично развивающемся и обновляющемся информационном пространстве, мог получать, использовать и создавать разнообразную информацию, а также принимать обоснованные решения и решать жизненные проблемы на основе полученных знаний, умений и навыков, необходимо менять модель образования.

Современные педагогические технологии такие, как обучение с использованием новых информационных технологий, интернет - ресурсов помогают реализовать личностно - ориентированный подход в обучении, обеспечивают индивидуализацию и дифференциацию обучения с учётом способностей детей, их уровня обученности, склонностей и т.д.

Современные технологии — это, несомненно, компьютерные технологии, имеющие ряд преимуществ перед традиционными методами.

Основными направлениями использования ИКТ учителями иностранного языка в школах являются:

Тестирование на компьютерах.

Дистанционные олимпиады.

Телекоммуникационные проекты.

Тестирование на компьютерах. С помощью тестов и онлайн-тестов проверяют, как хорошо ученик знает тот или иной материал, насколько хорошо он усвоил английскую грамматику, насколько обширен его словарный запас. Кроме того, можно узнать общий уровень владения английским языком. Используются следующие виды тестов:

Общие установочные тесты - направлены на проверку знания языка в общем, а также на проверку определенных областей знания: употребление идиом, сленговых выражений, фразовых глаголов.

Грамматические тесты – используются для проверки знания правил английской грамматики. В тестах проверяются различные аспекты грамматики английского языка, правильное их понимание, и умение их употреблять.

Лексические тесты – используются для проверки словарного запаса изучающих английский. В тестах проверяется знание основного необходимого словарного запаса изучающих язык в разных областях английского языка.

Кроме того, используется тестирование в формате «Excel», где результат работы учащегося оценивается сразу.При обучении грамматике также используется различные приемы работы с ИКТ.

Например, при изучении спряжения глагола «to be» я рассказываю учащимся сказку о приключениях этого глагола, сопровождая рассказ показом презентации. Яркая, красочная презентация помогает учащимся лучше запомнить теоретический материал и в дальнейшем употреблять глагол «to be» без ошибок.

При изучении темы «Модальные глаголы» преподаватели не только демонстрируют учащимся презентацию с теоретическим материалом, но и используют тренажер «Глагол can» для отработки употребления этого глагола в речи учащихся.

Интегрирование обычного урока с компьютером позволяет преподавателю наиболее эффективно производить контроль над обучением при помощи тестов. Проведение тестов на компьютере позволяет проверить качество знаний за считанные секунды.

Уроки с использованием ИКТ – это, на мой взгляд, является одним из самых важных результатов инновационной работы в школе. На уроках английского языка созданы условия для включения учащихся в активный и добровольный процесс формирования знаний и обобщенных способов деятельности. Компьютеры, интернет, телекоммуникационные сети оказывают огромное влияние на детей и молодежь, образуя вокруг современного ребенка особый информационный мир, влияя на его сознание и развитие.

Познавательная деятельность, субъектом которой является школьник, имеет репродуктивный характер. Успешность учебной деятельности во многом зависит от степени самостоятельности ребенка, его активности (или, наоборот, пассивности), заинтересованности в достижении результата и т.д. Хорошая результативность является результатом поисковой, творческой, самостоятельной познавательной деятельности.

Требования к уровню языковой подготовки специалистов нелингвистических направлений также с каждым годом возрастают. При этом существует нехватка аудиторного времени, которое необходимо для усвоения большого объёма знаний и навыков студентами, изучающими иностранный язык, по программам магистратуры. В век информационных технологий большую популярность набирает дистанционная форма обучения, которая в определённой степени позволяет решить существующую проблему[1,с.7]. Данная форма характеризуется гибкостью относительно

времени и места организации образовательной деятельности, делает образование более открытым и доступным. Кроме того, Интернет является огромным хранилищем данных, что, безусловно, увеличивает скорость передачи и получения информации и тем самым оказывает влияние на качество образования. Именно поэтому, согласно современным стандартам, образовательные учреждения должны интегрировать дистанционные технологии в обучение с целью повышения его эффективности.

Дистанционная форма обучения представляет собой образовательный процесс, организованный на расстоянии, что является основным отличием данной формы от традиционной и обеспечивает её гибкость. Она характеризуется отсутствием постоянного прямого контакта между его участниками, но при этом такой формат обучения является интерактивным, так как компьютерные телекоммуникационные технологии быстро развиваются и позволяют поддерживать регулярное взаимодействие между преподавателем и студентами, как в письменной, так и в устной форме, что делает данное направление перспективным в обучении иностранным языкам. Дистанционная форма обучения характеризуется «систематической и эффективной интерактивностью», что, в свою очередь, отличает данную форму обучения от заочной [2,с.7]. На сегодняшний день распространены различные курсы, полностью реализуемые в дистанционном формате, а также образовательные программы и модули, представляющие собой сочетание различных форм, в которых онлайн технологии выполняют вспомогательную функцию. В основе смешанного обучения лежит интеграция аудиторной работы и дистанционного обучения, которое реализуется на базе электронной образовательной среды. Такой вид обучения является наиболее распространённым в сфере преподавания иностранных языков ввиду специфики данного предмета. Наличие живого общения между преподавателем и студентами на аудиторных занятиях играет немаловажную роль в развитии коммуникативной компетенции обучающихся. При этом использование компьютерных технологий в обучении иностранным языкам

дополняет традиционный формат, усиливает эффективность образовательного процесса, так как оно позволяет студентам находить и использовать дополнительные источники информации, слушать аудиозаписи, смотреть видео, выполнять различные упражнения и проверять свои знания. Применение интернет-ресурсов позволяет рационально использовать учебное время и эффективно организовывать процесс обучения.

Как отмечают многие исследователи в области использования компьютерных технологий в образовании, дистанционное обучение представляет собой специфическую дидактическую систему, которая требует применения особых методов, приёмов и средств [3,с.10]. Именно поэтому важно уметь правильно использовать его возможности для того, чтобы максимизировать результат учебного процесса и мотивировать студентов заниматься самостоятельно при отсутствии внешнего контроля со стороны преподавателя. Интернет-ресурсы могут применяться при преподавании различных аспектов языка, включая и обучение грамматической стороне речи. В методике преподавания иностранных языков традиционно выделяют три основных этапа работы над грамматическим материалом: этап ознакомления и первичного закрепления, этап тренировки и этап применения грамматической структуры в речи. Очень часто основная трудность при обучении грамматике заключается не в запоминании фактов языка, а в овладении умениями их применять в коммуникации. Именно поэтому эффективность изучения иностранного языка во многом зависит от объёма тренировки и речевой практики, которые способствуют овладению грамматической структурой на рецептивном и продуктивном уровнях. Однако в большинстве случаев речевая практика студентов ограничивается только аудиторными занятиями в вузе, что недостаточно для развития коммуникативной компетенции обучающихся. Второй этап работы над грамматической структурой предполагает тренировку рассматриваемого грамматического явления и представляет собой набор различного рода

упражнений, которые направлены на выполнение аналогичных действий и тем самым на автоматизацию грамматического навыка. По мнению многих учёных, применение дистанционных образовательных технологий способствует оптимизации аудиторной нагрузки, так как часть работы переходит на самостоятельное выполнение. Исходя из этого, нам кажется целесообразным организовывать второй этап работы при помощи дистанционных технологий, а именно, посредством виртуальной образовательной среды. Это позволяет более рационально использовать аудиторное время и посвятить его объяснению грамматического материала и непосредственно речевой практике[4,с.7].

Например, студентам предлагаются вопросительные предложения с пробелами в начале предложений, где они должны вставить нужное вопросительное слово, и с поясняющим словом или словосочетанием в скобках в конце предложений:

1)didn't you like her performance? (because it was boring).

2)worked with a team of professional engineers in London? (David).

Таким образом, исследование позволило сделать вывод о том, что применение дистанционной формы обучения позволяет решать проблемы дефицита учебного времени и эффективности обучения грамматике иностранного языка, конкретно при проведении этапа тренировки изученного грамматического явления. Информационно-коммуникационная среда содержит различные инструменты, которые позволяют организовывать обучение в гибком формате, что делает его удобным как для преподавателя, так и для студентов.

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INGLIZ TILI DARSLARIDA HARBIY OLIY O'QUV YURTLARI KURSANTLARINING BILISH FAOLLIGINI OSHIRISH MUAMMOLARI

Milliy tilimiz e’zozlanayotgan bir paytda taraqqiyotimizning garovi bo‘lmish xorijiy tillarni o'rganishga ham katta e'tibor berilmoqda. Bugungi kunda harbiy kadrlarni har tomonlama rivojlantirish bosh maqsadlardan biri ekan, bu g‘oya kursantlarga xorijiy tillarni o‘qitish maqsadlari bilan hamohangdir.

Ma'lumki, chet tilni ta'limiy, tarbiyaviy, amaliy va rivojlantiruvchi maqsadlarda o‘rganadilar. Kursantlar bilimini, aqliy qobiliyatini, fikrlay olish ko‘nikma va malakalarini hosil qilish hamda ularni ilmiy, siyosiy, ma'naviy jihatdan yuksaltirish – tarbiyaviy maqsadni amalga oshirishda muhim rol o‘ynaydi.

Shaxsni har tomonlama rivojlantirishda uning bilish faolligini oshirish alohida o‘rin tutadi. Bu esa, o‘qitish usullari va vositalarini to‘g‘ri tanlay olish bilan bog‘liq bo‘lib, o'qituvchilardan yuksak mahorat talab qiladi. Shuning uchun har bir o‘qituvchi chet til o‘qitish metodikasidan puxta bilimga ega bo‘lishi zarur.

Chet til o‘qitish jarayonida amaliy foydalaniladigan metodlar uchga bo‘linib, ular tanishish, mashq qilish va qo‘llashdan iborat. Ushbu uch atamani metodik tadqiqotlarda turli nomlar bilan yuritib kelinadi. Ko‘pchilik tan olgan va o‘qitishda bevosita mushohada qilish mumkin bo‘lgan mazkur metodlar o‘quvchi nuqtayi nazaridan nomlangan. Dars jarayonida kursantlar o‘quv materiali (ya'ni til materiali) bilan tanishadi, ko‘nikma va malaka hosil qilish maqsadida mashq qilishadi hamda o‘z fikrlarini bayon etish chog‘ida, ya'ni nutqiy muloqotda tildan foydalanishadi [1].

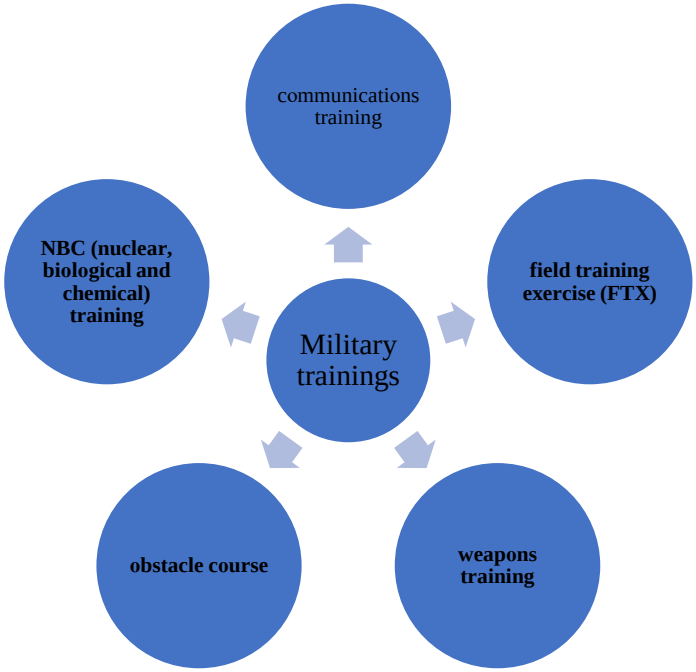
Chet til o‘qitish bir butun sistema, ya'ni ta'lim tizim sifatida olib qaralganda, uni o‘rgatuvchi va o‘rganuvchi kabi ikki tomonlar tashkil qiladi. Muallim ta'lim jarayonining tashkilotchisi sifatida yuqorida izohlangan bosqichlarni amalga oshiradi. O‘qituvchining ta'lim berishdan maqsadi faqat til faktlarini yetkazib, kursantlarni ilmiy bilimlar bilan qurollantirishdangina iborat emas. Zero, bilim berish barobarida tarbiyaviy maqsadni ham amalga oshirish kursantlarning bilish faolligini oshirishning muhim sharti hisoblanadi.

Ta'lim jarayonida o‘qituvchiga yuklanadigan uchinchi vazifa – nazorat qilishdir. Kursantlar bilish faolligining darajasi faqatgina nazorat qilish orqali belgilanadi. Kursantlar bajarayotgan mashqning to‘g‘ri yoki noto‘g‘riligini o‘qituvchi kuzatadi. U til materialini qo'llash chog‘ida nutq faoliyatining to‘g‘riligini nazorat qiladi. Yuqorida sanab o‘tilgan chet til o‘qitish jarayonida qo‘llaniladigan metodlar (tanishish, mashq qilish, qo‘llash) kursantlarning bilish faolligini, demakki ta'lim samaradorligini oshirishdagi muhim komponentlar bo‘lib hisoblanganligi bois quyida ular haqida kengroq to‘xtalmoqchimiz.

Chet til o‘qitish jarayonidagi tanishish bosqichi o‘quv materialini o‘rganishdagi birinchi qadam bo‘lib hisoblanadi. O‘rganuvchi lisoniy birliklarni o‘rganishga kirishar ekan, uning shakliy tomoni (tovush tomonini og‘zaki nutqda

aniq-ravshan eshitish yoki grafik timsolini yozma matndan ko‘rib o‘qiy olish), ichki ma'noviy tomoni (predmet, hodisa, harakat bilan fikran bog‘lash) va sintagmatik munosabatlari (boshqa birliklar bilan qo'shilishi, qanday holatda ishlatilishi) bilan tanishadi. Kursantlarga chet tilni o‘rgatishning amaliy maqsadi – o‘qish, ya'ni o‘qib ma'lumot olish bo‘lganligi uchun ham ularga mo‘ljallangan ta'lim dasturi turli xil mazmunga ega bo‘lgan, bilish faolligini oshirishga xizmat qiladigan matnlardan iborat bo‘lishi zarur.

Masalan, “Military trainings” matni bilan tanishish chog‘ida harbiy mashg‘ulotlar bilan ingliz tilida tanishtiriladi va kursantlarda tushuncha hosil qilinadi. Masalan,



Harbiy mashg'ulot turlari bilan ingliz tilida tanishgandan keyin ularni klassifikatsiya qila boshlaydi. Masalan,

Tick the military and civil trainings.

Trainings	**Military**	**Civil**
weapons training		
weight training		

job training		
5 kilometre (km) foot march		
obstacle course		
NBC training		
football training		
field training exercise		
brain training		

Bilish faolligini oshirishning zaruriy komponenti hisoblangan mashq qilish metodi orqali o'rganilayotgan til hodisalari, lingvistik tushuncha va faktlar mustahkamlanadi, puxta egallanadi, ularga oid dinamik stereotip shakllanadi. Ushbu dinamik stereotip nutq jarayonida operatsiya maqomida ishga tushadi. Masalan, “Military trainings” matnining tushunganlik darajasini aniqlash maqsadida quyidagi vazifalardan foydalanish mumkin [2].

Does he have a map reading every day? – Yes, he does/ No, he doesn`t.

Do you study at Academy of the Armed Forces of Uzbekistan? – Yes, I do / No, I don`t.

1. have weapons training
2. live in barracks from Monday to Friday
3. wear a uniform every day
4. have NBC training every week
5. have a field training exercise on Tuesday ёки қуйидаги машқдан фойдаланиш мумкин.

Jumbled words. Look at the definitions below. Put the letters in the correctorder to spell the words and complete the definitions. The first letter of each word is there for you.

a Training for basic medical treatment that is given to someone as soon as posible.

F_____ A_____ T_____(SIFRT) (DAI) (GTNRINIA)

b Training for using objects in fighting or war such as a rifle, pistol and knife

W_____ T_____ (APWNOES) (NTARGINI)

c Training for climbing over, under or through a series of obstacles

O_____ C_____ (BLOSETAC) (SOECRU)

d Training forsending information between people and places with radios.

C_____ T_____ (NOMOIUTNICCSAM) (RNITAGIN)

e A military exercise intended to train soldiers _____ (LRIDL)

Amaliy muloqot maqsadida til materialini qo'llash uchinchi bosqich hisoblanadi. Qo'llash davrida axborot almashish (ya'ni malaka hosil qilish) mashqlari bajariladi. Masalan, “Military trainings” matni bo'yicha mustaqil ravishda fikr yuritish uchun quyidagi topshiriqlardan foydalansa bo'ladi.

Cadet M.Rakhmatov is now writing about his week in the life. Ask and answer questions about Rakhmatov`s week. Study the examples.

Does a cadet have a field training exercise on Friday? – No, he doesn`t. He has a field training exercise on Saturday.

Training schedule

Time	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Saturday**
a.m. morning	5 km foot march	Weapons training	5 km foot march	Drill	Drill	FTX
p.m. afternoon	Map reading	First aid training	Communi cations training	Obstacle course	NBC	FTX

Using the schedule in Task 2 as a model, draft the schedule of your week. Describe your week to the class.

Dars jarayonida kursantlarning bilish faolligini oshirish, ya'ni o'rganilmagan materialni amalda, mustaqil bayon etish imkoniyatini tug'dirish, kursantlarning so'z boyligini, dunyoqarashini shakllantirish, o'z shaxsiy fikr-mulohazalarini bayon qila

bilish, ularni og'zaki va yozma nutqda to'g'ri ifodalay olish qobiliyatini o'stirish – dolzarb vazifadir. Chunonchi, erkin faoliyat ko'rsatish natijasida egallangan bilim puxta va mukammal bo'lib hisoblanadi. Shuning uchun ingliz tili darslarida kursantlarning bilish faolligini oshirishda til qoidalari, grammatik va fonetik tushuncha va qonuniyatlarni ilmiy-nazariy jihatdan asoslash bilangina chegaralanib qolmay, har xil amaliy topshiriqlar, mustaqil ishlar, musobaqa va o'yin-topshiriqlar singari qiziqarli usullarni qo'llash maqsadga muvofiqdir. Ayniqsa, o'yin-topshiriqlarning ahamiyati shundaki, mazkur usul orqali nafaqat kursantlarning topqirligi, bilimdonligi, izlanuvchanligi va bilish faolligi oshadi, balki ularning insoniy fazilatlarini shakllantirish va rivojlantirish imkoniyati vujudga keladi.

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THE ISSUES OF COMMUNICATIVE CULTURE IN THE PROFESSIONAL ACTIVITIES OF FUTURE SPECIALISTS

Annotation. This article is devoted to the issues of a communicative culture in the professional activity by ensuring the continuity of the educational process, in the development of future specialists as competitive personnel. The issues of teaching foreign languages in the process of continuing education are highlighted.

Key words: Professional communication, continuing education, modern education, professional development, communicative tasks, educational process, intercultural integration, communicative culture, professional orientation, professional foreign language.

The true open policy of the Republic of Uzbekistan, active implementation requirements of International trade, the expansion of international cooperation in all areas open the door to the world at a time of growing need for learning foreign languages. As a result of the positive reforms of our government in the education system, our students are studying from the school process, focusing on specialty and production. This makes it possible for students to choose right specialty when getting into higher education institution in their fields, as a result it creates an opportunity to become competitive personnel.

In accordance with the Decree of the President of the Republic of Uzbekistan dated May 19, 2021 № 5117 popularization of the study of foreign languages among the population and the creation of the necessary conditions for the perfect

development of foreign languages, coordination of the introduction of an internationally recognized program into the educational process, new generation textbooks at all stages of training and the development of modern teaching skills among teachers are defined.

Taking into account the need of specialists who have mastered foreign languages, coordination of the development of methods and recommendations for studying the language corresponding to all segments of the population is required in order to develop training in popular foreign languages, to introduce a chain of continuing education on the basis of the principle of "preschool-school-higher educational institution-production." [2].

We set the goal of building a competitive state, in the future, graduaters of schools, lyceums, colleges and higher educational institutions should know at least 2 foreign languages perfectly. This tough demand should become the main criterion for the activities of the head of each educational institution, says the head of our country. [1].

The main tasks of modern education are not only perfect training in foreign languages but also the direction of future young people to the profession, strengthening knowledge and experience in the most popular areas of production. Our highly qualified young people who have perfectly mastered their future specialty, can freely communicate in at least two foreign languages, make decisive decisions in the context of the growing dynamics of international trade, economic, political and social ties of Uzbekistan.

First of all, human-being is sociable. Therefore, knowledge of the languages of peoples, the study of foreign languages should become vital. For our development we must have the ability to understand each other. Throughout the past of our history, countries have needed each other to resolve many issues, and the common language allowed for their dialogue. [3, 280].

An important factor in language learning is repetition. It was not by chance that he said he was the mother of repetitive knowledge, in practice, linguists are advised to train more both in communication and in communication, repeat

language competencies in the same improvement and constant swimming. Then it will be possible to form thinking abilities in the studied foreign language [4, 160].

Nowadays training of future customs officers begins with school education, and the subjects of school curriculum are taught additional knowledge about customs affairs and activities. This process is carried out through vocational training for pupils of special classes specializing in the training and education of future customs officers in schools runed by the Customs Committee in Tashkent and the regions. In the future, this continuity in the training process will allow them to become a talented cadet of the Customs Institute.

In conjunction with the Customs Committee and the Customs Institute, a manual “Customs World” has been published, which is presented to all schools subordinate to the committee throughout the republic and is widely used in the educational process. This manual reflects examples of primary knowledge and concepts in which the history of customs affairs and the current provisions, goals and objectives are facilitated for students to master.

In practice, there is a problem of incomplete coverage of practical knowledge of professional terminology in teaching foreign languages, which arises in following cases:

lack of skills of influence on the interlocutor in the process of professional dialogue;

uncertainty in the presentation of information as a result of ignorance of professional terminology.

One way to positively solve the above problems is to receive professional words and words in oral and written speech. Career guidance of the process of teaching foreign languages from the point of view of the principle of continuity, the organization of the educational process as a branch foreign language is recognized as appropriate.

As a result of ensuring continuity in teaching foreign languages through career guidance, the following positive results are achieved on the example of the future customs officers:

analyzing communicative tasks successfully, giving clear and accurate information by using professional terminology;

ensuring the logic of professional information, inconclusive compilation of words and sentences;

attracting foreign investments and international grants for the development of industry areas in the specialty and customs infrastructure by studying the fertile experience;

interaction with international organizations and customs authorities of foreign countries on sectoral issues;

employees of border customs posts and complexes located in border crossing points during customs control by oral interrogation of foreign citizens;

efficient use of modern technical means and information and communication devices;

membership in international regulations and international conventions in order to adopt and apply legal rules relating to the international customs sphere.

As a conclusion professional English helps us in understanding common professional communications easily. Maximum of business contracts, also customs clearance and tax formalities, deals, and even product descriptions are written in the English language. So, to stay updated and understand the language of profession throughout the world. To fulfill important and relevant tasks defined in the decree and documents for the study and teaching of foreign languages. Of course, education and study of foreign languages plays an important role in the further development of the economy, effective establishment of cooperation with foreign organizations, science and education, culture, generally in the whole fields.

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