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**«MODERN PHILOLOGICAL
PARADIGMS: INTERACTION OF
TRADITIONS AND INNOVATIONS IV»**



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**"ZAMONAVIY FILOLOGIK PARADIGMALAR: AN'ANALAR VA
INNOVATSION YONDASHUVLARNING O'ZARO TA'SIRI" XALQARO
ILMIY-TADQIQOT KONFERENSIYASINING ILMIY MAQOLA VA
TEZISLARI TO'PLAMI. T.: UZMU-2024.**

2024-yil 25 aprel

Mazkur xalqaro ilmiy anjuman materiallar to'plami o'z ichiga ta'limning hozirgi kundagi ahamiyati va dolzarb muammolarini, shuningdek, ularning paradigmalarini aks ettirgan maqolalari va tezislar to'plamini o'z ichiga oladi. To'plam zamonaviy filologik paradigmalar: an'analar va innovatsion yondashuvlarga qaratilgan bo'lib, paradigmalarning tadqiqi, zamonaviy filologik yondashuv asosida an'analar va o'zaro ta'siri hamda uslubiy xususiyatlari, ilmiy, uslubiy va amaliy tavsiyalar ishlab chiqilgan.

Maqolalar va tezislar xorijiy va respublikamizning turli oliy ta'lim maskanlarida faoliyat yuritayotgan tilshunos va adabiyotshunos olim hamda professor-o'qituvchilar, doktorantlar, mustaqil izlanuvchilar, magistr talabalar va turli mulkchilik shaklidagi korxonalar hamda tashkilotlarning marketing faoliyati bilan shug'ullanuvchi xodimlari, shuningdek, ilm ostonasiga qadam qo'yimoqchi bo'lgan iqtidorli talabalar qalamiga mansub.

To'plamga kiritilgan maqolalarda tilshunos olimlar, oliy ta'lim muassasalarining professor-o'qituvchilari va tadqiqotchilarining zamonaviy filologik paradigmalar: an'analar va innovatsion yondashuvlarning o'zaro ta'siri haqidagi nazariy va amaliy ahamiyatga ega bo'lgan fikr-mulohazalari o'z ifodasini topgan.

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To'plamga kiritilgan maqolalar va tezislar mazmuni hamda sifatiga mualliflar mas'uldir.

**СБОРНИК НАУЧНЫХ СТАТЕЙ И ТЕЗИСОВ МЕЖДУНАРОДНОЙ
НАУЧНО-ИССЛЕДОВАТЕЛЬСКОЙ КОНФЕРЕНЦИИ
"СОВРЕМЕННЫЕ ФИЛОЛОГИЧЕСКИЕ ПАРАДИГМЫ:
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Данный сборник материалов международной научной конференции включает в себя статьи и тезисы, отражающие актуальные проблемы современного значения образования, а также их парадигмы. Сборник посвящен современным филологическим парадигмам: традициям и инновационным подходам, исследованию парадигм, традициям и взаимодействиям на основе современного филологического подхода, а также стилистическим особенностям, разрабатываются научные, методические и практические рекомендации.

Статьи и тезисы маркируются учеными-лингвистами и литературоведами, профессорами, докторантами, независимыми исследователями, студентами-магистрами, а также предприятиями и организациями различных форм собственности, работающими в различных высших учебных заведениях зарубежья и нашей республики.

В статьях, включенных в сборник, нашли свое выражение теоретические и практические размышления лингвистов, преподавателей и исследователей высших учебных заведений о взаимодействии современных филологических парадигм: традиций и инновационных подходов.

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**COLLECTION OF SCIENTIFIC ARTICLES AND ABSTRACTS OF
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This collection of materials of the international scientific conference includes articles and abstracts reflecting the current problems of the modern significance of education, as well as their paradigms. The collection is devoted to modern philological paradigms: traditions and innovative approaches, the study of paradigms, traditions and interactions based on the modern philological approach, as well as stylistic features, scientific, methodological and practical recommendations are being developed.

Articles and theses are marked by linguists and literary scholars, professors, doctoral students, independent researchers, master's students, as well as enterprises and organizations of various forms of ownership working in various higher educational institutions abroad and in our republic.

The articles included in the collection express theoretical and practical reflections of linguists, teachers and researchers of higher educational institutions on the interaction of modern philological paradigms: traditions and innovative approaches.

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ФРАНЦУЗ ВА ЎЗБЕК ТИЛИДАГИ ГАПЛАРДА СЕМАНТИК ВА СИНТАКТИК МУНОСАБАТЛАР

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Аннотация: Мазкур мақола содда гаплар ва уларнинг турли хусусиятлари асосида ҳар хил таснифланадиган бош бўлақларнинг составига кўра бир составли гаплар ва икки составли гаплар ҳамда иккинчи даражали бўлақларининг иштирок этиш – иштирок этмаслигига қараб, йиғиқ ва ёйиқ гаплар, зарур бўлақларнинг бўлиш – бўлмаслигига қараб, тўлиқ ва тўлиқсиз гапларга асосланган.

Калит сўзлар: семантика, стилистика, субъект, шахсиз гап, йиғиқ ва ёйиқ гаплар.

Гапнинг семантик ва синтактик структураси ўртасидаги ўзаро боғлиқлик дастлаб гапнинг субъектив (эга) – предикатив алоқаларида акс этади ва у субъектнинг мавжудлида ҳамда унинг грамматик хусусиятларининг ташкил топишида ҳал қилувчи роль ўйнайди. Субъектнинг типидан маълум даражада кесимнинг грамматик формаси тобе бўлади. Субъектлар ва жараённинг семантик турлари.

Фикр, воқеа-ҳодисаларни ва ситуацияларни турли кўринишда тасвирлаш мумкин. Жараённинг икки тури фарқланади: а) шахсиз гапда, табиат ҳодисалари, атрофдаги физик ҳатти-ҳаракатлар ҳақида гап кетаётганда субъект умуман иштирок этмайди. Бу жараённинг ўзига хос синтактик модели бир составли эгасиз шахсиз феълли гаплардир (V.imp; Il gèle). б) ноаниқ олмошли феълли гап, унда жараён бир неча субъектлар билан боғланади, субъект бу вазиятда сўзловчи учун номаълум ёки улар шахсни аташни зарур деб ҳисобламайди. Бу процесснинг синтактик ўзига хос модели бир составли эгасиз, ноаниқ олмошли феълли гап формасида (V.ind.; On sonne).

Эгаси мавжуд бўлган икки составли гаплар шахсли гаплардир. Эгаси мавжуд бўлмаган гаплар эса шахсиз гаплардир. Шахси маълум, ноаниқ олмошли шахси номаълум ва шахсиз гапларнинг ўзбек ва француз тилида қўлланилиши бир хил эмас. Шахсли гаплар ва шахси номаълум гаплар француз тилида ўзбек ва рус тилларига нисбатан кўпроқ қўлланади. Шахсиз гаплар эса француз тилига қараганда ўзбек ва рус тилларида кўпроқ қўлланилади. Шахсиз гаплар бир составли гапнинг эгасини топиш мумкин бўлмаган туридир. Бунда эганинг йўқлиги бир составли шахси аниқ гаплардаги эгасиз қўлланишдан, шунингдек, тўлиқсиз гаплардаги эгасиз қўлланишдан, бу эгани турли йўللар билан аниқлаш ҳодисаларидан бошқачадир: шахсиз гапда умуман эга бўлмайди, яъни фараз қилинмайди. Шахсиз гапларнинг кесими: 1) учинчи шахсни кўрсатувчи мажхул нисбат формасидаги феъллар билан ифодаланади: тартиб сақлансин. Бундай гапларнинг кесими турил майл формаларида бўлади: буйруқ майли формасида, шарт майли формасида. (Бугун келтирилса, илтимос), аниқлик майли формасида (Хозир техникадан кенг фойдаланилади).

Ўзбек тилида бу ҳолат шахсни номаълум гаплар деб юритилади. Бундай гапларда ҳам эга қўлланилмаган бўлади. Бу типдаги гапларнинг кесими III ш. Формасидаги аниқ феъллардан бўлади. Лекин шунга қарамай, бажарувчи шахс – кесимдан англашилаётган ҳаракатнинг бажарувчиси аниқ бўлса ҳам, у конкрет шахсни англамайди. Шахси номаълум

гапнинг кесими: 1) учинчи шахснинг кўплик формасидаги феъл бўлади: Хақ гап шу: яхшими мақтайдилар, ёмонни уялтирадилар. 2) Кўплик маъносини билдирадиган биргалик нисбат формасидаги феъл билан ифодаланади. (кўпинча жонли тилда). Мисоллар: Ўлимдан кўркмаганни мард дейдилар... – Унинг отасини Хошим хўрош дейишади. У институтга кирдими? – Ҳа қабул қилишди. 3) Баъзан учинчи шахснинг бирлик формасидаги феъл билан ифодаланади: “Гултожихўроз қизамиққа даво бўлади”, - дейди (дейишади).

Хозир пахтани машина билан теради. Шахси номаълум гапларда бажарувчи шахс эмас, балки ишнинг ўзи биринчи ўринда туради, асосий диққат шунга қаратилагн бўлади. Шунинг учун сўзловчи шу фактни констация қилиш билан кифояланади: бажарувчи унга кенг маънода бўлган ҳолларда ҳам уни эътиборсиз қолдиради ёки бажарувчи умуман номаълум бўлади. Фикримизни француз адиблари асарларидан олинган мисол орқали давом эттирамыз: Французча: On était heureux, ici, comme au bout au monde. On n'attendait plus rien, on n'avait plus besoin de personne (Les Clezio “Lullaby” P., 1980., p.89) Ле Клезioniнг “Мондо” “Люлаби” асарлари француз тилидан ўзбек тилига тўғридан тўғри таржима қилинган. Юқоридаги мисолнинг ўзбекча таржимасини солиштирамыз: Қизгина дунёнинг нариги чеккасига бориб қолгандек ўзини бахтиёр хис қиларди. Хеч кимни кутмайсан, хеч кимни сенга кераги йўқ. (Ле Клезии Люлаби, Т. 2000 й. 72 бет.) Бу гапда таржимон контекст мазмунидан келиб чиқиб, “он” ноаниқ олмошли феъл учинчи шахснинг бирлиги формаси билан ифодаланган. Бу бир составли гап таржимада фдекватликка эришган.

Французча: “On m’a emmené comme un esclave à Rome. Mais aujourd’hui cette ville est belle, et je veux qu’elle soit plus belle encore... On y enseignera la philosophie, la science des artes, la science des chiffres...” (Les Clezio “La rouï d’eau” P., 1980. p. 169).

Ўзбекча таржимаси: Мени кул қилиб Римга олиб кетдилар. Бироқ бугун бу шаҳар нақадар чиройли. Бу шаҳарда фалсафа, астрономия, риёзиёт ишлари ўргатиладиган бўлади... (Ле Клезии “Чархпалак” Т., 2000 й., 139 - бет).

Асл матн ва ўзбекча таржимадан кўриниб турибдики, составли гапларнинг субъектсиз (эгасиз) шахси номаълум феълнинг семантик ва синтактик хусусияти тўла очиб берилган, ўзбек тилига сўзма-сўз таржима қилинган. Субъектли жараён ҳам ўз навбатида икки турга бўлинади: а) ўтимсизлик жараёни, яъни субъектнинг хараakterистикаси унинг ҳолати ёки ҳаракати ўзида мужассам бўлади. Бу процесснинг типик формаси ўтимсиз феълли икки составли гаплардир (S+VI). Масалан:

француз тилида: La jene femme souriait gentiment. “Bien sur, voyons! Viens!” L’ascenseur bougeait un peu sous les pieds comme un bateau. (Les Clezio “Mondo” P., 1980. p. 36)

Ўзбек тилидаги таржимаси: “Сенга нима керак? Сиз билан лифтга кирсам майлими?” Аёл ёқимли жилмайдию “Бўлмасамчи юрақол!” Лифт денгиздаги қайиқ мисол бироз лопиллаб, ҳаракатга келди. (Ле Клезии “Мондо” Т., 2000 й., 19 - бет). б) Фаол жараён, унда субъект томондан амалга оширилган ҳаракат объектга ўтади.

Бу жараённинг модели ўтимли феъл ва воситасиз тўлдирувчили икки составли гаплар (S+Vt+O);

Француз тилида: Lullaby jetait les feuilles de papier dans le vent. (Les Clezio “Lullaby” P., 1980., p.105).

Ўзбек тилидаги таржимаси: Люлаби қоғоз varaқларни шамолга улоқтира бошлади. (Мондо Люлаби, Т. 2000 й.) Асл матнда ва таржимада ҳам субъектли муносабат тўла акс этган.

Синтаксиснинг асоси гап ҳақидаги таълимот бўлиб, синтаксисда сўзларни бириктириб гап куриш қодалари, унинг структураси, функцияси, қўлланилиши, гапларнинг ўзаро муносабати каби масалалар текширилади, бунда ҳодисанинг мундарижаси – мазмуни ҳам (ниманинг ифодаланиши) формаси ҳам (қандай йўл билан ифодаланиши кўзда тутилади). Структурал синтаксис назариясига кўра феъл гап тузилишининг маркази энг кулминацияси ҳисобланади, бошқа сўз туркумлари у билан муносабатга киришади. Синтактик бирликлар бир неча компонентли бўлиб, улар орасидаги синтактик алоқа икки хил: предикатив алоқа (гап ҳосил бўлади) ва предикатив бўлмаган алоқа (сўз бирикмаси ҳосил қилади). Синтактик алоқаларни ифодаловчи воситалар: сўз формалари, ёрдамчи сўзлар, сўзлар, сўз тартиби ва интонациядир. Сўз бирикмасининг, содда ва компонентларининг орасидаги боғланиш – бундаги ҳоким ва тобе сўзларнинг боғланиш формалари, тобеланиш уч хил: мослашув, бошқарув ва битишув. Буларни белгилаш ва фарқлаш компонентлар ва улар орасидаги алоқанинг семантик – грамматик, формал хусусиятларига асосланади.

Хулоса қилиб айтадиган бўлсак, ҳар бир гапнинг реал борлиқ ҳақида бирор фикр, хабар баён қилиши гап мундарижасининг воқелик билан боғлиқ эканлигини кўрсатади. Бу ҳодиса – гап мундарижасининг реал воқелик билан алоқадорлик ҳодисаси предикация саналади. Фикрнинг ахборот етказиш аспектига кўра гапни икки қисмга ажратиш мумкин: тема, ҳамсуҳбатга маълум ахборотни ташувчи, рема эса гапдаги фикрни етказувчи янги ахборот. Тема ва реманинг муносабати гапнинг коммуникатив структурасини ҳосил қилади.

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BADIIY NUTQNING JANRLARDA IFODALANISHI

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Annotatsiya: Badiiy nutq masalasi - badiiy ijod mahsulining o'ziga xos xususiyati, yozuvchining she'riy mahoratining xususiyatlari taaluqlidir. Mazkur maqolada badiiy nutq, uning turli xildagi badiiy vositalari va janrlari haqida so'z yuritiladi.

Kalit so'zlar: badiiy nutq, inversiya, kinoya, tarjima, allyuziya, metafora, so'z o'yini

Аннотация: Вопрос художественной речи – это специфическая особенность продукта художественного творчества, особенности поэтического мастерства писателя. В данной статье говорится о художественной речи, ее различных художественных средствах и жанрах.

Ключевые слова: художественная речь, инверсия, ирония, перевод, аллюзия, метафора, игра слов.

Annotation: The issue of artistic speech is a specific feature of the product of artistic creativity, a feature of the writer's poetic skill. This article talks about artistic speech, its various artistic means and genres.

Keywords: literary speech, inversion, irony, translation, allusion, metaphor, play on words.

Badiiy nutq masalasi - adabiyot haqidagi muhim qirralaridan biridir, chunki unga badiiy ijod mahsulining o'ziga xos xususiyati, yozuvchining she'riy mahoratining xususiyatlari taaluqlidir.

Badiiy nutq turli xildagi badiiy vositalardan foydalanadi: metaforalar, kinoya, so'z o'yini (tajnis), inversiya, boshqa matnlarga allyuziya va boshqalar. Bu vositalarning har biri faqatgina butun matn fonida to'liq ochilishni qabul qiladi.

Aytish mumkinki, badiiy nutq til vositalarini tanlash va ulardan foydalanishda to'liq erkinlikka ega. Birinchi galdagi ma'no ijodiy shaxsiyatning individual til ma'zasiga ega. Badiiy matnning alohida xususiyati – “ma'noli shakl”: oddiy tilning til vositalari badiiy butunlik, obrazli va emotsional voqelik yaratishda ishlatiladi

“Badiiy adabiyot janrlari” tushunchasi bilan bir qatorda “nutq janri”, “badiiy nutq janri”, “ishga oid nutq janri”, “publisistik muloqot janrlari”, “ilmiy va ilmiyinformativ muloqot janrlari” kabi tushunchalar ham qo'llaniladi. Nutq janrlari sifatida monolog, dialog va poliloglar tushuniladi. Badiiy nutq janrlari esa lirik janr (elegiya, ballada, qasida, bag'ishlovlar), nasriy janr (roman, qissa, novella), dramatik janr (tragediya, drama, komediya) sanaladi. O'z o'rnida badiiy nutq janrlari syujetli va syujetsizga bo'linadi. Syujetli janrga epopeya, doston, ballada, tragediya, komediya va boshqalar kiradi. Syujetsiz janrga esa дума, madhiya, elegiya, bag'ishlov va boshqalar kiradi. Ishga oid nutq janrlariga shartnoma, buyruq, farmon, ishga oid xat va boshqalar kiradi.

Publisistik muloqot janrlari uchga bo'linadi: information, analitik, badiiypublisistik. Badiiy-publisistik janrlarga ocherk, felyeton, pamflet, parodiya, insholar kiradi.

Badiiy asar tili haqida gap borganda uning yana bir jihati - differentsiyalanganligiga (ya'ni, farqlangan) alohida to'xtalish zarur. Albatta, biz "badiiy asar tili" deganimiz holda, aslida gap badiiy nutq haqida borayotgani ma'lum, chunki til unsurlari ma'lum kontekstni hosil qilgach, nutq hodisasiga aylanadi. Badiiy nutqning farqlanganligi shuki, unda muallif nutqi va qahramonlar nutqi ajratiladi. Ta'kidlash kerakki, mazkur farqlanish asosan epik va liro-epik xarakterdagi asarlarga xosdir. Bu xil asarlarda voqea, voqea kechayotgan joy yoki sharoit tasviri, qahramonlarga berilayotgan ta'rif, muallifning fikr-mulohazalari kabilar bevosita muallif tilidan beriladi. Muallif obrazi asarda tasvirlangan badiiy voqelikni yaxlitlashtiruvchi subyektiv asos bo'lganidek, muallif nutqi asarning moddiy tarafini yaxlitlashtiruvchi unsurdir. Muallif nutqi vositasida asar qismlari, voqealar, tafsilotlar yaxlit bir organizmga - badiiy matnga birikadi. Muallif nutqi grammatik jihatdan adabiy til normalariga yaqinlashadi, biroq uning adabiy til normalariga to'la muvofiq bo'lishini talab qilish xato bo'lar edi. Zero, yozuvchi milliy til imkoniyatlarini kengaytirishga, o'zining his-kechinmalarini, o'y-hislarini imkon qadar yorqin ifodalashga intilar ekan, adabiy til normalaridan chekinishi mumkin. Va, ayni shu chekinishlar vaqti kelib adabiy til normasiga aylanishi mumkinligi ham ehtimoldan yiroq emas.

Personajlar nutqini individuallashtirish zarurati badiiy asar tilidagi differentsiyalanganlikni yanada orttiradi. Chunki asardagi har bir personajning nutqi uning xarakter xususiyatlariga, dunyoqarashi, muhiti, ma'naviy qiyofasi, madaniy-ma'rifiy darajasi kabi jihatlarga muvofiq bo'lishi lozim. Negaki, epik va dramatik asarlarda qahramon xarakterini yaratishning asosiy vositalaridan biri personaj nutqi sanaladi.

Badiiy nutq ikki shaklda: sochma (nasr) va tizma (nazm) shakllarda mavjuddir. Nasriy nutq tuzilishi jihatidan kundalik muloqot tiliga o'xshash bo'lsa, she'riy nutq muayyan bir o'lchovga solingan, hissiy to'yintirilgan nutq sanaladi. Nasriy nutq epik va dramatik asarlarning asosiy nutq shakli hisoblanadi. Shu bilan birga, she'riy yo'lda ham epik va dramatik asarlar yaratilishi mumkinligini unutmaslik kerak. She'riy nutq esa lirik asarlarning asosiy nutq shaklidir. Badiiy nutq shakllari haqida gapirganda, uning yana monologik va dialogik shakllari ham farqlanadi. Monologik nutq shakli bir odam tilidan aytilayotgan nutqni bildirsa, dialogik nutq shakli suhbat-muloqot chog'idagi bir necha kishining nutqini anglatadi. Lirik asarlarda monologik nutq, dramatik asarlarda dialogik nutq yetakchilik qilsa, epik asarlarda ularning har ikkisi ham keng o'rin tutadi. Bunda muallif nutqi asosan monologik shaklda bo'lsa, personajlar nutqi asosan dialogik shakldadir.

Badiiy nutq - so'z san'ati asosida paydo bo'lgan asarlarni obrazli ifodalashni o'zida maqsad qilgan til shakli sanalib, badiiy asarlarni yaratish uchun tilning estetik funksiyalaridan foydalanadi. Ular boshqa nutq shakllaridan shunisi bilan farqlanadiki, ular maishiy, ilmiy emas, balki obrazli mazmuni ifodalaydi, va avvalombor estetik talablarni bajaradi.

Badiiy nutq nasriy va she'riy shakllarda bo'ladi. Proza (nasr) va poeziya (nazm) ga bo'lishning asosiy mezon ritmik tartibning mavjudligi yoki mavjud emasligi sanaladi.

Xulosa qilib aytadigan bo'lsak, badiiy nutq - so'z san'ati asosida paydo bo'lgan asarlarni obrazli ifodalashni o'zida maqsad qilgan til shakli sanalib, badiiy asarlarni yaratish uchun tilning estetik funksiyalaridan foydalanadi. Ular boshqa nutq shakllaridan shunisi bilan farqlanadiki, ular maishiy, ilmiy emas, balki obrazli mazmuni ifodalaydi, va avvalombor estetik talablarni bajaradi.

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TURISTIK NUTQ INSTITUSIONAL NUTQNING BIRI SIFATIDA

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Annotatsiya: Turizmning rivojlanib borishi bilan bir qatorda, turistik diskurs degan tushuncha ham tilshunoslikda keng rivojlandi. Turistik diskurs ya'ni nutq uzoq vaqtdan beri mavjud va u lingvistik va lingvokulturologik tadqiqotlar obyekti hisoblanadi. Mazkur maqolada nutq, uning vazifasi va turizm sohasida nutq ya'ni turistik diskursning o'rni, ahamiyati haqida so'z yuritilgan.

Kalit so'zlar: diskurs, turizm, lingvistika, ob'ekt, marketing, sotsiolingvistika

Аннотация: Наряду с развитием туризма в лингвистике широкое развитие получила и концепция туристического дискурса. Туристский дискурс, то есть речь, существует уже давно и является объектом лингвокультурологического исследования. В данной статье говорится о речи, ее функции, а также о роли и значении речи, то есть туристического дискурса, в сфере туризма.

Ключевые слова: дискурс, туризм, лингвистика, объект, маркетинг, социолингвистика.

Annotation: Along with the development of tourism in linguistics, the concept of tourism discourse has also received widespread development. Tourist discourse, that is, speech, has existed for a long time and is the object of linguistic and cultural research. This article talks about speech, its function, as well as the role and meaning of speech, that is, tourist discourse, in the field of tourism.

Keywords: discourse, tourism, linguistics, object, marketing, sociolinguistics.

Tilshunos olimlar sotsiolingvistik turga ko'ra, nutqlarni 2 turga bo'lishni taklif etishyapti. Bular: 1) shaxsga yo'naltirilgan
2) maqomga yo'naltirilgan.

Shaxsga yo'naltirilgan nutq - bu bir-biri bilan yaxshi tanish bo'lgan kommunikatorlar o'rtasidagi aloqa. "Maqomga yo'naltirilgan nutq" esa ijtimoiy guruhlar yoki muassasa vakillarining bir-biri bilan og'zaki o'zaro ta'siri, belgilangan davlat institutlari doirasida o'zlarining maqom-rol imkoniyatlarini anglagan insonlar o'rtasidagi nutqidir ¹.

Hozirgi kunda tilshunoslikda institusional nutqqa taalluqli ma'ruzalar, ilmiy maqolalar, tadqiqotlar faol o'rganilmoqda. Masalan, siyosiy nutq – V.I.Shaxovskiy², YE.I.Sheygal³,

¹ Карасик В.И. Языковой круг: личность, концепты, дискурс.- Волгоград : Перемена, 2002.-56с.

² Шаховский, В. И. монография Категоризация эмоций в лексико- семантической системе языка . - Воронеж : Изд-во ВГУ, 1987. - 190 с.

³ Шейгал, Е. И. Семиотика политического дискурса- М.: -Волгоград : Перемена, 2000. — 368 с.

D.A.Bokmelder⁴, ilmiy nutq esa V.A.Salimovskiy⁵, I.S.Kulikova, D.M.Salmina⁶, pedagogik nutq – V.I.Karasik⁷, G.V.Dimova⁸, hamda diniy nutq G.A.Ageyeva⁹ tomonidan o‘rganilgan va tadqiq qilingan.

Biz tahlil qilayotgan nutq institusional nutqning maxsus turlaridan biri hisoblanadi. Turistik nutqning o‘ziga xos xususiyati cheklangan bo‘lib, mazkur yo‘nalishda ilmiy tadqiqotlar juda kam. Ushbu nutqning asosiy belgisi aloqa amalga oshiriladigan jamoat institutidir. Turizm sohasi bilan bog‘liq nutqda bunday jamoat institutlariga quyidagilar kiradi:

1. turlarni ishlab chiqadigan turoperatorlar;
2. turizm xizmatlarini taklif qiluvchi sayyohlik agentliklari;
3. sayyohlarni tashiydigan aviakompaniyalar, transport korxonalar;
4. turistik mahsulotlarni targ‘ib qiluvchi reklama agentliklari;
5. sayyohlar uchun reklama va axborot materiallarini ishlab chiqadigan va nashr etadigan tashkilotlar, noshirlar va boshqalar.

Bu turdagi nutqni lingvistik hodisa sifatida o‘rganish "turistik" ta'rifiga murojaat qilishni o‘z ichiga oladi.

“Turizm” – atamasi fransuzcha *tourism* so‘zidan olingan bo‘lib, odamlar ming yillar oldin sayohat qilishni boshlaganiga qaramay, "sayyoh" so‘zi faqat XVIII asrning oxirlarida Angliyada paydo bo‘lgan¹⁰ va Fransiyada ilk bora 1816 yilda bu so‘z ishlatilgan¹¹.

S.I.Ozhegov va N. Y.Tpvedovanning talqinlariga ko‘ra, turizm “dam olish va o‘z-o‘zini tarbiyalash uchun qilingan sayohat turi” degan ma’noni anglatadi.¹²

“Turizm” - so‘zining “turistik” va “turistik nutq” sifatleri bo‘lib, ular hozirgi paytda mutaxassislar o‘rtasida qizg‘in munozaralarga sabab bo‘lmoqda. “Nutq”, “matn”, “janr” atamalarida ta’rif sifatida ishlatish haqida gap ketganda ko‘proq qo‘llaniladi.

Rus tilshunoslarning fikricha, “turistik” so‘zi to‘g‘ridan-to‘g‘ri “sayyoh” so‘zidan kelib chiqqan, hamda "sayyohga tegishli" degan ma’noni anglatadi va "turistik" ma’nosi bilan bog‘liq “ot” ya’ni “turizm” shuning uchun turizm sohasidagi faoliyatni anglatadi. Fransuz tilida turizm va sayyohlar bilan bog‘liq so‘zlarni ishlatishda *touristique* sifatidoshi ishlatiladi, hamda bir necha xil ko‘rinishda, turli ma’nolarda ifodalanadi. Masalan, *guide touristique*, turizm korxonalarini belgilashda - *de tourisme (office de tourisme)*¹³ kabilar ishlatiladi. Umuman olganda, ikkala tilda ham bu so‘zlar orasidagi farq har doim ham ahamiyatli emasligi ta’kidlangan.

⁴ Бокмельдер Д.А. Стратегии убеждения в политике: анализ дискурса на материале современного английского языка. - Иркутск: ИГЛУ, 2000. - 140 с.

⁵ Салимовский В. А. Жанры речи в функционально- стилистическом освещении (русский научный академический текст). — Екатеринбург: УГУ, 2002. - 28 с.

⁶ Куликова И.С, Салмина Д.М. Введение в металингвистику (системный, лексикографический и коммуникативно-прагматический аспекты лингвистической терминологии) САГА, 2002. - 352 с.

⁷ Карасик В. И. монография. Язык социального статуса - М: Гнозис, 2002 б. - 333 с.

⁸ Димова Г.В. Основные стратегии, французского университетского педагогического дискурса - Иркутск : ИГЛУ, 2004.- 343 с.

⁹ Агеева, Г. А. Религиозная проповедь как специфический вид языковой коммуникации (на материале современных немецкоязычных проповедей) - Иркутск : ИГЛУ, 1998. - 18 с.

¹⁰ Бабкин, А.М. Словарь иноязычных слов и выражений, употребляющихся в русском языке без перевода- СПб6 КВОТАМ, 1994. - 1344 с.

¹¹ A. Dauzat, J. Dubois, H. Mitterand Nouveau dictionnaire étymologique et historique - Paris:Larousse, 1990.-805p

¹² Ожегов С. И. Толковый словарь русского языка БЭЖМ. - 2002. 156 с

¹³ Chiari O. Les métiers du tourisme. Cours de français - Paris : Hachette, 1991. - 224 p.

Turizm sohasidagi nutqning ishchi ta'rifi sifatida biz "turistik nutq" atamasini tanladik, chunki bu ta'rif o'zbek tilining meyorlariga mos keladi, hamda turizm sohasidagi faoliyat bilan semantik aloqani aniq belgilaydi.

Biz ko'rib chiqayotgan turistik nutq ommaviy o'quvchini xabardor qilishga qaratilganligi sababli, uni ommaviy axborot holatiga yo'naltirilgan institusional nutq deb tasniflash mumkin.

Turizmning rivojlanib borishi bilan bir qatorda, turistik diskurs degan tushuncha ham tilshunoslikda keng rivojlandi. Turistik diskurs ya'ni nutq uzoq vaqtdan beri mavjud va u lingvistik va lingvokulturologik tadqiqotlar obyekti hisoblanadi. So'nggi paytlarda turistik nutqni o'rganish bilan shug'ullanadigan tilshunoslarning qiziqishlariga e'tibor qaratilmoqda, ular imidj matnlarini va hududiy yo'naltirilgan matnlar tahlil qilishmoqda.

Tadqiqotchilar ta'kidlashlaricha, turizm sohasidagi "brending" matnlarini yaratish juda murakkab vazifadir. Ular bunday matnlarning marketing pragmatikasidagi quyidagi tarkibiy qismlariga e'tibor qaratish lozim deb ta'kidlaydilar:

- turistik oqimlarni jalb qilish va shahar / mintaqa xazinasini daromadlarini oshirish;
- investorlarning e'tiborini jalb qilish va investitsiyalar oqimini oshirish;
- shaharning ichki ta'sirini oshirish mamlakatlar va undan tashqarida;
- bilan sheriklik aloqalarini o'rnatish xususiy tashkilotlar / xususiy shaxslar, boshqa shaharlar va boshqalar.

Mintaqaga qiziqishning oshishi, sayyohlik oqimining ko'payishi va natijada turizm sanoatining qo'shimcha investitsiyalarni jalb qilishi to'g'ridan-to'g'ri shaharning axborot turizmida qanday namoyon bo'lishiga bog'liq

Internet-resurslar va potentsial sayyohning e'tiboriga qanday turistik ahamiyatga ega ob'ektlar taklif etiladi. Rejalashtirayotgan sayyohlar orasida eng mashhur ma'lumot manbalari bu uning ma'lum bir mintaqadagi sayohati, ularning sayyohlik portallaridir. Ular internetda joylashtirilgan va ularning asosiy afzalliklari ommaviy va axborot tarkibini o'z ichiga oladi. Muayyan ijtimoiy-madaniy makonni yaratadigan va turli xil institusional nutqlarning xususiyatlari va elementlarini birlashtirgan shaharning turistik Internet portali: media, virtual, ma'muriy, sayyohlik, marketing, madaniy va boshqalar-bu e'tiborni jalb qilish uchun kuchli vositadir.

Ko'pgina sayyohlik portallarida quyidagilar mavjud:

- ko'p tilli versiyalar, bu chet eldan ko'proq potentsial sayyohlarning e'tiborini jalb qilishga yordam beradi. Shuning uchun tasvirni tarjima qilish sifatini tahlil qilish
- turizm sohasidagi matnlar va muvaffaqiyatli tarjima texnologiyalarini aniqlash
- zamonaviy tilshunoslarning ustuvor vazifalari, ularning echimi mintaqaning qulay qiyofasini shakllantirishga yordam beradi.

Nutq ishtirokchilarining kommunikativ maqsadlarini amalga oshirish uchun yetarli miqdordagi umumiy ma'lumotni saqlash vazifasi, qabul qiluvchilarning lingvistik-madaniy va individual farqlariga qaramay, epizodning global ma'nosini uning jummalari ma'nolaridan chiqarishga imkon beradigan makro-qoidalar, xususan, chiqarib tashlash va umumlashtirish (umumlashtirish) yordamidan foydalanilmoqda.

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ЧЕТ ТИЛИ ТАЪЛИМИДА ИЖТИМОЙ-МАДАНИЙ КОМПЕТЕНЦИЯНИ РИВОЖЛАНТИРИШДА ТИНГЛАБ ТУШИНИШНИНГ АҲАМИЯТИ

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Аннотация: Это статья посвящена использованию песен как один из эффективных методов на занятиях иностранного языка.

Ключевые слова: культура, мотивация, песня, метод, музыка, язык.

Abstract: This article is dedicated to the use of songs as one of the effective methods in foreign language classes.

Keywords: culture, motivation, song, method, music, language.

Дунёда глобаллашув жараёнлари кечаётган бир даврда қайси соҳани эгаси бўлмайдик, етук мутахассис бўлиш учун чет тилларини билиш жуда муҳим ва долзарбдир.

Бугунги кунда чет тилини ўрганишга бўлган интилиш борган сари ортмоқда. Бунга сабаб қилиб жамиятда кечаётган жараёнларнинг глобаллашуви, таълим соҳасида давлатлараро интеграция, мамлакатда ва хорижда таълим сифатини ошириш учун дунё тажрибаси ҳамда бой ахборот манбасидан фойдаланишга бўлган эҳтиёж каби бир қатор омилларни кўрсатишимиз мумкин.

Ҳозирги даврга келиб таълим мазмуни чет тилларни ўргатишда янги методларни қўллашни талаб қилади. Бу борада айниқса талабаларда ижтимоий-маданий компетенцияни шакллантириш ва ривожлантиришга аҳамият бериш муҳим вазифалардан бири ҳисобланиб, таълим олувчиларни нафақат тили ўрганилаётган мамлакат маданияти билан таништириш, балки кундалик ҳаёти билан ҳам таништириш назарда тутилади. Бу компетенцияни эгаллаш ўзи яшаётган мамлакат ва тили ўрганилаётган мамлакат ҳаётидаги ўхшаш ва фарқли томонларни тушинишни таъминлайди. Умуман олганда, социокомпетенция ҳам ўз она тилини шунингдек, ўрганилаётган хорижий тилнинг дунё миқёсидаги ўрни ва ролини тушуниб етишга ёрдам беради.

Бунга эришиш учун талабаларда, биринчи навбатда, мотивацияни, яъни нима учун чет тилини ўраганиш зарурлиги, келажакда кўп тилни билиш унга қандай имконият ва қулайликлар яратиши мумкинлиги ҳақидаги тушунчани шакллантириш ва шу йўлдаги интилишини кучайтириш ўқитувчи зиммасидаги асосий вазифалардан бирига айланиши лозим.

Шу ўринда мотивация, мотив тушунчасига тўхталиб ўтсак.

Мотив [фр. *motiv* < лот. *mover* ҳаракатлантирувчи, қўзғатувчи сабаб] — ундовчи сабаб, ички ва ташқи туртки; нутқий ~; фаолият ~ и; мотивацион [лот. мотив]: ~машқ (-нутқий малака хосил қиладиган машқ); информацион, операцион, ~машқлар; мотивация [лот. мотив] — нутқий фаолият кўрсатишга мойиллик қ, шайлик қ, ички туртки, нутқ майли; чет тил ўрганиш ~, каби тушунчаларни англатади [1].

Аёнки, ўрганиш мотивини шакллантириш – ўрганишга бўлган ички истак (мотивлар, мақсадлар, ҳислар)ни пайдо бўлишига шароит яратиш жараёнидир. Мотивация нафақат ёшга балки ўрганилаётган фанга ҳам боғлиқ.

Юқори даражада мотивация беришига кўра кўшиқнинг чет тили таълимида қўлланиши маданиятлараро алоқа кўникмаларини ривожлантирувчи восита ҳисобланади ва талабада ўқув материални яхшироқ ўзлаштиришни ва хотирасида муҳрланиб қолишини кафолатлайди. Чет тили дарсларида кўшиқдан фойдаланиш услуги таълим дастури мақсадини амалга оширишда ёрдамчи воситалардан биридир. Аёнки, ҳар қандай ёшда ахборот ва билимни ўзлаштиришни ўзига хос томонлари мавжуд. Кўшиқдан турли ёшларда тил ўргатишда ҳамда чет тили дарсининг барча босқичида имконият даражасида фойдаланиш мумкин.

Қадимги Греция мактабларида матнлар кўшиққа солиб ёдлангани, Япония ва Ҳиндистоннинг бошланғич синфларида алифбо ва арифметика ҳозирги кунда ҳам кўшиқ орқали ўрганилиши манбаларда қайд этилган.

Чет тилларни ўргатиш жараёнида билим бериш билан бир пайтда ушбу халқларнинг маънавий бойликлари билан таништириш асосида талабаларда маданий-эстетик ҳамда мамлакатшуносликка хос билим ва кўникмалар ҳосил қилинади. Бу борада мусиқа ва кўшиқнинг роли бебаҳодир. Талабанинг янгиликка ўч бўлишини ҳисобга оладиган бўлсак, янги-янги қизиқарли дарсликлардан, турли ўқув воситаларидан фойдаланиш уларни зеркикиш ва дарсдан беизишни олдини оладиган самарали йўлдир.

Ўқитувчи дарс вақтида қўлламоқчи бўлган воситаларни танлар экан, албатта талаба ҳаётига ва қизиқишларига яқин бўлган тил материалларига эътибор қаратиши лозим. Амалий машғулотга нисбатан ижобий ҳисни уйғотадиган, мустақил, ижодий ишлашга имкон беридиган ўқув материалнинг танланиши фанга бўлган қизиқишни орттириши мумкин ёки аксинча. Бунинг учун эса, ўқитувчи талабаси ҳақида, унинг билим даражаси, ўрганиш эҳтиёжи ва имкониятлари ҳақида маълумотга эга бўлиши зарур. Бу ўринда энг ёқимли ва самарали усуллардан бири хорижий кўшиқ, шеърларни уларнинг таржималари билан бирга ўрганишдир. Агар шеър ва кўшиқларни тил ўрганувчининг ўзи ўгирса чет тилини ўрганиш янада унумли бўлиши мумкин.

Маълумки, мусиқа ва кўшиқ ҳар бир халқнинг улкан маънавий бойлиги ҳисобланади. Оммавий, тарбиявий-таъсирчан кўшиқлар ўзининг ғоявий-бадий мазмуни, халқ ҳаётининг барча қирраларини ифода этиши каби хусусиятлари билан ёш авлодни маънавий-ахлоқий, маърифий ва эстетик дунёқарашини шакллантиришда муҳим восита ҳисобланади. Миллатлар маънавий мероси, маданий бойликлари, миллий қадриятлари тизимида кўшиқчилик ижодиёти алоҳида мавқега эга бўлиб, улар халқнинг миллий урф-одатлари, анъаналари, байрам маросимлари, тарихий, диний, фалсафий қарашлари билан чамбарчас боғлиқ ҳолда ўзида маънавий-маърифий ғояларни мужассам этганлиги сабабли ҳам чет тили таълимида улардан фойдаланиш тили ўрганилаётган давлат ҳақида янада тўлиқроқ маълумотга эга бўлишга имкон яратади.

Илм ўрганиш, инсоний фазилатлар-одоб, ахлоқ, тўғрилиқ, ростгўйлик, ҳалоллик, иймон-этиқод, ватанни севиш, уни қадрлаш, ота-онани ҳурмат қилиш, она табиатни эъзозлаш каби умуминсоний фазилатларни мадҳ этувчи кўшиқлар орқали чет тилини ўрганиш ўз-ўзидан ёшлар қалбида эзгу ҳис-туйғулар уйғотиши, уларда инсоний фазилатларларни шаклланишига бадий-эмоционал таъсир этиши шубҳасиз. Чунки, бадий етук кўшиқлар бевосита халқнинг яратувчилик кудратини маҳсули бўлиб, уларнинг

чет тилини ўргатишдаги тарбиявий таъсир кучи энг аввало улар мазмунидаги гўзаллик, улуғворлик, жўшқинлик ҳис-туйғуларини уйғотувчи хусусиятларга эга эканлигидадир. Бундай асарларни чет тилида тинглаш, таҳлил қилиш, яратилиш тарихи, мохир ижрочилари, ғоявий-бадий мазмуни ҳақида суҳбатлар қуриш талаба-ёшлар қалбида эзгу ҳис-туйғулар уйғотади.

Чет тили дарсларида маданий бойлик ҳисобланмиш кўшиқлардан фойдаланишдан асосий мақсад улар воситасида таълим сифат-самарадорлигини таъминлаш, унинг мазмунини бойитиш ва талабанинг маънавий, бадий, эстетик камолотини шакллантириш бўлиши керак. Талабалар руҳий-ҳиссий ҳолатига таъсир кўрсатиш орқали мусиқа ва кўшиқ амалий машғулот ўтиш жараёнида дарсга хурсандчилик ва кўтаринки кайфият бериш билан биргаликда тил ўрганувчиларни фаолроқ ишлашга ундовчи восита ҳамдир. Чет тили ўргатишда тинглаб тушиниш усулига алоҳида эътибор қаратилади. Кўшиқ эса қайси тилда янграмасин тинглаб тушиниш учун энг яхши восита ҳисобланади. У ўзида нутқнинг оғзаки ва китобий жанрларини акс эттиради. Кўшиқнинг қуйидаги таркибий қисмларини кўрсатиб ўтиш муҳимдир.

Музыка, сўз, ижро, видеоматериал, “афсона” (кўшиқ яратилиши тарихи, кўшиқ матни ва мусиқа ва ижрочилар ҳақида маълумотлар).

Чет тилини ўргатишда кўшиқни кўллаш қуйидаги ўзига хос томонлари билан фойдалидир.

1. Талаффуз кўникмаларини кучайтириш. Тилни ўргатиш жараёнида талабани гапиришга кўпроқ ундаш лозим. Талаффуз чет тилини ўрганишнинг муҳим таркиби ҳисобланади. Бунда техник воситаларни ишга солиш яхши натижа беради. Талаба чет тилидаги овозли матнларни қайта-қайта тинглаш орқали уни хотирасида сақлаб қолади ва тақлидан оғзаки нутққа кўчиради. Масалан, қофияли матнлар, шеър ва кўшиқлардан фойдаланиш талабага завқ беради ҳамда унинг хотирасида тез сақланади.

2. Кўшиқ ёрдамида талабанинг сўз бойлигини орттириш.

3. Тинглаб тушиниш ва талаффуз қилишда иштирок этадиган органлар фаолиятини кучайтириш.

4. Кўшиқдаги янги сўз ва ибораларнинг талаба хотирасида яхшироқ сақланиб қолишига эришиш. Чунки кўшиқда нима ҳақида куйланаётганлигига бўлган қизиқиш матнни таржима қилишга ундаса, бир неча бор такрор куйланган кўшиқ матни қийинчиликсиз ёдда сақланади. Кўшиқ матнидан таниш бўлган сўзлар дарсда қўлланиладиган янги матнларда учраши, бу сўзларни фаолроқ кўллашга ва унинг контекстдаги бошқа маъноларини ҳам тушуниб, ёдда сақлашга имкон беради. Кўшиқ матни асосида грамматик материал устида ҳам ишлаш мумкин. Режа асосида ўтиладиган навбатдаги грамматик мавзуга мослаб кўшиқ матнини танлаш ҳам мавзунини янада яхшироқ эсда сақлашга сабаб бўлади.

5. Кўшиқ талабаларнинг тили ўрганилаётган мамлакат ва унинг маданияти ҳақидаги билимини ошириш билан бир пайтда социомаданий компетенциясини ривожлантирувчи восита вазифасини ўтайди.

6. Кўшиқ талабанинг хиссий тарбиясига таъсир қилиб, уларда психологик чарчашни бартараф қилади ва ижодий қобилиятни ривожлантиради.

Кўшиқ билан ишлаш методикаси. Ўқитувчи кўшиқ танлашда қуйидагиларга эътиборини қаратиши лозим деб ҳисоблаймиз:

а) чет тилини ўрганишда танланадиган кўшиқлар мусиқа билан ҳамоҳанг, ёдда кийинчиликсиз сақлаб қолинадиган, дастурга мос, фойдали лексик ва грамматик мисолларга бой бўлиши шарт; б) имкон қадар ҳам лексик ҳам грамматик материални ўзлаштиришга туртки бўлиши керак; с) ўзида зўравонликни, бузғунчиликни тарғиб этувчи, кўча сўзлари акс этган матнлардан ўқув мақсадида фойдаланиш мумкин эмас; д). кўшиқ ва унда қўлланган лексик, грамматик материал талабага тушунарли бўлиши шарт. Акс холда бундай матндан фойдаланиш мақсадга мувофиқ эмас.

Мутахассислар фикрича, чет тилини ўрганиш учун кўшиқларни танлашда бир қатор мезонлар борки уларни четлаб ўтиб бўлмайди. Булар тилшунослик ва тил нуқтаи назаридан (лексик, грамматик ёки фонетик); тил ўрганувчининг ёши ва қизиқишларини инобатга олиш нуқтаи назаридан; танланган матннинг долзарблиги ва кўшиқ матнининг янги маълумот бера олиши жиҳатидан.

Кўшиқ билан ишлаш жараёни 3 босқичга бўлинади.

1. Матн билан танишиш. Биринчи босқич кўшиқ матни, мусиқаси муаллифлари ва кўшиқчи ҳақида маълумот бериш, бир вақтнинг ўзида матнсиз тинглаб тушинишга (мураккаб психологик жараён) ҳаракат қилиш. Нотаниш сўз ва иборалар устида ишлаш. 2. Матн устида ишлаш. Матн билан танишиш ва таржима қилиш. 3. Хулосалаш. Кўшиқ матнини ёд олиш ва куйлаш.

Чет тилини кўшиқлар орқали ўргатишда талабаларнинг шу пайтга қадар эгаллаган билимларини мустаҳкамлаш мақсадида оддийдан мураккабга йўналтирилган кўплаб топшириқларни бажариш мумкин. Энг аввал кўшиқ матни “луғати билан ишлаш, маъно ташувчи сўзлар билан жумлалар тузиш, матн парчасини қискартириб гапириш, матндаги қизиқарли сўзларни чет тилида изоҳлаш, матн парчасига сарлавҳалар қўйиш, эшитилган ўзбекча жумлани чет тилидаги матндан топиш, ўрни алмаштирилиб қўйилган матн парчасини мантикий тартибда жойлаштириш, эшитилган матндаги воқеа-ҳодисаларга ўз муносабатини билдириш, ... матн мазмунини режага қараб гапириб бериш”[2].

Талаба кўшиқ матнини қанчалик тўғри ёд олганини билиш мақсадида диктант ёздириш, шу кўшиққа мос кўшиқ ўз она тилида ҳам мавжуд бўлса қиёслаб эссе ёздириш, кўшиқ матнидаги тушириб қолдирилган сўзларни топиб, нуқталар ўрнини тўлдириш, матн асосида тузилган тест топшириғи устида ишлаш, матнда қўлланган феъл сўз туркумига оид сўзларнинг гуруҳларини ва замонини аниқлаш, уларнинг синоним ёки антонимларини топиш, от ёки сифат сўз туркумига доир сўзларнинг кўплик ёки бирлик формасини ҳамда родини аниқлаш, ёки умуман матнда қўлланган сўзларни туркумларга ажратиш, матн юзасидан саволларга жавоб бериш, кўшиқ матни ва мусиқаси муаллифлари, кўшиқчиси ҳақида маълумот йиғиш ва презентация тайёрлаш каби топшириқларни бажариш мумкин.

Юқоридагилардан келиб чиқиб хулоса қилсак, хорижий тилни ўрганишга бўлган доимий қизиқиш ва фаоллик ўз она тилимизга бўлган эътиборнинг сусайишига олиб келмаслиги лозим. Шундай экан, ҳар нарсада меъёр бўлгани каби чет тилини кўшиқ ёрдамида ўрганишда ҳам меъёр ва қоидаларга амал қилиш мақсадга мувофиқдир.

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APPROCHES THEORIQUES ET METHODOLOGIQUES DE L'ETUDE DES REALITES

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Annotatsiya: Globallashuv davrida, turli tillar va madaniyatlarning o'zaro ta'siri kuchaygan davrda, realiya kabi so'zlarning madaniy-deterministik sinfini o'rganishga qiziqish ortdi. "Realiya" so'zi lotincha o'rta jins ko'plik sifatoshidan kelib chiqqan (realis, -e, mn. realia) va "haqiqiy" yoki "moddiy" degan ma'noni anglatadi. Tilshunoslar realiyani o'tgan asrning 50-yillaridan boshlab jamiyatning milliy xususiyatlarini aks ettiruvchi elementlar sifatida tahlil qila boshladilar. Shunday qilib, nazariy ishlarni ko'rib chiqish olimlarning realiyani aniqlash muammosiga turli tomonlardan yondashishini aniqlashga imkon berdi. Eslatib o'tamiz, biz realiyani birinchi navbatda madaniy va tarjima nuqtai nazaridan ko'rib chiqamiz.

Kalit so'zlar: Realiya, tilshunoslik, tilshunoslar, moddiy, nazariy, haqiqiy.

Annotation: during the era of globalization, when the interaction of different languages and cultures increased, interest in studying the cultural-deterministic class of words such as realia increased. The word "realia" comes from the Latin adjective middle gender plural (realis, -e, mn. realia) and means "real" or "material". Linguists began to analyze reality as elements that reflect the national characteristics of society from the 50s of the last centuries. Thus, the review of theoretical work made it possible to determine whether scientists approach the problem of determining reality from different sides. Recall that we first consider reality from the point of view of culture and translation.

Keywords: realia, linguistics, linguists, material, theoretical, real.

Аннотация: в эпоху глобализации, когда возросло взаимодействие различных языков и культур, возрос интерес к изучению культурно-детерминированного класса слов, таких как реалии. Слово "реалия" происходит от латинского прилагательного среднего рода множественного числа (realis, -e, mn. realia) и означает "реальный" или "материальный". Лингвисты начали анализировать действительность как элементы, отражающие национальные особенности общества, с 50-х годов прошлого века. Таким образом, обзор теоретических работ позволил определить, подходят ли ученые к проблеме определения реальности с разных сторон. Напомним, что мы в первую очередь рассматриваем реальность с точки зрения культуры и перевода.

Ключевые слова: реалии, лингвистика, лингвисты, материальное, теоретическое, реальное.

À l'ère de la mondialisation, à une période d'interaction accrue entre les langues et les cultures, il y a un intérêt accru pour l'étude d'une classe de mots aussi déterministe que les réalités.

Le mot "réalité" vient de l'adjectif Latin du pluriel neutre (realis,-e, pl. realia) et signifie "réel" ou "matériel"¹⁴.

Les linguistes ont commencé à analyser les réalités en tant qu'éléments reflétant les spécificités nationales de la société à partir des années 50 du siècle dernier¹⁵. Au cours de la période suivante, de nombreux scientifiques ont examiné le problème des réalités: L. S. Barkhudarov [Barkhudarov, 1975], M. L. Weisburd [Weisburd, 1972], V. C. Vinogradov [Vinogradov, 2001, 2006], S. Vlahov, S. Florin [Vlahov, Florin, 1980], V. G. Gak [Gak, 1995, 1998], V. M. Rossels [rossels, 1955], L. N. Sobolev [Sobolev, 1952, 1955], G. D. Tomahin [Tomahin, 1988], A. D. Schweitzer [Schweitzer, 1988] et les autres., néanmoins une idée commune sur ce concept n'a pas encore été développée. À cet égard, il semble raisonnable de commencer une étude de thèse en examinant l'évolution du concept de «réalité» dans les œuvres nationales et étrangères.

Parmi les linguistes ouzbeks Mirzaev. I, Salomov. G', Musaev. G, Hayitov. S, Shironova. R, Xakimov. X, Doniyorov. R, Hamroev. H ont étudié les problèmes de réalités.

En se référant aux manuels de traduction de L. N. Sobolev¹⁶, nous constatons que le scientifique appelle le terme «réalité», des unités spécifiques de la langue (mots individuels et expressions), transmettant le coloris spécial national. Les réalités, à son avis, n'ont pas d'équivalents dans d'autres langues, car dans les cultures étrangères, les concepts dénotés par la réalité sont absents¹⁷. Il est important de dire que le scientifique est l'un des premiers à donner une définition de la réalité, qui sera ensuite développée et complétée.

Contrairement à la définition de L. N. Sobolev, certains scientifiques notent qu'à une période où les frontières culturelles sont «effacées», divers concepts et phénomènes peuvent passer d'une communauté culturelle à une autre, de sorte que les réalités peuvent également apparaître et être fixées dans une autre culture linguistique. L'affirmation selon laquelle les réalités n'ont pas d'équivalents dans d'autres langues est également contestée.

M. L. Weisburd analyse les réalités dans le sens la civilisation du pays. Parmi les réalités, le linguiste comprend des objets ménagers, des concepts liés à la vie sociale et culturelle des personnes, des noms personnels de personnages célèbres (personnalités historiques, politiciens, écrivains, scientifiques), des objets toponymiques, des phénomènes de la nature, des objets d'art, etc¹⁸. Weissburd souligne que les réalités peuvent agir non seulement comme des unités lexicales individuelles, mais aussi des phrases entières¹⁹.

Néanmoins, de nombreux scientifiques sont d'accord avec la définition de L. N. Sobolev et attribuent les réalités au vocabulaire sans équivalent. Par exemple, A. D. Schweitzer donne la définition suivante: les réalités sont «les unités de la langue nationale désignant les référents uniques propres à une linguoculture donnée et absents de la communauté linguoculturelle juxtaposée»²⁰.

¹⁴ Методы перевода реалий, в том числе и те, которые предлагают С. Влахов и С. Флорин, 1980, Р. 7-8.

¹⁵ Методы перевода реалий, в том числе и те, которые предлагают С. Влахов и С. Флорин, 1980, Р. 5

¹⁶Соболев Л.Н. Пособие по переводу с русского языка на французский. М.: Изд-во литературы на иностранных языках.1952, 1955, Р. 281.

¹⁷ Соболев Л.Н. Пособие по переводу с русского языка на французский. М.: Изд-во литературы на иностранных языках, 1952, 1955, Р. 281, Р. 290 .

¹⁸ Вайсбурд М.Л. Реалии как элемент страноведения // Русский язык за рубежом. М.: Изд-во Гос. ИРЯ им. А.С. Пушкина, 1972. № 3., Р. 98

¹⁹ Вайсбурд М.Л. Реалии как элемент страноведения // Русский язык за рубежом. М.: Изд-во Гос. ИРЯ им. А.С. Пушкина, 1972. № 3. Р. 98

²⁰ Швейцер А.Д. Перевод и лингвистика: учебник. М.: Воениздат, 1973, Р. 145

Nous trouvons important de clarifier immédiatement que la réalité elle – même et le mot qui est utilisé pour la désigner. Afin d'éviter toute confusion, de nombreux linguistes divisent les «réalités-objets» et les «réalités-mots»²¹.

Ainsi, dans l'ouvrage «L'intraduisible dans la traduction»²² les linguistes et traducteurs bulgares S. Vlahov et S. Florin, qui ont apporté une contribution significative à la généralisation et au développement des approches de l'étude des réalités, notent que la «réalité-objet» a une signification très large et est un élément de la «réalité extra-linguistique»²³, la «réalité-objet» prend sa forme linguistique²⁴.

A. V. Fedorov dans le travail «Les bases de la théorie générale de la traduction (problèmes linguistiques)» souligne que «la traduction» des réalités elles-mêmes est impossible, " car la réalité est un concept extralinguistique et ne peut pas être «traduit" comme on ne peut pas "traduire» d'une langue à l'autre toute chose existante dans la nature»²⁵. Il est intéressant de citer l'observation de l'auteur selon laquelle l'expression «traduction des réalités» rencontrée dans un certain nombre d'œuvres est incorrecte sur le plan terminologique, mais en raison de sa généralité, elle devrait être traitée comme «une convention, comme une manière abrégée et simplifiée d'expression»²⁶. En outre, AV Fedorov indique que l'expression «transmission des réalités» est autorisée, car elle est plus large en sens et peut être appliquée à des concepts extralinguistiques.

Notez que ce qui précède s'applique à la présente étude de thèse. Dans le cadre des travaux présentés, les réalités seront examinées à la fois du point de vue linguistique et du point de vue du sujet. D'une part, nous décrirons les spécificités de la représentation linguistique des réalités, d'autre part, en raison du fait que la réalité comprend des informations extralinguistiques, nous nous tournerons vers le référent désigné par la réalité et examinerons ses caractéristiques culturelles, historiques, quotidiennes et autres.

L'analyse des travaux du philologue russe V. S. Vinogradov, qui a examiné les réalités du point de vue de la traduction, a permis d'établir que le scientifique attribue les réalités à une classe de vocabulaire sans équivalent, bien qu'il note que le terme n'est pas tout à fait correct, car «lors de la traduction de tels mots, il y a des équivalents»²⁷. V. S. Vinogradov définit les réalités comme les unités lexicales, transmettant des informations de fond sur l'organisation administrative de l'état et la vie sociale de la société, les caractéristiques domestiques, ethnographiques et mythologiques de la société, etc.²⁸.

Du groupe général, le scientifique distingue les réalités dites associatives, qui se reflètent dans des révolutions métaphoriques, expressives et émotionnelles, dont la bonne compréhension et la transmission dépendent de la connaissance des caractéristiques culturelles et nationales. Un destinataire mal informé a des réalités similaires peut provoquer de «fausses associations". Dans ce cas, leur interprétation correcte et leur transmission adéquate dans une langue étrangère ne sont pas

²¹ Gak, 1998; Vlahov, Florin, 1980; Fedorov, 2002 et autres

²² Методы перевода реалий, в том числе и те, которые предлагают С. Влахов и С. Флорин, 1980, Р. 7

²³ Методы перевода реалий, в том числе и те, которые предлагают С. Влахов и С. Флорин, 1980, Р. 7

²⁴ Методы перевода реалий, в том числе и те, которые предлагают С. Влахов и С. Флорин, 1980, Р. 7

²⁵ Федоров, А.В. Основы общей теории перевода (лингвистические проблемы). СПб.: Филология три, 2002, Р. 171

²⁶ Ibid. С. 171

²⁷ Виноградов В.С. Введение в переводоведение (общие и лексические вопросы). М.: Изд-во Ин-та общего и среднего образования РАО, 2001, Р. 37

²⁸ Виноградов В.С. Введение в переводоведение (общие и лексические вопросы). М.: Изд-во Ин-та общего и среднего образования РАО, 2001, Р. 81, 104-109

possibles. Le savant souligne qu'avec le vocabulaire non équivalent les traducteurs font face très bien, alors que les réalités associatives représentent la plus grande complexité²⁹.

Nous nous tournons vers le travail de L. S. Barkhudarov «Langue et traduction» [Barkhudarov, 1975], dans lequel l'exemple de la littérature artistique et sociopolitique analyse le processus de traduction d'un point de vue linguistique général. L'auteur définit les réalités comme «des objets et des phénomènes spécifiques à un peuple et à un pays donnés»³⁰.

Il convient de noter que le savant attribue aux réalités les objets/phénomènes qui constituent le patrimoine spirituel et matériel d'une nationalité donnée, par exemple les appellations gastronomiques, les œuvres d'art populaire, les vêtements, les danses traditionnelles, etc.³¹.

L'auteur souligne que comme réalités sont appelées les objets et les phénomènes qui manquent «dans l'expérience pratique des personnes parlant une autre langue»³². Le scientifique distingue trois groupes de vocabulaire non équivalent: 1) les noms propres; 2) les réalités; 3) les lacunes aléatoires les unités lexicales (incompréhensibles pour le destinataire le, qui n'ont pas d'équivalent dans la langue de la traduction)³³. Ainsi, dans le travail de L. S. Barkhudarov, les réalités ne sont pas identifiées avec un vocabulaire non équivalent, mais en sont un élément.

G. D. Tomahin, spécialiste dans le domaine de la linguistique, qui a consacré un nombre important d'œuvres à l'étude de la réalité américaine, estime que les réalités sont «les noms des objets culturels matériels inhérents à certaines nations et à certains peuples, les faits de l'histoire, les institutions de l'état, les noms des héros nationaux et folkloriques, des créatures mythologiques, etc.»³⁴.

Le scientifique souligne que, en comparant les langues et les cultures, en rencontrant des éléments comme «coïncidents «et» non-coïncidants», nous traitons des divergences de signifiés («étrangers») et de signifiés («inoformes»). L'auteur distingue quatre cas de divergence:

- 1) la réalité est propre à un seule groupe linguistique, et dans l'autre, elle est absente;
- 2) la réalité est présente dans les deux groupes linguistiques, mais dans l'un d'eux, elle n'est pas spécifiquement marquée;
- 3) similitude fonctionnelle des différentes réalités;
- 4) la distinction fonctionnelle de réalités similaires³⁵.

Selon G. D. Tomahin, les réalités sont parmi le vocabulaire sans équivalent. Le scientifique souligne que les réalités reflétant l'histoire, la culture, la vie quotidienne et le niveau de développement économique de la société diffèrent légèrement ou considérablement des réalités d'un autre système linguistique³⁶.

Pour clarifier les concepts de «vocabulaire sans équivalent» et de «réalité», nous nous tournerons vers le travail de S. Vlahov et S. Florin. Les scientifiques proposent de s'appuyer sur le terme «L'équivalence de traduction», emprunté à V. N. Komissarov et utilisé pour les signes linguistiques, ce qui raccourcit considérablement les limites du terme général «équivalence». Selon

²⁹ Виноградов В.С. Введение в переводоведение (общие и лексические вопросы). М.: Изд-во Ин-та общего и среднего образования РАО, 2001, Р. 38-39].

³⁰ Бархударов Л.С. Язык и перевод. М.: Международные отношения, 1975, Р. 13]

³¹ Бархударов Л.С. Язык и перевод. М.: Международные отношения, 1975, Р. 94

³² Бархударов Л.С. Язык и перевод. М.: Международные отношения, 1975, Р. 94

³³ Ibid. С. 94

³⁴ Томахин Г. Д. Реалии-американизмы: пособие по страноведению: учеб. пособие для ин-тов и фак. иностр. яз. М.: Высшая школа, 1988, Р. 5

³⁵ Томахин Г. Д. Реалии-американизмы: пособие по страноведению: учеб. пособие для ин-тов и фак. иностр. яз. М.: Высшая школа 1988, Р. 6].

³⁶ Ibid. С. 6

les auteurs, le sens le plus large est le terme «lexique sans équivalent», qui comprend «les unités lexicales et phraséologiques qui n'ont pas d'équivalents de traduction dans la langue de traduction»³⁷.

Parmi les réalités, les savants comprennent «les mots (et les expressions) désignant des objets caractéristiques de la vie (vie, culture, développement social et historique) d'un peuple et étrangers à un autre; en tant que locuteurs du coloris spécial national et/ou historique, ils n'ont généralement pas de correspondances exactes (équivalents) dans d'autres langues et, par conséquent, ne peuvent pas être traduits «sur des bases générales», nécessitant une approche particulière»³⁸. Ainsi, en travaillant dans le cadre de la traduction, ce qui est très important pour la présente thèse, la définition des scientifiques reflète, à notre avis, le plus fidèlement le caractère multilatéral des réalités.

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ИССЛЕДОВАНИЯ ЖАНА ВИВЬЕ АНГЛИЙСКОЙ ЛИТЕРАТУРЫ ПУТЕШЕСТВИЙ

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Annotation: This article is devoted to the monograph of the French literary scholar Jean Vivier, “English Travel Stories of the 18th Century.” The author of the monograph, studying English literature of the Enlightenment from different angles, reveals many new aspects of travel works, their connections and similarities with other genres of this era, and offers his own new interpretation of the topic.

Keywords: travel literature, diary, novel, narrative, image, author, traveler.

Аннотация: Данная статья посвящена монографии французского ученого-литературоведа Жана Вивье «Английские рассказы о путешествиях XVIII века». Автор монографии, изучая с разных ракурсов английскую литературу эпохи Просвещения, выявляет много новых сторон произведений путешествий, их связь и сходство с другими жанрами данной эпохи и предлагает новое собственное толкование темы.

Ключевые слова: литература путешествий, дневник, роман, повествование, образ, автор, путешественник.

Жан Вивье (Jean Vivies) известный французский ученый-литературовед, профессор Университета Экс-Марсель. Он является специалистом по английской литературе восемнадцатого века, в частности по литературе путешествий. Его научно-исследовательская работа ориентирована на творчестве британских писателей, таких как Даниел Дефо, Джонатан Свифт, Лоренс Стерн, Тобайас Смоллет, Джеймс Босуэлл, Самюэл Джонсон. В 1986 году Жан Вивье защитил докторскую диссертацию по творчеству Джеймса Босуэлла и на протяжении многих лет продолжает свое исследование в этой сфере.

Монография Жана Вивье «Английские рассказы о путешествиях XVIII века» (English Travel Narratives in Eighteenth Century) [Vivies J, 2016] впервые была опубликовано в 2002 году и по сей день является одним из крупнейших исследований этого периода в современном литературоведении. Оно состоит из вступления, четырех глав и заключения. В первой главе, которая называется «James Boswell and Samuel Johnson (An Account of Corsica and Journal of a Tour to the Hebrides; Rasselas and A Journey to the Western Islands of Scotland)» исследуется творчество Джеймса Босуэлла и Сэмюэла Джонсона на примере их дневников о путешествиях. К примеру, рассказы о Корсике и дневник путешествия на Гебриды Босуэлла и произведение «Расселас» и путевые воспоминания о Западных островах Шотландии Джонсона. В ней несколько небольших параграфов: «Мой маленький памятник свободе: Рассказ о Корсике» (My little monument to liberty: An Account of Corsica), «Расселас (1759) и путешествие к Западным островам Шотландии (1775)» (Rasselas (1759) and A Journey to the Western Islands of Scotland (1775)). В каждом из них Жан Вивье, анализируя произведения Джонсона отмечает, «путешествие на Западные острова Шотландии следует интерпретировать как столкновение между тем, что является истиной, и тем, в каких условиях истина может быть открыта». В третьем параграфе «Дневник

путешествия на Гебриды» (Journal of a Tour to the Hebrides, 1785) автор монографии подробно анализирует путевые воспоминания Босуэлла и отмечает, что структура его хронологична. Жан Вивье подтверждает, что в данном произведении отличается стиль Босуэлла, который уже «находился на равных с Сэмюэлем Джонсоном в технике повествования» [Vivies J, 2016]. В этой главе Вивье в сравнительном аспекте показывает два различных подхода, стилей и точек зрения разных авторов по результатам одного путешествия.

Во второй главе «Tobias Smollett: Deciphering Letters (Travels through France and Italy and The Expedition of Humphry Clinker)» Жан Вивье анализирует non-fiction и художественный (fiction) произведения одного автора, то есть Т.Смоллета и показывает их взаимосвязь и своеобразие. В параграфе «Travels through France and Italy: An angry traveller's discourse» анализируется реальное путешествие Т.Смоллета. Жан Вивье подтверждает, что автор-путешественник в своем произведении не только показывает все то, что окружало его и то что происходила вокруг, но в большей степени показывает свое отношение к каждому из них и эта тема плавно переходит во второй параграф «The Expedition of Humphry Clinker as travel book». Действительно, тема рассуждений «разгневанного путешественника» в какой-то степени созвучно и в произведении «Путешествие Хамфри Клинкера», в образе главы семьи иногда слышится голос самого Смоллета. «Общеизвестен тот факт – пишет Жан Вивье - что тур семьи Брэмбл, который включает в себя посещение нескольких городов и местностей, основан на путешествии, которое Смоллет совершил по своей родной Шотландии весной 1766 года» Анализируя тексты произведений Смоллета исследователь Вивье утверждает, главные персонажи романа, то есть члены семьи Брэмбл родом из Уэльса и когда они посещают Англию и Шотландию то они иностранцы, таким образом текст колеблется между двумя жанрами. Приводя высказывания других исследователей, Жан Вивье поднимает тему о жанровом характере произведения «Путешествие Хамфри Клинкера», в частности Вольфганг Изера, который убедительно доказывает, что в нем объединены в единое целое эпистолярный роман и книга о путешествии [Wolfgang Iser, 1983]. Жан Вивье отмечает особенность структуры и композиции произведения «Путешествие Хамфри Клинкера» и подчеркивает, что «из-за перехода от одного рассказчика к пятикратной призме процесс чтения становится единственным объединяющим фактором; следовательно, преемственность между «Хамфри Клинкером» и другими книгами «путешествия» заключается в выборе эпистолярной формы». В последнем параграфе «From solo to polyphony» приводит теоретические рассуждения М. Бахтина «роман следует рассматривать не как монолог писателя, а как место диалогического взаимодействия множества голосов, языков и способов дискурса, каждый из которых также является социальным феноменом, связанным с определенным видением мира. В любом романе, в большей или меньшей степени, присутствует диалогическое взаимодействие между голосами персонажей и рассказчика. У «Хамфри Клинкера» эта «полифонический» эффект достигается в результате того, что пять повествовательных голосов рассказывают об одних и тех же событиях с разных моральных, социальных и культурных точек зрения. [Vivies J, 2016] В «Путешествии Хамфри Клинкера» пишет Вивье, читатель сталкивается с противоречиями между дискурсами и эмпирическими наблюдениями путешественника и стратегия произведения заключается в том, что оно предусматривает то, что читатель сравнивая различные точки зрения должен выявить параллели и различия, а также увидеть то, что остается недосказанным.

В третьем параграфе «Laurence Sterne: The Voyage and its Double (Tristram Shandy and A Sentimental Journey)» имеется два параграфа: «Sterne and the travel narrative: From Tristram Shandy to A Sentimental Journey» и «The paradoxes of Yorick», в которых проводится подробный анализ произведений Стерна, в частности его «Сентиментальное путешествие». Жан Вивье приходит к выводу, что «сентиментализм становится еще одним способом исследования, который может быть связан с общей темой путешествия. Он сложным образом объединяет эмпиризм и идеализм, представляя мир в неоднозначных красках». Именно эта внутренняя структура позволяет читателю увидеть в тексте новые элементы, не выстраивая между ними логических отношений. Жан Вивье отмечает своеобразие и особенность произведения Стерна «Сентиментальное путешествие», его кардинальное отличие от других произведений о путешествиях. «Стерн посвятил этой проблеме важную проповедь: «Самопознание». В нем есть следующая строка: "[человек] настолько же, а зачастую и в гораздо большей степени, чужд своему собственному характеру, чем весь остальной мир».³⁸ Действительно, в данном произведении Лоренса Стерна образ путешественника отличается от других образов-путешественников, его трудно понять, ему сложно дать какое-либо точное определение. «Как «путешествие сердца», он предлагает эмпирическое исследование последовательных сложных ощущений, которые испытывает Йорик» пишет Вивье о своеобразном авторском стиле английского писателя, автора нового «сентиментального» путешествия.

В четвертой главе, которая называется «The vagaries of the picaresque» Жан Вивье исследует влияние испанского плутовского романа на английскую литературу и тем самым влияние на романы путешествий восемнадцатого века. Особенно важным является заключительная часть монографии, которая своего рода является итогом вышеизложенных исследований. В ней автор пишет о повествовании произведений о путешествиях и проводит дискурс авторами литературной критики по этой теме. Цитируя исследования Перси Адамса, Пола Хантера, Джордж Мэйа, Адриано Паскуале и многих других авторов, утверждает, что литература путешествий охватывает разнообразные жанры и дискурсивные типы: «что то, что верно для читателя, тем более верно для критика, приступающего к анализу литературных путешествий»

Профессор Ольстерского университета Ричард Брэдфорд в предисловии к книге Ж.Вивье отмечает, что в ней исследованы творчество писателей, творивших в период Просвещения, не с точки зрения жанра путешествия, а выявления различных художественных особенностей произведения». Профессор Ален Бони из Лионского университета (Alian Bony) в своей статье-предисловии к данной пишет, что английское издание книги французского учёного рассматривает развитие жанра путешествий в тесной связи с художественной литературой и «служат литературным полем для раскрытия полного смысла реальных и воображаемых мотивов путешествий».

В заключении хотелось бы отметить, что монография Жана Вивье даёт возможность не только прояснить многие стороны английской литературы путешествий восемнадцатого века, но и восполнить теоретические стороны литературы путешествий, как литературного жанра. Так как в данном исследовании французский литературовед Жан Вивье, изучая английскую литературу эпохи просвещения с разных ракурсов, выявляет много новых сторон произведений путешествий, их связь и сходство с другими жанра, предлагая новые собственные толкования. Проведенный анализ текстов и высказываний различных исследователей по этой теме, приведенная концепция самого автора монографии дает

возможность еще раз по-новому взглянуть на давно ушедшие исторические события, на литературу путешествий и почувствовать их «парадоксальную современность» и по сей день.

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LOTIN TILINING TIBBIYOT INSTITUTLARIDA DARS BERILISHINING ASOSIY PRINSIPLARI

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Annotatsiya: Lotin tilini o'rganish tibbiy ta'limda chuqur ildizlarga ega va zamonaviy tibbiyotning ilmiy terminologiyasi, nomenklaturasi va asoslarini o'rganishning ajralmas qismi bo'lib qolmoqda. So'nggi o'n yilliklarda lotin tilida o'qitish susaygan bo'lsada, tibbiy ta'lim rahbarlari orasida sog'liqni saqlash fanlari talabalariga lotin tilini o'qitishning doimiy ahamiyati va afzalliklari tobora ortib bormoqda. Ushbu maqola tibbiyot maktablarida va ittifoqdosh sog'liqni saqlash dasturlarida lotin tilini samarali tiklash va o'qitishning ba'zi asosiy tamoyillarini bayon qiladi.

Kalit so'zlar: lotin tili, ahamiyati, tibbiyotda foydalanish, xorij mamlakatlari, sabablar

Аннотация: Изучение латыни имеет глубокие корни в медицинском образовании и остается неотъемлемой частью изучения научной терминологии, номенклатуры и основ современной медицины. Хотя преподавание латыни в последние десятилетия снизилось, сохраняющаяся важность и преимущества преподавания латыни студентам-медикам все чаще признаются среди лидеров медицинского образования. В этой статье излагаются некоторые ключевые принципы эффективного восстановления и преподавания латыни в медицинских школах и смежных программах здравоохранения.

Ключевые слова: латинский язык, значение, использование в медицине, зарубежные страны, причины.

Annotation: The study of Latin has deep roots in medical education and remains an integral part of learning the scientific terminology, nomenclature, and fundamentals of modern medicine. Although the teaching of Latin has declined in recent decades, the continued importance and benefits of teaching Latin to health science students is increasingly recognized among medical education leaders. This article outlines some key principles for the effective recovery and teaching of Latin in medical schools and allied health programs.

Keywords: Latin language, importance, use in medicine, foreign countries, reasons

Kirish: Rim imperiyasining qadimiy tili bo'lgan lotin tili tibbiyot sohasida uzoq va ko'p yillik tarixga ega. Asrlar davomida bu tibbiyot fanining asosiy tili bo'lgan va bugungi kunda ham tibbiyot mutaxassislari uchun muhim til bo'lib qolmoqda. Buning sababi, lotin tili tibbiy tushunchalarni tavsiflash uchun juda mos bo'lgan aniq va ixcham tildir. Bundan tashqari, ko'plab tibbiy atamalar lotin tilidan olingan, shuning uchun lotin tilini bilish tibbiyot talabalari va amaliyotchilariga ushbu atamalarni yaxshiroq tushunishga yordam beradi.

Kasbiy kompetentsiya yondashuvini amalga oshirish ta'lim va uning yangi o'qitish usullarida aks etishi lotin kurslariga mikro-ma'ruza va mavzularni tushuntirish kabi an'anaviy usullardan tashqariga chiqish talabini keltirib chiqardi. Talabalarni baholash uchun yangi va xilma-xil tadbirlar va usullar ko'paydi. Muayyan kompetentsiyalar to'plamini o'zlashtirish zarurati

ko'proq narsani talab qiladi, materialni taqdim etishda ham, sinovdan o'tkazishda ham samarali yondashuvlar bilim va ko'nikmalarda ham.

Lotin o'quv dasturining tabiati fanning o'ziga xos xususiyatlari bilan belgilanadi. An'anaga ko'ra, lotin tili "o'lik" tildir, ammo zamonaviy tillar uning morfologik va leksik imkoniyatlaridan foydalanadi, yangi terminologiyani shakllantirish uchun ko'plab derivativ modellar qo'llaniladi. Buni tavsiflash uchun LG Panin qoidalari yopiq yozuvlar korpusi yoki "muqaddas matnlar" bilan belgilanadigan "saqlovchi til" atamasini taklif qildi.

Tibbiy lotin tili maylum maqsadli til sifatida so'zlashuv tili sifatida yashamaydi, balki anatomik, gistologik va farmatsevtik nomenklatura uchun manba bo'lib, yangi tibbiy atamalarga asos bo'lib xizmat qiladi. Biroq, butun fan faqat lotin tilini o'rganish bilan cheklanmaydi, chunki klinik atamalar, masalan, asosan klassik yunon tilining elementlaridan olingan. Tibbiyot terminologiyasidagi faol roli va ontologik ahamiyatini hisobga olgan holda, lotin va klassik yunon tillari o'likdan ko'ra saqlovchi tillar sifatida ko'proq ta'riflanadi.

Hozirgi amaliyotda kurslarga odatda "Lotin tili" nomi beriladi, ammo buni o'zgartirish kerak deb o'ylash uchun yaxshi sabablar bor. Tibbiyot oliy o'quv yurtlarida bu kurslarning maqsadi, axir, talabalarni butun lotin tili va uning madaniy va tarixiy merosi bilan tanishtirish emas, balki ularga tibbiy terminologiya asoslarini o'rgatishdir. Talabalar faqat lug'at, affiksalar va lotin grammatikasi elementlarini, shuningdek, klassik yunon tilidan ko'p sonli morfema va leksik birliklarni, ayniqsa klinik va farmatsevtika terminologiyasini o'rganishadi.

Til o'rgatishning ko'plab usullari mavjud, ular Lotin tili faniga taalluqli, chunki uning maqsad va vazifalari zamonaviy tillarni o'rganishdan tubdan farq qiladi. Til o'rganishning har bir darajasida -fonetika, morfologiya, lug'at, sintaksis - tibbiy lotin kurslari faqat talabalar va mutaxassislarning yozma va og'zaki muloqoti uchun zarur bo'lgan ilmiy va tibbiy terminologiyaga mos keladigan materialni tanlaydi. Lingvistik kategoriyalardan uzoqlashishning klassik misoli M.N. Cherniavskiy darsligidagi harf juftlarini diftong va digraflarga ajratish taklifidir.

Lotin tilining boshqa o'qituvchilari turli xil tavsiyalar berishadi, masalan, uchinchi darajali ot turlarini to'liq qamrab olmaslik va buning o'rniga munozarani undosh va aralash shakllar bilan cheklash; istisno tariqasida rete so'zini berish; ikkinchi guruh sifatdoshlarining yasalişhini alohida ko'rsatish va tartibsiz sifatlar turkumining faqat bir qismini o'rgatish va hokazo.

Metodlar va usullar: Biz tahlil qilish uchun foydalangan materiallar ham uslubiy bo'limlar, ham lotin tilidagi turli darsliklarning mazmuni hisoblanadi. Shuningdek, biz lotin tili o'qituvchilari sinf tajribasi asosida o'z xulosalarini beradigan jurnal adabiyotlarini ko'rib chiqdik. Bizning usulimiz qiyosiy tahlillardan biri bo'lib, biz intizomning hozirgi holati va tendentsiyalarini o'rganishga, shuningdek, istiqbolli xulosalar chiqarishga intildik.

Muhokama: Tibbiyot terminologiyasini o'rganish barcha rus va ko'pgina yevropa tibbiyot maktablarining o'quv dasturlariga kiradi. Rossiya lotin tilini alohida fan sifatida taklif qiladigan kam sonli joylardan biri bo'lishiga qaramay, tibbiy terminologiya butun dunyo bo'ylab tibbiyot muassasalarida deyarli barcha o'quv kurslariga kiritilgan.

Kurslar turlicha nomlanadi va kredit soatlari soni ham har xil, ammo tibbiy atamalarning tartibi, yaratilishi va funksiyasini o'rganish nemis, avstriyalik, ingliz, chex, polyak, fin, bolgar va AQSH tizimlariga kiritilgan. Tibbiyot lotin tilini o'qitishning an'anaviy usullari materialni terminologik guruhlarga ajratadi va materialni modullarda taqdim etadi: anatomik, farmakologik va klinik.

Optimal ketma-ketlik anatomik moduldan boshlanadi, chunki u grammatika asoslarini o'rganish va tilga tizimli yondashish uchun asos yaratish bilan mos keladi. Bu, shuningdek,

maktablarga lotin kursini anatomiyaga kirish bilan sinxronlashtirishga imkon beradi, bu ikkala kursda ham optimal natijalarga erishish imkonini beradi. Farmatsevtik va klinik modullarning tartibi grammatik progressiyaning tuzilishiga turlicha yondashuvlarga qarab farqlanadi. Birinchi fonetik toifadan boshlab, har bir tanlov materiali kasb tiliga mosligidan kelib chiqqan holda tanlanadi.

Misol uchun, gumanitar fanlar talabalaridan farqli o'laroq, bo'lajak mediklar faqat urg'u joylashtirish qoidalarini o'rganish emas, balki eng keng tarqalgan qo'shimchalarning uzun va qisqa shakllarini o'rganadilar. Tibbiyot oliy o'quv yurtlarida lotin tilini o'rgatish asosan tarjima usuli (grammatik tarjima va leksik usul) orqali amalga oshiriladi, u qiyosiy metod bilan to'ldiriladi (rus, ingliz va boshqa yevropa tillari bilan o'xshashlik chizish).

Tibbiyot muassasalarida lotin tilini o'qitishda bir qator asosiy tamoyillarga amal qilish kerak. Birinchidan, asoslardan boshlash muhimdir. Talabalarga lotin alifbosi, talaffuzi va grammatikasi o'rgatilishi kerak. Ushbu sohalarda mustahkam poydevorga ega bo'lgach, ular tibbiy terminologiyani o'rganishni boshlashlari mumkin.

Ikkinchidan, o'qitishning turli usullaridan foydalanish muhimdir. Bunga ma'ruzalar, o'qishlar, munozaralar va viktorinalar kirishi mumkin. Shuningdek, talabalarga tibbiy kontekstda lotin tilidan foydalanish bilan shug'ullanish imkoniyatini berish muhimdir. Buni rol o'ynash, amaliy tadqiqotlar va bemorlar bilan suhbatlar orqali amalga oshirish mumkin.

Uchinchidan, lotin tilini talabalar hayotiga mos qilish muhimdir. Buni bugungi kunda tibbiyot sohasida lotin tilidan qanday foydalanilishini ko'rsatish orqali amalga oshirish mumkin. Masalan, talabalarga tibbiy darsliklarda, jurnallarda va bemorlar jadvalarida lotin tilidan qanday foydalanilishini ko'rsatish mumkin. Ularga tibbiy terminologiyada lotin tilidan qanday foydalanilishini ham ko'rsatish mumkin.

Yuqorida sanab o'tilgan asosiy tamoyillardan tashqari, tibbiyot muassasasida lotin dasturining muvaffaqiyatiga hissa qo'shishi mumkin bo'lgan bir qator boshqa omillar ham mavjud. Bu omillarga quyidagilar kiradi:

Professor-o'qituvchilarning ta'lim berish sifati: Lotin tilini o'qitishga ishtiyoqli malakali va tajribali o'qituvchilarga ega bo'lish muhimdir.

Resurslarning mavjudligi: Talabalar darsliklar, lug'atlar va onlayn manbalar kabi turli xil manbalardan foydalanishlari kerak.

Ma'muriyatning qo'llab-quvvatlashi: Ma'muriyat lotin dasturini qo'llab-quvvatlashi va uni muvaffaqiyatli amalga oshirish uchun zarur resurslarni taqdim etishi kerak.

Ushbu omillarning barchasi mavjud bo'lganda, tibbiyot muassasasidagi lotin dasturi talabalar va amaliyotchilar uchun qimmatli boylik bo'lishi mumkin. Lotin tili talabalarga tibbiy terminologiyani yaxshiroq tushunishga, muloqot qobiliyatlarini yaxshilashga va tibbiyot tarixini chuqurroq tushunishga yordam beradi.

Xulosa

Lotin tili tibbiyot mutaxassislari uchun muhim tildir. Tibbiyot muassasalarida lotin tilini o'qitishda bir qator asosiy tamoyillarga amal qilish kerak. Ushbu printsiplarga asoslardan boshlash, turli xil o'qitish usullaridan foydalanish, lotin tilini talabalar hayotiga moslashtirish va sabr-toqatli bo'lish kiradi. Ushbu asosiy tamoyillardan tashqari, tibbiyot muassasasida lotin dasturining muvaffaqiyatiga hissa qo'shishi mumkin bo'lgan bir qator boshqa omillar ham mavjud. Ushbu omillarga o'qituvchilar tarkibining sifati, resurslarning mavjudligi va ma'muriyatning qo'llab-quvvatlashi kiradi. Ushbu omillarning barchasi mavjud bo'lganda, tibbiyot muassasasidagi lotin dasturi talabalar va amaliyotchilar uchun qimmatli boylik bo'lishi mumkin.

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MODERN TRENDS IN THE STUDY OF SPOKEN RUSSIAN SPEECH

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Annotation: This article is devoted to the study of the influence of modern means of communication on the development of the Russian language in non-Russian-speaking institutions. The phenomena observed in the speech of Internet users are considered in the context of two opposing and interrelated trends - towards formalization and deformalization of communication.

Аннотация: Данная статья посвящена изучению влияния современных средств общения на развитие русского языка в нерусскоязычных учреждениях. Феномены, наблюдаемые в речи пользователей интернета, рассматриваются в контексте двух противоположных и взаимосвязанных тенденций - к формализации и деформализации общения.

Annotatsiya: Ushbu maqola rus tilida so'zlashmaydigan muassasalarda rus tilini rivojlantirishga zamonaviy aloqa vositalarining ta'sirini o'rganishga bag'ishlangan. Internet foydalanuvchilari nutqida kuzatilayotgan hodisalar ikki qarama-qarshi va o'zaro bog'liq bo'lgan tendentsiyalar kontekstida ko'rib chiqiladi - aloqani rasmiylashtirish va deformalizatsiya qilish.

Among the factors determining the development of language, communication technology occupies not the least place. Once upon a time, the advent of writing led to the emergence of a written form of speech, which differed significantly from oral speech, primarily in that it made it possible to free the process of perception from time restrictions, and therefore made it possible to use more complex syntactic and semantic structures. Currently, we have the opportunity to observe changes that are probably no less revolutionary. These changes are associated with the emergence and widespread use of the Internet, the role of which in the life of society is constantly growing. One of the most noticeable consequences of this revolution was the blurring of the boundaries between oral and written speech, which allowed many researchers (M. Krongauz, V. M. Leichik, O. V. Lutovinova, etc.) to talk about a new form of communication - oral-written, when a written statement is created and functions according to laws characteristic, rather, of colloquial speech. Changes in speech practice occur so rapidly that their recording and study are inevitably delayed (as was the case with the erratives described by G. Hasanov), therefore it seems necessary to look at the situation as a whole, outlining the main directions of language development in new communicative conditions.

The specifics of the Internet as a communication channel are determined primarily by its technical capabilities and limitations. From a technical point of view, the Internet is electronic means of storing, processing and transmitting information, united into a single network. The electronic format allows for almost instantaneous data exchange regardless of the geographical location of the communication participants. Storing information in network nodes with the possibility of wide access to it ensures the unity and coherence of the information space. Equally important, Internet end users have a potentially equal opportunity to act in this space. Each

participant in communication can create, use and evaluate new content, as well as change roles in the communication process. Democracy and interactivity as the basic principles of the Internet are manifested in all its functional varieties. Three main functions of the Internet can be distinguished, differing in the nature of communicative interaction. The function of the “information bank” - accumulation and storage of information, as well as providing access to it - is performed by network libraries, search engines, electronic dictionaries, encyclopedic information resources, etc. Communication here is manifested in the provision of information, on the one hand, and circulation to her - on the other. There is some gradation in the level of interactivity from “classical” libraries, which are simply a collection of texts, audio and video recordings, to collective encyclopedias that allow users to participate in the creation and editing of information articles (“Wikipedia”).

The function of the media - dissemination of news, analytical understanding of events, social impact, advertising - is carried out by news sites, electronic versions of printed publications, personal magazines (blogs), etc. The language of official electronic media differs slightly from the language of printed publications. Blogs are more informal in terms of language and more synthetic in content. Here, information about the event, analysis, and the author’s subjective reaction are presented inseparably. However, the media function for a blog is only one of the possible ones. The function of a communication platform is to provide the opportunity to talk freely, express a private opinion on any issue, debate, establish relationships, etc. This function is performed by social networks (Odnoklassniki, VKontakte, Facebook, etc.), chats, forums, comment area on blogs and news sites. These functions are, of course, not mutually exclusive. Rather, on the contrary, the development of the internal structure of the Internet is moving from narrowly functional to universal forms of interaction. Traditional forms of communication provided a rather rigid choice of two communication models: a specific addresser and a specific addressee(s) (interpersonal communication) or a specific addresser and a mass anonymous addressee (mass communication). But on the Internet this opposition is also being destroyed. A comment on a blog or a post on a forum is both a response to a specific statement and a text addressed to all participants in communication, and the second is often more important than the first. At the same time, the physical absence of representation of participants in Internet communication leads to the fact that even when communicating in a narrow circle, an element of anonymity is retained.

As the capabilities of the Internet develop, its communication space also develops and becomes more complex, including increasingly serious areas of social activity. Education, politics, business, creativity find a place for themselves in the virtual world, complicating its structure and linguistic background. For example, a completely special form of communicative interaction is represented by literary sites and forums (“Samizdat”, “Litostrovok”, “In the Whirlwinds of Times”, etc.), where works of art are discussed by readers in the process of creation, and sometimes are created collectively. The limitations of Internet communication are associated with the predominantly visual way of presenting information and the lack of direct contact between the sender and the addressee. The main method of communication on the Internet is written text, which is explained not only by the characteristics of the communication channel (modern multimedia technologies allow you to communicate in voice mode), but also by the greater convenience of processing and using text data (text search, indexing, citing). With the development of computer technology, the role of graphics, audio and video inserts increases, but they only complicate the text format and do not replace it. As A.V. Kuryanovich notes: “All components of human behavior

on the Internet, voluntarily or involuntarily, acquire a verbal dimension. Communication in the form of written text receives ontological status on the Internet and becomes the basis of existence.”.

Unintentional violations of spelling and style norms are a natural consequence of the development of the sphere of informal communication in the Internet space. In free communication, strict adherence to the norms of language is not only not necessary, but also almost as reprehensible as their violation in formal, official communication. A person who says hello instead of hello in everyday life, today instead of sedna, and uses phrases with a complete structure in colloquial speech, will be perceived as not fluent in the language or as an arrogant, unpleasant interlocutor. When the rules of informal communication are transferred to the Internet, where one has to communicate using letters rather than sounds, this leads to the already mentioned destruction of the written norm. The norm loses its social-regulatory function, ceases to be a measure of “good” and “bad” language, but does not disappear completely. The reason is that the language norm performs not only a social, but also a communicative function, ensuring mutual understanding and, consequently, the success of communication. And this function is now becoming the main one again. Instead of a single source of norms - an expert community of authoritative language users (scientists, politicians, cultural figures) - there are many point sources, many private norms established within the Internet community at the request of its organizers or participants.

Conscious transformations of language can be divided into individual ones, which reflect the creative manifestation of the linguistic personality of a participant in Internet communication (which is not always assessed positively), and institutional ones, which represent a variant of a private norm. At the same time, one thing can easily turn into another, which can be observed in the example of LiveJournal blogs. How, for example, can one evaluate the use of pre-reform spelling in a journal? This is, of course, a way of self-presentation, but at the same time, it is also a way of social regulation, designed to limit access to the blog for those who find this norm too difficult. A private norm can be based not only on a “high” tradition, but also on opposition to it. For example, on the website udaff.com, the use of obscenities and errative language is not only acceptable, but also mandatory. The warning message reads: “This resource is for real bastards.” Thus, the rejection of the general norm is formalized and elevated to a rule. Such phenomena are quite rare, mostly a private norm appeals to a universal one, so fears that the Internet will fatally affect the literacy of schoolchildren are unlikely to be founded. On the contrary, the last few years have seen an increase in online literacy. However, the emergence of such private norms may indicate the activation of differential processes in the language, which could potentially lead to the emergence of new “network” dialects. So, if we abstract from the evaluative approach to certain phenomena on the Internet, we can see that the development of language in this new environment for it occurs under the influence of two opposing trends - the tendency towards deformatization, i.e. the rejection of uniform and mandatory norms of written speech, and a tendency towards formalization, i.e. the emergence of new norms that imply voluntariness, consciousness and alternativeness.

These trends can only be stopped by imposing strict restrictions on Internet communications themselves. Can certain phenomena observed in the language of the Internet be considered as evidence of the emergence of a new form of the national language and can they have an impact on the Russian language as a whole? As V. M. Leichik points out, there are two points of view on this problem. “Many foreign experts talk about the formation of a new cybernetic language (cyberlanguage), which is the result of widespread integration between the commonly used language and the language of computer technology. According to the second point of view,

a new language is not created, but there is a specific functioning of the language in the computer using individual, albeit numerous words, morphemes (suffixes, prefixes), abbreviations, unusual graphics, as well as specially created signs like “smiles” (emoticons), conventionally combined punctuation marks, etc.”.

If we talk about the Russian language, then the second point of view seems more reasonable. Although we can talk about the existence of a professional language in the field of computer technology, in general the Internet is developing not so much through the creation of new areas of communication, but rather through the transfer of basic forms of social activity to the virtual environment. The processes of globalization, the erasing of linguistic differences due to common conditions of communication and the absence of borders, also do not go too far. Even in the field of computer terms, there is a tendency to use translation or create motivated neologisms (neomotivates): userinfo - personal profile, reader - reader, archiver (unzipped) - unpacked, friend - friend, regular reader. Such phenomena suggest that the globalization of Internet language has reached its logical limit and now there is a slow but clearly expressed movement in the opposite direction - towards the identification and design of national segments of the Internet.

As for the influence of the Internet on the development of the language system, so to speak, on the core of the language, it certainly exists, although different levels of the language are affected to varying degrees. In the field of phonetics and graphics (and on the Internet phonetics can only be represented through graphics), this influence can manifest itself in a very limited way, for example, in the “sounding” of Internet transforms such as “creatiff”, “afftar”, “shazz” with accentuation of distortion. The linguistic system can accept such forms in lexicalized form as stylistically marked means (along with literary vernacular). The impact of erroneous spelling on the spelling and punctuation of a language is unlikely to be significant, and in this sense, typos that may appear when translating printed texts into electronic form are more dangerous than deliberate distortions (erratives). The obvious intentionality and expressive load of errative spellings does not allow us to perceive them as a “default” example, and it is already clear that fears about this game with the rules of spelling were, for the most part, unfounded.

The most changes occur in vocabulary. The appearance of new words and new meanings, changes in the frequency of compatibility and associative connections. Thus, the word “avatar,” which previously had a very narrow meaning in relation to the philosophy of Hinduism, has now firmly acquired a new meaning: “an image of a person representing him on the Internet” and is widely used in a new capacity. The words “profile”, “commentary”, “diary”, etc. have been rethought. However, such changes caused by extralinguistic factors are common in vocabulary. Now we are witnessing the “internetization” of vocabulary, just as, for example, during the war, its militarization took place (due to which idioms such as “work front” or “lie down on the embrasure” were firmly entrenched in the Russian language). Such lexical and semantic neologisms stand the test of time, and those that pass this test become part of the linguistic tradition.

Changes in the area of grammar, especially syntax, receive the least attention. Meanwhile, there is cause for concern. The syntax of the Russian language is very different for its spoken and written forms. Syntactic turns of written speech are designed for leisurely reading, allowing you to track all grammatical connections, especially for scientific and official business styles of speech. The Internet develops the habit of fast “diagonal” reading, as a result of which the general meaning is captured, but the syntactic structure is not mastered. Hence the increased number of coordination errors, including in printed texts. The ability to quote the interlocutor’s remark or use a hyperlink

leads to the loss of constructions with indirect speech. Meanwhile, the forms of compensation that arise on the Internet (the same links and quotes, pictures, etc.) cannot be transferred to traditional forms of written speech. In the future, this may lead to a simplification of the syntactic system, the displacement of complex structures into the passive stock of the language. Changes are taking place in the area of stylistic differentiation of language. Currently, the phenomena of stylistic syncretism are studied mainly from the point of view of discourse theory. But it can be assumed that the mixing of styles will not be limited to the framework of virtual discourse and can lead to the transformation of functional styles of language and the emergence of new ones.

Summary

Thus, the observed trends in language development give rise to thought, but do not give grounds for pessimism. The Russian language in the conditions of Internet communication may acquire new forms and means of expression or lose some of the old ones, but it will remain the Russian language in all the richness of its capabilities.

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EXPLORING IMPLICIT EXPRESSION IN ENGLISH LINGUISTICS

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Annotation: This article delves into the concept of implicit expression within the realm of English linguistics. It examines various linguistic phenomena where implicit meaning is conveyed through language structures and usage. The study aims to elucidate the mechanisms behind implicit expression and its significance in communication and language comprehension.

Keywords: Semantics, Syntax, lexical ambiguity, theoretical perspective, linguistics concerned.

Аннотация: В данной статье рассматривается понятие имплицитного выражения в сфере английской лингвистики. Он исследует различные лингвистические явления, в которых неявное значение передается через языковые структуры и использование. Исследование направлено на выяснение механизмов имплицитного выражения и его значения в общении и понимании языка.

Ключевые слова: семантика, синтаксис, лексическая неоднозначность, теоретическая перспектива, лингвистика.

Implicit expression refers to the communication of meaning indirectly, often through context, inference, or linguistic devices such as implicature and entailment. Unlike explicit expression, which conveys information directly, implicit expression relies on the audience's ability to infer intended meanings based on contextual cues, cultural norms, and shared linguistic knowledge. By employing implicit expression, speakers and writers can convey subtle nuances, express politeness, or evoke emotional responses in their audience.

Understanding implicit expression requires a multidimensional approach, drawing upon theories from pragmatics, semantics, and syntax. Pragmatic theories, such as Gricean maxims, provide insights into how implicature operates in communicative interactions, while semantic theories elucidate the relationship between lexical choices and implicit meanings. Additionally, syntactic structures and discourse markers play pivotal roles in signaling implicit expression within linguistic contexts.

Implicit expression in English linguistics is grounded in various theoretical frameworks that provide insights into the mechanisms behind conveying meaning indirectly. This section examines the foundational theories that underpin our understanding of implicit expression and its significance in communication.

1. Pragmatics: Pragmatics is the branch of linguistics concerned with the study of language in context and the relationship between language and its users. Gricean pragmatics, proposed by philosopher H.P. Grice, is particularly influential in explaining how implicit meanings are conveyed through conversational implicature. According to Grice's Cooperative Principle, speakers adhere to maxims of quality, quantity, relevance, and manner to communicate effectively.

Violations or flouting of these maxims can lead to implicatures, where speakers convey additional meaning beyond the literal interpretation of their words. For instance, in saying "It's a bit cold in here," the implicature may be a request to adjust the temperature, rather than a mere statement of fact [2, 48].

2. **Semantics:** Semantics examines the meaning of linguistic expressions and how meaning is encoded in language. Within the realm of implicit expression, semantic theories elucidate the relationship between lexical choices and implicit meanings. Polysemy, the phenomenon where a single word has multiple related meanings, allows for implicit connotations to be conveyed through subtle shifts in word usage. Additionally, lexical ambiguity and vagueness contribute to the richness of implicit expression by allowing for multiple interpretations based on context. For example, the word "bank" can refer to a financial institution or the side of a river, with the intended meaning inferred from contextual cues.

3. **Syntax:** Syntax refers to the rules governing the structure of sentences in a language. While syntax primarily deals with the arrangement of words and phrases, it also plays a role in conveying implicit meaning through grammatical constructions such as passive voice and ellipsis. The passive voice, for instance, can be used to shift focus away from the agent of an action, thereby conveying a sense of detachment or impersonality. Ellipsis, the omission of words or phrases that are implied by context, allows for concise expression of implicit meaning. For example, in the sentence "John likes coffee; Mary, tea," the verb "likes" is elliptically omitted in the second clause, with the implicit meaning understood based on the parallel structure of the sentence.

By drawing upon insights from pragmatics, semantics, and syntax, we can develop a comprehensive understanding of the theoretical underpinnings of implicit expression in English linguistics. These theoretical frameworks provide valuable tools for analyzing how meaning is conveyed implicitly through language use, facilitating effective communication and language comprehension in diverse linguistic contexts.

From a theoretical perspective, we have examined how pragmatic, semantic, and syntactic frameworks provide insights into the mechanisms behind implicature, inference, and entailment. These theoretical foundations have enriched our understanding of how meaning is conveyed implicitly in linguistic interactions.

Furthermore, we have explored different types of implicit expression, including implicature, inference, and lexical choices, each contributing to the richness and complexity of language use. By recognizing and interpreting these types of implicit expression, speakers and listeners can navigate subtle nuances in communication and infer intended meanings accurately.

Additionally, we have discussed linguistic devices such as ambiguity, metaphor, euphemism, and irony, which enable speakers and writers to convey implicit meaning effectively. These devices add depth and nuance to language use, allowing for the expression of complex ideas and emotions implicitly.

In conclusion, implicit expression in English linguistics is a multifaceted phenomenon that encompasses a wide range of linguistic mechanisms and devices. By understanding the theoretical underpinnings, types, and linguistic devices of implicit expression, we can enhance our communication skills, promote cross-cultural understanding, and appreciate the intricacies of language use in diverse contexts. Moving forward, continued research in implicit expression will further illuminate its role in communication and contribute to our understanding of language and cognition.

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ЧЕТ ТИЛИ ДАРСЛАРИДА ЎЙИНЛАРДАН ФЙДАЛАНИШ

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ЎзМУ ўқитувчи.

Ҳозирги пайтда чет тилларни ўрганиш ва ўргатишга юртимизда катта аҳамият берилмоқда. Бу ҳам, албатта, бежиз эмас. Бугун жаҳон ҳамжамиятидан ўзига муносиб ўрин эгаллашга интилаётган мамлакатимиз учун, чет эллик шерикларимиз билан ҳамжиҳатликда, ҳамкорликда ўз буюк келажагини қураётган халқимиз учун чет тилларни мукамал билишнинг аҳамиятини баҳолашнинг ҳожати йўқдир. Чет тилларни мукамал ўрганиш учун аввало мақсад аниқ бўлиши ва уни ўрганишга кучли ҳоҳиш, қизиқиш бўлиши керак. Тил ўрганишга бўлган қизиқишни оширишда ўқитувчининг чет тили дарсини методик жиҳатдан тўғри ва дидактикага бой ташкиллаштириши муҳим аҳамият касб этади. Ўқитувчи бир неча янги таълим усулларини яхши билиши керак ва албатта, янги педагогик технология усулларидан фойдаланган ҳолда дарсни ташкил этиши керак бўлади. Сўнгги йилларда чет тили машғулотида интерфаол ўйинларни, ролли ўйинларни тадбиқ этиш ўзининг табиийлиги, стресслардан ҳоли эканлиги билан анча ижобий самара бермоқда. Ўқитувчининг талаба билан самарали натижаларга эришишга кўмаклашувчи, ўргатувчи ўзаро таъсирларининг турлича усуллари мавжуд. Улардан бири чет тилларига ўқитишнинг ўйин усули ҳисобланади.

Маълумки, ўйин – талабаларнинг билимини мустаҳкамлашда ва уларнинг сўзлашув нутқини фаоллаштиришда етарли натижа берувчи воситадир.

Шунингдек, чет тили дарсларида ўрганилаётган мавзу мазмунига мослаб ташкил этиладиган ўйинлар талабаларни мустақил фикрлашга ундайди, тил ўрганишга қизиқишини уйғотади. Ўқишга қизиқиш эса билимларни пухта ўзлаштириш гаровидир.

Гуруҳлараро ўйинлар талабаларнинг ижодкорлик қobiliятини ўстиради, натижада чет тилидаги сўз бойлигининг ҳажми ортиб боради. Демак, ҳар қандай ўйинга тайёргарлик даврида унинг мақсадини аниқ белгилаш зарур. Ўйин қатнашчиларини унинг қондаси билан тўлиқ таништириш лозим. Ўйин қондаларини оғзаки тушунтириш билан чегараланмай, аниқ кўрсатмалар бериш, тарқатма материаллар тарқатиш ҳам фойдали. Ўйинни ташкил этишда муҳим масалалардан бири – ўйновчиларни гуруҳларга бириктиришдир.

Ўйинни тизимли ўрганишга уринишни биринчи бўлиб, XIX асрнинг охирида немис олими К.Гросс амалга оширди. У ўйинда келажакда яшаш учун кураш шароитларига нисбатан инстинктларнинг оғохлантириши бўлиб ўтади, деб ҳисоблаган.

Ўйин усулидан фойдаланишнинг ўқитиш имкониятлари анчадан бери яхши маълум. Чет тилларни ўқитиш услубияти билан шуғулланувчи кўпгина олимлар ўйин усулидан фойдаланишнинг самаралилигига ҳақли равишда эътиборни қаратдилар.

Ўқитишнинг ўйин шаклларида фойдаланиш ўқув-тарбия жараёнини янада мазмунлироқ ва сифатлироқ қилади, чунки:

- ўйин ҳар бир талабани алоҳида ва барча талабаларни биргаликда фаол ўрганиш фаолиятига жалб қилади

• мусобақалашиш - ўйиннинг ажралмас қисми талабалар учун жозибалидир, ўйиндан олинган хузувланиш чет тили дарсларида қулай шароит яратади ва фанни ўрганишга бўлган истакни кучайтиради;

Дарсада машғулотнинг ўйин шакли талабаларни кузатиш, рағбатлантириш воситаси сифатида қатнашувчи ўйин усуллари ва ҳолатлари ёрдамида яратилади.

Ўйин талабадаги мотивацион эҳтиёжларни ривожлантириш учун катта аҳамиятга эга бўлиб, талабаларни мустақил фикрлашга, ўз фикрини исботлашда аниқ, ишонарли далиллар билан зарур билимларни ўзлари кидириб топишга, баҳс – суҳбатда фаол иштирок этишга, сўзловчининг фикрини тинглай олишга, суҳбатдошига нисбатан ҳурмат саклашга ўргатади. У ёки бу ролни ижро этган ҳолда талаба тилдаги хатоликлардан қўрқишни бас қила бошлайди ва бу унга ҳолатга мослашиш, ишончли тарзда ҳаракат қилишига ёрдам беради. Хулоса сифатида шуни таъкидлаб ўтиш керакки, ўқитишнинг турли босқичларида ўйинлардан фойдаланиш нафақат таълим жараёнининг самарадорлигини оширишга ёрдам беради, балки талабанинг руҳий ривожланишнинг янги, янада баландроқ босқичига ўтишида маълум ролни ҳам бажаради. Бундай ўйинларнинг мақсади дарс жараёнини бир хилликдан узоқлаштиришдир. Бунинг учун педагоглар таълимда турли ўйин усуллари кўллашида уларнинг педагогик-психологик моҳиятини чуқурроқ англаши мақсадга мувофиқ бўлади.

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LA SCIENCE DERRIÈRE LA PUBLICITÉ DESTINÉE AUX ENFANTS

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Annotation: Cet article est consacré à la discussion sur la publicité, ainsi que la publicité destinée aux enfants, ses caractéristiques principales et l'impact global. La publicité destinée aux enfants est un sujet d'une importance croissante dans notre société contemporaine, suscitant des débats animés quant à son impact sur le développement des enfants, leurs comportements de consommation et leur bien-être global. Cette forme de communication commerciale cherche à influencer les jeunes consommateurs dès leur plus jeune âge, en utilisant des techniques persuasives spécifiquement conçues.

Les mots clés: la publicité, messages publicitaires, l'influence, l'attitude, le marketing.

Аннотация: Данная статья посвящена обсуждению рекламы, а также рекламы, направленной на детей, ее основных характеристик и общего воздействия. Реклама, ориентированная на детей, приобретает все большее значение в нашем современном обществе, вызывая оживленные дебаты о ее влиянии на развитие детей, их потребительское поведение и общее благополучие. Эта форма маркетинговой коммуникации направлена на влияние на молодых потребителей с раннего возраста, используя специально разработанные методы убеждения.

Ключевые слова: реклама, рекламные сообщения, влияние, отношение, маркетинг.

Annotation: This article is devoted to the discussion of advertising, as well as advertising aimed at children, its main characteristics and overall impact. Advertising to children is a subject of increasing importance in our contemporary society, sparking lively debates about its impact on children's development, their consumption behaviors and their overall well-being. This form of marketing communication seeks to influence young consumers from an early age, using specifically designed persuasive techniques.

Keywords: advertising, advertising messages, influence, attitude, marketing

Introduction

La publicité est omniprésente dans nos vies modernes. Des panneaux d'affichage, le long des autoroutes, des annonces en ligne qui envahissent nos écrans, en passant par les spots télévisés et les pages de magazines, nous sommes constamment exposés à une multitude de messages publicitaires. La publicité exerce une influence profonde sur nos choix de consommation, nos perceptions du monde et même nos valeurs personnelles. Au cœur de la publicité réside la communication persuasive, l'art de vendre des produits, des services ou des idées en utilisant divers moyens et techniques pour influencer les attitudes et les comportements des consommateurs. C'est

un domaine dynamique et évolutif, façonné par les avancées technologiques, les changements sociaux et les tendances culturelles. Un des types de la publicité c'est la publicité destinée aux enfants. Elle est aussi un sujet qui suscite de vives préoccupations au sein de la société contemporaine. Avec l'évolution des médias et la prolifération des plateformes de divertissement accessibles aux jeunes, la question de l'influence de la publicité sur les enfants est devenue une préoccupation majeure pour les parents, les chercheurs, les professionnels du marketing et les législateurs.

La publicité ciblant spécifiquement les enfants est souvent conçue pour attirer leur attention, créer un lien émotionnel avec les produits ou les marques promues, et influencer leurs comportements d'achat. Cependant, cette pratique soulève des questions éthiques et sociales importantes, notamment en ce qui concerne l'exploitation commerciale des vulnérabilités des enfants et l'impact sur leur développement cognitif, émotionnel et social. Au fil du temps, cette branche s'est transformée pour s'adapter aux nouvelles plateformes de communication, telles que la télévision, Internet, les applications mobiles et les réseaux sociaux. Les marques utilisent des personnages animés, des couleurs vives, des jingles accrocheurs et des promotions ludiques pour captiver l'attention des jeunes consommateurs et créer un lien émotionnel avec eux. Cependant, l'influence de la publicité sur le comportement des enfants, ainsi que la forme et le contenu des messages publicitaires destinés aux jeunes, ont fait l'objet de nombreux débats, recherches importantes des chercheurs comme Iulio S (2010), Laffond-Pabagiotopoulos L (1987), Muratore I (2003), Octobre S (2006), Pantin-Sohier G (2004), Pecheux C, Derbaix C (2002), Poline J (1997), Zouari S (2005).

Cependant, malgré ces réglementations, la publicité destinée aux enfants suscite des préoccupations croissantes. Les critiques pointent du doigt les techniques publicitaires sophistiquées qui ciblent spécifiquement les enfants, en utilisant des personnages populaires de dessins animés, des jeux en ligne et des influenceurs sur les réseaux sociaux pour promouvoir des produits.

En réponse à ces préoccupations, certaines mesures ont été prises pour restreindre la publicité destinée aux enfants en France. Par exemple, la loi Évin interdit la publicité pour les boissons alcoolisées sur les chaînes de télévision destinées aux enfants, et des restrictions similaires sont appliquées à d'autres produits considérés comme nocifs pour la santé des enfants.

Methodes

Les méthodes suivantes sont principalement utilisées pour étudier la publicité, la publicité destinée aux enfants, ses origines, ses caractéristiques.

- méthode sémiotique - consiste à examiner les signes, symboles, images et langage;
- méthode contentuelle - implique l'examen systématique du contenu des publicités, comme visuelles, textuelles et sonores;
- méthode des effets - vise à évaluer l'impact des publicités sur les enfants, en examinant leurs réactions émotionnelles, cognitives et comportementales;
- méthode critique - adopte un regard critique sur les publicités.

Resultats

Les résultats sont obtenus à travers une variété de méthodes de recherche, y compris des enquêtes, des expériences, des observations des travaux.

- Impact de la publicité sur les préférences et les comportements d'achat des enfants. L'étude pourrait révéler que les enfants exposés à des publicités pour des jouets ou des aliments sucrés sont plus susceptibles de les préférer et de demander à leurs parents de les acheter.
- Effets de la publicité sur les attitudes et les valeurs des enfants. Les résultats pourraient montrer que la publicité influence les attitudes des enfants envers la consommation, le matérialisme, ou les stéréotypes de genre, par exemple en promouvant des normes de beauté irréalistes ou des idéaux de réussite basés sur la possession de biens matériels.
- Réception et compréhension des publicités par les enfants. L'étude pourrait fournir des informations sur la manière dont les enfants perçoivent et comprennent les publicités, par exemple en évaluant leur capacité à reconnaître les intentions persuasives derrière les annonces ou à distinguer le contenu publicitaire du contenu éditorial.
- Effets de la publicité sur le bien-être des enfants. Les résultats pourraient révéler les impacts négatifs potentiels de la publicité sur le bien-être des enfants, par exemple en contribuant à des problèmes de santé tels que l'obésité infantile en promouvant des aliments malsains ou en encourageant des habitudes sédentaires.
- Réactions émotionnelles des enfants à la publicité. L'étude pourrait examiner les réponses émotionnelles des enfants à différentes publicités, en mesurant des indicateurs tels que l'excitation, le bonheur, l'anxiété ou la confusion suscités par les annonces.
- Perceptions de l'éthique publicitaire par les enfants: Les résultats pourraient révéler les opinions et les attitudes des enfants à l'égard de différentes pratiques publicitaires, par exemple en évaluant leur perception de l'honnêteté, de la transparence ou de la manipulation dans les annonces.

Discussion

La section de discussion dans une étude sur la publicité destinée aux enfants pourrait aborder plusieurs aspects des résultats et implications de la recherche. On discuterait des résultats de l'étude concernant l'impact des publicités sur les enfants, en mettant en évidence les tendances observées en termes d'attitudes, de comportements d'achat, de préférences, et de bien-être des enfants en lien avec leur exposition à la publicité. Il faudrait explorer le rôle des parents, des éducateurs et des autres adultes dans la médiation de l'impact de la publicité sur les enfants, en discutant des stratégies éducatives et des pratiques parentales qui pourraient aider à atténuer les effets négatifs de la publicité sur les enfants. Il devrait identifier les lacunes dans la recherche existante sur ce domaine et il faudrait proposer des orientations pour de futures études, en mettant en évidence des recherches supplémentaires pour mieux comprendre les mécanismes, les effets et les implications de la publicité. Et en plus, il saurait acceptable de discuter du rôle des entreprises et des annonceurs dans la promotion de pratiques publicitaires responsables envers les enfants, en mettant en lumière les initiatives et les normes industrielles visant à garantir soit éthique et respectueuse.

Conclusion

En conclusion, la publicité destinée aux enfants est un sujet complexe mêlant intérêts commerciaux, protection de l'enfance et éthique publicitaire. Tout en reconnaissant les avantages de la sensibilisation des jeunes consommateurs, il est impératif de garantir des pratiques publicitaires responsables, respectueuses et bénéfiques pour le développement sain des enfants. Un équilibre critique entre la liberté d'expression commerciale et la protection des plus vulnérables est essentiel pour façonner un paysage publicitaire éthique et éducatif pour les générations futures.

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CATEGORY OF POLITENESS IN ENGLISH AND UZBEK PROVERBS

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Annotation: This article research explores the category of politeness in English and Uzbek proverbs, examining the cultural values and societal norms reflected in these expressions of wisdom. Politeness, an essential aspect of human communication, plays a significant role in fostering positive relationships and creating a harmonious social environment. The study analyzes a selection of English and Uzbek proverbs, identifying common themes and unique cultural perspectives on politeness. By examining these proverbs, the research aims to uncover the shared principles and cultural variations in understanding politeness across these languages. This comparative analysis sheds light on the universal recognition of the importance of politeness and its impact on interpersonal dynamics, promoting cross-cultural understanding and appreciation of diverse linguistic and cultural practices.

Keywords: Cross-cultural understanding, interpersonal dynamics, Face, Positive Politeness, Negative Politeness, FTA, off-record, PPS.

Аннотация: В данной статье исследование исследует категорию вежливости в английских и узбекских пословицах, изучая культурные ценности и социальные нормы, отраженные в этих выражениях мудрости. Вежливость, важнейший аспект человеческого общения, играет важную роль в развитии позитивных отношений и создании гармоничной социальной среды. В исследовании анализируется выборка английских и узбекских пословиц, выявляются общие темы и уникальные культурные взгляды на вежливость. Изучая эти пословицы, исследование направлено на выявление общих принципов и культурных различий в понимании вежливости в этих языках. Этот сравнительный анализ проливает свет на всеобщее признание важности вежливости и ее влияния на межличностную динамику, способствуя межкультурному пониманию и оценке разнообразных языковых и культурных практик.

Ключевые слова: Межкультурное понимание, межличностная динамика, Лицо, Позитивная вежливость, Негативная вежливость, FTA, неофициальная запись, PPS.

Introduction

The category of politeness within English and Uzbek proverbs offers a fascinating lens through which to explore the cultural values, social dynamics, and linguistic expressions related to courteous behavior in these two languages. Proverbs, as concise and memorable expressions of cultural wisdom, provide valuable insights into the importance of politeness in daily interactions. By examining the proverbs that specifically focus on politeness in English and Uzbek, we can gain a deeper understanding of how politeness is perceived, valued, and expressed within each culture. This exploration allows us to explore the similarities and differences in cultural norms, social etiquette, and the role of politeness in fostering positive relationships. Through this research, we delve into the universality of politeness while appreciating the unique cultural nuances and linguistic expressions exemplified in these proverbs. The concept of politeness has a long history,

deeply rooted in human civilization. Throughout centuries, various cultures and societies have developed norms, etiquette, and codes of conduct to guide courteous behavior. The study of politeness as an academic discipline gained prominence in the 20th century.[1]

Politeness, as an integral aspect of human interaction, holds immense importance in fostering positive relationships and creating a harmonious social environment. It reflects cultural values, societal norms, and the expectations individuals have in their interactions. Proverbs, serving as concise expressions of wisdom, provide valuable insights into the category of politeness in various languages and cultures. This research delves into the theme of politeness specifically within English and Uzbek proverbs, shedding light on the shared principles and unique perspectives embodied in these expressions. English proverbs extensively emphasize the significance of politeness in interpersonal communication. They encapsulate the power of words and actions in shaping relationships and influencing outcomes. English proverbs such as "*Actions speak louder than words*" highlight the importance of demonstrating good behavior through actions. Phrases like "*Treat others as you would like to be treated*" and "*A kind heart is a garden in the desert*" underscore empathy and the importance of treating others with kindness and respect. In Uzbek culture, politeness is highly valued and reflected in interpersonal dynamics. Uzbek proverbs emphasize the consequences of impoliteness while encouraging individuals to practice etiquette and graciousness. Uzbek culture places a strong emphasis on politeness and respectful behavior, which is reflected in their proverbs. Uzbek politeness proverbs often highlight the importance of good manners, etiquette, and graciousness in social interactions. They encourage individuals to choose their words wisely, express gratitude, and treat others with kindness and respect. For example, proverbs like "*Kattaga hurmatda bo'l, Kichikka - izzatda*" emphasize the power of politeness in cultivating positive relationships. These proverbs serve as a reminder of the values upheld in Uzbek society and the significance of politeness in fostering harmonious connections.[2]

Literature Review

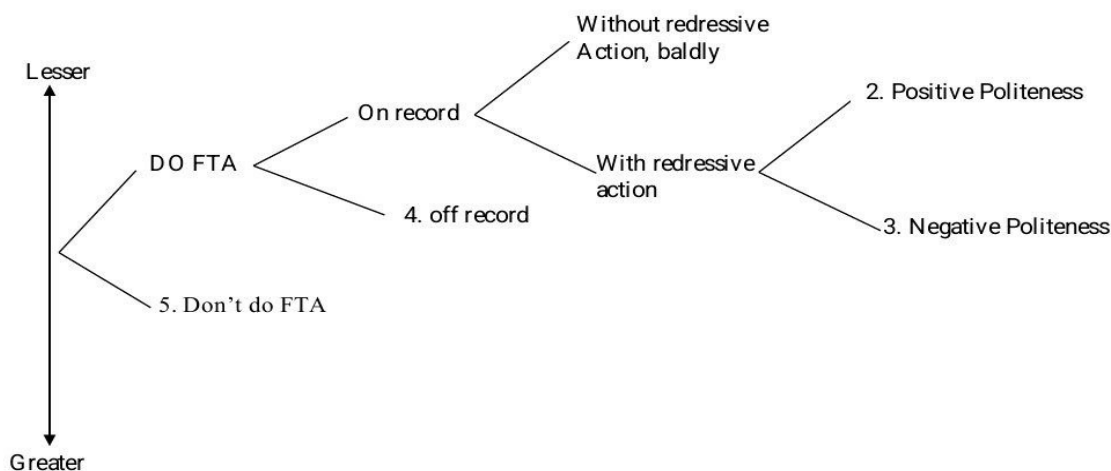
While referring to scientific works, researches and analytical results on the subject, we can witness that the Politeness concept has been studied by different countries and nations within their own cultures, and high results have been achieved.

The American sociologist Erving Goffman, one of the authors of the research carried out by world scientists, was the first to put forward the concept of "face" (1967). In addition, Robin Tolmach Lakoff of California contributes through several studies and works such as, "The logic of Politeness; or, minding your P's and Q's" (1973), "Language and Woman's Place"(1975), "What you can do with words: Politeness, pragmatics and performatives"(1977). Lakoff developed the "Politeness Principle", in which she devised three maxims that are usually followed in interaction. These are: Don't impose, give the receiver options, and make the receiver feel good. And later (1990) Bruce Fraser made the principles of Politeness in his research "Perspectives on Politeness".

Although Politeness has been study in variety of cultures for many year, Penelope Brown and Stephen Levinson's politeness theory has become very influential. Linguists Levinson and Brown were the first to divide (1970s) these two aspects (Positive and Negative face: negative face-the want of every "competent adult member that his actions be unimpeded by others; positive face-the want of every member that his wants be desirable to at least some others;) of Goffman's face. According to them, Politeness in language is the universal tool to protect all aspects of faces in interaction.

In Brown and Levinson's Politeness Theory, communication is seen as being potentially dangerous and antagonistic. The rational actions people take to preserve both kinds of face for themselves and the people they interact with add up to politeness. Brown and Levinson also argue that in human communication, whether spoken or written; people tend to maintain one another's face continuously. They outline four main types of politeness strategies. These strategies were used in analyzing data and are illustrated below in figure 1. [3;14]

Figure 1. Circumstance determining choice of strategy.³⁹



The strategies are:

a) **Bald-on-record:** This is performing Face Threatening Acts without regressive action. This strategy is employed when the speaker wants to communicate in an indirect and in an ambiguous way. An example is „wash your hands“ and „what is the time?“

b) **Off-record:** This is a direct strategy done by taking some of the pressure off speakers. When the cost of imposition becomes very high or when the distance and power difference between speaker and addressee is very great, then even more linguistically complicated regressive action is required.

c) **Positive politeness:** This is oriented towards positive Face of the hearer. **Positive politeness strategies** (PPS) seek to minimize the threat to the hearer's positive Face. These strategies are used to make the hearer feel good about himself, his interests or possessions. P.P.S is usually used in situations where members of an audience know each other fairly well. FTA (Face Threatening Acts) is performed with regressive action. These strategies seek a common ground or co-operation and they happen in jokes or offers such as. “*Do you want some milk?*” In addition to hedging and attempting to avoid conflict, some strategies of positive politeness (PS) include statements of friendship, solidarity and compliments.

d) **Negative politeness:** Here, the speaker creates an “out” for the listener by employing various strategies such as, being conventionally indirect, using questions and hedging, being pessimistic, by apologizing and through the use of the passive. An example is, “could you please pass the salt” instead of “pass the salt” a direct answer which sounds rude and impolite. This study

³⁹Brown P., Levinson S.C. Politeness: Some universals in language usage. Cambridge University Press, Cambridge, 1987, -P.60

used these four strategies by Brown and Levinson in identifying politeness strategies because this theory has been the dominant model in the study of politeness for decades [9].

Methodology

All investigations are conducted using exact methods and all methods must be identified and selected in relation to the topic under study. The correct choice of methods guarantees the achievement of the goal. The article observes the proverbs which reflects the concept of Politeness in English and Uzbek languages. The research employs the qualitative analysis that is done by gathering up the data in the form of utterances, classifying the information and analyzing them in two languages. In the process of researching, we have chosen English and Uzbek writer's literary works as well as the scientific observation books pertaining to the topic.

Discussion

Politeness, as reflected in proverbs, is seen as a fundamental virtue that transcends cultural boundaries. The concept of Politeness is deeply woven into the fabric of human interactions and is often reflected in proverbs from various cultures around the world. Proverbs are concise, memorable and values of a society. When it comes to politeness, proverbs encapsulate the importance of courteous behavior, respect for others, and the positive impact of politeness in our personal and social lives.

One aspect of politeness that proverbs often highlight is its universal nature. Proverbs such as *"Politeness is the language spoken by the wise"* or *"Politeness is the crowning jewel of good character"* emphasize that being polite is not specific to any particular culture or time period. Instead, it is viewed as a timeless virtue valued by individuals across various societies. This universality suggests that politeness is recognized as a fundamental aspect of human interaction and interpersonal harmony. Proverbs also shed light on the impact and benefits of politeness. For example, the proverb *"A kind word turned away wrath"* illustrates how a simple act of politeness can diffuse conflicts and defuse volatile situations. It implies that by choosing our words carefully and approaching others with respect, we can transform tense moments into opportunities for understanding and resolution. Moreover, proverbs frequently emphasize the significance of small acts of politeness. The proverb *"A courteous act is a small step towards a better world"* suggests that even seemingly insignificant gestures can have significant positive effects. This highlights the idea that politeness is not confined to grand gestures or formalities but encompasses everyday acts of consideration and kindness. It underscores the power of cumulative small actions in fostering a more harmonious and inclusive society. [10] Besides, the interpersonal aspect of politeness is present in many proverbs. For instance, *"A polite gesture carries the weight of a thousand words"* emphasizes the impact of non-verbal cues and actions in communication. It suggests that thoughtful and considerate gestures can have a profound influence on how our words are received and understood by others. And the proverb *"Politeness is the language spoken by the wise"* highlights the notion that truly wise individuals understand the value of being polite and using courteous language. Proverbs also emphasize the universal nature of politeness, demonstrating that it is a quality that should be practiced by all. *"He who is kind and courteous reaps a bountiful harvest"* suggests that being polite not only benefits others but also brings rewards to the polite individual. Additionally, the proverb *"Speak with politeness, and you shall be heard with reverence"* underscores the idea that by choosing our words carefully and treating others with respect, we are more likely to be listened to and respected in return. *"Politeness is the river that brings people together"* illustrates how politeness acts as a connector, fostering understanding and bringing individuals closer. [11]

In the mentality of the Uzbek people, the Politeness category is the richest and most applicable aspect. We can learn this by getting acquainted with the content of thousands of Uzbek folk proverbs that promote the ideas of politeness and manners. For instance, "*Onangga boshingni xam qil, Otangga gapingni kam qil*" this proverb is described in Uzbek culture as an address calling for the sanctity of parents and the need to show respect to them. And in the next proverb, "*Og'ani ko'rib ini o'sar, Opani ko'rib - singlisi*" reflects the family environment is taken as the main central part, and it is said that politeness and upbringing are formed under the influence of their grown-up family members, parents, siblings. Furthermore, "*Odobli O'g'il ko'kdagi yulduz, Odobli Qiz yoqadagi qunduz*" in this proverb, irony is used through the method of comparison, and the form of the proverb is formed in a poetic way. It is said that the semantic meaning of a decent boy and a girl child is considered the most valuable achievement. In the next one, they say, "*Salom- farz, Alik ham farz*". The real Uzbek culture is reflected, and there is an instruction for people who do not know this nation: All conversations, whether it is with adults or small people, close relatives, acquaintances or strangers. The use of the phrase "*Assalamu aleikum*" and "*Walaikum assalam*" is the biggest sign of mentality and a norm that shows politeness. Additionally, through such proverbs "*Husn Husn emas, Odob husndir*", "*Yaxshi xulq- kishining husni*" yoki "*Turqi buzuqdan xulqi buzuq yomonroq*" illustrates the meaning that makes a person's beauty is not in his physical appearance, but his beautiful character. [14]

Results.

Through the linguistic and cultural analysis of the proverbs related to politeness, we can see how close the culture, language, and thoughts of the two nations: English and Uzbek are, through the following results: For example, the English proverb "*He Who shows respect will be respected*" is equally equivalent to the Uzbek proverb "*Hurmat qilgan Hurmat ko'radi*". When analyzing it linguistically, these two proverbs are grammatically, lexically, and spiritually equivalent to each other. This shows that the cultures of the two countries share the same mindset in some aspects. [15] Below we can get acquainted with similar examples:

English	Uzbek
<i>The Hand that gives is always on top</i>	<i>Beruvchi qo'l oluvchi qo'ldan afzaldir</i>
<i>Good behaviour is the best outfit you can wear</i>	<i>Odobdanda go'zalroq libos yo'q</i>
<i>Politeness is the flower of humanity</i>	<i>Odob insonning naqshidir</i>
<i>A person who is impolite to others is impolite to themselves</i>	<i>O'zini hurmat qilmagan inson O'zgani ham hurmat qila olmaydi</i>

Now let's focus on the examples of proverbs that express the same meaning, but are created based on other things as a means of description. English proverb "*A leopard can't change its spots*" can be equal to these proverbs from Uzbek language: "*Jon bilan kirgan Qon bilan chiqadi*" or "*Bukirni go'r to'g'raydi*". The only indicative meaning of these proverbs is that some human behavior and habits cannot be changed at all. When analyzing these proverbs linguistically, one of these proverbs uses a leopard animal as an example, while the second nation compares the fact that something is innate to a person when his soul enters, that is, when he is born, and when his soul leaves, he dies. This of course creates a linguistic and cultural difference, but the main meaning shows the same issue between both nations. Below we will see such examples:

English

Uzbek

<i>Politeness is the oil that greases the social machinery</i>	<i>Shirin so'zga ilon inidan chiqadi</i>
<i>Don't burn your Bridges</i>	<i>Burgaga achchiq qilib ko'rpangni kuydirma</i>
<i>A soft answer turns away wrath</i>	<i>Yomonlik yaxshi so'zla daf qilinur</i>
<i>Well-mannered person is always welcome</i>	<i>Odobli Bola Elga manzur</i>
<i>Politeness is like a charm, impoliteness is a curse</i>	<i>Shirin so'z Jon ozig'i, yomon so'z Jon qozig'i</i>
<i>Treat others as you wish to be treated</i>	<i>Hurmat qilsang izzat ko'rasan</i>

Conclusion

In examining the category of politeness within English and Uzbek proverbs, we can see a common thread that emphasizes the importance of courteous behavior, respect for others, and the positive impact of politeness in our daily interactions. While the proverbs may differ in wording and cultural context, they share similar underlying themes that resonate across different societies. Both English and Uzbek proverbs highlight the universal nature of politeness, recognizing it as a timeless virtue valued by individuals across cultures. The proverbs emphasize that being polite is not specific to any particular language or country but is an essential aspect of human interaction and social harmony. And both English and Uzbek proverbs underline the importance of politeness as a fundamental aspect of human interaction. They convey the significance of respectful behavior, kind words, and considerate actions in fostering positive relationships and creating a harmonious social environment. These proverbs serve as timeless reminders that politeness is a universal language that transcends cultural boundaries and that it plays a vital role in shaping our interactions, both locally and globally.

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USE OF NEURO-LINGUISTICS METHODS IN THE STUDY OF A FOREIGN LANGUAGE

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Annotation: This article examines the application of methods of neurolinguistics in the study of foreign languages. Research in this area helps us better understand how the brain perceives, processes, and absorbs a new language. We will look at key approaches, such as neuroeducation, neuromodulation that help researchers and teachers optimize language learning methods. Understanding the brain mechanisms underlying language learning opens up new opportunities for effective learning and enables personalized learning approaches for the individual student. This article is intended to analyze current trends and prospects for the use of neurolinguistics in the field of language learning.

Keywords: neurolinguistics, method, human brain, practical setting, comprehension, lexical structure.

Аннотация: В данной статье рассматривается применение методов нейролингвистики при изучении иностранных языков. Исследования в этой области помогают нам лучше понять, как мозг воспринимает, обрабатывает и усваивает новый язык. Мы рассмотрим ключевые подходы, такие как нейрообразование и нейромодуляция, которые помогают исследователям и преподавателям оптимизировать методы изучения языка. Понимание мозговых механизмов, лежащих в основе изучения языка, открывает новые возможности для эффективного обучения и позволяет применять персонализированные подходы к обучению для каждого учащегося. Целью данной статьи является анализ современных тенденций и перспектив использования нейролингвистики в сфере изучения языков.

Ключевые слова: нейролингвистика, метод, мозг человека, практическая установка, понимание, лексическая структура.

Annotatsiya: Ushbu maqola chet tillarini o'rganishda neyrolingvistika usullarini qo'llashni o'rganadi. Ushbu sohadagi tadqiqotlar miyaning yangi tilni qanday qabul qilishini, qayta ishlashini va o'zlashtirishini yaxshiroq tushunishga yordam beradi. Biz tadqiqotchilar va o'qituvchilarga til o'rganish usullarini optimallashtirishga yordam beradigan neuroeducation, neuromodulyatsiya kabi asosiy yondashuvlarni ko'rib chiqamiz. Til o'rganish asosida yotgan miya mexanizmlarini tushunish samarali o'rganish uchun yangi imkoniyatlarni ochib beradi va har bir talaba uchun shaxsiylashtirilgan ta'lim yondashuvlarini beradi. Ushbu maqola til o'rganish sohasida neyrolingvistikadan foydalanishning hozirgi tendentsiyalari va istiqbollari tahlil qilish uchun mo'ljallangan.

Kalit so'zlar: neyrolingvistika, metod, inson miyasi, amaliy o'rnatish, tushunish, leksik tuzilma.

Introduction

Neurolinguistics is an interesting field of science that combines neuroscience and linguistics, exploring the relationship between language and the brain. There are many important points in the history of neurolinguistics, ranging from the first observations of patients with speech disorders in the 19th century to the modern methods of neuro-linguistics and electrophysiology that help us understand how our brain creates and processes language. In the article we will explore the methods of neurolinguistics in the study of a foreign language.

Methods

The methodology of language learning is a systematic approach to learning and developing a foreign language. It includes a variety of strategies, techniques and techniques that help the student effectively master the language and their language goals.

Methods of neurolinguistics differ from current systems and approaches used by modern language schools and private tutors in teaching English and other foreign languages. We are aware that a teacher's job is to assist a student in efficiently absorbing, processing, and remembering new information so they may use it to develop active skills. As a result, among many other things, we need to comprehend how the human brain functions and how it responds to the acquisition of a second or third language [3].

Research

The field of neuro-linguistics combines the study of language structure and function with the fields of neurosciences (neurology and neuropsychology), both of which have the human brain as their primary focus. seen in Figure 1. Neurolinguists use a variety of experimental techniques to investigate human speech and mental processes [4].



Figure 1. Human brain

Linguistics and neurolinguistics share the following key traits: Language study covers the grammatical, phonetic, and lexical structures of language as well as the components of speech communication. Neurolinguistics delves deeper into the processes of message formation, comprehension, and perception that take place in speakers' and listeners' brains. Neurolinguistics discusses the psychological conditions necessary for the development of speech expressions and functional models of language, whereas linguistics focuses primarily on building these models. Note that this is a form of human ultimate nerve activity. Because the work of consciousness is activated, anyone can learn a foreign language, even if they have speech problems.

Neolinguistics makes language learning more efficient by employing techniques grounded in empirical study as opposed to gut feeling. We shall discuss many neurolinguistic techniques for the study of foreign languages.

One technique to examine how successful people achieve their objectives is modeling. Through simulation, you can study how native speakers, educators, and professional translators

utilize the language in real-world situations. You can see them interact and express their opinions and thoughts. Watch videos, read articles, read books, and observe people for the same goal.

Association is a process that allows us to experience things as though they were happening to us directly and become a part of who we are.

Dissociation is a technique that allows us to view a word, concept, or event as though it were external to us.

A metaphor is a phrase or term used to describe another thing. Because they make difficult ideas easier to understand, metaphors are a great tool for language learning. Enhancing comprehension and retention of data through the use of visualization (Figure 2). This technique can be used to help you learn new words, phrases, and grammar rules by heart.



Figure 2

In order to solidify your knowledge and gain confidence when speaking a foreign language, practice calls for applying your acquired abilities in practical settings. It can involve going to a nation where the language is spoken, interacting with native speakers, or taking part in conferences and activities held internationally. Since making mistakes is a normal part of the process, it is crucial that you don't fear them [2].

Conclusion

Learning language can be facilitated by using neurolinguistics. But it's crucial to keep in mind that every individual is different and can have their own successful study strategies. Take a look at the suggested methods, pick the one that suits you best, and incorporate it with the language-learning strategies you currently employ.

Neurolinguistics is an interesting field of research that can be applied in the study of foreign languages. The application of neurolinguistics in the study of foreign languages can lead to various useful findings and techniques.

1. Studying brain activity in language learning: Modern methods of neuroscience allow researchers to study how the brain responds to new language structures and sounds. This can help to understand which learning methods are most effective for memorizing new words and grammatical structures.
2. Using neuroimaging to study language processes: Using neuroimaging techniques, you can study the activity of different parts of the brain while performing language tasks, such as translation, understanding speech, pronunciation, and others.
3. Using neuroplasticity to improve language learning: neuroplasticity is the ability of the brain to change its structure and function in response to experience. Research in this area can help develop techniques that maximize the brain's ability to learn a new language faster and more effectively.

4. Application of knowledge of neurolinguistics in teaching methods: Research in neurolinguistics can help to develop more effective methods of learning foreign languages that take into account the specific brain function in language learning [1].

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MAKTABGACHA YOSHDAGI BOLALARDA “STEAM” FAOLIYATI

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Annotatsiya: Ushbu maqolada maktabgacha yoshdagi bolalardagi ta'lim tizimini rivojlantirish, bolalarni mustaqil fikirlashi, har tomanlama yetuk voyaga yetkazish kabi masalalar yoritilgan.

Kalit so`zlar: Zamonaviy texnologiyalar, ta'lim, STEAM, Innovatsion, zamonaviy yondashuv.

Annotation: This article covers issues such as the development of the educational system for children of preschool age, the independent thinking of children, and the development of a fully mature adult.

Keywords: Modern technologies, education, STEAM, Innovative, modern approach

Аннотация: В данной статье рассматриваются такие вопросы, как развитие образовательной системы детей дошкольного возраста, самостоятельное мышление детей, развитие полноценного взрослого человека.

Ключевые слова: Современные технологии, образование, STEAM, Инновационный, современный подход.

Kirish

Bugungi kunda kelajagi buyuk davlat fuqorasi bo`lgan komil insonni tarbiyalamasdan uning siyosiy ongi, madaniyati, ma'naviyati, ijtimoiy va yaratuvchanlik faoliyatini yuksak darajaga ko'tarmasdan turib, barqaror taroqqiyotga erishish mumkin emas. Muhtaram prezidentimiz ta'kidlagandek kelajagimiz yoshlar qo`lida. Shunday ekan biz etiborni maktabgacha yoshdagi bolalardan boshlaymiz. Ularning tarbiyasi, kelajagi uchun har qanday zamonaviy texnologiyalar asosida bilimlar berib bormoqda. O'tgan asr mobaynida mamlakatimizda o`sib borayotgan yosh avlodni sog`lom, har tomonlama yetuk voyaga yetkazish, ta'lim va tarbiya shakllari hamda usullarini joriy etishga qaratilgan maktabgacha ta'limning samarali tizimini tashkil etish bo'yicha keng ko'lamli ishlar amalga oshirildi.

Maktabgacha ta'lim uzliksiz ta'lim tizimining dastlabki boshqichi hisblanadi. Uning asosiy maqsadi - bola shaxsining har jihatdan rivojlanishini taminlash qobiliyatlarini ro'yobga chiqarish, o'qishga, doimiy ta'lim olish uchun zarur bo'lgan ko'nikmalarni shakllantirish va maktabda muvaffaqiyatli o'qish uchun tayyorlashdan iborat. Shunday yangi zamonaviy tizimlardan biri “STEAM”

S-fan

T-texnologiya

E-muhandislik

A-san'at

M-matematika

Bir soʻz bilan aytganda, rivojlanayotgan mamlakatlarda eng koʻp talab boʻlayotgan fanlardir. STEAM tizimi dunyodagi asosiy tendetsiyalardan biri sifatida rivojlanmoqda va amaliyot yondashuvini qoʻllashda beshta sohani yagona oʻquv sixemasiga integratsiyalashga asoslangan. Maktabgacha yoshdagi bolalarda STEAM faoliyati olib borilishining asosiy maqsad va vazifalardan hususan: bolalarni maktabdagi oʻqishga tayyorlash, ularni sogʻlom parvarish qilish, mustaqil shaxs boʻlib shakillantirishda barcha qobilyatlarni ochib berish, tizimli taʼlimga boʻlgan ishtiyoqini qoʻllab-quvvatlash hamda fan texnologiya, muhandislik, sanʼat va matematika fanlaridagi bilimlarni chuqur egallash bilan birga mustaqil fikirlash va erkin muloqatni amaliyotga tatbiq etishdir.

Asosiy qism

Bugungi dunyo kechagi kabi emas, ertangi kun ham bugungi kabi boʻlmaydi. Inson faoliyati barcha sohalarida dinamik rivojlanayotgan texnologiyalar joriy etilmoqda. Zamonaviy bolalarning 65% bugungi kunda mavjud boʻlmagan kasblarni egallaydi. Kelajakdagi mutahassislar texnologiya, ilim-fan va muhandislikning turli xil sohalaridan kompleks taʼlim va bilimlarga muhtoj boʻladi. Bu kabi vazifalarni maktabgacha taʼlimda keng qoʻllanayotgan STEAM dasturi orqali amalga oshirishimiz mumkin.

STEAM farzandlarimizga ixtirochilar kashfiyotchilarning kelajak avlodi, olim sifatida tatqiqotlar olib borish, texnologiyani shakillantirish, muhandis sifatida loyihalash, rassom sifatida yaratuvchi, matematik sifatida analitik fikir yuritishni oʻyin orqali yuzaga keltiradi. Bugungi kunda STEAM taʼlim dunyodagi asosiy tendetsiyalardan biri sifatida rivojlanmoqda.

STEAM- hozirgi kunda dunyo taʼlim tizimining eng asosiy vazifalardan boʻlgan inavatsiyon metotlaridan biri hisoblanadi. Oʻzlashtirilgan turli sohalaridagi bilimlarning integratsiyasi juda muhimdir. Aynan shundan muommalarni bartaraf qilishda STEAM texnologiyasi yordam beradi. Bu metodika taʼlimni aralash turda olib borish va egallangan nazariy bilimlarni kundalik hayotda qoʻllay olish koʻnikmalarni shakillantirishga imkon beradi. Ilk va maktabgacha yoshdagi bolalarning rivojlanishiga qoʻyiladigan davlat talablari va “Ilk qadam” oʻquv dasturining ishlab chiqilishi uzluksiz taʼlim tizimida maktabgacha taʼlimni samarali amalga oshirish uchun keng imkoniyatlarni yaratadi. Bundan tashqari STEAM axborati modul tizimidir, yani pedagog tomonidan yangi malumot berishga yoʻnaltirilgan oʻquv modeli hisoblanadi, bunday talimning shartlari uning uzliksizligi va bolalarning yakka tartibda yoki guruhlarda oʻzaro muloqat qilish qobilyatlarini rivojlantirish boʻlib, bunda ular fikrlarini jamlashi va fikrlar almashishi mumkin.

STEAM- yondashuvi tufayli bolalar tabiatni tushunib, dunyoni muntazam oʻrganishadi va shu bilan qiziqishlarini, muhandislik fikirlash uslubini, tanqidiy vaziyatlardan chiqish qobilyatlarini, jamoaviy ish say-harakatlarini rivojlantirish va liderlik, oʻz-oʻzini namoyon qilish asoslarini oʻrganishadi, oʻz navbatida, bolalar barkamol topishining tubdan yangi darajasini taminlaydi. Muhokamali vaziyatlarda bolalar fikir bildirish uchun qoʻrqmaslikka oʻrganadi. Yoshlarni jamiyatdagi ijtimoiy faoliyatini oshirishda, hayotdagi roʻlini, oʻrnini aniqlashda manaviy omilning roʻli kattadir. Buni ilmiy, nazariy jihatdan asoslab berish va amaliyotda manaviy boy yoshlarni yetishtirib berishga moʻljallangan dasturlarni ishlab chiqish hozirgi kunning oʻta murakkab va dolzarb muommalardan biridir.

Xulosa

Shuni unutmash kerakki bugungi kunda inson manaviyatiga qarshi yoʻnaltirilgan bir qarashda arzimas boʻlib tuyuladigan kichkina xabar ham axborat olamidagi globallashuv

shiddatidan kuch olib, ko'zga ko'rinmaydigan lekin zararni hech narsalar bilan qoplab bo'lmaydigan ulkan ziyon yetkazish mumkin. Shunday ekan STEAM ta'lim tizimini maktabgacha ta'lim muassasasidan boshlash o'rinlidir. Faqatgina fan texnologiya muhandislik, san'at va matematika kabi fanlarni o'rganish emas, aksincha muomila madaniyati, ota-onaga, qo'ni-qo'shniga va boshqalarga ko'rsatiladigan ehtiromdir. Tevarak atrofimizdagi barcha narsa hamma-hammasi shu bilan bog'liqdir chunki o'qigan, yetuk, bilimli bo'lsin-u muomilasi yaxshi bo'lmasa hoh ishi, hoh biznesi orqaga qarab ketishi aniq. Sababi shundaki, mijozlarga qo'pol munosabatda bo'lgan kadrlar, pedagoglar hech qachon ravnoq topolmagan. Lekin muomilasi haqiqatdan ham kirishimli va o'z ishining ustasi bo'lsa mijozlari yoki muhlislari har doim qadrlab e'zozlashgan.

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TARJIMADA QO'LLANILADIGAN AN'ANAVIY HAMDA INNOVATSION USULLAR

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Annotatsiya. Ushbu maqolada tarjimada qo'llaniladigan an'anaviy va innovatsion usullar tahlil qilingan. Tadqiqot metodologiyasi sifatida adabiyotlarni tahlil qilish va qiyosiy tahlil usullari qo'llanilgan. Tadqiqot natijalari shuni ko'rsatadiki, tarjima jarayonida an'anaviy usullar bilan bir qatorda innovatsion texnologiyalardan foydalanish tarjima sifati va samaradorligini oshirishga xizmat qiladi. Xulosa qismida an'anaviy va zamonaviy tarjima usullarini uyg'unlashtirish zaruriyati ta'kidlanadi.

Kalit so'zlar: tarjima, an'anaviy usullar, innovatsion usullar, tarjima texnologiyalari, tarjima sifati

Аннотация. В этой статье анализируются традиционные и инновационные методы, используемые при переводе. В качестве методологии исследования использовались методы анализа литературы и сравнительного анализа. Результаты исследования показывают, что применение инновационных технологий наряду с традиционными методами в процессе перевода способствует повышению качества и эффективности перевода. В заключительной части подчеркивается необходимость сочетания традиционных и современных методов перевода.

Ключевые слова: перевод, традиционные методы, инновационные методы, технологии перевода, качество перевода

Annotation. This article analyzes the traditional and innovative methods used in translation. As a research methodology, methods of literature analysis and comparative analysis were used. The results of the study show that the use of innovative technologies in the translation process, along with traditional methods, serves to improve the quality and efficiency of translation. The conclusion section emphasizes the need to harmonize traditional and modern translation methods.

Keywords: translation, traditional methods, innovative methods, translation technologies, translation quality

Kirish

Tarjima insoniyat taraqqiyotida muhim rol o'ynagan va turli madaniyatlar o'rtasidagi aloqalarni ta'minlashda ko'prik vazifasini bajargan. Tarjimonlik kasbi azaldan mavjud bo'lib, asrlar davomida shakllanib kelgan. Tarjima jarayonida qo'llaniladigan usullar ham rivojlanib, zamon bilan hamnafas bo'lib bormoqda. Bugungi kunda tarjima sohasida kuzatilayotgan jadal o'zgarishlar, yangi texnologiyalarning joriy etilishi mazkur yo'nalishdagi tadqiqotlarni dolzarb qilib qo'yimoqda.

Ushbu tadqiqotning maqsadi tarjimada qo'llaniladigan an'anaviy hamda innovatsion usullarni tahlil qilish va ularning o'ziga xos jihatlarini aniqlashdan iborat.

Usullar va adabiyotlar tahlili

Mazkur tadqiqotni amalga oshirishda adabiyotlarni tahlil qilish hamda qiyosiy tahlil usullari qo'llanildi. Mavzuga oid ilmiy manbalar, jumladan, monografiyalar, dissertatsiyalar, ilmiy

maqolalar o'rganildi. Shuningdek, tarjima bo'yicha mutaxassislar bilan suhbatlar o'tkazilib, ularning tajribasi o'rganilib chiqildi.

An'anaviy tarjima usullari bo'yicha Nida [1], Fyodorov [2], Komissarov [3] kabi olimlarning ishlari tahlil qilindi. Ushbu manbalardan an'anaviy tarjima usullarining mohiyati, qo'llanilish o'rinlari haqida ma'lumot olindi.

Innovatsion tarjima usullari va texnologiyalari bo'yicha esa Bowker [4], Sin-wai [5], Somers [6] kabi tadqiqotchilarning ishlari o'rganildi. Kompyuter yordamida tarjima qilish (CAT), mashina tarjimasi (MT), bulutli tarjima texnologiyalari kabi yo'nalishlar haqida fikr yuritilgan.

Natijalar

O'tkazilgan tadqiqotlar shuni ko'rsatadiki, tarjima amaliyotida an'anaviy usullar hamon o'z ahamiyatini yo'qotmagan. An'anaviy usullar jumlasiga quyidagilarni kiritish mumkin:

- So'zma-so'z tarjima - asl matnning grammatik tuzilishini saqlagan holda, so'zlarni bevosita boshqa tilga o'girish.
- Erkin tarjima - asl matnning mazmunini saqlagan holda, uni boshqa tilda qayta ifoda etish.
- Adektat tarjima - asl matn mazmunini to'liq, aniq va uslubiy jihatdan mos tarzda qayta yaratish.

An'anaviy usullarning afzalligi shundaki, ular matn mazmunini chuqur anglashni va ijodiy yondashuvni talab qiladi. Biroq, bu usullar ko'p vaqt va mehnat talab qilishi, shuningdek tarjimonning bilim va malakasiga bog'liq bo'lishi ularning kamchiliklari sanaladi.

Innovatsion tarjima usullari esa zamonaviy axborot texnologiyalarini qo'llashga asoslanadi. Bularga kompyuter yordamida tarjima qilish (CAT), mashina tarjimasi (MT), bulutli tarjima platformalari kabi yo'nalishlar kiradi. CAT tizimlari maxsus dasturlar yordamida tarjima jarayonini avtomatlashtirish, xotirani boshqarish, terminologik bazani shakllantirish imkonini beradi [4, b.135]. MT esa sun'iy intellektga asoslangan tarjima tizimlaridan foydalanishni nazarda tutadi. So'nggi yillarda neyron tarmoqlariga asoslangan tarjima tizimlari (NMT) keng qo'llanilmoqda [5, b.242].

Innovatsion usullarning afzallik jihatlari quyidagilardan iborat:

- Tarjima jarayonini tezlashtiradi va qisqa vaqt ichida katta hajmdagi matnlarni tarjima qilish imkonini beradi.
- Terminologik izchillikni ta'minlaydi.
- Xarajatlarni kamaytiradi.

Shu bilan birga, innovatsion usullar ham o'zining kamchiliklaridan holi emas. Xususan, mashina tarjimasi yuqori darajadagi aniqlikka ega bo'lmay, kontekstni to'liq inobatga olmasligi mumkin. Bunday holatlarda tarjimonning aralashuvi talab etiladi.

Muhokama

Tadqiqot natijalari shuni ko'rsatadiki, bugungi kunda tarjimada an'anaviy usullar bilan bir qatorda innovatsion texnologiyalarni qo'llash muhim ahamiyat kasb etmoqda. An'anaviy usullar sifatli tarjima yaratishning poydevori bo'lib xizmat qilsa, innovatsion yondashuvlar ish samaradorligini oshirish va tarjima jarayonini optimallashtirishga yordam beradi.

Tarjima sifatini ta'minlash ko'p jihatdan tarjimonlar va mutaxassislarning hamkorligi, an'anaviy va innovatsion usullarni uyg'unlashtirish natijasida yuzaga keladi [6, b.84]. Bunda tarjimonlarning doimiy ravishda o'z malakasini oshirib borishi, yangi texnologiyalarni o'zlashtirishi talab etiladi.

Ayni paytda mashina tarjimasi sohasidagi izlanishlar va sun'iy intellektning rivojlanishi kelajakda tarjimonlik sohasida yangi imkoniyatlar eshigini ochishi kutilmoqda. Shu bois, bu yo'nalishdagi tadqiqotlarni yanada chuqurlashtirish, sohaga oid muammolarni hal etishda davom ettirish zarur.

Xulosa

Xulosa qilib aytganda, tarjima jarayonida an'anaviy va innovatsion usullar o'rtasidagi muvozanatni topish bugungi kunning dolzarb vazifalaridan biri hisoblanadi. Sifatli tarjima yaratish uchun an'anaviy yondashuvlarning metodologik asoslarini saqlagan holda, ularni zamonaviy texnologiyalar bilan boyitish maqsadga muvofiq.

Tarjimonlar an'anaviy ko'nikmalarni muntazam takomillashtirib borishi, shu bilan birga innovatsion texnologiyalardan samarali foydalanish yo'llarini o'rganishi lozim. Til va madaniyatlararo muloqotni ta'minlashdagi mas'uliyatli vazifani bajarish uchun tarjimonlar har tomonlama yetuk va zamonga mos mutaxassis bo'lishlari talab etiladi. Zero, tarjima insoniyatning bebaho ma'naviy merosini asrab-avaylash va boyitishda muhim o'rin tutadi.

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INGLIZ SIYOSIY DISKURSIDA STILISTIK VOSITALARNING O'RNINI

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Annotation: This article analyzes the field of political linguistics, which is one of the branches of modern linguistics, as well as the concepts of political speech and political discourse in linguistics, and studies the ideas expressed in English and world linguistics.

Keywords: political speech, discourse, stylistic devices, A. Chudinov, P. Chilton.

Аннотация: В статье анализируется область политической лингвистики, которая является одной из отраслей современной лингвистики, а также понятия политической речи и политического дискурса в лингвистике, а также изучаются идеи, выраженные в английском языке и мировой лингвистике.

Ключевые слова: политическая речь, дискурс, стилистические приемы, А. Чудинов, П. Чилтон.

Annotatsiya; Ushbu maqolada zamonaviy tilshunoslikning yo'nalishlaridan biri hisoblangan diskurs sohasida stilistik vositalarning ahamiyati tahlilga tortilgan bo'lib bu borada ingliz va jahon tilshunosligida bayon qilingan fikrlar tadqiqot obyekti sifatida o'rganilgan.

Kalit so'zlar: siyosiy nutq, diskurs, stilistik vositalar, A. Chudinov, P. Chilton.

Kirish. Siyosiy diskurs zamonaviy tilshunoslikning faol rivojlanayotgan sohalardan biri sifatida e'tirof etilmoqda. Siyosiy lingvistika mustaqil fan: siyosat va lingvistikaning tutashish chorraxasida vujudga kelgan bo'lib lingvistikaning mustaqil tarmog'idir. Shu jihatdan tilshunoslar siyosiy nutq bo'yicha ham faol izlanishlar olib bormoqda. Ular siyosiy nutq tushunchasini aniqlashga, uning asosiy xususiyatlarini, funksiyalarini ko'rib chiqishga harakat qilmoqdalar. Quyida biz siyosiy nutqning o'ziga xos xususiyatlari hamda unda stilistik vositalarining qo'llanilishi bilan tanishib tahlil etishga harakat qilib o'tamiz.

Adabiyotlar tahlili va metodlar

Ushbu maqolada bilishning obyektivlik usuli hamda tilshunoslikning qiyosiy-tavsifiy metodidan foydalanilgan holda mulohazalar yuritilgan. Shuningdek, siyosiy lingvistikaning shakllanish davri, rivojlanishi bilan bog'liq bo'lgan adabiyotlar o'rganildi. A. Chudinovning "Политическая лингвистика" o'quv qo'llanmasi. Paul Chiltonning "Analysing political discourse" kitobi hamda siyosiy nutqqa oid ilmiy maqolalar mantiqiy izchillik jihatidan tahlilga tortilgan. Masalan siyosiy lingvistika sohasini o'rgangan rus olimi A.Chudinov, siyosiy tilshunoslik boshqa tilshunoslik yo'nalishlari bilan chambarchas bog'liq holatda bo'lishini ta'kidlar ekan, uning til va jamiyatning o'zaro ta'siri muammolari tomonidan – sotsilingvistika, funktsional stilistika va ayniqsa, publitsistik uslubni o'rganishi bilan, klassik va zamonaviy ritorika, kognitiv lingvistika va matn lingvistikasi bilan bog'liqlik tomonini bildirib o'tadi⁴⁰. Uning fikrlariga qo'shilgan xolda shuni aytishimiz mumkinki, omma oldida siyosiy nutq jarayonida stilistik vositalar, ayniqsa, takror juda katta ahamiyatga ega. Fikrning to'liq hamda ta'sirchan

⁴⁰ Chudinov A.P. "Политическая лингвистика".1. -7b.

chiqishida o‘z hissasini qo‘shadi. Diskurs atamasining asl lug‘aviy ma‘nosi lotin tilidan (discursus so‘zidan) kirib kelgan bo‘lib, “harakat“, “aylanish“, “suhbat“, “muloqot“ degan ma‘nolarni anglatadi. “Diskurs” lingvistik termin sifatida birinchi marta 1952-yilda amerikalik olim Z. Harrisning “Discourse analysis” kitobida keltirilgan. Zamonaviy diskurs nazariyasining mustaqil fan sohasi sifatida shakllanishini asosan XX asrning 60-yillari o‘rtalariga to‘g‘ri keladi. Ushbu davr olimlarining tilni ajralmas aloqa vositasi deb hisoblash istagi matnlarni o‘rganishda namoyon bo‘lgan. Tilshunoslik asta-sekin shakliy, formal- funksional doiradan chiqib, tilni mazmuniy, yaxlit, izchil o‘rganishi asnosida diskurs atamasi ham faol qo‘llanila boshlandi. XX asrning 90-yillari o‘rtalariga kelib ushbu yo‘nalishda bir qator diqqatga sazovor ishlar paydo bo‘ldi (Altunyan, Proskuryakov, E. Sheygal, V.Deyk kabi olimlar)⁴¹. Aynan mana shu tadqiqotlar siyosiy lingvistikaning keyingi taraqqiyotida katta o‘zgarishlarni olib keldi.

Taxlil va natijalar. Siyosiy xabarni etkazish eng qiyin masalalardan biri bo‘lishi mumkin, chunki u odatda turli xarakterlanadi. Siyosatchilarga o‘z maqsadlariga erishishga imkon beradigan o‘ziga xos usul va usullardan foydalanish orqali siyosiy xabarlar odamlarni o‘z mafkuralari va fikrlariga ishontiradi. Bu haqiqatan ham ushbu turni bildiradigan ba‘zi fikrlarni o‘rganish va o‘rganishga arziydigan tegishli yaqinlik stilistik vositadir. Tahlil nima uchun takrorlash siyosatchilarda asosiy usul sifatida qo‘llanilishiga oydinlik kiritadi.

Inklyuzivlikni takrorlash va tinglovchilar bilan umumiy mas‘uliyatni yaratish uchun nutq nafaqat takrorlash til uslubi uchun yaratilgan, balki u o‘ziga xos siyosiy maqsadlarga xizmat qilish uchun ham ishlatiladi. Siyosatchilar nutqida turli xil takrorlanishlarning ko‘pligi tilni muammosiz ishlatishi mumkinligini ko‘rsatadi⁴².

Endi faqat siyosiy ma‘ruzachi sifatida o‘zining uslubiy buyrug‘ini ko‘rsatish uchun emas, balki qo‘shimcha ravishda etkazish uchun manipulyatsiya qilinishi kerak uning siyosiy mafkuralari va qarashlari tomoshabinlarga bir zumda ta‘sir qilishi mumkin.

Trampning maqsadli auditoriyasini ishontirishning muhim usullaridan biri bu takrorlashdir.

Takrorlash ushbu jumladan tinglovchilarga bir lahzada hissiy ta‘sir ko‘rsatishi mumkin bo‘lgan she‘riy uslub yaratadi. Buni so‘nggi jumladan so‘ng darhol boshlangan iliq qarsaklarda ham ko‘rish mumkin. Bundan tashqari, har bir jumlada "Amerika" iborasini takrorlash orqali Tramp o‘zining tegishliligi va sodiqligini ko‘rsatishga harakat qiladi.

- Amerika va Amerika xalqiga.

Martin Lyuter King nutq sarlavhasini takrorlash yordamida takrorlashdan foydalanadi: “Mening orzuyim bor.” Bu takrorlash orqali u irqiy teng Amerika sifatida nimani tasavvur qilayotganini ko‘rsata oladi. U amerikaliklar odamlar teng yaratilgan, shuning uchun har bir kishi degan tushuncha orqali yashashlarini xohlaydi inson hamjihatlikda yashaydi.

Xulosa. Siyosiy diskurs siyosiy lingvistikada alohida o‘ringa ega tushuncha hisoblanadi. “Diskurs” va “mant”ning farqlovchi xususiyatlarini keltirish borasida fikrlar hamon munozarali hisoblanadi. Yuqoridagi fikrlar asosida yaxlit xulosa qilishimiz mumkinki siyosiy diskurs o‘z ichiga barcha siyosiy nutqiy harakatlarni qamrab oladi va stilistik vositalar ularning tasirchanligini yanada oshiradi, tinglovchi ongiga chuqurroq singishiga zamin yaratadi.

⁴¹ Howarth norval stavrakakis. Discourse theory and political analysis

⁴² Analysing political discourse. Theory and Practice. Paul Chilton

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PRAGMATIKANING O'RGANILISH TARIXI

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Annotation: In this article, there are some information about development process of learning pragmatics in linguistics. Pragmatics is one of the most crucial and challenging field of linguistics. Not only world learning procedure of pragmatics, but also works of Uzbek scholars are included.

Keywords: Pragmatics, pragmatics theory, pragmatic meaning, semantics, pragmalinguistics, presupposition.

Аннотация: В данной статье представлены некоторые сведения о процессе развития прагматики обучения в лингвистике. Прагматика – одна из наиболее важных и сложных областей лингвистики. Включены не только мировые методики изучения прагматики, но и труды узбекских ученых.

Ключевые слова: Прагматика, теория прагматики, прагматический смысл, семантика, прагмалингвистика, пресуппозиция..

Kirish

Pragmatika bu so'zlovchining nutqidagi qo'llayotgan so'zlari yoki yozuvchining yozayotgan so'zlarining qaysi ma'noda qo'llanilishini o'rganuvchi, so'zlarning kontekstdagi ma'nosini tatbiq qiluvchi tilshunoslikning sohalaridan biridir. Biz ushbu maqolada pragmatikaning vujudga kelish va rigojlanish tarixi xususida ba'zi bir fikr va mulohazalarimizni ifodalab o'tmoqchimiz.

Mavzuga doir adabiyotlar tahlili Qadimgi Yunon, Roman imperiyalari va Chin Imperiyasi olimlari tomonidan pragmatik savollarga javob topish o'z oldilariga maqsad qilib qo'yishgan. Qadimgi Yunon faylasufi Aristotil(mil.avv 384-322) falsafa, mantiq, retorika fanlari orqali ko'zda tutmoqchi bo'lgan ma'noni ifodalash uchun pragmatikani aks ettiradi. Qadimgi Xitoyda ham pragmatika bo'yicha ko'plab muhim g'oyalar aytib o'tilgan bo'lib, ulardan eng mashhur vakillaridan Konfutsining ta'limotida "Ismlarning nomlanishi", Toaistning ta'limotida esa "Nomsiz fikrlar"dir.

Dunyo tilshunosligida pragmatika atamasi bundan bir asrlar oldin vujudga kelib, ushbu atama Jon Austining 1962-yildagi "predmetlarni so'z bilan ifodalanishi" so'zlari yig'indisidan yuzaga kela boshlagan va shundan keyin, Herbert Paul Grise(1913-2014), Avram Noam Chomskiy va boshqalar tomonidan ushbu g'oya oldinga surila boshlandi. Levinson garchi pragmatika atamasiga to'laqonli izoh keltirilmagan bolsa-da, o'zining "Pragmatika"(1983) kitobining 2-bo'limida izoh keltirib o'tadi. U shunday degan edi: "Unga osonlikcha izoh keltirib bo'lmaydi, biz shunchaki bu sohani kengaytirish uchun harakatlarimiz orqali ozgina bo'lsada harakat qilmoqchimiz". Mos ravishda, pragmatikaga bo'lgan turli xil va murakkab qarashlar tufayli u ikki

xil til maktabining fikrlar bo'yicha ajralishiga ajralishiga sabab sabab bo'ldi:pragmatika yaqindan mantiqiy falsafasi va unga ta'rif bergan Yevropa Kontinental maktabidir.

Butun dunyoda "Pragmatika" terminining kelib chiqish asosi sifatida Morening insholaridagi (1938) sintaktika,semantika va pragmatika bo'limlari haqida izohlar keltirilgan belgilar g'oyasining asosidir.Peyrsning ta'kidlashiga ko'ra, pragmatika so'zi yunoncha "prsgmatikos"so'zidan olingan bo'lib,insonning maqsadladi bilan muhim aloqasi demakdir va shu fikrlari tufayli Peyrs pragmatikaning otasi sifatida e'tirof etiladi.

Bozir iqtisodiyotida jadal o'sishlar,zamonaviy axborot texnologiyalaridan keng miqyosda foydalanish,ilmiy tadqiqotlarning dolzarbligini oshirish maqsadida tilshunoslikda ham nutqiy faoliyatni tatbiq etishga e'tibor oshirilishini talab etdi. Pragmalingvistika to'g'risidagi fikrlar dunyo tilshunosligida 19-asrning 80-90-yillarida dastlabki maqolalarda,kitoblarda paydo bo'la boshalgan bo'lsa,o'zbek tilshunosligida ham otgan asrning 90- yillarida shakillana boshladi."O'zbek tili va adabiyoti" jurnalida professor Abdulhamid Nurmanov tomonidan chop etilgan maqolada pressupozitsiya haqidagi fikrlari va yana ushbu jurnalda 1986-yilda Nizomiddin Mahmudovning tag bilim masalalariga bag'ishlangan maqolasining chop etilishi o'zbek tilshunosligida pragmatika tushunchasining olib kirilishi va shakillanishining yaqqol dalilidir.

Xulosa

Xulosa o'rnida ta'kidlash joizki,pragmatika tilshunoslikning muhim bo'limi va sohasi sifatida gapning nafaqat ma'nonjihatdan bog'lanishini namoyon etdi, balki so'zlovchining yashirin ma'noga munosabatini ochib beradi. Yuqorida ta'kidlab o'tilganidek, ushbu sohada tadqiqotlar qadimgi dunyo tarixidan boshlangan bo'lib,hozirgi kunga qadar jadal davom etmoqda va shu paytga qadar o'z dolzarbiligin yo'qotmadi.

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THE IMPACT OF FEEDBACK FROM AWES ON REVISION BEHAVIOR IN ENGLISH WRITING

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Annotation: The Automated Writing Evaluation System (AWES) has brought convenience and vitality to writing teaching, providing a platform for students to practice independently. Research has shown that AWES can effectively develop revision abilities, improve the language level and relevance of writing. However, teachers should still combine online exercises with offline classes to maximize its effectiveness.

Keywords: impact; AWES feedback; revision; English writing

Annotatsiya: Yozishni baholashning avtomatlashtirilgan tizimi (hayrat) yozuvlarni o'qitishga qulaylik va hayotiylik olib keldi, talabalarning mustaqil amaliyot o'tashlari uchun platforma yaratdi. Tadqiqotlar shuni ko'rsatdiki, egalari qayta ko'rib chiqish qobiliyatini samarali rivojlantirishi, til darajasini va yozuvning dolzarbligini oshirishi mumkin. Biroq, o'qituvchilar hali ham samaradorligini oshirish uchun onlayn mashqlarni oflayn darslar bilan birlashtirishlari kerak.

Kalit so'zlar: ta'sir; feedback hayratlar; taftish; ingliz yozuv

Аннотация: Автоматизированная система оценки письменной речи (AWES) привнесла удобство и актуальность в обучение письменной речи, предоставив студентам платформу для самостоятельной практики. Исследования показали, что владельцы могут эффективно развивать навыки редактирования, повышать уровень владения языком и актуальность написания текстов. Тем не менее, учителям все равно следует сочетать онлайн-упражнения с офлайн-занятиями, чтобы добиться максимальной эффективности.

Ключевые слова: воздействие; обратная связь; пересмотр; написание текстов на английском языке.

1. Introduction

English writing stands as the most comprehensive skill, and therefore demands the highest level of proficiency from students. Due to the limit of human scoring, Automated Writing Evaluation System (AWES) is introduced to language learning, which can provide language teachers and learners multiple immediate assessment, and affect students' revision behavior in English writing.

The researchers from all over the world conducted a lot of studies on AWES. Bleyer and Dikli (2014) argue that online feedback alters the classroom structure, stimulates learning motivation, and is more efficient and timelier than traditional teacher feedback. However, some scholars have found some problems existing. Hegelheimer et al. (2015) argue that automated feedback can be vague and stereotypical, while the uniformity of rubrics may lead to writing boredom among students. Lu and Yan et al. (2010) suggest that some rubrics are overly generalized, which can hinder students' development of critical thinking skills. Furthermore, the impact of assessment on motivation varies among individuals and is restricted to the micro-level of writing, including vocabulary, grammar, and spelling. (Yang & Dai, 2015; Hu, 2015) According

to He Xuliang (2013), online scores are more reliable than teachers' scores, but they may not accurately reflect the students' true level. Therefore, AWES should be improved by integrating it with other teaching tools to enhance its effectiveness.

The research is to investigate the impact of different kinds of feedback from AWES on the college students' revision behaviors while modifying their essays and the results and provide some suggestions to English writing teaching.

2. Methodology

The research employs the quantitative and qualitative methods to explore the impact of feedback from AWES on revision behaviors. The writing task is the one of College English Test 4 in China with the scientific requirements, and total score is 15. Students can modify their essays based on revision suggestion provided by AWES and submit their essays until they are satisfied with the final score.

A total of 138 participants completed the writing task and submitted 278 versions of their essays. It was found that 50% of the students made modifications and submitted their essays more than once, resulting in higher scores compared to those who did not make any corrections. For the purpose of a case study, the research selected four students who submitted their essays more than four times and showed significant improvement. The different versions of these four students' essays were compared.

3. Results

AWES can provide students with multiple feedback to help improve the quality of essays, especially the feedback of technics and language usage. The results of the case study include the comparison of final score and the revision behavior based on feedback from AWES.

	Times of Revision	Changes of Score					
		T1	T2	T3	T4	T5	T6
S1	4	10.1	10.6	10.8	11.5	--	--
S2	5	10.1	10.3	11.2	11.4	11.4	--
S3	5	9.8	10.9	11.1	11.2	11.4	--
S4	6	10.4	9.9	11.1	11.5	11.6	11.6

Chart 1. Final score of different versions

The four students revised and submitted their essays more than three times. After making corrections based on feedback from AWES, the scores of the final version of the essay are higher than that of the first ones. S4 received the lowest score in the second revision because she moved some parts incorrectly and submitted the essay. S2 and S4 received the same scores for the last version and the previous one. It indicates that there are no significant errors to be corrected, and therefore, modifying the behavior will not impact the score.

Language	Grammar	Subject-predicate agreement
		Part of speech
		Singular or plural
		Usage of words
		Sentences
	Technics	Spelling
Punctuation		

		Capital letter
Content	Relevance	--
	Consistency	--

Chart 2. Most Feedback provided by AWES

AWES provides students with various types of feedback to enhance their essays, mainly including language, content, and some comments. All four students made corrections to language errors based on the revision suggestions, resulting in no language mistakes being identified by AWES in the final version. While the consistency has been significantly improved during the modification process, the relevance has only been slightly improved.

The feedback provided by AWES can assist students in identifying most of the errors in the essays. This approach can help students develop a good writing and revising habit. It is crucial to be aware of the importance of identifying errors independently. Changes to words and phrases were the most frequent, followed by changes to punctuation and grammar. However, students rely on the feedback provided by AWES, and ask for others' help, such as dictionaries, teachers or peers. Few students paid attention to the content, theme, and structure of the text.

4. Discussion

AWES can improve the students' English writing ability over time, but it cannot completely replace manual feedback due to technical limitations. Furthermore, although there may have been a slight improvement in students' writing skills, they continue to face difficulties with regards to content, chapter structure, logic, and coherence. Language teachers can design some learning tasks in different periods of writing class to help students make use of AWES critically. In the future, researchers should explore ways to integrate information technology with offline classrooms to fully utilize its positive impact on English writing teaching.

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INGLIZ VA O'ZBEK TILLARI SPORT SHARHIDA MA'NO VA UNING TURLARI

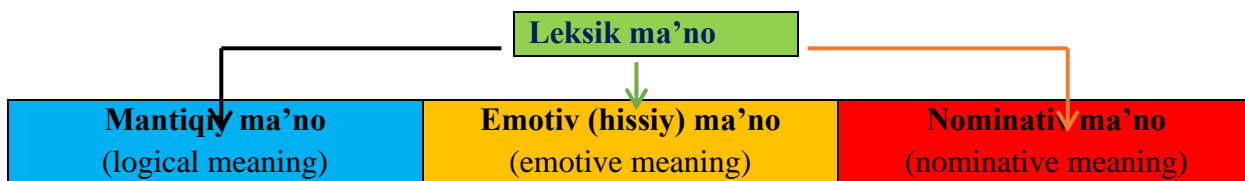
Sarimsokov X.A.

dotsent (PhD)

O'zMU, Xorijiy til va adabiyoti kafedrası.

Zamonaviy tilshunoslikda olimlar tomonidan leksik ma'no turlarini bir nechta turlari taqdim etilgan. Biz o'z tadqiqotimizda, I.R.Galperin va Q.Musayev tomonidan taqdim etilgan ma'no turlari asosida sport sharhlarini tahlilga tortdik.

Jadval Leksik ma'noning funksional tasnifi



A) **Mantiqiy ma'no** (logical meaning)- muayyan narsa, predmet yoki voqelikning nomi orqali ongda vujudga keluvchi ma'no. Mazkur ma'no turi, tabiiy ravishda, har bir shaxs uchun aniq, ravshan va ko'rinib turgan belgilari asosida umumiy tushunchani taqdim etadi. Bu lingvistik jarayon tilshunoslik sohasining ayrim manbalarida, *denotativ*, *referent* yoki *bevosita* ma'no deb ham ataladi. Masalan; **koptok** - *cho'ziluvchan, elastik materialdan ishlangan, qattiq jism zarbidan yoki qattiq sathga urilganda sakrovchi sharsimon predmet*; **hushtak** - *havoni bosim bilan puflab chiqarganda o'ziga xos tovush hosil qiluvchi asbob*. Sharh jarayonida: *O'yinni boshqarib borgan hakam o'z hushtagini chaldi va o'yin nihoyasiga yetdi* (Orif Tolipov).

Mantiqiy ma'no jarayonining o'ziga xos noqulay lingvistik xususiyati shundaki, bir shakl (so'z, leksik birlik) ikki xil tushunchani ifoda etadi. Shunga ko'ra, bu jarayon birlamchi va ikkilamchi (mantiqiy) ma'no turlari sifatida tavsiflanadi. Jumladan, 1) **to'p** – *koptok*; 2) **to'p** – *to'da* kabi ma'nolarda uchraydi. Sharh misolida: 1) *Oddiy vaziyada o'yinchi to'pni yo'qotdi*; 2) *Isroillik futbolchi, aynan, o'z o'yinchilari to'p turgan joyga uzatma amalga oshirdi* (B.Akmalov, *Isroil 20 - O'zbekiston 20*, +90).

Ingliz tilida ham bu jarayon juda murakkab hisoblanadi. 1) **bike** (n) – *velosiped. I used to ride my bike around the neighbourhood for hours*; 2) **bike** (v) - *velosipedda bormoq. The man on the front Magnus Sheffield, he is like... he is biking so good at the minute yesterday* (R.Hatch. Kuurne - Bruxelles - Kuurne 195.1km 27-2-2022).

Barcha ma'no turlariga lingvistik jihatdan e'tibor qaratsak, ular so'zlarning semantik tarkibini tashkil etadi. Semantik tizimni asosini leksik ma'no turlari tashkil qiladi va ular sathidan o'rin olgan. Biroq lug'at tarkibida uchramay og'zaki va yozma nutqda uchraydigan ma'no turi matniy ma'no turi deb ataladi. Ularning ma'nosi kontekstga qarab chiqariladi va semantik tarkibga kiritilmaydi. Bu jarayon har ikki tilning sport sharhlarida kuzatiladi. Masalan, 1) *“Badiiy qism uy-muzeyining ikkinchi qavatida joylashgan.”*; 2) *Ikkinchi qavatda yaxshi o'ynashdi futbolchilarimiz, to'p qaytarildi* (B.Akmalov, *Isroil 20 - O'zbekiston 20*, 4 min.).

Namunada keltirilgan birinchi gapda “ikkinchi qavat” so'z birikmasi: *ko'p qavatli binoni yerdan yuqoriga hisoblaganda ikkinchisi qavati*, degan ma'noni anglatadi va bu lug'aviy ma'noga

ega birliklar hisoblanadi. Ikkinchi misolda esa “ikkinchi qavat” so‘z birikmasi: *to‘pni bosh bilan o‘ynamoq*, degan ma‘noni beradi va bu tushunchaning ma‘nosi faqat soha kontekstida yoki muayyan voqelikni sinxron ifodasi natijasi orqali namoyon bo‘ladi va tushuniladi. Shunday ekan so‘zlarning matniy ma‘nosi ifodalangan birikmalar, asosan, sharhlargagina xos deyish maqsadga muvofiq. Bu ikki ma‘no bir vaqtda nutqda paydo bo‘lishi kamyob lingvistik hodisa, biroq sharh jarayonida bu ikki lug‘aviy ma‘no va kontekstual ma‘no nutqimizda namoyon bo‘lishi sharhlovchining mahoratidan darak beradi. Masalan, *Son chopib kelib Andre Gomesni chopdi* (D.Fayziyev. Tottenham – Everton 1-1. 82 min.). Ushbu misol tarkibidagi *chop (chopmoq)* leksik birligini o‘zbek tilining izohli lug‘atidagi ma‘nolarini tahlil qilganimizda. *Chop (moq)* birligi uchun quyidagi ma‘nolar berilgan: 1) *oyoq bilan yugurmoq, ot minib yugurtirmoq*; 2) *tig‘li asboblardan zarb berib parchalamoq, yormoq, kesmoq* kabi ma‘nolari berilgan. Misol tarkibiga doir ikkinchi *chop* – leksik birligi esa berilmagan. Biroq jarayon yoki voqelikni kuzatsak, *oyog‘ini sindirdi* ma‘nosi anglashiladi.

Ingliz tili sharhlarida ham bu kuzatiladi. Agarda muhlislar yoki tinglovchilar sharhlarni vaziyat bilan sinxron ravishda kuzatmas ekan, mantiqiy ma‘noni tushuna olishmaydi. Masalan, *And Salah is up on his bike and Salah's bike is a quick one* (P. Drury. Liverpool 7-0 MU. 5.3.2023.) - tarj.: *Saloh o‘zining tezligida va uning tezligi juda yuqori*. Ushbu sharh egasi o‘yinchi qanchalik tezkor ekanligini *bike* leksik birligi orqali taqdim etmoqdi. Shunday ekan kontekstual ma‘no faqat matnlardagina emas balki vaziyatlarda ham namoyon bo‘ladi. Lug‘aviy ma‘no va kontekstual ma‘noga ega bir xil shakldagi birlikning bir gap tarkibida qo‘llash jarayon sharhlovchining mahorati bilan bog‘liq.

Emotiv (hissiy) ma‘no (emotive meaning) – sharhlovchilar orasida eng ko‘p tarqalgan lingvistik jarayon hisoblanadi. Ba‘zi olimlar so‘z mazmuni faqat leksik ma‘nolarning yig‘indisidan iborat emasligini ta‘kidlaydi. Tahlillarimiz asosida ular nazariy va amaliy jihatdan xaq desak xato bo‘lmaydi. Sharhlar tarkibida so‘zlarning qo‘shimcha ma‘noga ekanligini kuzatdik. Ular tilshunoslikda *emotiv, konnotativ yoki uslubiy ma‘nolar* deb ham ataladi. Emotiv ma‘no beruvchi so‘zlar lug‘at tarkibida uchrasada, ularni kontekst yoki vaziyat bilan taqqoslasa, bir xil ma‘no anglatmaydi. Chunki ular matnlarda avtor yoki muallifning, sharhlarda sharhlovchining his tuyg‘usini ifodalaydi. Sharhlar tarkibida ular gohida *bir so‘z, bir tovush* yoki *his – hayajonni ifodalovchi birlik* bo‘lishi mumkin. O‘zbek tili misolida, *Shoma, ber, ber, berdi, yoooooy o‘ziga bermaysanmi* (H.Hamidov, O‘zbekiston – Eron, 0-1); *Eeeh, omad kelmasa...* (O.Tolipov, Eron U 17 - O‘zbekiston U 17. 90+ daq.); Ingliz tilida: *Uh, it's super ball, Gakpo is on to it, it's Cody Gakpoooo* (P. Drury. Liverpool 7-0 MU. 5.3.2023.)! - **tarj.:** *uh, bu super to‘p (uzatma), Gakpo egalladi, Kodi Gakpooo!*

Tahlillarimiz natijasida o‘zbek sharhlovchilarining sharhlari orqali quyidagi jarayon kuzatildi. Agar o‘yindagi kulminatsion vaziyat biror bir o‘yinchi bilan bog‘liq bo‘lsa, bu jarayonda o‘sha o‘yinchining nomi emotiv ma‘no beruvchi birlikka aylanadi. Demak, sharh jarayonida emotiv ma‘no faqat turdosh otlar orqali vujudga kelmaydi, ular atoqli otlar orqali ham hosil bo‘ladi. Masalan, *Oston, Ostoon ketdi; Masharipov Shukurovga, Shukurov ber tez, Oston ulgurdimi, Oston, Ostoon, aldadi zarba yoooooy* (D.Fayziyev, O‘zbekiston – Eron, 0-1). Ushbu misolda Ostun O‘runov o‘yinda yaxshi vaziyatga chiqib borayapti va o‘yinning keskin vaziyati u bilan bog‘liq bo‘lganligi uchun sharhlovchi sinxron tarzda uning nomini takrorlayapti. Bu holatda **nima sababdan sharhlovchi atoqli otdan foydalanyapti?**, degan tabiiy savol tug‘iladi. Agar sharhlovchi O.O‘runovning amalga oshirayotgan harakatlarni va uning har bir vaziyatini to‘liq ifodalasa, o‘yin bilan sharh o‘rtasida uyg‘unlik, sinxronlik yo‘qoladi hamda sharhlovchi

vaziyatdan ortda qolib ketadi, bu muxlislarni e'tiborini vaziyatdan ortda qoldiradi, zeriktiradi, qolaversa, sharhlovchining jurnalistik reytingini tushiradi. Aynan atoqli ot o'z ma'nosidan tashqari sharhlash jarayonidagi qo'shimcha ma'noni olishi emotiv holat bilan bog'liq, sharhlarning o'ziga xos lingvistik hodisasidir. Qolaversa, ushbu lingvistik o'ziga xoslik faqat sharhlardagina kuzatiladi. Bu kabi jarayon ingliz tilida ham mavjud. Jumladan, *Here is Rashford, Rashford has rifled* (P. Drury. Arsenal 3-2 MU. 22.01.2023. 17 min.)! – **tarj.:** *Bu Reshford, Reshford nishonga urdi!*

Emotiv ma'no stilistika sohasida juda muhimdir, nafaqat sharhlovchilar balki yozuvchi, shoirlar ham o'z asarlarida ushbu ma'no keltirib chiqaruvchi birliklarga ko'p murojaat qiladi. Bundan kelib chiqadiki, emotiv ma'no stilistik vositalarni ko'proq hosil qiluvchi, yaratuvchi lisoniy hodisa.

Nominativ ma'no (*nominative meaning*). Sharhlash jarayonida ma'lum tushunchalarni ifodalash murakkab lisoniy voqelik bo'lib, ular ma'no bilan uzviy bog'liqdir. Jumladan, umumiy bir sinfdan ma'lum bir ob'yektni bildiradigan so'zlar mavjud va ular nominativ ma'no orqali farqlanadi. Boshqacha qilib aytganda, nominativ ma'no grammatik turdosh otlar sinfidan bir aniq ot va birlik ko'rsatgichidagi ob'yektlarni ajratib ko'rsatish uchun xizmat qiladi.

Agarda biz istalgan bir predmetning “belgi”si va “xususiyati” o'rtasidagi farqni yaxshiroq tushunsak, ong yordamida aniqlik kiritsak, shunda nominativ ma'noni anglagan bo'lamiz. Masalan, o'zbek tilidagi **tosh** so'zini oladigan bo'lsak, bizning ko'z oldimizda uning dastlabki aniq bir xususiyatlari, belgilari paydo bo'ladi. Ingliz tilida ham huddi shunday **tosh** – **stone** haqida uning dastlabki xususiyatlari paydo bo'ladi. Biroq o'zbek tilidan farqi shundaki, ingliz tilida turdosh ot yasash uchun, aniq va noaniq **a/an** va **the** artikllari ishlatiladi va nominativ ma'no hosil bo'ladi. O'zbek tilida bu artikllar yo'q, shuning uchun umumiy bir qoyida bor *bir turdagi predmetlarning umumiy nomi – turdosh otlar*. Shunday bo'lsada, ikki tilda ham turdosh otlarning nominal ma'nosini mantiqiy ma'nodan ajratib turuvchi xususiyati derli bir xil, jumladan, ikki tilda ham farqlovchi lisoniy belgi bu bosh harf bilan yozish hisoblanadi. Masalan, ingliz.: **valley** - turdosh ot sifatida vodiy ma'nosida qo'llansa, **The Valley** – nominativ ma'noda London, Charlton shahri Charlton Athletic jamoasining 27,111 sig'imiga ega uy stadionidir. Ingliz tilida bu kabi misollarni ko'plab uchratish mumkin, jumladan, **den** (in, uya) - **The Den** (London, Bermondsey shaharchasi Millwall jamoasining 19,369 sig'imiga ega uy stadioni); **shay** (taqib) - **The Shay** (Xalifaks (Halifax) shahri FC Halifax Town jamoasining 10,561 sig'imiga ega uy stadioni); **hive** (asal ari ini) - **the Hive** (London, Kennons Park (Canons Park) shaharchasining Barnet jamoasining 5,233 sig'imiga ega uy stadioni) kabilardir.

Sharh jarayonida ikki tilning o'xshash tomonlaridan biri morfologik derivatsiya yordamida nominativ ma'no hosil qilishdir. Bu jarayonda ingliz tilida -s qo'shimchasi mahsuldor bo'lsa, o'zbek tilida **-lik+lar**; lar mahsuldor hisoblanadi. Masalan, ingliz tilida: **The Reds** are starting counter -attack (P. Drury. Liverpool 7-0 MU. 5.3.2023.) - **tarj.:** *qizillar qarshi hujum boshlashyapti*. Ushbu sharhda *the reds* -qizillar liverpullik o'yinchilarning libosiga nisbatan qo'llanilmoqda va lingvistik jihatdan nominal ma'no mantiqiy ma'nodan so'ng vujudga kelmoqda. Chalkash tushunchalar paydo bo'lmasligi uchun I.R.Galperinning fikrlarini qayd etib joiz: “Ma'lum bir ob'yektni ko'rsatuvchi nominal ma'nolar ikkinchi vazifadan mahrum”. Shu bois *the reds* – qizillar nominativ ma'no bilan ifodalanib, qolgan jamoa o'yinchilaridan ajratish uchun qo'llanilmoqda.

Hozirgi zamonaviy sharhlarda uslubiyat va uning tarkibiy qismi bo'lmish leksik ma'no hamda uning turlarini o'rni juda ham muhim. Boisi sharhlovchi neytral hududda turgan holda

o'yinni sharhlab berishi undan lingvistik jihatdan chuqur bilimni talab qiladi, chunki sharhlovchi o'yinning harorati, kayfiyati va mantig'idan kelib chiqqan holda yondashishi talab etiladi. Sharh jarayonidagi rang baranglik sharhlovchi tomonidan taqdim etilgan mantiqiy va nominativ ma'nolarga bog'liq bo'ladi. Agarda o'zi sharhlayotgan o'yinning ma'lum vaziyatida gol bo'lib qolsa, emotiv ma'no orqali sharh boyitiladi. Biroq nozik tomoni shundaki, ushbu muhim pallada gol urgan jamoaning muxlislarini emas, balki golning o'ziga, golning atrofidagi vaziyatga emotsional birliklar orqali munosib baho berishi maqsadga muvofiq. Chunki har qanday sport turida sharhlovchini qarama qarshi tomon muxlislari tinglaydi va kuzatadi. Shunday ekan, bugungi kun sport jurnalistikasi, soha jurnalistlari, sharhlovchilaridan tilshunoslikning tarkibiy qismi bo'lgan stilistika ya'ni uslubshunoslikka doir bilimlarni o'rganish va amaliyot jarayonida qo'llash ahamiyatlidir.

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ПРОБЛЕМА МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ В РАБОТЕ ПЕРЕВОДЧИКА

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Аннотация: Проблема культурной коммуникации играет ключевую роль в работе переводчика, поскольку успешный перевод не только передает смысл исходного текста, но и учитывает культурные особенности языка и традиции народа, для которого предназначен перевод. В данной статье рассматриваются основные аспекты проблемы культурной коммуникации в работе переводчика, а также предлагаются рекомендации по ее решению на основе анализа современных исследований в этой области.

Ключевые слова: Культурная коммуникация, переводчик, культурные особенности, языковая адаптация, межкультурное взаимодействие.

Annotatsiya: Madaniy muloqot muammosi tarjimon ishida asosiy rol o'ynaydi, chunki muvaffaqiyatli tarjima nafaqat manba matnining ma'nosini beradi, balki tilning madaniy xususiyatlarini va qaysi xalqning urf-odatlarini ham hisobga oladi. tarjima nazarda tutilgan. Ushbu maqola tarjimon faoliyatidagi madaniy muloqot muammosining asosiy jihatlarini ko'rib chiqadi, shuningdek, ushbu sohadagi zamonaviy tadqiqotlar tahlili asosida uni hal qilish bo'yicha tavsiyalar beradi.

Kalit so'zlar: Madaniy muloqot, tarjimon, madaniy xususiyatlar, tilga moslashish, madaniyatlararo o'zaro ta'sir.

Annotation: The problem of cultural communication plays a key role in the work of a translator, since a successful translation not only conveys the meaning of the source text, but also takes into account the cultural characteristics of the language and traditions of the people for whom the translation is intended. This article examines the main aspects of the problem of cultural communication in the work of a translator, and also offers recommendations for solving it based on an analysis of modern research in this area.

Keywords: Cultural communication, translator, cultural characteristics, language adaptation, intercultural interaction.

Введение

В мире, где глобализация становится все более проникающей и межкультурные контакты становятся неизбежными, роль переводчика становится критически важной. Однако, в работе переводчика существует серьезная проблема, связанная с культурной коммуникацией. Эта проблема включает в себя не только лингвистические аспекты, но и различия в культурных нормах, ценностях и обычаях, которые могут существенно влиять на успешность перевода и понимание сообщений. Проблема культурной коммуникации в работе переводчика является одной из наиболее актуальных и сложных задач современной лингвистики. Она возникает в процессе перевода текстов различных жанров и стилей и требует от переводчика не только отличного знания исходного и целевого языков, но и глубокого понимания культурных особенностей обоих языковых сообществ.

Проблема культурной коммуникации в работе переводчика является одной из ключевых задач, с которой сталкиваются специалисты в этой области. Она заключается в том, что при переводе текстов между разными культурами возникают сложности, связанные с различиями в языке, обычаях, ценностях и других аспектах культуры.

Одной из основных проблем является точная передача смысла и контекста оригинального текста на язык перевода. Иногда слова или выражения из одного языка не имеют прямого эквивалента в другом, что может привести к искажению смысла. Кроме того, некоторые культурные концепции могут быть непонятными или даже невыразимыми на другом языке.

Другой проблемой является адаптация текста к целевой аудитории. Переводчик должен учитывать культурные особенности читателей или слушателей, чтобы сделать перевод более понятным и релевантным для них. Например, шутки, аллюзии или культурные отсылки в оригинале могут потребовать специальной обработки для того, чтобы сохранить их смысл и эффект при переводе.

Культурная коммуникация в работе переводчика также затрагивает вопросы этики и цензуры. Переводчик должен уметь балансировать между точностью и сохранением культурной чувствительности, избегая недопустимого в контексте целевой культуры контента.

В целом, проблема культурной коммуникации в работе переводчика требует от специалистов глубокого понимания языка и культуры исходного и целевого текстов, а также творческого подхода к решению возникающих задач.

Основная часть

Одной из основных проблем культурной коммуникации в работе переводчика является неоднозначность и многозначность культурно-специфических элементов языка, таких как идиомы, пословицы, образы и т.д. Эти элементы часто не имеют точного соответствия в другом языке и требуют креативного подхода со стороны переводчика.

Еще одним аспектом проблемы является культурная специфика восприятия и передачи информации. Каждая культура имеет свои уникальные особенности в восприятии мира и выражении мыслей, что может приводить к недопониманию и неправильной интерпретации текста при переводе.

Культурные различия и их влияние на перевод

Культурные различия могут оказывать значительное влияние на процесс перевода. Некоторые из них включают в себя:

Фразеологические особенности: Многие языки имеют уникальные фразы и выражения, которые могут быть труднопереводимыми или совершенно непереводаемыми без учета контекста и культурного значения.

Социокультурные нормы: Обычаи, традиции и нормы поведения могут существенно различаться в разных культурах. Переводчику необходимо быть чувствительным к этим различиям, чтобы избежать недоразумений или оскорблений.

Идиомы и метафоры: Метафорические выражения и идиомы могут иметь смысл только в контексте культуры и могут быть непонятными или даже смешными в другой культуре.

Ценности и убеждения: Различия в ценностях и убеждениях могут привести к неправильному искажению смысла оригинального текста при переводе.

Стратегии решения проблемы



Для успешного преодоления проблемы культурной коммуникации в работе переводчика необходимо применение следующих стратегий:

Глубокое понимание культуры: Переводчик должен иметь глубокое знание культуры как языка оригинала, так и языка перевода. Это включает в себя изучение традиций, обычаев, истории и социальных норм обеих культур.

Контекстуализация: Понимание контекста оригинального текста и его культурных особенностей помогает переводчику передать смысл наиболее точно и адекватно.

Гибкость и креативность: Иногда буквальный перевод не является наилучшим вариантом. Переводчик должен быть гибким и креативным, чтобы найти наилучшее решение, учитывая культурные особенности обеих сторон.

Консультация и обратная связь: Переводчик должен быть открыт к обратной связи от носителей языка и представителей культуры, чтобы уточнить тонкости перевода и избежать недоразумений.

Заключение

Проблема культурной коммуникации в работе переводчика требует комплексного подхода и постоянного совершенствования профессиональных навыков. Важно не только владеть языком, но и быть глубоко погруженным в культуру и традиции народа, для которого выполняется перевод. Решение этой проблемы способствует более точному и эффективному межкультурному обмену информацией и содействует развитию мирового языкового и культурного разнообразия.

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COLOR DESIGNATION AS A MEANS OF EXPRESSION IN MODERN ENGLISH LANGUAGE

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Annotation: Color is the most important part of all visual information. It is the color of the clothes of the person you meet, the color of his face, hair, etc. that is remembered first of all. Out of the few available linguistic studies, one can rely on introspection when drawing conclusions: examining the behavior of color terms in contexts through language analysis, the meanings of color definitions are revealed. Color is the subject of many scientific studies. The article is devoted to identifying the peculiarities of the English linguistic picture of the world using the example of colorative phraseological units. The author concludes that the study of colorative phraseological units makes it possible to more clearly understand the peculiarities of the national characters of the English people, the origins and peculiarities of the perception of the picture of the world.

Keywords: black, white, red, color definitions, adjectives, vocabulary, color designation, phraseological unit, cultural linguistics

Аннотация: Цвет - важнейшая часть всей визуальной информации. Именно цвет одежды человека, которого вы встречаете, цвет его лица, волос и т.д. запоминается в первую очередь. Из немногих доступных лингвистических исследований можно сделать выводы, опираясь на самоанализ: изучая поведение цветовых терминов в контекстах с помощью языкового анализа, можно выявить значения определений цвета. Цвет является предметом многих научных исследований. Статья посвящена выявлению особенностей английской языковой картины мира на примере колористических фразеологизмов. Автор приходит к выводу, что изучение колористических фразеологизмов позволяет более четко понять особенности национальных характеров английского народа, истоки и особенности восприятия картины мира.

Ключевые слова: черный, белый, красный, цветообозначения, прилагательные, лексика, цветообозначение, фразеологизм, лингвокультурология

Annotatsiya: rang barcha vizual ma'lumotlarning eng muhim qismidir. Bu siz uchrashgan odamning kiyimining rangi, yuzi, sochlari va boshqalar. bu birinchi navbatda esga olinadi. Mavjud bo'lgan bir nechta lingvistik tadqiqotlardan xulosa chiqarishda introspektivaga tayanish mumkin: tilni tahlil qilish orqali kontekstdagi rang atamalarining xatti-harakatlarini o'rganish, rang ta'riflarining ma'nolari ochib beriladi. Rang ko'plab ilmiy tadqiqotlar mavzusidir. Maqola rang-barang frazeologik birliklar misolida dunyoning ingliz lingvistik rasmining o'ziga xos xususiyatlarini aniqlashga bag'ishlangan. Muallif kolorativ frazeologik birliklarni o'rganish ingliz xalqining milliy belgilarining o'ziga xos xususiyatlarini, dunyo rasmini idrok etishning kelib

chiqishi va o'ziga xos xususiyatlarini yanada aniqroq tushunishga imkon beradi degan xulosaga keladi.

Kalit so'zlar: qora, oq, qizil, rang ta'riflari, sifatlari, lug'at, rang belgilash, frazeologik birlik, madaniy tilshunoslik

In the world of linguistics, at present, in the process of globalization and intercultural communication of people, the question arises about all aspects of language, including the analysis of socio - and linguocultural meanings reflected in the language. Color is a category that attracts the attention of specialists from all over the world, whose scientific interests lie in completely different fields of knowledge: physicists, biologists, doctors, psychologists, artists, designers, art historians, philosophers, literary critics, linguists and many others. Structural and semantic differences in the field of color names are associated with differences in the world pictures of representatives of different cultures, with established historical and cultural, religious, climatic and other features.

Color names are considered in such works of foreign, Russian and domestic researchers as Neroznak V. P., Gak V. G., A. P. Vasilevich, Yu. V. Normanskaya, V. K. Kharchenko, N. V. Serov, Mukhamadiev E. M., Nabiev M. N. Color is the most important part of all visual information. It is the color of the clothes of the person you meet, the color of his face, hair, etc., that is remembered first of all. For example, the statement: *"I don't remember what she was wearing, but she was wearing red, and this red burned my soul and kept me awake at night."*⁴³ One of the issues related to color naming is the question of how to combine words that denote color into groups. A. P. Vasilevich illustrates a fairly large sample size and the use of the possibilities of the color naming language in Russian speech and for the convenience of analysis uses the following classification: *a) simple adjectives (red, turquoise); b) shades (bright red, poisonous green); c) two-part words (red-blue, emerald-green); d) phrases (the colors of the sea wave, the colors of autumn leaves)*. At the same time, the author notes that shades, two-part words and phrases in dictionaries are almost completely absent.

Modern science presents the problem of reflection of the objective world by a person and his interaction with him in the form of a ratio of two worlds: a conceptual picture of the world and a linguistic picture of the world. The conceptual picture of the world includes a national cultural picture of the world, which is specific and different for different peoples. In the national picture of the world, a color picture of the world can be distinguished, which is also included in both the conceptual and the linguistic picture of the world, therefore the lingua-color picture of the world is called. The isolated nature of individual scientific works does not allow presenting an integral linguistic-color picture of the world of a separate ethnic group, a number of aspects remain outside the field of view of researchers. The purpose of our study is to highlight and describe the features of the English linguacolor picture of the world using the example of colorative phraseological units. A phraseological unit is a combination of at least two verbal signs existing in the lexical system of a language, characterized by separate design, nominative, stability, idiomatic and connotative. The system of color designation in modern English is characterized by significant

⁴³ Василевич А.П. Цветонаименования как характеристика языка писателя (К методике исследования) // Лингвистика текста и стилистика / Ред. П. Аристэ, Х. Лийн. Тартуский государственный университет, 1981. -С. 135-143.

ramification and complexity, especially in that part of it, which consists of the names of color shades.

As the analysis of the factual material shows, the following colors can be attributed to the coloratives of the English lingua-color picture of the world: *red, orange, yellow, green, blue, indigo, violet / purple, white, black, brown, pink, gray*. In the second half of the 20th century, the colors “*cyan, magenta, terracotta, khaki*” penetrate into the English language, which is associated with the development of computer technologies, but which were not found in the composition of English phraseological units.⁴⁴

The linguocultural significance of the English ethnos, for example, of *blue* is expressed in the categories: national identity, religion, clothing, etc. Blue is the color of royalty, monarchy, noble birth, the color of the British Conservative Party and the dominant color of the British flag. About disinterested people who are not capable of any meanness or dirty deeds, the British say: *Blue eyed boy / girl*, meaning the character of an angel, who, in the minds of the British, has blue eyes. Democratic views and a broad outlook in English are called *blue sky thinking*. *Blue* in England symbolizes devotion in love, fidelity, the bride at the wedding is supposed to wear something old, something new, something borrowed, something blue.⁴⁵

Many phraseological units of the English people have their roots in the distant past, when the British Isles were inhabited by the Angles, Saxons, Britons, and others. Folklore reflected the influence of different cultures on the English language. It was from time immemorial that the idea of *black* as negative and gloomy came from (*black-letter day — a tragic day, black beast — an object of hatred, black ingratitude — black ingratitude, a black look — a look full of discontent, to be in a black mood — be in a bad mood, etc.*).⁴⁶

Conclusion

Considering all of the above, we can say that color is one of the categories of cognition of the world and means of understanding it. Color carries a deeper meaning than it seems at first glance, therefore, the study of ethno-coloristic, which is reflected in the phraseological composition of the language, makes it possible to more clearly understand the peculiarities of the national characters of various peoples, the origins and features of mentalities in the perception of the picture of the world in everything the variety of its colors. The perception of color is determined by the social, ethno cultural affiliation and individual characteristics of each person.

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ТИПЫ КОСВЕННОЙ РЕЧИ В НЕМЕЦКОМ ЛИТЕРАТУРНОМ ЯЗЫКЕ

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Аннотация: В статье рассматриваются типы косвенной речи в немецком литературном языке, а также способы связи придаточного предложения с основным предложением.

Ключевые слова: структура языка, речь, косвенная речь, прямая речь, придаточное предложение.

Аннотация: Мақолада немис адабий тилида ўзлаштирма нутқнинг турлари, шунингдек кўчирма гапнинг бош гапга боғланиб келиш усуллари ҳақида фикр юритилади.

Калит сўзлар: тил қурилиши, нутқ, ўзлаштирма нутқ, кўчирма нутқ, эргаш гап.

Annotation: The article discusses the types of indirect speech in the German literary language, as well as the ways in which the excerpt is connected to the main sentence.

Keywords: structure of language, speech, indirect speech, direct speech, conditional sentence.

Известно, что Вильгельм фон Гумбольдт (Wilhelm von Humboldt, 1767-1835), основоположник общей и теоретической лингвистики в Европе, два столетия назад создал теорию о том, что язык является психосоциальным явлением. Великий ученый изложил свое учение в предисловии к трехтомному труду «О яванском языке кави». Введение было написано в 1830-1835 годах и называлось разнообразием построения человеческого языка и его влиянием на духовное развитие человечества [1. с 15]. Это учение получило признание в мировой лингвистике и послужило основой для возникновения различных течений, направлений и школ.

В современном языкознании выделяют преимущественно два типа иностранной речи: экстрактивную и ассимилированную речь (предложение и фраза). По ним было проведено много исследований. Результаты этих исследований впервые были отражены в монографиях и статьях. Также применяется к среднему и высшему образованию.

В литературе каждый вид представлен как отдельная тема. В этом отношении они не отличаются друг от друга. Разница в том, что в немецком и русском семантический функционал, иначе говоря, парадигматические и синтагматические характеристики (т. е. форма, структура, содержание и употребление) иноречевых средств полностью соответствуют конструкции (Вау, строй) этих языков. Таким образом, изучение и интерпретация отражают уникальную природу языковой конструкции. Соответственно, правила, приведенные в учебниках и пособиях, позволяют читателям и учащимся получить правильные и полные знания по этим темам.

Следует отметить, что иностранная речь в немецком языкознании всесторонне изучается и интерпретируется в различных течениях, школах и направлениях как с теоретической, так и с практической стороны. На протяжении многих лет эта тема

непрерывно изучается не только в Германии, но и в других странах, в том числе в России и Узбекистане. Поэтому литературы так много, что комментировать можно лишь часть из них.

Германист К.Г. Крушельницкая делит грамматическую категорию и лежащие в ее основе обобщенные значения на три типа. Первый тип грамматического значения выражает объективные отношения между существами и событиями. К ним относится количественное отношение, образующее числовую категорию существительного, т.е. значения единственного и множественного числа. Второй тип обобщенного значения относится к отношению содержания предложения к объективной действительности. Считается, что к этому ряду относятся наклонение, время и лица глагола. Третий тип грамматического значения указывает на отношение говорящего к выражаемой мысли. Она, в свою очередь, делится на три категории: 1) категория коммуникативной цели, представляющая собой сообщение, вопрос и команду; 2) категория коммуникативной задачи, означающая значения старого (основного) сообщения, нового сообщения, иными словами, фактическое членение предложения, и 3) определенность и неопределенность, выражаемые артиклем, значение уверенности и предположение выражаются с помощью модальных слов [3. с 220-223].

Теперь кратко подумаем о применении теоретических исследований на практике. Прежде всего обратимся к учебнику по грамматике немецкого языка 50-х годов XX века, предназначенному для учителей средней школы [2. с 336-341]. Иностранная речь дается в части пособия «Синтаксис сложных предложений» под рубрикой «Предложения, составленные из цитат и винительной речи». Примечательно, что авторы сравнили оба типа иностранной речи с русским языком, следуя поговорке, что истина видится в сравнении. Это позволило сходствам и различиям между ними стать более очевидными. Одно из основных отличий состоит в том, что мнение другого человека выражается именно средствами абстрактной речи и частично изменяется средствами адаптивной речи. На данный момент они неразрывно связаны. Потому что одно и то же событие можно выразить ими обоими. В данном случае основой служит речевой отрывок. При его преобразовании в приобретенную речь происходит ряд изменений. Прежде всего, происходит смена личности (Personenverschiebung). При этом меняется не только говорящий, но и тот, к кому обращена речь, т. е. собеседник (слушатель). Например, если говорящий (автор) — третье лицо, владелец цитируемого предложения — первое лицо, то владелец принятой речи — в третьем лице:

Er sagte: „Ich habe mich gut erholt

Er sagte, daß er sich gut erholt habe.

Из примеров видно, что только во втором лице личное местоимение не меняется, то есть в притяжательном предложении лицо владельца производного предложения остается неизменным. Из примеров видно, что в производном предложении может использоваться изъявительная (точнее сообщение) форма, а в притяжательном предложении - условная и несовершенная форма сослагательного наклонения [2. с 338-339]. Основное отличие состоит в том, что притяжательное предложение не выражает значений, характерных для сослагательного наклонения (ирреальность, подозрение). Сослагательное наклонение служит только для образования предложения. Следовательно, это грамматический символ.

В заключение следует отметить, что в немецком литературном языке существует несколько типов пассивной речи и способов соединения придаточного с главным предложением.

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ISPAN TILI OG'ZAKI NUTQIDA METAFORA

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Annotatsiya: Ispan tilidagi so'zlashuv metafora hodisasi o'rganiladi. Til metaforasi bilan nutq metaforasi o'rtasidagi farq aniqlangan. Ispan tilining suhbat uslubida ishlaydigan metaforalarning samarali tematik guruhlari aniqlangan. So'zlashuv metafora funksiyalarining xilma-xilligi aniq lingvistik material yordamida ko'rsatilgan.

Kalit so'zlar: ispan tili, og'zaki nutq, metafora, metafora funksiyalari.

Аннотация: Исследуется феномен разговорной метафоры в испанском языке. Определяется отличие языковой метафоры от речевой метафоры. Выявлены эффективные тематические группы метафор, работающие в разговорном стиле испанского языка. На конкретном языковом материале показано многообразие функций разговорной метафоры.

Ключевые слова: испанский язык, разговорная речь, метафора, функции метафоры.

Annotation: The phenomenon of colloquial metaphor in Spanish is explored. The difference between a linguistic metaphor and a speech metaphor is determined. Effective thematic groups of metaphors that work in the conversational style of the Spanish language have been identified. The variety of functions of colloquial metaphor is shown using specific linguistic material.

Keywords: Spanish language, colloquial speech, metaphor, functions of metaphor.

Kirish

Bir qancha ilmiy ishlar metafora hodisasini o'rganishga bag'ishlangan. Til va nutqning ko'p funksiyali birligi bo'lgan metafora ham badiiy adabiyot hodisasi, ham tilshunoslik, falsafa, psixologiya, sotsiologiya, madaniyatshunoslik fenomeni sifatida o'rganiladi. So'nggi o'n yilliklarda, ayniqsa, J. Lakoff va M. Jonsonning "Biz yashayotgan metafora" (1980) kitobi bo'lgan jahon ilmiy bestsellersi nashr etilgandan so'ng, kognitiv tilshunoslik tomonidan metaforaga qiziqish juda yuqori bo'ldi. Bizni metafora hodisasi uning ispan tilining so'zlashuv uslubida ishlashi nuqtai nazaridan qiziqtiradi [1. 212 b.]. Suhbat metaforasini o'rganishda biz F.de Sossyur tomonidan ilgari surilgan va keyinchalik uning shogirdlari – Jeneva tilshunoslik maktabi vakillari tomonidan ishlab chiqilgan til va nutq dixotomiyasi haqidagi nazariy tamoyillarga tayanamiz.

S. Ballidan so'ng, biz tilning funksional navlaridan biri sifatida suhbat uslubining ekspressivligi individual nutqning ekspressivligidan uchta asosiy xususiyatga ko'ra farq qiladi, deb hisoblaymiz:

- 1) uning ekspressiv belgilari (bizning holimizda bu metafora) oldindan belgilangan va. notiqning ijodiy faoliyatini nazarda tutmang;
- 2) ekspressivlikni yaratuvchi usullardan foydalanish asosan ongsiz;
- 3) bu belgilar til tizimiga kiradi va bu ularning nutq belgilaridan sezilarli farqidir [2. 123 b.].

Shunday qilib, bizning bu ishdagi vazifamiz leksikografiyada mustahkamlangan tilning leksik resurslarini o'rganishni o'z ichiga olgan nutq emas, balki so'zlashuv uslubining metaforasini tasvirlashdir. Biroq, zamonaviy stilistikada terminologiyada aniq farq yo'qligi sababli, "so'zlashuv uslubi" va "so'zlashuv nutqi" atamaları ko'pincha sinonim sifatida ishlatiladi [3. 3 b.], biz ham ba'zan ikkala atamani bir-birining o'rnida ishlatamiz, ayniqsa, bunday almashinish, bizning fikrimizcha, bejiz emas, chunki nutqda tilning salohiyati va so'zlashuv uslubining ekspressiv imkoniyatlari nutqda ham o'z isbotini topadi.

Ma'lumki, so'zlashuv nutqi leksik birliklarining o'ziga xos xususiyatlaridan biri (ularning neytral sinonimlariga nisbatan) aniq subyektiv munosabat va hissiy konkret ifodaning mavjudligidir. "Og'zaki so'zlar ko'pincha hissiy konkretlik ifodasiga ega, ular yorqin hissiy g'oyalarni uyg'otadi" [4. 134 b.]. So'zlashuv lug'atining bu xususiyati asosan uning metaforik tabiati bilan izohlanadi. Metafora va metonimiya dunyoning insoniy manzarasini tashkil etuvchi ob'ektlar va hodisalar o'rtasidagi assotsiativ aloqalarga asoslangan figuralar sifatida umuman inson tafakkuriga xos bo'lgan assotsiativ yo'nalishning bevosita aksidir.

Misol tariqasida, suhbat uslubi uchun tegishli bo'lgan so'zlarning ma'lum leksik-semantik sinflarida faol ishlaydigan turli semantik guruhlariga mansub ba'zi metaforalarni sanab o'tamiz. "Insonning tashqi ko'rinishi", "Shaxsni shaxsiy fazilatları (xarakteri, axloqiy tamoyillari) bilan baholash doirasi", "Insonning aqliy qobiliyatlari, uning o'qishga, bilimga munosabati" leksik-semantik sinflariga to'xtalib o'tamiz.

Insonning tashqi ko'rinishi (fizika, go'zallik, poklik, yosh) va tana qismlari nominatsiyasi:

Zoologik metafora:

foka - tyulen

yegua - toychoq

pata – panja, odam qo'li

garra - panja

zarpa - panja; ko'chma ma'noda qo'l,

hocico - hayvonning yuzi.

Gastronomik metafora:

bombón - shokoladli konfet; ko'chma ma'noda: jozibali,

karamelo - karamel; ko'chma ma'noda: jozibali odam,

qatiq - yogurt; ko'chma ma'noda: Shirin qiz,

fideo - vermishel; ko'chma ma'noda: yupqa,

cebolla - piyoz; ko'chma ma'noda: bosh;

Biz taqdim etgan eng vizual mazmunli metaforalarga qo'shimcha ravishda, "inson - hayvon", "odam - gastronomik ob'ekt", "odam - rang" yoki "odam - kundalik hayot ob'ekti" sxemasi bo'yicha qurilgan. Bu guruh sifatdosh va og'zaki metaforalarning keng qatlamini ifodalaydi: *caballuno, gatuno, lobuno, acabronado, acamellado, acastorado, zanquilargo, zanquilón, zanquitero, hocicudo, dulce, soso, agrio, ajamonarse, bramarse, ladrar, piar, ponerse negro* va boshqalar.

Zoologik metafora: *abrir/cerrar el pico, de piquillo, beber a morro, caer de hocicos, echar la garra, jugarse el pellejo, echar las asaduras/los bofes, tender la raspa, visperina/de vibora, gusanillo, subirsele a uno el pavo, ponerse gallito, con el rabo entre las piernas, los cuatro gatos* va boshqalar.

Etnik metafora: *disciplina prusiana, despedirse a la francesa, puntualidad suiza, coger una turca, haber moros en la costa, tener un chino, hablar en chino, cuento chino, engañar como a un chino, hacerse el sueco, hacer el indio, trabajar para el ingles* va boshqalar.

Xulosa

Shunday qilib, umumiy til tabiatining ajralmas xususiyati bo'lgan holda, so'zlashuv uslubining metaforasi, shunga qaramay, o'ziga xos xususiyatga ega bo'lib, u funksiyalarning xilma-xilligi va o'ziga xosligida ham, metaforik tasvirga xos bo'lgan konkret hissiy ifodada ham namoyon bo'ladi, assotsiativ ma'lumotni olib yuruvchi tasvirlarni tanlash tamoyillari bilan bog'liq bo'lgan so'zlashuv uslubi. So'zlashuv uslubidagi metafora va badiiy metafora, ilmiy metafora yoki boshqa funksional uslublar o'rtasidagi jiddiy farq uning jamoaviy, xalqona xarakteridir: so'zlashuv uslubidagi metafora jamoaviy xalq ongining mahsulidir, dunyoning lingvistik tasvirining bir qismidir/

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ISPAN TILI TERMINOLOGIYASI TARIXI VA HOZIRGI HOLATI

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Annotasiya : Maqolada ispan tilidagi terminologiyaning tarixi va hozirgi holati ko'rib chiqiladi. Qisqacha sharh Ispaniya va boshqa ispan tilida so'zlashuvchi mamlakatlarda ispan tilidagi terminologiyaning holatini ko'rsatadi. Axborot jamiyati sharoitida terminologiyani shakllantirishning asosiy usullari va terminologiya tizimini yaratish muammolari tahlil qilinadi. Xulosa qilib aytganda, ispan tilini professional maqsadlarda o'rgatishda tarjima kompetensiyalarini rivojlantirish bo'yicha ba'zi tavsiyalar berilgan.

Kalit so'zlar: ispan tili, terminologiya, til tarixi, terminlar tizimi, tarjima kompetensiyasi.

Аннотация: В статье рассматривается история и современное состояние терминологии в испанском языке. Краткий обзор показывает состояние с испаноязычной терминологией в Испании и других испаноязычных странах. Анализируются основные способы формирования терминослов и проблемы создания терминосистем в условиях информационного общества. В заключение даются некоторые рекомендации по формированию переводческих компетенций при обучении испанскому языку для профессиональных целей.

Ключевые слова: испанский язык, терминология, история языка, терминологическая система, переводческая компетенция.

Annotation: The article examines the history and current state of terminology in the Spanish language. A brief overview shows the state of Spanish-language terminology in Spain and other Spanish-speaking countries. The main ways of forming terminology and the problems of creating terminology systems in the conditions of the information society are analyzed. In conclusion, some recommendations are given for the development of translation competencies when teaching Spanish for professional purposes.

Keywords: Spanish language, terminology, history of the language, terminological system, translation competence.

Kirish

So'nggi yigirma yil ichida ispan tilida so'zlashuvchi mamlakatlarning dunyoga ta'siri ortib bormoqda. Nafaqat Ispaniyada, balki Lotin Amerikasining ko'pgina mamlakatlarida ham iqtisodiyot jadal rivojlanmoqda, turmush darajasi va ta'lim darajasi oshib, milliy o'ziga xoslik mustahkamlanib bormoqda, bu esa faoliyatning barcha sohalarida milliy tildan foydalanish istagini kuchaytirmoqda. Meksika, Kolumbiya, Argentina, Chili kabi mamlakatlarning nashriyot faoliyati dunyoda munosib e'tirofga sazovor bo'ldi va Ispaniya bosma mahsulotlar eksport qiluvchi mamlakatlar orasida Buyuk Britaniya, AQSh va Germaniyadan keyin to'rtinchi o'rinni egalladi [1. 144 b.]. Shu bilan birga, Alfaguara, Planeta, Tusquets va boshqalar kabi Ispaniyaning eng yirik nashriyotlari xarajatlarni kamaytirish uchun o'zlarining ishlab chiqarishlarining katta qismini Lotin Amerikasiga o'tkazdilar.

Bu holat atamashunoslikka oid ikkita muammoni keltirib chiqaradi. Birinchidan, ispan tilidagi terminologiya tizimining rivojlanish darajasi qanday? Ikkinchidan, Evropa va Amerikada ispan tilidagi atamalardan foydalanishda sezilarli farqlar bormi?

Birinci savol ham zamonaviy hayot haqiqati bilan bog'liqlik, mamlakatning yuqori iqtisodiy, ta'lim va madaniy darajasi har doim ham milliy tilning terminologik rivojlanishiga bevosita yordam bermaydi. Masalan, Daniya yoki Niderlandiyada universitetda ta'lim asosan ingliz tilida olib boriladi va shuning uchun ilmiy, texnik, iqtisodiy va boshqa faoliyatlarda inglizcha terminologik vositalar qo'llaniladi [2. 28 b.].

Umuman olganda, har bir tilni terminologik jihatdan rivojlantirish zarurati muammoli holat. Tilda, ijtimoiy faoliyatning boshqa sohalariga kabi, har bir hodisa muayyan faktlarni yoki ularning munosabatlarini ifodalovchi vositaga ega bo'lish zarurati, shoshilinch ehtiyoj tufayli rivojlanadi. "Umumiy terminologiya. Questions of theory" monografiyasi mualliflari A.V.Superanskaya, N.V.Podolskaya va N.V. Vasilyevaning so'zlariga ko'ra, u yoki bu faoliyat bilan maqsadli ravishda shug'ullanmagan xalqlar tillarida atamalarni sun'iy va majburan ishlab chiqish haqiqiy emas va ma'noga ega emas, chunki uni hayotning o'zi qo'llab-quvvatlamaydi. A.A.Reformatskiyning so'zlariga ko'ra, milliy til turli bilim sohalariga birinchi navbatda terminologiya orqali "kiradi" va tilning boshqa elementlarini u bilan taqqoslab bo'lmaydi.

Shunday qilib, hozirgi vaqtda terminologik jihatdan ko'p yoki kamroq darajada rivojlangan tillar paydo bo'ldi. Terminologik jihatdan yaxshi rivojlangan tillarga ingliz, frantsuz, rus va nemis tillari va ba'zi faoliyat sohalarida italyan tillari kiradi, ammo ispan tili hech qachon an'anaviy ravishda ulardan biri bo'lmagan, bu ham rus, ham ispan tadqiqotchilari tomonidan tan olingan. Ispan tili, ularning nuqtai nazaridan, terminologik rivojlanayotgan tilning ko'plab xususiyatlariga ega. Biroq, bu ispancha tezaurusda terminologik so'zlar yetarli emas degani emas, gap ularning tizimlashtirilganligi va amalda qo'llanilishidir [3. 169 b.].

Ispaniyalik terminolog Mariya Tereza Kabre "Ispan tili terminologiyasi: tashkil etish, normallashtirish va istiqbollari" maqolasida ta'kidlaganidek, lug'atlarni yaratishda Qirollik ispan akademiyasi a'zolari 1993 yilda qayd etilgan hujjatda belgilangan tamoyillarga amal qilishga intilishgan: «Los científicos decidieron, desde un principio, basarse en la gran cantera de voces latinas y griegas para, formando voces compuestas, crear verdaderos neologismos y bautizar así los nuevos conceptos, instrumentos etc., que iban surgiendo a lo largo del desarrollo científico»- "Olimlar, asosan, murakkab so'zlarni yaratish uchun, yangi tushunchalarni, haqiqiy neologizmlarni yaratish vositalarni ifodalash uchun yunon va lotin so'zlarining butun boyligini asos qilib olishga qaror qilishdi."

Shunday qilib, ispan tilida so'zlashuvchi mamlakatlarning tilshunoslari atamalarni yaratish va soddalashtirish bo'yicha sa'y-harakatlarni birlashtirish uchun juda ko'p ishlarni amalga oshirdilar. Biroq, terminologiya ispan tilining zaruriy qismi ekanligi haqidagi g'oya uzoq vaqtdan beri shubha ostiga qo'yilgan. Ilmiy-texnikaviy aloqada milliy til tarkibiga kiradigan to'liq boshqariladigan lug'at bo'lishi mumkinligini tan olish juda qiyin bo'lib chiqdi. Terminologiya tushunchasining o'zi ixcham va aniq ma'lumot uchun maxsus tillarda ishlatiladigan birliklar to'plami sifatida, fan yoki texnologiyaning ma'lum bir sohasiga xos bo'lgan tushunchalarni tizimli va bir xil nomlash ispan tilida so'zlashuvchi dunyoda o'n yildan ortiq vaqtdan beri o'z yo'lini olib bormoqda. «En quemedida en Espana se usa el espanol como lengua de la ciencia y la tecnica?... Pues, ...la tendencia es ...ceder espacio al ingles en la comunicacion científico-tecnica nacional con el consiguiente abandono de la lengua propia... Se usa la terminologia anglosajona en un discurso producido en lengua española»- "Ispaniyada fan va texnologiya tili sifatida ispan tili qay

darajada qo‘llaniladi?...Umumiy tendentsiya, vatandoshlar o‘rtasida ilmiy va texnik mavzularda muloqotda ingliz tiliga chekinishdir...Ispan tilidagi nutqlarda inglizcha terminologiyadan foydalaniladi.”

Xulosa

Ispaniyalik mutaxassislarining fikriga ko'ra, hozirgi vaqtda kasb tilini o'rgatish chet tilini, shu jumladan ispan tilini chet tili sifatida o'rgatishda asosiy vazifadir va ixtisoslashtirilgan tarjimani o'rgatish ikkinchi darajali: faqat ushbu sohaning kontseptual sohasini tushunish orqali professional tilni adekvat tarjima qilish mumkin.

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BOSHLANG'ICH SINIF O'QUVCHILARINING CHET TILIDAGI BILIMINI CEFR ASOSIDA BAXOLASH

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Annotatsiya: O'zbekiston Respublikasi Birinchi Prezidentining 2012-yil 10-dekabrdagi "Chet tillarni o'rganish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida" PQ-1875-sonli Qarori chet tilini boshlang'ich sinflardan boshlab o'qitishni joriy qilinishiga imkoniyat berilganligi. Davr talabiga mos, har tomonlama yetuk kadrlar tayyorlashda chet tilini mukammal bilish. Mamlakatimiz chekka hududlarida joylashgan maktablarning moddiy texnikalar bilan ta'minlash hamma maktablardagi sinf xonalari to'liq audio jihozlar bilan ta'minlash haqida maktab o'quvchilarning xorijiy tillarda tinglash va gapirish ko'nikmalarini yetarli darajada rivojlantira olmayotgali. Maktab bitiruvchilarining aksariyati yozish va o'qish ko'nikmalariga egaligi. Holatni bartaraf etish to'g'risida yozilgan

Kalit so'zlar: zamonaviy ta'lim tizimi, xalqaro baholash tadqiqotlari, baholash mazmuni, kompetensiya.

Аннотация: Постановление Первого Президента Республики Узбекистан от 10 декабря 2012 года PQ-1875 «О мерах по дальнейшему совершенствованию системы изучения иностранных языков» позволило ввести преподавание иностранного языка, начиная с начальных классов. Безупречное знание иностранного языка при подготовке всесторонне зрелых кадров в соответствии с требованиями времени. Обеспечение материально-техническим оборудованием школ, расположенных в отдаленных районах нашей страны, обеспечение классов во всех школах полным аудиооборудованием в связи с недостаточным развитием навыков аудирования и говорения учащихся на иностранных языках. Большинство выпускников владеют навыками чтения и письма. Написано об устранении ситуации

Ключевые слова: современная система образования, международные оценочные исследования, содержание оценивания, компетентность.

Annotation: Decision PQ-1875 of the First President of the Republic of Uzbekistan dated December 10, 2012 "On measures to further improve the system of foreign language learning" made it possible to introduce foreign language teaching starting from primary grades. Perfect knowledge of a foreign language in the preparation of all-round mature personnel in accordance with the requirements of the time. Providing schools located in the remote areas of our country with material equipment, providing classrooms in all schools with full audio equipment due to insufficient development of students' listening and speaking skills in foreign languages. Most of the graduates have reading and writing skills. It is written about the elimination of the situation

Keywords: modern education system, international assessment research, assessment content, competence.

Kirish.

Bugungi zamonaviy va tezkor taraqqiyot sari initilayotgan har bir jamiyatda har bir insonning kasbiy faoliyati va hayoti davomida texnogen komponentning rivoj topishi kuzatilmoqda. Shu boisdan ham nafaqat kelajak yillardagi yetuk mutaxassislarni, balki hozirgi vaqtdagi umumiy o'rta ta'limda tahsil olayotgan har bir maktab o'quvchisini bir necha fanlar bo'yicha o'tkir savodxon etib tayyorlashning ahamiyati yuksalib bormoqda. Ayni shundan kelib chiqib, respublikaning Xalq ta'limi tizimida o'qitishning maqsadlarini kuchaytirish choratadbirlari amalga oshirilyapti. Mamlakat bo'ylab amalga oshirilayotgan islohotlar natijasida ulkan iqtisodiy o'sish ko'rsatkichlariga erishilayotganligi barcha sohalarda malakali kadrlar va yetuk mutaxassilarga bo'lgan talabni yanada oshirmoqda. Bu o'z-o'zidan maktab o'quvchilarining darslarga qiziqish xususiyatini oshirish va o'qituvchilarning har tomonlama ta'lim- tarbiyaga e'tiborini kuchaytirishni talab etadi. Yuqoridagi talablarning ta'lim tizimi uchun juda muhim ekanligi, aksariyat xorijiy davlatlardagi kabi ta'lim va fan sohalari rivojlanishini baholash va monitoring qilish orqali ta'lim sifatini oshirishga qaratilgan ilg'or tajribalarni sohaga jalb qilish kerakligini anglatadi. Ta'lim sifati va samaradorligini oshirish yo'lida xorijiy ilg'or tajribalarni o'rganish, xalqaro standartlar talablarining joriy etilishi muhim ahamiyatga ega. Mamlakat o'quvchilari xalqaro baholash dasturlarida ishtirok etishi ham respublikada mavjud ta'lim sifatini oshirishga qaratilgan muhim jarayon hisoblanadi. Kelajak egalarining zamonaviy bilim, intellektual salohiyat, ilmu ma'rifat, erkin fikr, ilg'or texnologiyalarni tadbiiq etish, jahonda e'tirof etilgan uslub va an'analarni qo'llash malakasiga ega bo'lishi muhim ahamiyatga ega.⁴⁷Ta'lim tizimidagi islohotlar ana shu maqsadga qaratilgan bo'lib, xalqaro mezonlar asosida dunyoning yuksak taraqqiy etgan davlatlarida qo'llanayotgan va katta samara berayotgan ta'lim texnologiyalari, baholashning xalqaro talablariga muvofiq bo'lishiga qaratilmoqda. Dunyoning yuksak taraqqiy etgan davlatlarida ta'lim sohasida baholashning PIRLS, TIMSS, PISA, TALIS kabi xalqaro baholash dasturlari amaliyotga muvaffaqiyatli tadbiiq etilmoqda. Taraqqiyot odimlari bilan jahonga yuz tutayotgan O'zbekiston Respublikasida ham ta'lim sohasida baholashning xalqaro mezonlari qo'llanilmoqda Fransiya jahondagi iqtisodiy rivojlangan mamlakatlar ichida etakchi o'rinlardan birini egallaydi. Uning ta'lim tizimi ham qadimiy va boy tarixga ega.

⁴⁸Fransiya davlatining hozirgi davrda amal qilinayotgan «Ta'lim haqidagi qonun»i 1989 yil 10 iyulda qabul qilingan bo'lib, uning o'zgartirilishiga ta'lim strategiyasida ro'y bergan o'zgarishlar, mamlakatning ichki tashqi siyosatidagi islohotlar natijasida yuzaga kelgan iqtisodiy sharoitlar, chet el pedagogikasidagi ilg'or texnologiyalarning mamlakat ta'lim tizimlariga kirib kelishi, o'quv predmetlarining integratsiyalari va boshqalar sabab bo'ldi.

Fransiyada ta'limning asosiy maqsadi shaxsni har tomonlama kamol topishini ta'minlash, uni mustaqil faoliyatga tayyorlash, bozor munosabatlari sharoitida o'quvchilarni tadbirkorlikka, ishbilarmonlik va omilkorlikka o'rgatish, shunga yarasha kasb-korga ega qilishdan iboratdir. Bu erda davlat maktablari, xususiy maktablari, oraliq maktablar mavjud.

⁴⁷ Хамдамова М. Ёшларнинг интеллектуал салоҳиятини ривожлантириш механизмининг педагогик-психологик асослари (услубий тавсиялар), 2007

⁴⁸ Oriental Art and Culture" Scientific-Methodical Journal - (3) III/2020 ISSN 2181- 063X 237 <http://oac.dsmi-qf.uz>

O'qitiladigan predmetlar ichida fransuz tili va adabiyoti, o'qish va yozuv alohida ahamiyatga molik bo'lib hisoblanadi. O'quv yili 5 chorakka bo'linadi.

Fransuz maktablari boshlang'ich sinflarda o'qish ertalab bo'ladi, tushdan keyin esa matematika va boshqa predmetlardan qo'shimcha saboq oladilar.

Matematika, ona tili va adabiyoti bazaviy fan, tarix, geografiya, mehnat, jismoniy tarbiya kabi fanlar esa rivojlantiruvchi predmetlar hisoblanadi.

⁴⁹Fransiya ta'limida bolalarning go'daklik chog'idanoq maktabda o'qitish uchun tayyor holda olib kelish g'oyat muhim masala hisoblanadi Fransiya ta'limida bolalarning go'daklik chog'idanoq maktabda o'qitish uchun tayyor holda olib kelish g'oyat muhim masala hisoblanadi. Bu bosqichda tarbiyalanuvchilar quyidagicha tabaqalashtirilgan: kichik guruh (2-4 yosh), o'rta guruh (4-5 yosh), katta guruh (5-6 yosh). Maktabga tayyorlov guruhi (5-6 yosh) bo'lib, ularga Fransiyada 100% shu yoshdagi bolalar qamrab olingan. Bolalarni maktabga tayyorlash uchun alohida dastur va darsliklar mavjud.

⁵⁰Fransiya boshlang'ich ta'lim maktablariga 6 yoshdan 11 yoshgacha bo'lgan bolalar jalb qilinadilar. Boshlang'ich maktab bepul va majburiy. Uning vazifasi o'qish, yozish hisoblash malakasini berishdir. O'quv mashg'ulotlari ertalab soat 9dan 12 gacha hamda soat 14 dan 16 gacha 5 soat davom etadi. Maktabda ovqatlanish pullik, lekin juda arzonlashtirilgan narxlarda. Boshlang'ich sinflarda o'qish 5 yil bo'lib, uch bosqichda amalga oshiriladi:

1. Tayyorlov bosqichi;
2. Elementar kurs (bu bosqich ikki yil davom etadi);
3. CHuqurlashtirilgan bosqich.

⁵¹Tayyorlov bosqichi - 1 yilga mo'ljallangan. Bunda bolalar hisoblashga, o'qish va yozishga, kuylashga, o'ylashga, tabiat manzaralarini tomosha qilishga va undan bahra olishga, jismoniy mashqlar bilan mashg'ul bo'lishga, maktabning turli sport tadbirlarida ishtirok etishga, musiqa va mehnatga o'rgatiladi.

Navbatdagi bosqich - elementar kurs bo'lib bu bosqichda o'qish 2 yil davom etadi. Bunda o'quvchilarning tayyorlov siklida predmetlar bo'yicha olingan bilimlari yanada takomillashtiriladi.

Boshlang'ich maktabning 3 - bosqichi - chuqurlashtirish bosqichidir.

Bunda o'quvchilarning tayyorlov va elementar bosqichdagi bilimlari yanada chuqurlashtiriladi. Fransuz maktablarining boshlang'ich bosqichida «Fuqarolik ta'limi», «Nafosat ta'limi» ham o'qitiladi. Nafosat ta'limiga musiqa, tasviriy san'at, sport kiritilgan. O'quvchilar bilan yakka tartibda ishlash, ularni rag'batlantirish, shaxsiy qobiliyat va imkoniyatlarini ro'yobga chiqarish, ta'limda uzluksiz va vorislikni ta'minlab berish boshlang'ich sinf o'quvchilariga qo'yilgan bosh talabdir.

O'quv dasturining mazmunini bevosita o'qituvchining o'zi belgilaydi. Bir so'z bilan aytganda, o'qituvchi bolalar bilimiga to'la mas'ul ekan uning uslub tanlashiga mustaqil harakat qilishiga ham to'la erkinliklar beriladi.

⁴⁹ PISA-2018 Kompyuter format xalqaro tadqiqot vositalari": To'plam "–Axborotahlil markazi" AQ. Astana. 2016-126

⁵⁰ WWW.CHATGPT.COM

⁵¹ . PISA 2012 Assessment and Analytical Framework (mathematics, reading, science, problem solving and financial literacy).

⁵²1990 yildagi hukumat qaroriga muvofiq maktabgacha tarbiya va boshlang'ich ta'limiga modullashtirish, bolalarning bilimiga u yoki bu fanga moyilligiga qarab differensiyalashtirish, ya'ni tabaqalashtirish, dars jadvalini ham shu asosda tuzish huquqi berildi. Bunday dars jadvallari yillik, yarim yillik, choraklik asosida tuzilishi ham mumkin. O'quvchilar 11 yoshda boshlang'ich maktabni tugallab o'rta maktabga o'tadilar. O'rta ta'lim esa kollejlarda va litseylarda amalga oshiriladi.

Endi o'z ta'lim tizimimizga qaytsak Ma'lumki, ta'lim sifatini xalqaro standartlar asosida baholash orqali dunyo mamlakatlari bilan qiyosiy tahlillar olib borish maqsadida Vazirlar Mahkamasi tomonidan 2018-yil 8-dekabrda «Xalq ta'limi tizimida ta'lim sifatini baholash sohasidagi xalqaro tadqiqotlarni tashkil etish chora-tadbirlari to'g'risida»gi qaror qabul qilingan. Qarorda ta'lim sifatini nazorat qilish davlat inspeksiya huzurida ta'lim sifatini baholash bo'yicha xalqaro tadqiqotlarni amalga oshirish milliy markazi tashkil etilib, ta'lim sifatini belgilash bo'yicha qator xalqaro tadqiqotlarda ishtirok etishi belgilangan. Qolaversa, O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyevning «O'zbekiston Respublikasi xalq ta'limi tizimini 2030-yilgacha rivojlantirish kontsepsiyasini tasdiqlash to'g'risida»gi farmonida inson kapitalini shakllantirishning asosiy bo'g'ini bo'lgan tizimda amalga oshirilishi lozim bo'lgan vazifalar va ularni hayotga tadbir etish yo'llari atroflicha belgilab berildi. Jumladan, unda mamlakatning 2030-yilga borib PISA (The Programme for International Student Assessment) — o'quvchilarning ta'lim sohasidagi yutuqlarini baholash bo'yicha xalqaro dastur reytingida jahonning 30 ta ilg'or mamlakati qatoriga kirishiga erishish vazifasi qo'yilgan. Xalq ta'limida sodir bo'layotgan mazkur o'zgarishlar bevosita Oliy ta'lim muassasalari bilan ham bog'liq bo'lib, maktab va Oliy ta'lim muassasalari hamkorlik aloqalari yuksalishiga sabab bo'lmoqda.

⁵³ Hozirgi kunda dunyoning ko'pgina davlatlari ta'lim tizimida o'z o'rnini mustahkam egallab kelayotgan xalqaro datsurlarda ishtirok etish yosh avlodning intellektual-ma'naviy darajasini aniqlash, shu orqali natija va samaradorlikning yangi yo'nalishlarini belgilab olishga imkoniyat yaratsa, milliy baholash tizimining yanada takomillashtirish xalqaro baholash dasturlarida muvaffaqiyatli ishtirok etish etishini ta'minlash bilan birga, ularning kreativligini va komponentligini va o'z navbatida ta'lim sifatini yanada rivojlantirishga xizmat qiladi. Ayni shundan kelib chiqib aytish mumkinki, ushbu xalqaro baholash dasturlari boshlang'ich sinf o'quvchilarini o'ylantirishga, fikrlay olish doirasini kengaytirishga, ya'ni intellektual-ma'naviy salohiyatini rivoj toptirishga yo'naltirilgan ekan, boshlang'ich sinflarda bu dasturni kengroq ko'lamda tadbir etish muhim ahamiyatga egaligini ko'rsatadi. Buni namuna tariqasida xalqaro baholash dasturining PIRLS dasturi bo'yicha qaralsa, boshlang'ich sinf o'quvchilarining intellektual-ma'naviy darajasini rivoj toptirishda kitobxonlik madaniyatini shakllantirish masalasi mazkur xalqaro baholash dasturini (PIRSLni) amaliyotga qo'llash va yuqori samaradorlikka erishishning asosiy omili deyish mumkin. Boshlang'ich sinf o'quvchilarining intellektual darajasini rivojlantirishda zamonaviy axborot resurslaridan oqilona va maqsadli foydalanish, xalqaro baholash dasturlaridan kerkalicha foydalanish o'quvchilarning muammolarni hal etish qobiliyatini rivojlantirish, komponentlar, tushunchalar, ko'nikmalar, jarayonlarni o'rganish va baholash singari yo'nalishlarni ta'minlab berishda muhim ahamiyat kasb etadi. Kelgusida ham rivojlangan mamlakatlar tajribalari chuqur o'rganilib, O'zbekiston Respublikasiga xos

⁵²PISA-2018 Kompyuter format xalqaro tadqiqot vositalari": To'plam "–Axborot-tahlil markazi" AQ. Astana. 2016-126 bet

⁵³ O'zbekiston Respublikasi Vazirlar Mahkamasining "Xalq ta'limi tizimida ta'lim sifatini baholash sohasidagi xalqaro tadqiqotlarni tashkil etish chora-tadbirlari to'g'risida" 2018- yil 8-dekabrda 997-sonli qarori

xususiyatlar, qadriyatlar, sharoitlar inobatga olingan holda, kadrlar tayyorlash tizimini tubdan modernizatsiya qilish lozim. Hozir Oliy va o'rta maxsus ta'lim vazirligi tomonidan malaka oshirish, chet el professorlarini O'zbekistonga olib kelib ma'ruza o'qitish, bakalavr va magistr dasturlarini rivojlangan mamlakatlardagi o'quv dasturlariga yaqinlashtirish ishlari olib borilmoqda. Xuddi shu tizim asosida Oliy ta'lim tizimida ishlayotgan tajribali o'qituvchilarni maktablarga birlashtirish, kafedralarning hududiy filiallarini ochish orqali maktab o'qituvchilari salohiyatini rivojlantirish ishlari ham jadal olib borilmoqda. Bugungi kunda hamkorlikni boshlagan Oliy va xalq ta'limi tizimlari oldida turgan asosiy maqsad ham shu — boshlang'ich sinf o'qituvchilariga amaliy yordam berish. Boshlang'ich sinflarni Common European Framework of Reference for Languages (CEFR) bosqichiga moslashtirish uchun quyidagi yo'lga amal qilish mumkin:

⁵⁴1. A1 bosqichi: Boshlang'ich sinflarda o'quvchilar qo'shimcha ma'lumotlar olish va o'zbek tilini o'rganishning boshlang'ich bosqichlariga ega bo'lishi kerak. Ular oddiy so'zlar va ifodalarni tushunish, oddiy savollar va javoblar berish, va oddiy ko'chada gaplashishni o'rganishlari kerak.

2. A2 bosqichi: Boshlang'ich sinflardagi o'quvchilar quyidagi bosqichni amalga oshirishi kerak:

- Oddiy ma'lumotlar berish va o'rganishlarini ishlatish.
- Soddalashtirilgan matnlardan ma'lumot olish va ma'lumotlarni o'rganishlariga bog'liq so'zlar va frazalar ishlatish.
- Oddiy muloqotlar, ko'rsatmalar va gaplashmalar o'rganish.

3. B1 bosqichi: Boshlang'ich sinflardagi o'quvchilar quyidagi bosqichni amalga oshirishi kerak:

- So'zlar va ifodalarni qo'llab-quvvatlash, matnlarni tahlil qilish va tafsilotlarni aniqlash.
- Ko'chada va tarjimai hol bo'yicha so'zlashish, ko'rsatmalar berish va qisqa maqolalar yozish.
- Muammoni echish va oddiy so'rovnomalar va barcha yangiliklarni tushunish.

4. B2 bosqichi: Boshlang'ich sinflardagi o'quvchilar quyidagi bosqichni amalga oshirishi kerak:

- Muhim tafsilotlarni yashirish, tarjima qilish va tahlil qilish.
- Bog'liq so'z va ifodalarni yodlash va ishlatish.
- Yozuv va gaplarni bajarish, maqola yozish va muloqotlar olib borish.

Bu bosqichlar o'quvchilarning tillik qobiliyatlari va ko'nikmalarini baholashda yordam beradi va ularning Fransuz tilini o'rganish darajasini aniqlashda yordam beradi. Har bir bosqichga muvofiq dars va mashg'ulotlar tayyorlash va o'quvchilarning o'zlashtirilgan ta'lim yo'nalishlarini ta'minlash juda muhimdir.

Xulosa.

Xulosa qilib aytganda, mamlakat innovatsion taraqqiyot yo'lida shiddat bilan rivojlanib borayotgan bir davrda kelajak davomchilari bo'lgan yoshlarning ijodiy g'oyalari va ijodkorligini har tomonlama qo'llab-quvvatlash, ularning bilim, ko'nikma va malakalarini shakllantirish hamda ilg'or xorijiy tajribalar, xalqaro mezon va talablar asosida baholash tizimini takomillashtirish, shu yo'lida xalqaro tajribalarni o'rganish, mavjud tizimni har tomonlama qiyosiy tahlil qilish, tegishli yo'nalishdagi xalqaro va xorijiy tashkilotlar, ilmiy tadqiqot muassasalari bilan yaqindan hamkorlik qilish muhim ahamiyatga egadir.

⁵⁴ O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyevning «O'zbekiston Respublikasi xalq ta'limi tizimini 2030-yilgacha rivojlantirish kontsepsiyasini tasdiqlash to'g'risida»gi Farmoni, 29.04.2019 yildagi PF-5712-so

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FANDA YARATILGAN INNOVATSIYALAR, TAJRIBA VA YUTUQ

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Annotation: Innovation in science is the process of introducing highly novel and useful elements of investigation into a scientific community. Innovations in Science is intended for news, more comfortable life and putting ideas into action. In current days scientist surfe into the field of innovations attracting students and clever people to a wide variety of scientific fields such as physics, molecular biology, chemistry, biochemistry, astronomy, engineering, neuroscience, immunology, psychology, and earth science. Loads of experience through hardship and learning or exploring life has brought to success in creation of innovations in science. And today we all are utilizing some sort of innovations has been made so far. In this article, path of created innovations, general conception about that sphere will be submitted as well as experience and gained success will be discussed.

Keywords: Scientific innovation, elements, as physics, molecular biology, chemistry, biochemistry, astronomy, engineering, neuroscience, immunology, psychology, and earth science.

Аннотация: Инновации в науке – это процесс внедрения в научное сообщество новых и полезных элементов исследования. Инновации в науке предназначены для новостей, более комфортной жизни и воплощения идей в жизнь. В наши дни ученые активно занимаются инновациями, привлекая студентов и умных людей в самые разные научные области, такие как физика, молекулярная биология, химия, биохимия, астрономия, инженерия, нейробиология, иммунология, психология и науки о Земле. Богатый опыт, полученный в трудностях, в обучении или исследовании жизни, привел к успеху в создании инноваций в науке. И сегодня мы все используем какие-то инновации, которые были сделаны до сих пор. В данной статье будет представлен путь создаваемых инноваций, общая концепция этой сферы, а также рассмотрен опыт и достигнутые успехи.

Ключевые слова: Научная инновация, элементы, такие как физика, молекулярная биология, химия, биохимия, астрономия, инженерия, нейронаука, иммунология, психология, науки о Земле.

Annotatsiya: Ilm-fan sohasida innovatsiya - bu ilmiy jamoatchilikni tekshirishning yuqori darajadagi yangi va foydali ahamiyatlarini taqdim etish jarayonidir. Bu soha Ilm-fanda yangiliklar, yanada qulay hayot va g'oyalarni hayotga joriy etishga mo'ljallangan. Hozirgi kunda fizika, molekulyar biologiya, kimyo, biokimyo, astronomiya, muhandislik, nevrologiya, immunologiya, psixologiya va yershunoslik kabi turli xil ilmiy yo'nalishlarga talabalar va aqlli odamlarni jalb qilish orqali ularni bu sohaga qiziqtirib, u bilan shug'ullanishga erishishmqda. Qiyinchiliklar va o'qib-o'rganishlar yoki hayotni tadqiq qilish orqali ilm-fan sohasida yangiliklar yaratishda va tajriba orttirishga erishildi. Bugun esa hammamiz shu paytgacha yaratilgan bir qancha innovatsiyalardan foydalanyapmiz. Ushbu maqolada, yaratilgan yangiliklar yo'li, ushbu soha haqida umumiy tushuncha taqdim etiladi, shuningdek tajriba va yutuqlar haqida so'z boradi.

Kalit so'zlar: fandagi innovatsiyalar, elementlar, fizika, molekulyar biologiya, kimyo, biokimyo, astronomiya, muhandislik, nevrologiya, immunologiya, psixologiya.

Tadqiqot obyektini va qo'llanilgan metodlar:

Tadqiqotning obyektini sifatida dunyoda tan olingan va foydalanilib kelinyotgan bilim va tadqiqot, ularning foydali tomonlari va bugungi kundagi ahamiyati yoritib beriladi. Tadqiqot mavzusini yoritishda taqqoslash, misol keltirish, dalillash ka'bi uslublardan foydalanilgan

Olingan natijalar va ularning tahlili:

Bugungi kunda hayotimizni innovatsiyalarsiz tasavvur qila olmaymiz. Butun jahon xalqlari yangi g'oyalar va ularning amaliy ko'rinishlariga tayangan holda oson va qulay hayotga erishib keloqdalar. Izlanishlarim davomida shuni sezdimku innovatsiya qanchalik eski va uzoq muddatdan beri foydalanilib kelinyotgan bo'lishiga qaramay hanuz insonlar orasida e'tirof qilinib boraveriladi. Ular olimlarga, yangilik yaratuvchilarga yorqin namuna vazifasini bajaradilar, bundan tashqari kishilar masafadan turib ham o'z tajribalarini bo'lishishlari, o'rganishlari mumkin. Innovatsiyalardan kelgan yutuqlarga keladigan bo'lsak bugungi kundagi vaqtimizni tejashga yordam beruvchi qulayliklar, jismoniy mehnatni osonlashtiradigan yangiliklarning son sanog'i yo'q.

Bugunda yurtimizda ham bu sohaga katta e'tibor qaratilmoqda va yoshlarga imkoniyatlar eshigi keng ochib berilmoqda. Yurtboshimizning shaxsan o'zlari bu haqida alohida nutq so'zlab vazirliklarga topshiriqlar va ko'rsatmalar berganlar. shu kungacha ko'rilgan kamchiliklarga barham berishga kirishganlar.

G'oyalar amalga oshadi!

Oxirgi 3-4 yil ichida yoshlarimiz uchun keng imkoniyatlar eshigi ochildi. Bu mubolag'a emas, aksincha, shu kunlarni orzu qilgan bir yigit tilidan chiqayotgan shukronalik so'zlari, xolos. Axir, qachon o'z g'oyasi, loyihasiga ega yigit-qizlar vazirlik darajasida qo'llab-quvvatlangan, ular uchun turli tanlovlar tashkil etilgan? Bugun bu ishlar odatiy holga aylandi. Yoshlar "Start-up", "TexnoWays" singari yirik texnologik rivojlanish marafonlarida o'z iqtidor va imkoniyatlarini namoyon etyapti. Grantlar g'olibiga aylanib, ishlanmalarini foydali qurilmalarga aylantiryapti...

Ana shunday yigit-qizlarni qo'llab-quvvatlash maqsadida Innovatsion rivojlanish vazirligi qoshida birinchilardan bo'lib "Yoshlar akademiyasi" tashkil etildi. Tuzilma qisqa vaqtda innovatsion loyihalar va g'oyalarga ega iqtidorli yoshlar, talabalar hamda 40 yoshgacha bo'lgan olimlar va tadbirkorlarni birlashtiradigan, ularni har tomonlama rag'batlantiradigan maydonga aylandi.

Akademiyaga o'z jamoasi, ilmiy ishlanmasi, g'oya yoki startap loyihalariga ega 40 yoshgacha bo'lgan yigit-qizlar qabul qilinadi. Yosh ixtirochilar bu yerda "G'oyalar generatorlari", "Startaplar", "Biznes vakillari" hamda "Bo'lajak akademiklar" kabi 4 ta platformadan birida faoliyat yuritishi mumkin.

Ayni paytda Yoshlar akademiyasining 2 mingga yaqin a'zosi bor. Ular geologiya, matematika, fizika, qishloq xo'jaligi, kimyo sanoati, sog'liqni saqlash, ta'lim, sun'iy intellekt, robototexnika va mexatronika, dasturlash, 3D modellashtirish va boshqa yo'nalishlarda o'z loyihalarini amalga oshirib kelmoqda. A'zolar orasida innovatsion va amaliy ishlanmalarini hayotga tatbiq etib, muayyan soha rivojiga hissa qo'shayotgan faol va tashabbuskor jamoalar ko'pchilikni tashkil etadi.

Bugun ular tomonidan ishlab chiqilgan ko'plab loyihalar hayotimizga keng joriy etilmoqda. Xususan, ayni paytda turli sohalarda foydalanilayotgan, tug'ma qo'lsiz va hayoti davomida qo'li amputatsiyaga uchragan nogironlar uchun bionik protezlar, o'pkani sun'iy shamollatish apparatlari uchun maxsus oksigenatsiya niqoblari, kiyimlar, bolalar o'yinchoqlari va boshqa uy-ro'zg'or buyumlaridagi bakteriya va hidlarni bartaraf etishga mo'ljallangan "CleanBox" qurilmasi,

avtomobillar xavfsizligini ta'minlash maqsadida ishlab chiqilgan "Carwon smart security system" mobil ilovasi, maishiy chiqindilar asosida sun'iy uglerodlashtirilgan material olish qurilmasi, rangli metall buyumlar quyish uchun vakuum asosida ishlaydigan "Humo S1" uskunasi, "Sky project" virtual parashyut simulyatori va boshqa bir qancha ixtirolar o'zbek yigit-qizlari, xususan, "Yoshlar akademiyasi" a'zolari tomonidan yaratilgani bizni quvontiradi.

Zamonaviy sharoitlarda innovatsiyalardan foydalanish iqtisodiy o'sishni ta'minlagan holda, bir tomondan davlatning rivojlanishida bosh omil bo'lsa, ikkinchi tomondan ilmiy-texnik rivojlanishning natijasi sifatida namoyon bo'ladi. Innovatsion iqtisodiyotning asosi innovatsion faoliyat bo'lib, o'ziga xos iqtisodiyot turi sifatida bilimlarni, innovatsion omillarni va texnologiyalarni yangilash orqali iqtisodiy tizimning rivojlanishini ta'minlaydi. Mamlakatda innovatsion siyosatni shakllantirishda ilg'or mamlakatlarning bu yo'nalishdagi tajribalarini joriy qilish ulardan yana samarali va unumli foydalanish imkoniyatlarini yaratadi.

Barcha zamonlarning eng buyuk ilmiy kashfiyotlari qaysilar? Genom tahrirlash. ... CRISPR (kumeli muntazam ravishda interspaced Qisqa Palindrom takrorlanadi) ... RNK-sekretsia. ... DNKning molekulyar tuzilishi. ..._Elektr energiyasy. ... Og'riq qoldiruvchi va anesteziya. ... Vaktsinalar. ... Bizning jamoaviy ish qobiliyatimiz

Xulosa

Har qanday yangilik va yangi fikr -g'oyaga jiddiy e'tibor bilan qarashiiz va yangilik yaratish ehtimoli bo'lgan insonlarga qulaylik yaratshib ,imkoniyatlar taqdim etishimiz kelajagimizning go`zal va qulay bo`lishini ta`minlashi mumkinligini anglashimiz zarur. Xulosa sifatida shuni aytishimiz mumkinki innovatsiyalarning chegarasi yo`q ,bundan yaxshirog`ini yaratishning iloji yo`q degan so`zni unutib yangiliklarga bag`rimizni ochishimiz ,doimo yangilikka intilib yashashimiz zarur.

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ИСПОЛЬЗОВАНИЕ ФРАНЦУЗСКОГО ЯЗЫКА В ЛИТЕРАТУРЕ И ИСКУССТВЕ

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Литературный язык это основная, наддиалектная форма существования языка, характеризующаяся большей или меньшей обработкой, полифункциональностью, стилистической дифференциацией и тенденцией к регулированию. По своему культурному и социальному статусу литературный язык противостоит территориальным диалектам, различным типам повседневного разговорного койне и просторечию - как высшей форме языкового существования.

"Литературный язык — это общий язык письма того или иного народа, а иногда и нескольких народов - язык официальных деловых документов, школьного образования, письменного и повседневного общения, науки, журналистики, художественной литературы, всех проявлений культуры, выраженных в устной форме, чаще письменной, но иногда и устной. Именно поэтому различаются письменно-книжная и устно-разговорная формы литературного языка, возникновение, соотношение и взаимодействие которых подчинены определенным историческим закономерностям [Виноградов, 1980, с. 288].

"Во французской лингвистике термин "le français standard" используется для обозначения литературного языка, который подчинен литературной норме (le bon usage) и противопоставляется другим вариантам языка.

В современной лингвистике термин "норма" понимается в двух значениях: во-первых, норма — это общепринятое использование разнообразных языковых средств, которое регулярно повторяется в речи носителей языка (воспроизводится говорящими), а во-вторых, предписания, правила, инструкции по использованию, зафиксированные в учебниках, словарях, справочниках.

Определение получило широкое распространение: "... норма - это языковые единицы и образцы их употребления, которые в настоящее время существуют в данном языковом коллективе и являются обязательными для всех членов коллектива, и эти обязательные единицы могут быть либо единственно возможными, либо выступать в качестве вариантов, сосуществующих в рамках литературного языка [Ицкович, 2010, с. 8]". Как видно из этого определения, норма не остается неизменной и для того, чтобы понять современное состояние любого литературного языка, необходимо проследить процесс его формирования.

Процесс реализации единства национального французского языка завершается публикацией в 1539 году указа Франциска I в ВильКоттре, предписывающего исключительное использование французского языка в судебных процессах и управлении на всей территории государства. Это исключило из официального употребления как латинский язык, который некоторое время оставался в употреблении в науке, так и местные диалекты, на которых до сих пор часто составлялись провинциальные акты. Общественное осознание важности родного языка как огромного инструмента в формировании национальной литературы и средства коммуникации между частями единого государства особенно ярко проявляется в знаменитом трактате Ж. Дю Белле: "Защита и иллюстрация французского языка" ("Защита и прославление французского языка"). Французский язык"),

В целом программа Дю Белле предоставляет поэту полную свободу в использовании доступного запаса слов, не исключая как архаизмов, так и создания неологизмов, соответствующих доступным средствам их образования. Эти принципы в полной мере отражены в языке произведений Ф. Рабле. Описание традиционных средневековых форм общественной жизни, а также новых идей гуманизма и Ренессанса требовало богатого арсенала языковых средств. Таким образом, Ф. Рабле использует все возможные источники на своем родном языке (архаизмы, неологизмы, диалектизмы, научные термины) и черпает материал из других языков, в первую очередь древних, а затем и современных. Таким образом, развитие французской литературной.

Язык в XVI веке. он шел широкими шагами, не скованный никакими рамками, предоставляя полную свободу в использовании всех языковых ресурсов.

Окончательное укрепление абсолютной монархии в XVII веке определяет дальнейшее развитие французского языка и работу лингвистов, которые пытались формализовать литературный язык как язык правящего класса. Первым выразителем этих устремлений был уже в начале века знаменитый Ф. Малерб. Выдвигая два требования к литературному языку: ясность и корректность, Малерб критикует язык поэтов прошлого века. Прежде всего, он возражает против свободы создания новых слов: неологизмы нарушают ясность, и их следует решительно избегать. Недопустимы также архаизмы, причем не только устаревшие слова, но и грамматические формы и фразеологические обороты, диалектизмы и вообще иностранные слова. Критика Ф. Малерба положила начало многолетней работе пуристов и теоретиков аристократической речи в этом направлении. Вскоре после его смерти указом кардинала Ришелье была учреждена Французская академия (1637), в которую в основном входили писатели аристократического сословия. Академия была создана для создания словаря, грамматики, риторики и поэтики. Последние две работы так и не были реализованы, грамматика впервые появилась в 1931 году. (Грамматика Французской академии) и вся работа Академии в XVIII-XIX веках была сосредоточена на изданиях словаря, первое из которых было осуществлено только в 1694 году. Среди Академии были те теоретики, которые давали фундаментальные обоснования развитию литературного языка. Одним из них был К. Вожла - наиболее авторитетный представитель классовой теории языка. В своей книге "Ремарк на французском языке" К. Вожла выдвигает позицию, что только при дворе говорят и произносят так, как положено. Во имя этого он защищает статус-кво в языке, который должен быть зафиксирован в том виде, в каком он есть: не должны допускаться ни новые слова, ни иноязычные элементы, ни тем более простые люди. На основе этих взглядов в течение XVII века проводится тщательный отбор слов, приемлемых в литературном языке. На самом деле словарь французского языка, изданный Академией, был скорее словарем.

Язык аристократии. "Словарь Академии предназначен для тех же целей, что и сама Академия. И известно, что у тех, кто его задумал, никогда не было другой задачи, кроме как работать над изяществом французского языка. Поэтому он предназначен для тех, кому необходимо составить панегирик, театральную пьесу, оду, перевод и другие подобные произведения, чтобы дать им критерий для определения того, относится ли то или иное слово к употреблению... Ибо вся работа ученых направлена только на изящный стиль, и ни в коем случае не на тот, о котором говорят в суде или говорят о мореплавании, торговле, ремеслах и т. д. [ЦИТ. по: Сергиевский, 1938, с. 165]".

Сокращение лексического запаса литературного языка в результате исключения обычных, технических и специальных слов, запрета неологизмов, архаизмов и диалектизмов потребовало от писателя исключительного внимания к вопросам стиля и искусства выражения. Надо отдать должное французским классикам XVII века (П. Корнель, Ж. Расин, Ж.-Б. Мольер, Н. Буало), что в отношении использования языка они дали непревзойденные примеры элегантности и в то же время строгости литературного языка.

В XVIII веке литературный язык полностью продолжает традицию XVII века, что объясняется сохранением того же государственного строя и соотношением социальных классов. Однако развитие промышленности и науки, постепенное усиление социальной роли буржуазии, одновременно с падением власти двора и самого абсолютизма, и весь ход истории, подготовивший буржуазную революцию в конце века, не могли не сказаться на состоянии буржуазии. язык. В результате язык в XVIII в. она обогащена многими неологизмами, в основном изучением, изучением, изучением, изучением, научными терминами греческого и латинского происхождения, и даже некоторые архаизмы возвращаются к жизни, и появляются заимствованные слова, в основном английского происхождения. Наряду со всем этим существует определенный интерес к народному языку, который достаточно отошел от литературного языка как по произношению, так и особенно по лексике. Она находит выражение в литературе.

В произведениях Д. Дидро и Ж. Ж. Руссо, чье происхождение было чуждо аристократическим предрассудкам и позволяло себе достаточную свободу в использовании языковых средств. В "племяннике де Рамо" Д. Дидро вводит ряд выражений, свойственных народной речи, например: *push le boude* (играть в шахматы), *fagoter a book, it's go as je Touche*, *saire le goteau* (играть на скрипке), быть похожим на петуха, путешествующего к дьяволу в зеленом. Ж. Ж. Руссо вообще восставал против изгнания реалистических слов, считая, что это лишает язык его нравственной чистоты, требовал от писателя права называть вещи своими именами. Так, в своей работе "исповеди" он использует слова и выражения народного языка: *emoussiller*, *peppéré*, *rottir le balai*, *raumer la pouche*, *se fourrer с кем-то*, *tripotage* и т. д.

Французская буржуазная революция имела огромное значение для развития национального языка, а также для всей истории Франции. "Революция в конечном счете ограничилась развенчанием аристократического языка и введением во всеобщее употребление языка, на котором говорила буржуазия и который ранее не использовался в литературных произведениях. Эта революция была запланирована еще до 89-го года; революция дала ему сильный толчок вперед [Цит. по: Сергиевский, 1938, с. 204]".

Литературный язык в XIX и XX веках продолжает развиваться вперед, достигая высочайшего разнообразия и богатства выразительных средств. Факт продолжающегося влияния языка масс на литературную речь не мог остаться незамеченным и не вызвать соответствующей оценки у ревнителей чистоты языка. "Общая коррупция языка, неоднократно отмечаемая писателями и учителями, начинает приобретать угрожающий характер. Мишень, спортивный жаргон, народная речь... они так далеко отошли от классического языка, приобрели такое решающее значение, что угрожают забыть традиционный язык. Как теперь учащиеся могут правильно писать на языке, который, по их мнению, уже является архаичным? Они больше не понимают ни значения слов, ни изящества синтаксиса, который они привыкли нарушать ежедневно [Даузат, 1912, с. 7]..."

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HOZIRGI ZAMON TARJIMASHUNOSLIK SOHASIDA BADIY ASAR TARJIMA MUAMMOLARI

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Annotatsiya: Ushbu maqolada bugungi kunda badiiy asarlar matnini bir tildan ikkinchi tilga tarjima qilish muammolari va ularning o'ziga xos xususiyatlari tasnifi ko'rib chiqiladi, hamda badiiy asarlar tarjima muammolari xususiyatlari misollar yordamida tahlil qilinadi.

Kalit so'zlar: badiiy tarjima, badiiy matn, obrazlilik, badiiy tasvir, badiiy janr, g'oyaviy mazmun va estetik ma'no

Аннотация: В данной статье рассматриваются проблемы перевода текста художественных произведений с одного языка на другой язык и классификация их особенностей, а также на примерах анализируются особенности проблем перевода художественных произведений.

Ключевые слова: художественный перевод, художественный текст, образность, художественный образ, художественный жанр, идейное содержание и эстетический смысл

Annotation: This article discusses the problems of translating the text of works of art from one language into another language and the classification of their features, and also analyzes the features of the problems of translating works of art using examples.

Keywords: literary translation, literary text, imagery, artistic image, artistic genre, ideological content and aesthetic meaning

Kirish

Tarjimashunoslikning rivojlanish tarixi davomida tarjimaga qo'yiladigan turli talablar mavjud bo'lib, ularning bajarilishi tarjima muammolarini keltirib chiqardi. Bugungi kunda har bir sohada bo'lgani kabi, tarjimashunoslik sohasida ham bir necha tarjima muammolari mavjud bo'lib, ularning ba'zilariga tarjimonlar, ba'zilariga esa aynan tarjimani o'quvchi shaxslar duch keladi. Shuningdek, aynan uchinchi turga kiruvchi va tarjimashunoslikning o'zi uchun muammoga sabab bo'luvchi muammolar tarjimaning tizimli muammolari hisoblanadi. Badiiy asarlar tarjimasiga nisbatan adabiyot sohasi singari so'z san'ati degan ta'rifni qo'llash mumkin. Zero, tarjima qilingan asar hosilasi bu original adabiyotning hosilasi demakdir. Har qanday tarjima qilingan badiiy asar bu ijodiy ish hisoblanib, u ijodkordan muayyan darajada alohida bilim, yondashuv va mahoratni talab qiladi. Xususan, tarjimashunos olimlar M. Fargal va A. Almanna tarjimani "...turli ko'rinishlari, amalga oshirilishi va oqibatlari bilan ko'p qirrali, ko'p o'Ichovli jarayon" deb ta'riflaydi. [1, 1] Tarjimon original matnda va aksincha, taqdim etilishi dargumon bir qator muammolarga duch keladi va ularni hal qiladi. Tarjimon badiiy asarlar tarjima jarayonida iste'dodli ijodkor bo'lishi ham lozim, zero, tuyg'u va obrazlar olami adabiyotni chuqurroq anglash uchun tarjimon o'zi qalban san'atkor bo'lishi lozim.

Adabiyotlar tahlili va metodologiyasi

Mazkur izlanishda qo'yilgan vazifalarni hal etib, mavzuni yoritishda ma'lum ko'rinishdagi tadqiq metodlaridan foydalanildi, jumladan, badiiy asarlarni tarjima qilishda tarjima muammolari va ularning xususiyatlari tahlilida hamda ularning tasnifiy belgilarini aniqlashda tavsiflash metodidan foydalanildi. Umuman olganda, to'plangan materialni tahlil qilish asosida tarjimashunoslik sohasida badiiy matnni tarjima qonuniyatlarini aniqlashni nazarda tutadigan induktiv- deduktiv yondashuv metodlaridan foydalanilgan.

Natijalar

Mazkur maqola yozilishidan maqsad badiiy adabiyotda yaratilgan badiiy asarlarni bir tildan ikkinchi tilga tarjima qilishda mavjud muammolarni aniqlash va tarjima qilingan badiiy asarning asil mazmun-mohiyatini ifodalashda tarjimon mahorati, shuningdek, badiiy asar tarjimasida g'oyaviy mazmun va estetik ma'noni ifodalovchi tarjima vositalar obrazlilik, badiiy tasvir va badiiy janrlarni bir-biridan farqlarini aniqlashdan iborat.

Muhokama

Badiiy tarjima turli madaniyatlarga mansub qadimgi va zamonaviy mualliflarning dramatik, ijodiy she'riyati va nasrini tarjima qilishni o'z ichiga oladi. Bu dunyo bo'ylab ko'proq odamlar o'z tillarida adabiy ijoddan bahramand bo'lishlariga imkon beradi. Badiiy tarjima bu asl manba - badiiy adabiyot hisoblangan tarjima turi demakdir. Badiiy matnlar tarjimasiga quyidagilar kiradi:

- kitoblar, maqolalar, hikoyalar va boshqa nasr turlarining badiiy tarjimasini;
- she'rlarning badiiy tarjimasini;
- reklama materiallarini tarjima qilish;
- boshqa matnlarni tarjima qilish.

Chet tilidan tarjima qilingan hikoya, she'r yoki boshqa adabiy asarni o'qiyotganda biz matnning uning mazmuni, hissiyotlari, xarakterlari bilan idrok qilamiz. Asarni bir tildan ikkinchi tilga tarjima qilish jarayonida tarjimon uch bosqichni, **asl nusxani idrok etish, asl nusxa interpretatsiyalash** hamda **asl nusxani qayta ifodalash**. Birinchi bosqichda matn so'zma-so'z ya'ni filologik tarzda idrok qilinadi, ikkinchi bosqichda uslubiy omillarga e'tibor qilinadi. So'nggi uchinchi bosqichda ayrim til vositalarini uslubiy va ma'no –mazmunini anglashdan tarjimon asarning badiiy yaxlitligini, badiiy voqelik hodisasi, xarakterlar, ularning munosabati, muallifning g'oyaviy niyatini anglashga harakat qiladi.

Tarjima qilinayotgan adabiy asarlarning rang-barangligi turli janrlarga bo'lgan talabni ko'rsatadi. Adabiyotni tarjima qilish muhimligini inkor eta olmasak-da, tarjima jarayoni murakkab va oddiy kontent tarjimasidan farqli jarayonni o'z ichiga oladi. Bu tarjima ishlarining eng qiyin turlaridan biridir. Badiiy asar faqat g'oyaviy mazmundan emas, balki estetik ma'nodan ham iborat bo'ladi. Xususan, badiiy asar tarjimasida **drama** janrida ruhiy holat ifodasi, **tragediyada** fojia tasviri, **komediyada** kulgi chiqarish asosiy o'rin tutadi. Jumladan, quyidagi jumalarda ifodalangan tasvirda ham muallif ijobiy hamda salbiy mazmunni ifodalovchi so'zlardan mahorat bilan foydalanadi. **may ham ishq ham kishini botir, qo'rqmas qilib qo'yadi. Lekin may botirligi oqibatni ko'ruvchi aqlning mag'lub bo'lishidan bo'lsa, ishq shijoati haqiqat nurining g'olibligidandir. Birinchisi shaxsni falokatu halokatga olib boradi, ikkinchisi abadiy hayotu saodatga boshqaradi. *may ham ishq ham kishini behush qiladi. Ammo may behushligi nodonlik va g'afolatning eng tuban darajasidir, ishq behushligi esa sezgirlik va ogohlikning eng oliy martabasidir.* [2, 3]

Muayyan adabiy asarda yaratilgan badiiy obraz (u qahramon yoki tabiat obrazi bo'ladimi) o'quvchiga ta'sir qilishi shubhasiz. Aynan badiiy asarlarda ifodalangan tasvirni ifodalash va muallif nutqini qayta jonlantirish tarjimondan bilim, yondashuv va mahoratni talab etadi.

Xulosa

Mazkur maqolada badiiy adabiyotda badiiy asarlar tarjimasida tarjima jarayonida yuzaga kelishi mumkin bo'lgan badiiy tarjima muammolar ko'rib chiqilgan va ularga qizqacha izohlar keltirilgan.

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FRANSUZ TILINI O'QITISHDA AXBOROT TEXNALOGIYALARI VA MULTIMEDIA VOSITALARIDAN FOYDALANISH

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Annotatsiya; Ushbu maqolada chet tillarini o'rganishda, asosan fransuz tili o'rgatiladigan muhitda yangi, zamonaviy multimedia vositalaridan foydalanish va bunda o'qituvchilarning ishtiroki xususida so'z bordi, zamonaviy o'yin usullaridan foydalangan holda dars o'tish kerakligi haqida fikr berildi.

Kalit so'zlar: multimedia, fransuz tili, metod, CALL, internet.

Annotation: This article talked about the use of new, modern multimedia tools and the participation of teachers in learning foreign languages, mainly in the environment where the French language is taught.

Keywords: multimedia, French language, method, CALL, internet.

Аннотация: В данной статье говорилось об использовании новых, современных мультимедийных средств и участии преподавателей в изучении иностранных языков, преимущественно в среде, где преподается французский язык.

Ключевые слова: мультимедиа, французский язык, метод, CALL, Интернет.

Kirish

⁵⁵ Yangi hamkorlik yondashuvi -bu Xirosima Milliy universitetida frantsuz tilini o'rgatish bo'yicha amalga oshirilgan metodologiya. Ijodkorlik va interaktivlikka boy sinf shu tariqa har bir talabaning darajasiga moslashtirilishi mumkin.Ellikdan ortiq oliy o'quv yurtlari, xoh milliy, xoh xususiy, chet tillarini o'rgatish uchun multimedia xonalaridan foydalanayotgan bir paytda, endi masala lingafon kabinetlariga kompyuterlarni joriy etish kerakmi yoki yo'qligini bilishda emas,balki o'quv amaliyotini takomillashtirishga intilishda. CALL (Computer Assisted Language Learning).

Bu Yaponiyadagi har qanday chet tillari o'qituvchisi e'tiborga olishi kerak bo'lgan kuzatishdir. Ayniqsa, fransuz o'qituvchilari har yili o'n minglab o'quvchilar kompyuterlar yordamida ingliz tilini o'rganishini e'tibordan chetda qoldira olmaydi.Yangi texnologiyalardan yaxshiroq foydalanish va fransuz tilini o'qitishni takomillashtirish maqsadida fakultetimizda multimedia lingafon laboratoriyasi ochilgandanbuyon "Yangi hamkorlik yondashuvi" metodologiyasini qo'lladik. Ushbu mavzuni batafsil taqdim etishdan oldin, biz CALL nima uchun 21-asr fuqarolarini shakllantirishni hisobga olgan holda muassasada ishlashi kerak bo'lgan ba'zi sabablarni eslatib o'tmoqchimiz. Bu sabablar ijtimoiy va pedagogikaga oiddir.Axborot jamiyatida

⁵⁵ Agnès Florin Le développement du lexique et l'aide aux apprentissages

ko'p tillilik va bilim. Dunyoning ko'plab mamlakatlarida yangi axborot-kommunikatsiya texnologiyalari sohasidagi tarmoqlar jadal rivojlanmoqda. Deyarli hamma joyda multimediya va Internetda qandaydir yangilik har kuni bong urmoqda. Ushbu rivojlanishning ulushi nafaqat iqtisodiydir. Ba'zi sharhlovchilarning fikriga ko'ra, ushbu yangi texnologiyalarning keng jamoatchilik darajasida ommalashishi kompyuterlashtirilgan elektron jamiyatning paydo bo'lishidan xabar beradi va Gutenberg tomonidan bosmaxonaning kashfiyoti kabi muhim kognitiv inqilob istiqbollari ochadi. Bugungi kunda Internetda umumiy til ingliz tili bo'lib, dastlab tabiiy deb hisoblanishi mumkin bo'lgan lingvistik hukmron tildir. Va amerikaliklar tomonidan yaratilgan Internet ushbu tilni keng jamoatchilikka birday yoydi. Ammo bizning vazifamiz mana shu ulkan axborot va kommunikatsiya tarmog'ida ko'p tillilikni o'rnatishdir.

Kerakli ko'p tillilik ustun bo'lishi uchun fransuz tili tarmoqlar tarmog'ida xalqaro til sifatida tan olinishi kerak. Bu boshqa tillarni e'tiborsiz qoldirishimiz kerak degani emas. Ingliz tilidan tashqari va undan ancha orqada bo'lgan fransuz tili ham global miqyosda yagona muloqot tili bo'lib qolmoqda. Fransiya butun dunyoda mavjud bo'lgan tillar va madaniyatlarni ataylab saqlab qolish zarurligini biladigan kam sonli ilg'or davlatlardan biridir. Agar ko'p tillilikni targ'ib qiluvchi mamlakat tili bo'lgan fransuz tili Internetda umumiy ikkinchi tilga aylanmagan bo'lsa, biz kompyuterlashtirilgan texnologik madaniyat davrida axborot va kommunikatsiyaning diversifikatsiyasiga hech qachon umid qila olmasdik.

⁵⁶21-asr yoshlari uchun yangi texnologiyalar bilan tanishish va chet tillarini egallash zarur. Til o'qituvchilari multimediya shunchaki yangi audiovizual gadget emas, balki axborot uzatishning turli vositalari va turli ifoda vositalarini o'zida mujassamlashtirgan tizim ekanligini anglab yetsa, yoshlarni tayyorlashga hissa qo'shishi mumkin. Ular o'zlarining CALL amaliyotlari orqali o'z rollarini bajarishlari mumkin. Va fransuz o'qituvchilari o'quvchilarni multimedia muhitida ijodiy faoliyatni amalga oshirishga undashadi, shu bilan birga yangi madaniyatlarni qurishda fransuz tilidan foydalanishni ta'kidlashadi. Shunday qilib, biz kompyuterlashtirilgan texnologik madaniyat davrida fransuz tilini o'qitish/o'rganish uchun kompyuterdan foydalanish tarafini qat'iy qabul qilishimiz kerak. Aynan shu nuqtai nazardan biz fransuz tilini multimediali o'qitishning mavjud imkoniyatlarini o'rganishni davom ettiramiz va o'qitishimizga kompyuterning hissasiga asoslangan bir nechta faoliyat turlarini kiritamiz.

FLE xizmatida yangi hamkorlik yondashuvi. Universitet fakultetlarida chet tillarini o'qitish uchun maxsus mo'ljallangan multimedia xonasi bo'lishi zarur. Uning tizimi lingafon laboratoriyasining funksiyalarini va internetga ulangan simli aloqa tarmoqlarifunksiyalarini birlashtiradi. Keyinchalik, chet tillarini o'rganish bo'yicha multimedia resurs markazi ham faoliyat ko'rsatishi muhim. Bunda talabalar internetga bepul kirishdan tashqari, turli xil o'quv qo'llanmalariga murojaat qilishlari va multimedia hujjatlarini o'zlari ishlab chiqarishlari mumkin. Kompyuterning fransuz tili darsidagi integratsiyasini tasvirlash uchun avvalo pedagogik yondashuv talab etiladi, keyin esa ba'zi ilovalar beriladi. Shuningdek, u ma'lumotnoma, madaniy va lingvistik darajalarda o'rganish uchun ko'plab elementlarni taqdim etadi. Ammo har doim ham o'quv qo'llanmaga so'zma-so'z amal qilib, dasturni ilgari surmaslik kerak. Yana ish kitobida keltirilgan barcha savollarni qamrab olinmaydi. Bunda talabalarga grammatika, talaffuz, lug'at yoki o'qish bo'yicha yordamchi qo'llanmalar, tarqatma materiallar yoki kartalar beriladi.

⁵⁶ Arfouilloux Jean-Claude «L'entretien avec l'enfant. L'approche de l'enfant à travers le dialogue, le jeu et le dessin, Privat, 1975

Usul barcha didaktik elementlar uchun umumiy mavzu bo'lib xizmat qiladi, shuningdek, keyingi yoki chuqur ekspluatatsiya qilish uchun turli usullar bo'yicha qo'llanma sifatida xizmat qiladi. Kompyuter yordamida multimedia tizimi audiovizual xona, kompyuter xonasi va lingafon xonasi tomonidan taklif qilinadigan funksiyalarni alohida ta'minlay oladi. Ammo multimedia ommaviy axborot vositalarining oddiy qo'shilishi emas. Ushbu uchta o'rganish usulining funksiyalarini o'zida mujassamlashtirgan holda, multimediyali lingafon laboratoriyasi ham bir soat ichida dars mazmuniga qarab bir faoliyat turidan boshqasiga erkin o'tish imkonini beradi. Bundan tashqari, u bir vaqtning o'zida turli xil ta'lim turlarini boshqarish imkonini beradi; xuddi shu davrda talabalar o'z ehtiyojlariga qarab o'z faoliyatini tanlashlari mumkin.

Bu hozirgacha erishish qiyin bo'lgan interaktiv o'qitishni yo'lga qo'yish imkonini beradi. Shunday qilib, CALL quyidagilarga erisha oladi: har bir o'quvchining bilim darajasiga moslashtirilgan sinf;

- barcha o'quvchilarga samarali ta'lim berish uchun sinf xonasi;
- interaktivlikka boy sinf;
- ijodkorlik uchun ochiq sinf. Har bir o'quvchining bilim darajasiga moslashtirilgan sinf.

Talabalarni mashg'ulot usullarini tushunish oson bo'lmagan ta'lim dasturlari bilan tanishtirish uchun sinfda birinchi semestr boshida grafik, matn va tovushni birlashtirgan lug'atni o'rganish uchun CD-ROMlardan foydalanish zarur. Talabalar lug'atni har xil turdagi mashqlar orqali o'z tezligida o'rganadilar.

⁵⁷Oqituvchilar tomondan, til laboratoriyasining an'anaviy funksiyalari bilan birga ular bilan individual suhbatlashish va ularning talaffuzini to'g'rilash zarur. Ushbu kirish davri oxirida talabalar multimedia resurs markazidan o'quv dasturlarini tanlashlari mumkin.

Fransuz tilini o'qitishda o'yin usullaridan foydalanish. "Petit Robert" ning so'zlariga ko'ra, (1991. p1046):

"O'yin" lotincha "jocus" so'zidan kelib chiqqan bo'lib, "mazax qilish, hazil" yoki ko'proq lotincha "o'yin-kulgi, o'yin-kulgi" degan ma'noni anglatadi. "Ludic" so'ziga kelsak, u lotincha "ludus" so'zining hosilasi bo'lib, o'yin bilan bog'liq degan ma'noni anglatadi. "Petit Robert" ning lug'atida o'yin shundayta'riflangan: "Umuman olganda, u bilan shug'ullanadigan odamning vijdonida o'zidan boshqa maqsad va bo'lmagan konventsiya yoki fantastikaga asoslangan mutlaqo bepul jismoniy yoki axloqiy faoliyat". Lazzat, erkinlik va ne'mat tushunchalari ushbu ta'rifning asos so'zlari bo'lib, u eng ko'p dam olish nuqtai nazaridan bolalar o'yiniga yaqin ko'rinadi. Rojer Kaylua o'zining "Les jeux et les hommes" (1958) kitobida erkinlik g'oyasi og'ir: "O'yin bolani o'ziga xos haqiqatga olib boradi, u erda u dunyoni qurishi, uni buzishi va qayta qurishi mumkin. O'zi xohlaganicha, o'ziga qo'ymoqchi bo'lgan cheklovlardan boshqa hech qanday cheklovlarsiz". Shuningdek, u o'ynoqi o'yin -bu bepul faoliyat ekanligini qo'shimcha qiladi.

Xulosa

O'yin -bolaning asosiy faoliyati, bu uning ishi, mashg'ulotidir; u shaxsiyatni shakllantirish, hayotni o'rganish, rivojlanish, boshqalarni kashf qilish vositasidir. Gollandiyalik tarixchi o'zining "Homo Ludens" kitobida qimor o'yinlariga ta'rif berishga urinib ko'rarkan, qimor "erkin kelishilgan, ammo to'liq majburiy bo'lgan qoidaga rioya qilgan holda, ma'lum vaqt va makon chegaralarida amalga oshiriladigan ixtiyoriy harakat yoki faoliyat" bo'ladi

⁵⁷ Hajime Sawada «Une méthode interactive. Revue internationale d'éducation de Sèvres, P. 1998.6. Roger Caillois Les jeux et les hommes.

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BANINE ET KURBAN SAID: TRIBULATIONS DEPUIS BAKOU JUSQU'À L'EUROPE

Quelques réflexions sur le destin étonnant et la carrière littéraire de deux personnalités hors du commun, nées à Bakou au début du XXe siècle: BANIN et Kurban SAID

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Annotation: The article talks about the amazing fate and literary career of two writers who were born at the beginning of the 20th century in Baku into families of wealthy oil industrialists belonging to different cultures. These two Baku residents, destined by birth for an idle, carefree life, by the will of historical events lived a life that was not at all intended for them... And the spirit of the city in which they were born, grew up, spent their youth, helped them survive in the whirlwind of historical events of the first half of the 20th century, in incredibly difficult conditions of emigration in Europe, and not only survive, but also become famous: Banin and Kurban Said

Keywords: Baku, Silk Road, Caucasus, Cosmopolitanism, 20th century, Banin, Caucasian days, I chose... Opium, Catholicism, Kurban Said, Ali and Nino, Islam, oil tycoons

Аннотация: В статье говорится об удивительной судьбе и литературной карьере двух писателей, родившихся в начале 20-го века в Баку в семьях богатых нефтепромышленников, принадлежащих разным культурам. Эти два бакинца, по рождению предопределенные к праздной, беззаботной жизни, волею исторических событий прожили совсем не предназначенную для них жизнь... А дух города, в котором они родились, выросли, провели юность, помог им выжить в вихре исторических событий первой половины XX века, в невероятно сложных условиях эмиграции в Европе, и не только выжить, но и прославиться : Банин и Курбан Саид.

Ключевые слова: Баку, Шелковый Путь, Кавказ, Космополитизм, 20-й век, Банин, Кавказские дни, Я выбрала Опиум, католицизм, Курбан Саид, Али и Нино, ислам, нефтяные магнаты.

Au début du XXe siècle, un essor pétrolier a secoué Bakou, l'un des carrefours de la Grande Route de la Soie. Bakou – la ville surnommée le «Paris caucasien», exalait un cosmopolitisme unique, où les barons du pétrole progressistes Bakinois érigeaient des opéras et ouvraient la première école pour les filles dans le monde islamique ... Cette ville a développé une étonnante et unique communauté ethnique et religieuse équilibrée.

Et ce n'est pas un hasard que c'était juste dans cette ville, à Bakou, en 1905, dans deux familles riches de Bakou, totalement distincts, appartenant à des cultures différentes, sont nés un garçon et une fille... qui n'étaient pas destinés à une carrière littéraire: Umm-el-Banu Asadullayeff, qui a adopté plus tard le nom de plume de **Banine**, et Lev Nussimbaum, devenu célèbre sous le pseudonyme de **Kurban Said**.

Umm-el-Banu Asadullayeff, fille de Mirza Asadullayev, futur ministre de la Première République démocratique d'Azerbaïdjan et petite-fille de deux magnats du pétrole Musa Nagiyev

et Shamsi Asadullayev, est née dans une famille musulmane et a perdu sa mère le jour de sa venue au monde. **Lev Nussinbaum** est né dans la famille juive d'Abram Nussimbaum, un marchand qui est devenu ultérieurement un magnat pétrolier en ouvrant une raffinerie de pétrole à Bakou. Sa mère, Basya Davidovna, a mis fin à ses jours alors que Leo n'avait que 6 ans.

Ces deux Bakinois, qui auraient dû, d'après leur naissance, être prédestinés à une existence aisée, calme, oisive, insouciant et opulente, mais qui, par la volonté des événements historiques, ont confrontés une vie qui ne leur était pas du tout réservée ... Et l'esprit de la ville où ils sont nés, ont grandi, ont passé leur jeunesse, l'esprit de Bakou du début du XXe siècle, les a aidés à survivre dans le tourbillon des événements historiques de la première moitié du XXe siècle, dans des conditions incroyablement difficiles d'émigration, et non seulement survivre, mais aussi devenir célèbre.

Certains traits communs marquent la trajectoire de ces deux personnalités au destin singulier:

- Tous deux sont nés à Bakou, en 1905 au sein de familles fortunées.
- Tous deux ont perdu très tôt leurs mères.
- Tous deux ont quitté Bakou pour l'Europe avec l'avènement des bolchéviques.
- Tous deux ont changé de religions pour des motifs divers.
- Tous deux ont décidé d'écrire.

Cependant, au delà de ces similitudes, leurs parcours divergent radicalement façonnant des existences singulières. Dans cet article je me propose de dresser un bref portrait de ces deux Bakinois, devenus célèbres.

Umm El Banu Assadoulayeff est née en 1905 à Bakou, dans une famille de riches pétroliers de religion musulmane. A Bakou elle a vécu une enfance privilégiée entourée de ses trois gouvernantes: une Allemande, une Française et une Anglaise. Dans ses écrits ultérieurs, Banine évoque souvent mais sans nostalgie, cette période dorée de son enfance, de sa jeunesse, ainsi que son amour pour la culture russe. Elle relate également la révolution à Bakou marquée par la prise de pouvoir des bolcheviks et la fin de la République indépendante d'Azerbaïdjan. A l'âge de quinze ans elle se marie pour libérer son père de prison avant de quitter définitivement le Caucase. Pour toujours. «J'ignorais alors qu'une guerre et une révolution, toutes les deux longues et dures, m'ouvriraient un jour le pays de mes rêves les plus chers. Oui, alors, j'ignorais tout cela. Je me préparais à une toute autre vie que je pensais connaître d'avance. Je me marierais avec l'un quelconque des pétroliers de Bakou, serais couverte de bijoux qui attesteraient avec éclat l'importance de ma fortune et j'aurais beaucoup d'enfants. Avec beaucoup de chance, mon mari pourrait être beau et m'inspirer de l'amour, espoir qui ne me quittait jamais. » ... (Banine, 1985; 82)

Arrivée en France en 1924 Umm El Banu Assadoulayeff a choisi de vivre le reste de sa vie à Paris. Selon ses contemporains, réputée pour sa parfaite maîtrise du français, elle conservait cependant un léger accent russe qui ne la quittait jamais... A Paris, elle a côtoyé un certain temps la communauté des émigrés russes, qui menaient grand train dans l'attente de la chute du régime bolchevique en exerçant divers métiers tels que mannequin chez Worth, vendeuse, secrétaire, journaliste, traductrice, enseignante de langues et de la musique. Elle fréquente et correspond avec des écrivains qu'elle admire, comme Ernst Jünger, Henry de Montherlant, Nikos Kazantzakis, comme Ivan Bounine, le premier Prix Nobel russe et les autres. Décidant de se lancer dans l'écriture, elle publie son premier roman, «Nami», en 1942 aux éditions Gallimard. Ce roman raconte une histoire d'une jeune femme, diplômée de l'Université de la Sorbonne. Son père a perdu

une grande somme d'argent dans les jeux de hasard et il a beaucoup de dettes. Il insiste pour que sa fille, Nami, se marie avec un riche magnat pétrolier, Mourad, veuf avec trois enfants. Nami estime que son père «l'avait vendue pour pouvoir payer ses dettes». Nami est un prénom inventé, que Banine a créé de syllabes réarrangées du nom de sa belle-mère, la seconde épouse de son père : A-mi-na – Na-mi. Dans ses mémoires autobiographiques « Jours caucasiens », Banine évoque avec enthousiasme l'influence d'Amina sur sa vie et celle de ses sœurs qui tentent de l'imiter en tout. Amina a joué un rôle énorme dans leur formation, dans leur fascination, et leur attitude envers la France. Et ce n'est donc pas un hasard que le prototype du premier livre de Banine devenait Amina-Nami, à l'image de laquelle se mêle les traits romantiques de Banine elle-même, de son plus jeune âge. «Dans mon esprit Amina égalait France, d'où date mon premier amour de ce pays, devenu le mien par la suite. Par conséquent, je voulais que tout fût français, qu'au moins tout le monde se mit à parler français; je voulus apprendre cette langue même à grand-mère», écrira plus tard Banine dans les «Jours caucasiens». (Banine, 1985; 78). Son premier livre, publié pendant l'occupation allemande de Paris en 1942, n'a pas connu un grand succès littéraire. Mais's grace à ce premier livre elle fait connaissance de Ernst Yünger, écrivain et philosophe allemand. Cette connaissance durera presque 50 ans, jusqu'à la fin de sa vie et Banine lui consacrera trois livres: *Rencontres avec Ernst Jünger*; *Ernst Jünger aux faces multiples*; *Portrait d'Ernst Jünger*. Trois ans après «Nami», Banine publie ses deux nouveaux ouvrages autobiographiques: «Jours caucasiens», en 1946, et «Jours parisiens», en 1947. Les thèmes de ces trois premiers' livres portent sur le Caucase, l'Azerbaïdjan et les Azerbaïdjanais, reflétant ainsi les racines et les influences culturelles profondes de l'auteure.

L'œuvre de Banine peut être divisé en plusieurs périodes : des livres abordant des thèmes caucasiens, des ouvrages consacrés à Ernst Jünger, des écrits liés à son adoption du catholicisme, ainsi que des livres traitant de sujets liés aux émigrants. Il convient également de noter que Banine a réalisé de nombreuses traductions vers le français, maîtrisant parfaitement le russe, l'allemand et l'anglais.

À l'âge de cinquante ans, elle s'est convertie au catholicisme. A cette occasion elle publie en 1959 un roman-journal intitulé «J'ai choisi l'opium» proclamant ainsi avec ironie en opposition à la célèbre citation de Marx: "La religion est l'opium du peuple ". Cette citation de Marx est d'ailleurs souvent interprétée comme une critique de l'utilisation de la religion pour apaiser les masses et les maintenir passives face à leur situation sociale et économique. Le récit de la conversion de Banine au catholicisme où elle raconte ce qui l'y a poussée, a eu un retentissement considérable et a suscité un vif intérêt. Ses nombreux lecteurs l'ont pressé: Et **Après?** En réponse, elle publie en 1961 «Après», la suite attendue de «J'ai choisi l'opium».

Elle mène à Paris, dans les années 50, une vie intense mais empreinte de difficultés et de douleur. Dans son ouvrage «J'ai choisi l'opium» Banine confie: « Je ne connaissais qu'une seule défense contre l'exaspération où je vivais : la marche. Je marchais pendant des heures seule dans Paris ... Et tout ce monde féérique autour de moi : les quais de la Seine, ses berges plantés d'arbres, les bois «civilisés» du Bois de Boulogne, les lacs accueillants aux oiseaux, tout cela me semblait un décor où il n'y avait de réel que la peine de mon coeur». (Banine, 1959;15) Elle recherche sa vérité ... faite d'alternatives douloureuses, de hauts et de bas, de sursauts et de désillusions. Elle fait son choix, elle opte pour le chemin de la vie intérieure: «Le plus passionnant des livres c'est notre propre vie. Quand de toute sa conscience, de toute sa force on vit son drame, on perd l'envie de lire des romans ...» (Banine, 1959;18)

Malgré sa conversion au catholicisme, sa nouvelle foi n'altère en rien son attachement pour l'Azerbaïdjan qu'elle avait quitté. Elle avait été invitée plusieurs fois en Azerbaïdjan pour des occasions spéciales, telles que le jubilé de Mirza Fatali Akhundov, pour la publication de la première traduction des «Jours caucasiens». Elle avait même envisagé, de se rendre à Bakou en 1988. On l'attendait. Mais elle avait renoncé au dernier moment. Le conflit en cours lui rappelant et ravivant trop douloureusement ses racines, elle se plaçait du côté des Azérbaidjanais, évoquant les tragédies et des massacres de populations de 1905 dans un article intitulé " Point de vue azéri " paru dans *le Monde du 20 janvier 1990*: " Ma mère, enceinte, dut fuir Bakou pour se réfugier dans une région lointaine où il n'y avait ni médecins, ni hôpitaux, où elle accoucha et mourut, faute de soins. L'enfant, c'était moi. "

Banine n'a pas eu d'enfant. Cependant, en 1986, à l'âge de 81 ans, à Paris elle fait la connaissance d'un jeune peintre artiste, Allemand Rolf Heinrich Stürmer, qui six ans plus tard, après le décès de Banine en 1992, devient son légataire universel et son exécuteur testamentaire, héritier de son oeuvre selon ses dernières volontés écrites.

Banine a écrit plus de 11 livres ainsi que plusieurs récits et articles. Son premier livre, publié en 1942, s'intitule *Nami*. Parmi ses ouvrages, deux livres sont autobiographiques: *Jours caucasiens* en 1946 et *Jours parisiens* en 1947, édités chez René Julliard. Il convient de noter que *Jours parisiens* toutefois est plus romancé que *Jours caucasiens*. Cependant, ce dernier demeure l'une des œuvres les plus célèbres de Banine, dépeignant son enfance au sein d'une famille noble du Caucase et offrant un aperçu de la vie sociale et culturelle à Bakou au début du XXe siècle.

Elle a consacré trois monographies à Ernst Jünger, qu'elle admirait et idolâtrait toute sa vie: *Rencontres avec Ernst Jünger*; *Ernst Jünger aux faces multiples*; *Portrait d'Ernst Jünger*. Ces livres ainsi que les relations de Banine avec Jünger constitueront le sujet d'un autre article à part.

En 1946 Banine a rencontré Ivan Bounine, poète et écrivain russe, lauréat du prix Nobel de la littérature, à qui elle a dédié ses mémoires intitulés «*Fiel et miel: Le dernier duel d'Ivan Bounine*». Bien que ce livre n'ait pas été publié en français il est paru en traduction russe dans la revue «Le Temps et nous» en Israël en 1979. Banine était fascinée par sa majesté et son élégance le décrivant comme portant l'arrogance comme une toge, pour montrer sa différence qui le séparait du commun des mortels.

Un éditeur de ses livres en parlant de Banine a déclaré: «Elle a traversé un siècle attirant comme aimant toutes les figures singulières de son époque ...»

En 1968 elle a écrit et a publié «*La France étrangère*», citant en épigraphe Paul Valéry: «Enrichissons-nous de nos mutuelles différences». Elle soulève la question: «Que serait la France sans ce raz de marée de sang étranger à travers les siècles? » (Banine, 1968;7) Forte de sa connaissance des milieux des émigrants, elle consacre un chapitre à chaque migration: Les Algériens, les Portugais, les Yougoslaves, les Espagnols, les Russes etc.

Ces quatre derniers ouvrages sont inspirés de sa conversion au catholicisme: «J'ai choisi l'opium», «Après», «L'appel de la dernière chance» et «Ce que Marie m'a raconté».

Aujourd'hui, on peut affirmer que «Jours caucasiens» représente son oeuvre phare, ayant rencontré un immense succès. La première traduction en azerbaïdjanais, bien que censurée, a été effectuée à Bakou, par Hamlet Godja, en 1992. En 2006 la traduction, sans censure en russe, a été réalisée à Bakou, par Ulviyya Akhundova. En 2019 «Jours Caucasiens» a été traduit en anglais et édité à Londres. En 2021 sont parues des traductions en allemand, en italien et en espagnol.

En présentant Banine, il est difficile de déterminer son identité culturelle, car elle a été influencée par des milieux très variés durant son enfance et sa jeunesse. Issue d'une famille

musulmane, elle a été élevée par une gouvernante allemande, en remplacement de sa mère. L'Azerbaïdjan faisait alors partie de l'empire russe et l'élite du pays parlait russe. Adolescente, Banine lisait Tolstoï et Dostoïevski, en plus d'avoir des gouvernantes française et anglaise. Mais selon ses propres paroles «la plus grande de toute, c'était l'influence française». Banine considérait la France comme son pays natal, comme sa patrie, comme son foyer, y ayant vécu plus de 60 ans. Malgré une identité très complexe et riche, malgré ses rencontres avec les personnalités célèbres de son époque, malgré les hauts et les bas littéraires qu'elle avait traversés, malgré toutes les turbulences et les tribulations de sa vie, malgré ses deux mariages, Banine n'était pas une femme heureuse ... Tout au long de sa vie elle a cherché l'amour, l'amitié, une certaine reconnaissance en tant qu' écrivain dans un monde hostile où elle tentait de se frayer un chemin.

Lev Nussinbaum a vu le jour en 1905 au sein d'une opulente famille juive de Bakou. Il a vécu une vie assez courte, il est mort à l'âge de 37 ans, en Italie, dans une indigence extrême. Fuyant Bakou avec son père après l'avènement des bolcheviks, il se laisse emporter par le tourbillon historique et culturel, pour émerger en tant que Essad Bey, prince musulman, dans le Berlin de l'ère de Weimar. Il s'adonne à la rédaction des ouvrages biographiques sur les grandes figures, sur l'Orient et la Russie ... Très jeune il acquiert une renommée mondiale, il pose alors en costume caucasien, le sabre à la ceinture ... Plus tard à Vienne il se métamorphose en **Kurban Said** et sous ce pseudonyme il écrit des romans: «Ali et Nino» et «La Fille de la Corne d'Or».

Toute sa vie durant, Lev Nussinbaum brouille les pistes quant à ses origines jonglant avec ses identités pour échapper aux persécutions nazies. Le périple de ce personnage singulier trouve son écho dans le livre du journaliste américain Tom Reiss «L'Orientaliste»: tracé de Bakou jusqu'en l'Italie, traversant Constantinople, Berlin, New York, Vienne, au gré des bouleversements et tribulations de la première moitié du XXe siècle.

Son œuvre phare «**Ali et Nino**» se dessine comme un roman nostalgique, Lev Nussimbaum alias Kurban Said, y évoque le Bakou d'avant la Grande Guerre et le décrivant comme une société multiethnique, relativement harmonieuse où cohabitent les coutumes ancestrales et la quête du progrès économique. Ali Khan, issu d'une grande famille de tradition musulmane, est déchiré entre sa passion pour l'Orient, ses traditions et son attrait pour l'Europe et la modernité de l'autre. Sa relation avec Nino, jeune princesse Géorgienne, incarne la fusion de deux mondes. Si Ali se montre ouvert et tolérant, il voit disparaître avec une profonde tristesse un Azerbaïdjan ancré dans une culture ancestrale. Nino est chrétienne. Le jeune homme est déchiré entre son devoir et ses sentiments. Malgré cela, il demande la main de la belle Nino. C'est alors que la guerre éclate en Europe, puis au Proche-Orient, et menace de les séparer. S'aimer devient dangereux, surtout au moment où se constituent les premiers nationalismes. Ce roman est plus qu'une magnifique histoire d'amour, c'est une ode à la tolérance.

En 2011 le magazine Azerbaïdjan International consacre une série de reportages à Kurban Said s'interrogeant: Quel était l'attrait du livre Ali et Nino dans le monde entier? Cette histoire d'amour interculturelle sensible entre une beauté géorgienne et un jeune azerbaïdjanais, entre une chrétienne et un musulman, et leur quête pour façonner un monde au-delà des stéréotypes typiques et préjugés répandus au début du XXe siècle à Bakou, a-t-elle été traduite dans combien de langues? En 2011, ce roman était décliné en 33 langues. Et dans le magazine nous pouvons voir de divers couvertures de ce roman, près de 100 différentes éditions en 33 langues. Personnellement, à la question sur l'attrait de cette œuvre, je répondrais: C'est non seulement une belle histoire d'amour qui captive l'attention des lecteurs, mais aussi une représentation

remarquable, une image étonnamment belle de Bakou, ville cosmopolite, et du Caucase en général, où l'amour entre deux individus issus de différentes civilisations a pu éclore.

En comparant et juxtaposant ces deux écrivains, **Banine et Kurban Said**, tous deux nés, élevés et formés à Bakou, dont les oeuvres sont aujourd'hui traduites et lues dans de nombreuses langues, malgré les épreuves et les vicissitudes qu'ils ont endurées, j'aurais souhaité souligner que leur vie et leurs écrits pourraient devenir un hymne à Bakou. Une ville qui, hier comme aujourd'hui, demeure multiculturelle, cosmopolite, ouverte et tolérante.

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INNOVATIVE TECHNOLOGIES IN TRANSLATION

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Annotation: the article analyses the usage of the newest informational technologies in the field of translation. The article examines broadly available informational technologies, which are meant to improve the efficiency of the translation process and help the translator. Particular attention is given to the most progressive programs for translation, based on neural network and cloud storage technologies.

Keywords: informational technologies; translation; translator; machine translation.

Annotatsiya: maqolada tarjima sohasida eng yangi axborot texnologiyalaridan foydalanish tahlil qilinadi. Maqolada tarjima jarayonining samaradorligini oshirish va tarjimonga yordam berish uchun mo'ljallangan keng tarqalgan axborot texnologiyalari ko'rib chiqiladi. Neyron tarmoq va bulutli saqlash texnologiyalariga asoslangan tarjima uchun eng ilg'or dasturlarga alohida e'tibor beriladi.

Kalit so'zlar: axborot texnologiyalari; tarjima; tarjimon; mashina tarjimasi.

Аннотация: данная статья анализирует использование новейших информационных технологий в сфере перевода. В статье рассматриваются доступные информационные технологии, способствующие повышению эффективности процесса перевода и помощи переводчику. Особое внимание уделяется передовым программам для перевода, на основе нейросетей и облачных технологий хранения информации.

Ключевые слова: информационные технологии; перевод; переводчик; машинный перевод.

Introduction

Nowadays, opportunities of informational technologies are growing exponentially. Undoubtedly, this phenomenon covers areas of our lives and nearly every profession. Thus, the demand on adaptation to rapidly growing changes is also increasing. The implementation of new technologies and using machines instead of humans has already changed the modes of work on factories. Therefore, innovations will not bypass the sphere of translation activity, either. It follows that in modern realities a specialist translator needs, in addition to translation competencies, to also master the competencies necessary for effective work within the information society. Machine tools can help to make the translation process more convenient, which is revealed in this work. In the nearest future the development of the cloud storage technologies and neural network will allow expanding the opportunities of the type of translation, such as collective translation, and minimize the responsibilities of the translator to checking and editing the translated text.

Cloud storage technologies in the field of translating

Nowadays, different WEB (World Wide Web) technologies are widely used in the area of translation, which makes it possible to translation team members work collectively from distance. Primarily, it is important to note translation systems based on cloud technologies (Translation

cloud). This type of technology allows translators to organize the efficient collective process of translation activities. This method is not new when it comes to large projects with high amount of work. Notwithstanding all the opportunities, there are some issues in the given technology which include bringing the project to its stylistic terminological homogeneity and rectification of the processed text. Formerly, it required translators to update the translation memory of their environment immediately after importing their part of the project into the database, in order to bring the project to homogeneity.

The solution to this problem was the use of the TM (Translation Method) server database, with access directly from the automated translation systems environment. This allowed all translators involved in the project to have access to an organized TM which was stylistically and terminologically homogeneous. This feature exempt project team members from constantly exchanging files. Many cloud automated translation systems are furnished with a user-friendly interface that makes it easier for the user to work with the environment. Nonetheless, there are few constraints on the usage of the programs working on the cloud based type of TM.[1] Those are: problems with anonymity and safety of the storage of information and the need for constant connection to the network. Moreover, the human factor can also be considered here, since some translators claim that because of the instant control of the process by project manager, they lose their freedom in creativity and inventiveness. Nowadays, the most efficient and popular systems are XTM Cloud, Trados Studio, MemoQ, Wordfast, Déjà vu and OmegaT. The development of these technologies is expected to change the way translators work with software and reduce the constraints in communication and access to the working environment.

Systems of automated translation. This type of the systems have been already mentioned above. The history of automated translation goes back to decades, one of the pioneers in the idea of automated translation is Peter Petrovich Troyanskiy who suggested a machine for selection and typing words in the process of translation from one language to another in 1933. Another representative of this idea was Martin Kay, who articulated the modern form of the automated translation system in 1980.

Nowadays, the most popular ones are CAT-systems (Computer Aided Translation). Their technologies are built on the TM (Translation Memory), which allows using terminology and words saved in the system of translation projects that were made previously. CAT tools can make some corrections and changes in the text with the help of segmenting the information. CAT systems split information into segments, which is further appears in the more convenient form to use. It is important to note that the system is oriented more on the legal or technical translations and works on the basis of the terminology. Thus, the effectiveness will reduce if journalistic, literary and fiction texts are translated. In other words, the less specialized the source text is, the less accurate and appropriate the translation of this text will be. [N.A. Mokhov, 2018: 231]

Neural networks and modern machine translation. The translation of the information from source language to target language using a special software or computer program is called machine translation. There are systems of machine translation based on three main translation algorithms. The first type of system is based on statistical analysis methods. These systems use the statistically most common forms of words and phrases. In such systems there are no preset rules, and with an increase in the number of translations, the accuracy of statistics and translation increases. Nonetheless, this system is efficient in working with small sentences, and phrases, but translation of the whole texts usually turns out to be incoherent and disjointed. The second type of system is characterized with using a dictionary in the program database and a set of rules for

constructing the text. This type of system is considered as least effective, because of the problems with abstract and context understanding of the given text. The third type is the most modern, and it is considered to be the most operative type of machine translation. The technology of this system rests on deep neural networks.

A neural network is a machine learning program, or model, that makes decisions in a manner similar to the human brain, by using processes that mimic the way biological neurons work together to identify phenomena, weigh options and arrive at conclusions. [Warren S. McCulloch and Walter Pitts, 1943: 120-132] Because it is built on the model of the CNS (central nervous system) it can perform interlinguistic machine translation without remembering the translation of individual phrases, but by encoding the semantics of a sentence. [Nazarchuk Yu.I.,2017: 180–189.] The principle of work is built not only on matching appropriate words and phrases, but neural network system also examines and takes into consideration the relationships and the link between these languages, which makes this system flexible. [Ivanova Yu.V.,2006: 125-126] One of the most famous machine translators Yandex Translate and Google Translate, are based on a neural network system. The basis for Google Translate is called GMNT and the neural network, which is the basis for Yandex Translate, is called YandexGPT. These models make it possible to form a complex network capable of adaptation and limited self-learning. The most modern machine translators are based on recurrent neural networks, which allow them to efficiently process tasks where previously specified parameters are important. [Krasnorudsky I.V.,2017: 435-439.]

In the nearest future, according to the information given in this article, neural network algorithms and systems may replace statistical systems and in the field of translation, neural network will be able to approach human translation with the high share of probability.

Conclusion

This article analyses how modern informational technologies influence and modify the ways and ideas about the process of translation. Technological progress will continue to change human life and in order to remain competitive in the translation market having competence in digital translation tools is becoming a necessary skill. According to modern tendencies, such as cloud storage technologies and deep neural networks, a translator needs to be adaptive to new, constantly changing requirements.

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LINGUISTIC ANALYSIS OF CODE-SWITCHING AND LANGUAGE VARIATION IN ONLINE COMMUNICATION PLATFORMS

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Annotation: Modern society is defined as information society, as this is associated with an increasing role of information and communication in the life of an individual. A significant part of communications today is moving into a new dimension - virtual reality. A change in the nature of communication associated with a change in the communication channel affects the specifics of the genres within which communication is carried out, as well as the speech behavior of communicants. In connection with the increasing trend of globalization and active migration of peoples, new language contacts are emerging, which in turn contribute to the expansion spheres of interaction of language codes. This article provides a linguistic analysis of code switching and language variation on online communication platforms.

Keywords: language contact, code switching, language variation, dialects, youth communication.

Аннотация: Современное общество определяется как информационное общество, так как это связано с возрастающей ролью информации и коммуникации в жизни личности. Значительная часть коммуникаций сегодня переходит в новое измерение – виртуальную реальность. Изменение характера общения, связанное с изменением канала общения, влияет на специфику жанров, в рамках которых осуществляется общение, а также на речевое поведение коммуникантов. В связи с усиливающейся тенденцией глобализации и активной миграцией народов возникают новые языковые контакты, которые, в свою очередь, способствуют расширению сфер взаимодействия языковых кодов. В этой статье представлен лингвистический анализ переключения кода и языковых вариаций на платформах онлайн-коммуникации.

Ключевые слова: языковой контакт, переключение кодов, языковая вариация, диалекты, молодежное общение.

Annotatsiya: Zamonaviy jamiyat axborot jamiyati sifatida ta'riflanadi, chunki bu axborot va aloqaning shaxs hayotidagi rolining ortishi bilan bog'liq. Bugungi kunda kommunikatsiyalarning muhim qismi yangi o'lchov - virtual haqiqatga o'tmoqda. Aloqa kanalining o'zgarishi bilan bog'liq bo'lgan aloqa tabiatining o'zgarishi muloqot amalga oshiriladigan janrlarning o'ziga xos xususiyatlariga, shuningdek, kommunikantlarning nutq xatti-harakatlariga ta'sir qiladi. Globallashuv tendentsiyasining kuchayishi va xalqlarning faol migratsiyasi munosabati bilan yangi til aloqalari paydo bo'ladi, bu esa o'z navbatida til kodlarining o'zaro ta'siri sohasini kengaytirishga yordam beradi. Ushbu maqola onlayn aloqa platformalarida kod almashinuvi va til o'zgarishining lingvistik tahlilini taqdim etadi.

Kalit so'zlar: til aloqasi, kod almashinuvi, til o'zgarishi, dialektlar, yoshlar muloqoti.

Introduction

The World Wide Web permits individuals from distinctive nations to communicate. The plausibility of intercultural communication on the Web impacts the development of a huge number of code switches in Web communications, but this marvel has not however been adequately examined. When communicating on the Web, clients endeavor to disentangle their messages as much as conceivable and at the same time concentrate as much data as conceivable in them. At the initial stage of the development of the global network, English remains the worldwide dialect of the Web. Its multiculturalism and globality on the Web are too emphasized by code exchanging.

Code exchanging is the utilize of units of one dialect (dialects) in an explanation (content, discussion) in another dialect. In our ponder, a comprehensive examination of the structure and pragmatics of code exchanging is related with the issues and highlights of the arrangement and working of this marvel in Web memes as one of the prevalent sorts of Web communication.

Research into code-switching has been ongoing for nearly forty years and amid this time it has created into an autonomous phonetic teach. This fact is evidenced by the increased interest in the issues of language contact.

There are etymological marvels that are indivisible from dialect contact and are closely related to it. Until the 60s of the XX century, all wonders of dialect contact watched within the discourse of bilinguals were considered “interference”. But as of now from the starting of the 70s, marvels related to the contact of frameworks started to be recognized:

obstructions, meeting, borrowing and following; marvels related with the exceptionally truth of utilizing two or more dialects:

code blending, code exchanging; marvels emerging as a result of contact of dialects: pidgins, creole dialects, dialects in a “transitional” state.

Within the final decade, the ponder of code exchanging has experienced a seriously handle of understanding the collected observational information and endeavors have been made to construct a bound together hypothesis. Unfortunately, the proposed approaches not only differ in relation to each other, but also utilize entirely different theoretical frameworks. Indeed, the scope of the term code-switching itself is deciphered in an unexpected way by different analysts, in spite of the fact that at a certain level there's a certain solidarity of understanding of code-switching as a kind of conceptual domain:

sub-code-switching in a wide sense alludes to the utilize of units having a place to diverse dialect frameworks by bilinguals.

The term 'code-switching' to describe the linguistic phenomenon first appeared in English linguistics in 1976, in spite of the fact that prior analysts paid consideration to this marvel. For example, R. Jakobson, who said that any dialect is diverse and could be a collection of distinctive codes, and discourse comprises of an indeed bigger number of codes, taking into consideration the reason, capacities of communication and the connections of speakers.

Since the 1920s, individual linguists began to consider and analyze code exchanging as a characteristic appearance of multilingualism. Be that as it may, as prove by the work of the 1960s, for very a long time they were treated as it were as an abnormal, imaginative utilize of dialect. Until the 60s of the XX century, all marvels of dialect contact watched within the discourse of bilinguals were considered “interference”. Afterward they started to be considered as a special phenomenon inside the system of the hypothesis of dialect contacts.

Results and discussion

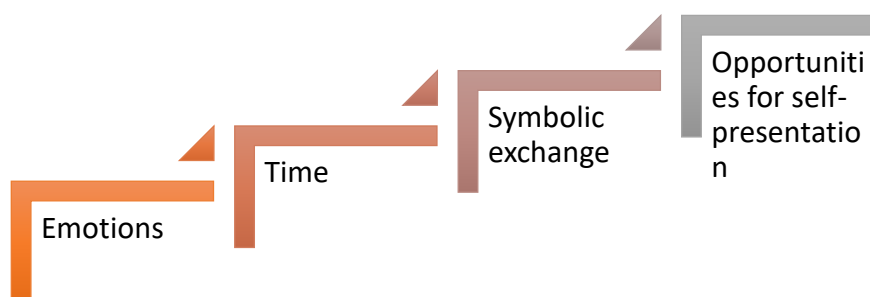
The pertinence of the ponder of code exchanging is always expanding, because it enters into diverse ranges of life, for illustration, into the Web environment. Modern shapes of appearance of dialect contacts grant rise to a huge number of code switches on the worldwide Web, where the boundaries between dialects ended up obscured, which somewhat contributes to the accomplishment of more total intercultural communication. The hypothesis of code exchanging is always advancing due to the expanding number of ponders conducted on the fabric of an assortment of dialect combinations, both bilingual and multilingual. Whereas there's no bound together approach to portraying code exchanging, the speculations of distinctive creators frequently negate each other, and analysts utilize diverse terms.

Before analyzing this problem, we will outline the key areas of Internet communication research, which in one way or another touch on issues of identity, construction and reproduction of virtual interpersonal relationships in social networks. Among them:

- analysis of network communication among college and university students;
- Internet community research;
- study of the language of Internet communication as an expression of new identity and new relationships;
- studying the concept of virtual identity and self-presentation;
- analytics of criticism of Internet communications as a tool for reducing authentic interpersonal communication.

In this study, we examine the concept of measuring the intensity of interpersonal connections by the level of costs and openness of code switching and language variations on online communication platforms in social networks. Let us note that the choice of virtual social interactions of modern youth as an object of monitoring is not accidental and is dictated not only by the convenience of accessibility of this type of respondents. Analysis of their network activity as the vanguard of the digital generation has long become one of the trends in the global tradition of studying the impact of social networks on social relationships. In the scientific literature, one can identify a whole area of research devoted to identifying the impact of social media on interpersonal relationships, educational and extracurricular activities of young people from different countries.

Many researchers, when analyzing strong interpersonal relationships that have undergone transformation in cyberspace as critically important communicative parameters, rely on the following factors:



In spite of, and maybe due to the reality that the communication that takes put on such communication stages has the nature of intervened communication, youthful individuals not as it were in Uzbekistan, but all through the world, not at all like agents of more seasoned eras, favor

composed communication to verbal communication. Private correspondence in moment flag-bearers is presently taking to begin with put in youth communication, that is, it is turning into the most shape of regular communication, firstly, due to the plausibility of utilizing in composing most of the strategies and implies of expression characteristic of verbal communication, and besides, much appreciated to the benefits of computerized communication, such as the utilize of a variety of multimodal media.

The ought to think about the dialect of youthful individuals in moment delivery people is due to the reality that digital communication channels have driven to the development of unused shapes of communication that cannot be clearly credited to the obsolete “written vs oral” worldview and which give more extensive scope for self-expression. On the other hand, in modern shapes of communication the most particular highlights of youth communication are clearly showed.

For example, the features of “new dialogues” in WhatsApp: due to the fact that communication through instant messengers, including WhatsApp, takes on the nature of a conversation close to a natural “face-to-face” conversation, A. Dragunov defines such communication as “new dialogues” which are characterized by the fact that:

- a) the exchange of messages occurs in written form,
- b) texts are recorded on a mobile device
- c) messages are displayed on the screen in chronological order.

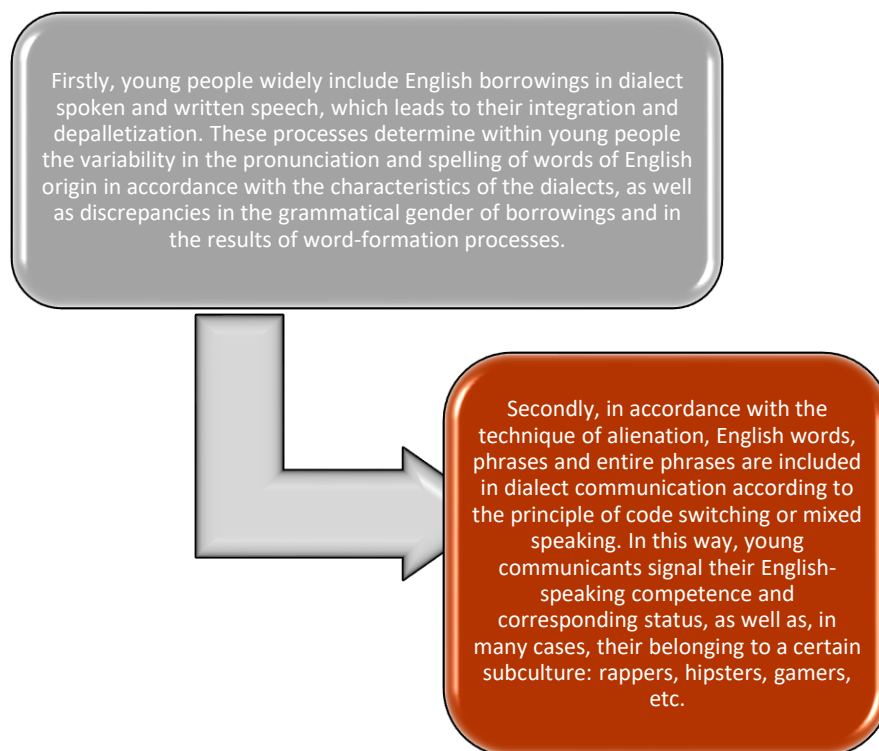
An important feature of the “new conversations” in WhatsApp is the fact that dialogues are not necessarily created in the form of clearly defined sequences, that is, authors can conduct the dialogue at their own discretion, without using forms of greeting and farewell. On this basis, many researchers define correspondence in the messenger as quasi-synchronous written communication, in which communicants interact directly, but cannot interrupt each other or even express their thoughts at the same time; there may be minor time delays in the deployment of communications; in group communication, messages are displayed in the order they were received by the server, which does not always correspond to their actual sequence.

To these characteristics it is necessary to add such important properties of communication as unprepared and often careless speech, the use of nonverbal and multimodal means, and expressiveness. When young people communicate on WhatsApp, these general characteristics of a new oral and written type of speech, due to new means and methods of communication, are combined with the specific characteristics of adolescent and youth language. Researchers include the main features of communication of Uzbek-speaking youth and the factors that determine the uniqueness of the youth language at different language levels as the desire of young people for delimitation and alienation, group identification, and self-expression. The socio-communicative behavior of young people is characterized by innovation, creativity, spontaneity and situationally, the use of such specific discursive strategies as “disagreement, bricolage, foul language, banter”, as well as playing with language. D. Abdullaeva emphasizes “the special importance of specific ways of expression at the stage of socialization of young people”. One of the central functions of youth language is always to identify oneself with a group of peers and to delimit oneself from the adult world through the use and accumulation of certain linguistic resources. At this stage of life, characteristic language patterns of behavior acquire a certain functional significance, which is lost with age or takes on other functions. These features, prototypical for youth communication, form the basis on which the pragmatic functions of the corresponding linguistic means are built in the conditions of specific discursive practices.

Internal multilingualism in Uzbekistan is formed primarily by the variability of numerous territorial dialects, as well as the constant (tense) situation of choice between a dialect and a literary standard in various communicative situations. In search of means of alienation, young people turn to borrowings from a “foreign” dialect, and also use “alien” variants of dialect spelling to implement the game technique of “speaking in a 'foreign' voice”. Messenger correspondents often use spontaneous spelling with different spelling strategies that are based on regional traditions, while regional differences can complicate mutual understanding between speakers of different dialects and often require translation. For example, the same phrase may have different written formats: *After a pleasant workout in the gym, you can relax* or *relax after training*.

When corresponding in the messenger, young interlocutors most often use code switching mechanisms, i.e., alternating elements of two or more languages or language varieties within one communicative act, or crossing, in which a playful mixture of dialect and German in one sentence is possible. Thus, Numerous studies of SMS and WhatsApp texts conducted by linguists convincingly show that English, along with the Uzbek-Russian dialects, is the dominant language in English digital communication.

There are two main aspects of the participation of the English language in the communication of young people in Uzbekistan:



Conclusion

At what focuses within the discourse chain do speakers code-switch. This depends on the nature of the impact of those components that were fair talked about. In case the speaker can predict the impact of one or another calculate and indeed in a few senses arrange, at that point the switch happens at the characteristic boundaries of the discourse stream:

- at the conclusion of a phrase, a syntactic period, within the loosest mode of communication
- at the conclusion of a dialog of a subject. In any case, in the event that the intercession of the

calculate causing code exchanging is unforeseen for the speaker, he can switch from code to code within the center of a state, sometimes without indeed wrapping up the word. With a tall degree of proficiency totally different codes or subcodes, when their utilize is generally computerized, the method of code exchanging itself may not be recognized by the speaker, particularly in cases where the other code isn't utilized totally, but in parts. For case, talking one dialect, an individual can embed into his discourse components of another dialect - phraseological units, modular words, contributes, particles.

The ability to switch between codes indicates a high level of linguistic proficiency and a refined communicative and cultural awareness. Code exchanging components guarantee shared understanding between individuals and relative consolation within the prepare of discourse communication itself. On the opposite, the inability of a person to differ his discourse depending on the conditions of communication, adherence to as it where one code is seen as a peculiarity and can lead to communicative clashes.

Summarizing the analysis of the corpus data, it can be famous that the so-called idiolects, which in this consider distinctive forms of composed communication of youthful individuals, are a combination of diverse phonetic implies and language assortments. The phonetic premise of youth idiolects, which is shaped by the local lingo, is intentionally or arbitrarily “crossed” with the Uzbek or Russian standard dialect, English and other outside dialects, and they moreover make greatest utilize of phonetic and non-linguistic implies conditioned or shaped by the WhatsApp environment.

It can be reasonably assumed that in fitting circumstances of verbal communication among youthful individuals, the local lingo prevails, with visit exchanging to English. The widespread hone of blending different dialect implies within the delivery person is due to the composed and verbal nature of communication and the specialized capabilities that accompany code exchanging and dialect varieties on online communication stages.

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MERGING LANGUAGES AND CULTURES: THE ART OF TRANSLATION IN PHILOLOGY

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Annotation: Translation is viewed as one of the most central fields of philology and plays a significant role in breaking down language and cultural barriers. This paper discusses the complex art of translation and gives it meaning to users on the importance of the practice in aiding communication and interaction among cultures. It is, therefore, through the in-depth examination of the intricacies and difficulties within the translation process that this paper brings to light a very nuanced interplay among languages, cultures, and the translator as the medium between them. The article tries to place historically, up to the present context, how the complexity of translation and its ensuing impact on issues of philology takes shape.

Keywords: Translation, Philology, Cross-cultural Communication, Language, Culture Introduction.

Annotatsiya: Tarjima filologiyaning eng markaziy sohalaridan biri sifatida qaraladi va til va madaniy to'siqlarni bartaraf etishda muhim rol o'ynaydi. Ushbu maqola tarjimaning murakkab san'atini muhokama qiladi va foydalanuvchilarga madaniyatlar o'rtasidagi muloqot va o'zaro ta'sirga yordam berishda amaliyotning ahamiyati haqida ma'no beradi. Shu sababli, tarjima jarayonidagi murakkabliklar va qiyinchiliklarni chuqur o'rganish orqali ushbu maqola tillar, madaniyatlar va ular o'rtasidagi vosita sifatida tarjimon o'rtasidagi juda nozik o'zaro ta'sirni yoritadi. Maqolada tarjimaning murakkabligi va uning filologiya muammolariga ta'siri qanday shakllanayotganini tarixiy, hozirgi sharoitga qarab joylashtirishga harakat qiladi.

Kalit so'zlar: Tarjima, filologiya, madaniyatlararo muloqot, til, madaniyatga kirish.

Аннотация: Перевод рассматривается как одно из самых центральных направлений филологии и играет значительную роль в преодолении языковых и культурных барьеров. В данной работе обсуждается сложное искусство перевода, придавая значение практике в помощи коммуникации и взаимодействию между культурами. Через глубокий анализ тонкостей и трудностей в процессе перевода эта статья раскрывает очень тонкое взаимодействие между языками, культурами и переводчиком как посредником между ними. Статья пытается исторически и в современном контексте показать, как сложность перевода и его влияние на вопросы филологии принимают форму.

Ключевые слова: перевод, филология, межкультурная коммуникация, язык, культура.

Translation has been considered an "art" for a long time now, but also a fundamental tool for intercultural exchanges and mutual understanding. In the philology, and therefore general science of language and its historical development, translation is a necessary aspect for the unification of different landscapes, linguistic, and cultural. "Translators are the shadow heroes of literature, the often-forgotten instruments that make it possible for different cultures to talk to one

another, who have enabled us to understand that we all, from every part of the world, live in one world." ⁵⁸

While the role of translators in the mediation between the languages and cultures of this world becomes increasingly important with the growing interdependence, this paper tries to further explore deep importance toward philology as it continues to unravel some of its complexities, challenges, and transformational potentials. Historical evolution of the translation studies: Translation studies have a history of origin for centuries from old civilizations, wherein translation was applied as a tool for transferring knowledge beyond language-boundaries. From the earliest efforts of translation, such as Saint Jerome's translation of the Bible into Latin, to the first schools of thought in translation theory to have appeared in the modern era, the history of translation studies largely reflects the changing relationship between language, culture, and communication.

In this light, questions of faithfulness, equivalence, and cultural adaptation occupy the minds of scholars and theorists in translation and represent the kernel of modern theories and methods of practice in translation. Problems in Translation: Translation has been described as a complex and dynamic process that has many abilities, such as creativity and critical thinking, to know the structure of both languages. To this end, a translator has to juggle lots of niceties: language structure, idiomatic expressions, cultural implications—let alone the language—to have it bring forth meaning and the in-between the lines thought correctly. "I just enjoy translating, it's like opening one's mouth and hearing someone else's voice emerge."⁵⁹

This further complicates the problem of translation, with untranslatability and ambiguity, and cultural differences, one has to be perfectly accurate. There is the need for knowledge in both the source and target languages and cultures. Role of a Translator: They act as intermediaries between their culture and the target one, finally removing the dividing line between languages and cultures. More than simple linguistic transposition, interpretation and adaptation to transformation of the text are necessary in order to secure that the signified is never lost in translation. The role of the translator is thus as much that of a creative agent, in an analytical one, in the rigorous awareness of the source text and the cultural context in which it is set.

Brought to life by translators armed with an unflinching engagement to meaning, the text offers new life to words and access for readers to the beauty and subtlety of diverse languages and cultures. The impact of translation on philology: In the light of philology, it is translation that is supposed to have the biggest impact on the expansion of language horizons, taking intercultural dialogue, and preserving world literature into consideration. It could bring translated texts to new readers from other linguistic traditions and produce cross-cultural exchanges that added to the global tapestry of literature. It provides comparative linguistic analysis approaches in order for linguists to investigate the parameters of languages vis-à-vis structure, semantics, and stylistics through translation. Translation is the inspiring impulse that needs to be done in order to promote academic exploration, cultural communication, and mutual comprehension in the respective domain of philology. "Translation is not a matter of words only: it is a matter of making intelligible a whole culture." - Anthony Burgess⁶⁰

The Role of Culture in Translation

⁵⁸Paul Auster "The Inner Life of Martin Frost", p 1.

⁵⁹ <https://www.goodreads.com/quotes/954724> Iris Murdov

⁶⁰ <https://yolainebodin.com/the-language-nook> Anthony Burgess

Culture plays a crucial role in translation, as it shapes both the content and form of a text. Translators must be attuned to cultural differences in order to accurately convey the nuances and subtleties present in a text. For example, certain concepts or ideas may be deeply rooted in one culture but have no equivalent in another, requiring translators to find creative ways to convey their meaning without distorting it.

Cultural sensitivity is also important when translating texts from marginalized or underrepresented communities. Translators must be mindful of how their own biases and assumptions may influence their interpretation of a text, and strive to accurately represent the voices and perspectives of those whose stories are being told.

The Artistry of Translation

Despite its challenges, translation can also be seen as an art form that requires creativity, skill, and intuition. Translators must possess a deep knowledge of both languages involved, as well as an understanding of literary techniques and conventions. They must also have a keen ear for nuance and tone, as well as an ability to capture the unique voice and style of an author.

In addition to linguistic proficiency, translators must also possess empathy and emotional intelligence in order to fully grasp the emotional depth and complexity present in a text. They must be able to inhabit the world created by an author, immersing themselves fully in its language, culture, and context.

Conclusion: Translation underlies the whole of philology. It is an art that embeds integration between languages, cultures, and articulation of man.

Translators do their work so that a text might develop life not only at the back of the borders of language but, in all transparency, the possibility of speaking to people all around the whole wide world. The art of translation is kept alive and functioning for cross-cultural communication, understanding, and appreciation of people surfacing in this ever-small world. To embrace the complex and hard act of translation is to cherish the lasting ability of language in bringing together, inspiring, and transforming the fabric of human experience. The present academic paper tries to underscore the deep significance of translation to philology and an effort to inspire more investigation and appreciation for the art of translation in the extremely diverse and dynamic scenario of languages and cultures.

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METHODOLOGY

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Annotation: The purpose of this article is to familiarize the participants of the conference with the most famous methodological directions, systems and methods, forms and means, as well as the latest technologies of teaching foreign languages in domestic and foreign methodology.

Keywords: Methodology and sociology, Methodology and general didactics, Methodology and logic, Methodology and informatics.

Аннотация: Целью данной статьи является ознакомление участников конференции с наиболее известными методическими направлениями, системами и методами, формами и средствами, а также новейшими технологиями обучения иностранным языкам по отечественной и зарубежной методике.

Ключевые слова: Методология и социология, Методология и общая дидактика, Методология и логика, Методология и информатика.

Annotatsiya: Ushbu maqolaning maqsadi konferentsiya ishtirokchilarini mahalliy va xorijiy metodologiyada xorijiy tillarni o'qitishning eng mashhur uslubiy yo'nalishlari, tizimlari va usullari, shakl va vositalari, shuningdek, eng yangi texnologiyalari bilan tanishtirishdan iborat.

Kalit so'zlar: Metodologiya va sotsiologiya, Metodologiya va umumiy didaktika, Metodologiya va mantiq, Metodologiya va informatika.

Introduction

Modern foreign language teaching methodology is built on the basis of classical methods of foreign language learning. Modern approaches to teaching a foreign language are rooted in traditional language learning methods. Nonetheless, the integration of psychological aspects, foreign movies, and technology has made an impact. Language teaching techniques from two decades ago primarily focused on reproduction. Tasks assigned by instructors mostly involved memorizing vocabulary, reading texts, listening to audio recordings, and writing letters. As a result, many adults who spent years studying a language can often read and write proficiently, but struggle with speaking.

Modern foreign language teaching methods have replaced reproductive methods with interactive methods. Nowadays, the process of acquiring knowledge involves an interaction between the student and the teacher. The curriculum is primarily designed considering the age characteristics of the students. For preschoolers and primary school pupils, activities such as games, virtual travels, videos, competitions, and others are more appropriate. Adults, on the other hand, tend to prefer a more traditional lesson format. Tasks like writing stories, completing exercises, reading texts, and listening exercises are suitable for this age group. Writing stories helps in practicing active and passive vocabulary, expanding vocabulary, and improving speaking skills. Completing exercises aids in mastering grammatical concepts. Reading texts not only hones

reading abilities but also provides insights into the culture and traditions of the target language. Listening exercises enhance comprehension of spoken language.

Results and discussion

Methodology is the science of studying the goals, content, methods and means of teaching, as well as ways of teaching and education by means of a foreign language.

Objectives:

1. Definition of the teaching subject of a foreign language.
2. Determination of the aim and objectives of teaching.
3. Selection of teaching content.
4. Study of teacher's activity.
5. Development of methods, techniques and forms of work, the use of various means of teaching.
6. Study of students' activity.

In translation from Greek the term methodology means a branch of pedagogical science, which studies the regularities of teaching a certain subject of a foreign language. \

Methodology is used in 3 meanings:

1. Educational - gives theoretical and practical training to future teachers, students get an idea of what are the goals of learning (result), what is the content of learning (what to teach), with the help of what techniques and methods to ensure the mastery of the language (how to teach), what means should be used to achieve the goal (with the help of what to teach). Thus, the course of methodology as an educational discipline is recognized to ensure the formation of future teachers' professional competence.

2. Scientific - a science that studies the goals, content, means, methods, forms of teaching a foreign language, familiarizing with the culture of the country of the target language, as well as studying the ways of teaching, education and language acquisition.

3. Practical discipline - gives an idea of the totality of methods of teacher's work, ensuring the achievement of the set goal.

There are general, private and special methods.

1. General methods - are engaged in the study of the regularities and peculiarities of the process of teaching a foreign language, regardless of the language in question.

2. Private methodology - studies the teaching of those linguistic and speech phenomena that are specific to a particular language, highlights the problems of teaching a foreign language, taking into account the peculiarities of the native language (specific conditions of learning).

3. Special methodology - characterizes the peculiarities of teaching any aspect of the studied language.

Aspects: phonetics, grammar, vocabulary.

Types of speech activity: listening, speaking (active), reading, writing.

Methodology - a set of techniques of methods and forms of teacher's work, i.e. the technology of professional practical activity.

METHODOLOGY OF TEACHING A FOREIGN LANGUAGE - is a science that investigates the goals, content, methods, means of teaching, ways of teaching and education on the material of a foreign language.

Research methods. (main, auxiliary)

1. Critical analysis of literary sources (the ability to critically analyze what is read, evaluate, delineate, generalize).

2. Study and generalization of positive teaching experience of advanced teachers.
3. Scientifically recorded observation (collecting facts, describing, generalizing, identifying patterns).
4. Exploratory learning (without a deep and long-term study of the problem itself, but relying on the teacher's own experience and erudition, the teacher makes a search, thanks to which an assumption is confirmed or refuted).
5. Experiential learning (the teacher has at his/her disposal only summarized, approximate indicators with high reliability).
6. Experiment.

There are 4 phases of an experiment:

1. Organization (development of the hypothesis).
2. Realization (conducting the experiment).
3. Constotation (identification of quantitative and qualitative characteristics).
4. Interpretation (explaining the reason for the results obtained).

Auxiliary:

1. Questionnaire (mass survey).
2. Testing.
3. Test.
4. Oscillographic analysis (study of foreign language pronunciation, melody and rhythmic).

Methodology has its subject, which is both the purpose and means of teaching, as well as a conceptual apparatus - basic methodological categories.

These include:

1. Technique - a specific action with the teaching material, which is determined by the methodological principles underlying the teaching of a foreign language (technique of untranslated semantization, formation of ideological speech, technique of information extraction).

It is the specific content that determines the effectiveness of the method.

This concept is revealed in specific techniques (actions).

In the methodology of teaching a foreign language, the word "method" is used in the following meanings:

1. As a principal direction, principles of teaching (direct method).
2. Method, as a system of teaching within any direction, reflecting the concept of the author who proposed it (for example: within the direct method there is a method of Harold Palmer, Michael West).
3. Method as a way of organized interconnected activity of teacher and students (within any system).

In this sense, the method is realized through techniques.

Speaking about the methods and techniques used by the teacher in teaching and students in mastering a foreign language, we consider teaching as a system in which 2 components interact: the teacher and the learner.

Teacher's functions:

1. Organizing (organizing learning, instill the ability to work independently).
2. Teaching (explaining, informing, commenting).
3. Controlling.

Student's functions:

- 1.Familiarizing.
- 2.Training (forms skills and primary abilities).
- 3.Application (output into speech).

The methods used by the teacher should reflect his functions (his functions) and ensure that the student fulfills his functions.

Foreign Language Learning Objectives.

Collectively recognized to stimulate learning and lead the learner along the path of mastering a foreign language.

Method is a way of managing learners, it acts as the main structural functional component of the teacher's and learner's activity.

The teacher directs and organizes the learning, the main method is:

- 1.Familiarization.
- 2.Training.
- 3.Skill.

Related methods include self-control and self-correction.

The method reflects the essence of the pedagogical process.

Methods as methods are structurally functional component of the mutual action, but if the method calls the main activity, the technique is associated with a specific action, which is the essence of the formed speech activity.

The method is a certain capacity, and the technique - fillers of this capacity, it is important that they were maximally useful (put students before the need to solve thinking problems).

Methods indicate the activities organized by the teacher and carried out by the student in teaching a foreign language. They are universal and can be presented in any direction and in any system.

A technique is a specific content of actions with the teaching material, which is determined by the methodological principles underlying the teaching of a foreign language.

Teaching system - a universal model of the learning process, corresponding to a certain methodological concept, which determines the selection of materials, purpose, content and means of teaching.

Means - what is recognized to help the teacher in organizing and carrying out the learning process.

Classification of teaching aids:

- 1.By role in the teaching and learning process (basic - included in the teaching and learning materials, auxiliary - maps, charts, films).
- 2.By the addressee (for the teacher - program, teacher's book and methodical literature and for students - reading book, school dictionary).
- 3.By the channel of information receipt (auditory (recording), visual, visual-auditory (various movies)).
- 4.On the use of techniques: technical and non-technical.

Connection of methodology with other sciences.

Methodology is closely related to other sciences and uses the facts accumulated in them.

Among such sciences there are basic ones (basic for methodology: pedagogy, psychology, sociology, linguistics).

The data of other sciences are used indirectly and these sciences are called related sciences.

1. Pedagogy - from pedagogy methodology borrowed concepts and provisions: the idea of the principles of learning, the process of learning, its regularities, methods, forms. The main categories of pedagogy (education, upbringing, training, teaching, development, assimilation) became determining for methodology and received new content.

2. Methodology and psychology.

Psychology gives the methodologist an idea of the motives of language acquisition, types and role of memory of foreign language learning, peculiarities of learners. External motives in foreign language learning:

The prevalence of the language in the world, the desire to join the culture, the aesthetic value of the language and the beauty of its sound, the idea of the ease, difficulty of the language, the possibility of application in practical activities.

Additional factors influencing motivation include:

The attractiveness of the material, subjective features of the students themselves, the nature of methodical techniques, the psychological environment in the group and individual approach, the novelty of the materials, the pedagogical skill of the teacher.

3. Methodology is connected with psycholinguistics (representatives strive to answer the question: "what happens when we read, listen, speak, write, think?").

4. Methodology and linguistics. Linguistic content in foreign language teaching is realized in: aspects of language, sentence patterns, structures, genres, styles of speech.

The fundamental linguistic provisions for methodology are:

1. Distinguishing between the concepts of language and speech. This allowed to define the content of training (units of language, words, phonemes, morphemes, units of speech-sentences, texts).

2. The use of sentence models as a unit of instruction, the most frequent sentence models and speech patterns that realize them were identified.

3. Use of linguistic doctrines about language contacts, i.e. interaction between native and target languages in the process of learning a foreign language, the influence of native language can be both positive (similar phonemes, intonemes, transfer, reading ability) and negative (many read with Russian intonation). The teacher should strive to build his/her lessons taking into account the nature of interaction between the 2 languages.

The aim is to ensure that positive transfer from the mother tongue to the target language is widely used and to prevent negative transfer wherever possible.

Methodology and Sociolinguistics:

1. The interaction of language and nation, language and culture.

2. Bilingualism within a region.

3. Language policy as a set of measures taken by the state to preserve or change language norms.

For methodology, it is important to:

1. The perspective of language development in social, professional spheres

2. The connection between language and the phenomena of social life.

Methodology and country studies

Country study is engaged in the complex study of countries and regions, gives an idea of the social and economic situation of the people, their culture and customs. Within the framework of country studies a new science – linguo-country studies - has emerged, which is focused on linguistics, studying the language in comparison with the native language.

The problems of linguo-country studies are:

1.Linguistic issues (linguistic units are studied with the aim of revealing national-cultural meaning in them).

2.Methodological issues (methods of introduction).

Methodology and sociology - the science of society as an integral system is important because the development of language and the motives for its study are largely determined by the economic and social development of society.

General didactics as a science of the content of education and learning process is involved in the creation of curricula, programs, textbooks, recommendations through the development of theoretical foundations of pedagogical activity.

Methodology in relation to didactics acts as a field of practical tasks, such contribution can be the principles of compiling textbooks, programs, plans.

Methodology and logic is the science of social laws and methods of human thinking. In the process of teaching a foreign language it is important to take into account these laws, to rely on them in the search for new methodological techniques.

Methodology and informatics - scientific data of informatics allow us to determine the amount of information in the message, the functional load of a particular language material of speech activity, to understand the cause of information in speech activity.

Conclusion. A new language not only expands our awareness and perspective, but also provides significant advantages in life. This is especially true since English is considered an international language.

For some individuals, mastering English (and sometimes other languages) comes naturally, as if they were raised in an English-speaking environment. However, for most people, acquiring even the basics requires considerable effort. If you have embarked on learning a foreign language and have pondered which method to try on your own, and are making efforts to implement it, just attempting this will enhance your knowledge. Therefore, once you have chosen a method, it is crucial to consistently apply it in order to achieve lasting results. There are numerous techniques, methods, and strategies, each tailored to individuals.

Have you ever wondered why information is perceived differently by different people?

The truth is that every individual has distinct predominant methods of processing information. Some of us are auditory learners, meaning we primarily absorb information through auditory channels. Others are visual learners - individuals who primarily process information through visual means. As a result, each approach to learning English will be most effective for only one or two types of learners. It is important to remember that these accelerated English learning methods typically focus on specific aspects of the language (such as grammar, vocabulary, speaking, and listening comprehension) rather than addressing all components comprehensively. The key factor today is having the motivation and the desire to learn!

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INNOVATIVE IDEAS IN THE DIRECTION OF LITERARY STUDIES AND TRANSLATION

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Annotation. The purpose of this article is to analyze innovative ideas in the direction of literary studies and translation activities, to determine the place of translation within the framework of a professionally carried out translation technological process.

Keywords: innovative ideas, translation, new trends, literary studies, localization, problems, creativity.

Annotation: Ushbu maqolaning maqsadi adabiyotshunoslik va tarjima faoliyati yoʻnalishidagi innovatsion gʻoyalarni tahlil qilish, professional tarzda amalga oshirilayotgan tarjima texnologik jarayoni doirasida tarjima oʻrnini aniqlashdan iborat.

Kalit soʻzlar: innovatsion gʻoyalar, tarjima, yangi yoʻnalishlar, adabiyotshunoslik, mahalliyashtirish, muammolar, ijodkorlik.

Аннотация. Цель данной статьи - проанализировать инновационные идеи в направлении литературоведения и переводческой деятельности, определить место перевода в рамках профессионально осуществляемого переводческого технологического процесса.

Ключевые слова: новаторские идеи, перевод, новые тенденции, литературоведение, локализация, проблемы, творчество.

Introduction. It is quite obvious that translation studies develop and is enriched with new and innovative ideas only due to its orientation towards translation practice. Actually, translation studies as a scientific discipline initially emerged in connection with the need to understand the essence of translation as a practical activity, the essence of the tasks solved by the translator and the methods for solving them, and the main approaches to translation. However, the relationship between translation theory and translation practice seems more complex; there are relationships of interaction and mutual influence between them: translation studies, being in a certain sense the result of a generalization of translation practices, at least their analysis, should, by definition, influence the state of translation practice, set certain guidelines in the constantly changing translation process, that is, provide guidance in the process finding optimal translation solutions in the context of constantly changing conditions for translation activities. That is why one of the tasks of translation studies is the development of general principles for training translators that meet certain requirements for them in the translation services market. Principles of this kind, implemented in the educational process, determine the quality of the final product - a professional translator and, ultimately, the overall level of quality of the translations performed.

In the last two or three decades, the conditions for translation activities have changed significantly. Translators now work in a computerized world, covered by the Internet, using a variety of platforms and environments, translation memory systems. The use of machine translation systems is also becoming an increasingly pronounced reality. Moreover, types of translation that were previously on the periphery of the translation profession or did not exist at all are becoming widespread (audiovisual translation, social translation, translation-editing, transcreation, audio description). Often these types of translation activities are presented as something fundamentally different from the so-called “translation itself” and are opposed to it. As I. Gambier writes, “indeed, depending on the specific field, this term is crowded out or replaced by other terms... They reflect different professional realities and practices, as well as specific directions in research”. And it is true. The emergence of certain types of translation activities, if not to the fore, then at least to the zone of general visibility, pushes researchers, as well as practicing translators, to understand the fundamentals, including theoretical ones, and the features of these types of activities. The result of such comprehension is not only new terms or labels, but also certain conclusions that, it would seem, should enrich the science of translation with new observations and new ideas. However, there is a fear that these ideas, undoubtedly new in nature, do not actually contribute to clarifying the essence of translation activity, but, on the contrary, obscure the meaning of the concept of “translation”.

Results and Discussion. I. Gambier notes two translation studies paradigms that are currently developing. The first is "the most traditional concept of translation, which has existed for centuries and is manifested in the equivalence paradigm." According to the researcher, this paradigm has become more recipient or audience oriented. It is difficult to disagree with the last statement. Suffice it to recall the following statement by V.N. Komissarov, one of the founders of the linguistic theory of translation in our country and the author of the theory of equivalence levels: “The translator must clearly understand why and for whom he is translating, what task the text he creates will perform, how and by whom this text will be used. In this regard, at advanced stages of training, assignments for future translators to translate educational texts should be accompanied by an indication of the purpose of the translation, the nature of the intended readers, the publication in which it should be accepted for publication, etc. Based on such data, the translator can decide whether he will do translation or some other type of language mediation”. One can only note with great regret that this statement by V.N. Komissarov was not noticed by supporters of linguistic translation studies or was deliberately ignored by them. As confirmation, here is a quote from an article by M. Nurmatova: “...in order to use a text for different purposes, it is not at all necessary to somehow change it every time, to adapt it to the needs of each recipient”. There is a clear contradiction between the recipient-oriented approach to translation and the approach in which the needs and expectations of the recipient are completely ignored. And all this was and is being declared within the framework of the same approach to translation - linguistic, or, as we call it, text-centric. From which it follows that the linguistic approach to translation itself suffers from contradictions and some uncertainty in its settings, although one cannot help but note the greater focus of this paradigm on the recipient.

The second translation paradigm, according to I. Gambier, is the one within which the various platforms and environments through which translation is carried out in our time are reflected. “In this sense, there is a transition from paper format to digital and to Internet format (where the translated text becomes multimodal). This rapidly changing context is responsible for the proliferation of terms used to denote what was once considered translation” . As we can see, I.

Gambier cites the use of modern environments in which translation is carried out as one of the reasons for the emergence of new terms to denote supposedly “new” types of translation activities. There is no doubt that the working conditions of a translator - in a purely technical sense - have changed significantly. But is this enough to indicate a new approach, a new paradigm in translation studies? Anthony Pym, although more cautious in identifying translation paradigms, seems to still share the opinion of I. Gambier: new translation technologies, he argues, are not just additional tools, but systems that change the very nature of the translator’s cognitive activity, his social relationships and professional status (“...are altering the very nature of the translators cognitive activity, social relations, and professional standing”).

We cannot agree with either I. Gambier or E. Pym. First of all, because the opposition of the equivalence paradigm (the linguistic approach to translation in our terminology) to the paradigm determined by the use of new media seems artificial and illogical. If the equivalence paradigm is a certain attitude towards translation, an idea of its nature and the essence of the tasks solved by the translator, then the second “paradigm” contains an indication only of a set of tools used by the translator to increase the speed and efficiency of the translation process, and the features of their use. After all, a translator can apply the same approach to translation with or without translation memory or machine translation systems. This was observed before, before the advent of new information and communication technologies. Conversely, while using the same tools, different translators may take different approaches.

Today, one of the innovation approaches is considered more productive - a functional approach to translation, which involves considering the translation event within a certain situation, taking into account such categories as:

- ✓ The purpose of the translation;
- ✓ Expectations and needs of both real and prospective consumers;
- ✓ The method of using the translated text within the framework of the substantive activities of translation consumers;
- ✓ Taking into account the communicative intention of the sender of the original message;
- ✓ The communicative effect that is produced by the original on the appropriate recipients.

Expanding the topic of research, one should turn specifically to the problems of translation of literary studies and translation studies. So, we will initially turn to the issue, the consideration of which began many centuries ago, but its relevance remains to this day. Thus, we can immediately highlight the problems of religious and literary translation. It must be remembered that the development of the science of translation studies must be considered as a spiral movement. In other words, at each new turn, translation scholars take into account new aspects of the problems that were considered earlier. The important thing is that over time, the point of view for viewing problems and approaches to their study change.

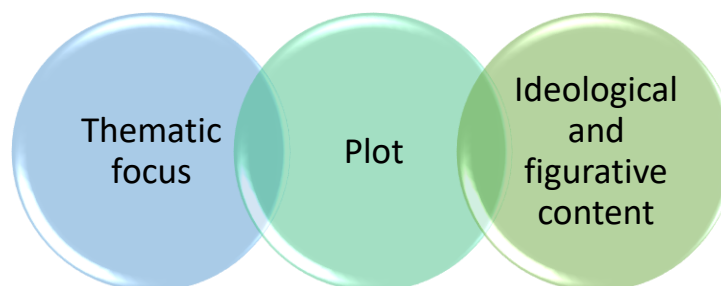
It should be noted that translation studies have already proven its practical orientation. Thus, everything new that has appeared in the theory of translation is in one way or another connected with changes in the nature of translation activity based on innovative ideas.

Also, it is necessary to consider a popular topic that relates to audiovisual translation or translation of video presentations, films, smartphone applications, computer games, etc. A number of authors consider this kind of translation as a special type of translation activity, which is fundamentally different from oral and written translation. When researching this area, two areas can be distinguished:

- Study of individual technologies and characteristic features of audiovisual translation. These include duplication, subtitling or over voice;
- Study of the translator's particular problems that arise in the process of film translation. For example, conveying metaphors, puns, etc.

Also, in recent years, a service such as localization has become widespread in the translation market. Many translation companies try to attract clients by claiming that in addition to translation, they also provide localization. Localization is presented as a certain activity, although included in the structure of the translator's activity or in the scope of his responsibility, but fundamentally different from the so-called "translation itself." In this case, the translation itself is considered as a reproduction of the content of the source text, and sometimes its formal features, by means of the translating language. The distinction between "literary translation" and "localization" in practical translation activities has become such a stable phenomenon that, at the behest of the developers of the professional standard, which was initially supposed to be called "Translator," it was reflected in its name - "Specialist in the field of literary translation and localization".

Speaking about the problems of audiovisual translation, it should be noted that they are among the most pressing today. Thus, in the process of localizing a film in a foreign language, not only mechanical text translation must be carried out, but also adaptation to the cultural target audience. In other words, there must be a transition from one language code to another. So, despite the choice of translator's strategy, the title must correspond to such categories as:



However, if all the criteria are met, the film should also remain attractive and interesting for a foreign language viewer. We should not forget that the technologization of the translation process, namely, its use in creating applications for smartphones, computer games, website interfaces, etc. led to the differentiation of translation. Thus, in practice localization was formed, and in theory - new paradigms for the study of translation. In general, new information technologies based on innovative ideas are not just additional tools, but systems that change the very nature of cognitive translation activity, the professional status of the translator and social relations.



More specifically, technical issues typically refer to the use of specific technical features that are required to support languages. In turn, a cultural problem may be the adaptation of the content of accounting software based on accounting principles.

It is important to note that there is a trend that pits localization against translation. This trend is likely both in theory and in practice. In a commercial environment, translation is

considered to be the transformation of one text into another. However, localization refers to a process in which a significant pragmatic adaptation of the text to the realities of a particular culture is carried out. Thus, summing up all of the above, it should be concluded that, today, translation studies has become, to a greater extent, a practical science. Also, it is focused on understanding the laws of translation activity. Also, do not forget that the science of translation studies has an interdisciplinary nature, which is expressed in the complex nature of most types of translation.

Conclusion. We examined some new trends and innovative ideas in modern translation studies and in practical translation activities. New areas of theoretical research due to the expansion of the areas of use of such types of translation as audiovisual translation and translation in the social sphere remained beyond the scope of our consideration. The theoretical understanding of these types of translation, which is quite widely represented in foreign translation studies, deserves separate consideration.

An analysis of the noted trends in the theory and practice of translation in the direction of literary studies leads us to the conclusion that both among translation theorists and practitioners there is a naive idea of translation as an activity, the purpose of which many see as simply the transfer of cognitive information mainly in that the form in which it was presented in the source text. Pragmatic, cultural adaptation of the text, the need for which arises in connection with the differences between two cultures, is considered as a separate type of translation activity that goes beyond the scope of translation itself, which cannot be agreed with. In cases where the cultural factor acquires special significance or the ways of using the translated text are of particular importance, researchers tend to consider the translator's activities as separate types of translation or give this activity the status of a separate translation "strategy" or "innovative idea", which also causes our objections. In our opinion, in all cases we should talk about translation itself, carried out with varying degrees of cultural adaptation in different communicative situations. The result of the translation, accordingly, will differ in varying degrees of transformation. Thus, localization, transcreation, trans adaptation and transculturation are all the same translation, performed with varying degrees of pragmatic and cultural adaptation. In this case, there is no particular need to attach new labels to already well-known entities. The statement that translation is diverse is a statement of a fact observed in reality. Recognizing this fact, researchers should also take into account that in the process of translation, the translator solves a whole range of problems, including the task of ensuring that the resulting text meets the expectations and needs of the translation consumer based on innovative ideas when translating literature.

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ТРУДНОСТИ ПЕРЕВОДА АНГЛИЙСКИХ ИДИОМ И ФРАЗЕОЛОГИЗМОВ

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Аннотация: В данной статье рассматриваются лингвистические особенности фразеологических единиц, их классификация, трудности, возникающие при переводе фразеологизмов, приёмы их перевода с английского языка на русский.

Ключевые слова: Перевод; фразеологическая единица; фразеологизм; классификация фразеологизмов; трудности перевода; приёмы перевода.

Annotatsiya: ushbu maqolada frazeologik birliklarning lingvistik xususiyatlari, ularning tasnifi, frazeologik birliklarni tarjima qilishda yuzaga keladigan qiyinchiliklar va ularni ingliz tilidan rus tiliga tarjima qilish usullari muhokama qilinadi.

Kalit so'zlar: tarjima; frazeologik birlik; frazeologiya; frazeologik birliklarning tasnifi; tarjimada qiyinchiliklar; tarjima texnikasi.

Annotation: this article discusses the linguistic features of phraseological units, their classification, difficulties that arise when translating phraseological units, and methods of translating them from English into Russian.

Keywords: translation; phraseological unit; phraseology; classification of phraseological units; translation difficulties; translation techniques.

Перевод – это процесс преобразования речевого произведения (текста) на одном языке в речевое произведение на другом языке при сохранении неизменного плана содержания». Однако перевод выходит за рамки простой замены единиц одного языка единицами другого. В процессе перевода взаимодействуют различные культуры, традиции и обычаи. Перевод является большим источником информации о языках, участвующих в процессе перевода, и о культурах, которым эти языки принадлежат. Многие фразеологические обороты напоминают о событиях давно минувших дней. При этом новый текст должен легко истолковываться и соответствовать всем нормам языка, на который он переведен. Таким образом, переводчик играет важную роль проводника между культурами. По словам А.Д. Швейцера: «Перевод – это не только взаимодействие языков, но и взаимодействие культур... Процесс перевода «пересекает» не только границы языков, но и границы культур». [2: 14]

Знание фразеологии значительно облегчает восприятие как современной публицистики, так и классической художественной литературы. А использование фразеологизмов в разговорной речи делает ее более выразительной.

Фразеология (греч. *phrasis* ‘выражение, оборот речи’ и *logos* ‘учение’) — раздел языкознания, изучающий структурно-семантические, морфолого- синтаксические и стилистические особенности фразеологизмов в их современном состоянии и генезисе.

Фразеологизмы представляют собой специфические выражения, используемые в языке для передачи определенных значений или представлений, которые не всегда могут быть поняты буквально. Они являются неотъемлемой частью любого языка и способствуют богатству его выразительных средств. Кроме термина фразеологизм используются и другие: фразеологическая единица (ФЕ), фразеологический оборот, фразема, идиома, устойчивое словосочетание.

Использование идиом и фразеологизмов предполагает знание соответствующего культурного контекста и навыков интерпретации выражений, основанных на родовом опыте сообщества говорящих. Эти выражения могут быть фигуративными, метафорическими или аллегорическими, что делает их особенно интересными для изучения и анализа.

Научное изучение идиом и фразеологизмов включает в себя анализ их происхождения, структуры и функции в языке. Исследования в этой области позволяют раскрыть механизмы и принципы функционирования этих выражений, их использование в различных контекстах и их влияние на коммуникацию.

Перевод идиом и фразеологизмов является важной частью работы с текстами на английском языке, поскольку они передают специфическую культурную и лингвистическую информацию, которая может быть непонятной или искаженной без правильного перевода. Идиомы и фразеологизмы часто не переводятся буквально, поэтому для успешной работы с текстами необходимо умение их правильно и точно переводить, чтобы сохранить их смысл и эмоциональную окраску. Кроме того, знание идиом и фразеологизмов помогает лучше понимать текст и вовлекаться в его контекст.

Перевод идиом может быть сложен из-за различий в культурных контекстах и социальных обычаях. Например, некоторые идиомы содержат ссылки на культурные нормы или исторические события, которые могут быть непонятны на другом языке. Поэтому переводчику нужно аккуратно подбирать эквивалентные идиомы или смысловые аналоги, чтобы передать значение оригинала и сохранить структуру текста.

Например, идиома "бросить слово" может быть переведена как "to break a promise", если речь идет о нарушении обещания, или как "to have a say" в контексте дискуссии или решения какого-то вопроса.

Еще один пример - идиома "бок о бок" может быть переведена как "side by side", если речь идет о двух объектах или лицах, находящихся рядом друг с другом. Но в случае выражения "работать бок о бок" лучше перевести как "to work closely together" или "to work in tandem", чтобы передать смысл совместной работы и сотрудничества.

В некоторых идиомах общеупотребительные слова имеют не современное, а старое значение. Так, слово *mind* когда-то значило память и сохраняет это значение в оборотах *to keep in mind* - запоминать, помнить, *to call to mind* - вспоминать, припоминать, напоминать, *time out of mind* - в незапамятное время. Другое старое значение этого же слова - цель, намерение сохранилось в оборотах *to know one's own mind* - твердо знать, чего хочешь, *to change one's mind* - передумать, *to be in two minds* - колебаться, *to have a great mind to* - сильно склоняться к. Слово *blush* сохраняет свое старое значение мимолетное впечатление, взгляд в идиоме *at (the) first blush* - с первого взгляда. Устаревшие значения слова *pain* - наказание, усилие выступают в оборотах - *pains and penalties* - наказания и взыскания, *under the pain of death* - под страхом смертной казни, *to be at the pains to* - стараться сделать что-либо, *to get for one's pains* - получать за свои труды. Прежнее значение прилагательного

brown - мрачный сохраняется в идиоме a brown study -мрачное раздумье, тяжелое размышление. Идиом by degrees - постепенно образовался, когда слово degree еще значило шаг. В некоторых идиомах встречаются вышедшие из употребления грамматические формы, например, причастия прошедшего времени в in bounden duty - из чувства долга, on bended knee - на коленях.

Фразеологизмы в английском языке формируются на основе повседневной речи и являются устойчивыми выражениями, которые имеют определенный смысл и не могут быть переведены буквально. Они могут содержать метафорические или идиоматические значения. Фразеологизмы могут быть образованы с использованием различных языковых единиц, таких как слова, выражения, а также метафор и сравнений.

Формирование новых фразеологизмов в английском языке может происходить по следующим принципам:

Метафорическое образование – новые фразеологизмы часто образуются на основе метафор, где предмет или явление переносится на другой предмет или явление для создания нового значения. Например, выражение "to hit the nail on the head" (ударить по гвоздю в голову) имеет значение "правильно понять или оценить что-то".

Цитирование литературных произведений или популярных поговорок – фразы из известных произведений и поговорки могут становиться основой для новых фразеологизмов. Например, выражение "to kill two birds with one stone" (убить двух зайцев одним выстрелом) имеет значение "добиться двух целей одновременно".

Процесс аккумуляции – новые фразеологизмы могут образовываться путем объединения нескольких слов или выражений в одно. Например, выражение "to beat around the bush" (бить вокруг кустов) имеет значение "избегать прямого ответа или обсуждения чего-то напрямую".

Подражание звукам или звучанию – фразеологизмы могут быть образованы на основе звуков или звучаний, которые ассоциируются с определенными действиями или явлениями. Например, выражение "to tick all the boxes" (отметить все галочки) означает "выполнить все требования или условия".

Таким образом, формирование фразеологизмов в английском языке является многообразным и может происходить по различным принципам, основанным на метафорах, цитатах, аккумуляции или звучании.

При переводе фразеологизмов на русский язык могут быть такие проблемы как: Отсутствие точного эквивалента. Многие фразеологизмы имеют глубокий исторический или культурный контекст, который может быть трудно передать на другом языке;

Иногда переводчик может неправильно понять значение фразеологизма и передать его в переводе неверно;

Стилистическая несоответственность. Фразеологизмы могут отличаться по стилю и уровню формальности, что может вызвать проблемы при их переводе; лексические особенности. Некоторые фразеологизмы содержат специфические лексические элементы, которые могут быть трудно передать на другой язык;

Культурные различия. Фразеологизмы могут отражать специфические культурные особенности и традиции, которые могут быть неизвестны для носителей другого языка.

Контекстуальный подход к переводу предполагает учет всех аспектов коммуникативной ситуации, в которой используется перевод. Это значит, что переводчик

должен учитывать не только значения отдельных слов и фраз, но и контекст, в котором они употребляются.

Важно понимать, что значение слов и выражений может изменяться в зависимости от контекста, в котором они используются. Поэтому переводчику необходимо учитывать все аспекты коммуникативной ситуации, включая цели и потребности аудитории, стиль и тон высказывания, культурные особенности языка и многое другое.

Применение контекстуального подхода к переводу позволяет создать максимально точный и адекватный перевод, который будет соответствовать общему смыслу текста и передавать его нюансы и информацию наилучшим образом. Важно помнить, что переводчик должен быть гибким и открытым к изменениям в тексте, чтобы адаптировать его под контекст коммуникативной ситуации и обеспечить эффективное взаимопонимание между участниками общения.

Перевод английских идиом и фразеологизмов на русский язык может быть довольно сложным и требует хорошего знания обоих языков, а также культурных особенностей стран. Таким образом, перевод английских идиом и фразеологизмов на русский язык требует тщательного подхода и креативности со стороны переводчика, чтобы сохранить смысл и стиль оригинала.

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INNOVATIVE EDUCATIONAL TECHNOLOGIES IN TEACHING ENGLISH

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Annotation: In the contemporary educational landscape, the integration of technology has become increasingly prevalent, transforming traditional teaching methodologies. This article explores the role of innovative educational technologies in teaching English as a second language. Through a review of literature, this paper examines various technologies such as mobile applications, gamification, virtual reality, and artificial intelligence, highlighting their potential benefits and challenges in enhancing English language acquisition. The article also discusses practical implications for educators and suggests future directions for research in this evolving field.

Keywords: Educational technology, Innovative technologies, Mobile applications, Gamification, Virtual reality, Artificial intelligence.

Аннотация: В современном образовательном пространстве интеграция технологий становится все более распространенной, трансформируя традиционные методики обучения. В данной статье исследуется роль инновационных образовательных технологий в преподавании английского языка как второго. Посредством обзора литературы в этой статье рассматриваются различные технологии, такие как мобильные приложения, геймификация, виртуальная реальность и искусственный интеллект, подчеркиваются их потенциальные преимущества и проблемы в улучшении усвоения английского языка. В статье также обсуждаются практические последствия для педагогов и предлагаются будущие направления исследований в этой развивающейся области.

Ключевые слова: Образовательные технологии, Инновационные технологии, Мобильные приложения, Геймификация, Виртуальная реальность, Искусственный интеллект.

Annotatsiya: Zamonaviy ta'lim landshaftida texnologiya integratsiyasi tobora keng tarqalib, an'anaviy o'qitish metodologiyasini o'zgartirmoqda. Ushbu maqola ingliz tilini ikkinchi til sifatida o'qitishda innovatsion ta'lim texnologiyalarining rolini o'rganadi. Adabiyotlarni ko'rib chiqish orqali ushbu maqola mobil ilovalar, o'yinlashtirish, virtual haqiqat va sun'iy intellekt kabi turli texnologiyalarni ko'rib chiqadi va ularning ingliz tilini o'zlashtirishni kuchaytirishdagi potentsial afzalliklari va muammolarini ta'kidlaydi. Maqolada, shuningdek, o'qituvchilar uchun amaliy ta'sirlar ko'rib chiqiladi va ushbu rivojlanayotgan sohada tadqiqotning kelajakdagi yo'nalishlari taklif etiladi.

Kalit so'zlar: Ta'lim texnologiyasi, Innovatsion texnologiyalar, Mobil ilovalar, Gamifikatsiya, Virtual haqiqat, Sun'iy intellekt.

Introduction.

In today's globalized world, where borders are increasingly porous and communication transcends geographical boundaries, proficiency in the English language has become more than

just a desirable skill—it's an indispensable asset. Whether for academic pursuits, professional endeavors, or everyday interactions, English serves as the lingua franca of our interconnected society. As such, the demand for effective language teaching methodologies has never been greater. However, the landscape of education is constantly evolving, driven by advancements in technology and changes in societal dynamics. Traditional approaches to language instruction, while time-tested, may not always be equipped to meet the diverse needs and expectations of modern learners. This is where educational technology, or edtech, steps in. As educational technology continues to advance at a rapid pace, innovative tools and platforms are reshaping the way we learn and teach languages. From interactive language learning apps to immersive virtual environments, these technologies offer promising avenues for enhancing language acquisition and proficiency. By leveraging the power of multimedia, gamification, and artificial intelligence, educators can create dynamic and engaging learning experiences that cater to the individual needs and learning styles of their students. Yet, with these opportunities come challenges. Integrating technology into language instruction requires careful consideration of factors such as access, equity, and pedagogical effectiveness. Moreover, the rapidly evolving nature of edtech means that educators must stay abreast of the latest developments and best practices to effectively harness its potential.

In this article, we delve into the diverse range of educational technologies available for teaching English, exploring their potential benefits, challenges, and implications for language educators. By examining real-world examples and case studies, we aim to provide insights into how these tools can be effectively integrated into language instruction to create meaningful and impactful learning experiences. Whether you're a seasoned educator looking to enhance your teaching toolkit or a learner eager to explore new avenues for language acquisition, join us on this journey through the exciting world of English language education in the digital age.

Methods and materials

This article employs a qualitative review of literature to explore innovative educational technologies in teaching English. A comprehensive search of academic databases, including Google Scholar, ERIC, and JSTOR, was conducted using keywords such as "educational technology," "English language teaching," and "innovative technologies." Relevant peer-reviewed articles, books, and reports published within the last decade were selected for analysis. [Bozkurt, A., & Sharma, R.C., 2021: 1-250]

Results

The review of innovative educational technologies in English language teaching unveiled a myriad of promising tools and platforms that are reshaping the landscape of language education. [Koehler, M. J., & Mishra, P., 2009: 60-70] Mobile applications have emerged as a convenient and accessible means for language practice, catering to the on-the-go lifestyle of modern learners. These apps offer a wealth of interactive exercises, vocabulary drills, and language games that engage users in active learning. Whether on a smartphone or tablet, learners can immerse themselves in language learning activities anytime, anywhere, making the acquisition of English skills more flexible and convenient than ever before. Furthermore, the integration of gamification strategies within these mobile applications has proven highly effective in motivating learners and sustaining their engagement over time. By incorporating elements such as rewards, badges, and leaderboards, these apps transform language learning into a playful and competitive endeavor, encouraging learners to strive for mastery and progress. In addition to mobile applications, virtual reality (VR) simulations have emerged as a cutting-edge tool for language practice. By

transporting learners into immersive environments, VR technology provides opportunities for authentic language interaction and cultural exploration [Jauregi, K., & Banados, E., 2019: 1-21]. From ordering food at a virtual café to navigating a bustling street market, learners can engage with real-world scenarios that simulate the complexities of everyday communication, enhancing their linguistic fluency and cultural competence. Moreover, artificial intelligence (AI)-driven platforms have revolutionized language learning by offering personalized experiences tailored to each learner's unique needs and abilities. Through adaptive feedback mechanisms, language analysis tools, and conversational agents, these platforms provide learners with tailored support and guidance, facilitating more effective and efficient language acquisition. Overall, the review underscores the transformative potential of educational technologies in English language teaching. From mobile applications to virtual reality simulations and AI-driven platforms, these innovative tools are redefining the possibilities for language education, empowering learners to achieve their language learning goals with greater flexibility, engagement, and effectiveness than ever before. [Koehler, M. J., & Mishra, P., 2009: 60-70]

Discussion

While innovative educational technologies hold promises for enhancing English language teaching, they also present challenges and considerations for educators. Issues such as access to technology, digital literacy, and equitable learning opportunities must be addressed to ensure inclusive educational practices. Additionally, the effectiveness of these technologies may vary depending on learner preferences, instructional contexts, and pedagogical approaches. Educators must critically evaluate the appropriateness and impact of technological interventions in language teaching, considering factors such as learner autonomy, motivation, and language proficiency levels. [Alqahtani, M., 2015: 560-564]

Conclusion

Innovative educational technologies have ushered in a new era of possibilities for English language teaching and learning. From mobile applications to gamification, virtual reality, and artificial intelligence, these tools offer diverse approaches for engaging learners and facilitating language acquisition. The proliferation of mobile applications has democratized access to language learning resources, enabling learners to engage with English language materials at their own pace and convenience. Gamification strategies, such as rewards and leaderboards, have proven effective in motivating learners and sustaining their interest in language learning activities over time. Virtual reality simulations offer immersive environments for authentic language practice, while artificial intelligence-driven platforms provide personalized learning experiences tailored to individual needs and abilities. However, as with any technological innovation, challenges accompany these opportunities. Educators must grapple with issues such as digital access, ensuring that all learners have equitable opportunities to benefit from these tools. Pedagogical integration is also paramount, as educators seek to seamlessly incorporate technology into their teaching practices in ways that enhance, rather than detract from, the learning experience. Additionally, the diverse needs and backgrounds of learners must be considered, as technology alone cannot address the complexities of language learning. Nevertheless, by embracing innovation and fostering digital literacy among both educators and learners, the potential for transformative change in English language education is vast. As educators harness the power of educational technologies to create dynamic and engaging learning environments, learners are empowered to thrive in an increasingly interconnected world. By embracing the opportunities afforded by these tools while addressing the challenges they present, educators can play a pivotal role in shaping the future of English language

education. Together, we can embark on a journey of exploration and discovery, leveraging the power of technology to unlock new horizons in language learning and proficiency.

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НОВЫЕ ТЕНДЕНЦИИ В ПЕРЕВОДОВЕДЕНИИ

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Аннотация: Данная научная статья рассматривает новые тенденции в области переводоведения. Исследование представляет собой анализ современных методологических подходов к изучению перевода, а также практические примеры применения новых технологий и инструментов в сфере перевода. Результаты исследования помогут понять влияние цифровизации, культурных изменений и технологических инноваций на развитие переводоведения.

Ключевые слова: переводоведение, новые тенденции, методологические подходы, цифровизация, межкультурный коммуникатор, машинный перевод.

Annotation: This scientific article examines new trends in the field of translation studies. The study provides an analysis of contemporary methodological approaches to translation studies, as well as practical examples of applying new technologies and tools in the field of translation. The research results will help to understand the influence of digitization, cultural changes, and technological innovations on the development of translation studies.

Keywords: translation studies, new trends, methodological approaches, digitization, intercultural communicator, machine translation.

Annotatsiya: Ushbu ilmiy maqola tarjimashunoslik sohasidagi yangi tendentsiyalarni ko'rib chiqadi. Tadqiqotda tarjimashunoslikka zamonaviy metodologik yondashuvlar tahlili, shuningdek, tarjima sohasida yangi texnologiyalar va vositalarni qo'llashning amaliy misollari keltirilgan. Tadqiqot natijalari raqamlashtirish, madaniy o'zgarishlar va texnologik innovatsiyalarning tarjimashunoslik rivojiga ta'sirini tushunishga yordam beradi.

Kalit so'zlar: tarjimashunoslik, yangi tendentsiyalar, uslubiy yondashuvlar, raqamlashtirish, madaniyatlararo kommunikator, mashina tarjimasi.

В современном мире перевод играет ключевую роль в межкультурном обмене информацией, коммуникации и понимании. Переводоведение, как научная дисциплина, продолжает активно развиваться, отражая изменяющиеся тенденции в обществе, технологиях и культуре. Текущее состояние переводоведения характеризуется разнообразием методологических подходов, инновационных технологий и новых практических подходов к исследованию и применению перевода.

Целью данного исследования является анализ и оценка новых тенденций в переводоведении с учетом современных вызовов и возможностей. Основные задачи исследования включают в себя:

1. Проведение обзора текущих тенденций в переводоведении;
2. Изучение методологических подходов к анализу новых тенденций;
3. Анализ практических примеров применения новых технологий в переводе;

4. Определение перспектив развития переводоведения в контексте современных вызовов.

Это исследование направлено на расширение нашего понимания текущих направлений развития переводоведения и на предоставление основ для дальнейших исследований в этой области.

Переводоведение как научная дисциплина имеет долгую историю, прошедшую через несколько ключевых этапов развития. В начале своего становления переводоведение сосредотачивалось на лингвистических аспектах перевода, таких как грамматика и лексика. Затем, с появлением культурологического подхода, внимание перенеслось на социокультурные аспекты перевода, включая культурные нормы, ценности и стереотипы. С развитием технологий и появлением массовых коммуникаций переводоведение стало также изучать влияние средств массовой информации и цифровых технологий на перевод. Сегодня переводоведение представляет собой многогранное и многослойное поле исследований, включающее в себя лингвистические, культурные, социологические и технологические аспекты.

Технологические изменения играют ключевую роль в современном развитии переводоведения. Внедрение компьютеров и интернета существенно изменило процесс перевода и способы его изучения. Введение компьютерных систем машинного перевода, программ для компьютерной аналитики текстов, а также онлайн-платформ для совместной работы переводчиков привело к революции в процессе перевода. Такие технологии как нейронные сети и искусственный интеллект сейчас активно исследуются в контексте их применения в области перевода. Технологические изменения также создают новые вызовы, такие как обеспечение качества перевода, конфиденциальность информации и этические вопросы, которые требуют дальнейших исследований и разработок.

Компьютерная лингвистика играет важную роль в исследовании и разработке методов и инструментов для автоматизированного перевода. Машинный перевод, основанный на компьютерных алгоритмах и искусственном интеллекте, становится все более широко распространенным в современной практике перевода. Исследования в этой области направлены на улучшение качества машинного перевода, адаптацию моделей к различным языковым параметрам и контекстам, а также на разработку новых методов оценки и управления процессом машинного перевода.

Когнитивный подход к изучению перевода фокусируется на понимании ментальных процессов, лежащих в основе переводческой деятельности. Исследования в этой области занимаются вопросами восприятия и обработки языка, памяти, внимания и принятия решений переводчика. Когнитивные аспекты перевода помогают объяснить, как переводчики принимают решения в процессе перевода, а также какие стратегии они используют для преодоления трудностей.

Исследования в области культурных и социологических аспектов перевода сосредотачиваются на влиянии социокультурного контекста на процесс перевода и качество переводческого продукта. Этот подход изучает вопросы межкультурной коммуникации, культурных различий и адаптации текста под целевую аудиторию. Исследования в этой области помогают лучше понять роль культурных факторов в переводе и развивать стратегии адаптации перевода к различным культурным контекстам.

С появлением интернета и цифровых технологий перевод стал более доступным и быстрым. Онлайн-платформы для перевода, веб-сервисы и мобильные приложения

позволяют пользователям получать переводы мгновенно. Современные технологии также облегчают совместную работу переводчиков и редакторов, а также интеграцию специализированных инструментов, таких как глоссарии и базы данных терминов.

Сегодня переводчики играют роль не только переводчиков текста, но и межкультурных коммуникаторов. Они должны учитывать культурные особенности и контекст при переводе, а также обладать навыками межкультурной коммуникации. Важно не только передать смысл текста, но и сохранить его культурную аутентичность и контекст.

Развитие технологий искусственного интеллекта, включая нейронные сети и глубокое обучение, открывает новые перспективы для автоматизированных систем перевода. Прогресс в этой области может привести к улучшению качества машинного перевода и расширению его применения. Однако, несмотря на все преимущества, автоматизированные системы перевода по-прежнему сталкиваются с вызовами, такими как сохранение качества перевода и учет многообразия языковых и культурных особенностей.

Одним из примеров успешной реализации новых методов и подходов в переводе является использование нейронных сетей и глубокого обучения для машинного перевода. Например, системы перевода, основанные на нейронных сетях, продемонстрировали значительное улучшение качества перевода и способность адаптироваться к различным контекстам и стилям текста. Другим примером является развитие онлайн-платформ для совместной работы переводчиков и клиентов, которые позволяют эффективно управлять процессом перевода, обмениваться комментариями и вносить коррективы в реальном времени.

Для оценки эффективности новых инструментов в сфере перевода используются различные методы и метрики. Например, для оценки качества машинного перевода часто применяются автоматические метрики, такие как BLEU (Bilingual Evaluation Understudy) и METEOR (Metric for Evaluation of Translation with Explicit Ordering). Кроме того, проводятся эксперименты с использованием фокус-групп и опросов, чтобы оценить удовлетворенность пользователями новыми инструментами и их соответствие требованиям и ожиданиям.

Эти примеры демонстрируют реальные преимущества и вызовы, связанные с внедрением новых технологий и методов в область перевода, а также важность оценки их эффективности для дальнейшего развития и улучшения переводоведения.

В ходе исследования были проанализированы современные тенденции в переводоведении, включая влияние интернета и цифровых технологий, роль межкультурного коммуникатора, перспективы развития автоматизированных систем перевода и успешные примеры их применения. Основные результаты показывают, что современное переводоведение сталкивается с быстрыми изменениями и требует адаптации к новым вызовам и возможностям.

Перспективы развития переводоведения связаны с дальнейшим интегрированием современных технологий, развитием межкультурной коммуникации и созданием более эффективных систем перевода. Однако важно также сохранить баланс между автоматизацией и человеческим фактором в переводе, учитывая его многогранную природу и культурную специфику.

Исследование новых тенденций в переводоведении имеет большое значение для дальнейшей практики перевода, так как оно помогает переводчикам и исследователям лучше понять современные вызовы и возможности в этой области. Результаты

исследования могут быть использованы для разработки новых методов и инструментов, повышения качества перевода и обучения специалистов в области перевода.

Это исследование подчеркивает важность постоянного обновления знаний и навыков в переводоведении и стремление к инновациям в этой области, чтобы эффективно отвечать на вызовы современного мира и удовлетворять потребности многоязычного общества.

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МЕТОДИКА ПРЕПОДАВАНИЯ ПЕРЕВОДА И ПЕРЕВОДОВЕДЕНИЯ

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Аннотация: Методика преподавания перевода и переводоведения играет решающую роль в развитии компетентных переводчиков и исследователей в этой области. В этой статье исследуются различные подходы и стратегии, используемые в обучении переводу, подчеркивая их эффективность в улучшении понимания и навыков перевода учащихся. В нем также обсуждается важность включения практических задач по переводу, теоретических концепций и технологических инструментов в учебный процесс. Кроме того, в статье подчеркивается необходимость постоянного профессионального развития преподавателей перевода, чтобы идти в ногу с развивающейся природой переводоведения.

Ключевые слова: перевод, преподавание, методология, переводоведение, профессиональное развитие.

Annotation: The methodology of teaching translation and translation studies plays a crucial role in the development of competent translators and researchers in the field. This article explores various approaches and strategies used in teaching translation, highlighting their effectiveness in enhancing students' understanding and proficiency in translation. It also discusses the importance of incorporating practical translation tasks, theoretical concepts, and technological tools in the teaching process. Additionally, the article emphasizes the need for continuous professional development for translation instructors to keep pace with the evolving nature of translation studies.

Keywords: Translation, Teaching, Methodology, Translation Studies, Professional Development.

Annotatsiya: Tarjima va tarjimashunoslikni o'qitish metodikasi sohada malakali tarjimon va tadqiqotchilarni yetishtirishda hal qiluvchi rol o'ynaydi. Ushbu maqola tarjimani o'rgatishda qo'llaniladigan turli yondashuvlar va strategiyalarni o'rganadi, ularning talabalarning tarjimani tushunish va malakasini oshirishdagi samaradorligini ta'kidlaydi. Shuningdek, amaliy tarjima vazifalari, nazariy tushunchalar va texnologik vositalarni o'qitish jarayoniga kiritishning ahamiyati haqida so'z boradi. Bundan tashqari, maqolada tarjimashunoslikning rivojlanayotgan tabiati bilan hamnafas bo'lish uchun tarjimon o'qituvchilari uchun uzluksiz malaka oshirish zarurligi ta'kidlangan.

Kalit so'zlar: Tarjima, o'qitish, metodologiya, tarjimashunoslik, malaka oshirish.

Введение

Перевод — это сложный процесс, который включает в себя передачу значения с одного языка на другой с сохранением исходного замысла, стиля и культурных нюансов. Преподавание перевода требует комплексной методологии, учитывающей теоретические и практические аспекты дисциплины. Методика должна быть разработана для развития у

студентов лингвистических, культурных и аналитических навыков, позволяющих им выполнять точные и культурно приемлемые переводы. Перевод является фундаментальным аспектом общения, позволяющим обмениваться идеями и информацией между языками и культурами. Таким образом, изучение перевода и переводоведение имеет важное значение для развития лингвистической и межкультурной компетентности. Однако преподавание перевода представляет собой уникальные проблемы из-за многогранного характера дисциплины. В этой статье рассматривается методология преподавания перевода и переводоведения, уделяя особое внимание принципам и практикам, которые могут повысить качество обучения студентов.

Теоретическая основа:

Для преподавания перевода необходима прочная теоретическая база. Студенты должны понимать принципы, лежащие в основе процесса перевода, такие как эквивалентность, точность и контекст. Знакомя студентов с теорией перевода, преподаватели могут помочь им глубже понять сложности, связанные с переводом. Теория предоставляет студентам основу для анализа и оценки выбора перевода, развивая их навыки критического мышления.

Упражняться:

Практика является важнейшим компонентом обучения переводу. Студентам необходимы широкие возможности для применения теоретических концепций к реальным задачам перевода. Занимаясь переводческими упражнениями, учащиеся могут развить свои лингвистические навыки и получить практический опыт работы с различными типами текстов. Преподавателям важно давать отзывы о переводах учащихся, подчеркивая как их сильные стороны, так и области, требующие улучшения. Эта обратная связь помогает студентам совершенствовать свои стратегии перевода и разработать свой собственный уникальный стиль.

Технологии:

Технологии играют важную роль в современном переводческом образовании. Инструменты компьютерного перевода (CAT), такие как SDL Trados и MemoQ, могут помочь студентам более эффективно управлять переводческими проектами. Эти инструменты предоставляют такие функции, как память переводов и управление терминологией, которые могут повысить качество и согласованность перевода. Преподавателям следует включать инструменты CAT в свою методологию обучения, чтобы познакомить учащихся со стандартными отраслевыми практиками и инструментами.

Отражение:

Рефлексия – важный аспект процесса перевода. Поощрение студентов задуматься над выбором перевода может помочь им глубже понять свои собственные мыслительные процессы и стратегии принятия решений. Ведя дневник перевода или журнал, учащиеся могут отслеживать свой прогресс и определять области, требующие улучшения. Преподаватели должны использовать рефлексивные практики в своей методике преподавания, чтобы помочь учащимся стать более самосознательными переводчиками.

Профессиональное развитие:

Перевод — это динамичная сфера, требующая постоянного обучения и профессионального развития. Преподаватели должны поощрять студентов взаимодействовать с более широким сообществом переводчиков посредством

конференций, семинаров и сетевых мероприятий. Оставаясь в курсе тенденций и передового опыта отрасли, студенты могут улучшить свои навыки перевода и оставаться конкурентоспособными на рынке труда. Преподавателям также следует моделировать обучение на протяжении всей жизни, используя собственные возможности профессионального развития.

Одним из ключевых компонентов обучения переводу является интеграция теоретических концепций с практическими упражнениями. Студенты должны знакомиться с различными методами перевода, такими как дословный перевод, идиоматический перевод и культурная адаптация, чтобы развивать свои навыки в различных типах переводческих задач. Более того, использование аутентичных текстов и сценариев из реальной жизни может помочь студентам понять практические проблемы перевода и развить навыки решения проблем.

Еще одним важным аспектом обучения переводу является использование технологий. Инструменты перевода, такие как программное обеспечение для компьютерного перевода (CAT), могут помочь студентам повысить эффективность и точность перевода. Кроме того, использование онлайн-ресурсов, таких как словари, сборники и форумы по переводу, может предоставить студентам ценные справочные материалы и возможности для сотрудничества с другими переводчиками.

Кроме того, преподавание перевода должно также быть направлено на развитие у учащихся критического мышления и исследовательских навыков. Студентов следует поощрять анализировать тексты, выявлять проблемы перевода и предлагать решения, основанные на их знаниях языковых и культурных различий. Более того, студенты должны быть обучены проводить независимые исследования в области теории и практики перевода, что позволит им быть в курсе последних событий в этой области.

Заключение

Преподавание перевода и переводоведения требует комплексной методологии, учитывающей теоретические, практические и технологические аспекты дисциплины. Приняв методологию, в которой особое внимание уделяется теории, практике, размышлениям и профессиональному развитию, преподаватели могут подготовить студентов к успешной карьере в сфере перевода. Развивая свои языковые навыки, культурную осведомленность и способности к критическому мышлению, преподаватели могут дать учащимся возможность стать компетентными и уверенными в себе переводчиками в современном глобализованном мире.

В заключение, методология преподавания перевода и переводоведения должна быть динамичной и всеобъемлющей, охватывающей теоретические концепции, практические упражнения, технологические инструменты и профессиональное развитие. Применяя целостный подход к обучению переводу, преподаватели могут гарантировать, что учащиеся приобретут необходимые навыки и знания, чтобы стать компетентными переводчиками и исследователями в этой области.

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FUNDAMENTAL AND PRACTICAL INNOVATIVE RESEARCH IN MODERN LINGUISTICS

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Annotation: This article examines fundamental and practical innovative research in modern linguistics in the aspect of the communicative approach. The problems of the relationship between linguistics and related sciences are also considered, the importance of interdisciplinary studies of linguistic phenomena is emphasized. In the XXI century, all humanities, including linguistics, become different, since the modern social situation has placed new demands on them: first of all, it is a higher-level synthesis of sciences, their integrativity not only among themselves, but also with the natural sciences.

Keywords: integrativeness, anthropocentricity, communicativeness, dialogicality, cultural centrality, linguistics.

Annotatsiya: Ushbu maqola zamonaviy tilshunoslikdagi fundamental va amaliy innovatsion tadqiqotlarni kommunikativ yondashuv nuqtai nazaridan ko'rib chiqadi. Tilshunoslik bilan turdosh fanlar o'rtasidagi munosabatlar muammolari ham ko'rib chiqiladi, til hodisalarini fanlararo tadqiq etishning ahamiyati ta'kidlanadi. XXI asrda barcha gumanitar fanlar, shu jumladan tilshunoslik ham turlicha bo'lib bormoqda, chunki zamonaviy ijtimoiy vaziyat ularga yangi talablar qo'ydi: birinchi navbatda, bu fanlarning yuqori darajadagi sintezi, ularning nafaqat o'zaro, balki bir-biri bilan integratsiyalashuvi hamdir. tabiiy fanlar.

Kalit so'zlar: integrativlik, antropotsentriklik, kommunikativlik, dialogiklik, madaniy markazlilik, tilshunoslik.

Аннотация: В данной статье рассмотрено фундаментальные и практические инновационные исследования в современной лингвистике в аспекте коммуникативного подхода. Рассматриваются также проблемы взаимосвязи лингвистики и смежных наук, подчеркивается важность междисциплинарных исследований языковых явлений. В XXI веке все гуманитарные науки, в числе которых и лингвистика, становятся другими, так как современная социальная ситуация предъявила к ним новые требования: прежде всего, это более высокий уровень синтеза наук, их интегративности не только между собой, но и с естественными науками.

Ключевые слова: интегративность, антропоцентричность, коммуникативность, диалогичность, культуроцентричность, лингвистика.

If throughout the twentieth century the main principles of language research were systematicity and structure (less often - functionality), now imperativeness, anthropocentricity, communicativeness, dialogicity, discursiveness, culture-centrality, interest in in-depth knowledge of language, etc. are coming to the fore. As a rule, in modern research they interact and condition

each other, for example, interactivity made it possible to more clearly see the deep semantic foundations of language and human mentality, which led to the emergence of cognitive linguistics. And the emergence of imperativeness was led by the understanding of the need for a holistic vision of a person (speaker/listener). “Only the whole has meaning,” argued G. Hegel. Now there is no doubt that the study of linguistic forms is obviously incomplete without recourse to cognitive categories and categories of culture. Or another example. The anthropocentric principle, in which the speaker is at the center of linguistic research, flows into a communicative and dialogical one, since both man and his speech are dialogical in nature. And any dialogue takes place against the background of culture and society, which determines the use of cultural and discursive principles [Murotov, 2022; 72]. Thus, fundamental and practical innovative research in modern linguistics contributes to the emergence of most of these principles. However, for the sake of clarity, these principles will be described separately below.

Integrity as a distinctive property of the emerging direction is expressed, firstly, in the fact that knowledge obtained in different fields of science is not ignored, but, on the contrary, is actively used in solving their problems; and, secondly, imperativeness is also manifested in the breadth of research problems, which is determined by the versatility of such phenomena as language, society, culture, and consciousness. This provides multidimensionality when solving a specific, single problem and at the same time contributes to obtaining other, often unexpected information that allows solving additional problems.

Back in the XX century. American linguist E. Sapir wrote the following: “It is extremely important that linguists, who are often accused - and rightly accused - of refusing to go beyond the scope of their research, finally understand what their science can mean for the interpretation of human behavior in general. Whether they like it or not, they will have to deal more and more with the various anthropological, sociological and psychological problems that invade the field of language” [Abdullaeva, 2021; 175]. Although this was said in the mid-20th century, it is still relevant today.

Thus, at the present stage of development of science, the greatest relevance is acquired not by highly specialized scientific research, but by work with interdisciplinary understanding of language phenomena and the integration of their results into a single whole, which contributes to the solution of complex scientific and practical problems.

Modern linguistics strives for integration with a number of sciences - psychology, anthropology, cultural studies, sociology, microbiology, genetics and other sciences that study man and his language. Such fields of knowledge as linguocultural-turology, linguoconceptology, jurislinguistics, etc., which appeared at the end of the last century, are integrative in nature and essence. Accepting the challenges of our time means promoting the development of integrativeness, interdisciplinarity, polydisciplinarity, transdisciplinarity, which provide holistic reflection generated by integrated knowledge about the object of study. Only the joint efforts of humanists in collaboration with biologists, physiologists, physicists, economists, and teachers will give a powerful impetus to the development of research and lead to the erasing of information barriers between sciences. In linguistics, in the second half of the twentieth century, there was a change in research priorities: it adopted the productive idea first voiced in the works of W. Humboldt about the need to study language in direct connection with man, his culture, thinking, and consciousness. It turned out that the nature of language can be understood and explained only on the basis of the multilateral activities of man and the world he creates [Kholov, 2023; 142].

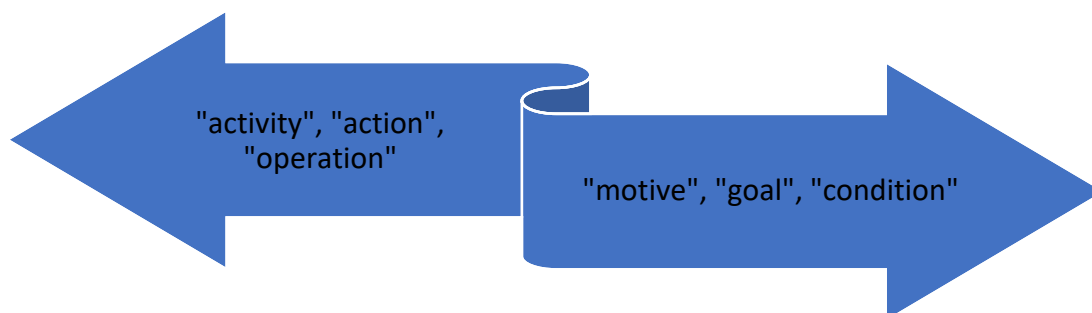
In our time, the goal of linguistic analysis can no longer be considered simply to identify the various characteristics of units of a linguistic system, because language is a complex multidimensional phenomenon that has arisen in human society: it is both a system and an anti-system, and an activity and a product of this activity, and spirit and matter, and a spontaneously developing object and an ordered self-regulating phenomenon, it is both arbitrary and produced, etc. By characterizing language in all its complexity from opposite sides, its very essence is revealed. And this requires the efforts of representatives of many sciences. So, fundamental and practical innovative research in modern linguistics brings man to the forefront, and language is considered the main constitutive characteristic of man, his most important component. The human intellect, like man himself, is not conceivable outside of language and the linguistic ability as the ability to generate and perceive speech. If language did not invade all thought processes, if it were not capable of creating new mental spaces, then man would not go beyond the directly observable. A text created by a person reflects the movement of human thought, builds possible worlds, capturing the dynamics of thought and ways of representing it using language. And this approach to language is extremely promising now.

Based on communicativeness, it is possible to analyze and conduct practical innovative research in modern linguistics. Communication - communication, exchange of thoughts, information, knowledge, feelings, patterns of behavior, etc. - is a specific form of interaction between people in the process of their cognitive and labor activity. There is a distinction between communication in the broad sense - as one of the forms of human life activity (including various forms of speech activity) and communication in the narrow sense, involving the exchange of semantic information.

Communication is the most important component of human social behavior, and communicative (speech) behavior itself can be considered as part of national culture. Consequently, communication refers to the semantic aspect of social speech interaction.

Berlin B., Kay P. point to the triple life relationship of a person: to the world (things), to man (people), to the mystery of being (God). The essential relationship to the world is completed in art, the relationship to man is in love, the relationship to God is in religious revelation, this is a response to a call that a person does not hear, but feels. This universal communicative relationship contains the doctrine of man, his place in the world, his relationship to God, nature, and other people [Berlin and Kay, 2019].

Fundamental and practical innovative research in modern linguistics in the aspect of communication is based on the general psychological theory of activity, according to which any activity can be described through two series of concepts:

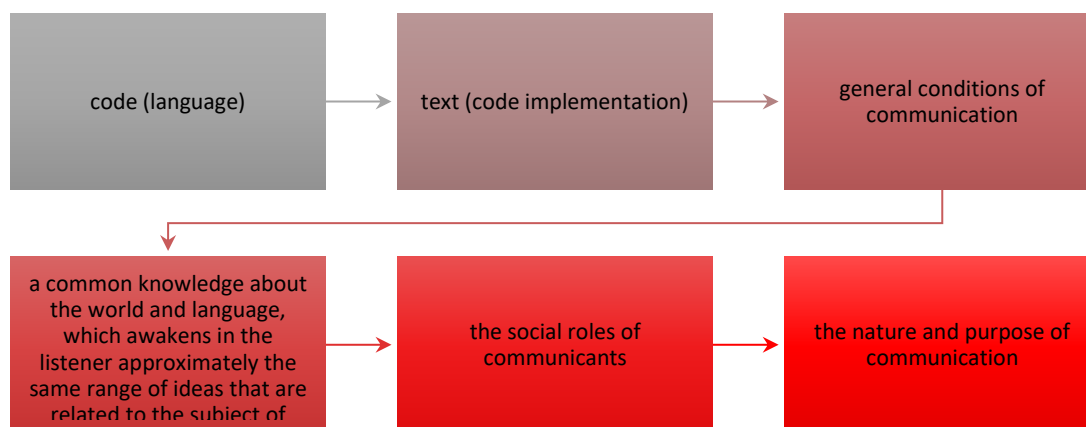


As already noted, a person's communicative activity is the most important component of his social behavior, therefore communicative (speech) behavior itself can be considered as part of the national culture in the aspect of fundamental and practical linguistic research. From the

perspective of the activity approach, communication is understood as a joint activity of communication participants (communicators), during which a common view of the world is developed. It is characterized by procedurality, continuity, and contextuality. In general, the activity approach explains the world better and is more humanistic.

One of the most common forms of information transfer is verbal communication based on practical linguistic research. This “form of information transfer is carried out in the form of texts. Text is a universal means that can be used both in mass communication systems (text in a newspaper or on television, etc.) and in interpersonal ones (texts exchanged between communicants)” [Sharipov and Rudina, 1922; 55].

Of great importance for the communicative approach is the introduction to linguistic studies of the communicative situation, i.e. a set of factors that determine the possibility and nature of a communicative act. On the one hand, a communicative situation is always specific and unique, on the other hand, it is reducible to a certain number of invariants. The structure of a communicative situation in the aspect of fundamental and practical research in modern linguistics includes:



Whatever the volume of the speech utterance, no matter how many people participate in this communication, no matter the conditions under which it takes place, it is based on a certain model that is applicable for any type of speech communication. Its scheme includes the following components: addresser, message, context/situation, contact, code, addressee. Thus, communication theory is indeed absorbing fundamental and practical research in modern linguistics, as can be seen now. This is not only dangerous, but also wrong, and therefore this process cannot be successful, although it may be quite lengthy.

As already mentioned, every text has a communicative nature. In modern cultural studies, literary studies, linguoculturology and other humanities, following Bakhtin’s concept of dialogue, the concept of polylogue arose. Any text, and literary text even more so, is a polylogue, i.e. the so-called “paradox of polyphony”: between the author and the reader, the researcher and the reader, the author and the researcher, the text and the author, the text and the reader, the text and the researcher, the author and the reader, the real reader and the researcher, etc.

The text is created and perceived by a person, without which there is only the “body of the text”, which, without the person who perceives it, is sound noise or a chain of graphemes that are not signs in the proper sense of the word until a person appears who is able to attribute meaning to them.

This is exactly what is discussed in the works of Sharipov and Rudina, who emphasized that dead physical stimuli only provide the opportunity to evoke certain mental experiences in a

person who can read the writing of a certain language. Now this idea is supported by linguists, philologists, translators and psycholinguists. Sharing these views, the author of the article, however, thinks that it is in the text, in its “body”, that contains signals that allow one to see and perceive the subtext; it is around these signals that the main variants of meaning that arise when perceiving the text are grouped [Sharipov and Rudina, 1922; 55].

So, language is at the same time an instrument for the creation, development, storage of culture, and a part of it; with its help, real, objectively existing works of material and spiritual culture are created. Culture shapes and organizes the thought of a linguistic personality, forms linguistic categories and concepts. In his activity, a person deals with representations of the world in language, with cognitive pictures and models. Therefore, the world appears through the prism of the culture and language of the people who see this world. It is linguistic material that is the most significant, often self-sufficient information about the world and the person in it.

This approach led to a change in the understanding of culture. Influenced by cognitive science, culture is interpreted as “the internal conceptual system that governs human behavior” [Kholov, 2023; 142]. Hence the important, and therefore repeated by the author of the article, conclusion that language interprets the world, creating a special reality in which a person lives.

Culture is the result of human activity. For example, a maple leaf hanging on a tree is part of nature, but the same leaf, plucked in memory of a meeting with a loved one, is already part of culture; a stone lying on the side of the road is nature, and the same stone placed on the grave of an ancestor is culture. Thus, culture is all the ways of life and activity in the world characteristic of a given people, as well as relationships between people (customs, rituals, communication features, etc.) and ways of seeing, understanding and transforming the world. Culture is an artificial environment created by human activity. But not every activity gives rise, for example, to spiritual culture, but only that part of it that is sacred in nature or associated with the search for the meaning of existence.

Currently, there is a rapid development of fundamental and practical innovative research in modern linguistics - a science devoted to the study and description of the correspondence of language and culture and their interaction. At the same time, attention is drawn to the person speaking. So, linguistics and culture are closely interconnected, and this is an axiom. But how exactly? What is the connecting link? This is precisely the most pressing problem today, which is being solved in their own way by a number of linguists, philosophers, and linguoculturologists.

A scientist studying the interaction between linguistics and culture must take into account that he, too, is a bearer of a certain ethnic culture, which not only equips him, but at the same time limits him with its system of coordinates and categories, because each language, through the prism of which its bearer learns about culture and develops his own worldview, divides the world somewhat in its own way, i.e. has its own way of conceptualizing it. Even W. Humboldt wrote that each language draws a circle around its people, the limits of which can be reached only by mastering another language.

From this we conclude that each language has, to some extent, a special picture of the world, and the native speaker organizes the content of the utterance in accordance with this picture. This is where the specifically human perception of the world, recorded in language, manifests itself.

Thanks to these trends, linguistics began to explore what was outside the scope of linguistics a couple of decades ago. In our country, the sentence still rings true: “This is not linguistics.” Here I would like to emphasize that the field of linguistics now includes everything that meets the

requirements of the theory of sign systems and that allows us to see the deep semantic foundations of language, human mentality and culture.

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INSONLAR MULOQOT VOSITASITALARI VA ZAMONAVIY TILSHUNOSLIKDA ASSOSATIV XOTIRANING AHAMIYATI

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Anotatsiya: Maqola bugungi dunyoning turli burchaklaridagi insonlar osongina munosabatga kirisha olish imkoniyatiga ega davrda tilning muloqot vositasi sifatida muhimlik darajasi, muloqot uchun boshqa muhim bo'lgan omillar haqida yoritadi. Shuningdek, inson ongida ma'lumotlarni qabul qilish va saqlab qolishda muhim bo'lgan assosativ xotira, uning funksional xususiyatlari va biz uchun ahamiyati ochib beriladi.

Kalit so'zlar: zamonaviy tilshunoslik, klassik tilshunoslik, xotira, assosativ xotira, anglash.

Annotation: The article sheds light on the level of importance of language as a means of communication and other important factors for communication in the era when people in different parts of the world can easily communicate. Also, the associative memory, which is important for receiving and storing information in the human mind, its functional properties and its importance for us will be revealed.

Keywords: modern linguistics, classical linguistics, memory, associative memory, understanding.

Аннотация: Статья проливает свет на уровень значимости языка как средства общения и других важных факторов общения в эпоху, когда люди в разных частях света могут легко общаться. Также будет раскрыта ассоциативная память, важная для получения и хранения информации в сознании человека, ее функциональные свойства и ее значение для нас.

Ключевые слова: современное языкознание, классическое языкознание, память, ассоциативная память, понимание.

Kirish

Zamonaviy texnologiyalar rivojlangani sari avvaliga insonlar muloqot uchun yangi til o'rganishga ehtiyoj sezmay qo'yadigandek tuyulgandi, ammo sun'iy intellekt kirib ham kelibdiki, insonlar hali ham til o'rganishga yoki tarjimonlar xizmatiga ehtiyoj sezmoqdalar. Quyida buning sabblari va tillarning hususan o'zbek va rus tillarining zamonaviy xususiyatlari, jumladan assosative xotiraga bog'liq jihatlari o'rganiladi.

Hozirgi davrda, insonlar muloqoti jarayonida zamonaviy dasturlar (google tarjimon, yandeks tarjimon) suhbatdosh fikrni tushunishga yordam bersada, ular insonlar fikrlarini ular istagandek yetkazib bera olmaydi. Bunda ularga inson omilidagina bo'lgan boshqa nonverbal (nigohlar, ohang, yuz ifodalari) vositalar yordamida mohiyatni yetkazish qobiliyati yetishmaydi. Insonlar orasidagi muloqot jarayoni nafaqat til va undagi gap va so'zlardan, balki milliy analarga asoslangan xususiyatlardan ya'ni faqat bir hududda yashaydigan insonlar uchun aniq va tushunarli bo'lgan iboralar, biror ommaviy voqeaga ishora qiluvchi so'zlardan iborat vositalar muloqot

davomida suhbatdoshga tasir qilish uchun katta ahamiyatga ega.. Ko'rinib turibdiki, muloqot qurishda birgina til vositasining o'zi yetarli emas. Gapiruvchi ishlatayotgan iboralar orqali nima demoqchi ekanligini tushunish uchun, ishoralari va tana harakatlari orqali ongsiz ravishta qanday informatsiya yetkazmoqchiligi anglashiladi (1971-yil, Albert Mehrabia) . Shu sababdan ham vertuallashgan dunyoda yuzma- yuz uchrashuvlar qadri oshib bormoqda.

Klassik tilshunoslikda tilning Grammatik xususiyatlarini o'rganish anana tarzida bo'lgan bo'lsa, zamonaviy tilshunoslikda bu ananalar bir oz o'zgarganini ko'rish mumkin. Fan taraqqiyoti tufayli tilshunoslik bo'limida ham psixolingvistika, nevrolingvistika , kognitivlingvistika, korpus linguistikasi kabi yangi tarmoqlar paydo bo'ldi. Quyida psixolingvistika va kognitiv lingvistikaning asosiy tushunchalaridan bir bo'lgan" assosativ xotira" tushunchasini ko'rib chiqamiz.

Assotsiatsiya so'zi lotinchadan olingan bo'lib, "uyushma" ma'nosini anglatadi. Ushbu tushuncha ilm-fanning turli sohalarida qo'llaniladi va shunga ko'ra, turli xil tasnifga. Psixolingvistikada bu so'z tushuncha va so'zlarning miyyada boshqa bir tushuncha bilan bog'langanligi ma'nosini bildiradi. Assosativ xotira inson miyyasi funksialaridan biridir va u so'z va tushunchalarni tushunish va tushuntirishda asosiy rolga ega. Shu bilan birga paradokasal ravishta har bir assosative tushunchalar individualdir. Ya'ni "gul"so'zini eshitganda ko'z o'ngimizda gul gavdalanadi. Ammo u moychechakmi, atirgulmi, bir donami, bir dastami, qizilmi yo sariq bu aniq emas. Har bir individual shaxsda turlicha. Aynan mana shu jarayon psixologiya asoslarini lingvistika bilan bog'lashga sabab bo'ladi.

Xotira tushunchasining o'zi xususiyatiga ko'ra turlarga bo'linadi. Xotirani faktlar yoki epizodlar uchun deklarativ xotiraga va ko'nikma yoki odatlar uchun protsessual xotiraga bo'lish mumkin. Deklarativ xotira va protsessual xotira neyronlar tasirlashuv jarayonlariga ko'ra farq qiladigan ikki xil xotira sifatida ko'rish mumkin.. Deklarativ xotiraning o'zi qisqa muddatli xotira va uzoq muddatli xotiraga bo'linadi. Qisqa muddatli xotira - bu bir necha daqiqalar yoki soniyalar mobaynida oldingi epizod yo malumotlarni yodda saqlab turish bo'lsa uzoq muddatli xotira bir necha soat yoki kunlar oldingi ma'lumotlarni yodda saqlashdir. Bundan tashqari, mustahkam (retrograd) xotira turi ham mavjud bo'lib, unda malumotlar o'nlab yillar mobaynida xotirada i saqlanadi

Til tarkibidagi so'z, ibora va shu kabi birliklar miyada turli voqea yoki tushunchalar bilan bog'liqlikka (assotsatsiyaga) kirish orqali, xotirada saqlanadi. Ushbu xotiralar yangi ma'lumotlar qabul qilinish jarayonida tahlil va qiyoslash jarayonida faol ishtirok etadi va o'sha eski malumotlarga bog'lagan holda yangi ma'lumotlar miyyaga qabul qilinadi. Yangi bilimlar olish, til o'rganish, fanda yangilik yaratishda assosativ xotiraning ahamiyati muhim bo'lgani sabab ko'pgina olimlar uni o'rganishmoqda., chunki ongimiz shu orqali ma'lumotlar mohiyatini tushunib yetadi ya'ni anglaydi Misol uchun: O'zbekiston Milliy Universiteti talabalari tomonidan Eksperiment o'tkazildi , tajriba orqali insonlar lisoniy ongida ranglar qanday tassavvur bilan yadroviy va perferik assosatsiya bo'lishini aniqlash va shu orqali rang tasvirlari orqali insonlarga yaxshiroq ta'sir qilishni o'rganish maqsad qilingan edi eksperimentda 18-63 yoshlar orasidagi o'zbek hamda rus tili ona tilisi bo'lgan ishtirokchilar qatnashdi..unga ko'ra o'zbek tilida so'zlashuvchi insonlar lisoniy ongida oq rang eng ko'p "tinchlik" so'zi bilan, rus tilida so'zlashuvchi insonlar uchun " tozalik" tushunchalari bilan bog'langan. Qizil rang o'zbekzabonlar uchun "qon", rusiyzabonlar uchun "sevgi", yashil rang o'zbekzabonlar uchun "tabeat", rusiyzabonlar uchun "maysa" (bir biriga yaqin tiushunchalar bilan, hamda har ikkala avditoriya uchun qora rang "tun" ni, ko'k rang esa" osmon" tushunchasi bilan bog'liq.

Anglash nima uchun kerak, qachon biz anglaganimizni bilamiz va bu anglash bizga qanday naf keltiradi? Xoh u tilshunoslikdagi biror tushunchani anglash bo'lsin, xoh biror so'z manosini anglash, xoh boshqa sohada biror jarayonni anglash bo'lsin, anglashdan asosiy maqsad natijaga boruvchi yo'nalishi to'g'riligini aniqlash, xato bo'lsa to'g'irlashga qaratilgan. Masalan: suhbatdoshingiz nima deganini to'g'ri tushunish uchun so'zlar qo'llanilishi va ular birgalikda kasb etadigan ma'noni anglashga harakat qilasiz, joiz bo'lsa tushunganingizni qaytarib to'g'ri tushunganingizni ya'ni anglaganingizni so'rab, ishonch xosil qilasiz. Anglash miyya faoliyatining ongli qismiga aloqador hodisa ammo u ongsiz ravishda kechadigan jarayonlarga boshqaruchi sifatida tasir o'tkaza olishi, butun jarayon mohiyatini o'zgartirib yubora olishi mumkin. , misol uchun: avvaliga shunchaki taqiqlangani uchun , javobgarligi borligi uchun ko'chaga ahlat tashlamaydigan inson, bir dona tashlangan poletilin paket ellik yilgacha chirmasligini, biz kuniga chiqarayotgan tonnalab poletilinni yer hazm qilishga ulgurmasligini anglagach, endi boshqa qarashda, Yerga kamroq zarar berish istagida ahlat tashlaydi.

Xulosa

Bu kabi anglashlar bilan dastlab hech qanday jiddiy o'zgarishga erishmasdek tuyulsak ham, insonlar ko'proq anglagani sari o'z muammolari ildizini bir nuqtada ko'ra boshlaydilar va tasavvur yaxlit ko'rinish oladi va muammoga umumiy yechim izlana boshlashi mumkin. Masalan: jamiyatning turli bo'g'inlarida: oilada kelishmovchiliklar, talabalar va professorlar o'rtasidagi jarliklar, davlat va xalq bir birini eshitmasligi muammolarini tahlil qilinib ildiziga chuqur kirilsa, muloqot yetishmasligi asosiy sabab ekanini anglanishi mumkin. Kasallik sababi aniqlangach esa uni davolash albatta osonlashadi.

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INNOVATIVE TECHNOLOGIES IN TRANSLATION

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Annotation: Translation technology has advanced rapidly in recent years with the development of neural machine translation, computer-assisted translation tools, and cloud-based platforms for managing translation workflows. This article reviews the latest innovations in translation technology and analyzes their impact on the translation industry. Methods include a comprehensive literature review of research papers and industry reports. The analysis shows that while machine translation quality has improved significantly, human translators are still essential for producing high-quality translations. The article concludes with recommendations for effectively integrating innovative technologies into translation workflows.

Keywords: translation technology, machine translation, computer-assisted translation, cloud-based translation management

Annotatsiya: So'nggi yillarda tarjima texnologiyalari neyron mashina tarjimasi, kompyuter tarjima vositalari va tarjima ish oqimlarini boshqarish uchun bulutli platformalarning rivojlanishi tufayli jadal rivojlanmoqda. Ushbu maqola tarjima texnologiyasidagi so'nggi yangiliklarni ko'rib chiqadi va ularning tarjima sanoatiga ta'sirini tahlil qiladi. Usullar adabiyot, ilmiy ishlar va sanoat hisobotlarini har tomonlama ko'rib chiqishni o'z ichiga oladi. Tahlil shuni ko'rsatadiki, mashina tarjimasi sifati sezilarli darajada yaxshilangan bo'lsa-da, inson tarjimonlar hali ham yuqori sifatlilarni yaratish uchun zarurdir. Maqola innovatsion texnologiyalarni tarjima ish oqimlariga samarali integratsiya qilish bo'yicha tavsiyalar bilan yakunlanadi.

Kalit so'zlar: tarjima texnologiyasi, mashina tarjimasi, kompyuter tarjimasi, bulutli tarjimalarni boshqarish

Аннотация: В последние годы технологии перевода стремительно развиваются благодаря развитию нейронного машинного перевода, средств компьютерного перевода и облачных платформ для управления рабочими процессами перевода. В этой статье рассматриваются последние инновации в области технологий перевода и анализируется их влияние на переводческую индустрию. Методы включают всесторонний обзор литературы, научных работ и отраслевых отчетов. Анализ показывает, что, хотя качество машинного перевода значительно улучшилось, переводчики-люди по-прежнему необходимы для создания высококачественных переводов. Статья завершается рекомендациями по эффективной интеграции инновационных технологий в рабочие процессы перевода.

Ключевые слова: переводческие технологии, машинный перевод, перевод с помощью компьютера, облачное управление переводами

Introduction

Translation, the process of converting written text from one language to another, is an essential part of global communication and commerce. Historically, translation has been a human-centric activity, relying on the linguistic expertise of professional translators. However, advances

in artificial intelligence, cloud computing, and natural language processing are transforming the field of translation. Machine translation systems can now produce translations that approach human quality for certain language pairs and domains. Computer-assisted translation (CAT) tools boost translator productivity by providing translation memory, terminology management, and quality assurance features. Cloud-based platforms allow language service providers (LSPs) to manage complex translation projects with globally distributed teams.

Methods and Literature review

The literature shows that machine translation has undergone a major paradigm shift in recent years with the advent of neural machine translation (NMT). NMT systems, which are based on deep learning models, have surpassed the quality of previous statistical machine translation approaches. Major tech companies like Google, Microsoft, and Baidu have deployed NMT for their online translation services, making this technology widely accessible. Research has shown that NMT produces more fluent and natural-sounding output, although accuracy varies by language pair and domain.

CAT tools have also evolved to integrate machine translation and support cloud-based workflows. Modern CAT tools provide features like real-time quality assurance, terminology management, project analytics, and collaborative editing. The use of translation memory, which stores previously translated segments for reuse, can significantly reduce costs and improve consistency. However, research suggests that productivity gains from CAT tools are highest for repetitive content and may not be realized for more creative translations.

Translation management systems (TMS) are another key innovation, providing a centralized platform for managing end-to-end translation workflows. Cloud-based TMS allow project managers to assign tasks to globally distributed teams, track progress, and ensure quality. However, data security is a major concern when handling confidential content in the cloud.

The growing use of machine translation and CAT tools has raised concerns about the future of human translators. Some fear that automation will lead to job losses or deskilling of the profession. However, research suggests that human translators will remain essential, shifting to a greater focus on post-editing, quality assurance, and localization tasks that require cultural knowledge and creativity.

Results and analysis

The literature review reveals several key findings:

- Neural machine translation represents a significant leap forward in quality compared to previous approaches. Several studies have shown that NMT output is rated as more fluent and natural than statistical machine translation. However, accuracy still varies widely by language pair and domain. For example, NMT performs well for similar languages like Spanish and French, but struggles with more distant pairs like English and Chinese. Additionally, NMT requires large parallel corpora for training, which may not be available for low-resource languages. Human evaluation remains essential for assessing true translation quality.
- CAT tools provide significant efficiency gains, but are not a panacea. Research shows that productivity increases of 20-50% are possible when using translation memory for repetitive content like technical documentation. Quality assurance features help catch errors and ensure consistency. However, setup costs and training time can be a barrier for smaller LSPs and freelancers. Additionally, over-reliance on translation memory may lead to translators working in a more mechanical way rather than fully engaging with the text.

Cloud-based translation management systems offer benefits but also risks. Centralized project management and real-time collaboration enable LSPs to handle larger volumes and more complex projects. However, data security is a significant concern, especially for sensitive content like legal or financial documents. LSPs must carefully vet cloud providers and implement stricter security measures

The human translator's role is evolving rather than disappearing. While some have predicted that machines will replace human translators, the consensus in the literature is that human expertise remains essential. Post-editing machine translation output is becoming an increasingly important skill. Translators are also taking on more high-value tasks like localization, transcreation, and quality assurance. However, there is a need for training programs to help translators adapt to these new roles.

Discussion and recommendations

The findings suggest that translation technology is having a profound impact on the industry, but not in the straightforward way that some have predicted. Machine translation is not replacing human translators, but rather changing the nature of their work. CAT tools and cloud platforms are enabling new levels of efficiency and collaboration, but also introducing new challenges around security and workflow management.

For LSPs and translators to effectively integrate these technologies, a balanced approach is needed that combines the strengths of humans and machines. Some recommendations that emerge from the literature include:

- Use machine translation selectively, focusing on high-volume, repetitive content where quality expectations are lower. Have human translators post-edit the output to ensure accuracy and fluency.
- Invest in training for translators on post-editing techniques and the use of CAT tools. Develop guidelines for when to use machine translation and how to integrate it into workflows.
- For sensitive content, consider using on-premise rather than cloud-based systems to maintain data security. Implement strict access controls and encryption protocols.
- Cultivate a hybrid workforce of human translators and machine translation specialists who can work together effectively. Foster a culture of continuous learning and adaptability.
- Educate clients on the capabilities and limitations of translation technology to set realistic expectations around quality, turnaround times, and costs.
- Monitor developments in translation technology closely and be prepared to adapt workflows as new tools emerge. Regularly assess the ROI of technology investments.
- Translation technology is advancing rapidly, driven by artificial intelligence, cloud computing, and natural language processing. Neural machine translation, computer-assisted translation tools, and cloud-based management platforms are transforming the way translations are produced and managed. While these technologies offer significant benefits in terms of efficiency and scalability, they also present challenges around quality, security, and workforce adaptation.

Conclusion

Translation technology is advancing rapidly, driven by artificial intelligence, cloud computing, and natural language processing. Neural machine translation, computer-assisted translation tools, and cloud-based management platforms are transforming the way translations are produced and managed. While these technologies offer significant benefits in terms of efficiency and scalability, they also present challenges around quality, security, and workforce adaptation.

The role of human translators is evolving in response to these technological shifts. Rather than being replaced by machines, translators are increasingly focused on tasks that require human expertise, creativity, and cultural knowledge. To remain competitive, LSPs and individual translators must develop strategies for effectively integrating technology into their workflows while upholding quality and mitigating risks.

As translation technology continues to advance, ongoing research will be needed to assess its impact and inform best practices. The goal should be to harness the power of these innovative tools while preserving the essential human element that makes translation both an art and a science.

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BOSHLANG'ICH SINFLARDA CHET TILINI O'QITISHNING ZAMONAVIY METODLARI

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Anotatsiya: Hozirgi davrda chet tilini o'qitish jarayoni sezilarli darajada shakllanib, til olish va malaka oshirishning zamonaviy usullariqo'llanyapti. Ushbu maqolada chet tillarini innovatsion usullar orqali o'rgatish va boshlang'ich maktablarda til o'rgatishda zamonaviy metodlardan foydalanishning afzalliklari haqida yozilgan.

Kalit so'zlar: TBLT, CLT guruh muhokamasi, tanqidiy fikrlash, fikr-mulohazalar, Texnologiya sohasi, munozaralar.

Аннотация: В настоящее время процесс обучения иностранному языку существенно формируется, используются современные методы овладения языком и совершенствования навыков. Данная статья написана об обучении иностранным языкам инновационными методами и преимуществах использования современных методов преподавания языков в начальной школе.

Ключевые слова: TBLT, групповая дискуссия CLT, критическое мышление, обратная связь, область технологий, дискуссия.

Annotation: Nowadays, the process of teaching a foreign language is significantly formed, and modern methods of language acquisition and skill improvement are being used. This article is written about teaching foreign languages through innovative methods and the advantages of using modern methods in language teaching in primary schools.

Keywords: TBLT, CLT group discussion, critical thinking, feedback, Technology field, discussion.

Kirish

Kommunikativ til o'qitish (CLT): Bu yondashuv til o'rganishning asosiy maqsadi sifatida real muloqotni ta'kidlaydi. CLT guruh muhokamasi, rol, muammoni hal qilish vazifalari kabi interaktiv ishlarga e'tibor qaratadi. Bu vazifalar o'rganuvchilarni mazmunli suhbatlarga faol jalb etishga undaydi. CLT amaliy tildan foydalanishga e'tibor berish orqali o'rganuvchilarni real dunyo sharoitlarida samarali muloqot qilish uchun zarur ko'nikmalar bilan jihozlaydi.

2. Vazifaga asoslangan til o'qitish (TBLT): TBLT til ko'nikmalarini rivojlantirish vositasi sifatida safarni rejalashtirish yoki muammoni hal qilish kabi muayyan kommunikativ vazifalarni bajarish atrofida aylanadi. O'rganuvchilar ushbu vazifalarni bajarish uchun hamkorlik qiladilar va birgalikda harakat qiladilar, til amaliyotini haqiqiy kontekstda targ'ib qiladilar. TBLT o'rganuvchilarni bir vaqtning o'zida o'z muammolarini hal qilish, tanqidiy fikrlash va qaror qabul qilish qobiliyatlarini rivojlantirish bilan birga maqsadli tildan faol foydalanishga undaydi.

3. Texnologiya-Kengaytirilgan til o'rganish. Texnologiya sohasidagi yutuqlar bilan turli raqamli

vositalar va platformalar chet tillarining o'qitilishi qanday o'qitilishini qayta shakllantirdi. Kompyuter yordamida til o'rganish (CALL), mobil ilovalar, onlayn til almashinuvlari va interaktiv multimedia resurslari o'rganuvchilarga haqiqiy til amaliyoti, darhol fikr-mulohazalar va shaxsiylashtirilgan o'quv tajribalarini taqdim etadi. Ushbu texnologiyani takomillashtirilgan usullar moslashuvchanlikni, katta resurslarga va individuallashtirilgan o'quv yo'llariga kirishni taklif qiladi, bu esa o'rganuvchining motivatsiyasini va jalb qilinishini kuchaytiradi. Chet til o'qitish metodi – deyilganda chet til o'rgatishning amaliy umumta'limiy, tarbiyaviy va rivojlantiruvchi maqsadlariga erishuvni ta'minlovchi muallim va o'quvchi faoliyatining majmuasi tushuniladi. Metod atamasi “ta'lim usullari yig'indisi” va “ta'limning yo'nalishi” ma'nolarida qo'llanadi. Birinchisi ta'lim nazariyasida jarayon metodlar ma'nosida ishlatilsa, ikkinchi ma'noda uni o'qitish metodikasi tarixiga oid asarlarda uchratishimiz mumkin. Masalan, chet til o'qitishning tarjima metodi, tog'ri metod, ongli- qiyosiy metod, an'anaviy metod, intensiv metod va boshqalar hisoblanadi.

Metodika fani didaktika fani bilan bog'liq bo'lganligi sababli, chet til o'rganish mobaynida kommunikativlikka asoslaniladi va kommunikativ didaktika metodiyuzaga keladi.

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

Xulosa

Chet til o'rganish ko'p qirrali ta'limot bo'lib, bu jarayonda inson murakkab psixologik o'zgarishlarni boshdan kechiradi. Jumladan ona tili bilan chet tilini taqqoslash jarayoni yuzaga keladi. Bu jarayonda o'rgatishning turli metod texnologiyalaridan foydalaniladi. Zamonaviy pedagogik texnologiyalar yordamida chet til bilan ona tilini taqqoslab o'rgatish samarali natija beradi. Chet til o'rgatish uning metodikasiga oid bilimlarga ega bo'lishni taqozo etadi. Metodika va texnologiyalar chet til o'rganish jarayonida muhim ahamiyat kasb etadi. Darsni tashkil qilishda metodika fanining turli usullari mavjud. Chet til o'qitish metodikasida keng qo'llaniladigan metodlar: kommunikativ didaktika metodi, madaniyatlararo muloqotni tashkil qilish metodi va mashqni tashkil qilish metodi hisoblanadi. Uchala metod bir biri bilan chambarchas bog'liq va bir-birini to'ldiradi.

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TRANSLATION OF IRONY

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Annotation: The aim of this study was to identify the methods of translation utilized in translating ironic and sarcastic statements in the novel titled *Pride and Prejudice* and to assess the resulting translation quality. This study followed a qualitative approach and examined utterances in the novel in both English (source language) and Indonesian (target language). The focus of the study was on the final translation product, as the research questions were centered around written texts containing ironic and sarcastic statements.

Keywords: literary definitions, intelligence, comparative analysis, literal translation, providing access.

Аннотация: Целью данного исследования было выявление приемов перевода, используемых при переводе иронических и саркастических высказываний в романе «Гордость и предубеждение», и оценка получаемого качества перевода. В этом исследовании использовался качественный подход и изучались высказывания в романе как на английском (исходный язык), так и на индонезийском (целевой язык). В центре внимания исследования был конечный продукт перевода, поскольку вопросы исследования были сосредоточены вокруг письменных текстов, содержащих иронические и саркастические высказывания.

Ключевые слова: литературные определения, интеллект, сравнительный анализ, дословный перевод, обеспечение доступа.

Annotatsiya: Ushbu tadqiqotning maqsadi "G'urur va xurofot" romanidagi kinoya va kinoyali gaplarni tarjima qilishda qo'llaniladigan tarjima usullarini aniqlash va natijada tarjima sifatini baholash edi. Ushbu tadqiqot sifatli yondashuvga amal qildi va romandagi iboralarni ingliz (manba til) va indoneziya (maqsadli til) tillarida ko'rib chiqdi. Tadqiqotning diqqat markazida yakuniy tarjima mahsulotiga qaratildi, chunki tadqiqot savollari istehzoli va istehzoli bayonotlarni o'z ichiga olgan yozma matnlarga qaratilgan edi.

Kalit so'zlar: adabiy ta'riflar, razvedka, qiyosiy tahlil, so'zma-so'z tarjima, kirishni ta'minlash.

Introduction

Many experts in the field of translation studies agree that achieving full equivalence between the source text (ST) and the target text (TT) is not possible. The idea of equivalence was first discussed by Vinay and Darbelnet in 1958, where it was listed as one of the methods used in translation. The concept was further elaborated by Roman Jakobson, who explored the equivalence of words and their meanings. Various types of equivalence were later identified by Baker in 1992, including grammatical and pragmatic equivalence. Understanding and maintaining equivalence is crucial for conducting a comparative analysis of translations. It is important for the TT to accurately reflect the original text's style and message on all

levels. However, when dealing with implicit meanings such as irony, the task becomes more challenging. Recognizing literary irony requires careful attention from the reader, especially in texts where additional cues like tone of voice, facial expressions, and gestures are absent. Interpreting irony in Jane Austen's novel, "Pride and Prejudice," presents an additional challenge due to the dated language and humor. The novel, first published in 1813, contains satirical remarks aimed at ridiculing the society of the time, making it potentially difficult for modern readers to grasp the ironical customs and situations depicted. In this paper, we aim to analyze how Jane Austen uses irony. When translating, the translator must decide whether to make the text more accessible to modern foreign readers or to stay true to the author's cultural and historical context. Irony is a literary device that involves verbal expressions and situations expressed in a way different than the literal meaning. The ancient Greek philosopher Aristotle first defined irony as an "understatement," which was used by Socrates to persuade others to his beliefs.

Scholars today look at irony from various perspectives, with the Oxford Dictionary distinguishing between linguistic, figurative, and literary definitions. Irony can also be described as a contrast between reality and appearance, where the speaker's statement is intended to be perceived as insincere.

Irony is often considered the subtlest form of comedy, distinct from sarcasm and satire. It is associated with ambiguity, lack of hurtful intentions, and lack of a moralistic attitude. Despite its association with humor, irony can also coexist with tragedy.

Irony carries emotional values and can be positive or negative, but it is always critical in nature. It is characterized by wit, intelligence, and a sense of disapproval. Jane Austen is known for her use of irony, presenting a disillusioned yet sympathetic perspective on human nature and society through her characters. Elizabeth, one of Austen's characters, expresses her view on irony, stating that she finds amusement in follies and inconsistencies but always respects what is wise or good

Irony in *Pride and Prejudice* is depicted as humorous and gentle, mocking society without intending to change it (Chowdhury 2007: 11, 24, 27, 29). It is woven into the narrative and reflected in the characters' dialogue (Chowdhury 2007: 11, 41). Accurately capturing Austen's use of irony is crucial to maintain the original style in translation.

When translating irony, the main challenge lies in conveying the underlying ironic message and the narrator's perspective on the world. Skorov suggests that if a book is saturated with irony, it becomes the book's central message and should be prioritized in translation, even if it sacrifices literal accuracy (Skorov 2009: 102). Cultural disparities also impact the interpretation and appreciation of humor and irony (Chakhachiro 2009: 32-33). According to Muir, English humor is closely linked to irony and reflects the individualistic nature of English culture (see Chakhachiro 2009: 33).

Translating irony requires employing different strategies than traditional translation methods. The initial step is to recognize irony. Grice's conversational maxims can be a useful guide in this process. Irony is often seen as a violation of the maxim of quality, which suggests speakers should not say what they believe to be untrue (Grice 1991: 27). Detecting this violation should prompt a translator to look for implicatures while considering the context in which the violation occurs (Chakhachiro 2009: 43-44).

Chakhachiro (2009) emphasizes the importance of the translator's interpretation and reformulation when dealing with irony. He suggests referencing Nida's formal and dynamic

equivalence as well as Newmark's semantic and communicative translations for translating irony effectively (Chakhachiro 2009: 32). Hutcheon's indicators of irony, such as questions, understatements, and misrepresentation, can also aid in identifying irony within the text (Hutcheon 1995: 153).

It is vital for the translated product to allow readers to grasp the ambiguity of the original ironic message, providing access to both the literal and non-literal meanings. According to the theory of indirect negation view, irony necessitates the presence of both literal and implied meanings. Creating a text that removes the ambiguity of the original may be viewed as an error, which can result from relying too heavily on literal translations, misinterpretation, misunderstanding the target text, or lacking knowledge of translation principles (Hejwowski 2006: 125-126).

Chakhachiro, Skorov, and other scholars who have examined literary irony in translation primarily focus on understanding and deciphering the irony itself. From these studies, it is evident that accurately decoding and understanding implicit messages is crucial in translation. **Translation strategies and techniques** are essential in addressing challenges encountered during translation. Owji (2013) explains that translators use strategies to handle issues with literal translations, enabling them to produce equivalent text in the target language. Molina and Albir differentiate between strategies for finding translation solutions and techniques that are the practical application of those strategies (Molina & Albir 2002: 508).

The classification of translation "procedures" was first introduced by Vinay and Darbelnet, who categorized translation into direct (literal) and oblique (free) translation, with specific procedures for each approach (Vinay and Darbelnet 1972: 46-54). Nida proposes adjustment techniques such as additions, subtractions, and alterations, including footnotes (Nida 1964: 226-238). Various scholars like Vázquez Ayora, Newmark, Delisle, and Molina and Albir also contribute to the study of translation strategies and techniques.

Although there are limited universal models and strategies for analyzing and translating irony, many general translation strategies can be applied. Hejwowski's classification of techniques related to translating cultural aspects in the text is particularly important. Hejwowski distinguishes between different approaches, such as reproduction with or without explanation, syntagmatic translation, established equivalents, functional equivalents, hypernyms, descriptive equivalents, and abandonment (Hejwowski 2006: 76-83).

Hejwowski's methods are crucial for translating irony, which is a cultural phenomenon. However, because of the limited space, other strategies and techniques will be used as a foundation for analyzing the translations of *Pride and Prejudice*. These include:

- Adapting and keeping foreign elements
- Substituting an ironic phrase
- Replacing an expression with an idiom
- Leaving out certain elements
- Correcting the original wording.

It is crucial to keep in mind that the translation should allow readers to understand the ambiguity of the original ironic message, meaning that the direct meaning should be accessible, as well as the indirect one. Irony should not be explicitly explained in the translation, so that readers can recognize and uncover the irony themselves. However, according to Zabalbeascoa, many translators tend to clarify the humorous aspects of the text due to the difficulties associated with translating humor (and irony), resulting in translations that are often more obvious than the

originals. This usually occurs when the irony is expressed through words, as situational irony does not present as much of a challenge since it is more related to the storyline than the language used. Verbal irony is more subtle and can be easily overlooked, minimized, or even interpreted as a mistake made by the author. Additionally, there are instances where the translator may take an ironic interpretation too far.

"A brief overview of the novel

Before analyzing the translations, it is helpful to give a brief description of the novel. *Pride and Prejudice* is a satirical portrayal of the life of the upper class in the late 18th and early 19th century. The story follows the Bennet family: Mrs. Bennet, a narrow-minded woman who is often the target of her husband's sarcasm; Mr. Bennet, a witty man who only shares his amusement with Elizabeth; Jane, the eldest daughter and a kind-hearted individual; Elizabeth, a clever and sarcastic character who serves as the voice of Jane Austen in the novel; Mary, the middle daughter, who tries to appear well-read and talented but comes across as self-righteous and dull; Kitty and Lydia, the youngest daughters, who are portrayed as immature and foolish.

When a wealthy bachelor, Mr. Bingley, and his friends, including Mr. Darcy, move to the area, the local girls start thinking about marrying him. Mr. Bingley and Jane develop an interest in each other, while the seemingly arrogant Mr. Darcy is drawn to Elizabeth, who dislikes him. Elizabeth's negative opinions of Mr. Darcy are fueled by Wickham, an officer who has a history with Darcy. Another humorously depicted character is Mr. Collins, Mr. Bennet's pompous cousin who arrives with the goal of finding a wife. The characters face challenges and realize that first impressions can be deceiving. In the end, three of Mrs. Bennet's daughters get married, bringing her joy; Jane and Elizabeth find true love with Mr. Bingley and Mr. Darcy, respectively."

Conclusion

Translating irony in *Pride and Prejudice* can be difficult. The irony must be maintained due to its frequent presence in the novel, but it is also influenced by the time period and specific culture. Despite these challenges, translators were able to effectively convey the ironic tone of *Pride and Prejudice* to their audience. By examining their translations closely, we can see the different techniques they used and the varying interpretations they made of different parts of the text."

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КОМИЗМНИНГ ФАЛСАФИЙ ТАЛҚИНИ

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Тошкент тўқимачилик ва енгил саноати институти
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Аннотация: Мазкур мақолада комизм ҳодисасининг табиатини ўрганиш мақсадида бир қанча файласуфларнинг турли хил қарашлари, фикр-мулоҳазаларини ўрганиш мумкин. Хар бир файласуф комизмнинг фалсафий талқинини турли мисоллар ёрдамида ёритиб берган.

Калит сўзлар: Комизм, файласуф, кўчма маъно, инверсия, интерференция.

Аннотация: В данной статье с целью изучения природы комического феномена можно увидеть различные взгляды и мнения ряда философов. Каждый философ объяснял философское толкование комедии с помощью разных примеров.

Ключевые слова: Комедия, философ, метафора, инверсия, интерференция.

Annotation: In this article, in order to study the nature of the comic phenomenon, one can see the different views and opinions of a number of philosophers. Each philosopher explained the philosophical interpretation of comedy with different examples.

Keywords: Comedy, philosopher, metaphor, inversion, interference.

Комизм ҳодисасининг табиатини ўрганиш мақсадида бир қанча фалсафий уринишлар эрамиздан олдинги IV асрдаёқ қайд қилинган эди. Комизм фалсафий йўналишининг асосчилари қадимги юнон мутафаккирлари Платон ва Аристотель ҳисобланадилар. Аристотель учун “комизм – ҳеч кимга азоб-уқубат етказмайдиган ва ҳеч ким учун ҳалокатли бўлмаган қандайдир хато ва беъманиликдир...”[Аристотель, 1957:53]. Унинг фикри бўйича комизм – бу янглишиш ёки номуносиблиқдир.

Муаммога фалсафий ёндашган Ф.Гегель комизм ҳақида сўз юритар экан, шундай таъкидлайди, у комизм “шу билан чекланиши керакки, ўзини ўзи йўқ қиладиган ҳамма нарса ўзида жуда ҳам кам нарсадир, сохта ва тесқари ҳодисадир, масалан, айрим кишининг қилиғи, қайсарлиғи, инжиклиғи қудратли эҳтиросга қараганда, ёки у ёлғондакам мустаҳкам асос, ёлғондакам буқилмас максимадир [Гегель,1938: 71-72].

Француз файласуфи А.Бергсон “комизм одамлар билан худди кўғирчоқларга ўхшаб муомала қилишдан иборатдир”, деб исботлашга уринди [Бергсон, 1914: 75 б.]. А. Бергсон комизмини бешта асосий синфга бўлади:

- 1) умумқўлланиладиган жумланинг шаклига беъмани фикр зўрлик билан кирса, комик жумла келиб чиқади;
- 2) кўчма маънода қўлланиладиган иборага тўғри маъно бағишланса;
- 3) жумлага сўзларнинг ўрнини алмаштириш билан бошқача маъно берилса эга тўлдирувчининг ўрнига ўтади ва аксинча, бу усул инверсия деб аталади ҳамда қандайдир фикрни кўпроқ ёки камроқ ҳазил аралаш шаклда инкор қилиш учун ишлатилади;
- 4) битта жумланинг ўзи бири иккинчисини қоплаб, иккита мустақил маъно англатган жумлалар, бу гуруҳга каламбур, яъни сўз ўйини ҳам қиради;

5) комедияда мавжуд такрорларни ўзгартириш кузатилган тақдирда, чунки бу аслини олганда инверсияда ва интерференцияда сўз ўйинига олиб келади. [Бергсон А., 1914: 95].

Юқорида келтирилган А.Бергсоннинг таснифи тўлиқ эмас, у комик самарага эришишнинг ҳамма усулларини қамраб олмайди, ажратиб кўрсатилган синфларнинг айримлари бир бири билан ўзаро кесишишлари мумкин, холос. А.Бергсоннинг хизмати шундан иборатки, у биринчилардан бўлиб сўзнинг комик маъно англатишини кўрсатиб ўтди ва комик самарага эришиш усулларини таснифлашга уриниш қилди.

Комизмнинг таснифи муаммоси ҳозирги файласуфларни қизиқтиришда давом этмоқда. Масалан, Г. Кимминс юморни “болалар ҳақидаги ҳазил”, “уйда бўладиган ҳодисалар”, “кўчадаги нохуш ҳодисалар” ва бошқа шунга ўхшаш типларга ажратишни таклиф қилади [Kimmins,G.W., 1928: 80].

Комизмнинг яна бир тадқиқотчиси Д.Монро Г.Кимминс томонидан таклиф қилинган таснифни танқид қилиб, бундай тизимлаштириш керагидан зиёд фойдасиз ва сохта хулосаларга олиб келишини қайд қилади. Д.Монро ўзининг шахсий схемасини таклиф қилади, яъни юмор, Д. Монронинг фикрига кўра 10 та синфга ажратилиши мумкин:

- 1) ҳодисалар кетма-кетлигининг ҳар қандай бузилиши;
- 2) ҳодисалар кетма-кетлигининг ҳар қандай тақиқланган бузилиши;
- 3) одобдан ташқариллик /пасткашлик/;
- 4) хилма-хил ситуатив вазиятларга тегишли тушунчаларни аралаштириш;
- 5) маскарад, муғомбирлик /комизмнинг бу турини Д. Монро “**Charley’s Aunt**” кинофильмидан мисоллар келтириб, аёллар кийимини кийиш билан боғлайди;
- 6) сўз ўйини;
- 7) бемаънилиқ;
- 8) майда кўнгилсизликлар;
- 9) билимга ёки тажрибага оқланмаган даъвогарлик;
- 10) ниқобланган мазах, ҳақорат [Monro D. H., 1951: 47].

Д.Монро томонидан келтирилган усуллар кўпинча ҳолатни, вазиятни, характерни ифодаловчи комизм билан боғлиқ. У келтирган синфлар муаллиф томонидан ҳар хил мантикий асослар бўйича ажратиб кўрсатилган. Таклиф қилинган синфларнинг кўпчилиги бошқалари билан ўзаро кесишадилар. Д.Монро кулги кўзгаши мумкин бўлган ўша омилларни тартибсизлик билан кўрсатиб ўтади.

И.Кант гўзалликнинг табиатига бошқача қарашга риоя қилди, у эстетик идрок қилиш жараёнига ҳақиқий лаззатланиш жараёни сифатида қаради. Гўзал предметни томоша қилганда биз бошдан кечирадиган хузур қилиш ҳар қандай манфаатпарастлик руҳидаги фикрдан маҳрум, бизни унга эгалик қилиш истагига ундамайди, шунингдек унинг функционал мақсадга мувофиқлиги боғлиқ эмас [15; 44, 50, 51 б.].

И.Кант ҳақиқатга яқин, чунки, гўзаллик ҳақида сўз юритиб, у эстетик идрок баҳосидан келиб чиқади. Масалан суқротча ёндашув принципи эстетик туйғунинг пайдо бўлиши ва ривожланишининг бошланиши учун устунлик қиладиган ҳисобланади, чунки предметларнинг эстетик аҳамияти, шубҳасиз, ўраб турувчи оламнинг утилитар-амалий хусусиятлари асосида ривожланди, у ўраб турган оламни идрок қилишнинг энг юқори шаклидир.

Аммо, комизм ҳақидаги энг муҳим мулоҳазаларда бўлган ўша рационал мағизни аниқлашга ҳаракат қиламиз. Қайд қилиш зарурки, барча тадқиқотчилар комизмни

контрастнинг, “тартибсизликнинг”, қарама-қаршиликнинг натижаси, яъни бадбашарани – гўзалга (**Аристотель**), аҳамиятсизни – олижанобга (**Кант**), образни – ғояга (**Фишер**), автоматикни – жонлига (**Бергсон**), кадрсизни (аҳамиятсизни) – кадрлиликга (муҳимликка) даъвогарлик қилувчига (**Фолькельт**), эътиборлини (нуфузлини) – эътибори, салмоғи, нуфузи йўққа, (**Липпе**), беъманини – бамаънига (**Жан Поль**) қарама-қарши қўйиш деб таърифладилар.

Кўрсатилган қарама-қаршиликлар, яъни антиномияларнинг ҳар бири, эҳтимол, комизм турларидан бирининг асосида ётиши мумкин, бироқ уларнинг бирортаси ҳам комизмнинг табиатини тўлиқ характерламайди. Комизм назариясининг муаллифлари ўзларининг ўтмишдошларини одилонга танқид қилганлар[Жан Поль, **1804**: 104].

Шунга қарамасдан, комизм қандай қилиб бўлмасин ҳар доим қарама-қаршиликлар, яъни контрастлар билан боғланишлари ҳақидаги факт эътиборга лойиқдир.

Хулоса қилиб айтадиган бўлсак, комизмнинг фалсафий талқини ҳақида Аристотель, Ф.Гегель, А.Бергсон, Г.Кимминс, Д.Монро, И.Кант ва бошқа бир қанча файласуфларнинг турли хил фикр-мулоҳазаларини кўриб чикдик. Ҳар бир файласуф ўз қарашларига эга бўлиб, ўз фикрларини асослаб берган.

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FOREIGN EXPERIENCE IN SCIENTIFIC RESEARCH

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Annotation: This article examines the foreign experience of conducting scientific research, drawing upon a literature review and interviews with 15 researchers who have worked internationally. The foreign research experience, while challenging, offers valuable opportunities for advancing scientific knowledge and fostering global cooperation. Future research should explore discipline-specific factors and the long-term impacts of international experience on researchers' careers.

Keywords: international research, scientific collaboration, research challenges, cultural differences, research funding

Annotatsiya: Ushbu maqolada xalqaro miqyosda ishlagan 15 tadqiqotchi bilan adabiyotlar tahlili va intervyu asosida ilmiy tadqiqot olib borishning xorijiy tajribasi ko'rib chiqiladi. Xorijiy tadqiqot tajribasi murakkab bo'lsa-da, ilmiy bilimlarni rivojlantirish va global hamkorlikni rivojlantirish uchun qimmatli imkoniyatlarni taqdim etadi. Kelajakdagi tadqiqotlar fanga xos omillarni va xalqaro tajribaning tadqiqotchilarning karyerasiga uzoq muddatli ta'sirini o'rganishi kerak.

Kalit so'zlar: xalqaro tadqiqotlar, ilmiy hamkorlik, tadqiqot muammolari, madaniy farqlar, tadqiqotni moliyalashtirish

Аннотация: В этой статье рассматривается зарубежный опыт проведения научных исследований, основанный на обзоре литературы и интервью с 15 исследователями, работавшими на международном уровне. Зарубежный исследовательский опыт, хотя и сложный, открывает ценные возможности для продвижения научных знаний и укрепления глобального сотрудничества. В будущих исследованиях следует изучить факторы, связанные с конкретными дисциплинами, и долгосрочное влияние международного опыта на карьеру исследователей.

Ключевые слова: международные исследования, научное сотрудничество, исследовательские задачи, культурные различия, финансирование исследований.

Introduction

Scientific research is an increasingly global endeavor, with international collaboration recognized as essential for addressing complex challenges facing humanity [1]. Researchers who gain foreign experience working with international colleagues can benefit from exposure to diverse ideas, access to specialized expertise and facilities, and opportunities to tackle research questions from new angles [2]. However, conducting research in foreign settings also poses challenges, from navigating cultural differences to securing funding and support [3]. This article aims to synthesize existing literature on the foreign research experience and gather new insights through interviews with researchers. By identifying key challenges, benefits, and success strategies, it seeks to provide

guidance for researchers pursuing international experience and highlight the value of foreign engagement for advancing scientific knowledge.

Methods and Literature review

To examine the foreign experience in scientific research, a narrative literature review was conducted focusing on studies published in the past 20 years. Databases including Google Scholar, Web of Science, and Scopus were searched using keywords such as "international research collaboration," "foreign research experience," "researcher mobility," and "cross-cultural research."

To supplement insights from the literature, semi-structured interviews were conducted with a purposive sample of 15 researchers who had worked abroad in the past 5 years. Participants were recruited through the author's professional networks and selected to represent diverse disciplines, career stages, and countries of origin and destination. Interviews were conducted via video call, lasting 45-75 minutes, and focused on researchers' motivations, challenges faced, perceived benefits, and recommendations for others considering foreign research. Interview transcripts were analyzed using thematic analysis [4].

Results

The literature and interviews highlighted several common challenges in conducting research abroad. Cultural differences were frequently cited, with researchers describing difficulties in communication, work styles, and expectations around hierarchy and authority [5][6]. Language barriers also posed obstacles, particularly when working in countries where English was not widely spoken [7]. Interviewees emphasized the time and effort required to build trust and rapport with foreign colleagues.

Funding emerged as another key challenge, with researchers often struggling to secure grants for international projects or cover additional costs such as travel and living expenses [8][9]. Some interviewees described a lack of institutional support or recognition for foreign research, with international work seen as a "distraction" from core responsibilities.

Differing research norms and systems also created challenges, from navigating unfamiliar ethical review processes to accessing data and resources [10]. Interviewees described a "learning curve" in adapting to new research cultures and expectations.

Despite these challenges, the literature and interviews also highlighted significant benefits of foreign research experience. Exposure to new ideas and approaches was commonly cited, with researchers describing how international collaboration broadened their perspectives and sparked creative insights. Interviewees spoke of the value of seeing their research "through a different lens" and being challenged to question assumptions.

Access to specialized expertise, facilities, and data was another key benefit, allowing researchers to pursue questions that would be difficult or impossible to address in their home countries. Some interviewees described foreign experience as "accelerating" their research progress and opening up new lines of inquiry.

Building international networks and relationships was also seen as a major advantage, providing ongoing opportunities for collaboration and knowledge exchange. Interviewees spoke of the "doors opened" by foreign experience and the lasting impact on their careers.

Enhanced intercultural competence and adaptability were other benefits noted in the literature and interviews. Researchers described developing a greater appreciation for diverse perspectives and ways of working, as well as increased confidence in navigating unfamiliar situations.

Analysis and discussion

The foreign research experience offers significant benefits for individual researchers and the advancement of scientific knowledge, but also poses challenges that require careful navigation. The literature and interviews highlight the importance of cultural competence, adaptability, and strong partnerships in overcoming obstacles and maximizing the benefits of international collaboration.

While the specific challenges and benefits may vary depending on the research context and discipline, the strategies identified in this article offer a starting point for researchers considering foreign experience. Future research could explore how these factors play out in different fields and regions, and examine the long-term impacts of international experience on researchers' careers and scientific progress.

Ultimately, the foreign research experience requires a willingness to step outside one's comfort zone and embrace new ways of thinking and working. As one interviewee put it, "It's not always easy, but it's always worth it." By investing in international collaboration and exchange, researchers can broaden their horizons, forge new connections, and contribute to a more globally integrated scientific community.

Conclusion

The foreign experience in scientific research offers valuable opportunities for advancing knowledge, building relationships, and enhancing intercultural competence. While challenges related to culture, language, funding, and differing research norms are common, strategies such as building strong partnerships, securing support, and maintaining adaptability can help researchers navigate these obstacles and maximize the benefits of international engagement. As science becomes increasingly global in scope, the ability to work effectively across borders will be essential for addressing complex challenges and pushing the boundaries of discovery. By embracing the foreign research experience, researchers can position themselves at the forefront of this exciting and transformative frontier.

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ISSUES OF FINANCING INNOVATION IN SCIENTIFIC RESEARCH

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Annotation: This article explores the challenges and opportunities surrounding the financing of innovative scientific research. Through an analysis of funding trends, institutional factors, and policy considerations, it highlights key issues impacting the ability to advance groundbreaking discoveries. The article reviews relevant literature, presents data on R&D investment patterns, and discusses the complex dynamics influencing research funding. It concludes with recommendations for optimizing financing mechanisms to drive innovation while balancing societal priorities.

Keywords: research funding, research policy, science and innovation, alternative finance, research impact.

Annotatsiya: Ushbu maqola innovatsion ilmiy tadqiqotlarni moliyalashtirish bilan bog'liq muammolar va imkoniyatlarni o'rganadi. Moliyalashtirish tendensiyalari, institutsional omillar va siyosat masalalarini tahlil qilish orqali u kashfiyotlarni ilgari surish qobiliyatiga ta'sir qiluvchi asosiy masalalarni ta'kidlaydi. Maqolada tegishli adabiyotlar ko'rib chiqiladi, R&D investitsiyalari to'g'risidagi ma'lumotlar taqdim etiladi va tadqiqotlarni moliyalashtirishga ta'sir qiluvchi murakkab dinamika muhokama qilinadi. Ijtimoiy ustuvorliklarni muvozanatlashda innovatsiyalarni boshqarish uchun moliyalashtirish mexanizmlarini optimallashtirish bo'yicha tavsiyalar bilan yakunlanadi.

Kalit so'zlar: tadqiqotlarni moliyalashtirish, tadqiqot siyosati, fan va innovatsiyalar, muqobil moliya, tadqiqot ta'siri.

Аннотация: В этой статье рассматриваются проблемы и возможности, связанные с финансированием инновационных научных исследований. На основе анализа тенденций финансирования, институциональных факторов и политических соображений освещаются ключевые вопросы, влияющие на способность продвигать новаторские открытия. В статье дается обзор соответствующей литературы, приводятся данные о структуре инвестиций в исследования и разработки и обсуждается сложная динамика, влияющая на финансирование исследований. В заключение даются рекомендации по оптимизации механизмов финансирования для стимулирования инноваций при соблюдении баланса общественных приоритетов.

Ключевые слова: финансирование научных исследований, исследовательская политика, наука и инновации, альтернативное финансирование, влияние научных исследований.

Introduction

Innovation in scientific research is crucial for addressing global challenges, advancing knowledge, and driving economic progress [1]. However, securing adequate and sustained funding for high-risk, high-reward research remains a perennial issue. The allocation of financial resources

shapes the direction and pace of scientific inquiry, with far-reaching implications for society. This article examines the complex landscape of financing innovation in scientific research, exploring key challenges, trends, and opportunities for optimizing investment strategies.

Methods and Literature review

To assess the state of research funding, a comprehensive literature review was conducted, focusing on studies published within the last decade. Databases including ScienceDirect, JSTOR, and Google Scholar were searched using keywords such as "research funding," "innovation financing," and "R&D investment." Relevant articles, reports, and policy documents were selected based on their pertinence to the theme and the robustness of their methodologies.

The literature reveals a multifaceted picture of research financing. Studies highlight the crucial role of government funding in supporting basic research and early-stage innovations [2]. However, concerns are raised about the adequacy and stability of public funding, particularly in light of competing budgetary priorities [3]. The private sector's involvement in research financing is also examined, with discussions on the alignment of commercial interests with scientific objectives [4].

Results

Analysis of R&D investment data reveals significant variations across countries and sectors. The United States, China, and Japan lead in terms of overall research expenditure, with the U.S. spending \$657 billion on R&D in 2020 [5]. However, when adjusted for GDP, countries like Israel and South Korea rank higher in R&D intensity. Business enterprises account for the majority of R&D funding in most developed nations, followed by government and higher education sources [6].

Notably, funding for basic research has shown slower growth compared to applied research and experimental development [7]. This trend raises concerns about the long-term pipeline of fundamental discoveries that underpin future innovations. Moreover, the distribution of research funding across scientific disciplines is uneven, with fields like biomedical sciences attracting greater investment compared to others [8].

Analysis and Discussion

The financing of scientific research is influenced by a complex interplay of factors, including political priorities, economic conditions, and societal expectations. Governments play a critical role in setting research agendas and allocating funds, but short-term thinking and budgetary constraints often hinder sustained support for transformative research [9]. The pressure to demonstrate immediate impact and align with national strategic goals can divert resources away from curiosity-driven, blue-sky projects.

Private sector investment in research is driven by commercial considerations, which can lead to a focus on incremental innovations rather than disruptive breakthroughs [4]. While industry collaboration brings valuable resources and expertise, it also raises concerns about the independence and integrity of scientific inquiry [10]. Balancing the need for private investment with the public good nature of research remains a delicate task.

Funding mechanisms themselves can impact the nature and direction of research. Competitive grant systems, while promoting excellence, may inadvertently favor established researchers and institutions over emerging talent [11]. Alternative models, such as mission-oriented funding or milestone-based financing, offer potential avenues for supporting high-risk, high-reward projects [12].

Conclusions



Financing innovation in scientific research is a multifaceted challenge that requires a concerted effort from governments, industry, and research institutions. Policymakers must prioritize stable, long-term funding for basic research while fostering an environment conducive to private sector investment. Diversifying funding sources and exploring innovative financing mechanisms can help mitigate the risks associated with relying on a single funding stream.

Institutions and researchers have a responsibility to demonstrate the value and impact of their work to society, engaging in effective science communication and public outreach [13]. Building trust and support among stakeholders is crucial for securing sustained investment in research.

Ultimately, the financing of scientific innovation requires a strategic, collaborative approach that recognizes the interdependence of various actors and the long-term nature of the research enterprise. By optimizing funding mechanisms, aligning incentives, and fostering a culture of innovation, society can harness the transformative potential of scientific research for the betterment of humanity.

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TARJIMASHUNOSLIK YO'NALISHIDA INNOVATSION G'OYALAR

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Annotatsiya. Ushbu maqola tarjimashunoslik sohasida innovatsion g'oyalarni tahlil qiladi. Tadqiqotda tarjimashunoslik sohasidagi so'nggi innovatsiyalar, tarjima texnologiyalari va tarjimonlar tayyorlash masalalari yoritilgan. Maqolada tarjima sifatini oshirish, tarjimonlarning malakasini oshirish va tarjima jarayonini avtomatlashtirish kabi masalalar ko'rib chiqilgan. Shuningdek, tarjima sohasidagi yangi tendensiyalar va kelajakdagi istiqbollar muhokama qilingan. Xulosa qismida tarjimashunoslik sohasida innovatsion yondashuvlarni joriy etish va rivojlantirish bo'yicha tavsiyalar berilgan.

Kalit so'zlar: tarjima texnologiyalari, tarjimonlar tayyorlash, tarjima sifati, madaniyatlararo muloqot, axborot texnologiyalari.

Аннотация: В данной статье анализируются инновационные идеи в области переводоведения. Исследование охватывает последние инновации в области переводоведения, технологий перевода и подготовки переводчиков. В статье рассматриваются такие вопросы, как повышение качества перевода, повышение квалификации переводчиков, автоматизация процесса перевода. Также обсуждались новые тенденции и перспективы в сфере перевода. В заключении даются рекомендации по внедрению и развитию инновационных подходов в области переводоведения.

Ключевые слова: технологии перевода, подготовка переводчиков, качество перевода, межкультурная коммуникация, информационные технологии.

Annotation: This article analyzes innovative ideas in the field of translation studies. The research covers the latest innovations in the field of translation studies, translation technologies and translator training. The article considers issues such as improving the quality of translation, improving the skills of translators, and automating the translation process. New trends and future prospects in the field of translation were also discussed. In the conclusion, recommendations are given for the introduction and development of innovative approaches in the field of translation studies.

Keywords: translation technologies, training of translators, translation quality, intercultural communication, information technologies

Kirish

Tarjimashunoslik – bu tillararo va madaniyatlararo muloqotning muhim qismi hisoblanadi. Globallashtirish va axborot texnologiyalarining rivojlanishi bilan tarjimashunoslik sohasida ham sezilarli o'zgarishlar yuz bermoqda. Bugungi kunda tarjimashunoslik sohasida innovatsion g'oyalarni joriy etish va rivojlantirish dolzarb masalalardan biri hisoblanadi [1].

Innovatsion g'oyalar tarjima sifatini oshirish, tarjima jarayonini optimallashtirish va tarjimonlar tayyorlash tizimini takomillashtirish imkonini beradi. Ushbu maqolada

tarjimashunoslik sohasidagi so'nggi innovatsiyalar, ularning ahamiyati va kelajakdagi istiqbollari tahlil qilingan.

Usullar va adabiyotlar tahlili

Tarjimashunoslik sohasidagi innovatsion g'oyalarni o'rganish uchun bir qator tadqiqot usullari qo'llanildi. Birinchi navbatda, mavzuga oid ilmiy adabiyotlar, jumladan, ilmiy maqolalar, dissertatsiyalar va monografiyalar tahlil qilindi [2]. Ushbu adabiyotlar tarjimashunoslikdagi zamonaviy tendensiyalar, muammolar va imkoniyatlar haqida muhim ma'lumotlar berdi.

Bundan tashqari, tarjima jarayonini kuzatish va tahlil qilish uchun keys-stadi usuli qo'llanildi. Ushbu usul tarjima jarayonidagi muammolarni aniqlash va innovatsion yechimlarning samaradorligini baholash imkonini berdi [3].

Tadqiqot davomida tarjima texnologiyalari va dasturiy ta'minotlar, jumladan, Trados, MemoQ, SmartCAT kabi dasturlar ham sinab ko'rildi. Ushbu dasturlar tarjima jarayonini avtomatlashtirish va optimallashtirish borasidagi innovatsion yechimlar haqida amaliy tasavvur berdi.

Tarjimashunoslik sohasidagi innovatsion g'oyalar bo'yicha bir qator yetakchi olimlar tadqiqotlar olib borganlar. Jumladan, Sdobnikov V.V. tarjimashunoslikning dolzarb muammolari va yangi tendensiyalari haqida ilmiy izlanishlar olib borgan [4]. Koehn P. va Knowles R. neyron tarjima texnologiyalarining istiqbollari va muammolari bo'yicha tadqiqotlar o'tkazganlar [5].

Melnyk N. va Semenist I. bulutli texnologiyalarning tarjima loyihalarini boshqarishdagi ahamiyatini o'rganishgan [6]. Sikora I. va Walczyński M. virtual reallik texnologiyalarining tarjimonlarni tayyorlashdagi o'rnini tadqiq etishgan [7].

Vardaro J., Schaeffer M. va Hansen-Schirra S. neyron tarjima texnologiyalarida tarjima sifatini oshirish va xatolarni aniqlash masalalarini o'rganishgan [8]. Alotaibi S.A. mobil texnologiyalarning tarjima ta'limidagi ahamiyatini tadqiq etgan [9].

Ushbu tadqiqotlar tarjimashunoslik sohasining rivojlanishiga va innovatsion g'oyalarning amaliyotga joriy etilishiga muhim hissa qo'shmoqda. Shu bilan birga, tarjimashunoslikdagi innovatsiyalar bo'yicha yanada chuqur va keng qamrovli tadqiqotlar olib borish zarur.

Natijalar

Tadqiqot natijalari shuni ko'rsatdiki, tarjimashunoslik sohasida bir qator innovatsion g'oyalar mavjud. Birinchi navbatda, neyron tarjima texnologiyalari tarjima sifatini sezilarli darajada oshirish imkonini bermoqda. Tadqiqotlar shuni ko'rsatdiki, neyron tarjima tizimlari an'anaviy statistik mashinali tarjima tizimlariga qaraganda ancha yuqori sifatli tarjimalarni taqdim etadi [5].

Ikkinchidan, bulutli texnologiyalar tarjima jarayonini avtomatlashtirish va optimallashtirish imkonini bermoqda. Bulutli tarjima platformalari tarjimonlarga istalgan joydan turib ishlash, hamkorlik qilish va loyihalarni boshqarish imkoniyatlarini taqdim etmoqda [6].

Uchinchidan, virtual va kengaytirilgan reallik (VR/AR) texnologiyalari tarjimonlarni tayyorlash jarayonini takomillashtirish va sifatini oshirishda muhim ahamiyat kasb etmoqda. Tadqiqotlar shuni ko'rsatdiki, VR/AR texnologiyalari tarjimonlarning amaliy ko'nikmalarini rivojlantirish va tarjima jarayonini simulyatsiya qilishda samarali vositalardan biri hisoblanadi [7].

To'rtinchidan, sun'iy intellekt tarjima sifatini oshirish, xatolarni aniqlash va tarjima jarayonini optimallashtirish imkonini beradi. Tadqiqotlar shuni ko'rsatdiki, sun'iy intellekt texnologiyalari tarjima sifatini nazorat qilish va oshirishda muhim rol o'ynaydi [8].

Beshinchidan, mobil ilovalar tarjimonlarga va mijozlarga qulaylik yaratish hamda tarjima xizmatlarini optimallashtirish imkonini bermoqda. Mobil ilovalar orqali tarjimonlar istalgan joyda va vaqtda tarjima qilishlari, mijozlar bilan aloqa qilishlari va loyihalarni boshqarishlari mumkin [9].

Tahlil va muhokama

Olingan natijalar shuni ko'rsatadiki, tarjimashunoslik sohasida innovatsion g'oyalarni joriy etish bir qator afzalliklarga ega. Neyron tarjima, bulutli texnologiyalar, VR/AR, sun'iy intellekt va mobil ilovalar kabi innovatsiyalar tarjima sifatini oshirish, tarjima jarayonini avtomatlashtirish va optimallashtirish hamda tarjimonlarning ish sharoitlarini yaxshilash imkonini beradi.

Shu bilan birga, innovatsion g'oyalarni joriy etishda bir qator muammolar ham mavjud. Xususan, yuqori malakali mutaxassislar va moliyaviy resurslarning yetishmasligi, texnologik infrastrukturaning yetarli emasligi kabi omillar innovatsiyalarni joriy etishga to'sqinlik qilishi mumkin [4].

Bundan tashqari, innovatsion texnologiyalarning tarjima sohasiga ta'siri haqida turli bahslar mavjud. Ba'zi tadqiqotchilar innovatsiyalarning tarjimonlar o'rnini bosishi va ularning ishsiz qolishiga olib kelishi mumkinligini ta'kidlashadi. Boshqalar esa innovatsiyalar tarjimonlarning ishini yengillashtirishi va yangi imkoniyatlar yaratishini ta'kidlashadi [2].

Xulosa

Tarjimashunoslik sohasida innovatsion g'oyalarni joriy etish muhim ahamiyatga ega. Tadqiqot natijalari shuni ko'rsatdiki, neyron tarjima, bulutli texnologiyalar, VR/AR, sun'iy intellekt va mobil ilovalar kabi innovatsiyalar tarjima sifatini oshirish, tarjima jarayonini avtomatlashtirish va tarjimonlarning ish sharoitlarini yaxshilash imkonini beradi.

Shu bilan birga, innovatsion g'oyalarni joriy etishda bir qator muammolar mavjud, jumladan, yuqori malakali mutaxassislar va moliyaviy resurslar yetishmasligi, texnologik infrastrukturaning yetarli emasligi kabi omillar. Bundan tashqari, innovatsiyalarning tarjima sohasiga ta'siri haqida turli bahslar mavjud.

Tarjimashunoslik sohasining yanada rivojlanishi uchun quyidagi tavsiyalar beriladi:

- Tarjimashunoslik sohasidagi ilmiy tadqiqotlarga investitsiyalarni ko'paytirish va innovatsion loyihalarni qo'llab-quvvatlash;
- Tarjimonlarni tayyorlash tizimini takomillashtirish va innovatsion yondashuvlarni joriy etish;
- Tarjimashunoslik sohasidagi hamkorlikni kengaytirish va tajriba almashishni yo'lga qo'yish;
- Davlat va xususiy sektor o'rtasidagi hamkorlikni mustahkamlash va innovatsion loyihalarni qo'llab-quvvatlash mexanizmlarini ishlab chiqish.

Ushbu chora-tadbirlar tarjimashunoslik sohasining jadal rivojlanishiga va innovatsion g'oyalarning samarali joriy etilishiga xizmat qiladi.

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ПЕРЕВОД С ПОМОЩЬЮ ДОПОЛНЕННОЙ РЕАЛЬНОСТИ: КАК ТЕХНОЛОГИЯ МЕНЯЕТ НАШ ВЗГЛЯД НА ЯЗЫКОВЫЕ БАРЬЕРЫ

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Аннотация: Статья "Перевод с Помощью Дополненной Реальности: Как Технология меняет наш взгляд на языковые барьеры" исследует роль дополненной реальности (AR) в области перевода. Она обсуждает преимущества, такие как иммерсивный опыт, возможность работы в реальном времени и мультимодальность, а также вызовы, включая точность распознавания речи и адаптацию культурных нюансов. Статья также представляет перспективы развития AR в переводе, включая улучшение мобильных приложений, образовательные возможности и применение в медицине. Наконец, она заключает, что AR перевода — это не просто инструмент, но новый способ видеть и взаимодействовать с миром, который может значительно обогатить нашу межкультурную коммуникацию и сделать ее более доступной для всех.

Ключевые слова: Дополненная реальность (AR), Перевод, Межкультурная коммуникация, Технология, Иммерсивный опыт, Реальное время, Мультимодальность, Вызовы, Перспективы развития, Мобильные приложения, Образование Медицина

Annotation: The article "Augmented Reality Translation: How Technology is Changing the Way We Look at Language Barriers" explores the role of augmented reality (AR) in the field of translation. It discusses the benefits, such as immersive experiences, real-time capability and multimodality, as well as the challenges, including speech recognition accuracy and cultural nuance adaptation. The article also presents the future prospects for AR in translation, including improved mobile applications, educational opportunities, and medical applications. Finally, it concludes that translation AR is not just a tool, but a new way of seeing and interacting with the world that can greatly enrich our intercultural communication and make it more accessible to all.

Keywords: Augmented Reality (AR), Translation, Intercultural communication, Technology, Immersive experience, Real time, Multimodality, Challenges, Development perspectives, Mobile applications, Education Medicine

Цель данной статьи - рассмотреть роль и влияние технологии дополненной реальности (AR) на процесс перевода, а также выявить преимущества, вызовы и перспективы этой технологии. Она стремится обозначить, как AR изменяет наше восприятие языковых барьеров, обогащает межкультурную коммуникацию и может стать ключевым инструментом в сфере образования, туризма, бизнеса и медицины. Основная цель - показать, что AR перевода не только облегчает общение на разных языках, но и создает новые возможности для понимания и взаимодействия в глобальном мире. Начало формы

Дополненная реальность (AR) — технология, которая уже давно вошла в нашу повседневную жизнь, от игр до обучения и медицины. В последнее время AR начинает широко применяться в сфере перевода, предлагая инновационные методы преодоления

языковых барьеров. Эта статья исследует, как AR трансформирует процесс перевода, преодолевает преграды между языками и обогащает нашу межкультурную коммуникацию.

Технология AR открывает новые горизонты для переводов, преодолевая языковые барьеры и делая коммуникацию более эффективной и доступной. Вместо того чтобы просто предоставлять текстовые переводы на экране, AR позволяет нам видеть мир на разных языках, расширяя наше понимание и обогащая межкультурный опыт.

AR погружает нас в языковую среду, позволяя учить язык естественным образом через визуальные и звуковые контексты. Например, при посещении иностранного города AR приложение может отображать названия улиц и магазинов на нашем родном языке, создавая комфорт и уверенность в незнакомой среде.

Системы AR для перевода могут работать в реальном времени, позволяя нам читать, слушать и понимать на другом языке, не задерживая коммуникацию. Это особенно полезно для путешественников, деловых встреч и обучения.

AR может комбинировать текст, звук и изображения для полноценного понимания контекста. Например, при просмотре иностранного меню в ресторане, AR может предоставить не только перевод, но и изображения блюд для более простого выбора.

Путешественники могут использовать AR-очки для чтения и понимания указателей, знаков и информации о достопримечательностях на их родном языке, даже если текст на местном языке.

AR приложения могут помочь бизнесменам вести переговоры с партнерами на их языке, показывая перевод на экране в реальном времени.

Студенты, изучающие иностранный язык могут использовать AR для погружения в языковую среду без путешествий, участь через визуальные контексты и диалоги.

Хотя технология AR в переводе предлагает много преимуществ, она также сталкивается с некоторыми вызовами. Например, точность распознавания речи, обработка больших объемов данных и ненадежные интернет-соединения могут быть проблемами. Однако с постоянным развитием технологии, эти препятствия становятся все менее значимыми.

Дополненная реальность перевода — это не просто инструмент для преодоления языковых барьеров, это новый способ видеть и взаимодействовать с миром. Она улучшает нашу способность понимать друг друга, делая межкультурное общение более естественным и близким. В будущем, возможно, AR станет стандартным инструментом, как мобильные телефоны сегодня, делая мир еще более глобальным и доступным для всех.

Эта статья рассмотрела, как технология дополненной реальности трансформирует процесс перевода, преодолевает языковые барьеры и обогащает нашу жизнь.

Еще одним вызовом является адаптация культурных нюансов и контекста при переводе с помощью AR. Например, определенные выражения или культурные аспекты могут быть неправильно интерпретированы без контекста. Технологии AR должны учитывать эти особенности для более точного и соответствующего перевода.

С развитием и улучшением технологий AR в переводе открываются новые перспективы. Одной из возможных областей роста является улучшение мобильных приложений для перевода. Смартфоны и планшеты, оборудованные AR, могут стать незаменимыми помощниками для путешественников и людей, работающих с множеством языков.

Кроме того, расширение функциональности AR-очков для перевода может стать революционным шагом в образовании. Студенты смогут буквально "погрузиться" в языковую среду, участвуя в виртуальных диалогах и практикуя разговорные навыки в реальном времени.

Еще одной интересной перспективой является использование AR в медицине для перевода между пациентами и врачами, говорящими на разных языках. Это может улучшить качество медицинского обслуживания и снизить возможные недоразумения.

Дополненная реальность для перевода — это не просто инструмент для преодоления языковых барьеров, это новый способ видеть и взаимодействовать с миром. Она улучшает нашу способность понимать друг друга, делая межкультурное общение более естественным и близким. В будущем, возможно, AR станет стандартным инструментом, как мобильные телефоны сегодня, делая мир еще более глобальным и доступным для всех. При всех вызовах и препятствиях, которые могут возникнуть, потенциал технологии AR в области перевода огромен, и мы только начинаем понимать, как глубоко она изменит нашу жизнь.

Эта статья рассмотрела, как технология дополненной реальности трансформирует процесс перевода, преодолевает языковые барьеры и обогащает нашу межкультурную коммуникацию. Она также обозначила вызовы, с которыми сталкивается AR в сфере перевода, и перспективы развития этой технологии в будущем. Это исследование подчеркивает важность постоянного обновления знаний и навыков в переводоведении и стремление к инновациям в этой области, чтобы эффективно отвечать на вызовы современного мира и удовлетворять потребности многоязычного общества.

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БОШЛАНҒИЧ СИНФ ЎҚИТУВЧИСИНИНГ АХБОРОТ КОММУНИКАТИВ КОМПЕТЕНТЛИГИНИ РИВОЖЛАНИШ КОМПОНЕНТЛАР

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Аннотация: Ушбу мақолада бошланғич синф ўқитувчисининг ахборот–коммуникатив компетентлигини ривожланиш компонентлари ва уларга бериладиган таърифлар ҳақида баён этилган.

Калит сўзлар: Компетент, мутахассис, ахборот, коммуникатив, мотивацион, эҳтиёж, фаолият, операцион, когнитив, назорат, коррекцион, рефлексив, прогностик.

Аннотация: В данной статье описаны компоненты развития информационно-коммуникативной компетентности учителя начальных классов и их показатели.

Ключевые слова: Компетентный, экспертный, информационный, коммуникативный, мотивационный, исследовательский, деятельностный, операциональный, познавательный, контрольный, коррекционный, рефлексивный, прогностический.

Abstract: This article describes the components of the development of information and communication competence of a primary school teacher and their indicators.

Keywords: Competent, expert, informational, communicative, motivational, research, activity, operational, cognitive, control, corrective, reflective, predictive.

Кириш

Компетентлик мутахассиснинг ажралмас хусусияти бўлиб, бошланғич синф ўқитувчисининг ахборот – коммуникатив компетентлигини ривожланиши қуйидаги компонентларни ўз ичига олади: *мотивацион ва эҳтиёжга асосланган, фаолиятли - операцион, когнитив, назорат – коррекцион, рефлексив - прогностик.* [1; 26-6]

Юқорида айтиб ўтилган компонентлар бўлажак бошланғич синф ўқитувчиларни ахборот – коммуникатив компетентлигини умумий хусусиятларини инкор этмайди, шунга қарамай, тадқиқотимиз доирасида улардан фойдаланиш маълум аҳамиятга эга, ҳамда бўлажак бошланғич синф ўқитувчиларининг ахборот – коммуникатив компетентлигини ривожланиш даражасини аниқлашга имкон беради.[2;3-6]

Юқоридаги компонентларни қисқача тавсифини келтириб ўтамыз.

Мотивацион ва эҳтиёжли фаолиятга асосланган компонент ахборот – коммуникатив компетентлигини ривожлантириш учун барқарор ижобий мотивларни яратади; ахборот-коммуникатив фаолиятнинг аҳамиятини тушунишни; ахбороткоммуникатив жараёнларига тегишли хатти-ҳаракатни онгли равишда танлашни амалга оширишни; ўқитувчининг ахборот – коммуникатив компетентлигини ривожлантиришга бўлган эҳтиёжини; АКТга ижобий муносабатни акс эттиради ва касбий вазифаларни ҳал қилишда замонавий АКТни қўллашни; ички мотивларни, бўлажак касбий ўсишни; ташқи мотивлар-бу моддий ва маънавий рағбатлантириш, жамоада ўзини ўрнини топиш истаги каби вазифаларни ўз ичига олади.[3;5-6]

Тадқиқот методи

Фаолиятли – операциял фаолиятга асосланган компонент ахборотни таҳлил қилиш, умумлаштириш, натижаларни тақдим этиш, касбий фаолиятда АКТдан фойдаланиш қобилиятини англатади; керакли кўникмалар мавжудлигини аниқлайди, ўқитувчининг самарали ахборот-коммуникатив фаолиятини таъминлаш; мулоқот жараёнида ахборотдан самарали фойдалана олиш; бошланғич синф ўқувчиларининг ахборот-коммуникатив кўникмаларини шакллантириш қобилияти; АКТдан фойдаланиш асосида бошланғич синф ўқув жараёнининг барча субъектларининг ўзаро алоқа ва таъсирини ташкил этиш қобилияти; лойиҳалаш ва конструктив фаолиятни (ўқув ва касбий фаолиятда ахборотни қайта ишлаш воситаларидан фойдаланиш қобилиятини), инструментал тизимларни танлаш, дастурий ва услубий воситаларни ишлаб чиқиш ва уларни ўз фанини ўқитиш жараёнида фойдаланиш қобилиятини ривожлантиради. [4;4-б]

Когнитив фаолиятга асосланган компонент бошланғич синф ўқувчиларни ўзига ҳос хусусиятлари, уларнинг АКТ соҳасидаги кўникмаларини шакллантиришнинг усул ва шакллари ҳақидаги билимларни ифодалайди ҳамда таълимда АКТдан фойдаланишнинг психологик-педагогик асосларини, информатика фанидан мукамал билимларга ва дастурий таъминот асосларини, педагогик маълумотни компьютер орқали қидириш ва қайта ишлаш жараёнини билиш (ахборотни қайта ишлаш воситаларидан фойдаланиш, дидактик материални яратиш, ахборотни қидириш ва қайта ишлаш, ахборот ва алоқа манбаларини танлаш, ахборот алмашиш ва алоқаларини шакллантириш қобилияти) каби ыобилиятларни ривожлантиради.

Назорат – коррекцион фаолиятга асосланган компонент билим, кўникма, фаолият методлари параметрларини, ахборот-коммуникатив фаолияти даражасини, бўлажак бошланғич синф ўқитувчиларининг ўқув фаолиятидаги ахборот – коммуникатив компетентлигини ривожлантиришни таъминлайдиган технологияларнинг самарадорлигини текширишга ёрдам беради ва агар эҳтиёж бўлса, ахборот – коммуникатив компетентлигини ривожлантириш таркибига ўзгаришлар киритади, ҳамда АКТ ёрдамида талабаларнинг таълим ва ривожланиш динамикасини кузатиш қобилиятини шакллантиради.

Тадқиқот натижаси.

Рефлексив-прогностик фаолиятга асосланган компонент - бу бўлажак бошланғич синф ўқитувчисининг АКТдан фойдаланишда ўз касбий нуқсон ва камчиликларни англаш билан боғлиқ ўзини ўзи бошқаришнинг ривожланганлик даражасини кўришимиз мумкин. АКТдан фойдаланиш даражаси, унда рефлексив интроспекция ва ўз-ўзини баҳолашни назорати ҳамда рефлексив-прогностик фаолиятни амалга ошириш қобилиятига, ўз-ўзини ривожлантириш ва ўзини такомиллаштиришга бўлган эҳтиёжга эътибор қаратилади.

Юқоридаги келтирилган барча кўникмалар бошланғич синф ўқитувчисининг ўз касбий вазифаларини юқори даражада бажариши учун касбий фаолиятида зарур омил сифатида ҳизмат қилади. Тақдим этилган компетентлик ва уларнинг мазмуни таълимни модернизация қилиш ва умуман жамият ҳаётини янгилаш жараёни билан узвий боғлиқ ҳолда модернизациялаш жараёни англатади.

Хулоса

Биз томондан аниқлаган бўлажак бошланғич синф ўқитувчиларининг ахборот – коммуникатив компетентлигини ривожлантиришнинг таркибий қисмларини ҳисобга олган ҳолда компетентликни ривожлантиришнинг таркибий қисмлари ва кўрсаткичлари мезонларини белгилаб олдик. [5;4-б]

Мезонлар	Кўрсаткичлар	Диагностика усуллари
Мотивацион ва эҳтиёжли фаолиятга асосланган компонент	ахборот – коммуникатив компетентлигини аҳамиятини англаш; ахборот – коммуникатив компетентлигини ривожлантириш учун мотивацияни ва АКТ фойдаланиш қўникмаларини ривожланишига қизиқиш мавжудлиги; ахборот – коммуникатив компетентлигини аҳамиятини тушиниш.	Анкеталаш
Фаолиятли – операцион фаолиятга асосланган компонент	АКТга асосланган фаолиятни режалаштириш ва амалга ошириш, ахборотни таҳлил қилиш, умумлаштириш, натижаларни тақдим этиш, таълим ва касбий фаолиятда АКТдан фойдаланиш қобилияти ҳамда АКТ асосида дидактик ўқув материални яратиш қобилияти.	Тест синовлари
Когнитив фаолиятга асосланган компонент	ахборот – коммуникатив компетентлигини ривожланиш хусусиятларини билиш; бошланғич синф ўқувчилари томонидан АКТни ўзлаштиришнинг ўзига хос хусусиятларини билиш; АКТдан фойдаланишнинг психологик-педагогик асосларини билиш;	Анкеталаш, тест синовлари
Назорат – коррекцион фаолиятга асосланган компонент	ахборот – коммуникатив компетентлигини ривожлантиришнинг турли босқичларида ахборот – коммуникатив компетентлигини ривожланганлик даражасини текшириш қобилияти; АКТ асосида таълим ва ахборот-коммуникатив компетентликларни ривожланиш динамикасини кузатиш имконияти.	тест синовлари
Рефлексивпрогностик фаолиятга асосланган компонент	ахборот – коммуникатив компетентлигини ривожлантириш жараёнида талабаларнинг кийинчиликларининг сабабларини аниқлаш қобилияти; рефлексив жараёни ва ўз-ўзини баҳолаш, таҳлил қилиш қобилияти; ўз имкониятларинингизни объектив баҳолаш;	Анкеталаш, тест синовлари, ўқув машғулотлари давомида талабалар фаолиятини таҳлил қилиш, суҳбат.

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PROBLEMS ARISING IN THE TRANSLATION OF PROVERBS AND THEIR SOLUTIONS

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Abstract: This article explores the challenges that arise when translating proverbs between Uzbek and English. Proverbs, as a key element of a language's cultural heritage, often prove difficult to translate due to linguistic and cultural differences. Through a comparative analysis of Uzbek and English proverbs, this study identifies common translation problems, such as non-equivalence, cultural gaps, and stylistic disparities.

Keywords: proverbs, translation, Uzbek, English, cultural heritage, non-equivalence.

Annotatsiya: Ushbu maqolada maqollarni o'zbek va ingliz tillariga tarjima qilishda yuzaga keladigan muammolar ko'rib chiqiladi. Maqollar tilning madaniy merosining asosiy elementi sifatida ko'pincha til va madaniy farqlar tufayli tarjima qilish qiyin kechadi. O'zbek va ingliz maqollarini qiyosiy tahlil qilish orqali ushbu tadqiqot ekvivalentlik, madaniy bo'shliqlar va uslubiy tafovutlar kabi umumiy tarjima muammolarini aniqlaydi.

Kalit so'zlar: maqollar, tarjima, o'zbek, ingliz, madaniy meros, ekvivalentlik.

Аннотация: В этой статье рассматриваются проблемы, возникающие при переводе пословиц с узбекского на английский. Пословицы, как ключевой элемент культурного наследия языка, часто оказываются трудными для перевода из-за языковых и культурных различий. На основе сравнительного анализа узбекских и английских пословиц в этом исследовании выявлены общие проблемы перевода, такие как неэквивалентность, культурные различия и стилистические несоответствия.

Ключевые слова: пословицы, перевод, узбекский, английский, культурное наследие, неэквивалентность.

Introduction

Proverbs are an integral part of a language's cultural heritage, reflecting the wisdom, values, and experiences of a society [1]. They serve as concise expressions of universal truths and moral lessons, often using figurative language and vivid imagery [2]. However, the translation of proverbs poses significant challenges due to linguistic and cultural differences between the source and target languages [3]. This article aims to identify the problems that arise when translating proverbs between Uzbek and English and propose solutions to overcome these difficulties.

Methods and literature review

This study employs a comparative analysis of Uzbek and English proverbs to identify translation challenges and potential solutions. A corpus of some Uzbek proverbs was selected from various sources, including dictionaries, folklore collections, and scholarly articles [4][5][6]. The English translations of these proverbs were then analyzed to determine the difficulties encountered and the strategies used by translators to convey the meaning and cultural significance of the original proverbs.

The literature review reveals that the translation of proverbs has been a subject of interest for many scholars in the field of translation studies. Baker [7] discusses the challenges of translating idioms and fixed expressions, including proverbs, and proposes strategies such as using an idiom of similar meaning and form, using an idiom of similar meaning but dissimilar form, and paraphrasing. Mieder [8] explores the cultural significance of proverbs and emphasizes the importance of considering cultural context in their translation. Aixelá [9] introduces the concept of cultural-specific items (CSIs) and discusses various strategies for their translation, such as repetition, orthographic adaptation, linguistic translation, and extratextual gloss.

Results

The analysis of the Uzbek-English proverb translations reveals several common problems:

Non-equivalence: Many Uzbek proverbs lack direct equivalents in English due to linguistic and cultural differences. For example, the Uzbek proverb "Qo'y og'zi botmon" (literally: "A sheep's mouth is a measuring unit"), which means that even small things add up, has no direct English equivalent.

Cultural gaps: Some Uzbek proverbs contain cultural references that are unfamiliar to the English-speaking audience. For instance, the proverb "Qovun tushsa, qorovulning boshiga tushadi" (literally: "If a melon falls, it falls on the guard's head"), which implies that those in charge bear the responsibility, relies on the cultural context of melon fields and guards.

Stylistic differences: Uzbek proverbs often employ rhyme, alliteration, and other stylistic devices that may be difficult to replicate in English. The proverb "Aravani quruq olib, quruq qo'yma" (literally: "Don't take the cart empty and leave it empty"), which encourages making the most of opportunities, loses its rhyme in translation.

To address these challenges, the following solutions have been identified:

- Cultural substitution: Replacing culture-specific elements with more familiar concepts in the target language. For example, translating "Qovun tushsa, qorovulning boshiga tushadi" as "The buck stops here" conveys a similar meaning using a different cultural reference.
- Paraphrasing: Expressing the meaning of the proverb in plain language when no suitable equivalent exists. The proverb "Qo'y og'zi botmon" can be translated as "Even small contributions can make a significant difference."
- Explanatory translation: Providing additional information to clarify cultural references or figurative language. For instance, "Aravani quruq olib, quruq qo'yma" can be translated as "Don't take the cart empty and leave it empty, meaning make the most of opportunities."

Analysis and discussion

The comparative analysis of Uzbek and English proverbs highlights the complexities involved in translating these cultural expressions. The identified problems of non-equivalence, cultural gaps, and stylistic differences align with the challenges discussed in the literature on proverb translation [7][8][9]. The proposed solutions of cultural substitution, paraphrasing, and explanatory translation demonstrate the need for a flexible and adaptive approach to ensure the effective transfer of meaning and cultural significance.

Cultural substitution proves to be an effective strategy when dealing with culture-specific elements, as it allows the translator to convey the intended message using references that are more

familiar to the target audience [9]. However, this approach may result in a loss of cultural authenticity and should be used judiciously.

Paraphrasing is a useful solution when no direct equivalent exists in the target language, enabling the translator to express the core meaning of the proverb in plain language [7]. While this strategy may sacrifice the concise and figurative nature of the original proverb, it ensures that the intended message is conveyed accurately. Explanatory translation is particularly valuable when dealing with proverbs that rely heavily on cultural context or figurative language [8]. By providing additional information, the translator can bridge cultural gaps and clarify the meaning of the proverb for the target audience. However, this approach may result in longer and less impactful translations.

Conclusions

The translation of proverbs between Uzbek and English presents significant challenges due to linguistic and cultural differences. Non-equivalence, cultural gaps, and stylistic disparities are among the most common problems encountered by translators. To overcome these difficulties, a flexible and adaptive approach is necessary, employing strategies such as cultural substitution, paraphrasing, and explanatory translation.

This study emphasizes the importance of considering both linguistic and cultural aspects when translating proverbs to ensure the preservation of their intended meaning and impact in the target language. Translators must strike a balance between maintaining the authenticity of the original proverb and making it accessible and meaningful to the target audience.

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ТИЛШУНОСЛИК ТАҲЛИЛ МЕТОДЛАРИ: ИНДУКЦИЯ ВА ДЕДУКЦИЯ

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Аннотация: Тил қурилишининг табиати, лисоний бирликларнинг моҳиятига оид масалалар муҳокамасига бағишланган ушбу мақолада замонавий тилшунослик фанидаги қатор долзарб муаммолар ҳақида сўз юритилади. Ҳар қандай илмий тадқиқотнинг самараси танланган таҳлил методлари ва ушбу методларнинг назарий асосланишига боғлиқ эканлигини инобатга олиб, асосий эътибор лисоний таҳлил методологиясига қаратилган.

Калит сўзлар: метод, методология, индукция, дедукция, эмпирик.

Аннотация: В данной статье, посвященном обсуждению вопросов, связанных с природой языковых конструкций, сущностью языковых единиц, говорится о ряде актуальных проблем науки современного языкознания. Учитывая, что эффективность любого научного исследования зависит от выбранных методов анализа и теоретического обоснования этих методов, основное внимание сосредоточено на методологии лингвистического анализа.

Ключевые слова: метод, методология, индукция, дедукция, эмпирический.

Annotation: This article, which is devoted to the discussion of issues related to the nature of language construction, the essence of linguistic units, talks about a number of current problems in the science of modern linguistics. Taking into account that the effectiveness of any scientific research depends on the chosen methods of analysis and the theoretical justification of these methods, the main attention is focused on the methodology of linguistic analysis.

Keywords: method, methodology, induction, deduction, empirical.

Методологик ёндашувлардаги ҳар хиллик, ноаниқликларга ва илмий хулосалардаги қатор қарама - қаршиликларга сабаб бўлмоқда. Ана шу ноҳуш ҳолатлар, сўзсиз, ёш тилшунос ҳамда тадқиқотчилар фаолиятида катта тўсқинликлар туғдиради. Ҳаммамизга маълумки, кўп асрлар давомида тараққий этиб келаётган тилшунослик фанида кенг миқёсдаги методлар мажмуаси шаклланган. Тил қурилиши таҳлили ҳам турли нуқтаи назардан, турли мақсад ва вазифаларни кўзлаган ҳолда бажарилиб келинмоқда

Энг ачинарлиси, лисоний таҳлил методологиясига оид адабиётлар хануз етарли эмас ва тил уммонини билиш, унинг мукамал хусусиятларини ўрганиш ҳамда чексиз муаммолар ечимини излашга бел боғлаган ёш тадқиқотчилар кўплаб қийинчиликларга дуч келмоқдалар. Ҳатто баъзан уларда бирор бир муаммонинг ечимига доир иккиланиш ҳолатлари ҳам пайдо бўлмоқда.

Фан соҳасида қўлланиладиган билишнинг восита ва амаллари умумлашмаси илмий тадқиқотлар методини ташкил қилади. Тадқиқот методи, албатта, ўрганиш учун танланган объектга монанд тарзда турли хил бўлиши мумкин. Шунинг билан биргаликда, тадқиқ методининг танланиши тадқиқотчининг борлиққа бўлган муносабати билан ҳам

белгиланади. Кейингиси алоҳида эътиборга лойиқ, чунки илмий тадқиқот ёки илмий тафаккур методологиясини белгилайди.

Кўпчиликка маълумки, методология инсон билиш фаолиятининг воситалари, мақсади ва назарий асосини аниқлаб беради. Методология доирасида тадқиқотчи воқеликдаги турли ҳодисаларни таҳлил қилиш тамойилларини танлайди, тадқиқот жараёнида эришилган натижаларни ўрганиш ва баҳолаш усулларидан фойдаланади. «Фалсафа» қомусий луғатида методология тушунчаси икки йўналишда таърифланади:

- 1) бирор фанда тадбиқ этиладиган тадқиқот усулларининг мажмуи;
- 2) илмий билиш ва дунёни ўзгартириш методи ҳақидаги таълимот.

Барча фан соҳаларида тадбиқ этиладиган билишнинг интеллектуал воситалари қаторига индукция ва дедукция амаллари киради. Ҳаммамизга маълумки, индукция алоҳида кузатувлар натижаларини умумлаштиришдир. Ушбу билиш фаолияти аниқликдан мавҳумликка йўналтирилади. Индуктив таҳлил тажрибадан тизимлаштиришга, тизимлаштирилган далиллардан эмпирик қонунлар кашфиёга, илмий хулосаларга интилади. Айнан худди шу йўсинда физиканинг массанинг сақланиши ва энергиянинг ўзгариши, умумий тортилиш қонуни каби қонуниятлари шаклланган. Тилшуносликда индуктив таҳлил асосида қатор саволларга жавоб изланиб келинмоқда: Сўз қандай хусусиятларга эга? Сўз туркумлари таснифи нимага асосланади? Турли сўз туркумлари бирликларининг ўзаро муносабати нимадан иборат? Гап таркибида сўзларнинг ўзаро бирикиш қоидалари қандай шаклланади? кабилар. Дедукция индукциядан фарқли ўлароқ, умумийликдан хусусийликка, қараб йўналтирилган билиш усулидир.

Дедукция воситасида тадқиқотчи бир синф, бир жинс, бир гуруҳ нарса ёки ҳодиса тўғрисидаги умумий билимлардан уларнинг ҳар бири ҳақида алоҳида билимларни ҳосил қилади. Қатор ҳолларда дедукция бевосита тажрибанинг айрим нуқсонларини бартараф қилиш имконини яратади. Масалан, дедуктив таҳлил асосида қуёш тизимидаги барча планеталар ва уларнинг йўлдошларининг массаси, улар ўртасидаги масофа, уст қисмлари иссиқлик даражаси кабилар аниқланган. Бу турдаги ўлчовларни тажриба ва кузатиш йўли билан бажаришнинг имкони йўқ. Дедуктив таҳлил асосида кўпгина ҳодисаларнинг воқеланиши ёки мавжуд бўлишини олдидан фараз қилиш, айтиб бериш мумкин.

Дедуктив усулда муаммолар ечимини излаш илмий тадқиқот амалиётида муҳим ўрин эгаллайди. Буни биз, айниқса, ёзма ёдгорликлар матнлари мазмунини аниқлашга доир тадқиқотлар натижаларида сезамиз. Дедукция йўли билан лингвистик фаразнинг исботини излашга мисол сифатида Ф. Де Соссюрнинг қадимий ҳиид-европа тилларида *ларингал* товушлар мавжуд бўлганлиги ҳақидаги илмий фаразини эслатмоқчимиз. Кейинчалик бу тахмин чех олими Б.Грозний томонидан хетт тили ёзма битикларининг ўрганилиши жараёнида ўз исботини топди. Замонавий фалсафада индуктив ва дедуктив воситалар ўзаро боғлиқ, эвристик фаолиятни таъминловчи ақлий таҳлил усуллари сифатида талқин қилинади. Ушбу усуллардан қайси бирини ўринли қўллаш масаласи бевосита илмий тадқиқотнинг икки босқичи, яъни эмпирик ва назарий босқичлари фарқи билан боғлиқдир.

Эмпирик тадқиқот дастлабки босқич бўлиб, унинг жараёнида оддий кузатиш ёки тажриба йўли билан далиллар тўпланади ва тизимлаштирилади. Ушбу мақсадда бажариладиган тадқиқотнинг асосий методи индукциядир. Лекин бу ҳолатларда индуктив таҳлил маълум даражада яширин дедукция кўринишида кечади, чунки бу таҳлилнинг амалга оширилиши воқеликнинг яхлитлиги ва ундаги алоқалар умумийлигини инобатга олинишини тақозо этади. Назарий таҳлилда эса бошқача йўл тутилади. Бу таҳлил йўналиши

алоҳида тушунча ва тамойилларга асосланиб, воқеликнинг якка ҳодисалари ҳақида хулосаларга келинади.

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FRANSUZ TILIDA RANGLARNI NOMINATSIYA QILISH VA ULARDAN FOYDALANISH XUSUSIYATLARI

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Annotasiya: maqola fransuz tilidagi sifatdosh otlar yordamida ranglarni ko'rsatish usullarini o'rganishga bag'ishlangan. Tadqiqot materiali lug'atlar va Internet manbalaridan doimiy namuna olish natijasida olingan rang soylarining 90 ta nomidan iborat. Bunday o'ziga xos rang soylarining nomlari o'xshash soyaga ega bo'lgan turli xil narsalar, hodisalar va moddalarning rangi bilan bog'lanish asosida beriladi. Maqolada o'rganilayotgan birliklar nominatsiya asosidagi metaforik uzatish turiga qarab tasniflanadi.

Kalit so'zlar: rang, nominatsiya, namuna, assotsiatsiya, tabiat hodisalari.

Аннотация: Статья посвящена изучению способов отображения цвета с помощью прилагательных во французском языке. Материал исследования составил 90 наименований цветовых оттенков, полученных путем сплошной выборки из словарей и интернет-источников. Названия таких специфических цветовых оттенков даются исходя из ассоциации с цветом различных предметов, событий и веществ, имеющих сходный оттенок. Изучаемые в статье единицы классифицируются по типу метафорического переноса на основе номенклатуры.

Ключевые слова: цвет, номинал, узор, ассоциация, явления природы.

Annotation: The article is devoted to the study of ways to display color using adjectives in French. The research material consisted of 90 names of color shades, obtained through a continuous sampling from dictionaries and Internet sources. The names of such specific color shades are given based on the association with the color of various objects, events and substances that have a similar shade. The units studied in the article are classified according to the type of metaphorical transfer based on nomenclature.

Keywords: color, denomination, pattern, association, natural phenomena.

Kirish

Bu ishda fransuz tilida o'rganilayotgan birliklarning qo'llanish grammatik xususiyatlarini o'rganishga alohida e'tibor berilgan. Tahlil natijalari ranglarni nomlashda quyidagi assotsiatsiya turlarini aniqlash imkonini berdi: flora bilan (sabzavot, mevalar, yong'oqlar, gullar, o'simliklar, daraxtlar nomlari); hayvonot dunyosi bilan (baliqlar, qushlar, sutemizuvchilar nomlari); toshlar va minerallar bilan; tabiat hodisalari bilan (osmon va dengiz elementlari); pishirish bilan (ovqatlar, shirinliklar, ziravorlar, ichimliklar); turli materiallar, moddalar va narsalar bilan. Birinchi marta fransuz tilida rang soylarini miqdoriy tahlil qilish natijalari rang neologizmlarini shakllantirishda eng samarali assotsiatsiyalarni aniqlashga imkon berdi, ular orasida o'simlik dunyosi va minerallar, toshlar va minerallar bilan assotsiatsiyalar mavjud, minerallar ta'kidlab o'tildi. Muallifning mavzuni o'rganishdagi alohida hissasi fransuz tilida o'rganilayotgan birliklarning qo'llanilishining grammatik xususiyatlarini o'rganishdir. Ikki elementdan - ikkita otadan iborat bo'lgan bu

yasamalarda (o'zgartuvchi+aniqllovchi) ikkinchi element sifatdosh vazifasini bajaruvchi sifatdosh ot hisoblanadi. Bunday konstruksiyalar, sifatlar tufayli, fransuz tilida rang soylarini etkazish imkoniyatlarini sezilarli darajada kengaytiradi.

“Rang kategoriyasi ramziy obrazlarni aks ettirishning muhim vositasi bo‘lib, madaniyatning asosiy kategoriyalaridan biri hisoblanadi” [4, 123 b.]. Turli tillarda rang soylari va ularni ko‘rsatish usullari turlicha yetkaziladi. Tillar rang soylarini yetkazish va bu so‘zlarni boshqacha ishlatish uchun turli xil so‘zlarga ega. Dunyoning rangli tasvirida 11 ta asosiy rang mavjud. Asosiy ranglarning quyuoqroq ohanglarini belgilash uchun fransuz tilida foncé (bleu foncé, rouge foncé) sifatdoshi ishlatiladi; Yengilroq soylarni yetkazish uchun clair, fané, pâle (bleu clair, rouge clair) sifatleri qo‘llaniladi. Rangning to‘yinganligini va rangning ma‘lum bir ohangining intensivligini yetkazish uchun boshqa otlardan olingan sifatlar ham ishlatilishi mumkin.

Fransuz tilida rang va rang soylarini belgilash uchun quyidagi assotsiatsiyalarga asoslangan otlardan foydalanish mumkin:

1. o‘simlik dunyosi bilan (sabzavot, meva, yong‘oq, gullar, o‘simliklar, daraxtlar nomi), masalan:

· sabzavot: carotte (sabzi) - qizil rang /cheveux carotte “qizil soch”/; asperge (qushqo‘nmas) - qushqo‘nmas rangi, ya‘ni yashil, och yashil soya /la mer asperge "yashil dengiz"/; aubergine (baqlajon) - baqlajon /couleur aubergine “baqlajon rangi”/;

· mevalar: citron (limon) - limon / robe citron "limon rangli libos"/, serise (gilos) - olcha / tissu cerise "gilos rangli mato"/, prune (olxo‘ri) - olxo‘ri /ombres prune "to‘q binafsha soylar").

Ba‘zi rang belgilari birinchi qarashda aniq ko‘rinadi, masalan: robe (citron, lilas, rose, chocolat, prune, orange, les yeux bleu-ciel). Ba‘zida rangni taxmin qilish mumkin emas - tushuntirishlar talab qilinadi, masalan: queue de vache (sigirning dumi jigarrang); gorge de pigeon (kaptar tomog‘i - kulrang).

Boshqa otga qo‘shni otlardan yasalgan sifatlar hozirda yuqori qo‘llanish chastotasiga ega. Avvalo, bu turli xil rang soylarini bildiruvchi otlar, ular osongina sifatlariga aylanadi, shuningdek, shakl, o‘lcham va materialni bildiruvchi so‘zlar. Otlarning konvertatsiya qilinishi natijasi sifatlash jarayonidir.

“Ot+ot” tipidagi yasalgan terminlarda ikkinchi so‘zlar sifatdoshning turli bosqichlarida bo‘ladi. Lug‘atlarda bunday holatlar *appos* deb belgilangan. (apposition), yoki adj. inv. (adjectifinvariable), ya‘ni ot shaklini saqlab qolgan o‘zgaras sifatdosh.

Xulosa

Fransuz tilida otlardan yasalgan sifatlarning aksariyati o‘zgarasdir. “Muayyan otdan tuslangan sifatdosh yasay olmaslik son va jinsning morfologik belgilariga ega bo‘lmagan analitik sifatlarning paydo bo‘lishiga olib keladi” [1. 151 b.]. Sifatlovchi elementli ikkita otning predlogli yasalishi, ob‘ektning o‘ziga xos xususiyatini tavsiflovchi sifatlar umuman bo‘lmaganda tildagi bo‘shliqlarni to‘ldiradi va u faqat tasvirlovchi konstruksiya yordamida ifodalanishi mumkin. Otlarga sifatlovchi qo‘shilganda ularning ma‘nosi kengayadi. OSifatdohsli otlar leksik xilma-xillik bilan ajralib turadi: ba‘zilari aniq nominativ ma‘noning tashuvchisi bo‘lishi mumkin va o‘ziga xos sifatlarini bildiradi; "boshqalar qo‘shimcha xususiyatlarga ega" [3. p. 116].

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FRAZEOLOGIK BIRLIKLAR MILLIY TILNING LEKSIK BOYLIGIDIR

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Annotatsiya: Mazkur maqolada tildagi frazeologik birliklar, uning sohalari. frazeologik birliklar tushunchasining turli tillarda turli termin va izohlar yordamida berilishi, ushbu termin zamirida juda ko‘plab leksik birliklarni uchratish mumkinligi haqida fikr yuritiladi.

Kalit so‘zlar: frazeologik birliklar, sohalar, terminlar, izohlar, leksik birliklar, idiomalar, matallar, maqollar, yozuvchilar aforizmlari, qanotli satrlar, milliy xususiyat.

Аннотация: В данной статье обсуждается фразеологические единицы в языке, его области. Понятия фразеологических единиц даются на разных языках с использованием различных терминов и интерпретаций, в основе которых может быть множество лексических единиц.

Ключевые слова: фразеологические единицы, области, термины, толкования, лексические единицы, идиомы, пословицы, афоризмы писателей, крылатые слова, национальные черты.

Abstract: This article discusses phraseological units in a language, its domain. The concepts of phraseological units are given in different languages using various terms and interpretations, which can be based on many lexical units.

Keywords: phraseological units, areas, terms, interpretations, lexical units, idioms, proverbs, writers' aphorisms, winged words, national traits.

Hozirgi kunga kelib dunyo tilshunosligida barchamizga ma'lum bo'lgan frazeologiya sohasi keng qamrovda tushunilmoqda uning ko'lami tobora kengayib , boyib bormoqda, ya'ni frazeologiya qatlamiga nafaqat frazeologik turg'un birliklar, balki, maqol va matallar, naql va latifalar ham mansub bo'lishi ta'kidlanmoqda. Ushbu birliklar orqali xalqning hayotiy muammolari, mehnat-mashaqqatlari, g'am-anduhlari, rohat-farog'atlari, muvaffaqiyat-majburiyatlari, rasm-rusumlari kabilar ifodalanadi. Shu o'rinda milliy til tushunchasiga e'tibor qaratishni lozim topamiz. Milliy til bu umumiy hudud, iqtisod va ma'naviy boylik bilan birga millatni tashkil etuvchi ijtimoiy-tarixiy kategoriya. Millatning o'zaro aloqa vositasi hisoblangan Milliy til 2 shaklga ega: ogzaki va yozma. Milliy til qabila, elat tillaridan farqlanadi. U odatda, millatni birlashtirib turuvchi yagona til vazifasini bajaradi. "Milliy til" tushunchasi tilning yashash shakllariga aloqadordir, u til mavjudligining alohida turi bo'lib, mavjudlikning boshqa tur(lar)iga (urug', kabila yoki elat tiliga), shuningdek, boshqa Milliy tillarga qarama-qarshi qo'yilishi (mas, o'zbek tilining qozoq tilidan farqlanishi) mumkin. Har bir millat o'z tiliga ega. Ba'zan bir millat bir necha tilga ega bo'lishi mumkin: belgiyaliklar — bir millat, lekin fransuz va vallon tillarida so'zlashadi. Shveysariyaliklar — yagona millat, lekin ular nemis, fransuz, italyan va retoroman Milliy tillarida so'zla-shadi. Aksincha, bir necha millatlar bir Milliy tildan foydalanadilar, xususan, AQSH, Angliya, Avstraliya va boshqa inglizcha so'zlashuvchi mamlakatlarda ingliz Milliy tilining variantlari, ya'ni britaniya ingliz, amerika ingliz, avstraliya ingliz variantlari qo'llanadi. Milliy tilning hosil bo'lishi uzoq va murakkab jarayondir. Milliy tilning

shakllanishidagi eng oliy bosqich milliy adabiy til hisoblanadi. Biroq Milliy til adabiy tildan farqdanib, og‘zaki nuqt va xalq shevalarini ham o‘z ichiga oladi [<https://uz.wikipedia.org/wiki>].

Frazeologik birliklarning tarkibi [yoki turlari] to‘g‘risida tilshunos A.I.Yefimov quyidagicha fikr bildiradi: «Frazeologik vositalarga nafaqat idiomalar, balki, matallar, maqollar, yozuvchilar aforizmlari, she‘rlardagi qanotli satrlar, ilmiy-texnik xarakterdagi formulalar va til qurulumalari, ba‘zi ishlab chiqarish-texnik iboralarning kanselyariya shtamplari va shu kabilar kiradi» [Yefimov, 1952 ; 63].

Ta‘kidlash lozimki, ushbu birliklar ma‘nolarining hosil bo‘lishi jihatidan juda qadimiy hisoblanadi. Bu ko‘hna xalq ijodini qachon, qanday va kim tomonidan yaratilganini aniq aytish qiyin. Faqat shuni aytish mumkinki, bu sodda va murakkab, turg‘un va barqaror iboralarni, ixcham, lo‘nda va chuqur mazmunli shakllar-birliklarning yaratilishida ijodkor, fozilu-fuzolalarning, hassos shoirlarning hissalari ham katta.

Frazeologiya sohasi va frazeologik birliklar tushunchasi barcha tillarda turli termin va izohlar yordamida beriladi, masalan, o‘zbek tilida ularni turg‘un birliklar, iboralar, qanotli so‘zlar [Rahmatullayev, 1992 ; 14] kabi izohlansa, fransuz tilida frazeologiya tushunchasini ifodalaydigan va keng tarqalgan termin «Locution»dir. Bu termindan tashqari locution figée, expression idiomatique kabi terminlar mavjud, lekin bularning hammasini ham qoniqarli deb bo‘lmaydi.

«Frazeologik birlik» terminiga mos «locution phraséologique» va «unité phraséologique» terminlarini Shveysariyalik mashhur olim Sharl Balli kiritgan, ammo hozirgi zamon tilshunosligida bu terminlar bir qancha o‘zgarishlarga duch kelgan. Sh. Balli ko‘targan asosiy frazeologik muammolar hozir ham o‘z ahamiyatini yo‘qotmagan. Lekin shuni aytish lozimki, bu muammolar fransuz tadqiqotchilari tomonidan chuqur va har tomonlama o‘rganilgan tadqiqot, deb ayta olmaymiz. Chunki, hozirgi zamon tilshunosligida, aynan, frazeologiya sohasining o‘zida ko‘plab izlanishlar olib borilmoqda va uning yangi qirralari ochilmoqda, jumladan, fransuz va o‘zbek tillari qiyosida yetarlicha o‘rganilmagan.

Mazkur birliklarning o‘rganilish darajasi to‘g‘risida tilshunos A.E. Mamatov shunday yozadi: «Ko‘plab frazeologiya sohasida qilingan tadqiqotlarda asosiy e‘tibor ularning leksik-semantik va grammatik xususiyatlariga qaratilgan bo‘lib, frazeologiyaning semantik va stilistik xususiyatlarini o‘rganish zaruriyatlari tug‘iladi» [Mamatov, 1991 ; 16]. Ushbu masalaning yechimini tilshunosning keyingi yillarda ushbu soha bo‘yicha bir qator izlanishlar olib borishida ko‘rishimiz mumkin bo‘ladi [Mamatov, 1991 ; 16].

Shu bilan birga olimlar Bushuy T.A. frazeologiya va paremiologiya terminlari va tarixi [Bushuy, 2005 ; 86], Gevorkan A.V. zoonimli FBlarning kelib chiqishi [Gevorkan, 1990 ; 21], Zaxarov A.V. zoxarakteristika muammolari [Zaxarov, 2003 ; 54] kabilar ham frazeologiyaning turli ko‘rinishlarini o‘rganishga harakat qiladilar.

Frazeologik birliklarning aniq bir chegarasi bo‘lmaganligi tufayli ularni o‘rganishda, aniq bir tizimga solishda va ilmiy amaliy tadqiqotlarda bir qancha qiyinchiliklar tug‘diradi. Ular orasida turli semantik ko‘rinishlarga va stilistik bo‘yoqqa ega bo‘lganlarini ajratib ko‘rsatish mumkin.

Har qanday milliy tilning leksik boyligini frazeologizmlar tashkil etadi. Bularsiz tilning leksik tarkibini va ona til xususiyatlarini o‘rganish mumkin emas. Til ham ma‘lum bir millatning ma‘naviy boyligi hisobladi.

Ushbu birliklarning rivojlanishi bilan birgalikda ulardan foydalanish nafaqat og‘zaki nutqda, balki, yozma adabiyotda ham keng miqyosda qo‘llaniladi. Ayniqsa, badiiy asarlarda

frazeologizmlar badiiy obraz xarakterni ekspressiv-emotsional ta'riflashda ajoyib uslub bo'lib xizmat qiladi [Teliya, 1996; 80].

Frazeologik birliklarlar ustida keyingi yillarda ko'plab ilmiy izlanishlar olib borilmoqda. Ushbu termin zamirida juda ko'plab leksik birliklarni uchratish mumkin. Ular ma'no jihatidan keng va kelib chiqishi xususiyatidan qadimiy bo'lib, xalq tili lug'at tarkibini boyitib boradi. Mazkur til birliklari kuchli obrazlilikka va emotsionallikka ega bo'lib, insonning obrazli xarakter, ruhiy, etik kechinmalari, ijtimoiy kommunikativ xulq-atvor meyorlari, tashqi ko'rinishi, ichki xis tuyg'ularini ochib berishda nafaqat og'zaki nutqda, balki yozma badiiy adabiyotlarda ham keng miqdorda qo'llaniladi.

Shu o'rinda T.A.Bushuyning fikrlarini keltirib o'tish o'rinalidir: «Frazeologiyani yaxshi tushunish badiiy adabiyot matnlarini, ommaviy jurnal va gazetalar tilini to'laroq tushunishga yordam beradi» [Bushuy, 2005 ; 225]. Frazeologizmlarning tilda tutgan o'rni, ularning keng ko'lamda qo'llanilishi to'g'risida rus olimi B.A.Larin quyidagicha fikr bildiradi: «Frazeologizmlar doimo xalqning qarashlari, jamiyat tizimi o'z davriga bo'lgan munosabatlarni tasvirlaydi» [Larin, 1987 ; 156].

Yo'qoridagi fikrlardan shunday xulosa qilish mumkinki, har qaysi xalq yoki millatning ma'naviyatini uning tarixi o'ziga xos urf-odat va an'analari tili madaniyati va qadriyatlaridan ayri holda tasavvur etib bo'lmaydi. Xalqning vatani davlati kabi yana bir buyuk ehtimoli, birlamchi boyligi bor, bu uning tilidir. Aynan til odamlar guruhining bir millat sifatida biriktiradi ya'ni xalqni xalq millatni millat qila oladi shu o'rinda frazeologik birliklarning milliy tilida o'rni judayam beqiyosligini yana bir marta ta'kidlash joiz. Demak, tilning milliy xususiyatlarini o'zida mujassam etadigan frazeologizmlar xalqning boy tarixi an'analarini, mehnat jarayoni bilan bog'liq bo'lgan ko'rinishlarini va insonlarning hayoti va madaniyatini o'z ichiga oladi va uning leksik bouligi hisoblanadi.

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OLAMNING LISONIY MANZARASI VA UNING USTIDAGI TADQIQOT YO'NALISHLARI

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Annotatsiya: Mazkur maqolada tilshunoslikda olamning lisoniy manzarasi va tilshunoslar tomonidan uning ustida olib borilgan tadqiqot yo'nalishlari haqida so'z yuritiladi.

Kalit so'zlar: tilshunoslik, til, mentalitet, olam, lisoniy, kategoriya, olam manzarasi, lingvomadaniyat, konseptosfera, tasavvur, bilim.

Аннотация: В данной статье обсуждается языковая картина мира и направления исследований, проводимых лингвистами.

Ключевые слова: лингвистика, язык, mentalitet, мир, язык, категория, пейзаж вселенной, лингвистика, концептосфера, воображение, знания.

Abstract: This article discusses the linguistic picture of the world and the direction of research conducted by linguists.

Keywords: linguistics, language, mentality, world, language, category, landscape of the universe, linguistics, concept sphere, imagination, knowledge.

So'nggi yillarda tilshunoslikning turli sohalarida olib borilayotgan ilmiy izlanishlar ularni turli yo'nalishlarga ajratishni taqozo qiladi. Jumladan, til, mentalitet, olamning lisoniy manzarasi, dunyoning etnik ko'rinishi va shu kabi izlanishlar ham turli-tuman yo'nalishlarda olib borilmoda.

Dunyoda mavjud barcha tillar olamning lisoniy manzarasini ochib berishda turli-tuman lisoniy usullardan foydalanadi. Shu o'rinda etnik mentalitet tushunchasi o'ziga xos o'rin tutadi. Ta'kidlash lozimki, mentalitet olam tasviri (olamning lisoniy manzarasi) g'oyasi bilan bog'liq bo'lib, Sepir-Uorf gipotezasiga ko'ra, tilda dunyoning "sodda" modeli gavdalanib, hozirgi kunda hamma e'tirof etadigan tushunchalar qatoriga kirdi. U o'zida o'z yaratuvchisi qirralarini mujassamlashtirgan, insoniyat dunyoqarash uslubini shakllantirgan va umuman dunyoning global obrazini ifoda etuvchi kategoriya hisoblanadi. (Sepir E., 1993: 252).

Hozirgi zamon tilshunosligida olam tasviri tushunchasi orqali insoniyatning dunyo bilan munosabati, amaliy faoliyati, mushohada, tushunib yetish, ma'naviy faolligining natijasi hisoblanadigan va anglashilgan tahlil natijalari jarayonida yuzaga keladigan butun bir dunyoning global obrazi tushuniladi. Chunki, insonni o'rab turgan barcha narsa uning ongida qiymatli tushuncha bo'lib gavdalanadi. Biror bir narsani baholash uchun inson uni o'z ongidan o'tkazishi kerak bo'ladi.

Har bir til o'zida dunyoni idrok qilish va tushunishning aniq bir usulini mujassamlashtiradi. Ushbu tadqiqotda konsept tushunchasi orqali "Ideal" dunyo obyekt va insonning dunyo haqidagi madaniy-shartli taassurotlari "Borliq" ifodalanadi. Tildagi ma'no ifodalari kollektiv falsafiy qarashlar tizimiga birlashib, barcha tillarda gaplashuvchilar uchun zaruriy hisoblanadi. Turli tilda so'zlashuvchilar dunyoni "o'z tillari ta'siri ostida" turlicha tasavvur qilishadi.

Demak, har bir tilda dunyoni tasavvur qilishning o'ziga xos usullari mavjud. Dunyo tasavvuri bu dunyoning ko'zgdagi aksi emas, balki uning insonlar ongidagi obrazli talqini ekanligi ma'lum.

Shunga ko'ra "Dunyo manzarasi" individual bo'lishi ham mumkin. Shoir, rassom yoki haykaltarosh borliqni ifoda eta turib o'zining badiiy dunyosini shaxsiy dunyoqarashiga ko'ra aks ettiradi. Ichki dunyo tasavvuri tashqi dunyoga birining tili va boshqalarining barmoqlari orqali o'tadi. Dunyoning lisoniy manzarasi tushunchasi orqali esa ma'lum bir tilda so'zlashuvchi guruhning shu tildagi kishilar mentaliteti orqali dunyo tasavvurining tilda va til kategoriyalarida aks etishi tushuniladi va bunda tilning leksik tizimida borliq haqidagi bilimlar majmuasi ko'zda tutiladi.

Mentalitet tilda asosan dunyoning etnik tasviri orqali gavdalantiriladi. Dunyoning etnik tasviri ustidagi tadqiqot asosiy ikki yo'nalishda olib boriladi.

Birinchi yo'nalishda tilshunoslar D.S.Lixachov, Ye.S.Akovleva, L.O.Cherneyko, V.I. Xaritonov, T.V. Buligina, D.N. Shmelevlar fikrlariga ko'ra, alohida, ma'lum tilga xos konseptlar, o'z o'rnida lingvomadaniy izogloss (lingvistik xaritada: til xususiyatlari bir xil bo'lgan aholi punktlarini birlashtiruvchi chiziqlar) va izogloss bog'lamlarni ayniqsa, til stereotiplarining ijtimoiy madaniyatlarini o'rganishdir.

Horijlik tilshunoslar konseptlarning o'ziga xos konnotatsiyalari ustida tadqiqot olib borishayaptilar. Ular tomonidan turli etnik madaniyatlarda ranglar tasvirining ramzlari turlicha tadqiq qilingan. Masalan oq rang: Amerikada – "tozalik", Fransiyada – "neytrallik (holislik)", Misrda – "Shodlik", Hindistonda – "O'lim", Xitoyda – "O'lim va tozalik" kabilarni ifodalaydi [Greenwood 1993].

Ikkinchi yo'nalish dunyoqarashning o'ziga xos qayta yaratilishi hisoblanib, alohida til hodisasi ustida emas, balki, butun bir dialekt ustidagi tadqiqotdir. Demak olamning etnik manzarasi juda boy va xilma-xildir, ya'ni, xalqning shaxsiyatini ifodalaydigan tabiat bo'lib, inson unda yashaydi va o'z tarixini yaratadi va shu orqali milliy xarakter atalmish "stereotip"ni yuzaga keltiradi.

Lixachovning fikricha, Rossiya kengliklari rus xalqi qalbi kengligini ifodalab, rus tili leksik boyligida *yo'dan* (*dan*- kenglik, uzoq, bepoyon so'zlaridan)-so'zi turli ma'nolar – botirlik, mardlik, erkinlik, siqilish, kenglikdan mahrum bo'lish kabilarni ifodalaydi (Lixachov D., 1993: 3).

Shu o'rinda, bir qator xalqlar tillarida bir turdagi ko'rinish va holatlarni ifodalaydigan so'zlar uchraydi. Masalan, botqoq so'zi o'zbeklar, fransuzlar va ko'plab millatlar tillarida salbiy ma'nolarda qo'llanilsa, aksincha finlarda bu so'z ijobiy xususiyatlarni anglatib keladi. Ayrim izlanishlarda keltirilishicha quyosh so'zi ruslar va skandinavialiklarda ijobiy ma'nolarda qo'llanilsa, o'rta osiyo va arab mamalakatlari xalqlarida salbiy ma'nolarda qo'llaniladi deb yuritiladi. (Zavalishina Y., 1998: 17).

Lekin bizning fikrimizcha, quyosh o'rta osiyo xalqlari uchun ham qadimdan ijobiy ma'nolarda qo'llanib kelingan. Tillaridagi shunga o'xshash o'ziga xoslikni V.G.Gak bir hududda mavjud bo'lgan va ikkinchisida uchramaydigan tabiiy va madaniy realliklarni ifodalaydigan bir-biriga o'xshashlikning obyektiv faktorlari deb ataydi (Gak V., 1997: 55-65). Bu tushunchani P. Milyukov esa bir joyda biror bir so'zning ma'lum ma'noda shakllanishi yoki iqlim deb izohlaydi (Milyukov P., 1993: 528).

Yo'qoridagi tadqiqotlar bilan bir qatorda **uchinchi yo'nalish** qilib so'nggi yillardagi ilmiy tadqiqotlarni keltirishimiz mumkin. Jumladan, tilshunos D. Baxronova olam manzaralarining kategorial xususiyatlari; olamning lisoniy manzarasi tasvirida konsept va konseptosfera ustida ish

olib borib olam manzarasi – bu sub’ektning atrof-olam, real yoki hayotiy voqelikka oid bilim va fikr mulohazalari majmuasidir. Ilmiy tasnif va talqinlar negizida mujassam bo’lgan dunyo to’g’risidagi bilimlar aynan tilda turg’un shakllar ko’rinishida saqlanib qolgandir deb ta’kidlaydi. (Baxronova D.,2021: 56).

M.Xalimova esa olam milliy lisoniy manzarasi tasvirida til va madaniyat mushtarakligi yuzasidan tadqiqot olib borib, olamning lisoniy manzarasi borliq haqidagi obyektiv bilimlarni to’ldiradi, lisoniy shakllarda muhrlangan mazkur bilimlar majmuasi olamning lisoniy manzarasi deb nomlanadi olamning manzarasi tushunchasi insonning olam haqidagi tasavvurlarini o’rganish asosida yaratiladi, olam o’zaro munosabatdagi inson va muhit bo’lsa olam manzarasi inson va muhit haqidagi ma’lumotni qayta ishlash natijasidir degan fikrni ilgari suradi. (Xalimova M., 2021: 888).

I. Turdiyeva olamning lisoniy manzarasi va frazeologik tasviri har qanday til alohida olam manzarasiga ega balli soniy shaxs ana shu manzaraga mos ravishda ifodalarning mazmunini tuzishga majburdir, bunda til o’z aksini topgan insonning olamni o’ziga xos idroki namoyon bo’ladi til insonning olam haqidagi bilimlarining shakllanishi va mavjud bo’lishidagi muhim omildir haqida fikr-mulohaza bildiriladi. (Turdiyeva I. T., 2022: 311).

Yo’qoridagilardan shunday xulosa qilish mumkinki, olamning lisoniy manzarasini o’rganish masalasi inson va uning turmushi, uning dunyo bilan o’zaro munosabati, uning mavjudligining sharoitlarini aks ettiradigan, odamning konseptual manzarasi, masalasi bilan chambarchas bog’liqdir, ya’ni, olamning lisoniy manzarasi insonning turli olam manzaralarini izohlaydi va umumiy olam mazarasini aks ettiradi va uning ustida qancha ko’p tadqiqot olib borilsa uning qirralari va albatta yangi-yangi tadqiqot yo’nalishlari paydo bo’laveradi.

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CONTENT AND LANGUAGE INTEGRATED LEARNING APPROACH IN TEACHING FOREIGN LANGUAGE

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Annotation: Through the years, pedagogical research, the discovery of different learning styles, and technological improvements have all contributed to a substantial evolution in the teaching of English. Innovative teaching strategies are essential in today's changing educational environment to keep students interested and help them acquire language effectively. This article examines some of the most cutting-edge approaches for teaching English, demonstrating how they can improve student and teacher empowerment and learning outcomes.

Keywords: integrative approach, language skills, integrative manner, content and language integrated learning (CLIL), interaction, realistic language, communication, subject-matter content.

Аннотация: За прошедшие годы педагогические исследования, открытие различных стилей обучения и технологические усовершенствования способствовали существенной эволюции преподавания английского языка. Инновационные стратегии преподавания необходимы в сегодняшней меняющейся образовательной среде, чтобы поддерживать интерес учащихся и помогать им эффективно овладевать языком. В этой статье рассматриваются некоторые из наиболее передовых методов преподавания английского языка, демонстрируя, как они могут улучшить возможности учащихся и учителей и улучшить результаты обучения.

Ключевые слова: интегративный подход, языковые навыки, интегративная манера, контент и языковое интегрированное обучение (CLIL), взаимодействие, реалистичный язык, общение, содержание предмета.

Annotatsiya: Yillar davomida pedagogik izlanishlar, turli xil o'rganish uslublarini kashf qilish va texnologik takomillashtirish ingliz tilini o'qitishda jiddiy evolyutsiyaga hissa qo'shdi. O'qitishning innovatsion strategiyalari bugungi o'zgaruvchan ta'lim muhitida o'quvchilarni qiziqtirish va tilni samarali o'zlashtirishga yordam berish uchun zarurdir. Ushbu maqola ingliz tilini o'rgatishning eng ilg'or usullarini ko'rib chiqadi, ular talabalar va o'qituvchilarning imkoniyatlarini kengaytirish va ta'lim natijalarini qanday yaxshilashi mumkinligini ko'rsatadi.

Kalit so'zlar: integrativ yondashuv, til ko'nikmalari, integrativ uslub, kontent va tilni integratsiyalashgan o'rganish (CLIL), o'zaro ta'sir, real til, muloqot, mavzu mazmuni.

An integrative approach is the approach of teaching language skills simultaneously. This means the four macro skills (reading, writing, speaking, and listening) are taught concurrently. Richards and Rogers [Richards, J.C. and T.S. Rogers., 2001] define it as "integrated language skills teaching approach is "the teaching of the language skills of reading, writing, listening, and speaking in conjunction with each other as when a lesson involves activities that relate listening

and speaking to reading and writing." According to Afnan [Afnan. M., 2014: 78], integrating language teaching approach is vital technique for effective language learning. This technique refers to including two or more than two language skills, in a lesson/ task.

In effective lessons language teachers must be integrate language skills simultaneously in order to make language learning as realistic as possible which is a requisite in communication. Often one skill will reinforce another; we learn to speak, for example, in part by modeling what we hear, and we learn to write by examining what we can read [Brown, H.D., 2001: 36]. For instance, teaching reading can be easily tied to instruction on writing and vocabulary, and oral skills readily lend themselves to teaching pronunciation, listening, and cross-cultural pragmatics [Lazaraton, A., 2001: 103]. Furthermore, other scholars confirm that language learning tasks should be designed in an integrative manner [McDonough, J. & Show, C., 2003: 26-43]. This helps students to be involved in language tasks that integrate different language skills and advance their skills. When the four primary skills of language: listening, reading, speaking and writing are interwoven during instruction, it helps us emulate real-life language use and it also paves the way for optimal language learning to take place [Oxford, R., 2001: 41]. That way language is integrated into the natural context and taught through real life situations in order to motivate students to acquire language for the sake of communication.

Moreover, educators argue that integrative language skill instruction can increase learners' opportunities for language learning and purposeful communication, interaction, real-life language use and diverse types of contextualized discourse and linguistic features, all of which have the goal of developing students' language proficiency and skills. When the four primary skills of language: listening, reading, speaking and writing are interwoven during instruction, it helps us emulate real-life language use and it also paves the way for optimal language learning to take place. In addition to these purposes, integration of four skills can develop communicative competence, because the real life demands from the learners not only immersion into the knowledge of language, but also into the knowledge about how to use the language appropriately in communicative situations [Murphy, J. M., 1991: 25].

The Integrated course of teaching foreign languages is an introductory course for students who have little or no previous English Language teaching experience. It may also be suitable for candidates with some experience but little previous training [Rivers, W.M., 1981: 56].

Advantages of Integrative Language Skill Teaching Approach. There are numerous benefits of using an integrated-skills approach in language teaching. First, integrating language skills provides more purposeful and meaningful learning at all levels. Besides, it facilitates to coherent teaching and communication. It also brings variety into the classroom, when the teachers develop classroom instructions by integrating language skills cooperatively [Peregoy. S and O. Boyle., 1997: 32]. If the students use integrative approach, they may learn to operate the language and they can share the acquired knowledge to the others simply [Almarza. S, M.A., 2000: 21-44]. Implementing of all language skills promotes language learning and affects the L2 knowledge of learners positively [Nunan, D., 2005: 5-8]. When the language skills are integrated in language teaching, language learning comes closer to the way we do in real life [Hinkel. E., 2002: 17]. This means language integration is essential to communicate in effective and successful way in real life, and integrative the skills can give ample benefits to teaching English, it is advisable method in actual class room situation despite its higher demanding for teachers. Integrating the four skills emphasizes the focus on realistic language and can, therefore, develops learner's communicative competence in English. Nunan [Hinkel. E., 2003: 37] believes that integration of language skills

is very important to every day communication, language teaching-learning process and task outcomes.

Disadvantages of Integrative Language Skill Teaching Approach. Despite the above advantages, the teaching of integrated language skills via integrative approach can also have a number of disadvantages. First of all, a curriculum that focuses on a particular language skill at a time can enable more concentrated instruction and in-depth learning. Additionally, teachers and students have been known to oppose skill integration in a number of locales and cultures where teaching distinct language skills is highly valued. Due to a lack of resources, integrated training may not be the best fit in certain situations in developing nations like Ethiopia. In light of this, the current study examined the challenges faced by EFL teachers when instructing language skills holistically. Furthermore, complex integrated education that addresses more than two language skills places extra demands on the student and the teacher. It was expected of the teacher to be as proficient and well-trained as possible. Simultaneously, it is expected of teachers to invest more time and energy in creating resources suitable for integrated learning. Teaching integrated skills may not be a very realistic choice in many parts of the world, especially in developing nations where teachers are expected to teach very large classes. The fact that students' proficiencies in the four macro skills have not evolved equally is another drawback of integrated education.

Teachers who are interested in (or required to) implement CLIL in their classrooms must be proficient in creating and implementing lessons that teach the four language skills—reading, writing, speaking, and listening to non-native speakers—in an efficient and helpful manner for their students. CLIL is based on academic or other subject-matter content.

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YURIDIK DISKURS JANRLARINI FRANSUZ VA O'ZBEK TILLARIDA O'RGANILISHI VA QIYOSLANISHI

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Annotation: This article focuses on the importance of comparing the genres of discourse analysis, highlighting their communicative and stylistic features, and considering them in accordance with linguistic concepts. In addition, the transversal view allows to compare the genres of legal discourse in French and Uzbek languages.

Keywords: Discourse, legal discourse, discourse analysis, discourse genres, agreement, convention, pact, protocol, international contract

Аннотация: В данной статье акцентируется внимание на важности сравнения жанров дискурса-анализа, выделения их коммуникативных и стилистических особенностей, рассмотрения их в соответствии с лингвистическими концепциями. Кроме того, трансверсальный взгляд позволяет сравнить жанры юридического дискурса во французском и узбекском языках.

Ключевые слова: дискурс, юридический дискурс, анализ дискурса, жанры дискурса, соглашение, конвенция, пакт, протокол, международное соглашение

Annotatsiya: Ushbu maqola diskurs tahlili janrlarini solishtirish, ularning kommunikativ va stilistik xususiyatlarini ta'kidlash, lingvistik tushunchalarga mos ravishda ko'rib chiqish muhimligiga qaratilgan. Bundan tashqari transversal ko'rinish yuridik diskurs janrlarini fransuzcha va o'zbekcha tillarda taqqoslashga imkon berishini ifodalab beradi.

Kalit so'zlar: diskurs, yuridik diskurs, diskurs tahlili, diskurs janrlari, shartnoma, konvensiya, pakt, protokol, xalqaro shartnoma

Kirish

Janrlar va sotsiodiskursiv shakllanishlar o'rtasida o'rnatilgan aloqalar diskurs tahlilidagi so'nggi yutuqlardan biridir. Kommunikativ nuqtai nazardan M.Baxtin janrlar og'zaki almashinuvning kommunikativ xususiyatiga bog'liq deb hisoblaydi. Shunday qilib, u ikkita katta toifani ajratadi: kundalik hayotning "birlamchi janrlari" ga tegishli bo'lgan "tabiiy" mahsulotlar va "ikkinchi darajali janrlar" ga tegishli bo'lgan "qurilgan" mahsulotlar, ular institutsionallashgan (adabiy, ilmiy) va birinchidan kelib chiqadi. Ilmiy nutqning ayrim toifalari A.M. Loffler-Laurian, J. Pearson va I. Meyer va K. Makintosh tomonidan aniqlangan: ixtisoslashgan ilmiy nutq, rasmiy, ta'lim yoki didaktik, yarim ilmiy ommalashtirish va ilmiy ommalashtirish. Birinchi navbatda kommunikativ vaziyatga asoslangan bu tasnif shuni ko'rsatadiki, "diskurslar bir-biridan nutqni uzatuvchiga, nutqni qabul qiluvchiga, nutqning maqsadiga va nutqning texnik yoki ixtisoslashuv darajasiga qarab farqlanadi".

Biz J.-M. Adamning pozitsiyasini qabul qilamiz, u nutqni ijtimoiy hayotdagi ko'plab diskursiv amaliyotlarning mahsuli sifatida belgilaydi. Ijtimoiy hayotning turli sohalari ko'proq yoki kamroq rivojlangan nutqlarning manbalari bo'lib, bu kichik sinflar bir qator konvensiyalar

tomonidan boshqariladigan muayyan janrlarga mos keladi. Muallif hatto o'zi ishlayotgan diskursiv amaliyotlarga (siyosiy, reklama, jurnalistik yoki adabiy) xos bo'lgan nutq janrlarining o'ziga xos xususiyatlariga e'tiborini qaratish uchun "diskurs tahlili" haqida gapirishni afzal ko'radi. Uning uchun nutq lingvistikasi yoki "diskursiv amaliyotning translingvistik tahlili" o'zining ustuvor ob'ekti sifatida "ijtimoiy o'zaro ta'sir holatlari, tillar (klassik tilshunoslik ob'ektlari) va janrlar matnlilik tarkibiy qismlariga yuklaydigan pasayib borayotgan qonuniyatlarning tavsifi hisoblanadi.

Diskursiv janrlarni o'rganish umumiy nutq tahliliga, xususan, ixtisoslashgan nutqqa asoslangan tadqiqotlar uchun dolzarbdir. Nutq janrlari ijtimoiy amaliyotlar bilan yangilanadi. Muayyan fazo-vaqtda ularning birgalikda yashash uslubini tavsiflash jamiyatning diskursiv shakllanishlarini aniqlashning muhim elementini tashkil qiladi. Agar biz lingvistik shakllar va ijtimoiy funktsiyani ifodalashni maqsad qilsak, biz o'zimizni joylashtirishimiz kerak.

Kichikroq janrlar darajasida Analitik yondashuv nutqlarning butun matn yuzasini skanerlashdan va bayonotlarning chiziqiligidagi birliklarni bir-biriga bog'lashdan iborat emas, balki shakllar o'rtasidagi assotsiatsiya shakllarini barqarorlashtiradigan toifalarga ustunlik berishdan iborat. harakat (diskursiv rol, kognitiv vazifalar), mazmuni va aytish usullari (talaffuz qilish asboblari, yangi nomlar, amaliyotlarni rituellashtirishga imkon beruvchi formulalarning ko'rinishi va boshqalar).

Yuridik diskurs: diskursning bir necha turlari

Huquqiy nutq quyidagicha ta'riflanadi: "Huquqiy normalarni o'rnatish yoki qo'llashga moyil bo'lgan har qanday xabar qonuniydir". Barcha mutaxassislar tomonidan o'ziga xos deb tan olingan bu nutq bir hil emas. G. Kornu huquqiy nutqlarning o'ta xilma-xilligini ta'kidlaydi. J.-C. Gemarning ta'kidlashicha, "qonun tili" umumiy atamasi turli xil mumkin bo'lgan huquqiy nutqlarning muhim tipologiyasini tashkil etuvchi bir nechta alohida tillarni qamrab oladi. Bu xilma-xillik taklif qilingan turli terminologiyalar yoki tasniflar orqali namoyon bo'ladi.

Ba'zi tadqiqotchilar uslubiy o'ziga xosliklari bilan ajralib turadigan yuridik faoliyat sohasiga taalluqlidirlar. Shunday qilib, normativ-huquqiy hujjatlarning tili, qonunni amalga oshirish yoki boshqa individual hujjatlarning tili, advokatlarning kasbiy tili yoki huquqiy ta'limot tili ajratiladi.

J.C. Gémar "qonun tilining asosini, Qonun ifodalangan lingvistik doirani tashkil etuvchi" oltita asosiy tilni belgilash orqali stilistik va sintaktik farqlar haqida gapiradi. Muallif ularni o'zi tan olgan muhimlik tartibida taqdim etadi, xususan:

- Qonun chiqaruvchining tili yoki qonunchilik uslubi;
- adolat tili yoki sud uslubi;
- ma'muriyat tili yoki tartibga solish uslubi;
- biznes tili;
- fuqarolik huquqini o'zida mujassam etgan shaxsning "shaxsiy" tili;
- ta'limot tili.

qonunchilik nutqi, yurisdiksiyaviy nutq, ma'muriy nutq, huquqiy hujjatlar nutqi yoki hatto doktrinal huquqiy nutq kabi huquqiy nutqning kichik turlari sifatida ham aniqlash mumkin.

Mattila huquqiy tilda janrlarni (va aniqrog'i subjanrlarni) ajratadi, ular tegishli ravishda huquq haqida yozadigan mualliflar tiliga, qonunchilar, sudyalalar, ma'muriyatlar yoki ko'plab huquqshunoslar tiliga mos keladi. Xuddi shunday, C. Bocquet huquqiy matnlarning uch turini taklif qiladi: normativ matnlar, ushbu standartlarni qo'llaydigan qarorlar matnlari va huquq normalarining mazmunini belgilaydigan matnlar. Shuning uchun u nutqning uch turini - huquqiy

tarjima ob'ekti - qonun chiqaruvchi, sudya va ta'limot nutqini ajratadi. Huquqiy nutqning umumiy xususiyatlari muallif uchun nutq mavzulari, xabar turlari va ifoda usullarini o'z ichiga oladi.

G. Kornu huquqiy nutqlarni muloqot sxemasi elementlaridan kelib chiqib, nutqning sub'ektlari, xabar turi va ifodalash uslubiga ko'ra tasniflaydi. U o'zining huquqiy nutq tipologiyasini taqdim etadi, bu erda biz qonunning qabul qilinishi, hukmning e'lon qilinishi yoki konvensiyaning o'rnatilishini topamiz. Qonunni amalga oshirishda ishtirok etuvchi boshqa barcha xabarlar ham huquqiy nutq doirasiga kiradi. Bular, masalan, huquqshunoslik masalalari bo'yicha ekspert yoki olimning fikrini esdan chiqarmasdan, zararni kuzatish, guvohni deklaratsiya qilish, sud ishtirokchisini chaqirishdir. Muallif huquqiy nutqning eng murakkab turlarini o'rganishni ko'rsatadi: qonunchilik nutqi (qonunlar matnlari), yurisdiksiya nutqi (adolat qarori) va odatiy nutq (qonun normalari va iboralari). U qo'shimcha qiladi, lingvistik bo'lmagan "maxsus masala", qonun tilida tana ifodasi.

Huquqiy nutqni o'rganishda biz o'zbek va fransuz tillarida yuridik nutq janrlariga e'tibor beramiz, biz uchun asosiy tahlil ob'ekti yuridik nutqdir.

G. Kornu va J.C. Gemarning huquq tillari bo'yicha huquqiy nutqlari masalalari bo'yicha olib borilgan tadqiqotlarga asoslanib, biz taklif qilayotgan yuridik nutq janrini o'rganish orqali tahlilni ishlab chiqmoqchimiz. boshqalardan farqlash, traktat nutqi va qiyosiy lingvistik kontekstda diskursiv tadqiqotlarni joylashtirish.

Tadqiqotimizda biz yuridik nutqning quyidagi janrlarini ko'rib chiqamiz:

- me'yoriy nutq
- yurisdiksiya nutqi
- doktrinal nutq
- shartnomaviy nutqlar.

0.1-jadval. Nutqning uzatuvchisi, nutqni qabul qiluvchisi, nutqning huquqiy mazmundagi maqsadi, bayoni va matn turlarini ko'rsatib, ushbu janrlarni taqdim etadi. Biz G. Kornu sanab o'tgan muhim huquqiy xabarlarini, ya'ni qoida bayoni, individual qaror bayonoti, kelishuv bayonotini hisobga oldik. Va shuning uchun huquqiy nutqning asosiy bayonotlari: normativ bayonot, hal qiluvchi bayonot, an'anaviy bayonot 0.1-jadvalda nutqning kommunikativ va funksional nuqtai nazaridan (hali lingvistik bo'lmagan) o'rganiladigan huquqiy janrlarning umumiy ko'rinishi berilgan, u ikkala til uchun ham umumiydir.

Genre de discours)	Sujets du discours		But du discours	Énoncé principal	Textes (support)
	Émetteur	Récepteur			
Discours Normatif	Législateur, gouvernement, administration	Les citoyens de l'État	Création du droit	Énoncé normatif	Codes, lois, décrets, directives, règlements etc.
Discours juridictionnel	Cour, tribunal	Les sujets du procès (personnes dénommées)	Réalisation du droit/Création du droit	Énoncé décisoire	Décisions, arrêts, ordonnances, jugements etc.
Discours des traités	Les États (acte bilatéral ou plurilatéral)		Création du droit (international)	Énoncé conventionnel	Accords internationaux, conventions internationales, traités internationaux etc.

Discours Doctrinal	Juriste- scientifique	Professionnels du droit (en priorité), étudiants, particuliers	Étude du droit, création théorique du droit	Énoncé scientifique	Monographies, articles etc.
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Nutq turi	Nutq mavzulari		Nutq maqsadi	Asosiy bayonot	Matnlar (qo'llab-quvvatlash)
	Uzatuvchi	Qabul qiluvchi			
Normativ nutq	Qonun chiqaruvchi, hukumat, boshqaruv	Davlat fuqarolari	Huquqni yaratish	Normativ bayonot	Kodekslar, qonunlar, farmonlar, ko'rsatmalar, qoidalar va boshqalar.
Nutq yurisdiksiyaga tegishli	Sud, sud	Sud muhokamasining sub'ektlari (odamlar chaqirdi)	Qonunni amalga oshirish/Qonunni yaratish	Dispozitiv bayonot	Qarorlar, hukmlar, buyruqlar, hukmlar va boshqalar.
Shartnoma nutqlari	Davlatlar (ikki tomonlama yoki ko'p tomonlama harakat)		Huquqni yaratish (xalqaro)	An'anaviy bayonot	Xalqaro bitimlar, xalqaro konvensiyalar, xalqaro shartnomalar va boshqalar.
Doktrinal nutq	Huquqshunos-olim	Yuridik mutaxassislar (ustunlik), talabalar, shaxslar	Huquqni o'rganish, huquqni nazariy yaratish	Ilmiy bayonot	Monografiyalar, maqolalar va boshqalar.

1-jadval – Yuridik nutq janrlari

Biz yuridik diskursning aytib o'tilgan to'rt janriga, masalan, huquqiy hujjatlar nutqi (notarial harakatlar tili, shartnomalar, vasiyatnomalar va boshqalar) kabi boshqa janrlarning mavjudligini inkor etmasdan yondashamiz. Tarjimaning muayyan qiyinchiliklarini ko'rsatish uchun biz hatto notarial harakatlar misollarini tahlil qilamiz. Bizning tushunchamizga ko'ra, me'yoriy nutq qonunchilik va ma'muriy nutqni bir nechta umumiy funktsional va stilistik nuqtalarga ega bo'lgan holda qamrab oladi.

Yurisdiksiyaviy nutq - bu hukm qilish vakolati va burchiga ega bo'lgan davlat organining vakolat aktidir. Huquqni amalga oshirishning bu harakati individualdir. Sud qarori birinchi navbatda da'vogarlarga tegishli bo'lib, u qonun normalarini qo'llaydi.

Doktrinaviy nutq - bu qonunni o'rgatadigan yoki yozadigan "o'rganganlarning" ishi. "Bu huquqshunoslar "toifa" sining mahsulidir – na rasmiy kelib chiqishi – davlat hokimiyati unga, qoida tariqasida, qonun ustuvorligini yaratishda alohida maqom bermaydi. Doktrinaning roli to'g'ri qoidani aniqlashdir. Ammo bilimdon odamlarning fikr erkinligi taklif qilingan qoidalarning xilma-xilligiga olib keladi". Ta'limot hech qachon huquq manbai sifatida qaralmagan, u "hokimiyat". Keling, biz tezisimizda kiritadigan shartnomalar nutqini batafsil ko'rib chiqaylik.

Shartnoma nutqi huquqiy nutqning o'ziga xos janri sifatida mavjudligini uning o'ziga xos kommunikativ xususiyatlariga ko'ra uzatuvchi, qabul qiluvchilar, maqsad (bayonot) va qo'llab-quvvatlash (matnlar)ga bog'liq deb taxmin qildik. Traktat nutqi boshqa janrlardan qabul qiluvchi

va uzatuvchi nuqtai nazardan farq qilsa-da, nutqning ikkala predmeti ham bir xil vazifalarni bajaradi. Shartnoma (konvensiya, xalqaro shartnoma, pakt va boshqalar) qonun nuqtai nazaridan, masalan, shartnoma kabi an'anaviy harakatdir. Akt kamida ikkita muallifga ega (tomonlar, Ahdlashuvchi davlatlar, Ahdlashuvchi tomonlar). Ushbu an'anaviy akt konsensusning ifodasi bo'lgan noyob lingvistik bayonotga mos keladi. "Ushbu "qabul qilish" orqali har bir kishi birining nutqi ham, boshqasining nutqi ham emas, balki ularning umumiy nutqi bo'lgan yagona xabarni yaratish uchun butunlikni o'zlashtirdi"

Tilshunoslik nuqtai nazaridan, traktat nutqi bir necha tillarda mavjud bo'lish xususiyatiga ega. Shartnomalarning nutq matnlari shartnoma tuzuvchi mamlakatlar tillarida yoki rasmiy tillarda ishlab chiqariladi, ko'pincha bir nechta tillardagi matnlar bir xil kuchga ega.

Shartnomalar nutqi fransuz tilida bo'lgani kabi o'zbek tilida ham xalqaro va hamjamiyat hamkorligi, huquqni birlashtirish tendentsiyalari va O'zbekiston Respublikasining xalqaro integratsiya jarayoni bilan rivojlanadi. Mamlakatlar o'rtasidagi shartnomalar, paktlar, konvensiyalar, bitimlar va boshqa xalqaro hujjatlar matnlari xalqaro huquqning manbasini tashkil qiladi.

Risolalar nutqida muomala qilingan leksemaning tanlanishi quyidagi mulohazalardan kelib chiqadi.

Birinchidan, biz xalqaro shartnoma hujjatlarini belgilovchi atamalarni tahlil qildik. Xalqaro amaliyotda bitim, nizom, konvensiya, pakt, protokol va shartnoma atamaları juda yaqin va befarq qo'llaniladi. Ta'riflar tahlili buni aniq ko'rsatmoqda (biz faqat xalqaro huquq sohasiga tegishli atamalarning ma'nolarini keltiramiz):

Shartnoma (Accord)

Ikki vasiyatning uchrashuvi; umumiy atama sin. konvensiyaning [...] Sin. shartnoma yoki xalqaro konvensiya.

Konvensiya (Convention)

II. (dr. int. pub.)

Xalqaro huquq sub'ektlari o'rtasidagi kelishuv (ko'p tomonlama bitimlar yoki xalqaro tashkilotlar homiyligida yoki doirasida tuzilgan bitimlarni, shuningdek, texnik xarakterdagi bitimlarni belgilash uchun shartnomadan ko'ra ba'zan huquqiy oqibatlarsiz afzallik beriladi).

Bitim (Entente)

Shartnoma (batafsilroq), pakt, konvensiya.

Pakt

Konvensiya turi; Bu atama, ayniqsa, uzoq muddatli tartibni (oilaviy tinchlik, nizom, xalqlar shartnomasi) o'rnatadigan yoki kelajakka jiddiy bog'liq bo'lgan muayyan tantanali operatsiyalarni ifodalovchi muqaddas iboralarda qo'llaniladi. Masalan, pakt xalqaro munosabatlarda alohida ahamiyatga ega bo'lgan shartnomani belgilaydi.

Protokol

Har doim hujjat yoki uning mazmunini belgilaydi [...] Konferentsiya, assambleya, xalqaro kongress rezolyutsiyalari bilan bog'liq hujjatlar. Comp. daqiqa, nizom, sarlavha. Masalan. Shartnomaning o'zi, rezolyutsiyalarning o'zi. Masalan, Jeneva protokoli.

Shuningdek, asosiy shartnomaga biriktirilgan va kichik masalalarga oid xalqaro konvensiyalarga ham tegishli.

Shartnoma (umumiy ma'nosi) "Shartnoma, konvensiya (terminologiya unchalik aniq emas, atamalar ekvivalentdir). » Comp. pakt, protokol, muzokaralar, muzokaralar, kelishuv. Qat'iy

ma'noda bu "nomi qanday bo'lishidan qat'i nazar, yozma shaklda tuzilgan shartnoma (Vena konv., shartnomalar huquqi, a.2, al.1a)".

Davlatlar yoki xalqaro jamiyatning boshqa sub'yektlari o'rtasida o'zaro munosabatlarida huquqiy ta'sir ko'rsatish maqsadida tuzilgan shartnoma shartnomasi [...]. Amaliy sinonimik atamalar: konvensiya, kelishuv, kelishuv, protokol [...].

O'zbek terminologiyasida eng umumiy atama xalqaro kelishuv :

Xalqaro shartnoma - davlatlar yoki xalqaro huquqning boshqa sub'yektlari o'rtasida siyosiy, iqtisodiy, madaniy yoki boshqa sohalarga oid o'zaro huquq va majburiyatlarni belgilab beradigan kelishuv; xalqaro huquqning asosiy manbai. Xalqaro shartnoma 2 tomonlama va ko'p tomonlama shartnomalarga bo'linadi. Ko'p tomonlama shartnoma ochiq bo'lishi (unga boshqa davlatlar qo'shilishi) va yopiq bo'lishi (unga boshqa davlatlar Xalqaro shartnoma ishtirokchilarining roziligi bilangina qo'shilishi) mumkin. Xalqaro shartnoma ning nomlari turlicha: shartnoma, bitim, konvensiya, pakt, deklaratsiya, memorandum statut, protokol, ustav, bayonot va boshqa Xalqaro shartnoma muddati tugagandan keyin, unda belgilangan majburiyatlar bajarilgach, taraflarning o'zaro kelishuvi bo'yicha va denonsatsiya yo'li bilan amal qilishdan to'xtaydi.

O'zbekiston Respublikasi mustaqillikka erishgach, Xalqaro shartnomalarda teng, mustaqil mamlakat sifatida qatnashadigan bo'ldi va ko'pdan ko'p Xalqaro shartnomalarni ratifikatsiya qildi. Mamlakatimizning siyosiy, iqtisodiy, huquqiy va boshqa sohalardagi barcha xalqaro huquqiy munosabatlari O'zbekiston Respublikasining "Xalqaro shartnomalar to'g'risida"gi qonuni (1995 yil 22 dekabr) bilan tartibga solinadi.

Xalqaro shartnoma atamasi konsept tushunchasini bildirib *shartnomalar, bitimlar, paktlar, risolalar, konvensiyalar, deklaratsiyalar, kommunikalar, protokollar* va hujjatlar. Fransuz tilida *un traité* terminining 2 ma'nosi bor, umumiyroq, *xalqaro shartnoma* va aniqroq qilib aytganda o'zbekcha shartnoma. Bu termin ma'nosida *xalqaro shartnomalar diskursi* o'zbekcha *shartnomalar diskursiga* ekvivalent bo'ladi.

Xalqaro shartnomalar tushunchalarining terminologiyasi unchalik aniq bo'lmasa ham, barcha shartnomalar bir xil yuridik kuchga ega. Xalqaro shartnomalar shartnoma tuzuvchi davlatlar o'rtasida majburiy bo'lgan konvensiyalardir. Standartlar ierarxiyasida ular alohida o'rin tutadi. Yuqorida aytib o'tganimizdek, Fransiya Respublikasi Konstitutsiyasiga ko'ra, ular qonundan tashqari qoidalarni tashkil qiladi. O'zbekiston qonunchiligida *xalqaro shartnoma* O'zbekiston Respublikasining xorijiy davlatlar yoki xalqaro tashkilot bilan munosabatlarini tartibga soluvchi normativ-huquqiy hujjat.

Shartnomalar huquqi to'g'risidagi Vena konvensiyasida ushbu atamaning ma'nosiga ham murojaat qildik:

Davlatlar o'rtasida 1969-yil 23-mayda tuzilgan Shartnomalar huquqi to'g'risidagi Vena konvensiyasining 2-moddasi 1a-bandiga ko'ra, "shartnoma" iborasi davlatlar o'rtasida yozma shaklda tuzilgan va xalqaro huquq bilan tartibga solinadigan xalqaro shartnomani bildiradi. bitta yoki ikki yoki undan ortiq o'zaro bog'liq vositalarda va uning alohida nomidan qat'i nazar. 1986 yil 21 martdagi Vena konvensiyasi davlatlar va xalqaro tashkilotlar yoki xalqaro tashkilotlar o'rtasida tuzilgan shartnomalarga tegishli.

Bosh vazirning 1997-yil 30-maydagi xalqaro shartnomalarni ishlab chiqish va tuzishga oid sirkulyariga ko'ra, xalqaro huquqda "shartnoma" atamasi huquqiy va boshqariladigan ta'sir ko'rsatishga mo'ljallangan har qanday shartnomani bildiradi. xalqaro huquq tomonidan yozma

ravishda tuzilgan xalqaro huquqning ikki yoki undan ortiq sub'ektlari o'rtasida (Basis pacte - Fransiya shartnomalari va bitimlari).

1969-yil 23-maydagi Shartnomalar huquqi to'g'risidagi Vena konvensiyasidan ko'chirma D ilovasida keltirilgan. Bu shartnomalar talqiniga, xususan, ikki yoki undan ortiq tilda tasdiqlangan shartnomalar talqiniga tegishli.

Shunday qilib, biz shartnoma nutqining o'ziga xos kommunikativ xususiyatlari tufayli huquqiy nutqning janri sifatida mavjudligini taxmin qilamiz. Taqdim etilgan tadqiqot lisoniy hodisalarni funktsional tahlil qilish orqali risoladagi nutqning boshqa janrlarga nisbatan lingvistik o'ziga xosligini tasdiqlashi yoki tasdiqlamasligi kerak. Transversal ko'rinish bizga ushbu nutq janrlarini solishtirishga, ularning til darajasidagi xususiyatlarini ta'kidlashga va ularni ikki tilli fransuzcha-o'zbekcha taqqoslashga o'tishga imkon berishi kerak.

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CHET TILINI O'QITISH METODIKASIDA ZAMONAVIY METODLAR

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Annotasiya: Ushbu maqolada chet tili o'qitish metodikasi haqida , uning fan sifatida rivojlanish tarixi , chet tili o'qitish metodikasida qo'llanilayotgan zamonaviy metod turlari va ulardan foydalanish xususida so'z boradi .

Kalit so'zlar: metodika , innovatsiya , chet tili , kommunikatsiya , ko'nikma , malaka , madaniyatlararo muloqat.

Аннотация: В данной статье рассказывается о методике преподавания иностранного языка, истории ее развития как науки, видах современных методов, используемых в методике преподавания иностранного языка, и их использовании.

Ключевые слова: методология, инновация, иностранный язык, общение, навыки, компетентность, межкультурная коммуникация.

Annotatsiya: This article talks about the methodology of foreign language teaching, the history of its development as a science, the types of modern methods used in the methodology of foreign language teaching and their use.

Keywords: methodology, innovation, foreign language, communication, skills, competence, intercultural communication.

Hozirgi davr ta'lim taraqqiyoti yangi yo'nalish innovatsion pedagogikani keltirib chiqardi. Innovatsion - inglizcha "yangilikni kiritish (tarqatish)" ma'nolarini anglatadi. Yangilik kiritishning ijtimoiy-psixologik aspekti Amerika tadqiqotchisi E.Rodgers tomonidan ishlab chiqilgan. U yangilik kiritish jarayoni qatnashchilarining tasnifi, ularning yangilikka bo'lgan munosabati va boshqalarni o'rgangan. Ilmiy yo'nalishlarda yangilik va innovatsiya tushunchalari o'zaro farqalanadi. "Yangilik"- bu vosita, yangi metod, metodika, texnologiya ma'nosini anglatadi. "Innovatsiya"- bu ta'lim, ma'lum bosqichlari bo'yicha rivojlanadigan jarayon hisoblanadi. Jahon ilm-fan taraqqiyoti kundan kunga gurrakib, rivojlanib bormoqda. Aynan bu ijobiy rivojlanish bizning diyorumizga ham o'z ta'sirini o'tkazdi. Ilm dunyomizga ilg'or innovatsion texnologiyalar tatbiq etilmoqda. Buning ijrosi sifatida, Yurtboshimiz tomonidan joriy 2023 - yilni "Yoshlarni qo'llab quvvatlash va aholi salomatligi yili" deb nomlashi ham mamlakatimiz yoshlarining ma'suliyatini yanada oshirdi. Ta'lim sohasiga ilg'or, zamonaviy innovatsion texnologiyalarning keng tatbiq etilishi ham chet til o'rganayotgan yoshlar uchun keng imkoniyatlar, marralar eshigini ochdi, desak xato bo'lmaydi. Til o'rganish kishilik jamiyatida bag'oyat muhim sohalardan biri hisoblanadi. Muloqot vositasi bo'lmish tilni tabiiy muhitda ya'ni oilada, jamoatchilik orasida yoki uyushgan holda amaliy egallash mumkin. Til hodisalariga oid bilimlar esa nazariy jihatdan o'rgatiladi.

Xalqaro munosabatlar avj olgan zamonamizda tillarni bilish, ayniqsa ko'p tillilik ulkan ahamiyat kasb etadi. Mamlakatimizda tahsil oladigan o'quvchi va talabalar odatda uch tilni o'rganadilar. Ushbu tillar maxsus nomlar bilan yuritiladi. Bular quyidagilar: ona tili, ikkinchi til,

va chet til. Ona tili tafakkur shakllanishida alohida xizmat o'taydigan birinchi til hisoblanadi. Ikkinchi til haqida so'z yuritilganda, unga boshqa millat vakillaridan iborat qardoshlar, qo'shnilar tili sifatida qaraladi. Chet til - bu xorijiy mamlakat tilidir. Respublikamizda G'arbiy Yevropa (ingliz, ispan, nemis, faransuz) tillari va Sharq (arab, turk, fors, xitoy, hind) tillari o'qitilib kelinmoqda. Bu tillar ta'lim muassalarining o'quv rejalaridan o'rin olgan. Uchala tilni o'qitish jarayoni turlicha kechadi. Ona tili va ikkinchi til tabiiy vaziyatda, chet til esa sun'iy muhitda o'rganiladi. Chet tildagi muloqot, asosan, darsda muallim rahbarligida kechadi. Uchala til orasida chet tilni o'rganish va o'rgatish muayyan jihatlari bilan keskin farq qiladi. Bu esa, o'z navbatida, tegishli chet til o'qitish texnologiyasini qo'llashni taqozo etadi. Chet til muallimi metodika fani yutuqlarini puxta o'zlashtirish orqali o'quvchi-talabanning to'plagan til tajribasi me'yorini aniq bilishga va uni yanada takomillashtirishga erishadi. Chet tillarni samarali o'rgatish uning metodikasini bilishni taqozo etadi. Chet tillarni o'rganish va o'rgatish ko'p jihatdan chet til o'qitish metodikasi masalalarini nazariy tomondan ishlab chiqilishiga va nazariyaning amalda ijodiy qo'llanilishiga bog'liqdir. Metodikaning predmeti - chet til predmeti orqali ta'lim-tarbiya berish jarayoni va usullari, chet til o'rgatish ilmi, muallim va o'quvchi faoliyatini o'rganish metodikaning predmeti sanaladi. Metodikaning asosiy tushunchalari - metod, usul, prinsip. Didaktika- nimani o'rgatamiz? o'qitish mazmuni hisoblanadi. Metodika - qanday o'rgatamiz? ta'lim usullari va metodlari demakdir. Metod - metodika tushunchasi grek lotincha "metodos-"metodus" so'zidan olingan bo'lib, ma'lum maqsadga eltuvchi yo'llar, usul ma'nosini anglatadi. Turli adabiyotlarda atamaning tor va keng ma'nosini uchratish mumkin. "Metodika" atamasi tor ma'noda ta'limning konkret dars jarayoni bilan bog'liq tushunchani anglatadi. Mashg'ulotlarni rejalashtirish va o'quv materiallarini tayyorlash bilan bog'liq bo'lgan ko'rsatmalarni qamrab oluvchi boshqariladigan dars jarayoni sifatida talqin etiladi. "Metod" atamasi keng ma'noda o'quv materialini tanlash, tabaqalash va taqsimlanishni nazarda tutadi.

Germaniya Federativ Respublikasida 60- yillardan boshlab "didaktika" va "metodika" tor ma'noda qo'llanilib kelinmoqda. Shunga ko'ra didaktika ta'lim mazmuni nima o'rgatiladi? Metodika esa ta'lim usullari qanday o'rgatiladi? Masalalari bilan shug'ullanadi. Chet tillarini o'rganish faqat aqliy tarbiya vositasi emas, balki o'zga madaniyat ta'limiy boyliklari va qadriyatlarini bilan tanishish va ularni o'z madaniy hayotiga tadbiiq qilish orqali kishi shaxsining shakllanish jarayoni hisoblanadi. Yevropada chet tillarni o'rganish uzoq vaqt yuqori darajadagi ta'lim olishda imtiyoz sanaladi va jamoat maktablarida imtiyozga ega bo'lgan kishilarni tarbiyalash deb qaraladi. Chet til o'qitish metodikasi fan sifatida 200 yildan ortiq tarixga ega. Bu davr ichida chet til o'qitish metodikasiga turlicha munosabatlar bildirilganini kuzatish mumkin. Bunday qarashlardan biri akademik L.V.Shcherbaga mansub hisoblanadi. Uning fikricha, har qanday fanni o'qitish metodikasi fan bo'lishiga qaramasdan, nazariy fan hisoblanmaydi. U amaliy masalalarni hal qiladi. Jumladan, chet til o'qitish metodikasi ham faqat psixologiya dalillariga tayanmaydi, balki umumiy va xususiy tilshunoslik tadqiqotlariga asoslanadi.

Agar tilshunoslik til hodisalarining kelib chiqishi va harakatlanish qonuniyatlari bilan shug'ullansa, metodika bu qonuniyatlarga asoslanib zarur til hodisasidan amalda foydalanish uchun nima qilish kerak degan savolga javob beradi. Har bir fanda o'z tushunchalar yig'indisi mavjud. Chet til o'qitish metodikasida qabul qilingan asosiy tushunchalar qatoriga quyidagilarni kiritish mumkin: ta'lim sistemasi, ta'lim metodi, ta'lim prinsipi, ta'lim vositasi, metodik usul. Chet til o'qitish metodi - deyilganda chet til o'rgatishning amaliy, umumta'limiy, tarbiyaviy va rivojlantiruvchi maqsadlariga erishuvni ta'minlovchi muallim va o'quvchi faoliyatining majmuasi tushuniladi. Metod atamasi "ta'lim usullari yig'indisi" va "ta'limning yo'nalishi" ma'nolarida

qo'llanadi. Birinchisi ta'lim nazariyasida jarayon metodlar ma'nosida ishlatilsa, ikkinchi ma'noda uni o'qitish metodikasi tarixiga oid asarlarda uchratishimiz mumkin. Masalan, chet til o'qitishning tarjima metodi, tog'ri metod, ongli- qiyosiy metod, an'anaviy metod, intensiv metod va boshqalar hisoblanadi

Chet tillar o'qitilishida metodlarni tatbiq etish uzoq davrlardan boshlangan, prinsiplar esa nisbatan yangiroq metodik atamalardir. Tarixan metodlar to'rt guruhga birlashtirilib, ularning nomlariga "tarjima", "tog'ri", "qiyosiy", "aralash" deb atash qabul qilingan. Metodlar tarixi atoqli metodist prof. I.V.Raxmanov tomonidan chuqur o'rganilgan.

Tarjima metodi asosan ikki ko'rinishda bo'lib, grammatika-tarjima va matn-tarjima metodlari nomi bilan yuritiladi. Grammatika-tarjima metodi nuqtayi nazaridan chet til umumta'limiy maqsadda o'rganilgan. Grammatik mashqlar til o'rganuvchining mantiqiy tafakkurini o'stirish maqsadida bajarilgan. Grammatik bilimlarni bayon etish talimning asosiy maqsadi deb qabul qilingan. Bu metodning asosiy prinsiplari quyidagilar:

1. Til o'rganish yozma nutqqa asoslangan.
2. O'rganish predmeti qilib grammatika olingan, leksika ham unga tobe ravishda tanlangan. Grammatik mashqlar bajarish asosiy ish usuli bo'lgan.
3. Oldin, grammatik qoida yod olingan, so'ng esa qoidalar asosida gaplar tuzish tavsiya qilingan.
4. Grammatik shakl va so'zlarning ma'nosi so'zma-so'z tarjima vositasida ochib berilgan.
5. So'zma-so'z tarjima va quruq yodlash yo'li bilan til materiali o'zlashtirilgan.
6. So'zlarni kontekstdan tashqarida, yakka yodlash bilan chegaralanilgan. Tarjimasiz metod. Mazkur metodning turli ko'rinishlari tarixan ma'lum. Ularni ikki yirik guruhga ajratish mumkin: tabiiy va tog'ri metodlar. Tabiiy metodda chet tilni o'rganish ona tilini egallash sharoitiga monand bo'lishi kerak. Metodning bosh maqsadi chet tilida gapirishni o'rganish orqali o'qish va yozishni o'rganib olishga imkoniyat yaratiladi, degan g'oya amaliy maqsad tarzida shakllangan.

Tabiiy metod tarkibiga kiritilgan prinsiplardan eng muhimi- til muhitini yaratishdir. Olg'a surilgan metodik prinsiplarni amalda qo'llash bobidaturli yondashuvlar paydo bo'lgan. Metod namoyondalarining ijodiy faoliyatida buni yaqqol sezish mumkin.

Kommunikativ vositalar, ko'rgazmalilik, zamonaviy texnologiya turlari, usullari, izchillik prinsipi ta'minlansa, ta'limning sifati va samaradorligi oshib boraveradi. O'qituvchi-muallimning muvaffaqiyatli faoliyat ko'rsatish uchun nafaqat predmetli, pedagogik va psixologik bilimlar, balki yana boshqa alohida xususiyat-muloqot qila olish ko'nikma va malakalari ham, albatta, zarur hisoblanadi. Inson go'dakligidan boshlab muloqot malakalarini egallay boshlaydi. Ammo katta bo'lganidan keyin hamma ham kerakli darajada muloqot o'rnatolmaydi.

Pedagoglik kasbi o'z xususiyatiga ko'ra „inson-inson“ tipidagi kasblar sirasiga kiradi va shuning uchun ham muloqot qila olish ko'nikmasi pedagog uchun yetakchi, kasbiy muhim ko'nikmalardan sanaladi. Pedagogning o'quvchilar bilan olib boradigan muloqot va muomalasiga qarab bolalarning o'quv predmetiga qiziqishi, demakki, o'quv motivlari shakllanadi. Pedagogik muloqot usuli o'quvchilar tomonidan predmetli bilim, ko'nikmalarning natijaviyligi, shaxslararo munosabat madaniyatiga ta'sir ko'rsatadi, ta'lim jarayonida o'ziga xos axloqiy-psixologik iqlimni vujudga keltiradi. Muloqot shaxs ijtimoiylashuvining muhim sharti hisoblanadi. Shu o'rinda pedagogik muloqot aslida nima ekanligini bilish zarur hisoblanadi. Chet til o'rganish ko'p qirrali ta'limot bo'lib, bu jarayonda inson murakkab psixologik o'zgarishlarni boshdan kechiradi. Jumladan ona tili bilan chet tilini taqqoslash jarayoni yuzaga keladi. Bu jarayonda o'rgatishning

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

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

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FRANSUZCHA QIYOSLASHNING MILLIY-MADANIY VA SEMANTIK- STRUKTURAVIY XUSUSIYATLARI VA ULARNI TARJIMA QILISH USULLARI

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Annotation: The article is devoted to the consideration of the national-cultural and structural-semantic features of the French comparison. Special attention is paid to the role of nouns and adjectives in creating a comparative image, as well as stylistic features of French comparative constructions and methods of their translation into Uzbek.

Keywords: semantic-structural feature, phrase, linguistic comparison, structural semantic adaptation, component.

Аннотация: Статья посвящена рассмотрению национально-культурных и структурно-семантических особенностей французского сравнения. Особое внимание уделено роли существительных и прилагательных в создании компаративного образа, а также стилистическим особенностям французских сравнительных конструкций и способам их перевода на узбекский язык.

Ключевые слова: семантико-структурный признак, словосочетание, лингвистическое сравнение, структурно-семантическая адаптация, компонент.

Annatatsiya: Maqola fransuzcha qiyoslashning milliy-madaniy va struktur-semantik xususiyatlarini ko'rib chiqishga bag'ishlangan. Taqqoslash obrazini yaratishda ot va sifatning o'rni, shuningdek, fransuzcha qiyosiy konstruksiyalarning stilistik xususiyatlari va ularni o'zbek tiliga tarjima qilish usullariga alohida e'tibor beriladi.

Kalit so'zlar: semantik- strukturaviy xususiyat, ibora, lingvistik taqqoslash, tarkibiy semantik moslashuv, component.

Kirish

Har qanday tilning qiyosiy tuzilmalari o'ziga xos bo'lib, ular bir tomondan, xalqlar hayotining umumiy qirralarini, ikkinchi tomondan, ularning xayoliy tafakkurida aks ettirilgan hayoti va insonlar jamoasining milliy madaniyat, milliy tafakkur hamda turmush tarzi xususiyatlarini aniqlik bilan namoyon qiladi.

Taqqoslashning grammatik va semantik tuzilishi turli tillarda o'ziga xos xususiyatlarga ega. Lingvistik taqqoslashlar aniq, konkret yoki metaforik xarakterga ega bo'lishi mumkin. Bunda solishtirish uchun foydalaniladigan obyekt ikkala obyektga xos bo'lgan sifat yoki xususiyatning namunasi yoki standarti bo'lib, umumlashtirilgan ma'noga ega bo'ladi. Bundan tashqari, turli tillarda bunday standartlar turlicha. Masalan: *méchant comme un âne rouge* fransuzcha *qizil eshakdek g'azablangan*, o'zbek tilida esa *it kabi jahldor*.

O'zbek tilida qo'shma gap bo'laklari bir-biriga, go'yo, xuddi, kabi so'zlar orqali bog'lanadi; qiyoslash uchun iboralardan ham bo'lishi mumkin: o'q kabi uchmoq. Fransuz tilida

eng ko'p *comme* bog'lovchisidan taqqoslash uchun foydalanishadi va shu asosda gaplar tuzishadi. Qiyoslash uchun *tel, aussi... que, autant... que, plus... que, moins que* kabi otli konstruksiyalardan (yasalishi ot + de + ot) yoki *en, de* kabi predloglar, *sembler, paraître* kabi fe'llar, *avoir l'air, avoir l'aspect* kabi iboralardan foydalanish mumkin.

Sifat har qanday narsani tavsiflashi mumkin: shaxs, narsa yoki tabiat hodisasi. Shunisi qiziqki, dunyoning aksariyat tillarida fransuz va rus tillari ham bundan mustasno emas, sifatdash bilan birga hayvon so'zlari odamni tavsiflash uchun juda keng qo'llaniladi. Bu tasodifiy emas, chunki tirik tabiat dunyosi doimo odamlarni o'rab oladi. Va bu holda, qiyosiy belgining semantik o'zagi bo'lib, asosiy semantik yukni ko'taruvchi sifatdir. Masalan: *amoureux comme un coq-xo'roz kabi oshiq, fier comme un coq – xo'roz kabi mag'rur; pur comme une oie- g'ozdek pok, bête comme une oie- g'ozdek ahmoq*. Yuqoridagi misollardan ko'rinib turibdiki, hayvonning bir xil tasviri unga xos bo'lgan bir nechta xususiyatlarni amalga oshiradi.

Ayrim tadqiqotchilar quyidagi taqqoslash guruhlarini quyidagi guruhlarga bo'lib, ko'rib chiqishni taklif qilishgan: muqobil, fe'llik va substantiv.

Shaxsning jismoniy holati turli ma'noli sifatlar bilan ifodalanadi: *fort comme un boeuf= buqadek kuchli; muet comme un poisson= baliq kabi soqov; affamé comme un chien =bo'ri kabi och (ba'zan it kabi)*. Shaxsning individual xususiyatlarini tavsiflovchi sifatlar ham ijobiy, ham salbiy xarakter xususiyatlarini ifodalaydi. Masalan: *laboureux comme une abeille=asalaridek mehnatkash; doux comme une colombe= kabutar kabi muloyim; bête comme un dindon= kurka kabi ahmoq; jaloux comme un tigre = yo'lbars kabi rashkchi*.

Shunisi e'tiborga loyiqki, o'zbek va fransuz tillarida salbiy xarakter xususiyatlarini ifodalovchi sifatlar ko'proq. Shaxsning ijobiy va salbiy, axloqiy-intellektual fazilatlarini baholash uchun ishlatiladigan otlarga quyidagilarni misol qilish mumkin: *colombe - kaptari, agneau - qo'zichoq, caille - bedana, capiche – pudel(ijobiy sifatlarini izohlash uchun); boeuf - buqa, chien - it, cochon- cho'chqa, chat - mushuk, carpe, dinde - kurka, singe - maymun, grenouille - qurbaqa va boshqa bir qator salbiy sifatlarini izohlovchi hayvon turlari mavjud.*

Taqqoslashning u yoki bu tasvirini bildiruvchi otlar orasida quyidagi guruhlarga ajratiladi:

1. Tirik tabiatni bildiruvchi otlar (hayvon va o'simliklar): *blanc comme un lis= liliya gulidek oppoq; rusé comme un renard = tulki kabi ayyor*.
2. Jonsiz tabiat hodisalarini bildiruvchi otlar: *chaud comme du feu = olovdek qaynoq; salé comme la mer = dengiz suvi kabi sho'r*.
3. O'zlik otlari: *Avare comme Harpagon = Harpagon kabi ziqna* (Molier komediyasi qahramoni), *pauvre comme Job = Iov kabi kambag'al* (katta boylikka ega bo'lgan, lekin Xudo tomonidan fazilatini sinab ko'rish uchun tilanchiga aylantirilgan patriarx).
4. Mavhum tushunchalarni ifodalovchi otlar: *laid comme un péché = gunoh kabi qo'rqinchli, vieux comme le monde = dunyo kabi qari*.
5. Insonlarga bo'g'liq bo'lgan (kasb, millat, tana a'zolari) otlarni ifodalovchi guruh: *grossier (brutal) comme un charretier = taksi haydovchisi kabi qo'pol; fier comme un Gascon = Gascon kabi mag'rur; plat comme la main = qo'l kabi tekis*.

Sifat solishtirishning tarkibiy-semantik moslashuviga kelsak, ularni quyidagi turlarga ajratish mumkin:

1. Bir xil sifatdash birikmalar - mazmunan bir xil komponent tarkibiga to'liq mos keladi. O'zbek tilida strukturaviy-semantik model quyidagicha tuzilgan: *sifat + bog'lovchi (xuddi, go'yoki) + ot*; fransuz tilida esa: *adjectif + comme + substantif*. Masalan: *libre comme un oiseau = qushdek ozod*.

2. Komponent tarkibi qisman ajralib turadigan, lekin mazmunan bir xil bo'lib qoladigan birikmalar: *frisé comme un mouton* = *qo'y kabi jingalak*.

3. Ichki tuzilishiga ko'ra bir-biriga to'g'ri keladigan, lekin majoziy asosda farq qiluvchi birikmalar. Masalan: *bête comme un rhinoceros* (*karkidondek ahmoq*) = *eshakdek ahmoq*. Bu ibora fransuz tiliga xosdir. Fransuzlarning milliy mentaliteti shundan iboratki, ular karkidonni "go'rso'xta" bo'lganligi uchun ham ahmoqlik ramziga aylantirishgan. Yoki: *étourdi comme un hanneton* = *qo'ng'iz kabi shamolda uchib ketuvchi*. Fransuzlar qo'ng'izning uchish paytida turli to'siqlarga urilib, yiqilib tushishini payqashganliklari uchun shunday ibora qo'llashadi.

iyosiy birliklarning umumiy semantik xususiyatlari ham tildan tashqari, ham til ichidagi omillar bilan belgilanadi: lingvistik mansubligidan qat'i nazar, insonlar jamoasining umumiy tajribasi, so'zlar semantikasining o'xshashligi, izlanish imkoniyati, umumiy psixolingvistik naqshlar. Shunday qilib, ifoda fikrlashning ma'lum bir o'ziga xosligi bilan bog'liq: *vif comme la poudre* = *kukun kabi chaqqon*. Ammo ko'pgina taqqoslashlar faqat bitta tilga xosdir. Masalan: *malin comme un singe* - maymundek ayyor. Agar o'zbeklar uchun maymun faqat epchillik ramzi bo'lsa, fransuz adabiyoti va folklorida u ayyorlik va shumlikni ham ifodalaydi. Misol tariqasida, La Fonteynning mashhur "Maymun va mushuk" ertagini keltirishimiz mumkin. Unda maymun mushukni o'zi uchun kashtanlarni terib berishga majbur qiladi. Ammo, egasining xizmatkori paydo bo'lishi bilan, u ayyorlik bilan jazodan qochib qutiladi, mushuk esa qattiq kaltaklanadi.

Xulosa

Xulosa o'rnida shuni aytishimiz mumkinki, ko'pgina taqqoslashlar milliy idiomaning muhim qismini va tilning lingvistik va madaniy o'ziga xosligini aks ettiradi. Fransuz qiyosiy tuzilmalarining jonli milliy o'ziga xosligi semantik va stilistik darajada namoyon bo'ladi va umuman qiyosiy belgining ma'nosini belgilaydigan sifat bilan ifodalangan komponent tomonidan yetkazilgan tasvirlar mavjudligida ifodalanadi.

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Ee HARFINING O‘ZBEK KIRILL VA LOTIN ALIFBOLARIDA QO‘LLANISHI: MUAMMO VA YECHIMLAR

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Annotatsiya: Ee harfi o‘zbek kirill alifbosida [э] tovushi hamda [й+э] tovushlar birikmasini ifodalaydi. O‘zbek lotin alifbosida esa faqat [э] fonemasi o‘rnida ishlatiladi. Bu esa mazkur harf ishtirok etadigan so‘zlarni o‘zbek lotin alifbosiga transliteratsiya qilishda bir qator murakkabliklar keltirib chiqaradi. Shu sababli ham Ee harfli so‘zlarni lotinchaga o‘girishda ilmiy-nazariy yondashuv, qiyosiy tahlil va amaliy tajriba zarur bo‘ladi.

Kalit so‘zlar: o‘zbek kirill alifbosi, o‘zbek lotin alifbosi, o‘zlashtirilgan so‘zlar, orfografik qoidalar, qiyosiy tahlil, imlo lug‘atlari.

Annotation: In the Uzbek Cyrillic alphabet, the letter *Ee* represents the combination of the sound [э] ([e]) and [й+э] ([y+e]). In the Uzbek Latin alphabet, it is used only in place of the phoneme [э] ([e]). This causes a number of complications in the transliteration of words with this letter into the Uzbek Latin alphabet. For this reason, a scientific-theoretical approach, comparative analysis and practical experience are necessary to translate words with the letter *Ee* into Latin.

Keywords: Uzbek Cyrillic alphabet, Uzbek Latin alphabet, acquired words, orthographic rules, comparative analysis, spelling dictionaries.

Аннотация: Буква ээ представляет собой сочетание звука [e] и [y+e] в узбекской кириллице. В узбекской латинице он используется только вместо фонемы [э]. Это вызывает ряд сложностей при transliterации слов с этой буквой в узбекскую латиницу. По этой причине для перевода слов с буквой Ээ на латынь необходим научно-теоретический подход, сопоставительный анализ и практический опыт.

Ключевые слова: узбекская кириллица, узбекская латиница, приобретенные слова, орфографические правила, сравнительный анализ, орфографические словари.

Kirish

Ma’lumki, 1940 yildan boshlab O‘zbekistonda kirill alifbosi qo‘llana boshlagan. Mazkur alifbo o‘z davrida ijtimoiy hayotimizda, jumladan, ilm-fan taraqqiyotida muhim rol o‘ynadi. Biroq tan olish kerakki, “yolashgan unlilar”ning qo‘llanishi natijasida so‘zning o‘zagi va qo‘shimchalarini belgilashda, bo‘g‘inlarga ajratida qiyinchiliklar yuzaga keladi, yozuv amaliyotida murakkabliklar paydo bo‘ladi. Ayni shu holat esa o‘zbek lotin alifbosida o‘z yechimini topgan deyish mumkin. Chunki rus tili orqali o‘zlashtirilgan so‘zlar ham lotincha alifboda o‘zbeklar nutqiga xos jonli talaffuzda, asosan, fonetik prinsip asosida yoziladi. Lekin rusacha va Yevropa tillaridan o‘zlashtirilgan barcha so‘zlar xususida bunday qat’iy fikrni aytish qiyin. Chunki kirilcha alifbomizda e, ё, ю, я harflari bilan yoziladigan leksemalarni lotincha alifbomizga o‘girish – transliteratsiya qilishda shunday bir nozik nuqtalar borki, avvalo, ularni ilg‘ab olish, har biriga alohida yondashishga to‘g‘ri keladi. Binobarin, “Tilning taraqqiyotiga muvofiq tarzda talaffuz o‘zgarib boradi, yozuvlar esa – o‘z tabiatiga ko‘ra tovushlarga nisbatan

o‘zgaras bo‘lib - avvalgi holatida qolishi mumkin. Nutqning og‘zaki va yozma shakllari orasida paydo bo‘lgan uzilish (ijtimoiy anglangan holda) yo yo‘qotiladi yoxud mustahkamlanadi, buning ustiga bunday holatda tovush va harf orasidagi munosabatda boshqa qonuniyatlar yuzaga keladi: ular qonun darajasiga ko‘tariladi. Ma‘lum bir xalqda qabul qilingan to‘g‘ri yozuv qoidalari ana shu tarzda belgilanadi.” [1, 81]

Yuqorida keltirilgan nazariy fikrlar asosida kirilcha alifbomizda e, ё, ю, я harflari bilan yoziladigan so‘zlarni o‘zbek lotin alifbosida berilishi masala sini konkret ko‘rib chiqamiz. Avvalo, Ee harfli so‘zlarning transliteratsiyasi haqida to‘xtalamiz. 1995 yilda tasdiqlangan “O‘zbek tilining asosiy qoidalari”da ko‘rsatib o‘tilganidek, “Ee harfi *ekin, esla, evara, ekran, eksport; kel, zehn; kecha, behi; telefon, teatr; poyezd, atele; e‘lon, ne‘mat, she‘r* kabi so‘zlarda old qator o‘rtakeng unlini ifodalash uchun yoziladi.” [2, 107]. 1956 yilgi imlo qoidalarida esa Ee harfining qo‘llanish o‘rni quyidagicha edi: “8. Ee harfi: 1) *ep, em, etmish, elka, объект, разъезд* kabi so‘zlarda, so‘z yoki bo‘g‘in boshida, *етим, елим* kabi so‘zlarda ayrim bo‘g‘inni tashkil etganda, shuningdek, *правление, страхование* kabi so‘zlarning oxirida, unli tovushdan keyin *йэ* (й+э) o‘rnida yoziladi; 2) *кел, кет, кеч, бел, тер, беда, меймон, мейнат, чехра, зехн, мейр, истеком, телефон, театр, сеанс, адрес, телеграф, температура, делегат* kabi so‘zlarda, undoshdan so‘ng yoki ikki undosh orasida, э tarzida aytiladigan unli tovush o‘rnida yoziladi.” [3, 7]

Keltirilgan qoidadan ma‘lum bo‘ladiki, Ee harfi o‘zbek kirill alifbosida [э] tovushi hamda [й+э] tovushlar birikmasini ifodalaydi. O‘zbek lotin alifbosida esa faqat [э] fonemasi o‘rnida ishlatiladi. Endi buni misollar yordamida ko‘rib chiqamiz: Европа, Егор, Елена, епископ kabi so‘zlarda e harfi [йэ] tarzida aytilib, alohida bo‘g‘inni tashkil etadi. Mazkur leksemalarni transliteratsiyada quyidagicha ko‘rsatish mumkin: [йевропа], [йегор], [йелена], [йепископ]. Demak, bunday tipdagi so‘zlar lotinchaga: Yevropa, Yegor, Yelena, yepiskop shaklida o‘giriladi.

Ma‘lumki, Ee harfi rus tilida familiya yasashda ham ishtirok etadi: *Горбачев, Сичев, Лигачев, Хрущев, Радищев* va sh.k. familialarni kirilcha alifboda aks ettirishda orfografik muammo yo‘q, chunki rus tilidagi shakllar bilan bir xil. Orfoepik nuqtayi nazardan ham deyarli o‘xshash holat: rus tilida qanday talaffuz etilsa, o‘sha tarzda o‘zbek tilida ham aytiladi: [горбачов(ф)], [сичов(ф)]. [лигачов(ф)]. [хрущчов(ф)], [радищчев(ф)]. E’tibor berilsa, Радищчев dan boshqasida [ов(ф)] eshitiladi. Shunday ekan, mazkur leksemalarni o‘zbek lotin alifbosida berishda alohida yondashuv talab qilinadi, binobarin, ularni *Gorbachev, Sichev, Ligachev, Xrushchev* tarzida yozib bo‘lmaydi. Negaki, yuqorida ko‘rsatib o‘tilganidek, Ee harfi lotincha yozuvimizda old qator o‘rtakeng unli [e] ni ifodalaydi. Agar *Горбачев* lotinchaga *Gorbachev* shaklida o‘giriladigan bo‘lsa, [горбачэв] tarzidagi talaffuz yuzaga keladi. Demak, bunday tipdagi so‘zlar o‘zbeklar nutqiga mos tarzda: *Gorbachov* shaklida yozilishi lozim bo‘ladi. Сичев - Sichov, Лигачев - Ligachov, Хрущчев – Xrushchov shaklidagi yozilishlar ham orfografik jihatdan o‘zini to‘liq oqlaydi. Negaki, “Xorijiy so‘z oluvchi til qonuniyatlariga moslashtirib (yoki aslan tovush tarkibi uyg‘un) olingan bo‘lsa, “o‘zlashtirma so‘z” terminini qo‘llash hodisa mohiyatiga mos keladi, chunki xorijiy so‘z bunday holatda o‘zlashtirilgan, ya’ni oluvchi tilning o‘ziniki qilib olingan bo‘ladi. Muayyan xorijiy so‘z xuddi shu ikkinchi holatdagiday o‘zlashtirilsa, tilning yaxlit milliy tabiati zaxa yemaydi, til lug‘at boyligining umumiy milliy tusiga katta ta’sir bo‘lmaydi, tilning milliy tarovati sog‘lom saqlanadi.” [4, 13]

O‘zlashtirilgan so‘zlar orasida ruscha ism-familialar salmoqli o‘rin egallaydi. Garchi ularning aksariyati lotincha yozuvimizda qiyinchilik tug‘dirmasa-da, ba’zilari orfografik jihatdan murakkabligi bilan ajralib turadi. Masalan, *Федотов* tipidagi familialarni transliteratsiya qilish

murakkab emas: *Fedotov* shaklidagi yozuvni kompyuter dasturlari orqali ham olish mumkin. Aynan mana shu shaklga yaqin *Федоров* familiyasini lotinchaga o'girish esa o'zgacha bir yondashuvni taqozo qiladi. Chunki kompyuter yordamida o'girilsa, *Fedorov* shaklidagi yozuv va [Федоров] tarzidagi talaffuz yuzaga keladi. Bu esa o'zbek adabiy tilining orfoepik va orfografik meyorlariga umuman mos kelmaydi. Xo'sh, u holda qanday yo'l tanlash kerak?

Ayni shunday holatlar boshqa tillar amaliyotida ham ko'p uchraydi. Jumladan, rus tilshunosi Y.I.Shubovning yozishicha, "Turdosh otlar bilan qiyoslaganda atoqli otlarni transkripsiya qilishda ayrim "ijozatlar"ga yo'l qo'yilsa-da, baribir manba tilning fonemalar tizimiga emas, balki rus tilining grafika va orfografiyasiga tayanish lozim." [5, 41]. Demak, biz ham bunday holatlarda o'zbek lotin alifbosining grafik imkoniyatlariga, orfografik meyorlariga tayanishimiz maqsadga muvofiq bo'ladi. Shundan kelib chiqqan holda *Федоров* [фйодоров] tipidagi so'zlarni o'zbek lotin alifbosi imkoniyatlaridan kelib chiqqan holda *Fyodorov* shaklida yozish maqsadga muvofiq bo'ladi. Chunki bunday orfografik yondashuv orqali hozirga qadar eri shi lgan talaffuz: [фйодорив(ф)] saqlab qolinadi, harf va tovush orasidagi nisbiy mutanosiblik – fonografik simmetriya yuzaga keladi.

Ko'rinadiki, o'zbek kirill alifbosidagi Ee harfli so'zlarni lotincha yozuvda aks ettirishda bir qator nozik xususiyatlarga e'tibor qaratish lozim bo'ladi. Binobarin, Yeye harfli so'zlar, xususan, ruscha ism-familiyalarning 4 xil shaklda berilishini esda tutish kerak: 1) ye: Yegor (Егор), Yelena (Елена); 2) e: Radishchev (Радищев); 3) o: Gorbachov (Горбачев); 4) yo: Fyodorov (Федоров). Keltirilgan misollar o'zbek lotin alifbosida yangi bir orfografik qoida shakllanayotganidan darak beradi. Darhaqiqat, "Til taraqqiyoti orfografiya oldiga ma'lum talablarni qo'yadi. Til taraqqiyosi bilan birgalikda til grammatik qurilishining mukammallashishi va lug'at sostavining boyishi bilan bog'liq holda orfografiya murakkablashadi, ma'lum umumlashtirish va normalashtirishni talab qiladigan yangi qonuniyatlar vujudga keladi. Biroq har qanday orfografik qoida tilning ichki taraqqiyot qonunlarina mos holda til faktlarini qonuniy ravishda umumlashtirib bergandagina o'z qimmatiga ega bo'ladi." [6, 5]

Xulosa

Yuqoridagilardan kelib chiqib shuni ta'kidlash lozimki, Yeye harfli so'zlar imlosi o'ziga xos bo'lib, har ikki alifboni qiyosiy tahlil qilgan holda Yeye harfli lekskemalarga alohida yondashuvni taqozo etadi. Buning uchun mazkur harf bilan yoziladigan so'zlarni maxsus tahlil qilish, transliteratsiya jarayonidagi nozik qirralarni hisobga olish zarur. Har bir orfogramma puxta o'rganib chiqilishi, amaliyotchi o'qituvchilar bilan kelishgan holda imlo lug'atlarida tavsiya etilishi maqsadga muvofiqdir.

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TAKRORNING TARJIMADAGI XUSUSIYATLARI ERNEST XEMINGUEYNING “CHOL VA DENGIZ” ASARI MISOLIDA

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Annotatsiya: Tarjima san'ati lingvistik, madaniy va adabiy nuanslarning murakkab o'zaro ta'siri bo'lib, unda har bir so'z asl asarning mohiyatini yangi tilda shakllantirish imkoniyatiga ega. Tarjimada qo'llaniladigan son-sanoqsiz texnikalar orasida takrorlash diqqatga sazovor va ko'pincha qiziqarli element sifatida turadi. Takrorlash, uning turli shakllarida, nafaqat stilistik vosita, balki matn ichidagi chuqurroq ma'nolar, nuanslar va hissiyotlarning tashuvchisi sifatida ham xizmat qiladi. Ushbu maqola Ernest Xemingueyning taniqli asariga alohida e'tibor qaratib, tarjima kontekstida takrorlashning murakkab sohasini o'rganadi. Xemingueyning durdona asari o'zining siyrak nasriy va chuqur mavzulari bilan takrorlashni tarjima qilishning oqibatlari va muammolarini o'rganish uchun boy manzara beradi.

Kalit so'zlar: stilistik elementlar, madaniy moslashuv, semantik ekvivalentlik, tarjima strategiyalari, madaniy o'ziga xoslik, talqin asoslari, adabiy tahlil.

Аннотация: Искусство перевода представляет собой сложную игру лингвистических, культурных и литературных нюансов, в которой каждое слово потенциально может сформировать суть оригинального произведения на новом языке. Среди бесчисленных приемов, используемых при переводе, повтор выделяется как примечательный и зачастую интересный элемент. Повтор в различных его формах служит не только стилистическим приемом, но и носителем более глубоких смыслов, нюансов и эмоций внутри текста. В данной статье исследуется сложная область повторения в контексте перевода, при этом особое внимание уделяется знаменитому произведению Эрнеста Хемингуэя. Шедевр Хемингуэя с его скудной прозой и глубокими темами предоставляет богатую почву для изучения последствий и проблем, связанных с повторением перевода.

Ключевые слова: стилистические элементы, культурная адаптация, семантическая эквивалентность, стратегии перевода, культурная идентичность, основы интерпретации, литературный анализ.

Annotation: The art of translation is a complex interplay of linguistic, cultural and literary nuances in which each word has the potential to form the essence of the original work in a new language. Among the countless techniques used in translation, repetition stands out as a notable and often interesting element. Repetition, in its various forms, serves not only as a stylistic device, but also as a carrier of deeper meanings, nuances and emotions within the text. This article explores the complex area of repetition in the context of translation, with a particular focus on the famous

work of Ernest Hemingway. With its sparse prose and profound themes, Hemingway's masterpiece provides a rich landscape for exploring the implications and challenges of translating repetition.

Keywords: stylistic elements, cultural adaptation, semantic equivalence, translation strategies, cultural identity, foundations of interpretation, literary analysis.

Kirish

“Chol va dengiz” asaridan tanlangan parchalarni va takrorlash holatlarini sinchkovlik bilan o'rganish orqali, ushbu tadqiqot ikki tilda va madaniyatlarda bunday takrorlashning qanday namoyon bo'lishini va tarjimonlarning asl matnga sodiqlik va lingvistik va madaniy moslashuv zarurati o'rtasidagi nozik muvozanatni qanday boshqarishini yoritishga qaratilgan. Tarjimada takrorlash xususiyatlarini ajratib, ushbu tadqiqot tarjima san'atiga xos bo'lgan murakkabliklarni chuqurroq tushunishga hissa qo'shishga intiladi.

Biz bu o'ziga xos ish tarjimasiga puxta kirishish asnosida, bu asarning badiiy va tematik boyligiga hissa qo'shgan takrorni tarjimada saqlab qolishda duch kelingan qiyinchiliklarni ham o'rganib chiqamiz. Xemingueyning "Chol va dengiz" da takrorlardan foydalanishi shunchaki uslubiy tanlov emas; bu rivoyat matosiga murakkab to'qilgan lingvistik qurilma. Takrorlash asosiy motiflarni ta'kidlash, hissiyotlarni uyg'otish va qahramonning yolg'iz sayohati va dengizning dahshatli kuchlariga qarshi kurashida davomiylik tuyg'usini yaratishga xizmat qiladi. Xemingueyning asari takrorlash turli darajalarda—leksik, sintaktik va tematik ravishda ishlaydigan lingvistik hodisani taqdim etadi. Tarjima jarayonida harakatlanar ekanmiz, tarjimon qalamining har bir zarbasi asl takrorlashni saqlab qolish yoki moslashtirishda juda muhim bo'lib, shu bilan Santyagoning epik kurashining mohiyatiga ta'sir qiladi.

Adabiyotlar tahlili va metod

Tarjimada takrorlash azaldan ilmiy izlanishlar mavzusi bo'lib, tarjimonlar, tilshunoslar va adabiyot nazariyotchilarining e'tiborini tortgan. Ushbu keng sohada tadqiqotchilar takrorlashning lingvistik va stilistik o'lchovlaridan tortib madaniy va semantik ta'sirlarigacha bo'lgan turli jihatlarini o'rganishdi. Bu erda taqdim etilgan adabiyotlar sharhi tarjima kontekstida, xususan Ernest Xemingueyning 'chol va dengiz' doirasida takrorlashni o'rganish uchun asos yaratib, avvalgi tadqiqotlarning asosiy tushunchalari va topilmalarining sintezini taklif etadi.

Tarjimashunoslik sohasidagi buyuk ish, Jorj Shtayner 'Bobildan keyin: til va tarjimaning aspektlari' tarjima aktiga xos bo'lgan qiyinchiliklar va murakkabliklarni tushunish uchun nazariy asos yaratadi. Shtaynerning lingvistik sadoqat va ijodiy moslashuv o'rtasidagi o'ziga xos keskinlikni o'rganishi tarjimonlarning turli xil lingvistik va madaniy kontekstlarda takrorlanishning replikatsiyasini qanday boshqarishini o'rganish uchun asos bo'lib xizmat qiladi.

Bundan tashqari, Xeminguey asarlari tarjimasiga bag'ishlangan tadqiqotlar muallifning o'ziga xos uslubi va ohangini turli lingvistik va madaniy kontekstlarda aks ettirish muammolarini ta'kidladi. Verna Kalening 'tarjima va adabiy tanqid: tahlil sifatida tarjima' va Piter Nyumarkning 'tarjima darsligi' Xeminguey nasrining ritmik kadansi va semantik nuanslarini saqlab qolish uchun tarjimonlar tomonidan qo'llaniladigan strategiyalarni, shu jumladan takrorlanadigan tuzilmalar va motiflarni takrorlashni muhokama qilingan. Oldingi tadqiqotlardan olingan tushunchalarga asoslanib, ushbu tezis takrorlashning tarjima doirasida qanday ishlashini va adabiy asarlarni lingvistik va madaniy chegaralar bo'ylab talqin qilish va qabul qilishni qanday shakllantirishini chuqurroq tushunishga hissa qo'shishga intiladi.

Muhokama va natijalar

Ernest Xemingueyning tarjimasida takrorlashni tekshirish bir nechta diqqatga sazovor kuzatuvlar va topilmalarni beradi. Tanlangan parchalar va takrorlash misollarini sinchkovlik bilan tahlil qilish orqali ushbu tadqiqot ushbu stilistik elementni turli tillar va madaniyatlarga ko'chirishda ishtirok etadigan murakkabliklar va nuanslarga oydinlik kiritadi.

Semantik ekvivalentlik va stilistik sodiqlik: tarjimonlar duch keladigan Markaziy dilemmalardan biri bu semantik ekvivalentlik va stilistik sodiqlik o'rtasidagi muvozanatni buzishdir. Topilmalar shuni ko'rsatadiki, ba'zi tarjimonlar takrorlanadigan tuzilmalarning so'zma-so'z ma'nosini birinchi o'ringa qo'yishsa, boshqalari asl matnning stilistik xususiyatlari va ritmik kadensiyasini saqlashni afzal ko'rishadi. Dastlabki matnga sodiqlik va ijodiy moslashuv o'rtasidagi bu keskinlik tarjimaning ijodiy harakat sifatida dinamik xususiyatini ta'kidlaydi.

Madaniy o'ziga xoslik va moslashish: takrorlash ko'pincha lingvistik chegaralar bo'ylab osongina o'tmasligi mumkin bo'lgan madaniy ma'nolar va uyushmalarga ega. Tahlil tarjimonlarning takrorlanadigan motiflar va lingvistik naqshlarning madaniy o'ziga xosligini qanday boshqarishini ta'kidlaydi, ko'pincha maqsadli auditoriya bilan rezonansni ta'minlash uchun ijodiy moslashish va madaniy almashtirishga murojaat qiladi. Ushbu madaniy muzokaralar jarayoni tarjima jarayonida lingvistik va madaniy omillar o'rtasidagi dinamik o'zaro bog'liqlikni ta'kidlaydi.

Hikoya oqimi va ritmik kadansga ta'siri: takrorlash 'chol va dengiz'ning hikoya oqimi va ritmik kadansini shakllantirishda hal qiluvchi rol o'ynaydi. Tadqiqot shuni ko'rsatadiki, tarjimonlar maqsadli tilda Xeminguey nasrining ritmik intensivligi va emotsional rezonansini tiklash uchun leksik takrorlash, sintaktik parallelizm va ritmik o'zgaruvchanlik kabi turli strategiyalardan foydalanadilar. Ushbu topilmalar takrorlanadigan tuzilmalarni tarjima qilishda shakl va tarkib o'rtasidagi murakkab o'zaro ta'sirni ta'kidlaydi.

Tarjimonning vositachi va tarjimon sifatidagi roli: oxir-oqibat, 'chol va dengiz' dagi takrorlashning tarjimasida tarjimonning manba va maqsadli matnlar o'rtasida vositachi va tarjimon rolini ta'kidlaydi. Topilmalar tarjimonning takrorlanadigan tuzilmalarning shakli va ma'nosini shakllantirishdagi ijodiy agentligini, shuningdek, tarjimada Xeminguey nasrining tematik yaxlitligi va hissiy rezonansini saqlashdagi mas'uliyatini ta'kidlaydi.

Xulosa

Xulosa qilib aytganda, Ernest Xemingueyning asarida takrorlashni o'rganish lingvistik sadoqat, madaniy moslashuv va uslubiy yangilik o'rtasidagi murakkab o'zaro ta'sirni ochib beradi. Tanlangan parchalar va takrorlash misollarini sinchkovlik bilan tahlil qilish orqali ushbu tadqiqot ushbu stilistik elementni turli tillar va madaniyatlarga ko'chirishda ishtirok etadigan qiyinchiliklar, strategiyalar va oqibatlarga oydinlik kiritdi. Topilmalar tarjimonlarning asl matnning tematik yaxlitligi va hissiy rezonansini saqlab, semantik ekvivalentlik va stilistik sodiqlik o'rtasidagi keskinlikni boshqarishi kerak bo'lgan ijodiy harakat sifatida tarjimaning dinamik tabiatini ta'kidlaydi. Takrorlash Xeminguey nasrining Markaziy jihati sifatida paydo bo'lib, hikoya oqimi, ritmik kadans va tematik rezonansni shakllantiradi. Bundan tashqari, tahlil takrorlanadigan motiflar va lingvistik naqshlarning madaniy o'ziga xosligini ta'kidlab, maqsadli auditoriya bilan rezonansni ta'minlashda madaniy moslashuv va ijodiy muzokaralarning muhimligini ta'kidlaydi. Tarjimonlar vositachi va tarjimon sifatida hal qiluvchi rol o'ynaydi, tarjima qilingan matnni o'zlarining ijodiy agentligi bilan singdiradi va muallifning uslubiy qarashlariga sodiq qoladi.

Shunday qilib, tadqiqot tarjima san'atiga xos bo'lgan murakkabliklarni va uning adabiy asarlarni talqin qilish va qabul qilishga ta'sirini chuqurroq tushunishga yordam beradi. 'Chol va

dengiz' da takrorlashning nozik tomonlarini ochib, stilistik elementlarni lingvistik va madaniy chegaralar bo'ylab tarjima qilishning muammolari, strategiyalari va oqibatlarini to'g'risida qimmatli tushunchalarni taqdim etadi va shu bilan tarjima sohasidagi shakl va tarkib o'rtasidagi dinamik o'zaro bog'liqlik haqidagi tushunchamizni boyitadi.

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FANDA YARATILGAN INNOVATSIYALAR: TAJRIBA VA YUTUQ

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Annotation: Innovation (English. Innovations-introduced novelty, invention) - 1) funds spent on the economy to ensure the replacement of technology and technology generations; 2) innovations in the fields of technology, technology, management and labor organization based on best practices of scientific and technical achievements, as well as their application in various fields and spheres of activity. and about his achievements. As time progresses, along with his inventions and experiments, his achievements are also increasing. I found it necessary to tell you some of them.

Keywords: Created innovations, experience and achievements, exchange of technologies, cooperation with foreign countries.

Аннотация: Инновации (англ. innovations внесена новинка, изобретение) - 1) средства, расходуемые в экономике на обеспечение замены техники и технологических поколений; 2) нововведения в области техники, технологии, управления и организации труда, основанные на передовом опыте научно-технических достижений, а также их применении в различных областях и сферах деятельности и о его достижениях. По ходу времени вместе с его изобретением и эксперименты, возрастают и его достижения, о некоторых из них я счёл необходимым вам рассказать.

Ключевые слова: Создаваемые инновации, опыт и достижения, обмен технологиями, сотрудничество с зарубежными странами.

Annotatsiya: Innovatsiya (inglizcha.innovations-kiritilgan yangilik,ixtiro) - 1)texnika va texnologiya avlodlarini almashtirishni ta'minlash uchun iqtisodiyotga sarflangan mablag'lar; 2)ilmiy-texnika yutuqlari ilg'or tajribalarga asoslangan texnika,texnologiya,boshqarish va mehnatni tashkil etish kabi sohalaridagi yangiliklar,shuningdek,ularning turli sohalar va faoliyat doiralari qo'llanilishi.Ushbu maqola xorijiy mamlakatlar bilan hamkorlikda yaratilgan turli fan innovatsiyalari,ijobiy yakunlangan tajriba va erishgan yutuqlari haqidadir.Zamon rivojlangani sayin undagi ixtiro,tajribalar bilan bir qatorda erishgan yutuqlari ham ko'paymoqda.Men sizlarga ulardan bir nechtasini aytib bermoqlikni o'zimga lozim deb topdim.

Kalit so'zlar: Yaratilgan innovatsiyalar, tajriba va yutuqlar, texnologiyalar almashinuvi, xorijiy mamlakatlar bilan hamkorlik.

Tadqiqot obyekti va qo'llanilgan metodlar: Tadqiqotning ob'ekti sifatida jahonda rivojlangan va shiddat bilan rivojlanib kelayotgan mamlakatlarda allaqachon tasdiqlanib o'z yutuqlariga erishgan innovatsiyalarni fanga tegishli sohalarida qo'llanilishi yoritib berilgan.Tadqiqot mavzusini yoritishda misollar keltirish,taqqoslash ka'bi uslublardan foydalanilgan.

Olingan natijalar va ularning tahlili: Davlatimiz rahbari Mirziyoyev Shavkat Miromonovichning 2021-yil 1- apreldagi "Ilmiy va innovatsion faoliyatni rivojlantirish bo'yicha davlat boshqaruvi tizimini takomillashtirish to'g'risida"gi farmoniga asosan, iqtisodiyoti jadal rivojlanayotgan tumanni innovatsion hududga aylantirish vazifasi qo'yilgan edi. Habarlarga ko'ra, yurtimizdagi 13 ta tuman ana shunday hududga aylantirib ulgurilgan. Bunday yondashuv innovatsiyalarni olis hududlardagi aholiga yetkazish hamda mahalliy olimlar yaratgan ishlanmalar orqali odamlarning og'irini yengil qilishda yaxshi samara bermoqda. Ayni paytda yoshlarning yangi texnologiyalarga bo'lgan qiziqishi ortib, ularni bugungi kun uchun dolzarb loyihalar ustida ishlashga undayapti. Buxoro viloyatining Romitan tumanini innovatsion hududga aylantirish belgilangan bo'lib, dastur doirasida qator yangi loyihalar ishlab chiqarishga tatbiq etilmoqda. Bugungi kunda, Romitan innovatsion hududida umumiy qiymati 10,9 milliard so'm bo'lgan jami 15 ta innovatsion loyiha amalga oshirilmoqda, – deydi Buxoro viloyati Innovatsion rivojlanish hududiy boshqarmasi boshlig'i Azamat Naimov. Shundan 10 ta loyiha tijoratlashtirilib, ishlab chiqarishga tatbiq etildi. Shuni mamnuniyat bilan aytish kerakki, innovatsion texnologiyalarga bo'lgan qiziqishni qo'llab-quvvatlash natijasida yosh olimlar safi kundan kunga, yildan yilga yanada ko'payib bormoqda. Biz yosh Slimlandia izlanuvchanlik, shiddatlilik, taslim bo'lmaslikni ko'rib xursand bo'lamiz. Yangi g'oyalar ilm-fan, qishloq xo'jaligi, tibbiyot va ekologiyadagi yechimini kutayotgan muammolarni bartaraf etishda ham yaxshi natija beradi.

Bugungi zamonga kelib ixtirolar, nanotexnologiyalar barcha sohalarni qamrab olmoqda. Ular shu darajada jadallashganki, biriga ko'nikib ulgurmasimizdan boshqa yangi turi paydo bo'lmoqda. Bu yaxshi, albatta. Innovatsiyalar qaysi sohaga qaratilsa, o'sha sohaning rivojini kuchayotganiga guvoh bo'layapmiz.

Bugungi kunga kelib tibbiyotga oid yangi loyihalar ham jadal rivojlanib kelmoqda. Tibbiyotda yangi loyihalar kasalliklarning oldini olish, erta aniqlash, davolashning eng samarali usullarini bizga tadbiq etmoqda. Bunga misol tariqasida Buxoro viloyatida yashovchi Madinabonu Muhammedovani o'rnak qilib olsak arziydi. Madinabonu Muhammedova o'z halqining sog'lig'i uchun qayg'urib mahsus poyabzal ixtiro etgan. To'g'ri tanlangan profilaktik poyabzal oyoq gangrenasining oldini olib, majruhlik foizini kamaytiradi - deydi Buxoro muhandislik-texnologiya instituti dotsenti Madinabonu Muhammedova. Shuning uchun bemorlar oyog'idagi diabetik patologiya boshlang'ich darajasining jismoniy va biomexanik xossalarini tadqiq qilish, tibbiy-texnik talablarga ko'ra maqbul profilaktik poyabzal konstruksiyasini ishlab chiqish texnologiyasi dolzarbdir. Taklif qilinayotgan poyabzal surunkali kechadigan yarali jarohlarni 1 yilda 45– 50 foizgacha kamaytiradi. Muallif taklif etayotgan yangi konstruksiyali profilaktik poyabzalda maxsus patak mavjud bo'lib, bemor tovoning alohida zonalariga tushadigan bosimga ko'ra har xil o'lchamdagi chuqurliklarga ega. Yuzasi bo'rtma romb shakliga ega bo'lgan mazkur qism ishqalanish va yallig'lanishning oldini oladi. Shuningdek, bu oyoq kiyimini kiyish va yechish ham juda qulay.

Qandli diabet jahonda eng keng tarqalgan surunkali kasallik bo'lib, dunyo miqyosida yiliga 5-7 foizga ko'payib bormoqda. Diabetga chalingan bemorlarning ko'pchiligi oyoqlarida paydo bo'ladigan yaralardan aziyat chekadi. Ularda oddiy yallig'lanishlar ham jiddiy yaraga aylanib, hatto gangrenagacha borish ehtimoli yuqori. Bunday vaziyatlarda oyoq parvarishi hamda to'g'ri tanlangan poyabzal asosiy profilaktika vositasi hisoblanadi.

Xulosa

Albatta, yurtimizdagi yosh olimlarning qilayotgan ishlari va erishayotgan yutuqlaridan ko'zlarimizning quvonmasligining ilojisi yo'q. Ular yaratayotgan yangi innovatsiyalar bilan hatto xorijiy mamlakatlar olimlari ham qiziqish bildirishga ulgurishgan. Kerak bo'lsa ilm-fandagi yangi innovatsiyalarimiz bilan qo'shni mamlakatlar bilan bimalol raqobatlasha olamiz. Hozirgi kunga kelib yosh olimlar uchun bir qancha imtiyozlar, sovrin va sovg'alar joriy qilingan. Yosh olimlarga e'tibor kuchaygan, bu albatta juda quvonarli holatdir. Ularning yangi ixtirolarining rejaları tegishli tashkilotlar tomonidan o'rganilib, o'rgatilib, kamchiliklari to'g'irlanib, davlat tomonidan barcha xarajatlari qoplab berilmoqda. Biz kabi yoshlarga yaratilib berilayotgan bunday imtiyozlardan unumli foydalanib qolmoqligimiz zarur.

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ИННОВАЦИОННЫЕ ОБРАЗОВАТЕЛЬНЫЕ ТЕХНОЛОГИИ В ПРЕПОДАВАНИИ ЯЗЫКА И ЛИТЕРАТУРЫ: ОТКРЫТИЕ НОВЫХ ГОРИЗОНТОВ ОБУЧЕНИЯ

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Abstract: The article "Innovative Educational Technologies in Language and Literature Teaching: Opening New Horizons of Learning" presents an overview of modern technological approaches to language and literature teaching. The article discusses various innovative methods such as the use of online platforms and applications, virtual and augmented reality, as well as social media and learning communities. The advantages and challenges of using these technologies in the educational process are analyzed and examples of their successful application are presented. In addition, the article provides perspectives on the development of innovative teaching methods and their potential implications for the future of education. The overall impact of innovative technologies on language and literature teaching is evaluated in the context of developing communication skills, critical thinking and understanding of cultural context.

Keywords: innovative technologies, training, method, education, project, platform.

Аннотация: статья "Инновационные образовательные технологии в преподавании языка и литературы: открытие новых горизонтов обучения" представляет собой обзор современных технологических подходов к обучению языку и литературе. В статье рассматриваются различные инновационные методы, такие как использование онлайн-платформ и приложений, виртуальной и дополненной реальности, а также социальных медиа и образовательных сообществ. Проанализированы преимущества и вызовы использования этих технологий в образовательном процессе, а также представлены примеры успешного их применения. Кроме того, статья предоставляет перспективы развития инновационных методов обучения и их потенциальные последствия для будущего образования. Общее влияние инновационных технологий на обучение языка и литературы оценивается в контексте развития навыков коммуникации, критического мышления [Кравчук В., 2022: 2]. и понимания культурного контекста.

Ключевые слова: инновационные технологии, обучение, метод, образование, проект, платформа.

В современном мире, где технологические прорывы меняют нашу жизнь с невиданной скоростью, образование не может оставаться в стороне. Внедрение инновационных методов обучения становится необходимостью, чтобы соответствовать требованиям современной образовательной среды и подготовить учащихся к быстро меняющемуся миру.

Инновационные методы обучения представляют собой совокупность подходов, технологий и стратегий, направленных на улучшение процесса обучения и обогащение образовательного опыта. Эти методы включают в себя использование современных

технологий, активное взаимодействие студентов, персонализированные подходы к обучению и многое другое.

Важность и актуальность инновационных методов обучения трудно переоценить. Они не только делают образовательный процесс более интересным и привлекательным для учащихся, но и улучшают усвоение материала и развивают навыки, необходимые для успешной адаптации в современном обществе.

Среди основных причин актуализации инновационных методов обучения можно выделить следующие:

1. **Подготовка к цифровой эпохе:** современные технологии проникают во все сферы нашей жизни, и образование не исключение. Использование цифровых инструментов и онлайн-ресурсов позволяет создавать более динамичные и эффективные образовательные среды.

2. **Индивидуализация обучения:** каждый учащийся уникален, и ему требуется индивидуальный подход к обучению. Инновационные методы позволяют персонализировать образовательный процесс, учитывая особенности и потребности каждого студента.

3. **Развитие критического мышления и креативности:** инновационные методы обучения способствуют развитию не только знаний, но и навыков критического мышления, анализа и решения проблем, что является важным для успешной адаптации в современном мире.

4. **Глобализация образования:** современное образование становится все более глобальным, и использование инновационных методов позволяет преодолевать географические и культурные границы, создавая образовательные среды, доступные для учащихся со всего мира.

Вместе с тем, необходимо учитывать, что внедрение инновационных методов обучения также встречает определенные вызовы и требует дополнительных усилий со стороны образовательных учреждений и преподавателей. Однако потенциальные выгоды для развития образования и подготовки будущих поколений являются неоспоримыми, делая актуализацию инновационных методов обучения необходимым шагом в современном образовании.

Определение основных терминов

Инновационные методы обучения — это совокупность подходов, стратегий и технологий, направленных на улучшение процесса обучения и обогащение образовательного опыта. Они основаны на использовании современных технологий, интерактивных методик, активного взаимодействия студентов и персонализированных подходов к обучению. Главной целью инновационных методов обучения является создание динамичных, адаптивных и мотивирующих образовательных сред, способствующих развитию критического мышления, креативности и практических навыков учащихся.

Важность инновационных методов обучения заключается в их способности эффективно адаптироваться к современным вызовам и требованиям образовательной среды. Эти методы позволяют активно вовлекать студентов в учебный процесс, стимулируя их интерес к обучению и развивая навыки, необходимые для успешной адаптации в современном мире. Благодаря использованию современных технологий и инновационных подходов, образовательный процесс становится более динамичным, интерактивным и

персонализированным, что способствует более эффективному усвоению знаний и навыков учащимися.

Отличие инновационных методов обучения от традиционных заключается в их уникальных характеристиках и подходах к образовательному процессу. Традиционные методы обучения, в основном, основаны на лекционной форме передачи информации, пассивном усвоении знаний и ограниченной возможности взаимодействия студентов с материалом и друг с другом. В то время как инновационные методы обучения акцентируют внимание на активном вовлечении студентов, использовании современных технологий, персонализации образовательного процесса и развитии ключевых навыков, таких как критическое мышление, сотрудничество и проблемное мышление. Таким образом, инновационные методы обучения представляют собой современный подход к образованию, ориентированный на потребности и вызовы современного мира.

Инновационные технологии в образовании

1. *Онлайн-платформы и приложения:*

Онлайн-платформы и приложения стали незаменимым инструментом в современном образовании [Маткаримов А. Дурдыева Г., 2024: 3]. Они предлагают широкий спектр образовательных ресурсов, включая учебные материалы, видеоуроки, интерактивные задания и тесты. Преимущества таких платформ включают доступность в любое время и из любого места, возможность индивидуализированного обучения и обратной связи, а также широкий выбор курсов и предметов. Примерами таких платформ являются Coursera, edX, Khan Academy, Duolingo и многие другие.

2. *Виртуальная и дополненная реальность:*

Виртуальная и дополненная реальность предоставляют уникальные возможности для создания иммерсивных образовательных сред. С их помощью можно создавать виртуальные классные комнаты, интерактивные образовательные игры, имитировать реальные ситуации для практики навыков и даже посещать виртуальные экскурсии и музеи. Эти технологии делают обучение более увлекательным и эффективным [Мухаммадиева К., 2021, 1], позволяя студентам погружаться в уникальные образовательные среды. Примеры таких приложений включают Google Expeditions, Oculus Rift, Microsoft HoloLens и другие.

3. *Социальные медиа и образовательные сообщества:*

Социальные медиа стали неотъемлемой частью нашей жизни, и они также играют важную роль в образовании. Платформы, такие как Twitter, Facebook, Instagram и YouTube, предоставляют уникальные возможности для обмена знаниями, идеями и опытом между учащимися и преподавателями. Образовательные сообщества на этих платформах способствуют созданию сети профессиональных связей, обмену образовательными ресурсами и совместному решению проблем. Такие сообщества помогают студентам расширять свои знания и навыки за пределами учебных заведений и оставаться в курсе последних тенденций в области образования.

Использование этих инновационных технологий в образовании приносит новые возможности для студентов и преподавателей, делая образовательный процесс более интересным, эффективным и доступным. Они помогают преодолевать пространственные и временные ограничения, персонализировать обучение и создавать уникальные образовательные среды, способствуя развитию ключевых навыков и подготовке студентов к современному миру.

Примеры успешного применения инновационных методов обучения

1. Проект "One Laptop per Child" (OLPC):

Проект OLPC был запущен с целью обеспечить доступ к образованию детей по всему миру с помощью выдачи им недорогих ноутбуков. Эти ноутбуки были загружены специальным образовательным программным обеспечением и обеспечивали доступ к образовательным ресурсам и интерактивным урокам. Проект показал, что использование технологий в образовании может существенно повысить доступность и качество обучения для детей в развивающихся странах.

2. Программа Khan Academy:

Khan Academy — это онлайн-платформа, предоставляющая бесплатные образовательные видеуроки по различным предметам, начиная от математики и заканчивая искусством и историей. Платформа использует методику обратного обучения, позволяя студентам изучать материал на своем собственном темпе. Khan Academy успешно демонстрирует эффективность онлайн-образования и персонализированных подходов к обучению.

3. Проект "Google Classroom":

Google Classroom — это онлайн-платформа, предназначенная для организации учебного процесса и взаимодействия между преподавателями и студентами. Платформа позволяет [Богачева Д., 2021, 1] создавать виртуальные классные комнаты, делиться учебными материалами, заданиями и обратной связью. Google Classroom упрощает процесс обучения и обеспечивает более эффективное взаимодействие между участниками образовательного процесса.

4. Программа "Hour of Code":

"Hour of Code" — это глобальная инициатива, направленная на популяризацию изучения компьютерных наук среди детей и взрослых. Инициатива предлагает бесплатные онлайн-уроки программирования и компьютерной науки, доступные для всех желающих. Программа успешно демонстрирует эффективность использования интерактивных методов обучения и игровых подходов для привлечения студентов к изучению новых технологий.

Эти примеры проектов и инициатив показывают, как инновационные методы обучения и новые технологии могут успешно применяться в образовании для повышения доступности, качества и эффективности обучения. Они подтверждают значимость и потенциал использования инновационных подходов в современном образовании.

Преимущества использования инновационных методов обучения:

1. Повышение мотивации студентов:

Инновационные методы обучения часто более интересны и увлекательны для студентов, что способствует повышению их мотивации к обучению. Интерактивные задания, игровые элементы и возможность выбора тем и материалов делают обучение более привлекательным и захватывающим.

2. Персонализация обучения:

Использование инновационных методов позволяет индивидуализировать обучение в соответствии с потребностями и уровнем подготовки каждого студента. Персонализированные подходы учитывают индивидуальные особенности, интересы и темпы обучения, что повышает эффективность усвоения знаний.

3. Расширение доступа к образованию:

Инновационные методы обучения могут преодолевать географические и социальные барьеры, расширяя доступ к образованию для людей в отдаленных районах, с ограниченными ресурсами или с ограниченными возможностями. Онлайн-курсы, мобильные приложения и виртуальные классы делают образование более доступным и гибким.

Вызовы использования инновационных методов обучения:

1. *Технические проблемы:*

Внедрение новых технологий и программных решений может столкнуться с техническими проблемами, такими как сбои в работе программ, недостаточная доступность интернета или недостаточное оборудование.

2. *Необходимость обучения преподавателей:*

Применение инновационных методов обучения требует от преподавателей дополнительного обучения и подготовки к использованию новых технологий и методик. Не все преподаватели готовы или имеют возможность освоить новые инструменты и подходы к обучению.

3. *Вопросы конфиденциальности и безопасности:*

Использование онлайн-платформ и социальных медиа может возникнуть вопросы о конфиденциальности персональных данных студентов и безопасности обучающей среды. Необходимо соблюдать соответствующие нормы и законы о защите данных и безопасности обучения.

4. *Отсутствие физического взаимодействия:*

Инновационные методы обучения могут привести к уменьшению физического взаимодействия между студентами и преподавателями, что может отрицательно сказаться на развитии социальных навыков и коммуникации.

Несмотря на вызовы, использование инновационных методов обучения представляет значительные преимущества для образовательной среды, способствуя повышению эффективности, доступности и мотивации к обучению.

Перспективы развития инновационных методов обучения:

1. *Использование искусственного интеллекта (ИИ):*

В будущем, использование искусственного интеллекта в образовании будет становиться все более распространенным. ИИ позволит [Сюй Баюнь, 2022,1] создавать персонализированные образовательные программы, адаптированные к индивидуальным потребностям и способностям студентов. Технологии машинного обучения и анализа данных помогут учителям и администраторам принимать более информированные решения о прогрессе учащихся и оптимизировать образовательный процесс.

2. *Развитие виртуальной и дополненной реальности:*

Виртуальная и дополненная реальность будут продолжать развиваться и становиться более доступными для образовательных целей. Они предоставят учащимся возможность погружения в виртуальные образовательные среды, где они смогут применять свои знания на практике в интерактивных условиях. Это позволит создавать аутентичные образовательные опыты и расширять границы обучения.

3. *Развитие онлайн-образования:*

Онлайн-образование будет продолжать расти и развиваться, предоставляя студентам возможность изучать материалы в любое время и в любом месте. Благодаря постоянному

развитию технологий удаленного обучения, таких как видеоконференции, интерактивные платформы и облачные сервисы, онлайн-образование станет еще более доступным и эффективным.

Инновационные методы обучения играют ключевую роль в эволюции образования и подготовке будущих поколений к вызовам современного мира. Они не только повышают мотивацию студентов и эффективность обучения, но и меняют саму природу образовательного процесса, делая его более интерактивным, гибким и персонализированным.

Внедрение инновационных методов обучения требует усилий со стороны образовательных учреждений, преподавателей и студентов. Однако потенциальные выгоды в виде улучшения качества образования, расширения доступа к знаниям и развития ключевых навыков делают это усилие вполне оправданным.

Таким образом, инновационные методы обучения не просто изменяют образовательную среду, они определяют будущее образования, делая его более адаптивным, увлекательным и доступным для всех.

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ILMIY TADQIQOTLARDA XORIY TAJRIBASI

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Annotation: Foreign experience in scientific research plays a vital role in driving innovation, collaboration, and progress in a globally interconnected world. This article explores the significance of incorporating diverse perspectives, expertise, and methodologies from researchers across borders into scientific endeavors. By embracing foreign experience, researchers gain access to a rich tapestry of ideas, alternative solutions, and fresh insights that can lead to breakthrough discoveries. Through case studies and examples from various fields, including technology transfer, education, traditional medicine, global health initiatives, environmental conservation, and space exploration, the article demonstrates how international collaboration enhances scientific understanding and drives advancements in research. By celebrating diversity, promoting international cooperation, and leveraging foreign experience, scientists can unlock new possibilities, address complex challenges, and shape a more interconnected and vibrant scientific community.

Keywords: Driving innovation, technology transfer, education, traditional medicine, global health initiatives, environmental conservation, and space exploration.

Аннотация: Зарубежный опыт научных исследований играет жизненно важную роль в стимулировании инноваций, сотрудничества и прогресса в глобально взаимосвязанном мире. В этой статье исследуется важность включения различных точек зрения, опыта и методологий исследователей из разных стран в научные усилия. Охватывая зарубежный опыт, исследователи получают доступ к богатому набору идей, альтернативных решений и свежих идей, которые могут привести к прорывным открытиям. Благодаря тематическим исследованиям и примерам из различных областей, включая передачу технологий, образование, традиционную медицину, глобальные инициативы в области здравоохранения, экологию, сохранение и исследование космоса, статья демонстрирует, как международное сотрудничество расширяет научное понимание и способствует прогрессу в исследованиях. Прославляя разнообразие, продвигая международное сотрудничество и используя зарубежный опыт, ученые могут открыть новые возможности, решить сложные проблемы и сформировать более взаимосвязанное и активное научное сообщество.

Ключевые слова: стимулировании инноваций, передача технологий, образование, традиционная медицина, глобальные инициативы в области здравоохранения, экология, сохранение и исследование космоса.

Kirish: Xorijiy tadqiqot tajribasi global miqyosda bir-biriga bog'langan dunyoda innovatsiyalar, hamkorlik va taraqqiyotni rivojlantirishda muhim rol o'ynaydi. Ushbu maqola turli mamlakatlar tadqiqotchilarining turli nuqtai nazarlari, tajribalari va metodologiyalarini ilmiy ishlarga kiritish muhimligini yoritib beriladi. Xalqaro tajribani o'zlashtirib, tadqiqotchilar ulkan kashfiyotlarga olib kelishi mumkin bo'lgan ulkan g'oyalarga, muqobil yechimlar va yangi g'oyalarga

ega bo'ladilar. Maqola texnologiya almashuvi, ta'lim, xalq tabobati, global sog'liqni saqlash tashabbuslari, tabiatni muhofaza qilish ekologiyasi va fazoni o'rganish kabi turli sohalardagi amaliy tadqiqotlar va misollar orqali xalqaro hamkorlik qanday qilib ilmiy tushunishni kengaytirishi va tadqiqotlarni ilgari surishini tushuntirib beradi. Olimlar yangi imkoniyatlarni kashf etishlari, murakkab muammolarni hal qilishlari va yanada bog'langan va jonli ilmiy hamjamiyatni qurishlari mumkin.

Kalit so'zlar: texnologiya almashuvi, ta'lim, xalq tabobati, global sog'liqni saqlash tashabbuslari, tabiatni muhofaza qilish ekologiyasi va fazoni o'rganish.

Tadqiqot obyekti va qo'llanilgan metodlar:

Tadqiqotning obyekti sifatida jahonda rivojlangan va rivojlanib kelayotgan davlatlardan allaqachon tasdiqlanib bo'lgan tadqiqotlarni tegishli sohalarda qo'llab ko'rishning foydali tomonlari yoritib berilgan. Tadqiqot mavzusini yoritishda taqqoslash, misol keltirish, dalillash ka'bi usublardan foydalanilgan.

Olingan natijalar va ularning tahlili:

Bugungi rivojlangan zamonda ilmiy izlanishlar hech qanday chegara bilmaydi. Turli g'oyalar, metodologiya va tajriba almashish nafaqat oddiy tusga aylandi, balki ta'limning turli sohasida taraqqiyot uchun muhim ahamiyatga ega. Xorijiy tajribani ilmiy tadqiqotlatga kiritish rivojlangan innovatsiyalardan tortib global hamkorlikni mustahkamlashga bo'lgan ko'plab foyda keltiradi.

Ilmiy tadqiqotlarning xilma-xilligi, xususan, xorijiy istiqbollarni o'z ichiga olgan holda, tadqiqotchilar uchun odatiy fikrlash va muammolarni hal qilish uchun birlashganda, ular o'zlari bilan turli yondashuvlar, yangi tushunchalar va yangi kashfiyotlar uchun muqobil yechimlarni olib keladi.

Xorijiy tajribani ilmiy tadqiqotlarga integratsiyalashning asosiy afzalliklaridan biri bu bilimlar almashinuvini boyitishdir. Turli davlatlardagi tadqiqotchilar ko'pincha o'ziga xos tajriba va ko'nikmalarga ega bo'lib qachonki ular birlashganda g'oya va metodlarning turli xilma-xilliklar yaratishadi.

Bundan tashqari, ilmiy tadqiqotlar bo'yicha xorijiy tajriba madaniyatlararo hamkorlik va hamkorlik madaniyatini rivojlantiradi. Fanlararo tadqiqotlar tobora muhim ahamiyat kasb etayotgan bir davrda, turli kelib chiqishi tengdoshlari bilan samarali ishlash qobiliyati qimmatli mahoratdir. Xalqaro tadqiqotchilar bilan hamkorlik qilish orqali olimlar nafaqat ilmiy dunyoqarashlarini kengaytiribgina qolmay, balki bugungi global tadqiqot landshaftida muvaffaqiyatga erishish uchun muhim bo'lgan muloqot, jamoa bo'lib ishlash va muammolarni hal qilish ko'nikmalarini rivojlantiradilar.

Shuningdek, ilmiy tadqiqotlarda xorijiy tajribaning integratsiyalashuvi xalqaro tarmoqlar va hamkorlik aloqalarini o'rnatishga yordam beradi. Chegaralarni o'z ichiga olgan hamkorlikdagi tadqiqot loyihalari tadqiqotchilarga o'z mamlakatlarida osonlikcha mavjud bo'lmagan resurslar, imkoniyatlar va mablag'lardan foydalanish imkonini beradi. Ushbu hamkorlik nafaqat tadqiqot natijalari sifati va ta'sirini oshiribgina qolmay, balki ilm-fanning global miqyosda rivojlanishiga ham hissa qo'shadi.

Ilmiy tadqiqotlarda xorij tajribasidan foydalanish ko'plab foyda keltirishi mumkin, shu bilan birga quyidagi misollar buning yaqqol dalili bo'la oladi:

“Texnologiyalar transferi va bilimlar almashinuvi”: Ilmiy tadqiqotlardagi xorijiy tajriba texnologiyalarni foydalanish aynan fan va texnika yo'nalishida ko'plab muvaffaqiyatlarga erishgan. Misol uchun, NASA va Yevropa kosmik agentligi (ESA) o'rtasidagi **“Hubble”** kosmik

teleskopi bo'yicha hamkorlik nafaqat astronomiya sohasidagi kashfiyotlarga olib keldi, balki butun dunyo bo'ylab fazoni tadqiq qilish imkoniyatlarini kengaytirdi.

“Xalq tabobatini zamonaviy tadqiqotlarga olib kiritish”: Xitoy xalq tabobati yoki **Ayurveda** kabi xalq tabobati giyohlardan, hayvonlar va minerallardan kelib chiqqan dorivor vositalar qo'llashgan. Dorivor giyohlardan turli xil kasalliklarda qo'llaniladigan jenshen muhim o'rin tutgan. Limonnik, kamfara, rovoch, zanjabil, hind konopi, bambuk kurtagi, choy, piyoz, sarimsoq piyoz, yelimlar qo'llanilgan. Shuningdek, Beshta lazzat, ba'zan „*Besh ta'm*“ deb ham tarjima qilinadi: o'tkir (辛), shirin (甘), achchiq (苦), nordon (酸) va sho'r (咸) Moddalar, shuningdek, bir nechta ta'mga ega bo'lishi mumkin yoki hech qanday ta'mga ega bo'lmasligi mumkin bo'lgan giyoh(ya'ni, *淡* lazzat). Xushbo'ylik moddaning ma'lum xususiyatlarini va taxmin qilingan terapevtik „dozalarini“ nazarda tutadi: sho'r „pastga tushadi va qattiq massalarni yumshatadi“; shirinlik „to'ldiruvchi, uyg'unlashtiruvchi va namlovchi“; o'tkir moddalar terni keltirib chiqaradi va qonga ta'sir qiladi; nordonlik tabiatda siquvchi (涩) bo'lishga intiladi; achchiq „issiqlikni chiqaradi, ichaklarni tozalaydi va namlikni yo'q qiladi“.

G'arb olimlari va Xitoy va Hindiston kabi mamlakatlardagi an'anaviy tibbiyot amaliyotchilari o'rtasidagi hamkorlik yangi davolash yondashuvlari va dori-darmonlarni kashf qilish jarayonlarini yangi bosqichga olib chiqdi.

“Global sog'liqni saqlash tashabbuslari va transchegaraviy tadqiqotlar”:

Jahon sog'liqni saqlash tashkiloti (JSST) Birlashgan Millatlar Tashkilotining xalqaro sog'liqni saqlash uchun mas'ul bo'lgan ixtisoslashgan agentligidir. JSSTning rasmiy mandati butun dunyo bo'ylab zaif qatlamlarga yordam berish bilan birga salomatlik va xavfsizlikni ta'minlashdan iborat.

Tibbiy tadqiqotlar uchun genomik ma'lumotlar bilan bo'lishish uchun butun dunyo bo'ylab tadqiqotchilarni birlashtirgan Genomika va Salomatlik bo'yicha **Global Alyans** kabi loyihalarda chet el tajribasi sog'liqni saqlash va kasalliklarning oldini olish bo'yicha sa'y-harakatlarni qanday rivojlantirishi mumkinligini ko'rsatdi

“Kosmik tadqiqotlar va xalqaro hamkorlik”: Koinotni tadqiq qilish missiyalarida xalqaro hamkorlikning rolini bugungi kunda ko'plab davlatlar tomonidan tan olingan. NASA, Roskosmos va Yevropa kosmik agentligining Xalqaro kosmik stansiya kabi loyihalardagi hamkorligi turli mamlakatlardan tajriba va resurslarni birlashtirish mikrogravitatsiyani tadqiq qilish va insonning kosmik parvozi kabi sohalarda ilmiy tushunishni qanday rivojlantirishi mumkinligini isbotlab berdi.

Xulosa

Nafaqat ilmiy izlanish va tadqiqotlarda, balki har qanday sohada allaqachon muvaffaqiyatga erishib ulgutgan metod va usullardan foydalanish har tomonlama o'rganish va tushunish uchun qulay hisoblanadi. Xorijiy tajriba turli sohalardagi ilmiy izlanishlarni qanday shakllantirganiga oid aniq misollarni o'z ichiga olgan holda, yuqorida keltirilgan misollar o'quvchilarga ilmiy faoliyatdagi xalqaro hamkorlikning ta'siri va afzalliklarini aniq tasvirlab bera olishi mumkin.

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TILNI O'QITISHDA ZAMONAVIY METODLARNING O'RNI

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Annotatsiya: Ushbu maqola chet tillarini o'qitishda zamonaviy metodlarning o'rnini o'rganadi. Tadqiqot usullari sifatida adabiyotlar tahlili va amaliy tajribalarni o'rganish qo'llanilgan. Natijalar shuni ko'rsatadiki, zamonaviy metodlar til o'rganishni samarali va qiziqarli jarayonga aylantiradi. Tahlil va muhokamada ushbu metodlarning afzalliklari va kamchiliklari ko'rib chiqiladi. Xulosada zamonaviy metodlarni joriy etish bo'yicha tavsiyalar berilgan.

Kalit so'zlar: chet tili, o'qitish metodlari, samaradorlik, motivatsiya, kommunikativ yondashuv.

Аннотация: В данной статье исследуется место современных методов обучения иностранным языкам. В качестве методов исследования использовались анализ литературы и изучение практического опыта. Результаты показывают, что современные методы делают изучение языка эффективным и увлекательным процессом. В анализе и обсуждении будут рассмотрены преимущества и недостатки этих методов. В заключении даны рекомендации по внедрению современных методов.

Ключевые слова: иностранный язык, методы обучения, эффективность, мотивация, коммуникативный подход.

Abstract: This article explores the place of modern methods in teaching foreign languages. Literature analysis and the study of practical experiments have been used as research methods. The results show that modern methods make language learning an effective and interesting process. The analysis and discussion will consider the advantages and disadvantages of these methods. The conclusion provides recommendations for the introduction of modern methods.

Keywords: Foreign Language, Teaching Methods, efficiency, motivation, communicative approach.

Kirish

Chet tillarini o'rganish bugungi kunda tobora muhim ahamiyat kasb etmoqda. Globallashuv va xalqaro hamkorlikning kengayishi tufayli tillarni bilish zaruriyati ortib bormoqda [1]. Shu bilan birga, an'anaviy til o'qitish metodlari ko'pincha talabalarning qiziqishini uyg'ota olmaydi va samaradorligi past bo'ladi [2]. Zamonaviy metodlar esa til o'rganishni yanada qiziqarli va samarali jarayonga aylantirishi mumkin.

Ushbu maqolaning maqsadi chet tillarini o'qitishda zamonaviy metodlarning o'rnini o'rganish va tahlil qilishdan iborat. Tadqiqot davomida quyidagi vazifalar belgilangan:

- Mavjud adabiyotlarni tahlil qilish va zamonaviy metodlarning turlarini aniqlash;
- Amaliy tajribalarni o'rganish orqali ushbu metodlarning samaradorligini baholash;
- Zamonaviy metodlarni joriy etish bo'yicha tavsiyalar ishlab chiqish.

Usullar va adabiyotlar tahlili

Tadqiqotda asosan adabiyotlar tahlili va amaliy tajribalarni o'rganish usullari qo'llanilgan. Mavzuga oid ilmiy maqolalar, kitoblar va hisobotlar o'rganib chiqilgan. Xususan, Berns va Erixonning "Kommunikativ til o'qitish: nazariya va amaliyot" [2], Nunanning "Til o'qitishda

vazifaga asoslangan yondashuv" [4], Prensining "Til o'qitishda texnologiyalarning o'rni" [5] kabi ishlari muhim manba bo'lib xizmat qildi.

Bundan tashqari, chet tili o'qituvchilari va talabalar bilan suhbatlar o'tkazildi, dars jarayonlari kuzatildi. Tajriba natijalarini tahlil qilish uchun statistik usullar qo'llanildi.

Natijalar

Tadqiqot natijalariga ko'ra, zamonaviy til o'qitish metodlari quyidagi guruhlariga bo'linadi:

- Kommunikativ metodlar - til o'rganishning amaliy jihatlariga e'tiborni qaratadi. Talabalar real hayotiy vaziyatlarga yaqin topshiriqlarni bajaradilar, juftlikda va guruhlarda ishlaydilar [2].
- Vazifaga asoslangan yondashuv - talabalar oldiga ma'lum bir kommunikativ vazifa qo'yiladi va uni bajarish jarayonida til o'rganiladi [4].
- Loyihalarga asoslangan ta'lim - talabalar biror mavzu bo'yicha loyiha tayyorlaydilar va taqdimot qiladilar. Bu jarayonda ular ham til ko'nikmalarini, ham boshqa ko'nikmalarni rivojlantiradilar [3].
- Texnologiyaga asoslangan metodlar - til o'rganishda mobil ilovalar, onlayn platformalar, virtual reallik kabi texnologiyalardan foydalanishni ko'zda tutadi [5].

Kuzatishlar shuni ko'rsatdiki, zamonaviy metodlarni qo'llash talabalarda motivatsiyani oshiradi, dars jarayonini qiziqarli va samarali qiladi. Masalan, kommunikativ topshiriqlar talabalarning nutq ko'nikmalarini sezilarli darajada yaxshilaydi. Texnologiyalar esa mustaqil ta'lim imkoniyatlarini kengaytiradi.

Tahlil va muhokama

Tahlillar shuni ko'rsatdiki, zamonaviy metodlar an'anaviy metodlarga qaraganda samaraliroq. Ular talabalarning faolligini oshiradi, til ko'nikmalarini tabiiy yo'l bilan rivojlantiradi. Bundan tashqari, ushbu metodlar til o'rganishga bo'lgan qiziqishni uyg'otadi, talabalarga motivatsiya beradi.

Shunday bo'lsa-da, zamonaviy metodlarning ayrim kamchiliklari ham mavjud. Ular ko'pincha katta tayyorgarlik talab etadi, darslarni tashkil etish murakkab bo'lishi mumkin [4]. Bundan tashqari, ayrim metodlar, masalan, texnologiyalarga asoslangan ta'lim, ma'lum sharoitlarni (kompyuter, internet) talab qiladi va hammaga ham mos kelmasligi mumkin.

Umuman olganda, zamonaviy metodlarning afzalliklari kamchiliklaridan ko'p. Ularni joriy etish o'quvchilarga ham, o'qituvchilarga ham til o'rganish/o'qitish jarayonini yoqimliroq va samaraliroq qilishga yordam beradi.

Zamonaviy metodlarning yana bir afzalligi shundaki, ular talabalarning mustaqil fikrlash va muammolarni hal etish ko'nikmalarini rivojlantirishga yordam beradi [6]. Masalan, loyihalarga asoslangan ta'lim talabalarni izlanishga, axborot to'plashga, tahlil qilishga undaydi. Bu esa nafaqat til ko'nikmalarini, balki boshqa muhim ko'nikmalarni ham shakllantiradi.

Shuningdek, zamonaviy metodlar talabalarning individual xususiyatlarini hisobga olish imkonini beradi. Har bir talaba o'ziga xos o'rganish uslubiga, qiziqishlarga ega. An'anaviy metodlar ko'pincha barcha talabalarni bir xil andozada o'qitishga harakat qiladi. Zamonaviy metodlar esa talabalarning turli ehtiyojlariga javob bera oladi, ularning kuchli tomonlarini rivojlantirishga yordam beradi [7].

Biroq shuni ham ta'kidlash kerakki, zamonaviy metodlarni joriy etish o'qituvchilardan katta mas'uliyat va professionallikni talab qiladi. O'qituvchi darslarni puxta rejalashtirilishi, har bir

talabaniing faoliyatini kuzatib borishi, kerakli yo'naltiruvlar berishi lozim [8]. Bu esa o'qituvchilarga qo'shimcha yuk bo'lishi mumkin.

Xulosa qilib aytganda, zamonaviy metodlarning samaradorligi ko'p jihatdan o'qituvchining mahoratiga bog'liq. Metodlarni to'g'ri tanlash va qo'llash, dars jarayonini samarali tashkil eta bilish muhim ahamiyatga ega. Shu bilan birga, an'anaviy metodlarning ham o'ziga xos o'rni bor va ularni mutlaqo inkor etish to'g'ri emas. An'anaviy va zamonaviy metodlarni uyg'unlashtirgan holda qo'llash eng yaxshi natijalarni berishi mumkin.

Xulosa

Tadqiqot davomida quyidagi xulosalarga kelindi:

- Zamonaviy til o'qitish metodlari til ko'nikmalarini samarali rivojlantirishga yordam beradi;
- Kommunikativ metodlar va vazifaga asoslangan yondashuv ayniqsa samarali hisoblanadi;
- Texnologiyalardan foydalanish o'quv jarayonini boyitadi va mustaqil ta'limni qo'llab-quvvatlaydi;
- Zamonaviy metodlarni joriy etish ma'lum qiyinchiliklar bilan bog'liq bo'lishi mumkin.

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XORIJIY TILLARNI O'RGANISH UCHUN ENG YAXSHI YOSH

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Annotatsiya: Mazkur maqola chet tilini o'qitishning eng ilg'or usullarini o'rganishga bag'ishlangan. Unda asosan bolalarga chet tilini o'qitish qaysi yoshda samaraliroq natija berishi va bu o'qitish sifatini oshirishga ta'sir qilishini ta'minlash uchun qanday usullardan foydalanish mumkinligi tahlil qilinadi. Maqolada, shuningdek, faoliyatga yo'naltirilgan individual yondashuv usullardan foydalangan holda bolalar bilan dars o'tkazishning afzalliklari ochib berilgan.

Kalit so'zlar: xalqaro oila, optimal yosh, qisqa seanslar, ikki tillik, plakatlar, rang-barang rasmlar, til lagerlari, individual.

Аннотация: Данная статья посвящена изучению наиболее передовых методов преподавания иностранного языка. В основном в ней анализируется, какие методы можно использовать для того, чтобы обучение иностранному языку детей давало более эффективный результат, в каком возрасте и это влияет на качество преподавания. В статье также раскрываются преимущества проведения занятий с детьми с использованием методов индивидуального подхода, направленных на активность.

Ключевые слова: интернациональная семья, оптимальный возраст, короткие занятия, билингвальность, плакаты, красочные картинки, языковые лагеря, индивидуально.

Abstract: This article is devoted to the study of the most advanced methods of teaching a foreign language. It mainly analyzes which methods can be used to ensure that teaching a foreign language to children gives a more effective result, at what age and this affects the quality of teaching. The article also reveals the advantages of conducting classes with children using methods of an individual approach aimed at activity.

Keywords: international family, optimal age, short sessions, bilingual, posters, colorful pictures, language camps, individual.

Ma'lumki, yaqin 5 yilda hamma chet tillarini o'rganish uchun o'z e'tiborini qaratmoqda. Hozirgi statistika bo'yicha olib qarasak dunyodagi to'rtta odamdan biri kamida 2ta chet tilini biladi va bu o'z o'zidan ma'lumki hozirgi paytda insonlarning chet tilini bilishga bo'lgan ehtiyoji oshib bormoqda. Til o'rganish faqatgini katta yoshlilar orasida emas balki yoshlar orasida ham ommalashib bormoqda. Shunisi ham aniqki chet tilini bilganlar uchun jamiyatda ko'plab imkoniyatlar mavjud bo'lib, ya'ni qaysiki ko'p til biluvchi insonlar uchun jamiyatda ish topish darajasi qolgan ishchilarga nisbatan yuqori.

Ta'kidlab o'tganimdek chet tillarini o'zlashtirish turli xil avlodlar o'rtasida oshib bormoqda ammo ko'pchilik orasida quyidagicha savol mavjud: Xorijiy til. Qaysi yoshda o'qishni boshlash mumkin? Bu savolga hamma turlicha tarzda javob berishadi: kimdirlar yoshlikdan boshlagan ma'qul deyishadi yoki ya'na boshqalar 15-16 yoshlardan boshlagan eng samaralisi deya ta'kidlashadi. Aslida bularning hammasi har bir individning qobiliyatiga bog'liqdir.

Bundan tashqari bizning hozirgi asosiy faoliyatimiz internet tarmoqlari bilan bog`liq ya`ni o`qish, ish, ko`ngil ochish hammasi endi internetda o`tkazilmoqda. Tillarni o`rganish ota-ona farzandining kelajagi uchun tikkan eng muhim sarmoyasidir. Chet tilini o`rganishni aslida yoshlikdan boshlagan ma`qul. Masalan yangi tug`ilgan chaqaloqning ajoyibotlariga to`xtalsak.

Tug`ilgandan boshlab ikki tilni o`rganishning ideal usuli bu xalqaro oilada bo`lishdir. Ota-onalardan biri rus, ikkinchisi, masalan, fransuz bo`lsa, har biri bola bilan o`z ona tilida gaplashsa, bola darhol ikki tilni bilish uchun hech qanday harakat qilmasdan, ajoyib tarzda o`rganishi mumkin. Bunday holda, biz darhol ikki tilni bolaga o`rgata olamiz. Yoki chet tilidagi ona enagani yollash va undan yangi tug`ilgan chaqaloq bilan doimo gaplashishni so`rash imkoniyatiga ega bo`lganlar ham omadlidir. Agar siz chet tilida so`zlashuvchi bo`lmasangiz, sizda faqat bitta narsa qoladi – bolangiz bilan ingliz tilini (yoki boshqa tilni) o`rganish.

Ammo, “Agar siz bolalar bilan ishlashga kuchingiz yetadi deya o`ylasangiz, bu tug`ilishlar to`g`ri bo`lganiga qarshi emasman. Shaxsan men bu unchalik samarali emas deb o`ylayman va men uchun ikkinchi tilni o`rganishni boshlash uchun optimal yosh hali ham bola o`z ona tilida yaxshi gapirsa”, - deydi Anna Levadnaya pediatr va neonatolog, tibbiyot fanlari nomzodi.

Tug`ilgandan boshlab harakatlarni ikki tilli muhitda yaratish lozim. Ona va ota, iloji bo`lsa, chaqaloq bilan ikki tilda gaplashishlari, unga xorijiy va ona tillarida qo`shiqlar ijro etishlari va dasturlashtirilgan xorijiy so`zlar bilan gaplashadigan o`yinchoqlar sotib olishlari mumkin. Katta yoshdagi bolalar uchun bola atrofida dunyo bilan gaplashishni va muloqot qilishni boshlashi bilanoq, unga bir vaqtning o`zida ikki tilda o`z atrofi haqida bilim berishni boshlash kerak. Misol tariqasida, siz kundalik kichik narsalardan boshlashingiz mumkin, masalan, harakatlaringizga sharh berish orqali: onam nonushta tayyorlamoqda, buvim eshikni ochmoqda, dadam va men sayrga ketyapmiz, bobom kulmoqda va hokazo. Aslida buni chaqaloqning birinchi so`zlarini aytishini kutmasdan qilish mumkin. Xuddi shu narsa chaqaloqning "asosiy" bilimlari uchun ham amal qiladi: gullar, hayvonlar, oziq-ovqat va boshqa nomlar. Bundan tashqari, bola ertak, she`r, qisqa hikoyalar tinglash va multfilmlarni tomosha qilishga e`tiborini qaratishi uchun kutish kerak va mana shu jarayonda oldingizda cheksiz imkoniyatlar okeani ochiladi. Chunki bola endilikda ko`rish orqali o`sha harakatlarni anglashga va shu harakatning nomlarini o`rganishga harakat qiladi. Shuningdek, siz har doim o`z ona tilingizda va chet tilida rang-barang rasmlar, kartochkalar, kublar, boshqotirmalar, plakatlar va boshqa o`quv materiallaridan iborat bolalar kitoblarini xarid qilishingiz mumkin. Bu bolalarning qiziqishini yanada oshirishga va tilni qiziqarli tarzda o`rganishi uchun zamin yaratib beradi.

Shuni yodda tutishingiz kerakki, barcha tadbirlar o`ynoqi va quvnoq tarzda o`tishi kerak, faqat ijobiy his-tuyg`ular bilan bog`liq bo`lishi lozim, zo`ravonlik yoki yuqori umidlarsiz! Ko`pchilikning fikricha, chaqaloq chet tiliga umuman munosabat bildirmayotgandek tuyulishi mumkin, lekin bir necha oydan keyin buning natijasini bilishingiz mumkin. Chunki har bir bolaning ong tuzilishi turlichadir, masalan qaysidir bolaning gapirishga bo`lgan moyilligi yuqoriroq bo`ladi boshqa bolalarga nisbatan, bunga teskari tarzda ba`zi bolalar gapirishga bo`lgan moyilligi kamroq ya`ni introvert bo`lishadi va buning barchasi yuzaga chiqishi uchun esa vaqt kerak. Lekin siz chet tillarida gapirishni davom ettirishingiz lozim va bir kuni u o`zining “cat” – mushuk degan so`zini aytadi va hammasi silliq tarzda keta boshlaydi.

Bolalarni o`qitishning yana bir talabi - bu tizimlilikdir. 10-15 daqiqagacha qisqa seanslar samarali bo`lishi uchun muntazam ravishda o`tkazilishi kerak. Siz bu seanslarni turlicha o`z imkoniyatlaringizdan kelib chiqqan holda tashkil etishingiz mumkin.

Farzandingiz 3-4 yoshga yetganida, sizning oldingizda mutlaqo yangi imkoniyatlar ochiladi: bular til maktablarida, ixtisoslashtirilgan bolalar bog'chalarida kichkintoylar uchun kurslar va turli xil darajadagi o'yinlar, boshqa bolalar bilan jamoaviy ish, muloqot kabilardir. Bunga qo'shimcha tarzda, albatta, uy vazifasini davom ettirish va chuqurlashtirish kerak, shuningdek, siz maktabgacha yoshdagi bolangizga chet tilini bilishning foydaliligini ko'rsatishni boshlashingiz kerak.

Maktabda o'qituvchilar til o'rganish tashabbusini sizning qo'lingizdan tortib olishga harakat qilishlari mumkin, ammo bu yerda ham o'z o'ringizda turishingiz, uyda o'qishni davom ettirishingiz va repetitorlar, kurslar va iloji bo'lsa, ona tilida so'zlashuvchilarni jalb qilishingiz kerak. Maktab o'quvchilarini maxsus til lagerlariga va chet elda tashkil etilgan ta'tillarga ham yuborish mumkin, chunki ular tilni eng yaxshi muhitda o'rganishi mumkin. Bundan tashqari, chet eldagi o'quv lagerlari 6 yoshdan boshlab bolalarni qabul qiladi.

Lahzani o'tkazib yuborishdan qo'rqmang. 12 yoshdan oldin chet tilini o'rganishni boshlash eng maqbuldir, chunki bu yoshga qadar miya ko'p tillarni xohlagancha idrok etishga tayyor bo'ladi.

Har bir bola individualdir, siz unga individual yondashuvni izlashingiz kerak va yodda tutingki, bu kichik, arzimadek tuyulgan bo'lsa ham, shaxsiyat sizga unga qanday yordam berishni aytib beradi.

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INNOVATIONS IN SCIENCE: EXPLORING EXPERIENCES AND ACHIEVEMENTS

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Annotation. This article delves into the realm of scientific innovation, focusing on the experiences and achievements that have shaped the landscape of modern science. From groundbreaking discoveries to revolutionary technologies, scientific innovation has propelled humanity forward, addressing pressing challenges and unlocking new frontiers. Through an exploration of notable examples and insightful anecdotes, this article aims to celebrate the ingenuity and perseverance of individuals and institutions driving progress in science.

Keywords: Scientific innovation, Discovery, Technology, achievement, Advancement

Annotatsiya. Ushbu maqola zamonaviy ilm-fan manzarasini shakllantirgan tajriba va yutuqlarga e'tibor qaratib, ilmiy innovatsiyalar sohasiga kirib boradi. Yangi kashfiyotlardan inqilobiy texnologiyalargacha ilmiy innovatsiyalar insoniyatni oldinga siljitdi, dolzarb muammolarni hal qildi va yangi chegaralarni ochdi. E'tiborli misollar va tushunarli latifalarni o'rganish orqali ushbu maqola ilm-fan taraqqiyotiga turtki beradigan shaxslar va muassasalarning zukkoligi va qat'iyatlilikini nishonlashga qaratilgan.

Kalit so'zlar: ilmiy yangilik, kashfiyot, texnologiya, yutuq, taraqqiyot.

Аннотация: Эта статья углубляется в область научных инноваций, уделяя особое внимание опыту и достижениям, которые сформировали ландшафт современной науки. От новых открытий до революционных технологий научные инновации двигали человечество вперед, решали насущные проблемы и открывали новые границы. Исследуя наглядные примеры и пронизательные анекдоты, эта статья призвана отметить изобретательность и настойчивость отдельных лиц и учреждений, которые способствуют прогрессу науки.

Ключевые слова: научные инновации, открытия, технологии, достижения, прогресс.

Introduction:

The pursuit of scientific knowledge and innovation has long been a cornerstone of human progress. From ancient civilizations to the present day, individuals and societies have dedicated themselves to unraveling the mysteries of the universe and harnessing the power of scientific discovery to improve lives. This article embarks on a journey through the annals of scientific history, highlighting key experiences and achievements that have shaped our understanding of the world and revolutionized countless aspects of human existence.

Exploring Groundbreaking Discoveries:

Scientific history is replete with transformative discoveries that have reshaped our understanding of nature and revolutionized entire fields of study. From Isaac Newton's laws of motion to Marie Curie's pioneering research on radioactivity, these discoveries have not only expanded the boundaries of human knowledge but also paved the way for technological

advancements that have transformed society. Each breakthrough represents a testament to the curiosity, perseverance, and collaborative spirit inherent in scientific exploration.

Revolutionizing Technologies:

Innovation in science often manifests through the development of revolutionary technologies that have far-reaching implications for various industries and sectors. The invention of the printing press revolutionized communication and education, catalyzing the spread of ideas and knowledge on a global scale. Similarly, the advent of the internet has transformed the way we access information, connect with others, and conduct business, ushering in an era of unprecedented connectivity and collaboration. From the discovery of electricity to the invention of the transistor, technological innovations continue to drive progress and shape the world we inhabit.

Celebrating Human Achievement:

Behind every scientific innovation lies a story of human ingenuity, perseverance, and collaboration. Whether it's the culmination of years of painstaking research or a serendipitous moment of inspiration, each breakthrough represents a triumph of the human spirit. From the dedicated scientists laboring in laboratories to the visionary entrepreneurs driving technological advancements, the collective efforts of countless individuals have fueled the march of progress in science. As we celebrate the achievements of the past, we also look to the future with optimism, knowing that the spirit of innovation will continue to propel us towards new horizons.

CRISPR-Cas9: Revolutionizing Genetic Engineering

CRISPR-Cas9 stands as one of the most groundbreaking innovations in recent memory, revolutionizing genetic engineering and opening doors to unprecedented possibilities in biotechnology. Originally discovered as a bacterial immune system, scientists harnessed the power of CRISPR-Cas9 to precisely edit genes with remarkable efficiency and accuracy. The journey from its discovery to practical applications involved years of collaborative research, trial, and error, reflecting the perseverance and dedication of scientists worldwide. Today, CRISPR-Cas9 holds the potential to cure genetic diseases, create drought-resistant crops, and even combat climate change, showcasing the transformative power of scientific innovation.

Quantum Computing: Unleashing Unprecedented Computational Power

Quantum computing represents a paradigm shift in the world of computation, promising to solve complex problems at speeds unimaginable with classical computers. Building a functional quantum computer has been a monumental challenge, requiring interdisciplinary expertise in physics, mathematics, and computer science. Overcoming obstacles such as decoherence and error correction demanded years of experimentation and collaboration among scientists and engineers. The emergence of quantum supremacy—a milestone where a quantum computer outperforms classical computers in certain tasks—marks a significant achievement in the field, paving the way for breakthroughs in cryptography, drug discovery, and materials science.

mRNA Vaccines: Transforming Immunology and Disease Prevention

The development of mRNA vaccines represents a triumph of innovation in immunology, offering a revolutionary approach to vaccine design and disease prevention. Years of research into mRNA technology laid the foundation for rapid vaccine development, enabling scientists to respond swiftly to emerging threats such as the COVID-19 pandemic. The successful deployment of mRNA vaccines against diseases like COVID-19 not only demonstrates their efficacy but also highlights the agility and adaptability of scientific innovation in addressing global health challenges. Beyond infectious diseases, mRNA technology holds promise for personalized cancer vaccines and treatments for a range of other illnesses, ushering in a new era of precision medicine.

Conclusion: The history of science is a testament to the power of human curiosity, creativity, and collaboration. From ancient civilizations to the modern era, individuals and societies have pushed the boundaries of knowledge and innovation, leaving an indelible mark on the world. As we reflect on the experiences and achievements that have shaped scientific progress, we are reminded of the limitless potential of human ingenuity to overcome challenges, unlock new possibilities, and create a brighter future for generations to come.

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МЕТОДИКА ФОРМИРОВАНИЯ ЛИЧНОСТИ СТУДЕНТА В ПЕРИОД ПЕДАГОГИЧЕСКОЙ ПРАКТИКИ

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Annotation: This article presents the research of the phenomenon of pedagogical upbringing as a didactic problem. The authors define upbringing as the process of formation of basic structures of personality, and pedagogical upbringing – as the formally organized and curated pedagogical process aimed at formation of the basic structures of personality. This process is carried out through education and other activities appropriate to the modern education system. The defining characteristics of the pedagogical upbringing are its systematic nature and purposefulness. They are: the strengthening of children and adult communities in the classroom and outside, development of the democratic bases of the educational process, overcoming the negative consequences of authoritarian upbringing, improvement of professional pedagogical culture of educators. Theoretical studies and experiments allowed influencing the development of innovative processes in educational institutions, improving the system of education management in the Baku region, and expanding the interdepartmental cooperation in education. The used techniques are correlated with the goals and objectives of the study. It defines the principles and ways of integrating in a unified educational system, offers a theoretical didactic model of education and the formation of the culture based on the principles of democratization and humanization of all processes. The practical significance consists in the fact that the research results can be applied to activities of different types of French students and to become the basis for their development and improvement. They also may aid the strengthening of the teaching community through enhancing the professional culture of teachers and leaders of the education system.

Keywords: teaching practice, self-education, creativity, career guidance

Аннотация: Авторы определяют воспитание как процесс формирования базовых структур личности. Особое место в содержании высшего образования занимает педагогическая практика, которая должна соединить не только теоретические знания с практикой, но и сформировать основы педагогической деятельности студентов. Студенты нашего филологического факультета отделения французского языка и литературы проходят педагогическую практику как в центральных школах, так и самом университете. Существует различное понимание роли учителя: одни видят в нем простого преподавателя конкретного учебного предмета, другие - педагога, воспитателя и наставника молодежи, человека, способствующего становлению личности ученика. Не секрет, что результативность деятельности определяется личностью педагога, который должен обладать широкими познаниями в сфере культуры, в области педагогики, психологии и методике обучения. Но главное - учитель сам должен обладать всеми теми качествами, которые он хочет воспитать у учащихся. В настоящее время необходимо осуществить переход от информационно-объяснительного обучения студентов к деятельному,

развивающему. Сегодня важны не только усвоенные знания, но и способы усвоения, мышления, развитие познавательных сил и творческого потенциала студентов

Ключевые слова: педагогическая практика, самообразование, творческий потенциал, профориентация

Период последней пятилетки наш университет встретил расширенным и обновленным. Дистанционное обучение дало возможность составить новые учебные планы и программы по всем читаемым курсам, написать по ним учебники и учебные пособия, которые отличаются новым видением мира и отражают реальную картину нашей современной действительности. Современные знания дают нашим студентам возможность овладеть системой знаний о человеке и обществе, истории и культуре, получить фундаментальную научную подготовку и основы профессиональных знаний по избранному направлению.

Особое место в содержании высшего образования занимает педагогическая практика, которая должна соединить не только теоретические знания с практикой, но и сформировать основы педагогической деятельности студентов. Студенты нашего филологического факультета отделения французского языка и литературы проходят педагогическую практику как в центральных школах, так и самом университете. Существует различное понимание роли учителя: одни видят в нем простого преподавателя конкретного учебного предмета, другие - педагога, воспитателя и наставника молодежи, человека, способствующего становлению личности ученика. Не секрет, что результативность деятельности определяется личностью педагога, который должен обладать широкими познаниями в сфере культуры, в области педагогики, психологии и методике обучения. Но главное - учитель сам должен обладать всеми теми качествами, которые он хочет воспитать у учащихся. В этой связи значимыми звеньями содержания образования являются самообразование студентов и их практическая деятельность. Самообразование в широком смысле слова — это совершенствование своих знаний и умений в различных областях действительности, а в узком - совершенствование специальных знаний и умений в конкретной сфере деятельности. Содержание самообразования должно соответствовать профессиональному уровню педагога, его интересам и склонностям. Главным условием самообразования студента является самоконтроль. Приступая к педагогическому самообразованию, студент должен хорошо изучить себя, оценить свои возможности, организовать объективный самоконтроль на каждом этапе подготовки к педагогической деятельности.

Профессионализм учителя включает в себя и ряд личностных качеств, так как моральные, нравственные аспекты общения с учащимися имеют огромное значение не только в организации воспитательного процесса, но и в освоении учебных дисциплин. Студенту- практиканту надо оценить свой уровень профессиональных знаний и личностных качеств и сопоставить их с мнением методиста, педагога, психолога и учителя-предметника школы. К таким качествам относятся: языковая культура, литературная начитанность, эрудиция, уважение к личности ученика, методические умения, эстетический вкус, артистические данные.

Самообразование студента находится в тесной взаимосвязи с самовоспитанием. Самовоспитание студента начинается с момента решения скорректировать свою личность. Организация процесса самовоспитания начинается с самонаблюдения, с самопроверки, с

самоотчета и самоанализа. Порой нашим студентам не хватает уверенности в себе при проведении учебно-воспитательной работы. Такая неуверенность в себе чаще всего проистекает из отсутствия профессиональных качеств, низкого уровня компетентности, боязни выглядеть не так, как хотелось бы. Педагогическая практика и советы методиста, педагога, психолога, классных руководителей и учителей школы помогают преодолеть такую неуверенность и в конце педагогической практики обычно мы наблюдаем большую уверенность студентов. К приемам, которые помогут студентам снять неуверенность в себе в процессе педагогической практики можно отнести оказание помощи в подборе материала для учебных и внеучебных занятий, разъяснение, поощрение и одобрение наиболее удачных мест в проведенных занятиях и мероприятиях, создание щадящих условий для студентов с ярко выраженной коммуникативной заторможенностью, поощрение творческой активности наиболее успешно практикующих студентов, одобрение обращения студентов за помощью к преподавателям или сокурсникам, поддержка стремления студентов к участию в диалоге с преподавателем, недопущения жесткой критики начинающих слабых студентов и др.

В настоящее время необходимо осуществить переход от информационно-объяснительного обучения студентов к деятельному, развивающему. Сегодня важны не только усвоенные знания, но и способы усвоения, мышления, развитие познавательных сил и творческого потенциала студентов. Именно они помогают студентам успешно решать вопросы, возникающие в период педагогической практики. В этих сложных процессах становления будущего учителя- филолога важно педагогическое взаимодействие преподавателя и студента при обсуждении проведенных мероприятий, организации совместной учебной деятельности преподавателя и студента, общей ответственности за успехи учебно-воспитательной деятельности.

Каждый студент в период педагогической практики должен самостоятельно научиться работать с содержанием учебного материала, выработать способность к педагогическому истолкованию информации, уметь исходить их мотивации учащихся при планировании и организации учебно-воспитательного процесса, уметь использовать сочетания форм обучения и воспитания, учитывать затрату сил и времени учащихся и учителя на проведение форм учебной и внеучебной деятельности.

В период педагогической практики студенты входят в общение не только между вузовскими преподавателями и своими сокурсниками, но и с учениками и коллективом, в котором они ведут учебно-воспитательную деятельность. Поэтому студент должен проявить большую гибкость в общении, уметь понять позицию другого в общении, проявить интерес к его личности, уметь понять внутреннее состояние, уметь встать на точку зрения ученика и создать атмосферу доверия и доброжелательности, уметь управлять своим собственным состоянием.

При процессе педагогической практики студенты учатся оценивать знания, полученные за период педагогической практики, оценивать не только деятельность учеников, но и свою деятельность, умения и навыки, виды самоконтроля и самооценки в учебной деятельности в начале и конце педагогической практики, приобретают умение стимулировать готовность к самообучению. Сознательно готовиться к будущей профессиональной деятельности — значит развивать необходимые способности, совершенствовать свои умственные качества. Но умение и стремление учиться, а главное - желание овладеть конкретной профессией, как правило не возникают спонтанно сами по

себе в связи с зачислением абитуриентов в высшее учебное заведение. Только желание овладеть профессией не является надежной гарантией формирования склонности профессиональных качеств.

Абитуриент не всегда представляет сущность его будущей профессии, не представляет каких знаний, умений навыков и способностей эта профессия требует, какая система подготовки приведет к овладению специальностью и формированию нужных черт личности. Большинство поступают в вуз без учета личных возможностей и специфики будущей профессии, подчас лишь из желания получить высшее образование.

Для становления студента как специалиста необходимы положительное отношение к будущей профессии, интерес к ней, склонность заниматься ею. Только в процессе учебы в вузе, под влиянием различных факторов, среди которых имеют значение психолого-педагогическая атмосфера учебного заведения, качество преподавания, информационное обеспечение вуза, методика учебного процесса, у студентов появляется интерес к своей профессии. Особое место в этом процессе занимает профессорско-преподавательский состав вуза.

Современные студенты предъявляют серьезные претензии к преподавателям высших учебных заведений. Некомпетентность, неграмотность и профессиональное несоответствие преподавателей снижают интерес к учебе, превращая учебу в формальный процесс. Студенты часто «не видят» учебный предмет в плане своего профессионального становления.

Современный преподаватель высшей школы призван улучшать мотивационную сферу познавательной и контрольно-оценочную деятельности студентов, уметь планировать обучение, как творческий процесс. С этой целью можно рекомендовать совместное планирование студентами и преподавателями всей учебно-воспитательной работы во время педагогической практики, совместные поиски наиболее эффективных форм и методов проведения этой работы, совместное обсуждение всех педагогических ситуаций, подведение итогов работы, объективное применение системы поощрений и наказаний во время работы.

Нужно ставить перед студентами более сложные учебно- воспитательные цели, указывать на ее исключительную трудность и внушить студентам уверенность в том, что они хорошо подготовлены и цель обязательно будет достигнута, поощрять все то, что способствует умственному развитию студентов, помогает освоению методических приемов работы со школьниками.

В процессе педагогической практики важно научить студентов подбирать такие групповые задания, которые удобно выполнять коллективно, а не в одиночку. Это может быть работа с источниками информации, составление плана письменной работы, самопроверка и «мозговой штурм». Цель коллективной работы состоит в том, чтобы каждый выиграл бы от сотrudничества с другими.

Важно помнить, что педагогическая деятельность является совместной, а не индивидуальной. Педагогическая деятельность совместно не только в плане общения, но и в плане взаимодействия педагог-студент, студент-школьник, и когда эта деятельность оказывается совместной и согласованной, то педагогическая оказывается эффективной и развивает личность не только учащегося студента, но и педагога.

Построение и проведение каждого занятия требует творческого подхода. Использование разных схем построения урока, реализация воспитывающего характера

обучения, исходя из возможностей темы урока, наличие индивидуального подхода к школьникам, все это помогает превратить каждый урок в творческий процесс, в котором участвуют и студент-преподаватель, и ученик. Все это способствует развитию педагогического мышления студентов, помогает собрать практический материал.

Педагогическая практика дает возможность студенту проверив степень своей готовности к самостоятельной педагогической деятельности, студенты оценивают себя, свои способности, профессиональные качества с точки зрения соответствия их требованиям к учителю, в этом практики. пожалуй, одно из главных назначений педагогической практики.

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INTENTIONAL USAGE OF UZBEK PROVERBS ABOUT WEALTH AND POVERTY

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Annotation: This article is about the purposeful use of proverbs on the topic of wealth and poverty in English and Uzbek and the use of proverbs based on the culture of each nation. The article analyzes the occurrence of English and Uzbek articles in the context and what they mean. Along with this, theoretical information is also provided. The facts that are analyzed are taken from the works and analyzed in context determines the relevance of the article.

Keywords: linguacultural, context, culture, poor, rich.

Аннотация: В данной статье речь идет о целенаправленном использовании пословиц на тему богатства и бедности на английском и узбекском языках, а также об использовании пословиц с учетом культуры каждого народа. В статье анализируется появление английских и узбекских артиклей в контексте и что они означают. Наряду с этим также предоставляется теоретическая информация. Тот факт, что анализы взяты из произведений и проанализированы в контексте, определяет актуальность статьи.

Ключевые слова: лингвокультурный, контекст, культура, бедные, богатые.

Nowadays, linguocultural studies are one of the main directions of linguistic research, which studies the national and cultural peculiarities of the structure of speech communication, arising from the psyche of the language, the specificity of the linguistic mentality. This direction explores the expression of the national spirit reflected in language. This field of linguistics is directly related to philosophy, national character, mentality. It represents the knowledge that has a national and cultural character, the structure of the complex of speech communication. In recent years, a new concept called “cultureme” or “linguocultureme” has emerged in science as an object of study of linguocultural studies. In particular, Professor A. E. Mamatov describes linguoculture as “a complex linguistic-material unit that expresses the material and spiritual culture of a particular people, nation, its whole existence in units of language and speech”

The lexical difference of culture is that it can be a word, a sentence, or a complete sentence that exists in a particular language and can express national, religious, social, and moral characteristics or a particular situation that is specific to the culture of the speakers of that language. Examples of cultures that reflect the ethnic identity of the English-speaking undertaker and the English breakfast, the Uzbek-style bridal salute, and the Uzbek-style salutation.

The emergence of linguocultural studies is associated with the development of philosophical and linguistic theories in the XIX-XX centuries. In the last decade, several studies in this area have emerged in Russia. In particular, V. Maslova’s book “Introduction to Linguoculturology” is one of the most popular manuals in this area. It describes the research areas of modern linguistics and describes in detail the methodological basis of this science.

Doctor of Philology, Professor U. Yusupov in his book “Contrastive linguistics of the English and Uzbek languages” a section.

Factors such as the occurrence of cultures in proverbs and the fact that proverbs themselves are cultures determine the linguocultural features of proverbs. The following is an example of proverbs about wealth and poverty in English and Uzbek. The semantic and linguocultural aspects of proverbs in these languages are narrowly analyzed.

Context interacts with the semantic content of an utterance in two fundamental ways: It is crucial in determining the proposition (or question, command, etc.) that a speaker intended to express by a particular utterance, and it is in turn updated with the information conveyed by each successive utterance. The first role – the context-dependence of interpretation – is most obvious when phenomena like anaphora, ellipsis, and deixis are involved. When these occur in an utterance, its semantic interpretation is essentially incomplete, and the intended truth conditions can only be determined on the basis of contextual clues. [Horn L. R. 2006: 199]

The phenomenon of context dependence can be conceived more broadly in terms of felicity. The aptness of an utterance depends on its expressing a proposition that one could take to be reasonable and relevant given the context. We thus have to look at the context to determine what was expressed, either because the utterance was incomplete, as with anaphora or ellipsis, or because its *prima facie* interpretation would appear to be irrelevant or otherwise infelicitous.

Below, some proverbs are analysed from the “Shaytanat”, which written by Tohir Malik. These examples are from 4th book, written in 1993.

“*Asadbekning ishtahasi bo‘lmasa ham o‘rtog‘ining zo‘ri bilan sho‘rvani xo‘rillatib ichib oldi-yu, peshonasidan ter chiqib, tanasi yayradi. Ikki piyola choyni ketma-ket ichib olgach, Jalil lo‘labolishga yonboshladi:*

– ***Kambag‘alning to‘ygani – chala boy bo‘lgani, – dedi u kekirib. – Senga qo‘shilib men ham boy bo‘ldim, xudoga shukr.***” [Tohir Malik. 1993: 102]

While analyzing this example, we must first find out what the proverb itself means. This proverb is about the life of a poor person, about how important it is for a poor person to feel happy, even if he just eats. Because such people live mainly to feed their stomachs, and satiety is equal to wealth for them. In the play, we know that the protagonist is Asadbek, and he is rich, but his friend Jalil is just a simple man. That’s why he jokes with his friend and uses this proverb. At the same time, we can see a little exaggeration here.

“*Nomusning toptalishini eng so‘nggi chora deb bildi. “Gadoning dushmani gado bo‘ladi”, deganlaridek, Moskvada Xongirey yakka hokim emas, uning payiga tushadiganlar ham topiladi. Asadbek hozir chora izlab ulardan birining huzuriga bormog‘i mumkin edi.*” [Tohir Malik. 1993: 254]

This proverb is also used mainly for the poor. Because if a person is poor, a rich person is not hostile to him, it is useless. Only those like him can be hostile to him. As for the use of the proverb in the play, one of Asadbek’s biggest enemies is Khongirey. When he attacks Asadbek, he also wants to respond accordingly. However, due to some problems, it is not strong enough. Then he wants to get help from the enemies of another Khongirey in Moscow, where Khongirey lives. Because, of course, there were those who were enemies of Khongirey. That is why he applies this proverb to his enemy and his enemies. No one is divided into rich and poor. It is simply said that everyone is hostile to those who are like him.

This example is from 1st book, written in 1989.

“*Yorug‘ dunyoda birov boy, birov kambag‘al yashagani bilan, o‘lim topganidan so‘ng tenglashadi, deyishadi. Darhaqiqat, boyga ham, kambag‘alga ham o‘sha yer, o‘sha kafan tegadi. Unisi ham, bunisi ham tuproqqa qoriladi.*” [Tohir Malik. 1989: 96]

It can be said that this article is used in its context. Because the work covers the lives of rich and poor people, it is said that no matter who they are, they will be equal after death. Therefore, it means not to strive for wealth in this world.

This example is from 2nd book, written in 1991.

“O’sha falonchi esa boshini guvalaga qo’yib jimgina yotaveradi, umr bo’yi to’plagan boyligi esa bu dunyoda qolaveradi. Boyning boshiga par yostiqlik, kambag’alnikiga tosh qo’yilganini hech eshitganmisiz? Boylikni olib ketish imkoni bo’lganida edi Olloh taborak va taolo bandalariga murojaat qilib, “dunyoga aldanmanglar”, demas edi.” [Tohir Malik. 1991: 158]

This proverb is similar to the above, only in different texts and in different forms. But the meaning is almost the same. It also points to the equality of people after death, the inability of the rich to have a special blessing. Therefore, it is important to think about the Hereafter without being deceived by the adornments of this world.

The next example is from the book “Qo’sh ustunimning biri” which was written by Abdunabi Haydarov in 2014.

*“Chiroqning xira nurida yuzimga sinchkov tikiladi. Ertakni mijja qoqmay, berilib tinglayotganimga ishonch hosil qilgach, yana tilga – Afsus, ming afsus, **kambag’alni tuyaning ustidayam it qopishi haqqi rost ekan.** Ittifoqo, kech kuzning yog’inli-sochinli kunlaridan birida qishloqqa egniga qora rangli uzun charm kamzul, oyog’iga nag’al poshnali xrom etik kiygan, beliga timqora g’ilofli nagan taqqan badqovoq, nigohlari o’ta sovuq odam kirib kelibdi.* [Haydarov A. 2016]

This proverb mainly refers to the inequality of the poor. Because it has long been said that a poor person always suffers and is discriminated against. They have always lived in guilt. Therefore, even if they see a light, they will be blamed. The context also points out that this proverb is spoken in the language of a poor man.

Proverbs serve to describe, define and express the culture of the language in which they exist. One can see national notions, things, feelings, traditions, well-known ancestors, even the names of places – cultural points in the fund of a language. Also, the social and pragmatic view allows us to look beyond the linguistic structure of proverbs in order to explore the reach amount of background knowledge and cultural beliefs they portray.

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ТАРЖИМАНИНГ ЭКВИВАЛЕНТЛИК НАЗАРИЯСИ ҲАҚИДА

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Annotatsiya: Maqolada hozirgi zamon tarjimashunosligida ekvivalentlik nazariyasi tavsifi va uning boshqa tarjima nazariyalari bilan qiyosiy tahlili yoritilgan.

Kalit so‘zlar: ekvivalentlik darajasi, transformatsion tarjima, semantik-semiotik tarjima.

Abstract: The article describes the main features of the theory of equivalence in translation, and also compares this theory with other theories of translation studies

Keywords: level of equivalence, transformational translation, semantic-semiotic translation.

Аннотация: В статье описываются основные черты теории эквивалентности в переводе, также эта теория сравнивается с другими теориями переводоведения

Ключевые слова: уровень эквивалентности, трансформационный перевод семантико-семиотический перевод.

Таржиманинг эквивалентлик назарияси матн мазмунида ахборот тавсифига кўра кетма-кет даражаларни ажратилишини назарда тутди. Эквивалентлик даражаси муносабатлари манба матн ва таржима матн ўртасидаги ўхшашлик асосида ўрнатилади. В.Н. Комиссаров ягона тўлиқ илмий тушунчалар системаси доираси семантик-семиотик модел ва ситуатив модель объектив қонуниятлар назариясига мувофиқ эквивалентлик назариясини ишлаб чиқди. Эквивалентлик даражалари назарияси Л.С. Бархударов концепциясига асосан аслият ва таржима ўртасидаги ҳақиқий семантик яқинлик даражаси ўзгарувчан катталиқ ҳисобланади. В.Н. Комиссаров манба ва таржима матнлари ўртасидаги эквивалент муносабатларнинг қуйидаги турларини аниқлайди:

1) коммуникатив мулоқоти даражасидаги эквивалентлик аслият ва таржима мазмунининг энг кам умумийлиги билан тавсифланади;

2) ситуация даражасидаги эквивалентлик кўп тилли матнлар мазмунининг баъзи бир умумийлиги билан тавсифланади, чунки иккала матн ҳам айни бир нарса ҳақида гапирди;

3) вазиятни тавсифлаш даражасидаги эквивалентликда коммуникация ва ситуация мақсадининг умумийлиги сақланади ҳамда тушунча манба матн орқали тасвирланади.

4) фикрнинг тизимли ташкил этилиши даражасидаги эквивалентликка асл нусха ва таржиманинг синтактик тузилмаларининг инвариантлиги юқорида баён қилинган умумий компонентларга қўшилади;

5) оғзаки белгилар семантикаси даражасидаги эквивалентлик – асл нусха ва таржима ўртасида умуман мавжуд бўла олмайдиган семантик умумийликнинг энг кичик даражасидир.

Шундай қилиб, В.Н. Комиссаров семантик ҳолатларнинг универсал типологиясини ишлаб чиқди, бунда асл матн таржима қилинган матнга боғлиқ бўлиши мумкин. Бу

ҳолатларнинг ҳар бири учун ўзига хос лексик-семантик ўзгаришларлар тўплами эълон қилинган. Кўриниб турибдики, В.Н.Комиссаровнинг таржима компетенциясига кўра тиллараро ўзгариш жараёни сифатида таржимага лингвистик ёндашувнинг когнитив потенциалидан тўлиқ фойдаланди.

XX аср ўрталарида пайдо бўлиши муносабати билан. таржимашуносликнинг ўзига хос объекти - компьютер ёрдамида таржима, машинасозлик (автоматик, автоматлаштирилган) деб аталадиган таржима - шунингдек, машина таржимаси муаммоларини ўрганадиган махсус назарияга, яъни машина таржимаси назариясига эҳтиёж туғилди. Машина таржимасининг қоғоз алгоритмларининг кўплаб тавсифий асарларини ёзган олимлар акс эттирилган ва ўз аксини топган улар Н.Д.Андреева, И. Бар-Хиллеле, И.А.Мельчука, И.И.Ревзина, В.Ю. Розенцвейга ҳамда монографик асарларида К.Б. Бектаева, А.Н. Беляева, И.К. Белской, А.В. Зубова, Г.Э. Мирам, Л.Л.Нелюбина, В.И.Пэребеинос, В.А. Чижаковский, Э.А.Шингарева ва бошқалар шуғулланганлар.

З.Д. Львовскаянинг коммуникатив-функционал таржима назариясида тил белгиси ва нутқ маъноси ўртасидаги фарқ ҳамда мувофиқлик тушунчаси асосий муаммо сифатида кўйарилади. Таржима жараёнида конкрет нутқий мулоқот нутқий ситуацияни ҳосил қилувчи объектив ва субъектив факторларни ҳисобга олиш зарур. Нутқ ҳолатининг формантлари ахборот мазмуни нуктаи назаридан ҳам, мулоқот жараёнида бажариладиган вазифа нуктаи назаридан ҳам ноаниқ.

Муаллиф фикрининг асоси ва мақсадининг ўзаро таъсири муаллифнинг коммуникатив вазифасини белгилайди. Мотив ва мақсад, ўз навбатида, нутқий вазиятнинг барча шакллариининг ўзаро таъсири натижасидир: матн муаллифининг шахсияти, нутқ мавзуси, мулоқот жойи ва вақти, мулоқот бўйича портнёрининг шахсияти. Бирок, нутқий вазиятни ташкил этувчи омиллар таъсири остида вужудга келган коммуникатив вазифа фикрнинг "моддий" кўриниши бўлиб, нутқий вазиятнинг шаклланишига айланади ва унинг кейинги ривожланишини олдиндан белгилаб беради. Матннинг семантик тузилишининг таркибий қисмлари - унинг прагматик ва семантик тузилмалари - нутқий вазият билан белгиланади, чунки якуний таҳлилда айнан шу ҳолат нутқ ҳаракатига туртки бўлади.

З.Д.Львовскаянинг фикрича таржима трансформациясининг асосий сабаби лингвистик ва экстралингвистик характер касб этади. Лингвистик терминлар таржимада ўзгаришининг сабаби турли хил система, меъёр ва манба матн ҳамда таржима матн узуси билан боғлиқ бўлди. Экстралингвистик сабаблар аслият матн муалифи тажрибаси ҳамда таржима адресантининг маъновий дифференциалликни акс эттиради. Формал таржимани ўзгартириш зарурлигини аниқлайдиган омиллар, умуман таржимани танлашга таъсир қилувчи омиллар билан қарама-қаршидир, чунки кейинги ҳолатда доминантлик хусусиятлари формал омиллар эмас, балки мазмунли, аниқроғи, семантик ва формал омилларнинг ўзаро таъсири натижасидир. Таржима жараёнининг асосий операцион принципи ва шунга мос равишда таржиманинг асл нусхага мувофиқлигининг асосий мезони сифатида З.Д.Львовская аслият тили ва таржима тили матнларининг коммуникатив функционал эквивалентлиги тамойилини ўрганади.

Ҳарбий университет олимларининг рус тилидаги таржимашунослик ишлари туфайли коммуникатив ёндашув доирасида алоҳида йўналиш сифатида таржиманинг тиллараро мулоқотни ифодаловчи таржиманинг психоллингвистик назарияси юзага келди. Таржима фанида бу йўналишнинг методологик ва назарий асосларини А.Ф. Ширяев ишлаб чиқди, у таржиманинг фаолиятга асосланган тасвирини, яъни унинг мақсадли-мотивацион

томони, предмети, воситалари, амалга ошириш усуллари, маҳсулоти ва тузилиши билан нутқ фаолиятининг ўзига хос, ихтисослашган тури сифатида талқин этади.

Таржиманинг мақсади, А.Ф. Ширяевнинг фикрича, маҳсулотни чиндан ҳам ифодаланган ёки ёзилган фикр, ёки маълум бир тилда фикр-мулоҳазалар гуруҳи шаклида яратишдан иборат. Ижтимоий буюртма таржимонга ишлаб чиқарилаётган маҳсулотнинг асосий параметрларини беради. Фаолият объекти - бу кўп тилли коммуникантлардан бирининг манба тили воситаларида тасвирланган нутқ фаолияти маҳсулидир.

Таржима фаолияти воситаларига нутқ фаолиятининг кўп турларидагидек, фақат битта тилнинг эмас, балки икки тилнинг воситалари киради. Таржимада воситаларни танлаш, биринчи навбатда, субъектнинг мотивлари ва мақсадлари билан эмас, балки фаолият объекти - манба матн билан белгиланади; шунинг учун фаолият маҳсулотини объективлаштириш учун лингвистик воситаларни танлашни аниқлаш таржима турларига қараганда кўпроқ қатъий характер касб этади.

Таржима фаолиятини амалга ошириш усуллари уч гуруҳга бўлинган. Биринчи гуруҳ-нутқ фаолияти маҳсулотлари, масалан, тинглаш ва гапириш объектларини бекор қилишнинг глобал усуллари. Иккинчи гуруҳ таржима муаммоларини ҳал қилиш жараёнини - эквивалентларидан фойдаланиш, вариант ва контекстли ёзишмаларни ўрнатишни ўз ичига олади. Учинчи гуруҳ таржима фаолияти маҳсулотларини объективлаштиришнинг глобал усуллари - гапириш ва ёзишни бирлаштиради.

Ҳам таржима фаолияти, ҳам унга киритилган ҳар бир таржима ҳаракати ҳар қандай интеллектуал ҳаракатга хос бўлган уч фазали тузилишга эга: фаолият шароитига йўналтириш ва фаолият режаси ёки ҳаракатини ишлаб чиқиш, ишлаб чиқилганларни амалга ошириш босқичи. режа ва натижани кўзланган мақсад билан солиштириш босқичи. Таржима фаолиятининг маҳсули - бу таржимон томонидан ишлаб чиқарилган таржима тилидаги матн. Таржима фаолияти маҳсулотида бир вақтнинг ўзида қабул қилувчининг фаолияти ҳам, таржимоннинг фаолияти ҳам объективланади.

Бу назария манба матн тил бирликлари структурасининг таржима матн тил бирликларига тубдан ўзгартириш сифатида таржима жараёнини ўрганишга асосланган. У И.И.Резвин. ва В.Ю.Розенцвейг ва Ю. Найда томонидан ишлаб чиқилган Бу назария амэрикалик олим Н. Хомскийнинг грамматик ғояларига асосланган бўлиб, у мавжуд бўлган барча грамматик жиҳатдан тўғри билдирилган ффикр-мулоҳазалар энг оддий ядровий тузилмалар (гаплар)нинг чекланган сони натижасида юзага келади. Шундай қилиб, бу назария воситачи тил ёки ядровий тузилмалардан иборат бўлиб, қабул қилинган матнни тарнсформациялайди (ўзгартиради) деган позициядан келиб чиқади.

Ушбу матнни таржима тилига ўтказиш учун уни қайта ўзгартириш керак, яъни мазкур тил қонунларига мувофиқ нутққа айлантириш керак. Трансформацион таржима назарияси таржима жараёнининг тиллараро трансформация деб аталадиган қисмини ишончли тарзда тушунтиради. Таржиманинг трансформацион назарияси камчиликлари шундаки, у экспериментал асосга эга эмас, яъни таржима фанининг объектдан ажралиб чиққан. Таржиманинг трансформацион назарияси етакчи психологлар, жумладан Н.И.Жинкин томонидан субъектив маъновий кодни тан олишдан келиб чиққанлигини пайқаш қийин эмас., гарчи бу код лингвистик ядро тузилмалари натижасига тегишли бўлади. Бошқача қилиб айтганда, таржиманинг трансформацион назариясида лингвистик позициядан чекиниб адабиётшунослик томонига ўтиш юз беради, бу эса таржимонни ёзувчига айлантириш имконини беради ва унинг ижодкорлиги тан олинади.

Ушбу назариянинг кейинги ривожланиши манба ва таржима тилларининг белгилари ва тузилмаларининг ўзаро корреляциясининг кенг қамровли типологияси тадқиқ этган Я.И.Рецкер назарияси асосида ривожланган. Л.С.Бархударов ишларида семантик-семиотик таржима модели ишлаб чиқилган. Ушбу моделга мувофиқ, матннинг умумий мазмунида унинг алоҳида компонентлари ажратилади - денотатив, маъноли, тил ичидаги ва прагматик. Олим биринчи марта асл матндан таржима қилинган матнга ўтиш пайтида асл нусханинг ҳамма мазмуни эмас, балки унинг айрим таркибий қисмлари сақлаиб қолишини кўрсатди. Ўз ечимини кутаётган бошқа тадқиқот муаммоси сифатида Л.С. Бархударов асл матннинг юқорида кўрсатилган таркибий қисмларини узатиш кетма-кетлиги тартиби муаммосини илгари сурди.

А.Д.Швейцерни ҳақли равишда таржимага коммуникатив ёндашув ва унинг функционал ва психологик жиҳатларини тадқиқ қилиш асосчиларидан бири деб аташ мумкин. А.Д.Швейцер матннинг функционал доминантлиги ғоясини таржима инварианти сифатида илгари сурди; у таржима тарихида биринчилардан бўлиб функционал прагматик таржима моделини ишлаб чиқди ва уни "динамик" таржима модели деб атади. А.Д.Швейцер, таржимоннинг таржиманинг тил ва тил бўлмаган детерминантларининг ташқи кўриниш, қиёфа, сурат, шакл, яъни конфигурациясига асосланган қарорлар қабул қилиш жараёнини тасвирлайди.

Олимнинг сўзларига кўра, таржимон томонидан қарор қабул қилиш жараёни иккита асосий босқичдан: 1) таржима стратегиясини ишлаб чиқишдан ва 2) ушбу стратегиянинг ўзига хос лингвистик тимсоли таърифидан (бунга турли хил ўзига хос техникалар таржима технологиясини ташкил этувчи "таржима трансформациялари" киради) иборат.

А.Д. Швейцер концепциясида таржиманинг лингвистик назарияси доирасида биринчи босқичида ўзига хос прагматик ёндашув етарлича батафсил ўрганилган. Яқин вақтгача таржима назарияси объектидан ташқарида бўлган бу босқичнинг мавжудлиги таржимон фаолиятининг операцион тузилишини мазмунли ва мақсадли бўлишига ёрдам берди. Масалан, таржима стратегиясини ишлаб чиқишда, матннинг аниқ сўзма-сўз таржимасига, ёки аксинча, асл нусханинг формал тузилмасидан чекиниб, эркин таржимага устунлик беришда кўзга ташланади.

Таржима стратегиясини ишлаб чиқишда, А.Д.Швейцернинг фикрича биринчи навбатда таржимада акс этирилиши керак бўлган асл нусхага нисбатан таржимон томонидан таржима устуворликлари шкаласини қабул қилиш қарори муҳим ҳисобланади. Ниҳоят, таржима стратегияси ҳақидаги қарорга яна бир вариант киради: маҳаллий ва давр колоритининг экзотик тафсилотларини синчковлик билан ўтказиш ёки матннинг тарихий хусусиятларига чуқурроқ кириб бориш учун бундай тавсилотлардан воз кечиш лозим.

Таржиманинг семиотик концепциясида А.Д.Швейцернинг учта ўлчамли семиозси (синтактик, семантик, прагматик) прагматик даражанинг семантикага (компонентли ва йўналтирувчи) нисбатан устунлигига асосланган эквивалентлик даражасининг семиотик типологиясини ҳосил қилади. Таржима жараёнига таъсир кўрсатувчи прагматик омиллар қуйидагича: юборувчининг коммуникатив интенцияси (мақсади), қабул қилувчига муносабат, таржимоннинг коммуникатив муносабати.

Таржимонлик мутлақ эмас, балки нисбий тушунча сифатида А.Д.Швейцер томонидан изоҳланади. Инвариантлик таржима жараёнида шаклланган контекст ва мулоқот ҳолати натижасида ҳосил бўлган маънони ўзгаришсиз қолдиради. Нутқ контексти ва коммуникатив вазият бир хил бўлмаган маънолар орасидаги фарқни нейтраллашга ёки

бошқача айтганда, бир хил маънони етказиш учун сўзнинг турли маънолардан фойдаланишга имкон беради. А.Д Швейцер концепциясида нутқий мулоқот, таржиманинг энг қийин турларидан бири бўлиб, у таржима стратегиясини белгилайдиган, ўзаро боғлиқ бўлган бир қатор филтрларни ташкил етувчи кўплаб лингвистик омиллар билан белгиланади. Бу омилларга иккита тилнинг тизими ва нормаси, иккита маданият, иккита коммуникатив вазият - бирламчи ва иккиламчи, предметли вазият, манба матнининг функционал хусусиятлари, таржима нормаси киради. Бу ерда марказий ўрин матнга тегишли бўлиб, у таржиманинг детерминантларидан келиб чиқадиган кучларнинг қўлланилиш нуқтаси ҳисобланади ва шу билан бирга бирламчи ва иккиламчи коммуникатив вазиятларни ўзи белгилайди.

А.Н. Крюковнинг герменевтик моделида таржима тушуниш қонунига бўйсунди: таржима тушунишдан бошланади ва у билан тугайди. Таржимон чет тилида таржима матнини қабул қилувчиларни ҳисобга олган ҳолда, у аллақачон тушунган нарсасини қайта тушунтиришни амалга оширади. Иккиламчи тушуниш жараёни-бу мақсаднинг лингвистик амалга ошишини бошқарадиган янги роль ва ижтимоий психологик муносабатни ҳисобга олган ҳолда, мақсаддан объектив лингвистик маънога йўналтирилган ҳолда маъно мазмуннинг олдиндан амалга ошириладиган синтезидир. Таржиманинг герменевтик модели таржима жараёнининг моҳиятини талқин қилиш билан боғлиқ матнни иккинчи даражали яратиш жараёни сифатида тушунилади.

Бу механизм таржимага коммуникатив ёндашувнинг ижтимоий томонини ўрганишда қўлланилади. Таржима назарияси тарихида биринчи марта таржима социологияси муаммолари В.В.Андрянов томонидан ўрганилган. Унинг ишларида социологик жиҳатидан олинган таржима тиллараро мулоқот тузилмасида шахслар ўртасида мақсадли алоқани ўрнатиш ва қўллаб -қувватлаш жараёни сифатида намоён бўлади. В.В.Андрянов таржиманинг адекватлигини таржимон танлаган сўз ва сўз билан боғлиқ бўлмаган воситаларнинг мулоқотнинг ижтимоий ҳолатига мувофиқлиги даражаси деб тушунади, бунинг натижасида жўнатувчининг коммуникатив муносабатларга мос келадиган чет тилидаги коммуникантнинг реакцияни келтириб чиқаради. В.В. Андрянов таржимоннинг сўз ва сўз билан боғлиқ бўлмаган хатти-ҳаракатларининг бир қанча ижтимоий қоидаларини аниқлаб, шакллантиришга муваффақ бўлди, бу еса Ҳарбий университетда таржимон ва таржимонларни тайёрлашга асос бўлди. Шундай қилиб, таржиманинг эквивалентлик назарияси бошқа таржима назариялари билан бир қаторда туради ва уларда ўз аксини топган.

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LES STRATÉGIES D'ENSEIGNEMENT DU FRANÇAIS LANGUE ÉTRANGÈRE SECONDE

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Annotation: Dans la société moderne, l'importance de parler des langues étrangères ne peut être surestimée et constitue un facteur clé d'une communication réussie et d'une vie professionnelle. La langue française devient un sujet d'étude d'intérêt accru et dans cet article, nous examinerons diverses stratégies d'enseignement du français langue seconde étrangère et leur efficacité.

Mots clés: français langue étrangère seconde, stratégies d'apprentissage et d'enseignement, compétence communicative, stratégies cognitives et métacognitives.

Annotation: In modern society, the importance of speaking foreign languages cannot be overestimated and is a key factor in successful communication and career growth. The French language is becoming a subject of increased interest for study and in this article, we will look at a variety of strategies for teaching French as a second foreign language and their effectiveness.

Keywords: French as a second foreign language, learning and teaching strategies, communicative competence, cognitive and metacognitive strategies.

Аннотация: В современном обществе важность владения иностранными языками нельзя переоценить и является ключевым фактором успешной коммуникации и карьерного роста. Французский язык становится предметом повышенного интереса для изучения и в данной статье мы рассмотрим разнообразные стратегии обучения французскому как второму иностранному языку и их эффективность.

Ключевые слова: французский как второй иностранный язык, стратегии обучения и преподавания, коммуникативная компетенция, когнитивные и метакогнитивные стратегии.

Pendant de nombreuses années, dans le processus d'enseignement des langues étrangères, l'enseignant a joué le rôle principal et les étudiants ont principalement agi comme des consommateurs passifs de produits linguistiques. Les réalités d'aujourd'hui sont différentes dans le sens où l'étudiant devient un acteur clé autour duquel se construit l'ensemble du processus d'apprentissage.

Selon les exigences modernes, l'étudiant doit avoir la capacité de gérer de manière autonome son apprentissage et de prendre des initiatives au cours du processus éducatif. Dans

notre cas, il faut prendre en compte le fait que les étudiants ont déjà une expérience dans l'apprentissage de leur première langue étrangère, ce qui en soi devrait faciliter le processus de maîtrise d'une deuxième langue étrangère, par exemple le français. La tâche de l'enseignant est d'accompagner l'élève dans le processus d'apprentissage d'une langue étrangère. C'est pourquoi l'enseignement du français comme deuxième langue étrangère doit se faire dans le cadre d'une coopération, où l'élève joue le rôle d'un participant égal au processus éducatif.

Dans le processus d'enseignement du français langue étrangère seconde, l'enseignant s'efforce d'aider les élèves à résoudre les tâches suivantes: développer les compétences et les aptitudes nécessaires pour acquérir la compétence communicative; formation de flexibilité de pensée et de cohérence; développement des compétences et leur application dans des activités pratiques de communication, etc.

Ce qui précède suggère qu'il est important pour un enseignant d'analyser sa pratique pédagogique et de maîtriser ses stratégies pédagogiques. Il existe de nombreuses définitions du terme stratégies d'apprentissage. Par exemple, le scientifique américain R. Oxford dans ses travaux donne l'interprétation suivante: «Les stratégies d'apprentissage sont des modèles éducatifs qui définissent des résultats d'apprentissage clairs et visent à les atteindre grâce à des actions éducatives spécialement conçues. [R. Oxford, 2001: 2]

Parallèlement, les auteurs du livre «Nouveau dictionnaire de termes et concepts méthodologiques (théorie et pratique de l'enseignement des langues)» conviennent que «les stratégies d'apprentissage sont des actions et des opérations utilisées par les élèves pour obtenir, stocker en mémoire et appliquer l'information accumulée». [Азимов Э., Шүкин А., 2009: 334]

Dans ces définitions, deux modèles principaux sont visibles: d'une part, les stratégies d'apprentissage sont basées sur des actions éducatives - ces actions qui sont utilisées pour résoudre des problèmes éducatifs, et d'autre part, elles visent à atteindre un objectif d'apprentissage spécifique, comme mémoriser une information, l'extraire d'un texte ou l'appliquer.

Il existe également de nombreuses classifications de stratégies d'apprentissage. Donc, par exemple, le méthodologiste canadien P. Cyr classe les stratégies d'apprentissage comme le montre la figure ci-dessous.

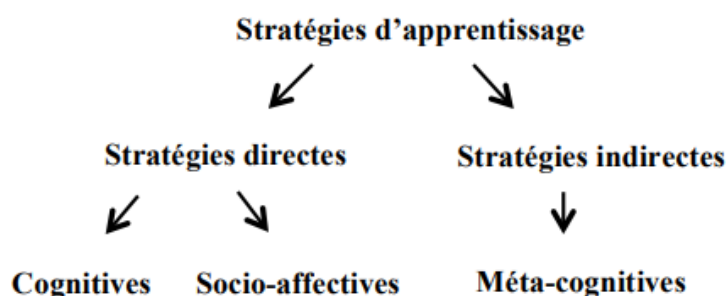


Figure 1. Stratégies d'apprentissage développées par P. Cyr

Selon P. Cyr, les stratégies pédagogiques se divisent en deux catégories: directes et indirectes.

Les stratégies directes sont des stratégies que l'apprenant utilise actuellement dans l'action, comme la conversation. Et les stratégies indirectes sont utilisées comme méthodes pour atteindre des objectifs à long terme .

De plus, P. Cyr divise les stratégies directes en stratégies cognitives et socio-affectives, et indirectes en stratégies méta-cognitives. Les stratégies cognitives, il définit, comme l'interaction entre l'apprenant et la matière apprise, la manipulation mentale et physique de cette matière et l'application de méthodes spécifiques pour résoudre un problème. Ce sont donc les stratégies que nous utilisons directement lorsque nous communiquons dans la langue cible. Par exemple, si un élève oublie un mot dans une langue étrangère en parlant, il peut utiliser une stratégie cognitive appelée paraphrase, ce qui signifie que nous reformulons le mot ou la phrase. Alors au lieu d'arrêter la communication, il peut utiliser une stratégie cognitive pour poursuivre la conversation. Et les stratégies socio-affectives concernent la fonction sociale de la langue, c'est-à-dire la façon dont une personne se comporte dans une situation sociale, en utilisant la langue cible conformément à sa culture.

P. Cyr estime que les stratégies indirectes sont des stratégies méta-cognitives. Et sa définition est: la stratégie méta-cognitive consiste à réfléchir au processus d'apprentissage, d'organiser ou de planifier ses activités dans le but d'apprendre. Par rapport aux stratégies cognitives et socio-affectives, la stratégie méta-cognitive correspond à la capacité de savoir quoi faire pour atteindre des objectifs, comme planifier son travail. D'autres termes, l'étudiant décide des objectifs qu'il souhaite atteindre et élabore un plan pour atteindre les résultats attendus. De cette manière, l'apprenant réfléchit sur son propre processus d'apprentissage. [P. Cyr, 2008: 41-63]

En comparaison avec la classification ci-dessus, il convient de considérer les stratégies d'apprentissage proposées dans les travaux du scientifique russe E. Burina, où l'attention est concentrée sur le fait que l'objectif de l'enseignement d'une deuxième langue étrangère est une compétence communicative conforme aux normes européennes, et ce dans un laps de temps plus court que la première langue étrangère. Par conséquent, l'apprentissage d'une deuxième langue étrangère nécessite une intensification du processus éducatif, au cours duquel les étudiants maîtrisent des stratégies telles que métacognitives, cognitives, sociales, compensatoires et mnémoniques.

Les stratégies métacognitives comprennent l'analyse du processus d'apprentissage, des conditions propices à l'apprentissage, la planification et le suivi des résultats de l'apprentissage d'une deuxième langue étrangère. Ceux-ci incluent:

- Anticipation ou planification: définition d'objectifs, étude indépendante du matériel, capacité à mettre en évidence les points principaux du texte.
- Attention: Capacité à se concentrer sur les tâches.
- Autogestion: comprendre les conditions propices à l'apprentissage et utiliser activement la langue dans la pratique.
- Maîtrise de soi: la capacité de détecter et de corriger les erreurs dans le processus d'exécution des tâches.
- Définir la tâche: comprendre le but de l'exercice.
- Auto-évaluation: évaluer votre niveau de compétence communicative et vos résultats d'apprentissage.

Les stratégies cognitives représentent l'interaction de l'élève avec la matière étudiée, c'est-à-dire la deuxième langue étrangère, à savoir:

- Travail linguistique: profiter de chaque occasion pour pratiquer l'apprentissage d'une deuxième langue étrangère; essayez de penser dans la langue étrangère que vous apprenez

ou de vous parler; répondre en silence aux questions si elles sont posées à un autre élève; répéter régulièrement le vocabulaire.

- Mémorisation: utiliser diverses méthodes de mémorisation (écrire sur un cahier, regrouper le vocabulaire par thème, répéter régulièrement du nouveau vocabulaire).
- Traduction et comparaison avec la première langue étrangère: traduire un nouveau vocabulaire ou le comparer avec la langue maternelle ou la première langue étrangère.
- Paraphraser: la capacité d'expliquer vos pensées en d'autres termes.
- Raconter: mentalement ou par écrit, présenter le contenu du texte.

Les stratégies sociales couvrent les interactions avec des étrangers tels que des locuteurs natifs, des enseignants et des camarades de classe, notamment le développement des compétences nécessaires pour poser des questions, travailler en groupe et gérer les émotions. Les stratégies compensatoires comprennent l'utilisation d'expressions faciales, de gestes, la simplification des déclarations et la paraphrase. Les stratégies mnémoniques consistent à établir des associations, à utiliser des images, des sons et des technologies pour mémoriser des informations. [Бурина Е., 2013: 103-106]

Dans son ouvrage «Fondements de l'enseignement du français, deuxième langue étrangère au Kazakhstan», le [doctorat ès lettres](#), K. Duisekova note que dans l'enseignement des langues étrangères, chaque stratégie implique la maîtrise de différentes compétences dans quatre compétences de base, garantissant une communication efficace comme présenté dans le tableau ci-dessous. [Duisekova K., 2020: 86-87]

Tableau 1 Catégories de compétences pour les quatre compétences de K. Duisekova

1	Compétences métacognitives dans l'apprentissage	Connaissance des stratégies d'apprentissage (résolution de problèmes, réponse aux erreurs, etc.).
2	Compétences en langues étrangères	Connaissance de la grammaire, du vocabulaire, de la sémantique, de l'orthographe et de la phonologie: syntaxe, groupes de verbes, noms et oratoire.
3	Compétences en communication dans une langue étrangère	Capacité à dialoguer et à échanger des informations (parler, gérer les schémas de parole, etc.).
		Compétences de collaboration (interaction sociale).
		Prise en compte de la situation de l'énoncé et du lien entre la situation et le message.
4	Compétences pour maîtriser la culture du pays de la langue étudiée	Maîtrise des relations linguistiques-culturelles, des aspects sociolinguistiques, culturels et interculturels. Nous ne devons pas ignorer le lien entre langue et littérature. Si nous voulons transmettre non seulement le système du langage, mais aussi ce que Humboldt appelait le «caractère» des langues où se posent les questions de leur spécificité et de leur historicité.

Les points 3 et 4 correspondent au développement des compétences communicatives. Premièrement, il est nécessaire de déterminer avec précision les stratégies d'apprentissage, en tenant compte de la forme d'enseignement et du nombre d'heures allouées à l'apprentissage d'une deuxième langue étrangère.

L'analyse théorique de la littérature montre que la question de la stratégie d'apprentissage a été abordée assez largement. Parallèlement, un certain nombre de questions méthodologiques liées aux stratégies d'enseignement du français langue étrangère seconde restent peu étudiées par les scientifiques tant étrangers que nationaux.

Ainsi, on peut conclure que les stratégies d'apprentissage qui sont les actions et opérations utilisées par les étudiants pour acquérir, conserver et appliquer des informations d'apprentissage, constituent un sujet de recherche important et pertinent pour les chercheurs du monde entier. Ce domaine est activement étudié et classé, et quelques exemples de telles classifications ont été présentés dans cet article. Les scientifiques cherchent à comprendre quelles stratégies sont les plus efficaces dans le processus d'apprentissage, comment elles influencent les résultats de l'apprentissage et comment elles peuvent être optimisées pour obtenir de meilleurs résultats.

Et à la suite de l'étude, du matériel a été obtenu dont l'analyse nous a permis de conclure que l'utilisation efficace de stratégies d'apprentissage lors de l'apprentissage d'une deuxième langue étrangère contribue à accélérer et à améliorer le processus d'apprentissage.

En conclusion de l'article, on peut souligner que les stratégies d'enseignement des langues étrangères se concentrent sur la participation active de l'étudiant au processus d'apprentissage. Si auparavant l'enseignant jouait un rôle central, il est désormais important de faire de lui un acteur clé dans ce processus. Cela signifie que l'apprenant doit avoir les compétences nécessaires pour gérer son propre apprentissage, et il est important que l'enseignant ait une bonne compréhension des stratégies d'apprentissage car elles jouent un rôle clé dans la réalisation des objectifs d'apprentissage de l'apprenant. Et comprendre les stratégies pédagogiques des enseignants de français langue seconde étrangère et leur application dans le processus éducatif est un aspect clé d'un enseignement réussi, c'est-à-dire non seulement la maîtrise de diverses stratégies, mais aussi la capacité de les adapter aux besoins et aux caractéristiques de chaque étudiant, créant ainsi un environnement d'apprentissage efficace, favorisant le développement des compétences d'étude et la réalisation des objectifs éducatifs.

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INNOVATIVE EDUCATIONAL TECHNOLOGIES IN TEACHING ENGLISH

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Abstract: In the contemporary educational landscape, the integration of technology has become increasingly prevalent, transforming traditional teaching methodologies. This article explores the role of innovative educational technologies in teaching English as a second language. Through a review of literature, this paper examines various technologies such as mobile applications, gamification, virtual reality, and artificial intelligence, highlighting their potential benefits and challenges in enhancing English language acquisition. The article also discusses practical implications for educators and suggests future directions for research in this evolving field.

Keywords: Educational technology, English language teaching, Innovative technologies, Mobile applications, Gamification, Virtual reality, Artificial intelligence.

Introduction. In today's globalized world, where borders are increasingly porous and communication transcends geographical boundaries, proficiency in the English language has become more than just a desirable skill—it's an indispensable asset. Whether for academic pursuits, professional endeavors, or everyday interactions, English serves as the lingua franca of our interconnected society. As such, the demand for effective language teaching methodologies has never been greater. However, the landscape of education is constantly evolving, driven by advancements in technology and changes in societal dynamics. Traditional approaches to language instruction, while time-tested, may not always be equipped to meet the diverse needs and expectations of modern learners. This is where educational technology, or edtech, steps in. As educational technology continues to advance at a rapid pace, innovative tools and platforms are reshaping the way we learn and teach languages. From interactive language learning apps to immersive virtual environments, these technologies offer promising avenues for enhancing language acquisition and proficiency. By leveraging the power of multimedia, gamification, and artificial intelligence, educators can create dynamic and engaging learning experiences that cater to the individual needs and learning styles of their students. Yet, with these opportunities come challenges. Integrating technology into language instruction requires careful consideration of factors such as access, equity, and pedagogical effectiveness. Moreover, the rapidly evolving nature of edtech means that educators must stay abreast of the latest developments and best practices to effectively harness its potential.

In this article, we delve into the diverse range of educational technologies available for teaching English, exploring their potential benefits, challenges, and implications for language educators. By examining real-world examples and case studies, we aim to provide insights into how these tools can be effectively integrated into language instruction to create meaningful and impactful learning experiences. Whether you're a seasoned educator looking to enhance your teaching toolkit or a learner eager to explore new avenues for language acquisition, join us on this journey through the exciting world of English language education in the digital age.

Methods and Materials. This article employs a qualitative review of literature to explore innovative educational technologies in teaching English. A comprehensive search of academic databases, including Google Scholar, ERIC, and JSTOR, was conducted using keywords such as "educational technology," "English language teaching," and "innovative technologies." Relevant peer-reviewed articles, books, and reports published within the last decade were selected for analysis. [Bozkurt, A., & Sharma, R.C., 2021: 1-250]

Results. The review of innovative educational technologies in English language teaching unveiled a myriad of promising tools and platforms that are reshaping the landscape of language education. [Koehler, M. J., & Mishra, P., 2009: 60-70] Mobile applications have emerged as a convenient and accessible means for language practice, catering to the on-the-go lifestyle of modern learners. These apps offer a wealth of interactive exercises, vocabulary drills, and language games that engage users in active learning. Whether on a smartphone or tablet, learners can immerse themselves in language learning activities anytime, anywhere, making the acquisition of English skills more flexible and convenient than ever before. Furthermore, the integration of gamification strategies within these mobile applications has proven highly effective in motivating learners and sustaining their engagement over time. By incorporating elements such as rewards, badges, and leaderboards, these apps transform language learning into a playful and competitive endeavor, encouraging learners to strive for mastery and progress. In addition to mobile applications, virtual reality (VR) simulations have emerged as a cutting-edge tool for language practice. By transporting learners into immersive environments, VR technology provides opportunities for authentic language interaction and cultural exploration [Jauregi, K., & Banados, E., 2019: 1-21]. From ordering food at a virtual café to navigating a bustling street market, learners can engage with real-world scenarios that simulate the complexities of everyday communication, enhancing their linguistic fluency and cultural competence. Moreover, artificial intelligence (AI)-driven platforms have revolutionized language learning by offering personalized experiences tailored to each learner's unique needs and abilities. Through adaptive feedback mechanisms, language analysis tools, and conversational agents, these platforms provide learners with tailored support and guidance, facilitating more effective and efficient language acquisition. Overall, the review underscores the transformative potential of educational technologies in English language teaching. From mobile applications to virtual reality simulations and AI-driven platforms, these innovative tools are redefining the possibilities for language education, empowering learners to achieve their language learning goals with greater flexibility, engagement, and effectiveness than ever before. [Koehler, M. J., & Mishra, P., 2009: 60-70]

Discussion. While innovative educational technologies hold promises for enhancing English language teaching, they also present challenges and considerations for educators. Issues such as access to technology, digital literacy, and equitable learning opportunities must be addressed to ensure inclusive educational practices. Additionally, the effectiveness of these technologies may vary depending on learner preferences, instructional contexts, and pedagogical approaches. Educators must critically evaluate the appropriateness and impact of technological interventions in language teaching, considering factors such as learner autonomy, motivation, and language proficiency levels. [Alqahtani, M., 2015: 560-564]

Conclusion. Innovative educational technologies have ushered in a new era of possibilities for English language teaching and learning. From mobile applications to gamification, virtual reality, and artificial intelligence, these tools offer diverse approaches for engaging learners and facilitating language acquisition. The proliferation of mobile applications has democratized access

to language learning resources, enabling learners to engage with English language materials at their own pace and convenience. Gamification strategies, such as rewards and leaderboards, have proven effective in motivating learners and sustaining their interest in language learning activities over time. Virtual reality simulations offer immersive environments for authentic language practice, while artificial intelligence-driven platforms provide personalized learning experiences tailored to individual needs and abilities. However, as with any technological innovation, challenges accompany these opportunities. Educators must grapple with issues such as digital access, ensuring that all learners have equitable opportunities to benefit from these tools. Pedagogical integration is also paramount, as educators seek to seamlessly incorporate technology into their teaching practices in ways that enhance, rather than detract from, the learning experience. Additionally, the diverse needs and backgrounds of learners must be considered, as technology alone cannot address the complexities of language learning. Nevertheless, by embracing innovation and fostering digital literacy among both educators and learners, the potential for transformative change in English language education is vast. As educators harness the power of educational technologies to create dynamic and engaging learning environments, learners are empowered to thrive in an increasingly interconnected world. By embracing the opportunities afforded by these tools while addressing the challenges they present, educators can play a pivotal role in shaping the future of English language education. Together, we can embark on a journey of exploration and discovery, leveraging the power of technology to unlock new horizons in language learning and proficiency.

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O'QIB TUSHUNISH MALAKASINI BAHOLASHDA AUTENTLIK MASALALARIGA DOIR

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Annotatsiya: Maqolada o'qib tushunish malakasini baholashda autentlik me'zonlarining pedagogik o'lchovlar doirasida chuqur ahamiyatini tahlil qilish bilan bir qatorda ushbu me'zonlarning tadriji xususida so'z yuritadi. Bundan tashqari, maqolada testlarning aks ta'siri (washback) natijasida ta'lim tizimi, insonlar ongi va ular yashaydigan jamiyatda yuz beradigan o'zgarishlar xususidagi tahlillar taqdim etiladi. Til imtihonlarining aks ta'sir effekti natijasida o'quv dasturlari va o'qitish metodlarida shakllantiradigan zarur ba'zi tamoyillari ochib beradi.

Kalit so'zlar: pedagogik o'lchovlar, autentlik, o'qib tushunish malakasi, til sertifikatlari, aks ta'sir effekti.

Аннотация: В статье анализируется глубокая значимость критериев аутентичности в рамках педагогических мер при оценке навыков понимания прочитанного, а также оценка этих критериев. Кроме того, в статье дан анализ изменений, которые происходят в системе образования, сознании людей и обществе, в котором они живут, в результате обратной реакции теста. Выявляются некоторые необходимые принципы, формирующиеся в учебной программе и методах обучения, возникающие как следствие обратного эффекта языковых тестов.

Ключевые слова: педагогические меры, аутентичность, навыки понимания прочитанного, языковые сертификаты, обратный эффект.

Abstract: The article analyzes the deep significance of the criteria of authenticity in the framework of pedagogical measures in the assessment of reading comprehension skills, as well as the evaluation of these criteria. In addition, the article provides an analysis of the changes that occur in the education system, people's minds and the society in which they live as a result of the test's washback. It reveals some necessary principles that form in the curriculum and teaching methods which take place as a consequences of washback effect of language tests.

Keywords: pedagogical measures, authenticity, reading comprehension skills, language certificates, washback effect.

Xorijiy tilda o'qib tushunish malakasini baholashga qaratilgan testlarning birlamchi maqsadi o'rganilayotgan tilning autentik manbalaridan foydalangan holda o'quvchilarning tushunish darajasini aniqlashtirishni o'z ichiga oladigan tizimni yaratishdir. Testlar o'quvchilarning o'qib tushunish malakasining turli jihatlari bo'yicha ko'nikmalarini monitoringiga qaratilgan bo'lib, ularning yutuqlarini nazorat qilish va o'quv dasturini qay darajada o'zlashtirilganligini ko'rsatib beradi. Olingan natijalar ikkinchi tilni o'qitishda qo'llanilgan metodika hamda o'quv jarayonini baholash imkoniyatini beradi.

Ta'lim jarayoni uch asosiy **komponentdan** (tarkibiy qismdan) tashkil topadi:

- Ta'lim standartlari, o'quv dasturlari va rejalari (curriculum);

- O'qitish metodikasi va o'quv materiallari (pedagogy);
- Baholash usullari (assessment). [Jalilov K. 2020:8].

Baholash usullari orqali ta'lim tizimining o'z oldiga qo'ygan maqsadiga qay darajada erishganligini aniqlaydi. Til o'rganuvchilar egallashi kerak bo'lgan **domen** (bilim, ko'nikma va malakalar) pedagogik o'lchovlarning obyekti hisoblanadi. Ya'ni **pedagogik o'lchovlar** – ta'lim oluvchilarda bilim, ko'nikma, malaka va kompetensiyalarning shakllanganlik darajasini o'lchash (aniqlash), usullari va vositalari ishlab chiqadigan hamda amalda qo'llaydigan pedagogika sohasi. [Jalilov K. 2020:9]. Shu jumladan, tilni bilish darajasini baholash nafaqat amaliy tilshunoslik balki ta'limning muhim tarmoqlaridan biri bo'lib, uning natijalarini tahlil qilish orqali o'rganuvchilarining o'zlashtirishi haqidagi birlamchi ma'lumotni qo'lga kiritish bilan bir qatorda xorijiy til sinovlarining ijtimoiy va siyosiy hayotdagi ahamiyatini ham kashf qilinishi mumkin. Umuman, baholash umumiy o'rta ta'limda ta'lim oluvchilarning o'qitish jarayonida Davlat ta'lim standartlari va o'quv dasturlarida belgilangan malaka talablarini egallash darajasini aniqlovchi, tekshiruvchi mexanizm hamda mezon va tartiblardir. [Abduraimov Sh., 2021:12]. Xorijiy tilni bilish darajasini aniqlovchi sinovlar soha sifatida amaliy tilshunoslik va ta'limiy o'lchovlarning topilmalari hamda bilimlariga asoslansa, ijtimoiy va siyosiy jihatdan jamiyat a'zolarining taraqqiyoti belgisi, davlat boshqaruv vositasi sifatida namoyon bo'ladi. Amaliy tilshunoslikning tegishli bilimlari va ma'lumotlari tilning rasmiy belgilar tizimi sifatida tabiati (tovushlar, gaplar, harflar, so'zlar, matnlar), uning kognitiv va ijtimoiy o'zaro muttanosibligini o'z ichiga oladi. Pedagogik o'lchovlari haqida gap ketganida, tegishli bilim va ma'lumotlar o'lchovining nazariy va matematik modellarining tabiati nazarda tutiladi. Shuningdek, u baholashning mantiqiyli, undan ko'zlangan maqsadning amaliy zarurati, sinov natijalarini izohlash uchun lozim bo'lgan amaliy dalillar, tahlillar va empirik metodlarni o'z ichiga oladi. Test sinovlarini muvaffaqiyatli topshirish insonga sifatli ta'lim sari yo'l ochishi va aksinchi sinovdan o'ta olmaslik uni o'zi istamagan hayot tarziga yo'naltirishi mumkin. [Shohamy E., 2016:43]. Chet tilini bilish sertifikatiga ega shaxs oliy ta'limga kirish davri va undan keyingi bosqichlarda bir qator ustunliklarga ega bo'lishi barobarida o'z jamiyatida munosib o'rnini topadi. Bir nechta davlatlar tomonidan o'z siyosatida xorijiy tilni bilish haqidagi tan olingan sertifikatni boshqaruv quroli sifatida qo'llanishi amaliyotda ko'p uchramoqda. Til testlari, shuningdek, immigrantlar oqimini nazorat qilish, ularning yashashi, boshqa davlatda fuqarolik olish imkoniyatiga ega bo'lishi, ta'lim muassasalariga kirishni nazorat qilish va boshqa funktsiyalar qatorida mehnat bandlegini ta'minlash uchun ham qo'llaniladi. [McNamara T., 2010:7]. Testlarning shaxsning deyarli barcha sohalardagi faoliyatiga ta'sir qilishi baholash jarayonlarini chuqur tadqiqini talab etadi.

O'tgan asrning 70-yillarida xorijiy tillarni kommunikativ o'qitish metodlari bilan paydo bo'lgan autentlik tamoyili nafaqat amaliy tilshunoslik balki ta'lim tizimining ko'p sohalarining ajralmas bir qismi sifatida o'z o'rnini egalladi.

Autentlik tamoyili tilni bilish darajasini aniqlashda qo'llaniladigan sinovlarning muhim xususiyatlaridan biri sifatida qaraladi. Lekin shunday ahamiyatli talab oddiygina kundalik hayotda uchraydigan materiallardan foydalanishni taqazo etadi. O'qib tushunish malakasini baholashda qo'llaniladigan "matnlar, vazifalar va kontekstlar "hayotiy" bo'lsagina foydalidir". [Grabe W., 2019:357]. Ya'ni, autentlik tamoyili testning muhim jihati hisoblanadi, chunki u xorijiy tilning test va kunlik hayotda foydalanish ortasidagi o'xshashlikni talab etadi. Autent yondashuvning kelib chiqish tarixi Jon Kerrol tomonidan yaratilgan integrativ testlar bilan bog'liq. U diskret yondashuvli testning kamchiligi sifatida o'zlashtirilayotgan tildan foydalanish (O'TF) xorijiy tilni bilish darajasini baholaydigan testlarda inobatga olinmasligi tanqid qilgan. [Carrol B., 1961:33-

38]. va keyinchalik kommunikativ kompetensiyani baholashga yo'naltirilgan testlarni yaratgan edi. L.Baxmen va A. Palmer O'TF domenini "imtihon oluvchi testdan tashqari tildan foydalanadigan vaziyat yoki kontekst" sifatida belgilaydi. [Baxmen L., 1996:18]. O'TF kommunikativ kompetensiya tushunchasi bilan o'zaro ma'nodoshdir.

Jon Kerrol shunday degan edi:

Til bilimi va malakasining juda aniq ob'ektlari uchun test ... zarur va tavsiya etilgan yondashuv turidir. . . Menimcha, tilni bilishni baholash (yoki tilni bilish darajasining spetsifikatsiyasi) qoniqarsiz. . . imtihon oluvchi tomonidan integratsiyalashgan, oson ishlashni talab qiladigan yondashuv zarur. Ma'lumki, bilimlar mustaqil mavjud bo'lishi mumkin. Agar biz o'zimizni bir vaqtning o'zida faqat bitta nuqtani sinab ko'rish bilan cheklab qo'yadigan bo'lsak, fikr yuritish uchun odatdagi aloqa holatidan ko'ra ko'proq vaqt ajratiladi. . . . Shuning uchun men maxsus lingvistik va leksikologik xususiyatlariga nisbatan kamroq e'tibor qaratidigan testlarni tavsiya qilaman. . . . Darhaqiqat, ushbu "integratsion" yondashuv "diskret jihatli" yondashuviga nisbatan bir qator afzalliklarga ega. [Baxmen L., 1990:300].

Xorijiy tilni bilish darajasini aniqlovchi sinovlarda O'TFning (kommunikativ kompetensiya) muhimligi haqida Jon Kerrol va Layl Baxmendan tashqari, J. Lynch [Lynch J., 1982:50-55] hamda C. Ueyr [Weir C., 2005:30-33] kabi tilshunoslar ham ta'kidlab o'tgan.

J. Lukovich Layl Baxmendan quyidagi iqtibosni ketiradi:

*Holatiy autentlik - test topshiriqlari xususiyatlari bilan o'zlashtirilayotgan tildan foydalanish (O'TF) topshiriqlari o'rtasidagi o'zaro muvofiqlikdir. Test topshiruvchi va test topshirig'i o'rtasidagi yuz beradigan aloqa **ikki qirrali autentlikdir.*** [Lewkowicz, J., 2000:48].

Shu orqali J. Lukovich L.Baxmen autentlik test mashqlarini O'TF topshiriqlariga moslashtirishdan tashqari talabgorlarning test sinoviga kirishishi ham autentlik tamoyilining talabi ekanligiga urg'u berishini ta'kidlaydi. Boshqacha qilib aytganda, holatiy autentlik test topshirig'i va kommunikativ kompetensiya etikasi o'rtasidagi bog'liqlikni namoyon etsa, o'zaro autentlik test topshirig'i va talabgor o'rtasidagi munosabatni ochib beradi. Keyinchalik L.Baxmen A.Palmer bilan olib brogan tadqiqotlar natijasida o'zaro autentlik termini **interaktiv autentlik** termini bilan almashtirgan. Chunki ushbu termin test topshiriqlari va talabgorlarning o'zaro kirishishi natijasida o'ziga xos muloqotni kengroq ochib bergan. [Lewkowicz, J., 2000:49].

Testlarning ta'lim tizimida o'qitish va o'rganishga bo'lgan ta'siri aks ta'sir effekti deb nomlanadi. [Alderson, J., 1993:115-129]. Sinov yo'nalishi, turi, topshirilishi va mazmunining ta'lim va ta'lim boshqaruviga bo'lgan ta'siri o'rganiladi. Qisqa qilib aytganda, aks ta'sir effekti tilni bilish testlarining nazariyasi, o'qituvchining individual fikrlashi va talabalar motivatsiyasini o'rganib, ta'lim mazmunini belgilaydi. [Alderson Ch., 2001:2-3]. "Aks ta'sir (washback yoki backwash)" atamasi o'rniga boshqalar sinonimlar foydalanishimiz mumkin. Masalan, test ta'siri (test impact), tizimli validlik (systematic validity), natijaviy validlik (consequential validity), test natijalari bo'yicha fikr-mulohazalar (test feedback), o'quv rejasini moslashtirish yoki sinovlarga yo'naltirilgan ta'lim (E. Shohamy ta'biri bilan aytganda curriculum alignment,) shular jumlasidandir. [Большакова Г., 2014:118]. Xorijiy til yoki istalgan fanni o'qitishda pedagoglar talabalar tomonidan "Bu savol testda tushadimi?", "Testlarni qaysi adabiyotdan olasizlar?" yoki "OTM kirish imtihonlarida savollar qaysi manbaalardan olinadi" degan bir qator shunga o'xshash savollarga tez-tez duch keladi. Bu tendensiyaning keng tarqalishining sababi ta'lim muassasalari hamda ta'lim oluvchilar o'z faoliyatini test talablariga moslashtirishidir. Chunki sinov natijalari o'quvchilarning kelajagi uchun juda muhim va ta'lim yoki ijtimoiy ravnaqning keyingi bosqichiga test sinovi orqali o'tiladi. Ushbu tamoyil bundan tashqari, o'qituvchi va o'quvchi

muvaffaqiyatining o'lhovidir. Samuel Messik aks ta'sir effektini "testdan foydalanish til o'qituvchilari va o'quvchilariga o'rganishni rag'batlantiradigan yoki to'xtatib qo'ymaydigan narsalarni qilishga ta'sir qilish darajasi" [Messick S., 1994:241-256] deb ta'riflaydi.

Ushbu tamoyil nafaqat o'qituvchi va o'quvchilarni faoliyatlarini tartibga soladi balki ta'lim muassasi rahbariyati hamda ota-onalarni ham ma'lum yo'nalishga e'tiborini qaratadi. Stefen Andryus asosli ravishda aks ta'sir effektini "testlar, ayniqsa, davlat imtihonlari, dars jarayonlari, o'qituvchilar, o'quvchilar va ularning ota-onalariga ta'sir qiladi" [Andrews S., 1994:70-75] deb ta'kidlaydi. Shuning uchun testlarning taxminiy ta'sirini yaxshiroq tushunish va boshqarish, xususan, o'quv dasturlari innovatsiyasini rag'batlantirish sohasida aks ta'sir tamoyili bo'yicha ko'proq tadqiqotlar o'tkazish zarurdir.

I.Bolshakova G.Mado taklif etgan aks ta'sir effekti natijasida o'quv dasturlari va o'qitish metodlarida shakllanadigan juda muhim bir qancha tamoyillari haqida so'z yuritadi:

1-tamoyil: Testlarning shaxslarga, muassasalarga, o'quv dasturlariga va o'quv jarayoniga ta'sir ko'rsatish qobiliyati pertseptiv hodisadir. Haqiqat qanday bo'lishidan qat'iy nazar agar talabalar, o'qituvchilar va mas'ullar imtihon natijalarini muhim deb hisoblasa, ular uchun bu reallikdir. Natija doim odamlar o'zi tog'ri deb ishongan maqsadga erishishidir.

2-tamoyil. Ijtimoiy qarorlar qabul qilishda bir xil miqdoriy indikatorlarning takroran qo'llanishi o'zi boshqarishi lozim bo'lgan ijtimoiy jarayonga salbiy ta'sirini anglatadi.

3-tamoyil. Agar test natijalari muhim qarorlar qabul qilishda ahamiyatga ega bo'lsa, u holda o'qituvchilar shundan kelib chiqib, o'z faoliyatini muvoffiqlashtiradi.

4-tamoyil: Yuqori ahamiyatli sinovlarda (high-stakes) qo'llaniladigan har qanday muhitda imtihon an'analari rivojlanadi hamda ular yakunda o'quv dasturining mazmunini aniqlaydi.

5-tamoyil. O'qituvchilar asosiy e'tiborni yuqori ahamiyatli sinovlarda qo'llaniladigan (masalan, bir nechta tanlov savollari va boshqalar) savollar shakliga qaratadi va o'z izlanishlarini ular asosida quradi. Muammo shundaki, savolning o'zi boshqa ko'nikmalarga zarar yetkazishi va ta'lim olish uslublarini toraytiradi.

6-tamoyil: Sinov natijalari ta'lim yoki boshqa sohalarida ustunlikni ta'minlashning yagona vositasi bo'lsa, jamiyat unga muvaffaqiyatning asosiy kaliti sifatida qaraydi.

7-tamoyil: Yuqori ahamiyatli sinov shakllari o'quv rejasi ustidan nazoratni imtihonni qabul qiluvchi muassasa qo'liga topshiradi.

Achinarlisi, bazan davlat ta'lim sohasi ustidan real hokimiyatni beruvchi ushbu vakolatlarni moliyaviy manfaatlarni birlamchi hisoblovchi tijorat tashkilotlariga o'tkazishi mumkin. [Большакова Г., 2014:120]. Tijorat tashkilotlari o'z biznes manfaati yo'lida doim ham shaffof tizim yoki yuqori mas'uliyat bilan imtihonlarni tashkillashtirmasligi mumkin. Natijada, millat taraqqiyotiga bevosita ta'sir qiluvchi ta'lim tizimi bu bo'g'inda nazoratsiz qolishi mumkin.

Testlarning asosiy maqsadlaridan biri o'quvchilarning natijalarini o'zaro taqqoslash uchun ma'lumotlar zaxirasini shakllantirishdir. Ta'limning turli hududlar va bo'g'inlar kesimida test natijalari bir biridan farq qilishi ta'lim jarayoniga mas'ullar uchun taqqoslash imkoniyatini berib, ularning e'tiborini qaratish kerak bo'lgan muammolarni ko'rsatib beradi. Qolaversa, test natijalari ta'lim tizimiga rivojlanish yo'lida navbatdagi vazifalarni belgilab berishda vositachi ro'lini ham bajaradi. Ta'lim jarayonlariga bilvosita aloqador bo'lgan ota-onalar va jamoatchilik esa test natijalari asosida hududlardagi ta'limni rivojlantirishda qatnashishlariga turtki bo'lishi mumkin.

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ADVANTAGES OF TEACHING ENGLISH IN OTHER AREAS

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Annotation: Globalization, the development of technology and the Internet make English the language of communication between different cultures and nations. English is one of the most popular and widespread languages in the world. It is not for nothing that knowledge of a foreign language is often found in the list of key skills in job descriptions. In this article, we will look at the issues related to the English language.

Keywords: English, modern education, different profession, advantages of learning English, knowledge, methodology teaching English.

The world is rapidly moving forward. In the modern world, knowledge of English is becoming increasingly important. In this regard, the ways of teaching English are also changing and developing. If yesterday it was still possible to get a job without knowing English, today you will have to work hard to find a job wherever you need it. And this is not a whim of the employers, but the reality of the day. Professions related to foreign languages have appeared directly.

Currently, the specifics of learning foreign languages (most often English) by students of non-linguistic areas in colleges and universities is due to the fact that most of these students have unstable motivation and a low level of knowledge of a foreign language. In this regard, teachers still need to ensure communicative competence as the leading language learning goal on the one hand, and on the other hand, the organization and conduct of classes on language material accessible to this audience of listeners.

Therefore, it is necessary to rely on the existing personal experience of students, taking into account the specifics of the chosen direction, to carry out important types of language activities in foreign language lessons: speaking, reading and writing, gradually expanding knowledge of vocabulary on professional topics.

When planning the curriculum, it is necessary to take into account the selection of language topics, focusing on the youth environment, the specifics of their social ties, access to information resources, which will not only increase motivation, but also make the communication between the teacher and students sufficiently open and modern, which will form an interest in authentic materials in the future. For example, you can include topics such as: «Youth and society», «Mass media», «Talk shows and TV news» and others.

A large percentage of hours in the discipline are taken out in educational institutions for students to work independently, it is important to organize this activity so that eventually students master the necessary information to communicate in a foreign language. In this case, the teacher is faced with the task of clearly defining the language lesson and its content in each specific case. Based on the patterns described above, it can be argued that only active, project-based forms of work in foreign language lessons can contribute to the implementation of professionally oriented learning: studying topics and a glossary in the chosen direction, reading using a dictionary-a minimum of professional articles.

In any field of activity, you can find the use of a foreign language. Whether it's a technical profession or a humanitarian one. A foreign language is very important in science in order to track the progress and research of foreign colleagues. Below is a list of professions that require knowledge of a foreign language is especially important.

Translator. Business leaders are interested not just in accurate translation, but in the advice of a specialist, manager. Knowledge of a language in one area may be the reason for refusal of a position. The translator should have a broader linguistic outlook, which language he decides for himself, but it is not worth limiting himself to just one. In addition, you can work in education or on the labor exchange as a freelancer, translating and writing texts, completing theses, term papers.

The profession has career opportunities. Knowledge of a foreign language will help open doors to prestigious companies with good income.

Teacher. Teachers are required to have higher education, knowledge of the subject, teaching experience, knowledge of pedagogy and psychology of learning. You can get a teaching profession at any regional university, including remotely. The profession of an English teacher is not as in demand and highly paid as the others listed in the rating. However, knowledge of a foreign language is an advantage even for subject teachers at school and university. Teachers can interact with students and colleagues from other countries, participate in international competitions and conferences. A teacher who teaches English is especially in demand in the labor market. While working at school, he always has a part-time job as a translator. You can find a huge number of places for employment: in language courses; in kindergarten; in children's centers.

Companies need translators. A large amount of freelance work (writing and translating articles, ordering essays, term papers, theses). Tutors pull up weak students, prepare them for exams, and teach those who want to remotely. Career opportunities include obtaining the position of deputy head of school, translator in a prestigious company with a good income. A programmer with knowledge of languages. This is a specialist who compiles computer programs. The demand in the profession is huge. You can get a profession at universities in large cities, including remotely. When considering professions related to the English language, first of all it is necessary to recall the IT industry. English is the language of international communication in the field of information technology. Modern companies employ specialists from different countries who choose one language for communication.

In addition, documentation and manuals on software, hardware and other technical products are created in English. Knowledge of a foreign language helps IT specialists to better understand customer requests, form technical assignments for subordinates.

IT specialist. The profession of an IT specialist is impossible without knowledge of English, the doors of all prestigious companies are closed to him:

- To create a website, you will need knowledge of the language.
- The terms of reference are being prepared in English.

The role of English in the profession of a programmer can be called a key one in the list of hard skills, because without it is impossible to search for the necessary information on the Internet, fully communicate with customers and colleagues, participate in international conferences, as well as present ideas.

Journalist. For correspondents, communication with foreigners can be greatly facilitated by knowing English without the services of an interpreter. It is easy to solve the problem by attending language courses, learning the language on your own or remotely. Journalists work in press services, marketing and advertising agencies, radio, television, newspapers, magazines,

publishing houses, and freelancing. Such specialists work remotely in global networks (Internet). They rewrite news from various websites, make translations from foreign sources, and write articles to order.

The career of a journalist begins with a freelance correspondent. Career growth gives you the opportunity to rise from the editor of the column to the editor-in-chief of the media. Knowledge of English will significantly influence the career growth of young professionals.

Engineer. Being an engineer today means having a prestigious profession and a good income. Specialists are in demand in foreign companies. The earnings of engineers at home are also good. The profession is inaccessible to people who ignore the study of English, since international terminology is written in this language. Future specialists have to work a lot on it: understand the meaning of the terms; read technical literature. Engineers work in every branch of the national economy (industrial, transport, military, aviation enterprises, construction sites, mines, factories). The young specialist has career opportunities from the master to the head of the enterprise.

Web designer. People in this profession should have artistic taste and knowledge of Internet technologies. They create Web pages by combining them into Web sites. Their main task is to design an Internet project in such a way as to attract users. Knowledge of English is necessary for them, because about 90% of design and graphics programs do not have a translation. A designer can work in any company that has its own website with the prospect of its development, in a website organization company, in design studios.

Stewardess. Knowledge of foreign languages is an important requirement. The flight attendant is the face of the company. Therefore, not many people who want to work can be selected. There are career stages in the profession: from a flight attendant of class III to I, then an instructor and the head of the service.

Tour guide. Tour guides work with groups of tourists. Their main task is to convey to the guests of the country the importance of our national culture. To fit the profession, the guide must speak English fluently, as well as accompany groups of tourists from country to foreign countries. You can get a profession at the courses at your own expense, including remotely. But such an education is not enough.

Therefore, a tour guide needs to have a higher education and knowledge of foreign languages. Many tour guides are graduates of universities in the following specialties: tourism manager, historians, art historians, translators, foreign language teachers. Tour guides work in art galleries, museums, travel agencies and bureaus. Freelance is possible for experienced guides working individually. Remote work is excluded. Young specialists should master a foreign language and have extensive knowledge. There are career opportunities in the profession: upgrading the status of just a guide to a tour guide.

Diplomat. Reflecting on the professions in which English is needed, it is impossible not to recall the employees of international services. Specialists working in consulates and embassies should know not only their native language and the language of the host country, but also English. It is used in everyday activities, including signing contracts and establishing relationships with partners.

Diplomats actively use a foreign language while participating in international conferences, negotiations and meetings with representatives of other countries. The international language of communication is necessary for establishing contacts and exchanging information.

The profession is not available to everyone. These are people with a broad outlook. Their lives are spent abroad. It is important to be fluent in English, which will help you work in many countries of the world. This is a responsible and dangerous profession. The outcome of solving many acute problems depends on the skill of diplomats. A specialist is working: representative offices; embassies; missions of other countries. In diplomacy, a strict service hierarchy has been established, according to which career growth is possible. Having reached the highest rank, diplomats have inviolable immunity and state support.

Marketer. A marketer belongs to the profession with knowledge of English. The language allows specialists to communicate more effectively with foreign clients and colleagues, analyze data on international markets, competitors, and develop marketing campaigns aimed at foreign customers.

Fluency in English also allows marketers to use modern marketing tools and technologies that are being developed and used in English-speaking countries. Marketing specialist. The domestic market has turned a marketer into a general specialist: runs the advertising; to study the survey and the target audience; conducts the development of new products; analyzes the market situation.

Marketing literature is written in English, so you need to know the language and master the art of translation. To basic education, you need to add trainings and courses that teach presentations and standards for the implementation of reports. The courses are held at universities.

Accountant. The English language gradually penetrated into the profession, as in all spheres of life. The new generation is university graduates. They compete with specialists who do not know the language. Against the background of an increase in foreign companies in the market, specialists with knowledge of the market have an obvious advantage. The work of an accountant is in demand in all organizations (in departments of economic planning and analysis, enterprises, banks, large companies, institutions of any level), freelance work is possible remotely (drafting texts by copywriters with accounting education). For the career growth of specialists, there is a gradation in remuneration. The salary of specialists who speak English is 10-20% higher. Over time, a young specialist can grow to the position of chief accountant of an enterprise.

In the current realities, the importance of English has changed for students themselves, as they have more and more opportunities to participate in various language programs, listen to authentic news, read texts, and communicate online with students from different countries. The communicative status of the language has changed at school, college and university, even when teaching children whose English takes only 4-5 modules and is not included in the list of general professional disciplines. Indeed, on the one hand, the change in political and public life imposes more and more demands on both the teacher and the student, who must be active and mobile in terms of broadcasting socio-cultural experience and accumulated knowledge. Therefore, teachers strive to combine all the popular educational technologies in the classroom, paying special attention to communicative competence and personality-oriented English lessons in educational.

Different technologies require a variety of knowledge from the teacher on the methodological design of all stages of the lesson, structurally selected and combined together, in this article we will pay special attention to project activities, which is one of the most popular and, in our opinion, interesting communication technologies. The development of modern technologies, the increasing level of digitalization of human life and, as a result, an increase in the volume of all types of information on the Internet have led to the fact that a large number of audio and video materials related to business English training have appeared on various specialized Internet

resources. At the same time, it is worth noting the wide availability of authentic English-language materials that teachers have the opportunity to use in the educational process.

Over the past two decades, the amount of online content that can serve as a good addition to basic textbooks has become almost limitless. Its use as part of the learning process of business English allows to improve the quality of teaching, and also gives students an additional incentive to take an active part in the performance of classroom and extracurricular tasks, since in parallel with the actual study of a foreign language, students enrich their communication skills in the business environment, focusing on the best examples from the field, the primacy in which belongs to the educational tradition.

The indisputable advantage of specialists who know English in many professions is becoming obvious. The labor market and its priorities have changed significantly recently. An increase in the share of foreign capital in the country automatically excludes unskilled services from specialists who lag behind the demands of the time. Students studying professions related to the daily use of the English language need to master it at a professional level without question, so that the years of study are not wasted, and the profession brings decent income and career growth.

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FUNDAMENTAL AND PRACTICAL INNOVATIVE RESEARCH IN MODERN LINGUISTICS

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Abstract: This article presents an overview of contemporary research directions in the field of linguistics, describing both fundamental and practical innovations. The focus is on the development of research methodologies, technological achievements, and the application of linguistic knowledge in real-life domains. Key trends and prospects for the development of linguistic science are examined.

Keywords: linguistics, fundamental research, practical research, multidisciplinary, technological achievements, development prospects.

Аннотация. Данная статья представляет собой обзор современных направлений исследований в области лингвистики, описывая как фундаментальные, так и практические инновации. Фокус делается на развитии методологий исследования, технологических достижениях, а также применении лингвистических знаний в реальных сферах жизни. Рассматриваются ключевые тенденции и перспективы развития лингвистической науки.

Ключевые слова: лингвистика, фундаментальные исследования, практические исследования, мультидисциплинарность, технологические достижения, перспективы развития.

Introduction. Modern linguistics is a dynamic and diverse field of scientific research that encompasses various aspects of language, its structure, functioning, and its relationships with culture and society. Significant progress has been observed in various areas of linguistic research in recent decades, ranging from fundamental theoretical questions to practical applications in various spheres of human activity. The aim of this study is to conduct a review of contemporary research directions in the field of linguistics, covering both fundamental and practical innovations. We seek not only to describe existing trends but also to analyze their significance and prospects for development in linguistic science and its applications. To achieve this goal, we will examine several key aspects of modern linguistics, including fundamental research in the field of language structure, processes of language acquisition, and theoretical models, as well as practical applications in the fields of education, communication, translation, and technology.

Research Methodology. To achieve the goals of this review, an analytical method was employed, allowing for the systematic organization and synthesis of existing scientific data on the topic under study. Additionally, a comparative analysis method was applied, which helped identify key trends and differences in approaches to fundamental and applied research in linguistics.

Research. Linguistics is the science that studies language, its structure, functions, and its relationships with culture and society. Fundamental research aims at expanding knowledge about language and its nature, while practical research seeks to solve specific problems related to linguistic phenomena.

One of the key directions of fundamental research in linguistics is the study of language structure and its universal principles. With the advancement of computer technologies and data

analysis methods, linguists actively utilize corpus studies to investigate linguistic phenomena on large volumes of text. This allows for the identification of regularities and patterns in language, as well as the construction of more precise models of linguistic structure.

Another important direction is the study of language acquisition and learning. Modern research in this area helps understand the mechanisms underlying the acquisition of first and second languages, as well as develop effective language teaching methodologies. Furthermore, it is worth noting the development of linguistic theory, including syntax, semantics, phonology, and morphology. New theoretical models help to better understand the structure of language and its functioning in various contexts.

Practical research in linguistics aims at solving specific problems arising in the fields of education, communication, translation, computational linguistics, and others.

In the field of education, new language teaching methodologies are actively developed, utilizing modern technologies adapted to the needs of various groups of learners. This includes the development of interactive educational programs, online courses, as well as the use of virtual and augmented reality to create immersive learning environments.

In the realm of communication and translation, tools for machine translation, automatic speech analysis and synthesis, as well as speech recognition systems, are actively being developed. This significantly simplifies communication between people speaking different languages and enhances the efficiency of translation processes.

In computational linguistics and natural language processing, algorithms and methods for text analysis and processing are actively being developed, including tasks such as classification, clustering, information extraction, and sentiment analysis. This finds application in areas such as information retrieval, social media analysis, automatic processing of natural language texts, and others.

Modern linguistics is becoming increasingly multidisciplinary, interacting with fields such as cognitive science, psychology, computer science, and anthropology. This trend contributes to the development of new research methods and enriches our understanding of language through the lens of other disciplines.

Contemporary linguistics pays considerable attention to the study of dialects and social variations in language. Research in this area helps understand the influence of sociocultural factors on the development and change of language, as well as its usage in different social groups and contexts.

Cognitive linguistics is becoming an increasingly important area of study that examines the relationship between language and thought. Research in this field helps understand how language reflects human cognitive processes and how cognitive aspects influence the structure and functioning of language.

With the development of digital technologies and the internet, contemporary linguistics faces new challenges and opportunities. Research in the field of digital linguistics includes the analysis of texts in online environments, the study of internet language, as well as the development of tools for automatic processing and analysis of large volumes of textual data.

In the future, even closer interaction between linguistics and artificial intelligence is expected. The development of machine learning methods and natural language processing will enable the creation of more accurate models of linguistic phenomena and the development of new applications in automatic translation, speech processing, text analysis, etc.

Neurolinguistics, which studies the relationship between language and the brain, will continue to evolve, opening new horizons in understanding how the brain processes and produces speech. This may lead to the development of new methods for rehabilitation and language learning for people with speech or language disorders.

In the face of globalization and the threat of the disappearance of many languages, research on the preservation and study of linguistic diversity is actively conducted. This includes the development of methods for documenting and describing endangered languages, as well as measures to preserve linguistic culture and identity.

Results and Discussion. The analysis results indicate that contemporary linguistics intersects with numerous disciplines, which contributes to the diversity of research approaches and methods. Fundamental research in linguistics is aimed at understanding the foundations of language and its evolution, while practical research is oriented towards solving specific problems in the fields of education, communication, translation, and technology.

Discussion of the results shows that innovations in linguistics have broad applications, including the development of educational programs, the creation of tools for machine translation and text processing, as well as the investigation of relationships between language and cognitive processes. Further development of linguistics will be associated with the integration of new methods and technologies, as well as the deepening of interdisciplinary connections.

Conclusion. In conclusion, this study has immersed us in the diversity of modern linguistics, revealing a wide spectrum of research directions covering both fundamental theoretical questions and practical applications of linguistic knowledge.

We have found that linguistics is not only the science of language structure and its functioning but also of its relationship with culture and society. The significance of this study lies not only in describing current trends in the development of linguistic science but also in analyzing their significance and prospects for future research.

The study has identified several key directions in modern linguistics, including the study of language structure, processes of language acquisition, as well as applications in education, communication, translation, and technology. These directions provide a foundation for further research aimed at expanding our knowledge of language and its role in the modern world.

This research emphasizes the importance of an interdisciplinary approach in linguistics, as well as the need to consider digital technologies and research in the field of neurolinguistics. It calls for collaboration among scholars from different fields to broaden our understanding of language and its role in our lives.

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НОВЫЕ ТЕНДЕНЦИИ В ПЕРЕВОДОВЕДЕНИИ

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Аннотация: Данная научная статья рассматривает новые тенденции в области переводоведения. Исследование представляет собой анализ современных методологических подходов к изучению перевода, а также практические примеры применения новых технологий и инструментов в сфере перевода. Результаты исследования помогут понять влияние цифровизации, культурных изменений и технологических инноваций на развитие переводоведения.

Ключевые слова: переводоведение, новые тенденции, методологические подходы, цифровизация, межкультурный коммуникатор, машинный перевод.

Annotation: This scientific article examines new trends in the field of translation studies. The study provides an analysis of contemporary methodological approaches to translation studies, as well as practical examples of applying new technologies and tools in the field of translation. The research results will help to understand the influence of digitization, cultural changes, and technological innovations on the development of translation studies.

Keywords: translation studies, new trends, methodological approaches, digitization, intercultural communicator, machine translation.

В современном мире перевод играет ключевую роль в межкультурном обмене информацией, коммуникации и понимании. Переводоведение, как научная дисциплина, продолжает активно развиваться, отражая изменяющиеся тенденции в обществе, технологиях и культуре. Текущее состояние переводоведения характеризуется разнообразием методологических подходов, инновационных технологий и новых практических подходов к исследованию и применению перевода.

Целью данного исследования является анализ и оценка новых тенденций в переводоведении с учетом современных вызовов и возможностей. Основные задачи исследования включают в себя:

1. Проведение обзора текущих тенденций в переводоведении;
2. Изучение методологических подходов к анализу новых тенденций;
3. Анализ практических примеров применения новых технологий в переводе;
4. Определение перспектив развития переводоведения в контексте современных вызовов.

Это исследование направлено на расширение нашего понимания текущих направлений развития переводоведения и на предоставление основ для дальнейших исследований в этой области.

Переводоведение как научная дисциплина имеет долгую историю, прошедшую через несколько ключевых этапов развития. В начале своего становления переводоведение сосредотачивалось на лингвистических аспектах перевода, таких как грамматика и лексика. Затем, с появлением культурологического подхода, внимание перенеслось на

социокультурные аспекты перевода, включая культурные нормы, ценности и стереотипы. С развитием технологий и появлением массовых коммуникаций переводоведение стало также изучать влияние средств массовой информации и цифровых технологий на перевод. Сегодня переводоведение представляет собой многогранное и многослойное поле исследований, включающее в себя лингвистические, культурные, социологические и технологические аспекты.

Технологические изменения играют ключевую роль в современном развитии переводоведения. Внедрение компьютеров и интернета существенно изменило процесс перевода и способы его изучения. Введение компьютерных систем машинного перевода, программ для компьютерной аналитики текстов, а также онлайн-платформ для совместной работы переводчиков привело к революции в процессе перевода. Такие технологии как нейронные сети и искусственный интеллект сейчас активно исследуются в контексте их применения в области перевода. Технологические изменения также создают новые вызовы, такие как обеспечение качества перевода, конфиденциальность информации и этические вопросы, которые требуют дальнейших исследований и разработок.

Компьютерная лингвистика играет важную роль в исследовании и разработке методов и инструментов для автоматизированного перевода. Машинный перевод, основанный на компьютерных алгоритмах и искусственном интеллекте, становится все более широко распространенным в современной практике перевода. Исследования в этой области направлены на улучшение качества машинного перевода, адаптацию моделей к различным языковым параметрам и контекстам, а также на разработку новых методов оценки и управления процессом машинного перевода.

Когнитивный подход к изучению перевода фокусируется на понимании ментальных процессов, лежащих в основе переводческой деятельности. Исследования в этой области занимаются вопросами восприятия и обработки языка, памяти, внимания и принятия решений переводчика. Когнитивные аспекты перевода помогают объяснить, как переводчики принимают решения в процессе перевода, а также какие стратегии они используют для преодоления трудностей.

Исследования в области культурных и социологических аспектов перевода сосредотачиваются на влиянии социокультурного контекста на процесс перевода и качество переводческого продукта. Этот подход изучает вопросы межкультурной коммуникации, культурных различий и адаптации текста под целевую аудиторию. Исследования в этой области помогают лучше понять роль культурных факторов в переводе и развивать стратегии адаптации перевода к различным культурным контекстам.

С появлением интернета и цифровых технологий перевод стал более доступным и быстрым. Онлайн-платформы для перевода, веб-сервисы и мобильные приложения позволяют пользователям получать переводы мгновенно. Современные технологии также облегчают совместную работу переводчиков и редакторов, а также интеграцию специализированных инструментов, таких как глоссарии и базы данных терминов.

Сегодня переводчики играют роль не только переводчиков текста, но и межкультурных коммуникаторов. Они должны учитывать культурные особенности и контекст при переводе, а также обладать навыками межкультурной коммуникации. Важно не только передать смысл текста, но и сохранить его культурную аутентичность и контекст.

Развитие технологий искусственного интеллекта, включая нейронные сети и глубокое обучение, открывает новые перспективы для автоматизированных систем

перевода. Прогресс в этой области может привести к улучшению качества машинного перевода и расширению его применения. Однако, несмотря на все преимущества, автоматизированные системы перевода по-прежнему сталкиваются с вызовами, такими как сохранение качества перевода и учет многообразия языковых и культурных особенностей.

Одним из примеров успешной реализации новых методов и подходов в переводе является использование нейронных сетей и глубокого обучения для машинного перевода. Например, системы перевода, основанные на нейронных сетях, продемонстрировали значительное улучшение качества перевода и способность адаптироваться к различным контекстам и стилям текста. Другим примером является развитие онлайн-платформ для совместной работы переводчиков и клиентов, которые позволяют эффективно управлять процессом перевода, обмениваться комментариями и вносить коррективы в реальном времени.

Для оценки эффективности новых инструментов в сфере перевода используются различные методы и метрики. Например, для оценки качества машинного перевода часто применяются автоматические метрики, такие как BLEU (Bilingual Evaluation Understudy) и METEOR (Metric for Evaluation of Translation with Explicit Ordering). Кроме того, проводятся эксперименты с использованием фокус-групп и опросов, чтобы оценить удовлетворенность пользователями новыми инструментами и их соответствие требованиям и ожиданиям.

Эти примеры демонстрируют реальные преимущества и вызовы, связанные с внедрением новых технологий и методов в область перевода, а также важность оценки их эффективности для дальнейшего развития и улучшения переводоведения.

В ходе исследования были проанализированы современные тенденции в переводоведении, включая влияние интернета и цифровых технологий, роль межкультурного коммуникатора, перспективы развития автоматизированных систем перевода и успешные примеры их применения. Основные результаты показывают, что современное переводоведение сталкивается с быстрыми изменениями и требует адаптации к новым вызовам и возможностям.

Перспективы развития переводоведения связаны с дальнейшим интегрированием современных технологий, развитием межкультурной коммуникации и созданием более эффективных систем перевода. Однако важно также сохранить баланс между автоматизацией и человеческим фактором в переводе, учитывая его многогранную природу и культурную специфику.

Исследование новых тенденций в переводоведении имеет большое значение для дальнейшей практики перевода, так как оно помогает переводчикам и исследователям лучше понять современные вызовы и возможности в этой области. Результаты исследования могут быть использованы для разработки новых методов и инструментов, повышения качества перевода и обучения специалистов в области перевода.

Это исследование подчеркивает важность постоянного обновления знаний и навыков в переводоведении и стремление к инновациям в этой области, чтобы эффективно отвечать на вызовы современного мира и удовлетворять потребности многоязычного общества.

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ÉTAPES DE L'ACQUISITION DU LANGAGE CHEZ LES ENFANTS

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Annotation: La langue évolue tout au long de la vie d'un individu en fonction de son âge. Cette évolution peut être influencée par divers facteurs tels que l'apprentissage, l'exposition à de nouveaux contextes linguistiques et les changements cognitifs. Cette étude explore les différentes étapes du développement linguistique et les changements qui se produisent dans la langue d'un individu tout au long de son cycle de vie.

Mots clés: évolution du langage, développement linguistique, changements liés à l'âge dans le langage, analyse linguistique de l'âge, aspects cognitifs du langage, apprentissage et adaptation linguistique, facteurs psycholinguistiques liés à l'âge, compétences linguistiques dans différents groupes d'âge, influence du contexte sur l'évolution linguistique, changements linguistiques au fil du temps.

Abstract: The language evolves throughout an individual's life according to their age. This evolution can be influenced by various factors such as learning, exposure to new linguistic contexts, and cognitive changes. This study explores the different stages of linguistic development and the changes that occur in an individual's language throughout their lifespan.

Keywords: language evolution, linguistic development, age-related changes in language, linguistic analysis of age, cognitive aspects of language, learning and language adaptation, psycholinguistic factors of age, language skills across different age groups, contextual influence on linguistic evolution, linguistic changes over time.

Аннотация: Язык эволюционирует на протяжении всей жизни человека в зависимости от его возраста. Эта эволюция, может быть, повлияла различными факторами, такими как обучение, воздействие новых языковых контекстов и изменения когнитивных процессов. Данное исследование исследует различные стадии языкового развития и изменения, происходящие в языке индивида на протяжении всей его жизни.

Ключевые слова: Эволюция языка, языковое развитие, возрастные изменения в языке, лингвистический анализ возраста, когнитивные аспекты языка, обучение и языковая адаптация, психолингвистические факторы возраста, языковые навыки в разных возрастных группах, влияние контекста на языковую эволюцию, языковые изменения во времени.

Introduction

L'être humain ne devient véritablement humain que par le langage, mais pour inventer le langage, il doit déjà être humain [1]. Les expressions linguistiques se déclinent essentiellement en trois aspects : la forme, la signification et l'usage. L'utilisation de mots qui peuvent être associés à des règles grammaticales et ainsi transmettre des messages et des contenus entre les individus se fait généralement rapidement, de manière fiable et sans trop d'efforts. Les adultes en bonne santé discutent aussi bien rapidement de banalités que de sujets profonds et commettent étonnamment

peu d'erreurs en le faisant. Cependant, cette capacité de production linguistique immense est rarement conscientisée par les individus. Les enfants, qui acquièrent leur langue maternelle apparemment facilement et naturellement, accomplissent une prouesse étonnante. Comment les enfants acquièrent-ils le langage et comment celui-ci évolue-t-il au fil de la vie seront présentés dans la suite du texte.

Developpement.

La manière dont l'acquisition du langage se produit, les facteurs qui déterminent le développement du langage ne sont pas encore clairement établis. Il est largement admis que des influences à la fois héritées et environnementales sont en jeu. Trois approches théoriques, en particulier, fournissent des modèles explicatifs pour l'acquisition du langage chez l'enfant. Ainsi, Chomsky [1,10], l'un des représentants les plus importants de la position nativiste, soutient que "... les enfants ont une certaine connaissance innée des structures linguistiques" [2,98].

Par conséquent, les enfants sont équipés de mécanismes d'acquisition du langage qui leur permettent de formuler des hypothèses sur la langue à apprendre sur la base d'une grammaire universelle et ainsi d'acquérir n'importe quelle langue naturelle. Cette grammaire universelle se compose de principes biologiquement déterminés, qui font partie de l'esprit humain. La capacité linguistique est ainsi considérée comme une entité distincte, séparée des capacités cognitives générales.

La capacité à formuler des hypothèses sur les règles grammaticales constantes et sous-jacentes de la langue maternelle est aussi innée chez les enfants que la connaissance des universalités linguistiques. Grâce à cela, les enfants comprennent comment une langue est structurée avec des sons et des fonctions grammaticales. Les enfants évaluent les règles grammaticales sur la base de ces mécanismes d'acquisition du langage et finissent par opter pour la plus forte [2,98 ; 3,22; 4, 79; 5,578].

En revanche, l'approche béhavioriste, défendue par Skinner (1957), considère que l'acquisition du langage est un comportement purement appris et déterminé exclusivement par des facteurs externes. Il n'y a aucune structure ou modèle inné. Les variables classiques sont le stimulus, la réponse et le renforcement. Selon cette théorie, les stimuli environnementaux déclenchent des réponses linguistiques, et la reconnaissance sociale et les éloges renforcent ces chaînes de réponse, ce qui conduit à une généralisation permettant l'acquisition du langage [2,98 ; 3,22; 4, 79; 5,578].

Lors de l'explication de l'origine du langage à partir du développement cognitif prélinguistique de l'enfant, le concept de permanence de l'objet joue un rôle clé [4, 79].

Selon l'approche cognitive de Piaget (1982), le développement de l'enfant en général et le développement du langage en particulier se déroulent en quatre étapes. La phase sensorimotrice va de la naissance à environ un an et demi. L'enfant découvre son monde et développe rapidement sa perception sensorielle et ses capacités motrices. L'une des réalisations les plus importantes de cette étape est l'émergence progressive du concept d'objet permanent, c'est-à-dire la compréhension que les objets existent également en dehors de sa propre perception et de son activité. Le développement des fonctions sensorimotrices et de la permanence de l'objet est étroitement lié au développement de l'intelligence de l'enfant. À l'étape du préopérateur, l'acquisition réelle du langage commence. Un enfant acquiert alors la capacité de manipuler des symboles. Jusqu'à l'âge de quatre ans, le langage est acquis à partir des actions de jeu de l'enfant et de l'imitation des activités des adultes. Entre quatre et huit ans, l'enfant se trouve dans la phase des structures concrètes opératoires, c'est-à-dire le développement de la perception. Ici, le monde

est expérimenté directement et inconsciemment avec tous les sens. Les enfants essaient de distinguer des objets, par exemple en taille et en forme, sans les toucher. À la dernière étape, les enfants développent des fonctions cognitives supérieures. À partir d'environ sept ans, des processus de pensée d'ordre supérieur sont acquis au stade formel-opérateur. Les enfants commencent à réfléchir sur leurs propres observations et actions et à construire une pensée abstraite [1, 15].

Que l'acquisition du langage soit principalement un processus de maturation génétiquement contrôlé, un processus d'apprentissage déterminé par l'environnement, ou qu'il se développe exclusivement à partir de la sensorimotricité n'est pas clair. Il est scientifiquement accepté aujourd'hui que les enfants naissent avec la capacité innée d'acquérir le langage. Cependant, pour que les compétences linguistiques se développent, d'autres conditions doivent être remplies. En plus des capacités physiques, mentales et psychologiques d'un enfant, des facteurs de son environnement tels que l'amour et l'affection, ainsi que la communication quotidienne, jouent un rôle important. Les influences culturelles et sociales façonnent également dès le départ la pensée et le langage de l'enfant.

Déjà au troisième ou quatrième mois de grossesse, le fœtus possède une audition développée et fonctionnelle. Il réagit aux bruits environnementaux et entend la langue maternelle, bien que de manière atténuée. Même s'il ne comprend pas la langue, il perçoit les sons et les modèles d'intonation de la langue maternelle, ce qui lui permet dès la naissance de distinguer sa langue maternelle des langues étrangères [2,98 ; 3,22; 4, 79; 5,578].

De manière générale, les compétences linguistiques se développent avec l'âge de l'enfant dans les domaines de la compréhension du langage, du vocabulaire, de la prononciation et de la grammaire, ainsi que de la communication. La compréhension du langage précède toujours la production de langage. La phase préverbale du développement du langage commence à la naissance. Au cours de la première année de vie, l'enfant acquiert et entraîne des compétences fondamentales pour le langage et la communication. Le pleurage est la première manifestation sonore de l'enfant. Par le biais des pleurs, il entre en contact avec son environnement et exprime ses besoins. Bien que le nourrisson ne soit pas encore aussi attentif au cours des premiers mois, il possède déjà, par l'audition, la condition préalable la plus importante à l'acquisition du langage.

Cette phase comprend la période de la naissance à la production des premiers symboles linguistiques conventionnels. Aujourd'hui, il ne fait aucun doute que l'importance critique des premières relations sociales de l'enfant pour son développement ultérieur. Il est également largement accepté que la relation mère-enfant dyadique est une interaction dynamique et réciproque [5,600].

Après la première phase de pleurs, l'enfant commence vers sept semaines à produire des babillages. Au cours des six premiers mois, l'enfant apprend à utiliser son appareil articulatoire et vocal, et essaie dans des situations où il se sent à l'aise, une série de babillages, de gazouillis et de cris. Il devient de plus en plus éveillé et attentif, il peut maintenir le contact visuel et le premier sourire social conscient tombe également dans cette période. L'enfant réagit à la parole, attend une réponse ; c'est-à-dire que les premières "conversations" deviennent possibles [2,98 ; 3,22; 4, 79; 5,578].

La première phase de babillage est indépendante de la langue maternelle respective. À partir du quatrième mois de vie, les enfants essaient tous les sons possibles, qu'ils existent dans la langue maternelle ou non. En utilisant différentes manières et endroits d'articulation, une variété de sons est produite, mais ceux-ci disparaissent progressivement. À la fin, les sons nécessaires à

la maîtrise de la langue maternelle restent. Les enfants sourds cessent de produire du langage à cet âge, les enfants en bonne santé babillent des syllabes et des redoublements de syllabes jusqu'à environ dix mois. La compréhension du langage commence également à se développer maintenant. Les premiers noms d'objets et de personnes de référence sont compris et recherchés sur demande par rotation de la tête. Jusqu'à l'âge d'un an, l'enfant mène des monologues de babillage réguliers. À ce stade, un premier "maman" ou "papa" apparaît. La compréhension du langage s'améliore encore, l'enfant peut maintenant comprendre de petites instructions [2,98; 3,22; 4,79; 5,578].

À l'âge d'environ un an, un enfant parle entre deux et dix mots, qui se réfèrent généralement à son environnement immédiat et comprennent également des mots de langage enfantin (par exemple, "wouwou" pour 'chien'). Jusqu'à dix-huit mois, l'enfant apprend d'autres mots, qu'il utilise parfois déjà sous forme de phrases d'un mot. L'enfant commence à former des sons de manière ciblée, la compréhension du langage s'améliore également. À l'âge d'environ un an et demi à deux ans, l'enfant dépasse le seuil d'environ 50 mots qu'il utilise activement. Lorsque ce seuil des 50 mots est dépassé, un enfant possède déjà réceptivement en moyenne 200 mots, et le vocabulaire augmente rapidement dans le cadre de l'explosion du vocabulaire [4,35].

À partir de ce moment, une explosion de mots se produit, préparant le terrain pour l'acquisition de la grammaire. En effet, c'est seulement par l'augmentation de la quantité que la différenciation du vocabulaire en mots de contenu et en mots fonctionnels peut se produire, permettant ainsi la formation de phrases [4, 38].

L'enfant apprend environ neuf mots par jour, acquiert la première personne du singulier et commence à produire des énoncés de deux mots ou plus non formés. Par exemple, une forme d'infinitif verbal prévaut encore. La grammaire ne correspond pas encore à celle des adultes, mais l'enfant peut déjà associer les mots dans un contexte significatif. La plupart des sons sont maîtrisés, mais pas encore toutes les combinaisons de sons. La compréhension du langage de l'enfant est déjà bien en avance sur son langage actif à ce stade [2,98 ; 3,22; 4, 79; 5,578].

À trois ans, le vocabulaire augmente rapidement. Les phrases de plusieurs mots sont maintenant formées, c'est-à-dire que les verbes peuvent être fléchis, des phrases simples sont formées, parfois même des phrases subordonnées et interrogatives. Le deuxième âge des questions commence, l'enfant pose également des questions commençant par "qui", "pourquoi", "quoi". Les combinaisons de sons difficiles sont également apprises de plus en plus, bien que l'articulation ne soit pas encore parfaite. À quatre ans, le vocabulaire s'élargit de plus en plus. Les prépositions (par exemple, au-dessus, en dessous, devant) et des éléments tels que les couleurs sont correctement utilisés, et l'expression devient de plus en plus différenciée. "L'enfant a des notions du passé, du présent et du futur ; il les exprime dans sa grammaire, bien que pas toujours tout à fait correctement" [6,32]. Le développement des sons devrait être terminé au plus tard à quatre ans et demi. Jusqu'à l'âge de six ans, l'enfant acquiert un large éventail de connaissances linguistiques. Il peut, par exemple, abstraire à un niveau simple, former des termes génériques ou parler du passé. Tous les sons et combinaisons de sons devraient maintenant être formés correctement. Même des constructions grammaticales complexes et rares sont produites sans erreur. Les enfants parlent maintenant avec un flux de parole fluide et maîtrisent le langage courant [3,32; 1,115].

En général, l'acquisition du langage devrait être terminée vers l'âge de six ans. Grammaticalement, seules des constructions telles que le passif ne sont maîtrisées que plus tard. Cependant, la compréhension de constructions de phrases difficiles et complexes se développe seulement vers l'âge de dix ans environ. Cependant, dès le début, l'acquisition du vocabulaire,

c'est-à-dire le niveau lexical-sémantique du développement du langage, est d'une importance cruciale.

Les mots sont des éléments importants du langage. L'acquisition du vocabulaire, c'est-à-dire l'acquisition des significations des mots, est donc un aspect important mais négligé depuis longtemps et donc peu étudié de l'acquisition du langage. L'acquisition du vocabulaire représente pour un enfant une tâche d'acquisition à la fois grande et intéressante, tant sur le plan qualitatif que quantitatif [2,98 ; 3,22; 4, 79; 5,578].

Les mots sont des symboles conventionnels ou socialement contraignants. Cela signifie que les mots ont des significations plus ou moins fixes et socialement contraignantes. La relation entre le symbole de mot et ce qu'il signifie n'est ni flexible ni déterminée par l'individu de fois en fois [3,106].

Dans l'acquisition du vocabulaire, les enfants doivent apprendre qualitativement, d'une part, comment les significations et les sons sont reliés les uns aux autres ; d'autre part, ils doivent apprendre non seulement à reconnaître la partie du discours, mais aussi à savoir dans quelles constructions les mots peuvent apparaître. Les enfants "... doivent identifier pour quels concepts (significations) de leur langue maternelle des mots sont disponibles, comment ils sont en relation les uns avec les autres et comment ils sont utilisés" [7, p. 4].

Du point de vue quantitatif également, il faut fournir un effort impressionnant. Bien qu'il soit difficile de définir exactement ce qu'est un "mot", le vocabulaire d'un locuteur adulte peut varier considérablement et il n'y a que des estimations. La littérature suppose qu'un locuteur moyen dans sa langue maternelle possède un vocabulaire de 50 000 à 250 000 mots ou plus, dont il comprend le sens. En revanche, il y a environ 15 000 mots dans le lexique productif, que l'adulte peut activement rappeler et utiliser dans la vie quotidienne [7, 4; 1, 117].

Les enfants acquièrent ou possèdent comme les adultes un vocabulaire actif et un vocabulaire passif. Le vocabulaire passif, qui est crucial pour la compréhension du langage, est toujours nettement plus grand que le vocabulaire actif. Les premiers mots sont produits par un enfant vers l'âge d'environ un an. Ils sont marqués par la répétition des syllabes et un répertoire limité de sons. Cependant, même à cet âge, les enfants comprennent déjà beaucoup plus de mots. Au cours des six mois suivants, les enfants développent leur vocabulaire actif à environ 50 mots. En plus des noms, simples verbes et adjectifs prédominent maintenant. Le vocabulaire réceptif est à ce moment-là beaucoup plus élevé, avec environ 100 à 250 mots. À l'âge d'un an et demi à deux ans, la phase de "poussée du vocabulaire" commence, c'est-à-dire que le vocabulaire actif et passif s'étend rapidement. Vers la fin de la quatrième année, on peut observer un ralentissement de l'acquisition du vocabulaire. À l'âge de six ans, un enfant a en moyenne entre 2 500 et 14 000 mots dans son vocabulaire réceptif. Le vocabulaire actif se situe entre 3 000 et 5 000 mots. L'acquisition du vocabulaire est généralement terminée vers l'âge de douze ans ; cependant, de nouveaux mots sont également appris après cela, c'est-à-dire tout au long de la vie [7,5; 2,117; 6,31]. Dans la phase la plus productive de l'acquisition du vocabulaire, le taux d'acquisition est d'environ 10 à 13 mots par jour. À tout moment du développement linguistique, la compréhension des mots dépasse le nombre de mots produits.

Le premier vocabulaire montre des caractéristiques très spécifiques. Au début de l'acquisition du langage, les enfants préfèrent nommer des "choses" de leur environnement immédiat, telles que des membres de la famille, des jouets, des animaux, de la nourriture ou des boissons. Outre les noms prédominants, qui désignent des personnes ou des objets concrets, on peut également observer des mots qui désignent, par exemple, des états. Les signaux de

conversation, les salutations comme "Bonjour" ou les courtes réponses comme "Oui" font également partie du premier vocabulaire, tout comme les mots expressifs tels que "aïe" [7,5; 2,112].

Une fois que l'enfant a acquis la capacité d'exprimer des mots, le lexique augmente rapidement. Les enfants à développement normal produisent en moyenne environ 50 énoncés semblables à des mots vers l'âge de 18 mois. Les enfants nomment d'abord des objets. Les premiers énoncés linguistiques des enfants concernent des objets en mouvement. Par exemple, ils nomment le ballon et non l'armoire, ou le chat et non la maison. Ils trouvent probablement les choses dynamiques plus intéressantes que les choses statiques. Les premiers noms d'objets désignent ce qui se déplace par lui-même : par exemple, les personnes, les véhicules et les animaux. Ensuite, ce qui est déplacé est nommé, par exemple, les aliments, les vêtements et les jouets. Et ce n'est qu'ensuite qu'ils expriment les propriétaires, les destinataires et les lieux [1, 13].

Dans une étape suivante, les enfants nomment surtout des actions et des activités. Jusqu'à l'âge de trois ans, l'intérêt se porte exclusivement sur ce qui est perceptible concrètement. Cependant, même des états internes peuvent être désignés à ce stade. Entre trois et douze ans, "la structuration lexicale en champs sémantiques" commence [7,5]. L'enfant établit des liens entre les objets et acquiert des adjectifs, des adverbes, des prépositions et des conjonctions pour faire des évaluations qualitatives.

En ce qui concerne les parties du discours, la domination dans l'ordre d'acquisition dans de nombreuses langues - y compris l'allemand - est celle des noms. Cependant, la proportion peut varier considérablement. Une étude sur la répartition des parties du discours menée par Szagun a révélé, par exemple, une proportion de 30 à 60% de noms. Même chez les enfants ayant un vocabulaire dépassant 50 mots, les noms occupent toujours une place importante. Les études de Bates et d'autres montrent qu'à l'âge d'environ deux ans et demi, les noms représentent environ 55% du vocabulaire. Après cette phase, l'augmentation continue des noms au profit des verbes, et enfin des mots fonctionnels, devient quelque peu moins importante. Cela constitue à son tour une condition préalable à l'acquisition de la grammaire [7,6].

Tant l'étendue que la structure du lexique de l'enfant diffèrent encore nettement de la structure du lexique mental chez les adultes. Dans le développement de l'enfant, les significations des mots changent en ce qui concerne la structure et le système de processus mentaux. La relation entre le mot et l'objet, la séparation des caractéristiques et l'assignation à un système de catégories changent. Le mot est introduit dans un système de relations et de connexions complexes, l'enfant apprenant au cours de son développement à abstraire ou à généraliser à partir de ses caractéristiques individuelles [8,91].

En construisant son vocabulaire, l'enfant commence par des mots pour des choses concrètes, perceptibles et familières. Les enfants apprennent donc à abstraire de leurs expériences subjectives et découvrent des relations objectivement existantes entre les objets. Les enfants font des attributions et des généralisations que les adultes peuvent souvent difficilement comprendre. Les enfants essaient également de nommer des objets qui se situent en dehors de leur monde d'expérience. Cela peut conduire à des pseudo-concepts qui pourraient apparaître dans la langue des adultes en termes de son, mais qui ne correspondent pas au contenu de la langue des adultes. Qualitativement, la construction du vocabulaire se fait par la structuration du vocabulaire en champs sémantiques. De cette manière, les enfants élargissent constamment leur vocabulaire et ajoutent de nouveaux sens aux significations déjà connues, de plus en plus conformes aux conventions de la langue des adultes [8,90; 7,6].

Contrairement à l'acquisition de la syntaxe, il est supposé que l'acquisition du vocabulaire nécessite un apprentissage. La phase critique, c'est-à-dire la période pendant laquelle un individu peut acquérir sa langue maternelle particulièrement rapidement et efficacement sans intervention spéciale, se termine à la puberté. [1,14]

Conclusion

En conclusion, l'acquisition du vocabulaire chez les enfants est un processus complexe et crucial dans leur développement linguistique. Ils doivent non seulement apprendre la signification des mots, mais aussi comprendre comment les utiliser dans différentes situations et constructions grammaticales. Ce processus se déroule à la fois sur le plan qualitatif et quantitatif, avec une expansion significative du vocabulaire au fil du temps.

Les enfants commencent par acquérir des mots pour des objets concrets et familiers, puis étendent progressivement leur vocabulaire pour inclure des concepts plus abstraits et des relations entre les objets. La répartition des parties du discours dans le vocabulaire des enfants suit des schémas généraux, avec une prédominance des noms suivie des verbes et des mots fonctionnels.

Il est important de noter que l'acquisition du vocabulaire continue tout au long de la vie, bien que la période la plus productive se situe généralement dans l'enfance. Les chercheurs ont identifié des phases spécifiques dans le développement du vocabulaire, caractérisées par des schémas d'apprentissage distincts et des types de mots prédominants.

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ANTITEZA KONTRAST HOSIL QILUVCHI STILISTIK VOSITASINING SEMANTIK TAHLILI (O'ZBEK VA FRANSUZ TILLARI MISOLIDA)

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Annotatsiya: Ushbu maqolada o'zbek va fransuz tillaridagi badiiy asarlarda, xalq maqollarida uchraydigan antiteza kontrast hosil qiluvchi stilistik vositasining semantik jihatdan namoyon bo'lishi tahlil qilingan. Shuningdek antiteza tarkibidagi ikki qarama-qarshilikning parallel qolatda kelishi misollar orqali ko'rsatilgan.

Kalit so'zlar: kontrast, kontrast guruhi, antiteza, tazod, parallelizm.

Аннотация: В данной статье анализируется семантическое проявление стилистического средства контрастирования антитезы, встречающейся в художественных произведениях узбекского и французского языков, народных пословицах. Также на примерах показано, что два противоречия в антитезе находятся в параллельном состоянии.

Ключевые слова: контраст, контрастная группа, антитеза, tazod, параллелизм.

Annotatsiya: This article analyzes the semantic manifestation of the stylistic means of contrasting the antithesis found in the works of art of the Uzbek and French languages, folk proverbs. It is also shown by examples that two contradictions in the antithesis are in a parallel state.

Keywords: contrast, contrast group, antithesis, contrast, parallelism.

Dunyo bo'yicha ko'plab o'tkazilgan lingvistik tadqiqotlar natijasida, tilshunoslar kontrast tushunchasi haqida turli fikrlarni g'oyalarni ilgari surib kelmoqda. Kontrast – bu tilda bayon qilingan fikr, go'ya, gaplar tarkibidagi tovushlarni, so'zlarni yoki grammatik elementlarning ma'nosini mantiqan tushunish va anglashga yordam beradigan tushunchadir.

Bir qator lingvistlarning amalga oshirgan tadqiqotlari natijasida kontrast tushunchasi haqidagi fikrlar turli mintaqalarda sezilarli darajada farq qilishi mumkin ekan. Ba'zi tilshunoslarning fikriga ko'ra, kontrast barcha tillar tarkibida ajralmas xususiyatga ega va o'zaro aloqa uchun zarurdir. Ular agar tilda kontrast mavjud bo'lmasa bu tilni o'rganish va tushunish juda qiyin bo'ladi deb hisoblaydilar. Ba'zi tillarda bir tovushning turli talaffuziga ko'ra so'zlarning ma'nosi farqlanishi mumkin, bu esa tilning murakkablik darajasini oshiradi. Bunga misol qilib xitoy tilining turli dialektlarini ko'rsatish mumkin. Aksariyat lingvistlar esa, mukammal funktsional va tushunarli bo'lgan kontrastsiz tillar mavjudligini ta'kidlaydilar. Ba'zi tillarda so'zlarning ma'nosini intonatsiya yoki kontekstda ko'rsatish uchun boshqa vositalardan foydalaniladi. Shuningdek, ular kontrast madaniy va lingvistik me'yorlarga qarab sub'ektiv va nisbiy tushuncha bo'lishi mumkinligini ta'kidlaydilar⁶¹.

⁶¹ https://t.me/ChatGPT_General_Bot

Ilmiy adabiyotlarda kontrast tarkibiga kiruvchi bir qancha stilistik vositalar kontrast hosil qiluvchi vosita ekanligi ta'kidlanadi. Shu jumladan, N.A.Postolovskaya antonimiya, paradoks, antiteza, oksimoron stilistik figuralarni “kontrast guruhi” deb ta'kidlaydi⁶². Biz antiteza kontrast hosil qiluvchi stilistik vositasini o'zbek va fransuz tillari doirasida ilmiy jihatdan o'rganib, bir qancha misollar tahlili orqali yoritishga harakat qildik.

Antiteza – yunoncha “antithesis” so'zidan olingan bo'lib “qarshilantirish” “qarama-qarshi qo'yish”, “zidlash” ma'nosini anglatadi. Bu vosita obraz zamiridagi narsa, hodisa, tushunchalarni keskin qarshilantirishga asoslanadi⁶³. Bizning fikrimizga ko'ra o'zbek tilida qo'llaniladigan tazod antitezaga tog'ri keladi. Faqat, antiteza yunonchadan, tazod esa arabchadan olingan. Ammo ba'zi manbalarda ularning farqli jihatlari bor deb talqin qilinadi. Antiteza keltirilgan nutq yoki bayonotdagi ikki fikr, g'oya yoki tushunchalarning o'zaro qarama-qarshilik munosabatini anglatadi. Bunday munosabatga antonimlar, o'zaro zid bo'lgan terminlar yoki ikki narsa, g'oyani qarshilantirish orqali erishish mumkin. Antiteza vositasi orqali nutqdagi fikr yoki g'oyaning, hamda tasvirlanayotgan ob'yekt haqidagi ma'lumotning kognitiv holati yorqinroq bo'ladi va ta'sir qilish darajasi ortadi. Antitezani fransuz va o'zbek tillaridagi ko'plab maqollarda, she'riyatda, ma'lum bir yozma yoki og'zaki bayon qilingan nutqda uchratishimiz mumkin. Umuman olganda qarama-qarshilikning parallel joylashuvi antitezani ifodalaydi. Masalan Hamza Hakimzoda Niyoziyning “Dardiga darmon istamas” she'rida antitezaning juda aniq namoyon bo'lganini ko'rishimiz mumkin:

“O'zga millat uchsa hikmat topib so'yi samo,
 Bizni ellar loaqal yer uzra davron istamas.
 Uxlama ko'p, o'zbek e'li, asli taraqqiy vaqtida.”

Keltirilgan misralarda *so'yi samo* va *yer uzra* kabi so'zlar o'zaro zid holatda bo'lib, parallel qarama-qarshilik keltirib chiqargan hamda stilistik va semantik jihatdan antiteza hosil bo'lgan.

Fransuz yozuvchisi va lingvisti J.L.Shiflening fikricha antiteza ikki qarama-qarshi ma'nodagi so'zlarni yoki gaplarni ifodalaydi. U kontrast xosil qilib, ikki o'zaro zid bo'lgan fikrni ta'kidlaydi. Bu usul juda foydali bo'lib, ayniqsa badiiy adabiyotda keng qo'llaniladi. Masalan: “*Selon que vous serez puissant ou misérable, les jugements de cour vous rendront blanc ou noir*” (*La Fontaine*)⁶⁴. Ya'ni “Sizning qudratliligingiz yoki qashshoqligingizga qarab sud a'zolari sizni oqlaydi yoki qoralaydi”. Keltirilgan misoldan ko'rinadiki “puissant - misérable”, “blanc - noir” kabi so'zlarning o'zaro zidligi fikr tarkibidagi g'oyalarni kuchli tarzda qarshilantirishi natijasida antiteza – kontrast hosil qiluvchi asosiy turlardan biri ekanligi yaqqol namoyon bo'lgan.

Ikki o'zaro qarama-qarshi fikrning parallel joylashuvini antiteza ifodalasa⁶⁵, bunday parallellikni har ikki tilning xalq maqollarida ko'plab kuzatish mumkin. Bunday parallellik “parallelizm” termini bilan bog'liqdir. “Parallelizm” – yunoncha “paralellos” – yonma-yon turuvchi yoki boruvchi degan ma'nolarni anglatadi. Xalq og'zaki ijodida juda keng qo'llangan tasvir usuli, muayyan o'xshashlikka ega narsa-xodisalarni parallel tarzda tasvirlash usulidir⁶⁶. Biz o'ylaymizki, nafaqat o'xshash balki qarama-qarshi narsa-hodisalarning yonma-yon joylashuvi ham parallel holatda bo'ladi. Quyida o'zbek va fransuz tilida keltirilgan bir qancha misollarni tahlil qilib ko'ramiz. “*Ko'pning ishi yitmas, ozning ishi bitmas*”; “*Eshakning go'shti harom, mehnati -*

⁶² Пернова.Г.Б. Отличие оксюморона от антитезы в узбекском языке. – Ч.: 2017. –С.104.

⁶³ Куронов Д., Мамажонов З., Шералиева М. Адабиётшунослик лугати. – Т.: 2010. – С. 32

⁶⁴ <https://www.lefigaro.fr/langue-francaise/figures-de-style-qu-est-ce-qu-une-antithese-20210824>

⁶⁵ Бочина Т.Г. Контраст как лингвокогнитивный принцип русской пословицы. – К.: 2003. – С. 231.

⁶⁶ Куронов Д., Мамажонов З., Шералиева М. Адабиётшунослик лугати. – Т.:2010. – Б. 214.

halol”; “Yoshning qarisi bo’lguncha, qarining yoshi bo’l”; “Bir ochlikning bir to’qligi bor” v.h.k. Keltirilgan o’zbek xalq maqollarining har birida ikki o’zaro zid so’zlarning parallel holatda joylashib asosan ko’p-oz, harom-halol, yosh-qari, ochlik-to’qlik kabi antonim so’zlardan tashkil topganini kuzatish mumkin.

Fransuz xalq maqollarini tahlil qilib ko’ramiz: “On ne fait la guerre que pour faire enfin la paix”; “Il y a beaucoup de lois et peu de justice”; “Il faut laisser suer ceux qui ont chaud et trembler ceux qui ont froid”; “Il faut bien penser à la mort. Aujourd’hui vif, demain mort” etc. Ushbu misollardan yaqqol ko’rinadiki la guerre-la paix (urush-tinchlik), beaucoup-peu (ko’p-oz), chaud-froid (issiq-sovuq), vif-mort (tirik-o’lik) kabi so’zlarning semantik zidligi ham g’oya, ham mazmun jihatdan antiteza hosil qilgan.

Shunday qilib, tilda mavjud bo’lgan standart ya’ni bir qolipga kirgan o’zaro antonimik, berilgan og’zaki yoki yozma nutqdagi ikki fikr-g’oyaning semantik jihatdan o’zaro zidligi, narsa-xodisalarning bir-biriga nisbatan bir vaqtda zidlantirilishi antiteza stilistik vositasini yuzaga keltiradi.

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KONTRAST NUTQ VA FIKRLASHNING KOGNITIV UNIVERSALLIGI SIFATIDA

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Annotatsiya: Ushbu maqolada kontrast tushunchasining inson va borliq bilan bog'liq kognitiv holat ekanligi tahlil qilingan. Kontrast va oppozitsiya terminlari ma'no jihatdan o'xshash bo'lsada ularning obyekt turli aspektlar orqali o'rganilishi misollar orqali tahlil qilinadi.

Kalit so'zlar : kontrast, antiteza, privativ belgi, gradual tarkib, ekvivalentlik, oppozitsiya.

Аннотация: В этой статье анализируется, является ли концепция контраста когнитивным состоянием, связанным с человеческим разумом и бытием. Хотя термины контраст и оппозиция схожи по значению, их объект исследуется в разных аспектах.

Ключевые слова: контраст, антитеза, привативный признак, градуальное содержание, эквивалентность, оппозиция.

Abstract: This article analyzes whether the concept of contrast is a cognitive state associated with the human mind and being. Although the terms contrast and opposition are similar in meaning, their object is explored in different aspects.

Keywords: contrast, antithesis, privative feature, graded content, equivalence, opposition.

Kontrast tushunchasi jamiyatning barcha sohalarida, insonlarning turmush-tarzida, umuman borliqni o'rab turgan barcha narsada mavjud. Bir-biriga nisbatan qarama-qarshi, o'zaro teskari, ikki xil qutbga tegishli bo'lgan, tuzilish, ma'no jihatdan mutlaqo zid bo'lish tamoyili "kontrast" deyiladi.

Tilshunoslikda kontrast tushunchasi avvalo ma'lum bir nutqda ishtirok etgan, asosan kompozitsion stilistik tuzilma prinsipiga ega bo'lgan so'z va so'z birikmalari, hamda taqdim qilinayotgan ikki vaziyat, fikrning mantiqiy qarama-qarshiligi tushuniladi. Kontrast (fransuzcha, *conraste* – keskin qarama-qarshi qo'yish) – badiiy adabiyot va san'atning boshqa turlarida tasvirlanayotgan narsa-hodisalarni bir-biriga keskin qarama-qarshi qo'yishga asoslangan san'at turidir. Kontrast tasvirlanayotgan narsani bo'rttirib ko'rsatish imkonini beradigan badiiy usul sifatida qadimdan qo'llanib kelinadi. Bu usul badiiy asarning barcha sathlarida (til, sujet, xarakter va sharoit) namoyon bo'lishi, unda zidlash oshkora yoki pinhona amalga oshirilishi mumkin. Masalan, til sathida "antiteza" (yoki *tazod*) ko'rinishida, sujet sathida bir voqea yoki holatning ikkinchi voqea yoki holatga qarshi qo'yilishidir⁶⁷. Kontrast til va nutqda muntazam ishtirok etadigan "universal" ya'ni barcha vaziyat va holatlar uchun umumiy hodisadir. O'z ta'rifiga ko'ra kontrast yoki keskin qarama-qarshilik mohiyatan ziddiyat, mutlaqo bir-biriga to'g'ri kelmaslik, "opozitsiya" (lotincha "oppositio" – qarama-qarshilik) kabi tushunchalar bilan bog'liq. Kontrast tushunchasining falsafaviy, mantiqiy, lingvistik mazmuni, shuningdek, turli olimlarning ushbu

⁶⁷ Куронов Д. Адабиётшунослик луғати. // Академнашр. – Т.: 2010. –Б. 143.

toifadagi tushunchalarga bo'lgan nuqtai nazari L.A.Novikov va uning shogirt izdoshlarining antonimiya haqidagi asarlarida batafsil bayon etilgan. Kontrastning falsafaviy ta'rifiga ko'ra, har qanday kategoria o'ziga xos xususiyatga ega va o'ziga xos rivojlanadi, o'ziga xos farqlarga qarama-qarshiliklarga ega bo'ladi, ziddiyatning o'zaro bog'liqligi va birligi sifatida tushuniladi. Shuning uchun kontrastni o'ziga xoslik va o'xshashlikdan ajratilgan holda o'rganib bo'lmaydi. Chunki bu hodisa bir-biriga o'xshash yoki yaqin bo'lgan voqea-hodisa, obyektlar orasidagi eng aniq va sezilarli farqni ko'rsatib turadi. N.S.Turbentskiyning izlanishlari natijasida kontrastning fanda semantik farqlovchi jihatidan uch turga ajratish taklif qilingan: privativ (xususiy) ya'ni a'zolari bir-biridan farq qiluvchi belgining mavjudligi; gradual (darajaviy) tarkib a'zolaridagi bir xil belgilarining turli darajada namoyon bo'lishi; ekvivalentlik tarkib a'zolaridagi bir xil belgilarining mantiqiy turlichaligi. Matndagi privativ, ekvivalent va dizyunktiv oppozitsiyalar kontrastni namoyon qiladi⁶⁸. Kontrast o'z ona tilida so'zlashuvchilarning ongida til ko'nikmasini hosil qilishda va ongda tildan foydalanishga bo'lgan qobiliyatning rivojlanishida katta ahamiyat kasb etadi. Psixolog Klapared qiziqarli o'yinlar orqali bolalarda o'xshashlikni anglash farqni anglashdan ko'ra kechroq paydo bo'lishini ko'rsatgan⁶⁹. Keyinchalik shaxsning lisoniy rivojlanishi davomida o'xshashlik va farqni (shu jumladan o'ziga xoslik va kontrastni ham) anglash qobiliyati doimiy bog'liq bo'la boshlaydi. Ikki yoshdan besh yoshgacha bo'lgan bolaning fikrlash tuzilmasida so'zlarning analog bo'yicha bo'lishli va bo'lishsiz juftliklar mavjud bo'ladi. Bunday og'zaki juftliklar nafaqat so'zlar orqali balki tovush juftliklarining talaffuzi orqali ham yetkazilishi mumkin⁷⁰. Demak inson ilk rivojlanish jarayonlaridanoq uni o'rab turgan koinot o'zaro muvofiqlik ya'ni o'xshashlik va qarama-qarshiliklardan iborat ekanligini tafakkuri va ongi orqali anglay boshlaydi. Bunday madaniy elementlarning mavjudligi insoniyatning umumiy tafakkuri haqida ma'lumot beradi.⁷¹ Binobarin, borliqning o'zi muvofiqlik va kontrastlardan tuzilgan desak mubolag'a bo'lmaydi.

Ko'plab olimlar bilimning turli sohalarida kontrastning bilish, idrok, fikrlash, hotira jarayoni mehanizmida muhim ro'l o'ynashini ta'kidlaydilar. XIX-asrning boshlaridayoq A.Ben "ruhimizning asosiy hususiyatlaridan biri shundaki, u taassurotlarning almashinuvidan ta'sirlanish qobiliyatiga ega, jumladan, issiqdan sovuqqa o'tish, ochlikdan to'qlikka o'tish ta'siri kabi. Bu jarayon muntazam ravishda idrok va his-tuyg'u sohasiga tegishlidir⁷²."

Psixologik kuzatuvlar, tadqiqotlar shuni ko'rsatadiki inson kontrast tushunchasini ruhan, jismonan, aqlan idrok etadi. Demak, insonning barcha harakatiga, yurish-turishiga monanand o'xshashlik va kontrast doimo parallel holatda bo'ladi.

Kontrast orqali sintagmatik yoki ketma-ketlik munosabati (B.D.Kurtene), qo'shnilik munosabati (N.V.Krushevskiy), yoki bir-birini ta'qib qilib keladigan birliklar aniqlanadi. Dixotomik va tilning asosiy ikkiga ya'ni leksik va grammatik jihatlariga bo'linganligi, shuningdek ularning funksiyalariga bog'liqligini R.O.Yakobson "selektsiya" va "kombinatsiya" deb nomlaydi. Ba'zi tilshunoslar paradigmatic va sintagmatik qarama-qarshilik munosabatlarini *kontrast* deb nomlaydilar, ba'zilari esa oppozitsiya tizimidagi ziddiyat va nutq zanjiri birliklari

⁶⁸ Бочина Т.Г. Контраст как лингвокогнитивный принцип русской пословицы. –К.: 2003. – С. 26.

⁶⁹ Выготский Л.С. Собр. Соч.: В 6-ти т. Т.2. Проблемы общей психологии. – М.: 1982. – С.208.

⁷⁰ Пузырёв А.В. Анаграммы как явление языка: Опыт системного осмысления. – М.:1995. – С. 52.

⁷¹ Kurbonova G.S "Comparative analysis of phrase logical fusions in the french and uzbek languages." ACADEMICIA: AN INTERNATIONAL MULTIDISCIPLINARY RESEARCH JOURNAL 11.2 (2021): 1455-1459. –P. 1305

⁷² Бэн А. Стилистика и теория устной и письменной речи. // пер. М.Грузинский, К.Т.Солдатенкова. –М.: 1886. – С.32.

o'tasidagi munosabat sifatida ajratadilar⁷³. Shunday qilib, kontrast bu – til birliklarining semiologik jihatdan qarama-qarshiligidir. Til egalarining lingvokreativ ongida “o'xshashlik” va “farq” bir ko'rsatkichda teng turadi. O'xshashlik – ongda qayd etilgan (bayonot, sintagma, matn) va so'z bilan ko'rsatilgan fon bo'lib, aynan o'xshashlik tamoyili orqali idrok qilinayotgan obyektning farqlari ajratiladi.

Ba'zida, oppozitsiya va kontrast tushunchalari ma'no anglatishiga ko'ra bir xil bo'lganligi tufayli terminlarni ishlatilish o'rinlarida muammolar yuzaga kelishi mumkin. Ammo har ikkisi bir ma'no anglatmada, turli obyektlar orasidagi farqni ko'rsatishda turli aspektlarga yondashadi, hamda, turli tushuncha va g'oyalarni tahlil qiladi. Quyida kontrast va oppozitsiyaning o'ziga xos funksiyalarini tahlil qilamiz.

Kontrast, odatda bir va undan ortiq elementlarning aniq farqini ko'rsatadi. U orqali farq va o'xshashlik ko'rinadi. Kontrast ranglarga, xarakterlarga yoki boshqa bir atributlarga tegishli qarama-qarshilik holatini ko'rsatishi mumkin. Masalan, qora va oq singari ranglar orasidagi farq va ziddiyat, katta va kichik orasidagi ziddiyat va farq, yoki og'ir-bosiq va shaddod orasidagi qarama-qarshilik va farq kabi.

Oppozitsiya esa to'g'ridan-to'g'ri qarshilantirish yoki qarshilik holatidir. Bu vaziyatda obyektlar bir-biriga nisbatan kuch yoki g'oyaviy jihatdan qarshi turishi anglashiladi. Oppozitsiya ko'pincha nigoh, maqsad, fikr yoki xarakteristikani o'z ichiga oladi. Masalan yaxshi va yomon o'rtasidagi oppozitsiya, yaxshilik va yomonlik, yorug'lik va zulmat orasidagi oppozitsiyalar kabi.

Shunday qilib insonning o'zi, uni o'rab turgan borliq o'xshashlik va kontrastlardan iborat bo'lib, har ikki tushuncha idrok va olam atrofida aylanadi. Demak, kontrast mavjud ekan o'xshashlik ham mavjud, ular uzviy bog'liqlikda biri-birini to'ldiradi, va biri ikkinchisini doim ko'rsatib turadi.

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THE CONCEPT OF PHONOLOGICAL INTERFERENCE IN LANGUAGE ACQUISITION

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Annotation: In recent decades, the world around us has become increasingly multicultural. People are in regular contact not only with other cultures, but also with languages. Naturally, every language owes particular linguistic peculiarities and these peculiarities are clearly manifested whenever a language is being learnt or thought. The article discusses the issue of phonological interference as well as its influences on language mastering process.

Keywords: English language teaching, phonological interference, English sounds, natural tendency, pronunciation, phonetic, language experience, phonology, vowel length, types of interference, classification of interference.

Annotatsiya: So'nggi o'n yilliklarda atrofimizdagi dunyo tobora ko'p madaniyatli bo'lib bormoqda. Odamlar nafaqat boshqa madaniyatlar, balki tillar bilan ham muntazam aloqada. Tabiiyki, har bir til o'ziga xos til xususiyatlariga ega va bu xususiyatlar tilni o'rganish yoki o'rganish jarayonida aniq namoyon bo'ladi. Maqolada fonologik shovqin muammosi va uning tilni o'zlashtirish jarayoniga ta'siri muhokama qilinadi.

Kalit so'zlar: ingliz tilini o'rgatish, fonologik interferensiya, inglizcha tovushlar, tabiiy tendentsiya, talaffuz, fonetik, til tajribasi, fonologiya, unli tovush uzunligi, interferensiya turlari, interferensiya tasnifi.

Аннотация: В последние десятилетия мир вокруг нас становится все более мультикультурным. Люди регулярно контактируют не только с другими культурами, но и с языками. Естественно, каждый язык имеет определенные лингвистические особенности, и эти особенности ясно проявляются всякий раз, когда язык изучается или изучается. В статье рассматривается проблема фонологической интерференции, а также ее влияние на процесс овладения языком.

Ключевые слова: обучение английскому языку, фонологическая интерференция, английские звуки, естественная тенденция, произношение, фонетика, языковой опыт, фонология, длина гласных, виды интерференции, классификация интерференции.

Introduction

People from different parts of the world can be distinguished by their languages. When we confront a foreign language, our natural tendency is to hear it in terms of the sounds of our own language. We actually perceive it rather differently from the way native speakers do. Equally, when we speak a foreign language, we tend to attempt to do so using the familiar sounds and sound patterns of our mother tongue. We make it sound, objectively, rather differently from how it sounds when spoken by native speakers. This is the well-documented phenomenon of phonological **interference**. The term "phonological" specifically refers to elements that have a foreign accent,

such as stress, rhythm, intonation, and speech sounds, which are transferred from one language to another. Interference is a term used in sociolinguistics and second language acquisition to describe the inaccuracy that a speaker brings into one language as a result of this contact with another language.

The influence of the mother tongue on the acquisition of a new foreign language is observed at all language levels: the phonetic level, orthographic level, lexic level and so on. Among the types of interference listed above, it is the phonetic interference that is most evident in the communication process. The reason is that in the speech of bilinguals who speak a foreign language, as a result of the contact of languages, the violation of language norms and errors in oral speech are more noticeable only on the phonetic scale.

The phenomenon of “interference” has long been one of the fields of interest in many linguists. The term “interference” is derived from Latin (inter - between, mutual and ferio - touch, hit). Initially, this concept originated in the fields of science, such as physics, chemistry, biology, and later began to be used in linguistics. This concept is widely studied in areas such as linguistics, psychology, and psycholinguistics, and is used in both oral and written speech.

The term "interference" was first introduced into linguistic literature by André Martin in 1936 and gained its popularity through Uriel Weinreich's work "Languages in Contact" (1953)

According to Mahmud (2017, p. 57), Phonological interference may be mostly caused by borrowing system from another language. It is also called the interference of sounds if a speaker reproduces sounds of one language and make mistakes by adapting it with another language. Phonological interference mostly happens when the learners tend to substitute the particular target language sound with mother tongue phonemes when uttering one letter. It is because there are certain sounds of target language which do not exist in the mother tongue. Besides, the second language learners identify that target language as being the same as the mother tongue sounds which are actually different.

According to numerous researches, like the ones done by Rivera and Marisol, have been done on the effects of native language on second or foreign languages (2018, p. 33). They discovered that the two main ways in which Spanish pronunciation might be inferred phonologically in English were long vowels and consonant clusters. In English, a word's meaning can be altered by the length of a vowel, but not in Spanish. Additionally, pronunciation errors occurred because Spanish speakers read English using the same method (letter by letter) as they do in Spanish. The research result that Zheng conducted provides another discovery regarding native language interferences with second language acquisition (2018, pp. 1478-1484). He demonstrated that students in Northwest China struggled to distinguish between the sounds /n/ and /l/, /ei/ and /en/, and /u/ and /. All of these were brought on by their inability to tell apart various Chinese phoneme pairs in their dialects. Furthermore, there were no long or short vowels in the dialect of central China, which caused confusion among learners regarding phonetic pairings. These phonetic pairs caused confusion among the students in this area: /n/ and /l/, /u/ and //, /i/ and /i/, /w/, /f/ and /v/, /f/ and /h/.

Researches conducted on analyzing the phonetic level of English in comparison with Uzbek show the followings: lack of English interdental sounds [θ] and [ð], which are often replaced by [d], [z] and [s], which can lead to confusion in words such as "think - sink", "thin - a sin - a tin". The English [r] is pronounced differently from Russian or Uzbek ones. In addition, English [v] is another difficult sound for Uzbek learners and it needs to be carefully distinguished from [b]. In the case of [v] the lower lip as active articulator, is pressed against the upper teeth in

such a way as to allow the air expelled from the lungs to continue to pass through: in phonetic terminology, it is labiodental and fricative. With [b], on the other hand, the lower lip articulates with the upper lip and forms a firm contact with it such that the air flow is completely blocked for a moment: it is bilabial and plosive. Another phenomenon, vowel length, is also absent in Uzbek and Russian, but plays a great role in English. For example: to live [I] – to leave [i:], to book [U] - tooth [u:]. The famous phonetician Daniel Jones distinguishes two types of the letter "L" (dark and light) in English, which cannot be found in Uzbek.

CONCLUSION

Having been discussed the issue of phonological interference in language learning, it is proved that by giving the main focus on phonetic system and the masterful use of phonetic devices in the process of communication is initially important to have ability of the clear speech and perceiving target language correctly.

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ZAMONAVIY PRAGMALINGVISTIKANING NAZARIY VA METODOLOGIK ASOSLARI

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Annotatsiya: Maqolada zamonaviy pragmalingvistikaning nazariy va metodologik asoslari haqida fikr yuritilgan. Pragmalingvistika tilshunoslik sohasiga kirib kelishi jarayonlari, rivojlanishi hamda olimlarni turli qarashlari bayyon etilgan.

Kalit so'zlar: Pragmatika, semiotika, lisoniy, tilshunoslik, psixolingvistika, pragmalingvistika, kommunikatsiya.

Аннотация. В статье рассматриваются теоретико-методологические основы современной прагмалингвистики. Описан процесс вхождения прагмалингвистики в сферу языкознания, ее развитие и различные взгляды ученых.

Ключевые слова. Прагматика, семиотика, лингвистика, лингвистика, психолингвистика, прагмалингвистика, коммуникация.

Annotatsiya: The article discusses the theoretical and methodological foundations of modern pragmalinguistics. The process of pragmalinguistics entering the field of linguistics, its development and the different views of scientists is described.

Keywords: Pragmatics, semiotics, linguistics, linguistics, psycholinguistics, pragmalinguistics, communication.

Ma'lumki, ilm-fandagi har bir yo'nalishning paydo bo'lishi va jadallik bilan rivojlanishi avvalambor ushbu fan yo'nalishiga nisbatan yangi qarashlar va qiziqishlarni paydo bo'lishidan boshlanadi. Bugungi kunda jadallik bilan rivojlanayotgan dunyo tilshunoslik sohalari rivojlanishni yangi bosqichiga chiqmoqda. Globallashuv sharoitida tadqiqotchilar tomonidan tilshunoslik sohasida nutq aloqasi muammolariga qiziqish juda yuqori bo'lmoqda. XXI asr boshlari va XX asrning oxiriga kelib tilshunoslik sohasida yangi bo'lgan konstruktivizm, fenomenologiya empirizm kabi falsafiy g'oyalarni o'zida jamlagan tahlil yo'nalishlari paydo bo'ldi. Yangi paydo bo'lgan yo'nalishlardan biri bu-pragmalingvistika hisoblanadi. Pragmalingvistika tilshunoslikda til, xulq-atvor, psixologiya va falsafa fanlari chorrahasida joylashgan yosh bilim sohalaridan biri hisoblanadi. Turli tillarda so'zlashuvchi insonlar konkret til orqali o'zaro munosabatlar haqida muloqot qilish, mavjud muammolar va kelishmovchiliklarni muhokama qilishi, bir biriga bo'lgan his-tuyg'ularini ifodalashi yoki bironing harakatiga baho berish uchun foydalanganligi sababli til insonlar muloqot uchun eng muhim vositadir.

Til - insoniy muloqotning eng muhim vositasi hisoblanadi. Inson tildan muhim voqea haqida muloqot qilish, qabul qiluvchini muayyan harakatlar qilishga yoki ularni to'xtatishga undash, his-tuyg'ularini ifodalash yoki bironing harakatiga baho berish uchun foydalanadi. Pragmatika amerikalik olim Ch.Pirs tomonidan barcha bilim sohalarini birlashtiruvchi fan sifatida qaralgan semiotika doirasida yuzaga keldi va rivoj topdi [Charlz Sanders Pirs, 1903; 57].

Pragmatikani semiotikaning alohida sohasi sifatida qarash haqidagi fikrni birinchilardan bo'lib, Ch.Morris bildirgan edi. Lisoniy belgilar tasnifini yaratgan bu olim semiotikani uch mustaqil qism, ya'ni lisoniy belgilarning predmetga nisbatan munosabatini o'rganadigan semantika, belgilarning bir-biri bilan munosabatini tavsiflovchi sintaktika hamda belgilarning ulardan foydalanuvchi shaxslarga bo'lgan munosabatini o'rganuvchi pragmatikaga ajratishni taklif qildi [A.F.Gryaznov, 2010; 96]. Keyingi yillarda ushbu yo'nalishlardan semantika va sintaksis jadal taraqqiy qilgan bo'lsa, pragmatikaga e'tibor sustroq bo'ldi. Faqat o'tgan asrning oxirgi choragiga kelib, pragmatika tilshunoslikning mustaqil yo'nalishi sifatida shakllana boshladi. Dastlabki nashrlarda pragmalingsvistikaning ob'ektini aniqlashda bir tomonlama yondashuv ustuvor bo'lib, ularda til birliklarining ta'sir ko'rsatish imkoniyatlari oldingi o'rinda turgan edi.

Olim T.A. van Deykning talqinicha "Pragmatika– tilning vaziyatli qo'llanishi to'plamidir. Pragmalingsvistika–til egasiga nutqiy tuzilmalar qatorini ma'lum kontekst bilan bog'lash imkonini beradigan qoidalar tizimini qoliplashtirishdir". Olimning fikricha, pragmatikani sotsiolingsvistika va psixolingsvistikadan farqlash lozimligini uqtiradi. Bundan tashqari, tavsifiy (deskriptiv) pragmatikada tildan foydalanishning amaliy qoidalari shakllantirilsa, nazariy, "mavhum" pragmatikada esa kuzatuvlar asosida umumiy kategoriyalar ajratilib, ularning o'zaro aloqasi o'rganiladi. Oqibatda, pragmatik tadqiqotlarda deytik iboralar ham tahlil qilinib, olmoshlar va at that time ko'rinishidagi birliklarning qo'llanilishi so'zlovchi nuqtai nazaridan tavsiflanadi. Olim tomonidan nutqiy aktlar nazariyasini pragmalingsvistikaning ajralmas qismi, deb ta'riflanishi alohida e'tiborga loyiq [T.A. van Deyk, 2015; 32].

Lingvosotsiopsixologiya sohasi vakillari pragmatikani ikki yo'nalishda, ya'ni matn–muallif va matn–qabul qiluvchi munosabatlarida tavsiflashni ma'qul ko'radilar. Natijada, axborotni uzatuvchi hamda axborotni qabul qiluvchi pragmatikalari farqlanmoqda. Ulardan birinchisi "statik" xarakterga ega, chunki matn faqat birgina talqinga, ya'ni muallif talqiniga ega, adresat talqini esa, aksincha, dinamik xarakterdadir, zero "matnni qabul qiluvchilar soniga qarab, talqinlar ham davomsiz bo'lishi kutilgan hol" [L.A. Kiselyova, 1978; 85]. Psixolingsvistikada asosan nutqiy ta'sir mexanizmlari yoritilganligi sababli axborotni qabul qiluvchi pragmatikasi oldingi o'ringa chiqadi. Ushbu yo'nalishdagi ishlarda semantika va pragmatika munosabati muhokama qilinmaydi. Mualliflarning e'tiroficha, matn sathida bu masala muhim bo'lmasdan, balki ularning faollashuvi o'zaro bog'liqlikda kechadi.

Bir qator hollarda tildan foydalanish ijtimoiy voqelikni yoki individual taqdirni tubdan o'zgartiruvchi harakatning asosiy tarkibiy qismi hisoblanadi. Shuning uchun tilni harakat quroli sifatida o'rganish juda o'rinli. Aynan shu jihatda lingvistik hodisalar tilshunoslikning alohida zamonaviy yo'nalishi – lingvistik pragmatika (pragmalingsvistika) doirasida ko'rib chiqiladi.

Pragmalingsvistika zamonaviy pragmatikaning yo'nalishlaridan biri bo'lib, uni pragmatikaning lingvistik bo'limi yoki tilshunoslikning pragmatik jihati sifatida talqin qilish mumkin.

Pragmalingsvistika (lingvistik pragmatika) lingvistik tadqiqot sohasi sifatida ajralib turadi, uning ob'ekti til birliklari o'rtasidagi munosabatlar va ulardan ma'lum bir kommunikativ-pragmatik makonda foydalanish shartlari, unda ma'ruzachi / yozuvchi va tinglovchi / o'quvchi o'zaro ta'sir qiladi. joy va vaqtning o'ziga xos ko'rsatkichlari muhim ahamiyatga ega bo'lgan xususiyatlar, ularning nutqiy o'zaro ta'siri muloqot maqsadlari va kutishlari bilan bog'liq. Shuningdek, u og'zaki muloqotning muayyan sharoitlarida ko'zlangan maqsadga samarali erishish uchun tinglovchi yoki o'quvchiga eng muvaffaqiyatli ta'sir qilish uchun tilda mavjud bo'lgan yeng muqbul vositalarni tanlash bilan shug'ullanadigan fan sifatida ham ta'riflanadi.

Pragmalingvistika predmetini tushunish uchun tilshunoslarning “pragmatika” tushunchasiga kiritgan mazmuniga murojaat qilish maqsadga muvofiqdir. J. Yulening fikricha, pragmatikani o‘rganish predmeti tadqiqotning to‘rt jihatini - so‘zlovchining niyatini, gapning kontekstual ma‘nosini, ifoda etilmaganni tushunishni va umumiy bilim miqdorini ifodalaydi [J. Yule, 1996; 63].

Boshqa yana bir tilshunos olim Z.I.Komarovanning fikricha esa, pragmatikani o‘rganish predmeti tadqiqotning to‘rt jihatini – so‘zlovchining niyatini, gapning kontekstual ma‘nosini, ifoda etilmaganni tushunishni va umumiy bilim miqdorini ifodalaydi [Z.I.Komarova, 2012; 259]. Pragmalingvistika tinglovchini uzatlayotgan axborotni xuddi so‘zlovchi istaganidek qabul qilishga undash maqsadi uchun mos keladigan lisoniy birliklarning kommunikatsiyada qo‘llanishini tavsiflaydi. Bu pragmatika lisoniy vositalarning shaxslararo muloqotdagi rolini aniqlash bilan shug‘ullanadi, deyish demakdir [J. Layonz, 1978; 59]. Yu.Apresyan fikricha pragmatika so‘zlovchining shaxsga munosabati haqiqatga, xabar mazmuniga va til birliklari orqali suxbatdoshiga munosabatini anglatadi [Yu.Apresyan, 1995; 69].

Pragmatiklar uchun muhim vazifalar ham suxbatdoshiga nutq ta‘sirini ta‘minlash uchun inson xatti-harakatlari mexanizmini tushuntirish va tavsiflashdir. Pragmatik tadqiqotlarda birinchi navbatda shaxs nutq faoliyati sub‘ekti sifatida ilgari suriladi. Har qanday bayonot - mustaqil jumla, dialogdagi replika yoki izchil matn – so‘zlovchiga mos keladi. Og‘zaki muloqot jarayonida ma‘ruzachi o‘ziga xos psixologik va ijtimoiy xususiyatlarga ega ideallashtirilgan, global shaxs sifatida emas, balki o‘ziga xos xususiyatga qarab o‘zining bir yoki bir nechta ijtimoiy funksiyalari va psixologik xususiyatlarini ochib beradigan shaxs sifatida harakat qiladi.

Bundan tashqari, gapni talqin qilish uchun xabarni qabul qiluvchini, ya‘ni bu gap kimga qaratilganligini hisobga olish kerak. Xabarni qabul qiluvchi ham o‘zining ijtimoiy funksiyalaridan birida muloqot jarayonida harakat qiladi. Shuning uchun gapni ana shu ixtisoslashtirilgan parametrlar nuqtai nazaridan tushunish va tahlil qilish kerak va og‘zaki muloqotni muvaffaqiyatli amalga oshirish uchun xabarni jo‘natuvchi va uni qabul qiluvchi parametrlari mos kelishi muhimdir.

Bayonotni sharhlash uchun, muloqotning haqiqiy holatining tafsilotlariga qarab, muallif o‘z nutqiy ishiga qo‘yadigan ma‘noni hisobga olish kerak. Og‘zaki muloqot ishtirokchilari (ijtimoiy mavqei, tarbiyasi, ma‘lumoti, hayotiy tajribasi, yoshi, bir-biri bilan munosabati va boshqalar) haqida ekstralingvistik bilimlarni jalb qilish ma‘ruzachi / yozuvchining bayonotining ma‘nosi hamda kommunikativ niyatini ochishga yordam beradi. Muloqotning ekstralingvistik omillari to‘g‘risida ma‘lumotga ega bo‘lgan tadqiqotchi, so‘zlovchining niyatini ishonchliroq tushunishi va uning tinglovchiga ta‘sirini aniqlashi mumkin.

Muloqotning pragmatik jihati doirasida og‘zaki shaklning inson xulq-atvoriga ta‘sir qilish mexanizmlari ham o‘rganiladi. Bunday ta‘sir jismoniy va intellektual tekisliklarda ham amalga oshirilishi mumkin.

Pragmalingvistika predmetini tushunish pragmatikani belgilar va ularni yaratuvchi, idrok etuvchi va talqin qiluvchi shaxslar o‘rtasidagi munosabatlarni o‘rganuvchi fan sifatida ko‘rib chiqishga asoslanadi. Pragmatik belgilarni ushbu belgilar bilan ishlaydiganlarga nisbatan o‘rganadi va til ishora tizimidir.

Shuning uchun ham aytish mumkinki, pragmalingvistika til belgilarini yaratuvchi, qabul qiluvchi va izohlovchilarga munosabatini o‘rganish bilan shug‘ullanadi.

Pragmalingvistikaning qiziqish sohasiga keng ko‘lamli muammolar kiradi, bu lingvistik belgi va uning tarjimonlari – so‘zlovchi va tinglovchi o‘rtasidagi munosabatlarni o‘rganish bilan

cheklanib qolmaydi, balki kontekst va kontekstning ta'sirini o'rganishga ta'sir qiladi. kommunikantlar bo'yicha asosiy bilimlar, nutq aloqasi ishtirokchilarining eng samarali ta'siri uchun optimal til vositalarini tanlash masalalari, nutq harakatlarida so'zlovchining niyatlarini amalga oshirishni ko'rib chiqish kabilardan iboratdir.

Pragmalingvistika tilshunoslikda yangi antropotsentrik paradigmaning shakllanishini belgilab bergan fanlardan biridir. Antropotsentrik paradigma - tadqiqotchining qiziqishlarini bilish ob'ektlaridan sub'ektga o'tkazish, ya'ni insonni tilda, tilni insonda tahlil qiladi. Pragmalingvistikaning qiziqish doirasiga keng ko'lamli muammolar kiradi, bu lingvistik belgi va uning tarjimonlari - so'zlovchi va tinglovchi o'rtasidagi munosabatlarni o'rganish bilan cheklanib qolmasdan, balki kontekst va bilimlarining ta'sirini o'rganish, nutqiy muloqot ishtirokchilarining eng samarali ta'siri uchun optimal til vositalarini tanlash, nutq harakatlarida so'zlovchining niyatlarini to'liq aks ettirish kabi masalalarida namoyon bo'ladi.

Ushbu nutq faoliyatini baholash mezonini matn jo'natuvchining til birliklarini optimal ta'sir qilish uchun tanlash muvaffaqiyatidir. Murojaat qiluvchi uchun zarur bo'lgan nutq birligini tanlash tanlovni asoslashda ekstralingvistik omillar bo'lgan muloqot holati, maqsad va motivlar bilan belgilanadi. Boshqa har qanday faoliyat kabi nutq faoliyati ham alohida harakatlar - nutqiy harakatlardan iborat. Yashirin pragmalingvistikaning ilmiy yo'nalishi muloqot ishtirokchilarining nutqiy xatti-harakatlarini o'rganishga asoslangan. Nutq xulq-atvorini tahlil qilish har xil o'ziga xos nutq vaziyatlarida real odamlar tomonidan nutqning dolzarbligini o'rganishdan iborat. Nutq xulq-atvorining konturlari muloqotni psixolingvistik va sotsiolingvistik o'rganish chegaralarida paydo bo'ladi. Ijtimoiy lingvistik nutq xatti-harakatlarini ijtimoiy jihatdan to'g'ri bayonotni yaratish uchun eng yaxshi variantni tanlash jarayoni sifatida o'rganadi. Psixolingvistik odamga ona tilida so'zlashuvchi sifatida qiziqadi va tilni shu shaxsning nutqiy xatti-harakati sifatida talqin qilishga intiladi.

Barcha yuqorida keltirilganlarni inobatga olgan holda tilshunoslikning eng tez rivojlanayotgan sohalaridan biri sifatida pragmalingvistikani ko'rsatish mumkin. Pragmalingvistika zamonaviy pragmatikaning yo'nalishlaridan biri bo'lib, uni tilshunoslikning pragmatik jihati sifatida talqin qilish mumkin. Pragmalingvistika lingvistik tadqiqot sohasi sifatida ajralib turadi, uning ob'ekti til birliklari o'rtasidagi munosabatlar va ulardan ma'lum bir kommunikativ-pragmatik makonda foydalanish shartlari bilan bog'liq bo'ladi.

Shuni xulosa qilish kerakki, pragmalingvistikaning asosiy yo'nalish nutq xatti-harakati sof individual nutq ko'rinishini, ma'lum bir ma'lumot jo'natuvchi tomonidan bir zumda, avtomatik ravishda, ongsiz darajada, muayyan nutq sharoitida amalga oshiriladigan nutq harakatlarining yig'indisini o'rganishdan iboratdir.

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ТИЛ ВА МАДАНИЯТ МУШТАРАКЛИГИ ЁКИ МАДАНИЯТ ИНСОНГА НИМА БЕРАДИ?

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Инсон маданиятининг мавжудлиги ва ривожланишининг энг муҳим шартларидан бири унинг тил орқали мулоқоти ҳисобланади, айнан ана шу омил маданий жараёнларнинг бирлигини таъминлайди, маданий бойликларнинг сақланиши ва авлоддан авлодга ўтишини ҳам таъминлайди. Зеро, инсоннинг коммуникатив фаолиятида тил ва маданият тушунчалари белгилар бирлиги системаси сифатида ўзаро кесишади ва бир бирини тўлдиради.

Инсон, тил ва маданият учлиги (триадаси) ичида инсон омили биринчи ўринда туради, чунки инсон айнан бир пайтда ҳам тил, ҳам маданиятни ташувчи шахс сифатида намоён бўлади. Дарҳақиқат, тил ҳам маданият ҳам инсонда ва инсон орқали зоҳир бўлади ҳамда бир-бирини ўзаро тўлдириб боради.

Лингвомаданиятшунослик масалаларига бағишланган илмий ишларда кейинги пайтларда жуда кўплаб янги тушунчалар ва истилоҳлар пайдо бўлди ва улар илмий ишларда кенг қўлланилмоқда, улар қуйидагилар, масалан: лингвоўлкашунослик, лингвомаданиятшунослик, этнолингвокультурология, лисоний шахс, тил бирликларининг миллий-маданий компоненти, сўзларнинг лингвокультурологик назарияси, муқобилсиз лексика, фон (қўшимча маъноли) лексика, коннотатив лексика, лексика ва фразеология маданият феномени сифатида, прагматик матнлар, тил маданиятда, маданият тилда, инсон маданиятда, маданият инсонда, тиллар ва маданиятлар диалоглари, оламнинг лисоний маданияти, лисоний онг, лисоний (лингвистик) компетенция, коммуникатив компетенция, лингвомаданий компетенция ва бошқалар.

Фикримизча, ҳозирги даврда полилингвал (кўп тиллилик) шахсни шакллантириш, лисоний шахсни яратиш вазифаси турибди. Яъни, она тилимиз асосида жаҳон тилларининг ҳеч бўлмаганда биттасини билган ҳамда жаҳон ҳамжамиятига, халқаро мулоқотга олиб чиқиш билан белгиланади.

Лисоний шахсни шакллантиришнинг компонентлари:

- 1) лингвистик компетенция, яъни тил ҳақидаги назарий билимларни эгаллаш;
- 2) тилни амалиётда қўллаш билиш;
- 3) коммуникатив компетенция, яъни тилдан у ёки бу ҳолатга мос равишда фойдалана олиш, мақбул бўлган нутқий ахлоқ кўникмаларини шакллантириш;
- 4) культурологик компетенция, яъни ўрганилаётган тил маданиятига кириб бориш, мулоқот жараёнида ўзга маданиятга боғлиқ тўсиқлардан ўта олиш каби ҳисобланади.

Шуниси диққатга сазоворки, бир тамондан шахс айна бир пайтда тарихнинг ва маданиятнинг ҳам субъекти, ҳам маҳсули ҳисобланса, иккинчи томондан, унинг яратувчиси ҳам ҳисобланади.

Инсон эҳтиёжлари мулоқот, билиш ва тафаккур воситаси ҳисобланган тилсиз қаноат ҳосил қилиши мумкин эмас. Шунинг учун ҳам шахс лисоний шахс бўлиши учун тил оқали ўзини намоён қилиши зарур. “Лисоний шахс” тушунчаси ҳақида гап борганда биринчи навбатда унинг интеллектуал хусусиятлари ҳисобга олинади. Зеро, интеллект тилда ва

тил орқали жадал (интенсив) намоён бўлади. Шу ўринда Ю.Н.Карауловнинг лисоний шахс тушунчасига берган таърифини келтириб ўтиш ўринли деб ҳисоблаймиз.

“Языковая личность” как таковая начинается не на уровне ординарной языковой семантики (владение элементарным словарем и грамматикой, вербально-ассоциативный уровень) а на когнитивном уровне, характеризующем знания о мире, воплощенные в языке, т.е. языковую картину мира и тезаурус личности и далее на мотивационном, прагматическом уровне охватывающем коммуникативно-деятельностные потребности личности и ее интенциональную сферу (Ю.Н. Караулов).

Оламнинг манзараси тушунчаси инсон ва оламнинг ўзаро муносабатларини акс эттирувчи фундаментал тушунча ҳисобланади. Олам манзарасининг шаклларини тилсиз амалга ошириш мумкин эмас, чунки тил оламини билишнинг энг асосий қуроли, инсон билиш фаолиятининг натижалари авлоддан авлодга тил орқали фиксация қилинади, яъни мустаҳкамланади ва ўтади. Тил инсоният хотирасини ташувчи воситадир.

У ёки бу тилни ўқитишдаги культурологик концепция унинг этнопсихологик ва маданият ташувчилик моҳиятига эътиборни қаратиш зарурлигига ишора қилади, чунки тил лисоний шахсни шакллантирувчи ёки бу халқнинг маънавий бойлиги, маданий феномени, маданий –тарихий муҳити сифатида қаралади. Тил ва миллий маданиятнинг ажралмас қисми, аждодларимизнинг маънавий мероси сифатида маданият ривожланишининг энг зарур омили вазифасини ўтайди.

Маданиятга боғлиқ бўлган ҳар бир ходиса тилда қайд этилса, мустаҳкамланса, бирон-бир номинация ёки сигнификация (маъно бериш) хусусиятига эга бўлгандагина инсон онгидан жой ола олади, аксинча йўқ.

Юқорида зикр этилган фикрлардан келиб чиққан ҳолда қуйидаги хулосаларга келинди:

1. Тил белгилари уларнинг моддий ифодаси маданий предметни ўзида ифодалайди, белгиларнинг маъноси эса маданий ҳосила ҳисобланади ва фақат инсон фаолиятида зоҳир бўлади, шу сабабли тил маданият билан муштаракдир.
2. Маданият шу маънода тил билан муштараклик қиладики, чунки маданият фақат тил орқали ифодаланади, яъни ўз ифодасини топади. Зеро, тилшунос А.А.Реформатский таъкидлаганидек, “тил маданият билан бевосита боғлиқ, тилни маданиятсиз тасаввур қилиб бўлмайди, шунингдек маданиятни ҳам тилсиз тасаввур қилиш қийин” (А.А.Реформатский).

Табийки, маданият инсониятга нима беради, деган савол туғилади. Бунга қуйидагича жавоб берилса, назаримизда, ўринли бўлади.

- Маданият тил ўрганишга ёрдам беради, уни ўрганишни енгиллаштиради.
- Маданият атроф-муҳитга ҳамда ўзга тилга нисбатан қизиқиш уйғотади.
- Маданият инсон дунёқарашини кенгайтиради.
- Маданият битмас - туганмас билим беради.
- Маданият турли нуқтаи назарларнинг, қарашларнинг нисбий эканлигини тушуниб етишга ундайди.
- Маданиятни ўрганиш маданиятлараро муносабатларнинг ривожланишига кенг йўл очади.
- Маданият тил ўрганиш, фикрлаш, хулосалар қилиш, назариялар яратиш, инсон цивилизациясини ўрганишга асос бўлади.

- Ҳар қандай маданий ва моддий бойликка хос тушунчалар тилда ва нутқда ифодаланади.

- Тил маданиятнинг сақловчиси, қўриқчиси ҳисобланади ва олинган билимларни авлоддан авлодга ўтказиши.

- Тил ва маданият ҳамкорлиги барча фанларни эгаллашнинг калити ҳисобланади.

- Тил маданият ҳазиналарининг калитидир.

- Тил ва маданият ҳамкорлиги асосида ёш авлод тарбияси амалга оширилади.

- Миллий маданиятларнинг ўзаро ҳамкорлиги тилларни бойитади, улар тарихини, адабиётини ўрганишга ёрдам беради, шунингдек халқларнинг моддий ва маданий бойликлари ҳақида маълумотлар беради ҳамда лисоний шахсни шакллантиради.

Демак, лингвомаданиятшунослик инсон ҳақидаги фаннинг бир қисмидир, унинг ўзига жало қилувчи маркази маданият феноменидир. Тил ва маданиятни характерловчи белгиларнинг ўхшашлиги уларнинг муносабатини ягона методологик асосда кўриб чиқиш имконини беради.

Тилшунос В.Н.Телия таъкидлаганидек, маданият ва тил - бу инсоннинг ва халқнинг дунёқарашини акс эттирувчи онг шакллари. Тил ва маданият ўзаро мулоқотда мавжуддир, чунки нутқ ва уни қабул қилувчи ҳар доим маданият субъектидир. Иккала феномен ҳам индивидуал ёки умумий мавжудлик шаклларига эга, маданият ва тилнинг субъекти ҳар доим индивид ёки социум, шахс ёки жамият ҳисобланади. Тил ва маданият учун умумий бўлган жиҳат бу нормативликдир. Тарихийлик эса тил ва маданиятнинг энг моҳиятли хусусиятларидан биридир. Маданият халқнинг ўзига хос тарихий хотирасидир, чунки тил ўзининг кумулятив (тушловчи) вазифасига кура коллектив хотирани сақлайди ва бойитади [Телия 1996: 217].

Коммуникация воситаси бўлган тилда оммавий адресатга йўл-йўриқлар устун туради, маданиятда эса сараланганлик қадрланади. Маданият белги тизими бўлгани ҳолда, у тилдан фарқли равишда ўзича ташкил топа олмайди. Тил ва маданият турлича семиотик тизимлардир. Бундай қиёслаш тадқиқотчиларни маданият тилга изоморф эмас, гомоморфдир, яъни таркибан ўхшашдир, деган фикрга йўналтиради.

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ИСПОЛЬЗОВАНИЕ ФРАНЦУЗСКОГО ТЕКСТА В ПРЕПОДАВАНИИ ФРАНЦУЗСКОМУ ЯЗЫКУ СТУДЕНТАМ 1 КУРСА

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Annotation: This article discusses the use of French texts in teaching French to first-year students. The author highlights several key advantages of this approach, including the development of reading, comprehension, and speaking skills in the original language, as well as improvement in vocabulary and grammar skills. Possible difficulties that students may encounter when working with French texts at the initial stage of learning are also discussed. A number of methods and techniques are proposed to help overcome these difficulties and successfully utilize French texts in the learning process.

Keywords: teaching, skills, approach, methods, techniques, French language.

Annotatsiya: Ushbu maqolada birinchi kurs talabalariga frantsuz tilini o'qitishda frantsuzcha matnlardan foydalanish muhokama qilinadi. Muallif ushbu yondashuvning bir qancha asosiy afzalliklarini, jumladan, asl tilda o'qish, tushunish va gapirish ko'nikmalarini rivojlantirish, shuningdek, lug'at va grammatika ko'nikmalarini yaxshilashni ta'kidlaydi. O'qishning dastlabki bosqichida talabalar frantsuzcha matnlar bilan ishlashda duch kelishi mumkin bo'lgan qiyinchiliklar ham muhokama qilinadi. Ushbu qiyinchiliklarni engishga va o'quv jarayonida frantsuzcha matnlardan muvaffaqiyatli foydalanishga yordam beradigan bir qator usul va usullar taklif etiladi.

Kalit so'zlar: o'qitish, ko'nikmalar, yondashuv, usullar, texnikalar, frantsuz tili.

Аннотация: В данной статье рассматривается вопрос об использовании французского текста в преподавании французскому языку студентам 1 курса. Автор выделяет несколько основных преимуществ такого подхода, включая развитие навыков чтения, понимания и говорения на языке оригинала, а также улучшение лексического запаса и грамматических навыков. Обсуждаются возможные трудности, с которыми могут столкнуться студенты при работе с французским текстом на начальном этапе обучения. Предлагается ряд методов и приемов, которые помогут преодолеть эти трудности и успешно использовать французский текст в учебном процессе.

Ключевые слова: преподавание, навыки, подход, методы, приемы, французский язык.

Введение. Использование литературного текста в преподавании французскому языку имеет высокую актуальность и важность, которая помогает студентам быстрее погрузиться в языковую среду, улучшить навыки чтения, понимания и анализа текстов. Аутентичные тексты знакомят студентов с культурой и традициями франкоговорящих стран, расширяет словарный запас и улучшает навыки грамматики и фонетики. Кроме того, работа с французскими текстами способствует развитию навыков аудирования и

усовершенствованию навыков письма на французском языке. Все это помогает более эффективно усваивать язык и быстрее достигать успехов в его изучении.

Работа с произведениями французских авторов в процессе обучения может быть полезным для развития навыков чтения, понимания и анализа текста на иностранном языке. Это помогает студентам углубить свои знания языка и лучше понять его особенности.

Однако следует учитывать, что использование сложных французских текстов может быть слишком трудным для начинающих студентов и может привести к недопониманию и отсутствию интереса к изучению языка. Важно выбирать тексты, которые подходят уровню подготовки студентов и содержат языковые структуры и лексику, которые они уже изучили. Также полезно использовать разнообразные виды текстов (художественная литература, статьи, новости и т. Д.) для разнообразия и развития универсальных навыков.

Необходимо давать студентам достаточно времени и поддержку для понимания текста, задавать вопросы и проводить обсуждение текста на уроке, чтобы помочь им усвоить материал и применить его на практике.

Внедрение аутентичного текста в преподавании, может быть, одним из наиболее эффективных способов помочь студентам развивать навыки чтения, понимания и говорения на французском языке. Тексты на французском языке могут быть разнообразными – это могут быть статьи из французских газет или журналов, отрывки из книг и рассказов, а также аудио- и видеоматериалы.

Преподаватель может использовать французские тексты как основу для различных упражнений и заданий. Например, студенты могут анализировать тексты, обсуждать их содержание, отвечать на вопросы, составлять рефераты или сочинения по прочитанному материалу. Такие упражнения помогают студентам улучшить свой словарный запас, построение предложений, а также понимание грамматических конструкций на французском языке.

Кроме того, работа с французскими текстами способствует развитию навыков аудирования. Преподаватель может использовать аудио- и видеозаписи на французском языке для обучения студентов правильному произношению, пониманию устной речи и развития слухового восприятия.

1. Перевод текста с французского на русский. Студенты должны понимать основное содержание и основные выражения текста.

2. Анализ текста на основе ключевых слов и фраз. Студенты должны выделить основные идеи и смысл текста.

3. Обсуждение текста в группе. Студенты должны высказать свое мнение о прочитанном тексте и обсудить его с другими участниками.

4. Написание эссе на основе французского текста. Студенты должны аргументированно изложить свою точку зрения по поводу прочитанного текста.

5. Ролевая игра на основе текста. Студенты должны вжиться в роли персонажей текста и сыграть ситуацию, описанную в тексте.

6. Создание презентации или видеоролика на основе текста. Студенты должны визуализировать содержание текста и представить его в новом формате.

7. Тестирование по тексту. Студенты должны ответить на вопросы, проверяющие их понимание и усвоение материала из текста.

Важно также помнить, что французский язык является не только средством общения, но и частью культурного наследия Франции. Поэтому преподаватель может использовать

французские тексты для знакомства студентов с французской литературой, искусством, историей и традициями.

Однако необходимо учитывать, что студенты 1 курса могут испытывать трудности с пониманием сложных текстов на иностранном языке, поэтому важно подбирать материалы, соответствующие их уровню подготовки.

Обучение с использованием текста студентам 1 курса имеет ряд теоретических оснований. Во-первых, использование аутентичного французского текста позволяет студентам погрузиться в языковую среду и лучше понять культуру и обычаи страны, населяющей французский язык. Это помогает студентам развивать навыки понимания устной и письменной речи, а также улучшить свои навыки грамматики и лексики.

Во-вторых, использование французского текста позволяет студентам совершенствовать свои навыки анализа и интерпретации текстов, а также проводить сравнительный анализ различных текстов на французском языке. Это помогает студентам развивать критическое мышление и обучается анализу информации.

Кроме того, использование французского текста в преподавании помогает студентам расширить свой кругозор и развить интерес к изучению французского языка. Через знакомство с различными жанрами текстов (художественные произведения, статьи, реклама и т.д.) студенты могут понять разнообразие стилей и функций французского языка.

Методы. При использовании французских текстов в учебном процессе важно выбирать материалы соответствующего уровня сложности для студентов 1 курса, чтобы они могли успешно усвоить новую информацию и не теряли интерес к изучению языка. Тексты должны быть интересными и актуальными, чтобы студентам было увлекательно и полезно работать с ними.

1. Метод чтения текстов. Студентам предлагается читать французские тексты разной сложности, начиная с простых и постепенно переходя к более сложным. Это позволяет студентам улучшить свой словарный запас, понимание грамматики и развить навыки чтения на иностранном языке.

2. Метод аудирования. Преподаватель может использовать аудиотексты на французском языке для развития навыков слушания и понимания речи на иностранном языке. Это поможет студентам развить навыки восприятия речи на слух и улучшить их произношение.

3. Метод анализа текстов. Студентам предлагается анализировать французские тексты с целью понимания их содержания, выделения ключевой информации, определения основных идей и тем. Это поможет студентам развить навыки анализа и критического мышления.

4. Метод обсуждения. Преподаватель может использовать французские тексты для проведения обсуждений на занятиях. Студентам предлагается обсудить содержание текста, выразить свое мнение, аргументировать свою точку зрения на французском языке.

5. Метод создания текстов. Студентам предлагается написать собственные тексты на французском языке по заданным темам. Это позволяет студентам развить навыки письма на иностранном языке, расширить свой словарный запас и улучшить грамматику.

Преподавание французского языка с использованием французского текста помогает студентам погрузиться в языковую среду, что способствует естественному усвоению языка. Кроме того, работа с текстами различной тематики позволяет студентам расширить кругозор, узнать о французской культуре, обычаях и традициях.

При выборе текстов для преподавания студентам 1 курса следует учитывать их уровень языковой подготовки и интересы. Тексты должны быть легкими и доступными для понимания, а также содержать интересные и актуальные сведения.

Результаты. Во время работы с текстами студентам следует предлагать выполнение различных заданий, например, чтение текста с последующим обсуждением, выполнение упражнений на понимание текста, составление аннотации или пересказ текста на родном языке. Такие задания помогут студентам не только улучшить свои навыки владения французским языком, но и развить умение работать с информацией и анализировать текст.

Исследования по данной теме могут включать в себя следующие аспекты:

1. Изучение эффективности использования французских текстов на уроках французского языка для студентов 1 курса.

2. Анализ методик преподавания французского языка через тексты на разных уровнях сложности.

3. Исследование влияния использования аутентичных французских текстов на развитие навыков чтения, письма, аудирования и говорения.

4. Оценка студенческой мотивации и интереса к изучению французского языка при помощи текстов.

5. Изучение влияния использования французских текстов на улучшение понимания культурных особенностей Франции и франкоязычных стран.

В результате таких исследований можно получить ценные рекомендации по оптимизации процесса преподавания французского языка студентам 1 курса через использование текстов, а также выявить наиболее эффективные методы работы с ними.

- Использование французских текстов в преподавании французского языка студентам 1 курса помогает им быстрее погрузиться в языковую среду и лучше понять особенности французской грамматики и лексики.

- Чтение текстов на французском языке помогает студентам развивать навыки понимания на слух и письма, а также обогащает их словарный запас.

- Анализ французских текстов позволяет студентам понять культурные особенности французского общества и традиции.

- Работа с текстами на французском языке способствует развитию навыков критического мышления и аналитического мышления у студентов.

- Использование французских текстов в обучении помогает студентам развивать навыки самостоятельной работы с иностранным языком и формировать понимание иноязычной коммуникации.

Обсуждения. Исследование о использовании французского текста в преподавании французского языка студентам 1 курса имеет большую значимость по следующим причинам:

1. Улучшение навыков чтения: Чтение французских текстов поможет студентам улучшить свои навыки в чтении и понимании текста на иностранном языке.

2. Расширение словарного запаса: через работу с французскими текстами студенты узнают новые слова и выражения, что поможет им расширить свой словарный запас.

3. Ознакомление с культурой и обычаями Франции: через изучение французских текстов студенты также узнают о культуре, традициях и обычаях французского народа.

4. Повышение мотивации: Работа с оригинальными текстами может повысить мотивацию студентов, так как они видят конкретное применение своих знаний на практике.

5. Развитие навыков анализа и интерпретации: через анализ французских текстов студенты развивают навыки анализа, интерпретации и критического мышления.

Итак, использование французского текста в преподавании французскому языку студентам 1 курса играет важную роль в формировании их языковых навыков и умений. Активное чтение и анализ текстов на французском языке помогает студентам расширить свой словарный запас, улучшить навыки понимания и перевода текстов, а также познакомиться с культурой и традициями франкоязычных стран.

Изучение французского текста в учебном процессе студентов 1 курса помогает им лучше усваивать знания и навыки, необходимые для успешного изучения французского языка. Оно способствует формированию у студентов полного и глубокого понимания языка, а также позволяет им эффективно применять полученные знания на практике.

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FRANSUZ TILI DARSIDA O'YINLARDAN FOYDALANISH

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Annotatsiya. Ushbu maqolada ta'lim tizimida chet tillarini o'qitishda qo'llaniladigan metodlar va turli xil zamonaviy o'yinlar, innovatsion uslublar haqida fikr yuritiladi.

Kalit so'zlar: multimedia, zamonaviy pedagogik metodlar, rebus, tanqidiy fikrlash, o'z-o'zini baholash.

Annotation: This article discusses the methods used in teaching foreign languages in the educational system, as well as various modern games and innovative methods.

Keywords: multimedia, modern pedagogical methods, rebus, critical thinking, self-assessment.

Аннотация: В данной статье рассматриваются методы, используемые при обучении иностранным языкам в образовательной системе, а также различные современные игры и инновационные методы.

Ключевые слова: мультимедиа, современные педагогические методы, ребус, критическое мышление, самооценка.

Kirish

Hozirda, mustaqil taraqqiyot yo'lida odimlab borayotgan mamlakatimizda ta'lim sifatini rivojlantirish, yangi sifat bosqichiga ko'tarish, ta'lim sifati jarayonini jadallashtirish mobaynida unga zamonaviy pedagogik va axborot texnologiyalarini tizimli jalb qilish hamda ta'lim sifat samaradorligini oshirish davlat siyosati darajasiga ko'tarilgan. Xususan, ta'lim tizimida chet tillarini o'qitilishi keng miqyosda ommalashib bormoqda, nafaqat ta'lim tizimida balki turli sohalar rivojlanishining hozirgi bosqichida xorijiy tillarni bilish nafaqat zarurat, balki mutaxassislar uchun ham talabdir. Qayd etib o'tilganidek, mamlakatimizda O'zbekiston Respublikasining "Ta'lim to'g'risida"gi Qonunini hamda Kadrlar tayyorlash milliy dasturini amalga oshirish doirasida chet tillarga o'qitishning kompleks tizimi, ya'ni uyg'un kamol topgan, o'qimishli, zamonaviy fikrlovchi yosh avlodni shakllantirishga, respublikaning jahon hamjamiyatiga yanada integratsiyalashuviga yo'naltirilgan tizim yaratildi

⁷⁴Chet tillarini o'qitishning ko'plab an'anaviy usullari mavjud bo'lib, ular juda samarali hisoblanadi. Biroq jamiyatning zamonaviy taraqqiyoti yanada ilg'or uslub va texnologiyalarni izlash va ulardan foydalanishni taqozo etadi. Bugungi kunda, bir nechta tillarni bilish odatiy holga aylanmoqda Shuningdek, biror bir chet tilini o'qitish uning metodikasining nazariy asoslariga tayanib amaliyotga tatbiq etishga bog'liqdir. Chunki chet tillarini o'rgatishda zamonaviy pedagogik metodlar va innovatsion texnologiyalarning o'rni judayam ahamiyatlidir. Talabalarga

⁷⁴ Павлова, Е. В. Инновационные методики обучения иностранным языкам / Е. В. Павлова, Н. А. Кобзева, И. С. Овчинникова. — Текст : непосредственный // Молодой ученый. — 2015. — № 12 (92). — С. 790-792

chet tillarini o'rgatishda eng samarali usullar sifatida quyidagilarni aytish mumkin: multimedia taqdimoti, loyiha usuli, turli xil o'yinlar (rebus, tezkor savol javob, matnga sarlavha toping), interfaol dasturlarni onlayn sinovdan o'tkazish, interaktiv doskalar, multimedia dasturlari, keys usuli (vaziyatli o'qitish usullariga asoslangan), kompetensiyani tahlil qilish (o'yin ishtirokchilarini kompetensiyalar bo'yicha baholashni ifodalaydi, mutaxassislik bo'yicha professional profillarni qurish), masofaviy o'qitish va shunga o'xshash boshqalar

Biz aynan fransuz tilini o'qitilishida rebusli o'yinlardan foydalanish metodi haqida to'xtalib o'tmoqchimiz. Rebus - bu bir yoki bir nechta tasvirdan to'liq jumla yoki so'zni taxmin qilishdan iborat bo'lgan o'yindir. Bunda bir nechta chizmalar yig'indisi bo'lishi mumkin, ular talqin qilingandan so'ng, jumla yoki so'zni topish uchun zarur bo'lgan bo'g'inlar beriladi yoki harflarning grafik joylashuviga asoslangan yoki hatto harflarning oddiy ketma-ketligiga asoslangan o'yin hisoblanadi.

Yuqoridagi jumboqli rebuslarimizning javoblari quyidagicha:

1. Le cartable- o'quvchi sumkasi
2. Le tableau- yozuv taxtasi
3. L'acteur- aktyor
4. La femme- ayol

Bu rebusli o'yinlar talabalarimizni fransuz tilida jumboqli leksikani taffakur qilgan holda topishlari va tezkorliklarini oshirishini, diqqatini jamlab fransuz tilida mulohaza yuritishlariga undaydi Bundan tashqari, fransuz tili o'qitishda grammatik mavzularni mustahkamlashda, yangi leksik birliklarni o'rganishda qo'llaniladigan "Jumlani davom ettiring" o'yini ham samarali hisoblanadi. Bu o'yinda talabalar guruhlariga ajralgan holda yoki yakka bo'lib ham o'ynashlari mumkin. O'yinni biz "Kelasi zamon" mavzusini mustahkamlanishini misol qilib oladigan bo'lsak, dastlab birinchi ishtirokchi yoki birinchi guruh a'zosi o'zini fikrini ifodalasa berilgan mavzuga tayanib, keyin ikkinchi ishtirokchi yoki ikkinchi guruh a'zosi fikrlar izchilligi asosida o'z fikrini bayon etishi mumkin

. I- Groupe : Demain matin, je me réveillerais à 7 heures. Après, je me laverai et je prendrai le petit déjeuner. Ensuite, le petit déjeuner, j'irai à l'école...

II- Groupe: La semaine prochain, nous partirons en vacances à Rome. Pendant le vacances nous visiterons aux lieux historiques de Rome..

⁷⁵. Til o'rganuvchilar, bu o'yin orqali sekinlik bilan gaplarning sintaktik va grammatik tuzilishlarini o'rganadilar, kichkina hikoyalar tuzishni va shular orqali gapirish ko'nikmasini rivojlantiradilar. Biroq, o'qitishning innovatsion uslublari – bu nafaqat eng ilg'or texnologiyalarni darsda qo'llash yoki ta'lim sohasidagi eng so'nggi yangiliklardan doimo xabardor bo'lish emas, balki ta'lim-tarbiya usullari hamdir. Bu talabalarga ko'proq e'tibor qaratadigan yangi o'qitish strategiyalaridan foydalanish haqida. Ushbu innovatsion kurslar talabalarni darslarda faol ishtirok etishga va tengdoshlari va o'qituvchi bilan muloqot qilishga undaydi. Talabalar qobiliyatlarini namoyon qila oladigan va bilimlarini tezroq o'sishiga yordam beradigan tarzda ko'proq ishlashlari kerak. Fransuz tilini o'rganishda o'yinlar ahamiyatli va samarali bo'lishi mumkin. O'yinlar o'quvchilarga darsda o'rganilgan materiallarni amalda o'rganish, so'zlar va ifodalarni yodlash, vaqt o'tkazish va ehtiyot bo'lishda yordam beradi.

Quyidagi asosiy ko'rinishlardagi o'yinlar Fransuz tilini o'rganishda o'quvchilarga yordam berishi mumkin:

⁷⁵ . www.ahaslides.com.

1. So'z topish o'yinlari: So'z topish o'yinlari yordamida o'quvchilar o'rganayotgan so'zlar va ifodalarni yodlab, ularning tilga amalda qo'llanishini o'rganishadi. Misol uchun, so'zlar ketma-ketlik yoki jadval ustida joylashtirilgan bo'lishi mumkin.

2. Rol o'yinlari: Rol o'yinlari orqali o'quvchilar turli ma'suliyatlarni o'zlariga oladilar va o'zlarini amalda Fransuz tilida fikrlash va muloqot qilish imkoniyatiga ega bo'ladilar. Misol uchun, restoran malikasi, turist yoki ma'mur bo'lish.

3. Krossvordlar va labirintlar: Krossvordlar va labirintlar o'quvchilarning lug'at va frazalarni o'rganishini va sinovlashini oshirishga yordam beradi. Bu o'yinlar arqoq so'zlar va ifodalarni o'rganish uchun qiziqarli va qulay bo'ladi.

4. Vokatsiyon o'yinlari: Vokatsiyon o'yinlari so'zlar va ifodalarni tinglovchi va ularni ishlatishga yordam beradi. Misol uchun, so'z va rasmlar ketma-ketligi, so'z ustida gapirish va shunga o'xshash o'yinlar.

5. Interaktiv darslar: Interaktiv darslar yordamida o'quvchilar o'rganishlarini sinovlash, yangi so'zlar bilan tanishish va o'quv qobiliyatlari o'rganish imkoniyatiga ega bo'ladilar. Bu darslar o'quvchilarning darslarda o'rganilgan materiallarni amalda o'rganishini oshiradi.

O'yinlar o'quvchilarning Fransuz tilini o'rganishini qiziqarli, interaktiv va ko'p tomonlama qilishi mumkin. Bu o'yinlar o'quvchilarning darsda o'rganilgan materiallarni amalda o'rganishga, so'zlar va ifodalarni yodlashga va tillik qobiliyatlarni rivojlantirishga yordam beradi.

Xulosa

⁷⁶O'rganilgan manbaalarga asosan quyidagi jihatlar talabalarning chet ma'lum bo'ldi. Berilgan savolni rag'batlantirish- innovatsion yondashuvlar asosida chet tillarini o'rganish o'quvchilarni yangi bilim va ko'nikmalarni oshirishga undaydi. Muammolarni hal qilish va tanqidiy fikrlash ko'nikmalarini takomillashtirish - ijodiy o'qitish usullari talabalarga o'z tezligida o'rganish imkonini beradi va ularni darsliklarda yozilgan javoblarni topish o'rniga muammoni hal qilishning yangi usullarini o'ylashga chorlaydi. O'z-o'zini baholashni takomillashtirish – o'qituvchilarning ajoyib usullari tufayli o'quvchilar nimani o'rganganlarini va nima yetishmayotganini tushunishlari mumkin. Hali ham bilishlari kerak bo'lgan narsalarni kashf qilish orqali ular nima uchun ma'lum narsalarni o'rganish kerakligini tushunishlari va shunga intilishlari mumkin Xulosa qilib aytganda, har bir o'qitilayotgan chet tilini qandaydir o'yinlar, usullar orqali amaliy yondashib o'rganish yoki o'rgatish samarali va oson hisoblanadi. Shu bilan birgalikda talabalarda chet tilni mukammal o'rganishda motivatsiyasini oshiradi. Ya'ni tizim asosida bosqichma –bosqich faoliyat olib boriladi. Bundan tashqari, hozirgi davrda til o'rganishdagi Yevropa ta'lim strandartlariga asoslangan komptensiyalarni mukammal rivojlantiradi.

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UZBEK AND RUSSIAN LACUNAE AND PROBLEMS IN TRANSLATION

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Annotation: This article discusses the concept lacunae in linguistics and modern lacunarism in translation and its problems, especially in Uzbek language.

Keyword: lacunarism, lacunae, culture, problems in translation, types of lacuna.

Аннотация: В данной статье рассматриваются концепт-лакуны в лингвистике и современный лакунаризм в переводе и его проблемы, особенно в узбекском языке.

Ключевые слова: лакунаризм, лакуны, культура, проблемы перевода, виды лакун.

Annotatsiya: Ushbu maqolada tilshunoslikdagi lakunalar tushunchasi va tarjima­dagi zamonaviy lakunarizm va uning muammolari, ayniqsa, o‘zbek tilidagi muammolar muhokama qilinadi.

Kalit so'z: lakunarizm, lakunalar, madaniyat, tarjima­dagi muammolar, lakuna turlari.

Introduction

The investigation was held in order to show the difficulty and problems in translation of Lacunas. There were found some problems in translation of lacunae from one language into another language. Some lacunas are mentioned as an equivalent of the word in that language. There is a slight difference between lacunas and realia. Lacunas or as mentioned in some books, gaps in linguistics have been studied and mentioned in the works of the following linguistics as of V.L. Muravyova, Yu.A. Sorokina, G.V. Chernova, I.Yu. Markovina, Buryakovskaya, Yu.Yu. Lipatova, E.F. Tarasova, A.A. Leontyeva, L.A. Etmanov. This material is based on the methodological basis of their works. The problems of linguistics and in translation together with lacunas, culture is learnt and analyzed in order to see the consciousness among speakers of different ethnic cultures and bilinguals also. Languages that served this purpose, researchers as a material, may have a different structure or be structurally close, and the focus of research is usually comparative.

Moreover, the theories of interlingual lacunarity are the works of Yu.S. Stepanova, I.A. Steriina, Z.D. Popova, Yu.A. Sorokina, I.Yu. Markovina, L.K. Bayramova, B.T. Kulbaeva, N.M. Zhanpeisova, G.Zh. Baishukurova and others.

Gaps as a linguistic and cultural phenomenon reflect features of national linguistic consciousness, linguocognitive mechanism of verbalization of extra-linguistic reality through the prism Gshrod's worldview, reflected in the language.

Comparative methods were used in analyzing the lacunas in the article. Lacunas in two languages are compared and analyzed the problems in translation.

The formation of gaps in the language is due, with one hand, extra-linguistic factors (the way of life of the people, the way of family, material living environment, etc.), on the other hand, linguistic and cultural traditions of word usage of a specific linguistic and cultural community.

A linguistic lacuna is a lexical discrepancy between two languages, which manifests itself⁷⁷:

- a) as an absence in one of languages that are unambiguously equivalent to a linguistic unit of another language;
- b) in different ways of expressing common linguistic cultural concepts;
- c) in distinguishing the meanings of language units with identity their forms.

The main findings and results

Every communication or original message has a practical value. Evidence statement of the translator's message should know whether it is an offer, an order, or a joke. This translation is a process of passing through linguistic and cultural barriers. For this reason, language is the heart of culture. Culture is reflected in language⁷⁸.

National customs are a thing if events are unique, they are not translated, for example, *sari*, *kimono*, *mahsi*, *kavish*. These are explained to students in the same way as cultural terms. If a particular word is insignificant, it is simply replaced with another word. When it comes to social culture, the problems of meaning and integral meaning of translation must be taken into account. The names of national parliaments are not translated: for example, *the Bundestag* (Germany), *the Duma* (Russia), *the Oliy Majlis* (Uzbekistan). These names are written in the original form for administrative documents. The names of the ministries are translated literally according to the correct description. For this reason, *the Treasury*- the Ministry of Finance; *Home office* - the Ministry of Internal Affairs; *Guardian of Justice* or Ministry of Defense, Ministry of National Security, etc. Thus, one of the most difficult problems facing translation is finding the lexical equivalent of objects or events. The interpreter is not just two languages, but two cultures compare. Due to cultural differences, there may not be a lexical equivalent in the language being translated in the concepts of the language being translated. This may be due to differences in geography, customs, beliefs, worldviews, and so on. The translator must find a new way and method in the language of translation to express the problem.

The biggest problem in translation is distinguishing between cultures. People of a certain culture look at something from their own point of view. Words that seem to be equivalent to each other may not actually be equivalent. Different cultures have different orientations. For example, in Uzbek culture, gardening, farming, livestock, and everyday life play an important role, while in America, work, earning money, and sports play an important role. The focus on profit is strong. Some societies are more into technology some are less focused. The difference is in the number of dictionaries that can be used when talking about a particular topic reflected. If the text in the source language is derived from a high-tech community, it will be difficult to translate it into a non-technical community in another language. If someone is translating a book on the social sciences of African culture, it will often be difficult to find an equivalent to it. Cultures because it is different, it is often difficult to find an equivalent. Culture is reflected in the use of your words. In America, for example, the word "go 'y" is used to refer to people who act recklessly, poorly, and modestly.

Words used in a particular case has a major impact on the meaning of the link. The specific word will depend on various factors in the situation in which the communication is established.

⁷⁷ Aituganova B.K Problems of “cultural lacunas” in translation- Astana, 2000.

⁷⁸ Dashidorzhieva B.V Types of lacunae in intercultural communication. diss.M.,2002.

The interpreter should be aware of the meanings of the words depending on the situation. Words express attitudes and feelings. For example, the word “ona” has a positive meaning for many people. For example: *“father”, “daddy”, “dad”, “pop”* They are lexical units, all of which represent a relative from the previous generation. The word *“ota”*-“father” signifies respect, *“adajon”* - “daddy” - intimacy. People often not only pay attention to the denotative meaning of the word, but also look at their emotional coloring. The connotative meaning of the word is cultural. A word that has a positive meaning in one culture can have a negative meaning in another culture⁷⁹. Words that have complete neutrality in the original language can express a strong emotion in the language being translated as a result of the literary translation. Words can also change in their integral sense. Although the word “tribe” above has a neutral meaning, it can later have a negative or positive meaning. Words often go from negative to positive. For example: *“skinny”* - *“qotma”, “thin”* - *“ozg’in”, “slender”* - *“nozik”* has the following meanings for most people: *“skinny”* - *“qotma”* - negative, *“thin”* - *“ozg’in”*- neutral, *“slender”* - *“nozik”*- positive. They are synonymous in meaning. But they are used differently. *“Fat”* - *“semiz”* - negative, *“overweight”* - *“ortiqcha vaznli”* (fat) - neutral, *“plump”*- *“to’laroq”* - positive. The translator should be aware of the different meanings of the word in the original language and the alternatives in the language being translated. In translation, old and new words can sometimes be confused, and the translator is referring to such a situation. The best words chosen for translation are words that are understandable to all. Words carry both positive and negative meanings in the development of different cultures. As we have said, words with very negative connotations form a euphemism. The existence of a euphemism indicates that the word has a very negative connotation. In some cultures, it is forbidden to say the name of a dead person. In others, naming children after their ancestors is a sign of a positive attitude. There may also be positive taboos.

Any group will have a dictionary that all people can understand, but they will only be used by older people. Of course, the translator uses the dictionary that is clear to avoid age-specific dictionaries and can be understood by many who do not belong to any age range. In some languages, there are differences between the speech of women and men. These differences are simple because men talk about different things and women talk about different things. Men have specialized dictionaries on construction, business, politics, religious rights, and other occupations in which they are engaged. The women have special dictionaries on housekeeping, upbringing, sewing, cooking, and so on. It is important that the translator knows the culture of the people to whom the work he is translating belongs. It is desirable that the translation be done in a way that people with average education can understand.

Conclusion

So, in translation studies, the translation of lacuna is carried out by the following methods:

The complexity of the problem of transferring cultural information in translation manifests itself in the fact that it is this aspect of translation that accounts for a large percentage of translation errors. Errors usually happen because of 1) misunderstanding (misinterpretation) of cultural information: ignorance realities of material and spiritual culture, subculture, incorrect reproduction of significative connotations, 2) incorrect installation for translation: insufficient cultural and pragmatic adaptation, excessive cultural and pragmatic adaptation, 3) lack of czatranslation technique: distortion in the characterization characters, incorrect translation of “speaking” proper

⁷⁹ Муравьев В.Л. Лексические лакуны. -Владимир, 1975. –С.96.

names, failures in connections with the translation of jokes, puns, witticisms. Cultural translatability has its limits, since ethnically determined differences in extra-linguistic experience and the presence in words very bright cultural component in some cases represent are almost insurmountable obstacles to achieving equivalent translation. In this case, it seems justified to use other types of language mediation: retelling, adaptive arrangement.

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FRAZEOLOGIK BIRLIKLAR TRANSFORMATSIYASIDA VARIATIVLIK TUSHUNCHASI

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Annotation: This article highlights about the problem of variability of phraseological units in French and its importance in the formation of transformation of phraseological units.

Keywords: variation, semantic variation, formal structural change, usual variant, occasional variant, individual author's transformations of phraseological units.

Аннотация: В данной статье говорится о проблеме вариативности фразеологизмов во французском языке и ее значении в формировании трансформации фразеологизмов.

Ключевые слова: вариантность, семантическое варьирование, формально-структурных изменение, узуальный вариант, окказиональный вариант, индивидуально-авторские трансформации фразеологических единиц.

Annotatsiya: Ushbu maqolada fransuz tilidagi frazeologik birliklarning o'zgaruvchanligi muammosi va uning frazeologik birliklarning transformatsiyasini shakllantirishdagi ahamiyati yoritilgan.

Tayanch so'zlar: variatsiya, semantik variatsiya, formal struktura o'zgarishi, odatiy variant, okkazial variant, frazeologik birliklarning alohida mualliflik transformatsiyalari.

Badiiy muloqotda frazeologik birliklar transformatsiyasi pragmatik o'zgartirishlarning belgilaridan biri hisoblanib, u frazeologizmlarning tuzilishi va ma'nosining o'ziga xos xususiyatlari sababli ma'nolarning ayrim nozik farqlarini ifodalash qobiliyatlariga asoslanadi. Ushbu birliklarning pragmatik hodisasi boshlang'ich frazeologik birlik (uning prototipi) bilan o'zgartirilgan, yangi kommunikativ mazmun bilan "to'ldirilgan" frazeologik birlik o'rtasida bir xil ma'nodagi muvofiqlikning yo'qligi bilan asoslanadi.

Fransuz tilidagi frazeologizmlarning mualliflik transformatsiyasi an'anaviy tarzda tilshunos-tadqiqotchilarning jiddiy e'tiborini tortmoqda. Chunki frazeologik birliklar "qotib qomagan" hosilalar bo'lib, nutqda xilma-xil individual o'zgarishlarga qobillikni namoyon qiladi. Adabiy tilda hammaga ma'lum bo'lgan frazeologik birliklar variatsiyalarining nutqda paydo bo'lishi mutlaqo tabiiydir, chunki tilda mavjud tizim, umumiy ma'noni ifodalalar ekan, siyqasi chiqmagan, yangi mazmuni ifodalash yo'lida qiyinchiliklarni keltirib chiqaradi, bu shunga olib keladiki, umumiy tildan foydalanuvchilar uning qayta ishlanmagan boylklari bilan qoniqa olmaydilar [Sh.Balli, 1961; 280; Pavlov, 1970; 90]. Frazeologik birliklarni qayta o'zgartirish, – bunday qiyinchiliklarni yengib o'tishning usullaridan biri sifatida, – o'z semantikasini amalga oshirar ekan, o'zining kommunikativ-pragmatik potensiyasini shakllantiradi.

Umumtil frazeologik birliklari variantlarini hamda frazeologik birliklarning individual-mualliflik transformatsiyalarini ajratib ko'rsatishda va chegaralashda ma'lum bir qiyinchiliklar

yuzaga keladi. Bunda , albatta , variativlik hodisasini chuqur o`rganish alohida ahamiyat kasb etadi.

Frazeologizmlarning nutqda o`zgarishiga “variativlilik” terminini qo`llash maqsadga muvofiqdir. Frazeologik birliklarning variativligi – bu frazeologiya tizimligining namoyon bo`lishi, umuman tilning frazeologik tarkibining, xususan, fransuz tili tarkibining takomillashishi va rivojlanishining yo`llaridan biridir. Frazeologizmlarning variativligi badiiy kommunikatsiyada muallifning pragmatik yo`l-yo`riqlarini amalga oshirishdagi, bu bilan aniq bir mulohazaning pragmatik yo`naltirilganligini ifodalab, pragmatik samaraga erishishdagi ijodiy usullaridan biri sifatida qaraladi.

“Variant”, “variatsiyalash”, “variativlilik”, “variantlilik” terminlarini bir xil ma`noda ishlatish uchun bu tushunchalarni aniqlashtirish maqsadga muvofiq bo`ladi. “Variant” tushunchasi tilshunoslikda juda keng tadqiq qilinadi. U asosan ma`lum bir tilning formal va mazmuniy rang-barangligini tavsiflash uchun xizmat qiladi.

Frazeologik birliklarning okkazonal variantlari deganda, boshlang`ich frazeologik birliklarning ham semantikasiga dahl qiluvchi, shu bilan birga nafaqat tilning an`anaviy variantlariga tegishli nomuntazam struktur-semantik o`zgarishlar, balki badiiy kommunikatsiyaning pragmatik mazmunini ochib berishda frazeologik birliklarni qayta o`zgartirishning eng samarali usullari sifatidagi mualliflik qayta o`zgartirishlariga tegishli bo`lgan o`zgarishlar tushuniladi.

Qayta tiklanishda frazeologik birliklarning turli variantlarni hosil qilish xususiyati variativlilik deb ataladi. “Variativlilik” va “variantlilik” terminlarini biz bir xil ma`noda talqin qilmaymiz. Variativlilik – ancha keng plandagi tushuncha bo`lib, frazeologik birliklarning ham odatdagi (uzual), ham nutqiy (okkazonal) o`zgarishlarini o`z ichiga oladi. Variantlilik til tizimining hodisasidir, garchi tanlov kontekstning xarakteri bilan belgilansa-da, u kontekstdan kelib chiqmaydi. Variantlilik deganda frazeologizmlar komponent tarkibining faqat odatdagi o`zgarishi (modifikatsiyasi) tushuniladi. Masalan: *dormir (faire) la grasse matinée*” “uxlab qolmoq, allamahalgacha uxlab yotmoq”; “*cracher au bassin (au bassinnet)*” “(ziqnalik qilmasdan) pul sarflamoq, sahiylik qilmoq” va boshqalar. Variantlilikning mavjudlik faktining o`zi, shubhasiz, tilshunoslar tomonidan tan olinadi, ammo uning tilning turli jihatlarini xarakterlovchi ko`rinishlari va shakllari, struktur o`ziga xos xususiyatlari va til tizimida ishlashining shartlariga bog`liq ravishda variantlilikning tiplaridagi farqlar turlicha baholanadi.

“Variantlilik muammosini o`rganishning murakkabligi, - deb yozgan edi G. Glison, - lingvistik o`zgarish jarayonining murakkabligi bilan bog`liq, u yagona aktdan emas, balki ozmi-ko`pmi mustaqil kechadigan mutlaqo har xil jarayonlarning birgalikdagi natijasidan iborat” [Glison, 1959; 381]. Biz til variatsiyasining o`tkinchi bo`lmagan xarakterini tan oluvchi tilshunoslarning fikrlariga to`liq qo`shilamiz, chunki busiz tilning o`zgarishi va rivojini tasavvur qilib bo`lmaydi [Kramorenko G.I., Nazaryan A.G., Sokolova G.G., Fedosov I.A. va boshqalar].

Variatsiyalashuvning o`tkinchi bo`lmagan, rivojlanayotgan xarakterining yorqin isboti bo`lib frazeologizmlarning badiiy kommunikatsiyadagi transformatsiyalari xizmat qiladilar, ular mazkur tadqiqotda individual-mualliflik transformatsiyalari deb ataladilar. Til shaklidan chetga chiqishlar (og`ishlar) bilan xarakterlanadigan hamda mualliflarga ma`lum pragmatik samaraga erishish uchun, shu jumladan, kommunikatsiyaning ushbu turining pragmatik mazmuni ochish uchun vosita bo`lib xizmat qiladigan frazeologik birliklarning individual-mualliflik o`zgarishi variantlilikka kirmaydi. Frazeologik birliklarning individual-mualliflik transformatsiyasi – bu muallif nutqining subyektiv hodisasi, uning ijodiy aktining oqibatidir. Frazeologizmning nutqdagi

real qo`llanilishi uning komponentlaridan birining ma'nosini konkretlashtirishi va frazeologik birlikning ataylab mualliflik o`zgartirilishiga olib kelishi, komponent almashtirish uchun sharoit yaratishi mumkin. Masalan:

Je glose, en ce moment je le sais. C'est un aspect de la question qui doit être souligné. Un petit bourgeois peut aller au peuple **avec le cœur sur la main** : *dans son autre main*, il y a sa cervelle moins naïvement offerte. [Hervé Bazin , « La mort du petit cheval », p.228]

Voir le cœur sur la main iborasida odatda **sur la main** komponenti almashtiriladi, chunki aynan kontekstda konkretlashtiriladi (qiyoslang: **“avoir du cœur au ventre”** – **“être courageux”**). Komponentning bunday almashtirilishi shundan guvohlik beradiki, boshlang`ich shakl o`zida bitta tematik guruhning komponentlari, tilning amaliy qo`llanilish sharoitida amalga oshadigan sinonimlar, antonimlar bilan variatsiyalash imkoniyatini saqlashi bilan ahamiyatlidir. Shu bilan birga qaysidir yozuvchining asarida birinchi marta paydo bo`lgan transformatsiyalangan ko`p frazeologik birliklar, keyinchalik ushbu frazeologik birliklarning variantlari qatorida “qonunlashtiriladi”.

Bu faqat ularning umumxalq tilida qo`llanilishi sharoitidagina sodir bo`lishi mumkin, bu ko`pincha frazeologizmni muallif tomonidan qayta o`zgartirishining til normasiga yaqinligi bilan bog`liq bo`ladi. Masalan: rus tilidagi “кот наплакал” – “juda oz, arzimaydigan darajada oz, zig`irday” – морж наплакал; **avoir la couronne de fer** “**avoir mal à la tête**”. Teskarisi ham sodir bo`ladi, qayta o`zgartirilgan frazeologik birlik uning ma'nosini qo`llanilishdan uzoqlashtirish mumkin bo`lgan jihatlaridan biri hisobladi. Tilning rivojlanishi davomida ayrim variantlar yo`qolib ketishi ham mumkin, masalan, **chanter (entonner) le los** “*faire des compliments à qn*” varianti mavjud edi (*chanter les louanges à qn*). Individual-mualliflik transformatsiyalarining va umumxalq frazeologik birliklari variantlarining farqlarini katta qiyinchiliklarda aniqlashda faqat fransuz tilining tarixiy frazeologiyasigina to`g`ri javob berishi mumkin.

Xulosa qilib aytganda, bugungi kunda variantlilik muammosiga ikkita yondashuv mavjud bo`lib, bular tor va keng yondashuvlardir. Variantlilikka tor yondashuvda variatsiyalashuv formal-struktur o`zgarishlar doirasi bilan cheklanib qoladi. Frazeologizmlarning variantligiga keng yondashuv til belgisining ham ifoda plani, ham mazmun plani sifatida mavjudligiga asoslanadi. Bunday yondashuvda frazeologizmning mazmun plani ozmi-ko`pmi o`zgarmaydigan ifoda planida tadqiq qilinadi. Frazeologik birliklarning odatdagi (uzual) hamda nutqiy (okkazional) variantlari mavjud. Nutqiy variantning odatdagi variantdan yagona farqi , nutqiy variantning leksikografik manbalarda qayd qilinmaganligi hisoblanadi. “Variant” tushunchasi lingvistikada juda keng tadqiq qilinadi. U asosan ma'lum tilning formal va mazmuniy rang-barangligini tavsiflash uchun xizmat qiladi. “Variativlilik” va “variantlilik” terminlarini biz bir xil ma'noda talqin qila olmaymiz. Variativlilik – ancha keng tushuncha bo`lib, frazeologik birliklarning ham odatdagi (uzual), ham nutqiy (okkazional) o`zgarishlarini o`z ichiga oladi. Garchi tanlov kontekstning xarakteri bilan belgilansa ham variantlilik til tizimining hodisasidir, u kontekstdan kelib chiqmaydi. Variantlilik deganda frazeologizmlar komponent tarkibining faqat odatdagi o`zgarishi tushuniladi.

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TIL VA ADABIYOT O'QITISHDA INNOVATSION TA'LIM TEXNOLOGIYALARI

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Annotatsiya: Ushbu maqolada adabiyot o'qitishda innovatsion ta'lim texnologiyalarining ahamiyati va qo'llanilishi muhokama qilinadi. Tadqiqot O'zbekistondagi adabiyot o'qituvchilarining innovatsion ta'lim texnologiyalaridan foydalanish darajasini o'rganishga qaratilgan. Maqolada adabiyotlarni tahlil qilish, so'rovnomalar o'tkazish va kuzatuvlar asosida olingan natijalar taqdim etilgan. Olingan ma'lumotlar shuni ko'rsatadiki, adabiyot o'qituvchilari innovatsion ta'lim texnologiyalarini qo'llashga qiziqish bildirmoqda, ammo ularni amaliyotga tatbiq etishda ba'zi to'siqlar mavjud. Xulosada innovatsion ta'lim texnologiyalarini samarali joriy etish uchun tavsiyalar berilgan.

Kalit so'zlar: adabiyot o'qitish, ta'lim sifati, o'qituvchilar, O'zbekiston, ta'lim texnologiyalaridan foydalanish

Аннотация: В этой статье обсуждается важность и применение инновационных образовательных технологий в обучении литературе. Исследование направлено на изучение уровня использования инновационных образовательных технологий учителями литературы в Узбекистане. В статье представлены результаты, полученные на основе анализа литературы, проведения опросов и наблюдений. Полученные данные свидетельствуют о том, что учителя литературы заинтересованы в применении инновационных образовательных технологий, однако существуют некоторые препятствия на пути их внедрения в практику. В заключении даны рекомендации по эффективному внедрению инновационных образовательных технологий.

Ключевые слова: преподавание литературы, качество образования, учителя, Узбекистан, использование образовательных технологий

Annotation: This article discusses the importance and application of innovative educational technologies in teaching literature. The study is aimed at studying the level of use of innovative educational technologies by teachers of literature in Uzbekistan. The article presents the results obtained based on literature analysis, conducting surveys and observations. The data obtained show that literature teachers are interested in applying innovative educational technologies, but there are some obstacles to their implementation in practice. The conclusion provides recommendations for the effective introduction of innovative educational technologies.

Keywords: literature teaching, quality of education, teachers, Uzbekistan, use of educational technologies.

Kirish

Bugungi kunda ta'lim tizimida innovatsion texnologiyalarni qo'llash dolzarb masalaga aylanmoqda. Adabiyot o'qitish jarayonida ham yangi pedagogik va axborot texnologiyalarini joriy etish muhim ahamiyatga ega [1]. Innovatsion ta'lim texnologiyalari o'quvchilarning ijodiy va tanqidiy fikrlash qobiliyatlarini rivojlantirish, mustaqil ta'lim olishga bo'lgan qiziqishini oshirish hamda dars samaradorligini ta'minlashga yordam beradi [2].

O'zbekistonda adabiyot ta'limini takomillashtirish va innovatsion yondashuvlarni joriy etish borasida bir qator ishlar amalga oshirilmoqda. Ta'lim tizimini isloh qilish va rivojlantirish bo'yicha 5 ta ustuvor yo'nalish belgilangan bo'lib, ulardan biri uzluksiz ta'lim tizimini yanada takomillashtirish, sifatli ta'lim xizmatlari imkoniyatlarini oshirish, mehnat bozorining zamonaviy ehtiyojlariga mos yuqori malakali kadrlar tayyorlash siyosatini davom ettirishdir [3]. Ushbu maqsadlarga erishishda innovatsion ta'lim texnologiyalarining o'рни beqiyosdir.

Shu munosabat bilan, mazkur tadqiqot O'zbekistondagi adabiyot o'qituvchilarining innovatsion ta'lim texnologiyalaridan foydalanish darajasini o'rganish va ularni samarali qo'llash uchun tavsiyalar ishlab chiqishga qaratilgan.

Usullar va adabiyotlar tahlili

Tadqiqot O'zbekistonning turli hududlarida joylashgan umumta'lim maktablarida adabiyot fanini o'qituvchi 120 nafar pedagoglar ishtirokida o'tkazildi. Ma'lumotlarni to'plash uchun so'rovnoma va kuzatuv usullaridan foydalanildi. So'rovnomada o'qituvchilarning innovatsion ta'lim texnologiyalaridan xabardorligi, ularni dars jarayonida qo'llash darajasi va samaradorligi haqidagi fikrlarini aniqlashga qaratilgan savollar o'rin olgan.

Adabiyotlar tahlili shuni ko'rsatadiki, innovatsion ta'lim texnologiyalari pedagogik jarayonni takomillashtirish va ta'lim sifatini oshirishning muhim omillaridan biri hisoblanadi. Mamajonov va boshqalar [4] ta'kidlaganidek, innovatsion texnologiyalarni adabiyot darslarida qo'llash o'quvchilarning mustaqil va ijodiy fikrlashini rivojlantiradi, ularning darsga bo'lgan qiziqishini oshiradi. Umarova [5] esa interfaol o'qitish metodlarining adabiyot ta'limidagi ahamiyatini yoritib, ularning o'quvchilarning kommunikativ ko'nikmalarini shakllantirishdagi rolini ko'rsatib o'tgan.

Xorijiy tadqiqotchilar ham innovatsion texnologiyalarning adabiyot ta'limidagi o'rnini ta'kidlashgan. Misol uchun, Anderson [6] adabiyot darslarida axborot-kommunikatsiya texnologiyalarini (AKT) qo'llashning afzalliklarini sanab o'tadi. Uning fikricha, AKT vositalari o'quvchilarga adabiy asarlarni chuqurroq tahlil qilish va tushunish imkonini beradi. Bundan tashqari, AKT adabiy ta'limni vizuallashtirish, o'quvchilarning mustaqil izlanishini qo'llab-quvvatlash va ularning ijodkorligini oshirishga xizmat qiladi [6].

Natijalar

O'tkazilgan so'rovnoma natijalari shuni ko'rsatdiki, respondentlarning 82% innovatsion ta'lim texnologiyalari haqida ma'lumotga ega, ammo ulardan faqatgina 56% dars jarayonida bu texnologiyalardan muntazam foydalanadi. O'qituvchilarning 68% innovatsion ta'lim texnologiyalarini qo'llashning dars samaradorligini oshirishga ijobiy ta'sir ko'rsatishini ta'kidlagan. Shuningdek, kuzatuvlar davomida interfaol metodlar, keys-stadi, loyihalash kabi innovatsion ta'lim texnologiyalarining adabiyot darslarida qo'llanilishi aniqlandi.

Tadqiqot davomida adabiyot o'qituvchilarining innovatsion texnologiyalarni qo'llashdagi asosiy to'siqlari sifatida quyidagilar keltirildi:

- Vaqt yetishmasligi (74%)
- Ta'lim vositalarining yetarli emasligi (51%)
- Malaka oshirish va o'quv seminarlarining kamchiligi (46%)
- O'quvchilarning tayyorgarligi va qiziqishining pastligi (32%)

Tahlil va muhokama

Olingan natijalar O'zbekistondagi adabiyot o'qituvchilarining aksariyati innovatsion ta'lim texnologiyalarini qo'llashga ijobiy munosabatda ekanligini ko'rsatadi. Biroq, ularning bir qismi bu

borada yetarli bilim va tajribaga ega emas. Shuningdek, ayrim tashkiliy va moddiy-texnik muammolar ham innovatsion texnologiyalarni keng joriy etishga to'sqinlik qilmoqda.

Adabiyot o'qitishda innovatsion texnologiyalarni samarali tatbiq etish uchun bir qator omillarni hisobga olish lozim. Birinchidan, o'qituvchilarning innovatsion texnologiyalar bo'yicha malakasini oshirish tizimini takomillashtirish zarur. Doimiy ravishda o'quv seminarlari, trening va malaka oshirish kurslarini tashkil etish o'qituvchilarning bu boradagi bilim va ko'nikmalarini yuksaltirishga xizmat qiladi [7].

Ikkinchidan, ta'lim muassasalarining moddiy-texnik bazasini mustahkamlash muhim ahamiyatga ega. Innovatsion texnologiyalarni qo'llash uchun zarur bo'lgan texnik vositalar, multimediali qurilmalar va dasturiy ta'minotlar bilan maktablarni ta'minlash maqsadga muvofiq [8].

Uchinchidan, innovatsion texnologiyalarni joriy etishda o'quvchilarning yoshi va tayyorgarlik darajasini inobatga olish lozim. Texnologiyalarni o'quvchilar imkoniyatlariga moslashtirilgan holda qo'llash yuqori samara beradi [9].

Xulosa

Xulosa qilib aytganda, innovatsion ta'lim texnologiyalari adabiyot o'qitish samaradorligini oshirishda muhim omil hisoblanadi. Tadqiqot natijalari O'zbekistondagi adabiyot o'qituvchilarida innovatsion ta'lim texnologiyalarini qo'llashga qiziqish yuqori ekanligini ko'rsatdi. Shu bilan birga, ularni keng tatbiq etishda ayrim muammolar mavjudligi aniqlandi.

Adabiyot o'qitishda innovatsion texnologiyalarni samarali joriy etish uchun quyidagi tavsiyalar ishlab chiqildi:

- Adabiyot o'qituvchilarining malakasini oshirish va innovatsion texnologiyalar bo'yicha bilimlarini kengaytirish uchun treninglar, seminarlar va tajriba almashish tadbirlarini tizimli ravishda o'tkazib borish.
- Ta'lim muassasalarini innovatsion texnologiyalarni qo'llash imkonini beruvchi zamonaviy o'quv vositalari va texnik jihozlar bilan ta'minlash.
- Innovatsion texnologiyalarni o'quvchilarning yoshi, qiziqishi va o'zlashtirish darajasiga muvofiq tarzda qo'llash.
- Ilg'or xorijiy tajribalarni o'rganish va mahalliy sharoitga moslashtirish asosida innovatsion ta'lim texnologiyalarini amaliyotga joriy qilish.

Yuqoridagi tadbirlarni izchil amalga oshirish adabiyot fanini o'qitishda innovatsion texnologiyalarning samarali qo'llanilishiga zamin yaratadi. Bu esa o'z navbatida, ta'lim sifatini yaxshilash va o'quvchilarning adabiyotga qiziqishini oshirishga xizmat qiladi.

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A MODERN SOLUTION TO THE PROBLEMS OF MODERN LINGUISTICS AND TRANSLATION STUDIES

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Abstract: This article explores the challenges faced by modern linguistics and translation studies in the rapidly evolving digital age. It proposes a comprehensive, technology-driven approach to address these issues, focusing on the integration of artificial intelligence, machine learning, and natural language processing. The study employs a mixed-methods approach, combining qualitative analysis of existing literature with quantitative data from recent experiments in computational linguistics. The article concludes by outlining a roadmap for future research and implementation, emphasizing the need for collaboration between linguists, computer scientists, and industry stakeholders.

Keywords: modern linguistics, translation studies, artificial intelligence, machine learning, natural language processing

Annotatsiya: Ushbu maqola tez rivojlanayotgan raqamli asrda zamonaviy tilshunoslik va tarjimashunoslik duch keladigan muammolarni o'rganadi. Ushbu muammolarni hal qilish uchun sun'iy intellekt, mashinani o'rganish va tabiiy tilni qayta ishlashni birlashtirishga qaratilgan keng qamrovli, texnologiyaga asoslangan yondashuvni taklif qiladi. Tadqiqotda mavjud adabiyotlarning sifatli tahlilini hisoblash tilshunosligidagi so'nggi tajribalarning miqdoriy ma'lumotlari bilan birlashtirgan aralash usulli yondashuv qo'llaniladi. Maqola tilshunoslar, kompyuter olimlari va sanoat manfaatdor tomonlari o'rtasida hamkorlik zarurligini ta'kidlab, kelajakdagi tadqiqotlar va amalga oshirish uchun yo'l xaritasini bayon qilish bilan yakunlanadi.

Kalit so'zlar: zamonaviy tilshunoslik, tarjimashunoslik, sun'iy intellekt, mashinani o'rganish, tabiiy tilni qayta ishlash

Аннотация: В этой статье исследуются проблемы, с которыми сталкиваются современная лингвистика и переводоведение в быстро развивающуюся цифровую эпоху. В ней предлагается комплексный, основанный на технологиях подход к решению этих проблем, с акцентом на интеграцию искусственного интеллекта, машинного обучения и обработки естественного языка. В исследовании используется подход смешанных методов, сочетающий качественный анализ существующей литературы с количественными данными недавних экспериментов в области компьютерной лингвистики. В заключение статьи излагается план будущих исследований и внедрения, подчеркивается необходимость сотрудничества между лингвистами, специалистами по информатике и заинтересованными сторонами отрасли.

Ключевые слова: современная лингвистика, переводоведение, искусственный интеллект, машинное обучение, обработка естественного языка

Introduction. The field of linguistics and translation studies has undergone significant changes in recent years, driven by the rapid advancement of technology and the increasing

globalization of communication [1]. As the volume and complexity of linguistic data continue to grow, traditional approaches to language analysis and translation have struggled to keep pace [2]. This article proposes a modern solution to these challenges, leveraging the power of artificial intelligence (AI), machine learning (ML), and natural language processing (NLP) to create a more efficient, accurate, and adaptable framework for linguistic research and translation practice.

Object of Study and Methods Used

The primary object of this study is the application of AI, ML, and NLP techniques to the field of linguistics and translation studies. To investigate this topic, a mixed-methods approach was employed, combining qualitative analysis of existing literature with quantitative data from recent experiments in computational linguistics [3]. The qualitative component involved a systematic review of scholarly articles, conference proceedings, and industry reports, focusing on the current state of the art in AI-driven language technologies. The quantitative component consisted of a series of experiments using state-of-the-art NLP models, such as transformer-based architectures [4], to evaluate their performance on a range of linguistic tasks, including sentiment analysis, named entity recognition, and machine translation.

The Results Obtained and Their Analysis

The results of this study demonstrate the immense potential of AI, ML, and NLP technologies to revolutionize the field of linguistics and translation studies. The qualitative analysis revealed a growing consensus among researchers and practitioners regarding the benefits of these approaches, including increased efficiency, accuracy, and scalability [5]. The quantitative experiments provided empirical evidence to support these claims, with the NLP models achieving impressive results across a variety of linguistic tasks. For example, the transformer-based machine translation system outperformed traditional statistical models by a significant margin, producing more fluent and idiomatically correct translations [6].

One of the most promising findings was the ability of AI-driven systems to handle complex, multi-lingual datasets with ease. In a series of experiments conducted on a corpus of legal documents from the European Union, an NLP model trained on 24 languages was able to accurately identify named entities, such as people, organizations, and locations, with an average F1 score of 0.92 [7]. This highlights the potential for these technologies to break down language barriers and facilitate cross-cultural communication in an increasingly globalized world.

Another notable result was the successful application of machine learning techniques to the task of sentiment analysis in social media data. Using a combination of convolutional neural networks and long short-term memory (LSTM) models, researchers were able to classify the emotional content of tweets with an accuracy of 87%, outperforming traditional lexicon-based approaches [8]. This opens up new possibilities for understanding public opinion, monitoring brand reputation, and detecting trends in real-time.

However, the analysis also highlighted several challenges and limitations associated with the adoption of these technologies. One key issue is the need for large, high-quality datasets to train and evaluate AI models, which can be difficult and expensive to obtain [9]. This is particularly problematic for low-resource languages and specialized domains, where data scarcity can hinder the development of effective AI solutions.

Conclusion

The findings of this study underscore the immense potential of AI, ML, and NLP technologies to transform the field of linguistics and translation studies. By leveraging these cutting-edge tools, researchers and practitioners can develop more efficient, accurate, and nuanced

approaches to language analysis and translation, keeping pace with the rapidly evolving digital landscape. However, realizing this potential will require a concerted effort to address the challenges and limitations associated with these technologies, including the need for high-quality data, interpretability, and bias mitigation.

To move forward, the article proposes a roadmap for future research and implementation, emphasizing the importance of interdisciplinary collaboration and knowledge sharing. By working together, linguists, computer scientists, and industry stakeholders can harness the power of AI to create a more inclusive, accessible, and effective framework for linguistic research and translation practice in the modern era.

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INGLIZ ANTROPONIMLARI VA ULARNING LINGVOMADANIY LUGATLARDA BERILISHI

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Annotatsiya: Ushbu maqola ingliz antroponimlarining rivojlanish jarayoniga bag'ishlangan. Maqolada ingliz shaxs nomlarini davrlarga bo'lib ko'rib chiqilgan va har bir davrlardagi ijtimoiy sharoit, muxit, jarayon, jamiyat, madaniyati bilan bog'liqligi ta'kidlangan. Shuningdek, antroponimlarning rivojlanishida badiiy adabiyolarning roli muhokama qilingan. Lingvomadaniy lug'atlarda ismlarning berilishi, fonetik transkripsiyasi, madaniy ma'lumotlar tahlil qilingan.

Kalit so'zlar: antroponimlar, til, madaniy, ijtimoiy, lingvistik, lingvokulturologiya, jamiyat, davr, madaniy lug'at.

Аннотация: Данная статья посвящена процессу развития английских антропонимов. В статье рассматриваются английские личные имена по периодам и подчеркивается их связь с социальными условиями, средой, процессом, обществом, культурой в каждый период. Также обсуждалась роль художественной литературы в развитии антропонимов. Лингвокультурные словари анализируют присвоение имен, фонетическую транскрипцию, культурную информацию.

Ключевые слова: антропонимы, язык, культура, социальная, лингвистическая, лингвокультурология, общество, период, культурная лексика.

Annotation: This article is devoted to the process of development of English anthroponyms. The article examines English personal names by period and emphasizes their connection with social conditions, environment, process, society, culture in each period. The role of fiction in the development of anthroponyms was also discussed. Linguistic and cultural dictionaries analyze naming, phonetic transcription and cultural information.

Keywords: anthroponyms, language, cultural, social, linguistic, linguoculturology, society, period, cultural dictionary.

Inson ismlari ham tilga, madaniyatga ham birdek bog'liqdir. Antroponimlar lingvistik hodisa bo'lsa boshqa tomondan bu xalqning madaniy tarixiy va milliy ma'naviy manzarasini o'zida aks ettiradi. "Garchi dunyoning barcha xalqlari yagona insoniyatni tashkil qilsada, alohida madaniy xalqlar, qabilalar va ijtimoiy guruhlar o'rtasidagi farq ba'zan juda katta ahamiyatga egadir"[3].

Antroponimik tizim xattoki bir oilaga mansub, qarindosh xalqlar tillarida ham bir xil emas. Demak har bir millatning antroponimlari ma'lum bir geografik, madaniy, diniy va tarixiy, ijtimoiy omillar ta'siri ostida yaratilgan noyob hodisadir. Madaniyatlararo tafovutlar muammosi lingvokulturologiyaning asosiy masalasidir. Lingvokulturologiya deganda biz "til va

madaniyatlarning o'zaro bog'liqligi va o'zaro ta'siri haqidagi ilmiy bilimlarning murakkab sohasi"ni nazarda tutamiz [3].

Til va madaniyatning bog'liqligi, madaniyatning tilda aks etish muammosi bilan bog'liq masalalarning metodologik asosi yaqin yillardan boshlandi. Ularning asosi sifatida V.V.Vorobyov, V.M.Shaklein, V.N.Teliya, V.A.Maslova, A.V.Superanskaya, ingliz antroponimlarini V.I.Karasik, K.B.Zayseva, O.A.Leonovich, T.A.Komova, S.I.Garaulya, M.Kovalyovalarning ilmiy nazariyalari xizmat qiladi. Mazkur ishlarda lingvokulturologiyaning mohiyati va bir qancha masalalari va antroponimlarning tarixi, til, madaniyat bilan bog'liqligi va lug'atlarda o'rganilgan.

Madaniyatga dunyo olimlari turlicha ta'rif beradi.A.V.Superanskaya madaniyatni "jamiyatning moddiy va ma'naviy rivojlanishidagi yutuqlari majmuisi bo'lib, u moddiy va ma'naviy madaniyatlarga bo'linishini ta'kidlaydi. Moddiy va ma'naviy madaniyat bir biridan ajralib turadi. Moddiy madaniyat (kiyim-kechak, oziq-ovqat, uy-joy) insoniyatning moddiy ehtiyojlarini qondiruvchi barcha narsalar hamda kishilarning ishlab chiqarish tajribalari, ko'nikmalari va mahoratlaridir.Til, adabiyot, san'at, din, falsafa ma'naviy madaniyatga tegishli"[7]. Demak, antroponim lingvistik hodisa sifatida bir tomondan ma'naviy madaniyatning bir qismi va boshqa tomondan madaniyatdagi har qanday o'zgarishlarni o'zida aks ettiradi. "Antroponimlar, har qanday leksika singari, inson bilan bog'liq muhitida sodir bo'ladigan barcha hodisalarga ta'sir qiladi, buning natijasida nomlar jamiyat hayotida sodir bo'lgan tabiat hodisalarini beixtiyor ishirokchisiga aylanadi. Bularning barchasi inson ismlarida aks etadi"[9]. Antroponimlarning paydo bo'lishida iqlim, landshaftning o'ziga xos xususiyatlaridan kelib chiqadigan bir qator maxsus hodisalardan tashqari, har bir mamlakatning milliy madaniyatining shakllanishiga bog'liq madaniy va tarixiy omil, ba'zan bir ishlab chiqarishning nomi, folklori va joylari bilan tanilgan tarixiy shaxslar, yangi kashfiyotlari bilan taniqli bo'lgan insonlar katta ta'sir ko'rsatadi. Milliy nomlar, qoida tariqasida, milliy madaniyatning o'ziga xos xususiyatlarini aks ettiradi, ba'zi nomlarda madaniy-tarixiy potensial o'zini yanada yorqinroq namoyon qiladi, boshqalarida u unchalik kuchli emas, lekin uni yaratgan yoki ishlatgan odamlarning madaniyati bilan u yoki bu tarzda bog'liq bo'lmagan bitta ism deyarli yo'q [8]. Shuning uchun ham bironta ism biror bir madaniyat bilan bog'liq bo'lmasdan qolmaydi.

Ingliz antroponimlarini o'rganib quyidagi guruhlariga bo'linishi, ularning til va madaniy lug'atatlarda berilishini tahlil qilinadi:

- 1) Qadimgi ingliz tili davri;
- 2) O'rta ingliz tili davri;
- 3) Yangi ingliz tili davri;
- 4) Zamonaviy ingliz tili davri.
- 5) Ingliz antroponimlarining madaniy lug'atlarda berilishi.

Qadimgi ingliz tili davridagi antroponimlar laqab va turdosh otlardan kelib chiqqan. Birinchi bosqich yoki qadimgi ingliz davrini ingliz antroponimik tizimining kelib chiqishi deb ta'riflash mumkin. Aynan o'sha paytda shaxs ismlari apellyativ so'z va taxalluslaridan ajralib, til birligi maqomini oladi. O'sha davrida qadimgi Britaniya hududi urf-odatlarini, madaniyati jihatidan juda farq qiladigan va turli tillarda so'zlashadigan xalqlar tomonidan bosib olinishi antroponimik tizimlarning tez-tez o'zgarishi bilan xarakterlanadi. Demak, qadimgi ingliz nomlari toifasiga kelt, Rim, qadimgi german va Skandinaviya nomlari kiradi. Nomlash jarayoniga birinchi navbatda afsonalar, qadimgi xalqlarning turmush tarzi va an'analari ta'sir ko'rsatadi. Shuning uchun, bu davr madaniyatlarning aralashishi davri bo'ladi. Bu davrning o'ziga xos xususiyati shundaki,

turdosh soʻz hech qanday oʻzgarishsiz asosan nomlash uchun ishlatilgan, ismlar bir va ikki komponentlardan tashkil boʻlgan.

Masalan, *berht* «ëpyz»: *Berth, Bethold, Albert, Lambert*;

ad «nomlash, boylik»: *Edgar, Edit, Edvard, Edvin*;

ger «qurol»: *Gerxard, Gertruda, Ansgar, Oskar, Gerald* [1].

Segeweald – *sige* – gʻalaba, omad + *wealdan* – boshqarmoq, otlar kelib chiqishi xaqiqiy ingliz tilida (*White, Nach, Wade*), normand (*Ellen, Austin, Iracy*), baʼzan kelt (*Ewen, Madolock*), skandinav va boshqalar[2].

Miloddan avvalgi VIII asrda zamonaviy hudud Kelt qabilalari Buyuk Britaniyada joylasha boshladilar: gallar, britaniyaliklar, belgiyaliklar. Ular boy mifologiya va madaniy anʼanalarga ega jangovar xalqlar edi. Keltlarning madaniyati afsonalar va anʼanalarga boy edi, ularning baʼzilari bugungi kungacha saqlanib qolgan[5]. Keltlar oʻzlarining shaxsiy ismlarini olib kelishdi, tuzilishi va morfologik jihatdan quyidagicha ifodalangan:

- 1) bir komponentli yoki bir boʻgʻinli ismlar (*Caradog* < *cariad* -sevgi, *Blath* < *blath*-gul, *Grainne* < *gran*-don);
- 2) ikki komponentli ismlar yoki ikki boʻgʻinli ismlar (*Donnchadh* < *donn* – qoracha, *cath* - jang, jangchi, *Sithmaith* < *sith* – tinchlik, xotirjamlik, *maith* – mexribon, *Cadwgawn* < *cad* – urush, kurashish va *gwogawn* – shon, sharaf);
- 3) yasama ismlar (*Aodhan* < *Aoddh*, *Tearlaidh* < *Tearlach*, *Aonghasan* < *Aonghas*) [5].

Britaniyaga rimliklarning kelishi bilan yangi antroponimlar paydo boʻldi:

Leo, Leon (m). *Leo* is the Latin for lion ‘. It came into use in the late Roman period, was the name of several saints. *Mark, Marcus* (m). The Latin name *Marcus* was one of the few forenames in general use in Rome, and so is very common in Roman history [11].

VI asrda anglo-saksonlar davrida yangi ismlar paydo boʻldi:

- 1) bir boʻgʻinli ismlar- *Hwīta* (oq, yorugʻ, yarqiragan);
- 2) ikki boʻgʻinli ismlar – *Ēadgār* (< *ēad* - egalik qilish, mol mulk, baxt, boy + *gār* nayza);
- 3) yasama – *Man(n)ing* (< *man* odam + suffiks – *ing*) [5].

Ingliz antroponimlari fonetikasida ham quyidagi oʻzgariishlar roʻy berdi.

Cuthbert < *Cuthbeorht*, *Edith* < *Eadgyth*, *Edward* < *Eadweard*, *Ethel* < *Aethelgifu*, *Herbert* < *Herebeorht*, *Wilfred* < *Wilferdh* [4].

K. Zaysevaning taʼkidlashiga koʻra quyidagi ismlar kirib keldi:

- qadimgi nemis ismlari – *Adelaide, Albert, Arnold, Bertha, Bridget, Kevin, Norbert*;
- kelt ismlari – *Alan, Arthur, Bren, Brien, Jennifer, Kegan*;
- rim ismlari – *Anthony, Aurelia, Beata, Camilla, Laura, Pia*;
- qadimgi skandinaviya ismlari – *Ingrid, Ronald, Olaf, Astrid, Ingram, Ingrid*,

Brenda, Randolph, skand.-*Asgeirz* qadimgi - ing. *Esgar* [1]. Shunday qilib Angliyada hozirgacha yuqoridagi kabi ismlar saqlanib qolgan.

Oʻrta asrlarlarda yaʼni XI va XVI asrlarga kelganda esa ingliz antroponimlarini rivojlanishiga normand tilining taʼsiri juda katta boʻldi. Bu davrda *William, Richard, Robert, Hugh, Ralph* va ayollarga XII asrda egzotik va gʻayriodatiy ismlar qoʻyildi: *Antigone, Cassandra, Hodierna, Italia, Melodia, Norma, Splendor*[6].

Oʻrta asrlarga kelib esa erkaklar ismlari (*Jacklyn* < *Jack*, *Joan* < *John*, *Roberta* < *Robert*); qisqartirilgan, erkalatilgan ismlar (*Watte* < *Walter*, *Wille* < *William*, *Davie* < *David*); davr, bayram, xolatlilar bilan bogʻliq ismlar paydo boʻldi (*Christmas, Easter, Loveday* «muxabbat kuni», *Tiffany* yoki *Theophania* «Ollohberdi»)[13]. Shuningdek, bu davrda ism qoʻyishda cherkovning

ta'siri katta bo'ldi va ruhoniylar bolalarga ism qo'yishda avliyo va Injilda berilgan ismlarni qo'yishga chaqirdi: *Agatha, Agnes, David, Daniel, Eugene, Luke, Mary, Michael, Sebastian, Simeon*. Injildagi ismlar: *Abraham, Abigail, Adam, Benjamin, David* va boshqalar. Katolik ismlar *Basil, Bennet, Christopher, Denis, Martin, Valentine*.

Puritanlar davrida *Free-Gift, Reformation, Earth, Dust, Ashes, Delivery, More-Fruit, Tribulation, Discipline, Joy Again, From Above, Thankful, Praise-God, Live Well* ismlar qo'yildi.

Keyingi davr bu yangi Angliya davri XVI asrdagi islohotlar davri bilan boshlanadi. E.Viskombiga ko'ra, bu davr ingliz antroponimining rivojlanishi norman istilosidan keyin ikkinchi o'rinda turadi. Islohotlar davrida Injildagi ilohiy ismlar ishlatilmay qoldi yoki goh-gohida ishlatila boshlandi. Shu davrga kelib *Austin, Basil, Bennet, Crispin, Denis, Fabian, Gervase, Hillary, Martin, Theobald, Valentine* kabi ismlar muomaladan chiqib ketdi [12].

XVI-XVII asrlarda ism berishning yangi nasroniy tendensiyasi shakllana boshladi-Puritan (lotin puritanlaridan – "poklik"). Puritanlar ingliz antroponimlarning ro'yhatiga bir qator yangi ekzotik va ekstravagant ismlarni kiritdilar. O'zlarini va bolalarini har xil yomon ko'z va balolardan himoya qilish, o'z e'tiqodlarining pokligi, mustahkamligini saqlab qolish maqsadida juda kam uchraydigan qadimgi ibroniy va eski ahd nomlardan va turdosh otlardan foydalanib, diniy mavzulardagi ko'p komponentli ismlar qo'yildi. Ingliz antroponimlarida islohotlar davrida yaratilgan bir qator nomlar saqlanib qolgan. Nasroniy qadriyatlarini va fazilatlarini ulug'laydigan ayollar ismlari paydo bo'ldi: rahm-shafqat- *Charity*, ishonch - *Faith*, umid – *Hope* [8].

Shuni ham takidlab o'tish lozimki, antroponimik tizimining rivojlanishiga badiiy adabiyotlarning roli katta bo'lgan. Ma'lumki, adabiyot butun dunyo madaniyati va har bir etnik guruhning alohida shakllanishi va rivojlanishida alohida o'rin tutadi. Haqiqatni bilish vositasi bo'lgan adabiyot har doim borliq va axloqning murakkab masalalarini tushuntirishga va davrning ijtimoiy-madaniy manzarasini ochib bergan. V. Shekspir, D. Svift, V. Skott, S. Kolidj, A.Tennison, D.Bayronlar nafaqat ingliz adabiyotida, balki ingliz antroponimiyasida ham o'z izini qoldirgan yozuvchilardir. Chunki yozuvchilar o'zlarining asarlarida yangi ismlarni kashf qilgan yokida mavjud ismlarni keng ommaga tarqatgan. V.Shekspirning asarlari orqali, *Silvia, Celia, Julia, Juliet, Jessica, Ophelia, Viola*; J.Sviftning asarlari orqali *Vanessa, Stella* ismlar kirib keldi. O.A.Leonovich ta'kidlaganidek, antroponimlarning rivojlanishida ingliz yozuvchilari nafaqat mavjud ismlarni keng yoydilar balki o'zlari ham yangi nomlarni kashf qilishlari bilan hissalarini qo'shdilar. Yana *Alfred, Edgar, Manfred, Quentin, Diana* ismlar qayta ishlatilina boshlandi[6]. Demak, ingliz onomastikonida adabiyot tufayli yangi ismlar paydo bo'ldi va antik ismlar mashxur bo'ldi. Shuningdek, islohatlar davrida yangi "ma'noli" ismlar ko'proq ishlatilgan, *Desiderius va Desire, Amor va Love*, yoki juda kam uchraydigan nasroniy otlar qo'yilgan, masalan: *Bazaleel, Habakkuk* va k.h. Nasroniy ismlarni qo'yish tendensiyasi hozirgi zamon inglizabon mamlakatlarida ham saqlanib qolgan.

Hozirgi paytda Angliya va AQShda ko'pincha ikkita ism bo'lishiga qaramay (ayniqsa AQShda), ikki qismli antroponimik formula qo'llaniladi: ism+familiya. O'n yilliklar davomida ismlarning kelib chiqishi xilma-xilligi, ism qo'yishda tanlovning mavjudligi, ism qo'yish tendensiyalarining o'zgaruvchanligi va bularning shaxs yashaydigan joy bilan bog'liqligini kuzatish mumkin. 2024 yilda Angliyada eng mashhur qiz bolalar ismlari *Olivia, Amelia, Isla, Ava, Ivy, Freya, Lily, Florence, Mia, Willow, Rosie, Sophia, Isabella, Grace, Daisy*. O'g'il bolalarga *Noah, Oliver, George, Arthur, Muhammad, Leo, Harry, Oscar, Archie, Henry, Theodore* kabi ismlar qayd edilgan (www.mumsnet.com/most-popular-baby-names-uk).

So‘nggi bir necha asrlarda Buyuk Britaniya va AQShning antroponimik tizimlari hududiy, etnik va tarixiy omillar tufayli rivojlangandi. Buyuk Britaniya va AQShning antroponimik tizimlari rivojlanish tendensiyalariga ega. Bunday tendensiyalarga fan, ommaviy madaniyat, jahon urushlari va yaqin madaniyatlararo munosabatlarning rivojlanishlari ta'sir ko'rsatadi. Bular asosiy omillardir. Shuningdek, internet asrida yangi texnologiyalar bilan yaratilgan turli film qahramonlarining uydirma ismlari ham antroponimlarning rivojlanishiga va yangi ismlarning kelib chiqishiga yordam beradi.

Jamiyatning tarixiy, madaniy, ijtimoiy hayotini bevosita o'zida aks ettirgan ingliz antroponimlarini quyidagi lug'atlar guruhlariga bo'lish mumkin:

- Onomastik (shu jumladan maxsus antroponimik lug'at);
- lisoniy;
- ikki tilli;
- ensiklopedik va hokazo.

Ma'lumki, maqsad va foydalanish uslubiga qarab, lug'at quyidagilarni o'zida aks ettiradi: lug'atlarda so'zlar (maqola nomlari), ism yoki shaxs ismi + familiya, ularning fonetik transkripsiyasi, antroponimlarning madaniy va ijtimoiy hayotda tutgan o'rni, qilgan yangiliklari, kashfiyotlari haqidagi ma'lumotlar beriladi. Ba'zi adabiyotlarda antroponimlar kitoblarning oxirida ilova sifatida alohida ro'yxat qilib beriladi. Misol sifatida *Longman Dictionary of English Language and Culture* lug'ati ingliz tili va madaniyatiga qiziquvchilar uchun mo'ljallangan. Ushbu lug'atda turli mamlakatlar va davrlarning mashhur siyosatchilari, davlat arboblari, madaniyat va sportchilarining ism shariflari berilgan. Bunday lug'atlarda antroponimlar quyidagi shaklda berilgan:

-*shaxsiy ism, shaxsiy ism + familiya*. Lug'atda mashhur insonlarning ism va shariflari berilib, fonetik transkripsiyasi ham berilgan keyin ular haqidagi tarixiy faktlar berilgan. Masalan, Britaniya va Amerika madaniyatidagi asosiy voqealar, mashhur insonlar haqida quyidagicha beriladi:

Roosevelt, Frank-lin Del-a-no /'frenkln 'delonou/ (1882-1945) the 32nd president of the US serving from 1933 to 1945. Franklin D. Roosevelt - is the only president to have served more than two terms... He was a popular and respected president, and many people listened to his "fireside chats" on the radio, in which he told people what was happening in the country and what he was doing. He was the first president to appear on television" [11].

Al-cott /'o:Ikot/|-ka:t/, *Lou-i-sa May* /lu'izzo 'mei/ (1832-88) an American writer whose books for children include "Little Women and Good Wives".

Al-len /alan/, *Woody* (1935—) an American comic actor and maker of humorous films, whose films include *Annie Hall*, *Manhattan*, and *Hannah and her Sisters*.

[11].

Keltirilgan misollardan ko'rinib turibdiki, har bir antroponimning lug'at yozuvi, fonetik yozuvi, shuningdek, tarixiy shaxsning kashfiyotlari va xizmatlari haqida ma'lumotlar aniq va ravshan qilib berilgan. Antroponimik lug'atlar lingvokulturologiyadagi lingvistik ma'no va ekstralingvistik bilimlar o'rtasidagi ikkala jihatni birlashtirgan lug'atlardir.

Xulosa qilib shuni ta'kidlash mumkinki, ism va madaniyat bir biri bilan chambarchas bog'liqdir. Ism ham lingvistik hodisa ham madaniyat mahsulidir. Jamiyatda sodir bo'layotgan barcha ijtimoiy-madaniy va tarixiy o'zgarishlar atoqli otlarda o'z aksini topadi. Rivojlanishning hozirgi tendensiyasi aynan ingliz tilida so'zlashadigan antroponimikani yangi nomlar yaratish yoki mavjud shakllarni o'zgartirish orqali kengaytiradi. Xalqlarning ijtimoiy va madaniy hayoti shaxs

ismlarini yaratish uchun yangi manbalar va g'oyalarni taqdim etadi: din, tabiat hodisalari, onomastik shakllanishlar, shaxsiy xususiyatlar, ommaviy madaniyat, texnologiyalar shular jumlasidandir. Yuqoridagi tahlillar shuni ko'rsatadiki, ingliz antroponimlari Buyuk Britaniya va AQShning mamlakat tarixi, madaniyati kontekstida, an'analari va psixologik xususiyatlarini ochib beruvchi va lingvomadaniyatida katta ahamiyatga egadir.

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СОВРЕМЕННЫЕ МЕТОДЫ ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ

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Annotatsiya: This article explores the application of modern teaching methods in the field of English language education. By examining recent advancements and innovations in pedagogy, this study aims to identify effective strategies for enhancing language acquisition and learner engagement. The research employs a comprehensive literature review and a qualitative analysis of case studies to investigate the impact of modern teaching approaches on learner outcomes. The findings suggest that integrating technology, adopting learner-centered strategies, and fostering a communicative learning environment significantly contribute to the success of English language learners. The article concludes by discussing the implications of these findings for educators and policymakers, emphasizing the importance of continuous professional development and the adaptation of teaching practices to meet the evolving needs of learners in the 21st century.

Keywords: English language teaching, modern methods, pedagogy, language acquisition, learner engagement

Annotatsiya: Ushbu maqola ingliz tili ta'limi sohasida zamonaviy o'qitish metodlarini qo'llashni o'rganadi. Pedagogikadagi so'nggi yutuqlar va innovatsiyalarni o'rganib, ushbu tadqiqot tilni o'zlashtirish va o'quvchilarning faolligini oshirishning samarali strategiyalarini aniqlashga qaratilgan. Tadqiqotda zamonaviy o'qitish yondashuvlarining o'quvchilar natijalariga ta'sirini o'rganish uchun keng qamrovli adabiyotlarni ko'rib chiqish va amaliy vaziyatlarni sifatli tahlil qilish qo'llaniladi. Natijalar shuni ko'rsatadiki, texnologiyani integratsiyalash, o'quvchilarga yo'naltirilgan strategiyalarni qabul qilish va kommunikativ ta'lim muhitini rivojlantirish ingliz tilini o'rganuvchilarning muvaffaqiyatiga sezilarli hissa qo'shadi. Maqola ushbu topilmalarning o'qituvchilar va siyosatchilar uchun ta'sirini muhokama qilish, uzluksiz kasbiy rivojlanish va XXI asrda o'quvchilarning o'zgaruvchan ehtiyojlarini qondirish uchun o'qitish amaliyotini moslashtirish muhimligini ta'kidlab yakunlanadi.

Kalit so'zlar: Ingliz tilini o'qitish, zamonaviy metodlar, pedagogika, tilni o'zlashtirish, o'quvchilarni jalb qilish

Аннотация: В этой статье исследуется применение современных методов обучения в области обучения английскому языку. Изучая последние достижения и инновации в педагогике, данное исследование направлено на выявление эффективных стратегий для улучшения усвоения языка и вовлечения учащихся. В исследовании используется всесторонний обзор литературы и качественный анализ тематических исследований, чтобы исследовать влияние современных подходов к обучению на результаты обучения учащихся. Полученные результаты свидетельствуют о том, что интеграция технологий, принятие стратегий, ориентированных на учащихся, и создание коммуникативной среды обучения в значительной степени способствуют успеху изучающих английский язык. Статья завершается обсуждением последствий этих выводов для педагогов и политиков,

подчеркивая важность непрерывного профессионального развития и адаптации методов преподавания для удовлетворения меняющихся потребностей учащихся в 21 веке.

Ключевые слова: преподавание английского языка, современные методы, педагогика, овладение языком, вовлечение учащихся

Introduction

The field of English language teaching has undergone significant transformations in recent years, driven by advancements in technology, evolving learner needs, and a growing understanding of language acquisition processes. As the global demand for English proficiency continues to rise, educators are increasingly seeking innovative approaches to enhance the effectiveness of their teaching practices. This article aims to explore the application of modern teaching methods in English language education, examining their potential to improve learner outcomes and foster a more engaging and interactive learning environment.

Methods and literature review

To investigate the impact of modern teaching methods on English language learning, a comprehensive literature review was conducted. The review encompassed a wide range of scholarly articles, research papers, and case studies published within the last decade. The selection criteria focused on studies that examined the effectiveness of specific teaching approaches, such as technology-enhanced learning, communicative language teaching, and task-based instruction.

The literature review revealed a growing body of evidence supporting the efficacy of modern teaching methods in English language education. For instance, the integration of technology-enhanced learning tools, such as mobile applications and online platforms, has been shown to increase learner engagement and facilitate personalized learning experiences [1]. Similarly, the adoption of communicative language teaching approaches, which emphasize authentic language use and meaningful interactions, has been linked to improved language proficiency and increased learner confidence [2].

Results

To further explore the practical application of modern teaching methods, a qualitative analysis of case studies was conducted. The case studies were selected based on their relevance to the research question and their potential to provide insights into the effectiveness of specific teaching strategies.

One notable case study examined the implementation of a blended learning approach in an English as a Second Language (ESL) classroom [3]. The study found that the combination of face-to-face instruction and online learning activities led to increased learner participation, improved language skills, and higher levels of learner satisfaction. The results suggest that blended learning approaches can effectively cater to diverse learning styles and provide learners with opportunities for self-paced and collaborative learning.

Another case study investigated the impact of task-based instruction on the development of oral communication skills among English language learners [4]. The study revealed that learners who engaged in authentic, goal-oriented tasks demonstrated significant improvements in fluency, accuracy, and complexity of language use. The findings highlight the potential of task-based instruction to foster a communicative learning environment and promote the development of practical language skills.

Analysis and discussion

The findings from the literature review and case study analysis suggest that modern teaching methods have the potential to significantly enhance the effectiveness of English language education. The integration of technology-enhanced learning tools, such as mobile applications and online platforms, has been shown to increase learner engagement and facilitate personalized learning experiences. By leveraging the affordances of technology, educators can create interactive and immersive learning environments that cater to the diverse needs and preferences of learners.

Moreover, the adoption of communicative language teaching approaches and task-based instruction has been linked to improved language proficiency and increased learner confidence. These approaches emphasize authentic language use and meaningful interactions, providing learners with opportunities to practice their language skills in real-world contexts. By fostering a communicative learning environment, educators can help learners develop the necessary skills and strategies to effectively communicate in the target language.

However, it is important to note that the successful implementation of modern teaching methods requires careful planning, ongoing professional development, and a willingness to adapt to the evolving needs of learners. Educators must be equipped with the necessary skills and knowledge to effectively integrate technology and adopt learner-centered approaches in their teaching practices. Furthermore, the selection and adaptation of teaching methods should be guided by a thorough understanding of the specific learning context, taking into account factors such as learner backgrounds, language proficiency levels, and learning goals.

The effectiveness of modern teaching methods in English language education is further supported by research on the role of motivation and engagement in language learning. Studies have shown that learners who are actively engaged in the learning process and have a positive attitude towards the target language tend to achieve better learning outcomes [5]. Modern teaching approaches, such as gamification and project-based learning, have been found to enhance learner motivation and promote a more positive learning experience [6].

Additionally, the incorporation of cultural elements and authentic materials in English language teaching has been identified as a key factor in promoting intercultural competence and fostering a deeper understanding of the target language and its associated cultures [7]. Modern teaching methods that prioritize the integration of cultural content and the development of intercultural communication skills can help learners navigate diverse cultural contexts and communicate effectively in a globalized world.

However, the successful implementation of modern teaching methods also requires a supportive institutional environment and adequate resources. Educational institutions must invest in the necessary infrastructure, such as technology-equipped classrooms and reliable internet connectivity, to facilitate the effective use of digital tools and resources [8]. Moreover, ongoing professional development opportunities and support systems for educators are crucial in ensuring the successful adoption and integration of modern teaching approaches [9].

Conclusions

The exploration of modern teaching methods in English language education has revealed promising avenues for enhancing learner outcomes and fostering a more engaging and interactive learning environment. The integration of technology-enhanced learning tools, the adoption of communicative language teaching approaches, and the implementation of task-based instruction have been shown to significantly contribute to the success of English language learners.

However, the effective implementation of modern teaching methods requires ongoing professional development and a commitment to adapt teaching practices to meet the evolving needs of learners. Educators must be supported in acquiring the necessary skills and knowledge to effectively leverage technology and adopt learner-centered approaches in their classrooms.

Furthermore, policymakers and educational institutions have a crucial role to play in promoting the adoption of modern teaching methods and providing the necessary resources and support for their successful implementation. By investing in teacher training, infrastructure, and research, educational systems can foster a culture of innovation and continuous improvement in English language education.

In conclusion, the application of modern teaching methods holds significant potential for transforming English language education and equipping learners with the skills and competencies needed to thrive in the 21st century. By embracing innovation and adapting to the evolving needs of learners, educators can create dynamic and effective learning environments that promote language acquisition and learner success.

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INNAVATIVE IDEAS IN THE FIELD OF TRANSLATION STUDIES

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Annotation: This article explores machine translation and artificial intelligence. Translation studies, as a field, constantly evolves and adapts to the changing needs and challenges of the globalized world.

Machine translation and AI continue to advance, with ongoing research and development efforts aimed at improving translation quality, addressing challenges, and incorporating user feedback. These technologies have the potential to bridge language barriers, facilitate cross-cultural communication, and make information more accessible on a global scale

In addition, there are some useful sides of machine translation depend on time. Machine translation can significantly speed up the translation process compared to human translation. It can quickly generate translations for large volumes of text, saving time and effort. This is particularly beneficial when dealing with time-sensitive content, such as news articles or real-time communication.

Keyword: Machine translation, artificial intelligence, transfer learning, pretraining, multilingual, zero-shot translation, challenges, limitations, collaboration and communication, academic research, language practice, feedback.

Machine Translation (MT) and Artificial Intelligence (AI) have revolutionized the field of translation. Here are some key aspects related to machine translation and AI:

1. Neural Machine Translation (NMT): Neural machine translation has significantly improved translation quality compared to earlier rule-based and statistical machine translation approaches. NMT utilizes deep learning neural networks to model the translation process, allowing it to capture complex linguistic patterns and contextual information.

2. Training and Data: Neural machine translation models are trained on large-scale bilingual corpora, which can consist of millions or even billions of sentence pairs. These models learn to generate translations by analyzing patterns and relationships in the training data. The availability of high-quality parallel corpora and advancements in data collection and preprocessing techniques have contributed to the success of NMT.

3. Transfer Learning and Pretraining: Transfer learning, a technique widely used in AI, has also been applied to machine translation. Pretrained models, such as the Transformer model, are trained on a large amount of general language data and then fine-tuned on translation-specific tasks. This approach enables the models to leverage their knowledge of language structure and syntax, improving translation quality.

4. Multilingual and Zero-Shot Translation: NMT models have the ability to translate between multiple language pairs. By training on multilingual data, models can learn to transfer knowledge across languages, even if they were not explicitly trained on a particular language pair. Zero-shot translation refers to the capability of NMT models to translate between language pairs they have not been specifically trained on.

Method and results

Neural Machine Translation Evaluation: Evaluating the quality of machine translation output is an important aspect. Traditional evaluation metrics like BLEU (Bilingual Evaluation Understudy) have limitations, as they rely on comparing translations against reference translations. Researchers are exploring new evaluation methods, including human evaluations, alternative metrics, and automatic evaluation metrics that correlate better with human judgments.

AI-Assisted Translation Tools: AI-powered translation tools and CAT (Computer-Aided Translation) tools have become more sophisticated, supporting human translators in their work. These tools provide features such as translation suggestions, terminology management, and quality assurance checks, enhancing productivity and consistency in translation workflows.

Challenges and Limitations: While machine translation has made significant progress, challenges remain. Ambiguity, idiomatic expressions, cultural nuances, and domain-specific terminology are areas where machine translation still faces difficulties. Post-editing, which involves human review and refinement of machine-generated translations, is often required to ensure high-quality translations.

Impact of machine translation for students in their experience

1. Language Barrier Reduction: Machine translation helps break down language barriers by enabling communication between people who speak different languages. It allows individuals and businesses to interact, exchange information, and collaborate more easily across linguistic boundaries.

2. Efficiency and Speed: Machine translation can significantly speed up the translation process compared to human translation. It can quickly generate translations for large volumes of text, saving time and effort. This is particularly beneficial when dealing with time-sensitive content, such as news articles or real-time communication.

3. Cost-Effectiveness: Machine translation can be a cost-effective solution, especially for large-scale translation projects. While human translation can be expensive, machine translation reduces the need for extensive human involvement, making it more affordable and accessible.

4. Consistency: Machine translation systems can help maintain consistency in translated content. Once a translation model is trained, it produces consistent translations for the same input, ensuring uniformity across documents and reducing the risk of errors or discrepancies.

5. Productivity and Workflow Enhancement: Machine translation can be integrated into various workflows and applications, enhancing productivity in different domains. For example, it can facilitate multilingual customer support, aid in the translation of user-generated content, or assist professionals in quickly translating technical documents.

Conclusion

Machine translation can be a valuable tool for language learners. It can help them understand the meaning of foreign texts, provide immediate translations, and assist in acquiring new vocabulary and phrases.

Machine translation systems can be customized and fine-tuned to suit specific domains, industries, or language pairs. This allows organizations to train models on their own data, improving the quality and accuracy of translations for their specific needs.

However, it's important to note that while machine translation has numerous advantages, it may not always produce perfect translations. The quality of machine translation can vary depending on the language pair, complexity of the text, and the specific system being used.

Human translators are still essential for producing nuanced and contextually accurate translations, particularly for sensitive or highly specialized content.

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O'QUVCHINING DARS DAN TASHQARI FAOLIYATINI TASHKIL ETISH

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Xorijiy Filologiya fakulteti Filologiya va tillarni o'qitish 4-kurs talabasi.

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Annotatsiya: Ushbu maqolada umumiy o'rta ta'lim maktablarining boshlang'ich sinflarida sinfdan tashqari ishlar jarayonida o'quvchilarning o'qish savodxonligini oshirish va PIRLS xalqaro tadqiqotlariga tayyorlashning o'ziga xos xususiyatlari, usullari haqida so'z yuritilgan. Shuningdek, ushbu mashg'ulotlar uchun materiallar tanlash va ularni tahlil qilishda PIRLS me'zonlari asosidagi topshiriqlar tizimini ishlab chiqishga oid tavsiyalar keltirilgan.

Kalit so'zlar: o'qish savodxonligi, PIRLS, xalqaro tadqiqotlar me'zoni, sinfdan tashqari ishlar, mustaqil ishlar, o'quvchi, badiiy matn, ilmiy-ommabop matn, darsdan tashqari qilishi mumkin bo'lgan mashg'ulotlar

Kirish

⁸⁰Bugungi kunda mamlakatimiz ta'lim tizimi oldida turgan eng muhim va dolzarb masalalardan biri O'zbekiston ta'lim tizimini xalqaro standartlarga javob beradigan va jahonning yetakchi mamlakatlari ta'lim tizimi bilan raqobatlashadigan darajaga yetqazishdan iborat. Shu maqsadda O'zbekiston ilg'or xorijiy tajribalarni o'rganish, xalqaro me'zon va talablar asosida baholash tizimini takomillashtirish, mavjud tizimni har tomonlama qiyosiy tahlil qilish, kamchiliklarni bartaraf etishni ko'zlab tegishli yo'nalishlardagi xalqaro tashkilotlar, ilmiy tadqiqot muassasalari bilan hamkorlikni yo'lga qo'yimoqda. Bunga Ta'lim sohasidagi yutuqlarni baholash Xalqaro assotsiatsiyasi-(IEA-International Association for the Evaluation of Educational Achievement) nufuzli tashkiloti bilan hamkorlikni misol qilish mumkin. Bu hamkorlik natijasida xalqaro tadqiqotlarga tayyorgarlik ko'rish maqsadida O'zbekiston Respublikasi Vazirlar Mahkamasining 2018 yil dekabrda 997-son "Xalq ta'limi tizimida ta'lim sifatini baholash sohasidagi xalqaro tadqiqotlarni tashkil qilish chora- tadbirlari to'g'risida " gi qarori bilan O'zbekiston Respublikasi Vazirlar Mahkamasi huzuridagi Ta'lim sifatini nazorat qilish davlat inspeksiyasi huzurida Ta'lim sifatini baholash bo'yicha xalqaro tadqiqotlarni amalga oshirish milliy markazi tashkil qilindi. Ushbu milliy markaz respublikamizdagi barcha umumta'lim maktablariga xalqaro PISA, PIRLS, TIMSS, TALIS kabi xalqaro tadqiqotlarga tayyorgarlik ko'rishda amaliy ko'mak berib kelmoqda.

Bizga ma'lum bugungi zamonaviy dunyo amaliyoti hamda xalqaro tadqiqotlarning baholash me'zoni ham o'quvchilarning matnni tushunish va uni anglash darajasini aniqlashga qaratilgan. Ko'p mamlakatlarda muntazam o'tkaziladigan o'qish ko'nikmalarini shakllantirish bo'yicha topshiriqlar o'qish savodxonligi me'zoniga asoslanadi. Shunday ekan, ta'lim jarayonida o'quvchilarning o'qish savodxonligini, matnni tushunish darajasini oshirishda nafaqat dars jarayonining, balki sinfdan va darsdan tashqari ishlarning ham o'rni beqiyos.

⁸⁰ ChatGPT & Midjourney/New bot//join us: @hiaimediaen.

⁸¹ O'quvchilarning o'qish savodxonligini, matnni tushunish darajasini oshirish muammosi bugungi kunda ko'plab olimlar, ilmiy tadqiqotchilarni qiziqtirgan masalalardan hisoblanadi. Boshlang'ich sinf o'quvchilarining o'qish faolligini oshirish muammosi bilan ko'plab olimlar G.S.Kovaleva, E.A.Krasnovskiy, P.P.Blonskiy, D.B.Elkonin, N.A.Mechinskaya, L.Slavina, T.G.Egorov, G.N.Kudina kabilar shug'ullanishgan. Respublikamizda esa boshlang'ich sinf o'quvchilarini fransuz tili darslarida mustaqil fikrlashga o'rgatish masalalari A.Y.Bobomurodova, R.Ibragimov, Sh.U.Nurullayeva, A.Q.Nisanboyeva, M.Z.Hamdanova, boshlang'ich sinf o'quvchilarining nutq madaniyatini shakllantirish metodikasi U.A.Masharipova kabilarning tadqiqotlarida o'z aksini topgan. Shuningdek, fransuz tili darsida sinfdan tashqari mashg'ulotlarni tashkil etish masalalari bilan N.Azizxo'jayeva, M.Inomova, O.Musurmonova, V.Mahkamov, S.Ochil, I.Saidahmedov, N.Ortiqov, A.R.Xodjaboyev va boshqalar shug'ullangan.

⁸² Bugungi kunda PIRLS ta'rifiga ko'ra, "O'qish savodxonligi-jamiyat tomonidan talab qilinadigan va inson tomonidan qadrlanadigan yozma tilning shakllarini idrok etish va amaliyotda qo'llay olish qobiliyatidir" G.S.Kovaleva, E.A.Krasnovskiy o'z tadqiqotlarida o'qish savodxonligini odamlarning yozma matnlarni anglash va ularda aks ettirish, mazmunidan o'z maqsadlariga erishish, bilim va imkoniyatlarini rivojlantirish, jamiyatda faol ishtirok etish uchun foydalanish qobiliyatini tushunishni taklif etadi. O'qish savodxonligini takomillashtirish yo'nalishlari sifatida G.S.Kovaleva quyidagilarni aytadi:

- Axborot matnlarini o'qishga e'tiborini kuchaytirish, aniq shaklda bayon etilgan ma'lumotlar asosida oddiy xulosalar chiqarish qobiliyatini shakllantirish;

- Gender xilma-xillikni kamaytirish;

- Kompyuter bilan ishlashning novigatsion ko'nikmalarini rivojlantirish (masalan, klaviaturada yozish). PIRLS tadqiqotlarida o'quvchilarning matnlarnimo'qish laridagi ikkita o'qish ko'nikmalari -badiiy tajriba orttirish hamda ma'lumot olish va ulardan foydalanish uchun o'qish ko'nikmalarini o'rganadi. O'qish savodxonligini rivojlantirishda nafaqat dars mashg'ulotlari, balki darsdan va sinfdan tashqari mashg'ulotlarning ham o'z o'rnini borligini ta'kidlash lozim. Sinfdan tashqari ishlarda o'quvchilar mustaqil faoliyat olib boradilar. O'qituvchi bunday mashg'ulotlarda darslikda berilgan materialdan foydalanmaydi, aksincha o'quvchilarning yoshi, qiziqishi, dunyoqarashi va bilim darajasi, shuningdek, mashg'ulot rejasiga mos tarzda o'rganiladigan asarlarni erkin tanlashi mumkin bo'ladi. Bunda 1-2-sinf o'quvchilari uchun kichik hajmdagi ertaklar, hikoyalar, she'riy asarlardan ko'proq foydalanilsa, 3-4-sinflarda kattaroq hajmli matnlar tanlanadi va albatta faqatgina badiiy matn emas, ilmiy-ommabop matnlardan ham unumli foydalanish maqsadga muvofiq. Ilmiy-ommabop asarlarni tanlashda matn mavzusi o'quvchilar hayotida uchraydigan, ular uchun tanish va qiziqarli bo'lishini hisobga olish lozim. ⁸³Tanlangan matnlar o'quvchilar bilan birga o'qib o'rganilgach, ularni tahlil qilish uchun PIRLS talablariga mos topshiriqlar o'qituvchi tomonidan o'quvchilarga berilishi maqsadga muvofiq. Bunday topshiriqlarni tuzishda quyidagi PIRLS talablarini hisobga olish kerak:

1. Matndan aniq ko'rinishdagi ma'lumotlarni topa olish.

2. Xulosalarni shakllantirish.

⁸¹ O'zbekiston Respublikasi Vazirlar Mahkamasining "Xalq ta'limi tizimida ta'lim sifatini baholash sohasidagi xalqaro tadqiqotlarni tashkil etish chora-tadbirlari to'g'risida"gi qarori. 2018-yil 12-dekabr.

⁸² Shodiyeva M.J. "Xalqaro tajribalar asosida o'quvchilarning o'qish savodxonligini rivojlantirish imkoniyatlari". /Fan, ta'lim va amaliyot integratsiyasi. Jild:02, Nashr:02. Yanvar 2021.

⁸³ Kuznetsova M.I. "PIRLS 2021 solishtirma tadqiqotlar doirasida o'qish savodxonligini shakllantirishning o'ziga xos xususiyatlari". 2021-y.

3. Ma'lumotlarni umumlashtirish.

4. Matnning mazmuni, til xususiyati va tuzilishini tahlil qilish va baholash.

O'rganilayotgan matn va topshiriqlar har bir o'quvchi uchun alohida tarqatma tarzida yoki katta ekranda namoyish qilinishi kerak. Shundagina o'quvchilar matnni yaxshi tushunadilar va tahlil qila oladilar. Shuningdek, sinfdan tashqari o'qish va darsdan tashqarim mashg'ulotlarda matnlarni o'rganishda turli didaktik o'yinlar, interfaol metodlarni qo'llash ham yaxshi samara beradi. Bugungi kunda "o'qish savodxonligi" deganda o'quvchining matnni o'qish tezligi yoki uni yoddan takrorlashi emas, balki savodli va tushunib o'qish, tahlil qila olish ko'nikmalari tushuniladi. Endim o'quvchilar matnni faqat o'qib qolmasdan, uni tahli qila olishi, unga munosabat bildirishi va baholay olishi zarur.

⁸⁴O'quvchilarning darsdan tashqari faoliyatini tashkil etish uchun bir nechta usullar mavjud:

1. Qo'shimcha ta'lim usullari: O'quvchilarga ta'limiy saytlar, ilovalar yoki darsdan keyin o'qituvchilar tomonidan tavsiya etilgan kitoblar orqali qo'shimcha bilim olishlari uchun maslahatlar berish mumkin.

2. Mashg'ulotlar va proyektlar: O'quvchilarni qiziqishlari va ilg'orliklari bo'yicha mashg'ulotlar va proyektlar tashkil etish. Bu, ularning ijodiylik va jismoniy faoliyatlarini qo'llab-quvvatlaydi.

3. Sport va sog'lik faoliyatlari: O'quvchilarga sport va sog'likni ta'lim etish orqali, ularning energiyalarini sarflash, jamoa bilan ishlash qobiliyatlarini oshirish mumkin.

4. Ijtimoiy xizmat va voluntariat faoliyatlar: O'quvchilarga ijtimoiy xizmat va voluntariat faoliyatlaridan qatnashish imkoniyatini taqdim etish orqali, ularning jamoatga qiziqishlarini va boshqalar bilan birgalikda maslahatlashish qobiliyatlarini rivojlantirish mumkin.

⁸⁵Bu usullar o'quvchilarning ijtimoiy, ijodiy, va madaniy qobiliyatlarini rivojlantirishga yordam berishi mumkin. O'quvchilarni darsdan tashqari yo'naltirishning bir nechta samarali usullari mavjud:

1. Sport va sog'lik faoliyatlari: O'quvchilarni sport va sog'lik faoliyatlari bilan shug'ullanishga rag'batlantirish. Misol uchun, sport to'g'risida klublar tashkil etish, sport yarimchalari va turnirlarda ishtirok etish imkoniyatlarini taqdim etish.

2. Tadbirkorlik va biznes faoliyati: O'quvchilarni tadbirkorlik va biznes sohasiga qiziqishlantirish. Ularga biznes planlarini yaratish, start-uplarni o'rnatish va boshqa tadbirkorlik faoliyatlarini o'rganish uchun dasturlar tashkil etish.

3. O'zbekiston tarixi va madaniyati: O'quvchilarni o'z mamlakatining tarixi, madaniyati va milliy qadriyatlari bilan tanishtirish. Ularga milliy bayramlar, xalqaro festival va tanishuv tadbirlarida qatnashish imkoniyatlarini taqdim etish.

⁸⁶Bu yo'llar o'quvchilarning shaxsiy va professional rivojlanishiga yordam berish uchun mo'ljallangan. Har bir o'quvchi o'z xohishlariga qarab, ularni qanday sohaga yo'naltirishni tanlashi

⁸⁴ Kovaleva G.S. "PIRLS xalqaro tadqiqotlariga tayyorgarlik ko'rish bo'yicha Rossiya tajribasi, o'qituvchilar malakasini oshirishning muhim jihatlari, baholash vositalari va uslubiy qo'llanmalarni ishlab chiqish "mavzusidagi taqdimot

⁸⁵ Г.С.Ковалева.Э.А.Красновский.Новый взгляд на грамотность.По результатам международного исследования.PISA-2000.М.;Логос.2004

⁸⁶ L.Tursunaliyeva."O'quvchilar o'qish savodxonligini oshirishning usullari".Boshlang'ich ta'limda innavatsiyalar jurnali.2021-yil.29-oktabr.

kerak. O'quvchilarni bo'sh vaqtlarida foydali faoliyatlar bilan yo'naltirish ularga o'z vaqtlarini mavzuni rivojlantirish va qulayroq vaqt o'tkazish imkonini beradi.

⁸⁷Quyidagi faoliyatlar o'quvchilarni bo'sh vaqtlarida yo'naltirish uchun maslahatlar bo'lishi mumkin:

1. Kitob o'qish: O'quvchilarga o'qishni sevimli kitoblari, ilmiy asarlar yoki hamma narsani o'rganishlari, masalan, tarix, matematika yoki sanoat boyicha.

2. Maqola yozish yoki blog yaratish: O'quvchilarga o'z fikrlarini yozish va ularga xizmat qiluvchi maqolalar, hikoyalar yoki bloglar yaratish imkoniyatini berish.

3. Sport va kasb-hunar ko'rish: O'quvchilarga sport tadbirlariga qatnashish, musiqa alomatlarini o'rganish yoki boshqa kasb-hunarlar ustida mashg'ul bo'lish imkoniyatini taqdim etish.

4. Ijtimoiy xizmat faoliyati: O'quvchilarga ijtimoiy xizmat va voluntariat faoliyatlariga qatnashish, jamoat xizmati ko'rsatish yoki o'quvchilarning ta'lim olish joylarida qo'llaniladigan faoliyatlar tashkil etish.

5. Yaratish: O'quvchilarga rassomlik, musiqa, teatr yoki boshqa ijodiy sohalar ustida mashg'ul bo'lishga yo'l yo'riq berish.

6. Texnologiya va innovatsiyalar: O'quvchilarga dasturlash, robototexnika yoki 3D-printerlar bilan ishlash va boshqa texnologik sohalarida bilim olish imkoniyatini berish.

7. Yaxshi dam olish uchun faoliyatlar: O'quvchilarga mashg'uliyat va tomoshabinlik qilib vaqt o'tkazish, meditatsiya qilish, yogaga qatnashish yoki soxta sport turli turdagi faoliyatlar tashkil etish.

Har bir o'quvchi o'z preferanslariga qarab, o'zini rivojlantirish uchun qanday faoliyatlar bilan mashg'ul bo'lishi kerakligini tanlashi kerak.

Xulosa

Sinfdan tashqari ishlar o'quvchilarning mustaqil faoliyati hisoblanadi. Bu jarayonda o'qish ko'nikmalari bilan birga og'zaki nutqi, dunyoqarashi, fikrlar qobiliyatlari ham oshib boradi. Ularda o'qitishning turli usullari; rolli o'qish, qismlarga bo'lib o'qish, qayta hikoyalash, tanlab o'qish, yod olish kabilardan unumli foydalanish yaxshi samara beradi. Qolaversa, har bir mashg'ulotga mos ko'rgazmalar va mavzu yuzasidan topshiriqlar tizimini yaratish lozim bo'ladi. Bularning barchasi o'qish savodxonligini oshirishga yordam beradi.

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⁸⁷ S.B.Qorayev, M.S.Janbayeva. "Boshlang'ich sinf o'qish darslarida sinfdan tashqari ishlarni tashkil etish". Academic research in educational sciences. volume2. issue4. 2021

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L'ANALYSE PRAGMATIQUE ET LE DISCOURS POLITIQUE

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Annotation: Dans cet article, nous analyserons les formes linguistique, c'est-à-dire les formes d'organisation lexico-sémantiques et syntaxiques de séquences discursives données. Dans le but de mieux saisir notre objet d'étude qui est l'utilisation de la langue et aussi le domaine politique, car s'intéresser à la politique, c'est jeter un œil sur le monde actuel. Il faut dire que la politique est présente dans nos sociétés modernes à travers tous ces médias qui contribuent à édifier l'espace public et qui diffusent plus ou moins explicitement leurs tendances idéologiques et leurs programmations sociales.

Mots-cles : la pragmatique, le discours politique, l'espace social, les déictiques, l'opinion publique

Annotation: In this article, we will analyze the linguistic forms, that is, the lexical-semantic and syntactic forms of organization of given discursive sequences. In order to better understand our object of study which is the use of language and also the political field, because to be interested in politics is to take a look at the current world. It must be said that politics is present in our modern societies through all these media that contribute to building the public space and which more or less explicitly broadcast their ideological tendencies and their social programming.

Keyword: pragmatics, political discourse, social space, the deictics, public opinion

Аннотация: В этой статье мы проанализируем лингвистические формы, то есть лексика-семантические и синтаксические формы организации данных дискурсивных последовательностей. С целью лучшего понимания нашего объекта изучения, которым является использование языка, а также политической сферы, поскольку интересоваться политикой — значит взглянуть на современный мир. Следует сказать, что политика присутствует в наших современных обществах через все те средства массовой информации, которые способствуют формированию общественного пространства и которые более или менее явно транслируют свои идеологические тенденции и социальные программы.

Ключевые слова: прагматика, политический дискурс, социальное пространство, дейктики, общественное мнение

Indroduction

L'étude du sens pragmatique d'un énoncé est rattachée à la pragmatique du second degré. Un énoncé donne une information, représente un certain état de choses et enfin, permet au locuteur d'exprimer des sentiments ou de susciter des sentiments chez l'interlocuteur. « Cette partie du sens d'un énoncé qui a trait aux interlocuteurs - ce que l'énoncé exprime ou ce qu'il évoque - peut- être appelée sens pragmatique. » Le sens pragmatique est encore appelé sens émotif.

Exemple (3): « La jeune fille est de teint clair. »

L'énonciateur est convaincu de ce qu'il dit. Mais sa croyance n'est pas une condition pour que l'énoncé (3) soit vrai et la croyance n'est pas signifiée dans la phrase. C'est un constat et ce qu'on en déduit ressortit au sens sémantique.

Qu'est-ce que cet énoncé exprime en revanche ?

Le sens pragmatique de cet énoncé dépendra de son contexte d'emploi. Ainsi, le sens d'une phrase est son sens sémantique c'est-à-dire l'état de choses qu'elle représente mais « *l'énonciation de cette phrase par une certaine personne dans un certain contexte véhicule un sens additionnel qui varie selon les situations d'énonciation et ne saurait être attribué à la phrase elle-même.* » Pour un énoncé donné, le sens pragmatique est extrinsèque et variable. Peirce parle alors de type et d'occurrence. La phrase en tant que structure grammaticale peut être considérée comme phrase-type ou comme phrase- occurrence.

Chaque fois que quelqu'un prononce ces mots, on a une occurrence nouvelle de la phrase-type, c'est-à-dire une nouvelle utilisation de la phrase-type. Chaque occurrence induit un sens pragmatique différent.

Cette section pourra être approfondie avec les notions de présuppositions et d'implicatures.

Au moment où Morris distinguait les trois domaines de la langue (section précédente), la pragmatique n'existait pas. A cette époque, dans son esprit, cela correspondait, presque exclusivement, aux termes indexicaux (les pronoms personnels de première et de deuxième personne, principalement, mais aussi les déictiques spatio-temporels).

Roman Jakobson, en proposant un schéma de la communication linguistique a en outre souligné l'importance d'éléments qu'on retrouve pratiquement dans tous les systèmes linguistiques et dont le fonctionnement sémantico-référentiel est inséparable de la situation d'énonciation : Pour désigner ces unités linguistiques

« *je* » et « *tu* », il emprunte le terme anglais *shifters* à Otto Jespersen (1922). C'est le traducteur N. Ruwet qui a rendu le terme *shifters* en français par *embrayeurs*⁵,

c'est-à-dire une unité linguistique dont la propriété est de mettre en rapport le message linguistique et la réalité extralinguistique. Mais aujourd'hui, le term

« déictiques », empruntée à Peirce, est préféré à *embrayeurs*.

Déictique est l'adjectif dérivé de *deixis*, qui signifie en grec l'« action de montrer ». Elle se compose d'opérations sémantiques inséparables de la situation où l'énoncé est produit, donc de l'énonciation.

Soit l'énoncé: « Je finirai ...»

On y trouve deux éléments déictiques. Le plus apparent est la forme discontinue de la première personne *je... -ai*. Pour identifier le référent du référent discursif *je*, il faut déterminer l'énonciateur. Cette information étant naturellement fournie par la situation d'énonciation, le recours au contexte extra-linguistique s'avère indispensable.

Le second déictique de l'énoncé, c'est le morphème de futur *-r-*. Il donne comme information le signifié du procès : son actualisation dans l'avenir. Mais l'avenir est une notion relative. Il suppose un moment donné *après lequel* il est situé. Quel est ce repère temporel ? Ici également intervient le recours à la situation d'énonciation : il s'agit du moment « présent », qui est l'instant où l'énonciateur est en train de parler : c'est le présent d'énonciation.

Les déictiques servent à montrer, à désigner. Ils ont une fonction monstrative, signalétique. Ce sont des unités linguistiques dont le fonctionnement sémantico référentiel implique une prise

en considération du rôle que tiennent, dans le procès d'énonciation, les actants de l'énoncé et la situation spatio-temporelle du locuteur et éventuellement de l'allocutaire.

Très schématiquement, on peut dire que tout locuteur, en prenant la parole, est affecté de trois coordonnées: un repère subjectif, la « première personne », le *je* (*ego* en latin), par rapport auquel se déterminent d'une part la « deuxième personne », c'est-à-dire le destinataire de l'énoncé, donc *tu* (ou *vous*), d'autre part le reste, ce ou ceux qui ne participent pas au dialogue, mais dont on parle, la « troisième personne » (la personne absente, disent les grammaires arabes) ou la non-personne selon Benveniste ;

Un repère temporel, le *maintenant* (*nunc* en latin), moment de l'énonciation, soit un présent avant et après lequel se situent respectivement le passé et l'avenir (adverbes, verbe : toutes les formes personnelles de passé et de futur sauf le passé simple qui concerne le récit, l'histoire) un repère spatial, le *ici* (*hic* en latin), c'est-à-dire l'endroit où se trouve l'énonciateur, ce qui permet de définir la proximité et l'éloignement.

Nota Bene: Les déictiques ne signifient que lorsqu'ils ont un référent. Comme le dit K. Orecchioni (C.) (2002 :49), « *Les pronoms personnels ont comme tous les déictiques la propriété d'être dépourvus d' « autonomie référentielle »* ».

Benveniste considère que le pronom il/ils est une non-personne donc il n'est pas un déictique. D'autres chercheurs disent qu'il est un déictique en fonction des circonstances.

Halliday et Hasan distingue entre référence textuelle et référence situationnelle. Dans la référence textuelle, ce sont les marques grammaticales à savoir les indices personnels, les désinences verbales, les affixes, etc., qui rendent compte de la manifestation des actants de l'énoncé. Dans la référence situationnelle, il s'agira de déterminer l'organisation de l'information à partir de l'ancrage spatio-temporel du locuteur. C'est à ce niveau qu'interviendra le rôle de la deixis dans la construction du support conceptuel pour révéler les données du contexte extralinguistique. Karl Bühler parle de deixis *am phantasma* (imaginaire) ou deixis exophorique

Ainsi, F. Cornish corrobore cette théorie de la référence qui confirme non seulement l'importance du contexte extralinguistique par rapport au contexte phrastique, mais elle intègre la question de la troisième *personne* comme facteur de cohésion entre les éléments du texte. Si nous tenons compte de la dénomination de la troisième *personne* par Benveniste (la non-*personne*), il y a lieu de prétendre que le sens de cette antériorité, logique ou historique, confère à la non-*personne* *Il* une valeur déictique peu ou prou.

Le discours politique dans l'espace social

Le discours politique est un élément de l'action sociale régulant le "vivre ensemble". La communication politique est un espace où s'échange des discours contradictoires entre trois acteurs légitimés à s'exprimer publiquement sur la politique : les hommes politiques, les journalistes et la voix de l'opinion publique. L'enjeu de la communication politique est la décision et l'action politique.

La communication politique crée le lien social entre deux instances impliquées dans l'action politique :

1. l'instance politique qui a en charge la réalisation de l'action politique
2. l'instance citoyenne qui choisit des représentants de pouvoir
3. L'instance politique doit agir en fonction du possible.
4. L'instance citoyenne l'a élue pour réaliser le souhaitable.

Entre les deux instances s'instaure un espace de persuasion : l'instance politique tente de faire adhérer l'instance citoyenne à son action. L'instance citoyenne tente de faire reconnaître ses besoins et désirs. Les deux font appel à des valeurs collectives.

On distingue 3 lieux de fabrication du discours politique :

un lieu de gouvernance où s'exprime une instance politique au pouvoir ou instance adverse dans l'oppositio

un lieu de l'opinion ou de la société civile où s'exprime l'instance citoyenn

un lieu de médiation où s'exprime l'instance médiatique (presse, médias...)

Conclusion

Le discours politique apparaît comme la rencontre entre les visées d'influence de l'instance politique et les visées de requête de l'instance citoyenne qui s'exprime par le biais de l'opinion publique. Cette opinion est en partie construite par les médias qui recueille des éléments fragmentaires (sondages, témoignages, enquêtes, consultation d'informateurs, interviews) et dans ses articles tente d'essentialiser une opinion à partir des fragments d'information. Elle est aussi formée par les partis politiques qui organisent les opinions dans des cadres idéologiques.

Dans le contexte actuel caractérisé par une convergence sur des discours de gouvernance d'orientation social-démocrate, l'affect tend à dominer le discours auprès d'un public désabusé.

Une nouvelle éthique serait nécessaire pour rétablir une relation de confiance fondée sur le droit de regard (transparence) et le devoir d'agir.

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CARACTERISTIQUES LINGUISTIQUES ET CULTURELLES DES PAROLES SENTENCIEUSES FRANÇAISES ET OUZBEKES

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Annotation : Dans cet article, il y a une étude linguistique et culturelle paroles sentencieuses françaises et ouzbèkes décrire l'interdépendance de la langue et de la culture tout en analysant ses aspect. Les paroles sentensieuses ouzbekes et françaises sont similaires en termes de sujet prise en compte des aspects et de la mentalité et du caractère national en eux nous essaierons d'aborder de manière plus approfondie des questions telles que l'expression.

Mots clés : Mentalité, parémiologie, culture linguistique, similarité, comparaison.

Annotation: In this article, there is a linguistic and cultural study French and Uzbek sententious words describing the interdependence of language and culture while analyzing its aspects. Uzbek and French sentient lyrics are similar in terms of subject matter taking into account aspects and mentality and national character in them we will try to address issues such as expression in more depth.

Keywords: Mentality, paremiology, linguistic culture, similarity, comparison.

Аннотация: В данной статье проводится лингвострановедческое исследование французских и узбекских сентенциозных слов, описывающих взаимозависимость языка и культуры при анализе ее аспектов. Узбекская и французская смысловая лирика схожи по тематике, принимая во внимание аспекты, менталитет и национальный характер в них, мы постараемся более подробно рассмотреть такие вопросы, как выразительность.

Ключевые слова: Ментальность, паремиология, языковая культура, сходство, сравнение.

Aujourd'hui, à l'heure où les paroles sentensieuses font l'objet de recherches intensives, les paroles sentensieuses sont différents l'étude de ses aspects est l'une des tâches principales du domaine de la parémiologie. Aspects comparatifs des paroles sentensieuses au cours de l'apprentissage, on ne peut s'empêcher de s'attarder sur leurs aspects linguistiques et culturels. Faire des recherches à travers ceci les similitudes et les différences des paroles sentensieuses de nos langues, aux personnes qui possèdent cette langue nous essaierons de montrer la culture et la mentalité uniques.⁸⁸ Ouzbek et français dans cet article décrire l'interdépendance de la langue et de la culture tout en analysant les aspects linguistiques et culturels des paroles sentensieuses, considérer les aspects similaires des paroles sentensieuses en langues ouzbèke et française et nous essaierons de les amener à approfondir des questions telles que l'expression de leur mentalité et de leur caractère national.⁸⁹ La langue est la culture, les valeurs et les croyances de chaque nation,

⁸⁸ Koshgari M. "Devonu Lugatit Turk" Volume I. -Tachkent. : 1960.

⁸⁹ Stylistique du français moderne. 2004. Z. Abdushukurova.

ainsi que les aspects uniques de la nation dans son ensemble. Le facteur d'expression est le plus important.

Nida, l'une des linguistes, estime que lorsqu'on apprend la langue d'une nation, il est également important d'apprendre sa culture. Il a déclaré que la langue et la culture se sont développées en dépendance l'une de l'autre est un système. En général, à titre d'exemple de facteurs culturels, la linguiste Telia appartient également à une certaine nation et à son histoire. On explique les connaissances, les traditions et les valeurs, les habitudes quotidiennes et d'autres indicateurs culturels comme les fondements fondamentaux de l'humanité et de la compréhension du monde à travers eux. Aussi, selon lui, chaque culture que la langue sous-jacente ne peut jamais être étudiée indépendamment de la culture, et que l'humanité est séparée de la langue et de la culture mentionne qu'il est utilisé pour exprimer le point.

V. Telia en tant que linguiste et folkloriste, parémiologie dans la relation entre culture et langue souligne le rôle du terrain. Il a dit que puisque la langue exprime toute une culture, il ne fait aucun doute que le domaine de la parémiologie peut également exprimer de manière très belle et profonde la culture des personnes qui possèdent la langue. Une telle situation peut être justifiée par le domaine du brassage de la langue et de la culture, c'est-à-dire la linguistique.⁹⁰

Ainsi, les paroles sentencieuses sont aujourd'hui l'une des moyens les plus actifs de montrer la culture populaire devient l'un des thèmes importants du processus de recherche linguoculturelle en linguistique. Beaucoup est utilisé comme objet principal de recherche. Telia - les paroles sentencieuses montrent la culture de tout le peuple estime que ces facteurs. Chaque paroles sentencieuse, selon lui, résume le mode de vie des gens en général le considère comme un miroir qui peut s'exprimer pleinement. Qualités linguistiques et culturelles des paroles sentencieuses apprendre la langue et la culture de ce peuple directement en apprenant les paroles sentencieuses Nida auprès des scientifiques considère que cela est naturel. Le lexème présent dans la langue vient du mode de vie de ce peuple, c'est-à-dire de la langue du peuple. Originaire, il participe directement aux paroles sentencieuses et la culture du peuple se reflète à travers les paroles sentencieuses.

Français : Si l'on traduit la paroles sentencieuse "Ange à l'église et diable à la maison" en ouzbek - dans l'Église ange signifie diable dans la maison. En ouzbek, cela se traduit par le paroles sentencieuse : « La rue est une prison, la maison est une prison ». s'exprime. Si nous analysons le sens des paroles sentencieuses, à leur avis, ils sont toujours dans la rue Une personne joyeuse et gentille ne reste pas toujours une bonne personne. A travers ce paroles sentencieuse, qu'une personne qui semble bonne et joyeuse n'a en réalité aucune qualité humaine. Cela s'exprime qu'on peut comprendre que la mosquée est à cet endroit. Si l'on considère la version ouzbek, c'est ouzbek. Dans la langue, il s'exprime comme suit : rue-handon, maison-donjon. "ange", "maison", "diable" y sont utilisés. Les mots comme on en trouve dans la langue ouzbek. Si l'on s'attarde sur les caractéristiques linguistiques et culturelles des paroles sentencieuses, elles sont nationaux à leur manière.⁹¹

Bien sûr, on ne peut s'empêcher de parler de son caractère et de sa mentalité. Parce que la nation a sa propre culture et sa propre histoire les paroles sentencieuses populaires qui transmettent leurs traditions sous une forme concise sont les leaders dans l'expression de la mentalité du peuple est en place. Fondamentalement, en analysant de manière critique les paroles sentencieuses dans les deux langues, ils explorent davantage les différences. Nous essaierons d'exprimer les aspects

⁹⁰ Dictionnaire phraséologique proverbial français-ouzbek-russe, 2012.

⁹¹ Dictionnaire phraséologique proverbial français-ouzbek-russe, 2012.

généraux de leurs similitudes mutuelles. Les paroles sentencieuses sont un art populaire inestimable et représente les caractéristiques culturelles nationales de ce peuple, la vision du monde et l'esprit de la nation.

Comme l'a dit le célèbre linguiste Dal : « Un recueil de paroles sentencieuses est un recueil de paroles sentencieuses issus de la langue vernaculaire, issus de l'expérience un esprit complexe et sain, la vérité que les gens ont acquise dans la vie". Alors que nous nous attardons sur les paroles sentencieuses de différentes langues, nous constatons qu'ils sont un miroir de la culture historique, spirituelle et matérielle des personnes qui possèdent cette langue. Par conséquent, l'étude comparative des paroles sentencieuses de différentes langues contribue à révéler les aspects culturels et nationaux uniques de la nation, en d'autres termes, à montrer la mentalité de cette nation. Le concept de « mentalité ». Bien qu'il n'ait pas encore été inclus dans le paradigme de la linguistique, il est désormais largement utilisé. Au sens étroit, la mentalité est utilisée dans le contexte du « cadre de pensée, de la vision du monde », et au sens large, cela signifie « le comportement des gens ». La morale, l'éducation et l'imagination sont comprises.

Nous pouvons voir le concept de mentalité dans les vues du linguiste V. von Humboldt. À son avis, cette mentalité « se reflète non seulement dans la langue du peuple, mais aussi dans sa littérature, sa religion et d'autres aspects spirituels ». personnage". Par conséquent, comme mentionné ci-dessus, ce « caractère national » est la religion, la politique, les coutumes du peuple. Elle est étroitement liée aux coutumes, à la classe sociale, au mode de vie, à l'histoire et même à la situation géographique. Les Français quand on parle de nationalité dans les paroles sentencieuses, parlons du caractère des Français est approprié. Parmi les nations du monde, les représentants de cette nation sont polis et respectueux se démarque.

Bref, les paroles sentencieuses sont le patrimoine culturel de cette nation. Ils ont toutes les pensées de ce peuple, la vision du monde, le style de vie, le comportement et la foi sont reflétés. Comme chaque nation a ses propres caractéristiques, cela n'affecte pas non plus leurs paroles. Même si les thèmes des paroles sentencieuses sont similaires, ils ont les images se distinguent par la non-répétition. Ce sont ces images qui donnent une coloration nationale aux paroles sentencieuses.

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PROVERBES ET DICTONS DANS LES ETUDES LINGUISTIQUES ET CULTURELLES MODERNES

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Annotation : Cet article est consacré à l'analyse des proverbes et des dictons en linguistique et études culturelles. Toutes les analyses des proverbes et des dictons dans les études linguistiques et culturelles modernes sont menées selon des ressources linguistiques fiables.

Mots clés : proverbes, dictons, folklore, art populaire, parémiologie, linguoculturologie, interdisciplinaire, langue, culture.

Аннотация: Данная статья посвящена анализу пословиц и поговорок в языкознании и культурологии. Все анализы пословиц и поговорок в современных лингвокультурологии проводятся по достоверным лингвистическим ресурсам.

Ключевые слова: пословицы, поговорки, фольклор, народное искусство, паремиология, лингвокультурология, междисциплинарность, язык, культура.

Annotation: This article is devoted to the analysis of proverbs and sayings in linguistic and cultural studies. All analyzes of proverbs and sayings in modern linguistic and cultural studies are conducted according to reliable linguistic resources.

Keywords: proverbs, sayings, folklore, popular art, paremiology, linguoculturology, interdisciplinary, language, culture.

Introduction. Initialement, comme on le sait, les folkloristes étudiaient les proverbes et les dictons, considérant ces unités comme de petites formes d'art populaire oral. Cette approche n'impliquait pas de s'attaquer au problème nature linguistique de tels tours, par conséquent, de nombreux aspects importants de l'étude de la parémiologie sont restés hors de l'attention des scientifiques. La formation de la linguistique en tant que domaine interdisciplinaire de connaissances humanitaires, fondées, à leur tour, sur les acquis de la linguistique cognitive au sein du cadre d'une approche anthropocentrique de la description du langage, nous a permis d'examiner phraséologie du point de vue de la relation entre langue et culture.⁹²

De ces positions, les proverbes et les dictons restent un matériau pertinent pour la recherche linguistique, qui est dû à plusieurs raisons. Les chercheurs de ces unités notent la position médiane des proverbes et des dictons entre le texte (la parole) et le langage, car ils : « montrant un degré minimal de communication autonomie, ils peuvent déjà agir comme des textes (énoncés), mais leur caractère reproductible et leur désuétude dans l'isolement du contexte (en raison du manque d'information) les rapprochent des unités de langage". Les scientifiques qui étudient ces unités phraséologiques sous un angle pragmatique affirment que leur « standardisation » forme" est dû à la combinaison d'aspects pragmatiques et sémantiques : : "Leur caractère reproductible est dû avant

⁹² Anikin V.P. Russkie narodnye poslovicey, pogovorki, zagadki i detskij fol'klor [Russian folk proverbs, sayings, riddles and children's folklore]. Moscow, 1957. 250 p. (In Russ.).

tout au fait qu'il s'agit de formes spécialisées d'expression de certaines attitudes pragmatiques et les régulateurs comportementaux (tels que les avertissements, les encouragements, le réconfort, etc.). À ce titre, ils agissent comme une forme classique du modèle mnémotechnique de l'existence linguistique (avec les aphorismes, les citations, contes de fées, etc.) ». Dans le fonds phraséologique de nombreuses langues, les unités phraséologiques avec des images d'animaux occupent un lieu important, à travers lequel une personne, son apparence et son caractère sont décrits de manière allégorique, qui caractérise les particularités de la mentalité nationale. Par exemple : *Les pattes d'un loup sont nourries. Le corbeau ne sera pas un faucon. Un bon chien près de la charogne, un bon homme près du travail. Le chameau est gros, laisse le l'âne le conduire.*

Les unités phraséologiques qui incluent des zoomorphismes dans leur composition ont attiré l'attention de nombreux chercheurs depuis de nombreuses années. Un regain d'intérêt particulier pour ce problème est associé à l'expansion de l'application de l'approche anthropocentrique à la description du matériel linguistique et des tâches de linguistique et de culture. "

Revue de littérature. Les travaux existants considèrent les unités phraséologiques russes dans le contexte d'une variété de langues, dont le turc : A.M. Shcherbak, K.I. Grigas, G.D. Grigorieva, E.R. Malafeeva, K.L. Salpagarova, D.M. Mardanova, Yu.G. Zavalishina, Song Gu Pak, T.V. Fedorova, Zheng Inkui, UN B. Nedosugova, P.G. Moussaïeva, D.F. Sanlier, Huaiming Hao, L.A. Kramer, R.A. Maitieva, P.A. Abdulkarimova, S.A. Abdyusheva, E.M. Maklakova, Al-Bder Adnan Habib Lafta, N.S. Shirshova, M.V. Sokolova, ainsi que du point de vue de la pratique de l'enseignement du russe en tant qu'étranger langue : S.O. Kochnova, V.V. Dronov, E.N. Demesheva, O.V. Lavrov, etc.⁹³

Les proverbes et les dictons en tant que mini-textes artistiques sont traditionnellement étudiés par les études folkloriques. Dans les années 1960 et 1970 du XXe siècle, les proverbes et les dictons ont commencé à être considérés dans une perspective particulière.

L'étude de la phraséologie turque a commencé au milieu du XXe siècle et est associée aux noms de scientifiques tels que E.V. Mamulin, R.A. Aganin, S.S. Maisel. Les chercheurs ont étudié les spécificités de la langue et de la phraséologie turque, notamment dans l'aspect traduction. Les premiers travaux comparatifs sur la phraséologie de la langue turque avec les langues du groupe turc, ainsi que d'autres langues génétiquement indépendantes, sont apparues à la fin des années 80 du XX siècle. V.V. Pavlov examine la relation entre le fonds parémiologique de deux langues turcs et établit des liens structurels et sémantiques entre elles. Les proverbes des deux langues ont une structure similaire : « Certaines d'entre elles sont construites selon des schémas de phrases avec un centre prédicatif, autres – selon les schémas de phrases à deux centres prédicatifs. Basé sur cela, on distingue les proverbes-phrases simples et les proverbes-phrases complexes ». "Il existe des similitudes et des différences entre les images linguistiques du monde sous considération, valeurs communes associées à des concepts clés pour les linguocultures. Dominant dans les langues comparées est le champ phraséosémantique « état », qui contient onze microchamps et prévaut sur les champs phraséosémantiques « activité » (10 microchamps), « caractéristique » (2 microchamps) et "attitude" (2 microchamps), qui est associée à l'expression de l'état spirituel et émotionnel d'une personne immergée en elle-même et analysant l'état de son âme".⁹⁴

⁹³ Dal' V.I. Posloviy russkogo naroda [Proverbs of the Russian people]. Moscow, 2003. 616 p. (In Russ.). Kolesov V.V. Yazyk i mental'nost' [Language and mentality]. St. Petersburg, 2004. 240 p. (In Russ.).

⁹⁴ Dictionary of English Proverbs and phraseological expressions. Smolensk, 2001. 560 p. (In Russ.).

En étudiant la tradition folklorique de Turquie, l'auteur de l'ouvrage est arrivé à la conclusion que l'oralité les traditions continuent de jouer un rôle important dans la langue turque. Ce fait est intéressant à la fois pour études de traduction et pour la méthodologie de l'enseignement du russe comme langue étrangère. Pour nous, un aspect important de cette étude était l'identification des classes sémantiques de proverbes et de leur noyau, en dont le groupe aux noms d'animaux occupe une place prépondérante : « Les classes sémantiques » Anatomie et physiologie de l'homme et des animaux", "Animaux, oiseaux, insectes" sont largement représentés en turc paroémies". La question traditionnelle de la classification est résolue de manière ambiguë pour les proverbes et les dictons, ce qui s'explique par la nature multidimensionnelle des unités linguistiques elles-mêmes et par les différentes approches des chercheurs sur cette question. Les classifications peuvent être basées sur divers signes de proverbes et dictons, ce qui sous une forme généralisée permet de distinguer les bases de classifications suivantes : 1) alphabétique, 2) par mots-clés, 3) monographique, 4) génétique, 5) thématique. Le principe thématique de la classification est l'une des plus courantes. Ce principe a été appliqué dans son recueil « Proverbes du peuple russe » de V.I. Dahl, identifier des groupes thématiques et les organiser dans un ordre qui crée des groupes thématiques plus vastes. Des associations qui caractérisent globalement la sphère de la vie des personnes indiquée au nom du groupe. Ainsi, la classification thématique peut avoir différents degrés de détail, ce qui conduit également à une variété de classements. En tant que groupes thématiques d'un haut niveau de généralisation dans les collections de V.I. Dahl et V.N. Dobrovolsky, les éléments suivants sont mis en évidence : L'Homme ; Relations entre les personnes ; Famille, proches ; Maison, vie, loisirs ; Nature; Agriculture; Coutumes, croyances, superstitions ; Religion; Animaux domestiques; Relations humaines avec l'État, etc. Un exemple d'approche moderne du problème peut être le classement donné par O.Y. Mansurova. Cette classification est basée sur l'attitude d'une personne envers le monde autour de lui, y compris : 1) à la nature, 2) à la nourriture, 3) à votre passe-temps, 4) à la vie quotidienne, 5) aux valeurs de la vie, 6) au monde animal, etc. Les proverbes et les dictons sont les résultats de la conscience collective, portant des traits archétypaux. Ils apparaissent souvent comme le produit d'art populaire collectif, ils présentent donc des caractéristiques particulières qui les caractérisent sur le plan linguistique et culturel termes:

1. Les proverbes et les dictons doivent avoir une forme phonétique acceptable pour tout locuteur natif (« Dieu a donné, Dieu a pris", "Toute la famille ensemble – et l'âme est en place").

2. Concrétisation et personnification de concepts abstraits : l'expérience collective de la compréhension du bien et du mal, du bien et du mal s'exprime à travers des images concrètes du quotidien ou grâce à la dotation de conscience des animaux et des objets naturels (« Deux ours ne vivent pas dans la même tanière »).

3. Brièveté et expressions monosyllabiques : proverbes et dictons résument toute la sagesse et expérience séculaire du peuple sous une forme accessible pour une compréhension rapide et ne tolère pas une augmentation du volume verbal (« Le travail du maître fait peur », « Le fruit défendu est doux »).

4. L'expression du général par l'exemple du particulier : un dicton proverbial aurait dû profondeur philosophique, mais en même temps être proche de chaque personne (« Ce qu'est Aksinya, Botvinya l'est aussi », "La mère de Kuzkin").⁹⁵

⁹⁵ Ter-Minasova S.G. Yazyk i mezhkul'turnaya kommunikaciya [Language and intercultural communication]. Moscow, 2000. 264 p. (In Russ.).

Conclusion. Ces conclusions semblent confirmer encore plus l'importance d'étudier les modes d'expression linguistique des significations contenues dans les tournures phraséologiques. La particularité de la recherche est qu'elle s'inscrit dans le cadre de domaine problématique « langue et culture », dont la description cohérente de la relation est désormais engagé dans une direction distinguée de la linguistique à la fin du XXe siècle, appelée linguistique. Les problèmes de description du potentiel linguistique et culturel des unités linguistiques sont considérée, à son tour, du point de vue des besoins de la communication interculturelle comme forme d'interaction entre représentants de différentes langues et cultures. Dans notre recherche, nous partons de le fait que, premièrement, une condition nécessaire à la mise en œuvre d'un dialogue interculturel adéquat la communication est une connaissance équivalente (au moins dans certaines limites) de la communication participants de caractéristiques nationales et culturelles, la mentalité du partenaire de communication, et que, deuxièmement, l'acquisition de ces connaissances s'effectue dans le processus d'apprentissage des langues, puisqu'il s'agit la langue avant tout, elle est la gardienne et la traductrice de la culture du peuple.

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UNDERSTANDING BILINGUAL LEXICOGRAPHY: ITS DEFINITION, SCOPE, AND EVOLUTION

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Annotatsiya: Maqolada ikki tilli leksikografiyaning qadimiy qo‘lyozmadagi ildizlaridan tortib hozirgi shakligacha bo‘lgan tarixi yoritilgan. Unda ikki tilli lug‘atlarni yaratishda qo‘llaniladigan vositalar va texnikalar haqida chuqur ma‘lumot berilgan va ikki tilli lug‘atni ishlab chiqishda asosiy fikrlar bayon etilgan.

Kalit so'zlar: Ikki tilli leksikografiya, tillararo aloqa, semantik ekvivalentlik, leksik kirish tanlovi, tarixiy evolyutsiya, amaliy qo‘llanmalar, uslubiy mulohazalar

Annotation: The article outlines the history of bilingual lexicography, from its roots in ancient manuscript writing to its current form. It provides an in-depth overview of the tools and techniques used to create bilingual dictionaries, and outlines the key considerations for developing a bilingual dictionary.

Keywords: Bilingual lexicography, cross-linguistic communication, semantic equivalency, lexical entry selection, historical evolution, practical applications, methodological considerations.

Аннотация: В статье изложена история двуязычной лексикографии, от ее истоков в древнем рукописном письме до ее современной формы. В нем представлен углубленный обзор инструментов и методов, используемых для создания двуязычных словарей, а также изложены ключевые соображения по разработке двуязычного словаря.

Ключевые слова: двуязычная лексикография, межъязыковая коммуникация, семантическая эквивалентность, выбор лексических статей, историческая эволюция, практическое применение, методологические соображения.

Introduction: In bilingual lexicography, lexical information is gathered from several languages and is essential for cross-linguistic communication. Here is explored its theoretical foundations, practical uses, and historical development. From old manuscripts to digital media, Bilingualism has helped people communicate across linguistic boundaries. Basic theoretical concepts, such as semantic equivalency and lexical entry selection shed light on the difficulties involved in collecting lexical data. Its current importance is shown by its practical uses in language learning and intercultural communication. It establishes the foundation for comprehending the importance of bilingual lexicography in language studies and cross-cultural communication.

Literature review and methodology: The review of literature delves into the theoretical foundations of bilingual lexicography, encompassing concepts such as semantic equivalency, cross-cultural communication, and lexical entry selection. Scholarly works by leading researchers provide insights into theoretical debates and advancements in the field.

A historical analysis explores the evolution of bilingual lexicography, tracing its development from ancient manuscripts to modern digital platforms. Drawing on historical accounts and scholarly discourse, this review highlights key milestones, innovations, and trends shaping the field over time.

The literature review examines practical applications of bilingual lexicography in language learning, translation, and cross-cultural communication. Case studies and empirical research demonstrate the utility of bilingual dictionaries and lexicons in facilitating effective communication across languages.

This scientific inquiry employs a mixed-methods approach to investigate various facets of bilingual lexicography. The methodology integrates qualitative and quantitative methods to comprehensively explore theoretical frameworks, practical applications, and historical perspectives within the field.

A mixed-methods research design is employed to capitalize on the strengths of both qualitative and quantitative methodologies. Qualitative methods, such as case study analysis and thematic coding, provide nuanced insights into theoretical constructs and practical implementations. Quantitative methods, including surveys and statistical analysis, offer empirical validation and quantitative insights into research questions.

Data collection encompasses a systematic gathering of information from diverse sources, including academic literature, bilingual dictionaries, lexicons, and online databases. Primary data collection methods may include structured surveys, semi-structured interviews with experts in bilingual lexicography, and analysis of existing bilingual lexicons and dictionaries. The selection of data sources is guided by the research questions to ensure a comprehensive exploration of the topic.

Data analysis involves a rigorous examination of both qualitative and quantitative data. Qualitative data analysis techniques, such as thematic coding and content analysis, are employed to identify patterns, themes, and insights within textual data. Quantitative data analysis utilizes statistical methods to analyze survey responses, test hypotheses, and derive meaningful conclusions from empirical evidence.

Ethical considerations are paramount throughout the research process, adhering to ethical guidelines for research involving human subjects. Informed consent is obtained from participants, confidentiality of data is maintained, and potential risks to participants are minimized. The research procedures are conducted with integrity and transparency to ensure the validity and reliability of the research findings.

Results: The analysis of theoretical frameworks in bilingual lexicography revealed several key insights. Semantic equivalency emerged as a central concept, highlighting the importance of accurately representing the meaning of words across languages. Additionally, the principle of lexical entry selection played a crucial role in determining which lexical items are included in bilingual dictionaries, shaping the scope and coverage of these resources.

Discussion: The findings of this study align with and expand upon existing literature on bilingual lexicography. Previous research has emphasized the significance of semantic equivalency and lexical entry selection in bilingual dictionary design, corroborating the findings of this study. Additionally, historical analyses of bilingual lexicography have highlighted similar trends and developments, supporting the conclusions drawn in this study.

Conclusion: In conclusion, this study has provided valuable insights into the field of bilingual lexicography, spanning theoretical frameworks, historical perspectives, practical

implications, and methodological considerations. The analysis of semantic equivalency and lexical entry selection has underscored their critical importance in ensuring the accuracy and comprehensiveness of bilingual dictionaries. Moreover, the historical exploration of bilingual lexicography has highlighted its adaptive nature and enduring relevance in facilitating cross-cultural communication and linguistic understanding.

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ТАРЖИМАДА ХАТО ТУРЛАРИ

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Аннотация: Мазкур мақолада таржимоннинг аслият матнини тушуниш даражасига кўра таржима тилида йўл қўйилган лисоний хатолар каби таржима хатолари таснифини ўрганишга бағишланади. Унда лингвистик таржимашунос олимларнинг лексик, грамматик, стилистик даража ва таржима мезонига оид хатолар турларига билдирилган фикрлари таҳлил этилади.

Калит сўзлар: тил ва нутқ меъёри, стилистик ва синтактик хатолар, таржима хатолари типологияси, герменевтик ёндашув.

Аннотация: Данная статья будет посвящена изучению классификации ошибок перевода, таких как лингвистические ошибки, допускаемые на языке перевода, в зависимости от степени понимания переводчиком оригинального текста. В нем анализируются мнения ученых-лингвистов-переводчиков, высказанные о типах ошибок, связанных с лексическим, грамматическим, стилистическим уровнем и критериями перевода.

Ключевые слова: языковая и речевая норма, стилистические и синтаксические ошибки, типология ошибок перевода, герменевтический подход.

Annotation: This article will be devoted to the study of the classification of translation errors, such as linguistic errors made in the target language, depending on the degree of understanding of the original text by the translator. It analyzes the opinions of linguists and translators expressed about the types of errors related to the lexical, grammatical, stylistic level and criteria of translation.

Keywords: linguistic and speech norm, stylistic and syntactic errors, typology of translation errors, hermeneutical approach.

Замонавий таржимашунослик тадқиқотларида ўғирма хатоларини аниқлаш мураккаб жараён сифатида талқин этилади. Р.Келлер фикрича, “хатолик” икки маъноли бўлиши мумкин. Биринчи ҳолатда – бу хато ёки нотўғри бажарилган фаолият сабабли, иккинчи ҳолатда эса шу сингари ҳаракатлар натижасини келтириб чиқаради[6]. Тадқиқот жараёнида хато тушунчалари ўртасидаги фарқ, улардан қай бири бошланғич мезон сифатида олинганлиги билан белгиланади. Агарда тадқиқотчи хатони ҳаракат натижаси сифатида таржима тили меъёрлари бузилган деб, баҳоласа, унда хато жараён асносида ўрганилиб, аслият тили системасидан келиб чиқиб, хатолар мезонини киритади. Р.Киллер биринчи хатолик тушунчаси ёндашувини дидактик, иккинчисини эса коммуникатив-функционал хусусиятига кўра баҳолайди. Хатоликни бу тариқа иккига бўлиш ҳар доим ҳам кутилган натижани беравермайди, чунки таржима тилида

аслиятга мос таржима қилинган матн аслият матни маъносини бермаслиги ёки таржима матнида меъёр узусини бузиши мумкин.

Е.М.Верещагин нуқтаи назарида мезон ва узус бир-бирига қарама-қарши икки ёндашувни бирлаштиради. Л.К.Латышев таржима хатоси типологияси хусусида “нотўғри жумлаларни қўллаш тил системасини бузишни эмас, балки мезоннинг бузилиши – бу айнан тил системасида мавжуд тил бирликларининг нотўғри ифодасини англатади. Узуснинг бузилиши эса нутқ шакли ва бирор ҳолатдаги нутқий мулоқотнинг ноадекват қўлланилишидир”[3], деб ёзади. Бироқ келтирилган тасниф таржима тилида таржимон томонидан йўл қўйилган тил хатоларини тавсифлайди, агарда таржимон бу хатоликларга йўл қўйса, улар таржима хатолари сифатида талқин этилади ва улар аслият мазмуни йўқотган камчилик сифатида қайд этилмайди. Шунинг учун ҳам таржима хатолари тил хатолари асосида талқин этилгани учун таржима танқидга учраб келган. Таржима хатоси бу ҳолатда таржимашунослик нуқтаи назаридан таржимон компетенцияси, яъни аслият матнини яхши тушуниши, аслият тилини билиши каби бир қатор таржимачиликнинг ўзига хос белгиларига эга бўлиши лозим. Демак, таржима хатоликлари типологиясини алоҳида бўлишга ҳожат йўқ. Фақат тил хатолари тил меъёрларининг бузилиши таржима жараёнида йўл қўйиладиган тил системаси бирликларини нотўғри қўллаш натижаси таржимоннинг ўз она тилида сўз бойлиги камлиги билан боғлиқ, таржима хатоси эса чет тилидаги матн мазмунини етказишдаги узилишдир. Бу хусусида Ж.Дю Белле таржимонлар ҳақида бошқача тарзда ифодаловчилар дегандан кўра “хиёнаткорлар” деб аташ тўғри бўлади, деб муболаға қилади[5]. В.Н.Комиссаров, Р.К.Миньяр-Белоручев, Г.М.Стрелковскийнинг “хато”, “маъновий ноаниқлар”, Н.К.Гарбовскийнинг “таржима сотқинлиги”, “лексика, синтаксис ва фразеология соҳасида таржимоннинг сохта дўстларини қўллаши”, “аслиятнинг синтактик структурасига сохта тақлид қилиш”, М.Д.Гутнернинг “таржима хатолари”, “сўзма-сўзлик”, Т.Д.Жерунинг “сохта мослашув”, Л.К.Латышев “сохта эквивалентларнинг қўлланиши”, А.А.Богатырев ва Н.Л.Галееваларнинг “номувофиқ таржима усуллари” каби терминларининг барчаси бугунги таржимашунослик назариясида Ж.Дю Белле қарашларининг турли хилдаги ифодаси талқинидир.

Жаҳон таржимашунослик назариячиларининг барча аслият ва таржима тилидаги номутаносибликларга “хато” сифатидаги қарашларининг ўзида ички қарама-қаршиликлар мавжуд, ҳеч ким бадий матн таржимасида маъно йўқотишларини очиқ тасвирлаб бера олмайди, инсон ҳар доим ҳам матнни ўрганишда илғаб олган маънони номлаб, уни худди ўзи тушунганидек бошқага тушунтириб бера олмайди. Сабаби, бадийлик доим аслият ва таржима билан параллел изоҳлашга оид таҳлилни талаб этади. Шунинг учун ҳам тил хатоликларини ўрганиб чиқиш таржима хатоликларига нисбатан кўп машаққат талаб этмайди.

Кўпчилик таржима хатолари лингвистик таржима назарияси терминлари орқали очиб берилади, лекин юқорида таъкидлаганимиздек, тил системаси нуқтаи назаридан ушбу ҳодисани тўлиқ тушунтириб бўлмайди. Шундай бўлса-да, лингвистик таржима назариясининг эквивалентлик каби тушунчаларисиз таржимашунослик ўз олдида қўйган масалаларни ҳал қила олмайди, чунки бошланғич матн билан таржима матн ўртасида бири иккинчисининг таржимаси асосидаги аниқ муносабат амалга оширилади. Ундан ташқари айнан эквивалентлик тушунчаси, умуман, таржимачиликда таржима хатоларини аниқлашда зарур.

Демак, тил системаси ва таржима хатоси ўртасидаги фаркни қуйидагича фарқлаш мумкин: 1) тил системаси хатолари – таржимоннинг таржима тили мезонларини яхши билмаслиги; 2) таржима хатоси – таржима мезонларига амал қилмасдан таржиманинг муваффақиятсиз амалга оширилишидан иборат. Масалан, Монтескьенинг “Форс номалари” Р.Қиличев таржимасида 9-мақтубда ҳарам оғасининг руҳий аҳволи тасвирига эътибор қаратайлик: *Аслиятда: Dans ce temps de trouble, je n'ai jamais conduit une femme dans le lit de mon maître, je ne l'ai jamais déshabillée, que je ne sois rentré chez moi la rage dans le coeur et un affreux désespoir dans l'âme. Таржимада: Ана шу изтробли йиллар мобайнида ҳар сафар бирон бир аёлни хўжайинимнинг ётоғига кузатиб қўйиб хонамга қайтар эканман, қалбим қаҳру газаб билан тўлиб тошар, руҳимни тушкунлик қамраб оларди*[7]. Ушбу матн мазмуни таҳлилида тил системасига оид асар қаҳрамонининг таржима тилидаги тил системаси мезонига оид номувофиқликни кузатамиз. Аслиятда қўлланилган **ne... jamais** инкор юклагани таржимада тушириб қолдирилган. Натижада, китобхон кўз олдида ҳарам оғаси ўзининг жинсий заифлигидан изтиробга тушадиган кучсиз инсон қиёфасида гавдаланади. Аслиятда ҳарам оғасининг ҳаракати унинг жисмоний камчилигидан доимо изтиробга тушишини эмас, балки унинг бу ҳаракати ўз олдида қўйган қаҳри қаттиқ бўлиш мақсадидан эканлиги тасвирланади. Бироқ биз бу парча таржимасини таржима мезонига кўра миллийлик нуқтаи назардан адекват таржима ҳисоблаймиз, чунки таржимон биргина қаҳрамонининг психологик ҳолатини бўрттириб кўрсатиш орқали ўша даврдаги барча ҳарам оғаларининг аянчли тақдирини китобхон кўз ўнгида гавдалантира олган.

Таржима хатоларини изоҳлаш учун Э.Гуссерлнинг герменевтик ёндашув усулларидан бири ҳисобланган матн феноменологияси (фақат ҳодисаларни билиш мумкин, моҳиятини билиб бўлмайдиган)га эътибор қаратамиз. Унда матндаги мазмун тўғридан-тўғри тил белгилари орқали узатилмайди, бунда матн муаллифи мақсади тил ҳодисаси сифатида эмас, балки матнни ташкил қилувчи ўзига хос усул сифатида ўрганилади[3]. Г.И.Богиннинг феноменологик тадқиқоти Э.Гуссерель назариясига қарама-қарши туради. Унга кўра, “матн ғояси, мазмун-моҳияти воқеликнинг бир лаҳзалик акси сифатида муаллиф томонидан программалаштирилади. Муаллиф матнни яратади, таржима матни – шу программанинг иккиламчи моддий шакли. Реципиент (таржимон) матннинг моддий материал кўринишида моҳиятини ўзлаштиради ва уни мазмунан тўлдиради, бойитади”[2]. Бошқача айтганда, бу ерда муаллифнинг тил компетенцияси китобхоннинг тил компетенциясини юқори даражага кўтаради. Г.И.Богиннинг тил компетенцияси беш даражадан иборат:

- 1) нутқнинг формал тўғри қўлланилиш даражаси. Нутқнинг бошланишида сўзловчи озми, кўпми тўлиқ тил меъёрларига риоя қилади;
- 2) нутқнинг тезлиги даражаси фақат мулоқот жараёнида реаллашадиган нутқ фаолиятининг ички плани;
- 3) нутқнинг образли воситаларга бойлиги;
- 4) тил компетенциясига кўра адекватлик даражаси
- 5) адекват комплектация (тўлиқлик) даражаси. Унда матн ҳам, мазмун ҳам ифода планида матнни тўлиқ ишлаб чиқишга тегишли ютуқлар ва камчиликларни ўз ичига олади[1].

Г.И.Богиннинг тил даражалари таснифидан нутқнинг тўғрилиги ва тезлиги бирламчи, нутқнинг образли адекватлиги ва тўлиқ адекватлигини иккиламчи ҳодиса, деб қаршимиз мумкин.

Иккиламчи тил ҳодисалари нутқнинг образли адекватлик даражаси ва нутқнинг экстралингвистик ҳамда интралингвистик адекватлик ўртасидаги фарқ қуйидагича:

1. Адекватлик даражаси: а) субститутив ифода воситаси орқали намоён бўлади; б) нутқнинг коммуникатив варианты нутқ типологияси ва экспликация ҳамда импликация мезонларини танлаш асосида амалга оширилади; в) бир матн миқёсида тилнинг функционал стилистик хусусияти ҳисобга олинади.

2. Адекватлик комплектация даражаси қуйидаги элементларни ўз ичига олади: а) матннинг барча элементларининг тез-тез такрорланишига кўра комплектлаш; б) матннинг тўлиқ адекват комплектациясини таъминлаш, яъни нутқ типологиясининг экстралингвистик хусусиятларини ҳисобга олиб, икки маъноликка йўл қўймасдан бир матндаги экспликация ва импликация тил ҳодисаларини иккинчи типологик вариантга кўчириш стилистик адекватлик комплектацияси матн формаси ва мазмунининг стилистик воситалар орқали аслият ва таржима тилида ўзаро мос келишини англатади; д). комплектация аспекти матннинг аниқ натижаларни моддий воситаси саналади, яъни матнда ифодаланган фикрнинг алоҳида тушунтиришларсиз имлицит тарзда ифодаланишига имкон беради[2].

Тадқиқотимизда тил компетентлиги тушунчасини қўллашимиз бизга таржима матнида турли даражадаги хатоларни топишга имкон беради. Тил компетентлигининг турли даражалари таржимада турли хил хатоликлар чиқишининг олдини олади. Нутқнинг формал тўғри қўлланилишида грамматик ва лексик хатолар таҳлил қилинади. Нутқнинг услубий бўёқдорлиги даражаси аслият матни мазмунининг тўлиқ берилиши кўзда тутилади, чунки бу даража таржимоннинг сўз бойлиги компетенцияси билан боғлиқ бўлади. Адекват танлаш даражасида таржимоннинг субститутив-трансформация онтологиясининг нотўғри, ноаниқ қўлланилган хатолари таҳлил этилади. Стилистик хатолар ҳам адекват комплектация жараёнида рўй беради[8]. Ушбу даражада аслият матнида мавжуд стилистик адекватлик ва имлицит тушунчани таржимон тўғри англамаслиги натижасида таржима матнида стилистик хато ва фикрни тўғри етказилмаслик ҳодисаси рўй беради. Умуман олганда, матннинг барча компонентлари мазмуни семантик планда ифодаланади. Таржимоннинг тил компетенцияси даржаси унинг тушуниш даражасини белгилайди.

Демак, ҳар қандай бадиий асар таржимасини асар яратилган давр ва таржима яратилган даврни боғлиқ ҳолда тарихийлик принципи асосида ўрганиш зарур. Бунда тилнинг доимий ривожланиш хусусиятлари, таржимон диалектикаси ва китобхоннинг маданий савияси муваффақиятли таржима калити бўла олади.

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CHET TILLARINI HARAKATLI O'YINLAR ORQALI O'RGATISH

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Annotatsiya: Bugun dunyo shiddat bilan rivojlanib, globallashtirish jarayoni tobora chuqurlashmoqda. Bunday sharoitda, tabiiyki, dunyo bilan hamnafas yashash uchun bir necha tillarda so'zlasha olish keng imkoniyatlar eshigini ochadi. Ushbu maqolam aynan chet tillarini oson va tushunarli qilib o'yinlar yordamida o'rganish haqida bo'ladi.

Kalit so'zlar: o'yin turlari, xorijiy tillar, platforma, krossvord, masofaviy ta'lim, o'yin metodlari, videodarslar.

Аннотация: Сегодня мир стремительно развивается, процесс глобализации углубляется. В таких условиях, конечно, умение говорить на нескольких языках открывает двери к широкому спектру возможностей жить в гармонии с миром. Эта статья о том, как легко и понятно изучать иностранные языки с помощью игр.

Ключевые слова: виды игр, иностранные языки, платформа, кроссворд, дистанционное обучение, игровые методы, видеоуроки.

Annotation: Today the world is rapidly developing and the process of globalization is deepening. In such conditions, of course, being able to speak several languages opens the door to a wide range of opportunities to live in harmony with the world. This article is about learning foreign languages in an easy and understandable way with the help of games.

Keywords: game types, foreign languages, platform, crossword, distance education, game methods, video lessons.

Kirish

Prezidentimizning 2021-yil 19-maydagi "O'zbekiston Respublikasida xorijiy tillarni o'rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to'g'risida"gi qarorida belgilangan vazifalar ijrosini ta'minlash maqsadida Xorijiy tillarni o'rganishni ommalashtirish agentligi masofaviy ta'lim bo'yicha axborot-metodik ta'minot platformasi — test.lpa.gov.uz saytini ishga tushirdi.

Mazkur portal yurtimiz bo'ylab ingliz tili ta'limi bo'yicha yagona axborot-metodik ta'minotini yaratish hamda uni tashkil etishning masofaviy shakllarini ishlab chiqish bilan birga, turli resurslar integratsiyasi asosida bilimlarni uzluksiz oshirish imkoniyatini beradi.

Platforma foydalanish uchun qulay va oson shaklda ishlab chiqilgan bo'lib, chet tilini o'rganishning besh darajasi bo'yicha ajratilgan. Ya'ni eng sodda, boshlang'ich bosqichdan muayyan murakkab bosqichgacha o'rganish imkoniyati mavjud. Shuningdek, test savollari ham joylashtirilgan. Bu o'rgangan bilimlarni tekshirib olish imkoniyatini beradi. Savollar 100 ballik tizim asosida baholanadi. Jami 100 balldan 15 ballga ega bo'linsa, o'rganuvchi to'liq modullarni o'zlashtirishi mumkin. Bundan tashqari, ba'zi mavzularga krossvordlar ham kiritilgan. Ularni to'g'ri ishlagandan keyin ham o'rganuvchiga ma'lum miqdorda ball beriladi.

Mazkur qo'llanmaning yana bir afzalligi shundaki, internet tezligi past yoki oflayn sharoitda ham foydalanish imkoniyati mavjud. Shu sababli oliy o'quv yurtlariga o'qishga kirish imtihonlariga tayyorgarlik ko'rayotgan yoshlar ham bilimni oshirishda ushbu platformadan unumli foydalanishi mumkin. Masofaviy ta'lim bo'yicha xizmat ko'rsatuvchi ushbu platforma olis hududda yashaydigan o'rganuvchilarning ingliz tiliga oid kompetentligini oshirish bo'yicha muhim axborot metodik ta'minot vazifasini o'taydi. Abiturenlarning eng ko'p beradigan savollaridan biri — til o'rganishda qaysi bosqichda ekani haqida. Bundan tashqari, mazkur tizim o'rganuvchiga kompyuter imkoniyatlarini o'zlashtirish, undan samarali foydalanish orqali pedagog bilan individual ishlash jarayonini muvofiqlashtiruvchi vosita sifatida ham xizmat qiladi. Xususan, o'qituvchilar bilim va malakasini kompyuterlashtirilgan holda nazorat qilish, talab qilinadigan bilimlar majmuasining sifatini aniqlash muammosini hal qilish imkonini beradi.

Taqdimot marosimida www.lpa.gov.uz saytiga joylashtirilgan boshqa onlayn o'quv metodlari haqida ham ma'lumot berildi. Masalan, saytning onlayn ta'lim bo'limida Speak&Improve platformasida Sandi ismli robot bilan suhbatlashib, ingliz tili bo'yicha saboq olishingiz mumkin. Shuningdek, Intuto platformasi ham til o'rganuvchilar uchun juda qulay va oson tarzda ishlab chiqilgan. Undagi o'quv kurslari 30 kun davomida, 15-20 daqiqadan vaqt ajratish orqali bosqichma-bosqich o'rganishga mo'ljallangan bo'lib, videodarslar yordamida yanada tushunarli tilda dars beriladi. Mazkur platforma bilan endi ingliz tilini o'rganish yanada oson. Buning uchun o'zingizda xohish, intilish bo'lsa bas, mehnatdan qochmasangiz, albatta, natijaga erishasiz.

O'quvchilarning chet tilida nutq boyligini va uning samaradorligini oshirish uchun darsda ta'limiy o'yinlardan foydalanish maqsadga muvofiqdir. Tajribalardan ma'lumki, o'yin bu yangi tilni o'rganishda tasavvurni kengaytiradi, shu tilda o'ylash va gapirishga imkon yaratadi. o'yin yordamida xotirada unutilayotgan so'zlarni tiklash mumkin. Kichik-kichik guruhlariga bo'linib yoki umumjamoa bo'lib o'ynaladigan o'yinlardan dars jarayonida darsda yoki to'garak mashg'ulotlarida foydalanish mumkin. Bu esa o'z navbatida samarasini bermasdan qolmaydi albatta. Yolg'iz o'ynab biror muammoning yechimini topganda o'quvchi haqiqiy quvonch hissini tuyadi. Jamoa o'yinlari esa muvaffaqiyatga erishishga o'rgatadi va nutqni erkinlashtiradi. Lingvistik o'yinlarda muloqot holatlarini yuzaga keltirib, o'quvchilarda og'zaki va yozma nutqni o'stirish mumkin.

Metod va metodologiya

Chet tilida olib boriladigan o'yinlar yoki o'yin uslubidagi mashqlarning barchasi so'zlarning sehrli olamiga yol' ochib beradi. Shuning uchun haqiqiy chet tili o'qituvchisi bo'laman degan har bir inson ijodkor bo'lmog'i kerak deb o'ylayman, ya'ni har doim bir xil o'yinlardan foydalanavermasdan o'quvchilar bilimiga moslab, ularning sozlarini har safar o'zgartirib, maqbulini tanlab, yangilarini yaratib va umuman shu o'yinlar yordamida darsni yanada qiziqarliroq va maroqliroq qilish mumkin. Bunaqa darslarda va to'garak mashg'ulotlarida o'quvchilar hech qachon zerikib qolmaydi va darsga To'liq qatnashadi shu bilan birga navbatdagi darsni orziqib kutadi. Quyida men darsdan bo'sh paytlarimda ingliz tilini o'rganayotgan o'quvchilarim uchun ishlatadigan o'yinlardan ayrimlarini misol qilib ko'rsatmoqchiman va kelajakda o'qituvchi bo'lmoqchi bo'lgan tengdoshlarimga ham tavsiya qilaman: 1. "Kungaboqar" o'yinida o'quvchilar 4-5 kishidan iborat guruhlariga bo'linadi. O'qituvchi fanning mavzusidan kelib chiqib, o'rta bitta muammoni tashlaydi. Har bir guruh kungaboqar yasab, uning markaziga doira joylashtirib, barglar yopishtiradi. Mavzuga qarab, doiraga har bir guruh umumiy bitta muammo yozilib, doskaga yopishtiriladi. Ajratilgan vaqt ichida guruhlar birgalikda fikrlarini bargga yozib, uni o'sha guruh

muammosi yozilgan gulga joylashtirib qo'yadilar. Bu uslubdan o'tilgan mavzuni tushuntirish, uni mustahkamlash va takrorlash hamda o'quvchilar egallagan bilimlarni aniqlashda foydalanish mumkin. Navbatdagi o'yinimizda topshiriq juft- juft bo'lib bajariladi. Bunda birinchi ishtirokchi chet tilida o'z ismini aytadi, ikkinchi ishtirokchi esa o'rtog'ining ismini aytib unga o'zining ismini ilova qiladi. Masalan: Birinchi o'quvchi: My name is Jeremie. Ikkinchi o'quvchi: His name is Jeremie and my name is Nicole. va xakozo o'yin shu taxlit davom etadi. Bunday o'yinlardan o'quvchilari boshida yangi tanishayotgan o'quvchilar bilan o'tkazsa bo'ladi. Shu orqali ular ingliz tilida o'zlarining hamda o'rtog'larining ismlarini bilib olishadi. What is your name? What is your hobby? o'yinida esa ishtirokchilar doira shaklida o'tiradilar. Buning uchun yumshoq kichik koptokcha kerak bo'ladi. Bunda boshlovchi koptokni ishtirokchilardan biriga iring, itadi. Koptokni olgan o'quvchi o'z ismini aytishi va o'zi haqida gapirishi kerak. So, ngra u koptokni boshqa ishtirokchiga o'tadi. Shartni bajarolmagan o'quvchi esa o'yindan chiqadi

Namuna:

1. My name is Ruslan. I like drawing pictures.
2. My name is Anne. I like reading books.
3. My name is I like....

Bunda sing (dance, playing football, listening to music, go to the cinema, go to the theatre, playing chess) kabilarni qo'llash mumkin. Jamoa o'yinlari. "Ha" yoki "Yo'q" so'zini ishlatmasdan o'ynaladigan bu o'yinning maqsadi o'quvchilarning tasavvur doirasini kengaytirish, ijodkorligini oshirish, savollar berishga o'rgatish. O'yinga 2 yoki undan ortiq jamoa o'zining 5 yoki 6 nafar o'yinchisi bilan qatnashadi. Jamoalardan birining birinchi ishtirokchisi o'rtaga chiqib o'zini tanishtiradi va raqib jamoalar azolari unga qisqa "Ha" yoki "Yo'q" deb javob beriladigan savollar beradilar. O'yinchi esa bu savollarga "Ha" yoki "Yo'q" so'zini ishlatmasdan, ular o'rniga boshqa javob variantlarini qo'llashi kerak. 1 ta savol - javob taxminan 30 sekund davom etadi va juda tezkorlik bilan amalga oshiriladi. O'yinchiga o'ylash uchun imkoniyat bermaslik lozim. O'yinni boshqarayotgan shaxs soatiga qarab turib javob berayotgan o'yinchining savollariga 30 sekund yoki bir minutda javob berayotganini tekshirishi kerak. Agar o'yinchi bir daqiqa davomida. "Ha" yoki "Yo'q" so'zini ishlatmasdan savollarga tezkorlik bilan javob bersa, u birinchi ball to'plagan hisoblanadi, aks holda u yutqazgan hisoblanadi. Savol bergan o'quvchiga esa bir ball qo'shiladi. To'plagan ballar har bir o'quvchi yoki jamoa tomonidan hisob- kitob qilinadi. Beriladigan savollar quyidagicha bolishi mumkin: Raqib: Sening mushuging bormi? O'yinchi: Albatta! Raqib: Sen uni yaxshi ko'rasanmi? O'yinchi: Bo'lmasamchi! Raqib: Uning rangi qorami? O'yinchi: Butunlay Ikkinchi o'yin: Groupe adverse: Sen Toshkentga borganmisan? Joueur 2 : Albatta! Groupe adverse: Senga u joy yoqadimi? Joueur 2: Men hali unaqa joyni ko'rmaganman! Groupe adverse: Favvoralarni tomosha qildingmi? Joueur 2: Vaqtim bo'lmay qoldi!

Tadqiqot natijasi va muhokama

Jamoa o'yinlari ancha murakkab bo'lib, o'quvchilar lug'atlardan foydalanishi mumkin. Lekin bu o'yinlarni o'tkazish uchun maxsus qo'llanmalar talab qilinmaydi. O'yin ishtirokchilariga esa qog'oz va qalam kerak bo'ladi. «BIRGALIKDA O., QIYMIZ» texnikasi. Bunda o'quv guruhi kichik guruhlariga bo'linadi. Har bir kichik guruhda ekspert bo'ladi va boshqalarga o'rgatib turadi. Har bir guruhning maqsadi barcha boshqa guruhlar ishtirokchilarining mavzu bo'yicha bilimlarini to'liq o'zlashtirishdan iborat. «Birgalikda o'qiymiz» texnikasidan foydalangan holda guruhlarda ishni tashkil etish jarayonining tuzilishi:

1. Bilim darajasiga qarab 3-5 kishidan iborat bo'lgan har xil turdagi guruhlar tuziladi.
2. Har bir guruhga bitta topshiriq beriladi.

3. Har bir guruh ichida umumiy topshiriq taqsimlanadi.
4. Hamma yakka tartibdagi topshiriqni bajaradi.
5. Barcha guruh a'zolarining mini-ma'ruzalarini tinglanadi.

Umumiy natijani shakllantiriladi va uni taqdimotga tayyorlanadi. Bu o'yinlardan tashqari quyidagi mashq turlaridan ham foydalanilsa kutilgan natijalarga erishish mumkin:

1. Rasmlarni berilgan so'zlar asosida o'rni - o'rniga qo'ying.
2. Juft bo'lib ishleng, so'z birikmalarini dialoglarda qo'llang
3. Mustaqil fikrlashga o'rgatuvchi mashqlar (orzuyimdagi uy yoki kvartirani tasvirlang, chizing yoki yozing). Dialogni tinglang va sahnalashtiring.
4. Tasvirdagi kamchilikni toping. Rassom qanday xato qilganini topib unga xat yozing.
5. Fikrlarni eshiting va unga o'z munosabatingizni bildiring. Va hakozi bunday mashq turlariniyam ijodiy yondoshgan holda yana davom ettirish mumkin.

Xulosa

Xulosa qilib shuni aytish mumkinki sinfdagi bellashuv ruhi, kayfiyatini yaratish uchun o'qituvchi oyda bir marta o'yinlar natijasini e'lon qilib borishi va final musobaqasini o'tkazsa maqsadga muvofiq bo'ladi. Lekin shuni esdan chiqarmaslik kerak-ki, barcha o'yinlarda eng muhimi g'alaba emas, balki ishtirok etish demakdir. Barchaga muvaffaqiyatli dars tilayman.

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TRANSLATIONAL TRANSFORMATIONS IN “THE TELL-TALE HEART” BY EDGAR ALLAN POE AND THEIR ROLE IN OVERALL ADEQUACY

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Translation is the process of conveying information from one language to another as accurately and comprehensively as possible. This requires the translator to introduce structural and semantic changes to account for differences in vocabulary, grammar, and cultural context between languages. These changes, referred to as transformations in translation, are necessary to ensure that the meaning of the original text is faithfully preserved in the translated version.

“In the world of literature, translation plays a crucial role in representing stories and ideas from one language to another. However, traditional approaches to literary translation have often been criticized for their limitations in capturing the essence and nuances of the original text”. [1] From this perspective, the interest to the most appropriate means of translation helping to represent the target text adequately is still of big focus, therefore, the analysis of special translation methods, which are called transformations, is always of great importance.

According to L.S. Barkhudarov translational transformations are numerous and varied in their quality inter-lingual changes, which are made to achieve adequacy in translation in spite of discrepancies in the formal and semantic systems of a SL and a TL. [2] Translation transformations can be classified into three categories: grammatical, lexical (semantic), and complex (involving both lexical and grammatical changes).

Grammar transformations are morphological or syntactical changes in translated units. They are subdivided into the following types: 1. Grammar substitution, when a grammar category of the translated unit is changed. 2. Word order change. 3. Sentence partitioning is the replacement of a simple sentence in the source text with a complex sentence (with some clauses), or a complex sentence with several independent sentences in the target text for structural, semantic or stylistic reasons. 4. Sentence integration is a contrary transformation. It takes place when we make one sentence out of two or more, or convert a complex sentence into a simple one. 5. Grammar compensation is a deliberate change of the grammar category by some other grammar means. [3]

Lexical transformations in translation involve changes in the form or meaning of words or phrases. This includes transliteration (writing words of one language in the alphabet of another language), transcription (writing down spoken language), loan translation (calques, where words or phrases are translated literally), and lexico-semantic transformations (changes in word meaning) such as concretization (making a word more concrete), generalization (making a word more general), and modulation (changing the perspective or point of view). These transformations are used to ensure that the meaning of the original text is accurately conveyed in the target language, taking into account linguistic and cultural differences.

Complex transformations in translation comprise both the lexical (semantic) and grammatical levels, addressing both structure and meaning. Techniques constitute explicatory translation (rephrasing for clarity), reduction (omitting redundant words), integral transformation

(replacing phrases with clichéd structures), antonymic translation (describing from a contrary angle), metonymical translation (transferring meaning based on form and meaning similarities), and complex compensation (deliberately changing words or structures for impact when exact equivalents are lacking).

In this translation of “The tell-tale heart”, the implementation of translational transformations will serve to bridge linguistic and cultural gaps, preserving the essence of the original work while making it accessible and meaningful to target language audience.

The title was translated as Сердце – разоблачитель by using functional substitution, which refers to a technique of replacing a word or phrase while maintaining overall meaning and function.

It is true! Yes, I have been ill, very ill. But why do you say that I have lost control of my mind, why do you say that I am mad? - Да, безусловно я был не здоров, но почему же вы утверждаете, что я потерял рассудок, что я сошел с ума? – **antonymic translation** and **sentence joining** were used here.

His eye was like the eye of a vulture, the eye of one of those terrible birds that watch and wait while an animal dies, and then fall upon the dead body and pull it to pieces to eat it. - Его глаз был бледно-голубого цвета и напоминал глаз стервятника, той самой кровожадной птицы, которая дожидается пока ее жертва умрет, а затем разрывает труп на части и съедает. – **commentary, semantic modification** and **reduction**.

Always the eye was closed, so it was impossible for me to do the work. For it was not the old man I felt I had to kill; it was the eye, his Evil Eye. And every morning I went to his room, and with a warm, friendly voice I asked him how he had slept. He could not guess that every night, just at twelve, I looked in at him as he slept. - Каждый раз я не мог совершить желаемое пока тот самый глаз был закрыт, ведь моей целью было избавиться от того глаза, дьявольского глаза, а не от самого старика. И каждое утро я заботливо интересовался как ему спалось, а старик даже и не мог предполагать, что каждую ночь в двенадцать часов я наблюдал как он спит. – **adaptation, reduction, modulation** and **literal translation**.

The eighth night I was more than usually careful as I opened the door. The hands of a clock move more quickly than did my hand. - И вот настала роковая ночь, в этот раз я был более осмотрительным и осторожным, открывая спальную дверь. Я двигался медленно, словно стрелки на старых часах, медленно, но, верно, двигающиеся к следующему моменту. – **addition** and **expansion**.

Suddenly he moved in his bed. You may think I became afraid. But no. The darkness in his room was thick and black. I knew he could not see the opening of the door. - Вдруг он перевернулся на другой бок, и вы можете подумать, что я испугался, но нет, вы ошибаетесь. Ведь я знал о том, что в этой крошечной темноте он не сможет понять открыта ли дверь. – **expansion, sentence joining** and **compensation**.

Then I heard a sound, a low cry of fear, which escaped from the old man. Now I knew that he was sitting up in his bed, filled with fear; I knew that he knew that I was there. He did not see me there. He could not hear me there. He felt me there. Now he knew that Death was standing there. - Затем я услышал вопль страха, и понял, что старик напуган до смерти и знает, что я еще там. Он не видел меня, он не слышал меня, но он чувствовал меня, мое присутствие. Теперь же он знал, что смерть рядом. – **calque, emphasis, addition** and **semantic modification**.

The old man's fear must have been great indeed. And as the sound grew louder my anger became greater and more painful. But it was more than anger. In the quiet night, in the dark silence of the bedroom my anger became fear — for the heart was beating so loudly that I was sure some one must hear - Мучительный страх все больше поглощал его, и это растущее биение сердца все больше злило меня. Тихой ночью в темном безмолвии моя злость переходила в страх, в страх что это биение может быть услышанным кем-то другим. – modulation, transposition and calque.

The old man was dead. I took away the bedcovers and held my ear over his heart. There was no sound. Yes. He was dead! Dead as a stone. His eye would trouble me no more! - И вот наконец старик мертв, я приложил ухо к его груди чтобы быть уверенным в этом. О да, сердцебиение отсутствовало, и старик словно неподвижная статуя лежал на кровати. Я был доволен, ибо его дьявольский глаз больше никогда не сможет побеспокоить меня. – sentence joining, reduction, addition, semantic modification, functional substitution and expansion.

First I cut off the head, then the arms and the legs. I was careful not to let a single drop of blood fall on the floor. - Для начала я расчленил тело старика, отделив голову и конечности, да так чтобы ни одна капля крови не упала на пол. – generalization and sentence joining.

As I finished this work I heard that someone was at the door. It was now four o'clock in the morning, but still dark. I had no fear, however, as I went down to open the door. - Через какое-то время я покончил с уликами, как вдруг кто-то постучался. Время было примерно четыре часа утра и снаружи все еще было темно. Ни капли страха у меня не было, и я спустился чтобы открыть дверь. – semantic modification, embellishment + emphatization.

My easy, quiet manner made the policemen believe my story. So they sat talking with me in a friendly way. But although I answered them in the same way, I soon wished that they would go. My head hurt and there was a strange sound in my ears. - Моя размеренная и дружелюбная манера речи убедила офицеров в том, что ничего плохого и незаконного тут не произошло. И мы болтали о том-о-сем, но немного спустя мне захотелось чтобы они побыстрее покинули дом. У меня началась сильная мигрень и в ушах моих был странный шум, который напоминал биение сердца. – addition, modulation and transposition.

I stood up and walked quickly around the room. I pushed my chair across the floor to make more noise, to cover that terrible sound. I talked even louder. And still the men sat and talked, and smiled. Was it possible that they could not hear? - Я встал и начал ходить кругами по комнате, и даже двигал стулом царапая пол и создавая больше шума чтобы заглушить этот несчастный звук. Они же до сих пор сидели, общались и смеялись. Как это возможно? Не слышат ли они этот звук? – semantic modification and sentence breaking.

Having analyzed these examples, we concluded that 1) Edgar Allan Poe has a very unique language style, which is very expressive and many hints are hidden behind some stylistic devices or syntactic constructions, which makes it difficult to achieve the full compliance between adequacy and equivalence; 2) semantic modification is the most widely used transformation here due to its significance to represent similar images for the target reader; 3) in order to achieve adequacy, which is more important for literary translation, some changes can be done, however, only if they really help to reconstruct author's intention.

In conclusion, the study of translational transformations in the translation of “The tell-tale heart” reveals the intricate and dynamic nature of language transfer. Through various translation strategies and approaches, translators navigate the complexities of linguistic and cultural differences to convey the essence of the original text to a new audience. The translator determines

the role of each transformation, because, it is the translator, who decides which transformation is necessary to render the author's idea. Some transformations are supposed to keep the original structure of the sentence; others transpose it considerably but help to create idiomatic language of the source text and, thus, implementing its main role that is convey the idea and emotion, which the author aspired to tell the reader. [4] By exploring translational transformations, we gain a deeper understanding of the challenges and nuances of cross-cultural communication and the importance of preserving the integrity and beauty of literature across languages.

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L'INTELLIGENCE ARTIFICIELLE EN FLE, RÉVOLUTION POSITIVE OU CHOC DÉVASTATEUR?

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IA-IPR (Inspectrice d'académie,
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Alor's que l'IA prend le devant de la scène dans tous les domaines, qu'en est-il pour l'apprentissage du français? Au bannissement né de la peur, préférons une utilisation éclairée et raisonnée, riche et motivante.

Annotation: L'article présente rapidement la montée de l'IA, les services offerts et les craintes suscitées, puis se concentre au travers d'exemples concrets sur les possibilités offertes par les différents types d'IA en fonction des tâches à accomplir pour enrichir et améliorer un enseignement du FLE soucieux d'efficacité, grâce notamment à des approches favorisant, outre un enseignement personnalisé s'appuyant sur une évaluation démultipliée, la motivation de l'apprenant dans la coopération et la créativité.

Mots clés: IA, dangers, FLE, didactique, applications.

Annotation: The article gives a brief overview of the rise of AI, the services it offers and the fears it arouses, and then uses concrete examples to focus on the possibilities offered by different types of AI, depending on the tasks to be carried out, to enrich and improve the teaching of French as a foreign language with a view to efficiency, thanks in particular to approaches which, in addition to personalized teaching based on multiplied assessment, promote learner motivation through cooperation and creativity..

Keywords: AI, dangers, TFSL, didactics, educational applications

Il n'est pas de jour où l'IA ne fasse la une des journaux et des magazines - pas seulement de spécialité - ne s'invite dans les échanges sur *X* et *Tik-Tok*, ne soit l'objet d'une vidéo présentant le « dernier état des lieux », bref ne sature les différents media d'information. De fait, chaque semaine voit croître de façon exponentielle et les performances de l'IA (des différentes IA, devrions-nous dire) et le nombre de ses utilisateurs, en même temps que s'étend le murmure de ceux s'affirmant « dépassés ».

Il n'est pas jusqu'au monde de la chanson qui y trempe et s'en émeuve : ainsi, les rappers Big Flo et Oli s'en font l'écho dans *Ça va beaucoup trop vite (Clip IA)*, clip original et emblématique à double titre : Non seulement ses deux interprètes se classent premiers pour la vitesse de leur diction mais, annoncent-ils, « On a donné les paroles à une intelligence artificielle / Elle en a fait un clip /le logiciel a généré 49225 images ». L'IA serait-elle en train de se substituer à l'humain ?

Qu'en est-il exactement de « cette technologie, source de nombreux malentendus »⁹⁶

⁹⁶ Tout comprendre à l'intelligence artificielle, cette technologie source de nombreux malentendus, William Audureau, *Le Monde*, Les décodeurs, 20 avril 2024.

Le premier choc a presque 10 ans (quand, en 2016, un programme informatique nommé « Deep Mind », met KO le champion coréen du jeu de go, Lee Se-dol, qui se retire définitivement des compétitions) mais la progression invasive de l'IA multiplie ses victimes et propage une anxiété spécifiquement liée à l'intelligence artificielle, l'*AI anxiety* : Si cette « intelligence » peut vaincre un humain dans un jeu exigeant un raisonnement à la fois démultiplié et particulièrement complexe, l'humain ne va-t-il pas être balayé non seulement du plateau de jeu mais de toutes ses activités, par des robots faisant mieux pour moins cher ? C'est l'angoisse du remplacement, le spectre du chômage, un chômage paradoxalement très coûteux : la consommation énergétique des « datas centers » - ces lieux de stockage des données et des calculs - pourrait, en 2026 déjà, atteindre celle d'un pays comme le Japon ! Pire, notre pensée même semble menacée devant la multiplication des « fakes news » ou de raisonnements faussés par l'ignorance, les préjugés mais stockés et répétés à l'infini par les répertoires de données; des fausses nouvelles sont hardiment véhiculées par les réseaux sociaux ou habilement distillées par des individus ou des groupes mal intentionnés, allant jusqu'à créer de fausses identités douées de parole dans un environnement créé de toutes pièces. Paradoxe : Les capacités de réponse et l'influence de ces intelligences sont telles que certains en viennent à imaginer un monde peuplé de robots plus efficaces, voire plus attirants que l'être humain (d'après un sondage Soul App, 9,1% des jeunes Chinois pensent que les agents virtuels tels que Wantalk, Doubao, Weiban, Glow, ... peuvent efficacement combattre leur sentiment de solitude en apportant « un soutien émotionnel »). C'est là le thème du film de S. Jonze, *Her*. On comprend ainsi comment certains prévoient, dans ce qui ne serait plus qu'une anticipation révolutionnaire, une suroccupation grandissante par l'IA de nos fonctions humaines aboutissant à un monde dominé par l'IA, remake version robotisée de l'Apprenti Sorcier de Paul Dukas⁹⁷.

Et pourtant qu'est-ce que l'IA?

Des « neurones artificiels », certes, mais autrement dit de « simples » programmes de calcul permettant de détecter des points communs, de classifier à l'intérieur de données toujours plus riches incluant, pour les IA les plus évoluées, des modifications, des rectifications apportées par « l'expérience », des programmes dont l'usage, notamment en Europe, se veut de plus en plus surveillée, codifiée, pour préserver les personnes et leur intimité (L'objectif, l'European AI Act qui devrait être totalement mis en place en 2026).

Devrions-nous renoncer aux avancées permises grâce à l'IA, en médecine, par exemple, quand grâce à elle la médecine accélère par un pré-tri, les orientations dans les services d'urgence, anticipe ou détecte certaines maladies invisibles à l'œil du praticien? Devons-nous renoncer au nettoyage automatique de notre messagerie internet? aux moteurs de recherche qui nous sollicitent certes pour des achats prosaïques croisant mode et habitudes vestimentaires, mais peuvent nous orienter vers des lectures, des œuvres musicales, théâtrales, artistiques, que nous n'aurions peut-être jamais soupçonnées sans l'IA? Et tournerons-nous le dos à Antidote ou Neurospell qui veillent sur la correction grammaticale de nos écrits et vont jusqu'à proposer des reformulations stylistiques? Refuserons-nous Googletranslate, DeepL, Linguee, chacun de ces traducteurs s'accompagnant d'un volet audio et apportant sa spécificité (langues européennes pour DeepL,

⁹⁷ L 'apprenti sorcier, Paul Dukas, 1897, par l'orchestre de Paris. Présentation video : <https://www.youtube.com/watch?v=iyYjadvQkM4&t=141s>

croisement peu usuel de langues pour ChatArt, avec de surcroît une entrée et une sortie vocales, Smartcart tourné vers la traduction pour les entreprises, ...)?

C'est l'absence de réflexion sur l'usage de l'IA, l'automatisme total, aveugle, sans conscience ni des objectifs, ni de l'environnement, ni des conséquences, qui est à proscrire, Il n'est donc pas question de refuser le recours aux immenses possibilités de l'IA mais de réfléchir à la pertinence des usages dans l'apprentissage et le maniement de la langue - quoi faire et comment le faire - ainsi qu'en témoignent quelques exemples ci-après:

Passons donc plus précisément au domaine de l'apprentissage des langues et à ses applications dans le domaine de l'apprentissage du français langue étrangère:

Les outils de correction linguistiques énumérés ci-dessus montrent combien l'IA constitue un outil de choix pour concevoir des méthodes d'apprentissage linguistique, notamment à distance, et en temps réel. DUOLINGO est, sur le marché, l'exemple même d'une évolution de la méthode avec le passage à l'intelligence artificielle générative. Ainsi, partant d'une approche privilégiant la répétition espacée d'éléments simples à retenir, entretenant un contact électronique régulier avec ses apprenants pour entretenir leur motivation, Duolingo va s'étoffer, se complexifier, en s'appuyant notamment sur ChatGPT, en étudiant les questions susceptibles d'être posées par l'apprenant, mais aussi les réponses de l'agent conversationnel. Ainsi, Duolingo a créé des jeux de rôle donnant l'impression d'une vraie conversation, aux interactions toutes spontanées, et cela non sans tenir compte des objectifs d'apprentissage linguistique à tenir et en jouant d'une palette d'éléments de gamification compétitive nourrie par l'analyse des performances de l'apprenant.

Quelles sont les limites de cette illusion d'un apprentissage fondé sur des conversations quasi réelle, si personnalisées, avec des apprenants? Difficile à dire aujourd'hui, de même que nous ignorons dans quelle mesure les quelques 80 millions de personnes ayant suivi des cours avec Duolingo ont fait progresser de façon significative et durable la connaissance des langues étrangères sur la planète, car à ce jour, l'outil ne semble réellement performant que pour des niveaux A1, voire A2 et certains volets des contenus, culturels ou spécialisés, restent encore bien légers.

Et qu'en est-il alors de l'enseignant, de l'enseignante qui, iel, ne dispose pas des équipes (au moins 600 personnes en France) et des outils d'intelligence artificielle de Duolingo? Quelles activités motivantes et efficaces avons-nous à offrir aux apprenants déjà familiers d'approches innovantes telles que par exemple Kahoot (quizz interactifs) ou des jeux de rôle de Classcraft, voire rompus à des jeux d'évasion leur demandant des recherches sur internet?

Accompagner les apprenants dans la génération de contenus:

Créer du contenu à l'aide d'une IA peut constituer une première démarche, ce contenu pouvant être textuel, visuel ou audio: on peut ainsi faire réaliser par un groupe, sur un auteur, un court texte de présentation, un deuxième groupe recherchant comment l'illustrer par des images, voire une musique, un troisième groupe travaillant éventuellement à la réalisation d'une vidéo. La production obtenue par chaque groupe peut être évaluée par l'enseignant mais aussi par les deux autres groupes. Le cœur de la démarche se déplace donc alors vers la capacité à analyser, évaluer la démarche de production, la capacité à moduler les requêtes (en anglais, « prompts ») adressées à l'IA, à faire la comparaison entre les résultats successifs ou entre les résultats obtenus à partir de requêtes adressées à différentes IA. Ce rôle d'analyse, d'évaluation et de justification de ses évaluations devient un moment clé d'un apprentissage devenu plus inductif, plus autonome aussi.

Une autre variante consiste à faire élaborer des productions destinées à des niveaux d'apprentissage de la langue différents – des classes d'enfants plus âgés ou plus jeunes-, de

comparer avec le produit initial, d'en discuter avec les destinataires de ces productions la pertinence, les problèmes de compréhension, l'intérêt pour les variantes (qui peuvent inclure, pour un même thème, différents supports – textes, vidéo, BD, chanson...).

S'inscrivant plus encore dans la pédagogie de projet, on peut citer une activité résolument créative inspirée d'un travail du CLEMI (Centre pour l'éducation aux media et à l'information) proposée par une professeur de lettres⁹⁸ : Réaliser en s'aidant de l'intelligence artificielle, en réponse à une actualité truffée de sensationnalisme et de fake news, une édition d'un journal qui serait un « Journal des bonnes nouvelles » : Recherches sur le sujet (The Yes Men, édition parodique, en 2008, du journal The New York Times qui rassemblait uniquement de bonnes nouvelles comme par exemple la fin de la guerre en Irak, l'inauguration de pistes cyclables à New York, la nationalisation du pétrole pour combattre les risques liés au changement climatique...), réflexion sur notre filtrage/absence de filtrage des informations circulant sur la toile, travail sur la vérification des sources, travail plus strictement linguistique pour la production des articles (longueur de l'article, choix des genres et des styles, reformulations, recherche de titres, choix parmi les titres, etc.). Le journal, une fois réalisé, va pouvoir circuler dans les autres classes devenant prétexte à la lecture, aux échanges et aux commentaires de ce nouveau « document authentique ».

On peut encore citer la réalisation par une classe de Claire Doz, au lycée Paul Valéry, à Paris⁹⁹ d'autoportraits d'Arthur Rimbaud, en usant d'une démarche progressive recourant à plusieurs IA (en permettant l'accès au compte de l'enseignante par le biais d'une adresse électronique dédiée au projet): La démarche s'est déroulée en plusieurs temps : a) travail de définition puis de classement de la notion d'émancipation à partir d'un certain nombre de citations de Rimbaud, b) visionnement/résumé (IA Videohighlights) d'une video consacrée à l'écrivain, c) rédaction (soumise à chatGPT) d'une présentation de Rimbaud, d) réalisation d'une vidéo (IA Heygen.com) pour une présentation de Rimbaud faisant parler un portrait animé de Rimbaud.

Sur le même thème, la réalisation d'une exposition de photos de Rimbaud dans les lieux ayant marqué les grandes étapes de sa vie, possible en s'appuyant sur l'IA générative, est à la fois une source d'enrichissement culturel mais devient la source de riches interactions.

Donner vie, grâce aux IA, à des personnages et à leurs œuvres, souvent pétrifiés par les manuels, constitue un aspect très motivant des activités rendues possibles en s'appuyant sur l'IA.

Ces nouvelles démarches qui, aujourd'hui peuvent nous étonner par leur qualité et leur caractère innovant permettent-elles d'augurer une révolution positive de l'enseignement? Sont-elles les prémices d'un monde d'apprenants-acteurs totalement engagés et gagnants dans ces nouvelles démarches? Celles-ci pourtant ne doivent pas masquer les problèmes et les interrogations: quels bénéfices résultats/investissement dans les IA s'agissant de l'apprentissage des langues? Outre l'effort très important nécessaire à l'enseignant pour acquérir et maintenir les compétences nouvelles liées à l'utilisation des IA, pour ne pas être en retard sur les habiletés de ses apprenants, cette irruption de hautes technologies ne va-t-elle pas accroître une fracture numérique se faisant gouffre social et, qui sait, intellectuel, promesse de solitude et d'ostracisme

⁹⁸ Nicolas Bannier, professeur de lettres classiques, Scénario élaboré pour l'atelier Canopé_972 in Créer un journal de bonnes nouvelles à l'ère de l'IA générative <https://www.cafepedagogique.net/2024/04/26/creer-avec-lia-un-journal-des-bonnes-nouvelles/>

⁹⁹ Claire Doz, On n'est pas sérieux quand on a l'IA, démarche pour s'appropriier les textes littéraires en utilisant l'IA : <https://www.cafepedagogique.net/2023/12/11/claire-doz-on-nest-pas-serieux-quand-on-a-lia/>

pour les « sans IA »? Quid de ceux qui, pour des raisons techniques, intellectuelles, conjoncturelles ou pécuniaires, n'ont pas ou peu accès à internet et aux IA?

Plus le couteau est affûté, plus il coupe, pour le meilleur et pour le pire.

Sitographie:

- «Innov’FLE », Les trois dernières émissions des « jeudis de l’innovation », une série conçue par le CLA université de Franche- Comté diffusée sur Youtube, le premier jeudi de chaque mois, ont été consacrées à l’IA.

°L’intégration de l’IA dans l’enseignement du FLE : <https://www.youtube.com/watch?v=G276WQtLTTs&t=480s>

°Outils IA en classe de FLE :

<https://www.youtube.com/watch?v=of0EUKhr16c>

°Prompts pour l’interaction orale avec chatGPT :

<https://www.youtube.com/watch?v=UjpvSzw1Fug&t=1130s>

- Deux articles consacrés à l’évolution du site d’apprentissage en ligne « Duolingo » :

°l’utilisation étonnante de l’iA et de chatGPT4, Forbes, 23 juillet 2019

<https://www.forbes.fr/technologie/duolingo-lincroyable-histoire-de-lappli-n1-pour-apprendre-une-langue/>

° Duolingo : interview par Pierre Berthou de Luis Von Ahn, PDG de Duolingo : « L’IA générative offre une conversation permettant de mettre en pratique l’apprentissage de langue », Forbes, 28 mars 2024 <https://www.forbes.fr/entrepreneurs/luis-von-ahn-ceo-de-duolingo-lia-generative-offre-une-conversation-permettant-de-mettre-en-pratique-lapprentissage-de-langue/>

INNOVATION TECHNOLOGIQUE ET USAGE DU FRANÇAIS DANS L'ESPACE NUMERIQUE

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Annotation: Dans cet article, nous examinerons les impacts numérique sur l'évolution de la langue française. Les avancées technologiques ont profondément transformé notre manière de communiquer, de consommer de l'information et d'interagir dans l'espace numérique. Dans ce contexte, la langue française joue un rôle essentiel en tant que vecteur de culture, de savoir et d'identité dans le monde numérique en constante évolution.

Les mots clés: Numérique, les applications numérique, d'Apprentissage en Ligne, Moodle.

Аннотация: В этой статье мы рассмотрим влияние цифровых технологий на эволюцию французского языка. Технологические достижения глубоко изменили то, как мы общаемся, потребляем информацию и взаимодействуем в цифровом пространстве. В этом контексте французский язык играет важную роль как вектор культуры, знаний и идентичности в постоянно развивающемся цифровом мире.

Ключевые слова: цифровые технологии, цифровые приложения, онлайн-обучение, Moodle.

Annotation: In this article, we will examine the digital impacts on the evolution of the French language. Technological advances have profoundly transformed the way we communicate, consume information and interact in the digital space. In this context, the French language plays an essential role as a vector of culture, knowledge and identity in the constantly evolving digital world.

Keywords: Digital, digital applications, Online Learning, Moodle

Influence de la Technologie sur la Langue Française

L'émergence des technologies de l'information et de la communication a conduit à l'apparition de nouveaux usages linguistiques, à l'intégration de termes techniques et à l'évolution des modes de communication en français. Des domaines tels que l'informatique, l'intelligence artificielle, la robotique, les réseaux sociaux et la cybersécurité ont enrichi le vocabulaire français avec des mots techniques empruntés à l'anglais, mais aussi avec des néologismes créés pour combler les besoins spécifiques de ces domaines

La Francophonie Numérique

La langue française, parlée par plus de 274 millions de personnes à travers le monde, est présente sur Internet et dans les technologies numériques à travers la Francophonie. Des initiatives telles que le .francophonie visent à promouvoir l'usage du français dans le cyberspace en encourageant la création de contenus en français, le développement d'applications linguistiques et la sensibilisation à l'importance de la diversité linguistique dans le monde numérique.

Défis et Opportunités

Malgré sa présence significative, le français fait face à des défis dans le monde numérique, notamment en raison de la domination de l'anglais comme langue de communication internationale. La promotion de la langue française dans le domaine des technologies implique la création de services en ligne en français, le développement d'outils de traduction performants, la formation de professionnels francophones spécialisés dans le numérique, ainsi que la sensibilisation du grand public à l'importance de préserver et promouvoir le français dans le contexte numérique.

Éducation Numérique en Français

L'intégration du numérique dans l'éducation offre également des opportunités pour renforcer l'usage du français dans le domaine technologique. L'enseignement des technologies de l'information et de la communication en français, la création de ressources éducatives numériques en français, et la promotion de l'alphabétisation numérique francophone sont des leviers importants pour assurer la pérennité de la langue française dans l'espace numérique.

L'Influence de la Technologie sur le Français

Les avancées technologiques ont entraîné l'intégration de nombreux termes techniques empruntés à l'anglais ou la création de néologismes pour répondre aux besoins spécifiques des domaines de l'informatique, de l'intelligence artificielle, des réseaux sociaux et d'autres secteurs liés à la technologie. Cette évolution du vocabulaire français reflète la manière dont la langue s'adapte aux innovations numériques pour rester pertinente dans un contexte en perpétuelle mutation.

La Présence de la Francophonie dans le Numérique

La langue française est présente sur Internet à travers la Francophonie, qui regroupe de nombreux pays et communautés francophones. Des initiatives visent à promouvoir l'usage du français dans le domaine numérique en encourageant la création de contenus en français, le développement d'applications linguistiques et la sensibilisation à l'importance de préserver la diversité linguistique dans le monde connecté d'aujourd'hui.

Bien que le français soit une langue influente, il fait face à des défis dans le domaine numérique, notamment en raison de la prédominance de l'anglais comme langue de communication internationale. Pour promouvoir l'usage du français dans les nouvelles technologies, il est essentiel de développer des services en ligne en français, des outils de traduction performants, de former des experts francophones dans le domaine numérique et de sensibiliser le public à l'importance de préserver et promouvoir la langue française dans le contexte numérique.

L'Éducation Numérique en Français

L'intégration des technologies numériques dans l'éducation offre des opportunités précieuses pour renforcer l'utilisation du français dans le domaine technologique. La création de ressources éducatives numériques en français, l'enseignement des technologies de l'information et de la communication en français, ainsi que la promotion de l'alphabétisation numérique francophone sont des leviers essentiels pour assurer la pérennité de la langue française dans l'espace numérique en expansion. L'éducation numérique en français englobe un large éventail d'initiatives visant à intégrer les technologies numériques dans les processus d'apprentissage et d'enseignement en français. Voici quelques exemples concrets de l'éducation numérique en français

1. Plateformes d'Apprentissage en Ligne en Français :

Des plateformes telles que Moodle, Claroline, et d'autres offrent des solutions d'apprentissage en ligne en français. Ces plateformes permettent aux enseignants de créer des cours interactifs, de partager des ressources pédagogiques en français et d'interagir avec les élèves à distance.

2. Ressources Educatives Numériques en Français :

De nombreux organismes éducatifs produisent des ressources pédagogiques numériques en français, telles que des vidéos éducatives, des exercices interactifs, des livres numériques, des applications éducatives, etc. Ces ressources permettent d'enrichir l'expérience d'apprentissage des élèves et de rendre les contenus éducatifs plus accessibles en français.

3. Formation en Ligne pour les Enseignants :

Des programmes de formation en ligne sont proposés aux enseignants pour les aider à intégrer efficacement les outils numériques dans leurs pratiques pédagogiques. Ces formations couvrent des sujets tels que l'utilisation des tablettes en classe, la création de contenus numériques, l'évaluation en ligne, etc., le tout en français.

4. Classes Virtuelles en Français :Les classes virtuelles permettent aux élèves et aux enseignants de se connecter en ligne pour des cours en direct ou des séances de tutorat. Ces classes peuvent être menées entièrement en français, offrant ainsi aux apprenants la possibilité de pratiquer la langue à l'écrit et à l'oral dans un environnement numérique.

5. Jeux Educatifs en Français : Les jeux éducatifs en ligne constituent un outil ludique et interactif pour renforcer les compétences en français. Des applications et des sites web proposent des jeux éducatifs adaptés à différents niveaux scolaires, couvrant des sujets tels que la grammaire, l'orthographe, la lecture, etc.

6. Plateformes de Cours Massifs en Ligne (MOOC) en Français :Les MOOC sont des cours en ligne ouverts à tous et souvent gratuits. De nombreuses universités et institutions proposent des MOOC en français sur une variété de sujets, permettant aux apprenants francophones du monde entier d'accéder à des formations de qualité dans leur langue maternelle.

Ces exemples illustrent la diversité des initiatives d'éducation numérique en français, qui visent à moderniser les méthodes d'enseignement, à rendre l'apprentissage plus interactif et accessible, et à favoriser l'utilisation du français dans un contexte numérique en constante évolution.

En conclusion, l'interaction entre les technologies innovantes et la langue française dans l'espace numérique représente un défi stimulant et une opportunité pour enrichir et promouvoir la diversité linguistique. Il est crucial de poursuivre les efforts visant à valoriser le français dans le domaine technologique pour garantir sa place et sa visibilité dans le paysage numérique Mondial

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TILNI O'QITISHDA ZAMONAVIY METODLARNING O'RNI

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Annotatsiya: Ushbu maqola chet tillarini o'qitishda zamonaviy metodlarning o'rnini o'rganadi. Tadqiqot usullari sifatida adabiyotlar tahlili va amaliy tajribalarni o'rganish qo'llanilgan. Natijalar shuni ko'rsatadiki, zamonaviy metodlar til o'rganishni samarali va qiziqarli jarayonga aylantiradi. Tahlil va muhokamada ushbu metodlarning afzalliklari va kamchiliklari ko'rib chiqiladi. Xulosada zamonaviy metodlarni joriy etish bo'yicha tavsiyalar berilgan.

Kalit so'zlar: chet tili, o'qitish metodlari, samaradorlik, motivatsiya, kommunikativ yondashuv.

Аннотация: В данной статье исследуется место современных методов обучения иностранным языкам. В качестве методов исследования использовались анализ литературы и изучение практического опыта. Результаты показывают, что современные методы делают изучение языка эффективным и увлекательным процессом. В анализе и обсуждении будут рассмотрены преимущества и недостатки этих методов. В заключении даны рекомендации по внедрению современных методов.

Ключевые слова: иностранный язык, методы обучения, эффективность, мотивация, коммуникативный подход.

Abstract: This article explores the place of modern methods in teaching foreign languages. Literature analysis and the study of practical experiments have been used as research methods. The results show that modern methods make language learning an effective and interesting process. The analysis and discussion will consider the advantages and disadvantages of these methods. The conclusion provides recommendations for the introduction of modern methods.

Keywords: Foreign Language, Teaching Methods, efficiency, motivation, communicative approach.

Kirish

Chet tillarini o'rganish bugungi kunda tobora muhim ahamiyat kasb etmoqda. Globallashuv va xalqaro hamkorlikning kengayishi tufayli tillarni bilish zaruriyati ortib bormoqda [1]. Shu bilan birga, an'anaviy til o'qitish metodlari ko'pincha talabalarning qiziqishini uyg'ota olmaydi va samaradorligi past bo'ladi [2]. Zamonaviy metodlar esa til o'rganishni yanada qiziqarli va samarali jarayonga aylantirishi mumkin.

Ushbu maqolaning maqsadi chet tillarini o'qitishda zamonaviy metodlarning o'rnini o'rganish va tahlil qilishdan iborat. Tadqiqot davomida quyidagi vazifalar belgilangan:

- Mavjud adabiyotlarni tahlil qilish va zamonaviy metodlarning turlarini aniqlash;
- Amaliy tajribalarni o'rganish orqali ushbu metodlarning samaradorligini baholash;
- Zamonaviy metodlarni joriy etish bo'yicha tavsiyalar ishlab chiqish.

Usullar va adabiyotlar tahlili

Tadqiqotda asosan adabiyotlar tahlili va amaliy tajribalarni o'rganish usullari qo'llanilgan. Mavzuga oid ilmiy maqolalar, kitoblar va hisobotlar o'rganib chiqilgan. Xususan, Berns va Erixonning "Kommunikativ til o'qitish: nazariya va amaliyot", Nunanning "Til o'qitishda vazifaga asoslangan yondashuv", Prensining "Til o'qitishda texnologiyalarning o'rni" kabi ishlari muhim manba bo'lib xizmat qildi.

Bundan tashqari, chet tili o'qituvchilari va talabalar bilan suhbatlar o'tkazildi, dars jarayonlari kuzatildi. Tajriba natijalarini tahlil qilish uchun statistik usullar qo'llanildi.

Natijalar

Tadqiqot natijalariga ko'ra, zamonaviy til o'qitish metodlari quyidagi guruhlariga bo'linadi:

- Kommunikativ metodlar - til o'rganishning amaliy jihatlariga e'tiborni qaratadi. Talabalar real hayotiy vaziyatlarga yaqin topshiriqlarni bajaradilar, juftlikda va guruhlarda ishlaydilar .
- Vazifaga asoslangan yondashuv - talabalar oldiga ma'lum bir kommunikativ vazifa qo'yiladi va uni bajarish jarayonida til o'rganiladi .
- Loyihalarga asoslangan ta'lim - talabalar biror mavzu bo'yicha loyiha tayyorlaydilar va taqdimot qiladilar. Bu jarayonda ular ham til ko'nikmalarini, ham boshqa ko'nikmalarni rivojlantiradilar .
- Texnologiyaga asoslangan metodlar - til o'rganishda mobil ilovalar, onlayn platformalar, virtual reallik kabi texnologiyalardan foydalanishni ko'zda tutadi .

Kuzatishlar shuni ko'rsatdiki, zamonaviy metodlarni qo'llash talabalarda motivatsiyani oshiradi, dars jarayonini qiziqarli va samarali qiladi. Masalan, kommunikativ topshiriqlar talabalarning nutq ko'nikmalarini sezilarli darajada yaxshilaydi. Texnologiyalar esa mustaqil ta'lim imkoniyatlarini kengaytiradi.

Tahlil va muhokama

Tahlillar shuni ko'rsatadiki, zamonaviy metodlar an'anaviy metodlarga qaraganda samaraliroq. Ular talabalarning faolligini oshiradi, til ko'nikmalarini tabiiy yo'l bilan rivojlantiradi. Bundan tashqari, ushbu metodlar til o'rganishga bo'lgan qiziqishni uyg'otadi, talabalarga motivatsiya beradi.

Shunday bo'lsa-da, zamonaviy metodlarning ayrim kamchiliklari ham mavjud. Ular ko'pincha katta tayyorgarlik talab etadi, darslarni tashkil etish murakkab bo'lishi mumkin. Bundan tashqari, ayrim metodlar, masalan, texnologiyalarga asoslangan ta'lim, ma'lum sharoitlarni (kompyuter, internet) talab qiladi va hammaga ham mos kelmasligi mumkin.

Umuman olganda, zamonaviy metodlarning afzalliklari kamchiliklaridan ko'p. Ularni joriy etish o'quvchilarga ham, o'qituvchilarga ham til o'rganish/o'qitish jarayonini yoqimliroq va samaraliroq qilishga yordam beradi.

Zamonaviy metodlarning yana bir afzalligi shundaki, ular talabalarning mustaqil fikrlash va muammolarni hal etish ko'nikmalarini rivojlantirishga yordam beradi [6]. Masalan, loyihalarga asoslangan ta'lim talabalarni izlanishga, axborot to'plashga, tahlil qilishga undaydi. Bu esa nafaqat til ko'nikmalarini, balki boshqa muhim ko'nikmalarni ham shakllantiradi.

Shuningdek, zamonaviy metodlar talabalarning individual xususiyatlarini hisobga olish imkonini beradi. Har bir talaba o'ziga xos o'rganish uslubiga, qiziqishlarga ega. An'anaviy metodlar ko'pincha barcha talabalarni bir xil andozada o'qitishga harakat qiladi. Zamonaviy

metodlar esa talabalarning turli ehtiyojlariga javob bera oladi, ularning kuchli tomonlarini rivojlantirishga yordam beradi.

Biroq shuni ham ta'kidlash kerakki, zamonaviy metodlarni joriy etish o'qituvchilardan katta mas'uliyat va professionallikni talab qiladi. O'qituvchi darslarni puxta rejalashtirilishi, har bir talabaning faoliyatini kuzatib borishi, kerakli yo'naltiruvlar berishi lozim. Bu esa o'qituvchilarga qo'shimcha yuk bo'lishi mumkin.

Xulosa qilib aytganda, zamonaviy metodlarning samaradorligi ko'p jihatdan o'qituvchining mahoratiga bog'liq. Metodlarni to'g'ri tanlash va qo'llash, dars jarayonini samarali tashkil eta bilish muhim ahamiyatga ega. Shu bilan birga, an'anaviy metodlarning ham o'ziga xos o'rni bor va ularni mutlaqo inkor etish to'g'ri emas. An'anaviy va zamonaviy metodlarni uyg'unlashtirgan holda qo'llash eng yaxshi natijalarni berishi mumkin.

Xulosa

Tadqiqot davomida quyidagi xulosalarga kelindi:

- Zamonaviy til o'qitish metodlari til ko'nikmalarini samarali rivojlantirishga yordam beradi;
- Kommunikativ metodlar va vazifaga asoslangan yondashuv ayniqsa samarali hisoblanadi;
- Texnologiyalardan foydalanish o'quv jarayonini boyitadi va mustaqil ta'limni qo'llab-quvvatlaydi;
- Zamonaviy metodlarni joriy etish ma'lum qiyinchiliklar bilan bog'liq bo'lishi mumkin.

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ТАРЖИМА ВА ТАРЖИМА МУАММОЛАРИ

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Аннотация: Таржима аслиятдаги ахборотни китобхонга тушунарли тарзда етказиш жараёни бўлиб, китобхон матнни ўқиб ахборотни қабул қилувчига айланади ҳамда унда матнда ифодаланган ахборотга нисбатан муайян бир муносабат ҳосил бўлади. Мазкур мақолада таржима, таржимашунослик ва итаржима муаммолари хусусида фикр юритилган.

Калит сўзлар: таржима, таржимашунослик, прагматик муносабатлар, таржима муаммолари, лексикография, лингвистик таҳлил.

Аннотация: Перевод – это процесс передачи читателю исходной информации в понятной форме, при этом читатель становится получателем информации после прочтения текста, и формируется определенное отношение к информации, выраженной в тексте. В данной статье рассматриваются проблемы перевода, переводоведения и перевода.

Ключевые слова: перевод, переводоведение, прагматические отношения, проблемы перевода, лексикография, лингвистический анализ.

Abstract: Translation is the process of conveying the original information to the reader in an understandable way, the reader becomes the recipient of the information after reading the text, and a certain attitude is formed in relation to the information expressed in the text. This article discusses the problems of translation, translation studies and translation.

Keywords: translation, translation studies, pragmatic relations, translation problems, lexicography, linguistic analysis.

Ҳаммамизга маълумки, бадий таржима - таржиманинг ўзига хос турларидан бири бўлиб, у бадий жанр ва унинг кичик жанрларини таржима тилидаги асарнинг бадий деталларига, бадийликнинг барча хусусиятларини ҳисобга олган ҳолда, олиб ўтиш билан боғлиқ бўлган жараёндир. Бадий адабиёт таржимасининг хусусиятлари уни таржима фаолиятининг бошқа турлари билан қиёслаганда намоён бўлади.

Болгар назариячиси Александр Людеканов таржиманинг турли турлари учун умумий тушунча мавжудлигини қайд этган. Назариячи олим таржиманинг барча турларининг мақсади бир хил аслият билан мос келувчи инвариант ахборотни бериш фикрини илгари сурган. А. Людеканов ягона ва терминологик жиҳатдан бутун бўлган бир ягона таржима назариясини яратишга муваффақ бўлган. Сўнгги йилларда, аниқроғи XX асрнинг охири XXI аср бошидан таржима ва таржимашунослик муаммолари лингвокультурологик ҳамда когнитив жиҳатлардан ҳам ўрганила бошланди. Бунда таржимашунослик лингвистика ва лингвокультурология ўртасидан ўрин олган оралик билимлар соҳаси деб қаралади. Бунга сабаб таржима нафақат тиллар, балки маданиятлар диалогини амалга оширишда ёрдам беради.

Таржимашуносликда таржимаолди матн таҳлили деган тушунча кенг тарқалган. Матнни таржима қилишдан олдин уни лингвистик жиҳатдан қайси тил бирлиги нуқтаи

назаридан кўриб чиқишга, объекти ва предметига қараб таҳлил этилади. Матнни лингвистик жиҳатдан таҳлил қилиш ўз ичига бир неча босқични олади. Буларга тил ҳодисаларини лингвистик таҳлил асосида тилнинг ҳар бир соҳаси талабига кўра матнни таржима қилишдан олдин уни бир тилда нутқ бирлиги, таржимада эса таржима бирлиги сифатида майда ва айна пайтда маънога эга бўлақларга, қисмларга ёки унсурларга бўлиб ўрганишни назарда тутадиган фонетик, лексик, грамматик ҳамда стилистик таҳлиллар киради.

Т.Қудратов ва Т.Нафасовлар ўзларининг “Лингвистик таҳлил” қўлланмасида лингвистик таҳлилнинг лексикологик ва фразеологик, фонетик, орфоэпик, морфологик, синтактик, пунктацион ҳамда стилистик турларини кўрсатиб ўтишган. Бизнинг фикримизча, лингвистик таҳлил биринчи навбатда тил бирликлари асосида амалага оширилиши лозим. Тилда мавжуд бўлган фонема, морфема, сўз, сўз бирикмаси ҳамда гап лингвистик таҳлилнинг асосини ташкил этиши лозим. Бунда экстралингвистик омилларни ҳисобга олиш лозим. Умумий тилшуносликнинг базавий соҳаларидан стилистика, аниқроғи лингвостилистика, лингвопрагматика, лингвокультурология ёки лингвомаданиятшунослик, лингвистик матншунослик, когнитив тилшунослик, гендер тилшунослиги ва шу каби соҳалар нуқтаи назаридан матннинг таҳлил этилиши мақсадга мувофиқ бўлади, чунки таржиманинг мазмуни, ифодалилиги, унда миллий колоритнинг сақланиши, услуби ва жанрга мос келиши ва шу кабилар ҳақида фикр юритишда юқоридаги фанларда қўлга киритилган ютуқлар таржиманинг адекватлик ва муқобиллик даражасини белгилашда қимматли маълумотлар беради. Бундан ташқари таржима бирлигини аниқлашда таржима назариясига ўз ҳиссасини қўшади.

“Тилнинг асл қаймоғи, унинг ўзига хос хусусиятларини ва табиатини белгилайдиган, унинг камолот даражаси қандай эканлигини кўрсатадиган, бошқа тиллар орасида тутган ўрнини тайинлашда муҳим омил бўлган нарса – ундаги мақол, матал, идиома ва бошқа шу каби кўчма манолари бирикмалардир. Бундай бирикмаларни бир тилдан бошқа тилга таржима қилишнинг ғоят мураккаб ва муҳим эканлиги бу масалани бадий таржима назариясининг асосий муаммолари қаторига киритишга сабаб бўлмоқда” – деб ёзган эди Ғ.Саломов ўзининг машҳур асариди. Дарҳақиқат, бадий асарда образлиликни таъминловчи мақол, матал ва фразеологизмларнинг бадий таржимада берилиши таржимашуносликнинг долзарб мавзуларидан ҳисобланади. Зеро, бир халқнинг бадий тафаккури, миллий ўзига хосликлари акс этган бундай бирликлар барча мураккабликлари билан таржимани қийинлаштирувчи омил саналади. Фразеологик бирликларнинг ишончли муқобиллар воситасида берилмаслиги таржиманинг қусури бўлиб, асардаги фикрнинг таржимада етарли талқин қилинмаслигига олиб келади.

Ғ.Саломов бунга ўхшаш ҳолатлар хусусида шундай ёзган эди: “Кўчма маъноли бирикмаларни бир тилдан бошқа тилга таржима қилганда ҳар қандай ҳолларда ҳам уларнинг образли асослари айнан мувофиқ келадиган бир вариант билангина таржима қилиш баъзан сунъийликка олиб келиши мумкин. Шу билан бирга, ҳар қандай шароитда ҳам муқаррар равишда бундай бирикмаларни асар таржима қилинаётган тилдаги бошқа муқобил вариантлар билан кўр-кўрона алмаштиравериш услуб чалкашлигига, таржима тилининг чегараланиб, қашшоқ бўлиб қолишига, бир хил қолипдаги сийқаси чиққан мақол ва идиомаларнинг узлуксиз такрорланишига олиб келади”. Мисол учун: “Етим қўзи асрасанг оғзи бурнинг мой бўлур, етим бола асрасанг оғзи бурнинг қон бўлур. Бу нонкўрни меҳмон-меҳмон деб азизлайвериб, бошимизга чиқариб олмайлик тагин”. Парчадаги

биринчи гап машхур ўзбек мақоли бўлиб, унда ўзбек халқининг миллий ўзига хослиги акс этган. Бу ерда етим бола асраш керак эмаслиги уқтирилмайди, аксинча, уни асрабавайлаш, яхши инсон қилиб тарбиялаш мушкул эканлиги, буни ҳар ким ҳам эплай олмаслиги таъкидланади. Таржимавий мувофиклик яратиш учун турли тиллар воситаларини киёсий ўрганиш, бадий матннинг эстетик ўзига хослигини, унинг таъсирчан ва образлилигини таъминловчи услубий ва прагматик хусусиятларни аниқлаш тақозо этилади. Тил бирликларининг услубий бўёқ касб этиш хусусияти турли жуфт тиллар бирликларининг мазмуний-услубий ва прагматик жиҳатлардан ўзаро мос келиш-келмасликлари тўғрисида қарор қабул қилиш имконини беради. Таржиманинг бундай таҳлили мазкур соҳадаги тасаввур ва қарашларни бойитади. Аслият ва таржима матнлари мазмунининг ўзаро мос келиши таржиманинг асосий шарти ҳисобланади. Таржима тилида аслият тили лексик бирликларининг коннотатив маъносини ҳам ҳисобга олишнинг аҳамияти тўлақонли таржимага эришишнинг омилидир.

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FRANSUZ TILI DARSLARIDA O'YINLARDAN FOYDALANISH

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Annotatsiya: Bu maqolada, chet tillarini o'rganishda o'yinlardan foydalanishning muvaffaqiyat darajasiga oid fikrlar bayan etiladi.

Kalit so'zlar: lingvistik o'yinlar, kichik guruhlar, kungaboqar o'yini, doska, birgalikda o'naymiz, fikr.

Аннотация: В данной статье обсуждается успешность использования игр в изучении иностранного языка.

Ключевые слова: лингвистические игры, малые группы, игра «Подсолнух», доска, поиграем вместе, идея.

Annotation: This article discusses the success rate of using games in foreignlanguage learning.

Keywords: linguistic games, small groups, sunflower game, blackboard, let's play together, idea.

Kirish

Tez rivojlanayotgan mamlakatimizda xorijiy tillarni puxta egallagan yuqori malakali mutaxassislariga talab ortib bormoqda. Shu bois boshlang'ich ta'limdan tortib oliy ta'limgacha bo'lgan davrda chet tillarini o'qitishga katta e'tibor qaratilmoqda.

O'tgan yillarimiz haqida fikr yuritar ekanmiz, biz ta'limning o'zgaruvchan ehtiyojlarini qondirish uchun ta'lim uslublarimizni doimiy ravishda yangilash va moslashtirish muhimligini tushunamiz. Bugungi dinamik ta'lim manzarasida o'quvchilarni qiziqtirish va ularning bilim olishga bo'lgan qiziqishini rag'batlantirish ularni yuqori yutuqlar sari yetaklashda muhim ahamiyatga ega. Shunday qilib, biz uchun samarali pedagogik texnika bilan jihozlangan malakali o'qituvchilarga ega bo'lish juda muhimdir.

Chet tillarini o'rganish va o'rgatish uzoq va murakkab jarayon bo'lib, izchil harakat va o'z-o'zini takomillashtirishni talab qiladi. Til o'qitishda turli interfaol usullardan foydalanish o'rganishni qiziqarli va samarali qiladi, og'zaki muloqot ko'nikmalarini rivojlantirishga yordam beradi. Sinfda o'quv o'yinlarining kiritilishi o'quvchilarning nutq mahoratini oshirish va tildan foydalanishga bo'lgan ishonchini oshirishga qaratilgan.

Muhokama va natijalar

Tajribadan ma'lumki, o'yinlar tasavvurni kengaytiradi va tilni o'zlashtirishni osonlashtiradi, maqsadli tilda fikrlashni va gapirishni rag'batlantiradi. O'yinlar so'z boyligini mustahkamlashga imkon beradi va kichik guruh faoliyati yoki butun sinf mashqlari uchun moslashtirilishi mumkin, bu esa o'rganish tajribasini boyitadi. Bundan tashqari, o'yinlardagi individual muvaffaqiyatlar talabalarga chinakam qoniqish bag'ishlaydi, jamoaviy o'yinlar hamkorlikni rivojlantiradi va tilning ravonligini oshiradi.

Chet tillarini o'rganish va o'rgatish uchun ishlatiladigan o'yinlar yoki o'yin uslubidagi mashqlar, so'zlarning o'rganishni qiziq va oson qilish uchun ajoyib imkoniyatlar yaratadi. Bu sababli, har bir insonning o'zini haqiqiy chet tili o'qituvchisi sifatida ko'rib chiqishni istaganini hisoblayman. Ya'ni, har doim bir xil o'yinlardan foydalanmay, o'quvchilarni bilimlari bo'yicha qoniqtirish, ularning so'zlarini har safar yangilayishiga, qabul qilishiga, yangi so'zlar yaratishiga va umumiy ravishda darsni yanada qiziqarli va maqbul qilishiga imkon beradi.

Bu turdagi darslar va amaliy mashqlarda o'quvchilar hech qachon qiziqib qolmaydilar va darsga to'liq qatnashadilar. Ular yana keyingi darsni kutish bilan birga darsni tezda orzaydilar.

Quyidagi misollar orqali, dars bo'sh vaqtlarida ingliz tili o'rganuvchilar uchun ishlatiladigan ba'zi o'yinlarni ko'rsatishni istayman va kelajakda ingliz tili o'qituvchisi bo'lishni istagan tengdoshlarimga maslahat beraman:

"Kungaboqar" o'yinida o'quvchilar 4-5 kishidan iborat guruhlariga bo'linadi. O'qituvchi mavzu bo'yicha muammo beradi. Har bir guruh kungaboqar yaratadi va uning markaziga doira joylashtiradi. Guruhlar umumiy muammolarni yozadi va uni doiraga qo'yadi. Ajratilgan vaqt ichida guruhlar fikrlarini yozib, uni yuqori joyga qo'yadi. Bu usul orqali, o'qitilgan mavzu tushuntiriladi, mustahkamlanadi, takrorlanadi va o'quvchilar egallagan bilimlarni aniqlashda foydalaniladi.

Bir necha ishtirokchilarni qo'llab-quvvatlaydigan topshiriq juft-juft bo'lib bajariladi. Birinchi o'quvchi o'z ismini aytadi, keyin ikkinchi o'quvchi o'zi va boshqalarning ismini ilova qiladi. Masalan: "My name is Jeremie." "His name is Jeremie and my name is Nicole." O'yin davomida, bu turdagi o'yinlar o'quv yili boshida yangi tanishuvchi o'quvchilar bilan o'tkazilishi mumkin. Shunday qilib, ular ingliz tilida o'z va boshqalarining ismlarini o'rganadilar.

"What is your name? What is your hobby?" o'yinida ishtirokchilar doira shaklida o'tiradilar. Bu uchun yumshoq ko'ptokcha kerak bo'ladi. Boshlovchi ko'ptokni ishtirokchilardan biriga uzatadi. O'quvchi ko'ptokni olganida o'zi haqida gapiradi. So'ngra u ko'ptokni boshqa ishtirokchiga uzatadi. Shartni bajarolmagan o'quvchi esa o'yindan chiqadi. Masalan: "My name is Ruslan. I like drawing pictures." "My name is Anne. I like reading books." Bunda "sing" (raqs qilish, futbol o'ynash, musiqa tinglash, kinoga borish, dramada o'tish, shatranj o'ynash) kabi variantlar mavjud.

Jamoa o'yinlari oldukça murakkab bo'lishi mumkin, va o'quvchilar lug'atdan foydalanishlari mumkin. Lekin bu o'yinlarni o'tkazish uchun xususiy qo'llanmalar talab qilmaydi. O'yin ishtirokchilariga qog'oz va qalam kerak bo'ladi.

"Birgalikda o'qiyamiz" texnikasi bu o'quv guruhlari orasida amalga oshiriladigan bir usuldir. Bu texnika orqali o'quvchi guruhlari kichik guruhlariga bo'linadi. Har bir kichik guruhda bir ekspert bo'ladi va uning vazifasi boshqalarga o'rgatishdir. Har bir guruhning maqsadi, boshqa guruhlar ishtirokchilarining mavzu bo'yicha bilimlarini to'liq o'zlashtirishga yo'naltirilgan.

"Birgalikda o'qiyamiz" texnikasidan foydalanish jarayonining tuzilishi quyidagicha bo'ladi:

Bilim darajasiga qarab 3-5 kishidan iborat bo'lgan har xil turdagi guruhlarini tuzish.

Har bir guruhga bitta topshiriq berish.

Har bir guruh uchun umumiy topshiriq taqsimlanadi.

Barcha guruh topshiriqlarini bajaradi.

Barcha guruh a'zolarining mini-ma'ruzalarini tinglayadi.

Umumiy natijani shakllantirish va uni taqdim etishga tayyorlanadi.

Bu o'yinlardan tashqari, quyidagi mashq turlaridan ham foydalanilsa kutilgan natijalarga erishish mumkin:

Rasmlarni berilgan so'zlar asosida joylashtirish.
Juft bo'lib ishlang, so'z birikmalarini dialoqlarda qo'llash.
Mustaqil fikrlashga o'rgatuvchi mashqlar (o'z uy yoki kvartirangizni tasvirlash, chizish yoki yozish).

Dialoqlarni tinglang va sahnalashtiring.

Tasvirdagi kamchilikni toping. Rassom qanday xato qilganini topib, unga xat yozing.

Fikrlarni eshiting va unga o'z munosabatingizni bildiring.

Va hokazo, bunday mashq turlarini ijodiy yondoshgan holda yana davom ettirish mumkin.

Xulosa

Xulosa qilib aytish mumkin, sinfda tanishuv va interaktiv o'zlashtirishni kuchaytirish uchun o'qituvchi oyda bir marta o'yinlar natijasini elon qilib borishi va final musobaqasini o'tkazishi maqsadga muvofiq bo'ladi. Lekin ayni paytda, ahamiyatli bo'lishi kerakki, barcha o'yinlarda eng muhimi g'alaba emas, balki ishtirok etish jarayonidir. Barchaga muvaffaqiyatli darslar berishni maqsad qilaman.

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FRANSUZ TILINING NAZARIY GRAMMATIKASI

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Abstrakt: Mazkur maqolada XVI-XVIII asrlardagi tilshunos olimlarning fransuz tili orfografiyasiga oid ilmiy-nazariy qarashlari o'rganildi va ularga munosabat bildirildi. Shu bilan birga bu asrlarda orfografiyaga oid olimlar tomonidan qilingan juda ko'plab o'zgarishlar aniqlandi va jadvalga solinishi natijasida ular o'rtasidagi differensial hamda o'xshash jihatlari aniqlandi.

Kalit so'zlar: orfografiya, orfoepiya, uyg'onish davri, kommunikativ vazifasi, etimologiya, nutq tovushlari, fonetika, tovush, tilshunoslik, diskurs, og'zaki nutq, fonetik hodisa, grafema, morfema, nutq organlari.

Kirish: Imlo yoki orfografiyaga faqat so'zlarni yozish usuli emas, balki, so'zlashuv tilidagi so'zlarni transkripsiya qilish uchun standart sifatida ko'riladigan qoidalar va foydalanish to'plami sifatida qarash kerak. O'rta asrlarda, ya'ni XII-XIII asrlarda, yozuv mohiyatan og'zaki sivilizatsiyada ozmi-ko'pmi beqaror xotiraning o'ziga xos yordamchisifatida qaralar va uning asoslari mohiyatan fonologik bo'lib, kamchiliklar va ziddiyatlarga ega edi. Jahon tilshunosligidagi ilmiy tadqiqot ishlari shuni ko'rsatadiki, asrlar davomida ko'plab grammatiklar, filologlar, fonetiklar, adabiyotshunoslar, tilshunoslar va qolaversa o'qituvchilar tomonidan bir necha bor soddalashtirish, o'zgartirish, isloh qilish bo'yicha bir qancha urinishlarni amalga oshirgan bo'lsa-da, ko'zda tutilgannatijaga erisha olmadi. Biz fransuz tilida 842 yilda lotin-roman ikki tilliligi sharoitida yozilgan "Strasburg qasamyodlari" ni imloning boshlanishi sifatida bilamiz.

Asosiy qism: Fransuz nazariy grammatikasining asosiy muammolari yoritilgan bo'lib, munozarali masalalar atrofida kechgan ilmiy bahslarning mohiyati batafsil ochib berilgan. Bunda nafaqat fransuz filologiyasiga doir mumtoz asarlar, shuningdek, bu sohadagi eng yangi tadqiqotlar ham e'tiborga olingan. Grammatik hodisalar tahlili asosida vazifaviy-mazmuniy yondashuv yotadi. Leksika va grammatikaning o'zaro munosabatiga, so'z turkumlari, transpozitsiyasiga, morfologik shakl va sintaktik qurilmalarining birlamchi va ikkilamchi vazifalarini aniqlashga, fikr nazariyasiga, gapning kommunikativ va pragmatik jihatlarga, matn nazariyasi unsurlariga katta e'tibor qaratiladi. Boblar bo'yicha fransuz tilida berilgan qisqacha xulosalar va fransuz terminologik muqobillar bilan keltirilgan mufasal ko'rsatkich talablarga seminar darslariga tayyorgarlik ko'rishda hamda malakaviy-bitiruv ishlari yozishda asqotishi mumkin.

Ushbu bo'limdan asosiy maqsad jahon tilshunosligida "grammatikalizatsiya nazariyasi" va uning o'rganilish darajasi xususida fikr yuritish va tilshunoslarning bu sohaga tilshunoslikning qaysi qatlami, ya'ni sathi nuqtai nazaridan yondashuvi borasida fikr yuritmoqchiimz.

Tilshunoslik fani taraqqiyotining bugungi davriga qadar so'z turkumlariga xos analitik va sintetik unsurlarni atroflicha o'rganish borasida salmoqli yutuqlarga erishilgan. Buni Fransuz va o'zbek tilshunosligi misolida ham kuzatish mumkin. Aynan ana shu yutuqlar tufayli bugungi kunda tilda sintagmatik jarayonni yuzaga chiqaruvchi analitik va sintetik usurlarni sistemaviy

yondashuvlar asosida yanada chuqurroq ilmiy mushohada etish uchun zamin hozirliandi. Zotan, bunday yondashuv quyidagilarga olib keladi.

Birinchidan, eng muhim til belgisi bo'lgan grammatik leksemaning sintagmatik qurshovdagi tabiatini yorqin tasavvur etishda muhim hisoblanadi.

Ikkinchidan, mustaqil semali leksemalarning o'z ma'nosini yo'qotgan holda, dastlab analitik, so'ngra sintetik qiyofa kasb etishi bilan bog'liq murakkab tarixiy-tadrijiy jarayonga doir ko'plab masalalarni yanada yorqinroq tasavvur etishda muhim ahamiyatga ega bo'ladi.

Bu jaryonga aloqador masalalarni chuqur tadqiq etish, tilning morfologik strukturasiyagina aloqador bo'lmay, balki uning fonetik, leksik-semantik va sintagmatik sathlarida lingvistik, ekstralingvistik omillar ta'siri ostida yuz beradigan sifat o'zgarishlarini atroflicha tavsiflashni ham talab qiladi. Bu esa til tizimining muhim uzvi bo'lgan leksemani fonetik, semantik va grammatik jihatdan o'zgargan holda morfologik sathga ko'chish jarayoni, grammatik ma'noning yangilanish darajasi bilan aloqador ko'plab masalalar xususida aniq xulosalar chiqarish imkonini beradi.

Tilning morfologik sathiga daxldor sintetik va analitik unsurlarga nisbatan yangicha ilmiy - nazariy yondashuvlar, zamonaviy tilshunoslikka "grammatikalizastiya hodisasi" deb nomlanuvchi yangi bir atamaning ilmiy muomalaga kirib kelishi uchun zamin hozirladi. Jumladan, 1912 yilda Fransuz tilshunosi A. Meye leksemalarning grammatik jarayonga ko'chishi bilan bog'liq masalalarni chuqur tahlil etgan holda mazkur atamani birinchi bo'lib iste'molga kiritdi. Grammatikalizastiya hodisasini ilmiy jihatdan keng miqiyosda tadqiq etish esa XX asrning ikkinchi yarmidan boshlandi.

Grammatik birliklar va ularning kelib chiqishi bilan qiziqish XX asrning ikkinchi yarmidan boshlab kuchaydi. Xususan, P.Xopper va E.Klosslarning "Grammatikalizastiya" nomli asarining chop etilishi shundan dalolat beradi. Ushbu tadqiqotda grammatikalizastiya hodisasi keng ma'noda talqin etilgan bo'lib, unda har qanday mustaqil leksemalarning sintagmatik aloqaga kirishuvi grammatikalizastiya hodisasi bilan bog'liq ekanligi ta'kidlanadi.

Zamonaviy" grammatikalizastiya nazariyasi"ning asosiy tadqiqot yo'nalishiga aylanganining isbotini nemis tilshunosi Kristian Lemanning 1982 yilda nashr etilgan "Grammatikalizastiya haqida mulohazalar" nomli monografiyasi orqali ko'rish mumkin.

Shundan buyon bir qancha tilshunos olimlar ushbu muammo xususida ko'plab tadqiqot ishlari olib bordilar. Xususan, B.Xayn, P.Xopper, E.Traugot, J.Baybi va boshqalar o'zlarining talaygina monografiya va maqolalari bilan zamonaviy "grammatikalizastiya nazariyasi"ga o'z hissalarini qo'shdilar. 100 Ular o'z asarlarida asosan grammatikalizastiya hodisasining jarayoni bilan bog'liq muammolarni tadqiq qilishga harakat qilganlar. Grammatikalizastiya muammosi bo'yicha ish olib borayotgan tilshunoslarning aksariyati nemis tilshunoslari bo'lib, hozirgi kunda ularni grammatikalizastiya bo'yicha "nemis maktabi" deb atashmoqda.

Shuningdek, grammatikalizastiya hodisasini modal fe'llar bilan bog'lab o'rganish holati ham tilshunoslarning diqqat markazida turadi. Xususan, grammatikalizastiyaning turli xil mezonlarini – semantik umumiylik darajasi, formal redukstiya, paradigmatic qatorga qo'shilish kabilar modal fe'llarni to'liq

ma'noli leksemalardan tortib, grammatik ko'rsatkich qatoriga kiritishga imkon beradi. Fransuz tilida *devoir*, *pouvoir* kabi modal fe'llar asosiy morfosintaktik sinfni tashkil etadi. Bu borada

B.Xanzen o'zining "Modal fe'llar va grammatikalizastiya sarhadlari" nomli maqolasida batafsil to'xtalib o'tgan.

Grammatikalizastiya hodisasi til tizimida mustaqil leksik ma'noni taqozo qiluvchi lisoniy unsurlarning nutqda grammatik ma'no ifodalashga moslashishi bilan bevosita bog'liqdir. Shuni ham aytish kerakki, til unsurlarining grammatikalizastiyalashuvi nutqda o'z-o'zidan ro'y bermaydi. Bunda evolyustion taraqqiyot kuzatiladi. N.A.Baskakovning ta'kidlashicha, til unsurlarining, jumladan, mustaqil so'zlarning grammatikalizastiyalashuvi eng avval ularning ko'makchi so'zga aylanishi hamda affiks qiyofasiga kirishi bilan bog'liq tarixiy evolyustion jarayon ekanligi shubhasizdir.

Xulosa

Fransuz nazariy grammatikasi muammolari va uning ilmiy muhokamalari, filologiya sohasidagi yangi tadqiqotlar bilan ta'minlangan. Grammatik hodisalar tahlili mavzusida vazifaviy-mazmuniy yondashuvlar ilmiy bahslar ustida yoritilgan.

Tilning morfologik sathiga daxldor sintetik va analitik unsurlarga nisbatan yangicha ilmiy-nazariy yondashuvlar katta e'tibor qaratilgan. Tilshunoslik tarixida derivastiya atamasi, grammatik birliklar va grammatikalizastiya hodisasi kabi muhim muddalar o'rganib chiqilgan.

Grammatikalizastiya hodisasi Fransuz va o'zbek tilshunosligida ham muhimdir va tilshunoslarning uning tushunchalarini chuqur tushunishiga erishilgan. Xuddi shunday, zamonaviy grammatikalizastiya nazariyasi ustida ko'plab tadqiqotlar olib borilgan va bu soha bo'yicha xususan B.Xayn, P.Xopper, E.Traugot, J.Baybi kabi olimlar muhim hissalar qo'shib borishmoqda. Ushbu muammolarni yaxshi tushunish va ularning nazariy va amaliy jihatlarini chuqur o'rganish tilshunoslikning rivojiga muhim hisoblanadi.

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INNOVATIVE EDUCATIONAL TECHNOLOGIES IN TEACHING LANGUAGE AND LITERATURE

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Abstract: In this article discusses the role of the effective usage of innovative technologies in teaching the languages. The internet links, which are effectively used during the lessons, innovative methods of teaching literature on distance learning at the present stage education. While learning a foreign language, effective innovative technologies help students to become more independent and increase their enthusiasm for language learning. Innovative technologies used effectively in the process of teaching language explored in this article.

Keywords: Innovative technology, multimedia, education, internet links, electronic resources, learning environment, motivation.

Аннотация: В данной статье рассматривается роль эффективного использования инновационных технологий в обучении языкам. Интернет-ссылки, которые эффективно используются на уроках, инновационные методы преподавания литературы по дистанционному обучению на современном этапе образования. При изучении иностранного языка эффективные инновационные технологии помогают студентам стать более самостоятельными и повысить их энтузиазм к изучению языка. В данной статье рассматриваются инновационные технологии, эффективно используемые в процессе обучения языку.

Ключевые слова: Инновационные технологии, мультимедиа, образование, интернет-ссылки, электронные ресурсы, среда обучения, мотивация.

Annotatsiya: Ushbu maqolada tillarni o'qitishda innovatsion texnologiyalardan samarali foydalanishning o'rni muhokama qilinadi. Darslarda samarali foydalanilayotgan internet havolalari, ta'limning hozirgi bosqichida masofaviy ta'lim bo'yicha adabiyotlarni o'qitishning innovatsion usullari. Chet tilini o'rganish jarayonida samarali innovatsion texnologiyalar o'quvchilarning mustaqil bo'lib, til o'rganishga bo'lgan ishtiyoqini oshirishga yordam beradi. Ushbu maqolada til o'rgatish jarayonida samarali qo'llaniladigan innovatsion texnologiyalar.

Kalit so'zlar: Innovatsion texnologiya, multimedia, ta'lim, internet aloqalari, elektron resurslar, o'quv muhiti, motivatsiya.

Object of research and used methods:

As a training object, the benefits of supporting specific areas from a developing country in the world are highlighted. Methods such as assessment, citation, and proof were used to guide the research case.

The obtained results and their analysis

The part of development in instruction is extraordinary. The successful utilize of Imaginative advances, such as computers, the Web, interactive media assets within the instructive

prepare is the as it were way to appear the quality of instruction. One of the imaginative advances of progressing the students' communicative abilities is utilizing interactive media within the handle of instructing and learning within the classroom. Appropriate utilize of mixed media in classroom will give the opportunity for connection with different writings that grant understudies a strong foundation within the errands and substance of standard courses. Besides, since instructive innovation is anticipated to ended up an indispensably portion of the educational programs, understudies must end up capable in getting to and utilizing electronic assets. **In terms of providing educational institutions with multimedia products, there are some problems to be solved so far:**

- the virtual nonattendance of residential electronic course readings (ET) in official dialect at instructive educate.
- need of viability of utilizing the existing electronic reading material.
- destitute quality of educator preparing in utilizing electronic reading material.
- inadequately execution of unused instructive innovations within the instructive prepare.
- moo proficiency of computerized appraisal framework in educating.

The utilizing of interactive media in classroom cannot be denied any longer. That will make conceivable for instructors giving more opportunity to understudies being more joyful and more appreciate amid the learning course. Through their intelligent with interactive media writings, understudies ended up progressively recognizable with scholarly lexicon and dialect structures. As they seek after maintained consider of one substance range through center teach inquire about, the understudies ended up effectively locked in within the prepare of meaning development inside and over diverse media. Learners get most of the data from electronic gadgets, which has made such apparatuses, an awfully fundamental component of their existence. Utilizing inventive innovations in a classroom as an apparatus for dialect learning has numerous benefits. It gives jolt to embrace the assignments. And could help in creating a long-lasting impact on the learners. The role of teacher will change from an instructor's role to a coordinator. Self-paced independent learning methodology is what is being propagated with the help innovative technologies in English Language Teaching. Using multimedia provides the students to gather information through media that encourages their imaginations, interests. One of the main problems faced by the language teacher, especially newcomers to the profession, is that methodology refuses to stand still. **As McCarthy puts it:** The methodology of foreign language teaching has evolved dramatically over the past half century, with emphasis at different times being placed on a remarkable array of philosophies and approaches under banners such as grammar-translation, audio-lingual, structuro-global audiovisual, inductive/deductive, functional, notional, situational, communicative, immersion, learning/acquisition, suggestopedia, directivist/constructivist, etc. Although each approach has seen its share of zealous purists, it would seem that, viewed from a distance, the abiding lesson to teachers has been that no one approach is a magic wand capable of transforming any class of foreign language learners into near-native speakers of the target language, and that each approach brings to the fore a previously neglected or forgotten facet.

As tongue educates, we have a tradition of joining present day media into our guideline. We have gotten a handle on any unused advancement, which was likely to move forward learning. Cautious of the need to be bring local speaker voices into the classroom, teaches inside the to start with half of the 20th century took gramophones into their classrooms. These were supplanted by reel-to-reel tape recorders when the taken a toll was right and reasonable recordings have to be be

open. Gallant souls obtained recipients and engaged understudies to record their have voices, to accustom them to hearing themselves talking in another lingo.

Innovative techniques are characterized by a new style of organizing educational and cognitive activities of students. Modern teachers recognize that in the development of creative abilities, intellectual activity, the maximum opportunities are represented by the technology of problem-based learning. In general, we can talk about two groups of strategies: directly affecting and contributing to learning.

Inside the system of this instructive framework, classes are conducted on separate learning- the understudy truly gets to be a dynamic subject of the instructive prepare, autonomously owning information and tackling cognitive assignments. The reason of such methods is to heighten, optimize, escalating the method of cognition. Inventive learning includes the obligatory consideration of understudies in exercises that require understudies to be inventive and coherent considering.

Highlights of inventive learning are:

- work in advance, anticipation of improvement;
- openness to the future;
- center on the identity, its improvement;
- obligatory nearness of components of creativity;
- association sort of relationship: participation, co-creation, shared help, etc.

Advancements in instruction are called advancements, developments within the substance of education, within the shapes and strategies of preparing, within the relations “teacher - student”, the utilize of data advances of preparing, the presentation of unused hardware, within the organization of the instructive prepare, its administration, etc.

Conclusion: Instructive development is advertised in different strategies and uncovers itself completely different areas, making varieties in instructors and understudies, centering on the development of each of the highlights of the instructive organizations in arrange to seek after a made strides extension of the quality of instruction beginning from the prior varieties within the instructive frameworks of instructors as well as within the ways of procuring of the understudies, thus succeeding a change within the instruction of learners.

The development of innovation has built incredible impacts in instructive frameworks since it is centered on the development of learning and instructing, relating the educator and the understudies since it passes on the completion of a better approach of getting and sharing information, dealing with to fathom instructive inconveniences, and developing the pliability of society to unused instructive methods.

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LA SCIENCE DERRIÈRE LA PUBLICITÉ DESTINÉE AUX ENFANTS

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Annotation: Cet article est consacré à la discussion sur la publicité, ainsi que la publicité destinée aux enfants, ses caractéristiques principales et l'impact global. La publicité destinée aux enfants est un sujet d'une importance croissante dans notre société contemporaine, suscitant des débats animés quant à son impact sur le développement des enfants, leurs comportements de consommation et leur bien-être global. Cette forme de communication commerciale cherche à influencer les jeunes consommateurs dès leur plus jeune âge, en utilisant des techniques persuasives spécifiquement conçues.

Les mots clés: la publicité, messages publicitaires, l'influence, l'attitude, le marketing.

Аннотация: Данная статья посвящена обсуждению рекламы, а также рекламы, направленной на детей, ее основных характеристик и общего воздействия. Реклама, ориентированная на детей, приобретает все большее значение в нашем современном обществе, вызывая оживленные дебаты о ее влиянии на развитие детей, их потребительское поведение и их общее благополучие. Эта форма маркетинговой коммуникации направлена на влияние на молодых потребителей с раннего возраста, используя специально разработанные методы убеждения.

Ключевые слова: реклама, рекламные сообщения, влияние, отношение, маркетинг.

Annotation: This article is devoted to the discussion of advertising, as well as advertising aimed at children, its main characteristics and overall impact. Advertising to children is a subject of increasing importance in our contemporary society, sparking lively debates about its impact on children's development, their consumption behaviors and their overall well-being. This form of marketing communication seeks to influence young consumers from an early age, using specifically designed persuasive techniques.

Keywords: advertising, advertising messages, influence, attitude, marketing.

Introduction

La publicité est omniprésente dans nos vies modernes. Des panneaux d'affichage, le long des autoroutes, des annonces en ligne qui envahissent nos écrans, en passant par les spots télévisés et les pages de magazines, nous sommes constamment exposés à une multitude de messages publicitaires. La publicité exerce une influence profonde sur nos choix de consommation, nos perceptions du monde et même nos valeurs personnelles. Au cœur de la publicité réside la communication persuasive, l'art de vendre des produits, des services ou des idées en utilisant divers moyens et techniques pour influencer les attitudes et les comportements des consommateurs. C'est un domaine dynamique et évolutif, façonné par les avancées technologiques, les changements sociaux et les tendances culturelles. Un des types de la publicité c'est la publicité destinée aux enfants. Elle est aussi un sujet qui suscite de vives préoccupations au sein de la société contemporaine. Avec l'évolution des médias et la prolifération des plateformes de divertissement

accessibles aux jeunes, la question de l'influence de la publicité sur les enfants est devenue une préoccupation majeure pour les parents, les chercheurs, les professionnels du marketing et les législateurs.

La publicité ciblant spécifiquement les enfants est souvent conçue pour attirer leur attention, créer un lien émotionnel avec les produits ou les marques promues, et influencer leurs comportements d'achat. Cependant, cette pratique soulève des questions éthiques et sociales importantes, notamment en ce qui concerne l'exploitation commerciale des vulnérabilités des enfants et l'impact sur leur développement cognitif, émotionnel et social. Au fil du temps, cette branche s'est transformée pour s'adapter aux nouvelles plateformes de communication, telles que la télévision, Internet, les applications mobiles et les réseaux sociaux. Les marques utilisent des personnages animés, des couleurs vives, des jingles accrocheurs et des promotions ludiques pour captiver l'attention des jeunes consommateurs et créer un lien émotionnel avec eux. Cependant, l'influence de la publicité sur le comportement des enfants, ainsi que la forme et le contenu des messages publicitaires destinés aux jeunes, ont fait l'objet de nombreux débats, recherches importantes des chercheurs comme Iulio S (2010), Laffond-Pabagiotopoulos L (1987), Muratore I (2003), Octobre S (2006), Pantin-Sohier G (2004), Pecheux C, Derbaix C (2002), Poline J (1997), Zouari S (2005).

Cependant, malgré ces réglementations, la publicité destinée aux enfants suscite des préoccupations croissantes. Les critiques pointent du doigt les techniques publicitaires sophistiquées qui ciblent spécifiquement les enfants, en utilisant des personnages populaires de dessins animés, des jeux en ligne et des influenceurs sur les réseaux sociaux pour promouvoir des produits.

En réponse à ces préoccupations, certaines mesures ont été prises pour restreindre la publicité destinée aux enfants en France. Par exemple, la loi Évin interdit la publicité pour les boissons alcoolisées sur les chaînes de télévision destinées aux enfants, et des restrictions similaires sont appliquées à d'autres produits considérés comme nocifs pour la santé des enfants

Methodes

Les méthodes suivantes sont principalement utilisées pour étudier la publicité, la publicité destinée aux enfants, ses origines, ses caractéristiques.

- méthode sémiotique - consiste à examiner les signes, symboles, images et langage;
- méthode contentuelle - implique l'examen systématique du contenu des publicités, comme visuelles, textuelles et sonores;
- méthode des effets - vise à évaluer l'impact des publicités sur les enfants, en examinant leurs réactions émotionnelles, cognitives et comportementales;
- méthode critique - adopte un regard critique sur les publicités.

RESULTATS

Les résultats sont obtenus à travers une variété de méthodes de recherche, y compris des enquêtes, des expériences, des observations des travaux.

- Impact de la publicité sur les préférences et les comportements d'achat des enfants. L'étude pourrait révéler que les enfants exposés à des publicités pour des jouets ou des aliments sucrés sont plus susceptibles de les préférer et de demander à leurs parents de les acheter.
- Effets de la publicité sur les attitudes et les valeurs des enfants. Les résultats pourraient montrer que la publicité influence les attitudes des enfants envers la consommation, le

matérialisme, ou les stéréotypes de genre, par exemple en promouvant des normes de beauté irréalistes ou des idéaux de réussite basés sur la possession de biens matériels.

- Réception et compréhension des publicités par les enfants. L'étude pourrait fournir des informations sur la manière dont les enfants perçoivent et comprennent les publicités, par exemple en évaluant leur capacité à reconnaître les intentions persuasives derrière les annonces ou à distinguer le contenu publicitaire du contenu éditorial.
- Effets de la publicité sur le bien-être des enfants. Les résultats pourraient révéler les impacts négatifs potentiels de la publicité sur le bien-être des enfants, par exemple en contribuant à des problèmes de santé tels que l'obésité infantile en promouvant des aliments malsains ou en encourageant des habitudes sédentaires.
- Réactions émotionnelles des enfants à la publicité. L'étude pourrait examiner les réponses émotionnelles des enfants à différentes publicités, en mesurant des indicateurs tels que l'excitation, le bonheur, l'anxiété ou la confusion suscités par les annonces.
- Perceptions de l'éthique publicitaire par les enfants : Les résultats pourraient révéler les opinions et les attitudes des enfants à l'égard de différentes pratiques publicitaires, par exemple en évaluant leur perception de l'honnêteté, de la transparence ou de la manipulation dans les annonces.

Discussion

La section de discussion dans une étude sur la publicité destinée aux enfants pourrait aborder plusieurs aspects des résultats et implications de la recherche. On discuterait des résultats de l'étude concernant l'impact des publicités sur les enfants, en mettant en évidence les tendances observées en termes d'attitudes, de comportements d'achat, de préférences, et de bien-être des enfants en lien avec leur exposition à la publicité. Il faudrait explorer le rôle des parents, des éducateurs et des autres adultes dans la médiation de l'impact de la publicité sur les enfants, en discutant des stratégies éducatives et des pratiques parentales qui pourraient aider à atténuer les effets négatifs de la publicité sur les enfants. Il devrait identifier les lacunes dans la recherche existante sur ce domaine et il faudrait proposer des orientations pour de futures études, en mettant en évidence des recherches supplémentaires pour mieux comprendre les mécanismes, les effets et les implications de la publicité. Et en plus, il saurait acceptable de discuter du rôle des entreprises et des annonceurs dans la promotion de pratiques publicitaires responsables envers les enfants, en mettant en lumière les initiatives et les normes industrielles visant à garantir soit éthique et respectueuse.

Conclusion

En conclusion, la publicité destinée aux enfants est un sujet complexe mêlant intérêts commerciaux, protection de l'enfance et éthique publicitaire. Tout en reconnaissant les avantages de la sensibilisation des jeunes consommateurs, il est impératif de garantir des pratiques publicitaires responsables, respectueuses et bénéfiques pour le développement sain des enfants. Un équilibre critique entre la liberté d'expression commerciale et la protection des plus vulnérables est essentiel pour façonner un paysage publicitaire éthique et éducatif pour les générations futures.

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NAZORAT MATERIALLARI TAYORLASHNING METODIK ASOSLARI

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Annotatsiya: Ushbu maqolada "Nazorat qilish va baholashning Metodik tahlili". An'anaviy nazorat vositalari, tadqiqot predmeti haqida ma'lumotlar berilgan.

Kalit so'zlar: sifat, muammo, ta'lim, dastur, zamonaviy nazorat vositalari, an'anaviy tekshirish.

Аннотация: В статье «Методологический анализ мониторинга и оценки». Приведены традиционные средства контроля, информация о предмете исследования.

Ключевые слова: качество, проблема, образование, программа, современные средства контроля, традиционный контроль.

Annotation: In this article "Methodological analysis of monitoring and evaluation". Traditional means of control, information about the subject of research are given.

Keywords: quality, problem, education, program, modern control tools, traditional inspection.

Kirish

¹⁰¹An'anaviy nazorat vositalari talab qilinadigan bilim, ko'nikma va malakalarni o'zlashtirish darajasini aniqlashga imkon beradi. Ammo talabalarga yo'naltirilgan ta'lim tizimida bilimlarni boshqarishning an'anaviy vositalari, bu erda talaba o'rganish ob'ekti sifatida emas, balki sub'ekt sifatida qaraladi. Tadqiqot predmeti pozitsiyasining tarkibida to'rtta asosiyvakolatlar ajratiladi:

- kognitiv,
- tartibga solish,
- ijodiy,
- shaxsiy va semantik.

Yuqoridagi ko'rsatkichlar odatda to'g'ridan-to'g'ri kuzatuvdan yashiriladi. Shubhasiz, ularni amalga oshirish uchun maxsus vositalar to'plami va boshqa narsalar qatori o'quvchilarning shaxsiy yutuqlari va ijodiy yutuqlarini boshqarish va baholashga yordam beradigan zamonaviyroq vositalardan foydalanish talab etiladi. Hozirgi vaqtda mavjud bo'lgan adabiyotlarda ushbu mablag'lar to'g'risida tarqoq ma'lumotlar mavjud. Bundan tashqari, o'quv natijalarini baholashning barcha zamonaviy vositalaridan faqat pedagogik testlarga ahamiyat beriladi, garchi bir xil darajada samarali vositalar arsenaliga ega bo'lsa. Shunday qilib, aniqlangan muammolar o'quv natijalarini yuqori sifatli baholashni ta'minlashni qiyinlashtiradi

¹⁰¹ Звонников В.И., Чельшкова М.Б. Современные средства оценивания результатов обучения. - М.: Издательский центр «Академия», 2007.

¹⁰²O'zbekiston Respublikasi Oliy ta'lim vazirligining qaroriga binoan pedagogika oliy o'quv yurtlari dasturiga yangi "O'quv rejasi, baho va baholash" fani kiritildi. Ushbu fanni o'rganishdan maqsad talabalarni bilimlarni test nazoratining uslubiy va nazariy asoslari, yagona davlat imtihonini tashkil etish va o'tkazish tartibi, shuningdek, umuman, zamonaviy nazorat vositalaridan foydalanish bilan tanishtirishdir. Shu sababli, o'quv natijalarini baholashning zamonaviy vositalaridan foydalanishda to'plangan nazariy material va amaliy tajribani umumlashtirish va tizimlashtirish darslik nashr etish bilan maqsadga muvofiq ko'rinadi. Ushbu kurs nazorat qilish, baholash, baholash konsepsiyasining asosini beradi, an'anaviy baholash tizimini talabalarning ta'lim yutuqlarini baholashning zamonaviy yondashuvlari bilan taqqoslaydi, o'quv natijalarini baholashning turli zamonaviy vositalarini o'rganadi pedagogik test, reyting, monitoring, portfel, yagona davlat imtihonlari. Ta'lim natijalarini monitoring qilish va baholashning zamonaviy vositalarining tavsiflari asosan taniqli nashrlardan, yetakchi o'qituvchilarning amaliy tajribalaridan olingan. Bugungi kunda Markaziy va Sharqiy Evropaning aksariyat davlatlari, shu jumladan, o'z mamlakatlarining ta'lim tizimlarini global isloh qilish doirasida ta'lim faoliyatini monitoring qilish va baholash uchun asos ishlab chiqdilar. Ushbu mamlakatlar ta'lim dasturlarini ishlab chiqishda normalarni (standartlarni) aniqlay boshladilar, bu ajralmas qism sifatida milliy ta'lim siyosati va sifatni nazorat qilishning muhim bosqichidir. Ushbu me'yorlar (standartlar) ta'limning maqsadlarini belgilash, mamlakatda yagona pedagogik makonni yaratish uchun zarur asos bo'lib, buning natijasida turli xil ta'lim muassasalarida yoshlar tomonidan qabul qilinadigan umumiy ta'limning yagona darajasi ta'minlanadi.

¹⁰³Umumiy ta'limdagi natijalarni baholashning zamonaviy yondashuvi yanada muhimroq. Darhaqiqat, yondashuvlarning o'zi va baholash mezonlarini tanlash juda ehtiyotkor bo'lib qoldi. Shu bilan birga, biz baholash natijalarini keyinchalik gaplashadigan pedagogik yoki selektiv diagnostika maqsadlarida foydalanish imkoniyatiga nisbatan ehtiyotkorlik bilan yondosha boshladik. U yoki bu maqsadda foydalanish uchun baholash natijalari uchta sifatga ega bo'lishi kerak: - ular "haqiqiy" bo'lishi kerak (o'quv dasturlariga aniq mos keladi), - qat'iy ob'ektiv va barqaror (ya'ni vaqtga yoki imtihonchining tabiatiga bog'liq bo'lmagan holda o'zgarishi mumkin emas), - "mavjud" (ya'ni vaqt, ularni ishlab chiqish va amalga oshirish uchun ilmiy kuchlar va mablag'lar berilgan davlatga tegishli bo'lishi kerak). Pedagogik nazorat pedagogik tizimning muhim tarkibiy qismi va ta'lim jarayonining bir qismidir.

An'anaviy tekshirish usullarini tahlil qilish shuni ko'rsatdiki, ta'lim sifatini baholash tizimi pedagogik o'lchovlarning ob'ektiv usullariga tayanmaydi, shuning uchun "sifat" bugungi kunda ancha o'zboshimchalik bilan talqin qilinmoqda, har bir o'qituvchi o'z tekshirish vazifalari tizimini ishlab chiqadi. Pedagogikada o'lchovning maqsadi bilim darajalarining sonli ekvivalentlarini olishdir.

O'lchovlar - bu oldindan belgilangan parametrlarga ko'ra talabalar tomonidan ta'limiy tayyorgarlik darajasiga erishishning sifat va miqdoriy xususiyatlarini aniqlash vositasi va usullari. Ta'limni miqdoriy o'rganish va uning samaradorligi bo'yicha tadqiqotlar guruhini ko'rib chiqing. Ushbu ishlarda o'qitishga turli xil nuqtai nazardan yondashiladi, chunki axborot jarayoni sifatida olingan natijalarni matematik baholash imkoniyati aniqlanmoqda, uning samaradorligini

¹⁰² Самылкина Н.Н. Современные средства оценивания результатов обучения. - М.: БИНОМ. Лаборатория знаний, 2007

¹⁰³ Чернявская, А.П., Гречин, Б.С. Современные средства оценивания результатов обучения: учебно-методическое пособие. - Ярославль: Изд-во ЯГПУ. - 2009

aniqlashning miqdoriy mezonlarini qo'llash muhokama qilinadi. Bilimlarni baholashning sub'ektivligi ma'lum darajada bilimlar tizimini boshqarish usullarining etarli darajada rivojlanmaganligi bilan bog'liq.

¹⁰⁴O'qituvchining shaxsiy fazilatlarini, albatta, o'qitish xarakterida ham, bilimlarni tekshirish va baholash jarayonida ham namoyon bo'ladi, bu haqda keyinroq batafsilroq muhokama qilamiz. Shuning uchun, yuqorida ta'kidlab o'tilganidek, bilimlarni baholash va tekshirishda sub'ektivlikni istisno qilish muammosi yanada chuqurroq o'rganishni talab qiladi. 60-70-yillarda dasturlashtirilgan o'qitishning rivojlanishi va o'quv jarayoniga texnik o'qitish vositalarini keng joriy etilishi munosabati bilan muammoni o'rganishda yangi jihatlar paydo bo'ldi. Dasturlashtirilgan o'qitishda baholash menejmentning zaruriy qismidir va ta'lim jarayonini to'g'irlash uchun ma'lumot beradi. Bu nazoratning aniqligi va ishonchliligi, uning mezonlari asoslilik talablarini oshiradi. Shu munosabat bilan baholashning sifatli va miqdoriy jihatlari, axborot va statistik o'lchov usullari, har xil turdagi test topshiriqlarining ishonchliligi va samaradorligi, texnik vositalar va kompyuterlar yordamida tekshirish usullari ko'rib chiqiladi. (S.I. Arxangelskiy, V.P. Bepalko, T.A. Ilyina, A.G. Molibog, N.M. Rozenberg, N.F. Talyzina, N.M. Shaxmaev va boshqalar). Ushbu muammolarni tadqiqotchilar rejalashtirilgan bilimlarning sifati, baholash mezonlari va me'yorlariga nisbatan aniqroq talablarni shakllantirishdi, har xil turdagi savollarning afzalliklari va kamchiliklarini aniqladilar, bilimlarni boshqarish usullarini ishlab chiqdilar. Shunday qilib, o'quv mazmunini o'zlashtirishni pedagogik nazorat qilish shakli sifatida talabalarning bilimlarini sinash va baholash ko'plab ob'ektiv va sub'ektiv omillarga bog'liq. Kadrlar tayyorlash tizimida nazorat zarurligi, avvalo, jamoat ta'lim muassasalarining butun tizimining faoliyati samaradorligi to'g'risida ma'lumotlarga bo'lgan ehtiyoji bilan izohlanadi.

Nazorat - bu ta'lim jarayonining ajralmas elementi, buning natijasida o'qishdagi teskari aloqa amalga oshiriladi, bu sizning aloqangizni tezda tartibga solish va to'g'rilashga, yangi dars uchun aniq vazifalarni belgilashga imkon beradigan bog'lanishdir. Va nihoyat, nazorat maktabdagi ta'lim jarayoniga xos bo'lgan barcha asosiy funksiyalarni bajaradi: ta'lim, tarbiya va rivojlanish. Hozirgi nazariyada "baholash", "nazorat", "tekshirish", "buxgalteriya hisobi" va ular bilan bog'liq boshqa tushunchalarni aniqlashga hali ham aniq yondashuv mavjud emas. Ko'pincha ular aralash, o'zgaruvchan, bir xil, keyin turli ma'nolarda ishlatiladi. Umumiy tushuncha "nazorat", ya'ni tinglovchilarning bilim va ko'nikmalarini aniqlash, o'lchash va baholashni anglatadi. Aniqlash va o'lchash tekshiruv deyiladi.

¹⁰⁵Rus tilining lug'atida S.I. Ozhegova "nazorat" so'zi [frantsuzcha. contrôle] - tekshirish, shuningdek tekshirish maqsadida kuzatish degan ma'noni anglatadi.

1. Biror narsaning to'g'riligiga ishonch hosil qiling, nazorat qilish, nazorat qilish maqsadida tekshiring.

2. Biror narsani bilish uchun sinovdan o'tish. Shuning uchun tekshirish nazoratning ajralmas tarkibiy qismi bo'lib, uning asosiy didaktik vazifasi talaba va o'qituvchi o'rtasida teskari aloqani ta'minlashdan iborat bo'lib, o'qituvchi o'quv materialini o'zlashtirish darajasi, kamchilik va bo'shliqlarni o'z vaqtida aniqlash to'g'risida ob'ektiv ma'lumot oladi. bilim.

"Baholash" odatda tekshirish natijasi sifatida tushuniladi (IP Podlasy). "Nazorat" tinglovchilarning bilim va ko'nikmalarini aniqlash, o'lchash va baholashni anglatadi. Nazorat

¹⁰⁴ Чернявская, А.П., Гречин, Б.С. Современные средства оценивания результатов обучения: учебно-методическое пособие. - Ярославль: Изд-во ЯГПИУ. - 2008

¹⁰⁵ <https://econferencezone.org>.

baholashni (jarayon sifatida) va baholashni (natijada) o'z ichiga oladi. M.B. Chelyshkov, nazorat ham nazariy tadqiqot ob'ekti, ham o'qituvchining amaliy faoliyati sohasidir. Ta'lim jarayoniga nisbatan "pedagogik nazorat" tushunchasi bir necha talqinlarga ega. Uning fikricha, bir tomondan, pedagogik nazorat - bu sinov faoliyati yagona didaktik va uslubiy tizim. O'qituvchilar va talabalarning ushbu o'zaro bog'liq qo'shma faoliyati o'qituvchilarning etakchi va tashkilotchi roli bilan ta'lim jarayoni natijalarini aniqlash va uning samaradorligini oshirishga qaratilgan. Boshqa tomondan, kundalik ta'lim jarayoniga nisbatan nazorat deganda maktab o'quvchilarining ta'lim faoliyati natijalarini aniqlash va baholash tushuniladi. Nazorat yordamida, u yangi o'qitish usullarining afzalliklari va kamchiliklarini aniqlash, rejalashtirilgan, amalga oshirilgan va erishilgan ta'lim darajalari o'rtasidagi munosabatlarni o'rnatish, turli o'qituvchilar ishini taqqoslash, talabaning yutuqlarini baholash va aniqlash mumkin, deb hisoblaydi. o'z bilimidagi bo'shliqlar, o'quv muassasasi rahbariga farzand asrab olish to'g'risida qaror qabul qilish uchun ob'ektiv ma'lumot beradi va boshqa bir qator muhim vazifalarni bajaradi. I.F. Xarlamov, nazoratni amalga oshirish o'rganilayotgan materialni o'zlashtirish sifatini o'rgatishda va talabalarni o'zini o'zi boshqarishga undashda katta tartibga soluvchi va rag'batlantiruvchi rol o'ynaydi.

¹⁰⁶Azimov va A.I. Shchukin. Shunga ko'ra, bilim va ko'nikmalarni nazorat qilishning quyidagi maqsadlari ajratiladi:

- bilim va ko'nikmalarni diagnostika qilish va tuzatish;
- o'quv jarayonining alohida bosqichi samaradorligini hisobga olish;
- turli darajadagi ta'limning yakuniy natijalarini aniqlash.

Bilim va ko'nikmalarni nazorat qilishning yuqoridagi maqsadlarini sinchkovlik bilan ko'rib chiqib, o'qituvchining nazorat tadbirlarini o'tkazishda ushbu maqsadlari ekanligini ko'rishingiz mumkin. Biroq, mavzuni o'qitish jarayonida asosiy aktyor talaba, uning uchun o'quv jarayoni bilim va ko'nikmalarni egallashdir, shuning uchun sinfda sodir bo'ladigan barcha narsalar, shu jumladan nazorat faoliyati talabaning maqsadlariga mos kelishi kerak. o'zi uchun u shaxsan muhim bo'lishi kerak. An'anaviy ta'limda ular asosan e'tibor, idrok etish va axborotni yodlash jarayonlariga (xotira maktabi) tayanishi va butun shaxsiyatni bilish jarayonlariga butun shaxsning jalb qilinishini ta'minlash zarurati o'rtasida ziddiyat paydo bo'ladi. kasbiy faoliyatda bo'lgani kabi ijodiy, dialogik fikrlash va ijtimoiy faollik darajasi (fikrlash maktabi). Shuni ham yodda tutish kerakki, axborot va bilim har xil voqelikdir.

¹⁰⁷Ta'lim ma'lumotlari - bu imo-ishora tizimi, o'quv matni, o'qituvchi tomonidan aytilgan so'zlarning tovushlari, uni talaba idrok qilishi va o'zlashtirishi kerak. Boshqa tomondan, bilim, haqiqatni idrok etishning amaliyotda sinovdan o'tgan natijasidir, uning shaxs tomonidan to'g'ri aks etishi, vakolatli harakat uchun indikativ asosga aylangan. Bilim bu miya tuzilmalari tiliga qayta yozilgan ma'lumotdir. Voqelikning ongli ravishda aks etishi, bilim maqomini olish uchun ma'lumot boshidanoq ularning kontekstida assimilyatsiya qilingan harakat va amalda "o'lchanishi" kerak. Fikrlash muammoli vaziyatda tug'iladi, lekin o'qituvchi tomonidan ilgari bayon qilingan andoza bo'yicha muammoni echish uchun emas, balki eslab qolish oson. Talaba o'quv ta'sirining "ob'ekti" bo'lgan qat'iy, direktiv boshqaruvdan o'quv predmetining kognitiv faoliyatini tashkil etish, qo'llab-quvvatlash va rag'batlantirish, ijodkorlik bilan o'qitish, hamkorlik pedagogikasi, shaxsiyat tizimiga o'tishni boshladi. yo'naltirilgan ta'lim.

¹⁰⁶ International Conference on Developments in Education, Sciences and Humanities Hosted from Livorno, Italy
<https://econferencezone.org> May 2 nd -3 rd 2022

¹⁰⁷ www.Chatgpt.com

Xulosa

Ushbu metodik asoslar nazorat materiallarini tayyorlashda yordam beradi va nazorni samarali va o'quvchilar uchun qulay qiladi. Yangi materiallar tayyorlash va mavzuni yangilashda qat'iylik bilan metodik asoslar va o'quvning barcha jarayonlariga e'tibor berish juda muhimdir.

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COHESION AND COHERENCE AS THE MAIN CATEGORIES OF TEXTUAL CONNECTEDNESS

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Abstract: This article is devoted to analyze the definition of «cohesion» and «coherence» in modern linguistics and describe their role in the text analysis, as well as correlate these terms with the notion of connectedness. We point out that the interpretation of these terms in various linguistic theories differs. However, having examined the research in the field of text coherence, we conclude that cohesion and coherence are the main categories of textual connectedness.

Keywords: linguistics, text, cohesion, coherence, connectedness, category.

Аннотация: В данной статье рассматривается определение терминов «когезия» и «когерентность» в современной лингвистике, описывается их роль при анализе текста, а также соотносятся данные понятия с понятием связности. Отмечается, что понимание этих терминов в различных лингвистических концепциях отличается, тем не менее, исследования в области связности текста, свидетельствует о том, что когезия и когерентность являются основные категории связности текста.

Ключевые слова: лингвистика, текст, когезия, когерентность, связность, категория.

Annotatsiya: Mazkur maqolada zamonaviy tilshunoslikda “kogeziya” va “kogerentlik” atamalarining tavsifi, ularning matn tahlilida tutgan o‘rni, shuningdek ushbu tushunchalarning ravonlik tushunchasi bilan o‘zaro munosabati ko‘rib chiqiladi. Qayd etish kerakki, mazkur atamalar tilshunoslikka oid turli qarashlarda turlicha ifodalansada, matn tahlili borasida olib borilgan tadqiqotlar kogeziya va kogerentlik matn ravonligining asosiy kategoriyalari ekanligidan dalolat beradi.

Kalit so‘zlar: tilshunoslik, matn, kogeziya, kogerentlik, ravonlik (bog‘langanlik), kategoriya.

Ko‘pchilik o‘qituvchilar o‘quvchilar tomonidan yozilgan ayrim yozma ishlarda mazmunan bog‘liqlik (kogerentlik) yo‘qligidan nolib gapiradilar. Yozma ishlar baholanganda o‘qituvchi tomonidan “Matn mazmunan bog‘lanmagan“ deb yozilgan jumlagacha ko‘p ko‘zimiz tushadi. Lekin bu jumla o‘quvchiga nimani anglatadi? Matnning mazmunan bog‘liqligi deganda nimani tushunish kerak? O‘quvchilarda tug‘iladigan shu kabi savollarga javob berish uchun o‘qituvchilarning o‘zlari yetarli ma‘lumot va manbaga egalarmi?

Yuqoridagi savollarga javob berish uchun tilshunoslikda qo‘llaniladigan “kogeziya” va “kogerentlik” atamaları, ularning tavsifi, bir-biridan farqi va o‘zaro bog‘liqliligi kabi jihatlar haqida to‘xtalib o‘tsak.

Aslida “kogeziya” va “kogerentlik” atamaları yangi tushunchalar emas. Matn tilshunosligida chuqur ma‘noni va muallif fikrini talqin qilishda qo‘llaniladigan mazkur atamalarga g‘arb tilshunoslarining tadqiqotlarida juda keng o‘rin berilgan. Rus tilshunosligiga

g'arb tadqiqotchilarining ishlari orqali kirib kelgan ushbu tushunchalar rus tilshunoslari tomonidan yetarlicha tadqiq qilinmagan. Buning asosiy sabablaridan biri kogeziya va kogerentlik tushunchalarining har doim ham bir-biridan aniq farqlanmasligidadir. Misol uchun, olimlar L.Y.Grinevskaya, O.V.Zimina va V.B. Kiselevlar tomonidan yozilgan «Текст как доминирующая единица перевода» nomli maqolada mazkur ikki atama sinonimlar sifatida ishlatilgan: «О понятии когерентности (когезии) текста пишут многие лингвисты <...>. Понятие когезии (когерентности) имеет широкое трактование и представляет собой соотнесенность составляющих текст компонентов».

Ushbu atamalarning g'arb tilshunosligiga kirib kelishida olimlar M.A.K.Xallideya va R.Xassanning hissasi katta. Ular birinchilardan bo'lib o'zlarining «Когезия в английском языке» («Cohesion in English») nomli kitobida kogeziya tushunchasiga ta'rif bergan. Yana bir tadqiqotchi Teun Van Dijk esa o'zining matnga oid tadqiqotida biror matnning kogerentligi undagi mikrostruktura (gaplarning darajasi) va makrostruktura (gapdan-gapga o'sib boradigan va umumiylik hosil qiladigan mavzu) o'rtasida hosil bo'ladigan aloqalarda o'z aksini topadi, degan fikrni ilgari surgan. Bu vaziyatda mikrostrukturada kogeziya, makrostrukturada esa kogerentlik namoyon bo'ladi, deya ta'kidlaydi u. Olimlar V.Dressler va R.Bograndlarning fikricha, kogeziya va kogerentlik tushunchalarini bir-biridan farqlash matnning ichki va tashqi tuzilishini alohida-alohida ko'rib chiqishda namoyon bo'ladi.

Yuqoridagi fikrlardan kelib chiqib aytadigan bo'lsak, kogeziya matnning ichki – leksik-grammatik bog'liqligini ta'minlasa, kogerentlik shu bog'liqlik asosida muallif fikrini o'quvchiga tushunarli qilib yetkazishga xizmat qiladi. Ma'lum bir matn kogerentlik shartlariga to'la mos kelishi uchun u quyidagi 4 ta qoidaga bo'ysunishi kerak: ma'lumotlar izchilligi, matndagi fikrlar o'rtasidagi uzviy bog'liqlik, leksik maydon va o'zaro moslik.

Ma'lumotlar izchilligi qoidasiga matn to'laligicha mos kelishi kerak. Undagi ma'lumotlar gapdan-gapga yangilanib, kommunikativ qiziqish uyg'otishi juda muhim. Agar matnda bir xil ma'lumot har xil ko'rinishda takrorlanaversa, bu holat o'quvchining o'qilayotgan matnga bo'lgan qiziqishi asta-sekin pasayishiga va oxirida butunlay yo'qolishiga olib keladi. Matnga yangi ma'lumot kiritishda o'sha ma'lumotni ifoda etayotgan gap ikki qismdan iborat bo'lishi kerak: mavzu va asos qilib olingan ma'lumot. Masalan:

Bobur (mavzu) yirik davlat va madaniyat arbobi, mohir sarkarda, donishmand tarixchi, zakovatli olim va tarjimonidir (asos qilib olingan ma'lumot). Ayni paytda u (kishilik olmoshi yordamida takrorlangan mavzu) adabiyotimizning Navoiydan keyingi zabardast vakili hisoblanadi (asos qilib olingan yangi ma'lumot).

Matndagi fikrlar o'rtasidagi uzviy bog'liqlik qoidasiga ko'ra, bir fikrdan ikkinchi fikrga o'tishda aniqlik bo'lishi kerak[9]. Bu mantiqiy bog'liqlik matnda gap ketayotgan bir mavzudan boshqa bir mavzuga o'tib ketishga to'sqinlik qiladi. Odatda mazkur bog'liqlik paragraflar o'rtasida hosil bo'ladi, ya'ni matndagi birinchi paragraf yakunidagi ma'lumotlar ikkinchi paragraf boshidagi ma'lumotlar haqida to'xtaladi. Eng muhimi, har bir paragrafda yangi fikr yoki asosiy fikrga qo'shimcha ma'lumotlar keltirilishi shart. Masalan:

Ikki yoshida biror o'yinchoqni istagani uchun sizga baqirib-chaqirgan, o'zini yerga otgan, onasiga musht tushirgan yoki shapaloq tortib yuborgan, xarxasha qilib, yig'lab aqldan ozayotgan bolani ko'rganimizda xayolimizga kelgan birinchi fikr shunday bo'ladi: “ Ey voh! Bu bolaga gapimni hozir o'tkaza olamasam, katta bo'lganidan keyin meni qanday kuyga solar ekan, buni qanday qilib eplayman?”

Mana shu qarashda ikkita yanglish idrok bor. Birinchisi, farzandimizni “eplash” kerakligini o‘ylayotganimiz. Mana shu fikr ongni jang maydoniga aylantiradi. Mana shu yo‘l bilan aslida yuzaga kelishi niyat qilingan “ezgulik binosi” hali qurilmasdan buziladi.

“Ezgulik binosi” degan tushuncha, farzandimizga xavfsizlik hissini berishdan boshqa narsa emas aslida.

Yuqoridagi matnni ko‘rib chiqadigan bo‘lsak, birinchi paragrafda bolaning injiqliklari (mavzu) haqida gap ketadi va paragraf so‘roq gap bilan yakunlanadi. Ikkinchi paragrafda esa mazkur so‘roq gapga javob izlangan bo‘lsa, uchinchi paragrafda ikkinchi paragraf yakunidagi “Ezgulik binosi” mavzusi davom ettiriladi.

Ko‘rib turganimizdek, yuqoridagi matn paragraflari bir-biri bilan mazmunan va mantiqan uzviy bog‘langan. Bu esa mazkur matnda kogerentlik borligidan darak beradi.

Kogerentlik shartlarining uchinchi qoidasiga ko‘ra matn leksik maydonga ega bo‘lishi kerak. Bu atama matn hosil bo‘lishida ishtirok etgan so‘zlar yig‘indisini anglatadi. Mazkur so‘zlar yig‘indisi yozilayotgan matn turiga va unda talqin qilinayotgan mavzuga mos bo‘lishi kerak. Boshqacha qilib aytganda, badiiy matnda adabiy uslubga oid jilvador so‘zlar, ilmiy matnda o‘ziga xos termin va tushunchalarni qo‘llash talab etiladi. Matnni yozishda ushbu qoidaga amal qilmaslik kogerentlikning buzilishi va (yoki) uning tushunarsiz bo‘lishiga olib keladi.

Yozilayotgan har bir matn ikki turdagi leksik maydonga ega bo‘lishi kerak. Bular: lokal (muayyan) leksik maydon va umumiy leksik maydon. Masalan:

Bir oilaning xo‘jayini bo‘lish degan tushuncha yo‘q, aslida. Ammo xonadon qonun-qoidalarini belgilaydigan, mas’uliyatni doimiy ravishda o‘z bo‘yniga oladigan va farzandlarini nazoratida ushlab turuvchi shaxslar, albatta, bu ota-onalardir. Bolalar esa har daqiqada buni his etib turadilar. Bugungi kunda farzandlarimiz “markaziy hayot”ga o‘tish davrlarida biz unutayotgan, e’tibordan chetda qoldirayotgan, nazar qilmayotgan qism ham mana shudir...

Ko‘p xonadonlarda bu tizim izdan chiqqan. Bolajonlar o‘ta erka va o‘z so‘zlarini o‘tkazishga urinadilar, ya’ni aytganlarini ota-onalariga majburan qildirishga urinadilar. Bu vaziyatda onalar bolaning ruhiyatiga zarar yetkazmasdan qanday tarbiya berishlari yoki yo‘llarida davom etishlari mumkin?

Yuqoridagi matnda berilgan ikki paragrafni tahlil qiladigan bo‘lsak, umumiy leksik maydonga oid so‘zlar sifatida oila, ota-onalar, bolalar, shaxslar kabilarni, lokal leksik maydonga oid so‘zlar sifatida esa markaziy hayot, erka, ruhiyat, tarbiya kabi so‘zlarni olishimiz mumkin.

Kogerentlik shartlariga mos kelishning so‘nggi qoidasiga ko‘ra, matndagi gaplar va paragraflar o‘zaro mos kelishi kerak. Bu moslik fe‘l zamonlari va kishilik olmoshlarini to‘g‘ri qo‘llash bilan bir qatorda mavzuni to‘g‘ri qo‘llash bilan ham xarakterlanadi. Misol uchun:

Bir eslab ko‘ring-a, bolaligimizda otamizning yonida oyoqlarimizni ustma-ust chalkashtirib ham o‘tira olmasdik. Agar shunday qilganimizda ulardan aniq kaltak yerdik.

Yuqoridagi parchada ikkita gap o‘tgan zamonda va birinchi shaxs ko‘plikda berilgan. Agar ikkinchi gapdagi fe‘l zamonini hozirgi zamonga va shaxsini birinchi shaxs birlikka o‘zgartirsak, parcha mana bunday ko‘rinishga keladi:

Bir eslab ko‘ring-a, bolaligimizda otamizning yonida oyoqlarimizni ustma-ust chalkashtirib ham o‘tira olmasdik. Agar shunday **qilganimda** ulardan aniq **kaltak yedim**.

Hosil bo‘lgan parchadan ko‘rishimiz mumkinki, yuqorida kiritilgan o‘zgarishlar matndagi kogerentlikning buzilishiga sabab bo‘ldi. Xuddi shu holatni mavzu o‘zgarishida ham kuzatish mumkin, ya’ni matndagi birinchi paragrafda tarbiya haqida gapirib turib, ikkinchi paragrafda sport mavzusiga o‘tib ketish mutlaqo noto‘g‘ri bo‘ladi.

Yuqorida biz kogeziya haqida gapira turib, bu atama matnning leksik-grammatik bog'liqligini ta'minlashga xizmat qilishi haqida aytib o'tgan edik. U matnning ichki bog'liqligini anglatib, uning yaxlitligini ta'minlashga xizmat qiladi. Kogeziya matnda nima haqida gap ketayotganiga emas, unda semantik yaxlitlik qanday vujudga kelganiga javob beradi. Kogeziya (yoki ravonlik kategoriyasi) matnni xarakterlovchi asosiy aspekt sifatida zamonaviy tilshunoslikda keng o'rganilmoqda. Rus tilshunoslaridan I.R.Galperinning ko'plab tadqiqotlari kogeziya tushunchasiga bag'ishlangan bo'lib, tadqiqotchi uning matn yasovchi roliga alohida urg'u beradi va bir necha xil turga ajratadi.

Yuqorida keltirilgan fikr v mulohazalarga asoslanib xulosa qiladigan bo'lsak, matnning yaxlit bir hosila sifatida vujudga kelishida, uning ravonligini ta'minlashda asosiy kategoriyalar sifatida kogeziya va kogerentlik yuzaga chiqadi. Bu ikki kategoriya bir-birini to'ldirgan holda grammatik, leksik va stilistik qoidalarga asoslangan, mantiqan bog'langan yaxlit bir ma'lumotni matn ko'rinishida o'quvchiga yetkazishga xizmat qiladi.

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17. Gulnoza K., Sadullaeva N. LINGUISTIC FEATURES OF GLUTTONIC DISCOURSE

ТАРЖИМА ВА ТАРЖИМА НАЗАРИЯСИ

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Аннотация: Мазкур мақола ҳозирги кунда долзарб муаммолардан бири бўлган таржима ва таржима муаммолари ҳамда таржима назариясига бағишланган. Мақолада турли олимларнинг таржима хусусидаги фикрлари келтирилган.

Калит сўзлар: назария, таржима, таржимашунослик, терминология, таржима жараёни.

Аннотация: Данная статья посвящена переводу, проблемам перевода и теории перевода, которая является одной из актуальных проблем. В статье представлены мнения различных ученых о переводе.

Ключевые слова: теория, перевод, переводоведение, терминология, переводческий процесс.

Abstract: This article is devoted to translation, translation problems and translation theory, which is one of the current problems. The article presents the opinions of various scholars about translation.

Keywords: theory, translation, translation studies, terminology, translation process.

Ўтган асрнинг 50-60 йилларида таржима назариясига катта қизиқиш уйғонгани бу қизиқиш муттасил кучайиб боргани, ҳатто “мода” тусини олгани кўзга ташланади. Мазкур тенденцияга таржима амалиёти тобора кенгайиб бориши ва бутун сайёрамиз ижтимоий ҳаётида муҳим роль ўйнаши туб асос бўлди. Бу даврда фақат қизғин илмий баҳс-мунозараларгина кузатилиб қолмай, балки, айни чоғда, турли олимларнинг шу зиддиятли ва мураккаб феноменга ўз “индивидуал” калитини топишга интилиши ҳам кузатилади. Назарий ишланмалар соҳасида тажриба тўплаш аввал излаб топилган ҳақиқатларни ривожлантириш орқали эмас, балки янгидан-янги концепциялар мусобақаси орқали давом эттирилади. Шу вақтгача на назарийчилар, на ёзувчилар ҳаёлига таржима ўзи нима деган савол келмаган эди. Бунга ўз-ўзидан маълум ва барчага тушунарли ҳақиқат деб қараб келинарди.

Табийки, таржимага таъриф на Пушкин, на Жуковский, на Гёте, на Шатобриан, на Гюго бисотида учрайди. Нафақат классиклар, балки К. Чуковский ва И. Кашкин китобларидан, 20-30-йиллар адабиётшунослари ва назарийчилари асарларидан ҳам бундай таърифни топиш даргумон. Таржима назарияси “илмий давр”га қадам қўйгач, ўзгача вазият юзага келди. Бу даврда бир қатор олимлар таржимага ўзининг тўлиқ, мукамал таърифни беришга интилдилар. Таржиманинг лингвистик дефинициялари К.Р.Баушнинг ушбу сўзларига аниқ ва равшан далил бўла олади: у шундай деган: “Назаримда, шу кунги лингвистика онгли ҳолдами ёхуд онгсиз ҳолдами янги терминологик Бобил минорасини тиклашга ҳаракат қилиб ётибди”. “Бу соҳада терминология борасида ҳам, усул ва тушинчалар борасида ҳам хилма-хиллилик, аниқроғи, чалкашлилик ҳукм сурмоқда” деб ёзади муаллиф фикрини давом эттириб. Бундай чалкашлилик лингвистикадан ҳам кўра

таржима назариясида кўпроқ учрайди, чунки таржимага жараён сифатида таъриф берувчилар фикри унга натижа сифатида таъриф берувчилар фикри билан, лингвистика нуқтаи назари тарафдорлари фикри эса адабиётшунослик нуқтаи назари тарафдорлари фикри билан зидма-зид келяпти.

Ю. Найда ва Ч.Р. Таберларнинг таъкидлашича: “Таржима – продуктор-тилдаги фикр-мулоҳазани рецептор тилда, биринчидан, мазмун, иккинчидан, услуб нуқтаи назаридан эквивалентга яқинлаштириб қайта яратишдир”.

А. Фёдоровнинг таъкидлашича: “Таржима жараёнининг мақсади – лисоний асар яратишдир, бундай асар эса ғоявий ва эстетик яхлитлик сифатидаги аслиятга ўз мазмун – моҳияти ва услубий функциясига кўра мувофиқ бўлмоғи лозим”.

К. Райснинг фикрича: “Таржима – тортиқ этувчи тилдаги матннинг қабул қилувчи тилдаги версияси бўлиб, мазкур версия учун оригинал матнни унга уйғун матн типи воситасида бериш, оригиналнинг ички тил қоидалари орқали юзага чиқаётган ғайри лисоний детерминантларини ифодалаш бош мақсад ҳисобланади”.

В.Комиссаровнинг айтишича: “Таржиманинг денотатив назариясига кўра, таржима – аслият тилида тавсифланган денотатларни таржима тилида қайта тавсифлаш жараёнидир”.

А.Людсканов эса шундай дейди: “Таржима деганда муайян хабарни таркиб топтирган белгиларни бошқа бирор код белгиларига алмаштириш жараёни тушунилади. Бунда мазкур хабарнинг координата тизимига инвариантлик (энтропия сабаб канчалик имкон бўлса, шунчалик) сақланмоғи лозим”.

А.Попович қуйидагича таъриф беради: “Таржима нутқий матнни қайта кодлаш бўлиб, бунда матннинг янги лисоний қиёфаси ва стилистик шакли юзага келади”.

Г.Егернинг фикрича: “Таржима бирвалентли лисоний хабардан фарқ этувчи алоҳида коммуникацияни шундай йўл билан таъминлайдики, бунда, дейлик, Я-а тилдаги матн қайта кодланса, унинг коммуникатив маъноси Я-б тилда сақланиб қолиши зарур, негаки Я-а тилдаги матн билан Я-б тилдаги матн коммуникатив жиҳатдан ўзаро эквивалентдир”.

“Таржима – матнни қайта ишлаш ва қайта ифодалаш жараёни бўлиб, у аслият тилдаги матндан ўғирма тилдаги матнга қараб ҳаракатланади. Бунда аслият тилидаги матнга ўғирма тилидаги матн имкон қадар эквивалент бўлиши шарт қилиб қўйилади. Зеро, таржима аслият матнининг мазмуний ва услубий қайта идрок этилишини назарда туттади”.

“Таржима – бирор матннинг ўзга маданий муҳитда янгидан яралишидир. Бунда у мазкур маданиятнинг бир бўлагига айланади ва унда ҳукм сураётган вазиятга мувофиқлашади”.

“Таржима – тиллараро ва маданиятлараро коммуникациянинг бир йўналиши ва икки босқичга эга жараёни бўлиб, бу жараёнда бирламчи матн аниқ мақсад (яъни таржима қилиш) кўзда тутилган ҳолда таҳлил этилиб, шу асосда иккламчи матн (метаматн) юзага келтирилади ва шу иккламчи матн бошқа тил ҳамда маданият муҳитида бирламчи матн ўрнини босади; иккламчи матн икки тил, маданият ҳамда коммуникатив вазият ўртасидаги фарқ тафовутлар сабаб жузъий ўзгаришга учраган бирламчи матннинг коммуникатив эффектини беради”. Шу ўринда фақат бадий таржиманинг ўзигагина берилган баъзи таърифларни ҳам келтириб ўтиш мумкин. Аммо улар анча оз, яна қатъий илмий бўлмай, аксар тавсифий табиатга эга, қолаверса, асосан рус тили ёхуд собиқ Иттифок республикалари тилларида чоп этилган асарларда учрайди. Кейинги ўн йилликларда таржимашунослик амалиётга тепадан туриб, менсимай қарашга одатланмоқда. У кўпинча

амалиётдан ўз манфаатлари йўлида фойдаланаяпти, ammo ўзи унга деярли ёрдам бермаяпти. Бунинг устига, назария амалиётга ўз меъёрларини тикиштираяпти-ю, лекин ўзи амалиётдан меъёрларни олаолмаяпти. Шундай дейишга асос етарли.

Бугун назария ва амалиёт ўртасида, ниҳоят, табиий мувозанат тикланмоқда, бундай шароитда эса ижод назария учун хизмат қилмайди, балки назария ижод учун хизмат қилади. Таржима назариясининг асосий муаммолари атрофида ҳали ҳам баҳс-мунозаралар тингани йўқ. Бу эса шуни яна бир бор тасдиқлайдики, биз филологиянинг ҳозирча ўз мавқеи ва тушунчаларини тўлиқ аниқлаб олмаган янги, ёш соҳаси билан иш кўрмоқдамиз.

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PROBLEMES DE LINGUISTIQUE AREALE: LES RECHERCHES SCIENTIFIQUES

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Annotation: Cet article couvre brièvement la linguistique régionale, la critique comparée de la grammaire et les dialectes en linguistique aréenne et en linguistique génétique, les relations entre les langues, les familles de langues, la linguistique régionale et l'intégration des langues qui, bien qu'appartenant à des familles différentes, peuvent influencer.

Mots clés: linguistique aréale, s'est développée en critique, la grammaire comparée, stricte, les dialectes, la langue, un système d'isoglosses, complémentaire, la linguistique génétique.

Abstract: This article briefly covers regional linguistics, comparative grammar criticism, and dialects in areal linguistics, and in genetic linguistics, the relationships between languages, language families, regional linguistics, and the integration of languages that, although belonging to different families, may influence.

Keywords: areal linguistics, developed into criticism, comparative grammar, strict, dialects, language, a system of isoglosses, complementary, genetic linguistics.

Аннотация: В данной статье кратко рассматриваются региональное языкознание, сравнительное грамматическое критиковедение и диалекты в ареальном языкознании, а в генетической лингвистике - взаимоотношения между языками, языковыми семьями, региональное языкознание и интеграция языков, которые хотя и принадлежат к разным семьям, но могут влиять на объединение языков, которые могут быть затронуты.

Ключевые слова: ареальное языкознание, развившееся в критическое, сравнительное грамматическое, строгое, диалекты, язык, систему изоглосс, комплементарное, генетическое языкознание.

Linguistique aréale s'est développée en critique de la grammaire comparée. La linguistique aréale a montré qu'il n'existe pas de discontinuité stricte entre les dialectes, la langue étant vue comme un système d'isoglosses. La linguistique aréale est complémentaire de la linguistique génétique. Si la linguistique génétique permet de faire ressortir une parenté entre les langues, de telle sorte qu'on puisse faire ressortir des familles de langue, en revanche *la linguistique aréale permet de rapprocher des langues qui, bien qu'appartenant à des familles différentes, ont pu s'influencer mutuellement du fait d'un contexte politique ou culturel similaire.*

Etudes aréales / Etudes frontalières

La conception des études aréales repose sur une tentative de revenir à la réalité humaine et sociale d'un territoire en supposant que les catégories définitoires («nation», «langue», «culture», «civilisation», «milieu», etc.) ne sont jamais assez fines pour saisir cette réalité. On peut poser deux définitions complémentaires:

1) d'un point de vue sémantique, les études aréales prennent acte de l'opposition existant entre les disciplines (langue, littérature civilisation, droit, histoire, économie), restreintes au champ qu'elles ont présupposé, et les aires culturelles dont l'étude requiert au contraire la

multidisciplinarité (histoire, sciences politiques, sociologie, études culturelles, linguistique, géographie, littérature, art, etc.).

2) d'un point de vue historique, on peut en suivre la naissance à la fin du XIX^e siècle et l'évolution depuis lors en fonction des contextes géopolitiques (notamment les conflits mondiaux et leurs répercussions) - on peut parler d'un véritable tournant épistémologique marquant le XX^e siècle.

Le précédent philologique: la notion de *Sprachbund*

Ce sont des linguistes qui ont d'abord saisi la nécessité de ce tournant épistémologique, en opposant à une conception génétique de la langue (et à l'idée de la délimitation de la linguistique par les contours des «familles de langue»:

- le Polonais **Jan Niecisław Ignacy Baudouin de Courtenay** (1845 –1929) remarque que la convergence de plusieurs phénomènes linguistiques s'expliquent par la ressemblance due au voisinage plutôt qu'à une loi génétique;
- le Danois **Kristian Sandfeld** (1873-1942) fait paraître une *Linguistique balkanique* (1930), sensible aux phénomènes de voisinages, emprunts, etc., qui est considérée comme l'acte de naissance de la linguistique aréale;
- le Russe **Nikolaï Troubetzkoy** (1890-1938) impose quant à lui (1928) le terme d'«union linguistique», le plus souvent utilise sous sa forme allemande, *Sprachbund*, désignant un «groupe de langues offrant des similarités de syntaxe, de morphologie, de lexique lié à des réalités culturelles, et sur un partage de la phonétique sans parentés de système»: des langues non apparentées peuvent converger au niveau de leurs structures, suite à des situations de contact intense. [7:189: 2004]

Ainsi, un *sprachbund* est un groupe de langues qui ont acquis des similitudes de par leur proximité géographique qui favorise le contact entre ces langues, sans que celles-ci soient réputés «parentes». Concrètement, sa description repose sur le repérage d'isoglosses désignant «frontières ou délimitations géographiques d'une caractéristique linguistique donnée, par exemple la prononciation d'une voyelle, la signification d'un mot, ou l'utilisation de tel ou telle caractéristique syntaxique».

- Dans cette lignée, le linguiste **Uriel Weinreich** (né à Vilnius – ce n'est pas un hasard si les linguistes sensibles à cette question sont souvent originaires de régions de contact des langues) a proposé (in *Languages in Contact: Findings and Problems* - 1953) l'expression d'«aire de convergence», qui comme celle de «aire linguistique», met l'accent sur la dimension géographique du phénomène.

Les termes essentiels de la linguistique aréale:

- 1) **L'isoglosse** est une ligne séparant deux aires dialectales (dites aires d'isoglosse) qui offrent pour un trait donné des formes ou des systèmes différents.
 - Lorsque deux locuteurs d'un ensemble linguistique peuvent se comprendre spontanément et sans traducteur, cela signifie qu'ils se situent à l'intérieur d'un même isoglosse: leur parler est (à peu de choses près) le même.
 - A l'inverse, lorsque deux locuteurs ne peuvent pas se comprendre spontanément et sans traducteur, on dit qu'ils sont séparés par un isoglosse: ils font partie d'ensembles linguistiques différents, chacun est à l'extérieur de l'isoglosse de son voisin. [3:286:1976]
- 2) **Adstrat** est une langue qui en influence une autre sans que l'une des deux ne disparaisse. Comme l'anglais, qui influence à peu près toutes les langues du monde.

3) **Substrat** est une langue qui en influence une autre tout en étant supplantée par cette dernière.

Par exemple, le gaulois est un substrat du français. Etant donné le prestige culturel, économique et politique que véhiculait le latin, les Gaulois finirent par abandonner leur langue pour adopter le latin, qui évolua dans cette région pour donner le français. Le parler gaulois a disparu mais reste décelable dans quelques mots français (environ quatre-vingt-dix). Ce substrat lexical, est commun, du reste, à toutes les langues romanes, à l'exception du roumain.

4) **Superstrat** est une langue qui en influence une autre sans toutefois supplanter cette dernière.

Par exemple, le francique est un superstrat du français. Lorsque les Francs ont envahi la Gaule, le peuple a continué de parler le latin (dans sa forme qui était déjà du roman), mais de nombreux mots franciques sont passés dans ce latin par emprunt lexical, et la prononciation de la langue a évolué dans la bouche des nouveaux arrivés, dont le prestige a suffi pour qu'on les imite. Par exemple: le français doit des mots comme heaume ou guerre et le h dit «aspiré» au superstrat francique. [4:131:1999]

5) **Les unions linguistiques** (*concept proposé par Troubetzkoy, le père de la phonologie moderne*) - les groupes constitués de langues montrant de grandes ressemblances dans le lexique (mots élémentaires communs), la syntaxe, les principes de morphologie et éventuellement au niveau phonétique.

Ce sont des langues qui ont pu s'influencer car dans une même zone géographique.

Exemple 1: L'union linguistique balkanique

Les balkans apparaissent comme un espace géographique réduit, fondé sur le pastoralisme et la transhumance. Il en ressort un mode de vie commun, avec une influence culturelle byzantine et une unité politique ottomane.

Du point de vue linguistique, ces convergences vont être scalaires (progression selon la proximité géo). Certains traits seront communs à quasiment toutes les langues, d'autres seulement à certaines, d'autres encore à deux.

Rappel: parmi les langues de cette union linguistique il y a : bulgare, macédonien, roumain, grec, et albanais, et à sa périphérie : certains parlers serbes, le rromani, le turc et le judéo-espagnol.

Ces langues vont se ressembler par:

1. **les articles post-posés** (attaché à la fin du nom plutôt que placé devant). C'est une innovation créée et diffusée dans les Balkans (absent dans les autres langues slaves et romanes).

2. **Le nombre de cas est réduit**, plusieurs étant supplantés par l'emploi de prépositions, à l'exception du serbe.

3. **Les numéraux:** Les numéraux entre dix et vingt sont formés à la façon slave: «unité» + «sur» + «dix». Par exemple, «onze» se dit littéralement «un sur dix». Le grec moderne ne suit pas cette tendance.

4. **Les pronoms clitiques:** ces langues vont redoubler l'objet, par exemple *je l'ai vu lui*, ou *je l'ai lu le journal*, ou encore *je le lui ai donné le journal à Pierre*. Dans ces phrases les pronoms clitiques sont respectivement « lui », « l' », « le » et « lui ». [6:296:1996]

5. **extinction de l'infinitif:** L'emploi de l'infinitif, commun dans les langues apparentées à celles des Balkans mais extérieures à l'union, comme les langues romanes et les langues slaves, est généralement remplacé par des constructions au subjonctif : «*je veux écrire*» se dira littéralement «*je veux que j'écrive*». Cette forme (influence du turc) est apparue dans toutes ces langues. Mais il ne faut pas oublier que c'est un phénomène aréal, ou scalaire.

6. *Le futur se forme de manière analytique* en utilisant un auxiliaire dont le sens est «vouloir», suivi le plus souvent d'un subjonctif. En grec, « j'écrirai » se dira aussi « je veux que j'écrive », mais le « que » a disparu, alors qu'il existe toujours en roumain.

7. Ces langues connaissent un mode appelé l'évidentiel qui indique trois choses : le oui-dire (il paraît que), lorsque l'on tire une conclusion à partir d'indices, et lorsqu'on est face à un événement inattendu.

Exemple 2: L'union linguistique mésoaméricaine (pour les recherches personnelles)
Dialectologie

Peut **étudier les dialectes en les décrivant pour eux-mêmes**, en dégagant les traits (spécifiques ou non) de leur phonétique, de leur phonologie, de leur morphologie, de leur syntaxe ou de leur sémantique. En cela, la description dialectale ne diffère pas des autres travaux de description linguistique synchronique, à ceci près qu'elle se penche sur des parlers dont la variabilité est une caractéristique majeure. Elle peut aussi **comparer un ou plusieurs dialectes aux autres dialectes de la même famille ou du même groupe linguistique**. Elle le fait alors souvent en recourant à des enquêtes de géographie linguistique, qui permettent de décrire la répartition spatiale des traits spécifiant les membres de ladite famille. Ces enquêtes débouchent souvent sur **l'élaboration d'atlas linguistique**, permettant de distinguer les différences entre dialectes grâce au tracé de frontières entre traits linguistiques, frontières appelées **isoglosses**;

une autre technique décrivant ces différences de manière plus subtile est **la dialectométrie**, ou **mesure quantifiée des oppositions** entre plusieurs points de la carte dialectale.

L'établissement d'un atlas linguistique, s'il exige un minimum d'exhaustivité, demande énormément de temps.

- Il s'agit d'enregistrer les différences lexicales et phonétiques des différentes régions d'une communauté linguistique.
- On répertorie les variantes possibles et crée ainsi des cartes indiquant les frontières dialectales (isoglosses).
- Ces frontières peuvent être variables selon le trait caractéristique qu'on étudie, un atlas exhaustif demande donc un maximum de cartes répertoriant des variantes.

Géographie linguistique

La géographie linguistique est cette branche de la dialectologie qui s'occupe de localiser les unes par rapport aux autres les variations linguistiques, au sein d'une aire linguistique déterminée et de les cartographier.

En Europe, cette spécialité a pris son essor à la fin du XIX^e siècle et au début du XX^e, avec la réalisation des grands atlas systématiques des domaines allemand (Wenker) et français (Gillieron & Edmont).[5:87:2007]

Depuis, les travaux de ce type se sont poursuivis et affinés en Europe et les atlas sont régulièrement réactualisés dans tous les grands pays. La technique de base habituellement utilisée consiste à vérifier par:

- *enquête de terrain*,
- *sur un échantillon de localisations (points d'enquête)*,
- *un ensemble de formes – en général du vocabulaire et/ou des phrases typiques (grille d'enquête ou questionnaire)*, pour reporter ensuite les diverses réalisations sur des cartes. On fait ainsi apparaître la répartition géographique des variations et donc les frontières linguistiques.[1:188 : 2023]

- *Pour un paramètre donné, la ligne de délimitation d'une réalisation particulière constitue un isoglosse. Lorsqu'on a un faisceau d'isoglosses, c'est-à-dire lorsque les limites de plusieurs paramètres se superposent ou se rapprochent significativement, on a une frontière entre parlars ou entre dialectes, selon le nombre d'isoglosses [2:167: 2022]*

et leur importance structurale. Bien sûr, le travail de géographie linguistique peut être plus spécialisé et s'intéresser à des phénomènes linguistiques plus précis, phonétiques ou grammaticaux, qu'il s'agira là aussi de localiser et de cartographier.

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8. Ressources électroniques

ROMANLARDA MAISHIY, IJTIMOIY VA QAHRAMON ICHKI KONFLIKTINING PSIXOLOGIK TASVIRI

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Annotatsiya: Mazkur maqolada o'zbek romonchiligining asoschisi A. Qodiriyning "O'tkan kunlar" hamda Fransuz yozuvchisi F. Dyushenning "Tamilla" romanlarida maishiy, ijtimoiy va qahramon ichki konfliktining psixologik tasviri, o'ziga xosligi haqida so'z boradi.

Kalit so'zlari: Obraz, qahramon, kompozitsiya, uslub tipologiyasi, naturalistik tasvir, falsafiy-psixologik.

Abstract: This article talks about the psychological image and uniqueness of the domestic, social and inner conflict of the hero in the novels of A. Qadiri, the founder of Uzbek novel writing, "O'tkan kunlar" and "Tamilla" by the French writer F. Duchene.

Keywords: Image, hero, composition, style typology, naturalistic image, philosophical-psychological.

Аннотация: В данной статье говорится о психологическом образе и своеобразии бытового, социального и внутреннего конфликта героя в романах А. Кадири, основоположника узбекской романной письменности, «Откан кунлар» и «Тамилла» французского писателя Ф. Дюшен.

Ключевые слова: Образ, герой, композиция, стилевая типология, натуралистический образ, философско-психологический.

Roman janrida obrazlar xarakterining shakllanishi, rivoji, syujetning keskin, qiziqarli bo'lishi va muhim badiiy qiymat kasb etishi uchun quvvat yadrosi vazifasini bajaradigan komponent konfliktidir. Odatda psixologik tasvir ham ko'pincha ichki va tashqi konflikt doirasida chuqurroq, ko'lamdorroq tarzda namoyon bo'ladi. Shuning bilan birgalikda romanning qaysi tipga mansublanishiga qarab undagi konflikt xarakteri ham belgilanadi. Masalan, realistik romanlarda konflikt real ijtimoiy kuchlar yoki real shaxslar o'rtasida, falsafiy romanlarda dunyoqarashlar, falsafalar o'rtasida, psixologik romanlarda psixologik holat, vaziyat yoki botiniy psixologik qutublar o'rtasida, ma'rifiy romanlarda ma'rifat va jaholat kuchlari o'rtasida sodir bo'ladi va h.k.

Maqolamiz obyektini bo'lgan maishiy va qisman ijtimoiy tipdagi romanlarda esa konfliktning bir yo'la uchta tipi ko'zga tashlanadi. Bunday romanlarda birlamchi va eng yetakchi konflikt shakli sifatida maishiy konflikt olish maqsadga muvofiq. Ota-ona va farzand, qaynona va kelin, kelin va kuyov qarindoshlari, kuyov va kelin qarindoshlari, kundosh va kundosh, hatto kelin va kuyov o'rtasida ro'y beradigan konfliktlar maishiy romanlarda to'yan keyingi turmush tasvirida faol uchraydi. Bu tip romanlarda oshiq, ma'shuq, ag'yor uchligi ikki yosh to'yigacha qadar bir raqib obrazini, to'yan keyin esa boshqa raqibni maydonga chiqaradi. Albatta bu uchlik avvalo oilani tashkil etishda faol ishtirok etsa, keyinchalik oila barpo bo'lganidan keyin ijtimoiy hayot maydonida ham ko'rina boshlaydi. Bunda mansabdor bo'lish,

qarindoshlar orttirish, urush va ijtimoiy keskin vaziyatlar, sud-huquq masalalari asos bo'lishi mumkin. Oila, ijtimoiy hayot, qahramon shaxsiyati va botinidagi hodisa va holatlar murakkablashgani sari bunda kechadigan konfliktning tabiati murakkablashib, psixologik tasviri quyulashib boradi.

“Kompozitsiya” termini an'anaviy tarzda ko'proq epik va dramatik asarlarga nisbatan qo'llanadi. Chunki ular voqeaband syujetga ega bo'lib, tasviriy-dinamik san'at turlari sanaladi, ya'ni *ular da rivojlanib boruvchi voqealar silsilasi – makon va zamonda kechuvchi harakat qalamga olinadi*” (ta'kid bizga tegishli, D.A.)¹⁰⁸. [D.Quronov,2010:144] Bu xususiyat roman janrining barcha tiplariga xos bo'lib, ularning aksariyat tiplarida voqealar silsilasi o'sib, rivojlanib boradi. Asar voqealarining silsilaviy tarzda o'sib, rivojlanib yoki konkret harakatga aylanishini ta'minlaydigan narsa makon va zamon bo'lib hisoblanadi. Makon va zamon tasavvurini uyg'otmaydigan voqea yoki unda kechadigan konflikt harakatsiz, turg'un va jonsiz bo'ladi. Umuman badiiy asarda qahramon hatti-harakatini ham, syujet harakati va dinamikasini ham, ichki va tashqi psixologik holatlar kontrastini ham ta'minlab turuvchi o'zak-yadro makon bilan zamon yoki ularning badiiy uyg'unligidir.

Hayotiy misol vositasida ko'radigan bo'lsak, ikki bizga tanish yoki notanish odam urishib qolgani (konflikti) haqidagi voqea (syujet) bizga kimdir tomonidan (muallif, roviy, hikoyachi) aytib beriladigan bo'lsa (badiiy bayon) biz eshituvchini (o'quvchi) qiziqtiradigan birlamchi savol “qaerda?” va “qachon?” degan savol bo'ladi. Demak, syujet dinamikasi va uni tashkil etuvchi konfliktlar nainki badiiy tekstda xuddi shuningdek hayotiy hodisalar va ularning tabiiy holatda ijtimoiy kommunikatsiyalashuvida ham makon va zamon tasviri birinchi o'rinda turar ekan. Shuning bilan birgalikda makon va zamonning konflikt tasviridagi ahamiyatini ko'rsatuvchi yana bir narsa, bu psixologik tasvirdir. Psixologik tasvir badiiy asar uchun qanchalik zarur bo'lsa, hayotiy voqeani hikoyalashda ham shu qadarlik muhimdir.

Biz dissertatsion ishimizda o'rganayotgan “O'tkan kunlar”, “Tamilla”, “Qamar” romanlarida ham bu jihatlar yetakchi mavqega ega.

Badiiy kontekstiga ko'ra A.Qodiriyning “O'tkan kunlar” romani zamon tasviri bilan boshlanib, tasvir obyektiv shundan keyingina makon tasvirini aks ettirishga o'tadi. F.Dyushenning “Tamilla” romanida esa dastlab makon tasvirlanadi, voqealar kechadigan joy manzarasi nisbatan to'liqroq chiziladi. Shundan keyingina asar voqealari ro'y berayotgan vaqt haqida tasavvur paydo bo'ladi. Har ikkala romandagi makon va zamon tasvirida maishiy, ijtimoiy va shaxs bilan bog'lik unsurlar o'zaro qorishib ketgan. Mana shu qorishqlik asarlarning keyingi voqealari rivojida maydonga keladigan konflikt turlari hamda psixologik tasvirga asos bo'lib xizmat qilgan. “Qamar” romani garchandki dialog bilan boshlanganiga qaramasdan undagi dastlabki urg'u makon tasviriga berilgan. Dialogning boshida Qamarlar xonadoniga fransuz oqsuyagi Braun xonimning kelishi xabari beriladi, ya'ni dastlab darak gap keladi. Demak, kimningdir qaergadir kelishi haqidagi xabarning o'zidanoq badiiy makonning mavhum tasviri anglashiladi. Shundan so'nggina Qamarning onasi Zarduda hujrasi, navbati bilan boshqa makonlar tasviriga o'tiladi: “Bu so'zni Zarduda eshitib o'zining hujrasidan shoshilib chiqdi. Uning orqasidan hujraning eshigi ochiq qoldi. Zarduda hujrasining eshigiga qaragan ikkinchi bir katta eshik ham shu vaqt sekingina ochildi. Undan sariq rangli baroq mushuk dumini xoda qilib chiqib keldi. Lekin mushuk chiqqan katta eshik qattiq sharaqlab yopildi”¹⁰⁹. [F.Dyushen,1997:9]

¹⁰⁸ Куронов Д., Мамажонов З., Шералиева М. Адабиётшунослик луғати. – Т.: Академия, 2010. – Б. 144.

¹⁰⁹ Дюшен Ф. Қамар. Тамилла. Рўмонлар. – Тошкент: Маънавият, 1997. – Б. 9.

A.Qodiriy va F.Dyushen romanlarini umumiy kuzatishdan ma'lum bo'lyaptiki, birinchi muallif asarni boshlashda zamon tasviriga, ikkinchi muallif esa joy makon tasvirigi asosiy urg'uni bergan. Buning natijasida asar voqealari kechadigan yetakchi syujet komponentini go'yoki oldindan belgilab, ko'rsatib qo'ygan. Natijada A.Qodiriy romani tarixiy, ijtimoiy, maishiy mavzularni jamlagan, milliy tarixga doir muammolar aks etgan keng planli asarga aylangan bo'lsa, F.Dyushen romanlari asosan maishiy muammolarni aks ettirgan maishiy asarga aylangan. Bundan kelib chiqadiki, asosan maishiy muammolar talqin etilishi ko'zda tutiladigan romanlarda voqealar makon tasviri bilan, tarixiy, ijtimoiy, milliy mavzular talqin etilishi mo'ljallangan romanlarda esa zamon tasviri bilan boshlanar ekan. Haqiqatdan M.Baxtin ham ta'kidlaganlaridek, oila, kundalik maishat, bir inson yoki oila maishiy turmushi tasvirlanadigan epik asarlarda zamon u qadar faol bo'lmasligi mumkin, chunki bunday asarlarda asosiy jamlash vazifasini makon, manzil, joy bajaradi. Aksincha, o'tkir milliy, ijtimoiy muammolar tasvirlangan asarlarda esa voqealar shiddati va to'g'ri chiziqli harakatini rivojlantirish vazifasi zamonga yuklanadi¹¹⁰. [Бахтин М, 2015:124] Konfliktlar va ularning psixologik tasviri ham xuddi shunga qarab xarakterlanadi.

Ammo shu joyda yana bir narsani ta'kidlab o'tish maqsadga muvofiq. A.Qodiriy bilan F.Dyushen romanlarini muqoyasaviy planda yonma-yon qo'yadigan bo'lsak, "O'tkan kunlar" romani "Tamilla" va "Qamar" romanlariga nisbatan bir qatlam chuqurroq yoki bir bosh balandroq ekani ma'lum bo'ladi. Chunki A.Qodiriy romani maishiy muammolarning o'zi bilan chegaralanmaydi. Balki maishiy muammolar fonida o'tkir ijtimoiy, dardli milliy muammolarni aks ettirish asosiy maqsad bo'lib hisoblanadi. Agar A.Qodiriyning ham maqsadi F.Dyushen kabi sof maishiy muammolar bilan cheklanish bo'lganida edi "O'tkan kunlar" romani Kumushning Marg'ilondan Toshkentga olib kelinishi bilan yakunlangan bo'lar edi. Ammo A.Qodiriyning asl maqsadi millatning "eng kirlik va qora" davrlari, "keying'i xon zamonlari" fonida tanazzulga yuz tutayotgan XX asr o'zbek jamiyatiga xos muammolarni romanlashtirish bo'lgani uchun "O'tkan kunlar" ko'lami mislsiz darajada kengaygan.

Ko'rinadiki, A.Qodiriyning "O'tkan kunlar" romani faqat ijtimoiy-siyosiy, milliy konsepsiyalarining mustahkamligi, hayotiy haqiqatga tayanishi nuqtayi nazaridangina emas, hatto sof maishiy muammolarning psixologik talqinida ham F.Dyushendan ko'ra anchayin ustun ekanligini ko'rsatgan. Ayol psixologiyasini ularga xos ikki lager – kundosh-kundosh, ayol-ayol o'rtasidagi maishiy muammolarga doir jiddiy konfliktlar asosida yoritib berishga erishgan. Bunda har bir qahramonning yoshi, mavqei, o'zaro konfliktlarning murakkablik darajasiga ko'ra tasvirlashga e'tibor bergan. Natijada "O'tkan kunlar" romanidagi konfliktning badiiy-psixologik ko'lami kengayib, qahramonlar xarakterining atroflicha ochilishiga olib kelgan.

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¹¹⁰ Қаранг: Бахтин М. Романда замон ва хронотоп шакллари. – Т., 2015.

LES METHODES DES D'ENSEIGNEMENT APPRENTISSAGE DE LA GRAMMAIRE

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Annotation: Aujourd'hui, l'apprentissage d'une langue nous ouvre la porte à de nombreuses opportunités. Quel que soit l'aspect financier ou social, cela nous aide à communiquer « réellement » avec les gens dans une langue étrangère, à les comprendre. Le monde se mondialise de plus en plus et connaître deux langues n'est pas seulement un simple intérêt pour les gens, mais cela devient définitivement une exigence de cette époque. Cet article parle des façons d'apprendre la grammaire dans une langue étrangère

Les mots clés : dictionnaires, langue étrangère, grammaire, discours oral, discours écrit, méthodes d'apprentissage.

Compétences grammaticales productives et réceptives. Système d'exercices de grammaire. Exigences pour enseigner la grammaire à la lumière de la communication. L'approche fonctionnelle se résume comme suit :

1. Le matériel pour enseigner la grammaire doit refléter le naturel. Utiliser le langage dans la communication sans exemples artificiels et des situations tirées par les cheveux;
2. Le matériel pédagogique doit clairement mettre en évidence les aspects formels, aspects sémantiques et fonctionnels afin que les étudiants puissent établir des liens entre eux dans certains contextes ;
3. Il est conseillé de présenter le matériel grammatical dans volume disponible afin de pouvoir le consolider dans de nouveaux contextes ;
4. L'introduction de nouveau matériel doit être précédée d'une répétition préalablement appris et largement utilisé comme support visualisation illustrative, diagrammes, tableaux, etc. ;
5. Les explications et les règles doivent être concises, précises et simple, reflétant adéquatement les spécificités de la grammaire Maman
6. Pour consolider les phénomènes grammaticaux, il faut utiliser divers types de communication, y compris le travail en binôme et en groupe. Les compétences grammaticales peuvent être des composantes des compétences expressives compétences en communication (productive) à l'oral et à l'écrit, et compétences réceptives d'écoute et de lecture. Considérons d'abord les questions liés à l'enseignement de compétences grammaticales productives. Les trois étapes suivantes sont distinguées dans la littérature méthodologique

Formation de compétences grammaticales dans un discours productif :

- 1) Familiarisation et consolidation initiale; 2) formation ; 3) demande.

L'objectif de la première étape est de créer une base indicative action grammaticale pour la formation ultérieure de compétences dans diverses situations de communication. A ce stade, il est nécessaire de divulguer sens, formation et utilisation de la structure grammaticale, assurer le

contrôle de sa compréhension et de sa consolidation initiale. Familiarisation avec du nouveau matériel grammatical pour un apprentissage productif plus souvent tout se déroule dans des situations pédagogiques et de parole présentées oralement ou en lecture. Orientation communicative de l'enseignement des langues étrangères. Le langage présuppose une orientation générale vers une orientation fonctionnelle. Nouvelle structure grammaticale (aujourd'hui, vous apprendrez à parler de votre projets pour l'avenir », etc.). La technique connaît différentes manières d'introduire un nouveau matériel grammatical. Il y a des choses purement pratiques (lexicales) et méthodes théoriques et pratiques (grammaticales, conscientes) familiarisation avec un nouveau phénomène grammatical.

Dans le premier cas les étudiants, se familiarisant avec un nouveau phénomène grammatical dans un échantillon de discours, déduire son sens du contexte (phrase), le comprendre de manière indépendante (c'est-à-dire qu'ils établissent ses caractéristiques les plus essentielles) et puis, par analogie avec l'exemple, effectuez des actions grammaticales par imitation. Le plus souvent, cette méthode d'orientation est utilisée en début de l'apprentissage des langues avec la maîtrise de la grammaire simple phénomènes. Il n'est cependant pas recommandé d'abuser d'aspects purement pratiques orientation pour les raisons suivantes : il devient difficile de déterminer clairement sensibilisation de tous les étudiants au mécanisme de formation et d'utilisation un phénomène grammatical particulièrement complexe dans sa structure ; Comprendre des phénomènes grammaticaux complexes nécessite énormément. Nombre d'exemples, quel temps est nécessaire, lequel à l'école. Il n'y a pas assez d'enseignement des langues étrangères.

La deuxième méthode d'introduction – théorique et pratique. Le matériel grammatical présuppose un exposé théorique bref et accessible. Explication du modèle de discours concernant la formation et l'utilisation exigeant un formatage grammatical adéquat de la déclaration. A cet effet, l'imitation, la substitution, des exercices de transformation, ainsi que des exercices de combinaison.

Conclusion

L'apprentissage d'une langue étrangère est une discipline aux multiples facettes dans laquelle une personne subit des changements psychologiques complexes. En particulier, le processus de comparaison de la langue maternelle avec une langue étrangère a lieu. Diverses méthodes et technologies d'enseignement sont utilisées dans ce processus. Grâce aux technologies pédagogiques modernes, l'enseignement en comparant la langue étrangère avec la langue maternelle donne un résultat efficace. Enseigner une langue étrangère nécessite la connaissance de sa méthodologie. La méthodologie et les technologies sont importantes dans le processus d'apprentissage d'une langue étrangère. Il existe différentes méthodes de méthodologie d'enseignement. Les méthodes largement utilisées dans la méthodologie de l'enseignement des langues étrangères sont : la méthode didactique communicative, la méthode d'organisation du dialogue interculturel et la méthode d'organisation des exercices. Les trois méthodes sont étroitement liées et se complètent. Puisque la science de la méthodologie est liée à la science de la didactique, elle est basée sur la communicativité lors de l'apprentissage des langues étrangères et la méthode de didactique communicative est créée.

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O'ZBEK TILIDA TURIZM TERMINLARINING MAVZUVIY GURUHLARI

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Annotatsiya: Maqolada o'zbek tilida turistik terminlarni mavzuviy guruhlarini taxlil qilindi. Hozirgi globallashtirilgan davrda tabiiy ofatlar, iqtisodiy tanazzullar, turli nizolar, terroristik harakatlar, urushlar va hokazolarga qaramay, butun dunyoda turizmning o'sishi kuzatilmoqda va turizm eng tez taraqqiy etayotgan iqtisodiyot sohaslaridan biri sifatida talqin qilinadi. Shu sababli ham yangidan-yangi terminlar tilning leksik qatlamida paydo bo'lmoqda.

Калит сузлар: ekoturizm, otel, turagent

Аннотация: В статье проанализированы тематические группы туристических терминов в узбекском языке. В современную эпоху глобализации, несмотря на стихийные бедствия, экономические спады, различные конфликты, террористические акты, войны и т. д., рост туризма наблюдается во всем мире, и туризм трактуется как один из наиболее быстро развивающихся секторов экономики. По этой причине в лексическом слое языка появляются новые термины.

Ключевые слова: экотуризм, отель, турагент.

Annotation: The article analyzes thematic groups of tourism terms in the Uzbek language. In the modern era of globalization, despite natural disasters, economic downturns, various conflicts, terrorist attacks, wars, etc., the growth of tourism is observed all over the world and tourism is treated as one of the fastest growing sectors of the economy. For this reason, new terms appear in the lexical layer of the language.

Keywords: ecotourism, hotel, travel agent.

Xalqaro turizm terminologiyasida ziyorat diniy turizm turlaridan biri sifatida ko'rsatilib, diniy marosim, ibodatlar bilan bog'liq ahamiyatga ega bo'ladi.

O'zbek tilida turizm sohasi bilan bir qatorda ushbu faoliyatning terminlari ham rivojlanganligi bois mazkur til doirasidagi turistik terminlarni quyidagi mavzuviy guruhlariga ajratish o'rinlidir.

1. Turizm turlarini ifodalovchi terminlarning mavzuviy guruhi

Madaniy turizm

Ilmiy turizm

Biznes turizm

Gastronomik turizm

Tibbiy turizm

Diniy-ziyosat turizmi

Etnik turizm

Sport turizmi

<i>Yoshlar turizmi</i>	<i>Ekoturizm</i>
<i>Ijtimoiy turizm</i>	<i>Dam olish turizmi</i>
<i>Qishki turizm</i>	<i>Yozgi turizm</i>
<i>Jamoaviy turizm</i>	<i>Yakka tartibdagi turizm</i>
<i>Mahalliy turizm</i>	<i>Xalqaro turizm</i>
<i>Kiriladigan turizm</i>	<i>Sayyor turizm</i>
<i>Keksa yoshlilar turizmi</i>	<i>Qarindoshlarni ziyorat qilish turizmi</i>
<i>Oilaviy turizm</i>	<i>Badiiy turizm</i>
<i>Tarixiy turizm</i>	<i>Etnografik turizm</i>
<i>Antropologik turizm</i>	<i>Arxeologik turizm</i>
<i>Maktab turizmi</i>	<i>Iqtisodiy turizm</i>

O'zbek turizm terminlarining ushbu mavzuviy guruhiga kiruvchi terminning ba'zilarini ta'rifi ila tadqiq etishni joiz deb topdik. "Kiriladigan turizm - o'z davlat hududida xorijiy sayyohlarga turistik xizmat ko'rsatishga asoslangan turizm. Bu leksik birlik ruscha "vezdnoy turizm" terminini kalkalash natijasida hosil bo'lgan.

Sayyor turizm (viezdnoy turizm) - boshqa davlat hududida sayyohlarga turistik xizmat ko'rsatish maqsadida tashkil qilinadigan turizm.

"Ekoturizm ekoturistik ob'ektlarga (estetik zavq beradigan tabiatning betakror joylari, shifobaxsh tabiiy maskanlar, tabiiy va antropogen geotuzilmalar, jism va meros obektlari, mahalliy xalqning etnik yashash tarzi kabilarga) sog'lomlashtirish, davolanish, dam olish, ulami o'rganish, jismoniy rivojlanishni ta'minlashga qaratilgan, tashkiliy tarzda uyushtirilgan ommaviy turizm"¹¹¹.

2. Turizm ishtirokchilarini ifoda etuvchi terminlarning mavzuviy guruhi

<i>Gid-tarjimon</i>	<i>Sayyox</i>
<i>Operator</i>	<i>Instruktor</i>
<i>Turizm bo'yicha menejer</i>	<i>Agent</i>
<i>Turoperator</i>	<i>Turist</i>
<i>Turizm menejeri</i>	<i>Turagent</i>

Gid-tarjimon ekskursiyani o'tkazishda ishtirok etuvchi mutaxassis, turistik guruh uchun tarjimon.

Instruktor - turistlarni kuzatib yuruvchi, turistik mashrutlarni almashtirishda ularning xavfsizligini ta'minlovchi mutaxassis.

Turizm menejeri - turistik mahsulotni tashkillashtirish, sotish va kuzatib turish faoliyati bilan shug'ullanuvchi turizm sohasi mutaxassisi. *Turagent* turistik mahsulotni sotish va realizatsiya qilish faoliyati bilan shug'ullanuvchi yuridik shaxs yoki xususiy tadbirkor.

3. Turizm faoliyatining asosiy tushunchalarini ifodalovchi terminlarning mavzuviy guruhi

<i>Aviatarif</i>	<i>Annulyasiya</i>
<i>Bronlamoq</i>	<i>Bilet</i>
<i>Voucher</i>	<i>Viza</i>
<i>Baland mavsum</i>	<i>Past mavsum</i>
<i>Yashil yo'lak</i>	<i>Konsullik bo'limi</i>
<i>Turistik mahsulotni realizatsiya qilish</i>	

¹¹¹Пардаев К. Экологик туризм асослари. - Тошкент: Навруз, 2015. - Б. 35.

Turistik mahsulot

Aerofobiya
Turistik yig'im
Sayyoxlik katalogi
Turistik broshura

Biznes klass

Oferta
Tematik xiyobon
Turistik yarmarka

4. Turistlarni joylashtirish ob'ektlarini ifodalovchi terminlarning mavzuviy guruhi

<i>Bir yulduzli mehmonxona</i>	<i>Ikki yulduzli mehmonxona</i>
<i>Uch yulduzli mehmonxona</i>	<i>To'rt yulduzli mehmonxona</i>
<i>Besh yulduzli mehmonxona</i>	<i>Apart-otel</i>
<i>Biznes-otel</i>	<i>Botel</i>
<i>Shahar mehmonxonasi</i>	<i>Kongress mehmonxona</i>
<i>Mini mehmonxona</i>	<i>Motel</i>
<i>Pansion</i>	<i>Ryokan</i>
<i>Sanatoriya</i>	<i>Turbaza</i>
<i>Xostel</i>	<i>Birinchi klass</i>
<i>Turistik klass.</i>	

Apart-otel kvartira shaklidagi xonada joylashish imkonini tadqim qiluvchi mehmonxona. Ovqat pishirish uchun alohida jihozlangan oshxonaning mavjudligi bilan xarakterlanadi. O'zbek tilida o'zlashma tildagi shakli kabi iste'molda qo'llanadi.

Biznes-otel tadbirkorlar va xizmatdagi turistlarga xizmat ko'rsatish uchun mo'ljallangan mehmonxona.

Butik-otel biror uslubda hashamatli qilib qurilgan uncha katta bo'lmagan mehmonxona. Muayyan mehmonxonalar tizimiga tegishli bo'lmisligi va original loyiha asosida qurilishi bilan xarakterlanadi.

Mini-otel biznes markazlar yoki yashash uylarida joylashgan 40 tagacha nomerlari mavjud mehmonxona.

Pansion 5-10 ta nomerdan iborat shaxsiy mehmonxona. Turistlarga odatda pansionning egasi yoki shu binoda yashovchi oilalar tomonidan xizmat ko'rsatiladi. Ushbu mavzuviy guruhda birlashgan terminlarning ko'p qismi o'zlashgan termin ekanligi bilan izohlanadi. Keltirilgan muqobilsiz terminlarga variant tadqim etish tilshunoslik oldida turgan dolzarb muammolardan biridir.

5. Turizm leksemasi ishtirok etgan terminologik birliklarning mavzuviy guruhi

<i>Kichik turizm zonalari</i>	<i>Xizmat turizmi</i>
<i>Individual turizm</i>	<i>Turizm industriyasi</i>
<i>Turizm resurslari</i>	<i>Turizm geografiyasi</i>
<i>Shahar turizmi</i>	<i>Qishloq turizmi</i>
<i>Jamoaviy turizm</i>	<i>Turizm faoliyati</i>
<i>Turizm xizmatlari</i>	<i>Maqsadli turizm</i>
<i>Suv turizmi</i>	<i>Tog' turizmi</i>
<i>To'y turizmi</i>	<i>Rag'batlantiruvchi turizm</i>
<i>Ov va baliq turizmi</i>	<i>Bir kunlik turizm</i>
<i>Faol turizm</i>	<i>Passiv turizm</i>
<i>Sohil turizmi</i>	<i>Uzoq muddatli turizm</i>
<i>Qisqa muddatli turizm</i>	<i>O'rta muddatli turizm</i>
<i>Cho'l turizmi</i>	<i>Korporativ turizm</i>

Maxsus tadbirlar turizmi

Ixtisoslashgan turizm

6. Turistlarni tashuvchi transport vositalarini ifodalovchi terminlarning mavzuviy guruhi

Ichki aviareys

Kutish zali

Turistik avtobus

Limuzin

Mashina

Avtobus

Kema

Ot

Tuya

Poezd

Vagon

Reys

Yuk

Samolyot

7. Turizm hujjatlarini ifodalovchi terminlarning mavzuviy guruhi

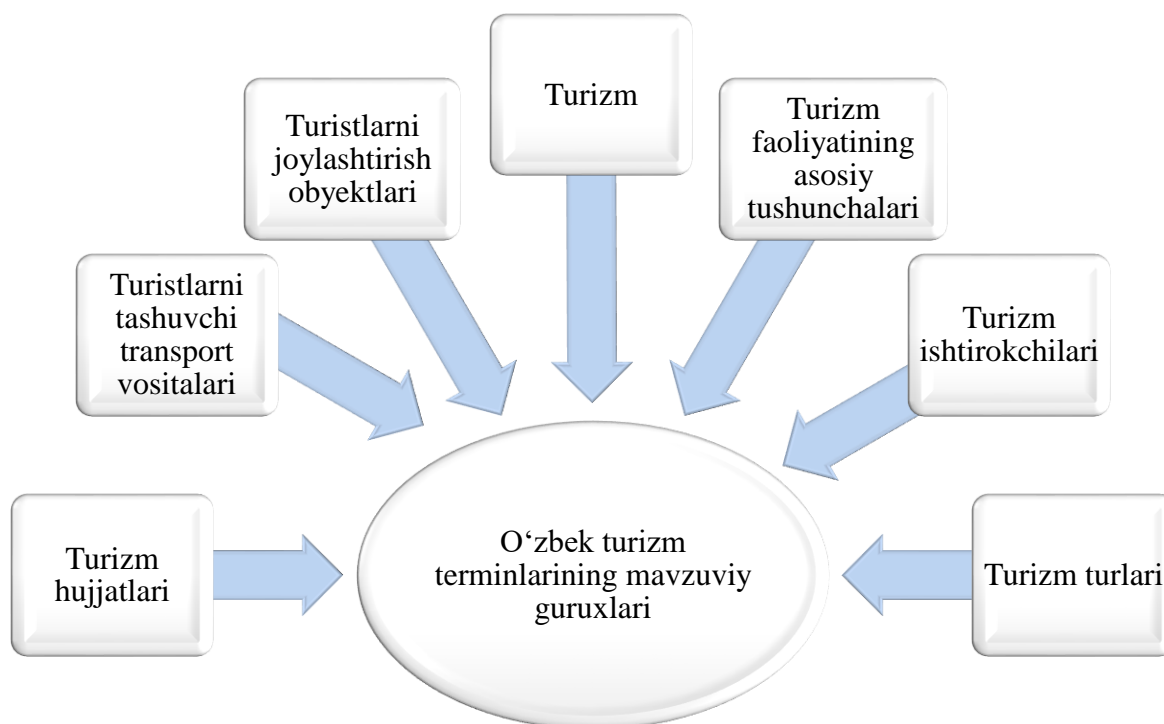
Agent shartnomasi/Kupon

Chek

Voucher

Turistlarni sug'urta qilish

Turistik xizmat ko'rsatish haqida shartnoma



XULOSA Xulosa sifatida ayta olamizki, terminlarni, xususan, turizm sohasiga doir terminlarni aniq bir mavzuviy guruhga birlashtirish murakkab jarayondir. Buning asosiy sababi, mavzuviy guruhga tasnif etish jarayonida ikki xil yondashish mumkin. Birinchisi, bir soha doirasida ishlatiladigan terminlar mavzu va ma'nosiga qarab olinadi, ikkinchisida esa, mavzuviy guruh nomi ishtirok etgan terminga ko'ra.

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FRANSUZ TILIDA “AYOL” LINGVOMADANIY KONSEPTINING YADRO VA PERIFERIYASI

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Anotatsiya: Ushbu maqolada “ayol” lingvomadaniy konseptining yadro va periferiyasi haqida soʻz yuritilgan boʻlib, fransuz tilshunosligida “ayol” konseptining anglatgan maʼno va mazmuni, semantik maydoni haqida fikr yuritilgan. Shuningdek, ushbu konseptning leksik va semantik tasvirlari haqida toʻxtalib oʻtilgan.

Kalit soʻzlar: konsept, yadro, semantik maydon, periferiya, konseptosfera, leksema, lingvokultura.

Аннотация: В данной статье рассматривается ядро и периферия лингвокультурного понятия “женщина”, рассматривается значение и содержание, смысловое поле понятия “женщина” во французской лингвистике. Также, затронуты лексико-семантические образы этого понятия.

Ключевые слова: понятие, ядро, семантическое поле, периферия, концептосфера, лексема, лингвокультура.

Annotation: This article deals with the core and periphery of the “feminine” linguistic concept, reflecting in french linguistics on the meaning, the semantic field, of the “feminine” concept. There are also references to lexical and semantic representations of the concept.

Keywords: concept, core, semantic field, periphery, conceptosphere, lexeme, linguoculture.

Konsept mazmuni uning yadro va pereferiyasidan iborat. Maʼlum bir predmetning universal kodlarini ifoda etuvchi tushuncha har bir konseptda mavjud. Uning pereferiyasida esa ushbu konseptning kognitiv belgilari interpretatsiya qilinadi.

Bundan kelib chiqadi-ki, konsept mazmunini yadro va pereferiyadan tashkil topganligi bois, konseptual tahlilda konseptning ham yadrosi ham pereferiyasining tafakkur jarayonini shakllantirishdagi rolini eʼtiborga olish lozim [1].

Biz tadqiqotimizda Femme /ayol konseptining yadro va pereferiyasiga tegishli leksik birliklarni leksikografik manbalarning lugʻat defenitsiyalariga tayangan holda ochib beramiz. Ushbu konseptning yadrosida kommunikativ muloqotda toʻliq tushunish uchun muhim boʻlgan belgilar aks ettirilgan, ular barcha fransuz tilida soʻzlashuvchilar uchun dolzarb hisoblanadi. Har qanday konseptning yadrosi dunyo haqidagi bilimlarning natijasi hamda tushunchaning lingvistik, semantik mazmunini tashkil qiladi.

“Ayol” tushunchasi oʻrganilayotgan tadqiqot misolida oʻziga xos xususiyatlarini aks ettiradi. Tilshunoslik nuqtai nazaridan yadro belgilari hamma joyda mavjud boʻlgan konseptsiyani yangilash va uning mohiyatini ochib berish bilan shugʻullanadi. Yadro xususiyatlarida “ayol” tushunchasi lingvosemantik belgilari orqali namoyon boʻladi, bu uning mazmuniga ham tegishli boʻlgan ensiklopedik yaʼni talqin qiluvchi pereferiyasidan iborat.

Fransuz tili madaniyatida “ayol” konseptining yadrosi konseptual xususiyatlarni ochib berib, leksik birlik tomonidan xarakterlangan ayol – la femme, uning inson turiga mansub ekanligi (inson-etre humain); biologik jinsi (ayol-etre humain femelle, etre humain de sexe feminin); yoshi (yashagan yillar soni – adulte); o'tish yoshiga qadar bo'lgan davri (qiz – une fille avant la puberté); jinsiy yetuklikning boshlanishi davri (balog'at yoshi, qiz – la puberté, une jeune fille); undagi nasl qoldirish qobiliyati (tug'ish yoshi, fiziologik nikohga tayyor xususiyatlari - une fille nubile, femme nubile); bokiralikni yo'qotishdan keyingi bosqichi (ayol bo'lish-qui n'est plus vierge, qui n'est plus fille, opposition à la vierge) kabi davrlarga bo'lgan. Yuqoridagi barcha belgilar leksik lug'at ta'riflarida bor bo'lgan, ayol – la femme so'zi deyarli hamma mavjud izohli va ensiklopedik lug'atlarda leksikografik manbalar sifatida ishlatiladi.

Izohli lug'atlarda ayolning ba'zi anatomik, aqliy xususiyatlari hamda hayotiy faoliyatining bosqichlari va ushbu leksik birlik bilan bog'liq belgilar haqida kamroq so'z yuritilib, “ayol” konseptining keltirib o'tilgan xususiyatlarini batafsilroq to'ldirib tavsiflaydi. Yuqorida ko'rsatilganidek, “ayol” konseptining asosiy tarkibini boshqacha yorqin tasvirlar bilan boyitadi. Majoziy komponent barcha turlar tomonidan perseptual (vizual, ta'm, hid bilish) tasvirlari va ko'plab kognitiv vositalar (zoomorfik, tabiiy hodisalarning metaforik tasvirlari, fitomorfik, antropomorfik tasvirlar) orqali ekspluatatsiya qilinadi.

O'rganilayotgan lingvomadaniyatda “ayol” tushunchasining asosi uning qiymatini tashkil etuvchi bir necha qatlamlarda namoyon bo'ladi. Konseptuallashtirilgan tushunchaning axborot qatlamiga quyidagilar kiradi: yuzning eng muhim xususiyatlarini aniqlaydigan kognitiv belgilar ayol – “bu odam”, “ayol jinsiga mansub”, “erkak jinsiga qarshi”, “xotin, ona rolini o'ynaydi”, “bolalarining borligi”, “oila o'chog'ining qo'riqchisi”, “hayot (nasl) davomchisi”. Shuningdek, “ayol” konseptining ensiklopedik qatlami quyidagilarni o'z ichiga oladi: yoshi, oilaviy ahvoli, kasbiy faoliyati kabi jihatlar, ijtimoiy holat va boshqalar. Konseptsiyaning talqin maydoni eng katta hajmga ega "ayol" konsepti bo'lib, undagi asosiy tushuncha umumiy baholash, tartibga solish, identifikatsiya, ramziy va mifologik zonalarga ega.

Yuqoridagi “ayol” konseptining konseptual xususiyatlari va kognitiv modeli ikki guruhni o'z ichiga oladi: birinchi guruh yadro xususiyatlaridan iborat bo'lib, ayol yuzining biologik xususiyatlari bilan bog'liq (jins, jinsiy yetuklik, jinsiy yosh va boshqalar.); ikkinchi guruh ayolni turli xil nuqtai nazardan tavsiflovchi periferik belgi va jihatlarni o'z ichiga oladi (tashqi ko'rinishi, yoshi, oilaviy holati va boshqalar). Shuni ta'kidlash kerakki, “ayol” konseptining o'ziga xos xususiyatlarini ikkita guruhni ajratib ko'rsatish shartli xarakter hisoblanadi, chunki o'rganilayotgan ba'zi belgi va lingvistik madaniyatlar bir vaqtning o'zida biologik va ijtimoiy bo'lishi mumkin.

Yadro va periferik xususiyatlarni alohida ko'rib chiqishda tadqiqot lingvomadaniyatida “ayol” tushunchasi neytral va ijobiy bo'lib, fransuz tillariga nisbatan ayolni xarakterlaydigan ko'proq leksemalarga ega. Ularda shuningdek, yadro va unga yaqin zonalarda belgilarning betarafligi mavjud, ammo “ayol” konseptining periferik zonasi ko'plab salbiy baholarga ega, (yolg'on gapirish, ikkiyuzlamachilik, haddan tashqari uyatchanlik, nosamimiylilik, aqlning past darajasi va boshqalar shular jumlasidandir). Fransuz tilshunosligida ijobiy bahoni (halollik, samimiylilik, estetik did va ayol go'zalligining axloqiy maqsadi, uyda qulaylik yaratish va oilaviy o'choqni saqlash va boshqalar) o'z ichiga olgan konseptual xususiyatlar til ongiga qaraganda kamroq rivojlangan.

“Ayol” tushunchasi kognitiv jihatdan turli etnomentall konseptosferalarning talab qilinadigan elementi hisoblanadi. U to'liq tizimni o'z ichiga olgan majoziy tarkibning boy tuzilishi

bilan ajralib turadigan persektiv va kognitiv tasvirlar to'plamidir. Unda mavjud periferik zonalarining turlari, izoh maydoni – umumiy baholash, tartibga solish, identifikatsiya, mifologik, ramziy qismlarga bo'linadi .

“Ayol” tushunchasining leksik-semantik maydoni quyidagilarni o'z ichiga oladi: tabiiy -jismoniy, psixologik, ijtimoiy-etnik va o'zida mavjud bo'lgan ayol yuzining etnik-madaniy belgilari xalqlarning o'zlari tomonidan u yoki bu narsaga xos bo'lgan ayollik tasvirlarini yaratadi [4]. Turli tillarni o'zaro bog'laydigan so'zlarning ma'nolaridagi farqlar “etnik-madaniy kodlar” ni o'z ichiga oladi va turli makonlarda turlicha tavsiflanadi. Madaniy-tarixiy ma'lumotlarni o'z ichiga olgan ismlar madaniy va etnomental jihatdan belgilangan leksemalardir. “Ta'rif- bu nominatsiya tabiatiga chuqurroq kirib borishga yordam beradigan kalitni beradi[2]. Fransuz tilidagi ayol nomi murakkab tizimlarni tashkil etadi, u bir vaqtning o'zida ham aniqlovchi, ham baholovchi nomlarni o'z ichiga oladi. Identifikatsiya nomlari yuzning ontologik xususiyatlari “yosh”, “jins” kabi tushunchalar bilan bog'liq.

Ma'lumot o'rnida, jismoniy shaxsning psixologik, axloqiy fazilatlarini aks ettiriladi. Fransuz tilidagi ayol haqidagi g'oyalar bir qator jihatlarni birlashtiradi: “tashqi ko'rinish”, “aql darajasi”, “xulq-atvor”, “xarakter”, “ijtimoiy maqom”, “ayolga jamiyat tomonidan munosabat” va boshqalar. O'rganilayotgan tillarda ayol jinsini yaratishga yordam beradigan xususiyatlarni aniqlashga imkon beradi.

Shunday qilib, “tashqi ko'rinish” ni baholash jihati ichida “yuz” tushunchalari (teri, yuz shakli, yuz xususiyatlarining mutanosibligi) ko'rib chiqilayotgan tilda dominant semantik sohalarga aylandi; “ tana shakli” (bo'yi, vazni, jismoniy parametrlari, poyabzal hajmi); “yurish” (harakat tezligi, yurish paytida tana harakati); “kiyim” (kiyim elementlarining muvofiqligi, holati va yoshiga mosligi, ayollar, moda va ijtimoiy muhitga hamohangligi) kabi belgilarni o'z ichiga oladi .

Fransuz tilidagi “ayol” tushunchasining leksik-semantik maydoni lingvistik ong yuqorida sanab o'tilgan tushunchalarni ham qamrab oladi (yumshoqlik, muloyimlik, mehribonlik, mehr), ammo “ semantik analizatorlar va tarjimonlar”[3] fransuz tilida ushbu konseptsiya ayol yuzining ko'rinishini tavsiflovchi leksemalardir: une élégante dame (oqsuyak xonim), une gracieuse fille (tarbiyali qiz), une gracieuse dame (nafis xonim), une femme soignée (yaxshi saqlangan ayol) va boshqalar.

Xulosa qilib aytadigan bo'lsak, “ayol” konseptining yadro va pereferyasi uning mazmuni hamda fransuz tilida “ayol” konseptining leksik va semantik ma'nolari yuqoridagi leksik birliklar timsolida tavsiflandi va fransuz lingvomadaniyatidagi lug'aviy ma'nolarini ochib berishga harakat qilindi.

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CHET TILI DARSLARIDA O'QITISH METODIKASI

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Annotatsiya: Mazkur maqola Chet til o'qitish metodikasi va Chet til o'qitish metodi haqida. O'quv darslarida o'quvchi va yoshlarni qiziqtirish uchun turli xil metod vausullardan foydalanish, eng asosiysi chet til o'qitishni o'rgatish bo'yicha kasbiy mahoratni oshirish va o'qitish mobaynida zamonaviy metodlar qo'llanilishini o'z ichiga oladi. Shu bilan birga Chet tili o'qitish metodikasida o'qishni turlari bilan tanishtiriladi.

Kirish so'zlar: chet tili, til texnikasi, tushuncha, o'qitish metodi, kognitiv, normativ, metod turlari, o'qish texnikasi, yozish texnikasi.

Аннотация: Данная статья посвящена методике преподавания иностранного языка и методике преподавания иностранного языка. Использование различных методов и средств для заинтересованности студентов и молодежи на учебных занятиях, важнейшим из которых является совершенствование профессиональных навыков преподавания иностранного языка и использование современных методов в процессе обучения, а также виды занятий по методике обучения. преподавание иностранного языка.

Ключевые слова: иностранный язык, языковая техника, концепция, метод обучения, когнитивный, нормативный, виды методов, техника чтения, техника письма.

Annotation: This article is about foreign language teaching methodology and foreign language teaching method. The use of various methods and tools to interest students and young people in educational classes, the most important of which is to improve professional skills in foreign language teaching and the use of modern methods during teaching. together with the types of studies in the methodology of foreign language teaching.

Keywords: foreign language, language technique, concept, teaching method, cognitive, normative, method types, reading technique, writing technique.

Hozirgi kunda chet tillarni o'rganish va o'qitishga yurtimizda katta e'tibor berilmoqda va kundan kun chet tilini o'rganishga bo'lgan talab tobora oshib bormoqda. Til o'rganish va o'qitishda zamonaviy yondashuvning roli katta bo'lyapti. Albatta til o'rganish kishilik jamiyatida muhim sohalardan biri hisoblanadi. Til hodisalarga oid bilimlar esa nazariy jihatdan o'rganiladi.

Hammamizga ma'lumki, chet tilini o'rgatish va o'qitish muayyan jihatlari bilan ona tili va ikkinchi tildan keskin farq qiladi. Ya'ni o'z navbatida chet til o'qitishni o'rgatish texnikalari, metodlari va til o'rgatishga oid o'yinlar qo'llanilishini taqozo qiladi.

Kasbiy mahoratga keladigan bo'lsak, dars jarayonida o'qituvchilar chet til darsning har bir bosqichida o'quvchi yoshlar uchun samarali bo'lgan metodlardan foydalanish asosiy maqsadga muvofiq bo'ladi. Bugungi kunga kelib chet til o'qitish bo'yicha yangidan - yangi metodlar va til texnikalari ishlab chiqilmoqda va ular dars jarayonlarida sinab ko'rilmogda. Chet til o'qitish mazmuni o'quvchilarning o'zlashtirishlari, xususiyatlarini e'tiborda tutib tanlanadi, taqsimlanadi, tasniflanadi va o'rgatish uchun taqdim etiladi. Tanlash, tasnif, taqsimot va taqdimot bosqichlari

muayyan metodik mezonlar yordamida amalga oshiriladi. Chet tilida o'qishga qiziqishni rivojlantirish bo'yicha ishlar maqsadli bo'lishi va sinfda ham, undan tashqarida ham amalga oshirilishi kerak.

Chet tili o'qitish metodikasi. „Metod“ atamasi uchta ma'noni anglatadi. Birinchisi, metodika tarixidagi umumiy barcha yo'nalishlar (tarjima metodi, to'g'ri metod, qiyosiy metod, aralash metod), ikkinchisi, o'qitish sistemasi va uchinchisi darsdagi faoliyat usulidir. Chet tili o'qitish metodikasida qabul qilingan asosiy tushunchalar qatoriga quyidagilarni kiritish mumkin: ta'lim sistemasi, ta'lim metodi, ta'lim prinsipi, ta'lim vositasi kabilar.

Chet tillarni o'qitish metodikasida o'qish turlari o'qishning asosiy maqsadi ko'z bilan idrok etilgan ma'lumotni tushunish va anglashdir. Biror kishining o'qishi har doim ma'lum bir daqiqasida aniq maqsadga qarab, maqsadga muvofiqdir. Uslubiy adabiyotlarda o'qishning quyidagi turlarini ajratib ko'rsatish odatiy holdir. O'qish funksiyasiga ko'ra quyidagi turlar ajratiladi:

- a) kognitiv
- b) qiymatga yo'naltirilgan
- c) tartibga soluvchi.

Kognitiv – faqat ma'lumot olish, uni tushunish va saqlash, unga qisqacha munosabatda bo'lish, og'zaki yoki og'zaki bo'lmagan holda o'qish. Qiymatga yo'naltirilgan – o'qilgan narsaning mazmunini muhokama qilish, baholash, qayta aytib berish uchun o'qish, ya'ni o'qish natijalarida nutq faoliyatining boshqa turlaridan foydalanish.

Normativ – matnda tavsiflanganlar bilan bog'liq yoki bog'liq bo'lmagan keyingi mazmunli harakatlar bilan o'qish.

Ovozning ishtirok etish darajasiga ko'ra o'qish turlari o'qishga bo'linadi:

- a) baland ovozda
- b) xor (baland o'qishning bir turi sifatida)
- c) o'ziga o'qish

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

Til texnikasi tushunchasi. Til o'qitish metodikasiga bag'ishlangan yozma manbalar va muallimlarning kundalik muloqotlarida „o'qish texnikasi“ “yozish texnikasi” kabi terminlar tez-tez uchrab turadi. O'qish texnikasi deganda harflar harf birikmasining tovush bilan munosabati, yozish texnikasida esa harfning yozilish qoidalari tushuniladi. Ushbu terminlar qatori o'qilish qoidasi, yozilish qoidasi singari sinonimlar ham ishlatiladi. Bu ikki metodik termin qatoriga talaffuz texnikasini qo'shish o'rinlidir. Uni boshqacha qilib artikulyatsiya qoidasi deyish ham mumkin. Shunday qilib, til materialini egallashda aytish, o'qish, yozish ham o'zlashtirish bilan mashg'ul bo'linadi va har uchchalasini birlashtirib „yagona termin –“til texnikasi“ nomi bilan yuritiladi.

Xulosa

Xulosa qilib aytganda, chet tili darslarida metodlar va usullarni qo'llash natijasida o'quvchi yoshlarning mantiqiy fikrlash qobiliyatlari rivojlanadi va til texnikasi yordamida nutqi

ravonlashadi ,tez va to'g'ri javob berish malakasi oshadi.Albatta bu ishlab chiqilgan zamonaviy metodlar o'quvchi talabalarda bilimga ishtiyoq uyg'onadi. Chet tilida o'qish o'quvchilarning kognitiv qiziqishini rivojlantirishga hissa qo'shishi uchun bolalarning kognitiv ehtiyojlarini, yoshi va individual psixologik xususiyatlarini hisobga olish kerak (va buning uchun o'quv materiallarini diversifikatsiya qilish kerak: matnlar va ular uchun vazifalar); faol o'qitish usullarini qo'llash orqali maktab o'quvchilarini faol ijodiy faoliyatga jalb qilish; ularga o'quv faoliyatida mustaqillik va tashabbus ko'rsatish imkoniyatini berish.

O'rganilayotgan tilda asl badiiy adabiyotni o'qish og'zaki nutqni rivojlantirishga xizmat qiladi,o'quvchilarning so'z boyligini boyitadi, o'rganilayotgan til mamlakati madaniyati va adabiyoti bilan tanishtiradi,tahliliy fikrlashni rivojlantiradi.

Shu bilan birga, o'qituvchi nafaqat qiziqtirishi, balki o'quvchilarning fikri bilan hisoblashishi,ularni mustaqil fikr yuritishga tarbiyalashi kerak. O'quvchilarning o'qiganlari haqida fikrlashga,fikrni o'z so'zlari bilan bayon qilishga, tanqidiy fikrlarni shakllantirishga o'rgatish o'qishning vazifalaridan biridir.Shunday qilib,o'qish sohasida to'g'ri rejalashtirgan ish o'quvchilarning intellektual va ma'naviy rivojlanishiga sezilarli hissa qo'shadi,ularning tasavvur va mantiqiy rivojlanishiga yordam beradi,shuningdek,o'quvchilarga chet tilidan faol bilimlarni o'rgatishning samarali vositasiga aylanadi.

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CHET TILINI O'QITISHDA GRAMMATIKANING ÒRNI

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Annotatsiya: Ushbu maqolada chet tili o'qitishda grammatik ko'nikmalarni shakllantirish haqida so'z yuritilgan bo'lib, chet tili o'qitish ko'nikmani shakllantirish shuningdek, chet til darslarida grammatikaning ahamiyati, chet til grammatikasining ona tili grammatikasidan farqli jihatlari, grammatikaning fan sifatida maktablarda o'qitilishi hamda uni o'qitishda yordam beruvchi omillar tahlili keltirilgan.

Kalit so'zlar: chet tili, grammatika, grammatik hodisalar, tarjima, nutq, induktiv, deduktiv, mashq qilish, ko'nikma

Bilamizki, chet tili darslari ikkinchi jahon urushidan so'ng asosan grammatik – tarjima metodi asosida olib borildi va hozirda ham bu metod (qisman) o'z o'rnini saqlab qolgan. Shunga bog'liq holda chet tili o'qitishda grammatikaning vazifasi o'sha paytlardan beri ko'plab munozaralarga sabab bo'lib kelmoqda. An'anaviy grammatik-tarjima metodi tarafdorlari grammatikasiz biror chet tilini o'rganish mumkin emasligini ta'kidlasalar, bunga qarama-qarshi holda to'g'ri metod vakillari chet tili o'qitishda grammatikaning o'rni sezilmaydi, degan fikrni ilgari suradilar.

Har qanday chet tilini o'rganishda o'quvchi bir necha bosqichlarni bosib o'tadi. Bunda chet tili grammatikasini o'rganish eng muhim bosqich hisoblanadi. O'qiganda yoki o'zga shaxs nutqini tinglaganda “grammatika” terminini uchratgan kishi uni turli ma'nolarda tushunishi mumkin. Buning sababi bor. O'rta maktab ona tili kursida “grammatika” deganda, tilshunoslikning bir sohasi, bo'limi tushuniladi¹¹².

Chet til o'qiganda esa unga nutqning grammatik tomoni, deb qaraladi. Ilmiy manbalarda bayon etilgan turli-tuman ma'lumotlarni chet til o'qitish maqsadiga tatbiq etib, “grammatika” so'zini ikki tushuncha bilan chegaralash mumkin:

- nutqning grammatik tomoni — tilning gapirish, tinglash, o'qish va yozuvda uchraydigan grammatik hodisalarini (mas. nutq namunasi; fe'ning shaxs shakli; artikl);
- til hodisalarini ta'riflovchi mavhum otlar (mas. ega gapda birinchi o'rinni egallaydi);
- o'zining birlik shakliga (chet tilga oid) ko'plikda falon qo'shimcha qo'shiladi). Chet tili o'qitishda grammatik ko'nikmalarni shakllantirish bir necha bosqichlarni o'z ichiga oladi. Quyida mazkur qismlar bilan birma bir tanishib chiqmiz.

Grammatik hodisalar nutqiy grammatik ko'nikmalar hosil qilish maqsadida o'rgatiladi.

Malaka tarkibida ko'nikmani shakllantirish uchun grammatik material uch bosqichdan o'tkaziladi:

1. Taqdimot bosqichi yangi grammatik birlikni tanishtirish (nutq namunasida taqdim etish), o'rni kelganda, uni tushuntirish va dastlabki grammatik amallarni bajarishdan iborat.
2. Grammatika mashqlarini bajarish. Bu bosqich asosan ko'nikma hosil qilishga qaratiladi.
3. Grammatik hodisani nutq faoliyati turlarida qo'llanilish bosqichida grammatik ko'nikmalar qo'llanib, ularning malakaga aylanishi ustida ish olib boriladi. Birinchi va ikkinchi

¹¹² Hoshimov O'. Yoqubov I. Ingliz tili o'qitish metodikasi. — T.: Sharq, 2003. - 302 b.

bosqichlar bevosita grammatikani o'rgatish tadbiridir, uchinchi bosqich ham grammatik ko'nikma, ham nutqiy malakaga oid.

Nutq namunasida taqdim (prezentatsiya) qilinayotgan grammatik hodisa bilan o'quvchilar ta'limning quyi va o'rta bosqichlarida og'zaki, o'rta va yuqori bosqichlarda esa yozma shaklda tanishadilar. Grammatik hodisa nutq namunasida, qoida tarzida, nutq namunasi va qoida qo'shma holda yoki leksik birlik sifatida taqdim etiladi¹¹³. Chet tildagi nutq namunalari ro'yxati tilshunoslar va metodistlar tomonidan tegishli modellar sifatida rasmiylashtirilgan qoidalar ikki turda — qoida-ko'rsatma va qoida-umumlashma nomlari bilan fanda ma'lum. Qoida-ko'rsatma grammatik hodisani nutqda qo'llash yoki o'qish va tinglab tushunishda tanib olish uchun mo'ljallanadigan aqliy harakatga oid bo'lib, nutq masalalarini tadqiq etadigan psixolingvistika fanida bu programma — algoritm deyiladi.

Qoidani bayon etish oldindan yo'llovchi asos bo'lib, nutqning ijrosini ta'minlashga qaratiladi. Boshqacha qilib aytganda, qoidani nutqiy amaliyotning nazariy qanoti, deb ta'riflash mumkin. Masalan, aniqlovchini tanib olish uchun aniqlanmish (ot) hamda artiklga e'tibor beriladi, aniqlanmish otdan oldin yoki otdan keyin keladi (bu tilga bog'liq). Qoida umumlashma nutqni egallash jarayonida tarqoq holda o'rganilgan grammatik materialga oid oddiy nazariy ma'lumotdir.

Qoida doimo lo'nda, dona-dona ifodalangan, maqsadga qaratilgan bo'lishi va grammatik hodisani qo'llash yoki tanib olishga yo'llamog'i lozim.

Grammatik materialning taqdimoti chog'ida induktiv yoki deduktiv yo'ldan boriladi. Induksiya paytida — taqdimot mis'oldan boshlanib, mavhumotga o'tiladi, deduksiya esa qoida (yoki unga teng nutq namunasi) berilib, so'ngra misollar mashq qilinadi. Birdan ziyod misol paydo bo'lgan taqdirdagina qoidaumumlashma chiqariladi. Birgina yolg'iz grammatik hodisa qoidasiz, leksika darajasida o'rganila beradi. Ko'p qo'llanadigan grammatik hodisalarda ham yolg'iz misol leksik tarzda beriladi. Taqdimot bosqichi tashkiliy jihatdan uchta izchil metodik tadbirni qamraydi: tanishtirish (prezentatsiya), idrok etib tushunganlikni nazorat qilish va yangi hodisani tanib olish hamda aytishga oid dastlabki mashqlar bajarish. Tanishtirish quyidagicha ijro etiladi. Og'zaki nutqning ilgirilashi davrida muallim yangi hodisani aytib, o'quvchilarni taqlid qilishga chorlaydi¹¹⁴.

Keyingi bosqichlarda yangi hodisa grafik timsolga asoslanib taqdim etiladi. Uni aytish bilan bir paytda sinf doskasiga yozib berish yoki o'quvchilar grafik timsolini kitobdan ko'rib borishlari ham mumkin. Tanishishning ikkinchi qismida taqdim etilgan hodisani o'quvchilar tushunganliklari nutq jarayonida muallim tarafidan nazorat qilib boriladi. Tushunganlik darajasini tekshirib borish, dastlabki mashqlar bajarish bilan keyingi bosqichga o'tishning muvaffaqiyati uchun zamin tayyorlanadi. Grammatik ko'nikma hosil qilishning boshlanishida uchinchi qism hisoblanmish dastlabki mashqlar bajarishning alohida ahamiyatini ta'kidlamog' lozim. Idrok eta boshlash ham ko'nikma shakllanishiga qo'yilgan birinchi qadam bo'lib, unda yagona eshitish sezgisi/analizatori ishlaydi, xolos. Taqlid qilganda ong ishtirokisiz muallimga ergashiladi. O'zlari mashq qila boshla ganda, anglash boshlanadi va takror aytishlar tufayli nutqiy grammatik avtomatizm shakllana boradi. Uchinchi bosqichda dastlabki mashqlarning izchil bajarilishi yangi hodisani mustahkamlash garovidir.

¹¹³ Saydaliyev S. S. Chet til o'qitish metodikasidan ocherklar: O'qituvchi va talabalar uchun qo'llanma. Namangan: NamDU, 2004. — 238 b.

¹¹⁴ Zaripova R. A. Chet tillar o'qitish metodikasidan qo'llanma, — T.: O'qituvchi, 1986. — 184 b.

Taqdim etilgan grammatik hodisalar chet tilda ko'nikmaga aylantirilishi uchun endi mashq qilish davri boshlanadi. Awalo, ko'nikma haqida qisqacha metodik izoh: grammatik ko'nikma deganda, nutqda morfologik-sintaktik hodisalarni to'g'ri va avtomatlashgan tarzda qo'llashni va tanib olishni ta'minlovchi operatsiyalar va amallar tushuniladi. Morfologik ko'nikmada shakllar yasalishi va qollanishi, operatsiya va amallari to'g'risida gap boradi (otning qo'shimchalari, fe'lga oid qo'shimchalar, ot oldida qo'llanadigan grammatik birliklar, mas. artikl, predlog va h.k.). Sintaktik ko'nikmaga esa so'z tartibi, so'z birikmalari yasalishi kabilar kiradi.

Grammatik materialning qo'llanish ko'nikmasiga so'zlami o'zgartirish va so'zlami o'miga qo'yish kiritiladi. Mashq qilish bosqichida o'zlashtirilgan ushbu grammatik ko'nikmaning yangi sharoitda xatosiz qo'llanilishiga oid topshiriqlar bajariladi. (Yangi sharoit tushunchasining qamrovi keng bo'lib, yangi topshiriq, yangi faoliyat turi, yangi ko'nikma/ malakani egallash, yangi mavzu/vaziyat yuzasidan fikr bayon etish kabilami o'z ichiga oladi.) Topshiriq turlari muayyan grammatik birlikni aytish va gapirish, eshitish va tinglab tushunish, o'qib chiqish va o'qib tushunish, yozish va yozuv kabilardan iborat. Grammatikaning qo'llanilishi borasida gap ketganda, muayyan grammatik hodisani reproduktiv nutqda qo'llay bilish va retseptiv nutqda tanib olish tushuniladi, bunda qo'llash va qo'llanganni fahmlash nazarda tutiladi. Qo'llanilish bosqichida o'quvchi grammatik birlikdan fikr bayon etish va o'zganing fikrini tushunish maqsadida foydalanadi. Grammatik ko'nikmaning nutqiy malakaga to'la „singib ketishi“ kuzatiladi. Malaka darajasida, odatda, e'tibor nutqning mazmuniga qaratiladi, til materiali, jumladan, grammatika haqida so'z yuritilganda esa taqdimot va mashq qilish davridagi faoliyat nazarda tutiladi¹¹⁵.

Grammatikani o'rgatish/o'rganishga yordam beruvchi omillar

O'qituvchining chet tili darsidagi vasifasi o'quvchilarga grammatikani egallashning mustaqil yo'lini ko'rsatib berishdir. O'qituvchi o'rganish jarayonini boshqaradi va natijada o'quvchilar grammatik mashqlarni mustaqil bajarishga o'rganadilar. O'quvchi topshiriqlarni ularning grammatik to'g'ri yoki noto'g'riligini bilgan holda tekshira olishi kerak. Bunda mustaqil holda takrorlash ham zaruriy omillardan biri hisoblanadi. O'quv darsliklarida o'quvchilarning o'z bilimlarini tekshirishning turli tuman yo'llari mavjud:

1. Takrorlash, tushunish, mustahkamlash, mashq qilish, amalda qo'llash (boshqa yangi kontekstlarda mustaqil holda)
2. Topshiriqlarni ketma-ketlikda bajarish (misol uchun: ma'lum grammatik strukturani o'rganish)
3. Kichik hajmda tuzilgan topshiriqlar(darslik bo'limlariga oid aniq mashqlar: tushirib qoldirilgan so'zlarni yozish, grammatik mavzularga doir turli o'yinlar v.b.).

Grammatik qoidalarni tushunishda ikki uslub muhim hisoblanadi:

- induktiv
- deduktiv

Grammatikani induktiv tushunish bu:

1. Tarjima qilish orqali misollar ma'nosini tushunish.
2. Misollarni ularning tuzulishiga ko'ra tahlil qilish.
3. O'xshashliklarni qayd qilish.
4. Qoidani umumiyashtirish va shaklga solish.

¹¹⁵ Jamol Jalolov. CHET TIL O'QITISH METODIKASI. Chet tillar oliy o'quv yurtlari (fakultetlari) talabalari uchun darslik. „O'QITUVCHI“ NASHRIYOT- MATBAA IJODIY UYI TOSHKENT - 2012

5. Darslikdagi qoida bilan solishtirish.
6. Misollar tuzib, amalda qo'llash va qoidani xotirada mustahkamlash.

Grammatikani deduktiv tushunish bu:

1. Qoidani tushunish.
2. Qoidaga izoh berish.
3. Misollar keltirish.
4. Qoidaga oid yangi misollar keltirish.
5. Mustahkamlash/yodda saqlab qolish.

Xulosa o'rnida shuni aytish mumkinki, chet til darslarida grammatikaning ahamiyati katta bo'lib, u chet tili o'rganishning asosiy omili bo'lib qolaveradi.

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O'QUVCHILARNING DIALOGIK NUTQINI RIVOJLANTIRISHDA TALIM TEXNOLOGIYALARNING AHAMYATI

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Annotatsiya: Bolalarda og'zaki nutqni rivojlantirish ularning kelajagi uchun katta ahamiyatga ega bo'lgan jarayon. Ushbu jarayon har bir bolada har xil bosqichda o'tadi, bu esa ularning psixologiyasi va ta'lim muassasidagi olayotgan ta'limga bog'liq. Ushbu maqolada o'quvchilarning og'zaki nutqini rivojlantirishning afzalliklari va usullari haqida batafsil bayon qilinadi.

Kalit so'zlar: og'zaki nutq, yozma nutq, o'quvchilar psixologiyasi, maktab, ta'lim dasturi, interaktiv o'yinlar va h.k.

Ma'lumki, boshlang'ich sinf o'quvchilarining nutqlaridagi nuqsonlarni bartaraf etish o'quvchilar va logopedlar zimmasiga yuklanadi. Talaffuzdagi kamchiliklarni aniqlashda bolaning nutqini tekshirib ko'rish, nutq buzulish sabablarini o'rganish lozim. Buning uchun har bir bola nutqini tekshirish varaqasi to'ldirilib, qaysi tovushlar to'g'ri yoki noto'g'ri talaffuz qilayotgani belgilab boriladi. Nutq ostirish- ongli o'qishni, so'zlash va yozishga o'rgatishni, til haqida o'quvchilarning yoshi va tushunchasiga mos bo'lgan bilim berishni, ularning lug'at boyligini oshirishni, boshqalarning nutqiga e'tibor va qiziqishni o'stirish, kitob o'qishga muhabbat uyg'otishni ko'zda tutadi. Ba'zi bolalar tovushlarni noto'g'ri talaffuz qilibgina qolmay, ularni bir-biridan farqlay hamolmaydilar. Nutqdagi bunday kamchiliklar darslarni o'zlashtirishda bolalar uchun sezilarli qiyinchiliklarni tug'diradi. Bunday hollarda logoped mashg'ulotlar yordamiga muxtoj bo'ladilar.

Ijodiy qayta hikoyalashda hikoya kontekstni yoki shaklini o'zgartirish orqali aytiladi o'qilayotgan hikoya yoki hikoyani yangi epizodlar bilan to'ldirish orqali.

Sahnalashtirish yoki sahnalashtirishda o'quvchilar o'qilgan hikoyani sahnalashtirilgan hikoyaga aylantiradilar. Qilmoq Bu, ular hikoyaning ssenariysi, kostyumi, imo-ishoralari haqida o'ylashadi ishtirokchilar, monologni dialogik nutqqa aylantiradi (bu eng ko'p til o'rgatish nuqtai nazaridan muhim ish).

O'qilishi kerak bo'lgan hikoyaga rasm chizishda o'quvchi o'qilgan rasmdan rasm tanlaydi o'qilgan yoki chizilgan asar mazmuniga ko'ra rassomlar tomonidan chizilgan rasmlar o'zini tasvirlaydi. Agar talaba rasmni yaxshi chiza olmasa, u og'zaki o'zi chizmoqchi bo'lgan rasmni tasvirlaydi, ya'ni so'zlar bilan rasm chizadi.

O'qilgan hikoyani davom ettirish usuli maktab amaliyotida keng qo'llaniladi. Bu usul hikoya mazmuni davom ettirish imkonini beradigan asarlarda qo'llaniladi.

Chiroyli so'zlashni, savodli, to'g'ri yozishni, o'z fikrini ravon va aniq bayon etishni bilmagan yoki etolmagan o'quvchi bilimlarni muvafaqqiyat bilan o'zlashtira olmaydi. Har bir insonning nutqi chiroyli, mukammal, talaffuzi aniq, ravon bo'lsa, fikrlash doirasi keng, idrok qilishi ham teran bo'ladi. Nutq orqasli odamzot o'zining ichki hissiyotlarini ham bayon qiladi,

nutq esa barcha insonlarda ham bir xilda-to'la rivojlangan yoki shakillangan bo'lavermaydi. Ertak ustida ishlashda bolalarni ertakni o'qishgagina emas, balki uni aytib berishga o'rgatish ham muhimdir. Ertak aytish og'zaki nutqni o'stiradi, bolalar nutqini yangi so'z va iboralar bilan boyitadi, ona tiliga muhabbatni tarbiyalaydi. Nutq ikki ko'rinishga ega –og'zaki, va yozma nutq. Bular o'zaro uzviy bog'langan bo'lsa ham, har birining o'ziga xos xususiyati bor. Og'zaki nutqda tovuchlar, so'zlar nutq orqali talaffuz qilinsa, eshitish a'zolari orqali qabul qilinadi. Shuning uchun o'quvchilarning og'zaki nutqini o'stirishida, avvalo ularning nutqidagi kamchiliklar sabablarini aniqlash, uni bartaraf etish yo'llarini izlab topishimiz kerak.

Og'zaki nutqqa o'rgatishning ilk davrida daktiologiya (qo'l alifbosi) dan foydalaniladi. Bu narsa bolalarning tovushlarni talaffuz qilib, o'zlashtirib borganlari sari faqat yordamchi vosita bo'lib xizmat qiladi. Yuqori saviyada yozilgan badiiy asarlar bolalarning nutq normalarini (me'yorlarini) muvaffaqiyatli o'zlashtirishlariga hamda tilning emotsional tomonlarini his etish qobiliyati rivojlanishiga, og'zaki nutqning intonatsion ifodaliligi shakllanishiga ta'sir etadi. So'zlashish-suhbat metodidan bolalar lug'atini faollashtirishda foydalanish maqsadga muvofiqdir. Bu metod orqali bola lug'atidagi so'zlardan o'rinli foydalanishga, gaplarni to'g'ri tuzishga o'rganib boradi. Bunda o'qituvchi kichik guruhda tabiiy obyektlar va ularning modellari (o'yinchoqlar, suratlar)ga tayanish usullaridan, katta guruhlarda esa so'zli didaktik o'yinlardan foydalanadi.

Qayta hikoya qilish metodidan besh yoshli bolalar guruhida tashkil etiladigan ishlarda keng foydalaniladi. Uning yordamida bolalar nutqining leksik, grammatik, intonatsion jihatlari shakllanadi. Ular bog'lanishli dialogik va monologik nutqni badiiy asar namunalari yordamida amaliy tomondan egallab oladilar. Badiiy asarlarni qayta hikoya qilishga o'rgatishda o'qituvchining asosiy vazifasi mazkur yoshdagi bolalarga mos bo'lgan, mazmuni va tili jihatidan bolalarga tushunarli bo'lgan asarlarni tanlashdir. Hikoya o'ylab topish (to'qish) metodi bolalarni ijodiy izlanishga: kuzatganlari bo'yicha hikoya tuzish; xotiradan hikoya tuzish; xayoliy hikoya tuzishga o'rgatadi. Nutq ikki shaklga ega - og'zaki va yozma. Ular bir-biri bilan chambarchas bog'liq bo'lsada, ularning har biri o'ziga xos xususiyatlarga ega. Og'zaki nutqda so'zlar nutq orqali talaffuz qilinganda tovushlar eshitish organlari orqali qabul qilinadi. Shuning uchun o'quvchilarning og'zaki nutqini rivojlantirishda avvalo ularning nutqidagi kamchiliklarning sabablarini aniqlashimiz va uni bartaraf etish yo'llarini izlashimiz kerak. Chiroyli gapirishni, savodli bo'lishni, to'g'ri yozishni, o'z fikrini ravon va aniq ifodalashni bilmagan o'quvchi bilimni muvaffaqiyatli o'zlashtira olmaydi. Har bir insonning nutqi go'zal, mukammal, talaffuzi aniq va ravon bo'lsa, tafakkur doirasi keng, idroki chuqur bo'ladi. Nutq orqali inson o'zining ichki tuyg'ularini ham ifodalaydi, nutq esa hamma odamlarda bir xilda to'la takomillashib, shakllana olmaydi. Ba'zi bolalar nafaqat tovushlarni noto'g'ri talaffuz qiladilar, balki ularni bir-biridan ajrata olmaydilar. Nutqdagi bunday kamchiliklar bolalar uchun darslarni o'zlashtirishda sezilarli qiyinchiliklarni keltirib chiqaradi. Bunday hollarda nutq terapevtlari o'qitishning yordamiga muhtoj. Og'zaki nutqni o'rgatishning birinchi davrida daktiologiya (qo'l alifbosi) qo'llaniladi. Bu faqat yordamchi vosita bo'lib xizmat qiladi, chunki bolalar tovushlarni talaffuz qiladi va o'zlashtiradi.

Boshlang'ich o'rta sinfda ona tili darslarida barcha sinflarning etakchi roli nutqni rivojlantirish bo'lib, u savod o'rgatish, nozik yozish ko'nikmalarini rivojlantirish va fikrlash doirasini kengaytirish vazifalarini o'z ichiga oladi. Bu darslarda ko'proq amaliy maqsadlarni ko'zlash, nutqda til resurslaridan foydalanish ko'nikmalarini shakllantirish, ijodiy fikrlash, o'quvchilarda til sezgirligini tarbiyalash zarur. Ularning og'zaki nutqini muntazam ravishda tarbiyalash tegishli nutqda, matn tuzishda amaliy yordam beradi. Masalan, "Kim sezgir", "Bu

nima", "Ismingizni ayt" o'yinlari. Bu turdagi mashqlar o'quvchilarning yangi harfni o'rgatgandan keyin qay darajada o'zlashtirganligini tekshirish va mustahkamlash maqsadida o'tkaziladi. O'qituvchi doskadagi harflarni ma'lum tartibda teradi va ularni o'qib bo'lgach, o'quvchilar navbatma-navbat dars o'tadi. Keyin harflar bolalar sezmasdan almashtiriladi. Shu bilan birga o'quvchilarning sezgirligi va topqirligi baholanadi va rag'batlantiriladi. Shunday qilib, har bir darsda, qaysi mavzu bo'lishidan qat'i nazar, o'quvchilarning ongli, ravon, to'g'ri va ifodali o'qishini ta'minlash, nutqini yaxshilashga intilish birinchi navbatdagi vazifamizdir.. Bu mashg'ulotlar o'quvchilarga yil davomida olgan bilimlarini namoyish etish, tahlil qilish va mustahkamlashga, og'zaki nutqni rivojlantirishga, eslab qolish qobiliyatini rivojlantirishga yordam beradi. Ma'lumki, nutq tafakkur bilan bog'liq, shuning uchun u tafakkur bilan uzviy bog'liqdir. liksiz o'sadi. Darsda o'qilgan asarni o'quvchilarning ongli ravishda anglab olishlari, asosiy mazmun, g'oyani tushunishlari uchun tahlil, sintez, taqqoslash, umumlashtirish kabi mantiqiy usullar qo'llaniladi. O'qilgan asarni tahlil qilishda turli ish usullari qo'llaniladi. Bolalar hikoyaning bosh qahramonlarini aytib berishadi, o'qituvchi rahbarligida ishning sxematik rejasini tuzadilar (tugun, kulminatsiya, yechim).

Aytish mumkinki, nutqni rivojlantirish darslarida, ayniqsa, bolalar katta pul to'laydilar badiiy asarlarni o'qish va hikoya qilishga e'tibor. Badiiy asarlarni o'rgatish va sahnalashtirish hikoyalarni qayta aytib berish, she'r yod olish zimmasiga katta mahorat va mas'uliyat yuklaydi o'qituvchi. Agar badiiy asarning mazmuni muallif tomonidan yorqin ifodalangan bo'lsa, in ishtirokchilarning nutqlari (nutqlari) bolalarga ifodali, mazmunli, bu bolalarning his-tuyg'ularini, his-tuyg'ularini, xarakterini rivojlantirish, voqealar uzoq vaqt esda qoladi, lug'atni saqlab qolish uchun ijobiy ta'sir qiladi nutqni boyitish va grammatik jihatdan to'g'ri shakllantirish. Bolalar osonlikcha o'qituvchining ish bo'yicha savollariga javob berish, ba'zi so'zlarni, jumalarni takrorlash, qahramonlarning ijobiy va salbiy tomonlarini tasvirlab bering, o'qituvchiga taqlid qilishga harakat qiling va ularning ovozigacha taqlid qiling.

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TILDA TERMINLARNING KOGNITIV TAHLILI

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Annotatsiya: Ushbu maqolada ingliz va o'zbek maqollarining kognitiv – qiyosiy tahlil qilish nazariyasi, nazaryaning tarkibiy qismlari hamda ingliz va o'zbek xalq maqollarining qiyosiy – kognitiv tahlillaridan namunalari keltirilgan.

Kalit so'zlar: maqollar, paremiologiya, qiyosiy – kognitiv tahlil, Buyuk zanjir metaforasi.

Аннотация: В данной статье представлена теория когнитивно-сопоставительного анализа английских и узбекских пословиц, компоненты теории и примеры сравнительно-когнитивного анализа английских и узбекских народных пословиц.

Ключевые слова: пословицы, паремиология, сравнительно-когнитивный анализ, метафора Большой цепи.

Annotation: This article presents the theory of cognitive-comparative analysis of English and Uzbek proverbs, components of the theory and examples of comparative-cognitive analysis of English and Uzbek folk proverbs.

Keywords: proverbs, paremiology, comparative-cognitive analysis, Great chain metaphor

Fan hamisha rivojlanish va taraqqiyotda. Bugungi kunda u misli ko'rilmagan darajada jadal tus oldi. Bunga, bir tomondan, dunyo miqyosidagi globallashuv, fanlararo integratsiyaning kuchayishi, innovatsion texnologiyalar amaliy qiymatining o'sishi ta'sir qilayotgan bo'lsa, ikkinchi tomondan, milliy manfaatlarining kuchayishi, geopolitik siyosat qamrovining kengaya borishi kabi qator omillar jiddiy sabab bo'lmoqda. O'zlikni anglashda tilning roli muhimdir. Prezidentimiz Sh. Mirziyoyev bu haqida to'xtala turib: “ Eng muhim va dolzarb masalalardan biri – yuksak ma'naviyatli, zamonaviy bilim va kasb - hunarlarga, o'z mustaqil fikriga ega bo'lgan yoshlarni milliy va umuminsoniy qadriyatlar ruhida tarbiyalashdan iborat. Ayniqsa, fundamental fanlar, zamonaviy kommunikatsiya va axborot texnologiyalari kabi o'ta muhim sohalarda ona tilimizning qo'llanish doirasini kengaytirish, zarur atama va iboralar, tushuncha va kategoriyalarni ishlab chiqish, bir so'z bilan aytganda, o'zbek tilini ilmiy asosda har tomonlama rivojlantirish milliy o'zlikni, Vatan tuyg'usini anglashdek ezgu maqsadlarga xizmat qilishi shubhasiz», - deya ta'kidlagan edilar.

Ingliz va o'zbek maqollarining terminologik kognitiv tizimlari haqida gap ketganda ularning mohiyati bir-biridan ajralib turishi aniq bo'ladi, chunki ular turli xil tarixiy, ijtimoiy va iqtisodiy sharoitlarda rivojlangan. Bu maqollarning qiyosiy-kognitiv tahlil qilishda ham bir qancha nazariyalarga e'tibor berishimiz, ularni o'rganib chiqishimiz lozim bo'ladi. Quyida Lakoff va Trojnerlarning Buyuk zanjir Metafora nazariyasi qismlarini ko'rib chiqiladi. Lakoff va Trojner maqollarning kognitiv jihatdan tahlil qilish bir qator tafsir jarayonlarini faollashtirishni o'z ichiga oluvchi, Buyuk Zanjir Metaforasi (The Great Chain Metaphor) nomli nazariya orqali amalga oshiriladi degan fikrni ilgari surdilar.

Hozirgi paytda jamiyat taraqqiyoti, axborot texnologiyalarining rivojlanishi va davlatlararo siyosiy, iqtisodiy va madaniy aloqalarning kengayishi natijasida tillararo soʻz omuxtalashish jarayoni jadallashmoqda. Bunday jarayon oʻzbek tili leksikasiga ham oʻz taʼsirini koʻrsatib, tilimizning turli tillardan olingan oʻzlashma soʻzlar hisobiga boyishiga sabab boʻlmoqda. Shunga muvofiq galdagi ishlar oʻzbek tili leksikasidagi pedagogik terminlarni aniqlab olish, ularni ingliz va oʻzbek tillarida tahlil qilish, lugʻatlarga olib kirish, leksik guruhlar va mikrosistemalarni tizimli oʻrganish, oʻrganilgan ishlarni kattaroq guruhlarda birlashtirish kabi vazifalardan iborat boʻladi.

Birinchidan, Umumiy maʼlumot (Generic is specific) metaforasi, “Life is journey” kabi misolda koʻriladigan umumiy kontseptual metaforalardan ajralib turadigan umumiy metafora hisoblanib, bu metafora maqollar foydalanuvchilari yoki tarjimonlariga maqollarda kodlangan aniq stenariy haqidagi bilimlaridan bahramand boʻlishda va koʻplab oʻxshash vaziyatlarni tushinishda foydalanishga imkon beradi.

Ikkinchidan, Yaratililishning Buyuk Zanjiri (The Great Chain of Being) madaniy modelida aks ettirilgan eʼtiqodlar toʻplami mavjud boʻlib, ular oʻzimiz va biz yashaydigan dunyo haqidagi tushunchamizni shakllantiradi.

Ushbu model tizimning uchinchi qismi, "Narsalarning tabiati" (The Nature of Things) haqidagi amaliy bilimlarimiz bilan birgalikda, dunyoning qanday ishlashi toʻgʻrisida nazariyalarni shakllantirishga imkon beradi. Buyuk zanjir sub'ektlarni iyerarxiya boʻyicha tartiblaydi, shunda zanjirdagi har bir mavjudot quyida keltirilgan sub'ektlarning barcha koʻzga koʻringan xususiyatlariga, shuningdek, yuqori darajadagi atributlarga ega. Aql-idrok va nutq xususiyatlariga ega boʻlgan va shu tariqa quyi darajadagi murakkab jismoniy narsalar, oʻsimliklar va hayvonlardan ustun boʻlgan bu iyerarxiyani eng yuqori pogʻonasini egallaydi.

Mazkur ish ingliz va oʻzbek tillarida terminlarning kognetiv omili terminlar va ularning maʼno taraqqiyotini tadqiq va strukturaviy, semantik, kogntiv-konseptual va lingvomadaniy tahlil etish masalasiga qaratilgan. Buning uchun esa ushbu terminlarning oʻzbek va ingliz tillarida tutgan oʻrni, ularning maʼno taraqqiyoti va tarkibi kabi vazifalarni yoritish mavzuning dolzarbligini koʻrsatadi.

Kognetiv terminlar turli mazmun koʻlamiga ega boʻlgan terminlar tadqiqotning obyekti boʻlib xizmat qiladi. Shuningdek, oʻzbek va ingliz tillarida qoʻllaniladigan terminlarning strukturaviy-semantik va kogntiv-konseptual xususiyatlarini ham oʻz ichiga oladi. Oʻzbek va ingliz tillarida kognetiv terminlar qoʻllanilishi tilshunoslik nuqtai nazaridan oʻrganish, terminlarning maʼno xususiyatlari va oʻziga xos jihatlarni aniqlash, ularning tildagi va madaniyatdagi oʻrni hamda ahamiyatini belgilashdan iborat.

Kognetiv terminlar turlarga bolinadi:

- Terminlar yasalishi usullarini aniqlab olish;
- Terminlar taraqqiyotida kognetiv terminlar va ingliz tilining taʼsirini oydinlashtirish;
- Tilshunoslikda turli sohalarida ingliz tilidan oʻzlashgan soʻzlarni belgilab olish;
- Terminlarni tahlil qilish turlari haqida maʼlumotlarga ega boʻlish;
- Terminlarning sinonimik, antonimik, omonimik, polesemantik kabi munosabatlarini aniqlash;
- Ingliz tilidan oʻzlashgan soʻzlarning oʻquv lugʻatlarida berilishi oʻrganish;

Oʻzbek va ingliz tili terminlarning kelib chiqishi, ingliz tilidan oʻzlashgan terminlar va ularning oʻzbek tiliga tarjimasini tahlil qilishda sohadagi terminlarni oʻziga xos xususiyatlari kogntiv va konseptual jihatdan tahlil qilindi. Shuningdek, manbalarga ilmiylik nuqtai nazaridan izohlar berib oʻtildi va ikki tildagi ekvivalentlari keltirildi.

A. Tadqiqotning nazariy yangiligi: 1. Terminlarning yasash usullarini oydinlashtirish; 2. Terminlarni semantik - struktur va kognitiv- konseptual tahlil qilish; 3. Pedagogikaning an'anaviy va zamonaviy tushunchalari va nazariyalarini o'rganish ; 4. Pedagogik terminlarning ta'lim jarayonidagi ahamiyatini o'rganish;

B. Tadqiqotning amaliy yangiligi: 1. Tadqiqot natijasida olingan ilmiy natijalardan o'zbek tili pedagogik terminlari lug'atini mukammallashtirishda, ulardagi tavsif va sharhlarni bir xillashtirishda, ularni o'zbek tili tabiatiga muvofiqlashtirishda qo'llash; 2. Tadqiqotda ko'rsatib o'tilgan tahlil usullarini boshqa sohadagi terminlarni ham tahlil qilishda qo'llash; 3. Tajriba – sinov ishining natijalarini ta'lim samaradorligini oshirish uchun qo'llash; 4. Ushbu ishda ko'rsatib o'tilgan terminlar so'nggi ilmiy tadqiqotlarga asoslanadi.

Ushbu dissertatsiya shu sohada yaratilgan darslik va materiallar, maxsus kurslar uchun qo'shimcha material, o'zbek tilining zamonaviy lug'atlari uchun muhim material va manba bo'lib xizmat qilishi mumkin. O'rganilgan tadqiqotlar natijasiga ko'ra o'zbek va ingliz tili terminlarning matnlar va ularning tarjimai, kognitiv terminlari ko'plab tadqiqotchilar tomonidan o'rganilgan. Ularning ko'pchiligi rus va ingliz tillari asosida terminlarni tahlil qilgan. Bizning tadqiqot ishimizda o'zbek va ingliz tillarida kognitiv terminlarni o'ziga xos xususiyatlari va muammoli jihatlari tahlil ostiga olinadi. Bu esa ingliz va o'zbek til terminologiyasida yoritib botiladi.

Shunday qilib, biz o'zbek va ingliz maqollarini kognitiv – qiyosiy tahlil qilib, taqqoslashda ularni bir necha toifalarga ajratish mumkin degan xulosaga kelishimiz mumkin:

1. Inglizcha maqol va matallar ularning o'zbekcha variantlariga to'liq mos kelganda to'liq ekvivalentlar:

As clear as day – “Kundek ravshan”;

Health is better than wealth – “Sog'lik oltindan qimmat”;

A sound mind in a sound body – “Sog'lom tanda sog' aql”;

2. Inglizcha maqol va matallar ma'nosi jihatidan o'zbek tilidan biroz farq qilganda qisman ekvivalentlar:

Better an egg today than a hen tomorrow - “Naqdi asal ,nasiyasi kasal”

Better pay the butcher than the doctor – “Kasalni davolagandan, oldini olgan yaxshiroq”;

When it rains it rains on all alike – “O'rmonga o't ketsa ho'l-u quruq baravar yonadi”

3. O'zbek tilida mos keladigan variantlarga ega bo'lmagan va biron bir maxsus izlash va tushuntirishga muhtoj bo'lgan inglizcha maqollar va so'zlar:

A cat falls on his legs. Tarjimasi - Mushuk oyog'iga yiqiladi There's many a slip,, twixt the cup and the lip. Tarjimasi - ko'p siljishlar borki, ikkilangan finjon va lablar Where there is strong riding there is strong abiding. Tarjimasi- boshqaruv qayerda kuchli bo'lsa, shu yerda yashash yaxshi.

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ЗАМОНАВИЙ ТИЛЛАРНИ ЎҚИТИШДА МЕТОДИК ТЕХНОЛОГИЯЛАРНИНГ ЎЗИГА ХОС ХУСУСИЯТЛАРИ

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Аннотация: Хорижий тилларни ўқитишда маълум бир техник ва прагматик қоидаларга қаратилган. Бундай технологиялардан фойдаланиш масалалари билан педагогик технологияларнинг ўзига хос хусусиятлари шуғулланади. Педагогик технологияларни дарсларда замонавий янги усулларда олиб бориш бугунги куннинг талабларидан биридир. Педагогик технология асосан, XX асрнинг 30 йилларида таълим тарбия машғулотларини аниқ ва самарали ташкил этишга кўмаклашувчи усул ва услублар йиғиндисидан иборат.

Калит сўз: чет тил, педагогик технология, услуб, педагогик мастер, педагогик техника, ўқитиш методлари.

Аннотации: Как оказалось, обучение иностранному языку сосредоточено на определенных технических и прагматических правилах. Специфические характеристики педагогических технологий касаются вопросов использования таких технологий. Проведение педагогической технологии на занятиях современными новыми способами является одним из требований сегодняшнего дня. Педагогическая технология в основном состоит из комплекса методов и приемов, помогающих четко и эффективно организовать учебно-воспитательную деятельность в 30-х годах 20 века.

Ключевые слова: иностранный язык, педагогическая технология, метод, педагогический мастер, педагогическая техника, методика обучения.

Abstract: As it turns out, foreign language teaching focuses on certain technical and pragmatic rules. The specific characteristics of pedagogical technologies relate to the use of such technologies. Conducting Pedagogic technology in the classroom in modern new ways is one of the requirements of today. Pedagogic technology mainly consists of a set of methods and techniques that help to clearly and effectively organize educational activities in the 30s of the 20th century.

Keywords: foreign language, pedagogical technology, method, pedagogical master, pedagogical technique, teaching methods.

Чет тилларни чуқур ўрганган, дунё халқлари билан эркин муомала қила оладиган, ўз юрти, халқи, давлати манфаатларини юксак билим ва иқтидор билан ҳимоя қилишга қодир мутахассисларгина бундай улкан глобал муаммоларни ечишга қодирдирлар¹¹⁶. Зеро, “бугун жаҳон ҳамжамиятидан ўзига муносиб ўрин эгаллаётган, интилаётган мамлакатимиз учун чет эллик шерикларимиз билан ҳамжиҳатликда, ҳамкорликда буюк келажагини кураётган

¹¹⁶ Сирожиддинов Ш. Чет тилларини ўқитишда лингводидактика. “Ўзбекистонда хорижий тиллар” Илтий-методик электрон журнал. №1 /2014.

халқимиз учун хорижий тилларни мукамал билишнинг аҳамиятини баҳолашнинг ҳожати йўқдир»¹¹⁷.

Замонавий тилни ўқитишда Педагогик технологияларни дарсларда замонавий янги усулларда олиб бориш бугунги куннинг талабларидан биридир. Педагогик технология асосан, XX асрнинг 30 йилларида таълим тарбия машғулотларини аниқ ва самарали ташкил этишга кўмаклашувчи методлар йиғиндиси бўлган. Бу эса “педагогик техника”, уни амалга оширувчи “педагогик мастер” (педагогик маҳорат маъносида) номини олиб, ўша даврда таълимнинг энг самарали тадбири ҳисобланган. Ҳар қандай фанни ўқувчига етказиб беришда усуллар муҳим роль ўйнайди. Ж.Ғ.Йўлдошев ва С.А.Усмоновларнинг фикрича, *ҳаракатларни амалга ошириш тизими усул деб танланган, маълум йўлдан фойдаланган ҳолда олдиндан кўзда тутилган мақсадга эришиши учун қўлланиладиган ҳаракат усулларига айтилади*¹¹⁸.

Лекин, ўқитишнинг техник воситаларини рус олимлари ТСО (Технические средства обучения) деб аташган. ТСО – ўқитиш усули, педагог ва талабалар томонидан ўқув жараёнида фойдаланиладиган турли хил объектлардир. Ю.К.Бабанский фикрича, “... *фаолият мақсадига эришишига ёрдам берадиган барча нарсалар, яъни услублар, шакллар ва махсус ўқув қўлланмалар тўплами, техник ўқув қўлланмалар дарс ёки дарснинг мақсадларига қараб белгиланади*”¹¹⁹, деб таъриф берган.

Т.Н.Ажгибкова таълимотида ТСО - техник қўлланмалари ўқув жараёнини оптимallasштириш мақсадида уни тақдим этиш ва қайта ишлаш учун ишлатиладиган дидактик қўллаб-қувватланадиган техник воситалар тўплами. ТСО номидан кўришиб турибдики, бу ўқув материалларини, яъни турли хил маълумотларни етказиб берувчи. Улар бизнинг таълим жараёнимизда кенг қўлланилиб келинапти.

Халқ педагогикаси халқнинг ўзи яшаб турган заминда аста-секин юзага келган мақол, ибора, матал, эртак, қўшиқ каби халқ ижодий ёдгорликларида ўз ифодасини топган. Ўзбек файласуфлари жаҳон фани ва маданияти хазинасига катта ҳисса қўшишга муваффақ бўлганлар. Масалан: Маҳмуд Қошғарий, Юсуф Хос Ҳожиб, Маҳмуд Замахшарий, Муҳаммад ибн Мусо ал-Хоразмий, Ал Форобий, Абу Райҳон Беруний, Абу Али ибн Сино каби машҳур олимлар ўз илмий ва бадиий асарларида таълим тарбия усуллари ҳақида кўплаб илғор ғояларни илгари сурганлар.

Илмий тадқиқот методлари қонуниятлари алоқаларнинг боғлиқликларини аниқлаш ва илмий назариялар яратиш мақсадида илмий ахборот олиш усули саналади. “Метод” сўзи грекчадан олинган бўлиб, йўл, усул маъносини билдиради. Бизнинг фикримизча, методик адабиётларда “ўқитиш методлари”, “таълим методлари” деб юритиладиган бу тушунчани “ўргатиш методлари” деб аташ асосли. Чунки ҳар қандай соҳа мутахассиси бўлиш учун, аввало, *УҚИШ* (тушуниб ўрганиш) орқали ўз касбининг етук мутахассиси бўлиши мумкин¹²⁰.

¹¹⁷ Каримов И.А. Баркамол авлод – Ўзбекистон тараққиётининг пойдевори. – Т.: 1998.

¹¹⁸ Йўлдошев Ж.Ғ, Усмонов С.А. Замонавий педагогик технологияларни амалиётга жорий қилиш. – Т.: Fan va technology, 2008.

¹¹⁹ Аствацатуров Г. О. Дизайн мультимедийного урока. – Волгоград. Учитель, 2010.

¹²⁰ Педагогика. (Мунавваров А.Қ. - умумий таҳрири остида) – Т.: Ўқитувчи, 1996.

Ч.К.Фриз ва Р.Ладо фикрларига кўра, чет тил амалий ва таълимий мақсадда ўрганилади¹²¹.

Профессор И.В.Рахманов таърифича, “Метод – мақсад сари йўналтирилган система бўлиб, бу тушунчалар бир-бирлари билан шартли боғланган усуллардир”¹²².

И.В.Рахмановнинг таърифига қўшилган ҳолда, чет тил ўқитиш усулларни ўқувчига бор маҳорати билан етказиб бера оладиган мутахассисни тушунамиз.

Олимларнинг фикрига кўра чет тилни ўргатишнинг ривожланиш босқичларида турли методлар, жумладан, қуйидаги ўргатиш методлари кўпроқ қўлланилган.

1. Грамматик таржима методи.

Агар чет тил ўқитиш тарихига назар ташлайдиган бўлсак, энг аввал, грамматик-таржима методи шаклланганлигига гувоҳ бўламиз. У икки кўринишда бўлган: лексик таржима ва текстуал (матн) таржима. Замонавий малакали мутахассисдан чуқур билим касбий маҳорат билан бирга компьютер саводхонлиги ва албатта чет тиллардан бирини билиш талаб этилади, чунки у ўз меҳнат фаолиятида хорижий манбаларда чоп этилган ўз касбига оид материалларни ўқиб, таржима қила олиши, уни амалиётга тадбиқ қила билиши, хорижлик ҳамкасби билан ишга доир фикр алмаша билиши керак. Бунинг учун замонавий мутахассис маълум даражадаги сўз бойлигига эга бўлиши лозим, шундагина у хорижий тилдаги матнни ўз она тилига таржима қила олиши ва фикрини хорижий тилда ифодалай билиши мумкин, шунинг учун ҳам таржима чет тили ўқитиш методикасида муҳим ўрин эгаллаб келган.

2. Лексик таржима методи.

Лексик таржима методида асосий эътибор лексик birlikлар (сўзлар) ва бир-бири билан мантиқий боғлиқ бўлиши шарт бўлмаган гапларни таржима қилишга қаратилади. Бу кўпроқ сўзларни гапларда ишлата билиш кўникмаларини шакллантиришда машқ қилиш воситаси бўлиб хизмат қилади. Бу методни тил кўникмалари интеграцияси каби фанларда қўллаш мақсадга мувофиқ бўлади.

3. Уэст методи.

М.Уэстнинг методи қуйидаги тамойилларга асосланган: 1. Ўқувчи икки тилни билиши учун инглиз тилини ўқишдан бошлаб ўрганиши керак. 2. Чет тилни ўргатишнинг энг осон усули ўқишдир. 3. Ўқувчи ўқиш орқали чет тилини ўрганаётганда тезда муваффақиятга эришади. 4. Ўқувчи ўқиш орқали чет тилни ўрганаётганда ўқитувчининг тажрибаси, маҳорати муҳим эмас. 5. Ўқувчи инглизча ўқиш малакасини эгаллай олса, бошқа малака кўникмаларини мустақил ўрганиб кета олади. М.Уэст сўз маъносини очишда она тилини, таржимани қўллашга қарши эмас эди. Ўз методи асосида қўлланма ва дарсликлар яратди, уларни амалда қўллаб кўрсатди. Бугунги кунда, уни таржима назарияси ва амалиёти фанларида қўллаш мумкин.

4. Аудио-лингвал методи.

Тўғри методнинг замонавий кўринишидан бири. Бу метод лотин ва олмон сўзларидан ўзлашган (audire – hören – тингламоқ, lingua – zunge, rede, sprache – тил). Олмон тилига тинглаш, гапириш, деб таржима қилинади. Бу метод филологияда ҳам, нофилологик йўналишларда ҳам қўлланилиб келинмоқда. Замонавий таълим стандартлари асосида

¹²¹ Жалолов Ж Чет тил ўқитиш методикаси. - Тошкент “Ўқитувчи”, 1996.

¹²² Рахманов И.В. Очерк по истории методов преподавания новых иностранных языков. Автореф. докт. дисс. - М.: 1949 основные направления в методике преподавания иностранных языков в XIX-XX вв.

аудио-лингвал метод билан дарс олиб бориш талабада фанга бўлган қизиқишни кучайтиради.

5. *Аудио-визуал методи.*

Бир вақтнинг ўзида ҳам эшитиб, ҳам кўриб идрок қилиш. Бунда тингловчи уни қандай эшитиш ва қай ҳолатда тинглашига боғлиқ. Асосан, чет тилларни ўрганишда кўпроқ қўлланади. 3-4 курс талабалари синхрон таржима фанларида қўлласа самарали натижаларга эришади.

6. *Онгли қиёслаш методи.*

Чет тилни она тилига суянган ҳолда нутқ фаолияти турларини қўллаш. Фикрлашнинг бу тури Эдвард де-Боно томонидан ишлаб чиқилган. Одатда, биз амалий масалани ечиш йўлида қийинчиликларга рўбарў бўламиз. “Олти қалпоқча” усули бундай қийинчиликларни енгиш жараёнини олти босқичда амалга оширишнинг оддий йўлини таклиф этади. Ҳар бир босқич ўзининг рангли қалпоқчасига эга. Яъни, биз ҳамма нарса ҳақида бирданга эмас, балки навбатма-навбат фикр юритамиз, натижада муаммонинг тўлақонли ечимига эришамиз. Оғзаки нутқ кўникмалари фанида талабанинг эркин фикрлашида ўзига бўлган ишончни кучайтиришда самарали метод.

7. *Коммуникатив методи.*

Ўқитувчининг талабалар ва жамоа билан педагогик мақсадга қаратилган муносабатни ўрната олиш кўникмаси.

8. *Проблемали (муаммоли) ўқитиш методи.*

Интеллектуал фаолият билан боғлиқ масалаларни ҳал қилиш жараёнида юзага келадиган вазият. Сиёсатшунослик, юриспруденция, жиноий жавобгарлик каби фанларда талабаларнинг бир-бири билан дискуссияга киришишида бу метод яхши самара беради.

9. *Интенсив методи.*

Машқлар жавоби қанчалик интенсив равишда бўлса, у шунчалик тез ўзлаштиради.

М.Уэст методи (Michael West) оғзаки нутқ ва ўқишни ўрганиш ҳамда ўқув луғатларини тузишда илмий хизмати катта.

Фикримизча, бу методларнинг вужудга келишида, шубҳасиз, педагогика, психология, шахс психологияси, лингвистика, психоллингвистика фанларининг ривожланиши ва таъсири катта бўлди. Чет тилни ўргатиш методлари ҳақидаги турли-туманлик методист олимлар орасида ҳамон ягона фикр йўқлигидан далолат беради. Масалан, И.В.Рахманов ва М.В.Ляховицкийларнинг фикрича, чет тилни учта умумий метод орқали ўргатиш мумкинлигини тадқиқотларимиз давомида ўрганиб чиқдик:

1. Намойиш қилиш (демонстрация) методи;
2. Тушунтириш методи;
3. Машқ ишлатиш ёки амалий ишларни ташкил қилиш методи.

Академик олим Р.К.Миньяр-Белоручев мазкур уч методни бошқача атамалар орқали номлашни маъқул кўрган¹²³:

1. Тушунтириш методи;
2. Кўрсатиш методи;
3. Мустаҳкамлаш методи.

И.Л.Бим эса, ўргатиш методларини қуйидагича тўрт усулда таснифлайди:

1. Кўрсатиш;

¹²³ Чет тил ўқитиш методикаси ишчи ўқув дастур. Қарши давлат университети. 2006.

2. Тушунтириш;
3. Машқ бажартириш;
4. Малакаларни амалда қўллаш.

Бу машхур уч методист олимлар Р.К.Миньяр-Белоручев, И.В.Раҳманов ва М.В.Ляховицкийларнинг усуллари маъно жихатидан бир-биридан фарқ қилмайди.

Б.И.Пассов, И.М.Маҳмудовлар асарларида методларнинг сони кўпайтирилади:

1. Тушунтириш методи (рецептив метод ёки кўргазмали тушунтириш методи);
2. Репродуктив метод;
3. Муаммоли (проблемали) ўқитиш методи;
4. Эвристик суҳбат методи;
5. Илмий изланиш ёки илмий тадқиқот ўтказиш орқали ўргатиш методи.

Бундай турли-туман таснифланишда ўргатиш методлари, усуллари, тамойиллари ўзаро аралаштирилиб юборилгандай. Шу сабаб юқорида келтирилган барча методларни ўзида мужассамлаштирувчи Р.К.Миньяр-Белоручевнинг таснифини тадқиқотимиз давомида маъқул, деб топдик.

Тахлилларимиз давомида Р.К.Миньяр-Белоручев назариясига қўшилган ҳолда, умумий хулосага келиб, унинг таснифидаги ўргатиш методларининг умумий хусусиятлари ҳақида тўхталамиз.

Демак, дарс жараёнининг самарадорлиги педагогни ўқув фаолиятини ташкил қилиши ва бошқаришга йўналтирган фаолияти қай даражада яхши режалаштирилганига, бу режа қандай амалга оширилганлигига боғлиқ, деган фикрга келдик. Замонавий педагогик технологияларни таълим-тарбия жараёнига татбиқ қилиш усуллариининг назарий шаклланиши тарихий муддат оралиғида ўрганилаётган муаммо доирасида таҳлил қилишда кечади, деб ҳисоблаймиз.

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BOSHLANG'ICH SINFDA FRANSUZ TILI FONETIKASINI O'RGANISH

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Abstrakt: maqolada fonetikani o'qitish orqali o'quvchilarda adabiy talaffuzni shakllantirish, imloviy savodxonlikni, so'z boyligini oshirib borish, mustaqil fikrlash ko'nikmalarini rivojlantirishning mazmun, usul, vositalarini ishlab chiqishni takomillashtirish to'g'risida fikrlar bayon etilgan.

Kalit so'zlar: globallashuv, fonetika, talaffuz, urg'u, imloviy savodxonlik.

Kirish: Jahonda globallashuv jarayoni tezlashayotgan bir paytda tillarni asrash, ularni takomillashtirish va o'qitish masalalari dolzarb bo'lib bormoqda. Bugungi kunga kelib til ta'limiga doir turli interfaol usullar amaliyotda keng qo'llanilmoqda. Har qanday tilning asosini uning tovushlar tizimi, ya'ni fonetikasi tashkil qiladi. Ingliz, fransuz, nemis va boshqa rivojlangan xorijiy tillarni o'qitishga doir ilmiy adabiyotlarda fonetikaga, xususan, talaffuzga alohida e'tibor beriladi va ta'lim jarayonida fonetik mashqlardan unumli foydalaniladi. Dunyo tajribasida talaffuz mashqlari bir bo'lim yoki bir mavzu bilan tugab qolmaydi.

Asosiy qism: Darsliklarda keltirilgan mashq turlari o'quvchida to'g'ri talaffuz ko'nikmalarining osongina shakllanishiga olib keladi. Dunyoda tillarni o'qitish kompetensiyaviy yondashuvga asoslangan bo'lib, dars jarayonida lingvistik kompetensiyalarni shakllantirish nutqiy kompetensiyalarning rivojlanishiga olib keladi. Shu o'rinda chet tillarni o'qitish bilan ona tilini o'qitish maqsadlari ma'lum ma'noda farq qilishini, ularni bir chiziqda tasavvur qilib bo'lmasligini ta'kidlash lozim. Shunga qaramay, ingliz tilini o'rganish bo'yicha belgilangan darajalar ona tiliga ham tatbiq qilinmoqda.

Til o'rganishga qo'yilgan mazkur talablar asosida tinglash, gapirish, o'qish va yozish malakalari shakllanadi. Bunday yondashuvdan ijodiy foydalanib, ona tili darslarini ham samarali tashkil etish mumkin. Rivojlangan davlatlarning til o'qitish metodikasida gapirish (speaking), yozish (writing) kabi mashg'ulotlar, asosan, mashqqa tayanadi, mashq va topshiriq aniq farqlanadi, o'z o'rnida ishlatiladi. SHu sababli ularning til o'rganish kompetentligi yuqoridir. Shuningdek, PISA, PIRLS kabi xalqaro baholash tizimlari orqali dunyoning ko'plab davlatlarida o'quvchilarning o'qish savodxonligi aniqlanmoqda. Respublikamizda ham ona tili o'qitish kompetensiyaviy yondashuvga asoslandi.

Umumiy o'rta ta'lim tizimidagi fonetikaga doir o'quv materiallari mazmunini takomillashtirish, o'quvchilarda adabiy talaffuz ko'nikmalarini shakllantirish, uning natijasida imloviy savodxonlikni oshirish bugungi kunda davlat siyosati darajasidagi dolzarb masalalardan biri bo'lib turibdi. Fonetika o'qitish orqali o'quvchilarda kreativ fikrlash ko'nikmalarini shakllantirish zarur. Zero, Prezidentimiz tomonidan "Yoshlarimizning mustaqil fikrlaydigan, yuksak intellektual va ma'naviy salohiyatga ega bo'lib, dunyo miqyosida o'z tengdoshlariga hech qaysi sohada bo'sh kelmaydigan insonlar bo'lib kamol topishi, baxtli bo'lishi uchun davlatimiz va jamiyatimizning bor kuch va imkoniyatlarini safarbar etamiz", – deb ta'kidlanishi ona tili ta'limi

oldiga mamlakatimiz yoshlarini o'z fikrini og'zaki va yozma ravishda erkin hamda savodli bayon qila oladigan mustaqil fikr sohiblari etib tarbiyalashdek dolzarb vazifalarni qo'yadi.

Shu ma'noda umumiy o'rta ta'lim tizimida fonetika o'qitish orqali o'quvchilarda nutqiy hamda lingvistik kompetensiyalarni, xususan, adabiy talaffuz ko'nikmasini to'la shakllantirish, imloviy savodxonlikni rivojlantirish, so'z boyligining oshishiga zamin yaratish va mustaqil fikrlashga o'rgatish uchun fonetikaga doir o'quv materiallarining metodik ta'minotini takomillashtirish zarurati mavjud. Bugungi kunda ta'lim jarayoniga turli yangi pedagogik texnologiyalar tatbiq qilinmoqda. Biroq ona tili ta'limida shunday mavzular bo'ladi, ularni o'qitishda didaktik o'yinlardan ko'ra amaliy ishlash orqali kerakli natijalarga erishish mumkin. Ta'kidlash kerakki, talaffuzning imloga va aksincha, yozuvning og'zaki nutqqa ta'siri bo'lishi tabiiy. Fan-texnika qanchalik shiddat bilan rivojlanmasin, baribir, yozma nutq muhim bo'lib qolaveradi.

Bugungi kunda o'quvchilar nutqida imloviy xatolar juda ko'p uchrayotganining sababi ham fonetika o'qitish, talaffuz masalasi bilan bevosita bog'liqdir. O'quvchilar o'z ona tilidan mahorat bilan samarali foydalana olsa, o'z fikrlarini ta'sirchan, tushunarli bayon qila olsa, ajdodlardan qolgan boy ilmiy, badiiy merosni chuqur anglash darajasida o'z tilini bilsa, ana shunda ona tili ta'limi o'z maqsadiga erishgan bo'ladi. Buning uchun ona tili darslarida foydalaniladigan o'quv materiallari nihoyatda puxta ishlangan bo'lishi, ko'nikmalarni kompleks tarzda shakllantirish imkoniyatiga ega bo'lishi lozim. Bir paytning o'zida ham talaffuz, ham imlo, ham so'z boyligini oshirish, qolaversa, mustaqil fikrlashga yo'naltirishga sharoit yaratish takrorlanish jarayonini hosil qiladi, bu esa nutqiy mahoratni oshiradi.

Aslida ona tili darslarining asosiy maqsadi bo'lgan o'quvchilarda nutqiy malakalarning shakllanishiga zamin yaratuvchi fonetika, orfografiya, orfoepiya, punktuatsiya bo'limlarini o'qitishda mashqlardan muntazam foydalanish, qolgan bo'limlarni esa, topshiriqlar asosida o'qitish samaraliroq natija beradi.

Har qanday ma'lumotni qay darajada o'zlashtirish tinglovchining xohish irodasiga bog'liqdir. Psixologik nuqtai nazardan darsda, ayniqsa, yangi dars bayonida o'quvchini qiziqitirish lozim. Aks holda, harakat samarasiz bo'lishi mumkin. Shu ma'noda fonetika o'qitishda ham turli noan'anaviy dars usullaridan foydalanish lozim. "Kim xattot?" usuli. Sinf uch guruhga bo'linadi.

Qur'a tashlash yo'li bilan ulardan biri ekspert, qolgan ikkisi bahslashuvchi jamoalarga ajratiladi. Ekspert guruhi jamoasi x va h undoshi ishtirok etgan so'zlarni aralash holda aytaveradi, bu so'zlardan bir jamoa tarkibida x undoshi ishtirok etgan so'zlarni, ikkinchi jamoa tarkibida h undoshi ishtirok etgan so'zlar qatorini yozib boradilar.

Belgilangan vaqtda jamoalar ishi to'xtatiladi. Ekspertlar jamoasi ikkala guruh ishlarini tekshirib beradi. Ish yakunida o'qituvchi uchala guruh ishlarini ko'rib chiqib baholaydi. "Juftini top!" usuli. Bunda tutuq belgisi ishtirok etgan so'zlarning paronim juftlarini topish uchun uchta jamoa bellashadi. Sardorlar bellashgan paytda qolganlar tutuq belgisi ishtirok etgan so'z qatnashgan xalq maqollaridan topib turadi. Kimda misol ko'p bo'lsa, o'sha jamoa g'olibdir. 5 minut vaqt. Tutuq belgisi ishtirok etgan so'zlarning talaffuzida ham kamchiliklar uchraydi. Darsliklarda mazkur belgining uch vazifasi haqida batafsil ma'lumot qoida shaklida berilgan bo'lsa-da, talaffuzda chalkashlik mavjud. Ya'ni, unidan keyin kelganda ham, undoshdan keyin kelganda ham ajratib aytilaveradi. Bunday holatda ham talaffuz mashqlari, topshiriqlar va noan'anaviy usullardan foydalanish mumkin.

Xulosa

Xulosa sifatida shuni ayta olamizki, boshlang'ich sinf o'quvchilariga fransuz tilidan dars berishda ularning psixologik xususiyatlarini va yoshini inobatga olgan holda darslarni tashkillashtirish, ko'rgazmali qurollardan va tarqatma materiallardan to'g'ri foydalanish juda muhimdir.

Chet tillarni o'qitishda amaliy mashg'ulotlar, interaktiv dars usullari, o'yinlar va motivatsiya asosida dars o'tish, grammatik va leksika bilan birga adabiy talaffuz ko'nikmasini shakllantirish keng qo'llaniladi. Bu usullar o'quvchilarning tilni samarali o'rganishiga yordam beradi va ularga mustaqil fikrlash, bayon qilish qobiliyatlarini oshirishda muhim rol o'ynaydi.

Fonetika o'qitish esa nutqiy mahoratni rivojlantirishda asosiy ahamiyatga ega bo'lib, so'z boyligini oshirish, mustaqil fikrlash va bayon qilishga yordam beradi. Fonetik usullar bilan o'quv materiallarini kompleks tarzda shakllantirish va o'quvchilarga o'z fikrlarini erkin va tushunarli bayon qilishlari uchun darslar tashkil etish muhimdir.

Fransuz tili o'rganishda yosh o'quvchilarga qiziqishlarini olg'a olish, ularning motivatsiyasini oshirish, darslarni interaktiv va o'yinlar bilan muhim qilish, grammatik va leksikani o'rganishga qulayliklar yaratish, va fonetikaga alohida e'tibor qaratish katta ahamiyatga ega. Bu usullar o'quvchilarga mustaqil fikrlash, bayon qilish va nutqiy mahoratlarini oshirishda yordam beradi.

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СРЕДСТВА МАССОВОЙ ИНФОРМАЦИИ ВО ФРАНЦИИ

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Аннотация: В статье раскрываются такие важные аспекты, как термин «медиа», история возникновения средств массовой информации (письменная пресса, радио, телевидение), роль и значение газет, журналов, радиостанций, телеканалов в прошлые и сегодняшние дни. Статья была написана с целью обратить внимание на необходимость существования СМИ в современной жизни.

Ключевые слова: средства массовой информации, СМИ, пресса, радио, телевидение, газета, журнал, роль, значение.

Annotation : L'article révèle des aspects aussi importants que le terme « médias », l'histoire de l'émergence des médias (presse écrite, radio, télévision), le rôle et l'importance des journaux, magazines, stations de radio, chaînes de télévision dans le passé et aujourd'hui. L'article a été écrit pour attirer l'attention sur la nécessité de l'existence des médias dans la vie moderne.

Mots clés: médias de masse, médias de masse, presse, radio, télévision, journal, magazine, rôle, importance.

Annotation: The article reveals such important aspects as the term “media”, the history of the emergence of the media (written press, radio, television), the role and significance of newspapers, magazines, radio stations, television channels in the past and today. The article was written to draw attention to the need for the existence of media in modern life.

Keywords: mass media, mass media, press, radio, television, newspaper, magazine, role, significance.

Журналист — это чистильщик улиц, работающий пером.

Наполеон Бонапарт

Медиа (множ число от *medium* - *средство*) - информационные системы, масс-медиа, средства массовой информации (СМИ: газеты, журналы, книги, радио, кино и т.д.), каналы распространения информации, средство коммуникации между различными индивидуумами, группами и т.д. Доставка любой информации, продукта потребителю, то есть аудитории.

Радиовещание

Радиовещание велось с 1921 года, в 1921-1939 гг. внутреннее радиовещание велось Министерством почт, телеграфов и телефонов и частными компаниями, в 1939-1945 гг. - государственным торгово-промышленным учреждением «Управление французского радиовещания и телевидения» и частными компаниями, в 1945-1975 гг. - государственным торгово-промышленным учреждением «Управление французского радиовещания и телевидения», 1975-1981 гг. - национальной компанией «Радио Франс», с 1981 - национальной компанией «Радио Франс» и частными компаниями.

Радиовещание на заграницу в 1938-1939 гг. велось Министерством почт, телеграфов и телефонов, в 1939-1945 гг. - государственным торгово-промышленным учреждением «Управление французского радиовещания и телевидения», в 1975-1982 гг. - национальной компанией «Радио Франс», в 1982-2011 гг. - национальной компанией Радио Франс Энтернасьональ, с 2011 года - национальной компанией «Франс Медиа Монд».

Радиовещание, существовавшее до Второй мировой войны на частной основе, в 1944 г. было национализировано. Будучи государственной собственностью, французское телевидение и радио до 1974 г. было подчинено Управлению по радиовещанию и телевидению Франции, находящемуся в подчинении министерства информации и финансов. В 1974 г. была проведена реформа в сфере аудиовизуальных СМИ. Были созданы 7 самостоятельных организаций – три канала ТВ, радиоккомпания, общество ТВ-производства, го-сударственное предприятие по распространению телепродукции и Институт аудиовизуальных средств.

Также существует государственное французское международное радио, ведущее передачи на 17 языках.

Телевещание

Телевещание ведётся с 1935 года, в 1935-1939 гг. внутригосударственное телевещание велось Министерство почт, телеграфов и телефонов, в 1939-1975 гг. - государственным торгово-промышленным учреждением «Управление французского радиовещания и телевидения», в 1975-1986 гг. - национальными компаниями «ТФ1», «Франс 2» и «Франс 3» в 1986-1992 гг. - национальными компаниями «Франс 2», «Франс 3» и частными компаниями, в 1994-2010 гг. - национальными компаниями «Франс 2», «Франс 3», «Франс 5» и частными компаниями, с 2010 года - национальной компанией «Франс Телевизьон» и частными компаниями.

В заморских территориях и заморских департаментах телевещание в 1969-1975 гг. велось государственным торгово-промышленным учреждением «Управление французского радиовещания и телевидения», в 1975-1982 гг. - национальной компанией «Франс 3», с 1982 года - национальной компанией «Ля Премьер».

Телевещание на заграницу в 1984-2006 гг. акционерным обществом «ТВ5 Монд» (в настоящий момент акционерами являются национальные компании «Франс телевизион», «Франс Медиа Монд», «Арте Франс», государственные учреждения «Национальный институт аудиовизуала» и «Радио и телевидение Франкоязычного сообщества Бельгии», ассоциация «Швейцарское общество радиовещания и телевидения», Канадская радиовещательная корпорация, Телевещательная компания Квебека), в 2006-2011 гг. акционерными обществами «ТВ5 Монд» и «Франс 24» (до 2008 года акционерами являлись национальная компания «Франс Телевизьон» и частная телекомпания, с 2008 года - национальная компания), с 2011 года - акционерными обществами «ТВ5 Монд» и «Франс Медиа Монд».

Регулярное телевещание было начато во Франции в 1935 г. Развивалось как государственное. С 1967 г. передачи идут в цвете. С 1968 г. на ТВ была разрешена реклама (с 18 мин. в день разрешенное время выросло до 12 мин. в час).

В 1986 г. были созданы две бесплатные частные национальные программы французского телевидения – “5” (информационные передачи) и М-6 (молодежные). Были организованы 27 региональных телестанций. Сегодня из 6 каналов французского ТВ, лишь

два Антенн-2 и Франс-3 являются собственностью государства, так называемые общественные.

Помимо государственного ТВ создаются частные телестанции. В 1983 г. в стране было выдано 1268 разрешений на создание частных радиостанций, с 1984 г. им было разрешено передавать рекламу. Почти все крупные региональные газеты имеют свои радиостанции.

Также существует первый международный франкоязычный канал TV5 Monde, который прилагает немало усилий для распространения франкофонии в мире. Руководство даже ввело в сетку вещания обучающие программы и передачи с субтитрами на двенадцати языках. 49 % акций TV5 Monde, штаб-квартира которого располагается в Париже, принадлежит АЕФ, совладельцами канала являются Швейцария, Бельгия, Канада и Квебек. Телеканал с недельной аудиторией 54 миллиона человек вещает круглосуточно в 200 странах мира для 220 миллионов семей и занимает второе место в мире после MTV.

Пресса

Сосредоточимся побольше на письменных средствах массовой информации.

1. Начальный период развития журналистики Франции.
2. Революционный период французской журналистики – времена Великой Французской революции и Парижской Коммуны.
3. Современные СМИ Франции, их история и сегодняшний день.

Первая типография появилась в Париже в 1470 г., а первая газета была издана в 1604 г. – “Газетт франсуаз” (“Французская газета”), но она не имела постоянной периодичности. В 1611 г. был основан первый ежегодник “Меркюр франсуа” (“Французский вестник”). В 1631 г. Теофраст Рендо основал еженедельную газету “Газетт”, и ее считают лучшим изданием того времени, благодаря разнообразию тематики, литературному уровню, регулярности и длительности издания. “Журналь де саван” (“Журнал ученых”, 1665) – первое в мире издание журнального типа. Основные его черты – энциклопедичность содержания, многообразие форм и жанров. Первым периодическим частным изданием стал ежемесячный журнал “Спектатэр франсэ” (“Французский зритель”, 1722). Когда появилась первая ежедневная газета “Журналь де Пари” (“Парижская газета”, 1777) в Париже уже издавалось 27 газет. Газеты подвергались официальной предварительной цензуре, введенной в 1629 г. Людовиком XIII. В соответствии с ее требованиями, ничто не могло быть напечатано без санкции полиции и цензора, а также запрещалось распространять издания, враждебные религии, королю, государству, чистоте нравов, чести и репутации частных лиц. За совершение “преступлений печати” в 1660-1765 гг. было заключено в Бастилию 869 авторов, типографов, книготорговцев и газетчиков.

Однако “подлинная” история французской прессы началась со времени Великой французской революции (1789-1794), которая стала колыбелью политической и революционно-демократической журналистики. В 1789 г. была принята “Декларация прав человека и гражданина”, в 1791 г. – первая французская конституция. Они провозгласили свободу слова и печати, отменили цензуру. Резко возросло число газет и других изданий. Уже в 1789 г. их стало 250, в 1790 – 350. Причем за каждым изданием стояли видные политические деятели: Мирабо – “Эта женеро” (“Генеральные штаты”), “Курьер де прованс” (“Почта Прованса”), Бриссо – “Патриот франсе”, Демулен – “Революсьон де Франсе” и “Вьен Корделье” (“Старый Кордельер”). Газета Жана Поля Марата “Ами дю пепль” (“Друг народа”, выходила 4 года) была боевым органом революционной

демократии, в ней отстаивались интересы революции, необходимость консолидации всех революционных сил для ее победы над интервентами. В 1790 г. он издавал газету подпольно. Позднее переименовал ее в “Газету Французской республики” и направлял ее усилия на пропаганду объединения всех революционных сил для спасения республики. Робеспьер издавал с 1792 г. еженедельник “*Defenseur de la constitution*”, в котором высказывался за всеобщее избирательное право, роспуск Законодательного собрания и созыв Конвента.

С падением республики в 1794 г. фактически ликвидировались гражданские свободы. В 1796 г. была введена смертная казнь за выступления против режима, за высказывания за восстановление старого режима.

Несколько свободней стала печать при Реставрации (1815-1848) – было разрешено высказывать мнения в рамках существовавшего закона. В 1831-32 гг. было возбуждено более 400 судебных дел против прессы. За всякие провинности журналистов и редакторов сажали в тюрьму, подвергали штрафам и прочее. Так, газета “Трибюн” была по совокупности приговорена к 49 годам тюрьмы и 160 тыс. франков штрафа).

В 1824 г. в Париже выходило 12 ежедневных газет, разрешенных властями, их разовый тираж составлял 54 тыс. экз. Крупнейшие из них – “Конститусьонель” (“Конституционалист”) и “Журналь де деба” (“Газета дебатов”), которые имели тираж 16 и 13 тыс. экз.

Печать сыграла важную роль в подготовке революций 1830 и 1848 г. Широко развивалась демократическая пресса. Наиболее заметными изданиями были газеты “Реформ”, “Ревю републикен” (“Республиканское обозрение”), “Трибюн”, “Насьональ”, “Тан” (“Время”); выделялись еженедельник “Карикатур” и ежедневная газета “Шаривари” (“Кавардак”), “Ювенала карикатуры”, “Наполеона сатиры”.

В 1835 г. под влиянием прогресса появилось первое в мире информационное агентство “Тавас”. В газете “Пресс” в середине 19 в. впервые была применена и сформулирована концепция массовой, “информационной” прессы – сращение собственно журналистики и коммерческой рекламы. Впервые полная полоса рекламы вышла в газете “Конститусьонель” в 1851 г. Важный след в истории журналистики Франции оставила Парижская Коммуна (1870-1871). В этот период издавалось несколько сот газет, листовок, политических афиш. Они носили ярко выраженный агитационно-пропагандистский характер, писались и издавались преимущественно деятельными участниками революционных событий.

Важной вехой было появление в 1931 г. ежедневной вечерней газеты “Пари суар” (“Парижский вечер”) – крупной иллюстрированной газеты, которая использовала новейшие достижения полиграфической техники и по-особому притягательно подавала свои материалы. Ее тираж в 1939 г. составлял 1,6 млн. экз.

В годы оккупации Франции фашистской Германией пресса страны была расколота на два лагеря: подавляющее большинство изданий большой прессы (ежедневные “Тан”, “Экю де Пари”, “Пети паризьен”, “Матен”) пошло на сотрудничество с захватчиками (“оккупационная пресса”); другая возникла в ходе антифашистской деятельности Сопротивления и выходила нелегально. Среди них газета коммунистов “Юманите” (400 номеров за годы оккупации).

Во времена IV Республики (1946-1958) издавалось также немало журналов: правые еженедельники “Аспэ де ля Франс” (“Аспекты Франции”, “Ривароль”, “Каррефур”

(«Перекресток»); левые издания: «Тан модерн» («Нынешние времена»), «Франс обсерватэр» («Французский обозреватель»), еженедельник «Экс-пресс».

В 1970-е гг. возникли несколько новых газет – новая «Либерасьон», «Матен де Пари» (1977-1988). В 1976 г. впервые на первое место по распространению вышла провинциальная пресса. В 1980 г. в десятку наиболее читаемых газет вошли 4 парижских и 6 провинциальных. С этого времени наблюдается постоянное сокращение тиражей столичных газет. Серьезную конкуренцию многим изданиям составили появившиеся в последние десятилетия бесплатные газеты, содержащие как журналистские материалы, информацию агентств, так и рекламу, особенно в области трудоустройства.

В начале 21 века самой продаваемой ежедневной газетой была региональная газета Ouest-France в 47 местных изданиях, за которой следовали Le Progres в Лионе, La Voix du Nord в Лилле и Provençal в Марселе. В Париже коммунисты издали «Юманите», в то время как у «Монд» и «Фигаро» были местные конкуренты - «Паризьен», «Аврора» и «Либерасьон».

В 1990-х годах у многих изданий появились собственные Интернет-сайты: первой варианты своих 17 местных изданий в глобальной сети разместила "Телеграмм де Брест". В начале 21 века самой продаваемой ежедневной газетой была региональная газета Ouest-France в 47 местных изданиях, за которой следовали Le Progres в Лионе, La Voix du Nord в Лилле и Provençal в Марселе. В Париже коммунисты издали «Юманите», в то время как у «Монд» и «Фигаро» были местные конкуренты - «Паризьен», «Аврора» и «Либерасьон».

Среди ежедневных газет национального значения наибольшие тиражи имеют «Фигаро», «Паризьен» ("Парижанин"), «Ле Монд» ("Мир"), «Франс-Суар» ("Вечерняя Франция") и «Либерасьон»

Выделяют следующие крупные категории периодической печати во Франции:

- *пресса общей или политической направленности* (82 наименования, включая 11 парижских газет);

- *специализированная периодика* (118 названий женской прессы, 343 – молодежной; 7889 – технической и профессиональной периодики; спортивная, научная, «эротическая» и прочая периодика;

- *экономическая пресса;*

- *пресса злобы дня и бегства от действительности* (иллюстрированные еженедельники, например, «Пари матч»);

- *печать документа и статистики.*

Несколько примеров французских изданий:

«La Tribune» - ежедневная финансово-экономическая газета, публикующая фондовые показатели и анализирующая состояние рынков;

«L'Humanité» - газета французской компартии, основана в 1904 году социалистом Жаном Жоресом. Внутренняя политика, международная ситуация, экономика, социальные вопросы, культура, спорт, проблемы СМИ и др;

«Le Dauphin Libéré» - ежедневная газета: международные, национальные и региональные новости, политика, экономика, общество, культура;

«La Croix» - ежедневная утренняя газета христианского направления. Основные рубрики: «Франция», «Мир», «Экономика», «Религия», «Родители и дети», «Культура», «Науки», «Духовность»;

«Marianne» - общественно-политический еженедельник, издающийся в Париже: политика, культура, экономика.

Деловые новости: «Лез-Эко».

Спортивные: «Экип», «France Football».

Журналы для женщин: «Фамм актюэль», «Эль», «Мари-Франс».

Телевизионные программы и новости: «Телесет жур»

Сатирические: Шарли Эбдо и др.

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РОЛЬ ИЗУЧЕНИЯ ИНОСТРАННЫХ ЯЗЫКОВ В ПРОЦЕССЕ ИНТЕРНАЦИОНАЛИЗАЦИИ ВЫСШЕГО ОБРАЗОВАНИЯ

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Аннотация: В статье раскрываются такие важные аспекты, как концепт языка, находим ответы на вопросы как возник язык, функции языка, классификация языков. Роль изучения иностранных языков в современном мире. Эта научная статья была написана с целью обратить внимание на рост необходимости изучения иностранных языков в современном мире.

Ключевые слова: иностранные языки, роль, значение, важность, особенность, высшее образование, лингвист, возможность.

Abstract: The state reveals such important aspects as the concept of language, we find answers to questions like language, language functions, classification of languages. The role of learning foreign languages in the modern world. This scientific article is written with the aim of drawing attention to the true nature of learning foreign languages in the modern world.

Keywords: foreign languages, role, meaning, importance, peculiarity, higher education, linguistics, opportunities.

Annotatsiya: Davlat til tushunchasi kabi muhim jihatlarni ochib beradi, til va uning vazifalari, tilning tasnifi kabi savollarga javob topamiz. Zamonaviy dunyoda chet tillarini o'rganishning o'rni haqida ham gap boradi. Ushbu ilmiy maqola zamonaviy dunyoda chet tillarini o'rganishning asl mohiyatiga e'tiborni qaratish maqsadida yozilgan.

Kalit so'zlar: chet tillari, o'rni, ma'nosi, ahamiyati, o'ziga xosligi, oliy ta'lim, tilshunoslik, imkoniyatlar.

Знать много языков — значит иметь много ключей к одному замку
Вольтер

Язык – это сложная языковая система, объединенная фонетическими, лексическими и грамматическими правилами с целью выражения чувств, мыслей, эмоций, переживаний и так далее. Язык — это социальное явление, так как он неразрывно связан с социумом (то есть с обществом), в котором используется. Язык неразрывно связан с мышлением. Это означает, что одно без другого существовать не может.

В XXI веке уже многие вопросы, которые мучали людей десятилетиями на сегодняшний день не заставят задуматься даже школьника. Настолько сейчас информация распространена (благодаря языку) и секретов, которые не раскрыли ученые не так много, как например в 18 веке. Хотя стоит признать, что некоторые простые вопросы заставляют ученых трудиться дальше, копаясь в самом запутанном: как все возникло? Одна из таких загадок - это вопрос: как же возник язык? Существует огромное количество теорий, будь то научные или религиозные.

К одним из самых возможных **гипотез нового времени** относятся *гипотезы "гав-гав", "тьфу-тьфу"* (междометные гипотезы). Настоящее название этой теории – ономатопоэтическая (с греч «создающая имена»), или иронично – теория «гав-гав». Эту теорию выдвинул немецкий философ Готфрид Лейбниц (1646-1716). По его мнению, звуки делятся на сильные, шумные (звук «р») и мягкие, тихие (звук «л»). Слова возникли из-за подражания от впечатлений, производимых животными или природой.

Междометная гипотеза. Эмоциональные выкрики от боли, страха, радости и т.д. привели к созданию языка. Ироничное название: *теория «тьфу-тьфу»*. Эта теория была представлена французским писателем-энциклопедистом Шарлем де Броссом (1709-1777). Он обнаружил, как обычные детские восклицания переходят в междометия, и решил, что возможно именно эту стадию прошли наши первобытные предки. Английский натуралист Чарльз Дарвин (1809-1882) считал именно эти теории основными источниками возникновения языка. После наблюдений за обезьянами, которые считаются нашими ближайшими родственниками, он предположил, что у первобытного человека во время ухаживаний возникали «музыкальные кадансы», выражающие различные эмоции – любовь, ревность и т.д.

Биологическая гипотеза, которую выдвинул немецкий лингвист Август Шлейхер (1821-1868) имеет такую формулировку: «Язык – естественный организм, возникает самопроизвольно, имеет определенный срок жизни и умирает как организм.» Но первые корни слов, по его мнению, возникли в результате звукоподражания.

Коллективистская гипотеза (теория трудовых выкриков). Язык появился в ходе коллективной работы из ритмичных трудовых выкриков. Такую гипотезу выдвинул Людвиг Нуаре, немецкий ученый второй половины 19 века.

Трудовая гипотеза Энгельса. Труд создал человека, а одновременно с этим и возник язык. Теорию выдвинул немецкий философ Фридрих Энгельс (1820-1895).

Функции языка разнообразны и каждый выделяет для себя самое основное. Например, на сегодняшний день основными назначениями данного феномена считают:

1. *Коммуникативная* или функция общения. То есть язык нам нужен для того, чтобы передавать информацию;
2. *Когнитивная функция*, чьей основной ролью является накопление и сохранении информации, ее передача;
3. *Аккумулятивная функция* - накопление и сохранение знаний.

Но, например, российский лингвист, педагог и известный литературовед Якобсон Роман Осипович выделяет еще несколько функций языка помимо вышеперечисленного. Тут:

4. *Референтная функция* - создание и передача информации (когнитивная и коммуникативная функции в одном);
5. *Эмотивная* - функция для передачи эмоций и переживаний, которые чаще всего выражаются посредством интонации;
6. *Контактоустанавливающая.* Само название этой функции говорит за себя - установление и поддержание контакта между собеседниками, объектом и так далее;
7. *Метаязыковая* - истолкование непонятных слов и выражений с помощью самого языка;

8. *Эстетическая (художественная)* функция чаще всего применяется в области литературы для достижения эстетического удовлетворения природы человека;
9. *Номинативная* - функция для обозначения предметов, явлений и т.д.

1. Классификация языков

На сегодняшний день ученым все еще не удалось выяснить точное количество языков, которые есть на Земле. Это число колеблется от *2 тысяч языков до 60 тысяч*. Основная проблема в том, что невозможно различить: является ли изучаемое новым языком или отдельным диалектом уже существующего.

Языкознание (наука изучающая язык) выработало два подхода для классификации языков мира: генеалогический подход типологический. Основой для группировки генеалогических языков служит общность языкового материала (корень, аффиксы и т.д.). В то время как для типологической классификации важна общность строя и грамматического типа, вне зависимости от происхождения. Этот тип классификации опирается прежде всего на грамматику.

2. Роль изучения иностранных языков в современном мире.

Научно доказано, что изучение иностранных языков напрямую воздействует на наши мыслительные способности, личность и даже на здоровье.

Американский лингвист Бенджамин Ли Уорф высказывал идею, что наша личность претерпевает изменения при изучение других языков, которые не являются для нас родными. Люди, изучающие иностранные языки склонны быть более творческими и целеустремленными. Ведь при изучении мы затрагиваем новые методы и подходы к одному и тому же делу, тренируем мозг и память.

Есть предположение, что изучение чего-то нового, в особенности языка, может сыграть важную роль в предотвращении болезни Альцгеймера, ведь весь этот комплекс положительно влияет на развитие памяти и внимательности. Было доказано научно, что именно метод помогает больше и эффективнее, чем с этим справляются лекарства.

Если говорить о практических сторонах изучения разных языков, то тут положительных сторон еще больше.

- Работа

Знание иностранных языков увеличит ваш шанс при поиске работы или при продвижении по службе, откроет возможности ездить за границу на командировки, облегчит подписание контрактов, увеличит продажи или поможет. Найти постоянную высокооплачиваемую работу.

- Учеба

Практически любой студент хотел когда-нибудь заполучить стипендию для обучения за границей. Самым основным условием при этом является владение языком данной страны. Тут открываются новые границы: учеба, путешествие, неограниченные возможности в самореализации.

- Культура

Чешская пословица гласит: «Выучи новый язык и получишь новую душу». Язык и культура всегда тесно связаны между собой. Это очень интересный психологический опыт, с помощью которого можно расширить границы своего мировоззрения

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CARACTÉRISTIQUES DES PRINCIPALES ORIENTATIONS DE LA LITTÉRATURE FRANÇAISE DU XXE SIÈCLE

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Annotation: Cet article parle de périodes allant dans le sens de la littérature française du XXe siècle. L'évolution de la littérature se reflète dans de nouvelles recherches esthétiques qui ont donné naissance à de nouvelles tendances. Tout au long du siècle, la littérature française regorge de nouvelles tendances.

Mots clés : littérature française, cubisme, existentialisme, surréalisme, mouvement novateur.

Аннотация: В статье рассматриваются периоды французской литературы XX века. Эволюция литературы отражается в новых эстетических исследованиях, породивших новые тенденции. На протяжении столетия французская литература полна новых веяний.

Ключевые слова: французская литература, кубизм, экзистенциализм, сюрреализм, новаторское движение.

Annotation: This article discusses periods along the lines of 20th century French literature. The evolution of literature is reflected in new aesthetic research which has given rise to new trends. Throughout the century, French literature is full of new trends.

Keywords: French literature, cubism, existentialism, surrealism, innovative movement

Le XXe siècle est entré dans l'histoire de l'humanité comme une époque de puissantes tempêtes sociales, de transformations sociales fondamentales, de grandes découvertes et exploits scientifiques qui ont influencé la vie des gens à tous les niveaux.

Les premières décennies ont choqué le monde avec les révolutions des peuples européens, qui ont changé la vie et le système politique de nombreux États. Deux guerres, des années d'occupation nazie, des camps de concentration, la défaite du fascisme, tout cela témoigne de l'absurdité et de l'absurdité de la vie humaine. À cet égard, la civilisation moderne a connu une réévaluation à grande échelle des valeurs, notamment dans la seconde moitié du XXe siècle, lorsque la France s'est engagée sur la voie de la prospérité, ce qui a donné naissance à une « société de consommation ».

L'évolution de la littérature reflète ces événements. Tout cela s'incarne dans de nouvelles recherches esthétiques, qui donnent naissance à de nouvelles tendances. Tout au long du siècle, la littérature française regorge d'une variété de nouvelles tendances qui contribuent à la compréhension de la personnalité humaine, de sa signification, de son but et de son rôle dans l'univers, et de ce qui distingue la vie humaine de l'existence animale. Bien entendu, pour comprendre toutes les innovations, il faut partir de l'héritage traditionnel, car l'évolution du

processus littéraire est étroitement liée aux événements historiques modernes, ainsi qu'aux événements des temps passés.

Ce n'est pas du tout un hasard si l'on compare un écrivain moderne à un classique célèbre, à Balzac ou à Tolstoï. Sans aucun doute, le lien entre traditions et mouvements novateurs est inévitable, et l'on retrouve très souvent la caractérisation de certains écrivains comme néoclassiques ou néo-romantiques, etc. Les références au passé sont nécessaires pour comprendre la signification de toutes les innovations. Dans cette diversité de la littérature publiée (plus de 2 000 ouvrages sont publiés chaque année en France), il est très difficile de sélectionner les ouvrages les plus significatifs, et pour déterminer leur valeur il faut analyser les grandes tendances du XXe siècle. Le premier mouvement significatif fut le dadaïsme, qui à ce jour n'a pas été suffisamment étudié et est considéré comme la première étape vers la réalisation de la liberté de créativité poétique, c'est-à-dire une tentative d'abolir les liens avec les traditions, d'abandonner les genres pour créer un langage universel dans lequel le contenu et le sens n'ont pas besoin de logique, mais l'essentiel reste le rythme, libérant l'énergie vitale des auditeurs. Proclamant la liberté, le dadaïsme promeut également le droit de l'art à créer des œuvres qui doivent reproduire tous les aspects contradictoires de la réalité sous une forme grotesque et sans observer de séquence dans le temps. Ainsi, les dadaïstes commencent à reproduire le temps, perturbant les mouvements en avant, détruisant couches temporaires.

Les cubistes, qui ont remplacé les dadaïstes, continuent d'accumuler des détails sans observer le temps réel, ce qui est le principal moyen de mystifier la réalité pour la plus grande surprise et l'étonnement des lecteurs. La rupture avec la réalité est véhiculée par l'abstraction géométrique. Emprunté à la vie qui, selon les cubistes, est le meilleur moyen de se libérer du monde réel et de toutes les règles et normes acceptées des époques précédentes. Les cubistes ont inventé « l'écriture automatique », y compris les « poèmes conversationnels », « simultanés », les « idéogrammes lyriques » et d'autres techniques innovantes, mais celles-ci n'ont eu aucune application future. "Caligrammes", recueil de poèmes insolites d'Apollinaire, est un exemple de poésie cubiste.

Surréalisme - ce terme emprunté à Apollinaire désigne un concept global utilisé par de nombreux artistes d'avant-garde depuis Georges Bataille et Artaud, Breton et Louis Aragon et couvre tous les types d'art. Les surréalistes ont inventé leur propre méthode poétique pour transmettre l'insolite, sans nier les genres et en impliquant l'utilisation de la subjectivité et de la socialité de l'individu, c'est-à-dire que la créativité doit refléter la réalité dans toutes ses manifestations, depuis « l'écriture automatique » et le subconscient avec tous les complexes humains. Si le dadaïsme était une rébellion spontanée contre la réalité, alors le surréalisme est une tendance bien organisée visant à supprimer toutes les restrictions ou manifestations de la « fonctionnalité réelle de la pensée », qui peut être fondée sur n'importe quelle surréalité. Ainsi, toutes ces recherches innovantes visent à expliquer les changements majeurs dans la réalité actuelle qui affecteront grandement l'essence humaine.

Dans les années 1930, l'existentialisme, la « philosophie de l'existence », s'est renforcé en France, notamment pendant la période de l'occupation et immédiatement après la Seconde Guerre mondiale. Cette doctrine philosophique exprime le mieux l'ambiance de pessimisme et de désespoir caractéristique de toute la culture du XXe siècle.

Les représentants les plus célèbres de l'existentialisme français sont Gabriel Marcel, Jean-Paul Sartre, Albert Camus. Cette direction est un successeur direct de la philosophie d'Henri Bergson et de Nietzsche. Les idées existentialistes imprègnent toute la littérature française de cette

période historique jusqu'à nos jours, et cette littérature a été qualifiée de « biaisée ». La popularité de l'existentialisme a été facilitée par le fait que ses représentants ont soulevé la question du sens de la vie, du destin humain, du choix d'une personne quant à son chemin de vie, ainsi que de sa responsabilité et de sa liberté personnelles. L'essentiel est que la vie est absurde, puisqu'une personne est née pour mourir. Bien entendu, le problème de la mort, ou de la transformation de l'existence individuelle en « néant », n'est pas leur découverte. Cependant, la popularité de l'existentialisme a été facilitée par les œuvres artistiques de ces auteurs. Ce n'est pas un hasard si les romans de Camus sont écrits sous forme d'essais qui révèlent et illustrent de manière convaincante tous les principes de cette philosophie, et les personnages littéraires des œuvres de Camus sont les porte-parole originaux des idées de l'existentialisme. De plus, la théorie philosophique de Camus est étroitement liée à la moralité et à l'éthique humaines ; elle est de nature didactique, sans parler du style impeccable de Camus. Tout cela ensemble a conféré à l'auteur une renommée immortelle et indémodable jusqu'à ce jour. Comme Camus, Sartre remplace la théorie par des personnages, la preuve par des rebondissements, et la lutte des concepts philosophiques par une lutte des personnages. Les traits caractéristiques des romans de Sartre sont la conventionnalité, le parabolisme et la subjectivité du récit. Cependant, toute direction de fiction est caractérisée par le concept de personnalité dans le contexte de la psychologie narrative, et pour comprendre les caractéristiques du processus littéraire, il est nécessaire d'analyser l'influence des philosophes sur le travail des écrivains les plus célèbres du XXe siècle. Pour comprendre tous les aspects de la vie humaine, il faut se tourner vers les travaux de Bergson, Nietzsche et Freud. À cet égard, il convient de présenter certaines des idées de ces scientifiques.

Une attention particulière doit être portée à l'interprétation du temps par Bergson. Le temps est une durée infinie remplie d'événements qui peuvent être intenses et mouvementés. La perception du temps est purement individuelle, indifférente et dépend de nombreux facteurs, notamment des conditions de vie et des caractéristiques psychologiques de l'individu. C'est pourquoi le temps est indissociable de la vie et sa reproduction dans la littérature occupe une place privilégiée et revêt un caractère subjectif, surtout lorsque l'écrivain restitue le passé et même le présent, qui peut être réel, virtuel ou imaginaire. La seconde moitié du XXe siècle est imprégnée de phénoménologie, la principale caractéristique de ce mouvement philosophique est l'utilisation et la combinaison de l'esthétique, de l'éthique et de la religion.

Ainsi, le panorama littéraire du XXe siècle est très diversifié, mais on peut dire que dans la première moitié prédominait le sentiment de tragédie, provoqué par la Seconde Guerre mondiale et la création de la bombe atomique. Il s'agit d'une littérature largement traditionnelle, qui se termine par l'activité littéraire de Sartre et de l'existentialisme, qui a eu une grande influence philosophique et idéologique sur la seconde moitié ultérieure, marquée par des tendances innovantes. Ce dernier a considérablement transformé le genre et la structure du roman.

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MENTALITÉ COMME BASE DE LA REPRÉSENTATION LINGUISTIQUE DU MONDE

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Annotation: Cette article est consacrée à l'étude de la métaphore en tant que phénomène cognitif et de son rôle dans la création d'images ethniques et linguistiques du monde. La métaphore en tant que phénomène cognitif et son rôle dans la création de représentations ethniques et linguistiques du monde. Des images ethniques et linguistiques du monde. Le travail présente une approche sémantique, sémantique-comparative et linguoculturelle.

Mots-clés: la métaphore, l'image du monde, les locuteurs, la mentalité, image linguistique du monde, les stéréotypes sociaux, les stéréotypes ethnoculturels

Il est connu que le concept de l'image du monde est lié à la mentalité d'une nation. Dans le dictionnaire [1] la mentalité est définie comme l'ensemble des habitudes intellectuelles, des croyances et des dispositions psychiques caractéristiques d'un groupe ou bien l'ensemble des manières d'agir, de penser, de juger de quelqu'un. La mentalité est plus profonde que la pensée, les normes de comportement et la sphère des sentiments. Il n'est pas structuré et représente une certaine prédisposition, la volonté interne d'une personne d'agir d'une certaine manière, c'est une sorte de sphère de formes automatiques de conscience et de comportement. La mentalité est perçue comme une "compréhension de soi du groupe", comme un ensemble d'images et de représentations qui guident tout le monde. Ce sont des orientations de valeur objectivées, axiomatiques, automatiques, qui sont passées du champ lumineux de la conscience au subconscient, qui sont devenues une sorte de réflexe social ethnique-l'inconscient collectif [2]. Nous disons que quelqu'un a un esprit éclairé clair ou un cœur d'or ; en se souvenant de quelque chose, nous le gardons dans la tête, mais nous le ressentons avec le cœur; agité, nous agrippons le cœur. Il nous semble que cela ne peut pas être différent, et nous sommes surpris d'apprendre que pour les locuteurs de certaines langues africaines, toute la vie mentale peut se concentrer dans le foie, ils disent que quelqu'un a un foie intelligent ou un bon foie, et quand ils s'inquiètent, ils ressentent inconsciemment une gêne dans le foie. Bien sûr, cela n'est pas dû aux particularités de leur anatomie, mais à l'image linguistique du monde auquel ils sont habitués [3]. Les concepts de la mentalité et de l'image du monde sont délimités par le degré de conscience: l'image du monde est une représentation consciente, et la mentalité n'est pas réfléchi par la conscience. Néanmoins, l'originalité de la mentalité est jugée par la spécificité de l'image du monde. Dans la compréhension de l'appartenance des oppositions mentales à l'image linguistique du monde, le phénomène de la vision du monde et du comportement ethniques collectifs, tel que le stéréotype, est également important. Le phénomène même du stéréotype est considéré non seulement dans les travaux des linguistes, mais aussi des sociologues, des ethnographes, des cogniteurs, des psychologues, des ethnopsycholinguistes. Les représentants de chacune des sciences nommées du point de vue de leur domaine d'étude distinguent dans le stéréotype certaines de ses propriétés. Par conséquent, les stéréotypes sociaux, les stéréotypes de communication, les stéréotypes mentaux, les stéréotypes culturels, les stéréotypes ethnoculturels, etc. par exemple, les stéréotypes sociaux se manifestent

comme des stéréotypes de la pensée et du comportement de l'individu. Les stéréotypes ethnoculturels sont des représentations généralisées des caractéristiques typiques d'un peuple. La précision allemande, la probabilité russe, les cérémonies chinoises, le tempérament africain, la colérique des italiens, la frivolité française, l'obstination des finlandais, la lenteur des estoniens, la galanterie polonaise-ce sont les idées stéréotypées sur l'ensemble du peuple qui s'étendent à chacun de ses représentants.

Conclusion.

L'analyse linguoculturelle a montré que le mode de conceptualisation du monde perçu dans la langue considérée de la langue en question se caractérise par des traits à la fois universels et nationaux. La raison de l'émergence d'universaux métaphoriques est la présence d'un espace ethnolinguistique cognitif de base, qui est une représentation invariante des "objets culturels" socialement significatifs. Ces "objets culturels" sont socialement significatifs. Cependant, la spécificité de la culture de chaque nation détermine sa propre particularité de réinterprétation du monde, chaque langue divise le monde à sa manière. Par conséquent, la métaphore de la vie quotidienne se compose d'unités étiquetées culturellement (avec des sèmes connotatifs optionnels), exprimant des informations sur la culture du peuple sous une forme concentrée.

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LA NUMÉRIQUE DANS LES CLASSES DE FLE

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Annotation: Cet article parle de l'utilisation des technologies numériques dans l'apprentissage du français et du rôle des technologies numériques dans l'apprentissage des langues. L'utilisation des technologies numériques dans l'apprentissage des langues conduira certainement à des résultats efficaces. Car aujourd'hui presque tous les jeunes sont très intéressés par l'utilisation des technologies modernes. En général, des opinions sont exprimées sur l'efficacité de l'apprentissage d'une langue étrangère à l'aide de nouvelles méthodes, de jeux et de technologies innovantes.

Les mots clés: enseignement, langue étrangère, apprentissage, éducation.

Le français — est une langue appartenant au groupe roman de la famille des langues indo-européennes. Cette langue est la langue officielle de la France, de la Guyane française, d'Haïti, de Monaco, du Bénin, du Burkina Faso, du Gabon, de la Guinée, de la République démocratique du Congo, de la République du Congo, de la Côte d'Ivoire, du Mali, de la République centrafricaine, du Niger, du Sénégal, du Togo, Tchad ; Une des langues officielles du Royaume de Belgique, de la Confédération suisse, du Canada, du Luxembourg, d'Andorre, du Cameroun, de Madagascar, du Burundi, du Rwanda, de la République fédérale islamique des Comores, de Djibouti, de Vanuatu, des Seychelles. Il est également distribué dans des zones désignées d'Italie et des États-Unis. Le nombre total de locuteurs est de 100 millions. d'une personne, 57 millions en France même. plus qu'une personne (années 90 du siècle dernier). Une des langues officielles et de travail de l'ONU.

Comme nous le savons tous, le besoin et la demande d'apprentissage du français augmentent aujourd'hui. Dans le même temps, il ne serait pas faux de dire que l'intérêt pour l'apprentissage des langues s'est accru. Par exemple, l'enseignement de cette matière a commencé dans les écoles d'enseignement général. À l'école les étudiants découvrent la phonétique, le lexique et la grammaire de la langue française des manuels pédagogiques et des livres méthodiques ont été publiés afin de les armer de la série nécessaire de connaissances scientifiques. En reliant la théorie à la pratique dans l'enseignement de la langue française, on comprend comment faire en sorte que les élèves appliquent dans la pratique les connaissances scientifiques et théoriques qu'ils acquièrent de la langue, pour leur enseigner avec les compétences pratiques nécessaires à une vie autonome.

Dans les cours de langue française, il est nécessaire de décrire les matières du sujet sur la base des réalisations scientifiques actuelles, le principe de compréhensibilité est d'adapter les matières du sujet à l'âge, aux caractéristiques personnelles, aux expériences de vie, au niveau de préparation du sujet. enfants, c'est-à-dire du simple au complexe, du privé au général il exige. Scientificté et compréhensibilité dans la méthodologie d'enseignement de la langue française c'est

le seul qui complète les principes et assure l'efficacité de la leçon considéré comme un principe. Dans la mise en œuvre parallèle de ces deux principes:

- interprétation de la signification des concepts et des termes en science des langues, analyse détaillée à faire, pour assurer une maîtrise approfondie;
- apprendre les niveaux de langue à interagir;
- trouver différemment des méthodes et des moyens d'apprendre la langue et la parole, en les appliquant dans la pratique;
- linguopsychologique visant à prendre en compte les capacités d'âge, l'intelligence et les talents des étudiants, à former et à développer les compétences d'une pensée créative indépendante, une expression correcte, simple et fluide de son produit oralement et par écrit conformément aux conditions de la parole - l'utilisation des tâches est envisagée.

Des résultats efficaces peuvent être obtenus en menant des cours utilisant les technologies numériques dans des cours de langue française. Par exemple, l'intérêt des étudiants et des jeunes pour l'apprentissage des langues s'accroît lorsqu'ils donnent des cours en utilisant les technologies numériques. Car à l'ère actuelle de la technologie, l'intérêt pour les technologies modernes est très grand. En outre, il n'est pas faux de dire qu'il est plus commode d'apprendre une langue par le biais des technologies modernes. Lors de l'apprentissage de la langue française, nous pourrions apprendre des leçons rapidement et facilement en utilisant les technologies modernes telles que les ordinateurs, les didacticiels vidéo, le multimédia, les livres électroniques, les dictionnaires électroniques.

Aujourd'hui, divers sites, plateformes gratuites, et diverses applications ont été créés pour faciliter l'apprentissage des langues pour les étudiants et les jeunes. Apprendre une langue avec de telles plateformes est très pratique et facile. Par exemple : plateforme « Enfants d'Ibrat ». Cette plateforme propose aujourd'hui des cours en ligne gratuits dans de nombreuses langues.

Aujourd'hui, l'une des opportunités offertes aux jeunes pour une éducation gratuite est le projet "Enfants Ibrat". Ce projet a été fondé en 2022 et a pour objectif d'accroître encore l'intérêt des jeunes pour les langues étrangères et de leur offrir une éducation gratuite de qualité.

Le projet "Enfants d'Ibrat" peut être suivi via la plateforme YouTube. En particulier, sur la plateforme YouTube, des didacticiels vidéo de "Enfants d'Ibrat" de différentes langues, des règles grammaticales pertinentes basées sur la leçon, des questions tests pour renforcer les connaissances sont publiés. Cette application sert à enseigner les langues étrangères aux amateurs de langues dans différentes régions de l'Ouzbékistan, pour accroître leur connaissance des langues.

En particulier, des tutoriels vidéo sur plus de 20 langues telles que le russe, le turc, l'allemand, l'espagnol, le chinois, le coréen, le japonais, l'arabe, l'italien, le pachoune et le vietnamien sont constamment présentés aux apprenants en langues par 25 enseignants qualifiés. Selon les informations, le projet est désormais lancé hors ligne.

Actuellement, l'application mobile « Ibrat Academy » a également été développée. Selon fin 2023, un total de 481 mille 351 utilisateurs se sont inscrits dans l'application. Environ 1 800 d'entre eux ont passé des tests jusqu'au niveau V2 et ont reçu un certificat spécial.

Le projet "Enfants d'Ibrat" a réussi à toucher un large public par le biais des réseaux sociaux et des canaux et a enrichi le segment ouzbek sur Internet avec un contenu utile. En particulier, environ 2 000 vidéos au total ont été publiées sur la plateforme YouTube et la plateforme a attiré 453 000 utilisateurs.

Le nombre de vues était de 21,5 millions. Des didacticiels vidéo sont disponibles non seulement en Ouzbékistan, mais également dans plus de 50 pays étrangers, dont les États-Unis, les

Émirats arabes unis, la Grande-Bretagne, l'Allemagne, la Corée du Sud, les Pays-Bas, la Pologne, la Russie, la Turquie, la France, le Japon, le Kirghizistan, Le Kazakhstan a également été surveillé dans des pays comme l'Inde. L'anglais, le russe, le coréen, l'allemand et l'arabe sont en tête du classement des langues les plus consultées. Le projet, qui attire également les utilisateurs des réseaux sociaux, compte 1 million de followers sur sa page Instagram et plus de 65 000 membres sur la chaîne Telegram. En plus de la chaîne de télégrammes « Enfants Ibrat », il existe une chaîne de télégrammes spéciale dans chaque langue étrangère, qui compte également entre 5 000 et 15 000 abonnés. Un marathon linguistique a été organisé dans plusieurs régions de la République Ouzbékistan, notamment à Namangan, Fergana, Andijan, Samarkand, Khorezm et Surkhandarya. Chaque marathon a impliqué des centaines de jeunes amoureux des langues de la région. Les apprenants en langues qui ont participé activement au marathon ont reçu des souvenirs du projet. Au cours de l'année écoulée, des bureaux spéciaux du projet "Enfants d'Ibrat" ont été ouverts dans les régions de Samarkand, Khorezm et Surkhandarya. Il est prévu de poursuivre cette pratique en 2024. Un groupe de propagandistes composé de jeunes leaders des « Enfants Ibrat » a été formé dans chaque région, district et quartier. Ces jeunes ont encouragé leurs pairs de leur région à apprendre des langues étrangères et leur ont apporté le soutien pratique nécessaire. Le "Camp Ibrat" a également été organisé, et de jeunes Ouzbeks connaissant parfaitement la langue anglaise ont participé à ce camp et ont acquis des connaissances sur la manière d'accéder aux diplômes de licence et de maîtrise dans les 100 meilleures universités du monde. Le rassemblement de jeunes avides de connaissances, maîtrisant plusieurs langues étrangères et possédant de l'expérience dans divers domaines, et échangeant des idées a été le moteur de l'organisation de nombreux grands et petits projets et de l'admission dans les universités les plus puissantes du monde.

Dans le cadre du projet, 100 emplois ont été créés et une équipe composée de spécialistes dans leur domaine a été constituée. Dans le cadre du projet, des cours hors ligne « Ibrat Quiz », « Ibrat Debate », « Speaking club », « Speaking skills » encourageant les jeunes à penser de manière créative ont été organisés avec la participation d'experts qualifiés. En novembre 2023, la cérémonie d'ouverture du nouveau bureau du projet a eu lieu au Palais de la créativité des jeunes à Tachkent. Des milliers de jeunes et d'experts de Chine, de France, d'Espagne, de Turquie, d'Azerbaïdjan et d'Inde ont participé à cette cérémonie en ligne et hors ligne. En outre, des souvenirs tels que des montres, des casquettes, des t-shirts, des sacs, des cahiers, des stylos, des tasses et des badges ont été développés sous la marque « Enfants Ibrat » et ces cadeaux sont parfaits pour les apprenants en langues et autres. des gens motivés à apprendre.

En outre, il y a aussi l'application mobile Duolingo, qui est très pratique pour l'apprentissage des langues. Duolingo a plus de 500 millions d'utilisateurs et 40 millions d'utilisateurs actifs, ce qui en fait la plateforme d'apprentissage des langues la plus populaire au monde. Chez Duolingo, vous apprendrez la langue que vous souhaitez apprendre en fonction de votre niveau de connaissances. En 2019, la société a lancé Duolingo Stories. Cette fonctionnalité vise à améliorer les capacités de lecture et d'écoute des élèves grâce à des nouvelles. Actuellement, les histoires sont disponibles pour les anglophones dans les cours de français, d'espagnol, d'allemand, d'italien et de portugais, et certaines langues dans le développement des cours d'anglais. Aussi pendant la leçon des mots sont également donnés pour mémorisation. Aussi Quizlet, Hello Talk, Busuu vous pouvez augmenter votre vocabulaire grâce à des programmes tels que.

En conclusion, de telles applications ont pu attirer de nombreux utilisateurs aujourd'hui. Actuellement, les jeunes et les étudiants font bon usage de ces technologies modernes pour

l'apprentissage des langues. Apprendre des langues et interagir avec d'autres cultures peut vous aider à gagner plus de confiance et d'ouverture d'esprit dans le monde. Les personnes qui connaissent plusieurs langues sont généralement des personnes créatives qui résolvent de grands problèmes, car l'apprentissage des langues enseigne votre vision du monde sous différents angles. Si vous étudiez la langue à l'étranger, alors cette compétence est une nouvelle langue jour et nuit et ensemble, l'aspect du travail avec les citoyens des pays du monde, la communication, la résolution de conflits et les expériences de résolution de problèmes augmentera considérablement. La capacité de mémoriser de nouvelles informations dans l'apprentissage d'une langue étrangère s'améliorera, ce qui réduira le temps d'étude. De plus, ceux qui connaissent de nombreuses langues ont tendance à effectuer de nombreuses tâches en même temps. L'essence de l'apprentissage d'une langue étrangère est la communication — avec d'autres personnes. Afin d'améliorer les compétences conversationnelles, il est préférable de traiter avec des personnes qui parlent cette langue ou qui ont déjà appris cette langue.

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ТАРЖИМАДА ПРАГМАТИК МУАММОЛАР ҲАМДА ТАРЖИМА ПРАГМАТИКАСИНИНГ ЎЗИГА ХОС ХУСУСИЯТЛАРИ

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Аннотация: Семиотика белгиларининг ўқишига қаратилганидек, ҳар бир белги, шу жумладан, тилда бўлган белгилар уч томондан кўрилиши керак: синтаксис, яни белгилар орасидаги муносабатлар; семантика, яни белги ва ҳақиқий ҳолат орасидаги муносабат; ва прагматика, яни белги ва унинг фойдаланувчилари орасидаги муносабатдир. Мазкур мақолада прагматика тушунчаси ва таржиманинг прагматик муаммолари хусусида фикр юритилган.

Калит сўзлар: прагматика, синтаксис, семиотика, белгилар тизими, таржима, семантика.

Аннотация: Согласно изучению семиотических знаков, каждый знак, в том числе знаки в языке, необходимо рассматривать с трех сторон: синтаксиса, то есть отношения между знаками; семантика, т. е. связь между знаком и реальной ситуацией; и прагматика, то есть отношения между знаком и его пользователями. В данной статье рассматривается понятие прагматики и прагматические проблемы перевода.

Ключевые слова: прагматика, синтаксис, семиотика, знаковая система, перевод, семантика.

Abstract: According to the study of semiotic signs, each sign, including the signs in language, must be seen from three sides: syntax, that is, the relationship between signs; semantics, that is, the relationship between the sign and the actual situation; and pragmatics, which is the relationship between a sign and its users. This article discusses the concept of pragmatics and pragmatic problems of translation.

Keywords: pragmatics, syntax, semiotics, sign system, translation, semantics.

Ҳаммамизга маълумки, прагматика сўзи юнонча сўздан олинган бўлиб, прагматос — иш, ҳаракат деган маънони англатиб, ҳозирги кунда семиотика ва тилшуносликнинг нутқда тил белгиларининг амал қилишини ўрганувчи соҳаси ҳисобланади. Прагматика ҳозирги кунда долзарб мавзулардан бири бўлиб, муайян белгилар тизимини англатадиган, ундан фойдаланувчи субъектларнинг айти шу белгилар тизимига муносабатини ўрганувчи фан тармоғидир.

Прагматика ҳақидаги асосий ғоя америкалик олим Ч. Пирс томонидан ўртага ташланган ва яна бир америкалик олим Ч. Моррис ушбу ғояни ривожлантирган. Ҳозирги кунга қадар мазкур олимларнинг тадқиқотлари, илмий изланишлари асосида прагматика терминини семиотика бўлимларидан бирининг номи сифатида амалиётга киритган.

Прагматика инсоннинг ижтимоий фаолиятини ўзида камраб олувчи нутқ жараёни ҳисобланади ҳамда у муайян алоқа вазияти орқали намоён бўлади. Олимлар, тадқиқотчиларнинг фикрича, лингвистик прагматика аниқ шакл, ташқи кўринишга эга эмас, яъни унинг доирасига сўзловчи субъект, адресат, уларнинг алоқа-аралашувдаги ўзаро

муносабатлари, алоқа-аралашув вазияти билан боғлиқ кўплаб масалалар киради. Масалан, нутқ субъекти билан боғлиқ ҳолда қуйидаги масалалар ўрганилади:

1. баённинг ошқора ва яширин мақсадлари бўлиб, бунга бирон-бир ахборот ёки фикрни етказиш, сўрок, буйруқ, илтимос, маслаҳат ваъда бериш, узр сўраш, табриклаш, шикоят ва бошқаларни мисол қила оламиз;
2. нутқ тактикаси ҳамда нутқ одоби турлари бўлиб, бу жараёнга суҳбат, сўзлашиш қоидалари; сўзловчининг мақсади кабиларни киритишимиз мумкин;
3. сўзловчи томонидан адресатнинг умумий билим жамғармаси, яъни бунга дунёқараши, қизиқишлари ва бошқа ҳислатларига баҳо берилиши кабиларни ифодалаш мумкин.

Прагматикада нутқ адресати, ўзаро алоқага кирувчиларнинг муносабатлари, муайян алоқа вазияти сингари омиллар билан боғлиқ ҳолда ҳам кўплаб масалалар ўрганилади. Прагматика нафақат тилшуносликда, балки прагматик ғоялар эвристик (йўналтирувчи) дастурлаш, машина таржимаси, информацион-қидирув тизимлари ва бошқаларни ишлаб чиқишда қўлланади.

Шуни гувоҳи бўлдики, таржима лингвистика, маданиятшунослик, қиёсий этимология, информатика, қиёсий социология ва бошқа шу каби турли хил фанлар билан узвий боғлиқ фандир. Айниқса унинг тилшунослик билан алоқаси беқиёсдир. Ҳақиқатда ҳам таржиманинг тилшунослик билан чамбарчас боғлиқлиги баъзиларни таржима борасидаги нотўғри баҳс-мунозараларга, масалан, уни тилшуносликнинг бир қисми деб талқин этишга олиб келган. Бундай фикр тарафдорлари таржимани амалий ёки қиёсий тилшуносликнинг бир қисми деб ҳисоблашади. Структуралистлар таъсири остидаги бу қараш тарафдорлари тилшунослар томонидан келтириладиган контекстдан ташқари мисолларга мос келмайдиган мулоқотнинг ролини рад этишга уринадилар.

Ҳар бир таржима таржима жараёнида маъно касб этувчи гаплар ва тағмаънога эга сўзлар сифатида икки босқичдан ўтади. Шундай бўлсада токи нутқ фаолиятининг маданиятлараро шакли мавжуд эмас экан таржимон учун таржиманинг прагматик муаммолари ҳам мавжуд бўлади.

Шунга кўра таржимон маълумотни таржимада ҳеч қандай хатоликсиз тўғри етказиб бериш учун умуммаданий прогматик билимларидан фойдаланишига тўғри келади. Нутқ ҳодисаси ва эмоционал таъсирни яқиндан ўрганиш табиийки, таржиманинг бир нечта назарияларини келтириб чиқаради, айниқса эквивалент таъсир ёки ҳаракат принципига ва бошқа тилда қандай бўлса шундай айтиш кераклигини таъкидловчи нотўғри талқинга асосланган динамик эквивалентлик. Ҳар иккала назария ҳам нутқ фаолияти ва ҳодисаси маданиятлараро фарқ қилишини тан олган ҳолда таржимонларни маданиятлараро прогматик мувоффақиятга эришишга ундайди.

Аммо таржимада прагматик эквивалентликка эришишда аслиятдаги матн тилининг семантик хусусиятлари, сўзларнинг маънолари, уларнинг қўлланилиши ва бошқа сўзлар билан боғланишибир қанча тўқинликларни келтириб чиқаради.

Таржиманинг аслиятга шаклан ва мазмунан монанд тарзда яратилишининг бирдан-бир шarti таржимоннинг ўз тилида аслий монанд лисоний воситалар танлаб ишлата олишидир. Бу маъсулият унинг зиммасига аввало аслият маъно вазифасини бекаму-қўст адо этиш, сўнгра хотирасида шакланган фикрни ўз тили маданияти ва меъёри асосида тўла-тўқис ифода этиш вазифасини юклайди.

Таржима, ўзининг ички табиати ва хусусиятига кўра, шубҳасиз, кўплаб соҳаларнинг бир қисмини ифода этади. Шундай соҳалардан бири прагматикадир. Таржима ва прагматика ўртасидаги алоқа англашилмас даражада намоён бўлиши мумкин, аммо бу икки соҳани яқиндан ўрганиш уларнинг аҳамиятли томонларини намоён қилади. Кейинги йилларда тадқиқотчилар эътиборини ўзига кўпроқ жалб қилиб келаётган тилнинг прагматик жиҳатлари таржимондан чуқур лингвистик билимдан ташқари яна кўпгина бошқа фанлар, маданиятлар маълумотларидан ҳам хабардор бўлишни талаб қилади. Таржимада прагматик воситалардан ўринли фойдаланиш эса аслиятда ифодаланган зарурий маънони тўла-тўқис етказиб беришга хизмат қилади.

Таржиманинг прагматик муаммолари аслиятнинг жанрига ва у мўлжалланган ўқувчилар гуруҳларига ҳам боғлиқ. Аслиятнинг прагматик салоҳиятини сақлаш бадий асарлар таржимасида кўплаб муаммоларни келтириб чиқаради. Маълумки, ҳар қандай бадий асар, биринчи навбатда, шу асар ёзилган тилда сўзлашувчи китобхонлар оммасига мўлжалланади. Шу сабабли уларда айнан шу халққа мансуб бўлган ижтимоий-сиёсий, маданий-маиший турмуш тарзи, анъана, кийим-кечакка, таом ва шу кабиларга оид воқеа-ходисалар баён қилинади. Таржимон бундай асарни таржима қилишга киришар экан, аслият ва таржима тилидаги прагматик номувофикликларни ҳисобга олиб, тегишли ўринларда матннинг тўла тушунилишига эришиши учун зарур ўзгартишлар киритишга мажбур бўлади.

Илмий-техникавий адабиётлар таржимасида прагматик ўзгартишлар қилиш зарурати камрок. Чунки бундай матнлар шу соҳа буйича махсус билимларга, бир хил микдордаги тағ билимларга эга тор доирадаги мутахассисларга мўлжалланган бўлади. Бундай ахборот ҳар иккала тил мутахассислари учун умумий махсус сўз ва атамалардан иборат бўлиб, фақат фирма номлари, ўлчов бирликлари ва махсус номенклатура номларнигина изоҳлашга тўғри келади.

Шу маънода, хорижий истеъмолчилар учун мўлжалланган рекламага оид ахборотларнинг прагматик аспекти ҳақида алоҳида тўхталиш зарур. Бу хил матн муаллифлари, биринчи навбатда, матнни хорижий истеъмолчининг билим савияси, тили, ўзига хос хусусиятларини ҳисобга олиб иш юритишлари лозим. Бундай ҳолатларда таржимоннинг иши анча осонлашади, чунки ахборот мазмунини тўлиқ тушунтириш учун унчалик машаққат чекмайди. Шундай бўлса-да, айрим ҳолларда матннинг прагматик имкониятини таржимада қайта тиклаш анча мушкул кечади. Чунки таржимон ҳар қандай ҳолатда ҳам, энг аввало, хорижий ахборотни ўз халқига тушунарли тилда таржима қилишга, унга маълум микдорда ўзгартишлар киритиш, умумлаштириш, қисқартиришга мажбур бўлади.

Таржиманинг прагматик мувофиқлигини таъминлашда тилнинг турли лаҳжаларида сўзловчи, бир-биридан фарқ қилувчи ижтимоий-лисоний омиллар ҳам муҳим рол уйнайди. Жумладан, аслият матнда тил меъёрларидан чекиниш, диалектларга хос сўзлардан стилистик мақсадларда фойдаланиш ва ҳам муайян қийинчиликлар туғдиради.

Аслият тилидаги шевага хос сўзлар таржима тилига ўзича таржима қилинмайди. Уларнинг матн ичида ишлатилиши икки томонлама характерга эга. Бир томондан, бадий асар бошдан оёқ хорижнинг муайян бир тилида ёзилган бўлиши мумкин. Бунда диалект тили таржима қилинса, тиллараро алоқа воситаси вазифасини бажаришга киришади ва таржима худди ҳар қандай умуммиллий тилдан амалга оширилган ҳисобланади. Табиийки, бундай ҳолда таржимон шева тилининг ўзига хос хусусиятларидан хабардор бўлиши лозим.

Иккинчи томондан, шевага хос унсурлар муаллиф томонидан алоҳида персонажлар тилининг ўзига хос хусусиятларини, унинг маълум бир ҳудудда яшовчи халқнинг типик вакили эканлигини кўрсатиш учун ҳам ишлатилади. Бундай ҳолатда аслият тилининг шеваларга хос прагматик хусусиятларини таржимада қайта тиклаш ҳеч қандай натижа бермайди

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NIMA UCHUN CHET TILLARINI O'RGANAMIZ?

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Annotatsiya: Hozirgi kunda chet tillarini o'rganish dolzarb masala bo'lib kelmoqda. Dunyodagi barcha davlatlar asta-sekinlik bilan chet tillarini o'rganishga e'tibor qaratmoqda. Bu maqolamda chet tillarini o'rganishning bir necha samarali usullari va sabablari haqida gapirib o'tmoqchiman.

Kalit so'zlar: chet tillari, o'rganish usullari, til o'rganish uchun maxsus ilovalar, motivatsiya.

Atrofga nazar solsak, hamma qaysidir tilni o'rganayotganini ko'ramiz. Har bir qadamimizda chet tillarini o'rgatuvchi maxsus o'quv kurslari va reklamalarga ko'zimiz tushadi. Albatta, chet tillarini o'rganish natijasida kommunikativ imkoniyatlarimiz kengayishi, nufuzliroq ishga kirish imkoniyati oshishini haqida bilamiz ammo, chet tillarini o'zlashtirishning bir qator jihatlari ham bor. Til o'rganish uzoq bir sabr talab qiladigan mashaqqatli jarayon hisoblanadi. Til o'rganish aqlni charxlaydi. Inson istalgan chet tilini o'rganish jarayonida miyasi borgan sari yaxshi ishlay boshlaydi. Chet tilini o'rganar ekansiz, dunyoqarashingiz ham kengayib boradi va so'z boyligi jihatdan ancha boyiysiz. Xorijiy tilni o'rganib, o'z ona tilingizni qadrlay boshlaysiz.

Har qanday yangi tilni o'rganish sizga o'sha tilda yozilgan ma'lumotlar uchun yo'l ochib beradi. Xorijiy tilni o'rganish mohiyati- bu boshqa odamlar bilan muloqot qilishdan iborat. Buning ustiga ko'p til bilganlar bir vaqtning o'zida ko'p vazifalarni bajarishga moyil bo'ladi. Bugungi kunda mamlakatimizda chet tillarini o'rganishga bo'lgan e'tibor kuchaymoqda. Ayniqsa, ko'plab yoshlarimiz diqqat-e'tiborini dunyoda eng ko'p o'rganiladigan til ya'ni ingliz tiliga qaratmoqda. Men bugun aynan ingliz tili emas balki fransuz tili va uni o'rganish usullari haqida gapirib o'tmoqchiman.

Fransuz tili dunyodagi eng chiroyli tillardan biri va muhabbat tilidir. Bu til o'rta asrlarda mashxurlikka erishdi va hozirgi kunda ham o'z mavqeini yo'qotmadi. Hozirda fransuz tili dunyoda eng ko'p gapiriladigan tillarning o'ntaligiga kiradi. Hamma ingliz tilini o'rganishiga qaramay, ko'pchilik hali ham fransuz tilini o'rganishni xohlaydi. Ba'zilar uchun bu ish uchun kerak bo'lsa, ba'zilar uchun esa bu yoqimli va qiziqarli hobbiga aylanib kelmoqda. Fransuz tili butun dunyo bo'ylab taxminan 175 million kishi ravon so'zlashadigan tildir. U Fransiya dan kelgan bo'lsa-da, bugungi kunda dunyoning turli mamlakatlarida va rasmiy ravishda jami 30 ta tilda so'zlashadi. Bu til dunyoda ingliz tilidan keyin ikkinchi eng ko'p o'qitiladigan tildir, shuning uchun uni o'rganish uchun juda ko'p sabablar mavjud.

Agar siz til o'rganishni sevimli mashg'ulotingizga aylantirsangiz uni o'rganish siz uchun yanada osonroq va maroqli bo'ladi. Bundan tashqari fransuz tilini bepul ilovalar orqali ham o'rganish mumkin. Bu bepul ilovalardan foydalanishingizning qulayligi shundaki, undan xoh ko'chada, xoh taksida bo'ling xohlagan vaqtingizda foydalanishingiz mumkin.

Duolingo ilovasi- bu ilova orqali siz ko'plab muvaffaqiyatlarga erishishingiz mumkin. Ilovaga kirib o'rganmoqchi bo'lgan tilni tanlaysiz va darslar boshlanadi va u yerda ko'plab mashqlarni bajarasiz.

Memrise- til o'rgatuvchi yana bir bepul ilova. Bu ilova orqali til o'rganish Doulingo ilovasiga qaraganda ancha murakkabroqdir. Ammo ilovadan foydalanish osonligi foydalanuvchiga ko'plab tillarni o'rgata oladi. Darslarni pastki bosqichdan yoki to'g'ridan-to'g'ri yuqori bosqichdan boshlash imkoni ham mavjud. Memrise ilovasining o'ziga xos usuli shundaki, u foydalanuvchiga yangi so'z va iboralarni o'rgatish usulidir.

Google tarjimon- kiritilgan matnni aynan o'sha tilda to'g'ri o'qilishiga va yozilishiga yordam beradi. Audio tugmasi bosilish orqali speaker matnni ikki xil formatda ya'ni tez va sekin o'qiy oladi. Google tarjimon matnni qo'lda yozish va gapirish orqali ham tarjima qilishi mumkin. Bundan tashqari, har qanday matnni kamera orqali rasmga olib tarjima qilish imkoniyatlari mavjud.

Til o'rganishda motivatsiya asosiy omil hisoblanadi. Har qanday faoliyatda bo'lgani kabi, inson biror ishni xohlamasdan qilsa yaxshi natijaga erisha olmaydi. Til o'rganishdagi natija va muvaffaqiyatga erishish uchun faqat motivatsiya misol bo'la oladi. Ba'zilar uchun fransuz tili shunchaki qiziqish bo'lishi mumkin, boshqalar uchun esa, bu muvaffaqiyatli martaba, ulkan zafarlarga erishish uchun xizmat qiladi.

Bugungi kunda turlli lavozimlarga joylashishda kamida bitta chet tilini bilish majburiy holga aylandi. Aynan shu narsa butun dunyo xalqlari bilan o'z tillarini bilish orqali muloqot qilish imkonini berishga turtki bo'ladi. Ba'zan turli xil reklamalarga ko'zimiz tushadi unda **“Bir haftada fransuz tilini o'rgatamiz”** nomli satrlar bo'ladi. Bunday noto'g'ri reklamalarga ishonmang! Chet tilini o'rganish uchun bir necha oy kerak bo'ladi. 4-5 oylik mashg'ulotlardan so'ng esa odam fransuz tilida so'zlashi, o'qishi va yozishni boshlashi keyin esa bu til bilan takomillashtirishni boshlashi mumkin. Fransuz tilini tezda o'rganish uchun siz o'zingizni fransuz madaniyatiga singdirishingiz kerak. Buning uchun fransuz tilidagi kitoblarni o'qishingiz, musiqa tinglashingiz va badiiy filmlarini tomosha qilishingiz kerak bo'ladi. Bundan tashqari, bilimingizni oshirish maqsadida fransuz adabiyoti va san'at asarlari bilan tanishish va ona tilida so'zlashuvchilar bilan muloqot qilishingiz mumkin. Asosiysi, istak, sabr va matonat bilan har qanday tilni o'zlashtirish qiyin emasligini esdan chiqarmaslik kerak.

Xulosa o'rnida shuni aytmoqchimanki, rivojlanayotgan mamlakatimizga biroz bo'lsada hissamizni qo'shish, yoshlarga yaratilib berilayotgan imkoniyatlardan oqilona foydalanish maqsadida chet tilini o'rgansak, biz ham kelajagi porloq yoshlarga aylanish uchun o'z imkoniyatlarimizni kengaytirgan bo'lamiz. Chet tilini o'rganishda oldingizga aniq maqsad qo'yish, fursat bo'lganda uyalmasdan muloqot qilish, chet tilini o'rganish jarayonini hayotingiz bilan moslashtirib borish va texnologiyalardan samarali foydalanish talab etiladi. Qisqa qilib atganda, qaysi tilni o'rganishimizdan qat'iy nazar u bizga faqat foyda olib keladi, dunyoqarashimizni kengaytiradi, oldimizda keng imkoniyatlar eshigi ochiladi. Yoshingiz yoki sharoitingizdan qat'iy nazar til o'rganishni boshlang!

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BOSHLANG'ICH SINIF O'QUVCHILARNING IJODIY QOBILIYATLARINI RIVOJLANTIRISH SHARTLARI

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Annotatsiya: Maqolada boshlang'ich sinf o'quvchilarining ijodiy qobiliyatlarini rivojlantirish haqida so'z boradi.

Kalit so'zlari: ijodiy qobiliyat, o'quv jarayoni, isinfdan tashqari ishlar, ijodiy ish, ijodiy tanlov.

Annotation: L'article parle du développement des capacités créatives des élèves du primaire.

Mots clés : capacité créative, processus éducatif, activités extrascolaires, travail créatif, choix créatif.

Ilmiy ta'rifga ko'ra, qobiliyat - bu muayyan shaxsning individual va psixologik xususiyati bo'lib, uning muayyan faoliyatni amalga oshirish qobiliyatini belgilaydi. Muayyan qobiliyatlarning paydo bo'lishi uchun tug'ma shartlar - bu birinchisidan farqli o'laroq, tug'ilishdan boshlab odamda paydo bo'ladigan moyilliklar. Shaxsiy qobiliyatlarning rivojlanish darajasi ikki turga bo'linadi:

Reproduktiv, inson turli ko'nikmalarni muvaffaqiyatli o'zlashtirish, bilimlarni egallash va qo'llash, shuningdek, allaqachon taklif qilingan model yoki g'oyaga muvofiq faoliyatni amalga oshirish qobiliyatini namoyon qilganda;

Ijodiy, inson yangi, o'ziga xos narsalarni yaratish qobiliyatiga ega bo'lganda. Bilim va ko'nikmalarni muvaffaqiyatli egallash jarayonida inson rivojlanishning bir darajasidan boshqasiga o'tadi.

Boshlang'ich ta'lim o'quvchilarning ijodiy qobiliyatlarini rivojlantirish uchun eng qulay vaqtdir. Bu o'quv jarayonida bolalarning ijodiy qobiliyatlarini turli yo'nalishlarda, jumladan, badiiy, musiqiy, texnik va boshqalarda shakllantirish uchun qulay shart-sharoitlarni yaratishni talab qiladi.

Ijodiy qobiliyatlarni shakllantirish shartlariga quyidagilar kiradi:

1. Boshlang'ich sinf o'quvchilarining jismoniy va intellektual rivojlanishi.
2. O'quvchilarning rivojlanishi uchun qulay muhit yaratish.
3. O'quvchining qo'yilgan vazifalarni mustaqil hal etishi, buning uchun o'zining barcha bilim va imkoniyatlaridan foydalanishi.
4. Faoliyat turini tanlash erkinligi, ish yukining almashinishi va bajariladigan ishning xarakteri.
5. Qiyin paytlarda yordam ko'rsatish, o'quvchini uning uchun qaror qabul qilishda emas, balki to'g'ri qarorga kelishiga ko'mak berish.
6. O'quvchining ijodiy tashabbuslari va sevimli mashg'ulotlarini rag'batlantirish

O'quvchilarning ijodiy qobiliyatlarini rivojlantirish uchun ham maktabda ham sinfda qulay shart-sharoitlarni yaratish darkor. Maktabda o'quvchilarining ijodiy salohiyatini rivojlantirish uchun quyidagicha ishlarni olib borish zarur:

- Ta'lim muassasasining ta'lim dasturiga o'quvchilarning ijodiy qobiliyatlarini rivojlantirishni nazarda tutuvchi sinfdan tashqari mashg'ulotlarni kiritish.
- Bolalarning ijodiy salohiyatini rivojlantirishga hissa qo'shadigan ular bilan ishlash usullari va shakllarini qo'llash.
- Ota-onalar bilan ishlashni tashkil etish, ijodiy faoliyat doirasida o'qituvchilar, o'quvchilar va ota-onalarning o'zaro hamkorligi algoritmini ishlab chiqish.

Maktabda ijodiy shaxsni tarbiyalash uchun o'quvchining aqliy faolligini, mehnatsevarligi va zukkoligini rivojlantirishga qaratilgan o'quv jarayonini tashkil etish usullariga e'tibor qaratish, o'quvchini maqsadga erishish uchun zarur bo'lgan bilimlarni mustaqil ravishda izlashga undash kerak.

Bolalarning ijodiy salohiyatini rivojlantirishga qaratilgan ishning tabiati vaziyatga qarab o'zgartirilishi mumkin. Turli sharoitlarda bolalarda ijodkorlikni rivojlantirish usullarini ko'rib chiqamiz.

1.Darsda ijodiy qobiliyatlarni rivojlantirish.

O'quvchilarni xabarlar tayyorlashga, insholar yozishga, krossvordlar va viktorinalar tuzishga, o'rganilayotgan mavzu bo'yicha ertaklar va ssenariylar yozishga jalb qilish orqali sinf darslari va mashg'ulotlarini o'tkazish jarayonida bolalarning ijodiy faoliyatini tashkil etish mumkin. Shuningdek, o'qituvchi didaktik o'yinlar va usullarni o'tkazish usullaridan, o'quvchilarning ijodiy tafakkurini shakllantirish va kognitiv qiziqishni rivojlantirishga qaratilgan ijodiy topshiriqlardan foydalanishi mumkin. Bugungi kunda darsda o'quvchilarning ijodiy qobiliyatlarini rivojlantirish maqsadida o'quvchilar e'tiborini jalb qilish, darsni interfaol o'tkazish maqsadida kompyuter texnologiyalaridan keng foydalanilmoqda.

2.Sinfdan tashqari ishlarda ijodiy qobiliyatlarni rivojlantirish.Sinfdan va maktabdan tashqari ishlarning asosiy vazifalaridan biri o'quvchilarning umummilliy va maxsus bilimlarini kengaytirish, turli xil ijodiy qobiliyatlarini, iste'dodlarini aniqlash va rivojlantirishga yordam beradi, ularda tashabbuskorlik va mustaqillik sifatlarini tarbiyalaydi. Maktabda sinfdan tashqari mashg'ulotlarni tashkil etish va o'tkazish bolalar tomonidan ijobiy qabul qilinadi, ularning erkin bo'lishiga va ijodiy qobiliyatlarini amalda qo'llashga imkon beradi. Sinfdan tashqari ijodiy ishlarga mavzuli haftaliklar, ekskursiyalar tashkil etish, bayram tadbirlari, ijodiy tanlovlar kiradi. Darsdan tashqari ijodiy faoliyatni o'tkazish jarayonida o'quvchi pedagogik jarayonning bevosita ishtirokchisiga aylanadi, o'qituvchi va jamoa bilan shaxsiy munosabatlarni o'rnatish, birgalikdagi faoliyatni tashkil etish ko'nikma va malakalarini rivojlantiradi va shakllantiradi.

3.Ijodiy qobiliyatlarni to'garak va tanlovlarda rivojlantirish.To'garak mashg'ulotlari o'quvchilarning ijodiy qobiliyatlarini rivojlantirishning eng qulay usuli hisoblanadi. Fan to'garaklari o'quvchilarda o'quv faniga qiziqish uyg'otadi, o'quvchilarning dunyoqarashini rivojlantiradi, o'quvchining mustaqil ishlash ko'nikmalarini egallashiga hissa qo'shadi, fan bo'yicha bilim saviyasini oshiradi.

Teatr tomoshalari, viktorinalar, adabiy rasm xonalari, tanlov o'yinlarida qatnashib, o'quvchilar xayolot, fantaziya va xotirani faol rivojlantiradilar.

Har tomonlama rivojlangan, o'z nuqtai nazariga ega va uni dalillar bilan himoya qila oladigan shaxsni tarbiyalash uchun o'quvchilarning ijodiy qobiliyatlarini rivojlantirish kerak. Ijodiy faoliyat tufayli o'quvchining hissiy holati, fikrlash va o'zini-o'zi anglash rivojlanadi.

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TILNI O'RGATISHGA OID O'YINLAR VA ULARNING DARSDA QO'LLANILISHI

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Annotatsiya: O'quv o'yinlarining tasnifi, chet tili darslarida o'yin faoliyati, o'yinlarga qo'yiladigan asosiy talablar, asosiy ko'rsatmalar.

Kalit so'zlar: chet tili, o'yinlar, bolalar, o'qituvchi, tarbiya.

Chet tilini o'qitish jarayonida o'yinlarning o'rni haqidagi savolni ko'tarish zarurati, birinchi navbatda, ba'zi o'qituvchilar va metodistlar o'yinlarni so'z boyligini kengaytirishning asosiy usuli va og'zaki nutq ko'nikmalarini rivojlantirishning deyarli yagona usuli deb bilishlari bilan izohlanadi.

K.D. Ushinskiy mashg'ulotning boshidanoq sinflarni o'yindan ajratishni maslahat berdi va o'quv vazifalarini bajarishni "bolaning jiddiy mas'uliyati" deb hisobladi, chunki o'qituvchi bolani jiddiy darslardan qanchalik himoya qilsa, ularga o'tish shunchalik qiyin bo'ladi. Shu bilan birga, u ham "bola uchun qiziqarli bo'lgan jiddiy tadbirlarni amalga oshirishni" taklif qildi, ya'ni. Xulosa shuni ko'rsatadiki, bolalarda chet tiliga muhabbat uyg'otish uchun o'qituvchi darslarni shunday tashkil qilishi kerakki, bola o'yindan qoniqish hissini his qiladi. Chet tili darslarida o'quv jarayoniga kiritilgan o'yin o'qitish usullaridan biri sifatida qiziqarli, murakkab bo'lmagan va jonli bo'lishi, yangi til materialini to'plash va ilgari olingan bilimlarni mustahkamlashga yordam berishi kerak. Shuni yodda tutish kerakki, o'yin jarayoni o'quv jarayonini sezilarli darajada osonlashtiradi; Bundan tashqari, mohirona yaratilgan o'yin o'rganishdan ajralmasdir.

A.S.Makarenkoning "O'yin bola hayotida muhim ahamiyatga ega, u kattalar faoliyati, ishi, xizmati bilan bir xil ma'noga ega" degan so'zlari o'qituvchi faoliyati uchun asosdir.

Ammo shuni ta'kidlashni istardimki, o'yindan foydalanish chet tilini o'rgatish bilan bog'liq holda yaxshi o'rganilmagan. Aynan o'yin kognitiv qiziqishni oshirish, murakkab o'quv jarayonini osonlashtirish, o'quvchilarning ijodiy shaxsini shakllantirish uchun shart-sharoit yaratish, shuningdek, o'qituvchining kasbiy mahoratini zamonaviy texnologiyalar darajasiga olib chiqishda alohida rol o'ynashi mumkin.

Biroq, har bir o'yin (hatto eng jonli va qiziqarli) bu maqsadga mos kelmaydi. Shuning uchun to'g'ri o'yinni tanlash chet tili o'qituvchisining birinchi darajali vazifalaridan biridir. Ushbu tanlov o'yinning maqsadga muvofiqligi, uning bosqichma-bosqich murakkablashuvi va leksik tarkibini hisobga olgan holda amalga oshirilishi kerak. Darslar uchun tanlab olingan o'yinlar oddiy bolalar o'yinlaridan shunday farq qiladiki, tasavvur omili, bola fantaziyasi fonga o'tib, kuzatish va diqqat ustunlik qiladi. Bolalarga chet tilini o'rgatish jarayonida o'yinning o'ziga xos xususiyatlarini hisobga olgan holda, o'qituvchi o'yinning borishini boshqaradi va nazorat qiladi.

Shunday qilib, tadqiqot natijalarini sarhisob qilsak, yuqorida aytilganlarga asoslanib, shuni ta'kidlash mumkinki, o'yin ijobiy hissiy holatni kafolatlash vositasi sifatida o'qituvchilar va talabalarning unumdorligi va qiziqishini oshiradi, monoton ishlashdan farqli o'laroq. muayyan vazifalar. Qolaversa, chet tili darslarida ta'limiy o'yinlardan foydalanish o'quvchilarda ma'lum nutq ko'nikmalarini shakllantirishga yordam beradi, nutq ko'nikmalarini rivojlantiradi, muloqot qilish qobiliyatini o'rgatadi.

Shuni esda tutish kerakki, o'yinlar o'quvchilarning tayyorgarlik darajasiga mos kelishi, o'yin shaklini tanlash pedagogik va didaktik jihatdan asoslanishi kerak.

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FRANSUZ TILINI O'QITISHDA AXBOROT TEXNOLOGIYALARI VA MULTIMEDIA VOSITALARIDAN FOYDALANISH

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Fransuz filologiyasi kafedrasida mudiri dots.

Annotatsiya: Ushbu maqolada fransuz tilini o'qitishda axborot texnologiyalari va multimedia vositalaridan foydalanish afzalliklari va shuningdek multimedia resurslari hamda texnologiyalarning fransuz tilini o'qitish jarayonidagi ahamiyati to'g'risida gap boradi.

Kalit so'zlar: audio- video materiallar, multimedia, interfaollik, zamonaviy o'quv vositalar, resurslar.

Аннотация: В этой статье рассматриваются преимущества использования информационных технологий и мультимедийных инструментов при обучении французскому языку, а также важность мультимедийных ресурсов и технологий в процессе преподавания французского языка.

Ключевые слова: аудио-видео материалы, мультимедиа, интерактивность, современные образовательные инструменты, ресурсы.

Annotation: This article discusses the advantages of using information technology and multimedia tools in teaching French, as well as the importance of multimedia resources and technology in the process of teaching French.

Keywords: audio-video materials, multimedia, interactivity, modern educational tools, resources.

Kirish

Ma'lumki bugungi kunda har qanday tilni o'rganish uchun turli xil interaktiv metodlar va vositalardan foydalanish uchun keng imkoniyatlar mavjud. Xususan til o'rganish va o'qitishda multimedia va axborot texnologiyalaridan keng foydalanilmoqda.

Axborot kommunikatsiyaning globallashuvi sharoitida ta'lim jarayonida o'ziga xos talablar paydo bo'lmoqda.

Bugungi kunda zamonaviy interaktiv metodlardan foydalanish va yangiliklardan xabardor bo'lish til o'rganish jarayoning muhim bir qismi hisoblanadi. Jumladan, fransuz tilini o'rganish va o'qitish sohalarida ham multimedia va axborot texnologiyalari vositasida ilg'or dasturlar namoyish etish imkoniyatiga ega bo'ladi.

Xorijiy tillar bo'yicha elektron multimedia resurslarida ananaviy darslikka qaraganda o'quv materiallarini namoyish qilish uchun keng tarqalmoqda. Elektron multimedia ta'lim

tinglovchilarning ko'proq mustaqil ishlashlari uchun mo'ljallangan didaktik funksiyalarni boshqarish bilan bir qatorda, o'quv jarayoniga qo'yilgan barcha talablarga javob beradi.

Dunyodagi rivojlangan mamlakatlar ta'lim amaliyotida bu sohadagi izlanishlar o'tgan asrning 70 yillarida bo'lib, pedagogika sohasida o'ziga xos yo'nalish – masofaviy ta'limning paydo bo'lishiga zamin yaratgan.

Teacher olimlar masofaviy talim horizhiy tillarni o'rganishning xususiyatlarini inobatga olgan holda talabalarda tushunarli, esda qolarli bo'lishini taminlovchi talim usuli ekanligini etirof etganlar. O'quvchi- talabalar o'qituvchining o'g'zaki maruzasidan ko'ra ko'rgazmali mahsulotlardan foydalanib qolganidan ko'prok ta'sirlanar ekan. Ana shunday ular o'qituvchi tomonidan tushuntirilgan mavzuni ko'prok yo'lda saqlab qo'ydi. Talabalarda bunday darslarga nisbatan qiziqish yuqori darajada bo'ldi.

Demak, Xorijiy tillarni o'qishda bu kabi ilg'or usullardan foydalanish foydadan holi bo'lmaydi.

Multimedia interfaollik fransuz tilini o'rganuvchilar uchun qabul qilingan axborot berilgan topshiriqni boshqarishi va resours yoki o'qituvchining munosabatiga qayta aloqa bildirish holatini bildiradi.

Interfaollikni qo'llash multimedia vositasining oshirish tomonlaridan biri hisoblanadi. Multimedia texnologiyalari axborotlarining ko'plab ko'rinishlarini mano jihatidan va o'zaro monandlik asosida birlashtirishga imkon beradi.¹²⁴

Bu esa kompyuter yordamida axborotni ta'limda tez-tez foydalanish imkonini beradi.

Quyidagi xilma-xil shakllarda taqdim qilishga yordam beradi. skynernlangan fotosuratlar, chizmalar, xaritalar va slaydlarni tashqi tasvirlar; tovush yozuvi, tovushli effektlar va musiqa; video, murakkab video effektlar; animatsiya va animatsionli o'xshatishlar.

Ko'pincha dialogda ikki tomon ishtirokidagi axborot almashinuvi nazarda tutiladi. Fanda dialogning kengroq yuzaga kelishi, uning asosiy alomati suhbatdoshlarni nutqiy xabarlarini almashinuvi emas, balki bir necha fikrlarning mavjud bulishi. Multimedia resurslari bilan ishlashning mukammal registri deb o'qituvchi bilan ta'lim oluvchining dialogiga keluvchi yagona o'zaro aloqani hisoblash mumkin.

Interfaol multimedia texnologiyalari akademik ehtiyojga ega bo'lgan ta'lim oluvchiga noan'anaviy qulaylik tug'diradi. Xususan, sezgisida defects bor talim oluvchilarda fonologik malakalar va o'qish malakalari o'sishiga, shuningdek, tahrir axborotlarni vizual o'zgartirishlariga yordam beradi

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LE SENS ET LE ROLE DES ORGANISATEURS GRAPHIQUES DANS L'ENSEIGNEMENT DU FRANCAIS

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Annotation: Dans cet article, nous examinerons la variété des organisateurs graphiques, leur utilisation, leur efficacité et leur aide dans l'enseignement des leçons.

Les mots clés: diagramme de Venn, tableau de comparaison, concept, les organisateurs graphiques, outils, groupe, enseignement, les tableaux, les cartes.

Description : Les organisateurs graphiques, ou les cartes conceptuelles, les cartes mentales, etc., peu importe leur forme ou leur nom, sont des outils communicatifs qui utilisent des symboles visuels pour exprimer les connaissances, les concepts, les pensées, ou les idées. Les organisateurs graphiques sont des structures permettant d'organiser les connaissances dans un ordre pertinent pour illustrer les liens entre divers concepts (Bromley, 1996; Bromley, DeVitis et Modlo, 1999). Ce sont des outils d'apprentissage efficaces grâce auxquels les élèves peuvent assimiler et retenir des faits ou des concepts, établir des liens entre des faits ou des concepts, et structurer leur pensée (Billmeyer et Barton, 1998; Bromley, DeVitis et Modlo, 1999). Les organisateurs graphiques sont particulièrement utiles au développement des habiletés en littératie chez les élèves qui ont des troubles d'apprentissage puisque ces outils visuels réduisent les efforts cognitifs de la part des élèves. En d'autres termes, l'élève n'a pas à traiter une grande quantité d'information sur le plan sémantique pour réussir à comprendre un contenu (Ellis, 2004).

Domaine d'apprentissage. Les organisateurs graphiques facilitent l'apprentissage dans plusieurs domaines autre que la lecture. Lorsque les élèves apprennent à lire et à élaborer des organisateurs graphiques, ils apprennent également la pensée critique, l'organisation et la communication. Mathématique, études sociales, géographie, arts (musique, art dramatique), éducation physique/santé

Niveaux scolaire. Cycle primaire, moyen, intermédiaire et secondaire

Groupements. Variété de regroupements

Matériels : Tableau blanc interactif, des cartons pour affiches, du papier de bricolage, du papier à dessin ou du papier à imprimante, des marqueurs ou des logiciels graphiques (ex. SmartArt)
Étapes. Il existe plusieurs façons d'utiliser les organisateurs graphiques. On peut s'en servir pour illustrer certains éléments d'un cours, demander aux élèves de les remplir ou de les dessiner eux mêmes pour favoriser leurs participation ou expliquer comment s'en servir pour prendre des notes. Voici quelques idées pour l'utilisation des organisateurs graphiques en salle de classe inclusive :

- Pour les élèves qui apprennent à lire, utiliser aussi souvent que possible l'association des mots avec des images;
- Présenter souvent aux élèves des organisateurs graphiques différents avant de s'en servir comme outil d'apprentissage. *Comme il est parfois difficile pour un enseignant de donner un cours et d'illustrer ses propos en même temps, on peut faire du co enseignement en demandant

l'appui d'un autre adulte à cet effet. Le titulaire de classe peut, par exemple, être accompagné d'un enseignant-ressource, d'un technicien en éducation spécialisé, de l'orthophoniste, ou même par un élève qui peut montrer les organisateurs graphiques pendant le cours.

Voici quelques exemples d'organiseurs graphiques. Chacun joue un rôle particulier:

- Le diagramme de Venn – pour comparer
- Le tableau de comparaison – pour identifier les ressemblances et les différences
- Le tableau séquentiel – pour ordonner des données
- Les arêtes de poisson – pour établir les relations cause/effet
- La carte conceptuelle ou l'arbre conceptuel – pour organiser des connaissances – pour décrire un épisode, un lieu, un événement, etc.
- Le tableau de classification – pour organiser ou classer des données

Adaptations /enrichissement.

Pour accompagner l'étude d'un roman, par exemple, l'enseignant peut fournir aux élèves une illustration chronologique des événements; afin de montrer les ressemblances et les différences entre les deux périodes historiques, il peut présenter un diagramme de Venn. Cette méthode est profitable à tous les élèves et leur permet de mieux comprendre les contenus, d'établir des liens avec ce qu'ils savent déjà et d'illustrer de manière plus concrète des concepts abstraits. Un élève qui éprouve de la difficulté à prendre des notes, par exemple, pourrait apprendre à le faire avec un organisateur graphique, comme une carte sémantique.

L'enseignant utilise des diagrammes cycliques pour illustrer le cycle de la vie des plantes à fleurs. Elle peut y inscrire les principales catégories (les graines, la germination), les élèves doivent remplir les autres éléments du cycle et fournir une illustration de chaque stade.

Options d'évaluation :

L'observation formelle ou informelle, les fiches anecdotiques, les activités d'autoévaluation, les grilles d'évaluation, l'évaluation du rendement, le portfolio ou les collections de travaux, le questionnement, les réponses à l'oral, entrevue, présentation

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FRANSUZ TILI DARSLARIDA O'YINLARDAN FOYDALANISH

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Annotatsiya: Mazkur maqolada chet tilini o'rganilishida va samarali ko'rishda didaktik o'yinlarning roli haqida fikr yuritiladi. Didaktik o'yinlarni ko'p o'ynashga pedagogik vazifa o'ynaydiganlar uchun eng qulay va jozibador o'yin tarzida qurol qilishini beradi.

Kalit so'zlar: didaktik o'yin, xotira ko'nikmalari, xotira tafakkur va malakali, kundalik va nutqiy o'yinlar.

Аннотация: В данной статье рассматривается роль и значение дидактических игр в обучении иностранному языку и эффективном общении. Дидактическая игра позволяет решать многие педагогические задачи в том игровом стиле, который наиболее удобен и привлекателен для школьников.

Ключевые слова: дидактическая игра, коммуникативные навыки, память, мышление и внимание, учебно-речевые игры.

Annotation: This article discusses the role and significance of didactic games in teaching a foreign language and effective communication. The didactic game allows you to solve many pedagogical tasks in the game style that is most convenient and attractive for students.

Keywords: didactic game, communication skills, memory. Thinking and attention, educational speech games.

Insonlar kuni bilim olish, ma'lumotli, ziyoli, boshqalar madaniyatini o'rganish uchun intililmoqdalar, bu asosiy jamiyatning siyosiy va xalq siyosati hayotidan o'zgarishiga hissa qo'shadi. Ammo olimlarning quzatilishlari shuni qutqaradi, hamma insonlar ham shikast qila olmaydilar. Bu olimlar tashvishga solayotgan muammolardan birdir. Pedagogikada faoliyat inson faoliyatining turlaridan bir sifatda ajralib turadi. Shuning uchun maktab o'quvchilarini tashkil etish, turli ish usullariga murojaat qilish, o'qish uchun maktab o'quvchilariga qarash kerak. Bu esa keyingilik o'zining keyingi hayotidagi o'zini tutishini yaxshi ko'radi. Shuning, shu bilan bir narsada, tashkilotchilik, boshqa narsalar bilan kabi kabi xislatlar shakllanadi. Insonlarda bilish faoliyatining, rivojlanishi va o'sishining eng katta omillaridan biri bu-muloqotdir. Maktab o'qishi tengdoshlari va kattalar bilan tekshirishda faol va qiziquvchidir. Shuning uchun boshlang'ich sinf o'quvchilarida kerakli ko'nikmalarini kerakli. Bizning fikrimizcha, yuklangan odamlar sekinci o'zaro munosabatlarga bog'liq bo'lib, u axborot almashishdan, yordamdoshlar bilan bir-birini idrok qilish va tushunishdan iborat. Muloqot, birinchi navbatda, insonlarning kommunikativ harakatidir. Muloqot qila oladigan ko'nikmalingizni o'zingizga oladi. Muloqot ko'nikmalari, insonga axborotni qabul qilish va uzish qobiliyatini bermaslik ko'nikmadir.

Muloqot ko'nikmalarini shakllantirishning quyidagi didaktik bosqichlarini ajratib qutqarish mumkin

1. O'quvchilarga ko'rsatmalarining afzalliklarini vavorlarini ochib berish;
 2. o'quvchilarni ko'nikmalarini tuzilishi va mazmuni bilan tanishtirish;
 3. O'quvchilarning nazorat ko'nikmalarini egallashlari uchun zaruriy qo'shimchalar yuklash;
 4. O'quvchilarning va jodiy ishlarida orttirilgan ko'rsatkichlarni takomillashtirish. ¹
- ¹<https://cyberleninka.ru/article/n/didakticheskie-igry-kak-metod-razvitiyakommunikativnoy-kompetentnosti-u-shkolnikov-mladshih-klassov>

Birgalikda, u talim va tarbiyaning barcha muammolarini hal qiladi va talimiy characterga ega buladi, o'z kuchiga ega bo'lish bilim olishga yordam beradi. Didactician o'yin-bir katorning tamoilarini amalga oshiruvchi, faol o'rganuvchi va saqlashning mavzhudligi, o'yin faoliyatining qat'iy ishlab chiqarish tizimi, faol o'rganish usullaridan biri bulgan o'quv o'yo'voqimi klida tashkil etilayotgan o'quv mashulotlar turidir. Akliy va muloqot quini rivozhlantirishga kumaklashuvchi mashg'ulot ishlab chiqarishdan biri o'ynaydi. Didactician o'yinning tarbiyasidan biri o'qishni tarbiyalashdir. Demak, bu o'yin ikki vazifaga ega: birinchisi kattalar tomonidan nazorat qilinuchi talim, bu bolalar tomonidan o'rnatiladi, shuning uchun bu o'yin dictic hisoblanadi.

Qor parchasi deb nomlanuvchi o'yinlar talim metodida juda keng tarkalgan vositadir. Davra suhbatlari shakli asosida o'tiriladi, jadval markazida o'rganilgan so'z va iboralar o'rnatilgan kartochkar yoyiladi. Bir o'quvchi kartani oladi, uni hammaga ko'rsatadi va malum bir so'z yoki iborani jumlada ishlatadi. Ikkinchi o'quvchi uchun kartokani olib, oldingisiga mantiqan bog'liq bo'lgan gap bilan yozadi.

Musobaqa o'yinlari ushbu o'yinlar juft, yakka yoki jamoaviy tarzda olib boriladi. "auction" yoki "duel" kabi nomlanuvchi o'yinlar mavjud. O'yinda ma'lum bir mavzuga bog'liq bo'lgan so'z va iboralar, vaziyatlar gapning tugal qismiga to'g'ri keladi.

Masalan: L'oncle Jules part en voyage. Jules amaki sayohatga zhunayapti. Qu'est-ce qu'il met dans sa valise? U chamadoniga nimalarni joylashtiryapti?

Didaktik o'yinlar bolaning fikrlashini va aqliy faoliyatini o'stirishga yordam beradi. Bu o'yinlarni bolalar darsda o'qituvchi nazorati ostida o'rganishi kerak. Chunki o'qituvchi o'yin davomida bolada qanaqa o'zgarish bo'layotganini kuzatib boradi.

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XORIJIY TILLARNI BILISH -KELAJAKKA YO‘L

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O‘zMU, Xorijiy filologiya katta o‘qituvchisi.

Annotatsiya. Ushbu maqolada hozirgi kundagi yoshlarning xorijiy tillarni o‘rgatishga bo‘lgan mehri, mamlakatimizda xorijiy tillarni o‘rgatish uchun talablar tobora ortib borayotganligi haqida fikr yuritiladi. Ayniqsa, ingliz tili va Fransuz tilini o‘rganishga bo‘lgan talab yildan yilga ortmoqda. Shu mavzu yuzasidan mulohaza yuritiladi. Xorijiy tillarni o‘rgatishning ahamiyati va uning kelajakka qanday yo‘l ochib berishi haqida gap ketadi. Xorijiy tillarni mustaqil ravishda o‘rganish uchun qanday yo‘l tutish kerakligi va qanday kitob, ilovalardan foydalanish kerakligi haqida ma’lumotlar beriladi.

Аннотация: В данной статье размышляется о любви современной молодежи к преподаванию иностранных языков, возрастающих требованиях к преподаванию иностранных языков в нашей стране. В частности, спрос на изучение английского и французского языков растет с каждым годом. На эту тему ведутся дискуссии. В нем говорится о важности преподавания иностранных языков и о том, как оно открывает путь в будущее. Дается информация о том, как выучить иностранные языки самостоятельно и какие книги и приложения использовать.

Annotation. Cet article reflète l'amour des jeunes d'aujourd'hui pour l'enseignement des langues étrangères, les demandes croissantes d'enseignement des langues étrangères dans notre pays. En particulier, la demande d'apprentissage de l'anglais et du français augmente d'année en année. Des discussions ont lieu sur ce sujet. Il parle de l'importance de l'enseignement des langues étrangères et de la manière dont cela ouvre la voie à l'avenir. Des informations sont données sur la manière d'apprendre des langues étrangères de manière indépendante et sur les livres et applications à utiliser.

Hozirgi kunda eng ko‘p rivojlanayotgan kasblardan biri bu xorijiy tillar o‘qituvchiligidir. Bundan kelib chiqadiki, xorijiy tillarni o‘rganish uchun talab katta. Biz bilamizki, ota bobolarimiz "Bir til bir odam-ikki til ikki odam" -deb bekor aytishmagan. Hozirgi kunda juda ko‘plab yoshlar xorijiy tillarni o‘rganishni va chet elga sayohat uyushtirishni xohlaydilar. Ammo xorijga chiqish uchun avvalo, bormoqchi bo‘lgan mamlakatning tili va madaniyati chuqurroq o‘zlashtirilishi zarur. Qolaversa, xorijiy tillarni bilgan har bir inson o‘z bilimi va ko‘nikmalarini yanada oshirishni va oz bilim va ko‘nikmalarini boshqalar bilan ham bo‘lishishni xohlaydi. Bu tabiiy holki, har bir tuman va qishloqlarda xorijiy tillarni o‘rgatish uchun mo‘ljallangan o‘quv markazilari mavjud. Agar

xorijiy tillarni standartlariga javob beradigan o'qituvchi bo'lsa bemaolol o'sha o'quv markazlarida dars bera oladilar. Talabalarga o'z bilim ko'nikmalarini bo'lishadi va qolaversa, o'zining ham bilim ko'nikmalarini shakllantiradi.

Bugungi kunda xorijiy tillarini bilish zamon bilan hamnafas bo'lgan inson hayotidagi muhim lahzadir. Chet tillarini biladigan odam boshqa mamlakatlar madaniyati va an'alarini o'rganish uchun ko'proq imkoniyatlarga ega, uning tafakkuri, tasavvuri va xotirasi ancha rivojlangan. Xorijiy tilni bilish jamiyat hayotining ko'plab sohalarida samarali muloqot qilish imkonini beradi. Bu davlat darajasidagi o'zaro, ilmiy, madaniy va boshqalarni o'z ichiga oladi. Hozirgi kunda chet tilini bilish kasbiy kompetentsiyaning zaruriy shartlaridan biri bo'lib, mutaxassisga mehnat bozorida ustunlik beradi. Zamonaviy O'zbekiston dunyoqarashi, dunyoqarashi va dunyoqarashi jadal o'zgarib boruvchi bosqichga kirdi. Ilmiy-texnika taraqqiyotining faol rivojlanishi bilan vaqtinchalik va fazoviy chegaralar o'chiriladi, bu esa dunyoning turli burchaklarida yashovchi odamlar bilan muloqot qilish imkonini beradi.

Xalqaro ishbilarmonlik aloqalarini shakllantirish, jahon innovatsion va texnologik cho'qqilarini zabt etish, xorijiy mutaxassislar bilan kasbiy aloqalarni mustahkamlash jarayonida korxonalar va tashkilotlarning chet tillarini biladigan mutaxassislarga ehtiyoji tobora ortib bormoqda. Talab ortib borayotgani natijasida chet tillarini o'rgatuvchi xizmat ko'rsatuvchi turli til kurslari, til markazlari, lingafon studiyalari va boshqa ta'lim muassasalari ochilmoqda. XXI asr O'zbekistonga ijtimoiy tizimning barcha sohalariga ta'sir ko'rsatuvchi tub o'zgarishlarni olib keldi, bu siyosiy, ijtimoiy-iqtisodiy va madaniy darajalarga ta'sir qilmay qolishi mumkin emas edi. Ma'muriy-ma'muriy iqtisodiy tizim bozor munosabatlariga almashtirildi, bu esa, o'z navbatida, fuqarolarning ijtimoiy ongida o'zgarishlarga olib keldi. Zamonaviy yoshlar o'z kelajagi va mamlakatining kelajagi uchun har birining mustaqilligini va shaxsiy javobgarligini his qildilar. Erkinlik bilan birga, faqat o'z kuchiga tayanib, tashabbus ko'rsatish, bilim va to'plangan tajribadan foydalanish, qabul qilingan qarorlar uchun o'z oldiga mas'ul bo'lish, belgilangan maqsadlarga erishish zarurligini anglash vaqti keldi.

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BOSHLANG‘ICH TA‘LIMDA FRANSUZ TILINI CHET TILI SIFATIDA O‘QITILISHI VA O‘RGATILISHINING ILMIY ASOSLARI

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Annotatsiya. Mazkur maqola fransuz tilini chet tili sifatida o‘qitilishi va o‘rgatilishining evolyutsion ilmiy asoslari, tarixiy jihatdan zamonaviy tillarni o‘qitishning birinchi metodikasi haqida bayon etilgan.

Kalit so‘zlar. Muloqot vositalari, “o‘qitish metodi” atamasi, XXI asrning zamonaviy tillarni, didaktiklar, an’anaviy metodika, klassik metodika, grammatika-tarjima metodikasi.

Hozirgi ijtimoiy-iqtisodiy, siyosiy rivojlanish bosqichida ta’limda bir qan cha o‘zgarishlar yuz berdi, chunonchi, mamlakatimizda ham ushbu ja rayon jadallik bilan rivojlanib bormoqda. Ta’lim jarayonida pedagogik-texnologiyalardan foydalanish samaradorligi o‘zining ko‘p qirraliligi bilan namoyon bo‘lmoqda. Bugungi kunda har bir sohaning takomillashishi, rivojlanishi uchun xilmaxil metodlar qo‘llanilayotganidek, ta’lim-tarbiya sohasida ham turli xil metodlardan foydalanilmoqda. Davlatimiz rahbarining 2018-yil 5-martda Namangan viloyati To‘raqo‘rg‘on tumanidagi Is‘hoqxon To‘ra Ibrat nomidagi xorijiy tillarga ixtisoslashgan maktab-internatiga tashrifi chog‘ida hozirgi globallashuv davrda bir necha zamonaviy chet tillarni o‘rganish, ilmiy tadqiqotlar olib borish, dunyo miqyosidagi raqobatdosh yetuk, bilimli, intellektual kadrlarni tayyorlash, zamonaviy chet tili o‘qitish metodikasini rivojlantirish kabi muhim vazifalarni ta’kidladilar.

Ushbu islohotning asl mohiyati kelajak avlodni yetuk intellektual va salohiyatli kadrlarni ta’minlashdan iborat. Shu maqsadda boshlang‘ich sinflarda chet tillarni o‘qitish muhim ahamiyat kasb etadi. Mamlakatimizda ham barcha tillar qatori fransuz tilini chet tili sifatida o‘qitish va o‘rgatish dolzarb vazifadir. Hozirga kelib olib borilayotgan tadqiqotlar jarayonida barcha mamlakatlarning gumanistik istagi yuqori bo‘lgan ta’lim tizimida o‘quvchilarni hissiy va kognitiv rivojlanishi muammoli tushunchalar hamon muammoligicha qolmoqda. Ilgari surilayotgan til siyosati sohasida milliy ta’limning boshlang‘ich sinfda ikkinchi chet tillarni o‘qitilishining o‘ziga xosligi, chet tilida til ko‘nikmalarini rivojlantirishni o‘rgatish, ko‘p tillilik va xalqlar madaniyati ko‘nikmalarini shakllantirish muhim ahamiyatga egadir. Nemis tilshunos olimi, filosof V.Gumboldning ta’kidlashicha: “Til o‘qitishning asl maqsadi uning umumiy tuzilishi to‘g‘risida bilimlarni yetkazishdir”.

An’anaviy metodika sistemali ravishda tarjima mashqi sifatida mavzuni qo‘llash va gaplarni yodlash va til o‘rganishdan iboratdir. Grammatika deduktiv, ya’ni qoidani taqdim etish orqali o‘rgatildi, so‘ngra u jumlar va takroriy mashqlar shaklida maxsus holatlarda qo‘llanildi. So‘z birikmasi matnda taqdim etilgan yuzlab so‘zlarning ro‘yxati shaklida o‘qitildi va o‘quvchi buni chin dildan bilishi kerak edi. Darhaqiqat, so‘zlarning ma’nosi uning ona tiliga tarjimasini orqali o‘rganilgan. Ushbu tizimning qat’iyiligi va uning umidsizlik natijalari uning yo‘qolishiga va o‘quvchilar uchun yanada jozibador bo‘lgan boshqa nazariyalarning paydo bo‘lishiga yordam berdi.

XXI asrning zamonaviy tillarni, ya’ni fransuz tilini boshlang‘ich maktabda o‘qitish asosiy muammolaridan biridir. Tillarni idrok etish, ularning mavjudligi, qo‘llanilishi, o‘zaro

munosabatlari va o'rganilishi haqidagi ushbu savol bizni tashvishga soladigan muammo markazidir. Tillar dunyo bo'ylab muloqot qilish, tajribalarni boyitish, doimiy ravishda rivojlanish va istalgan vaqtda muloqot qilish imkoniyatini yaratadi. Shunday qilib, 2001-yilga kelib, tillar miqyosida yevropa yili deb e'lon qilindi, uning dastlabki evolyutsiyasini va iloji boricha 19 asrdan boshlab, to hozirgi kungacha bir necha yillar mobaynida tushib ketgan qadrini ko'tarish maqsadida, xorijiy tillarni o'qitish metodikasi, xususan, fransuz tilini turli usullari haqida ma'lumot beriladi. Aytish mumkinki, chet tilini o'rganish obyekti an'anaviy metodikadan boshlab juda rivojlandi.

XIX asr mobaynida madaniy obyekt ustuvorlik darajasida edi. Darhaqiqat, chet tilini, uning adabiyotini, san'atini, maqollarini, umuman, buyuk madaniyatini o'rganish maqsadida o'rganildi. Bu bilimlar yuqori ijtimoiy va intellektual darajasini namoyon etdi. Ayniqsa, chet tilini o'rganuvchini alohida ajratib ko'rsatdi. Biroq, 1950-yildan boshlab, tilni o'qitishning amaliy maqsadi boshqa tilda so'zlashuvchi insonlar bilan samarali suhbatlashish uchun mo'ljallangan aloqa vositasi sifatida imkoniyat berildi. 1960-yillarda maktab muhitida til o'rgatish o'z cho'qqisiga chiqqan bo'lsada, 1980-yillarga kelib o'z nufuzini yana yo'qotdi deb aytish mumkin. Bu holat bilan parallel ravishda chet tillarni kattalarga o'rgatishning o'ziga xos xususiyatlari tobora kengayib bordi. O'quvchi endi o'quv jarayonida yetakchi o'rinni egallaydi, bu esa auditoriyalar va ularning aniq o'quv maqsadlari va yo'nalishlarini aniqlash ehtiyojlarini tahlil qilishga qaratiladi.

XIX asrdan boshlab va hozirgi kunga qadar turli metodikalar birin-ketin paydo bo'ldi, ba'zilar avvalgi metodika bilan, boshqalari esa jamiyatning yangi ehtiyojlariga moslashdi. Biroq, metodikalarning xronologik ketma-ketligi hech qanday aniq tarzda aniqlanmaydi, chunki ularning ba'zilar avvalgi holatga kelmasdan oldin birgalikda yashashgan. Hozirda Fransiyada xorijiy tillarni o'qitishning an'anaviy metodikasining ba'zi didaktiklar tomonidan tan olinmaydi, boshqalari esa buni usul deb bilishadi. Buni an'anaviy metodika, klassik metodika yoki grammatika-tarjima metodikasi deb ataladi. Ushbu metodika qadimda maktablarda lotin va yunon tillarini o'qitish uchun qo'llanilgan. Keyinchalik, ushbu metodika zamonaviy tillarni o'rganishga turtki bo'ldi, buning natijasida, lotin va yunon tillari o'lik tillar deb hisoblandi.

Ushbu metodika XIX asrning ikkinchi yarmida fransuz o'rta ta'limida ham keng qo'llanilgan. Bu bir necha asrlar davom etgan va metodik tafakkurning rivojlanishiga hissa qo'shgan metodikadir. Mashhur fransuz tilshunos olimi Kristian Puren fikriga ko'ra, "an'anaviy metodika juda muhim metodik o'zgarishlar XVIII-XIX asrlar o'rtasida ro'y berishiga sabab bo'ldi va bevosita metodikaning kelishi bir butun ichki evolyutsiyaga duchor bo'ldi". Bu metodikaning asosiy maqsadi – adabiy matnlarni chet tilida o'qish va tarjima qilish, shu tariqa og'zaki matnlarni esa ikkinchi qatorga joylashtirish edi.

Til ona tiliga yaqinlashishi va matnlarda o'rganilishi va topilishi mumkin bo'lgan qoida va istisnolar majmuidir. Biroq adabiy shaklga butunlay e'tiborsiz bo'lmasa ham, matnlarning ma'nosiga ko'ra ko'proq ahamiyat berilgan. Shuning uchun adabiy mualliflar tomonidan ishlatiladigan "standart" va yuqori sifatli til mavjud bo'lib, u og'zaki tildan afzal bo'lishi va munosib lingvistik kompetensiyaga ega bo'lishi uchun o'quvchilar tomonidan taqlid qilinishi kerak. Madaniyat chet tilida so'zlashadigan mamlakatlarda yaratilgan adabiy-badiiy asarlar jamlanmasi sifatida qabul qilingan. XVIII asrda an'anaviy metodika tarjima mashqi, gaplarni eslab qolish, tilni o'qitish texnikasi sifatida sistemali ravishda mavzu bo'lib qo'llanila boshladi. Grammatika esa deduktiv ravishda o'qitila boshladi (avval qoida joriy etildi va keyin jumlar shaklida alohida holatlarga tatbiq etildi). Bu vaqtda til o'rgatishda grammatik metalangajdan

(boshqa nutqni tasvirlash uchun qo'llaniladigan nutq) foydalanish keng tarqaldi; uning merosi bugungi kunda ham davom etayotgan jarayondir.

Anri Bessening fikriga ko'ra, "An'anaviy metodika yaxshi natija bermasligini ta'kidlaydi, chunki, o'quvchilarning grammatik kompetensiyalari har doim cheklangan va o'rganish uchun taklif qilingan jumlar ko'pincha sun'iy amalga oshiriladi". Masalani qayta ko'rib chiqish natijasida ushbu an'anaviy metodika XIX asrning oxiriga qadar tabiiy metod bilan birga yashadi.

Avvalo, tadqiqotning konseptual (g'oyaviy) tafovut va tahliliga munosabat bildirish lozim. Keyinchalik, fransuz tilini chet tili sifatida o'qitilishining asosiy komponentlariga va o'qitish amaliyotlariga va nazariy konsepsiyani amalga oshirish uchun diqqat e'tiborni qaratish zarur. Bu ta'limning ikki asosiy maqsadi shundan iboratki, muvaffaqiyatli til o'rgatishga erishish, o'quvchining hissiy rivojlanishini bilish, unga nafaqat yaxshi ijtimoiylashtirish imkoniyat berish, shuningdek, uning ko'nikmalarini a'lo darajaga ko'tarishdan iborat. Turli xil didaktik va pedagogik takliflarni qo'llab-quvvatlash uchun, biz turli mavzu bo'yicha tadqiqot natijalariga murojaat qildik va fransuz tilini chet-tili sifatida o'qitilishiga oid didaktik o'quv materiallaridan (o'quv-qo'llanmalar, boshqarish va yordam vositalardan) misollar keltirdik.

Asosiy diqqat markazida bo'lgan birinchi savol: maktabda shakllangan o'quvchining jo'shqin, ta'sirchan, quvnoq harakati bilan hissiy rivojlanish jarayonini bir-biriga bog'lash mumkinmi? Bolalik-kognitiv rivojlanishi va o'z-o'zini namoyon etish davridir. Shuning uchun bu o'rganishlarni amalga oshirish uchun asosiy fundamental davrni o'tkazib yubormaslik kerak. Maktabga qatnash o'quvchini kognitiv bilim vositalari bilan ta'minlash va uning fikrlash ko'nikmalari rivojlantirish va o'zi sohasini bilimdonlik qobiliyatini shakllantirish imkonini beradi. Boshqacha qilib aytganda, agar o'quvchining kognitiv rivojlanishi va o'z-o'zini namoyon qilish jarayoni ancha oldin boshlansa, maktabga borish ishtiyoqi sistematik ravishda shuncha erta rivojlanadi.

Nutqiy muloqot faoliyati davomida tilni o'rganuvchisi va foydalanuvchisi doimo quyidagi fikrlash hamda kognitiv qobiliyatlaridan foydalanishga majbur bo'ladi:

- nutqiy faoliyat turlaridan foydalanish uchun;
- asosiy tayanchlarni boshqarish uchun;
- nutqiy vazifalar davomida hal qilinadigan lingvistik elementlardan foydalanish uchun;
- taqdim etilgan ma'lumotlar to'plamidan o'z vazifalarini bajarish uchun foydali bo'lgan narsalarni tanlash;
- uning obro'si va bilimlarini shakllantirish uchun.

Natijada, "o'quvchi o'z ona tilisini o'rganayotganda yangi chet tillarni qo'shilishi murakkab jarayondir, buning natijasida, qo'shimcha bilim sarmoya talab qiladi, chunki, o'quvchilar o'z ona tillarini turli jihatlarini o'zlashtirish jarayonida yangi tilni qo'shilishi ularga muammolar keltirib chiqaradi". Bundan tashqari, ushbu holat murakkab va samarali jarayondir, modomiki, tildan foydalanish fikrlash tarziga qattiq ta'sir qiladi. Yangi tillarni o'rganish, yangi tizimning qanday ishlashini tushuntirish uchun qo'shimcha bilim jarayonlarini beradi va uning ijtimoiylashuvi va ongning ochiqligiga yordam beradi. Bu ikkinchi tilni erta o'rganish uchun o'quvchi bitta emas, balki ikki tilda suhbatni davom ettirishini va u ikki tilda hech bo'lmaganda birinchi tilda o'zi bilgan ijtimoiy va intellektual foydalanish sohasining bir qismini topishi kerakligini anglatadi. Bundan tashqari, tilni o'qitishda va o'rgatishda, boshqa ta'limdan emas, balki o'quvchilarning kognitiv rivojlanishi uchun ularning potensialidan qanday foydalanishni biladigan strategik ta'lim talab etiladigan ta'limdan foydalanish kerak.

Kognitiv rivojlanish tushunchani anglash uchun, kognitiv va bilish vositalar orqali eshitish kerak. Bilish bilimni anglatadi. U intellektual sohaga taalluqli bo'lib, shu ma'noda bevosita o'rgatish bilan bog'liqdir. Bu bilimlarni idrok etish, yodlash, fikrlash, dunyoni anglash orqali muvaffaqiyatga erishiladi. Hozirgi holatda psixo-ijtimoiy va ijtimoiy-konstruktivizm yondashuv faoliyatlari tanlanadi.

Jan-Pol Runing ijtimoiy-konstruktivizmining fundamental g'oyasi shundan iboratki, unda "ikki elementdan tashkil topgan (shaxs va vazifani o'zaro ta'siri) psixologiyadan "uchlik" (shaxs, vazifa, o'zgartiruvchi) psixologiyaga o'tish muhimdir. Rivojlanish boshqa mustaqil ravishda o'rganilmaydi, balki o'rganish faqat o'quvchi va obyekt o'rtasida shaxsiy munosabatlarda bo'lishi mumkin. Ushbu turdagi yondashuvda biz ijtimoiy o'zgaruvchanlik o'quv jarayonlarining o'ziga bir xil ta'sir ko'rsatishini, barcha rivojlanish mexanizmlar individual mexanizmlarning ta'siri tufayli o'rganish natijasida yuzaga keladi, deb hisoblaymiz.

Mashhur rus olimi, psixologi L.S. Vigotskiyning fikricha, "o'rganish shaxsning kognitiv rivojlanishi uchun muhimdir. Uning fikricha, aqliy jarayonlar (diqqat, xotira, og'zaki fikrlash,...); ijtimoiy munosabatlarning mevasidir, shaxslararo jarayonlarni o'zgartirish ichki shaxsiy jarayonlar orqali amalga oshiriladi, nutq va boshqa semiotik (belgilar nazariyasiga oid fan) tizimlar orqali ijtimoiy rivojlantiriladi".

Tadqiqotning asl mohiyati boshlang'ich maktabda qanday qilib fransuz tilini chet tili sifatida o'rgatishga qaratiladi. Bu esa o'quvchilarni fransuz tilini chet tili sifatida o'qitilishida qo'llaniladigan didaktik yondashuvlar va pedagogik muomalani, shuningdek, nutqiy munosabatlarni, bilim jarayonlarni maksimal darajada yaxshilash uchun qulay ish usullari va metodlarini o'rganishga qaratilgan. O'qitish amaliyoti nuqtayi nazaridan, o'qituvchi nimani o'rgatish kerakligini aniqlash masalasi muhimdir. Shundan kelib chiqib, o'quvchining hissiy rivojlanishi qanday shakllanadi?

Mutaxassislar o'qitish paytida ehtiyojlarni qondirish haqida ogohlantiradilar, bu esa o'z navbatida o'qitish, o'rganish va o'rganish obyektiga nisbatan motivatsiya va ijobiy munosabatlarni yaratuvchisiga aylanishi mumkin. Ushbu faoliyat idrok, o'rganish, xotira, til va fikrlash kabi bilim jarayonlarini o'z ichiga oladi. "Avvalo, maktab o'quvchisining asosiy ehtiyojlari nimalardan iborat ekanligini bilishimiz zarur. U o'ynaydi, kuylaydi, va ular takrorlashni yaxshi ko'radilar. Ular o'yin o'ynaydilar, suratlarini tomosha qilishni yoqtiradilar, ular tarixni va tasavvur qilishni yaxshi ko'radilar." Metodik va didaktik kompetensiyalarning kognitiv rivojlanishi paytida bolalarning hissiy rivojlanishi uchun o'qituvchi mas'uldir. Agar kognitivlik ko'pincha kognitiv va metakognitiv o'rganish strategiyalari bilan bog'langan bo'lsa, qanday qilib o'qitishning turli qismlarini aralashish orqali biz o'quvchilarimizda ushbu strategiyalarni optimallashtirish, umuman olganda, xususan, tilni o'rganish jarayonida ko'rishimiz mumkin. Amaliy jihatdan, kognitiv o'rganish kognitiv o'qitishni talab qiladi. Kognitiv o'qitish ta'limning barcha parametrlarini tartibga solishni talab qiladi. Chet tilini o'quvchilarga o'qitish uchun qo'llaniladigan usullarga kelsak, ushbu mavzu bo'yicha mutaxassislar tomonidan tavsiya etilgan og'zaki, induktiv, taqlidiy va faol usullarni taqdim etiladi. Faol usuldan foydalanganda, ushbu o'qitish usuli o'quvchilarga yordam berishi va yo'naltirishi mumkinligi va bunda ayniqsa, unda ishtirok etishlari so'raladi. Bu usul farqli o'laroq o'quvchi uchun aniqroqdir, aksincha, kattalar esa "jismoniy faoliyatdan mustaqil ravishda chet tilini to'liq o'rganishga harakat qilishadi".

Ijtimoiy-kasbiy motivatsiyaning yo'qligi va birinchi navbatda tilga ehtiyojning yo'qligi, albatta, motivatsiyaning buzilishiga olib keladi, hatto, chet tiliga nisbatan norozilikka, o'ziga xos xususiyati kundalik aloqa ehtiyojlarining yetishmasligiga sabab bo'ladi. Keyinchalik, til o'rganish

va o'zlashtirish bilan bog'liq bo'lgan metodologik savollar paydo bo'ladi. Haligacha boshlang'ich ta'limda o'z ona tilisini to'liq o'rganmagan holda fransuz tilini o'rganishga majbur bo'lgan o'quvchi-bolalar bilan ishlanadi va cheksiz, mayllar, buyruq mayllari kabi tushunchalar bilan, ular o'zlashtirmagan turli xil atamalar haqida gapirishga majburdir.

Tilni o'rganish uchun har doim ham yetarli sharoit va muhitni yaratish mushkuldir. Xalq ta'limi tomonidan islohotlarni amalga oshirish maqsadida qilingan harakatlar shaklida ta'lim muassasalari uchun yanada qulay bo'lishi uchun dasturlar ishlab chiqilyapti. Ushbu dasturlarning mazmuni o'quvchilarimizga yuqori darajada, sifatli, amaliy usullarda bilim berish uchun fransuz tili o'qituvchilari bilan turli xil seminar va tadbirlarni o'tkazish, mavjud bo'lgan muassasa, oila va jamiyat bilan bog'liq bo'lgan qiyinchiliklarni bartaraf etish muhimdir.

Xulosa o'rinda shuni ta'kidlash lozimki, barcha o'rganilgan va tahlil qilingan nazariyalar, fikr-mulohazalar va qarashlar rivojlanib kelayotgan kelajak avlodlarni yetuk bilimli, intellektual bo'lib yetishiga xizmat qilish va ilm-fanni rivojiga ko'maklashishdan iborat.

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ИНГЛИЗ ИЛМИЙ АДАБИЁТИДА ФОНЕМА НАЗАРИЯСИ

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Аннотация: Мақола инглиз илмий адабиётида фонема назариясининг ўзига хос жиҳатлари тадқиқига бағишланган. Унда Лондон фонология мактаби, шунингдек, дистрибутив ҳамда дихотомик фонология назарияларига кўра, товушларнинг фонемик мақомини белгилашнинг ўзига хосликлари таҳлил қилинган. Мақолада фонемани талқин қилишда Лондон фонология мактаби товушларнинг акустик жиҳатига, Америка дистрибутив фонология мактаби фонологик даражадаги бирликлар ўртасидаги алоқа-муносабатга, Америка дихотомик фонология назарияси эса бинар (иккита) фарқланиш белгиси асосидаги универсал тасниф методига асосланиши таъкидланган.

Калит сўзлар: нутқ товуши, фонема, позиция, товушлар оиласи, дистрибутив фонология, дихотомик фонология, дистрибуция.

Кириш (Introduction). Фонема ва фонология масалалари инглиз илмий адабиётида ҳам ўзига хос талқинга эга бўлиб, унда кенг тарқалган фонологияга оид қарашлар асосан Лондон фонология мактаби назариясида ҳамда Америка Қўшма Штатларида шаклланган бир қатор фонология назарияларида ўз ифодасини топган.

Мавзуга оид адабиётлар таҳлили (Literature review). Лондон фонология мактаби фонема ҳамда просодик воситалар хусусидаги муаммоларга доир ўзининг қарашларига эга мактаб сифатида таниқлидир. Д. Джоунз, Ж. Р. Фирс, И. Вард, Ж. Д. О'Коннор, Д. Аберкромби, Д. Б. Фрай, Д. Армстронг, А. С. Гимсон, Ҳ. Кингдом каби тилшунослар Лондон фонология мактабининг энг илғор вакиллари бўлиб, улар фонема ва фонологияга доир муаммоларни инглиз тили мисолида тадқиқ қилганлар. Бу мактаб қарашларининг асосини Д. Джоунз томонидан тақлиф қилинган акустик фонема назарияси ташкил қилади. Бу назарияга кўра фонема акустик жиҳатдан ўхшаш бўлган *товушлар оиласини* ташкил қилади. Д. Джоунз ҳам дастлаб фонема назарияси билан 1911- йилда профессор Л. В. Щерба орқали танишади ва бу борада ўзи ҳам чуқур изланишлар олиб боради. Кейинчалик Д. Джоунз фонема тўғрисидаги қарашларини умумлаштириб, унга шундай таъриф беради: “... фонема маълум бир тилда характер-хусусиятига кўра ўхшаш бўлган ва бир хил позицияда бири ўрнида иккинчиси қўлланмайдиган товушлар оиласидир.” [2, 31] Д. Джоунз ўзининг фонологик назариясида фонемага ўхшаш товушлар оиласи деб қарар экан, у асосий эътиборини фонеманинг физик жиҳатига эмас, унинг функционал жиҳатига қаратади [9, 18]. Бу назарияга кўра, ўзбек тилидаги тил олди унлилари тил орқа ундошларидан кейин ўзининг тил орқа аллофонларига эга бўлиши ёки аксинча, тил орқа унлиларининг тил олди

ундошларидан кейин тил олди вариантларига эга бўлиши туфайли тил олди унлилари тил орқа аллофонлари билан, тил орқа унлилари эса тил олди аллофонлари билан бир товуш оиласини ташкил қилади. Ўзбек тилида маълум бир унли фонемага тегишли тил олди ва тил орқа аллофонларининг акустик жиҳатдан ўхшашлигига қарамадан бирини ўрнида иккинчисини қўллаб бўлмаслиги ҳам уларни бир товуш оиласи эканлигини изоҳлайди. Ўзбек тилида унли фонемаларнинг фонетик ва фонологик хусусиятлари борасида бир қатор илмий тадқиқотлар амалга оширилган бўлиб, уларда унлиларнинг мазкур тилдаги ўзига хосликлари атрофлича илмий ўрганилган [3; 4; 11; 12; 13].

Инглиз илмий адабиётида Америка Қўшма Штатларида юзага келган бир қатор фонологияга оид назариялар ҳам ўз ўрнига эга бўлиб, улар орасида *дистрибутив (дескриптив) фонология назарияси* ҳамда *дихотомик фонология назарияси* америкалик тилшунос олимлар томонидан таклиф этилган энг илғор назариялар саналади.

Дистрибутив фонология назариясининг асосчиларидан бири Леонард Блумфилд бўлиб, у ўзининг назариясида фонемани тилнинг энг кичик маъно фарқловчи бирлиги сифатида талқин қилади [8, 72-141]. Унинг *бирламчи фонема (маъно фарқловчи энг кичик сегмент бирлик)* ва *иккиламчи фонема (урғу)* ҳақидаги ғоялари кейинчалик сегмент ва суперсегмент фонемаларнинг таснифида муҳим аҳамият касб этди. Шуниндек, Л. Блумфилд фонема ва фонема бирикмаларининг сўз боши, сўз ўртаси ва сўз охирида қўлланилишига кўра тавсифини ҳам берган. Л. Блумфилднинг фонемага оид қарашларида баъзан *нутқ товуши* тушунчаси билан *фонема* тушунчасини аралаштириб юборганини сезиш мумкин. Масалан, бир ўринда у фонемага тилнинг маъно фарқловчи энг кичик бирлигидир, деб таъриф берса, бошқа бир ўринда у фонемага фонетик хусусиятларнинг энг кичик бирлигидир, деб таъриф беради. Ваҳоланки, ўзининг иккинчи таърифида Л. Блумфилд фонемага соф фонетик таъриф бериши билан фонема сўзи воситасида нутқ товушини назарда тутди [8, 72-141]. Кейинчалик Л. Блумфилд назарияси З. Харрис, Ч. Ф. Хокет, Г. Глисон каби тилшунослар томонидан янада ривожлантирилади [1, 46]. Дескриптив фонология мактаби назариясида фонема ва унинг вариантларини аниқлашнинг ўзига хос усули таклиф этилади. Бу усулга кўра фонологик даражадаги бирликлар ўртасидаги алоқа-муносабат уч типга ажратилади:

– *Қарама-қарши дистрибуцияга асосланган алоқа-муносабат*. Бунга кўра икки товуш айнан бир ўринда қўллана олади ва уларнинг бирини ўрнида иккинчисининг қўлланилиши сўз маъносининг ўзгаришига олиб келади: *бир-бор-бер-бур-бўр*.

– *Қўшимча дистрибуция ҳолатидаги алоқа-муносабат*. Бундай муносабатдаги икки товуш бир хил ўринда қўллана олмайди. Масалан, аспирацияли /p/, /t/, /k/ товушлари келган ўринда (унлидан олдин, икки унли ўртасида, сўз охирида) аспирациясиз /p/, /t/, /k/ товушлари учрамайди.

– *Эркин вариацияга (“свободное варьирование”) асосланган алоқа-муносабат*. Ўзаро эркин вариация муносабатидаги икки товуш сўз маъносини ўзгартирмаган ҳолда айнан бир ўринда қўллана олади [7, 330-331]. Масалан, ўзбек тилидаги /e/ унлисини сўз бошида ярим очиқ ёки очиқ талаффуз қилиниши, шунингдек, ундошларнинг айнан бир ўринда қаттиқ ёки юмшоқ талаффуз қилиниши сўз маъносини ўзгартирмайди. Бундай товушлар ўзаро эркин вариация муносабатида бўлиб, ўзлари мансуб бўлган фонеманинг эркин аллофонлари ҳисобланади. Эркин вариацияли дистрибуция эквивалент дистрибуция деб ҳам аталади [6, 57]. Тилшуносликда *дистрибуция моделлари* номини олган бу типларнинг биринчисига асосан, фонологик даражадаги икки элементнинг бир хил позицияда қўлланиши

натижасида сўзларнинг маъноси фарқланади. Шунинг учун бундай муносабатдаги товушларнинг ҳар бири *мустақил фонема* ҳисобланади. Икки товушнинг айнан бир ўринда қўллана олиши нуқтаи-назаридан биринчи модел учинчи моделга ўхшаш бўлса-да, сўз маъносининг ўзгармаслик жиҳати билан учинчи модел биринчи моделдан фарқ қилади. Учинчи моделга мисол бўладиган товушлар Н. С. Трубецкой таъбири билан айтганда *бир фонеманинг факультатив вариантлари* ҳисобланади [14, 51]. Иккинчи модел эса бир фонема доирасида ифодаланадиган товушларга тегишли бўлгани туфайли, бу типдаги товушлар бир фонеманинг вариантлари ёки аллофонлари дейилади. Шу нуқтаи-назардан фонема дескриптив фонология назариясида *аллофонлар синфи* деб ҳам аталади.

Дихотомик фонология назарияси ҳам кенг тарқалган фонологик назариялардан бири бўлиб, унинг асосини дунёдаги барча тилларга тадбиқ қилиниши мумкин бўлган бинар (иккита) фарқланиш белгисига асосланган универсал тасниф методи ташкил қилади. Бу назарияга асосан дунё тилларининг барчаси фонемаларнинг артикуляцион-акустик хусусиятларига асосланган қуйидаги ўн икки нафар бинар фарқланиш белгилари асосида тасниф қилиниши мумкин [10, 173-298]: 1) *унли - унли эмас*, 2) *ундош - ундош эмас*, 3) *компакт - диффуз*, 4) *кучли - кучсиз*, 5) *жарангли - жарангсиз*, 6) *бурун - оғиз* (ёки *назализацияли - назализациясиз*), 7) *бўлинган - давомий* (бўлинмаган), 8) *кескин - кескин эмас* (*шовқин кучининг кўплиги ёки камлиги*), 9) *глоттал - глоттал эмас* (*талаффузда ҳаво оқимининг қирқилиши ёки қирқилмаслиги*), 10) *наст тоналлик - юқори тоналлик*, 11) *бемол тоналлик - оддий тоналлик*, 12) *қаттиқ - юмшоқ*.

Таҳлил ва натижалар (Analysis and results). Дихотомик фонология назарияси туркий тилларга илк бор А. М. Шчербак томонидан [15], хусусан ўзбек тилига А. Абдуазизов томонидан тадбиқ қилинган [6, 45-51]. Профессор А. Абдуазизов бу назарияни ўзбек тилига тадбиқ қилар экан, мазкур назарияда қўлланган терминларнинг ноқулай ва тушунарсизлиги, барча фарқланиш белгилари бинар шаклда эканлиги, уларни рентгенографик ва спектрографик анализ қилиш натижалари барча тиллар учун бир хил эмаслиги кабиларни ушбу назариянинг камчилиги сифатида қайд этади [5, 51]. Дихотомик фонология назариясида қўлланган атамаларнинг баъзилари бошқа фанлардан олинган (масалан, “бемоль тоналлик” ва “оддий тоналлик” мусиқа назариясидан олинган) бўлса, баъзилари кенг маънога эга бўлган атамалардир. Масалан, «прерванный - непрерывный», «глоттализированный - неглоттализированный», «резкий - нерезкий», атамаларининг жуда кенг маънога эга эканлиги уларнинг таржимаси ушбу назария тадбиқ қилинаётган тилларда баъзан ноаниқ бўлишига олиб келиши мумкин. Шу сабабдан мазкур терминларнинг ўзбек тилидаги таржимаси аниқ эмас: «прерванный - непрерывный» (“бўлинган - давомий”), «глоттализированный - неглоттализированный» (“қирқилган - қирқилмаган”), «резкий - нерезкий» (“кескин - сокин”) [6, 45]. Дихотомик фонология назариясини бошқа тилларга тадбиқ қилишда юқоридаги камчиликларни ҳисобга олиш мақсадга мувофиқ бўлади.

Хулоса ва таклифлар (Conclusion/Recommendations). Хулоса қилиб айтганда, инглиз илмий адабиётида мавжуд фонология назарияларининг ҳар бири фонемани тил бирлиги сифатида тан олса-да, уни талқин қилишда турлича ёндашувга асосланадилар. Фонемани талқин қилишда Лондон фонология мактаби товушларнинг акустик жиҳатига, Америка дистрибутив фонология мактаби фонологик даражадаги birlikлар ўртасидаги алоқа-муносабатга асосланади. Америка дихотомик фонология назариясининг асосини эса бинар (иккита) фарқланиш белгисига асосланган универсал тасниф методи ташкил қилади. Тилларни тадқиқ қилишда тадқиқот мақсадига боғлиқ ҳолда ушбу фонологик

назарияларнинг тадқиқ қилинаётган тил учун энг муносибини танлаш, шунингдек, ҳар бир фонологик мактабнинг энг илҳор ғояларидан бир тилни тадқиқ қилишда ўринли фойдаланиш мақсадга мувофиқ бўлади.

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ПРИНЦИПЫ СОСТАВЛЕНИЯ ИЛЛЮСТРАТИВНЫХ СЛОВАРЕЙ В МИРОВОЙ ЛЕКСИКОГРАФИИ

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Аннотация: Мақолада луғатлар яратиш назарияси ва амалиётининг жаҳон лексикографиясида тутган ўрни кўрсатилган. Лексик компетенцияни ривожлантиришнинг мақсадга мувофиқлиги кўриб чиқилади. Тасвирий луғатлар, визуал луғатлар ва график иллюстрациялар, уларнинг таснифи, шунингдек, сўз ва атамаларни қўллаш ва тушунишнинг асосий функцияларини ўрганиш таклиф этилади.

Калит сўзлар: лексикография, иллюстратив луғат, визуал луғат, график иллюстрация, луғат талқини.

Аннотация: В статье показана роль теории и практики создания словарей в мировой лексикографии. Рассматривается целесообразность формирования лексической компетенции. Предлагается изучать иллюстративных словарей, визуальный словарей и графические иллюстрации, их классификации, также основные функции употребления и понимания слов и терминов.

Ключевые слова: лексикография, иллюстративный словарь, визуальный словарь, графическая иллюстрация, словарное толкование

Annotation: The article shows the role of the theory and practice of creating dictionaries in world lexicography. The feasibility of developing lexical competence is considered. It is proposed to study illustrative dictionaries, visual dictionaries and graphic illustrations, their classifications, as well as the basic functions of the use and understanding of words and terms.

Keywords: lexicography, illustrative dictionary, visual dictionary, graphic illustration, dictionary interpretation

Лексика любого языка, будь то исторический или современный, в той или иной мере отражается в различных словарях, созданных человеком. Словарь выступает в качестве источника языковой лексики. Сегодня уровень развития и совершенствования той или иной лингвистики измеряется типом, количеством и качеством словарей, созданных на том же языке.

В XX-XXI веках теория и практика создания словарей в мировой лексикологии достигли своего расцвета и по праву были названы высоким периодом развития лексикографии. Созданы тезаурусы, (греч. thesauros — сокровище, богатство) — словарь, охватывающий все слова определенного языка и полностью отражающий случаи их употребления в тексте)¹²⁵, толковые и частотные словари, конкордансы, т. е. перечень всех слов в специальный текст в алфавитном порядке, показывающий контексты их употребления, является разновидностью словаря, представленного в таком виде¹²⁶. Количество и качество словарей превзошло ожидания теоретиков и практиков, удовлетворив вкусы даже самых требовательных пользователей.

¹²⁵ <https://qomus.info/encyclopedia>

¹²⁶ <https://ru.wiktionary>.

Лексикографы стали включать термин «illustrated» в название словаря, чтобы привлечь изучающих язык к типу словаря, и, таким образом, в XX веке Оксфордское издательство опубликовало «*Oxford English Dictionary*» (1962 г.), основанный на в «*Oxford Illustrated Dictionary*». Chambers, Longman, Cambridge и другие издательства также начали использовать это новшество. Сегодня ведущие мировые издательства уделяют особое внимание полиграфическому оформлению, визуальному и графическому наполнению словарей. Успешно и качественно работать с каталогами помогает набор графических средств (шрифты, цветовые коды, символы, эмблемы, наборы символов) или печатная семиотика.

Цветовая палитра, которая нас окружает, неразрывно связана с нашим настроением, самочувствием, активностью и поведением. Выразительности словаря можно добиться с помощью яркой обложки, необычного оформления, иллюстраций и, конечно же, разных цветов.

Многие зарубежные методисты и преподаватели подчеркивают необходимость использования иллюстративного материала на уроках иностранного языка.¹²⁷ Трудно представить уроки иностранного языка без карточек с картинками (flashcards), настенных плакатов (wallcharts), рисунков, фотографий, изображений, репродукций произведений искусства и учебников.¹²⁸

В последние годы в мировой лексикографии стремительно развивается практика использования картинок в словаре. Изданы следующие иллюстративные словари

- (1565) Томас Купер «*Thesaurus Linguae Romanae et Britannicae*» - двуязычный тезаурус перевода;
- (1572) Ричард Юлоэ (Richard Huloet) «*Huloet's Dictionarie*» - первое упоминание, переизданное, дополненное и обогащенное Джоном Хиггисом);
- (1616) Джон Буллокар (John Bullocar) «*An English Exporsitor*» - это одноязычный словарь, целью которого является интерпретация отдельных понятий;
- (1623) Генри Кокерэм (Henry Cockeram) «*The English Dictionarie*» — его структура очень похоже на Словарь Буллокара 1616 год;
- (1656) Томас Блаунт (Thomas Blount) «*Glossographia*» — список латинских слов и выражений с иллюстрациями и пояснениями. Во всех перечисленных источниках иллюстрации располагаются непосредственно в словарной статье после комментария, отдельные комментарии под картинками отсутствуют.¹²⁹

На протяжении многих веков в учебных заведениях Европы латынь изучали по книге Яна Амоса Коменского «*Мир чувств в картинках*» (1658 г.) (8 тыс. слов). Его можно считать маленькой моделью современных учебников. Я. А. Коменский рассматривал свой словарь как энциклопедию видимого мира и широко использовал наглядность.¹³⁰ Всего справочник содержит 151 глав, которые посвящены общим темам, таким как человек, жизнь, дом, религия и другие. Эта книга является первым учебником в истории человечества, в котором иллюстрации прилагаются как дидактическое средство, облегчающее усвоение учебного

¹²⁷ Cameron 2004; Carless 2004; Ghosn 2004; Goldstein 2008; Rieber 1990; Slattery, Willis 2001

¹²⁸ Goldstein 2008: 1-9

¹²⁹ Стеин 1991: 101-103

¹³⁰ Денисов 1977 (А); Воронцова 2006

материала. Он был опубликован на разных языках, и до конца XIX века в европейских школах использовались исправленные версии.¹³¹

В рамках изученного материала можно сказать, что использование иллюстраций восходит к временам Яна Амоса Коменского.

В настоящее время в европейском опыте разработано большое количество иллюстрированных словарей, большинство из которых являются учебными словарями. Прежде всего, необходимо уточнить разницу между визуальными словарями и традиционными словарями. Ведь в иллюстративных словарях графические изображения используются для выполнения вспомогательных функций, например, сокращается объем информации, представленной в словарной статье, или дается описание отдельных терминов. Иллюстрированные словари побуждают пользователя лучше понимать и запоминать новые лексические единицы, показывая и визуализируя их внешний вид и структуру.

Визуальная лексика представляет собой семиологическую информационную систему. Для каждого слова выстраивается его понятийное окружение, что позволяет с первого взгляда понять значение слова через определяющие термины и быстро перейти к определяющему слову, значение которого необходимо уточнить. В отличие от обычного словаря, он предоставляет определения, транскрипции, переводы и примеры использования в контексте для слов в алфавитном порядке. Обычные словари почти не имеют картинок и очень просто оформлены.

Визуальный словарь — это инструмент, который помогает вам запомнить слово посредством визуального восприятия. Другими словами, это словарь с картинками. Иллюстрированные словари облегчают процесс запоминания и делают его познавательным и интересным.

Согласно исследованиям ученых, зрительная память помогает ускорить процесс чтения. На самом деле при скорочтении происходит процесс запоминания целых слов, а не букв или слогов. Если да, то роль зрительной памяти важна.

В современных словарях графические иллюстрации используются как дополнительное средство пояснения определений понятий и терминов, обозначающих названия предметов. Авторами «Dictionary of Lexicography» являются Р. Р. К. Хартманн и Г. Джеймс определяет иллюстрацию как *«изображение, диаграмму или фотографию, которые служат для объяснения значения определенного лексического элемента. Графические изображения могут изображать отдельные объекты или группы связанных объектов ...»*¹³²

Средством пояснения значения термина помимо иллюстративного изображения может быть следующее:

- научное определение, полученное в результате строгого определения понятия, называемого термином, в соответствии с логическими правилами;
- словарное толкование (если словарь выполняет описательскую функцию и определение термина носит предварительный, рабочий характер);
- ориентировочное определение (пояснение, направленное на конкретный термин);

¹³¹ <http://www.philatelia.ru/literature/plots>

¹³² Hartmann R. R. K., James G. Dictionary of Lexicography. London; N. Y., 1998

– контекстуальное определение - пример использования термина в контексте, ясно показывающий его значение;

– энциклопедическое определение, под которым понимается развернутое определение термина, включающее большое количество внеязыкового пояснительного материала¹³³.

В. Д. Табанакова пришла к следующим выводам относительно использования иллюстраций как лексикографического средства семантики терминов в толковых словарях.

1. Иллюстрация используется как дополнительное средство семантики термина в словаре.

2. Иллюстрация служит для семантики специальных понятий объективного характера.

3. Иллюстрация служит для выявления характеристик персонажей, которые трудно или невозможно выразить словесно и описательно. (например, форма, внешний вид, структура, местоположение).

4. Эффективное использование графической иллюстрации в качестве лексикона лексикографического средства семантики терминов требует предварительного логического концептуального анализа терминологии с выделением набора признаков для каждого семантизируемого концепта¹³⁴.

В европейской, русской и американской лексикографии вопрос о функции иллюстрации и правомерности ее использования в словарной статье вызывает различные споры и дискуссии. По С. Ландау, простые слова не нуждаются в дополнительном графическом описании, а нуждаются в четких определениях.¹³⁵

Л. Згуста считает, что иллюстрация нужна только для необычных или незнакомых вещей/событий/действий. В своей статье «Орнаментальные картинки в словарях» ученый развивает свои представления о необходимости включения графических иллюстраций, объясняя эту необходимость тем, что наглядная графическая информация способствует пониманию и запоминанию слова и может использоваться как дополнение к словарному определению.

Таким образом, графическая иллюстрация является средством семантики термина, использование которого помогает глубже понять значение лексикографической единицы. В узбекской лексикографической практике эта функция иллюстрации стала использоваться сравнительно недавно, но в зарубежной практике иллюстрация давно используется в учебных или специальных словарях.

Наличие или отсутствие иллюстраций в специальных словарях зависит от целей лексикографов и функции словаря. Кроме того, можно предположить, что введение иллюстраций зависит не только от экономии объема словаря, но и от материала, из которого составлен специальный словарь. Чем больше специальных понятий объективного характера, тем больше возможность и необходимость использования иллюстративного материала в словарных статьях.

¹³³ Гринев-Гриневич С. В. Введение в терминографию: как просто и легко составить словарь. М.: Книж. дом «Либриком», 2009

¹³⁴ Табанакова В. Д. Идеографическое описание научной терминологии в специальных словарях: Дис. ... док. филол. наук. Тюмень, 2001.

¹³⁵ Landau S. I. The art and craft of lexicography. N. Y., 1996.

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NAVIGATING THE INTRICACIES OF SPEECH COMPRESSION IN SIMULTANEOUS INTERPRETATION

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Annotation: This comprehensive article explores the multifaceted landscape of simultaneous interpretation, emphasizing the pivotal role of speech compression in facilitating cross-linguistic communication. It delves into the nuanced strategies employed by interpreters to distill spoken language's essence, condensing it into concise yet faithful renditions without compromising meaning. Drawing on linguistic principles and empirical studies, the article examines various compression techniques spanning syllabic, syntactic, lexical, and semantic dimensions. It investigates the theoretical underpinnings, practical implications, and adaptability of compression strategies across linguistic pairs and thematic domains. By offering novel insights into interpreters' strategies, this article enriches our understanding of cross-linguistic communication dynamics, ensuring the seamless transference of meaning in real-time contexts.

Keywords: speech compression, compression techniques, communication dynamics, linguistic principles, syllabic, syntactic, lexical, semantic dimensions.

Simultaneous interpreting first saw the light of day in early 1920s when Edward Filene and A. Gordon-Finlay, using early telephone technology, developed the first so-called telephonic interpreting equipment (Kilian G. Seeber 2015).

Stalling is a strategy of trying to gain time by slowing down the delivery of translated material by repeating thematic information that does not contain anything new in order to fill a pause that is too long (Gile 1995:130). The fundamental aim of speech compression in simultaneous interpretation is to distill the essence of spoken language, condensing it into a more concise and accessible form without compromising its essential meaning. This article seeks to delve into the multifaceted realm of speech compression strategies employed by interpreters, exploring their underpinning principles, their efficacy in preserving content fidelity, and their impact on the accessibility of interpreted discourse.

The communicative landscape of simultaneous interpretation thrives on the symbiotic interplay between linguistic accuracy, temporal constraints, and the communicative intents embedded within discourse. In the pursuit of rendering speeches or dialogues in real time, interpreters harness various compression techniques rooted in linguistic principles, encompassing syllabic, syntactic, lexical, and semantic dimensions. Each facet of compression encapsulates a unique methodology, catering to the intricacies of language structure, cognitive processing, and the contextual demands inherent in diverse communicative settings.

The compression strategy rests upon two fundamental factors crucial to simultaneous translation. The first factor pertains to the subject situation, while the second revolves around the diverse selectivity of languages. In simultaneous translation, such a factor is used very effectively by translators, allowing the same idea to be expressed with fewer lexical units. The subject situation is directly related to the selectivity of languages. Any statement contains a certain number

of signs of the described situation. At the same time, in different languages the degree of detail may vary. Compression can occur both at the level of the subject situation and at the level of linguistic selectivity.

Syllabic Compression: Using shorter words or phrases to convey the same meaning, such as substituting "agreement" for "deal" or "talks" for "negotiations."

In simultaneous interpretation, syllabic compression might occur when translating from a language with longer words or phrases into a language with shorter equivalents. Here's an example:

Original Speech: *"The negotiations between the two parties have resulted in a mutually beneficial agreement."*

Syllabic Compression: Interpreter says, *"The talks led to a good deal for both sides."*

In this instance, "negotiations" is compressed to "talks," and "mutually beneficial agreement" is condensed to "good deal," maintaining the core meaning while using shorter, more concise language for efficient interpretation.

Syntactic Compression: Shortening or rephrasing sentences, like using "for surveillance" instead of "as far as surveillance is concerned."

Original Sentence: *"As far as the current situation with global surveillance is concerned, there is a need for immediate action."*

Syntactic Compression: Interpreter says, *"For global surveillance now, we need immediate action."*

In this case, the interpreter condenses the original sentence by rephrasing it into a more concise structure without altering the intended meaning.

Lexical Compression: Lexical compression involves expressing a concept using fewer words or a more concise vocabulary while retaining the original meaning. Here's an example:

Original sentence: *"There has been a substantial improvement in the overall quality of life due to the implementation of various social welfare programs."*

Lexical Compression: *"Several welfare programs notably improved people's lives."* In this example, the phrase "substantial improvement in the overall quality of life due to the implementation of various social welfare programs" is compressed into "several welfare programs notably improved people's lives," maintaining the essential meaning but using fewer words.

Semantic Compression involves condensing or summarizing the essential meaning of a statement without omitting crucial information. It aims to streamline the message by removing redundant or repetitive elements while ensuring that the core idea is accurately conveyed. In an academic context, semantic compression enables interpreters to efficiently convey the key concepts of scholarly discussions, research findings, or complex ideas by distilling them into more concise and digestible forms. It involves the skillful extraction of essential information while omitting redundant details, ensuring that the interpreted message maintains its accuracy and core meaning without unnecessary verbosity or repetition. This allows for a more streamlined and effective communication of academic content during interpretation sessions or presentations.

Original Statement: *"This dish is characterized by its rich, flavorful sauce made from a variety of aromatic herbs and spices, which contribute to its overall taste profile and enhance the dining experience."*

Semantic Compression: *"This dish boasts a complex, flavorful sauce crafted with aromatic herbs and spices, elevating its taste."*

In this example, the interpreter compresses the description of the dish by conveying the essence of the rich, flavorful sauce and its contribution to enhancing the dining experience without repeating specific details or redundant phrases.

This article has provided a comprehensive exploration of the nuanced art of speech compression within the realm of simultaneous interpretation. By elucidating the fundamental aim of speech compression – to distill the essence of spoken language while maintaining fidelity – and delving into the multifaceted strategies used by interpreters, this study has shed light on the intricate dynamics at play in cross – linguistic communication. Through an examination of compression techniques rooted in linguistic principles and supported by empirical research, this article has uncovered the theoretical underpinnings practical implications and adaptability of these strategies across diverse linguistic pairs and thematic domains.

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O'QUVCHILARNING KOMMUNIKATIV QOBILIYATINI RIVOJLANTIRISHDA TA'LIM TEXNOLOGIYALARIDAN FOYDALANISH

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Annotatsiya: Maqolada o'quvchilarning kommunikativ qobiliyatini oshirishga qaratilgan mezonlar haqida so'z yuritiladi. Pedagogik va psixologik adabiyotlarda «texnologiya» tushunchasi tez-tez uchraydi, u bizga kompyuter texnikasining rivojlanishi va yangi kompyuter texnologiyalarining joriy etilishi bilan birga kirib keldi. Pedagogika fanida alohida yo'nalish – o'quvchilarning kommunikativ qobiliyatini rivojlantirishda ta'lim texnologiya paydo bo'ldi. Bu yo'nalish 60-yillarda AQSh, Angliyada paydo bo'lgan va hozirda dunyoning deyarli barcha mamlakatlariga tarqaldi.

Kalit so'zlar: Kasbiy tayyorgarlik, pedagogika, ta'lim texnologiyasi, individual yondashuv, individuallashtirish

Kirish

Ta'lim motivatsiyasini oshirish va kognitiv qiziqishlarni rivojlantirish.

Shunday qilib, individuallashtirish o'quv jarayonini tashkil etish modeli sifatida tushuniladi, unda:

- 1) o'qituvchi faqat bitta o'quvchi bilan muloqot qiladi;
- 2) bitta o'quvchi faqat o'quv qurollari bilan o'zaro aloqada bo'ladi.

Individuallashtirishda individual yondashuv qo'llaniladi, bu quyidagicha tavsiflanadi: pedagogika printsipi, unga ko'ra guruh bilan o'qitish va tarbiyaviy ish jarayonida o'qituvchi individual modelga muvofiq individual o'quvchilar bilan o'zaro munosabatda bo'ladi. ularning shaxsiy xususiyatlari; u bilan muloqotda bolaning individual xususiyatlariga yo'naltirish; o'quv jarayonida bolaning individual xususiyatlarini hisobga olish; nafaqat barcha o'quvchilarning rivojlanishi uchun, balki har bir bolaning individual rivojlanishi uchun psixologik-pedagogik sharoitlarni yaratish.

O'quvchining o'z taqdirini o'zi belgilashga bo'lgan ehtiyojini ro'yobga chiqarish uchun kasbiy tayyorgarlik jarayonida individuallashtirishning asosan tashqi tomonining ta'sir davrlarini individuallashtirishning ichki tomoni ustunlik qilish davrlari bilan o'zgartirish zarurati muntazamligi mavjud. Ta'lim jarayonining turli bosqichlarida individuallashtirishning tashqi va ichki tomonlari o'rtasidagi turli xil bog'liqlik o'quvchining individual va shaxsiy o'zgarishlarining hajmini belgilaydi, uning o'zini o'zi belgilashga bo'lgan ehtiyojini rag'batlantiradi. O'quvchi individualligining rivojlanishi bilan individuallashtirishning tashqi tomoniga bo'lgan ehtiyoj ob'ektiv ravishda kamayadi va shu bilan birga individuallashtirishning ichki tomonining roli kuchayadi, lekin ular orasidagi o'zaro o'tishlar saqlanib qoladi.

O'quvchilarning kasbiy tayyorgarligini individuallashtirishning muvaffaqiyati quyidagi pedagogik tamoyillarning qanday amalga oshirilishiga bog'liq.

Natijada, pedagogika o'z arsenalida sezilarli darajada samarali usullarni to'pladi. Biroq, ta'limning barqarorligi, shuningdek, har bir o'quvchining yuqori natijalarga erishishi muammolari bugungi kungacha saqlanib qolmoqda. Shubhasiz, usullarni takomillashtirishni davom ettirish

kerak, lekin ularni to'plash va empirik (amaliyotga asoslangan) tanlash jarayoni maqsadlarni tanlash va o'quv jarayonini monitoring qilish tizimini ishlab chiqish bilan birlashtirilishi kerak. O'quv jarayonini texnologiyalashtirish yordam berish uchun mo'ljallangan.

Pedagogikaning izchil rivojlanishi ta'lim va tarbiyaning yangi vositalari, shakl va usullarini izlashda katta imkoniyatlar ochadi. Pedagogikada ta'lim va tarbiya jarayonini tashkil etish bo'yicha yangicha yondashuvlar, qarashlar doimiy ravishda yuzaga keladi. Bu fan - ijtimoiy sharoit va talablarning barcha o'zgarishlariga javob berib, tobora ko'proq yangi yondashuv va shakllarni yaratadi.

Bugungi kunda har bir o'qituvchi o'quv jarayonini takomillashtirish, o'quvchilar qiziqishini oshirish va o'quvchilarning o'zlashtirishini oshirishning eng samarali usullarini izlamogda. O'qituvchilarning ta'lim sifatini oshirishga bo'lgan bunday intilishi munosabati bilan individual usullardan o'quvchilarning kommunikativ qobiliyatini rivojlantirishda ta'lim texnologiyalarga o'tish talablari tobora kuchayib bormogda.

Uslubiy ta'lim bilan solishtirganda, ta'lim texnologiyasi muhim afzalliklarga ega.

Texnologiyaning asosi – yakuniy maqsadni aniq belgilash. An'anaviy pedagogikada maqsadlar muammosi etakchi emas, erishish darajasi noto'g'ri, "ko'z bilan" aniqlanadi. Texnologiyada maqsad markaziy komponent sifatida qaraladi, bu esa unga erishish darajasini aniqroq aniqlash imkonini beradi.

Maqsad (yakuniy va oraliq) juda aniq (diagnostik) aniqlangan texnologiya unga erishishni nazorat qilishning ob'ektiv usullarini ishlab chiqish imkonini beradi.

Texnologiya o'qituvchi tanlov oldida turgan va maqbul variantni izlashda pedagogik ekspromtga o'tishga majbur bo'lgan vaziyatlarni minimallashtirish imkonini beradi. O'qituvchi va uning faoliyati turlariga qaratilgan ilgari qo'llanilgan metodik dars ishlanmalaridan farqli o'laroq, texnologiya o'quvchilarning o'quv va kognitiv faoliyatining tuzilishi va mazmunini belgilaydigan o'quv jarayoni loyihasini taklif qiladi. Uslubiy dars ishlanmasi har bir o'qituvchi tomonidan turlicha qabul qilinadi, shuning uchun o'quvchilarning faoliyati turlicha tashkil etiladi. O'quvchilarning o'quv faoliyatini loyihalash deyarli barcha o'quvchilar uchun muvaffaqiyatning yuqori barqarorligiga olib keladi.

Xulosa

Individuallashtirish zamonaviy ijtimoiy hayotning, ta'lim siyosatining, ta'lim jarayonining voqeligi bo'lib, milliy ta'lim tizimini rivojlantirish istiqbollariga oid asosiy hujjatlarda o'z ifodasini topgan. Oliy kasbiy ta'limning federal davlat ta'lim standartlariga o'tishi munosabati bilan uning dolzarbligi kuchayadi.

Individual ta'lim - bu o'quv jarayonini tashkil etishning shakli, modeli bo'lib, unda:

1) o'qituvchi faqat bitta o'quvchi bilan muloqot qiladi;

2) bitta o'quvchi faqat o'quv qurollari bilan o'zaro aloqada bo'ladi. Individual ta'limning asosiy afzalligi shundaki, u bolaning o'quv faoliyatining mazmuni, usullari va sur'atini uning xususiyatlariga to'liq moslashtirish, aniq muammolarni hal qilishda uning har bir harakat va operatsiyasini nazorat qilish imkonini beradi; uning jaholatdan bilimga o'tishini kuzatish, o'quvchi va o'qituvchi faoliyatiga o'z vaqtida kerakli tuzatishlar kiritish, ularni o'qituvchi va o'quvchi tomonidan doimiy o'zgarib turadigan, lekin nazorat qilinadigan vaziyatga moslashtirish. Bularning barchasi o'quvchiga tejamkorlik bilan ishlash, o'z kuchlarining sarflanishini doimiy nazorat qilish, o'zi uchun optimal vaqtda ishlash imkonini beradi, bu esa, albatta, unga yuqori o'quv natijalariga erishish imkonini beradi

Individual ta'lim texnologiyasi - bu o'quv jarayonini shunday tashkil etish bo'lib, unda individual yondashuv va ta'limning individual shakli ustuvor hisoblanadi.

Prinsip sifatida individual yondashuv barcha mavjud texnologiyalarda ma'lum darajada amalga oshiriladi, shuning uchun ta'limni individuallashtirishni "kirish texnologiyasi" ham deb hisoblash mumkin. Biroq, individuallashtirishni birinchi o'ringa qo'yadigan, uni o'quv maqsadlariga erishishning asosiy vositasiga aylantiradigan texnologiyalarni alohida, yaxlit o'quvchilarning kommunikativ qobiliyatini rivojlantirishda ta'lim texnologiyaning barcha sifat va xususiyatlariga ega bo'lgan mustaqil tizim sifatida ko'rib chiqish mumkin.

O'quvchilarning kommunikativ qobiliyatini rivojlantirishda ta'lim texnologiyalarning tasnifi xilma-xildir, chunki har bir muallif va ijrochi pedagogik jarayonga o'ziga xos, individual narsalarni olib keladi, shuning uchun ular har bir o'ziga xos texnologiya mualliflik huquqi bilan himoyalangan deb aytishadi. Biroq, ko'pgina texnologiyalar o'zlarining maqsadlari, mazmuni, qo'llaniladigan usullari va vositalarida juda ko'p o'xshashliklarga ega va bu umumiy xususiyatlarga ko'ra ularni bir necha guruhlariga ajratish mumkin.

Individuallashtirishni amalga oshirish nuqtai nazaridan, o'quv va pedagogik vaziyatlarda shaxsiy namoyon bo'lish erkinligi va xavfsizligini ta'minlash zarurati katta ahamiyatga ega, bu o'quvchiga kasbiy tayyorgarlik jarayonini o'z-o'zini boshqarish imkonini beradi.

Kasbiy tayyorgarlikni individuallashtirish muammosini keyingi tadqiq etishning mohiyati: o'quvchilarning mustaqil faoliyatini individuallashtirishning o'ziga xos xususiyatlarini o'rganish; oliy o'quv yurtidan keyingi ta'lim tizimida individuallashtirish strategiyasi va taktikasini ishlab chiqish.

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CHET TILIDA LEKSIKANI O'RGATISH USULLARI

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Annotatsiya: Ushbu maqolada chet tili o'qitishda leksik o'rni haqida so'z yuritilgan bo'lib, chet tili o'qitish ko'nikmalarini shakllantirish va rivojlantirish, shuningdek, leksikani o'qitishda kommunikativ usul, chet tili leksikasining o'rgatishdagi qiyinchiliklar keltirilgan.

Kalit so'zlar: chet tili, leksika, grammatika, mahorat, kommunikativ usul, nutq, grammatik mashq, grammatik material.

Аннотация: В данной статье говорится о роли лексики в обучении иностранному языку, формировании и развитии навыков преподавания иностранного языка, а также о коммуникативном методе обучения лексике, а также о трудностях обучения лексике иностранного языка.

Ключевые слова: иностранный язык, лексика, грамматика, навык, коммуникативный метод, речь, грамматические упражнения, грамматический материал.

Annotation: This article talks about the role of the lexicon in foreign language teaching, the formation and development of foreign language teaching skills, as well as the communicative method in teaching the lexicon, and the difficulties in teaching the lexicon of a foreign language.

Keywords: foreign language, lexicon, grammar, skill, communicative method, speech, grammatical exercise, grammatical material.

Penni Ur shunday yozadi: "Chet tilini o'rganishda leksikaning o'rni bahsli. Ko'pchilik tilni bilish, birinchi navbatda, leksika bilimi ekanligiga qo'shiladi, ammo bu bilim intuitiv bo'lishi mumkin (agar bu bizning ona tilimiz bo'lsa) va uning tuzilishi va shakllarini o'rganish umuman shart emas "

Penny Ur "... talaba sinf muhokamalaridan ko'ra darsliklarda kerakli formulalarni katta zavq bilan kutib olishi mumkin ..." deb hisoblaydi

Bu yerda muallif leksikani sinfda o'rgangandan ko'ra, yakka tartibda va mustaqil ravishda o'rganish yaxshi ekanini aytadi. Qizig'i shundaki, muallif leksikani o'rganish sinfdan tashqarida yaxshiroq bo'lishining sabablarini keltirmaydi.

Penny Ur : "Shubhasiz, yangi til o'quvchilar ongiga uzoq kommunikativ foydalanish namunasi sifatida muhrlanadi, chet tili o'qituvchilari buni ikki tomonlama o'zlashtirish va o'rganish jarayoni sifatida ko'rishadi. Til naqshlaridagi kashfiyotlar bo'ylab sayohat sifatida ko'rilgan leksika g'alati so'zning belgisini yo'qotdi. Til o'qitish tarixi mohiyatan leksika o'qitish uchun va unga qarshi kurash tarixidir. Leksikaning roliga bo'lgan munosabatdagi farqlar o'qitish usullari, o'qituvchilar va talabalarning farqlari bilan mustahkamlanadi. Ko'p sonli fikrlar mavjud va bu fikrlar ko'pincha buzilmaydi. Mana ulardan ba'zilari: "Tilni o'zlashtirish uchun leksika qoidalarini bilish zarurligiga shubha yo'q" (Penni Ur);

"Leksikani o'rgatishning ta'siri ikkinchi darajali va zaif" (Stiven Krashen);

"Chet tilidan ijodiy foydalanmoqchi bo'lgan bolalar uchun leksika bo'yicha chuqur bilim zarur" (Tom Xatchinson);

"Leksika unchalik muhim emas. Ko'pgina tillarda juda murakkab leksika mavjud. Boshqa tomondan, chet tilida ozgina leksika mavjud va shuning uchun uni tushunish juda muhim emas" (London til maktabi nashrlaridan). 1622-yilda pedagog va ko'plab kitoblar muallifi Jozef Uebb [19] shunday deb yozgan edi: "Hech kim... grammatik konstruktsiyalar bilan chegaralangan tilni o'rganma olmaydi". U leksikani oddiy muloqot orqali o'rganish mumkinligini ta'kidladi – "O'qish, yozish va gapirishdagi mashqlar, ya'ni barcha grammatik qoidalar va konstruktsiyalar bizda beixtiyor esda qoladi". Jozef Uebb grammatik ta'limning ahamiyati haqida gapirgan birinchi o'qituvchilardan biri edi, lekin, albatta, oxirgi emas. Darhaqiqat, boshqa hech bir mavzu grammatik savol kabi ko'plab nazariyotchilar va amaliyotchilarni jalb qilmagan. Til o'qitish tarixi mohiyatan leksika o'qitish uchun va unga qarshi kurash tarixidir. Leksikaning roliga bo'lgan munosabatdagi farqlar o'qitish usullari, o'qituvchilar va talabalarning farqlari bilan mustahkamlanadi.

Chet tili leksikasini o'rganishdagi qiyinchiliklar.

Yuqorida aytib o'tilganidek, chet tili leksikasining hajmi chet tilini o'rganishdagi asosiy qiyinchiliklardan biridir. Ammo bundan tashqari, boshqa jiddiy muammolar ham mavjud. Ulardan biri o'quvchilar topshiriqlarni bajarishda darsda rus tilidan ko'p foydalanadilar. Bu topshiriqlarni bajarishda ular o'z fikrlarini iloji boricha to'liq ifoda etishni xohlashlari va o'z fikrlarini chet tilida ifodalash uchun etarli lug'atga ega emasligi bilan bog'liq bo'lishi mumkin. Bu o'quvchilarning boshqa tildan foydalanishni istamasligiga ham bog'liq bo'lishi mumkin va ular chet tilini o'rganishga qiziqmaydi, ya'ni motivatsiya yetishmaydi. Motivatsiya etishmasligi zamonaviy maktabning asosiy muammolaridan biridir. Uning yo'qligi yoki mavjudligi ko'plab omillarga bog'liq bo'lishi mumkin. Misol uchun, chet tili ular uchun muayyan hayotiy maqsadlarga erishish uchun muhim nuqta emas (hayotda foydali emas); javobgarlik darajasi etarli emas; Xuddi shu muallif quyidagi muammoni ta'kidlaydi. Ayrim o'quvchilar darsda na o'qituvchi bilan, na boshqa o'quvchilar bilan hamkorlik qilmasa, qiyinchiliklar paydo bo'lishi mumkin. Hamkorlik qilishni istamaslik bir necha ko'rinishda namoyon bo'lishi mumkin: doimiy mavzudan tashqari suhbatlar, o'qituvchini tinglashdan bosh tortish, uy vazifasini tayyorlamaslik, muayyan topshiriqlarni bajarishdan bosh tortish, kechikish, qo'pollik.

Leksikani o'qitishda kommunikativ usul. Grammatik ta'limotlarni shakllantirishga yashirin yondashuvning yana bir turi kommunikativ usullardir. Kommunikativ usullar intensiv usullarning turli xil variantlarini o'z ichiga oladi, ya'ni boshqaruv usuli deb ataladigan usul va oddiygina til muhitiga tabiiy sho'ng'ish, kommunikativ maqsadlarda muloqotni majbur qiladi. Kommunikativ usul nutqda, nutq vazifasi mavjud bo'lganda, unda ta'limotlar shakllansagina kommunikativ bo'lib qoladi. Kommunikativ usul bilan grammatik yo'naltirilgan mashqlarning butun turkumini bajarish jarayonida zarur ta'limot va malakalar shakllanadi. Avvalo, bular standart dialoglar (dialog - so'roq, dialog - fikr almashish, irodani ifodalash dialogi), shuningdek, tematik printsip asosida qurilgan kompozitsion - nutq shakllari (tavsif, hikoya qilish, fikrlash). Ushbu mashqlarning maqsadi grammatik ta'limotlarni egallash yoki muayyan grammatik materialni bilishdagi kamchiliklarni bartaraf etishdir.

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FANTASY GENRE IN UZBEK LITERATURE

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Abstract: The fantasy genre has gained popularity and influence in world literature, including Uzbek literature. Authors in Uzbek literature have embraced elements of magic, folklore, and fantastical storytelling, creating captivating realms that allow readers to embark on extraordinary journeys through the realms of imagination. Fantasy literature often involves the presence of magic, which shapes the narrative and adds wonder and enchantment. It also explores themes of light and darkness, creating a moral and ethical framework. Fantasy worlds can take various forms and may be based on different time periods or alternate realities. In Uzbek literature, the genre has seen growth with authors like Mahkam Mahmudov, Murad Khidir, and others contributing to the genre. The fantasy genre allows authors and readers to explore limitless possibilities and escape the constraints of reality, immersing themselves in enchanting and imaginative realms.

Keywords: fantasy genre, magic, folklore, fantastical storytelling, extraordinary journeys, imagination, virtual worlds, moral and ethical framework, diverse settings, parallel worlds, limitless possibilities, escapism,

Introduction

Today, one of the most popular literary genre which is gaining popularity, importance and influencing the world literature is considered the fantasy genre, as well as in Uzbek literature. Fantasy genre has had found its place in Uzbek literature, with authors embracing elements of magic, folklore, and fantastical storytelling. Fantasy as a literary genre is indeed a captivating realm that allows readers to embark on extraordinary journeys through the realms of imagination. It offers a rich tapestry of virtual worlds that are often filled with magic, mythical creatures, and fantastical settings.

Methods:

One of the defining features of fantasy literature is the presence of magic. In these worlds, magic is a fundamental force that shapes the narrative and often plays a central role in the lives of the characters. It can be used to achieve great feats, cast spells, or summon otherworldly beings. The presence of magic adds an element of wonder and enchantment to the story, allowing readers to explore possibilities beyond the limitations of the real world.

Another common theme in fantasy literature is the existence of clear boundaries between Light and Darkness [1]. This can be manifested through various means, such as the struggle between good and evil, the clash of opposing forces, or the quest for balance. These themes provide a moral and ethical framework within the fantasy world and often serve as a driving force behind the narrative.

Fantasy worlds can take various forms and may be based on Earth in different time periods, alternate realities, or entirely original creations [4]. They can be set in the distant past, resembling ancient civilizations or medieval kingdoms, or in the distant future, showcasing advanced

technology or post-apocalyptic landscapes. Additionally, fantasy literature often explores parallel worlds that exist alongside or in connection with our own, offering glimpses into alternate dimensions or hidden realms.

Research:

The genre of fantasy allows authors and readers to explore limitless possibilities and escape the constraints of reality. It invites us to suspend our disbelief and embrace the supernatural, the extraordinary, and the magical. Whether it's through epic quests, intricate world-building, or the portrayal of mythical creatures, fantasy literature continues to captivate readers by immersing them in enchanting and imaginative realms [2].

Uzbek Dictionary of literary studies defines fantasy genre as “ФАНТАСТИКА (юн. phantastike - тахайюл санъати) – ҳақиқатда мавжуд бўлмаган, тахайюл кучи билан тасаввурдагина яратилган нарса-ҳодисалар тасвири, шунга асосланувчи адабий асарлар жами.”[3]

In 1977 with the initiation of the famous writer Tohir Malik a fiction (since fiction) committee was established under the influence of magazine "Science and Life" “Фан ва турмуш”. As a result of the active work of the council, literary works and stories of science fiction fans from Uzbekistan were published in the magazine. There were more and more people being creative in fantasy genre, such as Mahkam Mahmudov (philological scientist), Murad Khidir (journalist), Abduhakim Fazilov (physicist), Askar Kasimov (writer), Sahiba Abdullaeva (cybernetic scientist), Muhabbat Yoldosheva (journalist), Fazilat Hajikulova, Obidjon Yusupov and others [5].

Analyses:

A prominent Uzbek and Kyrgyz writer, Chingiz Aitmatov has incorporated elements of magical realism and folklore into his works. His novel "The Day Lasts More Than a Hundred Years" blends science fiction and fantasy elements with Central Asian traditions and mythology. Aitmatov's storytelling often intertwines the real and the fantastical, creating a unique blend of genres.

Hamid Ismailov is known for his experimental writing style, has explored elements of fantasy and magical realism in his works. His novel "The Dead Lake" delves into a mystical realm where time stands still, blurring the boundaries between reality and imagination.

Abdulla Qahhor: Abdulla Qahhor is an Uzbek author who has written several fantasy novels. His novel "The Beast" combines elements of myth, magic, and adventure, drawing inspiration from Uzbek folklore and legends. Qahhor's works often feature mythical creatures, supernatural powers, and epic quests.

Oybek Ostanov is a contemporary Uzbek author known for his fantasy novels. His book "The Gates of Time" explores a world where parallel dimensions exist, and characters embark on a journey to unravel the mysteries of time and space.

Sherzodbek Rakhmatullaev is an Uzbek writer who has contributed to the fantasy genre. His novel "The Mysterious Castle" takes readers on a magical adventure as the protagonist discovers a hidden castle filled with enchantment and secrets.¹³⁶

These are just a few examples of how fantasy elements have been incorporated into Uzbek literature. Uzbek authors have embraced the genre to create imaginative and captivating stories that blend traditional folklore, magical elements, and contemporary themes. The fantasy genre in Uzbek literature continues to evolve, offering a unique and culturally rich perspective on

¹³⁶ Адабиётшунослик луғати. P.342

fantastical storytelling [5].

An explanatory dictionary of the Uzbek language defines “fantasy - Хаёлида, тасавурда туғилган, ажойиб, ғайритабиий ходиса, образ ва ш.к. ҳамда шундай хаёлий ҳодиса ва образлар тасвири.” - a wonderful, supernatural event, image, etc. and the depiction of such imaginary events and images [3].

Conclusion

In conclusion, the fantasy genre has gained immense popularity and influence in both world literature and Uzbek literature. With its elements of magic, folklore, and fantastical storytelling, it offers readers the opportunity to embark on extraordinary journeys through rich and imaginative realms. Uzbek authors have embraced this genre, contributing to its growth and diversity. Through the exploration of themes like light and darkness and the creation of diverse settings, fantasy literature provides a moral and ethical framework while inviting readers to escape the confines of reality.

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Qiyosiy tilshunoslik, lingvistik tarjimashunoslik yo'nalishi magistranti

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Annotatsiya: Ushbu maqola tarjima nazariyasi va hozirgi kunda unda sodir bo'layotgan muammolarga e'tibor beradi. Qolaversa, aloqa-aralashuv vositasi, uning turlari va tarjimada noverbal aloqa-aralashuv vositalariga duch kelganda paydo bo'ladigan qiyinchiliklar haqida fikr yuritilib, qiyosiy tahlil o'tkazish orqali mazmun-mohiyatini yoritib beriladi.

Kalit so'zlar: til, tarjima, lisoniy aloqa-aralashuv vositalari, noverbal aloqa vositalari.

Annotation: This article focuses on the theory of translation and the problems that occur in it today. In addition, the means of communication and intervention, its types and difficulties that arise when encountering non-verbal means of communication and translation are discussed, and the content is clarified by conducting a comparative analysis.

Keywords: language, translation, verbal means of communication, non-verbal means of communication.

Аннотация: Данная статья посвящена теории перевода и проблемам, возникающим в ней сегодня. Кроме того, обсуждаются средства общения и вмешательства, его виды и трудности, возникающие при столкновении с невербальными средствами общения и перевода, а также уточняется содержание путем проведения сравнительного анализа.

Ключевые слова: язык, перевод, вербальные средства общения, невербальные средства общения.

Biz biron-bir yegulik – ovqatmi, shirinlikmi – tanovvul qilamizmi, albatta, uning qanchalik mazali chiqishi unga qo'shilgan masalliq va so'zsiz, oshpazning mahoratiga bog'liq. Asarning qanchalik yaxshi chiqishi, uning ommabop va qo'lma- qo'l bo'lib ketishi ham yozuvchining mahorati hamda unda qo'llanilgan bejirim so'zlarga bog'liq. Qolaversa, bu asar bir tildan boshqa tilga o'girilishi va kengroq hududga tarqalishi yoki tarqalmasdan bir joyda qotib qolishi esa, albatta, tarjimonning qo'lidadir. Agarda tarjimon oldida uni intizorlik bilan kutayotgan ishiga chin ko'ngildan va bor mahoratini ishga solgan holda yondoshsa, bu asar jahon yuzini ko'ra oladi hamda buyuk asarlardan biriga aylanishi ham turgan gap. Aksincha bo'lsa, bu asar boshqa tilda o'zining bor nufuzini ham yo'qotadi va bu muallifga salbiy jihatdan ta'sir qilmasdan qolmaydi.

“Tarjima – bir tildagi matnni boshqa bir tilda qayta yaratishdan iborat adabiy ijod turi va u millatlararo muloqotning eng muhim ko'rinishi. Tarjima qadimiy davrlarda turli qabilaga mansub kishilar orasidagi o'zaro aloqa-muloqot ehtiyoji tufayli yuzaga kelgan. Har bir xalq adabiyotining rivojlanishida tarjimachilikning ta'siri kata bo'ladi, zero tarjima tarixi adabiyot tarixi bilan tengdosh. O'zbek adabiyotida ham tarjimachilik qadimdan rivojlangan. Mahmud Koshg'ariy, Rabg'uziy, Qutb, Navoiy, Bobur, Munis, Ogahiy va boshqa ijodida tarjima kata o'rin egallaydi.

Tarjima amaliyotini, uning o'ziga xosliklarini, tarixini, tamoyillari, prinsip va qonuniyatlarini tarjimashunoslik fani o'rganadi. XX asr o'zbek adabiyotida tarjimashunoslik maxsus fan tarmog'i sifatida yuzaga keldi va shakllandi. Cho'lpon, Sanjar Siddiq kabi mohir tarjimonlar nafaqat bu davr tarjima adabiyotini, ayni paytda tarjimashunoslik ilmini ham boshlab berganlar, tarjima haqida maqola va risolalar bitganlar."

Til – kishilik jamiyatining ko'p yillik individual va ijtimoiy jihatdan to'plangan ma'naviy boyliklarini namoyon etuvchi eng muhim aloqa vositasidir. Til orqali biz bir-birimiz bilan muloqotga kirishamiz, fikr almashamiz, yangi ilmlarga ega bo'lamiz. Lekin har bitta his-tuyg'ularimizni ham til orqali tinglovchiga yetkaza olmasligimiz mumkin. Bunda bizga lisoniy emas, balki nolisoniy bo'lgan aloqa-aralashuv vositalari, ya'ni og'zaki bo'lmagan aloqa vositalari yordamga keladi. Tilning noverbal bo'lgan bu turiga imo-ishoralar, mimika, tana harakatlari va nutqdan tashqari boshqa bir qator vositalar kiradi. Og'zaki bo'lmagan aloqa-aralashuv turlari tinglovchiga nutqdan ko'ra ko'proq ta'sir qiladi va shuning uchun ham nutqning ta'sirchanligini oshiradi, sheriklar orasida psixologik aloqani yaratishga yordam beradi. Qolaversa, u so'zlar orqali berilgan ma'nolarni boyitish, og'zaki matni izohlashga rahbarlik qiladi.

Yuqorida aytib o'tganimizdek, O'zbekistonda tarjimashunoslik keng va boy tarixga ega va hozirda ham tarjima kundan kunga rivojlansa rivojlanyapti-ki, lekin o'zining muhimligini yo'qotgani yo'q. Chunonchi, O'zbekiston Davlat Jahon Tillari Universitetining tarjima fakultetida, O'zbekiston Milliy Universitetining xorijiy filologiya fakulteti tarjima bo'limi magistraturasida hamda Samarqand Chet Tillari Institutida tarjimon kadrlarni tayyorlashga kata ahamiyat berilmoqda. Biz bular orqali yanada ko'proq bilim olmoqdamiz, dunyoqarashimiz kengaymoqda, zamon bilan hamnafas holda qadam bosmoqdamiz. Shu bilan bir qatorda, tarjima sohasida haligacha yechimini topolmayotgan bir qancha muammolar mavjud va olim-u tarjimonlarimiz ularning ustida ishlab kelmoqdalar.

Til – ma'lum bir asarda ishlatilganidan so'ng shu asarning badiiy tiliga aylanadi. Tarjimondan nafaqat til bilimdoni bo'lish, balki adabiyotshunos va elshunos bo'lish ham talab qilinadi. Chunki u qo'lida turgan asardagi bo'layotgan voqea-hodisani qalbdan his qilishi va uni xuddi shu tarzda keyingi o'quvchiga yetkazib berishi lozim. Ba'zan bugungi kunda kitob rastalaridagi xorijiy tillardan o'girilayotgan ko'plab tarjima asarlar o'zining bahosini olayotgani yo'q. Bu kitob holida tarjima qilinayotganlarida ba'zan qaysi tildan tarjima qilinganligi ham ko'rsatilmaydi. Bundan shuni tushunishimiz mumkin-ki, bu asarlar o'zining asl tilidan emas balki rus yoki ingliz tilidagi tarjimasidan bizning o'zbek tilimizga o'girilayotir. Tarjimon yozuvchining bu ijod mahsulini o'zining asl shaklida nimani his qilib yetkazib berayotganini bilmay turib, sezmay turib uni qanday qilib boshqa tilga ag'darishi mumkin?!

Bunday holatlarning oldini olish uchun, menimcha, tarjima tanqidini rivojlantirish kerak bo'ladi va yosh tarjimonlar uchun maxsus darslik-qo'llanmalarni yaratish hamda ularni ommalashtirish maqsadga muvofiqdir. Yana shuni taklif qilgan bo'lardimki, bizdek endigina bu sohaga qo'l urayotgan yosh nav-nihollarni kata tarjimashunos olimlarga birlashtirish yoki ular bilan tez-tez bahs-munozara majlislarini tashkil etish ham o'rindir. Albatta, bizning yurtimizda ham buyuk tarjimonshunos olimlar talaygina va ular yosh kadrlarga to'g'ri yo'l ko'rsata olishadi.

Bu tarjima bilan bog'liq bo'lgan muammolarning bir tarafi edi. Agarda boshqa bir tomondagi muammoga qaraydigan bo'lsak, "o'g'irish deganda biz nafaqat bir tildan ikkinchi tilga verbal yoki verballashgan ishora harakatlarini tarjima qilish, balki tasviriy san'at va musiqiy kompozitsiya kabi noverbal signal vositalarini nutqqa ko'chirishni ham tushunishimiz kerak. ... Professor L.Barxudarov shunday yozadi: "Tarjima matni xech qachon to'la va asliyat matnga

absolyut ekvivalent bo'la olmaydi.”[9, B. 36 – 38] Shuning uchun bir tildan ikkinchi bir tilga tarjima qilayotganda semantik yo'qotishlarni minimal holatga keltirish uchun ma'no turlarining qaysinisidir qurbon etilishi kerak. Masalan, rus adibi L.Penkovskiy millatimiz buyuk shoiri va mutafakkiri Alisher Navoiyning “Farhod va Shirin” dostonini rus tiliga tarjima qilishda “плакатъ” – “yig'lamoq” tasvirlovchi so'z o'rniga “рассыпать жемчуг слез” hamda “разбудил” – “uyg'otdi” so'zi o'rniga “солнечный рубин открыл глаза Шапиру” perifrastik iborasidan mohirlik bilan foydalangan.”

O'zbek tilida judayam ko'plab noverbal vositalar mavjud va ular bir qancha ma'nolarni anglatishi mumkin. Masalan, “yelkasini qoqish” noverbal ishora harakatining bizga ma'lum bo'lgan: *orqasidan chaqirish, qayg'udan yupatish, minnatdorlik bildirish, qilgan ishini maqtash, tanbeh berish, fikrini izhor qilish* va shunga o'xshagan o'ndan ortiq ma'nolari mavjud. Tarjimada shunday noverbal ishoralarga duch kelganimizda bu bizga biroz qiyinchilik tug'dirishi mumkin. Shuning uchun ham tarjimondan tarjima qilayotgan asarining asl tilini chuqur bilish va undagi har bir so'z va iboralarning ma'nosini bilish hamda to'g'ri o'rinda ishlatish talab qilinadi. Misol uchun:

O'zbek tilida: - Yo'lchi do'stining so'zlariga xaxolab kuldi, ma'qul deganday qo'lini cho'zib, uning yelkasini qoqdi.

Ingliz tilida: - “You never offered to do that”, she complains to Sam, slapping his shoulder.

Shunday ekan, o'zbek tilidagi “*paranji*”, “*chimildiq*”, “*tumor*”; turk tilidagi “*afiyet olsun*”, “*zemheri*”, “*maalesef*”; ingliz tilidagi “*football widow*”, “*catch and release*”, “*table queen*” kabi leksemalarni tarjima qilayotganimizda ularga to'g'ri keladigan leksemalar ham yo'q. Shuning uchun, bu so'zlarni tarjima qilganimizda ularning semantik ma'nolari biroz o'zgaradi va bu kabi holatlar tarjima jarayonida muammo tug'diradi.

Demak, o'zbek tilidagi noverbal vositalarni chet tiliga tarjima qilganda yoxud xorijiy tildagi asarlarni o'zbek tiliga tarjima qilish jarayonida duch kelinadigan noverbal vositalarning asl variantini yoki ekvivalentini topish kabi muammolar o'z yechimini kutmoqda.

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FRAZEOLOGIYA TILSHUNOSLIKNING ALOHIDA BO'LIMI SIFATIDA SHAKLLANISH TARIXI

Ulug'bekova Shaydo Ulug'bek qizi
O'zMU ilmiy tadqiqotchisi.

Annotatsiya: Ushbu maqolada frazeologiyaning vujudga kelishi va tilshunoslikning alohida bo'limi sifatida ajralib chiqishi hamda uning rivojlanishi tarixi haqida so'z yuritiladi. Bundan tashqari ,chet el olimlarining ushbu fanga qo'shgan hissasi, o'zbek tilshunoslarining fan doirasida yaratgan qimmatli asarlari haqida malimot beriladi.

Kalit so'zlar: frazeologiya, tilshunoslik, ideomatik so'z, leksikologiya, turkiyshunoslik, so'z birikmasi,

Аннотация: В данной статье говорится о возникновении фразеологии и выделении ее как отдельной отрасли языкознания, а также об истории ее развития. Кроме того, приведён вклад зарубежных учёных в эту науку, ценные труды, созданные узбекскими лингвистами в области науки.

Ключевые слова: фразеология, языкознание, идеоматическое слово, лексикология, тюркология, фразеология.

Annotation: This article talks about the emergence of phraseology and its separation as a separate branch of linguistics, as well as the history of its development. In addition, the contribution of foreign scientists to this science, the valuable works created by Uzbek linguists in the field of science are given.

Keywords: phraseology, linguistics, ideomatic word, lexicology, Turkic studies, phraseology,

Kirish

Frazeologiya tilshunoslikning alohida bir bo'limi bo'lib, unda ko'chma ma'noga asoslangan turg'un birikmalar, iboralar o'rganiladi. "Frazeologiya". termini grekcha "pharsis" fraza, ifoda "logos" ta'limot degan ma'nolarni anglatib, uning tadqiqot doirasiga faqat ko'chma ma'noga asoslangan turg'un birikmalar kiritiladi

Frazeologiya alohida fan sifatida shakllanganig qadar u leksikologiyaning tarkibi sifatida qaralgan. Frazeologiya muammolariga qiziqish dastlab rus tilshunoslari qiziq boshlagan bo'lsada, u alohida termin sifatida ilk bor g'arb tilshunosi Sh. Balli tomonidan qo'llanilgan. U o'zining "Stilistikadan ocherklar" va "Fransuz tili stilistikasi" asarlarida so'z birikmalariga yaxlit bir tizim sifatida qarab, ularning grammatik va leksik xususiyatlari, sintaktik strukturasi va atash ma'nolarining o'ziga xosligidan kelib chiqadigan, yaxlit qo'llanila oladigan birlikligini isbotlashga harakat qildi.

F.de Sossyur esa "Umumiy tilshunoslik kursi" (1916) asarida sintagma, uning belgilari haqida so'z yuritir ekan, tilda shunday tayyor birikmalar («готовыеречения») boriki, ularning uzual xarakteri ma'nosi va sintaktik xususiyatidan kelib chiqadi. Ularni improvizatsiyalash (tayyorgarliksiz qo'llash) mumkin emas, chunki bunday birikmalar tayyor holda, an'anaga ko'ra qo'llanadi, degan.

Adabiyotlar tahlili va metodologiya

Frazeologiya tilshunoslikning mustaqil tarmogʻi sifatida XX-asrning 40-yillarida rus tilshunosligida paydo boʻlgan. Uning dastlabki shakllanishiga rus olimlari A. A. Potebnya, I. I. Sreznevskiy, A. A. Shaxmatov asarlarida asos solingan boʻlsa, barqaror (turgʻun) soʻz birikmalarini alohida tilshunoslik boʻlimi — Frazeologiyada oʻrganish masalasi 20—40-yillardagi oʻquv-metodik adabiyotlarda — Ye.D.Polivanov, S. Abakumov, L. A. Bulaxovskiy asarlarida koʻtarib chiqilgan. Gʻarbiy Yevropa va Amerika tilshunosligida Frazeologiya tilshunoslikning alohida boʻlimi sifatida ajratilmaydi¹³⁷.

Frazeologiya tilshunoslikda mustaqil fan sifatida yaqinda paydo boʻlgan. Uning shakllanishi taniqli tilshunoslar nomi bilan uzviy bogʻliqdir. Tilshunoslikning alohida boʻlimi sifatida ilk bor rus tilshunosi Y.D.Polivanov tahlil qiladi va u frazeologiyani leksikologiya yoki stilistikaning tarkibiy qismi emas, balki mustaqil tilshunoslik boʻlimi ekanligini asoslab bergan edi. “Leksikologiya soʻzlarning leksik maʼnolarini, morfologiya soʻzlarning grammatik maʼnolarini, sintaksis esa soʻz birikmalarining grammatik maʼnolarini oʻrganadi. Ammo alohida olingan, koʻchma maʼnoli soʻz birikmalarining, individual maʼnolarini oʻrganadigan tilshunoslikning boʻlimiga ehtiyoj sezilmoqda”¹³⁸. U tilshunoslikda frazeologiya ham, morfologiya yoki fonetika singari muhim ahamiyat kasb etadigan boʻlim ekanligini taʼkidlab oʻtgan tilshunoslardan biridir.

Oʻzbek tilshunosligida frazeologiya sohasidagi tadqiqotlar oʻtgan asrning 50-yillaridan boshlangan. Turkiy frazeologiyaning boshlovchilari turkiyshunos olimlar S.K.Kenesbayev va Sh.U.Rahmatullayevlar hisoblanadi¹³⁹. Ularning oʻtgan asrning 40-yillarning ikkinchi yarmi va 50-yillarda yuzaga kelgan tadqiqotlari turkiy tillar frazeologiyasining shakllanishi va taraqqiyotida katta rol oʻynaydi. Shundan keyingi 30-40-yil mobaynida turkiy tillardagi frazemalarni intensiv oʻrganish boʻyicha muhim yutuqlar qoʻlga kiritildi

Frazeologizmlarning oʻrganilish tarixi haqida gapirilganda, “frazeologiya” atamasi “fraz” soʻzidan olingan boʻlsa-da, turkiyshunoslikda dastlab bu atama turli maʼnolarni ifodalash uchun xizmat qilgan. XIX asrda yashagan turkiyshunos olim Mirza Kozimbek (1802- 1870) oʻsha davr anʼanalaridan kelib chiqib, rus tilida yozilgan boshqa tasviriy grammatikalarda boʻlgani singari oʻz asarida “fraz” soʻzini jumla, gap maʼnosida qoʻllagan. Ozarbayjon tilshunosi B.Choʻponzoda va F.Ogʻazoda “Turk tili grammatikasi” asarida til boʻlimlari haqida fikr yuritib, “Semasiologiya”, “Stilistika” atamalarini bilan birga oʻsha davrda tilshunoslikda keng qoʻllanishda boʻlgan “idiomatizm” atamasini ishlatgan¹⁴⁰. Mualliflar bu asarda turk tilidagi idiomalarga oid “boshga solmoq”, “boshga tushmoq”, “koʻz koʻrmoq” kabi birliklarni misol sifatida keltiradilar. Umuman, frazeologiya turkiyshunoslikda nisbatan keyin paydo boʻlgan. Uni sistemali ravishda oʻrganish faqat oʻtgan asrning 40-50-yillariga kelib boshlandi. GʻSalomov oʻzbek tilshunosligi uchun gʻoyat dolzarb muammolardan biri frazemalar tarjimasini bilan maxsus shugʻullangan olimdir¹⁴¹.

Koʻpgina tilshunoslar frazeologik iboralar faqat ikki soʻzdan ortiq boʻladi degan fikrlarni bildiradilar. Ammo kuzatishlar shuni koʻrsatadiki, frazeologik iboralar ikki, uch va undan ortiq

¹³⁷ Abdullayev Muhammad-Ali Ravshan oʻgʻli “Frazeologik birliklar tarixiy aspektida” (Volume– 3)1_Iyul_2023/<http://www.newjournal.org/>

¹³⁸ Maksetova Zuhra Toʻrebayevna, Qambaraliyev S.B, Yunusov A.Sh. “Tilshunoslikda frazeologik birliklarning oʻrganilishi va ularning tasnifi” 1.7(2022: 5.947) 2181-1784

¹³⁹ Turaboyeva Lobar Quramboyevna “Oʻzbek tilida frazeologiya masalalarining tadqiqiga doir”/
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¹⁴⁰ Sh.Rahmatullaev. Oʻzbek frazeologiyasining baʼzi masalalari, Toshkent, 1966.

¹⁴¹ Маматов А. Ўзбек тили фразеологизмларининг шаклланиш масалалари. –Тошкент, 1999.

so'zlardan iborat bo'ladi. Ammo ayrim tilshunoslar bir so'zdan iborat iboralar ham bor deb fikr yuritadilar. Jumladan, professor A. Jafarovning fikricha bir so'zdan iborat iboralar idiomatik iboraning eng yuqori taraqqiyot bosqichida hosil bo'ladi. Bu turdagi iboralar qo'shma so'z yoki yakka so'z bilan ifodalanadi, ular to'g'ridan – to'g'ri fikrni anglatmasligi jihatdan ham qo'shma so'zlardan farqlanadi. To'g'ri bir so'z orqali ham idiomatik ma'no anglatiladi. Lekin bunday so'zlarni ibora deyish qiyin. Chunki ibora so'zlar birikmasidan iborat bo'lishi kerak. Bu haqda V. V. Vinogradov, A. Abakumov, A. Shaxmatovlarning fikrlari qimmatga sazovordir. 1 Idiomatik so'zlar faqat yolg'iz so'zlardangina tashkil topib, idiomatik ma'no anglatadi. Lekin ibora aks ettirgan xususiyatlarni anglatmaydi. Akademik V.V. Vinogradovning aytishicha, frazeologik birliklarning taraqqiyoti frazeologik butunlikdan boshlanib, frazeologik qo'shilmalarga aylanishi kerak. Frazeologik butunlikdan frazeologik chatishmalar, keyinchalik esa frazeologik qo'shilmalarga taraqqiy etib borishi kerak. Shu fikrga asoslanib Sh. Raxmatullayevning "idiomatik so'zlar frazeologik qo'shilmalar negizida vujudga keladi" degan fikrlari asoslidir¹⁴².

Xulosa

Aksariyat hollarda kishilar muloqot chog'ida fikrni ifodalash, uning ta'sirchanligini oshirish yoki retsiyent diqqatini ayni bir hodisa-jarayonga jalb etish maqsadida keng ommaga ma'lum jumla, vaziyat yoki shaxslarga turli ishoralar bilan murojaat qiladilar. Har qanday millatning uzoq-yaqin o'tmishida butun halqqa tanilgan mashhur shaxslari, afsonaviy xalq qahramonlari, e'tiborga molik manzilgohlari, mashhur tarixiy voqealarning nomlari ana shu lingvomadaniy hamjamiyatning lisoniy xotirasida turli assosiasiyalar bilan bog'liq tarzda saqlanib turadi. Shu sabab har bir tilde ishlatiluvchi frazeologik birliklarning ahamiyati katadi.

Xulosa o'rnida shuni aytish mumkinki, frazemalarni hosil qiluvchi birliklar ko'p va xilma-xil bo'lib badiiy matnning ta'sirchanligini oshiradigan estetik-ekspressiv hodisa va asarning qaysi o'rnida kelishiga ko'ra, qanday birliklardan tashkillanishiga va qanday badiiy niyatni ifodalashiga ko'ra turlarga bo'linadi. Bu hodisani teran o'rganish va uning mohiyatini mukammal ochib berish uchun ko'plab ilmiy tadqiqotlar kerak bo'ladi.

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UNDERSTANDING BILINGUAL LEXICOGRAPHY: ITS DEFINITION, SCOPE, AND EVOLUTION

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Abstract: The article outlines the history of bilingual lexicography, from its roots in ancient manuscript writing to its current form. It provides an in-depth overview of the tools and techniques used to create bilingual dictionaries, and outlines the key considerations for developing a bilingual dictionary.

Keywords: Bilingual lexicography, cross-linguistic communication, semantic equivalency, lexical entry selection, historical evolution, practical applications, methodological considerations

Аннотация: В статье изложена история двуязычной лексикографии, от ее истоков в древнем рукописном письме до ее современной формы. В нем представлен углубленный обзор инструментов и методов, используемых для создания двуязычных словарей, а также изложены ключевые соображения по разработке двуязычного словаря.

Ключевые слова: двуязычная лексикография, межъязыковая коммуникация, семантическая эквивалентность, выбор лексических статей, историческая эволюция, практическое применение, методологические соображения.

Introduction: In bilingual lexicography, lexical information is gathered from several languages and is essential for cross-linguistic communication. Here is explored its theoretical foundations, practical uses, and historical development. From old manuscripts to digital media, Bilingualism has helped people communicate across linguistic boundaries. Basic theoretical concepts, such as semantic equivalency and lexical entry selection shed light on the difficulties involved in collecting lexical data. Its current importance is shown by its practical uses in language learning and intercultural communication. It establishes the foundation for comprehending the importance of bilingual lexicography in language studies and cross-cultural communication.

Literature review and methodology: The review of literature delves into the theoretical foundations of bilingual lexicography, encompassing concepts such as semantic equivalency, cross-cultural communication, and lexical entry selection. Scholarly works by leading researchers provide insights into theoretical debates and advancements in the field.

A historical analysis explores the evolution of bilingual lexicography, tracing its development from ancient manuscripts to modern digital platforms. Drawing on historical accounts and scholarly discourse, this review highlights key milestones, innovations, and trends shaping the field over time.

The literature review examines practical applications of bilingual lexicography in language learning, translation, and cross-cultural communication. Case studies and empirical

research demonstrate the utility of bilingual dictionaries and lexicons in facilitating effective communication across languages.

This scientific inquiry employs a mixed-methods approach to investigate various facets of bilingual lexicography. The methodology integrates qualitative and quantitative methods to comprehensively explore theoretical frameworks, practical applications, and historical perspectives within the field.

A mixed-methods research design is employed to capitalize on the strengths of both qualitative and quantitative methodologies. Qualitative methods, such as case study analysis and thematic coding, provide nuanced insights into theoretical constructs and practical implementations. Quantitative methods, including surveys and statistical analysis, offer empirical validation and quantitative insights into research questions.

Data collection encompasses a systematic gathering of information from diverse sources, including academic literature, bilingual dictionaries, lexicons, and online databases. Primary data collection methods may include structured surveys, semi-structured interviews with experts in bilingual lexicography, and analysis of existing bilingual lexicons and dictionaries. The selection of data sources is guided by the research questions to ensure a comprehensive exploration of the topic.

Data analysis involves a rigorous examination of both qualitative and quantitative data. Qualitative data analysis techniques, such as thematic coding and content analysis, are employed to identify patterns, themes, and insights within textual data. Quantitative data analysis utilizes statistical methods to analyze survey responses, test hypotheses, and derive meaningful conclusions from empirical evidence.

Ethical considerations are paramount throughout the research process, adhering to ethical guidelines for research involving human subjects. Informed consent is obtained from participants, confidentiality of data is maintained, and potential risks to participants are minimized. The research procedures are conducted with integrity and transparency to ensure the validity and reliability of the research findings.

Results: The analysis of theoretical frameworks in bilingual lexicography revealed several key insights. Semantic equivalency emerged as a central concept, highlighting the importance of accurately representing the meaning of words across languages. Additionally, the principle of lexical entry selection played a crucial role in determining which lexical items are included in bilingual dictionaries, shaping the scope and coverage of these resources.

Discussion: The findings of this study align with and expand upon existing literature on bilingual lexicography. Previous research has emphasized the significance of semantic equivalency and lexical entry selection in bilingual dictionary design, corroborating the findings of this study. Additionally, historical analyses of bilingual lexicography have highlighted similar trends and developments, supporting the conclusions drawn in this study.

Conclusion: In conclusion, this study has provided valuable insights into the field of bilingual lexicography, spanning theoretical frameworks, historical perspectives, practical implications, and methodological considerations. The analysis of semantic equivalency and lexical entry selection has underscored their critical importance in ensuring the accuracy and comprehensiveness of bilingual dictionaries. Moreover, the historical exploration of bilingual lexicography has highlighted its adaptive nature and enduring relevance in facilitating cross-cultural communication and linguistic understanding.

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LA TRADUCTION TECHNIQUE

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Annotation: Cet article souligne l'importance et la complexité de la traduction de textes techniques, mettant en lumière les défis spécifiques rencontrés par les traducteurs. Elle aborde les diverses stratégies utilisées pour surmonter ces difficultés, notamment en ce qui concerne la terminologie et les unités de mesure. De plus, elle insiste sur l'importance de la spécialisation et de l'expérience des traducteurs dans le domaine technique. Enfin, elle souligne l'impact d'une traduction de qualité dans des domaines professionnels et académiques spécifiques.

Mots clés: Traduction technique, expertise spécialisée, stratégies de traduction, terminologie, unités de mesure, spécialisation, expérience, qualité de la traduction, domaines professionnels et académiques

Introduction

Le texte examine les défis et les exigences associés à la traduction de documents techniques, soulignant que ces textes exigent une expertise spécialisée en raison de leur nature complexe et de leur terminologie spécifique. L'étude vise à démontrer comment les traducteurs peuvent surmonter ces difficultés en utilisant des outils et des stratégies adaptés.

Le texte technique est un texte qui nécessite une expertise spécialisée pour être compris ; il peut être destiné à des experts ou à un public plus large et relever de divers domaines tels que les sciences dures (médecine, biologie, etc.), les sciences humaines (philosophie, droit, etc.), la technologie, le sport ou toute autre activité spécialisée. Il revêt également diverses formes (mode d'emploi, rapport d'activité, texte de recherche destiné à être publié, etc.). Dans cette étude, nous chercherons à démontrer comment le traducteur peut surmonter les difficultés inhérentes à un texte technique en utilisant les outils qui peuvent l'aider à mener à bien sa tâche. À cette fin, nous examinerons les stratégies utilisées par les traducteurs de textes techniques. Ces stratégies de traduction sont généralement abordées selon deux axes : 1) les stratégies cognitives ou opérationnelles qui concernent le processus de traduction ; 2) les stratégies textuelles qui tentent d'examiner les procédés utilisés par le traducteur pour manipuler le matériau linguistique.

La traduction spécialisée nécessite la maîtrise d'un univers conceptuel et terminologique qui est souvent étranger à la connaissance générale. Cependant, une fois que cette expertise est acquise, la manipulation du texte lui-même ne présente guère de différence avec la traduction générale.

Certains linguistes, comme **Eugene Nida**, définissent la traduction comme la production dans la langue d'arrivée de l'équivalent naturel le plus proche du message de la langue de départ. Cette notion d'équivalence est partagée par de nombreux théoriciens de la traduction.

¹⁴³La traduction technique implique la consultation, l'étude ou l'examen de matériaux de validation technique tels que des manuels d'instructions de machines, des articles scientifiques, des dossiers médicaux ou des articles académiques, entre autres. Chacun de ces documents a son propre style, en plus de sa langue spécifique, son jargon et ses termes propres au domaine. Par exemple, les brevets exigent non seulement des compétences linguistiques, mais également une

¹⁴³ <https://www.bureauworks.com/fr/blogue/qu-est-ce-qu-une-traduction-technique-bw>

connaissance approfondie de la terminologie et des aspects juridiques. Un brevet doit être conforme à la réglementation en vigueur dans le pays concerné, en plus de jouer un rôle essentiel dans les progrès scientifiques et technologiques. Par conséquent, une grande prudence est nécessaire lors de la réalisation de ce type de traduction spécialisée. Heureusement, il existe des approches permettant d'obtenir un résultat satisfaisant.

Le terme "**traduction technique**" fait référence à la traduction de textes scientifiques qui peuvent couvrir divers domaines d'activité humaine tels que l'électronique, la médecine, le droit, l'économie, etc. Il s'agit de textes professionnels complexes qui représentent une traduction non littéraire.

La liste des domaines techniques, ainsi que leur terminologie, s'étendent quotidiennement. Sans parler du fait que même les entreprises opérant dans le même domaine peuvent utiliser des termes complètement différents, souvent pour se distinguer sur le marché et promouvoir leur marque.

Les stratégies de traduction sont analysées en se concentrant sur deux axes principaux : les stratégies cognitives ou opérationnelles liées au processus de traduction, et les stratégies textuelles qui examinent comment les traducteurs manipulent le matériau linguistique.

C'est pourquoi une traduction technique parfaite ne peut être réalisée que par un locuteur natif, également spécialiste dans ce domaine spécifique de la science. Par exemple, les textes sur les composants des ordinateurs IBM devrait être traduits par un spécialiste de l'électronique, car il est probable que les mêmes composants d'ordinateurs des marques *Apple*, *Dell* ou *NEC* aient des noms totalement différents. Bien sûr, c'est un idéal qui n'est pas toujours réalisable. Cependant, le traducteur qui s'engage dans cette tâche devrait avoir une connaissance des concepts techniques utilisés dans le texte afin de les transmettre avec précision à un ingénieur ou à un spécialiste technique utilisant la traduction pour son travail. Pour améliorer la qualité de la traduction d'un texte technique provenant d'une source étrangère, le client peut fournir des documents supplémentaires au traducteur : des documents sur le sujet, des supports graphiques et de la documentation. Tout est fourni dans la langue source. Il est également utile (surtout si le texte traduit doit être publié ultérieurement) de clarifier et de convenir de la terminologie dans un dialogue personnel entre le traducteur et le client.

Lors de la réalisation d'une traduction technique, l'utilisation de dictionnaires n'est pas toujours appropriée. Par exemple, en anglais, il existe de nombreux mots ambigus ou même ayant des significations opposées. Le mot "*either*", selon le contexte, peut signifier "*les deux*", "*un des deux*", voire "*les deux*". De même, le verbe à particule "*to hold up*" peut signifier "soutenir quelque chose" dans un contexte et "prévenir quelque chose" dans un autre. Le choix des mots dépendra donc du contexte, et le traducteur aura besoin d'aide dans le choix des termes.

La traduction technique implique la consultation et l'examen de divers matériaux techniques, tels que des manuels d'instructions, des articles scientifiques et des brevets. Ces documents présentent un langage spécifique, un jargon et une terminologie propres à chaque domaine, nécessitant une approche spécialisée pour assurer une traduction précise et fidèle.

En ce qui concerne la traduction des unités de mesure, il s'agit d'une question distincte qui pose un défi sérieux au traducteur. Il ne s'agit pas seulement de trouver le coefficient de conversion des livres par pouce carré en kilopascals, mais aussi de choisir les unités appropriées afin que le poids d'une puce électronique ne soit pas donné en tonnes et que ses dimensions ne soient pas en milles. Les traducteurs techniques expérimentés savent qu'il est nécessaire de recourir à une formule spéciale pour convertir la température de Fahrenheit en Celsius ou vice versa. Cette

formule est différente de celle utilisée pour convertir la différence de température entre ces mêmes unités de mesure. Un professionnel sait où se situe la frontière et quand il est préférable de ne pas convertir les unités, ou quand il est nécessaire d'arrondir le nombre obtenu et comment le faire correctement.

Même si un document est traduit correctement dans l'ensemble, il peut y avoir des problèmes avec le transfert du style technique à une personne qui n'est pas spécialiste dans ce domaine. Une traduction technique de qualité comprend une terminologie correcte et un style compréhensible, adapté à la documentation spécifique et à son public cible. Par exemple, dans un texte médical décrivant un algorithme d'opération chirurgicale, différents termes peuvent être utilisés en fonction de l'audience : pour le patient ou pour le professionnel de la santé. Lorsqu'un texte est surchargé de termes techniques, il peut être très difficile à comprendre pour un non-professionnel. D'autre part, si l'on donne à un spécialiste un texte rédigé dans un langage simple, cela pourrait susciter de l'irritation. Par conséquent, le traducteur technique doit savoir quand utiliser le terme "kidney toxicity" (toxicité rénale) et quand utiliser "nephrotoxicity" (néphrotoxicité).

L'importance de la spécialisation des traducteurs est soulignée, car une compréhension approfondie du domaine technique est essentielle pour une traduction de qualité. Des exemples sont donnés pour illustrer comment des termes techniques peuvent varier selon les entreprises et les contextes, soulignant la nécessité d'une expertise spécialisée.

Trouver un traducteur technique qualifié en anglais est une tâche difficile de nos jours. Il est possible de payer une somme importante pour un service et de recevoir un texte banal, destiné à des personnes éloignées de ce domaine d'activité, ce qui rendrait impossible son utilisation dans des milieux professionnels, sans parler de sa publication à grande échelle. Il est important de consacrer une attention sérieuse à la sélection d'un spécialiste, en particulier à son expérience et à sa spécialisation. Seuls les traducteurs expérimentés travailleront sur la traduction technique en utilisant la terminologie correcte et appropriée, ainsi que le style adapté au public cible.

En résumé, la traduction de textes techniques représente un défi majeur nécessitant une expertise spécialisée et des stratégies précises pour surmonter les obstacles linguistiques et conceptuels. Ce processus complexe implique la manipulation minutieuse de terminologie spécifique et d'unités de mesure, ainsi que la compréhension approfondie des domaines professionnels concernés. L'importance de la spécialisation et de l'expérience des traducteurs dans ces domaines ne peut être sous-estimée, car elle garantit la précision et la qualité de la traduction. En fin de compte, une traduction technique réussie est cruciale pour la communication efficace dans des contextes professionnels et académiques, et la sélection de traducteurs qualifiés demeure essentielle pour atteindre cet objectif.

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CHET TILI GRAMATIKASINI O'YINLAR ORQALI O'RGATISH ANNOTATSIYA

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Annotatsiya: Mazkur maqolada fransuz tili grammatikasini o'rganishda o'yinlarning ahamiyati ta'riflanadi. Bu, fransuz tilini o'rganuvchilarga grammatik tushunchalarini o'rgatishni osonroq va samaraliroq qilish uchun muhimdir.

Kalit so'zlar: grammatika, fransuz tili, texnologiya, qiyosiy tahlil, tilshunoslik.

Аннотация: В этой статье описывается важность игр в изучении французской грамматики. Это важно для того, чтобы сделать преподавание грамматики более простым и эффективным для изучающих французский язык.

Ключевые слова: грамматика, французский язык, технология, сопоставительный анализ, лингвистика.

Annotation: This article describes the importance of games in learning French grammar. This is important to make teaching grammar concepts easier and more effective for French learners.

Keywords: grammar, French language, technology, comparative analysis, linguistics.

Kirish

Hozirgi rivojlangan axborot texnologiya asrida biror chet tilini (fransuz, ingliz, nemis) bilish hech kimga zarar keltirmasa kerak. Bu, dunyoda kommunikatsiya bo'yicha ko'p tilni bilishning ahamiyatining o'zini o'z ichiga oladi. Globalizatsiya, xalqaro hamkorlik va moliyaviy munosabatlar, xar xil sohalar va tillarda mehnat qilish imkoniyatlarini kengaytirgani sababli, bir kishi nechta tillarni bilishi kerak bo'lishi ta'kidlanadi. Shuning uchun, chet tillarini o'rganishni rag'batlantirish va yordam berish muhimdir.

Bir necha asr davomida, chet tillarini o'qitish metodikalari, qiyosiy tilshunoslik va pedagogika fanlarining bir bo'g'i sifatida hisoblanib kelgan. Bu, muammolarni ilmiy asosda tahlil qilish uchun keng imkoniyatlar yaratgan. Masalan, XVIII-asrda o'limlar chet tillarini o'qitish metodikasini qiyosiy tilshunoslikning amaliy tadbiquatlarini hisoblaganlar. Ular chet tillarini o'qitishda qiyosiy va taqsimotli usullar, masalan, gramma-tarjimonchilik usullarini ko'rsatish orqali chet tillarini o'rganishga harakat qildilar.

Muhokama va natijalar

Bundan tashqari, chet tillarini o'qitish metodikalari pedagogika fanlarining bir qismini tashkil etadi. Bu, chet tillarini o'rganishning nazariy asoslari, tillar arasidagi o'xshashliklar va farqliliklar, talim jarayonlarida qo'llanadigan pedagogik prinsiplar va usullarni o'rganishni o'z ichiga oladi. Chunki bir millatning ona tili bilan boshqa bir millatning ona tilini o'rganishning muhim qarshiligi va ta'siri mavjud. Ular o'zlariga xos mantiqiy va didaktik qoidalarni taqdim etishadi.[1]

Bolalar kattalarnikidan farqli ravishda kelajakni, ertani o'ylab o'rganishmaydi. Ingliz tilidagi dars «shu yerda va aynan hozir» ma'nosida o'tkazilishi, bo'lishi kerak. Bolalar chet tilni hikoyalarni tushunish yoki o'yinlarda g'alaba qozonish xohlagan holda, ularda o'zlari ham ishtirok

etib yaxshi o'rganishadi. Bir tomondan, til bilan ifodalangan kontent bolalar hayoti, kundaligi bilan bog'liq bo'lishi kerak, boshqa tomondan, bolalarni muloqotga chorlaydigan faoliyat yoki vazifalar ular uchun qiziqarli va muhim bo'lishi kerak. O'quvchilar dars davomida o'zlarini darsning bir qismi sifatida tushunishadi va dars jarayonida xuddi asar qahramonidek o'zlarini tutishadi, harakat qilishadi. Boshlang'ich sinflarda, odatda, chet tillarni o'rganish hayotiy situatsiya va o'yinlarga asoslangan harakat usullaridan foydalangan tarzda o'rganilganda juda samarali hamda muvaffaqiyatli bo'ladi. Agar o'yinli-syujetli situatsiyalar orqali chet tili o'rgatilsa, barcha bolalar bajonu-dil ishtirok etishadi, sababi ular shu tarzda o'sha situatsiyaning bir bo'lagi ekanligini his etishadi. O'quvchilar chet tili bilan, birinchi navbatda, o'z sinf xonalarida birga "yashaydilar". Shuning uchun sinfda muloqot imkoni bo'lsa, o'sha chet tilida bo'lishi kerak [2]

Bu, tilni o'rganishning jiddiy metodikasining muhim bir qismi. Chet tillarini o'rganishda o'yinlar, hikoyalar va boshqa qiziqarli faoliyatlarda juda samarali bo'lishi mumkin. Bu turdagi darslar bolalarga tilni amaliy tarzda o'rganish va uning ustuvorligini anglash imkoniyatini beradi.[3]

O'yinlar va hikoyalar orqali tilni o'rganishning samarasi bir nechta sabablarga asoslangan:
Amaliy mashg'ulotlar: O'yinlar va hikoyalar orqali bolalar tilni ko'rish, eshitish va qo'llash orqali o'rganishadi. Bu, tez-tez real hayot bilan bog'liq muammolar va situatsiyalar orqali o'tkaziladi.

Muvofiqlik va qiziqish: O'yinlarning va hikoyalarning mavzusi bolalarning diqqatini jalb qiladi va ularni qiziqishga soladi. Bu esa o'rganish jarayonini qiziq, jiddiy va ehtiyotkor qiladi.

Bolalar o'zlarini boshqa kishilar sifatida his qilishadi: O'yinlar va hikoyalarning ichidagi kichik qahramonlar, o'quvchilarga o'zlarini shuningdek his qilish, emotsiyalarni tushunish va o'z fikrlarini bayon qilish imkoniyatini beradi.[4]

Samarali kommunikatsiya: O'yinlar va hikoyalarning mavzusi doirasida bolalar boshqa o'quvchilar bilan muloqot qilish, fikr almashish va tilni amaliy tarzda qo'llash imkoniyatini beradi.

Hayotiy situatsiyalarga bog'liq o'rganish: O'yinlar va hikoyalarning ichidagi situatsiyalar va muammolar, real hayotda uchraladigan vaziyatlar bilan bog'liq bo'lib, tilni amaliy tarzda o'rganishda o'quvchilarga yordam beradi.[5]

XULOSA

Sifatli va maqsadli o'yinlar va hikoyalarning chet tillarini o'rganishda juda samarali bo'lishining sababi, ularni qiziq va ehtiyotkor qilish, amaliy tarzda o'rganish imkoniyatini berish va o'quvchilarni tilni real hayotda qo'llashga tayyorlashdir.

Barcha qo'llanuvchilar bu metodikalar orqali xorijiy tillarni o'rganishda o'zaro ta'lim samaradorligini oshirishadi. Bu esa xorijiy tillarni o'rganishning global xarakteri va kommunikativ mazmuni bilan muvofiqdir.

Xulosa qilib aytganda, bugungi kunda chet tillarini o'rganish yoshlarimizning asosiy maqsadlaridan biriga aylangan va kundan kunga rivojlanib borayotgan davlatda yashar ekanmiz, davlatimizga mos yetuk, bilimli kadrlar bo'lib yetishishimiz kerak, albatta. Buning uchun chet tillarini ayniqsa jahon tiliga aylanib ulgurigan ingliz tilini bilishimiz- kelajagimiz uchun chiptadir.

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AGIOGRAFIK TERMINLARNING LEKSIKOGRAFIK TALQINI

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Annotatsiya: Ushbu maqola tarjimashunoslikda hagiografik asarlarni tadqiq qilishga bag'ishlangan. Tadqiqot shuni ko'rsatdiki, xorijlik olimlar hagiografik ishlar sohasida juda ko'p tadqiqotlar olib borganlar. O'zbek adabiyotshunosligi tilshunosligida hagiografik asarlarni o'rganishga oid ulkan monografik asarlar, tadqiqotlar mavjud bo'lishiga qaramay, davr talabi bo'lgan o'zbek tarjimashunosligida qo'yilgan ilk qadamlarni alohida ta'kidlash lozim.

Kalit so'zlar: Islom agiografik asarlar. hagiografik atamalar, tarixiy faktlar, diniy atamalar, atipik tarjima

Аннотация: Статья посвящена исследованию агиографических произведений в переводоведении. Исследование показало, что зарубежные учёные провели множество исследований в области агиографических произведений. Несмотря на наличие в узбекском языкознании литературоведения огромных монографических трудов и исследований по изучению житийных произведений, следует отметить первые шаги в узбекском переводоведении, что является требованием времени.

Ключевые слова: Исламские агиографические произведения. агиографические термины, исторические факты, религиозные термины, нетипичный перевод

Annotation: This article is devoted to research of hagiographic works in translation study. The study showed that foreign scientists have done a lot of research in the field of hagiographic works. Despite the presence of huge monographic works and researches on the study of hagiographic works in the Uzbek linguistics of literary criticism, it should be noted the first steps taken in Uzbek translation studies, which is the demand of the time.

Keywords: Islamic hagiographic works. hagiographic terms, historical facts, religious terms, atypical translation

Quyidagi maqola agiografik matnlarning tarjimasidagi izlanishlariga bag'ishlangan bo'lib, asosan agiografik atamalarning ilmiy asoslari, tadqiqot usullari hamda zamonaviy tilshunoslikda tutgan o'rni to'g'risida fikr yuritiladi. Ma'lumki, bu sohada ko'pgina izlanishlar olib borilgan bo'lsa-da, o'zbek-frantsuz agiografik terminlar tarjimasiga bag'ishlangan ishlar yetarli darajada emas. Biz avvalambor, mazkur terminni qaerdan paydo bo'lgani, nima ma'no anglatishi borasida so'z yuritimiz. Agiografiya atamasi qadimgi yunon tilidan olingan bo'lib, "agio"- muqaddas, "grafo"- yozaman degan ma'noni anglatib, muqaddas olimlar hamda cherkov ulamolarining turar joylarini, muqaddas qadamjolarini va unga bog'liq aspektlarni o'rganadigan bo'lim. Bu terminga etimologik tomondan emas, balki tarixiy tomondan yondashib o'rganamiz, chunki uning kelib chiqishi tarixshunoslikka dahldor bo'lib, muqaddas ulamolar haqidagi ilmiy tadqiqotlar to'plamidir. Agiografik matnlar birinchi marotaba Qadimgi Rossiyada XI asrda Berisoglebsk siklining ochilishi bilan paydo bo'lgan hamda diniy kitoblarga aloqadorligi va o'sha davrlarda cherkovning hukmronligi ustun turganligi uchun eng keng tarqalgan kitobiy janr hisoblangan. Agiografik adabiyotni ilmiy o'rganish esa Yevropa davlatlarida XVI-XVII asrlardan boshlangan.

Ayniqsa, Rim, Belgiya va Frantsiya olimlarida shahar chekkasida hamda provintsiyada yashagan xristianlarning hayoti katta qiziqish uyg'otgan. Bu borada Yakov Voraginskiyning "Legenda Aurea" asari oxirgi yigirma yil ichida muhim bo'lgan yangiliklarni o'z ichiga olgan: tipologik xilma-xillik (hayot ehtirolari, mo'jizalar to'plamlari, adabiy matnlar), identiklik, XIII asrda cherkov va'zlari uchun kerakli bo'lgan eng muhim muolajalar keltirilgan.

Agiografik matnlarni o'rganishga bo'lgan qiziqish turli asarlarning paydo bo'lishiga turtki bo'ldi, masalan L.Genicot boshchiligida "Typologie des sources du Moyen Age", "Hagiographies" asarlari, P.Bertrand va M.Trigalet tomonidan tayyorlangan elektron tasmalar, shuningdek, J.Dalarun va L.Leonardie tomonidan tayyorlangan "Biblioteca Agiografica Italiana" (Italiyan agiografik kutubxonasi), italiyan tilidagi matnli tasmalar shular jumlasidandir. 1979- yili Nanterra shahrida bo'lib o'tgan konferentsiyada Eveline Patlajane va Pierre Riché boshchiligida yozilgan «Hagiographie, culture et société (IVe—XIIe siècle)» ilmiy maqolasida agiografik faktlarni o'rganilishida ijtimoiy va madaniy kontekstlarning o'zaro aloqasi va qator foydali taraflari keltirib o'tilgan. Shuningdek, XX asrda diniy adabiyotlarni tarjima qilish keng tarqalgan bo'lib, nafaqat xristian dini balki islom diniga bo'lgan qiziqish ham ayni kuchaygan davr edi. Arab tilidagi diniy terminlarni rus tiliga o'g'irgan olimlardan biri I.R.Nasъrov- arab tarjimonining izlanishlaridan ba'zilarini keltirib o'tamiz :

Халь (sostoyanie) - [Misticheskoe sostoyanie]- смысл, который охватывает сердце [sufiya] vnezapno, bez predvaritel'noy podgotovki i iskustvennykh usiliiy.

Макам (stoyanka)- Выражение, обозначающее дьящесыя sostoyanie. "Халь" daruetsya [Bogom], a "makam" priobretaetsya [usiliyami sufiya].

Frantsuz olimi, adabiyot tanqidchisi, tarixshunos xamda Parijda joylashgan «Lycée de Charles de Faucauld», ya'ni Sharль Fokolъd nomidagi katoliklar internat-litseyi o'qituvchisi Léon Bermanning yaxudiyilar tarixiga oid ilmiy maqolasida xam «agiografiya» fenomeni ishlatilganiga guvoh bo'lamiz: « Ce miracle, ignoré du clergé local au XVIIe siècle, est sûrement le produit de limagination de certains spécialistes en hagiographie »

Ushbu jumla o'zbek tilida quyidagi ma'noni anglatadi: XVII asrda mahalliy ruhoniylar tomonidan e'tiborsiz qoldirilgan bu mo'jiza, albatta, agiografiya bo'yicha ba'zi mutaxassislarning tasavvuridir.

Yozuvchilarning asarlaridan tashqari, biz o'rganayotgan atamaning turli tillardagi lug'atlarda ta'riflari berilgan bo'lib, ularni birma-bir ko'rib chiqamiz.

Frantsuz faylasufi, tarixshunos, leksikograf olim Polъ Emilъ Littre (Paul Emile Littré) tashabbusi bilan 1870-yildan buyon 3 marta nashr etilgan frantsuz tili lug'ati (Dictionnaire de la langue française) katta muvaffaqiyat qozongan. Ushbu lug'atning sodda va cho'ntak ko'rinishini esa 1883-yilda A.Boyan (Amédée Beaujean) tomonidan tayyorlangan xamda ko'p marotaba qayta chop etilgan.

Ushbu ko'p jildli leksikografik lug'atda ushbu terminga quyidagicha ta'rif berilgan: Science de l'hagiographie, science de celui qui a écrit sur les saints.

Navbatdagi lug'at 1951-yilda Dictionnaires Le Robert nomi ostida Pol Rober boshchiligida nashr etilgan. Keyinchalik entsiklopedik lug'atlarni (Robert encyclopédique des noms propres) nashr etishni boshlagan ushbu lug'at o'zida 40000 so'zni qamrab olgan.

Ushbu lug'atdagi "agiografiya" fenomeniga berilgan ta'rifni keltirib o'tamiz:

1.hagiographie \a.zjɔ.gʁa.fi\ féminin

Traité sur les choses saintes.

Ce miracle, ignoré du clergé local au XVIIe siècle, est sûrement le produit de l'imagination de certains spécialistes en hagiographie.

2.(En particulier) Biographie d'un ou plusieurs saints.

C'est pourquoi l'hagiographie insiste si souvent sur l'origine noble du saint, que sa conversion rends plus noble encore.

Tahlillardan ko'rinib turibdiki, mazkur atamaning lug'aviy ma'nosidan tashqari, asarlarda berilgan misollar ham keltirib o'tilgan.

Agiografik terminlar ba'zi jurnal va gazetalardagi maqolalarda xamda yozivchilarning asarlarida xam o'z aksini topgan.

Taxlillar shuni ko'rsatdiki, fenomenga berilgan har bir ta'rifning o'ziga hos jihatlari mavjud. Misol uchun,

-rus olimlarining fikrlariga ko'ra, agiografiya atamasi faqat cherkov tomonidan muqaddas deb topilgan shaxslar, avliyolar xayotiga bag'ishlangan afsonalar, matnlar va qissalar yig'indisi deb xisoblanadi;

-frantsuz lug'atlarida berilishicha, ushbu termin o'rta asr diniy adabiyot janrlaridan biri bo'lib, xristianlarning din yo'lidagi tortgan azob- uqubatlari jamlangan;

-o'zbek lug'atlarida keltirilgan ta'riflarga ko'ra esa, agiografiya – bu payg'ambarlar va avliyolarning hayoti va sarguzashtlarini tasvirlovchi hikoya va qissalar majmuidir.

Turli tillarda berilgan ta'riflar ushbu atamaning ko'plab olimlar tomonidan o'rganilganligi hamda bu borada talayogina ishlar qilinganini ko'rsatadi.

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BADIIY TARJIMA VA MILLIY KOLORIT MUAMMOLARI (A. CHO'LPONNING « KECHA VA KUNDUZ » ASARI TARJIMASI ASOSIDA)

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Annotatsiya : Ushbu maqolada badiiy tarjimada va tarjima qilish jarayonida uchraydigan milliy kolorit muammolari tahlil qilingan. Asarni tarjima qilish jarayonida tarjimonning mahorati, badiiy matn asosiy tushunchalarini kitobxonga yetkazib berishdagi tarjimonning lingvistik yondashuvi o'rganilgan.

Аннотация: В данной статье анализируются проблемы национального колорита, возникающие в художественном переводе и процессе перевода. В процессе перевода произведения изучались профессионализм переводчика, лингвистический подход переводчика в донесении до читателя основных понятий художественного текста.

Annotation: This article analyzes the problems of national color that arise in literary translation and translation process. In the process of translating the work, the translator's professionalism and the translator's linguistic approach in conveying to the reader the basic concepts of the literary text were studied.

Kirish. Badiiy asar tili nihoyatda murakkab va o'ziga xos hodisa hisoblanadi. Tilshunoslik, tarjimashunoslik umuman, filologiya tarixida uni o'rganishga turlicha yondashib kelingan. Badiiy asar tili tadqiqi bilan bir umr shug'ullangan V. Vinogradov o'zining "Badiiy adabiyot tili haqidagi fan va uning vazifalari" nomli ma'ruzasida badiiy adabiyot tili to'g'risida gap ketganda, "til" so'zi ikki xil ma'noda qo'llanishini ta'kidlaydi, ya'ni: 1) u yoki bu milliy tilning sistemasini aks ettiruvchi "nutq" yoki "matn" (adabiy til tarixi, tarixiy grammatika va leksikologiya uchun tahlil material) ma'nosida; 2) «san'at tili», badiiy ifoda vositalari sistemasi ma'nosida. Bu o'rinda buyuk adib P. Qodirovning quyidagi fikrlari ham alohida diqqatga sazovor: "Haykallar misdan marmardan yasaladi, binolar g'ishtdan, oynadan, po'latdan quriladi. Adabiy asarda misning ham, marmarning ham, po'lat va g'ishtning ham o'rniga badiiy so'z ishlatiladi. Adabiy asarning musiqa, rassomchilik va boshqa ijod sohalaridan farqi uning ohanglari chiziqlar, bo'yoqlar vositasi bilan emas, so'zlar vositasi bilan yaratilishida ko'rinadi. Demak, badiiy til har qanday adabiy asarning spesifikasini belgilaydigan eng asosiy ko'rsatkichlardan biri hisoblanadi. Badiiy til nazariyasi esa adabiyot nazariyasiga oid masalalarning birinchi qatorida turadi".

- Mavzuga oid adabiyotlarning tahlili (Literature review). O'zbek tilshunosligida ham badiiy asar tilini o'rganishga bag'ishlangan ishlarda, asosan, ikkita yo'nalish yetakchilik qilganligini kuzatish mumkin.

1. Lingvistik yo'nalish. Tilning muayyan tarixiy davrdagi holati ayni holatga xos bo'lgan xususiyatlar, leksik, fonetik va grammatik o'zgalchiliklar, tilning hozirgi holati bilan umumiy va farqli jihatlarini ilmiy tadqiq etish maqsadida o'sha davrga oid adabiy – badiiy asarlarning tili o'rganiladi. Bunda badiiy asarlar, yozma yodgorliklar tili ayni maqsaddagi tadqiqot uchun faqat material bo'lib xizmat qiladi. Til tarixini tasvirlash va tadqiq etishda bu yo'l eng qadimgi va

mustahkam lingvistik an'ana sifatida yashab kelmoqda. O'zbek tilshunosligida bu yo'nalishda juda ko'p tadqiqotlar yaratilgan.

2. Lingvopoetik yo'nalish. Badiiy asar tilini lingvopoetik yo'nalishda o'rganishning asosiy maqsadi esa bundan farq qiladi, albatta. Bu o'rinda masala tilning turli vazifalarga egaligiga borib taqaladi. Tilshunoslikka oid zamonaviy adabiyotlarda tilning, asosan, to'rt-besh vazifasi qayd etiladi.

1. Kommunikativ vazifa – tilning kishilar o'rtasida asosiy aloqa vositasi ekanligi.

2. Ekspressiv vazifa – turli fikr va tuyg'ularni ifodalash vazifasi.

3. Konstruktiv vazifa – fikrlarni shakllantirish, tartibga solish va ifoda tarzini belgilash vazifasi.

4. Akkumulyativ vazifa – ijtimoiy tajriba va bilimlarni to'plash, saqlash vazifasi. Badiiy asar tili tadqiqiga bag'ishlangan ishlarda tilning ayni “ekspressiv vazifasi” atamasi bilan bir qatorda “tilning poetik vazifasi”, “tilning badiiy vazifasi”, “tilning estetik vazifasi” kabi atamalar ham qo'llanadi [1]. Ammo shuni ham aytish kerakki, “tilning estetik vazifasi” atamasi filologik adabiyotlarda nisbatan ko'p ishlatiladi. Bunday bo'lishi ham tabiiy, chunki estetik vazifa tushunchasi ekspressivlik, badiiylik, poetiklik kabi bir qator tushunchalarni ham o'z ichiga olgan holda ularni umumlashtira oladi. Boshqacha qilib aytganda, mazkur tushunchalarga qaraganda estetik vazifa tushunchasining qamrovi ancha keng.

-Tadqiqot metodologiyasi (Research Methodology). Albatta har qanday badiiy asarda tilning boshqa vazifalari ham reallashadi, ammo estetik vazifa birinchi o'rinda turadi, yetakchilik qiladi. Shuning uchun ham lingvistik adabiyotlarda bu holatga mana bu tarzda alohida urg'u beriladi: “Badiiy matn har qanday nobadiiy matndan farqli o'laroq alohida vazifani – kommunikativ vazifa bilan murakkab o'zaro aloqadorlikda namoyon bo'luvchi va matnning o'ziga xos qurilishida halqiluvchi omil hisoblanuvchi estetik vazifani bajaradi”. Bu o'rinda shuni ham alohida ta'kidlash lozimki, tilning bu o'ziga xos estetik vazifasi namoyon bo'ladigan soha faqat badiiy asar matnidir, undan boshqa biron bir nutq ko'rinishida til o'zining bu vazifasini reallashtira olmaydi deb qarash ham asosli emas. Bu ma'noda tilshunos D. N. Shmelevning mana bu fikrlari diqqatga sazovor: “Tilning bu vazifasi (estetik vazifasi) faqat badiiy asardagina namoyon bo'lmaydi. Bizning diqqatimiz jumlaning shakliga, fikr qay tarzda ifodalanganligiga qaratilgan har onda biz aynan shu vazifaning harakati doirasiga kiramiz”. Olimning alohida ta'kidlashicha, so'zlovchi o'z nutqining tashqi shakliga e'tibor bera boshlashi, lisoniy ifoda imkoniyatlarini baholashga o'tishi bilan tilning estetik vazifasi o'zining boshlang'ich ko'rinishida namoyon bo'ladi, ya'ni so'zlovchi nimani ifodalashnigina emas, balki ayni shu “nima”ni qanday ifodalashni ham muhim deb hisoblashidan boshlaboq tilning bu vazifasi ishga tushadi. Jonli so'zlashuv, kundalik muloqot jarayonidagi ko'pdan-ko'p o'tkir hazillar, latifanamo kulgilar, chuqur ma'noli so'z o'yinlari, kimlargadir taqlid qilishlar va hokazo holatlarda ham til belgisi, uning badiiy-ifoda imkoniyatlariga o'z-o'zidan diqqat qilinadiki, bunda tilning estetik vazifasi yaqqol namoyon bo'ladi. Badiiy asar tilini o'rganishdagi ikkinchi, ya'ni lingvopoetik yo'nalish tilning xuddi shu estetik vazifasini tadqiq etishga qaratilgan. Aytish lozimki, tilning estetik vazifasining asosiy namoyon bo'lish o'rni badiiy asar matni ekan, bu vazifaning o'ziga xos xususiyatlarini faqat tarjimashunoslik yoki faqat adabiyotshunoslik doirasida o'rganish qiyin [2].

-Tahlil va natijalar (Analysis and results). A. Cho'lponning “Kecha va kunduz” asarining fransuz tiliga tarjimasida yozuvchi va tarjimon qarashlari tahlili qanchalik keng ekanligi aniq ko'rinib turibdi. Mazkur asarda tarjimon badiiy tarjimaning vazifalarini tushunib, tarjimani original asarda qayta ifodaladi. Bu birinchi navbatda milliy o'ziga xoslik bilan bog'liq original asar hisoblanib, uning tarjimasida Stefan A. Dyudinon o'zining tarjima borasidagi mahoratini

namoyish etgan. U tarjima jarayonida badiiy tarjimaga alohida e'tibor qaratadi, shu bilan bir qatorda o'zbek milliy –madaniy so'zlariga mulohazalar bildiradi. Stefan A. Dyudinon tarjimasida "Nuit" asarini o'qiyotganda e'tiborni tortadigan birinchi narsa - bu qo'shtirnoq ichida alohida ajratib ko'rsatilgan so'zlardir. Asliyotning birinchi misrasida *“Har yil bir keladigan bahor sevinchi yana ko'ngillarni qitiqlay boshladi. Yana tabiatning dildiragan tanlariga iliq qon yugurdi...”* bo'lsa, tarjimada *“La joie des premiers jours du printemps commençait de chatouiller les coeurs. Un sang chaud de nouveau coulait dans le corps transi de la nature”* sifatida tarjima qilinadi hamda juda aniq va nozik leksik xususiyatlarini o'zida namoyon etadi. Ushbu misolda tarjimonning jumladagi barcha elementlarni tarjima qilgani yaqqol ko'zga tashlanadi va bunday tarjima asarni mutolaa qilishga bo'lgan qiziqishni yanada oshiradi. Xuddi shu holatda tarjimon barcha imkoniyatlaridan foydalanib, asl matnga hurmat ko'rsatish, asliyat, tarjimalarning milliy o'ziga xosligini yetkazish kabi buyuk vazifalarni o'z zimmasiga oldi. XX-asrda o'zbek adabiyotining iste'dodli hamda eng ko'zga ko'ringan namoyandalaridan biri Abdulhamid Cho'lponning « Kecha va kunduz » asarini Stefan A. Dyudinon fransuz tiliga badiiy mahorat va asarning yuksak jozibasini saqlab qolgan holda tarjima qildi. Uning mohir tarjimasini tufayli ushbu durdona asar fransuz tilida so'zlashuvchi kitobxonning e'tiboriga havola etildi.

“So'z bilan surat chizish” degan obrazli ibora realistik tasvirda badiiy tilning tutgan o'rnini juda aniq belgilab beradi. Qalamga olingan har bir odamni, har bir ashyoni, har bir joyni ko'zga yaqqol ko'rinadigan qilib tasvirlash uchun yozuvchi eng avval o'sha odam, o'sha joyni xayolida juda aniq va to'la – to'kis gavalantiradi, keyin ularni qog'ozda ham tirik va ta'sirli qilib gavalantirib berish uchun kerakli so'z va iboralar hali tarashlanmagan marmar shaklida bo'ladi. Haykaltarosh qo'pol bir toshni tarashlab, undan nafis obraz yaratishga qancha kuch, vaqt sarflasa, yozuvchi ham hali ishlanmagan til materialiga sayqal berib, uni ko'zga yaqqol ko'rinadigan aniq tasvirga aylantirguncha o'shanchalik mehnat qiladi. [3]. Buni asarda keltirilgan quyidagi misolda ko'rishimiz mumkin. “Razzoq so'fida unday quvvat ortig'i bilan bor. Bu odam jadidnamo bir hamshahrining deganidek, “ko'rgazmada qo'yilatgan antiqa maxluqlardan edi”.

Tarjimada :

“De cette force, au moins, Razzaq Soufi ne manquait pas. L' homme, selon le mot d'un moderniste de ses compatriotes, faisait partie de ses “curiosités d'un autre age que l'on montre dans les expositions”. Mazkur tarjimani asl matni bilan taqqoslaganda, shuni ta'kidlash joizki, muallif bu yerda so'zlar vositasida surat chizadi. Bu suratning ta'sir kuchi shundaki, biz Razzoq so'fi obrazini qog'ozda emas, hayotda o'zimiz ko'rayotgandek aniq tasavvur qilamiz. Aniq va yorqin tasvir, tarjimonning mohirona tarjimasini esa bizni asar hayotining ichiga olib kirib, asarning voqea – hodisalariga bizni ishtirokchi qilib qo'yadi.

Biror predmet, narsa, voqelik, belgi yoki harakat nutqda boshqa predmet, narsa, voqelik, belgi yoki harakatning nomi bilan vaqtincha ifodalanib kelishi mumkin. Bunday hodisa tilshunoslikda nutqiy ko'chma ma'no hosil bo'lishi deb ataladi. [4]. Nutqiy ko'chma ma'noni yuzaga keltiruvchi obyektlar o'rtasidagi munosabat esa turlicha xarakterga ega. Metafora usulidagi ma'no ko'chishida narsa hodisalar orasidagi o'xshashlikka asoslanadi. Tabiatan metaforani yashirin o'xshashlik deb atash mumkin. Yashirin o'xshashlik deb atalishiga sabab shuki, metaforada o'xshatilayotgan narsa tushirib qoldirilgan holda o'xshatilayotgan narsa uning ma'nosini bildiradi. Tabiiyki, bunday o'xshatilayotgan narsalardan aynan o'xshashlik talab qilinmaydi, ikki narsa hodisaga xos belgilardan birortasi asos uchun olinadi. Masalan, “*Qafasning darichasi ochildi ! Endi qushlarga qanotlarini rostlab turib : “pirr” eta uchmoqdan, keng*

ko'klarga, fazolarga parvoz qilmoqdan boshqa narsa qolmadi. Paranjini yopinib o'tirmasdan, shundoq bosh ustiga tashlab, chimmatni "xo'ja ko'rsin"ga tutgan bo'lib yugurish kerak, xolos..."

Tarjimada:

“La porte de la cage était ouverte ! Il ne restait aux deux rossignols qu'à lisser leurs plumes, à prendre leur envol et à s'élancer toujours plus haut dans l'étendue blutée au ciel. Il était temps de se ruer au dehors, *le parandji* jeté sur les épaules et *le tchatchvan* “à la grace de Dieu” ...

Inson nutqi juda murakkab ma'naviy va jismoniy jarayonlarning yakunlaridir. Odamning miyasida va tanasida tuyg'ular, g'oyalar, emotsiyalar oqimi tinimsiz harakatlanib turadi va ular ma'lum jismoniy harakatlarga olib keladi. Odam uzluksiz jestlar – harakatlar qiladi. Jestdan keyin so'z keladi. Adib o'z personajlarining ruhidagi harakatni – jestni to'g'ri topa bilgan, ya'ni tasvirlayotgan obrazni juda aniq ko'z oldiga keltirib, go'yo ko'rib turgandek tasvirleydi. Garchi tarjimon ushbu misolda aks etgan parangi, chachvon kabi tarixiy so'zlarni o'z holicha qoldirgan bo'lsa-da, asarning ma'nosi hech qanday zarar ko'rmadi, aksincha kitobxonlar o'sha davrdagi ayollar liboslari haqida ma'lumotga ega bo'ldilar. Yozuvchining umumxalq tilida mavjud so'zlardan odatdagidan o'zgacharoq foydalanishi quyidagicha badiiy-estetik maqsadlar bilan yuz beradi:

Davr koloritini (ruhini) berish uchun lug'atdagi eskirgan so'zlar – arxaizm va istorizmlar odatdagi so'zlashuvda ishlatilmasligi ma'lum. Biroq ular tarixiy mavzudagi badiiy asarlarda davr koloritini berish uchun juda zarur. Deylik, o'z asarida XX asr voqeligini tasvirlayotgan ijodkor, tabiiyki, o'sha davrdagiga xos realiyalarni qo'llashi lozim bo'ladi. Ya'ni, o'sha davr koloritini o'sha davrga xos bo'lgan narsa-buyumlar, hodisalar, tushunchalar va nomlarisiz to'la tasvirlab bo'lmaydi. Ikkinchi tomondan, XX asr muhitida harakatlanayotgan personaj ham shunga mos so'zlar va so'z shakllarini ishlatishi obrazning ishonarli va to'laqonli bo'lishiga xizmat qiladi [5]. Aytaylik, o'zbek tilida so'zlashuvchilar hududlarda umummilliy xususiyatlar bilan bir qatorda o'sha hudud kishilarigagina xos bo'lgan jihatlar (urf-odatlar, tasavvurlar, aqidalar, narsa-buyumlar) ham mavjudki, bular birinchi galda sheva tilida o'z aksini topadi. Shunday ekan, asarda tasvirlanayotgan hududga xos bo'yoqlarni berish, unda harakatlanayotgan personajlar xarakterini to'laqonli badiiy talqin etish uchun dealektizmlardan foydalanish zarurati yuzaga keladi.

-Xulosa va takliflar (Conclusion and recommendations). Milliy-madaniy so'zlarning tarjimada berilishining ham o'z tartib qoidalari mavjud. Tahlillar va nazariy ma'lumotlar shuni ko'rsatadiki, tarjima qoidalari barcha so'zlar uchun umumiy bo'lsada, milliy madaniyatimizga xos so'zlarning sharhi va izohlanish qoidalari xususida asosan tarjimashunos olimlar shug'ullanishgan. Aksariyat hollarda lug'atlarda kiritiladigan bunday so'zlar maxsus ko'rsatmalar asosida yoritilmagan. Shuning uchun ham milliy-madaniy so'zlarning sharhini to'g'ri berish uchun tarjimonlar tajribasiga tayanish maqsadga muvofiq bo'ladi [6]. Zero amerikalik sotsiolog E.Nida ta'kidlaganidek, tarjima bir tildan ikkinchi tilga yangi tushunchalarni etkazib beruvchi vositadir.

Xulosa qilib aytadigan bo'lsak, “til”obrazga nisbatan formadir (shakldir), obraz esa asarning g'oyasiga nisbatan formadir. Bu to'g'ri fikrga qo'shimcha qilib shuni aytish lozimki, badiiy til obrazga nisbatan forma bo'lish bilan birga, shu formani mazmunga bog'lab turuvchi asosiy “ko'prik” hamdir. Adabiy jarayon hamisha daryoday harakatlanib turadi [7]. Mana shu harakat paytida goh shakl birdan mazmunga, goh mazmun birdan shaklga aylanib ketadi. Chunki, badiiy adabiyot hamisha mazmunli bo'lishini, mazmunning esa hamisha aniq va muayyan shaklda ro'yobga chiqishini taqozo qiladi. Yozuvchi mana shu talablarga javob berishi uchun hayotiy voqealarning va insoniy xarakterlarning umumiy mohiyatini ochish bilan cheklanmaydi, balki har

bir voqea, har bir xarakterning o'ziga xos konkret shaklini til vositasi bilan tasvirlab, obrazli tafakkur yordamida ifoda etadi.

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L'ETUDE DE LA PHRASEOLOGIE

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Annotation: Ce texte explore le domaine de la phraséologie, qui étudie les expressions figées ou semi-figées dans une langue. Il examine la distinction entre expressions et locutions, ainsi que les différentes interprétations de ces termes par divers auteurs linguistiques. Il met en lumière les nuances entre expressions figées et locutions idiomatiques, soulignant leur importance dans la communication quotidienne. De plus, il analyse l'emploi du terme "phraséologie" dans un contexte historique, en se référant notamment à l'ouvrage de Hippolyte-Auguste Dupont du XIX^e siècle, et compare cette interprétation à celle de Charles Bally. Enfin, il souligne l'importance de réévaluer notre compréhension de la phraséologie en tant qu'outil d'étude linguistique, en se basant sur les diverses perceptions historiques et contemporaines de ce concept.

Mots-clés: phraséologie, expressions figées, locutions idiomatiques, linguistique, Hippolyte-Auguste Dupont, Charles Bally, communication, histoire linguistique, interprétation, étude comparative.

L'étude de la phraséologie est un domaine linguistique qui explore les expressions figées ou semi-figées dans une langue. **L'étude de la phraséologie** est un domaine linguistique qui explore les **expressions figées** ou semi-figées dans une langue. **Locutions idiomatiques.** La première distinction importante est celle d'expressions et de locutions. Quelques auteurs qualifient ces termes d'identiques, comme par exemple, Bally, Nyrop et Marouzeau; ce dernier définit ainsi la locution dans son Lexique de la terminologie linguistique: « En un sens général, synonyme d'expression. En un sens plus restreint, union de plusieurs mots constituant une sorte d'unité lexicologique »¹ Le terme locution prend naissance au XIV^e siècle, et il a été employé pour la première fois par E. Deschamps en 1392. Quant à son sens : « façon de parler », et à son étymologie, il s'agit d'un emprunt du latin locution, dérivé du mot loque, qui signifie « par le M. P. Guiraud définit la locution comme : « une expression constituée par l'union de plusieurs mots formant une unité syntaxique et lexicologique »'. Florica Dimitrescu, dans son article « Le concept de locution », met l'accent sur les différents emplois des termes expression et locution d'après les auteurs considérés, et souligne les points en commun de ces ensembles phraséologiques, ayant tous deux un sens général relativement indépendant par rapport au sens individuel des éléments constitutifs pris séparément. Quant aux traits différentiels, les expressions représentent des faits de lexicologie, tandis que les locutions sont aussi des faits de grammaire. Bruno Lafleur, dans son Dictionnaire des locutions idiomatiques françaises', considère que la nuance entre locution et expression est très faible, appliquant le terme locution à une classification du point de vue grammatical. Pour élaborer la dénomination de son dictionnaire, il refuse le terme idiotisme à cause de son caractère péjoratif, qui s'éloigne de l'étymologie, jugeant le terme gallicisme trop large. Lafleur souligne l'imprécision de la terminologie appliquée aux locutions idiomatiques, cet aspect étant très peu étudié. Il critique la dénomination choisie par M. Rat dans son Dictionnaire des locutions françaises, laquelle, en agglutinant les deux termes, peut donner lieu à confusion. Mais **Lafleur**, lui-même, appelle « **locutions idiomatiques** » ce que d'autres auteurs désignent sous

le nom d'idiotismes, gallicismes, clichés, locutions françaises, locutions métaphoriques, proverbiales, etc., et les différences des expressions toutes faites, celles-ci étant consacrées par l'usager et provenant très souvent des langues techniques. Par exemple:

“**Prendre son envol**” : Cette expression signifie “commencer quelque chose de nouveau” ou “démarrer une nouvelle aventure”. Elle ne se réfère pas littéralement au fait de voler, mais plutôt à un nouveau départ.

“**Avoir le cœur sur la main**” : Cette locution signifie que quelqu'un est généreux et prêt à aider les autres. Elle ne parle pas du cœur physique, mais plutôt de la bonté d'une personne.

“**Mettre les pieds dans le plat**” : Cette expression signifie dire quelque chose de maladroit ou inapproprié. Elle ne concerne pas réellement les pieds, mais plutôt une gaffe verbale.

En somme, les locutions idiomatiques enrichissent notre communication quotidienne en ajoutant des nuances et des images à nos propos.

Une petite grammaire scolaire du XIXe siècle, intitulée *Phraséologie française élémentaire ou Nouveaux exercices de grammaire*, d'Hippolyte-Auguste Dupont (1833), représente toute une « trouvaille » pour d'éventuelles études sur l'historique diachronique du mot *phraséologie*. En effet, si nous devons faire ici le diagnostic des sens que ce terme a pu avoir avant de désigner la discipline qui s'occupe aujourd'hui des unités phraséologiques de la langue, nous serions surpris de constater le sens que cet ouvrage lui attribue, un sens plutôt lié aux *faits de langue* agencés selon les règles ordinaires de la grammaire.

En effet, l'analyse de l'œuvre de Dupont va nous permettre d'observer, d'une part, les liens existants entre l'interprétation littérale du mot *phraséologie* et son emploi mis au service de l'enseignement du français langue maternelle, et d'autre part, les rapports qu'il entretient avec un type spécial de phrases, les « locutions particulières », traitées dans cet ouvrage dans un groupe à part nommé *gallicismes*, rebelle à toute analyse grammaticale. La présence de ce groupe va être déterminante pour pouvoir bien définir le sens donné ici au terme *phraséologie*, un sens qui s'inscrit pour Dupont dans la norme et non pas dans l'usage. Car, si les *gallicismes* (ou *idiotismes* de la langue française) font figure d'exception dans l'ouvrage de Dupont, la phraséologie y fait, par contre, fonction de paradigme syntaxique à suivre.

Cela dit, le caractère singulier du mot *phraséologie* comme domaine des faits de langue dans Dupont prend davantage d'importance si nous le comparons aux préceptes phraséologiques de Charles Bally, tels que conçus dans son *Traité de Stylistique Française* (vol. I et II, 1909). En effet, le sens spécialisé que prend le terme *phraséologie* à partir de la *stylistique* de Bally, dont les éléments sont considérés comme des *faits d'expression*, va s'opposer d'autant plus au sens large que lui attribue Dupont que cette différence va répercuter également sur la conception que tous deux ont des *gallicismes*.

C'est donc l'emploi des notions que fait Dupont dans son ouvrage, relatives à la phraséologie, en général, et aux *gallicismes*, en particulier, que nous allons traiter dans un premier temps, en tenant compte d'abord des circonstances qui le conditionnent à l'époque. Nous comparerons ensuite l'interprétation de ces concepts avec ceux de Bally, non pas dans l'intention de les contraster à la lumière d'une linguistique qui a forcément évolué d'un siècle à l'autre, mais dans le seul but de mettre en valeur un ouvrage tout à fait unique dans l'emploi fait du mot *phraséologie*, avant Dupont et même après. Cet emploi nous met au défi et nous pousse à réviser nos acquis sur la valeur sémantique du mot *phraséologie* au niveau non seulement des éléments qui forment ce composé, mais aussi de la fonction qu'il peut avoir dans un outil destiné à l'étude d'une langue, en l'occurrence le français langue maternelle.

En conclusion, la phraséologie, domaine riche et complexe de la linguistique, offre un regard fascinant sur les expressions figées et les locutions idiomatiques qui enrichissent notre langage quotidien. À travers l'exploration de la distinction entre expressions et locutions, ainsi que les interprétations variées des différents auteurs, nous avons saisi l'importance de ces constructions linguistiques dans la communication humaine. L'analyse comparée des travaux historiques de Hippolyte-Auguste Dupont et de Charles Bally nous a permis de comprendre l'évolution des perceptions autour de la phraséologie, révélant des approches divergentes mais complémentaires. La confrontation entre les visions du XIXe siècle et celles du XXe siècle nous invite à une réflexion approfondie sur la nature même de la phraséologie et son rôle dans l'étude linguistique contemporaine. Enfin, cette étude nous pousse à réexaminer notre compréhension de la phraséologie en tant qu'outil d'analyse linguistique, soulignant l'importance de considérer à la fois les perspectives historiques et contemporaines. En intégrant ces différentes approches, nous enrichissons notre compréhension de la langue et de ses subtilités, ouvrant ainsi de nouvelles perspectives pour la recherche linguistique future.

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XORIJIY TILLARNI O'QITISHDA INNOVATSION TA'LIM TEXNOLOGIYALARI

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Annotatsiya: Mazkur maqolada ta'lim jarayoning zamonaviy ta'lim texnologiyalari bilan birgalikda amaliy jihatdan qo'llanilishining ahamiyati, yurtimizning ta'lim sohasiga kirib kelayotgan zamonaviy axborot texnologiyalari, erishilayotgan yutuqlar va ularning natijalari haqida gap boradi.

Kalit so'zlar: innovatsion yondashuv, interfaol, kommunikativ, "pinbord", klaster, kompetensiya

Аннотация: В данной статье говорится о важности практического использования образовательного процесса вместе с современными образовательными технологиями, современными информационными технологиями, входящими в сферу образования нашей страны, достижениями и их результатами.

Ключевые слова: инновационный подход, интерактивный, коммуникативный, «пинборд», кластер, компетентность

Annotation: This article talks about the importance of the practical use of the educational process together with modern educational technologies, modern information technologies entering the education sector of our country, achievements and their results.

Keywords: innovative approach, interactive, communicative, "pinboard", cluster, competence

Kirish

Bugungi kunda yurtimizda yoshlar orasida chet tillarini o'rganishga bo'lgan e'tibor yuksak darajaga ko'tarilgan. Xalqimizda "Til bilgan el biladi", deb bejiz aytilmagan. Xozirgi globallashuv davr jarayoni ham insoniyatning zamon bilan hamnafas odimlashini talab etadi. Shu boisdan, turli soha mutaxassislari o'z ona tilini mukammal bilishi bilan birga, bir nechta xorijiy tillarda muloqot qila olishi ham maqsadga muvofiqdir.

Barchamizga ma'lumki, 2021-yil 6-may kuni O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyev raisligida chet tillarini o'qitish tizimini takomillashtirish chora-tadbirlari yuzasidan videoselektor yig'ilishi o'tkazilgan edi. Unda Davlatimiz rahbari "Mamlakatimizda xorijiy tillarni o'rgatish bo'yicha kelajak uchun mustahkam poydevor bo'ladigan yangi tizimni yo'lga qo'yish vaqti-soati keldi. Biz raqobatdosh davlat qurishni o'z oldimizga maqsad qilib qo'ygan ekanmiz, bundan buyon maktab, litsey, kollej va oliy o'quv yurti bitiruvchilari kamida 2 ta chet tilini mukammal bilishlari shart. Bu qat'iy talab har bir ta'lim muassasasi rahbari faoliyatining asosiy mezoniga aylanishi lozim", degan ta'kidlari sohadagi islohotlarni yangi bosqichga olib chiqdi.

Prezidentimizning ushbu qarorlari yuzasidan "Xorijiy tillarni o'qitishda zamonaviy innovatsion yondashuv: milliy va xorijiy tajriba uyg'unligi", "Pedagogik mahoratni oshirish yo'llari va vositalari", "Skillsup.uz platformasi yordami O.Genri va A.Qahhor hikoyalari chog'ishtirib o'rganishni rivojlantirish", "Tarjima beshinchi til ko'nikmasi sifatida", "Ta'limda o'quvchiga yo'naltirilgan yondashuvni ta'minlash tamoyillari", "Qo'shiqlar orqali ingliz tilini o'rgatishning samarali usullari (onlayn vositalar)", "Xotira strategiyalari yordamida o'quvchilarning o'tkazuvchan ko'nikmalarini yaxshilash" kabi mavzulardagi konferensiyalar har yili Oliy ta'lim muassasalarida talabalar va professor o'qituvchilar hamkorligida tashkil etilmoqda.

Bugungi tezkor rivojlanayotgan zamonda ilm-fan, texnika ham shiddat bilan o'sib bormoqda. Har bir sohada taraqqiyot ilgari qadam tashlamoqda. Xususan, ilm-fanda ham katta o'zgarishlar, sezilarli yutuqlarga erishilmoqda. Har bir fanni yangi innovatsion pedagogik texnologiyalardan foydalanib talabalarga yetkazib berish bugungi kundagi ta'limning asosiy talablaridan biri hisoblanadi. Yuqorida ta'kidlab o'tilgan qaror qabul qilingandan so'ng mamlakatimizda chet tillarni o'qitishga, o'rganishga bo'lgan e'tibor yanada kuchaydi. Yurtimizda chet tillarni o'qitilishida yangicha bosqich, yangicha davr boshlandi. Chet tili darslarining o'qitilishi jarayonida ilg'or pedagogik texnologiyalarni, interfaol, innovatsion usullardan, kommunikativ-axborot vositalaridan foydalanish talab qilinmoqda. Respublikamizda chet tilining o'qitilishi, chet tili o'qituvchilarining bilim va ko'nikmalarini baholashning umumiyevropa ramkalari tavsiyanomalari (CEFR) ga mos ravishda yangi usul va talablari ishlab chiqildi. Unga ko'ra umumta'lim maktablari va kasb-hunar kollejlari o'quvchilari uchun darsliklar yaratildi. Ushbu talablarga mos ravishda o'quv xonalari stendlar va yangi axborot kommunikativ texnikalar bilan jihozlandi. Chet tili o'rganishga bo'lgan talab ham kundan kunga oshib bormoqda. Chet tili fani to'rt aspektga (o'qish, yozish, tinglab tushunish va gapirish) bo'linib, ularning har biri bo'yicha alohida tushuncha va ko'nikmalar berilmoqda.

Ta'lim texnologiyalari, bu ta'lim jarayonida zamonaviy axborot texnologiyalaridan unumli foydalanishdir. Shuningdek, ta'lim jarayoniga zamonaviy innovatsion texnologiyalarini olib kirish orqali ta'lim sifati va samaradorligini oshirishni nazarda tutadi. Xususan, chet tilini o'rganishda bunday axborot-kommunikatsion texnologiyalardan foydalanishning bir qancha afzalliklari mavjuddir. Til o'rganish va o'qitishda zamonaviy texnologiyaning roli beqiyosdir. Texnologik vositalardan foydalanish chet tili o'rganishning har bir aspekt (o'qish, yozish, tinglab tushunish va gapirish)ida qo'l keladi. Masalan, tinglab tushunish uchun, albatta kompyuter, player, CD diskarsiz bu jarayonni amalga oshirish mumkin emas. Tinglab tushunish til o'rganishning eng muhim qismlaridan biridir. Bunda o'quvchi bir paytning o'zida so'zlovchining talaffuzi, grammatik qoidalarga rioya qilganligi, so'z boyligi va uning ma'nolariga e'tibor berishi talab qilinadi. Ta'lim jarayonida zamonaviy texnologiyalardan foydalanishda o'quvchilar ham axborot kommunikatsion texnologiyalarni yaxshi bilish va ulardan foydalana olishi muhim omil hisoblanadi. Chet tilini zamonaviy texnologiyalardan foydalanib o'rgatish va o'rganish eng samarador usullaridan biridir. Bu jarayonda, jumladan:kompyuterlardan foydalanganda o'quvchi chet tilidagi videoroliklarni, namoyishlarni, dialoglarni kino yoki multfilmlarni ham ko'rishi ham eshitishi mumkin;

- chet tilidagi radio eshittirishlar va televideniya dasturlarni eshitish va tomosha qilish mumkin; an'anaviy usul hisoblanadigan magnitafon va cassetalardan foydalanish;

CD pleyerlardan foydalanish mumkin. Bu texnik vositalardan foydalanish o'quvchilarning chet tilini o'rganishlari jarayonini qiziqarliroq va samaraliroq bo'lishini ta'minlaydi.

Globalashuv jarayonida hayotimizni internetsiz tasavvur qilish qiyin. Chet tilini o'rganish va o'qitish jarayonida undan unumli foydalanishning eng samarali usullardan hisoblanadi. Internet

orqali chet tilida so'zlashuvshilar bilan muloqot qilish imkoniyati paydo bo'ladi. E-mail orqali xat yozishish bilan yozish mashqini takomillashtirish mumkin.

Ta'lim jarayoniga zamonaviy - kommunikatsion texnologiyalarni olib kirish ulardan maqsadli va to'g'ri, unumli foydalanish, ular orqali o'quvchida chet tiliga bo'lgan qiziqishni orttirish, o'qitish samaradorligini oshirish eng muhim masala hisoblanadi. Bu orqali ta'limning innovatsion texnologiyalaridan foydalanishga imkoniyat tug'iladi va talab ortadi. Innovatsion ta'lim texnologiyalarining bir necha xil usullari mavjud. Ulardan darslarda mavzuni yoritishda keng va turli usullaridan foydalanilsa, darsning samaradorligi yuqori bo'ladi va o'quvchilarning darsga bo'lgan qiziqishlarining ortishi ham ta'minlanadi. Ta'lim jarayoniga yangiliklarni olib kirish va ularni tadbiiq qilish orqali ta'lim samaradorligini oshirish nazarda tutiladi. Chet tili darslarining o'qitilishida turli rolli, harakatli o'yinlardan foydalanish ham darsga ham til o'rganishga bo'lgan qiziqishni ortishiga sabab bo'ladi. O'quvchilarning juft yoki kichik guruhlarda ishlashlari orqali esa o'quvchilarning boshqalar bilan kommunikativ aloqa qilishlari uchun yordam beradi.

Ta'lim jarayonida grafik organayzerlardan foydalanish mavzuni yoritishda, uni o'quvchilarga yetkazib berishda eng muhim vositalardan hisoblanadi. Bir mavzuni yoritishda bir necha xil grafik organayzerlardan foydalanish ham mumkin. Chet tilini o'qitishda grafik organayzerlardan foydalanib, mavzuga oid yangi so'zlarni, grammatik qoidalarni tushuntirish maqsadga muvofiqdir. Grafik organayzerlar orqali bular berilsa, yodda saqlanib qolishi ham oson bo'ladi.

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

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

Tajriba tizimi va uslublar

Ma'lumki ta'lim jarayoni murakkab hisoblanadi. Xorijiy til darslarida yangi o'quv materialini prezentatsiya uning turli mashqlar orqali mashq qilinishi va turli nutqiy vaziyatlarga mos qo'llash orqali tegishli nutqiy ko'nikma va malakalar hosil qilish bosqichlarini o'z ichiga oladi. Talabalarning darsdagi faolligini oshirishda qator interfaol usullardan foydalanish mumkin. Interfaol metod iborasi ingliz tilidagi "interactive" so'zidan olingan bo'lib u talabalarda ichki faollikni oshirishni nazarda tutadi. Ushbu metodning turli qator turlari bo'lib hozirda keng qo'llanilayotgan "aqliy hujum", ishbilarmonlik o'yinlari "pinbord", "klaster", "sinkveyn", "kyubik texnologiyasi" rolli o'yinlar kabi interfaol metodlarning ayrim ko'rinishlari ta'lim jarayonida talabalarning faolligini oshirishga qaratilgan. Interfaol o'qitishda guruh-guruh bo'lib o'qitish, 3-3 kishidan iborat kichik guruhlarda tuzish, samarali hisoblanadi. Yuqoridagilarni umumlashtirib "innovatsion texnologiya" deb atash mumkin.

Hozirgi kunda interfaol metodning yuzdan ortiq turi mavjud bo'lib, ularning aksariyati tajriba sinovdan o'tib yaxshi natija bergan. Ta'lim texnologiyalarini o'quv jarayoniga tadbiiq etishning asosiy shartlari quyidagilardan iborat: Darsni o'qitish jarayonida har bir o'quvchining bilimlarni o'zlashtirishda erkin muloqotga kirishishni rivojlantirish; Ta'lim jarayonida ham faollikni oshiruvchi metod va zamonaviy ta'lim vositalaridan foydalanish. Innovatsion texnologiyalarning xorijiy til kompetensiyalarni o'qitishdagi ahamiyati katta. Xorijiy tillarni o'qitishda innovatsion texnologiyalardan foydalanish darsni sifatli va qiziqarli bo'lishini ta'minlaydi. Innovatsion texnologiya ta'lim samaradorligini oshiruvchi omillardan foydalanish, turli pedagogik jarayonlarni loyihalash va amalda qo'llash orqali bilim egallashni takomillashtirish usullaridir. Uning asosiy maqsadi ta'lim jarayonida o'qituvchi va bilim oluvchi faoliyatga yangilik, o'gartirishlar kiritish bo'lib, interfaol metodlardan foydalanishni taqozo etadi. Interfaol usullar ta'lim jarayonida qatnashayotgan har bir bilim oluvchining faolligiga erkin va mustaqil fikr yuritishga asoslanadi. Bu usullardan foydalanganda bilim olish qiziqarli mashg'ulotga aylanadi. Interfaol usullar qo'llanilganda mustaqil ishlash ko'nikma va malakasi rivojlanadi.

Xulosa

Xulosa o'rnida shuni aytish joizki, ayni paytda xorijiy tillarni o'qitishda innovatsion texnologiyalardan samarali foydalanish darsni har tomonlama sifatli va qiziqarli o'tish imkonini beradi va innovatsion texnologiyaga qiziqish kundan kunga ortib bordi. Innovatsion texnologiyalar o'quvchilarni mustaqil fikrlashga tahlil, xulosa qilishga o'rgatadi.

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THE ADEQUACY OF THE REFLECTION OF THE COMIC BY MEANS OF ANOTHER LANGUAGE: TRANSLATION EQUIVALENCE AND ADEQUACY

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Abstract: The urgency of the problem is caused by the fact that the issues of adequate reflection in the translation of linguistic means, preservation of the style in translation have always been the most difficult and controversial. It is obvious there is the need to understand as deeply and fully as possible what is common to different people, that is universal human cultural values, to preserve carefully and correctly transmit them while translating from one language to another. The purpose of the article is to compare the translation of the linguistic means of expressing the comic into Russian in short stories (based on the stories of M. Twain, O. Henry, S. Likok). The leading approach to the study of this problem is communicative and practical on the provisions of the theory of translation, which makes it possible to reveal that translation is not a simple modification of some linguistic structures into others, but an important mean of intercultural communication. The main results of the article are that, when considering equivalence, translators often resort to translation at the component and reference levels. The equivalence and adequacy relation is reflected in the paper, five types of equivalence proposed by V.V. Komissarov are examined. Equivalence levels are considered. and three levels of equivalence proposed by Breus E.V. Regularities in language systems that dictate the only contextual possibility of adequate transmission of the content of the text are considered. Materials can be useful in the training of professional specialists in theory and practice of translation, they also consider the problems of translation theory in terms of a comparative analysis of the communicative and pragmatic potential of various languages.

Keywords: Adequate, communicative effect, types of equivalence, levels of equivalence, syntactic semantic pragmatic quivalence, complete partial zero equivalence

1. Introduction

In the artistic translation, the main task of an interpreter is to convey the artistic and aesthetic merits of the original, creating a full-fledged artistic text in the language of translation. In modern translation studies, the opinion has been established that the translation of the type of interlingual and intercultural communication is based on the production of a text that adequately replaces the original text in another culture, in another language and in another communicative situation (Schweizer, 1988). It is on this path that there is a way to achieve equivalence, which implies the incomplete identity of the two texts, and "sufficient commonness of their content for the purposes of communication in specific conditions" (Komissarov, 1990: 7). In the science of translation, "sufficient generality of content" is given the status of a multifaceted statistical concept - an equivalence complex ("equivalence global") that presupposes the existence of all its main components: denotative, connotative, genre, pragmatic, formal - aesthetic.

The communicative equating of multilingual texts in the translation process is accompanied by more or less significant changes. In this regard, one of the central concepts of translation theory

is the "equivalence" of translation, which denotes the relative generality of translation and the original in the absence of their identity and is considered as the main sign "the condition for the existence of translation. American researcher J. Naida argues that the translation consists in creating in the translation language "the nearest natural equivalent to the original (Naida, 1978). An adequate translation can only be that translation, which accurately conveys not only the meaning, but also the expressive - stylistic features of the primal. Translation must perform certain functions: informative, informative, aesthetic, etc. (Toper, 2000). The ratio of equivalence and adequacy in each act of translation is determined by the choice of strategy that the translator makes based on a number of factors that make up the translation situation. The most important is the purpose of translation, the type of translation text and the nature of the intended receptor for translation.

The terms adequacy and equivalence have long been used in translation studies. V.N. Komissarov considers "equivalent translation" and "adequate translation" as concepts that are not identical, although they are closely related to each other. The term "adequate translation", in his opinion, has a broader meaning. The term "equivalence - as a semantic community of equals to one another language and speech units" (V.N. Komissarov, 1990). V.S. Vinogradov understands by equivalence in the theory of translation: "the preservation of the relative quality of meaningful semantic, stylistic and functional-communicative information, contained in the original and in translation (Vinogradov, 2001). The main task of comparatively equivalent research is the establishment and analysis of equivalence relations between the two languages. The most acceptable interpretation of the adequacy of translation in relation to the artistic text is the idea of the effect put forward by J. Naida. The relevance of the topic is due to the need to develop effective translation techniques that provide deep penetration into the nationally determined meanings of original literary works and thus contribute to the comprehension of the axiological priorities of the people through the prism of its artistic culture. The text spaces of short stories by M. Twain, O. Henry and S. Lykok are considered in the article, united by a common pragmatic attitude towards creating a comic effect, and their translation into Russian.

2. Methodological Framework

The translation task of adequate semantic reproduction presupposes a careful analysis of the communicative and pragmatic organization of the original text in the subsequent formation of a system of examples and means of creation, the need for a pragmatic effect in the text of translation that is provided by a functional adequate original of the organized complex of native language means. An important ability of an interpreter to find interlanguage linguopragmatic correspondences in native language systems. In the process of research, the communicative - pragmatic approach and the method of lexico – grammatical transformations were used. A comparatively-equivalent approach presupposes the concept of "dynamic equivalence" put forward by Yu. Naida. It draws attention to the cultural aspects of translation. The problem of translational equivalence is not exhausted by its description at the grammatical and semantic levels, it is required to identify the patterns of the use of linguistic means in specific situations, that is, it is necessary to taken into account the pragmatic aspect of language communication. At this level, the most complex transformations are encountered, such methods as adding and feeling, full paraphrased or compensated. Translation as one of the most important types of communicative activity is guided, first of all, by a complete and adequate transfer of the language of the original containing the entirety of the implications of the linguistic, social and cultural plans. The difficulties of translation are connected not with the knowledge of the language, but with the ability

of an interpreter to find lingual-geological regularities in linguistic systems. Translation is carried out by the universal principle of the unified organization of all specific languages, based on the essence of language as a form of representation of real activity (Zhuk, 2002). Some features of the translation of stylistically marked vocabulary: (based on the work of O. Henry). In this paper, translation is seen as a channel for interaction and mutual understanding of cultures and languages.

A communicative, pragmatic approach to translating literary texts is faced with the problem of translational equivalence. One approach to solving the problem of translational equivalence is to try to find in the content of the original some invariant part, the preservation of which is necessary and sufficient to achieve the equivalence of the translation. Another approach to the definition of translational equivalence is empirical. Its essence lies in the fact that it is not a priori to decide what the commonality of the translation and the original was, but to compare a large number of completed translations with their originals and see what their equivalence is based on.

3. Results

The most developed method of studying the translation process is the creation of theoretical models of translation. The translation model is a conditional picture of the procedure for the implementation of the translation process, based on an attempt to extend some general postulates of linguistics and psychology to translation. (Komissarov, 2002). The most important task of translation theory is to identify linguistic and extra linguistic factors. Translational equivalence is the real semantic closeness of the texts of the original and translation, reached by the translator in the translation process. There were considered 5 types of equivalence proposed by V.N. Komissarov.

The equivalence of the first type of translation consists in preserving only that part of the content of the original that constitutes the communication goal: "I do not ever eat" em. (The Pimienta Pancakes by O. Henry) - I do not take them into my mouth (translation by M.Urasov).

In this case, the meaning of the statement remains, but the logical content is completely lost.

For relations between originals and translations of this type are stored:

1. The incompatibility of the lexical composition and syntactic organization;
2. Impossibility to connect the vocabulary and the structure of the original and the translation by the relations of semantic rephrasing or syntactic transformation;
3. Absence of real or direct logical connections between the messages in the original and the translation, which would make it possible to assert that in both cases the same thing;
4. The smallest commonality of the contents of the original and the translation as compared with all other translations are deemed equivalent. In the second type of equivalence, the general part of the content of the original and the translation not only conveys the same purpose of communication, but also reflects the same extralinguistic situation. The second type of equivalence is represented by translations, the semantic closeness of which to the original is also not based on the generality of the meanings of the used linguistic means. "Jeed was a monopolist by nature ..." Jed was born for monologues ("The Pimiera Pancakes" by O. Henry) (translated by M. Urasov). In this example, the translator successfully uses other lexical means, which gives more expressiveness and evaluation.

For relations between originals and translations of this type there is the characteristic:

- 1) incompatibility of lexical composition and syntactic organization;
- 2) the inability to relate the vocabulary and the structure of the original and the translation by the relations of semantic rephrasing or syntactic transformation;

3) Preservation of the communication goal in translation, since preserving the dominant function of the utterance is an obligatory condition for equivalence;

4) Preservation in the translation of an indication to the same situation.

The third type of equivalence is characterized by the possibility of paraphrasing the original message in a translation message that reveals the common seminal community. Here, a communicative goal is achieved and a way of describing the situation is preserved. "I do not know why I said" alone "" - Why I said "face to face", I do not recognize this myself. ("My Financial Career", S. Lykok) (Translated by D. Livshes). In this example, the semantic load is successfully preserved, phraseology "face to face" better conveys the emotional state of the hero.

Comparison of originality and translations of this type reveals verbal features:

1) the absence of parallelism in lexical composition and syntactic structure;

2) the inability to relate the structure of the original and the translation by the relations of syntactic transformation;

3) the preservation in the translation of communication goals and identification of the same situation as in the original;

4) preservation of common concepts in translation, with the help of which the situation in the original is described, that is, the preservation of that part of the content of the source text, which we called "a way of describing the situation" (Komissarov, 2002). Thus, in these three types of equivalence, it was a question of conveying the elements of meaning whose preservation is possible with a significant discrepancy of linguistic means, through which this meaning is expressed both in the original and in translation. Now it is required to find an equivalent correspondence to the values of linguistic units of a foreign language. In the following two types of equivalence, the semantic community of the original and the translation includes not only the preservation of the communication goals, an indication of the situation and the way it is described, but also the closest possible proximity of the values of the correlated syntactic and lexical units. Here, the information is saved not only "for what", "what", "what" is said in the text of the original, but also partly "as it is said". «I haven't anything against you, but I can't let my daughter marry of love, art, and starvation». In the fourth type of equivalence, a significant part of the syntactic structure of the original is reproduced in the translation. The structural organization of the original represents certain information that is included in the general content of the translated text (Komissarov, 2002). The maximum possible preservation of the syntactic organization of the original in the translation facilitates of a more complete reproduction of the contents of the original. In addition, the syntactic parallelism of the original and the translation provides the basis for correlating the individual elements of these texts, refuting their structural identification by communicants. "I have nothing against you, but I cannot allow my daughter to marry a combination of love, property and hunger." ("The Capitoline Venus", M. Twain) (translated by N. Daruzes). The relationship between the original and the translation of the fourth type of equivalence is characterized by verbal features:

1) A significant, though incomplete, parallelism of the lexical composition - for most of the original words one can find the corresponding words in a translation with a close content;

2) Use in translation of syntactic structures analogous to the structures of the original or related syntactical variation relations, which ensures the most harmonious transfer of the meaning of the syntactic structures of the original;

3) the preservation in the translation of all three parts of the content of the original: the communication objectives indicated on the situation and the ways of its description.

In the last, fifth type of equivalence, the maximum degree of proximity of the content of the original and the translation that can exist between texts in different languages is achieved.

"Before him lay a pile of blue papers with printed headings." "Before him lay a pile of blue sheets with printed headlines." ("Romanse in one chapter", S. Likok) (Translated by D.Livins).

Here we see an almost complete translation, where the translator used all the necessary means to achieve the greatest adequacy and equivalence of the translation. «He would not play hockey, even taken his sober judgment told him it was the most profitable thing he could do». («The story of a good little boy», M.Twain).

For the relationship between originals and translations of this type is characteristic:

- 1) High degree of paralysis of the structural organization of the text;
- 2) Maximum correlation of lexical composition: in translation it is possible to indicate compliance with all significant words of the original;
- 3) preservation in translation of all the main parts of the contents of the original.

The levels of equivalence that are distinguished by Breus E.M. Has a hierarchical principle, from the lowest to the highest. Each level has its own translational transformations (Breus, 2001).

The lowest level of equivalence is called syntactic. Translation on it is reduced to the replacement of some lexical signs by others while preserving the syntactic structure of the utterance. "He would not play hockey; he was even the most profitable thing." "He did not miss the lessons and did not beat the buckets, even when the sober voice of reason prompted him that this would be the most useful time for him to pass." ("The story of a good little boy", Mark Twain) (translated by M. Apkok). «The manager looked relieved but still serious» («My Financial Career») At the reference level, the character of the translation changes also, if at the sublevel of component equivalence the translation is carried out mainly through grammatical transformations, then on the referential sublevel it is a question of more complex lexico-grammatical transformations affecting not only to the grammatical structure of the utterance, but also its lexical content. "The manager looked relieved but still serious" ("My Financial Career", S. Likok) - "The manager, apparently, relaxed from the heart, but he was still on his guard" (Translation by D. Livshits). The highest place in the hierarchy of equivalence levels is pragmatic. At the two previous levels of compliance established within the same function - denotative. Now the basis for comparison in translation is the two main links of the communicative process - communicative setting and communicative effect, and the relation to the text from the sender and receiver. The relationship between the sign and the user is called pragmatics. Hence the name of this level is pragmatic equivalence. At a pragmatic level, the transformations of a different kind of sensations, additions, and full paraphrases are conjugated. "Willie," says ", " Chizhik, "I say." (The Pimienta Pancakes by O. Henry) (translated by M.Urnov). At the pragmatic level - depending on the recipient's background knowledge the new information is added, or, conversely, some of the data in the original is omitted. In other words, at the semantic and pragmatic levels it is a matter of partial equivalence. To express the differences in the degree of equivalence of the translation, both categories are of an evaluation nature. But if equivalence is oriented towards the purpose of translation and in this sense is an ideal constructor, then adequacy is associated with specific conditions of the translation process and reflects its optimal result.

4. Discussions

The study of comic theories offers various interpretations and terminology regarding concepts related to the comic sphere. This indicates the continuing relevance of the object of research, located in the intersection of various sciences, capable of offering new approaches and

important adjustments to the traditional understanding of the comic. Translation is a complex and multifaceted activity. It is no longer a simple modification of some linguistic structures into others, but a complex process of conveying the meaning of an utterance, defined as the result of the interaction of linguistic meanings and cognitive fillings corresponding to this utterance. A study of the translation of the comic texts of the authors M. Twain, O. Henry, S. Leko in Russian from the position of a communicative and pragmatic translation is carried out for the first time.

The multi-faceted research interest in the format of modern translation research, the "dialogue of cultures", has become more productive and significant than ever in recent years, and is the subject of attention and study of a number of sciences: Philosophy (Osadgiy), Cultural Studies (Bakhtin, Bibler), cultural theory of translation (Galeeva, Donskov, Timko, Trukhtanova, Phogel), semiotics (Lotman).

There are many theories of translation reflecting certain of its features as acts of interlingual communication. Among them is one of the most developed it is offered in the works of German scientists O. Kade and A. Niebert. By its development in domestic linguistics, communicative theory is largely due to the research of scientists V.N. Komissarova and A.D. Schweitzer.

5. Conclusion

Thus, we considered the equivalence relation and the adequacy of the translation of a foreign text into the native language. Translation, as one of the most important types of communicative activity, focuses primarily on the full and adequate transfer of the original language. We investigated 5 types of equivalence. As the study showed, most often translators resorted to the use of the second and third types of equivalence in translating the stories of O. Henry, M. Twain, S. Leko into Russian. In our work equivalence levels were considered: equivalence at the lowest level, at the communicative level, at the reference level and at the highest level - pragmatic. Most often translators' resort to translation at the component and reference levels. The main pragmatic task of translation is to create a text in the target language that has the ability to have a similar artistic and aesthetic impact on the receptors of translation. If the translator managed to achieve this, we can talk about an adequate reproduction of the communicative effect of the original.

Research materials can be useful in practical terms for translation activities, in the development of effective translation techniques.

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MERGING LANGUAGES AND CULTURES: THE ART OF TRANSLATION IN PHILOLOGY

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Abstract: Translation is viewed as one of the most central fields of philology and plays a significant role in breaking down language and cultural barriers. This paper discusses the complex art of translation and gives it meaning to users on the importance of the practice in aiding communication and interaction among cultures. It is, therefore, through the in-depth examination of the intricacies and difficulties within the translation process that this paper brings to light a very nuanced interplay among languages, cultures, and the translator as the medium between them. The article tries to place historically, up to the present context, how the complexity of translation and its ensuing impact on issues of philology takes shape.

Keywords: Translation, Philology, Cross-cultural Communication, Language, Culture

Аннотация: Перевод рассматривается как одно из самых центральных направлений филологии и играет значительную роль в преодолении языковых и культурных барьеров. В данной работе обсуждается сложное искусство перевода, придавая значение практике в помощи коммуникации и взаимодействию между культурами. Через глубокий анализ тонкостей и трудностей в процессе перевода эта статья раскрывает очень тонкое взаимодействие между языками, культурами и переводчиком как посредником между ними. Статья пытается исторически и в современном контексте показать, как сложность перевода и его влияние на вопросы филологии принимают форму.

Introduction:

Translation has been considered an "art" for a long time now, but also a fundamental tool for intercultural exchanges and mutual understanding. In the philology, and therefore general science of language and its historical development, translation is a necessary aspect for the unification of different landscapes, linguistic, and cultural. "Translators are the shadow heroes of literature, the often-forgotten instruments that make it possible for different cultures to talk to one another, who have enabled us to understand that we all, from every part of the world, live in one world." ¹⁴⁴

While the role of translators in the mediation between the languages and cultures of this world becomes increasingly important with the growing interdependence, this paper tries to further explore deep importance toward philology as it continues to unravel some of its complexities, challenges, and transformational potentials. Historical evolution of the translation studies: Translation studies have a history of origin for centuries from old civilizations, wherein translation was applied as a tool for transferring knowledge beyond language-boundaries. From the earliest efforts of translation, such as Saint Jerome's translation of the Bible into Latin, to the first schools of thought in translation theory to have appeared in the modern era, the history of translation studies largely reflects the changing relationship between language, culture, and communication.

¹⁴⁴Paul Auster "The Inner Life of Martin Frost", p 1.

In this light, questions of faithfulness, equivalence, and cultural adaptation occupy the minds of scholars and theorists in translation and represent the kernel of modern theories and methods of practice in translation. Problems in Translation: Translation has been described as a complex and dynamic process that has many abilities, such as creativity and critical thinking, to know the structure of both languages. To this end, a translator has to juggle lots of niceties: language structure, idiomatic expressions, cultural implications—let alone the language—to have it bring forth meaning and the in-between the lines thought correctly. “I just enjoy translating, it’s like opening one’s mouth and hearing someone else’s voice emerge.”¹⁴⁵

This further complicates the problem of translation, with untranslatability and ambiguity, and cultural differences, one has to be perfectly accurate. There is the need for knowledge in both the source and target languages and cultures. Role of a Translator: They act as intermediaries between their culture and the target one, finally removing the dividing line between languages and cultures. More than simple linguistic transposition, interpretation and adaptation to transformation of the text are necessary in order to secure that the signified is never lost in translation. The role of the translator is thus as much that of a creative agent, in an analytical one, in the rigorous awareness of the source text and the cultural context in which it is set.

Brought to life by translators armed with an unflinching engagement to meaning, the text offers new life to words and access for readers to the beauty and subtlety of diverse languages and cultures. The impact of translation on philology: In the light of philology, it is translation that is supposed to have the biggest impact on the expansion of language horizons, taking intercultural dialogue, and preserving world literature into consideration. It could bring translated texts to new readers from other linguistic traditions and produce cross-cultural exchanges that added to the global tapestry of literature. It provides comparative linguistic analysis approaches in order for linguists to investigate the parameters of languages vis-à-vis structure, semantics, and stylistics through translation. Translation is the inspiring impulse that needs to be done in order to promote academic exploration, cultural communication, and mutual comprehension in the respective domain of philology. "Translation is not a matter of words only: it is a matter of making intelligible a whole culture." - Anthony Burgess¹⁴⁶

The Role of Culture in Translation

Culture plays a crucial role in translation, as it shapes both the content and form of a text. Translators must be attuned to cultural differences in order to accurately convey the nuances and subtleties present in a text. For example, certain concepts or ideas may be deeply rooted in one culture but have no equivalent in another, requiring translators to find creative ways to convey their meaning without distorting it.

Cultural sensitivity is also important when translating texts from marginalized or underrepresented communities. Translators must be mindful of how their own biases and assumptions may influence their interpretation of a text, and strive to accurately represent the voices and perspectives of those whose stories are being told.

The Artistry of Translation

Despite its challenges, translation can also be seen as an art form that requires creativity, skill, and intuition. Translators must possess a deep knowledge of both languages involved, as well

¹⁴⁵ <https://www.goodreads.com/quotes/954724> Iris Murdov

¹⁴⁶ <https://yolainebodin.com/the-language-nook> Anthony Burgess

as an understanding of literary techniques and conventions. They must also have a keen ear for nuance and tone, as well as an ability to capture the unique voice and style of an author.

In addition to linguistic proficiency, translators must also possess empathy and emotional intelligence in order to fully grasp the emotional depth and complexity present in a text. They must be able to inhabit the world created by an author, immersing themselves fully in its language, culture, and context.

Conclusion: Translation underlies the whole of philology. It is an art that embeds integration between languages, cultures, and articulation of man.

Translators do their work so that a text might develop life not only at the back of the borders of language but, in all transparency, the possibility of speaking to people all around the whole wide world. The art of translation is kept alive and functioning for cross-cultural communication, understanding, and appreciation of people surfacing in this ever-small world. To embrace the complex and hard act of translation is to cherish the lasting ability of language in bringing together, inspiring, and transforming the fabric of human experience. The present academic paper tries to underscore the deep significance of translation to philology and an effort to inspire more investigation and appreciation for the art of translation in the extremely diverse and dynamic scenario of languages and cultures.

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SINXRON TARJIMONLIKDA GRAMMATIKANING O'RNI

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Annotatsiya: Ushbu maqolada grammatika va sinxron tarjimonlik tushunchalariga tasnif berib o'tilgan va ular o'rtasidagi uzviy bog'liqlik turli xil misollar orqali tushuntirib berilgan.

Kalit so'zlar: grammar, simultaneous translation, translation, oral translation

Аннотация: В данной статье классифицируются понятия грамматики и синхронного перевода и на различных примерах поясняется взаимосвязь между ними.

Ключевые слова: грамматика, синхронный перевод, перевод, устный перевод.

Annotation: In this article, the concepts of grammar and simultaneous translation are classified and the interrelationship between them is explained through various examples.

Keywords: grammar, simultaneous translation, translation, oral translation

Introduction

¹⁴⁷Grammar (from Ancient Greek: γραμματική, *grammatikḗ*, derived from γράμμα, *grámma*, "letter, writing") is the branch of linguistics that studies the structure of a language, including the rules governing the formation of words, as well as the rules governing the arrangement of phrases and sentences. Grammar consists of two parts: morphology and syntax. Morphology deals with the grammatical elements and morphological categories of words, word forms, while syntax elucidates the ways in which word forms combine in the structure of sentences, as well as the arrangement of phrases and sentences. Thus, Grammar encompasses concepts such as word form, grammatical meaning, grammatical form, grammatical category, phrase and its categories, occupying a central place. ¹⁴⁸A grammatical meaning, common to both word form and sentence, is attributed to the permanent signifier of the language. The material means serving to express a certain grammatical meaning are considered as grammatical forms. It is possible to replace grammatical forms with grammatical categories that make up grammatical forms. Indeed, when we speak of grammatical form, we are referring to the material aspect of a certain grammatical meaning. Grammatical form represents one side of the parts constituting grammatical categories, namely the formal side. Thus, grammatical categories emerge from the relationship between grammatical forms and content, otherwise they may not be logically correct. Since each part of the composition of a grammatical category is formed from the relationship between form and content, respectively, it is an approximation. Therefore, some authors prefer not to use the term "grammar" for the structural parts of grammatical categories.

¹⁴⁷ <https://uz.wikipedia.org/wiki/Grammatika>

¹⁴⁸ O'zbek tili grammatikasi, T., I, II j., 1975, 1981;

¹⁴⁹Oral translation, also known as simultaneous translation, is considered one of the most difficult and important types of translation, where the translator translates the spoken content from the source language into the target language in real time. Simultaneous translation is distinguished from consecutive translation in that it translates the speech into the target language while the speaker is speaking.

Usually, simultaneous translation is carried out using special equipment. Sometimes, whispering techniques are used for individual listeners. Simultaneous translation accounts for approximately 50% of translation possibilities in modern languages. In it, words are correctly matched without any new information, and sometimes part of the information is not fully accepted by the listeners.

Although these two concepts are two-sided, we do not imagine them together in human communication. Because they are directly related to each other, that is, they are considered inseparable concepts.

We usually do not engage with grammar rules when we speak because the rules of our Uzbek language are used automatically, even if we have not fully learned them. However, when learning another language, we also learn the grammar of our Uzbek language in the process of learning the grammar of that language. In this process, similarities and differences in various language topics from different sources are compared and learned. This provides an opportunity for deeper learning. If a person wants to achieve good results, they work diligently without being deterred by the difficulties of learning the language; this effort will certainly pay off one day. The more proficiently one knows the grammar of the language they are learning, the clearer and more meaningful their speech will be. Because the foundation of the spoken language also relies on these grammar rules. If we don't understand them well, logical and semantic deficiencies emerge in our speech. Utilizing meaningful and appropriate words in translation is considered one of its highest success secrets. Because the translator communicates with the native speakers of the language they are learning. If they fail to work well, speaking oddly or irrationally, foreign language users may disrespect their language, potentially damaging their reputation as a translator. Because everyone sees their mother tongue in a favourable light and identifies with it. Within a short period, we can observe how strong the responsibility of the translator is.

In conclusion, this process demands deeper involvement and learning from the translator. In fact, there is a significant difference between the translator's thoughts and those of a typical language learner. Because the translator always interacts with native users and uses both formal and informal words and expressions. On the other hand, a language learner focuses more on formal language. Words used in colloquial speech may not necessarily correspond to their formal meanings in the official language because such expressions are created by people to enhance convenience and effectiveness in their communication. However, both forms of speech undoubtedly adhere to the fundamental grammatical rules of the language.

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THE HISTORICAL ROOTS OF SIMULTANEOUS INTERPRETATION

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Annotatsiya: Ushbu maqolada sinxron tarjimaning rivojlanish tarixi nafaqat yaqin XIX-XX asrlarga tegishli ekanligi, balkim uning uzoq o'tmishiga tegishliligi haqidagi ma'lumotlar aks ettirilgan. Eramizdan oldingi va keyingi davrlarda tarjimonlik va ularning ijtimoiy hayotdagi ahamiyati haqida ma'lumotlar berilgan.

Kalit so'zlar: sinxron tarjima madaniy, muloqot, sinxron tarjimon

Аннотация: В данной статье отражены сведения о том, что история развития синхронного перевода относится не только к последним XIX-XX векам, но и к далекому его прошлому. Приводятся сведения о переводах и их значении в общественной жизни в периоды до и после нашей эры.

Ключевые слова: синхронный перевод, культурное общение, синхронный переводчик.

Annotation: This article reflects the information that the history of the development of simultaneous translation belongs not only to the recent XIX-XX centuries, but also to its distant past. Information is provided about translation and their importance in social life in the periods before and after our era.

Keywords: simultaneous translation, cultural, communication, simultaneous interpreter

Introduction

The history of simultaneous interpreting has its roots in the early 20th century. Prior to this, consecutive interpreting was the predominant form of interpretation, where the interpreter would listen to a speaker and then render the speech in the target language. However, as globalization increased and the need for efficient communication between people of different languages grew, the demand for simultaneous interpreting arose.

The development of high-level contact between nations and the creation of large international organizations led to the birth of a new form of interpreting - Simultaneous Interpreting. Consecutive Interpreting meant that the time spent in negotiations had to be multiplied by the number of languages that each statement had to be translated into, which was a very time-consuming process.

Analyzing points

The first known instance of simultaneous interpreting took place during the Nuremberg trials after World War II, where it was used for the first time on a large scale. In this context, the interpreting was done using a setup called "whispering" or "*chuchotage*," where the interpreter

would sit close to the listener and provide a whispered translation. Actually, it is not the exact available information about the history of simultaneous interpretation. It rooted the earlier period of our world like BC. The first records of interpreting date from the 3rd millennium B.C, in the form of an Egyptian low-relief in a prince's tomb that makes reference to an interpreter supervisor. Other sources from Ancient Egypt indicate that the activity was mainly linked to Public Administration.

Moreover, the history of simultaneous interpretation spans centuries and encompasses a wide array of cultural, linguistic, and economical developments that have shaped the practice of language mediation. In ancient Egypt, interpreters were known as "*dragomen*" or "*scribe-interpreters*". They were skilled in multiple languages and were mainly responsible for translating diplomatic correspondence, negotiating treaties, and assisting foreign envoys. These interpreters worked closely with the pharaoh and other high-ranking officials, ensuring effective communication between Egypt and other nations. Not only in eastern part of the world was famous for their rich interpreting skills but also Asian especially, muslim interpreters played an important role in the process of the interpreting. Ka'ab bin Lu'ayy: Known as the first interpreter in Islamic history, Ka'ab bin Lu'ayy served as a translator during the pre-Islamic era in Arabia. In ancient Mesopotamia, interpreters played a crucial role in facilitating trade and diplomacy. They were often referred to as "*terpunnars*" and were respected for their linguistic skills. In ancient China, during the Zhou Dynasty, interpreters known as "*langguan*" were employed to facilitate communication between the ruling class and foreign envoys. Regarding different interpretations by scholars, there are varying perspectives on the historical development of interpretation, with some emphasizing cultural influences and others focusing on linguistic evolution.

Furthermore, La Malinche known as Doca Marina. La Malinche was a Nahua woman who served as an interpreter for Hernan Cortes during the Spanish conquest of Mexico. However, other ancient civilizations, for example, Ancient Greece and the Roman Empire, have documented the existence of interpreters linked to other fields: administration, commerce, religion and the army. Interpreters continued to be employed throughout the Middle Ages, in monasteries (where there were monks of many different nationalities), in counsils (accompanying preachers in foreign lands) on synagogues (translating the Torah out loud), as well as in business expeditions, military incursions and diplomatic meetings.

Conclusion

In conclusion, simultaneous interpretation stood as a cornerstone of effective multilingual communication, fostering cross-cultural understanding and enabling seamless interaction in diverse settings. Simultaneous interpretation played crucial role in international diplomacy, business negotiations, academic exchanges, and cultural events, fostering global cooperation and understanding across linguistic boundaries.

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THE ROLE OF PHRASEOLOGICAL UNITS IN POLITICAL MEDIA TEXTS

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Annotatsiya: Siyosiy nutq sohasida til fikrlarni etkazish, hikoyalarni shakllantirish va jamoatchilik fikriga ta'sir qilish uchun kuchli vosita bo'lib xizmat qiladi. Shu nuqtai nazardan, frazeologik birliklar siyosiy media matnlarida murakkab tushunchalarni qamrab olish, ritorik ta'sir yaratish va o'ziga xos mafkuralarni kuchaytirish orqali muhim o'rin tutadi. Ushbu maqola siyosiy muloqotda frazeologik birliklarning ahamiyatini o'rganadi, ularning gazeta va jurnallarda qo'llanilishini ta'kidlaydi, bu lingvistik vositalar ishonarli xabarlar yaratish va siyosiy kun tartibini tarqatishga qanday hissa qo'shishini ko'rsatadi.

Kalit so'zlar: frazeologik birliklar, siyosiy media matnlari, siyosiy muloqot, siyosiy nutq.

Annotation: In the realm of political discourse, language serves as a powerful tool for conveying ideas, shaping narratives, and influencing public opinion. Within this context, phraseological units play a significant role in political media texts by encapsulating complex concepts, creating rhetorical impact, and reinforcing specific ideologies. This article explores the importance of phraseological units in political communication, highlighting their usage in newspapers and journals to illustrate how these linguistic devices contribute to the construction of persuasive messages and the dissemination of political agendas.

Keywords: phraseological units, political media texts, political communication, political discourse.

Аннотация: В сфере политического дискурса язык служит мощным инструментом передачи идей, формирования повествований и влияния на общественное мнение. В этом контексте фразеологизмы играют важную роль в политических медиатекстах, инкапсулируя сложные концепции, создавая риторическое воздействие и усиливая конкретные идеологии. В этой статье исследуется важность фразеологизмов в политической коммуникации, подчеркивается их использование в газетах и журналах, чтобы проиллюстрировать, как эти лингвистические устройства способствуют построению убедительных сообщений и распространению политических программ.

Ключевые слова: фразеологизмы, политические медиатексты, политическая коммуникация, политический дискурс.

Phraseological units, also known as multi-word expressions or phrasemes, are recurring combinations of words that carry a specific meaning beyond the sum of their individual parts. These linguistic units can range from idioms and collocations to proverbs and set phrases. In the

context of political discourse, phraseological units serve as concise and memorable ways to convey key ideas, evoke emotional responses, and appeal to the values and beliefs of the audience.

Role of Phraseological Units in Political Media Texts

Phraseological units play a crucial role in political media texts by encapsulating complex ideas in a concise and memorable manner. These expressions often carry connotations, evoke emotions, and shape the narrative presented to the audience. By using familiar and impactful language, politicians, journalists, and opinion-makers can effectively communicate their messages, influence public perception, and mobilize support for particular policies or positions.

Comparative Analysis of Phraseological Units in Political Media Texts:

To better understand the impact of phraseological units, let's compare their usage in two different political articles. The first article, from a conservative-leaning newspaper, emphasizes themes of tradition, security, and stability. It frequently employs phrases like "defending our values" and "upholding the status quo." These expressions aim to resonate with readers who prioritize continuity and order in society.

In contrast, a liberal-leaning journal uses phraseological units that emphasize change, progress, and inclusivity. Terms such as "embracing diversity" and "pushing for reform" are frequently found in this publication. By choosing these specific phrases, the journal seeks to appeal to a more progressive audience and advocate for social transformation.

Materials and methods

The research body contains 4 phraseological units selected from English Internet sources as The Times, The Guardian, The Telegraph, The New-York Times, The Independent, USA today and etc. Comparative discourse analysis implemented in the research helped to demonstrate the phraseology of political texts and identify general characteristics of the use of political phraseological units in two genetically non-relative languages.

Examples of Phraseological Units in Political Articles

1. "Turning a blind eye": This phraseological unit is commonly used in political articles to describe the act of ignoring or overlooking a situation, often with negative consequences. For example, "The government is accused of turning a blind eye to corruption within its ranks."

2. "The last straw": This expression signifies a final, often intolerable, event that leads to a significant or decisive action. In a political context, it could be used to describe a triggering event that prompts a change in policy or leadership. For instance, "The recent budget cuts were the last straw for many voters, leading to widespread protests."

3. "Hardline stance": This phrase is employed to describe a strict or inflexible position on a particular issue, typically adopted by politicians or governments. An example in a political article could be, "The President's hardline stance on immigration has sparked debate and controversy."

4. "Political hot potato": This phraseological unit refers to a sensitive or controversial issue that is difficult to handle and frequently passed from one individual or group to another. For instance, "The question of climate change has become a political hot potato, with both parties hesitant to take a definitive stance."

In the context of political communication, phraseological units serve multiple functions:

1. Rhetorical Impact: Phraseological units can add rhetorical flair to political speeches, articles, and debates. They help capture the attention of the audience, emphasize key points, and create memorable verbal imagery that resonates with the public.

2. Ideological Signalling: Certain phraseological units carry ideological connotations and reflect the values, beliefs, or positions of a particular political group or movement. By using these

expressions, speakers can signal their alignment with specific ideologies and appeal to like-minded individuals.

3. Emotional Appeal: Phraseological units often evoke emotions and sentiments in the audience, eliciting empathy, outrage, or solidarity. By tapping into the emotional resonance of these expressions, political communicators can foster connections with their audience and mobilize support for their causes.

4. Constructing Narratives: Through the strategic use of phraseological units, political actors can shape the narrative surrounding a particular issue or event. By framing the discourse in specific terms, they influence how the audience perceives and interprets the situation, guiding public opinion and discourse.

Results and discussion

Political media language uses two sorts of phraseological units: "purely political" and "related to other areas of society." Political discourse's phraseological units are characterized by informational saturation, emotional coloring and assessment, figurativeness, violation of impenetrability, and significant variability.

Conclusion

In conclusion, phraseological units are essential tools in political media texts, influencing how messages are conveyed and perceived by the audience. By analyzing their usage through a comparative lens, we can see how different political ideologies and agendas shape the language and rhetoric employed in newspapers and journals. Whether aiming to inspire loyalty, instigate change, or maintain the status quo, these linguistic elements play a pivotal role in shaping public discourse and political narratives.

Through further research and exploration, we can continue to uncover the nuances and power of phraseological units in political communication, shedding light on their role in shaping our collective understanding of complex issues and events.

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IMPLEMENTATION OF MACHINE TRANSLATION AND CAT-TOOLS INTO TRANSLATION PROCESS

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Abstract: the article examines the inclusion of modern technologies into translation process, particularly machine translation and CAT-tools. The paper addresses the benefits and drawbacks of the implementation of innovations and proposes possible ways to avoid negative consequences of machine intervention into translation.

Keywords: machine translation; pragramtics; communication; speech situation; post-editing; cultural differences.

Аннотация: в данной статье рассматривается внедрение современных технологий, в частности, машинного перевод и САТ-систем. Статья охватывает как положительные, так и отрицательные результаты в ходе использования инноваций и предлагает пути урегулирования негативных последствий машинного вмешательства в процесс перевода.

Ключевые слова: автоматизированный перевод; прагматика; коммуникация; речевая ситуация; постредактирование; культурные различия.

The introduction of modern technology and innovative ideas has had impact on a variety of scientific fields and areas, and the process of translation is not an exception. Translation process, despite being dependent mostly on human professionals and experts, still experienced the intervention of innovative ideas, therefore, the field has undergone several changes as well.

One of the most significant innovations in the field of translation is the development of machine translation and engines that provide this service. The technology provides instant conversion of information from one language to another, and can solely operate without human intervention [Chapman, Routledge, 2009: 14].

One of the advances created to aid human translators is the computer-assisted translation tool. The tool itself is a special computer programme or even an online-service that helps the translator to combine both human and machine translation to get the final product – that is, generally speaking, the innovation the tool proposes to the field.

The innovation certainly has several positive effects on translation process. Apart from the most evident ones, such as the speed of translation and saving time with no need in looking unknown words up in a dictionary, CAT-tools facilitate consistency in the documents as well, especially in formal letters and texts, where the preservation of terminology and consistency in the wording plays a huge role. Moreover, CAT-tools offer the feature of creation of glossaries – for a certain field or document individually, so a human translator does not have to constantly search for the expression he previously used.

The CAT-tool becomes a part of the entire work of a human translator as well – due to the presence of in-built translation memory, which gets expanded by every document processed via the programme. This feature makes the CAT-tool unique for every human translator, therefore,

focusing more on narrow specializations that translators choose to work in, and leading to the enriched and enlarged vocabulary set saved in the memory for further usage.

At the same time it is fair to note that all the advances come in hand with drawbacks that have to be mentioned as well. There is no doubt that with the help of machine translation and CAT-tools the translation gets improvements in various aspects such as the speed, the consistency of chosen vocabulary and more precise wording in terms of professionalisms and words attributed to a specific field a human translator works in, however, cultural and emotional aspects get lost in the process, since they are not related to language only, but on people, realia and society as well, in other words, they are reliant on outside factors that are currently hard to be implemented into technology.

The first thing to note is the emotional response that a translator has to convey via right wording. The range of synonyms in any given language is impressive and, despite having the same denotational meaning, can have the slightest differences in the way how people perceive them.

As an example, words describing the same phenomena – an action of a person moving one's legs to reach certain destination – can be used differently. The words that fit the definition might be as follows: *go*, *tread*, *walk*, *march*, *run*, *rush* and etc. While the machine might view the words as somehow interchangeable, a human translator, and the people who they translate for, will undoubtedly identify the slight distinguishing features: 1) *go* – casual, simple action that does not convey any additional emotion along; 2) *tread* – moving majestically, or, even proudly, pretty slowly and calmly; 3) *walk* – casual, simple action that implies not being in a hurry; 4) *march* – the action is more structured and rapid, rhythmical; 5) *run* – faster action that might imply fear, worry, anxiety and other emotions, so-called stimulus for the speed-up; 6) *rush* – the action implies that the agent is in a bustle and might be quite nervous because of that. In some cases machine translation feature built into CAT-tools is able to identify the range, but it would be wrong to rely on machines all the time. Apart from these easiest examples, there can be plenty of others mentioned, for instance, the register might be different in translation of a word “mate” – “приятель” and “кореш” – and these small details are to be corrected not by a machine, but a human translator.

Not only wording, but syntax would also need adjustment during the process because sometimes the construction of a sentence and word order evoke certain emotional responses [Chapman, 2011: 27] from people as well. For example, technologies might skip the difference between sayings “*Она так танцует! Посмотрите на неё!*” and “*Она так танцует! Вы только посмотрите на неё!*” – the first case implies mere appreciation, while the second one might probably show distaste and disdain towards the dancer. These peculiarities are to be worked through by humans as well.

Due to the abovementioned information, there is a suggested approach to benefit from the use of CAT-tools and machine translation without losing the quality of the final product. The approach is called “post-editing” [Holmes, 2018: 208] and is a rather new method of processing translation. Generally, the process of post-editing consists of several stages: firstly, the original source text is being worked through and converted by the machine, and afterwards it is analyzed by a human professional to get rid of the possible inaccuracies and adapt the text, or some segments of it, to meet the requirements of the culture and society the material is translated for.

The main advantage of this innovative approach is saving up time and energy of the human translator by making him skip the creation of the first raw draft of the text. The first draft itself

does not necessarily conveys everything that has to be conveyed in the end, but can serve as a good basis for further creative work.

Another positive side of the method is the proposal of alternative way of structuring the sentences. Every translator has his own idiolect, that is, individual way of wording and verbalizing thoughts [Meyerhoff, 2011: 32], therefore, the structures that machine suggests might be different from how a human translator would initially write a sentence. Having another option to consider and, probably, even to adopt, is a good feature that might influence the final result positively.

Implementation of modern technologies into translation process is unavoidable and can be helpful depending on the approach applied to them. The statement that the professionals have to constantly keep in mind is not to view the *tools* as the *core* of the process – despite the facilitation to translation and saving time, the result should still be analyzed by the human professional. The reason for it is that translation itself is much more than language – it is about “human-being, translating for a human-being”, therefore, machine translation and advanced tools can certainly be used to ease the process, but human intervention is still necessary for high-quality result, and the adequate level of reliance on the innovations, that is, *tools*, combined with understanding of human translator being *the lead* [Kornacki, 2021: 125], can help the entire field of translation thrive and develop further.

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“QO’RQUV” KONSEPTINI IFODALOVCHI LEKSIK-SEMANTIK VOSITALARNING KLASSIFIKATSIYASI

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Annotatsiya: Mazkur maqolada so‘nggi yillarda tilshunoslikda asosiy mavzulardan biri bo‘lgan salbiy his-tuyg‘ularni bildiruvchi leksik sohaning leksik-semantik tahlilining ahamiyati, uni to‘g‘ri o‘zlashtirishdagi o‘rni va mohiyatini atroflicha aniqlash haqida so‘z boradi.

Kalit so‘zlar: "qo‘rquv" konsepti, leksik vositalar, semantik vositalar, konsept, emotsional konsept, leksik soha, sema.

Abstract: This article deals with the significance of the lexical-semantic analysis of the lexical field denoting negative emotions, which has been one of the main topics in linguistics in recent years, and the detailed determination of its role and essence in its proper mastery.

Keywords: "fear" concept, lexical tools, semantic tools, concept, emotional concept, lexical field, sema.

Аннотация: В данной статье рассматривается значение лексико-семантического анализа лексического поля, обозначающего отрицательные эмоции, которое является одной из основных тем в лингвистике последних лет, и детального определения его роли и сущности в правильном его овладении.

Ключевые слова: концепт «страх», лексические средства, семантические средства, концепт, эмоциональный концепт, лексическое поле, сема.

Hozirgi vaqtda idrok va muloqotning roli ortib borishi bilan konsepsiya kognitiv tadqiqotlarning markaziy jihatiga aylandi. Tilshunos olim E.S.Kubryakovaning fikricha, insonning aqliy faoliyatiga xos bo‘lgan, uning bilim va tajribasini aks ettiruvchi barcha ma’nolar “ongda maxsus aqliy tuzilmalar ya’ni tushunchalar shaklida saqlanadi”. Tushunchaning lingvistik ma’nodan kengroq ekanligini ta’kidlab, ko‘pchilik olimlar tushunchaning shakllanishi uchun asos hissiy obraz, so‘z ma’nosi esa semantik komponentlar yig‘indisi yoki oilasi ekanligini o‘rganishgan. Semantik tahlilda semalar yig‘indisi tushuncha mazmunini bir butun sifatida ifodalay olmaydi, boshqacha aytganda, fikr yig‘indisi hech qachon lingvistik shaklda keng qamrovli ifoda topmaydi. Tushuncha konsepsiya sohasining birligi (tushunchalardan tashkil topgan psixik soha), ma’no esa tilning semantik makonining birligi (belgilar yordamida amalga oshirilgan tushuncha sohasining bir qismi) sifatida qaraladi. Ma’no o‘z semalari bilan tushunchani tashkil etuvchi ma’lum xususiyatlarni bildiradi, lekin uning semantik mazmunining faqat bir qismini ifodalaydi. Qiyosiy tadqiqotlarda zamonaviy tilshunoslikning lingvokulturologiya kabi sohasi alohida rol o‘ynaydi. Lingvomadaniyatshunoslik matnlarida tushuncha ya’ni konsepsiya turli nomlar bilan ifodalanadi: “ekzistensial ma’nolar”, “yakuniy tushunchalar”, “madaniy tushunchalar”.

Ba'zi o'zbek adabiy asarlari qo'rquv tushunchasini semantik sohada namoyon etish maqsadida tanlangan. Atoqli o'zbek yozuvchisi O'tkir Hoshimovning "Ikki eshik orasi" asarida qo'rquvga oid turli so'zlarni uchratish mumkin.

1. Shavkat Qudratovichningr angi gezarib ketti. Bu gapda "rangi gezarib ketish" qo'rquv iborasi mukammal qo'llangan.

2. Kobra seskanib ketti. Hatto ikki lunji shishib ketgandek bo'ldi. Seskanib ketti- iborasi birovning qo'rquvini ko'rsatishni aytmoqchi bo'lganida ishlatiladi.

3. Ko'z oldim oldimga tushib, chayqalib kettim. Agar kimdir matnni to'liq o'qimagan bo'lsa, bu tuyg'uni onasini qayta ko'ra olmaslikdan xavotirlangan o'g'li ifodalaganini tushunmasligi mumkin.

4. Yuragim sirqirab uyga yugurdim. Ushbu misolda qo'rquvning yurakka ta'sir qilishi mumkinligi ifodalangan.

Ko'pincha ruh, yurak, qo'rquv, sog'inish, qayg'u tushunchalari va axloqiy va hissiy holatlar bilan bog'liq bo'lgan tushunchalarning boshqa konfiguratsiyasi tushunchalar sohasini o'rganishda markaziy o'rinni egallaydi.

Qo'rquv, shubhasiz, atrofdagi voqelikning eng asosiy tushunchalaridan biridir. Ba'zi tilshunoslar qo'rquvning bir necha turlarini ajratib ko'rsatishadi, jumladan, tilshunos A.Vejbitskaya "qo'rquv ni "g'azab", "qayg'u" va "qoniqish" bilan birga insonning to'rtta asosiy hissiyotlaridan biri deb hisoblaydi. Shunday qilib, qo'rquv hissi tufayli yuzaga kelgan munosabatlarning madaniy tarkibiy qismi e'tibordan chetda qolishi mumkin emas. Qo'rquv har qanday jamiyat madaniyatining muhim tarkibiy qismidir. Shu sababli, bu murakkab hodisani oddiy insonlarning ongida qanday konseptuallashtirilganligini kuzatish qiziqarli ko'rinadi. Qo'rquv fundamental his-tuyg'ular ro'yxatiga kiritilgan bo'lib, ushbu konsept (P.Ekman, V.Friesen, K.Izard, A.Wierzbicka, A.N.Leontiev, S.Rubinshtein va boshqalar), his-tuyg'ularning universallik, tanib olish, imkoniyat kabi asosiy xususiyatlariga ega.

Qo'rqish - xatti-harakatlarning qat'iyatsizligi, motivlar kurashida ifodalangan qo'rquv holati. Ingliz birliklarida "dread (fear)" semasi o'zgarasdir: pucker factor -qo'rquv; higher hoverkuchli qo'rquv; white feather- qo'rqqoqlik; big girls blouse- shubhalar va qo'rquvlar bilan qiynalgan odam; (to be (all)/feel adrift-qo'rqqoqlik ma'nolarini ifodalovchi iboralarga duch kelsak, rus materialida ayiq kasalligi - qo'rquv, qo'rqqoqlik; drift qilmoq — qo'rqqoqlik; dreyfun- qo'rqqoqlik kalamush kabilarni uchratamiz. Shuningdek, o'zbek tilshunosligida esa quyonyurak, yuragi tushdi-qo'rqqoqlik ketdi, Chumchuq pir etsa, yuragi shir etadi - o'ta qo'rqqoqlik inson kabi iboralar uchraydi. Yuqorida aytilganlarning natijasi o'laroq, tadqiqotning dolzarbligi shundan iboratki, qo'rquv yuqori ijtimoiy ahamiyatga ega va inson faoliyatiga ta'sir qilish qobiliyati bilan ajralib turadi. Shu sababdan ham tushunchalarni o'rganish zamonaviy tilshunoslik taraqqiyotining muhim yo'nalishlaridan biridir.

Inson zoti boshqa mavjudotlardan tilining, ongining, his-tuyg'ularining mavjudligi bilan farq qiladi. Hali endi inson yaratilganda, ibtidoiy davrda, inson tili, ongi shakllanmasdan turib, turli xil tabiatning ofatli hodisalariga, xavf-xatarlariga uchraydi. Va albatta, ushbu hodisalar, xavf-xatarlarga nisbatan ularda qo'quv hissi uyg'onadi. Qo'rquv hissi odam o'zining xotirjamligi va biologik yoki ijtimoiy mavjudligi uchun xavfli deb hisoblangan vaziyatda bo'lganda paydo bo'ladi va u o'zini o'zi himoya qilish uchun signaldir. Shu bilan birga barcha inson zotiga xos va tabiiy bo'lgan tuyg'u. Tabiiyki, inson qo'rqqan narsa-havodislardan uzoqroq turish, ularni tilga olmaslikka harakat qiladi. Ushbu xavf-xatarlardan saqlanishning yagona chorasi ularning nomini aytishni man etish, atamaslik deb tushunishgan.

Salbiy his-tuyg'ularni bildiruvchi leksik sohaning leksik-semantik tahlilining ahamiyati, uni to'g'ri o'zlashtirishdagi o'rni va mohiyatini atroflicha aniqlash so'ngi yillarda tilshunoslikda asosiy mavzulardandir. Garchi "qo'rquv" salbiy ta'sir bilan bog'liq bo'lsada, bu borada fenomenologik sohada aniq farqlanmagan. Qo'rquv hissi har doim ham inson hayotida salbiy rol o'ynamaydi. Qo'rquvning birinchi navbatdagi vazifasi uning ijtimoiyligidir. Bu funktsiya mohiyatan insonlar bilan bog'liqligi (bo'lishi mumkin bo'lgan xatolarning oldini olishga yordam beradi va vaziyatlar qurboni bo'lish xavfidan himoya qiladi yoki uni kamaytiradi yonki, bu hissiyotning me'yordan oshishi insonni psixologik kemiradi, sog'ligiga jiddiy ta'sir ko'rsatadi) bilan izohlanadi. Qo'rquv paydo bo'lishiga ko'ra tashqi va ichki qo'rquvlar, normaga ko'ra - normal va patologik bo'linadi. Qo'rquvni ichki va tashqi turlariga ajratishni mutlaqlashtirish to'g'ri bo'lmaydi, zeroki, ikkisi bir -biriga uzviy bog'liq holda kechadi. Qo'rquv konseptini bir sistema sifatida qabul qilamiz. Shunda sistemadagi tashqi va ichki qo'rquv elementlarining birlashtiruvchi xususiyati har ikkisining mental birlik ekanligi, differensial belgi jihatidan esa qay tarzda vujudga kelishi bilan izohlanadi. Ichki qo'rquvlar ratsional va empirik me'yordan og'ish natijasida inson ruhiyatida, ichki ong oqimida kechuvchi konseptdir.

Dahshat uning yuragiga raxna soldi atrofida yelib yurgan arvoqlar keldi. Uning eti jivillashib ketdi, sochi boshidagi ro'molini bir qarich ko'targanday bo'ldi.

Yuqorida qo'rquv konsepti inson ongiga ta'siri va buning natijasida insonning ichki olamida paydo bo'lgan emotsional nuqtalarni linvistik birliklar orqali ifodalanganini ko'rishimiz mumkin. Ikkinchi misolda muhit (kontekst misolida qabrston) o'zi bilan bog'liq assotsiatsiyalarni inson ongida paydo qilgani va paydo bo'lgan tushunchalar zanjiri qatorida qo'rquv konseptining yetakchilik mavqaida ekanligi ichki tasavvurning inson tashqi qiyofasida paydo qilgan holati orqali ochib berilgan. Tashqi ta'sir natijasida paydo bo'luchi qo'rquv qisqa muddatli ekanligi bilan xarakterli. Aksariyat hollarda tashqi aloqaning ongga ta'sirida keskinlik darajasi yuqori bo'ladi va shu sababli salbiy oqibatlarni keltirib chiqarish xavfi mavjud: duduqlik, qaltiroq shular jumlasidandir.

Xulosa

Qo'rquv konseptini o'rganish mobaynida tajovuzkorlik, og'riq, qiziqish, jasorat, hasad, vahima kabi konseptlar bilan bog'liqliklar yoritilgan. Mazkur ma'lumotlar qo'rquvning boshqa his-tuyg'ular bilan bog'lanishlarini verbalizatsiya qilishning o'ziga xos xususiyatlarini o'rganish bilan birga o'rganilayotgan tushunchaning qo'shimcha mazmunli tomonlarini ochib berishga va uning ichki leksik -semantik tuzilishini batafsilroq ko'rsatishga imkon beradi.

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REKLAMA KONTENTI VA MAZMUNIDA MADANIY XILMA-XILLIK VA INKLUZIVLIK IFODASI

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Annotatsiya: Madaniy xilma-xillik jinsi, irqi, yoshi, ijtimoiy-iqtisodiy holati va albatta madaniy hamda geografik kelib chiqishi jihatidan turlicha bo'lgan odamlarning individual va ijtimoiy farqlarini tavsiflasa, inklyuziya mana shu xilma-xillikka qaramasdan insonlar orasida o'zaro ta'sir, aloqa o'rnatish zaruratini tavsiflaydi, turli xil odamlardan tarkib topgan bugungi global muhitda marketingning asosi bo'lgan reklama matnlarining yaratilishida aynan mana shu madaniy xilma-xillik va inkluzivlikni e'tiborga olish zarurati yuzaga kelmoqda. Madaniy xilma-xillik va inklyuzivlik tadqiqotlarning ko'plab sohalarida endigina dolzarb mavzuga aylangan bo'lsa-da, Yevropa mamlakatlari reklama olamida bu unsurlarga alohida e'tibor qaratgan. Ushbu maqolada madaniy xilma-xillik va inkluzivlikning aynan reklama matnlarida qanday aks etishi va bu tashabbusning zarurati qanchalik dolzarb ekanligi o'rganiladi.

Kalit so'zlar: reklama, madaniyat, madaniy xilma-xillik, inkluzivlik, reklama matnlari, marketing, lingvomadaniyat.

Аннотация: В то время как культурное разнообразие описывает индивидуальные и социальные различия людей, которые различаются по полу, расе, возрасту, социально-экономическому статусу и, конечно же, культурному и географическому происхождению, инклюзивность — это взаимодействие между людьми, несмотря на это разнообразие. Необходимо наладить общение, в сегодняшней глобальной среде, состоящей из разнообразных людей, именно это культурное разнообразие и инклюзивность необходимо учитывать при создании рекламных текстов, которые являются основой маркетинга. Хотя культурное разнообразие и инклюзивность в последнее время стали горячими темами во многих областях исследований, европейские страны уделяют этим элементам особое внимание в мире рекламы. В данной статье рассматривается, как культурное разнообразие и инклюзивность отражаются в рекламных текстах и насколько актуальна эта инициатива.

Ключевые слова: реклама, культура, культурное разнообразие, инклюзивность, рекламные тексты, маркетинг, лингвокультура.

Annotation: While cultural diversity describes the individual and social differences of people who differ in terms of gender, race, age, socio-economic status, and of course cultural and geographic origin, inclusion is the interaction between people despite this diversity. , describes the need to establish communication, in today's global environment composed of diverse people, it is precisely this cultural diversity and inclusivity that needs to be taken into account in the creation of advertising texts, which are the basis of marketing. Although cultural diversity and inclusion have recently become hot topics in many fields of research, European countries have paid special

attention to these elements in the world of advertising. This article examines how cultural diversity and inclusiveness are reflected in advertising texts and how urgent this initiative is.

Keywords: advertising, culture, cultural diversity, inclusiveness, advertising texts, marketing, linguistic culture.

Kirish

Reklama yo'nalishidagi tadqiqotchilarining madaniy xilma-xillik va inklyuzivlikka bo'lgan qiziqishi 1970-yillarda reklamada erkaklar, ayollar va qariyalar siymosining tasvirlanishi va ularning o'ziga xos nutq uslublari kiritilishini bo'yicha olg'a surilgan tadqiqotlar bilan boshlandi. Jumaladan. D. Belkai tadqiqoti 1976-da, S. Silversteyn tadqiqoti 1974-yilda, A. Smit tadqiqoti 1976-yillarda amalga oshirildi. Ko'pincha reklama kontentini tahlil qilish shaklida olib boriluvchi turli xil ijtimoiy guruhlarini tasvirlashga bag'ishlangan tadqiqotlar keng qamrovli nazariy yondashuvga ega emas edi. Biroq ijtimoiy guruhlar va stereotiplarning salbiy ta'siriga bag'ishlangan tadqiqotlar ko'pincha nazariy muvofiqlik konsepsiyasiga asoslanadi. Bunday tadqiqotlarga Osgood va Tannenbaumning 1955-yilda o'tkazilgan madaniy xilma-xillik va inkluziv guruhlarining reklama kontenti va kontekstida aks ettirilishiga bag'ishlangan tadqiqotlarini misol sifatida keltirish mumkin.

Reklamadagi tasvir effektlari mahsulotlar, xabarlar va iste'molchilarning xususiyatlariga mos kelganda ijobiyroq bo'ladi. Misol uchun, ma'lum bir mahsulotlar turkumi faqat belgilangan reklama auditoriyasiga mos kelishi, uni boshqa bir madaniy yoki inkluziv guruh a'zosi reklama qilsa, e'tirozlarga sabab bo'lishi mumkin. Misol uchun, yangi ochilgan choyxona reklamasida supada o'tirgan ayol-qizlar bosh obraz sifatida tanlanishi va kontentda aynan ayollarga mos nutq ifodalari qo'llanishi mantiqiy jihatdan to'g'ri bo'lmasligi bilan birgalikda, asosiy auditoriya – o'rta va katta yosh erkaklar guruhida e'tirozlarga sabab bo'lishi mumkin. Xuddi shunday mavzu muhokamasini De Meulenaer, Dens, Pelsmacker va Eisendning 2018-yilgi tadqiqotida ham uchratish mumkin.

Ko'plab tadqiqotchilar, jumladan, G. Haller va A. Ralf reklama inkluziv bo'lolmaydi va global jamiyatning barcha qatlamiga birdek mos keladigan reklama kontentini yaratish imkonsiz degan fikrni bergan. Bu fikrga qisman qo'shilish ham mumkin, chunki tor doiradagi jamiyatda, aytaylik, bir mamlakat doirasida umumiy auditoriyaga ega keng iste'moldagi mahsulotni reklama qilsak, u uchun yoziladigan matnni butun jamiyatga moslashtirish osonroq bo'ladi. Masalan, "Andalus" brendining reklama kontenti uchun tayyorlangan matnlarini ko'rib chiqsak, ular butun bir o'zbek mentalitetiga xos bo'lgan qadriyatlarni aks ettirishga asoslanganini ko'rishimiz mumkin.

Boshqa tarafdin, aynan xilma-xillik va inkluzivlik hisobga olingan holda, bitta ijtimoiy guruhni tanlab olib, butun reklama kampaniyasini shu asosda yutirish orqali brend obro'sini oshirishga erishgan loyihalar ham mavjud. Masalan, aynan shu Tovar kategoriyasidan "Asl Baraka" brendining "Mehnatsevar" reklama kampaniyasi aynan ish-mehnat bilan mashg'ul oddiy odamlarni – tozalik xodimlari, hunarmandlar va ustoz-shogirdlardan iborat ijtimoiy qatlamni qahramon sifatida tanlab olgan, reklama matnlarida aynan shu guruhga mos mehnatsevarlik, ezgu amal, g'amxo'rlik kabi tushunchalarga ustunlik bergan va bu g'oya va uslubiyat orqali nafaqat o'rta qatlam iste'molchilari orasida o'z mijozlarini ko'paytirishga erishgan, balki brendning umumiy taniqlilik darajasini ham oshirishni uddalagan.

Reklamadagi madaniy xilma-xillikning eng ko'p o'rganilgan belgilari jins, etnik kelib chiqish va yosh kategoriyalaridir.

Aynan jins kategoriyasiga to'xtaladigan bo'lsak, reklama sohasidagi gender tadqiqotlari erkaklar va ayollar reklama kontentida qanday tasvirlanishini va bu tasvirlarning reklama auditoriyasiga ta'sirini o'rganadi. Inkluzivlik va madaniy xilma-xillik hisobga olinganida reklama konteksti ayollar va erkaklarni stereotiplardan holi tarzda ifodalaydi, neytrallik saqlanadi va turli ijtimoiy guruhlarning farqlari ko'zga tashlanmasligiga harakat qilinadi.

Biroq, tadqiqotlar shuni ko'rsatadiki, gender tengligi barcha sohalarda targ'ib qilinayotganiga qaramasdan, amaliyotda ayollar ko'pincha stereotipik tarzda tasvirlanmoqda, masalan, uy bekalari qiyofasida, mahsulotdan keyingi orqa fonda yoki ikkinchi darajali rollarda. Misol uchun, erkaklar ko'p hollarda biznes egasi (Ocard water), mohir sportchi (Nest One) kabi obrazlarda tasvirlanib, ularning nutqida obro', farovonlik, hashamat va muvaffaqiyatga oid so'zlar qo'llanilsa, ayollar idish yuvish vositasining eng kamchiqimini tanlayotgan beka (Fairy), oshxonadagi ayol (Ona) yoki hatto ish uchrashuvi vaqtida tobi qochib qolgan xodima (No-Shpa) obrazida tasvirlanadi va ularning nutqida ko'pincha og'riq, tejamkorlik, chaqqonlik, tozalik, pazandalikka oid so'zlar qo'llaniladi. Erkaklar obrazi turar-joylar, qimmatbaho texnikalar va qimmat ichimlik suvlarida qo'llanilsa, ayollar obrazi kir yuvish kukuni, oziq-ovqat mahsulotlari va bolalarga oid tovarlar reklamasida qo'llanilishi reklama kontekstidagi gender farqi yaqqol ekanligini ko'rsatib beradi.

Reklama samaradorligiga kelsak, H. Lining fikricha, reklamadagi gender tasvirlari iste'molchilarning mavjud ijtimoiy va kognitiv sxemalariga va ularning gender-rol umidlari va qadriyatlariga mos kelganda eng samarali natijani ko'rsatadi va aktual deb hisoblanadi. Ya'ni, reklama kontenti tayyorlanish jarayonida ayni davrdagi jamiyat hayoti, umum fikr-qarashlar, ijtimoiy vaziyatlar hisobga olinishi zarur. Kamroq stereotipik tasvirlar noan'anaviy gender rollari mafkurasiga ega bo'lgan iste'molchilar tomonidan reklama va brendga ijobiy javob berishga olib keladi. Masalan, ayni muhitda qimmatbaho mahsulotlar va "jiddiy" tovarlar ham ayollar obrazida reklama qilinishi yaxshi natijalarni ko'rsatishi mumkin. Masalan, an'anaviy holatda avtomobillar shu vaqtgacha erkaklar tomonidan erkaklarga oid lingvistik uslub qo'llangan holda reklama qilingan. Ammo Ruxsora Mirjalilova – yosh qiz obrazi asosida mutlaqo ayollarga xos leksika qo'llanilgan holda ishlab chiqilgan avtomobil reklamasi (Avtoline) ijtimoiy tarmoqda qamrov jihatidan xuddi shu avtosalonning boshqa reklama roliklaridan oshib ketgan. Masalan, "Ledi mashina" reklama roligidan 2 oy avval uzatilgan bosh qahramon sotuvchi yigit sifatida olingan rolikda muhokamalar 30 taga chiqqan va qamrov 40% ni tashkil qilgan bo'lsa, bu rolikda muhokamalar 300 tadan oshgan va qamrov 98% ga ko'tarilgan.

XULOSA

Xulosa o'rnida aytadigan bo'lsak, reklama kontentida madaniy xilma-xillik va inkluzivlikdan o'rinli foydalanish, reklamani uzatish vaqtida jamiyatdagi ijtimoiy-madaniy va hattoki siyosiy vaziyatlarni ham e'tiborga olish reklamani ijobiy shaklda ommalashuvi va samaradorligiga xizmat qiladi.

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THEORETICAL FOUNDATION OF SPEECH COMPRESSION AND FACTORS INFLUENCING ITS MECHANISM

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Annotatsiya: Nutqni qisqartirish sinxron tarjimaning muhim qismi bo'lib, tarjimonlardan og'zaki xabarlarni ularning mohiyati va ma'nosini saqlab qolgan holda qisqartirishni talab qiladi. Ushbu maqola kognitiv jarayonlar, lingvistik strategiyalar va real vaqtda nutqni samarali qisqartirish bilan bog'liq muammolarga e'tibor qaratib, sinxron tarjima paytida nutqni qisqartirishning nazariy asoslarini o'rganadi. Ushbu nazariy asosni o'rganish orqali biz nutqni qisqartirishning murakkabliklari va uning tillararo aniq muloqotni osonlashtirishdagi ahamiyati haqida tushuncha berishni maqsad qilganmiz.

Simultaneous translation demands exceptional linguistic and cognitive ability from interpreters, with speech compression standing out as a foundational skill essential for conveying messages efficiently within tight time constraints. This article explores the theoretical foundation of speech compression during simultaneous translation, examining the cognitive processes involved, the linguistic strategies employed, and the nuances that shape interpreters' ability to compress speech effectively. By analyzing this theoretical framework, we aim to clarify the complexities of speech compression in simultaneous translation and its pivotal role in enabling seamless cross-linguistic communication.

Keywords: compression, mechanism, technique, structure, context, challenges, complexity, cognitive, influence, cultural.

Main Views and Identification of Speech Compression:

One of the primary views of speech compression is the extraction of essential information from the original speech. Interpreters must discern key points, main ideas, and critical details to ensure that the core message is preserved while reducing the content's length. Interpreters must prioritize the most relevant content, focusing on key themes, arguments, and supporting details that capture the essence of the speaker's message. This process requires careful consideration of the context, audience, and purpose of the interpretation.

Effective speech compression involves understanding not only the linguistic structures of the source language but also the cultural nuances embedded in the speech. Interpreters need to navigate idiomatic expressions, metaphors, and culturally specific references to ensure that the interpretation resonates with the target audience while maintaining fidelity to the original message.

Factors influencing the mechanism of speech compression realization in simultaneous translation

Cognitive Load:

The cognitive load placed on interpreters during simultaneous translation plays a crucial role in speech compression. Interpreters must process, retain, and produce information rapidly while managing attention, memory, and linguistic processing simultaneously. High cognitive load

can affect interpreters' ability to compress speech effectively, highlighting the importance of cognitive resource management and mental agility in navigating complex interpretation tasks.

Prosodic Features:

Prosodic cues, such as intonation, rhythm, and emphasis, provide valuable signals for interpreters in identifying important information for compression. Prosody conveys emotions, emphasis, and hierarchical structure in speech, assisting interpreters in prioritizing key elements for interpretation.

Cultural Context:

The cultural context embedded within the original speech influences how interpreters compress and convey messages accurately. Cultural references, norms, and nuances impact the meaning and interpretation of spoken content, requiring interpreters to consider cultural sensitivity and adaptation in their compression strategies. Awareness of cultural differences and context-specific communication patterns is essential for effective speech compression in cross-cultural communication settings

Time Constraints:

The time limitations in simultaneous translation impose pressure on interpreters to compress speech efficiently within real-time constraints. Interpreters must make swift decisions regarding which information to prioritize, how to structure their interpretations, and when to omit or summarize content to meet temporal demands. Time management skills and the ability to think and speak on-the-fly are critical for successful speech compression under time pressure.

Message Complexity:

The complexity of the message being interpreted impacts the compression process, requiring interpreters to navigate intricate ideas, technical terminology, and specialized vocabulary while maintaining succinctness and clarity. Interpreters must adapt their compression strategies based on the complexity of the content, ensuring that the essence of the message is conveyed accurately without overwhelming the audience with excessive detail.

In conclusion by understanding the main views of speech compression, considering factors influencing its mechanism, and addressing objective and subjective excess in interpretation, interpreters can refine their strategies and approaches to deliver accurate interpretations. Embracing theoretical perspectives, exploiting cognitive strategies, and integrating technological advancements empower interpreters to navigate speech compression challenges adeptly, ensuring high-quality interpretations that resonate with audiences across linguistic and cultural boundaries.

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TARJIMADA EKVIVALENTLIK TUSHUNCHASI

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Annotatsiya: ushbu maqolada ekvivalentlik tushunchasi va uning mohiyati, tarjimada ekvivalentlikning ahamiyati niyoriy berishga to'xtalangan. Shuningdek, maqolada ekvivalentlik tarjima usuli sifatida tarjima jarayonida qo'llanishi borasida so'z yuritiladi.

Kalit so'zlar: tarjima, ekvivalentlik, tarjima matni, usul, uslub, yondashuv.

Аннотация: в данной статье рассматривается понятие эквивалентности и его сущность, значение эквивалентности при переводе. Также в статье рассматривается использование эквивалентности как метода перевода в переводческом процессе.

Ключевые слова: перевод, эквивалентность, текст перевода, метод, стиль, подход.

Annotation: this article focuses on the concept of equivalence and its essence, the importance of equivalence in translation. The article also discusses the use of equivalence as a translation method in the translation process.

Keywords: translation, equivalence, translation text, method, method, approach.

Ekvivalentlik – bu tarjimon tarjima jarayonida eng ko'p foydalanadigan tarjima usullaridan biri bo'lib, u lug'aviy birliklarni nutq so'zlovchining tilidan tarjima tiliga olib o'tish usuli sifatida ham foydalaniladi. Maqolada ekvivalentlikning tarjimadagi aynan mana shu vazifasi haqida so'z bordi. J.Abdug'aniyevaning fikricha, ekvivalentlik tarjimada bir necha vazifalarni bajaradi, jumladan, u tarjimaning asosiy voqeyligi hisoblanib, tarjimani o'rganishda katta samara beradi hamda tarjimalarni tahlil qilish uchun foydali kategoriyalar tarkibiga kiradi. Ekvivalentlik sohasi morfemalar, so'zlar, iboralar, jumalalar, idiomalar va atamalar kabi til birliklarini qamrab oladi. J. Kaftfordning fikricha, tarjima amaliyotining asosiy muammosi tarjima tilida ekvivalent birliklarni topishdir. Tarjimaning asosiy maqsadi tarjima ekvivalentligining tabiati va hodisalarining tavsifini berish.

Tarjimonlar ekvivalentlik yondashuvidan foydalanib tinglovchilarga “standart” ta'sir ko'rsatishga harakat qiladilar. Shunga qaramay, ekvivalentlik tushunchasi bir nechta muammolarni keltirib chiqaradi, chunki biz uni turli xil uslublarda talqin qilishimiz mumkin. Kontekst kabi jihatlar xam ekvivalentlikda ko'rib chiqiladi. Shunga aloqador holda, J.Katford tarjimaga “bir tildagi matn xosil qiluvchi materiallarni boshqa tilda ekvivalent bo'lgan matn hosil qiluvchi materiallar bilan almashtirish yoki o'zgartirish”, deb ta'rif beradi.

Ekvivalentlik borasida juda ko'p olimlar o'z qarashlarini bildirib o'tishgan. Bizning ham bu masalaga e'tiborimiz qaratilishi matnda uchraydigan turli til birliklarining morfologik, sintaktik, leksik, stilistik sathlardan har ikkala tillarda o'zaro ekvivalent yoki ekvivalenti mavjud bo'lmaslik holatlari bilan aloqadorlikda yuzaga keladi. Tarjimada ekvivalent jarayoni manba tilidan tarjima tiliga o'tishda tinglovchida to'g'ri ma'lumotni shakllantirish holatida sodir bo'ladi.

Tarjimaning maqsadi manba va tarjima tili o'rtasida ekvivalentlik aloqasini o'rnatish bo'lganligi sababli, to'laqonli tarjimani ikki mezon bo'yicha baholash mumkin:

1. Ishonchlilik va aniqlik (asliyat matnning ma'nosini unga fikr qo'shmasdan yoki olib tashlamasdan aniq tarjima qilish);

2. shaffoflik (ma'lum bir maqsadda tilning grammatik, sintaktik va idiomatik konventsiyalarini saqlab qolish).

S.Xalversonning yondashuviga ko'ra, "ekvivalentlik ikki obyekt o'rtasidagi munosabatlar sifatida belgilanadi va munosabatlar har qanday salohiyat, fazilatlar nuqtai nazaridan o'xshashlik, tenglik munosabatlari sifatida tavsiflanadi". Ekvivalent tarjima ikki til va ikki nutq o'rtasida o'zaro shakliy va mazmun jihatidan yaqinlik hosil qilganda yuzaga keladi.

A. Pimning ta'kidlashicha, "ekvivalentlik tarjimini belgilashi kerak, tarjima esa o'z navbatida ekvivalentlikni belgilaydi". M. Baker o'zining "In other words: A Coursebook on Translation" asarida tarjima jarayoniga tegishli turli bosqichlarda ekvivalentlik g'oyasini va tarjimaning barcha o'ziga xos xususiyatlarini o'rganadi. U ekvivalentlikni quyidagicha tasniflaydi: So'z darajasidagi ekvivalentlik. So'z darajasining ekvivalentini aniqlashda tarjimon bitta so'zni ko'rib chiqishda jins va vaqt kabi bir qator omillarga e'tibor berishi lozim bo'ladi; Grammatik ekvivalentlik tillararo har xil grammatik kategoriyalar (son, zamon, aspekt, nisbat, shaxs-son, jins)da namoyon bo'ladi; Matn ekvivalentligiga ma'lumot va ketma-ketlik bo'yicha manba matni va tarjima matni o'rtasida tenglik kuzatilganda erishiladi. Tarjimon quyidagi uchta: "matn turi", "tarjima maqsadi" va "kitobxon auditoriyasi" kabi omillaraga tayanib ishyuritish lozim bo'ladi;

Pragmatik ekvivalentlik orqali tarjimon tinglovchilarga boshqa millat madaniyatini tarjima matnida taavirlab berishga xarakat qiladi. Tarjimashunos olim Qudrat Musaev o'zining "Tarjima nazariyasi asoslari" asarida ekvivalentlik va adekvatlik hodisalariga batafsil to'xtalib o'tgan. Manba va tarjima matnlarining o'zaro muvofiqlik darajalarini besh turga ajratib, ularni misollar bilan yoritgan. Q.Musaevning fikricha, manba va tarjima matnlarining ekvivalentlik munosabatlari asosan quyidagicha namoyon buladi: Ekvivalentlikning birinchi turida tarjimalarning asliyatga uygunligi ko'z ilgamas darajada namoyon bo'ladi. Mazkur tarjima turida asliyat va tarjima o'rtasidagi munosabatlar asosan ushbu ko'rinishlarga ega bo'ladi.

Ekvivalentlikning ikkinchi turida tarjimaning asliyatga yaqinligi foydalanilgan tilvositalari ma'nolarining bir xil emasligi bilan izohlanadi. Bu guruhda asliyat bilan tarjima matnlarini tashkil etadigan ko'pchilik so'z va sintaktik qurilmalar o'rtasida bevosita yaqinlik ko'zga tashlanmasada, ikki til matnlari ekvivalentlikning birinchi turiga nisbatan mazmunan ko'proq o'xshashdir.

Ekvivalentlikning uchinchi turida asliyat va tarjima matnlari orasida quyidagi xususiyatlar ko'zga tashlanadi: ikki tilning mazmunan o'zaro mos ifoda vositalari leksik tarkib va goho sintaktik qurilish jihatlaridan to'la uyg'un bo'lmaydilar.

Ekvivalentlikning to'rtinchi turida asliyat va tarjima o'rtasidagi munosabat ikki til matnlari leksik tarkiblarining yanada ko'proq o'xshashligi bilan izohlanadi, ya'ni asliyatdagi ko'pchilik so'zlarga tarjima tilida mazmunan yaqin so'zlarni qidirib topish, shuningdek, tarjima tilida asliyatdagi ifoda vositasi singari qurilishiga mos sintaktik qurilishli ifoda vositasidan foydalanish zarurati paydo bo'ladi.

Ekvivalentlikning beshinchi turida asliyat va tarjima matnlari orasidagi ekvivalentlik yuqori darajada namoyon bo'ladi. Ushbu ekvivalentlik turi ikki til matnlarining bir xil qurilishga egaligi, leksik tarkiblarining to'la o'xshashligi, asliyat asosiy qismlarining tarjimada batamom saqlanishi bilan ajralib turadi.

Ekvivalentlik tarjima jarayonida ikkita asosiy vazifa bajaradi. Birinchisi, asliyat va tarjima matnlarining o'zaro bir-biriga muvofiq kelish darajasi bo'lsa, ikkinchi funksiyasi ekvivalentlik tarjima usuli sifatida ko'rilib, uning bir necha turlari mavjud. Asliyat va tarjima matnlari

oʻrtasidagi ekvivalentlik darajalari borasidagi masalalar boʻyicha ishimizning keyingi bobda batafsil toʻxtalib oʻtamiz.

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MAQOL TIL VA NUTQ BIRLIGI SIFATIDA

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Annotatsiya: Mazkur maqolada fransuz maqollarni paremiologik nuqtai nazardan tadqiq etiladi. Xususan, ularning til va nutq birligi sifatida kommunikativ-pragmatik funksiyalari hamda madaniy-etnik muammolari haqida fikr yuritiladi. Shuningdek, maqollarning pragmatik xususiyatlari lingvistik jihatdan gap ko'rinishida bir ma'noliligi, vaziyatli kontekstda turli ma'nosiga ko'ra ochib beriladi.

Kalit so'zlar: maqol, paremiologiya, kommunikativ-pragmativ funksiya, madaniy-etnik vazifa, til va nutq birligi.

Аннотация: В этой статье рассматриваются французские пословицы с паремиологической точки зрения. В частности, рассматриваются их коммуникативно-прагматические функции как языковой и речевой единицы, а также культурно-этнические проблемы. Также прагматические свойства пословиц раскрываются лингвистически в соответствии с их однозначностью в форме предложения, различной значимостью в ситуативном контексте.

Ключевые слова: пословица, паремиология, коммуникативно-прагматическая функция, культурно-этническая задача, единство языка и речи.

Annotation: This article examines French proverbs from a paremiological point of view. In particular, their communicative and pragmatic functions as a linguistic and speech unit, as well as cultural and ethnic problems are considered. Also, the pragmatic properties of proverbs are revealed linguistically in accordance with their unambiguity in the form of a sentence, different significance in a situational context.

Keywords: proverb, paremiology, communicative and pragmatic function, cultural and ethnic task, unity of language and speech.

Maqolning tildagi o'rnini aniqlash zamonaviy fransuz paremiologiyasining dolzarb vazifalaridan biridir. Ayni paytda bu masala bo'yicha yagona nuqtai nazar yo'q. Ushbu masala yuzasidan tadqiqotchilar tomonidan quyidagi fikrlar ilgari surilgan: 1) maqollar supralingvistik semiotik kategoriyaning birligi b'lib, til birliklaridan farq qiladi [10]; 2) maqollar til birliklari tarkibiga kiruvchi kommunikativ frazeologik birliklar [3]; 3) maqollar til birliklari tarkibiga kiruvchi paremiologik birliklardir [5]; 4) maqollar jumla tuzilishiga ega frazeologik birliklar bo'lib, o'z ma'nosida umuminsoniylik g'oyasiga ega, nisbiy diskursiv mustaqillik bilan ajralib turadi [1]; 5) maqollar ham til birliklari, ham nutq birliklari hisoblanadi [9].

M.A.Cherkasskiyning ta'kidlashcha maqollar ifoda va mazmun plani o'rtasidagi nomuvofiqlik darajalari tufayli, aforizm va sentitivlik xususiyatlariga ega bo'lgan boshqa maqollar qatorida lisoniy va nolisoniy ifodalardan farqli bo'lgan supralingvistik semiotik daraja birliklariga kiradi [9].

Yana bir nuqtai nazar shundan iboratki, maqollar kommunikativ frazeologik birliklardir ya'ni, sodda yoki murakkab gap tuzilishiga ega bo'lgan va shu orqali tilda o'zining kommunikativ-pragmatik vazifasini amalga oshiruvchi frazeologik birliklar qatoriga kiradi [10].

Tadqiqotchilarning fikricha, “Maqol frazeologiyani yuqori chegarasi va matnning pastki chegarasi bo'lib, komponentlari ma'noni o'zida mujassam etgan minimal matndir” [8].

Demak, maqollar ham til birliklari, ham nutq birliklari hisoblanadi.

Maqollar tilshunoslar tomonidan til birliklari sifatida tasniflanadi, chunki ular ma'lum bir rasmiy semantik tuzilishga ega bo'lgan tayyor shakllardir. G.L.Permyakov maqollarning tuzilishiga ko'ra “yopiqlik – ochiqik” mezoni ularni nutqda doimiy va o'zgarmas shaklda qo'llash imkonini beradi, deya ta'kidlaydi. Uning fikricha maqollar grammatik to'liqlik darajasiga ko'ra mustaqil gap sifatida ifodalanadi[5], masalan, *le mur de l'Atlantique – Atlantika dolg'asi, po'rtanasi, baland to'lqini* [11]. Bu maqolning ma'nosi tarixiy hodisa bilan bo'liq, ya'ni jahon urushida nemis armiyasi Fransiyani bosib olgandan keyin Yevropa ittifoqi hujumidan himoyalani uchun Atlantika okeani bo'yida Norvegiya va Daniyadan tortib to Ispaniya chegarasigacha mustahkam qo'rg'on yaratgan, ya'ni osmonga qancha baland ko'tarilsang ham, baribir yana yerga qaytib tushasan ma'nosida. Demak, maqollar faqat turg'un komponentlardan tashkil topgan yopiq gaplar bilan ifodalanishi mumkin.

So'z tipida iboralarning til birliklariga mansub maqollarning kognitiv, kommunikativ, ijtimoiy, madaniy, etnik funksiyasini to'liq ifoda etadi [5].

Maqollar olam manzarasining mantiqiy natijasi bo'lib, gnoseologik vazifani bajaradi, masalan *“Menez un âne à la Mecque vous n'en ramènerez jamais qu'un âne; Eshakni Makkaga olib borganing bilan halol bo'lmaydi; ahmoq ahmoqligicha qoladi.*

Kommunikativ funksiya maqollarning bevosita maqsadini ifodalaydi, masalan, *Jean ne le saura jamais – Yoshlikda o'rganilgan hunar, o'zingga o'ljaga qolar yoki Yoshlikda o'rganilgan bilim, toshga o'yilgan naqsh; il y a à la faire, plus d'un âne qui s'appelle Martin – besh qo'l baravar emas.*

Maqollar borliqning sub'ekti va ob'ekti bo'lgan odamlarga, bilish va atrofdagi dunyoni o'zgartirishga qaratilgan birgalikdagi faoliyatga ma'lum ta'sir ko'rsatadi. Odamlarning o'zaro munosabati til yordamida amalga oshiriladi. Binobarin, maqollar ham ijtimoiy, ham tarbiyaviy vazifani bajaradi, shu tariqa odamlar jamoasini tashkil qiladi:

Se qu'on apprend au berceau dure jusqu'au tombeau – “Gamburni qabr tuzatadi, o'jarni to'ntak”; Bukrini go'r tuzatar. De toujours vivre ne te fie, car courte et brève est notre vie - “Bugungi ishni ertaga qo'yma”.

Maqollarning madaniy vazifasi ularda madaniy ob'ektlarning mavjudligi bilan bog'liqdir, ya'ni avloddan-avlodga o'tadigan sub'ektiv ma'lumotlar.

Le blanc et le noir ont fait Venise riche – “Oyning o'n beshi qorong'u, o'n beshi yorug'” Paris ne s'est pas bâti en un jour - “Musulmonchilik asta sekinlik bilan”.

Maqollarda etnik funksiya amalga oshiriladi, chunki ular etnik ob'ektlarning yaratilishiga hissa qo'shadi va shu bilan odamlarga milliy-madaniy darajada ta'sir qiladi [8]. Masalan: *C'est un avocat (médecin) de Valence, longue robe et courte science - “Valensiyalik advokatni kiyim-kechak bilan kutib oladi va aql bilan kuzatib boradi”;* *Dauphinois, fin matois, ne vous y fiez pas - “Dauphine aholisi ayyor qallob. Jonim deya jonizni oladi”.*

Shu bilan birga, maqollar ham nutq birligidir, chunki ular folklor va adabiyotning boshqa asarlari (V.N. Teliya, S.V. Sidorkov va boshqalar) bilan bir qatorda qat'iy shaklda mavjud bo'lgan

“mikromatnlar” hisoblanadi va nutqda muhokamani davom ettirish uchun asos bo’lib xizmat qiladi.

Shuni ta’kidlash kerakki, so’zlashuv nutqda asosan maqollar qo’llaniladi. Ba’zi lingvistik tadqiqotlarda “ so’zlashuv nutq” tushunchasi nutqning eng tabiiy shakli – to’g’ridan-to’g’ri muloqot jarayonida ishlaydigan dialogni tavsiflash uchun ishlatiladi (L.V. Shcherba va boshqalar). Binobarin, maqollar dialogik nutqning bir qismi sifatida fikrni til orqali ifodalash va shakllantirishning tashqi vositalaridan biridir[6].

Ba’zi maqollar ma’nosi ko’p ma’lumot bermasa-da, tez-tez takrorlanishi ularning pragmatik funksiyasini oshiradi. G.D. Sidorkovaning ta’kidlashicha, muloqot nafaqat ma’lumotni uzatish jarayonini, balki suhbatdoshga ma’lum bir ta’sir ko’rsatish usulini ham anglatadi, chunki tildagi maqol va maqollarning asosiy maqsadi bir qator pragmatik munosabatlarni ifodalashdir [7].

Maqollarning murojaat qiluvchining kommunikativ niyatiga muvofiq ta’siri ular tomonidan nutqning asosiy funksiyalarini amalga oshirish bilan bog’liq.

Xulosa qilib aytganda, maqol sekin-asta til-nutq tizimining to’laqonli va ko’p funksiyali elementiga aylanadi. Maqol til-nutq quyi tizimining va inson tili-madaniyati sistemasining bir qismidir. Maqolning tuzilishi, tashqi belgisining pragmatik-argumentativ nutq birligi sifatida shakllanishi mazkur til hodisasining til-nutq quyi tizimi birligi sifatida nutqiy vaziyatlarda ishlatish maqsadlari va ehtiyojlari bilan belgilanadi. Bu xususiyatlar maqolni tanqidiy munozaraning istalgan bosqichida ishlatishga imkon beradi.

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FRANSUZ VA O‘ZBEK TILLARIDA “PEUR/QO‘RQUV” KONSEPTIGA KIRUVCHI LEKSEMALAR

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Kirish

Qo‘rquv konsepti zamonaviy fransuz tilida *peur*, o‘zbek tilida esa *qo‘rquv* leksemalari orqali ifodalanadi. Fransuz tilidagi *peur* konseptual maydoniga kiruvchi *crainte, angoisse, frayeur, horreur, frousse, trac, effroi, épouvante, terreur* kabi so‘zlar va *avoir la trouille, avoir la pétoche, avoir les jetons, avoir les foies, avoir le trouillomètre à zéro* kabi turg‘un birikmalar *qo‘rquv*ning turli darajasini ko‘rsatish, uning oqibatida yuzaga kelgan inson reaksiyasini tasvirlash maqsadida qo‘llaniladi. Shubhasiz, asosiy va muhim bo‘lgani *peur* so‘zining o‘zidir. Fransuz tilining etimologik lug‘atiga ko‘ra *peur* so‘zi lotincha *poverum* so‘zidan kelib chiqqan.

Adabiyotlar tahlili metodologiyasi

Qo‘rquv hissiy konseptini tadqiq qilishda A. Vejbiskyaning “Nemis tilida *angst* tushunchasi” haqidagi, shuningdek, rus va ingliz tillarida *qo‘rquv* konsepti haqidagi tadqiqotlari [Vejbiskaya A. 1999;105]. N. A. Krasavskiyning “nemis tilida *qo‘rquv* tushunchasining leksik-semantik maydoni” tadqiqiga bag‘ishlangan ilmiy izlanishlari [Krasavskiy, 2001]. O. N. Grigorevaning hozirgi zamon rus tilida *teror* tushunchasi tadqiqi to‘g‘risidagi ilmiy maqolalari [Grigoryeva, 2002; 85] bunga yorqin misol bo‘la oladi. Fransuz tilidagi *peur* konseptini tavsiflashda zamonaviy tadqiqot metodlari, ayniqsa Amerika strukturalistlari tomonidan keng qo‘llanilgan distributiv metod ancha foyda beradi. Distributsiya – "gapda so‘zlar o‘rtasida sodir bo‘ladigan grammatik konstruksiyalar to‘plami va ushbu konstruksiyalarda ma‘lum bir so‘zlar bilangina ishlatiladigan elementlar sinflari"dir [Sahlgren, 2008; 33-53]. Ushbu metodning boshlang‘ich nuqtasi – so‘zning qo‘shilish qobiliyati uning ma‘nosi bilan chambarchas bog‘liq, ulardagi semantik farqlar va o‘ziga xos xususiyatlar so‘zlarning sintaktik aloqalarida namoyon bo‘ladi - degan gipotezadir. Chunki muntazam ravishda birgalikda uchraydigan so‘zlarning semantik ma‘nolarini barcha birikuv holatlarini sanab o‘tish orqali tasvirlash mumkin.

Muhokama

Bizning fikrimizcha, fransuz tilidagi *qo‘rquv* hissiyotini ifodalovchi *peur* va o‘zbek tilida *qo‘rquv* so‘zlari bir paytning o‘zida ham konseptga ham tushunchaga mos keladi. Konseptni nomlovchi leksema bu hissiyotni obyektiv ravishda, turli nyanslar va bo‘yoqlarsiz neytral holda aks ettiradi. Konseptga doir boshqa leksik-frazeologik birliklar *qo‘rquv*ning turli darajasini, semantik xususiyatlarini ifodalaydi.

Qo‘rquv emotsional konsepti semantik maydoni har ikkala tilda ham “*qo‘rquv*” ma‘nosini beruvchi sinonimik birliklardan tashkil topgan bo‘lib, ba‘zilari tub, boshqalari esa yasama so‘zlardir. Shuningdek ibora va qanotli jumalalar, *qo‘rquv*ning namoyon bo‘lishini tasvirlovchi (oqarib ketdi, palir) leksik birliklar ham mazkur konsept semantik maydoniga kiradi.

Demak, *peur* fransuz tilida *qo‘rquv* konseptini ifodalovchi dominant va identifikator so‘zdir. Aynan shu so‘z lug‘atlarda ko‘pincha boshqa otlar bilan konseptning boshqa leksik birliklarini izohlashda qo‘llaniladi. *Peur* – ma‘nodosh bo‘lgan otlari orasida eng ko‘p uchraydigan so‘z.

Etimologik jihatdan *peur* lotincha *pavor* so‘zidan kelib chiqqan.

O‘zbek tilida esa *qo‘rquv* ushbu konseptini ifodalovchi dominant va identifikator so‘zdir va fransuz tilidagi kabi lug'atlarda konseptning boshqa leksik birliklarini izohlashda qo‘llaniladi . Etimologik jihatdan *qo‘rquv* qadimgi turk tilidagi *qo‘ri*, ya‘ni *qo‘riqla* so‘zidan kelib chiqqan.

Natijalar

Mazkur tadqiqotimiz doirasida qo‘rquv konseptiga bevosita tegishli sinonimlarni shuningdek, qo‘rquvni bilvosita ifodalovchi boshqa leksik nirliklarni tahlil qilishga harakat qilamiz.

I-jadval. Qo‘rquv konseptiga kiruvchi leksemalar.

№	Fransuz tili	O‘zbek tili
1	Peur	Qo‘rquv
2	Apprehension	Qo‘rqinch
3	Affolement	Vahima
4	Angoisse	Tashvish
5	Anxiété	Talvasa
6	alarme	Haybat
7	Alerte	Vasvasa
8	Crainte	Dahshat
9	Effroi	Xayiqish
10	Epouvante	Cho‘chish
11	Frayeur	Hadik
12	Horreur	Tahluka
13	Inquiétude	Xavotir
14	Panique	Sarosima
15	Terreur	Xavf
16	Affres	Talvasa
17	Trances	Esankirash
18	Phobie	Dovdirash
19	Timidité	Botina olmaslik

Jadvaldagi otlarining asl shaklini tahlil qilganda, qo‘rquvning fiziologik belgisi anglatuvchi otlar hissiyotni ifodalovchi otlarga (*angoisse, sarosima*), hissiyot sababidan uning natijasini anglatishga (*frayeur, tahluka*) o‘tishini kuzatish mumkin, shuningdek ma’noning konkretan mavhumga (*apprehension, vahm*), xususiyatdan umumiy nomga (*panique, alarme, alerte, sarosima, g‘ulg‘la*) o‘zgarishini kuzatishimiz mumkin. Bu metonimik hamda metaforik bog‘lanishlarga asoslanadi.

Xulosa va takliflar

Tadqiqotimiz doirasida fransuz tilida "*qo‘rquv*" konseptiga tegishli bo‘lgan o‘n to‘qqizta leksema tahlil qilishimiz uchun olingan bo‘lib, ular qo‘rquvning turli darajasini va nyuanislarini ifodalaydi. Ular ichida *affres* va *translar* qo‘llanish darajasi nisbatan kamroq. Robert lug'atida *affres, effroi* "eskirgan" (vieux) izohi bilan berilgan va asosan "*les affres de la mort*", ya‘ni "*o‘lim talvasasi*" iborasida qo‘llanilishi aytilgan.

Shuningdek *-ment, -ation, -ité* qo‘shimchalari yordamida fe‘ldan yasalgan *épouvamment, transissement, tremblement, effarement, effarouchement, intimidation, terribilité* kabi bir qator otlar harakat nomini yoki bu harakatning natijasini bildiradi. Mavhum

otlar *timidité, lâcheté, pusillanimité, couardise* ham qo‘rquv konsepti bilan bog‘liq, lekin qo‘rquv hissining o‘zini emas, balki shaxsning qo‘rquvni boshdan kechirishga moyilligini bildiradi. Bu otlar *timide, lâche, pusillanime, couard, poltron* shaxsni tavsiflaydigan sifatleri bilan mos. Shuningdek *un epouvantail, un alarmiste, un terrorist, un panicard* kabi otlar hamda *un timide, un affolé* kabi shaxsni bildiruvchi sifatlar ham qorquv konseptiga taalluqlidir.

O‘zbek tilining izohli lug‘atida *qo‘rquv* his-tuyg‘uli holat, ruhiy holat deb izohlanadi. Qo‘rquvning sinonimi bo‘lmish *dahshat* so‘zini izohlashda esa nihoyat darajadagi qo‘rqinch, xavf, vahima leksemalaridan foydalanilgan. O‘zbek tilida mazkur konseptga tegishli bo‘lgan *qo‘rqinch, vahima, dahshat, sarosima, tahlika, talvasa, vasvasa, xavotir, hadik* kabi otlar qo‘rquvni umumlashtiradi va turli darajasini anglatadi O‘zbek tilidagi *-uv, -ish, -inch* qo‘shimchalari yordamida fe‘ldan yasalgan *qo‘rqish, hayiqish, cho‘chish, hadiksirash, esankirash, dovdirash* kabi bir qator otlar harakat nomini yoki bu harakatning natijasini bildiradi.. Shuningdek *olabo‘ji, vahma, vahimachi, terrorist, qo‘rqoq, juratsiz* kabi otlar hamda *uyatchan, dovdir* kabi sifatlar ham qorquv konseptiga taalluqlidir.

O‘zbek tilida *tashvish, qo‘rqoqlik, juratsizlik, yuraksizlik, qo‘rqoqlik, tortinchoqlik, hadiksirashlik* kabi harakat nomlari qo‘rquv konsepti semantik maydoniga kiradi. Bu so‘zlar semantik jihatdan tegishli sifatlar bilan bog‘liq bo‘lib, u yoki bu shaxsga doimiy ravishda xos bo‘lgan qo‘rquvni boshdan kechirish tendentsiyasini tavsiflaydi. *Hurkak* va *hurkovich* otlari asosan hayvonlarga xos qo‘rquvni anglatadi, *vahma, vahimachi* so‘zlari insonga xos hayoliy yoki asossiz qo‘rquvga moyil shaxsni bildiradi.

Qo‘rquv konseptining semantik maydoniga kiruvchi leksemalarni quyidagicha tasniflashimiz mumkin: 1. Qo‘rquvni anglatuvchi asosiy leksik birliklar va ularning stilistik sinonimlari; 2. Mazkur hissiyotni bevosita ifodalamaydigan, ammo qo‘rquv sababli namoyon bo‘lish belgilarini ko‘rsatadigan leksik birliklar; 3. Asosiy leksik birliklarning o‘zagidan yasalgan antonimlari (masalan: qo‘rqmas). 4. Kontekstda sinonim yoki antonim rolini bajaradigan tavsiflovchi jumlar va frazeologik birliklar (masalan: *ne pas oser faire qch – biror narsa qilishga botina olmaslik kabi*).

Fransuz tili so‘zlashuv uslubida birlik sonda *trac, trouille, frousse, pétoche, poisse* ko‘plikda esa *foies, jetons, grolles, flubes copeaux, couilles, tripes* kabi otlar *fouter, flanquer, filer, avoir* fe‘llari bilan kelib, qo‘rquv hissiyotini ifodalaydi.

O‘zbek tilida qo‘rquv konseptiga kiruvchi otlar soni fransuz tilidagiga nisbatan kamsonli ekanligini ko‘rish mumkin, ammo so‘zlashuv uslubida fransuz tilidagi kabi qo‘rquvni anglatuvchi iboralar anchagina. Bulaga *joyidan jilolmay qolmoq, ichi o‘tib ketmoq, ichiga g‘ulg‘ula tushmoq, ishtonini ho‘llab qo‘ymoq, kayfi uchib ketmoq, kapalagi uchmoq, ko‘zi kosasidan chiqib ketmoq* singari turg‘un birikmalar misol bo‘la oladi. Shuningdek qo‘rquv natijasida paydo bo‘lgan belgilar ham qo‘rquvni anglatadi: *qo‘rquvdan qaltiramoq / titramoq, labiga uchuq chiqmoq, nafasi chiqmay qolmoq, oyog‘iga qaltiroq tushmoq, rangi dokadek oqarmoq* kabi.

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СТОМАТОЛОГИЯ ТЕРМИНЛАРНИНГ ЭТИМОЛОГИК ВА МОРФОЛОГИК ХУСУСИЯТЛАРИ

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Abstract: The article is devoted to the etymological and morphological characteristics of dental terms. Based on the results of analyzed examples related to the field of dentistry, it has been proven that terms denoting disease, pathologies, symptoms, infectious diseases and dental medical equipment mainly belong to the Greek-Latin vocabulary.

Keywords: dental terms, affixation, morphology, borrowed morphemes, word formation.

Аннотация: Статя посвящена этимологической и морфологической характеристике стоматологических терминов. По результатам проанализированных примеров, относящихся к области стоматологии, доказано, что терминк, обозначающие заболевание, патологии, симптомы, инфекционные заболевания и стоматологическую медицинскую технику, в основном относятся к греко-латинской лексике.

Ключевые слова: стоматологические термины, аффиксация, морфология, заимствованные морфемы, словообразование.

Аннотация: Мақола стоматологик терминларнинг этимологик ва морфологик хусусиятларига бағишланган. Стоматология соҳасига оид таҳлилга тортилган мисоллар натижасига кўра, касалликни ифодаловчи терминлар - патологиялар, аломатлар, юқумли касалликлар ва стоматологик тиббиёт усқуналари асосан юнон-лотин луғати фондида мансублиги далилланади.

Калит сўзлар: стоматология терминлари, аффиксация, морфология, ўзлашган морфемалар, сўз ясалиши.

Замонавий тиббиёт терминологияси жаҳон тиббиёти ва тиббиёт фанининг кўп асрлик ривожланиши, дунёдаги қайси тил тақдим этишидан қатъи назар тиббиёт соҳасидаги хусусан стоматология терминологияси лексик, сўз бирликларнинг лингвистик келиб чиқишига кўра ҳамда тузилишига кўра умумий моделлар сезиларли микдорини ташкил этади. Бинобарин, бу ҳолат асрлар давомида тиббиёт терминологиясига таъсир кўрсатган қадимги дунёдаги иккита классик тиллар қадимги юнон ва лотин тиллари ўзаро боғлиқлигидан далолат беради. Баъзи тахминларга кўра, инглиз тилидаги тиббиёт атамаларининг 95% га яқини лотин ва юнон тиллари асосида яратилгандир. Анатомик ва тиббиётнинг бир қисми бўлган гистологик номенклатура тўлиқ лотин тилида тузилган терминологиялар эканлиги асосланади. Маълумотларнинг асоси сифатида номенклатураларга лотин тилининг алифбоси, фонетикаси ва грамматикаси кириши таъкидланади [1]. М.Х.Азизовнинг фикрича, сўз яратиш имкониятлари юнон тили потенциали лотин тилига қараганда сезиларли даражада устунлик қилади. Чунки мазкур

тил ҳар қандай тилда жойлашиш, мослашувчанлик хусусияти билан ажралиб туради. Тил ҳодисаларида аниқланган ёхуд тасвирланган, маълум биологик тушунчалар ва тиббиёт йўналишини акс этирадиган ғоялар, номинацияларни сўз шакллантиришнинг қўшимчалар, асосий таркиби бўйича турли усулларидадан фойдаланган ҳолда, лўнда, содда конкрет янги лексемаларни осон шакллантириши билан фарқланади [2].

Стоматология соҳасига оид таҳлилга тортилган мисоллар натижасига кўра, касалликни ифодаловчи номинациялар патологиялар, аломатлар, юкумли касалликлар ва стоматологик тиббиёт ускуналари асосан юнон-лотин луғати фондига мансублиги далилланади. Эътиборли жиҳати шундаки, лотин-юнон тилидан фойдаланиш тенденциясининг асос (илдиз) элементлари тиббиёт соҳасининг айнан стоматология соҳасига тегишли эканлиги яққол кўзга ташланади.

Стоматология [юн. *stomatos* – оғиз ва *логия* – клиник тиббиётнинг бир соҳаси] оғиз бўшлиғи аъзолари: *тил, лаб, лунж, оғиз* шиллик пардалари ҳамда юз-жағ тизими ва унга ёндош соҳа касалликларини, уларни келтириб, чиқарадиган сабабларни ва мазкур касалликларнинг олдини олиш усулларини ўрганади [3]. Терминологик системаларнинг шаклланишида сўз қўшиш усули билан термин ясаш алоҳида ўрин тутди. Фан ва технологиянинг тараққий этиши билан қўшма терминларга бўлган эҳтиёж ортиб бораверади. Қўшма сўзлар фақат янги сўзларга бўлган эҳтиёжни қондириш учунгина эмас, балки кўпроқ икки тушунчани бир сўз орқали ифода этиш зарурияти бўлгани учун ҳам керакдир [4].

Стоматология соҳасига оид инглиз тили терминларининг шаклланишида аффиксация сўз ясовчи (префикс, суффикс) усулидан ташқари, терминлар “каркас”ини аниқлашда, уларнинг таркибида морфемик, морфологик, семантик ва синтактик каби турли лингвистик элементлар мавжуд. Шу маънода тадқиқотимиз объекти бўлган стоматология терминлари таркибини аниқлашда, уларнинг ясалиш жиҳатлари (таркибий ўзгаришлари) соҳага доир изоҳли луғатларда ўз аксини топа олмаслигини эътибордан четда қолдирмаган ҳолда, уларни лексик ва этимологик жиҳатдан таҳлил қилиш зарур деб ўйлаймиз. Инглиз тилида стоматология терминларининг шаклланиши ва ясалишининг қуйидаги турлари мавжуд:

1.аффиксация; 2.синтактик; 3.семантик (семантик-синтактик); 4.конверсия (транспозиция); 5.акроним ва аббревиатуралар.

Аффиксация усулида “Суффикс ва префикслар, яъни сўз ясовчи формантлар ўзида тилнинг энг кичик (минимал) сўз ясовчи, қурилиш элементларини акс эттиради” [5]. Айрим манбаларда аффикслар билан қўшимчалар ўртасидаги фарқ етарлича очиб берилмаганлиги боис, бу масала бугунги кунгача изоҳталаб, мавҳум бўлиб қолмоқда. Шу ўринда таъкидлаш жоизки, аффикслар ёрдамида сўзлар ясалади, қўшимчалар орқали эса грамматик формалар ҳосил қилинади. Инглиз ва ўзбек тилларида якка морфемик элементдан таркиб топган қуйидаги стоматология соҳасига оид терминлари мавжуд: *apex* (лот. арех верхушка) - *анекс* (тиш илдизининг учи); *alloy* (лот. боғлаш) – *метал бирикма, қоришма*; *arch* (лот. арка) – *арка, камар (настки жағ)*; *crown* (лот. корона тож) - *коронка, протез*.

Аффиксация усули ёрдамида ясалган стоматологик терминлар: *-ist, -tion*, аффикси стоматология соҳасида жуда сермахсул ҳисобланади. Соҳага тегишли касбга тегишли бир қанча отлар ясалади. Мисол учун: *dental instrumentalist, dental hygienist, dentist, prosthodontist, receptionist, dental specialist; resorption* (лот. *resorbere* орқага сўриш + *tion*) –

резорбсия (сингдириш); *amputation* (лот. *amputāre* кесиш) - *ампутация*, (яллиғланган пульпани даволаш усули).

Стоматология соҳасида кенг қўлланиладиган *macro-* макро ва *micro-* микро префикслари (олд кўшимчалар) ёрдамида бир қатор терминлар ясалади: *macrogenia* (гр. *μακρός* *macro* катта + *γένειον* *genia* пастки жағ, (ияк)) - *макрогенция* аномал ривожланиши: пастки жағни меъеридан ортиқ катталиги; *macrostomy* (гр. *μακρός* *macro* катта + *στόμα*, *ατοσ* *stoma*, *stomatos* оғиз) - *макростомия* аномалия ривожланиши: ҳаддан ташқари кенг оғиз бўшлиғи; *microgenies* (гр. *μικρός* *micro* кам + *γένειον* *genia* пастки жағ, (ияг)) - микрогенция пастки жағнинг кичик хажмда ривожланиши; *microglossia* (гр. *μικρός* *micro* малый + *γλόσσα* *glossa* (*glotta*) тил) – микроглоссия кичик хажмда тилнинг катталаниши

Тадқиқ қилинаётган тилларда префиксларнинг ўзлашиш жараёни таҳлили натижаси шуни кўрсатадики, лотин тилига қараганда юнон тилидан ўзлашган префикслар миқдори кўп эканлиги далилланади. Фарқли жиҳати шундаки тиббиёт соҳасидаги префикслар касалликларнинг маълум бир даражасини ифодалаши билан ўзига хос аҳамият касб этади. Стоматология соҳасида юнон ва лотин тилларидан ўзлашган қуйидаги префикслар *hypo-*, *bi-*, *odonto-*, *sin-*, *pro-*, *bra-*, *pro-* унумдор ҳисобланади. Жумладан: *hypodontics* (юнон. *ὕπο* *hypo* пастки, қуйи+юнон. *ὀδούς*, *ὀδόντος* *odus*, *odontos* тиш) - *гиподонтия*, тишларнинг камлиги, тишнинг миқдори етишмаслиги; *biprognathia* (лот.*bis* иккита + юнон. *πρό* *pro* олдинга + юнон. *γνάθος*[*gnatho-*] жағ, юқори жағ) - *бипрогнатия*, физиологик жиҳатдан жағларнинг фарқланиши; *odontodysplasia* (юнон *ὀδούς*, *ὀδόντος* тиш *odus*, *odontos* + *δυσ* *dys* юнон.қийинчилик, бузилишлар + *πλάσις* *plasia* шаклланиши) - *одонтодисплазия*, тиш ривожланишининг бузилиши; *sinheilia* (юнон. *σύν* *syn* билан, биргаликда, + *χεῖλος* *cheilo* лаб) - *синхейлия*, юқори ва пастки лабларнинг бирлашиши; *protrusion* (юнон.*πρό* *pro* олдида, олдин + лот. *trudere* итариш, суриш) - *протрузия*, жойлашган жағлар аномалияси, тишлар орасидаги бўшлиқ; *brachycheilia* (юнон. *βραχύς* *brachys* қисқа, калта + *χεῖλος* *cheil* лаб) - *брахихейлия*, юқори лабнинг ўрта қисми қисқариши [6].

Стоматология соҳасига оид терминологияда морфемалар ҳам алоҳида аҳамият касб этади ва ўзига хос типологик хусусиятларга эгадир. Тадқиқ қилинаётган соҳа терминологиясида ўзакдош сўзлар инглиз ва ўзбек тилларида изоморфик хусусиятларга эга эканлига асосланади. Сўзлар турли сўз туркумига оид ясовчи кўшимчалар сўз ўзагига қўшилиб ясалади ва турли маъноларни ифодалайди. Бу ҳолат кўпроқ стоматология соҳасида қўлланиладиган кимёвий элементлар, стоматологик унсурлар, ингридиентлар номенларида кўпроқ учраши далилланади. Жумладан: Ўзбек тилида: *флоридин*, *бифлорид*, *профлорид*; *фтор*, *фторлак*, *фторидин*, *фторид*, *фторпанатим*. Инглиз тилида: *dentin*, *denture*, *dentist*, *dental*; *gingiva*, *gingivitis*; *periodontal* *periodontitis*.

Юнон тилидаги *'peri-*’ юнон. инглиз тилида *around*, *about*, *beyond* *атрофида* - келиб чиқиши юнонча бўлиб, асосий аномалик шаклланишлар ва патологик жараёнларга ишора қилувчи, префикс асосида ҳам қуйидаги терминлар ясалади: *periosteum* – тананинг суяк ости қисмини озиклантирувчи толалар; *perirhinal* – бурун атрофи. Лотин тилидаги *'supra-*’ префикси инглиз тилида *above*, *over*, *beyond*, *on the upper side* - юқорида, юқори томонда маъноларини бериб, бирор нарсадан устун маъноларини ифодалайди: *supra-auricular* – супрааурикуляр; кулоқ устида жойлашган; *supraversion* – вертикал йўналишдаги аралаш тишлар.

Таҳлил қилинган этимологик таҳлил натижасига кўра шуни таъкидлаш мумкинки, инглиз ва ўзбек тилларида стоматология соҳасига оид терминологияда айнан юнонча сўз

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THE ROLE OF CAT TOOLS IN TRANSLATION: ENHANCING EFFICIENCY AND ACCURACY

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Abstract. The article observes the issues related to implementation of computer technologies into translation process. The advantages and disadvantages of computer-assisting translation tools are revealed and basing of these findings some recommendations are developed. There is also a brief outline of existing software, which translators may find convenient.

Keywords: CAT, translation, equivalence, technology

In the realm of translation, efficiency and accuracy are paramount. Computer-Assisted Translation (CAT) tools have revolutionized the workflow of translators by providing a set of features and functionalities that streamline the translation process. These tools leverage technology to aid translators in producing high-quality translations in a more efficient and consistent manner. “The latest technology often determines the types of text to be translated. In addition to the demand for translation of texts in traditional industries, for example, economic or technical, new areas are constantly emerging, in which the volume of translations is increasing”. [1; 714] Therefore, the role of CAT is difficult to overestimate and they should be widely used in translational procedures.

First, let's start from defining the CATs. CAT tools are software applications designed to assist translators in the translation of texts. These tools provide a range of features such as translation memory, terminology management, alignment tools, and quality assurance checks. Translation memory, in particular, stores previously translated segments of text for reuse, which not only improves consistency but also speeds up the translation process by reducing repetitive tasks. Additionally, terminology management ensures the correct usage of specialized terminology throughout the translation. According to M.Kornacky, “By their nature, CAT tools also reduce the use of translation procedures in general. If a CAT tool finds a match in a translation memory, it propagates the match in translation (frequently translators have the option to change propagation settings) automatically applying it throughout the target document (or project). What it means is that it also results in propagation of errors, if there are any in the translation memory. Since the translation was done automatically, the translator could not use any procedures, resorting to use a previous translation (by himself or by some third party)”. [2; 93] It means that a number of advantages and drawback exist, which should be deeply analyzed before exploitation each CAT.

One of the key advantages of using CAT tools is the significant increase in translation efficiency. By leveraging translation memory, translators can quickly access and reuse previously translated content, saving time and effort. [3; 16] This feature is especially beneficial in projects with repetitive or similar content, enabling translators to focus on more challenging or nuanced aspects of the text. Moreover, CAT tools facilitate collaboration among translators by enabling them to work on the same project simultaneously and share translation resources.

CAT tools contribute to improved translation accuracy by ensuring consistency in terminology and style throughout the translation. With features like glossaries and terminology databases, translators can access approved terms and phrases, reducing the risk of errors and ensuring that translations align with the client's specific requirements. Additionally, CAT tools

offer quality assurance checks that help identify and correct errors, ensuring that the final translation meets the highest standards of quality.

CAT tools are particularly valuable in specialized fields such as medical, legal, and technical translation where precision and terminology accuracy are critical. By maintaining consistent terminology and style, CAT tools help translators deliver accurate and reliable translations that meet the unique requirements of these specialized fields. Furthermore, the ability to create custom glossaries and translation memories tailored to specific domains further enhances the quality and accuracy of translations in these areas.

While the advantages of using CAT tools are substantial in terms of efficiency and consistency, there are certain limitations that translators should be aware of when incorporating these tools into their workflow. Speaking about disadvantages, the following problems should be mentioned.

Initial Learning Curve. New users may experience a learning curve when adopting CAT tools, which can potentially slow down the initial translation process.

Complex Formatting. Transferring complex formatting, such as those in desktop publishing or graphic designs, can be challenging in some CAT tools.

Cost of Software. Some professional CAT tools can be expensive to purchase or license, especially for freelance translators or smaller businesses.

Overreliance on Memory. Overreliance on translation memory can lead to potential errors if the translator does not review and ensure the accuracy of reused content.

Lack of Contextual Understanding. CAT tools may not always understand context as a human translator does, potentially leading to inaccurate translations in very specific or nuanced situations.

Maintenance of Translation Memories. Regular maintenance of translation memories and terminology databases is necessary to ensure their relevancy and accuracy, which can be time-consuming.

Also, the translator must know the vocabulary and terms specific to a particular industry, which will significantly improve the quality of the final result. In the absence of the necessary knowledge, editing a text translated with a CAT program becomes more difficult since the translator is somewhat disoriented. [4]

Definitely, these problems mostly depend on the translator's responsibility and attentiveness. CAT aim to assist, but not to do the whole work instead of a human.

There are just a few examples of the many CAT tools available in the market today. Each tool has its strengths and unique features, catering to the diverse needs and preferences of translators and translation agencies. The following CATs are the most popular and widely used by translators:

- ✓ **SDL Trados Studio:** SDL Trados Studio is one of the most popular CAT tools used by professional translators worldwide. It offers a comprehensive set of features such as memory, terminology management, project management, and quality assurance checks.
- ✓ **MemoQ:** Q is a versatile CAT tool that provides translators with advanced translation memory and terminology management capabilities. It also offers integration with other tools and platforms, making it a favorite among translation professionals.
- ✓ **Wordfast:** Wordfast is a user-friendly CAT tool that offers translation memory and glossary management features. It is often used by freelance translators and small translation teams for its simplicity and cost-effectiveness.

- ✓ Deja Vu: Deja Vu is a CAT tool that combines powerful translation memory and terminology management functionalities with an intuitive user interface. It is known for its flexibility and customizable features.
- ✓ Across: Across is a CAT tool that focuses on facilitating collaboration and improving translation quality. It offers features such as integrated project management, terminology management, and quality assurance checks to streamline the translation process.
- ✓ OmegaT: OmegaT is an open-source CAT tool that is free to use and offers basic translation memory and terminology management capabilities. It is a popular choice for translators looking for a cost-effective solution.

Summing up, we can conclude that CAT tools play a crucial role in modern translation by enhancing efficiency, improving accuracy, and facilitating collaboration among translators. By leveraging technology to streamline the translation process and ensure consistency and quality, CAT tools empower translators to deliver high-quality translations that meet the diverse needs of clients and industries. As the demand for multilingual content continues to grow, the use of CAT tools will remain indispensable in the field of translation, helping professionals meet the evolving challenges of the globalized world.

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MULTIMODAL DISCOURSE IN LINGUISTICS

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Abstract: The first attempts by man to convey information using text and pictures go back to ancient times. The combination of images and text is typical for most monuments of ancient civilizations in the World. Among the most striking monuments of ancient writing, including elements of pictorial writing and text, it should be noted wall writings and drawings in ancient Egyptian tombs, which form a single textual work. In society individuals communicate in different ways, it is important to be aware of the different modes used in communication to fully understand the meanings that are being conveyed. These can be broken down into five categories: linguistic, visual, gestural, spatial. The linguistic mode focuses on the meaning of written or spoken language in communication.

Keywords: text, component, phenomenon, sign system, non-verbal component, cognitive, semiotic properties, communication.

Introduction: Despite the fact that picture writing is the oldest and simplest form of writing, the development of alphabetic writing did not supplant or nullify the use of drawing in the text as an unnecessary and more primitive attribute. On the contrary, the history of human culture shows that the more developed and progressive it became, the more types of discourse appeared using drawings and text, which include posters, caricatures, comics, advertising, etc., rapidly developing in the modern period. These facts indicate that “the synthesis of natural human language with other sign systems is by no means a product of modern culture”¹⁵⁰. There is a genetic connection between human language and visual arts.

Despite the fact that texts containing various non-linguistic (non-verbal) components, such as illustrations, drawings, photographs, etc., have long ceased to be rare thanks to the development of printing and the spread of color printing, for a long time they were not the object of special study by linguists. This tendency was observed because the image was perceived as a kind of dependent addition, an attribute to the text. The dominant idea was “the priority of the verbal language system relative to other sign systems”¹⁵¹.

Methods: In the 70s of the 20th centuries, important linguistic works appeared devoted to the study of texts with a nonverbal component. Such texts were studied by scientists I. V. Arnold, G. T. Kostenko, M. P. Brandes. Gradually, this trend gained popularity in different countries. A major contribution to the study of texts with a non-verbal component was made by Yu. A. Sorokin and E. F. Tarasov, who proposed the term “creolized text” to name texts with a heterogeneous structure, as well as G. Kress (England) and T. van Leeuwen (Australia), who study the phenomenon of multimodality.

¹⁵⁰Makedonseva A. M. Fenomen kreolizovannix tekstov//Vestnik Tverskogo gosudarstvennogo universitet. 2009. - P 34-41.

¹⁵¹ Makedonseva A. M. Fenomen kreolizovannix tekstov //Vestnik Tverskogo gosudarstvennogo universitet. 2009. – P. 34-41.

Research: Currently, E. E. Anisimova, I. V. Vashunina, A. M. Voloskovich, O. K. Iriskhanova, G. E. Kreidlin, M. A. Krongauz, A. G. are studying tests with a nonverbal component in Russia Sonin, Yu. V. Shchurina, abroad - John A. Bateman (England), Alan Cienki (USA), Terry D. Royce (USA) and etc.

The study of texts with a nonverbal component is carried out within several linguistic areas. First of all, such texts are studied within the framework of linguosemiotics, since in these texts the phenomenon of interaction of various semiotic units is observed. Psycholinguistics deals with issues of perceptual activity in the perception of given texts. Cognitive linguistics studies the various cognitive mechanisms and operations that are used in the perception of texts with a nonverbal component. Text linguistics seeks to describe and study the discursive features of given texts.

It is worth noting that the novelty of such texts as an object of linguistic research has led to the emergence of many terms to designate them. Among them, the most common are “creolized text” (Yu. A. Sorokin, E. F. Tarasov), “polycode text” (A. G. Sonin), “polymodal text” (A. M. Voloskovich), “icon text” (M. Nerlikh), hybrid text (V. E. Chernyavskaya). Such terms as “linguo-visual complex”, “isoverbal complex”, “iso-verbal complex” have also entered scientific use¹⁵².

Discussion: All these terms can be perceived as synonyms, since they are used to name texts with a heterogeneous structure and emphasize the semiotic heterogeneity of the components of the text. At the same time, each of these terms focuses on a certain aspect of the text with a non-verbal component.

A. M. Voloskovich notes that “hybridity and syncretism of sign formations more often indicate the result of mixing the semiotic properties of signs that are different in nature, creolization - the process of mixing itself, while the term polymodality emphasizes the original ability of signs to combine with other signs within the framework of complex semiotic formations”¹⁵³.

The term “multimodal” seems more successful than other terms for naming texts with a non-verbal component, because it appeals “to the psychological term modality as belonging to a specific sensory system and is associated with the actualization of several perceptual channels”¹⁵⁴, which provide the perception of text with verbal and non-verbal components. Consequently, this term allows us to go beyond purely linguistic issues and touch upon problems of a broader interdisciplinary nature, such as the problem of perceiving texts with a non-verbal component, the role of various cognitive mechanisms in the process of perceiving such texts, the problem of semiotic hybridization in texts of this kind, etc.

Another terminological difficulty in naming and defining text formations with a non-verbal component is the question of whether such formations should be called “text” or classified as “discourse”, since the opposition “text - discourse” is fundamental in linguistics and since the need for categorization inevitably arises in relation to any objects of scientific research, especially new ones, and multimodal formations have entered the orbit of scientific research relatively recently. Since the term “discourse” emphasizes the dynamic, communicative, interactive nature of a language work and takes into account extralinguistic factors, it is more appropriate to classify

¹⁵² http://www.ff.unipo.sk/jak/15_2013/gallo.pdf

¹⁵³ Voloskovich A. M. Kognitivnie i semioticheskie aspekti vzaimodeystviya komponentov polimodalnogo teksta: dis. ... kand. filol. nauk: – M., 2012. – P.188.

¹⁵⁴ Nekrasova E. D. K voprosu o vospriyatii polimodalnix tekstov //Vestnik Tomskogo gosudarstvennogo universiteta. 2014. – P. 45-48.

multimodal formations as a category of “discourse”, thereby going beyond the narrow linguistic understanding of a language work and touching on a number of important issues of pragmatic, cultural, historical, social nature. So, in this work, by multimodal discourse we understand semiotically complicated formations, consisting of verbal and nonverbal components, possessing integrity and completeness.

The study of multimodal discourse is, in our opinion, a promising direction in modern linguistics, since, firstly, multimodal discourse has not yet been sufficiently studied. Secondly, there are many types of multimodal discourse that can be classified according to various criteria (sphere of use, form, number and type of modalities involved in the transmission of information in multimodal discourse, etc.). Thirdly, multimodal discourse is actively developing and becoming more widespread due to the development of the information community (the development of photojournalism, media, color printing, television, computer technology).

Conclusion: Examples of multimodal discourse include newspaper articles with photographs, advertising texts with a nonverbal component, instructions with drawings, scientific text with tables, graphs, diagrams, artistic text with illustrations, etc. Among the undeniable advantages of multimodal discourse compared to traditional text are clarity, colorfulness, schematicity, and figurativeness. Today, the term “multimodal discourse” is actively used by linguists, and the phenomenon of multimodal discourse itself has taken an important place among the current objects of linguistic research.

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COGNITIVE NATURE OF TRANSLATION ACTIVITY

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Abstract: The approach to solving the culture-specific problem largely depends on the interpretation of the most basic problem in linguistics - speech and thought, language and thought-speech reciprocity, and at the same time the compatibility of universality and ethnicity, which is considered the first-level issue for translation, as well as the possibilities and methods of transmission of the latter.

Аннотация: Подход к решению культуроспецифичной проблемы во многом зависит от трактовки самой основной проблемы языкознания - речи и мышления, языковой и мысленно-речевой реципрокности и одновременно совместимости универсальности и идиоэтничности, которая рассматривается вопрос первого уровня перевода, а также возможности и способы передачи последнего.

Annotatsiya: Madaniyatga hos muammoni hal qilişdağı ёндаşув кўп жиҳатдан тилшуносликдаğı энг асосий муаммо – нутқ ва тафаккур, тил ва фикр нутқининг ўзаро мутаносиблиги ва шу билан бирга таржима учун энг биринчи даражали масала ҳисобланган универсаллик ва идиоэтникликнинг ўзаро мувофиқлиги ҳамда кейингисининг узатилиш имкониятлари ва усулларининг талқин қилинишига боғлиқ.

Literature review

Turning to historical-graphic data, the nature of cultural identity in translation, the tasks of the translator, the inevitable changes caused by this and the growing interest in his work as a result, views from the mechanical copying of the original text into the native language to the attempt to determine the mental processes that take place in the verbalization of the presented information gives a view change icon. The attractiveness of translation activity is determined by the fact that it can bring the researcher closer to the realization that it is possible to step out of the circle drawn by one language and step into the circle woven from "the collection of emotional impressions and involuntary movements of the soul" of another language (1, 85-104).

But language, as a medium, has another important aspect for translation - understanding, understanding. V. von Humboldt's contemporary, Friedrich Schleiermacher (1768-1834), the founder of hermeneutics, a theory of understanding, expressed the same thoughts as Humboldt: "Speech is intelligible only when it is not connected to an existing subject or facts. Everyone is under the control of the language they speak. He and all his thinking is the creation of language. No clear thought can arise in it outside of language... At the same time, every free-thinking, spiritually independent person creates his own language. The living power inherent in each person

creates new forms from the flexible matter of the language, because of which any free, noble speech must be perceived in two ways (2, 127-145).

Humboldt's vision of language as a space "located between man and the nature that affects him internally and externally" means that it is possible to step out of the circle drawn by one language and step into the circle woven from the "collection of emotional impressions and involuntary actions of the soul" of another language (3, 85-104). Humboldt's vision of language as a space "located between man and nature that affects him internally and externally", as well as "being", an environment where communication is carried out, initiated the direction of cultural studies in language and translation (4, 85-104). "The emergence of the concept of the linguistic landscape (language landscape) in the theory of language, the dissimilarity of language and thinking and, accordingly, the rejection of the logical information of the side of the language content as an exception to the content of thought, which is the same and common to all languages, as well as the specific content of thinking means to distinguish the content of the language" (5, 205-210).

Research Methodology

Due to the impossibility of completely adequate translation of a text using another language in a particular translation speech, the following priorities can be observed: focus on the components of a single text (literal translation), focus on the author's personality and the situation of creation of the source text (scientific-research translation), the full range of expression methods orientation to achieve naturalness (pragmatic translation), to the culture that created the original text (analytical translation).

Subsequent translations, including the translator's translation, are created in a qualitatively different environment. On the one hand, they have little chance of introducing new, more specific options that conflict with the already established literary tradition, being limited to the tradition of conveying one or another unit of the original text. On the other hand, if there is an accepted and complete equivalent, around which a circle of associations has already formed, it is not worth inventing new options that differ from all those proposed before. As this foreign language text begins to be accepted as part of its own culture, foreign realities have to be explained less, and the new translator is able to translate closer to the original than his predecessors. In addition - and this is very important - in 1924, the first collection of English folklore poems was published by Marshak in a very successful translation, which was reprinted many times in the following years. As a result, a recognizable image of English poetry emerged in Russian culture.

The third factor that determines the status of translation is the social order for the creation of a translation work, by which we understand the explicit or implicit demands and expected results of society (readers or public institutions responsible for publishing the translation) in relation to the appearance of the book.

Literary translation is a type of bilingual mediated communication used to translate the literary experience of one culture into another. The role of the mediator in the process of communication between the author of the source text and the recipient of a foreign language imposes a number of specific restrictions on the speech behavior of translators, gives a certain unity to their activity, which allows to determine the existence of a linguistic personality of the translator. Linguistic personality of the translator serves as one of the functional aspects of universal linguistic personality. Linguistic identity of the translator is a way of describing the human activity aimed at translating the content of the text created by the foreign culture and embodied in the units of the foreign language, in the context of the unity of its own culture and

language. The typical linguistic personality of a translator is characterized by features such as abstraction, aggregation, impersonality.

Analysis and results

As for the classifications by language and speech culture types, we classified the linguistic person of the translator as the "elite" representatives of the language culture or the linguistic person of the upper-class type of the speech culture, respectively. In the works of the linguist scientist T.V. Kochetkova, the importance of the extralinguistic, social factor for the formation of the highest level in terms of the hierarchy of speech culture of the linguist personality type is emphasized. Thus, based on the views of the scientist, it can be concluded that the factors involved in the formation of a linguistic personality, i.e. family, place of birth, genetics, natural intelligence, living environment, upbringing, early acquaintance with books, i.e. independent reading of texts belonging to the classical genre, from various sources the desire to receive new information, good and continuous education, self-education throughout life, high professionalism, social importance, wide and diverse speech activities, increased concern and sense of responsibility for everything that is happening are of deep importance.

First of all, what is a good translation? We call it a good translation if the translator can fully convey the original meaning related to this goal to the reader, whatever the purpose and task the author of the work set for himself. Thus, it can be noted that the translator's creative style has common features with the works he translates: it is a rich fantasy, a tendency to word creativity, a humorous tone of the story, a two-way direction of the translator's work, that is, the matching of the source text and the translated text is of great importance. Nevertheless, translators' translations are often considered to be far from the original text, and the translated text is called authored translations and retellings.

On the one hand, the practice of translation constantly insists that the translator should be equal in talent to the author of the original work. The greater the poetic ability of the translator, the brighter the waves of his eloquence dim the bright original (6, 47-51). Therefore, a good writer can be a bad translator, but a bad writer cannot be a good translator. On the other hand, the existence of such a literary talent means that the translator has his own creative style, and therefore it is more difficult for him to fulfill the requirement of imitating the style of another author - the original author. In this regard, great poets, as a rule, do not translate, that is, the translator is inspired by the original text and writes his own. In some cases, this translation product can be excellent, even better than the original source, but this is not a translation of a text, but a process of creating one's own text (7, 36-39).

Conclusion/Recommendations

The emergence of new theoretical views on speech makers and perceivers in world linguistics led to the formation of a field called *linguo personology*. This field studies the individuals who compose and perceive speech, called *linguistic individuals*. *Linguo personology* considers individuals not only as language users, but as *linguistic individuals* who express their personal qualities through language, include national-cultural and ethnic symbols, and preserve language for future generations. The need to study the language from a *linguo-personological* point of view arose from the interest in creating a text and how the personal characteristics of the speakers of the language are manifested in it. By studying the text in this aspect, it is possible to determine the influence of the speakers of the language and external factors on the use of the language. In recent years, many researchers, including G.I. Bogin's subject model of speech and linguistic person, N.V. Melnik's distinction between *personological linguistics* and *linguistic*

personology, V.P. Many studies have been conducted on issues such as Neroznak's recognition of linguistic personology as a science. It is known that two separate parties are involved in any form of communication: the person creating the message and the recipient. The person using the language has the ability to influence it, while the receiver simply receives the message. This person is usually referred to as a "linguistic person" in the field of linguistics. Interpreters are responsible for creating and interpreting language, and their personal qualities and cultural perspectives are reflected in the language and context they use. Studying translators of native speakers with these characteristics forms the basis of our research.

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PSYCHOLINGUISTIC APPROACH TO TEXT ANALYSIS

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Abstract: The main purpose of this article is to explain the basic elements of the modern psycholinguistic approach to the study of text. As a result, two primary activities must be completed: 1) To list the characteristics that set this method apart from the linguistic approach; 2) To give a summary of the literature on how these perspectives are used to perceive and interpret the text. We'll talk about the psycholinguistic definition of text, how speech messages are seen in patterns, and components that help with appropriate text interpretation. All of this is done to complete the assigned responsibilities.

Keywords: psycholinguistics, text analysis, psycholinguistic meaning

Introduction

These days, most linguists agree that a deeper comprehension of some language facts requires stepping beyond linguistics and into the realm of personal mental processes, which are responsible for organizing and releasing linguistic information from the human brain at the appropriate moment. Psycholinguistics studies mental processes. The field of psycholinguistics as an independent research area is relatively new. The two primary factors that set it apart from linguistics are the first is the context in which speech is produced and understood, and the second is the individual who creates or comprehends the speech [9]. Therefore, the language ways that the scientist uses to analyze the text are the primary focus of the linguistic approach to text analysis. [3].

Method

In psycholinguistics, text is considered to be "a defined form of communication act, the minimum necessary components of which are the subject of communication, the author and the recipient" [1] as opposed to linguistics, which defines text as " actually expressed (written) sentence or a set of sentences... that can... serve as a material for observing the facts of a given language" [2].

Thus, each text should be considered in the context of a specific context, in which the form and content of the texts depend on the psychological characteristics of the people involved in the communication. One of the central problems of psycholinguistics is the question of the characteristics of production and perception of both individual statements and whole texts. A considerable amount of work has been done in this area in recent decades. We will highlight some of the most important and interesting aspects of this problem, despite how extensive and diverse it is.

Psycholinguistic research always emphasizes the multiplicity and complexity of the processes of perception and understanding of text. Since each scientist claims that they are closely interrelated, perception and understanding are two sides of the same phenomenon: procedural and consequential.

I.A.Zimnyaya distinguishes three main levels of speech perception [7]. At the recognition level, each incoming audio signal is compared to a standard already existing in the recipient's memory. The resolution level takes into account the possibility of combining two adjacent sounds. At the next stage there is an understanding of ordered sound combinations (words and whole syntactic structures), which can have either a positive or a negative result. Understanding is a positive result of reflection. Thus, speech perception is called semantic perception [4].

Such an image, the process of perception and understanding of text represents a hierarchical structure where the lower, sensory, and the higher, semantic, levels are closely linked to each other. The hierarchy of the interpretation of the text is manifested in the consistent transition from understanding the meanings of individual words to understanding the meaning of whole statements and, finally, to understanding a general idea contained in the text. However, recipients never need to understand individual words or phrases when they read the text. Understanding begins with the formulation of hypotheses and the search for the general meaning of the message. The process then moves to lower levels, such as sensory sound recognition, lexical perception of individual words, and syntax perceptions of individual sentences [8]. That is, the process of understanding the text does not correspond to the way the information is received.

Research:

The recipient uses various sources of support to quickly navigate the text at the first meeting. When he perceives text in an unfamiliar foreign language or even an artificial language, he tries to identify important elements of the text by focusing on spaces between words, intersection marks, recurring parts of pronunciation or individual words. Structural supports play an important role. Their functional significance increases with the recipient's speech experience [6].

One must have a projection of the text after understanding it. Text projection is the result of the process of semantic perception of text by the recipient, somehow approaching the author's version of the projection of text [6, p. 35]. The system of representations (means) created by the recipient in the process of interaction with the iconic product, constitutes the concept of the text [10]. T.M.Dridze [5] argues that if the projections of the author and the reader are as close as possible to each other, the recipient can interpret the text correctly. The recipient can be confident that he has interpreted the text correctly if he has a clear understanding of the motivation for creating the text and what the author wanted to say with the means used in the text.

In our point of view, there are several reasons why people can perceive the same text differently. This should include, first and foremost, the manifestations of the emotional, cognitive and motivational spheres of the person, such as the motives, needs and purposes that motivated the reader to read the text; the emotion that he experiences when he looks at the text, the degree of concentration on the perceived information, and so on.

Analyses:

Schemes of knowledge about the world are necessary for a person when he devises a text. Through this knowledge it is possible to navigate the situation described in the text, to conceive it and to decide whether the events described are plausible [6]. Thus, we believe that gender and age of the perceiving text should be separate psychophysiological characteristics. Age and gender differences affect the way a person sees and understands the text.

V.P.Belyanin [4] divides readers of artistic texts into two types. The recipients of the first type interpret the text in accordance with the author's concept, which the text itself defines. In this case, the interpretation of the text by the recipient is as close as possible to the meaning inserted

by the author. For the second type of recipients, the source text serves only as an incentive to create their own ideas related to the subject of the text. Readers of this type are quite distant from the meaning of the standard text and replace it with their own text.

Conclusion

All in all, it is considered that direction promising for further development after the completion of the theoretical analysis of psycholinguistic works on texts. After all, studying the text alone cannot fully understand its depth without taking into account the psychological characteristics of people who speak. These characteristics affect the appearance and semantic structure of the text.

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DIFFERENCE BETWEEN TRANSLATE AND INTERPRET

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Abstract: Difference between translate and interpret may not be easy to grasp at once as they both speak about putting an idea from one language to another language. The words translate and interpret are common words in English language. While translate means to write a sentence or statement in one language in another language, interpret means to explain the meaning of spoken words of a person. Both translation and interpretation are very important though two different linguistic capabilities, and there is a great demand all over the world for both these professionals; namely, translators and interpreters. However, owing to similarities, there is confusion in the minds of people regarding translate and interpret. This article intends to make these differences clear to understand the two professions and the abilities better.

Keywords: The term of translate, the process of interprete, oral translation, written translation.

Introduction

In the field of translation, translate means putting the ideas presented in one language into another by writing. Or, in other words, translate means written translation. There are dozens, rather hundreds of languages in this world, and it is not possible for a person to understand more than 2-3 languages. Consider a conference or an international meet where representatives of different governments of nations have gathered together to share their views and opinions about a cause or an issue. When one of the representatives stands on the podium and addresses the audience, his language may not be known to others. Therefore, to make others understand what he says, his speech is translated in other languages and the copy containing native language version of the speech is kept on the table of all representatives. The person who does this translation work is called a translator. Translating and interpreting are two distinct skills that are often used interchangeably, but they serve different purposes and require different techniques. Understanding the difference between translation and interpretation is crucial for anyone working in the field of language services. Translation is the process of converting written text from one language into another. Translators work with written documents such as books, articles, websites, and legal documents. They focus on accurately conveying the meaning of the original text while maintaining its style and tone. Translators often have time to research terminology and revise their work to ensure accuracy.

According to the Oxford English dictionary, interpret means “translate orally or into sign language the words of a person speaking a different language.” Or, in other words, interpret means translate orally. To further understand this fact, look at this example. Imagine a contestant in a beauty pageant being asked questions in English language, and obviously she does not know English. Then, for her help there is a person who translates the question in her own language that she now understands and answers the question. Her answer is again translated to English to enable the jury and the audience knows her views. This person is labeled interpreter and not a translator.

Other than this meaning that is exclusive for the field of translation, interpret also carries a general meaning as a verb. It means explain the meaning of (information or actions). Look at the following example.

Interpreting her silence as consent was the stupidest decision he could take.

Talking about the professionals who translate or interpret the difference between a translator and an interpreter lies in the fact that the interpreter communicates orally as he interprets and translates thorough spoken words. In interpretation no writing is involved. As such, translators have much more time at their disposal as they can think and write. At the same time, there are many similarities in the job profiles of both interpreter and translator too as both are expected to have mastery and a minimum skill level to handle the tasks efficiently.

Interpreting, on the other hand, involves converting spoken language from one language to another in real-time. Interpreters work in various settings such as conferences, meetings, courtrooms, and medical appointments. They must quickly and accurately convey the spoken message from one language to another without the luxury of time for research or revision. Interpreters need excellent listening and speaking skills, as well as the ability to think quickly and make split-second decisions. Another key difference between translation and interpretation is the level of interaction with the source material. Translators have the luxury of working with written texts and can take their time to carefully analyze and translate them. Interpreters, on the other hand, must work in real-time and often have to deal with nuances such as accents, dialects, and cultural references that may not be present in written texts.

Conclusion

What is the difference between Translate and Interpret?

-A translator must have the ability to understand the foreign language as well as his own language so as to write the text or speech clearly in one language from another. Translators usually translate text from a foreign language into their native language.

-Interpreter must have skills and abilities to work both ways as he has to translate back and forth at the same time. He needs good communication skills to be able to translate and interpret spoken words.

-Interpreter translates orally while a translator translates in written form.

-Interpretation is not merely paraphrasing as it requires keeping the thoughts of the speaker intact while translating and conveying same thoughts in another language.

In summary, translation involves converting written text from one language to another with a focus on accuracy and style, while interpretation involves converting spoken language in real-time with a focus on speed and clarity. Both translation and interpretation are vital skills in today's globalized world, and understanding the nuances of each is essential for anyone working in language services.

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MAISHIY MULOQOTNING O'ZIGA XOS LINGVOMADANIY XUSUSIYATLARI (o'zbek va ingliz tillari misolida)

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Annotatsiya: Maqolada maishiy muloqotning o'ziga xos xususiyatlari tasniflarga bo'linib qiyoslanayotgan tillardagi badiiy asarlardagi misollar orqali ikki millatning lingvomadaniy xususiyatlari ochib berilgan.

Kalit so'zlar: maishiy muloqot, lingvomadaniy xususiyat, kommunikativ maqsad, nutq, dialogik jarayon.

Kirish: Maishiy muloqot bu har sohada ishlatiladigan kundalik muloqotdir. Insonlar birlari bilan muloqotda bo'lganida turli lisoniy vositalar – so'z, iboralar, gaplar va ularning variantlaridan foydalanadilar. Dialog olib boryotgan kishilarning muloqotidan va foydalanayotgan so'zlaridan ularning millati va madaniyati haqida osongina bilib olish mumkin. K.Marks va F.Engelslar «Nemis mafkurasi»da muloqotni ijtimoiy taraqqiyotning asosiy omillaridan biri deb atashadi¹⁵⁵. Haqiqatdan ham, kundalik hayotimizni diaologlarsiz va muloqotlarsiz tasavvur etib bo'lmaydi. Inson ongi muloqot jarayoni natijasida o'sib, dunyoqarashi kengayib boradi.

Mavzuga oid adabiyotlar tahlili.

Maxsudova M. o'zining “Muloqot psixologiyasi” o'quv qo'llanmasida B.F.Lomovning tadqiqoti bo'yicha muloqotning funksiyalariga ko'ra tasniflarini keltirib o'tgan va olim L.A.Karpenko taklif etgan tasnifga ko'ra muloqotni bir qancha vazifalarga bo'lib chiqqan. Shuningdek, L. S. Vigotskiy, A.N. Leontev, A.R. Luriya, D.B. Elkonin tadqiqotlariga ko'ra, bolaning dastlabki ijtimoiy ehtiyojlaridan biri bu — muloqotga nisbatan ehtiyojdir. A.V. Zaporozes va M.I. Lisina izlanishlarida ta'kidlanishicha, bolalarning kattalar bilan muloqotga kirishish ehtiyoji yetti yoshgacha bir nechta bosqichlarda rivojlanib boradi¹⁵⁶.

Tahlil va natijalar. Maishiy ya'ni kundalik muloqotimizni quyidagi kategoriyalarga ajratib o'rganishimiz mumkin:

Bolalar muloqoti

Ayollar muloqoti

Erkaklar muloqoti

Keksalar muloqoti va boshqa ko'pgina sinflarga ajratib va bu muloqotlarni ingliz tilidagi variantlari bilan qiyoslash orqali lingvomadaniy xususiyatlarini osongina ochib berishimiz mumkin.

Maktab yoshidagi bolalar deyarli butun kunini maktabda va darsdan keyingi mashg'ulotlarda o'tkazadi. Buning natijasida bu kategoriyaga mansub bolalar kun davomida sinfdoshlari, ustozlari va asosan o'zining tengdoshlari bilan muloqot olib boradi. Bu muloqotlar natijasida ular fikr almashinadilar, dunyoqarashlari kengayadi va ba'zan o'zlarini tengdoshlariga solishtirish

¹⁵⁵ <https://goaravetisyan.ru/uz/ponyatie-obshcheniya-v-socialnoi-psihologii-socialnaya-psihologiya-tema/>

¹⁵⁶ G'oziyev E. Muomala psixologiyasi. T.2001.B.-23.

hodalari kuzatiladi. M.A.Qurbonovanning qayd etishicha, bolalar ko'pincha xabar, buyruq, so'roq aktlari orqali nutqiy ta'sir ko'rsatishni mo'ljallaydilar¹⁵⁷. Quyida bolalar nutqida kuzatiladigan ayrim muloqotlarni tahlil qilamiz:

Cho'ntagindagi nima u, pul emasmi, axir? - Yo'q, amaki, - dedi bola oldingidek samimiy va jiddiylilik bilan yirtiq cho'ntagini ag'darib ko'rsatarkan (ikkinchisi tikib tashlangandi).

Demak, pullaring tushib qolibdi-da. Chopgan joylaringni qidir. Topasan. Ular jim qolishdi. (Chingiz Aytmatov)

Ushbu muloqotda yosh bolaning samimiyligi, soddaliligi va ohang, "Yo'q, amaki" muloqoti orqali anglashilinadi

Quyidagi ingliz tilidagi misollarni ham ko'rib chiqamiz:

Nothing! Ha haaa! Told you I wouldnt say nothing if you didnt say please! Ha haa! Haaaa!
And they heard the sound of Peeves whooshing away and Filch cursing in rage. (Harry Potter)

Bu parchada yosh bolalarga xos zavq, beg'uborlik, qiziqish ushbu muloqotda namoyon bo'lgan. Yuqoridagi asarlardan olingan parchalardan ko'rinadiki, bolalar muloqotlarning o'ziga xos xususiyatlari o'zbek bolalarida ham, ingliz bolalarida ham farqlash mushkul.

O'zbek muloqot madaniyatida keksalar nutqi ham o'ziga xosligi bilan ajralib turadi. Bundan tashqari, ularning nutqida pand-nasihatlarining ko'p uchrashi ham alohida e'tiborga loyiq. Shuningdek, keksalar muloqotida o'zbeklarga xos bo'lgan samimiylik, mexribonlik va keksalarning yoshlarga nisbatan rahm-shavqati yaqqol sezilib turadi.

— *O'g'lim, Otabek. — So'zlangiz. — Aytingiz-chi, men sizning kimingiz? Otabek, Hasanalining maqsadig'a tushunolmay majhul unga nazar tashladi: — Sizmi? — deb kulimsiradi. — Otam bo'lmasangiz ham meni otaliq muhabbati bilan suygan sodiq va mehribon bir kishimsiz — ya'ni ma'naviy otam. — Barakalla, o'g'lim, — dedi Hasanali, — javobingiz o'z o'ylag'ananimchadir.* (Abdulla Qodiriy)

Yuqoridagi muloqotda Hasanali otaning "Barakalla, o'g'lim" va Otabekning "ma'naviy otam" gaplari e'tiborga loyiqdir. Chunki bu gapda o'zbek millatining chin insoniy xislatlari namoyon bo'lgan. O'zining xizmatkori bo'lgan bir keksa qariyani ota darajasiga ko'tarishi va o'ziga butunlay begona bo'lgan yigitni o'gil darajasiga loyiq ko'rish faqatgina o'zbeklarga xos xislatlar hisoblanadi. Adib manashu xislatlarni Otabek va Hasanali obrazlarining muloqoti orqali ko'rsatib bergan.

O'zbek millatining keksalari muloqotda, asosan, gaplar duo, pad-nasixat, quvonch kabi ma'nolarni anglatadi, ingliz millatida biroz qo'pollik ko'rinib turadi.

Idiot boy!" snarled Snape, clearing the spilled potion away with one wave of his wand. — I suppose you added the porcupine quills before taking the cauldron off the fire? (Harry Potter)

Bu muloqotda katta yoshli odamning bolalarni urishayotgani gaplaridan ma'lum.

— *Endi qanday kengash berasan, xotin?*

Oftob oyim o'z fikrini ochiq aytishka yuraksina olmas, erining ko'ngli olinishidan qo'rqar, ammo — «musofir» masalasiga jonu dildan qarshi edi.

— *Siz muvofiq ko'rgan bir ishqa qarshi tushib, ra'yingizni qaytaraolmayman, — dedi ko'b o'ylag'andan keyin Oftob oyim, — chunki nima bo'lg'anda ham siz-ning otaliq ismingiz bor, ham ko'broq ixtiyor sizning qo'lingizdadir.* (A.Qodiriy)

¹⁵⁷ Qurbonova M.A. O'zbek bolalar nutqining pragmatik xususiyatlari: Filol. fan. d-ri ... diss. – Toshkent, 2018. – B. 214.

Ushbu parchdagi er-xotin muloqotidan o'zbek xalqining milliyligi, madaniyati, ayollar iffati va go'zal xulqi yaqqol ko'rinib turibdi. Oftob oyim erining fikriga aslida qarshi bo'lsada andisha qilib unga azm-qaror o'zida ekanligini parchadagi muloqot jarayonida bayon qilgan.

Mashhur nemis olimi V.Gumbolt tilda millat ruhining aks etishi masalasi haqida fikr yuritar ekan, millatning xarakterini axloq-odobi, xatti-harakatlaridan ko'ra tiliga qarab osonlik bilan bilib olish mumkinligi haqida gapirgan edi. Uning "Til – millat ko'zgidir" degan oqilona fikri bejiz ilgari surilmagan¹⁵⁸. Darhaqiqat, til insonning jinsi, yoshi, kasb-kori, ijtimoiy mavqeidan qat'i nazar, nafaqat uning o'y-fikrlarini, balki ichki olami, dunyoqarashi, milliy-madaniy qarashlarini namoyish qiluvchi qudratli vositadir.

— *Ba'zi yumushlar buyursam...*

— *Buyuringiz, o'g'lim.*

— *Rahmat, ota, bo'lmasa bizga choy qaynatib bersangiz-chi.*

— *Xo'b, begim.* (Abdulla Qodiriy)

Erkaklar o'rtasidagi bu muloqotda "*Buyuringiz, o'g'lim*" gapi boyning quli yoki ishchisi tomonidan aytilganligi ko'rinib turibdi. Shuningdek, bu muloqotda o'zbek xalqining uzoq tarixini ko'rishimiz mumkin.

"You dont mean that our money is worthless?" Joseph pleaded.

"Of course not. But you must have dollars, American money."

"Yes, yes, of course." He explained the matter to Anna.

"Women," he said to the immigration inspector. "And she's carrying. She was sick on the passage". (Howard Fast).

Yuqoridagi gapdan buruq ohangi anglashinib turibdi. O'zbek millatidan farqli o'laroq, ingliz xalqida ishchilarga nisbatan qo'pol muomalani ko'rishimiz mumkin.

Xulosa. Maqolada muloqot kishilarning o'zaro ijtimoiy munosabatini ko'rsatuvchi kategoriya sanaladi. Yuqorida maishiy muloqot jarayonidagi gaplarning ijtimoiy munosabatlarda ishlatilishini bir necha turlarga bo'lib o'rganib chiqdik va tahlil qildik. O'zbek va ingliz xalqi o'ziga xos nutqiy va muloqot etiket turlariga ega, ulardan o'z o'rnida foydalanish esa alohida e'tiborni talab qiladi va bu xar bir millatning eng muhim tamoyili hisoblanadi.

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INGLIZ VA O‘ZBEK TILLARIDA OILA KONSEPTINING DIAXRON VA SINXRON TAHLILI

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Annotatsiya: Ingliz va o‘zbek tillarida oila konseptini o‘rganish ikkala tilda ham oilaviy terminologiyaning lingvistik asoslari va tamoyillarini o‘rganadigan muhim tadqiqot sohasidir. Konseptologiya sohasi murakkab va ixtisoslashgan lug‘atdan foydalanish ushbu sohada samarali muloqot qilish uchun juda muhimdir. Ingliz va o‘zbek tillarida oila konseptini o‘rganish har ikki tilda oilaviy konseptologiyaning tarixiy rivojlanishini, shuningdek, har ikki tilda oilaviy konseptologiyaning semantik va tarkibiy xususiyatlarini tahlil qilishni o‘z ichiga oladi.

Kalit so‘zlar: oila, shaxs, diaxron, sinxron, jamiyat.

Abstract: Studying the concept of family in English and Uzbek is an important field of research that studies the linguistic foundations and phenomena of personal terminology in both languages. The field of conceptology is complex and specialized vocabulary is very useful for effective communication in this field. Studying the concept of family in English and Uzbek takes the historical development of the family concept in both languages, the development of the family concept in both languages, and personal conceptology in both languages.

Keywords: family, individual, diachronic, synchronic, society.

Kirish: Oila tushunchasi, insonning ijtimoiy va psixologik hayotida asosiy ahamiyatga ega bo‘lgan mavzulardan biridir. Bu tushuncha, har bir fuqaroni ijtimoiy va madaniy muhitda, shuningdek, shaxsiy hayotida muhim rol o‘ynaydi.

Hammamizga ma‘lumki, oila tushunchasi insoniyat jamiyatining eng asosiy va universal jihatlaridan biridir. Oilalar jamiyatning asosiy qismi bo‘lib, odamlarga o‘ziga xoslik, tegishlilik va qo‘llab-quvvatlash hissini beradi. Oilaning ta‘rifi vaqt o‘tishi, jamiyat rivojlanishi bilan va turli madaniyatlarda rivojlanib, o‘zgaruvchan ijtimoiy, iqtisodiy va siyosiy sharoitlarni aks ettiradi.

Diaxron Tahlili:

Ingliz tili: Oila tushunchasi, ingliz tilida "family" so‘zi bilan ifodalangan, insonlar orasidagi qattiq va doimiy bog‘lanishni aks ettiradi. Bu so‘z, kelajakdagi pokiza doimiylik va o‘zaro qo‘llanma olish, insonlarning bir-biriga qiziqishish va mustaqil ravishda yashash imkoniyatlarini ifodalaydi. Oila tushunchasi tarixan mazmuni uzluksiz o‘zgarib borib, insoniy jamiyatdagi o‘zgarishlarni aks ettirgan bo‘lib, har qanday vaqtning orqasida yangi ma‘no va mazmunlarga ega bo‘lgan mavzulardan biridir. Oila, o‘z viloyatida, mamlakatida yoki umumiy tarixiy jamiyatda doimiylikni saqlaygan bir tushunchadir.

O'zbek tili: Oila tushunchasi o'zbek tilida "oilaviy" so'zi orqali ifodalangan. Bu so'z, insonlar orasidagi hamkorlik, qarama-qarshi o'zaro muvofiqlik va bir-biriga hurmatni ifodalaydi. Oila, uning muhimligini insoniy jamiyat va fuqarolar hayotida aks ettiradi. Bu tushuncha o'z viloyati, millati va madaniyatini ifodalaydi, va boshqa jamiyatlar orasida aloqalar va do'stlikni ta'kidlaydi.

Oila tushunchasi o'zbek tilida ham tarixiy va ijtimoiy o'zgarishlarni ifodalab kelgan va ular bilan birgalikda rivojlangan. O'zbek tilidagi "oilaviy" so'zining tarixiy mazmuni, o'z navbatida insonlar orasidagi bog'lanishni va ulkan jamiyatning o'zaro aloqalarini ifodalaydi. Ushbu tushuncha, uning paydo bo'lishi va o'zgarishi, o'zbek jamiyatining rivojlanishi, milliy, madaniyat va iqtisodiy o'zgarishlarini ifoda etadi.

Sinxron tahlili:

Ingliz Tili: Oila tushunchasi, ingliz tilida, insonlar orasidagi o'zaro aloqalarning zamon va raqamli paytga muvofiq bog'lanishi sifatida ta'riflanadi. Insonlar, oilalar, va jamiyatlar o'rtasidagi o'zaro hamkorlik va qaram-qarshi aloqalar, kelajakdagi o'zaro intilishlar, tadbirlar va jamiyatni shakllantirishda muhim rol o'ynaydi.

O'zbek Tili: Oila tushunchasi, o'zbek tilida ham, insonlar o'rtasidagi o'zaro aloqalarning hamkorligini, bir-biriga qo'llanma olishini va kelajakdagi o'zaro intilishlarni ifodalaydi. Bu tushuncha, oilalar orasidagi munosabat va o'zaro foydalanishlar, jamiyat va davlatni rivojlantirishda muhim ahamiyatga ega bo'lib, uning ahamiyatini zamon va ma'suliyatga asoslab ifodalaydi.

Oila tushunchasining sinxron tahlili, o'zbek tilida, hozirdagi davr bo'yicha oila hayoti va uning tushunchasining joriy yoritilgan holdagi aspektlariga e'tibor qaratadi. Hozirgi kunda o'zbek tili ham, oila tushunchasini o'z ichiga olgan muhim o'zgarishlarni ko'rsatadi. Jamiyatda rivojlanish, texnologiya va madaniyatning o'zgarishi bilan bog'liq, oila tushunchasi ham san'atkorlik va texnologik imkoniyatlar orqali yangilanib borayotgan va o'zaro aloqalarni mustahkamlaydigan, o'zaro hurmat va muhabbat asosida barqaror qolmoqda.

Oila tushunchasi, diaxron va sinxron ravishda, insonlar hayotida o'z vaqtining, tarixning va ijtimoiy shart-sharoitining alohida tushunchasi bo'lib, har bir fuqaro uchun shakllangan doimiy, hamkorlik va o'zaro qo'llanma olish imkoniyatlarini ifodalaydi. Bu tushuncha, insoniy jamiyat va madaniyatning tarixiy o'zgarishlarini, shaxsiy va umumiy hayotdagi o'zgarishlarni va jamiyatni shakllantirishda oila tushunchasining keyingi asoslarni belgilaydi.

Diaxron va sinxron tahlillar ingliz va o'zbek tillarida oila tushunchasining rivojlanish va o'zgarishi bo'yicha holatni aks ettiradi. Ingliz tilidagi sinxron tahlil joriy davrda oila tushunchasining o'zgarayotgan aspektlarini ko'rsatib, jamiyatdagi ijtimoiy va madaniy o'zgarishlarni ta'kidlaydi. O'zbek tilidagi diaxron tahlil esa oila tushunchasining tarixiy mazmunini va ularning milliy, madaniy, va ijtimoiy rivojlanishlarini belgilaydi. Har ikki tahlil ham, oila tushunchasining o'zgaruvchan, hayotiy, va muhim tushunchalarini o'rganishda yordam beradi.

Gender va jinsiy hayotga bo'lgan munosabatni o'zgartirish orqali oila tushunchasi ham shubha ostiga olindi. Erkak boquvchi va ayol qaramog'iga ega bo'lgan oilasining an'anaviy modeli feministik harakatlar va o'zgaruvchan gender rollari tomonidan e'tirozga uchradi. Xuddi shunday, LGBT huquqlarining kuchayishi oila tuzilishining yangi shakllariga, jumladan, bir jinsli nikohlar va bir jinsli ota-onalarga ega oilalarga olib keldi. Bu o'zgarishlar oila tuzilishi va tarkibiga oid an'anaviy me'yorlarga qarshi chiqdi, oilaning tabiati va maqsadi haqida yangi munozaralarga sabab bo'ldi.

Ushbu o'zgaruvchan ta'riflar va tuzilmalarga qaramay, oila tushunchasi insoniyat jamiyatining kuchli va muhim jihati bo'lib qolmoqda. Oilalar odamlarga o'ziga xoslik va tegishlilik hissi bilan ta'minlaydi va ular inson farovonligi uchun zarur bo'lgan hissiy va ijtimoiy yordamni taklif qiladi. Madaniy qadriyatlar, an'analar va bilimlarning avloddan-avlodga o'tishida oilalar ham muhim rol o'ynaydi.

Bu ijtimoiy-psixologik funktsiyalardan tashqari, oila jamiyatda muhim iqtisodiy rol o'ynaydi. Oilalar mehnat va mahsuldorlik manbasini ta'minlaydi va ular ko'pincha iste'mol va investitsiyalarning asosiy birligi hisoblanadi. Oilalar ham oila ichida, ham butun jamiyatda resurslar va boyliklarni taqsimlashda rol o'ynaydi.

Zamonaviy jamiyatda oilaning ahamiyati keng ko'lamli ijtimoiy siyosat va institutlarda namoyon bo'ladi. Butun dunyo hukumatlari oilaning huquqiy va ijtimoiy institut sifatidagi ahamiyatini aks ettiruvchi nikoh, ajralish, bolalarni vasiylik va farzandlikka olish bilan bog'liq qonun va qoidalarni o'rnatdilar. Bolalarni parvarish qilish uchun subsidiyalar va oilaviy ta'til siyosati kabi ijtimoiy ta'minot dasturlari muhtoj oilalarga yordam va resurslarni taqdim etadi. Diniy va madaniy muassasalar esa oilaviy hayotni o'rab turgan me'yor va qadriyatlarni shakllantirishda o'z rolini o'ynashda davom etmoqda.

Xulosa: Xulosa so'ngida shuni ta'kidlash joizki, oila konsept inson tafakkuri va ongi bilan bog'liq holda kechadi. Negaki konseptsiz dunyoni teran anglash qiyin va insoniyat uchun ayniqsa tadqiqotchilar uchun eng zarur ma'naviy hamda ilmiy ozuqa desak adashmaymiz Ingliz va o'zbek oilaviy an'alariga tegishli frazeologik birliklar asosida shakllangan konseptual-tematik maydonlar bir tilda mavzulastirilsa, ikkinchi tilda takrorlanmasligi mumkin.

Ingliz va o'zbek oilaviy an'analari ostida shakllangan bir hil konseptual-tematik maydonlar ichida frazeologik birliklar mazmunidan kelib chiqqan holda turlicha konnotatsiyaga ega bo'ladi.

Ayrim an'analar ingliz va o'zbek frazeologik birliklarida aks etishiga ko'ra farqlanadi. Xususan, "Turmush qurishda shoshilmaslik" konseptual-tematik maydoni sirasiga kiruvchi frazeologik birliklarida ingliz lingvomadaniyatida erkak kishining oila qurishida shoshilmasligi haqida aytilsa, o'zbek lingvomadaniyatida esa, aksincha, yosh qizlarning turmushga chiqishi, turmushga berilishida shoshilmaslik haqida gap boradi.

"Oilaviy an'ana va munosabatlar" tushunchasi ham madaniy, ham lisoniy bilimlarni, tasavvurlar va hayotiy tajribalarni, turmush tarzi, dunyoqarashni o'zida mujassam etgan va har bir halq olamining lisoniy manzarasida namoyon bo'ladi. Ushbu tushuncha bilan bog'liq muammolar, bilimlar, baholar va qadriyatlar til birliklarida o'z aksini topadi. Xususan, frazeologik birliklarda yetarlicha aks etib, muayyan bir millatning ushbu tushuncha yuzasidan ortirilgan boy tajribasi, mentaliteti, oiladagi shaxslararo munosabatlarini ko'rsatadi.

Oilaviy an'ana va munosabatlarning lingvomadaniy xususiyatlarini verifikatsiya qilish maqsadida so'rov anketa va assotsiativ psixolingvistik metodlar turli tizimli tillardagi umumiy va o'ziga xos jihatlarni yaqqol ko'rsata oladi. Bunda respondentning yoshi, jinsi, oilaviy an'ana va munosabatlar masalasida esa oilaviy ahvoli ham muhim ahamiyat kasb etadi.

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INGLIZ VA O'ZBEK TILLARIDA MOLIYA TERMINLARINING MORFOLOGIK XUSUSIYATLARI

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Annotatsiya: Til jamiyatning o'z fikrlarini, tajribalarni va madaniyatini yetkazishning asosiy vositasidir va u ko'plab sohalarida, masalan, moliyaviy sohada, murakkab iqtisodiy tushunchalarni bayon etishda ahamiyatli rol o'ynaydi. Ingliz va o'zbek tillarida moliyaga oid juda ko'plab terminlarni uchratishimiz mumkin. Ularni o'rganish jarayonida esa morfologik jihatdan, ya'ni tuzilish jihatdan tahlil qilish muhim ahamiyatga ega hisoblanadi.

Kalit so'zlar: moliya, atamalar, morfologik xususiyatlar, sodda, qo'shma, broker, affiksatsiya, valyuta.

Morfologik tahlilning bir ko'rinishi sifatida so'z tarkibi bo'yicha tahlilni keltirishimiz mumkin. Ya'ni biz bunda sodda va qo'shma so'zlarni ko'rib chiqamiz. Sodda so'zlar – bu bir o'zakdan iborat yoki so'z yasovchi qo'shimchalar yordamida yasalgan so'zlar hisoblanadi va ular ham o'z navbatida ikkita guruhga ajratiladi: sodda tub va sodda yasama so'zlar.

Qo'shma so'zlar deganda esa ikki yoki undan ortiq o'zaklardan hosil bo'lgan so'zlarga aytiladi.

Ingliz va o'zbek tili o'zaro qarindosh bo'lmagan, ya'ni bir oilaga mansub bo'lmagan tillar hisoblanadi va shu boisdan ular o'rtasida lingvistik jihatdan bir qator farqli va qisman o'xshash jihatlar mavjud deb aytishimiz mumkin. Morfologik xususiyatlarga ko'ra esa ikkala tilda ham sodda va qo'shma so'zlar mavjud va biz ularni moliyaviy terminlar, ya'ni atamalar misolida ko'rib chiqamiz.

O'zbek tilidagi moliyaga oid atamalarni o'rganish jarayonida bir qator sodda so'zlarga duch keldik. Jumladan, o'zbek tilidagi sodda tub so'zlarga quyidagi terminlarni misol keltirish mumkin:

- Diler – moliyaviy aktivlar savdosidagi vositachi;
- Auksion – ommaviy savdo-sotiq bo'lib, unda sotilaётgan mol-mulk eng yuqori bahoni bergan shaxs tomonidan qo'lga kiritiladi;
- Broker – moliyaviy aktivlar savdosidagi vositachi (dallol).

O'zbek tilida yana ko'plab sodda tub moliyaviy atamalarni sanab o'tishimiz mumkin. Masalan, *kredit, qarz, pul, bank, tanga, savdo, hisob, daromad, foyda* va boshqalar. Ular tarkib jihatdan qismlarga bo'linmaydigan bitta morfema, ya'ni o'zakdan tarkib topgan hisoblanadi.

Ingliz tilida ham moliyaga oid juda ko'plab sodda tub so'zlar, terminlar, mavjud va quyida ular bilan tanishamiz:

- Coin – oltin, kumush yoki misdan yasalgan, odatda aylana ko'rinishida bo'lgan pul birligi, o'zbek tilida xuddi shu ma'noda “tanga” so'zi qo'llaniladi.

- Money- bu shunday maxsus tovariki, u hamma boshqa tovarlar uchun umumiy ekvivalent vazifasini bajaradi, o'zbek tilida xuddi shu ma'noda "pul", "valyuta" terminlari qo'llaniladi.
- Budget - muayyan vaqt davomida daromad va xarajatlarni baholash.

Ingliz tilida ham bir qator sodda tub ko'rinishdagi moliyaga oid terminlar mavjud. Jumladan, *asset, profit, gain, loan, debt, bills, capital, cash, interest, debit, credit, balance* va boshqa atamalar.

Tilshunoslikda sodda yasama so'zlarni affiksatsiya usulida yasalgan so'zlar deb atashimiz mumkin. So'z yasovchi qo'shimcha, affiks, yordamida yasalgan o'zbek tilidagi moliyaga oid terminlarga quyidagilar kiradi:

O'zbek tilining terminologik sistemalarida -lik qo'shimchasi faol termin yasovchi qo'shimchalardan biri hisoblanadi. Xususan, E.A. Begmatov ham -lik o'zbekcha so'zlarni hosil qiluvchi eng faol morfemalardan biri ekanligini ta'kidlaydi.

-lik qo'shimchasi bank-moliya terminologiyasida ham o'zbek adabiy tilidagi singari ancha faol. Buni quyidagi terminlarning yasalganligida ham yaqqol ko'rishimiz mumkin: agentlik, agentliklar, alternativlik (muqobilik), antreprenorlik (tadbirkorlik), likvidlik, g'aznachilik.

Ingliz tilida ham affiksatsiya usuli yordamida so'zlar yasaladi. Jumladan, *financial, growth, savings, income, investment, dividend, accumulation* va boshqalar.

Ingliz va o'zbek tillaridagi qo'shma so'zlarga esa quyidagilarni misol keltirish mumkin:

- Currency exchange – valyuta ayirboshlash;
- Credit card – kredit karta;
- Profit margin – foyda ulushi kabilar.

Til jamiyatning o'ziga xos fikrlarini, tajribalarni va madaniyatini almashishning asosiy vositasi sifatida xizmat qiladi. Moliyaga oid turli terminlarning ingliz va o'zbek tillarida tahlil qilish muhimdir. O'rganish jarayonida, ularning strukturasi bo'yicha morfologik qarashlar orqali tahlil qilish, katta ahamiyatga ega.

Moliyaviy nuqtai nazardan, morfologik xususiyatlar moliya va iqtisod kontekstida qo'llaniladigan so'zlarning tuzilishi va ma'nosini tushinishda hal qiluvchi rol o'ynaydi. Bu xususiyatlar pul, sarmoya, bank va turli moliyaviy faoliyat bilan bog'liq murakkab atamalarning shakllanishiga hissa qo'shadigan prefikslar, qo'shimchalar, asoslar va boshqa affikslarni o'z ichiga oladi.

Masalan, inglizcha "investment" moliyaviy atamasini olaylik. Uni morfologik jihatdan ajratib oladigan bo'lsak, "invest" so'zning o'zagi, "-ment" qo'shimchasi bilan qo'shib, ish-harakatni bajarish natijasi yoki harakatini bildiradi. Ushbu morfologik tarkibiy qismlarni tushunish "investment" deganda daromad yoki daromad olish uchun moliyaviy harakatlarga pul qo'yish harakati yoki jarayoni degan tushunchani tushunishga yordam beradi.

Xuddi shunday, o'zbek tilida "sarmoyador" kabi atamalarni morfologik tahlil qilib, ularning tarkibiy qismlari va ma'nolarini ochib berish mumkin. Ushbu taqsimot nafaqat atamaning so'zma-so'z ma'nosini tushunishga, balki ushbu atamalar rivojlangan tarixiy va lingvistik kontekstni hamda moliyaviy sohada qanday qo'llanilishini tushunishga yordam beradi.

Ingliz va o'zbek tillaridagi moliyaviy atamalarning morfologik xususiyatlarini o'rganish orqali biz bu atamalarning lingvistik nozik tomonlarini ochibgina qolmay, balki moliyaning asosiy tushunchalari va mexanizmlari haqida tushunchaga ega bo'lamiz, moliyaviy til haqidagi tushunchamizni har ikki tilda ham boyitamiz.

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COGNITIVE MECHANISMS IN INTERPRETATION PROCESS

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Abstract: Tarjima tillarni, kontekstni va muloqot dinamikasini chuqur tushunishni talab qiladigan kognitiv vazifadir. Ushbu maqola tarjimonlarning lingvistik qiyinchiliklarni qanday boshqarishi, ma'lumotni qayta ishlash va ma'noni to'g'ri etkazishiga oydinlik kiritib, talqin qilish jarayonida ishtirok etadigan murakkab kognitiv mexanizmlarni o'rganadi.

Keywords: cognitive mechanisms, communication dynamic, interpreter, semantic interpretation, lexical access, language comprehension, cognitive models of interpretation.

Interpretation is a cognitive task that demands a deep understanding of languages, context, and communication dynamics. This article explores the intricate cognitive mechanisms involved in the interpretation process, shedding light on how interpreters navigate linguistic challenges, process information, and convey meaning accurately.

Interpretation, as a cognitive task, engages a myriad of mental processes to decode, understand, and reproduce messages across languages. It requires not only linguistic proficiency but also cognitive flexibility, working memory capacity, and problem-solving skills. In this section, we will delve into the cognitive mechanisms that underpin the interpretation process.

Cognitive load and information processing:

Interpreters confront a significant cognitive load during the process of interpretation, as they must juggle incoming information, linguistic analysis, and output generation simultaneously. This cognitive load can vary based on factors such as the complexity of the language, the speed of speech, and the presence of cultural nuances. Interpreters must efficiently allocate cognitive resources to different tasks, prioritize information, and manage attention to ensure accurate interpretation.

Language comprehension and production:

The interpretation process involves rapid language comprehension and production cycles, where interpreters must listen, analyze, and speak in near real-time. This requires robust language processing skills, including lexical access, syntactic parsing, and semantic interpretation. Interpreters rely on their linguistic knowledge, cognitive schemas, and context cues to decode meaning, make inferences, and convey messages fluently.

Cognitive models of interpretation:

Various cognitive models offer insights into how interpreters navigate the complex task of interpretation. The Interactive-Activation Model posits that lexical items are activated simultaneously in the mind, competing for selection based on contextual cues and linguistic constraints. This model highlights the interactive nature of lexical processing and the dynamic nature of language comprehension in interpretation.

Working memory and interpretation

Working memory plays a significant role in the interpretation process, enabling interpreters to hold information temporarily, manipulate linguistic structures, and coordinate cognitive tasks. Interpreters with higher working memory capacities are better equipped to handle complex linguistic input, manage cognitive demands, and produce accurate translations efficiently. Working memory capacity influences attentional control, cognitive flexibility, and decision-making processes during interpretation.

Cognitive strategies and problem-solving

Cognitive strategies and problem-solving skills are one of the most necessary skills every interpreter should have to overcome challenges in the interpretation process. They may use techniques such as chunking, note-taking, paraphrasing, and inferencing to enhance information retention, streamline processing, and bridge lexical gaps. Problem-solving skills enable interpreters to adapt to unexpected situations, resolve communication ambiguities, and maintain coherence in their interpretations.

In conclusion, the interpretation process is intricately intertwined with cognitive mechanisms that govern language processing, working memory functions, and problem-solving strategies. By understanding and honing these cognitive skills, interpreters can enhance their performance, accuracy, and efficiency in navigating the complexities of cross-linguistic communication.

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FRANSUZ TILINI O'QITISHDA AXBOROT TEXNOLOGIYALARI VA MULTIMEDIA VOSITALARIDAN FOYDALANISH

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Annotatsiya: Ushbu maqolada fransuz tilini o'qitishda axborot texnologiyalari va multimedia vositalaridan foydalanish afzalliklari va shuningdek multimedia resurslari hamda texnologiyalarning fransuz tilini o'qitish jarayonidagi ahamiyati to'g'risida gap boradi.

Kalit so'zlar: audio-video materiallar, multimedia, interfaollik, zamonaviy o'quv vositalar, resurslar.

Аннотация: В этой статье рассматриваются преимущества использования информационных технологий и мультимедийных инструментов при обучении французскому языку, а также важность мультимедийных ресурсов и технологий в процессе преподавания французского языка.

Ключевые слова: аудио-видео материалы, мультимедиа, интерактивность, современные образовательные инструменты, ресурсы.

Annotation: This article discusses the advantages of using information technology and multimedia tools in teaching French, as well as the importance of multimedia resources and technology in the process of teaching French.

Keywords: audio-video materials, multimedia, interactivity, modern educational tools, resources.

Ma'lumki bugungi kunda har qanday tilni o'rganish uchun turli xil interaktiv metodlar va vositalardan foydalanish uchun keng imkoniyatlar mavjud. Xususan til o'rganish va o'qitishda multimedia va axborot texnologiyalaridan keng foydalanilmoqda.

Axborot kommunikatsiyaning globallashuvi sharoitida ta'lim jarayonida o'ziga xos talablar paydo bo'lmoqda.

Bugungi kunda zamonaviy interaktiv metodlardan foydalanish va yangiliklardan xabardor bo'lish til o'rganish jarayoning muhim bir qismi hisoblanadi. Jumladan, fransuz tilini o'rganish va o'qitish sohalarida ham multimedia va axborot texnologiyalari vositasida ilg'or dasturlar namoyish etish imkoniyatiga ega bo'ladi.

Xorijiy tillar bo'yicha elektron multimedia resurslarida ananaviy darslikka qaraganda o'quv materiallarini namoyish qilish uchun keng tarqalmoqda. Elektron multimedia ta'lim tinglovchilarning ko'proq mustaqil ishlashlari uchun mo'ljallangan didaktik funksiyalarni boshqarish bilan bir qatorda, o'quv jarayoniga qo'yilgan barcha talablarga javob beradi.

Dunyodagi rivojlangan mamlakatlar ta'lim amaliyotida bu sohadagi izlanishlar o'tgan asrning 70 yillarida bo'lib, pedagogika sohasida o'ziga xos yo'nalish – masofaviy ta'limning paydo bo'lishiga zamin yaratgan.

Teacher olimlar masofaviy talim horizhiy tillarni o'rganishning xususiyatlarini inobatga olgan holda talabalarda tushunarli, esda qolarli bo'lishini taminlovchi talim usuli ekanligini etirof etganlar. O'quvchi- talabalar o'qituvchining o'g'zaki maruzasidan ko'ra ko'rgazmali mahsulotlardan foydalanib qolganidan ko'prok ta'sirlanar ekan. Ana shunday ular o'qituvchi tomonidan tushuntirilgan mavzuni ko'prok yo'lda saqlab qo'ydi. Talabalarda bunday darslarga nisbatan qiziqish yuqori darajada bo'ldi.

Demak, Xorijiy tillarni o'qishda bu kabi ilg'or usullardan foydalanish foydadan holi bo'lmaydi.

Multimedia interfaollik fransuz tilini o'rganuvchilar uchun qabul qilingan axborot berilgan topshiriqni boshqarishi va resours yoki o'qituvchining munosabatiga qayta aloqa bildirish holatini bildiradi.

Interfaollikni qo'llash multimedia vositasining oshirish tomonlaridan biri hisoblanadi. Multimedia texnologiyalari axborotlarining ko'plab ko'rinishlarini mano jihatidan va o'zaro monandlik asosida birlashtirishga imkon beradi.¹⁵⁹

Bu esa kompyuter yordamida axborotni ta'limda tez-tez foydalanish imkonini beradi.

Quyidagi xilma-xhil shakllarda taqdim qilishga yordam beradi. skynertlangan fotosuratlar, chizmalar, xaritalar va slaydlarni tashqi tasvirlar; tovush yozuvi, tovushli effektlar va musiqa; video, murakkab video effektlar; animatsiya va animatsionli o'xshatishlar.

Ko'pincha dialogda ikki tomon ishtirokidagi axborot almashinuvi nazarda tutiladi. Fanda dialogning kengroq yuzaga kelishi, uning asosiy alomati suhbatdoshlarni nutqiy xabarlar almashinuvi emas, balki bir necha fikrlarning mavjud bo'lishi. Multimedia resurslari bilan ishlashning mukammal registri deb o'qituvchi bilan ta'lim oluvchining dialogiga keluvchi yagona o'zaro aloqani hisoblash mumkin.

Interfaol multimedia texnologiyalari akademik ehtiyojga ega bo'lgan ta'lim oluvchiga noan'anaviy qulaylik tug'diradi. Xususan, sezgisida defects bor talim oluvchilarda fonologik malakalar va o'qish malakalari o'sishiga, shuningdek, tahrir axborotlarni vizual o'zgartirishlariga yordam berad

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TILSHUNOSLIKDA “DISKURS” TUSHUNCHASI VA UNING SHAKLLARI

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Annotatsiya. Mazkur maqola tilshunoslikda mavjud bo‘lgan “diskurs” tushunchasi va uning og‘zaki va yozma shakllariga bag‘ishlangan bo‘lib, maqolada diskurs bo‘yicha olib borilgan tadqiqot ishlari muhokama qilingan.

Kalit so‘zlar: diskurs, matn, kognitiv tilshunoslik, predmet, dialogik, monologik, pragmatik tilshunoslik.

Аннотация: Данная статья посвящена существующему в лингвистике понятию “дискурс” и его устным и письменным формам, в статье обсуждаются исследовательские работы по дискурсу.

Ключевые слова: дискурс, текст, когнитивная лингвистика, предметная, диалогическая, монологическая, прагматическая лингвистика.

Annotation: This article is devoted to the concept of “discourse” contained in linguistics and its oral and written forms, and the article discusses the research work carried out on discourse.

Keywords: discourse, text, cognitive linguistics, subject, dialogical, monological, pragmatic linguistics.

Lotincha “diskursus” so‘zidan olingan diskurs so‘zi etimologiyasiga ko‘ra, bir yerdan boshqa yerga yugurish ma‘nosini anglatadi. “Bas latin” ya‘ni milodiy VII asrgacha so‘zlashilgan lotin tili versiyasida esa u “muloqot”, “suhbat” ma‘nolarida qo‘llanilgan. Fransuz tilidan o‘rganganimiz “discours” shakli esa, XVI asr I yarmiga kelibgina paydo bo‘ldi.

Ayni vaqtda tilshunoslikda yangi yo‘nalishlar sifatida tan olingan kognitiv tilshunoslik va shu bilan birga pragmatik tilshunoslikning ham asosiy muammolaridan biri diskurs masalasidir.

Zamonaviy tilshunoslikda diskurs ma‘lum bir mavzu bo‘yicha uslubiy tarzda olib boriladigan va auditoriyaga yo‘naltirilgan nutq, so‘z olish(so‘zga chiqish) deya izohlansa, metonimiya bo‘yicha unga nutqning yozma matni sifatida qaraladi.

Diskurs so‘zi fanda birinchi marotaba XX asr o‘rtalarida amerikalik tilshunos olim Zellig Xarris tomonidan qo‘llanildi va unga ayni vaqtda, lingvistikaning asosiy masalalaridan birini ifodalaydigan omil sifatida qaralmoqda. Z. Xarrisdan keyin ko‘plab olimlar diskurs tushunchasiga o‘z ta‘riflarni keltirib o‘tgan. G‘arb tilshunosligida esa, diskurs tushunchasi dastlab, tilning gapdan yuqori turuvchi sathi sifatida tahlil qilindi.

“Insonning tilga ehtiyoji har bir shaxsning o‘zligini namoyon etish istagi bilan bog‘liq” (Gertman 1996: 90)¹⁶⁰ bo‘ladigan bo‘lsa, lison, har bir til ham o‘z imkoniyatlarini namoyon eta olishi uchun shaxsning lisoniy, diskursiv faoliyatiga muhtojdir.

¹⁶⁰ Safarov Sh. Pragmalingvistika. -T.:2008. – 250-b

Diskurs bo'yicha bir qancha ilmiy ishlar olib borgan tilshunos olim Y. S. Stepanov diskursga: "Diskurs – ma'lum grammatik va leksik sxemalar qo'llanishi natijasida o'ziga xos mentalitet yoki mafkurani ifodalovchi tildan foydalanish tizimidir"¹⁶¹ deya ta'rif berdi.

So'nggi paytlarda zamonaviy lingvistik tadqiqot materiallarida diskurs bir nechta tiplarga ajratilmoqda. Bularga quyidagilarni misol qila olamiz: harbiy, pedagogik, siyosiy, tanqidiy, diniy, iqtisodiy, ilmiy, o'quv, publitsistik, reklama va boshqalar. Bu shuni ko'rsatadiki, inson faoliyatining har qanday jabhasiga mansub bo'lgan diskurs tur, tiplari mavjud.

Diskurs bir paytning o'zida ham lisoniy faoliyat jarayoni, hamda ushbu faoliyatning mahsulidir. Shuningdek, diskurs bu insonlarning o'zaro fikr almashinishi, muloqot qilishi, bir-biriga turli fikrlarni va ma'lumotlarni yetkazishi va bularni yetkazishda turli vositalardan foydalanishi va eng asosiysi ikkala suhbatdosh uchun ham tushunarli bo'lgan jarayon hisoblanadi. Diskurs dialogik hamda monologik shaklda uchrashi mumkin.

Diskurs masalasida ko'plab tadqiqotlar olib borgan olimlar diskursni ikki xil (yozma va og'zaki) shaklda ham uchrashini ta'kidlashgan. Lekin ba'zi olimlar diskurs bu og'zaki nutq, yozma nutq esa – matndir deb ta'kidlaydilar. Xususan, Sh. Safarov o'zining "Pragmalingvistika" kitobida "Diskurs inson ongli faoliyatining ma'lum bir turi, turkumi bo'lsa, matn uning bir ko'rinishidir"¹⁶² deya ta'kidlaydi.

Shu o'rinda matn va diskursga olimlar tomonidan berilgan yana boshqa izohlarga ham to'xtalsak, yuqorida keltirilgan fikr qanchalik o'rinli yoki asossiz ekanligini bilib olamiz. Germaniyalik tilshunos olim Hartmut Haberland matnni turli joyda va paytda paydo bo'lishi mumkin bo'lgan predmet (a thing), diskursni esa, aniq zamon va makonda kechayotgan hodisa (event) deb hisoblaydi. Uning qayd etishicha, "matndan cheklanmagan miqdorda foydalanish mumkin, uni bir joydan ikkinchisiga ko'chirish imkoni bor, diskurs – ayni vaqtda kechayotgan jarayon, u har safar qayta yaratiladi" (Haberland 1999: 914)¹⁶³. Matnni turg'un, tayyor mahsulot, diskursni ayni vaqtda bo'lib o'tayotgan nutqiy muloqot jarayoni sifatida talqin qilinishi esa, ularning keskin farqlanishiga sabab bo'ladi.

Matn va diskurs o'zaro to'qnash keladigan yana bir nuqta madaniyatdir. Diskurs va matn hodisalarining har ikkisida, kommunikantlar ongli faoliyati to'qnashadigan jarayondir. Ongli faoliyat esa, har doim ma'naviy-madaniy asosli bo'ladi. Bu fikrlar esa, diskursiv faoliyat va matn shakllanishi madaniy jarayon ekanligini tasdiqlaydi. Boshqa bir sabab, diskurs, diskursiv faoliyatda ulashilmoqchi ma'lumotga mos mazmun-mohiyat yaratiladi va diskurs jarayoni madaniyatning aniq bir zamon-makon maydonida, ma'lum kommunikativ muhitda kechadi. Nutqning har qanday ko'rinishida shubha yo'qki, avvalo so'zlovchi ijtimoiy mavqeyi, madaniyati, mentaliteti, dunyoqarashi va jamiyatda amalda bo'lgan axloqiy-etik normalarni o'zida mujassam qilgan ijtimoiy-madaniy axborot vujudga keladi. Biz esa, ular lisoniy faoliyatini tahlil qilish orqali kommunikantlar tilining madaniy va o'ziga xos xususiyatlari haqidagi lingvomadaniy bilimlarga ega bo'lishimiz mumkin.

Biror maqsad bilan ifoda etiladigan muloqot mazmuni va so'zlovchi xohishiga bog'liq bo'lmagan holatda tinglovchi idroki jarayonida hosil bo'ladigan ma'lumot mazmuni bir-birini inkor qilmaydi va buni aksi o'laroq, ular o'zaro birikib, muloqot jarayoni samaradorligini belgilovchi omil bo'ladilar. "Kommunikativ va informativ mazmunlar uyg'unligi muloqot tizimi

¹⁶¹ Stepanov Moscow: RSUH, 1995 Schiffrin Deborah (1994). Approaches to discourse. Oxford, England: Blackwell

¹⁶² Safarov Sh. Pragmalingvistika. -T.:2008. – 249-b

¹⁶³ Haberland H. Text, discourse, discours: the latest report from the terminology vice squad. -D.:1999. – 914-b

makrobirligining yaxlitligini ta'minlaydi. Hozirgi paytda bunday yaxlitlik xususiyatiga faqatgina diskurs ega ekanligi e'tirof etilmoqda"- deb yozadi Sh. Safarov "Pragmalingvistika"¹⁶⁴ kitobida. Bu esa, yuqorida diskurs haqida yuritgan fikrlarimizni tasdiqlaydi. Lekin Y. S. Kubryakova bunga aksi o'laroq, "tilshunoslik fanining hozirgi taraqqiyoti davrida diskursning umumiy qabul qilingan biror bir ta'rifi mavjud emas" - deya ta'kidlaydi. (Kubryakova 2000:6)¹⁶⁵. Uning o'zi esa, diskurs va diskursiv faoliyatga, ma'lumot, yangi bilim berish hodisasi deya ta'rif berib o'tgan.

Diskursga yuqorida keltirganlarimiz fikrlar, olimlar e'tiroflarida uni keng ma'no, umumlashtiruvchi mazmunda tatbiq etilishi, insonning ongli faoliyatiga, muloqot tizimiga uzviy bog'liq boshqa fanlar: psixologiya, falsafa, jamiyatshunoslikda ancha vaqtdan beri mavjud qoidadir.

Xulosa qilib ayganda muloqot davomida, inson shaxslararo munosabatini amalga oshirish funksiyasidan tashqari, matn qurish va fikrlarimizni ketma-ketlikda ifoda etish vazifasini bajargani uchunda, hozirda mavjud sohalar, yashayotganimiz globallashuv va yangi texnologiyalar davrida vujudga keladigan yangi sohalar diskursi o'ziga xosliklarini o'rganish lozimligi sababidan diskursni turli tomonlama tadqiq qilish talabi aktualligicha qolmoqda.

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¹⁶⁴ Safarov Sh. Pragmalingvistika. -Т.:2008. – 318 b

¹⁶⁵ Кубрякова Е. Дискурс, речь, речевая деятельность: функциональные и структурные аспекты. -Р.:2000. –

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CHET TILI DARSLARIDA O'YINLARDAN FOYDALANISH

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Annotatsiya: Ushbu maqolada chet tili darslarida o'yinlardan foydalanish, uning ahamiyati va afzalliklari, pedagogik o'yinlarning chet tilini o'rgatishdagi hamda o'rganishdagi foydali jihatlari haqida so'z yuritiladi. Darslarda qo'llaniladigan pedagogik o'yinlar o'qitishning faol samarali metodi hisoblanib, bunday mashg'ulotlar nafaqat insonning bilim va malakasini, balki kasbiy hamda axloqiy xususiyatlarini, ya'ni faollik, ijodiylik, ijodiylik, jamoatchilik kabi xislatlarini ham shakllantirishga xizmat qiladi.

Kalit so'zlari: o'yin, pedagogik o'yinlar, rolli o'yin darsi, teatrlashtirilgan o'yin darsi, o'yin darsi, "sud" darsi, konsert darsi, "tergovni bilimdonlar olib boradi" darsi.

Аннотация: В данной статье говорится об использовании игр на занятиях иностранным языком, ее значении и преимуществах, полезных аспектах педагогических игр при преподавании и изучении иностранного языка. Педагогические игры, используемые на занятиях, считаются активным и эффективным методом обучения, и такая деятельность служит формированию не только знаний и умений человека, но и профессионально-нравственных характеристик, т. е. таких качеств, как активность, творчество, креативность, коммуникабельность.

Ключевые слова: игра, педагогические игры, ролевой урок, театрально-игровой урок, игровой урок, «судебный» урок, концертный урок, урок «знатоки ведут следствие».

Annotation: This article talks about the use of games in foreign language classes, its importance and advantages, useful aspects of pedagogical games in teaching and learning a foreign language. Pedagogical games used in classes are considered an active and effective method of teaching, and such activities serve to form not only the knowledge and skills of a person, but also professional and moral characteristics, i.e., such qualities as activity, creativity, creativity, community.

Keywords: game, pedagogical games, role play lesson, theatrical game lesson, game lesson, "court" lesson, concert lesson, "experts lead the investigation" lesson.

Kirish. Bugungi tobora rivojlanib borayotgan mamlakatimizda chet tilini o'rganishga va chet tilini mukammal egallagan mutaxassislariga bo'lgan talab ortib bormoqda. Shu sababdan chet tilini o'rgatish maktabgacha ta'lim muassasalaridan boshlanmoqda. Hammamiz bilamizki, bu yoshdagi bolalar chet tilini, umuman har qanday bilimni siz-u biz kabi qabul qilib o'rgana olmaydi. Sababi esa bu yoshdagi kichkintoylarning asosiy faoliyat turi o'yin hisoblanadi. Tabiiyki biz bu holatda darslarni o'zlashtirishlari uchun o'yinlardan foydalanamiz. Chet tili darslari pedagogik o'yinlar orqali olib borish faqat bog'cha yoshdagilar uchun emas, balki katta yoshdagilar uchun ham juda samarali metod hisoblanadi. Chunki har qanday o'yin insonlardan faollikni, tezkorlikni, tavakkalchilikni hamda ijodkorlikni ham talab qiladi. Bunday muhitda o'rganish insonga zavq bag'ishlaydi va darsning ko'tarinki kayfiyatda o'tishini ham ta'minlaydi.

O'yin bu yangi tilni o'rganishda tasavvurni kengaytiradi, shu tilda o'ylash va gapirishga imkon yaratadi. O'yin yordamida xotirada unutilayotgan so'zlarni tiklash mumkin. Kichik-kichik guruhlariga bo'linib yoki umumjamoaga bo'lib o'ynaladigan o'yinlardan dars jarayonida yoki to'garak mashg'ulotlarida foydalanish mumkin. Bu esa o'z navbatida samarasini bermasdan qolmaydi albatta. Yolg'iz o'ynab biror muammoning yechimini topganda o'quvchi haqiqiy quvonch hissini tuyadi. Jamoa o'yinlari esa muvaffaqiyatga erishishga o'rgatadi va nutqni erkinlashtiradi.

Chet tilida olib boriladigan o'yinlar yoki o'yin uslubidagi mashqlarning barchasi so'zlarning sehrli olamiga yo'l ochib beradi. O'quvchilarga darsni grammatik tushunchalar bilan boshlash no'rindir, ayniqsa kichik sinf o'quvchilarini tezda zerikishiga sabab bo'ladi. Natijada darsga bo'lgan qiziqish so'nishi mumkin. Ular bilan hattoki salomlashish jarayonini ham noan'anaviy tarzda boshlash kerak, masalan, o'qituvchi kirishi bilan darsni qandaydir salomlashishga oid fransuzcha qo'shiq bilan boshlash (asosan boshlang'ich sinf o'quvchilari uchun mativatsion usuldir) usuli samarali usul desak adashmaymiz.

Olimlar tadqiqotlariga ko'ra, o'yin mehnat, ta'lim olish kabi faoliyatning asosiy turlaridan biri hisoblanadi. O'yin nafaqat bolalar va kattalarning, balki insoniyat turmushida muayyan hodisa sifatida hamda psixologiya va pedagogikada esa maxsus o'rganilayotgan muhim muammolardan biri hisoblanadi. Bugungi kunda turli pedagogik manbalarda ta'lim jarayonida foydalanish mumkin bo'lgan o'yinlarni "pedagogik o'yinlar", "o'yinli pedagogik texnologiyalar", "didaktik o'yinlar", "ta'limiy o'yinlar", "tarbiyaviy o'yinlar" kabi turlicha nomlar bilan atashmoqda.

"O'yin" so'zi tilga olinganda, odamlar xayoliga sport o'yinlari, rolli o'yinlar, teatrlashtirilgan o'yinlar, o'quv o'yinlari, video o'yinlar hamda bolalar o'yinlari kabilar keladi. Biz o'rganishimiz kerak bo'lgan o'yin turi esa o'quv o'yinlari, ya'ni pedagogik o'yinlardir. Nomidan ma'lumki biror bir fan bo'yicha darsni o'rgatishda qo'llaniladigan o'yinlar "pedagogik o'yinlar" deb ataladi.

Pedagogik o'yinlarning ta'lim jarayonida qo'llanilishining quyidagi afzalliklari mavjud:

- bo'lajak mutaxassisning kelgusidagi kasbiy faoliyati bilan uzviylikni ta'minlashi;
- namunaviy pedagogik o'yindan bir necha marta samarali foydalanish mumkinligi;
- ta'lim oluvchining kasbiy faoliyat sirlarini egallashi va bilimlarni pedagog yordamisiz mustaqil o'zlashtirish imkoniyatiga ega bo'lishi;
- ta'lim oluvchilarning mustaqil kasbiy faoliyatdagi yuzaga keladigan xatoliklarni oldindan bartaraf etish imkoniyatini yaratilishi;
- guruh a'zolarida birgalikda fikrlash qobiliyatining rivojlanishi;
- boshqaruvning yangi shakl va qoidalari, tuzilmasi, me'yori va metodikasining sinovdan o'tkazilishi va boshqalar.

Pedagogik o'yin davomida ta'lim oluvchilarda quyidagi ko'nikma va malakalar shakllanadi:

- ma'lumotlar to'plash va tahlil qilish;
- ishonchli ma'lumotlar etarli bo'lmagan sharoitlarda echimlar qabul qilish va uning samarasini baholash;
- muayyan turdagi kasbiy amaliy masalalarni tahlil qilish;
- kasbiy faoliyat sohalari o'rtasidagi bog'lanishlarni o'rganish;
- jamoada ishlash, masalalar yechimlarini hamkorlikda ishlab chiqish;
- kasbiy faoliyatdagi jarayon va hodisalarni tadqiq etishda tizimli yondashuvdan foydalanish va boshqalar.

Pedagogik o'yinlar orqali olib boriladigan dars turlari bilan tanishib o'tsak:

Rolli o‘yin darsi - dars mavzusi bo‘yicha masalalarni o‘rganishda o‘quvchilarga oldindan ma‘lum rollarni taqsimlash va dars jarayonida shu rolni bajarishlarini tashkil etish asosida bilimlarni mustahkamlash darsi.

Teatrlashtirilgan dars – dars mavzusi bilan bog‘liq sahna ko‘rinishlari tashkil etish orqali dars mavzusiga doir kompyuter materiallari (multimedia, virtual o‘quv kursi va shu kabilar) asosida o‘tiladigan dars.

O‘yin darsi - dars mavzusiga mos o‘yin orqali o‘quvchilarning ozlashtirishlari tashkil qilish darsi.

"Sud darsi" - o‘quvchilar bilan dars mavzusiga mos "sud" jarayonini tashkil etish orqali yangi mavzuni tushuntirish darsi.

Kontsert darsi - dars mavzusini sahnalashtirgan holdagi kontsert shaklida ifodalash mashqlari bo‘lib, o‘quvchilarni faollashtirish va bilimni mustahkamlash imkoniyatini beradi.

"Tergovni bilimdonlar olib boradi" darsi - dars mavzusini oldindan puxta o‘rgangan o‘quvchilar yordamida qiziqarli savol-javoblar, tahlillar asosida isbotlab tushuntirish mashqlari bo‘lib, bunda o‘quvchilar dars mavzusini o‘zlashtirib, eslab qolishlari uchun qulaylik yaratiladi.

Xulosa qilib aytganda, pedagogik o‘yinlar o‘quvchilarda tahlil qilish, mantiqiy fikrlash, tadqiq qilish, hisoblash, o‘lchash, yasash, sinash, kuzatish, solishtirish, xulosa chiqarish, mustaqil qaror qabul qilish, guruh yoki jamoa tarkibida ishlash, ahloq-odob o‘rgatish, yangi bilimlar o‘rgatish bilan birgalikda ularga dars davomida zavq va ko‘tarinki ruhni bag‘ishlovchi samarali vositadir bo‘lib qolaveradi.

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ЎҚУВЧИЛАРНИНГ ДАРСДАН ТАШҚАРИ ФАОЛИЯТИНИ ТАШКИЛ ЭТИШ

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Аннотация: Ҳозирги техноген цивилизация даврида инсон бўш вақтининг сезиларли даражада кўпайиши учун реал имкониятлар пайдо бўлди. Бўш вақт шахсни шакллантиришнинг муҳим воситаларидан бири бўлиб, ишлаб чиқариш ва меҳнат соҳасига бевосита таъсир қилади. Бўш вақт шароитида салбий жисмоний ва руҳий стрессни бартараф этишга ёрдам берадиган реакциялар ва регенератив жараёнлар содир бўлади. Ёшларнинг бўш вақтларидан фойдаланиши маданиятнинг ўзига хос кўрсаткичи бўлиб, бўш вақтни ташкил этиш шакллари орқали ёшларнинг кадриятлар ҳамда уларнинг маданий даражасини тушуниши осонроқ бўлади. Мазкур мақола ўқувчиларнинг бўш вақтини самарали ташкил этишга бағишланган.

Калит сўзлар: методика, психология, гетероген, стресс, регенератив жараён, бўш вақт.

Аннотация: В современную эпоху техногенной цивилизации появились реальные возможности для значительного увеличения свободного времени человека. Свободное время является одним из важных средств формирования личности и оказывает непосредственное влияние на производство и труд. В свободное время происходят реактивные и восстановительные процессы, способствующие устранению негативных физических и психических напряжений. Использование молодыми людьми свободного времени является уникальным показателем культуры, и благодаря формам организации свободного времени молодым людям становится легче понять ценности и свой культурный уровень. Данная статья посвящена эффективной организации свободного времени студентов.

Ключевые слова: методология, психология, гетерогенность, стресс, восстановительный процесс, свободное время.

Abstract: In the current era of man-made civilization, real opportunities have appeared for a significant increase in human free time. Free time is one of the important means of personality formation and has a direct impact on production and labor. Reactive and regenerative processes that help eliminate negative physical and mental stress take place in free time. The use of free time by young people is a unique indicator of culture, and through forms of organization of free time, it becomes easier for young people to understand values and their cultural level. This article is dedicated to the effective organization of students' free time.

Keywords: methodology, psychology, heterogeneous, stress, regenerative process, free time.

Ҳаммамизга маълумки, бугунги жамият ижтимоий фаол шахсга доимий равишда эҳтиёж сезади ва бу ривожланиш омиллари билан бевосита боғлиқ. Ҳозирги кунда замонавий мактабнинг энг муҳим вазифаларидан бири онгли ва масъулиятли шахсни тарбиялашдан иборатдир. Ривожланаётган жамиятда мамлакат тақдири, унинг ижтимоий -

иктисодий фаровонлиги учун замонавий билимли, маънавиятли, кутилмаган вазиятларда мустақил қарор қабул қила оладиган, ҳамкорлик қилишга қодир, ҳаракатчанлиги, динамизми, конструктивлиги билан ажралиб турадиган, маданиятлараро ўзаро ҳамкорликка тайёр, ўз олдига қўйилган вазифалар учун масъулият ҳиссини туядиган, замонавий билимли, ахлоқли, ташаббускор инсонлар кераклиги муҳим ҳисобланади.

Ўқувчининг таълимдаги муваффақияти, унинг маънавий, жисмоний, физиологик жиҳатдан ривожланиши, саломатлигини сақлаши кун тартибининг тўғри ташкил қилиниши билан бевосита боғлиқ. Ҳозирги кунгача таълим ва тарбия жараёнида энг катта, аммо эътибордан четда қолаётган муаммолардан бири, бизнингча, ўсиб келаётган авлоднинг кун тартиби, бўш вақти масаласига жиддий эътиборнинг камлиги ҳисобланади.

Мамлакатимизда 90-йилларнинг бошларида кузатилган ижтимоий-сиёсий ўзгаришлар ўсмирларнинг бўш вақтини ташкил этиш жараёнини эркинлик, демократия ва инсонпарварлик тамойиллари асосида ривожлантириш имконини берди. Ўзбекистонда ёшлар тарбиясини замонавий асосда ислоҳ қилиш борасида олиб борилаётган ишлар уни бугунги кун эҳтиёжларидан келиб чиққан ҳолда илмий асосланган таянч компетенциялар, фазилатлар асосида шакллантиришни талаб қилмоқда. “Узлуксиз маънавий тарбия концепцияси”нинг қабул қилиниши бу борада муҳим қадамлардан бири ҳисобланиб, концепцияда тарбияга янгича ёндашув, болада таянч фазилатларни кафолатли шакллантиришда оила, мактабгача таълим, умумий таълим, мактаб, ўрта махсус касб-хунар ва олий таълим муассасалари, маҳаллаларнинг ижтимоий-педагогик имкониятларини тўлиқ рўёбга чиқаришни, улар орасида илмийметодик узвийликни янги даражага кўтаришни тақозо қилиши белгиланган.

Фалсафий нуқтаи назардан бўш вақтга муайян шахсга тегишли бўлган ижтимоий жараёнларни амалга оширишдан ташқарида бўлган вақт сифатида қаралади ҳамда бўш вақтнинг келиб чиқиши, унинг иш вақти билан алоқаси ва ижтимоий қиймати таҳлил қилинади. Социологик ва иқтисодий жиҳатдан бўш вақт миқдорий ва статистик таҳлил қилиниб, бўш вақт моҳияти ва унинг мазмуни, бўш вақтни ташкил қилишда ижтимоий институтларнинг фаолияти, бўш вақт аксиологияси ўрганилади. Психология инсоннинг ушбу вақтинчалик соҳадаги хатти-ҳаракатларини белгилайдиган эҳтиёжлар ва мотивларга эътибор қаратади. Мазкур соҳаларда бўш вақтнинг турли жабҳалари ўрганилсада, аммо уларнинг барчасида бўш вақтда инсоннинг жисмоний ва маънавий ривожланиши содир бўладиган ҳукмрон макон эканлиги масаласидаги ёндашуви бир хил. Ижтимоий-тарихий категория сифатида бўш вақт учта асосий йўналиш бўйича тавсифланади: ҳажми, тузилиши ва мазмуни. Бизнинг фикримизча, бўш вақт воқеликни билишнинг бошланғич нуқтаси эмас, балки жамиятнинг ривожланиши ва фаолиятнинг муҳим томони, чуқур ижтимоий алоқалар ҳамда муносабатларнинг синтези сифатида намоён бўлади.

Замонавий мактабнинг энг муҳим вазифаси онгли ва маъсулиятли шахсни тарбиялаш бўлар экан, шу ўринда ўқувчининг шахсий иши, кунлик фаолият режимининг тўғри ташкил қилиниши унинг жисмоний ва маънавий ривожланишида муҳим аҳамиятга эга.

Мактаб ўқувчиларида соғлом турмуш тарзини шакллантиришнинг долзарб муоммолари бўйича МДХ олимларидан П.Виноградов, Н.Д. Граевской, В.И.Жидак, В.Л.Зайцев, С.М.Мартиова; бола тарбиясининг нозик жиҳатлари, мактаб ўқувчиларининг бўш вақтларини самарали ташкил қилиш масалаларида В.А.Сухомлинский, Г.И.Купченко, И.Ф.Кононов, В.Р. Ясницкая; мактаб ўқувчиларининг жисмоний тарбиясининг ҳозирги

ҳолати ва уларнинг ёшига нисбатан ҳаракат режимини оптималлаштириш муоммолари бўйича А.Р.Шахриев мактаб ўқувчиларининг дарсдан кейинги фаолияти жараёнида кунлик режими, соғлом турмуш тарзига риоя қилишининг бола соғлигидаги аҳамияти бўйича О.П.Грицина каби олимлар тадқиқот ишларини олиб борганлар.

Умумтаълим мактабларида 5-7 синф ўқувчилари орасида ўтказилган сўровнома натижалари уларда соғлом турмуш тарзи ва кундалик режимга нисбатан ижобий, онгли муносабатнинг шакллантирилмаганлигини аниқлаш имконини берди. Мактаб ўқувчиларининг дарсдан кейинги бўш вақтини унумли ва самарали ташкил қилиниши, шубҳасиз болаларни соғлом турмуш тарзига ижобий рағбатлантиришни шакллантириш ва соғлигига маъсулиятли муносабатда бўлиш, вақтнинг қадрига етишига ўргатиш биринчи навбатда мактаб ва оила ўртасидаги ташкил қилинган тўғри муносабатга ота-оналар ва ўқитувчилар жамоасининг мақсадли ташкил қилинган биргаликдаги фаолиятига боғлиқ. Мактаб ўқувчиларининг дарсдан ташқари бўш вақтларини, шахсий ишини тўғри ташкил қилинишида маъсул таълим субъектлари қуйидагилардир:

- ота-оналар;
- синф раҳбарлари;
- фан ўқитувчилари.

Мазкур таълим субъектлари мактабда биргаликда соғлом турмуш тарзини ўқувчиларнинг ёш ва индивидуал хусусиятларидан келиб чиқиб ташкил қилинишига маъсул бўлиб, синф раҳбарлари ота-она ва ўқитувчилар ўртасида бола шахси ривожланишида маънавий воситачи ролини ўйнаши лозим. Шу ўринда ота-оналар билан бирга синф раҳбарлари бу жабҳада асосий етакчи рол ўйнайди. Умумтаълим мактабларида 5-7 синф ўқувчилари билан олиб борилган сўровнома таҳлили боланинг дарсдан ташқари шахсий ишини индивидуал ва ёш хусусиятларига мос равишда ташкил қилиниши бўйича ота-оналаримиз етарлича малака ва кўникмаларга эга эмаслигини бир нечта тадқиқотлар доирасида таҳлил қилинган.

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ULUG‘BEK HAMDAM SHE‘RIYATIDA METAFORA

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Ma'lumki, nutqimizda eng ko'p qo'llaniladigan obrazli vositalardan biri metaforadir. U har qanday sohada tavsif va tushuntirishni yengillashtiradi va til imkoniyatlarini, til egasining ichki olamini namoyon etishga xizmat qiladi. Tuyg'ularni ifodalash kundalik nutqimizga badiiylik olib kiradi, shuning uchun nutqimizda metaforaning o'rni beqiyos. Metafora badiiy matn muallifiga dunyoning individual tasvirini yaratishiga ko'mak beradi.

Metafora nazariyasi tavsifini faqat tilshunoslik doirasida hal qilib bo'lmaydi, u kognitiv jarayonlar maydoniga kirishni talab qiladi. Kognitiv nazariya tadqiqot markaziga inson omilini qo'yadi. U metafora tushunchasini mental: nutqni hosil qilish va idrok etish jarayonlari bilan bog'laydi. Metafora ikki shaxsning o'zaro ta'siridan iborat aqliy va lingvistik mexanizm sifatida taqdim etiladi, bu esa atrofda voqelik haqida yangi bilimlarni olishga olib keladi.

Til atrofimizdagi voqelikni izomorf vositalar tizimi: insonning atrofda olamga munosabati, olamni idrok etish va tasvirlash orqali aks ettiradi. Olamning lisoniy manzarasini tasvirlashda metaforaning o'rni beqiyos. Negaki metafora til hodisasi sifatida olam lisoniy manzarasining bir qismini emas, balki uning butun tasvirini yaratadi.

Metaforani tadqiq etish dastlab Aristotelning qiyoslash yoki o'xshatish nazariyasi asosida rivojlangan bo'lsa, keyinchalik mazkur hodisaga atroflicha va keng yondashuvlarni kuzatish mumkin. Bugungi kunda metaforani kognitiv, antropotsentrik, psixolingvistik, neyrolingvistik, lingvokulturologik nuqtayi nazardan tahlil etish natijasida metafora kundalik hayotimizning barcha qatlamiga singib, nafaqat tilda, balki fikrlash va harakatda ham o'zini namoyon qilmoqda. “Inson o'z fikrlarini nafaqat metaforalar yordamida ifodalaydi, balki metaforalar bilan fikrlaydi, metaforalar ko'magida o'zi yashaydigan olamni yaratishi”¹⁶⁶ isbotlandi. Metaforani antropotsentrik yondashuv asosida tadqiq etgan Sh.Maxmaraimova “...u insonning ongosti jarayonlarida panoh topuvchi va tafakkurning xulosalarida faol ishtirok etuvchi hodisa bo'lsa-da, uni instinktiv qo'llash mumkin emas, binobarin, aql bilan in'ikos topgan metaforalargina insoniyat va lison uchun qiymatga egadir” – deya uning tilshunoslikdagi mavqeiga aniqlik kiritadi¹⁶⁷.

B.Sulaymonovning “Sodda nominativ so'zlarning o'xshashlik, aloqadorlik, alternativlik va assotsiativ munosabatlar natijasida semantik evrilishi badiiy tafakkur mahsuli bo'lgan yangi metaforani yuzaga keltirishi”¹⁶⁸ to'g'risidagi qarashi ham metaforaning tadqiq ob'ekti sifatida doimiy dolzarblik kasb etishini ko'rsatadi. Bu o'rinda Sh.Maxmaraimovanning metaforaning istiqboli to'g'risidagi “shiddat bilan rivojlanib kelayotgan kompyuter lingvistikasi bu evrilishni o'zga o'zanga burib yubormasa hamda milliy tillarni tobora o'z komiga tortib borayotgan sun'iy lashish jarayoni bu taraqqiyotga halal bermasa, kelajak yillarda to'liq anglangan tadqiq

¹⁶⁶ Чудинов А. П. Россия в метафорическом зеркале: когнитивное исследование политической метафоры. Монография. — Екатеринбург: Урал. гос. пед. ун-т, 2001. — С.7.

¹⁶⁷ Махмараймова Ш. Ўзбек тили метафораларининг антропоцентрик тадқиқи (номинатив аспект). Филол. ф. д-ри (DcS). ...дисс. – Самарқанд, 2020.

¹⁶⁸ Сулаймонов Б.Н. Темирбек Тўрабоевнинг «Теорема» романида «т» товуши билан бошланувчи сўзларнинг метафоралашуви ва фраземалашуви. Филол. ф. б. фалсафа д-ри (PhD) дисс. автореф. – Самарқанд, 2020.

ob'ekti – lison va uning inson kamolotidagi ahamiyati borasidagi izlanishlarning amalga oshirilishiga umidimiz bor” fikrini to'liq qo'llab-quvvatlagan holda, inson tafakkur etishdan to'xtamas ekan, metaforalashuv ham qanday ko'rinishda bo'lmasin mavjud bo'lishi va dunyoqarashiga mos ravishda yangilanib borishiga aminmiz.

Shoir Ulug'bek Hamdam she'riyatida ham mohirlik bilan topilgan xususiy metaforalarga minglab misollar topish mumkin.

Ikki g'ordir – ikkita ko'zim,

Qalbim unda gizli xazina.

Vujud – otim, aqlim – jilovim,

Ming asrdir yo'ldaman, mana!..

Mazkur she'riy parchaning har to'rt misrasi bir-birini to'ldiruvchi, uzviy bog'langan metaforaga asoslangan. Shoir inson ikki ko'zini ikki g'orga, qalbini shu g'ordagi sirli xazinaga, butun tanasini otga, aqlini otning jiloviga, inson umrini esa yo'lga qiyoslash orqali yaxlit metaforik to'rtlik yaratadi.

Yoki:

Uyg'ondim...

Yuzlarimda quyosh nurlari o'ynardi...

Shuurimda tushdan qolgan shirin ta'm...

Ushbu she'riy parchaning 1-misrasidagi o'ynamoq harakati insonga xos xatti-harakat bo'lib, u quyosh nuri harakatiga ko'chirilgandek, 2-misrasi o'qilgach esa mazkur quyosh nuri ifodasi ham insonga xos bo'lgan tabassurning metaforik ko'rinishi ekanligi anglashiladi. 2-misradagi shirin ta'm ifodasi ham yoqimli hissiyotning metaforalashuvi mahsuli bo'lib, ayni shu yoqimli hissiyot muallif yuzidagi quyosh nuri bu tabassum ekanligiga ishora qiladi.

Quyidagi she'riy parchada esa tabiatga xos hodisa insonga ko'chiriladi:

Yuragimni cho'qiydi har kun,

“Turmush” degan bir qora burgut.

Ma'lumki, cho'qish burgutga xos xatti-harakat. Mazkur o'rinda inson yuragini bezovta qiladigan turmush tashvishlari qora burgut va uning harakatiga ko'chiriladi. Shuningdek, burgutga berilgan qora sifati ham turmushning oddiy kundalik tashvishlari emas, balki muammoli vaziyatlariga ishora qiladi. Buni yurakning bezovta holati cho'qimoq harakatidan olinadigan og'riqqa o'xshatilishidan ham anglash mumkin.

Shoir she'riyatida zamonaviy metaforalarni ham kuzatish mumkin:

Kuldon qilib oyni yuzini

Sigarani bosdilar rosa

Dog'lar qoldi unda zolimning

Yuragiga o'xshagan qora...

Shoirning “Xunuk o'xshatish” deb nomlanuvchi mazkur to'rtligining sarlavhasiyoyq she'rning metaforaga asoslanganligiga ishora qiladi. Birinchi misrada kuldonga qiyoslangan oyni yuzi aslida yaxshi inson timsoli. Keyingi misrada tilga olingan sigara insonga qaratilgan tuhmat, g'iybat-bo'htonlar. Inson sha'niga qaratilgan yomonliklar oyni yuzidagi qora dog'lar kabi qalbida iz qoldiradi, deydi shoir. Yurakka qora sifatining berilishi ham bu o'rinda yomonliklar haqida so'z ketayotganligidan darak beradi.

Ko'rinadiki, U.Hamdami she'riyatida misralararo o'zaro uzviy bog'langan metaforik qo'llanishlar uchraydi. Bu esa adib asarlarini shunchaki emas, chuqur fikrlab, mulohazakorlik bilan anglab o'qishga undaydi. U.Hamdami she'riyatida olamning lisoniy manzarasi g'oyat ta'sirli,

rang-barang, obrazli etib tasvirlanish bilan birga individualdir. Bunda shoirga metafora eng muhim vosita sifatida xizmat qiladi.

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MAKTABGACHA TA'LIM MUASSASALARIDA FRANSUZ TILINING O'RNI VA TA'LIMDAGI MUHIM ROLI

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Annotatsiya: Zamonaviy dunyoda fransuz tilini erta o'rganishga qiziqish ortib bormoqda. Maktabgacha yoshdagi davr chet tilini o'rganish uchun qulay hisoblanadi. Boshlang'ich sinflarda bolalarning intellektual va hissiy idroki yuqori, shuning uchun maktabgacha yoshda chet tili bilan tanishish bolani o'rganishga tayyorlaydi, kommunikativ kompetensiya asoslarini shakllantiradi, to'g'ri talaffuzni o'rnatadi va asosiy bilimlarning to'planishiga yordam beradi. Mazkur maqolada maktabgacha ta'lim muassasalarida fransuz tilini o'rgatish va o'rni haqida so'z yuritiladi.

Kalit so'zlar: globallashtirish jarayoni, zamonaviy dunyo, erta o'rganish, ta'lim jarayoni, hissiy idroki, maktabgacha ta'lim muassasalari, chet tillarini o'qitish.

Аннотация: В современном мире возрастает интерес к раннему изучению французского языка. Дошкольный период благоприятен для изучения иностранного языка. В начальных классах интеллектуальное и эмоциональное восприятие детей высокое, поэтому знакомство с иностранным языком в дошкольном возрасте готовит ребенка к обучению, формирует основу коммуникативной компетентности, формирует правильное произношение, способствует накоплению базовых знаний. В данной статье говорится о преподавании и роли французского языка в дошкольных образовательных учреждениях.

Ключевые слова: процесс глобализации, современный мир, раннее обучение, образовательный процесс, эмоциональное восприятие, дошкольные образовательные учреждения, обучение иностранным языкам.

Annotation: In the modern world, interest in the early learning of the French language is growing. The preschool period is favorable for learning a foreign language. In the primary grades, the intellectual and emotional perception of children is high, therefore, familiarity with a foreign language in preschool age prepares the child for learning, forms the basis of communicative competence, forms correct pronunciation, and contributes to the accumulation of basic knowledge. This article talks about the teaching and role of the French language in preschool educational institutions.

Keywords: globalization process, modern world, early learning, educational process, emotional perception, preschool educational institutions, teaching foreign languages.

Kirish

Hozirgi kunda globallashtirish jarayonida fransuz tili hayotimizning barcha sohalariga kirib bormoqda. Zamonaviy hayotning so'nggi talabi - bu fransuz tilini va texnologiyalarni bilishdir.

Atrofimizdagi yoshlardan tortib kattalargacha bu tilni o'rganayotganini ko'rishimiz mumkin. Nafaqat mamlakatimizda, balki boshqa xorijiy mamlakatlarda ham ta'lim tizimida fransuz tilining o'rni dolzarb masalalardan bo'lib bormoqda. Dunyodagi eng keng tarqalgan xalqaro muloqot tili sifatida fransuz tilining roli o'sishda davom etmoqda va uning mavqei tobora kuchayib bormoqda. Bugungi kunda deyarli har bir muassasada fransuz tili maktabgacha ta'lim muassasalaridan universitetgacha bo'lgan majburiy fanlardan biridir, hatto bolalar bog'chasida ham bolalar bu tilni o'rganishni boshlaydilar.

Asosiy qism

Fransuz tilini erta o'rganish bolalarda fransuz tilini keyingi hayotida o'rganishga katta qiziqish uyg'otadi, har qanday bola kelajakda til maktabiga yozilish va tilni o'rganish imkoniyatiga ega. Bolada his-tuyg'ular, iroda, tasavvur, xotira, fikrlash, shaxslararo muloqot qobiliyatlari rivojlanadi, nazorat va o'zini o'zi nazorat qilish ko'nikmalari shakllanadi, bola o'z faoliyatini tashkil qilishni o'rganadi, berilgan vazifalarni jamoaviy hal qilish qobiliyatiga ega bo'ladi.

Albatta, yangilik va qiziqish katta rol o'ynaydi, lekin bolalarning afzalligi shundaki, ular juda yaxshi xotiraga ega (agar bola bolaligida nimanidir eslasa, u abadiy qoladi) - hatto erta bolalik davrida o'zlashtirilgan til ko'nikmalari ham unutilgandek. Ulardan foydalanish zarurati tug'ilganda ular juda tez tiklanadi. Ota-onalar ko'pincha farzandlari fransuz tilini o'rganishni boshlaganlarida, o'zlari ajablanib, maktab yillarida o'rgangan narsalarining ko'p qismini eslab qolishganini tan olishadi - bu uzoq vaqt davomida unutilgan va yo'qolgan narsadir. Biroq, bolalar kuchli xotiraga ega bo'lsa-da, ular har doim ham undan ma'lumot olishga qodir emaslar. Bolalar yangi vaziyatda tanish so'z va iboralarni takrorlashda qiyinchiliklarga duch kelishadi. Bu holat ko'pincha ota-onalarni chalg'itadi. Ammo siz o'rganishdan voz kechmasligingiz kerak - siz faqat sabr-toqatli bo'lishingiz kerak, chunki vaqt o'tishi bilan bolalarning "operativ" xotirasi ishlaydi va ular umuman eslay olmagan so'z va iboralarni "berishni" boshlaydilar. Erta o'rganish tarafdorlari "qobiliyatsiz" talabalar oddiygina mavjud emasligini bilishadi - o'z ona tilida gapiradiganlar boshqasini o'rganishga qodir.

Yangi lug'at turli yo'llar bilan, jumladan, rasmlar, ertaklar, o'yinchoqlar va boshqa do'g'achlama materiallar shaklida kiritiladi. Agar bola darhol so'zlarni takrorlashni yoki savollarga javob berishni xohlamasa yoki xohlamasa, signal berishning hojati yo'q. Agar bola jim bo'lsa, u hali ham o'qituvchini yoki boshqa bolalarning javoblarini eshitadi, ya'ni u ushbu suhbat parchasini xotirasida albatta qoldiradi. Bolalar o'qituvchidan keyin takrorlashlari, javob berishdan bosh tortgan, uni tinglagan bolalarga qaraganda, ular tilda ko'proq qobiliyatli bo'lishlariga kafolat emas. Ayni paytda ular nafaqat kelajakda foydalanishlari mumkin bo'lgan passiv lug'at uchun so'zlarni "to'plashdi", balki fransuz nutqini, uning intonatsiyasini va talaffuzini o'zlashtirdilar. Ko'pincha dars davomida jim bo'lgan bolalar darsda ta'kidlanmagan so'z va iboralarni eslab qolishgan, lekin bolaga ular yoqqanligi sababli ularni eslab, ulardan foydalanishga harakat qilgan holatlar mavjud.

4-7 yoshli bolalar bilan ishlashda quyidagi ishlash tamoyillarini hisobga olish kerak:

- og'zaki va moddiy rag'batlantirishning barcha vositalaridan majburiy foydalanish; - bolalarda o'qituvchining ijobiy imidjini shakllantirish, bu bolaning refleksiv qobiliyatini oshiradi;
- o'qituvchining ona tilidagi nutqiga 5-10% taqlid qilish va buning natijasida bolalarning fransuz tilidagi nutqini 90% gacha yetkazish;
- sxema bo'yicha lug'atni tizimli ravishda kiritish: birinchi dars - so'z o'rganish, ikkinchi dars - mustahkamlash, keyingi darslar - nutq tuzilmalari yordamida faollashtirish va 3-4 ta yangi so'z yodlab gap tuzish;

- rivojlanishning ushbu bosqichida bolalarning qisqa muddatli xotirasining xususiyatlarini hisobga olgan holda, avval o'tilgan materialga muntazam ravishda qaytish va uni keyingi sinflarga kiritish;

- nutq ko'nikmalarini rivojlantirishga yordam beradigan qisqartirilgan va to'liq nutq tuzilmalarida majburiy o'qitish;

- guruh mashg'ulotlarini afzal ko'rish; boshlang'ich maktabda nutqni muvaffaqiyatli o'rgatishning hal qiluvchi elementi sifatida juftlashgan ta'limni joriy etish (bunday ish guruhda qulay psixologik muhitni o'rnatishga yordam beradi va til to'siqlarini olib tashlaydi);

- o'z o'quv faoliyatini tashkil etish, o'qituvchining buyruqlari va savollariga reaksiya tezligini rivojlantirish.

Dastlabki yillarda (3 yosh va undan katta yoshdagi maktabgacha yoshdagi bolalar) fransuz tilini o'rgatish juda muhim bo'lgan bir qator sabablar mavjud.

1. Maktabgacha yosh - til rivojlanishi uchun juda qulay davr. Bola hamma narsaga ochiq va ma'lumotni zarur bo'lgani uchun emas, balki hamma narsa unga qiziq bo'lgani uchun o'rganadi. U bu qiyin yoki yuk bo'lishi mumkinligini tushunmaydi - bu hayotning boshqa bir jihati. Bu davrdan asosiy til bazasini yaratish uchun foydalanish kerak, bu esa keyingi lingvistik ta'limga hissa qo'shadi.

2. Bolalarga erta ta'lim berish fransuz tilini chet tili sifatida o'rganish uchun maksimal sinf vaqtini olish imkonini beradi - qanchalik erta boshlasangiz, uni o'rganish uchun shunchalik ko'p vaqtingiz bo'ladi. Agar siz bolangizni fransuz tili bilan o'ziga jalb qila olsangiz, keyinchalik maktabda fransuz tili darslarida u uchun bu juda oson va qiziqarli bo'ladi.

3. Maktabgacha ta'lim muassasasida fransuz tilini birinchi chet tili sifatida o'rganayotgan bolalar maktabda ikkinchi chet tilini o'rganish uchun ko'proq imkoniyatlarga ega. Bundan tashqari, bunday bolalar ko'pincha ikkinchi chet tilini o'zlari o'rganishni xohlashadi, chunki katta maktab o'quvchilari sifatida, munosib tayyorgarlik bilan ular fransuz tilida yaxshi til bazasiga ega bo'lishadi, bu qanchalik zarur va qiziqarli ekanligini tushunishadi buning natijada, boshqa narsani o'rganish istagi uyg'onadi.

4. Uch yoki to'rt yoshda bolalar hali "til to'sig'i" tushunchasi haqida bilishmaydi, ular fransuz tilini qiziqarli tarzda o'rganadilar, bu ularga keraksiz cheklovlar va qo'rquvlarsiz til ko'nikmalarini yanada rivojlantirishga yordam beradi.

5. Fransuz tilini erta o'rganish amaliy ahamiyati bilan birga bolalarda ona tilini yaxshiroq tushunish qobiliyatini rivojlantiradi. Ba'zi ota-onalar farzandini ona tilini to'liq o'zlashtirmaguncha, chet tili bilan "yuklamalik" kerak, deb hisoblashadi. Bunday holda, bolalardagi yodlash mexanizmi kattalarnikiga qaraganda butunlay boshqacha ishlashini unutmasligimiz kerak. Chaqaloq ma'lumotlarning parallel oqimlarini osongina o'zlashtiradi va o'zaro bog'liq fikr zanjirlarini quradi. U ba'zan ongsiz ravishda ikkala tilni solishtiradi, o'rgangan so'z va iboralarni solishtiradi, o'rganganlari haqidagi taassurotlarini ota-onasi bilan baham ko'radi, bir vaqtning o'zida barcha til resurslaridan foydalanadi - ham ona tili, ham fransuz tili tufayli. Bundan tashqari, erta maktabgacha yoshda fransuz tilini o'rganayotgan bolalarda umumiy artikulyatsiya va nutq qobiliyatlari yaxshilangan holatlar tez-tez uchraydi.

6. Chet tillarini o'rganish bolalarning xotirasini, tafakkurini, idrokini, tasavvurini va boshqalarni yaxshilaydi.

7. Fransuz tili tobora kundalik hayotimizning bir qismiga aylanib bormoqda - radioda ingliz tilidagi qo'shiqlar boshqalarga qaraganda tez-tez eshitiladi, kompyuter foydalanuvchilari yangi dasturlardan foydalanish uchun "fransuz tilini" kamida boshlang'ich darajada bilishlari kerak. va

ishlanmalar, Internet butunlay fransuz tilidagi maqolalar va videolar bilan to'ldirilgan, shuningdek, fransuz tili chet elga intensiv sayohat qilish imkoniyatini ochadi. Bola chet tili muhitiga qanchalik tez sho'ng'isa, u shunchalik tez o'rganib qoladi va zamonaviy dunyoda harakat qilish osonroq bo'ladi. Albatta, erta yoshda ingliz yoki nemis tillarini o'rganish hali ham bolaning xotirasiga, umumiy nutq qobiliyatlariga ijobiy ta'sir ko'rsatadi, fikrlash, idrok etish va hokazolarni yaxshilaydi, ammo hozirda fransuz tili boshqalarga qaraganda ko'proq talab qilinadi.

Til qobiliyatining to'liq yetishmasligi bo'lgan bolalar yo'q. Biz hammamiz o'z ona tilimizda gapirishni o'rganganmiz, faqat ba'zilar bir yoshda gapira boshlaydilar, boshqalari esa ikki yarim yoshda ham jim turishadi. Ikkinchi holatda ota-onalar nima qilishadi? Ular bola tilni bilmaydi deb o'ylashadimi? Yo'q, chunki u unga aytilgan nutqni tushunadi. Bunday bola bilan siz ko'proq gapirishingiz kerak va bir kun kelib miqdor sifatga aylanadi. Chet el nutqini ertaligidan eshitgan bola ikkinchi tildagi muloqot jarayonini tabiiy ravishda idrok etadi. U nima uchun odamlar u bilan ikki tilda gaplashishini so'ramaydi - bu uning uchun odatiy hol. Agar siz bolangiz bilan vaqti-vaqti bilan fransuz tilida ozgina gaplashsangiz, u til modelini ishlab chiqadi. Asosiysi, bu tizimga kiritilgan, keyin bolaning kelajakda fransuz tilini nafaqat oson va qiziqish bilan o'rganishi, balki ushbu ajoyib tilga oshiq bo'lishi uchun barcha imkoniyatlar mavjud bo'ladi.

Maktabgacha yosh psixologlar tomonidan chet tillarini o'rganish uchun eng qulay yosh deb tan olingan. Bir tomondan, yosh bolalar kattalarnikiga qaraganda til materialini tezroq o'zlashtiradilar, chunki ular "xato qilishdan" qo'rqmaydilar, ikkinchi tomondan, erta yoshda chet tilini o'rganish bolaning nutqi, fikrlash va xotirasini rivojlantirishga yordam beradi.

Xulosa

Muxtasar qilib aytganda, Maktabgacha yoshdagi bolalarga fransuz tilini o'rgatish o'ziga xos xususiyatlarga ega bo'lib, bu yoshdagi bolalarning psixofiziologik rivojlanishiga asoslanadi. Psixologlarning ta'kidlashicha, maktabgacha yoshdagi bolalarda idrok, xotira va diqqatni jamlash oson kechadi.

Bolalar o'z idrokini qanday boshqarishni bilishmaydi, ular u yoki bu ob'ektni mustaqil ravishda tahlil qila olmaydilar. Bolalar xotirasi ajoyib fotografiya qobiliyati bilan ajralib turadi, lekin maktabgacha tarbiyachi u idrok etgan hamma narsani keyinroq eslab qolishga ahamiyat bermaydi.

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СУБКоллоквиал Фразеологизмларнинг Лисоний Хусусиятлари

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Аннотация. Мазкур мақола ўзбек ва француз тилларида субколлоквиал фразеологик бирликларнинг лисоний хусусиятлари бўйича тадқиқотчиларининг ишлари таҳлилини ўрганишга бағишланган. Шу билан бирга, СФБлар бир томондан ҳиссий-экспрессив мазмуннинг бойлиги билан иккинчи томондан эса улардаги ифоданинг қуйилиги билан ажралиб туриши ҳамда СФБнинг экспрессив ва стилистик хусусиятлари ўрганилган.

Калит сўзлар: субколлоквиал, фразеологизм, коллоквиалистика, соддатил, экспрессив, стилистик.

Соддатил лексика даражасини аниқлашда биз “субколлоквиал ФБлар” атамасини ишлатамиз, бу атама кўриб чиқиладиган ҳодисаларни энг кўп адекват акс эттиради. Стилистик соддатил лексиканинг ФБлар ҳақида субколлоквиал фразеологизмлар тўғрисида сўз юритамиз ҳамда соддатил лексикасининг юқори чегарасини белгилаб, нейтрал ФБлардан эмас, балки сўзлашувга оид ФБларга эътибор қаратамиз (инглиз тилида “*colloquial*” - сўзлашувга оид ва “*sub colloquial*” – соддатил лексикаси, содда сўзлашувга оид деган маънони англатади). Субколлоквиал фразеологик бирликлар деганда биз кўпол, теккизиб, ачитиб, қичитиб, ҳазил қилиб, киноя, кесатиш, сўкиш, уришиш, жанжаллашиш, экспрессив, кесатиқ, камситиш, пастга уриш, нафратни билдирадиган, сўкиш, эркалатиш, танбех, завқли, қувончли, кичрайтириш, бўртириш ёки кучайтириш, юқори услуб, дабдабали, ҳурматни ифодаладиган, менсимасликни билдирадиган, узрли, бетакаллуф, мазах қилиш, кулгили, хўрлаш, сўкиниш, беҳаёлик каби стилистик фарқлаш шкаласида сўзлашувга оид ФБлардан пастдаги позицияни эгаллаган ФБларни тушунамиз¹⁶⁹.

Европа лингвистик олимларидан бири Валентин Дмитриевич Девкиннинг таъкидига кўра, “коллоквиалистика” атамаси кундалик норасмий тилни ўрганишни англатади ёки одатда “сўзлашув нутқи” деб аталади¹⁷⁰. Коллоквиалистика термини Девкин томонидан илмий фойдаланишга киритилган. Ушбу термин ихчам, бир сўзли ва таърифлаб бўлмайдиган исм сифатида қулайдир. Лотин тилидаги “*colloquium*” “суҳбат” сўзидан келиб чиққан сўзлар француз, испан, италян, инглиз, немис ва бошқа тилларда ҳам кенг тарқалган, тилшуносликда “сўзлашув тилига хос бўлган сўзлар ва иборалар”¹⁷¹ деган маънони англатувчи “коллоквиализм” атамаси қўлланилади.

Сўнгги ўн йилликларда нутққа қизиқиш сезиларли даражада ошди. Н.Б.Шведова, Э.Г. Ризел, В.Д. Девкин, Э.А. Земская, О.Б. Сиротинина, О.А. Лаптеванинг асарларида коллоквиал ўзига хосликни ўрганиш назариясининг кўплаб масалалари ишончли тарзда ҳал қилинди. Бироқ, тилнинг сўзлашув шакллари тавсифлашнинг умумий лингвистик тамойилларини кўриб чиқишга бағишланган монографик асарлар ҳали мавжуд эмас.

¹⁶⁹ Отақулов Н.Б. Субколлоквиал фразеологик бирликларнинг экспрессив – стилистик характеристикаси. НамДУ, Илмий ахборотнома, 2022 й, 3-сон, 465-б.

¹⁷⁰ Девкин В.Д. Немецко-русский словарь разговорной лексики. Автор: В.Д.Девкин. Словарное издательство ЭТС. М., 1974, С3.

¹⁷¹ Ахманова О.С. «Словарь лингвистических терминов» О. С. Ахмановой 1969.

Субколлоквиал фразеологик бирликлар бир томондан, ҳиссий-экспрессивликка бойлиги билан, иккинчи томондан, улардаги ифоданинг пастки қисмига чизик чизилганлиги билан ажралиб туради. СФБнинг экспрессив ва стилистик хусусияти *норозилик, нафрат, истеҳзо, газаб, танқиднинг ҳиссий кўринишлари* билан ажралиб туради: *pisser de la copie* (ёки *sa copie*) – (газетага мақолалар ёзмоқ) ўз хўжайинига қарши чиқиш, *prendre la vache et son veau* – боласи бор аёлга уйланмоқ, *bouffer des briques* – оч қолмоқ, *régaler ses amis* – ичини тозаламоқ, сурги қилмоқ; *avoir barbe* – роса (ўлгудай) ичмоқ, отиб (ичиб) олмоқ, маст бўлмоқ; *tomber dans la dèche* – пулсиз ўтирмақ, бир тийини (сарик чақаси) ҳам йўқ бўлмоқ, қашшоқликда, муҳтожликда яшамоқ, қашшоқликка тушмоқ; *emballer une fille* – қизни ўзига мойил қилмоқ ва б.

Ўзбек тили жуда бой тил бўлганлиги сабабли, оғзаки содда тилда ишлатиладиган фразеологизмлар ҳам талайгина, масалан: *димогига қурт тушди, димогидан эшак қурти ёғилади* – ўта даражада кеккайиб, кибр-ҳаволи бўлмоқ¹⁷²; *тўнкага ўхшаган* - бирор кимсага ёки нарсага эътиборсиз киши ҳақида; ҳеч нарса ни тушунмасдан тўнкадай турадиган киши ҳақида; *гўрга киргизмоқ* – уялтирмоқ; *адо қилмоқ* - уялтирмоқ; тугатмоқ; *ўзини ўту-чўққа урмоқ* – қўлидан ҳеч нарса келмаса ҳам ҳар хил ишга қўл урмоқ; *бошини айлантирмоқ* – бирор бир қизни ўзига ром қилмоқ; *оёқда туролмайди* - маст ҳолда, зўрға-зўрға, аранг юрмоқ каби СФБ учратишимиз мумкин.

Шу билан бирга, субколлоквиал фразеологик бирликларга мисол қилиб, “*ўтирса ўпоқ, турса сўпоқ*” иборасини олсак, бу ибора кўроқ қандай иш қилишидан қатъий назар, яхши иш қилса ҳам, ёмон иш қилса ҳам ёмон кўриниб қолувчи инсонларга нисбатан ишлатилади. Халқимиз орасида жуда кенг тарқалган субколлоквиал фразеологик бирликларидан “*Ғунажин кўзини сузмаса, буқа ипини узмайди*” мисол тариқасида оладиган бўлсак, “*ғунажин*” – аёл киши образида, “*буқа*” - эса эркак киши образида келган бўлиб, маъноси аёллар кўзини сузмаса, эркаклар аёлларга гап отмайди, ишқий муносабатга чорламайди деган маънони англатади.

Шунингдек, “*Тоққа чиқмасанг, дўлона қайда*” ибораси ҳам халқимиз орасида тез-тез такрорланиб туради, “*Тоғ*” сўзи уйланиш маъносида, “*дўлона*” эса аёл киши маъносида қўлланилиб, субколлоквиал фразеологик бирликларга айнан мисол бўла олади. “*Тегинмагин калга, ўзи келар ҳолига*” фразеологик бирлиги ҳам асосан кундалик ҳаётимизда оғзаки нутқимизда кўп қўлланилади. “*кал*” субколлоквиал сўзи айнан сочи йўқ одамларни эмас, балки “*кал*” субколлоквиал сўзи ортида яширинган қандайдур жисмонан ёки ақлан камчилиги бор одамларга нисбатан ишлатамиз. Масалан: ўзи бошидан ўтказиб ўзининг қилмишларини англаб етмагунча ичи қора, иккиюзламачи, инсофсиз инсонларга қанча танбех берсангиз ҳам ўзгармайди, деган маънода қўлланилади.

ФБларнинг содда сўзлашув тилига оидлиги уларнинг таркибида содда сўзлашув тилида қўлланиладиган сўз ва ибораларнинг, дағал сўзларнинг, соматизмларнинг, эскирган сўзларнинг, диалектизмларнинг, кенг тарқалган атоқли отларнинг, инс-жинсларни тилга олишининг, ҳайвонлар номларининг мавжудлиги билан аниқланиши мумкин, француз тилида олинган мисоллардан: *Jean farine* – соддадил одам, гўл одам; *tête de cochon* – эшакдай ўжар, қўйдаи тихир; *coup de lapin* – гарданга ўлдирадиган даражадаги оғир зарба; *tirer ses grègues* – дов-дастакни йиғиштириб жўнамоқ, жуфтакни ростламоқ, қочиқ қолмақ; *la fin des haricots* – шу билан тамом, иш тамом вассалом; *crever à la peine* – зўр келиб узилиб

¹⁷² Раҳматуллаев Ш. Ўзбек тилининг фразеологик луғати. – Т.: Ўқитувчи, 1992. – 74-б.

кетмоқ, зўриқиб (уриниб, кучаниб) шикаст топмоқ (орттирмоқ), шикастланмоқ, лат емоқ, путурдан кетмоқ, ишдан чиқмоқ; *faire une vadrouille* – уриш-жанжал (тўполон) қилмоқ, уриш-жанжал чиқармоқ, уриш-жанжал чиқариб тартибни бузмоқ, айш-ишрат қилмоқ, ичкиликбозлик қилмоқ; *serrer les fesses* – кўркмоқ, ҳайқмоқ, чўчимоқ; *prendre son pied* – маза (хузур, гашт) қилмоқ, завқланмоқ, роҳатланмоқ, сел бўлмоқ, хуш ёқмоқ ва б.

Ўзбек тилида учрайдиган мисолларни кўрадиган бўлсак, *бўри еб кетармиди* – ҳеч нарса ўлмайд¹⁷³; *бургага аччиқ қилиб кўрпани куйдирмоқ* – арзимаган нарсани деб жаҳл устида ножўя, зарарли иш қилиб кўймоқ; *жин урди (жин тегдими?)* – дард-иллатга чалинди; *жиннилик қилмоқ* – аҳмоқлик (тентаклик) қилмоқ; майнабозчилик қилмоқ, бемаза қилиқлар билан масхарабозлик қилмоқ, қизикчилик қилмоқ; ўзини тентак қилиб кўрсатмоқ;

Кўриб чиқиладиган қатлам, бир томондан, ҳиссий-экспрессив мазмуннинг бойлиги билан иккинчи томондан, улардаги ифоданинг куйилиги билан ажралиб туради. СФБнинг экспрессив ва стилистик хусусиятлари норозилик, менсимаслик, истехзо, нафрат, қоралашнинг ҳиссий мазмуни билан ажралиб туради.

Стилистик чегараларнинг ҳаракатчанлиги бу ҳодиса замонавий тилшуносликнинг долзарб масаласидир. Бу ҳодиса ягона тил ривожланишидаги ички янгиланиш тенденцияларга ҳам, демократлаштиришга олиб келадиган экстралингвистик сабабларга ҳам боғлиқ. Стилистик жиҳатдан қисқартирилган фразеология меъёрий жиҳатдан бир хил қатламдир, шунинг учун сўзлашув фразеологик бирликлари биринчи бўлиб услублараро фразеологик бирликлар тоифасига киради, сўнгра умумий арго/жаргоннинг фразеологик бирликлари ва шундан кейингина сўзлашув фразеологик бирликлари киради.

Тилни демократлаштиришга объектив жараён сифатида қараш керак, уни тубдан пуристик ёки тубдан нормаллаштиришга қарши ёндашиш керак эмас. СФБни объектив воқелик сифатида кўриб чиқиш ва миллатда мутаносиблик ва дид ҳиссини изчил ривожлантириш керак.

Албатта, биз хоҳлаймизки йўқми тилда янги иборалар пайдо бўлиб бораверади, даставвал булар асосан оғзаки нутқда пайдо бўлиб, кейин секин-аста оммалашиб боради.

¹⁷³ Раҳматуллаев Ш. Ўзбек тилининг фразеологик луғати. – Т.: Ўқитувчи, 1992. – 58-б.

ФРАНЦУЗСКИЙ ЯЗЫК КАК СРЕДСТВО ПРОФЕССИОНАЛЬНО-ОРИЕНТИРОВАННОГО МЕЖКУЛЬТУРНОГО ОБЩЕНИЯ

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Аннотация: Проблема профессионально-ориентированного обучения иностранным языкам находится в центре внимания современных ученых и приобретает все большее значение. Целью профессиональноориентированного обучения французскому языку бакалавров по направлению «Туризм» является формирование профессиональных иноязычных компетенций межкультурного общения, способности интерпретировать информацию на французском языке и коммуницировать с представителями франкоговорящих стран.

Ключевые слова: французский язык; бакалавриат; туризм; межкультурное общение; межпредметные связи; лингвострановедение; интерактивное обучение.

Annotation: The problem of professionally oriented teaching of foreign languages is in the center of attention of modern scientists and is becoming increasingly important. The goal of professionally oriented French language training for bachelors in the field of “Tourism” is the formation of professional foreign language competencies in intercultural communication, the ability to interpret information in French and communicate with representatives of French-speaking countries.

Keywords: French; bachelor's degree; tourism; intercultural communication; interdisciplinary connections; linguistic and regional studies; interactive training.

Annotatsiya: Chet tillarini kasbiy yo'naltirilgan holda o'qitish muammosi zamonaviy olimlarning diqqat markazida bo'lib, tobora muhim ahamiyat kasb etmoqda. “Turizm” yo‘nalishi bo‘yicha bakalavrlar uchun frantsuz tilini kasbiy yo‘naltirilgan tayyorlashdan maqsad madaniyatlararo muloqotda professional chet tili kompetensiyalarini shakllantirish, frantsuz tilida ma‘lumotlarni sharhlash va frantsuz tilida so‘zlashuvchi mamlakatlar vakillari bilan muloqot qilish qobiliyatidir.

Kalit so'zlar: frantsuz; bakalavr diplomi; turizm; madaniyatlararo muloqot; fanlararo aloqalar; tilshunoslik va mintaqaviy tadqiqotlar; interaktiv trening.

Предметом философского и социологического осмысления в XXI в. становится категория межкультурное иноязычное общение. Интерес к этой проблеме сегодня достиг своего пика. Глобализация международного сотрудничества обусловила высший статус иностранных языков и стала причиной пересмотра существующих программ и методик обучения, поиска иных подходов и обучающих систем, которые гарантировали бы продуктивное владение иностранными языками как средством профессионально-ориентированного общения.

Теоретических разработок и практических методик обобщения опыта обучения иностранным языкам бакалавров по туризму не так много. Владение иностранными

языками сегодня представляет интерес не как абстрактная тема, а как ключ к решению назревших в обществе практических проблем и выступает движущим фактором в социальном развитии и становлении личности современного студента и актуализируется как приобретение межкультурной и профессиональной ориентации.

Справедливо отметить, что проблема профессионально-ориентированного обучения иностранным языкам не нова. Она находится в центре внимания целого ряда современных ученых и приобретает все большее значение. Эффективность межкультурного общения, особенности национального характера коммуникантов, специфику их эмоционального склада и мышления рассматривали Н.В. Барышников, Л.Г. Веденина, Е.М. Верещагин, В.Г. Костомаров, В.Д. Попков, А.П. Садохин, П.В. Сысоев, В.П. Фурманова, А.Ю. Шашурина и др.

Основная цель курса иностранного языка в неязыковых вузах (на неязыковых факультетах) связана с приобретением студентами навыков межкультурной и профессионально-ориентированной коммуникации (эти понятия уже прочно вошли в современную лингводидактику).

В процессе обучения данный курс выступает как предмет, подчиненный профилирующим дисциплинам, и является ресурсом для накопления специальных знаний в рамках профессиональной образовательной программы, открывающим перед студентами большие возможности для ознакомления с зарубежным опытом в сфере избранной специальности.

Использование гуманитарного потенциала дисциплины «Французский язык», включение его в целевую установку и в содержание обучения страноведческих знаний обеспечит усвоение студентами реалий другой национальной культуры, расширение общего кругозора, что также способствует повышению стойкой мотивации и интереса к изучаемому языку.

На стадии профильного обучения необходимо совершенствование познавательной компетенции студентов и умение интерпретировать языковые средства, отражающие особенности профильного компонента. Утверждение о том, что изучение иностранного языка изолировано от истории и культуры невозможно, приобрело аксиоматический характер. Нами взят за основу огромный потенциал межпредметных связей иностранного языка с другими дисциплинами, который должен быть реализован в процессе изучения и взаимодействия этих дисциплин.

Нередко обучаемым предлагается принять информацию социокультурного плана как факт, при этом отсутствуют исторические или страноведческие комментарии того или иного явления. Такое изучение культуры влечет за собой непонимание, неспособность к формированию профессионального мастерства, плохое усвоение информации. Кроме того, низкий уровень иноязычной грамотности неизбежно приводит к снижению интеллектуального и нравственного потенциала общества, так как затрудняет доступ к общечеловеческим ценностям мировой культуры. Основной задачей работы является повышение общеобразовательного и профессионального уровня обучающихся через информационный материал текстов и упражнений, а также усвоение лексики в пределах, обеспечивающих возможность понимания и перевода французских аутентичных и адаптированных текстов со словарем. Задачи пособия определили отбор материала. Фактологической базой предлагаемого пособия является оригинальная научная и учебная литература, а также аутентичные материалы глобальной сети Интернет. Это тексты,

диалоги и полилоги, моделирующие типичные коммуникативные ситуации реального профессионального общения работника турфирмы или других служб, переводные и аутентичные материалы профессиональной направленности, сопровождаемые тематико-ситуативно-обусловленной лексикой и системой упражнений, направленных на развитие иноязычных профессиональных компетенций будущего специалиста по туризму.

Отметим, что данные грамматические материалы носят сопутствующий характер, поскольку основной целью обучения языку является развитие навыков и умений профессионального устного общения и формирование творческой индивидуальности обучаемых.

Стратегия профессионально-ориентированного межкультурного обучения предполагает знание языковых, предметно-содержательных и психологических компонентов, необходимых для понимания партнера по профессии и коммуникации, реализации собственной поведенческой программы, грамотных речевых суждений при проведении определенной профессиональной операции, для решения различных коммуникативных задач.

При использовании интерактивных методов обучения студенты заранее получают задания для подготовки по учебным пособиям, справочным изданиям и другим доступным материалам и отрабатывают их на практических занятиях. Интерактивные формы предусматривают применение отдельных компьютерных программ и мультимедийных курсов, презентации с использованием интерактивной доски, просмотр обучающих фильмов, анализ конкретных ситуаций, кейс-задания и др. Активные и интерактивные формы обучения зарекомендовали себя как наиболее эффективные в плане отработки нового материала, возможности применять усвоенные ранее знания и трансформировать их. На основе данных форм работы осуществляется инновационный процесс поиска и переработки информации, получения новых знаний и выработки новых умений. Применение названных форм обучения и организация работы направлены на приобретение опыта в моделировании стандартных и нестандартных ситуаций, развитие у обучающихся творческого мышления, эмоциональной памяти, внимания, фантазии, воображения. Однако немаловажную роль в этой связи играет повышение продуктивности обучения и мотивации к изучению французского языка. Особый интерес для обучаемых представляет ретроспективный анализ происхождения и многовековая история французского языка. Мы ограничимся лишь небольшой справкой о функционировании французского языка в мировом пространстве.

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BOSHLANG'ICH SINFLARDA CHET TILINI O'RGANISHDA KOMMUNIKATIV O'YINLAR HAMDA ULARNING AHAMIYATI

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Annotatsiya: Ushbu maqolada boshlang'ich sinf o'quvchilarida chet tili ko'nikmalarini oshirish va boshlang'ich sinf o'quvchilariga chet tilini o'rganishda kommunikativ o'yinlar uchun pedagoglar mahorati, chet tilini o'rgatishda qo'llaniladigan turli xil metodlar va chet tilining o'quvchilar uchun qanchalik muhim ahamiyatga molik ekanligi haqida so'z boradi. Hozirgi kunda har bir yosh avlod xorijiy tillarni bilishi zamon talabi.

Kalit so'zlar: ko'nikma, malaka, muloqot oldi faoliyatlari, konservativ metod, savol-javob, debatlar, kommunikativ o'yinlar, dialog, muloqot.

Аннотация: В данной статье навыки педагогов по совершенствованию владения иностранным языком у учащихся начальных классов и коммуникативные игры при изучении иностранного языка у учащихся начальных классов, различные методы, применяемые в обучении иностранному языку и иностранному языку, рассказывает о том, насколько это важно для учащихся. В наше время каждому молодому поколению необходимо знать иностранные языки.

Ключевые слова: умение, компетентность, предкоммуникативная деятельность, консервативные метод, вопрос-ответ, дебаты, коммуникативные игры, диалог, общение.

Annotation: Dans cet article, les compétence des pedagogues pour ameliorer les competances en langues etrangeres chez les eleves du primaire et les jeux communicatifs dans l'apprentissage d'une langue etrangere aux eleves du primaire diverses methods utilisees dans l'enseignement des langues etrangeres et la langue etrangere. Il parle de son importance pour les etudiants. De nos jours, chaque jeune generation a besoin de connaitre des langues etrangeres.

Mots clés: habilité, competence, activites de pre-communication, methode conservatrice, question-reponse, debats, jeux communicatifs, dialogue, communication.

Chet tilini o'qitishda kommunikativ o'yinlardan foydalanish zamonaviy pedagogik texnologiyalardan foydalanish judayam yaxshi samara beradi. Mashg'ulotlarda kommunikativ o'yinlardan foydalansa, o'quvchilarda chet tilini o'rganishga faol qiziqish vujudga keladi va chet tiliga doir bilimlarni egallashga intilish kuchayadi. Bunday mashg'lotda asosan o'quvchilar faolligi kuzatiladi, o'qituvchi esa ularni yo'naltiruvchi vazifasini bajaradi.

Hozirgi kunda yurtimizda yosh avlodni bilimli va salohiyatli tarbiyalash uchun turli xil islohotlar amalga oshirilmoqda. Bularning natijasi o'laroq yosh avlod har tomonlama komil bo'lib yetishmoqda. Hozirgi kunda har bir yosh xorijiy tillarni bilishi zamon talabi. Jumladan,

boshlang'ich ta'lim sohasida bu yo'nalishga katta e'tibor berilmoqda. Va bu yuzasidan turli xil islohotlar amalga ishirlamoqda. Masalan:

O'zbekiston Respublikasi Prezidentining 2012 yil 10 dekabrda "Chet tillarni o'rganish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida"gi 1875 sonli qarori bunga yaqqol dalil desak mubolag'a bo'lmaydi. Chet tillarini o'rgatishda kommunikativ o'yinlarning roli albatta muhim. Chunki, bola salohiyatini kengaytirib, diqqatlik darajasini oshiradi. Darsga qiziqish bilan birgalikda mas'uliyat hissi yanada ortadi. Ya'ni o'quvchilar quyidagi hollarda tilni o'zlashtiradilar: 1) ko'p miqdorda yangi materiallar olganlarida, 2) o'quv jarayonlarida faol ishtirok etganlarida, 3) o'quvchilar jamoasida ijobiy his-tuyg'ular va qulay munosabatlarga ega bo'lganda. Demak, o'yinlar o'quvchining o'ziga ishonchini yanada ortishiga yordam beradi. So'ngi yillarda chet tillarini o'rganishga va o'qitishga bo'lgan e'tibor sezilarli darajada oshib bormoqda. Bu esa chet tili darslarini, xususan, fransuz tili fanini qiziqarli qilib o'tishni ya'ni turli innovatsion metodlardan, texnik vositalardan, turli xil o'quvchini jalb qiluvchi, interfaol o'yinlardan foydalanishni taqozo etmoqda. Dars davomida bunday o'yinlardan foydalanish o'quvchining fanni o'rganishga bo'lgan ishtiyoqini yanada oshiradi. Bu o'yinlarga talaygina misollarni keltirib o'tamiz:

- OBJECT-bu o'yin o'quvchilarning so'z boyligini oshiradi.
- Tennis o'yini- bu o'yin o'quvchilarning tezligini oshiradi.
- Les jeux de presentation- bu o'yin o'quvchilarning diqqatini va mas'uliyatini oshiradi.
- Les jeux de vocabulaire et/ou grammaire- bu o'yin o'quvchilarga tug'ri gap tuzish va erkin muloqotni o'rgatadi.
- Les jeux écrits- bu o'yin har bir mavzu yuzasidan muayyan fikr yuritishni o'rgatadi.
- Les jeux de revision- bu o'yin xulosa qilishni va xatolar ustida ishlashni o'rgatadi.
- Jeux de rôles et de simulation- bu o'yin tezkorlik bilan aniq bir qarorga kelishni, qaror qabul qilishni o'rgatadi.
- Les discussions en classe de langue- bu o'yin o'z fikrini bayon qila olish va o'zini haq ekanini isbotlay olishni o'rgatadi.

Va shu kabi bir qancha o'yinlarni misol qilsak bo'ladi. O'yinlardan foydalanishda ularni bolalarning bilimiga va yoshiga qarab o'zgartirishimiz, ya'ni osonlashtirishimiz yoki qiyinlashtirishimiz mumkin.

Xulosa

Xulosa qilib aytganda, boshlang'ich sinf o'quvchilariga til o'rgatishni majburiyat sifatida emas, aksincha, qiziqarli o'yinlar va innovatsion metodlardan foydalangan holda olib borishi, ularning kelajakda oladigan bilimlari uchun poydevor bo'lib xizmat qilishi mumkin. Shunday ekan, ta'lim tizimi ham o'z oldiga erkin fikrlovchi, barkamol, yetuk shaxsi tarbiyalashni vazifa qilib qo'yar ekan, kelgusida biz bo'lajak o'qituvchilar innovatsion texnologiyalardan samarali foydalanish yo'llarini yanada mukammal ishlab chiqib uni tadbiriq qilish bilan o'z hissamizni qo'shishimiz dardkor.

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YOZUV KO'NIKMASINI SHAKLLANTIRISH UCHUN MASHQLAR TIZIMI

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Annotasiya: Ushbu maqolada hozirgi kunda dolzarb muammolardan biri bo'lgan yozuv ko'nikmasini shakllantirish va shu bilan birga rivojlantirishni va namuna sifatida aksariyat mashqlar tizimini ochib berdik.

Kalit so'zlar: Mavzuga kirish, yozuv ko'nikmalari, alifbo, yozuv nutq faoliyatining turi, yozuv mezonlari.

Annotation: In this article, we have revealed the formation and development of writing skills, which is one of the most pressing problems today, and the system of exercises as an example.

Keywords: Introduction to the topic, writing skills, alphabet, type of writing and speech activity, writing criteria.

Аннотация: В данной статье мы раскрыли формирование и развитие навыков письма, что является одной из наиболее актуальных проблем на сегодняшний день, и на примере системы упражнений.

Ключевые слова: Введение в тему, навыки письма, алфавит, вид письменной и речевой деятельности, критерии письма.

Hozirgi paytda xorijiy tillarni o'rganish va o'qitishga yurtimizda katta ahamiyat berilmoqda. Bu ham albatta bejiz emas. Bugun jahon hamjamiyatida o'ziga xos munosib o'rin egallashga intilayotgan mamlakatimiz uchun chet ellik sheriklarimiz bilan hamjihatlikda, hamkorlikda o'z buyuk kelajagini qurayotgan xalqimiz uchun xorijiy tillarni mukammal bilishning ahamiyatini baholashni harajati yo'qdir. Til o'rganish dunyoqarashi keng ,madaniyatli shaxslarni tarbiyalab yetkazishdir. Chet tilida nutq faoliyati turlarini o'rgatish muhim hisoblanadi.

Ular orqali malumot olinadi, malumot beriladi bu esa chet tilini o'qitishning maqsadini tashkil qiladi. Malumot olish tinglab tushinish va o'qish orqali amalga oshsa, malumot berish gapirish va fikrni yozma bayon qilish orqali amalgam oshadi. Nutq faoliyqtining turlari quyidagilar: tinglab tushinish, gapirish , o'qish va yozishdir. Men bu mavzu orqali yozuv nutq faoliyatining turi va malaka sifatida ekanligini ochib beraman. Zamonaviy chet tilini o'rgatish metodikasida „yozma nutq” va „yozuv” tushinchalari farqlanadi. Bilamizki, kommunikatsiya og'zaki va yozma nutqlardan iborat. Og'zaki nutqning komponentlari tinglab tushinish ,gapirish orqali kommunikatsiya amalga oshsa, yozma nutq orqali xam bu jarayon ro'y beradi. Yozma nutqning komponentiga o'qish va yozuv kiradi. Yozuv yozma nutqning ajralmas komponenti hisoblanadi. Yozuv nutq faoliyati hisoblanadi. U orqali malumot almashinadi. Chet tilini o'rgatishda yozuv muhim o'rin tutadi. U orqali o'ziga axborot, malumot beriladi. Yozuv tufayli

biz malumotni ko'p vaqt ,xatto asrlargacha saqlab qolamiz, kelajak avlodga beshikast yetkazib beramiz .Yozuv bo'lmasa shuncha ilmiy – tarixiy boyligimiz saqlanib qolmas edi, biz ulardan behabar qolar edik. Maktabda o'rganiladigon chet tildagi nutq faoliyati turlaridan yozuvning farqi uning o'rganishda tutgan mavqei bolib, u o'qitish maqomiga ega emas,balki ta'lim vositasi hisoblanadi.

Yozuv ko'nikmalari: Yozma nutq tegishli hususiy malakalarga asoslanadi. Yozuv ya'ni yozma nutq malakalari quyidagi ko'nikmalardan tashkil topadi:1. husnixat ko'nikmasi 2.imlo ko'nikmasi 3.tuzish ko'nikmasi yani yozma fikr bayon etish maqsadida gaplarni birlashtirish 4.yozuvni leksik va grammatik ko'nikmalari kabilar.Yozuv mehanizmlari ham mavjud. Mehanizm deganda o'zi yozuv nimalar orqali amalga oshishi tushiniladi.Mashhur psihologik olim N G Jinning guvohlik berishicha yozuv mehanizimi 2 bosqichdan 1) harflardan so'z yasash va 2) so'z va so'z brikmalaridan yozma axborotlar tuzishdan tashkil topadi. Har bir chet tilini o'rganayotganimizda albatta alifbodan o'rganamiz . shuning uchun ham alifbo til o'rganish uchun eng yaxshi vositadir. Ayniqsa yosh boshlang'ich sinflarga chet tilini o'rgatyganda albatta o'sha til alifbosidan boshlab o'rgatish lozim.

Yozuv nutq faoliyatining turi: Yozuv boshqa nutq faoliyatlarini shakillantirishda vositachilik qiladi . Yozuv orqali o'zgani fikrini yozib olamiz o'qiganimizni yozsak xotiramizda yaxshi saqlanadi, gapirish uchun ma'lumot to'playmiz , gapirishimiz oson bo'ladi . Yozuvni o'rganish orqali o'qishni ham o'rganamiz.

Chet tili grammatikasi turli xilligi : Nemis ispan, ingliz ,fransuz tillari tovush-xarf bog'lanishi o'quvchilar ona tilisidagidan farq qilishi xollariga duch kelamiz 1) Tovush bilan xarf miqdorining mos kelmasligi (chet tilida bir tovushga ikkita (digraph) va uch (bazan undan xam ko'p) harf to'g'ri keladi.2) Xarfning turlicha o'qilishi . Chet tildagi undosh (masalan [c])o'rniga qarab , xar xil tovushni ifodalaydi.)3 Xarflarning bir nechasi (masalan [k] tovushini c , k, q xarflari orqali belgilanishi)4) Bazi xarflar chet tilda oqilmaydi(shartli „soqov’’ xarf deyiladi)

Yozuv mezonlari :1)Fonetik mezon; So'z yozilishi ifodalayotgan tovushga mos keladi.(ing.tilida pen, ispan tilida dama, olmon tilida kurz,fransuz tilida trou) **2)Morfologik mezon:** fonetik xolatiga qaramay so'zning mano ifodalovchi qismi (old qo'shimcha, o'zak sufks,)yozilishi o'zgarishsiz qoladi.(Masalan: names tilida Hand so'zida oxirgi harf t o'qilsa yozilishi o'zgarmaydi.) **3)Ananaviy mezon:** (tarixiy) fonetik va morfologik imlo qoidasiga bo'ysunmaydi,tarixan qabul qilingan tarzda yozilaveradi.(Masalan ingliz tilida door, nemis tilida ver,fransuz tilida aube)**4)Ieroglif (ieroglafiya) mezon:**aytishda bir xil (omofon) so'zlar yozilishda o'zgacha qiyofaga ega bo'ladi (ingliz tilida here-hear, nemis tilida saite-seite,fransuz tilida tant-tamps.)

Yozuvni o'rgatuvchi mashqlar tizimi :Mashqlar yozuv texnikasini o'rgatish va fikrni yozma bayon qilish bo'yicha bo'ladi. Ular ikki tipga bo'linadi. **1) til yoki tayyorlov va 2) nutq mashqlari** Xarflar, xarf birikmalarining, so'zlar va so'z birikmalarining to'g'ri yozilishi, so'zlardan jumlar tuzish, matn ustida ishlaganda esa uni qisqartirish, reja tuzib yozishni o'rgatadigan mashqlar qo'llanadi.Fikrni yozma bayon qilshga o'rgatadigan mashqlar nutq mashqlari xisoblanadi. Bunday mashqlarga bayon, insho va chet ellik do'stalrga xat yozishni, anotatsiya tuzishni, bir mavzuni yozma bayon qilishkabilar kiradi.Tayyorlov mashqlari eng avvalo namunalar asosida bajariladigan mashqlarni ko'chirib yozish, ularni kengaytirish yoki soddalashtirish kabilarini o'z ichiga oladi. Tayyorlov mashqlarini yana bir turi axborotni o'z so'zlari bilan xikoya qila olish ko'nikmasini rivojlantirish uchun matnni qisqartirish yoki uni kengaytira olish kabi mashqlardan foydalana olishi mumkun.Yozuvni rivojlantirishga

mo'ljallangan nutq mashqlari mazmun jixatidan bir biri bilan bog'langan gaplarni eslab aytish, yozish mashqlari bilan boshlanadi. Yozuvni shakillantirishda mashqlar, yozma ishlar, diktant, bayon, tasvirlash, xikoya qilish, insho yozish, xat yozish kabi turlaridan foydalaniladi. Yozuvni tekshirish va nazorat qilish. Fransuz tili o'qitish metodikasi yozuv malaka, ko'nikmalarni nazorat qilishga, tekshirishga yetarli axamyat berishni talab qiladi. Uni nazorat qilishning asosiy obyekti yozuv malaka va ko'nikmalari deb qaraladi. Bu narsa grafiko va imlo malakalari nazorat qilinmaydi degan manoni bildirmaydi. Yozuv va imlo malakalari qay darajada shakillanganligini tekshirishda tinglab diktant yozishdan foydalanish mumkun. Bunday diktantni vazifasi o'quvchilarning tovushli nutqini yozma nutqqa aylantirish malakasini tekshirishdan iborat. O'qituvchi yozilgan diktantni kelgusi darsgacha o'rganib chiqishi, o'quvchi, talabalar yo'l qo'ygan xatoni taxlil qilishi lozim.

Fikrni yozma bayon qilish ko'nikmalarini tekshirish paytida tasvirlash, hikoya qilish, insholar va shuningdek, chet ellik tengqurlarga xat yozish, tekshiruv topshirig'i sifatida qo'llanishi mumkun. Bunday topshirig'lar uyda yozib kelish uchun berilishi xam mumkun. Bunday topshirig'lar yozib chiqilgach, o'qituvchi ularni tekshirib bo'lgandan keyin ulardagi tipik xarakatlarni sinifda taxlil qilish katta axamyatga egadir. Umuman ingliz tilini va shu bilan yozuvni o'rgatishda o'quvchi talabalar daftarini muntazam ravishda tekshirib turish juda foydalidir.

Xozirgi zamon chet tillar o'qitish metodikasi o'quvchi, talabalar yozma nutqidagi o'z xatosini tushunib olgan va muayyan ishni xatosiz bajara olgan paytdagina xatolar talrorlanishini oldini olish mumkun, deb xisoblaydilar. Bazi chet el metodistlari o'quvchi talabalar ongida xatolar o'rnatib qolmasligi uchun ular xato qilmasligi va xatoni ko'rmasligi kerak degan nazaryaga asoslanib, o'quvchi talabalar yo'l qo'ygan xatolarni to'g'rilashni taklif qiladilar. Yozma ishlarni tekshirishda o'quvchilar o'z xatolarini aniq ko'rishlari va ularni ongli ravishda tuzatish uchun xatolarni tagiga chizib qo'yishi, daftar xoshiyasiga ularni qanday xatolar ekanligini ifodalovchi belgilar qo'yish tafsiya qilinadi. Xatolar ustida ishlash ularning xarakteriga bog'liqdir. Masalan, imlo va grafik xatiga yo'l qo'ygan o'quvchidan xato yozilgan so'zlarni bir necha bor yozish talab qilinadi. Gramatik va leksik xatolar ustida ishlashda o'quvchi, talabalarga bu xodisani gapda to'g'ri ishlatish tushuniladi. Xozirgi paytda fransuz tilida 5-6 siniflarda bitta mashq daftari tutish maqsadga muvofiqdir. U bir chiziqli oddiy 12 yoki 18 varoqli daftar bo'lishi, katak daftar bo'lmasligi talab qilinadi. 7-sinifdan boshlab 1 ta mashq daftaridan tashqari lug'at daftar tutish tafsiya qilinadi. 5-6siniflarda lug'at daftarining zaruriyati yo'q. Chunki o'rgatilayotgan so'zlar kam va xammasi mashqlarda uchraydi, og'zaki o'rgatiladi. 7- sinifdan boshlab esa passif leksika ko'payadi, ular xammasi yozma mashqlarda uchraydi. Mashq daftarining chap tomonidan xoshiya qoldiriladi. O'qituvchi xatolarni to'g'ri yozishni ko'rsatib yozib qo'yadi. Lug'at daftari xam bir chiziqli bo'lib, 2 qisimga bo'linib, fransuzcha so'z, tarjimasi yoziladi. Mumkun bo'lsa daftarini ko'p varog'ligidan tutilib uni 8-9 siniflarda ham ishlatish mumkun. O'quvchilar daftar ustiga soda qilib maktaf, sinf, ism, familiyani yozishlari maqul. Uni o'quvchi o'zi yoza olishi, o'qiy olishi oson bo'ladi.

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BOLALARNING ESHITISH KO'NIKMASINI BOSQICHMA-BOSQICH RIVOJLANTIRISH UCHUN MASHQLAR TIZIMI

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Annotatsiya: Bolalarda chet tilini o'rganishda eshitish qobiliyatini rivojlantirish ularning kelajagi uchun katta ahamiyatga ega bo'lgan jarayon. Ushbu jarayon har bir bolada har xil bosqichda o'tadi. Bu esa ularning psixologiyasi va ta'lim muassasidagi olayotgan ta'limga bog'liqdir. Ushbu maqolada o'quvchilarning eshitish qobiliyatini rivojlantirishning afzalliklari va usullari haqida batafsil bayon qildik.

Kalit so'zlar: Eshitish qobiliyati, o'quvchilar psixologiyasi, kompyuter texnologiyasi, interaktiv metodlar.

Аннотация: Развитие слуховых навыков у детей, изучающих иностранный язык, представляет собой процесс, имеющий огромное значение для их будущего. Этот процесс протекает на разных этапах у каждого ребенка, зависит от его психологии и образования, которое он получает в образовательном учреждении. В этой статье мы подробно описали преимущества и методы развития слуховых способностей учащихся.

Ключевые слова: Слух, психология студентов, компьютерные технологии, интерактивные методы.

Annotation: Development of auditory skills in children learning a foreign language is a process of great importance for their future. This process takes place at different stages in each child. It depends on their psychology and the education they receive in the educational institution. In this article, we have described in detail the advantages and methods of developing the hearing ability of students.

Keywords: Hearing ability, student psychology, computer technology, interactive methods.

Hozirgi vaqtda kompyuter texnologiyalari ta'lim va tarbiya jarayonida faol qo'llanila boshlandi. Bolaning yoshiga va foydalaniladigan dasturlarga qarab, kompyuter o'yinda raqib rolini o'ynashi, ertakchi, o'qituvchi yoki tekshiruvchi bo'lishi mumkin. Bolalarning turli xil aqliy funksiyalarini rivojlantirishga qaratilgan turli xil kompyuter vositalari mavjud, masalan, vizual va eshitish idroki, diqqat, xotira, og'zaki va mantiqiy fikrlash va boshqalar. Kompyuter ta'lim sohasida qo'llanila boshlangandan beri "yangi axborot texnologiyalari" (NIT) atamasi paydo bo'ldi. Telekommunikatsiya vositalaridan foydalanilgandan keyin "axborot-kommunikatsiya texnologiyalari" atamasi - AKT paydo bo'ldi. Ta'limda axborot madaniyatini shakllantirish, avvalo, AKT yordamida va vositalar orqali sodir bo'ladi. Amaliyot shuni ko'rsatadiki, yangi

axborot texnologiyalarisiz hech narsani tasavvur qilishning iloji yo'q. Eshitish qobiliyatini rivojlantirish darslarida informatsion-kompyuter texnologiyalaridan foydalanish bolalarga dunyoning axborot oqimlariga yo'naltirilgan bo'lishiga yordam beradi. Zamonaviy texnik vositalar yordamida ma'lumot almashish qobiliyatini rivojlantiradi. Ta'lim berishning ijobiy motivatsiyasini oshiradi, o'quvchilarning bilim faolligini faollashtiradi. Ko'rinib turibdiki zamonaviy texnologiyalar rivojlangan paytda chet tillarini o'rganish biroz qiyinlik qilyabdi bunga misol qilib turli xil telefonlarni yoki planshet, noutbuklarni hattoki hozirda paytda juda tezlikda rivojlanib ketayotsa sun'iy intellektni misol tariqasida aytish mumkin shunday ajoyib narsalar ixtiro qilinyotgan bir pallada til o'rganish qiyinroq tuyilishi talabalar uchun tabiiy holdir. lekin hozirgi kunda tilni o'rganish uchun zamonaviy texnologiyalar bilan hamohang rivojlantirish metodlari o'ylab topilgan. Bular o'quvchilarni qiziqtirgan holda tilni oson qulay vaqtda tez o'rganish imkonini beradi bu esa yaxshi natija.

Chet tillarini o'rganishning eng samarali usullari: 1 O'quvchilarni qaysi til bo'lishidan qat'iy nazar shu tilga qiziqтира bilish kerak. Avvalo, shu tilga oid video qo'yib berish kerak shu tariqa fanga qiziqтира boshlash kerak. 2 dars davomida qisqa o'n minutlik tanaffus berib ozroq o'quvchilar miyyalarini sovutish kerak keyin yana dars davom etadi. 3 Birinchi navbatda eshitish qobiliyatini rivojlantirish natijasini yaxshiroq qilish uchun faqat qisqa audiolar bilan emas, balki Youtubeda platformasi orqali qisqa metrajli video yoki qo'shiq eshitish kerak shunda o'quvchi zerikmaydi ham tez o'rganadi.

Yangi mavzuni tushuntirish va mustahkamlash uchun multimedia vositalaridan foydalanish, ayniqsa o'yin uslubida, bolalarning beixtiyor e'tiborini tortadi, ixtiyoriy e'tiborni rivojlantirishga yordam beradi. Men o'z ishimda, eshitish qobiliyatini rivojlantirish darslarida multimedia vositalaridan faol foydalanaman. Kompyuter taqdimotlaridan foydalanilganda, idrok tezroq rivojlanadi, bilish faoliyatidagi psixofizik jarayonlar - xotira, diqqat, idrok, tasavvur shakllanadi. Taqdimotlarim rangli animatsion slaydlardan tashkil topgan, bu mening darslarimda katta yordamchilar bo'ladi. Har bir pedagogning kasbiy mahoratiga ta'sir etuvchi muhim omillardan biri bu o'z-o'zini tarbiyalashdir. Yangi texnika, usul va texnologiyalarni izlash dolzarbdir. Shuni hisobga olgan holda AKTni ishda va dars jarayonlarida qo'llash: 1 PowerPoint dasturida bolalar bilan ta'lim faoliyati samaradorligini oshirish uchun taqdimotlar yaratish; 2 PowerPoint dasturida yaratilgan taqdimotlardan foydalanish. Bola uchun qiziqarli bo'lgan material yaxshi singdirilishi hech kimga sir emas. Multimedia taqdimotlari sizga o'quv va taraqqiyot materiallarini jonli qo'llab-quvvatlovchi tasvirlar tizimi sifatida taqdim etishga imkon beradi. Bunday holda, turli xil idrok-tafakkur operatsiyalari ishtirok etadi, bu esa ma'lumotni nafaqat haqiqiy, balki assotsiativ shaklda ham bolalar xotirasida saqlashga imkon beradi. Bolalarni o'qitish jarayonida kompyuterlashtirilgan slayd-prezentatsiyalardan foydalanish quyidagi afzalliklarga ega.

Zamonaviy texnologiyalar: Slayd-prezentatsiyalardan foydalanish afzalliklari: 1. Ma'lumotlarni polisensor idrok etish; 2. Multimedia proyektori va proyeksion ekran yordamida ko'paytirilgan shaklda turli xil narsalarni namoyish etish qobiliyati; 3. Audio, video va animatsion effektlarni bitta taqdimotga birlashtirish bolalarning o'quv adabiyotlaridan olgan ma'lumotlarining o'rnini qoplashga yordam beradi; 4. Sensor sezgi tizimi tomonidan idrok etish uchun qulayroq bo'lgan narsalarni namoyish etish imkoniyati; 5. Vizual funksiyalarni faollashtirish: bolaning ko'rish qobiliyati; 6. Kompyuter taqdimoti slaydlari - filmlar o'quvchilar bilan mashg'ulotlar uchun tarqatma material sifatida printerda katta bosma nashrdagi ma'lumotni namoyish qilish uchun qulay hisoblanadi. Kompyuterni o'qitish dasturlari asosida olib boriladigan multimediyada darslari

turli shakllarda (video, animatsiya, slaydlar, musiqa) taqdim etilgan audiovizual ma'lumotlarni birlashtirishga imkon beradi, hodisalar va predmetlarni namoyish etish imkoniyati tufayli bolalarning dinamikasi, beixtiyor e'tiborini kuchaytiradi. Pedagoglarda kompyuter texnologiyalaridan foydalanish malakasiga ega bo'lish elektron ommaviy axborot vositalari va internetda mavjud bo'lgan ma'lumotlar tufayli mavzu mazmuni hamda uslubiy masalalar bo'yicha ma'lumot oqimini ko'paytirishga imkon beradi. Bolalar bilan mazmunli, ijodiy, hayajonli va qiziqarli darslarning usullaridan biri bu axborot-kommunikatsiya texnologiyalaridan (AKT) foydalangan holda bilim va rivojlantiruvchi tadbirlar, interaktiv sayohat va o'yinlarni o'tkazishdir. Kompyuterda keng imkoniyatlar mavjud, chunki dars jarayonlarida kompyuter texnologiyalaridan ham frontal mashg'ulotlarda, ham individual mashg'ulotlarda foydalanish mumkin. Masalan, mavzularni o'tishda turli xil ta'limiy va rivojlantiruvchi kompyuter o'yinlaridan foydalanish. Ulardan foydalanish bolalarda sensomotor funksiyalarni rivojlanishiga yordam beradi, bolalarni o'qitish samaradorligini oshiradi, intellektual va ijodiy qobiliyatlarni rivojlantiradi. Multimedia prezentatsiyalaridan rangliligi va soddaligi bilan samarali bo'lib, eshitishda kamchiligi bo'lgan bolalar - cheksiz qobiliyatli bolalarni rivojlantirish va tarbiyalashda katta ahamiyatga ega: o'quvchining shaxsiyati shakllanadi va rivojlanadi. Biz bilamizki, o'qituvchi ishining ajralmas qismi bu ota-onalar bilan ishlashdir. AKTdan foydalanish, mening fikrimcha, ota-onalar yig'ilishlarini tayyorlash va o'tkazish vaqtini sezilarli darajada qisqartiradi, pedagogning ota-onalar bilan oson muloqot qilishini tashkil etishga yordam beradi.

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CHET TILI DARSLARIDA O'QISHNI O'RGATISH

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Annotatsiya: Mazkur maqolaning dastlabki bosqichida chet tili darsini tashkil qilish haqida yoritilgan. Chet ilida o'qishni o'rgatish uchun darslarni tashkil etish tartibi haqida va amalga oshirilishi kerak bo'lgan vazifalar haqida so'z boradi.

Kalit so'zlar : o'qish, chet tilini o'qitish, matn, idrok etish, so'zlashuv, bilvosita muloqot, intellektual rivojlanish

Аннотация: На первом этапе данной статьи рассматривается организация урока иностранного языка. Рассказывается о порядке организации уроков для обучения за рубежом и задачах, которые необходимо выполнить.

Ключевые слова: чтение, обучение иностранному языку, текст, восприятие, речь, не прямое общение, интеллектуальное развитие.

Annotation: At the first stage of this article, the organization of a foreign language lesson is considered. It describes the procedure for organizing lessons for studying abroad and the tasks that need to be completed.

Keywords: reading, teaching a foreign language, text, perception, speech, indirect communication, intellectual development.

Ma'lumki, o'qish axborot olishning asosiy vositalaridan biridir. Uning roli bugungi kunda ayniqsa katta, chunki aynan shu narsa insonga shaxsiy kognitiv ehtiyojlarini qondirish imkoniyatini beradi.

O'qish tufayli, matndan ma'lumot olinadigan jarayonda insoniyat tomonidan to'plangan tajribani ijtimoiy, mehnat va madaniy faoliyatning eng xilma-xil sohalarida uzatish va o'zlashtirish mumkin. Shu munosabat bilan o'qish natijasi, ya'ni olingan ma'lumotlar alohida rol o'ynaydi. Shu bilan birga, tahlil, sintez, umumlashtirish, xulosa chiqarish va bashorat qilishni o'z ichiga olgan o'qish jarayonining o'zi katta tarbiyaviy va tarbiyaviy rol o'ynaydi. U aqlni sayqallaydi, hislarni charxlaydi. Chet tilida o'qish nutq faoliyatining bir turi va bilvosita muloqot shakli sifatida, ko'plab tadqiqotchilarning fikriga ko'ra, ko'pchilik uchun eng zarurdir. Ona tilida so'zlashuvchilar bilan to'g'ridan-to'g'ri muloqot qilish imkoniyati, qoida tariqasida, nisbatan kam, chet tilida o'qish qobiliyati - deyarli barchasi. Shuning uchun o'qishni o'rgatish maqsadli dominant rolini o'ynaydi.

O'qish jarayoni va uning natijasi - ma'lumot olish - odamlarning kommunikativ va ijtimoiy faoliyatida katta ahamiyatga ega. Yozma muloqotning bu shakli insoniyat tomonidan to'plangan tajribani hayotning turli sohalarida uzatishni ta'minlaydi, aql-zakovatni rivojlantiradi, his-tuyg'ularni charxlaydi, ya'ni o'rgatadi, rivojlantiradi, tarbiyalaydi. Bir so'z bilan aytganda, kitobxonlik eng rivojlangan va ijtimoiy qimmatli shaxsning fazilatlarini shakllantiradi.

Dastlabki bosqichda chet tillarini o'rgatish, ovoz chiqarib o'qish - muhim rivojlanish O'qish texnikasi, ovoz chiqarib o'qish rivojlanishining yanada ilg'or bosqichlarida, asosan, nazorat va

ifodali o'qish rovida ishlaydi, maktabda chet tilini o'qitishning maqsadi o'z-o'zidan o'qishdir va ovoz chiqarib o'qish birinchi muhim qadam sifatida qaraladi. o'quvchilarning o'z-o'zidan o'qishni o'zlashtirishi, bu har ikkala turdagi bo'kirish faoliyatida ham umumiy komponentlarning mavjudligi bilan oqlanadi. Ovoz chiqarib o'qish o'z-o'zidan o'qish qobiliyatini rivojlantirishga yordam beradi, o'z-o'zidan o'qishni o'zlashtirish usuli sifatida ishlaydi. Shu bilan birga, ovoz chiqarib o'qish o'ziga xos lingvistik yoki semantik vazifalarga ega bo'lgan mustaqil nutq faoliyati turi sifatida ishlaydi. U quyidagilarda ishlatiladi:

- a) o'rganilayotgan tilning alfavit-raqam qonuniyatlarini o'zlashtirish;
- b) gapning idrok etilgan elementlarini sintagmada birlashtirib, uni ritm va intonatsiya nuqtai nazaridan to'g'ri shakllantirish ko'nikmalarini rivojlantirish.
- v) o'qish tezligini tezlashtirish;
- d) bashorat qilish qobiliyatini rivojlantirish;
- e) tushunishning to'g'riligini o'rgatish va nazorat qilish.

Chet tilida bilvosita muloqot shakli sifatida o'qishni o'rgatish maqsadining amaliy komponenti talabalarning matnlarni o'qish ko'nikmalarini rivojlantirishni o'z ichiga oladi, ulardagi ma'lumotlarni tushunishning turli darajalari:

- Asosiy mazmuni tushunish bilan (kirish o'qish) ;
- Mazmuni to'liq tushunish bilan (o'qishni o'rganish);
- Kerakli, mazmunli ma'lumotlarni olish bilan (qidirish va o'qishni ko'rish).
- Sertifikatlash talablari nutq faoliyatining ushbu turini, ya'ni ilg'or kommunikativ kompetensiyani o'rgatishda chegaradan oldingi darajaga erishishni nazarda tutadi. O'qishni o'rganish mazmuni quyidagilarni o'z ichiga oladi:
- Lingvistik komponent (lingvistik va nutqiy material: grafik belgilar tizimi, so'zlar, iboralar, turli janrdagi matnlar);
- Psixologik komponent (o'qish harakatlari va operatsiyalarini o'zlashtirish asosida shakllangan o'qish qobiliyatlari va qobiliyatlari);
- Uslubiy komponent (o'qish strategiyalari).

O'qishning asosiy asosiy ko'nikmalari quyidagilardan iborat :

- Axborot mazmunini tuzilishi va mazmuni bo'yicha bashorat qilish;
- Mavzuni, asosiy g'oyani aniqlang;
- Matnni semantik qismlarga ajrating;
- Asosiy ikkilamchidan ajrating;
- Matnni talqin qilish.

O'qishga o'rgatishda o'quvchilarda bilvosita muloqot vositasi sifatida o'qish qobiliyatini ta'minlash uchun nafaqat zarur ko'nikma va malakalarni shakllantirish, balki o'qishga qiziqishni shakllantirish ham muhimdir. To'g'ri ta'kidlaganidek, A.A. Leont'evning so'zlariga ko'ra, ko'p yoki kamroq doimiy mashg'ulotlar bilan qo'llab-quvvatlanmaydigan o'qish qobiliyati juda tez parchalanadi va o'qishni o'rgatish uchun qilingan barcha harakatlar behuda.

Chet tilida o'qishga bo'lgan ehtiyoj o'quvchilarga taklif etilayotgan matnlar mazmuni ularning kognitiv va emotsional ehtiyojlariga, intellektual rivojlanish darajasiga mos kelganda qondiriladi.

O'qish uchun matnlarni tanlash va tashkil etish asosan tinglash uchun matnlarga qo'yiladigan talablar bo'lishi mumkin. Ular ma'lumotli, janr va mavzu jihatidan xilma-xil va iloji boricha haqiqiy bo'lishi kerak. Muhim muammo - bu o'qitishning dastlabki bosqichi uchun

matnlarni uslubiy tanlash. Ushbu bosqichda talabalarning til imkoniyatlari cheklanganligi sababli, o'qish matnlarini qayta ishlash va moslashtirish kerak. Qayta ishlash va moslashtirish usullariga qisqartirish, murakkab grammatik tuzilmalarni engilroqlari bilan almashtirish kiradi. Shu bilan birga, ilgari o'quvchilar uchun notanish bo'lgan, ammo tushunarli bo'lgan murakkab so'zlarni saqlash mumkin. Muhim rol matn sharpasi ham izohlar, yon lug'at, illyustratsiyalar yordamida idrok etish shartlariga mos ravishda o'ynaydi. Bu tayanchlardan foydalanish, L.A. Chernyavskaya, matnlarni uslubiy qayta ishlashning eng samarali usuli bo'lib, chet tilini o'qish jarayonini tabiiy o'qishga yaqinlashtiradi.

1. O'quv jarayonining amaliy yo'nalishi: nafaqat yangi bilim va ko'nikmalarni o'zlashtirishga, balki o'qilayotgan narsaning mazmuni va ma'nosini tushunishga imkon beradigan amaliy muammolarni hal qilishga qaratilgan aniq kommunikativ motivli vazifalar va savollarni shakllantirish; chet tilida o'qish texnikasini o'rgatish tizimida o'qishning baland ovoqli bosqichini majburiy ajratish, artikulyatsiya va intonatsiya, fonetik jihatdan to'g'ri nutq va "ichki eshitish" ko'nikmalarini mustahkamlashga yordam beradi.

2. Ta'limga tabaqalashtirilgan yondashuv: o'quvchilarning yosh psixologik xususiyatlarini, yangi bilimlarni etkazish va ko'nikma va malakalarni shakllantirishda ularning bilish faoliyatining individual uslublarini hisobga olish; o'quvchilarning individual qobiliyatlariga qarab, murakkablik darajasi bo'yicha farqlanadigan analitik va sintetik mashqlardan, vazifalardan foydalanish; ovoz chiqarib o'qishga va o'zini o'zi o'rgatish bo'yicha ishning adekvat usullarini tanlash.

3. Ta'limga kompleks va funksional yondashuv: og'zaki kutish asosida o'qishni o'rganishni qurish, ya'ni. bolalar og'zaki nutqda allaqachon o'rgangan til materiallarini o'z ichiga olgan matnlarni o'qiydilar; alifbo bosqichida yangi harflarni, harf birikmalarini o'zlashtirish, o'qish qoidalarini og'zaki nutqda yangi leksik birliklar va nutq namunalarini kiritish ketma-ketligiga muvofiq amalga oshiriladi.

4. Ona tilining o'ziga xos xususiyatlarini hisobga olgan holda: talabalarning ona tilida shakllangan yoki allaqachon shakllangan o'qish ko'nikmalarini ijobiy o'tkazishdan foydalanish;

5. O'rganishning qulayligi, amalga oshirilishi va xabardorligi.

6. Motivatsiyani shakllantirishga kompleks yondashuv: Darsda o'yin vazifalarini bajarishga, kommunikativ xarakterdagi muammoli vaziyatlarda harakat qilishga ko'proq e'tibor beriladi; yangi materialni tushunishni rag'batlantiradigan turli xil vizualizatsiya turlaridan foydalanish, assotsiativ aloqalarni yaratish, o'qish qoidalarini yaxshiroq o'zlashtirishga yordam beradigan qo'llab-quvvatlashlar, iboralarning intonatsiya naqshlari so'zlarining grafik tasvirlari.

Matn mazmuniga kirib borish darajasiga ko'ra va kommunikativ ehtiyojlarga qarab ko'rish o'qish, qidirish (ko'rish va qidirish), kirish va o'rganish mavjud. O'qishni o'qish matn mazmunini to'g'ri va to'liq tushunish, olingan ma'lumotlarni qayta hikoya qilish, konspekt va boshqalarda takrorlash bilan ajralib turadi. O'qish o'quvchilarning kommunikativ va kognitiv faoliyatining eng muhim turlaridan biridir. Ushbu faoliyat yozma qat'iy matndan ma'lumot olishga qaratilgan. O'qish turli funktsiyalarni bajaradi: u horijiy tillarini amaliy o'zlashtirish uchun xizmat qiladi, til va madaniyatni o'rganish vositasi, axborot va ta'lim faoliyati vositasi va o'z-o'zini tarbiyalash vositasidir.

Xulosa

Xulosa qilib aytadigan bo'lsak, Chet tilini o'rganishga ehtiyoj yuqori bo'lgan bir davrda, ta'lim jarayonida zamonaviy axborot texnologiyalaridan, innovatsion ta'lim texnologiyalaridan unumli foydalanish bu jarayonni samarali bo'lishga olib keladi. Innovatsion ta'lim

texnologiyalarning samaradorligi ularning ta'lim jarayonida to'g'ri va unumli foydalanilganidadir. Chet tilida muloqotning bilvosita shakli sifatida o'qishni o'rgatish maqsadining amaliy komponenti o'quvchilarning matnlarni ulardagi ma'lumotlarni tushunishning turli darajalariga ega bo'lgan o'qish qobiliyatini rivojlantirishni o'z ichiga oladi. Biroq o'qishga o'rgatishda o'quvchilarda nafaqat bilvosita muloqot vositasi sifatida o'qish imkoniyatini beruvchi zarur ko'nikma va malakalarni shakllantirish, balki bu jarayonga qiziqish uyg'otish ham muhim ahamiyatga ega.

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DISKURS TUSHUNCHASI VA CHET TILI KOMMUNIKATIV KOMPETENSIYASINI SHAKLLANTIRISHNING PEDAGOGIK USULLARI

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Annotasiya: Mazkur maqolada fransuz tili fanini o'qitishda yangi pedagogik metodlar, xususan, interaktiv metodlardan foydalanish va o'quvchilarda bu tilni o'rganishga qiziqish uyg'otish o'quvchilarda og'zaki nutqni rivojlantirish omillarining ilmiy-nazariy asoslari yuzasidan olim va pedagoglarning fikr mulohazalari, ilmiy qarashlari tahlil qilingan va ularga subyektiv munosabat bildirilgan.

Kalit so'zlar: interaktiv metodlar, rolli o'yinlar, aqliy hujum, case-study, inovatsiyalar, intellektual o'yinlar.

Аннотация: В данной статье изложены мнения ученых и педагогов о научно-теоретической основе факторов развития устной речи учащихся, использовании новых педагогических методов, в частности интерактивных методов в обучении французскому языку, научные взгляды. анализировались и выражалось к ним субъективное отношение.

Ключевые слова: интерактивные методы, ролевые игры, мозговой штурм, кейс-стади, инновации, интеллектуальные игры.

Annotation: In this article, the opinion of scientists and pedagogues on the scientific-theoretical basis of the factors of the development of oral speech in students, the use of new pedagogical methods, in particular, interactive methods in teaching French opinions, scientific views were analyzed and a subjective attitude was expressed to them.

Keywords: interactive methods, role-playing games, brainstorming, case-study, innovations, intellectual games.

Kirish

Zamonaviy o'qitish usullaridan biri interfaol usul bo'lib, biz o'quvchilarning kommunikativ kompetensiyasini rivojlantirishda eng samarali va zamonaviy shakl deb hisoblaymiz. Bugungi kunda zamonaviy maktabning maqsadi o'quvchilarning ko'p madaniyatli shaxsini shakllantirishdan iborat bo'lib, bu ularning chet tili haqida ma'lum miqdordagi bilimlarni egallashini, nafaqat tushunish, balki unda erkin muloqot qilish qobiliyatini shakllantirishdan iborat. O. A. Biryukova va D. V. Semenovalar ta'kidlaganidek, "Zamonaviy metodologiya fanida monolog va dialogik shakllarda o'z og'zaki nutqini yaratish qobiliyatini shakllantirish chet tilini o'qitishning asosiy maqsadi sifatida belgilanadi va chet tili tushunchasi orqali ifodalanadi. Ma'lumki, kommunikativ kompetensiya juda murakkab ko'p komponentli tuzilishga egadir".

Og'zaki nutq samarali jarayon sifatida o'quvchidan ko'p vaqt va kuch talab qiladi, chunki u til, nutq va kommunikativ kompetensiyalarni ham qamrab olishni talab qiladi.

Turli xalqaro ilmiy loyihalar va dasturlarning paydo bo'lishi, shuningdek, Rossiyaning jahon hamjamiyatining hayotidagi faol ishtiroki zamonaviy shaxsni tarbiyalashda bir chet tilidan ravon va amaliy foydalanishni ob'ektiv ravishda ilgari surdi. Davlat standartiga muvofiq chet tilining kommunikativ kompetensiyasi har qanday chet tilini o'qitish mazmunining muhim tarkibiy qismi bo'lib, chet tilida suhbatdan past bo'lmagan darajada muloqot qilish qobiliyatini nazarda tutadi. Chet tilining kommunikativ kompetensiyasi. Sh. Safarovning fikriga ko'ra, tizimli qiymat shaxsiy neoplazma bo'lib, u chet tilini, kasbiy bilimlarini, chet tilidagi ko'nikmalarni va qiymat munosabatlarini sintez qiladi.¹⁷⁴ Diskursiv (lot. diskurs) - intuitiv emas, ong ishtirokida - o'qish (analitik, ekstensiv, tahliliy o'qish). Ijtimoiy va gumanitar fanlar diskursni til orqali ifodalangan shakllangan fikrlash tarzi sifatida ta'riflaydi. Bu jamiyatning odamlar, narsalar va ijtimoiy tashkilot haqida fikrlash va muloqot qilish usuli, shuningdek, ushbu uch element o'rtasidagi munosabatlardir. Sotsiologiya diskursni voqelikka ma'no berish usuli deb hisoblaydi. Siyosatshunoslik buni ijtimoiy muammoni hal qilish uchun rasmiy mantiqiy fikr almashish sifatida tushunadi. Psixologik diskurs til shakli va funksiyasini yozma yoki og'zaki ravishda baholaydi, chunki ular ruhiy salomatlik bilan bog'liq. Ritorika sohasida diskurs biroz boshqacha ma'noga ega, ya'ni ma'ruzachilar o'z tinglovchilarini voqelikning o'ziga xos idrokiga ishonitirishadi.

Ritorik diskurs o'quvchi yoki tinglovchini ishonitirish uchun faqat hikoya elementlaridan foydalanadi; ular kamdan-kam hollarda to'liq hikoyalardir. Bu yerda maqsad estetik, didaktiklik yoki she'riy ifoda emas, ishonitirishdir. Semantikada diskurs tushunchasining qo'llanilishi yanada murakkabroq. Diskurs semantikasi - bu intellektual tadqiqotning muayyan sohalarida lug'atdan qanday foydalanishimizni tahlil qilish. Bu tahlil til va tuzilish o'rtasidagi bog'liqlikni, masalan, gap va u mavjud bo'lgan kengroq kontekst o'rtasidagi munosabatni o'rganadi. Bunga misol sifatida gapda olmoshning qo'llanilishini keltirish mumkin, o'quvchi yoki tinglovchi uni faqat bog'langan holda tushunishi mumkin. Zamonaviy yondashuvlar nuqtai nazaridan, diskurs murakkab kommunikativ hodisa bo'lib, matnga qo'shimcha ravishda matnni tushunish uchun zarur bo'lgan qo'shimcha lingvistik omillarni (fikrlar, dunyo haqidagi bilimlar, qabul qiluvchining maqsadlari, munosabatlari) o'z ichiga oladi. "Diskurs" atamasi lingvistika sohasida ham juda ko'p qo'llaniladigan atamalardan biriga aylangan. Tarixiy jihatdan bu atama birinchi marta amerikalik tilshunos Z. Xarrisning 1952 yilda nashr etilgan "Diskur tahlili" deb nomlangan maqolasida ishlatilgan.¹⁷⁵ "Diskurs" atamasining to'liq ko'lami so'nggi yigirma yil ichida tilshunoslikda ommalashib bordi. Tilshunos olim A. Pardaev talqinicha, diskurs bu so'zlovchi va tinglovchining o'zaro fikr almashish, bir-biriga ta'sir ko'rsatish maqsadida lisoniy va nolisoniy vositalardan o'zlari eng samarali deb hisoblagan shakl va turda amaliy foydalanish jarayoni hisoblanadi.

Diskurs bu – jarayon, insoniy faoliyat turi. U lisoniy va yuzlab nolisoniy omillarning mushtarak shaklda bir maqsad yo'lida voqelanishidir. Boshqa bir manbada diskurs lotincha "discursus" - muhokama so'zidan olingan bo'lib, hissiy, bevosita, intuitiv, ya'ni muhokama talab bilimdan farqli o'laroq, muhokama orqali vosita bilan hosil qilinadigan mantiqiy dalil - isbotli bilim demakdir. Soddaroq qilib aytganda, bu ta'rifda diskursning muhokama qilish, suhbat qilish ma'nosi ilgari suriladi. O'zbek tilshunosligida diskurs maxsus tadqiqotlar tilshunos Sh. Safarov

1. Сафаров Ш. Прагмалингвистика. - Т.: 2008

1. 3. Харрис Дискурс // Лингвистический энциклопедический словарь. - М.: 1990

tomonidan amalga oshirilgan.¹⁷⁶ Tilshunos matn va diskurs muammolari to'g'risida quyidagilarni qayd etadi: "agarda matn va diskursning har ikkalasi ham inson lisoniy faoliyatining natijasi bo'lsa, ularni faqatgina zohiriy – formal ko'rsatkichga asosan "og'zaki" va "yozma" sifatlari bilan farqlash imkoniga gumonim bor. Diskurs so'zi lotincha dis- "uzoqda" ma'nosidagi prefiksdan va "yugurish" ma'nosini bildiruvchi "currere" o'zagidan olingan. Shuning uchun nutq "qochish" deb tarjima qilinadi va suhbat qanday o'tishini anglatadi. Nutqni o'rganish - bu ijtimoiy kontekstda og'zaki yoki yozma tildan foydalanishni tahlil qilishdir. Diskurs tadqiqotlari nutqda tilning shakli va funktsiyasini uning kichik grammatik qismlari, masalan, fonema va morfemalardan tashqari ko'rib chiqadi. Gollandiyalik tilshunos Teun van Deyk rivojlanishda muhim rol o'ynagan ushbu tadqiqot sohasi tilning katta birliklari, jumladan, leksemalar, sintaksis va kontekst suhbatlarga qanday ma'no qo'shishi o'rganadi. Kontekstdagi diskurs "chekish ta'qiqlanadi" yoki "to'xta" kabi faqat bir yoki ikkita so'zdan iborat bo'lishi mumkin.

Aslini olganda, diskurssiz adabiyot ham bo'lmaydi. Biroq, hamma diskurs bir xil emas, adabiyotshunoslar uni to'rtta asosiy turga bo'lishadi: bahs, tavsif, tushuntirish va hikoya. Bahs o'quvchini mantiq va fikrlash orqali ishontirishga urinishdir. Yozuvchi aniq da'vo qiladi va keyin bu da'voni tasdiqlovchi dalillarni taqdim etadi. Romanlar, qissalar va she'rlar o'quvchilarni hayajonga soladigan va hayajonga soladigan tasvir kuchiga bog'liq. She'riy nutq badiiy yozishga yuksak ijodiy yondashishdir. Yozuvchi fikrlarni, his-tuyg'ularni, voqealarni, joylarni va personajlarni o'quvchilarning histuyg'ularini o'ziga jalb etadigan hayoliy, ba'zan ritmik tilda taqdim etadi. She'riy nutqda mavzu, tasvir va tuyg'ularga urg'u beriladi. Bu she'riyatning markaziy tarkibiy qismidir, lekin u ko'pchilik roman va qissalarda ham ma'lum darajada namoyon bo'ladi. Transaksiyaviy nutq kamroq adabiy, ko'proq o'rgatuvchi yondashuvdir. U o'quvchini harakat qilishga majbur qiladigan, odatda faol ovozda aniq harakat yoki rejani belgilaydi. "Konsepsiya pragmatik kontekst - bu turli xillarning nazariy va kognitiv mavhumligi fizik-biologik va boshqa holatlar" Bunday pragmatik tushunish sxemasi "asl kontekst" deb ataladigan narsani aks ettiradi kommunikatsiyalar, ya'ni ishlarning holati keyin nutq harakatini bajarayotganda, u muqarrar ravishda o'zgaradi. Ushbu asl matn, - deb tushuntiradi tadqiqotchi, o'z ichiga olmaydi faqat nutq harakatidan oldin sodir bo'lgan voqealar, harakatlar, lekin ehtimol va tegishli to'plangan ma'lumotlar avvalgi holatlar va hodisalar.

M.L. Makarov nutqni dialog sifatida tushunadi. dialog va ehtimollik bog'liqliklari qoidalariga muvofiq tuzilgan: "Diskurs" - bu ijtimoiy "materiya", unda bitta nutq akti turi va xususiyatlarini aniqlay olmaydi. keyingi harakat: u ko'proq shartlarni belgilaydi u yoki bu muloqotni davom ettiruvchi harakatning ko'rinishi ko'p yoki kamroq kutilgan, mos keladigan, normalarga mos keladigan va aloqa qoidalari.¹⁷⁷ Yangi ontologiyadagi munosabatlar turi aniq determinizmga yo'l qo'ymaydi, u ko'proq "nutq-o'zaro ta'sir" strategiyalari va me'yorlari bilan belgilanadigan noaniq ehtimollik bog'liqliklari bilan tavsiflanadi. Ta'rifga ko'ra, V.G. Borbotko, gap bor kommunikativ birliklardan tashkil topgan matn til - jumlar va ularning birlashmalari ko'proq uzluksiz bo'lgan katta birliklar semantik bog'lanish, bu uni yaxlit shakllanishga aylantiradi. Nutqning lingvokommunikativ jihati G.A. ning ta'rifida kuzatilishi mumkin. Nutq og'zaki yoki yozma nutq ishi shaklida amalga oshiriladigan (tabiiy) nutq toifasi sifatida qaraladi. semantik jihatdan nisbatan tugallangan va strukturaviy munosabatlar, uning uzunligi kuchli

2. Academic Research in Educational Sciences 2021 ISSN: 2181-1385. Сафаров Ш. Прагмалингвистика. - Т.: 2008

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Макаров М.Л. Деривация диалога // Деривация в речевой деятельности. — Пермь, 1990. 140 с.

ijtimoiy o'zgaruvchan: sintagmatik zanjirdan alohida bayonot (jumla) bo'yicha mazmunli integral asarga (hikoya, suhbat, tavsif, ko'rsatmalar, ma'ruzalar). h.k.) Yu.N. Karaulov va V.V. Petrov nutqni o'rganishga kommunikativ yo'naltirilgan yondashuv nuqtai nazaridan quyidagi ta'rifni beradi: "Diskurs - bu murakkab kommunikativ. matndan tashqari, ekstralingvistik omillarni ham o'z ichiga olgan hodisa (dunyoni bilish, qabul qiluvchining fikrlari, munosabati, maqsadlari), zarur matnni tushunish uchun" I.N. Gorelov va K.F. Sedov qayd etadi nutq lingvistik shaxslarning o'zaro ta'sirining aksidir va bu hodisani quyidagicha belgilaydi: "nutq ishi, ya'ni "jonli nutq" segmenti va "kognitiv va ijtimoiy-madaniy xususiyatlarining to'liqligidagi nutq asari" sifatida. Nutqning mazmun jihati V.A.ni belgilashda hisobga olinadi. Koch, bunga ko'ra "bir xil xususiyatning namoyon bo'lishini o'z ichiga olgan har qanday matn (yoki matn qismlari) motiv, diskursiv matn hisoblanadi" boshqa tadqiqotchilar va nutq deyiladi. Bundan "Diskurs" atamasiga ta'rif berib, nutq mantiqiy-semantik jihatdan ko'rib chiqiladi. Shu bilan birga, I. Bellert har qanday bayonotning semantik talqinini ta'kidlaydi (diskurs birliklari) - bu mumkin bo'lgan oqibatlar yoki xulosalar to'plami ushbu bayonotga asoslanib qiling. Shuningdek, nutqning talqini bilan aniq interaktiv nutq usuli o'zaro ta'sirlar V.V. Krasnix shunday xulosaga keladi: "Diskurs - bu jarayon va natijaning kombinatsiyasi sifatida tushuniladigan va ikkalasiga ham ega bo'lgan og'zaki nutq-kognitiv faoliyat. tegishli lingvistik va ekstralingvistik tekisliklar" Bu erda biroz aniqlik kiritish kerak bilan suhbatni ko'rib chiqayotganda, degan ma'noda natija nuqtai nazaridan u jarayonda hosil qilingan matnlar majmui sifatida namoyon bo'ladi kommunikatsiyalar. Nutq muammolari bo'yicha asarlarni ko'rib chiqish asosida ancha murakkab muloqot niktativ hodisa, uning ta'rifida tadqiqotchilar jiddiy tafovutlar bor, keling, o'rganilayotgan hodisaning ish ta'rifini berishga harakat qilaylik. Demak, nutq:

- 1) nutqiy vaziyat bilan bog'langan izchil matn;
- 2) yaxlit kommunikativ (nutq) birligi;
- 3) og'zaki yoki yozma matn turi (nutq mahsuloti), teskari tinglovchiga/o'quvchiga; 4) monolog - dialog;
- 5) manzilli xabar;
- 6) semantik jihatdan gaplar jumlarining bog'langan ketma-ketligi (replikalar) o'zlashtirish darajasini nazorat qilishning eng muhim funktsiyasi sifatida qaraladi. Ta'lim jarayonida o'zlashtirilgan yangi tajriba o'quvchining o'qituvchi, boshqa o'quvchilar, o'quv muhiti, maxsus ishlab chiqilgan interfaol o'quv qurollari bilan o'zaro munosabatlarning bevosita yoki bilvosita mahsulotiga aylanadi.

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NUTQ TUSHUNCHASI VA UNING TURLARINI O'RGANISH

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Annotasiya: Mazkur maqolada fransuz tili fanini o'qitishda yangi pedagogik metodlar, xususan, interaktiv metodlardan foydalanish va o'quvchilarda bu tilni o'rganishga qiziqish uyg'otish o'quvchilarda og'zaki nutqni rivojlantirish omillarining ilmiy-nazariy asoslari yuzasidan olim va pedagoglarning fikr mulohazalari, ilmiy qarashlari tahlil qilingan va ularga subyektiv munosabat bildirilgan.

Kalit so'zlar: nutq, til va nutq, aqliy hujum, case-study, inovatsiyalar, nutq faoliyatining turlari, nutq aloqasi, nutqning holati, nutqning ahamiyati.

Annotation: In this article, the opinion of scientists and pedagogues on the scientific-theoretical basis of the factors of the development of oral speech in students, the use of new pedagogical methods, in particular, interactive methods in teaching French opinions, scientific views were analyzed and a subjective attitude was expressed to them.

Keywords: speech, language and speech, brainstorming, case-study, innovations, types of speech activity, speech communication, state of speech, importance of speech.

Аннотация: В данной статье изложены мнения ученых и педагогов о научно-теоретической основе факторов развития устной речи учащихся, использовании новых педагогических методов, в частности интерактивных методов в обучении французскому языку, научные взгляды. анализировались и выражалось к ним субъективное отношение.

Ключевые слова: речь, язык и речь, мозговой штурм, кейс-стади, инновации, виды речевой деятельности, речевое общение, состояние речи, значение речи.

Kirish

Nutq — tilning fikr ifodalash va almashish jarayonlarida amal qilishi, tilning alohida ijtimoiy faoliyat turi sifatidagi muayyan yashash shakli. nutq deganda uning og'zaki (ovozli) va yozma ravishda namoyon bo'lishidagi jarayonlar, ya'ni so'zlash jarayoni va uning natijasi (xotirada saqlangan yoki yozuvda qayd etilgan nutqiy fikrlar, asarlar) tushuniladi.

Lingvistik nazariyada nutq tushunchasi muayyan til jamoasida qabul qilingan ifoda vositalari tizimi hisoblangan mavhum til tushunchasiga hamda ijtimoiy borliq (hayot)ning eng karakterli ko'rinishlaridan bo'lgan aniq, bir qadar umumiyroqtil tushunchasiga qaramaqarshi qo'yiladi. Boshqa odamlar xulqatvori va faoliyatiga ta'sir ko'rsatish maqsadida ularga axborot, xabar yetkazishga xizmat qiladigan asl nutq (tashqi nutq), ya'ni gapirish, til belgilarining eshitish a'zolari tomonidan idrok qilinadigan (ovoz yozib oluvchi uskunalar yordamida qayd etiladigan va qayta takrorlanadigan) artikulyasiyasi tarzida yoki ushbu belgilarning yozuvda shartli aks etishi tarzida yuzaga chiqadi.

Asl nutq ("tashqi nutq") bilan bir qatorda ichki nutq ham bor. U so'zlovchi ongida bilishga yordam beradigan turli xil masalalarni muhokama qilish va hal etishga qaratiladi. Ichki nutq tashki nutq asosida, tovush yoki yozuv qo'llanmagan holda, faqat ovozli nutqdagi so'zlar haqidagi aniq tasavvurlar bilan kechadigan ak/shy jarayonlar tarzida amalga oshadi. Yozma nutq og'za-ki

nutqdan bir qadar shakllanganligi, soʻzlarning oʻta sinchkovlik bilan tanlab olinishi, grammatik jihatdan aniq, lekin murakkab shakllanganligi, ogʻzaki nutq uchun xos boʻlgan ohang, mimika va qoʻl harakatlarining bevosita qoʻllana olmasligi bilan farqlanadi. nutqning monologik (qarang Monolog) va dialogik (qarang Dialog) turlari mavjud.

Nutq aloqa-aralashuv vazifasidan tashqari yana boshqa vazifalar, chunonchi, poetik vazifa ham bajarishi mumkin. nutqning alohida koʻrinishi oʻqishdir.

Har bir kishining nutq individual, oʻziga xos xususiyatlarga ega boʻladi; vaholonki, asosiy til unsurlari — lugʻat tarkibi va grammatik qurilishi yakka shaxslargagina tegishli boʻlmay, umumnikidir, yaʼni muayyan til jamoasiga ¹⁷⁸umuman taalluqyai boʻladi. nutq kishi tafakkuri, uning ongi bilan chambarchas bogʻliqdir. nutqda kishining oʻy-fikrlari shakllanadi va mavjud boʻladi. nutq tufayli va nutq asosida borliqni umumlashgan holda mavxumiy aks ettirish, individuallik doirasidan chiqib, jamoatchilik mahsuliga aylanadigan mantiqiy tushunchaviy fikrlash mumkin boʻladi. nutq kishi ruhiyatining boshqa jihatlarini, uning sezgilari, idroki, xotirasi, oʻyxayollari, hissiyoti, irodasi va boshqalarning namoyon boʻlishi va amal qilishida, kishi ongining rivojlanishida ham katta ahamiyatga ega.

Nutq qoʻllanish sohasiga qarab badiiy nutq, ilmiy nutq, rasmiy nutq kabi shakllarga ega boʻladi. Har qanday shaklda va har qanday holatda ham aniklik, ravonlik, soddalik, taʼsirchanlik nutqning eng muhim belgilari boʻlib qolishi kerak.

Til va nutq. Nutqiy faoliyat turlari. Nutqning holati va uning tarkibiy qismlari. Nutq uchun asosiy talablar.

Til va nutq Til - bu soʻzlar maʼnosiga ega boʻlgan soʻzlarni va sintaksisni oʻz ichiga olgan belgilar tizimi - bu jumlar quriladigan qoidalar toʻplami. Nutq - bu harakatdagi til. Nutq - bu insonning oʻziga xos lisoniy faoliyat turi boʻlib, odamlar oʻrtasidagi aloqani va ularning ijtimoiy-tarixiy rivojlanishini taʼminlaydi.

Nutq faoliyatining turlari Nutq quyidagicha boʻlishi mumkin: 1) tashqi yoki ichki. 2) ogʻzaki yoki yozma. 3) passiv (oʻqish, tinglash) yoki faol (gapirish, yozish). 4) Monologik yoki dialogik. 5) Tez yoki sekin, 6) Qisqa yoki uzoq, 7) Aniq, ravshan yoki tartibsiz, 8) Hissiy ifodali yoki bir xil, 9) Tabiiy yoki odobli, 10) Jim yoki baland, 11) Yorqin yoki tushunarsiz, 12) Aqlli yoki qoʻpol, 13)

Nutq faoliyatining koʻp turlari mavjud. Gap boʻlishi mumkin:

1) Tashqi yoki ichki. Tashqi nutqda odam turli xil odamlar tomonidan soʻzlarning maʼnosini har xil tushunishga duch keladi, shuning uchun koʻpincha tushunmovchiliklar va tushunmovchiliklar paydo boʻladi. Ichki nutq (oʻzi bilan suhbat) inson uchun juda tushunarli. Oʻzingiznikiga qaraganda boshqalar bilan muloqot qilish qiyinroq.

2) ogʻzaki yoki yozma. Xat yozilgan nutqdir.

3) passiv (oʻqish, tinglash) yoki faol (gapirish, yozish).

4) Monologik yoki dialogik.

Nutq - odamlar oʻrtasidagi aloqa va ularning ijtimoiy-tarixiy rivojlanishini taʼminlaydigan oʻziga xos lisoniy faoliyat turi.

Nutqning holati - suhbatdoshlarni maʼlumot almashishga undovchi tashqi sharoitlar va ichki psixologik reaksiyalarning murakkab kombinatsiyasi. Nutq samarali boʻlishi uchun baʼzi printsiplarga amal qilish kerak:

¹⁷⁸ IV: Clinical, Applied and Cross -Cultural Research. December 5, 2016

Nutqning aniqligi- bu asosan so'zlarning belgilangan ob'ektlarga (hodisalarga) muvofiqi yoki so'zning umumetirof etilgan ma'nosi va uning nutqda ishlatilishi o'rtasidagi moslik. ¹⁷⁹

Aniqlikning ikki turini ajratib ko'rsatish kerak: aniqlik ob'ektiv va aniqlik kontseptualdir.

Birinci turdagi aniqlik nutq va voqelik o'rtasidagi qo'shimcha lingvistik (ekstra-lingvistik) bog'liqlik bilan yaratiladi. Bu nutq mazmunining ob'ektlar doirasiga, nutq tomonidan namoyon bo'ladigan voqelik hodisalariga muvofiqligidan iborat. Nutqda esga olinadigan hayot hodisalari, ob'ektlar va voqelik voqealari aniq ko'rsatilishi kerak. Shu munosabat bilan, inson nima haqida gapirayotganini yaxshi bilishi kerak.

Shuningdek, kontseptual aniqlik ham mavjud - nutq mazmunining unda ko'rsatilgan tushunchalar tizimiga mosligi. L. N. Tolstoyning fikriga ko'ra: "so'z fikrning ifodasidir, shuning uchun so'z uning ifodasi bilan mos kelishi kerak."

Quyidagi nutq turlarini qabul qilish: yozma va og'zaki. Og'zakitutq - bu tashqi nutq bo'lib, u quloq orqali talaffuz qilinadi va seziladi, u o'z navbatida dialogik va monologik bo'linadi. Dialog so'zlashuv nutqi, to'liq rivojlanmagan, vaziyatga oid, nutq ishtirokchilari tushungan kontekst tufayli unda ko'p narsa ifoda etilmaydi. Dialogik nutqda, intchetsiya, nutqning hissiy asoslari, ma'ruzachilarning yuz ifodalari va pantomimikasi katta ahamiyatga ega. og'zaki bo'lmagan aloqa vositalari (qo'shimcha ma'lumot uchun 8.3-ga qarang). Dialogik nutqni joylashtirish, to'liqlik va ajratish boshqacha bo'lishi mumkin. Agar suhbatdoshlar bir-birini tom ma'noda "bir qarashda" tushunsalar, ularning gaplari iloji boricha qisqartirilishi mumkin. Bu ularning gaplashayotgan narsalarini qanchalik aniq ifoda etishlari, avval aytilganlardan, hozir nima sodir bo'layotganidan ularga qanchalik aniq ekanligi bilan belgilanadi; shuningdek suhbatdoshlar o'rtasida umumiylik mavjudmi yoki yo'qmi, ularning bir-birlarini tushunish istagi katta. Aksincha, suhbatdoshlar o'rtasida ichki aloqaning yo'qligi, nutq mavzusiga nisbatan farq nutqning asl ma'nosini tushunishda qiyinchiliklarni keltirib chiqarishi mumkin va uni yanada to'liq va batafsil qurishni talab qiladi.

Monologik nutq - bu bir kishining nutqi, u dialogik, mantiqiy bog'liq va tizimli ravishda taqqoslaganda yanada rivojlangan va grammatik jihatdan chegaralangan. ¹⁸⁰

Nutq turlarining tasnifi. Nutq turlarini tasniflash uchun asos bo'lib, nutq mavjudligining tashqi va ichki, og'zaki va yozma shakllarini, dialogik va monologik nutqni, nutqning funksionallik-semantik turlarini ajratib ko'rsatish imkonini beradigan turli omillar bo'lishi mumkin. ¹⁸¹

Odamlar o'rtasidagi aloqa turli shakllarda sodir bo'lishi mumkin: suhbatdoshlar bevosita ishtirok etadigan suhbat, aloqa og'zaki belgi; turli xil kitoblarni, rasmiy qog'ozlarni va hokazolarni o'qish yozilgan shakl. Muloqotda turli xil ijtimoiy, shaxsiy munosabatlar bilan bog'liq bo'lgan turli xil odamlar qatnashishi mumkin. Muloqot ishtirokchilari unda faol yoki passiv rol o'ynashi mumkin (polilogue, dialog va monolog).

Pedagogik texnologiya va uning mohiyati borasidagi manbalarning aksariyati ushbu ta'limot yuzasidan nazariy bilimlarni o'zlashtirishga imkon beradi.

Xulosa

¹⁷⁹ O'zbekiston Respublikasi Prezidentining 2017 yil 7-fevraldagi PF-4947-sonli «O'zbekiston Respublikasini yanada rivojlantirish bo'yicha Harakatlar strategiyasi to'g'risida»gi Farmoni.

¹⁸⁰ O'zbekiston Respublikasi qonun hujjatlari to'plami, 2017 yil, 6-son, 70-modda.

¹⁸¹ O'zbekiston Respublikasi Prezidentining 2017 yil 7-fevraldagi PF-4947-sonli «O'zbekiston Respublikasini yanada rivojlantirish bo'yicha Harakatlar strategiyasi to'g'risida»gi Farmoni. O'zbekiston Respublikasi qonun hujjatlari to'plami, 2017 yil, 6-son, 70-modda.

Ta`lim-tarbiya jarayoniga innovatsion yondashuv asosida interfaol metodlarni qo`llashi. Ta`lim-tarbiya jarayoniga innovatsion yondashuv.

O`zbekistonda ta`lim-tarbiya sohasini isloh qilish maqsadida «Ta`lim-tarbiya to`g`risida»gi qonun va «Kadrlar tayyorlash milliy dasturi» ning amaldagi holati muhim ahamiyat kasb etmoqda. Prezidentimiz I.A. Karimov bu muammo ilmiy - nazariy va amaliy nuqtai nazardan asoslab, o`quv-tarbiya jarayonini yangi pedagogik texnologiyalar asosida tashkil etish, boshqarish, maqsadga erishish samaradorlikni oshirishning muhim omili deb hisobladi.

Respublikamizda olib borilayotgan ta`lim-tarbiya islohotlari, mutaxassis kadrlar salohiyotini oshirishga qaratilgan bo`lib, oliy o`quv yurtlarida pedagoglarning metodik mahoratini oshirish muhim ahamiyat kasb etadi.¹⁸²

O`qituvchilarimiz bu vaziyatdan chiqishda ularni o`z faoliyatiga tanqidiy yondashib, psixologik jixatdan qayta ko`rib chiqib, ularni yangi sharoitda o`quvchilarga samimiy munosabatda bo`lish, ularni rivojlantirishda shaxsiy yondashuv, hamkorlik, hamijodkorlik, individuallashish asosida, ularni ta`lim - tarbiya jarayoniga motivatsiya hosil qilish orqali ta`lim jarayonida faol ishtirokini ta`minlashga barcha kuchlarini va e`tiborlarini qaratishni talab etadi.

Agar o`qituvchi o`zining faoliyatni kuzatib borsa, tahlil qilsa, o`ziga baho bera olsa, o`z faoliyatiga tuzatishlar, yangiliklar kirita olish imkoniyatiga ega bo`ladi.

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¹⁸² O`zbekiston Respublikasi Oliy va o`rta maxsus ta`lim vazirligi 5111700 -Maktab ta`lim bakalavriat ta`lim yo`nalishining malaka talablari. Toshkent. 2018.08.25. 40 b. (3 b.)

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TA'LIM SIFATINI OSHIRISH MAQSADIDA YURTIMIZDA AMALGA OSHIRILAYOTGAN ISLOHOTLAR

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Annotatsiya: mazkur maqolada yurtimizda so'ngi yillarda ta'lim sohasi bo'yicha hamda uning sifatini oshirish, baholash tizimida olib borilayotgan islohotlar haqida so'z yuritilgan. Shuningdek bu sohada foydalanilgan turli xorij tajribalari hamda ulardan ko'zlangan maqsad va ularning ahamiyati haqida ham aytib o'tilgan. Bir so'z bilan aytganda, ta'limga bo'lgan e'tibor so'nggi yillarda qanchalik darajada o'zgarganligi ham bayon qilingan.

Kalit so'zlar: ta'lim, konsepsiya, Uyg'onish davri—Renessans, ta'lim shakli, "Ta'lim to'g'risida"gi qonun.

Аннотация: В данной статье говорится о реформах, проводимых в сфере образования и системе его повышения качества и оценки за последние годы в нашей стране. Также упоминается о различном зарубежном опыте, используемом в этой области, его цели и значении. Короче говоря, это показывает, как в последние годы изменился акцент на образовании.

Ключевые слова: образование, концепция, Ренессанс, форма образования, Закон «Об образовании».

Annotation: this article talks about the reforms that have been carried out in the field of education and its quality improvement and evaluation system in recent years in our country. It is also mentioned about various foreign experiences used in this field and their purpose and importance. In short, it shows how the focus on education has changed in recent years.

Keywords: education, concept, Renaissance, form of education, Law "On Education".

Kirish

Bugungi kunda O'zbekiston kundan kunga rivojlanib borayotgan bir davrda ta'limga bo'lgan e'tibor ham yanada kuchaytirilmoqda. Ta'lim sohasini tubdan rivojlantirish maqsadida ta'lim sifatini baholash bo'yicha xalqaro tadqiqotlarda, PISA, PIRLS, TIMSS va TALIS kabi xalqaro dasturlarda, xalqaro reytinglarda yuqori mavqega erishgan davlatlar tajribasini o'rganish, ularni joriy etish muhim ahamiyat kasb etadi. Turli xorijiy davlatlar tajribasi asosida o'zimizning milliy baholash tizimimizni yaratish hamda mamlakatimiz miqyosida ta'lim sifatini baholash yuzasidan xorijiy mutaxassislar bilan birgalikda ilmiy metodik vebinarlar tashkil etilmoqda. Bundan asosiy maqsad ta'lim sifatini baholashga doir tadqiqotlar o'tkazish, chet el tajribasini o'rganish va shu orqali mamlakatimizda ta'lim sifatini oshirishdir. Chunki, mamlakatimizning kelgusi ravnaqi aynan shu sohada qo'lga kiritgan yutuqlari bilan chambarchas bog'liqdir.

Bugungi kunda yurtimizdagi barcha talim muassasalarining ta'lim berish hamda talabalar va o'quvchilarning ta'lim olish jarayoni yanada takomillashtirilib, asrlar davomida shakllangan

ilm sari intilish fazilati yana bir bor namoyon bo‘lmoqda. Muhtaram prezidentimiz tomonidan 2019-yilning oktyabrida O‘zbekiston Respublikasi oliy ta‘lim tizimini 2030-yilgacha rivojlantirish konsepsiyasi qabul qilindi. Ushbu konsepsiyaga intellektual taraqqiyotni jadallashtirish, raqobatbardosh kadrlar tayyorlash, ilmiy va innovatsion faoliyatni samarali tashkil etish hamda xalqaro hamkorlikni mustahkamlash maqsadida fan, ta‘lim va ishlab chiqarish integratsiyasini rivojlantirish singari vazifalar asos qilib olindi. Konsepsiyaning asosiy mazmuni mamlakatimiz oliy ta‘lim tizimini isloh qilishning ustuvor yo‘nalishlarini aks ettiradi. Davlatimiz rahbari ta‘kidlaganidek, biz keng ko‘lamli demokratik o‘zgarishlar, jumladan, ta‘lim islohotlari orqali O‘zbekistonda yangi Uyg‘onish davri, ya‘ni uchinchi Renessans poydevorini yaratishni o‘zimizga asosiy maqsad qilib belgiladik. Bizning oliy ta‘limdagi faoliyatimiz eng avvalo maktabda olgan bilimlarimizdan boshlanadi. Maktabda olgan bilimlarimiz oliy ta‘limning poydevori desam adashmagan bo‘laman. Prezidentimiz ta‘kidlaganidek: “Farzandlarimiz maktabdan qanchalik bilimli bo‘lib chiqsa, yuqori texnologiyalarga asoslangan iqtisodiyot tarmoqlari shuncha tez rivojlanadi, ko‘plab ijtimoiy muammolarni yechish imkoni tug‘iladi. Shunday ekan, Yangi O‘zbekiston ostonasi maktabdan boshlanadi desam, o‘ylaymanki, butun xalqimiz bu fikrni qo‘llab-quvvatlaydi”. Bugungi kunda ta‘lim sohasida nafaqat oliy ta‘lim balki maktab va maktabgacha bo‘lgan ta‘lim tizimlariga ham e‘tibor kuchaytirilgan. Jumladan, 2023 yil 11 oktyabr kuni Oliy Majlis Qonunchilik palatasida “Adolat” SDP fraksiyasi tashabbusi bilan “Hukumat soati” bo‘lib o‘tdi. Unda deputatlar tomonidan “Umumiy o‘rta ta‘limni yangi bosqichga olib chiqish, ta‘lim sifatini oshirish va ta‘lim dasturlarini takomillashtirish borasidagi vazifalardan kelib chiqib, sohadagi boshqaruv tizimini tashkil etishga qaratilgan qonunchilikning bajarilishi holati to‘g‘risida”gi masala muhokama qilindi. Prezidentimiz rahbarligida keyingi yillarda mamlakatimizda ta‘lim tizimini yanada takomillashtirish, maktab o‘quv darslik va o‘quv qo‘llanmalarini zamon talablari asosida takomillashtirish hamda ularning yangi avlodini yaratish, o‘qituvchi kasbining maqomi va obro‘sinini ko‘tarish, ularning moddiy va ijtimoiy qo‘llab-quvvatlash borasida izchil islohotlar amalga oshirilmoqda. Endilikda maktablarda ta‘lim sifatini oshirishda ikki asosiy yo‘nalish belgilangan. Shulardan birinchisi, o‘qituvchilarning bilim saviyasi, kasb mahoratini oshirishdir. Bunda o‘qituvchi yuqori bilimga ega bo‘lmasa, kelajak avlodga hech narsa bera olmasligi nazarda tutilgan, bugun ayrim o‘qituvchilar sifatli dars o‘tishga emas, ko‘proq dars soat olishga intilishi bor gap. Darhaqiqat, shunday, afsuski, bugun o‘qituvchilarni bolalarning ta‘lim olishi emas, ko‘proq o‘z manfaati qayg‘uga soladi. Shuningdek, davlatimiz rahbari topshirig‘iga ko‘ra, boy tajribaga ega pedagoglar faoliyatini qo‘llab-quvvatlash maqsadida tashkil etilayotgan Xalq ta‘limi vazirining maxsus jamg‘armasi o‘qituvchilarning ish faoliyatini yanada rivojlantirish uchun o‘ziga xos motivatsiya beradi. Ta‘lim sifatini oshirishdagi ikkinchi muhim yo‘nalish bu o‘quvchilar uchun zamonaviy darsliklar yaratish hisoblanadi. Shu o‘rinda aytib o‘tish kerakki maktab darsliklari tubdan yangilandi, ayniqsa maktablarda xorijiy tilni yanada chuqurlashtirib o‘tish boshlanganidan so‘ng o‘quvchilarning kitoblari ularning tinglash, o‘qish yozish va gapirish ko‘nikmalarini yana rivojlantirish maqsadida yangicha metodlar yordamida ishlab chiqilgan. Jumladan, bolalarning maktablarda sifatli ta‘lim olishini kafolatlash, ularni darslarga muntazam ravishda ishtirok etishini ta‘minlash maqsadida milliy gvardiya xodimlari safarbar etilgan. Shuningdek o‘qituvchilarning malakasini oshirish yo‘lida ham turli islohotlar qilinmoqda. Shavkat Mirziyoyev ta‘kidlaganidek: «Maktab ta‘limini rivojlantirmasak, yoshlarimiz sharoit bor joylarga ketadi»

Bundan tashqari, so‘nggi yillarda Oliy ta‘lim sohasida ham sezilarli darajada o‘zgarishlar kuzatilmoqda. Buning yorqin namunasi sifatida so‘nggi 5 yilda mamlakatimizda 47 ta yangi oliy

ta'lim muassasasi, shuningdek, xorijiy universitetlarning filiallari tashkil etilib, oliy o'quv yurtlarining soni 125 taga yetganini ko'rishimiz mumkin. Ko'plab nodavlat oliy ta'lim muassasalari faoliyati yo'lga qo'yildi. Maktab bitiruvchilarini oliy ta'limga qamrab olish darajasi 2016 yilgi 9 foizdan 2020 yilda 25 foizga etdi. Sirtqi va kechki talim shakllari qayta tiklandi. Qabul kvotalari oshirildi, shuningdek davlat grantlari soni ham oshirildi. Kam ta'minlangan oila farzandlariga qo'shimcha imtiyozlar yaratildi. Magistratura bosqichida ta'lim oladigan xotin qizlar shartnoma pullari to'liq davlat tomonidan qoplab beriladigan bo'ldi. Jumladan, bizning eng katta yutuqlarimizdan biri ta'lim tizimida qabul qilingan eng muhim hujjatlardan biri bu – "Ta'lim to'g'risida"gi qonunning yangi tahrirda qabul qilinishi bo'ldi. Mazkur Qonunga asosan ta'lim sohasidagi asosiy printsiplar, ta'lim tizimi, turlari va shakllari aniq belgilab qo'yildi, unda belgilangan masofaviy ta'lim haqidagi qoidalar o'quv rejaları va o'quv dasturlariga muvofiq ta'lim oluvchilar tomonidan zarur bilim, malaka va ko'nikmalarni axborot-kommunikatsiya texnologiyalaridan hamda Internet jahon axborot tarmog'idan foydalangan holda masofadan turib olishga qaratilgan.

Xulosa

Va xulosa o'rnida davlatimiz rahbarining quyidagi so'zlarini keltirib o'tmoqchiman.

"Hammamizga ayonki, taraqqiyotning tamal toshi ham, mamlakatni qudratli, millatni buyuk qiladigan kuch ham bu — ilm-fan, ta'lim va tarbiyadir. Ertangi kunimiz, Vatanimizning yorug' istiqboli, birinchi navbatda, ta'lim tizimi va farzandlarimizga berayotgan tarbiyamiz bilan chambarchas bog'liq."

Shavkat MIRZIYOYEV

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BOSHLANG'ICH TA'LIMDA FRANSUZ TILINI CHET TILI SIFATIDA O'QITILISHI VA O'RGATILISHINING ILMIY ASOSLARI

Rizoqulova Inobat

O'zMU 4 kurs talabasi.

Annotatsiya. Mazkur maqola fransuz tilini chet tili sifatida o'qitilishi va o'rgatilishining evolyutsion ilmiy asoslari, tarixiy jihatdan zamonaviy tillarni o'qitishning birinchi metodikasi haqida bayon etilgan.

Kalit so'zlar. Muloqot vositalari, "o'qitish metodi" atamasi, XXI asrning zamonaviy tillarni, didaktiklar, an'anaviy metodika, klassik metodika, grammatika-tarjima metodikasi.

Hozirgi ijtimoiy-iqtisodiy, siyosiy rivojlanish bosqichida ta'limda bir qan- cha o'zgarishlar yuz berdi, chunonchi, mamlakatimizda ham ushbu ja- rayon jadallik bilan rivojlanib bormoqda. Ta'lim jarayonida pedagogik texnologiyalardan foydalanish samaradorligi o'zining ko'p qirraliligi bilan namoyon bo'lmoqda. Bugungi kunda har bir sohaning takomillashishi, rivojlanishi uchun xilma- xil metodlar qo'llanilayotganidek, ta'lim-tarbiya sohasida ham turli xil metodlar- dan foydalanilmoqda.

Ushbu islohotning asl mohiyati kelajak avlodni yetuk intellektual va salohiyatli kadrlarni ta'minlashdan iborat. Shu maqsadda boshlang'ich sinflarda chet tillarni o'qitish muhim ahamiyat kasb etadi. Mamlakatimizda ham barcha tillar qatori fransuz tilini chet. tili sifatida o'qitish va o'rgatish dolzarb vazifadir. asl maqsadi uning umumiy tuzilishi to'g'risida bilimlarni yetkazishdir".

XXI asrning zamonaviy tillarni, ya'ni fransuz tilini boshlang'ich maktabda o'qitish asosiy muammolaridan biridir. Tillarni idrok etish, ularning mavjudligi, qo'llanilishi, o'zaro munosabatlari va o'rganilishi haqidagi ushbu savol bizni tashvishga soladigan muammo markazidir. Tillar dunyo bo'ylab muloqot qilish, tajribalarni boyitish, doimiy ravish- da rivojlanish va istalgan vaqtda muloqot qilish imkoniyatini yaratadi. Shunday qilib, 2001-yilga kelib, tillar miqyosida yevropa yili deb e'lon qilindi, uning dastlabki evolyutsiyasini va iloji boricha 19 asrdan boshlab, to hozirgi kungacha bir necha yillar mobaynida tushib ketgan qadrini ko'tarish maqsadida, xorijiy tillarni o'qitish metodikasi, xususan, fransuz tilini turli usullari haqida ma'lumot beriladi..

XIX asr mobaynida madaniy obyekt ustuvorlik darajasida edi. Darhaqiqat, chet tilini, uning adabiyotini, san'atini, maqollarini, umuman, buyuk madaniyatini o'rganish maqsadida o'rganildi. Bu bilimlar yuqori ijtimoiy va intellektual darajasini namoyon etdi. Ayniqsa, chet tilini o'rganuvchini alohida ajratib ko'rsatdi. Biroq, 1950-yildan boshlab, tilni o'qitishning amaliy maqsadi boshqa tilda so'zlashuvchi insonlar bilan samarali suhbat- lashish uchun mo'ljallangan aloqa vositasi sifatida imkoniyat berildi. 1960-yillarda mak- tab muhitida til o'rgatish o'z cho'qqisiga chiqqan bo'lsada, 1980-yillarga kelib o'z nufuzini yana yo'qotdi deb aytish mumkin. Bu holat bilan parallel ravishda chet tillarni kattalarga o'rgatishning o'ziga xos xususiyatlari tobora kengayib bordi.

Til ona tiliga yaqinlashishi va matnlarda o'rganilishi va topilishi mumkin bo'lgan qoida va istisnalar majmuidir. Biroq adabiy shaklga butunlay e'tiborsiz bo'lmasa ham, matnlarning ma'nosiga ko'ra ko'proq ahamiyat berilgan. Shuning uchun adabiy mualliflar tomonidan ishlatiladigan "standart" va yuqori sifatli til mavjud bo'lib, u og'zaki tildan afzal bo'lishi va

munosib lingvistik kompetensiyaga ega bo'lishi uchun o'quvchilar tomonidan taqlid qilinishi kerak. Madaniyat chet tilida so'zlashadigan mamlakatlarda yaratilgan ada- biy-badiiy asarlar jamlanmasi sifatida qabul qilingan. XVIII asrda an'anaviy metodika tarjima mashqi, gaplarni eslab qolish, tilni o'qitish texnikasi sifatida sistemali ravishda mavzu bo'lib qo'llanila boshladi. Grammatika esa deduktiv ravishda o'qitila boshladi (avval qoida joriy etildi va keyin jumlar shaklida alohida holatlarga tatbiq etildi). Bu vaqtda til o'rgatishda grammatik metalangajdan (boshqa nutqni tasvirlash uchun qo'llaniladigan nutq) foydalanish keng tarqaldi; uning merosi bugungi kunda ham davom etayotgan jarayondir.

Avvalo, tadqiqotning konseptual (g'oyaviy) tafovut va tahliliga munosabat bildirish lozim. Keyinchalik, fransuz tilini chet tili sifatida o'qitilishining asosiy komponentlariga va o'qitish amaliyotlariga va nazariy konsepsiyani amalga oshirish uchun diqqat e'tiborni qaratish zarur. Bu ta'limning ikki asosiy maqsadi shundan iboratki, muvaffaqiyatli til o'rgatishga erishish, o'quvchining hissiy rivojlanishini bilish, unga nafaqat yaxshi ijtimoiy- lashtirish imkoniyat berish, shuningdek, uning ko'nikmalarini a'lo darajaga ko'tarishdan iborat. Turli xil didaktik va pedagogik takliflarni qo'llab-quvvatlash uchun, biz turli mavzu bo'yicha tadqiqot natijalariga murojaat qildik va fransuz tilini chet-tili sifatida o'qitilishiga oid didaktik o'quv materiallaridan (o'quv-qo'llanmalar, boshqarish va yordam vositalardan) misollar keltirdik.. Asosiy diqqat markazida bo'lgan birinchi savol: maktabda shakllangan o'quvchining jo'shqin, ta'sirchan, quvnoq harakati bilan hissiy rivojlanish jarayonini bir-biriga bog'lash sistematik ravishda shuncha erta rivojlanadi.

Nutqiy muloqot faoliyati davomida tilni o'rganuvchisi va foydalanuvchisi doimo quyidagi fikrlash hamda kognitiv qobiliyatlaridan foydalanishga majbur bo'ladi:

- nutqiy faoliyat turlaridan foydalanish uchun; asosiy tayanchlarni boshqarish uchun;
- taqdim etilgan ma'lumotlar to'plamidan o'z vazifalarini bajarish uchun foydali bo'lgan narsalami tanlash;
- uning obro'si va bilimlarini shakllantirish uchun.

Natijada, "o'quvchi o'z ona tilisini o'rganayotganda yangi chet tillarni qo'shilishi murakkab jarayondir, buning natijasida, qo'shimcha bilim sarmoya talab qiladi, chunki, o'quvchilar o'z ona tillarini turli jihatlarini o'zlashtirish jarayonida yangi tilni qo'shilishi ularga muammolar keltirib chiqaradi". Bundan tashqari, ushbu holat murakkab va sa- marali jarayondir, modomiki, tildan foydalanish fikrlash tarziga qattiq ta'sir qiladi. Yangi tillarni o'rganish, yangi tizimning qanday ishlashini tushuntirish uchun qo'shimcha bilim jarayonlarini beradi va uning ijtimoiylashuvi va ongning ochiqligiga yordam beradi. Bu ikkinchi tilni erta o'rganish uchun o'quvchi bitta emas, balki ikki tilda suhbatni davom ettirishini va u ikki tilda hech bo'lmaganda birinchi tilda o'zi bilgan ijtimoiy va intellektual foydalanish sohasining bir qismini topishi kerakligini anglatadi. Bundan tashqari, tilni o'qitishda va o'rgatishda, boshqa ta'limdan emas, balki o'quvchilarning kognitiv rivojlani- shi uchun ularning potensialidan qanday foydalanishni biladigan strategik ta'lim talab etiladigan ta'limdan foydalanish kerak.

Kognitiv rivojlanish tushunchani anglash uchun, kognitiv va bilish vositalar orqali eshitish kerak. Bilish bilimni anglatadi. U intellektual sohaga taalluqli bo'lib, shu ma'noda bevosita o'rgatish bilan bog'liqdir. Bu bilimlarni idrok etish, yodlash, fikrlash, dunyoni anglash orqali muvaffaqiyatga erishiladi. Hozirgi holatda psixo-ijtimoiy va ijtimoiy-konstruktivizm yondashuv faoliyatlari tanlanadi. Jan-Pol Runing ijtimoiy-konstruktivizmning fundamental g'oyasi shundan iboratki,unda "ikki elementdan tashkil topgan (shaxs va vazifani o'zaro ta'siri) psixologiyadan "uchlik" (shaxs, vazifa, o'zgartiruvchi) psixologiyaga o'tish muhimdir. Rivojlanish boshqa mustaqil ravishda o'rganilmaydi, balki o'rganish faqat o'quvchi va obyekt o'rtasida shaxsiy

munosabatlarda bo'lishi mumkin. Ushbu turdagi yondashuvda biz ijtimoiy o'zgaruvchanlik o'quv jarayonlarining o'ziga bir xil ta'sir ko'rsatishini, barcha rivojlanish mexanizmlar individual mexanizmlaming ta'siri tufayli o'rganish natijasida yuzaga keladi, deb hisoblaymiz. Mashhur rus olimi, psixologi L.S. Vigotskiyning fikricha, "o'rganish shaxsning kog- nitiv rivojlanishi uchun muhimdir. Uning fikricha, aqliy jarayonlar (diqqat, xotira, og'zaki fikrlash,...); ijtimoiy munosabatlarning mevasidir, shaxslararo jarayonlarni o'zgartirish ichki shaxsiy jarayonlar orqali amalga oshiriladi, nutq va boshqa semiotik (belgilar nazariyasiga oid fan) tizimlar orqali ijtimoiy rivojlantiriladi".

Chet tilini o'quvchilarga o'qitish uchun qo'llaniladigan usullarga kelsak, ushbu mavzu bo'yicha mutaxassislar tomonidan tavsiya etilgan og'zaki, induktiv, taqlidiy va faol usullarni taqdim etiladi. Faol usuldan foydalanganda, ushbu o'qitish usuli o'quvchilarga yordam berishi va yo'naltirishi mumkinligi va bunda bunda ayniqsa, unda ishtirok etishlari so'raladi. Bu usul farqli o'laroq o'quvchi uchun aniqroqdir, aksincha, kattalar esa "jismaniy faoliyatdan mustaqil ravishda chet tilini to'liq o'rganishga harakat qilishadi". Ijtimoiy-kasbiy motivatsiyaning yo'qligi va birinchi navbatda tilga ehtiyojning yo'qligi, albatta, motivatsiyaning buzilishiga olib keladi, hatto, chet tiliga nisbatan norozilikka, o'ziga xos xususiyati kundalik aloqa ehtiyojlarining yetishmasligiga sabab bo'ladi. Keyin- chalik, til o'rganish va o'zlashtirish bilan bog'liq bo'lgan metodologik savollar paydo bo'ladi. Haligacha boshlang'ich ta'limda o'z ona tilisini to'liq o'rganmagan holda fran- suz tilini o'rganishga majbur bo'lgan o'quvchi-bolalar bilan ishlanadi va cheksiz, mayllar, buyruq mayllari kabi tushunchalar bilan, ular o'zlashtirmagan turli xil atamalar haqida gapirishga majburdir.

Tilni o'rganish uchun har doim ham yetarli sharoit va muhitni yaratish mushkuldir. Xalq ta'limi tomonidan islohotlarni amalga oshirish maqsadida qilingan harakatlar shak- lida ta'lim muassasalari uchun yanada qulay bo'lishi uchun dasturlar ishlab chiqilyapti. Ushbu dasturlarning mazmuni o'quvchilarimizga yuqori darajada, sifatli, amaliy usullarda bilim berish uchun fransuz tili o'qituvchilari bilan turli xil seminar va tadbirlarni o'tkazish, mavjud bo'lgan muassasa, oila va jamiyat bilan bog'liq bo'lgan qiyinchiliklarni bartaraf etish muhimdir.

Xulosa o'mida shuni ta'kidlash lozimki, barcha o'rganilgan va tahlil qilingan nazariyalar, fikr-mulohazalar va qarashlar rivojlanib kelayotgan kelajak avlodlarni yetuk bilimli, intellektual bo'lib yetishiga xizmat qilish va ilm-fanni rivojiga ko'maklashishdan iborat.

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FRANSUZ TILI DARSLARIDA O'YINLARDAN FOYDALANISH

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O'zMU, Fransuz filologiyasi kafedrasi mudiri, dots.

Annotatsiya: maqolada chet tili darslarida o'yinlardan foydalanib o'quvchilarni darsga jalb qilish va darsga qiziqtirishning turli usullaridan foydalanishning o'zigaxosliklari ochib beriladi.

Kalit so'zlar: Lingivistikada o'yin usullari, jalb qilish, shaxsga qaratilgan faoliyat, muloqot, nutq faoliyati.

Annotation: the article reveals the peculiarities of using different methods of attracting students to the lesson and making them interested in the lesson using games in foreign language classes.

Keywords: game methods in linguistics, engagement, person-oriented activity, communication, speech activity.

Аннотация: в статье раскрываются особенности использования различных методов привлечения учащихся к уроку и заинтересовывания их уроком с помощью игр на занятиях иностранным языком.

Ключевые слова: игровые методы в языкознании, вовлеченность, личностно-ориентированная деятельность, общение, речевая деятельность.

Yurtimizda bugungi kunda chet tillarini o'rganish katta ahamiyatga ega. Til bilish har bir shaxsning kelajagi uchun ham yaxshidir, chet tillarini bilgan mutaxassis yaxshi (obro'li) ish topish uchun dahvogar bo'la oladi. Chet tilini bilgan xodimhamkasblari orasida yuqori darajada turadi. Bugungi avlodlarimizning ota-onalari shunday fikr yuritmoqdalar. Chet tiliga e'tibor bizning yurtimizda mustaq Billikka erishganimizdan so'ng sezilarli darajada o'zgardi. Bugungi kunga kelib bu ehtibor davlat darajasiga ko'tarildi. Birinchi Prezidentimizning 2012- yil 10-dekabrda "Chet tillarini o'rganish tizimini yanada takomillashtirishning chora-tadbirlari to'g'risida" gi qarori chet tili o'qituvchilari va ota-onalar tomonidan mamnuniyat bilan qarshi olindi. Bu qaror chet tili o'qituvchilarining zimmasiga katta mahsuliyat yuklaydi. O'qituvchilar chet tillarini o'quvchi (talaba) larga o'rgatishda samarali natijalarga erishish uchun tinmay izlanishlar olib boradilar. Har bir chet tili o'qituvchisi o'quvchilarni chet tili o'rganishga qiziqtirishni, ularning bu qiziqishlarini, ijodiyva aqliy faoliyatlarini rivojlantirishni xohlaydilar. O'z darslarini diqqatni tortuvchi va qiziqarli tarzda olib borish uchun chet tili o'qituvchilari ta'lim jarayonida o'yin usullaridan foydalanadilar. Lingivistikada o'yin usullari til o'rgatishning kuchli vositasi sifatida qaraladi. O'yin usullari yordamida talaffuz yaxshi o'rganiladi, leksik va grammatik material faollashtiriladi, tinglab tushunish va og'zaki nutq ko'nikmalari rivojlantiriladi. O'yin usullaridan foydalanish xatto

“kuchsiz” o'quvchilarni ham dars jarayoniga jalb qilish imkonini beradi, chunki bu usul o'quvchida faqat bilimni namoyon qilibgina qolmay, yana topqirlik tushunish ko'nikmalarini ham rivojlantiradi

Darsda har qanday faoliyat turi o'yin elementlari orqali olib borilsa, eng zerikarli dars ham o'quvchini o'ziga jalb qilib oladi. Chet tili o'qitish bo'yicha metodist-olimlarning fikricha “ O'yin – bu quyidagi faoliyatlardan tashkil topadi:

1. Faoliyat turi (til o'rganishda –nutq)
2. Jalb qilish (majbur qilmasdan);
3. Har bir shaxsga qaratilgan faoliyat;
4. Jamoa orqali jamoada ta'lim va tarbiya;
5. Psixologik qobiliyatlarni rivojlantirish;
6. “Zavq bilan o'rganish”.

Chet tili darslarida foydalaniladigan o'yin usullarining 6 ta asosiy maqsadlari quyidagilar:

1. Aniq ko'nikmalarni shakllantirish, misol uchun:-Deviner. OÙ nous allons aujourd'hui ?

- -Allons –nous au cinéma ?
- –Non.-Est-ce que nous allons au parc? –non.

2. Aniq nutq malakalarini rivojlantirish, misol uchun; “Appartement” mavzusini o'tib bo'lgandan so'ng quyidagi o'yinni q o'llash mumkin:

-Votre copain a reçu un nouvel appartement. Aidez votre ami à meubler (kvartira rasmi yozuv taxtasiga osib qo'yiladi) [3.18]

3. Muloqot ko'nikmalarini o'rgatish:

- -Eng mulozamatli suxbatdosh.
- -Tabriklash yoki mulozamat ko'rsatish.
- -O'rtog'i yoki boshqa kimsaga o'z noroziligini bildirish.
- -Diqqatni tortish uchun iboralardan foydalanish.

4. Psixologik xolat yoki qobiliyatni rivojlantirish:

- “Es –tu attentive ?” o'yini. La mère de Pierre lui a demandé d'acheter du pain, du beurre, une baguette et du lait. Lui, il a pris du pain, du sucre, une baguette et du lait. Qu'est-ce qu'il oublié?
- “Yumoloqlangan qor”.
- Je vais voyager. Je fais ma valise: une brosse à dents et une pâte dentifrice.
- Je vais voyager. Je fais ma valise: une brosse à dents et une pâte dentifrice, un savon etc.

Bu o'yinda kim ko'proq so'zlarni eslab qolishi va to'g'ri talaffuz qilishiga e'tibor qaratiladi.

5. O'lkashunoslikka va tilga oid bilimlarni rivojlantirish. Bu maqsadni amalga oshirish uchun mavzu asosida sayoxat, tashrisha, kinoga borish, vrach qabulida kabi darslar tashkil qilish.

6. Til materialini esda saqlash ko'nikmalarini rivojlantirish.

- qofiyadosh so'zlar;
- so'zlarni xarakat yoki imo-ishora orqali bayon qilish
- bir xil so'zni har xil insonlarda takrorlanishi (turli kasblar, xarakterlar va hokazolar).

Bu o'yin turlari so'zlar topishdan boshlab gap tuzish, matnni hikoya qilish kabi faoliyat xarakterlariga qarab kengayib borish asosida o'quvchilarda leksik, grammatik, stilistik, orfografik va fonetik bilim darajalarini rivojlantirishga xizmat qiladi.

Fransuz tili darslarida interfaol va zamonaviy usullardan foydalanish samarasi quyidagilar:

-o'quvchilar yangi bilimlarni tez va mustaqil egallaydi;

- o'rganilgan bilimlarni amalda qo'llashga harakat qiladi va mustaqil ijodiy ishlaydi;
- o'rganilgan mavzu doirasida izlanadi;
- atrofni kuzatishga, ko'rganlarini umumlashtirishga va matnni qo'shimcha ma'lumotlar bilan boyitishga o'rganadi;
- so'z boyligi oshadi, suhbatdoshi bilan o'zaro muloqotga kirishishi, og'zaki va yozma nutqi rivojlanadi;
- qisqa vaqt ichida ko'p ma'lumotga ega bo'ladi.

Ko'rinadiki, interfaol usullar, elektron darsliklar zamonaviy axborot texnologiyalari majmuasi sifatida respublikamizning fransuz tili ta'limi samaradorligini oshirishga xizmat qiladi. Shuningdek, quyidagi interfaol usullar ham darslarni qiziqarli va mazmunli tashkil etishda samara beradi. "So'zlar zanjiri" usuli. Bu usulda fransuz tili o'qitishning boshlang'ich qismida qo'llash tavsiya etiladi. Masalan: Fransuz tilidan ranglar, raqamlar yoki shunga o'xshash oddiy mavzular o'tilgandan so'ng, shu mavzularga oid ma'lumot dastlab o'qituvchi tomonidan aytiladi va o'quvchilar ham o'qituvchi aytganini, ham o'zi yangi so'z aytib davom ettiradi. Bu usul xotirani mustahkamlaydi va mavzular esda qolishiga yordam beradi. "To'rtinchisi ortiqcha" usuli. Bu usul rasmlarsiz tashkil etiladi. O'quvchiga yoki bolaga bir guruhga kiruvchi uchta predmet va boshqa guruhga mansub bitta predmet nomi aytiladi. Masalan: atirgul, boychechak, binafsha, qo'ziqorin. O'quvchi ular orasidan ortiqchasini aytganidan so'ng undan fikrini asoslab berishi so'ralishi kerak. Bu usul o'quvchilarning tafakkuri rivojlanishiga yordam berishi bilan birga nutqning o'sishiga ham yordam beradi. Metod individual tarzda o'tkazilsa ham yaxshi samara beradi, guruhda musobaqa ko'rinishida o'tkazilsa o'quvchilarning qiziqishi yanada ortadi.

Xulosa qilib aytganda, bugungi kunda barcha insonlar zamonaviy texnologiyalardan foydalanadi, mobil aloqa, matnli, ovozli va videoxabarlar, kompyuter o'yinlari, internet orqali xaridlar, rasm va video tasvirga olish hamda ularni dunyoning xoxlagan joyiga bir zumda yuborish. Shuningdek, zamonaviy texnologiyalar maishiy hayotimizni ham yengillashtiradi, mikroto'lqinli pechlar, kir yuvish mashinalari, kabelli telvideniya, raqamli elektr-gaz-suv hisoblagichlar, elektron pul o'tkazmalar va hokazo. Zamonaviy texnologiyalarning ham ko'plab afzaliklari mavjud. Masalan audio, video, va matnlar orqali chet tillarini mustaqil ravishda o'rganishimiz, mavzularni tahlil qilish mumkin.

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TARJIMA METODLARI HAMDA ULARNING QO'LLANILISHI

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Annotatsiya: Mazkur maqola metodika yo'nalishiga doir bo'lib, maqolada tarjima metodlari, ularning o'rni hamda ahamiyatiga to'g'risida fikr yuritilgan.

Kalit so'zlar: grammatika, tarjima, metod, metodika, metodik ishlanma, metodik vositalar.

Аннотация: Данная статья относится к методологическому направлению, в ней рассматриваются методы перевода, их роль и значение.

Ключевые слова: грамматика, перевод, метод, методология, методическая разработка, методический инструментарий.

Abstract: This article is related to the methodological direction, and the article discusses translation methods, their role and importance.

Keywords: grammar, translation, method, methodology, methodological development, methodological tools.

Tarjima metodlari orasida eng ko'p tarqalganlari „grammatika-tarjima metodi“ va „matn-tarjima metodi“ nomlari bilan mashhur bo'lgan. Birinchisining namoyandalari so'z va gap tarjimasini grammatika qoidalarini o'rgatish uchun tatbiq etganlar, ikkinchisining tarafdorlari esa matnni o'qish va uning mazmunini tushunishda tarjimadan foydalanishni maqsad qilib olishgan. Ikkala tarjima metodini qo'llashdan faqat ta'limiy maqsad ko'zlangan. Chet til retseptiv tarzda o'rganilgan. O'z davrining tilshunoslik va ruhshunoslik ma'lumotlariga asoslanib, chet tili o'qitish metodlari ishlab chiqilgan. Misol uchun matnni og'zaki tarjima qilish g'ayrimetodik usuldir. Matnning ayrim jumalari yoki bir-ikki bo'lagini muayyan maqsadda tarjima qilish man etilmaydi.

O'quvchilarning til tajribasi uch tildan yig'ilgan bilim, ko'nikma va malakalar (kompetensiya) majmuasi (sintezi) bo'lib, uning hajmi, qo'llanish ko'lami, o'zaro bog'liqligi masalalari metodikaning til tajribasini hisobga olish prinsipi doirasiga kiradi. Til tajribasini hisobga olish deganda, o'quvchi shu kungacha o'zbek, rus, chet tili (ingliz, ispan, nemis yoki fransuz tili)dan olgan bilim, ko'nikma va malakasining hozir o'rganayotgan chet tili materialini o'zlashtirishga salbiy (interferensiya) yoki ijobiy (transpozitsiya/fatsilitatsiya) ta'siri tushuniladi. Masalan, chet tilidagi „artikl“ atalmish grammatik hodisani o'rgatish chog'ida, uning o'zbek tilida mavjud emasligi tufayli, mazkur grammatik kategoriyaga oid „artikl“ tushunchasi shakllantiriladi. Natijada o'quvchining til tajribasi endi chet tilidagi „yangilik“ bilan boyiydi. Grammatikadan hozirgi, o'tgan va kelasi zamonlar (masalan Present Indefinite, Presente de Indicativo, Prasens, Present)ni o'rganishda ularning qo'llanilishi (funksiyasi), yasalishi (shakli) va ma'nosi (semantikasi) alohida metodik yondashishni talab etadi. Fe'l zamonining funksiyaviy tarafi o'quvchilar uchun deyarli qiyinchilik tug'dirmaydi, chunki grammatik hodisaning

„takrorlanib turadigan ish-harakatni ifodalashi“ o‘zbek tilidan ma’lum. Bunday holat o‘quvchilar ona tilisi tajribasidan olgan bilimlari yordamida chet tili hodisasini egallashga imkon tug‘diradi. Ushbu fe‘l zamonining yasalishi (formasi) esa o‘zbek va chet tilida butunlay farq qiladi. Chet tilidagi ikki so‘z (yordamchi va yetakchi fe‘llar)dan tuziladigan zamon shakli (masalan Future Indefinite, Future Simple)ni o‘rganishda o‘quvchilar til tajribasi tarkibida mavjud ruscha (ikkinchi til)dan foydalanish ma’qul (буду+делать, будешь+ ходить). Zero, o‘quvchiga ona tilida fe‘l zamoni yasalishi chet til hodisasi (kelasi zamon)ni o‘rgatishda usluban maqbul emas, bu o‘rinda, ona tili tajribasi to‘sqinlik qilishi (interferensiya) muqarrar.

Lug‘atdan foydalanib, yangi so‘zlarning ma’nolarini ochish maqsadida tarjima qilishga mo‘ljallangan kichik matnlar berilishi mumkin. Bu yerda matnni tarjima qilishdan ko‘zlanadigan metodik muddao lug‘atdan foydalanishni o‘rgatishdir. Ma’lumotlarga asoslanib, chet tili o‘qitish metodlari ishlab chiqilgan.

O‘rta Osiyo olimlaridan Forobiy, Xorazmiy, Beruniy, Ibn Sino va boshqa fan metodlarini rivojlantirganlar. Xorazmiy olimlarni uchga bo‘lib, ularning bir qismi ilmiy kashfiyotlarni ochishda qo‘llaniladigan yo‘l-yo‘riq va usullarni ishlab chiqib boshqa olimlarning ilmiy izlanishlarini osonlashtiradi, deb yozganida, aynan shu metodlarni ishlab chiquvchi olimlarni nazarda tutgan. Yaqin davr Yevropa faylasuf olimlari ham metod taraqqiyotiga salmoqli hissa qo‘shishdi. F. Bekon, G. Galiley, R. Dekart, G. Leybnits singari faylasuflar metodlar haqida maxsus asarlar ham yozishdi. Hozirgi zamon fanlarida ko‘plab umumiy, xususiy ilmiy metodlar qo‘llaniladi. Ayniqsa, keyingi asrda modellashtirish va matematik metodlarning yangi shakllari rivojlandi, kibernetik modellashtirish va kompyuter modellashtirish metodlari jamiyatning qariyb barcha sohalarida keng miqyosda qo‘llanilmoqda. Zamonaviy ilmiy metodlar tadqiqotchilarga dunyo sir-asrorlarini ochishda yordam bermoqda.

Yuqoridagilardan kelib chiqqan holda shuni aytib o‘tishimiz mumkinki, metodika bu dars jarayonidagi turli maqsadlarga eltuvchi yo‘llar, uslublar majmuasi bo‘lib, uning o‘qituvchi oldiga qo‘yadigan savoli o‘quvchi o‘rganayotgan materialni qay darajada muvaffaqiyatli o‘zlashtira olishi va rivojlantirishi demakdir.

Xulosa

Xulosa qilib shuni aytish joizki, metod va ta’lim vositalari doim birgalikda qo‘llanilib kelinsa, barcha o‘z maqsadiga erishgan va o‘zi xohlagan narsani o‘quvchiga yetkaza olgan bo‘ladi. Ta’lim berishda bu ikki tushunchaning yoki usulning o‘rni nihoyatda katta. Yillar davomida o‘qitish metodlari ko‘payib, yangilanib, samara bermayotgan esa yo‘qolib borayabdi. Bu shu narsadan dalolatki, qancha metodlar ko‘p bo‘lishiga qaramay tinib tinchimas xalq izlanmoqda.

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O‘ZBEKISTONDA CHET TILLARINING O‘QITILISHI HAMDA METODOLOGIK ASOSLARI

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Annotatsiya: Mazkur maqolada O‘zbekistonda chet tilini o‘qitish metodikasi va uning qisqacha tarixi, xususan ushbu sohada amaliy ilmiy ishlarning tahliliga oid xulosa va malumotlar keltirilgan bo‘lib, uning fan sifatida rivojlanish tarixi, chet tilini o‘qitish metodikasida qo‘llanilayotgan zamonaviy metod turlari va ulardan foydalanish borasida so‘z boradi.

Kalit so‘zlar: metodika, innovatsiya, chet tili, kommunikatsiya, ko‘nikma, malaka, didaktika, madaniyatlararo muloqot.

Abstract: This article provides conclusions and information on the methodology of foreign language teaching in Uzbekistan and its brief history, in particular, the analysis of practical scientific works in this field, the history of its development as a science, the types of modern methods used in the methodology of foreign language teaching. and it is about using them.

Keywords: methodology, innovation, foreign language, communication, skill, competence, didactic, intercultural communication.

Аннотация: В данной статье приводятся выводы и информация о методике преподавания иностранного языка в Узбекистане и ее краткая история, в частности, анализ практических научных работ в этой области, история развития ее как науки, виды современных методов, используемых в методика преподавания иностранного языка и ее использование.

Ключевые слова: методика, инновация, иностранный язык, общение, умение, компетентность, дидактика, межкультурное общение.

Kirish

Hozirgi davr ta‘lim taraqqiyoti yangi yo‘nalishga asoslangan innovatsion pedagogikani keltirib chiqardi. Innovatsiya-inglizcha “yangilikni kiritish (tarqatish)” ma‘nolarini anglatadi. Yangilik kiritishning ijtimoiy-psixologik aspekti Amerika tadqiqotchisi E.Rodjers tomonidan ishlab chiqilgan. U yangilik kiritish jarayoni qatnashchilarining tasnifi, ularning yangilikka bo‘lgan munosabati va boshqalarni o‘rgangan. Ilmiy yo‘nalishlarda yangilik va innovatsiya tushunchalari o‘zaro farqalanadi. “Yangilik”- bu vosita, yangi metod, metodika, texnologiya ma‘nosini anglatadi. “Innovatsiya”- bu ta‘lim, ma‘lum bosqichlari bo‘yicha rivojlanadigan jarayon hisoblanadi. Jahon ilm-fan taraqqiyoti kundan kunga gurkirab rivojlanib bormoqda.¹⁸³

Muhokama va natijalar

Chet tili-bu xorijiy mamlakat tilidir. Respublikamizda G‘arbiy Yevropa (ingliz, ispan, nemis, faransuz) tillari va Sharq (arab, turk, fors, xitoy, hind) tillari o‘qitilib kelinmoqda. Bu tillar ta‘lim muassalarining o‘quv rejaralaridan o‘rin olgan. Uchala tilni o‘qitish jarayoni turlicha kechadi.

¹⁸³ Zayniddin Sanaqulov “Chet til o‘qitish metodikasida zamonaviy metodlar” academic research in educational sciences volume 2 | Issue 4 | 2021 ISSN: 2181-1385 Scientific Journal Impact Factor (SJIF) 2021: 5.723 doi: 10.24411/2181-1385-2021-00627 523-b

Ushbu masala yuzasidan amalga oshirilgan izlanishlar va chuqur fundamental tadqiqotlardan shunday xulosaga kelish mumkinki, chet tilini o`qitish metodikasi didaktika bilan uyg`un, o`zaro bog`langan holda rivojlanib kelgan. Barcha o`quv fanlarining o`qitish nazariyalari didaktika faniga asoslanishi, undan ilmiy ozuqa olishi barchamizga ma`lum.

Chet tili ta`limidan ko`zlangan maqsadning yangicha talqinida, asosan, pragmatik tilshunoslik tadqiqotlari natijalariga tayanildi. Tilshunoslikning bu sohasi tilni unga xos korpus tizimi emas, balki inson faoliyati sohasi deb talqin qiladi.

Hech qaysi chet tilini avvalo metodikasini chuqur o`rganmasdan egallay olmaymiz. Ushbu masalaning mohiyatini ochish va amaliy maqsadga erishishda “kommunikativ didaktika” metodi ahamiyatga molik sanaladi. Kommunikativ didaktika quyidagilarni o`zida mujassamlashtiradi.¹⁸⁴

-ochiq va moslashuvchan dars konsepsiyasi;

-mavzu va mazmun muhimligi;

-darsdagi asosiy ish shakli: suhbatlashish va guruh bo`lib ishlash;

-kundalik nutqiy muloqotni hayotiy vaziyatda o`rganish (dialogni mashq qilish);

-tildan og`zaki foydalanish va shu bilan birga asliy matnlarni tushunish muhim hisoblanadi.

Hozirda chet tilini o`qitish metodikasida madaniyatalararo muloqot iborasi keng qo`llanib kelinmoqda. Aynan shu tushunchani biz turli xildagi kontekstlarda qo`llashimiz mumkin. Aslida esa: Madaniyatlararo muloqot turli madaniyat vakillarining ijtimoiy kelib chiqishi, mentaliteti, milliy xarakteri, hayot tarzi, urf- odatlari, qadriyatlarini sistemasi va boshqalar tog`risidagi lingvografik ma`lumotidir. Mazkur jarayonda o`quvchi-talabalarni o`rganilayotgan mamlakat madaniyatiga nisbatan hurmat, o`zga mamlakat madaniyatini tog`ri tushunish ruhida tarbiyalab borish lozim.

Madaniyatlararo muloqotda ijtimoiy-madaniy xatolarga yo`l qo`ymaslik talab etiladi. Masalan, nemis xalqida, “Tee oder Kaffee?” ya`ni “choymi yoki kofemi” degan savolga ona tilimizda,- “Tee”, “choy”- deb javob beramiz, lekin nemis tilida esa bunday javob tog`ri kelmaydi. Nemis tilida, “Bitte, Tee” ya`ni, “Marhamat, choy” deb javob beriladi. Shu o`rinda aytish lozimki, madaniy qilibga mos so`zlashish jarayoni kishilarni muloqot orqali bir-biriga bog`laydi.

Umuman olganda chet tilini o`qitishda ilmiy metodlardan tashqari zamonaviy, innovatsion va interfaol usullardan foydalanish hozirgi uchinchi renessans davrining talim sferasida muhim ahamiyat kasab etadi. Chet tilini o`rgatishda zamonaviy metodlarning ahamiyati beqiyos. Shu o`rinda hozirgi davrda keng qo`llanilayotgan bir nechta metodlardan foydalanib kelinmoqda. Masalan:¹⁸⁵

1. “B-B-B” (bilamiz, bilishni xoxlaymiz, bildik) metodi. Bu usul dars jarayonida o`quvchilarning matni tushinishini, uni tahlil qilish qobiliyatining o`sishi uchun kerakli usul hisoblanadi.

2. “Aqliy hujum” (Brainstorming)-g`oyalarni generatsiya qilish metodi hisoblanadi. Bu usulning mohiyati o`quvchilarda jamoa hamkorligi asosida muammo yechish jarayonlarini vaqt bo`yicha bir qancha bosqichlarga: g`oyalarni generatsiyalash, ularni tanqidiy va konstruktiv holatda ishlab chiqishdan iboratdir.

¹⁸⁴ Samarova, S. R. (2019). Methods and technologies for the development of creative thinking of pupils. European Journal of Research and Reflection in Educational Sciences, 7(10), 37-43.

¹⁸⁵ Nazarova Navbahor Ahrorovna “Chet tilini o`qitishda zamonaviy metodlardan foydalanishning ahamiyati” Integration of Pragmalinguistics, Functional Translation Studies and Language Teaching Processes December 18-19, 2021 116-b

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

Xulosa

Chet tilini o'rganish ko'p qirrali ta'limot bo'lib, bu jarayonda inson murakkab psixologik o'zgarishlarni boshdan kechiradi. Jumladan ona tili bilan chet tilini taqqoslash jarayoni yuzaga keladi. Bu jarayonda o'rgatishning turli metod va texnologiyalaridan foydalaniladi. Chet tilini o'qitish metodikasida keng qo'llaniladigan metodlar: kommunikativ didaktika metodi, madaniyatlararo muloqotni tashkil qilish metodi va mashqni tashkil qilish metodi hisoblanadi. Uchala metod bir-biri bilan chambarchas bog'liq va bir-birini to'ldiradi. Metodika fani didaktika fani bilan bog'liq bo'lganligi sababli, chet tilini o'rganish mobaynida kommunikativlikka asoslaniladi va kommunikativ didaktika metodi yuzaga keladi. Chet tilni o'rgatish jarayonini natijaviy tashkil etish uchun zamonaviy pedagogik axborot kommunikatsiya texnologiyalariga oid bilimlar egallash lozim.

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CHET TILI DARSLARINI O'TISH JARAYONIDA ZAMONAVIY INNOVATSION METODLARNING AHAMIYATI HAQIDA

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Anotatsiya: Ushbu maqolada boshlang'ich sinflarda chet tilini o'qitishning zamonaviy usullari hamda ularni dars jarayonida qo'llashning afzalliklari haqida fikr mulohazalar bildiriladi

Kalit so'zlar: hamkorlikdagi faoliyati, ilg'or pedagogic metodlar, zamonaviy ta'lim, innovatsion metodlar.

Аннотация: В данной статье высказаны мнения о современных методах преподавания иностранного языка в начальных классах и преимуществах их использования в ходе урока.

Ключевые слова: совместная деятельность, передовые педагогические методы, современное образование, инновационные методы.

Annotation: In this article, opinions are expressed about modern methods of teaching a foreign language in elementary grades and the advantages of using them in the course of the lesson.

Keywords: cooperative activities, advanced pedagogical methods, modern education, innovative methods.

Hozirgi kunda ta'lim jarayonida interfaol metodlar va axborot texnologiyalarini o'quv jarayonida qo'llashga bo'lgan qiziqish kundan-kunga ortib bormoqda. Bunday bo'lishining sabablaridan biri, shu vaqtgacha an'anaviy ta'limda o'quvchilar faqat tayyor bilimlarni egallashga o'rgatilgan bo'lsa, zamonaviy pedagogik texnologiyalardan foydalanish esa ularni egallayotgan bilimlarini o'zlari qidirib topish, mustaqil o'rganish va fikrlash, tahlil qilish, hatto yakuniy xulosalarni ham o'zlari keltirib chiqarishga o'rgatadi. O'qituvchi bu jarayonda shaxs rivojlanishi, shakllanishi, bilim olishi va tarbiyalanishiga sharoit yaratadi. Bugungi kun o'qituvchidan ilg'or pedagogik va yangi axborotlar texnologiyalaridan o'quv jarayonida foydalanishni talab etmoqda. Yuqoridagilardan kelib chiqib, tajribalarimiz asosida dars mashg'ulotlarida interfaol metodlarni, har xil qiziqarli o'yinlarni qo'llash orqali ta'lim-tarbiya berish yo'llariga doir fikrlarimizni bayon etamiz. O'ylaymizki, u o'quv mashg'ulotlari samaradorligini oshirishda hamkasblarimizga amaliy yordam beradi. Shuningdek, o'quvchilarni o'z yo'nalishini tanlash va mustaqil hayotga tayyorgarlik ko'nikmalarini shakllantirishdek mas'uliyatli vazifani bajarishda ularning yaqin ko'makchilardan biriga aylanadi. Quyida sinflar kesimida ayrim mavzular asosida o'qitishning zamonaviy usullarini tatbiq etish bo'yicha tavsiyalar beramiz. Siz undan ijodiy yondashgan holda foydalanasiz va prezidentimizning: «*Har qarichi muqaddas bo'lgan ona yerimizga nisbatan farzandlarimizda g'urur va iftixor, sadoqat tuyg'ularini uyg'otish uchun biz bugun nima qilyapmiz, degan savolga javob izlab ko'raylik*», - degan fikrlariga javoban ta'lim va tarbiya berishning zamonaviy usullarini tatbiq etish orqali ko'zlangan maqsadga erishishga o'z hissangizni qo'shasiz degan umiddamiz.

Ushbu maqolada boshlang'ich sinflarda chet tilini o'qitishda zamonaviy yondashuvlar va innovatsiyalar usullarni qo'llash natijasida, o'quvchilarning mantiqiy fikrlash qobiliyatlari rivojlanishi, nutqi ravonlashishi, tez va to'g'ri javob berish malakasi shakllanishi, bilimga ishtiyoq uyg'otishi, darslarga puxta hozirlik ko'rishga intilishi haqida ma'lumotlar berilgan. Boshlang'ich sinflarda, ayniqsa, birinchi sinfda o'quvchilarga o'qitishda o'quvchining yoshi, fiziologik, psixologik xususiyatlarini hisobga olish kerak.

Ta'limda o'yin texnologiyalaridan foydalanish, eng samarali vositalardan biridir. O'yin davomida ularning tafakkuri, dunyoqarashi, fikrlashi kengayib boradi. Darsga bo'lgan qiziqishlarini rivojlantirish imkoniyatini beradi.

Olimlar ta'limga o'yin orqali yondashuv ta'lim jarayonida osonlashtiradi, deb hisoblagan. Nafaqat osonlashtiradi, balki bu fanga qiziqishini kuchaytirib, bolani chuqur bilim olishiga undaydi. O'yin tarzidagi darslar bolalarning og'zaki nutqini rivojlanishiga yordam beradi. Birinchi sinf o'quvchilari rasmi yoki videoli turli ko'rishlarni juda yaxshi ko'rishadi. Turli xil rangli rasmlar orqali, ularning nutqlarini o'stirishda o'yinlardan muntazam foydalanib turish lozim. Masalan, Bu nima?, Bu kim?, Kim ko'p so'z biladi? kabi o'yinlardan foydalanish mumkin. O'yin jarayonida bolalarning so'zlarni eslab qolishi, to'g'ri talaffuz etishiga qarab rag'batlantirib borish zarur. Ayniqsa " oqmi qorami", " qizil quti"ya'ni "red box", " lug'at boyligi" ," garov so'zi" kabi yangi metodlarni qo'llash orqali o'quvchilarni darsga jalb qilish zarur.

Mavzuni kompyuter yordamida taqdim etishda ta'limni individuallashtirish printsiptiga e'tibor berish lozim. Ayrim o'quvchilar so'zning grafik, ayrimlari esa tovushli obrazni qabul qilishda qiyinchilikka uchraydilar. Biz bilamizki, hozirgi ta'lim jarayonida o'quvchi sub'ekt bo'lishi lozim. Bunda ko'proq interfaol metodlarga e'tiborni qaratish ta'lim samaradorligini oshiradi. Hozirgi davr darslariga qo'yilgan eng muhim talablardan biri mustaqil fikrlashga o'rgatishdir. Bugungi kunda o'qituvchilar Xorij pedagoglari tajribasini o'rganib, innovatsion metodlardan, va yangi pedagogik texnikalardan foydalanishlari lozim. Boshlang'ich sinf ta'lim usullari odatdagi ta'lim usullaridan biroz farq qiladi, chunki boshlang'ich sinf o'quvchilari juda yosh. Ta'lim maydoni turli xil qobiliyatlar va shaxslar bilan birgalikda ishlaydigan o'quvchilar bir joyga to'planadigan juda dinamik muhit sifatida ajralib turadi va o'qituvchilarning vazifasi har biri uchun o'zlarini ya'ni o'quvchilarning shaxsiy ehtiyojlarini qondirish uchun ijodiy va innovatsion ta'lim strategiyalarini amalga oshirishga qodir samarali o'qituvchilar bo'lishi muhimdir.

Boshlang'ich maktablarda amalga oshirilishi mumkin bo'lgan eng yaxshi o'qitish usullaridan ba'zilari quyidagilardir: amaliy ta'lim tajribasi orqali zerikarli ilmiy tushunchalarni hayotga olib kelish, o'quvchilarga ularning hayotda qanday qo'llanilishini tushunishga yordam berish. O'quvchilarni kichik guruh yoki butun sinfning faoliyatini rag'batlantirish orqali birgalikda ishlashga qodir bo'lgan o'quvchilarni rag'batlantirish. O'quvchilarni savol berishga va o'z g'oyalarini o'rganishga da'vat qilimoq, ularga muammolarni hal qilish qobiliyatlarini yaxshilashga yordam beradi, shuningdek, ilmiy tushunchalarni yanada chuqurroq tushunishga yordam beradi. Har ikkisi ham muhim hayotiy ko'nikmalar. Hech kim ortda qolmasligi uchun o'quvchilarning qobiliyatiga qarab vazifalarni taqsimlash orqali ta'lim jarayonini farqlash va belgilash.

Muntazam kasbiy rivojlanish dasturlarida ishtirok etish o'qituvchining dars berish qobiliyatlarini yaxshilashning ajoyib usuli hisoblanadi.

Samarali o'qituvchi bo'lish oson ish emas, chunki har bir o'quvchi noyobdir, ammo ta'lim strategiyalarining kombinatsiyasidan foydalanib, o'qituvchilar ta'lim uslublarini hamda o'quvchilarning bilim salohiyatlarini va imkoniyatlarini hisobga olib, sinfdagi o'quvchilar uchun dinamik va motivatsion muhitni yaratish lozim.

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FRANSUZ TILINI O'QITISHDA INTERAKTIV METODLAR

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Annotatsiya: Mazkur maqolada fransuz tili fanini o'qitishda yangi pedagogik metodlar, xususan, interaktiv metodlardan foydalanish va o'quvchilarda bu tilni o'rganishga qiziqish uyg'otish omillarining ilmiy-nazariy asoslari yuzasidan olim va pedagoglarning fikr mulohazalari, ilmiy qarashlari tahlil qilingan va ularga subyektiv munosabat bildirilgan.

Kalit so'zlar: interaktiv metodlar, rolli o'yinlar, aqliy hujum, case-study, inovatsiyalar, intellektual o'yinlar

Аннотация: В данной статье анализируются мнения и научные взгляды ученых и педагогов относительно использования новых педагогических методов, в частности, интерактивных методов, а также факторы, вызывающие в данной статье интерес учащихся к изучению этого языка, и их субъективное отношение к ним. .

Ключевые слова: интерактивные методы, ролевые игры, мозговой штурм, кейс-стади, инновации, интеллектуальные игры.

Annotation: Cet article analyse les avis et points de vue scientifiques de scientifiques et de pédagogues sur les nouvelles méthodes pédagogiques dans l'enseignement de la langue française, en particulier les méthodes interactives et les modalités d'intérêt des élèves pour l'apprentissage de cette langue, leurs aspects subjectifs et les attitudes qui leur sont exprimées sont étudié.

Mots clés: méthodes interactives, jeux de rôle, réflexion , étude de cas, nouveautés, jeux intellectuels

Kirish

Ayni vaqtda chet tilini o'rganishga bo'lgan ishtiyoq jadal o'sib bormoqda. Hozirgi kunda kamida bitta chet tilini bilish zamon talabiga aylanmoqda. Shu bois chet tillarini o'rganish jarayonining samaradorligi va sifatiga e'tibor qaratish zarur. Til o'rganishning eng samarali usullari interaktiv metodlardir.

Maqolaning maqsadi fransuz tilini o'qitishda interaktiv metodlarning asosiy rolini aniqlashdir. Maqsadga erishish uchun quyidagi vazifalar belgilandi: asosiy interaktiv metodlarni tavsiflash va bu metodlardan foydalanishga misollar keltirish. "Interaktiv" atamasi odamlarning birgalikda ishlashi va bir-biriga ta'sir qilishini anglatadi. Bu holat dialog yoki suhbatni nazarda tutadi. Shuning uchun bu metodlar talabalar va o'qituvchi o'rtasidagi, shuningdek, faqat talabalar o'rtasidagi o'zaro munosabatlarga qaratilgan. Bu o'quv jarayonida o'quvchilarning faol rolini talab qiladi.

Interaktiv metodlar – bu jamoa bo'lib fikrlash deb yuritiladi, ya'ni pedagogik ta'sir etish usullari bo'lib ta'lim mazmunining tarkibiy qismi hisoblanadi. Bu metodlarning o'ziga xosligi shundaki, ular faqat pedagog va o'quvchilarning birgalikda faoliyat ko'rsatishi orqali amalga

O'qitishning interfaoligi - o'quvchining bilish faoliyatini faollashtirish va o'zaro ta'sir asosida tayyorgarlik samaradorligini oshirishning asosiy usullaridan biridir.

Interaktiv ta'limning maqsadi – barcha talabalarni o'quv jarayoniga jalb qilishga olib keladigan maxsus shart-sharoitlarni yaratishdan iborat bo'lib, unda ishtirokchilar sodir bo'layotgan hamma narsani tushunishlari va xabardor bo'lishlari, bir-biriga ta'sir qilishlari va hissa qo'shishlari, do'stona va o'zaro manfaatli munosabatlar o'rnatishlari mumkin. Eng mashhur usullar – rolli o'yinlar, aqliy hujum, case-study usuli, taqdimotlar va muhokamalar.

Ma'lumki, rolli o'yinlar universitetdagi o'quv jarayonini yanada bilimli va malakali qiladi, fanlararo aloqalarni yaxshilaydi, nazariyani kasbiy sohaning haqiqiy ehtiyojlari bilan bog'laydi va bo'lajak mutaxassislar uchun zarur bo'lgan ko'nikmalarni rivojlantiradi. Asosiy element bu – oddiy ta'lim sharoitida egallash qiyin bo'lgan ko'nikmalarni shakllantirish imkoniyatini beradigan rol o'ynashdir.

Rolli o'yinlarning ahamiyatli tomonlaridan biri shundaki, ular orqali talabalar badiiy obrazni idrok qila bilishni o'rganadi, personajlar hatti-harakatini kuzatish qobiliyatini rivojlanib boradi.

Adabiyotlar tahlili va metodologiya

Tadqiqot jarayonida fransuz tilini o'rgatish va o'rganishning mashhur usullaridan, internet manbalaridan foydalanildi. Maqolani yozish davomida nazariy deduktiv xulosa chiqarish, analiz va sintez, mantiqiylik tamoyillardan foydalanildi. Muhim fazilatlarini shakllantirish va fikrlashni rivojlantirishga imkon beradigan yana bir qiziqarli interaktiv usul bu – aqliy hujumdur. Aqliy hujum har qanday muammoni hal qilish uchun zarur bo'lgan g'oyalarni birgalikda qidirishni anglatadi.

O'qituvchi foydalanishi mumkin bo'lgan qiziqarli interaktiv usul bu case-study usulidir. Bu o'quv texnikasi bo'lib, unda talaba muayyan muammoli vaziyatga duch keladi. Keys tadqiqoti turli ma'lumotlar manbalaridan foydalangan holda, aniqlangan kontekstda haqiqiy muammoni o'rganishga yordam beradi.

Keys tadqiqotini bajarish talabalarga quyidagi afzalliklarni beradi:

- 1) o'quvchilarga amalda o'rganish imkonini beradi.
- 2) talabalarining muammoli vaziyatda to'g'ri savol berish qobiliyatini oshiradi;
- 3) talabalarni turli sohalar, tashkilotlarda ishlashga tayyorlashda mas'uliyat darajalarini oshirib beradi.
- 4) asosiy nazariy tushunchalarning hayotiy misollarini keltirish orqali talabaning boshqaruv nazariyasi haqidagi bilimlarini mustahkamlaydi.
- 5) real dunyoda boshqaruv qarorlarini qabul qilish voqeligini aks ettiradi.
- 6) o'z jamoasining boshqa a'zolarining turli nuqtai nazarlari va qarashlarini tushunishga yordam beradi.
- 7) boshqaruvning yaxlit ko'rinishini ta'minlaydi.

O'qituvchining vazifasi har bir talaba uchun tilni amaliy o'zlashtirish uchun sharoit yaratish, har bir o'quvchiga o'z faolligini, ijodkorligini namoyish etishiga imkon beradigan shunday o'qitish usullarini tanlashdir. Chet tili darslarida kompyuterni o'qitish dasturlari bilan ishlash shakllariga quyidagilar kiradi: so'z boyligini o'rganish; talaffuz qilishni mashq qilish; dialogik va monologik nutqni o'rgatish; yozishni o'rgatish; grammatik hodisalarni ishlab chiqish. Internet-resurslardan foydalanish imkoniyatlari juda katta.

Muhokama va natijalar

Har bir o'qituvchi fransuz tili o'qitish jarayonida ta'lim oluvchilarning shaxs sifatida shakllanishi, rivojlanishi, bilim olishi va uni egallashga sharoit yaratadi. Til o'rganish asosida o'quvchi, talabalarda fanni o'rganib fransuz tilining grammatikasini bilgan holda erkin muloqot qilishi, mustaqil holatda fikr bildira olishi, tafakkur qilishi muhim ahamiyat kasb etadi. Shuning uchun fransuz tili darslarini ilg'or zamonaviy usullar, interaktiv metodlar, innovatsion texnologiyalarni qo'llab darsni tashkil qilish ularning kommunikativ kompetensiyalarini rivojlantirishda, og'zaki va yozma nutqini o'stirishda o'rni salmoqli sanaladi.

Innovatsion texnologiyalardan foydalanish o'quvchilarning tafakkuri, tasavvurlari, dunyoqarashi, qiziqishlarini orttirish bo'yicha olib borilgan ishlarda o'z ifodasini topadi. Makkartining ta'kidlashicha, "chet tillarini o'qitish metodologiyasi o'tgan yarim asr davomida juda rivojlandi.¹⁸⁶ Turli vaqtlarda grammatik tarjima, audio-lingvistik tuzilish, global audiovizual, induktiv/deduktiv, funksional, g'oyaviy, situatsion, kommunikativ, immersiya, o'rganish/olish, tavsiya va boshqalarda olib borilgan". Binobarin, dars jarayonida audiovizual vositalardan foydalanish natijasida xotirada so'zlarning semantik ma'nosini yodda saqlash va leksik birliklarni qo'llash ko'nikmasi takomillashadi. Ilg'or zamonaviy texnologiyalar, innovatsion yondashuvlar va interaktiv metodlar o'quvchi-yoshlarning yuqori darajada bilimli, keng darajada yuqori malakaga ega bo'lishini ta'minlaydi.

Xulosa

Shunday qilib, berilgan usullarni ifodalagandan so'ng, biz interaktiv o'qitish usullari fransuz tilini o'rganishda o'quv jarayonini optimallashtirishga yordam beradi degan xulosaga kelishimiz mumkin. Ular motivatsiya mexanizmlarini joriy etish va fransuz tilidagi muloqotni o'rgatish samaradorligini oshirishda yordam beradi. Talabalarni o'qitish jarayonida interaktiv usullardan foydalanishning afzalliklari kasbiy faoliyatning real sharoitlariga maksimal darajada yaqinlashishi, talabalarning keng mustaqilligi, ijodiy raqobat sharoitida qaror qabul qilish va o'z-o'zidan nutq qobiliyatlarini rivojlantirishga yordam beradi.. Ta'lim jarayonida o'tkaziladigan treninglarda nutq ko'nikmalarini shakllantirishga va ijtimoiy moslashuvchanlikni rivojlantirishga etarli e'tibor berilishi kerak. Bundan tashqari ta'limda har bir darsning muvaffaqiyati ko'p jihatdan mashg'ulotni to'g'ri tashkil etishga bog'liqdir. Dars o'qituvchi va o'quvchining ijodiy hamkorligiga asoslanishi lozim. Shundagina o'quvchilar mustaqil, erkin fikrlay oladilar, irodalari tarbiyalanadi.

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O'RTA MAKTABLARDA XORIJIY MATN USTIDA ISHLASH ORQALI O'QISHNI O'RGATISH

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Annotatsiya: Ushbu maqolada matn ustida ishlash orqali o'rta maktablarda o'quvchilarni o'qishni o'rgatishga, chet tilidagi matnlarni to'g'ri tushunishga, ijodiy fikrlashga o'rgatish haqida so'z yuritiladi.

Kalit so'zlar: matn, murakkab matnlar, respektiv nutq, reproduktiv nutq, matn ustida ishlash, til material.

Аннотация: В данной статье говорится об обучении старшеклассников чтению, правильному пониманию иноязычных текстов, творческому мышлению путем работы над текстом.

Ключевые слова: текст, сложные тексты, соответствующая речь, репродуктивная речь, работа над текстом, языковой материал.

Annotation: This article talks about teaching high school students to read, correctly understand foreign language texts, and creative thinking by working on the text.

Keywords: text, complex texts, respective speech, reproductive speech, work on the text, language material.

Matn nutqiy jarayon mahsuli bo'lib, tugallangan, yozma shaklda mavjud bo'lgan, adabiy shakllangan, supersintaktik butunliklardan tashkil topgan, leksik-grammatik, mantiqiy, uslubiy jihatdan shakllangan, aniq maqsadga yo'naltirilganligi bilan belgilanadi. Har qanday matn ma'lum bir mazmuni tashish uchun xizmat qiladi, o'z xususiyatiga ko'ra turli axborotlarni etkazadi. Matn nutq korinishi bo'lib, vazifasi jihatidan tugal nutqiy butunlikdir. Har bir matn murakkab tuzulish va mazmun mundarijasiga ega bo'lib, u og'zaki va yozma ijod namunasi hisoblanadi.

O'qishni o'rgatish — nutq faoliyati turini o'rgatish deb qaralmog'i lozim. Ushbu qoidani inobatga olib ish yuritilganda, o'quvchilarga o'qish haqida to'g'ri yo'llanma beriladi. Tajribada kuzatiladigan metodik xatolardan bo'lmish til materialini o'zlashtirish yoki matnga yaqin gapirib berishni yagona o'quv vazifasi qilmasdan, matnni faoliyatda qo'llash materialiga aylantirish oldingi o'ringa chiqarilishi tavsiya etiladi. O'quvchilarga matnni o'qib axborot olishni mashq qildirish birlamchi yakuniy maqsad amalda tatbiq etilishi kerak. Bunga nutqiy amallarni bajarish bilangina erishiladi, bu jarayonda muayyan natijaga erishish ko'zda tutiladi. Matnni o'qish ma'naviy boyishga, yangi-yangi axborotlarni olishga qaratilgan o'quv-metodik tadbiridir. O'quv jarayonida o'qiganni tushunish boshqariladigan yumushdir: o'qish oldidan topshiriq berilishi shart va o'qib bo'lgandan so'ng tegishli metodik usullar qo'llanib, tushunganlik tekshiriladi. To'liq va aniq tushunganlik o'quvchilar tomonidan vazifani muvaffaqiyatli bajarish hisoblanadi. Xullas, ushbu prinsipga ko'ra o'qishning mohiyati o'quvchiga axborot yetkazishni qoidalashtirib qo'yishdir. O'qishni o'rgatish bilish jarayoni sifatida tashkil etiladi. Faqat amaliy faoliyat ko'rsatish bilan chegaralanmasdan, matn o'quvchi bilishga, yangi ma'lumot o'rganishga ham harakat qiladi. Axborot olish — bilish faoliyatini yuritishdir. Bu yerda bilish va nutqiy faoliyatning farqiga

borish kerak. Nutqiy faoliyat natijasi bilishga olib keladi. Binobarin, o'qish materiali mazmuniga e'tiborni kuchaytirish talab qilinadi. Mazmun qiziqarliligi o'quvchilarning axborot olishga intilishlarini belgilovchi, ulami maroq bilan o'qishga undovchi omil vazifasini o'taydi. Matn mazmunida va tilida oqilona me'yordagi qiyinchiliklar bo'lishi o'quvchining aqliy faoliyatini kuchaytiradi, tafakkurini astoydil ishga tushirishga sabab bo'ladi. Demak, mazkur prinsipga binoan o'quvchilar chet tilda o'qib, ayni chog'da bilish faoliyati bilan mashg'ul bo'ladilar.

O'quvchilarning ona tili va ikkinchi tilda to'plagan o'qish tajribalariga suyanib, ularga chet tilda o'qish o'rgatiladi. Dastavval, o'quvchining chet tilda o'qishga munosabati shakllantiriladi. O'qisam, o'rganaman“ degan naqlga amal qilib ish tutish zaruriyati tug'iladi. Birlamchi shart mana shudir. Til tajribasidagi nutq ko'nikmasining ko'chish hodisasiga duch kelamiz. Chet tilda harf-tovush munosabatlarining o'zlashtirilishi bilanoq o'quvchilarga ichda o'qishni taklif qila boshlash ma'quldir. Bu ikkinchi shart. Bir so'z bilan aytganda, o'qish mobaynida til tajribasining imkon boricha ishga tushirilishi talab etiladi.

O'qiganini tushunish uchun o'quvchilar o'rganilayotgan til strukturasi xususiyatlarini egallab, ularga asoslangan holda ish tutishlari kerak. Til materialini bilish, ya'ni lisoniy ko'nikmalarning hosil bo'lishi tez va to'g'ri o'qib tushunishga zamin yaratadi. Yozuvdagi alohida so'z, uning qismi (morfema), so'zlarning o'zaro joylashishi (so'z tartibi, gaplar zanjiri) kabilardan o'quvchi ko'ruv idrokida tayanch sifatida foydalanadi. Tinish belgilari va bosma harflarga (shriflarga) qarab va umumiy kontekstdan kelib chiqib, matndagi ohang, to'xtamva mantiqiy urg'u haqida tasavvur paydo bo'ladi. Yordamchi so'zлами bilishning ham o'qishga nafi tegadi. Bu prinsip o'rganilayotgan til strukturasi dan yetarlicha xabardor bo'lishni taqozo etadi.

O'qishni o'rgatishda nafaqat retseptiv, shuningdek, reproduktiv faoliyat ham ishtirok etadi. O'qish, odatda, retseptiv nutq faoliyati deyiladi. Lekin o'qish jarayoni retseptiv operatsiyalar bilan bir qatorda reproduktiv operatsiyalami ham o'z ichiga oladi. Grafik material idroki chog'ida ichda gapirish sodir bo'ladi. Binobarin, talaffuz ko'nikmasi o'qish texnikasiga ta'sir qiladi va matnni tushunishga daxldorligi ham ma'lum bo'ladi. Gapirganda, o'quvchi grammatik hodisani ayta olish ko'nikmasiga egaligi tufayli unda matndagi grammatik shakllami oldindan fahmlash imkoniyati yaratiladi. Ko'rinib turibdiki, retsepsiya va reproduksiya. o'zaro bog'langan nutq hodisalaridir. O'qishni o'rgatish chog'ida retseptivdan tashqari reproduktiv nutq bilan ham shug'ullanish ushbu prinsip talabidir.

O'qish nutq faoliyati turi maqomida xizmat o'tar ekan, uning amal qilish usullarini o'quvchilar egallab olishlari kerak bo'ladi. Faoliyatning jarayon tomonini ta'minlovchi operatsiyalarni bilish zarur. Ulardan birinchisi texnikaviy ko'nikma tarzida idrok etiladigan matnni tushunib yetish bilan bog'liq. Ma'no „chaqish“ usullarini o'quvchi bilib olsa, o'qish tezligi shakllanadi. O'qish tezligi maxsus mashq qilish natijasida oshiriladi. Yagona maqsad o'qish tezligini o'zlashtirish bo'lib qolmasdan analitik (tafsilotlami ilg'ash) operatsiyalami qo'llash ko'zlanadi, ya'ni undan mazmunni payqash maqsadida foydalaniladi. Sekinroq va tez o'qish ko'nikmalari axborot olishda o'mi bilan ishlatiladi. Texnikaviy ko'nikmalar, xususan, tegishli maromda o'qish axborotni o'zlashtirish yo'lidagi zaruriy qadam ekanligi mazkur prinsipdan anglanadigan tushunchadir. Har bir ta'lim bosqichida o'ziga xos xususiyatlar bilan o'qish amaliyoti joriy etiladi. Boshlang'ich davrda tanish material asosida matn, o'rta bosqichda tanish birliklar va qisman notanish so'zlar kirgan matnlar, yuqori bosqichda esa ko'proq potensial lug'at ishtirokida matnlar o'qish tavsiya qilinadi.

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СОПОСТАВИТЕЛЬНЫЙ АНАЛИЗ ФРАЗЕОЛОГИЧЕСКИХ ЕДИНИЦ, ВЫРАЖАЮЩИХ ВОЗРАСТ ЧЕЛОВЕКА В УЗБЕКСКОМ И РУССКОМ ЯЗЫКАХ

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Annotation: Phraseological fund of any language is known to be the most expressive way of conveying singularity of its national culture. The aim of the following research is to reveal universal and unique in the semantics of the phraseological units expressing childhood age in the Uzbek and Russian languages.

Keywords: anthropocentric approach, age, semantic analysis, phraseological description, dictionary definition, nuclear seme, component structure, additional seme, meliorative esteem, integral seme.

Annotasiya: Har qanday tilning frazeologik jamg'armasi uning milliy madaniyatining o'ziga xosligini yakkol ifoda etuvchi usuli hisoblanadi. Quyidagi maqolaning asosiy maqsadi o'zbek va rus tillarida bolalik davrini ifodalovchi frazeologik birliklarining semantikasida umumiy va o'ziga xos xususiyatlarini yoritish.

Kalit so'zlari: antroposentrik yondashuv, yosh, semantic tahlil, frazeologik tavsif, lug'at definitsiyalari, yadroviy sema, component tarkibi, qo'shimcha sema, meliorativ baholash, integral sema

Аннотация: Фразеологический фонд любого языка является наиболее выразительным способом выражения самобытности его национальной культуры. Цель данной статьи раскрыть универсальное и уникальное в семантике фразеологических единиц, выражающих детский возраст в узбекском и русском языках.

Ключевые слова: антропоцентрический подход, возраст, семантический анализ, фразеологическое описание, словарные дефиниции, ядерная сема, компонентный состав, дополнительная сема, мелиоративная оценка, интегральная сема

Детский возраст относится к первому возрастному периоду, выделяемому исследователями. В исследуемых нами языках он представлен преимущественно большим количеством фразеологических единиц – 21 фразеологическая единица в узбекском языке и 28 – в русском языке.

Во обих сопоставляемых языках в данную фразео-семантическую группу входят фразеологические единицы различной структуры. В наибольшем объеме представлены фразеологизмы со структурой предложения: «Ona suti og'zidan ketmagan», «У семи няnek дитя без глазу». Значительную долю исследуемого нами материала также занимают субстантивные фразеологизмы: «yangi texmon», «бесштанная команда». Только в русском языке мы обнаружили адъективные и адвербиальные ФЕ: «с ноготок», «с глурых(малых) лет», при этом только в узбекском языке в данной группе были выделены глагольные ФЕ: «yoshiga to'ldi», «yo'lga kirmoq».

Присутствие только ядерной семы детского возраста в компонентном составе фразеологического значения характерно для весьма ограниченного количества ФЕ в сопоставляемых языках: 5 в узбекском и 3 – в русском языках. Данные фразеологические единицы непосредственно называют детей, не давая при этом каких-либо других дополнительных характеристик или являются обозначением периода возраста «с детства»: «mushtumdek bola», «bir qarich bola», «mittivo», «mushtdek bola», «odamning rezhgisi», «kichkintoy», «бесштанная команда», «под стол пешком ходит», «с малых (глупых) лет». Исследователи не рассматривают детский период как нечто цельное и неделимое. Он включает в себя период новорожденности и грудной возраст, ясельный (или дошкольный) возраст, школьный возраст с дальнейшим подразделением на младший, средний и старший школьный возраст. К старшему школьному возрасту также относят подростковый возраст. В результате проведенного исследования нами было отмечено интересное явление: в узбекском языке для обозначения новорожденного, достигшего 40 дней имеется фразеологизм - «Chillasi chiqdi». Эта фразеологическая единица имеет корни, уходящие еще в древние времена, когда предполагалось, что младенец, недостигший 40 дней (чилла) подвержен большой опасности со стороны злых духов и прочей нечисти. И в узбекском и русском языках период новорожденности и грудной возраст обозначен с помощью фразеологизмов: «bir parcha go'sht», «emizikli bola», «yangi mexmon»; «с колыбели» - с младенчества, «божья прибыль» - о новорожденном.

В структуру значения фразеологических единиц, обозначающих детей дошкольного возраста, также может входить дополнительная сема «очень маленький, крошечный по размеру»: «bir qarich bola», «mittivo», «kichkintoy», «с ноготок», «мал мала меньше». «Мальчик с пальчик» в первом значении «персонаж народной сказки – крошечный мальчик, обладающий находчивостью и действующий благодаря этому весьма умно». Во фразеологических фондах узбекского и русского языков также имеются ФЕ, характеризующие детей с точки зрения их личных качеств. Ребенок может характеризоваться как послушный или, наоборот, трудный: «tillo bola» - золото, а не ребенок, послушный; «ko'cha bolasi» - трудный ребенок; Дополнительная сема может также обозначать талант ребенка: «aqlvoy» - «чудо-ребенок, вундеркинд, ребенок-индиго», его физические данные: «qiltiriq ariq» - «худышка, тростиночка (о мальчике или о девочке)». Фразеологические единицы могут дифференцировать отношение к ребенку как рожденному в результате любви его родителей или рожденному вне брака: «muhabbat mevasi» - «плод любви», «beniqoh bola» - «внебрачный ребенок».

Семы гендерной принадлежности детей также могут выступать в качестве дополнительных дифференциальных сем, однако значительная часть фразеологических единиц данной ФСГ относятся к обозначению детей и мужского и женского пола. Только для описания мальчиков служат ряд фразеологизмов, в компонентном составе которых помимо семы принадлежности к мужскому полу имеются дополнительные семы характера и склада ума: «маленький мужчина (о мальчике)»; "mushtdek bola"- мальчонка, сопляк, "mushtdek boshidan"- несмотря на свой маленький возраст; "маменькин сынок - батюшкин горбок"- материн любимец вырастает эгоистом, "мальчик с пальчик".

В узбекском языке, в отличие от русского, имеется ряд фразеологических единиц, характеризующих девочек. Выражение «qiz maydon» - девчужка, девчурка употребляется для описания девочки с покладистым характером. В отличие от мальчиков, девочки

характеризуются мелиоративно, с помощью использования положительных и вызывающих приятные ассоциации образов: «орроқ қіз» - милая девочка.

Ряд дополнительных сем выявлен у части фразеологических единиц данной фразеологической группы в сопоставляемых нами языках, при этом в семной структуре фразеологического значения эти семы относятся к интегральным семам. Например, семы беспризорности, бездомности, уличного образа жизни входят в структуру фразеологического значения узбекского фразеологизма «ko'cha bolasi», «ko'cha bezori» - беспризорник. Сема специфического детского заболевания – разновидности рахита, которая проявляется в приостановке роста, появлении у ребенка старческого вида, является интегральной в структуре устаревшего русского фразеологизма «собачья старость». Двух детей, мальчика и девочку, близнецов или единственных детей в семье характеризуют фразеологизмы с яркой образностью - в русском языке – «красны детки». Сема количественности выявлена в таких фразеологических единицах узбекского языка как «bir parcha go'sht», «bir qarich bola», «yoshiga to'ldi». ФЕ «кукушкины дети» - «дети, которых мать пытается сбегать своим старым родителям или чужим людям» является яркой характеристикой детей, лишенных родительской заботы.

Во обоих сопоставляемых языках к единицам ФСГ, обозначающим детский возраст, относятся пословицы и поговорки. Данные единицы находятся на периферии ФСГ «детский возраст» в следствии того, что основной целью паремиологического материала является передача мудрости, народного опыта, такие единицы представляют собой своего рода назидание другим людям, соответственно сема возраста не занимает доминирующего положения в семантической структуре их значения. Пословицам и поговоркам следующего ряда присущ интернациональный характер, их фразеологические соответствия можно обнаружить в сопоставляемых нами языках: «bir kattaning gapiga kir, bir - kichikning» - «устаи младенцев глаголет истина»; «asragan ko'zga cho'p kirar» - «у семи нянек дитя без глазу»; «маленькие детки – маленькие бедки, большие детки – большие бедки». Пословицы в исследуемых языках подтверждают общеизвестную истину, что дети являются источником радости, с их рождением в дом приходит счастье: «Bol shirin, boldan – bola shirin» (букв. мёд сладок, а ребенок еще слаще), «Davlatning ota-ona, savlatning – o'g'il qizing» (букв. твое богатство – твои родители, твое величие – твои дети), «Дети – цветы жизни».

Однако в словарях пословиц и поговорок русского языка можно выделить высказывания, носящие пейоративный характер: «Дети – цветы жизни, но лучше, когда они стоят на чужом подоконнике», «дети – цветы жизни, но пахнут они дурно». Русская пословица «не нужен и клад, коли дети идут в лад» является наглядным подтверждением того факта, что один из залогов счастливой и благополучной семьи – это хорошие и послушные дети. Но дети, также как и взрослые, не всегда бывают хорошими. Подтверждение этой истины обнаруживается в узбекском языке: «ota bezori – Xudo bezori» (букв. непослушный с отцом - ослушается и бога); «Yaxshi o'g'il uy tuzar, yomon o'g'il to'y buzar» (букв. хороший сын строит дом, а плохой - разрушает свадьбу).

Данные единицы пословичного характера характеризуются маскулинной гендерной принадлежностью, кроме того, в структуре своего фразеологического значения они имеют дополнительные интегральные дифференциальные семы.

Общеизвестная истина о том, что характер человека складывается в детстве, находит свое отражения в пословицах: «как ветка гнется, таким дерево и растет»; «katta arava qaydan

yursa, kichik arava shundan yurar» (букв. куда большая телега едет, туда и маленькая тележка). Народные изречения о важности правильного воспитания детей есть не что иное как выражение народной мудрости: «tulpor biyadan, mard - enadan»(букв. скакун - от кобылы, смельчак - от матери); «bola - loy, ona - qulol» (букв. ребенок – глина, мать - гончар); «tayoq ayiqni ham mulla qilarg» (букв. палка и медведя делает муллой). В последнем высказывании в узбекском языке речь идет о телесном наказании для непослушных детей, в то же время русская пословица «чем бы дитя не тешилось, лишь бы не плакало» вносит диссонанс в так называемые стереотипы хорошего воспитания детей.

Подростковый возраст, будучи последним этапом школьного возраста, также находит свое немногочисленное выражение во фразеологическом фонде сопоставляемых языков. В узбекском языке была обнаружена всего одна ФЕ с обозначением подросткового возраста: «bo`uyi chuzilib qoldi» - вытянулся (о подростке). В русском языке также имеется только одна фразеологическая единица, обозначающая мальчика – подростка. Обычно потерявшего родителей и во время войны взятого в действующую часть: «сын полка». Данный фразеологизм имеет непосредственную связь с историей и отражает историческую действительность второй мировой войны, в следствии которой появилось много сирот, в частности на оккупированных территориях, часто опекунов над такими детками брала на себя воинская часть. Кроме того, именно в русском языке имеется устаревший фразеологизм, который можно отнести одновременно к двум возрастным отрезкам детского возраста, в том числе и подросткового, и обозначающего «вид игры детей и подростков»: «ломать пряники».

Полное описание периода детского возраста с младшего школьного до старшего школьного также включает в себя названия учебных заведений для обучения детей или общественных учреждений для их содержания. Для их номинации в сопоставляемых нами языках имеются фразеологические единицы с переосмысленным значением: «bolalar uyi» - «детский дом», «texribonlik uyi» - «приют», «uyimxona» - «приют для сирот»; «сиротский дом» устар. – «детский дом, приют», «детский дом» - «государственное заведение для детей и подростков, оставшихся без родителей».

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TILSHUNOSLIKDA TERMIN, TERMINOLOGIYA, TERMINOLOGIK MAYDON TUSHUNCHALARINING O'Z-ARO FARQLANISHI XUSUSIDA

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Annotatsiya: Ushbu tezisda tilshunoslikka oid termin, terminologiya, terminologik maydon, terminosistema va o'zbek tilidagi «termin» va «atama» tushunchalarining o'zaro farqlanishi va chegaralanishi masalalari aks ettirilgan.

Kalit so'zlar: termin, terminologiya, terminologik maydon, terminosistema, atama.

Аннотация: В данном тезисе отражены вопросы взаимной дифференциации и разграничения терминов, терминологии, терминологического поля, терминосистемы и понятий «термин» и «atama» в узбекском языке относящихся к лингвистике.

Ключевые слова: термин, терминология, терминологическое поле, терминосистема, понятие «atama».

Annotation: This thesis reflects the issues of mutual differentiation and demarcation of the term, terminology, terminological field, terminology system and Uzbek language «term» and term «atama» related to linguistics.

Keywords: term, terminology, terminological field, terminosystem, term «atama».

Tilshunoslikda bir qator tilshunos olimlar termin, terminologiya va terminologik maydon tushunchalariga oid tadqiqotlar o'tkazib, o'z fikr va qarashlarini turlicha bayon qilgan.

Bugungi kunga kelib tilshunoslikda “**terminologiya**”, “**terminosistema**”, “**terminologik maydon**” tushunchalari xususida, ularni semantik jihatdan o'z-aro farqlash va chegaralash masalasida tilshunos olimlar umumiy hamda yakdil bir to'xtamga, fikrga kelganicha yo'q. N.V.Vinogradovning nazariyasiga ko'ra: “...mazkur tushunchalarni o'z-aro farqlashda va semantik jihatdan chegaralab, tasniflashda summativ (mexanizm printsiplariga asoslangan) va funktsional (dinamik) turlarga ajratib tavsiflash va izohlash kerak” ekanligi ta'kidlanadi” [Vinogradova N.V.]. V.M. Leychik esa N.V.Vinogradovdan farqli o'laroq, “terminologiya”, “terminosistema”, “terminologik maydon” tushunchalariga nisbatan o'zgacha tarzda yondashadi. Uning ilmiy nazariyasiga asosan, mazkur uch tushunchani semantik jihatdan o'zaro farqlash asosida ilmiy-nazariy kontseptsiya va kasbiy bilimlar majmui aks etishi qayd etiladi. Uning fikr va qarashlarida “**terminologiya**”, “**terminosistema**”, “**terminologik maydon**” tushunchalari bir-biriga nisbatan qarama-qarshi qo'yiladi, bunda “**terminologiya**” muayyan bir bilim sohasida mavjud bo'lgan tushunchalarning o'z-aro lisoniy aloqalarini aks ettiruvchi yagona kontseptual va nazariy lisoniy leksik qatlam, deb hisoblansa, “**terminosistema**”ni esa ma'lum sohaga oid terminlarning o'z tarkibiga qamrab olgan terminlar majmui sifatida izohlaydi, shuningdek, fan yoki texnika sohasi bilan bog'liq hech qanday kontseptsiya ham da nazariyani o'zida namoyon qilmaydi, degan fikrni ilgari suradi[Leychik V.M., 2009:56] A.N.Baranov ham V.M.Leychikning qarashlarini qo'llab - quvvatlagan holda, terminlar nazariyasiga ko'ra, muayyan terminologik tizimni tashkil qiluvchi terminologik birliklar ma'lum ilmiy va kasbiy terminosistemani vujudga kelishiga xizmat qiladi - degan fikr bilan chegarlanadi[Baranova A.N., 2003:360]. Biroq,

terminologiya muammolari bilan maxsus shug'ullangan taniqli tilshunos olimlar A.V.Superanskaya, N.V.Podolskaya va N.V. Vasilevalar bu masala xususida o'z fikrlarini shunday bayon qilishadi: "...zamonaviy ilmiy terminologiya – bu terminlar majmui bo'lib, har bir elementning semantik-funksional jihatdan qo'llanishida, umuman, mavjud bo'lishida, ma'lum darajada chegaralanganlik xususiyatiga ega bo'lgan, tilda “yashab qolishi” uchun real va optimal sharoitga ehtiyoj sezadigan, tabiiy hamda sun'iy tarzda shakllanadigan, hosil bo'ladigan leksik qatlamdur[Superanskaya A.V., Podolskaya N.V., va Vasileva N.V.,2009:248].”

Ma'lumki, o'zbek tiliga davlat tili maqomi berilgandan so'ng, xususan, mamlakatimiz istiqbolga erishgandan keyin ba'zi bir sub'ektiv omillar natijasida “**termin**” tushunchasi o'rnida “**atama**” derivatini qo'llash ancha faollashdi. Bu jarayonga bir qaraganda baynalmilal o'zlashma hisoblangan “**termin**”ning funksional-semantik jihatiga muqobil va mos keluvchi o'z so'zning qo'llanilishi ma'quldek tuyulishi mumkin. Shu o'rinda bir savol tug'iladi. Bu ikki til birligini sinonim tarzda qo'llash maqsadga muvofiqmi? Yoki yo'qmi?. Bizningcha, maqsadga muvofiq emas, albatta. Terminshunoslik muammolari bilan maxsus shug'ullangan o'zbek olimlaridan biri A.Hojiev “**termin**” so'zini “**atama**” derivati bilan o'zaro almashtirib qo'llash xususida jiddiy fikr va mulohaza yuritadi va ularni bir-birini o'rnida ishlatish noto'g'ri, ekanligini ta'kidlaydi[Madvaliyev A., 2017:28-30]. Shularni hisobga olgan holda xulosa qilish mumkinki, “**termin**” o'zlashmasini ma'lum kasbiy sohalar, ilm-fan va texnika sohalarida qo'llaniluvchi nominativ va signifikativ xususiyatga ega bo'lgan so'z va so'z birikmalari sifatida qarash mumkin, xolos. “**Atama**” so'zini esa shartli ravishda qo'yilgan nomlar (nomenlar)ga nisbatan, xususan, geografik ob'ektlar hamda joy nomlari (toponimlar)ga nisbatan qo'llash, arab tilidan o'zlashgan “**istiloh**” o'zlashma so'zini esa tarixiy ob'ektlar, insoniyat o'tmishida mavjud bo'lgan tarixiy manbalar matnida uchrovchi tushunchalarga nisbatan qo'llash to'g'ri bo'ladi,- deb hisoblaymiz.

Shunday qilib terminologiya haqida so'z yuritganimizda, shuni alohida qayd etish lozimki, muayyan sohalarga tegishli, kasbiy faoliyat sohasiga xizmat qiluvchi terminlardan tarkib topgan terminologiya, ya'ni terminologik tizim ilmiy fan sifatida umumadabiy leksikaning ajralmas bir aspekti bo'lib, terminlar va terminologik sistemalarning yaratilishi va faoliyat ko'rsatish qonuniyatlarini o'rganuvchi fandır. Ba'zi tadqiqotchilarning ta'kidlashicha, tilshunoslikda tushuncha bilan termin o'rtasidagi tafovutli jihatlarni aniqlashtirish masalasi hali-hanuz bahstlab va munozarali holat bo'lib qolmoqda. Bunda, har qanday tushuncha terminlar orqali ifoda etiladimi yoki har qanday terminda ma'lum tushunchalar chegaralangan holda aks etadimi, - degan fikr so'roq ostiga olinadi. Biz bunga aniqlik kiritish maqsadida quyidagilarni e'tirof etamiz. “**Termin**” – terminologik tizimning asosiy ob'ekti sifatida qaralib, u muayyan ilmiy va kasbiy tushunchalarning aniq aks ettiradi. Ammo, u ma'lum ta'rifga, tasnifga va tavsifga ehtiyoj sezadi, termin orqali ifoda etilayotgan tushuncha esa insonning kognitiv qobiliyati hamda faoliyati bilan bog'liq bo'lgan tasavvurni til elementlari orqali namoyon bo'lishi bilan izohlanadi. Tushuncha biron bir ob'ekt, voqelikka nisbatan mavjud bo'lgan tasavvurni umumlashtirsa, termin esa mazkur jarayonlarni farqlashga va konkretlashtirishga xizmat qiladi. Tushuncha kognitiv bilishga, termin esa tasnifga ishora qiladi.

Shuni qayd etish lozimki, bugungi kunga kelib tilshunoslikda “terminologiya” bilan “terminologik maydon” tushunchalari tadqiqotchilar tomonidan oxirigacha to'liq o'rganilib, yakdil xulosaga kelingan emas.

E.M. Nayveltning ta'kidlashicha, “Terminologik maydon – boshqa sohalar va tarmoqlarning terminlar majmui sifatida qaraladi, ma'lum bir fan yoki soha doirasida o'zaro birlashtirilgan so'zlar va so'z birikmalaridir. Mazkur so'zlar va so'z birikmalari ekstralingvistik

faktorlar asosida vujudga kelib, lingvistik ifoda vositalarini tashkil etadi” – degan fikrni ilgari suradi[Nayvelt E.M., 1977:183]. U qo‘shimcha tarzda, terminologiya inson kasbiy faoliyatini turli sohalar ob‘ektlari va tushunchalarini nomlaydigan va umumiy foydalanishda bo‘lmagan so‘z va iboralarni o‘z ichiga olgan maxsus lug‘atning bir qismi ekanini qayd etadi .

Tilshunos olimlarning yuqoridagi nazariy fikr va qarashlarini inobatga olgan holda “termin” tushunchasini unga yondosh bo‘lgan tushunchalar, ya’ni “termin so‘zlardan”, “nomenklaturadan”, “professionalizmlardan”, “nomenlardan”, “pragmonimlardan”, “atama” va “terminoid” tushunchalaridan farqlashimiz maqsadga muvofiq, albatta.

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ТИЛШУНОСЛИҚДА ИНСОН ХАРАКТЕРИ ВА ЭМОЦИЯЛАРИНИ ИФОДАЛАЙДИГАН ФРАЗЕОЛОГИК БИРЛИКЛАР

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Аннотация: Фразеологик ибораларни шакллантиришда экстралингвистик омиллар муҳим аҳамият касб этиб, бундай омилларга турли хил эътиқодлар, хурофотлар, табулар; инсоннинг кўриниши, унинг асосий фаолияти, тажрибалари, бошқалар билан муносабатлари, турли ҳайвонлар билан боғлиқ рамзлар, уруш ҳамда овчилик, ўйинлар, черков ва диний эътиқодлар, адабиёт, сиёсий ва ижтимоий ҳаёт, мамлакат тарихи, инсон характери ва эмоциялари каби омиллар киради. Мазкур мақолада инсон характери ва эмоцияларини ифодалайдиган фразеологик иборалар таҳлил қилинган.

Калит сўзлар: фразеология, фразеологик бирлик, этимология, метафора, тил бирликлари, эмоция, характер.

Аннотация: В формировании фразеологических выражений важное значение имеют экстралингвистические факторы, с которыми связаны различные верования, суеверия и табу; такие факторы, как внешний вид человека, его основная деятельность, переживания, взаимоотношения с другими людьми, символы, связанные с различными животными, войной и охотой, играми, церковными и религиозными верованиями, литературой, политической и общественной жизнью, историей страны, человеческими характер и эмоции. В данной статье анализируются фразеологические выражения, выражающие человеческий характер и эмоции.

Ключевые слова: фразеология, фразеологизм, этимология, метафора, языковые единицы, эмоция, характер.

Abstract: Extralinguistic factors are important in the formation of phraseological expressions, and various beliefs, superstitions, and taboos are related to such factors; factors such as the appearance of a person, his main activities, experiences, relationships with others, symbols associated with various animals, war and hunting, games, church and religious beliefs, literature, political and social life, the history of the country, human character and emotions. This article analyzes phraseological expressions that express human character and emotions.

Keywords: phraseology, phraseological unit, etymology, metaphor, language units, emotion, character.

Аксарият фразеологик иборалар инсон характерини, уларнинг хис- ҳаяжонлари, ҳамда уларнинг рухий ҳолатини ифодалайди.

“Т.З.Черданцеванинг фикрича, “тилнинг луғавий захирасида халқнинг маданий тажрибаси сақланиб қолади”, “тил фақат алоқа воситасигина эмас, балки миллатнинг маданий тарихидир” деб таъкидлайди.

Н.Г.Барагина фразеологияни ва “тарихий хотира”ни ягона тадқиқот майдонида ва биринчи ўринга жойлаштириш кераклигига ишонтаради, шунга кўра тарихшунослар

услужбияти, услубий тили ва файласуфлар хотирасини тилшунослик тилига таржима қилиши мумкин”.

Н.Г.Брагинанинг таъкидлашича, “тасаввурлар, сиёсий рамзлар, мифологиянинг шакллари ва усуллари билан боғлиқ бўлган турли хил жамоавий хотирани ўрганиш ички бирлик шаклларида тилшунослик таҳлилини, уларнинг этимологиясини, метафоризация жараёнларини, тил бирликларининг мажозий асосини қайта тиклаш билан бир хилдир”

Француз тилида инсон характерида ифода қилинган бундай иборалар кўп. Масалан, *“bailer comme une huitre”* ибораси таржимада “чиғаноқ каби эснамоқ, оғзини очмоқ” маъносида ишлатилса, ибора сифатида “оғзи катта” тарзида қўлланилади. Ўзбек тилида “оғзи катта” ибораси бойларга нисбатан ишлатилади, яъни *“бу замонда ким бой бўлса, унинг оғзи катта, тили узун”*.

Ундан ташқари “оғзи катта” ибораси “ҳеч кимни менсимасик” маъносида ҳам ишлатилади. *“Отасининг давлати, катта оғиз, ҳовлиқма ва такаббур онасининг эркалаши қўшилиб, қизга ортиқча гурур берган, ҳаракатларига ўзбошимчалик, қилиқларига ноз-карашма бағишлаган эди.*

Француз тилида чиғаноқ номи билан ишлатилган бир нечта фразеологик иборалар мавжуд бўлиб, турли маъноларда қўлланилади. Масалан, *“jouer comme une huitre”* иборасининг маъноси “чиғаноқ каби ўйнамоқ” маъносини англатса, том маънода “якин дўст, чин дўст, вафодор” маъносини ифода этади. Чунки, ҳаммамизга маълумки, мазкур жониворнинг устки қаватида танасига ёпишиб турган махсус қатлами мавжуд бўлиб, ибората чиғаноқ сўзи ишлатилган. Француз тилида чиғаноқ сўзи кўпроқ “вафо”, “садоқат” рамзи ҳисобланади. Ўзбек тилида эса вафодор сўзини таърифлашда айнан ит сўзи ишлатилган. *“Ит – вафо, хотин – жафо”* ибората қийналган пайтингда ёнингдаги ёринг ҳам ташдаб кетади, аммо итинг ҳар доим садоқат билан хизмат қилиши ифодаланган.

В.Г.Гакнинг таъкидлашича, фразеологик бирликларнинг маданий ўзига хослиги маълум жамиятнинг моддий ёки маънавий маданияти элементлари, унинг тарихи, эътиқоди, урф-одатлари, табиий ва географик шароити боғлиқлиги билан белгиланади. 195 Масалан, французлар сўзлашувда *“avoir les oreilles dans le sens de la marche”* иборасини жуда кўп ишлатишади. Мазкур ибора “керакли нарсани кулоғига ўргатиш” маъноларида ишлатилади. Ушбу фразеологик бирликка бошқа кўплаб шу турдаги иборалар якин маъноли бўла олади, мисол учун *“avoir les oreilles face à la route”*, *“avoir les oreilles en feuilles de chou”* кабилар.

Ю.С.Степанова ва В.В.Катерминаларнинг таъкидлашича, “халқнинг маданий концептида инсон образи асосий ўринни эгаллашини, топонимлар миллий-маданий ўзига хосликни намоён этиб, инсоннинг жамият, жамиятнинг инсон билан узвий алоқасини кўрсатишда муҳим роль ўйнайди” деб айтишади.

Т.Скоробогатованинг фикрича, “топонимлар таркибида ибораларга хос маданий-тарихий ўзига хослик мавжуд, чунки улар халқнинг тарихини, ушбу ҳудуднинг жойлашиш ва ривожланиш тарихини акс эттиради”. Унинг фикрича, кимёнинг энг яхши навлари Кермонда ишлаб чиқарилганлиги, Ҳалаб (Ҳалеб) – Суриянинг шиша ишлаб чиқарадиган вилояти, Ҳузистон эса шакар ишлаб чиқарадиган Эрон вилояти. Хўтан – Туркистоннинг Шарқий қисмидаги тарихий шаҳар бўлиб, мукаммал мушк билан машхур.

Бизнинг фикримизча топонимлар лингвистик маданий доминант сифатида фразеологияда миллий-маданий компонент вазифасини бажаради, муайян миллат тил

бирлигининг характерли белгиларини, миллатнинг яшаш шароити, кадриятлари, одатларини намоён қилади. Француз тилида топоним компонентли фразеологик бирликлар кўп бўлиб, иборалар жой номлари орқали қўлланилган. Масалан, “*être volé comme dans une forêt de Bondy, être volé comme dans une forêt de Bondy* кабилар.

Фразеологик бирликлар таркибидаги сўз ўйинлари кўпроқ эстетик жараёнларда, инсон характерини англатувчи жонкуярлик, ноинсонийлик, бойлик, очкўзлик хислатларини наср ва назм орқали ифодалашда ишлатилади.

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ФРАНЦУЗ ВА ЎЗБЕК ТИЛЛАРИДА ҚЎШМА СЎЗЛАР ВА УЛАРНИНГ ЎРГАНИЛИШИ

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Таржима назарияси ва амалиёти кафедраси катта ўқитувчиси.

Аннотация: Мазкур мақола француз ва ўзбек тилларида қўшма сўзларнинг ишлатилиши, қўшма сўзларнинг ясаилиши ҳамда уларнинг матндаги ўрни ва аҳамиятига бағишланган.

Калит сўзлар: тилшунослик, кесим, эга, компонент, сўз туркумлари.

Аннотация: Данная статья посвящена употреблению сложных слов во французском и узбекском языках, образованию сложных слов, их месту и значению в тексте.

Ключевые слова: языкознание, причастие, носитель, компонент, группы слов.

Abstract: This article is devoted to the use of compound words in the French and Uzbek languages, the formation of compound words and their place and importance in the text.

Keywords: linguistics, participle, possessor, component, word groups.

Ҳаммамизга маълумки, қўшма сўзлар- икки ёки ундан ортиқ ўзак морфеманинг қўшилишидан ҳосил бўлган ва ягона структур-семантик бирликни ташкил этган сўзлар. Масалан бунга бир нечта ўзбек тилида мавжуд сўзларни мисол қила оламиз: кўзойнак, билагузук, учбурчак, атиргул, бўтакўз, номоз-шомгул, меҳмондўст, баландпарвоз, эрксевар, жигаранг кабилардир.

Қўшма сўзлар ясаилиши учун асос бўлган сўзлар ўзларининг дастлабки маъноларини қисман ёки бутунлай йўқотади: улар биргаликда тамоман янги луғавий маъно билдиради. Чунончи, ош ва қозон сўзлари алоҳида лексемалар сифатида ўз луғавий маъноларига эга. Лекин уларнинг қўшилишидан ҳосил бўлган ошқозон сўзи мазкур сўзларнинг дастлабки маъноларидан фарқланувчи янги маънони — “инсон ва ҳайвонларнинг овқат ҳазм қилиш аъзоси” маъносини билдиради. Қўзиқорин, итоғиз, оқсоч, оқсуяк, кампирчопон сингари қўшма сўзлар ҳақида ҳам шундай фикрни айтиш мумкин.

Қўшма сўзлар қисмлари орасидаги маъно муносабати ҳар хил. Улар ўхшатиш, қиёслаш масалан, карнайгул, откулок, туякуш, шерюрак, қўйкўз кабилар, хослик, бирор нарсага мўлжалланганлик мисол учун гултувак, молқўра, оловкурак, тоққайчи, қийматахта, бирор ўрин-жойга мансубликни ифодалайдиган, яъни сувилон, тоғолча, чўлялпиз, кўқонарава, бирор белгига нисбат бериш, масалан аччиқтош, олақарға, шўрданақ, қизиштиштон, Қизилтепа, миқдорга муносабат, яъни бешбармоқ, мингоёқ, қирқоғайни, бешариқ ва бошқа маъноларни англатади.

Қўшма сўзлар структураси мавжуд синтактик алоқаларни эслатади, бошқача айтганда, қўшма сўзлар эга-кесим муносабатида, бошқарув, мослашув. битишув алоқаларида бўлган сўз бирикмалари асосида юзага келган. Масалан, гўштқуйди, келинтушди каби сўзлар. Қўшма сўзлар эга ва кесим муносабатини эслатса, тўйбоши.

томорқа, кўзойнак каби кўшма сўзлар эса мослашувни, китобсевар, дунёқараш кабилар бошқарувни, хом-калла, кўксултон, искабтопар кабилар эса битишувни эслатади.

Кўшма сўзлар от, сифат, равиш ва қисман феъл туркумида тарқалган. Уларнинг компонентлари бир сўз туркумига ёки турли сўз туркумларига мансуб бўлиши мумкин. Мас, кўшма отлар от+от (белкурак), сифат+от (оққуш), сон+от (саккизоёк), феъл+от (ёрилтош), от+феъл (бўйўсар), феъл+феъл (Сотиб-олди, ишлабчиқариш) каби қолипларда бўлади. Бошқа сўз туркумларига оид кўшма сўзлар ҳам ўзига хос қолиплар асосида ясалади.

Ҳозирги кунга қадар кўшма сўзлар кўпгина олимлар томонидан тадқиқ қилинган, айниқса ўзбек тилшунослигида кўшма сўзларни ўрганиш бўйича А. Ҳожиёв, Б. Мадалиёв, Н. Маматов ва бошқалар томонидан анчагина изланишлар олиб борилган.

Академик Азим Ҳожиёвнинг таърифича, “кўшма сўз — мустақил лексик маъноли икки, баъзан уч компонентнинг ўзаро тобе боғланиши асосида ташкил топган сўздир: *белбоғ, отқулоқ, гултожхўроз, эрксевар, киноаппарат* каби”.

Биз кўшма сўзларнинг келиб чиқиши, таркиби ва грамматик хоссалари ҳақида тўхталмоқчи эмасмиз. Мақсад — кўшма сўзларни луғатларда тўлиқроқ акс эттириш заруратини далиллашдан иборат, зеро бундай сўзлар ўзбек лексикасини бойитишнинг энг катта манбаларидан биридир.

Агар барча кўшма сўзлар луғатга олинса, луғатларимиз бинойидай бўлиб қолади. Аксар кўшма сўзлар эса ўзбек тилининг имло қоидалари тақозосига кўра ажратиб ёзилади. Аммо ўша “тасдиқланган имло қоидалари”нинг ўзи қанчалик асосли, бу баҳсли масала. Масалан, *омонат касса* деб ёзилади, хатони тўғри деб қабул қилишга мослашмаган одам касса омонат экан, деб тушунади. Тўғриси, *омонаткасса* бўлиши керак. *Омонатдафтарча* — маблағингиз қайд қилинадиган дафтарча, *омонат дафтар* эса — ҳилвираб, омонатгина бўлиб қолган дафтарча. Кишилар нутқида ҳам улар битта сўз тарзида (кўшиб) талаффуз қилинади. Аммо луғатларимизда бу тушунча-сўзлар йўқ. Ўзимиз ёзиб, ўзимиз тасдиқлаган “қоидалар” доирасига сиғмагани учунми?

Назаримизда, қайси сўзлар кўшма сўзу қайсилари кўшма сўз эмаслиги тилшунослигимизда аниқ фарқлаб берилмаган. Масалан, бироз, бирпас сўзлари кўшиб, аммо бирқанча, бирқадар сингари сўзлар эса ажратиб ёзилапти. Нега, нимага асосланади бу, дейдиган одам йўқ.

Ҳолбуки, кўнглибўш одам деганда бошқа, кўнгли бўш деганда яна бошқа маъно чиқади. Кўп болали одам — болали одамларнинг кўплигини, кўпболали одам эса бир одамнинг боласи кўплигини англатади. Серфарзанд деган тожикча сўзни битта қилиб ёзганимиз ҳолда, кўпболалига келганда бу иккита сўзга айланиб қолади имло қоидаларимиз тақозоси билан.

Масалан, тилимизда чилонжийда, маккажўхори сингари ўнлаб сохта кўшма сўзлар ҳам борлигини айтиб ўтайлик. Чунки чилон бошқа, жийда бошқа дарахт (Чилонзор, чилонжийдазор эмас). Макка билан жўхори (тўғриси – жугари) ҳам бўлак экинлар. Аммо бу чалкашлик шу қадар илдиз отдики, кўп одамлар маккани жўхори деб атайдиган бўлиб қолган. Боз, айрим одамлар қизил қалампир (красний перец), қора мурч (черний перец) деб ҳам қўллашапти. Русларда бу икки тушунчага алоҳида сўз йўқ, ранги орқали ажратиб изоҳлашади, биз эса улардан таржима қилиб, бузиб ишлатяпмиз.

Кўшма сўз ажратиб ёзилса, маъно бузилиб ҳам кетади. Масалан, дунё — олам дегани, беҳабар — хабари йўқ, деган маънони билдиради. Дунё беҳабар десак, дунёнинг бу

янгиликдан хабари йўқ экан, деган маъно чиқади, дунёбеҳабар деганда эса тушунчаси паст одамни тушунамиз.

Француз тилида ҳам жуда кўп қўшма сўзлар ишлатилади уларнинг қайсидир бири чизикча билан, баъзилари қўшиб, айримлари ажратиб ёзилади. Масалан, Un *bonhomme* (un «bon homme», à l'origine); un *portefeuille* каби сўзлар қўшма сўзлар қаторига киради. Une *garde-malade* (qui s'occupe, garde un ou une malade), un *taille-crayon*. Мазкур сўзлар ҳам қўшма сўзлар бўлиб, от ва феълдан, сифат ва отдан тузилиши мумкин.

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OG'ZAKI BO'LMAGAN MULOQOTNING MADANIY XUSUSIYATLARI

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Annotatsiya: Barchamizga ma'lumki chet tilini yaxshi bilish suhbatdoshning xolatini, ya'ni imo-ishorasini tushunmaslik ehtimoli bo'lishi mumkin. Imo-ishoralar bilan suhbatga kirishishda chet ellik va shu davlatning urf odatlarini bilish asosiy maqsad qilib olish asoslidir. Chunki xati-xarakterlar orqali muloqotga kirishish o'zga bir davlatning madaniyati urf odatiga qarshi bo'lib qolishi mumkin ekan. Maqolamizning mazmun mohiyati ham imo-ishora va hati-xarakterlarga hamda yuz ifodalariga qaratilgan.

Kalit so'zlar: imo-ishora, hati-xarakter, tushuncha, yuz ifodasi, suhbatdosh, etnografiya, usullar, kokorroko, qo'l siqish, qoshni ko'tarish, labni burish.

Аннотация: Как мы все знаем, хорошее знание иностранного языка может стать причиной непонимания состояния собеседника, то есть жестов. Начиная разговор жестами, разумно поставить главной целью узнать обычаи иностранца и этой страны. Потому что общение с помощью жестов может противоречить культуре другой страны. Содержание нашей статьи также сосредоточено на жестах и жестах и мимике.

Ключевые слова: жест, поведение, понятие, выражение лица, собеседник, этнография, приемы, кокорроко, рукопожатие, поднятие брови, скручивание губ.

Annotation: As we all know, good knowledge of a foreign language can cause a misunderstanding of the state of the interlocutor, that is, gestures. When starting a conversation with gestures, it is wise to set the main goal to learn the customs of the foreigner and this country. Because communicating through gestures may be contrary to the culture of another country. The content of our article also focuses on gestures and gestures and facial expressions.

Keywords: gesture, behavior, concept, facial expression, interlocutor, ethnography, techniques, cocorroco, handshake, raising an eyebrow, curling lips.

Yuz ifoda va imo-ishoralar turlicha bo'lishiga qaramay, turli madaniy va etnik guruhlarda yuz ifodasi va imo-ishoralar turli xil ma'nolarni ifoda etishi mumkin. Barchamizga ma'lumki, chet tilini yaxshi bilgan holda ham, biz hali chet ellik suhbatdoshimizni tushunmaslik ehtimoli bor, agarda suhbatdoshimizning mamlakatida qabul qilingan xulq-atvor qoidalari bilan tanish bo'lmasak. Etnografiyada bu ko'p xarakterli xususiyatlar tizimidan, xususan aloqa usulidan (til, imo-ishoralar, yuz ifodalari) iborat xalq (xududlarda) "madaniyati" bilan o'zaro bog'liq.

Yer yuzining janub tomonlariga yaqin bo'lgan xududlarga nazar solsak, odamlarning imo-ishoralari jonli tarzda namoyon bo'ladi, ularning yuz ifodalari hamda xati-xarakterlari tilda namoyon bo'ladi. Yevropada eng ko'p imo-ishoralardan italiyaliklar foydalanadilar: masalan, ular ayol go'zalligiga hayratni kamida beshta usulda bildiradilar. Masalan:

1. Bosh va ko'rsatkich barmoqlar bilan yuz orqali yurg'izish.
2. Erklari barmoqlari bilan mo'ylovni burish (mo'ylov bo'lmasa lab sohasini ushlab burish).
3. Pastki qovoqni biroz pastga tortish.

4. Kaftlarini naycha kabi buklab va teleskopga taqlid qilib, ko'ziga olib kelish.

5. Qo'polroq, bir vaqtning o'zida ikkita bosh barmog'ini ko'tarish kabilar.

Shu bilan birga, har bir Italiya oilalari hissiyotlarni ifoda etishning o'ziga xos usullari mavjud.

Kongoliklarda esa, biror kishi kirmoqchi bo'lgan eshikni taqillatishi yoki eshikning qo'ngirog'idan foydalanishi mumkin emas. Bu kongoliklar uchun xurmatsizlik belgisi xisoblanadi. Bu xolatga ular yo'l qo'ymaydilar. Ularda bu xolat ovoz tariqasida ifodalanadi ya'ni "kokorroko» deb tovush orqali tasvirlaydilar.

Turk davlatida "yo'q" deyish uchun boshlarini yelkadan yelkaga chayqatmaydilar, balki boshini ko'tarib, tilini bosadi. Qat'iy rad etish holati arablarda bosh barmog'ining tirnogini tishlab, qo'lini oldinga tashlash orqali ifodalanadi. Malay negrlari esa rad etishni ko'z orqali imo-ishora berishadi. YA'ni ko'zlarini pastga tushirish yumish bilan ifoda etishadi. Bizda ko'z orqali yumish imo-ishorasi rozilik belgisi deb tushuniladi. Bolgariyada rozilik belgisini bildirish holati boshlarini chayqash va aksincha bosh irg'ash tushuniladi. Bunday xatti-harakatlar yunonlar, ruminlar, makedoniyaliklar, hindularga ham xosdir. Malta aholisi rad etish belgisi sifatida bilagini oldinga burib, barmoq uchlari bilan iyaklariga tekizishadi. Fransiya va Italiyada bu ishora odamda nimadir og'riyapti degan ma'noni anglatadi.

O'zi haqida gapirganda, Yevropalik qo'lini ko'kragiga, yapon esa burnini ko'rsatadi. Agar amerikalik qo'li bilan "bu yerdan ket" imo-ishorasini qilsa, Buenos-Ayres restoranda ofitsiant darhol unga yaqinlashadi: aynan shu imo-ishora bilan odatda uning mamlakatida biror kishini chaqirishga kiradi. Amerikalik yevropaliklarni imo-ishorasi bilan chaqirmoqchi bo'lsa uni oldiga hech kim kelmaydi, chunki ko'pchilik yevropaliklar uchun bu imo-ishora "xayr" degan ma'noni anglatadi. Biz uchun inglizlarning qo'llari bilan ko'zlar, og'iz va quloqlarni yopadigan imo-ishorasi tushunarsiz bo'lib qoladi (men hech narsani bilmayman"degan ma'noni anglatadi). Ammo ruslarning va aytish mumkinki o'zbeklarning "pul" so'zini aytish o'rniga bosh barmog'i bilan o'rta va ko'rsatkich barmogini ishqalash ishorasini ko'p davlatlarda tushunishmaydi. Angliyada odatda ko'chadagi ayol erkak bilan birinchi bo'lib salomlashadi. Ayol erkak bilan tanishishni xoxlash yoki xoxlamaslik huquqiga ega ekanligini aynan Angliyada xushmuomalalik normasi hisoblanadi.

Indoneziyada boshini deyarli to'xtatmay irg'atish do'stona munosabatda ekanligini ko'rsatish ifodasi sanaladi. Bunday ko'rinish Yevropaliklar uchun o'zini-o'zi kamsitishdek ko'rinadi. Agar fransuz yoki italiyalik boshini qo'li orqali ursa, demak, u har qanday fikrni ahmoqona deb biladi. Agar britaniyalik yoki ispanlar peshonasini kafti bilan ursa u boshqalarga o'zidan mamnunligini ko'rsatadi. Xuddi shu imo-ishora bilan nemis halqi o'zining haddan tashqari kimgadir g'azabini bildiradi. Gollandiya axolisi peshonasini urib turib, bir vaqtning o'zida ko'rsatkich barmog'ini ham ko'tarib tursa, bu fikr unga yoqqanini, biroq ushbu fikr axmoqona ekanligini anglatadi. Yunonistonda katta barmoq ko'tarish bilan ifodalansa imo-ishora "jim bo'l" degan ma'noni anglatadi. Italiyaliklar shuningdek, bizda ham bosh barmog'ini ko'rsatish "1"raqamini yoki "jim bo'l"ish ifodasini beradi. Gollandiyada ko'rsatkich barmog'ini burish holati kimdir aqlli ibora aytganini anglatadi. Arablarning bog'langan ko'rsatkich barmoqlari sizga do'stlashishni taklif qiladi, ammo Marokashda bu imo-ishora bilan adovat haqida ogohlantiriladi.

Germaniyada ko'tarilgan qoshlar hayratni anglatasa, Angliyada shubxalanish ifodasini anglatadi. Amerikalik, bosh barmog'i va ko'rsatkich barmog'ini "o" harfi shaklida bog'lash, bu imo-ishora bilan "hammasi yaxshi" deb aytadi. Yaponiyaliklar esa, o'zini yurtining ramziyligidan

kelib chiqqan xolda bu ishorani, amerikalik pul so'rayabdi deb tushunadi, Fransiyada esa bu imo-ishora "nol" yoki " hech narsa " degan ma'noni anglatadi.

Italiya xalqi ko'rsatkich barmog'ini burniga tekkizganda ishonchsizlikni bildiradi. Gollandiyada xuddi shu imo-ishora gapirayotgan yoki kim haqida gapirayotganini mast holatdagi shaxs deb tushunishadi. Fransuz esa biror narsadan xursand bo'lsa, u uchta barmoqning uchlarini birlashtirib, ularni lablariga olib borib va iyagini baland ko'tarib, havoga mayin o'pich yuboradi. Agar u ko'rsatkich barmog'i bilan burnining uchini ishqalasa, demak, u kim haqida gapirayotganiga ishonmaydi.

Gondurasdagi miskito qabilasining odamlari yosh bolalarini burni bilan o'pishadi va buni "ularning hidini eshitish" deb atashadi. Uzoq vaqt davomida bu qabila orasida yashagan bir tadqiqotchi, "bizning o'pish uslubimiz ularda jirkanch tuyg'usini uygotadi va kannibalizmning yumshatilgan shakli hisoblanadi", deb ta'kidlaydi. Jazoirda yoki Misrda arabcha imo - ishora ruslarning xayrlashish imo-ishorasiga o'xshaydi. Ba'zi qabilalar uchun notanish odamni ko'rib, u yaqinlashguncha cho'kkalab o'tirish va bu tinch holatni u sezmaguncha turmaslik odat tusiga kiradi. Ba'zan esa "salomlashish uchun bosh kiyim, poyabzal va boshqa narsalar olib yechiladi".

Ma'lumot maxfiy ekanligi haqida ogohlantirish uchun ruslar va nemislar barmog'ini lablariga, inglizlar burunlariga, italiyanlar esa xuddi shu ishorani xavf haqida ogohlantirish sifatida xizmat qiladi.

Shunday qilib, quyidagilarni ta'kidlash joizki, xar xil millat va xalqlarning og'zaki bo'lmagan aloqasi xar xilligini bilmaslik, xoxlamay turib muammoga duch kelish yoki suxbatdoshni xafa qilib, xaqorat qilib qo'yishga olib kelishi mumkin. Boshqa mamlakatlarga tashrif buyurganda, chet elliklar bilan uchrashganda bunday xolatlardan saqlanish uchun ularga xos bo'lgan muloqotning og'zaki bo'lmagan tomonini oldindan o'rganish kerak.

Taxlilarimizdan ma'lum bo'ldiki imo-ishoralar xar doim ham to'g'ri mazmunda insonlarga xizmat qilmas ekan. Imo-ishoralarning qo'llanilishi davlatlar taxlilida imkonli va imkonsiz ekanligi ma'lum bo'ldi. Demak, imo-ishoralar bilan muloqotga kirishishda muloqotga kirishgan davlatimizning madaniyatini oldindan bilib, o'rganib boorish, hamda muloqotga kirishi maqsadga muvofiqdir.

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NEYROPSIXOLINGVISTIKA: RUHIY UYG'UNLIK, KOGNITIV DISSONANS VA NUTQ

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Annotatsiya: Mazkur maqolada zamonaviy lingvistikaning eng yangi tarmog'i bo'lgan neyropsixolingvistika, inson ichki ruhiyati, kognitiv dissonans va lingvistik shaxs nutqi xususiyatlari haqida so'z yuritiladi.

Kalit so'zlar: neyropsixolingvistika, ichki ruhiy uyg'unlik, kognitiv dissonans, inson nutqi, vkrbal va noverbal nutq, sezgi, fikrlash qobiliyati, nutq o'lchamlari, tashqi va ichki nutq.

Summary: This article deals with neuropsycholinguistics, the newest branch of modern linguistics, human internal psychology, cognitive dissonance, and the characteristics of linguistic personality speech.

Keywords: neuropsycholinguistics, internal mental harmony, cognitive dissonance, human speech, verbal and nonverbal speech, intuition, thinking ability, dimensions of speech, external and internal speech.

Kirish

Zamonaning tez va jadal rivojlanishi jamiyat ichidagi yetakchi figura bo'lgan lingvistik shaxs ruhiyatini o'zgartirishga sabab bo'lmoqda. Insonning barqaror ichki ruhiy uyg'unligi buzilishi oqibatida stress va turli xil asab kasalliklari – insult va infark bo'lish ehtimollari yildan yilga ko'payib bormoqda. Oila va jamiyat munosabatida, rahbar va xodim o'rtasida gap ko'tara olmaslik, qarorlarga itoat egmaslik, kibrga berilish, g'o'ddayish, baqrayib qarash holatlari sabablari ham aynan mana shu masalaga borib qadaladi. Jamiyatning keskinlashuvi inson salomatligiga putur yetkazadi. Ayniqsa, bugungi tibbiyot ham aqliy mehnat bilan shug'ullanadigan shaxslarda bu holat ko'proq uchrashini tasdiqlaydi. Kasalliklarning kelib chiqish sabablari esa internet tarmoqlarida joylashtirilayotgan shov-shuvli xabarlar, iqtisodiy, ijtimoiy va siyosiy inqiroz hamda siyosiy faktorlar bilan ham izohlanadi. Bu neyropsixolingvistik hodisa inson nutqida aks sado berib turadi.

Til insoniyat jamiyatida tabiiy ravishda vujudga keladigan va rivojlanayotgan tizim bo'lib, shaxs tushunchalari va fikrlarining umumiylikini ifoda etishga qodir va birinchi navbatda aloqa munosabati uchun mo'ljallangan bo'ladi. Til – bu rivojlanish sharti va insoniyat madaniyatining mahsulidir. Gap – aniq nutq, vaqt o'tishi bilan va ovozli yoki yozma shaklda namoyon bo'ladi. Nutq deganda, nutq jarayoni va bu jarayonning natijasi tushuniladi, ya'ni nutq faoliyati va nutqning o'zi xotira yoki yozuv orqali o'rnatiladi.

Insonda turli xil achinish, qayg'urish, kuyinish, xursand bo'lish, g'azablanish, kibrga berilish, g'o'ddayish, baqrayish, nafratlanish, baxt va baxtsizlikni tuyish kabi emotsional ruhiy holatlar verbal va noverbal nutq orqali diskursga chiqadi. Turli nutqiy vaziyatda yaxshi yoki yomon, ijobiy yoki salbiy leksik birliklar ishlatiladi, yoqimli yoqi yoqimsiz harakatlar bilan nutq u yoki bu darajada uyg'un reallashadi. Nutq orqali fikr-mulohaza, disput-munozara, suhbat va muhokama olib boriladi. Sog'lom muhitda, yaxshi va ta'sirchan nutqda inson kayfiyati

chog'lanadi, ruhan tetiklashadi, dunyoqarashi o'zgarib shakllanib boradi; fikri teranlashadi, muhimi, e'tiqodi mustahkamlanadi. Aksariyat hollarda inson ruhiyatida qarama-qarshilik va ziddiyatlar ham kuzatiladi. Kognitiv dissonans atamasi mana shu o'rinda ikkita qarama-qarshi e'tiqod, qadriyatlar yoki munosabatlardan kelib chiqadigan ruhiy bezovtalikni tasvirlash uchun xizmat qiladi.

Asosiy qism

Kognitiv dissonans nazariyasi birinchi marta 1957 yilda amerikalik psixolog Leon Festinger tomonidan odamlarning ichki ruhiy uyg'unlikka erishishga intilishlariga asoslanib taklif qilingan edi. U odamlarga o'z e'tiqodlari va hatti-harakatlarining izchil bo'lishini ta'minlash uchun "Kognitiv dissonans nazariyasi"ni yaratdi [5, 318]. Kognitiv dissonans¹⁸⁷ - bu qarama-qarshi e'tiqodlar to'qnashganda odamda yuzaga keladigan ichki ziddiyat. Bu dissonans keskinlik tuyg'usini keltirib chiqaradi; odam yoqimsiz his-tuyg'ularni boshdan kechiradi: tashvish, g'azab, uyat, ayb va turli yo'llar bilan noqulaylikdan xalos bo'lishga intiladi. "Kognitiv dissonans" tushunchasining tag mohiyati ijtimoiy psixologiyadan kelib chiqadi. Kognitiv dissonans (lotincha kognitio "fikir" va dissonantiya "dissonans", "uyg'unlik yo'qligi" so'zlaridan) – shaxsning ongida qarama-qarshi fikr-g'oyalar: g'oya va e'tiqodlar to'qnashuvi natijasida kelib chiqqan ruhiy noqulaylik holati, qadriyatlar yoki hissiy reaksiyalar majmui hisoblannadi. Aniqroq aytganda, inson o'z shaxsiy munosabatlarini to'g'ri o'rnatish uchun o'z idroki kesimida izchillikni izlaydi va bu to'qnashuvda kognitiv dissonans bezovtalikni keltirib chiqaradi. Demak, barchada ma'lum darajada kognitiv dissonansni boshdan kechirish tabiiy holdir. Dissonans, bu konflikt tug'diradigan ziddiyatlar kombinatsiyasidir. Agar bir vaqtning o'zida ikkita yoki undan ko'p tovush ta'sirini qabul qilib, tovush ta'sirida qandaydir taranglik yoki g'ashlik xususiyatini his qilinsa, bu dissonansdir. Kognitiv dissonans - bu qarama-qarshi e'tiqodlar to'qnashganda paydo bo'ladigan odamdagi ichki ziddiyat. Odamlar tabiatan o'zlari, e'tiqodlari va tamoyillari bilan uyg'unlikda yashashga moyildirlar. "Kognitiv dissonans" tushunchasini oddiy so'zlar bilan aytganda, bu voqelik va u haqidagi g'oyalar o'rtasidagi qarama-qarshilik tufayli yuzaga kelgan yoqimsiz tuyg'udir.

Inson his-tuyg'ulari bilan bog'liq ba'zi neyropsixologik dissonans bilan aloqador belgilar quyidagilar:

- Biror narsa qilishdan oldin o'zini noqulay his qilish (*bezovtalanish, besaramjom bo'lish, hayajonlanish, fikrlashda xatolik va tushunarsiz harakatlar*);
- Qabul qilgan qarorni yoki qilgan harakatinni oqlashga urinish (*Men qayerdan bilay? Biz qayerdan bilaylik? Bu mening ishim emas. Foyda bo'lsin dedik-da. Bilsak shu ishni qilarmidik?!*);
- Qilgan ishdan uyalib, o'z harakatlarini boshqa odamlardan yashirish (*Uzr, shu gap uning qulog'iga borib etmasin. O'ylamay ishga aralashib qoldiq. Iltimos ukam, boshliq eshitmasin...*);
- O'tmishda qilgan hato ish uchun aybdorlik yoki pushaymonlik sezish (*Qilgan ishimdan pushaymonman. Aybdorman. Kamchilik mendan o'tgan edi...*);
- Ijtimoiy bosim yoki qo'rquv tufayli biror narsa qilish (*Hey, tezroq. Bo'linglar, hozir kelib qolishadi. Tagini tozalang. Tezda juftakni rostlang..*).

Kognitiv dissonansga olib keladigan ziddiyatlarni keltirib chiqaradigan turli xil holatlar mavjud: 1. **Majburiy bo'ysunish** va qoidalarga ko'r-ko'rona rioya qilish – ijtimoiy vaziyatga bog'liq bo'lgan tashqi taxminlar tufayli o'z e'tiqodiga zid bo'lgan hatti-harakatlarga duch kelinadi. 2. **Haddan ko'p informatsiyalar** kognitiv dissonans tuyg'ularini oshiradi va inson ruhiyatiga ta'sir

¹⁸⁷ Ruscha ma'nosi: Противоречие, разногласие, несоответствие, расхождение

etadi. 3. *Har kungi qarorlar* – odamlar o'z istaklaridan tashqarida katta va kichik qarorlar qabul qilishadi, bu holat ham inson ruhiyatining ta'sirchanligini oshiradi. 4. *Tashqi tia'sirlar* – odamlarning dissonanslik darajasi bir necha xil omillarga bog'liq bo'ladi. Dissonansning umumiy kuchiga ta'sir qiluvchi boshqa omillar ham bo'lishi – mumkin. Odamlar mantiqiy, izchil va qaror qabul qilishda ishonishni yaxshi ko'radilar. Kognitiv dissonans odamlarning qobiliyatlari va tasavvurlariga xalaqit berib turadi, shuning uchun vaziyatda inson ko'pincha o'zini juda noqulay va yoqimsiz his qiladi. Bu holat insonning asab tizimining buzilishiga olib keladi [2, 284].

Ilmiy tahlil

Sezgi va tuyg'u o'rtasida bog'liqlik mavjud. Sezgi — olamdagi narsa va hodisalar ayrim xossalarning miyadagi tahlili. Materiyaning sezgi a'zolariga ta'sir ko'rsatib, bosh miya po'stlog'i nerv markazini qo'zg'atishi asosida paydo bo'ladi. Sezgi dunyoni bilishning birinchi bosqichi va tarkibiy qismidir. Sezgilarda asosida hissiy bilishning idrok, tasavvur kabi shakllari yuzaga keladi [11]. Sezgi – « sezmoq », tuyg'u – « tuymoq » fe'llarining o'zagidan yasalgan. Tuyg'u ham tashqi ta'sirni sezish, his etish qobiliyati, sezgining bir turidir. Inson tashqi olamga befarq emas. Bizning nazarimizda, inson eng avvalo, ko'rib sezadi va keyin idrok etib tuyadi.

Inson sezgisi ham ichki ruhiy uyg'unlikning yorqin alomatidir. Inson jamiyat va siyosat markazida faoliyat olib borar ekan, atrofida qilargalarga e'tiborsiz emas. Shuning uchun ham sezgi dunyoni bilishning birinchi bosqichi va tarkibiy qismidir. Sezgilarda asosida hissiy bilishning idrok, tasavvur kabi shakllari yuzaga keladi. Tashqi qo'zg'ovchilarning o'ziga xos xususiyatlariga qarab, barcha sezgilarda: *badan* (tuyish), *ko'rish*, *eshitish*, *hid bilish*, *ta'm bilish* sezgilari va boshqa turlarga bo'linadi. *Sezgi* olamdagi narsa va hodisalar ayrim xossalarning miyadagi in'ikosidir. Materiyaning bosh miya po'stlog'i nerv markazini qo'zg'atishi va ta'siri ostida sezgi paydo bo'ladi. Sezgi fizik, fiziologik, psixologik jarayonlarda paydo bo'ladi. Fizik jarayonda narsa va hodisalar sezgi a'zolariga ta'sir etib, sezuvchi nervining chekka uchlarini qo'zg'aydi. Fiziologik jarayonda qo'zg'alish nervning o'tkazuvchi yo'li orqali bosh miya po'stining tegishli markaziy hujayralar tizimiga o'tadi. Psixologik jarayonning nerv qo'zg'alishida analizning sintezga aylanib borishi jarayonida sezgi paydo bo'ladi.

Sezgi a'zolari miya katta yarim sharlari faoliyati bilan bog'liq. Sezgilarda joylashuv o'rniga ko'ra uch turga ajratiladi: 1) organizm sirtida bo'ladigan *ekstretseptorlar* — ularga ko'rish, eshitish, hid bilish, ta'm bilish, tuyish sezgilari kiradi; 2) tana ichidagi sezgilarda *interretseptorlar* — bularga ichak, jigar, o'pkadagi sezgilarda kiradi; 3) muskul, pay, boylamlarda bo'ladigan *proprietseptorlar*. Sezgilarning hammasi o'ziga xos xususiyat va qonuniyatlarga ega [9].

Abu Ali Ibn Sino sezish haqida shunday ta'rif bergan: «Sezish, bu shunday ta'sirki, u tashqi narsalarning o'zi bo'lmay, balki bizning hislarimizda vujudga keladi. His moddiy obrazning oynasi bo'lib, moddiy shakllarning bo'yi, uni bilan birga ifodalanganligi sababli, ularni inson moddiy asossiz in'ikos eta olmaydi va jismlarni bilolmaydi» [8] U kishiga tevarak-atrofdagi narsa va hodisalarning ta'sir etishi avvalo sezgilarda orqali vujudga keladi deb uqtiradi va asosan beshta sezgi (ko'rish, eshitish, had bilish, maza va teri-tuygusi bilan sezish) borligini, ularning xususiyatlari va ahamiyati haqida to'xtalib har kaysi sezgining bosh miyada alohida boshqarib boradigan markazi bo'lishini ishonch bilan bayon etadi. Ibn Sino insonning fikrlash qobiliyatiga xayol-xotira va iroda sifatlariga yuqori baho beradi hamda bu psixik jarayonning bir-biri bilan mustahkam bog'liq ekanligini to'g'ri anglaydi. Tafakkurning kuchi shundaki, uning yordamida hodisa va voqealarni bir-biriga chog'ishtirish abstraktsiyalash bilan haqiqatni yolg'ondan ajratish – mumkin. «Xayol kishi ongida ob'ektiv voqelikning aks ettirilishidir» – deydi Ibn Sino [1, 192]. «Xotira tomonidan qabul qilingan hodisalar xayolga o'tadi va hodisalarni xayol tafakkurga

o'tkazadi, tafakkur esa hodisalarning to'g'ri yoki noto'g'ri ekanligini aniqlab yana xotirada saqlab qoladi va kerak bo'lib qolganda yana unga murojaat qilinadi» [6].

Til qoidalarini o'zlashtirish nutq faoliyatini yaxshilaydi. Nutq nafaqat fikrni ifodalash usuli, balki uni shakllantirish usulidir. Suhbatdoshlarning ishtiroki yoki ishtirok etmasligi nuqtai nazaridan nutq: ichki va tashqi nutqqa ajratiladi. Tashqi nutq o'z navbatida: og'zaki va yozma nutqqa bo'linadi. Ichki nutq esa fikrlarni shakllantirishning mustaqil o'ziga xos usuli sifatida ajralib turadi. Ichki nutq fikrni loyihalashtirish jarayonidir. Uning ifodasi ham og'zaki yoki ham yozma holda amalga oshirilishi mumkin. Tuyg'ular ichiga sig'may birovga yozma izhor etilishi, ko'z qarashlari va imo-ishora bilan gaplashishi holatlari shu bilan izohlanadi. Demak, nutqni belgilaydigan jarayonlar til orqali ham, og'zaki fikrlashning abstraktsiyasining eng yuqori shakli bo'lgan ichki nutq yoki individual kod orqali ham amalga oshirilishi mumkin.

Nutq muloqot operatsiyasidir. Agar biror kishi gaplashmoqchi bo'lsa, u oldindan nutqini o'ylab rejalashtirishga majburdir. Puxta amalga oshiriladigan va muloqotga yaraydigan nutq miyada alohida sintez qilib olinadi. Nutq o'lchamlari, ta'sirchanlik darajasi, so'z tanlashda yumshoq va qattiqligi jihatidan tahlil qilinadi. Inson muloqot sharoitidagina aytgan gapining ta'sirini fikrlaydi. Nutq orqali tinglovchi shuuruga ta'sir etib, maqsadlarini yo'naltiradi. Yuqori ta'sirchan nutq har doim yozma tafakkurli nutqdir. U katta mahorat bilan aytilgan fikr, hikmatli so'z, pandnoma asarga teng ifodalanadi. So'zlovchi uni tinglovchiga yetkazishdan oldin "qoralama" shaklda o'ylab, puxta rejalashtiradi va boshqa o'lchamlardan filtrlab, odamlar bilan muloqotga kirishadi. Bu qobiliyat erta yoshlikdan har bir odamga o'qish, yozish va kuzatish orqali avtomatlashib borishi maqsadga aylanishi shart. Aks holda bunday verbal hodisaga noverbal knesik vositalar qo'shib, nutq dizayni buzulishi mumkin. Nutqqa ortiqcha dizayn berish esa bachkanalik yoki nutq chiranishi deyiladi.

Darhaqiqat, inson munosabatlarining asosiy shakllaridan biri nutq kompetentsiyasi – imo-ishoralarning hamrohligi hisoblanadi. Tana tili yoxud insonning noverbal nutqiy harakatlari – imo-ishoralar og'zaki muloqot sharoitida nutq konfiguratsiyasini ta'minlashga ko'chib turadi. Ichki nutq ham o'ziga xos diskurs, uning orqali asosiy muloqot yoki axborot to'g'ri rejalashtiriladi. Uning vositasida fikr nutq amaliyotida tiniq chiqadi, tana tili chala nutqni butun ifodalash uchun imkon yaratadi. Bularsiz so'zlovchi nutqining aniqligi, kimga yo'naltirilgani yorqin namoyon bo'lmaydi: *“Kechirasiz, men bunday demoqchi emas edim”*, *“Til suyaksiz deydilar, o'ylamasdan aytib yuboribman”*, *“Tilim qursin, shuni o'ylamabman-da”*, *“Ha. O'z tilim bilan tutildim”*, *“Til bir parcha go'sht, meni kechiring, boy ota”* kabi nutqiy hosilalar o'ylamasdan gapirish natijasidir. Shuning uchun, har bir insonda nutq hissi bo'lishi kerak. Bu his neyropsixolingvistik hodisadir. Orzusiz orzu qilish, gapirmasdan turib gaplarni o'ylab ko'rishni o'rganish kerak. Zero *“aniq o'ylaydigan kishigina aniq qilib aytadi”* [Vigotskiy L.S.].

Nutqni tashqi (ovoz chiqarish) va ichki qismlar (ovoz chiqarmaslik)ga ajratish juda ahamiyatlidir. Ovoz chiqarmasdan ham gapirib bo'ladi. Ammo bu jarayonlarda tinglash, fikrlash vazifalari bir xil reallashmaydi. Ovoz chiqarish o'ziga xos tuzilishga ega bo'ladi va ona-bola nutqida shunday yangrashi mumkin: *“Gapir! Nega jimsan? Ovozning nega chiqmay qoldi, ha o'lgur? Gapirmaysanmi, yaramas!”* Onaning bu darajaga yetib borishi bolaning ichki ruhiy olamini buzadi va e'tiqodini so'ndiradi. Ona bolaning jimligining sababini qidirayotgandek, ammo aslida uning ichki ruhiy olamini tushunmaydi. Bolaning nima o'ylayotganini idrok eta olmaydi. O'ylash ham o'ziga xos bir nutq shakli hisoblanadi. Bu bolaning ichki olamida – ichki nutqida taxminan shunday ravshanlashadi: *“Meni hamma yomon ko'radi: onam ham, otam ham, apakalarim ham. Ular menga begona. Ular uchun men hech kimman. Gapirishim befoyda.*

Gapirsam, yana ko'proq daki yeyman. Katta janjal va urush bo'ladi. Ota-onam bilan yashagim kelmaydi. Meni faqat bobo-buvim tushunadi. Bu erdan qochib ketaman. Baribir, bobo-buvimnikiga boraman....»

Ilmiy mulohaza va mushohada

Tashqi (ovozli) nutq aloqa, ma'lumot almashish jarayoni bilan bog'liq, ammo ichki (ovozsiz) nutq bevosita aloqa vositasi emas. Uni hamma bir xil o'qib olavermaydi. Ichki nutqning asosiy vazifasi o'ylash, fikrlash, idrok etish va nutqiy konfiguratsiya faoliyatini tartibga solish jarayonini ta'minlashdir. Ichki nutqning namoyon bo'lishi muammolarni hal qilishda, nutqni mantiqan rejalashtirishda yoki matnlarni o'qiyotganda aniqroq bilinadi. Ichki nutq vizual tasvirlar va odatiy belgilar bilan guruhlanadi. Ichki nutqda ma'lumotlar tartibga solinadi: so'zlar va iboralardan tashkil topgan umumlashtirilgan semantik majmua hosil bo'ladi. Nutq egasi qiyinchiliklarga yoki qarama-qarshiliklarga yuz tutsa, uning ichki nutqi yanada batafsil xarakterga ega bo'ladi: nutq egasining ichki monologida, shivirlashida birdaniga portlash, baland ovozga gapirishi kuchayadi. Ba'zan aksincha, « tili kalimaga kelmaydi ».

Nutqning umumiy xususiyati, odatda, uning tilga ziddiyatda qo'yilishi bilan asoslanadi. Til nutq orqali reallashadi. Til va nutq yagona kommunikativ diskurs hodisasini hosil qiladi. Agar til aloqa vositasi bo'lsa, nutq shu vosita tomonidan yuzaga chiqadigan aloqa shaklidir. Til belgilar tizimi bo'lsa, nutq uning ifoda materialidir. Nutq ruhiy holat yordamida mujassamlashadi. Demak, nutq – bu kommunikativ maqsadni amalga oshiradigan tilning individual holatidir [4]. Nutq bu so'zlar ketma-ketligi, chiziqli ierarxik munosabatlar darajaviy tartibiga ega. Nutq avtomatlashib borish xususiyatiga egadir; nutq oqimida so'zlar birlashadi, til ularning o'ziga xosligini ta'minlab turadi. Gap – nutq parchasi. Gapning hosil bo'lishi haqiqat yoki yolg'onlardan iborat voqelik ob'ektlari bilan bog'liqdir. Nutqning aniqligi madaniy nutqning asosiy tamoyilidir. Suhbatdosh ushbu vaziyatni qanchalik aniq tasvirlasa, uning tavsifi haqiqatga yaqin va mos keladi. Ob'ektiv aniqlik nutq va voqelik o'rtasidagi bog'liqlikka asoslanadi.

Nutq aniq va o'ziga xos, til esa mavhum va takrorlanuvchan bo'ladi. Nutq mobil, til barqaror; nutq cheksiz, til tizimi muayyan komponentlar to'plami bilan cheklangan bo'ladi. Bu holat ob'ektiv va kontseptual aniqlikni farqlab olishga, gapning tushunarli chiqishiga yordam beradi. Kontseptual aniqlik esa nutq va fikrlashning o'zaro bog'liqligi bilan belgilanadi.

Nutq mavzusini bilish, muloqotni amalga oshirishga yordam beradigan asosiy shart hisoblanadi. Yaxshi gapirish qobiliyati nutqning aniqligi va bir vaqtning o'zida uning mantiqiylikiga ham bog'liqdir. Nutqni umumiy shartlari uning tuzilishi, tashkil etilishi, tarkibi va izchilligidir. Mantiqiy fikrga ega bo'lish, shuningdek, tilni bilish, til vositalarining kommunikativ imkoniyatlariga ahamiyat berish miyaning normal ishlash funksiyalariga bog'liq bo'ladi. Nutqning ta'sirchanligi tinglovchilarning qiziqishi va e'tiborini tortishga yordam beradi. Buning uchun nutq so'zlovchisining mustaqil fikrlashi va tilni yaxshi bilishi, uning ifodalash qobiliyatlari rivojlangan bo'lishi talab etiladi. Nutq odob, aql-idrok va axloqiy me'yorlarga mos bo'lishi zarur, ya'ni maqsadga, aloqa sharoitlariga, tinglovchilarning tarkibi va kayfiyatiga mos kelishi darkor. Nutq mavjudligining tashqi va ichki, og'zaki va yozma shakllarini, dialogik va monologik nutqni, nutqning funktsional-semantik turlarini ajratib ko'rsatish imkonini beradigan turli omillar mavjud.

Semantika matnning mazmuniy planini va kompozitsiya esa matnning tarkibiy xususiyatlarini aniqlashga yordam beradi. Matn turlari quyidagicha ajratiladi *tavsif, mulohaza, rivoyat*. Odamlar o'rtasidagi aloqa munosabati turli shakllarda sodir bo'lishi mumkin: qo'lyozma hujjat, rasmiy qog'ozlar, yo'l belgilari, og'zaki muloqot turida: suhbat, bahs, munozara, disput

kabi turli xil o'Ichamlarda. Muloqotda turli xil ijtimoiy, shaxsiy munosabatlar bilan bog'liq bo'lgan turli xil odamlar qatnashishi mumkin. Muloqot ishtirokchilari dialog va monologda faol yoki passiv darajada ishtirokchiga aylanishi mumkin.

Kundalik hayotda inson o'z mas'uliyatini, oila va bola tarbiyasini bir dam unutib qo'yish holatlari ko'p uchraydi. Shuning oqibatida kichik yoshdagi bolalarda *fobiyadan* tashqarida ko'pincha turli (*qorong'ilikdan, yolg'iz qolishdan, oq va qora xalatdan, ukoldan*) qo'rquvlar sababli nevrotik reaksiyalar sodir bo'ladi. Qo'rquv natijasida ruhiy zarba oladi, miyadagi o'zgarishlar nutq ravonligiga ta'sir etadi [3 ; 4]. Bolalarning ruhiy tushkunlik, qurquv va boshqalardan ajralib qolishining yagona vositasi ularni qo'rquv hissidan chalg'itish, hodisalarni unutish uchun o'yin mashg'ulotlari tashkil etishdir. O'yin mashg'ulotlari bolalarni bir-biriga yaqinlashtirishga yordam beradi. O'yin davomida kichik hajmdagi qo'shiqlar, raqslar, tana harakatlari, she'r aytishlar, tezaytishlar va epizodik kichik qiziqarli sahnalar orqali amalga oshirish nutqni tiklash va yaxshilashga katta yordam beradi. Bosh miya qobig'ining diffuz (yoyilgan) kurinishi aqliy rivojlanish buzilganligini va organik shikastlanish borligini ko'rsatadi. Aqliy rivojlanmaganlik nuqsoni ikki oliy psixik funksiyani – xulq va faoliyatning buzilishiga olib keladi. Bu holat bilish jarayonlarini (sezgi, idrok, xotira, diqqat, fikrlash, tasavvur etish, nutq, e'tibor) buzilishida, hissiy iroda sohasi, motorika, umuman shaxs hatti-harakatlarida o'z ifodasini topadi [7].

Xulosa

Gapirolmaslik, g'ayritabiiy harakatlar, o'sishdan orqaga qolish, tinglashni xohlamaslik, o'z olami bilan yashashga intilish, zarur holatlarga atrofida qilargilarga befarq bo'lish va gapiga reaksiya bermasligi kabi ruhiy charchoq holatlari butun oila uchun ko'ngilsizlik hisoblanadi. Neyropsixolingvistika ana shu muammolarga yechim topishga amaliy yordam beradi. Xulosa qilib aytganda, *ichki ruhiy uyg'unlik, kognitiv dissonans va nutq sharoiti* neyropsixolingvistika oldida katta mas'uliyat yuklaydi. Buni erta yoshdan kuzatish, davolash va tarbiyalash imkoniyati mavjud. Aksincha, e'tiborsizlik, shoshmashosharlik, bilimsizlik, ko'r-ko'rona harakatlar bola uchun noxush va og'ir iztirob, oila uchun umidsizlikka sabab bo'lishi mumkin.

Ota-ona tibbiyot xodimlariga, psixolog va nevrologlarga ishonmay qo'yishi, kasal bolaning ota-onasini bilimsizlikda, ehtiyotkor bo'lmaganlikda, o'z vaqtida g'amxo'rlik qilmaganlikda ayblash holatlari ham adolatdan bo'lmaydi. Zero, inson sog'ligidan, uning to'laqonli jamiyat a'zosi bo'lishga yordam berishdan sharaflil va og'ir vazifa yo'q. Rivojlanayotgan Yangi O'zbekiston uchun jamiyat talablari oldida har qanday shaxsni yetuk inson darajasida tarbiyalash, uni muhofaza qilish davlat oldida ham, fan sohasida ham mas'uliyatli bo'lishni, kelajakka befarq bo'lmaslikni taqazo etadi.

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O'SMIRLAR VA YOSH BOLALARGA CHET TILLARINI SAMARALI TEXNOLOGIYALAR ASOSIDA O'RGATISH METODIKASI

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Annotatsiya: ushbu maqolada yosh bolalar va o'smirlarga samarali ta'lim metodlaridan foydalangan holda chet tillarini o'rgatish hamda uni amalyotga tatbiq etish istiqbollari hamda xorijiy tillarni yuqori malakali kadrlar va texnologiyalar orqali o'rganish va o'rgatish usullarihaqida so'z yuritilgan.

Kalit so'zlar: Texnologiya, metod, o'qitish, bolalar, o'smirlar, malakali, samarali ta'lim.

Аннотация: в данной статье рассматриваются перспективы преподавания иностранных языков детям раннего возраста и подросткам с использованием эффективных образовательных методов и их реализации, а также методов изучения и преподавания иностранных языков посредством высококвалифицированных кадров и технологий.

Ключевые слова: Технология, метод, обучение, дети, подростки, качественное, эффективное образование.

Annatation: this article discusses the prospects for teaching foreign languages to young children and adolescents using effective educational methods and their implementation, as well as methods for learning and teaching foreign languages through highly qualified personnel and technologies.

Keywords: Technology, method, training, children, adolescents, quality, effective education.

Kirish

Bugungi kunda xorijiy tillarni bilish ko'nikmasi professional ta'limning ajralmas qismlaridan biri bo'lib bormoqda. Bu maktabgacha ta'lim jarayonini ham chetda qoldirgani yo'q. Yoshlar ta'limi davomida xorijiy tillarni o'rgatishning ahamiyati sezilarli darajada oshdi. Shu o'rinda chet tilini o'rganish va o'rgatishni kuchaytirishimiz, xorijiy top universitetlar bilan "Exchange" dasturlarini amalga oshirishimiz hamda bu orqali ko'plab metodlarni o'rganib tatbiq etishimiz zarur.

Ko'pchilik zamonaviy o'qituvchilarning fikricha, 5 yoshdan kichik bolalar bilan til bo'yicha shug'ullanishning foydasi yo'q. Mashg'ulotlarda ma'lum bir darajadagi diqqat-e'tibor va berilgan vazifalarni ketma-ket bajarish ko'zda tutiladi.

Til bilan tanishishni esa aksincha, iloji boricha ertaroq boshlagan ma'qul. Ruhshunoslar tomonidan kichkina bolalarning yon-atrofdan eshitganlarining hammasini qabul qilishlari va keyinchalik gaplarni tuzishda tanish bo'lgan tovushlar birikmasidan foydalanishlari isbot qilingan.

Boshlang'ich sinflarda, odatda, chet tillarni o'rganish hayotiy situatsiya va o'yinlarga asoslangan harakat usullaridan foydalangan tarzda o'rganilganda juda samarali hamda muvaffaqiyatli bo'ladi. Agar o'yinli-syujetli situatsiyalar orqali chet tili o'rgatilsa, barcha bolalar

bajonu-dil ishtirok etishadi, sababi ular shu tarzda o'sha situatsiyaning bir bo'lagi ekanligini his etishadi. O'quvchilar chet tili bilan, birinchi navbatda, o'z sinf xonalarida birga "yashaydilar". Shuning uchun sinfda muloqot imkoni bo'lsa, o'sha chet tilida bo'lishi kerak. Bolalar nafaqat yo'riqnomalarni tushunish bilan cheklanib qolmasdan, balki chet tili orqali o'z ehtiyojlarini ifodalashlari ham mumkin. Shu nuqtai nazardan, ingliz tilida gaplashadigan shaxs (ona tili bo'lgan)lar bilan muloqot qilishi, sinfga taklif etish ham foydali hisoblanadi. Konstruktiv yondashuvga ko'ra, bolalar imkon qadar ko'proq tilda o'zlari so'zlar mazmunini, qoidalarni bilib olishlari kerak. Bu shuningdek, ularning asosiy fikrlash qobiliyatini rivojlanishiga yordam beradi. Barcha o'quvchilar singari, bolalar ham turli xil ta'lim uslublariga ega. Bolalar uchun moljallangan ta'lim barcha ta'lim uslublarini hisobga oladi. Taktik va kinestetik o'rganish turlari o'quvchidan alohida e'tibor talab qiladi. Boshlang'ich maktablarda o'quvchilarning iqtidorlari, malakalari, bilimlari va qiziqishlari kengroq boladi. Chet tilini o'rganish, shuningdek, o'rganuvchining yaxshi tushuna olish qobiliyatiga bog'liqdir. Chet tilini o'rgatish mobaynida har bir bolani harakati uchun rag'batlantirib borish talab etiladi. Ularda akustik, kinestetik, ritmik va vizual farqlashni rivojlantirish kerak. Bolalar tez o'rganishadi, lekin tezda unutishadi. Shuning uchun, nutqni bir necha bor takrorlab, shu mavzuga doir o'yin yoki tarqatmalar orqali bolalarning esida qolishiga yordamlashish mumkin. Kurslar doim bo'lib, muntazam takrorlashlar ajralmas qismidir. Xorijiy tillarni muvaffaqiyatli o'rgatish keng qamrovli usullarni talab qiladi. Bunga yana bir misol sifatida, bolalarga ingliz tilidagi yoki o'zlari o'rganayotgan tildagi "listening" ya'ni eshittirishlarni qo'yib berish hamda bu bolaga qanchalik ta'sir qilishini kuzatish zarur.

Yana bir samarali metodlardan biri bu ularning o'zlari yoqtirgan va sevib o'ynaydigan narsalaridan foydalangan holda o'rgatishdir. Ma'lumki, ota-ona farzandi uchun kerakli birinchi raqamli shaxslardir. Shu uchun ham ularning ta'lim tarbiyasi hamda bilim olishlari uchun avvalo ular javobgar hisoblanishadi. Shuningdek, ularda ilk qiziqishni uyg'otish, ma'lum bir yo'nalish tomoga boshlash uchun ham ularning ahamiyati kattadir. Bunda biz ko'rishimiz mumkinki, bola o'zning sevimli o'yinchog'iga yoki kitobiga qiziqishi boshqa narsalardan ko'ra ko'proq bo'ladi. Yosh bolalarda chet tillarini o'rganishni ta'lim berish uchun ko'p turdagi metodikalar mavjud. Bu metodikalar uchun asosiy qo'llaniladiganlari, bolalar bilan o'rganish, ularning motivatsiyasini oshirish, va ularning o'rganishni qiziqishini oshirishni o'z ichiga oladi. Quyidagi usullar bu maqsadlarni erishishda yordam berishi mumkin:

1. «O'yinlar va o'yinlar»: Yosh bolalarni chet tillarini o'rganishda qiziqarli o'yinlar va o'yinlar qo'llanish mumkin. Bu o'yinlar o'rganuvchilarning ehtiyojlarini va ularning qiziqishlarini qondirishda yordam berishi mumkin. O'yinlar yordamida bolalar kelajakda qo'llanadigan so'zlarni, frazalarni va grammatik qoidalarni o'rganishlari mumkin.

2. «Rang-barang matnlar»: Rang-barang kitoblar, dasturlar, va hatto rasmi o'yinlari orqali bolalar tilni o'rganishlari mumkin. Bu matnlar bolalarga qiziqarli ko'rinadi, shuningdek, ularning lug'atni mustahkamlashtirishlariga yordam beradi.

3. «Multimedia dasturlar»: Audio va video darsliklar, dıbbilar, va animatsiyalar yordamida bolalar chet tillarini o'rganishlari mumkin. Bu usul, o'rganish jarayonini ko'rib chiqish, tinglash va gapirish ko'nikmalarini rivojlantirish uchun juda samarali bo'ladi.

4. «So'z va gaplashish klublari»: Yosh bolalarni chet tillarini o'rganish uchun maqola yozish, gaplashish va ijodiy mashg'ulotlar tashkil etish juda foydali bo'ladi. Bu klublar bolalarga tillarni amaliy ravishda qo'llash, do'stlar bilan munozara qilish va ijodiylikni rivojlantirish imkoniyatini beradi.

5. «Internet orqali darsliklar va onlayn resurslar»: Internet, chet tillarini o'rganish uchun bo'lgan ko'p mavqelardan foydalanish imkoniyatini beradi. Onlayn darsliklar, videolar, o'yinlar va interaktiv testlar yordamida bolalar o'rganishlarini mustahkamlashtirishlari mumkin.

O'smirlar (yoshi 16 yoshdan yuqori) uchun chet tillarini o'rganish metodikalari o'quvchilarining kognitiv va o'qish uslublariga muvofiq shakllanishi kerak. Bu o'smirlar o'z o'qish va o'rganish yo'nalishlari, hayot tajribalari va maqsadlari asosida chet tillarini o'rganishni qabul qilishadi. Quyidagi metodikalar bu maqsadlarga erishishda yordam berishi mumkin:

1. «So'z va so'zlashish kurslari»: O'smirlar uchun xususiy kurslar, qiziqishlariga mos chet tillarini o'rganish uchun muhim bo'ladi. Bu kurslarda o'quvchilar samarali tarzda tilni mustahkamlashlari, so'zlashish ko'nikmalarini oshirishlari va muhim so'zlar va frazalarni o'rganishlari mumkin.

2. «Til bo'yicha turar-joylar va ijtimoiy klublar»: O'smirlar uchun til bo'yicha turar-joylar va ijtimoiy klublar, masalan, til bo'yicha konferanslar, atrof-muhitlar va qiziqishlari bilan birgalikda tilni o'rganish uchun o'zaro munosabatlarni rivojlantirish imkoniyatini beradi.

3. «Onlayn darsliklar va ilovalar»: Internet orqali erkin va oson ravishda chet tillarini o'rganish imkoniyati mavjud. Onlayn darsliklar, ilovalar va dasturlar, masalan, Rosetta Stone, Duolingo va Babbel kabi, o'smirlar uchun samarali usullar bo'lib hisoblanadi.

4. «Matnlar va audiodarsliklar»: Klassik yoki savdo muhitiga mos matnlar va audiodarsliklar o'smirlarga tilni mustahkamlash va tinglash ko'nikmalarini rivojlantirishda yordam berishi mumkin. Bu usullar o'smirlarni tilni amaliy ravishda qo'llashga intilishlarini oshirishi mumkin.

5. «Axborot texnologiyalari»: Chet tillarini o'rganishda axborot texnologiyalari keng imkoniyatlar beradi. Masalan, bolalar uchun yaratilgan interaktiv o'yinlar, interfaol ilovalar va onlayn platformalar, masalan, TED Talks yoki BBC Learning English, o'smirlar uchun ilovadagi xabarlar bilan yaxshi o'zlashtirilishi mumkin.

6. «Muntazam amaliy mashg'ulotlar»: Amaliy mashg'ulotlar, masalan, xalqaro turar-joylarda, yozuvchi klublarida yoki muloqotlar o'rganish tajribasini o'shishda yordam berishi mumkin. Bu mashg'ulotlar o'smirlarga tilni amaliy ravishda qo'llash va muvofiqlik bilan fikrlashlarni rivojlantirish imkoniyatini beradi.

Xulosa

Xulosa o'rnida shuni aytish joizki, ommalashib borayotgan jahon tillarini o'rganish bilan biz bir qancha afzalliklarga ega bo'lamiz qisqa qilib aytganda jahon madaniyati yutuqlaridan va axborot resurslaridan bahramand bo'lish, dunyo miqyosidagi muloqot qilish va xalqaro hamkorliklar olib borishga erishamiz.

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XOHISH-ISTAK MAYLINI SHAKLLANTIRUVCHI VOSITALAR FRANSUZ TILI MIQIYOSIDA

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Annotatsiya: Til tarkibining asosiy qismini fe'l so'z turkumi egallaydi. Fe'ning gapda ifodalayotgan ma'nosi makon va zamon oralig'ida yuz berayotgan ish harakatni ko'rsatadi. Fransuz tilida subjontif (xohish-istak) maylining yasalishi uchun ham turli xil vositalar gapda faol qatnashadi. Ilmiy maqoladan ko'zlangan maqsad subjontif (xohish-istak) zamoni bilan birgalikda ishlatiladigan vositalarni qo'llanish o'rni va vazifalarini yoritib berishga qaratilgan.

Kalit so'zlar: le subjontif (xohish-istak mayli), Le présent du subjontif (hozirgi zamon xohish-istak mali), ergashgan qo'shma gaplar, les verbs impersonnels (shaxssiz fe'llar), les locution (iboralar).

Аннотация: Основную часть структуры языка занимает глагольная группа. Значение глагола в предложении показывает действие, происходящее в пространстве и времени. Во французском языке в образовании сослагательного наклонения активно участвуют различные приемы. Цель научной статьи – выяснить роль и функции средств, употребляемых вместе с сослагательным наклонением.

Ключевые слова: le subjontif, Le présent du subjontif, последующие союзы, les verbs impersonnels, les locution.

Annotation. The main part of the structure of the language is occupied by the verb group. The meaning of a verb in a sentence shows an action taking place in space and time. In the French language, various techniques are actively involved in the formation of the subjunctive mood. The purpose of the scientific article is to find out the role and functions of the means used together with the subjunctive mood.

Keywords: le subjontif, Le présent du subjontif, subsequent conjunctions, les verbs impersonnels, les locution.

Yer yuzidagi jamiyki tillar sathining mukammal shakllanishi til evolutsiyasida qaror topgan va biz ifodalamoqchi bo'lgan his-tuyg'ularni o'zida mujassam qilgan til birliklari bilan bog'liq holda o'zgarib, sayqallanib boradi. Til sathida ma'lum bir o'zgarish yoki qardosh tillarda uchraydigan birlik, grammatik shakl va ba'zi qo'shimchalarning bir til tizimida yuzaga chiqishi qisqa muddatda sodir bo'lmaydi ya'ni tilning integrallashishi uchun yillar, hattoki asrlar talab qilinadi. Fransuz tili Roman tillari oilasining asosiy bir bo'g'ini hisoblanib, bu tilning shakllanishi eramizdan oldingi asrlarga borib taqalashini va yaqin o'tmishdagi fransuz tili bilan hozirgi fransuz tilining o'rtasida farqli tafovutning o'ta yuqori emasligini ko'rishimiz mumkin. Bundan xulosa qilishimiz mumkinki, tashqi omillarning til sistemasiga ta'siri yillar mobaynida o'z aksini ko'rsatadi..

ergashgan qo'shma gaplarni hosil qiladi. Bu kabi birliklardan bir nechtasini sanab o'tishimiz mumkin:

Il faut que	Il est important que
Il vaut mieux que	il est utile que
Il est possible que	il est douteux que

Ushbu iborlarning qo'llanishini quyidagi misollarda ko'rish mumkin:

- **Il est desirable** que tu lises avantage.
- **Il est bon que** tu le retienne une fois pour toutes.
- **Il est grand temps** que vous parties.
- **Il faut** que je te voie ce soir.

Bunday birliklarni til sathida ko'plab uchratish mumkin, lekin bu iboralarning nutqda qo'llashda bir qancha qiyinchiliklar yuzaga keladi. Bu kabi birlikni nutqda ishlatish uchun mayllar kategoriyasini grammatik jihatdan yetarlicha tahlil qilib, o'rganish talab qilinadi. G'arb tilshunosligida o'z o'rniga ega bo'lgan – fransuz tilini o'rganishga bo'lgan e'tibor yil sayin ko'tarilib, til ravnaqiga o'z hissasini qo'shayotgan ko'pgina tilshunos olimlarning haraklari natijasi yetarlicha qo'llanma va darsliklarning turli tillarga tarjimasini talaba-yoshlar uchun juda keng imkoniyatni paydo qilmoqda. Buning ustiga ko'plab yosh tadqiqotchi olimlar til o'rganishning osonlashtiruvchi ko'pgina metod va usullarni ommaga taqdim etishmoqda. Bunday imkoniyatlardan to'g'ri va oqilona foydalanish til sistemasida uchraydigan ko'plab qiyinchiliklarni bartaraf etishga yordam beradi, xususan xohish-istak maylining nutqda qo'llashining ko'pgina oson yo'llarini o'rganuvchi yoshlarga taqdim etadi. Bundan xulosa qilishimiz mumkinki, til sathi doim o'zgarishda, tur xil ta'sirlar va iqtisodiy aloqalar tufayli yanada sayqal topib, rivojlanishda davom etadi. Shu sababli til ijtimoiy hodisa bo'lib hisoblanadi.

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CHET TILINI O'QITISHDA ASL MANBALARDAN FOYDALANISH METODIKASI FRANSUZ TILI MISOLIDA

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Annotatsiya: Fransuz tilida so'zlashuvchilar tomonidan muloqot funktsiyasiga javob qaytarish uchun mo'ljallangan asl hujjatlar til sinfida muhim ahamiyatga ega, chunki ulardan foydalanish ko'proq real hayotga va dolzarb voqealarga yo'naltirilgan, motivatsiyalarga nisbatan sezgirroq bo'lgan o'qitishga mos keladi. Ushbu maqola chet tilini o'qitish va uning xususiyatlarini aniqlashga yordam beradi.

Kalit so'zlar: les documents authentiques, FLE, aqliy hujum, les supports pedagogiques, le type de authenticité

Аннотация: Оригинальные документы, призванные отвечать коммуникативной функции франкоговорящих, важны на уроках языка, так как их использование подходит для обучения, более реалистичного и ориентированного на текущие события, более чувствительного к мотивациям. Эта статья поможет вам выучить иностранный язык и определить его особенности.

Ключевые слова: аутентичные документы, FLE, мозговой штурм, педагогическая поддержка, тип аутентичности.

Annotation: Original documents designed to meet the communicative function of French speakers are important in language lessons, since their use is suitable for teaching that is more realistic and oriented to current events, more sensitive to motivations. This article will help you learn a foreign language and identify its features.

Keywords: authentic documents, FLE, brainstorming, pedagogical support, type of authenticity.

Haqiqiy maqola dastlab ona tilida so'zlashuvchilar uchun mo'ljallangan yozma, audio yoki audiovizual ma'lumotlar jamlanmasidir, lekin o'qituvchi undan darsda taklif qiladigan mashg'ulotlarda foydalanish uchun to'playdi. Ushbu maqola haqiqiy yoki asl manba deb aytilishining sababi, u ta'lim maqsadlari uchun emas, balki kommunikativ maqsadlar uchun mo'ljallangan. U o'quvchilarga qanday bo'lsa, ya'ni asl holatida taqdim etiladi (agar ushbu hujjatga biron bir o'zgartirish kiritilgan bo'lsa, masalan, ma'lumot tezligini kamaytirish uchun bir yoki bir nechta paragraflarni o'chirish yoki jumlar orasiga bog'lovchilarni qo'shish uchun chegarani yengillashtirish uchun). Asl manbalar bilan bir qatorda ishlov berilgan manbalar ham mavjud bo'lib, mazkur manbalardan til darajasiga qarab moslashtirilgan turli xil tekstlar, eshittirishlar va yozma xatlarda til darajasini aniqlashda foydalaniladi. Bundan kelib chiqadiki, asl manbalar pedagogik yoki ishlov berilgan maqoladan farq qiladi. Bu kabi ma'lumotlar o'quvchilar uchun til o'rganishda shu bilan bir qatorda esa o'sha til madaniyati, ta'lim tizimi va urf-odatini mukammalroq bilish, tahlil qilishda yordam beradi. Yuqoridagi gaplardan asl manbalarning

qanday turlari mavjud degan savol paydo bo'lishi aniq va bu manbalarning turlarini quyida tahlil qilamiz.

Maqolada telefon kitobi, kalendar, pochta buyurtmasi katalogi, gazeta, jurnal, xarita, reja, poezdlar jadvali, telegramma, chek, pasport, maxfiy reklama, reklama, turistik broshyura, televideniya yoki kino dasturi, pishirish retsepti, yon daftacha, komiks, oila yoki yodgorlik fotosurati, ko'cha fotosurati, ob-havo hisoboti, qo'shiq, film yoki hujjatli film, jadval, sport natijalari, adabiy sharh, videodan parchalar, teleko'rsatuvlar, kitoblar va boshqa ko'plab bunday manbalarni ko'pgina internet sahifalaridan, ijtimoiy tarmoqdagi fransuz tiliga oid kanallardan, eshittirishlarni esa radiodan topishimiz mumkin. Internetning butun dunyo bo'ylab foydalanish mumkin bo'lgan turli xil haqiqiy hujjatlarning bitmas-tuganmas manbasi ekanligini unutmashimiz kerak.

Til sinfida bunday manbalardan foydalanishning bir qancha sabablari mavjud bo'lib, lingvistik xususiyatga mos keladigan qo'llanmalarning yo'qligi (masalan, aniq maqsadlar uchun frantsuz tilini o'rganishga mo'ljallangan), shu paytgacha foydalanilgan darslik tomonidan yuzaga kelgan muammolarni bartaraf etish majburiyati (til darajasining yetarli emasligi, o'quvchilarning o'tilgan fanlarga qiziqishining yo'qligi, faoliyatning nomuvofiqligi, mazmunining eskirganligi va, shubhasiz, xarajatlar), haqiqiy fransuz tilini keng yoyishga undaydi: fransuz tili barcha tillar kabi lingvistik va sintaktik qoidalarga ega va FLE darsliklari ularni standart fransuz tiliga imkon qadar yaqinroq bo'lishiga yordam beradi. Shunday qilib, o'quvchilar standartlashtirilgan tilga, to'g'ri frantsuz tiliga va, ba'zan, hatto yuqori darajadagi til tizimiga duch kelishadi. Frankofonlar ikkilanib bo'lsada, gapira oladi, pauza qiladi, qisqartiradi, keraksiz takrorlashlarga murojaat qiladi, boshqa til registrlaridan foydalanadi. Shunday qilib barcha tillarda bo'lgani kabi fransuz tili bir xil emas, balki o'zgaruvchan til bo'lib, u og'zaki va vizual hujjatlarga kelganda haqiqiy manbalar juda yaxshi tushuntiriladi. Buni quyidagi misollar orqali ko'rish mumkin:

- Darsning asosiy maqsadiga erishish uchun haqiqiy muloqot holatini taqdim etuvchi hujjat bilan yakunlash;
- Tashqi dunyoning haqiqiy va boy qiyofasini taqdim etish va shu bilan o'quvchida chet tili va madaniyatiga nisbatan ijobiy munosabatni shakllantirishga hissa qo'shish;
- O'quvchini rag'batlantirish: "boshlang'ich darajadagi o'quvchi, agar u haqiqiy muloqot jarayonini tushuna olsa, ijobiy motivatsiyaga ega bo'lishi mumkin.
- Hujjatni tushunish - bu uning tarkibini tartibga soluvchi niyatlarni tushunish, javob beradigan xatti-harakatlar orqali haqiqatda qanday munosabatda bo'lsa, shunday munosabatda bo'lish.

Sinfda foydalanish uchun haqiqiy hujjatni tanlayotganda, o'quvchilarning darajasiga mos keladigan hujjatni tavsiya qilish tavsiya etiladi, chunki tadqiq qilinayotgan matnni tushuntirish uchun ham vaqt yuqotishga sabab bo'lishi mumkin. Maqsadli til madaniyatini o'rganish o'rganuvchini hayratda qoldirmasdan tadbiq qilish mumkin, chunki ba'zida bir madaniyat uchun oddiy yoki odatiy bo'lib tuyulishi mumkin bo'lgan narsa boshqasi uchun bunday bo'lmasligi mumkin. Tegishli hujjatni qanday tanlashni bilish o'qituvchiga bog'liq: uning mazmuni, tasvirlari, yetkazilgan xabarlar va boshqalar. Kommunikativ tilni o'qitishga ko'proq integratsiyalashgan haqiqiy hujjatlar fransuz tilini chet tili sifatida o'rgatish uchun imtiyozli materialdir, chunki ular o'quvchilarga fransuz tilida so'zlashadigan mamlakat, uning hozirgi voqealari, ushbu mamlakatning kundalik hayoti va birinchi navbatda haqiqiy frantsuz tili bilan tanishadilar. Maktabda uning me'yoriy shakllarida o'qitiladigan emas, mahalliy aholi tomonidan qo'llaniladigan turli xil leksikaga, ishlov berilgan hujjatlar ustuvor bo'lgan darsliklarda keltirilgan. Haqiqatdan

ham sinfda haqiqiy hujjatlardan foydalanish har doim ham oson emas, ayniqsa, kontentga kirish qiyin, hatto o'zlashtirishi past bo'lgan o'quvchilar uchun bunday ma'lumotlar bu fanga bo'lgan tushunchasini, ya'ni o'rganishning iloji yo'q fan degan tushunchaga kelib qolishi mumkin. Shunday ekan birinchi navbatda o'qituvchi asl manbalardan to'g'ri foydalanish va tanlay bilishga e'tibor qaratishi lozim. O'quvchilarning esa darsga e'tiborini tortish uchun esa turli xil metodlardan, xususan, aqliy hujum metodidan foydalanish tavsiya etiladi. Bu metod dars boshlangan vaqtda tanaffusdan qaytgan talaba va o'quvchilarning diqqatini jamlash, e'tibor markazini bir joyga to'plashga yordam beradi. Bunday metodlar darsning yanada qiziqarli va samarali bo'lishiga yordam beradi va buning natijasini o'quvchilarning o'zlashtirishida kuzatish mumkin.

Xulosa qilib aytganda chet tilini o'qitishda zamonaviy texnologiya va metodlardan foydalanish hozirgi globallashuv jarayonida muhim omil bo'lib hisoblanmoqda.

Buning ustiga asl manbalardan ko'proq foydalanish madaniyatlararo almashinuv jarayonini tezlashtirishda, tilni mukammal o'rganishda va chet tili sohasida asosiy manba sifatida qaralmoqda. Tilshunos olimlarning ilmiy izlanishi natijasida til o'qitishning ko'plab usullari, yangidan yangi metodlar va texnologiyalar ishlab chiqildi. Bunday vositalar tufayli til o'rganuvchi yoshlarning auditoriyasi kundan kunga kengaymoqda. Til o'rganishga bo'lgan ehtiyoj va qiziqish har doim faoliyatda bo'lib qoladigan ijtimoiy hodisadir.

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ACCORD DU PARTICIPE PASSÉ AVEC L'AUXILIAIRE "AVOIR"

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Annotation: This article examines the agreement of the past participle with the auxiliary verb "avoir" in French grammar in person and number.

Keywords: Auxiliary "avoir", past participle, regular agreement, COD, deepen the themes covered, express emotions, create poetic images.

Аннотация: В данной статье рассматривается согласие причастия прошедшего времени со вспомогательным глаголом «avoir» во французской грамматике в лице и числе.

Ключевые слова: Вспомогательные "avoir", причастие прошедшего времени, регулярное согласие, ХПК, углубляют затронутые темы, выражают эмоции, создают поэтические образы.

Annotation: Cet article examine l'accord du participe passé avec le verbe auxiliaire « avoir » dans la grammaire française en personne et en nombre.

Mots clés: Auxiliaire avoir, participe passé, accord régulier, COD, approfondir les thèmes abordés, exprimer les émotions, créer des images poétiques.

Introduction. L'accord du participe passé est une règle fondamentale de la grammaire française. Lorsque le verbe est conjugué avec l'auxiliaire "avoir", le participe passé s'accorde généralement en genre et en nombre avec le complément d'objet direct (COD) qui le précède. Cependant, il existe des exceptions à cette règle qui peuvent parfois prêter à confusion. Dans cet article, nous explorerons les principes de base ainsi que les cas particuliers liés aux accords du participe passé avec l'auxiliaire "avoir".

Les accords réguliers:

Dans la construction de la phrase à la voix active avec l'auxiliaire "avoir", le participe passé s'accorde en genre et en nombre avec le COD qui le suit directement. Par exemple:

J'ai acheté des livres. (Les livres ont été achetés par moi.)

Elle a mangé une pomme. (La pomme a été mangée par elle.)

Nous avons vu les films. (Les films ont été vus par nous.)

Dans ces exemples, les participes passés "acheté", "mangé" et "vu" s'accordent respectivement avec les noms "livres", "pomme" et "films", qui sont les COD de ces verbes.

Les cas particuliers:

Cependant, il existe des cas où le participe passé ne s'accorde pas avec le COD. Voici quelques exemples:

Lorsque le COD est placé après le participe passé:

J'ai vu Marie et son frère. (pas de accord)

J'ai vu les films et les acteurs. (pas d'accord)

Dans ces cas, le participe passé reste invariable, car le COD est placé après le verbe.

Lorsque le COD est un pronom personnel complément d'objet direct:

Je les ai invités. (accord avec "les", COD placé avant le participe passé)

Elle l'a mangée. (accord avec "la", COD placé avant le participe passé)

Ici, le participe passé s'accorde en genre et en nombre avec le pronom personnel COD ("les" et "la" dans les exemples ci-dessus).

Lorsque le COD est placé avant le verbe, mais est "en", "y" ou un pronom relatif :

J'en ai parlé. (pas d'accord)

Il y a pensé. (pas d'accord)

Les films dont j'ai entendu parler. (pas d'accord)

Dans ces cas, le participe passé reste invariable, indépendamment du genre et du nombre du COD.

Conclusion: L'accord du participe passé avec l'auxiliaire "avoir" peut sembler complexe, mais en suivant les règles de base et en faisant attention aux cas particuliers, il est possible de l'appliquer correctement. Il est essentiel de prendre en compte la position du COD par rapport au verbe et de connaître les exceptions, notamment lorsque le COD est placé après le participe passé ou lorsque le COD est un pronom personnel complément d'objet direct. En maîtrisant ces règles, vous serez en mesure d'utiliser correctement l'accord du participe passé dans vos écrits en français.

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TILSHUNOSLIKDA PSIXOLINGVISTIK YONDASHUV

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Annotatsiya: Ushbu maqolada psixolingvistika fani haqida atroflicha tushuncha berilgan bo'lib, psixolingvistika tushunchasi, uning ilm-fandagi salmoqli o'rni va nutqda psixolingvistikani namon etishga ta'sir o'tkazuvchi omillar ta'kidlab o'tilgan. Shuningdek, bu soha vakillarining fanga nisbatan turli til yondashuvlari va psixolingvistikaning rivojiga qo'shgan hissalarini haqida ma'lumot berilgan.

Kalit so'zlar: Psixolingvistika, nutq faoliyati, muloqot, psixologik fikrlash, nutq terapiyasi.

Kirish

Psixolingvistika-inson nutq faoliyatining psixologik va lingvistik jihatlarini, nutq aloqasi va individual nutq-aqliy faoliyat jarayonlarida tildan foydalanishning ijtimoiy va psixologik jihatlarini o'rganadigan fan. Psixolingvistika til o'rganish va undan muloqotda foydalanish asoslarini belgilovchi soha bo'lib, fikrlash jarayonlarini tahlil qilishda, psixologiya va tilshunoslikning bir paytning o'zida uyg'unlashuvini namoyon etadi. Bu jarayon o'z faoliyati davomida bir qancha fanlarni o'zida qamrab oladi. Tilshunoslarni doimiy qiziqtirib kelgan muzokaralardan biri bu inson bilimining muhim belgisi bo'lgan til tuzilishining formal ta'rifi edi.

Bu tuzilma o'zida nutq tovushlari, ularning mazmunini, shuningdek tovush va mazmunni birlashtiruvchi murakkab grammatik tizimlarni jamlaydi. Psixologlar esa bolalar bu tizimlarni qanday darajada o'zlashtira olishini va bu tizimlarning so'zlashuv jarayonidagi o'rni haqida bilishni xoxlaydilar.

Mavzuga oid adabiyotlar tahlili:

Tilshunoslik fanida psixologlarni o'ziga jalb qiluvchi narsa shuki, bu fan inson bilimlarini muhim sohalaridan birini mukammal va ilmiy yo'l bilan ta'riflaydi. So'nggi yillarda Nozim Xomskiy va uning Massachuset texnologik institutidagi hamkasblari tomonidan ishlab chiqilgan tilshunoslikka mutlaqo yangicha yondashish uslubi psixologlarga katta madad bo'ldi.

Nozim Xomskiy, psixolingvistikaga oid qiziqishlarni o'rganish va o'zining nazariyalarini rivojlantirish uchun mashhur bo'lgan tadqiqotchilar orasidan joy oladi. U til o'rganish, tili o'zgartirish, va insonlar orasidagi munosabatlarga oid yangi ko'nikmalar yaratishda o'z ishtirokini ko'rsatgan. Uning nazariyasi tilni o'rganish va fikr o'rtasidagi munosabatlarni o'rganish va tushuntirishning ahamiyatiga e'tibor qaratadi. U tilning o'rganish jarayonida fikr va madaniyatning o'rtasidagi aloqalarni ko'rib chiqishni tushuntiradi. Xomskiyning nazariyasi insonning til bilan fikrini tahlil qilish va o'zini ifodalashning psixologik jarayonlari ustida ham tafakkur qiladi.

Hozirgi zamon tilshunosligining grammatika sohasidagi tadqiqotlari o'z navbatida psixologiyaga katta ta'sir ko'rsatdi. Ular nazariy eksperimental jihatdan o'rganish psixologiyasini boyitib, psixolingvistikaning keyingi rivojlanish bosqichida muhim omilga aylandi.

Shu paytgacha psixolingvistika fanining rivojiga yuzlab taniqli dunyo olimlari o'z hissasini qo'shib kelgan. Jumladan, experimental psixologiyaning asoschisi sifatida tanilgan Vilgelm Vundt psixologik fikrlash jarayoni haqidagi fikriga ko'ra, u bu jarayon mexanik ravishda sodir bo'lgan deb o'ylamagan. Aksincha, u inson xoxish-irodasi tashkiliy jarayon uchun juda muhim deb da'vo qildi. Vundtning so'zlariga ko'ra, xoxish va qat'iyat -bu odamlarning diqqatini xohlagan joyiga yo'naltirishga imkon beradigan jihatlari. Vundt appersepsiya (idrok qilish) jarayonini iroda yoki erkin tanlov harakati deb hisoblaganligi sababli, uning psixologik fikrlash maktabi ixtiyoriylik deb nomlangan.

Yana bir us olimi A.A. Leontyev ijtimoiy fanlarda psixolingvistikaning eng faol targ'ibotchisi bo'ldi. Uning g'ayratli, harakatchan sa'y-harakatlari va ilmiy-adabiy faoliyati tufayli psixolingvistika mustaqil, to'liq huquqli ilmiy fan sifatida tan olingan. Psixolingvistikani o'rganishning asosiy mavzularidan biri bu nutq faoliyati bo'lib, A.A. Leontiev ta'kidlaganidek, paydo bo'lganidan keyin deyarli chorak asr davomida birinchi navbatda nutq faoliyati nazariyasi sifatida rivojlandi. Nutqni shakllantirish (faol, maqsadli, ongli nutq-fikrlash faoliyati sifatida), nutq terapevtining kasbiy faoliyatining asosiy mavzusini tashkil etadi, shu bilan birga boshqa defektologlarning maxsus pedagogik ishining asosiy yo'nalishlaridan biridir. Shuni alohida ta'kidlashni istardimki, psixolingvistikaning uslubiy arsenali (boshqa "Nutqshunoslik" fanlari bilan taqqoslaganda) nutq faoliyatining shakllanishi va faoliyatining qonuniyatlari va o'ziga xos xususiyatlarini to'liq va to'liq o'rganishga imkon beradi. (V.P.Gluxov, 2005,5-b)

Maxsus pedagogikada psixolingvistikaning faol targ'ibotchilaridan biri V. K. Vorobyov esa ko'pchilik nutq terapistlari tomonidan tasdiqlangan fikr: "psixolingvistika — bu nutq terapiyasi metodologiyasi", degan konseptual tezisni shakllantiradi. "Psixolingvistika nafaqat nutq terapiyasi, balki umuman olganda nutqni tuzatish jarayoni va pedagogik faoliyat hisoblanadi", deb qo'shicha qiladi.

XX asrning eng buyuk olimlaridan biri bo'lgan Lev Semyonovich Vygotskiyning asarlari psixolingvistikaning nazariy va uslubiy asoslarini yaratishda muhim ahamiyatga ega edi. L.S. Vygotskiy-A.N. Leontyev, A.R. Luriya, A.N. Sokolov, P. ya. Galperin, D.B. Elkonin, L.I. Bojovich, A.V. Zaporjets va boshqalar tegishli bo'lgan mahalliy psixologik maktabning yaratuvchisi. ushbu maktab an'alarining davomchilari bo'lgan olimlar orasida A.V. Petrovskiy, V.V. Davydova, N.I. Jinkina, V. P. Zinchenko, A.A. Leontyeva. L. S. Vygotskiy va uning maktabi nafaqat mahalliy, balki jahon psixologiyasi va pedagogikasiga ham katta ta'sir ko'rsatdi (V.P.Gluxov, 2005,5-b).

Leontyevning fikricha, L. S. Vygotskiy "ko'p o'n yillar davomida nutq psixologiyasi va psixolingvistikasining keyingi rivojlanishini bashorat qilishga muvaffaq bo'ldi".¹⁸⁸ L. S. Vygotskiyning psixolingvistika uchun muhim bo'lgan ba'zi g'oyalarini ta'kidlaymiz. Bu, birinchi navbatda, nutqni ishlab chiqarish jarayonlarining evristik g'oyasi va ularning umumiy psixologik, differentsial-psixologik va ijtimoiy-psixologik omillari bilan shartlanishi hisoblanadi. L.S. Vygotskiy birinchilardan bo'lib matnning psixologik xususiyatlari to'g'risida savol berdi va grammatik va real (psixologik) predikativlik tushunchalarini ajratib ko'rsatdi; u umumiy psixologik kategoriya sifatida ma'noning kontseptual ta'rifiga va predmet ma'nosi tushunchasiga egalik qiladi. L.S. Vygotskiy tomonidan rejalashtirilgan nutq faoliyatini o'rganishning ba'zi yo'nalishlari, A.A. Leontyevning fikricha, hali psixolingvistikada sezilarli darajada rivojlanmagan.

¹⁸⁸ Глухов В.П. Основы психоллингвистики: учеб. пособие для студентов педвузов. — М.: АСТ: Астрель, 2005. — 17 с. — (Высшая школа).

Avvalo, bu nutqni refleksli boshqarish muammosi va ularning o'zaro ta'sirida nutqning turli darajadagi xabardorligini tahlil qilishdan iborat.

Tahlil va natijalar:

Kuzatilayotgan jarayon va yashirin tuzilmalar o'rtasidagi farqni yana bir marotaba izohlab o'tish lozim. Boshqa tillar qatori ingliz tilida ham bu farq til va nutq tushunchalarida o'z ifodasini topgan: “nutq” (speech) so'zi o'rniga qo'llanishi mumkin bo'lgan fe'lga ega. “til” (language) esa bunday xususiyatga ega emas. Nutq jarayonida: “He speaks the English language” (U ingliz tilida so'zlaydi) deyish mumkin. So'zlamog- bu biron bir ma'noga ega tovushlarni ifoda qilmoq va bu tovushlarning ma'nosi, ularning haqiqatan ham ingliz tili bilan bog'liq ekanligi bilan belgilanadi. Nutq – bu faoliyat bo'lib, uni eshitish mumkin, uni magnitafon lentasiga yozib olish mumkin. Ammo magnitafonga ingliz tilini yozib olib bo'lmaydi. Faqat ingliz nutqini yozib olib bo'ladi. Biz bir-birimizning nutqimizni ingliz tilini bilganimiz uchun tushuna olamiz. Til –bu tilimizning ma'lum bir tarmog'i. Ingliz Tili – bu ingliz tilida so'zlovchi inson bilimlarining ma'lum yig'indisidir. Bilimning bunday tizimlari ta'rifi tilshunoslikni an'anaviy xususiyati hisoblanadi, psixologiya esa, muntazam ravishda “inson faoliyati haqidagi fan”, deb baholanadi. Ammo bu ikki fan o'rtasida chegarani aniqlash murakkab hisoblanadi. Biz faoliyatni, uning tuzilish nazariyasini bilmasdan turib, o'rgata olmaymiz va aksincha, tuzilmani ham faoliyatdan chetlab tahlil qilolmaymiz. Transformatsion grammatika bo'yicha asarlari bilan hozirgi zamon tilshunosligiga katta hissa qo'shgan Nozm Xomskiy tilshunoslikning vazifasini bilish va insoniyatning umumiy xususiyati atamaları orqali ifodalaydi.

Uning fikricha, tilshunoslik bunday tahlilda fikrlashni ma'lum aspektlarini o'rganuvchi psixologiyani oddiy bir bo'limi hisoblanadi. Psixologiya fani yillar davomida mana shu aspektlar ma'nosi bilan qiziqib kelgan. Shu borada psixologiyaning turli sohaları bo'yicha ko'plab tadqiqot ishlari amalga oshirilgan. Hatto Kalamushlarning labirintdagi faoliyati ham “o'rganish” va “harakat qilish” atamaları borasida ko'plab muzokaralarga sabab bo'ldi. Psixologlar bahslari asosini kalamushning labirintdagi faoliyati va uning u yerda nimani o'rganishi borasidagi farqi tashkil etgan.

Xuddi shu muammoga bu til qobiliyati, til haqida bilim (linguistic competence) va til faoliyati (linguistic performance) tegishli psixolingvistik muammolarni ko'rib chiqqanda duch kelishimiz mumkin. Buning asosini ham insonning nazariy jihatdan so'zlashish va tushunish qobiliyatiga ega bo'lishi va aniq vaziyatlarda nimani so'zlagani va tushunishi o'rtasidagi farq tashkil qiladi.

Xulosa:

Xulosa qilib aytganda, psixolingvistika fani rivojiga o'z zamonasining yetuk olimlari: V. Vundt, N. Xomskiy, V. K. Vorobyov, L. S. Vygotskiy, A. N. Leontyev, A.R. Luriya va boshqa ko'plar o'z qarashlari va yondashuvlari asosida hissa qo'shganlar. Vorobyov psixolingvistikani o'z konsepsiyasida nutq terapiyasi metodologiyasi deb atagan bo'lsa, Vilgelm Vundtning qarashi bo'yicha inson xoxish-irodasi psixolingvistik jarayonning asosiy omili hisoblanadi. Har bir olimning shaxsiy konsepsiyasi, psixolingvistikaning ma'lum bir bir jihatlarini to'laqonli yoritishga, oldin inson anglamagan ilmiy doiralarni tushunishga yordam beradi.

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TARJIMASHUNOSLIK YO'NALISHIDA INNOVATSION G'OYALAR

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Annotatsiya: Mazkur maqolada tarjimashunoslik fani haqida va tarjimashunoslikning tarixi, vujudga kelishi, tarjimashunoslik sohasida qilingan ishlar, uning boshqa fanlar bilan aloqadorligi, olimlarning bu fan bilan olib borilgan tadqiqotlari, o'zbekistondagi tarjima maktablari, ushbu yo'nalishda chop etilgan asarlar, mustaqillikdan keyingi olib borilgan ishlar va bugungi kunda fan bilan bog'liq zamonaviy yo'nalishda bo'lgan innovatsion g'oyalar haqida gap borgan.

Kalit so'zlar: tarjima nazariyasi, lisoniy, innovatsion, konsepsiya, lug'atshunoslik

Аннотация: В данной статье рассказывается о науке переводоведения и истории переводоведения, ее создании, проделанной работе в области переводоведения, ее взаимосвязи с другими науками, исследованиях, проводимых учеными этой науки, школах перевода в Узбекистане, опубликованных работах. в этом направлении работы проводились после обретения независимости, и сегодня речь шла об инновационных идеях, связанных с современной наукой.

Ключевые слова: теория перевода, лингвистика, инновационный, концепт, лексикология.

Annotation: This article is about the science of translation studies and the history of translation studies, its creation, work done in the field of translation studies, its relationship with other sciences, researches conducted by scientists in this science, schools of translation in Uzbekistan, works published in this direction, works carried out after independence. and today there was a talk about innovative ideas related to modern science.

Keywords: translation theory, linguistics, innovative, concept, lexicology.

O'zga tilda bitilgan badiiy yodgorlikning davr talabi darajasida tasavvur beradigan tarjima matnini yaratish san'atkorning bu soxadagi amaliy va nazariy bilimlar bilan puxta qurollanishi zaruriyatini tug'dirdi. Chunki badiiy mahorat sirlarini har tomonlama mukammal egallab o'tgan qalamkashgina mazkur ijod maxsuli bo'lmish fikrni aslimonand tarzda ifoda etish san'atini o'zida puxta qurollanishini zaruratini tug'diradi. Chunki badiiy mahorat sirlarini har tomonlama mukammal egallab olgan qalamkashgina mazkur ijod maxsuli bo'lmish fikrni asliymonand tarzda ifoda etish san'atini o'zida puxta singdirib olgan iste'dod soxibi sifatida to'laqonli badiiy tarjimalar yaratishdek o'ta mas'uliyatli ishning uddasidan chiqishi mumkin.

Badiiy ijod turlari orasida tarjima ko'proq ilmiy asostalabdir. Ko'p yillik xilma-xil baxsu munozaralarni yengib o'tib, o'zining mavjudligini haqli ravishda isbot qilgan tarjima nazariyasi hozirgi kunda o'z tasarrufidagi barcha muammolarni ilmiy tadqiq qiladigan yagona rasmiylashgan filologik soha hisoblanadi. Bizning mamlakatimizda tarjima tahliliga bag'ishlangan tadqiqotlarning ko'pchiligi dastlab adabiy-tarixiy, ayrimlari lingvistik yo'nalishlarda olib

borildi. Birinchi yo'nalish tarafdorlari asosiy e'tiborini o'girilayotgan asarning badiiy-estetik qiymatigagina qaratib, badiiy yodgorlikning birlamchi asosi bo'lmish lisoniy jihatini nazardan soqit qilgan bo'lsalar, ikkinchi yo'nalish tarafdorlari qiyoslanayotgan ikki til vositalarining ko'proq lug'aviy muvofiqliklaridan kelib chiqib, asarning badiiy-estetik jihatiga kam e'tibor berdilar. Shunday qilib, insoniyat faoliyatining qadimgi turlaridan bo'lmish tarjima amaliyotini lisoniy-uslubiy nuqtai nazardan tahdil etish nisbatan yosh tadqiqot usuli sifatida bizning Vatanimizda endi shakllanib kelayotgan filologik soha bo'lib, uning tamoyillari olimlar tomonidan ishlab chiqilayotganiga ko'p fursat bo'lgani yo'q. Ammo tarjimachilik faoliyati keyingi yarim asr mobaynida misli ko'rilmagan sur'atlar bilan rivojlanib bormoqdaki, bunday amaliyot tadqiqotchilar e'tiborini keng ko'lamda o'ziga tortgani holda, eng samarador usullar vositasida nazariy umumlashtirilishi uchun zarurat vujudga kelmoqda. Bu hol lisoniy uslubiyatning bizdan keyingi o'n yilliklar mobaynida o'z huquqiy maqomiga intila borib, endigina mustaqil filologik soha sifatida ilmiy jamoatchilik nazariga tushayotganligi, shuning uchun ham uning hali o'ziga yaqin, turdosh sohalar bilan munosabatga ko'rishib, o'z dalil va yutuqlaridan ularni yetarli darajada bahramand qilib ulgurmaganligi bilan bog'liqdir.

Tarjima adabiyoti Vatan adabiyoti bilan yonma yon paydo bo'lib, rivojlanib, xalqimizning g'oyaviy-estetik extiyojini qoldirishda muhim ahamiyat kasb etib kelmoqda. Adabiyotimiz tarixining katta ulushini tashkil etadigan bunday boyligni ilmiy-tanqidiy o'rganib, natijasini tarjima amaliyotiga joriy etish tarjimachilik ishining yuqori saviyasini belgilaydi. Tarjimashunoslik nisbatan yangi fan bo'lib, XX asrning o'rtalarida paydo bo'ldi. Dastlab 40-yillarda tarjimashunoslikda lisoniy yo'nalish paydo bo'ldi.

O'zbekistondagi tarjima maktablari. Tarjima tarixi juda qadim zamonlardan boshlanadi. Qadim zamonlardan buyon turli tillarda so'zlovchi xalqlar bir-biri bilan muomala qilganda tarjimon orqali ish bitkazganlar. Xususan, O'zbekiston Respublikasida oliy ta'limni tizimli isloh qilishning ustuvor yo'nalishlarini belgilash, mustaqil fikrlaydigan yuqori malakali kadrlar tayyorlash jarayonini sifat jihatidan yangi bosqichga ko'tarish, oliy ta'limni modernizatsiya qilish, ilg'or ta'lim texnologiyalariga asoslangan holda ijtimoiy soha va iqtisodiyot tarmoqlarini rivojlantirish maqsadida davlatimiz rahbarining 2019 yil 8 oktyabrdagi farmoni bilan tasdiqlangan O'zbekiston Respublikasi oliy ta'lim tizimini 2030 yilgacha rivojlantirish Kontsepsiyasi sohadagi yangi islohotlar uchun debocha vazifasini bajarib bermoqda.

Ushbu hujjatga intellektual taraqqiyotni jadallashtirish, raqobatbardosh kadrlar tayyorlash, ilmiy va innovatsion faoliyatni samarali tashkil etish hamda xalqaro hamkorlikni mustahkamlash maqsadida fan, ta'lim va ishlab chiqarish integratsiyasini rivojlantirish singari vazifalar asos qilib olindi.

Kontsepsiya mazmuni mamlakatimiz oliy ta'lim tizimini isloh qilishning ustuvor yo'nalishlarini aks ettiradi. Unda oliy o'quv yurtlarida qamrov darajasini kengaytirish hamda ta'lim sifatini oshirish, raqamli texnologiyalar va ta'lim platformalarini joriy etish, yoshlarni ilmiy faoliyatga jalb qilish, innovatsion tuzilmalarni shakllantirish, ilmiy tadqiqotlar natijalarini tijoratlashtirish, xalqaro e'tirofga erishish hamda boshqa ko'plab aniq yo'nalishlar belgilab berilgan. Bularning barchasi ta'lim jarayonini yangi sifat bosqichiga ko'tarish uchun xizmat qiladi.

Jumladan chet tillarini o'qitish va tarjimon kadrlarni yetishtirish, ularni har tomonlama yetuk kadr qilib tayyorlash masalalariga oid nazariy va amaliy faoliyatni yuritib, tarjima ko'nikmalari va tarjimon maxorati bilan bog'liq bo'lgan vazifalarni amalga oshirishni o'z oldiga maqsad qildi. Og'zaki va yozma tarjima chuqur o'rgatilib, talabalarni zamonaviy talablar asosida o'qitish, ularning kasb mahoratini oshirish, xorijiy tillarni puxta o'zlashtirish uchun zamonaviy

axborot texnologiyalari bilan jhozlangan lingafon xonalari,sinxron tarjimaga mo'ljallangan auditoriyalar tashkil etish belgilandi.

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ТИЛШУНОСЛИҚДА ПРАГМАЛИНГВИСТИКА ҲАМДА ПРАГМАЛИНГВИСТИКАНИНГ ВАЗИФАЛАРИ

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Аннотация: Прагмалингвистик назария ҳам функционализмни четлаб ўта олмайди. Мулоқот фаолияти таҳлиliga лисоний тизимнинг функционал хусусиятлари нуқтаи назаридан ёндашмасак, прагмалингвистиканинг таърифини бериш, унинг тадқиқ предметини аниқлаш ўта қийин вазифага айланади. Мазкур мақолада прагмалингвистикага таъриф берганмиз ҳамда унинг мулоқот жараёнидаги бир нечта вазифалари хусусида маълумотлар берганмиз.

Калит сўзлар: тилшунослик, прагмалингвистика, мулоқот, прагмалингвистика вазифалари, семиотика, ахборот узатиш, мулоқот жараёни.

Аннотация: Прагмалингвистическая теория также не может обойти функционализм. Если не подходить к анализу коммуникативной деятельности с точки зрения функциональных особенностей языковой системы, становится весьма сложной задачей дать определение прагмалингвистике и определить предмет ее исследования. В этой статье мы дали определение прагмалингвистике и предоставили информацию о некоторых ее функциях в процессе общения.

Ключевые слова: лингвистика, прагмалингвистика, общение, задачи прагмалингвистики, семиотика, передача информации, процесс общения.

Abstract: Pragmalinguistic theory cannot bypass functionalism either. If we do not approach the analysis of communicative activity from the point of view of the functional features of the linguistic system, it becomes a very difficult task to define pragmalinguistics and to determine the subject of its research. In this article, we have defined pragmalinguistics and provided information about several of its functions in the communication process.

Keywords: linguistics, pragmalinguistics, communication, tasks of pragmalinguistics, semiotics, information transfer, communication process.

Ҳаммамизга маълумки, прагмалингвистика тилшуносликнинг мустақил йўналиши сифатида ўтган асрнинг 60-70-йилларида шаклланди. 1970 йилда Дордрехт шаҳрида “Табиий тиллар прагматикаси” (Pragmatics of natural languages) мавзусида халқаро конференция бўлиб ўтди. Ушбу анжуманда ўқилган маърузалар тўпламининг муҳаррири, Телль-Авив университетининг профессори М.Бар -Ҳиллелнинг “Сўз боши”да қайд қилишича, анжуман иштирокчилари яқдиллик билан «Табиий тил воситасида бажариладиган мулоқотнинг прагматик хусусиятлари ушбу мулоқотнинг синтактик ва семантик хусусиятлари каби лингвистик назария доирасида ўрганилиши лозим», деган хулосага келишди .

Прагматиканинг «қайта туғилиш даври» деб эътироф этилган худди шу пайтдан бошлаб, хорижий тилшуносликда ҳақиқий прагматик кўтарилиш юзага келди. Бу мавзуга оид қатор анжуманлар, йиғинлар ўтказилди, чоп қилинаётган тўпламлар, илмий тадқиқотларнинг чегараси йўқ, Journal of Pragmatics том маънода халқаро нашрга айланди.

Прагмалингвистиканинг предметини аниқлашга илк бор аҳд қилганлардан бири Г.Клаус эди. У юқорида эслатилган асарида прагматикани «белгилар (Z) ва ушбу лисоний белгиларни яратувчи, узатувчи ҳамда қабул қилувчи шахслар (M) ўртасидаги муносабатларни ўрганувчи» фан сифатида таърифлайди.

Олимларнинг фикрича, белгининг муносабатларга киришиш имкониятларини инобатга олиш семиотик тизим қисмларини ажратиш ва уларнинг ўзаро алоқаларини аниқлаш учун муҳим. Бусиз прагматиканинг семиотик жараёндаги ўрнини билиб бўлмайди. Лекин ушбу жараён иштирокчилари ўртасидаги муносабат икки томонлама муносабат (белги - интерпретатор) сифатида қаралганда, прагматиканинг таърифи фақат формал кўриниш олади. Унда беихтиёр лисоний белгининг вазифасини фақатгина маълумот етказиш воситасидан иборат, деган фикр устувор бўлиб қолади. Сўзсиз, мулоқот жараёнининг асосий мақсади ахборот узатиш ва қабул қилишдир. Шу сабабли бўлса керакки, коммуникация ҳодисасига турли муаллифлар томонидан берилаётган барча таърифлар асосида ижтимоий коммуникацияни инсонларнинг белгилар воситасида бажарадиган ўзаро «ахборот – маъно ҳамкорлиги» сифатидаги талқини ётадию

Лисоний тизим бажарадиган вазифаларни фарқлашда ҳам икки асосий саволга жавоб изланади: 1) лисоний фаолият жараёнида лисоний белгидан фойдаланувчи қандай ҳаракатларни бажаради? 2) лисоннинг қайси хусусиятлари ва имкониятлари ундан фойдаланувчига ушбу ҳаракатларни бажариш имконини беради. Биринчи савол лисоний бирликларнинг бирор бир вазифа ижросидаги ўрни, роли билан боғлиқ бўлса, иккинчиси ижро этиладиган вазифаларнинг тил табиатига хос томонларини акс эттиради.

М.Ҳоллидей таснифида ҳам лисоннинг уч вазифаси эслатилади:

- 1) идрок, тасаввур вазифаси (the ideational function), яъни лисон сўзловчиларнинг воқелик, ўз ички кечинмалари ҳақидаги фикр, ғояларини ифодалаш учун хизмат қилади;
- 2) шахслараро вазифа (the interpersonal function): тил мулоқатга киришиш ва шахслараро муносабат ўрнатиш вазифасини ўтайди;
- 3) контекст ёки 62 матн вазифаси (the textual function): тил ўзи ва қўлланилаётган вазият элементлари ўртасидаги алоқани шакллантириш вазифасини бажаради. Охиргиси тил тизимининг ички вазифаси бўлиб, у олдинги икки вазифа амалга ошишида восита хизматини ўтайди.

Хулоса қиладиган бўлсак, лисоннинг ҳар қандай вазифаси унинг коммуникатив жараёнда фаоллашувидан намоён бўлади. Агар лисондан фойдаланувчи шахснинг мулоқот жараёнида қандай ҳаракатларни бажаришини билсак, лисон коммуникатив восита вазифасини ўташи учун қандай имкониятларга эга бўлиши ва ушбу имкониятларни қай йўсинда намоён қила олишини аниқлаш мумкин бўлади. Ҳозирча лисон коммуникация воситаси бўлишдан ташқари, яна қандай вазифаларни ўташи мумкинлиги ҳақидаги саволга жавоб изламай, лисоннинг ҳар қандай вазифаси ижросида унга хос бўлган юқорида эслатилган уч турдаги вазифа асос бўлиб хизмат қилишини таъкидламоқчиман. Бу вазифалар эса, мулоқот жараёни кечишининг маҳсули эканлигини яна бир марта таъкидламоқчиман.

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ТИЛШУНОСЛИКДА ПРАГМАЛИНГВИСТИКАНИНГ ШАКЛЛАНИШ БОСҚИЧЛАРИ

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Аннотация: Прагмалингвистика кенг қамровли фан соҳасидир. Бунда айниқса, газета матнини прагмалингвистик таҳлил қилишда унинг бошқа тармоқлар билан боғлиқ антропоцентрик йўналишини эслатиб ўтмаслик мумкин эмас. Давлат тили тизимига кўра жамиятда анъанавий тил натижалари коммуникатив-прагматик тизимни миллий онгни аниқлаш бўйича фаолиятни амалга оширишга қаратилган талабларни қондира олмайди. Ҳозирги вақтда жамият таракқиёти жараёни ва унинг янги сифат даражаси тилнинг маданий механизм сифатидаги ролини аниқлаш ва унинг услубий асосларини такомиллаштиришни тақозо этмоқда. Мазкур мақола тилшуносликда янги пайдо бўлган прагмалингвистиканинг шаклланиш босқичлари, прагмалингвистиканинг роли ва аҳамиятига бағишланган.

Калит сўзлар: прагмалингвистика, когнитив тилшунослик, вербал ва новербал мулоқот.

Аннотация: Прагмалингвистика – это широкая область исследования. В частности, при прагматическом лингвистическом анализе газетного текста нельзя не упомянуть его антропоцентрическую направленность по отношению к другим секторам. Согласно системе государственного языка, результаты использования традиционного языка в обществе не могут удовлетворять требованиям коммуникативно-прагматической системы, направленной на реализацию деятельности по определению национального сознания. В настоящее время процесс развития общества и его новый качественный уровень требуют определения роли языка как культурного механизма и совершенствования его методологических основ. Данная статья посвящена этапам становления вновь возникшей прагмалингвистики в лингвистике, роли и значению прагмалингвистики.

Ключевые слова: прагмалингвистика, когнитивная лингвистика, вербальная и невербальная коммуникация.

Abstract: Pragmalinguistics is a broad field of study. In particular, in the pragmatic linguistic analysis of the newspaper text, it is impossible not to mention its anthropocentric direction in relation to other sectors. According to the system of the state language, the results of the traditional language in the society cannot satisfy the requirements of the communicative-pragmatic system aimed at the implementation of activities on the determination of the national consciousness. Currently, the process of the development of society and its new level of quality requires the determination of the role of language as a cultural mechanism and the improvement of its methodological foundations. This article is devoted to the stages of formation of the newly emerging pragmalinguistics in linguistics, the role and importance of pragmalinguistics.

Keywords: pragmalinguistics, cognitive linguistics, verbal and nonverbal communication.

Ҳар қандай фан соҳасининг шаклланиши ва ривожланиши ушбу соҳа объектига нисбатан қизиқиш пайдо бўлишидан бошланади. Қизиқишдан эса саволлар туғилади. Тилшунослик ҳам бундан мустасно эмас. Ушбу фаннинг юзага келиши ва тараққиёти бевосита тил тизими, лисоний бирликларнинг қурилиши, таркиб топиши ва улардан кундалик ҳаётда, ижтимоий фаолиятда фойдаланишга оид саволларга жавоб излашдан бошқа нарса эмас. Тилшунослик фанининг янги босқичга кўтарилишига туртки бўлган ғоялардан яна бири XX аср бошларида юзага келди. Тил тизимини илмий ёритишнинг «объектив метод»ларини излаган тилшунослардан бири Фердинанд де Соссюр тилга белгилар тизими сифатида қараш лозимлиги ҳақидаги ғояни ўртага ташлади. Лисоний системологиянинг асосчиси бўлган Соссюр унинг асосий тамойиллари тил ва нутқ ҳодисаларини, синхрон ва диахрон таҳлил усулларини фарқлаш ҳамда лисоний белгининг ихтиёрийлигини инобатга олиш билан боғлиқ эканлигини уқтирди.

Сўзсиз, лисон ва инсон онги, мияси ўртасидаги боғлиқлик доимий, бу боғлиқлик инсон онгли фаолиятини таъминловчи воситадир. Бизнинг юрагимиз фаолият кўрсатмаса яшай олмаслигимиз аниқ, бироқ инсоннинг яшаши юрагининг уриб туриши билан боғлиқлигини билиш унинг ҳаёти қандай ва қай мақсадда кечаётганлигини билиш имконини бермайди. Лисон ҳам ҳаёт манбаси, шу сабабли унинг ҳаётдаги ўрнини, ундан одамлар қандай фойдаланаётганлигини ҳамда унинг ҳаёт даражаси, сифатида қандай таъсири борлигини билмоқ керак. Буларнинг барчаси биз фойдаланаётган ҳодиса – тилнинг табиати ва ижтимоий моҳиятини билиш имконини яратади.

«Прагматика» - юнонча pragma – иш, ҳаракат сўзидан олинган бўлиб, аслида фалсафий тушунча бўлиб, у Сократдан олдинги даврларда ҳам қўлланишда бўлган ва кейинчалик уни Ж. Локк, 41 Э. Кант каби файласуфлар Аристотелдан ўзлаштирганлар. Шу тариқа фалсафада прагматизм оқими юзага келган. Бу оқимнинг асосий тараққиёт даври XIX-XX асрлардир. Айниқса, XX асрнинг 20-30 йилларида прагматизм ғояларининг кенг тарғиби аниқ сезила бошлади. Америка ва Европада бу тарғиботнинг кенг ёйилишида Ч.Пирс, Р.Карнап, Ч.Моррис, Л.Витгенштейн кабиларнинг хизматларини алоҳида қайд этмоқ керак. XIX асрнинг охири XX аср бошларида Америкада ҳукмрон бўлган фалсафий прагматизм йўналишининг асосчиларидан бири Чарлз Сандерс Пирсэди. Ушбу фалсафий тизимнинг асосий ғояси семиотик белгининг маъно мазмунини ушбу белги воситасида бажарилаётган ҳаракатнинг самараси, натижалари, муваффақияти билан боғлиқ ҳолда ўрганишдир. Бу тамойил муаллифи Ч.Пирс биринчилардан бўлиб, белги назарияси доирасида коммуникатив фаолият субъекти омилини инобатга олиш лозимлигини таъкидлаб ўтди.

Афсуски, айрим тадқиқотчилар прагматикани семиотик тизимда энг юқори поғонага кўтариб қўйиш билан уни “иҳоталаш”, лисоний фаолият, белгилар тизими билан шуғулланувчи бошқа соҳалардан ажратиб қўйиш тарафдоридирлар. Бинобарин, прагматикага оид дастлабки дарсликлардан бирининг муаллифи Кембриж университетининг профессори Стефен Левинсон прагматикани лисон бажарадиган 46 вазифалар нуктаи назаридан таърифлашга қарши чиқади. Унинг фикрича, бундай вазифавий ёндашув прагматиканинг худудини ўта кенгайтириб юборади, лисоний структура хусусиятларини нолисоний сабаблар ва асослар воситасида тушунтиришга ундайди. Муаллифларнинг таъкидича, бундай кўринишдаги таъриф “прагматикани бошқа лисонга функционал ёндашувни талаб қилувчи соҳалар – психоллингвистика ва социоллингвистикадан фарқлаш” имконини бермайди.

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NATIONAL AND CULTURAL ORIGINALITY OF PHRASEOLOGICAL UNITS

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Abstract: In modern linguistics study of phraseological units' formation in lingua cultural aspects shows the relation between language and culture as fixed expressions are closely related to the life of the people more than other linguistic unions of the language. It is noted that the phraseological composition of any language is the most specific part of the culture of the nation, as it reflects lifestyles, behaviors, traditions and customs, stereotypes and symbols of the people. The main features of the phraseological units are described with cultural identity. Attention is paid to the internal form of phraseological unit as the primary interpretation of reality and the subsequent fixation of the image in the language. Some specific examples are given to define that the study of phraseological units of a particular culture contributes to a better understanding of the way of life of the country.

Keywords: phraseology, phraseological units, cultural, idiomaticity, linguoculturological, cultural interpretation

Introduction: An important feature of modern phraseological research is a detailed study of the national and cultural aspect of the language, since the language is not only an integral component of modern culture, but also contains cultural and historical information about the traditions and customs of the people, their way of life, system of values. Language acts as a mirror of national culture. It is precisely those figurative expressions that are associated with cultural and national standards, ethnic concepts, stereotypes that are fixed and phraseologized in the language, and reproduce in speech the mentality characteristic of a particular linguocultural community. If we turn to an explanatory metaphor, then “culture is a kind of equipment for a ship moving along with us along the waves of our life, and mentality is its sails, inflated by the winds of historical changes in civilization” [Telia 1996: 223].

Methods: The national identity of the language is most vividly and directly manifested in phraseological units, since they are directly correlated with linguistic reality. As A. M. Babkin notes, “phraseology is the holy of holies of the national language. It is in it that the spirit and originality of each nation are manifested” [Babkin 1979: 10]. In general, culture, as well as language, are forms of consciousness that reflect both the worldview of an individual and the worldview of a native speaker.

The national and cultural originality of phraseology is explained by the peculiarities of linguo-creative thinking and the ethno-linguistic specificity of the interpretation of the cognizable world. Arising in national languages on the basis of a figurative representation of reality, phraseological units reflect the everyday empirical, historical and spiritual experience of the people, which is certainly connected with its cultural traditions, beliefs and natural conditions of life, because the subject of nomination and speech activity is always the subject of national culture [Telia 1981: 13].

Research: The system of images fixed in the phraseological composition of the language serves as a kind of "niche" for the cumulation of the worldview and is closely connected with the

material, social and spiritual culture of a given language community, and therefore can testify to its cultural and national experience and traditions. The figurative basis acts as a means of embodying the cultural features of phraseological units, and the way to indicate these features is the interpretation of this figurative basis in the cultural-national 'space' of a given linguistic society [Telia 1996: 215].

Speaking of phraseology, it should be noted that it is a special linguistic universal: there is no language that does not include phraseological expressions. "Phraseology is a kind of linguistic universal, because where language acts as a communicative means, its functioning cannot but lead to the appearance of stable verbal complexes in it" [Roizenzon 1973: 78].

According to Yu.P. Solodub, phraseological universals are divided into two main groups: "linguistic universals and universals human existence" [Solodub 2002: 54]. The action of linguistic universals finds expression in phraseology, primarily in terms of content, in particular in the types of semantic transfers (for example, metaphorical), as a result of which the phrase turns into a stable turn. The universals of human existence determine the common features of phraseology in different languages, since they fix the phenomena of the objective world and characterize the activity of a person as a biological and social individual. It should also be emphasized that in the semantics of phraseological units, universal cultural connotations associated with one or another reality of the surrounding world can be fixed, on the basis of which a phraseological image is formed [Solodub 1990: 25].

"In the study of the national and cultural specifics of phraseological units, two fundamentally different approaches are distinguished. In the first case, the national specificity of one language is determined relative to another language, i.e., pairs of languages are examined. This approach is called comparative. The second approach involves appealing to the intuition of native speakers who characterize some phenomena as purely national" [Pochueva 2017: 40]. So, for example, "a signal of the presence of national specificity may be the opinion of a native speaker about the inappropriateness of this statement in the mouth of a foreigner. This approach can be called introspective" [Baranov 2016: 224].

"When studying the cultural specificity of phraseological units within the framework of a comparative approach, it is advisable to refer to their content plan, in which two aspects are distinguished: the actual meaning and the figurative component" [Dobrovolsky 1996: 73]. "So, in English there is an expression dance on a tight-rope (lit. 'dance on a rope'), comparable in meaning to the Uzbek phraseological unit *play with fire (olov bilan o'ynashmoq)*. These phraseological units are very close in their figurative component, although quite significant differences can be found in their historical and cultural specificity.

Conclusion: The linguo-culturological approach allows us to determine the volume of semantics of phraseological units of different languages in relation to an identical fragment of reality; show how a similar set of seme is configured in phraseological units; identify the original archetypes in internal form; identify ethnic the personality of phraseological images; show how culturally conditioned conceptual models that underlie images form the axiological content of phraseological units; compare consumption parameters. Thus, the linguo-culturological approach reveals a universal, culturally-conditioned and nationally-specific in phraseology at the level of language, culture and communication, analyzes the original models and the living cultural component in the semantics of phraseological units in their pan chronic interaction in communication processes.

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ФРАНЦУЗСКИЙ ЯЗЫК: МЕТОДИКА ПРЕПОДАВАНИЯ

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Аннотация: представлены методические материалы, позволяющие организовать обучение по дополнительной образовательной программе обучения французскому языку с 1-го курса в рамках внеурочной деятельности. Охарактеризовано содержание, формы организации обучения и формы контроля и подведения итогов освоения программы. Большое внимание уделено характеристике результатов освоения программы, принципов и условий ее реализации.

Ключевые слова: методика преподавания французского языка, иностранный язык, дополнительная программа, единство личностных, метапредметных результатов.

Annotation: methodological materials are presented that allow organizing training in an additional educational program for teaching French from the 1st year as part of extracurricular activities. The content, forms of organization of training and forms of monitoring and summing up the results of mastering the program are characterized. Much attention is paid to characterizing the results of mastering the program, principles and conditions for its implementation.

Keywords: methods of teaching French, foreign language, additional program, unity of personal, meta-subject results.

Annotatsiya: 1-kursdan boshlab frantsuz tilini o'qitish bo'yicha qo'shimcha ta'lim dasturi bo'yicha darsdan tashqari mashg'ulotlar doirasida o'qitishni tashkil etish imkonini beradigan uslubiy materiallar taqdim etilgan. O'qitish mazmuni, tashkil etish shakllari va dasturni o'zlashtirish natijalarini monitoring qilish va umumlashtirish shakllari tavsiflanadi. Dasturni o'zlashtirish natijalari, uni amalga oshirish tamoyillari va shartlarini tavsiflashga katta e'tibor beriladi.

Kalit so'zlar: frantsuz tilini o'qitish metodikasi, chet tili, qo'shimcha dastur, shaxsiy, meta-mavzu natijalari birligi.

Обучение аудированию на иностранном языке представляет значительные трудности для учащихся всех возрастов и всех уровней обучения. К объективным трудностям, не зависящим от слушателя, относятся, как правило, условия предъявления аудиотекста: наличие посторонних шумов, недостаточная громкость, искажение голоса при использовании звукозаписывающей техники и т.д.

Субъективные трудности имеют прямое отношение к слушателю и связаны с недостаточным уровнем сформированности механизмов внутреннего проговаривания, вероятностного прогнозирования. Эти механизмы, а также достаточный уровень развития долговременной и кратковременной (оперативной) памяти являются неперенным условием для понимания на слух любого текста, будь то родной или иностранный язык. Также, помимо универсальных трудностей, т. Е. в данном контексте, свойственных

аудированию на любом иностранном языке, таких как наличие большого количества незнакомой лексики, имен собственных, лингвострановедческой, фоновой информации и региональных особенностей произношения говорящих, преподаватели и обучающиеся сталкиваются с трудностями, присущими аудированию именно на французском языке как иностранном. В силу особенностей фонетической системы французского языка (ударение в ритмической группе, голосовое связывание, сцепление согласных с последующими гласными, выпадение беглого [ə], отличные от других языков закономерности редукции фонем) распознавание границ слов в потоке звучащей речи вызывает значительные затруднения для слушающих.

С лингвометодической точки зрения необходимость совместить требования узбекских стандартов в области образования и положений Болонской декларации о высшем образовании также может представлять затруднения. Несмотря на стремление к унификации подходов к оценке уровня сформированности языковых навыков, некоторые расхождения сохранились до сих пор. В частности, одно из традиционных заданий по аудированию на международном экзамене по французскому языку DELF уровня B2 и выше заключается в том, чтобы письменно пояснить, что означает указанное слово или выражение именно в том контексте, в котором оно употреблено в предлагаемом аудио документе.

Предлагаемая автором последовательность работы с аудиозаписями представляется методически обоснованной. Для всех заданий разработан единый алгоритм, включающий в себя подготовительный этап, два прослушивания с выполнением заданий и заключительный этап, предполагающий развитие речевых навыков и умений, т.к. студентам предлагается устно или письменно передать основное содержание документа, сформулировать и выразить свое мнение и т.д. Такой подход заслуживает одобрения, т.к. на продвинутых уровнях владения языком предполагается постепенный переход к комплексной диагностике сформированности навыков и умений. Отметим, что задания международного экзамена по французскому языку на высший уровень DALF C2 предполагают именно такой вид диагностики: экзаменуемым предлагается выполнить 2 комплексных задания: письменную работу с опорой на аудиотекст (аудирование и письмо) и устное высказывание и беседу с экзаменатором с опорой на письменный текст (чтение и говорение).

Собственно занятия аудированием предваряют методические рекомендации, адресованные студентам. Автор считает удачным предложенный формат методических рекомендаций, где студентам дается научное обоснование процесса формирования навыков и умений. «Обучение аудированию аутентичных радиопередач информационных жанров студентов осуществляется в рамках дидактических принципов сознательности, активности, наглядности, доступности и посильности. Среди методических принципов выделяются коммуникативность, устное опережение и учет уровня владения иностранным языком».

На первом этапе, предшествующем, собственно, аудированию, автор предлагает обучающимся серию упражнений, направленных на снятие лексико-грамматических трудностей: поиск определений к незнакомым словам, эвристические упражнения на обусловленную контекстом семантизацию незнакомых языковых единиц, формулирование гипотез о содержании аудиотекста и т.д. Во время первого прослушивания учащиеся восстанавливают то, что во французской лингводидактике получило название «le «cadre énonciatif» (ситуация повествования): определяется место, Записи передачи, социальная,

гендерная, И профессиональная принадлежность говорящих и т.д. При повторном прослушивании учащиеся выполняют задания на детальное понимание аудиотекста. И, наконец, завершающий этап предполагает формирование навыков устной или письменной речи: для этого учащиеся передают содержание прослушанного текста, интерпретируют факты, высказывают собственное мнение по проблематике.

Сложная структура французских числительных также является одной из специфических трудностей для аудирования на французском языке, причем эти затруднения зачастую возникают даже у студентов с продвинутым уровнем французского языка, что делает необходимым постоянные тренировки навыка распознавания числительных на слух.

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CHET TILI FANLARINI O'QITISHDA INTERAKTIV HAMDA INTEGRATSIYALASHGAN METODLARNING AMALIY AHAMIYATI VA SAMARADORLIGI

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O'zMU, Fransuz filologiyasi kafedrasini mudiri, dots.

Annotatsiya: Maqolada tadqiqotchi chet tili o'qitishda yangi pedagogik metodlar xususan interaktiv hamda integratsiyalashgan metodlarning ahamiyati, amaliyoti va samaradorligi haqida tadqiqot natijalari mulohaza qiladi. Namuna sifatidagi aksariyat metodlar shakli va mohiyati chuqur tahlil qilinadi.

Kalit so'zlar: metod, interaktivlik, talaba, chet tillari, o'quv dasturlar, o'quv yuklama.

Atrofdagi dunyoni bilish va muloqot qilish vositalaridan biri sifatida chet tili o'zining ijtimoiy, kognitiv va rivojlanish funksiyalari tufayli zamonaviy ta'lim tizimida alohida o'rin tutadi. Dunyoda ingliz va fransuz tili xalqaro aloqaning yetakchi vositasi sifatidagi mavqei tobora kuchayib borayotgani va bujarayonni to'xtatish yoki sekinlashtirishning jiddiy tendensiyalari mavjud emasligini inobatga olib, bu borada samarali usullarni qo'llash muammosi qo'yilmoqda. ingliz tilini o'rgatish juda muhim. Zamonaviy ma'noda o'quv jarayoni o'quvchilarni ma'lum bilim, ko'nikma, qobiliyat va qadriyatlar bilan tanishtirish uchun o'qituvchi va talabalar o'rtasidagi o'zaro munosabatlar jarayoni sifatida qaraladi. Har bir o'qitish usuli organik ravishda o'qituvchining o'quv ishini (taqdimot, yangi materialni tushuntirish) va talabalarning faol o'quv va kognitiv faoliyatini tashkil qilishni o'z ichiga oladi. Ya'ni, o'qituvchi, bir tomondan, o'quv materialini o'zi tushuntirsa, ikkinchi tomondan, o'quvchilarning o'quv va bilish faolligini rag'batlantirishga intiladi (ularni fikrlashga, mustaqil xulosalar tuzishga undaydi va hokazo).

Chet tili darsi ijtimoiy hodisa sifatida qaraladi, bu erda sinf o'qituvchi va talabalar bir-biri bilan muayyan ijtimoiy munosabatlarga kirishadigan, o'quv jarayoni barcha ishtirokchilarning o'zaro ta'siri bo'lgan ma'lum bir ijtimoiy muhitdir. Shu bilan birga, o'rganishdagi muvaffaqiyat o'rganish uchun barcha imkoniyatlardan jamoaviy foydalanish natijasidir. Talabalar esa bu jarayonga katta hissa qo'shishlari kerak. Barcha tasniflarda bilimlarni og'zaki bayon qilish usullari mavjud. Bularga hikoya, tushuntirish, suhbat, brifing kiradi. Og'zaki usullar o'rganishning barcha bosqichlarida qo'llaniladi: yangi materialni o'zlashtirishga tayyorgarlik paytida, uni tushuntirish, o'zlashtirish, umumlashtirish va qo'llash jarayonida.

Hikoya - o'qituvchi tomonidan o'quv materialining majoziy, rang-barang, jonli monologik taqdimoti. Bu usul ko'pincha quyi sinflarda qo'llaniladi. Bolalarga ular uchun yorqin, yangi faktlar, voqealar, bolalar bevosita kuzata olmaydigan narsalar haqida ma'lumot berish kerak bo'lganda, o'qituvchi hikoyaga murojaat qiladi. Hikoya kichik yoshdagi o'quvchilarning aqliy faoliyati, tasavvurlari, his-tuyg'ulariga ta'sir qilishning kuchli manbai, dunyoqarashini kengaytiradi.

Agar hikoyada passiv usulning belgilari ko'proq bo'lsa, tushuntirish bolalar uchun ochiq bo'lgan murakkab masalalarni izchil, mantiqiy, aniq taqdim etishning faol usuli hisoblanadi. Tushuntirish, albatta, bolalarning ishtiroki, o'z kuzatishlari, eksperimentlar va harakatlar naqshlarini namoyish qilish, illyustratsiya bilan birlashtirilgan.

Tushuntirish operatsiyalar, harakatlar, topshiriqlarni bajarish bo'yichako'rsatmalar bilan to'ldiriladi: she'ni qanday o'rganish, mashq bajarish, ish joyinitashkil qilish va hokazo. Hikoya, tushuntirish va ma'ruza monolog yoki ma'lumot beruvchi o'qitish usullaridan biridir. Suhbat - bu o'quv materialini taqdim etishning dialogik usuli (yunoncha Dialogos - ikki yoki undan ortiq shaxslar o'rtasidagi suhbat), bu o'z-o'zidan ushbu uslubning muhim o'ziga xos xususiyatlari haqida gapiradi. Suhbatning mohiyati shundan iboratki, o'qituvchi mohirona qo'yilgan savollar orqali o'quvchilarni fikrlashga, fikrlashni faollashtirishga, o'rganilayotgan fakt va hodisalarni ma'lum bir mantiqiy ketma-ketlikda tahlil qilishga, tegishli nazariy xulosa va umumlashmalarga mustaqil yondashishga undaydi.

Chet tili o'zlashtirishda —Davra suhbatini metodining ahamiyati katta. Ma'lumki, metodda o'qituvchi muammoni shakllantiradi va talabalarga vazifani taklif qiladi. Talaba jarayonda muammoning ahamiyatini baholay oladi. Talabalar taqdim etilgan masala bo'yicha gapira olishadi. O'z pozitsiyalarini muhokama qilish, umumiy qarorga keladilar. Barchaga ma'lum metodlardan biri Aqliy hujum metodida muammoni muhokama qilibgina qolmay hal qilishga qaratiladi. Biroq, ingliz tilini o'qitishning ushbu usuliga ko'ra, tinglovchilar ikki guruhga bo'lingan - haqiqatda g'oyalarni taklif qiladigan "g'oya generatorlari" va "hujum" oxirida har birining pozitsiyasini baholaydigan "mutaxassislar"ga aylanishadi.

Ma'lumki biz tayyorlaydigan chet tilini o'rganishda o'qituvchilari boshlang'ich yoki yuqori sinf bga ta'lim berishini inobatga olganda chet tillarini o'rgatishda o'yin usulining samarasi ijobiy natija beradi. O'yin usulining asosiy afzalliklari - darslarni majburlash mexanizmining yo'qligi va bolaning katta qiziqishi aynan o'yinda shakllanadi. O'qituvchi bolalar bilan o'rganilgan lug'at va grammatik tuzilmalar bo'yicha turli xil o'yinlar o'tkazadi, bunda bolalar ularni tezda yodlab oladilar va nutqda qo'llashni o'rganadilar. Bundan tashqari chet tilini o'qitishning audio-lingual usulining ham ahamiyati katta. Bu metodning mag'zi bolaning xorijiy nutqni quloq bilan tushunishidir. Bu holatda xarakterli xususiyat - bu yangi so'zlarni yodlashda ishlatiladigan analogiya usuli. Bunda biz asosiy til konstruksiyalarini va tez-tez ishlatiladigan lug'atni o'quvchiga yodlata olamiz. Bu usulda o'z navbatida, kundalik mavzularda jumlar va aloqalarni qurishni osonlashtiradi. Ushbu uslub, shuningdek, turli xil dialoglarni yodlab olish imkoniyati bilan ajralib turadi. Birinchidan, bu so'zlarning asosiy to'plamidan foydalangan holda asosiy grammatik va leksik tuzilmalarni ishlab chiqishdir. Keyin asta-sekin lug'at yangi leksik birliklar bilan to'ldiriladi. Agar sinfdagi o'yinlar haqida gapiradigan bo'lsak, unda ular o'ziga xos tanaffus bo'lib xizmat qiladi va diqqatni bir vazifadan ikkinchisiga o'tkazishga yordam beradi. Binobarin, diqqatni jamlash va, albatta, kayfiyat oshadi. O'yinlar darsning istalgan bosqichida, xoh u fonetik qoidalarni, grammatik yoki leksik mavzularni ishlab chiqish, o'qish qoidalarni ishlab chiqish, shuningdek, tinglash amaliyoti uchun ishlatiladi.

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CHET TILIDA KOMMUNIKATIV KOMPETENSIYANING MAZMUNI VA TUZILISHI

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Annotatsiya: Ushbu maqolada mahalliy va xorijiy adabiyotlarda tasvirlangan kommunikativ kompetensiya va uning turlari bo'yicha turli nuqtai nazarlar taqdim etilgan. Bundan tashqari, lingvistik-kasbiy kompetensiya (LKK) tavsifi va uni shakllantirish modelining turlari berilgan.

Kalit so'zlar: muloqotni o'rgatish, kommunikativ kompetensiya, kompetentlik, spetsifikatsiya, chet tili loyihalari, ijtimoiy lingvistik kompetensiya, Ijtimoiy kompetensiya, lingvodidaktika, ijtimoiy-madaniy kompetensiya, strategik kompetensiya, leksik birliklar, diskursiv kompetensiya.

Annotation: This article presents different views on communicative competence and its types, described in domestic and foreign literature. In addition, a description is given of linguoprofessional competence (LPC) and the types of models for its formation.

Keywords: communicative training, communicative competence, competence, specification, foreign language projects, sociolinguistic competence, social competence, linguodidactics, sociocultural competence, strategic competence, lexical units, discursive competence.

Аннотация: В данной статье представлены различные взгляды на коммуникативную компетентность и ее виды, описанные в отечественной и зарубежной литературе. Кроме того, дается описание лингвопрофессиональной компетентности (ЛКК) и типов модели ее формирования.

Ключевые слова: коммуникативная подготовка, коммуникативная компетентность, компетентность, спецификация, иноязычные проекты, социолингвистическая компетентность, Социальная компетентность, лингводидактика, социокультурная компетентность, стратегическая компетентность, лексические единицы, дискурсивная компетентность.

Chet tilini o'qitish nazariyasi va amaliyoti nutq faoliyatining barcha turlarida amalga oshiriladigan "til o'rgatish" dan "muloqotni o'rgatish" gacha bo'lgan uzoq yo'lni bosib o'tdi. Chet tilidagi muloqotni o'rgatish vazifasi, G.A. Kitaygorodskaya tomonidan, haqiqiy muloqotda ishtirok etish uchun nutq qobiliyatini shakllantirishga, va talabalarning kommunikativ kompetensiyasiga qisqartirilishga turtki bo'ldi.

Ilmiy adabiyotlarda "kommunikativ kompetentsiya" tushunchasining talqini noaniq bo'lib, bu sohada nazariy umumlashtirishni qiyinlashtiradi.

Avvalo shuni ta'kidlash kerakki, "kompetentlik" tushunchasi ilmiy va amaliy faoliyatning turli sohalarida keng qo'llaniladi. Bu ramziy tasvirdir va shuning uchun ishtirok etayotgan odamlarga, ular intilayotgan maqsadlarga va vakolatlardan foydalanish kontekstiga qarab ko'plab hayotiy ta'riflarga ega.

Shuni ta'kidlash kerakki, 20-asrning o'rtalarida "kompetentlik" tushunchasi va "kompetent" natijasi kundalik hayotda va adabiyotda keng qo'llanilgan, uning talqini lug'atlarda ham berilgan. Masalan, "Chet el so'zlarining qisqacha lug'ati" da quyidagi ta'riflar berilgan: "kompetentlik" - (lotincha compentia - huquqqa tegishli) - ma'lum bir shaxs bilim va tajribaga ega bo'lgan bir qator masalalar; t "vakolati. (lotincha compens, compentis to'g'ri, qobiliyatli) — bilimli, ma'lum sohada bilimli; o'z bilimiga asoslanib, biror narsa qilish yoki qaror qilish, biror narsani hukm qilish huquqiga ega" [74, p. 174].

1975 yilda kommunikativ kompetentsiya tavsifi Yevropa Kengashi spetsifikatsiyalari asosida J. van Ek va J. Trim tomonidan berilgan. U Kommunikativ kompetentsiya quyidagi kichik darajalar yoki kichik kompetentsiyalarni o'z ichiga oladi, deb hisoblagan:

- *lingvistik kompetentsiya (ma'ruzachining unga o'rgatilgan qoidalar asosida grammatik jihatdan to'g'ri iboralar zanjirini yaratish qobiliyati);*
- *ijtimoiy lingvistik kompetentsiya (kommunikativ vaziyatga mos ravishda lingvistik shakllardan foydalanish va o'zgartirish);*
- *strategik kompetentsiya (etishmayotgan bilimlarni qoplash uchun og'zaki va og'zaki bo'lmagan strategiyalardan foydalanish qobiliyati);*
- *ijtimoiy-madaniy kompetentsiya (ijtimoiy-madaniy kontekst bilan ma'lum darajada tanishlilik);*
- *Ijtimoiy kompetentsiya (boshqalar bilan muloqot qilish istagi va tayyorligi, vaziyatni boshqarish qobiliyati) [75]*

Rus lingvodidaktikasida "kommunikativ kompetentsiya" atamasi ilmiy foydalanishga M.N. Vyatyutnev. M.N. Vyatyutnev kompetentsiyalarning ikki turini ajratadi: lingvistik va kommunikativ. U lingvistik kompetentsiyaga quyidagi ta'rifni beradi: "Til kompetensiyasi - bu tilning chuqur tuzilmalarini qurish asosida yotadigan, turli xil so'z birikmalariga aylantirilgan oz sonli qoidalar to'g'risida olingan intuitiv bilimdir" [33, p. 55 - 64]. Lekin, shu bilan birga, u lingvistik kompetentsiya tilni o'zlashtirish jarayonining faqat bitta bo'g'ini ekanligini ta'kidlaydi.

Vyatyutnev M.N. ning kommunikativ kompetensiyasi "odamning ma'lum bir muloqot muhitida harakat qilish qobiliyatiga qarab nutq xatti-harakatlari dasturlarini tanlash va amalga oshirish" deb tushunishni taklif qildi; mavzu, vazifalarga qarab vaziyatlarni tasniflash qobiliyati; o'quvchilarda suhbatdan oldin, shuningdek, o'zaro moslashish jarayonida suhbat davomida paydo bo'ladigan kommunikativ munosabatlar" dir [32, b. 38]. Og'zaki muloqot va xatti-harakatlar dasturlarini tanlash va amalga oshirish qobiliyati "madaniy kontekst fonida" amalga oshiriladi [46, p. 5] va "tabiiy aloqa yoki maxsus tashkil etilgan mashg'ulot" natijasida erishiladi [57, p. 55].

M. Kenel va M. Svain kontseptsiyasi shakllantirish va baholash metodologiyasi kommunikativ kompetentsiyani muloqot uchun zarur bo'lgan bilim va ko'nikmalarning asosiy tizimi sifatida ko'rishadi (masalan, lug'at bilimi va ijtimoiy-madaniy qoidalar va ko'rsatmalardan foydalanish ko'nikmalari).

Ushbu qoida bizning tadqiqotimiz uchun alohida qiziqish uyg'otadi, chunki ish ma'lum bir kasbiy soha tomonidan belgilanadigan leksik birliklarni bilish va professional muloqot sharoitida

muloqot qilish qobiliyatini ifodalovchi vositalar shakllanishini o'rganadi. Kommunikativ kompetensiya, M.Kanal va M.Svenning fikricha, "haqiqiy muloqotda" ham bilim, ham malakani bildiradi [40]. Tilga funksional yondashuv olimlarga kommunikativ kompetensiyaning tarkibiy qismlari - grammatik, sotsiolingvistik, diskursiv (diskursiv), strategik kompetensiyalar haqida gapirishga imkon berdi [185].

Shuni ta'kidlash kerakki, YUNESKO va Evropa Kengashi hujjatlarida ham ta'limning istalgan natijasi sifatida qaraladigan vakolatlar doirasini belgilash bilan bog'liq masalalar eng ko'p aks ettirilgan. 1971 yildan boshlab Yevropa Kengashining chet tili loyihalari orqali chet tillarini o'rganish, o'qitish va baholash tamoyillari va amaliyotlarini ishlab chiqish bo'yicha ko'p ishlar amalga oshirildi. Ma'lumki, 1997 yilda Yevropa Kengashi tomonidan "Zamonaviy tillar: o'rganish, o'qitish, baholash tizimi Umumiy Yevropa kompetensiyasi" yo'lga qo'yildi. Hujjatning asosiy mazmuni turli kommunikativ vaziyatlarda kommunikativ muammolarni hal qilish uchun nutq harakatlarini amalga oshirish uchun umumiy va kommunikativ kompetensiyani (CC) faollashtirish strategiyalarining tavsifiga ifodalanadi [47; 69; 113].

Kommunikativ til kompetensiyasiga quyidagilar kiradi: lingvistik; sotsialingvistik komponent; pragmatik komponent va ruxsat etilgan faoliyatni lingvistik vositalar yordamida amalga oshirish.

Yevropa Kengashi chet tilidagi kommunikativ kompetensiyaning quyidagi tarkibiy qismlarini belgilaydi:

- grammatik yoki formal (grammatik kompetensiya) yoki lingvistik (lingvistik) kompetensiya – leksik birliklarni mazmunli gapga aylantiruvchi grammatik qoidalar, lug'at birliklari va fonologiyani tizimli bilish;
- sotsiolingvistik kompetensiya (sotsiolingvistik kompetensiya) muloqot maqsadi va holatiga, muloqot ishtirokchilarining ijtimoiy rollariga, ya'ni aloqa hamkori kim ekanligiga qarab adekvat lingvistik shakl va vositalarni tanlash va ulardan foydalanish qobiliyati;
- diskursiv kompetensiya - o'qish va tinglash jarayonida matnlarning har xil turlarini tushunish asosida og'zaki va yozma nutqda turli funksional usublarning yaxlit, izchil va mantiqiy bayonotlarini qurish qobiliyati; gap turiga qarab lingvistik vositalarni tanlashni nazarda tutadi;
- ijtimoiy-madaniy kompetensiya (sotsiomadaniy kompetensiya) – ona tilida so'zlashuvchining madaniy xususiyatlarini, ularning odatlari, an'analari, xulq-atvori va odo-axloq me'yorlarini bilish hamda boshqa madaniyatning tashuvchisi bo'lib qolgan holda, ularni muloqot jarayonida tushunish va munosib tarzda qo'llash qobiliyati; ijtimoiy-madaniy kompetensiyani shakllantirish shaxsning jahon va milliy madaniyatlar tizimiga integratsiyalashuvini nazarda tutadi [27].

Shunday qilib, tadqiqotlar tahlili shuni ko'rsatdiki, barcha olimlar chet tilining kommunikativ kompetensiyasi tuzilmasida lingvistik, sotsial-madaniy, sotsiolingvistik, pragmatik, diskursiv va strategik subkompetensiyalar kabi asosiy komponentlarning mavjudligi to'g'risida bir xil fikrda.

Lingvistik kompetensiya (Amerika adabiyotida lingvistik kompetensiya deklarativ kompetensiya deb ataladi) rasmiy til bilimlari, shuningdek, ularni ishlatishdagi leksik-grammatik va fonetik ko'nikmalar yig'indisidir. Bilim va ko'nikmalarning bunday salohiyati til tizimidan muloqot maqsadlarida foydalanish imkonini beradi. [Kitaygorodskaya, 1987, p. 182].

Gid-tarjimon shuningdek, ijtimoiy-madaniy kompetensiyaga ega bo'lishi kerak - ona tili va chet tilining madaniy voqeliklarini bilish va ushbu bilimlarni "jonli" muloqotda amalga oshirish qobiliyatini nazarda tutadigan madaniyatlar dialogini o'tkazishga tayyorlik va qobiliyat. Shuni

ta'kidlash kerakki, hozirgi paradigmda "ijtimoiy-madaniy" atamasi ko'pincha "madaniyatlararo" atamasi bilan almashtiriladi. Madaniyatlararo kompetentsiya boshqa til jamiyatining semantik qoidalarini tan olish va tushunish qobiliyatini, ona tilida so'zlashuvchilar nutqidagi noaniq lahzalarni yengish qobiliyatini, shuningdek, madaniyatlararo muloqot ko'nikmalarining mavjudligini o'z ichiga oladi [34]. Gid va tarjimonlar tayyorlash dasturi materiallarining mazmuni talabalarning chet ellik turistlar bilan muloqot qilish ko'nikmalarini shakllantirish imkonini beruvchi vaziyatlarni o'quv jarayoniga kiritishni nazarda tutadi. Demak, bu kompetentsiya bilvosita bo'lsada, malaka oshirish kursi dasturini amalga oshirish jarayonida ham shakllanadi.

Kasbiy kompetentsiya deganda, umuman olganda, bo'lajak mutaxassislarning muvaffaqiyatli kasbiy faoliyati, kasb asoslarini bilish qobiliyati tushuniladi. Gid-tarjimonning kasbiy malakasi - bu muloqotni tashkil etish va qo'llab-quvvatlash, hozirgi vaziyatda ko'zda tutilgan dolzarb kasbiy ahamiyatga ega mavzular doirasida bayonot mazmunini yo'naltirish qobiliyati. Ko'rinib turibdiki, zamonaviy mutaxassis va bizning holatlarimizda turistik profil mutaxassisi - gid-tarjimon o'z kasbiy faoliyatida ikkita: kasbiy va lingvistik kompetentsiyani o'zida mujassam etgan holda uchinchi, ya'ni lingvistik kasbiy kompetentsiyani egallaydi. ma'lum bir kasbiy sohada aniqlangan so'z boyligini bilish, ushbu lug'at bilan ishlash qobiliyati va hozirgi kasbiy vaziyatda xorijiy tilda muloqot qilish qobiliyatiga asoslangan kasbiy faoliyatni amalga oshirish qobiliyatini tushunish muhimdir.

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ДИСКУРСДА ТЎЛИҚСИЗ ГАПЛАРНИНГ ПРАГМАТИК АСПЕКТЛАРИ (Ўзбек ва инглиз тиллари мисолида)

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Таржима назарияси ва қиёсий тилшунослик

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Аннотация: В статье прагматические особенности выражения неполных предложений в двух языках практически одинаковы, а прагматическое препятствие, вызванное неправильным употреблением или произношением, рассматривается в обоих языках с помощью примеров.

Ключевые слова: прагматика, неполный предложения, коммуникативная цель, речевой акт, дискурсивная деятельность, иллокутивная задача, конвенциональный, неконвенциональный, диалогический процесс, социопрагматический фактор, иллокуция.

Annotation: In the article, the pragmatic features of expression of incomplete sentences in the two languages are almost the same, and the pragmatic obstacle caused by irregular use or pronunciation is observed in both languages with the help of examples.

Keywords: pragmatics, incomplete sentences, communicative purpose, speech act, discursive activity, illocutionary task, conventional, unconventional, dialogic process, sociopragmatic factor, illocution.

Аннотация: Мақолада тўлиқсиз гапларни чоғиштирилаётган тилларда ифодаланиши прагматик хусусиятлари деярли бир хиллиги ва номеъерий кўллаш ёки талаффуз қилиш натижасида юзага келадиган прагматик тўсиқ ҳар икки тилда бирдек кузатилиши мисоллар ёрдамида кўриб чиқилган.

Калит сўзлар: прагматика, тўлиқсиз гаплар, коммуникатив мақсад, нутқий акт, дискурсив фаолият, иллокутив вазифа, конвенционал, ноконвенциал, диалогик жараён, социопрагматик омил, иллокуция.

Кириш. Инсонлар бир-бирлари билан мулоқотда бўлганида турли лисоний воситалар – сўз, иборалар, гаплар ва уларнинг вариантларидан фойдаланадилар. Буларнинг ҳар бирини ишлатаётганда, табиийки, муаллиф ва умуман сўзловчилар ўз мақсадларига мослаштиришга ҳаракат қиладилар.

Ж. Кукнинг фикрича, “биз, шунингдек, атрофимиздаги табиий олам ва ижтимоий воқелик ҳақидаги билимга эҳтиёж сезамиз”¹⁸⁹. Ҳақиқатдан ҳам, лисоний шакллар дискурс шароитида турли вазифаларни бажариши мумкин ва буларни тасвирлаш, тавсифлаш нутқий актлар назариясининг предметиға айланган. Лисоний белгиларининг ўзига хос хусусиятлари ҳақидаги назариялар аллақачонлардан бери мавжуд бўлса-да, лисоний ҳодисаларни ўрганишга прагматик ёндашув XX асрнинг 70- йилларидан бошлаб интенсив ривожлана бошлади ва бугунги кунгача илмий мунозараларга сабаб бўлиб келмоқда.

¹⁸⁹ Cook G. Discourse. – Oxford: Oxford University Press, 1989. – 293 p.

Мавзуга оид адабиётлар таҳлили. Ш.Сафаровнинг “Прагмалингвистика” китобида куйидаги рус тилшунослари Н.Д.Арутюнова, Ю.С.Степановларнинг фикрлари берилган бўлиб, улар прагматикага бадий коммуникациянинг субъектив хусусиятларини, матнда уни ижодкорларнинг “мен”ини ифодаланиши услубларини ўрганувчи назария сифатида қараш керак деган фикрни таклиф қилишади. Тилшунос Киселева Л.А. эса прагматикани сўзловчининг воқеликка, ахборот мазмунига ва адресатга (тингловчи, ўқувчи) бўлган муносабатини лисоний сўз бирлик мазмунидан жой олган таъсирчанлик кучини аниқловчи фан (нутқий таъсир назарияси) сифатида берган¹⁹⁰.

Таҳлил ва натижалар Инсон мулоқот жараёнида коммуникатив мақсадни бевосита ёки билвосита усулда ифода этади. Бу эса нутқий актни баён этиш усуллари ҳисобланади. Коммуникатив мақсад, яъни интенцияни бевосита ва яширин тарзда ифода этиш барча халқларга, жумладан, ўзбек ва инглизларга ҳам хос. Маълумотни билвосита етказиш барча халқларда турлича. Масалан, бизнинг халқимизда олқишлаш учун бош бармоқни юқорига кўтариб, қолган барча бармоқларни букиб кўрсатилади, рус миллатида ҳам худди шундай. Инглизлар эса бу маънони ифодалаш учун бош бармоғи билан кўрсаткич бармоғини бирлаштириб кўрсатадилар, француз халқи бўлса, бармоқларини бирлаштириб, унинг учини ўпиб қўйиш орқали мақтов, таҳсинни ифода этишади.

Шундай экан, ўзбек тилида сўзловчи “*Озроқ шакар олиб беринг илтимос*” ва “*озроқ шакар бер*” ёки “*озроқ шакар оламан, майлими?*” каби тўлиқсиз гаплардан қайси бирини танлаши коммуникатив вазият ва бошқа омиллар билан боғлиқ эканлиги маълум. Нутқий тузилмаларнинг мулоқот жараёнида тузилиши ва пропозиция таркибига мос келмайдиган мазмунда қўлланиши масаласи тилшуносларнинг диққатини кўпдан буён жалб қилиб келади. Ушбу ҳодисани кўпчилик “гап транспозицияси”¹⁹¹ деб аташади, француз услубшуноси Ш. Балли таълимотига эргашиб келаётганлар эса бу ерда “функционал кўчим” асосида вазифавий муқобиллик юзага келишини қайд этишади¹⁹².

Масалан:

- 1) *Enter the room, please?* – “*Марҳамат уйга киринг?*”.
- 2) *May I use telephone?* – “*Телефондан фойдалансам майлими?*”

Тўлиқсиз гапларда коммуникатив мақсаднинг бевосита ифодаланиши асосан тингловчига тушунарли ва тўғри маънода айтилган бўлади. Мисоллар орқали фикримизни янада кенгроқ ёритамиз.

Blinded by the bright light, Maggie bumped into someone on the way out, but managed to beg the pardon of an exotically beautiful woman. A woman, here? Spanish? The woman shook her black tresses, murmured, “De nada”, and was gone. Confused, Maggie returned to the smithy. (K. Karr)

Келтирилган гапда *A woman, here? Spanish?* каби тўлиқсиз гаплар мавжуд. Бу ўринда қаҳрамон аёл кишини кўриб, ҳайрон қолгани ва шу биргина тўлиқсиз гапга *Who is this woman? Where is she from? What is she doing here? Who allowed her to come?* каби қатор саволларни ўз ичига олганини кўришимиз мумкин. Мана шу саволларнинг барчаси бир тўлиқсиз гапда берилган.

¹⁹⁰ Сафаров Ш. Прагмалингвистика. – Тошкент: Ўзбекистон миллий энциклопедияси, 2008. – Б.72.

¹⁹¹ Блох М.Я. Категория оппозиционного замещения// Вопросы теории английского языка. - М., 1973. - С. 172-207.

¹⁹² Бузаров В.В. Некоторые аспекты взаимодействия грамматики говорящего и грамматики слушающего. Пятигорск, 1983. - 117 с.

I had it. It was lost when our boat turned over. But I have got the part of its wing. Have a look! (Arthur Conon Doyle)

Have a look! гапи фақатгина кесимдан иборат буйруқ шаклида келган тўлиқсиз гапдир.

Баҳор! Даладаги лолаларни айтмайсизми? Бирам чиройли. Чигитлар экилган. Яқинда униб чиқади¹⁹³.

Келтирилган гапда Баҳор! Бирам чиройли. Яқинда униб чиқади гаплари ҳис-хаяжон маъносида келган тўлиқсиз гаплардир. Баҳор! гапида фақатгина эга, Бирам чиройли гапида сифат ифодаланган, Яқинда униб чиқади гапида эса эга тушиб қолган.

адресат мақсадини билиш мумкин. Масалан,

— *Мана, ошина, — деди у кулиб, — шу оромгоҳда давлатнинг текин овқатини еб ётибман. Беш кун ишламаймиз, икки кун дам оламиз. Келажаги порлоқ ҳаваскор жиннилар юксак онглилик намуналарини кўрсатмоқдалар. Ҳалигача бирорта дўхтирни еб қўйишигани йўқ, — у шундай деб табиббошига қараб қўйди. — Мен бу ерда дунёнинг тузлиши формуласини ишлаб чиқдим. Биргина масала қолди: шу опамни сўйсам, неча кило гўшт бераркин? Чамамда етмиш кило. Нима дейсан?* Калла-почалари бунга кирмайди.

Ушбу шу оромгоҳда давлатнинг текин овқатини еб ётибман. Беш кун ишламаймиз, икки кун дам оламиз, Ҳалигача бирорта дўхтирни еб қўйишигани йўқ Нима дейсан? тўлиқсиз гапларида эга тушиб қолган, Чамамда етмиш кило гапида эса кесим тушириб қолдирилган ва улар кесатик маъносида келган. Буни гап оҳангидан ва урғу берилаётган бўлақдан англаш мумкин.

Инглиз тилида тўлиқсизликни аниқлашнинг семантик мезони тўлиқсиз ва тўлиқ нутқий тузилмаларнинг мазмуний томонидан чегаралашга хизмат қилади. Масалан, (а) Really delicious! ва (б) (It is really delicious / it tastes really delicious / I think it is really delicious...) гапларини қиёсласак, (а) тузилмасида мақтовни тезда ифодалаш мазмунлари фаоллашаётганини, (б) гапида, аксинча, фикрни секинлик билан кенгроқ ва батафсилроқ ифодалашни кўраимиз.

Хулоса. Мақолада инсон мулоқот жараёнида коммуникатив мақсадини бевосита ёки билвосита усулда ифода этилиши таҳлил қилинди. Бу эса нутқий актни баён этиш усуллари ҳисобланади. Коммуникатив мақсад, яъни интенцияни бевосита ва яширин тарзда ифода этиш барча халқларга, жумладан, ўзбек ва инглизларга ҳам хос. Билвосита нутқий актларнинг конвенционал ва ноконвенционал турларга бўлиниди Булардан биринчисида аниқ бир прагматик мазмун ифодасига мўлжалланган нутқий тузилмалар қолиплаган ва уларни тушуниш унчалик мавҳум эмас. Ноконвенционал турдаги билвоситаликда нутқий курилманинг иллокутив маъноси унинг шакли, таркибий тузилиши билан ҳеч қандай боғлиқ бўлмасдан, контекстда акс этади.

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CRITÈRES EFFICACES ET MÉTHODOLOGIE POUR L'APPRENTISSAGE D'UNE LANGUE ÉTRANGÈRE

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Annotation: The article presents an overview of effective criteria and methods of learning foreign languages. The key criteria for successful learning and the principles of effective language immersion are discussed. Contextual learning, with the active participation of students and their ongoing practice, is of particular importance.

Keywords: Foreign language, effectiveness criteria, communicative approach, contextual learning.

Annotatsiya: Maqolada xorijiy tillarni o'rganishning samarali mezonlari va usullari haqida umumiy ma'lumot berilgan. Muvaffaqiyatli o'rganishning asosiy mezonlari va tilni samarali singdirish tamoyillari muhokama qilinadi. Talabalarning faol ishtirokida va ularning doimiy amaliyotida kontekstual ta'lim alohida ahamiyatga ega.

Kalit so'zlar: Chet tili, samaradorlik mezonlari, kommunikativ yondashuv, kontekstual ta'lim.

Аннотация: В статье представлен обзор эффективных критериев и методик изучения иностранных языков. Рассматриваются ключевые критерии успешного обучения и принципы эффективного погружения в языковую среду. Подчеркивается важность контекстуального обучения, активного участия студентов и постоянной практики.

Ключевые слова: Иностранный язык, критерии эффективности, грамматическая точность, коммуникативный подход, контекстуализированное обучение.

Annotation: L'article présente une vue d'ensemble des critères efficaces et de la méthodologie d'apprentissage d'une langue étrangère. Les critères clés de réussite dans l'apprentissage ainsi que les principes assurant une immersion efficace dans l'environnement linguistique sont examinés. L'importance de l'apprentissage contextualisé, de la participation active des étudiants et de la pratique continue est soulignée.

Mots-clés: Langue étrangère, critères d'efficacité, méthodologie d'apprentissage, approche communicative, apprentissage contextuel.

"Il est impossible de procéder à une restructuration profonde de l'ensemble du mécanisme de l'État sans s'appuyer fermement sur la science et l'éducation", il est nécessaire de "donner la priorité au système éducatif...". [Sadovnichy V., 2000: 7-9].

D'après S. de Graeve: «L'apprentissage est le résultat d'échanges continuels entre un individu et son entourage dans une situation et dans un temps donnés.» [1996].

La libéralisation des relations de marché et des relations sociales, acceptée par la plupart des États de la communauté mondiale comme une nouvelle valeur socioculturelle, a un impact direct à la fois sur la structure de l'enseignement supérieur et sur l'expansion de la formation de spécialistes modernes dans toutes les sphères de la société. Cela crée à son tour les bases pour la formation de tendances spéciales dans l'enseignement supérieur grâce au progrès technologique et à l'échange d'informations dans le contexte de la mondialisation. [Zornikov I.N., Volkova L.P., [Electronic resource].

Dans le processus de réforme fondamentale du système d'enseignement supérieur, l'Ouzbékistan poursuit l'objectif principal de devenir un pays compétitif qui investit massivement dans la formation de personnel hautement qualifié demandé sur le marché du travail. C'est pourquoi la demande d'enseignement supérieur en Ouzbékistan augmente chaque année.

L'enseignement moderne commence en effet à remplacer l'enseignement traditionnel, qui repose sur des manuels, des cours magistraux et des méthodes d'enseignement traditionnelles. À l'heure actuelle, ce type d'enseignement ne répond plus aux exigences et aux défis modernes.

La base de la bonne communication et apprentissage se repose sur ces quatre compétences. Le but est de valoriser les 4 compétences séparément ainsi que de montrer que l'acquisition d'une compétence de communication dans ces domaines peut constituer un objectif à part entière en classe de langue étrangère.

Il arrive parfois que les apprenants ne soient pas motivés en production écrite ou dans l'envie de parler et au font – de comprendre. Ils présentent des difficultés quant à la réalisation du texte et la construction de celui-ci, à la prononciation des mots et les accents qu'ils peuvent avoir.

Dans le contexte éducatif, cela aide à avoir la compréhension, la rapidité et la mémoire. Dans la pédagogie, le jeu est reconnu comme un moyen d'aider d'apprendre à vivre ensemble et privilégier l'apprentissage du langage, parce qu'il est une source d'évocation, d'explication et d'argumentation. Selon Roger Caillois [1958], le jeu « est une occupation isolée du reste de l'existence, et accomplie en général dans des limites précises de temps et de lieu » [Librairie Gallimard, 37-38 et 42- 43].

L'apprentissage d'une langue étrangère est une aventure passionnante et importante qui élargit l'horizon, ouvre de nouvelles cultures et enrichit la croissance personnelle et professionnelle. Cependant, pour réussir dans ce processus, il est nécessaire d'avoir des critères d'efficacité clairs et de suivre les principes méthodologiques de base. [Altet M., 2002: 138, 85-93].

Apprendre une langue demande la perte de beaucoup d'énergie mentale et physique, quitte à rendre le processus quelques peut ennuyeux pour les apprenants. Dans ce moment là, je considère qu'il est très important de «rebooster» l'élève dans sa motivation via des méthodes différentes de sa routine habituelle de l'apprentissage. Dans ce cas l'apprentissage par les technologies communicatives est un des moyens les plus efficaces pour renforcer l'oral et l'écrit de nos étudiants.

Il existe beaucoup de types pour enseigner les 4 compétences requis pouvant être utilisés pour des groupes d'apprenants durant et en dehors des cours traditionnels. Du plus les différents moyens technologiques sont de très bon moyens pour améliorer les caractéristique suivantes chez l'apprenant:

- renforcer la confiance en soi;
- être plus communicable, apprendre à s'ouvrir aux autres;

- améliorer son articulation;
- renforcer la mémoire de l'écrit;
- élargir son esprit et ses connaissances. [De Boeck, 2006: 24].

Critères d'efficacité de l'apprentissage d'une langue étrangère :

1. Précision grammaticale :

Capacité à appliquer les règles grammaticales et les structures de la langue correctement et avec assurance. Cela inclut non seulement la connaissance des règles, mais aussi la capacité à les appliquer dans des situations réelles sans commettre d'erreurs significatives.

2. Richesse lexicale :

Variété de mots et d'expressions que l'étudiant peut utiliser pour communiquer librement. Il est important non seulement de connaître un grand nombre de mots, mais aussi de savoir les choisir et les utiliser correctement dans leur contexte.

3. Compétences en écoute :

Capacité à comprendre et à percevoir la parole orale dans la langue choisie, aussi bien dans des situations formelles que informelles. Cela inclut la capacité à comprendre la parole des locuteurs avec différentes vitesses et intonations. [Bange P., 2002: 21-36].

4. Compétences en lecture :

Capacité à lire et à comprendre un texte écrit dans la langue étrangère, en commençant par un niveau de base et en progressant vers des textes plus complexes. La lecture permet non seulement de comprendre l'information, mais aussi d'apprendre de nouveaux mots et constructions grammaticales.

5. Compétences en expression orale :

Capacité à exprimer ses pensées et ses idées dans la langue choisie en comprenant le contexte et en utilisant correctement la grammaire. Cela inclut la capacité à maintenir une conversation, à exprimer son opinion, à poser des questions et à participer à des dialogues.

6. Compétences en écriture :

Capacité à écrire ses propres textes dans la langue, y compris des lettres, des essais et d'autres formes de communication écrite, en respectant les règles d'orthographe et de ponctuation. L'expression écrite des pensées et des idées nécessite non seulement la connaissance de la grammaire, mais aussi la capacité à structurer l'information. [Camilleri, M.A., Camilleri, A.C., 2017: 22(1), 65–82].

Principes méthodologiques de l'apprentissage d'une langue étrangère :

1. Enseignement contextualisé :

Apprentissage de la langue dans des situations réelles, ce qui aide à mieux comprendre la langue et son contexte culturel. Il est important de créer des situations d'apprentissage qui imitent les circonstances réelles d'utilisation de la langue.

2. Approche communicative :

Accent mis sur le développement des compétences de communication et de la capacité à communiquer dans la langue dans différentes situations. Il est important d'enseigner aux étudiants non seulement la grammaire et le vocabulaire, mais aussi les moyens efficaces de communication.

3. Approfondissement progressif :

L'apprentissage de la langue commence par des concepts simples et progresse progressivement vers des aspects plus complexes de la langue, en tenant compte des besoins individuels des étudiants. Il est important de donner aux étudiants l'occasion d'élargir progressivement leurs connaissances et leurs compétences.

4. *Participation active des étudiants :*

Impliquer les étudiants dans les cours en leur donnant l'occasion de communiquer activement dans la langue, de lire et d'écrire. Cela peut inclure des discussions de groupe, des jeux de rôle et d'autres activités interactives. [Douglas Brown H., Pearson Longman, 2007: 410, 100-110].

5. *Utilisation de ressources variées :*

Diversité des méthodes d'enseignement et des ressources, telles que manuels, supports audio et vidéo, applications interactives, pour aider les étudiants à mieux assimiler les connaissances. Il est important de choisir des ressources qui correspondent au niveau et aux besoins des étudiants.

6. *Pratique régulière :*

Pratique régulière de la langue dans différentes situations, y compris dans la vie quotidienne, en classe et dans des groupes spéciaux, pour améliorer constamment les compétences et la confiance dans l'utilisation de la langue. Il est important de créer des conditions pour la pratique à la fois en classe et hors du cadre éducatif. [Richer J.-J., 2011. 161, 63-77].

En conclusion, l'apprentissage d'une langue étrangère est un élément clé du développement personnel et professionnel. Les approches basées sur des critères d'efficacité clairs et des principes méthodologiques assurent une immersion plus efficace et agréable dans le nouveau monde linguistique.

La compréhension des règles grammaticales, l'expansion du vocabulaire, le développement des compétences en écoute, en lecture, en expression orale et écrite jouent tous un rôle important dans la maîtrise réussie d'une langue étrangère. L'enseignement contextuel et l'approche communicative contribuent à créer un environnement stimulant et interactif où les étudiants peuvent développer leurs compétences avec plaisir et efficacité.

En suivant les principes méthodologiques tels que l'approfondissement progressif, la participation active des étudiants, l'utilisation de ressources variées et la pratique régulière, chacun peut réussir dans l'apprentissage d'une langue étrangère.

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PRAGMALINGVISTIKA VA UNING TAHLILY SHAKLLANISH TARIXI

Rajabboyeva Shohsanam

Annotatsiya: Ushbu maqola pragmalingvistika sohasi va uning tahliliy shakllanish tarixini qamrab oladi. Maqolada pragmalingvistika sohasining asosiy tushunchalari, yondashuvlari va zamonaviy tadqiqot yo'nalishlari muhokama qilinadi. Tilning ijtimoiy, madaniy va texnologik kontekstda qo'llanilishi, shuningdek, til siyosati, til psixologiyasi va kiberpragmatika kabi subsohalar yoritiladi. Maqola, pragmalingvistika sohasining kelajakdagi yo'nalishlari va uning insonlararo tushunish va hamkorlikni yaxshilashdagi ahamiyati haqida ham fikr yuritadi.

Kalit so'zlar: Pragmalingvistika, nutq harakatlari nazariyasi, implicatura, ko'rsatkichlar nazariyasi, til psixologiyasi, til siyosati, kiberpragmatika, tilshunoslik, ijtimoiy muloqot, texnologiya va til.

Аннотация: В данной статье рассматривается область прагмалингвистики и история ее аналитического становления. В статье рассматриваются основные концепции, подходы и современные направления исследований в области прагмалингвистики. Будет рассмотрено использование языка в социальном, культурном и технологическом контекстах, а также такие подобласти, как языковая политика, языковая психология и киберпрагматика. В статье также размышляют о будущих направлениях области прагмалингвистики и ее значении в улучшении межличностного понимания и сотрудничества.

Ключевые слова: Прагмалингвистика, теория речевых актов, имплицатура, теория денотации, языковая психология, языковая политика, киберпрагматика, лингвистика, социальная коммуникация, технология и язык.

Abstract: This article covers the field of pragmalinguistics and the history of its analytical formation. The article discusses the main concepts, approaches and modern research directions in the field of pragmalinguistics. The use of language in social, cultural, and technological contexts will be covered, as well as subfields such as language policy, language psychology, and cyberpragmatics. The article also reflects on the future directions of the field of pragmalinguistics and its importance in improving interpersonal understanding and cooperation.

Keywords: Pragmalinguistics, speech act theory, implicature, denotation theory, language psychology, language policy, cyberpragmatics, linguistics, social communication, technology and language.

Pragmalingvistika so'z birikmasi ikki tushunchani o'z ichiga oladi: pragmatika va lingvistika. Bu ilmiy soha tilning ma'nosi va uni qanday qo'llanilishi o'rtasidagi aloqani o'rganish bilan shug'ullanadi. Pragmalingvistika, shuningdek, til bilan bog'liq harakatlarning ijtimoiy kontekstini va til foydalanuvchilarining maqsad va niyatlarini tushunishga yordam beradi.

Pragmalingvistika 20-asrning o'rtalarida rivojlanishni boshladi, bu vaqtga kelib tilshunoslikda strukturalizm va generativizm kabi yondashuvlar o'zining cho'qqilariga yetgan edi. Olimlar tilning faqat tuzilishi emas, balki uning ijtimoiy va madaniy kontekstdagi qo'llanilishini ham o'rganish kerakligini ta'kidlay boshladilar. Jumladan, Charles Morrisning semiotika

nazariyasi va J.L. Austin hamda John Searle kabi olimlarning nutq harakatlari nazariyasi pragmalingsvistikaning shakllanishida muhim rol o'ynadi.¹⁹⁴

Pragmalingsvistika quyidagi asosiy tushunchalarni o'z ichiga oladi:

- Nutq harakatlari nazariyasi: Bu nazariya til foydalanuvchilari o'z so'zlaridan ma'lum bir natijaga erishish uchun qanday foydalanishini tushuntiradi. Masalan, "Eshikni yopib qo'y" degan jumla buyruq hisoblanadi va bu orqali ma'lum bir harakatni amalga oshirish maqsad qilingan.

- Ko'rsatkichlar nazariyasi: Til elementlarining (masalan, zamirlar, ishora so'zlar) qanday qo'llanilishi va ularning muloqotdagi o'zgaruvchan ma'nosini o'rganadi.

- Implicatura: Nutqda aytilgan va aytilmagan narsalar o'rtasidagi ma'noni tushunish. Masalan, "Kechirasiz, o'tib ketsam mumkinmi?" deb so'rash orqali, gapiruvchi yo'l berishni so'raydi.

Pragmalingsvistika o'zining tahliliy shakllanishida turli ilmiy maktablarning yondashuvlaridan foydalangan. Tilning ijtimoiy aspektlarini chuqurroq tushunish uchun diskurs tahlili va matnshunoslik kabi sohalar bilan hamkorlik qilinadi. Shuningdek, antropologiya, psixologiya va sotsiologiya kabi boshqa fanlar bilan integratsiya pragmalingsvistikaning metodologiyasini boyitgan.¹⁹⁵

Zamonaviy pragmalingsvistika, o'zining ko'p qirraliligi va interdisiplinligi bilan ajralib turadi. Bu sohada olib borilayotgan tadqiqotlar turli tillardagi muloqot xususiyatlari va madaniyatlararo farqlarni o'rganishga qaratilgan. Shuningdek, zamonaviy texnologiyalar va sun'iy intellekt dasturlarining tilni qay darajada samarali tushunishini va ishlatishini baholash ham muhim mavzulardan biridir.

Pragmalingsvistika sohasida til va madaniyat o'rtasidagi aloqani tushunish muhimdir. Har bir madaniyatning o'ziga xos til qo'llanilishi, nutq me'yorlari va muloqot uslublari mavjud. Masalan, ba'zi madaniyatlarda to'g'ridan-to'g'ri gapirish ma'qullanadi, boshqalarda esa ko'proq aylanma so'zlar ishlatiladi. Pragmalingsvistlar ushbu farqlarni aniqlash orqali tilning madaniy kontekstini chuqurroq tushunishga harakat qiladilar.

Zamonaviy dunyoda texnologiya til o'rganish va uni qo'llash sohasida muhim o'rin tutadi. Pragmalingsvistika sohasidagi tadqiqotlar, shuningdek, chatbotlar, yordamchi dasturlar va boshqa sun'iy intellekt ilovalarida tilni qanday qo'llash mumkinligini o'rganadi. Bu ilovalar turli til modellarini va nutqni tanish algoritmlarini qo'llagan holda, foydalanuvchilarning so'rovlari va murojaatlariga javob berishga qaratilgan.

Pragmalingsvistika ta'lim sohasida ham keng qo'llaniladi. O'qituvchilar va til o'rganuvchilar uchun tilning pragmatik jihatlarini tushunish, samarali kommunikatsiya qobiliyatlarini rivojlantirishda juda muhimdir. Til o'rganish dasturlari va kurslari tilning ma'no va kontekstini chuqurroq tushunishga yordam beruvchi pragmalingsvistik yondashuvlarni o'z ichiga olishi kerak.¹⁹⁶

Pragmalingsvistikaning yana bir muhim jihati nutq etikasi bilan bog'liqdir. Til foydalanishdagi etik me'yorlar, nutqning ijtimoiy ta'siri va bu ta'sirlarning adolatli hamda inklyuziv jamiyat qurishdagi o'rni sohada katta qiziqish uyg'otadi. Olimlar nutqning kuchini va uni ijtimoiy o'zgarishlar yoki stereotiplarni mustahkamlash yoki buzishda qanday qo'llanilishi mumkinligini o'rganishadi.¹⁹⁷

¹⁹⁴ Austin, J. L. (1962). "How to Do Things with Words". Oxford University Press.

¹⁹⁵ Austin, J. L. (1962). "How to Do Things with Words". Oxford University Press.

¹⁹⁶ Verschueren, J. (1999). "Understanding Pragmatics". Edward Arnold.

¹⁹⁷ Searle, J. R. (1969). "Speech Acts: An Essay in the Philosophy of Language". Cambridge University Press.

Pragmalingvistika shuningdek, til psixologiyasi bilan ham chambarchas bog'liq. Foydalanuvchilarning tilni qanday qabul qilishlari va tushunishlari, shuningdek, tilning shaxsiy identitet va guruhga mansublik hissiyatiga qanday ta'sir qilishi soha mutaxassisleri tomonidan qiziqarli tadqiqot mavzulari hisoblanadi. Til orqali o'zini ifoda etish va boshqalarni tushunish qobiliyatlarini o'rganish, psixologiya va pragmalingvistika o'rtasidagi kesishma nuqtalardir.¹⁹⁸

Davlat va xalqaro darajada til siyosati, pragmalingvistika sohasining yana bir muhim qismidir. Til siyosati, tilning rasmiy maqomini, ta'lim tizimlaridagi til o'qitish strategiyalarini va ko'p tilli jamiyatlardagi til tenglik masalalarini o'z ichiga oladi. Pragmalingvistik tadqiqotlar, til siyosatining ijtimoiy adolat va etnik hamda madaniy guruhlar o'rtasidagi munosabatlarga ta'sirini tahlil qiladi.¹⁹⁹

Kiberpragmatika, ya'ni internet muhitida tilni qo'llash pragmalingvistikani yanada dolzarb qiladi. Bu soha, onlayn muloqotda tilning qanday ishlatilishi, internetda til va madaniyatning o'zaro ta'siri, shuningdek, virtual muloqotda madaniy tushuncha va identitetlarning ifodalanishini o'rganadi. Masalan, ijtimoiy tarmoqlar va forumlarda foydalanuvchilarning til qo'llanilishi, emoji va gif-lar orqali emotsiyalarni ifodalash usullari kiberpragmatikaning diqqat markazidir.

Pragmalingvistika kelajakda ham til va muloqot sohaslarida muhim rol o'ynashi kutilmoqda. Texnologiyalarning rivojlanishi, globalizatsiya va demografik o'zgarishlar tufayli tilshunoslikdagi yondashuvlar ham o'zgarib boradi. Tilning turli shakllarini, jumladan, sun'iy intellekt yordamida yaratilgan til modellarini tushunish va ularni insoniyat manfaati uchun qo'llash pragmalingvistikaning dolzarb vazifalaridan biri bo'lib qoladi. Ushbu soha, til va muloqotning chuqurroq tushunchasini berib, insonlararo tushunish va hamkorlikni yaxshilashga yordam beradi.²⁰⁰

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¹⁹⁸ Verschueren, J. (1999). "Understanding Pragmatics". Edward Arnold.

¹⁹⁹ Searle, J. R. (1969). "Speech Acts: An Essay in the Philosophy of Language". Cambridge University Press.

²⁰⁰ Searle, J. R. (1969). "Speech Acts: An Essay in the Philosophy of Language". Cambridge University Press.

LA DELOCUTIVE EN TANT QUE NOMINATIVE MECANISME DU LANGAGE

Rajabboyeva Shohsanam

Annotation. Cet article traite de la nomination délocutive .L'article propose des idées sur la candidature et ses principaux concepts et l'histoire de son origine. La question de la langue dans le contexte social ,culturel et technologique,ainsi que des sous-domaines tels que la psychologie du langage ,la politique linguistique, sont mis en évidence. Cet article cite des scientifiques qui ont travaillé dans ce domaine et leurs précieux avis.

Mots clés. Délocutif nomination, la comparativisme moderne, le système de la langue.

Аннотация: В этой статье речь пойдет о делокативной номинации. Статья выдвигает идеи о номинации и ее основных понятиях, а также об истории ее происхождения. Будут освещены такие области, как использование языка в социальном, культурном и технологическом контексте, а также Психология языка и языковая политика. В этой статье представлены ученые, работавшие в этой области, и их ценные мнения.

Ключевые слова: Офшорная номинация, современный компаративизм, система языка.

Abstract: This article discusses the delocutive nomination. The article puts forward ideas about the nomination and its main concepts and the history of its origin. The collation of language in the social, cultural and technological context,as well as sub-areas such as language psychology ,language policy, are highlighted. This article quotes scientists who have worked in this field and their valuable opinions.

Keywords: Delocutive appointment, modern comparativism, the language system

Introduction

Le problème majeur de la délocutivité est qu'elle est une notion en train de se construire faute que la première définition s'est contentée d'une approche qui relève de la créativité lexicale en parfaite contradiction avec la généralisation de la performativité à tous les énoncés. Les nouvelles définitions ont toutes comme point commun l'attachement d'un acte de langage au délocutif, mais elles divergent au niveau de l'analyse du processus délocutif.

Lors de l'examen de l'aspect cognitif de la nomination dans la recherches dernières années, une attention particulière est accordée à la relation entre le nom-l'objet et le nom de l'objet. Si la base de la formation est-la capacité de classification de la pensée humaine, alors dans la base de l'acte de dénomination lui-même est la capacité de choisir un nom-les caractéristiques des objets, ce qui détermine la forme interne de leur naime-novani, en tenant compte du fait que le rôle et la " liberté» du sujet dans ce processus-il est limité. Mettre en évidence une caractéristique en tant que base-dans la plupart des cas, la perception est directement liée à la nature de la perception sujet cognitif (Linguistique Générale, 1970: 354). En raison de par conséquent, il est nécessaire d'étudier les facteurs pragmatiques dans le meme.

Analyse de la littérature et Méthodologie

De nombreux linguistes (E. Benvenist, V. G. Gak, Y. S. Stepanov, A. A. Oufimtseva et al.), proviennent de la distinction entre les deux domaines de la langue-la langue en tant que

système et la langue en action, dans le processus de son utilisation. Cependant, la deuxième sphère peut subdiviser en deux autres:

1) utilisation du système de langue pour la transmission avec-communication et établissement d'une référence à ces phénomènes de réalité, qui servent de sujet immédiat de la parole, c'est le " comportement de la parole »;

2) utilisation du système de langage pour classer des phénomènes spécifiques pour établir un système de référence commun avec les phénomènes en fait, c'est ce qu'on appelle le «comportement de nomination». Cette division coïncide généralement avec deux aspects de la nomination: 1) nomination comment la mise en œuvre dans le discours des principes de classification qui sont posés dans le système de la langue; 2) la nomination comme le développement des Princes de classification eux-mêmes-tsipov de la langue (dans la création d'un nouveau mot, dans la formation des mots en général) (Stepanov, 1977).

(ANSCOMBRE, 1980) et (DUCROT, 1980) s'accordent pour dire qu'il y a quatre étapes de la base vers la formule délocutive. Nous pouvons retenir ici l'analyse de la délocutivité du mot « salus » chez DUCROT parce que justement elle reprend celle de BENVENISTE avec des perspectives différentes.

Au premier stade n'existe que le mot « salus » qui signifie « santé ». Au second stade, le mot est utilisé pour souhaiter la santé. Nous pouvons citer au niveau du second stade, l'exemple des buveurs qui se souhaitent « santé » afin que le breuvage ne leur apporte malheur. Nous reviendrons sur cet exemple quand il s'agira de démontrer que la délocutivité peut dériver vers d'autres sémiotiques non verbales. Le troisième stade est celui où l'énonciation du vocable devient l'expression d'une politesse : il est de bon ton de dire « salus » à son prochain. Ducrot ne s'explique pas vraiment sur la naissance de ce troisième stade, mais il y a fort à parier qu'il est au cœur de la transcendance horizontale qui relie les hommes entre eux et surtout, constitue le centre de gravité de la transcendance verticale qui définit lien entre les hommes et les divinités, seules capables de maintenir les vivants en bonne santé ou d'en décider autrement.²⁰¹

Le quatrième et dernier stade est atteint lorsque le vocable est énoncé à des fins uniquement pragmatiques : « D'où l'idée que pour accomplir une salutation, on énonce ce que l'on fait, à seule fin de le faire ». (DUCROT, 1980, p. 49). C'est par ce biais que DUCROT valide les reproches faits à BENVENISTE d'avoir donné une définition trop restrictive du délocutif. En effet, il faut admettre que cette dernière remarque rejoint la définition de la performativité : un verbe qui accomplit ce qu'il signifie moyennant les conditions d'énonciation requises :²⁰²

The name is derived, of course, from 'perform', the usual verb with the noun 'action': it indicates that the issuing of the utterance is the performing of an action (AUSTIN, 1962 [1955], p. 6)

(LARCHER, 1985) n'est pas en reste, il dénonce non seulement la restriction du délocutif à la seule création verbale à partir d'une critique de la locution et définit la pertinence de la délocutivité à partir d'une fonction et non de la seule dérivation :

Il n'y a donc pas de définition autre que fonctionnelle d'une « locution ». Et il en va de même d'un « délocutif », qui peut être formé sur la totalité de la « locution » ou sur l'un de ses éléments ; un mot peut être dérivé d'un autre (et notamment d'un nom) et avoir un sens « délocutif

²⁰¹ Ducrot, O., & Todorov, T. (1972). *Dictionnaire encyclopédique des sciences du langage*. Paris: Seuil.

²⁰² Harris, Z. S. (1951). *Methods in Structural Linguistics*. Chicago: University of Chicago Press.

» ; à l'inverse, il peut être dérivé d'une base supérieure à une unité lexicale et ne pas être « délocutif ». Là encore, ce n'est pas la forme de la base, mais sa fonction, qui fait le « délocutif ». (p. 102)²⁰³

La relation entre les deux aspects de la nomination est présentée dans une forme de dépendance réciproque. Réflexion des objets hors-langage 2005: le monde de l' & apos; amour (The World of Love) système qui, à son tour, détermine certaines caractéristiques de la " forme- le monde " à travers le prisme de la langue.

On sait que chaque langue naturelle fait partie du monde à sa manière, c'est-à-dire qu'elle ne peut être utilisée qu'en tant que langue étrangère a sa manière spécifique de le conceptualiser. En d'autres termes, dans la base de chaque langue particulière est un modèle particulier, ou une image du monde, et le locuteur est tenu d'organiser le contenu de l'énoncé conformément à ce modèle. Cela, cependant, ne contredit pas le fait que tout le monde sur-les modèles du monde ont des caractéristiques communes et universelles.

La comparativisme moderne est basée sur la connaissance typologique-institut de recherche. Certains scientifiques limitent le champ de compétence scientifique du comparateur- thivisme " typologique reproductibilité "(GAC, 1989a: 5-17). Un tel " Tipo-l'approche logique " au problème comme base se concentre principalement à la recherche, invariant, avec des variations dans les domaines linguistiques et conceptuels nationaux.²⁰⁴

Conclusion

L'une des manifestations d'un tel modèle dans la réfraction à la nominative les fonctions du langage nous semblent délocalisées en tant que mécanisme de réflexion dans le langage des éléments liés à l'implémentation vocale du langage, avec l'implémentation la fonction méta- Linguistique, c'est-à-dire la capacité de réflexion Pro-et les résultats de l'activité vocale pour les besoins de la langue et de la parole d'activité.

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HARBIY DISKURS TUSHUNCHASI VA HARBIY SOHADAGI AHAMIYATI

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Annotatsiya: Ushbu maqolada, harbiy diskursning harbiy sohadagi ahamiyati, uning qay darajada keng soha ekanligi, harbiy terminlar, jargonlar, qisqartmalar va shunga o'xshash jarayonlarda harbiy diskursning qanday o'rin tutganligi to'g'risida so'z yuritilgan. Shuningdek, harbiy diskursning nima ekanligi, ma'no mazmuni to'g'risida ham ma'lumotlar berib o'tilgan.

Kalit so'zlar: Harbiy diskurs, terminalogiya, stenografiya, jargon, kod, lingvistika, harbiy aloqa, manipulatsiya, milliy xavfsizlik.

Abstract: In this article, the importance of military discourse in the military sphere, how wide it is, military terms, jargons, abbreviations, and similar processes, and the role of military discourse in similar processes are considered. Information was also given about what military discourse is and its meaning.

Keywords: Military discourse, terminology, shorthand, jargon, code, linguistics, military communication, manipulation, national security.

Аннотация: В данной статье рассматривается значение военного дискурса в военной сфере, насколько он широк, военные термины, жаргоны, аббревиатуры и тому подобные процессы, а также роль военного дискурса в подобных процессах. Также была дана информация о том, что такое военный дискурс и его значение.

Ключевые слова: Военный дискурс, терминология, стенография, жаргон, код, лингвистика, военная коммуникация, манипуляция, национальная безопасность.

Harbiy diskurs tushunchasiga to'xtalishdan avval diskurs haqida qisqa fikr yuritsak. Sababi, diskurs tushunchasi hozirgi davrda o'ta jadallik bilan sodir bo'layotgan fanlar integratsiyasini o'zida yaqqol namoyon etadi²⁰⁵. [Sarbarova D. 2023:726]

Zamonaviy tilshunoslikda diskurs ma'lum bir mavzu bo'yicha uslubiy tarzda olib boriladigan va auditoriyaga yo'naltirilgan nutq, so'z olish(so'zga chiqish) deya izohlansa, metonimiya bo'yicha unga nutqning yozma matni sifatida qaraladi.

Globalashuv va yangi texnologiyalar davrida vujudga keladigan yangi sohalar diskursi o'ziga xosliklarini o'rganish lozimligi sababidan diskursni turli tomonlama tadqiq qilish talabi aktualigicha qolmoqda. Shu jumladan harbiy diskurs tushunchasi harbiy kontekstlarda qo'llaniladigan maxsus til va aloqa amaliyotini anglatadi. U harbiy kasbga xos bo'lgan terminologiya, jargon, qisqartmalar, kodlar va aloqa strategiyalarini o'z ichiga olgan keng ko'lamli lingvistik xususiyatlarni o'z ichiga oladi. Harbiy diskurs harbiy tashkilotlarda bir qancha muhim vazifalarni bajaradi.

²⁰⁵ Sarbarova D. Matn va diskurs tushunchalari munosabati /Rraqamli texnologiyalar davrida tillarni intensiv o'qitishning psixologik pedagogik jihatlari/ Respublika ilmiy-amaliy anjumani 2023-yil. 746-bet

- *Samarali aloqa:* Harbiy xizmatchilar axborotni tez va aniq yetkazish uchun maxsus terminologiya va stenografiyalardan foydalanadilar. Bu, ayniqsa, aniqlik zarur bo'lgan yuqori bosimli holatlarda muhimdir.
- *Xavfsizlikni saqlash:* Harbiy diskurs ko'pincha maxfiy ma'lumotlarni dushmanlardan himoya qilish uchun shifrlash usullari, kodli so'zlar va boshqa xavfsizlik choralari o'z ichiga oladi. Ushbu chora-tadbirlar operatsion xavfsizlikni ta'minlash va maxfiy ma'lumotlarga ruxsatsiz kirishning oldini olishga yordam beradi.
- *Birdamlikni mustahkamlash:* Umumiy til va muloqot amaliyoti harbiy xizmatchilar o'rtasida do'stlik va birdamlik tuyg'usiga yordam beradi. Harbiylarga xos jargon va termin guruhlarning o'ziga xosligini mustahkamlashga yordam beradi va harbiy jamoalarga tegishlilik tuyg'usini uyg'otadi.
- *Hokimiyat va buyruqni tasdiqlash:* Harbiy diskurs harbiy tashkilotlar ichidagi ierarxik tuzilmalarni aks ettiradi, til ko'pincha hokimiyatni tasdiqlash, buyruq berish va intizomni saqlash uchun ishlatiladi. Masalan, og'zaki buyruqlar harbiy aloqaning asosiy jihati bo'lib, buyruqlarni aniqlik va vakolat bilan yetkazishdir.
- *Texnologik yutuqlarga moslashish:* Texnologiyaning rivojlanishi bilan harbiy diskurs yangi aloqa vositalari va platformalarini o'z ichiga olgan holda rivojlandi. Raqamli xabar almashish tizimlari, shifrlangan aloqa kanallari va masofaviy qo'mondonlik tizimlari zamonaviy harbiy aloqaning ajralmas qismiga aylandi.
- *Madaniyatlararo muloqot:* Ko'p millatli harbiy amaliyotlarda til va madaniy to'siqlar orqali samarali muloqot muhim ahamiyatga ega. Tarjimonlar turli tillarga mansub xodimlar o'rtasidagi muloqotni osonlashtirishda, madaniyatlararo almashinuvda aniqlikni ta'minlashda muhim rol o'ynaydi.
- *Strategik aloqa:* Harbiy diskurs ichki muloqot doirasidan tashqariga chiqib, jamoatchilik fikrini shakllantirish, dushmanlarga ta'sir o'tkazish va strategik maqsadlarga erishishga qaratilgan tashqi xabarlarini qamrab oladi. Targ'ibot, psixologik operatsiyalar va jamoatchilik bilan aloqalar kompaniyalari harbiy tashkilotlar tomonidan qo'llaniladigan strategik aloqa taktikasiga misoldir.
- *Ta'lim:* Harbiy diskurs o'quv dasturlari, qo'llanmalar va o'quv materiallari orqali uzatiladi va mustahkamlanadi. Harbiy xizmatchilarga o'z vazifalari uchun zarur bo'lgan maxsus til va muloqot amaliyoti o'rgatiladi, bu esa harbiy qismlarda izchillik va malakani ta'minlaydi.

Yuqorida keltirilgan ma'lumotlar harbiy diskursning murakkab va ko'p qirrali soha sifatida harbiy tashkilotlarning faoliyati va harbiy operatsiyalarni o'tkazishda muhim ekanligini tasdiqlaydi. Harbiy diskursni o'rganish harbiy kasbga xos bo'lgan noyob lingvistik amaliyotlar, madaniy dinamika va kuch tuzilmalari haqida tushuncha berishi mumkin.²⁰⁶[2]

Harbiy diskurs o'zining o'ziga xos xususiyatlari va turli sohalarda keng tarqalgan ta'siri tufayli lingvistik tadqiqotning boy va ko'p qirrali obyekt bo'lib xizmat qiladi. Tadqiqotchilar o'rganishi mumkin bo'lgan ba'zi asosiy jihatlar:

1. *Til turlari:* Harbiy diskurs turli til turlarini, jumladan maxsus terminologiya, jargon, qisqartmalar va kodlarni qamrab oladi. Tadqiqotchilar ushbu lingvistik xususiyatlar harbiy kontekstlarda qanday ishlab chiqilgani, saqlanishi va tarqalishini o'rganishi mumkin.

²⁰⁶ Discourse. <https://en.wikipedia.org/wiki/Discourse>

2. *Aloqa strategiyalari*: Harbiy sohada muloqot strategiyalarini o'rganish tildan axborotni uzatish, xavfsizlikni saqlash va xodimlar o'rtasida hamjihatlikni mustahkamlashda qanday foydalanilishini yoritishi mumkin. Bunga og'zaki buyruqlar, yozma direktivalar va raqamli xabar almashish tizimlari kabi turli xil aloqa usullarini o'rganish kiradi.

3. *Kuch dinamikasi*: Harbiy diskurs ko'pincha ierarxik tuzilmalar ichidagi kuch dinamikasini aks ettiradi. Tilshunoslik tahlili tilning hokimiyatni tasdiqlash, maqomni muhokama qilish va harbiy tashkilotlarda ijtimoiy rollarni o'rnatish uchun qanday ishlatilishini aniqlashi mumkin.²⁰⁷ [Caroline Pickering. 2013. 12]

4. *O'zlik va madaniyat*: Til harbiy o'ziga xoslik va madaniyatni shakllantirish va mustahkamlashda hal qiluvchi rol o'ynaydi. Tadqiqotchilar lingvistik belgilar, masalan, urg'u, dialekt va jaranglar guruh identifikatorlari va xizmatchilar o'rtasida birdamlikni shakllantirishga qanday hissa qo'shishini o'rganishlari mumkin.

5. *Targ'ibot va ishontirish*: Harbiy diskurs ichki muloqot doirasidan tashqarida jamoatchilik fikrini shakllantirish va dushmanlarga ta'sir o'tkazishga qaratilgan tashqi xabarlarini qamrab oladi. Targ'ibot usullari, ritorika va tilni manipulyatsiya qilish strategiyalarini tahlil qilish harbiy aloqaning ishontirish kuchi haqida tushuncha berishi mumkin.

6. *Tarjima va tarjimonlik*: Ko'p millatli harbiy amaliyotlarda tarjima va tarjimonlik til to'siqlari orqali muloqotni osonlashtirishda muhim rol o'ynaydi. Ushbu sohadagi lingvistik tadqiqotlar harbiy kontekstda til vositachiligining muammolari, strategiyalari va oqibatlariga e'tibor qaratishi mumkin.

7. *Texnologiya va raqamli aloqa*: Texnologiyadagi yutuqlar shifrlangan xabar almashish, kiber urush va masofaviy qo'mondonlik tizimlari kabi o'zaro ta'sirning yangi usullarini joriy qilib, harbiy aloqani o'zgartirdi. Tadqiqotchilar ushbu texnologik ishlanmalarning lingvistik o'lchamlarini va ularning harbiy diskursga ta'sirini o'rganishlari mumkin.

8. *Til siyosati va rejalashtirish*: Harbiy tashkilotlarda ko'pincha muloqot amaliyotini tartibga soluvchi aniq til siyosati va yo'riqnomalari mavjud. Tilshunoslik tadqiqotlari til siyosati armiyaning rivojlanayotgan ehtiyojlarini qondirish uchun qanday shakllantirilishi, amalga oshirilishi va moslashtirilganligini tekshirishi mumkin.

9. *Harbiy matnlarning nutq tahlili*: Harbiy qo'llanmalar, operativ rejalar va harakatlardan keyingi hisobotlar kabi matnlar nutq tahlili uchun qimmatli manbalar beradi. Tadqiqotchilar ushbu matnlarni tildan foydalanish naqshlari, ritorik strategiyalar va harbiy sohadagi diskursiv amaliyotlarni aniqlash uchun tahlil qilishlari mumkin.

10. *Axloqiy mulohazalar*: Nihoyat, harbiy diskursni, xususan, maxfiylik, rozilik va tadqiqot natijalarining milliy xavfsizlik va harbiy amaliyotlarga potentsial ta'siri kabi masalalarni o'rganishda axloqiy mulohazalar muhim ahamiyatga ega²⁰⁸. [Gee, James P. 2012. 3]

Harbiy diskursni o'rganayotgan tilshunoslar zamonaviy jamiyatdagi til, kuch dinamikasi va ziddiyat o'rtasidagi murakkab aloqalarni tushunishimizga katta hissa qo'shadilar. Tilshunoslar o'zlarining tadqiqotlari orqali tildan hokimiyatni tasdiqlash, shaxsiyatni shakllantirish va harbiy kontekstdagi xatti-harakatlarga ta'sir qilish vositasi sifatida qanday foydalanilishini ochib berishadi. Harbiy sohaga xos lingvistik xususiyatlar, aloqa strategiyalari va diskursiv amaliyotlarni tahlil qilib, tilshunoslar kengroq ijtimoiy masalalarga oydinlik kiritadilar.

²⁰⁷ Military Discourse. Caroline Pickering. <https://carolinepickering00.wordpress.com/english-2989-portfolio/final-term-project/military-discourse/>

²⁰⁸Gee, James P. "Literacy, Discourse, and Linguistics: Introduction and What Is Literacy?" Journal of Education. 1989. Web. 24 Nov. 2012.

Demak ko‘rinadiki, harbiy diskursni o‘rganish nafaqat harbiy sohada, balki kengroq ijtimoiy kontekstlarda ham til, kuch va nizolar o‘rtasidagi murakkab o‘zaro bog‘liqlik haqida qimmatli tushunchalar beradi. Bu orqali harbiy aloqaning lingvistik o‘lchovlarini ochib, tilshunoslar tinchlik va nizolar davrida odamlarning xatti-harakatlari, munosabatlari va ijtimoiy tuzilmalarini shakllantirishda tilning rolini chuqurroq tushunishga hissa qo‘shadilar.

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BOSHLANG'ICH SINIF O'QUVCHILARINING KOGNITIV XUSUSIYATLARI

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Annotatsiya. Ushbu maqolada boshlang`ich sinflarda o`qish metodikasi adabiy ta`lim metodikasi sifatida ish ko`rishi lozimligi, boshlang`ich sinfda o`qish adabiyot o`qitish sistematik kursiga tayyorlovchi predmet sifatida o`qitilishi, metodika bo`lajak boshlang`ich sinf o`qituvchisini adabiy ta`limning mazmuniga va uni o`qitishga mustaqil ongli yondasha oladigan, o`zgalarning tajribasini nafaqat o`rganib olmasdan, balki ular faoliyatining natijalarini ongli ravishda tahlil qilib, to`gri xulosa chiqara biladigan bo`lishlari xususida so`z yuritiladi. Ta`lim jarayonini takomillashtirishda boshlang`ich sinif oquvchilarini elektron vositalar yordamida hamda zamonaviy yondashuv asosida ishlab chiqishning pedagogik-psixologik asoslari, mediata`lim resurslaridan foydalanishning nazariy asoslari, kognitiv kompetentsiyalarni shakllantirishning metodik ta`minoti yoritilgan

Kalit so`zlar: boshlang`ich maktabda tarbiya yoshi, kognitiv rivojlanish, kognitiv jarayonlar, kognitiv kompetentsiyalar, bilish faolligi, ta`lim tizimi, mediata`lim

Kirish

Har qanday inson dunyoni bilishning doimiy jarayonidadir: u boshqa odamlarning nutqini o`ylaydi, aks ettiradi, gapiradi va tushunadi, his qiladi, his-tuyg'ularini baham ko`radi. Bu qobiliyatlarning barchasi o`z-o`zidan emas, balki faol bilim faoliyatida rivojlantiriladi va takomillashadi. Boshlang`ich maktab yoshdagi bolalik davri ham bu dunyoqarashning bilish va rivojlanish davridir. Bola ularni yetakchi faoliyatga aylanadigan rolli o`yinda namoyish etadi. U o`ynab, tengdoshlari bilan muloqot qilishni o`rganadi. Bu ham ijodkorlik davri. Bola nutqni o`rganadi, tasavvurga ega bo`ladi. Bu insonning dastlabki shakllanish davri, uning xatti-harakatlarining oqibatlarini hissiy oldindan sezishning paydo bo`lishi, o`zini o`zi anglash, tajribalarni murakkablashtirish va xabardorlik, yangi his-tuyg'ular va motivlar bilan boyitish, hissiy-ehtiyojlar sohasi murakkablashadigan davrdir. Kognitiv rivojlanish muammosi, maktabgacha yoshdagi bolalarning bilim faolligini shakllantirishga samarali ta`sir ko`rsatadigan shart-sharoitlar ko`p yillar davomida psixologik va pedagogik tadqiqotlarda yetakchi o`rinlardan birini egallab kelgan. Boshlang`ich maktab yoshdagi bolalarning kognitiv rivojlanish xususiyatlarini o`rganib, biz maktabgacha yoshdagi bolaning kognitiv rivojlanishidagi turli xil psixologik omillarning rolini aniqlashni, bu yoshda kognitiv rivojlanishning qanday umumiy xususiyatlari rivojlanishini, har bir omil ta`siridan qanday kognitiv oqibatlarga olib kelishini aniqlashimiz mumkin

²⁰⁹Boshlang`ich maktab yosh davrida kognitiv rivojlanish - bu atrof-muhit ta`siri ostida, shuningdek, maxsus tashkil etilgan o`quv va tarbiya ta`siri va bolaning o`z tajribasi bilan bog`liq

²⁰⁹ Ж.Андерсон. Когнитивная психология. СПб.: Питер, 2002

bo'lgan fikrlash jarayonlarida yuz beradigan sifat va miqdoriy o'zgarishlarning yig'indisi. Boshlang'ich maktab yoshdagi bolalarning aqliy rivojlanishi bir qator ijtimoiy va biologik omillarga bog'liqdir. Kognitiv rivojlanishni nutqsiz bilan bog'liqligini M.M. Alekseeva, V.I. Yashin, V. Kojakar va S.A. Kozlova bola barqaror manfaatlarini ta'minlashda pedagogik shart-sharoitlar muhim rol o'ynashini, D.B. Godovikova kognitiv faoliyatda atrofdagi olamni bilim olishga intilish, bu ham kognitiv ehtiyoj, ham shu bilan qo'zg'aladigan bilim faoliyatidir deydi. A.Z Zaporjets aqliy tarbiyaning alohida vazifasini - boshlang'ich bilimlar tizimini va hayotiy hodisalarini aqliy rivojlanish sharti sifatida qaraydi.

Boshlang'ich maktab yoshdagi bolalar kognitiv rivojlanishini o'rganganda D. B.Godovikovaning fikrlarini ham ko'rib chiqishimiz kerak, u kognitiv faoliyat atrofdagi olam hodisalari to'g'risida bilim olishga intilish, bu ham kognitiv ehtiyoj, ham shu bilan qo'zg'aladigan bilim faoliyatidir deydi. Kognitiv faoliyat, uning fikriga ko'ra, aniq tashqi atrofdagi olam hodisalari to'g'risida bilim olishga intilish, bu ham kognitiv ehtiyoj,

Ko'rinishga ega, unga asoslanib, uni tashkil etish, mohiyatini baholash mumkin. Unga ko'ra bolaning qiziqishi nimada, uning ba'zi bir hodisalar bilan tanishish intilishlarining intensivligi nimadaligini 4 ko'rsatkich bo'yicha baholash mumkin: - Mavzularga e'tibor va alohida qiziqish; -Obyektlarga hissiy munosabat (ajablanish, sarosimaga tushish, makkorlik, ya'ni ushbu obyekt sabab bo'lgan turli xil his-tuyg'ular); -Obektни tanib olishga, uning funktsional maqsadini tushunishga qaratilgan harakatlar. Ushbu harakatlarning umumiy soni so'rovning intensivligidan dalolat beradi. Ammo harakatlarning sifati ayniqsa muhimdir, birinchi navbatda ularning xilma-xilligi va ayrim turlarini boshqalari bilan almashtirishi, bola bu mavzu haqida o'ylashi vaqtida to'xtab qoladi. -Obyektни doimiy ravishda ta'qib qilish, hatto u yo'q bo'lganda ham degan fikrlarni ilgari rivojlanishni nutqsiz tasavvur etish mumkin emas.²¹⁰ M. M. Alekseeva, V. I. Yashin ta'kidlaganidek: nutqni suradi Kognitiv o'zlashtirishda bola mos keladigan so'zlarda aks ettirilgan narsalar, belgilar, harakatlar va munosabatlar to'g'risidagi bilimlarni ham o'zlashtiradi. Shu bilan birga, u nafaqat bilimga ega bo'ladi, balki o'ylashni ham o'rganadi, chunki o'ylash - ovozsiz yoki baland ovozda gapirish, gapirish esa fikrlashdir. Bolalarning nutqini o'zlashtirgandan so'ng, ularning bilim faoliyati yangi sifat darajasiga ko'tariladi. Nutq yordamida bolalarning bilimlari umumlashtiriladi, analitik va sintetik faoliyat qobiliyati nafaqat obyektlarni bevosita idrok etish asosida, balki g'oyalar asosida ham shakllanadi. Bolaning kattalar bilan aloqasi tabiati o'zgarib, shaxsiy va kognitiv aloqalar muhim o'rin egallay boshlaydi. Boshlang'ich maktab yoshdagi yillarda bolalar bog'chasiga boradigan bola ikki toifadagi bilimlarni o'zlashtiradi. Birinchi toifa - bu kundalik hayotda maxsus tayyorgarlik, kattalar, tengdoshlar bilan muloqot qilish, o'yinlar, kuzatuvlar jarayonida o'rganadigan bilimlardir. Ular ko'pincha tartibsiz, tizimsiz, tasodifiy va ba'zan buzilgan holda haqiqatni aks ettiradilar. Ikkinchi toifaga oid yanada murakkab bilimlarni faqat o'quv mashg'ulotlarida maxsus tayyorgarlik jarayonida olish mumkin. Boshlang'ich ta'lim muassasalarida bolalar mustaqil ravishda olgan bilimlari takomillashtiriladi, tizimlashtiriladi va umumlashtiriladi. Boshlang'ich maktab yoshdagi bolalarning aqliy tarbiyasi o'yinda, kattalar tomonidan maxsus yaratilgan, ochiq, didaktik o'yinlarda, turli xil bilimlar, aqliy operatsiyalar, bolalar egallashi kerak bo'lgan aqliy harakatlar asosida amalga oshiriladi. Ijodiy o'yinlar tabiatda

²¹⁰Величковский Б.М. «Когнитивная наука. Основы психологии познания». В 2 томах. М.: ИЦ «Академия», 2006

aks etadi: ularda bolalar atrofda hayot haqidagi taassurotlarini, ilgari olgan bilimlarini aks ettiradilar.

Xulosa

Har qanday odam dunyoni bilishning doimiy jarayonidir: u boshqa odamlarning nutqini o'ylaydi, aks ettiradi, gapiradi va tushunadi, his qiladi, his-tuyg'ularini baham ko'radi. Bu qobiliyatlarning barchasi o'z-o'zidan emas, balki faol bilim faoliyatida rivojlantiriladi va takomillashadi. Boshlang'ich maktab yoshdagi bolalik davri ham bu dunyoqarashning bilish va rivojlanish davridir. Bola ularni yetakchi faoliyatga aylanadigan roli o'yinda namoyish etadi. U o'ynab, tengdoshlari bilan muloqot qilishni o'rganadi. Bu ham ijodkorlik davri. Bola nutqni o'rganadi, tasavvurga ega bo'ladi. Bu insonning dastlabki shakllanish davri, uning xatti-harakatlarining oqibatlarini hissiy oldindan sezishning paydo bo'lishi, o'zini o'zi anglash, tajribalarni murakkablashtirish va xabardorlik, yangi his-tuyg'ular va motivlar bilan boyitish, hissiy-ehtiyojlar sohasi murakkablashadigan davrdir. Boshlang'ich maktab yosh davrida kognitiv rivojlanish - bu atrof-muhit ta'siri ostida, shuningdek, maxsus tashkil etilgan o'quv va tarbiya ta'siri va bolaning o'z tajribasi bilan bog'liq bo'lgan fikrlash jarayonlarida yuz beradigan sifat va miqdoriy o'zgarishlarning yig'indisi. Maktabgacha yoshdagi bolalarning aqliy rivojlanishi bir qator ijtimoiy va biologik omillarga bog'liqdir.

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ТИП ГЕРОЯ В РАССКАЗЕ «РОЗОВЫЕ ЧАШКИ» АНТОНИИ БАЙЕТТ

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А. Байетт считается одной из самых авторитетных современных писательниц в Великобритании. Западноевропейские и российские литературоведы активно исследуют её творчество, уделяя большое внимание романам. Рассказы данного литератора менее изучены и посвящены в основном аналитике мифопоэтического сознания в малых художественных текстах.[1]

В рассказах А. Байетт представлен особый тип героя. Это как правило, взрослая женщина, которая пытается осмыслить сложные вопросы бытия через призму самоидентификации личности. Отсюда особый уклон в сторону внутрисемейных отношений, связи поколений, разрыва родственных связей и т.д. Так, в рассказе «Розовые чашки» представлена героиня – созерцатель, которая, воссоздавая в своём сознании идеальные картинки прошлого, пытается понять, принять и простить себя.

Рассказ А.Байетт «Розовые чашки» представляет собой соединение постмодернистской и реалистической техник письма. Произведение состоит из фрагментов, картин, которые связаны между собой энергией памяти главной героини. Вероника - живущая в конце XX века, живет прошлым. Она, как и всё её поколение 60 годов XX века, не сумела освоиться; «с механическими приборами, с групповым проживанием, с отрицанием всех авторитетов» [2]. Попытка отразить неприкаянность героини в сегодняшнем мире обусловила авторский выбор постмодернистского приёма в создании повествования. Причём картинки сменяются словно кадры в кино. Монтажный принцип композиции то увеличивает картинки, то даёт дальний ракурс. Рассказ поделен на четыре несоразмерные части. В первой части очень подробно представлена картина чаепития трёх молодых женщин. Детально прописана обстановка, внешность и наряды дам. Всё это дано через призму сознания главной героини. При этом описание даётся как «наблюдение со стороны»: «третью женщину было труднее рассмотреть» [2]; «ей были хорошо видны оба кресла»; «ей был виден письменный стол»; «ей всегда был хорошо виден низкий стол» Наблюдаемая картинка неожиданным образом прерывается авторским замечанием «Она перебарщивала с розовым цветом» [2], а это уже приём авторского присутствия в тексте, характерный для реалистической манеры изложения. И такой синтез (реализма и постмодернизма) прослеживается практически во всех частях.

В сознании героини в одно время и в одном месте, здесь и сейчас, находятся три поколения: Вероника, её мать и дочь главной героини Джейн. Если мать – «женщина со светлыми волосами, изящной шеей, изыскано отточенной верхней губой и спокойным взглядом» - представительница начала XX века, а Вероника, которая «острижена она была не столь изящно, на мужской манер» – лицо середины XX века, то Джейн – «высокая и плотно сбита, округлая и стройная, очень живая, одновременно и женщина, и злой ребёнок» - человек конца XX века.

В рамках малой формы фактически втиснута история XX века. Эта история запечатлена посредством характерных деталей исключительно бытового характера. Но эти символы красноречиво характеризуют Время и Поколения.

Примечательно то, что эти, казалось бы, излишние подробности представлены в 1 и 2 частях рассказа. Так, детали быта конца XIX-начала XX века: розовые чашки, бабушкина вышитая скатерть, швейная машинка («во время войны на этой машинке приноровилась перелицовывать воротнички, укорачивать брюки, превращать пальто в юбки, а занавески в рабочие штаны») – создают зримую картину времени.

Середина XX века передана следующим образом: «Ей не нравился розовый цвет и не нравились блюдечки в форме лепестков, это было так старомодно. Она и её друзья и подруги пили растворимый кофе «Нескафе» из ярких керамических или эмалированных кружек», а вторая половина XX века – «Джейн обитала в мире машин и механизмов. Она ходила по улицам с висящим на боку черным ящичком, она жила в электрическом царстве, среди стерео-проигрывателей, фенов для волос, кассетных магнитофонов, щипцов для завивки и укладки волос» [2].

Если в первом случае розовый цвет и чашки символизируют домашний уют, чистоту, традиционные ценности, то электрическое царство и стерео-проигрыватели – знак поколения, которое ощущала «боязнь бессмысленности и инерции», а характеристика людей второй половины XX века уже представлена подробнее «насыщенной светской жизни..., грохоча рок – музыкой, попахивая наркотиками, гомоня решительными голосами» [2].

Повествование выстроено таким образом, что рассказ от 3 лица переходит в перволичную форму повествования. Точка зрения главной героини Виктории максимально сближена с авторской. А. Байетт создаёт фрагментарное повествование, где героиня вступает в роли наблюдателя. Вероника, «наблюдая» за судьбой матери и жизнью дочери Джейн, не может объективно оценить свою собственную жизнь. Не случайно даже свою внешность героиня не может описать: «Третью женщину было труднее рассмотреть; острижена она была не столь изящно, на мужской манер». Примечательно то, что себя молодую, Вероника очень хорошо видит и понимает: «совсем юной студенткой, в накрахмаленной нижней юбке, гладкокожей, с подкрашенными глазами, страстной» [2]. В молодости ей не нравилось всё старомодное – чашки, скатерть, розовый цвет. Вероника прожила всю свою жизнь в каком-то ожидании. Ожидании чего-то светлого, прекрасного, что станет смыслом жизни. Однако ничего значительного не произошло, только сплошное разочарование – бросил любовник, не получила роль в университетском театре, нежелательная беременность и всё это случается в один день - «Девушка в её воспоминании о том парализовавшем её несчастном дне». Весьма характерная деталь - «парализовавшем». Иными словами, уничтожившем, разрушившем ее дне. И после смерти матери Вероника пытается восстановить себя, и воображаемая ею картина есть попытка «переформатировать себя». Собрать себя из осколков путем возвращения к нравственным, эстетическим, общечеловеческим ценностям, которые имеют надвременное значение. Всё это подается через цвет и звукопись.

Так, розовый цвет – символ любви и возрождения, а цветок роза (он элемент интерьера «занавески в розочках, кресло, обитое ситцем в больших, разлапистых розах; а также розы на клумбе) – символ времени, смерти и воскресения» [2]. Одежда трёх женщин,

также имеет особое значение – оливковый (цвет молодости, благородства и мудрости, рыжий – жизнеутверждающий, а молочный – чистоту, искренность).

Ностальгия по семейному счастью, любви, молодости позволяет автору соединить в рассказе разные времена, разные поколения, которых может связывать семья, любовь и память.

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THE EXPRESSION OF POLITENESS AND IMPOLITENESS THROUGH THE FORMS “YOU-SEN” AND “YOU-SIZ” IN ENGLISH AND UZBEK FAMILY DISCOURSE

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Abstract: In this article, the role and function of "you-sen" and "you-siz" in the expression of politeness and impoliteness in English and Uzbek family discourse is analyzed on the basis of examples.

Today, the principle of social interaction is widely studied in many fields of modern linguistics as a way to achieve effective communication, a strategy of speech activity that serves to eliminate or mitigate conflict situations. The principle of social interaction is the principle of respect, which is the expression of politeness and impoliteness in speech. Its realization in communication, first of all, expresses respect for the interlocutor, and secondly, it reflects the preservation of the speaker's respect for his dignity and honor.

Sh.Sadikova interprets this category as a whole concept that embodies the meanings of a positive attitude towards society and natural phenomena - honoring, glorifying, appreciating and paying attention. Also, he defines the principle of social attitude as a term that expresses a positive attitude of various forms and meanings related to the feeling of praise²¹¹.

The main focus of any education, especially the education of language, spiritual perfection, and national identity, is the social environment surrounding the child - it is a family. Any form of the principle of social relations is formed first of all in the family. Family discourse is a conversation between family members, which reflects both positive and negative features of this principle in various speech situations.

The specific ways of establishing a relationship in the family discourse are closely related to the use of the forms of address "you-sen" and "you-siz", which can be used to define different forms of mutual relations in the process of communication.

In the annotated dictionary of the Uzbek language, it is said that the personal pronoun "you-siz" is in the 2nd person of the plural form, when referring to the majority, and in generally it expresses respect for a person older than oneself and for anybody. The personal pronoun "you-sen" means the 2nd person, singular, and in two cases: when referring to someone younger than oneself; it is used in the sense of rudeness or impoliteness in addressing the majority.

According to English dictionaries "you" is used as the pronoun of the second person singular or plural in any grammatical relation except that of a possessive.

It's also used formerly only as a plural pronoun of the second person in the dative or accusative case as direct or indirect object of a verb or as object of a preposition. The history of the pronoun "you" provides a good example of the effect social forces can have on the language. Originally, the pair "ye" and "you" was used along with thee and thou to refer to people in the second person, "ye" and "you" for plural and "thee" and "thou" for singular. You began as the grammatical object, used in the following ways: *I see you sitting there together. I gave you six apples, three for each of you.* These uses are known respectively as the accusative and dative cases.

²¹¹ Содиқова Ш.Б. “Ўзбек тилида хурмат маъносининг ифодаланиш усуллари”. Филология фанлари бўйича фалсафа доктори (PhD) илмий даражасини олиш учун тайёрланган диссертацияси, Тошкент-2008. 23 бет.

The singular for this use would be “thee”: *For thee there are three apples. Of thee I sing.* When the second person plural was used as a grammatical subject, “ye” was used. This use is called the nominative case. The singular for this use would be “thou”: *How great thou art.*

As far back as the 14th century, the plural forms “ye” and “you” began to be used to address one person usually a superior—as a mark of deference and respect. This change could have been influenced by the first-person plural we (the royal “we”) used by sovereigns or reflected the impact of French politeness at work in Middle English. Once this usage of the polite plural began, it gradually grew. This is where social forces came into play: once people begin such a use, it must grow, since people would rather be polite than risk offending others in cases of doubt. As the use of the plural increased, the singular use decreased accordingly: by the beginning of the 17th century, “thou” and “thee” marked only an intimate or personal relationship or a superior-to-inferior relationship. It was even sometimes used to show deliberate disrespect. Queen Elizabeth, I seem to have used only you in writing, and a user of her prestige must have given you a boost. By about the middle of the 16th century the contrast in function between “ye” and “you” began breaking down, with the effect that “you” was more frequently used as a subject pronoun as use of “ye” decreased.

The loss of thee and “thou”— a singular pronoun for everyday use—was clearly noticed by English speakers. Initially, the distinction between singular you and plural you was signaled by verb agreement; you was for the singular continued in polite if informal use well into the 18th century before it lost respectability. Special plural forms were later contrived to hold you chiefly to singular use, such as you-all, “you-uns, yez, and youse”. None of them became standard. So the simple social drive of good manners has in a few centuries completely remade the second person pronoun in English. No doubt the social pressures of today will work changes in the language as well. The chances are, however, that most changes they bring about will not be rapid²¹².

The use of the forms "you-sen" and "you-siz" in the Uzbek family discourse mainly depends on the age of the communicants. Younger members of the family use the form of address "you-siz" to the older ones, and "you-sen" to the younger ones. Unlike the Uzbek language, in English, the forms of reference "you-sen" and "you-siz" are not distinguished, they are expressed by only the pronoun "you".

In the English family discourse, the use of the form "you" - "sen" or "siz", which reflects the politeness and impoliteness, is based on the relations of equality and inequality of communication partners. Spouse, brothers and sisters (except parents) are equal participants in the communication process and they use the form of address "you-sen". The form of the pronoun "you-siz" is used in hierarchical relations between family members, especially when there is a significant difference in age.

When talking about the forms of "you-sen" and "you-siz" that express the meanings of politeness or impoliteness in the family discourse, first of all, it is necessary to dwell on the oriental quality characteristic of women's speech in the Uzbek family discourse. Although the majority of men in Uzbek families address their wives as "you-sen", the wife uses the form of address "you-siz" in relation to her spouse. (*Wife to husband*) – *Voy dadasi, sizga nima bo'ldi?! (O'.O'sarov. Hayot)*

²¹² “You.” Merriam-Webster.com Dictionary, Merriam-Webster, <https://www.merriam-webster.com/dictionary/you>. Accessed 22 Apr. 2024.

(*Husband to wife*) – *Sen shu yerda qol, endi men ketaman.* (S.Ahmad. Tanlangan asarlar. 179-bet)

In the Uzbek family discourse, a wife addressing her husband as "you-sen" is a sign of disrespect, and usually this form of address can be used in conflict situations between husband and wife. However, this can lead to an increase in conflict between them, and even to the end of family relations.

(*Wife to husband*) – *“Qanaqa erkaksan? Uylanganingdan keyin ro’zg’orga qaragin-da, topganingni onangga tashiyverasanmi?!” Bu poshshaqizning o’z erini birinchi senlashi edi. Murodjon nima qilishini, nima deyishini bilmay qoldi. Tiliga biron og’iz bo’lsa ham so’z kelmadi. Turib-turib uyga kirib ketdi. Shu kundan boshlab ularning turmushi darz ketdi.* (S.Ahmad. Tanlanagan ararlar. 106 bet)

In the English or in Western culture in general, it is natural for a couple to address each other as "you-sen". In English culture, this form of address is based on the closeness of the couple and the equality of their roles in the family.

(*Wife to husband*) – *“So you can stay here and trifle around with someone else?” she exclaimed, turning to him a determined countenance upon which was drawn a sharp and wrathful sneer. – “What do you mean?” he said at last...* (T.Dreiser. Sister Carrie, 220 page)

In the East, especially in Uzbek family discourse, parents address their children as "you-sen" and children address their parents as "you-siz". Addressing children to their parents using the pronoun "you-sen" is considered disrespectful to parents, and such a situation is hardly observed in Uzbek family discourse.

(*Father to son*) – *Mayli, o’g’lim, sen ishlaringni qilaver. Juda to’ppi tor kelganda Shokir telefon qilib aytadi, kelasan.* (O.Yoqubov. Olmos kamar. 200-bet).

(*Son to father*) *Dadasining varaqi somsani yaxshi ko’rishini biladigan Zafar: - Bugun somsa! - dedi. – Siz kech qoldingiz, dada. Biz rosa yedik.* (O.Yoqubov. Olmos kamar. 122-bet).

(*Son to mother*) – *Are you tired, Mommy? – Jamie asked when he woke her up at six. – Very, - she said with a groan.*

There are some differences in the realization of the principle of social relations among children (brothers, sisters) through the forms of address "you-sen" and "you-siz" in English and Uzbek family discourse. The use of the forms "you-sen" and "you-siz" in children's speech in English and Uzbek family discourse are based on different signs. In the Uzbek family discourse, if the youngest child in the family expresses his respect for his elder sister or brother by referring to them as "you-siz", it is the norm for older children used the form of "you-sen" to their brothers and sisters.

– *Aka, nima bo’ldi sizga?* (O.Yoqubov. Olmos kamar. 272-bet).

– *Uka, sen Nigoraga tushuntirib ayt. Ortiqcha rasm-rusumlar o’zlaringni ham qiynab tashlaydi.* (O.Yoqubov. Olmos kamar. 305-bet).

In English family discourse, the "you-sen" form of address is used between children. This can be explained by a number of communication habits in English culture. First, in English, the form of the pronoun "you-siz" is used in an official context, when referring to many people and strangers. Considering the fact that family discourse is a daily informal communication and taking into account the close relationship of brothers and sisters with each other in the family, the use of the form of address "you-sen" between them is a characteristic aspect of English communication behavior. – *“Boy, I missed you!” - “I missed you too. I thought you were dead,” Jamie said simply,*

*“but Mom said **you** weren’t. I didn’t believe her at first, that’s why she brought me here to see **you**. (D.Steel. The house on hope street. 93-page)*

Thus, in the Uzbek family discourse, parents address their children as "you-sen", and the children to their parents or all older relatives are addressed as "you-siz". In English family discourse, "you-sen" are more often used and it means near relationship between family members..

THE IMAGES OF ANIMALS IN PRAIRIE LITERATURE---TAKING EXAMPLES OF THE WORKS OF CHINGIZ AYTMATOV AND ZHANG CHENGZHI

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Abstract: As an literary trend originated from the nomadic cultures, the images of animals inevitably play an important part in Prairie Literature. In the works of Prairie Literature, the animals are not seen as the appendants of human, instead, they are seen as equals as human beings, with their own distinct characteristics and wisdom, and sometimes nobler spirits compared with human beings. The images of animals in the Prairie Literature reflects the attitudes towards animals and nature of the nomadic culture and break the “human-nature” duality. In the works of Chingiz Aytmatov and Zhang Chengzhi, animals often serve as the alter egos of the main characters, which, is another common feature of the Prairie Literature.

Keywords: animals, Prairie Literature, Chingiz Aytmatov, Zhang Chengzhi

Introduction

Animals constitutes an important part of Prairie Literature and the portrayal of the images of animals by authors of Prairie Literature is unique and have profound philosophical connotations. Different from people from the sedentary cultures, the nomads rely heavily on animals in their daily life, and have a much deeper bond with the animals they raise. For the nomads, animals are wealth, prosperity, their lesser brothers, their friends and also their families. And also different from the modern perception of animals, which regards them as tools and the uncivilized, the nomads treat the animals with great equality and do not see the animals as the “other”. Consequently, the animals often play an essential role in the nomadic literature, in which the image of animals are often personified and most of them have their own names as human beings.

As two traditional nomadic groups, the Kyrgyzs and Mongols share a literary tradition that highlights the importance of animals by juxtaposing man and animals, especially the totemic ones like the horse, wolf and deer. For example, in the great Kyrgyz epic *Manas*, the names of Manas and his lieutenants, are always mentioned together with those of their horses, while there are countless Mongolian ballads that expressing human’s feelings through depicting that of a horse; in Mongolian mythology, the Mongols are the children of a gray wolf and a white deer, while Kyrgyzs also have the legend of the red dog and the forty maids. This literary tradition have a profound influence on the contemporary writers of the Prairie Literature.

As two authors with nomadic cultural backgrounds, Chingiz Aytmatov and Zhang Chengzhi also, inevitably, involve the images of animals in most of their works, for example, the Horned-Deer Mother in *The White Ship*, the horse in *Farewell, Gul’sary!*, the camel in *The Day Lasts More than a Hundred Years*, the snow leopard in *When the Mountains Fell Down*, the wolfs in *The Place of the Skull*, and the horses in *The Black Horse* and *The Golden Pasture*. The animals in their works are not seen as the appendants of human beings, rather, they either represent the characters alter egos, or the character’s ideal self, and also as Joseph. P. Mozur once said, they often serve as the “moral yardstick” by which the characters humanity is measured²¹³.

²¹³ Mozur, Joseph. *Parables from the Past*. Pittsburgh: University of Pittsburgh Press. 1995.- P.22-23.

Methods

The main methods for the study were selection and systematization of the material, analysis, synthesis, analogy, comparison, generalization, description, and the specific literary critical methods like the method of synchronous diachronic analysis, and the literary analytical methods like contextual approaches, archetypal criticism, psychoanalytic literary criticism and context-oriented approaches.

Results

By carefully studying the animal images in the novels of Chingiz Aytmatov and Zhang Chengzhi, the author found that the images of animals could function as the following role, i.e. the characters alter egos, characters' ideal self and moral yardstick.

Characters' Alter Egos

In the works of Chingiz Aytmatov, the image of animals often serve as the main character's alter ego, complementing the other side of their personality which is not been fully depicted by the author. In *The Day Lasts More than a Hundred Years*, the camel Karanar can be seen as the other side of the protagonist Yedigei. Normally, Karanar is a great camel who is strong, healthy, lively and loyal. When Yedigei was torn by his feeling toward another woman, Zariipa, Karanar was rebellious and grumpy. It is by no means an coincidence that Yedigei and Karanar were "rebellious" at the same time. By depicting the rebellious behaviors of the camel, the author is in fact allude to the inner world of Yedigei at that time.

In another novel of Chingiz Aytmatov, *When the Mountains Fell Down*, the snow leopard Jaa-Bars was lonely, isolated by his community and abandoned by his lover, while the protagonist, Samanchin shares the same fate. And the ending of the novel, in which the protagonist and the snow leopard died together, indicates in a most direct way that actually the human and the animal are one, this also shows the author's equal attitude towards man and animals.

Characters' Ideal Self

In Prairie Literature, the image of animals, especially the horses, could also represents the character's ideal self. Like Georgii Gachev once wrote: "It is the mediator between the natural world order and the artificial one, created by man. And since man is also a being of the middle kingdom, that is a creation of nature and 'art', there is nothing closer and more intimate to him than the horse."²¹⁴In two novels of Zhang Chengzhi, *The Golden Pasture* and *The Black Horse*, the author use large paragraphs to describe the motion, the expression and even the psychological activities of the horses in these two novels. By depicting *Odden Hulun*, a red champion horse, the author expresses his determination and resolution towards his ideals; and by describing the silver-white horse racing towards the horizon, the author shows his yearning for freedom. In these two novels, the horses are the author's ideal self, representing the innermost yearning and most fundamental characteristics of the protagonist and the author.

Moral Yardstick

The image of animals could also serve as an important moral yardstick. In *The White Ship*, the attitudes towards the deer reveals their different morality; in *Farewel, Gul'sary!*, the attitudes towards the horse could been seen as a key measurement of one's personality; in *The Place of the Skull*, by depicting two wolfs, Akbara and Tashchaynar, the author showed the innocence of the animals and the evilness of modern human beings by parallel plots with sharp contrasts.

²¹⁴ Georgii D. Gachev. "O natsional'nykh kartinakh mira," *Narody Afriki i Azii* 1 (1967): 85.

Discussion

The image of animals can be seen as an important feature of Prairie Literature. The authors often use animals as the characters alter egos, characters' ideal self and moral yardstick, which is also unique to Prairie Literature, which originated from a nomadic cultural background. The images of animals in the Prairie Literature reflects the attitudes towards animals and nature of the nomadic culture and break the “human-nature” duality, which could provide crucial philosophical insights into human-nature relationship for the world today.

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THE DIFFERENCES AND SIMILARITIES OF PROVERBS AND SAYINGS

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Abstract: Proverbs and sayings are two types of traditional expressions that have been used for centuries to convey wisdom, advice, and cultural norms. Both proverbs and sayings are typically short, easy-to-remember phrases that are used to make a point or to illustrate a truth. However, there are also some key differences between the two types of expressions. This study examined the differences and similarities between proverbs and sayings using a corpus of 100 proverbs and sayings. The study found that proverbs and sayings share a number of similarities. Both types of expressions are typically short, easy-to-remember phrases that are used to make a point or to illustrate a truth. Proverbs and sayings also often use figurative language, such as metaphors and similes.

Keywords: Proverbs, sayings, traditional expressions, wisdom, advice, cultural norms

Introduction

Mikhail Sholokhov, believe that none of the forms of linguistic creativity of the people with such force and so many not manifest his mind, so crystal is not reflected in its national history, social structure, everyday life, worldview, as in proverbs. The same idea is stressed by M. I. Dubrovin: "The wisdom and spirit of the people manifested in his sayings and proverbs, and knowledge of proverbs and sayings of a people contributes not only to a better knowledge of the language, but also a better understanding of the mindset and character of the people." The study found that there are some key differences between proverbs and sayings. Proverbs are typically more general and abstract than sayings. Proverbs also often express a moral or ethical principle. Sayings, on the other hand, are typically more specific and concrete than proverbs. Sayings also often express a practical or common-sense truth.

The differences and similarities between proverbs and sayings reflect the different purposes that these two types of expressions serve. Proverbs are used to express general truths and moral principles, while sayings are used to express specific and practical truths. Both types of expressions can be used to teach, advise, and entertain.

Proverbs are typically more general and abstract than sayings. Proverbs also often express a moral or ethical principle. For example, the proverb "A bird in the hand is worth two in the bush" teaches us that it is better to be content with what we have than to risk losing it all in pursuit of something better.

Sayings, on the other hand, are typically more specific and concrete than proverbs. Sayings also often express a practical or common-sense truth. For example, the saying "Don't put all your eggs in one basket" teaches us that it is unwise to put all of our resources in one place.

Despite their differences, proverbs and sayings also share a number of similarities. Both types of expressions are typically short, easy-to-remember phrases that are used to make a point

or to illustrate a truth. Proverbs and sayings also often use figurative language, such as metaphors and similes.

Methods

The proverbs and sayings were collected from a variety of sources, including dictionaries, books, and websites. The proverbs and sayings were then analyzed using a variety of linguistic and semantic techniques, and used descriptive method.

Results

However, the study also found that there are some key differences between proverbs and sayings. Proverbs are typically more general and abstract than sayings. Proverbs also often express a moral or ethical principle. Sayings, on the other hand, are typically more specific and concrete than proverbs. Sayings also often express a practical or common-sense truth.

Examples

Here are some examples of proverbs and sayings:

- **Proverbs:**
 - A bird in the hand is worth two in the bush.
 - A penny saved is a penny earned.
 - The early bird gets the worm.
- **Sayings:**
 - When you do things from your soul, you feel a river moving in you, a joy.
 - A divine dance appears in the soul and the body at the time of peace and union. Anyone can learn the dance, just listen to the music.” – Rumi
 - A little while alone in your room will prove more valuable than anything else that could ever be given you.” – Rumi

Conclusion

Proverbs and sayings are two types of traditional expressions that have been used for centuries to convey wisdom, advice, and cultural norms. Both proverbs and sayings are typically short, easy-to-remember phrases that are used to make a point or to illustrate a truth. However, there are also some key differences between the two types of expressions. Proverbs are typically more general and abstract than sayings, and proverbs often express a moral or ethical principle. Sayings, on the other hand, are typically more specific and concrete than proverbs, and sayings often express a practical or common-sense truth.

Proverbs and sayings are a valuable part of our cultural heritage. They provide us with insights into the wisdom and values of our ancestors.

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DISCOURS DES CONTES DE FEES VS MYTHOLOGIE: PROBLEMES DE GENESE ET DE DEVELOPPEMENT

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Introduction.

Le discours des contes de fées est historiquement associé à la mythologie, qui se manifeste dans sa sémantique et ses formes d'expression. Dans le cadre de cette étude, nous envisageons la question du rapport entre discours féerique et mythe, puisque le problème de la genèse et du développement des discours mythologiques et féeriques a été étudié par un grand nombre de linguistes, mais reste encore non résolu dans la science linguistique moderne.

Dans la monographie « Язык - Духовность - Культура » V.I. Thorik et N.Yu. Fanyan définit le cadre de l'étude du mythe dans la science moderne comme suit : « Le mythe a été étudié dans les domaines de l'histoire, de la religion, de l'anthropologie, de l'ethnologie, de l'ethnographie, de la folkloristique, des études culturelles, de la philologie et de la linguistique. De nombreuses recherches menées par d'éminents scientifiques lui ont été consacrées. La mythologie est un domaine dont l'objet se multiplie dans d'autres domaines des sciences humaines. Le mythe est un phénomène qui peut être un exemple de savoir disciplinaire general »²¹⁵.

En réfléchissant aux aspects généraux ou spécifiques de la relation entre discours des contes de fées et mythologie, il convient de noter que les deux genres, dans un certain sens, se sont inspirés de l'héritage du folklore en tant que genres qui reflètent artistiquement l'un ou l'autre aspect de la sagesse de la spiritualité populaire.

Il s'est avéré que les formes de conscience sociale évoluent également, à mesure que la société se développe et change.

Ses caractéristiques se reflètent dans les relations entre des genres épiques tels que le mythe, le récit, la narration, le conte de fées, l'anecdote et le folklore, qui s'efforcent constamment de nouveaux changements qualitatifs.

«L'épopée du folklore ouzbek reflète les relations patriarcales et humanitaires préservées entre les peuples nomades et semi-nomades, depuis diverses formes d'agriculture jusqu'à l'ancienne culture féodale-urbaine, formée au fil des millénaires »²¹⁶, sont également pertinentes pour les genres épiques, ainsi que pour l'épopée. Ainsi, la racine du lien structural-morphologique entre les genres du mythe et du conte de fées, basé sur des propriétés historiques et typiques, remonte à des temps très anciens. Une analyse d'exemples dans le poème aide à le prouver : le lien avec les noms de commandants tels qu'Alexandre le Grand et Amir Temur, qui sont inclus dans le cycle de contes sur des personnages historiques du folklore, l'intrigue des légendes, la rencontre

²¹⁵ Thorik V.I., Fanyan N.Yu. Язык - Духовность – Культура. -2007 : 154-155.

²¹⁶ Жирмунский В.М., Зарифов Х.Т. Узбекский народный героический эпос. ГИХЛ, М., 1947, стр. 59.

de motifs non seulement dans la version du genre des légendes, mais aussi dans la composition des contes populaires .

Par exemple, si l'on tient compte du fait que les mythes présentés par le folkloriste K. Imomov comme objet d'analyse dans le folklore d'Asie centrale ont différents modes de distribution, d'interprétation et de transformation²¹⁷, alors le plus important et le plus populaire d'entre eux est l'émergence de le genre des contes de fées. Par conséquent, les contes populaires tels que « Iskander le Cornu », « Iskanderbek avec Darius », « Lukmoni Hakim » et « Iskandar Zulqarnain » entrent dans cette catégorie.

Mythe dans le concept de Losev A.F. est une réalité corporelle créée, représentant la vie historique de la culture comme une dialectique de l'éternel et du temporaire, de l'infini et du fini, qui est inscrite dans la classification historique et la différenciation des mythes²¹⁸. Cette définition culturelle du mythe coïncide avec la « structure mythologique » proposée par Yu.M. Lotman²¹⁹.

Le mythe est un ensemble d'éléments inconsciemment poétiques, d'idées religieuses, ayant souvent des liens lointains avec des rituels, tandis qu'un conte de fées est un phénomène artistique. La distinction pratique entre mythe et conte de fées s'observe dans la culture archaïque, puisque les contes de fées « primitifs » eux-mêmes ne se sont pas encore complètement séparés des mythes auxquels remonte leur « genèse de genre »²²⁰. La question de cette distinction dans le cadre du folklore primitif a été envisagée par les chercheurs en mythologie amérindienne - F. Boas et S. Thompson, qui considèrent le mythe comme une sorte de conte de fées²²¹. D'autres chercheurs parlent de l'existence d'un terme spécial « conte mythologique », qui désigne « la communauté transitionnelle du conte de fées et du mythe »²²².

À partir du folklore primitif, un mélange de mythe et de conte de fées se produit. On le retrouve dans la tradition grecque antique, les chants scandinaves et les épopées russes, ce qui prouve l'existence d'une forme transitionnelle de conte de fées mythologique. Des idées assez complexes sur le cosmos, les relations sociales et claniques et les comportements sont généralement véhiculées par les mythes, tandis qu'un conte de fées est un relais de rituels et de coutumes. Leur différence repose donc sur l'opposition des connaissances sur l'espace (la nature) et la société (l'homme). La nature des contes de fées et des mythes a des limites claires, puisque nous considérons le deuxième terme comme un élément de la religion et de la culture du peuple, et le premier comme un élément de la culture sociolinguistique.

Traditionnellement, un conte de fées est un genre de créativité collective, impliquant « une orientation commune de l'activité spirituelle, une réflexion commune, une évaluation commune, etc. » Comme d'autres genres folkloriques, il reflète la perception populaire, et non individuelle, de certaines catégories morales, événements et phénomènes. Les événements du conte de fées sont perçus par les locuteurs natifs comme miraculeux, c'est-à-dire allant au-delà de l'ordinaire voire complètement impossible, contrairement au mythe, « dans la réalité des événements auxquels croit réellement le porteur de la conscience mythologique, percevant le mythe non pas comme une fiction, mais comme la forme la plus élevée de la réalité ».²²³

²¹⁷ Имомов К. Узбек халк прозаси. Фан. Т.,1981, стр. 65.

²¹⁸ Kovalenko. 2006: 16.

²¹⁹ Lotman Yu. M. 2002.

²²⁰ Gachev, 1998 : 17.

²²¹ Linguistique étrangère - I, 1999 ; Linguistique étrangère - II, 1999.

²²² Davletov, 1962 : 37.

²²³ Meng, 1989 : 51.

À la fin du XIXe et au début du XXe siècle, plusieurs autres théories sur la genèse des contes de fées et des mythes sont apparues, parmi lesquelles deux étaient les plus significatives pour la science linguistique de l'époque : la « théorie de l'emprunt » et la « théorie ethnographique ».

La « Théorie de l'emprunt » reposait en grande partie sur l'étude des modes de diffusion des anciens recueils de contes de fées indiens, en particulier du « Panchatantra » (III-IV siècles), parvenus au Moyen Âge à travers l'Asie occidentale jusqu'en Europe et en Russie.²²⁴ Les partisans les plus éminents de cette théorie étaient l'indologue allemand T. Benfey (1809-1881) en Occident et en Russie - A.N. Pypin (1833-1904) et V.F. Meunier (1848-1913). Le développement de la « théorie de l'emprunt » a été influencé par le fait que la plupart des intrigues des contes de fées indiens (selon les érudits indologues) ont été empruntées au folklore européen, tandis que l'Inde était considérée comme la « patrie des contes de fées ». À cet égard, la « théorie » proclamait l'emprunt comme la seule raison de la similitude des intrigues et des motifs dans les contes de fées des différents peuples du monde. Cependant, c'était unilatéral : les faits ont montré que des coïncidences et des similitudes sont observées dans les récits de peuples qui, selon toute vraisemblance, n'avaient aucun contact les uns avec les autres.

La « théorie de l'emprunt » a été réfutée au début du XXe siècle et a longtemps été considérée comme erronée, mais, à notre avis, ses principales dispositions sont tout à fait pertinentes dans l'approche moderne de l'étude des discours contes de fées et mythologiques. Bien que l'affirmation « L'Inde est le berceau des contes de fées » soit controversée, l'idée même d'emprunter une intrigue et sa transition d'un conte de fées à un autre semble tout à fait convaincante et pertinente. Il est logique de supposer que l'emprunt est l'un des éléments qui relie les contes de fées et les mythes.

Actuellement, la science a prouvé que l'ethnoculture a un impact énorme sur le folklore à travers sa fonction sociale. V.Ya. Propp a soutenu que l'origine du mythe est étroitement liée au « caractère de classe du peuple », mais cette affirmation est assez controversée, car le mythe représente les opinions religieuses et socioculturelles de l'ensemble du peuple, et non de classes individuelles. Une autre déclaration de V. Ya. est également controversée. Propp affirme que « un conte de fées et un mythe (en particulier les mythes des peuples pré-classés) peuvent parfois coïncider si complètement les uns avec les autres que dans l'ethnographie et la folkloristique, de tels mythes sont souvent appelés contes de fées »²²⁵. À notre avis, le mythe et le conte de fées sont des phénomènes sociolinguistiques différents qui, bien qu'ils présentent certains points communs formels en termes de genèse et de forme, diffèrent considérablement par le contenu et le développement des éléments structurels.

En linguistique moderne, le problème de l'origine des contes de fées et des mythes reste d'actualité. L'affirmation selon laquelle le mythe est un produit de la religion et qu'un conte de fées est une expression de l'identité d'un peuple et de sa culture est fondamentale dans la science linguistique moderne. Cette affirmation est contradictoire, car la plupart des mythes contiennent des informations sur les réalités culturelles du peuple et, dans les contes de fées, il existe une manifestation de caractéristiques mythologiques typiques (transformations dans la description de créatures anthropomorphes, etc.).

Les contes de fées et les mythes présentent de nombreuses caractéristiques similaires, qui se manifestent dans l'origine de ces types de discours, dans leur développement et leur évolution.

²²⁴ Contes des peuples du monde, 1987 : 10

²²⁵ Propp, 1976 : 55

Malgré le fait qu'il n'existe pas de réponse univoque aux questions liées à la genèse et au développement des mythes et des contes de fées dans la linguistique et le folklore modernes, il existe des théories qui tentent de répondre à ces questions.

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ФРАЗЕОСЕМАНТИЧЕСКАЯ ГРУППА СЛОВ ВЫРАЖАЮЩИЕ ПРАВСТВЕННЫЕ ОТНОШЕНИЯ В ТАДЖИКСКОМ И АНГЛИЙСКОМ ЯЗЫКАХ

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Аннотация: В статье рассматриваются вопросы лексической системы таджикского и английского языков, а именно фразеологии. Признание системной организации групп фразеологических единиц позволяет установить специфику группы фразеологических единиц со значением "характер человека", ее семантические и структурно-грамматические подтипы. Доказано, что анализируемые единицы образуют своеобразную микросистему, обладающую свойствами системного характера языка, включающую все типы отношений, присущих фразеологической системе исследуемых языков в целом. В данной статье анализируются фразеологические единицы с прилагательными, обозначающими характер человека, которые в сравниваемых языках делятся на 3 основные группы, которые представляют собой положительную оценку, отрицательную оценку и нейтральную оценку значения.

Ключевые слова: лексическая система языка, фразеология, фразеологическая единица, семантические группы фразеологических единиц, структурные подтипы фразеологических единиц, положительная оценка, отрицательная оценка, нейтральная оценка.

Annotation: The article deals with questions of the lexical system of Tajik and English languages, namely phraseology. Recognition of the systemic organization of groups of phraseological units makes it possible to establish the specificity of the group of phraseological units with the meaning "person's character", its semantic and structural-grammatical subtypes. It is proved that the analyzed units form a kind of microsystem, which has the properties of the systemic character of the language, including all types of relations inherent in the phraseological system of researched languages as a whole. In given article are analyzed phraseological units with adjectives denoting a person's character which are divided into 3 main groups in compared languages, which are a positive assessment, a negative assessment and a neutral assessment of the meaning.

Keywords: lexical system of language, phraseology, phraseological unit, semantic groups of phraseological units, structural subtypes of phraseological units, positive assessment, negative assessment, neutral assessment.

По мнению известного таджикского учёного Б. Камолитдинова "Изменения в составе, структуре и смысловых оттенках фразеологических вариантов имеют определенную грань. Для изменения структуры или состава фразеологических вариантов, прежде всего, необходимо знать богатство таджикского языка, тонкости значений слов и место их употребления" [1].

К примеру, на фоне фразеологических единиц "ба дили сӯхтаи касе намакоб задан" - усилить чьи-либо мучения и боль [1], "ба чарохати касе намак (намакоб) пошидан (рехтан)" - все больше причинять боль кому-либо, усилить ее, "ба дили касе сих

задан” - сказать неприятное кому-либо, сказать язвительные слова и обидеть кого-либо, возникли различные варианты и наблюдается смещение компонентов указанных ФЕ. К примеру, в первом компоненте первого словосочетания **дили сӯхта: дили афгор // дилу чигари захмин // захму чойи чон**. В другом примере писатель употребляет в речи персонажа ФЕ “**бо бинӣ осмонро харошидан**” в форме “**бо бинӣ заминро хат кашидан**” (согнуть, склонить голову), т.е. внес изменения в структуру фразеологизма **бинӣ боло кардан** в значении “**быть надменным, высокомерным**”: Ў шахси лофзан, ҳавобаланд, бо биниаш дар осмон хат мекашад - He's a boastful man, arrogant, scratching the sky with his nose - Хвастливый он человек, высокомерный, носом скребёт небо” [1].

Во все периоды люди чувствовали, чувствуют и будут испытывать те же чувства: радость, горе, любовь, грусть, так как они накопили богатейший эмоциональный опыт. В связи с этим, говорят психологи об универсальности эмоций и психологических состояний, перечень которых отражает человеческое понимание опыта психической деятельности человека. Тем не менее, язык не является зеркальным отражением мира, так как, мир нрав и настроений, набор языковых средств, их отображения, не могут быть одинаковыми. Прогресс, ориентирующий нравственные отношения может быть очень сложными. Таким образом, в разговоре мы часто используем то же слово для разных переживаний, так как их истинная природа становится ясно только из контекста. В то же время, те же состояние может быть показано разными словами.

Фразеологические единицы, относящиеся к предоставленной тематической группе, и обладающие в особенности своих элементов прилагательные, составляют довольно бесчисленное количество, часто общие и типичные для изучаемых языков серию фразеологизмов и различаются цивилизованной системой значений, маневров и средств выражения. Фразеологизмы были рассмотрены в соответствии с оценочным элементом фразеологического значения. Мы полагаем, что оценочный элемент, т. е. одобрительные и неодобрительные оценки, охватывающейся в значении фразеологических единиц, являются, коннотативным, т.е. имеющими сопутствующее значение. Субъективно-оценочный компонент фразеологического значения может быть разъяснен дифференцированной реакцией людей на положительные и отрицательные явления и является интегральным в семантической структуре фразеологических единиц.

Отличаются положительный, отрицательный и нейтральный элементы фразеологического значения, которые сформированы на осуждение, одобрение или отсутствие ярко сформулированного отношения как констатация социально поставленной оценки любого явления. Следовательно, фразеологические единицы с прилагательными, означающие характер человека, были разделены на 3 основные группы фразеологических единиц в сравниваемых языках, которыми являются положительная оценка, отрицательная оценка и нейтральная оценка значения. Количественное деление фразеологических единиц, раскрытых групп свидетельствует о наличии общей закономерности, родственность между фразеологическими микросистемами фразеологических единиц, формулирующих характер человека в таджикском и английском языках. В статье изучаются вопросы лексической системы таджикского и английского языков, а именно фразеологии. Признание системной организации групп фразеологических единиц позволило установить специфику группы фразеологических единиц со значением «нравственности человека», ее семантических и структурно-грамматических подтипов. Подобный подход к исследованию позволяет предложить гипотезу о том, что фразеологические единицы со значением «нравственности

человека» представляют собой некую микросистему, которой свойственны все характеристики системности языка. Описание данной фразеосемантической группы вносит определенный вклад в изучение системы таджикской и английской фразеологии в целом.

Объектом анализа данной статьи являются таджикские и английские фразеологические единицы со значением «нравственности человека», предметом - описание структурно-семантических групп и подтипов подобных единиц. Материалом исследования послужили фразеологические единицы английского языка со значением «нравственность человека», зафиксированные в словаре П. П. Литвинова «3500 английских фразеологизмов и устойчивых словосочетаний» [4]. Фразеологические единицы, семантика которых раскрывает нравственные качества человека, представляют довольно большую, часто употребительную и типичную для исследуемых языков серию фразеологизмов и отличаются развитой системой значений, образов и средств выражения. Разнообразные лексические компоненты подобных единиц наделяются мотивированными и немотивированными свойствами, основываясь на видении человеком мира и его роли в нем. Необходимо отметить, что исследование фразеологических единиц дает возможность изучения своеобразия менталитета, характера, культуры и поведения человека.

Добавляя высказываниям М. Л. Ковшовой, можно сказать, что фразеологическая единица представляет собой особый знак, семантика которого «пронизана» культурной семантикой [2]. Культурная специфика анализируемых фразеологических единиц проявляется в различных аспектах человеческой деятельности, свойств характера, положительных или отрицательных личностных качествах людей. Источниками национально-специфических особенностей фразеологизмов, обозначающих характер, могут служить особенности жизненного уклада, характер трудовой деятельности, система ценностей такие как семья, религия, школа и исторические условия формирования языка определённого этноса и другие факторы [2].

Необходимо отметить, что доминирование фразеологических единств, основными особенностями которых являются идиоматичность, наличие целостного образно-переносного значения, обусловлено наличием в их семантике оценочного компонента.

Как было упомянуто выше, фразеологические единицы с прилагательными, означающие характер человека, были разделены на 3 основные группы фразеологических единиц в сравниваемых языках, которыми являются положительная оценка, отрицательная оценка и нейтральная оценка значения.

Фразеологические единицы первой группы разнообразны по семантике и составляют 49% от общего числа проанализированных единиц:

1. «Назарбаландӣ, худписандӣ, такаббур»: a stuffed shirt (одами худписанд, ҳавобаланд, назарбаланд, ботакаббур, спесивый, чопорный, самодовольный человек); act high and mighty (худписандона ва ҳавобаландона амал намудан, вести себя высокомерно и властно); a smart aleck (ҳамадон, одами худписанд, всезнайка, человек с высоким самомнением); an upstart (маҳмадоно, пешхез, выскочка); high-handed (мағрур, мутакаббир, заносчивый, надменный).

2. «Хасисӣ, бахилӣ»: a closed-fisted man (хасис, бахил, скупец); a skin flint (хасис, бахил, сахт, зихна, мумсик, скупердяй, скряга, жадина, жмот); nickel nurser (мумсик, хасис, скряга).

3. «Бераҳмӣ, сангдилӣ, золимӣ, бепарвой, дилсардӣ»: a cold fish (дилхунук, одами бепарво, дилсард, холодный, бесчувственный человек); a shard as nails (дилсард, дилхунук,

бераҳм, бесчувственный); to contemplate one's navel (танҳо худро фикр кардан, танҳо манфиати худро чустан, думать только о себе).

4. «Худдорӣ накардан, бадчаҳлӣ, тудмизочӣ»: a short-tempered (бадчаҳл, очень вспыльчивый); to lose one's cool (худро идора карда натавонистан, тудмизочӣ, бадқаҳрӣ кардан, терять хладнокровие, выйти из себя).

5. «Номардӣ, лаинӣ»: a tough cookie (одами дағал, авбош, грубый тип, хулиган); crooked as a dog's hind leg (бадахлоқ, риёкор, мунофик, лживый).

6. «Тарсой, тарсончакӣ, буздилӣ»: a man/woman of straw (одами тарсончак, буздил, шахси сояи тунук дошта, трусливая, слабая личность); feet of clay (сояи тунук дошта, слабый); to have a yellow streak (дилу гурдаи бутун надоштан, трусливый).

7. «Фиребгарӣ, хилагарӣ»: as clever/cunning as a fox (мисли рӯбох, хилагар, хитрый как лиса); as slippery as an eel (шахси духӯра, скользкий, как угорь, скользкий тип).

Ко второй группе относятся фразеологические единицы с положительным субъективно-оценочным компонентом фразеологического значения (30%), т.е. фразеологизмы со значением, вызывающим одобрение как констатацию социально устоявшейся оценки определенных черт характера человека:

1. «Олиҳимматӣ, чавонмардӣ, некӣ, самимӣ, меҳрубонӣ»: a straight arrow (одами рост, ростқавл, поквичдон, честный, порядочный человек); good as gold (самимӣ, ҳақиқӣ, рост, искрениый, настоящий); good natured (софдил, ҳалим, добродушный); a heart of gold (некдил, золотое сердце).

2. «Бочуръатӣ, боътимодӣ»: a man of action (марди боътимод, муътамад, человек действия); as though as nails (марди бутун, устувор, боътимод, быть стойким); hard nut to crack (одами устувор, муътамад, крепкий орешек); a live wire (зинда, зиндадил, фаъл, боғайрат, живой, активный человек).

3. «Таҳаммулӣ, тамкинӣ, оромӣ»: cool as a cucumber (ором, ботаҳаммул, спокойный).

4. «Далерӣ, часурӣ, нотарсӣ, мардонагӣ»: a man/woman of spirit (одами нотарс, далер, часур, мужественный храбрый человек); not a coward (нотарс, далер, мард, не робкого десятка).

5. «Ростқавлӣ, бошарафӣ, бовичдонӣ»: a man of his word (одами ростқавл, мард, человек слова); to be above board (ростқавл, ростгӯй будан, быть честным, законным); a straight narrow (одами ростгӯй, рост, бовичдон, честный человек, порядочный).

Третья группа фразеологических единиц нейтральной оценки характера человека и его нравственных качеств (22%) - фразеологизмы, в значении которых отсутствует ярко выраженное одобрение или осуждение, но присутствуют как положительные, так и отрицательные характеристики человека: a person of few words (одами камгап, немногословный человек) и другие.

При исследовании фразеологических единиц можно выделить две группы единиц, один из компонентов которых обозначает либо часть тела человека, либо название животного. В подгруппе фразеологических единиц с компонентом, обозначающим часть тела человека, наиболее частотными являются слова "head", "heart", "eye", "chin". Названий частей тела в переносном значении часто используются для оказания воздействия на адресата:

Head (сар, голова) где мозг человека контролирует рассудок и мышление. В связи с этим вытекает основное коннотативное значение лексемы, оно обозначает

рассудительность и ум или их отсутствие: a deadhead (мичинг, дилбазан, зануда); bigheaded (хавобаланд, мағрурзаносчивый), headless (бесар, саргумкарда, потерявший голову);

Heart (дил, калб, сердце) ассоциирует чувства, настроения, эмоции. Фразеологизмы с данным компонентом обычно выражают искренность, боль, удачу, переживания и часто говорит о положительных качествах человека: a heart of gold (некдил, мехрубонкалб, золотое сердце); to have one's heart in the right place (одами хуб, ботамкин, мехрубон, быть добрым, отзывчивым человеком), open hearted (дилкушод, шахси дили кушод дошта, человек с открытой душой, сердцем), open minded акидаи васеъ, фарох доштан, иметь широкий взгляд)

Eyes (глаза) означают восприятие действительности: an eagle eye (уқобчашм, орлиный глаз); to have an eye for smth. (бохабар будан, донистан, маълумотдор будан, понимать толк, быть знатоком), evil eye (чашми бад, дурной глаз).

При анализе группы фразеологических единиц с компонентом, обозначающим животное, было установлено, что в данном материале нет фразеологических единиц с повторяющимся компонентом-зоонимом. По нашему мнению, это обусловлено тем, что количество лексем, обозначающих животных, с которыми связано множество представлений о чертах человеческого характера, превышает количество лексем, обозначающих части тела человека.

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TIL VA TAFAKKUR

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Annotation: In this article, the relationship between language and culture, language and thought the linguistic and cultural significance of the language is discussed.

Keywords: Language and culture, language and thinking, linguocultural units, W. Humboldt.

Аннотация: В данной статье рассматривается взаимосвязь языка и культуры, языка и мышления. обсуждается лингвокультурное значение языка.

Ключевые слова: Язык и культура, язык и мышление, лингвокультурные единицы, В. Гумбольдт.

Annotatsiya: Ushbu maqolada til va madaniyat, til va tafakkur munosabati tilning lingvokulturologik ahamiyati haqida so'z yuritiladi

Kalit so'zlar:Til va madaniyat, til va tafakkur,lingvomadaniy birliklar, V.Gumboldt fikrlari

Kirish

Dunyodagi barcha tillar ma'lum bir taraqqiyot bosqichlarini bosib o'tadi. Uning rivojlanishi jamiyat bilan, tafakkur va madaniyat bilan chambarchas bog'liq. Insonning tafakkuri,dunyoqarashi, madaniyati uning tili orqali namoyon b o'ladi. Til va tafakkur, til va madaniyat munosabatlari haqida gap ketganda antropologik tilshunoslik va lingvokulturologiyaga e'tibor qaratish o'rinli bo'ladi. XIX asrning birinchi yarmida V.Gumboldt tomonidan zamonaviy antropologik tilshunoslikka asos solindi. U bir necha bor, til - bu shunday organki, inson yordamida o'z fikrini ifodalaydi deb ta'kidlagan. Bundan tashqari, nemis olimi ko'p marta til millat ruhini ifodalaydi va shakllantiradi, olam haqidagi milliy tasavvurni ko'rsatadi hamda turli tillarning mavjudligi, turli xalqlarda tafakkur obrazining xilma-xilligi asosida bo'lishini aytadi. V.Gumboldt tillarni qiyoslashga alohida e'tibor qaratishga chaqiradi, zero uning fikricha, "ularning farqi - bu nafaqat tovush va belgilarda, balki dunyoqarashda hamdir .

Til, jamiyat va madaniyat shunday uyg'uniki, ularning taraqqiyoti bir-birisiz rivojlanmaydi. Til, madaniyat va jamiyatning o'zaro aloqasi tadqiqoti "til va tafakkur", "til va insonning ma'naviy faoliyati", "til va inson xulqi", til va jamiyat", "til va inson" kabi katta muammolar doirasida olib boriladi. Bu muammolarning har tomonlama o'rganilishi, til va madaniyatning o'zaro aloqasi jabhasini ajratish muhimligiga olib kelishi tabiiy, va shu asosda, ko'plab gnoseologik, psixologik, etnik va ijtimoiy hodisalarning til aspekti orqali erishiladigan, lingvognoseologiya, psixolingvistika, etnolingvistika va sosiolingvistikada birlashmagan holda mavjud bir qator muammolarni o'rganish mumkin bo'lgan lingvokulturologiya yo'nalishini paydo qiladi. Til va madaniyatning o'zaro munosabati spesifik muammolarining lingvokulturologiya tomonidan yechilishi ikki yo'nalishda amalga oshishi mumkin.

Til ijtimoiy hodisa bo'lib, muayyan bir xalqning ruhiyati va tafakkur tarziga muvofiq tarzda yashaydi. Insonlarga xos ijtimoiy yoki individual ruhiyat va tafakkur til orqali namoyon bo'ladi. Insonlarning psixikasi ota-bobolaridan qolgan ruhiyat olamiga monand bo'ladi. Aytaylik, olmaning urug'ida olma daraxtining ruhi bor. Shu bois undan o'rik unmaydi. Yer bag'rida suv vositasida jonlantirilgan oq olmaning urug'idan oq olma unib chiqadi. Qizil olma emas. Shu bois insonlarning psixikasi ota-bobolarining ruhiyatiga mos-muvofiq bo'lib, shunga ko'ra ijtimoiy guruhlar paydo bo'ladi. Bir ijtimoiy guruhning ruhiyat olami, uning umumiy qiyofasini, streotipini ko'rsatib turadi. Ijtimoiy va individual ruhiyat muayyan xususiyatlarga ko'ra farqlanadi. Insonlar ruhiyatida hosil bo'ladigan chatishish ijtimoiy ruhiyatning parchalanishi va o'zgacha bir ruhiyat olamining paydo bo'lishiga sabab bo'ladi. Aytaylik, mevalarni payvandlashdan ularning o'zgacha bir turlari paydo bo'lganidek. Inson psixikasining bir-biriga payvandlanishi asosan til vositasida amalga oshadi, chunki tilda inson ruhiyati va tafakkur tarzi yashaydi. Aytaylik, ikki tilda o'zbek va rus tilida tafakkur yurituvchi shaxslarning psixikasida ikki millat ruhiyatiga xos belgilar yashaydi. Inson ruhiyatidagi o'zgarishlarga til va tafakkur faoliyati sabab bo'ladi. Chunki tilda shu til egalarining ruhiyati, tafakkur tarzi yashaydi. Shu bois til, ruhiyat, tafakkur ijtimoiy mohiyat kasb etadi. Turli millat, elat, xalqlar bir-birining tilini o'rganishi asosida tafakkuri, ruhiyatida aralashuv, qorishish jarayonlari sodir bo'ladi. Inson psixikasi (ruhi) tafakkur bilan hamohang tarzda faoliyatda bo'ladi.

Olamni idrok etishda inson dastlab sezgilarga tayansa, keyinchalik tushunchalarning so'zga qoliplanishi asosida hosil bo'lgan til birliklariga tayanadi va ular vositasida fikr yuritadi. Ma'lumki, inson tafakkuridagi o'zgarishlar ruhiyatga o'z ta'sirini ko'rsatadi. Ruhiyatdagi o'zgarishlar tafakkurda o'z aksini topadi. Inson tafakkuri fahmlash, idrok etish, bilish asosida shakllanadi. Tafakkur qilish bilimlarni qiyoslash, zidlash, analiz, sintez qilishdir. Ular asosida hosil bo'lgan xulosalar aql mahsulidir. Ong esa uning mohiyatini anglash asosida shakllanadi. Idrok etish, tushunish, fahmlashning asosiy vositasi ko'z va quloq bo'lsa, anglash vositasi yurak. Insonlar atrofda voqelikni kuzatar ekan, ular xususida fikr yuritadilar. Aytaylik, chumolining tinim bilmay harakatda bo'lishi, tulkinning ayyorona qiliqlari va hakazolarni kuzatish asnosida har bir odam bulardan o'ziga xos tarzda saboq oladi. Kuzatishlar asosida hosil bo'lgan munosabatlar muayyan bilimlarga tayanadi. Bu bilimlar insonlarning muayyan ijtimoiy guruhga mansubligi va shu ijtimoiy guruhga xos bo'lgan milliy-madaniy qarashlari, tafakkur tarzi, tasavvur olami asosida shakllangan bo'ladi. Ularni tilda ifodalash ehtiyoji bilan turli xalqlarning milliy tafakkur tarzini namoyon qiluvchi til birliklari shakllanadi.

Xulosa qilib aytganda, til tafakkur, jamiyat va madaniyat bilan uzviy bog'liq. Har bir jamiyatning, uning har bir a'zosi tafakkuri va madaniyati tilda namoyon bo'ladi. Vaholanki har bir jamiyatning tilida uning mentaliteti aks etadi. Tilni lingvokulturologik tadqiq etishda etnolingvistika, etnopsixolingvistika, kognitiv tilshunoslik, lingvomamlakatshunoslik, lingvokonseptshunoslik, lingvopersonologiya kabi fanlarning ahamiyati beqiyosdir. Til sohibining etnik, psixologik va madaniy xususiyatlarini, uning ijtimoiy va kasbiy statuslari til taraqqiyotida katta o'rin tutadi.

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SPELLING RULES FOUND IN THE COMPOSITION OF ADVERTISING TEXTS

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In our modern life, the demand and supply of advertising is increasing day by day. It is becoming a crucial part of the century in order to increase sales with relevant ideas about the product. It follows that advertising has a significant impact on society. In our social life, it can also show the level of literacy of the nation. It plays an important role not only in marketing and economy, but also in political, spiritual, educational and mainly linguistic spheres. The word “advertising” appeared in different periods and under the influence of different external factors. The word advertising is defined in the explanatory dictionary of the Uzbek language as follows: it is derived from the words “reclamare” (from Latin) and “reclamer” (from French), the root of this word is “announcement” means “to do” or “to report”²²⁶ Advertising is central to the creation and maintenance of the wider meaning²²⁷.

Advertising texts are characterized by the following features:

"Customer attraction" - Advertising texts are aimed at attracting potential customers to sell their products or services.

"Short and to the point"- They are used to deliver a short, simple and direct message.

"Customer Action" - Advertising texts are set with animations and information to teach, inspire, or take other actions.

"Customer Orientation" - Advertising texts aim to direct the customer in a certain direction to educate, generate interest or action.

"Branding" - They are used to introduce the brand of a company or product and seek to show the unique characteristics of the brand.

"Foreign words" - If the event or product features are global, advertising texts are created in many languages and distributed in foreign languages.

Advertising texts are used in conjunction with other advertising methods and are rapidly evolving to make themselves successful. These texts are created by working organizations active in the field of advertising, agencies or individuals with advertising experience. Advertisements are mainly intended to be given orally, but now they are given in written form. However, there are many spelling mistakes in the texts. Although advertising texts are aimed at attracting customers to sell their products or services, spelling mistakes in their composition may be necessary to change. These mistakes make the advertising texts not make a good impression on the user and can affect the reputation of the company or brand. Historical examples may include:

Coca-Cola (1929): - The Coca-Cola Company changed the term «Pause and refresh yourself” to “The pause that refreshes” in 1929. This change was intended to increase the impact of word-of-mouth advertising.²²⁸

KFC (2006): -In 2006, KFC changed its slogan "finger-lickin' good" to "So good".²²⁹

These examples show historical changes in the structure of advertising texts.

²²⁶ A. Madvaliev. O'zbek tili izohli lug'ati. Toshkent: O'zbekiston, 2011. 374

²²⁷ Ch. Hackley. Advertising and promotion, London: Sage Publications, 2005. 10

²²⁸ <https://www.bufordcoc.com/the-pause-that-refreshes/>

²²⁹ <https://www.creativereview.co.uk/its-finger-lickin-good-slogan-kfc/>

The purpose of the offer in the advertising text is to influence the consumer's feelings and through them the will and consciousness of the individual. "Buyer's Market" convinces potential customers to buy their products. The production is based on the information obtained as a result of studying the requirements of different segments of the market - individual groups of the population, enterprises, organizations and other consumers to whom the newly created products are directed²³⁰. Advertising is a special type of activity that occupies a special place in the history of mankind. Its nature cannot be clearly defined. It is the provision of a specific product, person, idea or service to consumers by the applicant (producer or service provider), their convenience and it is to inform, recommend, demonstrate about the advantages directly or indirectly for profit (income). Society is a complex structure that plays an important role in the spiritual development of a person. All the characteristics and feelings of a person that come to reality are formed in the subconscious layer

As society continues to evolve, everyone strives for innovation. They become fan of another culture by striving for unfamiliar, interesting and unusual behavior. All the foreign elements of a different culture that have entered the society are called "mass culture". Spelling rules used in the composition of texts in lexicology

There are several expressive tools that can be used to be successful in creating advertising copy. These tools are essential tools that can help you achieve better results, giving you additional options and similar style, tone, and features that can help you create text. These are:

1. Grammar and spelling tools
2. Choice of Style and Words
3. Design and Image Tools:
4. Customer-Directed Advertising Texts:

When these tools are used together, the advertising copy will be in high quality, practical and relevant. It is important to choose the right tools so that each tool has its intended purpose and capabilities.

Here are a few expressive grammar and spelling tools: Grammar can help you spot mistakes, check word combinations, and help with style and word choice. It works in your browser or on MS Word, Google Docs, Outlook, and other platforms. When creating texts, it was required to analyze the spelling rules. Accordingly, the spelling rules can include: spelling of letters, spelling of vowels, consonant spelling, additions, writing with a dash, capital letter spelling, the rule of copying.

It is clear that such spelling and grammatical errors lead to lexical misunderstandings if they do not change the content of the advertising text. There are also several expressive tools that are widely used in creating advertising text to attract attention and convince the audience:

1. Alliteration: repetition of initial consonant sounds in words or phrases, such as "Clear and clean" or "Big, thick and beautiful."
2. Rhyme: the repetition of similar sounds at the end of words, which makes the text memorable and catchy. For example, "Get a little fit".
3. Metaphor: Using figurative language to make a comparison between two unrelated things, often to evoke an emotion or create a visual image. For example, "Unlock Your Potential" or "Reach for the Stars."

²³⁰ Ph. Kotler. Marketing essentials. N.J: Prentice-Hall, 1984. 8

4. Hyperbole: Exaggerating certain aspects or features of a product or service to emphasize its benefits. For example, "The best pizza in the universe" or "The fastest internet speed you've ever seen".

5. Taglines and Slogans: Short and catchy phrases that capture the essence of a brand or product. They often seek to create a strong brand identity and make a lasting impression. For example, "Think Different" (Apple) or "Just Do It" (Nike).

6. Emotional appeal: using language that evokes emotions and connects with the audience on a personal level. This includes storytelling, empathy, or addressing specific needs and wants. Creating a content marketing strategy that taps into human emotions is a really good idea. For example, "Perfect is not pretty" (Gillette).²³¹

These expressive tools help advertisers create compelling and persuasive text that stands out and resonates with their target audience. Remember, the goal is to attract attention, generate interest, and ultimately persuade consumers to take action. Regardless of the forms of advertising, language is the main carrier of the message. Advertising language is different from general language, so it has an immediate effect and has the ability to quickly convince. In this article mentioned some important tips of spelling rules found in the composition of advertising texts. Additionally, it may become a research work by classifying and analyzing of spelling rules in comparing with two or more languages. It can be understood that, the advertising text is not only the way of selling but also, making people more creative, educating them about the spelling rules which people usually do not pay attention, teaching the nation about the forgotten traditions and new customs of new cultures.

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PSYCHOLINGUISTIC ANALYSIS OF ADVERTISEMENTS IN ENGLISH MASS MEDIA

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Abstract: Advertising in English mass media leverages the power of language to influence consumer behavior and product perception. This study explores the interplay between psychology and linguistics in advertisements, employing a psycholinguistic approach. We analyze the language used in advertisements, focusing on vocabulary choices, syntactic structures, and discourse features to uncover the underlying psychological mechanisms that shape consumer responses.

Keywords: Psycholinguistics, Advertising, Mass Media, English Language, Language Processing, Consumer Behavior

Introduction

Language plays a crucial role in shaping human thought and behavior. Advertisements, a pervasive feature of English mass media, utilize language strategically to influence consumer decisions. This study delves into the realm of psycholinguistics to analyze how advertisements employ language to achieve their persuasive goals.

Psycholinguistics bridges the gap between psychology and linguistics, exploring the cognitive processes behind language use. We analyze advertisements through this lens, examining how they manipulate language to target specific psychological mechanisms in consumers.

This study adopts a qualitative approach. We will collect a representative sample of advertisements from various English mass media outlets (television, print, online) targeting diverse products and demographics. The advertisements will be analyzed based on the following aspects:

Lexical Choice: Examining the vocabulary used in advertisements, including the use of emotional keywords, metaphors, and sensory language.

Emotional keywords can be either positive or negative. Positive ones can be such as *Happiness, Love, Success, Freedom, Security, Confidence* (These words evoke positive emotions and link the product to a desirable outcome), while negative ones are *Fear, Loneliness, Failure, Boredom, Insecurity* (These words create a sense of dissatisfaction that the product can solve)

When it comes to metaphors, these figures of speech create comparisons that go beyond the literal meaning. For example, a *car* is usually defined as a "*freedom machine*" (This metaphor connects the car to the feeling of liberation and independence) and *coffee* is a "*wake-up call*" (This metaphor uses coffee as a stand-in for the energizing effect).

Advertisers leverage words that appeal to the five senses (sight, smell, taste, touch, sound) to create a more vivid and immersive experience for the consumer. Imagine the feeling of "crystal-clear picture quality" or the "aroma of freshly baked bread" – these descriptions make the product seem more appealing.

Syntactic Structures: Investigating the sentence structures employed, such as the use of imperatives, rhetorical questions, and parallelism, to influence processing speed and memorability.

Here are some examples:

"Drink this refreshing beverage!" (Direct commands grab attention and encourage immediate action)

"Don't miss out on this limited-time offer!" (Creates a sense of urgency and scarcity)

"Are you tired of feeling sluggish?" (Prompts self-reflection and positions the product as a solution)

"Can you imagine a world without...?" (Sparks curiosity and highlights the product's potential benefit)

"Stronger, faster, longer-lasting." (Repetitive structure creates rhythm and emphasizes key product features)

"Clean, cook, create." (Parallel verbs showcase the product's versatility)

Advertisers strategically craft sentence structures to influence how consumers receive their message. They also use short, easy-to-understand sentences for slogans and taglines, exclamation points to create excitement and urgency, and active voice for dynamism and immediacy. This manipulation influences how quickly consumers grasp and remember the message.

Discourse Features: Analyzing the overall discourse strategies of the advertisements, including framing techniques, social proof, and storytelling to shape consumer attitudes and brand image.

- *Framing Techniques:* Presenting information in a specific light to influence perception. Examples include problem-solution ("This solves your problem!"), benefit-driven ("Get amazing results!"), and scarcity/urgency ("Limited time offer!").
- *Social Proof:* Leveraging the power of social influence to build trust. This includes testimonials ("They love it!"), celebrity endorsements ("My favorite!"), and statistics ("Number one choice!").
- *Storytelling:* Engaging consumers through narratives. Emotional narratives connect on an emotional level, humor makes ads memorable, and the hero's journey positions the consumer as the protagonist benefiting from the product.

By utilizing these discourse features, advertisers craft persuasive messages that not only inform consumers about a product but also shape their perception of its value and its impact on their lives. This combination of strategy aims to create a lasting impression and ultimately influence purchasing decisions.

Advertisements will be grouped by product type and target audience. Researchers will then analyze each category based on the discussed linguistic (vocabulary, sentence structure) and psychological (emotions, persuasion) aspects. This analysis aims to identify recurring patterns and trends to understand the underlying principles advertisers use to influence consumers through language.

The study seeks to reveal how language in advertising evokes emotions and shapes consumer behavior. It will also explore the effectiveness of different sentence structures in conveying persuasive messages and the role of broader communication strategies (framing, storytelling) in shaping brand image and how consumers perceive the advertised product.

By uncovering the psycholinguistic mechanisms behind advertising language, this study contributes to a deeper understanding of consumer decision-making processes. The findings can benefit marketing professionals in crafting more effective advertising campaigns. Additionally,

the research can empower consumers to become more aware of the persuasive techniques employed in advertising.

This study focuses on advertisements in English mass media. Cultural variations in advertising strategies and language use may require further research.

Conclusion

Advertisements wield language as a powerful tool to influence consumer psychology. This psycholinguistic analysis sheds light on the intricate relationship between language and persuasion in the realm of advertising. By understanding these mechanisms, we can gain valuable insights into consumer behavior and the ever-evolving landscape of marketing communication.

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EXPLORING MODERN INNOVATIVE METHODS AND TECHNOLOGIES IN TRANSLATION

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Abstract: Over time, translation has evolved alongside technological advancements, transitioning from manual techniques to the integration of sophisticated tools and software. This exploration examines the impact, challenges, and potential of modern innovative methods and technologies in translation. By delving into machine translation, computer-assisted translation (CAT) tools, neural networks, and crowdsourcing, it elucidates how these developments are reshaping the translation landscape and fostering cross-cultural communication.

Keywords: method, translation, innovation, machine translation, artificial intelligence.

Introduction: Translation plays a vital role in overcoming linguistic barriers, particularly in our globally connected world. As globalization and digitalization continue to rise, there is a growing demand for high-quality translations. In response, translation professionals are harnessing modern innovative methods and technologies to improve efficiency, accuracy, and productivity. This article navigates through the complexities of contemporary translation practices, highlighting the transformative influence of technology in this domain.

Machine Translation: Machine Translation (MT) has evolved significantly, especially with the introduction of neural machine translation (NMT). NMT, powered by deep learning algorithms, has enhanced translation quality by capturing intricate linguistic patterns and context. From widely-used platforms like Google Translate to specialized enterprise solutions, NMT has become indispensable. However, challenges persist, such as accurately handling nuances, idiomatic expressions, and cultural nuances, necessitating human intervention for nuanced translations.

Computer-Assisted Translation (CAT) Tools: CAT tools have revolutionized translation processes by augmenting human capabilities with advanced features. Tools like SDL Trados, memoQ, and across empower translators with functionalities such as terminology management, translation memory, and quality assurance checks. By automating repetitive tasks and streamlining workflows, CAT tools boost productivity and consistency while preserving the human element in translation. Additionally, cloud-based solutions facilitate collaboration among translators worldwide, enhancing efficiency and scalability.

Neural Networks and Artificial Intelligence: The emergence of neural networks and artificial intelligence has ushered in a new era of translation technologies, surpassing the limitations of rule-based approaches. Neural network architectures, such as Transformer models, excel in natural language processing tasks, including translation. By learning from extensive datasets, these models achieve unprecedented fluency and coherence in translations. However, concerns regarding the opacity and ethical implications of AI algorithms underscore the need for transparent frameworks and oversight mechanisms.

Crowdsourcing and Collaborative Translation: Crowdsourcing platforms like Transifex, Crowdin, and Amara democratize translation by leveraging the collective intelligence of online communities. Through collaborative translation, individuals from diverse linguistic backgrounds contribute to translating content across various domains. While crowdsourcing accelerates translation turnaround times and reduces costs, ensuring quality control, consistency, and confidentiality poses challenges. Effective moderation mechanisms and incentivization strategies are essential for maintaining translation integrity and linguistic standards in crowdsourced projects.

Challenges and Future Directions: Despite advancements, several challenges persist in automated translation systems, including cultural nuances, linguistic ambiguities, and domain-specific terminologies. Additionally, the ethical implications of AI, such as privacy concerns and biases, require careful consideration and regulatory frameworks. Looking ahead, the convergence of machine learning, natural language processing, and human expertise holds promise for the future of translation. Hybrid approaches that integrate human judgment with AI capabilities are poised to redefine translation standards, facilitating cross-cultural understanding and collaboration on a global scale.

Conclusion: Technological innovations are reshaping the translation landscape, offering unprecedented opportunities for efficiency and scalability. However, they also underscore the enduring importance of human expertise in navigating language and culture nuances. As we move forward, striking a balance between automation and human judgment is crucial to ensure that translation remains a cornerstone of cross-cultural exchange and understanding in our interconnected world.

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ИНТЕРАКТИВНЫЕ МЕТОДЫ ОБУЧЕНИЯ РУССКОМУ ЯЗЫКУ СТУДЕНТОВ ИНСТИТУТА СОРБОННА-КАЗАХСТАН

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Annotation: The article is devoted to interactive methods of teaching Russian language to students of the Sorbonne-Kazakhstan Institute at the Kazakh National Pedagogical University named after Abay. Interactive learning methods allow to intensify the process of understanding, learning, creative application of knowledge in the solution of practical tasks.

Keywords: communicative method, active method, interactive method, case-method, quiz.

Аннотация: Статья посвящена интерактивным методам обучения русскому языку студентов Института Сорбонна-Казахстан при Казахском Национальном Педагогическом Университете имени Абая. Интерактивные методы обучения позволяют интенсифицировать процесс понимания, усвоения, творческого применения знаний при решениях практических задач.

Ключевые слова: коммуникативный метод, активный метод, интерактивный метод, кейс-метод, викторина.

Современный рынок труда нуждается в специалистах высокого уровня с развитыми профессиональными компетенциями, а также определяет необходимость качественных изменений в организации образовательного процесса казахстанских вузов.

Для всех преподавателей вузов очень важно вызвать интерес к своему предмету, поддержать мотивацию у студентов, сделать занятия интересными, познавательными и эффективными. Всем известно, что существует множество различных педагогических методов для решения данного вопроса. В нашей научной статье мы рассмотрим один из таких методов – интерактивное обучение.

В современной методике преподавания русского языка как иностранного (РКИ) или русский язык для национальной (казахской) аудитории наиболее оптимальный метод обучения иностранным студентам является коммуникативный.

Сущность коммуникативного метода заключается в том, что обучение языку представляет собой модель естественного процесса общения на этом языке. Коммуникативный метод обучения основывается на системе введения и закрепления речевого материала в ситуациях общения, имитирующих естественную речевую среду, и предусматривает активизацию учащихся в ходе учебного процесса и мобилизацию их скрытых психологических резервов [1, 2022; с. 7].

В рамках коммуникативного направления в методике обучения иностранным языкам общее владение языком определяется как коммуникативная компетенция.

Иноязычная коммуникативная компетенция представляет собой определенный уровень владения языком, речью, социокультурными знаниями, навыками и умениями, позволяющими обучающимся выстраивать речевое поведение в зависимости от

функционального фактора иноязычного общения, создающего основу для коммуникативного развития.

Необходимость существенно повысить качество формируемой коммуникативной компетенции иностранных студентов требует применения интерактивных методов для совершенствования процесса обучения [1, 2022; с. 7].

Использование интерактивных методов обучения на занятиях по русскому языку в национальной аудитории повышает мотивацию обучения, а также способствует стимулированию положительного отношения студентов Института Сорбонна-Казахстан КазНПУ им. Абая к учению.

Интерактивное обучение – это диалоговое обучение, где осуществляется взаимодействие между обучающимся и преподавателем, между самими обучающимися. Сама суть интерактивного обучения состоит в организации учебного процесса таким образом, что практически все обучающиеся оказываются вовлеченными в процесс познания.

Интерактивные методы (от англ. Interaction – взаимодействие, воздействие друг на друга) – методы обучения, основанные на взаимодействии обучающихся между собой. Интерактивные методы обучения – наиболее соответствуют личностно-ориентированному подходу, так как они предполагают со-обучение (коллективное, обучение в сотрудничестве), причем и обучающийся, и преподаватель являются субъектами учебного процесса. Преподаватель чаще всего выступает в роли организатора или модератора процесса обучения, лидера группы и создателя условий для инициативы обучающихся. Интерактивное обучение основано на собственном опыте обучающихся, их прямом взаимодействии с областью осваиваемого профессионального опыта. Обучение с использованием интерактивных образовательных технологий предполагает отличную от привычной логику образовательного процесса: не от теории к практике, а от формирования нового опыта к его теоретическому осмыслению через применение [2 Панина Т.С., Вавилова Л.Н., 2008; с.9-11].

В процессе обучения иностранному языку (РКИ) для преподавателя приоритетным является создание условий для реализации творческого потенциала обучающихся, чтобы они стремились получать новые результаты своей работы и в дальнейшем успешно применили их в практической деятельности. Важным аспектом интерактивных форм обучения является работа студентов Института Сорбонна-Казахстан (ИСК) при КазНПУ им. Абая в малых группах и в парах. Такой вид работы позволяет иностранным студентам преодолеть языковой барьер, учиться находить ошибки в своей речи и в речи своего собеседника, самостоятельно исправлять друг друга.

Студенты ИСК, обсуждая различные темы или вопросы в группах или в парах, имеют возможность проработать максимальное количество вариантов речевых конструкции для наиболее полного и понятного выражения мысли. Сама функция преподавателя заключается в том, чтобы организовать и стимулировать процесс коммуникации, а затем по мере необходимости корректировать его, оказывая обучающимся соответствующую языковую помощь.

При использовании интерактивных форм происходит сплочение коллектива, а также создание атмосферы сотрудничества в группе. У обучающихся студентов возникает желание не только продемонстрировать собственные знания, но и направить их на общий

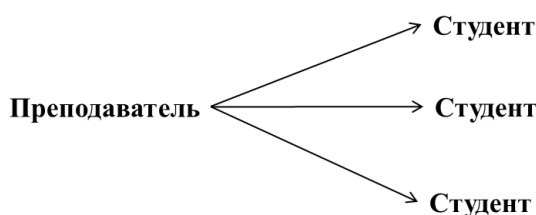
результат. У многих студентов формируются речевые навыки, достаточные и необходимые для общения в разных коммуникативных ситуациях.

Интерактивное обучение – это разновидность активного обучения, переросшая в отдельный метод. В образовании используют три метода обучения: пассивный, активный, интерактивный.

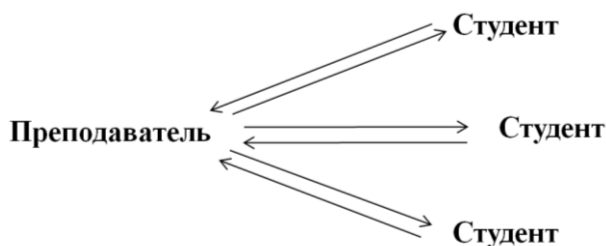
Пассивный метод предполагает одно действующее лицо-преподавателя, который управляет ходом занятий, а обучающиеся выступают в роли слушателя. При активном методе преподаватель и студенты взаимодействуют друг с другом на протяжении занятия. И третий метод – интерактивный.

МЕТОДЫ ОБУЧЕНИЯ

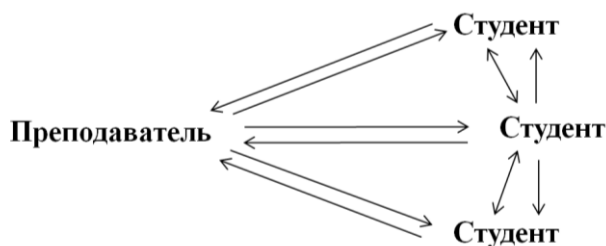
Пассивный метод обучения



Активный метод обучения



Интерактивный метод обучения



Каждый метод имеет свои принципы. А принципы интерактивного обучения следующие:

Активность и взаимосвязь, где преподаватель и обучающийся вовлечены в учебный процесс и ищут решения;

Творческий (креативный) подход, эксперименты;

Равенство всех участников в учебном процессе;

Отсутствие критики личности;

Любой ответ не является истиной, а есть информация для размышления.

Следует отметить, что основа интерактивного обучения – это наглядность, так как 80% информации воспринимается обучающимися с помощью зрения.

Современные реалии педагогической практики показывают, что успех образовательного процесса во многом зависит от применяемых методов обучения. В XXI веке в педагогической практике используется большое количество методов обучения. И поэтому при подготовке к уроку у преподавателей возникают некоторые сложности при выборе эффективных методов обучения.

Ученые из Германии доказали, что: человек запоминает только 10 процентов от того, что читает; 20 процентов того, что слышит; 30 процентов того, что видит; 50-70 процентов запоминается при участии в групповых дискуссиях; 80 процентов – при самостоятельном обнаружении и формулировании проблем.

И лишь когда обучающийся непосредственно участвует в реальной деятельности, в самостоятельной постановке проблем, выработке и принятии решения, формулировке выводов и прогнозов, он запоминает и усваивает материал на 90 процентов [Забитова Ш.А. 2023; с.798-805].

В процессе преподавания юридических и филологических дисциплин преподаватели нашей кафедры международного права применяют активные и интерактивные методы обучения. В Институте Сорбонна-Казахстан КазНПУ им. Абая, например, на практическом русском языке на специальности «международное право» как преподаватель использую и применяю метод case-study.

Метод case-study или метод конкретных ситуаций (от английского case – случай, ситуация) – метод активного проблемно-ситуационного анализа, основанный на обучении путем решения конкретных ситуаций (решение кейсов).

Основной целью этого метода является подготовка студентов-международников к возможности практического решения конкретных проблем. Классические школы case-study: были открыты Гарвардская (американская) и Манчестерская (европейская). Внедрение метода в Гарвардской школе бизнеса началось в 1924 году. Лидером по сбору и распространению кейсов является созданный в 1973 году по инициативе 22 высших учебных заведений The Case Clearing House of Great Britain and Ireland; с 1991 года он называется European Case Clearing House (ECCN).

На семинарских и практических занятиях предлагаются студентам-международникам реальные ситуации и практические проблемы, которые необходимо решать, опираясь на уже освоенный комплекс знаний и полученный опыт. Данный метод использовали при проведении практической работы по предмету «Русский язык» по теме: «Организация Объединенных Наций и организации, входящие в систему ООН». Описание ситуации в международном праве (проблема) никогда не имеет единственно правильного решения, что позволяет обучающимся не только закрепить знания, но и развивать навыки аналитического и творческого мышления, умения аргументировано высказывать мысли и идеи, учиться работать в команде и применять на практике теоретический материал.

Преподаватель дает к описанной речевой ситуации проблемные вопросы по теме. Студенты-международники проявляют интерес и пытаются решить конкретную проблему, анализируя и синтезируя полученную информацию.

Для решения кейса рекомендуют: 1) чтобы студенты работали в группах от 4 до 6 человек;

2) чтобы группа выбрала координатора, который постарается, чтобы участвовали все члены группы и никто не монополизировал работу; 3) активизирует внимание группы, если оно снизится; 4) предложит решения; 5) запишет эти решения; 6) будет действовать как представитель группы для изложения окончательного решения.

Студенты-международники ИСК с преподавателем-филологом изучают учебные текстовые материалы, различные схемы, строят ассоциограммы, выписывают и запоминают терминологию по своей специальности ОП. Обучающимся ИСК эффективнее работать с научным текстом, когда на занятиях преподаватели применяют как активные, так и интерактивные методы обучения.

Применительно к изучению предметов международного права или любого иностранного языка, проект — это специально организованный преподавателем и самостоятельно выполняемый обучающимися комплекс действий, завершающихся созданием творческого продукта. Проект ценен тем, что в ходе его выполнения, обучающиеся учатся самостоятельно приобретать знания, получать опыт познавательной и учебной деятельности.

Проектный метод (СРС)

- **Название:** Организация Круглого стола
- **Тема:** «Актуальные проблемы вступления Республики Казахстан в Совет Безопасности ООН»
- **Дисциплина:** Русский язык . Право международных организаций (межпредметная связь)
- **Тип проекта:** научно-исследовательский
- **Проблемная ситуация:** вопросы вступления в Совет Безопасности требуют обсуждения с целью выявления преимуществ и недостатков для Республики Казахстан

Изучая методику использования современных подходов и методов обучения, улучшающих качество преподавания, преподаватели должны знать, что есть отличительные признаки нестандартных заданий от традиционных.

Отличительные признаки нестандартных заданий от традиционных: 1) творческий подход; 2) самостоятельный поиск учащимися путей и вариантов решения поставленной учебной задачи; 3) активное воспроизведение ранее полученных знаний в незнакомых условиях; 4) необычные условия работы.

Эффективность образовательной программы, каждой изучаемой дисциплины, а также учебного процесса в целом напрямую зависят от целей и задач обучения, достижения результатов образования и соответствия инструментов контроля и оценки ожидаемым результатам. Наиболее часто используемым методом оценки результатов образования в вузе является *тестирование*. *Тест* – это метод измерения способностей обучающегося, его знаний или деятельности в определенной области. **Пример теста** по курсу дисциплины «Русский язык» по теме: «Стили русского языка и речи». Например:

Вопрос № 1

Определите лексику, относящуюся к разговорному стилю речи:

- 1 Хохотушка, молочко
- 0 Повесть, трагеди
- 0 Доверенность, расписка
- 0 Ораторская речь, репортаж
- 0 Термин, рецензия

Вопрос № 2

Определите лексику, относящуюся к художественному стилю речи:

0 Акт, протокол

0 Статья, реклама

1 Повесть, басня

0 Динамика, функция

0 Старушка, деревушка

Как отмечает доктор юридических наук, профессор, директор Института Сорбонна-Казахстан при КазНПУ им. Абая А.А. Сабитова, что «среди международных институций по вопросам образования следует отметить большой удельный вес исследовательских и учебных учреждений, основной функцией которых является осуществление научных исследований в области образования, подготовка кадров, распространение результатов научных исследований. Также государствами создаются международные органы узкой компетенции для решения какой-либо конкретной задачи в области образования, например, проведения экзаменов и выдачи дипломов» [4Сабитова А.А., 2016; с 20-21].

Многие преподаватели Института Сорбонна-Казахстан при КазНПУ им. Абая используют активные и интерактивные методы обучения. Преподаватели казахского и русского, французского, английского языка не только дают студентам определенную сумму знаний, но и развивают у них интерес к учению, мотивируют к дальнейшей научной деятельности. Преподаватели вуза от старого авторитарного стиля взаимодействия отошли и больше предполагают демократический стиль общения со студентами. Преподаватели и студенты ИСК при КазНПУ им. Абая всегда находятся на равных правах, когда используют современные интерактивные методы обучения.

В рамках учебного процесса Института Сорбонна-Казахстан (ИСК) при КазНПУ им.Абая используются следующие интерактивные методы обучения:

- бинарные лекции и практические занятия с практикующими юристами;

- дуальные занятия - занятие в форме практикумов, которые организуются и проводятся работодателями в организациях.

- деловые игры – игровой судебный процесс. Метод проведения игровых судебных и арбитражных процессов основан на модели Международного Суда ООН, Европейского Суда по правам человека, Комитета ООН по правам человека, Органа по разрешению споров в ВТО.

- Олимпиады-викторины (по конкретному предмету или теме по курсу дисциплины). Пример такой формы обучения – это проведение 10 апреля 2024 г. студенческой Олимпиады в форме викторины по курсу дисциплины «Русский язык» на знание Конституции Республики Казахстан. Активно участвовали студенты 1 курсов ИСК при КазНПУ им. Абая. На казахском, русском языке и на французском были разработаны вопросы к викторине на знание Конституции РК.

Метод викторин - это эффективное условие формирования визуальной культуры студентов, способствующее успешной активизацией знаний обучающихся, повышению их самостоятельности, а также обострению их познавательного интереса [5Данильченко М.А., Мухина М.В., Булаева М.Н., Воронина И.Р., 2020;с.183]. Принципами данного интерактивного метода являются массовость, равенство, интерактивность, соревновательность, доступность, честность и понятность. Викторина оказывает воспитательное и просветительное влияние на студентов.

- решений кейсов (case-study);

- занятия в формате дискуссии, метод дискуссии предполагает постановку проблемного вопроса с последующим обсуждением, в том числе в малых группах. Такая методика формирует у студента навыки критического мышления в решении конкретных правовых проблем, юридической аргументации, принятия самостоятельных правовых решений

- метод научных проектов формирует у студентов способность заниматься научной деятельностью. Приоритет отдается научной работе с целью создания нового научного продукта, когда студент не просто проводит анализ теоретического или практического материала, но также способен предложить свое видение в отношении спорного вопроса.

- методы: «мозгового штурма», «перевернутого класса», «малых групп», «круглый стол», «кружки» и др.

Методы преподавания в вузе стимулируют студентов к активной роли в учебном процессе.

Метод дискуссии предполагает постановку проблемного вопроса с последующим обсуждением, в том числе в малых группах. Такая методика формирует у студента навыки критического мышления в решении конкретных правовых проблем, юридической аргументации, принятия самостоятельных правовых решений.

Метод научных проектов формирует у студента способность заниматься научной деятельностью. Приоритет отдается научной работе с целью создания нового научного продукта, когда студент не просто проводит анализ теоретического или практического материала, но также способен предложить свое видение в отношении спорного вопроса. Студенты и магистранты ОП «Международное право» под руководством директора ИСК при КазНПУ им. Абая д.ю.н., профессора Сабитовой А.А. участвуют в международном конкурсе «Мини-модель ООН». Примером послужит, что в стенах ИСК КазНПУ им. Абая 19 апреля 2024 г. провели важный конкурс «Мини-модель ООН», где участниками были студенты из различных казахстанских и зарубежных вузов. Преподаватели французского языка и студенты-международники принимают активное участие в различных проектах.

Метод перевернутого класса. Студентам заранее высылаются тексты международных конвенций и лекции, научные тексты. Студенты приходят на занятие уже подготовленные, далее преподаватель со студентами разбирают ситуационные кейсы на основе международных конвенций. Этот метод часто применяется на занятиях ОП - «Международное право». Метод перевернутого класса часто применяют преподаватели-юристы и преподаватели-филологи на семинарских занятиях.

Бинарные занятия. Преподаватели-филологи проводят практические занятия по французскому языку с французскими практикантами.

Таким образом, если в вузах будет осуществляться системно внедрение интерактивных методов обучения, то количество состоявшихся, способных мыслить, принимать ответственные решения личностей резко возрастет. Каждый преподаватель вуза – особая творческая личность, имеющая свободное право на применение различных инновационных и активных методов обучения.

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TIL O'RGATISHGA OID O'YINLAR VA ULARNING DARSDA QO'LLANISHI

Bazarbayeva Zahro

O'zMU talabasi.

Annotatsiya: So'nggi yillarda chet tillarini o'rganishga va o'qitishga bo'lgan e'tibor sezilarli darajada oshib bormoqda. Bu esa chet tili darslarini, xususan, ingliz tili fanini qiziqarli qilib o'tishni ya'ni turli innovatsion metodlardan, texnik vositalardan, turli xil o'quvchini jalb qiluvchi, interfaol o'yinlardan foydalanishni taqozo etmoqda. Dars davomida bunday o'yinlardan foydalanish o'quvchining fanni o'rganishga bo'lgan ishtiyoqini yanada oshiradi. Ushbu maqolada fransuz va ingliz tillarini o'yinlar orqali o'rganish metodlari yoritib berilgan.

Kalit so'zlar: chet tili, o'yinlar, darslar, metodlar.

Аннотация: В последние годы внимание к изучению и преподаванию иностранных языков значительно возрастает. Для этого необходимо сделать уроки иностранного языка, особенно английского, интересными, то есть использовать различные инновационные методы, технические средства, интерактивные игры, которые привлекают разных учащихся. Использование таких игр на уроке повышает интерес школьника к изучению науки. В данной статье описаны методы изучения французского и английского языков посредством игр.

Ключевые слова: иностранный язык, игры, уроки, методы.

Annotation: In recent years, attention to the study and teaching of foreign languages has increased significantly. To do this, it is necessary to make foreign language lessons, especially English, interesting, that is, use various innovative methods, technical means, and interactive games that attract different students. The use of such games in the classroom increases the student's interest in learning science. This article describes methods for learning French and English through games.

Keywords: foreign language, games, lessons, methods.

Bugungi kunda xorijiy tillarni o'rganish muhim ahamiyat kasb etayotganligi sababli, tillarni nafaqat oliy ta'lim muassasalarida, maktablarda, shuningdek, maktabgacha ta'lim muassasalarida ham o'rgatilmoqda. Darslarda o'ziga xos usullar, qiziqarli metodlar bilan o'tilmasa, o'quvchilarni darsga jalb qilish biroz murakkab vazifaga aylanishi mumkin. Agarda darslarda an'anaviy usullardan kechilsa, qiziqarli qilib olib borilsa bu nafaqat dars sifatini ta'minlaydi, shu bilan birga zerikishni oldini olib, passiv o'quvchilarni ham darsda ishtirok etishga jalb qiladi.

Fransuz va ingliz tilini o'rgatish jarayonida bir qator qiziqarli o'yinlar mavjud. Shuni aytib o'tish joizki, bolalarga til o'rgatishda shunday o'yinlardan oydalanish kerakki, unda barcha o'quvchilar birdek ishtirok etishsin hamda darsadan yangilik olishsin (masalan yangi lug'atlar yodlab ketishi mumkin, har kuni shu jarayon takrorlansa, o'quvchining lug'at boyligi yuqori darajaga ko'tariladi). O'quvchilarga darsni grammatik tushunchalar bilan boshlash noo'rindir, ayniqsa kichik sinf o'quvchilarini tezda zerikishiga sabab bo'ladi. Natijada darsga bo'lgan qiziqish so'nishi mumkin. Ular bilan hattoki salomlashish jarayonini ham noan'anaviy tarzda boshlash kerak, masalan, o'qituvchi kirishi bilan darsni qandaydir salomlashishga oid fransuzcha qo'shiq

bilan boshlash (asosan boshlang'ich sinf o'quvchilari uchun mativatsion usuldir) usuli samarali usuldir. Shu tariqa dars davom etsa, o'quvchilar dars davomida ha bir topshiriqqa bo'lgan e'tiborini yo'qotishmaydi. Xattoki ular fransuz tili darslarini intizorlik bilan kutishadigan bo'lishadi. Albatta, bularning barchasini o'qituvchi tashkillashtirishi kerak va bu pedagogning zimmasida. Shunday ekan chet tilini o'rganishni qiziqarli qilish uchun ba'zi o'yin turlarini keltirib o'tish mumkin

Fransuz va ingliz tillari darslarining samaradorligini oshirish uchun, Rolli o'yinlari"dan foydalanish mumkin. Bu o'yinning afzallik tomonlari shundaki, bu vaziyatdan kelib chiqib o'ynaladi. Bu o'yin nafaqat fan o'rganilishi uchun foydali, shu bilan birga aqliy qobiliyatni shakllantirishga ham yordam beradi. Bu o'yinda mavzular tanlab olinib, bolalar dialoglar tashkil qilishadi. Masalan, yo'lovchining taksini to'xtatgan jarayonidagi suhbat, yoki kiyim do'konlaridagi muloqotlar - bularning barchasini fransuz tilida ham gapirib, ham ko'rsatib berishadi. Aynan shu o'yinda, guruh bilan ishlash taktikasini qo'llasak ham bo'ladi, ya'ni o'quvchilarni guruhlarga ajratib turli mavzularni bo'lib berish. Bu holatda raqobatlashuv ham vujudaga keladi. Raqobat-yuksalish mezonidir. Topshiriqni yaxshi bajargan guruh rag'batlantirilsa, qolgan o'quvchilarning intilishi ham kuchayadi. Bundan tashqari, fransuz tili darslarini mazmunli o'tkazish uchun didaktik o'yinlardan foydalanish ham maqsadga muvofiqdir.

OBJECT- bu o'yin o'quvchilarning so'z boyligini oshirishga xizmat qiladi. Bizga ma'lumki, chet tili fanlarini o'rganishdagi eng muhim yo'nalish bu yangi so'zlarni yod olishdir. O'quvchilarning xarakterlarini hisobga olsak, har bir o'quvchi o'z usulida lug'at yodlaydi. Shunga ishonchimiz komilki, o'yinlar orqali yangi so'zlarni yodlash hammaga mos keladi va bu jarayonni yengillashtiradi. Yuqorida aytib o'tgan o'yinimizda, dars paytida sinf xonadagi 15 ta buyum stol ustiga qo'yiladi va o'quvchilar kelib bu buyumlarni ko'zdan kechirishadi. Buyumlarning usti yopib qo'yiladi va so'ngra o'quvchilar ko'rgan narsalarini, ma'lum vaqt davomida inglizchasini doskaga yozishlari kerak. Eng ko'p so'zni to'g'ri yoza olgan o'quvchi g'olib bo'ladi. Shu o'yinning sifatini ta'minlash maqsadida shuni ayta olamanki, shu vaziyatning o'zida qolgan, ishtirok etmagan o'quvchilarni ham darsga jalb qilish uchun, ularga shu buyum nomlariga bittadan gap tuzish toshirig'i berilsa, maqsadga muvofiq bo'ladi va bu befarqlikning oldini ham oladi.

Taboo words o'yini (Ta'qiqlangan so'zlar) - bu qiziqarli o'yin o'quvchilarga sinonim so'zlar va ularning tariflarini qo'llashda yordam beradi. Sinonimlardan foydalanish nutqning ravonligi, so'zlashuvning chiroyli bo'lishini ta'minlaydi. Ayniqsa ingliz tili fanida so'z qo'llash bilan bog'liq xatolikga yo'l qo'ymaslik kerak, chunki ingliz tilidagi ko'plab bir xil ma'noni anglatuvchi so'zlar, gap mazmuniga ko'ra foydalaniladi. Aynan ushbu o'yin shu jihatda ehtiyotkor bo'lishga yordam beradi. Bunda guruhlar tashkil qilinadi, ya'ni o'quvchilar qarama-qarshi holda o'tiradilar. Har bir jamoa o'z jamoasidan bir kishini ro'parasidagi stulga o'tirishi uchun tanlaydi. O'qituvchi esa o'quvchilar ortiga o'tib katta qog'ozda yozilgan so'z ushlab turadi. O'rindiqda o'tirgan o'quvchilar bu so'zni ko'ra olmasligi kerak bo'ladi. Jamoaning o'rindiqda o'tirgan a'zosiga o'qituvchi ushlab turgan so'zni aytirish uchun biroz vaqt bo'ladi.

Chet tilida olib boriladigan o'yinlar yoki o'yin uslubidagi mashqlarning barchasi so'zlarning sehrli olamiga yo'l ochib beradi. Shunig uchun haqiqiy chet tili o'qituvchisi bo'laman degan har bir inson ijodkor bo'lmog'i kerak deb o'ylayman, ya'ni har doim bir xil o'yinlardan foydalanavermasdan o'quvchilar bilimiga moslab, ularning so'zlarini har safar o'zgartirib, maqbulini tanlab, yangilarini yaratib va umuman shu o'yinlar yordamida darsni yanada qiziqarliroq va maroqliroq qilish mumkin. Bunaqa darslarda va to'garak mashg'ulotlarida o'quvchilar hech qachon zerikib qolmaydi va darsga to'liq qatnashadi shu bilan birga navbatdagi darsni orziqib kutadi.

Jamoa o'yinlari ancha murakkab bo'lib, o'quvchilar lug'atlardan foydalanishi mumkin. Lekin bu o'yinlarni o'tkazish uchun maxsus qo'llanmalar talab qilinmaydi. O'yin ishtirokchilariga esa qog'oz va qalam kerak bo'ladi.

«Birgalikda o'qiymiz» texnikasidan foydalangan holda guruhlarda ishni tashkil etish jarayonining tuzilishi:

1. Bilim darajasiga qarab 3-5 kishidan iborat bo'lgan har xil turdagi guruhlar tuziladi.
2. Har bir guruhga bitta topshiriq beriladi.
3. Har bir guruh ichida umumiy topshiriq taqsimlanadi.
4. Hamma yakkatartibdagi topshiriqni bajaradi.
5. Barcha guruh a'zolarining mini-ma'ruzalarini tinglanadi. Umumiy natijani shakllantiriladi va uni taqdimotga tayyorlanadi.

Xulosa qilib aytadigan bo'lsak, o'yinlardan foydalanishda ularni bolalarning bilimiga va yoshiga qarab o'zgartirishimiz, ya'ni osonlashtirish yoki murakkablashtirishimiz mumkin. Ushbu yuqorida keltirilga o'yinlarning maqsadi o'quvchilarning xotirasini kuchaytirish, aqliy salohiyatini oshirish, tezkorlik, ziyraklik, yangi so'zlarni oson esda saqlash va eng asosiysi darsni mazmunli tashkil qilishdir. Bugungi kunda ta'lim jarayoni asosan an'anaviy tarzda olib borilayotgan bo'lsada, ta'lim tizimining barcha bosqichlarida chet tillarini uzluksiz o'rganishni tashki qilish, shuningdek, o'qituvchilar malakasini oshirish hamda zamonaviy o'quv-uslubiy materiallar bilan ta'minlash yanada takomillashtirishni taqozo etadi. Zamonaviy pedagogik va axborot-kommunikatsiyalari bilan ta'lim berishning ilg'or uslublarni joriy etish yo'li bilan o'sib kelayotgan yosh avlodni shu o'rganayotgan tillarining mutaxasisi bulishi va buning negzida ular shu tillarda bemalol so'zlash olishlari maqsadga muvofiqdir. Zero, barchasi yoshlarimizning buyuk kelajagi, yurtimiz ravnaqi uchundir.

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LES AVANTAGES DU JEU DANS L'APPRENTISSAGE DES LANGUES

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Annotatsiya. Mazkur maqolada chet tili ta'limida o'yinlardan foydalanish afzalliklari, ta'limiy o'yin turlari, tavsiflari haqida so'z yuritiladi.

Kalit so'zlar: o'qitish jarayoni, ta'limiy o'yinlar, kommunikativ, kreativ, nutqiy kompetensiyalarni rivojlantiruvchi o'yinlar.

Аннотация. В данной статье рассматриваются преимущества использования игр в обучении иностранным языкам, типы и характеристики образовательных игр.

Ключевые слова: процесс обучения, образовательные игры, коммуникативные, креативные и игры развивающие речевые компетенции.

Abstract. This article discusses the advantages of using games in teaching foreign languages, the types and characteristics of educational games.

Keywords: learning process, educational games, communicative, creative and games developing speech competencies.

L'application du jeu en processus d'enseignement compte beaucoup d'avantages. Ci-dessous un petit choix:

Le jeu a une fonction motrice quand il motive des acteurs à l'action et à l'obtention du résultat.

Il est utile pour la socialisation avec autres parce que le jeu exige souvent la coopération parmi des apprenants.

Également dans l'aspect social, l'activité ludique améliore la relation entre l'enseignant et des apprenants. Quelquefois, il est efficace quand le professeur participe au jeu comme un joueur parce que la motivation des élèves pour le voir parmi des vaincus est très forte.

Les apprenants ont la possibilité de faire une meilleure connaissance ensemble. Aussi l'enseignant peut les connaître du point de vue de la psychologie (tempérament, personnalité, caractère) et distinguer les relations parmi eux.

Il est une partie du procès cognitif quand il aide au progrès de la pensée et aux compétences communicatives.

De temps en temps, l'activité ludique peut modérer l'atmosphère tendue de l'enseignement. Dans le cas de la grammaire difficile, à la fin du cours, un court jeu peut aider à décharger l'atmosphère et il exerce le sujet grammatical par une façon amusante.

L'activité ludique peut servir comme un moment de récréation.

Le jeu est proche aux élèves déjà dès bas âge, quand ils jouent, ils se sentent bien donc le procès éducatif sera plus facile pour eux.

Le jeu développe l'activité, la créativité, la coopération des apprenants.

Les apprenants doivent respecter des règles, ce qui mène au renforcement de l'auto-contrôle, ils apprennent à gagner ou à perdre.

Dans certaines activités ludiques, le hasard joue un rôle plus important que les connaissances donc le gagnant peut être un élève faible tandis qu'un élève excellent peut vivre l'échec.

Grâce au jeu, l'enseignant peut transmettre des thèmes fastidieux d'une manière intéressante.

Le progrès des compétences de base.

Les difficultés pendant les jeux

L'utilisation des jeux en cours porte en soi aussi quelques écueils. Il faut penser à eux et essayer de les prévenir. Ci-dessous des conseils:

L'écart de l'enseignement = un jeu sert comme un amusement mais pas comme le support d'apprentissage. Cette situation peut arriver quand nous choisissons un nouveau jeu. Il n'est pas conseillé d'essayer les nouveaux jeux dans une classe inconnue.

L'enseignant doit faire attention aux jeux avec des règles compliquées ou une longue explication.

L'activité ludique fera son effet quand l'enseignant établit une atmosphère de jeu. Il doit être intéressé par le jeu.

L'enseignant peut rencontrer les réactions négatives des parents ou des apprenants-mêmes. Il faut changer constamment les activités pendant les cours, ne pas utiliser seulement une méthode de travail.

Le jeu dure longtemps. Ce n'est pas un problème si l'enseignant garde le but (exercer un sujet). Il a choisi une autre manière avec laquelle il renforce les connaissances. Il est possible de choisir des jeux courts.

Les apprenants ont tendance à utiliser leur langue maternelle. Dans ce cas, il est utile de les pénaliser (perte d'un point, sauter un tour, etc.). Pour les précautions, l'enseignant peut réviser des mots nécessaires.

Tous les apprenants ne veulent pas jouer. Le professeur les persuade. Dans le cas de son échec, il faut penser aux rôles secondaires (juge, noter des points, etc.).

Il faut distinguer l'état psychique et physique des apprenants et selon cela choisir une activité adéquate. Le matin, il est possible d'utiliser une activité plus difficile, l'après-midi une activité plus simple.

Il est indispensable de penser aux paramètres de la salle de classe. L'enseignant peut réguler l'espace de jeu (éloigner des bancs d'école).

Les joueurs font souvent du bruit. Il est favorable de déterminer un signal pour le calme.

L'activité ludique est très exigeante pour l'enseignant du point de vue de la maîtrise, de la préparation et de la réalisation.

Les types des jeux

Il existe beaucoup de possibilités pour diviser des jeux en catégories différentes, d'après des aspects de contenu (p.ex. jeux de mouvement, jeux de conversation), d'après la durée (longue, courte durée), d'après l'évaluation (quantité, qualité, temps). Mais pour chaque enseignant, il est très important de déterminer l'objectif de l'enseignement qu'ils veulent réaliser par le jeu.

Le déroulement du jeu

Les méthodes d'activation, concrètement le jeu didactique, peuvent être utilisées dans toutes les phases de l'enseignement avec l'objectif de récapitulation ainsi que l'exposition de nouveaux points de langue. Elles ne sont pas recommandées pour la phase de résumé d'un nouveau sujet et pour la phase diagnostique. Il faut savoir qu'elles ne peuvent pas remplacer un enseignement classique, seulement l'enrichissent et le rendent plus attractif. La préparation et la réalisation d'un jeu se déroulent selon les expériences actuelles de l'enseignant.

Il faut choisir des activités où l'enseignant amène le plus grand nombre d'apprenants.

Avant le jeu

La base de la méthode efficace est une préparation précise et de qualité. Pour cette raison, cette étape exige beaucoup de temps. Le choix du jeu ne doit pas être aléatoire et il faut rechercher avec soin. L'enseignant se concentre sur l'organisation, le contenu, la préparation du matériel, l'état des apprenants, la sélection des groupes.

Le plus important est de décider de l'objectif et de tenir à le garder. La préparation de l'enseignant peut avoir cette forme :

déterminer les objectifs du jeu (cognitifs, sociaux, émotionnels, explication des raisons pour le choix de ce jeu)

faire le diagnostic de la disponibilité des apprenants (connaissances nécessaires, expériences, adresses, exigence convenable du jeu, collectif)

détermination des règles du jeu (leur consolidation, leur changement)

délimiter la fonction du dirigeant du jeu (il s'occupe du procès, il évalue les résultats, possibilité de choisir l'un des apprenants)

déterminer la façon de l'évaluation (discussion)

assurer le milieu adéquat (organisation de la salle de classe ou du terrain)

préparation des outils, du matériel, des accessoires (production personnelle, achat)

détermination de la limite temporelle (durée, part du cours)

réfléchir sur des variantes éventuelles (modification, interventions troublantes)

Pour s'assurer du bon choix, l'enseignant peut soumettre l'analyse quand il pose des questions soi-même.

Quel est l'objectif de cette activité?

À quel niveau d'apprentissage peut-on l'introduire?

Quelles connaissances linguistiques préalables l'apprenant doit-il avoir ?

Quels savoir-faire entrent en jeu?

Qu'apporte cette activité en termes d'apprentissage?

Peut-on la faire individuellement ou en groupes?

Est-ce une activité:

convergente (production guidée)

divergence (production ouverte)

qui nécessite la résolution de problèmes nouveaux (production libre)

Où s'inscrit-elle dans la progression?

À quel moment peut-on la proposer:

au cours d'une leçon

à la fin d'une leçon

à n'importe quel moment?

Peut-on la proposer plusieurs fois :

telle quelle

avec une variante?

Quelles préparations exige-t-elle?

Quelles consignes faut-il donner?

Combien de temps dure-t-elle?

À quel moment et comment faut-il contrôler la production linguistique?

L'enseignant prépare aussi la manière de l'introduction du jeu. Il doit savoir s'il dira le but du jeu ou s'il le révélera pendant le résumé final. Il juge s'il faut réviser des expressions nécessaires avec les étudiants début. Il fixe le nombre minimal et maximal dans les groupes. Il réfléchit s'il distribuera le matériel avant l'explication des règles ou « après ». Quelquefois, il est indispensable de les distribuer en avance, dans d'autres cas, des matériaux peuvent disperser des apprenants.

Pendant le jeu

Tout d'abord, il faut assurer l'attitude ludique et examiner tout les facteurs qui entrent en jeu, surtout l'état psychique et physique des apprenants. L'enseignant doit présenter l'activité d'une manière attrayante donc il éveille l'intérêt des apprenants.

S'il est nécessaire, l'enseignant divise des apprenants en groupes. Il doit savoir comment. Il existe beaucoup de possibilités mais la division doit être objective. Pour de petits groupes (5-6 joueurs) cette structure est recommandée : 1 étudiant excellent, 2-3 étudiants de moyen, 1-2 étudiants médiocres. La division se déroule au hasard, volontairement ou avec l'intention par le professeur. La division au hasard assure une bonne atmosphère de jeu mais elle crée souvent des équipes déséquilibrées. Pour des apprenants, c'est la division la plus objective. Il existe une grande gamme comment diviser des apprenants : nombres, lancer un dé, par un billet de loterie, selon la couleur des vêtements, par ordre alphabétique etc. Si les apprenants se partagent volontairement, la bonne atmosphère de jeu est conservée mais les groupes ne sont pas équilibrés. Ils se réunissent selon des relations dans la classe. Souvent l'enseignant a besoin de partager ses élèves en groupes équilibrés donc il choisit la division avec l'intention. Des apprenants ne l'acceptent pas plusieurs fois. Chaque jeu exige la manière différente pour la division donc l'enseignant devrait expliquer son but. Le professeur peut déterminer des capitans qui choisissent ou tirent leurs membres. Le capitaine devrait être le personnage qui sait motiver et comprend le contenu du jeu.

Plusieurs fois des enseignants utilisent la division selon des bancs d'école. Ce n'est pas efficace car ils sont assis selon une sympathie mutuelle et ils sont habitués à eux-mêmes.

Il faut choisir des activités quand chaque membre du groupe doit participer. De cette façon, l'enseignant évite la situation quand quelqu'un est passif et après il profite du travail des autres. La solution: chaque membre a son rôle, diviser des apprenants en plus petits groupes, garder et pousser ceux qui ne travaillent pas.

Quelquefois, l'enseignant a besoin de choisir un ou plus de volontaires. Il peut faire du choix d'occasion ou de choix délibéré, puisqu'il connaît des dispositions de l'apprenant. Pour éliminer des apprenants hyperactifs, l'enseignant leur profite comme des enregistreurs, des contrôleurs, c'est à dire dans des activités importantes mais silencieuses. Il doit être attentif dans le choix des filles adolescentes. Elles sont souvent timides et elles ne sont pas capables de se libérer.

La division des apprenants et le choix des volontaires ne doivent pas durer beaucoup de temps afin que l'enseignant ait le temps pour jouer et pour le résumé final.

L'enseignant explique des règles en détail. Pour une meilleure compréhension, il les formule dans la langue maternelle. Il pose des questions de contrôle pour que le jeu ait un

déroulement correct. Tout le monde observe les règles. Il est interdit de les changer radicalement pendant l'activité. Mais l'enseignant doit tenir le jeu en harmonie donc il sait changer quelques règles discrètement, par exemple il prolongera le temps, il donnera des tâches plus difficiles aux élèves plus exécutifs.

L'atmosphère de jeu peut être troublée par la tricherie. L'étudiant qui essaie d'éluder des règles veut améliorer sa position et c'est un signal que le jeu l'amuse. Il faut réagir immédiatement et le sanctionner. Il faut que les élèves connaissent la punition en avance (perte du point, sauter le tour, etc.). Si un joueur est agressif, il est nécessaire d'interrompre l'activité et de parler sur l'acceptation des règles. L'enseignant peut éliminer ce joueur ou finir le jeu quand il n'est pas capable de supprimer ce problème.

Quand des joueurs suivent leur score, cette possibilité les inspire à une activité plus grande.

Si l'une des équipes s'attarde, le professeur cherche des moyens comment remettre ce groupe dans le jeu. Le professeur peut lui donner des conseils ou un assistant du second groupe. Dans ces cas, tous doivent être d'accord.

L'enseignant est attentif au déroulement et il réagit sur des situations tout de suite mais il doit faire attention aux réactions inutiles et fréquentes. C'est courant que la même activité se déroule différemment de classe en classe. Il est important de terminer le jeu même s'il est mal réussi. L'enseignant peut finir le jeu précocement seulement quand des apprenants dérangent.

Après le jeu

Il faut finir le jeu par l'évaluation. Il s'agit non seulement de la proclamation des résultats mais aussi du résumé de travail des apprenants et du résumé de l'apport pédagogique. Cette partie peut être réalisée par les apprenants. Ils peuvent exprimer leurs impressions. L'enseignant reçoit le retour sur les règles, le déroulement, la pénibilité pour son utilisation prochaine. Des élèves peuvent noter des faits importants qu'ils ont rencontrés.

Ce moment est une bonne occasion de corriger des fautes qui sont apparues pendant le jeu. Pour ne pas les oublier, il est conseillé que l'enseignant les note sur un papier parce que la correction immédiate trouble l'activité.

Ce bilan final est vraiment nécessaire pour l'effet en retour. L'école conduit des apprenants à l'autoévaluation et c'est une bonne occasion de l'exercer. Pour ces raisons, l'enseignant doit espacer bien son activité ludique.

Déjà au début, les étudiants veulent savoir quel est le prix en cas de la victoire. Le prix est l'une des sources de la motivation. L'enseignant a deux possibilités, soit annoncer un devoir pour le vaincu de type: effacer le tableau, rangement des outils, ranger les chaises, soit récompenser les vainqueurs. Il s'agit de petits cadeaux (p. ex. autocollant), du diplôme, applaudissements. Il n'est pas convenable de leur donner des cadeaux chers, d'argent ou de note. Le jeu serait attirant parce qu'il n'influence pas le moyenne d'étude. Bien sûr, les prix et les punitions dépendent de l'équipe des apprenants.

Les jeux de compétition

Si l'enseignant connaît bien sa classe (relations, comportement), il peut utiliser une compétition en cours. Il faut évoluer l'observation des règles, le respect mutuel, la coopération. Des étudiants sauraient accepter l'échec, accepter des opinions d'autres, s'instruire des fautes pour que « je sois le gagnant prochaine la fois ». Quelques personnes pensent que des jeux de compétition ne conviennent pas au milieu de l'école. Par ailleurs la vie sans concurrence n'est pas réelle. Le jeu de compétition permet de mieux motiver. Attention aux situations quand le même apprenant gagne ou perd au jeu, le jeu didactique doit avoir un effet équilibré.

Il est efficace quand le professeur utilise aussi des jeux de coopération où des étudiants jouent avec autres, non directement contre. Pendant ces jeux des joueurs s'efforcent dans le même but ensemble. L'échec est supporté mieux durant ce jeu qu'un apprenant jouant seul contre les autres.

Conclusion. Les outils pour les jeux

Le matériel qui est nécessaire pour des jeux se trouve dans deux variantes :

matériaux pour les enseignants matériaux pour les apprenants Il est utile quand l'enseignant établit son fichier des jeux. Il sert comme le soutien pour son utilisation prochaine. Il conserve des informations en détail sur l'activité. Il deviendrait l'inspiration pour des collègues. Sa structure est suivante : matière, thème de la leçon, niveau des apprenants, nombre d'apprenants objectif de l'activité phase de la leçon, planification temporelle outils, matériaux nécessaires motivation, méthodes, formes, interprétation du thème règles en détail, instructions pour l'enseignant questions, devoirs pour élèves, réponses et solutions correctes inclus manière de l'évaluation des résultats conclusion de l'activité, résumé variantes, modifications, alternative du jeu auteur, date de la création notes avec des expériences actuelles de cette activité Les matériaux pour les apprenants sont des outils avec lesquels ils travaillent et ils jouent. Ils peuvent avoir beaucoup de formes : cartes, photographies, images, textes dés, boîtes, jetons, figurines, accessoires chronomètres (comptent le temps) logiciel, vidéo, présentation sur PowerPoint, activités sur le tableau interactif ordinateur, projecteur, tableau interactif petits cadeaux pour les gagnants I est utile de préparer pour chaque thème ou chaque activité un ensemble de mots, d'images, d'objets. Il s'agit de l'ensemble des instruments qui caractérisent un sujet. Par exemple : nourriture et boissons - agneau, baguette, banane, beurre, fromage, orange, porc, poulet, soupe, vin, yaourt personnages historiques - Arthur Rimbaud, Céline Dion, Charlemagne, Gustave Eiffel, Marguerite Duras, Marie Curie, Sigmund Freud vêtements - anorak, chapeau, chaussettes, jupe, pantalon, pull, robe, sandales, short, veste.

Le matériel ludique réussi est simple - facile à remplacer, robuste - beaucoup de manipulation, esthétique - attrait visuel, polyvalent - utilisation dans de nombreuses situations, pertinent. Attention aux matériaux avec fautes d'orthographe et de grammaire.

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LA NUMÉRIQUE DANS LES CLASSES DE FLE

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Fransuz filologiyasi kafedrasida katta o'qituvchisi.

Annotation : Cet article parle de l'utilisation des technologies numériques dans l'apprentissage du français et du rôle des technologies numériques dans l'apprentissage des langues.

Mots clés : Langue étrangère, Technologies numériques, ordinateur, tablette, smartphone, sciences, médias de masse.

Annotation: This article talks about the use of digital technologies in learning French and the role of digital technologies in language learning.

Keywords: Foreign language, Digital technologies, computer, tablet, smartphone, science, mass media.

Аннотация: В этой статье рассказывается об использовании цифровых технологий при изучении французского языка и роли цифровых технологий в изучении языка.

Ключевые слова: Иностраный язык, Цифровые технологии, компьютер, планшет, смартфон, наука, средства массовой информации.

Annotatsiya: Ushbu maqolada fransuz tilini o'rganishda raqamli texnologiyalardan foydalanish va til o'rganishda raqamli texnologiyalarning roli haqida so'z boradi.

Kalit so'zlar: Chet tili, Raqamli texnologiyalar, kompyuter, planshet, smartfon, ilm-fan, ommaviy axborot vositalari.

Kirish

L'utilisation des technologies numériques dans l'apprentissage des langues conduira certainement à des résultats efficaces. Car aujourd'hui presque tous les jeunes sont très intéressés par l'utilisation des technologies modernes. En général, des opinions sont exprimées sur l'efficacité de l'apprentissage d'une langue étrangère à l'aide de nouvelles méthodes, de jeux et de technologies innovantes. Les mots clés : enseignement, langue étrangère, apprentissage, éducation. Le français — est une langue appartenant au groupe roman de la famille des langues indo-européennes. Cette langue est la langue officielle de la France, de la Guyane française, d'Haïti, de Monaco, du Bénin, du Burkina Faso, du Gabon, de la Guinée, de la République démocratique du Congo, de la République du Congo, de la Côte d'Ivoire, du Mali, de la République centrafricaine, du Niger, du Sénégal, du Togo, Tchad ; Une des langues officielles du Royaume de Belgique, de la Confédération suisse, du Canada, du Luxembourg, d'Andorre, du Cameroun, de Madagascar, du Burundi, du Rwanda, de la République fédérale islamique des Comores, de

Djibouti, de Vanuatu, des Seychelles. Il est également distribué dans des zones désignées d'Italie et des États-Unis. Le nombre total de locuteurs est de 100 millions. D'une personne, 57 millions en France même. Plus qu'une personne (années 90 du siècle dernier). Une des langues officielles et de travail de l'ONU. Comme nous le savons tous, le besoin et la demande d'apprentissage du français augmentent aujourd'hui. Dans le même temps, il ne serait pas faux de dire que l'intérêt pour l'apprentissage des langues s'est accru. Par exemple, l'enseignement de cette matière a commencé dans les écoles d'enseignement général. À l'école les étudiants découvrent la phonétique, le lexique et la grammaire de la langue française des manuels pédagogiques et des livres méthodiques ont été publiés afin de les armer de la série nécessaire de connaissances scientifiques. En reliant la théorie à la pratique dans l'enseignement de la langue française, on comprend comment faire en sorte que les élèves appliquent dans la pratique les connaissances scientifiques et théoriques qu'ils acquièrent de la langue, pour leur enseigner avec les compétences pratiques nécessaires à une vie autonome.

Dans les cours de langue française, il est nécessaire de décrire les matières du sujet sur la base des réalisations scientifiques actuelles, le principe de compréhensibilité est d'adapter les matières du sujet à l'âge, aux caractéristiques personnelles, aux expériences de vie, au niveau de préparation du sujet. Enfants, c'est-à-dire du simple au complexe, du privé au général il exige. Scientificté et compréhensibilité dans la méthodologie d'enseignement de la langue française c'est le seul qui complète les principes et assure l'efficacité de la leçon considéré comme un principe. Dans la mise en œuvre parallèle de ces deux principes :-interprétation de la signification des concepts et des termes en science des langues, analyse détaillée à faire, pour assurer une maîtrise approfondie ;-apprendre les niveaux de langue à interagir ;-trouver différemment des méthodes et des moyens d'apprendre la langue et la parole, en les appliquant dans la pratique ;-linguopsychologique visant à prendre en compte les capacités d'âge, l'intelligence et les talents des étudiants, à former et à développer les compétences d'une pensée créative indépendante, une expression correcte, simple et fluide de son produit oralement et par écrit conformément aux conditions de la parole -l'utilisation des tâches est envisagée.Des résultats efficaces peuvent être obtenus en menant des cours utilisant les technologies numériques dans des cours de langue française . Par exemple, l'intérêt des étudiants et des jeunes pour l'apprentissage des langues s'accroît lorsqu'ils donnent des cours en utilisant les technologies numériques . Car à l'ère actuelle de la technologie, l'intérêt pour les technologies modernes est très grand . En outre, il n'est pas faux de dire qu'il est plus commode d'apprendre une langue par le biais des technologies modernes. Lors de l'apprentissage de la langue française, nous pourrions apprendre des leçons rapidement et facilement en utilisant les technologies modernes telles que les ordinateurs, les didacticiels vidéo, le multimédia, les livres électroniques, les dictionnaires électroniques.Aujourd'hui, divers sites, plateformes gratuites, et diverses applications ont été créés pour faciliter l'apprentissage des langues pour les étudiants et lesjeunes.Apprendre une langue avec de telles plateformes est très pratique et facile. Par exemple : plateforme « Enfants d'Ibrat ». Cette plateforme propose aujourd'hui des cours en ligne gratuits dans de nombreuses langues.Aujourd'hui, l'une des opportunités offertes aux jeunes pour une éducation gratuite est le projet " Enfants Ibrat". Ce projet a été fondé en 2022 et a pour objectif d'accroître encore l'intérêt des jeunes pour les langues étrangères et de leur offrir une éducation gratuite de qualité.Le projet " Enfants d'Ibrat" peut être suivi via la plateforme YouTube. En particulier, sur la plateforme YouTube, des didacticiels vidéo de "Enfants d'Ibrat »de différentes langues, des règles grammaticales pertinentes basées sur la leçon, des questions tests pour renforcer les connaissances

sont publiés. Cette application sert à enseigner les langues étrangères aux amateurs de langues dans différentes régions de l'Ouzbékistan, pour accroître leur connaissance des langues. En particulier, des tutoriels vidéo sur plus de 20 langues telles que le russe, le turc, l'allemand, l'espagnol, le chinois, le coréen, le japonais, l'arabe, l'italien, le pachtoun et le vietnamien sont constamment présentés aux apprenants en langues par 25 enseignants qualifiés. Selon les informations, le projet est désormais lancé hors ligne. Actuellement, l'application mobile « Ibrat Academy » a également été développée. Selon fin 2023, un total de 481 mille 351 utilisateurs se sont inscrits dans l'application. Environ 1 800 d'entre eux ont passé des tests jusqu'au niveau V2 et ont reçu un certificat spécial.

Le projet «Enfants d'Ibrat» a réussi à toucher un large public par le biais des réseaux sociaux et des canaux et a enrichi le segment ouzbek sur Internet avec un contenu utile. En particulier, environ 2 000 vidéos au total ont été publiées sur la plateforme YouTube et la plateforme a attiré 453 000 utilisateurs. Le nombre de vues était de 21,5 millions. Des didacticiels vidéo sont disponibles non seulement en Ouzbékistan, mais également dans plus de 50 pays étrangers, dont les États-Unis, les Émirats arabes unis, la Grande-Bretagne, l'Allemagne, la Corée du Sud, les Pays-Bas, la Pologne, la Russie, la Turquie, la France, le Japon, le Kirghizistan, Le Kazakhstan a également été surveillé dans des pays comme l'Inde. L'anglais, le russe, le coréen, l'allemand et l'arabe sont en tête du classement des langues les plus consultées. Le projet, qui attire également les utilisateurs des réseaux sociaux, compte 1 million de followers sur sa page Instagram et plus de 65 000 membres sur la chaîne Telegram. En plus de la chaîne de télégrammes « Enfants Ibrat », il existe une chaîne de télégrammes spéciale dans chaque langue étrangère, qui compte également entre 5 000 et 15 000 abonnés. Un marathon linguistique a été organisé dans plusieurs régions de la République Ouzbékistan, notamment à Namangan, Fergana, Andijan, Samarkand, Khorezm et Surkhandarya. Chaque marathon a impliqué des centaines de jeunes amoureux des langues de la région. Les apprenants en langues qui ont participé activement au marathon ont reçu des souvenirs du projet. Au cours de l'année écoulée, des bureaux spéciaux du projet « Enfants d'Ibrat » ont été ouverts dans les régions de Samarkand, Khorezm et Surkhandarya. Il est prévu de poursuivre cette pratique en 2024. Un groupe de propagandistes composé de jeunes leaders des « Enfants Ibrat » a été formé dans chaque région, district et quartier. Ces jeunes ont encouragé leurs pairs de leur région à apprendre des langues étrangères et leur ont apporté le soutien pratique nécessaire. Le « Camp Ibrat » a également été organisé, et de jeunes Ouzbeks connaissant parfaitement la langue anglaise ont participé à ce camp et ont acquis des connaissances sur la manière d'accéder aux diplômes de licence et de maîtrise dans les 100 meilleures universités du monde. Le rassemblement de jeunes avides de connaissances, maîtrisant plusieurs langues étrangères et possédant de l'expérience dans divers domaines, et échangeant des idées a été le moteur de l'organisation de nombreux grands et petits projets et de l'admission dans les universités les plus puissantes du monde. Dans le cadre du projet, 100 emplois ont été créés et une équipe composée de spécialistes dans leur domaine a été constituée. Dans le cadre du projet, des cours hors ligne « Ibrat Quiz », « Ibrat Debate », « Speaking club », « Speaking skills » encourageant les jeunes à penser de manière créative ont été organisés avec la participation d'experts qualifiés. En novembre 2023, la cérémonie d'ouverture du nouveau bureau du projet a eu lieu au Palais de la créativité des jeunes à Tachkent. Des milliers de jeunes et d'experts de Chine, de France, d'Espagne, de Turquie, d'Azerbaïdjan et d'Inde ont participé à cette cérémonie en ligne et hors ligne. En outre, des souvenirs tels que des montres, des casquettes, des t-shirts, des sacs, des cahiers, des stylos, des tasses et des badges ont été développés sous la marque « Enfants Ibrat » et

ces cadeaux sont parfaits pour les apprenants en langues et autres. Des gens motivés à apprendre. En outre, il y a aussi l'application mobile Duolingo, qui est très pratique pour l'apprentissage des langues. Duolingo a plus de 500 millions d'utilisateurs et 40 millions d'utilisateurs actifs, ce qui en fait la plateforme d'apprentissage des langues la plus populaire au monde. Chez Duolingo, vous apprendrez la langue que vous souhaitez apprendre en fonction de votre niveau de connaissances. En 2019, la société a lancé Duolingo Stories. Cette fonctionnalité vise à améliorer les capacités de lecture et d'écoute des élèves grâce à des nouvelles. Actuellement, les histoires sont disponibles pour les anglophones dans les cours de français, d'espagnol, d'allemand, d'italien et de portugais, et certaines langues dans le développement des cours d'anglais. Aussi pendant la leçon des mots sont également donnés pour mémorisation. Aussi Quizlet, Hello Talk, Busuu vous pouvez augmenter votre vocabulaire grâce à des programmes tels que. En conclusion, de telles applications ont pu attirer de nombreux utilisateurs aujourd'hui. Actuellement, les jeunes et les étudiants font bon usage de ces technologies modernes pour l'apprentissage des langues. Apprendre des langues et interagir avec d'autres cultures peut vous aider à gagner plus de confiance et d'ouverture d'esprit dans le monde. Les personnes qui connaissent plusieurs langues sont généralement des personnes créatives qui résolvent de grands problèmes, car l'apprentissage des langues enseigne votre vision du monde sous différents angles. Si vous étudiez la langue à l'étranger, alors cette compétence est une nouvelle langue jour et nuit et ensemble, l'aspect du travail avec les citoyens des pays du monde, la communication, la résolution de conflits et les expériences de résolution de problèmes augmentera considérablement. La capacité de mémoriser de nouvelles informations dans l'apprentissage d'une langue étrangère s'améliorera, ce qui réduira le temps d'étude. De plus, ceux qui connaissent de nombreuses langues ont tendance à effectuer de nombreuses tâches en même temps. L'essence de l'apprentissage d'une langue étrangère est la communication — avec d'autres personnes. Afin d'améliorer les compétences conversationnelles, il est préférable de traiter avec des personnes qui parlent cette langue ou qui ont déjà appris cette langue. Le numérique entre progressivement et de manière très contrastée dans le quotidien de l'apprentissage-enseignement dans les institutions scolaires ou extrascolaires suivant les régions du monde ; ceci en raison de l'accès plus ou moins facile à Internet, aux technologies ou tout simplement à l'électricité, ou encore en fonction des moyens financiers disponibles pour les investissements ou la maintenance des équipements. En outre, il peut aussi y avoir des changements soudains, des sauts technologiques, où l'on passe d'une absence totale de numérique à des équipements de pointe. Par ailleurs, le numérique s'installe en force dans le domaine de l'autoapprentissage avec l'arrivée sur le marché de nombreuses applications ou sites d'autoapprentissage, utilisables sur ordinateur, tablette ou ordiphone. La formation des enseignants reste un point crucial du déploiement de ces (nouveaux) usages pédagogiques qui peuvent contribuer à renforcer la motivation des apprenants et l'efficacité de l'apprentissage en diversifiant et en enrichissant les pratiques. On ne peut pas parler au sens propre de pédagogie du numérique ; les outils numériques s'intègrent davantage à des pratiques pédagogiques déjà anciennes, mais dont ils facilitent grandement la mise en place : pédagogie différenciée, pédagogie de projet, autonomie de l'apprenant, approche actionnelle, etc. Les ressources numériques ont presque toutes vocation à être utilisées en complément des supports traditionnels (méthode papier, photocopies, etc.) et non à les remplacer. Il devient aisément concevable de combiner dans une même séquence, à partir d'un support audiovisuel, une activité d'écoute et de visionnage avec une consigne écrite au tableau, puis de passer à une activité sur support papier et d'enchaîner sur une activité de production orale ou écrite sur ordiphone ou tablette. Ces outils

révolutionnent en revanche la vie quotidienne et certains aspects de l'enseignement et l'apprentissage : la recherche d'informations et d'idées, l'accès à entre pairs, la production, le partage, la publication et la diffusion de documents, le prolongement du cours par des échanges ou des travaux planifiés hors classe et en ligne, etc. Les informations présentées ici s'appuient sur plusieurs sources : les données d'une enquête réalisée en ligne entre le 9 avril et le 14 mai 2018, des informations extraites de diverses sources documentaires institutionnelles publiques et privées, des ouvrages de référence parus sur le sujet et les échanges sur le terrain avec les milieux éducatifs effectués par les équipes du CAVILAM –Alliance française lors de missions de formation d'enseignants de FLE. 2 445 enseignants de 128 pays ont répondu à l'enquête en ligne : 47 « pays du Nord » (62 % des réponses) et 81 « pays du Sud » (38 % des réponses) selon la définition de la limite Nord/Sud sur Wikipédia¹. L'enquête ayant été réalisée en ligne, les réponses privilégient les utilisateurs du numérique et ne correspondent pas forcément à des données statistiques globales sur l'usage du numérique au niveau de tous les lieux ou modes d'enseignement. Les ressources numériques pour l'éducation Une définition des ressources numériques pour l'éducation a été proposée par Robert Bibeau² en 2005 « Les ressources numériques pour l'éducation correspondent à l'ensemble des services en ligne, des logiciels de gestion, d'édition et de communication (portails, logiciels outils, plates-formes de formation, moteurs de recherche, applications éducatives, portfolios) ainsi qu'aux données (statistiques, géographiques, sociologiques, démographiques, etc.), aux informations (articles de journaux, émissions de télévision, séquences audio, etc.) et aux œuvres numérisées (documents de références générales, œuvres littéraires, artistiques ou éducatives, etc.) utiles à l'enseignant ou à l'apprenant dans le cadre d'une activité d'enseignement ou d'apprentissage utilisant les TIC, activité ou projet pouvant être présenté dans le cadre d'un scénario pédagogique. » En outre, les tablettes et ordinateurs, associés à Internet ou non, constituent eux-mêmes, grâce à leurs fonctionnalités intégrées, des outils pédagogiques précieux. Il est ainsi très facile de photographier, filmer, enregistrer, partager, échanger, d'accéder de façon immédiate, avec une connexion Internet, à l'information souhaitée ou de communiquer avec d'autres usagers. L'Observatoire de la langue française a souhaité disposer de données et d'éléments d'analyse relatifs aux outils numériques en ligne existants et qui sont à disposition des enseignants et des apprenants de français langue étrangère, français sur objectifs spécifiques, français professionnel, etc., de même que d'une vision synthétique des usages du numérique dans le cadre de l'enseignement / apprentissage du français. Pour ce faire, une étude a été confiée au CAVILAM-Alliance française, centre de référence pour l'enseignement du français aux étrangers, la formation des professeurs de FLE et de FOS, et l'innovation pédagogique liée notamment à la création d'environnements pédagogiques plurimédias ainsi qu'à l'intégration des supports médias et des biens culturels dans les enseignements. L'équipe du CAVILAM –Alliance française a collecté des données sur la base d'un questionnaire transmis à plus de 38 000 destinataires dans plus de 120 pays (enseignants et apprenants des AF et des IF, des établissements scolaires, enseignants ayant suivi le CLOM du CAVILAM –Alliance française, partenaires du secteur privé et du secteur public) en avril 2018, questionnaire qui a par ailleurs été relayé via les réseaux sociaux, ainsi que différents partenaires institutionnels. L'analyse des plus de 3 000 réponses reçues (environ 600 réponses pour le questionnaire apprenant et 2 400 pour le questionnaire enseignant) aura permis d'identifier les pratiques les plus courantes, les supports et moyens de médiation les plus utilisés et les outils et ressources les plus appréciés, de collecter des données sur l'équipement des établissements, ou encore de déterminer des profils types d'enseignants et d'apprenants. Cette synthèse de l'étude (disponible en ligne dans sa totalité le site) devrait apporter des éléments d'aide

à la décision aux acteurs et décideurs de terrain, et de la coopération francophone dans la construction de projets pédagogiques liés à l'enseignement du français et au numérique. Egalement de guider les apprenants et enseignants de FLE, FOS etc. Dans l'identification de ressources et d'environnements d'apprentissage mis à leur disposition, et de qui sera plus ou moins adapté à leur profil, à leurs usages du numérique, ainsi qu'à leurs objectifs de formation. A noter que seuls les usagers ayant accès à Internet ont été contactés, et que les résultats concernent donc des usagers disposant d'outils numériques (ordinateur, tablette ou ordiphone) et d'une connexion Internet. L'étude ne reflète donc pas la diversité des situations sur le terrain et tous les contextes d'enseignement et d'apprentissage du français langue étrangère.

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L'EVALUATION DE LA COMPREHENSION DE L'ORAL

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Fransuz filologiyasi kafedrasida katta o'qituvchisi.

Annotatsiya. Mazkur maqolada fransuz tilini chet tili sifatida o'qitishda tinglab tushunish kompetensiyasini shakllantirish va baholash usullari muhokama etiladi.

Kalit so'zlar: tinglab tushunish, baholash, ta'lim, fan, mashq.

Аннотация. В данной статье рассматриваются способы формирования и оценки компетенции прослушивания при обучении французского как иностранный язык.

Ключевые слова: прослушивание, оценка, образование, наука, упражнение.

Abstract. This article discusses ways to develop and assess listening competence when teaching French as a foreign language.

Keywords: listening, assessment, education, science, exercise.

Kirish

Shavkat Mirziyoyev: Il est temps de créer un nouveau système d'enseignement. Des langues étrangères, qui constituera une base solide pour l'avenir.

Les exercices et devoirs d'écoute et de traduction d'enregistrements audio sont un excellent moyen d'améliorer la compréhension orale, la maîtrise de la langue et les compétences de traduction des apprenants en français. Voici quelques suggestions d'exercices que vous pourriez utiliser :

Compréhension orale : Faites écouter aux apprenants des enregistrements audio de différents niveaux de difficulté (dialogues, interviews, reportages, chansons, etc.) et posez-leur des questions sur le contenu pour vérifier leur compréhension. Vous pouvez également leur demander de résumer l'audio, de noter des informations spécifiques ou de répondre à des questions de compréhension. Traduction : Proposez aux apprenants de traduire des enregistrements audio en français vers leur langue maternelle et vice versa. Cela les aidera à développer leurs compétences de traduction, à enrichir leur vocabulaire et à mieux comprendre les structures de la langue. Exercices de dictée : Faites écouter un enregistrement audio aux apprenants et demandez-leur de retranscrire le texte entendu. La dictée est un excellent exercice pour améliorer l'écoute, l'orthographe et la précision de la transcription. Activités de conversation : Utilisez des enregistrements audio de conversations authentiques pour encourager les apprenants à pratiquer la langue parlée. Vous pouvez leur demander de répéter des phrases, de simuler des dialogues ou de commenter les enregistrements. Étude de la prononciation : Utilisez des enregistrements audio pour travailler sur la prononciation des sons spécifiques du français. Les apprenants peuvent répéter des mots ou des phrases pour améliorer leur accent et leur fluidité. Il est important de diversifier les

types d'exercices et de tâches proposés aux apprenants pour stimuler leur intérêt et favoriser une progression continue dans l'apprentissage du français. Encouragez-les également à écouter régulièrement des enregistrements en français (podcasts, émissions de radio, etc.) pour renforcer leur compréhension orale et leur familiarité avec la langue. Pour l'exercice de compréhension orale et d'analyse de bande audio, vous pouvez suivre les étapes suivantes :

Choisissez un enregistrement audio adapté au niveau de vos apprenants. Cela peut être un extrait de dialogue, une entrevue, un podcast, une chanson, etc. Faites écouter l'enregistrement une première fois aux apprenants sans leur donner plus d'informations. Posez-leur ensuite des questions sur le contenu de l'enregistrement pour vérifier leur compréhension. Vous pouvez leur demander de résumer l'audio, de donner des informations spécifiques, de relever des détails importants, etc. Faites écouter une deuxième fois l'enregistrement aux apprenants et encouragez-les à prendre des notes. Organisez une discussion ou un débat sur l'enregistrement audio. Demandez aux apprenants de partager leurs impressions, leurs réflexions et leurs opinions sur le sujet abordé.

Proposez des activités complémentaires pour renforcer la compréhension orale et l'analyse de l'enregistrement audio, comme des exercices de vocabulaire, des questions de discussion supplémentaires, des exercices de prononciation, etc. En réalisant cet exercice, les apprenants pourront améliorer leur écoute active, leur compréhension orale, leur capacité d'analyse et leur expression orale en français. N'oubliez pas de fournir des retours constructifs et des conseils pour les aider à progresser dans leurs compétences linguistiques. Le développement des compétences de compréhension orale occupant une place prioritaire dans l'enseignement de langue française à des jeunes élèves, l'utilisation de documents sonores qui permettent d'exposer les élèves à une langue authentique fait partie des pratiques attendues des professeurs de CM2. Le recours à des documents sonores est l'occasion pour les élèves d'entendre des accents différents de ceux du professeur et, ainsi, de se préparer plus efficacement aux situations de compréhension en dehors de la classe. De plus, les professeurs du premier degré n'étant généralement pas des spécialistes de la langue, l'utilisation de documents audio ou vidéo garantit une exposition à une langue orale avec toutes les caractéristiques d'authenticité requises. Toutefois, la simple exposition à la langue ne saurait garantir l'accès à la compréhension et la mise en place de stratégies efficaces. L'étude de documents sonores doit donc être accompagnée de dispositifs d'enseignement spécifiques, d'autant que c'est une des compétences les plus difficiles à maîtriser. Pour illustrer la problématique présentée ici, je décris tout d'abord quelques notions-clés utiles au travail d'analyse. Puis, je présente le matériau empirique et quelques éléments méthodologiques. Une nouvelle partie me sert à exposer des éléments d'analyse épistémique des deux situations étudiées à la lumière desquels j'examine la pratique effective des deux professeurs observés. La fin est consacrée aux pistes de réflexion pour l'enseignement et la formation. Pé en lui la compréhension. Dans cette activité, les apprenants écoutent une bande audio et doivent ensuite répondre à des questions pour démontrer leur compréhension de ce qu'ils ont entendu. Ils peuvent avoir à résumer le contenu, identifier des éléments spécifiques, ou analyser les informations présentées. Cette activité est utile pour entraîner les élèves à écouter activement, à traiter et à interpréter des informations auditives, et à développer leurs compétences en compréhension orale. Cela peut également les aider à améliorer leur capacité à saisir les détails importants, à faire des inférences et à résumer de manière succincte. Pour réussir cette activité, les apprenants doivent être attentifs à ce qu'ils entendent, utiliser des techniques de prise de notes si nécessaire, et être capables de traiter rapidement les informations pour répondre aux questions posées. Cela peut être un exercice utile pour les préparer à des situations de communication réelle où ils devront écouter attentivement et réagir rapidement.

La compréhension orale et l'analyse de bande audio sont des compétences essentielles pour les apprenants de langues étrangères. Grâce à la pratique de l'écoute active, les apprenants peuvent améliorer leur capacité à comprendre et interpréter des conversations, des enregistrements audio ou des émissions radio. Il est important de fournir aux apprenants une variété de supports audio pour les exposer à différents accents, vitesses de parole et styles de discours. Cela les aide à développer leur compréhension de la langue dans des contextes réels et diversifiés. Des activités telles que l'écoute de dialogues, de interviews, de podcasts ou de chansons peuvent être des moyens efficaces pour améliorer la compréhension orale des apprenants. En leur demandant de répondre à des questions, de résumer le contenu ou de discuter des thèmes abordés, on les encourage à écouter activement et à développer leur capacité d'analyse. En pratiquant régulièrement la compréhension orale et l'analyse de bande audio, les apprenants progressent dans leur maîtrise de la langue et gagnent en confiance pour communiquer dans des situations de la vie quotidienne ou professionnelle. Capacité orale dans la méthodologie de l'enseignement du français moderne Il est préférable d'utiliser des boîtes de dialogue pour le développement. Ces compétences sont enseignées dans divers supports pédagogiques, notamment des textes littéraires. Peut être formé en utilisant De tels dialogues sont traditionnellement des textes Évitez de mémoriser et de réciter de la même manière et vivez-les en français Vous permet de le transformer en discours. De plus, le vocabulaire des élèves Aide à augmenter et à améliorer la mémoire. Étudiants pendant les dialogues Maîtrise, réaction rapide, talents d'acteur et bien sûr, grammaticalement correct Ils pratiquent. L'élève lit le texte et explique son sens. Le processus est interactif Est mise en œuvre.

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BADIIY MATNLARDA PERIFRAZALARNING ISHLATILISHI (O'ZBEK-FRANSUZ MATNLARI MISOLIDA)

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Annotatsiya: Ushbu maqola o'zbek va fransuz badiiy adabiyotlarida perifrazalarning ishlaltilishi, ularning til va madaniyatdagi o'zni hamda ijodiy ifodadagi ahamiyatini o'rganadi. Maqolada perifrazalar nafaqat til ifodasining estetik jihatini boyitish, balki matnlarni mazmunan chuqur va ifodaviy qilishda muhim rol o'ynashi y'rganijadi. Shuningdek, perifrazalarning til o'qitishidagi pedagogik ahamiyati va xalqaro madaniy aloqalarda tutgan yeri ham ko'rib chiqiladi. Maqola, o'zbek va fransuz adabiyotlaridagi perifrazalarning qo'llanishi orqali til va adabiyotning o'zaro bog'liq, o'zaro ta'sir qiluvchi va bir-birini boyituvchi jihatlari ta'hlil etiladi.

Kalit so'zlar: Perifrazalar, o'zbek adabiyoti, fransuz adabiyoti, tilshunoslik, adabiyotshunoslik, madaniyatlararo muloqot, estetik ifoda, ijodiy fikrlash.

Аннотация: В данной статье рассматривается употребление перифразов в узбекской и французской художественной литературе, их место в языке и культуре, а также их значение в творческом выражении. В статье подчеркивается, что перифразы играют важную роль не только в обогащении эстетической стороны языкового выражения, но и в придании текстам большей глубины и выразительности. Также рассматривается педагогическое значение перифраз в языковом обучении и место, которое они занимают в международных культурных связях. В статье анализируются взаимосвязанные, взаимодействующие и взаимообогащающие аспекты языка и литературы посредством применения перифраз в узбекской и французской литературе.

Ключевые слова: Перифразы, узбекская литература, французская литература, лингвистика, литературоведение, межкультурная коммуникация, эстетическое выражение, творческое мышление.

Abstract: This article examines the use of periphrases in Uzbek and French fiction, their place in language and culture, and their importance in creative expression. The article emphasizes that periphrases play an important role not only in enriching the aesthetic aspect of language expression, but also in making texts deeper and more expressive. Also, the pedagogical value of periphrases in language teaching and their place in international cultural relations are considered. The article analyzes the interrelated, interacting and mutually enriching aspects of language and literature through the use of periphrases in Uzbek and French literature.

Keywords: Periphrases, Uzbek literature, French literature, linguistics, literary studies, intercultural communication, aesthetic expression, creative thinking.

Kirish

Perifrazalar - bu bir g'oyani ifodalashda uning o'zini emas, balki uni tavsiflovchi yoki bilvosita ko'rsatuvchi tushunchalarni ishlatish usuli hisoblanadi. O'zbek va fransuz tillaridagi badiiy matnlarda perifrazalarning ishlatilishi, tilning boyliklarini, ijodiy ifoda imkoniyatlarini namoyish etuvchi yorqin misollardir. Ushbu maqolada biz o'zbek va fransuz adabiyotlaridan olingan namunalar orqali perifrazalarning qanday qo'llanilishi va ularning madaniy hamda tilshunoslik ahamiyatini ko'rib chiqamiz.

Perifrazalarning ta'rifi va turlari

Perifraz - bu bilvosita ifoda usuli bo'lib, u biror narsa yoki hodisani to'g'ridan-to'g'ri atamasdan, ko'pincha tasvirlash orqali ifodalashni anglatadi. Badiiy matnlarda perifrazalar turli xil bo'lishi mumkin

- Sinonimik perifrazalar bu ma'lum bir so'z yoki iboraning sinonimlari orqali ifoda etilishi.
- Metaforik perifrazalar esa obrazli va ko'pincha she'riy tasvirlar orqali biror tushunchani umumlashtirib beradi.

- Antonomazik perifrazalar shaxslar, joylar yoki muhim voqealarni atashda ishlatiladi, masalan, "Oltin shahar" Parijni anglatishi mumkin.

O'zbek va fransuz matnlari misolida perifrazalarning qo'llanilishi

O'zbek adabiyotida perifrazalar ko'pincha milliy an'analar, folklore, tarixiy voqealar va tabiat manzaralarini tasvirlashda qo'llaniladi. Masalan, Alisher Navoiy asarlarida ko'pincha "ko'zlar qarosi" iborasi muhabbatni ifodalovchi vosita sifatida ishlatiladi.

Fransuz adabiyotida esa perifrazalarni Gustave Flaubert, Victor Hugo kabi yozuvchilarning asarlarida keng ko'rish mumkin. Ular o'z asarlarida murakkab psixologik portretlar yoki tarixiy manzaralarni g'oyat badiiy va obrazli ifodalash uchun perifrazalardan foydalanishgan. Misol uchun, Hugo "yashil qobiq ostidagi otash" iborasini erkinlik ramzini anglatuvchi vosita sifatida ishlatgan.

Tilshunoslik va madaniy ahamiyati

Perifrazalar nafaqat so'z san'atini boyitadi, balki tilning ifodaviy kuchini ham oshiradi. Ular orqali yozuvchi o'quvchilarni o'ylashga, tasavvur qilishga undaydi, shuningdek, asar mazmunini chuqurroq tushunishga yordam beradi. Har bir tilning o'ziga xos perifrazalari mavjud bo'lib, bu esa o'sha tilning madaniyati va tarixini o'rganishda muhim rol o'ynaydi [6].

O'zbek va fransuz tillaridagi badiiy matnlarda perifrazalarning ishlatilishi, har ikki tilning boy madaniy merosini namoyon etadi. Bu uslubiy vosita turlarining solishtirma tahlili esa tilshunoslar uchun qimmatli ma'lumotlar manbai hisoblanishi mumkin.

O'zbek va fransuz tillarida perifrazalarning qo'llanilishi o'rtasidagi tafovutlar va o'xshashliklar ham diqqatga sazovor. Har ikki tilning adabiyotida perifrazalar asosan madaniy va tarixiy kontekstlarga bog'liq bo'lib, bu esa turli madaniyatlarni o'rganishda katta ahamiyatga ega. Masalan, o'zbek adabiyotida tabiat va tarixiy shaxslar tasviri uchun ko'plab perifrazalar ishlatiladi, bu esa o'zbek xalqining tabiat va tarixga bo'lgan chuqur hurmatini aks ettiradi. Fransuz adabiyotida esa, perifrazalar ko'proq shaxsiy hissiyotlar va ijtimoiy masalalarni obrazli ifodalashda qo'llaniladi.

Perifrazalarning madaniy ahamiyati shundaki, ular orqali har bir millatning til bayoniga xos xususiyatlar, matnning qanchalik boy va rang-barang ekanligi ko'zga tashlanadi. Har bir tilning o'ziga xos uslubiy xususiyatlari, jumladan perifrazalarning qo'llanilishi, o'sha tilning dunyoqarashi va estetik qarashlarini namoyish etuvchi vositalardir.

Adabiyotshunoslar va tilshunoslar uchun o'zbek va fransuz tillarida perifrazalarning ishlatilishi, tilaro va madaniy muloqotni chuqurlashtirishda katta qo'shimcha qiymat yaratadi. Bu,

shuningdek, turli tillardagi adabiyotlarni tarjima qilishda va o'rganishda qo'llaniladigan yondashuvlarni boyitadi, chunki har bir tilning o'ziga xos ifoda uslublari va estetik mezonlari mavjud.

O'zbek va fransuz adabiyotlarida perifrazalar qo'llanilishi o'ziga xos xususiyatlarga ega. Quyida o'zbek adabiyotidan olgan misollarimiz orqali bu uslubiy vositaning qanday ishlatilishini ko'rsatamiz.

O'zbek adabiyotida perifrazalarning misollari

1. Alisher Navoiyning "Layli va Majnun" asarida: Navoiy Majnunni tasvirlashda "sevgi iztiroblarining asiri", "vahshiylik mulking shohi" kabi perifrazalarni ishlatadi. Bu iboralar Majnunning sevgi sababli kechirgan ruhiy azoblarini va uning jamiyatdan uzoqlashgan holatini ifodalashda qo'llaniladi.

2. Erkin Vohidovning she'rlarida: Vohidov tabiatni tasvirlashda tez-tez perifrazalarga murojaat qiladi. Masalan, "bahor malikasi" iborasi orqali bahorni shaxsiylashtiradi va uni go'zallik va yangilanish ramzi sifatida tasvirlaydi.

3. Abdulla Oripovning "Ona" she'rida: Oripov ona tushunchasini "tong saharda yulduz", "yer yuzining guli" kabi perifrazalar bilan boyitadi. Bu iboralar onaning betakror va bebaho qadr-qimmatini ta'kidlaydi.

Fransuz adabiyotida perifrazalarning misollari

Fransuz adabiyotida perifrazalar ham keng qo'llaniladi. Masalan, Victor Hugo "Notr-Dam de Pari" romani orqali Parij shahrini "dunyoning yuragi" deb ataydi, bu esa shaharning madaniy va tarixiy ahamiyatini ta'kidlaydi.

Perifrazalarning til va madaniyatdagi o'rni

O'zbek va fransuz adabiyotlaridagi perifrazalar, har ikki tilning madaniyati va adabiy uslubini chuqurroq tushunishga yordam beradi. Tilning ifodaviy imkoniyatlarini kengaytirish bilan birga, ular matnlarni yanada jozibador va o'quvchilar uchun tushunarli qiladi. Shuningdek, perifrazalar turli madaniy kontekstlarda qanday qo'llanilishini solishtirish, tilaro muloqotda muhim rol o'ynaydi

Perifrazalar, shubhasiz, har qanday tilning estetik va ifodaviy qudratini namoyish etuvchi muhim vositalardan biridir. O'zbek va fransuz adabiyotlarida ushbu vositaning qo'llanilishi, til va madaniyatlararo bog'liqliklarni o'rganishda muhim ahamiyat kasb etadi va adabiyotning universal qiymatlarini yanada boyitadi.

Perifrazalarning ijodiy ifodadagi ahamiyati

Perifrazalar adabiy tilni boyitishda faqat tashqi go'zallikni ta'minlamay, balki matnning mazmunini chuqurroq va ko'p qirrali qilishda ham muhim rol o'ynaydi. Ular orqali adiblar o'z asarlarida murakkab g'oyalarni sodda va tushunarli tarzda ifodalash imkoniyatiga ega bo'ladilar.

Perifrazalarning pedagogik qo'llanilishi

Til o'qitishda perifrazalardan foydalanish talabalarni notiqlik san'atiga o'rgatishda, shuningdek, tilni chuqurroq va ijodiy o'rganishda yordam beradi. O'zbek va fransuz tillarini o'qitishda perifrazalar orqali talabalar yangi so'zlar va iboralarni o'rganish bilan birga, matnlarni tahlil qilish va mazmunini chuqurroq anglash ko'nikmalarini ham rivojlantiradilar.

Xalqaro adabiy aloqalarda perifrazalarning o'rni

O'zbek va fransuz adabiy aloqalari kontekstida perifrazalar, madaniyatlarni bir-biriga yaqinlashtirishda va o'zaro tushunishni oshirishda katta ahamiyatga ega. Perifrazalar orqali har ikki til vakillari bir-birlarining madaniyati va adabiy merosini yanada chuqurroq o'rganish

imkoniyatiga ega bo'lishadi. Bunda perifrazalarning tarjimasini va talqini muhim rol o'ynaydi, chunki har bir tilning o'ziga xos bayon uslubi va madaniy nuqtai nazarlari mavjud.

Kelajakdagi tadqiqot yo'nalishlari

Perifrazalarning adabiyot va tilshunoslikdagi o'rni haqidagi kelajakdagi tadqiqotlar, ushbu uslubiy vositaning boshqa tillar va adabiyotlar bilan solishtirmali tahlilini o'z ichiga olishi mumkin. Shuningdek, perifrazalar qo'llanilishi orqali yosh avlodlarni adabiyotga qiziqtirish va ularning estetik didini rivojlantirish yo'llarini izlash ham muhim tadqiqot mavzularidan biri bo'lib qolmoqda.

Xulosa

Perifrazalar o'zbek va fransuz adabiyotlarida faqatgina til ifodasining estetik jihatini boyitish bilan cheklanib qolmay, balki matnlarni mazmunan chuqur va ifodaviy qilishda ham muhim rol o'ynaydi. Ular adabiy asarlarda murakkab g'oyalarni sodda va tushunarli tarzda ifodalash, shuningdek, o'quvchilarni ijodiy fikrlashga undash imkoniyatini yaratadi. Perifrazalarning til o'qitishidagi pedagogik ahamiyati, adabiy ijodiyotdagi o'rni va xalqaro madaniy aloqalarda tutgan yeri nafaqat tilshunoslik va adabiyotshunoslik, balki umuman madaniyatlararo muloqotda ham katta qiymat kasb etadi.

Kelajak tadqiqotlarida perifrazalarning boshqa tillar va adabiyotlar bilan solishtirmali tahlili, shuningdek ularning yoshlar tarbiyasidagi o'rni kabi mavzular chuqurroq o'rganilishi mumkin. O'zbek va fransuz tillarida perifrazalarning qo'llanilishi, madaniyatlararo tushunishni oshirishda va global adabiy hamkorliklarni mustahkamlashda muhim vosita sifatida qaraladi. Shu bilan birga, perifrazalar til va adabiyotning o'zaro ta'sir qiluvchi va bir-birini boyituvchi jihatlarini sifatida qadrlanib, til va adabiyotning boy va rang-barang dunyosini yanada chuqurroq anglashga yordam beradi. Bu esa, nafaqat adabiyot va tilshunoslik, balki umumbashariy madaniyat va ma'naviyat rivojiga hissa qo'shadi.

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L'ÉVALUATION DE LA COMPREHENSION DE L'ÉCRIT

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Annotatsiya. Mazkur maqolada fransuz tilini chet tili sifatida o'qitishda o'qib tushunish kompetensiyasini shakllantirish va baholash usullari muhokama etiladi.

Kalit so'zlar: o'qish, baholash, ta'lim, fan, tafakkur.

Аннотация. В данной статье рассматриваются способы формирования и оценки компетенции чтения при обучении французского как иностранный язык.

Ключевые слова: чтение, оценка, образование, наука, мышление.

Abstract. This article discusses ways to develop and assess reading competence when teaching French as a foreign language.

Keywords: reading, assessment, education, science, thinking.

Il est fréquent que les enseignants aient l'impression d'évaluer les acquisitions de leurs apprenants à la fin de chaque séquence didactique. Pour vérifier si les élèves ont assimilé les connaissances et ont bien compris, à travers des tests sous forme des questions, des exercices, ...

Jean Pierre Cuq, dans le Dictionnaire de didactique de français langue étrangère et seconde définit l'évaluation des apprentissages comme: « *l'évaluation des apprentissages est une démarche qui consiste à recueillir et à décider sur la poursuite des apprentissages compte tenu de l'intention de départ.* »²³²(2003,90)

Lorsqu'on parle d'évaluation de la compréhension de l'écrit, on parle des bénéfices qu'elle peut offrir à l'enseignant d'une part et à l'élève d'une autre part.

Du côté de l'enseignant, elle lui permet de savoir le développement des compétences, détecter les difficultés rencontrés par les apprenants et le degré d'avancement, elle aide aussi l'apprenant à connaître ses contraintes et évaluer son apprentissage par lui-même, c'est l'auto-évaluation.

Il s'agit donc, des questions fermées ou ouvertes; données à la fin de lecture, des exercices de type vrai ou faux, QSM....

Cependant, ces types d'exercices ne permettent pas aux élèves d'appréhender et de reconstituer les réseaux de sens par eux-mêmes.

Dans le cadre de remédier cette élimination. Il est préférable de demander aux élèves de faire recours aux éléments et aux indices trouvés dans le texte pour inférer le sens, de faire le résumer, ou de redire à travers leurs propres mots, ou de reformuler les idées de certains passages de texte,

²³² Cuq, J.-P. *Dictionnaire de didactique de français langue étrangère et seconde*. version électronique, Paris, 2003, p90

ou encore émettre des hypothèses, etc. on réalisant ces types d'exercices en collectif ou en travail individuel. Le sens sera donc Co-construit et impliquera que les tâches confiées aux différents groupes aient été précisément programmées et explicitées.

Afin de proposer aux élèves des textes et des tâches qui leur soient accessibles en entraînement, il peut être aussi envisagé de procéder à une différenciation pédagogique qui sera d'autant plus aisée à mettre en œuvre que la compréhension a été entraînée ou évaluée à partir de plusieurs supports.²³³

Pour que, les apprenants arrivent autonomes en compréhension de l'écrit, il est nécessaire qu'ils soient comprend leurs réussites et leurs échecs, comme pour tous les autres activités langagières. Alors; il est très important que les enseignants amener leurs élèves vers une auto-évaluation faite par eux-mêmes dont laquelle les apprenants analysent et contrôlent leur apprentissage. Grâce aux bilans, fiches de suivi, etc. motionnés dans leurs cahiers pour que les élèves peuvent être consultés pour suivre sa progression au cours de l'année.

L'analyse des questions qui se rapportent au contexte d'enseignement des stratégies de compréhension nous a permis de constater que les participantes à cette recherche n'ont aucune connaissance sur les situations de lecture ou bien les modalités de groupement des apprenants propices à l'enseignement des stratégies de compréhension de l'écrit. Déjà deux enseignantes sur six considèrent que les stratégies de compréhension ne s'enseignent pas (E4 et E6) comme nous l'avons déjà indiqué ci-haut. Deux autres enseignantes ont déclaré qu'elles ne sont pas suffisamment informées dans ce domaine :

- E2 « *Je ne sais pas et on a pas assez de choix il faut suivre le programme et le manuel scolaire (...) s'il y a d'autres lectures ou modalités de travail qui facilitent l'enseignement de ces stratégies je pense que j'ai aucune idée sur ça* »;
- E5 « *Je n'ai jamais reçu une formation sur ces stratégies donc j'ai pas assez de connaissances sur tout ce qui peut favoriser leur enseignement* ».

En fin, deux autres enseignantes ont cité la lecture recherche et la lecture repérage auxquelles elles assignent presque la même définition comme des situations de lecture convenables à l'enseignement des stratégies de compréhension. E1 a proposé « la lecture repérage » qu'elle définit comme un type de lecture où « l'élève ne lis pas tout le texte de façon continue il lit pour chercher des informations il lit pour répondre aux questions de l'enseignant ». Et E3 a proposé « la lecture recherche » qu'elle définit comme un moment où « les enfants cherchent tous ce qui est important dans le texte ils cherchent les éléments para-textuels puis les éléments textuels essentiels ».

Nous remarquons que ces deux enseignantes ont la même conception d'une situation de lecture sauf que l'une a utilisé l'expression « lecture repérage » et l'autre a utilisé l'expression « lecture recherche », mais dans les deux situations le rôle de l'apprenant se limite à la recherche des informations dans le texte ce qui ne peut favoriser l'enseignement de toutes les stratégies de compréhension. Quant aux autres situations de lecture validées par la recherche pour un enseignement efficace des stratégies de compréhension qu'on a abordé dans le cadre conceptuel du présent écrit (lecture interactive, lecture partagée, lecture guidée et lecture autonome) aucune enseignante n'a manifesté sa connaissance de ces situations de lecture.

²³³ <https://allemand.ac-versailles.fr/spip.php?article640> (consulté le 11/03/2020)

Pour les modalités de groupement des apprenants ces deux mêmes dernières enseignantes ont déclaré que l'intervention auprès du groupe classe est la meilleure modalité de travail durant la séance de compréhension de l'écrit :

- E1 « *La compréhension de l'écrit se travaille avec l'ensemble des élèves tout le monde écoutent et tout le monde participent. Le travail de groupe ou bien le travail individuel ne conviennent pas à l'activité de compréhension de l'écrit. Les groupes on peut les utiliser pour travailler la production de l'écrit et le travail individuel pour les points de langues pour s'assurer que l'élève a bien saisi le point de langue*»;
- E3 « il vaut mieux travailler la compréhension de l'écrit avec l'ensemble de la classe ».

Ainsi, ces enseignantes semblent ignorer le rôle du travail de groupe et du travail individuel dans l'acquisition des stratégies de compréhension de l'écrit.

Ecart entre connaissances enseignantes et connaissances issues de la recherche: émergence d'un besoin

L'interprétation des résultats, nous a permis de constater que les participantes à la présente recherche semblent ignorer un nombre notable de connaissances incontournables pour l'enseignement des stratégies de compréhension de l'écrit. En effet, elles ne semblent pas conscientes que la construction du sens de l'écrit est une activité cognitive complexe nécessitant la mobilisation de stratégies de compréhension qui doivent être enseignées de façon directe et explicite. Nous avons constaté que même si certaines enseignantes parviennent à citer quelques stratégies de compréhension de l'écrit, aucune d'entre elles ne savait en quoi elles consistaient exactement et/ ou comment peut-on l'enseigner aux apprenants comme le propose la recherche scientifique, en faisant expliciter aux apprenants qu'est-ce qu'une stratégie de compréhension ? Quelle est son utilité ? Comment et quand peut-on l'appliquer ? Et en les guidant pas à pas pour construire leurs propres répertoires stratégiques.

En fait, nous avons constaté également que les enseignantes ne sont pas conscientes du rôle de l'enseignant dans l'acquisition des stratégies de compréhension et qu'il doit faire de la classe de lecture un lieu d'apprentissage explicite de ces stratégies et fournir aux apprenants l'étayage et la modélisation dont ils ont besoin pour comprendre ce qui se passe dans la tête d'un lecteur expert lors de la lecture d'un texte. Les questions que nous avons posées sur les démarches d'enseignement ainsi que le contexte d'enseignement de ces stratégies sont restées sans réponses de la part de la majorité des enseignantes.

Ces paramètres reflètent une certaine rupture entre les connaissances des enseignantes et les avancées théoriques dans le domaine de l'enseignement des stratégies de compréhension de l'écrit. Ce constat s'aligne avec la position de beaucoup d'autres chercheurs soulignant déjà l'existence d'un écart entre les connaissances issues de la recherche et les connaissances sous-tendant les pratiques enseignantes dans la réalité scolaire²³⁴. Dans cette perspective, Marion et

²³⁴ Albaladejo, C., Geslin, P., Magda, D. & Salembier, P. (2009). La mise à l'épreuve: le transfert des connaissances scientifiques en questions. Paris: Éditions Quae

Lemire, J., Bigras, N. & Eryasa, J. (2011). L'échange de connaissances en petite enfance: état des lieux. In N. Bigras & C. Bouchard (dir.), L'échange de connaissances en petite enfance: comment mettre à profit les expertises des chercheurs et des praticiens (p. 9-31). Québec: Les Presses de l'Université du Québec. Marion, C. (2018). « Transfert des connaissances issues de la recherche (TCIR) en éducation : proposition d'un modèle ancré dans une prise en compte des personnes que sont les utilisateurs ». Thèses de doctorat, Université du Québec à Montréal.

Houffort²³⁵ (2015 :58-59) signalent que plusieurs facteurs peuvent expliquer cet écart comme le faible degré d'autonomie des enseignants quant à leur propre développement professionnel et leur autoformation, le rapport au savoir plutôt pratique que théorique des enseignants et l'inadéquation des approches de transfert des connaissances aux enseignants. Les résultats de la présente recherche viennent appuyer l'impact de ces facteurs sur le niveau de connaissances enseignantes. En fait, les participantes de cette recherche ont signalé qu'elles non jamais reçu une formation directe et précise sur les stratégies de compréhension (E3 « on a jamais été formé sur l'enseignement de ces stratégies de façon précise »). Et que leur formation initiale est en rupture avec le milieu du travail (E2 « il n'y a aucun rapport entre la formation universitaire et le travail du cout une fois on commence à travailler on oublie la formation universitaire »). Comme elles ont signalé qu'elles n'essaient pas de s'autoformer sur ce plan (E2 « Depuis la fac j'ai rien lu sur ces nouvelles théories ». Elles ont également souligné que la théorie ne constitue pas une condition essentielle pour être un bon enseignant (E1 « Bon moi je m'intéresse pas trop à la théorie pour moi l'essentiel c'est la pratique »).

Or, il a été déjà démontré que l'état des connaissances de l'enseignant relativement à un domaine précis influence sa qualité d'enseignement, les types de pratiques mis en œuvre ainsi que le temps qu'il y consacre en classe ²³⁶(McCutchén & al., 2002; Cinningham & al., 2009). Ce qui révèle la nécessité de repenser la formation enseignante sur l'enseignement des stratégies de compréhension de l'écrit. Dans ce cadre, nous suggérons de veiller à la formation de bons enseignants depuis leur formation initiale à travers la révision des contenus à enseigner en vue d'une mise en cohérence entre la formation universitaire et les besoins de la profession enseignante. Et de poursuivre cet effort après leur recrutement par le biais de la formation continues. Cette dernière peut prendre en compte les attentes et les besoins particuliers des enseignants pour susciter leur motivation et accroître leur engagement. Elle peut également s'échelonner sur une période signifiante afin d'assurer l'enrichissement et la consolidation des apprentissages vus. En fin, elle peut être accompagnée d'un suivi rigoureux de la part de professionnels du domaine pour s'assurer du meilleur investissement des connaissances acquises par les enseignants et les aider à transposer les savoir théoriques dans le contexte réel de la classe et faire ainsi de l'école algérienne un lieu conforme aux avancées scientifiques en didactique des langues.

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²³⁵ Marion, C. & Houffort, N. (2015). Transfert de connaissances issues de la recherche en éducation : situation globale, défis et perspectives. *Nouveaux cahiers de la recherche en éducation*, 18(2), 56–89.

²³⁶McCutchén, D., Abbott, R. D., Green, L. B., Beretvas, S. N., Cox, S., Potter, N. S., Quiroga, T., & Gray, A. L. (2002). « Beginning literacy: Links among teacher knowledge, teacher practice, and student learning ». *Journal of Learning Disabilities*, 35(1), 69-86.

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TRAVAIL DU TEXTE EN COURS DE LANGUES ETRANGERES

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Annotatsiya. Mazkur maqolada fransuz tilini chet tili sifatida o‘qitishda matn bilan ishlash kompetensiyasini shakllantirish usullari va qiyinchiliklari muhokama etiladi.

Kalit so‘zlar: matn, qiyinchiliklar, lingvistik, kommunikativ, ijtimoiy- madaniy, madaniyatlararo kompetensiyalar.

Аннотация. В данной статье рассматриваются способы и трудности формирования компетенции работы над текстом при обучении французского как иностранный язык.

Ключевые слова: текст, трудности, лингвистические, коммуникативные, социокультурные и межкультурные компетенции.

Abstract. This article discusses the ways and difficulties of developing competence to work on text when teaching French as a foreign language.

Keywords: text, difficulties, linguistic, communicative, sociocultural and intercultural competencies.

Avec l'ouverture des frontières et l'expansion des relations internationales, l'enseignement des langues étrangères devient l'un des problèmes les plus importants et les plus urgents de la science méthodologique. L'ordre social de la société dans le domaine de l'apprentissage des langues étrangères est la tolérance envers les représentants d'autres nationalités et cultures, c'est-à-dire les spécialistes possédant tous types de compétences : linguistiques, communicatives, linguistiques, socioculturelles et interculturelles. La capacité d'entrer dans le dialogue des cultures implique de connaître la mentalité, les caractéristiques nationales, les coutumes et la culture du pays de la langue étudiée. L'objectif principal de l'enseignement aux étudiants lors de l'apprentissage des langues étrangères à l'école ou à l'université comprend le développement cohérent et systématique des activités de parole, notamment : parler, écrire, lire et écouter. L'activité vocale est un processus actif et ciblé de transmission et de réception de messages exprimés à travers le système linguistique et en fonction de la situation de communication. La lecture est un type d'activité de parole visant à obtenir des informations à partir d'un texte écrit. Maîtriser le texte, avoir la capacité de comprendre et de comprendre des informations.

Technique de lecture - réalisation des relations lettre-son, processus de lecture et ensemble de règles de lecture.

Lecture frontale - lecture complète

Lecture individuelle Type de lecture selon le nombre de participants.

La lecture à deux est un type de lecture à deux, de style dialogue et selon le nombre de participants.

Lecture synthétique - "synthèse" grecque - lecture intensive et superficielle sans analyse. La lecture synthétique du texte est une compréhension perceptive du texte écrit. La lecture analytique vient du mot grec "analyse" - lire le texte en l'analysant. Vocabulaire passif - mots que l'étudiant maîtrise déjà et peut reconnaître au cours du processus de lecture. La compétence est le choix des méthodes d'action effectuées en fonction de la finalité du travail effectué consciemment, de sa mise en œuvre et de l'application pratique des connaissances. Qualification - une activité partiellement automatisée. Exercice - une unité pédagogique composée de la composition, des exigences et des parties matérielles de l'action éducative réalisée dans une langue étrangère. Lecture attentive - compréhension complète et claire du contenu du texte. La compréhension est de 100%. Lecture pédagogique - enseignement lié à l'éducation. Recherche de lecture - suite à la recherche et à la recherche d'informations, de définitions, de règles connues d'autres sources, le lecteur du texte La partie considérée comme nécessaire à la lecture est lue attentivement Les exercices de lecture sont une activité éducative qui enseigne la lecture, développe les compétences en lecture et développe les compétences. Les études sont importantes dans la vie d'une personne. En lisant, le lecteur accroît ses connaissances, élargit ses perspectives et obtient un plaisir esthétique. A l'heure où les relations entre les peuples s'améliorent, le besoin d'une langue étrangère augmente. Dans nos conditions, où il n'y a pas d'environnement linguistique, il est pratique d'étudier une langue étrangère l'une des façons les plus importantes de l'utiliser. La lecture est un processus visant à percevoir et à comprendre des informations écrites en tant que type d'activité de parole. La lecture est donc une activité de parole réceptive. L'acceptation des informations écrites s'effectue à l'aide de mécanismes de lecture. Dans le processus d'apprentissage d'une langue étrangère dans les écoles secondaires, la lecture est également un outil d'apprentissage des langues. Cela peut également servir d'objectif pédagogique. Lorsque l'apprentissage de la lecture est considéré comme le but de l'éducation, cela signifie ce qui suit. Tout spécialiste doit être capable de lire de la littérature dans une langue étrangère dans son domaine, de comprendre les informations dont il a besoin et d'être au courant de l'actualité dans son domaine.

Grâce à la lecture, une personne élargit sa vision du monde. Il sera conscient de la richesse spirituelle. Sous l'influence éducative du texte, le caractère, la culture et l'éthique sont élevés chez les étudiants. On lui apprend à traiter avec les gens. La lecture comme moyen d'éducation élargit la possibilité de maîtriser le matériel linguistique. Au cours du processus de lecture, l'élève mémorise de nouveaux mots et élargit son vocabulaire.

Une attention particulière est accordée aux types d'études dans la littérature méthodique et il est à noter qu'il existe les types d'études suivants.

Analyser le texte en cours de lecture et ne pas le faire :

a) lecture synthétique b) lecture analytique ;

Selon la préparation : a) préparée b) étude non préparée.

Au lieu de cela : a) en classe b) étudier à la maison.

Selon le niveau de compréhension : Le méthodiste anglais M. West a déclaré en 1882 qu'il existe les types de lecture suivants.

1. Lisez attentivement.

2. Lecture moyenne.

Selon le but prévu de la lecture :

1. Lecture rapide et lecture rapide.

2. Lecture sélective.

SKFolomkina note qu'il existe les types de lecture suivants, en tenant compte du but recherché de la lecture.

1. Lire pour faire connaissance.
2. Lire en recherche
3. Lire en un coup d'oeil
4. Lire attentivement.

Lecture familière - dans laquelle le lecteur se familiarise avec le sujet général de l'article ou du livre. Le processus de lecture est rapide, il suffit au lecteur de comprendre le contenu principal du texte, d'en comprendre l'idée. La lecture de familiarité est courante dans la vie des gens. L'académicien LMCherbe souligne que ce type de lecture devrait être acquis par toute personne instruite, en particulier celle qui a besoin de suivre la littérature dans une langue étrangère. Lecture de recherche - ce type de lecture est nécessaire pour trouver des informations connues à partir de sources autres que le texte - définitions, règles, nombres et figures. s'arrête et relit cette partie depuis le début. La deuxième fois, la lecture d'un coup d'œil se transforme en lecture en recherche. Le but de ce type de lecture est d'obtenir des informations sur des livres, des magazines, des articles, etc. Ce type de lecture est utilisé dans le but de déterminer si l'élève dispose ou non des informations nécessaires pour lui-même, si ces informations sont nécessaires ou non, de se souvenir de ce qu'il a lu auparavant et de choisir les informations nécessaires afin de les utiliser. dans son travail futur. .

Lecture approfondie - ce type de lecture vise à permettre une compréhension complète et claire du contenu du texte. L'exhaustivité de la compréhension est de 100 %. Le lecteur essaie de comprendre pleinement les parties les plus importantes et les plus intéressantes du texte. De plus, il observe le texte d'un point de vue critique. Dans les types d'activités de lecture mentionnés ci-dessus, la vitesse de lecture et le niveau de compréhension de l'élève diffèrent les uns des autres. Ci-dessous, nous examinerons les exigences relatives au niveau d'études des étudiants. Lecture de familiarisation : le niveau d'exhaustivité des informations de base du texte ne doit pas être inférieur à 70 %. La vitesse est de 180 à 190 mots par minute pour l'anglais et le français, de 140 à 150 mots par minute pour l'allemand.

Lecture approfondie : la compréhension est considérée comme un indicateur secondaire d'une vitesse de lecture de 100 %. Cependant, la vitesse ne doit pas être inférieure à 50 à 60 mots par minute. Lecture écrémée : ce type de lecture nécessite que le lecteur ait une parfaite connaissance de la matière linguistique et des compétences en lecture. Le temps consacré à ce type doit être de 1 minute pour 1 à 1,5 pages.

Les situations survenues au cours de l'étude sont divisées en deux gests

1. Une situation dans laquelle le lecteur reçoit des informations d'une source écrite. 2. Une situation dans laquelle les informations doivent être fournies

à d'autres en même temps . Dans le premier cas, il est nécessaire de lire sans émettre de son, et dans le second cas, d'émettre un son. La mémorisation des informations en cours de lecture doit être mémorisée volontairement ou involontairement. Dans le cas d'une mémorisation involontaire, l'attention du lecteur est principalement axé sur le contenu de l'information lors de la lecture pour la familiarisation. . L'étudiant se souvient du contenu du texte et des échantillons de discours. La mémorisation volontaire se produit lorsqu'une tâche particulière de l'enseignant ou la propre initiative des élèves concentrent consciemment leur attention à la fois sur le contenu et sur la forme du texte. Selon les statistiques linguistiques, si l'enseignant connaît 2000 mots lexicaux,

s'il en connaît 70 à 80 % mots dans le texte, il peut lire le texte pour s'en familiariser. L'enseignement de la lecture étant basé sur des textes, la réussite de l'éducation dépend de la nature des textes. La complexité linguistique du texte dépend des éléments lexicaux et grammaticaux du texte. Lors de la détermination des difficultés lexicales, il est nécessaire de prendre en compte les mots inconnus des étudiants au cours du processus de lecture du texte, ainsi que les unités lexicales nouvellement apprises. Lors de la détermination des difficultés grammaticales, il est nécessaire de prendre en compte la relation entre les phrases composées et simples, la structure des phrases qui n'existent pas dans la langue maternelle, les homonymes et les matériaux grammaticaux nouvellement appris. Au secondaire, les élèves acquièrent les aptitudes et compétences de base nécessaires à tous les types d'études. 1. Compétences et qualifications liées à la compréhension du matériel linguistique. Les exercices de langue servent à développer ces compétences et capacités. N'oubliez pas non plus le matériel linguistique. L'anticipation développe la capacité de prédire mentalement la signification du matériel linguistique. Thème : Travailler sur du matériel lexical dans des cours de langues étrangères (anglais, allemand, français, etc.) Objectif : Informer les étudiants sur la grammaire. Enseigner à expliquer le matériel grammatical. Résultat attendu : amélioration des compétences, aptitudes et connaissances des étudiants dans l'apprentissage de la grammaire des langues étrangères. Exposition : Stands, matériel didactique adapté à l'enseignement de la grammaire.

Dans les classes élémentaires, les élèves apprennent plusieurs types de fluidité, c'est-à-dire une fluidité consciente, rapide, correcte et expressive. Que doit faire l'enseignant avec les élèves qui n'ont pas le temps d'apprendre à parler vite, correctement et de manière expressive ? Un flux correct est clairement un flux sans erreur. On sait que certains élèves abandonnent souvent certaines lettres et lisent en changeant la place des conjonctions et des mots. Afin d'éviter de telles erreurs, c'est un soulagement d'encourager les lecteurs en difficulté à diviser les gros textes en morceaux. Afin d'enseigner la prononciation correcte, les actions suivantes peuvent être effectuées : - dans un premier temps, prononcer des mots de 3 à 4 syllabes, et prononcer des mots de 5 à 6 syllabes divisées par des syllabes ; - lors de la lecture de textes familiers, le débit est légèrement augmenté. De cette façon, les enfants auront la capacité de lire couramment même des textes inconnus ; - Une prononciation correcte, claire et pure des sons, des voyelles et des mots est d'une grande importance pour les élèves ayant des difficultés à lire. Par exemple, pour apprendre à un oiseau les mots qui s'écrivent p en prononciation et b en écriture (oftob, serob) ; Afin d'éviter qu'ils ne prononcent le son r comme l, y (bayrak,-baylak, ortok-oytok), il est conseillé d'utiliser des exemples avec de tels mots. L'augmentation du débit implique des processus plus complexes. L'enfant se précipite pour apprendre rapidement, du coup, il fait des erreurs. L'enseignant doit être capable de créer une bonne humeur chez les élèves qui ont des difficultés à lire, de créer une bonne ambiance dans la classe, d'inculquer à chaque enfant la confiance que « je peux lire correctement et couramment ». avec la participation de mots, résumer les phrases du point de vue du contenu, former une petite histoire, faire souvent des énigmes sur l'idée principale dans la partie complétée du texte, raconter la description de la nature dans le texte, les bonnes et les mauvaises habitudes des personnes à l'aide d'exemples, en les reliant aux événements du travail. Il peut être recommandé aux étudiants d'expliquer quelles œuvres sont bonnes et peuvent être suivies, et lesquelles sont mauvaises et doivent être détestées. Les lecteurs ne peuvent lire de manière expressive que s'ils acquièrent une aisance précise, consciente et rapide. L'enseignement de la fluidité expressive se fait en même temps que l'enseignement de la fluidité. Les élèves qui n'ont pas le temps de s'exprimer couramment sont invités à mémoriser des poèmes avec de petits vers, à mémoriser avec

une attention particulière au ton et aux signes de ponctuation du poème en petits vers. L'activité indépendante augmente l'activité. Il est efficace d'apprendre aux étudiants mentalement retardés à travailler de manière indépendante. L'activité indépendante rend une personne intelligente et réactive. Cette activité doit être développée de manière appropriée pour les écoliers plus jeunes. Pour cela, il faut tout d'abord préparer mentalement les étudiants au travail indépendant, s'assurer qu'ils sont capables de faire quelque chose et de bien le faire. Quels types de travail indépendant devrait-il y avoir ?

Tout d'abord, les types de travaux doivent être soigneusement préparés par l'enseignant, en fonction de l'objectif pédagogique et de la chronique. En cela, il convient de prendre en compte l'opportunité de chaque élève, de ne pas négliger ses caractéristiques d'âge et ce qui l'intéresse. L'une des citations du développement mental des étudiants est qu'ils accomplissent des tâches en les « mémorisant ». est récompensé par leur capacité à choisir, à trouver les erreurs de manière indépendante et à les corriger. Il est utile de choisir des méthodes pratiques permettant aux étudiants d'accomplir leurs tâches rapidement et correctement, de les organiser en posant constamment des questions suggestives et en recommandant des mots clés.

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ZAMONAVIY METODIKADA KREATIVLIKNING AHAMIYATI

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Annotatsiya. Mazkur maqolada ta'limda zamonaviy metodikani qo'llash, shu jumladan kreativlikni rivojlantirishning ahamiyati, yo'nalishlari hamda mohiyati muhokama etiladi.

Kalit so'zlar: Kreativlik, metodika, ta'lim, fan, tafakkur.

Аннотация. В данной статье рассматриваются важность, направления и сущность использования современных методов в образовании, в том числе в развитии творческих способностей.

Ключевые слова: Творчество, методология, образование, наука, мышление.

Abstract. This article discusses the importance, directions and essence of using modern methods in education, including the development of creativity.

Keywords: Creativity, methodology, education, science, thinking.

Inson yaralibdiki, taraqqiyot, rivojlanish davom etib kelmoqda. Ibtidoiy davrdan to fan-texnika taraqqiy etgan bugungi kunga qadar bo'lgan jarayonlar fikrimiz isboti.

Kreativlik (lot., ing. "create" - yaratish, "creative" - yaratuvchi, ijodkor) - individning yangi g'oyalarni ishlab chiqarishga tayyorlikni tavsiflovchi va mustaqil omil sifatida iqtidorlilikning tarkibiga kiruvchi ijodiy qobiliyati.

Shaxsning kreativligi uning tafakkurida, muloqotida, his-tuyg'ularida, muayyan faoliyat turlarida namoyon bo'ladi. Kreativlik shaxsni yaxlit holda yoki uning muayyan xususiyatlarini tavsiflaydi. Shuningdek, kreativlik iqtidorning muhim omili sifatida aks etadi. Qolaversa, kreativlik zehni o'tkirlilikni belgilab beradi.

Har qanday mamlakatning qudrati uning intellektual salohiyati bilan belgilanadi. Bu esa bevosita ta'lim sifatiga bog'liq. Istiqolol tufayli ma'naviy hayotimizda ulkan burilish sodir bo'ldi. Mustaqillik bizning milliy- madaniy qadriyatlarimizning naqadar boy va teran tafakkur uslubini shakllantirishga imkoniyat ochib berdi. Oqibatda milliy qadriyatlarimiz jamiyatimiz taraqqiyotini tezlashtirish, yoshlarni ma'naviy-axloqiy tarbiyalashda hamda ularni milliy iftixor ruhida tarbiyalashda qudratli tarbiyaviy negiz bo'lib xizmat qilmoqda.

Odatda kreativlik bolalarda tez-tez ko'zga tashlanib turadi. Kreativ fikrlovchi bolalar ko'p bo'lsada, bu bolalarning kelgusida ijodiy yutuqlarni qo'lga kiritishlarini belgilab bermaydi. Bolalarda kreativlikni rivojlantirish uchun ularning mazkur xatti-harakatlarini qo'llab-quvvatlab turish zarur [2]:

- bolalarning ko'p savollar berishlarini rag'batlantirish va bu odatni qo'llab-quvvatlash;

- bolalarning mustaqilligini ragʻbatlantirish va ularda javobgarlikni kuchaytirish;
- bolalar tomonidan mustaqil faoliyatni tashkil etilishi uchun imkoniyat yaratish;
- bolalarning qiziqishlariga, iqtidorlariga eʼtibor qaratish.
- Quyidagilar shaxsda kreativlikni rivojlantirishga toʻsquinlik qiladi:
- oʻzini tavakkaldan olib qochish;
- fikrlash va xatti-harakatlarda qoʻllikka yoʻl qoʻyish;
- shaxs fantaziyasi va tasavvurining yuqori baholanmasligi;
- boshqalarga tobe boʻlish;
- har qanday holatda ham faqat yutuqni oʻylash.

Maʼlumki, taraqqiyotni harakatga keltirishda va turmushda roʻy berayotgan jarayonlarga oʻz taʼsirini oʻtkazishda jamiyat ijtimoiy-siyosiy, iqtisodiy, madaniy-maʼnaviy yangilanishining muhim subʼekti boʻlgan yoshlarni barkamol shaxs qilib tarbiyalash muhim masalasi ahamiyatga ega.

Ilm-fan, texnika, ishlab chiqarish va texnologiyaning jadal rivojlanishi jamiyat hayotining barcha sohalarida taraqqiyotining yangi istiqbollari ochib berdi. Insoniyatning davlat va jamiyat qurilishiga doir asriy tajribalari ijtimoiy munosabatlarni yangicha yondashuvlar asosida tartibga solish borasidagi ilgʻor yondashuvlarning qaror toptirilishiga olib keldi.

Ayni vaqtda Respublika ijtimoiy hayotiga shiddatli tezlikda axborotlar oqimi kirib kelmoqda va keng koʻlamni qamrab olmoqda. Axborotlarni tezkor surʼatda qabul qilib olish, ularni tahlil etish, qayta ishlash, nazariy jihatdan umumlashtirish, xulosalash hamda talabaga yetkazib berishni yoʻlga qoʻyish taʼlim tizimi oldida turgan dolzarb muammolardan biri hisoblanadi. Taʼlim-tarbiya jarayoniga pedagogik texnologiyani tadbiiq etish yuqorida qayd etilgan dolzarb muammoni ijobiy hal etishga xizmat qiladi.

Oʻzbekiston Respublikasi Prezidenti Shavkat Miromonovich Mirziyoev taʼkidlaganidek: “Hammamiz yaxshi bilamiz, bugungi davr yuqori texnologiyalar, innovatsiyalar zamonidir. Dunyodagi rivojlangan mamlakatlar oʻz oldiga nafaqat koʻplab mahsulotlar ishlab chiqarish va ularni bozorga olib chiqishni, balki chuqur bilim va ilmiy yutuqlarga asoslangan innovatsion iqtisodiyotga oʻtish vazifasini qoʻymoqda. Yaʼni, oʻz iqtisodiyotini mavjud tabiiy resurslarni sarflash evaziga emas, innovatsion mahsulotlar yaratish, oʻzlashtirish va ilgʻor texnologiyalarni ishlab chiqarishga joriy qilish orqali rivojlantirish taraqqiyotning asosiy omiliga aylanmoqda.

Mamlakatni innovatsion rivojlantirish strategiyasi va mexanizmlari eng avvalo shu davlatda yaratilgan intellektual va ilmiy-texnikaviy salohiyatdan qanchalik samarali foydalanish bilan chambarchas bogʻliq”.

Hozirgi kunga kelib pedagogik texnologiyaning nazariy asosini yaratish va dars jarayoniga tadbiiq etish, birinchidan, anʼanaviy oʻqitish, yaratish va amaliyotga tadbiiq etish, anʼanaviy oʻqitish tizimi yozma va ogʻzaki soʻzlarga tayanib ish koʻrish tufayli “axborotli oʻqitish” shaklida tavsiflanadi. Natijada oʻqituvchi faoliyati birgina oʻquv jarayonining tashkilotchisi sifatida emas, nufuzli bilim beruvchi manbaga aylanib borishi taʼkidlangan holda baholanmokda. “Insonning ijtimoiy mohiyatini jamiyat talabiga mos ravishda shakllantiruvchi soha xalq taʼlimi tizimi deb atalib, uni amalga oshiruvchi shaxs oʻituvchi yoki muallim deyiladi. Oʻqituvchi-muallimlarning shaxsiy ijtimoiy sifatlariga azal-azaldan eʼtibor qaratib kelingan va har bir zamon talabidan kelib chiqib, pedagogga qoʻyiladigan talablar takomillashib, murakkablashib boravergan”.

“Pedagogning kreativ innovatsion faoliyati quyidagilar bilan belgilanadi [3]:

- yangilikni qoʻllashga tayyorgarligi;

- pedagogik yangiliklarni qabul qilishi;
- novatorlik darajasi;
- kommunikativ qobiliyatning rivojlanganligi;
- ijodkorligi”.

Kreativlik potensialiga ega pedagog o`zida quyidagi malakalarni namoyon eta oladi [4]:

- ✓ bajariladigan vazifaning mohiyati va ahamiyatini belgilay bilish;
- ✓ masalaning qo`yilishini tahlil qila olish;- masalani hal qilish rejasini tuzish;
- ✓ masalani hal qilishda samarali metodlar (analiz, sintez, induksiya, deduksiya, taqqoslash va b.)larni qo`llash;
- ✓ masalani hal qilish usullarini tanlay olish;
- ✓ qabul qilingan qarorning to`g`riligini asoslash va qayta tekshirish; - masalani hal qilishda kichik tadqiqot (izlanish)ni olib borish;
- ✓ masalani hal qilish sharoiti, jarayonning borishi va masala yechimi yakunlarini umumlashtirishga oid dalillarni rasmiylashtirish

Xulosa o`rnida shuni aytish mumkinki, kreativ fikrlovchi yoshlarni tarbiyalashimiz mamlakatimizda tub o`zgarishlarni amalga oshirishimizga imkon beradi. Bugungi kunda barcha rivojlangan mamlakatlarning har bir sohasini kreativ fikrlovchi yoshlar boshqarmoqda. Shuning uchun O`zbekistonda ham kreativ fikrlovchi yoshlarni tarbiyalash, ta`lim va tarbiya jarayoniga kreativlikni olib kirish muhim masalalardan biri bo`lib kelmoqda.

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ТЕХНОЛОГИИ В ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ

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Аннотация. Mazkur maqolada taʼlimda zamonaviy metodikani qoʻllash, shu jumladan kreativlikni rivojlantirishning ahamiyati, yoʻnalishlari hamda mohiyati muhokama etiladi.

Калит soʻzlar: Zamonaviy texnologiya, metodika, taʼlim, fan, tafakkur.

Аннотация. В данной статье рассматриваются важность, направления и сущность использования современных технологий в образовании, в том числе в развитии творческих способностей.

Ключевые слова: современные технологии, методология, образование, наука, мышление.

Abstract. This article discusses the importance, directions and essence of using modern technologies in education, including the development of creativity.

Keywords: Modern technologies, methodology, education, science, thinking.

Виртуальные классы и онлайн-платформы для изучения языков: В современном образовании виртуальные классы и онлайн-платформы становятся неотъемлемой частью обучения иностранным языкам, предоставляя обучающимся гибкость в выборе места и времени для занятий.

Виртуальные классы, интерактивные уроки позволяют преподавателям и студентам взаимодействовать в режиме реального времени через видеоконференции, чат и обмен материалами.

Глобальное взаимодействие: Создают возможность для студентов из разных стран общаться, обмениваться опытом и практиковать языковые навыки в разнообразных культурных контекстах.

Онлайн-платформы для изучения языков: Интерактивные курсы: Предлагают структурированный материал с разнообразными учебными ресурсами, включая видео, аудио, тесты и интерактивные задания.

Индивидуализированный подход адаптируется к уровню знаний и потребностям каждого студента, предлагая персонализированные задания и упражнения.

Мгновенная обратная связь: Предоставляют студентам возможность мгновенно проверять правильность ответов и получать обратную связь, что повышает эффективность обучения.

Преимущества виртуальных классов и онлайн-платформ:

Глобальный доступ: Позволяют студентам из любой точки мира иметь доступ к качественному обучению.

Гибкость обучения: Совмещение учебы с работой или другими обязанностями, благодаря возможности учиться в удобное время.

Разнообразие обучающих ресурсов: Предоставляют разнообразные материалы и задания, с учетом различных типов обучающихся.

Недостатки:

Технические проблемы: Возможны проблемы с интернет-соединением и техническим оборудованием.

Отсутствие непосредственного контакта: Некоторые студенты могут испытывать нехватку личного взаимодействия с преподавателями и сверстниками.

Все большее использование виртуальных классов и онлайн-платформ свидетельствует о том, что эти технологии играют важную роль в обеспечении доступности и эффективности обучения иностранным языкам в современном образовании.

Инновационные методы обучения.

Голосовые и видео-коммуникации: Виртуальные классы поддерживают обучение произношению через голосовые и видео-коммуникации, что существенно улучшает языковую практику.

Виртуальные экскурсии:

Онлайн-платформы предоставляют возможность виртуальных поездок, погружая студентов в культурный контекст и обогащая их лексикон.

Системы искусственного интеллекта.

Адаптивность: Используют алгоритмы для адаптации к стилю и темпу обучения каждого студента, что обеспечивает индивидуализированный подход.

Автоматизированная оценка: Предоставляют мгновенную оценку произношения и грамматических навыков с использованием технологий искусственного интеллекта.

Интерактивные игры и приложения.

Обучение через игру: Мобильные приложения создают обучающие игры, которые делают процесс изучения языка увлекательным и мотивирующим.

Синхронизация с повседневной жизнью: Интерактивные приложения интегрируются в повседневные сценарии, помогая студентам применять языковые навыки в реальных ситуациях.

Преимущества виртуальных классов и онлайн-платформ (продолжение):

Глобальное взаимодействие: поддерживают формирование межкультурного опыта через общение с представителями разных культур и языков.

Эффективная обратная связь: Предоставляют возможность преподавателям предоставлять индивидуальную обратную связь, учитывая особенности каждого студента.

Недостатки (продолжение):

Ограниченность в практических навыках: Онлайн-платформы могут ограничивать практику навыков, таких как разговорная практика и общение в реальных ситуациях.

Недостаток момента наблюдения: Виртуальные классы могут создать сложности в эффективной оценке вовлеченности студентов.

В целом, использование виртуальных классов и онлайн-платформ в обучении иностранным языкам обогащает учебный процесс, предоставляя студентам широкий спектр возможностей для эффективного и интересного освоения нового языка.

Мобильные приложения и игры для обучения иностранным языкам: Удобство и доступность: Предоставляют учебный материал в любом месте и в любое время, обеспечивая гибкость в обучении.

Интерактивные упражнения: Предлагают разнообразные задания, включая тесты, упражнения на произношение и общение на языке.

Игры для обучения: Мотивационный аспект: Игровой формат делает процесс обучения увлекательным и стимулирует студентов к регулярной практике.

Сценарии из повседневной жизни: Игры моделируют ситуации из реальной жизни, позволяя студентам применять языковые навыки на практике.

Преимущества мобильных приложений и игр для обучения:

Интерактивность: Предоставляют возможность взаимодействия с языковым материалом через игровые элементы и увлекательные сценарии.

Индивидуализация: Адаптируются к уровню знаний каждого студента, предлагая персонализированные упражнения.

Применение в повседневной жизни: Игры обучают языковым навыкам, которые могут быть применены в реальных ситуациях общения.

Недостатки: Ограниченность в практических навыках:

Могут не полностью заменить реальное общение и практику в стране изучаемого языка.

Недостаточное внимание грамматике:

Некоторые игры могут уделить меньше внимания грамматическим аспектам языка.

Примеры успешных приложений и игр:

Duolingo: Предлагает интерактивные уроки и игровые упражнения для изучения различных языков.

Memrise: Фокусируется на запоминании слов и фраз через увлекательные игровые методы.

QuizUp: Позволяет соревноваться с другими пользователями в викторинах на различные темы, включая языки.

Применение в образовательной среде:

Интеграция в учебный процесс: Мобильные приложения и игры могут быть успешно интегрированы в формальные и неформальные образовательные программы.

Стимулирование самостоятельности: Поддерживают развитие самостоятельности и саморегуляции студентов в процессе обучения.

Все большее внимание уделяется разработке и применению мобильных приложений и игр для обучения иностранным языкам, что подчеркивает их эффективность и значимость в современной образовательной практике.

Современные методы оценки и контроля прогресса при использовании интерактивных технологий:

Автоматизированная оценка произношения: Технологии распознавания речи: Позволяют системам автоматически оценивать правильность произношения и предоставлять обратную связь.

Интерактивные упражнения: Предлагают задания, где студенты читают текст или повторяют фразы, а затем получают оценку от системы.

Использование искусственного интеллекта:

Адаптивные задания: Используют алгоритмы искусственного интеллекта для предоставления персонализированных заданий, учитывая уровень знаний каждого студента.

Анализ данных: Анализируют данные обучения для выявления индивидуальных слабых мест и предложения улучшений.

Онлайн-тестирование и викторины:

Интерактивные тесты: Обеспечивают возможность проверки языковых знаний с использованием различных форматов, таких как выбор из нескольких вариантов или заполнение пропусков.

Соревнования:

Викторины стимулируют соревновательный элемент, мотивируя студентов к систематическому повторению материала.

Оценка устного общения через виртуальные чаты:

Имитация реальных ситуаций: Задания в виртуальных чатах могут включать ролевые игры и диалоги, оценивая способность студента применять языковые навыки в различных сценариях.

Обратная связь преподавателей: Преподаватели могут предоставлять обратную связь по устному общению, основываясь на записях виртуальных диалогов.

Интерактивные платформы с системами обратной связи:

Мгновенная обратная связь: Позволяют студентам мгновенно проверять правильность ответов и получать развернутую обратную связь.

Статистика прогресса: Интерактивные платформы предоставляют статистику о прогрессе, что помогает студентам и преподавателям оценивать достижения.

Преимущества методов оценки с использованием интерактивных технологий:

Точность: Автоматизированные системы и искусственный интеллект могут обеспечить более точную и объективную оценку.

Мгновенная обратная связь: Студенты могут немедленно узнавать свой прогресс и исправлять ошибки.

Индивидуализация: Адаптивные системы оценки учитывают индивидуальные потребности и уровень знаний каждого студента.

Недостатки: Ограничение в оценке креативности:

Некоторые аспекты языкового творчества могут быть сложны для автоматизированной оценки.

Технические проблемы: Требуют стабильного интернет-соединения и технической поддержки.

С использованием современных методов оценки, основанных на интерактивных технологиях, обеспечивается более эффективное и индивидуализированное оценивание прогресса в обучении иностранным языкам.

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LIMITATIONS POSSIBLES DE L'INTEGRATION DE L'ACTIVITE LUDIQUE ET MOYENS DE LES SURMONTER

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Fransuz filologiyasi kafedrasida katta o'qituvchisi.

Annotatsiya. Mazkur maqolada chet tili ta'limida o'yinlardan foydalanishda duch kelish mulkin bo'lgan qiyinchiliklar va ularni bartaraf qilish usullari haqida so'z yuritiladi.

Kalit so'zlar: o'qitish jarayoni, o'yin faoliyati, resurslar yetishmasligi, til bilish darajasi.

Аннотация. В данной статье рассматриваются ограничения в использовании игровых деятельностей в обучении иностранным языкам и способы их преодоления

Ключевые слова: процесс обучения, игровая деятельность, нехватка ресурсов, уровень владения языком.

Abstracts. This article discusses the limitations in the use of game activities in teaching foreign languages and ways to overcome them.

Keywords: learning process, gaming activity, lack of resources, level of language proficiency.

L'intégration d'activités ludiques dans l'enseignement de la compréhension écrite offre de nombreux avantages, mais elle peut également être confrontée à certaines limitations. Pourtant, avec une planification appropriée et des stratégies adaptées, ces limitations peuvent être surmontées pour maximiser les bénéfices de cette approche pédagogique innovante.

L'une des principales limitations est le manque de ressources disponibles pour mettre en œuvre des activités ludiques en classe. Cela peut être dû à des contraintes budgétaires ou à un accès limité à du matériel éducatif spécifique. Pour remédier à cela, les enseignants peuvent se tourner vers des ressources gratuites en ligne, telles que des jeux interactifs, des exercices de compréhension écrite en ligne et des vidéos éducatives. De plus, ils peuvent encourager la création de leurs propres jeux ou activités ludiques par les apprenants, ce qui favorise la créativité et l'engagement actif.

Une autre limitation majeure est le défi de l'adaptabilité aux différents niveaux de compétence des apprenants. Les activités ludiques peuvent ne pas toujours être appropriées pour tous les niveaux de compétence, ce qui peut entraîner une exclusion involontaire des apprenants moins avancés ou une sous-stimulation des apprenants plus avancés. Pour surmonter cela, les enseignants peuvent modifier les activités pour les rendre accessibles à différents niveaux de compétence en ajustant la complexité des tâches, en fournissant un soutien supplémentaire aux apprenants en difficulté et en proposant des extensions pour les apprenants plus avancés.

Les contraintes de temps constituent également une limitation courante dans l'intégration des activités ludiques en classe. Les programmes scolaires peuvent être chargés, laissant peu de temps pour intégrer des activités ludiques dans les cours de compréhension écrite. Cependant, les enseignants peuvent surmonter cette limitation en intégrant des activités ludiques de manière stratégique, en les utilisant comme des pauses actives entre les leçons ou comme des activités de consolidation à la fin de chaque unité. Ils peuvent également planifier des séances spécifiques dédiées aux activités ludiques une fois par semaine pour assurer leur intégration dans le programme.

Enfin, la gestion de classe peut poser un défi supplémentaire lors de l'utilisation d'activités ludiques. Certaines activités peuvent être bruyantes ou difficiles à gérer, surtout avec de grands groupes d'apprenants. Pour remédier à cela, les enseignants peuvent établir des règles claires dès le début pour assurer une participation respectueuse et ordonnée. Ils peuvent également diviser les apprenants en petits groupes pour faciliter la gestion et favoriser la collaboration.

En conclusion, bien que l'utilisation d'activités ludiques dans l'enseignement de la compréhension écrite puisse présenter certaines limitations, ces défis peuvent être surmontés avec une planification minutieuse et des stratégies adaptées. En s'adaptant aux besoins des apprenants, en tirant parti des ressources disponibles et en développant des compétences de gestion de classe efficaces, les enseignants peuvent offrir une expérience d'apprentissage enrichissante et efficace qui maximise les avantages des activités ludiques dans le développement de la compétence de la compréhension écrite.

Malgré les nombreux avantages des activités ludiques dans l'éducation, il existe également quelques limitations potentielles. Voici quelques-unes de ces limitations et des moyens de les surmonter :

Risque de perte de temps:

Certaines activités ludiques peuvent parfois être perçues comme une perte de temps si elles ne sont pas directement liées aux objectifs d'apprentissage. Pour surmonter cela, il est important de bien planifier et structurer les activités ludiques en les intégrant de manière cohérente dans le programme d'études.

Difficulté à évaluer les apprentissages :

Il peut être plus difficile d'évaluer les apprentissages issus des activités ludiques par rapport à des méthodes d'enseignement plus traditionnelles. Pour pallier ce problème, il est essentiel de définir clairement les objectifs d'apprentissage des activités ludiques et de mettre en place des outils d'évaluation adaptés.

Nécessité de ressources supplémentaires :

Certains types d'activités ludiques peuvent nécessiter des ressources supplémentaires en termes de matériel, de formation des enseignants ou d'organisation logistique. Pour surmonter cette limitation, il est possible d'opter pour des activités ludiques simples et peu coûteuses, ou de rechercher des financements pour soutenir la mise en place d'activités plus complexes.

Risque de manque de rigueur académique :

Les activités ludiques peuvent parfois être perçues comme moins sérieuses ou moins rigoureuses sur le plan académique. Pour éviter cela, il est important de veiller à ce que les activités ludiques soient en adéquation avec les objectifs pédagogiques et qu'elles contribuent réellement à l'apprentissage des apprenants.

Difficulté à adapter les activités à tous les types d'apprenants :

Certaines activités ludiques peuvent ne pas convenir à tous les types d'apprenants, en raison de différences individuelles dans les styles d'apprentissage ou les besoins spécifiques. Pour surmonter cette limitation, il est recommandé d'adapter les activités ludiques en fonction des besoins et des préférences des apprenants, en proposant des alternatives ou des variantes pour répondre à la diversité des profils.

En conclusion, bien que les activités ludiques présentent des avantages indéniables dans l'éducation, il est important de prendre en compte ces limitations potentielles et de mettre en place des stratégies pour les surmonter afin de garantir l'efficacité et la pertinence de ces pratiques pédagogiques.

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TYPES ET CARACTERISTIQUES DES JEUX DANS L'APPRENTISSAGE DES LANGUES

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Annotatsiya. Mazkur maqolada chet tili ta'limida o'yinlardan foydalanish usullari, ta'limiy o'yin turlari, tavsiflari haqida so'z yuritiladi.

Kalit so'zlar: o'qitish jarayoni, ta'limiy o'yinlar, kommunikativ, kreativ, nutqiy kompetensiyalarni rivojlantiruvchi o'yinlar.

Аннотация. В данной статье рассматриваются способы использования игр в обучении иностранным языкам, типы и характеристики образовательных игр.

Ключевые слова: процесс обучения, образовательные игры, коммуникативные, креативные и игры развивающие речевые компетенции.

Abstract. This article discusses the ways of using games in teaching foreign languages, the types and characteristics of educational games.

Keywords: learning process, educational games, communicative, creative and games developing speech competencies.

Les jeux sont de puissants outils pédagogiques dans l'apprentissage des langues, car ils engagent les apprenants de manière ludique tout en renforçant leurs compétences linguistiques. Il existe une multitude de types de jeux utilisés dans l'enseignement des langues, chacun avec ses propres caractéristiques et avantages spécifiques.

Tout d'abord, les jeux de vocabulaire sont des activités qui aident les apprenants à enrichir leur répertoire lexical. Ces jeux peuvent inclure des activités telles que des mots croisés, des jeux de mémoire, des jeux de devinettes ou des jeux de rôle où les apprenants doivent utiliser un vocabulaire spécifique pour communiquer efficacement²³⁷.

Ensuite, les jeux de grammaire se concentrent sur la pratique des règles grammaticales et syntaxiques de la langue. Les jeux de conjugaison, les jeux de construction de phrases, les jeux de transformation de phrases et les jeux de correspondance grammaticale sont quelques exemples de jeux de grammaire qui aident les apprenants à internaliser les structures linguistiques de manière interactive.

Les jeux de communication sont également essentiels pour développer les compétences de compréhension et d'expression orale. Les jeux de rôle, les jeux de simulation, les débats et les discussions dirigées sont des exemples de jeux de communication qui encouragent les apprenants

²³⁷ Li, C. (2010). A study of the use of games in the teaching of second language listening comprehension. *Theory and Practice in Language Studies*, 1(12), 1819-1822

à utiliser la langue de manière authentique dans des situations de communication réelles ou simulées.

En outre, les jeux de compréhension écrite et de compréhension orale sont des outils efficaces pour améliorer la capacité des apprenants à comprendre et à interpréter des textes écrits ou des enregistrements audio. Les jeux de lecture interactive, les activités de transcription, les jeux d'écoute active et les jeux de question-réponse sont quelques exemples de jeux qui renforcent les compétences de compréhension.

Les jeux de créativité et d'imagination encouragent les apprenants à utiliser la langue de manière inventive et expressive. Les jeux d'histoire, les jeux de création de scénarios, les jeux de dessin et les jeux de création de chansons sont des exemples de jeux qui stimulent la créativité des apprenants tout en renforçant leurs compétences linguistiques.

Enfin, les jeux de révision et d'évaluation sont utilisés pour consolider les connaissances acquises et évaluer les progrès des apprenants. Les jeux de quiz, les jeux de mots cachés, les jeux de bingo linguistique et les jeux de jeu de société adaptés à la langue cible sont des exemples de jeux de révision et d'évaluation couramment utilisés dans l'enseignement des langues.

En conclusion, les jeux dans l'apprentissage des langues offrent une approche dynamique et interactive pour renforcer les compétences linguistiques des apprenants. Qu'il s'agisse de jeux de vocabulaire, de grammaire, de communication, de compréhension, de créativité ou de révision, ces activités ludiques stimulent l'engagement des apprenants et favorisent une acquisition efficace et durable de la langue.

En plus des différents types de jeux, il est essentiel de comprendre les caractéristiques qui rendent ces activités efficaces dans l'apprentissage des langues²³⁸.

1. Engagement et motivation : Les jeux captivent l'attention des apprenants et les motivent à participer activement. L'aspect ludique des jeux suscite l'intérêt des apprenants et les encourage à s'impliquer davantage dans le processus d'apprentissage.

2. Interaction sociale : De nombreux jeux linguistiques impliquent une interaction entre les apprenants, favorisant ainsi le développement des compétences de communication interpersonnelle. Les jeux de rôle, les jeux de groupe et les activités de collaboration encouragent les apprenants à interagir en utilisant la langue cible de manière authentique.

3. Répétition et consolidation : Les jeux offrent de multiples opportunités de répétition et de pratique, ce qui renforce la mémorisation et la consolidation des connaissances linguistiques. En répétant des structures grammaticales, des expressions idiomatiques ou du vocabulaire dans un contexte ludique, les apprenants sont plus susceptibles de les intégrer durablement.

4. Adaptabilité et différenciation : Les jeux peuvent être adaptés en fonction du niveau de compétence des apprenants et de leurs besoins spécifiques en apprentissage. Les enseignants peuvent modifier les règles du jeu, le contenu ou les objectifs pour répondre aux besoins individuels ou de groupe, ce qui permet une différenciation efficace dans l'enseignement des langues.

5. Feedback immédiat : Les jeux fournissent un feedback immédiat aux apprenants, ce qui leur permet de corriger rapidement leurs erreurs et d'améliorer leurs performances linguistiques. Ce retour d'information en temps réel favorise l'apprentissage actif et la progression continue des apprenants.

²³⁸ Mena, A., & Mena, C. (2017). Effects of games on foreign language vocabulary learning: A meta-analysis. *System*, 66, 99-115

6. Contextualisation et authenticité : Les jeux sont souvent ancrés dans des contextes authentiques, ce qui permet aux apprenants de voir comment la langue est utilisée dans des situations de la vie réelle. Cette contextualisation rend l'apprentissage plus significatif et facilite la transférabilité des compétences linguistiques à l'extérieur de la salle de classe.

En résumé, les jeux dans l'apprentissage des langues combinent engagement, interaction sociale, répétition, adaptabilité, feedback immédiat, contextualisation et authenticité pour offrir une expérience d'apprentissage enrichissante et efficace. En intégrant ces caractéristiques dans la conception et la mise en œuvre des activités ludiques, les enseignants peuvent maximiser les avantages des jeux dans le développement des compétences linguistiques des apprenants.

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ИСПОЛЬЗОВАНИЕ ГРУППОВЫХ ТЕХНОЛОГИЙ В ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ

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Аннотация. Mazkur maqolada chet tili ta'limida jamoaviy texnologiyalardan foydalanish, ularning turlari va istiqbollari haqida so'z yuritiladi.

Калит so'zlar: o'qitish jarayoni, jamoaviy texnologiyalar, jamoaviy bahs va loyihalar.

Аннотация. В данной статье рассматриваются важность использования групповых технологий в обучении иностранным языкам, типы и перспективы данных технологий.

Ключевые слова: процесс обучения, групповые технологии, групповые дискуссии и проекты

Abstract. This article discusses the importance of using group technologies in teaching foreign languages, the types and prospects of these technologies.

Keywords: learning process, group technologies, group discussions and projects.

Групповые технологии на уроках играют ключевую роль в современном образовательном процессе, акцентируя внимание на взаимодействии, сотрудничестве и коллективном обучении. Разнообразные методы групповой работы обогащают учебный процесс, делая его более интересным и эффективным. Первым видом групповой технологии является метод проектов. Этот метод позволяет ученикам активно участвовать в создании проектов, которые требуют совместного анализа, исследования и решения задач. Работа в группе над проектом способствует развитию самостоятельности, творческого мышления и коммуникативных навыков. Кроме того, учащиеся учатся эффективно распределять обязанности и координировать свои усилия для достижения общей цели. Второй метод - круговое обсуждение - предоставляет учащимся возможность высказывать свои мысли, обмениваться мнениями и аргументировать свои позиции по определенной теме или проблеме. Этот метод развивает навыки аналитического мышления, критической оценки информации и умения слушать мнение других. Круговые обсуждения создают атмосферу доверия и уважения, где каждый участник чувствует себя важным и выслушанным. Третий вид групповой технологии - метод проблемного обучения - ставит перед учениками конкретные задачи или проблемы, требующие совместного поиска решений. Учащиеся изучают проблему, анализируют ее причины и последствия, ищут альтернативные пути решения и обсуждают возможные действия. Этот метод активизирует мыслительные процессы, развивает критическое мышление и способствует формированию у учащихся навыков самостоятельного исследования. Четвертый метод - коллективное

творчество - позволяет ученикам совместно создавать произведения искусства, такие как пьесы, музыкальные композиции или художественные проекты. Работа в коллективе стимулирует фантазию, креативное мышление и способствует формированию у учащихся умения работать в команде. Наконец, метод взаимопомощи и партнерства подразумевает сотрудничество и взаимодействие между учащимися в рамках общей задачи. Ученики помогают друг другу, обмениваются знаниями и опытом, что способствует укреплению взаимоотношений в классе, повышению учебной мотивации и развитию чувства коллективной ответственности. Все эти виды групповых технологий являются важными инструментами в образовательном процессе, помогая учителям создавать условия для эффективного обучения и развития учащихся. Взаимодействие, сотрудничество и обмен знаниями и опытом в группе способствуют не только усвоению учебного материала, но и формированию ключевых компетенций, необходимых для успешной адаптации в современном мире.

Одной из форм групповой работы являются групповые дискуссии. Они представляют собой совместное обсуждение проблемы или задачи, где каждый участник имеет возможность высказать своё мнение и предложить решение. В ходе таких дискуссий ученики учатся слушать друг друга, аргументировать свою точку зрения, находить компромиссы и принимать коллективные решения.

Групповые дискуссии могут проводиться на разных этапах урока. Например, перед началом изучения новой темы можно провести дискуссию, чтобы определить уровень знаний учащихся и выявить их интересы. Это поможет учителю адаптировать материал под потребности учеников и сделать урок более интересным и эффективным²³⁹.

Во время изучения нового материала групповые дискуссии помогают ученикам лучше понять тему, разобраться в сложных вопросах и применить теоретические знания на практике. Учащиеся обсуждают различные точки зрения, анализируют информацию, делают выводы и формируют собственное мнение. После изучения темы групповые дискуссии позволяют проверить усвоение материала. Ученики обсуждают вопросы, связанные с темой, решают задачи и выполняют проекты. Таким образом, они могут продемонстрировать свои знания и умения, а также получить обратную связь от учителя и одноклассников.

Кроме того, групповые дискуссии способствуют развитию социальных навыков. Ученики учатся работать в команде, распределять обязанности, договариваться и решать конфликты. Это помогает им стать более ответственными, самостоятельными и уверенными в себе. Групповые дискуссии на уроках представляют собой мощный инструмент обучения, который стимулирует активное участие студентов и способствует развитию их критического мышления, коммуникативных навыков и способности работать в коллективе. В современном образовании это метод, который активно применяется в различных областях знаний, от литературы до науки. Первоначально, групповые дискуссии могут выглядеть как простое собрание, но в процессе они раскрывают свой потенциал как средство углубленного погружения в учебный материал. В рамках таких дискуссий студенты обсуждают важные темы, анализируют проблемы, вырабатывают собственные точки зрения и обогащают их через диалог с однокурсниками. Одним из ключевых преимуществ групповых дискуссий является их способность увлечь студентов, сделав

²³⁹ Кузовлев В.П., "Иновационные технологии в обучении иностранным языкам". 2017

обучение более интересным и интерактивным. В отличие от традиционных лекций, где студенты пассивно слушают преподавателя, в групповых дискуссиях каждый участник имеет возможность высказать свое мнение, аргументировать его и обсудить с коллегами. Это способствует более глубокому усвоению материала и развитию критического мышления. Кроме того, групповые дискуссии способствуют развитию коммуникативных навыков. Участники учатся выражать свои мысли четко и убедительно, слушать точки зрения других людей, искать компромиссы и достигать общего понимания. Эти навыки являются важными как в академической среде, так и в профессиональной деятельности. Однако для того чтобы групповые дискуссии были эффективными, необходимо учитывать несколько аспектов. Важно правильно организовать процесс обсуждения, определить ясные цели и задачи, распределить роли среди участников и обеспечить адекватное руководство со стороны преподавателя. Также необходимо создать поддерживающую атмосферу, в которой студенты будут чувствовать себя комфортно и свободно выражать свои мысли. В заключение, групповые дискуссии на уроках представляют собой важный элемент современного образования, способствующий активному участию студентов, развитию их критического мышления и коммуникативных навыков.

Групповые проекты занимают важное место в учебном процессе. Они позволяют учащимся применять полученные знания на практике, развивать навыки командной работы и межличностного общения. Групповые проекты могут быть различными по своей тематике и сложности. Они могут включать в себя исследования, анализ данных, разработку планов действий, создание презентаций и многое другое. Важно, чтобы проект был достаточно сложным, чтобы требовал усилий всей группы, но при этом был достижимым в рамках отведенного времени.

Работа над групповым проектом начинается с определения целей и задач проекта. Затем группа должна разделить работу между участниками, учитывая их индивидуальные способности и интересы. Каждый член группы должен знать свою роль и ответственность в проекте. В процессе работы над проектом необходимо проводить регулярные встречи для обсуждения прогресса работы и решения возникающих проблем. Важно также поддерживать открытую коммуникацию внутри группы, чтобы все участники могли выражать свое мнение и предлагать идеи.

По завершении проекта группа представляет результаты своей работы перед классом или другими участниками учебного процесса. При оценке проектов учитываются такие критерии, как качество выполнения работы, креативность подхода к решению задачи, эффективность командной работы и другие параметры.

Одним из ключевых преимуществ групповых проектов является способность учеников работать в команде. В ходе совместной работы они учатся слушать мнения других, договариваться, приходиться к консенсусу и развивать уважение к точкам зрения своих товарищей. Эти навыки невероятно важны в современном мире, где коллективная работа и сотрудничество играют ключевую роль.

Кроме того, групповые проекты способствуют развитию лидерских качеств у учеников. В ходе работы над проектом одни ученики могут выделяться своими организационными способностями и умением мотивировать группу, тогда как другие проявляют себя как креативные мыслители или технически подкованные специалисты. Это позволяет каждому участнику проекта раскрыть свой потенциал и внести вклад в общий результат.

Кроме того, групповые проекты обеспечивают более глубокое понимание материала. Когда ученики совместно решают задачи и исследуют тему проекта, они активно взаимодействуют с материалом, что способствует его лучшему усвоению. Такой подход к обучению помогает учащимся не только запомнить факты, но и понять их смысл и применение в реальной жизни.

Наконец, групповые проекты могут быть источником вдохновения и удовлетворения для учеников. Когда они видят, как их усилия приводят к конкретным результатам и достижениям, это повышает их самооценку и мотивацию к учению. Более того, успешное завершение проекта может стать источником гордости как для учеников, так и для их преподавателя.

Таким образом, групповые проекты на уроках не только способствуют углубленному усвоению материала, но и развивают навыки сотрудничества, лидерства и креативного мышления у учеников, что делает их важным инструментом в образовании.

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LE CONCEPT DE COMPETENCE COMMUNICATIVE

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Fransuz filologiyasi kafedrasida katta o'qituvchisi.

Annotatsiya. Mazkur maqolada chet tili ta'limida kommunikativ kompetensiyalar konseptidan foydalanish, shu jumladan janubiy Amerika tiilari rivojida fransuz tilining o'rni va hozirgi kunda fransuz tilidan kirib kelgan so'zlar ko'lamining bu tilni xorijiy til sifatida o'qitishdagi ahamiyati haqida so'z yuritiladi.

Kalit so'zlar: o'qitish jarayoni, madaniyat, kommunikativ kompetensiya, konsept.

Аннотация. В данной статье рассматриваются важность, направления и сущность использования коммуникативных компетенций в обучении французского языка как иностранный язык.

Ключевые слова: процесс обучения, культура, коммуникативная компетенция, концепт.

Abstract. This article discusses the importance, directions and essence of using communicative competencies in teaching French as a foreign language.

Keywords: learning process, culture, communicative competence, concept.

De même qu'à l'époque de la présence de la cour portugaise, installée au Brésil au XIX^e siècle pendant une vingtaine d'années jusqu'à la création de la monarchie brésilienne, il est connu que les Brésiliens ont été longtemps francophiles au cours de leur histoire. Il n'est pas rare que l'on trouve des emprunts français dans la langue portugaise et non seulement dans les variantes de Rio et de Fortaleza, qui ont eu droit à des dominations françaises aux XVI^e et XVII^e siècles. Les plus grandes universités brésiliennes se sont inspirées principalement des modèles français pour l'organisation de leurs cursus de sciences humaines. De plus, des projets scientifico-institutionnels comme celui de la bivalence – initié en 1992²⁴⁰, qui cherche à s'interroger sur la pertinence et faisabilité d'une didactique intégrée du français langue étrangère et portugais langue maternelle²⁴¹ – a pu promouvoir des travaux du FLE au delà des frontières nationales et disciplinaires. Il n'est donc pas surprenant que les œuvres de Zarate et de Galisson se soient retrouvées diffusées au sein des communautés académiques brésiliennes, où elles ont rapidement gagné des partisans. Le caractère pionnier de la formation en FLE à l'Université Sorbonne Nouvelle, par où sont passés la plupart de ces chercheurs, a sans doute contribué pour cette

²⁴⁰ Morosini, M. C., de Aguiar Isaia, S. M., Ariza, R. P., Toscano, J. M., da Cunha, M. I., Leite, D., ... & Grillo, M. C. (2001). Professor do ensino superior. *Identidade, docência e*.

²⁴¹ Chiss, J. L. (2002). Débats dans l'enseignement/apprentissage de la grammaire. *Cahiers du Centre de Linguistique et des Sciences du Langage*, (13), 5-16.

diffusion. Sergio Flores Pedroso de l'Université de Campinas, par exemple, dans *La charge culturelle partagée: le passage à l'interculturalité en portugais langue étrangère*, affirme que sa «recherche vise à valoriser le composant culturel en tant que facilitateur de la performance linguistique communicative des apprenants et souhaite l'inclusion explicite de ce type de matière première [la c.c.p.] pour la planification des cours de portugais langue étrangère»²⁴². Il allie de façon évidente la perspective sémantique des démarches d'enseignement de la culture proposée par Galisson à l'interculturalité plaidée par Zarate.

Le type d'enseignement du portugais brésilien prépondérant avant les années 1990 ressemble – jugé par les remarques des chercheurs de cette époque – à l'enseignement qui a servi comme point de départ pour les critiques et, par conséquent, les propositions de Galisson, Zarate et Beacco en ce qui concerne l'interculturel et l'approche communicative.

«Le concept de compétence communicative [...] n'est pas théoriquement discuté à niveau méthodologique [en PBLE]. Les recherches qui se penchent sur l'opérationnalisation du concept font défaut, et cela ne peut être pioché que dans les (peu nombreuses) salles de classe avec une tendance communicative»²⁴³

Nous entrevoyons en didactique du PBLE les mêmes questions du FLE par rapport à la difficulté de la mise en pratique des notions de l'ethnologie de la communication. Il paraît que les ruptures voulues par les auteurs du CECRL en Europe ont su traverser l'Atlantique pour y trouver toute leur pertinence.

Certes, l'enseignement du PBLE chemine encore vers une consolidation dans la recherche de son identité méthodologique²⁴⁴, mais tout comme la mondialisation a permis qu'au Portugal les questions de Puren concernant les perspectives co-culturelles aient leurs échos et s'y fassent aussi pertinentes qu'en France²⁴⁵, l'enseignement des langues en Amérique montre qu'il ne s'est pas déroulé entièrement à l'écart des réflexions de la communauté académique européenne ou de celles diffusées par le Conseil de l'Europe. Reste savoir si dans les faits la langue portugaise du Brésil, adaptée de la variante de son colonisateur et «adoucie dans un portugais sans RR ni CH, [...] presque infantilisée en parole de gamin, sous l'influence de l'enseignement jésuitique en collaboration avec les culumins» garde dans sa didactique son originalité d'enfant, même si celle-ci semble profondément marquée par les réflexions européennes.

Étant donné que toute interaction est influencée par les représentations qu'ont les locuteurs de soi et de l'autre et que l'enseignement des langues est forcément une interaction interculturelle, les rapports – certes ambigus – entre langue et culture génèrent des combinaisons variées que nous ne pourrions pas rendre compte ici sans dériver.

Finalement, puisque notre objectif était ici d'aborder les fondements de notre recherche, reprenons Saussure, celui qui nous a fourni les premières pièces de notre tableau, pour clore cette partie. Dans son cours²⁴⁶ il distingue tout ce qui est interne à la langue de ce qui est externe (le rapport de la langue avec un territoire, un groupe, ou tout ce qui touche à son ethnologie). Saussure

²⁴² Nunes Filho, A. M., Flores, C. M., & Pedroso, S. M. D. (2020). Psicologia pré-natal e epigenética. *Brazilian Journal of Development*, 6(8), 57521-57535.

²⁴³ do Patrocínio, E. M. F. (1993). *Repensando o conceito de competencia comunicativa no "e; aquecimento" e; da aula de portugeses-língua estrangeira: uma perspectiva estratégica* (Doctoral dissertation, [sn]).

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²⁴⁵ Bizarro, R., & Braga, F. (2004). *Educação intercultural, competência plurilingue e competência pluricultural: novos desafios para a formação de professores de Línguas Estrangeiras*.

²⁴⁶ Harris, R. (1997). Jakobson's saussure. *Acta Linguistica Hafniensia*, 29(1), 75-88.

sépare bien ces deux pôles et prône l'étude in-vitro de la langue sans ces interférences. Il compare la langue à un jeu d'échecs où la linguistique externe – le matériau des pions, la météo, l'heure du match – ne changerait pas les règles du jeu.

Après tout ce que nous avons construit jusqu'ici, il nous paraît impossible d'adopter cette démarche. Contrairement à la vision de Saussure, dans le jeu que l'on joue dans cet article, ce qui est externe change les règles; ces règles qui sont, quant à elles, en transformation continue. Des variantes externes comme l'âge, le lieu et le genre d'interaction réorganisent le système parfois drastiquement. Pour savoir jouer ce jeu, la connaissance des deux dizaines de mouvements permis n'est pas assez. Plus qu'un manuel d'instructions de ce qui est «interne» à la langue (les règles d'orthographe et syntaxe, les définitions lexicales...), les manuels de langue devraient, pour préparer ses joueurs, éclater tout ce qui la cloisonne. L'ethnologie de la communication a droit de cité dans tout acte langagier.

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THE EVOLUTION OF ENGLISH AS THE GLOBAL LANGUAGE: THE IMPACT OF THE INTERNET AND AMERICAN MEDIA

Normuminova Gulnoza

Annotation: English, once a language confined to the British Isles, has now become the lingua franca of the world. How did this transformation occur, and what role did the Internet and American media play in this process? Let's delve into the fascinating journey of English becoming the global language.

Keywords: language, marginalization, historical factors, cultural influences.

The history of English as a global language can be traced back to the British Empire's expansion in the 17th and 18th centuries. As the empire grew, so did the influence of the English language. Colonization played a significant role in spreading English to various parts of the world, including North America, Australia, India, Africa, and the Caribbean. This widespread adoption of English laid the foundation for its eventual global dominance.

Fast forward to the 20th century, and the rise of the United States as a superpower further solidified English's status as the global language. With Hollywood producing blockbuster movies, American music topping charts worldwide, and American television shows captivating audiences across the globe, the influence of American media on popular culture cannot be overstated. The spread of American pop culture has played a crucial role in popularizing English as the language of choice for communication and entertainment.

The advent of the Internet in the late 20th century accelerated the globalization of English. The World Wide Web provided a platform for people from different countries and cultures to connect and communicate seamlessly. English emerged as the default language of the Internet due to its widespread usage and accessibility. From social media platforms like Facebook and Twitter to search engines like Google, English became the primary language of online communication, further reinforcing its global dominance.

The dominance of English in academia and business has also contributed to its status as the global language. English is often considered the language of science, technology, and international business, making it essential for individuals seeking to advance their careers or engage in global trade and commerce.

Despite its widespread use, English's dominance as the global language is not without controversy. Critics argue that the imposition of English can lead to the marginalization of other languages and cultures. Efforts are being made to promote linguistic diversity and preserve endangered languages in an increasingly interconnected world.

In conclusion, the evolution of English as the global language can be attributed to a combination of historical factors, cultural influences, and technological advancements. The Internet and American media have played a significant role in popularizing English and facilitating its global spread. As we navigate an increasingly interconnected world, the role of language in shaping our interactions and understanding of one another remains as important as ever.

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O‘ZBEKISTONNING BOSHQA MAMLAKATLAR BILAN MADANIY VA IQTISODIY ALOQALARIGA OID HUJJATLAR, TERMINLAR TARJIMASI

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Annotatsiya: Ushbu maqolada O'zbekiston Respublikasining XXI asrda jahon iqtisodiyotida va xalqaro munosabatlarda o'rniga oid ma'lumotlar taqdim etilgan. Maqolada O'zbekistonning jahon iqtisodiyoti va xalqaro munosabatlarda egasi sifatida o'z o'rnini o'zgartirishi, import va eksportning roli, va xalqaro tashkilotlar bilan o'zaro munosabatlari yoritilgan va shuningdek bu maqolada mamlakatimizda chet tillarini o'rganishga berilgan e'tibor, iqtisodiy munosabatlarda chet tillarini bilishning zaruriyati, iqtisodiy so'zlar va atamalarning qanday shaklda qo'llanilishini to'g'ri keltirilgan.

Kalit so'zlar: Jahon iqtisodiyoti, import, milliy iqtisodiyot, munosabatlar, elchixonalar, tashqi savdo, hujjatlar, madaniy, xalqaro.

Аннотация: В данной статье представлена информация о месте Республики Узбекистан в мировой экономике и международных отношениях в 21 веке. В статье описано изменение положения Узбекистана как хозяина в мировой экономике и международных отношениях, роль импорта и экспорта, его отношения с международными организациями. А также в этой статье представлено внимание, уделяемое изучению иностранных языков в нашей стране, необходимость знания иностранных языков в экономических отношениях, правильное употребление экономических слов и терминов.

Ключевые слова: Мировая экономика, импорт, национальная экономика, отношения, посольства, внешняя торговля, документы, культурные, международные.

Annotation: This article presents information about the place of the Republic of Uzbekistan in the world economy and international relations in the 21st century. The article describes the changing position of Uzbekistan as an owner in the world economy and international relations, the role of import and export, and relations with international organizations. the need-to-know foreign languages in economic relations, how economic words and terms are used are correctly stated.

Keywords: World economy, import, national economy, relations, embassies, foreign trade, documents, cultural, international.

O'zbekistonda siyosiy va davlat mustaqilligining kuchayishiga parallel ravishda milliy iqtisodiyot shakllanish boshladi. Milliy iqtisodiyot, tarixan ma'lum bir davlat hududida o'zaro bog'liq tarmoqlarning bir-biriga maqsadi va ish taqsimoti asosida tashkil topgan iqtisodiy tizimlarning birligini ifodalaydi. Milliy iqtisodiyot, o'zining xususiyatlariga ega bo'lgan munosabatlari, boshqaruv tizimi, umumiy iqtisodiy infratuzilmasi va mustaqil qonun tizimiga ega bo'lgan mustaqil davlatlikni ko'rsatib beradi.

Har bir katta davlatlar kabi, O'zbekiston ham jahon iqtisodiyotida o'z hissasini olishga intilmoqda. Jahon iqtisodiyotiga qo'shilish, faqat eksport mahsulotlarini sotishdan iborat emas, balki import mahsulotlarini qabul qilishni ham o'z ichiga oladi. Albatta, mamlakatda eksport hajmi import hajmindan ko'p bo'lishi uchun mamlakatning iqtisodiyotiga foyda keltiradi. Ammo, boshqa tomondan qaraganda, mamlakat ichki mahsulotlarining haddan ziyod tashqi bozorga chiqishi, davlat ichki bozoriga salbiy ta'sir qilishi mumkin. Shuning uchun, ko'pgina davlatlar iqtisodiyotlarida vaqtincha import hajmi eksport hajmidan ko'proq bo'lishi mumkin, ba'zida esa bu mantiqiy hodisalar kuzatilishi mumkin. Tashqi savdo qilishda esa import va eksport hajmlarining umumiy yig'indisi e'tiborga olinadi.[1]

Agar raqamlarga e'tibor bermoqchi bo'lsak, 2022-yilning yanvar-iyun davrida O'zbekistonda import hajmi eksport hajmiga nisbatan ancha oshishini kuzatamiz. Bu davr ichida O'zbekistonning tashqi savdo aylanmasi \$28,1 milliard dollarga yetdi. Bu ko'rsatqi o'tgan yilning mos davriga nisbatan \$6,3 milliard dollarga oshib ketdi. Tashqi savdo aylanmasi tarkibida eksport \$11,3 milliard dollarni tashkil etdi. Bu tarkibda:

- Mahsulotlar - \$9,3 milliard dollarni,

- Xizmatlar - \$2 milliard dollarga teng bo'lgan. Yuqorida aytilgan holatda import eksportga nisbatan sezilarli darajada, unga \$16.8 milliard dollarni sarflangan. Bu tarkibda:

- Mahsulotlar - \$15,4 milliard dollarni,

- Xizmatlar - \$1,4 milliard dollarga yetdi.[2]

O'zbekiston jahon iqtisodiyotida o'z ulushi hajmini oshirib bormoqda. O'zbekiston endilikda rivojlangan davlatlar singari katta eksport mahsulotlarini onlayn savdo orqali ham olib borishga intilmoqda. Masalan, Alibaba platformasida O'zbekiston tadbirkorlarining joriy yil sentabr oyida \$67 mlnlik mahsulot eksport qilganligi e'lon qilindi. Hozirda esa, yil oxirigacha eksport qilinadigan tovar pozitsiyalarining soni 300 taga yetkazilishi rejalashtirilgan. Natijada, O'zbekiston jahon iqtisodiyotida o'z o'rniga ega bo'lib, tijorat saytlarida Rossiya va Qozog'iston dan keyin III MDH davlati bo'ldi.

Hozirda eksportni rag'batlantirish agentligi tomonidan o'z mahsulotlarini ro'yxatdan o'tkazmoqchi bo'lgan 70 ta mahalliy eksport qiluvchi korxonalariga umumiy hisobda 4,6 mlrd. so'm miqdorda moliyaviy yordam ko'rsatilmoqda. O'zbekistonning shu yilgi iqtisodiyotiga ayni damdagi voqealar ham sezilarli ta'sir ko'rsatmoqda. Xususan, Osiyo taraqqiyot banki (OTB) Rossiya investitsiyalar va pul o'tkazmalarining qisqarishi tufayli 2022-yilda O'zbekiston iqtisodiyotining o'sishi prognozini aprel oyida kamaytirdi. 2022-yilda O'zbekiston yalpi ichki mahsulotining (YaIM) o'sishi 4 foizni tashkil etdi, bu 2021-yilga nisbatan (7,4%) ancha pastdir. Biroq, 2023-yilda YaIM darajasi 4,5 foizgacha ko'tarilishi kutilmoqda.[3]

Mamlakatimiz mustaqillikka erishgandan keyin bosqichma-bosqich bozor iqtisodiyotiga yo'l qo'yilmoqda. Jamiyatda bozor iqtisodiyoti qonuniyatlari joriy etilmoqda. Bozor iqtisodiyotiga xizmat qiluvchi yangi so'zlar ko'paymoqda. Ularning bir qismi ona tilimiz imkoniyatlari asosida o'zbekchalashtirib berilmoqda, ma'lum qismi esa baynalmilal o'zlashma sifatida ishlatilmoqda. Iqtisodiyot terminlarining o'zbek tilida qo'llanilishida quyidagi holatlarni kuzatish mumkin:

1. Ko'plab terminlar tilimiz imkoniyatlari asosida o'zbekchalashtirilgan. Bunda bir guruh terminlar o'zbek tilidagi tayyor muqobillari bilan berilmoqda, ma'lum qismi esa tarjima qilinib ishlatilmoqda, bir qismi esa o'zbek tili qonunqoidalari asosida yasalmoqda. Misol: auktsion-kimoshdi, makler-dallol, kommersant-tijoratchi, kommissionie voznagrajdeniya-

vositachilik haqi, ekonomikaiqtisodiyot, chek na pred'yavitelya-oq chek, shaxssiz chek, aktsioner-aktsiyador, biznesmen-bizneschi va hokazolar.

2. Yana bir usul dunyoning ko'pchilik mamlakatlarida ishlatilib kelinayotgan baynalmilal terminlarning o'zbek tiliga ham o'z holicha o'zlashtirilishi. Bu o'rinlarda yangidan kirib kelayotgan terminlarning hammasiga o'zbekcha muqobilini topish qiyin. Ular dunyoning ko'pchilik mamlakatlari tillarida bir shaklda o'z asl holicha ishlatiladi va bu qo'llanish dunyo bizneschilari uchun qulaydir. Misol: korrupsiya, kredit, eksport, grant, auditor, avizo, valyuta, lizing, menedjer, litsenziya, biznesmen, norezident.[4]

Iqtisodiyot sohasida keng ishlatiladigan bir nechta terminlarni keltirish mumkin. Ularning ba'zilari o'zbekcha so'zlar bo'lsa, ba'zilari esa boshqa tillardan bevosita kirib kelib tilimizda qo'llanilmoqda.

AUKSION - Savdo xizmati, mahsulotni eng yuqori narxga ko'targan xaridor sotib oladi.

BANK - Pul mablag'larini bir davolash yig'uvchi, uzluksiz aylanib turishini ta'minlovchi muassasa, kredit, suda qilingan va to'lovlarni tekshirishga vositachilik qiluvchi, operatsiyalarni bajaruvchi kredit-moliya muassasi. B. pul qo'yuvchilarga ma'lumot foizini to'lash, qarz olganlardan davomiy foiz stavkasini undiradi va bankning foydasi mavjud.

BIZNES - Boylik, foyda orttirishga yo'naltirilgan faoliyat. Biznes xo'jalik yuritish ko'lamiga qarab yirik, o'rta va mayda turlarga bo'linadi.

BIZNESMEN - Biznes bilan shug'ullanuvchi shaxs, korchalon.

BIRJA - Mahsulot, valyuta va qimmatbaho qog'ozlarni sotib olish va sotishda faol qatnashuvchi tashkilot. Birja savdo-sotig'i bo'ladigan joy.

BOJ - Bojxona nazorati ostida davlat tomonidan mamlakat chegara qo'yilgan tovarlar, mol-mulk va qimmatbaho qog'ozlardan undiriladigan pul yig'implari.

BROKER - Rasmiy dallol, mahsulot, qimmatbaho qog'ozlar, valyuta sotuvchilari va xaridorlar o'rtasidagi kelishuvlar tuzish huquqiga ega shaxs.

IPOTEKA - Qarz, kredit olish uchun biror-bir muayyan ko'chmas mulkni (yer, imorat va hokazo) garovga qo'yish.

LISENZIYA - Ruxsatnoma; 1) Chet mamlakatlardan mol keltirish yoki chet elga mol chiqarish uchun davlat organlari tomonidan beriladigan ruxsatnoma; 2) Biror narsadan yengil shartlar bilan yoki bepul foydalanish huquqi; 3) Chegaradan mol chiqarish yoki mol kiritishda boj to'lovlarini kamaytirish. Patentlangan lisensiya ro'yxatga olinib, guvohnoma berilgan kashfiyotdan foydalanish huquqini boshqalarga berish.

PATENT - Xususiy tarzda tadbirkorlikning biror bir turi bilan shug'ullanishga ruxsat beruvchi guvohnoma, tegishli hujjatlar asosida moliya organlari tomonidan beriladi; ilmiy kashfiyot va ixtiroga mualliflikni tasdiqlovchi guvohnoma. Patent davlat tomonidan patentlashtiriladi.

POLIS - Shaxsiy yoki mulkiy sug'urta shartnomasi tuzilgani va uning shartlari haqidagi hujjat.[5]

Barcha ko'rsatilganlarni xulosalaylik, Xalqaro munosabatlarga boshqa tomondan yondoshadigan bo'lsak, poytaxtimizda 43 ta xorij davlat elchixonasi mavjud bo'lib, ularning aksariyati MDH davlatlari yoki O'zbekiston bilan tashqi savdo aloqalarini qat'iy ravishda yaxshi bog'lay olgan davlatlardir. Umumiy hisob bo'yicha hozirgi davrda O'zbekiston 136 ta davlat bilan diplomatik aloqalarni o'rganib borib, kelgusida yana 12 ta davlat bilan ham aloqalarni o'rnatishni rejalashtirgan. Aslida, O'zbekistonda 1995-yilda "Xalqaro munosabatlar" fakulteti ish boshlagan bo'lib, fakultetning asosiy vazifasi O'zbekiston Respublikasi Tashqi Ishlar Vazirligi, shuningdek,

mamlakatimizning xorijiy davlatlar bilan aloqa olib boruvchi boshqa muassasalari, idora va tashkilotlari, chet mamlakatlardagi elchixonalar hamda xalqaro tashkilotlar uchun yuqori malakali kadrlar yetkazib berishdan iborat.

Mamlakatimizda bozor iqtisodiyoti mexanizmlarining rivojlanishi natijasida xususiy mulkchilikning har bir shakli keng yo'l ochib, tadbirkorlik faoliyatiga rivojlanmoqda. Bu jarayonda chet davlatlar bilan oldi-sotdi, ya'ni eksport-import ishlari ham amalga oshirilmoqda. Bu jarayon esa chet tillarini bilish juda muhimdir, xususan iqtisodiy neologizmlarni tushunish har birimizga zarurdir.

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LES OEUVRES DE GEORGE SAND

Murtazoyeva Charos Mirjon qizi

Après une enfance libre grande tache noi à Nohant, à la campagne, Aurore Dupin se marie avec le baron Dudevant. En 1831, elle se sépare de lui. Elle vient chercher la gloire littéraire à Paris et prend le pseudonyme masculin de George Sand en 1832 pour publier son premier roman, Indiana. Suivent Valentine, Lélia (1833) .Ses romans féministes la rendent célèbre. De 1833 à 1835, une folle passion l'attache à Musset. Après sa rupture, elle s'intéresse à la politique.De 1839 à 1848, elle aime le musicien polonais Frédéric Chopin.

La vie et l'éducation précoce de George Sand

George Sand est née sous le nom d'Amantine Lucile Aurore Dupin en 1804, d'un père aristocrate et d'une mère de classe ouvrière. Élevée à Nohant, Sand a bénéficié d'une éducation libre, explorant la nature et lisant voracement dans la bibliothèque de son père. Malgré une éducation formelle limitée, Sand était bien éduquée grâce à l'enseignement de son père et à son apprentissage autodidacte tout au long de sa vie.

Influences littéraires sur George Sand

La première exposition de George Sand aux contes de fées et à la littérature romantique a influencé son style d'écriture et ses thèmes ultérieurs. L'association de Sand avec des figures littéraires comme Victor Hugo et Alfred de Musset a façonné son adoption du romantisme dans ses œuvres.

L'admiration de Sand pour des écrivaines féministes comme Mary Wollstonecraft et George Eliot l'a inspirée à défendre les droits des femmes à travers son écriture.

Les principales œuvres et romans de George Sand

Les premières œuvres de George Sand comprennent "Indiana" et "Valentine", des romans explorant les thèmes de l'amour et des contraintes sociétales. Le roman de Sand "Consuelo" illustre son engagement à dépeindre des personnages réalistes et à défendre les droits des femmes dans la France du 19e siècle. Dans ses romans autobiographiques comme "Histoire de ma vie" et "Elle et Lui", Sand révèle ses luttes personnelles et ses relations avec des contemporains célèbres.

Vues sociales et politiques de George Sand

George Sand a été une pionnière dans la défense des droits des femmes et de l'égalité des genres, remettant en question les normes sociétales à travers ses écrits et ses actions. Sand était profondément engagée dans les causes sociales, soutenant les droits des travailleurs, la réforme de l'éducation et se battant pour les droits des marginalisés dans la société. Sand était une ardente défenseuse du socialisme et de la démocratie, utilisant sa plateforme pour promouvoir des idées politiques progressistes et remettre en question le statu quo.

La relation de George Sand avec Chopin

George Sand et Chopin se sont rencontrés pour la première fois en 1836 et ont rapidement développé un lien profond, s'inspirant mutuellement dans leur travail. En 1838, Sand et Chopin ont voyagé à Majorque, affrontant la maladie et des conditions difficiles, ce qui a tendu leur relation mais a également stimulé la créativité. Malgré leur passionnante histoire d'amour, la relation entre Sand et Chopin a finalement pris fin en raison de personnalités conflictuelles et de pressions externes.

Identité de genre et féminisme dans l'écriture de George Sand. Exploration par George Sand de l'identité de genre

Sand écrivait souvent sous un pseudonyme masculin pour obtenir une reconnaissance égale, remettant en question les normes sociales sur les rôles de genre. Les protagonistes féminines de Sand se rebellent souvent contre les attentes de genre traditionnelles, prônant les droits des femmes et leur indépendance. Les écrits de Sand ont inspiré les générations futures de féministes, influençant la lutte pour l'égalité des genres et l'émancipation des femmes.

L'impact de George Sand sur la littérature française

Voix féministe pionnière: George Sand a défié les normes sociales avec ses personnages féminins forts et ses thèmes féministes dans des œuvres telles que "Indiana" et "Consuelo". Le style de vie non conventionnel et le style d'écriture passionné de Sand ont inspiré des romantiques comme Flaubert et Balzac, façonnant la littérature française de l'époque.

Exploration des problèmes sociaux

À travers ses romans, Sand a mis en lumière les injustices sociales et les disparités de classe en France au XIXe siècle, suscitant d'importantes conversations et réformes.

Vie personnelle et controverses de George Sand

Relations amoureuses: George Sand a eu de nombreuses relations amoureuses, y compris ses célèbres liaisons avec Alfred de Musset et Frédéric Chopin. Travestissement :Sand s'habillait souvent en vêtements d'homme, défiant les normes de genre et suscitant la controverse en France au 19e siècle.

Militantisme politique: Sand était une militante politique, défendant les droits des femmes, des travailleurs et soutenant diverses causes sociales.

Pseudonyme: George Sand écrivait sous un pseudonyme masculin pour être prise au sérieux dans le monde littéraire dominé par les hommes, ajoutant à ses controverses.

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ZAMONAVIY TILSHUNOSLIKDA NARRATIVLIK (HIKOYA) NAZARIYASINING ASOSIY QOIDALARI

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QarDU Fransuz tili va adabiyoti kafedrası o'qituvchisi

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QarDU Fransuz tili yo'nalishi 3 bosqich talabasi

Hozirgi vaqtda adabiyot fani tadqiqot amaliyotining heterojen sohasi hisoblanadi. Badiiy matn murakkab tuzilma bo'lib, uni bitta model yordamida tasvirlash deyarli mumkin emas. Matnni tashkil etishning murakkabligi uni ko'pgina fanlarning, xususan, adabiyotshunoslik, tilshunoslik, semiotika, semantika vaboshqalarning o'rganish predmetiga aylantiradi. Adabiyotshunoslikning eng muhim bo'limlaridan biri adabiyot nazariyasi bo'lib, uning doirasida narratologiya mavjud. An'anaviytor ma'noda narratologiya syujet-rivoyat asari haqidagi fandır. Fanning o'rganish obyekti hikoya - nutqning alohida turi, ya'ni so'zlovchining tinglovchi oldida hikoyani (hodisalar ketma-ketligini) ochib beradigan bayonidir. Keng ma'noda narratologiya nafaqat epik matn nazariyasining bir qismi, balki inson tajribasini loyihalash, saqlash va uzatishning asosiy usullaridan biri sifatida bayon qilish haqidagi ta'limotdir.²⁴⁷

J. Brokmayer, R. Xarrelar "povest" atamasining mashhurlik sabablarini quyidagicha izohlaydilar: "...bu hikoya tushunchasi umumlashtirilgan va kengaytirilgan va shu bilan birgaxotiramiz, niyatlarimiz, hayot tariximiz, "men" yoki "shaxsiy identifikatsiyamiz" nio'z ichiga olgan bir qator masalalarda aniqlangan g'oyalarini qanday tartibga solish usullarini o'rganish demakdir.²⁴⁸

Narratologiya - adabiy semiotikaning bir bo'limi. U hikoya matnlarini o'rganishga asoslanadi, ya'ni hikoyaning tarkibiy qismlari va mexanizmlarini tahlil qilishga qaratilgan.²⁴⁹ Narratologiya atamasi 1969 yilda Tzvetan Todorov tomonidan kiritilgan taklifdir.²⁵⁰ Matnlarni tanqid qilishga berilgan yo'nalishda boshqa tadqiqotchilar ushbu metodologiya bo'yicha tadqiqotlarni chuqurlashtirdilar. Narratologiyaning shakllanishiga chex strukturalisti L. Dolejelning asarlari, shuningdek, Yu.M. Lotman va B.A. Uspenskiy; fransuz strukturalistlari A.J asarlari alohida rol o'ynadi. Narratologiyaning asosini rus rasmiy maktabi Opoyozva Praga lingvistik doirasi vakillarining tadqiqotlari qo'ydi. Narratologiyaning yirik nazariyotchilari (Ts. Todorov, R. Bart, L. Dolezel, J. Genette, M. Bal, V. Schmid, J. Prins, S. Chatman, J. Lintvelt) hikoya qilish holatlari va darajalarining ierarxik modelini ishlab chiqdi, hikoya, hikoya va tarix o'rtasidagi munosabatlarning o'ziga xos xususiyatlarini aniqladi. Diskurs tahlili nazariy aks ettirishning alohida sohasiga aylandi. Narratologiyaning asosiy g'oyalari matnni aloqa akti sifatida talqin qilishni, badiiy muloqot g'oyasini bir necha hikoya darajalarida amalga oshiriladigan jarayon sifatida va nutq muammosini har tomonlama talqin qilishni o'z ichiga oladi. Narratologiyaning kontseptual apparatining asosiy kategoriyalari hikoya, voqea, hikoya misollari

²⁴⁷ Гаспаров Б. М. Литературные лейтмотивы: Очерки по русской литературе XX века. М., 1995. С. 276.

²⁴⁸ Кожевникова Н. А. Типы повествования в русской литературе XIX—XX вв. М., 1994. — С. 83

²⁴⁹ Адмони В. Г. Система форм речевого высказывания. СПб., 1994. С. 116–120.

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(konkret va mavhum muallif va o'quvchi, hikoyachi va tinglovchi, aktyor), nuqtai nazar, syujet, nutqdir. Rivoyatlar odatda har qanday janr va funkcionallikdagi hikoya qiluvchi asarlar sifatida tushuniladi. "Hikoya" atamasi hind-yevropacha *gno(bilmoq)* ildizidan olingan lotincha *gnarus (biluvchi)* so'ziga borib taqaladi. Umuman olganda, hikoya atrofidagi dunyoni tartibga solish va idrok etishning asosiy shakli bo'lib, adabiy tanqid kontekstida esa maxsus konstruksiya sifatida ishlaydi, uning yordamida atrofidagi voqelik hikoya qilish orqali o'zlashtiriladi.²⁵¹ V. Labov va J. Valetskiy har qanday rivoyatni qurish sxemasini taklif qildilar, keyinchalik u klassikaga aylandi. Ularning strukturaviy komponentlari quyidagi elementlardan iborat: xulosa (dastlabki vaziyatning yig'indisi), orientatsiya (vaqt, joy, belgilar tavsifi); murakkablik / ziddiyat; baholash (muallifning munosabati); nizolarni hal qilish; natija (hodisani haqiqiy hozirgi vaqtga bog'lash).

Bugungi kunga qadar tadqiqotchilar rivoyat misollari va darajalarining miqdori va sifati bo'yicha yagona nuqtai nazarni ishlab chiqmaganlar. Quyidagi rivoyat darajalari va ularga mos keladigan holatlar ajratiladi:

- 1) ma'lum bir muallif va o'quvchi darajasi (yozuvchining o'ziga xos biografik shaxsi va uning matnini oluvchi);
- 2) mavhum (yashirin) muallif va o'quvchi darajasi (badiiy matnda qahramon-hikoyachi shaklida gavidalanmaydigan va o'qish jarayonida o'quvchi tomonidan yashirin "timsol" sifatida qayta yaratiladigan hikoya namunasi "muallif" va ushbu tasvirga mos keladigan hikoya misoli, "mavhum kommunikativ vaziyatni" o'rnatish uchun javobgardir, buning natijasida adabiy matn (muallif tomonidan kodlangan "xabar" sifatida) dekodlanadi, ya'ni o'qiladi;
- 3) xayoliy muallif (hikoyachi) va o'quvchi (tinglovchi) darajasi (rivoyatni og'zaki tartibga soluvchi va ushbu konstruksiyaga mos keladigan uydirma rivoyat misoli, ichki adresat turi, hikoya qiluvchining nutqi qaralayotgan nazarda tutilgan suhbatdosh; hikoyani unga aylantirgan tinglovchi, hikoya qiluvchi tomonidan bildirilgan ma'lumotni idrok etuvchi);
- 4) personajlar (aktyorlar) darajasi (mavhum kategoriya, hikoyaning funksiyalaridan biri yoki qahramonyoki hikoya qiluvchi rolini bajaradigan badiiy muloqot akti misollari).

Hikoyaning tashkil etilishiga syujet va syujet nisbati ham ta'sir qiladi. Syujet hikoyani qurishning proto-sxemasi bo'lgan voqealarning xronologik ketma-ketligi sifatida belgilanadi. Syujet - voqealarning badiiy qayta ishlangan ketma-ketligi, ularning nuqtai nazarning o'ziga xosligi va hikoyaviy misollar tizimiga qarab tanlanishi (tanlanmaganligi). Syujet va syujet (tarix va nutq) dixotomiyasi hikoyani yaratishning zaruriy shartidir.²⁵² Yuqoridagilarni umumlashtirib, shuni ta'kidlaymizki, hozirgi vaqtda keng nazariy va uslubiy apparatga ega bo'lgan rivoyat nazariyasi tadqiqotning istiqbolli yo'nalishi hisoblanadi. Narratologiya yutuqlarini amaliy qo'llashning asosiy yo'nalishlari, birinchi navbatda, adabiy matnni qurish proto-sxemalarini tahlil qilish (turli janr modellarining hikoya tuzilmalari), aloqaning turli darajalarida hikoyaviy misollar tizimini ishlab chiqish va ularni matnda belgilash usullari va vositalarini, shuningdek, narratologik tahlil usullarini va aniq matnlarga tavsifiy modellarni ekstrapolyatsiya qilish usullarini izlash.

Narratologiya g'oyalari hikoyaning madaniyatning universal xususiyati ekanligi bilan bog'liq bo'lgan keng ko'lamli mavzu ilovalari va vazifalarida o'ziga xoslikni oladi. "Hikoya" shunchaki ma'lumot uzatish vositasi yoki insoniy aloqaning elementar instituti emas, bu

²⁵¹Одинцов В. В. Стилистика текста. — М., 1980

²⁵²Леонтьев А.А. Функции и формы речевой деятельности // Основы теории речевой деятельности. М.: Наука, 1974. С. 241-254.

innovatsiyalar bilan bog'liq yuqori sifatli (miqdoriy bo'lmagan) ma'lumotlarni olish usulidir. Tushuntirishning narrativistik kontseptsiyalari zamirida bilimning prinsipial bayoniy tabiatiga asoslangan tushuntirish hikoyasi modeli yotadi. Mashhur tadqiqotchi A. Danto "hikoya o'z tabiatiga ko'ra tushuntirish shaklidir"²⁵³, deb ta'kidlaydi [1, 194].

J. Brokmeyer va R. Xarreo'zlarining "Hikoya: bitta alternativ paradigmaning muammolari va va'dalari" risolasida hikoya o'zining diskursivlik hodisasi bilan o'zaro bog'liqligida, ya'ni "muloqotning kichik turi" sifatida qaraladi degan fikrlarni berib o'tishgan.²⁵⁴ Ijtimoiy tamoyilning ustuvorligini, gnoseologiya va madaniyatda ijtimoiy shakllarning ahamiyatini anglash hikoya qilish va fan va ta'lim o'rtasidagi munosabatlar muammosini ifodalaydi. Hikoya, shubhasiz, ijtimoiy o'zaro ta'sir va muloqotning asosiy tarkibiy qismlaridan biridir. Shu bilan birga, fan va ta'limda "hikoya"ga e'tibor ilmiy nazariya va ratsionallik haqidagi an'anaviy g'oyalarni tanqid qilish va yengish, tarixiy, psixologik, pedagogik, ta'lim kabi voqelik turlarining konstitutsiyaviy, tarkibiy xususiyatlarini qayta ko'rib chiqish usuliga aylanib bormoqda.²⁵⁵ Hikoyaviy yondashuv nuqtai nazaridan, biz hikoyada obyektiv aks ettirilgan voqea haqida emas, balki, aksincha, bevosita kontekst, "madaniyat madaniyati" deb ataladigan narsa haqida gapiramiz. Zero, bilim muayyan kondensatsiyalangan tadqiqotchi faoliyatining natijasidir.

Zamonaviy ijtimoiy pedagogika, masalan, postmodern makonda yuzaga kelgan identifikatsiya inqirozi holatini baholab, nafaqat ushbu inqirozning rivoyat etiologiyasini ta'kidlaydi, balki unga qarshi kurashga tarbiyaviy munosabatni maxsus maqsadli shakllantirish zarurligini ham ta'kidlaydi. Eslatib o'tamiz, Jeymsonning formulasiga ko'ra, hikoya qilish jarayoni haqiqatda voqelikni yaratadiva bir vaqtning o'zida uning nisbiyligini, ya'ni ba'zi bir hikoyaviy bo'lmagan voqelikning taqdimoti sifatida adekvatlikka bo'lgan har qanday da'voni rad etadi. Rivoyat xarakteristikasining eng muhim atributi uning o'zini - o'zi ta'minlashdir. R. Bart ta'kidlaganidek, hikoyaning protsessual tabiati "voqelikka to'g'ridan-to'g'ri ta'sir qilish uchun emas, balki voqeaning o'zi uchun, ya'ni pirovard natijada ramziy faoliyatdan boshqa har qanday funksiyadan tashqarida" ochiladi. Rivoyat bo'yicha bahslar subyektning o'zini - o'zi identifikatsiya qilish muammosini dolzarblashtiradi, tadqiqotning muammoli sohasini kommunikativ strategiya sohasiga kengaytiradi. Gadamerning so'zlariga ko'ra, hikoya qilish amaliyoti orqali, ularning plyuralizmida haqiqiy erkinlik o'zini-o'zi amalga oshiradi: "insonga tegishli bo'lgan hamma narsani o'zimizga ifodalashga imkon berishimiz kerak". Bunday erkinlik imkoniyatining sharti har qanday rivoyatning (har bir suhbatning ichki cheksizligiga ega) va matnning asosiy ochiqligidir. Matn va suhbatni tushunishning germeneytik holati fikrlash va nutq o'rtasidagi munosabatlarning o'ziga xos kontekstini ochib beradi. Gadamerning ritorik shaxslar haqidagi tarixiy retrospektivlari shuni eslatib o'tadi: lingvistik fikrning rivojlanishi umuman fanning paydo bo'lishidan boshlanadi.

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TIL O'RGATISHGA OID O'YINLAR VA ULARNING DARSDA QO'LLANISHI

Bazarbayeva Zahro

O'zMU talabasi.

Annotatsiya: So'nggi yillarda chet tillarini o'rganishga va o'qitishga bo'lgan e'tibor sezilarli darajada oshib bormoqda. Bu esa chet tili darslarini, xususan, ingliz tili fanini qiziqarli qilib o'tishni ya'ni turli innovatsion metodlardan, texnik vositalardan, turli xil o'quvchini jalb qiluvchi, interfaol o'yinlardan foydalanishni taqozo etmoqda. Dars davomida bunday o'yinlardan foydalanish o'quvchining fanni o'rganishga bo'lgan ishtiyoqini yanada oshiradi. Ushbu maqolada fransuz va ingliz tillarini o'yinlar orqali o'rganish metodlari yoritib berilgan.

Kalit so'zlar: chet tili, o'yinlar, darslar, metodlar.

Аннотация: В последние годы внимание к изучению и преподаванию иностранных языков значительно возрастает. Для этого необходимо сделать уроки иностранного языка, особенно английского, интересными, то есть использовать различные инновационные методы, технические средства, интерактивные игры, которые привлекают разных учащихся. Использование таких игр на уроке повышает интерес школьника к изучению науки. В данной статье описаны методы изучения французского и английского языков посредством игр.

Ключевые слова: иностранный язык, игры, уроки, методы.

Annotation: In recent years, attention to the study and teaching of foreign languages has increased significantly. To do this, it is necessary to make foreign language lessons, especially English, interesting, that is, use various innovative methods, technical means, and interactive games that attract different students. The use of such games in the classroom increases the student's interest in learning science. This article describes methods for learning French and English through games.

Keywords: foreign language, games, lessons, methods.

Bugungi kunda xorijiy tillarni o'rganish muhim ahamiyat kasb etayotganligi sababli, tillarni nafaqat oliy ta'lim muassasalarida, maktablarda, shuningdek, maktabgacha ta'lim muassasalarida ham o'rgatilmoqda. Darslarda o'ziga xos usullar, qiziqarli metodlar bilan o'tilmasa, o'quvchilarni darsga jalb qilish biroz murakkab vazifaga aylanishi mumkin. Agarda darslarda an'anaviy usullardan kechilsa, qiziqarli qilib olib borilsa bu nafaqat dars sifatini ta'minlaydi, shu bilan birga zerikishni oldini olib, passiv o'quvchilarni ham darsda ishtirok etishga jalb qiladi.

Fransuz va ingliz tilini o'rgatish jarayonida bir qator qiziqarli o'yinlar mavjud. Shuni aytib o'tish joizki, bolalarga til o'rgatishda shunday o'yinlardan oydalanish kerakki, unda barcha o'quvchilar birdek ishtirok etishsin hamda darsadan yangilik olishsin (masalan yangi lug'atlar yodlab ketishi mumkin, har kuni shu jarayon takrorlansa, o'quvchining lug'at boyligi yuqori darajaga ko'tariladi). O'quvchilarga darsni grammatik tushunchalar bilan boshlash noo'rindir, ayniqsa kichik sinf o'quvchilarini tezda zerikishiga sabab bo'ladi. Natijada darsga bo'lgan qiziqish so'nishi mumkin. Ular bilan hattoki salomlashish jarayonini ham noan'anaviy tarzda boshlash kerak, masalan, o'qituvchi kirishi bilan darsni qandaydir salomlashishga oid fransuzcha qo'shiq

bilan boshlash (asosan boshlang'ich sinf o'quvchilari uchun mativatsion usuldir) usuli samarali usuldir. Shu tariqa dars davom etsa, o'quvchilar dars davomida ha bir topshiriqqa bo'lgan e'tiborini yo'qotishmaydi. Xattoki ular fransuz tili darslarini intizorlik bilan kutishadigan bo'lishadi. Albatta, bularning barchasini o'qituvchi tashkillashtirishi kerak va bu pedagogning zimmasida. Shunday ekan chet tilini o'rganishni qiziqarli qilish uchun ba'zi o'yin turlarini keltirib o'tish mumkin.

Fransuz va ingliz tillari darslarining samaradorligini oshirish uchun „Rolli o'yinlari“dan foydalanish mumkin. Bu o'yinning afzallik tomonlari shundaki, bu vaziyatdan kelib chiqib o'ynaladi. Bu o'yin nafaqat fan o'rganilishi uchun foydali, shu bilan birga aqliy qobiliyatni shakllantirishga ham yordam beradi. Bu o'yinda mavzular tanlab olinib, bolalar dialoglar tashkil qilishadi. Masalan, yo'lovchining taksini to'xtatgan jarayonidagi suhbat, yoki kiyim do'konlaridagi muloqotlar - bularning barchasini fransuz tilida ham gapirib, ham ko'rsatib berishadi. Aynan shu o'yinda, guruh bilan ishlash taktikasini qo'llasak ham bo'ladi, ya'ni o'quvchilarni guruhlarga ajratib turli mavzularni bo'lib berish. Bu holatda raqobatlashuv ham vujudaga keladi. Raqobat-yuksalish mezonidir. Topshiriqni yaxshi bajargan guruh rag'batlantirilsa, qolgan o'quvchilarning intilishi ham kuchayadi. Bundan tashqari, fransuz tili darslarini mazmunli o'tkazish uchun didaktik o'yinlardan foydalanish ham maqsadga muvofiqdir.

OBJECT- bu o'yin o'quvchilarning so'z boyligini oshirishga xizmat qiladi. Bizga ma'lumki, chet tili fanlarini o'rganishdagi eng muhim yo'nalish bu yangi so'zlarni yod olishdir. O'quvchilarning xarakterlarini hisobga olsak, har bir o'quvchi o'z usulida lug'at yodlaydi. Shunga ishonchimiz komilki, o'yinlar orqali yangi so'zlarni yodlash hammaga mos keladi va bu jarayonni yengillashtiradi. Yuqorida aytib o'tgan o'yinimizda, dars paytida sinf xonadagi 15 ta buyum stol ustiga qo'yiladi va o'quvchilar kelib bu buyumlarni ko'zdan kechirishadi. Buyumlarning usti yopib qo'yiladi va so'ngra o'quvchilar ko'rgan narsalarini, ma'lum vaqt davomida inglizchasini doskaga yozishlari kerak. Eng ko'p so'zni to'g'ri yoza olgan o'quvchi g'olib bo'ladi. Shu o'yinning sifatini ta'minlash maqsadida shuni ayta olamanki, shu vaziyatning o'zida qolgan, ishtirok etmagan o'quvchilarni ham darsga jalb qilish uchun, ularga shu buyum nomlariga bittadan gap tuzish toshirig'i berilsa, maqsadga muvofiq bo'ladi va bu befarqlikning oldini ham oladi.

Taboo words o'yini (Ta'qiqlangan so'zlar) - bu qiziqarli o'yin o'quvchilarga sinonim so'zlar va ularning tariflarini qo'llashda yordam beradi. Sinonimlardan foydalanish nutqning ravonligi, so'zlashuvning chiroyli bo'lishini ta'minlaydi. Ayniqsa ingliz tili fanida so'z qo'llash bilan bog'liq xatolikga yo'l qo'ymaslik kerak, chunki ingliz tilidagi ko'plab bir xil ma'noni anglatuvchi so'zlar, gap mazmuniga ko'ra foydalaniladi. Aynan ushbu o'yin shu jihatda ehtiyotkor bo'lishga yordam beradi. Bunda guruhlar tashkil qilinadi, ya'ni o'quvchilar qarama-qarshi holda o'tiradilar. Har bir jamoa o'z jamoasidan bir kishini ro'parasidagi stulga o'tirishi uchun tanlaydi. O'qituvchi esa o'quvchilar ortiga o'tib katta qog'ozda yozilgan so'z ushlab turadi. O'rindiqda o'tirgan o'quvchilar bu so'zni ko'ra olmasligi kerak bo'ladi. Jamoaning o'rindiqda o'tirgan a'zosiga o'qituvchi ushlab turgan so'zni aytirish uchun biroz vaqt bo'ladi.

Chet tilida olib boriladigan o'yinlar yoki o'yin uslubidagi mashqlarning barchasi so'zlarning sehrli olamiga yo'l ochib beradi. Shunig uchun haqiqiy chet tili o'qituvchisi bo'laman degan har bir inson ijodkor bo'lmog'i kerak deb o'ylayman, ya'ni har doim bir xil o'yinlardan foydalanavermasdan o'quvchilar bilimiga moslab, ularning so'zlarini har safar o'zgartirib, maqbulini tanlab, yangilarini yaratib va umuman shu o'yinlar yordamida darsni yanada qiziqarliroq va maroqliroq qilish mumkin. Bunaqa darslarda va to'garak mashg'ulotlarida o'quvchilar hech qachon zerikib qolmaydi va darsga to'liq qatnashadi shu bilan birga navbatdagi darsni orziqib kutadi.

Jamoa o'yinlari ancha murakkab bo'lib, o'quvchilar lug'atlardan foydalanishi mumkin. Lekin bu o'yinlarni o'tkazish uchun maxsus qo'llanmalar talab qilinmaydi. O'yin ishtirokchilariga esa qog'oz va qalam kerak bo'ladi.

«Birgalikda o'qiyamiz» texnikasidan foydalangan holda guruhlarda ishni tashkil etish jarayonining tuzilishi:

1. Bilim darajasiga qarab 3-5 kishidan iborat bo'lgan har xil turdagi guruhlar tuziladi.
2. Har bir guruhga bitta topshiriq beriladi.
3. Har bir guruh ichida umumiy topshiriq taqsimlanadi.
4. Hamma yakkatartibdagi topshiriqni bajaradi.

5. Barcha guruh a'zolarining mini-ma'ruzalarini tinglanadi. Umumiy natijani shakllantiriladi va uni taqdimotga tayyorlanadi.

Xulosa qilib aytadigan bo'lsak, o'yinlardan foydalanishda ularni bolalarning bilimiga va yoshiga qarab o'zgartirishimiz, ya'ni osonlashtirish yoki murakkablashtirishimiz mumkin. Ushbu yuqorida keltirilgan o'yinlarning maqsadi o'quvchilarning xotirasini kuchaytirish, aqliy salohiyatini oshirish, tezkorlik, ziyraklik, yangi so'zlarni oson esda saqlash va eng asosiysi darsni mazmunli tashkil qilishdir. Bugungi kunda ta'lim jarayoni asosan an'anaviy tarzda olib borilayotgan bo'lsada, ta'lim tizimining barcha bosqichlarida chet tillarini uzluksiz o'rganishni tashki qilish, shuningdek, o'qituvchilar malakasini oshirish hamda zamonaviy o'quv-uslubiy materiallar bilan ta'minlash yanada takomillashtirishni taqozo etadi. Zamonaviy pedagogik va axborot-kommunikatsiyalari bilan ta'lim berishning ilg'or uslublarni joriy etish yo'li bilan o'sib kelayotgan yosh avlodni shu o'rganayotgan tillarining mutaxasisi bulishi va buning negzida ular shu tillarda bemalol so'zlash olishlari maqsadga muvofiqdir. Zero, barchasi yoshlarimizning buyuk kelajagi, yurtimiz ravnaqi uchundir.

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L'IMPACT DE LA CYBERQUETE SUR LA MOTIVATION ET L'AUTONOMIE DES APPRENANTS DE LANGUES ETRANGERES

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Introduction generale.

Il convient de souligner que l'éducation est reconnue comme l'une des priorités du programme « Kazakhstan-2030 ». L'objectif commun des réformes de l'éducation est l'adaptation du système éducatif au contexte socio-économique mondialisé pour que le pays rejoigne les cinquante pays les plus compétitifs. Améliorer le système éducatif joue un rôle majeur dans la mise en œuvre de cet objectif. L'expérience internationale montre que l'investissement dans l'éducation, ceci dès l'enfance, contribue de manière substantielle à l'économie et à la société. Pour ce, acquérir et faire acquérir de nouvelles connaissances et compétences appropriées est essentiel pour créer une main-d'œuvre techniquement avancée, productive, capable de s'adapter à un monde en évolution rapide. L'éducation devrait donc être considérée en termes de réinvestissement économique et pas seulement en termes de dépenses sociales. Telles sont les perspectives émises dans le programme « Kazakhstan 2030 ». Comment a-t-on mis en œuvre ces priorités au niveau universitaire ?

Comme le soulignent dans l'article portant sur les conceptions et ressources en FOS/FOU pour quelles compétences des étudiants, candidats à la mobilité, Aitkali Bakitov et Almash Seidikenova (Bakitov, Seidikenova, 2020): «L'adoption du système de Bologne en 2010 a changé le statut du Kazakhstan dans le monde, devenu le premier État d'Asie centrale partie prenante de l'espace européen éducatif. Dans ce cadre, le Ministère de l'Éducation a fixé des directives pour la mise en œuvre d'une mobilité internationale. La mobilité estudiantine est la clé d'accès à la mobilité professionnelle qui exige une formation diplômante en langues, conçue désormais comme un capital incontournable tant par la génération des parents que par celle des enfants. Les parcours de vie et de formation d'un nombre croissant de personnes se sont construits dans des espaces socio-économiques au-delà des frontières nationales ».

Afin de s'aligner sur un même système d'accréditation et obtenir des équivalences de diplômes sur un plan international le Kazakhstan a aussi adopté le système d'enseignement des langues conformément au Cadre européen commun de référence pour les langues (CECRL).

L'un des points préconisé par le Cadre européen est l'auto-apprentissage de langues, une forme d'apprentissage permettant à l'apprenant de développer ses compétences linguistiques pertinentes de façon autonome et structurée. Dans cette optique, nous nous interrogeons sur les

approches et ressources didactiques à appliquer en vue d'initier les apprenants au travail autonome en les rendant acteurs et protagonistes de leur apprentissage de langues étrangères, sur le rôle du numérique dans l'enseignement et l'apprentissage du FLE, ainsi que sur la place des enseignants dans l'application des TIC. Pour ce faire, nous avons monté la cyberquête intitulée «Félicitations, vous avez obtenu une bourse d'études ! » se fixe pour objectif, premièrement, de sensibiliser nos apprenants à apprendre des langues étrangères en autonomie, parallèlement à l'enseignement dispensé par le professeur du FLE, et de recentrer l'apprentissage autour des apprenants, en leur donnant les moyens de devenir plus autonome, car la réussite dans l'apprentissage des langues étrangères ne dépend pas seulement des stratégies mises en place par l'enseignant, comme le souligne Claire Del Olmo dans son article intitulé «Comprendre les enjeux des stratégies d'apprentissage pour devenir enseignant de FLE » (Claire Del Olmo, 2016 : p.4) : « Nous sommes conscients depuis longtemps que la qualité de l'apprentissage des LE ne dépend pas seulement des stratégies que nous mettons en place en tant qu'enseignants. La réussite de tout apprentissage est liée en grande partie aux stratégies que mettent en place les apprenants. Les individus n'apprennent pas de n'importe quelle manière. Ils inscrivent toujours leur apprentissage dans un processus raisonné et recourent à leur méta-connaissance, soit aux connaissances qu'ils ont des processus en jeu dans leur propre fonctionnement mental (Merri et Pichat 2007: p.92). L'apprenant de LE n'est jamais passif²⁵⁶ ».

Le deuxième objectif de la cyberquête consiste à familiariser les apprenants avec les outils numériques tels que: cyberquête, TV5monde, Radio RFI savoirs qu'ils peuvent utiliser pour travailler en autonomie en dehors de classe afin de consolider et compléter les connaissances et compétences acquises en classe, ainsi que d'acquérir de nouvelles compétences linguistiques et socioculturelles.

Le troisième objectif émane des deux buts précédents et consiste dans le travail et développement de la compétence de production orale et d'expression écrite de nos apprenants ainsi que de leur faire comprendre et prendre conscience de l'importance du travail en autonomie en dehors des cours en classe.

Cyberquete est un scénario pédagogique.

À l'heure actuelle, la vie de chaque personne est étroitement liée à l'utilisation de la technologie informatique. Cela incite également les enseignants à chercher de nouvelles méthodes d'organisation du processus d'apprentissage, à développer et appliquer de différentes formes, de diverses méthodes et techniques impliquant l'utilisation des technologies, des ressources et de matériels du réseau Internet. Cette tendance est également observée dans l'enseignement de langues étrangères, car le niveau actuel des technologies de l'information et de la communication ouvre de nouvelles possibilités pour le développement de moyens adéquats d'enseignement de la culture étrangère dans l'enseignement organisé des langues étrangères en dehors de l'environnement linguistique.

L'une de ces formes dans les cours de langues étrangères peut être une quête Web (Webquest). En anglais, le terme « Webquest » signifie littéralement « la recherche sur Internet ». Concept inventé et développé par Bernie Dodge en 1995 en collaboration avec Tom March, la

256 Claire Del Olmo, « Comprendre les enjeux des stratégies d'apprentissage pour devenir enseignant de FLE », *Recherche et pratiques pédagogiques en langues de spécialité* [En ligne], Vol. 35 N° 1 | 2016, mis en ligne le 30 janvier 2016, consulté le 18 juillet 2021. URL : <http://journals.openedition.org/apliut/5315> ;

DOI : <https://doi.org/10.4000/apliut.5315>

«cyberquête » est un « dispositif pédagogique » qui cherche à ce que les apprenants accomplissent une tâche (ou mission) tout en se servant des services de l'internet. Pour ce faire, ils doivent travailler en groupe et très souvent assumer des rôles fictifs (Goig, 2012). Consistant à faire une activité de recherche sur Internet afin d'effectuer une tâche concrète, la cyberquête permet de mobiliser toutes les compétences linguistiques et socioculturelles acquises par l'apprenant dans un contexte donné et d'en acquérir et développer d'autres en travaillant en groupe, en autonomie avec les documents authentiques, autrement dit, avec « des documents de nature professionnelle non didactisés » (Catroux, 2005).

La cyberquête permet de guider les étudiants vers des ressources Internet présélectionnées par l'enseignant afin qu'ils consultent et créent des productions authentiques et originales, en outre cela évite que les apprenants ne perdent la route.

Notre choix de la cyberquête afin de réaliser notre projet s'explique par le fait qu'une cyberquête est un scénario pédagogique comprenant différentes activités à réaliser en groupe, en faisant des recherches en autonomie ou en groupe, afin d'accomplir une tâche commune, en outre la cyberquête permet à l'enseignant de faire intégrer les nouvelles technologies dans la classe de langue.

En outre, dans le tableau ci-dessous emprunté du site https://www.icesi.edu.co/congreso-idiomas-2013/images/memorias/document_congres_italo_munoz.pdf, présentant les rapports entre la Perspective actionnelle du Cadre européen de référence pour les langues et la Cyberquête, nous montre que la cyberquête peut permettre de mettre en place la perspective actionnelle préconisée par le Conseil d'Europe (voir le tableau « Récapitulatif des rapports Projet et Perspective actionnelle »):

Tableau 2 : Récapitulatif des rapports entre Projet et Perspective actionnelle

Critères d'association	Perspective actionnelle	Projet / Cyberquête
Rôle de l'apprenant	Quelqu'un qui doit accomplir des tâches	L'apprenant doit assumer un rôle et accomplir une tâche (ou mission)
Tâche	Action qui vise à résoudre un problème, remplir une obligation ou atteindre un objectif établi	Problématique ou question signifiante qui amène l'élève à agir
Nature des actions	Langagières / non langagières	Activités d'ordre technique-informatique/production (s) langagière (s)
Dimension sociale	La langue cible est développée en interagissant et en recevant les apports de l'entourage	Les apprenants doivent travailler en groupe et assumer des rôles

Dans notre cas, la cyberquête « Félicitations, vous avez obtenu une bourse d'études!» nous a permis, tout d'abord, de préciser les tâches à accomplir en vue d'atteindre l'objectif final, ensuite, de faire travailler les étudiants en équipe, en autonomie dans la réalisation des tâches, en suivant les instructions données dans la cyberquête, en allant consulter les sites prédéterminés par le professeur. Puis, bien sûr, en effectuant les activités proposées dans la cyberquête, les apprenants

ont peaufiné leurs compétences langagières déjà acquises et en acquérir d'autres. Il convient de noter que le webquest a donné la possibilité de réagir aux apprenants dans une situation proche de la réalité, et d'apprendre de travailler tout seul avec les numériques.

Corpus et méthodologies

1er corpus: enquête menée auprès d'étudiants

Profils des interviewés :

- 19 étudiants de la faculté des relations internationales qui apprennent le français.
- Les âges s'échelonnent entre 19 et 22 ans se répartissant ainsi : 53,3% des interviewés sont en 3ème année d'études et 46,7% des participants au questionnaire sont en 4ème année d'études.

A la question « Comment vous êtes-vous adapté aux nouvelles conditions de l'enseignement à distance? » tous les étudiants interrogés ont répondu «très bien » ou « bien », ce qui montre, à notre avis, qu'ils s'y connaissent bien en informatique, en outre, à juger sur les réponses données aux questions sur l'enseignement à distance, ils sont favorables à ce type d'enseignement, car selon tous les étudiants ayant participé à cette enquête, les côtés positifs sont : « gain de temps, pas besoin de se lever tôt pour aller à l'université, économiser de l'argent, possibilité de combiner les études et le travail, accès facile à l'Internet, emploi différents outils numériques pour apprentissage car en présentiel, à cause de ce que beaucoup de salles ne sont pas équipées, on ne peut pas accéder aux sites internet. Possibilité de participer depuis la maison à tous les cours, conférences... ». Comme les côtés négatifs de l'enseignement à distance, les apprenants interrogés ont souligné «la mauvaise connexion, bugs techniques, difficulté de comprendre parfois le sujet dont on parle dans le cours en ligne, absence de communication directe », il y a même un étudiant qui s'appelle Amanzhol (M257, 20 ans, étudiant en relations internationales), qui a répondu « qu'il n'y a aucun avantage à l'apprentissage à distance pour moi... ».

Les résultats de l'enquête menée auprès de 19 étudiants participant au projet pédagogique nous montrent que la grande majorité d'entre eux ne travaille pas en autonomie, n'utilise pas de sites d'apprentissage pour apprendre le français.

66,7% des étudiants interrogés ont répondu « non ou jamais » à la question s'ils faisaient l'auto-apprentissage pour améliorer son niveau de maîtrise du français. Seulement 33,30% d'entre eux apprennent tout seul le français en dehors des heures de cours.

Ce fait peut s'expliquer, par ce que beaucoup d'étudiants ont l'habitude d'attendre tout du professeur et se limiter uniquement de réaliser des activités en classe et des devoirs proposés par l'enseignant à faire à domicile. A propos du manque de temps chez les étudiants pour faire l'auto-apprentissage témoignent aussi les réponses données à la question suivante posée lors de l'enquête : «Combien d'heures par semaine consacrez – vous à l'auto-apprentissage du FLE ? » comme nous pouvons le voir dans le diagramme 4 «Manque de temps ». Pour étayer cette idée nous voudrions donner quelques extraits de réponses des étudiants :

L'étudiant Marlan (M), étudiant de la 3-ème année d'études en droit international, dit : «en été j'ai essayé deux fois par semaine, à présent, je n'en ai pas le temps » ou bien Aïnagul (F), étudiante de la 3-ème année d'études en relations internationales accorde seulement « une heure maximum par semaine » pour travailler en auto-didacte.

D'après le résultat de l'enquête menée auprès de mes 19 étudiants, parmi eux il n'y a qu'un seul étudiant qui a de l'expérience de travail avec un projet pédagogique. Voir le

²⁵⁷ M pour personne de sexe masculin et F pour personne de sexe féminin.

diagramme 5 ci - dessous: Expériences de travail avec un projet pédagogique. Mais quand j'ai demandé la précision à l'étudiante ayant répondu qu'elle avait fait un projet en anglais et qu'elle avait participé à un concours à Moscou où elle avait remporté la 3ème place, il s'est révélé que c'était un projet individuel dirigé par l'enseignant d'anglais pour participer au concours. Je pense que ce n'est pas un projet pédagogique dont nous parlons ici dans le cadre de l'application de la pédagogie de projets pour apprentissage d'une langue étrangère.

Le pourcentage des apprenants ayant utilisé les grilles d'auto-évaluation du CERCLE est suivant : plus de 42% ne sait pas ce que c'est les grilles d'auto-évaluation du CERCLE, 42,1% n'ont pas utilisé les grilles d'auto-évaluation, seulement 15,8% ont travaillé avec les grilles d'auto-évaluation.

Travail avec la cyberquête «Félicitations, vous avez obtenu une bourse d'études ! »

Nous avons proposé aux apprenants le travail avec la cyberquête intitulée « Félicitations, vous avez obtenu une bourse d'études ! » dont l'objectif final consistait à organiser un webinaire et créer une vidéo sur les programmes de bourses d'études où on parle aussi les techniques du CV, de la lettre de motivation et du projet d'études, qui est publiée sur la chaîne Youtube.

La première étape du webquest consistait à collecter des informations sur les programmes de bourses d'études en allant sur les sites prédéfinis par le professeur. Lors de la deuxième étape les apprenants devaient construire leurs CV et lettres de motivation, ensuite faire une auto-évaluation à l'aide des grilles contenant toutes les règles principales à respecter lors de la rédaction du CV et de la lettre de motivation. Dans la troisième étape, les étudiants sont amenés à se préparer au webinaire portant sur les programmes de bourses d'études et la préparation du dossier de candidature, puis à organiser le webinaire. Pendant la quatrième étape les apprenants devaient faire la simulation de l'entretien pédagogique. A l'étape finale chaque équipe a créé une vidéo et l'a présentée devant ses camarades de groupe

Conclusion.

Il est à noter que le travail avec la cyberquête dans l'enseignement du FLE permet de rendre l'apprenant un acteur accomplissant une tâche proche à la réalité afin d'atteindre un objectif précis. La réalisation de la cyberquête nous a montré qu'elle requiert à l'apprenant de mobiliser un ensemble de compétences et expériences langagières et socioculturelles acquises car nos apprenants se sont appuyés sur leurs compétences langagières communicatives afin d'accomplir différentes tâches proposées dans le cadre du projet pour obtenir le produit final.

Lors de l'enseignement d'une langue étrangère dans une université non linguistique comme la nôtre, la cyberquête permet d'utiliser des connaissances intégrées, en utilisant la langue dans une situation proche de l'activité professionnelle réelle, ce qui stimule à son tour l'activité cognitive et scientifique des étudiants. Cela favorise non seulement une assimilation plus motivée et un renforcement des connaissances en langue étrangère, mais stimule également le travail indépendant des étudiants pour acquérir des connaissances, forme les compétences et les savoir-faire dans les principaux types de discours et crée également les conditions pour que chaque étudiant mette en pratique des connaissances et compétences acquises en classe.

Lors de la réalisation de la cyberquête, nous avons remarqué que le rôle de l'enseignant varie à chaque étape. Lors de la mise en place d'une cyberquête l'enseignant exerce une fonction organisationnelle en guidant les élèves dans leur choix du sujet de tel ou tel projet, dans la définition de l'objectif du projet et des activités à faire pour atteindre l'objectif final et ainsi de suite. Dans la réalisation du projet l'enseignant n'est plus le sachant déversant son savoir, mais il

devient un véritable guide d'apprentissage. Ensuite lors de la réalisation du projet l'enseignant devient assistant, consultant en apportant des conseils et informations complémentaires aux apprenants pour mener à bien le projet. Bien sûr, le professeur joue le rôle du coordinateur des activités de différentes équipes. A l'étape finale du projet, à notre avis, parallèlement aux autres rôles, il participe à l'évaluation du produit final comme expert expérimenté.

Parallèlement aux compétences linguistiques et socioculturelles en langue cible, la cyberquête permet également de développer des qualités personnelles et des compétences cognitives de l'individu, la capacité d'utiliser les connaissances acquises dans différentes situations de communication, de développer des compétences d'auto-éducation, d'apprendre à prendre des décisions de manière indépendante, de devenir le sujet principal et actif dans le processus de maîtrise de la langue.

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THE RESEARCH OF HAGIOGRAPHIC WORKS IN TRANSLATION STUDY

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Abstract: This article is devoted to research of agiographic works in translation study. The study showed that foreign scientists have done a lot of research in the field of hagiographic works. Despite the presence of huge monographic works and researches on the study of hagiographic works in the Uzbek linguistics of literary criticism, it should be noted the first steps taken in Uzbek translation studies, which is the demand of the time.

Keywords: Islamic agiographic works. agiographic terms, historical facts, religious terms, atypical translation.

Аннотация: Статья посвящена исследованию агиографических произведений в переводоведении. Исследование показало, что зарубежные учёные провели множество исследований в области агиографических произведений. Несмотря на наличие в узбекском языкознании литературоведения огромных монографических трудов и исследований по изучению житийных произведений, следует отметить первые шаги в узбекском переводоведении, что является требованием времени.

Ключевые слова: Исламские агиографические произведения. агиографические термины, исторические факты, религиозные термины, нетипичный перевод.

Annotatsiya: Ushbu maqola tarjimashunoslikda agiografik asarlarni tadqiq qilishga bag'ishlangan. Tadqiqot shuni ko'rsatdiki, xorijlik olimlar hagiografik ishlar sohasida juda ko'p tadqiqotlar olib borganlar. O'zbek adabiyotshunosligi tilshunosligida hagiografik asarlarni o'rganishga oid ulkan monografik asarlar, tadqiqotlar mavjud bo'lishiga qaramay, davr talabi bo'lgan o'zbek tarjimashunosligida qo'yilgan ilk qadamlarni alohida ta'kidlash lozim.

Kalit so'zlar: Islom agiografik asarlar. agiografik atamalar, tarixiy faktlar, diniy atamalar, atipik tarjima.

Introduction.

Research on agiographic works and their translation has been conducted mainly in connection with the artistic analysis of these sources. The analysis of the translation of the works was carried out in order to study the level of reality of historical facts in the areas of ethnography, anthropology, folklore and cultural studies and to prove them. The translation of works translated into foreign languages has also been studied mainly by representatives of religion, in which the main focus has been on the accuracy of historical data and the degree of adherence to the principles of translation of the work has not been sufficiently studied. This, in turn, requires great responsibility and in-depth historical knowledge from translation scholars.

Alexandra-Flora Pifarre has researched scientific works devoted to the analysis of agiography and its place in the literature, as well as cases related to the perceptions in the events covered in these works. As part of the research, a collection was developed, which includes many scientific sources that shed light on the artistic and philological features of agiographic works. Names of places in agiographic works, their proportion to events, analysis of water-related

metaphors in sacred sources, formation of "success-stories" in modern agiography, artistic analysis of the speech of saints in the Enlightenment, traditional and modern methods of transmission of oral heritage such as It is also possible to witness in this source that the lives of many saints and the works belonging to them have been studied critically. Interestingly, the critical scholars explained their main purpose by revealing the linguistic features of these works. In addition to the gender issues reflected in the agiographic works, the mythical events that led to unethical practices such as prayer, cursing, and insults are also analyzed in the norms of artistic discourse. This, in turn, shows what can be included in the scope of agiographic research.

Sebastien Fray conducted a comprehensive study that reveals the secular aristocracy in the window of agiographic records of the Alt and Dordong states. This study is devoted to the analysis of works on the rise of rich historical figures to the level of saints. Although the analysis of the works is based on ethnographic and anthropological research, the scientist also studied the sources that came through the translation of agiographic works from Latin into French and analyzed their degree of closeness to the original. Most of the agiographic texts delivered by translation were considered as "atypical translations *", the texts that were not based on certain translation principles and were given on the basis of a free approach to the sources. In addition to historical works, the study also noted the influence of agiography on political-diplomatic texts, speeches of officials, letters and appeals. Sebastien Fray's research is philologically important, as agiographic texts are parenetic, that is, they address questions, rhetorical questions in the process of conveying events to the public, and pay special attention to the analysis of texts. For example, the following are examples from the Latin speeches of Saint Geraldi during the war:

“Liber miraculorum sancti Geraldi! Liber almi pontificis Bibiani!”

Another noteworthy aspect of this study, which includes many sources, is that in the process of analysis, the style of the texts, the adequacy of the translation, and the linguocultural features are extensively covered.

Bala Sadek, a scholar who has analyzed the relevance of literature written in the Islamic world to agiographic research, comments on some religious sources translated from Arabic into French in order to prove his theories. In the process of commenting, he focused on the fact that the texts are poetic works, noting that the introduction of religious information in this area in Islam further complicates their translation into foreign languages. In the translation of agiographic texts, A. Banfur positively assessed the method of translation in accordance with the relationship between the author and the recipient of texts of this type, and divided these relations into the following types:

- Differences as the author of events: priest, saint, mystic, master, biographer, collector;
- The text as a literary or predictable field: genre, manuscript, document, biography (biography), autobiography;
- Distinguish the recipient: believer, critic, student, historian, researcher, anthropologist.

This means that agiographic literature can be translated into a foreign language in accordance with its receiving audience, as well as its scientific and religious background. The complexity of religious terms requires a separate (individual) approach to the process of translating them. The image that the terms create in the language and thinking of the local people differs from that of the recipient in the foreign language. In particular, their place in the literature further expands the notion of the term, resulting in the need for additional commentary in the translation process. P.-G. Perne, a scholar who has analyzed the meaning of Islamic terms in Arabic literature, evaluates them according to their essence in folklore:

“Les circonstances de l'énonciation et la terminologie locale sont notées, ce type de document constitue une base pour reprendre l'examen de la question des genres littéraires berbères”¹

Religious terms expressed in the vernacular require interpretation according to the context in which they are used. P.G. Perne points out that there are such deification words from agiographic texts that omitting them from the text can lead to the loss of authenticity and agiographic character of the text. Can maintain its originality on the basis of agiographic terms used in the text. That is why one should not be indifferent in the way such terms are reflected in translation, says the scientist P.G. Perne in his research. While studying the epics about the saints translated from Arabic into French, the scholar cites the French equivalent of each term in them, an explanation of the term, and a Latin variant of the Arabic pronunciation. Interprets these terms from the point of view of anthropology and ethnomusicology. He points out that the lack of a local annotated dictionary of agiographic terms can lead to misinterpretations and misrepresentations by mediating volunteer translators.

Along with the analysis of the principles of translation of agiographic literature in the Islamic world, the comparative analysis of the translation of agiographic literature specific to Christianity provides a basis for the emergence of new approaches to translation in a foreign language. Satoshi Toda, a Japanese researcher, has conducted extensive scientific research in the field of translation of agiographic literature specific to Eastern Christians. It is noteworthy that in accordance with the principles of the above-mentioned scholars, before studying the analysis of the translated literature in S. Toda, special attention was paid to the semiotic study of the local vernacular and agiographic terms expressed in the agiographic literature. The history of the translation of agiographic literature on Christianity has been carefully studied and compared with the original. Agiographic literature translated into Syrian, Georgian, Ethiopian, and Armenian has been interpreted on the basis of historical facts. The history, principles and methods of translation of agiographic literature from the Byzantine period to the Middle Ages are studied in depth. The scholar admits that the ancient literature was perfectly translated despite various linguocultural barriers, but in those times, translators were not mentioned in person books. That is why S. Toda distinguished the methods of translation according to the names of the works and their periodic presentation. For example, the translations of Barlam and Joseph, The Book of Agathan, and The Life of Saint Maker in Egypt reveal the influence of Islam through the analysis of examples. In particular, it is noted that the influence of the Arabic language was evident in the pronunciation and spelling of some Christian agiographic terms. Faced with various methodological barriers in the process of analyzing the translated works, he emphasizes that the translation of agiographic literature is mainly creative. Terms that require complex description have been translated in a way that is adapted to the worldview and culture of the local people. However, S. Toda stressed that in translating agiographic works it is necessary to have a deep religious knowledge and take into account historical facts. Only in this case can the original essence of the work be fully preserved.

Analyzing the translation of the epic "Song of Roland" and some of the texts in it, M. Lapuant studied the agiographic texts of the work in three ways: historical, artistic and religious. The reason why some agiographic terms are given in different forms in the epic is stated to be that the sources were translated by poets who conveyed information to the common local people, not experts in Latin. However, this study compares the degree of conformity of religious texts given in Latin and French to scientific facts, rather than the principles of translation. The difference between the data and the historical facts has been proven by religious and secular knowledge.

Although Western and Eastern agiography differ radically in terms of formation, composition, types, and essence, the problems they form in the translation process are similar. In the West, the influence of Latin translation patterns on the transmission of Christian terms or agio-terms is felt, while in the East, in particular, the influence of Arabic is evident in the translation of agiographic literature on Islam into other languages. Therefore, it requires the development of strict principles aimed at solving problems in the translation process to both sources.

Agiographic terms not only reflect religious ideas, beliefs and thinking of peoples, but also national spirit. The fact that such sources are given in translation indicates that the word must be analyzed along with the text. Concepts related to the psyche also evoke theological notions in the human imagination, and as a result the text acquires an agiographic character.

So, on the basis of the studied materials it can be concluded that agiographic literature by foreign and republican scholars has been studied a lot, mainly by philosophers, theologians, linguists, literary critics, historians. The scientific and practical significance of the study of hagiographic literature is revealed, new scientific theories are developed. However, Uzbek translators and translators have not conducted large-scale monographic studies on the comparative study of agiographic works. However, there are no large-scale monographic studies aimed at solving theoretical and practical problems of creating bilingual and multilingual translation and annotated dictionaries of agiographic terms. Therefore, today it is necessary to pay more attention to this area and increase the scope of research aimed at solving problems.

In the study of the translation of agiographic works, a comparative analysis has been made. In particular, in the translation of Islamic agiographic works into foreign languages, the original meaning of words and sentences in Arabic was analyzed in depth. The contextual meaning, not the lexical meaning, of agiographic terms should be taken into account, i.e., concepts related to the human psyche should be translated according to their religious significance.

The results of research on the translation of Christian agiographic texts translated from Latin into other Western languages show that the translation of agiographic texts should take into account the etymology, history, religious and moral laws of words. The translation of agio-terms, especially in Christian texts, is given through the assimilation of Latin words, and commentaries in foreign languages are also indicated. The translation of Christian agiographic texts into Latin-based European languages is not difficult, but the translation of Christian agiographic texts into Slavic-speaking countries, especially Eastern European languages and non-European, mainly non-European peoples, has been severely affected. In order to prevent these cases and to correct mistakes, it is recommended to rely on the history of religion in the translation of works specific to the direction.

Conclusion: In general, the translation of any work is a complex process. That is why the features of the translated work are of special importance. In translation, background knowledge ensures an adequate representation of complex concepts in the work. The translation of agiographic terms also requires reference to a number of fields, such as history, religion, philosophy, and literature. For example, the meaning of agiographic terms is related to religion, is based on historical fact, and is more vividly expressed in logical analysis.

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MASTERPIECE OF ABUYAHYA IMODUDDIN ZAKARIAI QAZVINI

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Annotation: The article is devoted to the recognition of masterpiece of Abuyahya Imoduddin Zakariai Qazvini «Āthār al-bilād wa-akhbār al-‘ibād» by Zakariya Qazwini, in which the author tried to present the mentioned book to the reader in an understandable and scientific language based on sources, research works and manuscripts within one article. The article discusses geographical science, world geographers, previous research on the theme being studied, the importance of studying «Āthār al-bilād wa-akhbār al-‘ibād», its manuscripts, publications and translations.

Keywords: Geography, Zakariya Qazwini, «Āthār al-bilād wa-akhbār al-‘ibād», translation and publication of the work.

Geography is considered to be one of the ancient human sciences and the world's first geographical work was the book "al-Majisti" by Batlaimus (born 90 - died 168 AD). In this field of science, there are different practical applications and theory of various authors and they presented amazing information to the reader in their works using the language of their epoch. According to the author of these lines, this strange information is derived from the fact that a number of medieval scientists, along with the science of geography, also developed other natural sciences, such as astronomy, astrology, mathematics and others. In their works, they recorded the geographical information obtained through regular voyages and journeys. The books of such scientists are fundamental, and their copies are kept in the treasures of the world. The famous geographer of the East Zakaria Qazvini is considered one of such masters, and the work of this noble scientist deserves a separate study.

The great medieval Persian-Tajik scholar Abuyahya Imoduddin Zakariai Qazvini was born in Qazvin around 600/1203 - 605/1208 (4, 734). He grew up in his hometown, studied in Damascus, then in Mavsil. In the sources in question, except for Asiruddin Mufazzal ibn Umar Abhari (d. 644/1265), no one is mentioned as a teacher of Qazvini (6, 269). After improving his knowledge, he went to Baghdad in 650/1252 and got the position of a legal expert and judge of Hilla. At the time of his employment, the Mongols overthrew the Abbasid caliphate and placed Hulak and Baghdad under their control. Although Qazvini lived in a difficult and disturbing political era, it did not affect his scientific life. Qazvini also taught at the Sharrobia madrasa (a madrasa founded by Iqbal Sharrobi in Wasit-G.A.) and remained in this occupation until the end

of his life. Qazvini died in 682/1283 and was buried in Shunizia Mausoleum of Baghdad (9, 11; 10, 453; 13, 208, 279).

Qazvini bequeathed valuable works, of which two books have survived to this day, one is "Osor-ul-Bilad wa Akhbar-ul-Ibad" (Monuments of the Lands and Historical Traditions about their peoples) and the second one is "Ajaib-ul-Makhluqat wa-l-Haywanoti wa Gharaib-ul-Mawjudot" (Wonders of the Creation and Unique of the Existence). Both considered the most valuable books of Persian speakers on cosmology in the Middle Ages. These two works constitute the encyclopedia, which provides information about the world, its creatures and its artifacts (1, 185-186; 2, 93; 3, 46; 10, 453). The secretary of Chalabi attributed a book called "Ajaib-ul-Buldan" to Qazvini and said that after four introductions, Qazvini mentioned most of the cities of the world with some of the scientists belonging to them (14, column 1126). It is strongly believed that this book is noted by Saeed Nafisi's note in the improvement of "The History of Poetry and Prose in Iran" as follows: "And he finished "Asor-ul-Bilad" first in 661/1263, and in 674/ 1275 published a second narration from it" (12, 732).

The book "Osor-ul-bilad wa akhbar-ul-ibad" was dedicated to world geography and has not lost its scientific status yet. From the reading of the work, it seems that Qazvini benefited from the world travelers by talking, traveling and reading their works. In this sense, Qazvini said in the introduction of the book: "I have collected in this book what I have known, heard, or seen about the beauty of God's creations and the wonders of His hidden wisdom in all the lands and servants of God" (8, 3). For example, he used the travelogue of a person named Sulaymani Multani Aburabei and gave information about Africa, or traveled to France and Europe by the help of Ibrahim ibn Ahmad of Tartushi and Abu Hamid al-Andalusi. Also, according to Abu Rayhan Khorezmi, Ahmad ibn Umar Uzari, Musahir ibn Muhahlil and Ibn Faqeh relied on it. Qazvini's sources were various and the language of his books unique, according to the information of the German journalist - Ferdinand Wustenfled, their number is more than fifty books and treatises (5, 364).

"Osor-ul-Bilad and Akhbar-ul-Ibad" was divided into three introductions and seven sections and written in the international scientific language. In three introductions, the author tried to explain the main topics of world geography through native language in order to make it easier to understand the goals of the work. In the first introduction, he explained the need to create cities and villages, and in the second introduction, which included two chapters, he explained the characteristics of cities and regions with their impact on mines and residents. The third introduction was devoted to the description of the types of climates of the earth, in which the description of them was presented in the shape of a sphere and the role of each climate is placed in it, which is considered one of Qazvini's best style of presentation. From these three prefaces, the reader understands that Qazvini presented the scientific geographical opinion regarding the earth and its structure with precise views and deep thinking. Following his predecessors, he examined the earth in seven different climates, and at the beginning of each climate, he gives precise information on the length and width, the calculation of the area and its geographical position in miles and minutes. Qazvini organizes countries, regions, cities and districts of climates according to the letters of the alphabet. "Osor-ul-Bilad and Akhbar-ul-Ibad" is a detailed book that gives a vivid description to countries, territories, regions, districts, geographical areas, cities and towns, villages, islands, mountains, fortresses, constructions, racial, moral and social characteristics, even moods and types. As well, it includes food, clothing and historical artifacts. As the author mentions all the information obtained in the book, some of them, like "Island of Women", seem to be stereotypes,

which the reader does not accept. "Osor-ul-Bilad" is one of the books that reflects the entire culture of the societies of its time. Qazvini also did not accept such articles and expressed them with the endings "al-ilmu indallah" (that is: God knows its truth) and "al-uhatu ala-r-rawi" (that is: its obligation is to the narrator himself). He mentions every city and district, manners, scientists, writers, poets, poems sung about that land, local stories, prophetic traditions, arts, and types of agriculture, birds, events, and the like with geographical information. In the book, there are 925 geographical places with an explanation of their soil, water and air characteristics and 981 names of people with a brief explanation of the most important stories related to them. Qazvini sometimes used beautiful Tajik verses, which show that he was Persian and Tajik (6, 112, 136, 164, 200, 226).

If Yaqut Hamavi conquered the peak in the field of culture, Qazvini was the greatest cosmonaut who made science simple for the masses. Qazvini's book has reached such a level of maturity that subsequent authors either looked at it bitterly or paid for it. Although his works are not original and inventive, he tried to improve the activities of Beruni, Jahiz and Masoudi by composing his works. Historians and modern researchers compared him with the great Roman naturalist and writer Pliny (born 29 - died 79 AD) in terms of his knowledge and skills, and gave him the nickname Pliny of the Middle Ages (5, 359; 13, 279). Qazvini's book contains a lot of information, but there is no fresh material or new theory in it, not in a separate and detailed way, but in the core of the work. From reading his book, it is clear that he preferred a clear and simple style of expression. Qazvini remains a genius in simplifying scientific articles and making them suitable for public interest, who pours the most complicated scientific topics into a clear, attractive and attractive format with extraordinary skill. This way of looking at the author shows that he devoted most of his life to reading books and research.

Written copies. The manuscripts of the book "Osor-ul-Bilad and Akhbar-ul-Ibad" are now preserved in the treasures of the museums of Asia and Europe. The first manuscript was copied from the original, which was completed by Qazvini in 684/1276. The writing of this copy was completed on Friday 27.11.729/22.09.1329 by the pen of Muhammad ibn Mas'ud ibn Muhammad Hamadani (8, 6; 7). Now it is kept in the Oriental Manuscripts Department of the British Museum under number 3623. The second one belongs to Avhad ibn Asad ibn Bahram and was written at the beginning of the month of Safar in 857, according to February 1453 in the palace of Herat. This copy is stored in the library of the Organization of Cultural Organization of the Islamic Revolution under the number 121204 (6, 331). In the third manuscript, the secretary introduced himself as Ruknuddin ibn Tajuddin ibn Muhammad ibn Hira Husaini. This copy was written on 09.09.911/04.02.1506 in the volume of 170 pages and is kept in the library named after Hertzag August in the city of Goto, Germany, under the number 234 (8, 5). The fourth copy contains 572 pages and was written by Abdussalam ibn Abdulaziz ibn Muhammad on 18.06.930/23.04.1524. This copy is kept in the library of Leiden, Holland, under the number 1710 (512) (8, 6). The fifth copy named "Ajaib-ul-buldan" is kept in the Paris Museum and its copy is kept in the royal library of Berlin under number 133. The first two copies are also in the electronic library of the State Institution "Kamoli Khujandi Scientific Center".

Translations. The translation of "Osor-ul-Bilad wa Akhbar-ul-Ibad" into Persian has been done many times, and some of the most important ones are listed below:

First, the translation of the author of the work, which Said Nafisi says: "He was a scholar of his time and was involved in Arabic and Persian prose... he himself translated both books into Persian, and the Persian translation is extremely eloquent and psychological." (12, 146). This information is not found in other sources.

2. The selected translation of "Osor-ul-Bilad wa Akhbar-ul-Ibad" under the title "Tuhfat-ul-Ajaib", which belongs to the pen of Ali Tairi (or Tahiri) of Hirawi (d. 927/1521) (11, 173-174).

3. The translation called "Osor-ul-bilad" written by an unknown translator, in 907/1502, a written copy of which is available in the library of Majlisi Sana (11, 174).

4. "Sair-ul-bilad" by Muhammad Murad ibn Abd al-Rahman, translation of "Osor-ul-bilad wa akhbar-ul-ibad" by Abu Abdullah Zakariai Qazvini and its parallels in seven climates, were translated into Persian by the instruction of Muizzuddaula Mousavi. This translation was completed during the reign of Shahi Jahan (born 1659 - died 1689) and is kept in the library of the British Museum. In 2015, Saidmohammad Shahmuradi published this translation in two volumes in Tehran Publishing House (11, 225).

5. The last translation of "Osor-ul-bilad wa akhbar-ul-ibad" called "Bahr-ul-buldan" written by an unknown translator is kept in the library of the British Museum (9, 19; 11, 173).

6. "Talhis-ul-Asori wa Ajaib-ul-Malik-il-Kahhari" is related to the pen of Abdur Rashid ibn Saleh ibn Nurii Bakui. In the very name of this book there is a reference to its origin "Osor-ul-Bilad". This book was written in 806/1403, and there is no information about the author. According to Krachkovsky, this book was translated into French in 1790 (5, 512).

7. "Ajaib-ul-aqalim" is a selected translation of Qazvini's "Osor-ul-bilad wa akhbar-ul-ibad" and it was published in the name of Ghiyasuddin Habibullah, the minister (11, 162).

8. The translation of "Osor-ul-Bilad wa Akhbar-ul-Ibad" was written by Jahangir Mirza, the third son of Abbas Mirza. Jahangir Mirza translated this book into Persian in the years 1267/1860 and 1268/1861 during his forced stay in Tuysirkon. (9, 16). In some cases, the translator has added to the original text a number of times, some of his additions have been added without marking and without separating them from the original text, or on the contrary, he has deleted some parts of the original text. Mirhashim Muhaddis corrected this translation and in 1994 published the book "Osor-ul-bilad wa akhbar-ul-ibad" for the first time in Persian language. He separated the translator's additions from the original text with arched brackets () and restored the contents between square brackets [].

10. The translation of "Osor-ul-bilad wa akhbar-ul-ibad" was made in the beginning of the Qajar period (ruled 1779-1925) by Muhammad ibn Muhammad Salehi Nishapuri. This translation was completed during the reign of Hasan Ali Mirza Qajor (b. 1778 - d. 1854), who became the ruler of Khorasan in 1815, from the beginning to the city of "Ariho" of the third climate (5, 365; 9, 22).

11. Publications. For the first time, the French journalist Silvestre de Saucy (b. 1757 - d. 1838) translated and published parts of it related to plants, minerals, and people in his book "A review of the collection of Arabic literature". It is from this work that Wustenfeld obtained the first information about Qazvini's works (5, 365; 9, 22). At the beginning of October 1846, in the city of Jenö (Jen - a city in the northeast of Germany, on the banks of the Zoll River, its library and university became world-famous for its written and ancient historical books. Great people such as Schiller, Hegel, Fichte and Schlegel taught in this university. - G.A.) The fourth meeting of the German Asian Conference was held, where the request of Ferdinand Wustenfeld regarding the correction and publication of Qazvini's book was approved with the allocation of a significant sum for the costs of publication and collective publication (8, 3). He published "Osor-ul-Bilad" and "Ajaib-ul-Makhluqat" with a detailed introduction in three volumes. In the introduction, Wustenfeld informed about the written copies, the author's description and the correction process (8, 4-9). Book printing with Wustenfeld's correction is still very popular in Arab countries. Among

other things, in 1997, this publication was published in Beirut. The University of Mauritania edited and edited by Dr. Wold Salim published it in 2012. The Persian translation of the work, as mentioned in the mention of translations, was published twice.

12. "Osor-ul-bilad va akhbar-ul-ibad" is very useful in the field of history and the history of Persian-Tajik literature. The famous English journalist Edward Brown notes: "Qazvini examines a number of the following famous Persian scholars in connection with the description of the countries where they were born or where they spent part of their lives. It should be remembered that Qazvini gave some good information about these poets, despite the fact that their names are not included in Persian tazkiras: Anvari (242), Asjadi (278), Avhaduddin Kirmani (164), Fahrii Gurgani (351), Farruhi (278), Firdavsi (278) with a verse from "Shahnama" (135), Jaloli Tabib (257), Jaloli Khuvori (243), Khakoni Sharvani (273) with his poems (404), Abu Tahir Khotouni (259), Mujiri Bailakani (345), Nizami Ganjavi (351), Nasir Khusrav (327), Abu Saeed Abulhair (241), Sanoi (287), Shamsi Tabasi (272), Umar Khayyam (318), Unsuri (278) and Rashiduddin Watwat (223)" (15, 64). In addition to these nineteen people, it is possible to mention other scholars, scientists, poets and writers, such as Abuali ibn Sina, Sadruddin Khujandi, Jamaluddin Khujandi and others. In that journal, which "Osor-ul-Bilad and Akhbar-ul-Ibad" was written, there are only two sources, one is "Four Articles" of Nizami Aruzi of Samarqadi, in the 12th century, and the other is "Lubab-ul-Albab" of Muhammad Awfi Bukharai was one of Qazvini's contemporaries, who did not have information about some of the mentioned poets. Therefore, this work of Qazvini can be considered one of the first sources of Persian-Tajik literature.

In 2018, the book "Osor-ul-bilad wa akhbar-ul-ibad" by Zakaria Qazvini was translated into Tajik for the first time and intended for Tajik readers.

This edition has been translated, explained and corrected by the State Institution "Kamoli Khujandi Scientific Center" in the volume of 684 pages.

The translation of "Osor-ul-Bilad and Akhbar-ul-Ibad" is based on two manuscripts, one related to the pen of Muhammad ibn Mas'ud ibn Muhammad Hamadani, preserved in the Oriental Manuscripts Department of the British Museum, under the number 3623, consisting of 365 pages, and the second belonging to written by Awhad ibn Asad ibn Bahram, preserved in the library of the Organization of Cultural Organization of the Islamic Revolution, under the number 121204, consisting of 331 pages. During the work, the translation of "Osor-ul-Bilad and Akhbar-ul-Ibad" written by Jahangir Mirza with corrections by Mirhashim Muhaddis, as well as the Arabic editions published in Beirut and Mauritania, was used.

"Osor-ul-Bilad and Akhbar-ul-Ibad" is of great importance for those related to history and geography. Countless scientists of the world have used its information in their scientific, research and creative works, from the time of its creation until today. The translation and research of such works will make a significant contribution to the formation of Tajik literature and geography.

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DORIVOR O'SIMLIKLARINING ETIMOLOGIYASI

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Annotatsiya: Ushbu maqolada ayrim dorivor o'simliklarning etimologiyasi haqida ma'lumot berilgan.

Kalit so'zlar: dorivor, tibbiyot, flora, tog' mintaqasi, farmakognoziya.

Annotation: This article provides information about the etymology of some medicinal plants.

Keywords: medicinal, medicine, flora, mountain region, pharmacognosy.

Аннотация: В данной статье приведены сведения об этимологии некоторых лекарственных растений.

Ключевые слова: лекарственное средство, медицина, флора, горный регион, фармакогнозия.

O'tgan davr ichida O'zbekiston Respublikasi Fanlar akademiyasi akademik S.Yu. Yunusov nomidagi O'simlik moddalari kimyosi instituti olimlari tomonidan Markaziy Osiyoda o'sadigan 4000 dan ortiq o'simlik tarkibida alkaloid saqlashi aniqlandi. Bundan tashqari 50 dan ortiq o'simlik glikozidlari, 160 o'simlik uglevodlari, 250 o'simlik lipidlari, 150 moddalardan ortiq turning kumarin va flavonoidlari va ular asosida qator dorivor vositalar yaratildi va amaliy tibbiyotga tadbiiq qilindi.

Ma'lumki, dunyo miqyosida farmatsevtika korxonalarida ishlab chiqarilayotgan dori vositalarining taxminan 50% dorivor o'simliklar xom-ashyosidan tayyorlanmoqda. Mutloq ko'pchilik mamlakatlarda, shu jumladan, O'zbekiston Respublikasida farmatsevtika sanoatini jadallik bilan rivojlanishi bunday korxonalarining dorivor o'simliklar xom-ashyosiga bo'lgan talabni keskin ortishiga sabab bo'lmoqda. Shuni ta'kidlash lozimki, tabiiy holda o'suvchi dorivor o'simliklar zaxiralarning chegaralanganligi tufayli farmatsevtika sanoati korxonalarining dorivor o'simliklar xom-ashyosiga bo'lgan talabini, asosan, dorivor o'simliklar o'stirish orqaligina qondirish mumkin.

Biroq Dorivor o'simliklar o'stirish texnologiyasi fani shu vaqtga qadar mustaqil darslik sifatida ishlab chiqilgan emas. Buning ustiga hozirgi vaqtgacha mamlakatimizning ixtisoslashgan, fermer, o'rmon, dehqon va boshqa mulkchilik shaklidagi xo'jaliklarida dorivor o'simliklarni, ularni o'stirish texnologiyalari mukammal ishlab chiqilmaganligi sababli, ilmiy asoslanmagan holda parvarish qilinmoqda.

Bu borada dorivor o'simliklar etimologiyasi muhim nazariy va amaliy ahamiyat kasb etadi. Qadim zamondan boshlab inson yovvoyi holda o'sadigan o'simliklarni turli kasalliklarni davolashda foydalanib keladi. Hozirgi davrda dorivor o'simliklarni turi ko'payib, xalq tibbiyoti shifobaxsh o'simliklar bilan boyigan. Dorivor o'simliklarning ta'sir etuvchi moddasi - alkaloidlar, turli glikozidlar (antroglikozidlar, yurakka ta'sir etuvchi glikozidlar, saponinlar va b.), flavonoidlar, kumarinlar, oshlovchi va boshqa shilliq moddalar. Efir moylari, vitaminlar, smolalar va boshqa birikmalar bo'lishi mumkin. Ko'p o'simliklardan mikroorganizm va viruslarni yo'qotadigan antibiotiklar va fitonsidlariga boy preparatlar tayyorlanadi. Odatda bir guruhga xos

o'zaro yaqin kimyoviy birikmalar bir oila yoki turkumga mansublarda uchraydi, shu bilan birga ba'zi kimyoviy birikmalar bir-biriga yaqin bo'lmagan, turli oilaga mansub o'simliklar tarkibida ham bo'lishi mumkin.

Dorivor o'simliklarni 2 xil tavsiflash qabul qilingan:

1. Ta'sir qiluvchi moddalarning tarkibiga qarab - alkaloidli, glikozidli, efir moyli, vitaminli va boshqalar;

2. Farmokologik ko'rsatkichlariga qarab – tinchlantiruvchi, og'riq qoldiruvchi, uxlatuvchi, shuningdek, yurak-tomir tizimiga ta'sir qiluvchi, markaziy nerv tizimini qo'zg'atuvchi, qon bosimini pasaytiruvchi va boshqa dorivor o'simliklar.

Zamonaviy botanika va dorishunoslikka (farmakognoziya) oid adabiyotlar, darsliklar va qo'llanmalarda ham o'simliklarni lotin va mahalliy tillardagi nomlari berilgan. Aksariyat hollarda o'simliklarning lotincha nomlari ham asosan yunon (grek) tilidagi, ba'zan arab, sanskrit, ingliz, kelt kabi xalqlar tillaridagi atamalar bilan bog'liq. Ba'zi o'simliklarning turkum va etimologik turlari nomiga ahamiyat berilsa, ushbu nomlarda o'simlik a'zolari - barglari, gullari, mevalarining shakli-shamoili, hatto dorivorlik xususiyati ham inobatga olingan. O'simliklarni qanday ekologik sharoitda o'sishi, xususan, cho'l (ammos), tog' (montiz), daryo (rivale), o'rmon (sylvestris), botqoq (palustris) kabi nomlardan tashqari olimlar-botanik va shifokorlar nomi bilan atalgan o'simliklar (Ungernia, Bergenia, Magnolia, Sternbergia, Raufolfia, Avicennia, Berunilla), geografik nomlar (pamiro-alaica, turkistanica, asiatica, talassica, zeravchanica, ferganica, karatavica songorica) bilan atalgan. Quyidagilarni misollarda ko'rib chiqamiz.



Aconitum zarawshanicum

Aconitum zarawshanicum - Oq parpi - Ayiqtovondoshlar. O'zbekistan florasida parpining uch turi ma'lum. Feofrast va Nikandr ma'lumogicha tak koyada usuvchi zaharli o'simlik yunon tilida "acaniton" deb atalgan. Tur nomi "zarawshanicum" - o'simlik o'sgan geografik joy nomi. Tarqalishi.



Agropiron repens (L.) DC.

O'zbekistonda Zarafshon, Hisor va Turkiston tog'larining o'rta va yuqori mintaqalarida asosan archazorlarda o'sadi. Kimyoviy tarkibi. Ildizi va yer ustki qismida diterpen alkaloidlar (geteratizin, zarafshanidin va b.), kraxmal, organik kielotalar mavjud. Ishlatilishi. O'zR FA akademik S.Yu. Yunusov nomli O'simlik moddalari kimyosi institutida (O'MKI) oq parpidan ajratib olingan geteratizin alkaloidi asosida preparat yaratilib, antiaritmik vosita sifatida amaliy tibbiyotga tavsiya etilgan.

Agropiron repens (L.) DC. - Kakra, O'rmalovchi kakra – Qoqi o'tdoshlar.

Respublika florasi uchun ham shu tur keltirilgan. Turkum nomi yunon tilida "agron" - uch, tag, "ptilon" - qanot. O'tkir o'simtali o'ramabarg nomi bilan bog'liq. Tur nomi yoyilib o'sgan ma'noda.

Tarqalishi. Respublikada barcha viloyatlarda dalalarda ekinlar orasida, tog'larning o'rta mintadalarida begona o't sifatida o'sadi.

Kimyoviy tarkibi. Tarkibida seskviterpenoidlar (repin, akroptilin) bor. Ishlatilishi. Yer ustki qismining qaynatmasi bezgak va tutqanoq (epilepsiya) kasalliklarini davolashda, suv va spirdagi ekstrakta qichimani davolashda hamda gijja haydovchi vosita sifatida ishlatiladi.

Demak, hozirgi kunda tabiiy holda o'sayotgan dorivor o'simliklarni zaxiralari insonlar ta'sirida kamayib bormoqda. Buning o'rnini to'ldirish va xalqimiz ehtiyojini qondirish maqsadida dorivor o'simliklar turlarini ko'paytirish va ularni O'zbekistonning tuproq-iqlim sharoitlarini hisobga olgan holda sug'oriladigan mintaqalarda ekib o'stirish maqsadga muvofiq bo'lar edi.

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