2023

INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH

Published by International journal of Social Sciences & Interdisciplinary Research., Special issue on "COMPARATIVE STUDY OF LITERATURE, COMPARATIVE LINGUISTICS, TRANSLATION STUDIES"

ARTICLES

- **CLASSROOM PRACTICES FOR TEACHING IDIOMS TO THE ENGLISH LANGUAGE LEARNERS**

  Bektursyn Bayan , Karbozova Gulnara Kumisbekovna

  1-2
  - **PDF**

- **FEATURES AND PROBLEMS OF LITERARY TRANSLATION**

  Komila Hasanovna Sayitova, Uktamov Mukhammadyusuf

  3-4
  - **PDF**

- **THE USE OF WEB 2.0 TOOLS IN ENGLISH LANGUAGE TEACHING IN SCHOOL**

  Kenzhebay Balzhan , Kudaibergenova M.R

  5-7
  - **PDF**

- **USING MODERN TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES**

  Sidiqova N.N, Latipova Marjona

  8-9
  - **PDF**

- **THE USE OF PEER-ASSISTED LEARNING STRATEGY IN DEVELOPING SCHOOL LEARNERS' COMMUNICATIVE SKILLS**

  Kerishbay A, Kudaibergenova M.R, Anesova A.Zh.

  10-12
  - **PDF**

- **USE OF INNOVATIVE METHODS IN TEACHING A FOREIGN LANGUAGE**

  Isroilova Tursuntosh

  13-14

CLASSROOM PRACTICES FOR TEACHING IDIOMS TO THE ENGLISH LANGUAGE LEARNERS

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Abstract: Idioms can be confusing for English Language Learners. An idiom is "an expression that cannot be understood from the meanings of its separate words but that has a separate meaning of its own" according to Learners Dictionary. Once ELLs understand that some phrases in English are idioms, they can be on the lookout for them and will gain a clearer understanding of the English Language.
Key words: EFL students, English idioms, lingering debate, illustrate key vocabulary, reading comprehension, visuals, helpful strategy, acquire, social, linguistic knowledge.

Introduction. The role of context is central in language learning. It's common that EFL students don't really understand the various meanings of new words in different contexts. That's why EFL students don't know how to apply the words they have learned practically in various contexts.

Discussions and results. It's fundamental for teachers to provide a rich context for students' language learning and practice. For instance, linguistic contextual information enhances adolescents' interpretation of idioms [1]. The contextual cues surrounding a particular word can help readers get that's meaning. In contrast, context-reduced language will be hard for readers to tolerate [2]. Consequently, it's more effective for EFL students to learn language in meaningful contexts than learn isolated words through memorization and drilling. Stories have been popularly used to teach and entertain students in language learning. Interesting stories usually draw students' attention and easily make students absorbed in them. Since contextual information is significantly effective for aiding students' understanding English idioms, it is essential for EFL teachers to provide students with rich context. Thus, introducing English idioms within interesting stories can possibly help EFL students to understand and remember them better.

Although there is lingering debate regarding the effect of visuals on reading comprehension, some researchers claim that reading materials accompanied by visuals will be more comprehensible. For example, Scarcella and Oxford [3] stressed that teachers need to illustrate key vocabulary effectively by showing pictures and diagrams so as to improve the ESL students' reading comprehension (p. 107). Mayer [4] found that words and pictures presented together helped students recall better than alone. It is efficient to provide interesting pictures to foster and reinforce vocabulary development. Consequently, visuals must be stimulating, interesting and motivating to students' comprehension and retention of reading. According to the effect of illustrations on reading, we collected English idioms in one sentence context. English idioms were presented with pictures to one class of 26 learners while without pictures to the other class of 25 learners. They were told that those phrases were English idioms first and then they were asked to translate them into Kazakh. We found that English idioms with illustrations could increase college students' idiom understanding better. Thus, it is effective to present English idioms accompanied by visual stimuli that clearly illustrates the idioms being taught.

Students' discussing what they read is a helpful strategy to increase their comprehension. Group talk can provide learners with rich opportunities to acquire social and linguistic knowledge necessary for understanding new texts they encounter [5]. Klingner & Vaughn [6] stressed that ESL students engaging in collaborative talk during content reading, they assisted one another in understanding the meaning of challenging words, getting the main ideas, and answering questions about what they read. As a result, group discussion appears to be an effective technique to enhance students' reading comprehension.

Dialogues can provide situations for students to practice ordinary conversation and offer students ample practice with basic speaking skills in context. Firstly, dialogues can be viewed as short plays and used for students to act out rather than simply read aloud. Moreover, the dialogues the students write function as basic communication at all levels [7]. In addition, putting pupils into pairs for the role-play in the daily dialogues is an effective way of oral practice for various ages and levels.

Dialogues and role-play are useful written and oral activities so that we assigned our students in pairs to write one dialogue by using the English idioms introduced in class and then act out the dialogue out in the following class. Dialogue writing could motivate students to write without burden because of pair collaboration and role-play activity could help them remember the dialogue they wrote through repetitive practices. It was easier and more fun for them to remember English idioms because they shared and enjoyed learning English idioms with friends. Thus, dialogue writing and role-play are useful and interesting activities for students' meaningful and efficient drills.

Conclusion. Since it is vital for EFL learners to learn English idioms in order to master English, it is important for EFL teachers to design various activities for students to use with English idioms and subsequently acquire them efficiently. Moreover, students learn better when they are provided with collaborative activities because they can interact with peers and share fun in learning. Finally, when teachers integrate listening, speaking, reading and writing activities together in teaching English idioms, students can be involved in the application of English idioms in four skills. Thus, it is effective to teach EFL learners English idiom when they are provided with various activities to practice and utilize English idioms in different contexts.

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FEATURES AND PROBLEMS OF LITERARY TRANSLATION

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Abstract: Literary translation has an important place in modern translation theory. Literary translation is a special area of translation activity, which is a written translation of works of art from one language into another. The main difficulty of literary translation lies not only in the transfer of meaning, but in the transfer of the unique style of the author of the work, his aesthetics, the richness of the use of linguistic means, as well as the humor, atmosphere, character and mood hidden in the text, therefore literary translation trenches not only upon linguistics and philology, it skirts on art.

Key words: target literary language, generally accepted norms, complex, ambiguous constructions, translation equivalence, adequacy, artistic impression, purposes of translation, unique style.

Introduction. According to the definition of V.N.Komissarov, literary translation is the translation of works of fiction. Literary translation faces the same tasks as the other types of interpretation. Like any other literary translation, it is intended to reproduce everything that is said in the first language by means of the target language.

Discussions and results. Language tools help achieve this impact. For this, the rhythmic organization of the text, phono-semantics, lexical semantics, grammatical semantics and many other means are used.

Tasks of literary translation. There are three purposes of translation of literary texts. Firstly, to acquaint readers with the work of the writer, his manner, style, works that they themselves cannot read them as they do not know that language. Secondly, to tell readers about the peculiarities of the culture of another nation, to show its originality. Thirdly, simply to acquaint the reader with the content of the book. Having set himself the first task, the translator will strive to translate the text so that the reader of the translation receives the same artistic impression as the reader of the original. To solve the second problem, the translator must fully preserve and explain the reader all the realities found in the text, all the features of the culture in which the work is written.

The third task is the easiest. The translator does not have to look for functional analogues of certain expressive means, he can neglect the national specifics, does not care about the form, but focus entirely on the content.

Functions of a translator and requirements for a literary text translator.

The literary text interpreter acts as the recipient of the original text and the sender of the translated text. But since the literary text is specific, this leads to the fact that the translator has to perform many functions and a number of requirements are imposed on him.

A translator of fiction must not only know the source language, as well as the literature, history, culture of the people speaking this language, but also be familiar with the work, system of views and aesthetic values of the author.

Adequacy and equivalence. Adequate translation and equivalent translation of a literary text.

The adequacy of a literary translation is understood as a comprehensive understanding of the author's idea, which is expressed in the original work, the transfer of the artistic and aesthetic

orientation of the text of the translated work, the assessment of possible reactions of the reader, who are representatives of the same culture as the author of the work. Thus, the concept of "adequate translation" includes a combination of three components:

1. Accurate and most complete transmission of the content of the original text.

2. Transfer of the language form of the original text.

3. The correctness of the language through which the translation is made.

All 3 components are united and inseparable, a slight distortion of one of them will inevitably leads to an infraction of the other two.

Translation equivalence, by definition of V. V. Sdobnikov, is the maximum possible linguistic similarity between the original texts and the translated ones.

1. Literary equivalent translation must be accurate. The translator needs to convey to the reader the main idea of the author of the work, preserving the main provisions and nuances of the statement.

2. Literary equivalent translation must be concise. The translator should not be verbose, he should convey the main idea of the text in the most compact and brief form.

3. Literary equivalent translation must be **clear**. The translator must avoid complex, ambiguous constructions that make it difficult to understand the text.

4. Literary equivalent translation must be literary, i.e. it should fully meet the generally accepted norms of the target literary language.

Conclusion. The literary text is a complex, multifaceted phenomenon, with its own specific characteristics. Translation of works of art is always a difficult and responsible task for a translator. He always faces the question of not only how to convey the features of the language, but also how to convey to the reader the main idea of the author, his philosophy.

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THE USE OF WEB 2.0 TOOLS IN ENGLISH LANGUAGE TEACHING IN SCHOOL

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Abstract: In the conditions of informatization and computerization of the life of modern society and the strengthening of the role of information and communication technologies (ICT) in ensuring educational processes, the strategic orientation and priorities of the education system in various subject areas, including a foreign language, are radically changing.

Key words: innovative forms, pedagogical technologies, global information, integration of tools, complex processes, colossal database, interconnected teaching.

Introduction. The main emphasis is on creating pedagogical conditions conducive to the continuous self-development of a person within the framework of a competence-based approach in education [1] regardless of his place of residence, self-regulation skills and control of autonomous learning activities without the direct participation of a teacher [6], the development of creative and critical thinking, conscientiousness in learning [1, 4, 8, 7,], as well as such key skills as the ability to navigate in the global information and educational space, critically evaluate and effectively process the ever-increasing amount of information coming from everywhere, build an individual learning trajectory in order to acquire the required knowledge, skills and abilities.

Discussions and results. To achieve these objectives, a large role is assigned to pedagogical technologies and innovative forms of work based on the integration of tools and the Internet resource base into the educational process [2, 4, 5, 6, 8, 11], representing a unique environment for teaching foreign languages. Special attention in connection with the optimization of technical and functional solutions in terms of the use of the Internet deserves the widespread Internet technologies of the "second generation", united under the capacious name "Web 2.0" [3, 6, 8, 9, 10, 12, 13]. Although there is no consensus on the need to single out Web 2.0 as a new version of the "World Wide Web", Web 2.0 can be considered as a set of technologies and services that provide more complex processes of network communication and information exchange procedures (in real time and in delayed mode) compared to Web 1.0, simplifying the principles of manipulation available on the Internet information, as well as rich opportunities for creating, posting and editing products of individual or joint activities on the web (documents, audiovisual tools, blogs, wikis, etc.).

The main didactic capabilities of Web 2.0 technologies for optimizing foreign language teaching include [3, 6, 8, 12]:

- the presence of a colossal database of information, educational and authentic materials that ensure the individualization and differentiation of the educational process, independence and activity of students, interconnected teaching of various types of speech activity of students taking into account their specific needs, interests and cognitive styles, creative orientation of the educational process;

- availability of means of network communication for the organization of forms of extracurricular work (for example, group work on projects) and foreign language interaction between all participants in the learning process;

- a variety of multifunctional web applications that are easy to master for the selection, development, organization and publication by teachers of updated dynamic curricula and educational resources operating on the basis of hypertext technologies and available at any time through an autonomous resource (educational website, wiki, blog, etc.)

In connection with the above, currently, in order to enrich the educational process in a foreign language, to ensure its continuity in a limited network of classroom hours, to increase the motivation of students in learning a foreign language and the culture of its native speakers, the active development and use by teachers of modern information technologies, including Web 2.0 technologies, becomes imperative. As our review of the educational materials presented on the web has shown, among them there is a growing number of educational sites created by teachers as an additional supporting resource and aimed at meeting the identified needs of specific groups of students, increasing their level of information competence of students and autonomy in learning, as well as organizing their foreign language activities remotely.

This report examines the experience and principles of creating and using a pilot educational website in the educational process to optimize the teaching of English to students of the first and second courses of a non-linguistic humanitarian university. Particular attention is paid to the content components of the site, in particular weekly web tasks involving independent work with additional thematically organized text and audio-visual materials, selected web resources and thematic lists, ensuring unity and continuity between classroom and extracurricular activities, as well as further activation and application of acquired knowledge and skills in the course of written and oral-speech foreign language activity on the site. Considerable emphasis is placed on the analysis of the features and experience of integrating asynchronous network communication tools into the site (text and voice forums, audio dropbox applications for collecting individual oral responses of students directly from the task web page, Voice Thread web environment), designed to provide access to oral and written speech of the passed language and speech material of non-philological students specialties.

As the results of the intermediate anonymous survey of students showed, the proposed forms of work for many are unusual and innovative, since students had no previous experience of using information technology in the educational process in a foreign language, or had minimal experience in this field. Nevertheless, most of the project participants noted that working with the website as one of the components of their educational activities allows them to re-evaluate the possibilities of using Internet technologies and web resources for learning a foreign language, to increase the degree of autonomy in learning, in particular, in terms of self-control and organization of extracurricular activities. Some project participants described the work with the site as "addictive" and emphasized its potential for activating and retaining lexical material previously studied on the topic, applying creative abilities, developing the skills to find the necessary information to provide detailed and informative statements on discussion tasks in forums. Navigation on the site and familiarization with its sections were not noted as causing difficulties and questions, since detailed instructions were given on the site on how to perform various aspects of the work and use the appropriate web tools. Moreover, most of the students confirmed the need for the teacher to provide a detailed comment on the work they have done, including an assessment and analysis of both the semantic side of the statements and the linguistic design of the products of their oral and written activities.

Conclusion. It was also revealed that the web resources offered to students (selected links) for learning English (podcasts, vodcasts, sites for multidimensional teaching of the studied language, grammatical reference books and dictionaries, video sites, etc.) and professionally-oriented materials contained in special sections of the site "English Language Links" and "Psychology-Related Links" have been ignored so far. In our opinion, this may indicate a lack of awareness among students about the purpose and effectiveness of these auxiliary resources to increase their level of communicative competence, or the lack, due to various objective and subjective factors, of motivation and interest in independent study of material that is not subject to direct control and evaluation.

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USING MODERN TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES

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Abstract: At present the foreign languages taught in many institutions of higher education have various computer-based programs and technologies developed by the language industry and now they are available to teachers and students. The fast growing of foreign language field represents a major challenge to teachers and students and in particular to educators in charge of curricula planning.

Key words: curriculum, further education, methodology, special courses, research projects, Language for Specific Purposes.

Introduction. A good deal of looking ahead is appropriate: an important number of new tools, some of which are quite time-consuming to embark on, need to be integrated into curricula. Existing academic programs are already filled to the brim with Language for Specific Purposes (LSP) requirements and other contents which cannot be reduced, given that it is out of the question to teach students less language.

Discussions and results. LSP and culture assuming that the machines could take over some of the tasks carried out until now by humans.In the recent years in the field of teaching foreign languages we can see the research work closely connected and designed with the using of computer technologies. The recent research projects have dealt with the computer-assisted style analysis, contrastive basic research in different language learning and translating, comparative research in cross-cultures communication, business languages and terminological vocabulary. These special courses mean for language training of students majoring in other fields of the humanities; use of modern educational technologies for teaching foreign languages. The curriculum consists of a set of current and new courses that are designed to provide both theoretical foundation and practical experience needed for students to further education. We want our students to integrate computer's language technology in their everyday work so our teaching staff includes various training methods aimed at improving the professional level of specialists whose activity is connected with foreign language usage. It is necessary to create a flexible system of teaching a foreign language which will include an obligatory basic minimum in reading, conversational practice, listening comprehension, writing and vocabulary. Most exciting learning activities using the new tools involve the interactive language systems and develop learning and language training applications for students. The main important components of language teaching are the using electronic technologies: DVD adds an extra dimension to the course, containing a range of authentic material from film and TV. The DVDs expose learners to a variety of different English media and give them an opportunity to feel how the language is used in real life. It is very accessible to students and stimulates their interest.

CD-ROM which provides extra support material especially for students who can miss lessons, it contains the grammar presentations, self-check practice exercises, communicative games. The Test Master CD-ROM provides an invaluable testing resource to accompany the course and define the measure of students' progress. CDs provide additional listening practice linked to the topic areas containing all recorded and grammar materials from the Students' Book. The CD is a comprehensive and easy-to-use set of tool developing the speech recognition and understanding.

New products are being marketed all the time and it is a challenge just to keep informed. The skills needed to test and use the software and the competence of assessments of these products have become valuable elements in the education of students. Language teaching in general and English language teaching in particular has tremendously changed over the centuries. Language learning and teaching are dynamic, fluid, mutable processes, so there is nothing fixed about them unlike the teaching

of other subjects. Language teaching especially throughout the twentieth century underwent numerous changes and innovations. Approximately, every decade a new approach or methodology comes into practice. Many major theories, events, trends and technologies which shaped English language teaching during the past decades suggest methodologies are as much a product of their times as educational systems, and rooted in the ideas of their time. Ideas may come into and go out of fashion. Many new approaches are rediscoveries of old methods neglected but re-illuminated.

The last years increasingly raised the issue of using modern technologies in the educational process. It is not only new technical means, but also a new forms and methods of teaching, new approach to learning. The main goal that we set for ourselves, using modern technologies in learning a foreign language it 's to show how technology can be effectively used to improve the quality of teaching foreign language students, the formation and development of their communicative culture, learning the practical mastery of a foreign language

This paper aims to highlight the role of using modern technology in teaching English as a second language. It discusses different approaches and techniques which can assist English language students to improve their learning skills by using technology. Among these techniques are online English language learning web sites, computer assisted language learning programs, presentation software, electronic dictionaries, chatting and email messaging programs, listening CD-players, and learning video-clips.

In the past, learning and education simply meant face-to-face lectures, reading books or printed handouts, taking notes and completing assignments generally in the form of answering questions or writing essays. In short; education, learning and teaching were considered impossible without a teacher, books and chalkboards. Today, education and training have taken on a whole new meaning. Computers are an essential part of every classroom and teachers are using DVDs, CD-ROMs and videos to show pupils how things work and operate. Pupils can interact with the subject matters through the use of such web based tools and CD-ROMs. Moreover, each pupil can progress at his/her own pace [1].

Technology allows distance learning: Perhaps the greatest impact of technology in the field of learning is its ability to help several people learn simultaneously from different locations. Learners are not required to gather at a predetermined time or place in order to learn and receive instructions and information. All one needs is a computer connected to a modem (or with a CD drive); they can literally deliver a 'classroom' in the homes and offices of people.

Conclusion. Technology allows group Learning: There are naysayers who argue that distance learning of this sort cannot help pupils receive the support of traditional group-based learning. For proving this theory wrong, technology has helped provide distance learners with online communities, live chat rooms and bulletin boards. All these allow pupils to collaborate and communicate even though they are isolated in their own space.

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THE USE OF PEER-ASSISTED LEARNING STRATEGY IN DEVELOPING SCHOOL LEARNERS' COMMUNICATIVE SKILLS

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Abstract: Recently, special importance has been attached to the communicative education of schoolchildren, since success in speech development determines the effectiveness of mastering other school disciplines, creates prerequisites for active and meaningful participation in public life, provides children with the skills of speech behavior necessary in their personal life, and a culture of speech development.

Key words: learning process, interlocutor, communicative abilities, speech communication, speech activity, elementary school, experience, human communication, knowledge, skills, abilities.

Introduction. In the process of studying at school, a child is required to constantly solve complex communicative tasks, namely: it is necessary to organize business communication with either his classmates or students in general with each other, and with the teacher on the issues of the material being studied.

Discussions and results. The question is natural: so what is communication? Why is it that teachers pay so much attention to the development of the communicative abilities of schoolchildren and especially elementary school students? Communication is the process of interaction between people, during which interpersonal relationships arise, manifest and form, this is the ability to correctly convey information, one's thoughts. The ability to formulate statements in such a way that the whole meaning is fully understood by the interlocutor. Simply put, it is the ability to easily and quickly find a common language, come to a common opinion, and establish similarity of judgments. Communication involves the exchange of thoughts, feelings, experiences, and, of course, the speech component of communication in the learning process, which brings the learning process itself as close as possible to the conditions of natural communication.

The system of work of a teacher in the process of formation and development of communicative abilities of younger schoolchildren should be built in such a way as to cause children, first of all, the need for speech communication, the need for it. To teach a child to communicate is to teach speech activity. There is no need to go far for examples. We learn to play football by playing football, we learn to swim by swimming, and we learn to use gadgets or a computer by working or playing on them. And, quite naturally, communication cannot be learned if you do not communicate with the teacher and with each other.

The formation and development of communicative skills in younger schoolchildren is an extremely urgent problem because not only the effectiveness of children's education depends on the level at which these skills are formed, but also the degree of their socialization, as well as the development of the child's personality as a whole. The socialization of the individual begins from the first minutes of the individual's existence and proceeds throughout his life. And one of the most important steps in the process of personality formation is precisely the moment of a child's education in elementary school. This is the most important moment of the transition from preschool education to school education. A person's skills are formed in the activities of the person himself

and the society in which he is adapted, and communicative abilities and skills are formed and improved in the process of communication.

Both in literature and in cinema there are many examples when people who are distinguished by high achievements in any spheres of the material world are completely helpless in interpersonal relationships. Many students are not always able to accurately and clearly convey their thoughts and feelings to the interlocutor, to convey the necessary information in an accessible way, and this greatly hinders their personal development, does not allow them to adapt to society most fully. In the ever-changing modern world, the requirements for a person are also changing. A person should be able to quickly navigate not only in space, but also in the surrounding environment, be able to quickly create his own team or enter it, that is, be developed, first of all, in terms of communication. The lack of even basic communication skills can lead to various conflicts in the family and in the team. That is why, already in elementary school, the teacher faces the task of educating not only an educated, not even so much educated, but a versatile, and, what I would like to emphasize, a communicatively developed personality. Communication skills in younger schoolchildren cannot arise from scratch, it is formed, and the basis of this formation is the experience of human communication. In a modern school, education is not narrowed only to the student receiving a standard set of knowledge, skills and abilities. Currently, society needs "... modernly educated, moral, enterprising people who can independently make decisions of choice, are capable of cooperation, are mobile, are ready for intercultural interaction, have a sense of responsibility for the fate of countries, for their socio-economic prosperity." And this is already determined by the level of additional qualities of the individual, designated by the concept of "communication".

Everyone knows perfectly well and understands that the process of communication between elementary school students is not always easy. And this is understandable: younger schoolchildren still do not know how to consider the subject of communication from the point of view of the interlocutor, they cannot yet see in him a person who has his own desires, preferences and needs. To learn to communicate, every child must, firstly, have the desire to come into contact with others, secondly, adults (parents and teachers) must instill in him an understanding of certain rules and norms that must be guided when communicating with others, and, thirdly, the child must learn how to organize communication. The child begins to communicate with the outside world from an early age. And although the level of oral communication varies from child to child, in general it is far from desirable. Therefore, the new draft of teaching standards makes the formation of communicative actions a priority task of school education.

Scientists and teachers unanimously declare that communication is a decisive factor in the overall development of the younger student's personality. They argue that the influence of communication can also contribute to the correction of conflicts and difficulties that may arise in primary school children with improper upbringing. The overwhelming majority of authors believe that interaction between children is necessary not only for the development of the child as a whole, but also for the formation of his personality in particular. Communication in primary school age, the formation of children's communicative qualities carries a very important educational and educational potential. Through communication, the child learns about the world around him, learns to show good and resist evil. By communicating, the child increases mental abilities that affect his further development as a person. That is why it is necessary to develop skills in younger schoolchildren that help facilitate the process of communication with the interlocutor. One of the main conditions contributing to the development of communication skills of primary school students is, of course, the competence of the teacher. Two-thirds of the teaching time of a traditional lesson is occupied by the teacher's speech. This negates the activity of students, leads to a passive position in the classroom. To avoid this and involve the class in communication, the modern lesson should begin with the problem statement. There should be intrigue in the lessons, and, by and large,

it does not matter in what form the lesson will be conducted – a game, competition, research. The main thing is that children should be involved in the communication process. The presence of answer options, several points of view on the problem posed and investigated will allow the child to apply his point of view, his life experience to one of them. Children should learn to be able to prove the correctness of their own opinion.

The development of communication cannot happen spontaneously, it is not a fast and consistent process. At the first stage, students, under the guidance of a teacher, work out such skills as willingness to participate in communication in the classroom, ask questions on the topic and answer them in detail, make messages and listen to the messages of classmates. At the second stage, students should learn the simplicity and clarity of an oral statement, make it understandable to everyone, and learn to give examples that confirm the statement. At the third stage, students should learn the ability to conduct a conversation in a couple and in a group, learn how to conduct a dialogue, debate, participate in discussions, conferences and games. Working in groups or pairs allows you to learn the basics of organizing communication, because every child gets the opportunity to talk to an interlocutor who, as they say, is "in the topic". I repeat that one of the main conditions for dialogue is the creation of an atmosphere of trust and goodwill, joint creativity of equals and different. With the participation of children in educational and developmental games and various exercises, the emergence of friendly relations between students is ensured, and working in a group makes it possible to feel the support of friends, their security. With proper organization of work, even the most timid and passive children can overcome fear and become active participants in communication. Extracurricular and extracurricular forms of communication play an important role in the formation of communication skills: various excursions, trips to the cinema, various joint activities with a teacher, children and parents, contests, fun starts, etc.

Conclusion. Thus, the development of the communicative abilities of younger schoolchildren is learning based on communication. A person's whole life is communication. The child does not stand alone in front of the world around him. His attitude to the world is always mediated by a person's attitude to other people, his activities are always included in communication, and how socially adapted he will be depends primarily on the level of development of his communicative skills, on how correctly teachers and parents have taught him to communicate with others. "It is impossible to live in society and be free from society." And in primitive times, when it was possible to "fill up a mammoth" only together, and in the modern world, where there are "mammoths", it is impossible to live without communicating. Communication in its initial external form, in the form of joint activity or in the form of verbal or even only mental communication is a necessary and specific condition for human development in society.

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USE OF INNOVATIVE METHODS IN TEACHING A FOREIGN LANGUAGE

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Abstract: This article highlights the importance attached to foreign languages in the Republic of Uzbekistan and the innovative technologies needed to study them.

Key words: foreign language, game, innovative technology, technological tools, methods, techniques.

Introduction. After the independence of our country, the interest in teaching foreign languages has increased and many opportunities have been created for young people. As the first President Islam Karimov said, "At present, great importance is attached to the teaching of foreign languages in our country. This, of course, is not in vain.

Discussions and results. Today, there is no need to underestimate the importance of perfect knowledge of foreign languages for our countries, which are striving to take a worthy place in the world community, for our people, who are building their great future in cooperation with our foreign partners. "As a logical continuation of these ideas, the Presidential Decree of December 10, 2012 "On measures to further improve the system of teaching foreign languages" expanded the opportunities for learning foreign languages. New methods and requirements for teaching foreign languages in the country have been developed in accordance with the Recommendations of the European Framework for Assessment of Knowledge and Skills of Foreign Language Teachers (CEFR). According to him, textbooks have been created for students of secondary schools and vocational colleges. In accordance with these requirements, classrooms are equipped with stands and new information and communication technologies. The demand for learning a foreign language is growing day by day. Foreign language science is divided into four aspects (reading, reading, listening comprehension and speaking), each of which provides specific concepts and skills. Educational technology is the effective use of modern information technology in the educational process. It also aims to improve the quality and effectiveness of education through the introduction of modern innovative technologies in the educational process. In particular, there are several advantages to using such information and communication technologies in learning a foreign language. The role of modern technology in language learning and teaching is invaluable. The use of technology is useful in every aspect of learning a foreign language (reading, reading, listening and speaking). For example, to listen and understand, of course, it is impossible to do this process without a computer, player, CDs. Listening is one of the most important parts of language learning. This requires the student to pay attention to the speaker's pronunciation, grammatical rules, vocabulary, and meanings at the same time. The use of modern technologies in the educational process is also an important factor for students to be familiar with and use information and communication technologies. One of the most effective ways is to teach and learn a foreign language using modern technology. In this process, including: - when using computers, the student can watch and listen to videos, demonstrations, dialogues, movies or cartoons in a foreign language; - It is possible to listen and watch radio broadcasts in foreign languages and TV programs; - use of tape recorders and cassettes, which are more traditional methods; - CD players are available. The use of these tools makes the process of learning a foreign language more interesting and effective for students [1]. Today, interactive games are becoming a tradition in schools. It is well known that a variety of play-based activities help students demonstrate their abilities, focus, increase their knowledge and skills, and become stronger. The basis of the use of game technology is an activity that activates and accelerates the student. According to psychologists, the psychological

mechanisms of playful activity are based on the fundamental needs of the individual to express himself, to find a stable place in life, to self-manage, to realize their potential. At the heart of any game should be generally accepted educational principles and tactics. Learning games should be based on the subjects. During the games, the student is more interested in this activity than in a normal lesson and is more comfortable. It should be noted that the game is, first of all, a way of teaching. Students are interested in playful lessons, they strive to win, and the teacher uses them to educate the student. The student is interested in believing that he or she can play, speak, listen, understand, and write in English. We know that in the current educational process, the student must be a subject. Focusing on more interactive methods will increase the effectiveness of education.

One of the most important requirements for English lessons is to teach students to think independently. Today, English teachers use the following innovative methods, based on the experience of United States statues and English educators: - "Creative Problem Solving" is the beginning of the story. students are referred to the student judgment; - "Merry Riddles" Teaching riddles to students is important in teaching English, they learn words they are unfamiliar with and find the answer to a riddle; - Quick answers help to increase the effectiveness of the lesson; - "Warm-up exercises" - use of various games in the classroom to engage students in the lesson [3]; - Pantomime can be used in a class where very difficult topics need to be explained, or when students are tired of writing exercises; - A chain story method helps to develop students' oral skills; - Acting characters This method can be used in all types of lessons. Professionals such as Interpretter, Translator, Writer, and Poet can participate in the class and talk to students; - Poets and writers such as U.Shakespeare, A.Navoi, R.Burns can be "invited".At the same time, using the words of wisdom they say in class will help young people grow up to be perfect people; - The "When pictures speak" method is more convenient and helps to teach English, to develop students' oral speech, it is necessary to use thematic pictures; - Quiz cards are distributed according to the number of students and allow all students to attend classes at the same time, which saves time [4]. As we have seen, each innovative technology has its own set of advantages. All of these methods involve collaboration between teacher and student, active participation of the student in the educational process [5].

Conclusion. In short, the use of innovative methods in English lessons develops students' logical thinking skills, fluency, and the ability to respond quickly and accurately. Such methods stimulate the student's desire for knowledge. The student tries to prepare well for the lessons. This makes students active participants in the learning process. As the education system sets itself the task of nurturing a free-thinking, well-rounded, mature person, in the future we will contribute to the further development of effective use of innovative technologies by future teachers possible.

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BUSINESS GAME AS A COMPLEX INTERACTIVE TECHNOLOGY IN EDUCATION

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Abstract: Lectures, seminars, laboratories, practical classes, and the business game develop highly talented experts. Students are engaged in games-based learning. Rethink our representations. Goal. This article examines business games and their potential to improve foreign language abilities in higher education. Methodology.
Key words: game, business game, skills, simulation, learning, teaching, development.

Introduction. Business games for language learning are examined. Teaching a foreign language using a business game can help pupils grow. Results. The business game considers the students' speciality and professional orientation. , Originality. Author suggested business games. Usefulness. Interactive language learning improves professional and interpersonal communication. At higher technical educational institutions, role and business games must be optimally included into the educational and extracurricular process to motivate students to independently acquire knowledge, skills, and talents, develop cognitive activity, and establish creative personalities.

Highly competent professionals are trained using a variety of methods, including lectures, seminars, labs, practical sessions, and even the business game as a problem-solving tool for teaching pupils foreign languages. Students are more invested in and enthusiastic about their education when course information is presented in a game-like format.

One of the most powerful methods of persuasion is the business game. Involvement in the gaming activity can lead to high levels of emotional and physical strain for its players. When you're immersed in a game, it's much simpler to overcome challenges and mental hurdles. The game is built on mental exertion and calls for initiative, perseverance, originality, and inventiveness from its participants.

Discussions and results. Eldorbek Khamitov states that the game's business decisions are meant to mirror those of the real world. Participants' responsibilities facilitate their learning, experimentation, and eventual mastery of enhanced capabilities. The game is meant to represent a real-world occurrence, either in the past or the future [1]. Often, a business simulation is used as a training tool for students' future careers. It's a sham version of the professor's actual administrative, scholarly, and instructional duties. Business games are a great way to learn and exercise new skills while having fun with colleagues. Inducing happy feelings while playing a game might get people more interested in a topic. Collective effort, usefulness, democracy, publicity, hardship, maximal participant prowess, and unrestricted creativity are the foundations of business games. A specialist's theoretical and practical thinking, including their capacity to analyse complicated production situations and take on novel professional responsibilities, may be honed via playing a business simulation game. The core values of acting games as a teaching tool are the stimulation of thought, the development of the future specialist's independence, the encouragement of inventive learning, and the simulation of actual professional situations. A business game's goal is to stimulate students' innovative problem-solving skills for the benefit of their future careers. A prospectus, game settings, and real and game documentation are all necessary for methodical game providing. Recommendations on how to go about it vary in specificity based on the nature of the thing being

imitated, the intended audience, the academic field, and the intended outcomes. Business games may be broken down into the following categories based on their intended language-learning purposes and content: "warm-up games," like "brain storm," "club of connoisseurs," and themed entertaining games; their task is to intensify game and collectivist motivation, deepen participants' interests and imagination, and focus on a non-standard approach to the material being studied; - Situation-role games involve analysing situations and role-playing.

Creative games: collective creativity in the creation of technical and artistic projects; the attraction of students to such games contributes to the development of a creative spirit; - constructive-role, problem-role, and discussion games: their purpose is to form skills for the acceptance and effective performance of business roles, develop interaction and communication, productive co-operation, and participation in the development of collective solutions.

Students get insight into their "position" based on their personal experiences and gain the ability to think critically and logically while they play a business simulation game. Playing a business game forces each person to recognise their place in the group, assess how much they contributed to the job, and experience the dynamics of their interdependence with the other players.

Playing a business game may help shape your way of thinking, your vocabulary, your public speaking skills, and your capacity to have productive conversations with others. A teacher's credibility has a significant role in how effective game-based learning is. If a teacher doesn't know the students well and interact with them frequently, they won't be able to lead a business simulation effectively [2].

The game won't have the intended impact, and may have the opposite effect, if the instructor can't rely on his pupils' knowledge, teaching abilities, and other human traits. This form of training organisation has its own rules and ideas for how to utilise it, therefore it's important that educational activities take these into account.

Conclusion. The results were derived from analyses of current trends and predicted growth in the industry. Hence, interactive methods of instruction aid in the enhancement of professional (and not simply foreign language) communication skills and promote the growth of crucial interpersonal communicative traits, including openness to others, adaptability, empathy, reason, and a focus on teamwork. As a result, attracting students to independent active acquisition of knowledge, skills, and abilities, developing their cognitive activity, and forming the creative personality of higher technical educational institution students is important and requires the optimal introduction of role and business games in the educational and extracurricular process.

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ONLINE LEARNING AND BLENDED LEARNING

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Abstract: Over the past decade, enabled by educational and technological innovationss, teaching and learning in higher education has been suffering many changes, not only on instructional design and delivery but also on student advising and rating. Many promising practices have evolved to integrate the traditional learning with innovative means in order to create a new learning environment to maximize learning flexibility, enhance learning effectiveness and enrich learning experience. Blended learning, online learning and personalized learning are sample of these integrations.
Key words: blended learning, online learning and personalized learning, outbreak education, assessment methods, instructional means, levels of transformation.

Introduction. The last couple of years since the outbreak of COVID-19 pandemic, higher education institutions have been practicing blended learning, online learning and other modes of technology-mediated learning in order to support teaching and learning under stringent social distancing requirements so imposed. Though due to outbreak education in Kazakhstan decreased .Whereas lectures and tutorials have to be conducted online as far as possible, face-to-face sessions are still necessary, such as practicum sessions and laboratory classes.

Discussions and results. For those institutions without much experience of deploying such non-traditional modes of learning, the sudden conversion of the classroom-based sessions to online sessions has posed a lot of problems. At least, the teaching plan and curriculum as well as the instructional means and assessment methods need to be adjusted to accommodate a blended mode or a totally online mode of learning. Both teachers and students may not be readily adapted to and engaged in the new teaching and learning environment.

Without doubt, teaching and learning has undergone different levels of transformation to cope with the present abnormal circumstance, as so-called new normal. Enabled by educational and technological innovations, new practices of online learning and blended learning were decided. It is time for both educational researchers and practitioners to re-visit the practices to prepare for the challenges ahead. This special issue aims to report the latest research findings with promising results on how educational and technological innovations could effectively be applied to accommodate teaching and learning under strict social distancing requirements imposed by the pandemic. All these findings would contribute to derive new trainings that can be easy deployed to cope with similar circumstances in future.

Lynn, et al. presented a case study in scaling faculty development for emergency remote teaching owing to the COVID-19 pandemic. It aimed to examine the adaptation of an existing online, asynchronous faculty development resource at a university in the United States in support of the unanticipated need for instructors to practise remote teaching. A course, which was used to support instructors for transition to distance education, was adapted to address the institutional and instructors' needs as a result of the pandemic. Based on the reflective journal, analysis was conducted to provide some insights into the participants' learning experience.

Conclusion. The results showed a positive response from the participants in terms of the efficacy of the course in guiding them to achieve the course's learning objectives, even after scaling

17

the course to accommodate a large number of instructors for remote teaching in a short amount of time while maintaining the integrity of learning outcome. Blended learning and learning analytics were found as the most popular means to achieve personalized learning.

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TYPES OF THE MASS MEDIA IN MODERN SOCIETY

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Abstract: Given the increasing speed at which society is developing, the tightening of communication ties, the widespread adoption of Internet communication, and the fact that "of the most popular 10 million pages on the Internet, 54% are in English" [1], translating English-language texts in social networks presents its own unique challenges. The goal of this research is to catalogue the specifics of the Russian translation of contemporary English texts from mass media outlets, with a focus on social networks and news websites.

Key words: unique challenges, media format, news websites, social networks, online versions, primary characteristics, extensive Internet system.

Introduction. Which media format has the highest demand currently is a topic of lively debate. People nowadays acquire their news mostly from online sources such as news websites, social networks, and online versions of newspapers and periodicals, rather than print media. The media can now reach a massive audience thanks to the advancements in modern technologies. Depending on the source, it seems that readers' interest in the media's thematic focus and their ability to utilise current programmes and gadgets define who makes up the bulk of this audience: people in their 30s and 40s, or even younger for some electronic media.

Discussions and results. The unique challenges include the followings: first, as in earlier eras of society's growth, these challenges are linked to the reality of a specific culture, as represented in the texts of the media, and language problems, including those of a phonetic, lexical, and grammatical nature. Second, social networks are online publications that use technology to publish content in a certain text format and with certain organisational and delivery capabilities. Television, magazines, radio, cable news channels, and other forms of mass media are all considered part of the mass media. The phrase "so-lo-mo" alludes to the fact that their primary characteristics are social, regional, and portable (social, local , mobile) A new term "so-lo-mo-glo" will emerge in the future, adding a new vector to existing properties - "global," assuming that "the future belongs to global networks that will unite like-minded people according to their interests, hobbies, and open up new opportunities for them," says Andrew Hayward, the former president of CBS News and America's leading digital innovation expert. [2].

The question of whether or whether the usage of rapidly evolving digital media will spell the end of the old print media is a topic of heated discussion. As many nations' online social networks are still not actively utilised, the annihilation of the traditional print media at the current stage of social development is probably not conceivable; are predominantly spread in regions with an extensive Internet system, megacities. A second issue is that although many people have access to the internet and other social media platforms, not all of these people make regular use of these resources (mainly these are older categories of the population). The process of learning to take advantage of emerging possibilities in the realm of online networks and encouraging people to engage with them more deeply is now a topic of discussion.

Magazines available online sometimes incorporate non-textual elements such as music, video, animation, 3D, and so on alongside the more conventional written word in an effort to appeal to a wider audience. In other words, rather than being a "enemy" of conventional media, the rise of online social networks should be seen as a byproduct of globalisation whose effects are mirrored in the news. Newspapers and magazines are not doomed because of social media; rather, they must

adapt to survive. This means rethinking how information is submitted and always looking for fresh ways to draw readers.

Regardless of whether or not it contains all of the information, the online version is given separately since the data distribution route it employs affords special possibilities and offers a novel way of looking at the sent data. By simultaneously releasing two versions of the identical content, you may manipulate how your target audience interprets the same information according on where they found it.

Conclusion. The translator faces additional challenges when working with journalistic texts due to the added weight of persuading the reader to take action. The translator must focus on the target audience, taking into account the text's pragmatic potential, in order to create the image of the described product or brand. This requires a high level of word proficiency, relevant colloquial vocabulary, talent to attract the reader's interest, and create the necessary atmosphere. A native speaker and writer in the target language should conduct such translations.

While translating informative writings, the translator often runs into linguistic issues with accurately expressing the original text's meaning. These issues stem from inherent discrepancies between the semantic structure and the particular usage of morphological units in the source and destination languages.

A flawless translation of a publication must do more than just transmit the meaning and substance of the original text; it must also evoke the same feelings in its target audience. If the target audience responds to the translated text in the same manner they would to the original text if they knew the original language, then "the translation took place" [3].

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CRITICAL THINKING DISPOSITIONS

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Abstract: Critical thinking today is not just an individual typological characteristic of a person, but a criterion according to which the heads of prestigious firms select employees. The importance of this ability is written on the Internet, in periodicals, and in the media. Teaching critical thinking helps a person to work with a continuously growing flow of information, to distinguish truth from lies, to correctly interpret the facts presented to him and formulate conclusions.

Key words: evaluating academic content, authentic materials, communication, open- and fair-mindedness, inquisitiveness, flexibility.

Introduction. Critical thinking includes the component skills of analyzing arguments, making inferences using inductive deductive reasoning, or judging or evaluating, and making decisions or solving problems when evaluating academic content. Background knowledge is a necessary but not a sufficient condition for enabling critical thought within a given subject. Critical thinking involves both cognitive skills and dispositions. These dispositions, which can be seen as attitudes or habits of mind, include open- and fair-mindedness, inquisitiveness, flexibility, a propensity to seek reason, a desire to be well- informed, and a respect for and willingness to entertain diverse viewpoints.

Discussions and results. There are both general- and domain- specific aspects of critical thinking. Empirical research suggests that people begin developing critical thinking competencies at a very young age. Although adults often exhibit deficient reasoning, in theory all people can be taught to think critically.

Instructors are urged to provide explicit instruction in critical thinking, to teach how to transfer to new contexts, and to use cooperative or collaborative learning methods and constructivist approaches that place students at the center of the learning process. In constructing assessments of critical thinking, educators should use open- ended tasks, real-world or "authentic" problem contexts, and ill-structured problems that require students to go beyond recalling or restating previously learned information. Such tasks should have more than one defensible solution and embed adequate collateral materials to support multiple perspectives. Finally, such assessment tasks should make student reasoning visible by requiring students to provide evidence or logical arguments in support of judgments, choices, claims, or assertions. Critical thinking is important an element of all professional fields and academic disciplines when evaluating academic content. Within the framework of scientific skepticism, the process of critical thinking involves the careful acquisition and interpretation of information and use of it to reach a well-justified conclusion. The concepts and principles of critical thinking can be applied to any context or case but only by reflecting upon the nature of that application. Critical thinking forms, therefore, a system of related, and overlapping, modes of thought such as anthropological thinking, sociological thinking, historical thinking, political thinking, psychological thinking, philosophical thinking, mathematical thinking, chemical thinking, biological thinking, ecological thinking, legal thinking, ethical thinking, musical thinking, thinking like a painter, sculptor, engineer, business person, etc. In other words, though critical thinking principles are universal, their application to disciplines requires a process of reflective contextualization. Critical thinking is considered important in the academic

fields because it enables one to analyze, evaluate, explain, and restructure their thinking, thereby decreasing the risk of adopting, acting on, or thinking with, a false belief. However, even with knowledge of the methods of logical inquiry and reasoning, mistakes can happen due to a thinker's inability to apply the methods or because of character traits such as egocentrism. Critical thinking includes identification of prejudice, bias, propaganda, self-deception, distortion, misinformation, etc. Given research in cognitive psychology, some educators believe that schools should focus teaching their on students critical thinking skills and cultivation of intellectual traits. Socratic method is defined as "a prolonged series of questions and answers which refutes moral assertion by leading an opponent to draw a conclusion that contradicts his own viewpoint. Critical thinking skills through Socratic method taught in schools help create leaders. Instructors that promote critical thinking skills can benefit the students by increasing their confidence and creating a repeatable thought process to question and confidently approach a solution. Students also accomplish follower-ship skills that can be used to probe the leader's foundations. Critical thinking skills through Socratic method serve to produce professionals that are self-governing. However, Socratic method for critical thinking skills can become confusing if an instructor or leader uses the method too rigidly, the student may not know what the instructor or leader wants from him. An instructor or leader may disillusion the students if he uses particular style of questioning. Instructors must reveal their reasoning behind the questions in order to guide the students in the right direction. "Socratic method can serve twenty-first-century leaders to instruct students, mentor protégés, motivate followers, advise other leaders, and influence peers.

The general goal of thinking is to figure out some situation, solve some problems, answer some questions, or resolve some issue It also is a process in which a person pursuits reliable and pertinent information about the world. Critical thinking is often described as reasonable, ruminative, trustworthy, and a well practiced form of thinking that assists people with deciding what they should believe in and what actions should be taken. A practiced critical thinker will ask good questions, collects pertinent data, categorizes common characteristics, logically reasons with the new data and then he or she will come to a trustworthy and dependable conclusion. Critical thinking makes use of many processes and procedures. Some processes include but is not limited to asking questions, making judgments, and identifying assumptions.

Critical thinking is a person's ability to effectively analyze incoming information and reasonably defend one's opinion, understand the position of a communication partner, correctly formulate conclusions and make the only right decision based on the initial data. It characterizes a person as an active subject of educational activity in an educational institution, and not just a passive recipient of dry information. It makes the employee a truly valuable asset to the enterprise, as it implies the ability to reason. The ability of a person to think clearly combines logic and critical thinking. In the absence of critical thinking, it is impossible to form the elementary skills of introspection and reflection in a person. Such an individual will not learn from his mistakes and recall the experience of the past in an incomprehensible situation.

Based on the definition, we can conclude that the signs of its presence in an individual are:
- the ability to establish causal relationships between events and people's emotional reactions;
- understanding the patterns of historical events;
- the ability to choose from a variety of facts and theses those that are necessary to solve a particular situation;
- the ability to recall personal experiences (both positive and negative) in a stressful situation;
- tolerance for other people's opinions and life principles of another person;
- the ability to constructively perceive criticism;
- the ability to reasonedly express their thoughts in a dialogue;
- the ability to notice contradictions and inconsistencies in the statements of the interlocutor;

• consistency and goodwill in resolving disputes and conflict situations;
• propensity to resolve conflicts peacefully;
• rejection of template options for actions and stereotyped thinking;
• self-actualization;
• the ability to introspection and the need for continuous self-development and self-improvement.

The ability to reason rationally is an integral component of various spheres of human life in society.

Educational activity. This feature of mental activity helps a schoolchild or student independently select the necessary scientific and methodological literature for writing an essay or term paper and structure the text of theoretical primary sources, helps to reveal the cause-and-effect relationships of phenomena and processes of the surrounding reality. During lessons, seminars and practical classes, students with developed basics of critical thinking argue their point of view, take an active part in discussions, and are leaders in the team.

The principles of criticality and prudence are in demand in such sciences as philosophy, social science, history, political science, sociology, psychology and pedagogy. The higher the level of development of mental operations of a school student or college student, the higher his marks.

Sphere of professional work. At many enterprises, employees must not only know the standard schemes of the technological process, but also be able to make non-standard decisions. This is a sought-after ability for such professions as an engineer, designer, manager, repairman, doctor. The key skills of critical thinking are recorded in professiograms.

According to Agapov, critical thinking is a professionally significant feature of any leader, which underlies the ability to see problems in a complex way, make life-changing decisions in the face of a lack of information.

Everyday life. Each of us has to deal with issues of our studies, work, career, personal life and health. Psychologists have found that the criticality of consciousness helps people to recognize the lie in the words of the interlocutor and tactfully point it out to him, to be convincing in a heated argument, to successfully and promptly resolve family conflicts, and to maintain mutual understanding with loved ones.

Experts in the field of psychology believe that the demand for critical thinking today is due to scientific and technological progress. Associated with this is the ever-increasing amount of information that a person encounters on a daily basis. A modern resident of a metropolis needs to be able to "filter" information.

Critical thinking can develop the following qualities in a person:
• resourcefulness and ingenuity;
• speed reaction;
• Analytical mind;
• rationality and consistency;
• balance of character;
• stress resistance and tact;
• tolerance and tolerance;
• self-awareness;
• creativity.

Features of critical thinking are studied in developmental psychology. Knowledge, type of information, intelligence, features of memory, logic make it possible to distinguish the following types of critical thinking:

Weak type. This type of thinking is often called pseudo-intellectual. It can be found in selfish people who are only interested in their own well-being. Such people in their actions are

motivated by selfish goals.Strong type. His example is an objective approach to the study of something. Today, in psychology and pedagogy, there is only such an approach to distinguishing types of critical thinking. With the help of psychological techniques, one can assess the level of development of critical thinking. If, according to the results of several tests, a person has a low level of development of this indicator of intellectual activity, do not despair: this ability can be developed at any age. Today there are various ways of forming critical thinking. This component of the intellectual construct of the personality goes through regular phases in its development.

The basis of teaching critical thinking are 3 phases:

Call phase. At this stage, the person's existing stock of knowledge is updated and interest is formed in the topic and the upcoming discussion of issues. To solve the problems of this phase, public educational institutions and private schools use problem situations, illustrations, rhetorical questions, and incorrect logical chains. One of the main conditions for effective learning in modern didactics and pedagogy is the independent formulation of the objectives of the lesson by students. Critical thinking manifests itself in the reasoning of children. At this stage, the teacher does not evaluate the correctness of the students' answers.

The phase of comprehending information. At this stage, the teacher organizes the work of students with new material. For a better understanding of the new material, it is recommended to combine individual, group and pair methods of work. It is at this phase that students try to find answers to questions that concern them, satisfy their cognitive interest with the help of search methods of work, logical operations and ways of processing new material. The teacher at this stage acts as a coordinator of the educational process.

Reflection phase. This is where the ability to analyze information develops. Students think about new material, they form their own attitude to what they heard, read, saw. They compare new facts with already known ones. If at the previous stage the teacher managed to create optimal conditions for productive work, then the result of the reflective stage will be the transformation of new knowledge into the personal experience of students. Modern psychology offers a huge number of effective ways to develop critical thinking. They have no age restrictions, but they are usually classified into technologies for children and technologies for adults. The stages of development of critical thinking are consistent, so training tasks and exercises should follow the principle "from simple to complex".

For children. Comparison (comparison) is a key method of teaching children critical thinking. In specially organized classes, a teacher-psychologist teaches children to identify as many reasons as possible for classifying different subjects. The degree of complexity of tasks involving the comparison of objects is constantly growing, they are focused on the zone of proximal development of the child. At first, educational psychologists use simple objects and things from habitual use in exercises of this type. Gradually, the facilitator teaches children to compare abstract concepts. Having mastered these comparison skills, adolescents become able to compare two works by the same author or two films by the same director.

Work in microgroups. A teacher who knows how important critical thinking is in the modern world regularly organizes work in microgroups in the classroom in order to develop the skills of interaction and joint search by students for a solution to a problem. Creation. This is a universal method for developing critical thinking and the ability to think outside the box, which reinforces the effect with positive emotions that arise in the process of creating a masterpiece. All that is required of the teacher is to guide the creative process of children. Psychologists advise not to rush to help children in case of difficulties during the production of a work of art. It is better to give them time to deal with the difficulties on their own. In this case, after a few minutes, the guys can notice signs of critical thinking.

Method of development of critical thinking with the help of questions. Pure critical thinking develops in the course of finding answers to a variety of questions. When the teacher asks students questions, he stimulates their activity, attentiveness. The theory of the development of critical thinking by asking the child questions fully complies with the requirements of the Federal State Educational Standard. Logic exercises, board games, puzzles and rebuses. Such classes develop logic, attention, observation, memory.

For adults. Participation in discussions and debates. Such events teach to hear and correctly interpret the statements of opponents. In accordance with the rules for holding these events, in this case, polite behavior throughout the discussion of a particular issue is called a sign of developed critical thinking.

Brainstorming is an effective method for developing critical thinking. An example of a situation for the development of critical thinking using this method can be the organization of a group discussion of a problematic issue, where participants offer many ideas and ways to solve it. All proposals of brainstorming participants are recorded on a blackboard or whatman paper, and then subjected to a detailed analysis.

Metacognition. This method stimulates such features of critical thinking as the ability to see oneself from the outside, the ability to reflect, self-criticism. Game of chess. The characteristics and rules of the game create conditions for the formation of critical thinking. The winner is the player who better establishes cause-and-effect relationships and is able to predict the opponent's train of thought.

Conclusion. "Critical thinking is the disciplined art of ensuring that you use the best thinking you are capable of in any set of circumstances when evaluating academic content.In simple terms, critical thinking in pedagogy is the universal ability of a person to work effectively with information. You just need to learn how to stimulate critical thinking. Constant work on expanding your own horizons, solving logical problems, self-education - these are the available ways to optimize brain function.

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REFERRING TO SPEECH ACT OF GRATITUDE IN COMMUNICATION

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Abstract: This article will focus on the analysis of one of the most common events - gratitude in natural communication in English and Uzbek. Hence, the verbal event of gratitude belongs to the sphere of phatic communication and has many of the characteristics of a communicative ritual, the main social purpose of which is to establish a friendly atmosphere between the participants of the interaction.

Key words: *communication, speech, act, locutionary, illocutionary, perlocutionary*

Introduction. The language, as a universal means of conversation, functions as a tool for cognition of the world in the process of communication. And linguistic science in the last decade has been characterised by an interest in studying the mechanisms of language functioning in speech. J. Austin is considered the creator of speech act theory, the English philosopher-analyst and logician, who outlined the basic ideas of speech act theory in a lecture course at Harvard in 1955, which was later published in.

Discussions and results. How to do things with words? in 1962. [1] It considers the degree to which utterances are said to perform locutionary acts, illocutionary acts, and/or perlocutionary acts.

Locutionary act is an act of uttering a sentence with a certain sense and reference, which is nearly equivalent to meaning in the traditional sense i.e. 'the act of saying something'. Illocutionary act is an act of performing some action in saying something. The speaker may be performing the act of informing, claiming, guessing, reminding, warning, threatening, or requesting i.e. 'utterances which have a certain conventional force'. Perlocutionary act is an act 'what speakers bring about or achieve by saying something. The speaker may be performing the act of thanking, claiming, guessing, reminding, warning, threatening, or requesting by uttering an act'. [1]

Later these ideas were developed by the American philosopher and logician J.R. Searle in his work "What is the Speech Act?" According to the classification presented by Searle, the whole set of speech acts is divided into five main classes: representative, directive, commissive, expressive, and declarative. 1) representatives- aiming to reflect the state of affairs in the world: it is a message, statement, opinion, prediction, acknowledgement, description, etc. 2) directives have the purpose of inducing the addressee to do or not to do something: requests, bans, advice, instructions, appeals, etc. 3) commissives - aim to bind oneself with an obligation to do/not to do something: promise, oath, guarantee; 4) expressives - aim to express a certain psychological state of the speaker (sense of gratitude, regret, joy, etc.) 5) performatives - declaring (declaring) some state of affairs as existing, speech act thereby makes it exist in the real world.[8]

Intercultural communication is known to be a process of communicative interaction between individuals - speakers of different cultures who have their own linguistic norms, conventions of behaviour, values, customs and traditions. As the most important elements of culture and the regulators of social life, etiquette and rules of conduct reflect the social fabric of any country. They enshrine norms of respectability and forms of politeness. According to the typical ways of organizing discourse, the choice of topic and the techniques of introducing and maintaining it in communication. In terms of typical ways of organising discourse, the choice of topic and the techniques for introducing and sustaining it, the discursive styles of different cultures differ considerably. Showing gratitude, like any act of phatic communication, takes place within a specific conventional procedure that involves the utterance of certain words by certain people in certain circumstances. Understanding all the relevant factors - semantic, sociopragmatic, interactive - is an

important prerequisite for the success of this discursive event. Phatic discursive events occur when acts of gratitude and reactions to them are performed automatically by the communicants. The speech interaction is analysed by taking into account parameters of the communication situation, the characteristics of the interlocutors, the purpose of the communication, the manner in which the conversation takes place, etc. In linguistics and related academic disciplines, there are a number of terms used to describe the roles of interlocutors: speaker and hearer, addressee, sender, receiver, producer, receiver, transmitter and receiver. Thus, pragmatic aspects reflect the relationship between the speaker and the listener, their relation to specific information, the way they of responses to the information, i.e. the conditions of a successful communicative act.

During communication, the roles of the communication partners can change many times. Nevertheless, the following distribution of the roles of the communicators is relevant for the speech objectification of the gratitude formulas: the speaker is the interlocutor expressing gratitude and the listener is the recipient of gratitude. There is no less complexity in the pragmatic relationship that the listener engages in, because it occupies a certain position in relation to the speaker and in relation to the speaker's utterance. Gratitude is not an intentional inner impulse, it is a way of thinking and acting. A person thanks the person who has helped him or her before, so gratitude is an act of recognising a good deed, done by one person out of benevolence towards another. Gratitude is a speech act that arises feeling in a person when some kind of favour is done to him or receives help. In this case, the motives for expressing gratitude can be both "internal" (feeling duty, kindness, loyalty, empathy, positive attitude towards life), and "extrinsic" (a compulsion to express gratitude through religious customs or social pressure). It is a reaction to a favour, help, favour, mercy, gift, i.e. gratitude is a reactive feeling, which implies a kind of correlate, action. And also, it is a social feeling, which involves recognising another person's worth. It is a desire to reciprocate and can be seen as a seen as a favour in a social relation, or perceived as obligation to provide a reciprocal service, a kind of attempt at social compensation of the taker to the giver.

A variety of approaches to understanding meaning, context, communication, and later intention and impact within the framework of pragmatics have led to the development of pragmatics as a discipline in its own right that is based on the following principles: language communication is understood as an activity, language acts as a means of dynamic interaction of communicants, the functioning of language is inextricably linked to the situational context.

A "formal" expression of gratitude does not necessarily require a genuine feeling of appreciation. The essential prerequisite for successful communication in this situation is a clear knowledge of the rules of the respective procedure and the precise implementation of these rules. Typically, phatic speech acts are done using standard phrases. For example:

-Here is your coffee.
- Thanks.
- You're welcome.
- Would you like some more coffee?
- No, thank you.
In Uzbek language
- Mana ovqatingiz
- Katta rahmat
- Osh bo'lsin
- Yana ayrondan iching
- Yo'q rahmat.

Conclusion. As a conclusion we can say that, in most cases, emphatic discursive events include not only single speech acts of thanking, but also a variety of speech acts that reinforce the illocutionary meaning of the main speech act of thanking and emphasize the sincerity of the

emotions expressed by the interlocutors. For example: Thanks for being so helpful. It's my pleasure. Nice to speak to you; I enjoyed the film. Thanks so much.

In English, wishes are widely used that are also found in Uzbek culture. For example: "Have a nice day", "Kunni yahshi o'tkazing" ; "Have a good time", "Vaqtingizni maroqli o'tkazing"; "Have a safe journey" "Safaringiz behatar bo'lsin", etc. And people can use this words as a reply: "thank you, thanks, thanks a lot, thank you very much, thank you so much". In uzbek, "rahmat, katta rahmat, salomat bo'ling" and etc.

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WAYS OF DEALING WITH PRONUNCIATION ERRORS OF EFL LEARNERS IN SCHOOL

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Abstract: Learning a language is a long process, during which the student inevitably makes a lot of mistakes. It is no secret that even native speakers make mistakes in speech, and foreign language learners, regardless of their desire, make mistakes both in oral and written speech. From the point of view of the methodology of teaching a foreign language, mistakes are different, and they also need to be corrected in different ways.

Key words: foreign languages, mistakes, speakers' languages, ESP classrooms, communication, motivation.

Introduction. Many teachers believe that students whose speech is constantly being corrected become more constrained and can avoid speaking, a language barrier is formed. This leads to the opposite result from the original goal of learning communication. Some students mistakenly believe that mistakes should be avoided by all means, as something bad, why punishment will follow. But after all, if a student makes a mistake, it does not mean at all that he is not ready for classes, or is unable to learn languages. It is worth treating a mistake first of all as an opportunity to learn something new, because everyone makes mistakes when they learn to speak a foreign language. It is better to speak a foreign language with mistakes than not to speak at all.

Discussions and results. One of the main goals of teaching a foreign language is the ability of students to express their thoughts freely and correctly by means of a foreign language. At the same time, teachers face the problem of speech errors. It becomes obvious that they need not only to be corrected, but also to prevent their subsequent appearance, because the presence of errors in the communication process makes it difficult, and in some cases makes it impossible to understand, which leads to communication failures. Error is an integral part of the learning process and can be perceived by both the student and the teacher as a natural phenomenon. On the one hand, it helps to draw attention to gaps in knowledge and skills. On the other hand, it sets the direction of the learning process, focuses the teacher's attention on the student's speech, and at the same time encourages the student to pay more attention to his speech. Applicable to speaking English, mistakes are given a special place in the learning process. Such methodologists as Julian Edge, S.G. Merkulova, Y. M. Kolker, N.D. Ivitskaya, O.I. Trubitsina and a number of others contributed to the development of the problem. Both the theoretical basis concerning the problem of preventing and correcting errors and practical tasks are considered from different sides by the works of outstanding methodologists. However, exercises for the prevention of errors in oral speech in English can be developed in accordance with a single classification of errors. Thus, they will have a narrow focus and will be able to optimize the work of students in the classroom, which determines the relevance of this course work. The object of the study is the process of teaching correct speech; the methods of error prevention are the subject of the study.

Oral communication can take place in the form of monologue and dialogic speech. Monologue speech depends on the intention of the speaker, who builds a detailed statement depending on the chosen strategy. Dialogic speech is characterized by the interaction of two or more partners, where the speech intentions and strategies of all its participants are implemented. Dialogic speech in a foreign language is more difficult than monologue, since it must involve not

only speaking skills, but also listening skills. The interlocutors cannot predict each other's remarks, and therefore train concentration and quick reaction.

In real life, we enter into dialogues much more often than we read monologues. In this regard, when teaching a foreign language, more and more attention is paid to the formation of dialogic speech skills. As Z.N. Nikitenko notes, dialogic speech is the primary form of communication, in comparison with monologue, and is characterized by:

1. situativeness (dialogic speech is connected with the situation in which the conversation takes place and with the relations of communication partners);

2. contextuality (each next statement is conditioned by the previous one);

3. reactivity (a replica is a speech reaction to a speech or non-speech stimulus);

4. simplicity of syntactic construction and ellipticity (use of incomplete sentences, reduction of linguistic means);

5. spontaneity (which manifests itself in pauses of indecision, repetitions, therefore it is important to teach children to use various kinds of conversational formulas in speech);

6. emotionality.

In contrast to the dialogical form of communication, oral monologue is a detailed type of speech. In a monologue as an organized form of speech, individual thoughts and a monologue utterance as a whole are programmed in advance. A monologue is a form of speech that is generated by one person; he himself determines the structure, composition and linguistic means of expression.

The general linguistic concept of "error" can be perceived in different ways, since this term can be applied to different levels of language. First of all, it should be noted that the most important and important kind of error is the one that makes it difficult to understand. For example, «She seen it with dignity» instead of «She looked at it with dignity» Julian Edge identifies the following categories of errors from the point of view of the teacher

1. Mistakes are reservations (slips). This type includes errors that the student can correct himself if they are pointed out. Example: She left college two years ago and now works as a secretary. I decided to do it and forgotten about it.

2. Errors made in the material covered (errors). This type includes mistakes that the student cannot correct himself, even if he points them out, but the class is familiar with the correct form. Example: That was the first English film which I have understood it. He doesn't know about the war, doesn't he?

3. Mistakes made in unexplored material (attempts). This type includes mistakes made in unfamiliar structures, or when it is not clear what the student wants to say and what form he is trying to use in a sentence to express his thoughts. Example: This no really for always my time... With time it appeared more clearly. According to Julian Edge, this classification can be effective for teachers who know the language level of their students, because for one, an error in a similar kind of sentences can be slip, for another – error, and for a third – attempt. And it can also be a student's advancement in language learning from attempt to slip. S.G. Merkulova considers the issue of error classification from a linguistic point of view. There are three main types of errors: semantic, grammatical and phonetic errors. Since the distortion of meaning interferes with mutual understanding, semantic errors can be considered the most serious and require correction.

Grammatical errors are the second group of errors that are often corrected by teachers. The last type of error is phonetic. Frequent correction of phonetic errors uproots children's confidence in their abilities already at the very initial stage of language learning; therefore, it is necessary to approach this problem differently. Depending on which language norms are violated, in the classification of S.N. Tseitlin, speech errors themselves are divided into a number of categories. It is possible to distinguish errors: a) word-formative b) morphological c) syntactic d) lexical e) phraseological e) stylistic. Thus, there are many classifications of errors, since this issue can be

considered from different positions. Each classification helps to evaluate students' knowledge in a new way and provides an opportunity for teachers to assess how effective the training is and what needs to be done. In this paper, the classification of S.N. Tseitlin is used to analyze tasks for the prevention of speech errors. Methods and strategies for error correction. Despite careful prevention of errors, they cannot always be avoided. Mistakes should be perceived as an indicator that students are successfully learning a language and developing their language skills. Therefore, error correction is an essential element of teaching technique, and it needs to be given no less attention than the learning process itself. There are different approaches to the problem of warning or correcting errors. Let's look at some of them. On the one hand, there is an aggressively negative attitude towards mistakes.

Z.M. Tsvetkova calls such teachers "tigers in ambush" who anticipate a mistake "as another reason for pedagogical maxims." Such a teacher cannot support students in their desire to master the language and create an atmosphere of trusting communication, thus causing students to be afraid of making a mistake, hinders the communication process, and this leads to depression and unwillingness to speak out. This approach cannot reduce the likelihood of speech errors. On the other hand, there are methods that put the psychological looseness of the student in the first place. In this situation, little attention is paid to mistakes, since the student is allowed to express his thoughts regardless of the form; the very fact of communication in English is given priority, and not the means of its implementation. In contrast to the "tigers", Tsvetkova also singles out "indifferent" and "laying". The former ignore the mistakes of the students, and the latter, sensing any difficulty of the students, suggest the correct answer either as soon as the mistake is made, or without waiting for it to occur. However, these two extremes are smoothed out in the third approach to error correction. According to many methodologists and teachers, if an error occurs, the teacher should prompt the "zone" where to look for the right answer, and allow the student to solve the tasks independently. Sometimes, when the student himself can correct the error, there is no need to specify the "zone", and then the teacher uses such techniques as: - gesture: effective in correcting phonetic and grammatical errors. With a gesture, you can indicate the correct pronunciation of a sound, highlight its longitude or brevity, suggest the order of words, time form, number, etc. In each individual case, the gesture is unambiguous, i.e. it is assigned to a certain value, although its initial choice is relatively arbitrary.

Thus, the correction is combined with the warning of a similar error in the rest. Also, it is possible to identify ways to prevent speech errors. 1. The use of signs. For this technique, the most frequent mistakes are recorded on the card, and the teacher shows them during the lesson. 2. Use of benefits. Many typical mistakes in the oral speech of students can be prevented by using visual diagrams and plans. They are schemes that determine the content of the student's speech work. 3. Using guide commands. When students make a mistake, it is necessary to give him instructions to correct it, in no case to correct himself. You can say, for example, "change the pronunciation", "change the verb", "change the word". 4. Eavesdropping. While students work in groups or in pairs, the teacher should note the mistakes; write them down in a notebook. At the end of the lesson, write incorrect sentences on the blackboard so that students correct mistakes during the discussion. 5. Finger coding. When performing this method, the fingers of one or two hands symbolize the words in the sentence and question. It is necessary to move those fingers acting as the word in which the mistake was made. This method is suitable for correcting incorrect word order, missing words, incorrect word selection. 6. Using gestures. It is necessary, together with the students, to come up with a gesture that would serve as a signal to the children to stop, think about the mistake they made, correct themselves before continuing to speak. The simplest gesture can be a raised finger. 7. Using a tape recorder. If there is a tape recorder, students' statements can be recorded on tape. Then listen and indicate erroneous words or constructions. 8. Observation. One part of the class in the

center of the room is discussing some problem. The other one sits around them and follows the discussion, writing down all the mistakes, and the others have to correct them. The students then switch roles so that all students can perform both functions. The exercise is aimed at ensuring that students learn to notice mistakes in someone else's speech and correct them independently. All these methods can be used to prevent and correct grammatical, phonetic, and lexical errors.

Finally, Julian Edge and many other proponents of a communicative approach to learning a foreign language emphasize that sometimes some mistakes should be ignored, since students always want to be heard and understood. First of all, students need support and interest from the teacher, and then the psychological barrier and the fear of making a mistake will be overcome. Thus, the correction of errors should be a hint to the standards of the English language, and not a reproach or criticism.

Conclusion. Firstly, monologue and dialogic speech in English poses various difficulties for students, causing fear of speaking out and making a mistake. Secondly, making mistakes in speech in English is due to many factors that need to be taken into account when working with students. The main ones are the students' knowledge and their willingness to communicate in English. And it is also necessary to take into account the causes of speech errors in order to eliminate them purposefully. Thirdly, for a clearer idea of what kinds of mistakes teachers and students face, it is necessary to consider the phenomenon of speech error, taking into account the causes, the aspect of language, violated norms and students' knowledge. Fourth, despite the fact that mistakes are an integral part of the learning process, they must be prevented. The variety of approaches, methods and ways of preventing errors in speech in English, illustrated in this chapter, can become part of any effective teaching methodology.

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CATEGORY OF MODALITY IN LINGUISTICS

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Abstract: There are different viewpoints on the scientific-theoretical analysis of the category of modality. Specific feature of the application of this semantic category varies in different languages, as they differ in form and meaning. The reflection of modality in linguistics in due course changes, develops and becomes a reason of the emergence of new scientific and theoretical viewpoints.

Key words: *content and volume, the category of modality, harmony of the motive, semantic categories, conceptual characteristics, directions.*

Introduction. In the modern linguistic scientific centres, the notion of modality has been widely applied in linguistics and as a semantic category it shows communication aspects that are rich in content and raise the prestige of the expressed opinions in the communication process.

Discussions and results. These days there is a number of researches, carried out in the world on the studies of the category of modality the level of a particular language including the following directions: definition of the conceptual characteristics of the category of modality; scientific grounding of the significance of the text modality in the disclosure of cognitive, national and cultural peculiarities of the category of modality; definition of the relation of modality with other semantic categories; considering the person and time while defining the characteristics of the category of modality; grounding the harmony of the motive with the category of modality in tales.

In spite of the sufficient quantity of the works on the characteristics of modality, yet there is no common fixed opinion regarding its content and volume.

The category of modality is one of the questions that have interested not only the scientists of the natural and social sciences, but linguists as well. It is no secret that, in the course of time, the reflection of this category in linguistics tends to change and develop. According to the information, the first man to introduce the notion of "Modality" into science was Aristotle. Since then, modality is considered the main topic of many philosophical, logical and linguistic sciences. It is known that "Modality (lat. modalis – measurement, method) is a functional-semantic category, which expresses different types of relations to the reality" .

Sh.Bally characterizes the category of modality as follows: "Modality is a heart and soul of the sentence" . F.Bruno grounded the ways of expression of the modal notions as wish, supposition, faith, request and decline basing on the linguistic direction "from sense to form". In the scholar's judgement, "Sound, time, order of words and verb moods are the means expressing the category of modality" . V.Gak proved that community in the relations between the speaker and the reporter is one type of modality. In his opinion, "Modality is divided into three levels: 1) declarative and performative" (J'ordonne que Pierre vienne) modality as report (Je dis que Pierre viendra); 2) confidence (je sais) and probability–knowledge of reality (Je suppose); 3) wish (je veux qu'il vienne)– relations" . J.Muir studied the category of modality from the point of view of the English language, particularly underlined fineness of the modal significance and entered them in the section of modality: "Verb forms are called mood and express such modal meaning as affirmation, question and command" . M.Hallidey asserts that "Modality is an important functional characteristics of the dialogue, interpersonal function, form of expression of the speaker participating in the dialogue" .

Besides, "There is no any other category in the language that would provoke different contradicting opinions and interpretation of its significance in the language" . The existence of a great many opportunities for the demonstration of modality testifies that this category is commonlingual and its investigation important for the consciousness of the notion of language structure. Above-mentioned language marks play a leading role in the determination of the category of modality and definition of predicates. They serve a precise and economical statement and transfer of messages of different content, and form lexical, semantic and grammatical categories.

The word modus is derived from the latin "modus" and means image, form, method and dictum, and translated from the latin as stated opinion. "It is known that the notion of the category of modus was brought into linguistics by Sh.Bally. In the scholar's opinion, "Explicit sentence consists of 2 parts, one of which is correlative to the formation process of imagination and called "dictum", and the second is correlative to the operations fulfilled by an intelligent subject and is called "modus" . In his research, scientist N.Makhmudov describes the peculiarities of the expression of dictum and modus's meaning in the complex sentences: "...and here we need to differ dictum from modus - meaning with two different characters". We agree Gak's opinion that, "Dictum reflects reality, and modus expresses the attitude of the speaker to the reality" . No matter what type of sentence it is, simple or complex, it always has modus and dictum. Complementing each other and being interconnected, dictum and modus express one event.

In modern linguistics, the first place is given not to the language awareness, but studying the relations between language, culture and person and the question of mutual understanding. Interconnection between this three is an important aspect in the studies of the national-cultural characteristics of the language.The role of the language and culture in the development of category of modality is huge. As S.S.Vaulin states, "Language reflects the reality indirectly, through its structure; modality in the language is "a wide semantic category that consists of two different layers – ontological and gnosiological modalities" . And what is more, in the comparison of the category of modality, we can notice interlanguage linguocultural differences as modality is closely connected with national images, that is, cultural concepts of different nations.

The existence of wide opportunities in the expression of modality testifies the importance of its study in understanding the essence of language construction, and to its being a general lingual phenomenon of this category.

The expression of the category of modality in different languages and general differences between them: the aim and the opinion told by the speaker in the sentence and communicative functions of the sentence, description of the notions of affirmation and negation; evaluation of two types of semantic notions, that is, evaluation of the reality from the side of the speaker and the level of trust of the speaker to the messages sent to him; the expression of the feelings and characteristics in the content of the speech of the speaker; the division of modality into objective and subjective categories; the expression of connotative modality.

The expression of the notions of modus and dictum in language units of the category of modality, the reflection of the reality by dictum, the expression of the attitude of the speaker to the reality by modus, display of the interconnection between modality, modus and dictum in linguistics.

Conclusion. Even though the tales form motives not big in size, they play a great role in the exposure of the characteristics peculiar to the category of modality. Moreover, we can see that modality, expressing different displays of the attitude of ideas towards reality, has an important significance in the analysis and comparison of the texts, in the exposure and assessment of the sentence semantics.

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34

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TRANSLATIONS OF THE NOVEL JANE EYRE BY C.BRONTE

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Abstract: The article made an attempt of linguistic analysis of translations of the novel by Sh. Bronte "Jain Eyre. A comparison of several translations of the novel is carried out with an emphasis on their stylistic features, as well as their comparison with the original. The paper also describes the meaning of the linguistic personality for the literary text of the translation. The influence of a linguistic personality, which is the national and cultural prototype of a speaker of a certain language, is also found in the presented translations of Charlotte Bronte's novel Jane Eyre.

Key words: translation, author's style, lexical problem, story line, original text, language archaization, syntactic rhythm, equivalent, anthropocentrism, linguistic personality, national and cultural prototype.

Introduction. Charlotte Bronte is the author of brilliant and exciting novels.

The best-known novel by the author now known as Jane Eyre was first published in 1848 under the title Jane Eyre's Autobiography.

Discussions and results. The most Important fact to note when reading Jane Eyre's work is that it is written in the first person. From the first pages of the book, you can see its resemblance to a personal deary. Which we think is rare. in the 19 century, the most of works were written in the third person [1]. There is a version that the novel is based on a real story from the life of the author. The prototype of the girls school, described in the novel was the Coven bridge girls boarding school. Charlotte was sent to this school at the age of 8. She tried to convey everything that happened to her during this period of her life. It should be noted that the novel was already written in adulthood. Judging by the style of writing, thoughts and reasoning. Most likely, she kept diaries that were preserved and used in the creation of the work, because all the events are reflected in sufficient detail. There is also a version that at that time Charlotte Bronte wrote using a male pseudonym Korrer Bell. In Victorian England women were almost powerless.

It was believed that women should only deal with children and households.

Therefore, it is not surprising that she had to write under a male pseudonym and carefully hide her activities. Of course, over time, critics suspected that the novel was written by a woman. That the novel was written by woman's hand is confirmed by E. Gaskell in her book The life of Charlotte Bronte (1978), in which she examined her biography, citing, as examples, the correspondence of publishers and Charlotte herself [2]. In this book is covered almost all life of C. Bronte.

On the territory of the post-Soviet space, the work was first published in Russia in 1849 in the journal Otechestvennye zapiski. The novel has been translated several times; at the moment, there are 9 versions of the transcription. The first translation appeared just two years after the release of the novel in 1849, and the last one exactly follows the original in 1999. The common feature that all these texts have in common, with the exception of the latest one, is the abbreviations to which the translators subjected the original. Each translation differs from others not only in the principles of abbreviation of the text, but also in the translation of the title according to the name of the main character. Only three can be called full-fledged translations, of which they should be considered in more detail.

1. The translation by Irinarh Vvedensky (1849), «Дженни Эйръ».

I. Vvedenskiy, is a famous translator of XIX century, treats the novel quite freely: he allows himself to abbreviate the author, where text, it seems to him is not expressive enough. In addition, he often Russifies certain terms and concepts, as was customary in that era. Nevertheless, the translation of Vvedensky very accurately falls into the style, intonation and rhythm of the original, and the charming atmosphereof the text, with turns characteristic of the century before last, takes the reader to the time when the novel was first published. British rumors had clearly reached Vvedensky that the novel was written by another author, and indeed by a man; this is directly stated in the preface to his translation:

The English public guessed that Jane Eyre was written by the governess of MR. Teckery, to whom this autobiography was dedicated in its second edition; but some, not without reason, suspect here the participation of a completely not-female pan. Speaking of Jane Eyre's translations, it must be borne in mind that the first edition of the novel in English was accompanied by the subtitle autobiography. The publishers convinced Bronte that this way the book would vbe sold more successfully. The book was indeed an instant hit with British readers and critics alike. Although it must be admitted that its glory had a taste of scandalousness: some of the novel seemed too rude and defiant. It was believed that under the pseudonym the author is a men. The scandal was added by the second edition of the book, which C. Bronte dedicated to William Teckery, who highly appreciated the novel. Many readers, still wondering who the author was, came to the conclusion that this was the governess of Teckery, who described her affair with the writer. These rumors reached the readers of the post-Soviet space and curiously reflected in the early translations of Jane Eyre.

The translation by Vvedensky was first published in journal Otechestvenniy zapiski. It edequately conveys the content of the original work. The translation contains 38 chapters which is the same as the number of millichapters of the original text. I. Vvedensky divides the entere text of the work into 5 parts with non-through numbering. Presumably, this is due to the fact that the translation was published in different issues of journals and thus additionally structured.

The translation of I. Vvedensky at one time was subjected to quite serious criticism by Soviet translators for its free manner, however, it should be remembered that at that time such treatment for a foreign text was the norm: the translator, first of all, sought to make it accessible and exciting for his compatriots. In particular, he replaces English names with those familiar to the reader, and Helen becomes Елена and Barbara- Варвара; characteristic also of appeal барин, барыня, барышня and Милькотской уезд. Despite all the edits made by Vvedensky edition and the essence of the novel and its main storylines, they do not change. But it is worth noting that sometimes the translators omits the reasoning of of the main character, which is important for understanding her character and beliefs, - for example, Jane's reflections on women's prescribed behaviors and roles. Perhaps Vvedensky considered that the essues of women's equality and such doubts were too revolutionary for the society of the middle of the XIX century. Vvedensky explained his free treatment of the original by the fact that, in his opinion, the author does not deserve anything else; he mentions this in a letter to the editor of the journal Otechestvenniy zapiski (1851): the novel Дженни Эйр, is really not translated, but redone by me. And this I am now ready to announce in confidence to a learned editors of a literary magazine. Apparently, He thought that Jane Eyre was a typical women's book; therefore, he periodically replaces the appeal to readers used by the author with читательница (in one case even favorable). Supportive readers will be separately pleased with old expressions, for example, Буду ли я иметь удовольствие видеть сегодня..., это я имела честь заметить вам, для его орлиных очей, делать фальшивые тревоги ETC.

2. The translation by Vera Stanevich, poems in translation of T. Kazmichova and B.Leytina (1950). V. Stanevich created the first complete translation of the novel in XX century. This text,

titled Джен Эйр (without the letter й in Джейн, still the most popular and has gone through many editions. Many generations of readers grew up on this translation and like it for the lightness, wit and poetry of the language. Translation of V.Stanevich carefully preserves the author's style, storylines and descriptions. However, it is still not free from some omissions. In particular, excessive sentimentality is often leveled in Soviet translationhs, and discussions on the topic of religion are not at all accidental for C. Bronte like for the priest's daughter – they are censored. Where religious fragments are not omitted, V.Stanevich softens them by resorting to a more general form. The number of chapters of the translated text corresponds to the original. The frame structure of chapters is not broken, the translator follows the author exactly. Among the abbreviations of religious passages, the following can be noted in the dialogue between Jane Eyre and her new friend At the Loud scholl Helen Bernce, the translator omits one fragment of the text. The whole conversation on the topic of forgiving one's offenders is based on an appeal to Christian principles. And the translator includes this in her story. However, Helen's statement was released that everyone should strive for death, as a purification of the soul and spiritual perfection: ...perhaps again to be communicated to some being higher than man-perhaps to pass through gradations of glory, from the pale human soul to brighten to the seraph! In other cases, such passages are not cut, but are transmited with less fervor: as in conclusion, No woman was ever nearer to her mate than I am: ever more absolutely bone of his bone and flesh of his flesh, was translated like, Ни одна женщина в мире так всецело не принадлежит своему мужу, that reduces the solemnity and removes the biblical connotation. V.Stanevich also shortens the last paragraph, where St. John reflects on his imminent demise. Such digressions somewhat change the character of the heroine, who loses a fair amount of her loftiness and exaltation.

The translation was first published in 1950 in Goslitizdat and since then it has been reprinted almost annually. The total number of publications , judging by what could be found, is about fourty or more. The first publication was accompanied by an afterword Z.Grajdanskaya. in addition to the biography of the writer, it is somewhat pretentious and not entirely accurate factually. It contains obligatory quotations from K. Marx's brief digression into history of the struggle of English workers for their rights and a detailed ideological analysis of all the theses of the novel, which is typical of the Soviet school of translation.

V.Stanevich conveys the realities and especially the intonation of of the original quite accurately, but there are also small mistakes. For example, not quite correct translation of the word, window-seat - сиденья в оконном эркере, for which there really is not Russian equivalent. During a reception at Mr. Rochester's house, Jane tries to remain unnoticed and avoid the attention of the guests and therefore settles in a window niche – and in translation, on the contrary, it turns out that she shocks the audience by sitting on the windowsill. The choice of vocabulary and syntactic rhythm, the text smoothness characteristic of Soviet translations make V. Stanevich's translation fascinating and enjoyable reading — even the issues here work for greater integrity of the novel. Nevertheless, deviations from the original somewhat change the character of the heroine.

There is an edition of the translation by V.Stanevich, the omissions in which were restored by I. Gurova. This work was published once in 1990 as part of the three-volume edition of The Bronte Sisters. It should be noted that the publication is unique, including the fact that the text becomes available to the reader for the first time in an untouched form. Readers familiar with V. Stanevich's translation claim that I.Gurova's inserts stand out stylistically from the rest of the text.

I.Gurova, without a doubt, knew the text of V. Stanevich well; sometimes there is a feeling that in her choice of words she goes from the opposite, trying not to use even more successful versions of her predecessor. Compare «его славное солнце клонится к закату» in the work of V.Stanevich and «его дивное солнце спешит к закату» in the work of I.Gurova; «мне суждено испытать» and «меня ожидают до конца наших дней». Similar examples are the following: «С

этими мыслями я не считала нужным бороться, ничто не мешало им окрепнуть и принести свои плоды» by V.Stanevich and «Таким мыслям я предела не клала: пусть себе созреют и приносят свои плоды, если это возможно» by I.Gurova. According to these examples, it can be seen that the variants of I.Gurova are more verbose, some cases are complicated by archaization; the use of words such as «себе» and «свои» looks like a replay; уточнения типа «если это возможно» могут показаться излишними - но, что характерно, это почти дословная передача оригинала; clarifications like «если это возможно» may seem superfluous, but, characteristically, this is verbatim transfer of the original: «...these thoughts I did not think to check; they might germinate and bear fruit if they could». All philosophical and religious arguments are accurately conveyed.

Another lexical problem arises when it comes to translating the word «master», which Jane calls Mr. Rochester. I. Vvedensky is true to himself here and calls him «барин», but only in the direct speech of the characters; in other cases, he uses «мистер Рочестер» or uses descriptive constructions. V.Stanevich translates «master» as «хозяин», which is closer to the original in the transfer of Jane's dependent position relative to Rochester - not only in the material sphere, but also in the spiritual. I.Gurova, in turn, uses the more neutral word «патрон». Its use in the meaning of «master, lord» is just typical for the middle of the 19th century, but it translates the relationship between the characters into a somewhat businesslike plane and does not so much emphasize the dependence of the heroine and her attachment to Mr. Rochester.

Thus, when comparing two translations of the 19th century, one can also find examples when I.Gurova's solutions turn out to be more correct. Consider the episode in which Jane shows her watercolors: «Все морское пространство тонуло в полумраке, сквозь мглу проступал лишь передний план, или, вернее, ближайшие волны, так как земли не было видно. <...> я придала <...> всю ту выпуклость и четкость, на которую был способен мой карандаш» by V.Stanevich and «Даль тонула в сумраке, как, впрочем, и передний план, а вернее-ближайшие вздымающиеся волны, так как суши не было. <...> я придала <...> всю ту выпуклую четкость, на какую была способна моя кисть» by I.Gurova; the original text: «...all the distance was in eclipse; so, too, was the foreground; or rather, the nearest billows, for there was no land. <...> I had touched with <...> as glittering distinctness as my pencil could impart». Here V.Stanevich makes a semantic mistake, because in the original it is clearly stated that the foreground was in the same fog as the distant one. Another mistake is a «pencil» instead of a «brush»: contrary to the usual translation of the word «pencil», its first, now obsolete meaning is just an «artist's brush», it is more appropriate where we are talking about watercolors. In general, it can be noticed that both translators make about the same number of minor mistakes.

3. Translated by Irina Gurova «Jane Eyre»(1999). I.Gurova began working on «Jane Eyre» back in the late eighties — then she translated fragments that were not included in the translation by V. Stanevich. The full translation of her authorship was published already at the turn of the 19th century, and its main feature is the absence of omissions and maximum compliance with the original work. I.Gurova follows Sh .Bronte is practically word for word, which sometimes leads to the appearance of syntactically overloaded, calcifying constructions. There are almost no semantic errors in the text, and I.Gurova's translation can be safely recommended to those who want to get acquainted with the text of «Jane Eyre» without edits and get to know the heroine as the author intended her to be. When creating her translation, I.Gurova is guided primarily by her personal principle of maximum accuracy and observes the modern trend in the transfer of proper names closer to their sound: Jane, Blanche Ingram, Mason. Careful adherence to the syntax of the original often feels like heaviness and excessive archaism, but still today it is the most complete text of the translation. Yes, the image of the heroine and the overall impression of the novel subtly change: they seem to move further away from us in time, but also gain additional depth.

In the context of this article, it is necessary to mention another version of the translation of the novel. This translation by the authorship of V. Vladimirova was made in 1893 and was first published in a separate book entitled «Jenny Eyre, the Lowood Orphan. Novel-autobiography». The translator shortens the text, and the fragments he skipped often contain meanings that are important for understanding the novel. The rest of the existing translations are rather retellings that have undergone strong cuts. In particular, the very first, a month before the translation by I.Vvedensky, a retelling with elements of translation by an anonymous author, with the title «Jenny Ir: Autobiography», was published in the St. Petersburg magazine «Library for Reading». In 1850, the magazine «Sovremennik» published another anonymous retelling of the novel with elements of translation under the title «Jane Eyre, a novel by Correr Belle». In 1857, the magazine «Library for Dachas, Steamships and Railways» published «Jenny Eyre, or Notes of a Governess» - a retelling with elements of translation, made by S.Koshlakova. Finally, in 1901, another abridged translation was published, entitled «Janie Eyre, the Story of My Life». In our work, an attempt is made to compare and linguistically analyze fragments of the above translations of the novel by Sh. Bronte. For example, this is how the first phrase of the novel sounds in each of the translations under consideration:

1).Translated by I.Vvedensky: В тот день нельзя было гулять. Поутру мы бродили около часа по мокрым тропинкам чахлой рощи; но вскоре после обеда (мистрис Рид, когда нет гостей, обедает рано) небо, при холодном ветре, заволоклось мрачными тучами, разразившимися проливным дождём, и, разумеется, в такую погоду слишком-безрассудно было переступать за порог дома.

2).Translated by V.Stanevich: В этот день нечего было и думать о прогулке. Правда, утром мы еще побродили часок по дорожкам облетевшего сада, но после обеда (когда не было гостей, миссис Рид кушала рано) холодный зимний ветер нагнал угрюмые тучи и полил такой пронизывающий дождь, что и речи не могло быть ни о какой попытке выйти еще раз.

3). Translated by I.Gurova: Пойти гулять после обеда в тот день было никак нельзя. Утром мы около часа бродили по садовым дорожкам среди оголившихся кустов, но к обеду (миссис Рид, если не было гостей, обедала рано) ледяной зимний ветер нагнал такие хмурые тучи и захлестал таким дождем, что ни о каких прогулках и речи быть не могло.

The original text: There was no possibility of taking a walk that day. We had been wandering, indeed, in the leafless shrubbery an hour in the morning; but since dinner (Mrs. Reed, when there was no company, dined early) the cold winter wind had brought with it clouds so sombre, and a rain so penetrating, that further outdoor exercise was now out of the question.

The translation of the following well-known phrase from the conclusion, despite its brevity, also gives an idea of the style of translators:

1). Translated by I.Vvedensky: Читательница, я вышла за него. Свадьба наша была спокойна и тиха; он да я, пастор да причётник, были единственными свидетелями и действующими лицами.

2). Translated by V.Stanevich: Читатель, я стала его женой. Это была тихая свадьба: присутствовали лишь он и я, священник и причетник.

3).Translated by I.Gurova: Читатель, я вышла за него замуж. Церемония была самой скромной: в церкви были только мы с ним, священник и причетник.

The original text: Reader, I married him. A quiet wedding, we had: he and I, the parson and clerk, were alone present.

V.Stanevich uses slightly archaic «пребольно», «ею», «тотчас», «сударыня» etc. - such vocabulary immerses in the atmosphere, but does not overload it. The text is perceived as modern, especially for the reader brought up on Russian classics, namely, it served as a standard for translations of the Soviet period [3]. V. Stanevich successfully uses a negative technique: avoids too

modern words, except for one case - the nickname of Mr. Rochester's dog. She translates «Pilot» as «Пилот», and it looks like a translator's false friend: this word came into use with the development of aeronautics in the early 20th century, in the middle of the 19th century, the word «pilot» was used in the meaning of «проводник, вожак, кормчий, лоцман». Just the latter option is chosen by I.Vvedensky and I.Gurova. As for the translation of proper names, V.Stanevich has them archaized and correspond to the norm of classical Russian literature. It is worth noting that she softens consonants more often, for example «Темпель, Брокльхерст», and her variant «Мэзон» is far from the English pronunciation of «Mason». In the latest reprints of the translation by V. Stanevich, the name of the main heroine is brought to the modern norm.

Summing up it should be noted that it is literature serving as a bridge between people and countries. In turn, the translation of a literary text is a speech-making activity. We are talking about a subjective beginning, which allows us to trace the author's and the translator's thoughts are contrasted within the framework of one statement[4]. Thus, the translation represents a new reading of the work. The translator's own vision, which differs from the opinion of the author of the original work, is expressed in his works. This position may be caused by affiliation to various cultural and linguistic communities of the author and translator. Consequently, the author's goal is to express himself through his attitude to reality in his work. In turn, for the translator, the priority is to understand why the author expressed exactly this attitude to the surrounding reality, and convey it[5]. At the same time, it is important that the author is correctly interpreted. We believe that among the translations of Sh.Bronte's novel «Jane Eyre» analyzed by us, V.Stanevich's work is the most adequate. Literary translation is a convincing advantage of V.Stanevich's work. Moreover, her translation is characterized by ease of writing and wit, the absence of ponderous biblical texts and monotonous descriptions. The Russian-language version of the text preserves the subtleties of the description of landscapes and weather, so the novel reliably conveys the mood, emotions and feelings of the heroine, the background for which Sh.Bronte chooses such descriptions.

Conclusion. The narrative strategies of the original text are fully preserved. The exception is some inaccuracies in the aspect of the organization of sentences and the chosen vocabulary, which, however, does not subject the original narrative structure to fundamental changes. Accordingly, V.Stanevich's translation of the novel «Jane Eyre» by Sh.Bronte is the closest to the original source.

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ADVANTAGES AND DISADVANTAGES OF USING DIGITAL LITERACY

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Abstract: Today digital literacy is the most important skill. Properly digitally literate individuals are desperately needed by the general populace, nation builders, and the upcoming techno-age generation. In this day and age, digital literacy is the new life skill. The society as a whole is being affected by the digital environment. All of us can live happily and comfortably only if we are digitally literate to survive in this digital age. Only those who are digitally literate are eligible for the majority of job openings.

Key words: digital literacy, life skill, digital classroom, digital learning global educational society.

Introduction. In the advanced arrangement of training educator should have computerized abilities. In the digital age, a teacher who is digitally literate can survive. Teachers who do not use technology will be replaced by teachers who do. Technology will not replace teachers. Therefore, in order to keep the issue in mind, the researcher attempted to shed light on digital literacy as a life skill in today's expanding and global educational society. This article discusses a number of important topics, including how teachers should learn to use digital tools and create a digital classroom and school.

Discussions and results. Understudies most certainly will be benefitted assuming educators utilize computerized gadgets and ICTs at their best. Skills that serve as the foundation for the current global and expanding educational society must be improved. The researcher also talked about the roles that parents play in the global educational society and the advantages and disadvantages of digital learning.

The ability to develop social norms in one's private life and to reflect on these norms using digital tools is referred to as digital literacy. In addition, digital literacy entails identifying digital resources and content, reaching, managing, combining, evaluating, and conducting analysis/synthesis, forming new data, developing novel media expressions, and facilitating communication (Martin, 2008). Skills for using digital technology tools in activities that find, create, communicate, and evaluate information in a networked environment that are mediated by digital computing technologies are referred to as digital literacy (Boileau, 2014). Advanced innovations which individuals use and are impacted by are various, rich, and complex. According to Gilster, a student's level of digital literacy is related to their capacity to select relevant and trustworthy information from a variety of complex networks. According to Knobel & Lankshear, the term "digital literacies" (in the plural) has been adopted by fields based on social and cultural theories to emphasize digital literacies as a collection of sociocultural practices rather than a list of skills or abilities. A person who is digitally literate is aware of the most efficient and well-organized methods for searching for the information they require. Because of this, he/she has a decent handle of approaches to looking for data. A person who is digitally literate knows how to choose and use digital technologies appropriately, where, and when. Critical thinking about the opportunities and benefits of digital technologies like Web 2.0, social networks, and mobile applications is also related to digital literacy. A digital citizen is someone who uses these skills to interact with society. In the digital age, literacy means making decisions based on information and logic. Literacy means that we can comprehend and evaluate various multimedia sources, as well as make sound decisions about them in the context of our own lives. Human society has benefited from numerous technological advancements and conveniences. It made our lives simple and enjoyable. It

revolutionizes education and the expanding educational society. However, technology may significantly affect users' mental and physical health. Distraction, narcissism, the expectation of instant gratification, and even depression can all result from an addiction to technology. The use of technology can have negative effects not only on the mental health of users but also on their physical health, leading to issues with vision, hearing loss, and neck strain. Even sitting for a long time can lead to a number of physical ailments and other problems. Digital learning has its advantages and disadvantages in this way. Benefits of digital learning for the right learning style: A student can learn in a way that works best for him or her with digital learning. For instance, if he is unable to comprehend the idea through theory, he can improve his comprehension by utilizing interactive programs.

In today's expanding and global educational society, digital literacy is a life skill. Digital literacy is becoming increasingly important to our lives. In the advanced age, there are kinds of education which are vital for living in the current society. It is a need of an opportunity to be computerized proficient to each individual. The principles of digital literacy are extremely beneficial to society as a whole. Youth need to be able to negotiate across cultural differences that shape the governing assumptions in different communities, reconcile conflicting bits of data to form a coherent picture of the world around them, and pool knowledge in a collective intelligence in such a world.

Conclusion. Digital devices can be used in every aspect of our daily lives. In this computerized period innovation is developing step by step. Digital learning has both positive and negative effects in a digital environment. It all depends on how technology is used and how parents fit into the global educational society. Nurturing assumes an essential part in the computerized society. In this era of digital learning, parents must be digitally literate in order to assist and monitor their children.

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TURNING PROGRAM IMPROVING WRITING SKILLS

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Abstract: Writing skills are the skills you use to write effectively and succinctly. A good writer is someone who can communicate their point to their audience without using too much fluff and in a way that the other person can understand. Writing skills don't just include the physical act of writing.

Key words: core components of effective writing, a code editor, taking an online course, write overnight, grammar and word choice, professional context, improve skills

Introduction. Writing is one of the most important skills English as a second language learners must master, particularly for students and working professionals. That's because unlike in speaking exercises, when you write you leave a lasting record of your language. Mistakes in spelling, grammar and word choice are immediately evident. And while literacy skills are not a reflection of intelligence or knowledge, poor writing can cause a student to receive lower marks, even if they know a lot about the subject of the assignment. In a professional context, people may judge you as lazy or untrustworthy if you send poorly written emails full of mistakes. They are also likely to assume your spoken ability in English is quite low, though this may or may not be the case. That's why it is important to improve writing skills in English before they prevent you from reaching your full potential at school or in the workplace.

Discussions and results. Fortunately, the more often you write, the easier it will be to access the English you are looking for and express yourself accurately and fluently. Researchers know that if you are a strong writer in your first language, chances are you will also be a strong writer in English. That's because strategy use transfers. However, you can always learn to be more strategic as a writer and improve your skills by signing up for a class. A composition course, even one aimed at native speakers, will help you improve the way you react to different texts, organize your ideas and bring together vocabulary, grammar and tone to enhance your writing. Spelling and fluency, when it comes to the actual process of putting words on paper, can be improved by taking an online course. Keep in mind that you can't learn how to write overnight. It's a process and the more you write and receive feedback on your written work, the stronger you will become. The best writing enhancement software is Grammarly. This is one of the most widely-used writing solutions today, mainly because of its uncompromising efficiency. Easy to use and very affordable, this writing solution also offers excellent help in vocabulary and sentence-level writing. Skills like research, planning and outlining, editing, revising, spelling and grammar, and organization are critical components of the writing process. Microsoft Word remains the default word processor used by most writers today. It's a simple word processor, but it's still a useful book writing software, especially if it's an option you already have access to. One benefit of MS Word is that the user interface is very easy to use.

A code editor is also called an integrated development environment, or IDE. An IDE is a software application for formatting your code, checking syntax, as well as running and testing your code. Some IDEs can work with multiple programming languages, while some are very specific for only one language. Four core components of effective writing instruction constitute the foundation of any good writing program: Students should have meaningful writing experiences and be assigned

authentic writing tasks that promote personal and collective expression, reflection, inquiry, discovery, and social change. Improving your writing helps you to become a better communicator overall and it also improves your reading, which is another essential job skill. And your ability to write a well-crafted application, resume, and cover letter is the first step to getting a job.

How do you develop the skill of writing in your students?
1.   Explain that writing is hard work. ...
2.   Give students opportunities to talk about their writing. ...
3.   Encourage students to revise their work. ...
4.   Explain thesis statements. ...
5.   Stress clarity and specificity. ...
6.   Explain the importance of grammar and sentence structure, as well as content.

Reading is a receptive skill that requires an individual to make meaning from the language input to which they are exposed. In writing, learners must actually create meaning and produce their own language. That's why writing is so hard, even for native speakers. It begins with translating ideas into language and moving them around so the reader can follow your train of thought. Next, comes the process of revising to find the most precise and convincing wording that renders ideas clearly and concisely. Finally, you need to make sure there are no grammar, spelling or formatting errors which will distract the reader from what you are saying. you learn. Build your productive vocabulary. Most English language learners have a larger receptive vocabulary than a productive one.

This means you may understand a word when you see it but it won't necessarily show up in your writing. Purposefully using words you have recently learned is one way to increase your productive vocabulary. When you use a word in your writing, it makes it more likely it will be available the next time you sit down to compose a sentence. Another strategy is to use a thesaurus to look up alternatives to the words you have chosen. Just be sure you don't pepper your text with awkward word-choices that don't fit the context or your original phrasing. Spend more time reading in English. Good writers tend to be avid readers. The more you read in English, the more you are exposed to different ways of expressing ideas.

The grammatical structures and style of the writer will eventually start to show up in your own writing and you may learn some new vocabulary at the same time. Familiarize yourself with different text types. Not all writing assignments require the same kind of English. A factual article for the newspaper, an email to a potential employer and an essay for a literature class will all necessitate a unique format and different elements. You can improve your writing by familiarizing yourself with a diverse range of text types. For example, read the newspaper, look up sample essays and make your way through an English novel or two.

4 Tips for English teachers

Help students overcome their fear of a blank page by starting off your lesson with an activity that helps them generate language and ideas for their writing. This is a top down strategy that will allow them to activate prior knowledge and personal experiences that relate to the topic. Research shows that strategy use transfers from a learner's first to second language after they have reached a certain ability level. For those learners who are not strong writers in their first language, introduce and model writing strategies. Be on the lookout for learning difficulties. You may think spelling mistakes and poorly organized text are a result of lacking English skills but there may be another issue such dyslexia, dyspraxia or dysgraphia that is causing the problem. The earlier a learning difficulty is diagnosed, the sooner a student can learn strategies to overcome it. Go over the difference between written and spoken English. Every language learner eventually discovers that not everything we say in conversation is acceptable in written form. Beginner learners might need you to call their attention to some common examples (such as writing going to instead of gonna).

Looking for a fun way to practice and improve your English writing skills online? Tweet, use Facebook or blog in English. It's a great way to get practice writing and can help you to learn new idioms and expressions as you connect with other English speakers and learners online

How to Help Students Embrace Revision in the Writing Process

Searching online for "teach student writing" or any similar sentiment will produce countless headlines to the tune of "Improve Writing Skills Online" or "10 Tips to Help Your Students Become Better Writers" or "5 Clever Ways to Improve Student Writing." But any teacher who's been on the job for long knows the truth: you can't actually teach students to write. Despite all of the ways teachers can support students in their writing, students learn to write, first and foremost, by writing. Everything we do is ultimately to support them on their own journey to become better writers. This is especially, frustratingly true when it comes to revision in writing. And yet, revision is when so much of a student's learning, growth, and critical thinking happens.Revision often feels like the most difficult writing skill to teach and to learn. Students tend to misunderstand or resist revision, preferring to focus on proofreading and surface editing instead of true, deep revision. Here is where educators really can support students by clearly defining and reinforcing revision in the writing process.

Define Revision. The first roadblock to revision is a misunderstanding of the task and goal of revision. Students often mistake revision for proofreading or editing. It's helpful to walk through the writing process and define the three terms for students, setting forth the goals and differences of each. All are important components of writing, and as such, they are each separate steps in the process.

Explain to students that revision comes after drafting, but before editing and proofreading. Be sure to then clarify each terms' meaning. One helpful definition of revision comes from Erika Lindemann's A Rhetoric for Writing Teachers, "True revision involves reseeing, rethinking, and reshaping the piece, resolving a tension between what we intended to say and what the discourse actually says.

Practice Together. Sometimes, students need to see revision in action to understand how to apply it to their own work. Find an opportunity for an in-class revision, using a past student paper or writing something collaboratively, comparing drafts at different stages.If working on creative writing, use a known story, then change the point of view, to literally ask the students to "re-see" the story. For example, rewrite Little Red Riding Hood from the Wolf's point of view.When working on critical writing, collaborate on a given prompt to create a short outline. Then, have the students ask the following questions:

1. Does the outline respond to the prompt?
2. Does the outline have a clear and persuasive argument?
3. Does the outline have a logical and thoughtful organization?

Have the students work together to revise the outline until the answers to all these questions are affirmative.

Peer Review. Create opportunities for peer review. Sometimes it can be easier for students' to see revision opportunities in their classmates' work than in their own. Have students use the same methods that they used during the in-class revision practice to revise each other's work. This can also help encourage revision individually as well, by creating multiple deadlines during the writing process.

Incentivize Revision. When structuring a writing assignment, especially something higher-stakes, like a term paper, add steps to incentivize student revision. Take the emphasis off of the final product and place it on the process itself. Set multiple deadlines in which students submit different drafts, with activities like peer review and self evaluation associated with each draft. Have students

submit all drafts along with their final work and assess the work based on the revision efforts, not just the end result.

Use Technology. Students can practice revision with Turnitin Draft Coach™, which offers three Similarity Checks per document. This allows students to revise and review their draft based on feedback, particularly focused on citation, paraphrasing, and other revision activities, all in the same document when using Turnitin Draft Coach™.Once they've revised on their own, students can submit to Turnitin Feedback Studio, which allows for multiple submissions of the same assignment by recognizing them as the original author and automatically eliminating previous submissions for potential similarity matches. This functionality is designed to support the revision process within the Similarity Report and helps educators facilitate student learning within the process.By creating a clear definition of what revision is (and is not), practicing and incentivizing the act of revision in writing assignments, and utilizing technology that emphasizes and enhances these aspects of the writing process, teachers can encourage students to grow as writers and help shepherd them towards stronger writing skills that will serve them for years to come. Comments on drafts should not be extensive; research shows that students are overwhelmed by voluminous comments and miss the main suggestions. Identify the strength of the piece, plus one or two ways for the writing to be improved, tying comments to evaluation criteria and specific requirements of the assignment.

Research shows that good assignments give students opportunities to receive early feedback on their work, encourage meaning-making, and clearly explain the instructor's expectations and purpose. A term paper should not be assigned as one big assignment due at the end of the semester. When this happens, all of the opportunities for learning are forsaken. Rather, when assigning a longer paper, ensure that students learn from this process by receiving feedback at least once during the process of writing it, and have a clear sense of the writing goals for the assignment.

REVISION: Build revision into your assignments by setting a draft due date a couple of weeks before a final due date. To ease the paper load, you might reduce the number of pages or papers due in the semester, thus focusing on a series of revisions. You can also emphasize the process of good writing by breaking longer, more complex assignments into their component parts, providing feedback along the way. For example, for a research paper, set a deadline for tentative research questions, an annotated bibliography, a draft, and a final revised version. To save time, you can respond to only the first page or two of each student's draft, suggesting one or two main ways it can be improved; in this way, you can also identify those students who need more help.

FEEDBACK AND RUBRICS: Professors value different aspects of learning, and this can become frustrating for students who face as many as five different professors each semester, each with his or her own grading emphases. To make your goals clear, and in doing so help your students focus on what you think is most important to learn, provide a clear road map by using a rubric. A rubric not only sets out the key learning goals of an assignment, but also defines scaled levels of achievement linked to appropriate standards. Rubrics can reduce the time spent grading by limiting uncertainty and by allowing instructors to refer to the rubric description associated with a score rather than having to write long comments. When rubrics are given to students with the assignment description, they can help students monitor and assess their progress as they work toward clearly indicated goals. When assignments are scored and returned with the rubric, students can more easily recognize the strengths and weaknesses of their work and direct their efforts accordingly. A quick Google search for "samples of college writing rubrics" or "examples of rubric for criminal justice essay" will yield multiple examples on which to base your own rubric.

Written critiques done as homework are likely to be more thoughtful, but critiques may also be done during the class period. Use read-around groups.

Read-around groups are a technique used with short assignments (two to four pages) which allows everyone to read everyone else's paper. Divide the class into groups no larger than four

students and divide the papers (coded for anonymity) into as many sets as there are groups. Give each group a set and ask the students to read each paper silently and decide on the best paper in the set. Each group should discuss their choices and come to a consensus on the best paper. The paper's code number is recorded by the group, and the same process is repeated with a new set of papers. After all the groups have read all the sets of papers, someone from each group writes on the board the code number from the best paper in each set.

Ask students to identify the characteristics of effective writing.

After completing the read-around activity, ask your students to reconsider those papers which were voted as excellent by the entire class and to write down features that made each paper outstanding. Write their comments on the board, asking for elaboration and probing vague generalities. In pairs, the students discuss the comments on the board and try to put them into categories such as organization, awareness of audience, thoroughness of detail, etc. You might need to help your students arrange the characteristics into meaningful categories.

Grammar: In a landmark study in 1963, Braddock, Lloyd-Jones, and Schoer concluded that teaching grammar does not improve writing: "In view of the widespread agreement of research studies based upon many types of students and teachers, the conclusion can be stated in strong and unqualified terms: the teaching of formal grammar has a negligible or, because it usually displaces some instruction and practice in composition, even harmful effect on the improvement of writing." A common mistake instructors make in writing comments on students papers is marking every grammatical error, as if editing the student's paper. This is not an effective use of your time; studies repeatedly show that students largely ignore such marks. Focus instead on clarity of thought, organization of ideas, and the ideas themselves.

Conclusion. When writing a conclusion, consider what you have written thus far, about the substance of each section, and summarize what it all means. The effective conclusion to an essay stimulates the reader to think more about the topic; a conclusion should not just reiterate the introduction.

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TERMINOLOGY OF TEACHING METHODS IN LEARNING LANGUAGE

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Abstract: To begin with, the high status of English in a situation of globalization of society means that it is widely used in international purposes and there is a need for graduates with a sufficient level of language training. Moreover, the first step in the motivation of students to study English is an understanding that English language is necessary for both personal and national development, as well as for international contacts in all areas of human activity. Professional communication, processes of cognition, thinking and communication are key concepts of modern reality.

Key words: personal and national development, linguistic, speech, sociocultural knowledge, implementation, professional communication, dialogical and monologic speech, information.

Introduction. Students must be able to apply the received linguistic, speech and sociocultural knowledge and skills in various household and professional speech situations, using the professional terminology of a certain field of knowledge. The study and consolidation of this terminology increases cognitive and practical Motivation of students to learn a foreign language.

Discussions and results. In that case, professional terminology – special the vocabulary of certain fields of knowledge is one from the lexical layers of the language reflecting a certain content The main goal of teaching a foreign language is the formation of a communicative competencies. Apart from this, professional foreign language, or foreign language for special purposes, solves professionally oriented communicative problems. It is impossible to solve such problems without knowledge of the terminology of your specialty. Methods of teaching English terminology in the course of a professional foreign language. For undergraduates, these are primarily methods of teaching information perception. The implementation of the perception of information occurs through training in the perception of textual information. textual information. At the same time, the professional must own viewing texts in order to be able to quickly assess the significance of the text of the text and find the information relevant for him in order to identify the terms of his specialty, to clarify the values of the terms used in the text. Information to identify English terms can be presented as authentic texts taken from magazines, and authentic texts presented to students - undergraduates in class as listening. With the perception of textual information, four stages of using the information of texts to identify the terms of language for special purposes, followed by their implementation in the field of professional communication in the classes on teaching dialogical and monologic speech. Let's look through some of them.

1. View reading of authentic text. Audiation of authentic text. The stage is being familiar with the text as a whole, the identification of the terms of the terms of a certain specialty in the text.

2. Professional interpretation of terms. At this stage, it is necessary to correlate the term. With a sensible dictionary, to identify the phenomenon of multi -digitism, intra -industry and intersectoral synonymy and antonymy of the terms.

3. Drawing up the terms of the terms of the language for special purposes during work with the text of your own dictionary.

4. The use of your own dictionary of language terms for special purposes in situations.

It follows that, professional communication in classes on learning dialogical and monologic speech. The proposed methodology for teaching the terminology of language for special purposes is

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based on associative-reflex Theory of learning, the main goal of which is to memorize the studied who plays a large role in the study of foreign language. Within the framework of teaching a foreign language, taking into account professional orientation and specialization   students, it is advisable to form a terminological dictionary of the minimum necessary for them work with texts in the specialty, with the aim of understanding and extracting the necessary information. Furthermore, it is necessary here will turn to such a sign of the term as systematicity, which expresses the system of concepts of the legal field knowledge. Students should explain the need classification of concepts and highlighting their features. When forming a terminological minimum in students, it is necessary to study the terms in accordance with their assignment to a particular semantic group.

Conclusion. Thus, terminology as a means of teaching the language of specialty in the era of development of modern information technology acquires the status of a means of knowledge management. In addition, terms as a reflection of the concepts of a certain specialty provide information mutual understanding and Professional communication of specialists at the international level.

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THE CREATIVE WORKS OF ABDULQADIR GIYLANI
AND QADIRIYA

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Abstract: Abu Muhammad Muhyiddin Abdulqadir ibn Abu Salih Sheikh Abdulqadir Giylani, one of the people who left an indelible mark on the history of mysticism and became known as a great man in the life of the people, and who is remembered in the works of many poets and scholars, is a descendant of the Prophet (saas). He was born in 470 A.D. (1079 A.D.) in the present-day city of Gilan in present-day Iran, and died in Baghdad in 561 A.D. (1166 A.D.). The tomb in this city is now a crowded shrine.

Alisher Navoi in his book "Nasayim - ul muhabbat" informs that Sayyid Abdulqadir Giylani was born in a place called "Bashtiz" in Gilan region. There was a place called Tabaristan (Iran) known as Gilon (Jilon), Gilon or Gil. Jil is close to the Tigris. It's a one-day drive from Baghdad. "Jil" is close to Madyan. These two places are called Gili, Giylani and Jiyloni. Many say that Hazrat Abdulqadir Giylani touches two areas. Navoi writes in the book "Ravzat-un navodir" that this is a mistake. He lived in these areas for a short time. He is originally from Gilon.

Key words: contribution, Qadiriya, mashayik, Ghawsul A'zam, Masnavi, Shari'ah, Uvaysiyya, Hanbaliya.

Introduction. There is the following information about the date of Sayyid Abdulqadir Giylani: "His name is Abu Muhammad and his nickname is Muhyitdin and his name is Abdul Qadir. His relationship with his father is that of Imam Hasan. And their mother is Hazrat Imam Hussein, may Allah bless him and grant him peace. The genealogy of Abdulqadir Giylani is directly related to our Prophet. He is the grandson of our Prophet, that is, the thirteenth generation of Imam Hussein, the son of Bibi Fatima and Hazrat Ali. That is why Abdulqadir Giylani is called both Hasani and Husseini. It is known from the mentioned source that Abdulqadir Giylani was born in 470 AH and died in 561 AH.

Discussions and results. Different sources provide different information in the chapter on the knowledge of Sayyid Abdulqadir Giylani. More detailed information is given in the Islamic encyclopedia as follows: Abdulqadir went to Baghdad at the age of eighteen to continue his education. Prior to that, he received his first education at school when he was ten years old. Here he took spending and grammar lessons from al-Tabrizi (d. 1109). From a number of sheikhs, Hanbaliya and Shafi'i study jurisprudence. He studied hadith from Hibbatullah al-Mubarak and Abu Nasr al-Banna. According to the Risalai Qadiriya, Abdulqadir Giylani is a Uvaysi. In Uwaisi, the holy spirits will be the mediators in the attainment of Rabbani Fayz and Rahmani manifestation. Alisher Navoi emphasizes that Uvaysiyya is called Uvays Qarani because he was brought up in the face of meaning and spirituality without seeing the Prophet Muhammad with the naked eye. Navoi writes that "if the piri of this category is not known from the face, and the soul of one of the mashayiks has brought him up, he is called uvaysi."

Hence, Uwaisiyyah is an inner, spiritual, spiritual upbringing by means of spirits, and has a higher status than external upbringing. His hirka pirs are Sheikh Abdusamad Makhzumi and Sheikh Abdusaid Asami. Their lineage goes back to Sheikh Maruf Karki, from him to Imam Reza,

and from them to the Prophet Muhammad (peace and blessings of Allah be upon him). He was a Hanbali. There is also information about Giylani's process of maturity: "Giylani reached Baghdad at four hundred and eighty-eight and studied with enthusiasm. First, the recitation of the Qur'an and jurisprudence and hadith and knowledge perfected the religion. And most of the scholars were certain at that time, and they knew that they were worthy of the time.

In 528 AH (1133/34 AD), a special madrasah was built in Baghdad for the residence and education of Abdulqadir Giylani, his family, and his murids. He was famous throughout his life for his sermons in the religious spirit. It was only after his death that those who wore a hijab in his sanctuary began to propagate the sect associated with his name. The following information is available about the family members of Abdulqadir Giylani. He had many children. His two sons, Abdurazzaq (1133-1207) and Abdulaziz (v.1205), followed in their father's footsteps and gained religious prestige. According to some sources, the number of Gilani's children is said to be 49, and 11 of them are mentioned as a continuation of the gnosis work started by their fathers.

It should be noted that today Sayyid Abdullahon Tora Buzrukhon oglu, a descendant of Abdulqadir Giylani, lives in Besharik district of Fergana region of Uzbekistan. He made a great contribution to the development of the leech in our ancient land. Abdullah Tora is the ninth generation to Gavsul Azam and the twenty-ninth generation to our Prophet (saas). According to historical sources, Abdulqadir Gilani was interpreted as a Persian theologian, a Sufi, not because he was the founder of the Qadiriya sect, but because he was known as a teacher of 13 subjects. It is stated in the following: "He studied the great scholars of his time and thoroughly studied the basics of Islam and the teachings of mysticism. He established a madrasah in Baghdad and taught science for thirty-three years. Ghawsul A'zam used to teach thirteen sections of knowledge in his madrasas. For example, the science of tafsir, the science of hadith, the science of sect, the science of method, the science of morality, the science of fiqh ... "

Gilani Mausoleum is located in Baghdad and is one of the holy places in Islam. This sheikh has a lot of good deeds to teach the next generation. Some lithographs and manuscripts of Abdulqadir Giylani's works reflecting his socio-moral and philosophical views have been preserved. As a result of the creative work carried out in independent Uzbekistan, some of these works have been translated and made available to scientists. The works of Abdulqadir Giylani, known to the scientific community, are as follows:

1. "The seeker of truth as al-Gunyatun li Tolibi tariqil Haqq" ("Rich and perfect source for those who seek the path of truth"). This source gives an interpretation of the 10 qualities that lead a person to perfection, in which qualities such as tolerance, purity of heart, forgiveness, humility, and humility, based on perfection, are revealed through examples from the verses of the Qur'an and hadiths. He also spoke about good morals and beautiful nature.

2. "Tuhfatul Qadiriya". The work was written in Arabic, and the date of writing is 1321 AD, and the date of copying is 1856. This work is titled "Qasidai Ghavsiya" on the title page, and the rest of it contains 90 manqabats, 1 Kursiynoma, and the Statement of the Name.

3. "Qasidai Gavsiya". The Qasida genre was first used in Arabic literature and later in Persian and Turkish literature. The lexical meaning of the word qasida is revenge, which means to swear to write. Its rhyming form is similar to that of Masnavi, with a length of 19 by 45 bytes. The first poem written in Turkish is the poem "Bahor Madhi" by Yusuf Khos Khojib in the XI century. Poems come in two forms, the first of which is addressed to someone, or one If the description of a historical event is given, the second type is the qasida, in which the author of the work describes his qualities and condition.

Part of the Qasidai Gavsiya is written in suls, and the rest of the work is written in Nasta'liq. In Qasidai Ghavsiya, Abdulqadir Gilani gave information about himself and his prophecies, as well as his position in the eyes of God. So, this work is a poem. The work is written in Arabic, with a

commentary in Persian under each verse. The size is 26 bytes, 52 lines, and the name of the poet is mentioned in the praise of the poem.

4. "Devone G'avsul A'zam". The work was written in Persian and was copied by a secretary named Mulla Mir Alim Khoja. The date of relocation in the source available on the face is 1324h.y.h. (1906 m.y.h.). The date of writing is unknown. Some pages of the copy we have, including 1-3, 15-16, 40-46 are missing. The work consists of poems written in Persian under the pseudonym Muhyi. It clearly states such ideas as the philosophy of knowledge, existence and its forms of existence, repentance, which is enumerated in the teachings of mysticism, consciousness, ignorance and its harm, and the pursuit of knowledge. The theme of the phases is orifona, romantic, in which the interpretation of concepts such as doomsday, goodness, sin, heaven, hell is expressed through metaphors and analogies. At the end of the work there is a rule of "Khatmi yozdahum", one of the famous ceremonies of the Qadiriya sect.

5. "Sirrul-asror fima yahtaju ilayhil-abror" ("The secret of the secrets of the needs of the category of the noble and pure"). The play pays special attention to the purity of the body as well as the purity of the soul in human life. While the Hajj pilgrimage, which is obligatory for Muslims, leads to the purification of the slave from his sins, valuable thoughts have been expressed about the Hajj statement in the sect as an important condition for his heart. This work consists of an introduction and 24 chapters, focusing on mysticism and life, its observance, and the spirituality of the person who belongs to this path, the aspects that should be given importance. The work is also significant in that it details the main categories of philosophy being, human existence, philosophy of knowledge, sciences, and their classification. It contains many verses and hadiths.

6. "Maktuboti Giylani" This work is a logical continuation of "Sirrul Asror". Giylani's Maktuboti Giylani consists of letters, which are divided into chapters, chapters into chapters, and chapters into narrations. But it is not difficult to realize that it is written not for one person, but for the whole of humanity, that is, that it calls humanity to goodness and virtue.

7. There is a work of the same name in the Fund of Arabic Manuscripts of the Institute of Oriental Studies of the Institute of Oriental Studies (Hizb-ul-Fakhr-il-Kabir-Bil-Jilani).

8. "Sheikh Abdulqadir Jiylani of Avrodi" Sheikhs who have risen to the level of truth have revealed to their murids the ways of receiving divine blessings through their descendants.

Conclusion. Abdulqadir Giylani's "Avrod" is a collection of hymns, names of God, remembrance, glorification, recitation of verses of the Qur'an, salawat and du'aa ', which must be constantly understood, understood, observed and repeated with the heart in order to reach the highest goal of the Qadiriya sect consists of.

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CLASSROOM INTERACTION AND MEANS OF FORMATIVE ASSESSMENT IN THE ENGLISH LANGUAGE LESSONS

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Abstract: In modern research, the assessment method is considered, first of all, as a technology of pedagogical assessment in the educational process, which provides an individual approach to learning, takes into account the capabilities and needs of students, develops their ability to work independently with information sources and the development of educational material, contributes to the systematization of the entire learning process..

Key words: self-esteem, mutual evaluation, signals of understanding, interviews, methods of assessing, motivation.

Introduction. There are few studies in the pedagogical literature devoted to the identification of the theoretical foundations of the method of assessing the student's educational achievements as a means of developing self-esteem and mutual evaluation of the student in the pedagogical space of a secondary school. The features of the techniques of formative assessment are the use of analytical tools and techniques to measure the level of assimilation, the progress of students in the process of cognition. The results of such an assessment can be used to develop recommendations for improving learning and teaching.

Discussions and results. Formative assessment techniques can be divided into several conditional groups or types.

An Index card for generalization or for questions - The teacher periodically gives students cards with tasks indicated on both sides: Side 1: List the main ideas from the material covered (section, topic) and summarize them. Side 2: Determine what have you not yet understood from the material covered (section, topic), and formulate your questions.

Hand signals - The teacher asks students to show signals indicating understanding or misunderstanding of the material (during the teacher's explanation of any concepts, principles, process, etc.). First, it is necessary to agree with students about the use of these signals:

I understand and can explain (thumb pointing up)

I still don't understand (thumb pointing to the side)

I'm not quite sure about (wave your hand)

After looking at the signals, the teacher interviews the students of each group. Based on the results of the answers received, the teacher decides to re-study, consolidate the topic or continue studying the material according to the program.

Traffic light. Each student has three traffic light color cards. The teacher asks the students to show the cards signals indicating their understanding or misunderstanding of the material, then he asks the students to answer the questions: green cards (everyone understood): What did you understand? Yellow or red cards: What don't you understand?

Based on the results of the answers received, the teacher decides to re-study, consolidate the topic or continue studying the material according to the program.

One-minute essay. A one–minute essay is a technique used by a teacher to provide students with feedback on what they have learned on a topic. To write a one-minute essay, the teacher can

ask the following questions: What is the most important thing you learned today? What questions remained unclear to you?

Speech samples (hints.)The teacher periodically gives students speech samples (expressions, hints) to help build an answer.

Three-minute pause. The teacher provides students with a three-minute pause, which gives students the opportunity to think about the concepts, ideas of the lesson, link with previous material, knowledge and experience, as well as find out incomprehensible moments.

Temperature measurement. This method is used to identify how well students are doing the task. To do this, the activity of student's stops and the teacher asks the question: "What are we doing?" By answering this question, students provide information about the level of understanding of the essence of the task or the process of its implementation.

Mini-test. Mini-tests are designed to assess the actual knowledge, skills and abilities of students, i.e. knowledge of specific information, specific material.

Elective (selective) test. The teacher hands out cards with the letters "A, B, C, D" to each student, asks the students to answer at the same time, i.e. to pick up the card with the correct answer. The teacher must ask the students to think for 20 seconds and only then submit an answer.

Formative test. The teacher arbitrarily divides students into small groups (4-5 students per group). Each student receives a sheet with test questions and a sheet for answers. Students are given time to discuss test questions in small groups. After the discussion, students fill out the answer sheet on their own. The scores of each student are calculated separately.

Self-assessment diaries/journals. Self-assessment diaries/journals are created so that the teacher and the student can assess the knowledge, skills and competencies acquired during the lesson, as well as how this knowledge, skills and skills were acquired, and their volume. The diaries help the teacher to get an idea of the student's progress level and take appropriate steps to improve the educational process.

Formative survey. This is a form of verification that follows immediately after the presentation of the material or any type of activity in the lesson. The teacher asks additional clarifying questions: "Why? How? How?...".

An exercise to test the assimilation of new material. The teacher creates a table of four windows (squares) with inscriptions: "Predict", "Explain", "Generalize" and "Evaluate". After explaining the new material, he asks the students to choose a certain square. At the same time, the teacher explains that in this way each student chooses the type of task that he will need to complete on the topic being studied. Then, depending on the choice of the square, the teacher asks a question.

Generalization in one sentence. Ask students to summarize the studied topic in one sentence that would answer the questions "Who? What? Where? When? Why? and How?".

Generalization in one word. The teacher gives the students a task: "Choose (pick) the word that most accurately summarizes the topic."

Written comments (written feedback). A mandatory element of the assessment is the provision of feedback. Checking the written works of students, the teacher makes his comments in accordance with the evaluation criteria and the level of achievement of the result. Comments should be clear and educational in nature.

Verbal evaluation (oral feedback). The most common type of assessment. The teacher praised the student for the good performance of the exercise and, thus, conducted oral feedback, respectively; the student can understand that he has successfully mastered this material or information. The teacher pointed out to the student the mistakes in the exercise. He did not put any mark for the work, but appreciated it. As a result, the student can judge what he needs to achieve better results.

Self-assessment. A process the students collect information about their teaching, analyze it and draw conclusions about their progress. A prerequisite for self–assessment is the presence of criteria for evaluating the work, which students should be familiar with at the beginning of the study of the topic and before the start of the work.

Two stars and desire (mutual appreciation). It is used when evaluating students' creative works, essays, and essays. The teacher suggests checking the work of a classmate. When students comment on each other's work, they do not evaluate the work, but identify and point out two positive points – "two stars" – and one point that deserve improvement – "desire".

Conclusion. The research of the assessment process has always been and is relevant in the educational system and the educational process. Without feedback, the management of any process cannot be effective.

Considering the main methods and forms of assessment, we drew attention to the formatted assessment as one of the most important components of the assessment of the achievement of educational activity. The main purpose of formative assessment is to adjust the activities of teachers and students in the learning process based on intermediate results obtained in the learning process. The adjustment of activities involves the setting of tasks by the teacher together with the students to improve learning outcomes. Intermediate assessment is important when mastering knowledge, but this period is not so much as a period of evaluating the results of achievements, as a period of adjusting the development of knowledge.

Conclusion. In conclusion, it can be said that the evaluation activity of a student contributes to the formation of his communication skills, the ability to justify his decision, defend his point of view, develops critical thinking, and leads to increased motivation for educational activities.

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ADVANTAGES AND DISADVANTAGES OF DISTANCE LEARNING

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Abstract: Distance learning has become an essential way of studying at present time. This approach of studying has got advantages and disadvantages. The most vivid advantage of distance learning is that time of studying is flexible, there is no limitation of geographical location as well, time of your studying is not also required to be exact. Besides, cost of the courses through conducted in distance is much cheaper than full-time payment of studying.

Key words: pursue a job along with studies, save money and time, learn at your own pace, self-disciplined and self-motivated, gaining recognition, automatically recognized, hidden costs, complicated technology, quality of faculty compromised, credibility of degrees, lose out on networking.

Introduction. First of all, there is not enough communication between teachers and learners that may cause some problems with social communication. Besides, as there is no opportunity to check everyone in personal fulfilling the tasks one may try to cheat in distance learning period. One may face with the challenges related to net connection. That may cause big inconvenience for the ones who wish to study in distance.

Discussions and results. 1. You can pursue a job along with studies: A major chunk of students who actually opt for distance education are those who don't want to give up their jobs but want a higher education, too. Distance education comes as a blessing for such students. You can study on the weekends, when you're back from work or even in the middle of the night.

2. You can save money: For any given program, the fee of a distance education degree (online or otherwise) may be much more affordable than the fee of a regular on-campus degree. Students who are looking for economically viable options can go for a distance learning program.

3. You save time: There's no time wasted in going to and from college, no time wasted waiting for a bus or train. In a distance learning program, your classroom is right in your bedroom - the study material on your desk or the e-material on your computer. Students who don't have enough time on their hands can turn to distance education as an option and pursue it from the comfort of their homes.

4. You can learn at your own pace: The prospect of going back to classroom education can be intimidating for many of us. Asking a question or revealing that you are unable to grasp a concept in class can be quite embarrassing for many students. Distance education comes to your rescue here!

5. You can study whenever, wherever: Except in scenarios where you have to attend an online tutorial at a given time or a lecture through videoconferencing, you can pretty much study whenever you want to, wherever you choose to. You need not be stuck in a classroom, but can go study in your garden, on your living room couch or in the comfort of your own bed.

6. Gaining recognition among employers: Distance education over the years has finally found some acceptance and recognition among employers, which is an encouraging sign. As long as the distance learning program is accredited, you need not be worried. In India, all distance education programmes that are approved by the Distance Education Council (DEC) stand automatically recognized for the purpose of employment to posts and services under the Central Government. Disadvantages of distance learning

1. Chances of distraction high: With no faculty around for face-to-face interaction and no classmates who can help with constant reminders about pending assignments, the chances of getting distracted and losing track of deadlines are high. You need to keep yourself motivated and focused if you want to successfully complete your distance learning course.

2. Hidden costs: Although the cost of a distance education program is usually cheaper than a regular program, there can be hidden costs involved. For example, if your distance learning course is offered online, you might have to incur some initial expenses like installing a computer and getting a reliable Internet connection.

3. Complicated technology: Overdependence on technology can be a major drawback in distance learning mode of education, especially when the learning takes place in an online environment. Any malfunctioning software or hardware can bring an ongoing class to a standstill and interrupt the learning process. Similarly, if a student is not computer and tech savvy, his learning experience can be dissatisfactory.

4. Quality of faculty compromised: Often considered to be the lesser cousin of regular education, distance education is often plagued by lack of enough good quality faculty members. In other cases, even if the instructor is good, he or she may not be comfortable with teaching in an online environment. Sometimes the technology might not do full justice to the delivery and design of the course. A student loses out in all these scenarios.

5. Questionable credibility of degrees: Even though distance and online education is starting to get recognition, there are still a lot of fraudulent and non-accredited degrees being offered. With the increase in the number of distance/online programs, the number of scam operators are also rising. This affects the credibility of recognised distance learning degrees among employers.

6. Lose out on networking: The advantages of pursuing a regular programme go beyond just interaction with teachers and good course content. MBA graduates from premier business schools (B-schools) in India would vouch for the fact that the opportunities to network with established alumni, renowned faculty and industry heads go a long way in paving a secure career.

Notwithstanding its many inconveniences, distance learning provides students who wish to have greater comfort and versatility in pursuing a course many more learning choices. The key advantages of distance education are that they allow students to use minimal financial resources to access various learning tools. The use of video conferencing tools makes online learning even more immersive. This increases the ability to gather information on a specific topic and to preserve it.

Conclusion. Distance education limits social interaction, requires the use of complex technology, and some employers perceive it negatively. Any student who wants to register for a diploma or graduate degree should balance between advantages and disadvantages in order to decide if it is the right option. Distance training will usually be the perfect option for students working.

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THE MAIN DIFFERENCES AND SIMILARITIES OF NICKNAMES AND PSEUDONYMS IN THE ENGLISH LANGUAGE

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Abstract: One of essential researches are connected with onomastics in comparative linguistics going into detail nicknames which attract speaker and listener at the same time in oral and written form of speech. From history of human being long time ago people call each other with the help naming according to their personality , character , appearance or activity even they did not have names that they had. After much calling nicknames repeatedly real names were came into existence.

Key words: comparative linguistics, Pseudonym, Nickname, real name, specific purpose, spontaneity, artistic tools, legal status

Introduction. Nowadays many researchers are interested in nicknames ethically in order to know how peoples' names were appeared first. They put themselves or they were called. We are going to look through English nicknames and pseudonyms are often used interchangeably, but they have different meanings and purposes. Nicknames are informal names that are given to people based on their personality, appearance, or habits. Pseudonyms, on the other hand, are fictitious names that are used as aliases by writers, artists, and other public figures. In this article, we are going to explore the main features of English nicknames and compare them to pseudonyms.

Discussions and results. First feature is considered informality which can be implied in daily speech of different people. The main feature of English nicknames is their informality. These names are usually given to people by their friends, family members, or colleagues. They are not official names and are not used in formal situations. Nicknames can be funny, cute, or ironic, and they often reflect the person's character or behavior. In contrast, pseudonyms are formal and intentionally chosen as alternative names to the person's real name. Pseudonyms may sound like real names, but they are not used for social purposes. Next one are personalization which defines English nicknames is that they are personalized to the individual. They are not generic names that are given to people based on their profession or nationality. Instead, they are unique to each person, and they reflect something about their character or personality. In contrast, pseudonyms may be chosen for a specific purpose or audience, but they are not necessarily personalized to the individual using them. For example, an author may choose a pseudonym that sounds more marketable or catchy for their book, but it may not necessarily have any personal meaning to them.

Third of major factor is spontaneity that English nicknames are often given spontaneously and without much thought. They are sometimes created on the spot, based on a funny or memorable event. Nicknames can also evolve over time and change as the person grows and develops new traits or habits. Pseudonyms, on the other hand, require more careful thought and consideration. They are often chosen to create a particular image and may have a specific meaning or association. Pseudonyms can be used to conceal the identity of the person using them or to distinguish them from others with similar names or professions. Social Use is also about English nicknames are mainly used in social situations, such as with friends or family. They are not used in professional or formal contexts, and they do not have any legal status. Nicknames are intended to be fun and lighthearted, and they are often a way for people to show affection or camaraderie.

In contrast, pseudonyms are professional or artistic tools used by individuals such as writers or artists to separate their personal lives or public persona from their professional work.

Pseudonyms can serve as a brand name, in addition an identifying aspect of a person's work. They can have a legal status, but they are not typically used in social contexts.

In most cases in the English language nicknames are found for naming politicians , famous people that is to say sportsmen, actor and businesman. For example Chris Hemsworth -hammer, Mila Kunis -goldfish,Bella Thorne - pickle, Nick Jonas-old man, in the United Kingdom most prime ministers have actually nicknames such as George Grenville- genle shepherd, Duke of Grafton- royal oak, Benjamin Disraeli-dizzy, Winston Churchill- Winnie, David Cameron-DVD Dave, Flashman, Boris Johnson- Blonde Bombshell, Tony Blair-Bambi, Lilibet the nickname of Queen Elizabeth II, used by family members. Little Corporal - a nickname of the famous Napoleon Bonaparte. British Bulldog- the nickname of Sir Winston Churchill, a former Prime Minister of the United Kingdom. Honest Abe- a nickname of the 16th US president, Abraham Lincoln.

Conclusion. In summary, English nicknames and pseudonyms are two different naming conventions with different purposes and features. Nicknames are informal, personalized, spontaneous, and used in social situations. Meanwhile, pseudonyms are professional, chosen deliberately, formal, and used in legal or artistic contexts. Knowing the distinctions between English nicknames and pseudonyms are essential in understanding name conventions across different settings. The notion of nicknames do exist not only English but also all Turkish , Indo – Germanic languages. But they have distinctive content usage in different meaning for different people.

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LINGUODIDACTIC BASES OF TEACHING ENGLISH

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Abstract: This article discusses the theoretical foundations of linguodidactics of teaching a foreign language and the formation of competence in foreign language professionally oriented communication. It also describes professional competencies formed by means of a foreign language and methodological approaches to teaching, dwelling in detail on the tasks that need to be solved to develop a high-quality methodological model of teaching a foreign language.

Key words: linguodidactics, intellectual and speech development, the process of teaching a foreign language, a means of intercultural communication.

Introduction. The term "linguodidactics" is defined as a general theory of language teaching that studies the general patterns of language teaching, the specifics of the content, methods, means of teaching a particular language, depending on the didactic goals, objectives and nature of the material being studied, the stage of learning and the intellectual and speech development of students. It explores the general patterns of language learning, develops methods and means of teaching a particular language depending on didactic goals, studies the influence of monolingualism or bilingualism on language acquisition and solves a number of related tasks. Linguodidactics determines the main patterns of the process of teaching a foreign language in order to create an objective scientific basis for evaluating the effectiveness of teaching methods and their further improvement.

Discussions and results. Professionally oriented specialists of linguodidactics understand training based on taking into account the needs for learning a foreign language, dictated by the characteristics of the future profession or specialty. For the study of a foreign language, the use of traditional and non-traditional methods, as well as the methods of foreign representatives is typical [4].

In order to build an adequate system of teaching English to modern requirements, it is necessary to take into account methodological factors that ultimately make it possible to embody the social order of society in relation to a foreign language in the categories of methodological science proper. Methodological concepts and practice of teaching a foreign language fully depend on how methodological science defines and interprets its main categories.

Teaching and learning a foreign language is a challenging task for both teachers and students. Since this subject is not a major subject, few hours of study are devoted to it, therefore, the goal of forming a professionally oriented communicative competence at a level sufficient to conduct successful foreign language communication in the professional sphere seems difficult to achieve [1].

At the same time, the requirements for students' knowledge of a foreign language are quite high. Future engineers need a foreign language both as a means of intercultural communication and as a source of specialized information. Therefore, the most advanced means and methods of organizing the educational process are needed, which will allow the most efficient use of the opportunities and resources available to the teacher and student.

The latter include electronic textbooks, tutorials, e-learning courses and systems, online learning, webinars, e-mail and online conferences, as well as other tools, which together represent the main means for implementing e-learning technology. Intensive methods are the maximum activation of students during classes, the mobilization of hidden psychological reserves of the

student's personality. Intensive learning differs from traditional learning, first of all, in the way of organizing and conducting classes: increased attention to various forms of pedagogical communication, the socio-psychological climate in the group, the creation of adequate learning motivation, the removal of psychological barriers in the assimilation of language material and speech communication [2].

The project method is providing students with the opportunity to independently acquire knowledge in the process of solving practical problems or problems that require the integration of knowledge from various subject areas. The teacher in the project is given the role of coordinator, expert, additional source of information [3]. The most important component of the process of language acquisition is the teacher, namely the authority of the teacher's personality, which plays a leading role in the learning process. Certain qualities that a teacher should have (self-confidence, the ability to conduct a lesson in accordance with the specifics of the method, external data, enthusiasm, etc.) help to increase his authority and help win the favor of students, which is necessary for successful learning.

Conclusion. Thus, the methods described by us should be used in the classroom teaching a foreign language, this will diversify such a difficult process as mastering special vocabulary, grammatical structures and speech situations that are typical for professional communication.

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BEST PRACTICE OF STUDY THE TERMINOLOGY OF ECOLOGY ON THE BASIS OF UZBEK AND ENGLISH LANGUAGES

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Abstract: For a start, environmental problems, issues of their study and solutions are among the most important and priority areas of modern science. Ecology in the era of the rapid development of the latest technologies has a strong influence on all spheres of human life, both on its material and spiritual culture. With the development of environmental science, new concepts and realities appear that need appropriate nominations. Therefore, a comprehensive study of the vocabulary and terms of ecology and their scientifically based interpretation remain relevant and significant.

Key words: scientific discipline, interconnected and interdependent, comparative-typological linguistics, universal theories of linguistic analysis, special words, lexical units, real facts and events.

Introduction. The terminology of ecology is a set of terms of a certain scientific discipline, and studying it as a lexical-semantic system in a comparative aspect in English and Uzbek is of great interest. The language of ecology and the history of its formation and development as an independent science are closely interconnected and interdependent. Correspondingly, the formation of ecological terms in the compared languages has a stepwise development, since it develops in stages and reflects the evolutionary process of interaction between the natural branch of science and the metalanguage of this sphere.

Discussions and results. Obviously, the analysis of the differential features of scientific texts in the field of ecology was carried out on the basis of a complex multi-level (word-forming, functional-grammatical, lexico-semantic and stylistic) analysis, as well as the study of environmental terms in close relationship with the formation and evolution of ecology as a system of science. The features of similarities between the studied and compared terms can be determined by the rapid development of scientific and technical sciences and their replenishment with new concepts and terms from related sciences and other languages, and their distinctive qualities can be considered as features of the development of the national languages and cultures themselves.

Particularly, the study of the terminology of the ecology of the Uzbek and English languages in general linguistic, specific structural-semantic and functional terms is intended to identify the general patterns of the formation of terminology and thereby contribute to the development of practical recommendations for the development of this system of terminology in the compared languages, especially in Uzbek, where it is just beginning to form. Comparative-typological linguistics at the present stage of the development of linguistics occupies an important place in the study of languages. The object of comparative research in this aspect is the most pressing issues that are dominant and in demand in modern linguistics and contribute to the active development of universal theories of linguistic analysis. In the field of terminology research, the "theory of the term" has always deserved close attention. The concept of "term" is still controversial, as many linguists give different definitions to this concept. An abundance of various definitions can be found not only in numerous scientific articles, but also in fundamental research. The word "term" comes from the Latin terminus, which means "end", "repartition", "end". In this regard, V.N. Shevchuk notes that in the Middle Ages this word acquired the meaning of "definition and designation", and in the Old French language terme had the meaning of "word" [12, p. 6]. According to A. A. Reformatsky, "terms" are special words limited by their special purpose; words that tend to be

unambiguous, as an exact expression in science, technology, politics and diplomacy [11, p. 23]. V.P. Danilenko gives the following working definition of the term: "The term is part of the vocabulary and the definition of a particular discipline and science" [6, p. 18].

Thus, the terminological layer of the ecological scientific text includes commonly used lexical units and special terms and concepts, in connection with which these terms of ecology can be grouped into two large groups depending on the place and direction of their use: universal terms used in all scientific areas, taking into account the points of view on real facts and events, and special terminological units used in specific areas, sections, directions of ecology and the environment. A large number of terms in the studied layer of compared languages are polylexemic terminological units.

Conclusion. In conclusion, the syntactic structure of the polylexemic terms of Uzbek and English ecology is also characterized by a trend of stability and ever more complex structure observed throughout the history of the development of this terminological system. In the analyzed languages, polycomponent terminological combinations make up the majority of terms, and in percentage terms, polycomponent terms in the Uzbek language make up approximately 83%, and in English their ratio is 81.9%. Terminological combinations of the studied sphere in both languages are predominantly two-component, less three-component, rarely four-component and five-component, and in fact there are no six-component terminological combinations. Consequently, the ecological terminology of the English language is an integral and fully formed separate terminological system, since the terms of this group cover all the necessary elements of a special industry.

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THE MAIN MODERN DISTANCE LEARNING ISSUES

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Abstract: As today Uzbekistan is making a lot of reforms in education system, especially in teaching foreign languages with new technologies, it is actual to study every new sphere and method of new system. The article learns four characteristics distinguish distance learning and problems.

Key words: distance learning, nontraditional students, full-time workers, classroom lectures, precise figure, international enrollment, construct classrooms, public-school systems.

Introduction. Today second language learning process has changed a lot. A number of new approaches, methods, techniques have come out. Distance learning has become an urgent process for language learning issue at present time. Distance learning is an important part of second language learning today. As not all classes are conducted in face to face format, distance learning has become essential part of second language learning. Distance learning is a quite system to conduct but anyway if it is organized appropriately it can bring effective results. That is why it is actual to study and to focus on essential issues of distance learning.

Discussions and results. Distance learning, also called distance education, e-learning, and online learning, form of education in which the main elements include physical separation of teachers and students during instruction and the use of various technologies to facilitate student-teacher and student-student communication. Distance learning traditionally has focused on nontraditional students, such as full-time workers, military personnel, and nonresidents or individuals in remote regions who are unable to attend classroom lectures. However, distance learning has become an established part of the educational world, with trends pointing to ongoing growth.

An increasing number of universities provide distance learning opportunities. A pioneer in the field is the University of Phoenix, which was founded in Arizona in 1976 and by the first decade of the 21st century had become the largest private school in the world, with more than 400,000 enrolled students. It was one of the earliest adopters of distance learning technology, although many of its students spend some time in classrooms on one of its dozens of campuses in the United States, Canada, and Puerto Rico. A precise figure for the international enrollment in distance learning is unavailable, but the enrollment at two of the largest public universities that heavily utilize distance learning methods gives some indication: in the early 21st century the Indira Gandhi National Open University, headquartered in New Delhi, had an enrollment in excess of 1.5 million students, and the China Central Radio and TV University, headquartered in Beijing, had more than 500,000 students.

Students and institutions embrace distance learning with good reason. Universities benefit by adding students without having to construct classrooms and housing, and students reap the advantages of being able to work where and when they choose. Public-school systems offer specialty courses such as small-enrollment languages and Advanced Placement classes without having to set up multiple classrooms. Various terms have been used to describe the phenomenon of distance learning. Strictly speaking, distance learning (the student's activity) and distance teaching (the teacher's activity) together make up distance education. Common variations include e-learning or online learning, used when the Internet is the medium; virtual learning, which usually refers to courses taken outside a classroom by primary- or secondary-school pupils (and also typically using the Internet); correspondence education, the long-standing method in which individual instruction is

conducted by mail; and open learning, the system common in Europe for learning through the "open" university (see below).

Four characteristics distinguish distance learning:

1) Distance learning is by definition carried out through institutions; it is not self-study or a nonacademic learning environment. The institutions may or may not offer traditional classroom-based instruction as well, but they are eligible for accreditation by the same agencies as those employing traditional methods.

2) Geographic separation is inherent in distance learning, and time may also separate students and teachers. Accessibility and convenience are important advantages of this mode of education. Well-designed programs can also bridge intellectual, cultural, and social differences between students.

3) Interactive telecommunications connect individuals within a learning group and with the teacher. Most often, electronic communications, such as e-mail, are used, but traditional forms of communication, such as the postal system, may also play a role. Whatever the medium, interaction is essential to distance education, as it is to any education. The connections of learners, teachers, and instructional resources become less dependent on physical proximity as communications systems become more sophisticated and widely available; consequently, the Internet, mobile phones, and e-mail have contributed to the rapid growth in distance learning.

4) Distance education, like any education, establishes a learning group, sometimes called a learning community, which is composed of students, a teacher, and instructional resources—i.e., the books, audio, video, and graphic displays that allow the student to access the content of instruction. Social networking on the Internet promotes the idea of community building. On sites such as Facebook and YouTube, users construct profiles, identify members ("friends") with whom they share a connection, and build new communities of like-minded persons. In the distance learning setting, such networking can enable students' connections with each other and thereby reduce their sense of isolation.

Conclusion. Distance learning describes any learning that happens without the students being physically present in the lesson. (However, this could also apply to the teacher in certain situations). Historically, this described correspondence courses in which students would communicate with their schools or teachers by mail. More recently, distance education has moved online to include a huge range of systems and methods on practically any connected device.

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COMPARISON OF SPEECH FORMS IN UZBEK AND ENGLISH NOVELS

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Abstract: In our article we are going to analyze two well -known novels. It is clear to all of us that writing a book in a detective field is a bit difficult. The reason is that the work should not be only attractive for readers, but also have to be a logical connection in the work.
Key words: analyses, literary and non-literary forms of speech, phrase verbs, slang words and expressions.

Introduction. We can say that both the analyzed books entered the hearts of their readers . All works of Tahir Malik are loved and appreciated by readers. As we finish each work of Tohir Malik, we realize that we have to live in this world worthy of the name of human. Since the conflict of Abel and Cain, this evil has been flowing in the blood of mankind: the temptation of wealth, the salvation of the soul, you say, who has not been seduced. Tahir Malik is a unique artist. Illuminating a person's heart with the light of faith is his original task. This work, based on the belief that «learn manners from indecency», is a real gift for readers.

Discussions and results. While we are Analyzing the book «The corpses do not speak» by Tohir Malik, we can see words, phrases and expressions based on formal form [1]. But on the other hand, many examples of informal negotiation can be found. Basically, we can see the use of words related to a certain group, and such words labelled as slang words or expressions in science [2]. "It" is a horror novel by Stephen King, first published in 1986. The story is set in the fictional town of Derry, Maine, and follows the experiences of a group of seven childhood friends who are terrorized by a supernatural being that takes on the form of a clown called Pennywise. The creature preys on the children's deepest fears and insecurities, feeding on their terror and causing chaos and death in the town. The novel is structured in two parts, with the first part focusing on the children's experiences in the 1950s and the second part on their reunion as adults in the 1980s, when they return to Derry to confront their fears and put an end to the evil once and for all.

When it comes to this work, «It» is more than just a horror story. That is, the work is a deeply meaningful entity and story – a timeless one that explores the influences and events from childhood to adulthood. It's a coming-of-age story – feeling different, finding kinship with others, finding lifelong friendships, and coming to terms with the events of one summer. «It» is a wonderful story of a journey from childhood, to puberty and adulthood. During the time of reading this book readers find themselves in a world where a funny clown turns into a brutal killer [3]. The book crosses two times as readers experience both time periods separated by twenty-seven intervals. What makes 'It' so interesting is that its characters are 11-year-olds forced to face a monster as old as the universe itself. The main theme of this novel is the struggle of good against evil. Pennywise represents all evil not only in his terrifying appearance, but also through his actions and actions aimed at killing children. The Losers Club, alternatively, is the physical embodiment of goodness children are considered innocent, and that's probably why King chose to write about them.

Conclusion. In the course of reading Tahir Malik's book, we encountered mostly slang words and expressions, the main reason for which is that the work consists of words and expressions used by people within a certain group. On the other hand, when analyzing the book «it» by Steven King, We can see that the work contains many examples of literary colloquialisms, phrasal verbs, shortening and abbreviations.

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LINGUODIDACTIC BASES OF TEACHING ENGLISH

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Abstract: This article discusses the theoretical foundations of linguodidactics of teaching a foreign language and the formation of competence in foreign language professionally oriented communication. It also describes professional competencies formed by means of a foreign language and methodological approaches to teaching, dwelling in detail on the tasks that need to be solved to develop a high-quality methodological model of teaching a foreign language.

Key words: linguodidactics, intellectual and speech development, the process of teaching a foreign language, a means of intercultural communication.

Introduction. The term "linguodidactics" is defined as a general theory of language teaching that studies the general patterns of language teaching, the specifics of the content, methods, means of teaching a particular language, depending on the didactic goals, objectives and nature of the material being studied, the stage of learning and the intellectual and speech development of students. It explores the general patterns of language learning, develops methods and means of teaching a particular language depending on didactic goals, studies the influence of monolingualism or bilingualism on language acquisition and solves a number of related tasks. Linguodidactics determines the main patterns of the process of teaching a foreign language in order to create an objective scientific basis for evaluating the effectiveness of teaching methods and their further improvement.

Discussions and results. Professionally oriented specialists of linguodidactics understand training based on taking into account the needs for learning a foreign language, dictated by the characteristics of the future profession or specialty. For the study of a foreign language, the use of traditional and non-traditional methods, as well as the methods of foreign representatives is typical [4].

In order to build an adequate system of teaching English to modern requirements, it is necessary to take into account methodological factors that ultimately make it possible to embody the social order of society in relation to a foreign language in the categories of methodological science proper. Methodological concepts and practice of teaching a foreign language fully depend on how methodological science defines and interprets its main categories.

Teaching and learning a foreign language is a challenging task for both teachers and students. Since this subject is not a major subject, few hours of study are devoted to it, therefore, the goal of forming a professionally oriented communicative competence at a level sufficient to conduct successful foreign language communication in the professional sphere seems difficult to achieve [1].

At the same time, the requirements for students' knowledge of a foreign language are quite high. Future engineers need a foreign language both as a means of intercultural communication and as a source of specialized information. Therefore, the most advanced means and methods of organizing the educational process are needed, which will allow the most efficient use of the opportunities and resources available to the teacher and student.

The latter include electronic textbooks, tutorials, e-learning courses and systems, online learning, webinars, e-mail and online conferences, as well as other tools, which together represent the main means for implementing e-learning technology. Intensive methods are the maximum activation of students during classes, the mobilization of hidden psychological reserves of the

student's personality. Intensive learning differs from traditional learning, first of all, in the way of organizing and conducting classes: increased attention to various forms of pedagogical communication, the socio-psychological climate in the group, the creation of adequate learning motivation, the removal of psychological barriers in the assimilation of language material and speech communication [2].

The project method is providing students with the opportunity to independently acquire knowledge in the process of solving practical problems or problems that require the integration of knowledge from various subject areas. The teacher in the project is given the role of coordinator, expert, additional source of information [3]. The most important component of the process of language acquisition is the teacher, namely the authority of the teacher's personality, which plays a leading role in the learning process. Certain qualities that a teacher should have (self-confidence, the ability to conduct a lesson in accordance with the specifics of the method, external data, enthusiasm, etc.) help to increase his authority and help win the favor of students, which is necessary for successful learning.

Conclusion. Thus, the methods described by us should be used in the classroom teaching a foreign language, this will diversify such a difficult process as mastering special vocabulary, grammatical structures and speech situations that are typical for professional communication.

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BEST PRACTICE OF STUDY THE TERMINOLOGY OF ECOLOGY ON THE BASIS OF UZBEK AND ENGLISH LANGUAGES

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Abstract: For a start, environmental problems, issues of their study and solutions are among the most important and priority areas of modern science. Ecology in the era of the rapid development of the latest technologies has a strong influence on all spheres of human life, both on its material and spiritual culture. With the development of environmental science, new concepts and realities appear that need appropriate nominations. Therefore, a comprehensive study of the vocabulary and terms of ecology and their scientifically based interpretation remain relevant and significant.

Key words: scientific discipline, interconnected and interdependent, comparative-typological linguistics, universal theories of linguistic analysis, special words, lexical units, real facts and events.

Introduction. The terminology of ecology is a set of terms of a certain scientific discipline, and studying it as a lexical-semantic system in a comparative aspect in English and Uzbek is of great interest. The language of ecology and the history of its formation and development as an independent science are closely interconnected and interdependent. Correspondingly, the formation of ecological terms in the compared languages has a stepwise development, since it develops in stages and reflects the evolutionary process of interaction between the natural branch of science and the metalanguage of this sphere.

Discussions and results. Obviously, the analysis of the differential features of scientific texts in the field of ecology was carried out on the basis of a complex multi-level (word-forming, functional-grammatical, lexico-semantic and stylistic) analysis, as well as the study of environmental terms in close relationship with the formation and evolution of ecology as a system of science. The features of similarities between the studied and compared terms can be determined by the rapid development of scientific and technical sciences and their replenishment with new concepts and terms from related sciences and other languages, and their distinctive qualities can be considered as features of the development of the national languages and cultures themselves.

Particularly, the study of the terminology of the ecology of the Uzbek and English languages in general linguistic, specific structural-semantic and functional terms is intended to identify the general patterns of the formation of terminology and thereby contribute to the development of practical recommendations for the development of this system of terminology in the compared languages, especially in Uzbek, where it is just beginning to form. Comparative-typological linguistics at the present stage of the development of linguistics occupies an important place in the study of languages. The object of comparative research in this aspect is the most pressing issues that are dominant and in demand in modern linguistics and contribute to the active development of universal theories of linguistic analysis. In the field of terminology research, the "theory of the term" has always deserved close attention. The concept of "term" is still controversial, as many linguists give different definitions to this concept. An abundance of various definitions can be found not only in numerous scientific articles, but also in fundamental research. The word "term" comes from the Latin terminus, which means "end", "repartition", "end". In this regard, V.N. Shevchuk notes that in the Middle Ages this word acquired the meaning of "definition and designation", and in the Old French language terme had the meaning of "word" [12, p. 6]. According to A. A. Reformatsky, "terms" are special words limited by their special purpose; words that tend to be

unambiguous, as an exact expression in science, technology, politics and diplomacy [11, p. 23]. V.P. Danilenko gives the following working definition of the term: "The term is part of the vocabulary and the definition of a particular discipline and science" [6, p. 18].

Thus, the terminological layer of the ecological scientific text includes commonly used lexical units and special terms and concepts, in connection with which these terms of ecology can be grouped into two large groups depending on the place and direction of their use: universal terms used in all scientific areas, taking into account the points of view on real facts and events, and special terminological units used in specific areas, sections, directions of ecology and the environment. A large number of terms in the studied layer of compared languages are polylexemic terminological units.

Conclusion. In conclusion, the syntactic structure of the polylexemic terms of Uzbek and English ecology is also characterized by a trend of stability and ever more complex structure observed throughout the history of the development of this terminological system. In the analyzed languages, polycomponent terminological combinations make up the majority of terms, and in percentage terms, polycomponent terms in the Uzbek language make up approximately 83%, and in English their ratio is 81.9%. Terminological combinations of the studied sphere in both languages are predominantly two-component, less three-component, rarely four-component and five-component, and in fact there are no six-component terminological combinations. Consequently, the ecological terminology of the English language is an integral and fully formed separate terminological system, since the terms of this group cover all the necessary elements of a special industry.

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USING AUTHENTIC MATERIALS IN ESP CLASSROOMS

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Abstract: This article deals with the authentic materials in the ESP classroom. Authentic materials are especially important for ESP trainees, since they reproduce an immersion environment and provide a realistic context for tasks that relate to learner's needs. Authentic materials increase learners' motivation but are difficult to adapt to the learners' level of language, especially at the beginning level. It is also important to note that preparing such materials can be very time-consuming.
Key words: authentic materials, ESP classrooms, communication, competence, motivation.

Introduction. English for Specific Purposes (ESP) materials should meet with students needs and objectives. With the quick update of the world, students need to be aware of what the real world is. Authentic materials will fill the gap between the formal education with the real world. Students should be exposed to the authentic materials which have connection to the real world in order to be able to practice the language using the authentic one, especially for students of higher education.

Discussions and results. Nowadays, authentic materials must be constantly updated. Many researchers claim that using authentic materials motivate learners because they are more interesting than the artificial materials. Therefore, we investigate the use of authentic materials on students' motivation in ESP Classroom. Everyday classroom activity has revealed problems students have in fields like efficient reading, understanding the overall meaning of the text not just the words, or understanding native speakers' language, communicating in a foreign language.

At present, it seems to be crucial that students be exposed to authentic learning situations which have a connection to the real world in which they can have the opportunity to practice language using authentic materials. Starting from the assumption that authentic materials and media can help students develop and enhance the connection between the language classroom and the outside world. We conducted a study in order to access the impact that the use of authentic materials in teaching ESP classes has on the developing of students' communicative competences.

Higher education has clear objective to make its graduates become professional and skillful person. They are required to use English for any communicative purposes. Having this in mind, of course the teaching and learning process should be able to facilitate the students to expose the real world as much as possible. The materials that the teachers give should represent the language that they will have in real world. An authentic material is exposure to real language and use in its own community.

Many researchers believe that using authentic materials will improve students' motivation. Because by having authentic material in the classroom, they will understand the concept of it in the real world situation. Authentic materials will bring students closer to the target language culture and will make the learning process enjoyable and motivating. Authentic material as source of acquisition which knows no limits: instruction leaflets, journals, manuals, advertisements, Internet links, inscription forms, demonstration, videos, statistics, job offers, etc.

Authentic materials and media can help students to develop and enhance the connection between the language classroom and the outside world. The use of the authentic material will be beneficial for the students. Authentic material offers students the chance to deal with a small amount of print which at the same time contains complete, meaningful messages. Authentic

material can produce sense of achievement where teacher can adapt and adopt the materials depends on the condition and the circumstances. It will then support the creativity of a teacher to build the classroom ambience (Fatimah, 2016: 197).

Therefore, as a language instructor – especially teaching ESP, it is important to create an environment that can provide opportunities for students to display these qualities. To make this environment happen, the teacher can provide an engaging environment for students to explore their passions and interests and foster motivation towards any goals the students may create. Authentic materials motivate learners because they have opportunity to enjoy learning and the language and the culture where the language is spoken, putting into practice of what they have learnt to be used in the real world. Bringing authentic materials into the classroom can be motivating as they add real life element to the students' learning experience.

Investigating the use of authentic materials on students' motivation in the ESP classroom. Based on the observation result, students enjoyed the teaching and learning process. It can be seen from their showing interest and their immersing autonomous learning. Moreover, the result of the questionnaire shows the satisfactory result. The outcome of the questionnaire revealed high level of students' participation in the English classroom. There are total of 101 students (94%) who participate in the classroom when the authentic materials were used. The students also showed positive attitude toward the use of authentic materials stating that they enjoy the teaching and learning process when authentic materials were used. Their self learning or autonomous learning has also immersed as they want to ask their friend for the CV and their questionnaire also shows satisfactory result that most of the students (97 students) stated that they want to learn English more after the authentic materials were exposed. Their attention was also in high state as the questionnaire shows the same result. The level of difficulties from the authentic materials also didn't bother them. The students will be glad to develop their ability in English as they were exposed to the authentic materials. They stated that authentic materials also help them to understand the use of English in the real world situation. Authenticity has been pointed to by various authors as a relevant feature in ESP and thus, authentic materials constitute an aspect traditionally emphasized in the ESP literature. The learner-centred approach is essential to ESP teaching, and identified learner's needs are not fully satisfied by published texts. These authentic materials should be taken from the real world and not primarily created for pedagogical reasons. Such materials are particularly important for communicative purposes since they reproduce an immersion environment and provide a realistic context for tasks that relate to learner's needs.

Using authentic materials can improve students' motivation in the ESP classroom. It is an important fact that self motivation can lead to a successful language mastering. It is also believed that the authentic materials that were used in the study proved to be enjoyable, motivating, giving improvement to the language ability and helping students in understanding language use in the real world situation.

Conclusion. In conclusion, authentic materials are important tools for use in ESP classes for, as we have clearly shown, they motivate and immerse learners in specific areas of the target language in which practice is needed. As we have tried to demonstrate, authentic materials can be obtained from many different sources but there is a growing tendency to take them from the internet as teachers need to renew their materials constantly and to adapt them to the changing needs of students. Finally, it is important to point out that while ESP learners often have radically different levels and standards of language ability, the higher their level of language, the more will they profit from their learning process.

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TASK-BASED INSTRUCTION IN THE ENGLISH LANGUAGE CONTEXT AND ITS SIGNIFICANCE FOR LESSON PLANNING

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Abstract: What is task-based learning? Or should that be 'task-based language teaching'? How do you use it in a lesson? What's the difference between this and project-based learning? Read on!

Task-Based Learning (TBL) is a lesson structure, a method of sequencing activities in your lessons. Sometimes called 'task-based language teaching', in TBL lessons, students solve a task that involves an authentic use of language rather than complete simple questions about grammar or vocabulary. Task-based learning is an excellent way to get students engaged and using English. That, plus the collaborative element, builds confidence in language and social situations. It's also been shown to align with how we learn a language..

Key words: *TBL Classes, PPP-style course book, motivated, well-designed, weaker groups, monitoring, peer reviews.*

Introduction. So why doesn't everyone use TBL all the time? Well, there are several disadvantages to task-based learning, which we'll look at in a minute. A lot of teachers try it once, it falls flat, and they don't use it again. A big part of that first failure is that the 'task' isn't a task.

So What is a Task? Good question. TBL calls for a specific kind of task, one that fits these requirements: It involves meaningful communication A 'gap' between what the students know to prompt communication (e.g. they have different information or a difference of opinion). Students can choose how to complete it and which language to use. There's a clear goal, so students know when it's completed. A task could be to create a presentation, some media, a piece of text, or a recorded dialogue. It could be trying to find the solution to a practical problem, like planning a complex journey, or deducing missing information, like working out who started a rumour at school. It could even be justifying and supporting an opinion, like arguing for your preference in an election or your favourite competitor in a TV show.

Discussions and results. Whichever task you choose, like 'present, practice, production' (PPP), task-based learning is a structure with three stages:

1. The Pre-Task

This is where you introduce the task to the students and get them excited about the task. Once they're engaged, then you should set your expectations for the task. Do this, so the 'less motivated' students don't do the bare minimum. To do this, you could show the students an example of the completed task or model it. If you want to differentiate your students, then now is an excellent time to hand out support materials or scaffold the task appropriately. Group them and give instructions. The focus of the stage is to engage the learners, set expectations and give instructions.

2. The Task

Begin the task!

Small groups or pairs are good, rather than a larger group where shyer students can 'hide'. Ideally, you won't join in the task, but you'll monitor and only give hints if students get stuck. A note here on task design — there are several ways to design a task, but usually (as mentioned

above), it should involve a 'gap' of some sort. Read this article for ideas on how to do this. The focus of this stage is fluency - using the language to communicate without using L1 unless needed.

3. A Review

Once the learners complete the task and have something to show, it's time to review. Peer reviews are preferable, or if you see an error common to many during your monitoring, a teacher-led delayed correction is also very useful. For weaker groups, peer correction can be made more effective by giving the students support on providing feedback — perhaps via a checklist or a 'things to look for' list. The aim for this stage is accuracy — reflecting on completed work and analysing it.

Advantages of Task-Based Learning

• Student interaction is 'built in' to the lesson, as they need to communicate to complete the task.

• Students' communication skills improve.

• Students' confidence can improve as tasks can mimic real life.

• Students' motivation can improve due to the same reason.

• Students' understanding of language can be more profound as it's used in realistic contexts.

Disadvantages of Task-Based Learning

• Tasks have to be carefully planned to meet the correct criteria.

• It can take longer to plan.

• It's also time-consuming adapting PPP-style coursebook lessons.

• Too much scaffolding in the early stages can turn a TBL class into a PPP class.

• Students can avoid using the target language to complete the task if:

• Tasks aren't well-designed

• Students aren't motivated.

• Students are too excited.

• Students feel lazy

We believe there are more ways for a task-based learning class to 'fail' (or rather, for it to go wrong) than a presentation, practice, production class. I'd recommend that a teacher grasp the basics (classroom and behaviour management, especially) before starting to experiment with TBL classes.

Three Reasons TBL Classes Go Badly

Here are three reasons TBL classes typically go wrong and what to do about it.

1. If Tasks Aren't Well Designed

What happens: Students might get into the task, but if it's designed around communication, then there's no need to talk, and students can complete the task by themselves. Which inevitably happens. Why it happens: there's no gap in the task (see earlier) Solution: design your task with one of the communicative gaps mentioned earlier. Here's a helpful podcast where I discuss task design.

2. If Students are 'Lazy' or Bored

What happens: Students will do the bare minimum to complete the task. They'll avoid the target language and use the most straightforward language they know, even single-word utterances, to get by. Why it happens: the topic isn't interesting, hasn't been presented clearly, they don't understand, or there's no rapport with the teacher.

Solution: choose an interesting topic/context/material for learners, grade your language appropriately, check your instructions, and work on rapport building.

3. If Students are too Excited

What happens: students are so excited to complete a task that they revert to a mixture of crazy interlanguage, body language and shouting ("That.. Here! No, wrong, it, it - [speaks own language] - ta-da! Teacher, teacher, done!") Why it happens: they're over-excited and want to complete the

task as soon as possible. The good news is that you chose a topic, context and materials connected with them - congratulations! The bad news is that it got in the way of the task…

Solution: If you expect your task to excite the students, make sure that you set the standards very clearly. Show a model of some kind, and be clear about the minimum standard. If appropriate, quantify it; "you have to record at least 20 lines of speech, everyone must speak at least three times…" and so on.

Further Observations on Task-Based Learning

I've noticed that with enthusiastic advanced learners, a model isn't as important and might even be a bad idea. Giving a model can steer your students in a particular direction, as they think that's what you want and try to please you. Not providing a model lets them use their imagination and creativity. Conversely, a model is necessary for younger or weaker learners, or there's a danger of ending up with low-quality work. Task-based learning seems to be slowly changing its name, as more people call it 'task-based language teaching'.

Conclusion. You might have heard of 'project-based learning' (PBL) - the only real difference between that and task-based learning is that PBL is usually run over periods longer than just one lesson and with more review stages..

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THE CONCEPT "MEDIA TEXT" IN LINGUISTIC STUDIES

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Abstract: The article constitutes a critical review of modern and widespread term such as media text and its distinctive peculiarities and aspects it covers. The works and expressions of well-known linguists and scientists, both domestic and foreign, in media sphere are noted. The general aim is to show what's role of media texts in the contemporary world and in what way it affects to people' mind and their view to the globe. We have provided a few examples of media texts with their translations from English to Russian and Kazakh languages and analyzed them from the translation point of view and showed what translation methods and techniques were used. We identified the main topics in media sphere in several countries and distinguished the target audience of each media product in television channels and radio as well as the key characters in media texts. It is concluded that rapidly developing phenomenon of media text is increasingly being investigated in modern linguistics.

Key words: media text, mass media, internet, linguistics, research, media sphere, media product.

Introduction. Modern human life cannot be imagined without the Internet, television, and other modern means of communication, through which everyone can quickly learn about current news as well as be able to inform about any events around the globe within a few seconds. The sharp popularization of the modern media sphere makes us understand that the Internet today is used not only for people's communication and informative flow, but also as an effective means for manipulating the consciousness of society. As a result, it is not difficult to realize that now mass media and, of course, its product - media text play an essential role in the life of contemporary society.

Discussions and results. Such scientists as T. Van Dijk, V.V. Boguslavskaya, M.E. Alekseyev, N. Fairclough, Y. V. Rozhdestvensky, T.G. Dobrosklonskaya, as well as our domestic scientists as S.K. Kulmanov, S. Mazhitayeva,K. Yesenovaconsidered the concept of media text in the most complete form in their investigations.

According to Y.V. Rozhdestvensky, a media product's distinctive characteristic is a change in the status of a classic work that is caused by outside forces. Accordingly, these factors are:

1. a unique type and nature of information;
2. information that is temporary and non-reproducible;
3. collective media text production;
4. mediated communication and the unique nature of feedback;
5. the importance of the technical means by which the information is conveyed.

A media text is currently regarded as a media product — a message that contains particular information and is delivered in any format and media genre. These include articles written for the target population in newspapers, radio programs, commercials, movie trailers, etc. Media texts are written in media language, which, according to A.V. Fedorov, is a collection of expressive methods and strategies that heavily influence the character of media culture[1, p.20].

By examining contemporary media texts, you can identify the characteristics that set them apart from other texts. These characteristics include corporate production, ideological diversity,

dynamic character, polyphony, extensive verbal level analysis, etc. For instance, images, tables, graphics, and font style are all used in regular daily publications. Additionally, according to G. Y. Zasursky's research: The media content of today is, in a way, more than just text. This is the illustration that is used to enhance the text's readability and accuracy for the reader. It also serves as a representation of the subject under evaluation. The media content gains recognizable universal characteristics. The media text is unique in that it can be used in various media formats. According to T. V. Chernysheva's studies, media texts incorporate verbal and visual texts as well as the intricate nature of language, the author's own linguistic sympathies and preferences, and the objectives and opportunities of a printed magazine or a television business [2, p.43].

T.G. Dobrosklonskaya, who is considered the founder of media linguistics in Russia, believes that the definition of media text is considered a complex as well as a multilevel phenomenon. In addition, it has a system of persistent indicators that allow us to find out a clear description in terms of the form of creation, ways of distribution and linguistic features. The following indicators can be attributed to this system:

1. according to the method of text production (author's and collegial);
2. according to the institutional type of text (journalistic text, advertising text, PR text);
3. according to the form of media text creation;
4. by distribution channel (print, radio and TV, Internet);
5. by functional and genre type of text (news, interviews, advertising);
6. according to the thematic dominant (religion, politics, culture)
7. according to the form of reproduction (oral, written) [3, p.77].

As for the study of media texts in Kazakh, it is worth to mention the works of N. Karasheva, who first considered the language of the Kazakh press. In the study of N. Karasheva, the grammatical features of the language of the well-known journal "Aikap" are considered. Further research on the language of the press – "Qazaq gazetteriniñ leksïkası: jüyesi men qurılımı" by B. K. Momynova, which examined the phonetic and spelling system, vocabulary, grammatical features of the newspaper language, "Gazetmätininiñpragmatïkalıqfwnkcïyası (qazaq tilinde şığatın gazet materïaldarı boyınşa)" by F.Z.Dzhaksybayeva, "Qazirgiqazaqmedïa-mätinniñpragmatïkası (qazaqbaspasözmaterïaldarınegizinde)" by K. U. Yesenova.In these works, grammatical, stylistic, lexical semantic and genre issues of the Kazakh press language are discovered.

Numerous aspects of the creation and existence of media texts are studied by linguistic study. The functional considerations, in the opinion of Boguslavskaya V.V., point to the media text as a byproduct of speech activity and as the outcome of the interaction between expression plans and content plans. (style). The individual "syllable," its embodiment, and strategies for "materializing" the author's concepts are of interest to researchers. Studying communicative intentions, communicative attitudes, and addressing media texts with the purpose of maximizing creative activity is the main component [4, p.171].

According to T. G. Dobrosklonskaya, a system of stable parameters is added to the idea of media text as a complicated, multi-level phenomenon. These parameters enable us to provide a very accurate description in terms of the form of creation, the channel of distribution, and linguistic characteristics.

The majority of the study is devoted to describing the author-text-recipient model of a communicative act. The media text is regarded as both the result of the author's work and the target of the readers' attention. In her writing, Kozhanova V.Y. observes that the author concentrates and imprints his life experiences, his ideas that he wants to share, and challenges them with the recipients' lives in the text. The concept of the work emerges from the act of perception; it is traditionally flexible and depends on the era, socio-cultural context, and personality of the perceiver [5, p.39].

The narrator-who serves as both the text's compiler and its subject, "putting together a single subjectivistic construction of narrative quanta,"- is a central character in many media texts. By "gazing" into the text, "electrifying" it with his will, "comes out mainly as a carrier of knowledge about the future finale," and "reducing all plot aspects to one semantic focus," he pierces it [6, p.134].

"Ideal" and "real" receivers are taken into consideration at the media text level. The "real recipient" is first and foremost an engaged communicator, responding to the publishing of material through letters to the editor or taking part in online forums' discussions.

The methods and means of producing speech events in direct contact with pragmatism, socioculture, and other factors are the main areas of interest for scientists. Traditional media texts have the following informational and structural characteristics: clarity, communication and integrity, continuity, accuracy, and precision. Through the use of the topic, conceptual, and modal connections, the text's purpose is communicated. The formal dependence of the text's elements as well as exterior structural indicators serve as indicators of the text's connection.

The media text's literary and tonal characteristics include proper, pure, and cultural speaking. Correctness refers to adhering to the rules of grammar; purity and soundness refer to the lack of elements in speech that are inappropriate for this presentational style; culture refers to a high level of proficiency with the literary language in all its diversity of expressive possibilities [7, p.16].

The quality of the content of the media text affects the informational satisfaction of the needs of the reader or listener. When translating media texts, all points should be taken into account because adequacy in translation plays an important role, which also implies accuracy in the transmission of the meaning of the content of the source text. For example, we can take the utterance of Joe Biden:

How did we get to the place where you know, Putin decides he'sgonna to just invade Russia? Nothing like this is happens World War II.

- Как мы оказались в месте, где Путин решил просто вторгнуться в Россию. Как мы до этого дошли? Такого не было со времен Второй Мировой войны [8].

In this case we can notice that in order to convey the whole picture of the original, there were used several translation techniques. There was used translation transformation: transliteration "Putin" – "Путин". Furthermore, in the last sentence in the target text we can see there was applied the method of addition because in the original there was not the word "since" which means: современ. Apart from these methods it is hard to miss the usage of sentence partioningmethod because in the original there are two sentences while in its translation three. All these methods brilliantly describe the inner emotions and feelings of speaker to the target audience.

One more exampleis the publication from the official account of the President of Kazakhstan Kassym-JomartTokayev on Instagram on October 13, 2022:

Бүгін Астанада Азиядағы өзара іс-қимыл және сенім шаралары жөніндегі кеңестің VI саммиті өтті.

Сегодня в Астане состоялся VI саммит Совещания по взаимодействию и мерам доверия в Азии.

Today, Astana hosted the Sixth summit of the Conference on interaction and Confidence-building measures in Asia [9].

As we know, in professional translation it is widespread to use word-for-word translation because professional translation requires accuracy and concreteness. The primary goalin this translation is typically to ensure that all of the material is translated as precisely as possible to the target audience.

The primary distinction between media texts and speech is dialogicity, or the simultaneous occurrence of two or more semantic positions in speech, also known as the polyphony of

communication. The aspect of responsiveness, which is both typical of interviews and externally monologue publications, is one of the properties of media texts in addition to the aspect of addressing, which is an exceptional feature of all media texts.

It is clear from contemporary study that media text influence technologies are widely used. These studies explore various approaches to reading media materials. Examples include language, stylistic, discursive, narrative, semiotic, and contextual. The discursive analysis of media texts is undoubtedly novel to the study of mass media texts because it allows us to comprehend the processes of creation, the exchange of meanings in the mass communication space (for instance, what is normal or acceptable in the media and what is not), the hierarchy of representations (for instance, why some images are different and how you can determine the significance of the event), as well as the relationship between these factors [10, p.23].

Conclusion. Summing up, the language of the media sphere serves as an intermediary for the transmission of information flow between the sender and the recipient of information. Moreover, the language of the media is developing in all aspects: from the point of view of pragmatics, terminology and historical development. Every year there are more and more studies of scientists on this topic. After all, we can confidently say that the role of the media, which provides us with large amount of information, is very special in society.

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INTEGRATION OF LISTENING STRATEGY INSTRUCTION IN ADVANCING SCHOOL LEARNERS' OUTCOMES

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Abstract: In communication, an important place is given to the perception of information by ear, which is, listening. The ability to perceive and understand foreign speech by ear is one of the most important skills in mastering a foreign language. In the theory of foreign language teaching methodology, the concept of listening was introduced by researcher E.I. Passov. According to his research, listening is the understanding of speech in a foreign language by ear. In his writings, he suggests distinguishing between the two concepts of listening and listening.

Key words: one-time listening in real time, external factors, language environment, prolonged concentration.

Introduction. The first concept should be understood as listening to the sound shell of a foreign language without understanding the meaning hidden under this shell. By the second concept, E.I. Passov understands precisely the perception of foreign language speech by ear with an understanding of the inherent meaning. [1, p. 14] Listening is the oral perception of the meaning of a text. In the process of perceiving the text, the listener does not remember the text of the message, but creates his own text. And the quality of the text depends on the intellectual and emotional abilities of the individual. In other words, the text perceived by ear is different from the text spoken aloud.

Discussions and results. E.I. Passov distinguishes such a concept as "listening", the perception of a text in a foreign language, while Chinese scientists speak of "listening" as a person's perception of a foreign text. Depending on the level of education and preparedness of a person, in the process of listening, it is possible not only to perceive exhaustive information by ear, but also to identify the subtext of speech and the moral attitudes of the speaker. Li Dongmei says that in the process of communication, only 60% of information is assimilated by ear, the amount of assimilated decreases with increasing time of perception of the text. For example, if a person listens to a speech for ten minutes, he will only learn half of the text by ear and after two or three days, he will forget another half of this text. The lack of listening skills leads to mistakes and curious situations [2, p. 353].

Listening is an active type of speech activity, for the greatest effectiveness of which attentiveness, concentration, lack of emotions, increased attention to the interlocutor are necessary, this sets up the speaker positively to the listener, which is a kind of way of influencing the speaker to the listener. There are many factors that affect the style of perception of information by ear. These include a person's gender, age, character, range of interests, and situations in which listening takes place. So in the communication of men and women, men are twice as likely to interrupt women, men are focused on the content, and women on feelings and the process of communication. Speaking about listening as a kind of speech activity, we can say that listening does not exist separately from other types of speech activity. Listening closely coexists with speaking, while listening cannot exist without speaking, and speaking without listening.

Therefore, in the teaching methodology, these two types of activities are played together. Li Dongmei identifies the following characteristic features of listening: 1. listening, as well as

speaking, is realized through oral communication; 2. listening is a receptive type of activity, because there is a perception of information by means of auditory and visual receptors for further reproduction of it in oral or written form; 3. listening is a reactive type of activity, i.e. causing a reaction in a person to listening and further speaking or reading; 4. the internal mechanisms of listening include hearing, memory, articulation and prediction; 5. listening is characterized by an external lack of control of internal perception, i.e. it is impossible for a teacher to control the processes of audio perception of speech, which causes difficulties in teaching this particular type of speech activity; 6. the product of listening is the conclusion that has arisen in the recipient's head, and the result is an understanding of the semantic side of a foreign text and the further reaction of the student [2, p. 353]. Listening, like reading, is a receptive activity, i.e. when performing these types of speech activity; a person receives certain information that generates a person's reaction, usually in the form of speaking. Thus, it is necessary to interact between all these activities, namely speaking, listening, reading and writing. 5 classifications of types of listening by different researchers are presented.

Perception is related to the nature of the text being listened to: the pace of speech, the amount of listening, the duration and frequency of repetitions [3, pp. 50-61]. Recognition occurs due to the comparison of phonetic and lexicogrammatic aspects. The third component – understanding – involves the processing of the information heard: the subject content of the text, logic, subtext, etc. In the process of listening to speech, an important place is occupied by the listener's RAM, which allows you to keep key words and phrases in memory. Here the issues of phrasal stress placement, logical accents, word order in sentences become relevant.

That is why in the methodology of RAM development, special attention is paid to the skill of highlighting keywords, phrases and fixing them. The text can be perceived by ear at several levels: - at the level of the topic, it is considered the lowest level; - at the level of the main thesis and the logic of the statement, - at the professional level, at which the listener has a joint thinking with the speaker. The structure of listening proposed by Lu Changhong is interesting [4, p. 101].

Unlike the structure of I.A. Zimnaya, there are three levels in the structure of listening: motivating, forming and implementing, there are four levels in the structure of Lui Changhong. And if the first three coincide in meaning to some extent, then the fourth level of activity control is an important stage in the student's listening, both by the student himself and his mentor. It has already been said that listening is one of the most difficult types of speech activity. Therefore, very often when mastering a foreign language, it is listening that is "lame".

There are a number of difficulties faced by the listener: 1. one-time listening in real time; 2. there are no pauses and additional time for reflection; 3. the requirement for prolonged concentration of attention; 4. external factors (noise, speech defects, etc.). Therefore, speaking about listening, it is necessary to understand that from the listener in this little depends on the type of speech activity. The listener cannot change the speaker's speech; change the situation and the situation. Also, it will not be able to change a person's speaking style. In the learning process, when faced with such difficulties, the learner can apply two solutions: either eliminate all difficulties, or slightly simplify. Of course, most often due to a number of factors, including the lack of sufficient time, the student removes all difficulties. It should be understood that this approach will not help the student to acquire listening skills. After all, in a real situation, speech is natural, it does not adapt to the listener. In this regard, it is not advisable to deprive the student of the opportunity to learn how to cope with difficulties in the learning process, in our opinion. All of the above allows us to conclude that listening is one of the most difficult types of speech activity due to many circumstances that depend both on the listener himself (level of education, level of training, level of awareness in a particular information area) and on external circumstances (the situation in which the listening process takes place, the emotional state of the speaker, the level of the speaker's education

and many others). Listening in a foreign language should be given great attention in the learning process, but listening should not be taught in isolation, but in connection with other types of speech activity. Thanks to this, the mastery of the language as a whole takes place.

In conclusion, the following results were achieved in this study: The main problems of learning English by ear in secondary school: problems of the language environment Learning a language requires the support of a good language environment. English is a language subject, when studying which students always feel very insecure during their studies, as there are a lot of problems with listening.

Conclusion. In the process of learning listening, English teachers of junior high school should properly teach such listening skills so that students can increase the effectiveness of learning and improve their level. At the same time, teachers of English in the lower grades of secondary school should require students to be understanding of learning, calmly react and explain words that they do not understand, as well as calmly and encourage students for their success. This can very quickly increase the level of listening skills of students.

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FUTHER IMPROVEMENT OF THE INFORMATION CULTURE OF A TEACHER IN THE PROCESS OF PROFESSIONAL ACTIVITY

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Abstract: Information culture is a concept that is often found in specialized pedagogical literature. Most often it is used in relation to students. For them, information culture or media culture implies fundamental (basic) knowledge and skills in the field of information search and semantic processing, which ensure effective information activity. Without this knowledge and skills, successful educational and professional activity is fundamentally impossible, it is the key to information security.

Key words: ICT in the classroom, the information culture, volume of information, structure and adapt information, the totality of knowledge, a qualitative indicator, a certain level of knowledge.

Introduction. The information culture of a teacher is more often seen as a willingness and ability to use ICT in the classroom. However, this concept should be considered much broader. On the one hand, given that the main function of a teacher is training and education, the ability to select, structure and adapt information is important in the context of a constant increase in the volume of information. In addition, the specificity of pedagogical activity involves speaking at teachers' councils, summarizing experience, writing articles, etc., which also requires some preparation in terms of the ability to work with information, transform it and present it.

Discussions and results. For the first time the concept of "information literacy" was introduced in the United States in 1977, while an information literate person was called a person who is able to identify, place, evaluate information and use it most effectively. Today, in connection with the development, first of all, of computer technologies, the transition to the stage of information development of society, we can say that information literacy has become the basis for information culture, which, as a concept, has many formulations. All definitions can be divided into two large groups: in relation to society as a whole and in relation to the individual. In the first case, information culture is considered as:

• a separate area of culture, which is associated with the functioning of information in society and the formation of informational qualities of a particular person;

• a specific level of formation of information processes, the level of creation, collection, processing and storage of information, the degree of satisfaction to a certain extent of human needs in information communication;

• the ability of society to effectively use information resources and means of information communications, as well as to apply for these purposes advanced achievements in the development of informatization and information technologies.

Some experts believe that information culture perfectly characterizes the levels of development of a particular society, a particular nation or nationality, as well as specific areas of activity such as, for example, culture, art, life or work.

In relation to an individual, the term "information culture" is interpreted as:

• the totality of knowledge that a person possesses, the ability to use it in practice to solve certain problems;

• a qualitative indicator of the vital activity of a particular person in the field of receiving, transmitting, storing and applying information, where the main ones are spiritual universal values;

• a certain level of knowledge that enables a person to freely navigate in the information space without obstacles, take an active part in its formation and promote information interaction by all means.

Doctor of Psychology L.A. Kandybovich singles out the information culture of an organization, which determines the quality of information exchange in it and includes a number of components: information competence, high sensitivity to the object of its activity, communication culture.

Experts note that information culture at the level of society manifested itself in five information revolutions:

• discovery of the language;

• find of writing;

• basis of printing;

• the invention of electricity;

• application of computer technologies.

Modern information culture combines all of its previous forms.

Conclusion

It acts as an object, result and means of social activity, well reflects the nature and level of human practical activity. Signs that a person has mastered the information culture are the following:

• the ability to adequately express their need for certain information;

• the ability to process the received information and create a new one;

• effectively search for the necessary data;

• the ability to adequately evaluate information;

• the ability to correctly select the necessary data;

• ability to computer literacy and information communication.

Conclusion. Information culture is not limited to disparate knowledge and skills of working with a computer or other technical means. It implies an informative orientation of a holistic personality, which is motivated to apply and assimilate new knowledge.

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COMMON TYPES OF DISTANCE LEARNING

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Abstract*: As we know distance learning is conducted according to rules, it can be a real comfortable way of learning but if there are problem with technical equipment, the expected result cannot be achieved. Often considered to be the lesser cousin of regular education, distance education is often plagued by lack of enough good quality faculty members. The article analyzes the types of distance learning and their differentiation.*

Key words: *video conferencing, synchronous learning, asynchronous learning, open-schedule online courses, fixed-time online courses, computer-based distance education.*

Introduction. In other cases, even if the instructor is good, he or she may not be comfortable with teaching in an online environment. Sometimes the technology might not do full justice to the delivery and design of the course. A student loses out in all these scenarios. Distance education providers should realise that it is not the technology, but good and effective teachers that teach students. Overdependence on technology can be a major drawback in distance learning mode of education, especially when the learning takes place in an online environment.

Discussions and results. Though there are lots of learning (and teaching) options online, there are a few types that are well supported by existing systems and established pedagogies.

Video conferencing is a common way for teachers to interact directly with students in live lessons. This could be a one-on-one session or a class-like scenario in which multiple students connect to the teacher live.

Synchronous learning is when all the students learn together at the same time (and often even place) but the instructor is at another location. It often features video or teleconferencing that connects teachers and learners digitally.

Asynchronous learning is a less connected but also less constrained format. Instead of live online lessons, students are given learning tasks with deadlines. They then self-study to complete the assignments.

Open-schedule online courses add yet another layer of flexibility. It is a type of asynchronous course setup, except there aren't any deadlines either. This is ideal for learners with other demands on their time, such as professionals or stay-at-home parents.

Fixed-time online courses are a type of synchronous course that requires online users to all visit a specific virtual location at a set time and place (e.g. a webinar). Unlike more rigid synchronous lessons, this does allow students from anywhere in the world to connect and interact online.

Computer-based distance education is a fixed-time, synchronous lesson on computers, usually a computer lab. This is most common in existing institutions that already have access to the necessary devices.

Hybrid learning is a specific type of blended learning where students are learning the same lesson in real-time (i.e. synchronous distance learning) but some of the students are physically present while others are learning remotely.

Common Types of Distance Learning. Distance education is clearly different from regular education in terms of a student or teacher's physical presence. For the most part, it translates into increased freedom for both learners and educators, but it also requires higher degrees of discipline and planning to successfully complete the course of study. The enhanced freedom of remote learning is most clearly seen in the fact that students can choose courses that fit their schedules and

resources. (Teachers can do the same.) And in the case of digital learning, students can also choose the location and teaching styles that best suit their needs.

The flip side of freedom, however, is the discipline required to make the most of the lessons. Students need to self-motivate in order to actually get the work done, especially in systems that don't require them to be present in some specific time or place. Teachers also need to be better organized with contingencies should their students need additional explanation, again especially if they are not teaching live and able to "read the room."

As it turns out, there are a number of advantages when learning remotely. Here are just a few.

Flexibility. The top benefit of distance education is its flexibility. Students can choose when, where, and how they learn by selecting the time, place, and medium for their education. For those who want direct, live access to teachers there are video conferencing options. But for students who may be doing their training around a job or other responsibilities, a more relaxed schedule may work better. There are options to match virtually anyone's needs.

And thanks to the proliferation of online learning options, there is a course structure on practically any subject that a person would want to study.

Easy Access. Whether due to remote location or being differently-abled, some students lack basic access to educational facilities. Remote learning programs offer every student the opportunity to learn and improve themself in the environment they find the most effective.

Remote learning also opens up new horizons of education in terms of international institutions. Major universities and trade schools the world over now offer recognized degrees, certificates, and professional qualifications online to learners of all ages. Or motivated people can get more basic certificates of completion everywhere from Udemy to Google Skillshop.

Less Cost. Thanks to the scalable nature of digital learning especially, distance learning is driving down the cost of education. Online degrees are becoming almost commonplace, and there are even accredited online-only universities that can eliminate expensive infrastructure overhead and get straight to the teaching. Educators looking to adopt a remote learning system, it's important to know what kind of accreditation that system can bestow on your behalf or on the behalf of your institution. For academic degrees or professional qualifications, recognition by outside regulatory bodies will likely be necessary.

Schedule. As most distance learning systems are made to be fairly flexible in this regard, the course schedule has a lot to do with its content and not the system. Still, it's an important factor to consider when choosing a course.

Conclusion. Remote education is certainly not a magic bullet and there will always be a place for in-class learning. At the same time, distance learning still has a lot of untapped potential to reach students where they are and connect educators and learners in new ways. From increased flexibility to new learning styles, it seems that the future of learning will be as diverse in time and place as it will be in thought.

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ECONOMIC TERMS IN ENGLISH LESSONS IN NON-LINGUISTIC UNIVERSITIES

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Abstract: The article deals with economic terms in English lessons in non-linguistic universities. Therefore, the English language program for non-linguistic universities requires students to have knowledge of English terminology in their specialty and the ability to translate scientific literature rich in terminological vocabulary into their native language.

***Key words**: terminology, specialty, ability, scientific literature, vocabulary, competition, communication, foreign language, knowledge, technology.*

Introduction. One of the characteristic features of the modern education system is the rapid development of information and communication technologies. There is a growing need for specialists who practically know a foreign language, knowledge of which allows one to get acquainted with the latest trends in the development of science and technology, establish professional contacts, and improve the level of professional competence. For a modern specialist, if he wants to succeed in his field, knowledge of a foreign language is vital.

Discussions and results. The student must be able to build his own statement, negotiate, and participate in the discussion of various kinds of business issues at meetings and meetings.

In today's educational space, the possession of the terminological component of any special lexical system can hardly be overestimated. In his professional activity, a specialist is faced with the problem of an abundance of foreign-language information presented through various sources (books, magazines, the Internet, etc.). However, of course, the problem of obtaining and transmitting scientific, professionally significant information becomes much more complicated if the communicants use different national languages in the process of communication. Consequently, the problem of transposition of terminological units from one system of special vocabulary to another arises.

Therefore, the English language program for non-linguistic universities requires students to have knowledge of English terminology in their specialty and the ability to translate scientific literature rich in terminological vocabulary into their native language. A scientific term is usually understood as a word, a stable terminological combination (or abbreviation), which expresses and, to a certain extent, qualifies a certain scientific concept in a given system of terminology, reflecting in its literal meaning the characteristic features of the terminating class of objects and the relationship of this class with others with sufficient for mutual communication accuracy. Or, more simply, according to another definition, a term is a word or phrase that is the name of a scientific or technical concept and defines it. Terminology, as a set of terms from various fields of science and technology, functioning in the field of professional communication, is the main, most significant and informative part of the lexical system of the language of science.

Functioning in a scientific context, the terms enter into complex semantic-syntactic relationships with other words, show limited collaborative possibilities, in a different way than the words of a common language, "get used" to the fabric of the text, and all this presents considerable difficulties for students. Therefore, the task of developing training materials for the relevant special courses is important and relevant. The main unit of information in the learning process is still the

text. From our point of view, it is advisable to divide the work on the terminological component of a foreign-language scientific text into pre-text text and post-text stages.

Today, almost everyone strives to know English. Someone just for communication, someone based on the profession. If you like numbers and everything related to finance, then you need to acquire knowledge of English for economists. What do you need for this? In each specialty there are special terms, without their knowledge and understanding it is impossible to advance in the profession, to master it to the fullest. Economic English (Financial English) is also a collection of specific words and phrases. The language is more complex, both in terms of grammatical constructions and in terms of vocabulary. Pre-text study of special vocabulary.

Students become familiar with the terms of the topic. The spelling, transcription, interpretation of terms in English is given. It is necessary to carefully study professionally oriented vocabulary at this stage, which is due to the complexity and novelty of the terms being studied. Sometimes students find it difficult to give their correct interpretation. It is advisable to draw the attention of students to the following factors.

1. Internationality of terminological vocabulary.

Give the Russian equivalents for the following words without using a dictionary: economy, per cent, broker, export, import, credit.

2. Ways of word formation.

Translate the following words paying attention to the suffixes: manufacturer, manufacturing; joint, jointure, jointly, competitor, competitive, competitiveness.

3. The presence in scientific texts of definitions expressed by a noun.

Translate the following "word chains": brand name, business failure, monopoly control, market structure, mass production techniques, market economy.

Conclusion. In our opinion, such ways of working on a specialist text are very effective, as they allow students not only to comprehend and process information, see relations (similarity/difference) between concepts, but also create a basis for a further monological statement, increase visualization of learning, activate the process of mastering knowledge, provide individual learning, organize students' independent work, enable to diversify organizational forms of learning and optimize the learning of lexical units

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THE ROLE OF AUTHENTIC MATERIALS IN TEACHING A FOREIGN LANGUAGE

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Abstract: The article states the importance of using authentic materials in teaching a foreign language. In addition, the author notes that using authentic materials makes students get interested and motivated to learn a foreign language.

Key words: effective teaching, sociability, intercultural competence, TV shows, radio and television programs, songs and newspaper articles, art and documentaries.

Introduction. The issue of effective teaching students a foreign language, developing the abilities and skills of students to communicate with native speakers has been and remains relevant for many years. This is especially important for students whose future profession is related to the language, and sociability plays a big role.

We teach students not only to learn a foreign language, but also a body of knowledge about the country of the language being studied, about the traditions and cultural characteristics of the speech behavior of native speakers, i.e. we form intercultural competence, in particular, of cultural mediators, to communicate with representatives of different languages and cultures.

Discussions and results. The modern concept of foreign language education is based on the integrated teaching of language and culture, the dialogue of native and foreign cultures. The purpose of such education is teaching language through culture, culture through language. The involvement of cultural materials in the learning process, which acquaint students with the history, traditions, culture of the country of the language being studied, is becoming increasingly important. Therefore, the so-called authentic materials are very significant in teaching foreign languages as an important means of teaching foreign languages. [1, p. 2].

Firstly, in order to make students get interested and motivated to learn the language, in our opinion, teachers should diversify the teaching material, that is, use authentic materials, such as: TV shows, radio and television programs, songs and newspaper articles, art and documentaries. In addition, in teaching reading, teachers can use: magazines, novels and advertisements, and even student work. Information in authentic materials in a non-native language environment will have a high level of authority due to the lack of a didactic orientation in it.

It is authentic materials that allow students to improve language skills such as speech perception, listening and develop intercultural competencies. With authentic material, the teacher brings examples of living language to the class, living reality with real situations and problems, where it will not be difficult for the student to communicate.

Secondly, the teacher must be very careful in the selection of material, that is, pay special attention to the age, level, religious background and cultural identity of the student. Authentic materials force students to delve into them, reasoning and solving real problems and situations. Students can be misled about the true nature of language by constantly being offered class textbooks. From time to time, students need to evaluate and try themselves in the real field of the language.

There are many possible criteria for choosing authentic reading materials:

1. Relevance (by program, by importance).
2. The topic must be of interest to the student to encourage and meet the needs of the student.
3. Cultural conformity (the absence of any pictures and phrases so as not to be offensive).
4. The level of difficulty of the language in relation to the capabilities of a particular group.

5. Cognitive requirements (awareness of topics and key concepts).

Nowadays, the main task of every foreign language teacher is to prepare students for the use of a foreign language in real life, in real life situations. Therefore, teachers are constantly working on themselves: looking for effective teaching materials, changing lesson plans and developing interesting activities in which students are happy to participate during the lesson.

According to Nunan, authentic materials are "information in oral or written form that is created in the course of natural communication, but not specifically for use in language learning".

Agreeing with previous opinions, I think authentic materials are more diverse in style and subject, and work on them is of great interest to students. A lesson in which the teacher used authentic material will be a great success with students, and I am sure that such materials are the most effective, interesting and enticing. In authentic materials, the topic is not repeated, it is new and the events in it are fresh. They immerse students in life situations and issues related to different cultures, and unlike non-authentic materials, they are relevant.

Conclusion. Thus, the use of authentic materials in teaching a foreign language makes it possible to carry out training more effectively, imitate immersion in a natural speech environment and form the ability of students to carry out the communication process in accordance with the national and cultural specifics of the country of the language being studied and immerse students in a natural speech environment. Since the main role of authentic materials is motivation, this factor ensures success in teaching any discipline.

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LEXICO-SEMANTIC FEATURES OF MODAL VERBS IN FAIRY-TALES (ON THE EXAMPLE OF ENGLISH AND UZBEK FAIRY-TALES)

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Annotation: The general concept of modality is deeply rooted in philosophy. This idea refers to the interaction between the world and its comprehensive expression. Since language is a means of expressing modality, both linguists and philosophers of language have paid serious attention to this issue. The main focus of the research is on the extremely broad category of modality in linguistics, which reflects different aspects of communication. In this study, the lexical-semantic features of modal verbs in fairy tales (in the case of English and Uzbek fairy tales) are studied.

Key words: Fairy tales, lexical resources, lexical-semantic features, modal verbs, similarity, vocabulary usage, Uzbek, English languages.

A fairy tale (opportunity names include fairytale, fairy story, magic tale, or marvel tale) is a brief story that belongs to the folklore genre.[1] Such tales generally feature magic, enchantments, and mythical or fanciful beings. In maximum cultures, there's no clean line isolating fantasy from peoples or fairy tale; a majority of these collectively shape the literature of preliterate societies.[2] Fairy memories can be prominent from different peoples narratives such as legends (which usually contain notion withinside the veracity of the activities described)[3] and express ethical stories, such as beast fables. Prevalent factors include dwarfs, dragons, elves, fairies, giants, gnomes, goblins, griffins, mermaids, speakme animals, trolls, unicorns, monsters, witches, wizards, and magic and enchantments.

In much less technical contexts, the time period is likewise used to explain some thing blessed with uncommon happiness, as in "fairy-story ending" (a satisfied ending)[4] or "fairy-story romance". Colloquially, the time period "fairy story" or "fairy tale" also can imply any far-fetched tale or tall story; it's far used specially of any tale that now no longer simplest isn't true, however couldn't probably be true. Legends are perceived as actual inside their culture; fairy stories can also additionally merge into legends, in which the narrative is perceived each via way of means of teller and hearers as being grounded in ancient truth. However, unlike legends and epics, fairy testimonies generally do now no longer include greater than superficial references to faith and to real places, people, and events; they take place "as soon as upon a time" instead of in real times.[5]

Fairy tales occur both in oral and in literary form; the name "fairy tale" ("conte de fées" in French) was first ascribed to them by Madame d'Aulnoy in the late 17th century. Many of today's fairy tales have evolved from centuries-old stories that have appeared, with variations, in multiple cultures around the world.[6] The history of the fairy tale is particularly difficult to trace because only the literary forms can survive. Still, according to researchers at universities in Durham and Lisbon, such stories may date back thousands of years, some to the Bronze Age.[7][8] Fairy tales, and works derived from fairy tales, are still written today.

In linguistics and philosophy, modality refers back to the approaches language can specific numerous relationships to truth or truth. For instance, a modal expression can also additionally bring that some thing is likely, desirable, or permissible. Quintessential modal expressions include modal auxiliaries such as "could", "should", or "must"; modal adverbs such as "possibly" or "necessarily"; and modal adjectives such as "conceivable" or "probable". However, modal additives were diagnosed withinside the meanings of endless herbal language expressions, including counterfactuals, propositional attitudes, evidentials, habituals, and generics.

Modality has been intensely studied from quite a few perspectives. Within linguistics, typological research have traced crosslinguistic version withinside the techniques used to mark modality, with a selected awareness on its interplay with tense–aspect–temper marking. Theoretical linguists have sought to investigate each the propositional content material and discourse outcomes of modal expressions the use of formal equipment derived from modal logic. Within philosophy, linguistic modality is frequently visible as a window into broader metaphysical notions of necessity and possibility.

The term modality refers to a semantic class which expresses the mindset of the speaker in the direction of the scenario expressed withinside the sentence. In this wider sense, modality may be expressed thru a lot of formal and lexical means, together with the morphological temper of the verb (indicative, subjunctive, indicative), sentence adverbials (e.g. maybe, perhaps, probable, always), modal auxiliaries (e.g. can, may also, have to, should), and syntactic means.

In phrases of the logical factors of modality, it expresses necessity and opportunity. Thus, a modal proposition consists of the statistics that the simple proposition it includes is always or likely real: A always authentic proposition is one that is real in any instances whatsoever, and can not be false. A likely actual proposition is one that can also additionally or might not be genuine in fact, however isn't always always false. Three distinctive styles of modality are typically distinguished:

Logical modality issues the overall fact opportunities for a proposition, in line with the necessities of logic. Thus, a sentence like The diameter of a circle passes via the centre of the circle is an instance of logical necessity, whilst a sentence like Napoleon would possibly have received at Waterloo illustrates logical opportunity.

In comparison to logical modality, epistemic modality expresses the need or opportunity of a proposition being actual, given what's already known. In different words, it refers back to the conclusions drawn from real proof approximately the variety of opportunities for what's the case in reality. Therefore, the sentence The dinosaurs should have died out suddenly illustrates epistemic necessity, and the sentence There is probably clever lifestyles in deep space is an instance of epistemic opportunity.

The 0.33 sort of modality is called deontic modality, that is involved with adherence to a few code of behaviour or set of rules. Deontic necessity expresses what's required, or what a person is obliged to do (You need to be domestic with the aid of using midnight), at the same time as deontic opportunity expresses what's allowed or permitted (Harry is permitted to power the tractor).

Modality is usually associated with the necessity, possibility, obligation, permissibility, feasibility and truth etc. As for the category of modality, there are numerous proposals. However, many pupils agree that there are commonly fundamental types: epistemic modality and deontic modality. To start with, let's in brief pass over numerous views on the type of modality.

Jesperson (1924) divided modality into twenty subcategories which involved "positive attitudes of the thoughts of the speaker toward the content material of the sentence" (1924, p. 313). This form of category has a large affect to the current studies on modality and its category aleven though it has too many subcategories with many overlapping.

The 2d category changed into made through Rescher (1968, pp24-26). He divided the complete modality device into eight subcategories and his category additionally consists of maximum critical classes of modality that we nevertheless use nowadays epistemic modality and deontic modality.

One of the classifications extensively well-known with the aid of using many students turned into made through Von Wright (1951). He divided the modality into 4 classes. He referred to as modality modes at that time. His type additionally protected of the maximum critical gadgets

that have been noted withinside the preceding classifications. Von Wright's category is as follows.Four modes through Von Wright (1951)[9]

1) The alethic modes or modes of truth.
2) The epistemic modes or modes of knowing.
3) The deontic modes or modes of obligation.
4) The existential modes or modes of existence.

From those classifications, we are able to see that epistemic modality and deontic modality are the 2 maximum crucial classes in modality, aleven though the standards of the category are different.

In conclusion, a tale have to include as a minimum a pair of those additives to be called a fairy story, however now no longer each fairy story has all of those additives. The elements of the tale which might be maximum comparable are the start and the conclusion, which regularly start and finish with unique terms like "as soon as upon a time," "a long, long term ago," and "they lived fortunately ever after. "One of the characters is royalty, which denotes that the person is a king, queen, prince, or princess. One in addition feature of a fairytale is that it often takes place in a castle, a forest, or a town.

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LINGUOCULTURAL ANALYSIS OF TRANSLATION OF ART TERMINOLOGY (IN ENGLISH AND UZBEK LANGUAGES)

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Abstract: The article is devoted to the research of the problems of art terminology translation as a part of specified language. The problems of term definition are briefly observed. Practical analysis of term synonymy and term polysemy phenomenon was revealed within present work considering to be the most difficult for translation. Moreover, linguocultural aspects of translation of art terminology were discussed.

Key words: *art terminology, linguocultural analysis, term synonymy, term polysemy, transliteration.*

The problems of term translation are widely discussed but they are still topical as any lexis layer tends to be changed in time as well as causes certain interlingual problems while translating. Besides, the word "term" has different interpretations. Some linguists consider it as a word or word combination for expressing notions and defining objects which possesses (thanks to having strict and exact definition) by precise semantic bounds being monosemantic within the limits of certain classification system. Others define it as special nominative lexical unit (word or word combination) of a special language accepted for precise nomination of special concepts. And certainly there is widespread opinion that terms are monosemantic words devoid of expressiveness.

However, from the perspective of Terminology Studies the usage of terms (as in text) was regarded as a preliminary step towards normalizing that use in a terminological standard with a view to clarifying professional communication in order to avoid the "intolerable confusion" which, it was argued, would arise from "free development of terminology". This claim rested on at least two assumptions: that there are clear differences in the ways that communication works in general language (LGP) and in special languages (LSPs); and that standardized terms (and in the case of translation, their equivalents) could be slotted consistently into texts in order to create the desired meaning. Subsequent research has challenged these assumptions on both philosophical grounds (e.g. maintaining that there is a constructed understanding of the world rather than an objective reality) and empirical grounds arising from the analysis of texts (and their translations).

Therefore, terminological system represents rather complex lexical layer. As practice sustains terminology of any sphere is always in state of permanent quantitative and qualitative alteration. Some terms become obsolete and go out of use; others are originated with either appearing new phenomena or defining the old ones by more precise definition. And it usually leads to the appearing of variability in terminological system.

This variability causes a number of problems referred to the process of translation: term synonymy and term polysemy.

Term synonymy can be illustrated by following examples: Uzbek word *"chizmoq"* can be translated at least by two variants *"to paint"* and *"to draw"* though here we should also define the process itself as "to paint" means "to apply (a liquid) to a surface with a brush" and to "draw" is defined as "produce (a picture or diagram) by making lines and marks on paper with a pencil, pen". In other words, the differentiate factor is the tool which is used for this process. Another example is the Uzbek word *"kollaj"* which can be translated as "assemblage" or "collage". The comparison of definitions also proves this synonymy: "Assemblage – a three dimensional composition made from a variety of traditionally non-artistic materials and objects"; "Collage – a form of art in which various materials such as photographs and pieces of paper or fabric are arranged and stuck to a

backing". According to the definitions we can only infer that possibly the only difference between these two terms is the material – assemblage is created of any (non-artistic) materials while collage is made with paper or fabric.

Sometimes term synonymy depends on term polysemy. The problems of polysemy in terminological sphere was widely discussed but nevertheless each time when translator comes across this phenomenon the only way is to define the best variant through the context.

Art terminology in English is characterized by existence of words of non-English origin (mostly of Italian, French or Latin, Greek). Such terms usually don't cause many problems with translation as they are often transcribed or transliterated. For example, **intaglio [ɪn'tɑ**ː**lɪəu]** (A printing process in which the image is incised or etched into a metal plate using a variety of techniques and tools.) In Uzbek language, **intaliya** - *chuqurlashtirilgan tasvirli gemma, asosan, muhr vazifasini o'tagan.*

cartouche [kaː**'tu**ː**ʃ]** (Ornamental design resembling the curves of a rolled-up parchment scroll. It is found at the base of old master engravings containing inscriptions (title, dedication, date, signature, etc.).) In Uzbek language, **kartush-**"*burchaklari o'ralgan o'ram shaklida bezakli chekka", arxitektura va bezak san'atida jingalak yoki "yarim ochilgan, ko'pincha qog'oz rulosining yirtilgan yoki tishli qirralari bilan hoshiyalangan qalqon shaklidagi naqsh, uning ustiga gerb, gerb yoki yozuv joylashtirilishi mumkin.*

To conclude, all these examples corroborate the idea that art terminology is a unique language layer which reflects cultural and historic inheritance of people, so its formation depended on many factors as well as different languages. That's why in the process of translation we shouldn't pay attention only to dictionary definitions. To choose the only possible variant it necessary to take into consideration the context itself and certainly the best way is to consult a specialist from art sphere.

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MOTIVES AND THEIR DIFFERENCES IN FRENCH AND UZBEK FAIRY TALES

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Annotation: "Fairy tale" has a wide potential as a form of morals and education in the development of the young generation. It develops the student's thinking, prepares the mind, organizes it.

"Ertak" educates young people in the spirit of teaching and advice, and forms the qualities of goal orientation, logical thinking, resourcefulness in students. .The fairy tale is the most ancient and popular example of artistic prose in folklore. A child grows up listening to fairy tales from a very young age. Adults tell fairy tales to entertain children, and children themselves start telling small fairy tales when they grow up and start going to school. The stories that these children tell each other are partly what they heard from adults, and partly what they tell themselves. Yu. The Sokolovs must have meant this: "The stories told by children to each other were almost not recorded," they regretted.

Key words: Fairy tale, motivation, need, motive, internal motive, external motive, unstable motive, negative motive and positive motive.

Motivation is an internal state of a person related to his needs. Motives are a driving force that activates physical and mental functions, prompts a person to act and achieve a goal.

A motive is a goal that motivates and controls activity, responds to one or another need, determines or satisfies a need. That is, the main task of motives is to stimulate and direct activity.

Functions and types of motifs:

The main types of human motives include six components:

External motives. They come from external components. For example, if your friend bought something new, and you saw it, you would be motivated to earn money and buy something similar.

Internal motives. Appear in the person himself. For example, it can be expressed in the desire to go somewhere and change the situation. In addition, if you share this idea with others, it can become an external reason for someone.

Positive motives. Based on positive reinforcement. For example, such a motive exists in the installation - I work hard, I get more money.

Negative motives. They are factors that prevent a person from making mistakes. For example - I don't get up on time, I'm late for an important meeting.

Sustainable motives. It is based on human needs and does not require additional reinforcement from the outside.

Unstable motives. They need constant reinforcement from the outside.

All motifs of this type perform three main functions:

1. motivation for action. That is, to determine the motives that motivate a person to act;

2. the field of activity. A function that determines how a person can achieve goals and satisfy needs;

3. control and maintenance of achievement-oriented behavior. Remembering his ultimate goal, a person adjusts his activities to achieve it.

By the way, as for the activity, there are also a number of motives here. It depends not only on the internal needs of a person, but also on his interaction with the social environment.

98

The concept of need: main signs and types. The uniqueness of human needs.

Needs are experienced, conscious and unconscious needs of the human body related to what is necessary for the life and development of the person.

Human needs:

1) Physiological (breathing, eating, sleeping...).

2) The need for safety and security

3) the need to be accepted in society

4) the need for respect and self-respect

5) the need for self-expression

The uniqueness of human needs is determined by the social nature of human activity, primarily by work. A person's needs are expressed in the motivation of his behavior.

Direction of personality, its types, Interests, values, worldview under which personality orientation is understood as a set of stable motives, beliefs and aspirations that direct a person to achieve his life goals. Orientation is always socially determined and formed in the process of individual development during education and upbringing. It is manifested in the goals of a person, his interests, social needs, addictions and relationships, as well as in his aspirations, desires, inclinations, ideals, etc.

Components of personality orientation:

• Place of interest

• One wish

• Stalking

• Ideal

• Values

• Installation

• Person orientation component

• Prospect

• Faith

A motive is an incentive to act to satisfy a need. Motive - the choice that motivates and determines the direction of activity - the subject of need. Motivation is the impulse that causes activity. In foreign psychology, a number of features of the nature and functions of the motive in the regulation of behavior have been determined 1. Motivational and guiding function of the motive. 2. Identifying human behavior with unconscious motives. 3. Hierarchy of motives. 4. striving for balance and tension - here the motive is understood in a purely energetic way. (K. Lewin's theory, hedonistic theories). Indigenous psychology has criticized these approaches for separating motivation from the context of activity and consciousness. In the theory of Leontiev's activity, the realization of needs in the process of search activity and thereby turning its objects into objects of need is considered as a general mechanism for the emergence of a motive. So: the development of the motive occurs through the change and expansion of the scope of activity that changes reality. The source of motive development in man is the process of social production of material and spiritual values. Such potential motives in ethnogenesis are values, ideals, and interests characteristic of a certain society, which, when internalized, have a driving force and become a motive. These motives perform the task of creating meaning, that is, they give a personal meaning to the reality reflected in the mind. Meaning-making functions are related to managing the general direction of the individual. There are also incentives that reinforce behavior. They can be very strong, but when there is a conflict of motives, meaningful motives take over. The control function is performed not directly with motives, but through the mechanism "emotional correction" behavior. Emotions assess the personal meaning of what is happening, and if this meaning does not

correspond to the motive, they change the general direction of the individual's activity - the movement of the motive to the goal (for example, reading a book for an exam).

According to Leontiev, in the process of search activity, the need usually responds to its object. Objectification of the need occurs when the need satisfies the object. This is a very important event. This is important because in the act of objectification a motive is born. Motive is defined as the subject of need. If we look at the same phenomenon from the point of view of need, we can say that through objectification, the need gets its concretization.

In this regard, the motive is defined in another way - as an objectified need.

Charles Perrault (1628.12.1, Paris -1703.16.5) is a French poet and critic. Member of the French Academy (1671). Participating in the "controversy between the old and the new" that was raging in the French literature of the 19th century, he took part in the work of contemporary writers. he defended his superiority over writers and thus gained fame. The first parody epic is "The Wall of Troy" (1653). After that, his epic "The Age of Louis the Great" (1687) and "Comparisons between the Ancients and the New in Matters of Art and Science" (1688-89) written in the form of a dialogue in 4 volumes, satirical poem "Definition and Description of Women" (1694) were published. . P., like Bualo, argued with his contemporaries in his last 2 works. P.'s views on the educational importance of literature and the dependence of literary development on science and civilization were developed by French intellectuals. But P.'s great place in French literature is determined by the collection "Onaginam Gusina Bonu's Tales, or Great Stories and Tales of Past Times". This collection was published on behalf of P.'s son Darmankur.

 It originally consisted of 8 tales, and later it was enriched with 3 more poetic tales. P., who fought against the traditions of ancient culture in French literature, believed that the principle of "contribution from the story" characteristic of folk tales was effective. With the help of jokes, he brought the charm and grace of a real folk work to the fairy tale. P. "Er-taklar" had a great impact on the growth of folk-chill in French literature and the development of the fairy tale as a literary genre. P.'s fairy-tale traditions were continued by such writers as the Grimms, L. Tick, H. K. Andersen. Based on P.'s fairy tales such as "Cinderella", "Puss in Boots", "Bluebeard", opera and ballet plays, cartoons were created. Some of P.'s fairy tales have been translated into Uzbek.

A fairy tale is one of the main genres of folk oral poetic creation; an epic work of art of magical adventure and domestic character based on fabric and fiction. Mainly made in prose form. In M. Koshgari's work "Devonu lug'otit turk" it is found in mature form and means to narrate an event orally. Matal among the Uzbeks of Surkhandarya, Samarkand, Ferghana, frost in the districts and villages around Bukhara, varsaqi in Khorezm,

Tashkent city and its surroundings are called chopchak. . It differs from other genres of folklore by the fact that the reality of life is depicted on the basis of imaginary and life fictions, it is based on magic and magic tools, events and actions take place in extraordinary situations, and the supernatural courage of the heroes. fiction is an important criterion, it forms the basis of the events of the plot, it provides a conflict resolution of the dynamic action in the plot line. Various examples of fictions perform an educational and aesthetic function, as a genre component, they serve as a unique artistic image tool. Fictions depict events and events in ways that could not have happened in life or that did exist. According to the participation of fictional and real-life fictions, their role and function in the plot line, they can be divided into 2 groups - based on fictional fictions, and based on real-life fictions. The plot based on fiction is miraculous, magical; based on real-life fictions. and the plot is realistic, depicting real events. ., basically three purposes are told. In the first one, the courage of the ideal hero, opposing the evil forces and protecting the interests of the people, in the second one, mainly the protagonist's falling in love with queens or princesses of a foreign country and marrying, finding medicine for the sick, liberating people who were taken away by dragons and giants, and in the third one, opposing injustice and oppression such goals are stated.

The first goal is achieved by the active action and supernatural power of the wrestler, the second goal is achieved by means of magic that helps the passive hero, and the third goal is achieved by the intelligence and entrepreneurship of the main character.

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THE USE OF PUNCTUATION MARKS IN THE ORIGINAL UZBEK TRANSLATION OF ANTOINE SAINT-EXUPERY'S FAIRY TALE "THE LITTLE PRINCE".

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Annotation: This article highlights the use of punctuation when we translate works of art. In this article, we are looking for an answer to the question of whether punctuation marks are correct in translation, that is, when the translator is translating. The article explains the meaning of comma and period.

Key words: G. Moje, semicolon and full stop, When counting, In reference, et, ou, ni, mais, car, input, chronological, order, sequential, infinitive turns.

When translating works of art, it is often found that there are some differences in the use of punctuation between the two languages. The role of punctuation marks is huge. Comma is the most used punctuation mark. G. According to Moje, it means (superficially) to distinguish between commas, fillers, phrase blocks, and lightness between sentences. (Lingua mobilis No. 3 (49), 2014) [3. XII].

L. Yu. In Dondik's dissertation research, "the delimiting function of a semicolon and a comma in relation to a period is rare!" [1. S. 69].

It is known that commas are used in French:

1. When counted
2. In the application
3. et, ou, ni; in the repetition of conjunctions
4. before conjunctions mais, car
5. to subtract the main sentence: Son travail termine, il estparti.
6. to highlight the source of the sentence at the beginning of the phrase: Au som-met de la tour, les corbeaux ont elu domicile.
7. To highlight commenters:
 Martin, le plus chan-ceux des hommes, a encore gagne a la loterie.
8. Introduction (vstavnoe prelozhenie) to highlight the sentences: Je vais, dit le professeur, explicar la regle.
9. Showing the chronological order of events, to separate consecutive sentences:
10. On behalf of the place, sing the date: Tioumen, le 04 février 2014.

And in Uzbek, commas are used in situations where they are in tune: in Uzbek, they are used in conjunctions. (we will write later)

There are 972 commas in the original, 1267 in the Russian language version, 1267 in the Uzbek language version, 295 units in the Uzbek language version.

In our opinion, the reason for this is that adjectives and adverbs are not distinguished in French:

In French:

II n'avait en rien I'apparence d'un enfant perdu au milieu du desert, a mille milles de toute region habitee. [6. C. 10]

In Russian:

Po ego vidu nikak nelzya bylo skazat, chto eto rebenok, poteryavshiysya v neobitaemoy pustyne, vdaleke ot vsyakogo zhilya. [4. C. 2]

In Uzbek: ……..

In French:

Il hochait la tete doucement tout en regardant mon avion. [6. C. 12]

In Russian:

  On tiho pokachal golovoy, razglyadyvaya moy solet. [4. C. 3]

In Uzbek: ……..

Second, French infinitive turns are replaced by adjective and adverbial turns in Russian, which leads to the inflection of commas.

In French:

L'idee du troupeau d'elephants fit rire le petit prince. [6. C. 9] Uslykhav pro slonov, Malenky prince zasmeyalsya. [4. C. 16] V-tretikh, zapyataya ottsutstvuet kak pered franzskim soyozom que tak i pered otnositelnymi mestoimeniami qui, que i dont, togda kak v russkom yazyke zapyataya pered chto i kotoryy obyazatelna, naprimer:

Il faut exiger de chacun ce que chacunpeut donner. [6. C. 25]

In Russian:

S kajdogo nado sprashivat to, chto on mojet dat. [4. C. 12] Il representait un serpent boa qui digerait un elephant. [6. C. 9] Eto byl udav, kotoryy proglotil slona. [4. C. 1]

In Uzbek:

In French:

Le petit prince le regarda et aima cet allumeur qui etait tellement fidele a la consigne. [6. C. 31]

In Russian

Malenkiy prince looked at the flashlight, i emu vse bolshe nravilsya etot chelovek, kotoryy byl tak veren svoemu slovu. [4. C. 18]

In Uzbek:

In French:

Celui que je touche, je le rends a la terre dont il est sorti. [6. C. 36] in Russian

To everyone, who is either kosnus or relinquished to the ground, the trail of which he has left. [4. C.36]

In Uzbek:

Additionally, a comma is not used after a subtractive conjunction.

In French:

J'aurais du la juger sur les acts et non sur les mots. [6. C. 22]

In Russian

Nado bylo sudit ne po slovam, a po delam. [4. C. 10]

In Uzbek:

In French, a comma is not burned before the si condition, in Russian, it must be gray, and in Uzbek...

In French:

I faut bien que je supporte deux ou trois chenilles sije veux connaitre les papillons. [6. C. 22]

In Russian

Doljna je ya sterpet dvux-trex gusenits, esli khochu poznakomitsya s babochkami. [4. C. 22]

In Uzbek:

A comma is not used before the preposition Pour, which is used before the infinitive, and such sentences are translated with adverbial clauses.

In French:

Et si tu es gentil, je te donnerai aussi une corde pour I'attacher pendant le jour. [6. C. 13]

In Russian

I esli ty budesh umnitsey, ya dam tebe verevku, chtoby dnem ego privyazyvat. [4. C. 4]

In Uzbek:

French does not use a comma before que in the subjunctive. In Russian, a comma is used before the conjunction chto.

In French:

Je ne compris pas pourquoi il etait si important que les moutons mangeassent les arbustes. 16

In Russian

Ya ne ponyal, pochemu eto tak vajno, chto barashki edyat kusty.

In Uzbek:

Perception in French is translated with relative clauses or adverbial clauses when translating inflections.

In French

Je me crois toujours chez moi! [6. C. 18]

In Russian

Mne vse kajetsya, chto ya u sebya doma! [4. C. 18]

In Uzbek:

In French, prepositional nouns are translated as independent clauses.

In French

Ensuite ils ne peuvent plus bouger et ils dorment pendant les six mois de leur digestion. [6. C. 9]

In Russian, Posle etogo on uje ne mojet shevelnutsya i spit polgoda podryad, poka ne perevarit pishchu. [4. C. 9]

In Uzbek:

In Antoine de Saint-Exupery's fairy tale "The Little Prince", there are fewer commas in French than in the Russian version. This situation is due to different rules of punctuation and translation transformations in French and Russian.

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TERMS OF ART IN FRENCH AND UZBEK LANGUAGES
STUDY OF ETYMOLOGICAL CHARACTERISTICS

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Abstract: This article is devoted to the detailed analysis of art and its role in social life, linguistic-cultural characteristics of the etymology of terms related to art in French and Uzbek languages.

Keywords: art, etymology of terms, avangard, peyzaj, ansambl, kashta, bakhshi, *accordéon, bénéfice, allemande, annonce*

It is worth noting that during the years of independence, not only liberty and freedom, but also millennia-old traditions, customs, material and spiritual heritage were restored, and it was possible to be proud of them by showing them to the whole world. . In this regard, in particular, linguists have a huge responsibility, therefore, translation of such rare, masterpieces of art into world languages, analysis through comparative and cross-sectional study is one of the most urgent issues of today's linguistics and terminology.

Art is a way of showing the creativity of mankind and manifesting its taste, research and aesthetic feelings. The skillful execution of any work, thing, or object by people, and the perfection of it, means the level of human artistry. That is why works created by actors, painters, composers, sculptors, architects, potters and other creators are considered works of art. In art, every creator searches and works on his own. Specific types of art such as literature, music, theater, cinema, circus, visual and practical decoration, architecture are also products of such research.

Linguistic research shows that languages are not mutually exclusive, that is, one language can absorb sounds, words, and phrases from another language. It should be noted that many terms related to Uzbek music and art came from the original French language. In this sense, during the analysis of the lexical-semantic and national-cultural expression of terms related to art in Uzbek and French languages, the unique common and differential features of linguistic units related to art terms in two unrelated languages - French and Uzbek languages, culturally compatible with national culture dominants, linguistic and cultural aspects of these terms from an etymological point of view we analyzed it as follows:

The term of literary art **avant-garde** came to Uzbek language from the French lexeme *avant-garde* and it is the general conditional name of a number of modern movements in the literature and art of the 20th century. The proponents of avant-gardism want to radically update literature and art, expand its form and expressive possibilities, set a goal for themselves [3,4].

Peyzaj (*paysage* is a combination of country, place-*pays*, and the suffix *-age*. Painting is a genre that reflects nature in painting, graphics, and sculpture, or in the content of a separate work created in this genre, as well as in literature, the description of nature by means of artistic words, in the expression of the writer it becomes clear that he can perform different tasks in connection with the method of expression and creative style he chooses in his work (3,139).

Flajolet (*flageolet* - small flute) in the first sense is a wind musical instrument, a flute with a high register played longitudinally, in the second sense it is an organ, the register of a fisharmony; in the third sense, high-pitched overtones that have a specific (squealing) timbre of strings and are produced by lightly touching the string with a finger, got this name because they resemble the sound of a flagolet instrument [3,242].

Akkordeon (*accordéon*) 1) is the general name of stringed musical instruments with ready-made chords on the left hand side, which appeared in 1829. When one key is pressed, the entire chord is played. Another meaning is harmonium: 2) the name of a musical instrument with a piano-type keyboard on the right hand side. This musical instrument has been part of professional and amateur ensembles in Uzbekistan since the 50s [3,9].

The term **benefis** (*bénéfice* profit, income) refers to the amount of money paid in whole or in part to a theater company or an individual actor. **Allemanda** (*allemande*) as one of the ancient dances known in France since the 16th century, in the 17th and 18th centuries, it is one of the main parts of a piece of music written for the harpsichord lute or orchestra called the French suite, and is close to the prelude in its character. The term **ansambl** (*ensemble* - together) refers to the performance of a vocal or instrumental piece of music by several performers and the performance of a group of artists as a whole artistic team, as well as music created for a small group of singers, vocalists or instrumentalists. work is considered. According to the number of performers, these ensembles are called differently. The artistic and creative integrity of actors and other creators in order to realize the highest goal in the performance is also referred to by this term [3,9].

In the field of theater and cinema, **anons** (in French *annonce* - means public information and announcements, an announcement about the performance in advance), **beletaj** (*belle* - beautiful, *étage* - floor, usually built on the parterre with an amphitheater, a circle with seats), **artist** (entered into the form of the term from the lexeme *artiste*. Entering the French lexicon from Latin, artiste has the meaning of profession, art, scholar. Dramatic performance, role in the cinema, opera and ballet parties, a performer of pop concert and circus numbers; an actor, actress in theater and cinema; in a broad sense, a creator, composer, singer in a certain field of art), the term **montaj** (is related to the French lexical unit *montage* - in the sense of gathering radio broadcasting, television, pop art ati, photography, and especially the creative and technical process of filmmaking, the process of selecting individual shots and connecting them to each other), **pyesa** (French *pièce* in the first sense of theater, as well as a dramatic work for radio and television, and a soloist) a small piece of music for a musician or an ensemble of instruments), **parter** (*parterre* is afloor-art term for theater, cinema and concert halls, a low place compared to the stage), **rol** (*róle* performance, stage as a term and the artistic image performed by the actor on the screen or the speech of the actor during the performance and figuratively the task, importance, position, contribution), **etyud** (*étude* - exercise, study, enthusiasm - in visual arts such terms as a work created for the purpose of learning) are still used today and are among the terms of Uzbek art [1,79-80].

Galereya is an art term derived from the French language *galerie*:

1) peshayvan, raid; in buildings, a device with a long, narrow porch with columns installed instead of one of the side walls; long balcony,

2) a long hall with one of the side walls made of glass; 3) corridors of palaces and houses decorated with paintings and sculptures in the Middle Ages;

4) upper level (seats) of the auditorium;

5) the name of many art museums has quality significance [1,83].

Most of the French painting terms served as a base for Russian painting terminology, and for some of them, the French language served as a tool. The French words pavilon (papilio), fiksaj (fixus), medalon (metallum), mozaika (mosaico), model (modulus) were adopted from the Latin language by adapting their phonetic construction, and the word perspective into the same language

was perspicero, fiksativ he made the word fixus, the word dekorativ decorare, the word avangardizm avante, the word naturalism from Latin lexemes. The word «relef» borrowed from French into Russian is the Italian «rilievo», the word «barokko» is phonetically adapted from the Italian «baracco» [4, 44]. The French term academism comes from the Greek word academeta, which was assimilated into Latin as academia and was coined as a French term. The term watercolor is derived from the Italian word aquarelle in French, which entered the Italian language from the Latin word aqua.

In addition, the term **kashta** (*Persian* sown, planted, seeded, cultivated) is lexically-semantically 1) a flower, picture, line stitched by hand or machine, mainly on fabric or leather with a needle; **bakhshi** (*Sanskrit* «blikshu» - Buddhist priest, sage; prayer; dervish) term 1) poet, reciter who sings folk songs and epics by heart; 2) as an obsolete word, phrase or historical term, a person in the position of overseeing the calculation of funds allocated for construction in the Bukhara Khanate; 3) in Turkmen clan elders were called «bakhshi»; 4) Alisher Navoi's work «Munshaot» is mentioned in the meanings of «kotib», «mirzo»; 5) Bakhshi «yuzboshi», «sozanda» in the southern regions of Central Asia, «soqi» among the Uzbek lackeys of Tajikistan, «sanovchi», «jirov», «jirchi» in the Ferghana Valley, it is worth noting that it is called by these names [1, 51,106].

At this point, it can be said that the terms of Uzbek painting were influenced by the terms of Russian painting and through it the terms belonging to French, German, Italian, Latin and Greek languages, and due to them, the terminology of Uzbek painting was enriched. Through the Russian language, a significant amount of terms related to European languages, especially French and Latin, and a small number of terms from German and Italian languages were acquired. The terms borrowed from the Greek language are very ancient, if not very many. Among the terms borrowed from European languages through the Russian language, the terminology of Uzbek art has enriched its richness at the expense of Iranian, Arabic, Russian, and French, German, Italian, Latin, and Greek language art terms. French and Latin terms make up a significant amount of Uzbek art terms.

Conclusions

1.   There is a great terminological wealth in every field of science and art, including French and Uzbek art terms that cover a wide lexical area.

2.   If we want to study any field from the point of view of linguistics, it is permissible to refer to the lexicon, terms and terms of that language along with its historical roots, formation, and development stages, as well as their national-cultural, comparative-historical characteristics.

3.   Although sufficient experience has been gathered in studying the terminology of industries in the science and Uzbek linguistics, the terms of a number of industries have been scientifically analyzed and their place and position in the French and Uzbek literary languages have been described does not lead to the conclusion that all the researches in this field have been completed and all the problems specific to it have been fully solved. Because in order to ensure its development, the society pays special attention to the development of science and the research of its problems. In addition, there is a lot of work to be done in terms of terminology, especially in the combination of the terminosphere of art in French and Uzbek languages, and so far no consensus has been reached about the meaning and scope of the terms of this field. Of course, their etymological study of the terms of art within the framework of two unrelated languages paves the way for the development of cross-linguistics to a certain extent.

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FANTASY CHARACTERISTICS IN THE WORKS OF URSULA LE GUIN AND KHUDAYBERDI TOKHTABOYEV

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Abstract: The article reveals the cultural features of the fantasy genre in the works of Ursula Le Guin and Khudoyberdi Tokhtaboyev. Based on the results, literary sources are analyzed in terms of images. In particular, fantasy is characterized by such features as the transition from the personal transformation of the characters to their adventures, the change of the hero's journey based on the story, and the strengthening of the role.

Key words: work, fantasy, Ursula Le Guin, characters, Khudoyberdi Tokhtabayev, feature, genre.

The phenomenon of fantasy plays an important role in modern culture and includes literary works and movies, animation, computer games, and live games. An important feature of fantasy is the construction of a coherent, detailed conditioned world in which events take place. Undoubtedly, literary works in the fantasy genre are attractive for film adaptation, but despite the extensive technical capabilities of modern cinema, many popular works have not yet been shot and many film adaptations have been found to be unsuccessful.

Using the image of Ursula Le Guin Ged, see how easy it is to fall into the power of a false idea and upset the balance of the world through internal change, and that the responsibility for action lies entirely with the hero and that only he can correct the situation. The change in the protagonist's personality is less clearly articulated in the book, and internal conflicts are translated into the external plane, resulting in an increased role for antagonists - for example, the image of Jasper acquires distinctive features. evil and treacherous, in the book he is in many ways Ged's twin, and the shadow taken from the incarnation of the dark side of the protagonist's personality is symbolized by the enemy, the enemy. is to destroy the protagonist and complicate the search for the magic artifact. In literature, the need to reinforce the dynamics of the story necessitates the introduction of numerous episodes in which one protagonist explains to another the essence of the laws of the world, as well as the consequences of certain actions.

The plot of the play is about Tesey and Ariadna in the traditional way - Ged and Tenar first enter the maze as allies in the fight against the invading king, and Tenar, like Ariadne, helps the protagonist go through the maze and get out of it. , and a duel motif reminiscent of a fight with a Minotaur emerges, even the motif of the Ariadne rope. The reference to the legend of Tesey and Ariadne is also embodied in the romantic feelings that arise between the characters, and thus love becomes the motive for their actions and in the book, there is no line of love in principle.

As the search for a magical artifact takes precedence in the book, the Atomic cult of the Nameless catches the forces of evil with the power of faith and turns into a pro-Christian place, from the protagonist to the ally of Tenar, the assistant and the protagonist's magical bride in the finale.

The desire to translate internal conflict into external conflict and, in this connection, to simplify the plot, to bring it into a formula that is easily read by the modern spectator, leads to a significant distortion of the content of the story genre.

An important contradiction in the book that helps to reveal both the images of the heroes and the principles of the world order of the Earth's sea is the contrast. Resistance to the disturbance of loneliness, the mental void that evokes fear, and the community of people who help each of its members maintain peace are more concentrated in the anime. It contrasts the images of the

protagonist's inner shootings with the images of man's creative activities related to farming, land farming, and animal husbandry. This contradiction does not exist in the film; the protagonist fights the shadow as an enemy outside of himself.

In the book, the creative activity of people and the idea of their cultural community are embodied mainly through the image of heroes who are distinguished by their simplicity, good nature and dedication. Penetrates to the bottom of the universe, then its companion embodies stability on earth, common sense and practicality. It should be noted that the book enhances the humorous features of the characters; the tendency to be overweight is emphasized, which makes it possible to see similarities with the image.

In the book, the darkness is mysterious, formless, and uncharacteristic, while in the film, the darkness becomes a peculiar antagonistic character. It will be possible to physically defeat the evil one, but there is no such opportunity in the book. The shadow takes a name, begins to savagery, enters into a conversation with the protagonist and threatens him, and the evil is associated with the beginning of hell, taking the form of a living dead, stereotypically with black spaces instead of eyes equipped with. Decay and the image of evil diminish at the expense of the emblem. The film is also presented with a royal image that is not found in a literary source - it has a lot of brutalities, but in general, it conveys the characteristics of the antagonistic heroes in the sea cycle of the Earth Wizard.

In conclusion, fantasy may be related to a lack of in-depth understanding of the features and functions of the literary genre. There are many national versions of fantasy, and great authors working in this genre develop specific features of their poetics. However, the whole layer of fantasy works in the public mind is perceived through the prism of epic fantasy. Magical things, lots of chases, fights and contests help to attract and hold the viewer's attention but make the word "average". Often cinematography presents such a "moderate" fantasy using the methods of different, more advanced genres. We can say that the visual appearance of fantasy is still being developed.

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FRENCH LESSONS WITH A COMMUNICATIVE TEACHING APPROACH

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ABSTRACT

Communicative approach is the newest of the methods used in teaching French. It emphasizes the use of French in everyday life. The approach aims at making the learner proficient in oral and writing skills. The communicative approach is learner oriented and even employs the mother tongue to education difficulties in language learning. The teacher does not translate but asks questions to give the learners clues to the meaning of what will be presented. This paper explains the tenets of the communicative approach and compares it with some other approaches. Finally, some recommendations are given among which are that the serving teachers should be trained in the approach and teacher training institutions should include that approach in their methodology courses.

INTRODUCTION

In this paper therefore the concepts of innovation and communicative approach are presented. The tenets of communicative approach are presented and discussed. The com-municative approach is compared with the other methods employed in teaching French to elucidate its merits. Finally the merits of the method in the teaching of French in Nigerian schools are presented.

Keeping your students interested and engaged in class is every teacher's challenge and wish. So if you're looking for fun, new ways to teach French, look no further.Here are eight French teaching methods and strategies to refresh your pool of ideas and naturally motivate your students.

1. Use the cooperative learning method

Cooperative learning is a fun method to get your students motivated and excited. Students will work in small groups and have a project or task to complete. You, as the teacher, will act as facilitator and observe how well they work in a pair or group to complete the task you have set them.

Fairytale mystery

I like to give my students a fairytale in French, divide them into groups of five and assign characters to each one. For example, take the story of Cendrillon and ask each member of the group to pick a character: Cinderella, the wicked stepmother, the ugly sisters, the prince. The idea is to solve a crime—who stole the glass shoe? Each character will have a set of questions in French to ask the others, in order to discover who the guilty person is. For example, Où étais-tu entre minuit et une heure du matin ? Each student gets a chance to ask questions and after a certain amount of time, each group should be ready to present its findings.

Cooperative learning tasks

Here are some more ideas from around the web of possible tasks/techniques that work well with this method: Think-pair-share. This is a common technique, where the students reflect on a question about something they have just learned. Then, they pair up with another student to discuss their thoughts and finally each shares their response with the whole class. Round robin. Another common technique, this one simply involves asking a question that will produce varied answers, and having students go around and share their answers in small groups. For example, you might ask, "Quel souvenir de ton enfance préfères-tu ?" or "Comment as-tu rencontré ton/ta meilleur(e) ami(e) ?" This setup will get your students talking and interacting while improving their vocabulary and speaking skills.

2. Use the communicative approach

In the communicative approach, the focus is on communication rather than grammar structures. This approach gives the teacher a facilitator role and takes the focus off the language by stressing the content. The idea is to communicate fluently, but not necessarily accurately.

If you were to show your students how to repair a bicycle, for example, they would learn bike vocab while you taught the process of fixing the bike. Your students would then be able to communicate in French by using the relevant vocabulary and conveying their feelings, ideas and thoughts.

Here are a few ideas for teaching French through the communicative approach:

Try role play

Allowing your students to role play any real-life (or fictional!) situation is a fantastic way to get them to use French in this way. Make sure students have the necessary vocabulary and cultural information beforehand, and then let them act it out.

For example, one possible scenario would be for your students to go shopping for food. This helps them review the vocabulary for different kinds of shops (l'épicerie, la boulangerie, la boucherie, le supermarché, etc.), kinds of foods (le pain, la viande, le lait, le vin, etc.), how to ask what something costs and quantities (un kilo de pommes, un litre de lait, une tablette de chocolat, etc.).

Learn about classmates

Another useful way to practice this method is to have your students find out more about each other by asking one another questions.

For example, students could ask questions such as "Aimes-tu aller au cinéma ?," "Quel sport préfères-tu ?" and "Préfères-tu le thé ou le café ?" This results in meaningful communication and interaction between students is paramount.

Fill out a questionnaire

You could also ask your students questions which would allow them to express their feelings, emotions, likes, dislikes and above all, their imagination.

For instance, Marcel Proust's questionnaire is extremely useful on many levels—students' interactions with each other, the vocabulary, the way questions are asked and comprehension. By using it, you can either get students to reflect on their own likes and dislikes, or you can adapt it and have students ask the questions to a peer.

Proust's questions include "Le principal trait de mon caractère," "La qualité que je préfère chez un homme/chez une femme" and "Ce que j'apprécie le plus chez mes amis."

3. Use the Accelerative Integrated Method (AIM)

The Accelerative Integrated Method (AIM) of language learning was designed in the late 90s by Wendy Maxwell, a French teacher in Canada, to accelerate the development of fluency in the beginning levels of language learning.

This approach teaches vocabulary visually and in an auditory manner, so the use of theater, stories and music are important. Students are introduced to the vocabulary through gestures, and then shown a contextualized play using the same words. This cements the vocabulary while demonstrating how to use it, which often leads to the students' use of their own imagination and creativity in order to expand on the activity.

AIM Language Learning

AIM Language Learning has gathered a series of short videos on YouTube, such as student-maden "Les Trois Petits Cochons," which are useful in the classroom. That particular story and activity, for example, will introduce the vocabulary of animals such as cochon and loup, and the phrase avoir peur. Once the vocabulary has been learned, you can then give your students a comprehension test, which can be either written or oral (or both). They might even be inspired to make their own videos!

AIM Language Learning explains that their method will help students become proficient in the target language faster. Useful key words are taught first and then task-based activities are set in

order to create a kind of language immersion. Gestures, as mentioned previously, are very important.

I like to use this method in the early stages when I am teaching my students how to introduce themselves. I point to myself and say "Je m'appelle…" and add my name. I then point to a student and say "Et toi ?" This should elicit a reply.

AIM tasks

Here are a few more task-based activities:

Charades. Have students pick a piece of paper with an action written on it from a box (e.g. lire un journal, manger au restaurant, faire du vélo). The student then acts out that action, and their classmates must guess the French verb/phrase.

Famous people. Ask your students in groups to come up with a list of four or five famous people from the 20th century. They must then give reasons why each person is on their list. French recipe. Let students present a French recipe to the class! In groups they'll need to both show the ingredients needed and then pretend to prepare the dish. This will help not only with oral fluency, but also with vocabulary and grammar (such as the imperative) review.

4. Teach with French TV and films

If you favor a blended learning approach, introducing French films or television is an excellent method to help students improve their four language skills.

Cinema français FLE

A wonderful site for creating lessons based on movies is Apprendre le français avec le cinéma. It analyzesm 18 films, providing specific questions and topics to explore before and after watching (with answers), plus themes, ideas for exposés and more.

But that's just the "films" section! The other four main parts of the site are the history of French cinema, film genres, quizzes and dialogues from the featured movies.

It's an incredible resource for French teachers, but also to share with your upper-intermediate and advanced learners, so they can gain even more from watching these films on their own.

Use movie posters

A fun activity when teaching with movies is to have your students analyze the film's poster. This will lead to vocabulary expansion and an improvement in analytical skills. Take, for example, the poster or photos for "La Vie en Rose" (its French title is "La Môme"), which may be found on the official website of the film.

Ask your students in groups of 2 or 4 to describe what they see on the poster or photo. Is it outside or inside? Is it night or day? Describe the person you see. What does the poster tell you about the genre of the movie? These can all be used to hone description skills

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DIFFICULTIES IN RENDERING ENGLISH POLYSEMANTIC WORDS

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Abstract: One of the difficulties that make language teachers think carefully about the introduction of words with their different meanings and phraseological units of the foreign language. Every language is made bright and colorful with its idioms, phrases and wide range of the usage of words with their different meanings. It is helpful for a native speaker to express their thoughts; on the other hand it is hard for a foreign language learner to understand them correctly.

A word can be both monosemantic and polysemantic, according to N. G. Goltsova. Monosemantic words can appear in a variety of grammatical categories, including nouns, adjectives, verbs, and adverbs. The ideal phrase strives for clarity, and the majority of terms used in literature, medicine, and other professions are clear-cut: anaphora, alliteration, gastroenteritis, etc. The names of plants and animals, such as birch, gooseberry, chamomile, gudgeon, and jay, as well as names of persons according to their professions and specialties, such as doctor, livestock specialist, pilot, and etc are all monosemantic nouns.[1]

However, most words in English are polysemantic. "Polysemy is the presence of more than one meaning in a language unit, provided there is a semantic connection between them or the transfer of common or related features or functions from one denotation to another".[2]

An example of polysemantic vocabulary can be the English word "single". It has many meanings in English, such as 1)" one only", 2) " not married ", 3)" separate from other things ".

1) He knocked his opponent down with a single blow.
2) He's been single for so long now, I don't think he'll ever marry.
3) Patience is the single most important quality needed for this job.

The translation of a polysemantic word excludes all its lexical values other than the one currently in effect. Correct translation involves addressing not only intralinguistic categories, but also to the study of the diversity of the surrounding realities.

The adjective "mellow" is another illustration of a word that has multiple meanings. It can be used to describe a broad variety of things, including fruit, wine, soil, voices, and people. Every use case has a single value that it corresponds to. However, every value in turn corresponds to two or more Uzbek words. They are frequently simply separated by commas in the English-Uzbek dictionary, which poses complications with translation selection.

The fact is that at the moment of occurrence, the word is always unambiguous. The new meaning is the result of the figurative use of the word when the name of one phenomenon is used as the name of another.

The resemblance of phenomena or their proximity is a need for employing the word in a metaphorical sense, and as a result, all of a polysemantic word's meanings are interconnected. The term is a semantic unity despite its ambiguity; this is referred to as the semantic structure of the word.

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Polysemy has been complicated by the tendency of words to pick up the meanings from other dialects, languages and slang.[3]

There are two main types of figurative meaning of a word - metaphorical transfer and metonymic transfer.

The basis of metaphorical transfer is the similarity of objects, phenomena in the broad sense of the word; consequently, metaphorical transfer is associated with the comparison and comparison of phenomena, and the new meaning of the word is the result of associative links. Such a transfer can be carried out on the basis of the similarity of external features: the shape, location of objects, color, taste, as well as the similarity of the functions of objects, etc.

For example: foot – 1) the part of the body at the bottom of the leg on which a person or animal stands ; 2) the bottom or lower end of a space or object ; needle – 1) a thin metal pin, used in sewing, which is pointed at one end and has a hole called an eye at the other end for thread ; 2) a thin hard pointed leaf of a pine tree

Metonymic transfer is the transfer of the name according to the contiguity of phenomena, their relationship (spatial, temporal, etc.): action is the result of action. Most often metonymic transfer is observed in verbal nouns.

For example: hand – 1) the part of the body at the end of the arm which is used for holding, moving, touching and feeling things; 2) one of the long, thin pieces that point to the numbers on a clock or watch; 3) help with doing something that needs a lot of effort (to give a hand); 4) to put something into someone's hand from your own hand (to hand in), etc.

As polysemantic words are not easy to understand and remember. That's why there arises a question "How to make them effective to learn and use?" In my opinion, it is useful to learn such words in collocations, use them in the context or, at least, in sample sentences and to consolidate use them in speech by making up sentences with the help of them or making up situations and role-playing.

In conclusion, I can say that the problem of polysemy may cause difficulties during translation or communication. To overcome them pupils need to see and practice words in context, since it is the context that allows them to understand the meaning of the word.

The problem of polysemy is mainly the problem of interrelation and interdependence of various meanings of the same word. It is of great importance in studying English as it presents the diverse meanings of the expressive layer.

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How to understand the word "tolerance"?

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Annotation: This article offers a general overview of the lexical range of the word tolerance, its place in fiction, and its expression in the stories of Victor Hugo. Children's literature is used here to induce discussions about the idea of tolerance in two classes of 9-10 year old pupils.

Keywords and expressions: *tolerance, narrator, fictional representation, ways of thinking, spelling tolerance, a hierarchy of values.*

The goal of knowledge: How to understand the word "tolerance"?

The notion of the word "tolerance" certifies by the whole domain of the linguistic corpus. And we found there some scientific articles on journals and dictionaries. First of all a few words on tolerance, because it is a problematic word that draws the interest of our research.

The word tolerance: feminine name from the Latin tolerantia. It is an attitude of someone who accepts in others ways of thinking and living different from his own. Spelling tolerance:

1) The attitude of someone who shows indulgence towards those with whom he has to deal.

2) Ability of someone to bear the effects of an external agent, in particular an aggressive or harmful one.

Synonyms of tolerance: *1) freedom, autonomy, right, choice, faculty, independence, indeterminism, latitude, availability, power, impunity, permission, authorization, frankness, licence, clearance, deliverance, relaxation, enlargement, emancipation. 2) indulgence, benevolence, kindness, clemency, understanding, gentleness, long-suffering, magnanimity, favour, grace, forgiveness, weakness, complacency. 3) understanding, understanding, intelligence. 4) acceptance, agreement, acquiescence, approval, assent, authorization, endorsement, assent. 5) acquiescence, approval.*

The antonyms of tolerance: allergy, dependence, dogmatism, exclusivism, intolerance, intransigence, sectarianism, radicalism, fantasy, constraint, chastisement, prejudice, captivity, atonement, servitude, slavery, severity, refusal, sanction, reprobation, punishment (Bloom Benjamin, 1969, Taxonomy of educational objectives, Education Nouvelle, Montreal).

Professor R. Bobokalonov and others affirm that the scholar Reboul submits a hierarchy of tolerance values: 1) Pleasure, which aims at the immediate satisfaction of a desire, 2) The useful, including material and physical well-being (health), 3) The collective, which sees for the first time the sacrifice of the individual, 4) The human, which transcends any belonging to an identifiable group, 5) Salvation, values that lie beyond death [2, C.40-46].

Literature is therefore not a simple reflection of the existing, but a way of studying virtual behavior from a fictional representation. It becomes a pretext for the drafting of standards of action. Several potential effects of these readings – discussions are expected: 1) the text will elicit the enunciation of the reader's reactions to the actions of the characters, reader who thus becomes aware of his own system of values; 2) these comments will vary from one student to another, prompting each to put their point of view into perspective; 3) a confrontation then becomes inevitable, in which everyone deepens his position, argues it, reshapes it when he enters into the game of others,

passing thanks to this from implicit prejudices to a reworked, more rational position (Hans Robert, 1978 , For an aesthetics of reception, Gallimard, Paris).

We follow the colors of tolerance in the Victor Hugo story "Pierrot or the secrets of the night": Pierrot the baker and Colombine the laundress know each other; they have in common their childhood and the color white. Colombine avoids Pierrot: she is afraid of the night, which she imagines populated by frightening animals. Pierrot writes her love letters, but does not send them to her. Harlequin the painter arrives in the village with his trailer and his multicolored clothes. He introduces Colombine to colors: he repaints his shop, he turns it into a dyeworks. Colombine is seduced and goes on the road with the nomadic craftsman. Comes the end of summer: the colors of Harlequin fade, then the snow makes everything uniformly white. Colombine discovers a note from Pierrot, which describes to her the deep colors of the night. She joins him, he welcomes her into the warmth of his bakery and kneads a brioche in her image. Harlequin, chilled, also asks for shelter; Pierrot accepts. All three eat the brioche-Columbine (Weisser Marc, 1997, For a pedagogy of openness, PUF, Paris).

The adventure is this time told by an external narrator. We do not penetrate into the subjectivity of the characters. The final evaluation of the narrative is implicit in this second work. Such a decision by the author will modify the image of the Ideal Reader: it is up to him to "draw the moral" from what he has just read. This is what we will observe through the analysis that it should be remembered to begin with that the two books differ significantly with regard to the point of view adopted.

"The altitude left to someone to go in certain cases against a law, a regulation:

- Spelling tolerance:

- - Attitude of someone who shows indulgence towards those with whom he deals.

- - Ability of someone to support the effects of an external agent, in particular aggressive or harmful: We do not have the same level of tolerance to noise.

- Medicine tolerance:

- 1. Absence of immune reaction to certain antigens, resulting from a state of constitutive immune paralysis or induced by a first contact with the antigen.

- 2. Property possessed by the body of withstanding doses of a given substance without showing signs of intoxication.

- Tolerance of religion: Respect for freedom of conscience and open-mindedness towards those who profess a different religion or religious doctrines.

- A technical tolerance: Interval defined in relation to a theoretical dimension, within which the measured value must lie so that it can be considered correct. » [2, C.40-46].

- Synonyms of tolerance:

- 1) freedom, autonomy, independence, indeterminism, right, choice, faculty, latitude, availability, power, impunity, permission, authorization, frankness, license, release, deliverance, relaxation, enlargement, emancipation.

- 2) indulgence, benevolence, kindness, clemency, understanding, gentleness, long-suffering, magnanimity, favour, grace, forgiveness, weakness, complacency.

- 3) understanding, understanding, intelligence.

- 4) acceptance, agreement, acquiescence, approval, assent, authorization, endorsement, assent.

- 5) acquiescence, approval.

- The antonyms of tolerance: allergy, dependence, dogmatism, exclusivism, intolerance, intransigence, sectarianism, radicalism, xenophobia, fantasy, constraint, chastisement, prejudice, captivity, expiation, servitude, slavery, severity, refusal, sanction, reprobation, punishment.

- The scholar Reboul submits a hierarchy of values:

- 1. Pleasure, which aims at the immediate satisfaction of a desire,
- 2. The useful, including material and physical well-being (health),
- 3. The collective, which sees for the first time the sacrifice of the individual,
- 4. The human, which transcends any belonging to an identifiable group,
- 5. Salvation, values beyond death (religious and philosophical aspects). Literature is therefore not a simple reflection of the existing, but a way of studying virtual behavior from a fictional representation. It becomes a pretext for the drafting of standards of action. Several potential effects of these readings – discussions are expected:

- the text will arouse the enunciation of the reader's reactions in relation to the actions of the characters, a reader who thus becomes aware of his own system of values;

- these comments will vary from one pupil to another, pushing each one to put their point of view into perspective;

- a confrontation then becomes inevitable, in which each one deepens his position, argues it, reshuffles it when he enters the game of others, passing thanks to this from implicit prejudices to a reworked, more rational position.

The choice of texts is delicate: they must both be within reach of the target audience and at the same time lend themselves to reading at several levels. [3, C.67-73].

A brief summary of the plots is necessary to understand the relationships between the protagonists and put into context the reactions of young readers.

1. Out of Sight, Out of Mind: Hugo, the story's narrator, is blind. The first chapter is entitled "Colors" and insists on the absence of this representation among the blind. He has just been educated in a "school for clairvoyants"; he uses a voice-activated computer. The first difficulties arise in the canteen, he finds it difficult to eat properly. But someone helps her: Aïssata. Aïssata is black, she is nicknamed "the negress". But Hugo loves her, "Aïssata's skin could have been purple, it wouldn't have changed anything for me", "the others are fools". The two children spend their time together, Aïssata teaches him the colors, Hugo explains the sounds to him. The class takes a dislike to them: "The blind man is in love with the black woman", but they remain inseparable. Aïssata's family is then deported to Mali: The people who decide the laws don't care about love stories". Hugo, having reached adulthood, still associates colors with their meeting.

This text is therefore told in the first person: the reader is informed of what is happening, but also of Hugo's opinion on this subject; he is more or less invited by the author to identify with this character, against the others. The last of the criteria evoked by Adam (1997 – 57) for a definition of the Narrative text type is that of the existence of a final evaluation, "which gives the configurational, moral meaning of the narrative sequence". This evaluation is brought here by the disapproval that Hugo expresses against his comrades and the legislator.

2. Pierrot or the secrets of the night: Pierrot the baker and Colombine the laundress know each other; they have in common their childhood and the color white. Colombine avoids Pierrot: she is afraid of the night, which she imagines populated by frightening animals. Pierrot writes her love letters, but does not send them to her. Harlequin the painter arrives in the village with his trailer and his multicolored clothes. He introduces Colombine to colors: he repaints his shop, he turns it into a dyeworks. Colombine is seduced and goes on the road with the nomadic craftsman. Comes the end of summer: the colors of Harlequin fade, then the snow makes everything uniformly white. Colombine discovers a note from Pierrot, which describes to her the deep colors of the night. She joins him, he welcomes her into the warmth of his bakery and kneads a brioche in her image. Harlequin, chilled, also asks for lodging. Pierrot accepts. All three eat the brioche-Columbine.

The adventure is this time told by an external narrator. We do not penetrate into the subjectivity of the characters. The final evaluation of the narrative is implicit in this second work

(as provided in Adam 1997). Such a decision by the author will modify the image of the Ideal Reader that the text provides: it is up to him to "draw the moral" from what he has just read. This is what we will observe through the comparative analysis of the discussions in our two classes.

3. "Pierrot or the secrets of the night". To begin with, it should be remembered that the two works differ significantly with regard to the point of view adopted: Tournier retains the option of the external narrator, whose omniscience stops at the description of the perceptible facts. Also, no information is given to the reader concerning the emotions of the characters, and even less concerning the position taken by the narrator in relation to their actions. In this way, the student is not encouraged to identify preferentially with one of the three protagonists; pathos gives way to logos.

Conclusion.

The absence of the possibility of formal evaluation should not, however, be considered as a crippling defect of literary interpretation sessions from the first years of schooling: the action of the teacher is exercised here at the level of the more than that of disciplinary operational objectives. Children's literature is used here to induce discussions about the idea of tolerance in two classes of 9-10 year old pupils.

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THE EXCEPTIONAL IN THE WORKS OF VAN GENNEP

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Abstract: This article is exceptional in the work of Van Gennep because of the breadth of historical views to which it bears witness. Indeed, we know his reluctance towards history, which is mainly due to two reasons: on the one hand, the difficulty of crossing the terra incognita which separates the end of the Roman Empire from the high middle age and on the other hand the fact that folklore is the study of living facts. Van Gennep maintained this position throughout his work and sometimes even in rather violent terms, such as when he describes the historical point of view as a "psychological and methodological disease" . It is therefore very surprising to note that, in this text, he allows himself to affirm the existence of a folkloric continuity in France from Gallo-Roman paganism until the 19th century, taking into account the contemporary stagnations or regressions of the great historical cataclysms (invasions, wars, revolutions, etc.).

Keywords: the general public, folklore, synodal constitutions , customs, folk phenomena , the Revolution .

INTRODUCTION

It's also an assumption. boldness that he proposes to explain the greater folk continuity in certain regions: it would most often be a question of marshy or wooded countries, where communications are difficult, more difficult paradoxically than in the mountains where they are "long and painful, but durable. This text probably dates from before 1939 (Van Gennep alludes to German National Socialism); it is probably more or less contemporary with the two volumes of the bibliography (1937 and 1938). It is only about France here, although I mention the results obtained in other countries by comparative ethnography and folklore.[1] On the other hand, I only take into account the general impression felt by the general public, educated to various degrees, but not by that of professional historians, archaeologists, scholars in various branches. This impression is that the history of France is a succession of periods of calm and catastrophic periods; wars, long-lasting or very cruel, invasions and controlled cutting of populations, sieges and mass massacres, bloody factional struggles, devastating plagues and famines, political and administrative upheavals. The reaction on the folklore would therefore be represented not by a curve with slow and weak oscillations, but by marked zigzags with maxima and minima very distant from each other. Popular life would have developed from a certain historical point, let us say from what is called Gallo-Roman paganism and would have had its minimum, for example during the Germanic invasions, then during the Merovingian struggles, again during from the dismemberment of the Carolingian empire, and so on until the last cataclysms, the Revolution of 1789 and the war of 1914-1918. [2] For the High Middle Ages and up to the end of the Renaissance, or better said up to the cataclysm of the Reformation, we are too often obliged to have recourse to the hypothesis to ensure that folk continuity persisted under the political and military discontinuity. But from this moment we begin to have more and more information on popular life in towns first, then in the countryside. The reign of Louis XIV coincides with a stabilization of a large number of ancient customs which had persisted despite the Wars of Religion: at this time many corporations and brotherhoods ask for confirmation of their previous statutes; the movement of recatholization better fixes the cult of the Virgin and of the collective patron saints.[3] The bishops enact synodal

constitutions, write catechisms, order inquiries into devotional practices, protest against superstitions and "vain observances".

METHODS

The analysis of these documents, which deserve a monograph which I must leave to others, proves the persistence of a very large number of customs and beliefs possessing all the characteristics of the period from the twelfth to the sixteenth century, and the little influence that the religiously based political upheavals of the Reformation had on the mass of the urban and rural population. Only a part of the rather noble and bourgeois nation eliminated an entire category of folklore; the so-called superstitious cult of the Virgin and the Saints; in some regions of France (Hautes-Alpes, Cévennes, especially) this modification penetrated deep enough into the people to modify the mental and ritual plan, without however reaching another domain of folklore, therapeutic and surgical magic, nor the domain yet broader beliefs and customs of passage (birth, marriage, funeral).[4] In the cities, Protestantism eliminated certain popular elements, notably the cult of corporate patron saints; but momentarily during the seventeenth century this cult was everywhere re-established in an almost automatic manner. We are therefore dealing, in a general way, as far as folklore is concerned, with a continuity of several centuries, from the twelfth to the end of the eighteenth century, despite the successive discontinuities, whether political or military, or both at the same time, with repercussions economic variables depending on the time and the region.[5] We thus arrive at the Revolution, a political upheaval, and the Empire, a military upheaval, both of a relatively long duration and of undeniable social depth. Formerly the Revolution was presented as an abrupt fact, a sort of sociological mutation. It was under this aspect that I was taught it in my youth. Since then, historical research has proven that it was the culmination of more or less general tendencies and more or less latent that have evolved for at least a century and even more, in fact from the Reformation. But this research focused only on political (parliament), judicial, financial and general economic organization.[6] No monograph has been published on the evolution of beliefs and customs since 1615, nor even on the popular aspect of a particular class of folkloric phenomena, for example on the ceremonies of brotherhoods and corporations. Thus there remains in this popular domain this illusion that the Revolution, by the suppression of this form of both professional and religious groupings on the one hand, then by the suppression of official Catholic worship and the persecution of priests, the devastation of the churches of on the other hand, determined a profound change in the mores of the people. In other words, between the mores and customs of the 19th century and those of the 18th century, continuing those of previous centuries, there is an absolute discontinuity, a kind of chasm which the re-establishment of worship only partially and with difficulty filled. This impression is correct for one folklore domain, but only for this one: the professional corporations were not re-established; large-scale industry changed workers' orientation and all the old processions, acts of worship, badges, symbols disappeared definitively during the Revolution. The continued appeal of the younger classes also prevented the connection. Here and there they tried to reconstitute certain annual festivals, by the walk of an animal or a Giant, by the reconstitution of old costumes, by the invention of new costumes like those of the Incas at Valenciennes.[7] But these festivals remained secular and it is in this capacity that they have sometimes persisted down to us, although in a few cases, such as that of the Tarascan, the religious element has remained. In all the other domains there was no stopping as the memoirs published by the Celtic Academy and the Royal Society of Antiquaries of France directly prove it until around 1830: the authors of these memoirs describe what they have seen during their childhood and youth, therefore during the second half of the 18th century; they take care to indicate the persistences and the disappearances.[8] No doubt we thus have information not for the whole of France, but for certain regions only. To these chronologically comparative documents are added those which were published in the departmental directories from the Consulate until 1830, and in

the first imperial then royal statistics, by department. At this time, local learned societies also began to form, many of whose members described the manners and customs before the Revolution and during the Empire. By grouping this mass, quite heterogeneous it is true, of materials, we find that there has been no stopping or suppression in the major part of folklore. Thus, the priests had been driven out, the churches closed; but they continued to go to the sacred springs endowed, according to local belief, with a therapeutic virtue.[9] There was no more mass, but the statues of Virgins and miraculous saints were carefully preserved and they were addressed to them in secret quite often, but more often still in an open, individual way, but even collectively, for example in the event of drought. The belief in fairies, white or green ladies, wisps, domestic elves, werewolves was not touched by the tremor. The authors quoted all declare that the popular ceremonies of childbirth, birth, marriage, and funerals were only modified on one point: the intervention of a priest. And again from the Concordat this element, which in the eyes of the people continued to keep a sense of protection that the registrar could not provide, returns to its former place. I also have a large number of cases of the destruction of rural chapels and oratories located near a spring which they hastened to rebuild even before restoring the parish church.[10] It goes without saying that the Revolution affected neither popular songs, nor marvelous and fantastic stories, nor rural decorative art, nor the hundreds of observances in which the official clergy did not previously participate, nor the use of bonesetters and to healers of all kinds.

CONCLUSION

Even in the cities, the men howled against superstitions and their henchmen, the women retained their beliefs; and as at the end of the Empire there were only a few men left in the families, the women quietly restored the situation according to their own mental and ritual tendencies. This movement, partially stopped by the 1914-1918 war, took on great importance during the first post-war years and reacted to the training of Catholic scouts. However, it will be noted that in the scout movement, the symbols and emblems are not religious; or rather that the religious manifestation remains strictly Roman Orthodox. The symbols chosen on the other hand come to be attached to the emblems of the totemic clans, to those of the nomes of Egypt, to the Roman signs. I leave it to others to analyze to what extent they create in children and adolescents a special feeling, more or less magico-religious, involving a feeling of directly effective protection and solidarity. We are dealing here with child psychology, obviously close to folklore, but which in this Manual can only be pointed out. I must add that Boy Scouts' games do indeed have quite a different internal character from ordinary children's games. To play Robinson Crusoe or Swiss, the Savages, as we did in our childhood was an individual initiative; for the scouts the same games are a kind of moral duty and a training of oneself in relation to the international children's community .

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BASIS OF FORMATION OF PEREYONYMS IN LINGUISTICS

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Abstract: *In the article, the terms given to the types of transport, their role in enriching lexicology and from them in literature methods of use are discussed.*

Key words: *pereonyms, carriers, lexical system, linguoculturological, etymological, onomastic, lexical-semantic, morphological.*
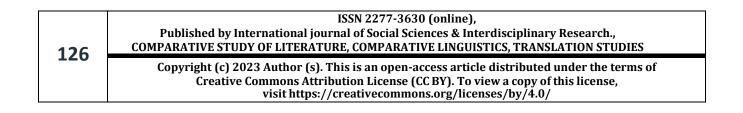
Introduction. This led to a new level of research work in Uzbek linguistics and foreign language studies as well, increasing the intensity of learning the language from an anthropocentric point of view Shazar. In addition to a number of tasks, the emerging acquisition in the Uzbek language set ourselves the task of identifying pereyonyms in the composition of words. In Uzbek linguistics, the lexical-semantic, linguocultural features of pereyonyms, the etymology of which has not been the object of monographic study, so far determine the relevance and necessity of the chosen topic.

Discussions and results. Decree of the president of the Republic of Uzbekistan "on measures to radically increase the prestige and position of the Uzbek language as a state language"dated October 21, 2019 PF-5850, decree of the president of the Republic of Uzbekistan dated January 12, 2017 "on the development of the system of printing and distribution of Book products, the creation of a commission on activity of the Academy of Sciences of February, organization of scientific research work, the scientific results of this dissertation will serve to a certain extent to the implementation of the decisions of the PQ-2789 on measures to further improve management and financing, the decisions of the Cabinet of Ministers of December 12, 2019 No. 989"on approval of the regulation on the Department of state language development", No. 40" on measures to organize the activities of terms under the Cabinet of

Among the various onomastic units, the identification of the lexical-semantic, national-cultural, and in the artistic text of the pereyonyms, linguistic, poetonymic features in the language, factors of assimilation from one language to another system into the language, reasons for maintaining their originality in translation is one of the urgent tasks facing the current science of linguistics.

In the language system of World peoples, pereyonyms form a separate lexical system as the patronymics of moving vehicles, created in accordance with which they are adapted to walking on land, swimming in water, flying in the air. Their place in language and speech, linguistic basis, etymology, historical and modern layer, features of making and determination of lexical-semantic, methodological peculiarities associated with their use in artistic texts are important in the study of the history of the language, in determining its social status.

One of the linguists who in recent years has monographically researched the onomastic scope of the Uzbek language is Ya.I.Is avlakulov . He shows the types of pereyonyms in his research .

The pereyonyms are derived from the Greek – "periov" meaning "means of movement". This type of onomastic units includes horses with a stroke, which is given to a separate grain of any vehicles.

It received the name of the car, which in itself represents the Greek word "Auto", and it means the Latin word for "moving". Put them together and you have a self-propelled tool that you don't need to pull horses.

Other names for vehicles

Of course, the other popular name of the car is derived from the word "Karros", which means "carriage" or "wagon". There are names such as autotoyen, autokenet, autometon, automotor horse, buggyaut, diamote, horse-free displacement, mokole, Motor Transport, motoriq, autorack and oleo locomotive.

The fact that it was not really followed by George Selden's opinions challenged the patent to some manufacturers. Henry Ford Seldon, founder and manufacturer of the Ford Motor Company, was involved in licensing fees and was one of those who refused to pay it. Selden sued Ford in 1904, but the court ordered a car built under the George Selden patent. Selden's patent was revoked in 1911, and Selden was no longer able to collect royalties, and car manufacturers were free to build their cars at a lower cost at no additional cost.

The following transports are available: surface transport (rail, road, pipeline), water transport (sea and River), Air Transport (Aviation). Internal production according to the task. divided into (industrial) transport and general-use transport. In addition to these types of transport, there are self-used motorhomes. According to the nature of the task, iron is divided into passenger and freight transport. Internal production transport directly serves the production process of material goods and is a component of the means of production of the enterprise. Commonly used transport (surface, water and air) constitutes an important area in social production. The emergence of the commonly used transport as a network of material production is associated with an industrial coup.

The growth of foreign trade between countries gave impetus to the development of maritime shipping. Motor Transport appeared at the end of the 19th century, in the 20s of the 20th century began to compete with rail and river transport, carrying freight and passengers over a short distance. Civil Air Transport came into being in the 1st quarter of the 20th century.

In 1992, the UZ-Daewoo Auto (today GM Uzbekistan) automobile plant, which produces light cars, began to be built on the basis of a cotton-carrying trailer plant in Acaka, Andijan province in cooperation with the South Korean company Daewoo. In 1996, the first light cars" Damas"," Tuco"," Nexia " began to leave the factory conveyor. This young and promising field became a kind of locomotive of other high-tech sectors of the national economy, such as neftchimia, electronics.

Uzbekistan is the 28th World automobile manufacturer. The GM-Uzbekistan plant is producing cars for the third millennium with a much more significant collection of modern car models: "Damas", "Nexia", "Matis", "Lacetti", "Chevrolet Enuca", "Chevrolet Captiva", "spark", "Malibu", "Cobolt". The growing competition in the world market requires the company to constantly implement modern texhnologies, scientific and design developments.

Conclusion. On the basis of the opinions and analyzes presented, it can be said that the issue of pereyonyms determines the level of language and speech as the direction of modern onomastics

in linguistics. Moreover, the study of pereyonyms is a process that is associated not only with linguistics, but also with production. In the future, an increase in the number of research on pereyonyms, along with the development of onomastics, will determine the place of language in the economy of society.

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THE EXCEPTIONAL IN THE WORKS OF VAN GENNEP

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Abstract: This article is exceptional in the work of Van Gennep because of the breadth of historical views to which it bears witness. Indeed, we know his reluctance towards history, which is mainly due to two reasons: on the one hand, the difficulty of crossing the terra incognita which separates the end of the Roman Empire from the high middle age and on the other hand the fact that folklore is the study of living facts. Van Gennep maintained this position throughout his work and sometimes even in rather violent terms, such as when he describes the historical point of view as a "psychological and methodological disease" . It is therefore very surprising to note that, in this text, he allows himself to affirm the existence of a folkloric continuity in France from Gallo-Roman paganism until the 19th century, taking into account the contemporary stagnations or regressions of the great historical cataclysms (invasions, wars, revolutions, etc.).

Keywords: the general public, folklore, synodal constitutions , customs, folk phenomena , the Revolution .

INTRODUCTION

It's also an assumption. boldness that he proposes to explain the greater folk continuity in certain regions: it would most often be a question of marshy or wooded countries, where communications are difficult, more difficult paradoxically than in the mountains where they are "long and painful, but durable. This text probably dates from before 1939 (Van Gennep alludes to German National Socialism); it is probably more or less contemporary with the two volumes of the bibliography (1937 and 1938). It is only about France here, although I mention the results obtained in other countries by comparative ethnography and folklore.[1] On the other hand, I only take into account the general impression felt by the general public, educated to various degrees, but not by that of professional historians, archaeologists, scholars in various branches. This impression is that the history of France is a succession of periods of calm and catastrophic periods; wars, long-lasting or very cruel, invasions and controlled cutting of populations, sieges and mass massacres, bloody factional struggles, devastating plagues and famines, political and administrative upheavals. The reaction on the folklore would therefore be represented not by a curve with slow and weak oscillations, but by marked zigzags with maxima and minima very distant from each other. Popular life would have developed from a certain historical point, let us say from what is called Gallo-Roman paganism and would have had its minimum, for example during the Germanic invasions, then during the Merovingian struggles, again during from the dismemberment of the Carolingian empire, and so on until the last cataclysms, the Revolution of 1789 and the war of 1914-1918. [2] For the High Middle Ages and up to the end of the Renaissance, or better said up to the cataclysm of the Reformation, we are too often obliged to have recourse to the hypothesis to ensure that folk continuity persisted under the political and military discontinuity. But from this moment we begin to have more and more information on popular life in towns first, then in the countryside. The reign of Louis XIV coincides with a stabilization of a large number of ancient customs which had persisted despite the Wars of Religion: at this time many corporations and brotherhoods ask for confirmation of their previous statutes; the movement of recatholization better fixes the cult of the Virgin and of the collective patron saints.[3] The bishops enact synodal

constitutions, write catechisms, order inquiries into devotional practices, protest against superstitions and "vain observances".

METHODS

The analysis of these documents, which deserve a monograph which I must leave to others, proves the persistence of a very large number of customs and beliefs possessing all the characteristics of the period from the twelfth to the sixteenth century, and the little influence that the religiously based political upheavals of the Reformation had on the mass of the urban and rural population. Only a part of the rather noble and bourgeois nation eliminated an entire category of folklore; the so-called superstitious cult of the Virgin and the Saints; in some regions of France (Hautes-Alpes, Cévennes, especially) this modification penetrated deep enough into the people to modify the mental and ritual plan, without however reaching another domain of folklore, therapeutic and surgical magic, nor the domain yet broader beliefs and customs of passage (birth, marriage, funeral).[4] In the cities, Protestantism eliminated certain popular elements, notably the cult of corporate patron saints; but momentarily during the seventeenth century this cult was everywhere re-established in an almost automatic manner. We are therefore dealing, in a general way, as far as folklore is concerned, with a continuity of several centuries, from the twelfth to the end of the eighteenth century, despite the successive discontinuities, whether political or military, or both at the same time, with repercussions economic variables depending on the time and the region.[5] We thus arrive at the Revolution, a political upheaval, and the Empire, a military upheaval, both of a relatively long duration and of undeniable social depth. Formerly the Revolution was presented as an abrupt fact, a sort of sociological mutation. It was under this aspect that I was taught it in my youth. Since then, historical research has proven that it was the culmination of more or less general tendencies and more or less latent that have evolved for at least a century and even more, in fact from the Reformation. But this research focused only on political (parliament), judicial, financial and general economic organization.[6] No monograph has been published on the evolution of beliefs and customs since 1615, nor even on the popular aspect of a particular class of folkloric phenomena, for example on the ceremonies of brotherhoods and corporations. Thus there remains in this popular domain this illusion that the Revolution, by the suppression of this form of both professional and religious groupings on the one hand, then by the suppression of official Catholic worship and the persecution of priests, the devastation of the churches of on the other hand, determined a profound change in the mores of the people. In other words, between the mores and customs of the 19th century and those of the 18th century, continuing those of previous centuries, there is an absolute discontinuity, a kind of chasm which the re-establishment of worship only partially and with difficulty filled. This impression is correct for one folklore domain, but only for this one: the professional corporations were not re-established; large-scale industry changed workers' orientation and all the old processions, acts of worship, badges, symbols disappeared definitively during the Revolution. The continued appeal of the younger classes also prevented the connection. Here and there they tried to reconstitute certain annual festivals, by the walk of an animal or a Giant, by the reconstitution of old costumes, by the invention of new costumes like those of the Incas at Valenciennes.[7] But these festivals remained secular and it is in this capacity that they have sometimes persisted down to us, although in a few cases, such as that of the Tarascan, the religious element has remained. In all the other domains there was no stopping as the memoirs published by the Celtic Academy and the Royal Society of Antiquaries of France directly prove it until around 1830: the authors of these memoirs describe what they have seen during their childhood and youth, therefore during the second half of the 18th century; they take care to indicate the persistences and the disappearances.[8] No doubt we thus have information not for the whole of France, but for certain regions only. To these chronologically comparative documents are added those which were published in the departmental directories from the Consulate until 1830, and in

the first imperial then royal statistics, by department. At this time, local learned societies also began to form, many of whose members described the manners and customs before the Revolution and during the Empire. By grouping this mass, quite heterogeneous it is true, of materials, we find that there has been no stopping or suppression in the major part of folklore. Thus, the priests had been driven out, the churches closed; but they continued to go to the sacred springs endowed, according to local belief, with a therapeutic virtue.[9] There was no more mass, but the statues of Virgins and miraculous saints were carefully preserved and they were addressed to them in secret quite often, but more often still in an open, individual way, but even collectively, for example in the event of drought. The belief in fairies, white or green ladies, wisps, domestic elves, werewolves was not touched by the tremor. The authors quoted all declare that the popular ceremonies of childbirth, birth, marriage, and funerals were only modified on one point: the intervention of a priest. And again from the Concordat this element, which in the eyes of the people continued to keep a sense of protection that the registrar could not provide, returns to its former place. I also have a large number of cases of the destruction of rural chapels and oratories located near a spring which they hastened to rebuild even before restoring the parish church.[10] It goes without saying that the Revolution affected neither popular songs, nor marvelous and fantastic stories, nor rural decorative art, nor the hundreds of observances in which the official clergy did not previously participate, nor the use of bonesetters and to healers of all kinds.

CONCLUSION

Even in the cities, the men howled against superstitions and their henchmen, the women retained their beliefs; and as at the end of the Empire there were only a few men left in the families, the women quietly restored the situation according to their own mental and ritual tendencies. This movement, partially stopped by the 1914-1918 war, took on great importance during the first post-war years and reacted to the training of Catholic scouts. However, it will be noted that in the scout movement, the symbols and emblems are not religious; or rather that the religious manifestation remains strictly Roman Orthodox. The symbols chosen on the other hand come to be attached to the emblems of the totemic clans, to those of the nomes of Egypt, to the Roman signs. I leave it to others to analyze to what extent they create in children and adolescents a special feeling, more or less magico-religious, involving a feeling of directly effective protection and solidarity. We are dealing here with child psychology, obviously close to folklore, but which in this Manual can only be pointed out. I must add that Boy Scouts' games do indeed have quite a different internal character from ordinary children's games. To play Robinson Crusoe or Swiss, the Savages, as we did in our childhood was an individual initiative; for the scouts the same games are a kind of moral duty and a training of oneself in relation to the international children's community .

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BASIS OF FORMATION OF PEREYONYMS IN LINGUISTICS

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Abstract: *In the article, the terms given to the types of transport, their role in enriching lexicology and from them in literature methods of use are discussed.*

Key words: *pereonyms, carriers, lexical system, linguoculturological, etymological, onomastic, lexical-semantic, morphological.*
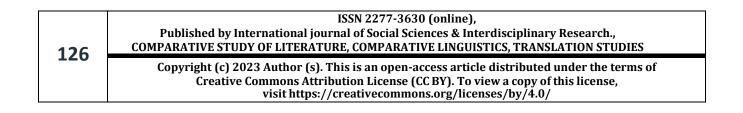
Introduction. This led to a new level of research work in Uzbek linguistics and foreign language studies as well, increasing the intensity of learning the language from an anthropocentric point of view Shazar. In addition to a number of tasks, the emerging acquisition in the Uzbek language set ourselves the task of identifying pereyonyms in the composition of words. In Uzbek linguistics, the lexical-semantic, linguocultural features of pereyonyms, the etymology of which has not been the object of monographic study, so far determine the relevance and necessity of the chosen topic.

Discussions and results. Decree of the president of the Republic of Uzbekistan "on measures to radically increase the prestige and position of the Uzbek language as a state language"dated October 21, 2019 PF-5850, decree of the president of the Republic of Uzbekistan dated January 12, 2017 "on the development of the system of printing and distribution of Book products, the creation of a commission on activity of the Academy of Sciences of February, organization of scientific research work, the scientific results of this dissertation will serve to a certain extent to the implementation of the decisions of the PQ-2789 on measures to further improve management and financing, the decisions of the Cabinet of Ministers of December 12, 2019 No. 989"on approval of the regulation on the Department of state language development", No. 40" on measures to organize the activities of terms under the Cabinet of

Among the various onomastic units, the identification of the lexical-semantic, national-cultural, and in the artistic text of the pereyonyms, linguistic, poetonymic features in the language, factors of assimilation from one language to another system into the language, reasons for maintaining their originality in translation is one of the urgent tasks facing the current science of linguistics.

In the language system of World peoples, pereyonyms form a separate lexical system as the patronymics of moving vehicles, created in accordance with which they are adapted to walking on land, swimming in water, flying in the air. Their place in language and speech, linguistic basis, etymology, historical and modern layer, features of making and determination of lexical-semantic, methodological peculiarities associated with their use in artistic texts are important in the study of the history of the language, in determining its social status.

One of the linguists who in recent years has monographically researched the onomastic scope of the Uzbek language is Ya.I.Is avlakulov . He shows the types of pereyonyms in his research .

The pereyonyms are derived from the Greek – "periov" meaning "means of movement". This type of onomastic units includes horses with a stroke, which is given to a separate grain of any vehicles.

It received the name of the car, which in itself represents the Greek word "Auto", and it means the Latin word for "moving". Put them together and you have a self-propelled tool that you don't need to pull horses.

Other names for vehicles

Of course, the other popular name of the car is derived from the word "Karros", which means "carriage" or "wagon". There are names such as autotoyen, autokenet, autometon, automotor horse, buggyaut, diamote, horse-free displacement, mokole, Motor Transport, motoriq, autorack and oleo locomotive.

The fact that it was not really followed by George Selden's opinions challenged the patent to some manufacturers. Henry Ford Seldon, founder and manufacturer of the Ford Motor Company, was involved in licensing fees and was one of those who refused to pay it. Selden sued Ford in 1904, but the court ordered a car built under the George Selden patent. Selden's patent was revoked in 1911, and Selden was no longer able to collect royalties, and car manufacturers were free to build their cars at a lower cost at no additional cost.

The following transports are available: surface transport (rail, road, pipeline), water transport (sea and River), Air Transport (Aviation). Internal production according to the task. divided into (industrial) transport and general-use transport. In addition to these types of transport, there are self-used motorhomes. According to the nature of the task, iron is divided into passenger and freight transport. Internal production transport directly serves the production process of material goods and is a component of the means of production of the enterprise. Commonly used transport (surface, water and air) constitutes an important area in social production. The emergence of the commonly used transport as a network of material production is associated with an industrial coup.

The growth of foreign trade between countries gave impetus to the development of maritime shipping. Motor Transport appeared at the end of the 19th century, in the 20s of the 20th century began to compete with rail and river transport, carrying freight and passengers over a short distance. Civil Air Transport came into being in the 1st quarter of the 20th century.

In 1992, the UZ-Daewoo Auto (today GM Uzbekistan) automobile plant, which produces light cars, began to be built on the basis of a cotton-carrying trailer plant in Acaka, Andijan province in cooperation with the South Korean company Daewoo. In 1996, the first light cars" Damas"," Tuco"," Nexia " began to leave the factory conveyor. This young and promising field became a kind of locomotive of other high-tech sectors of the national economy, such as neftchimia, electronics.

Uzbekistan is the 28th World automobile manufacturer. The GM-Uzbekistan plant is producing cars for the third millennium with a much more significant collection of modern car models: "Damas", "Nexia", "Matis", "Lacetti", "Chevrolet Enuca", "Chevrolet Captiva", "spark", "Malibu", "Cobolt". The growing competition in the world market requires the company to constantly implement modern texhnologies, scientific and design developments.

Conclusion. On the basis of the opinions and analyzes presented, it can be said that the issue of pereyonyms determines the level of language and speech as the direction of modern onomastics

in linguistics. Moreover, the study of pereyonyms is a process that is associated not only with linguistics, but also with production. In the future, an increase in the number of research on pereyonyms, along with the development of onomastics, will determine the place of language in the economy of society.

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PROBLEMS OF LINGUISTIC AND METHODS OF TEACHING A FOREIGN LANGUAGE

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Abstract: This article deals with the problem of intercultural communication, in which background knowledge plays an important role. Referring to our research, we see the solution to this problem in expanding the background knowledge of students, i.e. familiarization of students with the realities, traditions and customs of English-speaking countries.

Key words: background knowledge, intercultural communication, problem of linguistics, lexeme, articulation, communication skills, equivalent vocabulary, components, cultural aspect, system of speech mechanisms.

Introduction. Methods of linguistic training are constantly being improved, as the formation of communicative and socio-cultural competencies provides the basis for adequate interaction in the framework of international communication and professional situations. At present, the need to learn English is an important and a real factor in functioning in various fields of human activity has become generally accepted. English is taught throughout all years of study, in all specialties. The main task of training is to master students' communication skills in English[1].

Discussions and results. As a result of training at a university, a modern foreign language specialist should demonstrate a certain level of bilingual communicative competence, including linguistic, sociolinguistic, sociocultural, discursive in accordance with the common European scale of requirements for all types of speech activity. Speaking, listening, reading and writing know the language of realities associated with the most important historical events, cultural and historical associations, with the peculiarities of socio-political life, state structure, economy, traditions and customs of the countries of the studied language and be able to convey this information to students[2].

The study of special literature led us to the conclusion that the consideration of background knowledge in terms of their structure and thematic content, as well as in the methodological aspect, has not yet been the subject of special studies.

The use of proper names in a figurative sense, as well as, the use of literary material in the form of quotations, allusions and references, require the reader or listener of the text to be able to recognize them, recreate in memory the situation of their primary usage. Restore the typical features of the character, his style of behavior, fate, and sometimes and features of the whole work. Examples of such values: a Mr. Barleycorn - a bottle of gin, the Walter Mitty dream - the "blue dream" of every layman, to do an Oliver Twist in the meaning of "ask for more", the Alice-in-Wonderland quality - an illogical order or property that is contrary to common sense[3].

Thus, the possession of literary background knowledge is a necessary condition for an adequate understanding of authentic written and oral texts - in full content, meaning and author's intention. This determines their communicative significance.

Teaching experience shows that even at advanced stages of learning, students make a significant number of "mistakes" both when performing exercises and when using substantive constructions in conversational practice. In this regard, we see the need for more detailed equipment on this topic and the development of appropriate recommendations. Another obstacle on the way to solving the communicative problem of linguistics is to correct perception of the spoken form, that is, the perception of what is said by ear.

In many educational institutions for teaching a foreign language, much attention is paid to the elements of linguistic and regional studies. The use of the linguistic and cultural aspect contributes to the formation of learning motivation, which is very important in the context of college education therefore, foreign language communication is not supported by the language environment. In the educational process, it should be taken into account, that the word is both a sign of reality and a unit of language. Introducing students to the culture of English-speaking countries is an integral part of teaching a foreign language. In our practice, we constantly draw students' attention to the cultural aspect, namely, what traditions and customs are in the culture of the country whose language they are learning.

We acquaint students with linguistic units that most clearly reflect the national characteristics of the culture of the people-native speakers and among its existence [4].

Therefore, the new teaching methodology should provide basic knowledge about the linguistic and cultural aspects of the country of the language, which is being studied, its traditions and new trends in the economy, politics and culture. Emphasis is placed on the independent work of the students.

Conclusion. Experts believe that, it is impossible to learn a language, it can be taught and it is independently study, which can be the key to the effectiveness of the entire educational process.

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Morphological subject in the Uzbek language

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Abstract: *The article examines the morphological subject in the Uzbek language and its relation to the lexical subject, the types of simple sentences on the use of the morphological and lexical subject.*

Key words: *subject, morphological subject, lexical subject, synonymy, economy, sentence with subject, sentence without subject, sentence with lexical subject, sentence without lexical subject.*

Introduction. In Uzbek language it is interpreted that subject is usually formulated via words, phrases and expressions. However some linguists claim that subject can be expressed with morphological means. Likewise, G.Zikrillayev says that personal form of the verb represents both subject and participle signal. Accordingly, in this case the relation of the participle with subject syntactically does not appear. When there is a need to express the subject in a lexical way, the subject-participle relationship is shown by using noun, pronoun, etc. in the sentence. Another theory gives following opinion: In another place, he gives the following opinion: "... the stem, the base of the verb and the additions of person, number, respect form the participle and also mean the doer (subject, possessor)".

Discussions and results. In the manual "Structural syntax of the Uzbek language" it is said that : In Uzbek sentences, the participle always comes with person/number suffixes. Person/number adverbs provide information about the person and number of the subject of the sentence, and there is no need to repeat it again and again with a separate sentence. Based on these points, we can say that Uzbek language has a morphological subject. In this article, we are going to interpret the subject from this prespective .

According to the way of expression in Uzbek language there are two types of the subject:
1. Morphological subject
2. Lexical subject

The morphological subject is expressed by the stem, base and participles of person, number and respect. For example, if it is said o'qi, ishla(read or work), it can be seen that the subject of these verbs is in the second person singular. Ўқияпман, бордим, келдинг, ўқиди, биласан, талабамиз, сахийсан, омадлисиз.(I'm reading, I went, you came, you read, you know, our student, you're generous, you're lucky) in underlined words, person, number and honorific suffixes (-man, -m, -ng, -di, -san, -miz, -siz) indicate subject in the first, second, third person (I, you, we, you, he). Expression of the subject in Uzbek language by a morphological tool is related to the main feature of the construction of the Uzbek literary language (economy). In this case, the possessive word is saved. Lexical subject is represented by a word, phrase, phrase (subject in the traditional sense) Мен ўқияпман. Сен биласан. У ўқиди. От кишнади. Биз талабамиз. Сен сахийсан. Сиз омадлисиз. (сўз билан ифодаланган) (I am studying. You know He read. The horse neighed. We are students. You are generous. You are lucky.) (expressed in words),, Икки киши келди. Сувонжоннинг калтакка тоқат қилиши Ойсулувга бадтар алам қилди. (С. Анорбоев) (содда ва кенгайган сўз бирикмаси билан ифодаланган), Биламан, Нигорим, кишининг кўнглини олиш жаҳонда қийин... (С. Анорбоев, Оқсой) (ибора билан ифодаланган).(Two people came.

Suvonjon's tolerance of the beating hurt Aysuluv. (S. Anorboev) (expressed by a simple and extended phrase), I know, Nigorim, it is difficult to please someone in the world... (S. Anorboev, Aksoy) (expressed by a phrase).)

There is semantic similarity between morphological and lexical subject . Because their three different grammatical meanings (person, number, and respect) are similar. Including -m, -man, -(a)y and me, the root of the verb (read, work), -ng, -san and you, -k, -miz, -(a)ylik and we, -siz, -(i)ngiz, -(i)ng (go, work) and you, -di, -(i)bdi, -gan, -yapti,-(a)r, -adi (-ydi), -sa, -sin, -may, the third person form of the nominative participle (Student. Was a student) and he, they, possessive noun and predicate are fully or partially synonymous. Connotative (methodological) properties differ according to the denotative properties of synonyms. When it is not necessary to emphasize the doer, the morphological subject itself is used. If it is necessary to emphasize the executor, i.e. in the emotional statement, the possessive (personal pronoun) is used (mainly in the 1st and 2nd person).

As mentioned above, the lexical possessive is not always used since possessive is represented by a morphological tool in Uzbek. The use of the lexical subject varies from person to person. The lexical subject in the I and II person is used when it is necessary to emphasize the morphological subject: Мен кўнмадим. (Р. Файзий, Чўлга баҳор келди). Сен чиндан ҳам гўзалсан, Ҳузурингга келдим бот. (А. Орипов) Мен учун энди бу жаҳонда ёлғиз сиз борсиз, холос! (О. Ёқубов, Эр бошига иш тушса) Самарқанду Бухорони бизлар курганмиз. (А. Орипов)(I didn't get used to it. (R. Faizy, Spring has come to the desert). You are really beautiful, I have come to your presence. (A. Oripov) For me now there is only you in this world! (O. Yaqubov, If there is work per head of land) We built Samarkand and Bukhara. (A. Oripov))In the first and second examples, the lexical subject emphasized the morphological subject acting as a theme, and in the third and fourth examples, it was the rheme. If emphasis is not intended, the lexical subject is not used, it is saved: Пулни олмадим, минг марта розиман, сизга она сутидай ҳалол бўлсин..(I didn't get the money, I agree a thousand times, may you be honest like mother's milk.)

(А. Қаҳҳор, Қўшчинор чироқлари) -Яхшиликча эгардан туш-у, қўлингни

кўтар (Please get off the saddle and raise your hand). (П. Турсун, Ўқитувчи) In the first example, the lexical subject in the first person (men), and in the second example, the lexical subject in the second person (sen) is saved twice.

In the third person, the lexical possessive is mainly used to clarify the morphological possessive. For example, it is not known who or what came. The executor determines when the lexical owner is used: Укам келди. Анвар келди. Лайлак келди. Баҳор келди. Автобус келди.(My brother came. Anvar came. The stork came. Spring has come. The bus arrived.) Therefore, the lexical possessive in the third person is often used in comparison with the first and second persons. In the microtext, if it is not intended to emphasize the same executor, the lexical subject is used once at the beginning of the text, and in the following sentences, the executor is represented by the morphological subject: Тонг отди. Ғани ака боши оғриб уйғонди. Кийим-бошини алмаштириб, сойга ўтди. Сувга тушди. Қайтди. Булоқ бошида тўхтади. Яқиндаги дард-аламларини эслади. Хомушланди.(It's dawn. Brother Ghani woke up with a headache. He changed his clothes and went to the stream. He fell into the water. He returned. The spring stopped at the beginning. He remembered his recent pains. It turned off.) А. Қаҳҳор, Қўшчинор чироқлари) In the second, third, and fourth sentences, the lexical subject served to emphasize the theme expressed by the morphological subject, in the fifth and sixth sentences, the lexical subject was not used because the level of emphasis was not high, and the performative morphological subject (-ar ekan) was used.

Now we will describe the classification of the simple sentence according to the structure (according to the use of the possessive) from the point of view that there is a morphological possessive in the Uzbek language. A simple sentence is divided into two according to the presence of a morphological owner:

1. Sentence with the subject

2. Sentence without a subject.

A sentence that has a morphological subject is a sentence with the subject: Кел. Бордим. Биласан. Ўқитувчисиз. Каттасиз. Мен бордим. Сиз ўқитувчисиз (Come I went. You know. Without a teacher. You are big. I went. You are a teacher) Subject with a sentence may or may not have lexical subject. According to the sentence with a subject is divided into two types:

1. Sentence with a lexical subject.

2. Sentence without a lexical subject.

In a sentence without a lexical subject, the subject represented by a word is not used: Ўқи. Қишлоқдан келдим. Университет талабасисан. Уйига кетди. Ширин экан.(Read. I came from the village. You are a university student. He went home. It's sweet.) So such a sentence is not a sentence without subject, it is a sentence with a lexical subject. In such sentences lexical subject is saved.

In the sentence with the lexical subject subject is represented via certain lexical signal; Сен ўқи. Мен қишлоқдан келдим. Сен университет талабасисан. Анвар уйига кетди. Қовун ширин экан (You read. I came from the village. You are a university student. Anwar went home. Melon is sweet) In such a sentence, the lexical subject is used with the speech purpose and task requirement (to emphasize and clarify the morphological subject).

In the sentence without a subject there is neither morphological nor lexical subject. Because the presence of a lexical owner in a sentence depends on the presence of a morphological owner. The following sentences are sentences without a subject: Қишлоққа шу йўлдан борилади. Бориш керак. Ўқиш лозим. Кутишга тўғри келади. Бу ерга тариқ экса бўлади. Эл оғзига элак тутиб бўлмайди.(This is the way to the village. Must go. Must read. It will have to wait. Millet is sown here. You can't hold a sieve in your mouth.)(Proverbs) Adverb clause and verb clause (semantic-functional sentence) are also special types of possessive clauses: Баҳор. Баҳор эди. – Бу ерлар ҳам Қўшчинорга қарашлими? – Йўқ(А. Қаҳҳор, Қўшчинор чироқлари).

In conclusion, the following can be said:

1. According to the method of expression in Uzbek, there are two types of possessives:

1. Morphological possess. 2. Lexical has. The morphological subject is expressed by the stem, base and participles of person, number and respect. Lexical subject is represented by a word, phrase, phrase.

2. There is semantic similarity between morphological and lexical subject. Because their three different grammatical meanings (person, number, and respect) are similar. The connotative nature of synonyms differs. When it is not necessary to emphasize the executor, that is, in a non-emotional statement, the morphological subject itself is used. If it is necessary to emphasize the executor, that is, in an emotional statement, the lexical possessive is used.

3. In the Uzbek language, the lexical possessive is not always used because it is represented by a morphological tool. The use of the lexical subject varies from person to person. The lexical subject in the I and II person is used when it is necessary to emphasize the morphological subject. If emphasis is not intended, it is saved without using the lexical subject. In the third person, the lexical subject is used to clarify the morphological subject. Therefore, in the third person, the lexical possessive is used more often than in the first and second persons.

4. A simple sentence is divided into two types according to the presence of a morphological subject: 1. Sentence with the subject 2. Sentence without a subject. A sentence that has a morphological subject is a sentence with a subject. According to the use of the lexical subject, possessive sentences are divided into two types: 1. Sentence with a lexical subject. 2. Sentence without a lexical subject. In a sentence without a lexical subject, a subject represented by a word is not used. In such a sentence, the lexical subject is saved. A lexical subject is expressed by a

possessive lexical device in a sentence. In such a sentence, the lexical subject is used with the speech purpose and task requirement (to emphasize and clarify the morphological subject).

Conclusion. There are neither morphological nor lexical subject in sentences without a subject. Because the usage of lexical subject in a sentence depends on a presence of morphological subject..

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MULTIMEDIA TECHNOLOGIES TO INCREASE THE QUALITY AND EFFICIENCY OF THE EDUCATIONAL PROCESS

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Abstract: The article is about the efficiency of using multimedia learning tools in the process of learning foreign languages. The use of modern means, such as awareness programs and Internet technology, as well as cooperative learning and project methodology, allow us to solve the problems which each learner will come across some difficulties in teaching and learning process.
Key words: focus, quality of education, Multimedia technology, educational tools, disadvantages, educational process, affects, special.

Introduction. In modern conditions, the main focus is on improving the quality of education. Therefore, of course, whether it is a lecture, a practical lesson or a laboratory lesson, there is a need to use modern computers and new pedagogical technologies. In general, the introduction of new information technologies in the educational process affects the quality of teaching.

Discussions and results. Multimedia is a term frequently heard and discussed among educational technologist today. Unless clearly defined, the term can alternately mean a provident mix of various mass media such as text, audio and video" or it may

mean the development of computer-based hardware and software packages produced on a mass scale and yet individualize use and learning.

Educational technology is the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources .It is most simply and contentedly defined as an assortment of tools that might prove helpful in student centered learning. It advocates the teacher becoming "Guide on the Side» rather than "Sage on the Stage Educational technology also called 'Learning Technology', mainly comprise of the use of technology in the process of teaching and learning. Here the item technology does not only include the use of latest tools and techniques like laptops, interactive whiteboards, and smart phones; internet, Wi-Fi, and YouTube etc., although they are massively preferred by today's learners for their learning potential, but also encompasses

efficient and enhanced learning management systems, schema of information dissemination, effective teaching and management of student masses, feedback mechanisms and performance evaluation methodologies etc.

The use of media to enhance teaching and learning complements traditional approaches to learning. ... Using media engages students, aids student retention of knowledge, motivates interest in the subject matter, and illustrates the relevance of many concepts. Multimedia has overcome the barriers of time and space and provides evidence to be accepted as an anytime and anywhere tool for educating multi-disciplinary masses. ... Multimedia technology empowers the educational process by means of increased interaction between teachers and the students. Multimedia simply

means using a combination of different content forms in an integrated way. This can be text, audio, graphics, animation, video, virtual and augmented reality, interactions, etc

In the current scenario of educational institutions, multimedia has dig up its own kind of space in some or the other way as a tool of educational technology. Multimedia has overcome the barriers of time and space and provides evidence to be accepted as an anytime and anywhere tool for educating multi-disciplinary masses. The process of knowledge acquisition becomes more efficient when the learners experience an event through a multimedia simulation. Multimedia technology empowers the educational process by means of increased interaction between teachers and the students. Apart from the fact that multimedia can provide educators and students with endless possibilities of quality teaching and learning, taking vital considerations of the pedagogical strengths and limitations of Multimedia, it can be used to its fullest potency, and reach the eminence of 'New Educational Technology tool'.

Multimedia technology helps all sensory organs work at the same time. Slides, animations, videos show the opportunity to attract more students' attention. Teaching through multimedia programs helps to systematize the content components of the learning material on a large scale, allowing learners to freely choose and transition to full or abbreviated learning options.

The new form of educational tools creates opportunities not only for the emergence of new opportunities for communication, information transmission, but also for the emergence of new problems, solutions, new intersections, which have a special place in traditional education and modern culture. The use of complex methods of presenting information often leads to a distraction of learners due to various disparities. To ensure the effective use of multimedia learning tools, software and hardware must be tuned to the required level. The most important thing here is the summary and presentation of the lecture. While the teacher is showing the slides, she can show various pictures, formulas, and graphs, and write the lecture briefly and succinctly. In doing so, the student sees with his own eyes the concepts he is hearing at the same time and believes that they exist. It is known that most of the information is obtained by sight. The use of computer-based electronic tests to summarize and reinforce the topic of the lesson, as well as in-depth and thorough study, in turn, develops students' skills and abilities in the subject. They develop an interest in new computer programs. Talented and inquisitive and creative students will be able to take in-depth courses in the field of information and communication technologies, which will be a key factor in their future development as highly qualified professionals.

Conclusion. In short, the use of pedagogical and information and communication technologies in the field of education, Internet information and educational resources effectively helps students to maintain a high level of knowledge and allows them to become qualified professionals in the future.

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NATIONAL UITY: SOCIAL AND CULTURAL INTEGRATION. US POPULAR CULTURE AND CONSUMERISM. PLURALISTIC INTEGRATION

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Abstract: The article concerns about how the US became integrated socially and culturally, how Americans' attitude was towards immigration and became more united. The formation of popular United States culture is also explored including consumerism which became commonplace during the 1920s. Moreover, the article focuses on the term "pluralistic integration" distinguishing cultural pluralism from religious pluralism.

Key words: integration, immigration, consumerism, pop culture, the Roaring Twenties, pluralism, diversity.

Introduction. What is integration? Integration is the process of finding the inverse derivative of a function. It's a similar way of adding slices to make it whole. Integration is the reverse process of differentiation. Social integration is the process by which newcomers or minorities are integrated into the social structure of the host society. Social integration, along with economic integration and identity integration, are three major aspects of the newcomer's experience in the society that absorbs them.

Discussions and results. A higher level of social integration contributes to closer social distance between groups and more consistent values and practices bringing together ethnic groups. It allows access to all areas of community life and eliminates segregation. In a broader sense, social integration is a dynamic and structured process in which all members engage in dialogue to achieve and maintain peaceful social relations. Social integration does not mean forced assimilation. Social integration resolves situations of social conflict, social disintegration, social exclusion, social division, exclusion, and polarization towards peaceful social relations and focuses on the need to move towards a safe, stable and just society strengthened by coexistence, cooperation and togetherness. Throughout history, integration has shaped American society and determined how individuals within society learn, eat, worship, celebrate, and respect each other. Integration has the advantage that citizens can respect other cultures and create a sense of togetherness within the community. In addition, individuals belonging to multiple societies acquire resources from multiple cultures while broadening their horizons. Not only will individuals become more diverse, leading to social and economic success, but individuals will also have the opportunity to experience a higher quality of life in America by being multiethnic. Since the nation's birth, immigrants have shaped American society and complex demographics. Immigrants have shaped American society in many ways and contributed to the country's diversity. Immigration and diversity have a positive impact on economies and workplaces. In addition, individual immigrants and population groups have shaped the United States as a nation by demonstrating potential for improvement and uplift. Finally, immigrant groups changed various elements of American culture, and cultural integration allowed these new concepts and ideas to take root in American culture. This is how immigrants created the "New America". The United States is very different from when it started. Because society was predominantly white, a white vs. minority mentality pervaded the country, and it did not represent the founding principles upon which the country was founded. After that, America is more united. People of all ethnicities are ready to stand up against racial injustice and discrimination. As immigration and racial mixing continue, people will become more tolerant and united as they begin to accept that America is indeed a "nation of immigrants." In summary, the US experience shows that the goal of ensuring cultural integration is not always best achieved by policies that restrict

immigration. Influenced by the country's most restrictive immigration policies, immigrants moved rapidly toward the mainstream and were seamlessly assimilated into society by two or three generations. Cultural integration, like many basic economic processes, is driven by incentives. The combined failure of restrictive immigration policies and porous borders undermines the incentives many migrants face to move closer to the mainstream of their host countries.

Popular culture in the US

The culture of the United States is primarily of Western and European origin, but its influences include African American, Asian American, Latin American, Native American, and Pacific Islander cultures. The United States has its own unique social and cultural characteristics, including dialects, music, art, social conventions, cuisine, and folklore. The United States is ethnically and culturally diverse throughout its history, with large-scale European immigration, hundreds of indigenous tribes and cultures, and African-American slavery and subsequent emancipation. America is an English-speaking country with a legal system derived from English common law.

"Pop Culture" or "Popular Culture" is a broad term that includes popular entertainment, music, film, commercial art, advertising, fashion, and other related fields. Pop culture is part of the consumer culture dominated by capitalism. During the Roaring Twenties, these various forms of consumer culture really took hold and were widely shared. The 1920s are often referred to as the Roaring Twenties in the United States and Europe. The term highlights optimism during the decade following the devastation of World War I (1914-1918). The 1920s in particular were also a time of economic growth and stability in the United States. This booming economy has allowed some to focus on nightlife, entertainment, and affluence. Consumer advertising promoted cars and appliances such as washing machines and vacuum cleaners that made people's lives a little easier and gave them more free time. Americans spent part of this time in cinemas. Silent movies were one of the most important forms of 1920s pop culture. They also viewed driving as a form of freedom. At the same time, this period of prohibition led to underground activities. These included speakeasies serving illegal alcohol and playing jazz. Breaking the rules was also found in flappers-modern and fashionable women. They embody the fast pace of city life and are often featured in movies and advertisements. The 1920s was also a significant era for silent films, as well as the rise of Hollywood due to the economic boom of Roaring Twenties. Silent films had no recorded sound. As such, they often used exaggerated facial expressions and sometimes used on-screen text called title cards to fully describe the plot and the emotional states of the characters. It was accompanied by live music, including an in-house pianist. This era also produced American celebrities such as Charlie Chaplin, Mary Pickford, Douglas Fairbanks and Greta Garbo. Several legendary American film companies were also founded, such as Metro-Goldwyn His Mayer (MGM). This Roaring Twenties brought Hollywood's Golden Age in the 1930s.

Consumerism

Consumerism is the theory that increased consumption of goods benefits the economy. Consumption of goods can drive economic growth, but overconsumption can also have devastating effects on the environment, financial situation, and the mental health of the general public. Although the origins of consumption began before World War I, it did not become commonplace in America until the 1920s. During this time, the instinct of production and consumption shaped the market. Before World War I, the idea of buying more than was necessary for everyday life was reserved only to the richest Americans, with the exception of the occasional indulgence. Department stores and mail-order stores were expanding across the country, but many families were too conservative or could only afford the bare minimum. By the end of World War I, however, American soldiers had returned to a booming economy due to increased wartime production. This meant higher levels of employment with better wages, resulting in higher cash flows nationwide.

They wanted to create and enjoy life. With consumption on clothing, automobiles, home appliances and more soaring, some businesses have realized they have a golden opportunity. After World War I, there was a consumerism boom, but with the onset of the Great Depression in 1929, consumption in the United States plummeted. After the stock market crash, production collapsed and millions of people lost their jobs. Many citizens could not even afford groceries. The effects of the Great Depression lasted in this decade, but many people experienced some relief with the election of Franklin D. Roosevelt in 1933 and his implementation of the New Deal policies. The economy experienced violent ups and downs throughout the 1930s, but America did not fully recover until the start of World War II. Wartime production increased again. Although the 1920s are often credited with the beginning of American consumerism, many believe that the actual increase in consumerism began in the years following World War II. After years of hardship and rationing, Americans were willing to spend money on things they enjoyed and could make their lives better and more efficient. Consumerism was not only driven by advertisers. It was also pushed by politicians. After years of instability, American politicians were keen to defend the idea of the perfect American family. It was aimed at women who expected to provide a safe, clean, and comfortable home for their husbands and children, so buying the best tools, clothing, and toys was seen as an almost patriotic duty. Consumerism is still celebrated by many as a model of what a good society should be. And indeed, the consumption of goods is necessary for a business to be profitable. When you start a business selling cookies, you need people to buy you cookies to make a living, and that's not a bad thing at all. However, the United States is currently living in an era of massive overconsumption.

Pluralistic integration

The United States is a pluralistic society. Because many interest groups are fighting for their purpose and values. These interest groups influence politics in favor of their members and represent their members in government processes. The concept of pluralism in government assumes that people with different interests, beliefs and lifestyles are allowed to live together peacefully and participate in the government process. Pluralists recognize that various competing interest groups are allowed to share power. In this sense, pluralism is seen as a key element of democracy, and perhaps the most extreme example of pluralism is a pure democracy, where all individuals are allowed to vote on all laws and judicial decisions. In 1787, James Madison Pleading for Pluralism wrote Federalist Papers. Although he never used the term, Madison essentially defined pluralism. Modern debates about pluralism can be traced back to England in the early 20th century. There, progressive political economists opposed the growing tendency of individuals to isolate themselves from each other under the influence of liberal capitalism. In addition to politics and government, pluralism's acceptance of diversity is evident in other areas of society, particularly culture and religion. To some extent, cultural and religious pluralism is based on ethical or moral pluralism. It is based on the theory that while some different values are forever in conflict, all remain equally true.

a) Cultural pluralism describes the state in which minority groups maintain their own cultural identity while participating fully in all aspects of the dominant society. In culturally pluralistic societies, different groups are tolerant and can coexist without major conflict, but minorities are encouraged to maintain their ancestral practices accepted by mainstream society. In some cases, this consent must be protected by law, such as civil rights law. Today, the United States is seen as a cultural "melting pot" where indigenous and immigrant cultures coexist while keeping their respective traditions alive.

b) Religious Pluralism is sometimes defined as "respect for the differences of others" when adherents of all religious belief systems coexist harmoniously in the same society. Religious pluralism should not be confused with "religious freedom." "Freedom of Religion" is about allowing all religions to exist under the protection of civil law or doctrine.

Conclusion. Instead, religious pluralism assumes that different religious groups voluntarily interact for mutual benefit. Therefore, "plurality" and "diversity" are not synonymous.

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Properties of the language in the development of culture

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Abstract: The article under discussion reveals the specific features of the language in the development of culture. The author of the article believes that for many centuries now, the problem of the relationship between language and culture has been in the minds of many famous scholars, but to this day the issue remains debatable: some believe that language refers to culture as part of the whole; others believe that language is only a form of cultural expression.

Key words: important, community, culture, ancient language, approach, verbalization, transmitted culturally, native language.

Introduction. It has been seen that language is much more than the external expression and communication of internal thoughts formulated independently of their verbalization. In demonstrating the inadequacy and inappropriateness of such a view of language, attention has already been drawn to the ways in which one's native language is intimately and in all sorts of details related to the rest of one's life in a community and to smaller groups within that community. This is true of all peoples and all languages; it is a universal fact about language. Anthropologists speak of the relations between language and culture. It is indeed more in accordance with reality to consider language as a part of culture. Culture is here being used, as it is throughout this article, in the anthropological sense, to refer to all aspects of human life insofar as they are determined or conditioned by membership in a society. The fact that people eat or drink is not in itself cultural; it is a biological necessity for the preservation of life. Language is transmitted culturally; that is, it is learned.

Discussions and results. Each nation, like the state, has its own language, like our native Uzbekistan, and has its own language, which our country achieved before independence. The great German writer Johann Wolfgang Goethe wrote about learning foreign languages: "Anyone who does not know other languages understands his own language poorly." If you work hard, learning other languages is not the best thing to do. For example, the Australian scientist Steven Wurm 500, the Russian scientist S. A. Starostin 400, the famous German scientist Wilhelm Humboldt 117, the German scientist Emil Krebs 60, the Italian Cardinal Giuseppe Mezofanti 72, the translator of the Russian language E.D. Polivanov 70 In addition, he could speak the language. All this is an example for us today. At present, in our country, attention to the teaching of foreign languages is growing, as well as throughout the world.

As you know, the Uzbek language is one of the most ancient and richest languages in the world. The important thing is that life itself shows the great significance and value of our native language. Many people have increased interest in learning the Uzbek language. It should be especially noted that in our independent country, where representatives of many nations and nationalities coexist peacefully, respect for their native language, culture, and traditions is enshrined at the legislative level. Currently, education in Uzbekistan is conducted in Uzbek, Karakalpak, Turkmen, Kazakh, Tajik, Kyrgyz, and Russian. Textbooks and teaching aids are published every year in these languages. The experience of the republic in this direction is recognized as a model and at the international level Decree. The First President of the Republic of Uzbekistan Islam Karimov in 2012 "On measures to further improve the system of learning foreign languages" in 2012 serves as an incentive for further improvement of work in this area.

It is also important to emphasize the importance of understanding the culture of language learners when teaching foreign languages around the world. They have repeatedly said that behind every language there is a nation and people, that the attitude towards the language is their own, and that the

love of students for their language will never fade as they master each language. As a rule, the language is studied in a comparative form. The power of the word is expressed in the form of speech and speech in the light of how each word and phrase is expressed in other people. They have always felt the need to approach this with responsibility and responsibility, since the language of social networks is the source of discourse, which is now recognized as a unit of ideology that balances the relations between the peoples of the world.

Language accumulates and consolidates in its units (mainly in words, phrases, phraseological turns) the knowledge and experience acquired by people over many centuries. The language becomes a kind of mirror of the life of the people, not only in the present, but also due to the ability to consolidate and accumulate the "memory of generations" in its units, it retains in the people's memory "traces" of distant eras and recent times. Therefore, any language is an invaluable national treasure that embodies the national mindset, the originality of the inner world, psychology, philosophy of the people, the uniqueness of its historical path.

In this article, we want to reflect on the role of language and culture in foreign language teaching. In the end, any special culture of a particular nation can be felt not only in the behavior of a representative of this nation, but also in the process of communication. We can give many examples. For example, many of my Russian friends who live in Uzbekistan say that when they visit the Russian Federation, they come from Uzbekistan very quickly. The reason for this is that they see Russian Russians as "Hello" and then lay their hands on their chests. It is obvious to everyone who is familiar with Uzbek and Russian culture that Russians do not put their hands over their eyes when they see them, but shake hands with each other. Putting your hand on your chest is more like an ethnic Uzbek. Many Russians who live in Uzbekistan with the local community have dealt with it, and locals in the Russian state are said to identify "Uzbek Russians" in this way. Naturally, this is not only the result of living with Uzbeks, but also communication in the language.

Conclusion. As we all know, we have a couple of words in Uzbek, such as parents, brothers and sisters. In almost all of these cases, we see that the words representing the male gender are the first element in this type of pairing. When we look at the phrase "ladies and gentlemen" in Uzbek, an alternative to the English term "ladies and gentlemen", we find the opposite: the word "gender" is here. In many cases, this seems to be students of Uzbek origin who are just starting to learn English. In conclusion, it is important to note that foreign language teachers should try to inform their students about the culture of the language spoken by the nation, thereby ensuring the consistency of language and culture.

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INFLUENCE OF MYTHONYMS ON THE FORMATION OF UZBEK FOLK PROVERBS

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Abstract: It is known from the past that from the very beginning, humanity has formed non-existent images in its thinking because of its belief in unusual forces unknown to it, its fear of natural disasters. By the way, such images express negative and positive qualities, the term mythonyms arose in the oral speech of peoples. Mythonyms directly influence the formation of proverbs and are one of the factors denoting the worldview and way of life of the people through mythological images. This article talks about the influence of myths on the formation of Uzbek folk proverbs.

Key words: proverb, mythonym, Ayamajuz, Yuho, Arsh, Kokhi Kaf, Semurg, Azrael, Khizr, Suleiman.

It is known that in every language there are short, edifying proverbs that are formed based on people's life experience and embody the wisdom of the people in their expression. Proverbs always have a figurative meaning in their semantics and differ from other linguistic units in their symbolic coloring. In particular, the participation in proverbs of mythonyms, based on the religious thinking and worldview of the people, is associated with the ancient customs and life experience of people who speak this language. Proverbs, as a product of oral creativity of the Uzbek people, are currently in the focus of attention of scientists and researchers, and the study of mythonyms in them is a process at the intersection of philology and folklore. Uzbek folk proverbs were studied in detail by such scientists as Kh. Berdiyorov, R. Rasulov, Sh. Shomaksudov, Sh. Shorakhmedov, and in modern studies, proverbs are studied in a comparative aspect within two or more languages. Of course, the study of proverbs in the language fund, the definition of the formation of mythonyms in them requires hard work from the researcher. Although there are no separate studies devoted to Uzbek proverbs with a mythological component, some articles include the study of mythonyms following proverbs and proverbs. In other studies, idioms were studied on the material of English and Uzbek and they include the place of mythonyms in literature and folklore, classification and comparative analysis [19; 3-21]. No matter how the languages of the world differ from each other, the myths that are formed in connection with the worldview and religious ideas of the peoples differ from each other, but their similarities can also be observed. In Uzbek literature and folklore, myths constitute a separate system. Below we consider the factors that led to some of the myths in our analysis. For example: The myth about Ayamadzhuz in the proverb Ayamadzhuz-alti is a day, kahr ailasa ailasa hard day" comes from the Arabic word "adjuz" - "ayyomi old women" The Central Asian peoples considered winter 90 days and called it "ninety". Now ninety corresponds to the period from December 13 to March 13. The last six of those ninety days are very cold, and (according to long-term observations) the ground tends to freeze (not even cold in some years). These 6 days are called "Shasha" and "Ayamajuz". Abu Rayhan Beruni writes about the month of Shubat (February) in his work "Memories of Ancient Peoples": "There are "Women's days" in this month, the beginning of which is the twenty-sixth Shubat. It will be seven days in a row. If the year is a leap year, then four days will be from Shubat and three days from the month of Azor; if (the year) is not a leap year, then three days will be from Shubat and four days from Azor. According to the story of the ancients, the reason why these days are called "the days of the old women" is that God described them in his book as "seven nights and eight days" (Holy Quran, sura Al-Haku, verse 7). The people of Oda died from the cold winds, whirlpools and horrors

of these days. Among them, one old woman survived and mourned the dead. That is why these days are called "days of the old women." The stories about those (nights and days) are known. Some people think that the reason why these days are called "Indian days" is that the old woman, seeing the heat (bad weather), took off her cotton clothes and died in the cold of those days. Some Arabs think that the reason why "old women" are so called is that these days are the "old woman" of winter, that is, the end" [18; 21-22]. Variants: "Ayamajuz six days, six months of hard days from winter"; "Six hard days, a hard day in anger"; "Do not be afraid, even if the ice of Amon is like the devil, be afraid, even if the autumn ice is like a mirror"; "Ajum momo - six days, sakanggasa - eight days, tokanglasa - nine days." So, the image of "Ayamajuz" was formed on the basis of the ancient narrative and religious thinking of peoples of the East and was one of the main factors in the formation of proverbs associated with this image in Uzbek folklore. As can be seen from the analysis of the above examples, the process of the emergence of mythonyms in the formation of Uzbek proverbs is associated with the religious worldview of the people, oral art, traditions and ideas about the environment, and they are of great importance in the Uzbek language folklore.

In conclusion, it should be noted that mythonyms are one of the topics widely studied not only in folklore, but also in the fields of theology, philosophy, linguistics, and are linguistic cultures that embody a way of life, religious and artistic culture concepts of peoples in the field of mythology and onomastics.

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THE TITLE - THE FIRST WORD THAT THE AUTHOR SAYS TO HIS READER

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Abstract: This article discusses the functions of headlines in the press, creating good headlines, better understanding the strategy of using figures of speech in headlines in the French press, and the differences between paper and online versions of newspaper headlines.

Key words: lexeme, metaphor, diagnostics, comparison, means, structure, speech structure, image.

Introduction. It is known that the language of newspapers, along with the language of radio, television, and the Internet, was accepted as a part of the language of mass media and took place as a scientific direction in linguistics in the XXI century. The theme of the newspaper is different. But 70 percent of it is aimed at reflecting the political, economic, social or cultural life of a particular country or city. The study of newspaper language is closely connected with the study of literary language features. For this reason, linguists have paid great attention to the study of newspaper language and newspaper headlines.

Discussions and results. In the course of our work, we found out that the main role of French newspapers is to deliver information, language purity, educational, socio-political influence and formation of public opinion. The headline of French newspapers is a kind of microsystem that can convey a lot of information in a small language material. The elements of this microsystem are interconnected in a certain way: on the one hand, it includes the norms of the modern French language, on the other hand, extralinguistic (expressiveness, emotionality, affectivity, etc.) and internal factors related to language (language tools that create style savings, etc.) we will see the effect. These features are also seen in the headlines of French newspaper and magazine texts. That's why we in the article newspaper We found it necessary to talk about the types, functions and expression methods of titles. Any text begins with a title. The existence of the title, its essence and status is related to the existence of the text. The first word an author tells his reader is the title. In the practice of written speech, communication begins with the title. Headings basically perform three main functions.

These are: 1) naming the article, 2) stating the content of the article, 3) advertising tasks. The purpose of the headline is to quickly draw the reader's attention to the text under the headline and increase their desire to read it. The headline is usually written by a copy editor, but can also be written by a copywriter, page layout designer, or other editors. The most important story on the front page can have a bigger headline if the story is very important. In general, headline is a shortened form of news writing style used in newspaper headlines. Due to space limitations, headlines are written in a condensed telegraphic style using special syntactic conventions. In the newspaper "Le Monde" published in France, "Is Uzbekistan a new country of miraculous riches?" An article with the title was published. In this article, written by Charlotte Hervot, it is recognized that the government of our country is paying great attention to the development of tourism, and the tourism potential of Uzbekistan is growing. Also, an opinion was expressed regarding the establishment of a safe tourism system in the units of the Ministry of Internal Affairs. In particular, it was noted that the efforts of the safe tourism service in Samarkand contribute to the increase in the flow of tourists.

The functional functions of French newspaper headlines give rise to its linguostylistic features. The principle of saving language tools is clearly visible here. This will reduce the information. Trying to give the main content of the text in the shortest possible form is expressed first of all in the title. On average, it consists of five to seven words. Some researchers say that the number of words depends on the size of the letters in the title. Shuayb Khalifi, Mohammad Fikri, Jamil Hamdavi from Arabic linguist researchers present several classifications of titles according to different parameters. According to them: "Headings are divided into indicator-headings and agitation-headings based on the content of the text. The purpose of the first type is to help find the desired work among others. Such headings are short, consisting of one word or phrase. They are neutral, and the reader cannot know what the work is about through them. The second type of title is to give the reader a brief information or hint about the content of the text. Here, the words of the title refer to the information in the text". Researchers identify five main forms of headlines based on their placement and lines on the newspaper page:

1) Separate header. In this case, it will be placed in the entire line width.

2) Title in the form of an inverted ehram (pyramid). It consists of two, three or four lines, and is reduced in length. All of them are located in the middle of the line.

3) Stair shape. Consisting of two, three, or four lines of equal length, the ladder descends in a pattern.

4) Hanging title. It consists of two, three or four lines, with the first line being the longest, and the rest being of the same length, slightly shorter than a newspaper column.

5) Flat title on one side. Consists of two, three or four lines, all starting from the same edge and varying in length. Due to the graphic independence of newspaper headlines, separate from the text, the newspaper headline has the ability to attract the attention of the newspaper reader, to decide whether to read this article or not, and is the first important link in the relationship between the author and the reader. It serves a great purpose as a lam. The title conveys the author's intention to the reader and creates interest in the topic. The titles of French newspaper articles are considered as an independent microtext with a clear internal integrity and a special communicative importance in the system of newspaper macrotexts.

Conclusion. In short, the purpose of the headline is to clearly convey the summary of the news text, and to attract the reader's attention and thereby influence him to some extent. The clarity and clarity of titles is characterized not only by the number of words, but also by how informative the lexemes are and how these lexemes are related to each other..

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UTILIZING PROFESSIONAL TERMINOLOGY IN ENGLISH LESSONS

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Annotation. The article presents a methodology for teaching English terminology in the direction of the masters of "Chemical Technology" and introduces the methods of teaching undergraduates of engineering universities using the Internet sites and materials.

Key words: language teacher, terminology, educational material, scientific-pedagogical personnel, directions, specialties.

Introduction. Nowadays we can see many notable changes in teaching system, particularly in higher educational establishments, more exactly in bachelor, master and postgraduate studies. These changes influence the methods and means of teaching students of different directions and specialties. There are great advantages in a multi-level learning process which allows developing skills and abilities. The presence of conscious professional goals for undergraduates and graduate students are very necessary, especially for those who make their choice in favor of continuing their education based on the knowledge got during the period of education.

Discussions and results. As it is required in educational standards, while teaching a foreign language at engineering technological universities and training graduate and undergraduate students, we should take into account the professionally oriented component of foreign language, which includes knowledge of terminology and the ability to use it to solve professional and academic problems.

There are a huge number of directions and profiles for the preparation of graduate and master's programs. Each direction and profile is aimed at studying a rather highly specialized topic. In Bukhara Engineering Technological Institute, in the Faculty of Oil and Gas Technology there are bachelor students in the fields of Oil and gas industry technology, Oil and gas issues, Chemical and oil and gas chemical technologies, Oil and gas processing and equipment, Oil and gas processing and chemical technology, Oil and gas fields, machines and equipment exploitation specialties are studied by master's students. In the faculty, training of highly qualified scientific-pedagogical personnel has been started in 4 bachelor's education areas, 2 master's specialties, and from 2019, the basic doctoral specialty (PhD). Currently, more than 800 students are studying. In the current variety of educational areas, it is very difficult for a language teacher to prepare educational material that should contain highly specialized foreign language terminology corresponding to this area. Teachers conduct a large methodological and scientific work on development of new methods for teaching a professionally oriented foreign language. The study of a professionally oriented foreign language is one of the most popular areas among the young generation who want to improve their future professional activities, including knowledge of any foreign language.

In most cases, teaching a foreign language consists of translation by students of scientific articles that are directly related to the areas of their future professional or scientific activities. While working with foreign articles, they use foreign terminology, which can be found in professional dictionaries. This approach is used in many engineering universities when teaching undergraduates and graduate students. Unfortunately, students quickly and effortlessly translate foreign texts with the help of computer technologies like Google translate, which significantly reduces the quality of the educational process.

Acquaintance of students with professional terminology begins with developing the ability to present themselves in English from the point of view of their future professional activities. To introduce students to their professional environment, the teacher makes him feel professional need

for language. The teacher recommends finding the necessary educational units like institute, faculty and department. On the website of any institute one can easily find such information in English and can implement them on his speech. If the student used to say "Technology of oil and gas" as the name of the faculty, on the English version of the site, this name is translated as Oil and Gas Technology.

By this way he can analyze each word, as well as to expand the vocabulary by using each word in phrases with other words and using different parts of speech of the same English terminology. This approach allows you to learn new terminology, starting from words, moving on to phrases and practicing the skill of speaking them in sentences. One of the best sites of the multilingual dictionary https://www.multitran.com is one of the largest dictionaries used in the translation of scientific and technical texts. Another good website: https://dictionary.cambridge.org. This site presents English dictionary with the ability to listen to the pronunciation of an English word in the British and American versions. Students can listen and repeat the words, thereby realizing how correctly they reproduce their speech in English. Google translator website: https://translate.google.ru, which is very popular among students due to its ability to translate texts from English into any language and vice versa.

Moreover if students have some problems associated with attendances all offline classes due to their professional employment, they can use of these websites to transfer their learning process to a distance form. There are huge educational materials for teaching a professionally oriented language to students including textbooks, modern authentic English dictionaries of terminology, digital materials like ppts, videos and others. As a result of using any of these sources students determine the most significant and generalizing concepts, give in English a definition of each term, and use them in their oral and written speech. Using websites and comparing them allows students to develop the ability comparatively analyze highly specialized material in foreign and native language, find an authentic translation of terms in English, these all are aimed to work with the studied terminology.

Conclusion. They provide not only teaching students a foreign language, but also develop skills for independent work with foreign terminology, searching for translation from native language into English and vice versa, analyzing pronunciation.

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PROSPECTS FOR THE DEVELOPMENT OF ECONOMY DIGITALIZATION IN THE CONDITIONS OF DIGITAL TRANSFORMATION

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Annotation The article is devoted to the study of activities aimed at the digitalization of the economy in the context of digital transformation. Digitalization and digital transformation of socio-economic systems are considered. The article analyzes the concepts of digital transformation, such as platform, cyber-physical system, new industrial revolution "Industry. 4.0".

Keywords: digital transformation, digitalization and digital transformation of socio-economic systems, reliability; smart (digital) city; smart (digital) road and smart (digital) transport, cyber security of energy systems, robotization, blockchain, automation - informatization - digitalization, service of economic processes.

Introduction Systematization and generalization of the views on the essence and content of digital transformation existing in theory and practice make it possible to form the author's idea and interpretation of such a modern phenomenon as "digital transformation", reveal its essence and determine the role in the development of economic systems [1-6,10,12, 13].

According to the concept presented in 1993 by the mathematician Vernor Vinge at the Vision-21 symposium [5], the main approaches to the digital transformation of socio-economic systems at the present stage of the development of the digital economy can be defined as: 1. **Process** approach, within which it is customary to consider the socio-economic system as a value chain from the development of a product / service to their implementation and maintenance; 2. **Sectoral** approach, which puts forward the need to study the close relationship of socio-economic systems at various levels and sectors of the economy; 3. **A technological** approach to the digital transformation of socio-economic systems involves the choice of a dynamic pool of technologies that contribute to accelerated digitalization and digital transformation of a particular socio-economic system. In the scientific literature, within each approach, the corresponding models of digital transformation are developed and presented. Changes in the quality and content of information do not occur as part of **digitization**, for subsequent processing in digital format, it is simply converted into electronic form, which allows you to improve existing business processes by adding information in digital format to them.

Digital transformation is an element of a more global trend in the service economy, as interaction within the digitalized segments of the economy occurs mainly through the exchange of services and the co-production of services by its subjects - digitalization (digitalization) is initially the creation of a new product in digital form. Therefore, the key difference between digitalization (digitalization) is the creation of a new innovative product, with new functionality and consumer properties. And if **digitization** is primarily aimed at improving existing business models and changing business processes, then **digitalization** allows you to get a significant breakthrough in business and new competitive advantages. **Digitalization** is already an element of the 4th industrial revolution (Industry 4.0).

The following are identified as the most progressive modern concepts of digital transformation in [5]: 1. **Platform concept** - a business model that has been formed in the process of digital transformation and is designed to function in the digital economy.

2. The concept of "**Cyber-Physical System**" involves the formation of a single interconnected complex of computing resources and physical processes, both at a separate enterprise and in a complex, engaged in the implementation of successive redistributions in value chains and including: CAD / CAE computer-aided design systems; AR and VR technologies for creating visual "hint

instructions" in the workplace, as well as for promoting and selling products; 3D printing for prototyping and production of pilot batches at local sites; industrial robots and "computer vision" systems coordinating their interaction; a system for integrating "supplier-client" pairs into a single loop for managing end-to-end business processes and data exchange; big data analysis for online decision support.

3. The concept of **a new industrial revolution "Industry. 4.0"**, in turn, is rapidly gaining technological certainty and transforming into business practices. Philosophy Industry 4.0 (Industry 4.0) was first introduced in Germany in 2011 and symbolizes the initiation of the fourth industrial revolution 4.0. As the basic technologies of the concept "Industry 4.0." defined: robotics, blockchain, modeling and forecasting, big data and advanced analytics, Internet of Things (IoT), cybersecurity, cloud computing and data storage, horizontal and vertical integration, augmented reality, augmented manufacturing, continuous 3D printing. The system projects of digital transformation of socio-economic systems also include: **smart (digital) city; smart (digital) road and smart (digital) transport; smart home and smart products.** The totality of the listed system projects for the digital transformation of socio-economic systems should be presented as a special ecosystem.

4. The latest concept of **digital transformation** of socio-economic systems today is the strategy for the transition to a digital society **called "Society 5.0"**, presented by the Japanese government and scientists, which is designed to solve social problems by integrating physical space, cyberspace and high technology, making life human comfortable and complete, and innovation - safe and environmentally friendly. A similar development within the framework of the concepts of the New Industrial Society of the 2nd generation and Noonomics was carried out by the Russian professor S.D. Bodrunov [5]. According to this concept, primary data must be pre-processed - turned into more or less structured information, from which, preferably by intelligent methods, the required knowledge must be extracted. This knowledge should be used to manage the respective facility.

From this point of view, digitalization can be considered as an evolutionary modern element of the chain **"automation - informatization - digitalization".** And the experience of successful automation and informatization in the energy industry is huge. **End-to-end technology** is a key scientific, technical/technological solution, the implementation of which provides a breakthrough and game-changing improvement in the industry's position in existing markets for works, products and services or contributes to the formation of new markets.

System projects of digital transformation of socio-economic systems

1. Digital factory (factory) (smart factory, virtual factory). The "Digital Factory" is closely linked to the concepts of "Industry 4.0" and "Digital Manufacturing" **(digital manufacturing).** Initiatives to create the Factories of the Future are supported, in particular, in the countries of the European Union.

"As part of the Horizon 2020 technological development program, pilot projects of Digital Factories are being created on the basis of such companies as Volkswagen (automotive industry, Germany), Siemens (electronics, Germany), AgustaWestland (helicopter industry, England, Italy), Consulgal (construction, Portugal). Digital factories (Digital Factory) in terms of the overall architecture of the Factories of the Future are the basis (an integral part) of the development of "Smart" (Smart) and Virtual (Virtual) factories.

"End-to-end" and "sectoral" interpretations of digitalization

One of the key elements of the digital factory is additive manufacturing (layer-by-layer manufacturing), which is based on the manufacture of a product in layers based on a 3D computer model using 3d printing. According to Marcets&Marcets, by 2022 the 3D printing market will be worth more than $30 billion.

"According to PWC estimates, in 2015, about 7% of industrial companies used 3D printers for the production of final industrial products, and another 7% of companies needed to implement this technology." 3D printing is associated with the concept of decentralized **(additive)** manufacturing **(distributed manufacturing).**

2. Digital city (smart city). The Smart City concept is the concept of integrating information and communication technologies and the Internet of Things to manage city assets (schools, libraries, transport, hospitals, power plants, water and waste management systems, law enforcement and other public services). Arup, a global urban consulting firm, estimates that the global market for smart city services will be $400 billion a year by 2020. Collaborations are already being created around the world to create smart cities with the participation of the world's largest technology companies (Cisco, GE, Microsoft, Siemens, etc.).

An example of such cooperation is **the Chicago Digital City** project. Construction companies show the greatest interest in the practical application of Smart City. In 2014, the largest Russian developer Morton (PIK Group), together with RVC, launched the Smart City initiative and searched for good practices to apply. The development company **Kortros** also implements construction projects in Yekaterinburg and Perm in **the Smart City format**. The concept of "**Smart City**" can also be represented as a set of industry projects.

Centralized management of the digital transformation of socio-economic systems at the state level through a single digital platform based on continuous monitoring of the market and consumers makes it possible to optimize local infrastructure and close the gap between regions. Among the main characteristics that a new digital institution should have, it is worth noting the following features of a single digital platform operating at the state level: centralized accounting of infrastructure facilities in the on-layn mode; management of infrastructure provision of regions, settlements, industries and end users; end-to-end analysis and centralized collection of reports; quick response to changing needs.

Conclusion The proposals outlined in this article open up the prospect of further research, which is currently important, the problems of digitalization of the economy in the context of digital transformation and predetermine:

1. Digital technologies used in the world market are quite extensive and reflect global trends for their implementation. Innovators in the field of digital technologies in the global market are large financial institutions, IT companies, industrial companies, retail companies due to the availability of resources not only to adapt digital technologies to their needs and customer needs, but also due to their skills and readiness for organizational change.

2. The motivation of companies making the transition to digital technologies is explained by increasing competition in the markets, the need to provide customers with better digital services, as well as the desire of companies to reduce internal transaction costs.

3. The most preferred and cost-effective form of implementing digital transformation processes for the socio-economic systems of the economies of countries, in our opinion, is the use of the services of service integrator companies that provide digital services integrated into complex and universal digital platforms. The application of this approach to digital transformation is determined by the possibility of ensuring the consistency and complexity of the processes of digitalization and digital transformation.

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DIFFERENT APPROACHES TO EXPRESSING LOVE FOR THE MOTHERLAND IN ENGLISH AND UZBEK POETRY

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Abstract: In this article, the work of poets in praise of the motherland in English and Uzbek poetry of the 20th century is studied. Also, the poems of poets of two nationalities are comparatively analyzed and the different views on describing the motherland are explained.

Key words: Homeland, Hanid Olimjon, "Uzbekistan", Robert Frost's, "The Gift Outright"

Every artist discovers the beauty and sophistication of the country in his own way and interprets it in a unique way based on his imagination. Someone creates beauty out of a simple thorn, while another artist depicts black and white. In addition, some poets write with pity for what is happening in their country. He sings the country in different lines according to his era and time. We can see such beautiful and pathetic lines in the poem "Uzbekistan" by Hamid Olimjon, the great creator of the Uzbek people, praising the Motherland. In English poetry, Robert Frost's poem "The Gift Outright", which reflects the pain of the people, its suffering, and the difficult conditions of the social system in his verses, has a place in history as a poem that reflects patriotic ideas. . The above-mentioned two poems differ depending on the ideas they express, their structure, and the extent to which they glorify the Motherland. Both poets skillfully used completely different ideas to describe their country and approached them differently.

Talking about the poetry of Hamid Olimjon, we can see his poetic skills from the first lines of the poem "Uzbekistan":

Vodiylarni yayov kezganda,
Bir ajib his bor edi manda…[1]

In his poem, he begins by expressing his feelings for the homeland when he wandered the valleys. The poet feels while walking on the soil of the country. Such a beautiful place is not only described in the epics, but also emphasizes that this holy land is an example of a beautiful city. We can learn the uniqueness of any poet's poetry from his first lines. Hamid Olimjon fell in love with the nature, soil and valleys of his country. Especially its blooming gardens inspire the poet to praise this country.

As for Robert Frost's poetry, his method is completely different from Hamid Olimjon's. We can witness this especially in the poem "The Gift Outright", where his patriotic ideas are clearly manifested. The poem begins with a story about the English colonists who called America their property, their colony, for more than a hundred years. In the first line of the poem, it is said that the inhabitants once owned their land, and now the land is owned by its owners:

"She was ours more than a hundred years
Before we were her people…[2]"

In these lines, the poet addresses his homeland as "her". In many sources, the Motherland is compared to the mother. Because of this, it is natural to use the words "she" or "her" in reference to

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[1] Olimjon Hamid. Asarlar. 5 volumes. First volume, T., "Adabiyot va san'at", 1970, poems, p 224.

[2] Robert Frost, "The Gift Outright" from *The Poetry of Robert Frost,* edited by Edward Connery Lathem. Copyright 1923, © 1969 by Henry Holt and Company, Inc., renewed 1951, by Robert Frost. Reprinted with the permission of Henry Holt and Company, LLC.

the country. In this case, the poet continues to emphasize that his country does not belong to him in the following lines:

She was ours
In Massachusetts, in Virginia,
But we were England's, still colonials[3]...

It can be seen from the above lines that the feelings of love and patriotism were almost foreign to them. Because the territory where they live, the Motherland did not do justice to its inhabitants and was occupied by other countries. The poet repeatedly complains in his poem that he could not be a man of this country while living in this country. But when we read Hamid Olimjon's poem, we feel positivity in his image of the homeland. Because the poet reflects in his poem how much he glorifies him as a loyal child of this country. We can even learn how dear the soil of the Motherland is from his lines in "Uzbekistan":

Chappor urib gullagan bog'in,
O'par edim vatan tuprog'in.
Odamlardan tinglab hikoya
O'sar edi shoirda g'oya.[4].

Hamid Olimjon expressed the cases of comparison with other countries in his lines. It can be said that it is one of the unique ways of the poet to describe how dear he is to his country and that there is no one like him.

If we take a critical approach, Hamid Olimjon could not truthfully express the ruling political system in his country. He could not praise the history of the Motherland or his great ancestors at the beginning of the 20th century, because the political environment did not allow it. Therefore, the poet placed all the beauty of his country in its nature:

Tog'lardagi qip-qizil lola
Bo'lib go'yo yoqut piyola,
Buloqlardan uzatadi suv,
El ko'zidan qochadi uyqu.
Dalalarda boshlanadi ish,
Boshlanadi ijod va turmush.[5].

If we pay attention to the above lines, the poet expressed the events that happen in each season with some action. For example, he expressed the arrival of spring with the line "*dalalarda boshlanadi ish*" (work begins in the fields) and the season near autumn with the words "*kundan-kunga o`sadi paxta*" (cotton grows day by day). Hamid Olimjon described not only the beauty of the country, but also the hard work of the people in this poem. With the arrival of spring, we can find out that the people go to work through the line "*xalq ko`zidan qochadi uyqu*" (sleep escapes from the eyes of the people).

In his poem, Robert Frost calls his people to unite with the newly-immigrated population and strengthen this country. In his opinion, protecting the Motherland is not only defending it by raising a sword or a flag and shouting angrily, but it means maintaining faith and trust in the Motherland. Because of this, even US President Kennedy recognizes the value of the poem and calls Frost to read this poem.

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[3] Robert Frost, "The Gift Outright" from *The Poetry of Robert Frost,* edited by Edward Connery Lathem. Copyright 1923, © 1969 by Henry Holt and Company, Inc., renewed 1951, by Robert Frost. Reprinted with the permission of Henry Holt and Company, LLC.

[4] Olimjon Hamid. Asarlar. 5 volumes. First volume, T., "Adabiyot va san'at", 1970, poems, p 224.

[5] Olimjon Hamid. Asarlar. 5 volumes. First volume, T., "Adabiyot va san'at", 1970, poems, p 224.

Although the poem "The Gift Outright" is only 16 lines long, Frost considers it a valuable source of "the history of the United States in 16 lines," "my politics," "my history." It has been a constant source of inspiration for Americans since its publication.

If we compare Hamid Olimjon's line with Frost's poem, we can witness the presence of feelings of hope and aspiration in both of them. However, in Frost's poem, feelings such as unity, instilling the spirit of patriotism in the settlers, and struggle prevail, while in Hamid Olimjon's poem "Uzbekistan" the idea of "the dreamt country" prevails. That is, in his poem, he prioritizes the feeling of wanting to see the beauty of the country, the perfection of this country. This idea is proved in the following lines:

Hammasining bir istagi bor,
Hammasi ham xursand, baxtiyor.
Bu oʻlkada har narsa bordir,
Koʻrmaganlar doim xumordir[6].

Comparing the poetry of Robert Frost and Hamid Olimjon, in the process of analysis we witnessed partial similarities between their works, and often different approaches. In addition, significant differences can be noticed in the content of the poems given above. The poem "The Gift Outright" begins with negative feelings from the first lines. While reading the poem, we witness the growing feeling of patriotism until the last stanza. But in the poem "Uzbekistan" by Hamid Olimjon, from the first lines, the image of the country is reflected with positive qualities. Of course, Hamid Olimjon could also write poems in the spirit of calling people to unite, denouncing the political system of the 20th century. But by the 30s of the 20th century, the Soviet government took full control of literature. The model of socialist realism, which approached literature with the criteria of partisanship and classism, was applied, and the repression reached its peak. It was during this period that Hamid Olimjon's poem "Uzbekistan" was written. The poem can be called an ode to the motherland.

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