NUKUS STATE PEDAGOGICAL INSTITUTE NAMED AFTER AJINIYAZ





ADVANTAGES AND CHALLENGES OF APPLYING LOCAL AND GLOBAL SCIENCE AND TECHNOLOGY ACHIEVEMENTS INTO FOREIGN LANGUAGE TEACHING

preceedings of international scientific and theoretical conference

SHET TILI TÁLIMINDE MILLIY HÁM JÁHÁN ILIM-PÁN HÁM TEXNOLOGIYALARI JETISKENLIKLERINEN PAYDALANIW ABZALLIQLARI HÁM MASHQALALARI

xalıqaralıq ilimiy-teoriyalıq konferenciya materialları

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«Shet tili táliminde milliy hám jáhán ilim-pán hám texnologiyaları jetiskenliklerinen paydalanıw abzallıqları hám mashqalaları»

atamasındaġı xalıqaralıq ilimiy-teoriyalıq konferenciya

MATERIALLARÍ

«Chet tili ta’limi sohasida milliy va jahon ilm-fan va texnologiyalari yutuqlaridan foydalanish afzalliklari va muammolari»

mavzusida xalqaro ilmiy-nazariy anjuman

MATERIALLARI

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«Shet tili táliminde milliy hám jáhán ilim-pán hám texnologiyaları jetiskenliklerinen paydalanıw abzallıqları hám mashqalaları» atamasındaǵı xalıqaralıq ilimiy-teorıyalıq konferenciya materialları. Nókis. 2024-jıl. 444 bet

«Shet tili táliminde milliy hám jáhán ilim-pán hám texnologiyaları jetiskenliklerinen paydalanıw abzallıqları hám mashqalaları» atamasındaǵı xalıqaralıq ilimiy-teorıyalıq konferenciya materialları toplamında Ózbekistan Respublikası hám sırt el joqarı oqıw orınları professor-oqıtıwshıları, úlken ilimiy xızmetkerler, izleniwshiler, magistrantlar, talabalar, ilimiy izertlew institutı ilimpazları, akademiyalıq licey, kásip-óner kollejleri hám ulıwma orta bilim beriw mektepleri oqıtıwshılarınıń miynetleri jámlengen. Sonday-aq shet tillerin oqıtıwdıń usullari hám innovacion texnologiyalarına baylanıslı aktual máseleler, jańa ilimiy koncepciyalar hám mashqalalar boyınsha materiallar toplanǵan.

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Esletpe: Toplamda berilip atırǵan materiallardaǵı maǵlıwmatlar hám mazmunınıń durıslılıǵına avtorlar juwapker, olardıń pikirleri redakcıyanıń pikirleri bolıp esaplanbaydı.

Ajiniyoz nomidagi Nukus davlat pedagogika instituti rektori v.v.b Quvondiq Ayitbaevich Qodirovning “Chet tili ta'lim sohasida milliy va jahon ilm-fan va texnologiyalari yutuqlaridan foydalanish afzaliklari va muammolari” mavzusidagi xalqaro konferensiya ochilishidagi nutqi

Hurmatli anjuman ishtirokchilari, mehmonlar, hamkasblar va aziz talabalar!

Sizlarni Nukus shahri Ajiniyoz nomidagi Nukus davlat pedagogika institutida "Chet tili ta'lim sohasida milliy va jahon ilm-fan va texnologiyalari yutuqlaridan foydalanish afzaliklari va muammolari" mavzusida o’tkaziladigan xalqaro konferensiyada kutib olishdan mamnunman.

Bugungi kunda O‘zbekiston Respublikasi Prezidenti Shavkat Miromonovich Mirziyoyev tashabbusi bilan yurtimizda oliy ta’lim tizimida katta islohotlar amalga oshirilmoqda. Xususan, O‘zbekiston Respublikasi Prezidentining 2019-yil 8-oktabrdagi “O‘zbekiston Respublikasi oliy ta’lim tizimini 2030-yilgacha rivojlantirish konsepsiyasini tasdiqlash to‘g‘risidagi PF-5847-sonli farmoni, 2021 yil 19 maydagi “O‘zbekiston Respublikasida xorijiy tillarni o‘rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to‘g‘risida” gi PQ-5117-sonli qarorlari buning yaqqol dalilidir.

Davlatimiz rahbari tomonidan oliy ta’lim tizimida chet tillarni o‘qitish va o‘rganish uchun kerakli muhitini yaratishga alohida e’tibor qaratilmoqda. Mamlakatimizda chet tillarni o‘qitish sohasini rivojlantirish borasida amalga oshirilayotgan islohotlar samarali olib borilmoqda.

Chet tillarini o‘rganishning ahamiyati va uning o‘qitish jarayonida milliy va jahon ilm-fan va texnologiyalari yutuqlaridan foydalanishning afzaliklarini tushuntirish juda muhimdir. Bu, bizning o'zimizning o‘zaro aloqalarimizni kuchaytirish, xalqaro hamkorlikni rivojlantirish, yangi bilim va ma‘rifatlar bilan tanishish va ularni amaliyotta tadbiq etish imkoniyatlarini ochadi.

Ushbu konferensiya, chet tillarini o‘rganish sohasidagi yutuqlar va muammolarni muzokaraga chiqarish, yangi yondashuvlarni topish, o‘rganish jarayonini yaxshilash va o‘qitishning sifatini oshirish uchun ajoyib bir platforma bo‘lib xizmat qiladi.

Umid qilamanki, bu konferensiya sizga ilhomlantiruvchi, foydali muzokaralar va yangi fikrlar olish imkoniyatini beradi. Uzluksiz va samarali munozaralar o‘tkazish va yangi yondashuvlar topish uchun har birimizni ikki kun davom etadigan konferentsiyada foydali tajribalar taqdim etishingizni va faol qatnashingizni so‘rab qolaman.

Anjumanda qatnashish uchun vaqt ajratgan barcha konferensiya ishtirokchilari va mehmonlarga o‘z minnatdorchiligimni bildiraman. Sizga samarali muhokamalar va yangi yutuqlar tilayman!

CATEGORIZATION OF MOBILE APPLICATIONS AND WEBSITES FOR LANGUAGE LEARNING PURPOSES

Abdukarimov Asadbek -a student of NSPI
Nazipov Ruslan-a student of NSPI

Due to the increasing popularity of language learning through online applications, particularly among young people, it has become an integral part of their lives. Students no longer have the option of living without the assistance of the internet, as it has greatly facilitated their learning. This has led to an instantaneous and efficient access to information and materials related to a given topic.

In light of this, consideration is being given to the effective utilization of mobile applications to aid in English language learning.

Hypothesis: students who use internet applications to supplement their English language learning skills will show greater improvement rather than teaching Traditional learning methods.[1]

The object of the research work is the use of Internet applications to improve students' literacy in English

The aim of the research work is to develop a guide for English language teaching practitioners with methodological recommendations on the use of Internet applications to improve students' literacy in English

- Articulate the research works goal and outline the specific objectives guiding its accomplishment.
- Conduct a literature review related to the research and compile the theoretical section of the thesis.
- Evaluate and analyze the results and discoveries derived from the experimental work.

In this research paper we will discuss about category of mobile applications and web-sites. As you know, the current means of learning today is a website (from the English website, from the web – web, network, and site – place), "a set of electronic documents (files) of a private person or organization in a computer network, combined under one address (domain name or IP address)"

1. Teacher apps: these programs provide comprehensive lessons and guidance to help you learn English

2. Narrowly-focused applications: these apps focus on a specific aspect of language learning, such as vocabulary or grammar

During our research, we divided the categories of websites and mobile apps for mobile phones into different types. We tested several applications and websites and conducted a survey among students and teachers from a higher education institution who study English. A more advanced application for learning among students is *Duo Lingo*. This application allows learners to develop their vocabulary and phonetic skills. The application contains images of new words and their pronunciation. Based on my own experience, the application can be useful for learning, but there are some disadvantages, such as the fact that the teacher may not always pay attention to the student's progress. Another disadvantage is that students may become bored or lose interest during the learning process due to repetitive tasks within the application.[3]

A more advanced teaching tool for teachers is *Quizlet* and *Kahoot*. These platforms provide a quiz-based approach to teaching, allowing teachers to monitor student knowledge in real time. Teachers can evaluate students' performance. The benefits of these platforms include individualized learning, instant feedback, and evaluation.

In conclusion, our study has shown that the category of mobile applications and educational websites plays a significant role in the field of education, particularly in the area of learning English. We have analyzed several applications, such as DuoLingo, Quizlet, and Kahoot, in order to identify their advantages and limitations.

DuoLingo has proven to be an effective tool in developing students' vocabulary and pronunciation skills. Nevertheless, one of its drawbacks is the lack of teacher supervision over student performance, which can lead to a loss of interest due to repetitive assignments.

On the other hand, platforms like Quizlet and Kahoot offer teachers powerful tools for assessing students' knowledge in real-time, providing immediate feedback and a personalized approach to learning. These tools encourage active participation and can create an interactive learning environment that engages students.

Therefore, despite the drawbacks of applications and websites in the educational setting, they can be an efficient means of learning.

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MEDIA LITERACY THROUGH CRITICAL READING IN ENGLISH LANGUAGE TEACHING

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This article describes the main problems of development and formation of critical reading skills using media literacy in teaching English, and also suggests ways and strategies to solve these main problems that arise in teaching English. The development of critical reading teaches students to be more confident in their studies, as they will have the opportunity to search for key ideas, make summaries of the text, discuss the text and ask their own questions. The article shows the types of developing critical reading strategies for teachers, examines the importance of teaching students critical thinking and critical reading skills.

Teaching reading skills in teaching a foreign language is an opportunity for students not only to develop their reading skills, but also to get acquainted with new information. This allows students to gain new knowledge, use various literature and newspapers, websites, manuals, etc. in the same way, to engage in everyday activities that are an integral part of modern life. Since reading depends on the ability to recognize and understand words in the text, the learning system should also often develop reading skills and strategies, based on the level of students ' knowledge of a foreign language when using texts. Teaching reading skills should take into account the different levels of students and their needs [1].

In the literature of the field, critical thinking is defined as the ability to: "analyze, criticize and compare ideas; inductive and deductive reasoning; and achieve true or subjective conclusions based on meanings about knowledge or belief" [2]. In addition, as an expression of critical thinking, "critical reading involves the active involvement of students in deep thinking using various teaching methods" [3; 160].

Combining the meanings of critical thinking and reading skills, we can say that critical reading is the use of critical thinking in the educational process. From this point of view, critical reading can be viewed as an active and purposeful process for understanding, questioning and evaluating printed

material. According to Daniel J. Kurland, "critical reading means attentive, active, reflective, analytical reading", which increases the student's confidence and includes thinking in terms of previous knowledge and understanding of the world [4].

According to Jack C. Richards and Richard W. Schmidt, critical reading is "reading in which the reader responds critically to what he reads, associating the content of the text with personal standards, values, views, or beliefs that go beyond what is stated in the text" [5; 134]. In critical reading, students need to understand what is said in the text, how it is said, and what it means in general. They do not read just to learn by knowing the facts and remembering the details in the text. They try to find themselves in the text, connecting the text with their life experiences [6].

Thus, critical reading is the development of appropriate critical thinking and the ability to comment and ask questions regarding the text used in the learning process. Since different types of text may require different types of thinking or the presence of feedback on the part of the student, it is not easy to accurately formulate a critical reading system. However, the process of teaching critical reading can be described in the following steps:

1. Identify the facts that the author tries to reveal in the text. It is the study of sources that critically convey the author and his competence, credibility and views;

2. Analysis of the material by studying the assumptions in the text, as well as the logic and accuracy of these assumptions and conclusions;

3. Identify the subtext present in the author's diction, style, or tone; and recognize the author's use of propaganda tricks, wrong thinking, statistical errors, and emotional moods;

4. Comparison of the information contained in the text with other sources that may express conflicting views. This fourth step is especially necessary when completing tasks [7].

The term "media literacy" is often replaced by other terms related to media and media technologies. In fact, media literacy builds on traditional literacy and offers new forms of student reading and writing skills development. Media literacy empowers people to be critical thinkers and makers, effective communicators, and active students [8]. As an example, we will give a brief overview of foreign experience, the whole project endorses the Basic Principles for Media Literacy Education in the United States, developed by the National Association for Media Literacy Education in 2007, which state that media literacy:

requires active study and critical thinking of each information used;

develops and strengthens the skills of students of all ages, and literacy skills in print media require a comprehensive, interactive and repetitive experience;

develops informed, reflective and active participants who are important for a democratic society [9].

To clarify what we mean when we talk about media literacy, we offer the definitions of the “National Media Literacy Education Association”:

media are all electronic or digital media used to convey messages and a set of printed or artistic visual elements;

media literacy is the ability to encode and decode symbols transmitted through the media, as well as synthesize and analyze messages.

The National Association for Media Literacy Education defines media literacy as “the ability to achieve, analyze, evaluate, and act using all forms of communication”. Let's look at some techniques that teachers can use to help students develop as media literate individuals:

to access quality sources of information. We need to provide students with access to relevant, reliable and impartial quality information when using the media in the educational process.

to provide students with a carefully selected collection of quality resources through links in learning management systems or tools such as Padlet or Waklet.

to teach students how to effectively use quality content websites like Pebble Go, Epic, and NewsELA [10].

Thus, giving students the time and opportunity to think independently and teaching them to ask questions plays an important role in learning to analyze and evaluate media on their own. Teachers

should allow students to think critically, however, critical thinking regarding the analysis and evaluation of information resources during the learning process should be systematically modeled through specific examples and assignments from teachers [9]. Besides reading critically about media, this is probably one of the most important parts of media literacy.

Methods and Materials

This research utilized several methods, employing qualitative analysis techniques, quantitative synthesis of data, and comparative methods to analyze and interpret findings from diverse research perspectives. Through this process, three highly effective strategies for cultivating critical reading skills were identified:

The first strategy is to have a clear consistency of the learning process during critical reading. For example, when you first familiarize students with keywords, find synonyms and antonyms of unfamiliar sources, or write definitions in English, read the text, and write down the main ideas and questions that arise [11].

The second strategy is the conclusion that is made after reading the text. The content and richness of useful information of the text being read, which affects the success of the lexical formulation. This strategy is more widely used in critical reading than other strategies [12].

The final strategy will be a summary that will help students to correct mistakes by rereading the text, checking topic sentences, identifying key ideas, and linking the passages together. An important way to test students' understanding of the text will be to write a summary of the text they read [13].

Being media literate is an increasingly important thing in education today. Especially when working with media sources used in teaching English, we really need to be very careful, be able to evaluate the information we hear or read in order to understand what information to trust [14]. Additional factors: teaching media literacy is particularly important in English classrooms, as students are more likely to be exposed to large-scale media influences than adults as media users [15].

To introduce the concept of media influence, the teacher can ask students to name things that are associated with a distant region, such as Africa. After presenting stereotypical images such as jungle, tribes, safaris, war, hunger and disease, students notice that since they have never visited Africa, they are sharing these words according to data collected from various media [16].

Results and Discussion

In the process of the research, we conducted a survey among 1st-year undergraduates of the specialty "Training of teachers of a foreign languages" L.N. Gumilyov Eurasian National University and received answers to questions corresponding to the participants' learning experience. The purpose of this survey was to compare the effectiveness and frequency of teaching critical reading using media literacy in English classroom. A total of 14 participants were asked questions about how often teaching strategies based on the development of critical reading using media literacy are used. The teaching experience of the participants ranged from 2 to 4 years, and the age of the participants ranged from 20 to 30 years.

The survey results showed that reading strategies based on comprehension-based reading are used more often than critical reading strategies. This underlines the relevance of teaching critical reading using media literacy in English classroom. In fact, good readers, that is, students, are involved in the learning process with great interest: they personally look at whether what they read is related to consistent data, whether the ideas they read are related to other ideas they have encountered before. The frequency of teachers using critical reading skills in teaching English is presented in the following Figure 1.

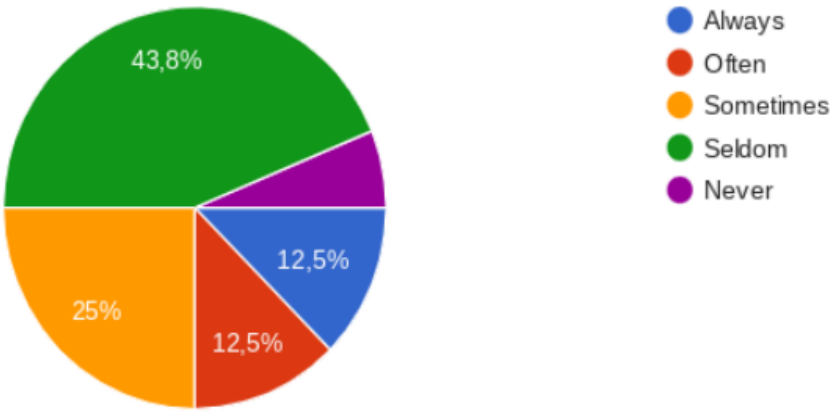


Figure 1. Frequency of use of critical reading skills in teaching English

The survey revealed that the majority of English teachers (43.8%) rarely utilize critical reading skills in teaching English. Only a small minority (12.5%) regularly integrate these skills, while 25% and 12.5% use them sometimes and often. The following Figure 2 explores the challenges faced by teachers using media literacy in English language teaching through critical reading skills.

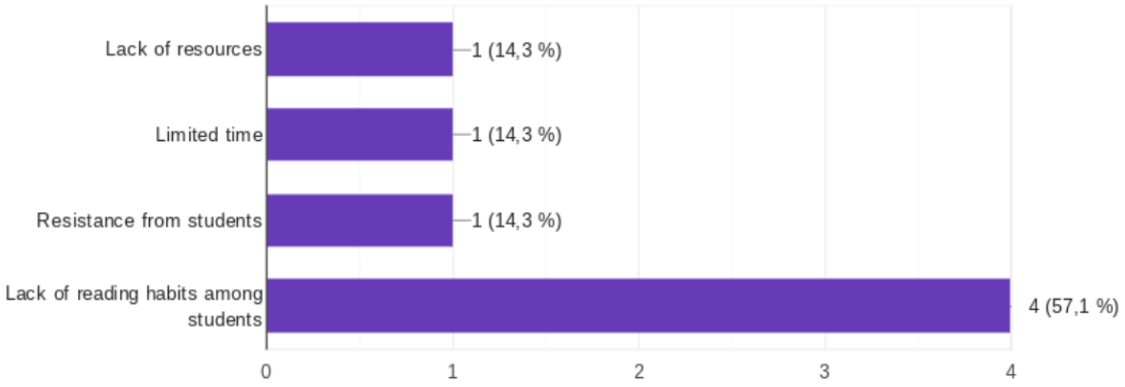


Figure 2. The challenges faced in using media literacy in English language teaching through critical reading skills

According to the results shown in Figure 2, some of the key challenges faced by teachers include:

Lack of time and resources: Teaching media literacy requires teachers to have a deep understanding of media concepts and skills;

Resistance from students: Some students may be resistant to learning about media literacy, especially if they are used to consuming media passively;

Difficulty assessing student learning: Measuring student learning in media literacy can be challenging, as it often requires students to apply critical thinking skills to complex media messages.

Despite these challenges, it is essential for teachers to integrate media literacy in English language teaching through critical reading skills. In today's world, students need to be able to critically analyze the media they consume and make informed decisions about the information they encounter. Media literate students should better understand the information they receive and will take into account its quality and forecasts [17]. They are flexible in thinking and are able to rethink their judgments when faced with new ideas and information. As a result, complex causes or solutions will be able to draw the right conclusions when faced with controversial issues [18].

There are many benefits to developing media literacy in teaching critical reading, including: increased understanding of language: within every event that students read or watch, there is important information. They can understand whether this information is good or bad; improve analytical skills: knowing what is important to the story will allow students to distinguish between real and fake news; increased worldview: bias in news can affect how you understand an event; increasing interest: directing students ' interests to engage them in conversations around the topics they are interested in [19].

Based on the results of the survey conducted here, we have found a solution to the following question: Why is it important to develop media literacy for students in teaching critical reading? We live in a world where media is rapidly developing. Therefore, it is especially important to develop media literacy for students studying English, and some arguments will be presented below:

the creators of any media will have a goal and perspective. These points of view can be explicit or controversial, recognizing which allows students to question and contextualize the information they receive;

improving critical reading skills: evaluating media through exercises to develop media literacy in the classroom encourages students to determine the accuracy of information through examples to prove their point;

many media literacy activities enable students to explore and use a range of products, from print advertisements to television screenplays, competently in the future [20].

In conclusion, this article shows the main problems of development and formation of critical reading skills using media literacy in teaching English. The development of critical reading teaches students to be more confident in their studies, as they will have the opportunity to search for key ideas, make summaries of the text. The article describes the types of critical reading strategies for teachers and examines the importance of teaching students critical thinking and critical reading skills. In addition, media literacy is an essential tool for developing critical thinking and reading skills that are important to every student, such as intercultural communication, creativity and communication. We believe that the use of mass media in the process of critical reading through analysis, comparison and research is an effective way to develop students' media literacy. The concept of "media literacy" is associated with the definitions of the "National Association for Media Literacy Education", and also explores the advantages and difficulties of developing media literacy through critical reading in teaching English.

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MIFOPOETIK TALQIN BOSHQARUVIDA YOZUVCHI KONSEPSIYASI

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Yangi davr hikoyachiligi o'z-o'zidan shakllanayotgan adabiy hodisalarning ko'rinishi emas. Negaki, istiqlol yillarida yaratilgan nasriy eksperimentlar qaysidir ma'noda jahon adabiy-badiiy durdonalarining bir ko'rinishidir. Jumladan, talqin va tasvirda olg'a siljishlar davri bo'lgan modernistik, ya'ni norealistik izlanishlar Kafka, Kamyu, Joys singari adabiy hodisalarning ma'lum ma'noda ta'sirini ham eslatadi bizga. Ulug'bek Hamdamning hikoyalarini shu ikki jihatdan turib tahlil qilish mumkin, degan qarashga e'tibor berish lozim. Birinchisi- realistik, ikkinchisi- norealistik. 2012-yil vaqtli matbuotda e'lon qilingan "Haykallar oroli" nomli hikoyasi insoniyatning universal modeli, mifologik qatlamni yangilashga uringanligi bilan ahamiyatlidir. Xo'sh, nega yozuvchi asarni bunday nomladi? Hikoyada ko'zda tutilgan maqsad nima edi? Adibning bu xildagi kayfiyati asarda ramzlarga nimalarni yashirdi? Mazkur savollar o'z yechimini asar mutolaasida namoyon qiladi. "E'tibor qilgan kishiga bugungi o'zbek modern adabiyotining 1) san'atning ijtimoiy xizmatkorlikdan uzoqlashayotganligi; 2) muayyan qoliplarga tushmaslikka intilayotgani; 3) badiiy yaratiqlarning faqat san'at asarigina ekani;4) san'atga o'yin (mahorat, o'zgachalik, o'ziga xoslik – originallik o'yini) deb qarash mayli kuchayganligi; 5) kinoyaga moyillik ortganligi; 6) soxta ko'tarinkilik va sun'iy chaqiriqlardan qochayotganligi; 7) ifodaning mukammaligiga intilish ortgani; 8) san'atning mafkuradan yiroq bo'lishiga urinish kuchayganligi kabi tamoyillari borligi yaqqol seziladi" [1]. Bu tamoyillar, haqiqatan ham, o'zbek nasrida anchayin takomillashib, milliy adabiyotning shakliy qiymatining o'zgarishiga ma'lum ma'noda ta'sir ko'rsatib ulgurdi. Demak, Ulug'bek Hamdam hikoyalaridagi norealistik talqin o'ziga xosligi jahon adabiy-badiiy izlanishlarida allaqachon singib, katta bir tasvirlash yo'sini ekanligi o'z-o'zidan ravshanlashadi. Yozuvchining ushbu hikoyasida tasvirlar bir-biriga mantiqan bog'langan 7 ta safarni o'z ichiga oladi. Hikoyaning epkspozitsiyasiga e'tibor beraylik:

"Tinch ummoni vazmin chayqaladi. Cheksiz masofalar o'z qa'riga sir yashirgan yanglig' uzangan: ular bir vaqtning o'zida ham o'z bag'riga chorlaydi, ham undan itaradi. Hozir esa suv yuzasini qalin oqish tuman qoplagani bois qayiqdan turib qaralganda burun ostinigina ko'z ilg'aydi:

ikki quloch narida nima bor, koshki bilib bo‘lsa... Qayiq ichi baliqlarga liq to‘lgan esa-da, baliqchilar to‘rlarini yana suvga tashlagan ko‘yi tek qotishgan. Tushib qolgan vaziyatlarida boshqa nimayam qo‘llaridan kelardi, deysiz. Bor-yo‘q qiladigan ishlari kutish bo‘lgandan keyin kutishadi-da. “Kimni, nimani?”, deysizmi. Quyoshni!.. Quyosh zich tuman ko‘ksini chok-chokidan so‘kkancha ularga yo‘l ko‘rsatishi kerak hali. Yo‘qsa, adashib, Orolga dushman tomondan borib qolishsa, hollariga maymunlar tugul, qayiqda potirlab yotgan manavi chalajon baliqlar ham dumlarini likillatib kulib qolishlari hech gapmas. Aslida, kulish - shularning haqqi. Jonlaridan rosa alam o‘tib turibdi-da o‘ziyam shu tobda. Alam qayiqdagi odamlardan yetdi” [3].

Mana shu tasvirda hikoya qahramonlari qalb-u shuuridagi qo‘rquv va xato qilib qo‘ymaslik ilinji aks etadi. Yozuvchi tasvirni atayin quyuqlashtiradi. Quyoshni kutayotgan oqish tuman ichidagi baliqchilar bir dam ham suzolmaydi. Demak, hikoyadagi aynan ana shu kutish – insonning o‘z qilmish-qidirmishlaridan totgan azoblarini qayta idroklashga zamin hozirlaydi. Hikoyada nafs va shuhrat ilinjida bir-biridan kimo‘zarga yashashga odatlangan olomonning, odamlarning oxir-oqibat yetib kelgan manzillaridagi – kutishga mahkum etilganligini kuzatamiz. Xo‘sh, quyoshni kutish shunchalik qiyinmi? Yozuvchi bu yerda ham ilk odamlarning yer yuzasiga rizq izlab yo‘lga chiqishi, Odam ato va Momo havoning taqiqlangan mevani yeb jannatdan quvilishiga ham ishora mavjud. Yozuvchi xilma-xil ramziy ishora (kod)lar tabiatiga, din va dunyo birligiga ham alohida diqqat qaratadi. Hikoya qahramonlari safarga – yo‘lga chiqishgan. Ularda juda katta maqsadlar bo‘lgan. Bir paytlar juda yaxshi ahillikda yashashgan. Mana shu jihatlarning o‘ziyoq, keyingi tasvirlarda muhabbatning nafratga, odamiylikning shon-shuhratga evrilishi asar kompozitsiyasida ochiqlana boradi. Yozuvchi voqelikni o‘z tasavvurida ko‘radi va tahlil qiladi hamda tasdiqlaydi. Tahlilning davomiyligi asarda ishtirok etayotgan ikkala kuch orasida kechadi. Demak, insoniyat erishgan jamiki yutuqlar nimanidir qurbon qilish evaziga qo‘lga kiritilayotgan moddiy dunyo havaslariga bino qo‘yish, deya ta’kidlanadi.

“Dunyoni xaotik manzara asosida ifoda etishi jihatidan Ulug‘bek Hamdamning keyingi yillarda e’lon qilingan “Yo‘l” romani va “Bir piyola suv”, “Haykallar oroli”, “Pillapoya” kabi hikoyalari ham postmodernizmga yaqin keladi. Adib xaos deb ko‘rinayotgan olamda Idealni izlash masalasiga o‘ziga xos, ayni damda, Sharq yashash falsafasining mezonlari asosida yondashadi. Unga ko‘ra, har bir Insoning umri muayyan YO‘Lda kechadi. Garchi u o‘z manzili, mavjudligidagi haqiqatni to‘la idrok eta olmasa-da, shu yo‘ldan borishga mahkum. Pirovardida inson uchun erishilgan Ideal manzil emas, balki ungacha bosib o‘tilgan YO‘L – jarayon umr mazmuniga aylanadi. Ijodkor bu xaotik olamda har birimiz manzilga qarab intilishimiz, izlaganimiz ma’no – Idealni esa o‘z qalbimizdan qidirishimiz kerakligini uqtirayotganday bo‘ladi” [5]. Darhaqiqat, adib asarlaridagi yo‘l va yo‘lovchi obrazlari insonning o‘zligini anglashga bo‘lgan intilishlarning poetik talqini negizida takomillashib boradi. Mazkur hikoyada ham yozuvchining ijodiy konsepsiyasi mohiyatan insonning o‘zligi va hayotda bo‘layotgan o‘sish-o‘zgarishlarning ramziy-majoziy talqini orqali yuzaga chiqadi.

Adabiyotshunos J.Eshonqul qayd etishicha: “Insoniyat aqli mifdan, mifologik olamdan ajdodlarning ilk xayoliy dunyosidan qanchalik uzoqlashib va taraqqiyot zinalaridan ko‘tarilgan sayin bu mavzu yana ham qizg‘in tus oldi. Atom, kosmik kema asri bo‘lgan XX asrda ham fizika va ximiyaning yutuqlariga qaramay, mifologiya yana adabiyotning asosiy mavzusiga aylandiki, oqibatda, “neomifologizm” degan oqim paydo bo‘lib, mif va adabiyot aloqalarini birinchi marta ilmiy o‘rganishga kirishdi. ...uning imkoniyatlarini kengaytirish, yangi pog‘onaga ko‘tarishi mifsiz sodir bo‘lmasligi ayon bo‘lgach, mif va adabiyot aloqalarini endi quruq syujetlardan emas, inson psixologiyasidan izlaydigan fan – psixoanalitika yuzaga keldi” [4]. Ko‘rinadiki, har qanday adabiy oqim davr manzaralarini aks ettirishga qaratilganligi ayonlashmoqda. Kafka, Kamyu singari modernist yozuvchilar talqinlarini ilmiy tekshirishda ham psixoanalitik yondashuv o‘ziga xos o‘rin tutishini yodda tutmoq joiz. Shuni qayd etish lozimki, neomifologik talqin “Haykallar oroli” (Safar) hikoyasida har safar yozuvchi ijodiy konsepsiyasi ochiqlana boradi. Bir qarashda orolda kechayotgan voqelik o‘tmish va bugun manzaralarini “tushunib olish”ga yetaklaydi. Badiiylik modusi hikoyada muhabbatning nafratga, nafratning muhabbatga o‘tib turish manzaralarini tipiklashtira boradi:

“Shunday qilib, toshdan haykal yo‘nib, ummon suvlari urilib turgan sohilga o‘rnatishni qiz taraf boshlab berdi. Yigit taraf bo‘lsa, haykalni ovdan qaytayotib ko‘rib qoldi. Ko‘rganlarini qabila

boshliqlariga oqizmay-tomizmay, miridan sirigacha aytib berdi. Ko‘p o‘tmay, yigitning qabilasi tomonida ham shunga o‘xshash, faqat qiz tarafnikidan andak baland haykal qad rostladi. Taxminan, shuncha fursat oralatib, qizning sohilida uchinchi haykal paydo bo‘ldi. Faqat u narigilardan balandroq va ko‘rkamroq edi... Gapni cho‘zib nima qildik, o‘zingiz fahmlab bo‘lganingiz kabi Orolda haykal o‘rnatish musobaqasi boshlangan edi.

Har qaysi qabila o‘z ulug‘iga bag‘ishlab haykal o‘rnatardi. Haykal bo‘lgandayam eng a’lo, eng raso toshdan, deng. Faqat, qurg‘ur, uni o‘rnatish uchun juda ko‘p yog‘och kerak bo‘lardi. Chunki tosh boshqa, haykal o‘rnatiladigan makon yana boshqa joyda joylashgani bois so‘loqmondek og‘ir yukni tashish faqat va faqat yog‘och orqali amalga oshirilardi. Shuning uchun ham har ikki tomonda o‘rmonlar shiddat bilan kesilardi...” [3]

Mana shu jihatga diqqat qilinsa, hikoyadagi neomifologik talqin yaxlitligi oydinlashadi. Orol, qabila, haykal uchligi insoniyatning azal-azaldan misqollab yig‘ilgan qadriyatlarning ildiziga bolta urilishiga mantiqiy urg‘u berilayotgani ko‘rinadi. Mana shu qismat qarshisida kimo‘zarga yashash instinktiga asoslangan jamiyat tutumlari mislsiz fojealikni keltirib chiqarishga yetaklaydi. Natijada bosqichma-bosqich oydinlasha borayotgan hikoya syujetida bugun uchun nondek aziz bo‘lgan oliy muhabbatning yovuzlikka evrilish metamorfozasi dalolatlanadi. Adib bunday keskin va tragik vaziyatda ikkala qabiladan bir nafar o‘g‘il va bir nafar qizni syujet liniyalariga birlashtiradi. Ularning qo‘llariga tushib qolgan muqaddas kitobni tushunishga, yangi hayot qurishga yetarli bo‘lishi uchun asos sifatida namoyon qiladi. Hikoyada alal-oqibat baxtli bo‘lish istagi, tafakkur va tuyg‘uning qarshisida Ulug‘ Visol yaqinligidan shahodat beradi. Ular o‘tmish va kelajakni shu zaylda tartiblashtirishga bel bog‘laydi.

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FEATURES OF THE METHODOLOGY FOR TEACHING STUDENTS ENGLISH IDIOMS

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Idioms occupy an important place in English discourse, and students master this vocabulary at every stage of learning. This study is devoted to the methodological aspects of teaching students English idioms. The author examines approaches and methods of working with idioms in oral and written English and introduces the main types of tasks for the assimilation of these lexical units.

The lexical diversity of idioms allows them to be used to solve a number of tasks, such as developing speaking skills, expanding vocabulary, developing creative abilities, translating skills, and lexicographic skills. Modern methods of teaching foreign languages require the use of approaches that not only form a specific competence in the language but also expand the general horizons and cultural level of students. In the process of learning English idioms, students use their versatile abilities to compare idioms with Russian idioms, as well as to explore the history, customs, and traditions of the country of the language being studied. At the same time, students develop universal moral values and form a view of the world around them in all its diversity. This is the importance of this article.

Idioms play an important role in learning English and are often used by native English speakers. A.V. Fedorov notes that the "literal untranslatability of idioms," which is often pointed out as one of the main features of idioms, is not a problem since idioms lose their literal meaning even for native speakers [1; 220]. This is the case not only in English but also in Russian. Idioms can be used orally

or in writing to summarize the consequences of various events in life or to briefly describe a person's character, customs, and traditions of a particular country or region. Idioms can also serve as a guide to action and a way to solve life's problems. Many idioms are based on real experience and accumulated knowledge about human nature. They are the result of repeated observations of human behavior. Therefore, in many cases, idioms serve as a kind of reference material. This determines the importance of learning idioms.

In many works on the theory of translation, idioms are classified according to various criteria. V. V. Vinogradov divides most idioms into ordinary grammatical classes or parts of speech [2]. Some idiomatic expressions are typical verbs: to fall back on (прибегнуть к помощи), to get through with (разобраться с). Most idiomatic expressions are nouns, adjectives, and adverbs. Phraseological expressions, called lexical idioms, belong to one of the usual grammatical classes. The second main group of idiomatic expressions are verbal expressions; this group includes various parts of speech: for a rainy day (на черный день), shoot the breeze (болтать о пустяках). The peculiarity of this group is that such idiomatic expressions must be translated by a group of words.

The English language training program for students does not always include the study of idioms. As a rule, very little time and attention is paid to this aspect, because the work program is so full of grammatical materials and the study of the lexical minimum that there is not always enough time to work out such speech turns.

Teachers are often faced with the fact that students simply do not see the meaning, importance, and generally the need to study these incomprehensible, at first glance, phrases. In this case, it is necessary to convey to students why the use of idioms is so relevant and why they cannot be dispensed with. It is important that in English, idioms are present in all functional styles to varying degrees, even in scientific and official styles, and in larger quantities than in Russian. In the scientific research of linguists and linguodidactics, some of the publications are devoted to various aspects of teaching and learning idioms. Thus, part of the work is devoted to the study of idioms as an effective way to replenish vocabulary in English in order to master professional communicative competence [3]. In particular, V.E. Borisenkova and M.P. Storozhenko pay attention to the use of idioms and other colloquial universals to make written speech more emotional [4].

Despite numerous studies on linguodidactics, the question remains how to make the process of learning idioms effective, functional, and interesting for both students and teachers. During the preparation of the article, an analysis and forecast of the effectiveness of the method below were carried out.

We concluded that productive study of idioms is possible if we adhere to a comprehensive methodology that systematically includes working with idioms in a foreign (English) language course:

1. Division of idioms by subject, which will greatly facilitate memorization;
2. Learning through the search for analogs in the Russian language;
3. Mastering idioms in context to understand in which situation it would be appropriate to use one or another expression;

As part of this approach, we have developed several exercises that allow you to quickly and effectively learn English idioms with subsequent application in written and oral speech. The analysis of various types of exercises leads us to the conclusion that it is necessary to select idioms, strictly dosing the amount, since it is easiest to synchronize idioms in memory for a long time in an associative way, that is, you need to perform different types of tasks to use the same idioms.

Below are excerpts from a set of author's exercises in which selected idioms are output into speech (in our example, 5 idioms):

In the lap of the gods – счастливый случай, удача

(As) white as sheet – бледный как полотно

To thank one’s lucky stars – благодарить судьбу

In the twinkling of an eye – в мгновение ока

A big cheese/gun/noise/shot/wheel – большая шишка

In Exercise 1, students are asked to translate the text, correctly interpreting the meaning of the idioms included in it, by searching for analogs in Russian. By performing the exercise below, students are introduced to a new list of idiomatic expressions for the first time, so it is important to make sure that the idioms are translated correctly. After the assignment is completed and verified, it is rational to instruct students to give several oral examples using new idioms to consolidate the material.

Exercise 1

Translate the text and find Russian equivalents.

In the lap of the gods

After the accident, James looked as white as a sheet. Everybody was totally in the dark about what was going on. He was nearly hit by the bicycle. He thanked his lucky stars that, in the twinkling of an eye, the driver hit the brakes. The man appeared to be a big noise for whom James worked. Mr. James always seemed to land on his feet, so he promised to promote him to a higher position. When James came to his senses, he pulled himself together, saying that in his heart of hearts he had been dreaming of this position for all his life and promised to work by sweat of his brow.

The complex also provides other exercises (for example, composing dialogues and situations and commenting on statements using specific idioms). Such exercises show high results in students mastering idiomatic expressions with their regular use, as well as the periodic return and revision of already learned idioms.

Programs in the discipline "Foreign (English) language" should, in the part where the study of lexical minima is prescribed, provide for both the selection and the study of this lexical material. This approach is especially effective if idioms in all aspects are studied systematically and their minimum is also highlighted, followed by mandatory assimilation in the specified course.

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TYPES OF ENGLISH DICTIONARIES

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Dictionaries are limited in their purpose and scope. The first relevant distinction is between a general and a special (specialized) dictionary. The general dictionary comes closer to the ideal dictionary (the one that represents the whole lexicon). The data that it is based on commonly take the form of a general purpose - corpus. Its most general functions are the following:

- The dictionary provides information on parts and aspects of the lexicon of one language. This is a monolingual dictionary.
- The dictionary provides help in translating between languages. This is a bilingual dictionary.
- The dictionary deals with translating more than two languages. This is a multilingual dictionary.

General dictionaries contain multi-aspect word description (e.g. explanatory dictionaries), represent the vocabulary as a whole with a degree of completeness depending upon the scope and

bulk of the dictionary, frequency dictionaries, i.e. lists of words, each of which is followed by a record of its frequency of occurrence in one or several sets of reading matter (M. West's General Service List), a rhyming dictionary is also a general dictionary (McGill English Dictionary of Rhyme with Verse Perfect).

Special dictionaries reveal only some aspects of words or relations between them (e.g. etymological, word-building, orphographical etc.), cover only a certain specific part of the vocabulary, for example, terminological dictionaries, phraseological dictionaries, dictionaries of slang, dictionaries of synonyms, antonyms, homonyms, etc. Special dictionaries may be further subdivided depending on whether:

• the words are chosen according to the sphere of human activity in which they are used (***technical*** dictionaries),

• the type of the units themselves (e. g. ***phraseological*** dictionaries)

• the relationships existing between them (e. g. dictionaries of ***synonyms***)

• the words are chosen according to the sphere of human activity in which

they are used highly specialized dictionaries of limited scope which may appeal to a particular kind of reader. They register and explain technical terms for various branches of knowledge, art and trade (linguistic, medical, technical, economical terms, etc.)

• the type of the units themselves (e. g. ***phraseological*** dictionaries). The second subgroup deals with specific language units, i.e. with phraseology, abbreviations, neologisms, borrowings, surnames, toponyms, proverbs and sayings, etc.

• the relationships existing between them. The third subgroup contains a formidable array of synonymic dictionaries, dictionaries of antonyms etc. [1:120]. According to time, dictionary is divided into two: diachronic and synchronic (descriptive). The diachronic dictionaries reflect the development of the English vocabulary by recording the history of form and meaning for every word registered [2;53].

OED "The Oxford English Dictionary".NED "The New English Dictionary on Historical Principles" SOD "The Shorter Oxford Dictionary on Historical Principles". The synchronic or descriptive dictionaries of current English concerned with present day meaning and usage of words. For example: COD (the Concise Oxford Dictionary of Current English); Webster dictionaries;

Collins COBUILD English Language Dictionary.

Both monolingual and bilingual dictionaries may be specifically designed for language learners, serving in first and second language learning and teaching; or they may be non-specific as to such goals. Like a grammar, a dictionary may try to represent the norm of a language. It may then fulfill a function in language

standardization and language policy. It may also help consolidate the cultural unity of a community.

Encyclopaedic and Linguistic Dictionaries. We start with the degree of the inclusion of lexical (i.e. linguistic) and non-lexical (i.e. encyclopaedic) information in the dictionary as also the treatment of each individual item in it. The lexical or linguistic information pertains to linguistic characteristics of the lexical nit viz., pronunciation, definition, etymology, grammatical category, etc. The encyclopaedic information has the following features:

1. the inclusion of names of persons, places and literary works;
2. coverage of all branches of human knowledge;
3. extensive treatment of facts.

The dictionaries, giving information of the former type, are called linguistic or general dictionaries and those giving information of the latter type, the encyclopaedic dictionaries.

The encyclopaedic dictionary is a combination of an encyclopaedia and a linguistic dictionary. It also includes items that are generally characteristic of an encyclopaedia in addition to the items of a linguistic dictionary. In the amount of the information and the manner of its presentation, again, it combines the features of both. As a matter of fact, there can be no division like a linguistic dictionary and non-linguistic dictionary equating the latter with encyclopaedic dictionary. As already stated any

dictionary combines the features of both. The bigger dictionaries like The Century Dictionary and The Oxford English Dictionary are encyclopaedic but all of them are linguistic dictionaries.

The linguistic dictionary deals with only the lexical stock i.e. words as speech material and may be roughly called 'word book'. The linguistic dictionary usually attains the status of the encyclopaedic dictionary in different ways, given below:

1. When a linguistic definition becomes inadequate to describe the lexical item, especially when it is a culture bound word, the lexicographer has to include encyclopaedic information.

2. In the definition of a certain words the encyclopaedic definition determines the underlying concept.

3. When we give different meanings of a polysemous word and mark them with labels, we give a hint that the meaning belongs to a particular branch of human knowledge like botany, astronomy, medicine etc., impliedly indicating the encyclopaedic information there.

The diachronic or historical dictionary has a special class in it which can be called etymological. Although its focus is also to present the history of a lexical unit, its form and purpose are totally different from historical dictionary and it has a limited readership. Its word list is different from the general dictionaries, even from the historical dictionary and in this regard it comes under special type of dictionaries, described later.

The historical dictionary is concerned with a systematic study of changes affecting a lexical unit during its life i.e. within a period from which there is evidence, e.g. in OED from the days of King Alfred to the present time [3:109].

For selecting words for the dictionary, two considerations govern the decision of the lexicographer: 1) time and 2) the subject or theme. First, certain broad classifications can be made of the entire period. This classification is based on some criterion like some landmark in the history of the development of the language e.g. some outstanding author or some notable literary or other event.

The etymological dictionary, as stated earlier, traces the present word to its oldest form and gives the parent form. The origin of the words of this language is

traced back to the proto language. In this process cognate forms form related languages are cited. Since the help of comparative method is taken by giving cognate words such dictionaries develop into comparative dictionaries.

In the dictionary which has many languages as its focus the entry word is given in the proto language. The developed forms in different languages are given in the description part of the entry.

For borrowings in the language, the etymological dictionary gives the immediate source of the borrowing, its original meaning and forms in cognate languages. If the borrowing is through some other language, the name of the intermediate language and the form therein are also given [2:60].

The dictionary of borrowed or foreign word in a language can be included in the class of etymological dictionary, because by giving the origin of these words the dictionary provides clue to the etymology of these words.

The synchronic dictionaries are generally grouped into two classes, general and special. General dictionaries contain those words of the language which are of general use representing various spheres of life and presenting a complete picture of the general language. They are meant for the general user of the language. Special dictionaries either cover a specific part of the vocabulary or are prepared with some definite purpose.

The special dictionaries may be classed into the following groups on the basis of the nature of their word lists [4; 88]:

1. Their covering special geographical regions, social dialects or special spheres of human activity,

2. Their formal shape,

3. Their semantic aspect and their relational value in the lexical stock of the language,

4. Their collocational value,

5. Special language units and others.

The first group includes the dictionaries of the following:

a) Dialects,

b) Technical terms – glossaries, c) Special professions, arts and crafts etc., d) Slangs, jargons and argot etc.

Dialect dictionaries: dialect dictionaries present all the characteristic of a general dictionary in their description of the lexical units. But they deal with the word stock of a particular geographical region or social group.

The dictionary of technical terms deals with technical terms in a language. Terminology is a major and vital part of the vocabulary of any language. These dictionaries are generally prepared by special bodies and commissions formed specially for the purpose. They contain either terms peculiar to a particular subject field or general words with special meanings for special fields.

Special linguistic dictionaries classified on the basis of the formal aspects of the lexical units are of the following types [5:29]:

a) Spelling or orthographical dictionaries,

b) Pronouncing dictionaries,

c) Word formation dictionaries (including dictionaries of roots, verbs etc.),

d) Dictionaries of homonyms,

e) Dictionaries of paronyms,

f) Grammatical dictionaries,

g) Reverse dictionaries,

h) Dictionaries of abbreviations, acronyms etc.

Spelling or orthographical dictionaries give spelling of words with their phonetic variants.

Pronouncing dictionaries record contemporary pronunciation. They are also normative and are referred to for correct pronunciation.

Word formation or derivational dictionaries give different word forming elements viz., prefixes, suffixes etc. some of the learner's dictionaries attain the nature of word formation dictionaries is so far as they give lists of prefixes and suffixes.

Dictionaries of homonyms present the homonyms of a language. Some of them give illustrative examples.

Dictionaries of paronyms give paronyms in the language.

Grammatical dictionaries are prepared to serve as guide or help book for the understanding of (correct) grammatical system of the language.

In Reverse dictionaries the entry words are arranged in the alphabetical order of their final letters.

Dictionaries of abbreviations and acronyms: they present the abbreviations and acronyms commonly used in a language. Many dictionaries give list of common abbreviations as appendices.

The dictionaries classified on the basis of their semantic aspect and their relational value in the lexical stock of the language are the following [6; 109]:

a) Dictionary of synonyms, b) Dictionary of antonyms, c) Ideographical or ideological dictionary, d) Dictionary of frequency counts.

The Ideographical or ideological also called systematic dictionaries present words which are semantically related. They are grouped according to concept words or content words. "Lexical items in Ideographical Dictionaries are grouped into families where each one of them stands for one particular psychological dimension". [7; 155] Dictionaries of synonyms are in one sense one of the subtypes of Ideographical Dictionaries.

Special dictionaries classified on the basis of their collocational value are the following: [8; 98]

a) Dictionaries of collocations: these dictionaries give usual collocations of the lexical units. They give list of all the words that can be collocated with the head

word. But such dictionaries are usually limited in their scope and present only words of a few grammatical categories viz. nouns, verbs and adjectives etc. They are useful for language teaching.

b) Dictionaries of Usages: these dictionaries generally aim at providing

guidelines for the correct and standard use of words and are normative in character. Dictionaries of special lexical units are generally the following:

1) Dictionaries of phrases or phraseological dictionaries: these dictionaries present the phraseological units of the language and are usually accompanied with illustrative examples.

2) Dictionaries of proverbs and idioms: they deal with proverbs and idioms of a language.

3) Dictionaries of neologism: such dictionaries present new words introduced in the language and the new meanings acquired by the existing words. They provide good material for the revision of the dictionaries. The addenda given in some dictionaries is very much nearer to this type of dictionaries.

4) Dictionaries of borrowed words: these dictionaries deal with words which are borrowed in the language from time to time. These dictionaries, in a limited sense, come under the class of etymological dictionaries.

Translation dictionaries or parallel are word-books containing vocabulary items in one language and their equivalents in another language. For example: Russian-English Dictionary under the edition of prof, A. I. Smirnitsky; The English - Russian Dictionary by Muller; New English - Russian Dictionary by I. R. Galperin; The Pocket English - Russian Dictionary by Benton; English – Uzbek Dictionary by J. Buranov and K. R. Rahmanberdiev (2000), English - Karakalpak Dictionary and Karakalpak – English Dictionary by L. Kurbanazarov (1970) etc.

The translation dictionaries are based on the comparative study of the languages. Among the general dictionaries we find Learner's Dictionary which is compiled for foreign language learners at different stages of advancement.

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AUTHENTICATING INFORMATION IN USING ONLINE SOURCES IN RESEARCH WRITING

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Scientific research is the process of developing new knowledge, one of the types of cognitive activity. It is characterized by objectivity, reliability, accuracy. A scientific research should always give the same result when it is repeated following all the conditions and prove the issue under discussion. Scientific research consists of two interrelated clothes - experiment and theory. The main components of scientific research: definition of the topic, preliminary analysis of available information, conditions and methods in the field of research, scientific hypotheses, conducting experiments, analyzing and summarizing the obtained results, checking the hypotheses based on the obtained evidence, expressing new facts and laws, scientific forecasting. It is common to divide scientific research into fundamental and applied, quantitative and qualitative, unique and complex research. The methods and experiences of scientific research are widely used not only in science itself, but also in solving many economic and social issues. Data authentication is an important aspect of research writing, especially when using online sources. As the digital age continues to evolve, researchers are increasingly turning to online platforms to access and collect data. "Modular technology is an effort to fill class hours with fascinating material which enable learners to eventually become independent of classrooms-that is, to become autonomous learners."[5; 136]Although the Internet offers a wealth of information and resources, ensuring the credibility and trustworthiness of online sources is essential to maintaining the integrity of research projects. In this article, we explore

the importance of data authentication when using online sources for research writing and provide practical advice for researchers to verify the accuracy and validity of online data. changed. With a large number of online databases, journals, websites, and repositories at their fingertips, researchers have access to a wealth of information that can greatly enhance the quality and scope of their research. However, the abundance of online sources also creates problems with the validity and reliability of information. In an era of increasing misinformation and fake news on the Internet, researchers must exercise caution and caution when using online sources for their research projects. One of the main problems researchers face when using online sources is the accuracy of the data is the issue. Not all information available on the Internet is reliable or verified, and researchers should be vigilant before incorporating the reliability of online information into their research. Non-authentication of online data can lead to false, misleading and incorrect conclusions in the research results, which can undermine the validity and reliability of the research. To solve these problems, researchers use online data effectively may adopt different strategies for verification. One of the first steps researchers can take is to evaluate an online data source. Evaluating the reputation, authority, and experience of the website or platform with the information can provide valuable insights into the credibility of the information. Established and reputable sources such as scientific journals, government websites, and reputable research institutes are generally more reliable than personal blogs or social media posts. In addition, researchers use a method to verify the accuracy and consistency of information obtained from online sources must be cross-referenced with several independent sources. Validating data from different sources helps researchers identify inconsistencies, errors, or inaccuracies in the data and ensures the validity of their findings. In addition, researchers should critically evaluate the methodology, data collection techniques, and analyzes presented in online sources to determine their reliability and robustness. Another important aspect of data authentication in research writing is proper citation of online sources and is to refer to them. Researchers must follow established citation standards and guidelines to properly acknowledge their data sources [7; 112]. Providing clear references and citations not only demonstrates academic integrity, but also allows readers to trace the provenance of information and independently verify its authenticity.

In conclusion, data authentication is a key aspect of research writing, especially when using online sources. To ensure the integrity of their research project, researchers must carefully and carefully examine online data to assess its credibility, reliability, and validity. By applying best practices in data authentication, researchers can improve the quality and credibility of their research findings, which can contribute to the advancement of knowledge and scholarship in their fields. must approach data with critical thinking, check sources for authenticity, cross-reference, and properly cite sources to uphold standards of academic integrity and excellence in research writing. By incorporating these practices into their research methodologies, researchers can effectively address the challenges of data authentication in the digital age and produce high-quality research results that are credible, reliable, and impactful.

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GREENING THE ACTIVITIES OF EDUCATIONAL INSTITUTIONS

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Educational institutions are the cornerstone of knowledge and growth, but their traditional image can sometimes feel detached from the vibrant spirit of youth. To bridge this gap, it is crucial to infuse modernity into their activities. By embracing creativity, technology, and interactive approaches, educational institutions can create an environment that excites and engages students, nurturing their curiosity and preparing them for the dynamic world ahead. One way to rejuvenate educational institutions is by incorporating creative teaching methods. Encouraging teachers to design interactive lessons that involve hands-on learning, group projects, and multimedia presentations can ignite students' imaginations. By fostering a classroom setting that embraces creativity and critical thinking, institutions can empower students to explore their interests and develop a passion for learning. Moreover, incorporating art, music, and drama into the curriculum can provide a refreshing break from the monotony of traditional subjects, allowing students to express themselves and discover new talents. [1; 34]

Harnessing the power of technology is another avenue to make educational activities more youthful and modern. Integrating digital tools, such as educational apps, virtual reality experiences, and online collaboration platforms, can enhance the learning process and make it more engaging. Technology enables students to access vast resources, connect with peers worldwide, and explore subjects in innovative ways. Furthermore, gamification techniques, like educational games and quizzes, can transform mundane tasks into exciting challenges, fostering a competitive yet enjoyable learning environment. To establish a youthful atmosphere, educational institutions must also prioritize extracurricular activities. [4;5] By offering a diverse range of clubs, sports teams, and cultural events, institutions can cater to the varied interests of students. These activities not only promote physical fitness and teamwork but also provide valuable opportunities for personal growth and social interaction. Through participation in clubs, students can develop leadership skills, explore their passions, and build lasting friendships. Additionally, inviting guest speakers, organizing career fairs, and establishing mentorship programs can expose students to real-world experiences, helping them make informed decisions about their future paths. Educational institutions play a pivotal role in shaping the minds of future generations. By embracing creativity, technology, and a diverse range of extracurricular activities, these institutions can transform their traditional image into vibrant hubs of youthful energy. By infusing modernity into educational activities, we can ensure that students are prepared to thrive in the ever-evolving world that awaits them.

Backround

The background of the research and its objectives should be clearly stated in the Backround section, and if appropriate, illustrated. It should be written in a style that is understandable to researchers who are not experts in that field. Reports ought to explain the need for this investigation and the contributions it hoped to make to the field. A succinct summary of the article's reporting should be included at the end of this section.

Methods

The study's design, the environment, the kinds of materials or participants utilized, a detailed explanation of any comparisons and interventions, and the kind of analysis employed—including, if applicable, a power calculation—should all be included in the Methods section. Include the brand names in parenthesis in the Methods section when using proprietary brands in research.

Results and discussion

A description of the results of an impartial examination of the method itself is what we see as the

primary outcome of a Methodology article. The Result section should include an explanation of the methodology as well as all the specifics of the development and testing. The technical information required to enable others to duplicate the procedures should be included in the Methods part of the publication; this section may be skipped if the information is already included elsewhere in the document.

Conclusions

This should clearly outline the research's key findings and provide an explanation of their significance and applicability. There may be images used as summaries.

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ENHANCING VOCABULARY ACQUISITION: EFFECTIVE TEACHING TECHNIQUES

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Developing vocabulary is an essential part of learning a language because it serves as the basis for comprehension and efficient communication. Effective teaching methods can significantly increase students' vocabulary growth, which will improve their language competency. Contextual Learning: Contextual learning is one of the best methods for teaching vocabulary. This entails introducing new words not as separate lists but as meaningful sentences or brief paragraphs. Students learn more about the meanings and applications of words when they come across them in context, which facilitates their retention and use in many contexts. [1; 412].

Word maps and graphic organizers: These are useful resources for organizing and visualizing language. With the use of these resources, students can investigate word relationships such as word families, synonyms, and antonyms. Students can more effectively learn word relationships and increase their vocabulary by making word maps. Further information regarding their varieties and their usefulness in vocabulary instruction is provided below:

a) *Word maps*. A word map is a graphic depiction of a word and the ideas that surround it; it is frequently shown as a chart or diagram. The target term is usually shown in the center of the figure, surrounded by synonyms, antonyms, and instances of the word in context.This technique facilitates students' exploration of the semantic connections among words and helpstem gain a deeper comprehension of word meanings and usage. During vocabulary lessons, teachers can work with students to collaboratively develop word maps. Students are encouraged to come up with connected words and concepts and then visually express them on the map. Word maps can be made digitally with a variety of graphic organizer tools and software, or on paper.

b) *Semantic Maps*. They are visual organizers that show the connections between words and their definitions. The structure usually consists of nodes or bubbles that represent individual words, with lines or arrows connecting them to illustrate semantic relationships such antonyms, synonyms, hyponyms, and hypernyms. Semantic maps can be used by educators to provide new vocabulary terms to their pupils and assist them in exploring their semantic relationships.

c) *Concept maps*. These are visual organizers that show how various concepts or ideas relate to one another. Typically, idea maps are made up of nodes that represent distinct concepts and are joined by lines or arrows to illustrate relationships like hierarchy, cause and effect, or order. Concept maps can be used by educators to assist pupils learn vocabulary by organizing words into groups according

to common themes or meanings.Moreover, they can also serve as a pre-writing activity, helping students to brainstorm ideas and organize their thoughts before writing assignments or presentations.

Games and Activities for Vocabulary: Including games and activities in vocabulary training can help students learn more effectively and enjoy it more. Students can practice and reinforce new terms in an engaging and dynamic fashion by playing games like word bingo, charades, and vocabulary puzzles [2;116]. Furthermore, group discussions and role-plays encourage students to use newly learned language in relevant circumstances.

Repetition and Spaced Practice: Techniques for spaced practice can gradually improve retention, while repetition is essential for learning new language. Students' learning is reinforced and their comprehension is solidified when they are encouraged to review and revisit new words on a frequent basis. By assigning homework assignments that require reviewing previously taught terms and holding frequent vocabulary review sessions, teachers can integrate spaced practice into their classes.

Integrating real-world language contexts into vocabulary training exposes students to realistic language use and fosters meaningful engagement with newly acquired vocabulary. Teachers can give students opportunity to meet terminology in real-world contexts by including real-world materials like podcasts, films, and newspaper articles into their lectures. Furthermore, encouraging students to utilize new words in discussions, writing assignments, and presentations helps them understand the material better and encourages them to use language actively.

Effective vocabulary instruction is essential for language learners to develop a rich and varied lexicon. By employing techniques such as contextual learning, word maps, vocabulary games, spaced practice, and authentic language use, teachers can create engaging and effective vocabulary instruction that promotes active learning and enhances students' language proficiency.

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HOW TO EFFECTIVELY DEVELOP LEXICAL COMPETENCE OF PRIMARY SCHOOL STUDENTS IN PRIMARY EDUCATION

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Lexical competence refers to the ability to understand and use words effectively in a language. It involves not only knowing the meaning of words but also understanding their context and being able to use them appropriately. In the context of primary education, developing lexical competence is crucial as it forms the foundation for further language learning and communication skills.

Effective development of lexical competence in primary school students lays the groundwork for their future language acquisition and academic success. A strong vocabulary allows students to comprehend texts, express their ideas clearly, and engage in meaningful conversations. Moreover, it enhances their reading and writing skills, enabling them to become proficient communicators.

There are various strategies and techniques that can be employed to develop the lexical competence of primary school students. First and foremost, teachers should create a language-rich environment where students are exposed to a wide range of vocabulary through reading materials, discussions, and interactive activities. This exposure helps students to familiarize themselves with new words and their usage in different contexts.

Another effective approach is to incorporate vocabulary-building exercises into daily lessons. This can be done through word games, flashcards, and interactive activities that encourage students to actively engage with new words. Additionally, teachers can encourage students to keep personal word journals or vocabulary logs, where they can record new words they encounter and their

meanings. This practice not only helps students to remember the words but also promotes independent learning and ownership of their vocabulary development.

Methods and Techniques for Expanding Students' Vocabulary

Expanding the vocabulary of primary school students requires the implementation of various methods and techniques. One effective method is the use of semantic mapping, where students create visual representations of word relationships and associations. This helps them to develop a deeper understanding of word meanings and connections.

Another useful technique is the use of context-based learning. By providing students with meaningful and authentic contexts in which new words are used, they can better grasp the meaning and usage of those words. This can be done through reading comprehension activities, role-playing exercises, and real-life scenarios.

Furthermore, incorporating technology into vocabulary development can be highly beneficial. Online resources, educational apps, and interactive games can make learning new words more engaging and enjoyable for students. These tools provide opportunities for independent practice and reinforcement of vocabulary skills.

The Role of Reading in Vocabulary Development

Reading plays a significant role in the development of vocabulary skills in primary school students. When students read extensively, they are exposed to a wide range of words in various contexts, which helps them to expand their vocabulary.

Teachers can promote reading by providing students with a variety of age-appropriate books, magazines, and online resources. They can organize reading circles, where students discuss the books they have read and share new words they encountered. By encouraging students to read independently and participate in reading activities, teachers nurture a love for reading and facilitate vocabulary growth.[3]

In addition to reading for pleasure, teachers can incorporate reading comprehension activities into their lessons. These activities require students to understand the meaning of words in context, make inferences, and infer the meaning of unfamiliar words based on the context. By engaging in such activities, students not only improve their vocabulary skills but also enhance their reading comprehension abilities.

Assessment and tracking of progress in the development of lexical competence

Assessing and monitoring the progress of lexical competence in primary school students is essential to ensure their ongoing development. Teachers can use various assessment methods to evaluate students' vocabulary skills and identify areas for improvement.

One common assessment method is the use of vocabulary quizzes or tests. These assessments can be administered at regular intervals to gauge students' understanding of vocabulary words and their ability to use them in context. By analyzing the results, teachers can identify specific areas where students may need additional support or instruction.

Additionally, teachers can encourage self-assessment and reflection by providing students with opportunities to evaluate their own vocabulary skills. This can be done through self-assessment checklists or reflection activities, where students assess their understanding of new words and set goals for further improvement.[5]

By regularly assessing and monitoring students' progress, teachers can make informed instructional decisions and provide targeted support to help students develop their lexical competence effectively.

Conclusion

The development of lexical competence in primary school students is a critical aspect of their language learning journey. By creating a language-rich environment, employing effective teaching strategies, and fostering collaboration with parents, teachers can enhance students' vocabulary skills and support their overall language development.

Through games, exercises, and reading activities, students can actively engage with new words and reinforce their vocabulary skills. The use of technology further enriches vocabulary development by providing interactive and personalized learning experiences.

By fulfilling their role as facilitators and providing guidance and support, teachers play a crucial part in the development of lexical competence. Collaboration with parents further strengthens vocabulary development by creating a unified approach and ensuring consistent support for students.

Regular assessment and monitoring of students' progress enable teachers to identify areas for improvement and provide targeted instruction. By nurturing the lexical competence of primary school students, educators empower them with the necessary language skills for academic success and effective communication.

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INDUCTIVE AND DEDUCTIVE REASONING IN WRITING: THE ART OF PERSUASIVE COMMUNICATION

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Reasoning is essential to human thought, allowing us to make sense of the world and form opinions. There are two main types of reasoning: inductive and deductive. Each type serves a distinct purpose and has its advantages and limitations. This article will explore the concepts of inductive and deductive reasoning and their importance andapplications in writing, with a focus on persuasive communication.

Writing is an essential skill, and it plays a vital role in communication, learning, and problem-solving. Two critical components of effective writing are inductive and deductive reasoning. These cognitive processes help writers to formulate arguments, analyze information, and present ideas coherently and persuasively.

Inductive reasoning is a process that involves drawing general conclusions from specific observations or examples. It is a bottom-up approach, where conclusions are reached through observations and patterns that emerge from the data.[2;143] In other words, inductive reasoning is a process of making educated guesses based on the information at hand. In writing, inductive reasoning is often used in persuasive essays and speeches. By presenting a series of examples or cases, the writer can create a compelling argument that resonates with the audience's experience and emotions. This approach appeals to the reader's intuition and helps them draw their conclusions. For instance, when discussing the benefits of renewable energy, a writer might present a series of cases where countries that have transitioned to renewable energy sources have experienced economic growth, reduced pollution, and increased energy security. The reader is then more likely to accept the argument that renewable energy is a beneficial investment.

Inductive reasoning is a process in which conclusions are drawn from specific instances or observations. Writers use this approach to build arguments by identifying patterns, trends, or relationships between different pieces of evidence. The strength of an inductive argument lies in the quantity and quality of the evidence presented.

1. Developing a strong thesis statement: An effective thesis statement should be a conclusion drawn from the evidence gathered during the research process. By using inductive reasoning, writers can identify patterns or connections between their sources, which can help.
2. Strengthening arguments: Inductive reasoning allows writers to build arguments gradually, adding more evidence and examples to support their claims. This process helps to create a compelling and persuasive case, as readers are more likely to be convinced by a well-substantiated argument.

3. Encouraging critical thinking: Inductive reasoning promotes critical thinking by encouraging writers to question their assumptions, evaluate evidence, and draw conclusions based on empirical data. This process helps writers to develop a deeper understanding of the topics they write about and allows them to present well-reasoned arguments.[3; 177]

Deductive reasoning, on the other hand, is a top-down approach. It involves forming a conclusion based on a set of premises, where the conclusion must logically follow from the premises. If the premises are true, then the conclusion must also be true. In writing, deductive reasoning is often used in formal essays, research papers, and legal documents. It involves the use of logical arguments and a clear structure, where each point builds upon the previous one. This approach appeals to the reader's rationality and helps them understand the logical progression of the argument.[1; 15]

Deductive reasoning is a critical component of effective writing, enabling authors to present logical arguments, analyze complex ideas, and draw sound conclusions. As a key cognitive process, deductive reasoning is essential for any writer seeking to persuade or inform their audience. Deductive reasoning promotes clarity and precision in writing by encouraging authors to break down complex ideas into well-organized, logical arguments. By identifying the main premises, assumptions, and conclusions, writers can construct well-structured, cohesive pieces that are easy for readers to follow and understand.

The process of deductive reasoning enables writers to:

- Identify the most relevant and important points to include in their argument.
- Organize their thoughts and ideas in a logical progression, from general to specific.
- Use clear and concise language to avoid ambiguity and confusion.

Deductive reasoning fosters critical thinking by encouraging writers to evaluate the validity of their arguments and assumptions. This process helps writers to:

- Identify potential gaps or flaws in their reasoning, allowing them to refine their arguments and strengthen their conclusions.
- Recognize and address potential counterarguments, demonstrating a well-rounded understanding of the topic.
- Develop the ability to think critically and analytically, skills that are invaluable in both writing and everyday life.

Deductive reasoning enhances effective communication by ensuring that the writer's arguments are logically sound, well-supported, and easy to follow. When writers use deductive reasoning in their writing, they:

- Create a persuasive and convincing case for their position, which can help to sway readers' opinions and beliefs.
- Facilitate meaningful dialogue and discussion by presenting well-reasoned arguments that others can engage with and critique.
- Enhance their credibility as writers by demonstrating their ability to construct logical, well-reasoned arguments.[5]

To sum up, both inductive and deductive reasoning play a crucial role in writing. They help authors to formulate and analyze information. When you doubt whether to use inductive or deductive reasoning, remember that "inductive reasoning...is more open-ended and exploratory, especially at

the beginning. Deductive reasoning is more narrow in nature and is concerned with testing or confirming hypotheses" [4]

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IMPORTANCE OF EXTENSIVE READING PROGRAMM 10-11th GRADE EFL LEARNERS

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This article investigates the importance of extensive reading programs for 10th and 11th-grade EFL (English as a Foreign Language) learners in Uzbekistan. It explores the theoretical foundation of extensive reading, its benefits for language acquisition, and its potential impact on other language skills. The article analyzes the current state of extensive reading in Uzbekistani EFL curriculum and proposes recommendations for teachers to integrate this valuable practice into their classrooms.

Teaching foreign languages especially English language at all levels of educational system has become one of the national demand set by the government of Republic of Uzbekistan. Decree number 610 enacted by Cabinet of Ministers "On measures to further improving the quality of teaching foreign languages in educational institutions" released on August 11, 2017 has become the breaking point in reforming the whole system of teaching foreign languages. The given decree identifies major tasks in improving foreign language teaching. We would like to note that special attention is paid to the implementation of western and world standards in improving the system. As it is noted in the decree "ensuring the quality of teaching foreign languages to the young generation at all stages of educational system, radically improving the system of training specialists fluent in foreign languages, ensuring the continuity of curricula in this area in order to provide benefits and incentives to pupils, developing the national test system on the basis of which, qualified teachers and students should be rewarded" must be carried out in our country.This article focuses on the wide range of academic and personal benefits of extensive reading and look into the current condition and attitude towards extensive reading in school books of our Republic.

In the 21st century reading in a foreign language, especially in English is the most demanding skill as it has become global community language. Also English is the most available nowadays through the ample internet resources and libraries. Therefore the goals of reading development programs should be developing reading skill, promoting reading as a lifelong activity, providing with an enjoyable reading experience.

Reading is a complex process which has a number of techniques and strategies but first off all, it is divided into two big parts: extensive reading and intensive reading, and now we mainly look into the former one in widely context. Nuttal stated that "The best way to improve your knowledge of a foreign language is to go and live among its speakers. The next best way is to read extensively in it". [1;168]Extensive reading is not a modern approach; however, it has recently been using in the EFL and ESL context and become the widely researched topic.

Reading brings countless benefits. However, for the purpose of the work, only several main of them will be introduced here.

First, reading helps acquire language skills. It improves reading comprehension, writing, vocabulary, spelling, and grammar. Readings can also be great springboards for other activities that integrate speaking and listening. In one of his conclusions, Krashen mentions a significant advantage of acquiring language skills through reading when he states that "when children read for pleasure, when they get "hooked on books," they acquire, involuntarily and without conscious effort, nearly all of the so-called language skills. [3;149]Therefore, reading is highly beneficial especially to second language learners as it can help them comfortably climb to proficiency level, which is usually measured in terms of all four skills. Krashen points out the fact that reading is "the way to achieve advanced second language proficiency. It is one of the best things a second language acquirer can do to bridge the gap from the beginning level to truly advanced levels of second language proficiency". [3;10]

Second, reading shapes personality. It improves vision, and has enormous effect on one's attitudes, opinions, and language learning. It is remarkable that "the ability to engage in fluent reading and to read both for important information and for pleasure is perhaps the most valuable benefit students will gain from language study". [1;11] Many readers claim that when they read a book, they feel relaxed. Therefore, it is understandable that people usually like to read in bed before sleeping. This might support strong evidence of the calming power that builds and improves concentration in a child.

Finally, reading is a way to become wiser. In other words, many researchers agree that reading develops better thinkers, or more precisely, it improves concentration, focus, and memory. Especially short-term memory is stimulated significantly. Krashen highlights those benefits by his statement "reading makes you smarter. [3;36] According to the author, reading also "results in superior general knowledge". [3;3] Krashen's views correspond with a broader and more general Simonton's view. He concludes that "omnivorous reading in childhood and adolescence correlates positively with ultimate adult success" [3;111]

As we have already mentioned reading is one of the main skills that a pupil must acquire in the process of mastering a foreign language in school. Reading is about understanding any kind of written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition which refers to the process of perceiving how written symbols correspond to one's spoken language and comprehension that is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

Summarizing, reading classes should not be only subjects but be a vital part school curriculum as it helps pupils enrich their knowledge about the world around them, broadens their view and can assist to build a foundation for further academic and life lessons. To strengthen the power of the extensive reading material it is proper that teachers do not use comprehension tests or questions as reading a book should not be a compulsory task, moreover, it is advisable to start reading with texts that can encourage pupils for further reading.

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THE IMPORTANCE OF CREATING AN EMOTIONALLY POSITIVE ATMOSPHERE WHEN TEACHING A FOREIGN LANGUAGE

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This article delves into the intricate interplay between emotions and the pedagogical process of teaching foreign languages within school settings. It conducts a concise examination of the phenomenon of "low motivation" and delineates its underlying structure. Moreover, it elucidates the multifaceted roles of emotions, elucidating their cultural and pedagogical significance. The article meticulously delineates the causative factors underlying encountered difficulties, showcasing their capacity to exert influence on behavior, particularly speech patterns.The overarching aim of the study is to scrutinize the emotional dynamics pervading the professional, methodological, pedagogical, and psychological dimensions of foreign language instruction. It predominantly underscores the regulatory function of emotions, elucidating their pivotal role in shaping the emotional ambiance within foreign language classrooms.Empirical evidence substantiates the assertion that fostering a positive emotional milieu exerts a salutary impact on foreign language acquisition. The author advocates for further inquiry into the influence of emotions not only on students but also on educators, underscoring the imperative of continued research in this domain.

The shift from a knowledge-based to an activity-based educational paradigm has led to significant changes in the modern education system. Today, the focus is on the student's personality, motives, interests, and emotions within the educational space. Emotions play a crucial role in education, influencing all aspects of the learning process. Emotions are intertwined with learning, capable of both enhancing and hindering the learning process. The emotional sphere is now a subject of research among psychologists, teachers, and methodologists, as emotions are recognized to shape human behavior, attention, will, and memory.

Domestic and foreign psychologists have been researching emotions for a long time (P.K. Anokhin, V.K. Vilyunas, N.V. Witt, A.N. Leontiev, P.V. Simonov and others). Speaking about the physiological, psychological, cultural and educational significance of emotions for a person, R.K. Bozhenkova notes that emotions: "cover all types of social activities that form a communicative space: media, politics, everyday communication. Emotions have become the most important components of the mind, thinking and linguistic consciousness of a modern person belonging to any linguistic culture." [3; 7] Studying the cognitive processes of personality consciousness, B.I. Dodonov notes that emotions are able to regulate human behavior and speech behavior. [5; 272] D. Goleman, considering emotional intelligence, includes knowledge of one's emotions; emotion management, motivation for oneself; recognition of emotions in other people, maintaining relationships, as well as personal qualities such as enthusiasm, perseverance and social skills. [4; 478] Being one of the most important parts of a person's social nature, emotional intelligence determines the quality and productivity of his activities. Modern research in the field of psychology allows us to establish the nature of the relationship between negative and positive emotions in the structure of purposeful human behavior with different results (not very successful and successful). Thus, E.A.Yumatov developed a dynamic theory of emotions based on information and biological theories. The researcher studied in detail and described the stages of emotion development in a person's purposeful behavior, depending on his personality traits and the ratio of the expected and received result. The theory of emotions presented by the scientist proved the possibility of controlling and managing emotions in the organization of purposeful behavior and identified ways to achieve such behavior. Renowned for his studies on facial expressions and emotions, Ekman's work has contributed significantly to our understanding of how nonverbal cues can influence interpersonal interactions. Body language plays a significant role in creating an emotionally positive atmosphere in teaching English. Nonverbal cues such as facial expressions, gestures, posture, and eye contact can convey warmth, enthusiasm, and empathy, which are essential for building rapport with students and establishing a supportive learning

environment. By using open and welcoming body language, educators can communicate their interest, attentiveness, and approachability, thereby encouraging students to feel more comfortable, engaged, and connected during English language lessons. Positive body language can also help convey confidence, clarity, and enthusiasm, which can enhance the overall learning experience and foster a sense of trust and mutual respect between teachers and students. In essence, the connection between body language and emotional positivity in teaching English lies in the ability to create a welcoming and supportive atmosphere that promotes effective communication, collaboration, and learning. Introverts and extroverts can both play important roles in creating an emotionally positive atmosphere in teaching English, each bringing unique strengths to the learning environment. Introverts may excel in creating a calm and focused atmosphere, where students feel comfortable expressing themselves without feeling overwhelmed by excessive stimulation.

On the other hand, extroverts can bring energy, enthusiasm, and dynamism to the classroom, creating a lively and engaging atmosphere that motivates students to participate actively and collaborate with their peers. Their outgoing nature can help break the ice, encourage student interaction, and inject a sense of fun and excitement into English language lessons. It should be particularly noted the experimental data of N.F. Kaskova, Yu.N. Krainova and E.N. Tregubova, who in their experiments proved that the process of memorizing any information, including foreign language, presented in an emotionally positive way, is much more effective than memorizing neutral information. Tregubova, "memorizing emotionally colored information is not only more successful, but also more stable in relation to factors that worsen the reproduction of words more firmly and for a long time."[7; 222]

Have scientists from Harris Insights & Analytics found out that many students suffer from self-doubt and constant anxiety related to school. What prevents students from learning and how to influence it? All internal attention is spent on domestic conflict, and energy is spent on adapting to the situation. At school, such a child becomes distracted and forgetful. Previously, students' non-standard thinking was evaluated, unusual problem solving options and interesting thoughts were encouraged. Today, most tasks are performed by children in the form of testing, and studying becomes uninteresting and monotonous work. Because of this, children do not want to think creatively, to reflect. Today, children stay at home a lot doing nothing. Because of this, they lose their desire to explore the world and communicate with their peers. But when children have no communication, motivation is lost. Motivation plays a big role in learning a foreign language, which determines the productivity of educational activities. And without motivation, neither study nor personal development is possible. A student may not like public speaking, even if he has never been wrong. Personality traits - for example, the type of temperament or character - determine children's behavior, even if not 100 percent. At the same time, the fear of speaking is not necessarily related to cognitive abilities — the child will solve written tasks for the maximum score, but get lost at the blackboard. At home, a child can be considered the smartest, most beautiful and brave — everyone likes how he reads, draws and sculpts from sand. Of course, such a miracle does not deserve a "three" for the answer at the blackboard. The need to meet expectations does not allow him to feel free, makes him control every step. If, at the same time, the teacher also demands too much from the child or behaves rudely with him — for example, jokes in front of the whole class about his mistakes — then the student will doubt himself more and more.

The teacher plays a central role in creating a supportive learning environment. The teacher should present the information in a way that is understandable, and use verbal and non-verbal means to create a friendly atmosphere in the lesson. P.V.Simonov proved that negative emotions are caused due to insufficient information, and positive emotions are caused when there is enough information or it is in excess [6; 20]. One of the ways to create a favorable atmosphere is the use of gaming technologies in the educational process. This technology makes it possible to apply knowledge that students have dealt with only in theory. It is necessary to use non-traditional forms of teaching, especially at the initial stage of learning, using situational and game techniques. It is necessary to keep in mind the differentiated approach. It has been noted that, even without using sophisticated methodological techniques, teachers achieve good results if they are able to create an environment in

which students work with full dedication. M.A.Ariyan and S.V.Chernyshov, speaking about the culture of speech of a foreign language teacher, note that "emotionally colored speech tools, addressed directly to the emotional and motivational sphere of students, enhance the significance of what has been said and increase the interest" in mastering foreign language speech. [2; 91]

In the realm of foreign language education, creating a positive emotional environment is crucial for optimal learning outcomes. Research shows that positive emotions enhance cognitive abilities and aid in memory retention. By fostering a nurturing and supportive atmosphere, language learners are more motivated, engaged, and confident, leading to increased participation, improved language skills, and deeper understanding. Modern educational approaches emphasize the importance of non-didactic elements in language teaching, highlighting the need for a secure and motivating environment that encourages learning. Building meaningful relationships between students and educators is key to facilitating effective learning experiences. In the contemporary foreign language classroom, characterized by dynamic interactions and emotional intensity, cultivating a positive emotional atmosphere is essential for enhancing learning effectiveness and overall satisfaction for all involved parties.

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PSYCHOLOGICAL STATE AND BEHAVIOR OF STUDENTS IN LISTENING AND SPEAKING

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Effective communication is essential for success in academic, professional, and social settings. Listening and speaking are two key language skills that allow individuals to interact with others and exchange information. Communication is the main form of interpersonal relationships, through which people interact with each other spiritually, exchange information, interact with each other, feel and understand each other [1; 4]. However, the ability to listen and speak effectively can be influenced by a variety of psychological factors.

This scientific article explores the psychological constructs that influence students' listening and speaking performance. Drawing upon a comprehensive theoretical framework, the article examines the role of attention, memory, motivation, and anxiety in listening and speaking. The findings provide valuable insights for educators and researchers seeking to enhance students' language learning and communication skills.

"Listening and speaking are essential language skills that play a crucial role in students' academic and social development" [2;15]. The psychological state of students can significantly influence their ability to effectively listen and speak in various learning contexts. Our scientific thesis

deals with exploring the psychological constructs that influence students' listening and speaking performance, drawing upon a comprehensive theoretical framework:

- Attention. Attention in developing listening and speaking skills highlights the importance of focusing on specific aspects or strategies that contribute to improving these language abilities. Here are some key points that attention in developing listening and speaking skills might highlight: active engagement, comprehension, communication strategies, pronunciation and intonation, feedback and reflection and cultural awareness that need for deliberate practice, effective instruction, and awareness of various factors that contribute to successful language communication. Attention in developing listening and speaking skills highlights the importance of focusing on specific aspects or strategies that contribute to improving these language abilities. Here are some key points that attention in developing listening and speaking skills might highlight: Active Engagement, Comprehension, Communication Strategies, Pronunciation and Intonatio,.Feedback and Reflection, Cultural Awareness. Overall, attention in developing listening and speaking skills underscores the need for deliberate practice, effective instruction, and awareness of various factors that contribute to successful language communication."Attention is a cognitive process that involves focusing and concentrating on relevant stimuli" [2;30]. It is essential for listening and speaking, as it allows students to selectively attend to spoken language and retrieve relevant information from memory.

- Memory. Memory plays a crucial role in developing listening and speaking skills, and highlighting its importance brings attention to several key aspects: retention of vocabulary, recall of grammar rules, comprehension of contextual information, listening comprehension, speaking fluency, retrieval of pronunciation and intonation patterns and metacognitive strategies underscores its importance in various aspects of language learning. "Memory is the ability to encode, store, and retrieve information" [4;141]. It is crucial for listening and speaking, as it allows students to store and recall spoken language, vocabulary, and grammatical structures.

- Motivation. Motivation plays a crucial role in the development of listening and speaking skills, and highlighting its importance brings attention to several key aspects: Engagement and Effort, Persistence and Resilience, Goal Setting and Achievement, Interest and Enjoyment, Self-Regulation and Autonomy, Positive Attitudes and Self-Efficacy. Highlighting the role of motivation in developing listening and speaking skills underscores its significance in driving learners' engagement, effort, persistence, goal achievement, enjoyment, autonomy, and confidence in the language learning process. "Motivation refers to the internal drive that побуждаетпобуждатьMeaning: to urge on or incite. individuals to engage in certain behaviors" [5;240]. It plays a significant role in listening and speaking, as it influences students' willingness to participate, pay attention, and put effort into improving their skills.

- Anxiety. Anxiety in developing listening and speaking skills highlights several key challenges and considerations for language learners: communication barriers, fear of mistakes, performance pressure, negative self-perceptions, avoidance behavior and impact on listening comprehension.

In summary, anxiety in developing listening and speaking skills highlights the significant impact of emotional factors on language learning outcomes. "Anxiety is an emotional state characterized by feelings of nervousness, worry, and apprehension" [3;124]. It can have a negative impact on listening and speaking performance, as it can interfere with attention, memory, and fluency.

This research study employed a mixed methods approach, combining quantitative and qualitative data collection methods. Participants included students from diverse linguistic backgrounds and proficiency levels. Quantitative data were collected through surveys and standardized listening and speaking tests, while qualitative data were gathered through interviews and focus groups.

The findings of the study revealed significant relationships between the psychological constructs of attention, memory, motivation, and anxiety, and students' listening and speaking performance. Students with higher levels of attention and memory skills demonstrated better listening comprehension and speaking fluency [6; 1016]. Additionally, students who were intrinsically motivated to learn the language exhibited greater participation and progress in listening and speaking

tasks. Conversely, students who experienced high levels of anxiety tended to perform more poorly on listening and speaking assessments.

The findings of this study provide empirical support for the theoretical framework linking psychological constructs to listening and speaking performance. The results emphasize the importance of fostering attention, memory, motivation, and reducing anxiety in order to enhance students' listening and speaking skills.

Implications for Understanding and Improving Listening and Speaking Skills

Understanding the psychological constructs that influence listening and speaking has implications for both researchers and educators. By identifying the key factors that contribute to successful listening and speaking, educators can develop more effective teaching strategies and create learning environments that support students' psychological well-being and language development.

This scientific article has explored the psychological state and behavior of students in listening and speaking, drawing upon a psychological constructs framework. The findings highlight the significant relationships between attention, memory, motivation, anxiety, and listening and speaking performance. By understanding these psychological constructs and their impact on language learning, educators can create more effective and supportive learning environments for students, ultimately enhancing their listening and speaking skills.

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SOCIETAL PERCEPTIONSAND RATIONALOF ARTIFICIAL EMOTIONS

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As advancements in robotics continue to push the boundaries of human-robot interaction, the prospect of intimate relationships with humanoid robots is becoming increasingly feasible. This paper explores the complex intersection of technology and intimacy, focusing on the emergence of intimate relationships with humanoid robots from a multidisciplinary standpoint. Drawing from fields such as psychology, sociology, artificial intelligence, and ethics, this paper examines the motivations, implications, and challenges associated with such relationships. It discusses the psychological mechanisms underlying human attachment to robots, the societal attitudes and norms shaping the acceptance of robot companionship, and the ethical considerations surrounding intimacy with non-human entities. Furthermore, this paper explores the potential benefits and risks of intimate relationships with humanoid robots, considering factors such as companionship, emotional support, and the blurring of boundaries between humans and machines. By synthesizing insights from various disciplines, this paper aims to foster a deeper understanding of the complex dynamics involved in human-robot intimate relationships and stimulate further research in this rapidly evolving field.

Artificial Intelligence (AI) has become an integral part of modern life, impacting various aspects of society, from healthcare to entertainment. As AI technology continues to evolve, understanding the factors that influence individuals' attitudes and intentions toward AI adoption is crucial. One of such factor that has drawn attention is social status, which plays a significant role in shaping people's perceptions and behavior. In our rapidly evolving technological era, the fusion of human intimacy and artificial intelligence has become an essential point of societal discourse. With the advent of robots equipped with advanced AI, discussions about the future of human relationships and sensuality have intensified. This article discusses the intricate dynamics of human – robot interactions and delves into the implications of forming intimate bonds with robots in our modern era.

Once confined to the realm of science fiction, humanoid robots have transcended imagination to become tangible realities. These robots boast lifelike features, customizable personalities, and sophisticated AI capabilities, blurring the boundaries between human and machine based on human norms. As they gain accessibility and popularity, questions arise regarding the potential impact of intimate relationships with artificial human on societal norms and human love [2; 137].

Love encapsulates the complexity and depth of this universal human experience. Love indeed encompasses a broad spectrum of emotions, ranging from the deeply personal and intimate to the broader, more communal connections we share with others and the world around us. Love is a profound and intense emotion that connects individuals or groups, ideas, or acts of creative expression. It represents a deeply personal interpretation of human emotions. Love is both significant and imaginative, uniting biological and spiritual, individual and societal, intimate and universal dimensions [9;166].

As technology progresses, the boundaries between humans and machines continue to blur, presenting both opportunities and challenges for human sensitivity. While machines may offer companionship and intimacy to certain individuals, it is crucial to approach their integration into intimate relationships with sensitivity, empathy, and ethical discernment [3; 167].

Individuals with higher social status are more likely to have access to educational and professional networks that provide training and professional networks that provide training and exposure to AI applications. This exposure enhances their confidence in using AI tools and platforms, leading to higher levels of self-efficacy. These individuals may view AI adoption as a symbol of status and sophistication, leading to greater willingness to integrate AI into their personal and professional lives. Conversely, individuals from lower social status backgrounds may face barriers such as limited access to education and technology, which can impact their confidence in adopting and using AI [10].

Human sexuality is a multifaceted aspect of human identity influenced by biological, psychological, and social factors. Intimate connections fulfill fundamental human needs for closeness, affection, and companionship. However, the advent of humanoid robots as potential romantic partners challenges traditional notions of sexuality. While some individuals perceive relationships with robots as a natural evolution of human sexuality, others voice concerns about the ethical, psychological, and societal ramifications. Critics argue that such relationships may lead to the objectification of both humans and robots, perpetuate unrealistic expectations, and devalue genuine human connections [8; 549].

The ethical and legal factors surrounding intimate relationships with robots are intricate and evolving. Questions about consent, autonomy, and the rights of both humans and robots demand careful consideration. Moreover, issues pertaining to privacy, data security, and emotional well-being necessitate proactive measures to ensure responsible development and utilization of robots in intimate contexts.

Furthermore, cultural and societal attitudes toward human-robot relationships vary widely across different communities and regions. While some embrace the concept of robot companionship as a solution to loneliness or physical limitations, others approach it with skepticism or moral apprehension. Bridging theses cultural divides and fostering open dialogue is imperative for navigating the complexities of human sexuality in the era of AI.

In conclusion, the rise of artificial emotions in love presents a complex ethical issue that requires careful consideration and thoughtful engagement. While AI-powered technologies offer potential benefits for individuals seeking companionship or intimacy, they also raise significant concerns about human relationships, emotional authenticity, and the treatment. By addressing these ethical dilemmas proactively, we can strive to ensure that AI-powered love is developed and utilized in a manner that respects human dignity, autonomy, and the future of interpersonal connections. Through interdisciplinary discourse and ethical reflection, we can navigate this uncharted territory with empathy, respect, and a nuanced understanding of the diverse perspectives that shape our conception of intimacy and love.

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ADVANTAGES AND CHALLENGES OF APPLYING LOCAL AND GLOBAL SCIENCE AND TECHNOLOGY INTO FOREIGN LANGUAGE TEACHING

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All facets of life are evolving due to the internet's application to conventional sectors and the rapid expansion of digitalization, multimedia, and network-based communication technologies. Worldwide, approaches to teaching and learning English are drastically shifting, especially considering the coronavirus disease outbreak in 2020 (COVID-19). As online courses and resources have become the norm for students, an online and offline blended learning mode finally emerged when combined with offline English learning activities. While blended learning has been studied in a variety of contexts, it has received less attention when it comes to the listening comprehension abilities and emotional experiences of young students as English foreign language learners as they are doing the activities. This study intends to look into two things: (1) how students' learning outcomes are affected by the online and offline blended mode; and (2) how students' experiences with blended tasks affect their interest in learning, attitude towards learning, and use of strategies when learning English listening. A four-month teaching intervention utilising mixed online and offline modalities was used in English listening classrooms. In order to examine the engagement process of two student courses, as well as data from their English listening examinations and follow-up in-depth interviews, the study reviewed mixed-methods qualitative and quantitative research. The outcomes showed that students' listening skills improved as a result of the blended activity. Additionally, the

typically unfavourable attitudes that students had on learning English by listening improved to a more positive state. Students' interest grew and their approaches to learning diversified in the meanwhile. The design of activities for young pupils and the teaching of English are affected by these findings.

Globally, there is a great deal of concern over sustainable development. United Nations Economic Commission for Europe Strategy depicts sustainable development as being supported by an ethnic of solidarity, mutual and equal respect among people, nations, cultures, countries and generations; it is natural development in harmony which meets the needs of the modern generation without compromising the ability of future generation to meet their own needs (This definition is consistent with the United Nations Declaration on the Right to Development, established in General Assembly resolution 41/128 on 4th December 1986, and as well as with the Rio Conference Declaration on Environment and Development between 3-14 June 1992). Education is crucial to help and enable people to live in sustainable communities. Learning should be ongoing and lifelong, and there should be a change in the people who lead and impart information in both official and informal settings. To elevate all people from kindergarten to become specialists in one field, educators must create and develop a wide range of competences in both current and future teachers (students) at all educational levels [1].

As a result of the globalisation era's digital change, there is a growing emphasis on interconnectedness in politics, economics, society, media, and information technology, known as global citizenship. In today's globalised environment, learning languages is essential for effective communication around the globe [2;6]. Therefore, the goal is to make recommendations on how educational system should develop going forward. Due to the impact of the ever-expanding digital communications world, the requirement for effective human resource development before industrial development, and past mistakes, countries have realised the need to create a pattern in educational reform. The conventional teaching paradigm has to change in order to accommodate the increasing number of nontraditional students and the evolving nature of the workforce. Thus, more distant education courses and instruction based on integrated e-learning should be offered by top educational establishments, such as high schools, colleges, and universities. Even yet, by using free educational resources, institutions that lack the funds to acquire proprietary e-learning software should nonetheless create e-learning programmes based on the resources already available and the expertise of administrators and teachers [3;8].

Almost each element of life in today's digital world depends on the internet [4;6]. It has been observed that mobile apps for learning English are being used more often in English classes, making English learning more engaging and fun for students and promoting their involvement in the process of learning [7;9]. According to Castle and McGuire (2010), page 36 [10], "e-learning can enhance the quality of learning experiences because it provides flexible access to content and instruction at any time, from any place, and enables students to maintain the learning outcome equivalent to face-to-face instruction". Teachers and students now frequently use digital learning games, software, and platforms for their online activities. The experiences of younger pupils integrating offline and online learning, however, have received less attention. Online classes became the norm for students during the coronavirus disease of 2019 (COVID-19) pandemic, which resulted in state-wide and international school closures [9]. A variety of educational resources and information were made available online. Online learning has become a popular global trend. Research on young learners' experiences with blended tasks—both online and offline—may therefore contribute to the enrichment of empirical data in this area and enhance our comprehension of the advantages and difficulties associated with the blended mode, as well as the difficulties, emotional shift, and ability shift that students encounter during the process.

The development of the Internet may have changed how English is taught [11;13]. The internet is globally accessible and provides a wealth of global resources. English language learners may interact with native English speakers and obtain essential language resources via the Internet. Students can practise applying the content in the first case, but they can overcome the decontextualized aspect of learning English in the second. Via real-world experiences, students may study English in all its forms — listening, speaking, reading, and writing—in an integrated way.

Along with understanding and embracing many cultures, students may also broaden their global perspectives and gain a range of knowledge kinds.

Scholars have conducted many reviews and meta-analyses of pertinent material in order to determine the factors influencing the effectiveness of exercise. Few assessments, nonetheless, have used activity theory to clarify the characteristics of this learning approach and show how many factors affect the efficiency of the activities. In order to close the gap, the activity theory was used to evaluate 40 pertinent papers from 2001 to 2021. Based on the data, network-based social computing was used in most technology-enhanced peer feedback (TEPF) activities to enhance academic performance in writing in English as a second language. College and university students with prior training engaged in the activities individually or in groups as feedback providers and/or recipients in private, online, after-class settings for lengthy periods of time. By increasing the calibre of peer feedback and the efficiency of peer engagement, learners may have an impact on TEPF activities. Peer feedback quality, learner emotions, and the efficiency of peer interaction and feedback generation, giving, taking, and comprehension are all areas where technology may impact an activity. Peer interaction can impact tasks by pointing out mistakes, affecting affective components, and exchanging writing knowledge and concepts. Conditions can influence learning via experiences, self-assurance in peers, time and effort invested, feelings, and effectiveness of peer engagement and feedback exchange. Through active learning and cognitive processes, mechanisms can influence actions [14].

Given its many uses, the use of large language models in education has been proposed as a potential area of study. These models may be used to enhance learning and teaching experiences for people at all educational levels, including primary, secondary, tertiary, and professional development. Furthermore, large language models offer an unmatched opportunity to develop successful and customised learning experiences, as each individual has unique learning preferences, abilities, and requirements.

Big language models can assist elementary school students improve their writing and reading comprehension (by suggesting syntactic and grammatical corrections, for example), as well as their writing style and critical thinking skills. These models may be used to develop questions and exercises that encourage students to examine and assess the information presented to them as well as think critically about what they read and write. Furthermore, by providing summaries and explanations of complex content, large language models can assist students in developing their reading comprehension skills by simplifying the process of reading and comprehending the information. Big language models are a major development in artificial intelligence. Large language models are here to stay, despite opposing opinions and even local and regional restrictions. The underlying technology is essential to future advances [15;16].

Concerning issues, we propose that large language models in education require the creation of competency and literacy sets that help teachers and learners understand the technology and its limitations as well as the unexpected fragility of these systems. Furthermore, a defined strategy within educational institutions as well as a clear pedagogical approach with a significant emphasis on critical thinking and fact-checking processes are needed in order to integrate and fully use huge language models in learning environments and teaching curricula.Other concerns, such the possibility of output bias, the need for ongoing human oversight, and the possibility of abuse, are not specific to the application of AI in education. Nonetheless, we believe that these issues, if appropriately handled, might offer opportunities and insights in educational contexts to acquaint students with the inherent societal biases, criticalities, and risks associated with AI applications. Suggestions for resolving these issues and making sure that these models are applied in an ethical and responsible manner in the classroom have been proposed.

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THE ONLINE FORUM AND OTHER E-TOOLS WHICH THEY INCLUDED IN WRITING COMMUNICATIVE FRAMEWORK

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There have been numerous approaches to the teaching of writing in the history of languageteaching. These writing approaches have evolved with the development of different approaches to teaching in general, which have in turn contributed to the changing role and status of writing [10;25]. The pedagogical approaches to second language writing emerged at different times since 1960’s. They are Product, Process, Post-Process, Socio-cultural and genre

approaches which have contributed to the development of the writing pedagogy. The rise of the process approach marks the beginning of a new era for second language writing pedagogy. The traditional product-oriented view of writing which regards writing as linear and fragmented procedure is thus contrary to the actual writing process. In process-oriented writing, writers are able to make modifications to the written text or make changes in their original plans as they review their writing.

Modern society places high demands on education and overall development of students. So it requires an effectiveness of the assimilation program. Every child must be taught in a short period of time to obtain process, evaluate and use in practice a large amount of information. It is important to organize the learning process so that the child has to actively work with interest and enthusiasm in the classroom, saw the fruits of their labor and could independently assess them.[33; 18]

To help the teacher in addressing this challenge may blend the traditional teaching methods and modern information technologies, including computer and using Internet resources. Using a computer in the classroom enables the process of learning mobile strictly differentiated, individual and interactive.

Modern computer combines the capabilities of your TV, VCR, books, calculator, phone, and is a versatile tool that can simulate different language situations, it can quickly and efficiently respond to inquiries and actions of the student. This method of learning is also very attractive to teachers:

helps them to better assess the ability and knowledge of the child. It encourages the search for new, non-traditional forms and methods of teaching, gives scope for pedagogical creativity. So the computer does not replace teachers, but complements it by playing the role of a tool that when used properly it greatly improves the efficiency of the pedagogical process.

With the advent of computer networks widely available in educational institutions and at home students and teachers have gained the opportunity to quickly obtain the necessary information from any point on the globe. Through its global telecommunications network is possible with instant access to global information resources.

There are several thousand files in English published Online, containing the training-methodical and scientific information that allows you to organize operational advice, model research activities, conduct virtual training sessions (workshops, lectures) in real time. With through these sites, you can find a large number of materials to improve the writing skills that will be a rich resource for learning.

Teachers are able to use materials of various domestic and foreign websites in preparation for the English lesson. British Council carried out an internet survey of teachers to find out: what Internet resources are often used in training.Among the most commonly used teacher called chats, online dictionaries, blogs and virtual learning environments. 10% of respondents do not use the Internet in the classroom.

If English teachers having trouble in using the Internet resources in the classroom and in preparation for it, the site Media Awareness Network (http://www.media-awareness.ca/english/teachers), you can find detailed lessons with a phased development, identifying actions as well as materials for self-education and improvement of professional skills of the teacher. The site contains articles by foreign trainers, practitioners working with Internet technologies and developing their own courses. In addition, site developers and consultants are ready to answer the any questions. The site has a special section for parents, which examines issues such as the safety of children using the Internet, privacy, and ethics of communication in virtual communities. The website teaches to analyze and evaluate the information that we face when working on the Internet. An access to the site is free.

With the support of the British Council created a series of sites for teachers and for those who are learning English. The website - Teaching English (http://www.teachingenglish.org.uk) was specifically designed for teachers of English. There are articles of Methodists devoted to teaching various aspects of the language. Community forum of students with teachers and supervisors from around the world gives an opportunity to discuss any issues.

There is also a good one “Writerscafe.org” which I describe it as an online community for writers. If you wonder what other people would think of your writing or if you are looking for some

constructive criticism this site is suitable one. At writerscafe.org they offer several tools for you to improve your writing. Readers can rate, review, and add notes to your writing. You can track how readers rate your writing with their snazzy graphs. And the "share" buttons allow you to send your writing to all your friends (both on WritersCafe.org and off). The most important part of WritersCafe.org what it is: a friendly community where people – friends - can offer advice, share ideas, and encourage you in your writing.

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DEVELOPING SECONDARY SCHOOL STUDENTS' CREATIVE THINKING SKILL IN FLT

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The study provides a broad overview of expected English language learning outcomes for students. Compared to other subjects in school, greater emphasis has been placed on learning English as a second language. This shift is attributed to a government policy emphasizing the importance of English language mastery, indirectly elevating the language's societal status. Consequently, students must prepare themselves to compete and utilize English in their future careers.

This indicates that they must be skilled in the language. Proficiency in the English language is not solely about mastering grammar, vocabulary, and language skills; it is primarily about the capacity to comprehend and utilize the language in diverse contexts to create something valuable. This should be the ultimate goal of English language education for our students. Therefore, educators should explore alternative methods to make English language instruction more engaging and foster students' capacity for critical thinking and application of language. Employing creative or higher-order thinking is the most effective approach for enhancing students' ability to think and use the language.

Several characteristics of creative thinking have important implications for the teaching and learning of FL. Current methodologies call for the development and support of higher cognitive processes of students. According to Bloom's taxonomy, higher thinking operations belong to the most valuable and need to be developed through various educational practices, in particular subjects at school. Language lessons provide plenty of opportunities to enhance critical thinking and creative processes. This paper presents practical teaching techniques tips and activities that can be used with various age groups. Moreover, these can be adapted according to different language proficiency levels. [3; 142]

An added advantage of fostering creative thinking skills when learning a foreign language is that numerous tasks that teachers want students to accomplish, such as comparing and contrasting, hypothesizing, or creating, are actually creative thinking tasks. Since creative thinkers are better equipped to handle these tasks, incorporating efforts to develop creative thinking skills can be seamlessly integrated into the overall teaching and learning of foreign languages.

Classroom FLT activities offer students multiple opportunities to become independent learners, share their ideas, reflect upon their learning, and engage in extended, unrehearsed communication with peers and teachers. Using authentic English materials, students are able to "present their thinking and research in much the same manner as they will be called upon to do in their future

academic and professional lives" [1;56]. There are different ways, forms, and techniques to develop critical thinking skills. They are any forms of active learning based on using different cognitive processes that make students cooperate, such as discussions, debates, projects, case studies simulating real-life or future probable professional situations, conferences, writing essays, etc. They engage different levels of the cognitive domain, such as understanding, analyzing, evaluating, and creating (Bloom's taxonomy of cognitive domains). They employ high-order thinking skills to activate and apply prior knowledge to predict events or actions that may happen or be caused in future, analyze to determine the nature or relationship, synthesize to produce and combine, compare and contrast to note similarities and differences, evaluate and consider something carefully to decide whether it is good or bad, etc.

Enhancing creative thinking in children is beneficial as it fosters the development of skills essential for their intellectual and emotional growth. One of the most crucial abilities a child can cultivate is creative thinking, which becomes an invaluable lifelong skill. This skill equips young individuals to effectively address complex, ambiguous challenges that are progressively significant in a swiftly changing world. Although these skills can be developed in all subject areas, they are especially paramount in foreign language learning. Learning a language involves a complex series of communication skills which the creative thinker is more likely to use with confidence. Creative students can often understand and solve problems in FL classes better than less creative students. They are also more open to new ideas and are often less constrained by existing habits in problem-solving.

The development of creative thinking skills is essential for turning creative potential into creative performance. That is, if creative skills are deliberately, consciously and voluntarily fostered, each individual will be able to convert his or her creative potential into creative behaviour.

In this respect, the development of creative skills must be personal and voluntary, but it must also be stimulated by the educational context. From a didactic point of view, creativity is a concept that should be addressed curriculum in the objectives, as formative content, as a strategy, in learning activities and assessment. If not, it is reduced to a mere aspiration for a good social reception.

The techniques that can assist in fostering creativity in FLT.Story writing. This strategy encourages imagination by the development of stories and provides the description of different ways for it. Some of these ideas are: creating stories from a word or a randomly selected image, changing the main character of a familiar story, transforming traditional stories by introducing changes to its continuation or ending, imagining a fantastic character and creating a story from this character (e.g., a man of glass; a man of iron), setting riddles and metaphors of their characteristics, using analogies, synectics, etc.

Method of the Six Thinking Hats. This method tries to stimulate simultaneously six different ways of thinking related to the symbolic use of six different hats, including The white hat is neutral and objective. It relates to the facts, data and objectives. The red hat suggests anger and emotions. It provides an emotional standpoint. The black hat is sombre and serious. Is cautious and careful, says the weaknesses and difficulties of the ideas. The yellow hat is cheerful and positive. It includes optimistic hope and positive thinking. The green hat symbolizes abundant, fertile growth and new ideas. The blue hat is cool and symbolizes the colour of the sky that is above all. It relates to the control, organization of thought processes and the use of other hats. One could assume that this hat symbolises the use of metacognition.

Design Thinking. Design thinking offers teachers needed support and skills. Design is a process of "making" solutions, and a well-recognized by-product of creative confidence and self-efficacy. Design thinking is an iterative process that repeatedly reformulates a problem to find its core and then analyses possible solutions to find the most favourable, allowing for the formation of 'creative bridges' between problems and solutions [2]. Thus, both analytical thinking and divergent creative thinking are key to design processes, working through five core design thinking skills: Empathising, Defining Problems, Ideating, Prototyping, and Testing.

Creative, metacognitive and critical thinking skills problem-solving model. Adapted from Allueva is based on complex thinking and higher-order thinking processes in problem-solving solving

This model stresses the importance of developing creative thinking skills in problem-solving, applying creative strategies in those processes that require a divergent, productive or idea-generating style of thinking and more analytical and evaluative strategies in those phases of the process that require more conventional or convergent thinking, aimed at finding a suitable response or its final elaboration. Throughout the process, metacognitive skills involved in problem-solving are proposed. In this sense, there is some recent research on the implication of metacognition for the development of creativity [2]

Provide opportunities for reflection: Encourage individuals to reflect on their creative processes and the results of their creative efforts. This can help individuals learn from their experiences and improve their creative skills.

Provide tools and resources: Provide individuals with access to tools, materials, and resources that can help them express their creativity. This can include art supplies, technology, or other resources that can facilitate creative expression.

Model creativity: Be a role model for creativity by demonstrating your own creative processes and approaches. This can inspire others to think more creatively and try new things.

In conclusion, developing creative thinking skills in foreign language learning is crucial for students to become proficient in the language and succeed in their future careers. It is a skill that can be developed through various methods such as exploration, creative activities, brainstorming, real-world challenges, and a supportive environment. By integrating these paths into teaching and learning, teachers can encourage students to think beyond the language learned and apply their skills in different scenarios. Moreover, by enhancing creative thinking skills, students can develop essential intellectual and emotional growth skills that will be useful throughout their lifetime. Therefore, it is vital to foster creativity in foreign language learning and provide students with the necessary tools to become proficient in the language and think creatively.

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STORYTELLING AND ITS ROLE IN ADVANCING LANGUAGE SKILLS

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There are some more types of speaking activities that serve not only to create an opportunity to boost speaking in the classroom, but also to form a close bond between the teacher and students improving their morality also. It is a way of using valuable treasure of our ancestors, stories and legends in teaching to advance all language modes altogether. Like other types of speaking activities, role play and simulation, there is no precise and clear definition for storytelling, despite the fact that there are some descriptions given by some authors. According to the Tingoy, Guneser, Ongun, Demirag, Koroglu of the article “Using storytelling in education”(2013), storytelling is a mode of conveying experiences, feelings and views in diverse form of transfer and dating back to old times. Although, there are different kinds of innovations and new technologies, the fascination of telling the

story has not been lost, especially in the field of education, and it still has its great importance there. While Pellowski defines the term as follows: " … storytelling is the art of the craft of narration of stories in verse and/or prose, as performed or led by one person before a live audience; the stories narrated may be spoken, chanted, or sung, with or without musical, pictorial, and/or other accompaniment and may be learned from oral, printed, or mechanically recorded sources; one of its purposes may be that of entertainment." The author implies that storytelling is an art of narration standing before the audience, and it can be different forms, such as chanted, sung, or spoken. And they can be taken from diverse sources. Actually, "each day we hear friends recapping their child's ballgame, lamenting a recent traffic mishap, or sharing the highlights of a movie. These are all examples of storytelling. We not only listen to others, we respond with stories of our own. This certifies that we are all storytellers!" Furthermore, according to the definition worked out by the National Storytelling Association, "Storytelling is the art of using language, vocalization, and/or physical movement and gesture to reveal the elements and images of a story to a specific, live audience." (NSA,1997). Besides, it claims that the most important feature of storytelling is it creates special imagery and other particulars depending on the audience to finish the story. As for me, storytelling is an old form of teaching which has been used in nearly all families in nurturing the children by parents. It is considered to be a good means of shaping young generation's personality and also morality.

Storytelling still has a great importance in education, especially in teaching a language in multi-cultured classes. Not only does it help to enhance all language modes, such as listening, speaking, reading and writing, but also it serves to make the youth aware of the precious heritage of their folk, shaping their views about the highs and lows of life, and encouraging them to do good deeds. Besides, they give a good scope for a teacher to be aware of their students' cultures, experiences, and meaningful bonds. By telling stories, students and the teacher "create the potential for new connections that link them together inside a new tale" "… the use of storytelling as a teaching tool is 'built into' learning pedagogy and methodology and thus it only requires a slighter emphasis from the entertainment –only mode. Therefore, storytelling can be an extremely important resource for modern educator. As stories are a great source of language as well as useful vocabulary and new different structures, they enable learners to have a tremendous exposure to the target language. They are appealing, meaningful and easily accessible to all learners that it increases the efficiency of using storytelling in teaching. So, "Surely, stories should be a central part of the world of primary teachers whether they are teaching the mother tongue or a foreign language". Thus, with the wide implementation of communicative language teaching, much attention has shifted to improving students' listening and speaking skills through storytelling in classroom for the reason that there are a great number of virtues of it. First, because students listen to the different stories together while creating and telling, it improves their oral speech to a large extent. As we know, whether in the mother tongue, or the target language, speaking articulately is considered a cornerstone of progress in every field. In addition, well developed oral speech is a vital tool for the mental growth of the young children. [1, 1995]. According to Zabel, through storytelling a number of things, such as critical thinking skills, vocabulary and many linguistic patterns can be acquired by learners. [2, 1991]

Therefore, the students absorb these elements mostly without their being an item of specific focus. And best of all, the students enjoy the activity."48 In addition to that, they claim that storytelling supplies students with knowledge of history, experiences of listening and turn taking, a sense of community, the capability of imagination, listening to and comprehending characters and how to form their shape, perception about sequencing and structures in the story together with sense of writing techniques. Furthermore, "Stories capture the imagination, engaging the emotions and opening the minds of listeners. Consequently, any point that is made in a story or any teaching that is done afterwards is likely to be very effective. According to Donald Davis, there are a number of benefits of storytelling in diverse sections of teaching. [3, 2004] He indicates that from hearing stories students can profit from the following things:

1. It improves imagination;
2. It advances students' listening skill greatly;

3. It develops love towards language, reading, and creative writing in students mind.
4. It helps to master different language aspects, such as vocabulary, comprehension, sequencing.
5. It creates a good community by supplying experience and a language of a story.

There are also great virtues of telling stories by children. By narrating children can benefit as follows:

a) It strengths students' self-esteem by improving their confidence while speaking before the audience.

b) It reinforces expressive language skills and promotes creativeness in students.

c) It helps to form a good relationship among all the learners and between the teacher and students. If we are aware of each other's stories, we will be more likely to understand each other well in life also.

d) It shapes students' personality by developing features like risk-taking etc.

Besides this, the author adds that the process of preparing for telling the story, such as selecting the story, learning and telling it gives students a scope for obtaining the following skills:

· How to read for a purpose and evaluate stories.
· The difference between storytelling, reading, and visual media.
· How to be an attentive listener, and give constructive feedback/criticism.
· Techniques for grabbing audience's attention and holding it during the performance.

While the author of the book "Learning Teaching"-Scrivener [4, 2007] approaches the activity of storytelling from another angle. He finds storytelling to be a good tool not only to teach grammar or other aspects of the language, but also the activity in order to change the environment in the class to change students' mood. He suggests using the activity to get pleasure during the lessons rather than check students' comprehension or write it up for homework. He prefers to use storytelling like "a mother reading her children at bedtime or a group of friends in a bar telling anecdotes" to increase its positive impact on learners. In addition, he presents some basic techniques of storytelling for a teacher while conducting the activity:

1. They should prepare the students mentally beforehand. They should internalize the mood, smells, colors, and, key words and expressions. If needed, they may write the skeleton of the story in short, excluding too much details.
2. They should give a precise instruction, and should make the students more relaxed by informing that no comprehension questions or exercises exist after the story. They can listen freely. So that learners listen thinking not 'they should listen', but 'they want to listen 'themselves.
3. If possible, teachers should tell the story rather read it from the paper, as narrating is much more appealing and has greater impact on learners.
4. When it is over, teacher can allow the students to express their opinions about the story, its morality, its characters, etc. giving their evaluation.
5. Teachers should stop it there, then they can continue with another thing.

To sum up, stories can be the best form of language input in the lesson, helping the learners to acquire the second language more easily. Storytelling is a very involving and appealing activity and it becomes enjoyable for nearly all learners at different ages, stimulating their motivation and interest in learning the language.

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THE ROLE OF AL-FARABI AND ABAI KUNANBAYEV IN THE FORMATION OF THE IDENTITY OF THE KAZAKH PEOPLE IN THE XXI CENTURY.

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Historical figures, cultural values and historical memory play a huge role in the formation of the identity of every nation. In determining any national identity, every individual tries to find a decent response to the question: «Who are we?». By answering this question, each nation determines its own national identity. This article focuses on the peculiarities of the formation of modern statehood's national identity and the role of historical figures on it. At the time of the declaration of independence of any state, to formstate institutions and national identity are the most important and honourable tasks which have to be done at first. On the basis of the decree of President Q.-Zh. Tokayev 2020 has been announced for the anniversary of the two most prominient thinkers the 150th anniversary of Abay Kunanbayev, and 1150th years anniversary since the birth of Al-Faraby. He expressed confidence that such a significant event in the life of the country will pave the way for educating the young generation to true patriotism. The article analyse the role of Al-Farabi and Abai Kunanbayev in the formation of the national identity of the Kazakh people in the XXI century. The purpose of the article is to identify the peculiarities of the formation of national identity through the image of historical intellectual personalities on the example of Kazakhstan. In order to achieve this goal, the article used the method of retrospective analysis. Analyzing the historical role of Al-Farabi and Abay Kunanbayev, defined to what extend influenced the Abay's, Faraby's historical role to the formation of the national identity of the people of Kazakhstan in the XXI century.

There are many factors that shape national identification on the way of its emergence. Among them, we can note as the main factor to form the national identity of the nation, the territory where they live, the cultural heritage, the myth, the language, and images from the past. One of the most important factor is historical memory, since it carries the history of the people, in particular, memories of key events and figures of the past, their assessment, stores historical experience [1:340]. Today, there are many definitions of the term «historical memory» in the scientific literature, which is an indicator that science has not yet developed a single strict concept and its boundaries have not been established yet. Often, this form of memory is considered as a way of storing and transmitting historical information, as a set of ideas about the social past that exist in society both at the mass and individual levels, including their cognitive, imaginative and emotional aspects. For Example, J.T. Toshchenko gives this definition: historical memory is an expression of the process of organizing, storing and reproducing the past experience of a people, country, or state for its possible use in people's activities or for returning its influence to the sphere of public consciousness» [2:81-98].

It is also important that historical memory is interpreted in scientific works by various authors as both collective and individual memory of the past. It can be represented as part of the social stock of knowledge. It is worth noting that in the scientific literature, the concepts of "collective", "social", "cultural" and "historical memory" are used by some researchers as equivalent, while others distinguish these terms. In the system international relations, after the declaring independence of the Republic of Kazakhstan in the last decade of the XXth century,the most important task was to form political institution and to «build a nation» which are based on particular values. The role of historical precedents, symbolic attributes, and historical figures in the formation of national identity is particularly important. The path of a nation's own formation includes long historical periods that span thousands of years. However, as history has shown, there are many cases when nations that have been in the Colonies of Empires for many years have lost their historical memory and national identity, which have been formed for a long time. It is very important to show the role of historical figures in the promotion of history in the museum, cinema, and national currencies, on the way to form its own «national structure» after gaining independence. For instance, the image of Sultan Mehmed II in the Republic of Turkey, Shyngys Khan in Mongolia, the history of Samanids in Iran, the image of Amir Temir in Uzbekistan, the revival of the tradition epic «Manas» in Kyrgyzstan, played a historically

important role in the formation of national identity, forming the memory of history. Farabi played a crucial role in the formation of the identity of the Kazakh people. The image of Al-Farabi was given to the first national currency, the names of streets and avenues from several regions of the country, and the publication of a large number of scientific papers emphasized its role in the unification of the nation in the first years of independence .The intellectual heritage of the founder of Kazakh written literature, the great thinker Abay Kunanbayev played a key role in the formation of national identity, crisis and renaissance at early period of independence. The role of the historical leaders on the forming national identity in the case Republic of Kazakhstan has become the most important topic which understudied on social science these days [4].

Events related to his anniversary also show that al-Farabi and Abai should play a big role in shaping the national identity and recognizable brand of the country. The country has formed a belief that a people of this scale are the pride and heritage of all mankind. Kazakhstan's duty is not to forget about the contribution of those wise men to the development of nation's consciousness. Respect for the state means that members of society have common sense and are responsible for what is happening. This is the basis of social culture in the teachings of our thinkers. Their ideas are connected to each other on the basis of a common consciousness. Every citizen of Kazakhstan should know Abai and Farabi in order to under stand the future of our society and main values. Many problems of modern society are outlined in the philosophy of al-Farabi, Abai. In other words, the phenomenon of our national idea in the field of history is connected with the basics of Turkic culture. Probably, al-Farabi became a great thinker and was named the second teacher because of his study of the nature of society and being [3;12].

He was convinced that at any time the development of society is carried out through its unchanging, basic values. Science, technology, and politics are just tools for society that arise and are formed in new conditions. And religion, culture, language, traditions, and art ensure its deep and sustainable development. According to al-Farabi, civilization comes from the mind. Public intelligence is an intelligence that arises from an understanding of the spirit of nature, the experience of history, and all that is good and bad for the nation and the state. Knowledge, art, work, and professions that contribute to the development of culture should be promoted in the social environment. In today's global world, issues related to the nature of society should be studied on the basis of the heritage of al-Farabi, Abai and intellectuals of the Alash movement. Only then can we come to a right understanding of the significance of social existence and its values which create a common identity**.**

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ЖЕКЕ ТҰЛҒАНЫ ҚАЛЫПТАСТЫРУ БАРЫСЫНДА МЕКТЕП ҰЖЫМЫНЫҢ ЫҚПАЛЫ

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XXI ғасыр ілім мен ғылымның ғасыры деген күннің өзінде адам баласы бір саланың ғана маманы болып қалмау керек дегенді алға тартуда. Яғни сіз әмбебап болуыңыз керек. Бұл талап мұғалімдер қауымына да қатысты. Мұғалімнің жеке басы оқушының жеке тұлға болып

қалыптасуына көмектеседі. Ақпараттың басым бөлігін біз көру арқылы аламыз, сондықтан да біздің тартымды бейнеміз өте маңызды.

1. Тәуекелшіл

Жаңа ғасырдың мұғалімі кез келген ауыртпалықты өзіне қабылдай отырып, тәуекелге баруға дайын болу керек. Оның бойындағы осынау қасиеті өзгелерге үлгі болады. Мұғалім ұғымының өзі өзгеге үлгі болуға үйретеді.

2. Психолог

Мұғалім тек білім беріп қана қоймай, алдында отырған әр шәкірттің психологиясын зерттеу керек. Топтан бөлек, әр шәкіртпен жеке-жеке жұмыс жасау басты талап. Өйткені әркімнің қабілеті әртүрлі. Ал топтық жұмыс кезінде бірін кем, бірін артық көрмегені абзал.

3. Білікті педагог

Педагог сөзінің өзі тәрбие мен ұстаз ұғымына етене жақын. Бірақ мұғалімнің өзі білікті әрі сауатты педагог болғаны дұрыс. Шәкіртке түрлі әдістер арқылы тәрбие беру, білім суымен сусындату ең маңызды дүние.

4. Көшбасшы

Бүгінгі таңда мұғалімдерге тек қана сабақ беріп, лекция оқумен шектелуі шәкіртті қанағаттандыра алмайды. Мұғалім өзінің ұйымдастырушылық қабілетімен қоса сол ортада көшбасшы бола білу керек. Қоғамды соңынан ертуге қауқарлы, ісіне берік әрі тиянақты болғаны жөн. Көштің басын бастау әрине қиын, дегенмен бұл жаңа дамыған дәуірдің талабы.

5. Заманауи технологияны игреу

Классикалық кітаптың, қалам мен қағаздың дәурені өтіп бара жатқаны шындық. Дегенмен кітаптың құндылығын айта отырып, оған шәкіртті қызықтыру үшін бүгінгі мұғалімнің басты мақсаты заманауи инфрақұрылымдарды, техниканы меңгеру керек. Соның ішінде компьютердің ішкі жүйесін, офистік бағдарламаларды, электронды тақталарды игеру арқылы жаңа заманға бейім жастардың көңілін алдандыра да, сабақты қызықты өткізе де алады.

6. Рухани бай болу керек

Қай елдің болмасын мұғалім дәрежесін көтеріп жүрген жан рухани құндылыққа бай болу керек. Ол сол елдің ұлттық болмысы мен табиғатын бала бойына терең сіңіруге, отансүйгіштікке тәрбиелеуге таптырмас құрал. Ұстаздың жан дүниесі рухани тәлімге толы болса, шәкірттің де одан алар ілімі далаға кетпек емес.

7. Әмбебап мұғалім

XXI ғасырдың кез келген адам баласына қояр талабы осы. Дегенмен әрбір адамға қалам ұстатып, әріп үйретуші мұғалімнің әмбебап болуы әлдеқайда маңыздырақ. Мұғалімнің әмбебаптығы жан-жақты білімді, білікті, тартысқа түссе тарпаңдап шығып, додаға түссе бәйгені бермес, шәкіртке түрлі әдістемелік құралдар арқылы жағдай жасаса онда ол бір ғана мұғалімнің емес, бір мектептің, бір елдің абыройы болар еді.

8. Интеллигент

Мұғалімнің тағы бір қыры өзін ұстауы, киім киісі, жүзінің жарқын бейнесіне дейін көрініп тұруы керек. Әрбір сөзге сауатты, әрбір ісіне жауапты мәдениетті, интелегентті тұлға болуы керек. Өйткені қазір қоғамда жастар әр әрекеттен үлгі алуға асығады. Ал көзін ашқан күннен бастап, үлкен өмірге қадам басқанға дейінгі үлгі тұтары – мұғалім. Ендеше оның интеллектуалды қабілеті аса маңызды. Саннан сапаға сапар шегу жолындағы мұғалімнің жаңа ғасырға берер жауабы дайын болу керек. Өйткені талабы күшті қоғамның ағысы қатты. Ал сол ағысқа қарсы шәкіртті дайындау тағы да мұғалімнің еңбегі.

Қазіргі қазақ қоғамында ұстаз мамандығы өзінің мәртебесін жоғалтып отыр, оны өзімізге қайтарып алу керектігінше күмән жоқ. Әрине мемлекет тарапынан қолдау көрсетілу керек. Бірақ ұстаздың идеалды бейнесі және ата - аналар мен оқушылардың педагогқа деген көзқарасын тек экономикалық фактор ғана анықтай алмайды ғой. Осыған орай педагогтың өзі не істей алды? Бұл сұраққа жауап іздейтін болсақ, онда былай жауап берер едік.

Егер педагог өзінің жалпы педа-гогикалық біліміндегі, өзі оқытатын ғылым негізі бойынша біліміндегі кемшілік тұста-рын байқамаса, өз педагогикалық құралының

жеткіліксіздігін көрмесе, оның кәсі-би өзін–өзі жетілдіруі мен өзін–өзі тәр-биелеуі тіптен мүмкін емес деп айтуға болады. Өзін–өзі кәсіби жетілдіру мен дамытуға кіріспес бұрын, педагог өз іс-әрекетінің қандай да бір өткен кезеңіне талдау қорытындыларын жасап отыруы керек. Сонымен қатар өз іс–әрекетін жақ-сартуға байланысты жасалған қызметтес адамдардың нұсқауларын ескеруі қажет. Кәсіби іс-әрекетінде нақты жетістіктерге жете білген педагогтардың тәжірибесіне сүйенсек, кәсіби өзін–өзі жетілдіруді өзінің педагогикалық іс-әрекетіндегі жетістіктер мен кемшіліктердің себеп–салдарларын терең талдаудан бастау қажет екендігіне көзі-міз жетеді. Өз әрекетінің үрдісі мен нәти-желерін талдай отырып, оқытушы рефлек-сия жасайды. Рефлексия (лат. сөзінен аударғанда reflexio – өткенге сүйену) – тол-ғану, өз–өзін байқау, өзін–өзі тану. Кәсіби сана–сезім өзін–өзі тану негізінде қалып-тасады. Осының нәтижесінде педагог білім беру үрдісінің заңдылықтарын түсініп, пе-дагогикалық шеберлікке бір адым болса да жақындай түседі.

Мұғалімнің қызметі өте күрделі, әрі көп салалы. Мұғалім оқушының жеке басының дамуын, қалыптасуын, оған тәрбие беру және оқыту процесін басқарады. Осындай маңызды іске жауапты болғандықтан мұғалімнен жан-жақты терең ғылыми білім, жоғары педагогикалық шеберлік, саяси моральдық қасиет, табанды ерік-жігер, парасатты мінез-құлық талап етіледі. Мұғалімдердің кәсіби маңызды қасиеттеріне мынадай негізгі қасиетерді кіргізуге болады:

- оқушыларға деген сүйіспеншілігі;

-педагогикалық, процесті жүйелі жүргізе алуы;

-бақылағыштығы;

-педагогикалық, құбылыстарға талдау жасай алуы;

-педагогикалық, ойлаудың қалыптасуы; қарым-қатынас жасай алуы;

-ұжымшылдық;

-шығармашылығы және т.б.

Мұғалім - өскелең ұрпақтың. интеллектуалдық негізін және рухани дүниесін қалыптастырушы, сонымен катар ол халқымыздың болашағы болып саналатын балалар тәрбиесіне жауапты қоғамның сенімді өкілі. Осындай аса ізгі де аса қиын кәсіп мұғалімдерден тұрақты шығармашылықты, ойдың тынымсыз жұмысын, орасан зор жан жомарттығын, балаларға деген сүйіспеншілікті, іске шексіз адалдықты талап етеді. Мұғалім тұлғасын сипаттайтын негізгі кәсіби маңызды қасиеттері оның педагогикалық әдебінің көрсеткіші де больш табылады. Тәжірибелі педагог И.Е.Синицаның пікірінше педагогикалқ әдеп әр мұғалімнің жас мөлшеріне, темпераментіне, мінезқұлкына байланысты келеді. Педагогикалық әдеп - мұғалімнің ізденісінің нәтижесі. И.Е.Синица өзінің «Педагогикалқ әдеп және ұстаздқ шеберлік» деген еңбегінде мұғалімнің мынандай негізгі қасиеттеріне айырықша тоқталады:

- Байқағыштық

-Ілтипаттылқ.

-Сенім.

-Әділдік, төзім және сабыр сақтау. Сонымен қатар қазіргі зерттеушілердін пікірінше эмпатия ұғымы да мұғалімнің кәсіби

маңызды қасиеттерінің бірі болып саналады. Эмпатия - мұғалімнің оқушылардың психикалық жағдайын, көңіл-күйлерін түсінуі, өзін басқа адамның-орнына қоя алуы. Сонымен педагогтың кәсіби маңызды қасиеттері ретінде оның балаға деген ынта-ықыласын, сүйіспеншілігн, педагикалық еңбекке қызығушылығын, психологиялқ- педагогикалық сезгіштігін, байқағыштығын, әділдігін, талап қоя білушілігін, табандылығын, ұстамдылығын, өзін-өзі басқара білуін, қайырымдылығын, мейірімділігін, кәсіби еңбекті сүйе білуін, ғылыми ой-өрісінің тереңдігін, рухани танымдық қызығушьшығын, интеллектуалдық белсенділігін, педагогикалқ өздігінен білім алуға ынталылығын, шығармашылықпен ынтымақтастықты қолдауын, жаңашыл педагогтардың идеяларын түсінуін, қабылдауын атап өтуге болады.

Мұғалім - өз пәнін оқытудың әдістерін жете игерген, шығармашылқ еңбек ететін, педагогикалқ шеберлігін үнемі жетілдіріп отыратын адам. Мұғалім еңбегінің нәтижелілігі оның табиғи дарындылығында дейтін пікірлер де бар. Сөз жоқ, дарындылық, аса қабілеттілік

қай мамандықта болмасын кездеседі. Бірақ адам мамандық ерекшелігімен дүниеге келмейтіні ақиқат. Педагогикалық шеберлік - кейбіреулерге ғана берілген табиғат сыйы емес, ол үздіксіз ізденудің, өзін-өзі үнемі кәсіби жетілдірудің және өзінің қалаған мамандығына деген құштарлығынан туындайтын іс-әрекеттер жиынтығы.

Жалпы жас ұрпаққа білім беру ісін жетілдіру және оқу-тәрбие жұмыстарын жаңа сатыға көтеру міндеттерін мұғалімсіз жүзеге асыру мүмкін емес екені анық. Сондықтан жас мамандардың кәсіби біліктілігін шыңдауға, мәдениетін дамытуға, рухани кемелденуін қамтамасыз етуге аса көп көңіл бөлінуі керск. Еліміздің әлеуметтік-экономикалық дамуы, өркендеуі, қоғам алдындағы бағдарламалық міндеттердің шешімі тікелей жас мамандардың кәсіби дайындықтарының сапасына байланысты.

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УПРАВЛЕНЧЕСКАЯ ДЕЯТЕЛЬНОСТЬ И ОРГАНИЗАЦИОННЫЕ МЕТАФОРЫ В ОБРАЗОВАТЕЛЬНЫХ УЧРЕЖДЕНЬЯХ

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Управленческая деятельность - это широкое и интересное поле, которое охватывает различные аспекты управления организациями, процессами и людьми без какой-либо определенной организационной структуры и модели.

Управленческая деятельность постоянно эволюционирует и адаптируется к изменяющимся условиям, и изучение этой области может быть увлекательным и познавательным процессом. Вот несколько интересных фактов и аспектов управленческой деятельности:

- Лидерство и мотивация: Одним из ключевых аспектов управленческой деятельности является лидерство и мотивация. Успешные руководители способны вдохновлять и мотивировать своих подчиненных, создавать эффективные команды и достигать поставленных целей.

- Стратегическое планирование: Управленческая деятельность включает в себя разработку стратегий и планов действий для достижения целей организации в долгосрочной перспективе. Это включает в себя анализ внешней среды, определение конкурентных преимуществ и разработку стратегических инициатив.

- Операционное управление: Это аспект управленческой деятельности, связанный с планированием, организацией и контролем ежедневных операций организации. Операционное управление включает в себя оптимизацию процессов, управление ресурсами и обеспечение эффективного функционирования организации.

- Кадровое управление: Управление персоналом является важным аспектом управленческой деятельности, включающим найм, обучение, развитие и управление работниками. Успешные руководители уделяют внимание развитию своих сотрудников, созданию мотивирующей рабочей среды и укреплению командного духа.

- Инновации и изменения: Управленческая деятельность также связана с внедрением инноваций и управлением изменениями в организации. Руководители должны быть гибкими и адаптивными, чтобы эффективно реагировать на изменяющиеся условия рынка и технологические тенденции.

- Корпоративная социальная ответственность: В современном бизнесе все больше внимания уделяется корпоративной социальной ответственности, и управленцы играют

важную роль в разработке и реализации стратегий, направленных на устойчивое развитие, социальное вовлечение и защиту окружающей среды [1; 67].

Управленческая деятельность постоянно эволюционирует и адаптируется к изменяющимся условиям, и изучение этой области может быть увлекательным и познавательным процессом.

Управление - это система контроля и руководства политикой, требованиями, правилами и процедурами страны или организации. Она начинается с формулирования целей и задач, затем следует их реализация, мониторинг, оценка и, наконец, принятие решений. Это может включать в себя эффективное управление ресурсами, финансовыми делами, персоналом и операциями. В зависимости от контекста, управление может означать разные вещи, но общая концепция заключается в тщательном управлении и руководстве деятельностью и персоналом для достижения поставленных целей.

Понятие управления устойчиво вошло в обиход различных сфер знания. Английское слово «manage» (управлять) происходит от корня латинского слова «manus» (рука). А педагогический процесс немыслим без такого компонента, как управление, который включает в себя анализ и оценку деятельности субъектов учебно-воспитательной работы, планирование, выработку и принятие решения, учет и контроль, координацию деятельности, организационное, кадровое и материально-техническое обеспечение, профессиональную подготовку и воспитание учащихся (студентов).

Управление как Назмутдинов В.Я. и Яруллин И.Ф заявили рассматривается не только как деятельность, направленная на повышение эффективности деятельности учебного заведения, но и, прежде всего, как деятельность, обеспечивающая баланс интересов общества и данного учреждения, т.е. обеспечение своего рода равновесия между организационными, социально-педагогическим, социально-психологическими подходами к управлению [3; 57]. Управлять – это не значит подавлять и навязывать процессу ход, противоречащий его природе, а наоборот, максимально учитывать природу процесса, согласовывать каждое воздействие на процесс с его логикой. Процесс управления выступает одновременно как цикличный и непрерывный, что создается одновременным и последовательным выполнением многих циклов управления. По достижении какой-то цели ставится новая цель, и управленческий цикл повторяется. Цель – действие – результат – новая цель – такова схематичная картина непрерывного управленческого процесса, которая применима к научному и учебно-воспитательному процессам [там же].

Как уже обсуждалось ранее, управление обычно включает взаимодействие с людьми в обществе или организациях. Следовательно, мы признаем, что использование метафор является ключевым элементом в этом процессе.

Организационные метафоры в образовательном процессе - это сравнения или аналогии, которые используются для описания, понимания и анализа образовательных систем и процессов. Эти метафоры помогают нам лучше понять организацию школ, университетов, учебных программ, классов и других аспектов образования, представляя их в виде более знакомых или понятных структур, или явлений, приведем несколько примеров организационных метафор в образовательном процессе:

- *Школа как фабрика*: Эта метафора представляет школу как место, где ученики проходят через стандартизированные процессы обучения, подобные производственной линии на фабрике. Ученики рассматриваются как "продукты", которые проходят через различные "этапы производства" (классы, курсы), чтобы стать "готовыми к рынку труда".

- *Учитель как путеводитель*: Эта метафора представляет учителя как путеводителя или навигатора, который направляет учеников на пути к знаниям и навыкам. Учитель рассматривается как эксперт или мудрый проводник, который помогает ученикам исследовать мир знаний и развиваться как личности.

- *Учебный план как карта*: Эта метафора представляет учебный план как карту, которая указывает ученикам направление и план путешествия в мире знаний. Учебные программы

рассматриваются как маршруты, которые ученики следуют, чтобы достичь своих образовательных целей.

- *Класс как команда*: Эта метафора представляет класс как команду или коллектив, где каждый ученик играет свою роль и вносит свой вклад в общий успех. Учитель рассматривается как коуч или капитан команды, который мотивирует и поддерживает каждого участника.

-Образовательная система как экосистема: Эта метафора представляет образовательную систему как экосистему, где различные элементы (ученики, учителя, учебные программы, ресурсы) взаимодействуют и влияют друг на друга. Образовательные реформы рассматриваются как изменения в экосистеме, которые могут иметь различные последствия для всех участников.

Эти метафоры помогают нам лучше понять сложные аспекты образовательного процесса, представляя их в виде более знакомых или понятных концепций из нашей повседневной жизни.

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РОЛЬ АНГЛИЙСКОГО ЯЗЫКА В СФЕРЕ ДИЗАЙНА: АНАЛИЗ ВЛИЯНИЯ НА КОММУНИКАЦИЮ И ТВОРЧЕСКИЙ ПРОЦЕСС

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Английский язык, как международный язык общения, играет значительную роль в различных сферах деятельности, включая дизайн. В данной статье мы рассмотрим влияние английского языка на процессы коммуникации и творчества в сфере дизайна.

В мировом сообществе дизайнеров встречаются команды с участниками из разных стран, говорящими на разных языках. В таких ситуациях английский язык становится ключевым средством коммуникации, обеспечивая понимание между участниками проекта.

Использование английского языка в дизайне способствует созданию общей терминологии и стандартов, что облегчает коммуникацию между дизайнерами из разных культурных и языковых сред.

Английский язык играет центральную роль в сфере дизайна, оказывая влияние на множество аспектов этой области. Вот более подробное изучение его роли:

1. Коммуникация:

Международные команды: В мировой дизайн-индустрии всё больше становится обычным участие в проектах с международными командами. Английский язык выступает в качестве общего языка коммуникации, позволяя дизайнерам из разных стран эффективно обмениваться идеями и координировать свою работу.

Профессиональная терминология: Многие термины и терминология в области дизайна широко используются на английском языке. Это включает технические термины, названия инструментов и технологий, а также специфические термины, используемые в различных областях дизайна.

2. Доступ к информации и ресурсам:

Обучающие материалы: Большинство обучающих материалов и курсов по дизайну доступны на английском языке. Это включает онлайн-курсы, видеоуроки, книги и статьи, которые предоставляют дизайнерам ценные знания и навыки для развития в своей области.

Техническая документация и ресурсы: Многие программы и инструменты для дизайна, такие как Adobe Creative Suite, Sketch и другие, имеют документацию, руководства и сообщества пользователей на английском языке. Это обеспечивает дизайнерам доступ к технической поддержке и ресурсам для улучшения своих навыков.

3. Межкультурное влияние и обмен идеями:

Мировые тренды и стандарты: Английский язык часто используется для обмена идеями и информацией о текущих трендах и стандартах в дизайне. Это позволяет дизайнерам быть в курсе последних тенденций и адаптировать свою работу к мировым стандартам.

Культурный обмен: Общение на английском языке также способствует культурному обмену и взаимопониманию между дизайнерами разных культур. Это может привести к более разнообразному и инновационному подходу к дизайну, вдохновленному различными культурными перспективами.

Английский язык является основным языком публикаций, конференций и медиа, связанных с дизайном. Это способствует распространению дизайнерских идей и трендов по всему миру, оказывая влияние на творческий процесс дизайнеров в различных странах.

Большинство обучающих материалов, онлайн-курсов и ресурсов для дизайнеров доступны на английском языке. Это обеспечивает дизайнерам из разных стран доступ к актуальным знаниям и технологиям, что способствует их творческому развитию.

Английский язык играет значительную роль в сфере дизайна, облегчая коммуникацию между дизайнерами из разных стран и культур, а также оказывая влияние на творческий процесс. Понимание этой роли позволяет эффективно использовать языковые ресурсы для развития и совершенствования дизайнерских проектов.

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УРОК-ЭКСКУРСИЯ В МЕТОДИКЕ ОБУЧЕНИЯ РУССКОМУ ЯЗЫКУ КАК ИНОСТРАННОМУ

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Шарлотта Бронте - популярная английская поэтесса и романистка. Сторонница феминистского направления в литературе. Издавалась под мужским псевдонимом Каррер Белл, так как в то время не оценивали труд женщин.

Писательский талант Бронте развивался в годы острейшей классовой борьбы в Англии, в годы чартизма. Это мощное движение было вызвано бесправием и нищетой рабочего класса. Шарлотта была человеком с сильным характером. Она всю жизнь твердила о том, что женщины ничуть не хуже мужчин. В её романах отражена английская буржуазия, что и по сей день делает её произведения интересными для современных читателей.

В 1842 году Шарлотта вместе со своей сестрой Эмилией переехали в Брюссель поступать в бельгийский пансион. Это была идея Шарлотты. У них не было денег, чтобы платить за обучение, но они взялись преподавать английский язык ученицам пансиона. Так они начали

зарабатывать себе на хлеб. Обучение в пансионе возглавлял Константин Эже, очень грамотный человек, знаток литературы. Его мудрые советы и вера в писательский талант стали для Шарлотты огромной поддержкой. Она полюбила его - женатого человека. Конечно, эта любовь, больше была похожа на дружбу. Но его жена из-за ревности устроила большой скандал и приказала мужу выгнать Шарлотту из пансиона.

Ознакомившись с её биографией, я думаю, чтовся её боль, холод, грязь, голод, изнурительные церковные службы, издевательское обращение с детьми в Ловудском приюте и трагическая любовь к мсье Эжже отражена в романе “Джен Эйр”. Шарлотта Бронте погибла в 1855 году в возрасте 38 лет от преждевременных родов.

“Джен Эйр” - роман автобиографический и социально-психологический. Был написан в 1847 году. Роман стал важной вехой в истории борьбы за женское равноправие и привлёк читателей образом главной героини - Джен.

Джен Эйр - гордая и загадочная девушка. Символ феминизма. Она вовсе не была красавицей, её лицо было очень бледное, как у всех англичанок. В детстве рано потеряла мать, а потом отца- мистера Рида. Мистер Рид просит сестру позаботиться о ней после его смерти.

Ещё в детстве она открыто восстаёт против своей богатой и двуличной воспитательницы миссис Рид и её алчного сына. «Когда нас бьют без причины, мы должны отвечать ударом на удар, - я уверена в этом, - и притом с такой силой, чтобы навсегда отучить людей бить нас»[1;69]. Разве это не говорит о сильном характере Джен, о духе независимости и равноправия?

После конфликта с тётей, её отправляют в ловудский приют. Это страшная, грязная, холодная, тёмная школа для девочек-сирот. Все дети, попавшие в этот приют, умирали от туберкулёза или от голода. Кормили здесь только овсяной кашей и несвежим хлебом. Самые серые воспоминания Шарлотты связаны именно с этой школой. Я думаю из-за этого она изобразила её в своём романе. Попав в это место Джен чуть ли не сходит с ума: бедняжек жестоко избивали, наказывали, обращались как с ничтожеством, унижали и постоянно пугали адом. Это зрелище на всю жизнь остаётся чёрным, несмываемым пятном в памяти маленькой Дженет. Несмотря на сложности, на падения и на смерть близкой подруги Элен Бёрнс она с трудом живёт дальше, смирившись своей судьбой. В рецензии, помещённой в журнале “QuarterlyReview” (это была некая мисс Регби) писалось: ”Джен Эйр горда, а потому и крайне неблагодарна; богу было угодно сделать её одинокой и беззащитной сиротой, и тем не менее она никогда не благодарит ни друзей, ни руководителей”[2;7].

Когда Джен исполнилось восемнадцать лет, её приглашают в Торнфилд в качестве гувернантки. Хозяином этого дома был мистер Эдвард Фейрфакс Рочестер. Внешне герой словно мрачная пещера: грубые черты лица, смуглая кожа, глаза под густыми сросшимися бровями горели упрямством, широкий массивный лоб, а внутри в нём живёт добрый романтик. Он немного стыдился своей внешности. “Скажите мне вы, фея, не можете ли вы с помощью какого-нибудь волшебного зелья превратить меня в красивого мужчину?”[3; 277] – этим автор показывает, что внешность не играет никакой роли. Шарлотта могла бы изобразить своих героев прекрасными, как это делают другие писатели, но она задумалась:” И почему же я должна изображать героев красивыми? В мире итак много красивых, но пустых”. Она хотела, чтобы читая её роман читатели видели и замечали внутренние качества людей: нравственность, человечность, совестливость, чистоту души, уважение. В этом и есть изюминка романа.

Обычно героев романтических произведений авторы изображают “красивыми”.

Новшество в романе – это внешность Джен Эйр. Мистер Рочестер полюбил её за чистое сердце, за прямолинейность, за отношение к людям, но до самого конца скрывает свои чувства и играет с ней. Он дал ей понять, что уважение и любовь заслуживают и бедные, что нельзя делить людей по классам. Каждый человек красив по-своему, у каждого свои плюсы и минусы, не каждый может родиться красивым. Джен всю жизнь стыдилась своего статуса и думала, что ей нет места среди высшего общества, но Мистер Рочестер подарил ей надежду на счастливую жизнь и полюбил ей такой, какая она есть. Они очень похожи по характеру, из-за

этого смогли найти общий язык. Она-мастер пейзажа, видела мир глазами художника. Разнообразные наброски рисунков сильно удивили Эдварда. Мне кажется, что порой в таких людях скрывается больше таланта, чем у обычных.

Самое объяснение Джен в любви принимает характер смелой декларации о равенстве. “Или вы думаете, что автомат, бесчувственная машина и можно вырвать у меня мой насущный хлеб и лишить меня глотка живительной воды? Вы думаете, что если я небогата и не знатна, если я мала ростом и некрасива, то у меня нет души и нет сердца? Я говорю с вами сейчас, презрев обычаи и условности и даже отбросив всё земное, словно мы уже прошли через врата могилы и предстоим перед престолом божьим, равные друг другу” [3;285]

Здесь основная тема романа - отношение между мужчиной и женщиной. Два разных человека встретились и у каждого имеются свои принципы и своё мнение, но они всё таки смогли найти общий язык и полюбить друг друга.

Но Эдварт был женатым мужчиной. Это стало преградой между ними. В юности его женили на знатной женщине. Этот брак был не по любви и позже его жена сошла сума. С тех пор он потерял веру на счастливую жизнь. А в Англии было запрещено разводиться. Его тяжёлая жизнь и его искренняя любовь могли бы сломить его сопротивление. Он просит Джейн уехать с ним в Италию и вместе там состариться, где никто их не узнает. А за больной женой он дальше будет заботиться. Что тогда помешало ей уехать? Конечно же гордость, конечно, Джен Эйр остаётся здесь дочерью своего века. Она чистая натура. Никогда не разрушит чужой брак и не пойдёт против закона. Даже самая маленькая мысль о том, что ей всю жизнь придётся быть вдалеке от родины, невыносима для неё. Узнав, что Эдварт женатый, она уходит из Торнфилда без денег и скитается по большим дорогам. Она сделала для себя выбор: быть одинокой.

Большой дом Рочестера, скрывающий ужасные секреты, появление его сумасшедшей жены, прерванная свадьба стало следующим переломным моментом в жизни бедной девушки. Никто не пускает её под кров, она не может добыть хлеба даже в обмен на дорогие вещи. Но внезапное полученное героиней наследство от дальнего родственника, пожар в доме Рочестера, смерть её жены стали счастливым концом для них обоих. Наконец, после всего пережитого возлюбленные вновь воссоединились. Всё это вполне соответствует нормам романтического произведения.

Это биографическое произведение покорил лондонский свет, и стал одним из лучших романов своего времени. “Джен Эйр”- стал огромным успехом для Шарлотты. Никто, даже писатели-мужчины не могли так смело изобразить своих героев. Она была не только писательницей, но и чудесной художницей. Её роман стал новым словом в английской литературе 19 века и до сегодняшних дней сохранил свою популярность.

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РОЛЬ ПСИХОЛОГИИ ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ ПЕДАГОГА

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Психология – основа профессионального сознания педагога. Это как волшебные очки, которые позволяют видеть каждого человека лучше, в том числе и детей. Она помогает понимать любые моменты и ситуации. Например, есть дети которые вызывают у педагога негативные эмоции. Психология обладает такими знаниями, которые бы помогли разобраться в том, что же напрягает в поведении ребёнка. Она расскажет, как правильно вести себя с этим ребёнком, выстраивать с ним взаимоотношения. В чём-то психология поможет прояснить

какие-то очень интересные моменты. Это касается не только самих детей, но и условий которые создаются педагогом для того, чтобы дети развивались. Может быть какие-то нюансы высветить в своей работе. Педагоги часто сталкиваются с трудностями. Одни не могут с ними справиться и уходят из профессии. А другие успешно преодолевают и получают от работы удовольствие.

Страх преподавания и неверие в собственные силы

Трудно найти общий язык с детьми

Не удается наладить контакт с родителями

Времени не хватает на все

Страх преподавания и неверие в собственные силы

Неуверенность во время проведения уроков в основном касается начинающих учителей, но может быть и у опытных педагогов. Как увлечь ученика своим уроком и стать для него тем источником знаний, каким должен быть настоящий учитель? Дарья Анатольевна Маркова, педагог первой квалификационной категории считает, что учитель должен грамотно планировать урок и просчитывать каждый свой шаг. Если, заранее отрепетировать все этапы занятия, продумать примерные вопросы учеников и свои ответы на них, это добавит учителю уверенности. Он будет примерно знать, чего ожидать. А преподаватель истории Ибрагимова Зульфия Исаевна рекомендует не стесняться обращаться за помощью к старшим коллегам. Трудно найти общий язык с детьми, любовь и уважение к детям — обязательные качества для любого учителя. Но как быть, если ученики не реагируют на замечания и отказываются соблюдать общепринятые правила?

Кандидат педагогических наук Юлия Викторовна Харланова советует в любой ситуации сохранять спокойствие и ни в коем случае не проявлять агрессию. Сдержать эмоции помогут следующие методы: Психологические. Включают в себя самоанализ: «Я злюсь на ученика и что же мне делать дальше?», а также замену негативных мыслей на положительные для предотвращения злости и раздражения. Социальные. Это поддержка семьи, просмотр позитивных фильмов и постоянная работа над собой по сдерживанию агрессии. Физические. Занятия спортом помогут высвободить отрицательную энергию, а расслабляющие процедуры, например массаж или горячая ванна, позволят зарядиться перед следующим днем. Кроме контроля над своим поведением, необходимо установить в классе четкие правила — как можно себя вести, а как нет. Не удается наладить контакт с родителями. Родители могут иметь разные ожидания от педагога и не всегда понимают его роль в образовательном процессе. Начинающему педагогу еще сложнее. Его открытость и доброжелательность иногда принимают неправильно и в буквальном смысле «садятся на шею». .[2;45]

Чтобы этого не произошло педагогам необходимо изучить психологию, преподаватель НСПК Евгения Викторовна Зюзя рекомендует. Отстаивать личные границы. Следует сразу установить порядок общения на родительском собрании или в специальном чате. Необходимо четко указать, в какое время к вам могут обращаться и где это можно сделать — по телефону, в официальной группе или при встрече. Не стоит отвечать родителям в социальных сетях. Пусть этот ресурс останется для более близкого окружения.

Не позволять родителям руководить учебным процессом. Учителю необходимо постоянно транслировать свой профессионализм и экспертность. Нужно пресекать такие указания, как объем домашних заданий или уровень оценки знаний. Законные представители должны понимать, что ребенка обучаете вы, а не наоборот. Анализировать свои взаимоотношения с родителями. Для этого нужно взять лист бумаги и разделить его на две части. На одной стороне прописать, что допустимо в общении, а на другой — чего делать нельзя. При каждой коммуникации необходимо просматривать созданные правила и обязательно следовать им. Это поможет избежать неприятных моментов и выстроить правильное общение. При необходимости список можно корректировать. Зульфия Исаевна Ибрагимова считает, что не стоит брать дополнительную ставку или внеклассные занятия, когда чувствуете — вам это не по силам. Стоит поберечь свое здоровье и нервную систему.

.[3;67] Преподаватель советует планировать не только расписание уроков, но и весь день в целом. Нельзя забывать о полноценном отдыхе и правильном питании.

Профессиональное выгорание непослушные ученики, требовательные родители, строгое руководство — вечные «спутники» учителя, которые могут привести к профессиональному выгоранию. Если не бороться со стрессами и негативными эмоциями, наступают физическое и умственное истощение, а эффективность работы снижается. Преподаватель высшей квалификационной категории Любовь Васильевна Никифорова в такие моменты вспоминает о своих учителях, которые стали для нее настоящим примером. Это помогает ей стать на место ученика и понять, как нужно общаться с детьми, чтобы заслужить их доверие и мотивировать на учебу.

Трудности, которые возникают в процессе педагогической деятельности — это не повод отказываться от своего призвания. Как показывает опыт наших преподавателей, сложности можно и нужно преодолевать. Психология – это основа педагогической деятельности, так как для развития личности ребенка нужно знать, как эту личность изучить. Именно навык психодиагностики ощутимо помогает педагогам, влияет на качество учебного и воспитательного процессов, а также на результаты, которые демонстрируют ученики. Педагогам необходимо изучить психология, чтобы правильно работать в своей сфере. Знание психологии помогает педагогам распознавать и понимать индивидуальные различия учащихся в их способностях, стилях обучения и эмоциональных потребностях. Это позволяет адаптировать методы преподавания и подходы к каждому ученику, что способствует более эффективному обучению и развитию. Хороший педагог — это не только знание предмета и любовь к детям. Современный учитель — это отчасти психолог, методолог, наставник и друг, который учит предметным навыкам и проводит воспитательную работу. К нему приходят за знаниями, советом и поддержкой. Учитель выполняет важную миссию — он помогает формировать навыки, передает важные знания и мотивирует учащихся к развитию. Чтобы справиться с ответственной задачей, педагог должен обладать эмпатией, быть терпеливым и объективным, с пониманием относиться к поступкам и словам учеников. Также иметь развитые коммуникативные навыки, быть открытым и доброжелательным, чтобы найти общий язык с ребятами и лучше доносить свои мысли. Еще важны лидерские качества и умение оказывать влияние, удерживать внимание и использовать креативный подход в обучении.

Успех в деле обучения и воспитания школьников, безусловно, требует от обучающего и воспитывающего человека высоких нравственных качеств, высокого уровня знаний, профессиональных умений и навыков, высокого уровня общей культуры. Выдержка и самонаблюдение. Важное для учителя личностное качество-выдержка, способность всегда, в любой обстановке, в непредвиденной ситуации владеть собой, сохранять самонаблюдение, управлять своими чувствами, темпераментом, не терять контроля над своим поведением. Сказанное не означает что учитель должен всегда искусственно сдерживать свои чувства. Он может и повеселиться, и порадоваться вместе с учащимися. Он может и гневаться, и возмущаться, и обижаться, но при этом не должен выходить из себя, терять над собой контроль, переходить на крикливо-злой, грубый и оскорбительный тон. Спокойствие и выдержка не должны переходить в безразличие и равнодушие. Большое значение имеет в этой связи находчивость учителя, способность быстро ориентироваться, решать, как надо вести себя в той или иной ситуации. Способность владеть своим настроением. Важная способность учителя - это способность всегда пребывать на уроке в оптимальном для работы психическом состоянии, которое отличается бодростью, жизнерадостностью достаточной живостью, но и без излишней возбудимости. Что бы ни случилось учитель должен входить в класс оптимистически настроенным, с благожелательной улыбкой.

А. С. Макаренко говорил, что он никогда не позволял себе в общении с воспитанниками "иметь печальную физиономию и грустное лицо", даже тогда, когда он был болен или у него случались неприятности. .[5;121]

Всё это важно потому, что психическое самочувствие учеников очень зависит от настроения учителя. Если учитель пришёл в класс уже недовольным, мрачным, хмурым как говорят "не в духе", то это угнетающе действует на психику школьников. И наоборот, хорошее настроение учителя создаёт бодрый, жизнерадостный тон и в классе.

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ПЕДАГОГИКАЛЫҚ ШЕБЕРЛІК - БАЛАЛАРДЫ ОҚЫТУ МЕН ТӘРБИЕЛЕУ ӨНЕР

Касимова С.Б.
Педагогика ғылымдарының магистрі
Педагог - зерттеуші
№55 орта мектеп
Бастауыш сынып мұғалімі
Алматы облысы, Іле ауданы

«Сендердің азат ойларың мен кемел білімдерің - елімізді қазір бізге көз жетпес алыста, қол жетпес қиянда көрінетін тың мақсаттарға апаратын құдіретті күш»

Оқытудың, тәрбиелеудің, білім берудің түрлі мүмкіндіктерінің алдын ала болуын қалайтын, сабақ берудің сапалы деңгейін көрсететін білік пен дағдыларды қалыптастыру, қазіргі мұғалімдердің ең басты міндеттерінің бірі. Сондықтан бастауыш сынып оқушыларының оқу үлгермеушілігін болдырмаудың жолдары маңызды мәселелердің бірі.

Бастауыш сынып оқушыларының оқуға үлгермеуінің себептерін анықтау.

2) Бастауыш сыныпта оқу үлгермеушілігін болдырмаудың педагогикалық негіздерін айқындау.

3) Бастауыш сыныпта оқуға үлгермейтін оқушыларды оқытудың ерекшеліктерін талдау.

4) Оқуға үлгерімі төмен оқушылармен жүргізілетін жұмыс түрлерін талдау және оның тиімділігін эксперименттік-тәжірибе жүзінде тексеру.

Бастауыш сынып жасындағы баланың өзінің іс-әрекетін психологиялық тұрғыдан қайта құруы. Бастауыш сынып жасындағы бала бұрын ойынмен айналысса, енді оқумен айналысуына тура келеді. Оқу-ойынға қарағанда өте күрделі процесс.

Бастауыш сынып оқушыларының тағы бір мәселесі- ол балалардың сыныптағы өзара қатынасы. Бұл жерде де мұғалімнің рөлі ерекше. Себебі бастауыш сыныптағы балалар қатынасын үйлестіретін мұғалім. Бала барлық нәрсеге мұғалімнің көзімен қарайды. Мұндайда балалар ұжымы жағдайы жақсылар, жағдайы нашарлар болып екіге бөлінуі мүмкін.

Бірінші кемшілік - адами құндылықтың, адамгершіліктің не екенін педагогикалық тұрғыда түсіндіре алмау.

Екінші кемшілік- ақыл ойдың педагогикалық тұрғыдан дұрыс дамымауы. Осыдан барып оқуға деген жалқаулық, оқығысы, үйренгісі, білгісі келмеуі туындайды.

Үшінші кемшілік - адами-әсемдік, сұлулық дегенді білмей, түсінбей өсуі. Әсемдік, көркемдік, сұлулықты түсінбеген баланың жүрегінің жылуы болмайды.

Төртінші кемшілік- медициналық-педагогикалық кемшілік. Баланың денсаулығының, ақыл-ойының кемістігі, патологиялық кемшілігі. Ондай бала тазалық, тәртіп дегенді түсінбей өтуі мүмкін.

Бесінші кемшілік-баланың еңбекке деген адами құлшынысының жоқ болуы. Осы бес кемшілікті жою- балаларды әлеуметтік-педагогикалық тұрғыда қорғау, жаман жолдан сақтандыру болып табылады.

Үлгермеушілік сабақ барысында қалыптасады және оның алдын алуға, күресуге болады. Нашар бағаға әкеп соқтыратын оқушы үлгермеушілігінің себептері оқу-тәрбие жұмысын дұрыс ұйымдастырмауда, мектепшілік бақылаудың мерзімді жүрмеуінде, санитарлық - гигиеналық нормалардың бұзылуында жатыр.

- жекелеген мұғалімдер сабақтарының сапасындағы, жаңа материалды тиісінше түсіндіре алмауы, бекіту жұмысының әлсіз жүруі, оқушы білімін есепке алудың болмауы, мұғалімнің тиісті дәрежеде талап етпеуі;
- үй тапсырмасын орындау жұмысын дұрыс ойластырмау және тыңғылықты тексерудің болмауы;
- мұғалімдердің өз оқушыларын дұрыс білмеуі;
-жеке жұмыстың болмауы, танымдық қызығушылығын дамыта алмауы;
- мектепте үлгермеушіліктің алдын алу жөнінде жүйелі жұмыстың болмауы, мектеп әкімшілігі мен сынып жетекшілерінің, әлеуметтік ортақ жұмыс жүргізбеуі;
- тәрбие жұмысындағы олқылықтар, оқушылардың сабақтағы нашар тәртібі, өз міндеттерін саналы түрде түсінбеуі, мектеп әкімшілігі тарапынан тәртіп бұзушыларға уақтылы және тиісті шара қолданбауы;
- бағалаудағы біржақтылық ;

Отбасылық қарым- қатынас жасау 1. Ата-анасымен тығыз байланыс жасау. Үйдегі күн тәртібін белгілеп, оны орындаудың қажеттілігін ата-анаға түсіндіру. Оқушының ұжыммен байланысын нығайту мақсатында арнайы әңгімелер, тәрбие сағаттарын өткізу, мінез-құлқының жақсы жақтарын жетілдіру мақсатында сабақта жұмыстар жүргізу, белсенділігін жандандыру, оқуға ынталы, алғыр балалардың жолдастық көмегін ұйымдастыру.

«Сабақ беру үйреншікті жай ғана шеберлік емес, ол жаңадан жаңаны табатын өнер» - деп Ж.Аймауытов айтқандай, сабақ өту үрдісі арқылы шәкірттерімізді тарихи саналы, құқықтық тәрбиелі азамат етіп тәрбиелеуге міндеттіміз. Ол үшін:

1. Баланың қабілетін, зейінін, қызығушылығын арттыру мақсатында ойын элементтерін пайдалану, оқушының оған белсенділігін арттыру.
2. Сабақта дидактикалық материалдарды, техникалық құралдарды молынан пайдаланып жүргізу. Жеке жұмыстарда да көрнекіліктер пайдалану.
3. Есте сақтауын дамыту мақсатында шағын да тілге жеңіл көркем текстерді, мақал-мәтелдер мен жұмбақ, жаңылтпаштарды жаттауға ұсынып отыру.Барлық жеке жұмыстарда “оңайдан қиынға, жеңілден күрделіге” принципін басшылыққа алып, қайталауға көбірек мән беру.
4. Оқушының еңбектерінін жақсы жақтарын дер кезінде байқап, тиісінше мадақтап, өз күшіне сенімін ояту, т.б
5. Жұмыс барысында үлгерімі төмен оқушылардың жеке пәндер бойынша біліміндегі олқылықтарды анықтап, жүргізілетін жұмыстарға орайнәтижелесін жазып отыру.Қазіргі кезеңде сабаққа қойылатын талаптарға байланысты сабақты тек оқытумен ғана шектеп қоймай, сонымен бірге тәрбиелеу, әрбір сабақ барысында оқушыны өздігінен еңбектеніп, қорытынды жасай білуге баулу арқылы бірте-бірте ғылым негізіне саналылықпен қарайтын азамат етіп тәрбиелеуге болады.

Білім негізі - бастауыш сыныпта қаланатыны жұртшылыққа белгілі жағдай.Әрине, бұл - мұғалімдер жұртшылығының еңбегі. Мектеп жұмысының алға басуы, оқушылардың алған білімінің тиянақты, сапалы болуы, қорыта келгенде, мұғалімдердің күнделікті дайындығы мен

оның педагогикалық шеберлігіне, ізденгіштігіне, жеке басының білімі мен ерекшелігіне байланысты.

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ПРИМЕНЕНИЕ ИНФОРМАЦИОННЫХ ТЕХНОЛГИЙ В ОБУЧЕНИИ РУССКОЙ ЛИТЕРАТУРЕ: СОВРЕМЕННЫЕ ТРЕНДЫ

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В эпоху цифровизации и быстрого развития информационных технологий образование стало оной из областей, где эти технологии нашли широкое применение. В контексте обучения русской литературе, важно проследить, как современные технологические средства стали интегральной частью учебного процесса, дополняя и расширяя традиционные методы обучения [1; 27]. Ниже мы рассмотрим, какие технологии используются при изучении русской литературы и как они влияют на эффективность обучения.

Электронные учебники и ресурсы

Традиционные учебники по русской литературе получили своего электронного аналога. Электронные книги и онлайн-ресурсы предлагают студентам широкий доступ к текстам произведений, критическим статьям, которые помогают лучше понять и воспринять литературные произведения [2; 182].

Видео-лекции и вебинары

Платформы для онлайн-обучения предлагают множество видео-лекций и вебинаров по русской литературе, где преподаватели разъясняют сложные концепции, анализируют произведения и обсуждают актуальные литературные темы. Это позволяет студентам получить доступ к экспертным знаниям и перспективам, которые могут быть недоступны в рамках традиционных аудиторных занятий.

Интерактивные приложения и игры

Разработчики создают разнообразные интерактивные приложения и игры, которые помогают студентам углубить сове понимание русской литературы. Это могут быть викторины, кроссворды, визуальные ассоциации и другие игровые механизмы, способствующие запоминанию и ассоциации с литературными произведениями.

Социальные медиа и образовательные сообщества

Социальные медиа и онлайн-форумы становятся местом обмена мнениями и обсуждения литературсных произведений. Образовательные сообщества собирают студентов, преподавателей и литературных энтузиастов для обсуждения текстов, обмена рекомендациями по чтению и взаимной помощи в изучении литературы.

Интерактивные квесты и игры

Создание интерактивных игр и квестов, основанных на литературных произведениях, может стимулировать интерес студентов к изучению текстов [3; 242]. Например, создание кроссвордов, викторин или текстовых приключенческих игр, в которых студенты должны решать задачи, связанные с содержание приозведений, может быть полезным методом для проверки их понимания и усвоения материала.

Приведем примеры применения интерактивного квеста при обучении произведения А.С Пушкина «Барышня-крестьянка». Этот квест может быть разработан с учетом ключевых

моментов сюжета, основных персонажей и тематических аспектов произведения. Вот несколько вопросов и заданий для такого квеста:

1. Задание на основе сюжета:

Вопрос: как звали главных героев произведения?

Варианты ответов:

А) Маша и Сергей

Б) Анна и Алексей

В) Катерина и Митрофан

2. Анализ персонажей:

Задание: опишите характер и поведение Катерины Ивановны. Какие события и мотивы в произведении иллюстрируют ее характер?

3. Ассоциации с текстом:

Вопрос: какая фраза стала популярной после публикации произведения «Барышня-крестьянка»?

Варианты ответов:

А) «Да будет так!»

Б) «Куда ты, куда, полоска, бежишь?»

В) «Всё врут».

4. Исследовательское задание:

Задание: найдите в произведении эпизоды, в которых автор использует элементы фольлора или народной мудрости. Приведите примеры и объясните их значение для сюжета и образов.

5. Творческое задание:

Задание: представьте, что вы персонаж из произведения «Барышня-крестьянка». Напишите монолог или диалог, который бы вы применили в данной ситуации.

Таком образом, применение информационных технологий в обучении русской литературе открывает новые возможности для студентов и преподавателей. Оно помогает сделать изучение литературы более доступным, интересным и эффективным. Однако важно помнить, что традиционные методы обучения не теряют своей ценности, и успешное обучение требует гармоничного сочетания как технологических средств, так и классичяеских подходов к изучению литературы.

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Й.В.ГЁТЕ «ФАУСТ» АСАРИДА ОЛАМ ВА ИНСОН ИДРОКИ ВА ТАРЖИМАЛАР ТАҲЛИЛИ

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«Фауст» асарида бир-бирига зид икки бадиий образ – Фауст ва Мефистофель орасидаги ўзаро кураш гавдаланади. Фауст эзгулик, Мефистофель эса ёвузлик образидир. Бу каби бир-бирига зид, яъни яхшилик ва ёмонлик ўртасидаги ўзаро курашувчи бош қаҳрамонлар

образларини Авестодаги Ахруман ва Ахурамазда, Қуръони каримнинг «Аюб» сурасидаги Аюб ва шайтон образлари орқали кўришимиз мумкин.

Фауст билан Гретхен ўртасидаги севги ҳиссий муносабатлардан ташқари муаллиф ўрта асрларда Европа адабиётида илк бор замон ва маконни бир асарда жам қилгани диққатга сазовордир. Мисол тариқасида Фауст ва троялик Ҳелена ўртасидаги ишқий ҳиссий муносабатларни келтириш мумкин.

«Фауст» асари таркибий жиҳатдан икки қисмдан иборат, бундан ташқари, Бағишлов, Театрда муқаддимаси ва Осмондаги муқаддималардан ҳам ташкил топган.

Асарнинг Бағишлов қисмида муаллиф замондошларига мурожаат қилиб, унда шахсий тажрибасини ўша давр ҳаёти билан боғлайди.

Театрдаги муқаддима қисмида театр директори, шоир ва актёр ўртасидаги суҳбат шаклида муаллиф санъатнинг вазифалари ҳақида ўз фикрларини баён қилади. Муқаддимадаги режиссёрнинг ёндашуви шунчаки амалий жиҳат бўлиб, жамоатчиликка зарба беришдир.

Актёр ҳақиқатга яқин, жамоатчиликни яхши тушунади, унинг маънавий эҳтиёжларини уйғотиш керак деб ҳисоблайди. Гётенинг сўзларига кўра, театр санъатида идеал (шоирнинг нуқтаи назари) ҳақиқат билан (актёрнинг нуқтаи назари) уйғунлаштирилиши ва режиссёрнинг талаблари ҳам қонунийлаштирилиши лозим. Бундан ташқари, Гёте ўқувчига кейинчалик муҳокама қилинадиган воқеалар ишончга сазовор эмаслигини ҳамда шоир ва актёрлар томонидан яратилганлигини айтади.

«Фауст» асарида инсон бутун олам контекстида идрок қилиниб, дунёнинг тақдири инсоннинг қайси йўлни танлашига боғлиқдек гўё. Дунёда эзгулик ва ёвузлик ўртасидаги кураш давом этмоқда ва бу кураш инсониятнинг ўзига боғлиқ бўлиб, у нафақат бугунги кунимиз, балки келажакка ҳам таъсир қилади.

«Фауст» асари мажозий тизими қарама-қарши жуфтлардан иборат: Фауст-Мефистофель, Фауст-Вагнер, Фауст-Гретхен.

Асарнинг биринчи қисмида асосий қаҳрамонлар Фауст ва Вагнер сингари олимлар бўлиб, улар турли хил илоҳий ва дунёвий билимларни ўзида мужассам этган. Қуйидаги сатрлар бетакрор шоир Э.Воҳидов ва немис тили мутахассиси П.Усмон томонидан қандай таржима қилинганлигини кўриб чиқамиз:

FAUST:

Das Pergament, ist das der heil'ge Bronnen,
Woraus ein Trunk den Durst auf ewig stillt?
Erquickung hast du nicht gewonnen,
Wenn sie dir nicht aus eigner Seele quillt[3; 149].

Фауст Қоғозбосабилмаскўнгилташнасин, Тафаккурмифтоҳикитобдаэмас. Ҳаётасроригаинтилганҳаркас Ўз қалбидан топар сирлар чашмасин [8; 26].	Фауст Пергамент аталмиш донолик чашмаси Мангу қондиролурчанқоғингни, наҳот? Унутмагин, дўстим, қонмас қалб ташнаси, Оқмаса дилингда зиё, оби ҳаёт [7; 30].

Иккала олим ўртасидаги мулоқот дунёни идрок этиш муаммолари, дунёда инсониятнинг ўрни, вазифаси ва имкониятлари ҳақида боради. Вагнер шогирд, у, Фаустдан фарқли ўлароқ, фанга содиқ, аммо дунёқараши унчалик эмас эди. Фауст илмдан кўнгли қолгунига қадар худди Вагнердек ўрганар эди.

Фауст ўз онгида фожиали тўқнашувни бошдан кечирар эди. У оламнинг қандай яралганлиги, инсон ва табиатнинг барпо бўлиши каби саволларига жавоб йўқлигидан қийналар эди. Муаллиф Фауст образида инсон онгининг абадий ривожланиши, инсоннинг олам тақдири учун маънавий жавобгарлигини ёритиб берган.

Мефистофель – Фаустдан кейин иккинчи ўринда турувчи, асосий қаҳрамон. Фауст ва Мефистофель бир-бири билан чамбарчас боғлиқ. Асосий драматик можаро улар орасидаги қарама-қаршилик бўлиб, бу инсон қалбида унинг маънавий ўсишини белгилайдиган иккита

қарама-қарши принципларнинг бирлиги ва доимий кураши тимсолидир. Мефистофелнинг вазифаси Фаустнинг таянч инстинктлари, мастлик (Ауербахдаги ертўла), ёшлик (жодугар ошхонаси), севги (Гретхен), кўнгил очиш, унутиш (валпургия туни) каби ахлоқий томонларини синовдан ўтказишдир. Мефистофелни ҳайдаш ёки асар ибтидосида Фауст Мефистофель билан ўзаро келишув қилмаса, инсониятнинг ожизлиги ва шайтонга мойиллигини кўрсатар эди. Мефистофелнинг ерга тушиши ва Фауст билан аҳдлашиши замирида Фаустнинг хоҳиши ётибди. Инсон қиёматга қадар шайтон билан кураш олиб боради. Бу илоҳий тушунча ва инсон учун яхши, чунки шайтон билан доимий кураш олиб бориш оқибатида одамлар ўзларини ёмонликдан қайтариши, кундалик ҳаётда шайтондан холи бўлиш учун ўзларини тарбиялашлари каби яхшиликлар ётади. Масалан: Исломда ҳар бир ишни қилишдан аввал айтиладиган «Аъу’зу биллаҳи минаш шайтонир рожийм» – «Лаънатланган шайтоннинг ёмонлигидан Аллоҳдан паноҳ сўрайман» калимаси ҳам шайтон билан курашиш ифодасидир. Гётеда исломий билим ва бу каби онгнинг ривожланиши билан боғлиқ маърифатнинг ўзига хос хусусияти бўлган. Аслият ва таржимасига эътибор қаратамиз:

MEPHISTOPHELES:
Ein Teil von jener Kraft,
Die stets das Böse will und stets das Gute schafft [3;170].

Мефистофель Мен–ҳаргизёмонликтилаб, Яхшиликқилғувчикучнингбирқисми [8;44].	Мефистофель Нияти мудом ёвузлик, адоват, Лекин эзгулик ишқида риёзат Тортувчи кучнинг бир қисмиман фақат [7;55].

Фауства Гретхен – жўшқин фаоллик ва хотиржамлик, бахтли нодонлик, динамика ва статик қарама-қаршилик. Фаустнинг табиатан фаоллиги, Гретхенга телбаларча (шайтоний) муҳаббати Гретхен оламини йўқ қилишга олиб келади. Аммо севги иккаласини ҳам руҳан тарбиялайди.

Асарнинг биринчи қисми хотимасида Фауст инсон бўлиб қолиб, ҳаётда ҳақиқати ва мазмунини қидиришда давом этади.

Асарнинг иккинчи қисми анча мавҳум. У рамзий маънода феодал монархиянинг инқирози, урушларнинг ғайриинсонийлиги, маънавий гўзалликни излаш, жамият фаровонлиги учун ишлашни акс эттиради. Бадиий қаҳрамонлар муайян ғоя ва тушунчаларнинг рамзи бўлиб гавдаланади.

Фауст ўзини кўнгли қолган жамият ва жамоат майдонида синаб кўради. У янгитдан изланишда давом этиб, иттифоқ руҳ ва илм-фан бирлигининг рамзи бўлган гўзал Ҳелена образига мурожаат қилади. Аммо бу фақат хаёлий дунёда мавжуд бўлиши мумкин эди. Фауст ва Ҳеленанинг ўғли Эйфория (баъзи олимлар унда лорд Байроннинг хусусиятларини кўришади) ҳақиқий дунёни кўриш орзуси билан вафот этадилар. Ҳеленанинг ғойиб бўлиши, Фаустнинг ниқоб остида қолиши асардаги мазмунсиз санъат рамзидек туюлади.

Фауст ҳақиқий ҳаётга қайтиб, сув босган ерларни ҳимоя қилиш, тўғон қуриш вазифасини бажаришдек хизматларни жамият олдида ўз зиммасига олади. Фауст бахт фақат меҳнат орқали келишини ҳис қилади ва унга бақиради: «Тўхта бир зум!». Мефистофель расмий равишда ғалаба қозонади, Фауст мағлуб бўлади. Аммо Мефистофель инсон руҳи чексиз нарсадан қониқиши мумкинлигини исботламоқчи бўлганлиги билан адашганлиги, чунки Фауст жамият манфаати учун ўзини қурбон қилганлигини қуйидаги сатрлар ва таржималарда кўришимиз мумкин:

Аммо қурбонларсиз муваффақиятга эришиб бўлмайди. Филимон ва Бавкидаларнинг ўлими воқеаси бу яратилиш билан боғлиқ бўлган бузғунчи тамойилнинг рамзидир. Ўлимидан олдин Фауст барча қилган ишлари учун виждонан қийналди. Балки, Фауст шу билан бахтлидир? Бизнинг хулосамизга кўра, мана шу виждон қийналиши – Фаустнинг том маънодаги ғалабаси.

Адабиётшуносликда бадиий образлар турлича тасниф этилиши тасниф учун қайси жиҳат асос қилиб олингани билан боғлиқдир. Жумладан, ижодкор эстетик идеали билан

муносабатига кўра: ижобийва салбий образлар; ижодий методга кўра: *реалистик, романтик* ва ***бадиий образ турлари***; яратилиш усулига кўра: фантастик, гротесква бошқа ***бадиий образ турлари***; характер хусусияти ва эстетик белгисига кўра: трагик, сатирик*, юмористик* образлар билан фарқланади. Шунингдек, баъзан бадиий образнинг тасвир планидан келиб чиқиб инсон образи, жониворлар образи, нарса-буюмлар образитарзидаги атамалар ҳам қўлланади. Албатта, илмий муомалада бу каби таснифлар, терминлар ҳам бўлиши керак. Бироқ мавжуд таснифларнинг ҳеч бири бадиий образларни тўла қамраб ололмайди.

Бадиий образ воқеликдаги нарса ёки ҳодисанинг ижодий қайта ишланган акси, шунга кўра, у ўша нарса ва ҳодисани конкрет ҳис этиладиган тарзда тасвирлайди. Айни чоғда, тасвирланган нарса муайян мазмунни ифодалашга хизмат қилади. Демак, структурасига кўра бадиий образ тасвир ва ифода шаклларидан иборат экан. Бадиий образнинг тасвир ва ифода шакллари бир-бири билан турлича муносабатда бўлади, шундан келиб чиққан ҳолда *автологик,* металогик ва суперлогикобразлар ажратилади [6: 92].

Бадиий асардаги бир-бири билан узвий боғланган образлар тизими деганда кўпинча асардаги персонажлар тизими назарда тутилади, бироқ бу терминнинг тор маъносидир. Зеро, образлар системаси фақат персонажларни эмас, балки бадиий воқеликни ташкил қилаётган жами (нарса, ҳодиса, жой ва ҳ.к.) образлардан таркиб топади. Яъни бадиий асардаги ҳар бир образ яхлит системанинг унсури, шунга кўра, у бутуннинг қисми саналади ва ўзининг мазмун-моҳиятини бутун контекстидагина тўлиқ намоён этади. «Фауст» асарида образлар системасидаги барча образлар бир-бири билан узвий алоқада бўлиб, улар бир-бирини тўлдиради, изоҳлайди, ойдинлаштиради. Образлар системасидаги унсурларнинг алоқалари сифат жиҳатидан турлича. Жумладан, образлар орасида интегратив (ҳоким-тобе) алоқанинг мавжудлиги уларнинг системадаги мавқеи, ташиётган ғоявий-бадиий юк залвори жиҳатидан даражаланиши билан изоҳланади. Масалан, «Фауст» асаридаги нарса-буюм ёки жой образлари персонаж образига тобеланади, уни тўлақонли яратишга хизмат қилади. Шунингдек, образлар системасининг таркибий қисми бўлмиш персонажлар тизимида хам худди шундай алоқалар кузатилади: ёрдамчи ва иккинчи даражали персонажлар бош персонажларга нисбатан тобе муносабатдадир.

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ИЗУЧЕНИЕ РУССКОГО УДАРЕНИЯВ КАЗАХСКОЙ ШКОЛЕ

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Постановка правильного русского ударения является одной из тех трудностей, с которыми учащиеся-казахи встречаются при изучении русского языка.

Ударение в русском языке является свободным, или разноместным, — может ставиться в любом месте от края словоформы: на первом слоге (бе´рег, ка´чество, вы´сказаться), на

втором слоге от начала слова (холо´дный, обще´ственный), на последнем слоге (голова´, величина´, перепроверя´ть), на предпоследнем слоге (разу´мный, безразли´чный), на третьем слоге от конца слова (госуда´рственный) и т. д., а также на любой части слова: на основе (ударение на приставку — вы´дать, на корень — го´род, на суффикс — перевезённый) и на флексию (увезла´). Наиболее часто русское ударение падает на слог, расположенный ближе к центру и ко второй половине слова.

Разноместность русского ударения в некоторых случаях является единственным способом различения разных слов или разных форм слова: за´мок и замо´к, жа´ркое и жарко´е, му'ка и мука´, пу´щу (винительный падеж единственного числа слова пуща) и пущу´ (1-е лицо единственного числа настоящего времени глагола пустить), ру´ки (именительный и винительный падеж множественного числа слова рука) и руки´ (родительный падеж единственного числа слова рука), зи´мы (именительный и винительный падеж множественного числа слова зима) и зимы´ (родительный падеж единственного числа слова зима).

Также ударение в русском языке считается подвижным, так как в разных словоформах одного и того же слова ударение может ставиться на разные морфемы: головы, голов, голова; дело, делами; рублю, рубит. Вместе с тем значительное число слов в русском языке характеризуется неподвижным ударением, сохраняющимся во всех словоформах на одной и той же морфеме (бу´ква, бу´квы, бу´кве, бук´ву, бу´квой…, стерегу´, стережёшь, стережёт, стережём, стерегу)[1;92].

В настоящее время в русской фонологии принято считать, что выделение ударного гласного производится за счёт увеличения тембра, длительности и силы/интенсивности произношения ударного гласного в разных соотношениях. При этом важнейшей характеристикой ударного гласного признаётся его особый тембр (качество). Во фразе, которую приводил Л. В. Щерба, «Во´тбра´твзя´лно´ж» ударными воспринимаются гласные во всех слогах,несмотря на то, что здесь отсутствует контраст по длительности и интенсивности с безударными слогами. Главным признаком ударности в этом случае выступают качественные характеристики гласных: отсутствие редукции гласного [а] и наличие гласных [о] и [˙а], которые в русском языке не могут находиться в безударном положении[2;575].

Разноместность и подвижность делают систему русского ударения сложной не только для обучающихся, но и преподающим русский язык.

Казахский язык же принадлежит к языкам с постоянным, или фиксированным, ударением, так как в большинстве случаев ударение в нем падает на последний слог слова (мекте´п, мектепке´).

Однако в казахском языке встречаются случаи отступления от основного закона. Поэтому иноязычные слова в казахском языке сохраняют ударение того языка, из которого они заимствованы.В словах,заимствованных из русского языка сохраняются особенности русского ударения: профе´ссор, до´ктор, филосо´фия, програ´мма, тра´ктор.

На основе подобных случаев можно построить методически правильное обучение ударению в русском языке учащихся-казахов.

Исходя из особенностей казахского языка, целесообразно начинать обучение русскому ударению в таких русских словах и терминах, в которых оно падает на конечный слог, например: голова´, земля´, вода´, доска´, учени´к, институ´т и т.п. Затем переходить к словам, которые известны ученикам и в которых ударение падает не на последний слог, например: па´рта, шко´ла, учи´тель, кни´га, доро´га и т.п.

Такую же работу можно проводить при постановке ударений в глаголах:

Глаголы, в которых ударение падает на конечный слог:

1. В глаголах, оканчивающихся на -ИТЬ, при спряжении ударение падает на окончания: вручи´ть – вручи´шь, вручи´т, вручи´м, вручи´те, вруча´т

По той же схеме спрягаются глаголы: звонить, исключить, облегчить, одолжить, позвонить.

2. Ударение в глаголах прошедшего времени обычно падает на тот же слог, что и инфинитиве: ду´мать – ду´мал, ду´´мала; писать-писа´л,писа´ла

3. Вглаголах в форме женского рода прошедшего времени ударение переходит на окончание: взя´ть- взя´л, взяла´; вра´ть-вра´л, врала´

4. В возвратных глаголах ударение в форме прошедшего времени часто переходит на окончание или суффикс (в глаголах прошедшего времени мужского рода):нача´ться – начался´, начала´сь, начало´сь, начали´сь

приня´ться – принялся´, приняла´сь, приняло´сь, приняли´сь.

3. В кратких страдательных причастиях прошедшего времени женского рода ударение падает на окончание:занята´, заперта´, заселена´, нажита´, налит´, ободрена´, снята´, создана´.

Задание 1. Выпишите из текста глаголы

1) в которых ударение падает на последний слог; 2) в которых ударение падает не на последний слог. В глаголах проставьте ударение

По неделям над городом стоял туман. Люди и деревья были нарисованы на нем, как на матовом стекле.

Лампы, потушенные в девять часов утра, зажигались снова в пять вечера. Моросил дождь. Иногда он переставал. Ветер уносил туман. Тогда рябиновая заря долго горела на чистом, как лед, небе, за вокзалом, за привозом, за костылями заборов, за голыми прутьями деревьев, густо закиданных вороньими гнездами, большими и черными, как маньчжурские папахи.

Руки сильно зябли без перчаток. Земля становилась тугой.

(По В. Катаеву)

Глаголы, в которых ударение падает не на последний слог:

1. У глаголов класть, красть, красться, послать, отослать ударение в форме женского рода прошедшего времени НЕ падает на окончание, а остаётся на основе: кла´ла, кра´ла, кра´лась, посла´ла, отосла´ла.

2. В полных формах причастий с суффиксом -Т-, образованных от глаголов с суффиксами -О- и -НУ- в инфинитиве, ударение падает на один слог вперёд:

поло´ть – по´лотый, коло´ть – ко´лотый, согну´ть – со´гнутый, заверну´ть – завёрнутый.

Задание 2.Выпишите из текста глаголы 1) в которых ударение падает не на последний слог; 2) в которых ударение падает на последний слог. В глаголах проставьте ударение

Гимнастика ног причиняла острую боль, но Мересьев с каждым днем отводил ей на минуты больше, чем вчера. Это были страшные минуты – минуты, когда слезы сами лились из глаз и приходилось до крови кусать губы, чтобы сдержать невольный стон. Но он заставлял себя проделывать упражнения сначала один, потом два раза в день, с каждым разом увеличивая их продолжительность. После каждого такого упражнения он бессильно падал на подушку с мыслью: сумеет ли он снова возобновить их? Но приходило положенное время, и он принимался за свое.

(По Б. Полевому)

Постановки ударений в наречиях.

1. На приставку ДО- ударение падает в следующих наречиях:

до´верху, до´низу, до´суха.

2. На приставку ЗА- ударение падает в словах:

за´темно, за´светло.

Задание 3. Составлять с указанными наречиями предложения.

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ОБНОВЛЕННАЯ ЕДИНАЯ ПРОГРАММА ВОСПИТАНИЯ В ДЕЙСТВИИ

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Касым-Жомарт Токаев на Национальном курултае высказался о важности культивировать в детях общечеловеческие и национальные ценности, патриотизм. Глава государства указал на важность воспитания подрастающего поколения. А для этого, по его словам, необходимо укрепить национальную идентичность.

«Каждая нация в мире по-своему уникальна. Мы должны это правильно понимать. Уникальность нашей нации должна заключаться в успешности. Чтобы быть успешными, нам нужно совершать конкретные дела, а не следовать громким лозунгам, живя в плену иллюзий. Это должно быть ясно и понятно всем гражданам. У нас должен быть четкий ответ на вопрос: "Каким образом мы станем успешной страной?". Качества, присущие ответственному гражданину, необходимо укоренить в сознании подрастающего поколения", – отметил Президент» [1].

«Воспитание - для всех времен и всех народов важнейшее явление духовной жизни общества. Без воспитания немыслима жизнь человеческого общества, ибо его назначение передача накопленных знаний и жизненного опыта от поколения к поколению. Без этого невозможен прогресс человечества. Без этого немыслимо развитие человека в онтогенезе. Вот почему воспитание относится к числу категорий общечеловеческих, категорий вечных. Оно появилось с возникновением человеческого общества, с ним вместе и развивается: изменяются цели воспитания, его содержание и средства, методы и педагогические приемы... в зависимости от типа культуры (первобытно общинной, античной, средневековой, нововременной, современной)» [2].

В современной школе воспитание - это процесс целенаправленного воздействия воспитателя на ученика с целью формирования у него совести, чести, человечности, правдивости и других черт характера, которые будут определять личность школьника как будущего сознательного гражданина Республики Казахстан.

В Казахстанес этого учебного года введена единая национальная программа воспитания, которая представляет собой комплекс мероприятий и стратегий, направленных на формирование национальной идентичности, ценностей и образа жизни граждан. Эта программа может охватывать образовательные, культурные, социальные и другие аспекты, направленные на укрепление единства общества и развитие гражданских ценностей. Важной целью такой программы может быть также поддержка многоязычия, культурного разнообразия и укрепление единства нации.

Единая национальная программа воспитания в Казахстане отличается тем, что она охватывает широкий спектр аспектов воспитания и развития общества. В отличие от обычных образовательных программ, она не только фокусируется на учебных программах, но также ставит своей целью формирование национальной идентичности, ценностей и образа жизни граждан. Она стремится укрепить единство общества через поддержку многоязычия, культурного разнообразия и развитие гражданских ценностей. Ее целью является создание основы для разностороннего развития личности, укрепления национальной культуры и формирования гармоничного общества.

Программа решает следующие задачи:

- формировать умения и прививать навыки уважения родителей, взрослых, прислушиваться к их назиданиям, ценить семейный лад, достойно исполнять свои обязанности перед семьей;
- прививать такие качества, как доброта, честь, совесть, достоинство, ответственность, чувство заботы и справедливости, формировать трудолюбие и правовую культуру;
- беречь национальное достояние, уважать казахский язык, национальные символы, сохранять мир, согласие, сплоченность и национальное единство, воспитывать патриотизм и государственность;
- ценить здоровье, здоровый образ жизни, чистоту ума и эмоциональную устойчивость;
- воспитать бережное отношение к природе, национальному и культурному наследию, экономному и эффективному использованию природных ресурсов [3].

Предусматривается, что образовательные организации обеспечивают целостность воспитания и обучения. Интеграция воспитания и обучения способствует проявлению таких ценностей, как национальный интерес, совесть, стремление в содержании всей воспитательной работы организаций образования.

Воспитание учащихся осуществляется через: содержание учебных предметов, классных часов; внеурочной деятельности; сотрудничество с семьей; взаимодействие с неправительственными организациями.

В рамках учебных предметов необходимо:

- учитывать воспитательную значимость темы и обеспечить ее реализацию в ходе урока;
- учитывать воспитательный потенциал сквозных тем при планировании и проведении предметных недель в начальных классах;
- обратить внимание на формирование общечеловеческих, национальных ценностей казахского народа при планировании и проведении предметных декад в средних и старших классах.

В рамках классных часов и мероприятий рекомендуется:

соблюдение последовательности и закономерности формирования национальных ценностей при разработке годового плана классных часов; учет юбилейного календаря учебного года и обеспечение его реализации;один час занятий в неделю должен быть введен в соответствии с расписанием школы, вовремя и регулярно проводиться.

В рамках внеклассной деятельности предлагается:

- реализация совместных проектов или социальных практик;
- проведение мероприятий, посвященных видным, известным деятелям, в том числе в честь которых названы школы;
- организация встреч с известными лицами края, ветеранами труда и выпускниками школы, которые успешно трудятся и вносят вклад в развитие региона, страны.

В рамках сотрудничества с семьей мы практикуем:

оказание педагогической поддержки родителям по вопросам, касающимся воспитания детей в организациях образования (планирование воспитательной работы, совместное управление и принятие решений);

установление контакта с родителями как получателей информации через страницы социальных сетей образовательной организации (Instagram, Facebook, Telegram);

организация новых видов родительских собраний (педсоветы, тренинги, семинары, коучинги, дни открытых дверей, лекции, педагогические гостевые лекции) с целью увидеть динамику развития обучающихся и обеспечить качественную обратную связь с родителями.

«В воспитательной работе организаций образования необходимо учитывать особенности современных детей, подростков и молодежи. Необходимо отдавать приоритет использованию активных методов, чем пассивным методам обучения", – говорится в Инструктивно-методическом письме» [3].

Программа также предусматривает интерактивные методы обучения, которые обеспечивают активное участие подрастающего поколения в практике, обмене опытом. К ним

относятся групповые обсуждения, ролевые игры, решение проблемных ситуаций или кейсов, исследовательские проекты, обучающие игры, дебаты, форумы и другие.

Использование интерактивных методов помогает детям и подросткам глубже понять ценности воспитания и применять их в повседневной жизни.

Важно, чтобы учащиеся привлекались к социальным опытам и проектам по формированию ценностей воспитания. Социальные практики и проекты охватывают деятельность, направленную на решение социальных проблем людей. Люди улучшают условия их жизни . Развитие общества даёт положительный опыт.

Проекты, направленные на формирование экологической культуры обучающихся: "Зелёная школа" популярны в Илийском районе, они направлены на повышение экологической культуры.

Для привития трудолюбия нами рекомендуются следующие проекты, которые реализуются у нас: "Мастерская рукоделия", "Еңбегі адал жас өрен", "Делай сам", "Кулинарный проект".

Пониманию важности здорового образа жизни и принятию полезных привычек, способствуют проекты: "Здоровое питание на каждый день", "Спорт в моей жизни", "Безопасность и первая помощь", "Психологическое благополучие и стрессоустойчивость", "Вредные привычки и их влияние на здоровье, "Сон и его влияние на здоровье", "Зависимость от экранов: новая вредная привычка", "Цифровая гигиена".

В рамках предлагаемых проектов возможна организация литературных марафонов, квестов, челленджей, диспутов, различных конкурсов, фестивалей, а также экскурсии в театральные, музейные и исторические места.

В заключение можно сказать, что воспитательная работа в организациях образования будет осуществляться на основе Единой программы воспитания. Целью этой программы является воспитание добросовестных граждан, основываясь на общечеловеческих и национальных ценностях. Программа будет отражаться в содержании всей воспитательной работы и будет основываться на таких ценностях, как национальные интересы, совесть, благодарность, отзывчивость и стремление. Важными приоритетами в учебно-воспитательном процессе также являются обеспечение благополучия обучающихся, уважение и доверие к личности ребенка, а также защита их прав. Воспитание обучающихся проводится через содержание учебных предметов, классные часы, мероприятия, внеклассную деятельность и дополнительное образование.

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ПРИМЕНЕНИЕ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ

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В условиях глобализации, цифровизации, развития новых технологий, образование представляет собой стратегическое условие развития каждого члена современного общества. Новые обстоятельства требуют ответа на вопрос о том, какое образование сегодня должно

быть для того, чтобы ответить на вызовы современности. Ускоренное развитие науки, расширение объёма знаний и информации создают запрос на формирование новой образовательной парадигмы, ориентированной на личные и социальные потребности человека постиндустриального времени.В настоящее время искусственный интеллект (англ. Artificial Intelligence) прочно закрепился во многих сферах жизни общества, который способствует повышению эффективности обучения, персонализации учебного процесса, а также формированию критического мышления обучающихся.Искусственный интеллект (ИИ) является очень широкой дисциплиной, областью информатики, в которой компьютеры учатся моделировать процесс мышления, обучения и восприятия как у людей.

Термин «искусственный интеллект» используется с 1956 года, но только в последние годы наступило его фактическое применение. В области изучения и внедрения искусственного интеллекта произошёл значительный сдвиг, известный как Deep Learning, который является дисциплиной машинного обучения. Глубокое обучение – это метод, основанный на алгоритмах, благодаря которому машина учится на большом количестве данных, доступных для неё. Этот метод используется уже во многих областях, таких как классификация изображений, распознавание и обработка речи и естественного языка.

Одним из основных преимуществ использования искусственного интеллекта для изучения иностранного языка является изменение способа обучения. Приложения, использующие искусственный интеллект, разработаны таким образом, чтобы соответствовать правильному контенту для обучения пользователей, опираясь на их уровень знаний [4; 1017]. Например, приложение Duolingo проводит предварительное тестирование для установления уровня знаний пользователей, регулирует уровень сложности заданий в зависимости от успехов каждого студента. Это помогает индивидуализировать обучение, учитывая специфические потребности и уровень каждого обучающегося. Эти приложения разбивают процесс обучения на три простых шага. Он измеряет данные и цифры, затем адаптируется к этим результатам и, наконец, предоставляет персонализированную информацию.

Другим эффективным способом применения ИИ на занятиях английского языка являются голосовые помощники, которые оказываются полезными инструментами для развития навыков разговорной речи. ИИ анализирует произнесенные фразы и выявляет ошибки в произношении, такие как неправильное ударение или интонация. Такие помощники позволяют студентам тренировать свою речь в интерактивном формате, практиковать разговор, взаимодействуя с виртуальными собеседниками, получая мгновенную обратную связь от программы на основе распознавания речи и корректировки произношения и грамматических ошибок. Ниже приводим виды платформ и приложений, которые помогают делать обучение английскому языку более доступным и интересным, так как они позволяют студентам практиковать разговор на английском в комфортной обстановке.

- *Duolingo:* Это популярное приложение, которое предоставляет множество интерактивных уроков на английском языке. ИИ персонализирует уроки и предоставляет мгновенную обратную связь.
- *Babbel:* Платформа, ориентированная на разговорный английский, предоставляет уроки с использованием речевого распознавания. ИИ адаптирует уровень сложности материалов.
- *Rosetta Stone:* Эта платформа предлагает курсы английского языка, адаптированные к уровню студента. Упражнения и тесты помогают улучшить грамматику и разговорные навыки, а также достигать своих учебных целей.

Виртуальные помощники и чат-боты - еще один пример применения ИИ на занятиях английского языка. Виртуальные помощники и чат-боты могут быть созданы с использованием ИИ и помогать студентам в обучении английскому языку. Они могут отвечать на вопросы, предлагать упражнения и игры, а также проводить различные языковые задания. Персонализированные курсы и уроки, разработанные с применением ИИ, открывают новые перспективы для эффективного и увлекательного обучения английскому языку. Этот подход

позволяет каждому студенту максимально использовать свой потенциал и достичь желаемых результатов.

В заключение, использование искусственного интеллекта при подготовке к занятиям английского языка является эффективным способом улучшения качества образования, которое позволяет преподавателям более эффективно проводить работу с каждым студентом, помогая им развиваться в изучении английского языка.

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АҒЫЛШЫН ТІЛІ САБАҚТАРЫНДА ЖАҢА ӘДІС-ТӘСІЛДЕР АРҚЫЛЫ СТУДЕНТТЕРДІҢ ТАНЫМ ҚАБІЛЕТТЕРІН АРТТЫРУДЫҢ ЖОЛДАРЫ

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Шетел тілі қазіргі кезеңде заман талабына сай көптеген университетте жүргізілуде. Бұл студент бойында ұлтаралық, мәдениетаралық бірлестікке дайындықтың қалыптасуына тікелей ықпал етеді. Шетел тілін оқытудың артықшылығы әрбір студентке психологиялық ойлауына, шет тілі сөзіне көңіл аударуына, түсінуіне оң әсер ететіндігі, содан соң негізігі білімін берік нығайтуын, білім сапасын арттырып, шетел тілінде қарым-қатынасқа түсіп, ерте мәдениетаралық коммуникацияға мүмкіндік беретіндігінде.

Алғашқы жылдары (1-курсында) студенттерді шетел тіліндегі дыбыстарды дұрыс айтуға, буындарды сөз тіркестерін, сөйлемдерді дұрыс меңгеріп, хат жазу, анкеталарды үлгі бойынша толтыру үйретіліп, негізгі грамматикалық категориялардан жалпы мағлұмат беріледі. Осы бастапқы уақытта студенттерді түрлі тәсілдермен білім алуға үйрету қажет. Жоба әдісін қолдануда студенттер өз бетімен қажетті хабарды жинауға дағдыланып, өздік шығармашылық қабілеттері артады.

Жалпы жоба жұмысы — белгілі бір өтілген материалдың қорытындысы ғана болмай, танымдық әрекетінің әдістемелік жемісі де болуы керек. Яғни, белгілі мақсатқа жетудің нәтижесін көрсеткен жөн. Жобалау әдісінің негізінде студенттің өз бетімен танымдық қабілеті дамиды, хабар кеңістігінде жаңалықты бағдарлай алу, алған жаңалықты сараптау, шығармашылық зерттеуге дағдыланады.

Жобалау әдісі XXI ғасырдың технологиясына кіріп, басқа елдерде бұрыннан қолданылса да біздің елімізде тек соңғы жылдары ғана қолданылуда. Жоба әдісін қолдана отырып, студент өмір талаптарына сай, қоғамдық жағдайларға байланысты мәселелерге мұқият дайындалады. Олардың лингвистикалық белсенділігі жазу, сөйлеу, оқуда дамиды. Ол үшін шығармашылық хат, газет, журналдар, монологтар, шығармашылық ойын (пьеса) т.б. қолданылады. Түрлі жұмыстар тек ойлау қабілетін ғана дамытып жобамен өз бетімен жұмыс істеуге де үйретеді. Сабақты түрлендіре өткізу студенттің пәнге деген қызығушылығын арттырады. Студент мұндай сабақтан жалығып, шаршамайды. Ал жобаны әр студенттің психологиялық ерекшеліктеріне байланысты беру керек. Жобаны оқу жылының басында оқытушы жоспарланған бағдарламадағы тақырыптарға сай етіп алады. Студенттер бағдарламадағы

белгіленген тақырыптар бойынша қарапайым үлгіде өз сыныптастарымен шет тілінде қарым-қатынас жасай алуы керек. Өзі, жанұя мүшелері туралы, мектеп, қала, достары жайлы әңгімелей білу керек.

Шетел тілін оқытып, үйрету мақсаты — студенттердің қарым-қатынас жасай алуға түсе алатын қабілеттерінің негізін қалау болып табылады. Жаңа тілге үйретуде оқытудың жаңа тәсілі төмендегідей талаптарға сәйкес келуі көзделеді:

— студентке колайлы оқу ортасын калыптастыру;
— студенттің оқуға деген қызығушылығын арттыру, ой-тілектерін ояту;
— студенттің эмоциялық сезіміне әсер етіп жеке тұлға ретінде қалыптастыру;
— оқытуды түрлендіру үшін түрлі әдісті қолдану;
— ойын түрінде оқыту арқылы оқушының белсенділігін арттыру;
— шет тілін студенттің жеке қызығушылығымен байланыстыру;
— студент – субьект, оқытушы — кеңесшісі болу;
— сатылап өз бетімен жұмыс істеуге үйрету.

Жоба әдісін қолданып оқыту бұл талаптарға жауап бере алады.

«Шетел тілі оқу курсы» — студенттердің шетел тілінен берілетін білімге деген мемлекеттік стандарттан тыс сұраныстарын қанағаттандыратындай мазмұнын анықтайтын, олардың бойында іргелі білім негіздері мен оның қосымша бөліктерін өз бетімен танып-білу дағдысына ие болуға, тілге деген қызығушылығын жетілдіруге қажетті курс. Шетел тілін оқытудың басты мақсаты –студенттерге шетел тілінде қарым-қатынас жасауды базалық деңгейде игерту. Осыған сәйкес оқыту мазмұнына қарапайым коммуникативтік біліктілікті, яғни шетел тілін қажетті жағдаяттағы ауызша және жазбаша (сөз, тыңдап түсіну, оқу, жазу) өзара мәдени қарым-қатынас процесінде қолдана алу қабілеттілігі мен дайындығын қалыптастыруды қамтамасыз ететін тілдік, сөздік, әлеуметтік-мәдени білім, білік дағдылар енеді.

Осыған орай ғылыми зерттелген білім беру әдістерін іс жүзіне асыруда білім берудің сан алуан жаңа технологиялары пайдаланылып жүр. Солардың бірі – Ұлыбританияның «Кэмбридж» университетінің әдістемесінің басылымындағы «Cutting Edge» оқулығы. Модульдеп оқыту технологиясы негізінде жасалынған оқулық – *біріншіден,* күнделікті тұрмыс қажетіне, ситуацияларға негізделген коммуникативтік курс. *Екіншіден,* бұл әдіс ағылшын грамматикасын анық және жанамалап таныстыратын күнделікті сөздерде қолдануға үйретететін структуралық курс. Сондықтанда, бұл әдісте студенттердің тілге деген қызығушылығын арттыратын тақырыптар мен тапсырмалар көп берілген. Коммуникативтік курс негізінде оқытудың түрлері: тыңдау, сөйлеу, оқу және жазу тығыз байланыстырылып құрылған.

Еліміздің шет елдермен қарым –қатынасымыз күшейіп отырған қазіргі кезде студенттердің шетел тіліне қызығуын, білімге құштарлығын ояту, танымдық белсенділігін арттыру әрбір шетел тілі оқытушысының міндеті. Студенттердің сабақтағы белсенді іс-әрекеттерін ұйымдастыру, ойлау, шығармашылық,ізденіс қабілеттерін дамыту арқылы білім сапасын көтеруде оқытудың жаңа технологияны пайдаланудың мәні зор.

Сабақты түрлендіріп өткізу үшін, студенттердің білім деңгейі жоғарғы дәрежеде болуы шарт, сондықтанда жобалау сабақтарын жоспар бойынша берілген тақырыптарды меңгерген кезде, қортынды сабақ ретінде өткізсе, тиімділігі жоғары болады.

Жобамен жұмыс істейтін студенттер бірнеше топқа бөлінеді. Әр топқа білім деңгейі жоғары студент жетекшісі болып, басқаларға көмек көрсету, түсінбегенін түсіндіру.Топқа бөлуде студенттердің психологиялық үйлесімділігін де ескеру өте маңызды.

Жобалау әдістемесі бойынша істелетін жұмыс бірнеше кезеңдерден тұрады:

Бірінші кезеңде оқытушының көмегімен студенттер істейтін жұмыстарының мақсатын белгілеп, проблемаларды анықтайды.Әртүрлі сурет, сызба, мәтін т.б. жобаға қажетті материалдар жинастырады.

Екінші кезеңде істейтін жұмыстың жоспары жасалып, топ мүшелері өздеріне нақты тапсырма алады.

Үшінші кезеңде оқушылар әртүрлі лексикалық, граматикалық, ойлау, оқу, сөйлеу т.б. қабілетттерін дамытатын жаттығулар орындап, білімдерін жетілдіреді, туындалған проблеманы шешуге, жобаны жасауға әдіс, тәсідер мен жұмыс түрлерін анықтайды.

Төртінші кезеңде әр топ өздері белгіленген жобаны жасап, дайындайды.

Жұмыстың бесінші, қортынды кезеңінде студенттер дайындаған жобаларын қорғап, пікірлерін дәлелдейді.

Эксперт тобы әр топтың жұмысына талдау жасап, қоыртындылайды.Сабақ соңында студенттер сабақ туралы өз пікірлерін айтып, келесі сұрақтарға жауап беріп, қортынды жасайды:

1. Жобалау әдістемесі пайдалынылған сабақтан қандай әсер алдыңдар?
2. Жасаған жұмыстың білімдеріңді кеңейтуге тигізген пайдасы болды ма?
3. Дайындық кезінде қандай ізденіс жұмыстарын жүргіздіңдер?
4. Жұмысты жасауда жіберген кемшіліктерді жою жолдары қандай? Нені ескертіп, неге көңіл аудару қажет?

Оқытушы әр кезеңде әр түрлі роль атқарады, ол – көмекші, бақылаушы, нұсқаушы жұмыстың барлық кезеңінде студенттердің іс — әректтерін қолдап, мадақтай келе, олардың ынтасын көтерген жағдайда ғана жақсы нәтижеге жетуге болады.

Жобамен жұмыс істеу әрбір студенттің жұмысқа деген жауапкершілігін арттырады, шығармашылық қабілетін дамытып, оқытудың түпкі мақсаты: білім сапасын жақсартуға үлкен ықпалын жасайды.

Тіл – ол әрбір халықтың мәдинетін, тарихын, тұрмыс – тіршілігін, сол халықтың стеоротипін сипаттайтын зерделі айна.

Тіпті жеке тұлғаны алып қарасақ та оның сөйлеген сөзіне, айтқан әңгімесіне, сөйлеу мәнеріне қарап, біз ол адамның мәдениетін, қандай әлеуметтік топқа жататынын, тіпті оның географиялық мекенін де анықтай аламыз. Соңғысы ол әрине ол диалектологияға байланысты. Жастарымыз еліміздің болашағы дейміз, өркениетке жету жолында жастарымызға сенім артамыз. Егер жастарға білім беру, оларды тәрбиелеу жауапкершілігі мына біздерге, оқытушылырға жүктелетін болса, шет тілдердің үйренудегі коммуникативті – танымдық оқыту әдісін ұсынғым келеді.

Бірақ алдымен, осы шет тілдерін оқыту әдістемесінің зерттеулеріне сүйене отырып, өткен ғасырдың соңғы 30 жылында жеткен жетістіктеріне тоқтала кетсек:

1) Шет тілін оқу процесін сипаттайтын әдістемелік білімнің категориялары анықталып, әдістемелік түсініктердің жүйе құрылымы пайда болуы.

2) Даму заңдылықтары бұрынғыдай пәлсапаның жаңа зерттеулерімен, лингвистикасмен, психологиямен, психолингвистикасы және жалпы дидактикамен байланысып жатқан шет тілін оқытудың теориялық және практикалық әдістемелер негіздерін түзету жобасы ұсынылады.

3) Көптеген әдістемелік зерттеулердің арқасында оқу жүйесінде әртүрлі жас ерекшеліктеріне қарай шет тілін үйренуде бір – бірімен тығыз байланысты сөйлесім әрекетінің негізгі түрлерін: тыңдалым, айтылым, жазылым, оқылым әрекеттерін сабақ барысында комплексті түрде пайдаланудың тиімді жолдарын анықтады.

4) Шет тілін оқуда үйренуші тіл және сол тіл елдің мәдениетін зерттеуде айтулы нәтижелерге қол жеткіздік. Дегенмен, тіл және мәдениет арасындағы қатынас мәселесі шет тілін үйренудегі белгілі ережелер ретінде әлікүнгедейін толық қанды ашылмай отыр.

5) Шет тілін үйренудің қай сатысында болсын оны меңгеру процесінде ана тілінің «ерекше маңызы» анықталады.

6) Шет тілін үйрену процесіндегі комуникативті бағытталған негізі ұсынылады, ол дегеніміз шет тілінін үйренуші тұлғаның тілге деген құштарлығы, белсенділік әрекеті,өз бетінше жұмыс істей алу еркі, яғни осы әректтердің барлығы шет тілін үйренушінің бойынан табылатын болса, онда бұл әрекеттер шет тілін үйрену процесін жеңілдеткен болар еді.

7) Шет тілін оқыту процесінде аудио-видео және электронды техникалық апараттарды пайдаланудың тиімді жақтары көрсетілді.

8) Шет тілін оқытуда, оқытылып жатқан шет тілінде сөйлеу проблемалары көтеріліп, сабақ барысында сөйлеу ортасын туғызу арқылы коммуникативтік жаттығулар орындау, коммуникативтік компетенцияларды дамыту енгізіледі.

9) Шет тілін оқытуда әсіресе жоғарғы оқу орындарына көп көңіл аударылып, шет тілін оқыту жүйесінің қай саласы болсын, білімді стандарттау, реттеу әдістемесі ғылымның актуалды проблемасы ретінде қарастырылып, сараптау, яғни тестілеу арқылы шет тілін үйренушінің нәтижелері қадағаланып, олардың оқу сатылары анықталып отыратын болды.

Дегенмен, жоғарыда шешімі табылғандай көретін проблемаларға үңіле кетсек олардың әлі де болса зерттеулер мен толықтыру қажет ететінін байқаймыз. Қазіргі жаңа әдістемелік зерттеулерге сүйенсек те, бұрынғыларына қарасақ та, коммуникативі оқыту әдісі проблемасының маңызы зор.

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USING LITERARY TEXTS IN DEVELOPING INTERCULTURAL COMPETENCE

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The introduction into language teaching of intercultural competence and the notion that learners will acquire intercultural communicative competence is now well established in theoretical writings, and in policy documents in many countries. There have also been writings by teachers on how they realize these ideas in practice. In many cases, teachers have managed to bring their learners into contact with learners from other countries through the internet. This is a relatively new approach and gives immediacy to the learning process, but it is important to remember that other approaches are well established, including the use of literature, and this article focuses on the use of literary texts in developing intercultural competence. [1;144]

Foreign language learners do not get adequate exposure to literary texts, especially non literature courses learners, which makes them unaware of other cultures' norms. Neuliep stated, "Edward T. Hall is known to be the first to use the term 'intercultural communication' in his work." [4;214] The use of literature and literary texts is vitally indispensable and essential to any language teaching, especially to English as a foreign language learner. It would be sufficient even if it provided much more than just authentic texts. Literary texts, which serve as the best example of language use, provide learners with realistic models of topics, characters, and activities to see how language structures are used to accomplish various tasks that are hardly covered in English for Specific Purposes (ESP) curriculum. The learners are interested in reading literary texts and correlating the situations with their real-life experiences. The learners eventually consciously gain knowledge of cultures expressed in the literary texts, which expands their horizons of thinking. Duff and Maley resoundingly affirm in their "Foreword" to Literature that carefully selected literary texts offer ample content and materials for language acquisition because they advance students' ethnic and societal knowledge and understanding, make emotional appeals as much as the reason, encourage personal growth, and, most importantly, inspire and stimulate learning. [2; 95]

The transfer of similar literary texts and activities based on fiction, or non-fiction, short stories, novels, poetry, plays, etc., in infographics, video, audio, and dramatic forms facilitate teachers' and learners' exercise on virtual platforms. The literary texts may be selected from Shakespeare, Whitman, Hawthorne, Keats, Wordsworth, Ruskin Bond, or other inspiring writers. The teacher creates opportunities for learners to review, analyze situations, and discourse on selected literary texts, which unconsciously develops their intercultural awareness and knowledge of language skills. The teacher eventually may remix, rearrange and improvise the selected activities around the text, and these usages encourage the students to involve and engage in thinking about the given problems critically and creatively, and provide them ample exposure to other cultures, a plurality of individuals, and affect their attitude, perceptions, and behaviors. Adapting literary passages into a newly created digital world or paper form matches the interests of students who already have electronic gadgets and devices that use online applications. Students' consistent participation in truly chosen activities leads to numerous changes that shape their curiosity, innovative instincts and identity, creating a new virtual cultural space. Students soon feel comfortable interacting with people from different cultures and nations, which does require more attention and research to provide guidance to stakeholders on how to further use authentic literary texts to promote multicultural discourse and target language use in virtual environments, as well as how it affects everyone, especially language learners.

New generation learning English as a foreign language is tech and social media lovers; however, the notions of interaction, literature, language, and culture are often perceived differently. Although they adore technology and social media, they frequently have distinct perspectives on discourse, literary studies, language, and societal values. Virtual reality and social media space usage consume the maximum time students across institutions spend daily interacting with their friends, teachers, and families and revealing parts of their identities. The researcher argues that literary texts and lexical usage in virtual worlds can transform learners' societal awareness and individuality, depending on their needs.

As Nurjan Jalgasov mentioned proverbial constructions can be expressed by the structure of simple or compound sentences. It should be noted, that the majority of proverbs are simple and laconic sentences which have deep meaning. Long proverbs are difficult to remember in memory, that's why they fall out of everyday use. As for short proverbs, they are very popular and are widely used in speech and texts [3].

Using technical knowledge in combination with literary concepts and ideas can be helpful in transforming their perceptions, behavior and language skills to create a new cultural space. In addition, the document emphasizes and envisages that students will use literary knowledge on social media to develop intercultural communication. Language teachers who wish to adopt a novel approach in virtual and real classroom settings may adopt the new curriculum. The study shows that while some views encourage teachers to reflect on and objectify their current understandings of good teaching practice. Others views enable teachers to scaffold literary texts based on virtual and digital space learning and thus bridging the long-standing gap between the theory and practice in gaining intercultural knowledge that teachers and learners have long grappled with. The study concludes that in light of cutting-edge educational philosophies and approaches for teaching foreign languages, the pedagogical opportunities in the utilization of literary texts in the digital environment allow for encouraging cross-cultural discourse. To promote more international communication, tolerance, and acceptance, the study suggests academia embrace an innovative and advantageous perspective.

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NAQIL MAQALLARDA QIRQ NUMERATIV BIRLIGINIŃ QOLLANILIWI

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Til millettin' o'zine say o'zgesheliklerin ha'm ma'deniyatin sa'wlelendiredi, a'sirese naqil maqallardin' sol milletin' milliy ha'm ma'deniy o'zgesheliklerin sa'wlelendiriwde orni u'lken. Naqil maqallarda tek g'ana xalqtin' u'rp-a'detleri ha'm milliy tu'siniklerin g'ana emes, ba'lki ta'riyxiy orinlar, belgili insanlar ha'm belgili personajlarda o'z ta'riypin tapg'an.

San naqil maqallar quraminda kelip o'zinin' matematikaliq ma'nisin g'ana emes, belgili birzattin', qubilislardin' tu'siningiretinde ha'mde simvolliq ma'nide qollaniladi. Naqil maqallar quraminda bir, jeti, tog'iz, qirq ha'm min' sanlari qollaniliwi tilimizde ko'p gezlesedi. Ha'mmesi xaliqtin' a'yyemgi waqitlardag'ı isenimlerinen, tu'siniklerinen kelip shiqqan.

Qirq sani ko'pshilik tu'rkiy tillered ha'm esteliklerde usi formada ushrasadi. V.A. Gordlevskiy qirqtin' bir waqitlari diniy so'z bolg'anin ha'm "ko'p" degen ma'ni an'latqanin ko'rsetedi. L.Jala yha'm N. Borxanova 40 tin' tu'biri qir (поле) bolg'an dep, oni qiriy yag'niy qiyir (крайний) so'zleri menen baylanistiradi ha'm "qirq" so'zi ju'da' ko'plikti, sansizliqti bildiredi. [1;19] Bul san ko'pshilik tu'rkiy tillerdegi siyaqli, qaraqalpaq tilinin' naqil maqallarinda ko'plep ushrasip, belgisiz bir

ko’pliktin’ shegin bildirip ha’r tu’rli sacramental ma’nide qollaniladi. O. Dospanov “Qirq sani etimologiyaliq jag’inan en’ a’yyemgi waqitlarda ko’plik, molshiliq, sansiz sheksizlikti bildirip, waqit o’tiwi menen ma’nisi bir qansha da’rejede tarayip, ha’zirgi ku’nlerdegi semantikasin an’latiw menen g’ana sheklenip qalg’an”,- dep pikir aytadi [2;132].

U’yde bir ku’n uris bolsa,
Qirq ku’n iris keter.
Bir ret duzin ishkenge,
Qirq ku’n sa’lem ber.
Qirq jil bayliq joq,
Qirq jil jarliliq joq.
Bir qatinnin’ ma’kkari,
Qirq eshekke ju’k boladi.

Tilimizde qirq saninin’ naqil maqallar quraminda ko’p gezlesiwi misallar tiykarinda ko’rsetildi.

Qirq sani tek g’ana naqil maqallar quraminda emes ertekler ha’m da’stanlarda da ko’plep ushrasadi. Missal retinde aytatin bolsaq, “Pisirip otirsa, boyi bi rqaris, saqali qirq qaris bir kisi keledi (N.A. Baskakov). Aradan qirq ku’n o’tkende Qoblan qiyal etti (Qoblan). Qirq ku’nshilik jollardan men de keldim jan balam (“Sha’ryar”). Da’stanlardag’ı jigitlerdin’, qizlardin’ sani qansha ko’p bolsa da qirq dep aytila beredi. [1;44]

Qirq sani ha’r qiyli qa’de ha’m irim larda da belgili bir shekti an’latadi. Misali, balanin’ qirqina shig’iwi, siniqti qirq ku’nge shekem tan’ip qoyiw, qazannin’ qirq qulag’in tislew ha’m t.b.

Bul san basqa tu’rkiy tillerde de sakramentalliq ma’nige iye. Misali, Tu’rkiyada tuwg’an hayaldi qirqinin’ ishinde deydi, sondayaq qaraqalpaq tilinde de.

Qirq saninin’ u’lken mug’dardi, yag’niy belgisiz ko’plikti bildiriwi adamlardin’ og’an ayriqsha bir ku’shli ma’ni bildiriwine alip kelgen. Sanawg’a qiyin predmetlerdi, a’sirese diniy tu’siniklerdi qirq sani menen baylanistiramiz. Qirq qalender qasimda(“Alpamis”). Jalg’iz edim, ja’rdem etkil bizlerge, G’ayip Eren qirq shilter pirlerim(“Alpamis”).

Bul san tek g’ana da’stanlar, ertekler ha’m naqil maqallar quraminda kelip ma’ni an’latip qalmay, 7,100 sanlari menen Qatar o’lini eske alip beriletug’in sadaqa ma’nisin de an’latadi. “Qaran’a qos o’giz, jetin’e jeti o’giz, qirqin’a g’unan, o’giz ju’zin’e, jilin’a jaqsi, ju’da’ semiz eki o’giz soyaman (“Qaraqalpaq xaliq ertekleri”). [1;45]

Qirq saninin’ kiyeli ha’m qa’siyetli sanaliwi balanin’ ana qursag’inda qirq ha’mte boliwina da baylanisli do’regen. Tuwilg’an jas na’restenin’ basina qirq qasiq yamasa qirq sho’mish suwquyip, qirq ku’nnen son’ qon’silardi shaqirip qirq shelpek pisirip, shay berip, qirqinan shig’ariw xalqimizda bar da’stu’r.

Balani ko’ztiyedi dep qirq ku’nge shekem ko’rsetpeytug’in bolg’an. Adamnin’ du’nyag’a kelgen qirq ku’ni qiyin waqit bolip, du’nyadan o’tkendegi qirq ku’ni de awir mezgil bolip esaplang’an.

Juwmaqlap aytqanda, qirq sani – turaqli so’z dizbeklerinde, naqil-maqallar, jumbaqlar, frazeologizmlerde ko’p ushrasatug’in sanlardin’ biri. Qirq sani, birinshiden “ko’plik, sheksiz” degen tu’sinikti ekinshiden orta a’sir magiyasi sebebinen a’yyemgi da’wir mifologiyasinin’ ta’sirinde jumbaqqa aylang’an, u’shinshiden bul sannin’ kiyeli, qa’siyetli sanaliwi, balanin’ ana qursag’inda jetiliw waqtina baylanisli.

PAYDALANÍIĠÁN ÁDEBIYATLAR

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THE SYMBOLIC USAGE OF THE COLOUR TERM "QÍZÍL/RED" IN THE BERDAKH'S POETRY

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Ever since the language of man began to develop, words or expressions have been used first to indicate and then to describe colors. Some of these have persisted throughout the centuries and are those, which refer to the simple colors or ranges such as red or yellow. As the language developed, more and more color names were invented to describe the colors used by art and industry and in late years in the rapidly expanding field of sales promotion [1; 111]

Hasan states that every culture has its own set of color terms. However, she argues that color terms cannot be interpreted apart from the cognitive environment in which the color takes place [2]. In fact, it is possible to do a theoretical distinction of three backgrounds for meanings attached to colour: an innate, a personal, and a cultural background:

1) The first one hypothesizes from anthropological and behavioural research, for several subhuman species colours are very important signals in order to survive and adapt, and human colour space (internal categorization of colours) is universal; so, it would be possible that information from subcortical structures triggers associations between colours and moods as a trace of our evolution by regulating arousal when we see colours. [3]

2) The second background comes from each of our personal experiences. [4; 307-319]

3) The third background implicates culture. We are born and bred in cultures that are full of meaning. As we grow up, we learn those meanings through socialization processes. [5] Coded meanings of colours are shared connotations of feelings, sensations, atmosphere, thoughts, and moods. [4; 307-319] It could happen that meanings could vary through historical timeline, different cultures, however, differences that are more significant are widely known, and they will be mentioned forward. The vast majority of people are not aware about the effects that colours have on them; neither how this symbolism is used in everyday life and in communication. [6;78-90]

The colour red attracts attention, evokes a sense of urgency and strong emotions from viewers that increases people's heart rate and blood pressure. Red represents physical energy, lust, passion, and desire and symbolizes action, confidence, and courage. The colour red is connected to the most primitive physical, emotional, and financial needs of survival and self-preservation.

The significance of this research is in actuality that the color patterns used by authors in poetry display not only feelings and emotions, but also the conventional viewpoint of the people.

The main goal of this thesis is to distinguish the symbolism of "qızıl/red" color in Berdakh's poems, which will betray the basic peculiarities of classical color symbols.

Actually, the study of color patterns has been the object of scientific knowledge of many interdisciplinary studies such as Art, Fashion Industry and Linguistics, etc., Hence, in Linguistics, there are various terms such as color pattern, color vocabulary, color symbolism etc., and linguistic diversity is focused on cultural, psycholinguistic, cognitive and historical and cultural aspects.

Moreover, using color terms in literature is a proper and intriguing field of investigation and it is stated that there is a huge entirety of investigation, which deals with colors and their connotative meanings in literature, particularly in poetry. Consequently, there is a need for investigating the use of color term "qızıl/red" in Berdakh's literary works. Because the usage of color terms in Berdakh's poetry is sometimes difficult to understand by readers and isnot be easily interpreted. Thus, readers of poetry may look towards difficulties in understanding and interpreting the connotative meanings of color term "qızıl/red" when they are used in poetry, especially, in Berdakh's literary works.

Duhan explains that literature is the production of real life [7]. It is the real life, which inspires writers and poets to create their works, and it is the real life, which supplies them with the basic ingredients of their works. Because of previously mentioned arguments, the presence of colors in literature is not surprising since colors can be found in each part of daily life [8].The widespread use of the "qızıl/red" lexeme in the Karakalpak language is closely connected to the usage of the red color

in the culture of these people, which refers several meanings such as life, youth, beauty, love and bloodshed. Therefore, the great poet of Karakalpak nation, Berdakh often used the "qızıl/red" lexeme symbolically in his poetry.

The following paragraphs deal with arguments and findings of this study and the symbolic usage of color term "qızıl/red" inBerdakh's poetry. During the investigation it is discovered that Berdakh used the phrase *"qızılgúl"("red flower"* in English) connotatively to express *"a young life"* 6 times in his poems *Qızıl gúliń ǵumshalansa solmasın, Qızıl gúl bolıp, solsań da, Qızıl gúli soldımeken? Qızıl gúli solǵannan soń, Qızıl gúlim erte soldı* and *Qızıl gúlleri solǵanday.* For instance, in his poem "Xalıq ushın" he described his feelings and wishes towards the Karakalpak people:

Bul dúniyada, aqlıń hayran, bolmasın,
Qızıl gúliń ǵumshalansa solmasın,
Adamlardıń kewli, mudam jaynasın,
Sonda kewlim yoshar ullı xalıq ushın. (Xalıqushın)

Furthermore, in this poem the poet also used the colour term *"qızıl/red"* as verb *"qızarıw"* which means, *"to embarrass"*:

Oylan, Berdimurat, aytqılsózindi,
Kótermey, lap etip, qurıózińdi,
Qız artpaǵay, birew seniń júzińdi,
Qoldan kelse, xızmet etkil xalıq ushın. (Xalıqushın)

The uniqueness of the poet's speech that he could use the same phrase "*qızılgúl*" in different meanings, for example, he also used this phrase to describe *"the beauty"* in his epic "Aqmaq patsha":

Jeń salısıp júrgendey qiz,
Ótip birisinen-biri,
Qızıl gúldey bolıp nurı,
Ol baǵ jetilisken eken.

Ósti qızıl gúller jaynap,
Ullı terekler shaqalap,
Kún-tún búlbiller sayrap,
Baǵ kámalǵa kelgeneken.

Furthermore, it has been analyzed that Berdakh frequently used the color term *"qızıl/red"* with the nouns that describe body parts like *júz/face*, *til/tongue*, as an example, *"qızıljúz"* ("red face" in English) means *beautifulness of one's face*in the following lines:

Atasınıń shıǵıp kózi,
Sup-sur bolıp qızıl júzi,
Bir atawda jalǵız ózi,
Sol atawda baqqan eken.

Ayta almadı Zariw sózin,
Qubarttı da qızıl júzin,
Bilip patshanıń minezin,
Qırıq qatınǵa kelgen eken.

(Aqmaq patsha)

The significant aspect of Berdakh's language was his poetical and spiritual creativity that every reader of his poetry can recognize while reading his poems. The phrase *"qızıltil"* used by Berdakhmeans "eloquence and impudence"in his poems *"Jazkelerme?"*and "*Qızım"*:

Qızıl tilim boldi ayǵaq,
Ayaq bassam bir jer tayǵaq,
Júre almadıq kúlip oynap,
Qıslar ketip, jaz keler me?
Qızım kóp kórme kúndi,
Qayirip búklermen tilińdi,
Kesermen qızıl tilińdi,
Óz halıńdı bilgil qızım.

As Berdakh wrote "Qarańǵı qaplaǵan qayǵı zamanda" it was the years of injustice, violence and bloodshed by the upper class people and the government of that time towards the lower class people. As a result, the poet used the phrase "*qızılqan"*in negative meaning 8 times in his epic "Aqmaqpatsha" to express the "*bloodshed"* for instance, *Qızılqanǵa men bılǵanıp, Bılǵanıp bul qızıl*

qanǵa, Toymadıń qızıl qanıma, Qızıl qanın suwday shashti, Qızıl qanın tıya almadı. Qızıl qanǵa batıp jılǵa, Qızıl qan iship pırıldap, Qızıl qan aqtı murnımnan,:

Qızıl qanın suwday shashti,

Patsha turıp taxttan qashtı,

Qushaǵın ólimge ashtı,

Qattı qorqıp qalǵan eken.

Berdakh used the colour term "qızıl/red" in his poetry to symbolize different concepts:1) positive meanings: *"qızılgúl"*-young life -6 times, *"qızıljúz"*-beautifulness of one's facetwice;2) negative meanings: *"qızarıw"* -to embarrass only once, *"qızıltil"* -eloquence and impudence twice, "*qızılqan"*- bloodshed 8 times;

Due to the fact that, Berdakh lived in those times when upper class people ruled the poor cruelly and mercilessly, the use of colour term "qızıl/red" in his poetry is temporarily negative.

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SYNTACTIC SYNONYMY AS A VARIANT TOOL OF FOREIGN LANGUAGE DERIVATION AND NOMINALIZATION

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Introduction. The exploration of syntactic synonymy as a variant tool of foreign language derivation and nominalization holds substantial importance within linguistic research and language education. Here's why: Enhancing Language Learning: Understanding syntactic synonymy aids language learners in grasping the nuances of a foreign language. By recognizing how different syntactic structures convey similar meanings, learners can expand their vocabulary, improve their grammatical accuracy, and develop a deeper appreciation for the flexibility and richness of language. Facilitating Translation: Syntactic synonymy plays a crucial role in translation and interpretation tasks, particularly when conveying the same message from one language to another. Exploring how syntactic structures vary across languages allows translators to choose the most appropriate equivalents, ensuring accuracy and fluency in communication. Enriching Lexical Resources: Research on syntactic synonymy contributes to the development of lexical resources, such as dictionaries and language corpora, by documenting alternative syntactic patterns that express similar meanings. This enriches linguistic databases and tools used by language professionals, researchers, and educators in their work. Deepening Understanding of Derivation and Nominalization: Investigating syntactic synonymy sheds light on the processes of derivation and nominalization in language. By analyzing how different syntactic constructions create derived forms and nominal expressions, researchers gain insights into the underlying mechanisms of word formation and lexical expansion.

Improving Language Teaching Methods: Knowledge of syntactic synonymy informs language teaching methods and materials, enabling educators to design more effective instructional strategies that cater to learners' needs. By incorporating examples of syntactic variation and synonymy in language lessons, teachers can facilitate meaningful language practice and promote communicative competence.

Supporting Cross-Linguistic Studies: Comparative studies of syntactic synonymy across languages contribute to our understanding of linguistic diversity and universality. By examining how different languages employ syntactic variation to achieve similar communicative goals, researchers can identify common patterns, as well as language-specific features, enriching our knowledge of language typology and variation.

Fostering Research in Applied Linguistics: Syntactic synonymy serves as a fertile ground for research in applied linguistics, including areas such as second language acquisition, language processing, and computational linguistics. Investigating how learners acquire and process syntactically synonymous structures informs pedagogical practices and computational models of language learning and use. Addressing Translation and Writing Challenges: Writers and translators encounter challenges related to word choice, style, and register, particularly when navigating syntactic variation and synonymy. Research on syntactic synonymy provides insights into strategies for overcoming these challenges, empowering language professionals to produce accurate, fluent, and culturally appropriate texts.

In summary, the exploration of syntactic synonymy as a variant tool of foreign language derivation and nominalization offers valuable insights into language learning, translation, lexical resources, derivation processes, teaching methods, cross-linguistic studies, applied linguistics research, and professional language practice. By delving into the intricacies of syntactic variation and synonymy, researchers contribute to our understanding of language structure, use, and acquisition, ultimately enriching our linguistic knowledge and capabilities.

Literature review. Syntactic synonymy, as a variant tool of foreign language derivation and nominalization, has garnered significant attention in linguistic research due to its role in enriching language diversity, facilitating cross-linguistic communication, and enhancing language acquisition processes. This literature review aims to provide an overview of key studies and theoretical frameworks that explore syntactic synonymy in the context of foreign language derivation and nominalization.

Baker, M. [1] Incorporation: A Theory of Grammatical Function Changing. This seminal work by Baker delves into the concept of incorporation, wherein lexical items are syntactically integrated into the structure of a sentence, leading to the creation of complex nominal expressions. Baker's theoretical framework provides insights into how incorporation processes contribute to the formation of syntactic synonyms and variation in foreign language derivation.

Di Sciullo, A. M., & Williams, E. [2]. On the Definition of Word. Di Sciullo and Williams discuss the notion of wordhood and its relation to syntactic structures, arguing that syntactic operations such as nominalization play a crucial role in defining what constitutes a word. Their analysis sheds light on the mechanisms through which syntactic synonymy emerges in different languages.

Jackendoff, R. [3]. The Architecture of the Language Faculty. In this comprehensive study, Jackendoff explores the architecture of the language faculty, proposing a conceptual framework that accounts for the interaction between syntax, semantics, and morphology. Jackendoff's analysis offers valuable insights into how syntactic structures contribute to the derivation and nominalization of foreign language expressions.

Aronoff, M. [4]. Word Formation in Generative Grammar. Aronoff's work on word formation provides a theoretical foundation for understanding how syntactic operations contribute to the creation of new lexical items in foreign languages. His analysis of morphological processes, including derivation and nominalization, sheds light on the role of syntactic synonymy in linguistic variation.

Haspelmath, M. [5]. Understanding Morphology. Haspelmath's comprehensive overview of morphology encompasses various aspects of word formation, including derivation and

nominalization. By examining cross-linguistic patterns and typological variations, Haspelmath elucidates the role of syntactic synonymy as a mechanism for generating linguistic diversity and innovation.

Kayne, R. S. [6]. Some Notes on Comparative Syntax, with Special Reference to English and French. Kayne's comparative analysis of syntax in English and French sheds light on the syntactic structures underlying derivation and nominalization processes in these languages. His insights into cross-linguistic variation contribute to our understanding of how syntactic synonymy operates in different linguistic contexts.

Rappaport Hovav, M., & Levin, B. [7]. The English dative alternation: The case for verb sensitivity. This study by Rappaport Hovav and Levin examines the English dative alternation, highlighting how syntactic variations can result in different interpretations of nominalized expressions. Their analysis underscores the importance of syntactic structure in determining semantic nuances and syntactic synonymy.

Levin, B. [8]. English Verb Classes and Alternations: A Preliminary Investigation. Levin's research on English verb classes and alternations provides valuable insights into the relationship between syntactic structures and argument realization patterns. Her classification of syntactic alternations sheds light on how syntactic synonymy contributes to variation in foreign language derivation and nominalization.

By synthesizing insights from these key studies and theoretical frameworks, researchers can gain a deeper understanding of how syntactic synonymy operates as a variant tool of foreign language derivation and nominalization. Further empirical research is needed to explore the cross-linguistic universals and language-specific patterns underlying syntactic synonymy and its implications for language processing, acquisition, and typological variation.

Discussion. Syntactic synonymy, as a variant tool of foreign language derivation and nominalization, offers a fascinating avenue for exploring the intricacies of language structure and meaning construction. This discussion delves into the implications of using syntactic synonymy in the process of deriving and nominalizing foreign language expressions.

Language Variation and Expressive Flexibility: Syntactic synonymy allows speakers of a foreign language to express the same or similar ideas through alternative syntactic structures. This variation adds richness and flexibility to language use, enabling speakers to convey nuances of meaning and stylistic preferences.

Semantic Equivalence and Pragmatic Differences: While syntactically synonymous expressions may share semantic equivalence in conveying core meanings, they may differ in their pragmatic implications and contextual appropriateness. For instance, a nominalized form derived through syntactic synonymy may carry different connotations or register depending on its syntactic context.

Cross-Linguistic Transfer and Interference: In foreign language acquisition and production, learners may resort to syntactic synonymy as a strategy to compensate for gaps in vocabulary or grammatical knowledge. However, the indiscriminate use of syntactic synonymy may result in interference from the native language or lead to non-standard expressions in the target language.

Creative Language Use and Stylistic Variation: Syntactic synonymy offers opportunities for creative language use and stylistic variation, particularly in literary or artistic contexts. Writers and poets may deliberately employ syntactically synonymous structures to achieve specific rhetorical effects, such as emphasis, ambiguity, or parallelism.

Linguistic Innovation and Evolution: The utilization of syntactic synonymy reflects the dynamic nature of language as a living system subject to continuous innovation and evolution. New syntactic patterns may emerge over time through processes of borrowing, adaptation, and creative recombination, contributing to the richness and diversity of linguistic expression.

Cognitive Processing and Language Comprehension: From a cognitive perspective, processing syntactically synonymous expressions entails cognitive effort in mapping different syntactic structures onto shared semantic representations. Understanding the cognitive mechanisms underlying

syntactic synonymy can shed light on how language users navigate linguistic diversity and resolve ambiguity in comprehension.

Pedagogical Implications and Language Teaching: In language pedagogy, awareness of syntactic synonymy can enhance learners' linguistic competence and communicative proficiency. Explicit instruction on syntactic variation and equivalence can help learners develop sensitivity to subtle differences in meaning and register, enabling them to express themselves more effectively in diverse linguistic contexts.

Thus, the discussion highlights the multifaceted nature of syntactic synonymy as a variant tool of foreign language derivation and nominalization. By exploring its implications for language variation, cross-linguistic transfer, creative expression, cognitive processing, and pedagogical practice, this discussion underscores the importance of understanding syntactic synonymy as a fundamental aspect of linguistic competence and communicative competence in foreign language learning and use.

Conclusion. In conclusion, the exploration of syntactic synonymy as a variant tool of foreign language derivation and nominalization unveils intriguing insights into the intricate mechanisms of language formation and expression. Through a systematic examination of syntactic structures and semantic relationships, this study has shed light on how languages employ syntactic synonymy to expand their lexical repertoire and convey nuanced meanings. The findings of this research underscore the dynamic nature of language evolution and the adaptability of syntactic structures across diverse linguistic contexts. By elucidating the role of syntactic synonymy in foreign language derivation and nominalization, this study has contributed to a deeper understanding of the creative processes underlying language innovation and expansion. Furthermore, the implications of syntactic synonymy extend beyond linguistic theory to practical applications in language learning, translation, and cross-cultural communication. Educators and language professionals can leverage the insights gleaned from this research to enhance language pedagogy, facilitate more accurate translation practices, and foster greater intercultural understanding. While this study has provided valuable insights into the phenomenon of syntactic synonymy, there remain avenues for further research and exploration. Future studies could delve into the cross-linguistic variations in syntactic synonymy patterns, investigate the cognitive processes involved in language derivation and nominalization, and explore the socio-cultural factors influencing language innovation. In essence, the investigation of syntactic synonymy as a variant tool of foreign language derivation and nominalization represents a significant contribution to both theoretical linguistics and applied language studies. By unraveling the complexities of syntactic structures and their semantic implications, this research enriches our understanding of language as a dynamic and adaptive system of communication.

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ENGLISH AND KARAKALPAK IDIOMS DESCRIBING HUMAN'S EMOTIONAL STATE

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The anthropocentricity of modern linguistics is associated with the study of such problems, modern connections between man and his language, such as: language and spiritual activity of man; language, thinking and human consciousness; language and human physiology; language and culture; language and communication; human language and values.

Today, the anthropocentric aspect in language and literature occupies a leading place in modern linguistic research. E. S. Kubryakova's states that the anthropocentric "tendency to put a person at the center of all theoretical prerequisites", because a person determines "the prospects of this analysis and its final goals" [E.S. Kubryakova, 1995, p. 212]. The increasing importance of the so-called "human factor" is now felt in all areas of scientific knowledge.

The transition from a system-structural paradigm to an anthropocentric one, which aims to study "language in man and man in language" and assumes a view of language as the most important repository of cultural information and knowledge about the world reflected and recorded in language, has led to the relevance of research in the field of psycholinguistics, ethnolinguistics, cognitive linguistics, gender linguistics, linguoculturology, pragmalinguistics, etc. [M. Galieva, 2017, p. 57].

Also proverbs as a part of phraseological units reflect various spheres of human activity. In some theoretical issues proverbs called proverbial constructions (as in the present manuscript) or paremiological units. All of them are equal in meaning. They convey people's knowledge and life experience from generation to generation for many, many centuries [N. Jalgasov, 2020, p 765].

In our article we study phraseological units describing human's emotional state, like fear, anger, joy, happiness, love, etc.

Among human emotions, fear occupies a special place and a sufficient number of expressions denoting fear were found in both analyzed languages. So, the English phraseology frighten (or scare) somebody out of his senses means "to scare someone till losing consciousness" [A.V. Kunin,1967, p. 806]. Fear can have different degrees. For example, in the following expression, fear acquires the highest point of intensity: (as) scared as a rabbit – scared out of consciousness [A.V. Kunin, 1967, p. 794].

In Karakalpak phraseology, examples have also been identified that convey different degrees of human fear: zir-zir etiw – to be very afraid (of someone); to tremble (before someone) like an aspen leaf. Another example of a Karakalpak phraseology that denotes fear is phraseological unit zárresi ushtı (qalmadı) – he was very scared; he got angry, he became enraged. A strong degree of fear can be traced in the Karakalpak PhU janı shıǵıp ketti (janı qalmadı), janı iyegine taqaldı, hureyi ushtı – he was scared; there is no face on him; his soul has gone to the heels.

Other examples of the reflection of the highest degree of rage in Karakalpak phraseology are the expressions: jini qozdı (shıqtı// keldi// atlandı) – he was enraged.

Neutral emotions that acquire an approving assessment include the English expression in one's sober senses – calm, dispassionate, sane [A.V. Kunin, 1967, p. 806]. In Karakalpak phraseology, units that express the neutralization of human emotions are also identified: kewli toldı – he calmed down; he was satisfied; he was comforted; kewli tınshıdı – he calmed down; his heart was relieved; his soul became easier; janı jayina tústi – he calmed down, freed himself from torment; he felt relieved. So, in the Karakalpak language, as well as in English, an emotional state when a person calms down acquires an approving assessment: ashıwı basıliw, qáhári qaytıw, ózine keliw – to come to senses, calm down.

The phraseological units denoting a neutral emotional state include PhU pásine qayttı – 1) he calmed down, resigned; became modest, brief; became subdued. This example gets a positive assessment, in contrast to the following phraseology, in which an unpleasant state of silence is felt: dárti ishinde – he bit his tongue; he can't express his secret; dártin ishine jutıw(salıw) – hide your grief, keep silent about his grief.

Phraseological units that nominate emotionally restrained people who do not react to external influences have an interesting semantics: Párwaiı pánseri – carefree, he doesn't care about anything.

Rage and anger are considered the strongest negative emotions in both languages. Often, rage and anger are clearly depicted with the help of red, which is associated with a reddening of the complexion and eyes of an angry person: kózine qan toldı – he is extremely irritated; he is furious; he does not control himself; he does not listen to anyone and does not take anything into account, he rushes ahead.

In this example, the red color, which is a symbol of rage, is transmitted using the component “qan” (blood). This expression actualizes its meaning on the basis of a metaphorical reinterpretation, when associations of red color arise in human perception. Such an association of blood with red is found in the Karakalpak language, and in English, rage and anger are not transmitted using the lexeme "blood".

The highest degree of rage can be traced in the English expression, in which this emotion is accompanied by actions: rip and tear – to tear and throw, to rage [A.V. Kunin, 1967, p. 765]:

In Karakalpak he most common way to convey a person's rage and anger is the lexeme “ashıw” in a number of expressions: ashıw ústinde – in anger.

A hot-tempered person is nominated by the phrases: ashıwı tez – a hot-tempered person ; ashıwı shıqtı(keldi).– he got angry.

In Karakalpak phraseology, a hot-tempered and irritable person is also nominated by the following expressions: qızba – hot-tempered, angry, nervous (person); ashıwı tez – hot-tempered, irritable, angry, nervous person; shırtıldaq, tırıs– you can't say a word to him; he is nervous, irritable.

A person who is unstable in an emotional state is nominated by the expression birde biye, birde túye – sometimes in the mood, sometimes not.

In the Karakalpak language, there are a number of phraseological units with the key component “jin” (demon), which denote negative emotions, such as nervousness and irritability: jini shıqtı (keldi, atlandı) – he was nervous; he was in an irritated state; he was angry, jinine tiyiw – to act on nerves; play on nerves; irritate, infuriate, anger; annoy someone, harass someone, cause inconvenience, embarrass, spoil the mood; jinin keltiriw – harass, lead to a lost state, infuriate; irritate.

Often, rage is accompanied by humiliation and resentment of an innocent person, when an angry person “vents” his anger on innocent people: záhárin shashıw – to angrily attack someone; to pour out anger; to be angry; to break anger.

Rage is associated with red: turn purple with rage – to turn red from rage [A.V. Kunin, 1967, p. 739]; be on the rampage – to be in an extremely excited state, to rage [A.V. Kunin, 1967, p.741].

In Karakalpak there is the expression “qızıl jilli” which denotes a mad person.

Anger also refers to negative emotions, because of which you can “break” on an innocent person and offend him: payın alıw, óshin alıw – to break smb’s annoyance, take revenge.

Love, which is considered the highest human feeling and a divine gift, is recorded in a large number of lexical, phraseological and paremiological units. Love can be mutual and one-sided. Note that in both languages, most linguistic units denote one-sided love, for example: kewil qoyıw (berıw) – to fall in love; to love with all heart; to love with all soul; surrender to love with all soul.

Often, one-sided love is transmitted with the help of hyperbole and metaphorization, as for example, in the following expression: ıshqı otında kuyiw (janıw, órteniw – to burn in the flame of love; to suffer in separation.

Despite the frequent unrequited love, this feeling gets a positive assessment: jan-táni menen súyiw (jaqsı kóriw) – to love fervently, to love with all hear; janinan artıq (janınday) jaqsı kóriw – to love very much.

Happiness is the most positive and beautiful emotional state of a person. In all languages of the world, including the English and Karakalpak languages we are studying, there are expressions denoting this divine gift. So, in the Karakalpak language, PhU baxtı ashılıw “to plunge into happiness; to enjoy happiness”.

Positive emotions include high spirits, joy and fun: kewil jazıw – have fun.

Here are other Karakalpak examples that denote fun: kewli tastı – he was amused; he was in a good mood; his mental boredom was dispelled; he was happy.

Thus, in the phraseology of the English and Karakalpak languages, a large number of units describing a variety of human emotions have been identified. They are actively used in a literary text, which is a source of studying the vocabulary of the character and the author, as well as a link between them.

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THE IMPORTANCE OF USING LANGUAGE GAMES IN TEACHING VOCABULARY

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Vocabulary is the important part of English language teaching and learning because without eough vocabulary students cannot understand others or communicate their own ideas. It is repeatedly understood that learning many words is only useful for writers and speakers, but the reality is that everyone benefits from it, both personally and professionally.

Vocabulary has many definitions such as English skill. According to Richards and Renandya [7]:

“Vocabulary is a core component of language proficiency and provides much of the basic for how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discourages from making use of language learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different context, reading, or watching television.”

As Nurjan Jalgasov mentioned, with the help of proverbs in human's cognition various images are created as well as people's feeling and sufferings are reflected in the surrounding of objects and people of the world. Proverbial constructions are created by people but they are registered in language system in special dictionaries. Proverbs are able to demonstrate language bearers' culture and national spirit of the language [5].

In other word, vocabulary is the most essential of many aspects language. When people have large knowledge about vocabulary, they better in many aspects automatically. And also, they can be more confident to use their ability. So, learners need to learn seriously because without vocabulary and acquiring strategies that used they will be found difficulty in English skill.

In this vein, there are many techniques and methods that can be used to introduce vocabulary. However, there are many factors that should be taken in consideration concerning the manner of introducing new items. Furthermore, when teachers want to make their students remember new words; they should present them in context, practice them and revise them to avoid forgetting. So, the learning of vocabulary items depends on the way they are presented and the way they are revised.

Teaching vocabulary is not easy as we think. We have to find the way to deliver material in a good way, which is why the teacher supposed to be creative in vocabulary. Thornberry [9] mentions some techniques for remembering word in teaching vocabulary. They are using mnemonic or often called key word by picture, word card, guessing from context, coping strategies for production, using dictionary, spelling rules (usually using dictionary that used to check it), keeping record, motivating.

Teaching methods and learning strategies have been developed worldwide with the express purpose of improving students‟ English ability [2]. Using games is one such method and it is a popular contemporary trend.

According to The Longman Dictionary of Language Teaching and Applied Linguistics [8], games are defined as "an organized activity that usually has the following properties: a particular task or objective, a set of rules, competition between players, and communication between players by spoken or written language". Language games are not aimed to kill time or break the ice between teachers and students. Hadfield [3] said games are "an activity with rules, a goal and an element of fun".

A game should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do. Games ought to be at the heart of teaching foreign languages, games should be used at all the stages of the lesson, provided that they are suitable and carefully chosen. Games also lend themselves well to revision exercises helping learners recall material in a pleasant, entertaining way.

Games provide language teachers with many advantages when they are used in classroom. One of these advantages is that learners are motivated to learn the language when they are in a game.

McCallum [6] emphasizes this point by suggesting that "games automatically stimulate student interest, a properly introduced game can be one of the highest motivating techniques." Games are advantageous at this point because they reduce anxiety, increase positive feelings and improve self-confidence because learners do not afraid of punishment or criticism while practicing the target language freely [1]. Games are useful and effective tools that should be applied in vocabulary classes. The use of vocabulary is a way to make the lessons more interesting, enjoyable and effective but the teacher has to consider the best game for the students.

One useful strategy to encourage learning a foreign language is using language games. When using games in the classroom, it is beneficial for teachers to have a complete understanding of the definitions of games, which usually are defined as a form of play concerning rules, competition, and an element of fun. Teachers should also consider the advantages of games: the ability to capture students' attention; lower students' stress; and give students the chance for real communication.

Lastly teachers need to assess how to use games appropriately in the classroom. It is important to choose an appropriate time and integrate them into the regular syllabus and curriculum.

Wright et.al [10] state that "game is an activity which entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others." The statement

above suggests that the teachers must bring the games when they are teaching the English language. In order to the students are not feeling bored and lazy when they are learning English.

There are some types of games for the language learners from Wright et.al [10], they are:

a) Care and share

'Caring and sharing' games include all those games in which the learners feel comfortable while sharing personal information with other learners. These games relate more to invitation than a challenge.

b) Do: move, mime, draw, obey

The learner is expected to do something non-verbally in response to a read or a hear text.

c) Identify: discriminate, guess, speculate

The learner is challenged to identify something which is difficult to identify or to hypothesize about something which is then compared with the fact.

d)Describe

The learner is challenged to describe something to another learner, by speaking or writing, so well that the other learner can do something, for example, draw a picture.

d) Connect: compare, match, group

The learner is challenged to connect, compare, match or group various items of information, perhaps picture or texts, objectively or subjectively.

f) Order

The learner is challenged to put various bits of information into an order of quality and importance, subjectively or objectively, or to put texts, pictures, objects, into a developmental sequence, also subjectively or objectively.

g) Remember

The learner tries to remember something and then communicate what he or she has remembered.

h) Create

The learner is challenged or invited to make a story, write a poem or produce some other kind of material using their imagination.

Where each type of pictures has their own use that could be applied to the students, and it is important to the teacher that using games as media to understand well which picture can be used for their students.

According to Huyen [4] there are some advantages of games especially in teaching vocabulary: "First, games bring in relaxation and fun for students, thus help them learn and retain new words more easily. Second, games usually involve friendly competition and they keep learners interested. These create the motivation for learners of English to get involved and participate actively in the learning activities. Third, vocabulary games bring real world context into the classroom, and enhance students' use of English in a flexible, communicative way."

Based on the statement above, games are very useful for the learners while they are learning English. Learning English can be easier and the students can be open mindedly. Even they do not understand about the meaning of the games it can make the students seek to understand how to play the game. So, all of the students take part to play the game.

Classifying games into categories can be difficult, because categories often overlap. Hadfield [2] explains two ways of classifying language games. First, she divides language games into two types: linguistic games and communicative games. Linguistic games focus on accuracy, such as supplying the correct antonym. On the other hand, communicative games focus on successful exchange of information and ideas, such as two people identifying the differences between their two pictures which are similar to one another but not exactly alike. Correct language usage, though still important, is secondary to achieve the communicative goal.

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МӘДЕНИАРАЛЫҚ ҚАРЫМ-ҚАТЫНАСТАҒЫ КОНСТРАСТИВТЕРДІҢ ҚОЛДАНЫСЫ (ҚАЗАҚ, ОРЫС, АҒЫЛШЫН ЖӘНЕ АРАБ ТІЛДЕРІ КОНСТРАСТИВТЕРІНІҢ ТІЛАРАЛЫҚ БАЛАМАЛЫҒЫ НЕГІЗІНДЕ)

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Оппозициялық семантикаға құрылған қарама-кайшылықты барлық жағынан жеткізе алатын тіліндегі қарама-қарсы бірліктерді номинациялау дәстүрін жалғастыра алатын контрастивтер термині гипероним термин (араб тілінде- әл-аддад) ретінде ұсынылды. Қазақ, ағылшын және араб тілдерінің контрастивтерін топтастыру барысында салғастырылатын тілдердің антонимдері оппозиция әдісі арқылы талданып, олар градуалды, приативті және эквиполентті түрлерге жіктелді. Үш тілде де эмоционалды-бағалауыштық энантионимдер номинативті энантионимдерге қарағанда өнімділік сипатымен айрықшаланады.

Термин «констративы», который может продолжить традицию именных единиц на языке, который может быть выражен в противоположность семантическим противоречиям, был представлен в качестве термина «гипероним» (на арабском языке-аль-аддад). В ходе классификации констративов с казахского, английского и арабского языков, были исследованы антонимы сопоставляемых языков методом оппозиции и подразделились на градуальный, привативный и эквиполентный виды. В отличие от номинативных энантионимов, эмоционально-рациональные энантионимы отличаются качеством продуктивности во всех трех языках.

The term of a kontrastiva which can carry on tradition of personalized units in language which can be expressed contrary to semantic contradictions was submitted as the term a hyperonym (on Arab al-addad). During classification of kontrastiv from the Kazakh, English and Arab languages, antonyms of the compared languages were investigated by method of opposition and were subdivided into gradual, private and equipollent types. Unlike, nominative enantionim, emotional and rational enantionim differ in quality of efficiency in all three languages.

Қазақ, ағылшын және араб тілдеріндегі узуалды антонимдер градуалды, приативті және эквиполентгі антонимдерге ажыратылып топтастырылды. Бұл жүйелеудің негізі универсалды болғандықтан, қазақ, ағылшын және араб тілдеріне ортақ. «Градуалды антонимдер белгілі бір қасиеттің, сапаның ең соңғы шегіне дейінгі дәрежесін білдіреді. Олардың арасында аралық мағыналарды білдіретін бір немесе бірнеше компонент болуы мүмкін. Бұл аралық мүше қасиет-сапаның өлшемдік шкаласының дәл ортасында орналасып, сапа белгісінің қарама-

қарсы полюстерінің аралығындағы қалыпты жағдайды білдіреді» - (мұздай - суық - салқын - жылы -ыстық). Мысалы, Үйдің жылы-суығын қыс түскенде білесің,

Ағайынның алыс-жақынын іс түскенде білерсің.

Best late than never- Ештен кеш жақсы

Ма фиш жадид билә қадим (Ескісі жоқтың жаңасы болмас).

Талданған материалдар нәтижесі қазақ, ағылшын және араб тілдерінде градуалды антонимдердің өнімділігін көрсетті. Бұл түрге жататын антонимдердің тілдегі сандық көрсеткіштерінің арасалмағы бірдей (795 - қазақ тілінде,790–ағылшын,785-араб тілінде) және олар салғастырылатын тілдердегі антонимдердің негізгі бөлігін құрайды. Мысалы, үлкен-кіші, ыстық-суық, алыс-жақын, жақсы-жаман, азаю-көбею, арзан-қымбат, бай-кедей т.б., go-stop, good-bad, pelf-evil, тауил-қасир (ұзын-қысқа), сақилун-суубун (жеңілдеу-ауырлау) және т.б.

Привативті антонимдер градуалды антонимдердің компоненттері сияқты бірін-бірі жоққа шығаратын нышандарға ие, бірақ олардың арасында аралық элемент болуы мүмкін емес. Привативті антонимдердің элементтері білдіретін сипаттың екі ұғымның көлемі бірдей болып немесе біріге келіп, осы тектік ұғымның бүкіл көлемін қамтиды; бұл қатарға әр түбірлі (бойдақ-үйленген, әйел-еркек, өз-өзге, өлі-тірі, women-men, wife-hussband, сакит-қаил (үндемейтін-сөйлейтін), сахих-қата (дұрыс-қате) және түбірлес (абыройлы-абыройсыз, мәлім-беймәлім, сабырлы-сабырсыз, pleasant- unpleasant, sanitary- unsanitary, well-unwell, timely-untimely, сахих- ғаир сахих (дұрыс-дұрыс емес), мааруф-ғайр маруф (белгілі-белгісіз) лексемалар енеді.

Антонимдерді топтастыруда қарама-қарсы мағыналы аффикстері бар сөздерді привативті антонимдердің қатарына қосуға бола ма деген сұрақ туындауы мүмкін. Алайда, тілдік жүйе мұндай көзқарасқа сыймауы ықтимал. Мәселен, білімді-білімсіз, әлді-әлсіз жұптарында теріс мағынадағы аффикстің болуы оларды привативті антонимдер түріне жатқызуға мүмкіндік бермейді, себебі, осы сөздермен белгіленіп отырған ұғымдардың арасында аралық мүше бар: білімді - білімі шамалы - білімсіз, әлді - әлі аз - әлсіз; small- smaller-very small, big-biger-very big, ақилун- қаллилу ақли-қамқа.

Аталған жұптар арасында мүше болуы мүмкін емес антонимдерден

сапалық сипат та ерекшеленеді: жүйелі-жүйесіз, кауіпті-кауіпсіз, мәдәнииун-бидун pleasant- unpleasant, sanitary- unsanitary, well-unwell, timely-untimely, мәдәнииун (әдепті-әдепсіз), маруф-ғейру маруф (таныс-бейтаныс).

Зерттеу жұмысында қазақ, ағылшын және араб тілдеріндегі привативті антонимдер ауқымды тілдік деректер арқылы талданды. Олар жиілігі жағынан градуалдылардан кейінгі орында тұрады (310 - қазақ тілінде, ағылшын тілінде- 300, 345 - араб тілінде), араб тіліндегі привативтер негізінен осы тілдің құрылымдық-типологиялық ерекшеліктерімен байланысты болып келеді. Қазақ тілінің префиксалды привативтері арасында араб тілінен енген сездер басым белігін құрайды. Расмииун-ғайру расмииун (ресми-бейресми) т.б.

Эквиполентті антонимдердің арасында қолданыстық машық арқылы қалыптасқан ассоциативті қарама-қарсылық орын алады. Мұндай

қарама-қарсы қоюшылық тілді қолданушының санасында кос компонент

сияқты орын алады. Мысалы, Алтау ала болса, ауыздағы кетеді,

Төртеу түгел болса, төбедегі келеді.

Эквиполентті антонимдер құрамына іс-әрекеттің, белгілі бір күйдің

қарама-қарсылығын білдіретін лексемалар: түсу-міну, көтерілу-құлау, сату-

сатып алу, to go- to stop, to take- to put, to sit down- to get up, катаба-масаха (жазу-өшіру), саада-асафа (қуану-ренжу), нама-истайхаза (ұйықтау-ояну), лексикалық конверсивтер: жеңу-жеңілу, үйрену-үйрету, дараса-дарраса (оқу-оқыту), қаидун-мақуудун (басқарушы-басқарылушы), жыныстық, туыстық нышандары: ұл-қыз, ата-ана, mother-father, son-daughter, әббун-уммун (әке-шеше), ибнун-бинтун (ер бала-қыз бала), тәулік уақыты: таңертең-кешке, day-nigt, иаумун-ләйлун-(күндіз-түн), әлеуметтік қатынастары: патша-азамат, king-slave, раббун-абдун(қожайын-құл) т.б. бойынша компоненттері қарама-қарсы қойылған, бір-бірінен мағыналық жағынан өзара байламды жұптар енеді. Эквиполентті антонимдер жиілік

тұрғысынан алғанда ең өнімсіз қатарды құрайды (45 - қазақ тілінде, ағылшын тілінде-55, 70 - араб тілінде).

Тілдік құрылымда антоним болмайтын сөздер мәтінде қарама-қарсы қойылып, стилистикалық антонимдер деп танылады. Қазақ тіл білімінде контекстуалды антонимдердің маңызы туралы мәселе А.Қ. Жұмабековаңың еңбегінде жүйеленген. Араб тіл білімінде контекстуалды антонимдер С.Ж. Әбу Хадыр және Ф.А. әл-Қаръан сияқты ғалымдардың еңбектерінде қарастырылған.

Контекстуалды антонимдер әр алуан тілдік және тілден тыс себептерге байланысты контексте бір-біріне қарама-қарсы қойылады. Мұндай антонимдер сөйлеу барысында контекстуалды мағынага ие бола отырып, бір рет қана қолданылады. Олардың өзара қарама-қарсылығын жасайтын құрылымдардың және формальды құралдары міндетті түрде болуы қажет. Осыған байланысты олар контекстен тыс екінші рет қолданылмайды: Мысалы, Үй иесі мейірлі отырса, қонақ көңілді отырады. Өзге елде сұлтан болғанша, өз еліңде ұлтан бол. Балалы үй базар, баласыз үй қу мазар.

Қазақ, ағылшын және араб тілдеріндегі энантионимдер таралуына қарай жалпы тілдік және диалектілік, ал функционалдық ерекшеліктеріне қарай номинативтік және эмоционалды-бағалауыштық энантионимдер деп бөліп топтастырылады.

Қазақ әдеби тіліңде энантионимдердің көлемі басым болғанымен, диалектілік энантионимдердің де өзіндік орны бар екенін айта кету керек, біз жинақтаған диалектілік энантионимдердің сандық көрсеткіші 60-ка жуық.

Мәселен, әжептәуір сөзі диалектілерге тәп-тәуір, жап-жақсы, кәдімгідей және нашар, келіссіз, жағымсыз деген энантиосемиялық мағыналарда жұмсалады. Өзі ауданда істейді екен. Әжептәуір қызметкер дейді. Демалыс алып, осындағы нағашысының үйіне қонаққа келіпті (Т. Ахтанов, «Дала сыры»). Оның әйелі әжептәуір кісі екен, жекіп тастады (КТАС, 97).

Сондай-ақ, қазақ тіліндегі диалектілік энантионимдерден «қыз бала» және «ер бала, жігіт» мағыналарында жұмсалатын балдыз сөзі, «ұнамсыз, жағымсыз» және «жақсы, тамаша» деген мағыналарды аңғартатын ерсі сөзі, «әйел» және «ер адамдар, бір топ адамдар» деген мағынада жұмсалатын жамаат сөзі (ҚТАС, 131), бас және адам денесінің бастан басқа бөлігі деген мағыналардағы келде сөзі (ҚТАС, 311), сондай-ақ, көке, тәте т.б. сөздерді атауға болады.

Ағылшын тіліндегі энантионимдердің болуының негізгі себептерінің бірі – ағылшын тілінің варианттылығының көптігімен түсіндіріледі. Ағылшын тіліндегі энантионимдердің сандық көрсеткіші 70-ге жуық сөзді құрайды. Мысалы, double bed сөзінің екі адамдық төсек, ерлі зайыптылар жатын орны және екі бөлек төсек, ажырасқан, екіге бөлінген төсек деген энантиосемиялық мағыналары варианттар арқылы қалыптасқан. Айталық, Американдық вариантта double bed ажырасқан, екіге бөлінген екі төсек деген мағына білдірсе, Англия вариантында адамдық төсек, ерлі зайыптылар жатын орны деген мағына береді.

Араб тіліндегі энантионимдердің көлемі басым болуының негізгі себептерінің бірі - араб диалектілерінің көптігімен түсіндіріледі. Араб тіліндегі диалектілік энантионимдердің сандық көрсеткіші 200-ге жуық сөзді құрайды, олар жұмыста деректік материалдар негізінде кеңінен талданды. Мысалы, сәмид- сөзінің көңіл көтеруші, ойын-сауық құрушы, ойнаушы және қайғылы деген энантиосемиялық мағыналары диалектілер арқылы калыптасқан. Айталық, Йемен диалектісінде сәмид- көңіл көтеруші, ойын-сауық жасаушы деген мағына білдірсе, Тунис диалектісінде қайғылы деген мағына береді. Мұндай энантионимдер қатарын (түннің) келуі және кетуі деген энантиосемиялық мағынадағы ас'аса, өгей қыз және өгей шеше секілді қарама-қарсы мағыналы рабибатун, шөлдеген және тойған мағыналарды аңғартатын эн-наыш, қараңғы және жарық деген мағыналы эс-судфә- сияқты т.б. сөздер мен толықтыруға болады.

Энантионимдерді жіктеудегі маңызды критерийлерінің бірі - олардың мағыналық ерекшелігін есепке алу болып табылады. Бұл критерийге сәйкес номинативтік және эмоционалды-бағалауыштық энантионимдер болып бөлінеді.

Номинативтік энантионимдер контрарлы, комплементарлы қарама-қарсылықты, сонымен қатар іс-әрекеттің, белгінің және қасиеттің қарама-қарсылық бағытын білдіреді.

Мағынаның контрарлы қарама-қарсылықты білдіретін лексикалық бірлігі өнімдірек топ болып табылады. Номинативтік энантионимдер сөз мағынасының дамуы нәтижесінде пайда болады да, ол көбінесе етістіктерге тән болады.

Номинативтік энантионимдердің семантикалық компоненттерін: 1) пайда болу-жоғалу; 2) қосылу-бөліну; 3) тазалау, сырлау, әрлеу-бүлдіру, былғау; 4) әкелу-әкету; 5) айыру-қосу, 6) бір орында болу-ол орыннан алысқа ұзап кету.

Осы орайда оппозициялық семантикаға құрылған қарама-кайшылықты барлық жағынан жеткізе алатын және ағылшын тіліндегі қарама-қарсы бірліктерді номинациялау дәстүрін жалғастыра алатын контрастивтер термині гипероним термин ретінде ұсынылды.

Араб тіл білімінде де аталған тілдік бірліктер терминологияда ортақ эл-аддад терминімен беріліп келді.

Тілдік парадигмадағы құрылымдық ұйымдасуы және таңбалық тұрғыдан берілуінде өзіндік ерекшеліктерге ие антонимдер мен энантионимдердің феномендік белгілерін анықтау нәтижесінде араб тіліндегі антонимдерді әт-тәкабул эд-дәлэли, ал энантионимдерді эл-аддад деп атау қажеттілігі дәлелденді.

Қазақ, ағылшын және араб тілдерінің контрастивтерін топтастыру барысында салғастырылатын тілдердің антонимдері Н.С. Трубецкойдың оппозиция әдісі арқылы талданып, олар градуалды, приватавті және эквиполентті түрлерге жіктелді.

Ағылшын және араб вариантгары мен диалектілерінің аймақтық тұрғыдан кең таралуына және экстралингвистикалық факторлардың әсеріне байланысты қазақ тіліне қарағанда, энантионимдердің көлемі әлдеқайда артық. Үш тілде де эмоционалды-бағалауыштық энантионимдер номинативті энантионимдерге қарағанда өнімділік сипатымен айрықшаланады.

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METAPHORICAL REFLECTION OF THE CATEGORY EMOTION IN ENGLISH AND KARAKALPAK LANGUAGES

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Metaphor is a tool used in any situation to deconstruct scientific systems, recognize abstract ideas, and make information attractive and motivating. Metaphors are used to explain invisible

phenomena and concepts by replacing them with more familiar areas, and to illustrate the similarities and differences between specific concepts, principles and methodologies [5].

Most expressions that are often used to express abstract concepts are created using metaphors. This allows speakers of any language to discuss the highest levels of understanding. Research shows that metaphors can also influence our lives, influencing not only our language, but also our thoughts and actions.

We can say that we reject other people's actions and opinions and defend our own with comparisons. Thus, metaphor is an important element of linguistic communication and imperceptibly penetrates into people's everyday lives.

According to Richards, the main task of metaphor is to conceptualize language [2]. Metaphorical images help us create a structure of perception and determine our interactions with the world and people.

Our conceptual framework plays an important role in shaping our everyday reality. If we accept the idea that our conceptual structure is largely based on metaphors, then we must be aware of how much they influence our thoughts, feelings and behavior.

According to Nurjan Jalgasov, with the help of proverbs in human's cognition various images are created as well as people's feeling and sufferings are reflected in the surrounding of objects and people of the world. Proverbial constructions are created by people but they are registered in language system in special dictionaries. Proverbs are able to demonstrate language bearers' culture and national spirit of the language [4].

The main purpose of this study is to compare the category of emotionality and its metaphorical reflection in English and Karakalpak languages. Given that emotions are considered the foundation of communication, and language is the most accurate form of communication, understanding metaphor and its cultural and emotional components is of particular importance for identifying and understanding English and Karakalpak languages.

Research shows that the experience of feelings and emotions has a significant place in human life. However, depending on the culture, there are different approaches to conceptualizing and expressing emotional experiences. For example, representatives of different language groups associate their emotions with different parts of the body. For some, it may be the heart or liver, and for others, the stomach or even the neck. As a result, the ways in which people express their emotions can change [1].

Taking into account that language communication is the most significant and complex form of communication in which people participate throughout their lives, it is logical to assume that emotions play a key role in the development and use of language.

Native speakers of each language have special words and their variations that they use to convey mood and emotions. As a result, examples taken from speeches in both languages were given.

For example, in English, anger, sadness, fear, pleasure, and love are the main emotions, and, from the point of view of Kövecses, common metaphors used to express anger are "fire", "madness", "enemy", "animal" and "natural force" [3].

While in the Karakalpak language, metaphors associated with anger and love are "qabaq (dene ag`zasi)", "qar", "Murin", "Jalin" ``ko`zqarasi`` `` jurek``.

For example, Anger is a hot fluid in a container: she is a boiling case in anger.

"Ashıwı murnınıń ùstine shıǵıw". Nasiyba sàl nàrsege ashıwlanadı, onıń ashıwı murnınıń ustinde turadı.

Anger is a burden: He carries his anger around with him.

"Qabaǵınan qar jawıw". Onıń ǵazebi kelgeni sonshelli, qabaǵınan qar jawıp tur. Metaphors describes love are: "I love you from the bottom of my heart`` shin jurekten suyemen ‘’ko`zimnin qarasi`` apple of my eye``

The use of metaphors helps to shape the structure of perception, and also defines our interaction with the outside world and other people. Therefore, the category of emotionality is a key component of the metaphor. A comparison of the category of emotionality and its metaphorical reflection in the

English and Karakalpak languages showed similarities and differences in the types and application of metaphors.

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THE CONCEPTUAL SPHERE IN THE ASPECTS OF LINGUACULTURE IN BOTH ENGLISH AND KARAKALPAK LANGUAGES

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Language and culture are intricately intertwined, shaping the way individuals perceive and interpret the world around them. The conceptual sphere within a language reflects the unique cultural values, beliefs, and experiences of its speakers [1].

Also proverbs reflect various spheres of human activity. In some theoretical issues proverbs called proverbial constructions (as in the present manuscript) or paremiological units. All of them are equal in meaning. They convey people's knowledge and life experience from generation to generation for many, many centuries [7]. In this article, we explore the conceptual sphere in both English and Karakalpak languages, highlighting the fascinating interplay between language and culture.

I. Understanding the Conceptual Sphere:

The conceptual sphere refers to the set of concepts, ideas, and categories that form the foundation of a language. It encompasses words, expressions, and linguistic structures that encapsulate the cultural worldview and societal norms of a particular community [1]. The study of the conceptual sphere provides valuable insights into the linguistic and cultural dimensions of a language.

II. Linguaculture in English:

1. Cultural Influences on English:

English, as a global language, has been significantly influenced by diverse cultures and societies throughout history. The conceptual sphere of English reflects this amalgamation, incorporating lexical borrowings, idiomatic expressions, and cultural references from various sources [2].

2. Individualism and Independence:

English places a strong emphasis on individualism, personal achievements, and independence. Concepts such as "self-made," "individual rights," and "freedom of expression" are deeply embedded in the language. These linguistic expressions highlight the cultural values of autonomy and individual agency [3].

3. Pragmatism and Directness:

English tends to be pragmatic and direct in its communication style. The language values clarity, efficiency, and getting straight to the point. Expressions like "cut to the chase," "get down to business," and "tell it like it is" exemplify this linguistic characteristic, reflecting a cultural preference for straightforwardness [4].

III. Linguaculture in Karakalpak:

1. Cultural Specificities of Karakalpak:

Karakalpak is a Turkic language spoken by the Karakalpak people in Central Asia. The conceptual sphere of Karakalpak is deeply rooted in the nomadic lifestyle, traditions, and values of the community [5].

2. Nomadic Heritage and Nature:

Karakalpak language and culture are closely linked to the vast steppes, deserts, and the nomadic way of life. Concepts related to the natural environment, animal husbandry, and survival in harsh conditions hold significant importance in the language. Terminologies for different types of livestock, weather patterns, and land formations are prevalent in the Karakalpak conceptual sphere [6].

3. Hospitality and Kinship:

Karakalpak culture places great emphasis on hospitality, respect for elders, and strong familial bonds. These values are reflected in the language through expressions of greetings, honorifics, and kinship terms. Linguistic structures and idiomatic expressions related to family, friendship, and community form an integral part of the Karakalpak conceptual sphere [8].

IV. Comparing the Conceptual Spheres:

1. Differences in Cultural Values:

English and Karakalpak cultures exhibit distinct values and priorities, which are reflected in their respective conceptual spheres. While English emphasizes individualism and directness, Karakalpak culture values communal ties and harmonious coexistence with nature [9].

2. Conceptual Gaps and Translation Challenges:

Due to the differences in the conceptual spheres, translating certain concepts between English and Karakalpak can pose challenges. Nuances, idiomatic expressions, and culturally specific references may be difficult to capture accurately in translation, highlighting the importance of cultural competence in effective communication [10].

Conclusion:

The conceptual sphere in language reflects the intricate relationship between language and culture. Both English and Karakalpak languages exhibit unique conceptual spheres, shaped by the cultural values, traditions, and experiences of their speakers. Exploring these conceptual spheres enhances our understanding of the linguistic and cultural diversity that enriches our global society, fostering effective intercultural communication and appreciation.

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INGLIS HÁM QARAQALPAQ TILLERINDEGI ELIKLEWISHLERDIŃ QURÍLÍSÍ BOYÍNSHA TÚRLERI

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Bizdi qorshaǵan ortalıqta ushıraytuǵın hár túrli qubılıslar menen zatlardıń soqlıǵısıwlarına yamasa tiri janzatlardıń shıǵarǵan hár qıylı seslerine eliklew, sonday-aq sol qubılıslar menen tiri janzatlardıń, adamlar menen maqluqatlardıń sırtqı kórinisi menen qiymıl-háreketi, háreketleriniń túrli kórinislerin súwretle nátiyjesinde payda bolǵan sózler eliklewishler dep ataladı.

Qaraqalpaq tilindegi eliklewish sózler dúzilisine qaray dara, jup, tákirar bolıp bólinedi.

a) Dara eliklewish sózler

Dara eliklewishler tilimizde keń qollanıladı. Bul sózler gápte belgili mánige iye bolıwı menen seslik qurılısı, aytılıw intonaciyası jaǵınan basqa sózlerge uqsas emes. Dara eliklewishler belgili intonaciya menen aytılǵan jaǵdayda onı basqa sózlerden ajıratıwǵa boladı. Bul sózler gáptegi negizgi hám kómekshi feyiller menen kóbirek dizbeklesip keledi. Máselen:1. Judırıqtay bası keregege saq etip tóbesin uslay sala dárriw shókke tústi (T. Qayipbergenov). 2. Dosbergenniń qulaq shekesine tayaq shaq ete qalǵanda kóziniń aldı tınıp otıra qaldı (A. Begimov). 3.Saq ǵarǵa saǵaǵınan. 4. Mal shaqınan, adam peylinen (Naqıl).

Mısallardaǵı saq, shaq sózlerin salıstırıp qaraǵanımızda bulardıń jazılıwları seslik sostavı jaǵınan birdey bolǵan menen aytılıwları, gáptegi mánileri bir-birinen ózgeshe. Birinshi hám ekinshi misaldaǵı saq hám shaq sózleri intonaciya menen aytılǵan hám kómekshi feyiller menen dizbeklesip, eliklewish sóz xızmetin atqarıp tur. Al úshinshi, tórtinshi mısallardaǵı saq, shaq sózleri intonaciya menen aytılmaydı, atlıq sózler menen dizbeklesken. Sonday-aq –tıq –taq, -shar-sar usaǵan sózlerde aytılıwı boyınsha hám gápte sózler emen dizbeklesiwine qaray hár túrli máni ańlatadı. Dara eliklewish sózlerdıń qanday túri bolsada ses yamasa kórinistiń tez, jıldam hám bir ret bolǵanlıǵın bildiredi.

Dara eliklewishlerde buwın sanı birdey bolıp kele bermeydi. Olar bir buwınlı hám eki buwınlı bolıp keledi. Bir buwınlı dara eliklewishler ses penen kórinistiń tez, jıldam bolǵanlıǵın ańlatıw menen birge bul sózler seske hám kóriniske eliklewish sózlerge tán bolıp esaplanadı.

Bir buwınlı dara eliklewishler bir neshe seslerdiń dizbeklesiwinen payda boladı. Sol ushın olardıń sostavında qanday seslerdiń bolatuǵınlıǵın biliwge tuwra keledi. Bir buwınlı dara eliklewishlerden dúzilisi boyınsha úsh hám tórt sesten ibarat boladı. Úsh sesten dúzilgen dara eliklewishler ses penen kórinistiń qısqa bolǵanlıǵın ańlatadı. Bul gruppaǵa kiretuǵın sózler seske eliklewishlerdiń sostavında kóbirek gezlesse, al kóriniske eliklewishlerde az sanda ushırasadı.

Mısalı: topm, tars, sharp, tars, jarq, jalp, bıǵır, qıshır, tısır, gúsir, t.b.

b) Jup eliklewish sózler

Jup eliklewishler komponentleri hár qıylı (mánili, mánissiz sózlerden) bolıp, ulıwmalıq hám túrli máni ottenkaların bildiredı. Sonlıqtan bunday sózler ses penen kórinisti hár túrli formada ańlatadı. Jup eliklewishlerdiń mánileri tákirar eliklewish sózlerdiń mánilerine sáykes kelmeydi [1;105].

Mısalı: Ol esikti tars-turs urdı. Misaldaǵı tars-turs sózi arqalı esiktiń birde qattı, birde ásten qaǵılǵanı bilinip tur. Al “Ol esikti tars-tars urdı” –dep aytılǵanda esiktiń bir qálipte qayta-qayta urılǵanlıǵı seziledi.

Qaraqalpaq tili boyınsha jıynalǵan faktlerge tiykarlanıp, jup eliklewishlerdi tómendegidey etip grupplaraǵa ajıratıladı:

1. Komponentleriniń mánili hám mánissiz sózlerden bolıwı,
2. Komponentlerdegi seslerdiń orın almasıwları,
3. Jup eliklewishlerdiń affikslerdi qabıl etiwleri [2;40].

1. Birinshi komponenti mánissiz jup eliklewishler kóbinese eki buwınlı bolıp keledi hám tilimizde az ushırasadı. Bunday eliklewishlerdiń birinshi komponenti dara turǵan da tolıq máni

ańlatpasa, ekinshi komponenti jekke túrinde jeterli mánige iye boladı. Mısalı: Maman biy sızatlanǵan soqpak shetine atın aydanqırap barıp, ashıqlıqta ıbır-jıbır iyne shanıshqanday kógergen suyriklerdi qamshısınıń ushı menen kórsetti (T. Qayıpbergenov). Adamlar apır-topır jabırlasıp jurnalǵa tigildi (J. Saparov).

2. Ekinshi komponenti mánissiz jup eliklewishler tilimizde kóbirek qollanıladı. Bul gruppa ǵa seske hám kóriniske eliklewish sózlerdiń kópshilik túri kirip, olar bir buwınlı hám eki buwınlı bolıp keledi.

Bir buwınlı jup eliklewishler bir neshe sestiń dizbeklesiwinen payda bolǵanlıqtan, ol sózlerdiń neshe sesten dúzilgenligin anıqlawǵa tuwra keledi. Bir buwınlı jup eliklewishler ush hám tórt sestiń dizbeginen payda boladı. Úsh sesten dúzilgen jup eliklewishler seske eliklewdi bildirse, olar onsha kóp ushıraspaydı. Úsh sesten dúzilgen jup elikleuwishler sestiń bir qálipte shıqpay hár túrli bolıp shıqqanlıǵın bildiredi. Mısalı: taq-tuq, shaq-shuq, dań-duń, jań-juń t. b.

Shaq-shuq etip,
taq-tuq etip,
Talpınadı aldına (J. Aymurzaev).

Toǵaydıń túpkirinen taq-toq etip urılǵan balta sesleri esitiledi (T. Qayıpbergenov).

c)Tákirar eliklewish sózler

Tákirar eliklewish sózlerdiń komponentleri seslik ózgerislerge ushıramay aytıladı. Bunday sózlerdiń seslik qurılısı, aytılıw intonaciyası hám gáptegi mánisi boyınsha basqa formadaǵı tákirar sózlerge uqsas emes. Tákirar eliklewish sózler belgili dawıs intonaciyası menen aytıladı, eliklenetuǵın kórinistiń hám shıqqan sestiń bir neshe ret qaytalanǵanlıǵın bildiredi. Al eliklewish sózlerden basqa sózler bolsa, olardıń intonaciya menen aytılıwı shárt emes. Ol sózler is-hárekettiń kóp bolǵanlıǵın bildiredi. Tákirar eliklewishlerdiń seslik qurılısı, aytılıwı birdey bolǵan menen mánileri bir- birine usas emes. Mısalı: Telefon shır-shır etti. Shırıldawıq shır-shır aynaldı. Stanoklar zır-zır etti. Dóńgelekler zır-zır aynaldı.

Keltirilgen mısallardaǵı dáslepki shır-shır, zır-zır sózleri seske eliklewdi bildirip, al sońǵıları kóriniske eliklewdi ańlatadı.

Tákirar eliklewishlerdiń elp-elp, eńk-eńk, ız-ız, ars-ars, ańq-ańq t. b. usaǵan túrleri dawıslı sesten baslansa, mılja- mılja, ińgá-ińgá usaǵan azı-kem sózler dawıslı seske pitedi.

Tákirar eliklewishler duzilisine, sózdegi buwınnıń sanına qaray úsh bólimge ajıratıladı:

1. Bir buwınlı eliklewishlerdiń tákirarlanıwı: Azanǵı salqın shamaldıń esken páti menen qamıs qoralar ız-ız etedi (K. Sultanov).

2. Eki buwınlı eliklewishlerdiń tákirarlanıwı: Minaw qumannıń izi ǵoy – degeni sol, qamıs arasınan bir qurbaqa mırıq-mırıq dedi (Sh. Seytov).

3. Bir buwınlı eliklewishlerdiń bir neshe ret tákirarlanıwı: Gúldıń dál túbin shókelep shúndikten lıq-lıq-lıq ettirip suw quydı (Sh. Seytov) [2;45].

Inglis tilinde onomatopoeialar dúzilisi boyınsha dara (single) hám reduplikativ (tákirar) formaları bar. Mısalı: tweet(sayraw), cough (jótel), meow-meow (miyaw-miyaw), quack-quack (ǵıyıq-ǵıyıq).

Inglis tilinde birikken sózlerdiń kópshiligin eliklewishler (onomatopoeia) quraydı. Seslerdiń tákirarlanıwı hám ózgeriwin óz ishine alǵan júdá kóp onomatopoeik birlikler (blah-blah, chitter-chatter, snip-snap, flip-flap) bar. Kóp sanlı reduplikativ onomatopoeik sózlerdiń qáliplesiwleriniń bar ekenligi kóplegen ilimpazlar tárepinen kórsetip berilengen. A. A. Reformatskiy bılay dep jazadı : “Inglis tili tákirarlanıwshı sózlerge bay bolıp, olar tolıq hám (tiykarınan onomatopoeialar): “quack-quack”- ǵıyıq-ǵıyıq (úyrekler), “jug-jug” - búlbúldiń sayrawı yamasa matordıń sesti, “plod-plod” - attıń tuyaǵınıń sesti, tick-tick – saattıń tıqıldısı; tolıq emes (dawıslı seslerdiń ózgeriwi): “wig-wag” – bayraqtıń signalı, “zig-zag” – zig-zag, flick-flock – ayaq kiyimniń toqıldısı, “riff-raff”- sayaq-sandıraq, sonday-aq bul qatarǵa “ping-pong”- stol tennisi atıda kiredi [3;287].

I.V. Arnold sonıń menen birge, inglis tilindegi onomatopoeik sózler ushın reduplikativ dúziliske iye sózlerdiń xarakterli qubılısı haqqında pikir bildirip ótedi. Ilimpaz olardı 3 toparǵa ajıratadı:

1) tuwra reduplikativ sózler (hush-hush, quack-quack);

2) ablaut tákirar sózler (chit-chat, pow-wow);

3) uyqas tákirar sózler (razzle-dazzle) [4;130].

Tuwra reduplikativ sózler geyde usınıs etilgeni sıyaqlı, onomatopoeik túbirleri kúsheytiwshi tásirde tákirarlaw menen sheklenip qalmaydı. Tiykarınan, bul ápiwayı óz aldına bolǵan formalar bolıp, onomatopoeik túbirler hám ekinshi dárejeli morfema bóleklerdi óz ishine alǵan júdá aralas gruppa bolıp tabıladı: “hush-hush” – sır, “mur-mur” – mıńǵırlap sóyleniw, pooh-pooh – tfu-tfu.

Ablaut tákirar sózler – bul egiz túbir morfemalar, geyde ekinshi dárejeli morfema strukturalıq bólekte basqa dawıslı ses penen tákirarlanadı. Ádetdegi ózgerisler [ı]— [æ] dawıslı sesler arqalı ámelge asadı: “chit-chat” - ósek aytıw, “dilly-dally”- qurı ótkeriw, “knick-knack” – mayda-shúyde, “riff-raff”- sayaq-sandıraq, “shillyshally” – taysalańqılıq, “zigzag” – zigzag, hám [i], [o] seslerindegi ózgerisler : “ding-dong” – qońırawdıń shıńǵırlısı, “ping-pong” – stol tennisi, “singsong” – ıńıldap qosıq aytıw, “tiptop” – joqarı dárejede.

Uyqas tákirar sózler – eki elementten quralǵan (kóbinese ekinshi dárejeli morfemalar) sózlerdıń dizbeklesiwi: “boogie-woogie” – bugi-vugi (jazzdıń túri), “harum-scarum” – jeńil minezli, “helter-skelter” – asıǵıp-úsigip, “hoity-toity” - oylanbastan, “humdrum” – birgelki, zerigerli, “hurry-scurry” - ala-pasır, bıǵan-jıǵan, “hurdy-gurdy” – dıńǵır-dıńǵır, “lovey-dovey”- súykimli, shın kewilden, “mumbo-jumbo” – mıńq-sıńq gáp (ósek).

Juwmaqlap aytatuǵın bolsaq, eliklewishler dúzilisi boyınsh inglis hám qaraqalpaq tillerinde bir neshe túrleri ámelde bar bolıp, qaraqalpaq tilinde dara, jup hám tákirar eliklewishler bar. Inglis tilinde dara hám reduplikativ (tákirar) túrleri bar. Bul qurılısı boyınsha eliklewishlerdiń túrleri forması jaǵınan derlik bir-birinen parıq etpeydi. Olar bul eki tilde de dawıslar hám qubılıslardıń tez, jıldam bolıwına qaray sáykes formada qollanıla beredi.

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ПРАГМАТИЧЕСКИЙ АСПЕКТ ЛЕКСИЧЕСКОЙ ФОРМЫ СЛОВА

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Фоновые знания носителей языка и культуры, как правило, ассоциируются с языковыми единицами, прежде всего со словами. Язык выступает здесь в качестве хранилища коллективного опыта народа как носителя. С помощью языка фоновые знания передаются от поколения в поколение, осуществляя связь времени. В этом и заключаются коммуникативная функция языка, позволяющая выступать ей также в меморативной функции, как памяти народа.

Слово в своем значении является средоточием знаний народа носителя об окружающей действительности, причем эти знания выявляются не только через денотативное/сигнификативное значение слова, но и через весь комплекс ассоциации, связанных с обозначаемым словом-предметом, во всей широте его лексического фона.

Лингвострановедческая теория слова исходит из положения, что значение слова определяется лексическим понятием и лексическим фоном. Лексическое понятие рассматриваются здесь как мыслительное содержание, мыслительный образ, который ассоциируется с обозначаемым предметом и складывается в сознании носителя языка и их культуры (в пределах и на основании национальной культуры). Поэтому значение соответствующего ему слова по своему объему, содержанию, коннотации и отношением с другими членами лексико-семантической системы национально и своеобразно. Отсюда вывод,

чем подтверждаются данные психологии и психолингвистики: при владении двумя и более языками в мышлении билингва образуются понятия, которые соответствуют словам только одного языка, и не может быть понятий, которые бы полностью выразились эквивалентными словами всего языка в целом.

Как отмечает Нуржан Жалгасов, сопоставление английского, узбекского и каракалпакского языков на паремиологическом уровне позволит не только раскрыть типологические черты соответствующих языков в организованной системе, что является необходимым условием для создания коммуникативно равноценных сопоставлений, но и выявить этнокультурные, связанные с национальным духом и менталитетом, особенности сравниваемых языков [4; 138-143].

При сопоставлении группы слов иностранного языка, содержащих национально-культурный компонент, с соответствующими словами родного языка, можно проследить качественные различия присущих им культурных компонентов, являющихся выражением материальной и духовной культуры общества обслуживаемого данным языком. Семантическое проникновение в специфические черты иностранного языка является основной предпосылкой лингвистического обоснования лингвострановедения.

Отбирая содержательные единицы обучения, необходимо выявить их лингвистическую, коммуникативную и страноведческую ценность. Каждая учебная единица может содержать в себе национально-культурный компонент. Многие понятия, относящиеся к повсеместно распространенным предметам и явлениям, имеют в своем составе национально-культурную семантическую долю, и делает такие слова национально-маркированными. Например, спецификации восходящие к топонимам: Cape-Cod cranberries – клюква с мыса Кейп-Код, Georgia peaches – персики из штата Джорджия, Idoho potatoes – айдахский картофель, Saratoga chips – хрустящий картофель по-саратогский, Yukon time – юконское время.

При сопоставлении лексических понятий выделяются 1) межъязыковые (которым соответствует эквивалентная лексика); 2) понятия, совпадающие лишь в одних значениях и разнящиеся во всех других; 3) понятия, которые ни имеют соответствий в другой культуре. Такие понятия обозначаются без эквивалентной лексикой [1:179]. Однако не следует думать, что только без эквивалентная лексика, обозначающая реалии национально своеобразна и составляет единственный объект лингвострановедения. Фактически любое слово национально своеобразно не только как лексема, не имеющая точного соответствия даже в близкородственных языках, но и как семема. Слова обычно имеют не только аналоги в других языках, совпадая лишь частично в своем предметом содержании, но они могут различаться коннотациями и лексическим фоном.

Выделение лексики со страноведческим культурным компонентом значения весьма условно, так как фактически любое слово, являясь частью лексико-семантической системы языка обслуживающей данный культуру, национально окрашено и поэтому трудно провести границу между его общечеловеческим и национально-культурным компонентами значения. Даже в приводимых Е.М.Верещагиным и В.Г.Костомаровым примерах слова, обозначающие понятия, свойственные всем людям (солнце, рождения, рука и т.д.) или населению группы стран (снег, галстук, телефон и т.д.), при сопоставлении языков совпадают только частью своих значений. Лексический фон слова, в котором представлены фоновые знания, выступает как особый вид значения слова.

Семантика слова в лингвострановедении мыслится как единство лексического понятия и лексического фона, который воспринимается как совокупность всех относимых к слову сведений, имеющихся в массовом сознании носителей языка. Лексически фон определяет место слова в лексической системе его сочетаемость, деривационные связи. В частности, развитие значений слова, как правило, определяется не понятийными семантическими долями, а фоновыми.

Лексический фон имеет индивидуальный статус, т.е. он входит в сознание конкретного человека, будучи фиксатором знания. Однако в основе индивидуального лексического фона лежат фоновые знания, присущие всем носителям данного языка и культуры. Объектом

лингвострановедения являются ассоциации не индивидуальные, а массовые, кодифицированные в качестве языковой нормы, общепринятые в среде носителей данного языка и культуры.

При сопоставлении понятий, например «дом» - англ. house, нем. Haus , и в кк. уй, жай, ассоциаты по отношению к слову «дом» (типа кирпичный, блочный, панельный, камышовый и т.д.) вполне сопоставимы с ассоциациями в соответствующих языках и их называют межъязыковыми.[2]. Но ассоциаты, которые описывают традиционное жилище (log, caben, ranch, cottage – изба, хата, кк. шопкер), его устройство (форточка – slash window айнек, айна – window), как правило, оказываются национально культурными, свойственными лишь одной культуре и отсутствующими в другой.

Лексический фон по своей сути явление культурно-языковое. Без знания лексического фона слова невозможно раскрытие смысла полтекста и различного рода аллюзий, импликаций, а иногда невозможно понимание самого слова в его предметном значении. Фоны слов в исходном языке и языке адресата могут часто не совпадать: например, во Франции такси черного цвета, в нашей стране обязательно с шашечками, в США – желтого цвета.

Теория лексического фона, впервые выдвинутая и обоснованная Е.М.Верещагиным и В.Г.Костомаровым, позволяет объяснить частичные различия в национально-культурной семантике языковых единиц сопоставляемых семантике языков, прояснить картину с реалиями и квазиреалиями, полными и частичными реалиями и т.д. Собственно реалиями считаются слова, не имеющей понятийных соответствий в сопоставляемых языках. А квазиреалии – это слова, по терминологии В.П. Конецкой [3], не совпадающие своими лексическими понятиями из-за несовпадения отдельных семантических долей, которые В.П. Конецкая называет второстепенными признаками. Рассматривая реалии в плане идиоматичности языка и выделяя при этом денотативную идиоматичность присущую словам и словосочетаниям, который обозначают реалии, можно сделать вывод, что она определяется национально-культурным семантическим долями, входящими в состав лексических понятий, обозначаемых этими словами. При сопоставлении языков можно выделить группу слов, совпадающих своим предметным значением, но не совпадающих коннотациями. Коннотативную лексику можно считать разновидностью фоновой лексики. Коннотации выражаются не в безэквивалентной лексике, а в словах, обозначающих одинаковые предметы в сопоставляемых культурах. Коннотативные реалии в лингвистике изучены крайне слабо. Свое выражение они находят в компонентах значений слова, в оттенках слов, в экспрессивно-эмоционалыных обертонах, в словесной внутренней форме и т.п., обнаруживаемых языках.

Различия в коннотативных значениях слов объясняются, прежде всего, культурно-этнографическими особенностями, присущими народам разных стран. Так, одних и тех же животных различные народы могут наделять различными качествами. А что касается коннотации и символики, то это можно нагляднее всего продемонстрировать на пример американизмов, относящихся к природно-географической среде. Например, некоторые называния иные коннотации из-за связанных, но в США они получили несколько иные коннотации из-за связанных с этими птицами народных поверий: cuckoo’s call – кукование кукушки предсказывает девушке, сколько ей осталось до свадьбы (у русских – сколько лет человеку осталось жить), воркование голубки (turtle dove) под окном – к дурным вестям. Ласточка (swallow), вьющая гнездо под карнизом крыши, приносит счастье дому, если она покидает гнездо – берегись пожара.[7].

Понятие фоновых знаний имеет непосредственное отношение к прагматическому аспекту лингвистики и тесно смыкается с проблемой пресуппозиции. Как и пресуппозиция, фоновые знания предопределяют закон экономии языка. Гораздо больше информации человек воспринимает в процессе общения, чем она явно выражена в тексте, причем, чем больше известно собеседникам о предмете речи, тем менее пространным может быть само сообщение.[5]. В зависимости от адресата сообщения строится само сообщение. «Сообщая о чем-то, мы всегда предполагаем реакцию собеседника, основываясь от того, передаем ли мы его ребенку, другу, официальному лицу или незнакомцу.[6]. Это закономерность прагматики

находит свое выражение в особенностях внутри культурной коммуникации, в отличие от межкультурной, когда иностранец может владеть основами языка, но не культурным фоном.

В заключении следует отметить, что лингвострановедение как область лингвистики, изучающая выраженную в языке национальную культуру, тесно смыкается с прагматикой, как и прагматика она ждет своих исследователей.

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TIL XABARDARLÍǴÍ TÚSINIGI HÁM MAZMUNÍ

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Barlıq adamlar tildi qabıl etkennen soń sóylewdi baslaydı hám bul sanasız process bolıp tabıladı. Olar grammatikanı bilmegen hám tildi qanday qılıp qollanılǵanın túsindire almaǵan halda tildi paydalana baslaydı. Biraq, basqa tildi úyreniw waqtında tildi úyreniw sanalı processke aylanadı óytkeni olar álleqashan ana tilin úyrengen hám tildi úyreniw ushın bazalıq bilimge iye boladı. Shet tilin iyelew ana tilin meńgergennen sońǵı sanalı process esaplanadı. Shet tilin úyreniw hám úyretiwde til xabardarlıǵı áhmiyetli esaplanadı. Britaniya mekteplerindegi oqıwshılardıń til sawatxanlıǵına bolǵan qáweteri hám olardıń bilimin anıqlaw hám jetilistiriw Til Bilimlendiriwiniń Milliy Kongresiniń tiykarǵı máselesi etip ana tili hám shet tillerin úyretiw belgilendi, tildi úyretiwdegi mútajliklerdi til xabardarlıǵı tiykarında muwapıqlastırıw kózde tutıldı hám til xabardarlıǵına “til tábiyatı hám onıń roline insánnıń sezgirligi hám sanalı túrdegi xabardarlıǵı” degen túsinikti beredi.

Kollinz inglis tili sózliginde “xabardarlıq” yaǵnıy bir nárseni biliw hám ańlawdı eki túrli dárejede bildiredi: birinshiden oylaw hám bayqaw sebepli biliw, ekinshiden esitiw, kóriw, seziw arqalı ańlaw. Longman inglis tili sózliginde “xabardarlıq” túsinik hám bilimge iye bolıw, jeke hám átiraptaǵılar túsinigin kórsetiw mánisin bildiredi. Til úyreniwshiniń xabardarlıǵı til qubılısına qatnasıw, onıń ózgesheliklerin bayqaw, til haqqında oylaw, túsinik hám bilimge iye bolıwdan baslanadı. Psixolingvistik tárepten til xabardarlıǵınıń til úyreniwdegi áhmiyetin tómendegishe táriyiplegen[3:101]:

Yaǵnıy úyreniliw kózde tutılǵan tilge birinshi dıqqat qaratıladı hám sol tilde bayqaw payda boladı, nátiyjede xabardarlıqqa erisiledi. Til haqqında xabardarlıqqa iye bolǵannan soń túsinip tildi úyrenedi.

Til xabardarlıǵın engiziw 1980- jıllarda baslanǵan bolsa, 1994-jılı Til xabardarlıǵı associaciyası dúzildi hám onıń vebsaytında til xabardarlıǵına anıqlama berdi: til xabardarlıǵı til haqqında anıq bilim hám tildi úyreniw, úyretiw hám oqıtıwda sanalı qabıllaw hám sezgirlik”. Bul túsinik “Britaniya til xabardarlıǵı háreketi” tiykarshısı professor Erik Xawkins tárepinen engizildi hám ol til xabardarlıǵınıń maqseti ana tili bilimin janlandırıw hám sonıń menen birge ana tili hám shet tili bilimlendiriw arasında baylanıs ornatıw dep kórsetti. Ol til xabardarlıǵında fokus oqıtıwshıdan oqıwshıǵa ótiwi kerek hám oqıwshı shet tilin úyreniwinde til haqqında, onıń funkciyaları hám adam

ómirindegi roli haqqında sorawlardı beriwge intalandırılıwı hám tildiń túrli qubılısları tuwralı aniq ádiske iye bolıwı kerek ekenligin kórsetti hám til xabardarlıǵı wazıypaların islep shıqtı[2:95] :

1. Baslawısh hám orta mektep til jumısı ortasında baylanıs ornatıw;
2. Til bilimlendiriwinde inglis tili ana tili, ekinshi til hám shet tili sıpatında úyretiliwi;
3. Oqıwshılardı til haqqında izleniwge shaqırıw;
4. Ata-analardıń balanıń til rawajlanıwında tásiri

Til xabardarlıǵı metodika sıpatında Wright, Bolitho, Borg, Gnutzman tárepinen rawajlandırıldı. Wright hám Bolitho til xabardarlıǵın "til hám tilde paydalanıw, onıń ámeliyat ushın baylanıs hám tásirin izertlew bolıp esaplanadı. Olardıń metodikalıq strukturası oqıtıwshılarǵa, treynerlerge, kásipti oqıtıwda tildiń fundamental bilimin jaratıwǵa qaratıladı. Til xabardarlıǵı oqıtıwshılardıń dıqqatın lingvistik qubılısqa qaratıw hám tildi izertlewge iytermelew yaǵnıy tildegi aldıńǵı bilim hám jańalıqlarǵa tiykarlanıw, tildi hártúrli usıllarda kóriw, tildi izertlew bolıp tabıladı [1:5].

Wright hám Bolitho pikirine tiykarlanıp Borg til xabardarlıǵı tiykarında shet tillerin oqıtıwdaǵı principlerin izertlegen. Til xabardarlıǵınıń sıpatlarına túsinik berip baslı fokustı tildiń úyreniliwine qaratıp tilde úyreniw dinamik qubılıstıń turaqlı izertleniwi dep kórsetedi. Ol til xabardarlıǵınıń baslı ózgesheliklerin tómendegishe kórsetedi: 1) dinamik qubılıstıń dawamlı izertlewi sıpatında tildi úyreniw; 2) tilde úyreniwdiń áhmiyetli quralı sıpatında til haqqında sáwbetlesiw; 3) úyreniwshige baǵıtlanǵan izertlew eń nátiyjeli process sıpatında; 4) nátiyjeli xabardarlıqtı jetilistiriw ushın úyreniwshiniń kognitiv aktivligi; 5) úyreniwshiniń til bilimin hám dawamlı jeke úyreniw kónlikpesin rawajlandırıw. Til xabardarlıǵın pedagogik qural sıpatında procesler dizbeklerinde til úyreniwdi jetilistiriw metodologıyası. Lingvistik, bilimlendiriw hám psixologiyalıq principler klasqa baǵıtlanǵan pedagogik ádis sıpatında til xabardarlıǵına talap bar ekenligin kórsetti hám til xabardarlıǵına baǵdarlanǵan oqıtıwdıń birqansha qásiyetlerin atap ótti [4:1]:

1) Til xabardarlıǵı úyreniwshilerdiń til haqqındaǵı dáslepki túsiniklerin bahalaw arqalı olarǵa tildi mánisli qabıl etiwi imkaniyatın beredi;

2) Til xabardarlıǵı úyreniwshilerge til hám tildi úyreniwdiń kognitiv hám gumanistik qaraslardı engiziw hám tildi úyreniwdi motivacion hám kognitiv mashqalalı qılıw arqalı jeke pikirdi aytıw hám social baylanıs ushın tildi anıq hám kreativ paydalanıwǵa iytermelew;

3) Til xabardarlıǵı úyreniwshilerdiń tildi izertlew hám nátiyjelerdi bólisiwge iytermelew arqalı til úyreniwdi interaktiv qılıw;

4) Til xabardarlıǵı úyreniwshilerdiń til maǵlıwmatın analizlew hám gipotezaların tekseriw hám jaqsılaw arqalı jeke til túsinigin tekseriwdi rawajlandırıw;

5) Kóp ólshemli til xabardarlıǵı tildiń morfologiya, fonetika, semantika, sintaksis hám basqada hár bir aspektin qamtıp, til analizi ushın keń imkaniyat jaratıw;

6) Til xabardarlıǵı úyreniwshilerdiń tilde aktiv izertlew arqalı jumısına iyelik etiw hám jeke baylanıstı keńeytiw;

7) Til xabardarlıǵı til úyreniw resurslarına baylanıs beriw arqalı úyreniwshilerdiń dawamlı óz-betinshe úyreniw kónlikpesin rawajlandırıw.

Joqarıda atap ótilgen sıpatlamalarǵa tiykarlanıp til xabaradarlıǵı til bilimi hám til sanası túsiniklerinen tikkeley parıq qıladı til haqqındaǵı bilim emes al tildi úyreniw hám úyretiw procesinde áhmiyetli hám nátiyjeli orın iyelep til qubılısına tásir etetuǵın barlıq faktorlardı anıqlap tildi meńgeriwge hám onnan paydalanıwǵa tiykar boladı.

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ИНГЛИС ҲӘМ ҚАРАҚАЛПАҚ ТИЛЛЕРИНДЕГИ ИНТЕЛЛЕКТУАЛЛЫҚ ИСКЕРЛИКТИ ГЕЎДЕЛЕНДИРИЎШИ СУБСТАНТИВ ФРАЗЕОЛОГИЯЛЫҚ БИРЛИКЛЕРДИҢ СТРУКТУРАЛЫҚ ӨЗГЕШЕЛИКЛЕРИ

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Нокис мәмлекетлик педагогикалық институты таяныш докторанты

Инсанның интеллектуаллық искерлиги көплеген пәнлердиң, атап айтқанда психология, философия, физиология ҳәм, әлбетте, филологияның үйрениў объекти болып табылады. Тил билими шеңберинде когнитив искерлик, яғныйпикирлеў процеслериниң геўделениў қәсийетлерин анализ етеди, сондай-ақ лингвомәдениятаныў аспекти көзқарасынан инсанның когнитив қәбилетлерин аңлатыўдағы мәдений өзгешеликлеризертленеди. Бул мақсетте илимпазлар ушын фейил фразеологиялық бирликлер үлкен қызығыўшылық оятады. Бунда олардың интеллектуал операцияларының бөлек басқышлары ҳәм түрлерине атамалар менен анықлама бериўи арқалы өзгешеленеди.

«Ойлаўшы субъекттиң белгили бир мағлыўматтың қабыл етиўи кейинги когнитив ҳәрекетлердиң избе-излигин келтирип шығаратуғын айырықша «басланғыш»басқыш болып табылады», деп пикир жүритеди Н.А.Баева, И.Г.Варламенколар, яғный «ҳәр бир фразеологиялық бирликтиң белгили бир компоненти «баслаўшы» болып, онда ақыл ҳәм интеллектуал процеслердиң комбинациясы - ядлаў, пикирлеў, ойда сәўлелендириў сыяқлы ҳәрекетлер пайда болады» [Баева, Варламенко 2017:54-58].

«Бул фразеологиялық бирликлердиң когнитив-салыстырмалы изертлениўи <…> идиоэтникалық өзгешеликлерин көркем сәўлелендириўши ҳақыйқатлық субъектиниң «универсаллығы, нейтраллығы» менен сыпатланады. Бунда биз инсанның когнитив искерлигин геўделендириўши фразеологиялық бирликлер интеллект, интеллектуаллық искерлик, ақыл, когнитив қәбилетлер тийкарында үйрениў мақсетке муўапық» деп атап өтеди С.С.Исакова [Исакова 2013:42-46].

Талқыланып атырғанфразеологиялық бирликлердиң структуралық - семантикалықөзгешеликлерин анализ қылыў тийкарында интеллектуаллық искерликти сыпатлайтуғын субстантивфразеологиялық бирликлердиң төмендеги классификациясы ислеп шығылды.

Субстантив фразеологиялық бирликлер: бул топардағы интеллектуаллық искерликти геўделендириўшифразеологиялық бирликлердиң структуралық-семантикалықталқысы пикирлеў, анализ қылыў ҳәм интеллектуаллық процеслердиң басқа өзгешеликлеринсыпатлайтуғын дүзилис ҳәм мәнилерди үйрениўге қаратылған. Бундай анализ фразеологиялық бирликлердиң лексикалық қурамы, грамматикалық дүзилиси, семантикалықмазмунларын үйрениўди өз ишине алады. Интеллектуаллық искерликти геўделендириўши субстантив фразеологиялық бирликлерге мысаллар менен бирге олардың структуралық ҳәм семантикалықталқысы келтириледи:

Басты аўыртыў

Қурамы: “бас” атлық сөзине “–ты” ийелик сеплигиниң қосымтасы жалғанып “аўыртыў” фейили менен дизбеклесип келеди (Атлық + Фейил);

Мәниси: қурамалы мәселе үстинде ойланыў, бир шешимге келиў ушын когнитив искерликтиң шыңына жетиў.

Басын (мийин) айландырып жүр

Қурамы: “бас” атлық сөзге “–ын” тартым сеплигиниң қосымтасы жалғанып “айландырыў” фейили менен дизбеклесип “жүр” примитиви менен жасалған (Атлық+Фейил+примитив);

Мәниси: анықлық киритиўге имкан берместен, шалғытып когнитив искерликке унамсыз тәсир етиў.

Бул группаға киритилгенкогнитив искерликти әмелге асырыў бойынша фразеологиялық бирликлердиң қурамы тийкарындағы субстантив топарда қарақалпақ тилиндеги мысаллар толық атлық сөз шақабынан дизбеклесиўи анықланды. Бул топарның фразеологиялық бирликлери унамлы мәниске ийе болып, ҳәр түрли интеллектуал ҳәрекетлерди орынлаўға ылайық болған саналы, оператив шахсты сыпатлайды: ққ. желкесинде басы бар, алтын басы бар, басы сағат, ингл. a brain box, a bright spark,smart cookie, clever clogs, clever boots.

Желкесинде басы бар

Қурамы: “Желке”, “бас” атлық сөзлери “бар” примитиви менен биргеликте дизбеклесип жасалған (Атлық+Атлық+Фейил);

Мәниси: бул сөз дизбеги ҳәм туўра мәниде ҳәм аўыспалы мәниде қолланылады.

Когнитив искерликти алып барыў ушын тийкарғы қурал “бас” тың физиологиялық формаданжелке үстинде турған жағдайда ғана өзиниң ўазыйпасын атқарыўы нәзерде тутылады.

Алтын басы бар

Қурамы: “Алтын” атлығы “бас” атлығы менен примитив “бар” жәрдеминде дизбеклесип келеди.

Мәниси: “Алтын бас” күшли интеллект ийеси ҳәм жүдә дана инсанды аңлатады. Бул фразеологиялық бирлик ирониялық мазмунда көп қолланылады. Фразеологиялық бирлик қурамындағы “алтын” компонентиниң мифологиялық өзгешеликлери менен де байланыслы екенлиги сыпатланады.

Басы сағаттай ислейди

Қурамы: “Бас”, “сағат” атлық сөзлер ҳәм “ислеў” фейил сөзи дизбеклеседи. “сағат” атлық сөзине “–тай/дей” адъектив фразеологиялық бирликти жасаўшы тийкарғы қарақалпақ тилиндеги қосымта қосылыў арқалы жасалған.

Мәни: метафоралық мазмундағы фразеологиялық бирлик болып. Оның бул формада қәлиплесиўи сағаттың анық ўақытты көрсетиўи себеб болып, тынық ақыл, шеберлик пенен өз ўақтында когнитив искерликлерди атқара алатуғын инсанға қарата қолланылады.

Бул фразеологиялық бирликлер қарақалпақ тилиндеги мәдений өзгешеликке ийе екенлиги анық, соның менен бирге олардың сөз дизбеги сыпатында даайырмашылықларға ийе болып, ол да болсаолардың структурасында ҳәм морфологиялық өзгешеликлеринде есапланады. Жәнеде, бундай структуралық-семантикалық анализ сөз дизбеклердиң контексттеги ўазыйпасы ҳәм мәнисин терең түсиниўинежәрдем бериўи анықланды.

A brain box. Қурамы: “box” ҳәм “brain” атлығы менен дизбеклесип жасалған (article+Noun+Noun);

Мәниси: refers to a person with a highly intelligent or thoughtful mind, suggesting someone who is knowledgeable or a person solve/жүдә саналы ямаса ойшаң пикирге ийе болған адамға қарата қолланылады, билгир ямаса билим тийкарында усыныс бериўши адам.

A bright spark. Қурамы: “bright” келбетлик сөзге “spark” атлықпенен дизбеклесип жасалған (article+Adj.+Noun);

Мәниси: describe someone who is clever, quick-witted, or innovative. It refers to positive and energetic intelligence/Саналы, өткирақыллы ямаса инновациялық адамға қарата қолланылады. Унамлы ҳәм қуўатлы интеллект тәрийпленеди.

Smart cookie. Қурамы: “smart” келбетлиги ҳәм “cookie” атлығы менен дизбеклесип жасалған (Adjective+Noun);

Мәниси: signifies an intelligent and capable person, often used in a positive and affectionate manner/саналы ҳәм ақыллы адамды аңлатады, көбинесе унамлы ҳәм меҳрли минез-хулықты аңлатыў ушын қолланылады.

Clever clogs. Қурамы: “clever” келбетлиги ҳәм “clogs” атлығы менен дизбеклесип жасалған (Adjective+Noun);

Мәниси: informal and playful expression for a person who is perceived as being clever or knowledgeable/саналы ямаса билгир деп есапланатуғын шахс ушын рәсмий болмаған ҳәм ҳәзил сыпатындақолланылады.

“clogs” лексикалық бирлиги аўыспалы мәниде ирониялы мазмунда қолланылған.

Clever boots. Қурамы: “clever” келбетлиги ҳәм “boots” атлығы менен дизбеклесип жасалған (Adjective+Noun);

Мәниси: this expression playfully denotes someone who is smart or quick-witted/ҳәзил-дәлкек тәризде саналы ямаса тез ойлайтуғын адамға қарата қолланылады. “Clever clogs” идиоматикалық бирлиги мазмунында қолланылады. “Boots” компоненти өзгеше ирониялық мазмунды аңлатады.

Субстантив фразеологиялық бирликқурамы тәреплтен туўры келиўши, бирақ унамсыз мәнидеги субстантив фразеологиялық бирликлер ушырайды, олардың мәнилерине қысқа сыпатлама берилетуғын болса, бунда көбирек қарақалпақ тилиндеги фразеологиялық бирликлер пәс интеллектуал қабилетти аңлатса, инглис тилиндеги фразеологиялық бирликлер ирониялық мәниде келиўи анықланды: маўбас шай мий, қабақ бас, самсам, қум гелле.

Бундайфразеологиялық бирликлери унамлы коннотациядағы мәниге ийе болып, түрли интеллектуал ҳәрекетлерди әмелге асырыўға ылайық, саналы, оператив шахсты сыпатлайды. Усыған уқсаған бир қатар фразеологиялық бирликлер өзиннен саналырақ көриниске умтылып атырған адамларға салыстырғанда мысқыллаў ямаса наразылық тәризде қолланылыўы мүмкин, бул болса басқаларды ғәзеплентиреди. Соған көре, инглис тилиндеги сөзликлерде бул жағдайда “ҳәзил”, “ирониялық”, “қолланыўға болмайтуғын”, “жек көриўши”, “уялтыўшы” сыяқлы маркерлер мененбелгиленеди. Жоқарыда келтирилген фразеологиялық бирликлерден тысқары ирониялық мазмундағы қосымша бирликлерди келтириў мүмкин: ққ. билеўиктиң мәйегин жеген, инг. clever Dick (с.с.«ақыллыДик»),a smart alec / aleck (с.с. «ақыллы Алек»), a bright spark.

Қарақалпақ тилиндеги фразеологиялық бирликлердиң бул топарындағы дерлик барлық түрлеринде тийкарғы компонент “бас” болып, олар көбирек интеллектуаллық ҳәрекетти геўделендиреди. Ал, инглис тилиндеги фразеологиялық бирликлер бул топарда унамлы коннотацияға ийе болып, олар ақыллы, зийрек, ҳәр түрли ойлаў операциясын әмелге асыралатуғын қәбилетли адамды сыпатлаўшылар есапланады: инг. a brain box, a bright spark (жарық ушқын), smart cookie (ақыллы печенье), clever clogs, clever boots (ақыллы аяқ-кийим). Бул талқыға тартылған инглис ҳәм қарақалпақ тиллериндеги фразеологиялық бирликлер арқалы геўделенген “интеллект” концептин көбирек сөз шақапларынан келбетлик сыпатлайды (smart, bright, clever, witty, full, ақыллы, билимли, если-ойлы, баслы, мийли), булар “жоқары интеллектуал қабилет” ти аңлатыўы анықланды.

Түрли тиллердеги фразеологиялық бирликлерди талқылаў, олардың мәнилери ҳәм дүзилисин салыстырмалы үйрениўге қаратылған изертлеўлер ҳақыйқаттан да тиллердиң өзгешеликлерин және универсал белгилери ҳаққында жүдә көп қызықлы мағлыўматларды береди. Генетикалық келип шығыўынан түрли топарларға кириўши тиллер ортасында толық эквивалент фразеологиялық бирликлердиң кем саны дүньяның тил ҳәм мәдениятыныңөзгешелиги нәтийжеси болып табылады.

Бөлек эквивалентлер ҳәм тиллерара аналогларды үйрениў пикирлеў процеслери ҳәм интеллектуаллық искерликтиң айырым тәреплери универсал екенлигин дәлиллейди.

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THE EXISTENCE OF INTERLINGUAL LACUNARITY IN INTERCULTURAL COMMUNICATION

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Intercultural communication is essential for global interactions, trade, diplomacy, and social integration. However, despite the increasing interconnectedness of our world, language barriers persist as significant challenges. Interlinguistic lacunae contribute to these barriers and can impede effective communication between individuals who speak different languages. Understanding this phenomenon is crucial for enhancing intercultural understanding and fostering successful interactions across diverse cultures.

Defining Interlinguistic Lacunae: Interlinguistic lacunae can manifest in different ways, including lexical gaps, cultural references, idiomatic expressions, and linguistic nuances. These gaps arise due to variations in language structure, cultural concepts, historical contexts, and experiences. Such discrepancies can hinder accurate comprehension and lead to misinterpretations or misunderstandings in intercultural communication.

Impact on Communication Effectiveness: Interlinguistic lacunae have a significant impact on the effectiveness of intercultural communication. They can create communication breakdowns, impede the transmission of ideas, and lead to misconceptions or stereotypes. Inaccurate interpretations resulting from these gaps can have profound implications for intercultural relationships, business negotiations, and even diplomacy. [1;27] Recognizing and addressing interlinguistic lacunae is essential for promoting successful intercultural exchanges. Factors Contributing to Interlinguistic Lacunae: Several factors contribute to the emergence of interlinguistic lacunae. Linguistic diversity, cultural differences, historical contexts, and social norms all play a role in shaping the variations that lead to these gaps. Additionally, rapid globalization and technological advancements have exposed individuals to a myriad of cultures and languages, intensifying the challenges associated with interlinguistic lacunae.

Strategies to Address Interlinguistic Lacunae: To bridge the interlinguistic gaps and enhance intercultural communication, various strategies can be employed. These include:

a) Language Learning: Encouraging individuals to learn other languages, particularly those of cultures they frequently interact with, can help mitigate interlinguistic lacunae. Language proficiency enables better comprehension, reduces misinterpretations, and fosters empathy.

b) Cultural Awareness and Sensitivity: Developing cultural competence and sensitivity is crucial for understanding the nuances and references embedded in different languages. Raising awareness of cultural differences can facilitate clearer communication and avoid potential misunderstandings. [2;74]

c) Mediation and Translation: Utilizing professional interpreters or translators can help bridge the language gaps in intercultural settings. Skilled mediators can facilitate effective communication, ensuring that messages are accurately conveyed without losing their intended meaning.

d) Technology and Tools: Leveraging advancements in language translation technologies, such as real-time translation apps or machine translation, can aid in overcoming immediate interlinguistic challenges. While not foolproof, these tools can provide a valuable resource in reducing communication barriers.

Interlinguistic lacunae present a notable challenge in intercultural communication. Recognizing the existence of these gaps and understanding their impact is crucial for promoting effective intercultural communication. By addressing interlinguistic lacunae through language learning, cultural awareness, mediation, and technological tools, individuals can bridge these gaps and foster better understanding between cultures. Further research is needed to delve deeper into the specific types of interlinguistic lacunae that commonly occur in intercultural communication. Additionally, exploring the role of non-verbal communication and contextual cues in mitigating interlinguistic gaps would provide valuable insights into enhancing intercultural understanding. Efforts should also be made to integrate intercultural communication skills and strategies into educational curricula, professional training programs, and international business practices. By prioritizing the development of linguistic and cultural competence, individuals can navigate interlinguistic lacunae with greater ease, leading to more meaningful and successful intercultural interactions. [3;65] Acknowledging the complexity of interlinguistic lacunae, it is important to emphasize that they should not be viewed solely as obstacles but also as opportunities for cultural exchange and learning. When individuals encounter interlinguistic gaps, they have the chance to engage in dialogue, ask clarifying questions, and seek mutual understanding. By approaching these gaps with curiosity and openness, intercultural communication can become a platform for enriching cultural knowledge and fostering intercultural empathy. Furthermore, it is essential to recognize that interlinguistic lacunae are not static but evolve over time. Languages and cultures constantly adapt and incorporate new concepts, words, and expressions. Therefore, ongoing research and continuous efforts to address interlinguistic gaps are crucial to keep pace with societal changes and maintain effective intercultural communication. Lastly, interlinguistic lacunae should not be viewed in isolation from other factors influencing intercultural communication, such as power dynamics, socio-political contexts, and historical backgrounds. These factors can amplify or mitigate the impact of interlinguistic gaps. By considering the broader socio-cultural context, practitioners of intercultural communication can adopt a more comprehensive and inclusive approach to bridging interlinguistic lacunae.

As intercultural communication continues to evolve in an increasingly globalized world, it is important for researchers, educators, and practitioners to delve deeper into the study of interlinguistic lacunae. [5;104] Further empirical investigations can provide insights into the specific linguistic and cultural gaps that commonly arise in intercultural interactions, allowing for the development of targeted interventions and strategies. Researchers can conduct comparative studies to analyze the variations in interlinguistic lacunae across different language pairs and cultural contexts. By examining specific lexical gaps, idiomatic expressions, or cultural references that pose challenges in intercultural communication, scholars can identify patterns and trends, which can inform the creation of resources and tools to facilitate communication. Educators and language instructors can play a vital role in addressing interlinguistic lacunae by incorporating intercultural communication competence into language curricula. By integrating cultural components, pragmatic aspects, and awareness of interlinguistic gaps, learners can develop a more comprehensive understanding of language and culture, enhancing their ability to navigate intercultural interactions effectively.

Practitioners in various fields, such as diplomacy, business, and healthcare, can benefit from training programs that focus on intercultural communication and interlinguistic lacunae. By equipping professionals with the necessary knowledge and skills to recognize and bridge gaps in communication, organizations and institutions can foster more inclusive and successful intercultural collaborations. In addition, technological advancements offer promising avenues for addressing interlinguistic lacunae. Machine translation tools and language learning apps can facilitate real-time communication and language acquisition, helping individuals overcome immediate interlinguistic challenges. However, it is important to recognize the limitations of technology and to promote human-mediated approaches when nuances and cultural sensitivity are essential. [7;86]

Lastly, fostering a mindset of curiosity, empathy, and open-mindedness is paramount in navigating interlinguistic lacunae. Cultivating a willingness to learn from and about different cultures promotes a positive and inclusive environment for intercultural communication. Emphasizing the

value of intercultural competence and creating opportunities for cross-cultural exchanges can lead to deeper understanding and appreciation of linguistic and cultural diversity.

In conclusion, interlinguistic lacunae represent a multifaceted phenomenon in intercultural communication. By conducting further research, integrating intercultural communication into educational settings, utilizing technology appropriately, and fostering a mindset of cultural curiosity, societies can work towards bridging interlinguistic gaps and promoting effective intercultural communication. Embracing the richness of linguistic and cultural diversity is crucial for building stronger connections and fostering harmonious relationships in our increasingly interconnected world.

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РЯД НАСУЩНЫХ ВОПРОСОВ В ОБЛАСТИ СРАВНИТЕЛЬНЫХ ИССЛЕДОВАНИЙ СОВРЕМЕННОЙ ЛИНГВИСТИКИ

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Сопоставительные исследования в лингвистике имеют многовековую историю, они достаточно широко проводятся на материале разных языков, но до настоящего времени сопоставительные методы не систематизированы. Можно утверждать, что назрела необходимость теоретического осмысления сопоставительных методик и выявления потенциала сопоставительного метода и его разновидностей. Необходимо отметить, что сопоставление – общенаучный метод исследований, наряду с логическим анализом, обобщением, описанием и др. Очевидно, что в общенаучном плане систематизация сопоставительных методик разных наук невозможна, да и не имеет смысла. Но в рамках определенной науки такая систематизация возможна и необходима. Важно установить, что можно сравнивать, какие могут существовать основания для сравнения, для каких целей может использоваться метод сравнения и что он может дать для решения проблем соответствующей науки.

Рассмотрим некоторые важные аспекты применения сопоставительных методов в лингвистике, тем более что в последнее время наблюдается значительный рост интереса к сопоставительным исследованиям. Этот интерес, как представляется, связан со следующими причинами: – потребностью выявления универсальных черт языкового материала; – стремлением описать национальную картину мира носителей разных языков; – необходимостью совершенствования двуязычных словарей, где указываются национально-специфические черты семантики переводных соответствий; – интересом к изучению

национальной специфики семантики и изучением национальной специфики языкового мышления; – расширением сферы преподавания иностранных языков; – повышением интереса к языковому сознанию носителей языка и стремлением описать групповые, социальные, гендерные, возрастные и др. особенности языка и др. В области сопоставительных исследований в лингвистике наблюдается углубляющаяся дифференциация различных направлений.

Первым лингвистическим направлением, поставившем сопоставление на научную основу, явилось сравнительно-историческое языкознание, зародившееся в Германии в начале XIX века и связанное с именами Ф. Боппа и Я. Гримма, а также с именами датского лингвиста Р. Раска и А. Х. Востокова в России. «Сравнение может применяться для достижения двух различных целей: чтобы обнаружить общие закономерности или чтобы добыть исторические сведения», – писал А. Мейе [2;11]. Сравнительно-историческое языкознание представляет собой область языкознания, объектом которой является установление соотношения между родственными языками и описание их эволюции во времени и пространстве, реконструкция праязыка.

Сопоставительное описание микросистем может дать материал для преподавателя иностранного языка, но преподаватель не может использовать результаты сопоставительного описания языков в преподавании непосредственно, так как в процессе обучения используются не лексические системы в целом, а их отдельные элементы в зависимости от целей и задач данного этапа обучения. Для использования результатов сопоставительного анализа языков преподаватель должен полученный сопоставительный материал осмыслить, расчленить и подать в удобной для обучения форме. Таким образом, сопоставительное языкознание – преимущественно теоретическое направление в лингвистике. Конец XX века ознаменовался выделением из сопоставительного языкознания контрастивной лингвистики как отдельного направления. Контрастивная лингвистика развивается с 60-х гг. прошлого века, а обособляется в отдельное лингвистическое направление в последней четверти XX века. Контрастивные исследования практически всегда тесно связаны с задачами преподавания иностранных языков. Д. Болинджер писал по этому поводу: «Контрастивная лингвистика родилась из опыта преподавания. Каждый преподаватель иностранного языка знает и каждый изучающий иностранный язык скоро обнаруживает, что родной язык мешает в определённых и предсказуемых случаях усвоению второго языка» (Цит. по: [1;4]).

Существуют разные точки зрения на целесообразность терминологического разграничения сопоставительной и контрастивной лингвистики. В. Н. Ярцева употребляет термины «сопоставительная лингвистика» и «контрастивная лингвистика» как синонимы. В. Н. Ярцева подчёркивает, что второму термину отдаётся предпочтение из-за его большей традиционности и выделения несходных (контрастивных) черт [1].

Мы полагаем, что терминологическое выделение контрастивной лингвистики в современном языкознании необходимо, поскольку контрастивная лингвистика имеет свою особую цель изучения языков – выявление различий, свой метод изучения языка – от факта родного языка к фактам иностранного, и свое практическое применение в практике преподавания иностранных языков. Все это свидетельствует в пользу признания контрастивного направления особым направлением в лингвистике. Наибольший фактический материал накоплен в настоящее время в рамках сопоставительной лингвистики, контрастивные же исследования получили еще недостаточное распространение, они только начинают развиваться. Отметим, что с конца 80-х гг. прошлого века количество работ теоретического плана по сопоставительной и контрастивной лингвистике значительно сократилось, хотя практические исследования продолжаются, защищаются диссертации сопоставительного, типологического, контрастивного плана. Недостатка в сопоставительном языковом материале сейчас в лингвистике нет, но остается необходимость в теоретическом обобщении выявленных закономерностей и уточнении метода исследования (последнее позволит осуществить надежное сопоставление материалов, полученных разными исследователями). При этом именно контрастивное описание языка как прикладное

лингвистическое направление ждет от исследователей активной практической разработки. Внутриязыковое сопоставление – более позднее лингвистическое направление. Начавшись в рамках структурного описания языка (дифференциальные признаки, компонентный анализ), оно в дальнейшем стало разрабатываться в связи с антропоцентризмом, психолингвистикой, установленным фактом неоднородности языка в сознании человека, попыткой описать ментальные различия различных групп носителей языка.

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TÓLEPBERGEN QAYIPBERGENOV SHIGARMALARINDA PARALLELISM QOLLANILIWI

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Turkiy til bilimiń ásirese qaraqalpaq til biliminde stilistika, kórkemlew qurallari hám stilistikaliq figuralar máselesi hazirgi kúnniń áhmiyetli hám hár tárepleme úyreniliwi hám izertleniwi talap etilip atirǵan mashqalalardıń biri.

Biz bul maqalada Tólepbergen Qayıpbergenovtiń «Qaraqalpaq qızı», «Baxitsizlar» ham «Tusiniksizler» romanlarında qollanılǵan stilistikalıq figura sıpatında belgili bolǵan parallelizm, qollanılıwın hám shıǵarma waqıyaların, obrazların dóretiwde paydalanıw usılların úyrenip mısallardı analizlewdi maqset etip aldıq.

Parallelizm sózi grek tilinde “parallolos” – “birge júriwshi, qatarlas” – salıstırıw manisindegi qatar turgan uqsas elementlerdiń, qońsilas gáplerdin sintaksislik jaqtan birdey ornalasıwı bolıp. Parallelizm kóbinese poetikalıq shıǵarmalarda yaǵniy dastanlarda, poemalarda jiyi ushirasadı. Joqarida atap otken shigarmalardi uyreniw barisinda jaziwshi sintaksislik korkemley qurallardan juda sheber paydalanganligi guwasi bolamiz.

Rus alimi Arnold bildiriwinshe sintaksistlik parallelism – sintaktikaliq figuralardin stilistikaliq korkemlew qurali bolip ǵa qatıstı beyneli sóyleudiń stilistikalıq ádisi [1; 56]. Bul sintaksislik strukturalardıń qatar kelip qaytalanıwı, Sintaksistik qұrılımı birdey, predikattıń bir túri bar kelesi sóz tirkesteriniń arnayı ornalasuı.

Sultonsaidova ham Sharipova pikirinshe sintaktik parallelism dúzilisi birdey bolgan eki yamasa odan artıq gápler izbe-iz keledi ham bul gáplerde sózlerdiń formaları birdey bolıp, simmetriyaliq payda etedi hám tásirlilik kúsheyedi [5; 65]. Belgili bolganinday bul teksttin turli bolimleri artasidagi uqsaliq yaki kontrastti belgilewshi ham bul emo emocionalliq hám estetikaliq tasirlilik jaratiw ushin isletiliwi mumkin. Onin jaziwshi shgarmalarinda bir neshe turi ushrasadi: Sintaksistik parallelizm, semantikaliq parallelizm, syujettik parallelizm, fonetikalıqaliq parallelizm, hám strukturaliq parallelism. Bular ádebiyattaǵı parallelismniń tiykarǵı túrleri bolıp, olar avtordıń janri, usılı hám maqsetlerine qaray birlestiriliwi hám maslastırılıwı múmkin.

Sintaktik parallelizm gáp yamasa sóz dizbeginiń dúzilisin tákirarlaywdı óz ishine aladı. Mısalı, birdey yamasa uqsas gáp strukturaların tákirarlanıwı teksttiń ritmi hám sesler maslıǵın jaratıwı múmkin. Sonday-aq bul birdey grammatikaliq ham semantikaliq qurlisli qatarlas gapler boladi. Misalı: «…Quyash dún'yanıń hár jerinde hár qıylı waqıtta shıǵıp batqanı sıyaqlı, jıl máwsimleri xár jerde xár qıylı bolıp kelgeni sıyaqlı, xár dáwirdiń, xár xalıqtıń, xár awıldıń, hátte, hár kisiniń ózi ushın qol jetpes biyik shoqqısı, ózi ushın ayırısha dańǵaralı hádiyseleri bar [Túsiniksizler 4-bet] ».

Kórkem sóylew stilistikalıq qurali bolǵan sintaktik parallelizm ádebiy kórkem suwretlew qurallarina kiredi hám sintaktik konstruktsiyalardıń tákirarlanıwı, birdey sintaktik strukturaǵa iye frazalardıń, bir tiptegi predikatlardıń izbe-iz arnawlı jaylasıwı shigarmalarga ozgeshelik kirgizgen, misal: “Men keleshekke qáweterleniw menen qarayman, ótken zamanǵa sawıniw menen qarayman”

[Túsiniksizler 64-bet] ». Jaziwshi shigarmalarinda sintaktik parallelismnin waqiya ham obrazlardi jaratiwda qollanilgan bir qansha turlerine toqtap ottik.

Qarama qarsı mánili parallelizm – bunda parallelizmge mısal bolǵan sózler mánisi bir birine qarama qarsı keliwi názerge alınǵan. Mısal: Birese turkiy axun menen tereńirek másláxátleskisi keldi, birese turǵan jerinde onıń moynın burap, kopirdin astına tıgıp ketkisi keldi [Túsiniksizler 89-bet].

Uqsas mánili parallelism - gáptegi parallelizm mısalları uqsas mánili sózlerdiń qatar keliwi arqalı jasaladı. Mısal: … Ernazar alayaq yaumıtını minip, ózinıń atın jetegine alıp jolǵa tusti [Túsiniksizler 5-bet].

Birgelikli parallelism – gápte shıgarmanıń obrazlar, motivler, yamasa syujetlik elementleri qatara keledi. Mısal: «Aǵa biy» - erterektegi ata-babalardıń umıt bolıwǵa qaraǵan «aǵa biy» oyını [Túsiniksizler 10-bet].

Mánililik parallelism - gáptegi parallelizm mısalları mániles sózlerdiń qatar keliwi arqalı jasaladı. Mısal: Bir hayran qalarlıǵı: xan Aydos babanıń tárepdarlarına jaman kóz benen qarap atırǵanda, jas palwanǵa jaman kózde bolmadı, sebebi onıń ákesi Mırjıqtı Aydos babanıń ózi óltirgenligi esapqa alındı, … [Túsiniksizler 11-bet].

Seslik parallelizm gápte qatara kelgen sózler seslik qurılısı, ritm hám rifmalasıwı arqalı jasaladı. Mısal: Bas ármanı - Ernazarǵa atı ápsana Maman biyden qalǵan, Aydos baba jıqqan tuwdı tiklew. Ananıń oyınsha: bul tuw - babalar tuwı, bul tuw - erkinlik tuwı, bul tuw - xalıqtıń xalıq atın alıw ushın gúres tuwı, bul tuw - ullı orıs patshalıǵına qosılıp, ullı xalıq penen bir táǵdirles bolıw tuwı [Túsiniksizler 13-bet].

Strukturalık parallelizm uqsas fraza yamasa baǵınıńq gápler sıyaqlı grammatikalıq strukturalardiń qatara kelip qaytalanıwı. Misal: Atlılardan qorıqqanı ele basılmaǵan. Sonlıqtan kúni menen sharshaǵanın, suwǵa túsip tońǵanın, baltırların shóp tırnap azap shekkenin esine keltiriw ornına baspaqlardı jorttırıp izinen ózi óńkeńlew menen boldı [Qaraqalpaq qızı 23-bet].

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THE IMPORTANCE OF PHENOMENOLOGY IN LANGUAGE LEARNING (WHITE AND BLACK)

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For language learners, paremiology—the study of proverbs—offers a wealth of linguistic and cultural insights. Proverbs are linguistic relics that span time and space because they capture a society's collective wisdom and cultural ethos. A diverse range of theoretical frameworks, such as those from cognitive linguistics, sociolinguistics, and cultural studies, form the basis of paremiology. These frameworks shed light on the processing, interpretation, and use of proverbs in language learning environments. Leveraging paremiology's potential in language teaching requires an understanding of its theoretical foundations. The role of paremiology in language learning is discussed in this article, with a focus on the symbolic meaning of the colors black and white in proverbial idioms.

According to Nurjan Jalgasov the proverbial constructions of three languages: English, Uzbek and Karakalpak, can be classified according to classification worked out by N.Z. Nasrullaeva (2018). This classification includes the following parametres: 1) appearance; 2) age; 3) character and personal

qualities; 4) marital status; 5) social status and professional activity; 6) behavior and lifestyle; 7) intellect [3;765].

White is frequently linked to innocence and purity, and it is frequently used in proverbial expressions throughout cultures. Proverbs like "Her soul is as white as snow" highlight the value of moral rectitude and purity. Similar to this, phrases like "Everything is as clear as the moon" highlight the idealistic perception of reality (the color of the moon is white). Through these white-colored proverbs, learners navigate concepts of virtue, honesty, and enlightenment, enriching their linguistic and moral understanding.

In contrast, the color black conjures up ideas of gloom, mystery, and misfortune in idiomatic sayings. Proverbs like "His face is black" warn against making the same mistakes twice and represent the uncertainty and sorrow that come with looking back. In a similar vein, phrases like "to be in the black" denote financial success in the face of misfortune, illustrating the tenacity and resourcefulness inherent in proverbs related to the color black. By using these terms, students strengthen their verbal and cognitive flexibility as they address difficult themes of risk, resiliency, and ambiguity.

For language learners, studying proverbs in white and black colors might be beneficial both linguistically and cognitively. Through an examination of these colors' metaphorical and symbolic aspects, students hone their cognitive abilities in understanding metaphors and reasoning abstractly. Furthermore, learners' vocabulary acquisition, figurative language comprehension, and syntactic mastery are improved by the linguistic richness of proverbs in white and black, which promotes a deeper awareness of language structure and usage.

Proverbs in the colors white and black offer insight into the cultural values, worldviews, and beliefs of various nations. By means of analyzing proverbial expressions, students get understanding of the cultural subtleties, social conventions, and historical backgrounds linked to the hues white and black. Through the development of intercultural competency, this cultural awareness helps students navigate cross-cultural conversation and understanding with sensitivity and respect.

Teachers can use creative teaching techniques to maximize the educational potential of proverbs in the white and black color spectrum. These proverbs encourage critical thinking, increase learner engagement, and promote cultural awareness when they are incorporated into language instruction courses. Proverb analysis, role-playing, and cross-cultural talks are examples of classroom activities that provide students the chance to actively interact with proverbs that are written in both white and black, improving their language skills and cultural literacy.

To sum up, paremiology provides a comprehensive and complex framework for learning languages, using proverbs that are colored black and white as main points of interest. By means of the symbolic interpretation of these hues, students explore intricate topics of virtue, adversity, darkness, and purity, so enhancing their linguistic, cognitive, and cultural comprehension. Proverbs in the colors white and black are used into language instruction courses to enable students to navigate the complex linguistic landscape with understanding and nuance.

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РАЗЛИЧНЫЕ ПОДХОДЫ К ИЗУЧЕНИЮ ЦВЕТА В ЛИНГВИСТИКЕ

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Существует несколько различных подходов к изучению цвета в лингвистике: с точки зрения когнитивной лингвистики, психолингвистики, этнопсихолингвистики, истории языка, контрастивной лингвистики и лингвокультурологий.

Исследования Б. Берлина и П. Кея были продолжены Э. Рош, изучающей цвета с точки зрения психолингвистики, и имели впоследствии применение в когнитивной лингвистике. Э. Рош проводит эксперимент, который показывает, что фокусные цвета (красный, желтый, зеленый и синий), воспринимаются лучше нефокусных. Наименования фокусных цветов в ходе эксперимента воспроизводятся испытуемыми быстрее, а также эти цвета раньше усваиваются детьми. Таким образом, Э. Рош опирается на физиологию цветового зрения [1; 314-322].

А. Вежбицкая (когнитивный подход) исследует наименования цветов сточки зрения семантики. Проводится попытка определить для фокусных цветов естественные прототипы из окружающей среды. Ими оказываются самые базовые для человека явления действительности: солнце для желтого цвета, растительность – для зеленого, земля – для коричневого, и так далее, то есть, прототипы оказываются связанными с природой. Эти связи сложились исторически. Современный человек не всегда их ощущает, однако на подсознательном уровне эти прототипы заложены в человеке, что подтверждается языком: например, сохранение связи цветов с естественными прототипами во фразеологическом фонде.

В отличие от Э. Рош, А. Вежбицкая принимает во внимание влияние культуры и окружения человека на формирование у него в сознании системы цветообозначений [2; 280-288].

Р.М. Фрумкина (психолингвистический подход к изучению цвета) в своемисследовании указывает для наименований цвета слова, наиболее близкие им посмыслу, выделяя десять блоков имен цвета. Блоки выделяются условно, поскольку между блоками наблюдаются пересечения (слова, находящиеся на пересечении, имеют сильные связи в каждом из соседних блоков). Основные блоки (их выделяется восемь) – «красные», «желтые», «зеленые», «синие», «фиолетовые», «серые», «белые» и «коричневые»; оставшиеся блоки являются квазиблоками («оранжевые» и «кремовые») [4;52-53].

При исследовании пословиц Н.М. Жалгасов отмечаеть что, из поколения в поколения пословицы передают антропоцентрическую информацию, выявляя детальные особенности и «тонкости» человеческой натуры во взаимоотношении с обществом. Действительно, посредством пословиц в сознании человека формируются яркие и неповторимые человеческие образы, раскрываются разнообразные оценки по отношению к окружающему миру и передаются эмоции и переживания людей во взаимоотношениях друг с другом иногда передаются в цветах в пословицах [3; 55-59].

В более ранних работах выделено 9 блоков, включая блок «кремовые», а квазиблок «оранжевые» объединен с блоком «желтые» [4;34-35]. Квазиблоки, хотя и рассматриваются как отдельные группы, все же могут быть классифицированы как промежуточные. Если бы единицы из квазиблоков имели только лишь связи с соседними блоками (так, например, апельсиновый, медный и бронзовый относятся к блоку «желтые»), то они бы не выделялись отдельно. Однако существует связь и между элементами внутри квазиблоков, что позволяет выделять их как отдельные группы (а именно, если мы добавим к причисленным выше к группе «желтые» примерам наименование цвета «терракотовый», они составят отдельный квазиблок «оранжевые» [4;53-58].

С точки зрения этнопсихолингвистики лексемы цвета рассматриваются А.И. Беловым. Автор говорит о наличии связи между цветообозначением и эмоциональным состоянием или ситуацией, закрепленной в культуре. Например, изучая иностранный язык, человек приписывает цветообозначениям те феномены, которые свойственны его языку и культуре (если в его родном языке существует словарное соответствие цветообозначения, что чаще всего так). Кроме того, А.И.Белов отмечает, что на данный момент недостаточно изучен вопрос цветовых предпочтений среди представителей разных этнических групп [4;49-51].

Е.В. Иванова рассматривает цветообозначения в пословицах всопоставительном аспекте. В пословичных картинах мира английского и русского языков преобладают ахроматические цвета, большей частью это черный и белый. В пословичных картинах мира

обоих языков встречается значительно меньше наименований цвета, чем во фразеологических. Концептуализация цвета в пословицах в целом связана с восприятием цвета как характеристики, на которую не стоит полагаться (может быть обманчивой) [2;32-41].

Е.А. Горн рассматривает цветообозначения в сопоставительно переводческом аспекте: выявляются цветообозначения, вызывающие осложнения при переводе с английского на русский, и анализируются функции цветообозначений в англоязычном и русскоязычном художественном тексте [4;4].

Таким образом, значительная часть работ по лингвистике (и частично в психологии, которая в этом аспекте оказывается тесно связанной с лингвистикой) посвящена проблеме выделения наименований «основных» цветов. Кроме того, наименования цвета в лингвистике рассматриваются с точки зрения когнитивной лингвистики, психо- и этнопсихолингвистики, исторического и сопоставительного языкознания. Работы, в которых изучаются наименования цвета в этих областях, затрагивают значимые для проведения данного исследования темы, такие как модели возникновения наименований цвета, ассоциации, связанные с наименованиями цвета, и другие.

Кроме как в работе Н.В. Беловой, где рассматривается слово образование прилагательных цвета в русском языке и в этой связи упоминается сленговая единица «фиолетово» [2; 266-280], цветообозначения в сниженных пластах лексики не исследовались.

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TECHNIQUES FOR WORKING WITH AUTHENTIC VIDEO FOR FORMATION OF LEARNERS' SOCIOCULTURAL COMPETENCE

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The willingness and learners' ability to interact with each other in a multicultural world is one of the main goals of teaching a foreign language. Therefore, in order to develop sociocultural competence, the teacher needs to create problem situations with the help of which learners develop the ability to identify the general and culturally specific in the development models of various countries and civilizations, develop a willingness to represent their country, its culture, taking into account possible cultural interference of listeners, and constructively defend their position without humiliating others and without becoming dependent on other people's priorities.

Therefore, the main tasks when teaching a foreign language culture are:

1. Determination of the minimum volume of cultural material;
2. Formation of cultural awareness skills in students;
3. Formation of the concept that different cultural models have the right to exist;
4. Formation of the student's readiness to participate in intercultural communication;
5. Development of oral and written speech culture [1;78].

The sociocultural approach to language education is to teach a foreign language as a means of intercultural communication, where there is a close relationship between language as a tool for learning world culture, national culture and social subcultures of the countries of the language being studied, the spiritual heritage of the country with the real language of communication.

Thus, the sociocultural paradigm is aimed at:

1) development of learners' worldview and their historical training;
2) development of the communicative culture of students;
3) teaching ethically acceptable and legally justified forms of self-expression in society;

4) teaching the ethics of discussion communication;

5) the needs of students' self-education [2;24].

While watching videos, learners must master a set of general educational skills and adaptive skills.

General academic skills:

- highlighting the necessary, significant information in the process of listening to a film episode;
- comparison, comparison, classification of information;
- anticipation of information;
- generalization and evaluation of information;
- written recording of information.

Among the adaptive skills we highlight:

- development of linguistic conjecture based on word-formation models and grammatical forms;
- development of contextual insight;
- developing an understanding of what was said

Let's consider the exercises at the demonstration stage of the video that contribute to the formation of sociocultural competence in more detail:

Role-play

Each learner receives the name of a historical figure or famous person from the country of the language being studied (the teacher can prepare in advance a short historical background - a biography to remove difficulties associated with the semantic form of the message and the source of information). The teacher recommends that students pay attention to the events happening to the character in the episode, to his character traits, and linguistic means of expressing his thoughts and feelings. Then the teacher asks the learners to play their roles from memory. It is not necessary to reproduce the text verbatim, you need to play the role of the character so that the class can guess who they are talking about. If the selected segment is very short, you can learn the roles by heart. Once learners have guessed all the famous people, the sound is turned off and learners voice their characters as they watch.

Video translation

The teacher needs to select a documentary or feature film of a linguistic and cultural nature with subtitles in Russian, select from it a 2-minute episode containing a dialogue (or a conversation between several people) in which there are no complex lexical units and ask learners to translate the subtitles into English. The main task is not to recreate the original, but to translate the titles, taking into account existing language knowledge. Learners are shown the plot of the film without sound. When the first subtitle appears, the teacher will pause the video and ask learners to record their translations. It is necessary to avoid literary translations; it is more interesting to formulate speech equivalents using their knowledge of the English language. At the end of this work, learnerss compare their translations in groups of 2-3 people, then they voice the corrected translation.

Character/Event study

Working in groups, learners write words that they associate with each sociocultural event or movie character and explain why they think those words are appropriate.

Prediction

The video is played with sound and image, but from time to time the picture freezes, and during the pause, students try to predict what the characters will say or do in the next frame.

Jigsaw listening and viewing

The class is divided into two groups. The teacher asks one group to leave their room while the second group watches a movie clip with the sound turned off.

The first group returns, the second leaves the class. The episode is shown again with sound, but without picture. Then the groups come together, split into pairs and discuss what happened on the screen and who said what.

Deducing dialogue from pictures

The teacher chooses the plot of a linguistic and cultural film, consisting of a dialogue between two people, asks the first option to write down only one role on paper, the second option writes down another role. Thus, each option has gapped dialogue instead of another role. Learners watch a video without sound and write down expected lines. At the second stage, the teacher shows an episode with only a sound track, but without a picture. Learners in pairs try to recreate the plot of the film in the form of dialogue. Note that the work is judged not on the exact reproduction of the original, but on how their version fits the visual images of the video.

Ideally, as a result of such work, learners should be able to independently record a section of text from the audio of a video, and also be able to correctly interpret the reactions, facial expressions and gestures of the characters.

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ҚОРАҚАЛПОҚ ТИЛШУНОСЛИГИДА КОЛОРАТИВ ФРАЗЕМАЛАРНИНГ ЎРГАНИЛИШИ

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Мустақиллик йилларида мамлакатимизда тилнинг фразеологик тизимини ўрганишда олимлар турли аспектлардаги тадқиқот масалаларига эътибор қаратмоқда. Қорақалпоқ тилшунослигидаги фразеологизмлар ҳам кўп жиҳатларига кўра ўрганилди. Лекин уларнинг ичида алоҳида мавзуий гуруҳни ташкил қиладиган колоратив фраземалар алоҳида тадқиқот объекти бўлган эмас. Ваҳоланки, Қ.Пахратдинов ва Қ.Бекниязовлар томонидан тузилган «Қорақалпоқ тилининг фразеологизмлар луғати» да колоратив фраземаларнинг юздан ортиғи келтирилган ва маънолари тушунтирилган [1;160].

Бундай фраземалар алоҳида текширилмаган бўлса ҳам, диссертацияларда, илмий мақолаларда, ўқув қўлланмаларда баъзи жиҳатлари ўрганилган, илмий таҳлил қилинган.

«Қорақалпоқ тилининг изоҳли луғати» да ранг билдирувчи сифатлар изоҳланган, ҳамда уларнинг турғун бирикмалар, жумладан фраземалар таркибида ишлатилиши ҳам тушунтирилган [2].

Тилшунос А. Бекбергенов "Қара" сөзиниң мәнислери ҳаққында" номли мақоласида қорақалпоқ тилидаги ранг билдирувчи сифатлардан энг кўп қўлланиладиганлардан бири "қора" сифати ҳақида фикр юритади. Лексеманинг фраземалар таркибида иштирок этиши, улар англатган маъноларни таҳлил қилади. Фразеологизмлар таркибида "қора" сўзи кўпинча инсонларга ёқимсиз, ёмон тушунчалар билан боғлиқ ҳолда келишини кўрсатади. Қара басы, қара зил, қара жол, бахты қара, қара бет, қара маңлай, қаралай өшиў, қараңды батыр каби мисолларни келтиради ва уларнинг маъноларини изоҳлайди. "Бу сўзнинг кўчма маънолари кўпчилик ҳолатда инсонга ёқимсиз ёмон тушунчалар билан боғлиқ ва унинг ушбу маънолари тилимизда бир қанча турғун бўлиб келади, –деган хулосага келади [3;54-58].

Тилшунос Г.Айназарова қорақалпоқ тилидаги тенг икки компонентли фраземаларни тадқиқ қилар экан, уларнинг ичида колоратив фраземаларни ҳам ўрганади. Фразеологизмлар бир неча мавзуий гуруҳларга ажратилган. Улардан бири рангни, тур-тусни билдирадиган сўзлар иштирокида пайдо бўлган фразеологизмлар деб ажратади. Уларга қуйидаги мисолларни келтиради: ақ шашлы, сары тисли; ақ дегени алғыс, қара дегени ғарғыс; ағы ақ, қызылы қызыл; ақ дегени – ақ, қара дегени – қара; қара тер, қара суў.

Шунингдек, "одамнинг эмоционал ҳолатини, аҳволини акс эттирадиган сўзлар иштирокида ясалган тенг икки компонентли фразеологизмлар" мавзуий гуруҳида бир

қызарды, бир бозарды фраземаси келтирилади. “озиқ-овқат атамаларининг иштирокида ясалган тенг икки компонентли фразеологизмлар” мавзуий гуруҳида эса сүттен ақ, суўдан таза фраземаси таҳлилга тортилган [4;34-35].

Тилшунос Г.Кдырбаева инглиз ва қорақалпоқ тилларидаги фраземаларни қиёсий ўрганар экан, қорақалпоқ тилидаги колоратив фраземаларни ҳам когнитив-дискурсив жиҳатдан таҳлил қилади [5:126-127.], [6;38-43].

Тилшунос А.Худайбергеновнинг “Маданиятлараро мулоқотда инсон характерини ифодаловчи фразеологик бирликларнинг ўзига хос хусусиятлари” мавзусидаги диссертациясида инсон характерини ифодаловчи фразеологик бирликлар орасидаги антонимик алоқалар (фразеологияда семантик муносабатларнинг муҳим кўрсаткичи сифатида) алоҳида семантик-мавзуий доираларда ривожланиши кўрсатилган. –Тажриба-тажрибасизлик мавзуий гуруҳида Аўызынан сарысы кетпеген фраземаси изоҳланган.

Соматик фраземалар изоҳланган қисмида қолы қызылға тийди, маңлайы қара иборалари таҳлил қилинган. Фразеологизмларнинг салбий коннотация ифодалаши ҳақида қуйидаги фикрлар айтилади: “Инсон хулқига тегишли фразеологик бирликлардан салбий баҳоли ФБ лар алоҳида ажралиб туради:

–алдаш, айёрлик, ҳаромзодалик: ала аяқ... Шунингдек, ижобий хусусиятлардан:

–олижаноблик, ишончлилик: ақ көкирек.

–қўполлик, уятсизлик: жүзи қара” [7;16-21].

Ҳар бир тил луғат бойлигида лексемалардан ташқари фраземалар ҳам кўпчиликни ташкил қилади. Фразеологик бирликлар, жумладан колоратив фраземалар ҳам асосий объектни изоҳлаш билан боғлиқ бўлган таъкид, қўшимча маълумот бериш, унга тингловчининг эътиборини кучайтириш, сўзловчининг воқеликка субъектив муносабатини ифодалаш, бўрттириш мақсадида нутққа киритилади. Уларни ўрганиш, айниқса, қариндош тиллардаги колоратив фраземаларни қиёсий таҳлил қилиш, уларнинг муштарак ва фарқли жиҳатларини ёритиб бериш тилшунослик учун катта аҳамият касб этади.

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THE IMPORTANCE OF INTERCULTURAL COMPETENCE AND ITS INFLUENCE ON HUMAN ACTIVITY

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Nowadays people who speak a foreign language find themselves involved in the process of communication with the people of other cultures. In this regard, foreign language learners need not only to have a rich vocabulary and decent pronunciation, but also to develop intercultural competence.

Intercultural competence involves achieving a level of language proficiency that will allow you to:

1. respond flexibly to all sorts of unforeseen turns during the conversation;
2. determine an adequate line of speech behavior;
3. accurately select specific means from a wide arsenal
4. use these means in accordance with the proposed situation.

Formation of intercultural competence implies interaction of two cultures in several directions:

• acquaintance with the culture of the country of the language being studied through the foreign language and assimilation of the behavior model of speakers of a foreign language culture;

• the influence of a foreign language and foreign culture on the development of the native language and behavior patterns within the framework of the native culture;

When students are prepared to deal with intercultural communication problems appropriately, they can avoid misunderstandings, misperceptions of behavior and potential conflicts that may arise due to incorrect use of language, misinterpretation of the interlocutor's response, and misjudgment of the situation [6;225].

Modern education at this stage is characterized by many scientists as the discrepancy between its content and the current needs of the modern economy and civilization. One of the main problems of young specialists in the labor market is the inability to apply the knowledge and skills acquired at a higher educational institution in practice outside of academic activities. Thus, it becomes obvious that solving complex and pressing economic and social problems becomes possible only by shifting the emphasis from the transfer of the amount of knowledge and skills from the teacher to the acquisition of the necessary knowledge by the student himself. For this reason, the competency- based approach is the most effective, since it does not focus on the final number information read to the student, but on the ability of the future professional participant in the labor market to act effectively in a variety of problem situations. The main goal in learning a foreign language is to develop in a student the traits of a secondary linguistic personality capable of being an effective participant in intercultural communication [5;122].

A competency- based approach to teaching a foreign language implies the formation of basic competencies of a linguistic personality: linguistic (theoretical and practical knowledge about the language being studied), communicative (using the language in accordance with the communication situation, the rules of speech behavior), intercultural (entering into the culture of the language being studied). [1;223].

Linguistic competence presupposes that the student has an understanding of the system of the language being studied, mastery of vocabulary, phonetics, knowledge of word composition and word formation, morphology, syntax of simple and complex sentences, and text stylistics. However, along with this, the mandatory development of the student’s personality and his cognitive culture is assumed. Moreover, it determines the ability to use the system of knowledge about language in practice. When forming this competence, intellectual abilities come to the fore, and students act as subjects of relationships and conscious activity, determined by the system of social relations and culture [3;153].

Communicative competence implies the formation in students of knowledge about speech and its functions, as well as the development of the main types of speech activity: speaking, listening, reading, writing. The student must be able to create and perceive texts, relying on knowledge of the

basic concepts of linguistic speech. Speech conditions such as the relationship between the interlocutors and their social roles and statuses should influence the choice of vocabulary and grammatical means [2;69].

Intercultural competence is an important component, since communication failures can be caused by gaps in the ability to interact with representatives of other cultures. Mastering intercultural competencies makes it possible to perform productive communicative functions of achieving agreement, resolving conflict situations, and overcoming communication barriers. The importance of developing intercultural competence is due to the formation of the ability to build a constructive dialogue with any subject of communication, skills of intercultural and social behavior [4;15].

The development of foreign language intercultural competence when teaching students at non-linguistic universities is a necessary condition for the training of modern bachelors/specialists.

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WISDOM ACROSS BORDERS: A COMPARATIVE STUDY OF RUSSIAN AND ENGLISH PROVERBS

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This comprehensive exploration delves into the multifaceted world of proverbs in the Russian and English languages. It aims to dissect the historical, cultural, linguistic, and educational significance of these timeless expressions, offering a detailed analysis of their roots, expressive qualities, and universal relevance. The exploration will encompass the historical and cultural foundations of Russian and English proverbs, shedding light on their connections to folklore, literature, and societal values. It will also delve into the distinctive linguistic and expressive nature of these proverbs, highlighting their profound insights and universal applicability.

Historical and Cultural Roots of Russian Proverbs:

The historical and cultural roots of Russian and English proverbs are deeply embedded in the legacy of each language, reflecting the rich tapestry of historical events, folklore, literature, and societal values that have shaped their development.

The historical and cultural roots of Russian proverbs can be traced to the enduring traditions, folklore, and religious beliefs of the Russian people. Many Russian proverbs have origins in oral storytelling, folk traditions, and the experiences of generations. They encapsulate the collective wisdom, resilience, and spiritual beliefs of the Russian culture, reflecting the nation's historical trajectory and its enduring values. Additionally, Russian proverbs are informed by the literary works of prominent authors such as Pushkin, Tolstoy, and Dostoevsky, integrating the cultural wisdom and insights gained from these influential literary figures.

Similarly, the historical and cultural roots of English proverbs are intricately linked to the historical experiences and literary traditions of English-speaking societies. English proverbs showcase the indelible influence of folklore, biblical teachings, historical events, and the literary works of renowned authors such as Chaucer, Shakespeare, and Dickens. These proverbs offer insights into the moral values, societal norms, and linguistic traditions that have shaped the English language, reflecting the nation's cultural narrative and its enduring contributions to global literature and language. Some proverbs attributed to renowned authors such as Chaucer, Shakespeare, and Dickens:

Geoffrey Chaucer:

Known as the "Father of English Literature," Chaucer penned many timeless works, including "The Canterbury Tales." Though not many proverbs are directly attributed to him, his writing style and characters have inspired popular sayings. One example is:

"All good things must come to an end." - This sentiment of impermanence and the inevitability of change can be found in Chaucer's narratives, reflecting the transient nature of life. Russian: Всё хорошее когда-нибудь заканчивается.

"Time and tide wait for no man" (Chaucer, "The Clerk's Tale") - Russian: Время и прилив ни на кого не ждут.

"Love is blind" (Chaucer, "The Canterbury Tales" - Russian: Любовь слепа.

William Shakespeare:

The Bard of Avon, Shakespeare, is a treasure trove of proverbs and wise sayings that have become ingrained in the English language. Here are a couple of examples:

"All that glitters is not gold." - This line from "The Merchant of Venice" warns against judging things solely by their outward appearance, emphasizing the importance of looking beyond surface-level impressions. - Russian: Не всё то золото, что блестит.

"Brevity is the soul of wit." - Found in "Hamlet," this proverb highlights the value of being concise and to the point, a quality often admired in communication. - Russian: Краткость – сестра таланта.

"What's past is prologue" (Shakespeare, "The Tempest") - Russian: Что было, то было предисловием.

"Better a witty fool than a foolish wit" (Shakespeare, "Twelfth Night")- Russian: Лучше умный дурак, чем глупый остроумец.

"A man can die but once" (Shakespeare, "Henry IV") - Russian: Человек умирает только один раз.

Charles Dickens:

The prolific Victorian author, Charles Dickens, captured the social issues of his time in his novels, many of which contain memorable quotes that have stood the test of time. Here's an example:

"It was the best of times, it was the worst of times." - Opening lines from "A Tale of Two Cities," this famous paradoxical statement sets the tone for the novel and reflects the contrasting nature of life itself. - Russian Это были лучшие времена, это были худшие времена.

"Charity begins at home" (Dickens, "Martin Chuzzlewit") - Russian: Милосердие начинается дома.

"It is a far, far better thing that I do, than I have ever done" (Dickens, "A Tale of Two Cities") - Russian: Это гораздо, гораздо лучшее дело, что я делаю, чем когда-либо делал.

"No man is an island" (attributed to Dickens) - Russian: Никто не является островом.

Both Russian and English proverbs share common themes that are reflective of the human experience, moral guidance, and societal values. These shared characteristics highlight the enduring universal applicability of proverbs in offering insights into human nature, resilience, and relationships. They embody the spirit of each language, preserving cultural insights and collective wisdom. The historical and cultural roots of Russian and English proverbs are deeply entrenched in the traditions, literature, folklore, and spiritual beliefs of each linguistic community. These proverbs serve as cultural artifacts, reflecting the values, experiences, and enduring wisdom of the Russian and English-speaking societies, while offering valuable insights into the complexities and shared human experiences that define these linguistic traditions.

Linguistic and Expressive Nature of English Proverbs:

The linguistic and expressive nature of English and Russian proverbs reflects the cultural heritage and historical context of each language, conveying profound insights into human experience and societal values. Both English and Russian proverbs exhibit unique qualities that contribute to their linguistic and expressive richness.

English proverbs are known for their vivid imagery, concise phrasing, and universal applicability. They often employ metaphorical language to convey profound insights into human behavior, relationships, and life's complexities. In contrast, Russian proverbs frequently draw on allegorical language, folklore, and historical references, reflecting the historical and spiritual traditions of the Russian people. These linguistic nuances embody the expressive qualities of each language and offer distinctive avenues for conveying cultural and moral wisdom.

The expressive nature of English and Russian proverbs serves as a reflection of the cultural values, historical experiences, and societal norms of the respective linguistic communities. English proverbs often convey insights into individualism, interpersonal relationships, and self-reliance, mirroring the values inherent in English-speaking societies. Meanwhile, Russian proverbs reflect communal values, perseverance, and pragmatism, offering insights shaped by the rich historical and spiritual traditions of Russian culture.

Despite their linguistic and cultural differences, both English and Russian proverbs possess universal applicability, resonating with audiences beyond the boundaries of their respective languages. They convey enduring wisdom, insights into human nature, and guidance for navigating life's challenges, making them valuable repositories of shared human experience and cultural resilience.

The memorable phrasing and succinctness of English and Russian proverbs enable them to be easily remembered and shared, contributing to their widespread familiarity and impact on everyday communication. This makes them powerful tools for conveying profound messages and moral lessons in a concise and impactful manner.

The linguistic and expressive nature of English and Russian proverbs captures the essence of each language's cultural and historical heritage, offering insights into the rich tapestry of human experience, values, and societal norms. By appreciating the unique linguistic and expressive qualities of these proverbs, individuals gain a deeper understanding of the enduring relevance and cultural significance of these succinct, yet profound linguistic expressions in English and Russian languages.

Comparative Analysis of Russian and English Proverbs:

The expressive nature of English and Russian proverbs serves as a reflection of the cultural values, historical experiences, and societal norms of the respective linguistic communities. English proverbs often convey insights into individualism, interpersonal relationships, and self-reliance, mirroring the values inherent in English-speaking societies. Meanwhile, Russian proverbs reflect communal values, perseverance, and pragmatism, offering insights shaped by the rich historical and spiritual traditions of Russian culture.

Russian and English proverbs serve as educational tools for language learners, offering insights into the nuances of expression, idiomatic language use, and cultural references. Language learners gain a deeper understanding of the linguistic and cultural contexts in which these proverbs are embedded, enhancing their grasp of the subtleties of each language. Furthermore, studying proverbs provides an opportunity to explore the historical, literary, and social dimensions of the Russian and English languages.

The study and exploration of Russian and English proverbs offer valuable cultural insights, shedding light on the historical, social, and philosophical foundations of each linguistic tradition. These proverbs reflect the enduring values, beliefs, and societal norms of Russian and English-speaking communities, providing windows into their respective cultural identities. By examining proverbs, individuals gain a deeper appreciation for the diversity of human experiences, societal values, and cultural nuances inherent in both Russian and English cultures.

Despite being rooted in specific linguistic traditions, Russian and English proverbs transcend linguistic boundaries, conveying universal truths and enduring wisdom that resonate with diverse

audiences across cultures and languages. Their ability to convey profound insights into human nature, values, and societal norms highlights their significance as cultural artifacts that foster cross-cultural understanding and appreciation.

Russian and English proverbs hold educational and cultural significance as they offer valuable linguistic insights, cultural reflections, and timeless guidance. By studying and appreciating these proverbs, individuals can gain a deeper understanding of the richness and diversity of human expression, cultural values, and the enduring relevance of these succinct, yet profound linguistic expressions.

While both Russian and English proverbs share the common purpose of conveying wisdom and cultural insights, they exhibit distinct characteristics rooted in the historical and cultural contexts of their respective languages. Russian proverbs frequently draw upon historical events and Russian Orthodox Christian traditions, reflecting the country's cultural heritage and spiritual beliefs. In contrast, English proverbs often employ vivid and relatable imagery that resonates with universal human experiences, transcending cultural boundaries and appealing to audiences beyond the English-speaking world. Despite these differences, both Russian and English proverbs serve as conduits for expressing shared human experiences and conveying enduring wisdom.

Proverbs and sayings that are similar in both Russian and English can be categorized into multiple groups: Proverbs and sayings in English that have full equivalents in Russian (e.g., "As clear as day - Ясно, как день"; "Health is better than riches - Здоровье дороже денег"; "A sound mind in a sound body - В здоровом теле здоровый дух»); Partial equivalents, which are Russian proverbs and sayings with slightly different meanings in English (e.g., "Better an egg today than a hen tomorrow"; "учше синица в руках, чем журавль в небе"); "Better pay the butcher than the doctor"; "Добрый повар стоит доктора"; "When it rains, it rains for everyone equally"; English proverbs and sayings that do not have equivalents in Russian and require additional research and clarification (e.g., "A cat falls on his legs" or "Правда восторжествует"); "There are many slips between the cup and the lip" or " Where there is strong riding, there is strong abiding" or "Лес рубят – хепки летят").

Educational and Cultural Significance:

Proverbs in both Russian and English languages have educational significance, offering valuable lessons for understanding cultural norms, societal values, and human behavior. They serve as pedagogical tools for language learners, providing insights into the nuances of expression, language use, and cultural references. Furthermore, they enrich cultural understanding, fostering appreciation for the diversity of human experiences and perspectives. By examining proverbs in both languages, individuals can gain a deeper understanding of the shared human experience and the enduring relevance of these succinct, yet profound expressions.

In conclusion, proverbs in the Russian and English languages stand as testament to the enduring significance of collective wisdom and cultural expression. They offer valuable insights into historical events, cultural beliefs, and human experiences, enriching language and communication. As repositories of timeless wisdom and cultural reflections, proverbs in both languages continue to inspire and educate, transcending linguistic boundaries to convey universal truths. By appreciating the historical, linguistic, and cultural roots of proverbs in Russian and English, individuals can gain a deeper understanding of the shared human experience and the enduring relevance of these succinct, yet profound expressions.

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ИСПОЛЬЗОВАНИЕ СРАВНИТЕЛЬНОЙ ГРАММАТИКИ В ОБУЧЕНИИ ФРАЗЕОЛОГИЗМОВ АНГЛИЙСКОГО ЯЗЫКА

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Фразеологизмы - это благодатный материал, используемый в обучении. Трудно отыскать курс английского языка, который обходился бы без их помощи. Известно, что еще в десятом столетии фразеологические единицы (в частности пословицы и поговорки) использовались в Англии как одно из средств обучения латыни.

Фразеологизмы, как единое целое, охватывает большую часть человеческого опыта. Благодаря обобщенному характеру фразеологизмов, их можно использовать во всех классах, обучая искусству иносказания, именно иллюстрировать свою мысль и обобщать ее в краткой форме.

Использование фразеологических единиц в практике преподавателя английского языка, несомненно, будет способствовать лучшему овладению этим предметом, расширяя знания о языке, лексический запас и особенности его функционирования. С другой стороны, их изучение представляет собой дополнительный источник страноведческих знаний.

Формирование навыков произношения с первых уроков должно идти в условиях реального общения или как можно точнее имитировать эти условия. Другими словами, учащиеся должны "не готовиться к речи, как предусмотрено устными вводными курсами, а начинать обучение сразу".

Создать реальную обстановку на уроке, ввести элемент игры в процесс овладения звуковой стороной иноязычной речи поможет знание фразеологических единиц. Кроме того, пословицы и поговорки прочно ложатся в память. Их запоминание облегчается разными созвучиями, рифмами, ритмикой. Фразеологизмы могут использоваться при введении нового фонетического явления, при выполнении упражнений на закрепление нового фонетического материала и при его повторении, во время фонетических зарядок.

Опыт учителей показывает, что одним из эффективных приемов обеспечения интереса у детей к учению, их активность и работоспособность является использование фразеологизмов на уроках английского языка на разных этапах обучения.

На начальном этапе можно обращаться к пословицам и поговоркам для обработки звуковой стороны речи. Они помогают поставить произношение отдельных трудных согласных, в особенности тех, которые отсутствуют в русском языке. Вместо отдельных слов и словосочетаний, содержащих тот или иной звук, можно предложить классу специально отобранные пословицы и поговорки. Затем в течение двух-трех уроков пословица или поговорка повторяется, корректируется произношение звука. Данный вид работы можно включить в урок на разных его этапах, он служит своеобразной разрядкой для детей. Нужно отбирать пословицу или поговорку в зависимости от того, какой звук отрабатывается.

Фразеологизмы можно использовать и на среднем этапе обучения, когда их использование не только способствует поддержанию и совершенствованию произносительных навыков учащихся, но и стимулирует речевую деятельность.

Очень часто на старших ступенях обучения увлечение накоплением лексического запаса ведет к неправильностям в артикуляции звуков. Опыт показывает, что и в старших классах учащиеся с увлечением работают над произношением, повторяя звуки, если они представлены

в фразеологизмах. Разучивание их не представляет трудностей, они запоминаются школьниками легко и быстро.

Использование фразеологических единиц тем более оправдано, т.к. здесь идеальным образом сочетаются совершенствование слухо-произносительных и ритмико-интонационных навыков. С одной стороны автоматизируются произносительные навыки, а с другой учащиеся учатся делить предложения на синтагмы, определить логическое ударение и т.п. Поэтому использование фразеологизмов в обучении произношению является крайне целесообразным и эффективным.

Пословицы и поговорки могут быть также использованы при обучении грамматике.

Коммуникативная методика предполагает обучение грамматике на функциональной и интерактивной основе. Это означает, что грамматические явления изучаются не как "формы" и "структуры", а как средства выражения определенных мыслей, отношений, коммуникативных намерений.

Сторонники прямых методов стоят на позиции имплицитного подхода к обучению грамматике, считая, что многократное повторение одних и тех же фраз в соответствующих ситуациях вырабатывает, в конце концов, способность не делать грамматических ошибок в речи. Поэтому, являясь с одной стороны средством выражения мысли, а с другой - реализуя изучаемые формы или конструкции в речи, фразеологические единицы как нельзя лучше способствуют автоматизации и активизации данных грамматических форм и конструкций. Так, повелительное наклонение выполняет в общении побудительную функцию, и с его помощью можно выразить просьбу, совет, предложения, пожелания, разрешения, запрещения, предостережения, которые заключаются в пословицах.

Вряд ли можно построить обучение грамматике полностью на материале фразеологизмов, но представляется целесообразным их использование для иллюстрации грамматических явлений и закрепления их в речи.

Лексико-грамматическая насыщенность фразеологических единиц позволяет использовать их не только при объяснении и активизации многих грамматических явлений, но и для обогащения лексического запаса. Фразеологические единицы могут употребляться в упражнениях на развитие речи, в которых они используются в качестве стимула. Одну и ту же пословицу или поговорку можно интерпретировать по-разному. Поэтому, на основе данной пословицы или поговорки учащиеся учатся выражать свои собственные мысли, чувства, переживания, т.е. демонстрируют различные способы их размещения в речи. Поэтому, использование пословиц и поговорок на уроках иностранного языка развивает творческую инициативу учащихся через подготовленную и неподготовленную речь.

Знание английских фразеологизмов обогащает словарный запас учащихся, помогает им усвоить образный строй языка, развивает память, приобщает к народной мудрости. В некоторых образных предложениях, содержащих законченную мысль, обычно легче запоминаются новые слова.

Заучивание фразеологических единиц не только развивает память учащегося, но и позволяет научиться адекватно отбирать лексические единицы и развивает эмоциональную выразительность речи.

Необходимость поисковых средств эквивалентного перевода выражений на родной язык развивает переводческие навыки и умения. К тому же, работа с фразеологизмами стимулирует интерес учащихся к работе со словарем.

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PREFIXAL WORD FORMATION AS ONE OF THE PRODUCTIVE WAYS OF WORD FORMATION AND ITS PECULIARITIES

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Word formation describes the processes of creating new words in the language. This does not mean, however, that word formation only describes how words are created on the basis of concepts new to us, current speakers of the language. It also does not mean that we cognitively "form" these new words every time we use them. Instead, it investigates past and present means for creating words in languages; that is some of these means may not be in use any longer. For example, the – *ly* in the words *friendly* or *ghostly* is no longer used to create new adjectives. But understanding the way in which the word was formed anew at one point in the past helps us see the relationship with other word. For example, in the word *ghostly* we can see that it was originally derived from the stem *ghost* and the ending – *ly.* Other means are still used frequently in English, such as the ending *–ness* discussed in the Qualification Paper. It is also helpful to know that rules such as the *–ness* rule for creating new words are called productive because we can produce new linguistic forms with them at present [1;32].

The ways in which new words are formed, and the factors, which govern their acceptance into the language, are generally taken very much for granted by the average speaker. To understand a word, it is not necessary to know how it is constructed, whether it is simple or complex, that is, whether or not it can be broken down into two or more constituents. We are able to use a word, which is new to us when we find out what object or notion it denotes.

Some words, of course, are more "transparent" than others. For example, in the words *unfathomable* and *indescribable* we recognize the familiar pattern of negative prefix +transitive word+ adjective-forming suffix on which many words of similar form are constructed. Knowing the pattern, we can easily guess their meanings – "can not be fathomed" and "can not be described"- although we are not surprised to find other similar-looking words, for instance *unfashionable* and *unfavorable* for which this analysis will not work.

Many linguists agree over the fact that the subject of word-formation has not until recently received very much attention from descriptive grammarians of English, or from scholars working in the field of General linguistics. As a collection of different processes (compounding, affixation, conversion, backformation, etc.) about which, as a group, it is difficult to make general statements [4;223].

As a subject of study, word-formation is that branch of Lexicology which studies the patterns on which a language, in this case the English language, builds new words [2;136]. It is self-evident that word-formation can deal only with words which are analyzable both structurally and semantically. The study of the simple word has no place in it. Therefore, **writer, displease, atom-free,** etc. are relevant to word-formation, but **to write, to please, atom, free** are not. Like any other linguistic phenomenon word-formation may be studied from two angles-synchronically and diachronically. It is necessary to distinguish between these two approaches, for synchronically the linguist investigates the present-day system of the types of word-formation while diachronically he is concerned with the history of word building. To illustrate the difference of approach we shall consider affixation. Synchronically a derived word is structurally and semantically more complex than a simple one, while diachronically it was formed from some other word. On the synchronic plane a derived word is regarded as having a more complex structure than its correlated simple word, regardless of the fact whether it was derived from a simple a stem or not. While analysing and describing word-formation synchronically it isn't enough to extract the relevant structural elements

from a word, describe I structure in terms of word-formation; it is absolutely necessary to determine position of the constituents within the structural system of the language as a whole. Productivity of a derivative type therefore cannot be overlooked in the description. Some of the ways of forming words in present day English can be resorted to for the creation of new words whenever occasion demands – these are called productive ways of forming words; other ways of forming words cannot be now produce new words, and these are commonly termed non-productive or unproductive. For instance, affixation has been a productive way of forming words ever since the Old English period. The available linguistic literature on the subject cites various types and ways of forming words and they are described here. A very common way to form words is affixation. Affixation means that a bound morpheme is attached to a free morpheme, or stem. There are three places where the bound morpheme can go: before, after, or in the middle of the stem. The affixes that go before the stem are called prefixes (from Latin *pre* meaning *before*). The ones that go after the stem are referred to as suffixes (from Latin *sub* meaning *under*). And the affixes that go in the middle are labeled infixes. Examples for pre- and suffixes are plentiful in English. For example, such words as *unhappy, unlock. preexist and doubtful, lockable, or lovely* for pre- and suffixes respectively. We also want to stress that the combination of several affixes in a row does not make the affixes closer to the stem infixes. For example, the ending *–ist* in realistic is not an infix but a suffix.

Affixation is a generally defined as the formation of words by adding derivational affixes to different types of bases. Derived words formed by affixation may be the result of one or several applications of word formation rule and thus the stems of words making up a word cluster enter into derivational relations of different degrees [3;54]. The zero degree of derivation is ascribed to simple words, i.e. words whose stem is homonymous with a word form and often with a root-morpheme (e.g. atom, haste, devote, anxious, horror etc.). Derived words formed by two consecutive stages of coining possess the second degree of derivation (e.g. atomically, hastily, devotional, etc.) and so forth.

In conformity with the division of derivational affixes into suffixes and prefixes affixation is subdivided into suffixation and prefixation. Distinction is naturally made between prefixal and suffixal derivatives according to the Last stage of derivation, which determines the nature of the derived word with its motivating source unit, e.g. unjust (un+just), justify (just+-ify), arrangement (arrange + - ment), non-smoker (non + smoker). Words like reappearance, unreasonable, denationalize, are often qualified as prefixal-suffixal derivatives. R.S Ginzburg insists that this classification is relevant only in terms of the constituent morphemes such words are made up of, i.e. from the angle of morphemic analysis. From the point of view of derivational analysis, such words are mostly either suffixal or prefixal derivatives, e.g. sub-atomic = sub- +(atom+ -ic), unreasonable = un- + (reason+ -able), denationalize = de- + (national+ -ize), discouragement= (dis - + courage) + - ment.

A careful study of a great many suffixal and prefixal derivatives has revealed essential differences between them. In modern English, suffixation is mostly characteristic of noun and adjective formation, while prefixation is mostly typical of verb formation. The distinction also rests on the role different types of meaning play in the semantic structure of the suffix and the prefix. The part of the speech meaning has a much greater significance in suffixes as compared to prefixes which possess it in a lesser degree. Due to it, a prefix may be confined to one part of speech as, for example, enslave, encage, unbutton or may function in more that one part of speech as over –in overkind, overfeed, overestimation. Unlike prefixes, suffixes as a rule function in any one part of speech often forming a derived stem of a different part of speech as compared with that of the base, e.g. careless-care; suitable-suit, etc. Furthermore, it is necessary to point out that a suffix closely knit together with a base forms a fusion retaining less of its in dependence that a prefix which is as a general rule more independent semantically, e.g. reading - :the act of one who reads"; "ability to read"; and to re – red – "to red again".

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THE ROLE OF PHRASEOLOGICAL UNITS IN TEACHING ENGLISH

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Phraseological units, which include idiomatic expressions, collocations, and fixed phrases, play a crucial role in the process of language learning. They are essential for achieving fluency and native-like proficiency in a language, as they contribute to the development of communicative competence. This article will discuss the importance of phraseological units in language learning, exploring their role in enhancing fluency, facilitating language acquisition, and overcoming challenges faced by learners and teachers.

Learning English is widespread in our country. At the present stage of society's development, the strategic goal of teaching foreign languages is the formation and development of the learner's linguistic personality, that is, the main task of a foreign language teacher is to teach students to communicate in a foreign language. However, we cannot achieve this goal without turning to the study of the features of the studied language, one of which is phraseological units. In any language, there are expressions in which the individual words forming this expression lose their original meaning. The general meaning of such an expression does not consist of the meanings of individual words.

A representative of the French school of linguistics S. Balli formulated the concept of Phraseological units for the first time. He called the Phraseological Units as ‘combinations that have firmly entered to the language’ [3;380].

Phraseological units, also known as collocations or idiomatic expressions, are groups of words that are frequently used together and carry a specific meaning. They can include idioms, phrasal verbs, fixed expressions, and proverbs. These units are integral to the English language, as they often cannot be broken down into their individual meanings without losing the intended message. By incorporating phraseological units into language learning, educators can help students develop a more comprehensive understanding of the language and improve their overall communication skills. Every culture, literate person, a student who wants to be fluent in the language, should use regular expressions in the tongue [1;24]

By taking into consideration the degree of idiomaticity phraseological units are classified into three groups such as phraseological fusions, phraseological unities and phraseological collocations. [2;125]

The Importance of Phraseological Units in Language Learning:

1. Enhances fluency: One of the key benefits of incorporating phraseological units into language learning is the improvement of fluency. By teaching and using such units, learners can quickly acquire the necessary vocabulary and grammar structures required for effective communication. This enables them to express themselves more naturally and efficiently, reducing the cognitive load associated with formulating sentences from scratch. Familiarity with phraseological units allows learners to express themselves more fluently and accurately, as they can use these expressions in their speaking and writing without having to construct them from scratch [4;121].

2. Improves understanding: By learning and understanding phraseological units, students can better comprehend spoken and written English, as these units are frequently used in natural conversations and texts.

3. Develops cultural awareness: Phraseological units often carry cultural connotations, which can help learners gain insights into English-speaking cultures and improve their intercultural communication skills. Reading foreign literature enriches students’ vocabulary, expands knowledge of phraseological units and set expressions. The use of foreign literature would increase the efficiency

of work, make lessons unusual and memorable. In other words, the use of foreign fiction within the framework of home reading can become one of such methods [4;26- 33].

4. Facilitates vocabulary acquisition: Learning phraseological units can contribute to a more extensive vocabulary, as these units often include specific words or phrases that may not be readily apparent to non-native speakers. Phraseological units also facilitate language acquisition by providing learners with ready-made language chunks that can be easily incorporated into their own speech. This reduces the time and effort required to learn individual words and grammar rules, allowing learners to focus on other aspects of language learning, such as pronunciation and discourse.

5. Developing Communicative Competence: The use of phraseological units contributes to the development of communicative competence, which comprises both linguistic and sociolinguistic aspects of language use. By integrating phraseological units into their speech, learners can better understand and convey the intended meaning of a message, as well as adapt their language.

In conclusion, the EFL learner must study the phraseology — phraseological units, their origin, characteristics and usage, cultural specifics, etc. — in order to speak fluently and accurately as well as understand thoroughly as a native speaker for it helps the EFL students to make a complex speech and feel confident.

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STYLISTIC DEVICES AND THEIR TYPES

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In spite of considering that style is a property of discourse as a global configuration, this analysis requires to take into consideration the linguistic means traditionally studied as expressive means, stylistic means, stylistic markers, stylistic devices, figures of speech and so on. All these terms have traditionally been classified into two types in the study of rhetoric (the word rhetoric is still sometimes used to describe what we have up to now been calling style) – tropes and figures.

In general, trope is a device that involves meaning, and a figure that involves expression, but the terms are not always clearly distinguished. Besides, the consideration of these terms as stylistic devices and expressive means seems to be very comfortable. In order to better understand their sense we shall specify some moments that concern these notions. It is common knowledge that linguists perceive the nature of a stylistic device in different ways. Some of them consider that it belongs to language [1] and others – to speech. The difference of opinions is quite normal from our point of view as the stylistic device is, on the one hand, a realized possibility of the effective use of language, a speech phenomenon and on the other hand it is a model materialized in utterances, a phenomenon of language. This is why the stylistic device occupies an intermediate position between language and speech. To be more precise, it is possible to say that it belongs to the level of norm, the socio-cultural forms of the speech activity, which tends to acquire necessary communicative effect.

In our view, stylistic device is a conscious and intentional intensification of some typical structural and/or semantic property of a language unit (neutral or expressive) promoted to a generalized status and thus becoming a generative model, while expressive means are those phonetic, morphological, wordbuilding, lexical, phraseological and syntactic forms which exist in language as a system for the purpose of logical and/or emotional intensification of the utterance.

It seems much easier to make an analysis of stylistic devices and expressive means in texts when they are subdivided into more precise groups, even if they appear on a continuum; this is why we propose the following division based on the levels of language the tropes belong to. Besides communicating certain ideas an utterance may also produce a definite effect or arouse an emotion in the listener or reader. Linguistic resources used deliberately to fulfill a stylistic function are called stylistic devices or expressive means of the language. Stylistic devices can be divided into lexico-phraseological, syntactical and phonetic ones. This manner of consideration of stylistic markers is based on the models suggested by I.R. Galperin [2].

It is common knowledge that one of the main functions of the word is that of denoting. This is why denotation meaning is the major semantic characteristic of a word as denotation of a word refers only to the ―idea‖ the word represents, stripped of any emotional associations the word might carry. On the other hand, to give a more or less full picture of the meaning of a word it is necessary to take into consideration ―the derivate values‖ of the word meaning termed connotations [3]. The connotation of a word is not a thing or idea the word stands for, but the attitudes, feelings, and emotions aroused by the word, always in relation with the components of a communicative situation. In the following chapter we deal with such types of meaning that create additional expressive, evaluative and subjective connotation. This process of development of new meaning is connected with the substitution of the existing names, approved by long usage and fixed in dictionaries, by the new, occasional and individual ones created by the author‘s subjective original view and evaluation of things. This process of substitution is traditionally called transference, due to the fact that the name of the object is transferred onto another, proceeding from their similarity or closeness. As has already been mentioned, each type of this intended substitution results in a stylistic device also called a trope [4].

The contextual meaning of a word may differ from its lexical meaning. The interrelation between the lexical and the contextual meaning may be based on the similarity. The contextual meaning of a word may differ from its lexical meaning. The interrelation between the lexical and the contextual meaning may be based on the similarity of two notions (metaphors), or contiguity (metonymy) and on the opposition between the notions (irony), of two notions (metaphors), or contiguity (In the European philological tradition there have always existed phenomena regarded as linguostylistic concepts proper. They are: tropes which are based on the transfer of meaning, when a word (or a combination of words) is used to denote an object which is not normally correlated with this word, and figures of speech whose stylistic effect is achieved due to the unusual arrangement of linguistic units, unusual construction or extension of utterance [6;120].

There is a considerable number of terms which can serve to denote different tropes and figures of speech. Most of these terms go back to ancient rhetoric where all the stylistic devices were thoroughly investigated and provided with names and definitions. In the course of time some terms used in Greek and Roman philology have disappeared whereas new ones were introduced. The meanings of some terms have changed. Thus, the Greek "metaphora" was used by Aristotle in a very broad sense, close to the modern meaning of the term "trope", that is, it embraced metonymy, synechdoche, hyperbole and simile.

Theoretically speaking, the division into tropes and figures, which can be traced back to classical philology, is characteristic not only of Russian but also of English and American philological traditions. The fact is that the English term "figure of speech" is often indiscriminately used to denote any stylistic device, including metaphor (this is how "metaphor" is defined, for instance, in one of the dictionaries of literary terms published in the U.S.A.: "a metaphor is a figure of speech in which one object is likened to another by speaking of it as if it were that other" [Standard College Dictionary.

New York. 1963]. The term "trope", which was widely employed in the XVIII century in almost the same meaning as the Russian "троп", has practically fallen out of use [6].

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QARAQALPAQ TILINDE “HAYAL” HÀM “ERKEK” KONCEPTINE BAYLANISLI LEKSEMALARDIŃ QOLLANILIW ÓZGESHELIKLERI

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Dun'ya til biliminde til da mààdeniyat màselesine tiykarǵı dıqqat qaratılıp, til birlikleri màdeniy qàdiriyatlar, milliylik, mentalitet siyaqli túsinikler menen birge izertlenbekte. Til biliminde lingvofol'kloristika hàm lingvokul'turologiya tarawlarını payda bolıwı hàm rawajlanıwı nàtiyjesinde erkek hàm hayal konseptosferasın izertlew zàrúrligi payda boldı.

Konseptıń eń tiykarǵı belgisi bu lsózlikler bolıp – olarda úyrenilip atırǵan koncepttın negizi óz sàwleleniwin tabadı. Qaraqalpaq tilinın túsindirme sózliginde er sóziniń eki túrli mànisi kórsetilgen Eń birinshi ol bay, kiyew, jubay, qostar mànisin ańlatadi [5;121].

Tilde erge berdi (turmısqa shıgardı, uzattı), erge tiydi (bardi, shıqtı) (kelin bolıp tústi) frazalogizmleriniń, er dayisina usaydı naqillar quraminda ushrasadı. Sonday aq azamat júrekli, ǵayratlı, kushli, xaliq ushın etetuǵın adam mànilerinde keledi. [5;121].

Hàr qanday konsepttiń sol qatarı “er adam” konseptiniń en aldınǵi mifologiyalıq hàm folklorliq tekslerde kórinedi. Sebebi, insannıń dúniya haqqqindaǵı birinshi túsinikleri, túrli awızeki dóretpelerde óz sawleleniwin tapqan [6;1019].

Folklordın bir bólegi bolǵan qaraqalpaq xalıq ertegi “Mójenetas” erteginde bay, baybiyke, balası sózleriniń qollanılıwin analizlesek bay sózi bay er adam “Burınǵi ótken zamanda bay menen bir baybiyke hàm onın jalǵız balası bolıpti [3;3].

Qaraqalpaq xalıq ertekleri bolǵan “Eki dos” erteginde bolsa jora sózi qollanılǵan bolip er adamdı jaqın dos sıpatinda kóriw maqsetinde jora sózi qollanılǵan. Bul sóz hayal konseptinde

Qaraqalpaq tilinde hayal sózi qatın, zayıp, erlerdıń jubayı degen mànilerdi bildiredi [4;469]. Ozbek àdebiy tilinde bolsa hayal –shańaraq qatın, uliwma erkekke qarama qarsı jınstaǵı shaxs, qatın mànilerin bildiredi. Bul màniste kóbirek Bul màniste kóbirek kóplik formasında qollanılıp ulıwmalastırıwshılıq mànige iye boladı hayal –qızlar mànisin bildiredi. Sonday aq usı jınstagı usı jınstaǵı boy jetken shaxs (qızǵa qarata) mànisin bildiredi [4;469]

“Hayal sózi eski túrkiy jazba esteliklerinde qollanılmagan sóz. Orta àsirlerde arab parsı tillerinen ózlestirilgen. Bul sózdıń etimologiyası haqqında tilshi ilimpazlar ortasında eki túrli kóz qarastaǵi pikirler ushırasadı. Ayirim ilimpazlar hayal sózi parsı tilinen ózlestirilgen “hayal sózi parsı tilinen alınǵan bolıp “haya” sózi tiykarında payda bolǵan, “haya» sózı “ar, uyat, àdep-ikram” degen mànini bildiredi. Oǵan kelbetlik jasawshı lı-qosımtası jalǵawinan “hayalı sózi payda bolǵan. Sońǵı dàwirlerde sózdıń aqırındaǵı “ı” sesi eliziya qubılısına ushıraǵan degen pikirdi bildiredi. Demek “hayalı” degenimiz “ar namıslı, àdep-ikramlı, kishi peyil degendi ańlatadı. Ayrım ilimpazlar “ayal” arab tilinen ózlestirilgen sóz ekenligin kórsetip xàzirgi qaraqalpaq àdebiy tilinde hayal túrinde

jumsaladı dep esaplaydi. Ilimiy kóz qarastan sónǵi pikiri durısqa keledi. Qaraqalpaq tilinde bul sóz kóbirek àdebiy tilge, al awızeki sóylew tilige qatın sózi tàn. Tilimizde hayal sózi menen kelgen naqil maqallar qollanıladı. Hayaldi jaman desen, Ishinde apańda ketedi Erkek gúbi hayl túbi Erkek hayaldıń kórki, Hayal –erkektiń bórki.Bir uydi jeti erkek toltirmas erkek, bir hayal toltırar x.b.tb [1;39]

Folklardıń bir bólimi erteklerdı analizlep kórgende bul qatarda bay hàm onın balası erkek konseptine tiyisli bolıp bay lekseması bay er adam mànisinde baybiyke bol bay adamnın hayal mànınisde berlgen, al balası lekseması perzenti degen mànıste, al ekinshi qaraqalpaq xalıq ertegi “Kók qoshqar hàm qızalaq” erteginde bay, hayal, jetim qız, oǵey ana, apa leksemaların ushiratıwǵa boladı. Mısalı “Biraq jetim qızǵa ógey anası jónli as bermepti”. “Haw, kók qoshqar! Óziniz bilesiz, menin apam joq, magan heshkim kiyim bermeydi”. [3;9] apam sózi awız eki tilde apam al àdebiy tilde anam sózi menen saykes keledi. Kempir sózi awızeki tilde qollanılıp piri joq hayal degen mànisti bildiredi. Pir bul erkek adam mànisinde keledi. Al ekinshi mànıste qartayǵan jası bar hayal adam mànisinde kelgen. Misalı mina “Kók qoshqar hàm qızalaq” erteginde “Kempir hàm buni maqul kórdi.Kempir bayaǵı keńesi boyinsha kelip onıń tamırın usladı.” [3;10]

Qatın ózi unamsız ottenkke iye bolsa hayal sózi unamlı kóz qarasta ekenligin kóriwge boladı. Misalı “Qirq qulaq” xaliq erteginde qatın sózi qollanılǵan. Misalı “Qatın taǵı bayına jarma pisirip aparmaqshı boladı, ot jaǵıp jarmanı pisirmekshi bolǵanda taǵı qırıq qulaq kelip qazandı qir dóregerek aylana otırıp jey baslaydı. Keyingi mısalda hayal sózi qollanılǵan bolıp “Bir kúnleri hayaldıń ashıwı keldi”. Bunda hayal sózi unamli ottenkte berilgen. Uy biykesi lekseması hayal konseptine tiyisli bolip uyge iyelik etiwshi hayal mànisinde berilgen Seni bergen qudaydan aylanıyn aparaǵoy dedi” úy biykesi. [3;14]

Qaraqalpaq naqıl maqallarindada kobirek qatın lekseması kobirek qollanılǵan Mısalı Jarı jasqa kelgende qatınıń ólmesin,

Jarı jolǵa kelgende atıń ólmesin.
Aylas qatın muńlas,
Muńlas qatın sırlas.
Jigittiń atın qatın shıǵaradı,
Qatınnıń atın otın shıǵaradı.
Qatın erge qaraydı,
Er jerge qaraydı.
Eri ólip qatın qalsa,
Izinde zuriyat bolmaydı.
Er, ólip bala qalsa,
Ornı qurı bolmaydı.
Qatın qalsa, bay tabar,
Bala qalsa, mal tabar.
Jaman qatın alǵannıń jawı úyinde,
Jaqsı qatın alǵannıń toyı úyinde.
Eki qatın alǵannıń dawı úyinde,
Ómiri óte beredi sol kúyinde.

Bul qatarlardan kóriwge boladı awız eki sóylew stilinde hayal emes yaǧniy qatın leksemasın jiyi jiyi paydalanǧan [2;123].

Tilimizde joqarıda keltirilgen hayal qatın leksemalarına mànilik jaqtan jaqın bolǵan nashar sózide qollanıladı. Ol tilde eki túrli mànıste hayal –qız, sondayaq pàs tómen kúshsiz mànilerindede qollanıladı. Hayal bası menen (nashar) (kúsh quwatı bolmasada, àzzi bola turıp) frazeologizmide hayal adamnıń fizikalıq jaqtan er adamǵa salıstırǵanda hàlsiz bolsada ruwhiy jaqtan onnan kúshlirek bolǵanı ushın qiyinshiliqlarǧa shıdam bere alıwın ańlatadı. Bul sóz túrkiy tilindegi “shara” sózine parsı tilinen kirgen “na” prefiksi jalǵanıwı arqalı jasalǵan. “Nashar sózi “sharasız” degen mànini ańlatadı [1;39-44].

Qaraqalpaq til biliminde erkek hàm hayal konsepti keń tusinikke iye ekenligin joqarıda kórsetilgen kontekstlerdegi misallardan kórip analizlegende kontekstke qarap kelip shiǧiw etimologiyasindaǧidan bir qansha ózgerislerge ushiraǧanlıgin kórwge boladı.

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ЯЗЫК ЛИНГВИСТИКИ В ЦЕЛЯХ НАУЧНОГО ОБЩЕНИЯ

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Языкознание занимает совершенно особое место в системе гуманитарных наук, что обусловлено спецификой предмета его изучения. Языкознание-наука о языке - имеет в качестве объекта исследования естественный человеческий язык, который мыслится не как априори данная абстрактная сущность, а прежде всего, как важнейшее средство общения членов данного человеческого коллектива. Рассматривая вопросы исследования метаязыка, целесообразно, прежде всего, остановиться на проблемах терминологии и формализации научного знания.

Именно эта область оказывается наиболее сложной в методологическом отношении. Терминология -это раздел лексикологии, включающий изучение условно принятой семиологической системы, а не естественного человеческого языка, произвольно используемого для целей коммуникации.

Последний является предметом языкознания, как части филологии, в то время как разработка различных семиологических приёмов для оптимизации терминологических исследований составляет предмет интерлингвистики, одного из разделов семиотики [1;16]. Терминология в общетеоретическом плане может рассматриваться как завершающий этап научного исследования.

Языкознание является гуманитарной наукой, призванной изучать то, что реально существует в речевой действительности. Языковедческая теория представляет собой, таким образом, систему научных принципов или идей, отражающую законы развития языка и служащую основой для разработки общих понятий, выводимых из уже освоенного конкретного практического опыта. В языкознании большое значение приобретает теоретическое осмысление результатов анализа отдельных фактов языка, таким образом может быть достигнуто познание существенных сторон функционирования языка в речевой действительности. Создание наиболее общих понятий (или категорий) является неотъемлемой частью процесса познания и предполагает различную степень отвлечения от непосредственного «живого» созерцания объектов действительности. Анализ системных отношений в языке представляет собой лишь относительно самостоятельную часть общей методологии исследования. При изучении языков методы системы являются лишь одним из принципов одной из черт общей методологии. Особая роль в языковедческом исследовании принадлежит языковым категориям. С прогрессом научного знания обогащается число и содержание категорий. [2;118]

Важнейшим условием для выделения категорий является противопоставление, по крайней мере, двух категориальных форм. Это ещё раз подтверждает положение о том, что категория есть общее в отдельном. Категориальный подход предполагает выделение в языке слов или форм, которые наиболее четко выражают то или иное общее свойство. Все остальные наименее ясные случаи располагаются как бы на периферии категории, как

еще не оформившиеся, не выкристаллизовавшиеся к данному моменту, аморфные в категориальном отношении явления. Если сопоставить различные формы функционирования языка и многообразные сферы человеческой деятельности, использующие данный язык, то становится ясно, что почти все эти сферы общения могут быть предметом не только научного изучения, но и научно обоснованного обучения.

Таким образом, в реальной языковой практике мы постоянно сталкиваемся с языком как объектом познания. Причем избирается именно та разновидность языка, которая в данный момент времени, в условиях данного языкового коллектива необходима для общения людей. Вместе с тем у всех народов, имеющих более или менее развитую литературу, существует ещё один особый язык, составляющий основу словесно - художественного творчества. [3;98]

В этом случае слова уже не являются лишь средством передачи информации, привычным воспроизведением речевых комплексов. Здесь происходит становление специфического выразительного звучания с особым ритмическим построением текста, с риторическими фигурами, при помощи которых общение людей приобретает совершенно иной характер, чем в сфере научного общения.

Общенаучный язык является отдельным функциональным стилем научного общения и проблемы методологии международного научного общения на основе английского языка “английский для специальных целей” ставит во главу угла саму цель обучения, которая и является специальной. Это не означает создание “особого языка” отличного от языка других специальностей. Анализ через синтез имеет большое значение т.к. позволяет приобщить изучающий язык к канонам научной речи. В метаязыковом отношении ведущая роль принадлежит общенаучной лексике, а также терминам и терминологическим сочетаниям.

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THE USE OF METAPHOR IN LITERATURE AS A STYLISTIC DEVICE

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The article is devoted to the use of metaphor as a powerful stylistic device used in literature and language to create vivid imagery and convey complex ideas. It is a figure of speech that compares two unlike things, highlighting the similarities between them. Metaphors are used to add depth and richness to language, allowing writers to communicate abstract concepts in a more tangible and relatable way.

An example of a metaphor would be the statement, "This library is an ocean of knowledge." The library is obviously not an ocean, so a literal interpretation of the sentence would make little sense. However, interpreted figuratively, it is clear that the library is compared to an ocean in order to express that it feels vast and deep. The metaphor reveals an aspect of the library that may not come across as vividly if the writer simply said that the library was large. Another example of a metaphor would be if a writer stated, "The reader devoured the book." The person in question is not literally eating a book, but the metaphor of eating is used to portray the speed with which the person reads and takes in information.

As you see, the use of metaphor as a stylistic device in writing involves comparing two different things in order to create a vivid image or convey a deeper meaning. Metaphors can add layers of complexity and richness to a text, making it more engaging and impactful for the reader [1;40-42].

Metaphors can be used to:

1. Enhance descriptions: By comparing one thing to another, metaphors can help paint a more detailed and vivid picture for the reader. For example, "Her eyes were sparkling diamonds" creates a more vivid image than simply saying "Her eyes sparkled."

2. Convey emotions: Metaphors can be powerful tools for expressing emotions and feelings in a more evocative way. For example, "His heart was a heavy stone" conveys a sense of sadness and burden more effectively than a literal description.

3. Make abstract concepts concrete: Metaphors can help make abstract or complex ideas more concrete and easier to understand. For example, "Time is a thief" conveys the idea that time can steal moments from us in a more relatable way.

4. Create connections and associations: Metaphors can create connections between seemingly unrelated things, sparking new insights and associations in the reader's mind. This can deepen the reader's understanding and engagement with the text.

Overall, the use of metaphor as a stylistic device can add depth, creativity, and resonance to writing, making it a powerful tool for writers to convey their ideas and engage their audience.

Metaphors, like all stylistic devices, can be classified according to their degree of unexpectedness. Thus, metaphors which are absolutely unexpected, i.e. are quite unpredictable, are called genuine metaphors. Those which are commonly used in speech and therefore are sometimes even fixed in dictionaries as expressive means of language are trite metaphors, or dead metaphors. Their predictability therefore is apparent [4;45-51].

A genuine metaphor is a figure of speech that compares two different things by stating that one thing is another. This comparison is not meant to be taken literally but is used to create a vivid image or convey a deeper meaning. Genuine metaphors are commonly used in literature, poetry, and everyday language to make descriptions more colorful and expressive. By linking two seemingly unrelated things, genuine metaphors help readers or listeners see familiar things in a new light and better understand complex ideas or emotions.

"Her voice was music to his ears"

"The world is a stage"

"Time is a thief"

"The classroom was a zoo"

"His words were a dagger to her heart"

Trite metaphors are overused or cliché expressions that have become so common that they have lost their originality and impact. These metaphors are often seen as lacking creativity and can feel tired or uninspired to readers. Here are some examples of trite metaphors:

1. "Time heals all wounds"
2. "A diamond in the rough"
3. "Raining cats and dogs"
4. "The apple doesn't fall far from the tree"
5. "As busy as a bee"
6. "Cool as a cucumber"
7. "Burning the midnight oil"
8. "A penny for your thoughts"
9. "A picture is worth a thousand words"
10. "Every cloud has a silver lining"

These examples demonstrate how trite or dead metaphors have evolved over time to become everyday expressions that are used without the awareness of their original metaphorical meanings. Despite their metaphorical origins, these phrases are now part of common language and are understood in a literal sense by most speakers.

There are several different types of metaphors besides above-mentioned ones that writers can use to create vivid imagery and convey deeper meanings in their writing. Some common types of metaphors include [2;249-251]:

1. Standard or Direct Metaphor: This type of metaphor directly compares two things without using "like" or "as" For example, "The world is a stage".

2. Implied or Indirect Metaphor: This type of metaphor implies the comparison between two things without stating it directly. For example, "He drowned in a sea of grief".

3. Extended Metaphor: An extended metaphor is a metaphor that is sustained throughout a passage or an entire work. It elaborates on the comparison and explores it in more depth. For example, in Shakespeare's "All the world is a stage" speech, he extends the metaphor of life as a stage by describing the different roles people play.

4. Mixed Metaphor: A mixed metaphor occurs when two or more metaphors are combined in a way that creates confusion or inconsistency. For example, "She's a diamond in the rough, but she's also a rare bird".

5. Synecdoche: it is a type of metaphor in which a part of something is used to represent the whole or vice versa. For example, "All hands on deck" uses "hands" to refer to the entire crew.

7. Metonymy: it is a type of metaphor in which one thing is substituted for another thing that is closely associated with it. For example, "The White House issued a statement" uses "The White House" to refer to the U.S. government.

These are just a few examples of the types of metaphors that writers can use to enhance their writing and create more engaging and impactful imagery. Each type of metaphor has its own unique characteristics and can be used in different ways to convey different meanings and emotions.

To conclude, metaphor is a powerful stylistic method that enhances communication by creating vivid and imaginative descriptions. It is an effective tool for conveying complex ideas and emotions, and it has a profound impact on the reader or listener. By using metaphors, writers and speakers can engage their audience on a deeper level and leave a lasting impression. Overall, metaphor is a valuable and versatile technique that adds depth and richness to language and communication.

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JAQSI SÓZ JAN SÚYSINDIREDI

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Til – xalıqtıń tiykarǵı milliy biybaha bayıǵı. Til arqalı hárbir xalıq siyasiy, ekonmikalıq, mádeniy jaqtan rawajlanadı, úrp-ádet dástúrlerin saqlap qaladı. Tildıń ómir súriwi jámiyet penen birge ámelge asadı. Sebebi jámiyetlik turmısta bolıp atırǵan ózgerisler eń dáslep tilde óz kórinisin tabadı. Sonlıqtan til rawajlanıwshı jámiyetlik qubılıs esaplanadı.

Insan óz pikirin anıq, gózzal hám qısqa etip jetkerip beriwde sózlerdiń ornı ayrıqsha. Ulıwma bilim beriw mekteplerinde bunday waziypanı orınlawda ana tili tálimi oqıtıwshıları wazıypasına júkletiledi. Sebebi búgingi kúnde xalıq bilimlendiriw tarawına qoyılıp atırǵan úlken wazıypa, rawajlanǵan demokratiyalıq mámleketler dárejesindegi jaslardı tárbiyalaw bolıp tabıladı. Bunıń ushın jáhán úlgilerine say sabaqlıqlar jaratıw, jaslarımızdı joqarı ruwxıylıqlı, tereń bilimli ullı mámleket qurıw jolında dóretiwshi etip tárbiyalaw búgingi kúnniń eń aktual wazıypalarınan esaplanadı.

Ulıwma bilim beriw mekteplerinińń sońǵı shıqqan «Ana tili» sabaqlıqlarında sóz mánilerin oqıtıw boyınsha analizleytuǵın bolsaq, 5-klass I shereginde tematikalıq reje boyınsha

«Leksilologiya», «Leksikologiya haqqında túsinik», «Sózlerdıń mánileri», «Sózlerdiń tuwra hám awıspalı mánileri», «Sinonim hám ontonimler», «Omonimler», «Leksikologiyadan ótilgenlerdi takirarlaw» temalarına bir saattan ajıratılǵan.

6-klasta I shereginde «Sinonimler» ge bir saat, II shereginde «Sózlerdiń kóp mániligi, omonimler boyınsha shınıǵıwlar», «Turaqlı sóz dizbegi, turaqlı sóz dizbeginiń qospa sóz dizbeklerinen hám sóz dizbegi menen uqsas hám ayırmashılıqları», III shereginde «Sózlik, Sózliklerdiń túrleri»,«Neologizmler», «Sózliktiń túrleri boyınsha shınıǵıwlar», «Ózleestirilgen sózler (arab,parsı)», «Rus tilinen hám rus tili arqalı basqa tillerden ózlestirilgen sózler», «Ulıwma qollanılatuǵın sózler», «Kásipke baylanıslı sózler», «Dialektlik sózler» temalarına bir saattan berilgen.

7-klasta I shereginde «Omonim qosımtalar», «Sinonimler», «Sinonim qosımtalar», IV sherekte «Turaqlı sóz dizbeklerindegi omonimiya» temalarına bir saattan berilgen.

8-9-klaslarda sóz mánilerine toqtalıp ótilmeydi. Bul klaslarda tiykarınan «Sóz dizbegi», «Gáp», 9-klasta «Qospa gápler» ótiledi.

10-klastıń I yarım jıllıǵında «Sinonimlerdiń stillik qollanılıwı», «Antonimlerdiń stillik qollanılıwı», «Omonimlerdiń stillik qollanılıwı», «Paronimlerdiń stillik qollanılıwı», «Kásiplik hám dialektlik sózlerdiń stillik qollanılıwı», «Gónergen sózler stilistikası», «Jańa sózler stilistikası», «Turaqlı sóz dizbekleri stilistikası» berilgen bolsa, II yarım jıllıǵında «Tabu hám evfemizmler» ge bir saattan ajıratılǵan.

11-klasta tiykarınan qaraqalpaq tiliniń rawajlanıwı, sóylew mádeniyatına toqtalıp ótilgen.

Oqıw basqa tillerde alıp barılatuǵın mekteplerde qaraqalpaq tili 2- klasta, alipbeden baslap úyretiledi. Sóz mánilerine arnalǵan temalar 5-klasta I sherekte «Leksikologiya. Sóz hám onıń mánileri. Kóp mánili sózler», «Sózdiń tuwra hám awıspalı mánileri» bir saat ajıratılǵan.

6-klasta I sherekte «Leksikologiya. Termin hám kásipke baylanıslı sózler», 7-klasta I sherekte «Gónergen sózler hám neologizmler», 8-klass I shereginde «Turaqlı sóz dizbekleri» temalarına bir saattan ajıratılǵan. 9-10-11 klaslarda sóz mánilerin oqıtıwǵa saatlar berilmegen, bunda tiykarınan qaraqalpaq tiliniń sintaksis tarawı boyınsha saatlar berilgen.

Mekteplerde sóz mánilerin oqıtıw arqalı oqıwshılarda sózlik qorınıń bayıwı, sózlerdi durıs qollanıw ózgesheliklerin sonday-aq qaraqalpaq tili leksikasındaǵı teoriyalıq bilimlerin keleshekte qaysı kásip iyesi bolıwına qaramastan ana tilinde jetkerip bere aladı.

Keyingi jıllarda bilimlendiriw tarawında rawajlanǵan eller tájiriybesin qollnıw tendenciyaları jedel tús almaqta. Finlandiya tájiriybesi, PISA standartları talaplarına say, milliy baǵdarlama tiykarında jańa sabaqlıqlar baspadan shıqpaqta. Bul oqıwshılarda bir waqıttıń ózinde birneshe dúniyalıq bilimlerdi iyelewine múmkinshilik tuwdırmaqta. Biz elede sabaqlıqlar boyınsha tereńnen jumıs alıp barıp jas áwladtı ana tilimizde bilim dárejesiniń bayıwına miynetimizdi ayamaymız.

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A STUDY OF REDUPLICATION PATTERNS IN KARAKALPAK ADVERBS

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The phenomenon of reduplication in Karakalpak adverbs is examined in this work. Reduplication, the repetition of all or part of a word, is common in Karakalpak, serving to form adverbs from various grammatical categories. This study examines the different types of reduplication observed in Karakalpak adverbs. By analyzing various examples, the paper explores how reduplication alters the meaning and function of adverbs in Karakalpak.

Reduplication of adverbs is a productive process in Karakalpak. Numerous adverbs in Karakalpak are derived from adjectives, adverbs, nouns, verbs, numerals, pronouns, and ideophones

through reduplication. According to Sapir, reduplicationinvolves “the repetition of all or part of a radical element” [3, 34]. Moravcsik notes that reduplication is divided into total and partialin her cross-linguistic study of reduplication. Subsequently, partial reduplication falls “into further logically possible subtypes” [1, 304]. Moreover, cross-linguistic research on reduplication extensively explores a wide range of types and subtypes.

In Karakalpak, reduplicative constructions such asbılay-bılay ‘back and forth, somehow, so-so’, endi-endi ‘at any minute now, very soon’ and others have been observed in several studies. In particular, Baskakov carefully analyzes the formation of adverbs through reduplication in his extensive research on the Karakalpak language. Bekbergenov also conducts a detailed analysis of them. In both studies, total reduplication is observed, characterized by “the repetition of the base” or “the repetition of adverbs” [5, 222; 6, 84]. According to Moravcsik, total reduplication “involves the repetition of the whole semantic-syntactic or of the whole phonetic-phonological string whose meaning is correspondingly changed” [1, 304]. Through total reduplication, adverbs in Karakalpak are formed from adverbs:

áste ‘slowly; hardly’ → áste-áste ‘very slowly, carefully’
júdá ‘very, extremely’ → júdá-júdá ‘very very’
kem ‘(a) little/bit, very little’ → kem-kem ‘little by little, slowly, gradually’
keyin ‘then; back’ → keyin-keyin ‘afterwards; a little bit back’
kóp ‘a lot, much’ → kóp-kóp ‘very much’
qayta ‘again’ → qayta-qayta ‘over and over again, again and again’
shaqqan ‘nimbly, quickly, briskly’ → shaqqan-shaqqan ‘very nimbly, quickly, briskly’
siyrek ‘occasionally, rarely’ → siyrek-siyrek ‘very rarely; in a sprawling manner’
soń ‘then’ → soń-soń ‘afterwards’.

Total reduplication is also used to form adverbs from adjectives, adverbs, nouns, verbs, numerals, pronouns, and ideophones: jıllı-jıllı ‘(very) warmly, affectionately’, qattı-qattı ‘severely, very ’,jaltań-jaltań‘fearfully’, and others. Additionally, adverbs and words from other grammatical categories can be included in this group when they have or take identical affixes, as in: birim birim ‘one at a time, eachother’, kúnde-kúnde ‘everyday’, and keńnen-keńnen ‘widely, broadly, extensively’. These reduplicated adverbs, exemplified by the examples provided, convey meanings related to intensity, iteration, or plurality.

Baskakov cites another type in which adverbs are formed “by combining two adverbs that are either synonyms or antonyms.” Thus, these adverbs form an “intensifying or collective form” [5, 222]. Bekbergenov also examines similar constructions within a set of synonym compounds (taken from [2]). According to Bekbergenov, they mean “intensity, completion” [6, 67–68]. These words are associated with reduplication, where the combining of synonyms is known as synonymous reduplication. Kryuchkova contends that “in all languages, reduplication may involve not only the reiterated phonetic structure of reduplicants but also the repetition of their semantics.” This phenomenon is known as “semantic repetition” or “synonymous reduplication” [8, 70]. These constructions, in which two elements are synonyms, antonyms, or near-synonyms, are observed in Karakalpak [7, 243]. Some examples of constructions where two elements are synonyms or near-synonyms include: aman-esen ‘safely, safe and sound’, áste-aqırın ‘slowly; hardly; quietly’, jenil-jelpi ‘lightly; frivolously’, and piyada-jayaw ‘on foot’. Examples of the constructions with two antonymous elements are: arı-beri ‘to and fro, up and down, back and forth’, arman-berman ‘to and fro, up and down, back and forth’, búgin-erteń ‘any day (now), any time now, very soon’, oyaq-buyaq ‘to and fro’, etc.

Emphatic or intensive reduplication refers to the process of “the doubling of the initial [CV or V] of a word and inserting a single or double consonant in between” [4, 251]. Emphatic reduplication is used to intensify adjectives and adverbs. The consonant ‘p’ is attached to the initial CV or V, which is the first element of the reduplicative construction: ep-erte ‘very early’, tap-taza ‘very clean/cleanly’, tep-tez ‘very fast’, tip-tikke ‘very straight; openly, frankly’, etc.

Adverbs in Karakalpak can also be formed by reduplicating the same base with the insertion of the particles ma/-me, -ba/-be, and -pa/-pe [5, 222]. Some examples are: az-maz ‘little by little, slowly,

gradually', betpe-bet 'face to face', birme-bir 'alone, in private; one by one', dálme-dál 'exactly, just as, to a tee', júzbe-júz 'face to face', and qolma-qol 'hand in hand'.

In Karakalpak, other types include ablaut reduplicatives (shala-shula 'somehow, so-so, hastily', jalt-jult 'sparkling, twinkling'), rhyming reduplicatives (malpaq-salpaq 'sloppily', sál-pál '(a) little/bit, hardly') and ones with affixes in one or two elements (ústi-ústine 'in a row, one after another/the other, again and again', az-azdan 'little by little, slowly, gradually', izli-izinen'one after another/the other').

Reduplication proves to be a versatile mechanism for deriving adverbs in Karakalpak. The paper has explored various types of reduplication, including total, synonymous, and emphatic reduplication. Additionally, the discussion extends toablaut reduplication, rhyming reduplication, reduplication with affixes, and reduplication with particles. Overall, this analysis demonstrates the richness and complexity of reduplication in shaping adverbial meaning in Karakalpak.

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THE IMPORTANCE OF LINGUOCULTURAL STUDY OF THE CONCEPT OF "SOUL-RUWX" IN ENGLISH AND KARAKALPAK

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The idea of the "soul" is a deeply complex and multifaceted concept that has been recognized for a significant period of time. The human soul is a subject of much debate, with various philosophical, ideological, psychological, and historical viewpoints shaping its understanding. Due to the intangible nature of the soul, its existence remains unverifiable. [1:3].

The concept of "soul" holds significant linguistic and cultural peculiarities in both English and Karakalpak languages, particularly in the context of the Karakalpak term "ruwx" which signifies the essence of the soul. This interdisciplinary study delves into the linguistic nuances and cultural connotations associated with the concept of "soul" in these two languages, shedding light on the intricate interplay between language, culture, and spirituality.

By examining the semantic variations and symbolic representations of the concept of "soul" in English and Karakalpak, this research aims to unravel the unique linguistic structures and cultural frameworks that shape individuals' understanding of the soul's essence. Furthermore, the study explores how these linguistic and cultural differences influence the perception of the soul's nature, its significance in religious and philosophical contexts, and its role in shaping individual identities and worldviews.

Through a comparative analysis of the lexical choices, idiomatic expressions, and metaphorical associations related to the concept of "soul" in English and Karakalpak, are search study seeks to highlight the diverse ways in which language reflects and shapes cultural beliefs about the spiritual essence of human beings. By examining how the concept of "soul" is articulated, interpreted, and embodied in these two languages, a study offers valuable insights into the intricate interconnections between language, culture, and spirituality, enriching our understanding of the complexities of human existence and belief systems.

The term “soul” is a very various and complex phrase. There were given a great number of definitions in various sciences such as psychology, philosophy, literature.

Modern secularization has made the salvation of the soul a problem of diminishing importance, but the prominence in Western psychiatry and psychology shows that we still care for our “psyche” or “soul”. Our idea of the soul has both eschatological and psychological attributes, and the borrowing of the Greek word psychēfor modern terms implies that the Greeks viewed the soul in the modern way [1:3].

So, what is soul?

If we look for its answer, from many historical, philosophical, psychological books, we can find different points that were given by philosophers, historians, writers and poets.

According to “Merriam-Webster dictionary” there were given the following definitions of the word:

·the spiritual part of a person that is believed to give life to the body and in many religions is believed to live forever;

·a person’s deeply felt moral and emotional nature;

·the ability of a person to feel kindness and sympathy for other, to appreciate beauty and art etc [2].

And “Қарақалпақ тилиниң түсиндирме сөзлиги” defines “soul” as:

Руўх – атлық. Философиялықтермин, үрей, кеўил, йош, жан, тән, адамныңой-санасынабайланыслытән, жигер, күш-қуўат, ғайрат.

Руўхбериў – йошбериў, кеўиллендириў, йошландырыў, жигербериў [3:154].

There appeared some collocations with the word руўх (soul) inthe karakalpak language such as;

Руўхыйлық (spirituality)

Руўхый әлем (spiritual life)

Руўхыйдүнья (spiritual world)

Руўхыйсәўбет (spiritual talk)

Руўхыйтәрбия (spiritual upbringing)

Руўхыйсүўретлеў (spiritual description)

Let’s look at more deeply based on their mening:

These phrases are in the Karakalpak language and relate to spirituality and spiritual aspects of life. Here is a brief analysis:

- "Руўхыйлық" (spirituality) refers to the quality or state of being spiritual, emphasizing the inner spiritual experience and connection to the divine or higher power.

- "Руўхыйәлем" (spiritual life) pertains to the way in which individuals lead their lives in accordance with spiritual beliefs, values, and practices.

- "Руўхыйдүнья" (spiritual world) alludes to the realm of spirituality and metaphysical existence beyond the physical world.

- "Руўхыйсәўбет" (spiritual talk) involves conversations or discussions about spiritual matters, beliefs, or experiences.

- "Руўхыйтәрбия" (spiritual upbringing) relates to the process of nurturing and developing a person's spiritual growth and understanding.

- "Руўхыйсүўретлеў" (spiritual description) denotes the act of portraying or explaining spiritual concepts, experiences, or phenomena.

In conclusion, the Karakalpak phrases related to spirituality highlight the significance of inner spiritual experience, beliefs, and practices in individuals' lives. These concepts emphasize the importance of spiritual growth, understanding, and connection to a higher power in shaping one's perspective and approach to life.

The concept of the soul in Karakalpak culture and English showcases the diverse interpretations and beliefs surrounding this intangible aspect of human existence. The study of the soul in both languages provides valuable insights into the philosophical, ideological, and historical perspectives on spirituality and the nature of the soul across different cultural contexts. By exploring the soul concept in Karakalpak and English, researchers can gain a deeper understanding of the complex and multifaceted nature of spirituality and its impact on individuals' lives.

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LANGUAGE AND AUTHENTICITY: UNLOCKING IMMERSIVE TOURISM EXPERIENCES

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In the realm of travel and tourism, the quest for authentic experiences has become a driving force for modern-day tourists. Authenticity is often associated with the genuine, unfiltered encounters that allow travelers to connect with local cultures and traditions. Language, as a powerful tool of communication and cultural expression, plays a pivotal role in creating truly immersive and authentic tourism experiences. This article explores the dynamic relationship between language and authenticity, shedding light on how language use, local dialects, and indigenous languages contribute to the richness and depth of tourism encounters.

1. Preserving Linguistic Heritage:

Language serves as a gateway to cultural heritage, carrying within it centuries of traditions, stories, and values. Authentic tourism experiences embrace and celebrate local languages, dialects, and indigenous languages as an integral part of a destination's identity. According to Richards and Wilson (2003), preserving linguistic heritage is crucial in maintaining cultural diversity and promoting sustainable tourism practices.

2. Language as a Bridge to Local Communities:

Language acts as a bridge, enabling meaningful connections between tourists and local communities. When tourists make an effort to learn and use the local language, doors to authentic experiences open wider. A study by Wang and Xiang (2017) found that language proficiency facilitates deeper cultural understanding, fosters genuine interactions, and fosters mutual respect and appreciation between visitors and locals.

3. Indigenous Languages and Cultural Immersion:

Indigenous languages hold a profound significance in preserving cultural traditions and indigenous knowledge. Incorporating indigenous languages in tourism experiences can provide visitors with a unique opportunity to engage with indigenous communities, learn about their customs, and gain insights into their spiritual beliefs and practices. According to UNESCO (2019), promoting indigenous languages in tourism helps safeguard cultural diversity and supports the United Nations Sustainable Development Goals.

4. Local Dialects: Unveiling Regional Identity:

Local dialects are vibrant linguistic variations that reflect the cultural diversity within a region. Understanding and appreciating regional dialects can enhance tourists' immersion, enabling them to better comprehend local nuances, idioms, and expressions. A research article by Orfila-Sintes et al.

(2017) highlights the importance of local dialects in shaping a destination's identity and creating authentic tourism experiences.

5. Language Preservation and Sustainable Tourism:

The preservation of endangered languages and dialects is closely intertwined with sustainable tourism practices. Language preservation initiatives contribute to the cultural, social, and economic well-being of local communities. A study by Novotný and Prudil (2020) emphasizes the collaborative efforts between tourism stakeholders, linguistic experts, and community members to integrate language preservation into destination management strategies.

6. Innovative Approaches: Language-Based Experiences:

Innovative approaches that leverage language as a centerpiece of tourism experiences offer visitors a deeper understanding of cultural contexts and create memorable and authentic encounters. Language-themed tours, language exchange programs, and cultural immersion through language learning are examples of such initiatives. A case study by Acedo (2018) explores language-based experiences in tourism, highlighting their potential to enhance authenticity and cultural engagement.

The intertwining relationship between language and authenticity in tourism experiences is undeniable. Language serves as a bridge, connecting tourists with local communities, cultural heritage, and indigenous knowledge.

By embracing linguistic diversity, preserving endangered languages, and incorporating local dialects, destinations can unlock truly authentic and immersive tourism experiences. It is imperative for tourism stakeholders, policymakers, and local communities to recognize the value of language in shaping authentic encounters and work collaboratively to harness its power for the benefit of both tourists and host communities. By doing so, we can ensure that language continues to be a vibrant thread in the tapestry of authentic tourism experiences.

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ANALYZING THE CONCEPT OF “EYE” IN KAZAKH AND ENGLISH LANGUAGES

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Language is a powerful tool for expressing thoughts, ideas, and perceptions of the world around us. Different languages often have unique perspectives and nuances when it comes to describing various concepts. In this article, we will explore and compare the concept of "eye" in the Kazakh and English languages, shedding light on the cultural and linguistic aspects that shape these expressions. Through this analysis, we aim to gain a deeper understanding of how language reflects and influences our perception of the world.

The Kazakh Perspective

In the Kazakh language, the concept of "eye" is represented by the word "көз" (köz)[1]. The word "көз" encompasses not only the anatomical organ but also the broader concept of vision and

sight. It holds significant cultural and metaphorical meanings within the Kazakh society. For instance, "көз" is often associated with the ability to perceive or understand something, as in the phrase "көзін ашу" (közin ashu), which means "to open one's eyes" or "to become aware"[2]. This association reflects the idea that vision is not merely a physical act but also a mental and spiritual one.

Additionally, the Kazakh language employs various idiomatic expressions related to the concept of "eye." For example, "көз алдына" (köz aldyna) translates to "in front of one's eyes" and is used metaphorically to describe something that is obvious or clearly visible[3]. This usage highlights the notion of vision as a means of perceiving and understanding the world.

The English Perspective

In the English language, the concept of "eye" is represented by the word "eye." However, unlike the Kazakh language, English does not have a single word that encompasses the broader concept of vision and perception. Instead, English employs various idiomatic expressions and metaphors to convey different aspects of the concept.

For instance, the phrase "to catch someone's eye" refers to attracting someone's attention [4]. This expression emphasizes the visual aspect of human interaction and the importance of eye contact in communication. Similarly, the phrase "to see eye to eye" means to have a mutual understanding or agreement with someone [5]. This metaphorical usage highlights the idea that shared vision or perspective is essential for harmony and cooperation.

Cultural Influences

The differences in how the concept of "eye" is represented and understood in Kazakh and English languages can be attributed, in part, to cultural influences. Culture plays a significant role in shaping language and its associated meanings. The Kazakh culture, with its emphasis on spirituality and interconnectedness, views the concept of "eye" as more than a physical organ. It incorporates the notion of perception, understanding, and awareness.

In contrast, English, as a language rooted in Western culture, tends to focus more on the physical and visual aspects of the eye. Metaphorical expressions related to the eye often reflect individualism, personal perspective, and interpersonal dynamics.

Language is a mirror that reflects cultural values, beliefs, and perceptions. Through the analysis of the concept of "eye" in Kazakh and English languages, we have observed the different linguistic and cultural perspectives that shape our understanding of this concept. The Kazakh language associates "көз" with both the physical organ and the broader notions of vision and understanding. English, on the other hand, employs idiomatic expressions and metaphors to convey different aspects of the concept. Exploring such linguistic and cultural nuances enhances our appreciation for the rich diversity of human expression.

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THE GRAMMAR CATEGORY OF MOOD OF THE ENGLISH VERB

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Language, as a complex system of communication, encompasses numerous layers of structure, each contributing to its richness and functionality. Among these layers, grammar stands as a cornerstone, providing the framework through which meaning is conveyed. Within the domain of grammar, one aspect that warrants exploration is the category of mood in English verbs. Mood, often described as the speaker's attitude towards an action or statement, manifests in various forms, each carrying distinct implications for communication. This article seeks to unravel the intricacies of mood in English verbs by conducting a thorough literature analysis, employing established methods to examine linguistic data, and presenting empirical results for discussion.

A comprehensive review of existing literature reveals that mood in English verbs is typically categorized into three main types: indicative, imperative, and subjunctive. The indicative mood is used to express facts, statements, or questions, indicating what is believed to be true or certain. Imperative mood, on the other hand, is employed to convey commands, requests, or instructions, often characterized by the absence of a subject. Subjunctive mood, although less commonly used in modern English, is deployed to express hypothetical or unreal situations, wishes, or suggestions.

Scholars have extensively analyzed the functions and syntactic structures associated with each mood type. They have identified specific linguistic features, such as verb conjugations, auxiliary verbs, and sentence constructions, that distinguish one mood from another. Additionally, research has explored the pragmatic implications of mood, highlighting its role in shaping interpersonal relationships, politeness strategies, and persuasive discourse.

To investigate the grammar category of mood in English verbs, researchers employ various methods, including corpus analysis, experimental studies, and theoretical frameworks. Corpus analysis involves the systematic examination of large collections of linguistic data, such as written texts or spoken transcripts, to identify patterns and trends related to mood usage. Experimental studies utilize controlled experiments or surveys to gather empirical data on speakers' interpretations and productions of different mood forms. Theoretical frameworks, drawing on linguistic theories and models, provide conceptual frameworks for understanding the underlying mechanisms of mood variation and its cognitive implications.

The mood category in English grammar refers to the different forms of a verb that indicate the speaker's attitude towards the action or state expressed by the verb. There are three main moods in English: indicative, imperative, and subjunctive.

1. Indicative mood: This is the most common mood and is used to make statements or ask questions about facts or opinions. For example:
   - Statement: She sings beautifully.
   - Question: Do you like pizza?
2. Imperative mood: This mood is used to give commands, instructions, or make requests. It doesn't typically have a subject explicitly stated, and the verb is in its base form. For example:
   - Command: Close the door.
   - Request: Please pass the salt.
3. Subjunctive mood: This mood is used to express hypothetical situations, wishes, recommendations, or suggestions. It often appears in dependent clauses following certain verbs or expressions. The subjunctive mood in English is less distinct and has fewer forms than in some other languages. For example:
   - Hypothetical situation: If I were rich, I would travel the world.
   - Wish: I wish he were here.
   - Recommendation: It's important that she study for the exam.

The subjunctive mood is often recognizable by the use of the base form of the verb (e.g., "were" instead of "was") and the absence of the usual -s or -es ending for third-person singular verbs. However, in modern English, the subjunctive mood is less frequently used and often replaced by modal verbs or other structures.

The implications of mood in English verbs extend beyond grammatical correctness to encompass nuanced aspects of communication and social interaction. By conveying the speaker's attitude, certainty, or doubt, mood choices can influence how utterances are perceived and interpreted by interlocutors. For instance, the use of the subjunctive mood may signal politeness, deference, or tentativeness, while the imperative mood may convey authority, urgency, or informality.

Moreover, mood variation reflects cultural norms, rhetorical strategies, and communicative goals within different discourse communities. Speakers may strategically manipulate mood to achieve persuasive effects, negotiate social hierarchies, or express solidarity with their audience. Thus, an understanding of mood in English verbs is essential for effective communication in diverse contexts, including formal writing, interpersonal interactions, and public discourse.

Conclusions and Suggestions:

In conclusion, the grammar category of mood in English verbs constitutes a crucial dimension of linguistic analysis, offering insights into speakers' attitudes, intentions, and interpersonal dynamics. Through a synthesis of existing literature and empirical research, this article has provided a comprehensive overview of mood types, functions, and methods of analysis. Moving forward, future research endeavors could explore emerging trends in mood usage, investigate cross-linguistic variations, or develop computational models for mood detection and classification.

Furthermore, educators and language practitioners can incorporate insights from mood analysis into language teaching curricula, enhancing students' awareness of pragmatic conventions and communicative strategies. By fostering a deeper understanding of mood in English verbs, scholars and practitioners alike can contribute to more nuanced and effective communication in the globalized world of today.

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CONCEPT OF “CHILD/PERZENT” IN THE ENGLISH AND KARAKALPAK LINGUACULTURE

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At the present stage of development of the humanities, the interaction of language, consciousness, thinking and national culture is in the centre of attention of researchers. In this regard, Linguoculturology, in the framework of which language is studied as the most important component of culture, and language units are studied as an expression of the national-cultural specificity of linguistic consciousness [2].

It is important to mention the necessity of further development of problems connected with the study of basic concepts of English linguoculture, which constitute the core of the corresponding conceptosphere. The concept “child” in English or “perzent” in Karakalpak is an important part of the English and Karakalpak languages and their pictures of the world and characterised by high significance in the system of its values, as a consequence of which it has many embodiments in the linguistic semantics and communicative activity of its speakers. In addition, in modern society, the child and childhood represent important psychosocial and cultural phenomena, reflected in the culture of these languages. They prompt their active study in the framework of different scientific directions.

It is required to conduct a complex analysis which is likely to allow us to identify lexical means of representation of the concept 'child' and propose a semantic classification of the naming of children in English and Karakalpak. When describing systemic relations in the sphere of naming children, we applied the principles and methods of lexico-semantic, lexico-grammatical, thematic groups.

The key word - the name of the concept is the noun child.

Its semantics reflects the nuclear features of the concept under study. In the modern English, the lexeme “child” has the following meanings:

1. A boy or girl from the time of birth until he or she is an adult, who has not attained maturity or the age of legal majority
2. A son or daughter of any age; an offspring.
3. A descendant, follower, adherent.
4. A member of a family or tribe; descendant.
5. an adult who behaves badly, like a badly behaved child [https://dictionary.cambridge.org]

In the Karakalpak language dictionaries, following definitions can be analysed:

Перзент -бала, нәсилб ул-қыз, урпақ, зурият. Қыз болсын, ул болсын бәри де перзент. (Ж.Аймурзаев).

Балалар – Ержетпеген, ўлкеймеген жас ул ҳәм қызлар. Өмириңниң неше-неше жылларын, пидә еттиң ер жетсин деп балларым. (Қырқ қыз). [Қарақалпақ тўсиндирме сўзлиги].

Thus, the core of the studied concept is made up of the attributes "person", "not an adult". The Seme "not an adult" is an identifying one for all the names of children and differentiating in relation to the nominators of other age groups.

The concept 'child' includes the thematic series: adolescent, baby, boy, girl, infant, juvenile, lad, lass, minor, newborn, offspring, toddler, youngster, youth; daughter, descendant, heir, issue, offspring, progeny, son.

In Karakalpak: бала, нәсил, ул-қыз, урпақ, зурият, ҳәмиле, бөпе, бөбек, палапан, нәресте, өспирим, жас, мийрасхор.

These lexemes with the direct nominative meaning "a person in the period of child", which is not complicated by additional semantic componentsalong with the lexeme child are in the modern English language, the main means of representation of the studiedconcept.

The concept being studied is a complex cognitive formation consisting of conceptual, figurative and value characteristics of linguistic cultures of both languages. The conceptual side of the concept is objectified by words meaning children with the obligatory semantic features “person”, “not an adult”.

The seme "not an adult" is identifying for all names of children and differentiating in relation to the nominations of other age groups.

The figurative side of the 'child' concept is formed by means of designation of children who are subject to rethinking as part of phraseological units, complex words, secondary nominations based on cognitive signs, characterizing period of childhood ("small", “ill-mannered”, “naughty”, “playful”, “beloved”, “golden period"). The image of a child is a key image for understanding the culture as a whole.

It includes ideas about appearance, physiological characteristics, intellectual and behavioral characteristics, characteristic of this age.

The value side of this concept is characterized ambivalently evaluative attitude of representatives of English and Karakalpak speaking linguistic culture towards childhood as a period of human life. On the one hand, children are valuable, childhood is associated with the best time of life; on the other hand, in modern society there is a tendency to voluntarily refuse children and related concerns (signs of "voluntary childlessness", "problems of growing up" ("a child at heart"), "Peter Pan syndrome").

In addition, society does not approve of adult representatives of society traits such as immaturity, childishness, infantilism especially in Karakalpak society. In the study of the culture, the child acts, first of all, as an object of education.

The following pedagogical settings are universal: childrenneed to be taught (and from an early age), children cannot be spoiled, parentsare an example for children. In both English and Karakalpak culture, people regard a child as the greatest value, believe that love isfamily which is the basis for successful upbringing and a prerequisite for furthersuccessful and happy life.

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MADANIYATLARARO MULOQOTNI O‘RGANISHNING ASOSIY MAQSADLARI

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Qorao'zak tumani maktab va maktabgacha ta'lim bo'limiga qarashli 12-sonli umumiy o'rta ta'lim maktabi ingliz tili fani o'qituvchilari

Madaniyatlararo muloqot ikki yoki undan ortiq har xil madaniyatlar vakillari o‘rtasida bo‘ladigan muloqotning alohida bir turidir. Unda o‘zaro ta'sir etuvchi madaniyatlar o‘rtasida axborot va madaniy qadriyatlar almashinishi yuz beradi. Madaniyatlararo muloqot jarayonlari faoliyatning spesifik shakli bo‘lib, u faqat chet tilini bilish bilan kifoyalanib qolmasdan, balki boshqa xalqlar moddiy va ma'naviy madaniyatini, dini, qadriyatlari, axloqiy mo‘ljallarini, dunyoqarashi tasavvurlarini bilishni ham talab etadi. Ular barchasi qo‘shilib muloqot bo‘yicha partnyorlar xulq-atvori modelini belgilaydi.

Hozirgi davrda madaniyatlararo muloqot sohasidagi tadqiqotlarning asosiy maqsadi quyidagilardan iborat:

- madaniyatlararo muloqot predmetining metodologiyasini va tushunchalar apparatini aniqlash;
- madaniyatlararo muloqotning boshqa fanlar qatoridagi o‘rnini ochib ko‘rsatish;
-madaniyatlararo muloqot ishtirokchilarining madaniy tushunish, kommunikativ xulq va unga tolerantlik bilan munosabatda bo‘lishning konkret ko‘rinishlarini to‘g‘ri talqin etish qobiliyatlarini shakllantirish va rivojlantirish;
- boshqa madaniyat vakillari bilan aloqa qilishda ularning malaka va ko‘nikmalariga o‘qitish metodologiyasini ishlab chiqish [4;110].

Hozirgi davrda madaniyatlararo muloqot bo‘yicha yangi tadqiqotlarda ikkita metodologik yondashuv qo‘llaniladi:

1) «madaniyatni kognitiv tizim sifatida tushunish», ushbu qarash V.Gudenafga tegishli [3:48].

2) Madaniyatni «simvolik tizim» sifatida tushunish, bu K.Girsga qarashli [2;15].

Kognitiv yondashuv tarafdorlari tilshunoslikga asoslanadi va uni shunday aniqlashga intiladi: «madaniy namunalar» va «madaniy standartlar»- «ular muayyan madaniyat vakillari tomonidan va shaxsan o‘zi va boshqalar uchun ham normal deb qaraladigan, o‘z-o‘zidan odatdagicha va tabiiy majburiy hisoblangan har qanday qabul qilish usuli, tafakkur turi, baholash va xulq-atvor tarzidir» [5;409]. Ushbu madaniy standartlar asosida «o‘zining» va «boshqalarning» xulq-atvori aniqlanadi va tartibga solinadi. Simvolik yunalish tarafdorlari madaniyatni yaxlit qoidalar to‘plami deb qaraydi.

Hozirgi tarixiy bosqichda, ya'ni madaniy aloqalar shiddat bilan rivojlanayotgan, insonlararo aloqalar kanallari va sohalari kengayayotgan bir davrda o‘qish va o‘rgatish sohasi istiqbollarida, yaxlit ta'lim konsepsiyasida o‘zgarishlar bo‘lishi tayin. O‘qitishda madaniyatlashish funksiyasi, ta'lim esa «madaniyatni rivojlantirish mexanizmi, olam va undagi inson manzarasini shakllantirish» asosi bo‘lib qoladi. [1;2004]

Chet tilini o‘qitishning asosiy vazifasi sifatida har xil milliy madaniyatlar sharoitida adekvat aloqa qila olish qobiliyatiga ega bo‘lgan madaniyatlararo va ko‘p tilli shaxsni shakllantirish masalasi ilgari surilmoqda, ta'limda esa ijtimoiy madaniy yo‘nalish (kommunikativ konsepsiya bilan bir qatorda) yetakchi hisoblanmoqda. Madaniyatlararo o‘qitish begona madaniyat va uning qadriyatlarini tushunishi va uni adekvat qabul qilishni anglatadi.

Yuqoridagi aytilganlardan kelib chiqib, madaniyatlararo muloqot masalalarini ishlab chiqish uchun uning quyidagi aspektlarini o‘rganish dolzarb hisoblanadi:

1. Lingvistik: verbal bosqichda madaniyatlararo aloqani ta'minlovchi til spesifikasini bilish (milliy-madaniy komponentga ega bo‘lgan til birliklari; fon, ekvivalentiga ega bo‘lmagan leksika, realliklar, milliy markirlangan idiomatika va b).

2. Paralingvistik: muloqot aktida noverbal aloqa vositalarini va noverbal xulq spesifikasini bilish.

3. Etnopsixologik: bizni qurshab turgan olamni, milliy xususiyatlarni, mazkur madaniyat vakillari mentalitetini qabul qila olish, chunki ular muloqot jarayonida ularning xulq-atvorini belgilaydi va ularni bilish kommunikativ muvaffaqiyatsizlikdan va madaniy shokdan forig‘ bo‘lishni ta'minlaydi.

4. Pragmatik: so‘zga va frazeologiyaga, hamsuhbatning xulq-atvoriga adekvat reaksiya berish uchun va kul'turologik xatoliklarga yo‘l qo‘ymaslik uchun aloqa qilish etiketini, ijtimoiy xulq-atvor qoidalari va normalarini bilish.

Etnografik: mazkur xalqning turmush tarzi xususiyatlarini, an'analarini, moddiy va ma'naviy madaniyatini bilish, shuningdek, uning milliy madaniyati realliklarini, ular madaniyatining o‘z madaniyatidan farqli jihatlarini bilish. Ular to‘laqonli muloqot uchun zarur bo‘lgan shaxsning fon bilimlarida, badiiy adabiyotini tushunish kabilarda aks etadi.

Xulosa qilib aytadigan bo’lsak, chet tillarini o‘rganish va undan xalqaro aloqalar vositasi sifatida foydalanish bugungi kunda ushbu tillar vakillari madaniyatini, mentalitetini, milliy xarakterini, turmush tarzi, dunyoni idrok etishini, urf-odati, an'analarini chuqur va har tomonlama o‘rganmasdan turib sira mumkin emas. Mana shu ikki xil bilimlarni- til va madaniyatni bilgandagina samarali va sermahsul aloqa amalga oshadi.

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INTERPRETATION OF IDIOMS STARTING WITH ‘HAVE’ IN THE ENGLISH-UZBEK ELECTRONIC DICTIONARY

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Idioms enrich language, reflecting cultural depth and enhancing communication. Despite being challenging, they offer insight into cultural nuances and foster fluency. This article proposes recommendations for presenting idioms starting with 'have' in the English-Uzbek electronic dictionary.

Here's a sample presentation of the idiom "have it in for someone" in an electronic bilingual dictionary:

have it in for someone idiom
[informal] xusumati bo‘lmoq, adovatibo‘lmoq
• Jane seems to have it in for Jerry. I don’tknow why.
• Max has it in for his old girlfriend since shebroke up with him. [1; 289]

When a word in an idiom is listed as a dictionary entry, include a separate section explaining the idioms it belongs to.

number noun /ˈnʌmbə(r)/son, raqam
Idiomalar
have (got) sb'snumber SLANG idiom
[informal] rejasidan/hiylasidan xabardor bo‘lmoq
• Don't worry, I've got his number, he doesn't fool me.
Making noun [U] ...
Idiomalar
have the makings of something Fig. idiom
zarur xislatlar bo‘lmoq
• The young boy had the makings of a fine baseball player. [1; 294]
headnoun /hed/ ...
Idiomalar
have one’s head in the clouds idiom
1. boshqa narsa haqida o‘ylamoq
• “Bob, do you have your head in the clouds?” said the teacher. [2; 184]
2. erishish qiyin bo‘lganmantiqsizorzularqilmoq
have your head screwed on (the right way) idiom
[informal] dono va tajribali
• Ask Lois to help - she's got her head screwed on the right way.

Translations of idioms with multiple meanings can be listed based on frequency. Here's another example of presenting such idioms:

have nothing on someone or something idiom
1. [informal] yonidahechnarsaemas, tengkelaolmaslik, yetaolmaslik
• He's a good player, but he's got nothing on his brother.
2. hechqandayma'lumotbilmaslik, isbotibo‘lmaslik
• The dictionary had nothing on the word I looked up. [1; 290]
have something out (with someone) (Fixed order.) idiom
gaplashibolmoq, halqilibolmoq
• John has been mad at Mary for a week. He finally had it out with her today.[1; 293]

After translation, include a clear example sentence demonstrating the idiom's usage in practical situations. This helps users understand its meaning and usage in context.

have it in one to do something idiom
[informal] qobiliyati bo‘lmoq, qo‘lidankelmoq
• I wanted to help out, but I just didn’t have it in me. [1; 289]

Including both BrE (British English) and AmE (American English) variants of the phrasal verb accommodates regional language differences, ensuring comprehension for users across English-speaking regions.

field day noun /ˈfiːldde ɪ/ [AmE] [BrEsports day] ...

Idiomalar

have a field day (Refers to a day when children are released from classes to take part in sports and athletic contests.) idiom

[AmE, BrE] yomonishniqilibzavqlanmoq, mazaqilmoq, rosayayramoq

• The air was fresh and clear, and everyone had a field day in the park during the lunch hour. [2; 176]

patadverb /pæt/ ...

Idiomalar

have/know something off pat idiom

[BrE] [AmE have/know sth down pat] suvqilibichibyuborgan, yodlabolgan

• Tom has his part in the play down pat. He won't make any mistakes. [2; 186]

Including synonyms or alternative expressions enhances users' understanding by providing additional linguistic options.

heartnoun /hɑt/ /hɑrt/ ...

Idiomalar

have a change of heart idiom

hissiyotlario'zgarmoq, ishqisovumoq, qiziqishiso'nmoq

• Since I talked to you last, I have had a change of heart. I now approve of your marrying Sam. [2; 175]

Sinonimlar

change one's mind, flip-flop, change one's tune, have second thoughts, have a rethink, think again, think twice; [informal] get cold feet, do a U-turn

have a heart idiom

[informal] yuraging bormi?, rahmingkelsin!

• If Ann had a heart, she'd have made us feel more welcome. [2; 177]

Sinonimlar

be compassionate, be kind, be merciful, be lenient, be sympathetic, be considerate, have mercy

Providing alternative translations ('boshidevorgaboriburilmoq, qiyinahvoldaqolmoq') clarifies the idiom's meaning, aiding users in understanding its nuanced usage, particularly with idiomatic expressions.

backnoun /bak/ ...

Idiomalar

have one's back to the wall Fig. idiom

boshi devorga borib urilmoq, qiyin ahvolda qolmoq

• How can I bargain when I've got my back to the wall? [1; 290]

Maintain consistency in presenting phrases across entries in the dictionary, especially with multiple variations of idioms like 'have one's feet on the ground', 'get one's feet on the ground', and 'keep one's feet on the ground'.

footnoun /fʊt/ [pl. feet] ...

Idiomalar

have one's feet on the ground (also 'get one's feet on the ground', 'keep one's feet on the ground') (Also literal.) idiom

realyondashmoq / qaramoq, hayotiyyondashmoq, osmondaemasyerdayurmoq

•He's new at the job, but soon he'll get his feet on the ground. [2; 140]

If the word in the idiom has another meaning (e.g., playful), it can be explained in brackets.

whalenoun /weɪl/ ...

Idiomalar

have a whale of a time (Slang. Whale is a way of saying big.) idiom

[informal] vaqti chog‘ o‘tmoq, mazaqilmoq

• Enjoy your vacation! I hope you have a whale of a time. [2; 181]

‘Get’ and ‘have’ are common in idiomatic expressions, conveying specific meanings. ‘Have’ suggests possession, while ‘get’ often implies acquisition or change. For example, ‘Have a headache’ describes a current state, while ‘Get better’ implies future improvement. Idioms starting with either word maintain their meaning and can be interpreted in the following form.

antnoun /ant/ ...

Idiomalar

have ants in one’s pants (Refers to the agitation caused by ants crawling into one’s pants. Slang. Also with get.)OLD-FASHIONED HUMOROUS idiom

[informal] qimirlamayturaolmaslik, ichidaqurtiborbo‘lmoq

• I wonder if all actors get ants in their pants before they go on stage. [2; 133]

In electronic bilingual dictionaries, it's vital to balance clarity, completeness, and accessibility for idioms, aiding users in understanding their meaning, usage, and regional nuances. Idioms play a crucial role in language, enhancing expressiveness, reflecting culture, and fostering effective communication, making their mastery essential for language fluency.

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THE NOTION AND DEFINITION OF THE INTERJECTION AND EXCLAMATORY WORDS

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Modern linguistics, with its emphasis on the human aspect of language, is characterized by addressing a broad range of issues related to both the nature of the human mind and intellect, and its behavior manifested in all processes of human interaction with the surrounding world and other people.

Linguists are showing an increasing interest in the domain associated with the emotional-expressive aspect of linguistic signs. These studies focus on linguistic units that are semantically significant elements. Linguistic elements that are non-referential and semantically empty, such as interjections, receive much less attention from linguists in traditional grammar.

The interjection and exclamatory words are quite a controversial unit of language. Language scholars, grammarians and linguists generally preferred to limit its role to a marginal element with respect to other aspects of language because of its nature and the difficulty in attributing it to the categories of traditional grammar. That is probably why interjections have been quite poorly analyzed. The interjection, as one of the, perhaps, least discussed upon classes of words, is the focus of this pursuit.

The term interjection entered the English language probably in the 13th or 14th century from Latin interjicere (-jacere) with the meaning to throw or cast between, from «inter» between + «jacere» to throw.

For a long time, the interjection has posed a linguistic "challenge" due to its unique nature and the difficulty in fitting it into traditional grammar categories. Consequently, language scholars, grammarians, and linguists have often relegated it to a marginal role compared to other aspects of language. However, this approach has merely served to sidestep the issue of defining interjections, resulting in considerable confusion about many related aspects and rendering it one of the most contentious topics in the history of grammatical and linguistic studies. In light of this, it's not surprising that E. Sapir, in his work, acknowledges interjections as among the least significant elements of speech.

As many authors pointed (L. Blanch 1956; A. Perez 1985; Rojas 1981; F. Ameka 1992; V. Veiga 2003), if it goes back to Greek grammarians, the interjection was considered a subgroup of adverbs: this was the position of Dionysius of Thrace presented in his traditional classification of words in eight parts of speech. In the classification of Latins particularly in Remmio of Palaemon (first century AD.), the interjection becomes one of the eight parts of speech, since, unlike the Greeks, the Latin language lacked the class of articles and its introduction was a strategy for keeping the number of parts of speech.

However, due to the Latin grammarian Donatus the interjection was introduced with the following definition "pars orationis affectum mentis significant voce incognita" i.e. part of the sentence that means an emotion of the mind through a voice (or word) unknown.

In this prospect interjections can be considered as an expression of human affective state, that were the first words of the men which served as the starting point for the development of the first language.

Some of the definitions and theories, that link the interjection to the original language due to its «primitive» nature, have already been thoroughly rejected.

Goffman in his essay «Forms of Talk» includes the interjections between response cries, screams reaction, interjections not lexicalized, which are not fully words [3;98).

Sharonov in the «Morphology of the English Language» says that interjections are opposed to notional words as being purely the elements expressing feelings and emotions that have no nominative function [4;235].

Many linguists separate discourse markers and interjections and do not include interjections in the group of discourse markers (W. Cueto, A. López), some grammarians include interjections in the group together with prepositions, conjunctions, adverbs and adjectives [1;75].

So we may see that the interjection so long ignored by the linguists is considered mostly as a notionless expression of feelings and emotions that is syntactically independent and can function either as an independent part of a sentence or as a separate sentence. Some linguists consider it to be the ancestor of the notional words, transitional stage of inarticulate sound flow to articulate speech. However, the status of the interjection is not still specified as long as there are theories that are contrasting in the problem of the grammatical status of the interjection.

Exclamatory words, also known as interjections or exclamations, are linguistic expressions used to convey strong emotions, reactions, or emphasis in speech or writing. They are typically standalone words or short phrases that add emphasis or convey a specific feeling or sentiment. Exclamatory words often express emotions such as surprise, joy, excitement, fear, anger, or admiration. Here are some key points about exclamatory words:

Exclamatory words serve to add emotional or emphatic impact to a statement or express the speaker's reaction to a situation. They can convey a wide range of emotions, intensify the meaning of a sentence, or provide an immediate response.

According to the form and structure, as Gladkova stated, exclamatory words are often short, spontaneous, and can be used independently or within a sentence. They are characterized by their strong intonation, pitch, and emphasis when spoken aloud [2;267].

Examples: Common examples of exclamatory words in English include "Wow!", "Oh!", "Ouch!", "Bravo!", "Alas!", "Yay!", "Phew!", "Oops!", "Ah!", and "Eureka!", among others. These words are used to express surprise, delight, pain, relief, astonishment, or other intense emotions.

Within the realm of English interjections, we can categorize them into two broad groups based on their phonemic contents, immediate origin, and overall formal characteristics: primary interjections and derived interjections.

Primary interjections are words like aha! auh! bah! boo! coo! cor! eeeek! eh! gee! gee-whiz! ha! ha-ha! ho! hooey! hoo-ha! hoy! huh! hullo! hum! oho! ooh! oops! uh! uh-huh! uh-uh! These short forms are usually one or two syllable segments with emotions as referents, and with indisputable purpose in language communication.

Derived interjections, are word as begone! behold! bingo! blast! blimey! bother! bullshit! crazy! crikey! damnation! the devil! doggone! god! good! goodness! gracious! grand! hell! honestly! indeed! look! nonsense! silence! so! sod! soft! son of a bitch! son of a gun! upon my soul! up with! upsy-daisey! well! woe! no wonder!, have more word-like or phrase-like forms with identifiable referents outside language or figurative meaning and are clearly suggestive of emotional reactions to linguistic or non-linguistic stimuli.

According to Z. Tuebekova, on the basis of semantics, both primary interjections and derived interjections can be monosemantic and polysemantic [3;89] Every monosemantic interjection possesses one meaning in any context. As for the polysemantic interjections, their meaning is highly context dependent, thus one and the same interjection can express a whole range of emotions in different communicative situations.

The interjection “Eugh” in all contexts expresses disgust and can serve as an example of a monosemantic primary interjection.

1. - I saw it on Discovery channel about the jellyfish and how to… EUGH! UGH!
   - You peed on yourself?! Eugheugheugh!!!
2. - It twisted?
- What twisted?
- Me going out with Richard’s son…
- Eugheugheugh!

On the contrary, the interjection “Oh, my God” is evidenced as a polysemantic derived interjection. In different context it can express:

1. delight
- Hey, Monica, this is Chip…
-Yes!
-Who’s Chip?
-Tsss!... (after a conversation)
- Oh my God! We were in conversation!!!
2. astonishment (entering an empty room after everything was stolen)
- Oh my God! What da hell happened here?!

Interjections are present in various languages, sharing common features and even some interjections common across many languages. However, differences in culture and mentality among nations result in variations in the sets and functions of interjections. For instance, the prevalence of verbal-character interjections indicates the dynamic nature of the Karakalpak language compared to English, where most derived interjections are of nominal character. Such distinctions and others become apparent when comparing an original sample with its translation.

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INGLIZ VA QORAQOLPOQ TILLARINING METAFORIK XARAKTERDAGI KOMPARATIV FRAZEOLOGIK BIRLIKLARI

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Komparativ barqaror birikmalar daraja va qiyosni ifodalash vositalarining boy tizimiga ega frazeologik birliklarning maxsus turi sifatida o‘rganilishi mumkin, bu ularning nutq tizimida ta’sirchan nutqiy vositalar sifatida faollik ko‘rsatishidan darak beradi. Komparativ frazeologik birliklar idiomatiklashuvi turli darajada bo‘lishi kuzatiladi, bu taqqoslanayotgan qismlardan birida yoki ikkala qismda so‘zlar semantikasining uzualligi yoki okkazionalligi bilan bog‘liq.

Komparativ iboralarga frazeologik birliklarning barqarorlik, takrorlanuvchanlik, obrazli motivlashganlik, ekspressivlik kabi xususiyatlari xos bo‘ladi. Barqaror o‘xshatishlarning aksariyati ularni tashkil etuvchi so‘zlarning ma’nosi bilan motivlashgan obrazli birikmalardir. Motivlashgan komparativ frazeologik birliklar uchun individual muallif o‘xshatishlardagi okkazional obrazlardan farqli o‘laroq uzual obrazlilik xos. Motivlashmagan komparativ frazeolog izmlarda, masalan, intesifikator o‘xshatishlardagi kabi real motivlashuv va obrazlilik mavjud emas.

Ma’lumki, ma’noning metaforik siljishi zaminida hamisha qandaydir o‘xshatish yotadi. Ingliz va qoraqolpoq tillaridagi komparativ frazeologik birliklarning semantik tahlili taqqoslash predmeti va uning obyekti o‘rtasida o‘xshashlik mavjudligini ko‘rsatadi. Bu adverbial komparativ frazeologik birliklarga ham xos:

1) predmetlar, narsalar bilan o‘xshashlik: as safe as a church – tosh devorga suyanganday, as still as the grave – qabristondagiday tinch, sassiz;

2) hayvonlar, hasharotlar bilan o‘xshashlik: as fit as a flea – «burga kabi sakraydi», sog‘-salomat, (do) like a bird – bajonidil, hech ikkilanmasdan, hech qanday qarshiliksiz, oson, qiyinchiliksiz;

3) boshqa odamlar, adabiy yoki mifologik qahramonlar yoki ularning xususiyatlariga o‘xshashlik: like a father – otalarcha, obro‘li, qat’iy, lekin mehribon, like a Trojan – jasorat bilan, qahramonona;

4) tabiat obyektlari va hodisalari bilan o‘xshashlik: as firm as a rock – tosh kabi qattiq, as night follows day – muqarrar, qochib qutulib bo‘lmas;

5) mavhum, abstrakt tushunchalar bilan o‘xshashlik: like the wrath of God – dahshatli, jirkanch, like a charm – sehrli, mo’jizaviy, ajoyib;

6) harakat tabiatidagi o‘xshashlik: as easy as kiss your hand - osondan oson, oddiydan oson, oson, as easy/ simple as falling of a log – oddiy, juda oson.

Lisoniy vositalar yordamida muallif atrofdagi olamni ham, uning alohida hodisalarini ham ko‘rishning o‘ziga xos frazeologik modelini yaratadi. Ta’kidlash joizki, har qanday lisoniy ifoda voqelikni aks ettirish, his qilingan va his qilinayotgan narsalarning natijasidir. Avvalo, voqelikdagi har qanday o‘zgarishlar va voqealar alohida individual mualliflik yoki okkazional variantlarda o‘z ifodasini topadi.

Dissertatsiyada metaforaning ma’nolari oddiy obrazli tasvirlar bilan motivlashgan, ular orqali denotat ham nomlanadigan, ham tavsiflanadigan frazeologik birikmalar va birliklarni shakllantirish jarayonidagi roli ko‘zda tutiladi. [1]. Sxemalashtirish soddaligi orqali dunyoni tushunish imkoniyatini beradigan” metafora axborotni siqishtirish va kodlashning o‘ziga xos kognitiv mexanizmi ekanligi haqidagi g‘oya tadqiqotimizning asosini tashkil etadi [3]. Ma’lumki, metafora tarkibiga uning asosiy subyekti, metaforizator, ya’ni uning yordamchi subyekti, asosiy subyektning ba’zi o‘ziga xosliklari va yordamchi subyektning xususiyatlari kiradi. Metafora “asosiy subyektga yordamchi subyektning atributlarini predikatlash orqali” yaratiladi [2]. Bu belgilar har doim ham muhim emas – odatda metafora madaniy va tarixiy hodisani ifodalovchi assotsiatsiyalar asosida yaratiladi, shuning uchun ular nafaqat turli xalqlarda bir-biriga mos kelmaydi, balki vaqt o‘tishi bilan va bir xalq doyrasida ham tafovut yuzaga kelishi mumkin.

Biroq, til rivojlanishining har qanday davrida til egalari ongidagi etno-madaniy ongga xos bo‘lgan qolipni tashkil etuvchi atrofdagi voqelik hodisalari haqidagi bilimlarning mavjudligi kerakli

belgilarni izlashning to‘g‘ri yo‘nalishini tanlashga yordam beradi. Turli xalqlarning lingvistik ongida assotsiatsiyalar bir-biriga mos kelsa, metafora va o‘xshatishlar ham bir-biriga to‘g‘ri kelishi mumkin, qiyoslang: ing. **as bald as brass** – qq. *beti qalıń*, ing. **as clear as a bell** – qq. *soqırǵa tayaq uslatqanday* [5]. Bu holat esa frazeologik ekvivalentlarni shakllantirish imkoniyatini ochadi. Bu holatda, ingliz va qoraqalpoq tillari egalari ongida etalonlar – konnotatsiya tashuvchilari, ya’ni muayyan obyektlarning barqaror belgi xususiyatlari (funktsional, parametrik, psixologik va boshqalar), tushuncha tashuvchi muqobillar tasvirida mustahkamlangan muayyan predikativ ma’nolar o‘zaro mos keladi. Demak, har qanday metaforik birlikning ma’nosi (shu jumladan frazeologik) avval boshdan motivlashgan: u muayyan lingvomadaniyat egalariga ma’lum metaforizatorning xususiyatlari bilan bog‘liq.

Frazeologizatsiya jarayonida metaforaning roli bir xil emas: V.V. Vinogradov tomonidan aniqlangan turli xil frazeologik birliklarda, [4]. ularning ma’nolari idiomatikligi teng emas. Erkin iboralar idiomatizatsiyasining birinchi bosqichida frazeologik birikmalar shakllanadi. Ularning ma’nosi qisman transformatsiya, ya’ni leksik komponentlaridan birining ma’nosidagi siljish natijasidir. Ushbu siljishning yo‘nalishi va natijalari leksik birlikning ko‘pma’noliligi bilan belgilanadi. Ko‘pma’noli so‘zning ma’nolari bog‘liqligini “esda qoladigan va tizimlashgan material sintezi”dan iborat semantik to‘r sifatida tasavvur qilish mumkinligi sababli, yakunda yangi shakllangan frazeologik birikmaning ma’nosi ham motivlangan bo‘ladi. Dastlabki ma’no o‘zgarishlaridagi hal qiluvchi rolni ichki frazeologik aloqalar va munosabatlar o‘ynashi mumkin, ular frazema shakllanishining asosiy yo‘nalishlari va tabiati hamda derivatsion bazasining potentsial xususiyatlarining voqelanishini belgilaydi.

KAFB bo‘yicha eng so‘nggi tadqiqotlardan biri A.V. Terentyevning “Adyektiv komparativistik frazeologik birliklar lingvistik universaliyalar sifatida (ingliz tili materiali asosida)” [8]. tadqiqotidir, S.G. Karimovaning ingliz va rus tillarida metaforik xarakterdagi adyektiv frazeologik birliklarini qiyosiy tahlil qilish, shuningdek, o‘rganilayotgan FB asosidagi metaforizatsiya mexanizmlarini o‘rganishga bag‘ishlangan ishini ham eslatish zarur [7].

S.G. Karimova ingliz va rus tillari materiallari asosida metaforik qayta anglangan adyektiv frazeologik birliklarning tarkibiy va semantik xususiyatlarini, metaforik ko‘chish mexanizmlarini, metaforizatsiyada frazeologik birliklar komponentlarining roli va metaforik xarakterdagi adyektiv frazeologik birliklarning okkazional variantlarini shakllantirish imkoniyatlarini o‘rganadi.

KAFBning paradigmatik munosabatlari, adyektiv frazeologik birliklar sohasida polisemiyaning shakllanishi va metaforik ko‘chish roli o‘rganilganligi ishning yangiligini tashkil etadi, zero o‘rganilayotgan tillarda frazeologik birliklarning sifat komponentlari ilk bora qiyosiy o‘rganilgan. Masalan, shunday frazeologizmlar qatoriga quyidagilar kiradi:

Metaforaning tadqiqidagi zamonaviy nazariyasi asosida diafora va epiforalar orasidagi farqlarni aniqlash odatiy hodisa hisoblanadi. Mutaxasislar fikriga ko‘ra adresatga ta’sir qilish usuliga ko‘ra mazkur hodisa amalga oshiriladi (Qarang: Jadval):

Jadval

Ta’sir qilish darajasiga qarab KAFBlarning metaforizatsiyaga o‘chrash holatlari

FB	Epifora metafora	Diafora metafora
between the wind and water	+	
ot penen suw arasında (qolaysız jaǵdayda)		+
over head and ears	+	
qazanda may tabaqta may (mo‘l-ko‘l)	+	+
Tamaǵı toq kiyimi kók (mo‘l-ko‘l)		+
shipshape and Bristol fashion	+	
bári bárjay (hammasi yaxshi).	+	+

Quleke táwip buyırǵanday (hammasi yaxshi)		+
Cat and run	+	
apıl topıl (apil-tapil)		+
urman turman (apil-tapil)		+

Metafora kognitiv-semantik hodisa bo‘lib, strukturaviy-semantik va assotsiativ-kognitiv yondashuvlar yordamida izohlanadi. Metaforik ko‘chimda komponentlar ma’nosining o‘zaro ta’siri, jumladan inson bilimi tizimlashtirilib, aqliy jarayon natijasida o‘z ifodasini topadi va bir xil darajada muhim rol o‘ynaydi.

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PICTURES OF THE WORLD CREATED BY LANGUAGE AND CULTURE

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Language, thinking and culture, while forming a single whole, correlate with the real world, oppose it, depend on it, reflect and simultaneously form it. Recently, a lot of works have appeared on the issues of Linguoculturology and Linguistics. According to professor S.G. Ter-Minasova, the world around the world is represented in three forms:

-real picture of the world,

-cultural (conceptual) picture of the world,

-linguistic picture of the world [3:47].

She gives the following diagram:

Real world **Thinking / Culture** **Language / Speech**

Subject, phenomenon **Imagination, concept** **Word**

The general concept of *the picture of the world* means "an ordered set of knowledge about reality, formed in the public (as well as group, individual) consciousness". The real picture of the world is an objective extra-human reality, this is the world surrounding the person.

The cultural (conceptual) picture of the world is a reflection of the real picture of the world through the prism of concepts formed on the basis of human representations, received with the help of sense organs and passed through his consciousness, both collective and individual. The cultural picture of the world is specific and different for different peoples. This is due to a number of factors: geography, climate, natural conditions, history, social structure, beliefs, traditions, way of life, etc.

The cultural conceptual picture of the world is also called by another term-the cognitive conceptual picture of the world (CCP).

The cognitive or conceptual picture of the world is defined as the "holistic global image of the world", "the totality of the conceptual sphere and stereotypes of consciousness that are set by culture", "the system of intuitive notions of reality," "the totality of worldview knowledge of the world". The conceptual picture of the world (CPW), being the result of the cognitive process of reality by a man, is based on the conceptual sphere, that is, the aggregate of ordered knowledge of the world, formed through concepts that to some extent determine a person's worldview and perceptions of the world and influence the formation of his perception of the facts of the world around him. The conceptual picture of the world is an orderly system of knowledge, information about the world, reflecting the cognitive experience of a person and his understanding of the world.

The linguistic picture of the world reflects reality through the cultural picture of the world. "The idea of the existence of nationally specific language pictures of the world originated in the German philology of the late XVIII and the beginning of the XIX century (Michaelis, Herder, Humboldt)" [2:75].

The linguistic picture of the world (LPW) verbalizes the conceptual picture of the world by means of language. According to the opinion of M.V. Pimenova the language picture of the world is "a body of knowledge about the world that is reflected in the language, as well as ways of obtaining and interpreting new knowledge". It should be noted the conceptual picture of the world is much larger, more extensive than LPW, because the language reflects and represents only the CPW and the conceptual sphere of speakers of a certain language. The conceptual and linguistic pictures of the world are in a relationship of interdependence and interaction [1:52]. Along with these concepts, the notion of a national picture of the world (NPW), which in our work is of paramount importance, has also been established. As you know, people reflect and perceives the world through the prism of their national culture and mentality, which is due to the fact that "every civilization, social system is characterized by its own way of perceiving the world".

The famous linguist Wilhelm von Humboldt said that language as an expression of the national spirit is an intermediate world between thinking and the outside world. At the same time, he also stressed that "every language describes a circle around the people to whom it belongs, from which it is possible to exit from the limits only if you enter another circle" (Humboldt).

The national picture of the world "is revealed in the uniformity of the behavior of the people in stereotyped situations and general perceptions of the people about reality, in statements and common opinions, in judgments about reality, proverbs, sayings and aphorisms". In the minds of the representatives of certain people, a special image of the world is formed, to which both universal and national values are inherent, which find their projections in the language, since language is a way of forming, existence and storage of people's knowledge of the world. So each language reflects a certain way of perception and coding of the world. This, according to R.M. Frumkina due to the fact that "the same name (word) in the psychology of people can correspond to different mental formations".

Thus, not only different languages "conceptualize" reality in different ways, but different concepts can also stand in the same word of a given language in the minds of different people ".

Represented in the language the semantic meanings form a single system of worldview, which becomes one for the speakers of the language. As a result, people speaking in different languages perceive the world in their own way, different from those of other languages. Fixing in the language, the national picture of the world is an integral part and national component of the conceptual and linguistic pictures of the world.

It should be noted that "mastering a foreign language is a process of obtaining bilingual abilities and at the same time - socio-cultural knowledge as a result of the interconnected, inseparable functioning of the language in the sphere of culture". A particular language reflects the world view of a particular culture. According to the definition of G. Hofstede "Culture is the collective programming of the mind which distinguishes the members of one category of people from another" [4:51]. It's necessary to emphasize the following features of culture:

- Culture is manifested through different types of regularities, some of which are more explicit than others;

- Culture is associated with social groups, but no two individuals within a group share exactly the same cultural characteristics;

- Culture affects people's behavior and interpretations of behavior;

- Culture is acquired and constructed through interaction with others.

The study of a foreign language is closely connected with culture and represents the process of acquiring sociocultural knowledge as a result of the interconnected, inseparable functioning of the language in the sphere of culture, and mastering intercultural competence and its understanding can give us the key to the national character of different peoples, to their culture, history and political life. The concept of intercultural competence is closely connected with the linguistic picture of the world that verbalizes the conceptual picture of the world by means of language and the culture of the people speaking in English, the culture of the English-speaking countries.

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THE COMPARATIVE STUDY OF THE CONCEPT "MOTHERLAND/РОДИНА/ЎАТАН"

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The concept is the basic notion of Cognitive linguistics, Linguoculturology and Linguoconceptology. Cognitive Linguistics is one of the important trends in Linguistics. Under the influence of Cognitive Linguistics and on the border of Linguistics and Culturology there appeared another new trend- Linguoculturology. The term "concept" was first used by S.A. Askoldov-Alexeev in 1928 in his work "Concept and word" [3;267]. The notion "concept" defines as polymeasured construct reflecting the cognitive process of the world, results of human activity, the man's experience and knowledge of the world and keeping information about it. According to the opinion of N.D. Arutyunova concepts are notions of usual, practical philosophy, being found in the result of interaction of such factors as national traditions and folklore, religion and ideology, life experience and images of art, feelings and systems of values [2;3].

The object of our investigation is the concept Motherland/Родина/ Ўатан that has been studied on the material of literary translation of the poetic works of the famous People's poet of Uzbekistan and Karakalpakstan, the Hero of Uzbekistan Ibragim Yusupov. Many works of the poet have been translated into Russian and some works into English. The concept «Motherland/Родина» is the basic concept of culture of all peoples. On the one hand the concept «Motherland/Родина» has general culturological meaning, on the other hand the meaning of this concept is variated in different ethno cultures. The investigation of this concept on the material of the typologically different languages is one of the actual issues. The comparative study of linguistic units in different languages, the issues of intercultural communication are very important in defining similarities and differences in worldview, culture and mentality of the people –speakers accepting one and the same concept or notions. As a linguist U.K. Yusupov emphasizes, «semantics of linguistic units reflects not only the objects of the real world but also a part of the people's culture speaking a certain language. That's why some differences in the semantics of units of comparing languages may be of culturological character.». In each linguoculture there are specific meanings reflected in both the social-cultural life and language. People describe and accept the world through the prism of their national culture and

mentality conditioned by the fact that «each civilization, social system is characterized by its own way of perception of the world» [1;49].

The concept «Motherland/Родина» is one of the meaningful linguocultural concepts for many languages and it is included into the list of universal human notions. The actuality of investigation of the concept «Motherland/Родина/Ўатан» is explained firstly by high frequency value of it in Russian and Karakalpak linguoculture and increasing interest to the semantic-cognitive typological studies of concepts and frames in different languages. Love for Motherland is considered to be an essential feature of many people, including the Karakalpak people and their national character. It is brightly expressed in poetry. The famous Russian poet S. Esenin wrote «There is no poet without Motherland». The concept «Motherland» is given by the word «Родина» in Russian and by the word «Ўатан» in Karakalpak. There are different definitions of the concept «Родина». In the Qualification Paper we have taken the theory of the scholar V.N. Telia presented in the work «Наименование родина1 как часть социального концепта «Patria» в русском языке». The concept «Motherland/Родина» has the following meanings:

Родина1/Motherland1 – means always personal perception of «his/her» demographic space reflecting a place where a person was born, accepted himself for the first time as a «part» of surrounding nature, mastered the native language, has emotional-positive feelings towards this native place, his parents and blood-relative roots, close people and traditions known from his childhood.

Родина1/Motherland1 – means always «personal», «individual» («my») place or places, contrary to «another» place, country. It means country, native land native and close people, native air of the country (родные края, родная сторона, сторонушка, родные и близкие для него люди, родные могилы, где родные березки, родные осины; воздух родины).

Родина1/Motherland1 is associated with the native land that feed you – with mother who bore you. It is associated with the image of Mother as the beginning and origin of all living things, and as the end of life – returning to mother's bosom- damp land.

Родина2/Motherland2 means general, common (not personal) space belonging to the people living on this territory. For example: наша Родина, отечество, отчизна, великая страна.

The love for Motherland, for the native land takes a particular place in the works of the outstanding Karakalpak poet I. Yusupov. The poet's Motherland is a village Azat situated on the bank of the ancient canal Kegeili near the town Chimbay – the historical centre of the northern part of Karakalpakstan. The first work of the poet is a verse «Ўатан» (Motherland), it was published in 1946 in a newspaper, when the poet was a student of Karakalpak pedagogical institute. Almost in all the works of the poet devoted to his country we see the deep love for Motherland and feelings of patriotism. People of one culture get acquainted with the peculiarities of other cultures from literary works and other sources. One of such sources spread widely in modern world is translations from one language into another.

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ISSUES OF INTERCULTURAL COMMUNICATION AND COMPETENCY

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Intercultural communication is a fairly new field of academic activity. It was born from the rubble of World War II when the USA found its international diplomacy, commerce and trade expand to unprecedented heights. Government officials, diplomats, business leaders and other Americans sent to work overseas realized that their lack of knowledge of foreigners' cultural practices and communication styles impeded their effective functioning. [1;76].

According to R. Scollon and S.W. Scollon there are two approaches to the study of intercultural communication: 1) an intercultural or interactional sociolinguistic approach and 2) a mediated discourse approach [2;110].

Communication, language, and culture cannot be separated. Successful cross-cultural communication demands cultural fluency as well as linguistic fluency. In order to communicate effectively in English, students need more than just competence in English grammar and vocabulary. They must also have an awareness of the culturally-determined patterns of verbal and non-verbal communication which speakers of English follow (for example, the unwritten rules of speaking—how to begin, continue, and end conversations), the styles of spoken and written language that are most appropriate for particular situations, and the non-verbal communication signals most commonly used in English-speaking cultures.

Culturally different patterns of communication are a common cause of misunderstanding and can be a source of discomfort in cross-cultural situations. For example, a student who comes from a culture in which students are not expected to ask questions or give opinions in class may feel uncomfortable interacting in this way with an American or British teacher. To avoid being misunderstood and to gain self-confidence in interacting in English-speaking situations, students need to develop an understanding of the differences in communication styles between their own and English-speaking cultures.

In order to communicate effectively in a culture, it is necessary to be familiar with that culture's non-verbal patterns of communication. For one thing, non-verbal signals acceptable in one culture may be completely unacceptable in another.

In the work Teaching Culture, Ned Seelye provides a framework for facilitating the development of cross-cultural communication skills. The following goals are a modification of his 'seven goals of cultural instruction':

1. To help students to develop an understanding of the fact that all people exhibit culturally-conditioned behaviors.
2. To help students to develop an understanding that social variables such as age, sex, social class, and place of residence influence the ways in which people speak and behave.
3. To help students to become more aware of conventional behavior in common situations in the target culture.
4. To help students to increase their awareness of the cultural connotations of words and phrases in the target language.
5. To help students to develop the ability to evaluate and refine generalizations about the target culture, in terms of supporting evidence.
6. To help students to develop the necessary skills to locate and organize information about the target culture.
7. To stimulate students' intellectual curiosity about the target culture, and to encourage empathy towards its people.

English teachers should keep these 'seven goals of cultural instruction' in mind as they do their lesson planning, and that they incorporate them into the following practical teaching principles:

1. Access the culture through the language being taught.
2. Make the study of cultural behaviors an integral part of each lesson.
3. Aim for students to achieve the cultural, intercultural competence which they need.
4. Aim for all levels to achieve cross-cultural understanding— awareness of their own culture, as well as that of the target language.

Cultural competence is the ability or skill to be aware of different cultures and world views. Cultural competence comprises four components:

1. Awareness of one’s own cultural world view.
2. Attitude towards cultural differences.
3. Knowledge of different cultural practices and world views.
4. Cross-cultural skills.

Developing cultural competence results in an ability to understand, communicate with and effectively interact with people across cultures.

Intercultural competence is the ability to communicate successfully with people of other cultures. Intercultural competence is the ability to recognize, respect, value and use productively cultural conditions and determinants in perceiving, judging, feeling and acting with the aim of creating mutual adaptation, tolerance of incompatibilities and a development towards synergistic forms of cooperation, living together and effective orientation patterns with respect to interpreting and shaping the world [3;143].

Intercultural communication competence is the ability to negotiate cultural meanings and to execute appropriately effective communication behaviors that recognize the interactants' multiple identities in a specific environment.

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SOCIOCULTURAL ASPECTS OF PROVERBS AND SAYINGS

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Learning a foreign language, we enter the new world and culture, getting large spiritual wealth. Phraseology of any language is a part of it and reflects the history, culture, traditions and customs of the people, that's why they are considered to be highly informative units of the language. Speaking about sociocultural aspects of phraseological units we should take into account such concepts as conceptual, language and national pictures of the world. The concept "world picture" means "arranged set of knowledge about the reality, appeared in social (group, individual consciousness)" [2;51]. There is a proverb "Every country has its customs" which means that every country and the people living there have their own culture, traditions and customs, conditioned by the fact that «each civilization and social system is characterized by their own way of world perception» [3;17]. Language expresses a certain way of world perception, it is a stock of human knowledge and values.

The content of some proverbs and sayings requires the knowledge of the culture, traditions, customs and geography of English-speaking countries. According to the statement of E.M.Vereshagin and V.G.Kostomarov «learning a language a person enters the new national culture and gets enormous spiritual wealth kept by the learning language» [1;97]. Speaking about the informativity and value of phraseological units they emphasize: "Among the wide range of sociocultural realia, expressing the history and culture of the people, we can find the most socio-cultural value in the words and phraseological units" [1;82]. The comparative study of the English phraseological units, especially proverbs, sayings and idioms in different languages is of a great importance. According to V.A.Maslova the object of study in Linguoculturology is those language units that "have symbolic, metaphorical meaning in culture and are expressed and fixed in myths, legends, folklore and religious discourses, poetic and prosaic fictional texts, phraseologisms and metaphors, symbols and paremias (proverbs and sayings).

Some English proverbs and sayings are clear for learners but there are some that require linguosociocultural competence which means "the ability to understand a wide range of phenomena connected with the people's life, the ability to study the language under the microscope of culture". "Learning a foreign language is a process of getting bilingual abilities and at the same time of sociocultural knowledge in the result of interconnected, inseparable functioning of language in the sphere of culture".

Proverbs and sayings are the nominative language units that express history, culture, traditions and customs of the people who coined them. They contain valuable information that is transferred from one generation to another. Sociocultural factor plays a great role in the communication of people of different nationalities. As E.Sepir writes, «Language doesn't exist out of culture, out of social set of practical habits and ideas, characterizing our way of life»

The analysis of practical material in three languages- English, Russian and Karakalpak belonging to different language systems let us distinguish three main groups of proverbs and sayings according to their content:

1. Completely equivalent proverbs and sayings that coincide completely in content and image structure in different languages;

2. Partially equivalent proverbs and sayings that coincide not completely but partially, they may coincide in content but have different images;

3. Non-equivalent proverbs and sayings that don't coincide both in content and image structure. Here are some examples of equivalent proverbs and sayings in three languages:

Group 1. Completely equivalent proverbs and sayings

№	English	Russian	Karakalpak
1	Walls have ears.	И стены имеют уши.	Тамның да қулағы бар.
2	Strike the iron while it is hot.	Куй железо пока горячо	Темирди қызғанда соқ. (Тандырды қызғанда жап).
3	Love cannot be forced	Насильно мил не будешь	Сүймегенге сүйкенбе
4	The coward often dies, the brave but once	У страха глаза велики	Қорқақ мың өледи,батыр бир өледи
5	Better late than never	Лучше поздно чем никогда	Ҳештен кеш жақсы

The learners can understand the above given English proverbs and sayings well because they have equivalents in Russian and Karakalpak which coincide in content and image structure. It shows the fact that national world pictures have some common features. As V.A.Maslova states "phraseological units reflect in their semantics the long process of the culture development of people, they fix and transfer the cultural stereotypes, etalons and archetypes"

The second group consists of proverbs and sayings that partially coincide, mainly they coincide in content logically, but they differ in image structure. The image structure and the sources of image show different cultures and different world pictures. For example, there is an English proverb "Don't bring coals to Newcastle", the Russian equivalent is «В Тулу со своим самоваром не ездят».

Both proverbs state an idea that it isn't necessary to take something that is much in the pointed place, but at the same time they show national peculiarities: there is much coal in Newcastle and Tula is famous for its samovars.

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SOCIOLINGUISTIC ASPECTS IN TEACHING ENGLISH

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Linguistic units beginning from a word to more complex units as phraseological units (proverbs, sayings, stable reproducible units of speech) are the elements of the language. They do not act as signs of things and phenomena, but as signs of situations or relations between things. They are

saturated with sociocultural information, they contain the information that reflects, preserves and transmits from generation to generation customs and culture, the history and art of the people, characterizes everyday life and customs, psychological characteristics and temperament - the mentality of the people, in whole.

Linguistic units have the ability to reflect the history of people, the peculiarities and distinguishing features of their culture, way of life, traditions and customs. Cultural components bearing a nationally specific coloring are: traditions, customs and rituals, everyday culture closely connected with traditions, everyday behavior, as well as the associated mimic and kinesic codes used by the bearers of some linguistic cultural community, "national pictures of the world", reflecting the national characteristics of representatives of a particular culture, artistic culture, reflects the cultural traditions of an ethnos.

To understand the vertical context, it is necessary to have a communicative competence, which means a wide range of phenomena related to the life of the people whose language being studied. These are mainly extralinguistic phenomena, reflecting universal, national and regional characteristics.

The nature of these phenomena, completeness and ways of inclusion in the language determine the socio-cultural aspects of teaching English [1;34]. As M. Rogal and E. Rogalova emphasize "Learning of a foreign language is a process of obtaining bilingual abilities and at the same time - sociocultural knowledge as a result of the interconnected, inseparable functioning of language in the sphere of culture".

Linguistic culturological information may be contained in language units: words, phrases, aphorisms, quotations, idioms, proverbs and sayings. The richest possibilities in the increment of the socio-cultural competence give knowledge of customs, traditions, culture and modern stereotypes of behavior. They are often spoken about in connection with interethnic and intercultural interaction.

Knowledge of the etiquette and rules of behavior and manners of the country of the language being studied is necessary not only when visiting this country, but also when communicating with English speakers at home, in personal, business and scientific contacts. To do this, it is necessary to learn how to communicate in a given language, and then immediately there is a need for knowledge of non-verbal linguistic and cultural information. They are the following [2;52]:

a) etiquette norms (where possible, and what cannot be said); b) spatial-gestural norms of communication (distance, touch, gestures, facial expressions); c) customs, traditions of the British, reflecting on communication; d) new realias; e) stereotypes of speech communication; f) background knowledge.

Here are some examples of stereotypes of verbal and non-verbal behavior of English speakers at home.

1. At acquaintance it is not accepted to ask about age.
2. People say “Thank you” or more informally, “thanks” to acknowledge a service (when paying money in a shop), a request granted (Could you pass me salt, please? Thanks.), a service performed, understanding or agreement (So you’re coming at 6 p.m.? Thank you), the end of a process (teacher to students: “The time is up. Thank you. Now give me your papers, please”), and so on. It is common to acknowledge even the most elementary service or help from strangers and friends alike, unlike Russian, Uzbek or Karakalpak and some other cultures, where expressions of gratitude are often reserved for more formal or significant occasions. In English “thank you” is a must when delivering a service (a shop assistant to customer: “Here’s yourtea and your change. Thank you”). As the customer will normally thank the shop assistant in return, the dialogue between them may sound like a chain of reciprocal “thanks” and “thank you’s”. This is very uncommon in Russian, Uzbek and Karakalpak cultures. English “Thank you” and other polite verbal forms (“Please”, “Excuse me”) are normally used by all population group in the same way.
3. It is allowed, being a guest, to ask about the cost of a house, apartment, furnishings.
4. You can not come to visit without prior arrangement (without warning), even if you need a visit.
5. Call on the case and on personal issues cannot be earlier than 9 a.m. and no later than 9 p.m.

6. For a gift or an invitation, it is accepted to thank or answer the same.

7. Greeting cards should be with their own (not standard) text.

8. It is allowed to leave the guests (in the case of their great number), leave without warning (without saying goodbye); If care is very noticeable, you must say goodbye and thank the masters.

9. Compliments of superficial acquaintance should not be said, it is better to show restraint or to praise an apartment, design, comfort, etc.

10. To say "Hello!" to the same person should not be more than twice a day.

11. Entering the room, going into the car, into public transport, you need to let the women go ahead.

12. Advice and recommendations can be given only to the people who are familiar to you, whom you know well, and to unfamiliar people only when they need advice or help.

13. If a student is late for the lesson, he should enter the classroom without attracting the attention of other students, without breaking off the teacher conducting a lecture or explanation.

Linguistic units: words, phrases, phraseological units-idioms, proverbs and sayings contain culturological information. There is a special branch of Linguistics - Sociolinguistics, studying the causal links between language and society, establishing consistent correlations between the "microlinguistic" phenomena and the facts of the social life of certain group of people. Many research works carried out in this field have shown that a truly complete comprehension and careful study of linguistic factors is possible only taking into account all the determining factors, both linguistic and extralinguistic, in all their scope and diversity.

In the focus of linguists are extralinguistic factors and the development of principles and methods of sociolinguistic research has become one of the main tasks of modern Linguistics.

Social structures are the material basis of linguistic structures, therefore it is impossible to disclose and describe thoroughly the actual language formation without a close study of social factors. Social differentiation manifests itself particularly vividly and directly in the vocabulary, in words and phrases of the language [3;36]. In the process of speaking, the speaker relies on his social experience and associates words denoting objects or concepts that can be combined in a given society. Words and phrases in natural human language are created in a specific situation with certain goals, in a certain place and historical epoch. In other words, they are coordinated in time and space and are therefore sociolinguistically conditioned.

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A FOREIGN WORD IS A CROSSROAD OF CULTURES

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Recently, a great deal of attention has been paid to the linguistic and cultural aspects in the teaching of foreign languages and in particular English, which is the main foreign language studied at all secondary educational schools, colleges, academic lyceums, institutes and universities. Starting to learn a foreign language, a person simultaneously enters a new world. Getting acquainted new foreign words, the learner transfers concepts from another world into his consciousness and his own world. This necessity of restructuring thinking, "reshaping" one's own, customary native picture of the world into a strange, unusual pattern represents one of the main difficulties in mastering a foreign language [1;107].

The same concept, the same piece of reality has different forms of linguistic expression in different languages. Consequently, the words denoting the same concept can differ in semantic

capacity, they can show different pieces of reality and contain more or less than the conceptual material resulting from the reflection in the brain of the person of the world around him, depending on the specificity of economic, cultural, social and even natural features of life of a certain group of people. [2;6].

Linguistic cultural and socio-cultural aspects are reflected in various linguistic units: words, word combinations, phraseological units, toponyms, anthroponyms, names of holidays, allusions and quotations.

At the heart of all communication is the common or shared code of participants in the communicative act. In language communication, such a common code is a mutual understanding of linguistic units: without this, communication is impossible. In this connection, the questions of equivalence acquire a special attention and study, because it is the notion of equivalence in all aspects that determines the degree of understanding.

Difficulties arising from interlanguage communication can be explicit, as well as implicit, hidden and therefore more dangerous. There are two main implicit reasons that complicate communication in general, and in a foreign language, in particular.

1. Collocation, or lexico-phraseological restrictions governing the use of language. This means that every word of each language has its own circle, or reserve of compatibility, inherent only in a given language. In other words, it combines with some words and doesn't combine with others. For example, the English verb to pay, meaning the pay is supposed to be combined with such incongruous, in terms of Russian, words like attention, visit, compliments. Such combinations in Russian as высокая трава, крепкий чай, сильный дождь are rendered in English like long grass, strong tea, heavy rain. This is due to the fact that each word has its own lexical-phraseological compatibility, or valence. It is national (and not universal) in the sense that it is inherent only in this particular word, in this particular language. This specificity becomes evident only when languages are compared, just as a native culture is revealed in a collision with a stranger. Native speakers do not see these main difficulties for a foreign language learner. That is why, when studying a foreign language, and in particular English, it is necessary to memorize words not individually, by their meanings, but in the natural, most stable combinations inherent in a given language.

Lexical compatibility complicates the concept of equivalence and undermines the fundamentals of translation. Bilingual dictionaries confirm this phenomenon. Take, for example, the simplest, most common word book and its equivalent - the word книга. In the English-Russian dictionary this word is given in the most regularly reproduced combinations, and only one of them is translated by the word book.

a book in /about birds –книга о жизни птиц
a reference book – справочник
a cheque book – чековая книжка
a ration book – карточки
to do the books – вести счета
our order books are full – мы больше не принимаем заказов
to be in somebody's good/bad books – быть на хорошем/плохом счету
I can read her like a book – я вижу её насквозь
We must stick to/ go by the book – надо действовать по правилам
I'll take a leaf out of your book – я последую твоему примеру
He was brought to book for that- за это его привлекли к ответу.

There are difficulties in such situations when the translation of a separate word doesn't coincide with the translation of the word in word combinations. Let's illustrate it by the examples from the Russian-English dictionary:

записка – note
деловая записка – memorandum
докладная записка – report
любовная записка – love letter, billet-doux
закрытый – closed

закрытое заседание – private meeting

закрытое голосование – secret ballot

закрытое помещение – indoors

These differences are seen much better at the level of word combinations. For example, an equivalent of the Russian word combination «мыть голову» is to wash one's hair (мыть волосы) in English. And an expression to wash one's head is used in the transferred meaning намылить шею.

2. The conflict between the cultural perceptions of different people about those objects and phenomena of reality, which are designated by the "equivalent" words of these languages, is another difficulty. These cultural representations usually determine the appearance of various stylistic connotations in the words of different languages.

Students learning English use the following word combinations: to go to guests instead of to go to a party, young potatoes instead of new patatoes, exclusively rare instead of exceptionally rare, largest events instead of major events, to visit classes instead of to attend classes, to work at oneself instead of to develop one's abilities. The reason of it lies in the fact that they combine words and form word combinations according to the rules and phraseological patterns of their native language (for example, compare in Russian and Karakalpak: идти в гости - қонаққа барыў, посещать уроки – сабаққа барыў, работать над собой –өз үстинде ислеў). In such cases it is necessary to find English equivalents, not word-for-word translations.

Phrases and phraseological units are determined, firstly, by the specific conditions of the place, time and purpose of communication, and secondly, by the peculiarities of the culture, traditions, customs of the speaking community. What people talk about is a reflection of the social life of the community. Combinations of words serve to meet the social needs of the speaker. A person can produce, "generate" certain phrases, only if his social life experience, his cultural thinking, contains the appropriate content. So, for example, the sociolinguistic conditionality of the word combination white man is reflected in its specific semantics. This word combination means not just a "man with white skin", "representative of the white race". Thus, the reasons of the conflict between the cultural perceptions of different people may be presented by poor knowledge of the culture, wrong use of necessary words and word combinations, denoting objects and phenomena that exist in all cultures.

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THE NOTION OF STYLISTIC DEVICE OF EPITHET IN THE ENGLISH AND KARAKALPAK LANGUAGES

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The epithet is a stylistic device based on the interplay of emotive and logical meaning in an attributive word, phrase or even sentence used to characterize an object and out to the reader, and frequently imposing on him, some of the properties object with the aim of giving an individual perception an evaluation of these or properties. The epithet is a subtle and delicate in character. Some even consider that it can create an atmosphere of objective evaluation, it actually conveys the subjective attitude of the writer, showing that is partial in one way or another [1].

Epithet is a descriptive literary device that describes a place, a thing or a person in such a way that it helps in making the characteristics of a person, thing or place more prominent than they actually are. Also, it is known as a by-name or descriptive title [2].

O.S. Akhmanova [2] has made an interesting observation in this respect. The syntactical combinations are, as it were, more descriptive, elaborate; the lexical are more of an indication, a hint or a clue to some previously communicated or generally known fact, as if one should: "You know what mean and all I have to do is to point out to you in this : and familiar way".

“Subjectiveness of appreciation, individuality of emotions, prompting of: occurrence more brightly appears in the epithet - the most subjective and SD” [3].

According to Q. Musaev, the stylistic device is a conscious and intentional literary use of some of the facts of the language (including expressive means) in which the most essential features of the language are generalized [3]. Most stylistic devices are regarded as aiming at the further intensification of the emotional or logical emphasis contained in the corresponding expressive means. Stylistic devices must always have some function in the text, besides they bring some additional information. The conception that words posses several meanings give vise to such stylistic devices as metaphor, metonymy, irony, epithet and others.

e. g. “He wants his girlfriend to mother him.” (=He wants his girlfriend to take care of him.)

“The prices will come down soon.” (=will be cheaper.)

A well-known Karakalpak linguist A. Bekbergenov gives the following definition: “The function of the word, which lost its primary meaning in some contexts and used in secondary or transferred meaning, is called the trope. There are such kind of tropes in Karakalpak language as epithet, metaphor, metonymy, simile, synecdoche, irony, allegory and periphrasis [4].

Now, let us consider the most important part of this Bachelor paper. One of the main objectives of this work is to investigate and analyze stylistic device “epithet” in English and Karakalpak languages, as a full formed sign of the individual writer’s style.

Epithet is one of the stylistic devices based on the interplay of emotive and logical meanings in an attributive word, phrase or even sentences used to characterize an object and pointing out to the reader some of the properties of features of the object with the aim of giving individual perception and evaluation of these features or properties.

According to A. Bekbergenov, “epithet is a word or phrase used in transferred meaning to describe a certain character or quality of the thing or action and to express a picturesque meaning [4].

e. g. Jaqti dúnya kórip quwańgan bulaq,

Gúmis kúlki menen aqtı saldırap. (I. Yusupov)

Epithet is a stylistic attribute, it differs from the simple attribute with its figurative, expressive meaning.

In this example “quwańgan bulaq”, “gúmis kúlki” are the epithets which have lost their primary meaning and gives the poem image bearing, emotional expressive meaning and they are used to add stylistic meaning.

As it is known in the system of expressive means of language and stylistic device, epithet keeps special place as it is one of the most widespread device used by many writers.

e. g. “Still watching the student nurses, McNeil saw that two were deathly white, a third had gasped and turned away, the other three were stoically watching.” (Hailey)

The author uses the above mentioned epithets to give better picture of the inner state of the characters. The word “pale” is rather neutral while “deathly white” is emotionally coloured. It gives a vivid picture.

By stylistic device we understand “a conscious and intentional intensification of some typical structural and/or semantic property of a language unit (neutral or expressive) promoted to a generative model [2].

The main constituting feature of a stylistic device is the binary opposition of two meanings of the employed unit, one of which is normatively fixed in the language and does not depend upon the context, while the other one originates within certain context and is contextual [2].

For the reader it is important not to penetrate into the creative laboratory of the writer, however, interesting it may be, but to perceive emotional and aesthetic information of the literary work, and to note the emergence of new contextual meanings, resulted from interrelation of the elements of literary wholeness [5].

Epithets are words one of the functions of which is to awake emotions in readers or listeners.

Epithets make a strong impact; it may be so strong that the reader begins to evaluate things as the writer wishes him or her to.

e. g.“It means a very brilliant future in store for you” (O. Wilde)

“What an appalling philosophy that sounds” (O. Wilde)

“But I tell you that the only bitter words that ever came from those sweet lips of hers were on your account and I hate to see you next her” (O. Wilde)

According to these examples we can say that epithets are a word or word combination which in its attributive use discloses the individual emotionally coloured attitude of the writer to the object he describes. It is a form of subjective evaluation. It is a description brief and compact which singles out the things described. In such words emotiveness prevails over intellectuality. Also, there are words where the logical meanings are fully fainted.

Epithet has remained over centuries the most widely used stylistic device in English and Karakalpak languages which is understandable – it offers the ample opportunities of qualifying every object from the author’s partial and subjective view point, which is indispensable in creative prose.

For example, in the Karakalpak epoch: “Kirk kiz”:

Qara qaslı, qalıń shashlı,
Jawdir kózli, shiyrin sózli,
Pistemurın, badamqabaq,
Keń qushaqlı, aqtamaq,
Hinji tisli, peri túsli,
Dańqı túsken jáhánge
Gulayim jalǵız qız boldı.

Undoubtedly this description gives a light and bright character – drawing. Here the epithets are formed by nouns and adjectives.

Another example from English literature:

“Lips that have lost the note of joy, eyes that are blinded by tears, chill hands and icy heart” (O.Wilde)

“If we have enough of them, they will forgive us everything, even our gigantic intellects”(O.Wilde)

“And now tell me, what makes you leave your brilliant Vienna for our gloomy London” (O.Wilde)

Here we can see masterly touches in rich and vivid epithets. Wilde resorts to the use of colourful epithets, which sometimes help him to show the difference between pretence and reality. The author used abundance of epithets in his speech. In fact, everybody uses epithets in his speech; without them our speech is dry, awfully plain and not interesting.

I.R. Galperin gives the following definition to the epithet:

“Epithet is the expressive means based on emphasizing the quality, attributive elements of described object and which is presented in the form of attributes and word combinations, which describe this phenomenon. Epithet is always subjective; it always has emotional meaning or emotional colouring.

Emotional meaning in the epithet may be accompanied by subject-logical meaning [1].

According to Professor Sosnovskaya V. B. : “epithet is an attributive characterization of a person, thing or phenomenon. It is as a rule, simple in form. In the majority of cases it consists of one word: adjective or adverb, modifying respectively nouns or verbs”[6].

e. g. “I tell you that hat it ever occurred to me, that such a monstrous suspicion would have entered your mind, I would have died rather than have crossed your life”. (O. Wilde)

Epithet expresses a characteristic of an object both existing and imaginary. Its basic future is its emotiveness and subjectivity: that characteristic attached to the object to qualify it is always chosen by the speaker himself. Being subtle and delicate, it shows the individual emotional attitude of the writer towards the object mentioned.

e. g. “She saw him, Finito, the not-so-good matador…”

(E. Hemingway)

Here the epithet helps the writer in a concise form to express the emotional attitude of a character to another one. The objective does not point to inherent qualities of the person described; it is subjectively evaluative.

"Subjectivity of evaluation and individuality of emotions, aroused by what is happening are brightly revealed in epithet" [7].

"Epithet is a stylistic device that represents such phenomenon, additional to the subject – logical characteristics, i. e. stylistic information [8].

e. g. "The sun had disappeared and a lead-coloured twilight settled down".

"Cecily, ever since I first looked upon your wonderful and incomparable beauty, I have dared to love you wildly, passionately, devotedly, hopelessly…"

As we can see, the epithets make the speech more colourful, vivid and interesting.

It is important that the epithets should not be mixed up with logical attributes which have the same syntactical function, but which do not convey the subjective and none valuating, the epithet is markedly subjective and evaluative.

For instance, in such phrases as "a blue pencil", "an interesting book" and "a difficult task" we encounter adjectives as logical attributes. This is because the descriptive words indicate those qualities of the things which are generally recognized and known.

In case when adjectives do not necessarily point to the qualities inherent by the objects and they are subjectively evaluative, thus revealing writer's attitude, we deal with the epithets.

In the following examples such as "descriptive charms", "encouraging smile", "wedge-shaped chin", "smooth-lovely face", "scientific eyes", and glorious sight – attributive words bear writer's perception of described things, and this of the thing or phenomenon in question.

Thus in "green meadows", "white snow", "round table", "blue skies", "pale complexion", "lofty mountains" and the like, the adjectives are more logical attributes than epithets. They indicate those qualities of the objects which may be regarded as generally recognized. But in "wild wind", "loud ocean", "remorseless dash of billows", "formidable waves", "heart burning smile", the adjectives do not point inherent qualities of the objects described. They are subjectively evaluative.

The epithet makes a strong impact on the reader, so much so, that he unwittingly begins to see and evaluate things as the writer wants him to.

Indeed, in such word combinations as "destructive charms", "glorious sight", "encouraging smile" the interrelation between logical and emotive meanings may be said to manifest itself in perception makes a strong impact on the reader. The logical meaning of the word "scientific" in combination with the word "eyes" has almost entirely faded out. The next word "destructive" has retained its logical meaning to some extent and still has the emotive one meaning "conquering, dangerous".

As to the word "encouraging" it is half epithet and half logical attribute.

The epithet is markedly subjective and evaluative. The logical attribute is purely objective, non-evaluating. It is descriptive and indicates an inherent or prominent feature in different degrees. The word "destructive" has retained its logical meaning to a considerable extent, but at the same time an experienced reader cannot help perceiving the emotive meaning of the word, which in this combination will signify "conquering irresistible, dangerous".

The logical meaning of the word "glorious" in combination with the word "sight" has almost entirely faded out.

Thus, the epithet is a stylistic device based on the interplay of emotive and logical meaning in an attributive word, phrase or even sentence used to characterize an object and pointing out to the reader and frequently imposing on him, some of the properties or features of the object with the aim of giving an individual perception and evaluation of these features and evaluation of properties.

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THE ISSUES OF PHRASEOLOGY AND IMPORTANCE OF VOCABULARY IN LANGUAGE LEARNING

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First, the famous French linguist Sharl Balley introduced the term “phraseology”. He included phraseology into Stylistics. The famous linguist professor E. D. Polivanov first recognized phraseology as a separate discipline. He stated in his works, that vocabulary studied the individual lexical meanings of words, morphology-the formal meanings of words and syntax-the formal meanings of word combinations.

Academician V. V. Vinogradov defined the basic notions, aims and tasks of phraseology. His ideas became the bases of many research works of the Russian, English and other languages.

It is necessary to distinguish a phraseological unit and a word combination. A word combination is a free equivalent of phraseological unit. A.I.Smirnitsky emphasized about the necessity of distinguishing a special branch of lexicology-phraseology and phraseological collocation should be taken into account in the syntactical system of the language [1;53]. B.A.Larin also distinguished phraseology as a linguistic discipline.

Phraseological micro system is traditional unity systematic relations between the components of a phraseological unit and a phraseological unit based on their structural-semantic peculiarities [2;357]. In the “Dictionary of linguistic terms” professor, O.S.Akhmanova gives different meanings (definitions) to the term “phraseological unit”, among them there is a term “idiom”. The main subject of phraseology is a word combination, in which “the semantic wholeness” of nomination dominates over the structural splitting of its elements. That is why it functions in a sentence as an equivalent of a word.

Another prominent linguist A. B. Koonin worked out a special theory of phraseology in the English language and his book “The basic notions of phraseology as a linguistic discipline and compiling the English-Russian phraseological Dictionary” deserves a great importance. His dictionary of English Russian phraseological units has been widely used nowadays.

One of the important questions is to distinguish and differ a phraseological unit from other language units-a word combination and a sentence speech includes: 1) a word as an ultimate unit, 2) phraseological unit. (Where the wholeness of nomination dominates over the structural splitting) and 3) a word combination as a free equivalent of a phraseological unit. The same word may be expressed in speech by all the above-mentioned units: for example: fool- stupid coach; scoundrel- good- for-nothing person- bad egg. The most widely- spread unit is a word combination which has unlimited opportunities.

A phraseological unit is a steady combination of word signs: ultimate and whole, reproduced in speech, based on the internal dependence of the members, consisting of two lexical units, being in the succession, grammatically formed according to the models of word combinations and sentences.

A phraseological unit is close to the word semantically and functionally-grammatically, but it is not identical to it. Phraseological units are expressively- emotionally-colored, they are like those lexemes, which not only name a person, an object, process or phenomen, but also describe them, characterize and find out the attitude of the speaker to the subject of speech.

Phraseological units are stable, reproduced, expressive word combinations, having as a rule a complete meaning. However, we should differ a word combination from different combinations of words, as A.M.Peshkovsky emphasized. He wrote: “not any two words in our speech, form a word combination as well as a word is an external-internal and physico-psychological unity”. A combination of words is a process, a kind of linguistic “energy”, uniting words in speech, while a word-combination is a free equivalent of phraseological unit. It is one of the important contributions made by the academician V. V. Vinogradov. He writes, “Near a word as a notional unit there are more complex meaningful units. They are such combinations in which a separate word loses its meaning, but the meaning of the whole combination dominates having new semantic qualities, developing additional and sometimes new meaning in relation to the sum of those meanings that are in the words in combinations. A phraseological unit is close to a word semantically and functionally grammatically but it is not identical to it. A phraseological unit embellishes expressively-emotionally the meaning it denotes, thus with a science of a word the observations dealing with fusions, phraseological units and phraseological combinations are organically connected.

A combination is a nominative unit taking part as a word in the process of speech formation. This statement was proved in the works of many scholars. Syntax which studies a combination of words and word combinations is called minor (maly) syntax; the unity of words and word combinations for constructing of sentences is studied by major (bolshoy) syntax.

Many scholars tried to study the distinguishing features of phraseological units and define and characterize them. A. I. Smirnitsky, A. B. Koonin, N. M. Shansky and others gave the definition, detailed description and classifications of phraseological units. They distinguished idioms as a kind of phraseological units. Idioms express certain meanings on the secondary metasemiotic level, based on the transferred, metaphorical meaning. Some idioms are given in the dictionaries. Different models of verbal collocations were worked out and included in the manual in the early 30-s of the XX th century by the famous English methodologist and scholar H. Palmer and in the dictionary by A. S. Hornby [3;21-121].

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TILLARARO MUTANOSIB MUQOBILLIK MUAMMOSI TARIXIGA DOIR

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Tillararo mutanosib muqobillikni aniqlash hamda ulardan unumli foydalanish, uni o`rganish ehtiyoji mazkur muammoning, qadim tarixdanoq ilk savdo, iqtisodiy, madaniy hamda qo`shnichilik aloqalarining o`zaro yaqin tilli qabilalar, shu jumladan ehtimol, turli tillarda so'zlashuvchi qabilalar o'rtasida o`rnatila boshlanishi bilan kun tartibidagi muammo darajasiga chiqqan. Shu boisdan hali tilshunoslik ilmi tashkil bo`lib, taraqqiy etishidan bir muddat ilgari ilk falsafiy mutafakkirlar tillararo mutanosib muqobillik muammosi borasida paydo bo'lgan ba'zi savollarni nazariy jihatdan yoritishga harakat qilishgan. Ana shunday mulohazalar jumlasiga qadimgi yunon olimi va faylasufi Empirikning ayni muammoga qaratilgan "...yer yuzidagi har insonning yashash joyi, kelib chiqishi va millatiga ko`ra farqlanuvchi odatiy kundalik hayoti bor …"[6; 92].

Zamonlar o‘tib tilshunoslar tillararo munosabatlar, shu jumladan ikkidan ortiq tillararo munosabatlar doirasida tadqiqotni amalga oshirish mobaynida mazkur muammoga qayta - qayta murojaat qilishga majbur bo‘lib kelishgan. XIX asr oxirida semantika tilshunoslikning mustaqil tarmog‘i sifatida ajratilishi hisobiga tillararo muqobillik muammosini leksik-semantik sathda alohida ajratib o‘rganish imkoni paydo bo‘lgan. Til birliklarining ma’nosi tadqiqi bilan bog‘liq har qanday yangi yo‘nalish: diaxron semantika, sinxron semantika, formal semantika, kognitiv semantika kabilarning umumiy tilshunoslikda yangi tarmoq o‘laroq paydo bo‘lishi yuqorida so‘z yuritilgan masala tadqiqi mohiyatiga oydinlik kiritib borgan.

Qiyosiy tilshunoslik bilan bog‘liq masalalar XX asrning ikkinchi yarmiga kelib lingvistik tadqiqotlarning zalvorli qismini tashkil eta boshlagan. Bunday tadqiqotlar jumlasiga o‘z oldiga tillararo tipologik umumiylik, lisoniy universaliyalarni aniqlashni qo‘ygan kontrastiv tabiatdagi izlanishlarni kiritish mumkin. Bundan yarim asr ilgari V.G. Gak tillararo tipologik tadqiqotlar metodologiyasi ko‘p jihatdan rivojlanmaganligini ta’kidlagan bo‘lsa[4 ; 98], bugunga kelib “turli tillardagi alohida lingvistik hodisalar tadqiqi amalga oshirilgan juda ko‘p sonli empirik tadqiqotlar yuzaga kelgan”[7; 6]ligini ishonch bilan ta’kidlash mumkin.

Tipologik va kontrastiv tadqiqotlar doirasida tillararo muqobillik muammosiga birinchi darajadagi e’tibor beriladi. Yakobson o‘rinli qayd etganidek, “O‘zaro farqlanishdagi mutanosib muqobillik (equivalence in difference) — tilshunoslikning markaziy masalasi hamda tilning asosiy muammosi”[2; 191]. Ushbu fikrga shu qatori ko‘plab boshqa olimlar ham qo‘shilishgan: “Qiyosiy tilshunoslikning markaziy vazifasi turli sinf va oilalarga mansub tillarga xos birliklar ya’ni leksemalar, so‘z yasalish qoliplari, turli grammatik kategoriyalar hamda gaplar o‘rtasidagi muqobillikni aniqlash iborat” (Sternin 1989, Chervenkova 1989).

Tillarni qiyoslab o‘rganish ixtiyoriy tanlab olingan tillar juftligi, bunda odatda tadqiqotchining ona tili va tadqiq qilinayotgan xorjiy til muqoyasasidagi lingvistik faktlarni tipologik tadqiq qilishdan boshlangan, boisi qiyosiy tilshunoslik o‘z ibtidosida ko‘proq xorijiy til ta’limining amaliy masalalari yechimiga xizmat qilish uchun yo‘naltirilgan soha bo‘lgan. Shu bilan birga, 1970-yillarning boshida tilning ma’lum jihatlari va xususiyatlari turli ko‘lam va sathga doir qiyosiy tadqiqotlarga jalb qilina boshlangan. O`tgan asrning yetmishinchi yillaridagi qiyosiy – tipologik tadqiqotlar holatiga baho berarkan Bondzio: "Tillararo mutanosib muqobillik masalalariga bag`ishlangan asosan ikki til muqoyasasini ko`zda tutuvchi tadqiqotlarda asosan fonetika (shu jumladan fonologiya ham), grammatika (bu sathda asosiy tadqiqotlar morfologiya yo`nalishida olib borilganini qayd etish lozim) sohalaridagina olib borilgani, leksikologiya va sintaksisda bunday o`zaro ikki til qarama-qarshiligi bo'yicha tadqiqotlarr hamda adabiyotlar deyarli uchramasligi asosiy tipologik o`rganishlar yuqorida sanab o`tilgan ikki til sath doirasidagina jamlanganini ko`rsatadi"[1; 207-211] deya qayd etgan edi. Qiyosiy – tipologik tadqiqotlardagi til sathlari o`rganilishidagi bunday nomutanosiblik o`tgan asrning saksoninchi yillariga kelibgina o`z intihosiga yetgan. Til sathlarining deyarli barchasini qiyoslab o`rganish va ular o`rtasidagi mutanosib muqobillikni aniqlashga qaratilgan tadqiqotlar sonining ortishi evaziga qiyosiy – tipologik tilshunoslik sohasidagi manzara o`zgacha tus olgan. Bunday tadqiqotlar jumlasiga til leksik – semantik sathining kontrastiv – qiyosiy tadqiqiga bag`ishlangan ko`p sonli tadqiqotlarni ham kiritish lozim bo`ladi.

Natijada, o`tgan asrning saksoninchi yillarida tilshunos olima V.N. Yartseva o`z hamkasbi Bondzio fikrining mantiqiy davomi o`laroq baholash mumkin bo`lgan quyidagi mulohazani bildiradi: "Yaqin tarixda qiyosiy – tipologik tadqiqotlarning salmoqli qismini fonologik sathga mansub ishlar tashkil qilgani holda grammatik sohaga oid tadqiqotlar deyarli ko`zga tashlanmagan bo`lsa, bugungi kunga kelib stilistikadagi mutanosib muqobillik, tarjimadagi mutanosib muqobillik, leksikologiyadagi mutanosib muqobillik hamda so`z yasalashining funksional – semantik xususiyatlaridagi mutanosib muqobillik masalalariga bag`ishlangangan ishlar tobora ko`payib borayotganini qayd etish lozim"[8; 3-11] . Ayni o`rinda olima zamondoshlarining hammasi ham bunday fikrda bo`lmagani: sohadagi ko`p sonli tadqiqotlarning mavjud ekaniga qaramay, kontrastiv leksika hamda kontrastiv semantika yo`nalishlarida tadqiqotlar qamrovi yetarli darajada emas degan to`xtamga kelgan tilshunoslar mulohazalarida aks etadi[3; 173-177].

Nazarimizda bu holat til leksik-semantik tizimining mohiyatidan, uning ichki tuzilishi murakkabligi, nihoyatda mo`rtligi, sath ichidagi va sathlararo aloqalarning chalkashligi, eng muhimi mazkur sath asosiy birligi bo`lmish – so`zning semantik qismlarga ajratishdagi va ularni aniqlashdagi mushkulotlardan kelib chiqadi[5; 218-235]. Bu boradagi eng muhim muammolardan biri tizimli qarama-qarshi leksik-semantik tadqiqotlar uchun tertium comparationisni tanlashdir. Ushbu tanlovni belgilaydigan va taqqoslash xarakterini belgilaydigan tushuncha mutanosib muqobillik tushunchasidir, chunki kontrastiv tipologiyaning maqsadi har doim taqqoslanadigan hodisalarning o'xshashliklari va farqlarini aniqlash, shu bilan ulardagi mutanosib muqobillik darajasini belgilashdir.

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LINGUOCULTUROLOGY AND TEACHING FOREIGN LANGUAGES

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Linguocultural method is important in the perception, understanding and interpretation of the artistic text, since the issues of interpretation of the text have long been in the center of attention of scholars and philologists, both linguists and literary scholars. At the present stage of the development of philological science, this problem is particularly acute. In order to approach its solution, it is necessary first of all to draw a very definite boundary between the two aspects of understanding.

The first of these could be defined as understanding in the most direct and ordinary sense, without which meaningful reading is impossible at all. The second is directly related to that field of philological knowledge, which is designated by such definitions as "language and literature", "stylistics and poetics of artistic speech", etc. Undoubtedly, when it comes to the latest achievements of linguistic analysis, all this should be assessed as an important and basic aspect of understanding, providing for such a study of the material that has uncovered another riddle of the emotionally expressive-evaluative impact exerted on the reader of fiction. It should be noted that there can be no insurmountable obstacle between the two named aspects of understanding topics. For another, this is reality, different types of literary allusions, presenting historical and philological information, that is called the vertical context of a work, an author and a whole literary trend.

There is a large number of works in which the classification of various styles according to the functions of language is given. One of the most important theses of the theory of academician V.V.Vinogradov is his classification of styles according to their main functions (communication, message and impact). The function of impact in the most complete form is carried out in the works of fiction, in the literary text, in the belles-lettres style. However, we can speak about the function of impact in a broader sense, as a poetic or aesthetic function of language. According to V.V.Vinogradov, "the poetic function of language is based on the communicative, proceeds from it, but a new world of speech meanings and relations subordinated to the laws of art is erected above it" [1;155].

Linguistic analysis of the text can be carried out at three levels: semantic, metasemiotic and metametasemiotic. The first semantic level of research is the analysis of units of language in their direct, nominative meaning. However, in the literary text, the content and expression of the semantic level can serve as an expression for the new meta-content (meta means connotative, metaphorical, figurative). At the metasemiotic level, additional shades of meaning or "connotations" acquired by

units of language in the context should be taken into account. In order to penetrate into the true meaning of verbal artistic creativity, it is necessary to understand the writer's intention and, consequently, the analysis of the work on the metasemiotic level is necessary. For this, it is necessary to obtain information of a historical-philological nature, i.e. to know the vertical context of a work.

Linguo-poetical analysis is accessible only to those who possess the necessary philological culture and the ability to perceive and comprehend different works of verbal and artistic creativity.

Undoubtedly, when acquiring a foreign language, learning and studying it, a person simultaneously penetrates into a new national culture, receives a huge spiritual wealth, stored by the studied language. Students of secondary schools and university students, learning a foreign language, and in particular English, get opportunities to join the national culture and history of the people of Great Britain.

The issues of communication between cultures and people in connection with the teaching of foreign languages are deeply and intensively studied by many linguists. In the new conditions, with the new formulation of the problem of teaching foreign languages, it became obvious that a radical increase in the level of communication training, communication between people of different nationalities can be achieved only with a clear understanding and real account of the socio-cultural factor. One of the famous linguists E.Sapir in his work "Language. Introduction to the study of speech " writes," Language does not exist outside culture, that is, outside the socially inherited set of practical skills and ideas that characterize our way of life "[3;185].

The solution of the problem of the relationship between language and culture largely depends on the identification of universal and specific features in the perception of the world by carriers of different cultures, which is largely accomplished through language learning. According to the statements of the famous scholars E.M.Vereshchagin and V.G.Kostomarov "A person simultaneously penetrates into a new national culture, receives a huge spiritual wealth, stored by the language being studied " [2;97].

Language is a mirror of the surrounding world, it reflects the reality and creates its own picture of the world, specific and unique for each language and, accordingly, the people, the ethnic group, the speech community that uses this language as a means of communication. Language as a way of expressing a thought and passing it from person to person is closely connected with thinking.

There are different definitions of culture given by the famous scholars. Here are some of them. According to a standard view, a culture is a complex set of shared beliefs, values and concepts which enables a group to make sense of its lif e and which provides it with directions for how to live.

Culture is the set of attitudes, values, beliefs and behaviors shared by a group of people, but different for each individual, communicated from one generation to the next.

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PHRASEOLOGY AS AN INDEPENDENT BRANCH OF LINGUISTICS

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By phraseology we mean the branch of linguistics dealing with stable word- combinations characterized by certain transference of meaning. Despite differences of opinion, most authors agree upon some points concerning the distinctive features of phraseological units. Phraseology is the branch of lexicology specializing in word-groups which are characterized by stability of structure and transferred meaning. Phraseological units, or idioms, as they are called by most western scholars, represent what can probably be described as the most picturesque, colourful and expressive part of the language’s vocabulary.

The basic units of analysis in phraseology are often referred to as phrasemes or phraseological units. Phraseological units are (according to Prof. Kunin A.V.) [2;123] stable word-groups with partially or fully transferred meanings ("to kick the bucket", “Greek gift”, “drink till all's blue”, “drunk as a fiddler (drunk as a lord, as a boiled owl)”, “as mad as a hatter (as a March hare)”). While according to Rosemarie Gläser, a phraseological unit is a lexicalized, reproducible bilexemic or polylexemic words. We can find the meaning of a phraseological unit by one of its components (when it is motivated). In cognitive linguistics tradition, idioms are claimed to have conceptual motivation, on the other hand there are many phraseological units, the meaning of which cannot be found by knowing the meaning of one of its components (when it is not motivated). Its meaning should be traced by using the compositional analysis method. This method helps in need to discover the semantic meaning in the semantic field [1;143].

Integrity (or transference) of meaning means that none of the idiom components is separately associated with any referents of objective reality, and the meaning of the whole unit cannot be deduced from the meanings of its components;

Stability (lexical and grammatical) means that no lexical substitution is possible in an idiom in comparison with free or variable word-combinations (with an exception of some cases when such substitutions are made by the author intentionally). The experiments show that the meaning of an idiom is not exactly identical to its literal paraphrase given in the dictionary entry. That is why we may speak about lexical flexibility of many units if they are used in a creative manner. Lexical stability is usually accompanied by grammatical stability which prohibits any grammatical changes;

Separability means that the structure of an idiom is not something indivisible, certain modifications are possible within certain boundaries. Here we meet with the so-called lexical and grammatical variants. To illustrate this point I may give some examples: "as hungry as a wolf (as a hunter)", "as safe as a house (houses)" in English.

On the whole phraseological units, even if they present a certain pattern, do not generate new phrases. They are unique. Interlanguage comparison, the aim of which is the exposure of phraseological conformities, forms the basis of a number of theoretical and applied trends of modern linguistic research, including the theory and practice of phraseography. But the question of determining the factors of interlanguage phraseological conformities as the main concept and the criterion of choosing phraseological equivalents and analogues as the aspect concepts is still at issue [3;267].

The analysis of special literature during the last decades shows that the majority of linguists consider the coincidence of semantic structure, grammatical (or syntactical) organization and componential (lexeme) structure the main criteria in defining the types of interlanguage phraseological conformities/disparities with the undoubted primacy of semantic structure.

Comparing the three approaches discussed above (semantic, functional, and contextual) we have ample ground to conclude that have very much in common as, the main criteria of phraseological units appear to be essentially the same, i.e. stability and idiomaticity or lack of motivation. It should be noted however that these criteria as elaborated in the three approaches are sufficient mainly to single out extreme cases: highly idiomatic non-variable and free word- groups.

According to the functional approach they are also regarded as phraseological units because of their grammatical (syntactic) inseparability and because they function, in speech as word-equivalents. According to the contextual approach red tape, mare's nest, etc. make up a group of phraseological units referred to as idioms because of the impossibility of any change m the 'fixed context' and their semantic inseparability.

The status of the bulk of word-groups however cannot be decided with certainty with the help of these criteria because as a rule we have to deal not with comp1ete idiomaticity and stability but with a certain degree of these distinguishing features of phraseological units. No objective criteria of the degree of idiomaticity and stability have as yet been suggested. Thus, e.g., to win a victory according to the semantic approach is a phraseological combination because it is almost completely motivated and allows of certain variability to win, to gain, a victory. According to the functional approach it is not a phraseological unit as the degree of semantic and grammatical inseparability is

insufficient for the word-group to function as a word-equivalent. Small hours according to the contextual approach it is literal meaning. If however we classify it proceeding from the functional approach is a word-groups which are partially motivated is decided differently depending on which of the criteria of phraseological units is applied [4;134].

There is still another approach to the problem of phraseology in which an attempt is made to overcome the shortcoming of the phraseological theories discussed above. The main features of this new approach which is now more or less universally accepted by linguists are as follows:

- Phraseology is regarded as a self-contained branch of linguistics and, not as a part of lexicology.
- Phraseology deals with a phraseological subsystem of language and not with isolated phraseological units.
- Phraseology is concerned with all types of set expressions.
- Set expressions are divided into three classes: phraseological units (e.g. red tape, mare's nest, etc.), phraseomatic units (e.g. win a victory, launch a campaign, etc.) and borderline cases belonging to the mixed class. The main distinction between the first and the second classes is semantic: phraseological units have fully or partially transferred meanings while components of, phraseomatic units are used in their literal meanings.
- Phraseological and phraseomatic units are not regarded as word- equivalents but some of them are treated as word correlates.
- Phraseological and phraseomatic units are set expressions and their phraseological stability distinguishes them from free phrases and compound words.
- Phraseological and phraseomatic units are made up of words of different degree of wordness depending on the type of set expressions they are used in. (cf. e.g. small hours and red tape). Their structural separateness, an important factor of their stability, distinguishes them from compound words (cf. E.g. blackbird and black market) [5;178].

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МАДАНИЯТЛАРАРО МУЛОҚОТДА ИНСОН ХАРАКТЕРИНИ ИФОДАЛОВЧИ ФРАЗЕОЛОГИК БИРЛИКЛАРНИНГ “WHITE/ОҚ” РАНГИ БИЛАН ҚЎЛЛАНИЛИШ ХУСУСИЯТЛАРИ

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Ҳар бир халқ тилини инсонларнинг уни ўраб турган борликни билиш, идрок этиш ва уни ўзлаштириш йўлидаги кўп асрлик тарихи, кундалик ижодий интилишлари ҳақидаги ажойиб саргузаштлари баёни тўғрисидаги маълумотлари сақлайди. Шу сабабли ҳам инсонни ўраб турган атроф-муҳит, олам конкрет предметлари ва мавҳум тушунчалари, шунингдек инсоннинг ўзини ҳам объект сифатида ифодалайдиган, атайдиган тил воситалари шаклланиши сирли оламига шўнғиш (кириш) га бағишланган лисоний тадқиқотлар муҳимлиги ҳозирги кунда ўз-ўзидан ойдинлашади [1;331].

Ҳар бир миллий маданият ўз доминантасига ёки маданий доминанталар йиғиндисига эга бўлади, улар ўзига хос миллий маданий маконни, миллий маданий соҳани ташкил этади. [6;191]. Ушбу соҳалар чегараси аниқ эмас, яхлит маданиятлар чегараси аниқ. Миллий маданиятлар чегаралари ўртасида пайваста майдонлар мавжуд.

Э.Холл бошқа халқлар билан маданий алока қилишга ўқитиш ниҳоятда зарур, деган хулосага келади. У таъкидлайди: «Агар маданиятни ўрганиш мумкин бўлса, уни ўқитиш ҳам мумкин, деган фикрни англатади» [7;504].

Фразеология мустақил фан сифатида нисбатан анчадан (1950-1970 йй) буён мавжуд. Унинг фан сифатида шаклланиши машҳур тилшунослар В.В.Виноградов («Лексикология ва лексикография, танланган асарлар (1977), Н.Н.Амосова (Инглиз тили фразеологияси асослари (1963))», А.В.Кунин («Инглиз фрвзеологияси») (1966) номлари билан боғлик бўлиб, улар фразеология масалаларини атрофлича ўрганишга катта ҳисса қўшдилар ва ушбу соҳанинг кейинги ривожига катта илмий йул очиб бердилар.

Фразеология- олам лисоний манзарасининг бир фрагменти (бўлаги). ФБ воситасида тил субъектининг объектига бўлган субъектив муносабатини ифодалайди, борлиққа баҳо беради, инсоннинг эмоционал ҳолатини очиб беради, инсоннинг ташқи таъсирга ҳар хил психологик реакцияларини ифодалайди. Шу сабабли фразеология орқали (бошқа тил воситалари-лексик ва б. орқали) «инсон ахборотни система сифатида қайта ишлашни, ҳулқ-атворини тасвирлаш ва тушунтиришни, ички кечинмаларини ифодалашни ўрганади» [5;14-15].

Мақоллар ҳам фразеологиянинг бир қисми хисобланади. Мақоллар маьносини инкор этиб бўлмайди, у инсон турмуш тарзига мос келади ва минглаб одамларнинг фикрлари ҳисобланади. Жамият марказида инсон туришади ва инсонга баҳо беришда мақоллар шакилланиб келишган [3; 138-143].

Инсонда ранг ҳар хил туйғуларни ўйғотади: ҳаяжонланиш, жўштириш, осойишталик, лоқайдлик, норозилик ва қувонч, совуқ ва иссиқни сезиш кабилар физиологияга ва руҳий ҳолатга таъсир қилади. Рангларнинг эмоционал таъсирига кўра инсонлар уларга баъзи бир рамзий маънолар бахш этган.

Қадимдан бошлаб барча халқлар маданиятида севимли ранглар йиғиндиси пайдо бўлган. Миллий ранглар тарихан изоҳланади ва улар анъанавий характерга эга, улар халқлар характери ва темпераментига, ўраб турган табиатига мос бўлади: қизил-сариқ-қора ранглар испанларга, оқ-мовий ранглар финларга тинчлик, осудалик рамзи сифатида белгиланган. Инсонларни ўраб турган табиат, халқнинг темпераменти, урф-одат, анъаналари, эстетик нормалари ва диний қарашлари у ёки бу рангнинг костюмлар, маиший предметлар, санъат асарларида, нутқида кенг тарқалишига замин яратган; шунингдек, улар ўша халқ идиомаларида, мақол ва маталларида ҳам кенг тарқалган.

Инглиз байроғининг миллий ранги: қизил, мовий, оқ (америка бойроғи ҳақида ҳам шуни айтиш мумкин); эҳтимол шу сабабли ҳам инглиз тилидаги кўпгина фразеологизмлар ушбу ранглар билан боғланган.

Оқ рангнинг қадимий рамзий маънолари асосан ижобий: яхшилик, қувонч, тозалик, гуноҳсизлик, ҳалоллик: white hope («истиқболли одам»), white-haired/white-headed boy («севикли»), to be whiter than white («ниҳоятда ҳалол, одоб-ахлоқли бўлиш»), lily- white reputation («доғ тушмаган репутация»), white hands («ҳалоллик, булғанмаслик, гуноҳсизлик»).

Оқ ранг-олийжаноблик, олий табақалилик, улуғворлик, имтиёзлилик. Шу сабабли ҳам давлат рамзлари ушбу ранг билан безалган:

Whitehall (Palace) («Британия давлати резиденцияси ёки давлати»);

White rose («Йорк қирол уйи эмблемаси»);

The White House («АҚШ давлати резиденцияси ёки давлати»);

white-collars («жисмоний меҳнат билан шуғулланмайдиган компания ходимлари»);

white knight («ҳимоячи»; «бошқа компанияга уни ҳимоя қилиш учун инвестиция ўтказувчи шахс ёки компания») ва б.[4;198]

Оқ рангда ҳам салбий маъно билдириш мавжуд:

Касаллик, қўрқув, чўчиш, ҳаяжон ва б:

to be/look white as sheet (ghost, death) («ниҳоятда кучли оқариш (қўрқувдан ёки ҳаяжондан)»);

to be white-hot («ғазабланган, тиззаси очиқ даражага етказилган») (қуруқ қўл билан қолмоқ).

Қорақалпоқ тилида баъзи ФБлар ўзларининг деривацион имкониятларини ривожлантирган, натижада ФБ га мос келувчи ясалма гуруҳлар юзага келади:

ақ аяқ («алдовчи, айёр»));

ақ аяқлық («ҳаромзодалик, айёр»).

Бир образли сўз-компонент асосида фразеогуруҳлар ҳосил бўлади:

ақ

ақ көкирек («оқ кўнгил, ишонувчан»));

ақ қуба («очиқ юзли, оқ юзли»).[2;37]

ХУЛОСА

Маданиятлараро мулоқот икки ёки ундан ортиқ ҳар хил маданиятлар вакиллари ўртасида бўладиган мулоқотнинг алоҳида бир туридир. Унда ўзаро таъсир этувчи маданиятлар ўртасида ахборот ва маданий қадриятлар алмашиниши юз беради.

Умуман, тил маданият шакли сифатида қўлланилади, маданиятнинг санъат маъносида тушунилиши айрим нутқ турларидагина содир бўлади, тил маданий ҳодисаларнинг ташқи шакли сифатида ишлатилади.

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BENEFITS OF USING LITERATURE IN DEVELOPING INTERCULTURAL COMPETENCE

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In the realm of foreign language teaching, the integrating cultural elements into teaching process is becoming essential, with the most pressing issue being the intercultural aspect. The intercultural approach is especially important when teaching foreign languages to students of language specialties, for whom foreign language is a professional activity.

Just as the concept of culture, literature can be difficult to define. Encyclopaedia Britannica defines literature as a body of written works and it can be divided into a variety of different categories such as language, national origin, historical period, genre and subject matter.

Erkaya puts attention on the benefits of using short stories in the classroom and mentions that short stories can be motivational and lead to cultural and higher order thinking. Since short stories often have a beginning, middle and an end it can encourage students to continue reading and finish it to find out how the conflict is being resolved [2;41].

Literature acts as a mirror to society, capturing its essence and reflecting its concerns. Playwright George Bernard Shaw actively used his work to expose social problems, while novelists like Charles Dickens and Thomas Hardy portrayed the social realities of their times. Even the natural world plays a role, with Hardy's novels influenced by the often-gloomy British climate. This focus on weather is reflected in the rich vocabulary for describing sunlight, a precious rarity in Britain.

The meaning of literature can also shift depending on cultural context. Shakespeare's sonnet comparing his love to a summer's day might be a compliment in Britain, where summers are mild, but carry a different meaning in India, where summers are scorching.

Language itself is defined by a culture. We cannot be competent in the language if we do not also understand the culture that has shaped and informed it [1;4].

Indirectness often manifests in various illocutionary acts. Saville-Troike recounts a fascinating example of indirect communication during a host-guest interaction [4;89]. Visitors from Asia, unfamiliar with English and American table manners, may unintentionally go hungry in Britain and the United States. When a Western host asks if they would like another serving, the guests respond with a seemingly straightforward 'no,' which actually implies 'ask me again.' Unfortunately, the hosts, equally unaware of the cultural norms specific to their guests' countries, interpret this negative response literally and refrain from offering more food or drinks. Interestingly, English individuals encounter the opposite situation in countries like India, where their 'no' is often perceived as polite refusal, leading them to reluctantly consume food they may not desire. This highlights how cultural context shapes the interpretation of language and underscores the importance of understanding indirect communication cues in cross-cultural interactions.

The way people try to convince others can vary greatly between cultures and even dialects of the same language. These differences in how conversations are structured can lead to misunderstandings when people from different backgrounds communicate [3; 102]. As Tannen remarks, all aspects of the content and form or matter and manner of human communication are culture-specific [5;240]. Communication is inherently shaped by culture. We learn to communicate within our social groups, which are local and not universal. This raises a question similar to Wierzbicka's point: why do we assume communication strategies are identical across cultures when our experiences are clearly local? The problem lies in ethnocentrism, where we view our own ways as the norm. In reality, communication norms differ greatly between cultures, languages, and even dialects [6;71].

Cultural influences, both observable and intangible, significantly shape people's thinking, linguistic expressions, and non-linguistic behavior. These cultural factors play a crucial role in determining our expectations and interpretations of others' actions. As cultures mold our behavior and our understanding of others, there are important implications for education. Lack of awareness regarding cultural conditioning in multicultural contexts can lead to miscommunication, amusing or embarrassing situations, and even conflicts. Therefore, syllabus designers, textbook writers and teachers need to work together to create an agenda that enables foreign language learners to switch over with comfortable facility from native variety-specific use of speech functions to non-native variety specific use of speech acts, and from their own variety specific use of speech acts to native variety-specific speech acts whenever it is necessary.

In addition to using literature to develop universal communicative competence, we can leverage various English literary works to enhance intercultural communicative skills. Initially, we can provide authentic language samples from English literature. Learners can then analyze the social and interpersonal functions of speech acts within these literary contexts.

By integrating literature and cultural context, we empower learners to navigate diverse communication norms effectively.

In conclusion, the integration of cultural elements into the foreign language teaching process is imperative, particularly with the growing recognition of the intercultural aspect as a pressing issue, especially among students specializing in language studies. Literature, often challenging to define, serves as a profound reflection of societal dynamics, encapsulating cultural nuances and shaping perceptions. Through literature, learners delve into diverse cultural contexts, unraveling the intricate

relationship between language and culture. Moreover, literature acts as a conduit for understanding the dynamic shifts in meaning across cultural landscapes, emphasizing the inseparable bond between language and its cultural underpinnings. The significance of cultural awareness extends beyond language proficiency, influencing communication patterns and interactions. Awareness of cultural conditioning is pivotal in fostering effective cross-cultural communication, mitigating misunderstandings, and fostering mutual understanding. Educators, syllabus designers, and textbook writers must collaborate to develop comprehensive educational frameworks that enable learners to navigate diverse communication norms seamlessly. Leveraging literature alongside cultural context enhances learners' ability to navigate communication nuances effectively, facilitating the development of intercultural communicative skills essential in today's globalized world.

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ÁDEBIY SHIǴARMALARDAǴI FRAZEOLOGIYALIQ SÓZ BIRLIKLERINIŃ PRAGMATIKASI

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Dúnya til biliminde xalıqlardıń tili tariyxı, turmıs tárizi, milliy ózgeshelikleri, úrp-ádet hám dástúrleri, milliy-mádeniy ózine tán ózgeshelikleri ulıwma hám ózinshelik táreplerin frazeologizmler tiykarında úyreniwge qaratılǵan ilimiy-izertlewler kólemi kúnnen-kúnge keńeyip barmaqta. Sońǵı dáwirde alıp barılıp atırǵan ilimiy izertlewlerde tildiń pragmatikalıq ózgesheliklerin úyreniw baǵdarı rawajlanıp barmaqta.

Olardıń arasında óziniń qurılısı, mánilik ózgeshelikleri menen ajıralıp turatuǵın birlikler – frazeologiyalıq sóz dizbekleri de bar.

Dúnya til biliminde, sonday-aq tuwısqan tillerde de frazemalardı lingvomádeniy, psixolingvistikalıq, kognitalogiyalıq, paralingvistikalıq, pragmalingvistikalıq táreplerin úyreniwge úlken itibar qaratılmaqta. Tildegi bay frazeologiyalıq materiallar tiykarında bunday etip talqılaw til ilimi ushın úlken jetiskenlik, bay ilimiy derek bolıp xızmet etedi.

Lyonz bılay deydi; «Pragmatika tıńlawshını berilip atırǵan axborottı tap sóylewshi qálegenindey qabıl etiwge shaqırıw, maqseti ushın say keletuǵın tillik birliklerdiń kommunikaciyada qollanıwı" dep túsindiredi. Pragmatika lingvistikalıq qurallardıń shaxslarara sóylesiwindegi rolin anıqlaw menen shuǵıllanadı. T.V.Kolshanskiydiń aytqanında, sóylewshi subekt tuyǵı sezimlerge tán bolǵan belgilerden ajıralǵan halda belgili bir xabardı jetkeriwi múmkin emes. Sóylew mazmunına únles, say tuyǵı sezim hám barlıq bahalar anıq tıńlawshıǵa qaratılǵan boladı. Áne usı tıńlawshı ushın

qaratılǵan subekttiń sóylewine tán bolǵan múnásebet belgileri – sóylewdegi barlıq boyawlar jámlenip pragmatika dep ataladı.

N.D. Arutyunova menen E.V. Paducheva [4], G. Klaus [6] sóylew tiline, onıń anıq dál kórinis tabatuǵın forması sóylew aktine názer awdarıp, pragmatikanı sóylew akti menen onı júzege asıw kontekstin izertleytuǵın taraw retinde tanıydı. I.P. Susov pragmatikanı «tańbalardıń onı qabıllawshıǵa qatnası» túrinde ǵana emes «tańbanı qollanıwshı – tańba – tańbanı qabıllawshı» túrinde tanıp, pragmatikanı keń mánide túsiniwge jol ashıp ǵana qoyǵan joq, sonıń menen qatar, onıń nızamlılıqların anıqlawǵa, izertlew sheńberin keńeyte túsiwge úlken tásirin tiygizdi [9]. G.V. Kim: «házir til biliminde tildiń barlıq jaǵdaydaǵı xızmetin kommunikativlik akt shártlerin eskere otırıp pragmatikalıq kóz-qarasınan qarastırıwǵa ayrıqsha dıqqat bólinip atır, sebebi til xızmetinde pragmatikalıq faktordıń roli ayrıqsha» – dep jazadı [3; 82].

Pragmatikanıń baslı maqsetleriniń biri – sózdiń qollanılıw ózgesheliklerin túsindiriw jáne qalay túsindiriletuǵının anıqlaw. Til bilimindegi pragmatika tuwralı pikirlerdiń barlıǵı tásir etiw nátiyjelerin tallawǵa tiykarlanǵan. Onda adamnıń, yaǵnıy avtordıń zárúrli tillik birliklerdi tańlawdaǵı jáne maqsetke erisiw barısında axborottı beriw qábiletine ayrıqsha dıqqat awdarıladı. Pragmatika tildiń sóylesiw tájiriybesin xalıq ómiri menen baylanıstırıp, adamnıń álemdi qabıllaw ózgesheliklerініń kognitivlik bazasın, milliy mádeniy dástúrlerin, túsinigin tanıwdı úyretedi.

Pragmatikanıń anıqlaması menen stilistikanıń qaǵıydaları arasında uqsaslıq bar bolıp, ekewi de tásir etiw xızmetin kórsetedi. Avtor stilistikalıq qurallardı tańlap alǵanda adresatqa tásir etiw maqsetin gózleydi. Avtordıń tillik birliklerdi tańlap tańlap alıwı, onıń aqıl-oyı, sanasındaǵı pragmatikalıq maqsetti nátiyjeli shólkemlestire alıwına tikkeley baylanıslı. Sonlıqtan stilistika menen pragmatikalıq maqset birleskende ǵana teksttiń mánisi-xabarlaw mazmunı tolıq júzege asadı.

Pragmatika tillik tańbalardıń, onı qollanıwshı adamlardın qarım-qatnasınıń parametrin izertleydi. Pragmatika teoriyasınıń probleması júdá keń, ol lingvistikalıq pánlerdiń barlıǵın birlestire aladı. Tildiń izertlewleriniń sinxronlı ólshemlerin anıqlaydı, filosofiyadaǵı pragmatikalıq baǵdardı yaǵnıy tildiń filosofiya menen baylanısın izertleydi, psixopragmatikalıq háreketti anıqlawǵa kúsh saladı, sóylew xızmetiniń teoriyasın, sóylew strategiyası menen kóz-qarasın anıqlaydı, kognitiv lingvistika, avtor sóziniń presuppoziciyasın, illokuciya t.b.máselelerdi qarastıradı.

Pragmatikanıń quramalı hám kóp aspektli taraw ekenligine ázelden-aq ilimpazlar dıqqat awdara baslaǵan.

Sóylew stilinde sóylew subekti-adresant jáne qabıllawshı, adresat. Adresant penen adresat pragmatikalıq faktorǵa jatadı hám bunda pragmatikalıq baǵdar ayrıqsha rol atqaradı. Ásirese awızeki sóylew stilinde pragmatikalıq faktordıń qatarına jatatuǵın tıńlawshıǵa ayrıqsha kewil awdarıwdı talap etedi. Mısalı, aytıwshı, kún ıssı dese, tıńlawshı shólledi̇ń be dep aytıwshınıń aytqısı kelgen sózin aytıp bere aladı.

Pragmatika kórkem shıǵarmadaǵı obrazlardıń ruxıy keshirmesi, minez-qulqı, súwretlenip atırǵan waqıyadaǵı zaman hám orın, waqıyaǵa avtor kóz qarasınıń til quralları arqalı júzege shıǵıwı, qarım-qatnas háreketi sıyaqlı máselelerdi ashıp beriwde áhmiyetli. Bunda hár bir gáptin beriliwi ne ushın, qanday maqsette reallasqanın anıqlaw áhmiyetli. Sonlıqtan pragmatika avtor hám shıǵarma qaharmanları sóylewindegi túrli til quralları járdeminde súwretlengen, oqıwshıǵa tásir kórsetiwge qaratılǵan avtordıń maqseti túsiniledi. Pragmatikada avtor hám qaharmanlar arasındaǵı sóylesiwlerde áshkara hám jasırın maqset (intenciya), sóylew taktikası, pragmatikalıq mániniń beriliw usıl hám quralları, pragmatikalıq presuppoziciya dıqqat orayda turadı.

Sóylew quramalı hám kóp qırlı process bolıp, bunda tildiń barlıq tarawlarına tiyisli birlikler uyǵınlasıp avtordıń maqsetin júzege shıǵarıwǵa xızmet etedi. Máselen, -*Way-way, asılıp ǵana ólsembeken arǵıtqa! dep, aytıp awzın jıyǵan joq, hayalı, -Hámme tapqanın jazdırıp atır, qalay seni quralpadan qurı qaldırayın, ógiziǹdi men de xatlatıp, atladım jipten! Jurttan basılasań ba!- dewi máttal, baqıraydı da qaldı, awzına sóz tússe qáne*!). Bunda gáptegi qollanǵan tillik qurallar unamsız hám kúlkili kóz-qarastı beriwge qaratılǵanlıǵı sezilip tur.

Gápte qollanılǵan frazeologizmler (*aytıp awzın jıyǵan joq*, *baqıraydı da qaldı, awzına sóz tússe qáne*) sóylewdegi situaciyanı hám situaciya qatnasıwshısı bolǵan qaharmannıń unamsız subektiv bahasın bórttirip kórsetken.

Ortada Nazarbay suq barmaǵın Tolıbaydı «Tasmańlay» atandırǵan jıltır peshanaǵa shoshaytıp, -Mańlayıńnıń jigin ǵana, asqabaq bólgendey bılsh ettirip, balta bólgey seniń» - dep pátlenip atır. Tolıbay da, qasındaǵı sheshek daǵlı bujır kisi de ashıwlanıw qayda, jılmayısıp, kúlip otır.

Bundaǵı mısalda pragmatikalıq potencialı(tásir kúshi) oqıwshını ózine qaratıw ushın emocional ekspressivlik boyawlardan utımlı paydalanıp, oqıwshınıń tuyǵı sezimlerine kúshli tásir etip, onı tolqınlandırıp, sol obektke unamlı hám unamsız poziciyanı qáliplestiriwge qaratılǵan. Shıǵarmadaǵı qatnasıwshı personajdıń informativliktiń emocionalıqqa baǵdarlanǵanı kórinip tur. Bul teksttiń pragmatikalıq tásir kúshin arttırıp tur. Máselen, úndew sózler tuyǵı sezimdi bórttirip kórsetiw ushın kóbirek qollanıladı. Bul shıǵarmanıń pragmatikalıq tásir kúshin arttıradı. Mısalı.

Way-way órtediń-aw! Endi kirmeseń de mennen kóredi, kiremen deseń, Tolıbay kir degen, Jaqanın ishimizge kirgizip alıp. «iritki sala jaq» dep taǵı mennen kórip seni almaydı, úhh!40b

Kórkem shıǵarmalarda qaharmanlar portretin súwretlewde emocionallıq kúshli súwretlenedi. Ásirese Sh.Seytov shıǵarmalarında súwretlewdiń ózine tán usılı, personajlardıń qarım-qatnasında, dialoglarda til birliklerin orınlı qollanıp, pragmatikalıq kúshin arttırǵanın kóriwge boladı.

Kórkem shıǵarmada súwretlengen qaharmanlar, olardıń sóylewdegi qarım-qatnası, óz-ara qatnaslardaǵı tillik súwretlewler, siyasiy-mádeniy hám ádep ikramlılıq, ruxıy jaǵdaylarınıń sóylesiw barısına tásiri máseleleri pragmalingvistikalıq jaqtan talqılawǵa ayrıqsha áhmiyetke iye. Bir ǵana shaxstıń sóylewdegi jaǵdayı, jınsıy jaqtan ayrmashılığı, minez-qulqı, kelip shıǵısı, jası, maǵlıwmatı, keypiyatı sıyaqlı kórinislerden ibarat bolıp, olardıń hár biri tillik birlikler, yaǵnıy grammatikalıq formalardan qollanıwına baylanıslı sóylesiwdegi waqıyalarda anıq kórinedi.

Mısalı, - *Saǵan házir; «baytal túwe bas qayǵı» bolıwı kerek edi, sen bolsań malıńdı uwayımlap kiyatırsań. Sirá, basıńa ele tiymedi me deymen-aw!*

-Tiyse ne qılayın, aǵa, obalı bar ǵoy! Bul ǵana shashı uzın, aqılı kelte nashar, zulıptı suwırıp kirse boyma!

-Biz de óytiwdi bildik, zulıptı suwırmaq túwe, óziń ashıp qol bılǵaǵanıńda da barsa dey ber. Kelip ayaǵın Qudaybergenniń áteshtanına qattı tirep otır. Usı kontekstegi sóylesiw aktindegi qaharmanlardıń er adam ekenligine baylanıslı ózgesheliklerinen kelip shıǵıp, tildiń leksikalıq hám grammatikalıq birliklerinen paydalanǵanın kóremiz. Usı dialogtıń ózinen kórinip turǵanınday qaharmanıń kóz-qarası, pikirlewi, zaman zayılı, «*shashı uzın, aqılı kelte»* frazasın qollanıw arqalı súwretlengen. Demek pragmalingvistikada shaxs máselesi oraylıq orında iyelep, sóylesiw barısında qatnasıwshı sóylewshi hám de tıńlawshı shaxs pragmatikalıq komponentler qatarına kiredi. Haqıyqatında da sóylesiw eki tárepleme ekenligi, keminde eki kommunnikanttıń bolıwın talap etedi. Adresant, adresat, ayırım waqıtlarda baqlawshı bolıwı da múmkin

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BUGUNGI KUN JAHON TILSHUNOSLIGI HAMDA UNDA ATOQLI OTLARNING O'RGANILISHI TARIXIGA OID AYRIM MULOHAZALAR

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Jahon tilshunosligida sistem-struktur tilshunoslikdan keyin yuzaga kela boshlagan generativ nazariya, psixolingvistika, lingvokognitologiya, lingvokulturologiya, pragmalingvistika va kompyuter lingvistikasi singari zamonaviy yo'nalishlarda ishlab chiqilgan antropotsentrik tamoyillar va tadqiqot usullari til yoki nutq birliklarini lingvistik tahlil qilish orqali inson lisoniy faoliyati haqida to'laqonli tasavvur hosil qilib bo'lmasligini ko'rsatmoqda. Jahon tilshunosligining bugungi taraqqiyot bosqichida til tizimi va inson lisoniy faoliyati mexanizmini til egasi bo'lgan shaxs, uning lisoniy ongi va tafakkuri, ruhiyati, nutqiy vaziyat, ijtimoiy muhit, xalq madaniyati kabi omillar bilan bog'liqlikda o'rganishga e'tibor kuchaymoqda. Ushbu yondashuvlarga ko'ra, til faoliyatini antropotsentrik talqin qilishning muhim shartlaridan biri insonshunoslik fanlarida qo'lga kiritilgan natija va yutuqlarni lisoniy faoliyat tadqiqiga jalb etgan holda, mazkur faoliyatning samarali kechishini ta'minlaydigan vositalarni o'rganish bilan bog'liqdir.

Bugungi kun jahon tilshunosligi lingvomadaniyatshunoslik sohasi bilan bog'liq holatda insonning hissiy, estetik baholarini ifodalovchi til birliklarini lisoniy-nutqiy, madaniy va milliy mentalitet nuqtayi nazaridan tadqiq etishga intilishi til taraqqiyoti qonuniyatining eng ustuvor yo'nalishlardan biri sifatida o'z nufuziga ega bo'lib bormoqda. Hozirgi jahon ilm fan olamida tilshunoslikning deyarli har bir yo'nalishi inson omilining ustuvorligiga asoslangan tahlil usullari dolzarblashishi hisobiga o'z tadqiq hududini kengaytirib bormoqda. Odamni olam markaziga qo'yib o'rganish, uni olamni tushunishda ongli ishtirokchi sifatida tadqiq qilish, insonning olamni baholash qobiliyati shakllanishini ijtimoiy jarayon ko'rinishida tadqiq etish zaruratini kun tartibiga qo'ymoqda. Shu sababli bugungi kun tadqiqotlarining aksariyati, jumladan, tilshunoslikning ham eng muhim yo'nalishlaridan biri bo'lgan onomastikada ham antropotsentrik yondashuv muhim o'ringa ega yondashuv ekani nuqtai-nazaridan olib borilmoqda.

Dunyo tilshunosligida til egalarining ongida olamni konseptuallashtirish va lisoniy voqelantirishning o'ziga xos kognitiv mexanizmlari tadqiqoti doirasida ma'lum tematik maydonga tegishli leksik birliklarni, jumladan, atoqli otlarni ham struktur-semantik, kommunikativ-pragmatik, qiyosiy-tipologik va lingvomadaniy ko'rinishlarda tahlil etish kabi ustuvor yo'nalishlarda izlanishlar olib borilmoqda. Bunda atoqli otni lingvistik va sotsiolingvistik aspektda tadqiq qilishi nuqtayi nazaridan o'rganish tushunilib, u o'z ichiga ma'lum tildagi atoqli otlarning umumiy majmuini ifoda etadigan lug'at yoki u muayyan davrdagi etnik guruhning tiliga tegishli bo'lgan atoqli otlar majmui tadqiqini ham oladi. Xususan, atoqli otlarning o'z referenti bilan tilda, voqelanish paytida va nutqda o'zaro bog'lanishi asosida yuzaga keladigan konnotatsiyalarning pragmatik jihatlarini o'rganish nazariy hamda amaliy ahamiyat kasb etmoqda, bu yo'nalishdagi izlanishlar lisoniy muloqot doirasida insonlar o'rtasida kechadigan munosabatlarning ontologik mohiyati va lingvokognitiv mexanizmini aniqlashga imkon beradi.

Ushbu tadqiqot mavzusining dolzarbligi – tanlangan muammoning qiyosiy tilshunoslik nuqtayi nazaridan etarlicha o'rganilmaganligi; ingliz hamda qoraqalpoq tillarida so'nggi yillarda atoqli otlarning kundalik muloqotda tutgan o'rni, ularning milliy, madaniy, tarixiy va ijtimoiy xususiyatlarini tadqiq etishning ahamiyati, ularning kommunikativ imkoniyatlari ingliz va qoraqalpoq tillari misolida qiyoslab o'rganilmaganligi bilan belgilanadi.

Ilmiy adabiyotlarda atoqli ot kategoriyasi hamda onim atamasi turdosh hodisalar o'laroq o'rin almashib, yonma-yon qo'llanilishiga duch kelish mumkin. Shu o'rinda bu ikki kategoriyaning o'zaro farqli jihati hamda xususiyatlariga aniqlik kiritish ehtiyoji yuzaga keladi. Qisqa qilib aytganda, atoqli ot atamasi hamda unga tegishli kategorial belgilar umumfalsafiy va umumlisoniy fanlararo keng iste'molda bo'lgan atama hisoblansa, onim ko'proq aynan onomastika sohasining atamasi sifatida qo'llaniladi.[1; 206-216]. Onim atamasidan foydalanish shuningdek, foydalanish uchun ancha qulay bo'lgan undan kelib chiqadigan terminologik hosilalarni yasash imkonini beradi: onimik, onimizatsiya kabilar hular jumlasidan. Tadqiqotda ingliz hamda qoraqalpoq tillari onomastikasining turli sohalari (antroponimika, toponimika, poetonimologiya va boshqalar) o'zaro kesishib o'tuvchi

sohaga mansub hodisalarni o‘rganishi ko‘zda tutilgani bois, ularning har biriga tegishli bo‘lgan, antroponim, toponim, poetonim kabi onimning xususiy sathdagi voqelanishini aks ettiruvchi atamalardan foydalanish talab etiladi.

Keng ma’noda atoqli otlar har bir subyekt yoki ob’yektni shaxsan nomlashni va antroponimlar esa, shaxsning har qanday nomlanishini o'z ichiga olganligi sababli, ikkala atama ham bir xil oyb'ektlarni nomlash uchun teng darajada ishlatilishi mumkin. Aytilganlardan shunday xulosa qilish mumkinki, tadqiqotda onomastikaga xos metatilidan foydalanish umume’tirof etilgan atamalar tizimiga asoslaniladi. [2; 198].

Atoqli otlarni lisoniy birlik sifatida ilmiy idrok etishning shakllanishi asta-sekin sodir bo‘lgan, boisi nomlardan foydalanish bo'yicha amaliy tajriba va ushbu hodisani tushunish uzoq kuzatishlarni o‘z ichiga olgan. Bu jarayonlar parallel va uzluksiz davom etgan bo‘lsada, ularda izchillik va bir xillik yetishmagan. Natijada hozirga qadar atoqli otlar hodisasi va u bilan bog‘liq ko‘plab bahsli, munozarali holatlar saqlanib qolmoqda va zamonaviy fikrlarning noaniqligi va nomuvofiqligining kelib chiqishi tarixiy jihatdan uzoq davrlarga borib taqaladi. Ular, bir tomondan, atoqli otlar hodisasining murakkabligi bilan bog‘liq bo‘lsa, ikkinchi tomondan, atoqli otlarning amaliy iste’moli borasidagi ko'p asrlik tajriba jarayonlarining dialektik jihatdan bir bo‘lgani holda shakllanish jarayonidagi o‘zaro nomuvofiqliklar mo‘lligiga bog`liq hisoblanadi.

Bugungi ilm-fan olamiga ma’lum bo‘lgan, tarixiy kelib chiqishi jihatidan atoqli otlarning qo‘llanilishiga oid deb topilgan birinchi asarlar Aristotelga tegishli hisoblanadi. [3; 401]. Uning "Ritorika" va "Poetika" asarlarida atoqli otlar va ularning egalari haqida munozaralar uchraydi. Ularda asosan, xudolar va afsonaviy mavjudotlar atoqli otlarining metaforik ko‘chish xususiyatlari hamda ulardan foydalanish orqali nutqning estetik yoki hissiy ta’sirini kuchaytirish uchun tavsiyalar borasida fikr yuritilgan. [4; 947-952]. Atoqli yunon adibi Homer she’riyatidagi mubolag‘alar tahlili ham ayni asarlarda keltirib o‘tilgan bo‘lib ularning ham asosi yuqorida sanab o‘tilgan atqoli otlardan foydalanish bilan chammbarhas bog‘lab tahlil qilingan. Aristoteldan taxminan yuz yil o‘tgach, stoik oqimiga mansub Xrissip atoqli otlarni lingvistik kategoriya sifatida mustaqil sinf ekanini qayd etgan. [5; 367]

Qadimgi yunons falsafasida atoqli otlar haqida fikr yuritilgan eng mashhur asar Platonning "Dialoglar" asaridir. "Kratil" dialogida muallif o‘z qahramonlari Kratil va Germogen o'rtasidagi kelishmovchilikni hal qilishga urinib, mantiqiy mulohazalar jarayonida atoqli otlarning tabiati va mohiyatiga oid bir qator savollarni o‘rtaga tashlaydi.

Yuqorida qayd etilgan ma’lumotlarga asoslanib, atoqli otlar, ularning o‘rganish maydoni, tadqiqi ob’yekti, o‘rganiladigan muammolar ro‘yxati borasida qadimgi dunyo faylasuflari Aristotel hamda Platon o‘rinli mulohazalar keltirganiga amin bo‘lish mumkin.

FOYDALANILGAN ADABIYOTLAR

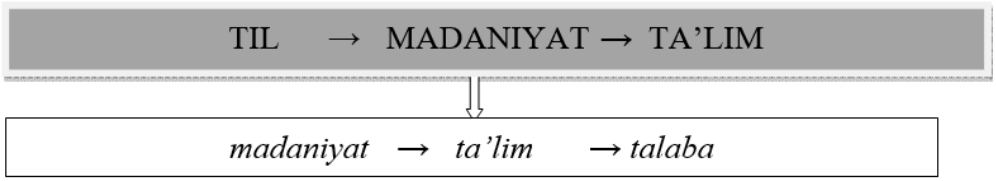
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MAKTAB OQUVCHILARINNING KOMPETENSIYASINI RIVOJLANTIRISH

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Til nafaqat reallikni aks ettiradi, balki uni tahlil etadi va shu bilan birga inson yashaydigan alohida muhit (reallik)ni yaratadi. Shu sababli, **tilshunoslik,** til to‘g‘risidagifan bo‘lib, **har qanday gumatitar fan tizimida metodologik o‘ringa ega** va uning yordamisiz madaniyatni o‘rganishning iloji yo‘q.

O‘zga til madaniyati bilan tanishish orqali yoshlarning madaniy saviyasini oshirish muammosi hozirgi paytda alohida ahamiyatga ega. Til sohiblari madaniyati bo‘yicha chuqur va har tomonlama bilimlarga ega bo‘lmasdan xorijiy tillarni o‘rganish va ularni xalqaro aloqa vositasi sifatida ishlatish imkonsizdir. Faqatgina ushbu ikki bilim - til va madaniyatning kombinatsiyasi samarali va unumli muloqotni ta’minlay oladi. Xorijiy til vositalari orqali madaniy ma’rifatning zarurligi g‘oyasi asta-sekin «aksiomatik» [1] ma’noga ega bo‘lmoqda.



Xorijiy tillarni o‘qitish bilan bog‘liq muammolarni ko‘rib chiqishda madaniy jihatdan muvofiqlik prinsipining zamonaviy talqini keng talabga ega. O‘zga tildagi muloqotni o‘qitish jarayoniga madaniyatni singib borishi haqiqati juda ham yangimas. Bundan tashqari, u xorijiy tilni o‘qitish haqidagi fanda shu qadar mustahkam o‘rnashganki, uning chinakam ajralmas atributiga aylangan: bugungi kunda tilni madaniyat va madaniyatnitil orqali o‘qitish ahamiyatini hech kim inkor qilmaydi. O‘zga tilni o‘qitish metodologiyasi,mafkurasi va texnologiyasiga kirib borish g‘oyasi bilim olish, rivojlanish, tarbiya va o‘rganish jihatlarida kommunikativ o‘zga tilni o‘qitish jarayonida talaba tomonidan o‘zlashtiradigan insoniyatning umumiy madaniyati bir qismi sifatida o‘zga madaniyatni taqdim etadigan Y.I. Passovning nazariyasida o‘zining eng yuqori darajasiga yetdi. Muallif «talaba bilim olish, rivojlanish, tarbiyaviy va o‘rganish jihatlari bo‘yicha egallagan barcha narsalar o‘zga tilni o‘qitish tarkibidagi o‘zga til madaniyatida birlashtirilgan» deb yozadi [2]. Mazkur milliy–madaniy nuqtai nazarga ko‘ra ta’lim strategiyasi - madaniyat «ruhi» bilan singdirilgan bo‘lib, «til - madaniyat» o‘zaro munosabatlarida madaniy dominantni nazarda tutadi; «inson faoliyati, uning dunyo bilan o‘zaro aloqasi «til - madaniyat» birligi egallashni nazarda tutadi» degan postulatga asoslanadi [3]; «til,madaniyat, individuallik va faoliyatning potensial o‘zaro bog‘liqligi»ni tasdiqlaydi [4]; aynan o‘zga til madaniyati dunyosiga kirish talabanining shaxsiyatini o‘z madaniyati sub’ekti sifatida rivojlantirishga hissa qo‘shishi mumkinligini isbotlaydi [5].

Lingvodidaktika sohasida til va madaniyatni o‘qitish g‘oyasini amalga oshirishga madaniy jihatdan mos keladigan yondashuvlar yordam beradi. Xorijiy tillarni o‘qitish nazariyasida ular kam emas, va ularning soni shu qadar tez o‘sib bormoqdaki, differinsiyalash va «yondashuvlarni taksonomik tasniflash, ularni farqlash uchun mezonlarni aniqlash, umumiy xususiyatini» [6] (bu tarzda, aftidan, madaniy jihatdan mos keladiganlar soniga tegishli bo‘lgan yondashuvning asosiy belgisi sifatida madaniyat bo‘lishi kerak) va ma’lum bir farqlovchi belgini ajratish vaqti keldi.

Mamlakat madaniyatini o‘rganmasdan xorijiy tilni egallash imkonsizdir. Agar ikkita milliy madaniyatni taqqoslasak, ular hech qachon to‘liq mos kelmaydi degan xulosaga kelishimiz mumkin. Bu har biri milliy va xalqaro elementlardan iboratligidan kelib chiqadi. Ushbu elementlarning yig‘indisi har bir madaniyat uchun har xil bo‘ladi.

Madaniy materiallarni jalb qilish o‘rganish motivatsiyasini keskin oshirishi juda muhim,

chunki motivatsiyasiz ta’lim olish samarasizdir [5]. Shu munosabat bilan hal qilinishi kerak bo‘lgan bir qator savollar tug‘iladi: o‘quv muloqot sharoitlarida real tarzda ayni o‘rganiayotgan xorijiy til madaniyatga oid ta’lim olishi; xorijiy til bo‘yicha o‘quv dasturlari va o‘quv adabiyotlarining madaniy tarkibiga qanday talablar qo‘yilishi; o‘zga til madaniyati deganda xorijiy til bo‘yicha zamonaviy ta’limning ajralmas tarkibiy qismi sifatida nimani tushunishi kerak.

XULOSA VA MUNOZARA

Xorijiy tilni o‘qitish jarayonida maqsadlarga erishishning muhim pedagogik sharti sifatida milliy-madaniy yondashuvni hisobga olgan holda, talabalarda tilni o‘rganish uchun ijobiy motivatsiyasi borligini aniqlash kerak bo‘ladi, bu esa ko‘pgina omillar va usullar bilan ta’minlanishi mumkin va nafaqat talabalarga, balki asosan o‘qituvchining ijodkorligi va pedagogik mahoratiga bog‘liq.

O‘zbekistonda tilni o‘qitish o‘z xususiyatlariga ega – u til orqali talabalarga ko‘p asrlik tarix, an’analar va urf-odatlar yordamida shakllangan milliy mafkurani, ma’naviy-axloqiy qadriyatlarni singdirishga asoslangan. Tabiiyki, xorijiy tillarni o‘qitishda tillar o‘rtasidagi aloqa, va shu bilan birga ular orqali taqdim etilayotgan madaniyatlar, o‘sib borayotgan yoshlarning axborot va ta’lim maydoniga begona g‘oyalarning kirib borishi muqarrardir.

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THE ROLE PLAYING METHOD IN TEACHING PROCESS

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In recent years, language teaching has focused on the learning process rather than the teaching of the language. The emphasis is not only on linguistic competence of the language learners but also on the development of their communicative ability. In order to develop the learners' communicative ability, the teacher needs to create a scenario to teach the target language in a vibrant, active and interesting manner. Many English teachers are exploring and attempting new and innovative practices in the classroom. They have turned to dialogues, open-ended scenarios, and role plays.

Role playing clearly promotes effective interpersonal relations and social transactions among participants. "In order for a simulation to occur the participants must accept the duties and responsibilities of their roles and functions, and do the best they can in the situation in which they find themselves" [5; 113].To fulfill their role responsibilities, learners must relate to others in the simulation, utilizing effective social skills.

Young people also appreciate and enjoy the opportunity to be active participants in their classes. Studies have shown that they are more likely to integrate and remember those things that they have learned actively, and that they are more able to apply them to their lives, particularly when conflict or controversy arises.

The aim of this work is to investigate the implementation of a role-playing system in junior English foreign language classrooms and examine its effect on pupils' learning. The following tasks of this course paper are:

- to establish what role play is and why it is important;
- to show how to organize controlled role play based on a dialogue or text;
- to show how to organize free role play activities;
- to compare simple role play activities and immersion role play activities;
- to compare the role of teachers and the role of pupils at the lessons which include role play activities;
- to describe classroom techniques, practices and behaviors;
- to make clear the problems which appears when role play is using at the lessons.

The role playing method (especially when the "convergent" model is used) meets Skehan's four criteria for task-based instruction: meaning is primary; there is a goal which needs to be worked towards; the activity is outcome-evaluated; there is a real-world relationship. The activities in class, therefore, do not focus on language itself, but on the goals and activities that may be defined by the teacher (if a procedural syllabus is used) or the students (if a process syllabus is used).

The theoretical part of the thesis is role is a key concept in sociological theory.It highlights the social expectations attached to particular social positions and analyses the workings of such expectations. Role theory was particularly popular during the mid-20th century, but after sustained criticism came to be seen as flawed and became less widely used.

However, the concept of role, properly understood, remains a basic tool for sociological understanding. The structural account of roles locates a position in society, such as that of a teacher, and then tries to describe the standard bundle of rights and duties associated with an ideal type of this position. These expectations, which are socially based, constitute the role [2;5].

The term "role" comes from the "rolled-up" script actors used to use over two thousand years ago in Ancient Greece. In time, the script became the part, and actors then were said to play the "role" of, say, Hamlet or Othello or Ophelia or Desdemona. But one can also create a role, improvise a performance, and in fact children do this all the time in their pretend play. There's a kind of vitality that attends this type of imaginative activity. [2;5]

As Jacob L. Moreno discovered that the activity of dramatic improvisation was therapeutic for his actors, and began to think about applying this approach as a type of individual and family treatment. Moreno had a most fertile mind, and wove together many associated ideas about social psychology and group dynamics. He was one of the pioneers of group psychotherapy and even engaged in his own type of philosophy, emphasizing the need for appreciating the fundamental importance of creativity in life.

Richards and Rodgers examine three theoretical views of language: structural, functional and interactional. The role playing method follows from the interactional view. This view "sees language as a vehicle for the realization of interpersonal relations and for the performance of social transactions between individuals." Language teaching content, according to this view, may be specified and organized by patterns of exchange and interaction or may be left unspecified, to be shaped by the inclinations of learners as interactors.[6;1991]

Scarcella and Crookall review research to show how simulation facilitates second language acquisition. Three learning theories which they discuss are that learners acquire language when: (1) they are exposed to large quantities of comprehensible input, (2) they are actively involved, and (3) they have positive affect (desires, feelings and attitudes).[4;1991]

Role playing has several beneficial language learning characteristics and one of the aims of this work is to introduce and discuss the advantages of using role play in teaching English in junior forms. It should be noted that role play and role playing game activities are not limited to language practice

as language learning certainly is also taking place during the games. For role playing games to be effective in this way, they should be part of category of language learning techniques. Role-Playing activities offer opportunities for real use of the language.[5;170]

Role play also provides opportunities for deep learning along with a process for confronting our existing ideas about how and why certain things happen, breaking them down, and offering a new model or set of postulates to replace the old ones.

There can be two ways of looking at language work in similar role plays and role playing games: the pupils manage with the language they already know or they practice with structures and functions that have been presented in an earlier part of the lesson, another way, and the pupils can only benefit from the experience.

There are many types of role plays which can be used in primary school classrooms. The goal of all of these methods is to engage junior learners in real world thinking and problem solving. One type is called "option display." This method works well for situations where a controversial issue is being addressed where the answer is not very clear. The procedure would be to list the problem/question then construct a display with possible solutions and decide on the proper solution. In a situation like this, pupils can be given role assignments by their teacher; in doing this, the learner is then forced to see the issue as best they can through the eyes of an individual affected by this in a different way from themselves.

Larsen-Freeman explains that role plays, whether structured or less structured, are important in the communicative approach because they give learners and opportunity to practice communicating in different social contexts and in different social roles.[5;1991]

A role play is a highly flexible learning activity which has a wide scope for variation and imagination. According to Ladousse, role play uses different communicative techniques and develops fluency in the language, promotes interaction in the classroom and increases motivation. Here peer learning is encouraged and sharing of responsibility between teacher and the learner in the learning process takes place.[5;151]

Conclusion:

Role play is often chosen for creating a situation for junior learners to actively interact in the language, thereby making the language learning more meaningful. At the same time, the learners are introduced to the different learning styles - listening, remembering, discussing, writing and presenting.Role play can improve learners' speaking skills in any situation, and helps learners to interact. As for the shy learners, role play helps by providing a mask, where learners with difficulty in conversation are liberated. In addition, it is fun and most learners will agree that enjoyment leads to better learning.

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THE IMPORTANCE OF INTEGRATING GLOBAL PERSPECTIVES IN TEACHING ENGLISH

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Integrating global perspectives into English lessons enriches students' learning experiences by broadening their cultural understanding and fostering empathy and communication skills. By incorporating engaging activities that connect language learning with global issues and diverse cultures, educators can create dynamic and immersive learning environments. Here are several activities designed to integrate global perspectives into English lessons effectively.

1. Cultural Exchange Pen-Pal Project:

Description: Establish a pen-pal exchange program between students in different countries. Students can communicate with their pen pals through letters, emails, or video calls, practicing English language skills while learning about each other's cultures, traditions, and daily lives.

Implementation: Divide students into pairs or small groups and assign them pen pals from partner schools or organizations in different countries. Provide guidelines for communication and cultural sensitivity. Encourage students to share information about their own culture while learning about their pen pals' cultures.

2. Multicultural Book Club:

Description: Create a multicultural book club where students read and discuss literature from diverse cultural backgrounds. Select books authored by writers from various countries, exploring themes such as identity, immigration, social justice, and tradition.

Implementation: Choose a multicultural book for each month or semester and assign reading assignments to students. Organize group discussions where students share their insights, cultural interpretations, and reflections on the themes presented in the books.

3. Global Issue Debates:

Description: Conduct debates on global issues relevant to English-speaking countries and the international community. Topics may include climate change, immigration policies, human rights, cultural preservation, and global health crises.

Implementation: Divide students into teams and assign them opposing viewpoints on a selected global issue. Provide research materials and encourage students to gather evidence to support their arguments. Organize structured debates where teams present their arguments and counterarguments, fostering critical thinking and persuasive communication skills.

Global perspectives are crucial in teaching English for several reasons:

1. **Cultural Awareness**: English is spoken as a first or second language in numerous countries around the world, each with its own cultural nuances. Understanding these differences helps teachers navigate intercultural communication effectively.

2. **Language Variation**: English exhibits significant variation in terms of accents, vocabulary, and grammar across different regions. Teaching English with a global perspective allows students to appreciate and understand these variations, making them more adaptable and versatile in their language use.

3. **Real-world Relevance**: Many English learners aspire to use the language in international contexts, whether for travel, work, or education. Teaching English from a global perspective equips students with the skills and knowledge they need to communicate effectively in diverse settings.

4. **Access to Resources**: English is the dominant language of the internet, academia, and many industries. Teaching English with a global perspective ensures that students have access to a wide range of resources, opening up opportunities for learning and personal development.

5. **Global Citizenship**: In an increasingly interconnected world, fostering global citizenship is essential. Teaching English from a global perspective encourages students to appreciate diversity, understand global issues, and engage with people from different backgrounds, thereby promoting tolerance, empathy, and cross-cultural understanding.

By incorporating global perspectives into English language teaching, educators can help students become more proficient communicators, culturally competent individuals, and active participants in a globalized society.

Conclusion:

By incorporating these engaging activities into English lessons, educators can effectively integrate global perspectives, fostering cultural awareness, empathy, and communication skills among students. These activities provide valuable opportunities for students to engage with diverse cultures, develop intercultural competence, and become informed global citizens.

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THE SIGNIFICANCE OF TRANSLATION IN PRIMARY SCHOOL

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In today’s globalized world demand for foreign languages is increasing so that from younger generation to older generation is expressing overwhelming desire to gain knowledge about them. In our country learning English is in the centre of the attention that from primary school learners are attempting to take deep knowledge about it. However, educators are encountering some challenges to explain each word in a language for schoolchildren so that translation is applied from time to time. Translating from one language into another gives more chances for learners mostly in primary school that aids to comprehend the meanings of the words completely. Teachers are using Grammar-translation method with the aim of explaining clearly topics that are taught. Translation for foreign languages classes brings many advantageous sides for learners as:

-To improve verbal agility.

-To expand students’ vocabulary in the foreign language.

-To improve their understanding of how languages work.

- To consolidate foreign language structures for active use.

-To monitor and improve the comprehension of the foreign language [3;143].

All the points that are demonstrated above have considerable significance in teaching process. Like for instance, enhancing verbal agility assists learners to think and share ideas quickly. After being aware of the meaning of the words in their native language, it makes learners to answer the questions effectively. In addition to this, during the early stages of learning process, individuals can comprehend the meanings of the words by translation not from the definition. As a result, they can enrich their vocabulary by means of clear understanding. Besides teachers utilize translation while explaining grammar precisely, grammar topics, rules, structures of sentences and others that create more possibilities to learn better the target language. Teachers can use a mixed variety of methods to explain grammar rules by comparing, finding differences and similarities of two languages. It is crucial to consider that translating helps to develop comprehension skills while hearing the words in spoken and written English.

The noteworthiness of using translation in the classroom for schoolchildren is dual understanding between a teacher and pupils. Since, learners desire to be aware of the meanings of the words clearly and effectively. If the teacher explains the words only with definitions, then it will be enormously troublesome for pupils in primary school. Because of misunderstandings children do not want to learn a foreign language. As I mentioned above, translation makes teaching grammar rules or new vocabulary words more straightforwardthat is actively used during teaching process. Mostly, educators tell their learners translation of the words orally for first and second grades. By repeating after the teacher, they try to learn by heart these new words. However, for third and fourth grades written translation is utilized with the aim of memorizing them at any place as the school or home that they want. Moreover, there are a mixed variety of activities that are referred as favorable tools to enlighten languages successfully. For instance, picture-based activities are commonly used in primary school that the teacher represents flashcards to explain and give imaginative view of the items for learners. Only informing the meanings of the words orally, pictures give assistance to absorbknowledge better. Another activity is bringing authentic materials as school supplies, toys in the form of animals, vegetables or fruits that the instructor uses such kind of materials as much as she can to give learners real viewpoints about objects. Additionally, group work activities precisely game-based that the teacher conducts the lesson as a competition, distributes some kind of handouts or flashcards to find translation of the words quickly. If one group finds true translation of the words firstly, then they will be winners of the game. Such kind of game-based activities make learners be energetic during the lesson and provides active participation with enthusiasm. Apart from those, higher grades pupils as third or fourth, can utilize dictionaries to seek translated forms of the new words by themselves that creates their searching abilities. “Through the translation activities students learn what is possible to express inboth languages and what their restrictions are. Comparative thinking has its importantrole in this point, too. Not always we can find an exact equivalent for some words orphrases whether it is the translation from or into the target language. Translation textscomprising such words or phrases may incite learners to be creative, to try to findunusual solutions of the problem, to try to express the idea in their own words” [2;38]. According to this notion, sometimes it is really challenging to find exact equivalents of the words to deliver our ideas to the learners. Not only in primary school, but also in secondary school translation is applied with the purposes of making clear picture of the topics. Admittedly, if pupils do not realize the meanings of the words, it is a problematic situation for them that makes to be nervous and anxious. So that translation is recommended for them to avoid such kind occasions. However, some people think that interpreting has some disadvantages for learners such as decreasing knowledge, difficulties in spoken English, not developing ideas in a target language. In this case, educators should find appropriate methods to explain without using translation. From my perspective, on the one hand it is a correct way of teaching, but on the other hand learners in little ages encounters difficulties that results in lack of interest in foreign languages. So that it will be better, if educators apply translation methods instead.

Some scholars mentioned that, “Translation is indeed an act of communication across languages and cultures, as it is a naturally occurring activity that takes place in the real world” [1]. In accordance with this viewpoint translation is a communication tool between countries not only for educational purposes but also business relations, social sciences, documentation works, generally many spheres of communication.For these reasons, in our country there are numerous translators who make substantial contribution to render one language into another.

To conclude, translation is full of advantageous sides for individuals that creates a plethora of opportunities in learning and teaching process. Educators who teach schoolchildren are exploiting widely interpreting with the aim of giving in-depth knowledge, delivering ideas with clarity and arousing passion for the lesson. For these reasons, translation is considered as one of the essential ways of learning foreign languages that assists to comprehend words, expressions or ideas.

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USING SPEAKING TECHNIQUESIN TEACHINGYOUNG LEARNERS' CLASSROOM

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Teaching young learneris very challenging. Teachers are not only to understand methodologies, but also to have skill and teaching competencies.How can teachers scaffold children's listening comprehension and foreign language acquisition in the beginning stages? More importantly, how can children be taught to use the acquired language for meaningful communication in new contexts?

First of all, teachers should understand listening as a complex interactive process in which meaning is being attached to sound and two-way communication is being achieved [8]. In order to foster development of listening skills, teachers should include in their lessons a variety of listening activities. These activities should focus on developing micro-skills such as retaining language chunks in short-term memory, discriminating among the English sounds, recognizing English stress patterns, reduced forms, and grammatical word classes, patterns, systems and rules. [8]

Listening micro-skills also involve distinguishing word boundaries and interpreting word order patterns, processing speech at different speeds of delivery, detecting sentence components, recognizing cohesive devices and communicative functions, developing listening strategies using nonverbal clues to understand meaning

Activities that support development of these micro-skills in young learners are songs, chants, role plays and drama, because they provide authentic language and real-world context that make language learning meaningful, motivating and useful (Brown 2001). Arnold emphasizes the delicacy of choosing appropriate materials for listening activities caused by the fact that such materials "need to have an authentic meaning to young learners".

Main part. Listening strategies are found to be very important for young learners, especially intelligent guessing like predicting, guessing from context and recognizing discourse patterns and markers. [2]

Listening strategies can be developed by encouraging young learners to guess from context and supporting their listening comprehension by using visuals, mime and facial expressions. Demonstrating language by using realia in contexts that are of interest to children or personalizing a context can also be effective. Total Physical Response (TPR) activities have the power to immediately tell the teacher how successfully children have understood commands because children have to respond to them physically. A very useful and engaging listening activity can be related to teacher's instructions for making an origami (paper folding) object; it can be a very simple one, but its potential for developing listening skill and engaging all children is great.[2]

Teaching young learners is actually not as difficult as we imagine, they are like sponges, they absorb everything we say and how we say it. The ability of teachers in pronouncing every words, phrase and sentences is of vital important, since young learners will repeat exactly what they hear. It is believed that what young learners has been learned at an early stage is difficult to change later on.

For this reason, the teacher can apply the rules i.e. slowly and steadily, through continual and constant revision and recycling. In addition, it should be cared by the teachers of young learners i.e. the relaxed and positive atmosphere of young learners' classroom, as it is a decisive factor in

achieving maximum results. There are many varied activities e.g. dialogues, songs, poems, rhymes, choral revision, and chants that can be adopted to grow students' speaking abilities as well as to build their pronunciation.[4;38]

There should be paid more attention, when teachers of young learners applied the above-mentioned tools into their teaching practice i.e. that learners' interaction as a way of learning. It means, teacher should emphasize and open as much chances as possible for the learners to practice pronouncing and speaking English either in the classroom or out of the class.

Information gap activities provide appropriate opportunities for guided communication activities, while role plays lead children from fully to less controlled language use and prepare them for free speaking activities. 'Talking on the phone' or 'having tea' will intrinsically motivate children to take part in the activities because of the element of game and fun associated with them; if the classroom atmosphere is informal and non-competitive, the activities will help children get ready for similar real-life contexts. Moreover, in such activities children don't just use words, but also all other parts of speaking a language – tone of voice, stress, intonation, facial expressions, etc. which contributes to achieving fluency. [6;48]

Tongue Twisters

This method can be used to teach pronunciation in a fun way. Children may have trouble pronouncing certain English language sounds. For example, children who speak some Asian language may have difficulty pronouncing the English – language /r/ and /l/ because of the way that they occur or their absences in their native languages. Sometimes, the difficulty also occurs because children often do not know how to form their lips and mouth in such a way as to correctly articulate the sounds.

Children adore tongue twisters because they perceive saying the sounds as a game or challenge. Tongue twisters generally have the same phoneme repeated over and over again, which is quite hard. The examples of tongue twisters are:

Peter Piper picked a peck of pickled peppers.
A peck of pickled peppers Peter Piper picked.
If Peter Piper picked a peck of pickled peppers,
Where's the peck of pickled peppers Peter Piper picked?
Picky people pick Peter Pan Peanut-Butter, 'tis the peanut-butter picky people pick.
Luke Luck likes lakes.
Luke's duck likes lakes.
Luke Luck licks lakes.
Luck's duck licks lakes.
Duck takes licks in lakes Luke Luck likes.
Luke Luck takes licks in lakes duck likes. [5;8]

Conclusion. In sum up teaching listening and speaking to young learners is a demanding and responsible task for the teachers. However, if the teachers understand children's needs for developing listening micro-skills and strategies, for having opportunities to use language in meaningful communication, and for engaging in a variety of listening and speaking activities that are fun, interesting and meaningful, they will help children build a very solid foundation for language acquisition.

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PSYCHOLOGICAL DIFFICULTIES OF EFL STUDENTS IN LEARNING LISTENING COMPREHENSION

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It is known that in any language listening is the most significant skill to make communication. It is said that listening is the basis of communication, and without it, making oral communication can not begin. In most methodical literaturesit has been investigated language difficulties like phonetic, semantic in listening comprehension that students facing. However, it has been played a little attention to investigate psychological difficulties of EFL student while learning listening comprehension skill. Therefore, EFL teachers should use appropriate methods to deal with students' psychological obstacles in enhancing listening comprehension skill. The current study investigates how listening comprehension of the students learning English as a foreign language in higher education can be improved by copying with students' psychological hurdlesand evaluates how well it works by observing students' performance during the learning process.

Listening is characterized asa receptivepart of speech activity and it is perceiving and understanding speech as it happens.

According to Moiseenko, the form of its appearance, listening should be considered as an internal process, because it is not expressed externally and involves attention, perceiving messages and information through the ear, recognizing, identifying and understanding language tools, memorizing, summarizing, relies on mental processes such as inference[6;143].Being aware of research and knowledge of the psychophysiological mechanisms of listening provides the teacher with an additional opportunity the listening process from perception to logical understanding. It is proved by not only foreign but also local researchers that listening, like any cognitive process, has two sides: sensory and logical. However, these are different, but function in inextricable unity.

From the perspective of Ya.B. Emelyanova, four groups of difficulties were identified: 1) the nature of information perception; 2) factors causing disturbances in information perception; 3) the topic and nature of the information in the text; 4) psycholinguistic factors. At the same time, the main problem that mainly leads to the emergence of others is the nature of information perception of students, that is, the inability to perceive the text as a structural and semantic unit, which can significantly affect this dimension. To solve this problem, it seems necessary to use specially oriented materials and tasks [7;67].In Moiseenko's opinion, the entire process of understanding in listening conditions is determined by the psychological characteristics of the recipient, his linguistic abilities, conditioned by the possession of auditing competence, expressed by the formed skills to perceive, predict, remember and comprehend foreign language speech by ear[6;140].With the selected strategies, a system of audit exercises is built: a) preparatory exercises; b) special; c) controlling. Preparatory exercises concentrate attention as much as possible, form and develop psychological and psycholinguistic mechanisms of listening at the linguistic, speech and semantic levels [3;126-130].Also, we know that the integration of information and communication technologies (ICT) into the world of education makes the teaching and learning process more active. By integrating digital education tools and strategies into the curriculum, EFL students in higher education can enhance their listening comprehension skills with flexibility[1;87].

"ICT plays an integral role in teaching and learning interaction between teachers and students. Several approaches, such as the use of digital whiteboards, the use of students' digital devices for instructional purposes, and the "flipped classroom" model (students watch videos at home and organize discussions during class) increase the level of interactivity and positive feedback from

learning”[2;2].In fact, students can improve their listening comprehension skills in a foreign language by using independent Internet resources outside of class at home.

Additionally,Sorokov’s and Zikova’s opinions are that the success of teaching listening can be related to the development of individual strategies for the development of students' auditory skills, the design of personal methodological support taking into account the needs of students, the level of language proficiency. What’s more, the goals of professional foreign language education undoubtedly represent a complex technology of gradual removal of both linguistic and psychological difficulties in listening to foreign speech[4;156]. The teacher should introduce new methods that would develop the cognitive activity of students: problem-search (discussions, problematic tasks), creative reproduction (business games, situational tasks)[5;72]. By doing these tasks, teachers can overcome students’ psychological barriers in listening.

Most EFL students face psychological obstacles in learning EFL listening comprehension skill. By utilizing modern internet technologies in the classroom and preparing cognitive activities and surveys previously in order to improve cognitive awareness, teachers can achieve the pedagogical goal.

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O’RTA TA’LIM MAKTABLARIDA INGLIZ TILI FANINI O’QITISHDA UCHRAYDIGAN MUAMMOLAR VA ULARNING YECHIMLARI

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Mamlakatimiz mustaqillika erishgandan so'ng chet tillarni o'rganishga talab keskin oshdi davlatimiz tomonidan til o'rganishga keng imkoniyatlar yaratilmoqda. Ingliz tili dunyodagi eng ko‘p ishlatiladigan tillar ichida 3-o‘rinda turadi (Ispan hamda Mandarin Xitoycha tillardan keyin). Yevropa Ittifoqining asosiy tili. Avstraliya, AQSH, Birlashgan Qirollik, Hindiston, Irlandiya, JAR, Kanada, Liberiya, Malta va Yangi Zelandiyaning rasmiy tili.

Bugungi kunda maktablarda zamonaviy kompyuterlar, elektron manbalar, Internetga kirish imkoniyati mavjud. Axborot texnologiyalaridan foydalanish nafaqat maktab o'quvchilarining mashg'ulotlarining turli bosqichlarida, balki odatiy ingliz tili darslarida ham mumkin. An'anaviy

darsning sxemasidagi kompyuter texnologiyalarini joriy etish o'qituvchiga o'quv jarayonini kompyuterdagi ishining bir qismini kompyuterda ishlashni, o'quv jarayonini yanada qiziqarli, rang-barang, qizg'in. Kompyuter o'rnini bosa olmaydi, lekin faqat o'qituvchilarni to'ldiradi.Kompyuterni jalb qilish sizga har qanday darsni jozibali va haqiqatan ham zamonaviylashtirishga imkon beradi. Har qanday vazifani bajarish, kompyuterdan foydalanib, darsdan foydalanib, darsning intensivligini oshirish imkoniyatini yaratadi. O'zgaruvchan materiallardan foydalanish va operatsion rejalar o'qishni individuallashtirishga yordam beradi. Kompyuterda o'qitishning barcha bosqichlarida qo'llanilishi mumkin: yangi materiallar, birlashtirish, takrorlash, bilimlarni boshqarish, ko'nikma va ko'nikmalarni tushuntirishda qo'llanilishi mumkin. Shu bilan birga, bola uchun u turli xil funktsiyalarni bajaradi: o'qituvchilar, ishchi vositalari, o'quv qurollari, o'qish ob'ekti, hamkorlik qilish guruhi, o'yin muhiti, o'yin-kulgi. Bu yangi pedagogik texnologiyalarni joriy etishga yordam beradi, masalan: ma'lumotlar va kommunikativ, kompyuter va multimedia texnologiyalari bir-biri bilan chambarchas bog'liq. Amalga oshirish axborot texnologiyalari Maktab o'quv jarayonini faollashtirish uchun zaruriy shartlarni yaratadi.

Kompyuter texnologiyasi talabalarning shaxsiy fazilatlarini oshkor etish, saqlash va rivojlantirishga yordam beradi. Maktablarda har bir fan dars jarayonida shu bilan birga ingliz tilli ularning faoliyatida har doim axborot texnologiyalaridan (ma'lumotni saqlash, qayta ishlash va uzatish vositalari) ishlatgan; Ularning takomilini oshirish samaradorligini oshirishga yordam beradi. Shuning uchun kompyuterdan eng mukammal axborot manbai sifatida, kitob, favvora, televizor, kalkulyator, videomagnitori va boshqalar yordamida kompyuterdan foydalanish. Tabiiyki, o'quv jarayonini takomillashtirishga olib keladi.

Kompyuterlar va dasturiy ta'minotning rivojlanishi ularning rivojlanmagan foydalanuvchilari, shu jumladan ham maktabgacha bolalarni o'zlashtirishning eng soddaligiga olib keldi. So'nggi yillarda maktablarda innovatsion texnologiyalardan foydalanish masalasi tobora ko'proq ko'tarilmoqda. Bu nafaqat yangi texnik vositalar, balki o'quv jarayonlari va o'qitish usullari, o'quv jarayoniga yangi yondashuvdir.

O'quv jarayoniga innovatsion texnologiyalarni joriy etish Chet tillarini ehtiyojlarga nisbatan chet tillarini o'rganish jarayonida ta'lim va ta'lim usullarini takomillashtirish bilan bog'liq. Chet tillarida o'qitishning asosiy maqsadi -bu maktab o'quvchilarining kommunikatori madaniyatini shakllantirish va rivojlantirish, chet tilida amaliy mahoratni o'rganish. O'qituvchining vazifasi har bir o'quvchi uchun til bilan amaliy mahoratni yaratish, har bir o'quvchi faoliyatini, ijodini ko'rsatishga imkon beradigan bunday o'quv usullarini tanlash kerak. Hamkorlik, loyihaning metodologiyasi, yangi axborot texnologiyalaridan foydalangan holda zamonaviy pedagogik texnologiyalar, yangi axborot texnologiyalaridan foydalanish, Internet-resurslarni bolalarning qobiliyatlarini hisobga olgan holda, ularning ta'lim darajasi, ularni individuallashtirish bilim darajasini oshirishda yordam beradi. Aloqaviy yondashuv -bu muloqotni uyg'otadigan strategiya bo'lib, ular bilan aloqa qilishning moddiy va usullarini ongli ravishda tushunishga qaratilgan.

Foydalanuvchi Internetdagi kommunikativ yondashuvni amalga oshirish uchun bu juda qiyin emas. Kommunal vazifa muammoni yoki munozara uchun savol tug'ilishi kerak va o'quvhilar shunchaki ma'lumot almashish, balki uni baholash ham mumkin. Ushbu yondashuvning boshqa turdagi faoliyat turlaridan farqlashga imkon beradigan asosiy mezon shundan iboratki, o'quvchilar o'z fikrlarini bildirish uchun til birligini tanlaydilar. Internativ yondashuvda Internetdan foydalanish yaxshiroq emas: uning maqsadi chet tilni o'rganishda va ularning bilim va tajribasini kengaytirish orqali chet tilini o'rganishda manfaatdor. Internet resurslaridan foydalangan holda chet tillarini o'rganish uchun asosiy talablardan biri bu interaktivlik usulida odatiy deb nomlanadigan darsda o'zaro ta'sir yaratishdir. Interaktivlik "o'zaro maqsadga erishish va nutq mablag'lari natijasini" uyushtirish, muvofiqlashtirish va to'ldirishdir. Haqiqiy til bilan mashg'ulotlar, Internet ko'nikmalar va ko'nikmalarni shakllantirishda yordam beradi, shuningdek, lug'at va grammatika o'rganishda haqiqiy qiziqish va, shuning uchun samarali hisoblanadi.[1;10]

Interaktivlik nafaqat hayotdan haqiqiy vaziyatlarni yaratmaydi, balki o'quvchilarni chet tillari orqali etarli darajada javob berishga majbur qiladi. Shaxsiy dars berishni taklif qiluvchi texnologiyalardan biri bu loyihalar usuli ijodkorlik, kognitiv faoliyat, mustaqillikni rivojlantirish

yo'lidir. Loyihalarning tipologiyasi turlicha. Haqiqiy amaliyotda bu turli xil ilmiy-tadqiqot, ijodiy, amaliy yo'naltirilgan va axborotning belgilari mavjud bo'lgan aralash loyihalar bilan shug'ullanishi kerak. Loyihaning ishi o'qish, audit, nutq va grammatika tilini o'rganish uchun ko'p darajadagi yondashuvdir. Loyihaning usuli o'quvchilarda faol mustaqil fikrlarni rivojlantirishga katta hissa qo'shadi. Menimcha, loyihalarni tayyorlash bolalarni hamkorlik qilishga o'rgatish va hamkorlikni tayyorlash o'zaro yordami va ijodiy qobiliyatlarni ko'taradi. Shu bilan birga ingliz tilini o'rganish bo'yicha innovatsion ta'limning mohiyati shundaki, o'quv jarayoni deyarli barcha talabalar bilim jarayoniga jalb qilinishi yangi ped texnollogiyalarni qo'llash dars sifatini oshiradi.Misol uchun quydagi pedagogik texnologiyalarni qaraydigan bo'lsak.[2;15-16]

"Karusel" texnologiyasi. Ko'plab innovatsion texnologiyalar singari, karusel qarzga olingan. Bolalar bunday ish turadi, odatda juda ko'p. Ikkita halqa hosil bo'ladi: ichki va tashqi. Ichki halqaning tashqi tomoniga qarab harakatsiz talabalar, tashqi tomondan har 30 sekundda aylanib yuradigan tashqi tomondan. Shunday qilib, ular bir necha daqiqa gapirish uchun vaqtlari bor va suhbatdoshini o'zlarining o'ng tomonida ishontirishga harakat qilishadi. Lauretik tabiatning dialoglari mukammal darajada amal qiladi, mavzu - tanishish, millati, jamoat joyida suhbat va boshqalar. Yigitlar hayajon bilan gapirishadi, kasb dinamik va samarali o'tadi.

"Sotsiologik so'rov" texnologiyasi. U bolalarning harakati davomida taklif qilingan mavzu bo'yicha ma'lumot to'plash uchun hisob davomida harakatlanishni o'z ichiga oladi. Har bir ishtirokchi vazifalar ro'yxati bilan ro'yxatni oladi. O'qituvchi savol-javoblarni shakllantirishga yordam beradi, o'zaro ta'sir ingliz tilidan boshlanishini ta'minlaydi.

"Qurilishi tugallanmagan taklif" texnologiyasi. Bolalarni tugallanmagan taklifni o'qishga taklif qilinadi va uni har qanday so'z bilan davom ettiring, bu xayolga kelgan birinchi fikr. Takliflar juda noaniq boshlanadi, shuning uchun yigitlar buni yakunlash uchun deyarli cheksiz imkoniyatlarga ega. Ular turli xil hayot joylariga taalluqli va har qanday mavzularni qamrab olishi mumkin.[3; 40]

O'rta maktablarda ingliz tili o'rgatishda uchraydigan grammatik qiyinchiliklar xususida gapirilganda, o'quvchilar ko'plab qiyinchiliklarga duch kelishlarini aytish joiz. Kishi tilidagi hamma so'zlarni bilsa-yu, gaplar, so'zlar o'rtasidagi bog'lanishlarni bilmasa, u nutqning mazmunini tushunishga qiynaladi. Shuning uchun o'rta maktablarda o'quvchilarga grammatikani o'rgatish judayam muhimdir. Agar o'quvchi grammatik ko'nikmalarni yaxshi egallamagan bo'lsa, u o'z fikrini to'g'ri bayon eta olmaydi. Gapirishda, yozishda va tarjimada qiynaladi. Til grammatikasi o'ziga xos murakkab sistemadir. Shuning uchun ham uni o'zlashtirish oson emas.

Maktab o'quvchilari quyidagi qiyinchiliklarga odatda duch keladilar: Artikl muammosi. Buni grammatika o'rganishdagi eng katta muammo desa ham bo'ladi. Ko'pchilik ingliz tili o'rganuvchilar bilan suhbatlashib ko'rganimizda, deyarli hammalari ingliz tili grammatikasini o'zlashtirishlarida asosan artikl va zamonlar qiyinchilik tug'dirishini aytganlar. Darhaqiqat, o'zbek tilida aynan artikl so'z turkumi bo'lmagani uchun uni qo'llashda va tarjima qilishda qiynaladilar. Artikl qoidalarni yod olish kerak. Biroq qoidalardagi talaygina istisno holatlari o'rganuvchilarga, ayniqsa maktab yoshdagilarga, uni o'zlashtirishni murakkablashtiradi. Tarjimasi aniqroq qilib o'rgatilsa, o'quvchilar artiklni qo'llashda ko'p qiyinchiliklarga uchramaydilar. Masalan: noaniq artikl bir, qandaydir bir deb, aniq artikl esa o'sha, haligi deb tarjima qilinadi deb o'rgatish mumkin.

Bir so'z bilan aytganda, artiklning ishlatilish holatlarini bolalarga misollar yordamida qayta-qayta tushuntirilsa, ingliz tilidagi bu yordamchi so'z turkumini o'zlashtirishdagi qiyinchiliklarni kamaytirib bartaraf etsa bo'ladi. Ingliz tili grammatikasini o'zlashtirishdagi qiyinchiliklardan yana biri predloglardir. O'zbek tilida predloglar kelishik qo'shimchalari bilan ifodalanadi. Ingliz tilida esa kelishik qo'shimchalari predloglar orqali ifodalanadi. Jumladan, o'zbek tilidagi o'rin-payt kelishigi, ingliz tilida in, on, at predloglari bilan ifodalanishi mumkin. Masalan: in — in January, in 2015, in a week on — on Monday, on January 15, on birthday at — at the weekend, at 10 o'clock O'rin payt kelishigining qo'shimchasi, o'rin joyni bildirganda ham ingliz tilida yuqoridagi predloglardan foydalanamiz. Masalan: in — in Uzbekistan, in Madrid, in our week on — on the sofa, on the table at — at the station, at school ingliz va o'zbek tillarida so'z tartibining o'xshash emasligi.

Ma'lumki, ingliz tilida so'z tartibi qat'iydir, aksariyat hollarda darak gap boshida doim ega turadi ketidan esa kesim keladi. O'zbek tilida esa gap bo'laklari o'rnini almashtirsak ham ma'nosi

o’zgarmaydi. Tarjimada esa o’quvchilar qiyinchiliklarga uchraydilar. Metodistlar fikriga ko’ra, ingiliz tili grammatikasini o’rgatishda, avvalambor, grammatika minimumini to’g’ri tanlash va ingliz tili grammatikasini o’ziga xos xususiyatlarini inobatga olish taqozo etiladi. Ingiliz tili grmmatikasini o’ziga xos qiyinchliklari va xususiyatlari quydagilar: ingiliz tilidagi noto’g’ri fe’llar mavjudligi, ingliz tilidagi gap qurilishni qat’iyligi, ingliz tilidagi artikillar, predlog va zamonlarning ko’pligidir. Shu kabi xususiyatlar ingliz tili grammatikasini o’zbek tili grammtikasidan farqlaydi.

J. Jalolov fikriga ko’ra, grammatikani o’quvchilarga o’rgatishda asosan ikkita yo’ldan foydalanishimiz mumkin: 1. Induktiv. 2. Diduktiv. Induktiv usulda o’quvchilarga avval qoida so’ngra esa misol beriladi. Diduktiv usulda esa avval misol so’ngra qoida beriladi. Maktab yoshidagi bolalarga ingliz tilini o’rgatishda avvalo bolalar uchun rangbaranglikka e’tibor berishimiz zarur. Rasmlar asosida yoki qo’shiq va she’rlar orqali ham ingliz tili grammatikasini o’rgatishimiz mumkin. Maktablarda kuzatilayotgan muammolar qatorida o’quvchida darsga nisbatan passivlik, zerikish, diqqatni jamlay olmaslik kabi jihatlar ham mavjud. Ingliz tilini o’rgatishdagi leksik qiyinchiliklarga kelsak, ular quyidagilar: ingliz tilidagi deyarli barcha so’zlar turli ma’nolarni anglatadi. Ya’ni bir so’z birdan oshiq ma’noni anglatadi. M. Norovaning ta’kidlashicha, ingliz tilida bitta so’z maksimal 23ta ma’noni berar ekan. Ingliz tili lug’atining ma’lum qismi boshqa tillardan kirib kelganligi; Ingliz tilining idiomalarga boyligi hamda bir qancha boshqalar. Xulosa qilib aytganda, Ingliz tili darslarida innovatsion usullarni qo'llash hamda grammatikadan foydalanish natijasida o'quvchilarning mantiqiy fikrlash qobiliyatlari rivojlanadi, nutqi ravonlashadi, tez va to'g'ri javob berish malakasi shakllanadi.Bunday usullar o'quvchida bilimga ishtiyoq uyg'otadi. O'quvchi darslarga puxta hozirlik ko'rishga intiladi. Bu esa o'quvchilarni ta'lim jarayonining faol sub'yektlariga aylantiradi.

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INGLIZ TINGLIZ TILI FANINI O`QITISHDA YANGI INTERFAOL METODLARDAN FOYDALANISHNING SAMARADORLIGI

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Davlatimiz mustaqillikka erishgandan keyin, yoshlarning chet tillarini o'rganishga bo'lgan intilishi kengaydi va mamlakatimiz tomonidan til o'rganishga ko'pgina sharoitlar yaratilmoqda. Dastlabki Prezidentimiz Islom Karimov ta'kidlaganidek: "Hozirgi paytda xorijiy tillarni o'rgatishga yurtimizda katta ahamiyat berilmoqda. Bu ham, albatta, bejiz emas.

Bugun jahon hamjamiyati o'ziga munosib o'rin egallashga intilayotgan mamlakatimiz uchun, chet ellik sheriklarimiz bilan hamjihatlikda, hamkorlikda o'z buyuk kelajagini qurayotgan xalqimiz uchun xorijiy tillarni mukammal bilishning ahamiyatini baholashning hojati yo'qdir". Ayniqsa, ijobiy yangilanishlarga sabab bo'lgan qonunlardan biri bu O'zbekiston Respublikasi Birinchi Prezidentining 2012-yil 10-dekabrdagi "Chet tillarini o'rganish tizimini yanada takomillashtirish chora-tadbirlari tog'risida" PQ1875-soni Qarori hisoblanadi. Mana shu qarorga muvofiq chet tillarini,asosan, ingliz tilini boshlang'ich sinfdan boshlab o'qitish, ularni chet tillarini o'rgatishga bo'lgan intilishink yanada takomillashtirish uchun hamam umumta'lim maktablarda 1-sinfdan boshlab ingliz tili darslarini har xil qiziqarli o'yinlar tarzida o'qitish va shu bilan birga o'quvchilarning og'zaki nutqini ham shakllantirish, 2-sinfdan boshlab esa, alifbo, o'qish va grammatikani o'qitishni zamonaviy, innovatsion usullar yordamida o'tish bosqichma-bosqich boshlandi. Darhaqiqat, chet tilini rivojlantirish orqali dunyo tan olgan davlatlar standartiga javob bera oladigan maktab dars, darslik yaratish biz pedagogklarning vazifamizdir. Quvonarlisi, ingliz tilida biyron so`zlasha oladigan lar maktabning birinchi sinfidayoq topilayotgani, tizimda ingliz tili mutaxassislarning ko`p mehnati

singayotganidan dalolatdir. Ayniqsa, chet tilida xalqaro darajalarga erishayotgan o`quvchilar safi kundan kunga ko`payib bormoqda. Shuningdek, milliy oliygoharimizdan tashqari dunyoning top 1000 talikka kirgan universitetlarga bir o`quvchining yettitadan ortig`iga talaba bo`layotgani ham bizni quvontiradi. Darvoqe, fanni o`zlashtirish biroz murakkab jarayon. O`zga tilni o`z tilidek mukammal o`zlashtirishda esa pedagogning mahoratiga bog`liq. Bunda yangi pedagogik uslublardan foydalanish ham muhim ham samaralidir. An`anaviy darsdan ko`ra o`quvchi yangi texnologiyalardan foydalanib o`tilgan darsda o`zlashtirish ko`rsatkichi yuqori bo`ladi. Quyida shu kabi yangi pedagogik uslublarning mohiyati va amalda qo`llay olishdagi samaralari haqida so`z yuritamiz. Ko`pgina adabiyotlarda hozirgi kunda eng ommaviy interfaol ta'lim metodlar "Keys-stadi" (yoki "O'quv keyslari"), "Blist-so'rov", "Modellashtirish", "Ijodiy ish", "Muammoli ta'lim" ekanligi qayd etiladi. Ma`lumotlarga ko`ra interfaol ta'lim strategiyalari qatoriga "Aqliy hujum", "Bumerang", "Galereya", "Zig-zag", "Zinamazina", "Muzyorar", "Rotastiya", "Yumaloqlangan qor" uslublar kiradi. Interfaol ta'lim metodlari tarkibidan interfaol ta'lim strategiyalarini ajratishda guruh ishini tashkil qilishga yondashuv ma'lum ma'noda strategikyondashuvga qiyoslanishiga asoslaniladi. Aslida bu strategiyalar ham ko'proq jihatdan interfaol ta'lim metodlariga tegishli bo'lib, ularning orasida boshqa farqlar yo'q. Interfaol grafik organayzerlar: "Baliq skeleti", "BBB", "Konseptual jadval", "Venn diagrammasi", "T-jadval", "Insert", "Klaster", "Nima uchun?", "Qanday?" va b. Interfaol grafik organayzerlarni ajratishda bunday mashg'ulotlarda asosiy fikrlar turli grafik shakllarda yozma ko'rinishda ifodalanishiga asoslaniladi. Aslida bu grafik organayzerlar bilan ishlash ham ko'proq jihatdan interfaol ta'lim metodlariga tegishli. Quyida yangi minteraktiv metodlardan bir nechtasini tahlil qilsak.[1; 36-37]

"FIKRIY HUJUM" METODI Mazkur metod o‘quvchilarning mashg‘ulotlar jarayonidagi faolliklarini ta'minlash, ularni erkin fikr yuritishga rag‘batlantirish hamda bir xil fikrlash inertsiyasidan ozod etish, muayyan mazvu yuzasidan rang-barang g‘oyalarni to‘plash, shuningdek, ijodiy vazifalarni hal etish jarayonining dastlabki bosqichida paydo bo‘lgan fikrlarni yengishga o‘rganish uchun xizmat qiladi. "Fikriy hujum" metodining asosiy tamoyili va sharti mashg‘ulotning har bir ishtirokchisi tomonidan o‘rtaga tashlanayotgan fikrga nisbatan tanqidni mutlaqo ta'qiqlash, har qanday luqma va hazil-mutoyibalarni rag‘batlantirishdan iboratdir. Bundan ko‘zlangan maqsad o‘quvchilarning mashg‘ulot jarayonidagi erkin ishtirokini ta'minlashdir. Ta'lim jarayonida ushbu metoddan foydalanish o‘qituvchining pedagogik mahorati va tafakkur ko‘lamining kengligiga bog‘liq bo‘ladi. "Fikriy hujum" metodidan foydalanish chog‘ida o‘quvchilarning soni 10-15 nafardan oshmasligi maqsadga muvofiqdir.

"FIKRIY HUJUM" METODI. Metod o‘quvchilar tomonidan yangi g‘oyalarning o‘rtaga tashlanishi uchun sharoit yaratib berishga xizmat qiladi. Har bir 5 yoki 6 nafar o‘quvchilarni o‘z ichiga olgan guruhlarga 15 daqiqa ichida ijobiy hal etilishi lozim bo‘lgan turli xil topshiriq yoki ijodiy vazifalar belgilangan vaqt ichida ijobiy hal etilgach, bu haqida guruh a'zolaridan biri axdorot beradi. Guruh tomonidan berilgan axborot (topshiriq yoki ijodiy vazifaning yechimi) o‘qituvchi va boshqa guruhlar a'zolari tomonidan muhokama qilinadi va unga baho beriladi. Mashg‘ulot yakunida o‘qituvchi berilgan topshiriq yoki ijodiy vazifalarning yechimlari orasida eng yaxshi va o‘ziga xos deb topilgan javoblarni e'lon qiladi. Mashg‘ulot jarayonida guruhlar a'zolarining faoliyatlari ularning ishtiroklari darajasiga ko‘ra baholab boriladi. "6x6x6" METODI "6x6x6" metodi yordamida bir vaqtning o‘zida 36 nafar o‘quvchini muayyan faoliyatga jalb etish orqali ma'lum topshiriq yoki masalani hal etish, shuningdek, guruhlarning har bir a'zosi imkoniyatlarini aniqlash, ularning qarashlarini bilib olish mumkin. Bu metod asosida tashkil etilayotgan mashg‘ulotda har birida 6 nafardan ishtirokchi bo‘lgan 6 ta guruh o‘qituvchi tomonidan o‘rtaga tashlangan muammoni muhokama qiladi. Belgilangan vaqt nihoyasiga yetgach o‘qituvchi 6 ta guruhni qayta tuzadi. Qaytadan shakllangan guruhlarning har birida avvalgi 6 ta guruhdan bittadan vakil bo‘ladi. Yangidan shakllangan guruh a'zolari o‘z jamoadoshlariga guruhi tomonidan muammo yechimi sifatida taqdim etilgan xulosani bayon etib beradilar va mazkur yechimlarni birgalikda muhokama qiladilar. "6x6x6" metodining afzallik jihatlari quyidagilardir: —guruhlarning har bir a'zosining faol bo‘lishiga undaydi; —ular tomonidan shaxsiy qarashlarning ifoda etilishini ta'minlaydi: —guruhning boshqa a'zolarining fikrlarini tinglay olish ko‘nikmalarini hosil qiladi; —ilgari surilayotgan bir necha fikrni

umumlashtira olish, shuningdek, o‘z fikrini himoya qilishga o‘rgatadi. Eng muhimi, mashg‘ulot ishtirokchilarining har bir qisqa vaqt (20 daqiqa) mobaynida ham munozara qatnashchisi, ham tinglovchi, ham ma’ruzachi sifatida faoliyat olib boradi. Ushbu metodni 5, 6, 7 va 8 nafar o‘quvchidan iborat bo‘lgan bir necha guruhlarda qo‘llash mumkin. Biroq yirik guruhlar o‘rtasida “6x6x6” metodi qo‘llanilganda vaqtni ko‘paytirishga to‘g‘ri keladi. Chunki bunday mashg‘ulotlarda munozara uchun ham, axborot berish uchun birmuncha ko‘p vaqt talab etiladi. So‘z yuritilayotgan metod qo‘llanilayotganda mashg‘ulotlarda quruhlar tomonidan bir yoki bir necha mavzuni qilish imkoniyati mavjud. “6x6x6” metodidan ta’lim jarayonida foydalanish o‘qituvchidan faollik, pedagogik mahorat, shuningdek, guruhlarni maqsadga muvofiq shakllantira olish layoqatiga ega bo‘lishni talab etadi. Guruhlarning to‘g‘ri shakllantirmasligi topshiriq yoki vazifalarning to‘g‘ri hal etilmasligiga sabab bo‘lishi mumkin. Bu metod yordamida mashg‘ulotlar quyidagi tartibda tashkil etiladi: 1. O‘qituvchi mashg‘ulot boshlanishidan oldin 6 ta stol atrofiga 6 tadan stul qo‘yib chiqadi. 2. O‘quvchilar o‘qituvchi tomonidan 6 ta guruhga bo‘linadi. O‘quvchilarni guruhlaga bo‘lishda har o‘rindiqni nomlab, nomlangan varaqchalarni olganlar o‘z o‘rinlariga joylashadilar. 3. O‘quvchilar joylashib olganlaridan so‘ng o‘qituvchi mashg‘ulot mavzusini e’lon qiladi va guruhlarga muayyan topshiriqlarni beradi. Ma’lum vaqt belgilanib, munozara jarayoni tashkil etiladi. 4. O‘qituvchi guruhlarning faoliyatini kuzatib boradi, kerakli o‘rinlarda guruh a’zolariga maslahatlar beradi, yo‘l-yo‘riqlar ko‘rsatadi hamda guruhlar tomonidan berilgan topshiriqlarning to‘g‘ri hal etilganligiga ishonch hosil qilganidan so‘ng guruhlardan munozaralarni yakunlashlarini so‘raydi. 5. Munozara uchun belgilangan vaqt nihoyasiga yetgach, o‘qituvchi guruhlarni qaytadan shakllantiradi. Qaytadan shakllangan guruhlarning har birida avvalgi 6 ta guruhdan bittadan vakil bo‘ladi. Yangidan shakllangan guruh a’zolari o‘z jamaodoshlariga guruhi tomonidan muammo yechimi sifatida taqdim etilgan xulosani bayon etib beradilar va mazkur yechimlarni birgalikda muhokama qiladilar.

Xulosa o’rnida shuni aytish kerak, pedagogik texnologiya o‘z mohiyatiga shakl, metod va vositalar yordamida tashkil etilib, pedagogik faoliyat samaradorligini oshiradi hamda o‘qituvchi o‘rtasida o‘zaro hamkorlikni qaror toptiradi. Bundan tashqari, o`quvchilar tomonidan o‘quv predmetlari bo‘yicha puxta bilimlarning egallanishini ta’minlaydi. o`quvchlarda mustaqil, erkin va ijodiy fikrlash ko‘nikmalarini shakllantiradi. Hamda o`quvchilarning o‘z imkoniyatlarini ro‘yobga chiqara olishlari uchun zarur shartsharoitlarni yaratiladi. Shuningdek, pedagogik jarayonda demokratik va insonparvarlik g‘oyalarining ustivorligiga erishishni kafolatlashi zarur.

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TARBIYA DARSLARIDA O’QUVCHILARNING KOLLOBORATIV KO’NIKMALARINI RIVOJLANTIRISHNING MOHIYATI

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Bugungi davrga kelib o‘qitishning turli usul va uslublari va metodlari yaratilmoqda. Bulardan eng samaralisi albatta amaliy ta’lim metodlaridir. Chunki amaliy ta’lim metodlari orqali o‘quvchilar nazariy ma’lumot bilan birgalikda amaliy ravishda ish olib boradi. Bu eslab qolish va ko‘nikmani rivojlantiradi. Amaliy ta’lim metodlari nazariy berilgan bilimlarni amalda sinab ko‘rish orqali amalga oshiriladi.Ta’lim metodlari muayyan pedagogik jarayondan ko’zda tutilgan maqsadlarga erishish

uchun bajarish lozim bo'lgan vazifalari amalga oshirishda qo'llaniladigan turli-tuman ish usullari va shakllarini o'z ichiga oladi.Bu ishlarni amalga oshirishning shakllangan va amaliyotda qo'llanilayotgan har turli usullari va shakllari asosida ko'plab ta'lim metodlari hosil bo'lgan va bu jarayon davom etmoqda. Muayyan ta'lim-tarbiyaviy maqsadga qaratilgan biror harakatni amalga oshirish yo'li, usuli yoki ko'rinishidan iborat bo'lib shakllangan faoliyat shu maqsadga erishishga xizmat qiluvchi o'ziga xos ta'lim metodini hosil qiladi. Bunda harakatni amalga oshirish yo'li deb bajarilishi talab qilinayotgan faoliyat uchun qo'llash mumkin bo'lgan bir nechta yo'llardan oldindan ko'zda tutilgan maqsadga muvofiq ravishda tanlangan yo'lni aytiladi. Masalan, savod o'rgatish yo'llari: oilada o'rgatish, maktabda o'rgatish, maktabgacha ta'lim muassasasida o'rgatish, o'qituvchi yordamida o'rgatish, kitoblar, kompyuter, ko'rgazma qurollar va boshqalar vositasida o'rgatish. Kollaboratsiya (fransuzcha-collaboration) – umumiy manfaatga birga erishish uchun ikki yoki undan ko'proq kishining sherikchiligi demakdir.Shaxsning kollaborativ o'quv muhitiga kirishi o'quvchining insoniy munosabatlaga kirisha olish xususiyatini rivojlantirishga, amaliy, ilmiy va nazariy faoliyat ko'nikmalarini o'zlashtirishga, muayyan ijtimoiy normalar va funksiyalarni shakllantirishga faol jalb qilishni o'z ichiga oladi. O'quvchi jamiyatda o'zini muvaffaqiyatli amalga oshirish uchun zarur bo'lgan ko'nikmalarni egallaydi, jamoa a'zolari bilan faol munosabatda bo'ladi, kelajakda turli xil ijtimoiy vaziyatlarda o'zini qanday tutishni, muloqot qilishni o'rganadi.[1;101]

Hamkorlik muhiti ijodiy salohiyatga ega bo'lib, o'quvchi shaxsiga samarali ta'sir ko'rsatadi. Bunday muhitda o'quvchi o'zini jamoa faoliyat sub'ekti, ta'lim jarayonining faol ishtirokchisi sifatida his qiladi, o'z ahamiyatini va shaxsiy qadriyatini tushunadi. Kollaboratsiya - ikki yoki undan ortiq kishining umumiy maqsadlarga erishish uchun har qanday sohada birgalikdagi faoliyati bo'lib, bunda bilim almashish, o'rganish va kelishuvga erishish (konsensus) amalga oshiriladi.

"Kollaboratsiya tushunchasi" quyidagi ma'nolarni anglatadi.
- pedagogik faoliyat samaradorligini oshirishi;
-o'quvchilar o'rtasida o'zaro hamkorlikni qaror toptirishi;
- o'quvchilar tomonidan o'quv predmetlari bo'yicha egallagan ko'nikma,bilim va malakalarini amaliyotga tatbiq eta olishini ta'minlashi;
- o'quvchilarda mustaqil, erkin va ijodiy fikrlash ko'nikmalarini shakllantirishi;
- o'quvchilarning o'z imkoniyatlarini ro'yobga chiqara olishlari, qobiliyatlarini namoyish qilishlari uchun zarur shart-sharoitlarni yaratishi lozim.

Xalq ta'limi tizimini 2030 yilgacha rivojlantirish konsepsiyasida o'qitish metodikasini takomillashtirish vazifasi belgilangan. Shunga muvofiq, darsliklarni yangilash bo'yicha muayyan ishlar bajarildi. Xususan, ilg'or xorijiy tajribalar asosida 1-4-sinf darsliklari yangidan "4K" modeli asosida tayyorlandi. "4K" modelidan foydalanish ko'plab sinovlardan o'tgan, muhimi, zamonaviy yondashuvdir. Biz avvallari bolalarning yozuviga ko'proq e'tibor qaratganmiz, diktantlar yozdirganmiz.Yangi tajriba bilan esa o'quvchilarning tanqidiy fikrlashi, o'z fikrini erkin bayon eta olishiga ko'proq ahamiyat beriladi. Ushbu yangi zamonaviy maktab darsliklari innovasion yondashuvni taqdim etadi. Bu metodologiya bolalarning har tomonlama rivojlanishiga qaratilgan bo'lib, to'rt asosiy kompetensiyalarni o'z ichiga oladi. Kollaborasiya – darsliklar o'quvchilarning jamoada ishlash qobiliyatini rivojlantirishga yordam beradigan tarzda tuzilgan. Bu o'quvchilarga hamkorlik qilish, samarali fikr almashish va o'zaro qo'llab-quvvatlash ko'nikmalarini o'rganishga ko'maklashadi."4K"modelining birinchi talabi kolloboratsiya – ta'lim oluvchining jamoa bo'lib ishlash qobiliyatini shakllantiradi, rivojlantiradi.

Pedagogik hamkorlik g'oyalari bugungi kunda pedagogik texnologiyalar mazmuniga singdirilgan va «XXI asr ta'limi konsepsiyasi» asosini tashkil etadi. Hamkorlikda o'qitishning asosiy g'oyasi – o'quv topshiriqlarini nafaqat birgalikda bajarish, balki hamkorlikda o'qish,o'rganishdir. Hamkorlikda o'qitish har bir o'quvchini kundalik qizg'in aqliy mehnatga, ijodiy va mustaqil fikr yuritishga o'rgatish, shaxs sifatida onglilik, mustaqillikni tarbiyalash, har bir o'quvchida shaxsiy qadr -qimmat tuyg'usini vujudga keltirish, o'z kuchi va qobiliyatiga bo'lgan ishonchni mustahkamlash, tahsil olishda mas'uliyat hissini shakllantirishni ko'zda tutadi. Bu jarayonda har bir o'quvchi o'zining muvafaqqiyati guruh muvafaqqiyatiga olib kelishini anglaydi. SHuning uchun mustaqil va

sidqidildan aqliy mehnat qiladi, o‘quv topshiriqlarini to‘liq va sifatli bajaradi, o‘quv materialini puxta o‘zlashtiradi, o‘rtoqlariga hamkor bo‘lishni, o‘zaro yordam uyushtirishni o‘rganadi. Hamkorlik muhitini yaratish metodikasi A.S. Makarenko tomonidan ishlab chiqilgan va tajribalarda isbotlangan “Jamoani rivojlantirish nazariyasi” bilan chambarchas bog‘liqdir.[2;78-82]

Bu nazariyaning mohiyati shundan iboratki, insonning shaxs sifatida shakllanishi va rivojlanishida jamoa (kollektiv) muhim o‘rin tutadi.Sababi har bir inson jamiyatda yashaydi, faoliyat yuritadi, boshqa odamlar bilan munosabatlarga kirishadi.

Bizning fikrimizcha, bu nazariya shaxsiyatga yo‘naltirilgan, insonparvarlik yo‘nalishiga ega, chunki jamoaning ijodiy salohiyatidan foydalanish orqali shaxsga o‘z qobiliyatlarini ochish, shaxs sifatida namoyon bo‘lish imkoniyatini berish mumkin. Bu fikr A.S. Makarenko tomonidan taklif qilingan "hurmat va talab" tamoyiliga ko‘ra ,o‘qituvchi dars mashg‘ulotlarida hamkorlik muhitini yartish asnosida , qat’iylik, talabchanlik va o‘quvchi shaxsiga hurmatni uyg‘unlashtiradi, guruh a’zolari o‘rtasidagi munosabatlarni doimiy nazorat qiladi, o‘quvchilarda o‘zaro totuvlik, javobgarlik, birgalikda harakat qilish qoidalarini singdirib boradi. Hamkorlikda ta’lim olishning o‘ziga xosligi shundaki, o‘quvchi aynan jamoada yoki kichik guruhda o‘zini qay darajada namoyon qila olishiga e’tibor qaratiladi. Ya’ni, hamkorlik muhitining ijodiy salohiyati qanchalik yaxshi ochib berilsa, pedagogik jarayon ishtirokchilari o‘rtasidagi munosabatlar qanchalik boy va qiziqarli bo‘lsa, o‘quvchilarning bilim olish jarayoniga qiziqishi shu darajada ortadi. O‘quvchi turli vaziyatda o‘z fikrini dadil bayon etadi -axborotni qidiradi, olingan ma’lumotlarni ongli va ob’ektiv baholashni o‘rganadi.

Demak, o‘quvchining tashabbuskorlik, optimizm, o‘ziga ishonch kabi shaxsiy fazilatlar takomillashadi. Hamkorlikdagi o‘quv faoliyatining maqsadi o‘zlashtiriladigan faoliyat va birgalikdagi harakatlar, munosabat va muloqotning boshqarish mexanizmini yaratishdir. Hamkorlikdagi faoliyatning mahsuli o‘quvchilar ilgari surgan yangi g‘oyalar va o‘zlashtirilayotgan faoliyatning mohiyatiga bog‘liq maqsadlar va sheriklikdagi shaxs pozitsiyasini boshqarish istaklarining yuzaga kelishidir. Hamkorlikdagi faoliyat usuli deganda, o‘qituvchi bilan o‘quvchining birgalikdagi hatti-harakatlarining tizimini tushunish kerak. Bunday xatti-harakat o‘qituvchining o‘quvchiga ko‘rsatadigan yordamidan boshlanadi. O‘quvchilarning faolligi asta-sekin o‘sib borib, butunlay ularning o‘zi boshqaradigan amaliy va aqliy harakatiga aylanadi; o‘qituvchi bilan o‘quvchi o‘rtasidagi munosbata esa sheriklik pozitsiyasi xususiyatiga ega bo‘ladi. Bahsli, muammoli vaziyat – insonning faoliyati davridagi fikrlash natijasiga bog‘liq bo‘lib, qoladigan murakkab holatga yoki sharoitga tushib qolishidir. Bunday holatda u hodisa yoki jarayonni qanday izohlashni bilmaydi. Bahsli, muammoli vaziyatlar o‘quvchilarning aqliy kuchini zo‘riqtiradi, u vaziyatni oydinlashtirish uchun yo‘llar qidira boshlaydi, qiyinchiliklar bilan to‘qnashadi. Inson muammo bilan yuzmayuz (to‘qnash) kelgandagina fikrlay boshlaydi. O‘zida mavjud bilimlar bilan fikrlab amallar bajara boshlab, saviyaga mos darajadagi xulosalarga kela boshlaydi. O‘quvchilar o‘zlari bajargan topshiriqlarni qanday qilib bajarganliklarini aytib,tushuntirib bera olishlari lozim. Muammo hal qilish jarayonidagi tushunmay qolgan o‘rinlarini o‘z so‘zlari bilan ifodalab bera olishi o‘qituvchi uchun muhimdir.

Nemis pedagogi Disterveg bekorga “Noqobil o‘qituvchi haqiqatni aytadi qo‘yadi, yaxshi o‘qituvchi esa uni topishini o‘rgatadi” deb aytmagan. Bu o‘rinda o‘qituvchining vazifasi faqat mavzuni tushuntirib berish emas, masalani to‘g‘ri qo‘ya bilishi, o‘quvchilarni o‘z faniga qiziqtira olishi, uning tuyg‘ularini bezovta qila bilishi va muammoni hal etishda hamkor sifatida qatnashishdan iborat. Bola faoliyati erkin bo‘lsa, unda shaxsga hurmat tuyg‘usi paydo bo‘ladi. Bahs jarayonida o‘qituvchining o‘quvchilar bilan hamkorligi bolani mutelikdan, ko‘r-ko‘rona itoatdan qutqaradi.Dars bir maqsad sari intilayotgan hamkorlikning yagona faoliyatiga aylanadi. Ushbu muhim kompetensiyalarni rivojlantirishga yordam berishni istasak, o‘quv jarayonini bolalar uchun qiziqarli va foydali tarzda tashkillashtirishimiz kerak. Maktabdagi har bir dars o‘quvchilar faqat fan mazmunini o‘zlashtiradigan emas, balki mustaqil bilim oladigan va qobiliyatini rivojlantiradigan jarayondir. O’quvchilar uchun yangi darsliklar esa kelajagimiz egalari bo‘lmish yosh avlodni har tomonlama rivojlantirib gina qolmay, balki zamonaviy jamiyatga muvaffaqiyatli moslashish uchun zarur bo‘lgan ko‘nikmalarni ularda shakllantirishga qaratilgani bilan yanada ahamiyatlidir.

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ART THERAPY AS AN COMPREHENSIVE APPROACH TO AESTHETIC EDUCATION OF PRESCHOOL CHILDREN

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The artistic and aesthetic development of a preschooler plays a special role in the life of a child, since it not only forms in him an interest in art and its types, not only develops love and the need to communicate with beauty, but is also an indispensable component of the comprehensive development of the individual.

In pedagogy, the opinion is increasingly being established that children's communication with art is a kind of health-saving effect using artistic creativity.This understanding gives educators and teachers new opportunities to solve the humanistic problems of upbringing and education.

As a serious prerequisite for its solution at the innovative level, one can consider the intensive development of a new scientific direction that studies the nature, patterns, principles, mechanisms of involving art in solving various pedagogical problems, called art therapy and art pedagogy.

Various methods of using art technologies were developed theoretically and practically by CIS scientists A.I.Kopytina, M.V.Kiseleva, A.G.Kuznetsova [1;2,3], teachers and researchers of Uzbekistan M.M. Nigmatova, D.Sh.Mirzaeva, T.L.Chabrova. Art therapy techniques, initially applied to the development of children with physical or intellectual problems, were subsequently and are still used in working with children who do not have developmental disabilities. The presence of a modern classification of types of art therapy (isotherapy, bibliotherapy, imagotherapy, music therapy, kinesitherapy, etc.), on the one hand, provides educators with ample opportunities to use them to develop certain psychological states, qualities and skills of children, but, on the other hand, creates a problemtheir appropriate parallel or simultaneous use.In this case, the help of qualified specialists (psychologists, speech pathologists, professional art teachers) and dosing of the types of creative activities of children is necessary. In particular, in our work these areas were used sporadically and in different paired combinations: isotherapy-music therapy (drawing to music), bibliotherapy - isotherapy (drawing characters and plots of famous and read fairy tales, proverbs, children's stories), music therapy - kinesitherapy (movements tomusic, dancing). Also, with the help of types and means of art pedagogy, comprehensive (integrative) education and upbringing of children was provided, consisting of:

a) in a psychotherapeutic beneficial effect on children (relieving tension, muscle and nerve tension, negative emotional states, fear, shyness, etc.);

b) in increasing the level of their artistic and aesthetic development;

c) intensive influence on the comprehensive development of preschool children, since in the process of so many different types of activities related to art, the senses develop, intellectual, artistic, motor abilities, skills and inclinations are formed. The possibilities of art therapy were used to influence the physiological and mental state of the child with the help of art as follows:

- formation in a child of an aesthetic attitude to the world around him through various types of art through questions, quizzes, expressing opinions, discussions, through comparisons and contrasts;
- formation of initial knowledge of the basics of artistic culture, encouraging children's participation in activities related to the aesthetic design of the kindergarten space and the environment;
- teaching the child the use of artistic means of expression, various types of art;
- organization, if necessary, of correctional-compensatory, correctional-developmental work with children who have psychological constraints, are shy, poorly adapted and socialized to the conditions of kindergarten.

Systematization and disclosure of the content of the listed stages makes it possible to streamline the methods of music education in preschool institutions, improve the results of working with children, and improve the quality of the pedagogical activities of educators.

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BILIMLENDIRIWDE INTEGRALLAP OQÍTÍWDÍŃ PEDAGOGIKALÍQ HÁM METODIKALÍQ TIYKARLARÍ

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Keyingi jıllarda integraciya (óz-ara baylanısqan halda ilimiy-pedagogikalıq sheriklik dóretiwshilik ortalıǵın jaratıw) ideası jedel rawajlanıp atırǵan teoriyalıq hám ámeliy izertlewlerdiń tiykarı bolıp atır. Integraciya, bir tárepten, bilim alıwshıǵa «dúnyanı tanıstırıw» hám pánlerdiń ilimiy tiykarların biliwdi úyretse, ekinshi tárepten, oqıw waqtın gruppalastırǵan halda onı bos waqıtınan ónimli paydalanıwǵa uyretedi.

«Integraciya» sózi latınsha integratio - qayta tiklew, toltırıw, «integer»- pútkil sózinen kelip shıqqan. Integraciyalaw processinde bir-birine baylanıslılıq kólemi asadı hám tártipke túsedi.

Integraciya - arnawlı bir sistemanıń háreketi hám rawajlanıwın xarakterleytuǵın process bolıp, ol jaǵdayda sistema elementleriniń sanı hám óz-ara baylanıslardıń intensivligi artadı hám kúsheyedi. Nátiyjede bir-birine baylanıslılıq halları artıp baradı.

Integraciyalasqan tálim-tárbiya, pánler aralıq baylanıslardıń ayırım táreplerin dáslep Ya. Komenskiy, D. Lokk, I. Gerbart, M. Pestalotstsi, K. Ushinsiky sıyaqlı ilimpazlar baslap bergen. Bul jónelisti keyinirek T.Rizaeva, G.Akvileva, D.Troytap, G.Baltyukova, N.Belenkin, N.Drujnina, T.Nazerova, I.Blinova, R.Matyushova dawam ettirgen. Bul mashqala ózbek ilimpazlarınan R.Mavlyanov, Q.Abdullaeva, X. Qayumovlardıń jumıslarında izertlengen.

Pánler aralıq baylanıslılıq pedagogika pánindegi zárúrli didaktikalıq princip retinde uzaq waqıtlardan berli talqılanıp kelinbekte. Bilimlendiriw sistemasında oqıw pánleriniń óz-ara baylanısın támiyinlew máselesi mudamı aktual bolıp kelgen.

Úzliksiz bilimlendiriwde pánler aralıq baylanısıwdı támiyinlewdiń ayrıqsha tárepleri bar. Bul ayrıqshalıq mámleketlik bilimlendiriw standartı talapları tiykarında júzege kelgen oqıw dástúrin mazmunı menen xarakterlenedi. Pánler aralıq baylanıs bir tárepten oqıw pánleri ortasında, basqa bir

tárepten bolsa, kásiplik baǵdarlanǵan qánigelik beretuǵın oqıw pánleriniń óz-ara baylanısı tiykarında engiziledi. Sol sebepli búgingi kúnde pánler aralıq baylanısıw, tereń hám de bekkem bilim beriwde zárúrli shárt bolıp esaplanadı.

Mámleketimizde úzliksiz bilimlendiriw sistemasın rawajlandırıw mazmunı hám oqıtıw texnologiyası, onıń sıpat hám nátiyjeliligin arttırıw boyınsha alıp barılıp atırǵan reformalar bilimlendiriwdi insanıylastırıw, bilim alıwshılarda tayanısh kompetenciyalardı qáliplestiriwge baǵdarlanǵan pedagogikalıq iskerliklerden paydalanıw imkaniyatın arttıradı. Ózbekstan Respublikasın jáne de rawajlandırıw boyınsha Háreketler strategiyasında «úzliksiz bilimlendiriw sistemasın jánede jetilistiriw, sıpatlı bilimlendiriw xızmetleri imkaniyatların arttırıw, miynet bazarınıń zamanagóy talaplarına muwapıq joqarı mamanlıqtaǵı kadrlar tayarlaw sıyasatın dawam ettiriw» áhmiyetli wazıypa sıpatında belgilengen.[1]

Ilim hám texnikanıń rawajlanıwı ilimiy xabarlar kóleminiń keskin artıwına alıp kelmekte. Sonlıqtan bilimlendiriwde tábiyiy – ilimiy bilimler kólemi de jıldan jılǵa artıp barmaqta. Aqırǵı jıllarda, ulıwma bilimlendiriw mekteplerinde oqıwshılar iyelewi lazım bolǵan bilimleri kólemin arttırıwdıń birden-bir jolı oqıw pánler sanın hám sabaq saatlar sanın kóbeytiw dep esaplandı. Oqıw kólemin orınsız keńeytiriw bolsa, oqıwshılar ushın artıqsha júklemeni, oqıtıwda sharshawdı keltirip shıǵardı. Aqıbette bul jaǵday oqıwshılardıń bilim sıpatı hám bilimlendiriw nátiyjeliliginiń páseyiwine sebep bolmaqta. Bul mashqalanı sheshiw, belgili dárejede bilim mazmunın integrallasqan bilimler tiykarında shólkemlestiriw, tábiyiy hám gumanitar pánlerden integrallasqan kurslardı jaratıw esabınan ámelge asırıw múmkinligin ilimpazlardan: Yu.I.Dik, A.A.Pinskiy, E.K.Straut, V.G.Razumovskiy, L.V.Tarasov; Ózbekstannan R.Ǵ.Safarova, P.Musaev, İ.V.Makuxina, M.Djumaniyazova sıyaqlılar óz ilimiy miynetlerinde kórsetip ótken. Sonlıqtan tábiyiy pánlerge tiyisli bilimlerdi integrallaw mashqalası, zamanagóy bilimlendiriwdiń eń aktual mashqalalarınan bolıp esaplanadı.

Psixolog P.K.Anoxin, E.Ǵozievler miydiń jumıs iskerligi integraciyalasqan xabarlarǵa baylanıslı bolıwı, xabarlardı integrallasqan kóriniste esapqa alıw, individtiń ózin basqarıw aktivligin arttırıwǵa, jetilistiriwge, dóretiwshilik qábiletiniń qáliplesiwine alıp keliwin tiykarlap bergen.

N.Poddyakova, B.G.Ananevler insan rawajlanıwında sociallıq, tábiyiy, psixofiziologiyalıq integrallasqan bilimler úzliksiz zárúrligin óz izertlewlerinde dálilleydi.

I.A.Mironenko XXI ásirde zamanagóy insanda sociallıq xarakterdi qáliplestiriw ushın kóp strukturalı formaciyada birgelikte integraciya hám sistemalı izertlew jumısların alıp barıw imkaniyatın jaratıw ideyasın alǵa súredi. Bul mektepler aldında turǵan tiykarǵı mashqalalardan biri dep aytadı. Mektep búgin dúnya ilimleri, til, ullı insanlar miynetinen úzilgen, izolyaciyalanǵan halda bolıwı múmkin emesligin kórsetedi. Sonday-aq L.S.Vıgotskiy hám S.L.Rubinshteynler «Psixologiyalıq enciklopediya» kitabında shaxstıń rawajlanıwında dúnya ilimleriniń roli hám olardıń tolıq integraciyasına sharayat jaratıw ideyasın alǵa súredi.

A.N.Zaxlebniy hám M.V.Rijkovlar pedagogikada qálegen varianttaǵı integraciyalasqan kurstı tek eki zárúr baǵıt tiykarında, kóp baǵıtlı hám ápiwayı baǵıt tiykarında qurıw zárúrligin usınadı. Olar bilimlerdi integraciyalawdı mekteptegi belgili bir predmetler mazmunında, oqıw dástúri, sabaqlıqlardı baylanıstırıw esabınan islew lazımlıǵın uqtıradı.

Ózbekstan ilimpazları óz izertlewlerinde, pánler aralıq integraciya mashqalası belgili dárejede óz ishine alǵan. E.O.Turdiqulovtıń doktorlıq avtoreferatında mektepte fizika oqıtıwda ekologiyalıq tárbiya máseleleriniń oqıtılıw metodikası islep shıǵılǵan, pánler aralıq baylanıs tiykarında talabalarǵa úyretiliwi zárúr bolǵan ekologiyalıq bilimler mazmunı anıqlanǵan, onda fizika hám astronomiya arasındaǵı integrativ materiallar mazmunı izertlew predmetinen tısqarı bolǵanlıǵı sebepli úyrenilmegen.

M.M.Mamadazimovtıń doktorlıq jumısında astronomiyalıq bilimlendiriwdiń úzliksizligi, Ana tábiyatımızdaǵı global ekologiyalıq mashqalalardı sheshiwde astronomiyalıq bilimlendiriwdiń áhmiyeti, mektepke shekemgi bilimlendiriwden joqarı bilimlendiriwge shekem, beriletuǵın astronomiyalıq bilimler mazmunı, astronomiyanı basqa pánler menen integrallasqan tárizde oqıtıwdı ámelge asırıw usıllarınıń nátiyjeliligin sáwlelendirgen, biraq fizika hám astronomiyadan integrativ materiallardan paydalanıw izertlew predmeti bolmaǵanlıǵı sebepli tolıq izertlenbegen.

Respublikamızda integraciya mashqalası boyınsha jumıs alıp barıp atırǵan jetekshi ilimpazlardan R.H.Djuraev, oqıw pánleri boyınsha integrativ kurslardıń pedagogikalıq-psixologiyalıq tiykarların islep shıǵıw, integraciyanıń baǵıtı hám parametrlerin anıqlaw, oqıw júklemeleriniń nátiyjeli, optimal variantların belgilew, oqıw dástúrlerinde temalar aralıq integraciyanı ámelge asırıwǵa zárúrlik sezilip atırǵanlıǵın aytadı. Sonday-aq, R.Safarova oqıw processinde bir oqıw pániniń mazmunı sheńberinde de pánler aralıq integraciyanı ámelge asırıw zárúrligi, bilimlendiriw mazmunın integrallaw, integrativ sabaqlıqlar jaratıw zárúrligin usınıs etedi.

U.Musaev oqıw processin integrativ dástúrler hám sabaqlıqlar tiykarında shólkemlestiriw arqalı oqıw processinde nátiyjelilikke erisiwdi názerde tutadı. Sonıń menen birge, avtor integraciya processiniń tómendegi dárejeleri:

1. temalardı izbe-iz usınıw tiykarındaǵı integraciya;
2. oqıw dástúrlerinde óz-ara kelisken noqatlardı payda etiwge tiykarlanǵan integraciya;
3. gózlengen integraciya;
4. integrativ dástúrler;
5. temalar aralıq integraciya kórinisinde belgilep, oqıw mazmunın integraciyalawdıń ilimiy pedagogikalıq tiykarların islep shıǵıw zárúrligin aytadı.

Predmetler aralıq baylanıs úyrenilip atırǵan obiektti hár tárepleme tereń úyreniwdi támiyinleydi.

Ol pedagogikada predmetler aralıq baylanıs, óz-ara baylanıs hám integrativ baylanıs dárejelerinde túsindiriledi.

Predmetler aralıq baylanıs – óziniń áhmiyetine kóre keń túsinik bolıp, úyrenilip atırǵan obiekttiń túrli táreplerin, qásiyetlerin hár tárepleme ashıp beriwi názerde tutıladı.

Óz-ara baylanıs – áhmiyetine kóre eki predmet arasındaǵı baylanıslardı, yaǵnıy birinshi oqıw predmeti boyınsha ózlestirilgen bilim hám is-háreket usılların, ekinshisinde qollanılıwın kórsetedi.

Integrativ baylanıs – salıstırmalı joqarı dárejeli baylanıs bolıp, dáslep aytılǵanlardan oqıw dástúrine maqsetke muwapıq kiritilgenligi menen parıqlanadı hám álbette onı támiyinlewdi talap etedi. Nátiyjede obiekt háqqında sistemalı, bilim, is-háreket usılları qáliplesiwine imkaniyat jaratadı.

Predmetler aralıq baylanıs ornatıw ushın oqıw materialı mazmunı, psixologiyalıq, pedagogikalıq, didaktikalıq, metodikalıq jaqtan analiz etiledi. Pedagogikalıq ámeliyatta oqıw materialın temalar boyınsha hám dúzilisi analiz etiw usıllarınan keń paydalanıladı.

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ШЕТ ТІЛІН ОҚЫТУДЫҢ КЕЙБІР ПРИНЦИПТЕРІ

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Қазіргі кездегі Қазақстанда болып жатқан өмірдің барлық саласындағы оң өзгерістер жалпы қоғам мүшелерімен әсіресе өскелең ұрпақпен жүргізілер тәлім-тәрбие жұмысының мазмұнына ғана емес, әдіс-тәсілдеріне де маңызды өзгерістер жасау қажеттілігін талап етіп отыр Жалпы білім беретін орта мектеп пәндерінің ішінде оқушыларға тәлім-тәрбие беруде шет тілі пәнінің де мүмкіндіктері зор болғандықтан, шет тілін оқытудың ерекшеліктерін ескере отырып, жетекші функцияның негізінде барлық функцияларды жүйелі түрде оқыту міндеті тұр. Шет тілін оқытудың қазіргі кездегі жетекші мақсаты ол: 1) коммуникативтік, 2) білім беру, 3) тәрбиелік, 4) дамыту функцияларын жүзеге асыру. Осы функцияларды жүзеге асыру мақсатында төмендегідей принциптер негізге алынады.

Шет тілін оқытудың негізгі педагогикалық принциптерінің бірі оқу-тәрбие үдерісінің **тұлғалық бағыттылығы**. Соңғы кезде білім беру үдерісінде жеке тұлғаға бағытталған тәлім-тәрбие мәселесіне үлкен ден қойылуда. Себебі қоғамның бүгінгі қарқынды дамуы әр істе белсенді әрекет жасай алатын жаңа ұрпақ адамының қалыптасуына тәуелді болып отыр. Яғни жаңа дамып келе жатқан қоғамға жаңа білім алған, жаңа тұрмысқа, жаңа еңбек түрлеріне, жаңа қатынастарға бейімделген, өз бетінше шығармашылық қабілет-қасиеттерін дамыта алатын, өзінің мүмкіндіктерін бағалай білетін және оларды қалыптасқан қатынастар жүйесінде іске асыра алатын тұлға қажет. Ал, бұл қажеттіліктің жүзеге асырылуы білім беру тәсілін, оны жақсартудың әдістемелік негіздерін жетілдіруге тікелей байланысты. Оған тағы бір дәлел көптеген ғалымдар И.С.Якиманска , Г.К.Селевко, Б.Қисықова өздерінің еңбектерінде тәлім-тәрбие берудің мақсаты ретінде тұлғаның дамуын ерекше атап көрсеткенін де айтуға болады. Бұл еңбектерде жеке тұлғалық бағыттылықты қалыптастыру туралы жалпы зерттелген пікірлер біріктіріліп бірқатар принциптердің жүзеге асуына яғни тұлғаны қалыптастыру, дамыту идеясын, гуманизмнің жалпы адамдық принципін, тұлғаны дамытудағы ішкі өзін-өзі жөнге салу механизмін қолдану және күшейту аңсарын қалыптастыруға байланыстылығы негізделген.

Тұлғаны қалыптастыруда әрбір пәннің алатын орны бөлек. Әсіресе гуманитарлық пәндердің мүмкіндіктері зор. Себебі гуманитарлық пәндер адамзаттың білім байлығының және оның өмірлік тәжірибесінің сақтаушысы болып табылады. Соның ішінде шет тілі де осы гуманитарлық пәндер циклындағы маңызды пәннің бірі болып саналады. Шет тілін оқытудағы тұлғалық бағыттылықты қалыптастыру тәсілінде оқушының тікелей іс-әрекеті, оның көзқарасы, сабақтағы және сабақтан тыс қызығушылығы және бейімділігі, сабақ кезіндегі қарым-қатынасты ұйымдастыру да ескеріледі. Шет тілін оқыту ерекшелігі оқу тақырыптарын өту мақсатында ғана құрылмайды, ол өмірдегі белгілі бір проблемаларды талқылауға арналады. Яғни оқушылар шет тілін оқу үдерісінде өздерінің жеке істерін, қылықтарын, күнделікті сыныптағы, мектептегі, туған ауылындағы, қаласындағы, еліндегі және әлемде болып жатқан жағдайларға өз ойын, пікірін білдіріп және өз ойын дәлелдеуі керек. Ағылшын тілін оқытудың келесі педагогикалық принциптерінің бірі оқытудың **мақсаттылық принципі**. Мұғалім әрбір сабақты жоспарлау үшін ең алдымен оның мақсатын анықтайды (тәрбиелік, дамытушылық, білімділік), өйткені оқыту әдістері олардың мақсаттарына байланысты. Осыған орай, әрбір оқушының және ұжымның ерекшеліктерін ескере отырып, оқытушы оқытудың формаларын, мазмұнын, әдістерін іріктеп алады. Оқыту принциптерінің жүйесіндегі келесі принцип **түсініктілік принципі**. Ол оқушыда оқу-шаралардың дайындық деңгейіне сай ұйымдастырылады, мұнда берілген тапсырманы оқытушының басшылығымен терең ойлап орындауды талап етуі қажет. Ағылшын тілін оқытуда бұл принциптен бірнеше ережелер туындайды:

Біріншісі жеңілден қиынға көшу.

Екіншісі қарапайымдылықтан күрделілікке көшу.

Үшіншісі белгіліден белгісізге көшу.

Бұл принципті ескерудегі мақсат шет тілін оқытудың алғашқы күнінен бастап оқушылардың жас ерекшеліктері мен олардың интеллектуалдық мүмкіндіктеріне сай материалдарды ұсыну және пайдалану, ал оны меңгеру оқушыларда аса қиындық туғызбайды.

Ғылымилық принцип, табиғат, қоғам, мәдениет, ойлау дамуының заңдылықтарын білуді талап етеді .**Саналылық пен белсенділік принципі.**Саналылықпринципті негізге ала отырып тілдік материалдарды меңгерудің білігі мен дағдыларын қалыптастыру саналы түрде жүзеге асуы тиіс. Бұл принциптің жаңалығы: **шет тілін оқыту когнитивті үдеріс негізінде құрылуы тиіс** екендігінде .Белсенділік принципін шет тілін оқыту үдерісі тұрғысынан емес, оқушылардың шет тілін меңгеру тұрғысынан қарастырғанда ғана жүзеге асыруға болады. Оқушылар шет тілін меңгеруде өздерінің ішкі белсенділігін көрсетулері тиіс. Оқушылардың осы белсенділігі мен өзін-өзі дамытуы шет тілін меңгерудегі мотивацияға маңызды негіз болып табылады.Саналылық пен белсенділік дегеніміз саналы түрде белсене қабылдап, оның өмір және практикамен байланысын тереңдету, оқытылатын фактілер мен құбылыстардың мәніне түсіну болады. Сабақ үстінде берілген тапсырмаларды оқушылардың саналылықпен орындауы, олардың белсенділігін арттырады. Әрбір іс-әрекетін орындауда оқушылар оның теориялық және практикалық мәнін терең түсінуі қажет.

Беріктік принципі ағылшын тілін оқытуда оқушылардың тіл дайындығының сапалық жағын көрсетеді. Бұл меңгерілген тіл материалын оқушылардың сөйлеу әрекеті арқылы қайтадан айтып беру және меңгерілген тіл материалын бұрын дағдыланбаған жаңа жағдайларға тасымалдау, яғни игерген материалдың базасында жаңа ойларын ортаға салу принципін қамтамасыз ету жүйелі түрдегі оқыту арқылы жүзеге асады.

Дидактикалық жүйелілік принципі ағылшын тілін оқытудың барысында түрлі формалар арқылы көрініс табады.Осы принципке сай тіл әртүрлі деңгейдегі өзара байланысқан элементтерден тұратын жүйелі білім беру ретінде қарастырылады.

Көрнекілік принципі ағылшын тілін оқыту барысында түрлі көрнекі құралдарды пайдалану қажеттігін көрсетеді. Өйткені шет тілін оқытудағы оның қажеттігі таным үдерісінде сезімдік қабылдаудан абстрактық ойлауға өтуге негізделген.Көрнекілік принципті тілдік және экстралингвистикалық материалды жақсы түсіну, меңгеру және сөйлеу әрекетінде қолдану мақсатында арнайы ұйымдастырылған көрсетілім деп түсіндіруге болады

Тәрбиелеп оқыту принципі ағылшын тілін оқыту барысында оқу-тәрбие жұмыстарының мақсатын айқындап, оқушылардың түрлі коммуникативтік іс-әрекетінің, тілді ақпарат құралы ретінде ауызша және жазбаша түрде пайдалануының нәтижесінде жүзеге асады. Бұл оқушылардың тіл меңгеруімен ғана шектелмей, олардың сана-сезімін дамытуға, тілдік қорын ұлғайтуға, ерік-жігерін шыңдауға ықпал етеді.

Қорыта айтқанда, осы қарастырылған мәселелер шет тілін оқыту үдерісінде негізгі параметр бойынша оқушылардың табиғи тілдік жағдаятта тілді меңгеруіне мүмкіндік береді. Сонымен қатар, шет тілін оқыту ғылыми-педагогикалық, яғни дидактикалық және әдістемелік талап-тілектерді ескере отырып басқа да негізгі қалыптасқан принциптерге сүйенеді.

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EXPLORING THE BENEFITS OF FLIPPED CLASSROOM APPROACH IN ENGLISH LANGUAGE CLASSES

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The traditional lecture-based approach in education has been increasingly challenged by innovative teaching methods that prioritize student engagement and active learning. One such approach, knownas the Flipped Classroom (FC), has gained attention and recognition for its potential to enhance students' learning experiences. The FC approach inverts the traditional lecture mode by having students learn course content outside class and engage in active learning inside the classroom. Moreover, the FC method is student-centered, advocating interactive activities based on active learning, enhancing students' ability to study in their vocational areas. Furthermore, weak students benefit as they can review materials multiple times and receive in-class support from teachers, improving their comprehension and completion of assignments (Soliman, 2016). Not only weak students benefit, FC frees up valuable in-class time for instructors to focus on observation, feedback, and assessment. Instead of spending class time on content delivery, instructors can dedicate their attention to closely monitoring students' progress, providing immediate guidance, and offering valuable feedback during in-class activities. This interactive and personalized approach allows instructors to address students' questions and concerns in real-time, fostering a supportive learning environment. Additionally, the FC model ensures that students have individual control over the out-of-class content, enabling them to engage with the material at their own pace and prepare for in-class communicative activities. As a result, students can actively apply their acquired knowledge in meaningful ways, promoting deeper understanding and facilitating meaningful input and interaction within the classroom setting (Bauer-Ramazani et al, 2016).

The FC can be integrated into an EFL program by combining elements of blended learning, mobile learning, and project-based learning and that this process involves students accessing content outside of class and then interacting in class with instructors and peers in a blended learning mode. They noted that utilizing mobile devices such as smartphones, tablets, and laptops can enhance the integration of flipped learning into the EFL program. In addition implementing project-based learning activities, such as creating videorecorded newscasts, can further enhance the flipped classroom experience in an EFL setting (Bauer-Ramazani et al, 2016).

The implementation of the FC aims to achieve several objectives in order to create student-centered learning environments. One of the primary goals is to foster interactive activities that actively engage students in their own learning process. By shifting the focus from passive listening to active participation, students are encouraged to take an active role in their education. Furthermore, class time is utilized for engaging students in a variety of hands-on and collaborative learning tasks. This approach allows for a deeper engagement with the course content as students actively apply their knowledge and skills in practical settings. In addition, e-learning dashboards can be employed to monitor students' progress and identify any knowledge gaps that require clarification. By leveraging technology, instructors can gain insights into individual students' learning needs and provide targeted support. Lastly, it facilitates the creation of collaborative learning communities, where students can interact with their peers, exchange ideas, and work together on projects. This collaborative environment not only enhances the learning experience but also promotes the development of important teamwork and communication skills. (Soliman, 2016)

In the FC model, instructors have the unique advantage of being able to simultaneously teach course content and facilitate its practical application. By providing students with exposure to course materials outside of class, they are given the opportunity to engage in group discussions and activities during class time. This shift in dynamics transforms the classroom into a platform for instructors to

review student work, initiate student-led group discussions, and address any questions or concerns raised by students. The increased interaction between instructors and students in this environment not only promotes critical thinking and communication skills but also fosters practical experience. Instructors can effectively repurpose their classroom time, focusing on class discussions and collaborative group work that encourage students to take risks and make mistakes while gaining valuable expertise in the subject matter (Gomez-Lanier, 2018).

In the FC, students can, as noted in Oraif's (2018) study, perform activities traditionally reserved for the classroom outside of its confines. Additionally, they have the opportunity to undertake activities typically assigned as homework or individual work in the supportive environment of the classroom, benefiting from the guidance of their teacher. This approach not only allows students to gain a positive impression of learning but also enables them to engage with new material, identify knowledge gaps prior to face-to-face classroom interactions, and participate in meaningful discussions with their teacher. Moreover, the FC model creates an environment that encourages collaborative learning, providing students with increased opportunities to work together with their peers and develop valuable teamwork skills. Through these combined benefits, the FC approach fosters a dynamic and interactive learning environment that promotes active engagement and supports students' educational growth (Oraif, 2018)

The implementation of the FC model allows students to actively engage in learning activities and foster increased interaction both inside and outside the classroom. By preparing for class in advance, students have the opportunity to identify knowledge gaps and seek clarification on any doubts they may have, enabling them to make the most of their face-to-face classroom time. Through online media, students receive instructional content, such as video lectures or readings, which they can engage with independently. This sets the stage for interactive and engaging in-class activities where students can apply and discuss the material collaboratively. Additionally, the FC approach offers benefits in language acquisition. Students can improve their language skills, including writing, reading, speaking, grammar, and listening, as they actively participate in communicative activities and engage with authentic language materials. Moreover, by having access to instructional content before class, students can reduce reading anxiety and perform better in English as a Foreign Language (EFL) reading assessments, as they have had the opportunity to familiarize themselves with the material prior to in-class activities. (Keskin, 2022)

The FC model's interactive environment not only promotes active participation but also enhances critical thinking, communication skills, and practical experience through interactions with instructors and fellow classmates. Students are encouraged to take risks, make mistakes, and ultimately gain expertise in collaboration and content. Furthermore, the utilization of technology in the FC model facilitates collaborative learning and fosters critical thinking skills as students engage with digital tools and resources(Gomez-Lanier, 2017).

The FC revolutionizes the traditional concept of teaching and learning by granting students control over their educational journey. This approach emphasizes personalized and individualized learning, recognizing that every student has the potential to succeed with the appropriate support. By tailoring instruction to meet individual needs, students are empowered to take ownership of their learning, leading to improved learning outcomes. Notably, research has shown that the adoption of student-centered approaches, like the FC, can result in significant enhancements in academic performance, particularly in English subjects. This demonstrates the positive impact of student-centered learning on student achievement and highlights the potential for dramatic improvements in educational outcomes. Through student control, personalized learning, and improved performance, student-centered approaches pave the way for a more inclusive and effective education system (Al-Harbi, 2016).

In conclusion, the implementation of the Flipped Classroom (FC) model offers numerous benefits to students in terms of engagement, academic performance, and satisfaction. By shifting the focus from passive listening to active participation, the FC model creates student-centered learning environments that prioritize interactive activities and collaborative learning communities. The FC approach fosters deeper engagement with course content, as students actively apply their knowledge

in practical settings through active learning tasks during class time. The use of e-learning dashboards allows for individualized monitoring of students' progress and targeted support for clarification. Moreover, the FC model empowers students to take ownership of their learning, promoting personalized and individualized learning experiences. Research has shown that student-centered approaches, like the FC, can lead to significant improvements in academic performance, especially in English subjects. By combining elements of blended learning, mobile learning, and project-based learning, the FC model can be effectively integrated into EFL programs, further enhancing its impact. Overall, the FC model revolutionizes the traditional concept of teaching and learning, creating dynamic and interactive learning environments that foster student engagement, collaboration, and academic success.

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USING INTERACTIVE METHODS IN TEACHING GRAMMAR

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Developing students' grammatical skills through an interactive approach is essential for successful English language teaching. Here are a few ways to improve this approach:

1. Introduce virtual reality: Interactive applications and VR programs create an immersive environment in which students can actively engage in grammatical exercises and situations, such as virtual conversations and real-time application of grammar rules.

2. Use interactive games and puzzles: Interactive games and puzzles designed specifically for grammar skills can help students learn and reinforce grammatical rules in an enjoyable and memorable way. These games also encourage active student interaction in group settings.

3. Role-playing & Dramatic situations: Role-playing and scenarios can be used to apply grammatical rules in real-life situations, such as playing a role in spoken dialogues, or creating your own stories using the grammar structures you have learned.

4. Projects & Research: Students can engage in projects & research related to grammar, such as researching rules for certain tenses, creating grammar tables, analyzing text for grammatical errors, etc.

Students' active participation in discussion and analysis of grammatical topics helps them understand and apply the rules. Creating opportunities for feedback and discussions among students helps them test their knowledge and enhance their skills. The methodology for developing students' grammatical skills is more effective and stimulating. It helps them better understand the grammar

rules, use them in real-life situations and develop their communication skills in the English language. By using the interactive approach to the English grammar, we're creating an environment that promotes active learning, collaboration and critical thinking. The classical method is the Grammar Translation Method, which is simple and effective. The main purpose of the method is to study grammar, vocabulary, and literature. It is a deductive approach, with the focus on conscious learning. Students' native language of the students is used extensively. The techniques used include translations, reading texts, grammar exercises and vocabulary.

The role of the teacher is to be the manager, coordinator and assessor of the students. The interaction in the classroom takes place mainly between the teacher and students, which is known as the frontal approach. Correcting the students is very important as the focus is on accuracy.

The main objective of the direct method is to teach students to communicate in a foreign language. Translation is not allowed. The teacher uses the real world, images and pantomime to convey meaning. The teacher does not use the mother tongue at all.Grammar is learned inductively. Students practice using vocabulary in context.The techniques used are: Conversation, Reading Out Loud, Exercise, Composition, Repetition, etc.The third stage is the use of original and authentic language by the students.The interaction takes place not only between the teacher and student but also between the student and the teacher.The British version of the direct method, known as the presentation, practice, production (PPP) consists of three stages:As with the audio-lingual method, vocabulary and grammar are taught inductively. Communication takes precedence, since the mother tongue is not used. The model is the teacher, who is the one who coordinates the activity. Because it is a method based on communication and evaluation is done all this way.

The Communicative Approach or Communicative Language Teaching (CLT) has as main objective is students' fluency. Emphasis is placed on "real" communication [8;85]. All four dimensions of language teaching are developed: the ability to express oral expression, the ability to receive the oral message, the ability to receive the written message and the ability to express oneself in writing. The learners' communicative skills are developed by linking grammatical development to the ability to communicate. Grammar is taught in relation to a communicative task, thus creating a need for specific items of grammar. The students' mother tongue is not used. The techniques used are: discussions, debates, role-playing, written communicative activities, drama, etc. The roles of the teacher are those of facilitator and manager of the students' activity, but also of their partner, the interaction taking place especially between students. Authentic and interesting materials are used in order for the students to make connections with their own language and culture. Errors are tolerated especially during communication activities, when the emphasis is on fluency. Students are evaluated both orally and in writing.

Grammar is at the heart of spoken and written communication and allows us to be clearly understood by others. Teaching grammar is fundamental in the process of acquiring a foreign language. Without grammar we can hardly speak, and if we do, it will not be very correct and concrete. Grammar has long been a subject of study and although the methods of studying grammar have changed dramatically lately, the reasons for studying grammar have remained essentially the same. Grammar allows people to communicate what they want to express in a way that can be understood clearly. Explicit knowledge of grammar is very important, as it gives us a more conscious control and choice over the language. By fostering explicit knowledge of grammar, per formative tasks will hopefully become implicit over time. Poor use of grammar can lead to blurring of messages, which affects our ability to communicate and can hinder the strengthening of relationships – an important skill for the development of young people. The correct use of grammar, on the other hand, makes listening and reading easier, making communication more enjoyable and impact more positively on relationships. Grammatical competence is defined in the CEF as follows: ''… knowledge of, and ability to use, the grammatical resources of a language. Grammatical competence is the ability to understand and express meaning by producing and recognizing well-formed phrases and sentences in accordance with these principles (as opposed to memorizing and reproducing them as fixed formulae)." [Council of Europe, 2001, pp112-113]. By teaching grammar, young people become even better prepared for the world of work.

Discussion on how to teach grammar effectively and how to provide effective grammar practice for students has always been a major concern for both language teachers and learners. In order to make a grammar instruction meaningful, there are some reason to take into consideration: students need to think critically when given grammar concepts and rules; they have a better understanding of grammar if the grammar instruction is sequenced; students need regular practice of what they are being taught; students need to acquire grammatical skills that will allow them to be able to transfer their comprehension of grammar knowledge to reading, writing, and real life. Brown [2;98] mentioned that grammar should be taught in accurate communicative contexts, thus encouraging fluency and accuracy. He also offered a set of guidelines for teaching grammar for effective communication: simple explanations, clear examples, relevant visual teaching aid; grammar should be presented in an interesting, motivating way for the students, taking into account learners' cognitive style, as well.

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TA'LIMDA BAHOLASHNING AHAMIYATI VA MAZMUN MOHIYOTI

Davletmuratova Ulbosin Maxsetovna
NDPI Ingliz tili va adabiyoti 1 bosqich doktoranti

Ta'lim–insonni hayotga tayorlash uchun unga keraklibilim berish, malaka va ko'nikmalar hosil qilish jarayoni bo'libhisoblanadi. Ta'lim jamiyat qurilishining muhim muammolarini hal qilish–jamiyatning moddiy-texnika bazasini yaratish, ijtimoiy munosabatlarni tarkib toptirish, yangi kishini tarbiyalashga katta rol oynaydi.Ta'limning maqsadi,xarakteri, yo'nalishlari obyektiv hayot talablariga muvofiq holda o'zgarib boradi. O'zbekiston Respublikasining 1997-yil 29-avgustda qabul qilingan „Ta'lim to'g'risida"gi qonuni va Kadrlar tayyorlash milliy dasturi ta'lim tizimining barcha yo'nalishlarini takomillashtirish va rivojlantirish uchun keng imkoniyatlar ochib berdi. Mamlakatimizda xalq ta'limi bo'limlari qoshida bolalarni maktab ta'limiga tayyorgarligini belgilaydigan „Tashhis markazlari" tashkil etildi, o'quvchilarning bilim va ko'nikmalarini reyting asosida nazorat qilish, maktab bitiruvchilarini yakuniy attestatsiyasini kompyuter yordamida test orqali amalga oshirish, ta'lim amaliyotini diagnostik taxlil qilish, ta'lim muassasalarida marketing tizimidan foydalanish kabi qator pedagogik yangiliklar joriy etildi.Hozirgi sharoitda ijtimoiy talablar, o'quvchilarning imkoniyati va ehtiyojlariga muvofiq ta'lim tobora takomillashtirilib, yangi metod va shakllariishlab chiqilmoqda.

Ta'lim tizimining samarasini belgilovchi asosiy qismlaridan biri -bu baholash tizimidir.Komil Jolilov "Baholash – biron-bir domenning (bilim, ko'nikma, malaka va kompetensiyalar majmuyining) ta'lim oluvchilarda (test topshiruvchilarda) shakllanganlik darajasini o'lchash jarayoni" [1;10]desa, Oxford lug'ati baholash bu "talabalarni sinovdan o'tkazish va ularning bilimi,qobiliyati va taraqqiyoti haqida hukm chiqarish jarayoni" deb ko'rsatadi.Bu fikrlar bilan

kelishgan holda biz baholashni ta’lim jarayonining ma’lum bosqichida o‘quv maqsadlariga erishganlik darajasini oldindan belgilangan mezonlar asosida o‘lchash, natijalarini aniqlash va tahlil qilishdan iborat jarayon deb hisoblaymiz, va bu jarayon bizga olingan bilimlar bo‘yicha ma’lumotlarni tizimli yig‘ish, tahlil qilish va ulardan foydalanishga imkon beradi. Chunki, baholash tizimi o‘qitish sohasida teskari a’loqa tizimi hisoblanib, ta’lim natijalarini bevosita kuzatish, monitoring olib borish, ta’limda oqitish taktikasini tanlash va ta’lim oluvchilarda rivojlantirish ta’moyilini shakillantirish imkoniyatini yaratadi.Baho,nafaqat o‘quvchilarning har biri nimalarni bilishi, nimalarni tushunishi va nimalarga qodir ekanligi to‘g‘risida ma’lumot beradi balki ularning natijalari jarayonning barcha ishtirokchilari jumladan o`quvchilar, ota-onalar, o‘qituvchilar uchun ahamiyatli bo‘lib, o‘quv rejalarini va o‘qitish metodikasini yaxshilash maqsadida qo’llaniladi.

Baholash jarayoni o’zining belgilangan tartibi va qoydalarini to’liq saqlagan holda olib borishni taqoza etadi. Mark Wilson va Kathleen Scalisefikrincha: “Samarali baholash usullari o'rganish jarayonida kuchli rol o'ynashi mumkin, masalan, o'rtacha o’qiydigan o'quvchini sinfning birinchi uchligiga ko’tarishi mumkin - lekin faqat ma'lum bir shartlar bajarilgan taqdirdagina. Talabalarbajaradigan topshiriqlar ta'lim maqsadlariga mos kelishi yoki maqsadga muvofiq bo'lishi kerak, va talabalar o'z natijalari bo'yicha mazmunli va o'z vaqtida fikr-mulohazalarini olishlari, shuningdek, maqsadli ishlarni bajarishlari kerak.O'z ta'limini samarali tartibga solish uchun talabalar uchta narsani tushunishlari kerak: (a) ular qanday baholanishi kerakligi, (b) ularning bilim darajalari qaysi bosqichda turganligini va (c) ularni qanday yaxshilash mumkinligini”.[2;635]

Ko’rib turganimizdek, baholash ta’limda juda katta ahamiyatga ega, asosan o’quvchilar o’rtasida o‘zlashtirilganlik to‘g‘risida ma’lumot olinadi, savol-javob jarayonida boshqa o‘quvchilarga takrorlanish bo‘ladi, bilim, ko‘nikma va malakalar egallanadi hamda mustahkamlanadi, mashg‘ulotning qaysi bo‘lagiga yaxshiroq e’tibor berish kerakligi ma’lum bo‘ladi, o‘qituvchi o‘z kamchiliklarini anglaydi, o‘quvchi o‘zining nimalarga qodir ekanligini biladi, davlat ta’lim standartlarining bajarilish darajasi aniqlanadi, ta’lim oluvchining o‘rtoqlari, ota-onasi uning faoliyati xaqida ma’lumotga ega bo‘ladi.

Baholash mezonlariga ijtimoyi, iqtisodiy va zamon talablariga qarab o’zgartirishlar kiritish kerak deb hisoblaydi olimlar.Atab aytadigan bo’lsak, Avstraliya olimlari Patrick Griffi va Esther Care“An'anaviy baholash shakllari yigirma birinchi asrning ko'plab ko'nikmalarini, ayniqsa kognitiv bo'lmagan deb hisoblanishi mumkin bo'lgan ko'nikmalarni tekshirish uchun mos kelmasligi mumkinligi” [3;7] ta'kidlaydi. Biz ham bu fikr tarafdorimiz, chunki bugungi kunda biz o’rganuvchilarimizning nafaqat bilim darajasini orttiramiz, balki ularning muloqatga tushish, boshqalar bilan ishlash, ijodkorlik, tanqidiy fikrlash, jamoani boshqarish, muammolarni echish, technologiyadan foydalanish va haqoza kabi ko’nikma va maqoratini ham rivojlantiramiz, va albatta baholaymiz ham.

Mamlakatimizda ta’lim jarayonini samarali tashkil etish uchun baholash tizimiga yangi xalqaro baholash dasturlarini kiritish boyicha keng ko’lamli ishlar amalga oshirilmoqda. Masalan, PIRLS, TIMSS, PISA, TALIS va boshqalar. Bunday baholashga kiritilgan o’zgarishlar nafaqat o’quvchilarning bilimini baholashda alternativ uslublaridan foydalanishga imkon yaratadi, balki ta’limning yanada rivojlanishiga o’z hissasini qo’shadi deb hisoblaymiz.

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IMPORTANCE OFTEACHING GRAMMAR WITH SPORT CONTENT

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Grammar is one of the important aspects of the language requiring different approaches and methods. There is a difference between grammar for native speakers and grammar for language learners. Native speakers usually think of English grammar as a subject studied in school. The National Programme for Specialist Training and Education puts before the English teachers a lot of actual problems: what methods and techniques are effective and give good results, what methods help to teach and learn all language skills [1].

The word *Grammar* means different points to different people. To the ordinary citizen, it connotes to correctness or incorrectness of the language that he or she speaks. To a school student, it means an analytical and terminological study of sentences. Grammar for sportsmen can include understanding and correctly using language related to game rules and regulations, techniques and strategies, communication with teammates and coaches, interviews and press conferences and writing sports-related content such as match reports or social media posts. In addition, one of the important understands of contracts and agreements in the sports industry. Knowledge of grammar helps the student in the correction of mistakes and improvement of written work. A person cannot learn a foreign language accurately only through a process of unconscious assimilation. Grammar is a sure ground of reference when linguistic habits fail us. Therefore, grammar is indispensable for the student. In this study,our aim is to bring the attention of the language teacher as well as the learner about the real utility of grammar in teaching English language.

Nowadays communication has become the heart and soul of the human life. The process of communication chiefly deals with speaking, listening, reading and writing. No one really learns grammar andit has become more natural phenomenon that we start speaking what everybody speaks around us. We gradually develop a better sense of understanding with the passage of time. We do not study grammar of our own mother tongue to use it for daily speaking, but when we need to polish, our own mother tongue or we want to learn a foreign dialect, we have to study its grammar and we usually do that. When we come to learn a new language like English, we need to study its grammar; the importance of grammar cannot be ignored or neglected, and before we do that, we need to understand what grammar is.

Grammar is the study of words and the ways of learning words work together; an invisible force that guides us as we put words together into sentences. Any person who communicates using a particular language, consciously or unconsciously becomes aware of the grammar of that language. However, in this context we would like cite a wonderful example as described “A writer has given a beautiful analogy to illustrate the use of knowledge of Grammar. Imagine two car drivers. The first driver knows only driving and nothing about the working of the engine. He feels helpless whenever there is some trouble with the machinery. The second driver knows driving and understands the working of the machinery too. The person who knows grammar is like this second driver. In case he doubtful about the correctness of a particular thing, his knowledge of grammar comes to his rescue [2;116]”. Therefore, to speak in a clearer and more effective manner we have to study grammar. For the person who has unconscious knowledge of grammar, it may be sufficient for simple language use. Nevertheless, the persons who wish to communicate in the artistic manner with well-defined structures must go for the greater depth of understanding and proficiency what the study of grammar offers.

It is certainly worth studying about the genesis of Grammar. What else might be the true definition of grammar? We are sure that a title might be misleading. We are not going to speak much about good or bad grammar and our focus is on the chronological development and usage of grammar by writers, scholars and teachers of English.

Let’s have a close study of the statements that clearly express different types and interpretations, which is the focal point of our discussion. In this connection, let us consider some of the claims made

by one of the most outstanding Grammarians of English Language acclaimed widely stated below:

It is probably a correct saying that there are very few inflexions in English grammar. It has grown up as an easy and simplified language.

We know that English speakers generally have freedom to devise new words or borrow word, and even add new innovative constructions. Indeed, we have the strong notion that where a language academy exists, there is usually a strong tradition for an insistent teaching of the rules. Thus, French usually follow some strict rules of grammar. On the other hand, flexibility characterizes use of English as per one's full-fledged autonomy. Therefore, this is the difference that a speaker of English avails himself of speaking English.It is comprehended from the above criticism that some grammars are written for mature scholars; some are for the immature schoolchildren; some are for foreign learners;some for native speakers; some have the aim of giving the history of every construction; some are concerned with the contemporary language, too. All these are written with a purpose which can bring results with positive value for the learners.

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WAYS OF USING MOVIES AND VIDEOS FOR REAL COMMUNICATION

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The teaching of English as a foreign language or as a second language exists in all parts of the world. Since English has become an international language more importance is being laid on teaching and learning it effectively. Materials are designed to provide appropriate exposure to the learners and enrich the language learning experience. Exposure to natural language plays a vital part in the language acquisition process. Authentic materials that are derived from the culture of the target language give positive attitude towards language learning rather than those specially designed for language learning. However, in most of the classes students are taught using traditional materials and audio materials that do not prepare them to encounter real life situations. Authentic materials act as a vehicle in bringing the target culture nearer to them. It is worthwhile to know what authentic materials are. Using examples of language that are produced by native speakers for their own purposes and newspaper articles, advertisements, pop songs, strip cartoons are considered to be the authentic materials.

Authentic materials are print, video, and audio materials students encounter in their daily lives, such as change-off address forms, job applications, menus, voice mail messages, radio programs, and videos. Authentic materials are not created specifically to be used in the classroom, but they make excellent learning tools for students precisely because they are authentic. Authentic materials are sometimes called contextualized materials which we come across in daily life. Many scholars have defined the term authentic materials in different ways but every definition has one common characteristic that authentic materials have exposure to real language and its usage in its own community. Most of scholar announced their points about authentic materials, such as Jordan, Nunan, Herrington and Oliver, Harmer, Bacone&Finneman, Miller, Otte, Thanajaro, Berardo, Kim, Clark, Kilickaya, Martinez, Norton & Sprague, Mcknight and others. Above mentioned names of researchers defined the term authentic materials and divided several kinds of types or categorized. Besides, scholars argue that the use of authentic materials help students to bridge the gap between classroom knowledge and their capacity to participate in real-world events.

The use of authentic materials for English language teaching is a topic which has been discussed for many years by experts in the field and teaching professionals. Most teachers have their own

opinions about their use and practicality in the classroom. Most of them like the idea of using authentic materials but avoid using them due to the lack of knowledge of how to select an appropriate text (either written or audio), doubt about how they can be exploited and the belief that students may not find the material stimulating or may find it too difficult. Some less experienced teachers may, after an unsuccessful attempt at using material from an authentic source, decide that it is safer and less time consuming to stick to the prescribed course book.

There is no doubt that today English teachers have a lot of choices in terms of teaching materials. Choosing them we are to keep in mind that we should focus students' attention not only on vocabulary and grammar structures but prepare them for real communication where the knowledge of culture is sometimes crucial. Thus the use of authentic materials can help solve this problem. The majority of scholars define authentic materials as materials which are designed for native speakers; they are real texts, designed not for language students, but for the speakers of the language. Furthermore, the use of authentic materials is an important principle of communicative language learning and it contributes to the development of an individual learning style and learner autonomy, also it is effectively. In real life we come across some real situations, so that time using authentic materials is beneficial for us. Basically, authentic materials provide the following benefits:

- motivation to learning;
- authentic cultural information;
- real language presentation;
- creative approach to teaching

First of all, use of authentic materials is encouraged by many researchers because they are frequently up to date. They have a positive influence on earners; motivation, comprehension and satisfaction. They inspire students to learn language provide cultural information, give exposure to real language and allow a more creative approach to teaching.Scholars confirm that authentic materials contain language data and communication which improve students' communicative skills. They are also channels for communication that deliver messages and meaning to learners.

As we can see authentic auditory materials contains theme of our article. Movies or videos are a good example of authentic material that can be used in language teaching in order to make the learning process more entertaining, more enjoyable and possibly even somewhat easier. Movies are designed to appeal directly and fully to people's emotions. Also the aspect of entertainment is strongly present as far as films are concerned. Since the use of movies in language learning has to do with affective factors, it is very important for the teacher to be able to balance between getting the students to become involved in the films while also exploiting the language learning potential of the movies. Thus, using movies as authentic material requires an emphasis on the teaching approach, which should be content- and task based. In addition, also the teachers own attitude towards the films is an important factor in order to be able to treat the films as cultural items instead of mere sources of language input.

Finally, teachers should create a relaxed atmosphere in the language classroom by using movies or videos. This helps students or pupils when they have problem with the language. This positive atmosphere can reduce students' anxiety, encourages them to acquire the language and increases level of motivation. Learning the target language will be better and faster when students feel relaxed in the classroom. In short, using movies or videos is very useful and significant in the classroom to learning English language.

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TECHNICAL DIFFICULTIES IN TRANSLATION OF CHILDREN'S CARTOON

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Translating children's animated movies is a complex process which involves many technical challenges.One of the primary requirements for the translation of cartoons is to take into account of video sequence; as a result, it must respond to the communicative situation and convey the features of the audiovisual test, which is a system of means that allows the transfer of meaning (communication) with the help of cinema [4;11]

The 19th century invention of animation starts to develop rapidly in 20th century, currently, only in Russia ,150-160 rated R movies are released each year.Every country has its own style of animadversion. Therefore, France,for example, is highly recognized as the birthplace of the drawn-animated cinema, whereas the Japan is considered as the birthplace of animus and three-dimensional cartoons first appearedin Russia [3;99].

Children's cartoons are being enjoyed by the whole audience regardless of their ages because of their appealing and captivating features, such as vibrant, colorful animations, beloved characterslike Mickey Mouse or entertaining escapades of iconic figure such as SpongeBob. Furthermore, animated movies transport young viewers to the imaginative worldwhere many children are enthralled throughout the viewing experience. When the translator embarks on translating the movie, it is impossible not to encounter difficulties so they have to deal with a host of technical issues.

There are a certain types of translation issues of an imitated film which can be identified during the translation process. One of the primary technical challenges in cartoon translation revolves around linguistic nuances and cultural references. Translators should possess a deep understandingof both source language and target language and their respective cultures. They are required to deal with complexities and intricacies of two languages, providing that jokes, puns and wordplay retain their humor and meaning across different cultures and languages. This translation difficulty which is widely known and poses a burden on people interpreting can be solved by relying on the linguistic expertise and cultural knowledge of translators. Examples:

- Why did the tomato turn red? Because it saw the salad dressing. Translation challenge arises when the wordplay "turning red" and "seeing" in English may not have direct equivalents in other languages. This example can be a good case in point for linguistic nuances.

- "Why did the chicken cross the road? to get to the other side!" translation challenge: the joke relies on a cultural reference that is familiar to the target audience. for example, changing animal or context of the joke to better suit the cultural context.

Cartoons must be translated in straightforward language and presented in an easily understandable format so that children around the world can access and grasp their messages. It is important that the translator should use more basic and simple language that children can easily understand and comprehend. This approach ensures that children are more likely stay engaged with the cartoons if they can get what the characters are saying. However, for many young viewers, cartoons may present numerous challenges. The movies targeted at children and young audiences should be dubbed rather than subtitled as the audience are too young and quite inexperienced at reading. Therefore, they are unable to keep up with subtitles while simultaneously watching the action on the screen. dubbing provides a more accessible viewing experience, ensuring children to focus solely on the visuals.

The translation process will be complicated by isochrony (in audiovisual translation, the time during which the character talks) and by lip synchronicity: here too, the results will have to look and sound natural. However, unlike movies, some liberties are permitted: cartoons characters, human or otherwise, often have exaggerated features and facial expressions[1;17].

Isochrony here refers to the rhythmic pattern and timing of speech in language. Different languages have varying degrees of isochrony, which can affect the pacing and flow of dialogue. For example, some languages, like Spanish and Italian, tend to have syllables that are pronounced at a

more even pace, while others, German and English, have more variable syllable timing. In the context of translation, isochrony creates a problem as translating dialogue from a language with a different rhythmic pattern can ruin the natural flow and timing of speech. Translators should carefully consider the rhythm and pacing of original dialogue and find ways to maintain these elements in the translated version.

Lip synchronicity refers to the alignment of spoken dialogue with the characters' lips in animation or film. In cartoons and animated movies, characters' lip movements are carefully synchronized with the dialogue to create a sense of realism and immersion. When translating dialogues for cartoons, maintaining lip synchronicity is vital to ensure that translated texts suit the movements of the characters' lips. This could be particularly difficult when translating into languages with different sentence structures or word length, as the timing and and pacing of the dialogue need to be aligned with the lip movements.

Onomatopoeic words can also result in difficulties for translators as they mimic the sounds of the things they represent. They are vital in comics and cartoons because they combine both visual and verbal elements. There is no universal list of onomatopoeias. They differ across cultures and countries. For instance, English speakers might say "tick tock" for a clock's sound, while Koreans might use "chik-chik,pok-pok" for a train. These words can vary greatly, even for the same sound. Animals and machines are common sources of onomatopoeias. Examples include "oink" or "beep-beep" for the vehicle horns. "Vroom" or "Brum" represent engine sounds. Translating onomatopoeias poses challenges for both linguists and technical teams. Since they are often part of the drawings, translating them means altering the artwork, not just the context. This is more complicated than translating text in speech bubbles.

To conclude, the translations of children's cartoon can be appealing to many young translators who need to use their creativity and break out literary translation, with colorful illustrations and perky characters. [2;97].The translation of children's cartoons presents a host of technical challenges that require careful consideration and creative problem-solving. From overcoming linguistic nuances and cultural references to solving the issues of lip synchronicity and audiovisual integration, translators must make use of a range of skills and techniques to ensure that the translated content maintain its integrity and appeal across different languages and cultures. Despite these challenges, translators play an integral part in making cartoons accessible to young audiences worldwide, fostering cross-cultural understanding and appreciation. By employing innovation, collaboration and having a deep understanding of both source and target languages, translators can navigate technical barriers and deliver high-quality translations that can captivate and inspire young viewers.

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TRANSLATION OF ENGLISH PROVERBS WITH UZBEK PROVERBS

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English proverbs and sayings can be translated into Uzbek by several methods: one of these methods is translation through phraseological equivalents.

Proverbs and sayings of different peoples are compatible with each other both materially and stylistically in a number of cases. Such cross-linguistically similar linguistic means are called phraseological equivalents in scientific literature. This reciprocity is mostly explained by the commonality of people's living conditions, customs and logical observations. After all, proverbs , like

other linguistic tools of the language, are created on the basis of various universal standards and life observations.

Being a creation of the people, but fixed in system of language, proverbs reflect national identity or, to put it another way, national spirit language [1; 55].

Most of the phraseological equivalents of these two languages, which are similar in fashion, are compatible with each other in terms of meaning and stylistic task in most cases, because in such cases, the units are based on concepts based on the same life experience. Such phraseological units can easily replace each other in translation.

For example, English stable units such as "Cold war", "An open hand", "To suck somebody's blood" are absolute equivalents of Uzbek phraseology «*Sovuq urush*», «*Ochiq qo'l*», «*Birovning qonini ichmoq*», and one of them easily can replaces the other during the translation process.

Some two-language phraseological equivalents are not interchangeable in some contexts. Bilingual phraseological units with multiple meanings have similar meanings and stylistic functions, but some differ.

For example, the English *"The dogs bark but caravan goes on"* and the Uzbek proverbs *«It hurar, karvon esa o'tar»* in its dictionary, which are similar to each other in terms of material, meaning and methodical task, can always be used to express the same meaning and methodical task. However, having an international character, the proverb *"Strike while the iron is hot"* found in most languages of the world does not correspond to its English equivalent *"Strike while the iron is hot"* in all contexts. If the Uzbek singular is used for the figurative expression of the concept of *"doing the work on time"*, the English singular is also used for the expression of the concept of *"taking advantage of the most convenient opportunity"* in addition to this concept. In this case, it is necessary to find another proverb in the Uzbek language [2; 159].

The English proverbs *"As cold as ice", "Play with fire", "No smoke without fire"*, which have similar material and stylistic functions, are given in the dictionary as follows: "*Muzdek sovuq", "Olov bilan o'ynashmoq", "Olovsiz tutun bo'lmas"*[2;155].

The names of some objects in the content of some proverbs, which are compatible with each other in terms of both material, meaning and stylistic tasks, differ from each other in terms of number forms, and this difference sometimes confuses translators and leads them to bias. For example, words such as *"etik", "eng", "qo'l", "oyoq", "ko'z", "quloq"*, which consist of two equal independent parts and represent a single concept in the Uzbek language, even if both parts of the objects are meant. in accordance with the language tradition, they are found in the singular form in English and Russian *(boots-сапаги, sleeves-рукава, hands-руки, feet-ноги, eyes-глаза, ears-уши.* are used in the form of a plural.

Only the use of any linguistic tools in the traditional grammatical form in the translation creates the expression of the expressed idea within the framework of speech culture. Uzbek proverbs such as *"Devorni qulog'i bor", "Ko;rpaga qarap oyoq uzatmoq", "Qo'lni cho'ntakka solib yurmoq"* are translated into English *"Walls have ears", "To stretch one's legs according to the coverlet", "to keep hands in pocets"* to the proverbs in terms of numerical form, leads to the violation of Uzbek norms, and consequently, the failure of figurative generalizations that proverbs express by nature[2;158].

If the Uzbek phrase *"Qorni ochning qulog'i yo'q"* is adapted to the English proverb *"Hungry bellies have no ears"* in terms of number form in the dictionary, then the Uzbek language violates the norm.

In the dictionary, the proverb *"There is no rose without a thorn"* and its Uzbek proverb *"Tikansiz gul bo'lmas"*, the phrase "thorn" is given in the singular form, and in Russian it is reflected in the plural form: *"Нет розы без шипов".*

In the dictionary ethe proverb *"Agree like cats and dogs"*, the expressions "cat" and "dog" are given in the plural form, and in Russian and Uzbek, these expressions are given in the singular form and fully reflect the norms of their language: *"It bilan mushukday yashamoq"* and *"Жить как кошки с собакой".*

Similarly, in the English proverbs *"Crows do not pick crow's eyes"* and the Uzbek proverb *"Qarg'a qarg'aning ko'zini cho'qimaydi"* given in the dictionary, the expressions "crow" and "eye" have been changed from the plural form to the singular form.

In the English proverb *"Barking dogs seldom bite"* the phrase "dog" is used in the plural form, and the Uzbek translation in the dictionary is in the singular form: *"Qopadigan it tishini ko'rsatmas"*[3;28].

The phrase "Bird" appears in the English proverb *"Old birds are not to be caught with chaff"* in the plural form, and in the Uzbek dictionary it appears in the singular form: *"Qari qushni tuzoq bilan aldab bo'lmas"*.

A number of proverbs that are compatible with each other in terms of meaning and stylistic task differ in terms of one or two lexical components. This is mainly related to the fact that representatives of different peoples approach life events in a unique way, think within their imagination, and many things and events acquire different meaning and symbolic meaning in their words. In addition, if one nation uses one of a number of meaningful words that express a certain concept in the proverbs and words used by it, the other may use another, so that as a result, one of the components of the two language proverbs that serve to express a similar meaning and methodological task will be different. For example, if Uzbeks use an exaggeration based on the necessity of seven measurements of the material and then cutting, to express the concept of this *"Yetti o'lchab bir kes"*, the number used in proverb is "seven" in Uzbek, but the English "three". *"Measure thrice and cut once". "To work like a horse"* in the imagination of the English and "donkey" (eshak) in the imagination of the Uzbeks, performs the hardest work *"Eshshakday ishlamoq"*. English people compare the red face of a charming girl to "cherry" like *"As red as a cherry"*, Uzbeks compare it to "apple". *"Olmaday qizil"* **(**Red like an apple).

The lightest thing in the imagination of the English is "feather", *"Light as a feather"*, and in the imagination of Uzbeks "bird" (qush) is *"Qushday engil"* (*Light as a bird)*. In the English proverb *"One swallow does not make a summer"* is given in the means of "summer" and "spring" is reflected in the dictionary with the proverb *"Bitta Qaldirg'och bahor keltirmas"* (One swallow does not bring spring) in Uzbek.

In the dictionary, doing two things at once is given by the word *"bird"* in English. *"Kill two birds with one stone"***.** And in Uzbeks it is given by the word "quyon" (rabbit), it is given by the proverb *"Bir tosh bilan ikki quyonni o'ldirmoq"*.

In English *"Come between the bark and the tree"* is translated as *"Er – xotin o'rtasiga tushmoq"* in the Uzbek dictionary.

In Uzbeks they say *"Egovni egov yeydi"*, and in English it is expressed by the word "diamond" *"Diamond cut down diamond"*. And in Russians it is given by the proverb *"Клин клином вышивают"*.

The bad influence of one bad person on all other people around him is compared to *"the rotten apple"* in English, *"The rotten apple injures its neighbors"*, and in Uzbeks it is given to "tirraki buzoq" with the proverb *"Tirraki buzoq podani buzadi"* in the dictionary [2; 163].

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SOME TECHNIQUES TO DEVELOP LISTENING SKILLS

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Listening and comprehension are difficult for learners because they should discriminate speech sounds quickly, retain them while hearing a word, a phrase, or a sentence and recognize this as a sense unit. Pupils can easily and naturally do this in their own language and they cannot do this in a foreign language when they start learning the language. Students are very slow in grasping what they hear because they are conscious of the linguistic forms they perceive by the ear. This results in misunderstanding or a complete failure of understanding.

When listening a foreign language students should be very attentive and think hard. They should strain their memory and will power to keep the sequence of sounds they hear and to decode it. Not all the students can cope with the difficulties entailed. The teacher should help them by making this work easier and more interesting. This is possible on condition that the teacher will take into consideration the following three main factors which can ensure success in developing students' skills in listening:

- linguistic material for listening
- the content of the material suggested for listening and comprehension
- conditions in which the material is presented [1; 55]

Comprehension of the text by the ear can be ensured when the teacher uses the material which has already been assimilated by students. However this does not completely eliminate the difficulties in listening. Students need practice in listening and comprehension in the target language to be able to overcome three kinds of difficulties: phonetic, lexical, and grammatical. Phonetic difficulties appear because the phonic system of English and native language differ greatly. The hearer often interprets the sounds of a foreign language as if they were of his own language which usually results in misunderstanding.

Lexical difficulties are closely connected with the phonetic ones. Students often misunderstand words because they hear them wrong. The opposites are often misunderstood, for the learners often take one word for another. Grammatical difficulties are mostly connected with the analytic structure of the English language, and with the extensive use of infinitive and participle constructions. Besides, English is rich in grammatical homonyms.[2; 126]

1.The content of the material also influences comprehension. The following factors should be taken into consideration when selecting the material for listening:

The topic of communication: whether it is within the ability of the students to understand, and what difficulties students will come across (proper names, geographical names, terminology, etc). The type of communication: whether it is a description or a narration. Description as a type of communication is less emotional and interesting, that is why it is difficult for the teacher to arouse students' interest in listening such a text. Narration is more interesting for listening. Consequently, this type of communication should be used for listening comprehension.The way the narrative progresses: whether the passage is taken from the beginning of a story, the nucleus of the story, the progress of the action or, finally, the end of the story. The title of the story may be helpful in comprehending the main idea of the text. The simpler the narrative progresses, the better it is for developing students ' skills in listening. The form of communication: whether the text is a dialogue or a monologue. Monologue speech is easier for the learners, therefore, it is preferable for developing students' ability to listen.

1. Conditions of presenting the material are of great importance for teaching listening, namely:

a. the speed of the speech the student is listening. The hearer cannot change the speed of the speaker;

b. there are different points of view on the problem of the speed of speech in teaching listening a foreign language.[3; 64]

Consequently, in teaching listening comprehension the teacher should bear in mind all the difficulties pupils encounter when listening in a foreign language. To fulfill the task the teacher must

train his students in listening comprehension beginning with the first lesson and throughout the whole period of instruction.

1. The teacher uses the foreign language:
- when giving the class instructions;
- when presenting new language material: words, sentence patterns;
- when checking students' comprehension;
- when consolidating the material presented;
- when checking pupils' assimilation of the language material covered.

These are the cases when the target language is used as a means of communication and a means of teaching. There is a great deal of listening in all the points of the lesson. This raises the problem of the teacher's speech during the lesson. It should be correct, sufficiently loud, clear, and expressive. But many of the teachers are too talkative. We can hear them speaking most of the time. Moreover, some teachers speak a great deal in native language. Conducting a lesson in a foreign language gives the teacher an opportunity.

- to develop students' abilities in hearing
- to train them in listening to him attentively during the lesson
- to demonstrate the language as a means of communication
- to perfect his own speaking skills
- to keep his own speech under control, i. e., to keep himself from undue talkativeness.

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ФОРМИРОВАНИЕ ИНОЯЗЫЧНОЙ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ СРЕДСТВАМИ ИНТЕРАКТИВНЫХ МЕТОДОВ ОБУЧЕНИЯ

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Современные требования к владению иностранным языком в вузе предусматривают наличие у будущих специалистов иноязычной коммуникативной компетенции. Он определяется как определенный уровень владения языком, речевыми и социокультурными знаниями, навыками и умениями, который позволяет допустимо и целесообразно варьировать свое коммуникативное поведение в коммуникативном ключе в зависимости от функциональных предикторов иноязычного общения и создает основу за квалифицированную информационную и творческую деятельность в разСтруктура и уровни иноязычной коммуникативной компетенции студентов соотносятся с готовностью студента использовать возможности иностранного языка для профессионального самообразования [1]. Когнитивный уровень развития данной компетенции (педагогические и лингвистические знания) предполагает развитие теоретической готовности, операциональный (иноязычные коммуникативные навыки) — формирование технологической готовности, личностно-профессиональный (качества педагога и опыт практикоориентированное иноязычное общение) раскрывается через профессиональную и личностную готовность студента. личных областях.

Требования к профессиональной коммуникативной компетентности будущих учителей иностранного языка включают такие качества речи и речевого поведения, как правильность, точность, ясность, выразительность, богатство языка; логика, аргументация, доказуемость заданных условий, умение отстаивать свою точку зрения в споре; умение слушать

собеседника, тактичность, внимательность; умение строить стратегию речевого поведения в различных ситуациях.

В результате весь комплекс форм и методов развития коммуникативной компетентности студентов должен быть направлен на приобретение речевых навыков, позволяющих эффективно решать профессиональные (в данном случае педагогические) задачи.

К основным принципам коммуникативно-ориентированного социокультурного воспитания студентов в условиях иноязычного общения относятся следующие:

- принцип интенсивной интеллектуализации учебно-коммуникативной деятельности студентов;

- принцип учета профилей подготовки специальностей на языковых факультетах:

- принцип баланса учебной и внеучебной деятельности студентов в освоении правил межкультурного общения;

-принцип гуманистической психологической составляющей иноязычного педагогического общения.

Социокультурный подход к языковому образованию заключается в том, что коммуникативно-ориентированное обучение английскому языку как средству межкультурного общения тесно связано с интенсивным использованием его как средства познания: мировой культуры, национальных культур и социальных субкультур народов страна изучаемого языка и ее отражение в образе и стиле жизни; духовное наследие и историческая память страны и народа; способ достижения межкультурного взаимопонимания.

Социокультурное образование в процессе изучения английского языка в первую очередь направлено на:

1) Развитие мировоззрения учащихся и их восприятия истории человечества, своей страны, восприятие себя как носителя национальных ценностей. , понимание взаимозависимости между личностью и людьми;

2) Развитие коммуникативной культуры студентов, их духовного потенциала, мировоззрения, осознания ответственности за свое будущее, будущее своей страны;

3) обучение этически приемлемым формам самовыражения в обществе;

4) обучение этике дискуссионного общения и этике взаимодействия с людьми, имеющими разные взгляды;

5) Развитие потребности в образовании [2]. Социокультурное образование в процессе изучения английского языка является составной частью языкового образования с формированием у студентов интегративных навыков общения на этом языке во всех формах организации образовательного процесса.

Методические подходы к формированию иноязычной компетенции студентов:

Первый - деятельностный подход, который рассматривается в контексте личностно-деятельностного подхода [3], основанного на представлении о деятельности субъекта учебного процесса. Этот подход ориентирован не только на обучение, но и на способы обучения, конструкции и способы мышления, развитие познавательных сил и творческого потенциала учащегося [3]. Речевая деятельность выступает как объект учебного процесса, представленный совокупностью речевых актов. Личностный компонент помещает студента как личность в центр обучения с его мотивами, целями и уникальными психологическими особенностями.

Следующий подход -Контекстно-ситуативный методологический подход к изучению английского языка развивается Вербицким и др. По мнению Вербицкого , контекст играет важную концептуальную роль во всех процессах психики, сознания и деятельности при таком подходе [4]. Контекст – это система внутренних и внешних условий поведения и деятельности человека, которая влияет на восприятие, понимание и преобразование субъектом определенной ситуации, придавая смысл и значимость этой ситуации в целом и ее компонентам.

Для обеспечения полноценной реализации коммуникативной задачи лучше использовать различные виды коллективной и дифференцированной работы на уроке,

обмениваться информацией и результатами речевой деятельности учащихся, давая определенный объем новой информации. При обучении студентов иностранному языку важно учитывать два момента: недостаточное понимание обучаемыми и преподавателями специфических реалий страны изучаемого языка; интерес студентов к особенностям социального поведения иностранцев в различных ситуациях.

Третий методический подход, получивший название «коммуникативного», понимается как система обучения, смещающая акцент с цели «обучения речевой деятельности» на «обучение общению» [5]. В то же время общение определяется в литературе как однонаправленный процесс передачи информации от субъекта к объекту. Коммуникативная задача осуществляется путем формирования языковых и речевых навыков чтения, аудирования, говорения, письма, в конечном итоге обеспечивающих владение языком и общение в контексте иноязычной среды (учебной, профессиональной, бытовой, социокультурной).

Иноязычная коммуникативная компетентность студента выступает как общая, неуловимая в обучении сиюминутная цель. Оно предполагает такое владение языком, которое по своим лингвистическим параметрам приближается к языку носителей языка; поэтому устная и письменная формы обучения должны отличаться корректностью, разобщенностью, стилистической адекватностью, соответствием ситуации общения. Таким образом, иноязычную коммуникативную компетенцию можно трактовать как цель и, как следствие, результат обучения иностранному языку.

Суть интерактивного обучения заключается в том, что процесс обучения организован таким образом, что практически все обучаемые вовлечены в процесс обучения. Совместная деятельность студентов в процессе усвоения учебного материала означает, что каждый студент вносит свой особый дифференцированный вклад, при этом происходит обмен знаниями, идеями и способами деятельности. Причем это происходит в атмосфере доброжелательности и взаимной поддержки, что позволяет не только получать новые знания, но и развивать познавательную деятельность, доводить ее до более высокой формы сотрудничества и сотрудничества.

Использование интерактивных технологий на уроках английского языка предполагает организацию и развитие такого диалогического общения, которое приводит к пониманию, взаимодействию и совместному решению учебных задач.

Интерактивная форма обучения предполагает разные методы: метод проблемного изложения; презентации, дискуссии, тематические исследования, групповая работа, мозговой штурм, метод критического мышления, викторины, мини-исследования, деловые игры, ролевые игры, метод анкетирования и другие. Примерами такого обучения могут быть следующие: обсуждение текста, метод викторины, работа с документами и источниками информации, анализ письменной работы однокурсника, метод конкретных ситуаций и др. В рамках использования учебного дела В играх моделируются различные стороны профессиональной деятельности обучаемых, обеспечивающие условия комплексного применения имеющихся знаний языка, совершенствования иноязычных навыков и более полного владения английским языком как средством профессионального общения и предмет исследования, в котором происходит реализация ролей и различных игровых предметов [6]. Существуют также различные модификации деловых игр: имитационные, оперативные, ролевые, «бизнес-театр», психо- и социодрама.

В качестве интерактивной технологии обучения английскому языку можно выбрать языковой портфель. Это новый метод обучения, позволяющий развивать продуктивную деятельность, а также личностное развитие студента как субъекта образовательного процесса. Языковой портфель можно определить как набор рабочих материалов, в которых отражен результат учебной деятельности студента в той или иной области английского языка, а также опыт учебной деятельности в этой области.

Кейс-стади – это метод активного изучения жизненных ситуаций, основанный на организации дискуссий по конкретным вопросам. Обучаемым предлагается разобраться в

ситуациях профессиональной деятельности, которые требуют решения той или иной задачи. Кейс-метод особенно успешно применяется только в сочетании с другими методами обучения иностранным языкам (моделирование, системный анализ, мысленный эксперимент, проблемный метод, метод классификации, игровые методы, «мозговой штурм» и дискуссия).

Метод «Мозговой штурм» происходит от английского слова «Мозговой штурм» — мозговая атака и представляет собой так называемый «банк идей» — метод обучения, стимулирующий интеллектуальные творческие и познавательные способности учащихся. Его цель - организовать коллективную познавательную деятельность учащихся с целью нахождения наибольшего количества нетрадиционных способов решения задач за счет освобождения участников от инерции мышления и стереотипов; стимулировать творческую активность; продемонстрировать преимущества коллективного поиска решения сложных задач, полезность сотворчества учителя и учащихся; возможность наилучшего сочетания интуитивного и осознанного использования полученных знаний. Интерактивная деятельность студентов предполагает совместное решение сложных проблем на основе анализа обстоятельств и соответствующей информации, а также предполагает возможность альтернативного мнения и принятия разумных решений путем обсуждения.Преподаватель не дает готовых знаний, а побуждает учащихся к самостоятельному поиску. Деятельность педагога уступает место активности обучаемых, ведь его задачей является создание условий для реализации их инициативы, активности и творчества.

Интерактивные технологии обучения позволяют одновременно решать несколько задач. Самое главное, они позволяют усвоить учебный материал и включить в учебный процесс мотивационную сферу студента, иными словами, обучаемые испытывают интерес во время занятия; у них также развиваются творческие способности, способность к дальнейшему саморазвитию и самообразованию, коммуникативные навыки; помогают установить эмоциональные контакты между обучаемыми; реализуют воспитательные задачи, так как приучают учащихся работать в команде, прислушиваться к товарищам. Использование интерактивных методов в обучении снимает их нервное напряжение; дает возможность изменить форму своей деятельности, сосредоточить внимание на ключевых вопросах темы.

В современном образовательном контексте использование интерактивных методов преподавания английского языка является ключевым аспектом, способствующим эффективному обучению. Эти методы акцентируют внимание на активном участии студентов в процессе обучения, что способствует повышению их мотивации, эффективности усвоения материала и развитию навыков коммуникации.Интерактивные методы, такие как коммуникативное обучение, методика обучения через задачи и использование современных образовательных технологий, предоставляют студентам возможность применять знания в реальных ситуациях, обогащая свой лексический запас и грамматические навыки. Кроме того, эти методы способствуют развитию навыков работы в коллективе, а также повышению культурной грамотности.Важно отметить, что успешная реализация интерактивных методов требует грамотной методической подготовки преподавателей и использования современных образовательных технологий. Также необходимо учитывать индивидуальные особенности студентов и их потребности при выборе конкретных методик обучения.

В заключение, можно сказать, что использование интерактивных методов преподавания английского языка способствует эффективному и качественному обучению, открывая новые возможности для развития у студентов широкого спектра навыков и компетенций.

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CURRENT PROBLEMS OF FORMATION OF TOLERANCE IN PRESCHOOL CHILDREN USING THE EXAMPLE OF DIALOGUE OF CULTURES

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Tolerance is manifested in Uzbekistan at the state (Government Decrees and Decrees) [1], social-democratic (understanding and respect for lifestyle, worldview), original worldview (etiquette, traditions and customs, views, beliefs, expression of emotions) levels [3;6].

The scientific and pedagogical literature discusses various approaches and methods of developing tolerance in relation to different age groups of students, but the development of tolerant attitudes and relationships in preschool age is of particular importance, since in modern psychology and pedagogy this age is considered as the initial stage in the formation of personality and worldview , morality.

Experts recognize the preschool stage of education as equivalent to all subsequent stages of education, emphasize its special sensitivity and affirm the enormous role of preschool childhood as the first stage of personality development, at which the value foundations of a worldview are laid and many moral qualities are developed.

Of course, the principle of dialogue between cultures seems relevant as the most organic and accessible way for a given age to introduce children into the process of developing their tolerance.

The principle of dialogicity in the educational process allows one to expand ideas about one's own and other cultures through knowledge of the unknown, comparison, juxtaposition, penetration of those brought up into the particular communicative, ritual, psychological, ethical characteristics of other peoples, the originality of their emotional artistic (art, creativity manifestations).

The concept of cultural dialogue is very broad and can be considered as a dialogue of cultures between a teacher (educator) - a preschooler, preschool teachers - a family, a dialogue of cultures between preschoolers themselves - representatives of different national cultures.

Basic principles of forming a dialogue between cultures of preschool children: - creation of a favorable communicative and emotional atmosphere;

- the use of creative forms of applying the dialogue of cultures in the process of developing tolerance;

- taking into account the age and individual characteristics and abilities of children when selecting material (visual, cognitive, gaming, creative and performing) and corresponding types of activities; an individual approach is determined by the basis of the artistic and aesthetic activity of preschoolers in the process of integrated classes;

- cooperation between kindergarten and family in implementing a dialogue of cultures, through which the process of aesthetic, spiritual, moral and general development of children is enriched.

The actual concept of dialogue of cultures in relation to educational activities is used to form interethnic tolerance, but during preschool childhood it acquires special significance. Preschoolers

themselves are not yet able to understand the essence of the concept of "tolerance," therefore, very delicate and tactful work of the teaching staff of preschool educational institutions is required to form the required qualities through games, musical performance, drawing, quizzes, matinees, holidays, and special forms of joint activities with teachers and parents.

The foundations of tolerance laid down in childhood will manifest themselves in the future in a respectful attitude towards representatives of another culture, their customs and individual characteristics, will allow you to successfully cooperate with people of different views and beliefs, master the skills of dialogical communication, achieve success in meaningful activities, collaborate, and exchange best practices .

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THE USE OF WORLD SCIENCE AND TECHNOLOGY IN THE FIELD OF TRANSLATION STUDIES

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The use of world science and technology in the field of translation studies has brought about a revolution in how languages are understood, interpreted, and communicated across cultures. This integration has not only transformed the way translations are conducted but has also led to advancements in translation methodologies, tools, and practices that have greatly enhanced global communication and understanding.

One of the most significant contributions of science and technology to translation studies is the development of machine translation (MT) systems. MT systems use algorithms and artificial intelligence to automatically translate text from one language to another. These systems have significantly increased the speed and efficiency of translation processes, enabling large volumes of text to be translated quickly and accurately. While early MT systems were often criticized for producing inaccurate and unnatural translations, recent advancements in neural

machine translation (NMT) have greatly improved the quality of translations generated by machines.

NMT systems, which are based on deep learning models, have the ability to understand context, idiomatic expressions, and nuances in language, resulting in more accurate and natural-sounding translations. This has made MT systems increasingly popular for translating a wide range of content, from news articles and technical documents to social media posts and e-commerce product descriptions. The widespread adoption of MT systems has not only accelerated the pace of translation projects but has also made translation services more accessible and affordable for individuals and businesses around the world.

In addition to MT systems, advances in natural language processing (NLP) technologies have also had a profound impact on translation studies. NLP technologies enable computers to understand, interpret, and generate human language, allowing for more sophisticated language analysis and translation capabilities. These technologies have been integrated into translation tools and platforms, enhancing the accuracy and efficiency of human translators by providing real-time suggestions, glossaries, and terminology databases.

Moreover, the integration of world science and technology has facilitated the development of computer-assisted translation (CAT) tools, which combine the strengths of human translators with the speed and accuracy of machine translation. CAT tools help translators manage terminology consistency, track changes, and collaborate with other translators in real-time. These tools have become essential for professional translators working on complex projects that require specialized knowledge and expertise.

Another key development in translation studies driven by science and technology is the emergence of localization as a specialized field within translation. Localization involves adapting content to suit the cultural norms, preferences, and linguistic conventions of a specific target audience. This process goes beyond mere translation and requires an in-depth understanding of the target culture, market trends, and user preferences. Localization services are in high demand for global businesses looking to expand their reach and engage with diverse audiences effectively.

Furthermore, advancements in speech recognition and synthesis technologies have opened up new opportunities for audiovisual translation, particularly in the fields of dubbing and subtitling. Speech-to-text technologies enable automatic transcription of spoken dialogue, while text-to-speech technologies can generate natural-sounding voiceovers in multiple languages. These technologies have streamlined the audiovisual translation process, making it easier for content creators to reach international audiences through multilingual versions of their films, TV shows, and online videos.

Despite the numerous benefits that science and technology have brought to translation studies, there are also challenges that need to be addressed. One of the main concerns is the potential impact of automation on the job market for human translators. As MT systems continue to improve in quality and efficiency, there is a growing fear that human translators may be replaced by machines. However, it is important to recognize that while machines can assist with certain aspects of translation, they cannot fully replicate the creative and cultural nuances that human translators bring to their work.

Another challenge is ensuring the ethical use of technology in translation studies. As AI-powered translation tools become more prevalent, there is a need to establish guidelines and best practices for responsible use of these tools. Issues such as data privacy, accuracy, bias, and cultural sensitivity need to be carefully considered when integrating technology into translation workflows. Translators must also undergo training to effectively utilize these tools while maintaining high standards of quality and professionalism.

In conclusion, the integration of world science and technology in the field of translation studies has ushered in a new era of innovation and transformation. From machine translation systems to localization services to audiovisual translation technologies, advancements in science and technology have revolutionized how languages are understood, interpreted, and communicated across cultures. While challenges such as automation and ethical considerations persist, the opportunities for enhancing global communication and understanding through technological advancements in translation studies are immense. By embracing these developments and leveraging them effectively, translators can continue to bridge linguistic divides and foster cross-cultural connections in an increasingly interconnected world.

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BAHALAW MAQSETINE QARAY TEST DÚZIW PRINCIPLERI

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Bahalaw – tálim procesiniń belgili bir basqıshında oqıw maqsetlerine erisiw dárejesin aldınnan belgilengen kriteriyalar tiykarında ólshew, nátiyjelerin anıqlaw hám analiz etiwden ibarat process esaplanadı.

Bahalaw tómendegi máselelerdi óz aldına maqset etip qoyadı:

– Mámleketlik tálim standartlarınıń orınlanıwı hám bul tiykarında oqıwshılardıń ózlestiriw dárejesin anıqlaw;

– Oqıtıwshı hám oqıwshınıń tálim procesindegi qáte-kemshiliklerin anıqlaw tiykarında tálim mazmunın hám metodikasın rejelestiriw;

– Tálim beriwshilik, yaǵnıy oqıwshılarǵa óz qátesi ústinde jumıs islew, qáte-kemshiliklerin ońlaw imkaniyatın jaratıw.

Usı orında aytıp ótiw orınlı, bahalaw tálim procesinde júdá áhmiyetli process, bul arqalı tálim alıwshılardıń ózlestiriwi haqqında maǵlıwmat alınadı, oqıwshılar ushın tákirarlap alıw imkaniyatın beredi, bilim, kónlikpe, mamanlıqlar iyelenedi hám bekkemlenedi, temanıń qaysı bólegine itibar qaratıw kerekligi anıqlanadı, oqıtıwshı da, oqıwshı da óz kemshiliklerin ańlaydı, oqıwshı óziniń ne isley alatuǵınlıǵın yamasa isley almaytuǵınlıǵın ańlaydı, MTS talaplarınıń orınlanıw dárejesi anıqlanadı, oqıwshınıń qatarı, ata-anası onıń bilim dárejesi haqqında maǵlıwmatqa iye boladı.

Bilim, kónlikpe hám mamanlıqlardı bahalaw eki formada alıp barıladı:

1) Norm referencing (normaǵa tiykarlanǵan bahalaw)

Bul bahalawda test nátiyjeleri onda qatnasıp atırǵan topardıń nátiyjelerine baylanıslı ulıwmalıq túrde shıǵarıladı. Tiykarınan oqıwshılardıń kórsetkishleri ulıwma salıstırmalı túrde bahalanadı. Normaǵa tiykarlanǵan bahalawǵa házirgi kúndegi Ózbekstan Respublikasındaǵı orta, orta arnawlı hám joqarı oqıw orınlarına kiriw imtixanların mısal etip keltiriwge boladı. Bunda eń joqarı ball toplaǵan aldıńǵı qatardaǵı talabanlar sol oqıw ornına kiriw ushın ajıratılǵan kvota tiykarında oqıwǵa qabıllanadı. Al ulıwma bilim beriw mekteplerinde klass oqıwshılarınıń bilim dárejesi salıstırmalı túrde bahalanıwı usı formada ámelge asırıladı. Máselen, shıǵarma jumısı, basqa da jazba jumıslar, tańlawlar hám joybar jumıslarınıń bahalanıwı.

2) Criterion referencing(kriteriyaǵa tiykarlanǵan bahalaw)

Bul bahalawda bilim, kónlikpe, mamanlıqlardı oqıw maqsetlerin esapqa alǵan halda aldınnan belgilengen hám bárshe ushın bir bolǵan kriteriyalar tiykarında bahalawdı názerde tutadı. Kriteriyaǵa tiykarlanǵan bahalawǵa házirgi kúndegi Ózbekstan Respublikasındaǵı oqıw orınlarındaǵı ústeme testleri, sonday-aq, Bilim hám mamanlıqlardı bahalaw agentligi tárepinen ótkeriletuǵın Milliy sertifikat testlerin mısal etip keltiriwge boladı. Bunda belgili bir kriteriyalardı orınlaǵan talabanlarǵa ǵana ústeme ushın ball yamasa belgili dárejedegi sertifikatqa iye boladı. Al ulıwma bilim beriw mekteplerinde belgili bir kriteriyaları aldınnan berilgen baqlaw jumısları, esse hám basqa da tańlawlardıń bahalanıwı.

Test bahalawdıń bir túri bolıp, óz aldına bir sistema sıpatında qaraladı, onıń beriliw mazmunı, dúzilisi, sonday-aq, qıyınlıq dárejesi haqqında kóplegen ilimiy miynetlerde izertlengen [1:7-12]

Kópshilik ilimpazlarımız tárepinen bahalawdıń test forması sociometrikalıq hám kvalametrikalıq metodlar menen baylanıslı bolıp, biri ekinshisin tolıqtırǵan halatta bir pútin bahalaw sistemasın qáliplestiriliwi aytıladı [2:166].

Bahalaw formalarına onıń dástúriy hám dástúriy emes formaları, jazba hám awızeki túrleri, orınlardaǵı reyting bahalaw sistemasın mısal retinde kórsetiwge boladı [3:360-376].

Bilimlendiriw sistemasında bahalawdıń birneshe usılları engizilgen. Solardan biri – Reyting bahalaw sisteması.

Reyting sistemasın qollawdaǵı tájiriybeler Ózbekstan Respublikası xalıq bilimlendiriw ministrliginiń 2005-jıl, 25-maydaǵı 130-sanlı buyrıǵı menen tastıyıqlanǵan «Ulıwma orta bilim beriw

mektepleri oqıwshılarınıń bilim tayarlıǵı dárejesin anıqlawdıń kóp ballıq reyting sisteması tuwralı» Rejede jáne de jetilistirildi.

Oqıwshılardıń bilimin diagnostikalaw hám bahalawdıń reyting sisteması ilimiy dálillengen hám tájiriybede sınalǵan, tómende kórsetilgen pedagogikalıq principler negizinde alıp barıladı;

— Oqıwshılardıń bilimin diagnostikalaw hám bahalawdıń ádilligi, beriletuǵın sorawlar menen tapsırmalardıń anıqlıǵı, sistemalılıǵı hám izbe-izligi;

— Bilimdi diagnostikalaw hám bahalawdıń hár tárepligi hám qolaylıǵı, haqıyqatlıǵı, jetkilikligi hám járiyalıǵı, oqıwshılarǵa bilim alıwǵa, óz betinshe pikirlewge, dóretiwshilik oylaw hám dóretiwshilik xızmetke jigerlendiriwi, maǵlıwmatlıq, tárbiyalıq hám rawajlandırıwshılıq xarakterge iyeligi;

— Oqıwshılardıń jas, jeke ózgeshelikleri menen rawajlanıw dárejesiniń esapqa alınıwı;

— Oqıwshılardıń oqıw pánleri boyınsha mámleketlik bilimlendiriw standartı dárejesindegi bilimlerdi iyelewge unamlı tásiri;

— Bilimdi diagnostikalaw hám bahalawda bilimlendiriwdiń búgingi hám keleshektegi rawajlanıw dárejesiniń kózde tutılıwı[4:238].

Test dúziw hám bahalaw kriteriyaların qáliplestiriw keń tarmaqlı jumıs esaplanıp, ondaǵı tapsırmalardıń beriliw baǵdarı, baslı principleri, sonday-aq, ashıq hám jabıq formada beriliw tártibi de óz aldına úlken aqılıy jumıs hám logikalıq oylaw sheberligin talap etedi [5:3-16].

Oqıwshılardı ana tilinen durıs bahalaw ushın test dúziwde onıń tiykarǵı baslı principlerine itibar qaratıw kerek. Olar tómendegilerden ibarat:

Validlik(jaramlılıq) – bul princip arqalı testte ólshewdi maqset etken bilim dárejesindegi tapsırma beriliwi kerek. Ol usı maqsetti júzege shıǵara almasa, demek, ol test validlik dárejesindegi test emes.Bul principte testtegi juwaplardıń beriliwinde teń salmaqlılıq saqlanıwı, juwap variantları teńdey ólshemde beriliwi, oqıwshınıń oylaw hám aqıl dárejesin ólshewshi xarakterde bolıwı kerek.

Isenimlilik– bul princip nátiyjeler isenimli bolıwı ushın xızmet etedi, máselen, test sabaq barısında alınsa, jaqsı oqıytuǵın oqıwshılar jaqsı kórsetkish, tómen oqıytuǵın oqıwshılar tómen kórsetkish kórsetse, bul test – isenimli test. Eger de test kútá awır dúzilip, oqıwshılardıń barlıǵı tómen kórsetkish kórsetse, yamasa dusmalıy belgilep jaqsı oqıytuǵın oqıwshılar tómen kórsetkish, tómen oqıytuǵın oqıwshılar joqarı kórsetkish kórsetse, bul test – isenimsiz test boladı. Solay eken, bul princip oqıwshılardıń bilim dárejesi, jası hám standartqa say dúziliwin basshılıqqa aladı.

Qolaylılıq– bul princip test islewdegi sharayat, materiallıq resurslar, waqıt, orın qolaylılıqların jaratıw ushın xızmet etedi. Máselen, oqıtıwshıda test alıw ushın 1 akademiyalıq saat waqtı bolsa, ol 2 saat isleniwi kerek bolǵan test tapsırmasın islewge bere almaydı. Sonday-aq, reńli súwretli test dúzip kelip, reńler arqalı belgili bir anıqlamanı anıqlaw tapsırılıp, biraq onı aq-qara reńde shıǵartıp isletse, bul test qolaylılıq principine juwap bere almaydı.

Tásir– bul princip tálim procesindegi eń áhmiyetli principlerdiń biri, bunda testtiń tálim procesine unamlı yaki unamsız tásiri ólshenedi. Eger alınǵan test oqıwshılardı aqılıy jaqtan rawajlandırıp, olardıń pánge bolǵan qızıǵıwshılıǵın arttırsa, bul test oqıw procesi ushın unamlı tásir kórsetken boladı. Biraq kerisinshe, usı testten keyin oqıwshınıń sol pánge bolǵan qızıǵıwshılıǵı joǵalsa, unamsız tásirge iye bolǵan test esaplanadı.

Autentiklik– bul princip test tapsırmalarınıń real turmısqa sáykesligin basshılıqqa aladı. Máselen, ana tilin oqıtıwdıń baslı maqseti – óz pikirin awızeki hám jazba túrde durıs bayanlaw qábiletine iye shaxstı jetilistirip shıǵarıw. Solay eken, ondaǵı testler de usı maqsette dúzilip, oqıwshılardıń yadlawǵa qaratılǵan kónlikpesin alǵan bilimin qollanıwǵa qaray baǵdarlawı kerek.

Ádalat– bul princip arqalı oqıtıwshıdaǵı insanıylıq, ádillik tendenciyaları ólshenedi. Bul principte insan kapitalı birinshi orınǵa shıǵadı, yaǵnıy testtiń barlıq qatnasıwshılarına teń imkaniyatlar jaratılıp beriledi. Máselen, testtiń juwapları sır saqlanıp, aldın ala jaqın baylanıstaǵı oqıwshıǵa aytıp qoymaw, yamasa oqıw baǵdarlamasında berilmegen, yaki kelesi sabaqlarda ótiletuǵın temalar átirapında test dúziwden tıyılıw, oqıwshılardıń barlıǵına test sheshiw ushın birdey sharayat jaratıp beriw hám t.b. ádalat tendenciyaların basshılıqqa aladı.

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TÁLIMDE SOCIAL MEDIADAN PAYDALANIWDÍŃ ABZALLÍQLARÍ HÁM MAShQALALARÍ IZERTLEW NÁTIYJELERI TIYKARÍNDA

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Búgingi kúnde dúnya boylap 5.35 milliard internet paydalanıwshısı bar bolıp, bul dúnya xalqınıń 66,2 payızın quraydı. Bulardıń 5,04 milliardı yaki dúnya xalqınıń 62,3 payızı social tarmaq paydalanıwshıları esalpanadı. [1]

Ózbekstan Respublikası sanlı texnologiyalar ministrliginiń 2023-jıl yanvar ayında bergen maǵlıwmatına qaraǵanda Ózbekstanda 27 million internet paydalanıwshısı hám 5 million 300 mıńnan artıq social media paydalanıwshısı dizimnen ótken. [2]

Smartfonnıń keń jáńáatshilikke usınılıwı 2006-jılǵa tuwrı keledi hám ol kúndelikli turmısımızdıń bárshe tarawlarında payda boldı. Basqa media qurallarına qaraǵanda smartfonlar social media menen baylanısıw qolaylıǵı, kóshiwsheńligi, quwatı hám basqada múmkinshilikleri sebepli "phono sapiens" dep atalıwshı awladtıń payda bolıwına alıp keldi.

Házirde social mediasız turmısımızdı kóz aldımızǵa keltiriw qıyın bolıp qalmaqta. Sebebi social media arqalı sáwbet qurıw, dúnyanıń qálegen múyeshinen dos arttırıw, bilim alıw, bilimlerimizdi bólisiw, kásip meńgeriw, frilanserlik penen shuǵıllanıw, jumıs penen támiynleniw, shet tillerin úyreniw, biznes qılıw hám fayllardı jiberiw hám qabıl etiwimiz múmkin. Soǵan qaramay, "social medianı tálimde qollaw kerekpe?", "social medianı tálimde nátiyjeli qollawdıń qanday jolları bar?" sıyaqlı sorawlarǵa juwaplar izlenbekte hám bul tek bizlerdiń emes pútkil dúnya júzin oylandırǵan máselege aylanbaqta.

"Men adamlarda, ásirese jaslarda eki júzi bar ekenligin sezdim: biri ózin qanday sezip atırǵanlıǵın ashıp beretuǵın jeke júzi, ekinshisi YouTube hám Facebookta ózlerin sırtqı dúnyaǵa kórsetiw hám jetiklikke umtılıw ushın paydalanatuǵın jáńáatlik júz. Tek jáńáatlik júz barǵan sayın áhmiyetli bolıp baratqanǵa uqsaydı, sol júzlerdi social mediaǵa qoyıw búgingi jámiyette aman qalıw imkanın beriwshi evolyucion rawajlanıw sıyaqlı instinkqa aylanǵan" – deydi Rineke Dijkstra. [3]

Akademik Hans Roslingtiń aytıwı boyınsha búgingi kúnde adamlarda media biografiyası qáliplesken hám ol insan biografiyasınan da áhmiyetli bolıp barmaqta.

Social medianı úyreniwde eki úlken baǵdar bar bolıp, bular sıyasat hám tálim esaplanadı. Álbette biz ekinshisin kórip shıǵamız. Sebebi social media jaslar menen tıǵız baylanıslı hám jaslar waqtınıń kópshiligin usı jerde ótkeredi dep esaplaydı. Social medianıń jaslardıń tálimine tásiri haqqında kóplep túsinbewshilikler hám qáweterler bar. Social media tálim sistemasına zıyan tiygizbekte hám bahalardıń keskin túsip ketiwine alıp keledi, dep esaplaytuǵınlarda bar. Bul mashqalanı gatjetler hám basqa da baylanıs qurallarınan paydalanıwdı qadaǵalaw arqalı sheshiw múmkin. Basqalar bolsa social medianı tálim tájiriybesin potenciyal qayta tiklewshi dep biledi hám paydalanıwshılar ushın keń imkaniyatlar jaratadı dep esaplaydı.

Tómende social media tálim óz ishine alǵan tiykarǵı múnasibetler: oqıwshı-oqıwshı, oqıtıwshı-oqıwshı hám oqıtıwshı-ata-ana múnasibetlerin qanday qáliplestirilgenligine kóbirek itibar qaratıladı.

Alıp barılǵan izertlewlerge qaraǵanda ekonomikası kem rawajlanǵan aymaqlar (Braziliya, Qıtay hám Hindstannıń awıllıq aymaqları)da ata-analar sezilerli finanslıq teńsizlikke ushıraydı. Olar kópshilik jaǵdaylarda jergilili mekteplerdiń oqıwshıları tálimde, jumısta hám ómirde jetiskenlikke erisiw ushın zárúr bolǵan kónlikpe hám bilimler menen tuwrı qurallandırılmaǵanlıǵınan narazı boladı. Buǵan juwap retinde kóplep jaslar ózleriniń bilim alıwına járdem beretuǵınlıǵına isenetuǵın qosımsha tálim hám media qurallarınan paydalanadı. Olar bunı paydalıraq hám ómir ushın áhmiyetli dep biledi.

Ata-analar bolsa perzentleriniń kompyuterge bolǵan qızıǵıwshılıǵın olardıń keleshegi ushın unamlı dep biliwin, olar jaqsıraq maǵlıwmatqa iye bolıwǵa hám dúnya menen kóbirek baylanısıwǵa járdem beriwine iseniwin aytıp ótken. Kerisinshe, oqıtıwshılar social medianı balalardı shalǵıtıwshı, olardıń oqıwına keri tásir kórsetiwshı hám tártipsizlikler keltirip shıǵaradı dep esaplaǵan. Basqa tárepten, Google isenimli bilim deregi sıpatında qabıl qılınǵan.

Qubla Hindstanda orta mektepler arasında ortalıq hám oqıtıw sıpatı boyınsha úlken parıq barlıǵı aytıp ótilgen. Jeke hám xalıq aralıq mekteplerde oqıytuǵın bay hám orta klass shańaraq perzentleri social mediadan ata-anaları tárepinen salıstırmalı joqarı dárejedegi baqlaw astında paydalanıwı málim boldı. Bul ata-analardıń bunday social mediadan paydalanıwdıń tálim jetiskenliklerine tásiri haqqında qáweterde ekenligin bildiredi.

Mámleket mekteplerinde oqıytuǵın kambaǵal shańaraq perzentleriniń ata-anaları bul máselege unamlı pikir bildirgen. IT pánleri oqıtılıw tómen mektepler oqıwshılarınıń ata-anaları social mediadan paydalanıwın xoshametleydi hám bul olardıń ITǵa bolǵan bilimlerin arttıradı, keleshekte IT-parklerde jumıs penen támiynlenetuǵınlıǵına úmit baylaǵan. [3]

Sanat tarawındaǵı Qıtaydıń Vang zavodı immigrant jumısshıları óz perzentleriniń jaqsı oqıwına hám keleshekte joqarı maǵlıwmatlı bolıwına qızıǵıwshılıq bildirmegen. Olar keleshekte perzentleriniń mektepten keyingi ómirinde jumısshı bolıwı anıq dep biledi.

Qıtaydıń awıllıq aymaqlarında jaǵday kerisinshe ekenligin kórsetti. Bul aymaqlarda ata-analar óz perzentleriniń tálim alıwına itibar kúshli bolǵan. Sebebi mekteptegi jetiskenlikler perzentleriniń qáwipsiz hám parawan turmıs keshiriwine járdem beredi dep isengen. Usı kózqarastan social media tálimge hám úyreniwge keri tásir kórsetedi dep esaplaǵan. [4]

Ekonomikalıq jaǵday Trinidattaǵı social mediaǵa bolǵan múnasibetti parıqlawǵa da tiykar bolǵan. Jetilisken shańaraqlar perzentlerin abıroylı jeke mekteplerge jazılıwdı hám mektepten keyingi sabaqlar ushın pul tólewdi abzal kóredi. Bunday oqıwshılar ádette internet hám social mediadan izleniw hám mektep tapsırmaların orınlaw ushın paydalanadı. Kerisinshe kem támiynlengen shańaraq aǵzaları perzentleriniń social mediadan paydalanıwına kem itibar qaratadı. Tap usı sıyaqlı Turkiyanıń qubla-shıǵısındaǵı aymaqlarda bay shańaraqlar social media tálim ushın paydalı dep biledi.

Joqarıda aytıp ótilgen aymaqlarda ózine toq shańaraqlar social tarmaqlarǵa unamlı pikirde ekenligi belgili bolǵan. Kópshilik mektep tálimin qádirleytuǵın hám isenetuǵın adamlar social media bilimlendiriwge zıyan tiygiziwinen qáweterde. Bilimlendiriwden kewli tolmaytuǵınlar bolsa, social media tálimde nátiyjeli paydalanıwına isenedi.

Juwmaqlap aytqanda búgin derlik bárshe jaslar (hátteki jası úlkenlerde) social mediadan paydalanadı. Keshegi Arpanet, búgingi internetke aylanadı, keshegi MySpace búgingi instagramǵa aylanadı, biz bir túrdegi social medianı sheklesek ekinshisi payda bolıp keleberedi. Social media – sheksiz teńiz. Biz teńizden qashıw emes, onda júziwdi úyreniwimiz tiyis.

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TALABALARDA BADIIY ASARLAR TAHLILI ORQALI IJTIMOIY-KOMMUNIKATIV KOMPETETSIYASINI RIVOJLANTIRISH

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O'quvchilarning ijtimoiy-kommunikativ kompetensiyasini rivojlantirish, ularning insonlar orasida muloqot, tushuncha ifodalash, va o'z fikrlarini to'g'ri ifodalash qobiliyatlarini oshirishni maqsad qiladi. Badiiy asarlar tahlili bu maqsadga erishishda katta ahamiyatga ega bo'lib, o'quvchilarga insoniyatning murakkabligini, ta'siri va ko'rsatishini o'rganishga imkon beradi. Bu maqolada, talabalarni badiiy asarlar tahlili orqali ijtimoiy-kommunikativ kompetensiyasini rivojlantirish bosqichlarini ko'rib chiqamiz.

Ijtimoiy-kommunikativ kompetensiya, o'quvchilarning g'alati his-tuyg'ular bilan muloqot qilish, fikrlarini ifodalash, va muhokama qilish qobiliyatlarini oshirishni anglatadi. Bu qobiliyatlar talabalar uchun katta ahamiyatga ega, chunki ularni insonlar orasida o'z o'ylarini ifodalash va qisqa vaqt ichida faol muloqotlarni o'rganishda yordam beradi.

Badiiy asarlar tahlili bu kompetensiyani oshirishda katta o'rin egallaydi. Ular orqali o'quvchilar insonlarning psixologiyasi, jamiyat tarixi, va madaniyati haqida ko'proq tushunish imkoniyatiga ega bo'lishadi. Shuningdek, ularni insoniyatning murakkabligini tahlil qilish va uning mohiyati haqida o'ylashga undaydi.

Badiiy asarlar tahlilini o'quv jarayonida integratsiyalash uchun bir nechta yo'llar mavjud. O'qituvchilar badiiy asarlar ustida muntazam muloqotlar tashkil etish, talabalarni asarlarni o'qish, tarjima qilish va muloqotlar orqali tahlil qilishga yo'naltirishlari mumkin. Badiiy asarlar ustida yozuv mashg'ulotlari va gruppa ishlari ham o'quvchilarning ijtimoiy-kommunikativ kompetensiyasini oshirishda muhim ahamiyatga ega.

Mavzuga oid misollar va namunalar talabalarga badiiy asarlar tahlilini o'rganishda ko'p yordam beradi. Ular tahlil qilingan asarlar orqali insonlar orasidagi munosabatlarni tushunishga, ularning tushunchalari va ko'rsatishlari haqida o'ylashga yordam beradi. Misollar va namunalar orqali o'quvchilar o'z fikrlarini ifodalash, muhokama qilish va boshqa insonlar bilan muloqot qilishni o'rganishadi.

Badiiy asarlar tahlili orqali ijtimoiy-kommunikativ kompetensiyasini oshirishda turli xil qiyinchiliklar mavjud bo'lishi mumkin. Ba'zi o'quvchilar asarlarni tahlil qilishda qiyinchiliklar ko'rayapti va bu jarayonlarda o'qituvchilar va o'quvchilar o'rtasidagi muloqotlarni o'rganish va mustaqil ishlash kerak bo'lishi mumkin. Kelajakda badiiy asarlar tahlilini o'quv jarayonida integratsiyalash va bu usulni rivojlantirish bo'yicha tadqiqotlar amalga oshirilishi kerak.

Badiiy asarlar tahlili orqali ijtimoiy-kommunikativ kompetensiyasini rivojlantirish o'quvchilarga insonlar orasida muloqot qilish, fikrlarini ifodalash va muhokama qilishni o'rganishda samarali usuldir. Ushbu maqolada, badiiy asarlar tahlili orqali talabalarni ijtimoiy-kommunikativ kompetensiyasini rivojlantirishning ahamiyati, usullari va mustaqil ishlashning muhimligi ko'rib chiqildi.

Bu so'nggi qismida, badiiy asarlar tahlilini ijtimoiy-kommunikativ kompetensiyani rivojlantirishning ahamiyati, usullari va kelajakda yo'l yo'lga qo'yiladigan qatlamalarini ko'rib chiqildi. Sizning maqolangizning qolgan qismini ham yozib berishim mumkin. Agar qo'shimcha yordam kerak bo'lsa, menga xabaringizni yuboring!

Avvalgi tadqiqotlar ijtimoiy-kommunikativ kompetensiyani akademik muvaffaqiyat, ruhiiy salomatlik va jamiyat bilan o'zaro munosabatlarni ta'sirli qilishda ahamiyatiga ega bo'lganligini

ko’rsatgan. Ijtimoiy rivojlanish teoriyalari, masalan, Vygotskiyning ijtimoiy-ma’naviy nazariyasi va Banduraning ijtimoiy o’rganish nazariyasi, insonlarning ijtimoiy norma va munosabatlarini ko’rish, o’rganish va o’zaro munosabatlarni tushunishning usullarini tushuntiradi. Badiiy asarlar talabalarga empatiya, perspektiva oluvchi va ijtimoiy tushunishni oshirishda yordam beradi, shuning uchun ta’lim usullarida katta ahamiyatga ega.

O’zgartirilgan shaklda inson rivojlanishini tasvirlaydigan turli shahslar badiiy asarlar tahlili uchun tanlanadi. Tanlangan asarlar, ularning mustaqil ijtimoiy kontekstlarini va murakkab guruh aloqalarini tasvirlovchi bo’lishi lozim. Tematik tahlil, asarlardagi ijtimoiy-kommunikativ kompetensiyaga oid umumiy mavzular va patternlarni aniqlashda yordam beradi.

Topilgan natijalar tanlangan badiiy asarlar tahlili orqali ijtimoiy-kommunikativ kompetensiyasini rivojlantirish bosqichlarini ta’kidlaydi. Har bir bosqich, personajlar tomonidan yashirilgan ijtimoiy ishoratlar va ular tomonidan qo’llanilgan strategiyalarni ta’riflaydi. Bu bosqichlar misollar bilan ta’minlanadi, shuningdek, yoshdan yoshgacha insonning ijtimoiy tushunishning o’sishi ko’rsatiladi.

Topilgan natijalar, mavjud ijtimoiy rivojlanish va ta’lim amaliyotlari nazariyalariga mos keladi. Badiiy asarlar orqali talabalarni ijtimoiy-kommunikativ kompetensiyasini rivojlantirishning darslikda amalga oshirishining muhimligi ko’rsatiladi. Qo’shimcha, adabiyotning empatiya va ijtimoiy tushunishni oshirishdagi ahamiyati muhokama qilinadi, shuningdek, hikoyalarni darsliklarga qo’shishning o’ziga xos qismlari ko’zda tutiladi.

Bu tezis badiiy asarlar tahlili orqali talabalarni ijtimoiy-kommunikativ kompetensiyasini rivojlantirishning bosqichlarini o’rganishga oid. Personajlar ijtimoiy kompetensiyalarini tushuntirish orqali, biz insonlararo munosabatlar va ularni boshqarish strategiyalarini o’rganamiz. Badiiy asarlar empatiya, perspektiva oluvchi va ijtimoiy tushunishni oshirishda juda muhim vositalar sifatida xizmat qiladi, shuning uchun talabalar uchun hayotga boy bo’lgan ijtimoiy-kommunikativ ko’nikmalarni rivojlantirishda muhim vazifalarga ega.

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THE IMPORTANCE OF GRAMMAR IN LANGUAGE LEARNING

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In the current language learning process, there are differing opinions on the importance of grammar. Some individuals believe that grammar is not crucial for effective learning, while others consider it to be a fundamental and essential tool for mastering any language. This study aims to investigate the role of grammar and its significance in language learning. Grammar acts as the foundation of a language, equipping learners with the necessary skills to construct coherent and meaningful sentences. A solid grasp of grammar is indispensable for effective communication, enabling learners to convey subtle nuances in meaning and comprehend both spoken and written language. Whether through online courses, textbooks, or real-world language exchange programs,

dedicating time and effort to enhancing grammar proficiency is a crucial aspect of the language learning journey.

Indeed, grammar is crucial in language learning as it provides the necessary structure for effective communication. Mastering grammar rules allows learners to construct clear and coherent sentences, which are essential for conveying ideas accurately. Proper punctuation and sentence structure help ensure that messages are conveyed clearly and efficiently, reducing the risk of misunderstandings.Moreover, understanding grammar enables learners to comprehend the nuances of a language, such as different tenses, verb forms, and sentence patterns. This knowledge not only enhances one's ability to express themselves accurately but also improves their overall language proficiency. By grasping the rules of grammar, learners can communicate more effectively, engage in meaningful conversations, and express themselves with clarity and precision.Many languages contain subtle nuances of meaning conveyed through specific grammatical constructions or structures. For instance, verb tense selection can indicate whether an action occurs in the present, past, or future. Understanding these nuances is crucial for effective communication, and mastering the basic rules of grammar is essential for uncovering them.

It seems to be complex to comprehend, clarify, and describe what grammar is as well as how it should be taught in English language teaching (Ellis, 2006; Brown & Lee, 2015; Richards, 2015). Grammar can be generally defined as “a knowledge of what words can go where and what form these words should take” (Harmer, 2015, p. 22) Harmer (2015) outlines several crucial aspects of English grammar that learners should focus on, including sentences and clauses, verbs, nouns and noun phrases, adjectives, and adverbs. Similarly, Ur (2012) defines grammar as "the correct arrangement of words to form sentences" (p. 76), but also emphasizes the need for a broader understanding of grammar and effective teaching strategies. In contrast, Ellis (2006) doesn't provide a direct definition of grammar, but instead discusses grammar teaching as any instructional technique that draws learners' attention to specific grammatical forms, helping them understand and process them for better comprehension and production (p. 84).

Robert Lado argued that language operates based on language skills. A proficient language user employs numerous grammatical, lexical, and phonetic rules while speaking. Language skills enable us to select diverse vocabulary and structures in our communication (Lado, cited in Douglas, n.d.). Grammar refers to the set of regulations governing the organization and association of words in a sentence. While it is possible to use the term "morphemes" instead of "words" for greater specificity, it is important to note that word components are an integral part of grammar (Douglas, n.d.).

In order to understand a language and to express oneself correctly one must assimilate the grammar mechanism of the language studied. Indeed, one may know all the words in a sentence and yet fail to understand it, if one does not see the relation between the words in the given sentence. And vice versa, a sentence may contain one, two, and more unknown words but if one has a good knowledge of the structure of the language one can easily guess the meaning of these words or at least find them in a dictionary.Improving one's speaking ability involves acquiring fundamental speech and grammatical patterns. These patterns must be employed automatically during speech-practice. The automatic application of grammatical patterns in our speech requires the mastery of specific skills – the ability to use grammar patterns to articulate one's own thoughts, or in other words, to construct sentences. Grammar has played a significant role in the instruction of English language, with ample evidence supporting the benefits of grammar teaching. For example, Norris and Ortega (2000) conducted an extensive analysis of 49 studies and concluded that emphasizing grammar leads to the overall effectiveness of language instruction.

In general, if grammar is taught at the right time, at the right place, and with the right way, it can help students efficiently scaffold their language learning. Grammar needs to be integrated into other languages skills so that grammar knowledge can be developed harmonically with different aspects of language. Furthermore, grammar lessons must be integrated into purposeful contexts rather than isolated and unrelated sentences. This can assist learners in confidently utilizing grammar rules and structures in real-life situations. Of course, mastering grammar can be challenging, particularly

for non-native speakers. Fortunately, there are numerous resources available to aid learners in improving their grammar skills. Online courses, textbooks, and even language exchange programs can be effective tools for enhancing your grammar knowledge. Additionally, seeking out opportunities to practice your language skills in real-world settings can help you identify areas where you need to improve and gain a better understanding of key grammar concepts.

In essence, grammar plays a crucial role in language acquisition, whether for native speakers or those learning a new language. A solid grasp of fundamental grammar principles is essential for effective communication, offering a structure for conveying meaning with subtlety and precision. While mastering grammar may pose challenges, it is a vital aspect of language learning, and dedicating time and effort to enhancing grammar skills will enhance one's ability to communicate effectively in real-world contexts. Grammar goes beyond mere rules and structures; teaching grammar can accelerate English language learning for learners. Regrettably, many learners may harbor negative perceptions of grammar instruction, viewing it as less important for practical communication. It is imperative for educators to integrate grammar instruction with other language skills and motivate learners to recognize the advantages of mastering grammar. By teaching grammar with meaningful objectives alongside other language competencies, students will come to appreciate its significance. Consequently, students will realize that they can apply their acquired grammar knowledge to everyday tasks rather than focusing solely on rigid textbook sentences.

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THE ROLE OF DIALOGUES IN ENHANCING SPEAKING SKILLS OF A2 LEVEL LEARNERS

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The ability to communicate effectively in spoken English is fundamental for language learners, particularly at the A2 proficiency level. Dialogues serve as a valuable resource in language classrooms, facilitating meaningful interactions and language production. This thesis investigates into the theoretical supports of dialogues in language learning and their specific application in improving speaking skills among A2 level learners.

The literature review explores existing research on language acquisition, communicative competence, and the role of dialogues in language teaching.According to Velazco" Dialogue is a phenomenon inherent to human species, and perhaps this is only use capable of dialogue; furthermore, there is no possibility of human society functioning without dialogue. Although certainly, there are many situations that develop perfectly without dialogue and in which their presence would be inappropriate, it is true that without dialogue in day-to-day human interaction, coexistence would not be possible[5;86-110pp]. Moreover, Journal of Ecumenical Studies states that “ Dialogue is a two-way communication between people who hold significantly different views on a subject, with the purpose of learning more truth about the subject from the other”[3;24-27pp].

Several studies show that the use of dialogue helps students improve their speaking ability in the taught language, since it allows them to have a better constant interaction with the language. It is confirmed in the studiesby Suhartono, Julinda and Luwandi. It shows that when teachers use

dialogues this works as an sections that helps the student to pronounce expressions and words during a dialogue between students and teachers in daily situation[4;50-63pp]. Afterwards, the students have to practice using the words and expressions in a conversation between two speakers, promoting that students ask and respond using the words and expressions they learnt before. Additionally, the effectiveness of dialogues in teaching speaking was proven by HennyDwiDaryati who used dialogues as a strategy to improve speaking ability of learners. He showed the result as in the following, in the first instance he explained the percentage of scores that they obtained at the end of the investigation, regarding the ability to speak, which was positive, because the author before using the strategy classified the learners' abilities to speak as deficient[1;12-20pp]. Therefore, the learners' speaking ability gradually improved to be categorized as good. Key theories such as communicative language teaching (CLT) and task-based language teaching (TBLT) are examined to contextualize the use of dialogues in speaking skill development. It is considered that dialogues play a critical role in improving various aspects of speaking skills among A2 level learners. Learners exhibit enhanced fluency, increased vocabulary usage, and improved grammatical accuracy through regular engagement with dialogues[2;24]. The analysis underscores the importance of interactive and contextualized dialogue practice in language acquisition. It is recommended for language instructors to optimize the use of dialogues in teaching A2 level learners. Suggestions include selecting authentic and relevant dialogues, integrating dialogues into communicative activities, and fostering a supportive classroom environment conducive to language production.

In conclusion, this thesis highlights the importance of dialogues as a pedagogical tool for enhancing speaking skills among A2 level learners. By using dialogues effectively, language educators can create dynamic and engaging learning experiences that promote communicative competence and linguistic proficiency in spoken English.

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NEMIS TILI DARSIDA NUTQ KOMPETENSIYASINI RIVOJLANTIRISHDA MEDIA TEXNOLOGIYALARNI AHAMIYATI

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Til darslarida media-texnologiyalarning integratsiyalashuvi o'quvchilarning nutq kompetensiyasi, ravonligi va madaniy ongini oshirishda yangi imkoniyatlar ochdi. Bu, ayniqsa, raqamli vositalar va resurslardan foydalanish talabalarning maqsadli tilda samarali muloqot qilish qobiliyatiga sezilarli ta'sir ko'rsatishi mumkin bo'lgan nemis tili darslari kontekstida to'g'ri keladi.Til darslarida media-texnologiyalarning integratsiyalashuvi o'quvchilarning nutq kompetensiyasi, ravonligi va madaniy ongini oshirishda yangi imkoniyatlar ochdi. Bu, ayniqsa, raqamli vositalar va resurslardan foydalanish talabalarning maqsadli tilda samarali muloqot qilish qobiliyatiga sezilarli ta'sir ko'rsatishi mumkin bo'lgan nemis tili darslari kontekstida to'g'ri keladi.

MATERIALS AND METHODS.

Har qaysi mamlakatda olib boriladigan keng qamrovli iqtisodiy islohotlar negizida, avvalambor, ta'lim tizimi va turlarini yanada takomillashtirish eng muhim va dolzarb masalalardan

biri bo'lib qolaveradi. Shu nuqtai nazardan, Prezidentimiz Sh.Mirziyoyevning: "Agar mendan sizni nima qiynaydi, deb so'rasangiz, farzandlarimizning ta'limi va tarbiyasi deb javob beraman", deya aytgan e'tiroflari, bugungi kunda mamlakatimizda amalga oshirilayotgan har bir islohot zamirida o'sib kelayotgan yosh avlodning kelajagi, mukammal bilim sohiblari bo'lib kamol topishlari va yorqin istiqboli masalasi yotganligini ko'rsatadi.Shu nuqtai nazardan, bugungi kunda ta'lim mazmunida ahamiyati tobora ortib borayotgan "kompetensiya" tushunchasi xususida to'xtalish joiz.Keyingi yillarda til ta'limiga kommunikativ yondashuv, integrar yondashuv, kompetensiyaviy yondashuv kabi yangicha yondashuvlar tatbiq etilmoqda.

Kompetensiya - u yoki bu soha bo'yicha bilimdonlikdir. Kompetensiya - fan bo'yicha egallangan nazariy bilim, amaliy ko'nikma va malakalarni kundalik hayotda duch keladigan amaliy va nazariy masalalarni yechishda foydalanib, amaliyotda qo'llay olishdir.Kompetensiya tushunchasining ta'lim mazmuniga tatbiq etilishi zamirida o'qitish tizimiga nisbatan yangicha yondashuv, ta'lim tizimini rivojlantirish masalasi yotadi, albatta. Hozirgi zamon talabiga monand tarzda endilikda o'quvchilarga faqatgina ilmiy-nazariy bilimlar berish bilan kifoyalanib qolmasdan, balki bolalarning dunyoqarashini kengaytirish, ularni mustaqil mushohada eta oladigan, egallagan bilimlarini kundalik hayotga ham ongli ravishda tatbiq qila oladigan shaxs sifatida shakllantirish maqsadida "kompetensiya", "kompetentlik" tushunchalarini har bir darsning asosiy maqsadi mazmuniga singdirishga urg'u berila boshlandi.Kompetensiya - bu kutilgan natijaga olib keluvchi faoliyat belgisidir. U bilim mahsuli bo'lib, mutaxassis tomonidan uni amaliyotda qo'llay olish qobiliyatidir. Kompetensiyaning bilimdan farqi shundaki, vazifani amaliy bajarmasdan turib, uni aniqlab ham, baholab ham bo'lmaydi. Malaka kompetentlikning muhim mezoni bo'lib, u turli holatlarda, shu qatori muammoli vaziyatlarda ham bir necha bor qo'llash natijasida namoyon bo'ladi.

RESULTS AND DISCUSSIONS.

Media-texnologiyalar nemis tili darslarida og'zaki muloqot ko'nikmalarini mashq qilish, takomillashtirish va oshirish uchun innovatsion vositalar va platformalarni taqdim etish orqali nutq kompetensiyasini rivojlantirishda hal qiluvchi rol o'ynaydi. Media-texnologiyalar nutq kompetensiyasini rivojlantirishga yordam beradigan ba'zi asosiy usullar:

1. Asl audiovizual kontentga kirish: Media texnologiyalari filmlar, teleko‘rsatuvlar, podkastlar va onlayn videolar kabi turli til va urg‘udagi haqiqiy audiovizual kontentning keng doirasiga kirishni taklif qiladi. Ushbu manbalar bilan shug'ullanish o'quvchilarga nemis tili darslarida tinglab tushunish, talaffuz, intonatsiya va umumiy og'zaki muloqot ko'nikmalarini yaxshilashga yordam beradi.

2. Til o‘rganish bo‘yicha interaktiv ilovalar: Duolingo, Rosetta Stone, Babbel va HelloTalk kabi til o‘rganish ilovalari o‘quvchilarga nemis tilida gapirishni mashq qilishlariga yordam berish uchun interaktiv mashqlar, nutq faoliyati va real vaqtda fikr-mulohazalarni taklif etadi. Bu ilovalar nemis tili darslarida talaffuzni baholash uchun nutqni aniqlash texnologiyasidan foydalanadi va o‘quvchilarning nutq ko‘nikmalarini yaxshilashda yordam berish uchun shaxsiy fikr-mulohazalarni taqdim etadi.

3. Virtual til almashish platformalari: Tandem, Conversation Exchange va iTalki kabi onlayn platformalar virtual til almashish sessiyalari uchun til o‘rganuvchilarni ona tilida so‘zlashuvchilar bilan bog‘laydi. Video qo'ng'iroqlar, ovozli xabarlar va chat suhbatlari orqali o'quvchilar gapirishni mashq qilishlari, fikr-mulohazalarini olishlari va maqsadli tilda ma'ruzachilar bilan haqiqiy muloqot qilishlari mumkin.

4. Ovozni aniqlash dasturi: Google Assistant, Siri va Alexa kabi ovozni aniqlash dasturlari foydalanuvchilarga nemis tili darslarida nutq orqali texnologiya bilan muloqot qilish imkonini beradi. Ovozli buyruqlar, diktant funksiyalari va ovozdan matnga o‘tish funksiyalaridan foydalangan holda o‘quvchilar o‘z fikrlarini ifoda etishni, tabiiy tildagi javoblarni tinglashni va nutq so‘zlash ko‘nikmalarini qo‘lsiz va interaktiv tarzda yaxshilashni mashq qilishlari mumkin.

5. Podkastlar va audiokitoblar: nemis tilida podkastlar va audiokitoblarni tinglash o‘quvchilarga turli xil nutq uslublari, so‘z boyligi va madaniy nuanslarni ochib berishga yordam beradi. Doimiy ravishda ona tilida so‘zlashuvchilarni tinglash orqali o‘quvchilar eshitish qobiliyatini rivojlantirishi, so‘z boyligini kengaytirishi, eshitish orqali ravonlik va talaffuzni yaxshilashi mumkin.

6. Onlayn nutq terapiyasi platformalari: Nutq buzilishi yoki muloqotda muammolari bo'lgan shaxslar uchun onlayn logoped platformalari shaxsiylashtirilgan nutq terapiyasi seanslari, artikulyatsiya mashqlari va ovozni modulyatsiya qilish usullarini taklif qiladi. Ushbu platformalar aniq va samarali muloqot ko'nikmalarini rivojlantirishda shaxslarni qo'llab-quvvatlash uchun video konferentsiya vositalari va interaktiv tadbirlardan foydalanadi.

7. Videokonferensiya vositalari: Zoom, Skype va Microsoft Teams kabi platformalar virtual muloqot va hamkorlikni osonlashtiradi, bu esa o‘quvchilarga jonli video suhbatlar, guruh muhokamalari va taqdimotlarda qatnashish imkonini beradi. Onlayn uchrashuvlar, virtual seminarlar va videoqo'ng'iroqlarda ishtirok etish orqali o'quvchilar turli kontekstlarda gapirishni mashq qilishlari va real vaqt rejimida o'zaro muloqot qilish ko'nikmalarini yaxshilashlari mumkin.

CONCLUSIONS.

Til o‘rganish va muloqot amaliyotida media-texnologiyalar imkoniyatlaridan foydalangan holda, o‘quvchilar turli manbalardan foydalanishlari, tezkor fikr-mulohazalarni olishlari, interaktiv faoliyatda qatnashishlari va dinamik va immersiv o‘quv muhitida nutq malakalarini oshirishlari mumkin. Media-texnologiyalar o'quvchilarga o'zlarining muloqot qobiliyatlarini rivojlantirish, o'z fikrlarini og'zaki ifoda etishda ishonchni mustahkamlash va multimediali aloqa platformalari bilan ajralib turadigan raqamli davrda samarali nutq qobiliyatlarini rivojlantirish uchun qimmatli imkoniyatlarni taqdim etadi.

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EDUCATIONAL AND PROFESSIONAL CONTENT OF TEACHING A FOREIGN LANGUAGE IN AGRICULTURAL UNIVERSITIES

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The study of a foreign language in agricultural-oriented universities significantly expands the educational activities of students. Knowledge of a foreign language gives the student the opportunity to use World Resources, scientific research and advanced technologies in the field of Agriculture, which may not be available in his native language [3]. Students who speak a foreign language have the opportunity to study literature, attend international conferences, study from leading specialists and scientists from other countries. By knowing a foreign language, students can become aware of the most current trends and innovations in agriculture, which will help them expand their knowledge and skills. In addition, communication in a foreign language opens up new horizons for students of cultures and traditions of other countries, which will help their educational development and understanding the differences between different countries and cultures. In general, knowledge of a foreign language plays an important role in the process of teaching students in agricultural-oriented universities and contributes to their successful professional career in this area [2].

Studying a foreign language at universities specializing in agriculture provides opportunities for students to exchange international cooperation and experience. Knowledge of a foreign language allows students to actively participate in world-class international projects, conferences, seminars and other events. Participation in international events gives students the opportunity to exchange experiences with colleagues from different countries, learn about the peculiarities of Agriculture in different regions of the world, learn about the best practices and technologies used abroad. It not only expands the professional knowledge and skills of students, but also helps to develop intercultural

understanding and tolerance. In addition, through knowledge of a foreign language, students can communicate with international partners, scientists and specialists from other countries, which helps to establish effective cooperation in agriculture. As a result, international cooperation and exchange of experience provided with knowledge of a foreign language play an important role in the professional development of agriculture-oriented students and universities [4].

Knowledge of a foreign language provides a wide range of opportunities for university students specializing in agriculture. Knowledge of a foreign language opens doors for students to work and practice abroad, which allows them to immerse themselves in the international environment, study the peculiarities of Agriculture in other countries and gain valuable experience in multinational communities. Students who speak a foreign language also have the opportunity to successfully get a job in large international companies, organizations and scientific institutes that require communication in different languages. Knowledge of a foreign language makes graduates competitive in the labor market and expands the geography of possible jobs. In addition, thanks to the ability to communicate in a foreign language, students can more successfully raise their careers, participate in international projects, gain leadership positions and build a successful career in international agricultural activities. Thus, knowledge of a foreign language opens up wide prospects for students in terms of career growth and professional development in agriculture.

Conclusion. In conclusion, the study of a foreign language in agricultural-oriented universities plays an important role in expanding the knowledge of students. This gives them the opportunity to participate in international cooperation, exchange experiences with colleagues from other countries and open up new perspectives for career growth. Knowledge of a foreign language not only enriches the professional knowledge and skills of students, but also helps to develop their intercultural understanding, tolerance and international interaction in the field of Agriculture. As a result, the ability to communicate in a foreign language is becoming an important tool for a successful career in the global world of modern agricultural specialists. Therefore, encouraging the study of foreign languages in agricultural-oriented universities is an important step in ensuring quality education, International Cooperation and successful professional activities of students in this area.

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ENHANCING PREPOSITION TEACHING IN SCHOOLS THROUGH GAME TECHNOLOGY

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Current trends in education suggest the integration of technology that has become increasingly prevalent, revolutionizing traditional teaching methodologies. Among the various technological innovations, game technology stands out as a powerful tool for engaging students and enhancing learning outcomes. In this article, we explore the potential of game technology in the context of preposition teaching in schools, examining its benefits, challenges, and practical applications.

Prepositions play a crucial role in language acquisition by establishing spatial, temporal, and logical relationships within sentences. Mastery of prepositions is essential for comprehension,

communication, and overall language proficiency. However, traditional teaching methods often struggle to effectively convey these abstract concepts to students.

There are numerous challenges in preposition teaching. Conventional approaches to preposition teaching, such as rote memorization and worksheets, often fail to engage students or promote deep understanding. Additionally, the abstract nature of prepositions and their varied usage across languages present challenges for both educators and learners. Addressing these challenges requires innovative strategies that capture students' attention and foster active participation in the learning process [4;16].

Rinvolucri suggests that grammar is perhaps so serious and central in learning another language that all ways should be searched for which will focus student energy on the task of mastering and internalising it. One way of focusing this energy is through the release offered by games. According to Rinvolucri games are amusing and serious at a time and teenagers love to do activities in the classroom feeling like out of the classroom and having things under the control. Moreover, the game gives them the power to reach the real aim of the grammar[2;49].

Wright, Betteridge and Buckby also believe that games are very important in language learning because they help to keep the students interested and motivated to work. Besides, games also help to teachers to create an environment that is close to the real life situations where the language is useful and, moreover, games make learners want to participate and express themselves. The three authors mentioned above also agree that a game can practise the language as much as a drill exercise, however not all of the games are focused this way [5;98].

The consensus is that language instruction in the classroom must be meaningful, implying that learners should respond to the content in a clear manner. This is most evident when learners are stimulated, engaged, or faced with challenges, as these experiences make the learning process more vivid and memorable. The essence of a game lies in its ability to present challenges. If we acknowledge that games offer these benefits, then there is no doubt about their value in the classroom. In fact, their use is indispensable [1;120].

Game technology offers a compelling solution to the challenges of preposition teaching by transforming learning into an interactive and immersive experience. By leveraging the motivational power of games, educators can create engaging learning environments that promote exploration, experimentation, and collaboration. Whether through simulations and interactive exercises game technology provides a versatile platform for enhancing preposition instruction.

Central to the successful implementation of game-based preposition teaching is the design of engaging and effective learning experiences. Games should be carefully crafted to balance entertainment with educational content, ensuring that learning objectives are met. Incorporating elements such as storytelling, exploration, and problem-solving can enhance student engagement and facilitate deeper learning experiences.

In addition to instructional games, gamified assessments offer valuable opportunities for evaluating students' preposition proficiency. Interactive quizzes, puzzles, and challenges can provide real-time feedback, allowing educators to identify areas of strength and areas needing improvement. By gamifying assessments, educators can promote active participation, reduce test anxiety, and encourage ongoing learning.

To maximize the impact of game technology in preposition teaching, educators should strive for integration across the curriculum. Games should not be viewed as standalone activities but rather as integral components of lesson plans and learning objectives. By aligning game-based activities with classroom instruction, educators can create cohesive learning experiences that reinforce concepts and promote transferable skills.

Despite its potential benefits, the implementation of game-based preposition teaching may face challenges related to equity and access.

Effective implementation of game-based preposition teaching requires adequate training and professional development for educators. Many teachers may lack experience or expertise in leveraging game technology for instructional purposes. Investing in training programs, workshops,

and ongoing support can empower educators to harness the full potential of game technology and integrate it effectively into their teaching practice.

In conclusion, game technology offers exciting possibilities for enhancing preposition teaching in schools. By leveraging the motivational power of games, educators can create dynamic learning experiences that engage students, deepen understanding, and foster language proficiency. While challenges such as equity and access remain, the potential benefits of game-based preposition teaching make it a compelling avenue for innovation and advancement in education.

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AKADEMIYALIQ LICEYLERDIŃ QARAQALPAQ TOPARLARINA NEMIS TILI PÁNI BOYINSHA „HABEN/ SEIN“ – „*IYE BOLIW*“ JÁRDEMSHI FEYILIN OQITIW

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„Haben“ feyili qaraqalpaq tilinde “bir nársege iye bolıw, bar bolıw” degen mánini bildiredi. Gápte tolıq feyillerdey mánini bildirmeydi. Nemis tilinde bet, san, máhál, dáreje, meyil kategoriyaların bildiredi. Gápte feyil- bayanlawısh bolıp, **Akkusativ** sepligin basqaradı, yaǵnıy ózinen keyin keletuǵın gápte hámme waqıt anıq emes artikl menen baylanısıp turadı.

1. Das Baby hat Bauchschmerzen. Balanıń qarnı awırıp tur.
2. Sie hat ein Auto. Onıń avtomashinası bar
3. - Er hat keine Zeit und kein Geld. Onıń waqtı hám de pulı joq.

Joqarıdaǵı úsh mısaldaǵı sepleniwdegi gáp tolıǵı menen Nominativ(ataw) hám Akkusativ(tabıs) sepliginde birdey qollanıladı. Al bul gáptegi mısalımızdan túsinip alıwımızǵa boladı: Das Baby hat Bauchschmerzen. Haben sózinen keyin kelgen kóplikte turǵan atlıq sózimizge anıq emes artikl qollanılmaydı.

Haben feyili Nominativ (ataw) hám Akkusativ(tabıs) sepliginde kóbirek qollanıladı.

„Haben, sein“ feyili túrlengende/ betlegenimizde óz forması ózgerip jazıladı. **„Haben, sein“ feyili** Präsens- házirgi máhál tómendegishe betlenedi.

Birlik (Singular)	**Kóplik (Plural)**	**Birlik (Singular)**	**Kóplik (Plural)**
ich ***habe***	wir ***haben***	ich ***bin***	wir ***sind***
du ***hast***	ihr ***habt***	du ***bist***	ihr ***seid***
er	sie ***haben***	er	sie ***sind***
sie } ***hat***		sie } ***ist***	
es	Sie ***haben***	es	Sie **sind**
	(Húrmet mánisinde)		(Húrmet mánisinde)

“Haben hám sein” járdemshi feyili betlik kategoriyaların ózine qabıl etken waqtında, yaǵnıy betlengende óziniń túbirin pútkilley ózgertip jiberedi. Bunday jaǵdayda “haben hám sein” járdemshi feyilin betlewde ayırım oqıwshılarǵa qıyınshılıq tuwdırıwı múmkin. Sebebi betlewdi jaqsı túsinbese mánisin túsine almaydı. Betlik almasıǵındaǵı birlik hám kóplikte kelgen **sein** feyili arqalı jasalǵan qaǵıydamızdagı bin, bist, ist, sind, seid sózleri qaraqalpaq tilimizde **–man, -men, -pan,-pen** degen qosımtanı ańlatadı. Mıs:

Ich bin Student- Men Studentpen.

Haben

Singular	Plural
Ich habe ein Buch.- Mende kitap bar. Du hast ein Buch. – Sende kitap bar Er (sie, es) hat ein Buch. –Onda kitap bar	wir haben ein Buch.- Bizlerde kitap bar ihr habt ein Buch. – Sizlerde kitap bar sie haben ein Buch. – Olarda kitap bar Sie haben ein Buch. –Sizde kitap bar.(Húrmet mánisinde)

Sein

Singular	Plural
Ich bin Student/in.- Men studentpen. Du bist Student/in. – Sen studentseń Er (sie, es) ist Student/in . Ol student	wir sind Studenten.- Bizler studentpiz. ihr seid Studenten. – Sizler studentsiz sie sind Studenten. – Olar student. Sie sind Studentinnen. – Sizler studentsiz (Húrmet mánisinde).

„ **Haben** hám **sein“** feyiliniń soraw formasın betlik almasıǵınan aldın qollanamız.:

Birlik (Singular)	**Kóplik (Plural)**	**Birlik (Singular)**	**Kóplik (Plural)**
Soraw forması			
Habe ich? - Ja, ich habe ein Buch. ***Hast*** du? - Ja, du hast ein Buch. Hat er/sie? Ja, er /sie hat ein Buch.	***Haben*** wir? Ja, wir haben ein Buch. ***Habt*** ihr? Ja, ihr habt ein Buch ***Haben*** sie? Ja, sie haben ein Buch. ***Haben*** Sie? Ja, Sie haben … ein Buch.	***Bin ich Studentin?*** - Ja, ich bin Student/in. ***Bist*** du Student/in? - Ja, du bist Studentin. ***Ist*** sie/ er Student/in? Ja, sie / er Student/in	***Sind*** wir Studenten? Ja, wir sind Studenten. ***Seid*** ihr Studenten? Ja, ihr seid Studenten ***Sind*** sie Studenten? Ja, sie sind Studenten. ***Sind*** Sie Studenten? Ja, Sie sind Studentinnen
Bolımsızlıq forması			
I. Ich habe ***kein*** Buch.- Mende kitap joq II. Du hast ***kein*** Buch. - Sende kitap joq III. Er (sie, es) hat ***kein*** Buch.- Onde kitap joq	I.Wir haben ***kein*** Buch. Bizlerde kitap joq II. Ihr habt ***kein*** Buch. – Sizlerde kitap joq III. Sie haben ***kein*** Buch. - Olarda kitap joq III.Sie haben ***kein*** Buch. -	I. Ich bin nicht Student/in.- Men studentpen. II. Du bist nicht Student/in. – Sen studentseń III. Er (sie, es) ist nicht Student/in . Ol student	I. wir sind nicht Studenten.- Bizler studentpiz. II. ihr seid nicht Studenten. – Sizler studentsiz III. sie sind nicht Studenten. – Olar student. III.Sie sind nicht Studentinnen. – Sizler studentsiz (Húrmet mánisinde).

	Sizde kitap joq		

Nemis tilindegi kóplegen gáplerimizde **„Haben, sein“ feyili** tez-tez ushırasadı. Gápte kómekshi feyil sıpatında qollanılıp, óz aldına qaǵıydaǵa tiykarlanıp bir-birinen parq etedi. Sonday-aq bul feyiller nadurıs feyiller toparına kiredi. Tiykarǵı úsh formanı jasawshı feyillerge **haben, sein, werden, stehen, gehen, tun, bringen** feyilleri bolıp, tómendegishe betlenedi**:**

Infinitiv	**Imperfekt (Präteritum)**	**Partizip II**
sein	War	Gewesen
haben	Hatte	Gehabt
werden	Wurde	geworden
stehen	Stand	gestanden
tun	Tat	Getan
bringen	Brachte	gebracht
Gehen	Ging	gegengen

„Haben, sein“ feyili tez-tez ózgermeli gápte qollanǵanlıǵın ushıratamız. Qaǵıyda boyınsha bilip alıwımızǵa boladı.

Haben+ Nomen (atlıq)		**------**	**sein+Adjektiv(kelbetlik)**		
Subjekt	**Verb**	**Nomen**	**Subjekt**	**Verb**	**Adjektiv**
Das kleine Kind	**hat**	großen Durst	Das kleine Kind	**ist**	sehr durstig.
Die Männer	**haben**	keinen Hunger.	Die Männer	**sind**	nicht hungrig.
Das Mädchen	**hat**	oft Angst	Das Mädchen	**ist**	sehr ängstlich.
Die alte Frau	**hat**	keine Kinder	Die alte Frau	**ist**	Kinderlos

sein+ Nomen (atlıq) gáp bayanlawısh bolıp kelse
Erfurt ist eine Blumenstadt.

Máhál forması:

Zeitform	Position I	**Verb 1**	Mittelfeld	**Verb 2**
Präsens	Herr Müller	**hat**	vier Schwester	
Perfekt	Meine Frau	**hat**	heute morgen viel Pech	**gehabt**
Präteritum	Herr Karl	**hatte**	gestern in Berlin keinen Erfolg	
Plusquamperfekt	Unsere Kinder	**hatten**	schon oft sehr viel Glück	**gehabt**

Hár bir tilde bolǵanınday, nemis tilinde de **máhál kategoriyası** bar bolıp, **sein** feyili ótken máhálde , yaǵnıy Perfekt(Imperfekt) te **war/ waren** formasında, Partizip II da bolsa **gewesen** formasına ózgeredi. Mıs:1. Gestern war ich krank. Keshe men awırdım.
2. Sie **ist** Schüler **gewesen**-Ol oqıwshı qız edi.
Nemis tilinde **Perfekt** máhálinde **haben** feyili **(haben+Partizip II)** menen qollanıladı.
Perfekt(Ótken máhál) máhálde ótken zamanda tamam bolǵan is-háreket kórsetiledi hám neni? degen sorawǵa juwap beriledi gáp dúziledi. Mıs: Ich **habe** dieses Buch **ge**lesen. Men bul kitaptı oqıdım.
Neni oqıdıń?
Bul kitaptı oqıdım.

Ekinshiden haben feyiliniń ózi gápte Partizip II arqalı da qollanıladı.
Ich **habe** diese Aufgabe gut **gehabt**. Men bul tapsırmanı jaqsı orınladım.

Nemis tilinde **Präteritum** hám **Plusquamperfekt** máhálinde **haben** feyili
(hatte +Partizip II) menen qollanıladı.
Rolf **hatte** am Wochenende kein Glück.
Plusquamperfekt – bul da ótken máháldiń qospa forması bolıp, ótken zamanda eki waqıyanıń burın bolǵan waqıyasın bildiredi.

Plusquamperfekt = { **hatten** / **waren** } **(Imperfekt) + Partizip II**

Ich **bin** im Sommer nach Taschkent **gefahren.**
Men Tashkentke jazda **bardım.**
(Perfekt) war –(sein) feyiliniń ótken máháldegi forması. Yaǵnıy **sein** feyilinde qollanılatuǵın háreketti, bir jerden ekinshi jerge barıwdı bildirip turıwshı feyiller qatnasındagı gápimiz arqalı qollanılǵanda .
Ich **war** im Sommer nach Taschkent **gefahren**.
Men Tashkentke jazda **barǵan edım**
(Plusquamperfekt) war –(sein) feyiliniń ótken máhál forması
Er **hat** heute seinem Freund einen Brief **geschrieben**. (Perfekt)
Ol dostısına xat **jazdı**.

Er **hatte** heute seinem Freund einen Brief **geschrieben**. (Plusquamperfekt)
Ol dostısına xat **jazǵan edı**.

“Haben hám sein” feyiliniń qollanılıwı

Sein feyili **Wer, Was?, Wie?, Wo?** sorawlarına juwap beredi. Bul járdemshi feyilimiz atlıqta, kelbetlikte hám ráwishte kelgen gáplerimiz benen baylanısadı.
Mıs: Ich **bin** Lehrer**. (Wer?)** Lehrer + atlıq
Ich **bin** glücklich. **(Wie?)** glücklich+ kelbetlik
Ich **bin** hier **(Wo?)** hier+ ráwish
2. Háreketti, bir jerden ekinshi jerge barıwdı bildiretuǵın feyillerde: **gehen,kommen, laufen, springen, fahren, schwimmen** usw.
3. bir haldan ekinshi halǵa ótiwdi bildiretuǵın feyillerde: **aufstehen, begegnen, gefallen, erwachsen, wachsen, einschlafen** usw.
4. **sein, werden, bleiben, passieren, geschehen** feyillerinde qollanıladı.
Seit 2023 ist Nukus viel schöner geworden.

1. Haben feyili barlıq modal feyiller menen qollanıladı:
Mıs: Er **hat gewollt**.
2. Barlıq ózlik feyiller qatnasında: Ich **habe mich** gut **erholt**.
3. barlıq bolımlı feyillerde, neni?, kimdi? degen sorawlarǵa juwap bererde:
Er **hat** von deinem Freund aus Usbekistan **einen Brief** bekommen. Neni aldı? – xattı
4. Is-hárekettiń dawam etip atırǵanlıǵın bildirgende:
Die Studenten **haben** heute im Garten viel **gearbeitet**.
5. Tábiyat qubılısındaǵı gápte qollanıwımızda: Es **hat** gestern stark **geregnet.**
6. haben feyiliniń ózi kelgende: Wir **haben** diese Aufgabe **gemacht.**
7. Eger **eki feyil** yáki onnan artıq feyiller bolsa gáptegi eki feyilimiz **infinitiv formasında** jazıladı.
Ich **habe** ihn in die Schule **kommen sehen**.
8. Tınıshlıq halattı ańlatıwshı kóplegen ótimsiz feyiller: schlafen, sitzen, liegen, stehen, arbeiten, leben, wohnen, antworten.

z.B Wir haben geschlafen. Wir haben lange gewartet.

Übung 1

1. haben/ Kind/das/keine/Geschwister.
2. sein/Erwin/nicht/verheiratet.
3. es/den ganzen Tag/haben/geregnet.
4. Ich/9 Uhr/haben/bis/geschlafen.
5. sein/was/geschehen?

Übung 2

1. Der Vater ... mit seinem Sohn nach Leningrad gefahren. 2. Hamid Olimshon ...viele interessante Gedichte geschrieben. 3. Im Sommer ...wir viel gebadet. 4. Mein Freund Obid ... sich ein wenig verspätet.5. ...du früh gekommen?.

Übung 3

1. Walter **ist**/hat seit zwei Wochen krank.
2. Meine Lieblingssportart **ist**/hat Fußball.
3. Meine Schwerpunktfächer **sind**/haben Deutsch, Muttersprache, Literatur und Geschichte.
4. Morgenstunde **hat**/ist Gold im Munde.
5. Ich **habe**/ bin wenig Zeit.

Oqıwshılar eń baslısı usı qaǵıydalardı túsinip, úyrenip almasa gáp dúzip sóyley almaydı. Sonıń ushın nemis tili sabaǵın ótken waqıtımızda grammatikalıq qaǵıydalardıń ápiwayı gáplerden quramalıraq gáplerge baǵdarlaytuǵın taqırıpqa baylanıslı shınıǵıwlardı orınlatıp úyretiwimiz kerek.

Akademizalıq liceydiń qaraqalpaq toparında tálim alıp oqıp atırǵan oqıwshılarǵa nemis tili sabaǵında ótilgen materiallar klass kóleminde usınılıp oqıtılıp atırǵan temaǵa tiykarlanıp alıp barıladı. Olarǵa qosımsha grammatikalıq qaǵıydalrdı hám shınıǵıwlardı úyretiwde baǵdarlamaǵa tiykarlanıp oqıtıladı.

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INTENSIVE METHODS OF LEARNING ENGLISH IN MOODLE DISTANCE LEARNING SYSTEM

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The Moodle distance learning system has revolutionized the way people can acquire knowledge and skills remotely. One domain that has greatly benefited from this system is language learning, particularly English language learning. In this modern era, where English has become the lingua franca of the global community, intensive methods of learning English have gained significant popularity. This paper aims to explore the various intensive methods of learning English that can be efficiently incorporated into the Moodle distance learning system. By harnessing the interactive and collaborative features of Moodle, learners can experience a dynamic and immersive learning environment that enhances their language acquisition process. From virtual classrooms to gamification techniques, the Moodle platform offers a plethora of opportunities for learners to rapidly develop their English language skills. This paper seeks to explore and evaluate these intensive methods, highlighting their advantages and challenges, in order to provide educators and learners with valuable insights on how to effectively utilize Moodle for English language learning. In today's

fast-paced world, where time is a precious commodity, many individuals are turning to online platforms as a flexible and convenient way to enhance their language skills. Moodle, a popular open-source learning management system, provides a versatile and effective tool for delivering language courses remotely. In this article, we will explore the various intensive learning techniques that can be employed in the Moodle distance learning system to accelerate English language acquisition. Whether you are a student seeking to improve your English language proficiency or an educator looking for innovative teaching methods, this article will provide valuable insights and strategies to maximize your learning experience. Let's dive in and discover the intensive methods of learning English in Moodle!

The use of technology in education has revolutionized the way students learn and interact with course materials. In the context of learning English as a second language, the use of Moodle distance learning system offers a versatile platform for delivering intensive methods of English learning. This article aims to explore the effectiveness of intensive English learning methods within the Moodle platform, highlighting the benefits and limitations of such an approach.

One of the limitations of using intensive methods of learning English in the Moodle distance learning system is the potential for information overload. Intensive learning may lead to cognitive overload for students, especially when faced with a high volume of course materials and activities within a short timeframe. This can hinder the effectiveness of the learning process and impact students' retention and understanding of the English language. Furthermore, the lack of personalized feedback and interaction in an intensive online learning environment can be a significant problem. Without the opportunity for face-to-face interaction with teachers and peers, students may struggle to receive individualized support and guidance, which is essential for language acquisition. Additionally, the absence of real-time communication and speaking practice in intensive online courses may hinder students' ability to develop their verbal skills in English. This highlights the need to carefully consider how to effectively incorporate speaking and listening practice within the Moodle distance learning system [1; 89].

The Moodle distance learning system offers a variety of intensive methods for learning English. These methods incorporate various interactive and engaging activities to enhance language acquisition and proficiency. This main body will explore some of the effective intensive methods in Moodle distance learning system for learning English, supported by relevant citations.

One of the intensive methods in the Moodle distance learning system is the use of multimedia resources. Multimedia resources, such as videos, audio recordings, and interactive exercises, provide learners with authentic language input and opportunities for active participation and practice. Research has shown that the integration of multimedia resources in language learning can significantly enhance learners' skills in listening, speaking, reading, and writing [1; 106].

Another intensive method is the incorporation of gamification elements in language learning activities. Gamification involves the use of game-like elements, such as challenges, competitions, rewards, and levels, to motivate learners and promote engagement and perseverance [2;56]. Studies have shown that gamification in language learning can foster a positive learning environment, increase learner motivation, and improve language skills [3;13].Furthermore, the Moodle distance learning system facilitates asynchronous and synchronous communication among learners and instructors, which contributes to an intensive language learning experience. Asynchronous communication tools, such as discussion forums and messaging systems, allow learners to engage in ongoing discussions and exchanges of ideas, thereby promoting language production and negotiation of meaning [4;146]. On the other hand, synchronous communication tools, like video conferencing and live chat, enable real-time interactions and language practice opportunities [5;204]. Suchinteractions can enhance learners' oral communication skills and encourage cooperative learning.

In conclusion, the Moodle distance learning system provides several intensive methods for learning English. The integration of multimedia resources, gamification elements, and communication tools in the platform enhances language acquisition and proficiency. These methods are supported by research findings, which suggest that they can effectively improve learners' language

skills. By utilizing these intensive methods, learners can engage in interactive and engaging activities, fostering a dynamic and effective English learning experience.

To sum up, the Moodle distance learning system offers various intensive methods of learning English. These methods include interactive exercises, multimedia resources, discussion forums, and online quizzes.

Interactive exercises allow students to practice their language skills by completing tasks such as fill-in-the-blank exercises, sentence completion exercises, and matching exercises. These exercises provide instant feedback, helping students to identify and correct their mistakes.

Multimedia resources, such as videos, audio clips, and interactive presentations, enhance the learning experience by providing visual and auditory stimuli. These resources engage students and help them understand and retain information more effectively.

Discussion forums enable students to communicate and collaborate with their peers, as well as with the teacher. They can ask questions, share their thoughts and opinions, and receive feedback from others. This interactive and collaborative feature promotes active learning and allows students to develop their speaking and writing skills.

Online quizzes assess students' understanding and progress. These quizzes can bepersonalized to suit each student's level and learning goals. They provide immediate feedback, helping students to monitor their progress and identify areas that need improvement.

Overall, the intensive methods of learning English in the Moodle distance learning system provide a dynamic and comprehensive learning experience. Students have access to a variety of resources and activities that engage them and facilitate their language learning process. By combining interactive exercises, multimedia resources, discussion forums, and online quizzes, students can effectively improve their English language skills.

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THE IMPORTANCE OF USING SHORT STORIES IN TECHING VOCABULARY

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Nowadays, a wide range of media can be accessed to find new stories in language classes. Digital short stories are among the commonly utilized virtual sources. Digital information literacy provides several opportunities recognizing the need for novelty; being able to access and evaluate electronic information and the digitally literate learners can confidently use, manage, create, quote, and share sources of digital information effectively. These sources involve the cultural, ethical, economic, legal, and social information for students. Also, digital short stories provide students with narrative practice by allowing them to construct characters and settings in their minds. Stories involve interesting and entertaining content which can be used to facilitate learning outcomes. Students can synthesize the information from short stories to develop their language skills. With this in mind, short stories can contribute to learning in terms of facilitating speech, sharing culture and raising awareness [2;122]. Stories also appeal to students who have different kinds of intelligence, such as visual,

auditory and kinesthetic intelligence. Students can experience effective learning environments through individual and participatory interaction with stories and activities. Short stories can also contribute to students' autonomous work since it provides creative platforms for them to use language. If learning curiosity occurs, learning becomes more enjoyable, attractive and meaningful for students. Thus, this study attempts to use the creative power of digital short stories to teach vocabulary in language classes. The study hypothesizes that digital short stories can increase vocabulary learning in language learning [3;66].

Literature is a valuable data source for vocabulary learning and language development. Yet, it is particularly important to choose the right kind of short stories for the intended pedagogical results. Stories should be in line with students' proficiency level or slightly above their language abilities for them to benefit most from the chosen story. Simple elements can be taught at beginner and intermediate levels, such as character, setting and plot. More complex elements, such as conflict, climax, resolution, etc., can be introduced at more advanced levels [1;89]. Pre-reading activities, factual in-class work, analysis and extending activities are very effective ways to introduce a literature text in the classroom. In the pre-reading activities, there is the opportunity to learn about the background of the story and target vocabulary [4;33]. Furthermore, content should be appropriate to the level of students. Materials should be picked up according to abilities of students, the linguistic and stylistic level of the text, and an amount of background information for initiating true appreciation for learners. Learners will abstain from language learning when they are bored. For this reason, the right materials should be selected that do not bother students and allow correct evaluation of their understanding. Grammar, spelling, and vocabulary are critical elements of language learning, and it is possible to combine these elements through the use of literature. We can use short stories for young learners and adults similarly. Digital short stories can be utilized for all language levels. Stories should also be thematically in harmony with student interests. Story length is another vital consideration because if stories are concise, students are able to finish in a short time and can feel a sense of accomplishment upon finishing the reading task. Another important consideration is choosing a proper story for language teaching purposes, in relation to the existence of particular words, phrases and structural recognition. Provided that selected texts include the target words and concepts, it will support the pedagogical development of students. Researchers have highlighted the positive influences of usage of literature 8 in language classes. Many different methods were used in language teaching. One of the oldest teaching methodologies include learning with translations from first language to target language focusing on grammatical structures whereas more recent methods focus on communication-based approaches. Literary works have a wide selection of resources and a source can be selected according to the level of the learners. Learners' background, level and gender are very important elements and they must be considered by instructors. The use of story in language teaching has many advantages. The stories can connect to everyday life and emotions through learners' background knowledge. As Savvidoupoints out, literature provides many benefits for language learning, and teachers should use these authentic and engaging materials to attract students' attention and accomplish more [5;56]. Short stories are meaningfully rich texts appealing to learners of all levels. Therefore, the use of short stories supports language acquisition and language development of learners. Also, short stories can have different lengths, so they can be read quickly. There are a variety of short stories available for different language proficiency levels and ages. Short stories also provide visual, audio and interpretive opportunities for learners. Students can interpret the story and use language more creatively when they read stories. This contributes to their vocabulary development. Thus, students' vocabulary, analysis, self-thinking ability and language ability show significant improvements through the literature involvement.

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PRESETT –A NEW APPROACH IN PREPARING FUTURE ENGLISH TEACHERS

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Nowadays, the role of learning and teaching English is achieving a higher speed in the world as well as in Uzbekistan. One of the accomplishments in preparing future English teachers in the country is the implementation of the PRESETT programme in higher educational institutions. PRESETT is an internationally accepted term that stands for "pre-service English teacher training". It is closely associated with modern approaches to future English teacher education in European countries in terms of both standards and content.

The new PRESETT curriculum, improved on the basis of world standards, offers 2 major modules: Linguistic and Methodological. Each module consists of a total of 20 modules in 4 stages.

1. Linguistics moduleis aimed at preparing graduates who can understand, speak, read and write English at the level of international standards and have in-depth knowledge of language systems required for pedagogical activities. The main purpose of the subjects included in the linguistic module is to teach the perfect acquisition of language skills (listening comprehension, writing, speaking, reading skills) in a foreign language [2].

2. Methodological module or integrated course of foreign language teaching consists of several subjects. They are conducted from 2nd year to 4th year. This moduleis aimed at preparing future teachers who will be able to rationally use effective methods of learning and teaching English, which will meet the requirements of students of the XXI century in learning a foreign language. The aim of the full course of practical methods, which develops subject-by-subject, is to introduce new methods and technologies that lessons can be planned step by step, integrate language skills, assess knowledge and skills, forming the right attitude to the language learner and learning requirements, aimed at training a modern specialist-teacher. The program pays special attention to the approach to English as an international language of communication and the cultural approach. [2]

The program attempts to develop the following skills in learners:

Reading, reasoning, analytical thinking, logical thinking, listening, presentation skills, speaking, time management, social responsibility, ICT skills, critical thinking, research skills, creativity, problem solving, writing, decision making, listening, leadership, planning, comprehension checking, communication skills, linking the stages of a lesson, flexibility, intercultural awareness, self-assessment skills, interpersonal skills [2].

In Karakalpakstan, Nukus State Pedagogical Institute and Karakalpak State University are the higher educational establishments which adopted the curriculum of PRESETT aiming at preparing teachers of English who are skillful in practical classroom methodology and in language referred to international standards.

The language and methodology modules, teaching approach, students' role and other aspects of the PRESETT Curriculum differed from the traditional program. PRESETT helps students to improve their abilities in reading, writing, listening and speaking skills. For instance, I would like to emphasize reading skills. Before the PRESETT programme, lessons in the old education system were organized around a certain text designated for reading and translation with the use of teacher-centered learning. It was rather boring. However, the PRESETT curriculum focuses on developing learners' reading skills and strategies through variety of engaging and effective tasks. Students work more independently, striving for their goals by evaluating themselves.

In traditional teaching programme, students focus on learning language by grammar translation method, using the book named "Practical course of English language" by Arakin, students were trained not only on translating texts but also on the theory of Phonetics, Lexicology, Translation

theory and Stylistics, while PRESETT students focus on a specific teaching skills by designing materials, designing assessment criteria, creating learning environment, and conducting micro-teaching,.Micro teaching allows students to gain experience as a future teacher for many aspects of the classroom: preparing lesson plans, selecting objectives, speaking in front of the class and acquiring and applying methods of evaluation.

In order to know the impact of PRESETT curriculum on the quality of teaching and learning, as well as the professional development of English teachers we conducted a survey among former PRESETT students, who are now working in different educational institutions of the republic of Karakalpakstan. As there are a great number of PRESETT graduates in our country, we planned to collect data through blogging. We opened a group and invited former PRESETT students of Karakalpakstan to join and share their impressions of their teaching and the influence of PRESETT curriculum on their success in teaching

Here are some former students' views about the PRESETT programme:

Zarina (secondary school teacher): When I began my teaching as a novice teacher, I was afraid that I couldn't manage to work with documentation. But the knowledge taken from the subject "Planning teaching and learning" helped me to design my lesson plans and handouts.

Sawle (secondary school teacher):PRESETT taught me how to work with young learners. Now, I am working at school and I see that PRESETT shaped my quality as a teacher, because PRESETT aims teachers to know different styles and methods of teaching.

Madina (lyceum teacher): When a student I liked the subject "Materials evaluation and design" and now I always feel confident while choosing materials for my learners. I consider that materials we bring to the classroom play a crucial role in learner motivation, interest and learning.

Balkibaeva Venera (institute teacher): A real teacher should know psychology of students, the impact of teacher on learners and learning, that's why teacher should be able to contact, to communicate with students. I have learnt them from PRESETT, so I feel confident in class.

Khodjaniyazova Umida (institute teacher): My motto in teaching is that my learners should get both knowledge and pleasure from my lessons. I try that they will come to the lessons with enthusiasm and leave the lessons with satisfaction.

Gulbaxar (secondary school teacher):My pupils are very active when they work in small groups and pairs. They try to speak English with each other. I think it is the results of our teaching.

Usen (lyceum teacher): When I began working, former teachers of that educational establishment didn't like my teaching style. They said that I should follow the requirements of the syllabus and coursebooks. I shared my knowledge of using new approaches and methods which can motivate learners to English.

MalikaKalmenova, one of the first graduate of the PRESETT experimental group at the Karakalpak State University, who has been teaching at school 34, writes about her experience of the new curriculum as a student and emphasizes the courses that she has enjoyed most. She highlights the skills, she has developed thanks to the programme, that turned out to be useful in her teaching.

Yakupova Kamila (institute teacher): PRESETT shaped my personality as well as teaching abilities. Most subjects were focused on developing students' critical thinking, creativity and better language acquisition. My students have learned to work in groups, manage time, prioritise tasks, plan and avoid procrastination.

Saltamuratova Ayna (institute teacher): We should note that the applicants applying for the English Philology Faculty don't usually aim to be teachers in future, preferring to think about professions like a guide or a translator, or simply getting a job in a foreign firm or a company. This tendency has changed in PRESETT groups. Most of the students changed their attitude towards the teaching profession and their minds about future profession.

Asanova Kamila: many of the schools where PRESETT students have their teaching practice in year 4, invite these graduates to work with them after graduation.

Arislanbek: The most challenging, demanding responsibility and clear organisation is research writing. After choosing topics suggested by our supervisors we have done a great investigation, library research, data collection and data analysis. In additionwe have carried out our research during

our teaching practice with college, lyceum and school pupils. Finally, the most exciting day comes when we defend our research papers in front of the state commission. It is an unforgettable day in each student's life as every graduate will get the fruits of his hard work.

Docent Dilbar Khadjieva and the her 4th year student A. Smaylov from Karakalpak State University wrote an article to a PRESETT Newsletter giving a teacher-and-student perspective on the new curriculum. They wrote about how PRESETT helped students develop their language skills and use the new methods of teaching English. They also shared how the University celebrated the "Annual English Week" [3].

Mamirbaeva Dina, docent from Nukus State Pedagogical Institute highlights that the PRESETT Curriculum differed from the traditional programme in language and methodology modules, teaching approach, students' role and etc. After completing all the PRESETT methodology modules, students are skillful enough not only in planning lessons, but also in adapting and designing materials, working with different age groups, using different approaches to teaching and learning, testing and assessment.

DawletmuratovaHurziya: I've been teaching several courses like Reading I & II, Listening and Speaking I & II, Integrated skills I and II for several years within the PRESETT curriculum. We can see the advantages of PRESETT in many aspects. For example, in my classes, I observed the improvement of students' fluency and confidence in language. Particularly, the Integrated skills course is one of the most interesting and useful modules. While preparing a project task, students learn how to organize the time, to work with others, to be creative, to search for information and other valuable skills. The curriculum contains new modules, many of which we never had before. The Listening and Speaking skills course is also very important in learning the foreign language.

The other significant advantage of the PRESETT Programme over the traditional one is that it also aims to develop students' transferrable skills along with the language skills which come in handy not only in their teaching career but also in their further personal lives. Consequently, future PRESETT teachers develop in their students critical and reflective thinking, time and stress management, teamwork skills, problem solving and setting SMART goals that contribute to their personal maturity.

To sum up, comparing with the traditional teaching, PRESETT programme is much more accessible. PRESETT is a need of today's language learning and teaching process because it can meet the needs of today's learners. Nowadays learners want to apply the things learnt in real life situations. In addition, teachers of this programme can bring up pupils who are able to communicate fluently in English everyday situations.

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THE BENEFITS OF TEACHING SUBJECTS WITH THE HELP OF CLIL

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In the subject of bilingual education, CLIL is regarded as a highly successful methodology. Teachers discover that CLIL students actually do better in language classes, topic area classes, and even in their home tongue.

It can overcome these initial challenges and maintain the approach more easily if everyone involved are thoroughly trained in CLIL theory and applications and collaborate to put what they have learned into practice. Many of the obstacles associated with adopting CLIL methodology arise during the curriculum-setting phase.

The benefits of CLIL will become apparent when instructors and students become accustomed to new working and learning methods, feel more at ease, and observe quantifiable outcomes. In addition to providing students with immediate benefits in their language and topic area lessons, an effective CLIL programme can enhance their cognitive functioning over time, increase their communication skills, and create passionate, successful students in the long run.

The benefits of CLIL will become apparent when instructors and students become accustomed to new working and learning methods, feel more at ease, and observe quantifiable outcomes. In addition to providing students with immediate benefits in their

Students in a CLIL programme gain from the same advantages that bilingual individuals generally enjoy in terms of their communicative capacity, and they have additional opportunity to practise these abilities when they transition between the language classroom and the subject classroom. After teaching students how to agree, disagree, and seek for explanation, the language teacher can have them use those techniques to discuss a historical event and its effects. Students will again use their language skills as the history instructor may then plan a debate on whether or not particular historical deeds were right or wrong.

CLIL can frequently boost your students' enthusiasm to learn the material you are giving them. Students may advance more swiftly and firmly as a result than they would if their topics were purposefully kept apart. Since black and white rarely coexist in the real world, allowing two subjects to coexist gives pupils a much better understanding of reality, which is one of the main benefits of CLIL. Just remember that your linguistic aims should come second and the content-specific subject should be your main priority. This will ensure consistency and offer a solid foundation for future language development.

However, compared to students learning their first language in a monolingual programme, students in CLIL and similar additive bilingual programmes also usually perform as well, if not better, on tests of their first language skills (e.g., English language/literacy) [1;110]

There are some following benefits of teaching language alongside content:

-Students gain an understanding of the complexity of teaching and learning;

-Language is used to support subject competences;

-Exposure to the second language is increased;

-Key language skills are developed and applied in a meaningful context;

-General vocabulary is broadened and specialised vocabulary is deepened.
-Facilitates communication during instruction

However, we can see CLIL challenges which are:

-Finding stability amongst them

-A high level of intellectual engagement in CLIL classes

-Time required for acquiring essential vocabulary

-Increased workload and difficulties for pupils

-Limited resources and challenges choosing appropriate content

-Subject teachers' inadequate language proficiency

-Language teachers' inadequate content knowledge

-Content and language assessments made simultaneously

-Learners' inaccuracies when communicating in foreign language

-In some areas, there are not national policies on CLIL and no additional support for CLIL teachers

-It takes a lot of time and does not save curriculum time.

Research on the beneficial interactions between the development of first and second languages is in line with this [3;241]. In terms of academics, CLIL pupils study the same material as students in a matching monolingual programme, with an emphasis on concepts, knowledge, and abilities that are age- and grade-appropriate rather than on simplified work units [2; 131]. However, research has demonstrated that CLIL students do, on average, at least as well on topic knowledge exams as students learning the same curriculum material in their first language, even though they are studying the same curriculum in their non-native tongue [4; 151]. Lastly, research has demonstrated that CLIL students

exhibit greater intercultural awareness and competency, as well as more accepting views towards diverse cultures [5; 370].

An argument for why CLIL tends to yield so many beneficial learning outcomes is provided by Muñoz [6; 35].

The main causes are as follows:

1. Students gain from more effective instruction as well as from relevant and intelligible input.

2. CLIL may improve learners' capacity for input processing, enhancing cognitive growth and preparing them for higher order thinking abilities.

3. The first language is used to foster literacy in CLIL, which is advantageous for the child's cognitive development. Literacy abilities will eventually translate to the other languages.

4. Because CLIL learning occurs in a setting that is comparatively anxiety-free, learners may have a lower affective filter than they would in other circumstances.

5. The desire of students to acquire material in a foreign language may encourage and maintain their desire to learn.

In conclusion, although the advantages of CLIL are frequently highlighted for students, it is equally critical to acknowledge the benefits for educators. Subject content can be incorporated into language courses to help students learn critical language and life skills relevant to the subject matter, as well as to improve teaching enjoyment, topic knowledge, and language teaching abilities.

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USING MEDIATECHNOLOGY IN LANGUAGE LEARNING: A TANDEM METHOD APPROACH TO ENHANCE LISTENING AND SPEAKING SKILLS

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Language learning is a dynamic process that requires active engagement and meaningful interaction. With the advent of mediatechnology, opportunities for language learners to practice listening and speaking skills have expanded exponentially. Among the innovative approaches to language learning facilitated by mediatechnology is the Tandem method, which pairs language learners with native speakers or proficient speakers of the target language for reciprocal language exchange. This thesis explores the utilization of the Tandem method in conjunction with mediatechnology to enhance listening and speaking skills in language learners.

Theoretical Framework:

Tandem (from English "tandem" - a bicycle for two or three) is one of the contemporary methods for learning a foreign language, and it is gaining popularity worldwide. The tandem method involves self-directed language learning between two partners with different native languages, who work

together [1; 39]. During sessions, each partner takes turns acting as both the "learner," studying the foreign language, and the "teacher," serving as an expert in their native language.

The idea of learning foreign languages in tandem emerged in Germany in the late 1960s from projects involving German-French youth exchanges. In the early 1970s, the "Working Group for Applied Linguistics of the French Language" was founded, which, upon the request of DFJG (German-French Youth Office), developed a program for learning French in pairs. It was during this time that the term "tandem" was coined, referring to meetings in the mornings and during free time, based on pre-prepared materials [2; 34].

In the 1980s, tandem learning gained traction in many European universities. From 1994 onwards, numerous European Union projects conducted research on this method of language learning, and it was successfully implemented in practice in over 30 European universities, schools, and other educational institutions. Between 1992 and 1994, the International Email Tandem Network began creating remote tandems (particularly written tandem learning, utilizing email and other internet resources), leading to the development of new didactic materials for language learners and teachers.

Today, tandem is an alternative form of language learning widely used in many European and non-European countries, in schools, language courses, and even universities. Tandem is conducted in a minimum of 22 languages: Albanian, Arabic, Basque, Bulgarian, Danish, German, English, French, Galician, Greek, Italian, Japanese, Catalan, Latvian, Polish, Portuguese, Serbo-Croatian, Slovenian, Spanish, Czech, Turkish, and Hungarian. [2; 41]

But the two most studied languages using this method are German and English. This is because the tandem method originated and developed in Germany, making it most developed for the German language, as well as because the majority of language learners aim to learn English as an international language.

Here are some activities to develop listening skills:

1. Jigsaw listening and viewing: Divide the class into two groups. Ask one group to leave the classroom while the other group watches a segment with the sound turned off. The first group returns, and the second one leaves the room. Replay the segment, this time with sound but without visuals. Then, reunite the groups, pair them up, and have them discuss what happened on the screen and who said what.

2. What are they thinking? This exercise is based on the idea that people don't always say what they're thinking. Pause the film at key moments and ask students to speculate on the speaker's true thoughts.

3. Character role-play: Assign each student a character to study. Instruct them to pay close attention to how the role is portrayed during the viewing. Then, have the students perform their roles from memory. They don't need to reproduce the text verbatim, just play according to the character. If the selected segment is very short, they can memorize the roles. Then, turn off the sound, and have the students voice their characters during the viewing.

4. Character study: Working in groups, students write down words they associate with each of the story's characters and explain why they believe these words suit the character.

5. Deducing dialogue from pictures: Choose a scenario consisting of a dialogue between two people. Write down only one role on paper, leaving gaps instead of the other – a gapped dialogue. Prepare enough gaps for each pair of students.

Here are some games and activities to develop speaking skills by means of mediatechnology.

1. Online Debate Forums: Engage in structured online debates on platforms like Reddit or specialized debate forums. This encourages participants to articulate their thoughts clearly and persuasively.

2. Virtual Language Exchanges: Connect with language learners from around the world through language exchange apps or websites. This allows for real-time conversations in different languages, helping to improve speaking skills.

3. Voice Messaging Apps: Use voice messaging features on messaging apps like WhatsApp or Telegram to practice speaking. Send voice messages discussing various topics or engage in voice chats with friends or language partners.

4. Speech Recognition Software: Utilize speech recognition software like Google's Speech-to-Text or Apple's Dictation to transcribe spoken language. This can be used for dictation exercises or pronunciation practice.

5. Online Public Speaking Platforms: Join online public speaking platforms like Toastmasters or platforms that host virtual speaking events. Participating in public speaking events virtually provides opportunities to practice speaking in front of an audience.

6. Podcast Hosting: Start a podcast or participate as a guest on existing podcasts. Hosting or guesting on podcasts allows individuals to practice speaking in a conversational and engaging manner.

7. Language Learning Apps with Speaking Exercises: Use language learning apps like Duolingo or Rosetta Stone, which include speaking exercises where users repeat phrases or engage in conversations with virtual characters.

8. Video Blogging (Vlogging): Start a video blog on platforms like YouTube or TikTok where you discuss various topics. Vlogging requires speaking confidently and clearly to engage viewers.

9. Voice Acting: Practice voice acting by dubbing videos or cartoons. This helps improve vocal expression, intonation, and articulation.

10. Virtual Reality (VR) Conversation Simulations: Engage in virtual reality simulations designed for language learning, where users interact with virtual characters in simulated real-life scenarios, such as ordering food at a restaurant or asking for directions.

These activities leverage media technology to provide engaging and interactive opportunities for developing speaking skills.

In conclusion, the integration of mediatechnology in language learning through the Tandem method offers promising opportunities for enhancing listening and speaking skills. By providing learners with authentic, interactive, and personalized language practice opportunities, mediatechnology-mediated tandem exchanges contribute to meaningful language learning experiences. However, to fully harness the potential of this approach, it is essential to address technological challenges, promote intercultural competence, and provide ongoing support for learners and tandem partners. Further research is warranted to explore the long-term impact of mediatechnology-enhanced tandem exchanges on language proficiency development and to identify best practices for implementation in diverse language learning contexts.

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BENEFITS OF COMPUTER-BASED TECHNOLOGY IN ENGLISH CLASSES

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In today's rapidly evolving educational landscape, the integration of computer-based technology has revolutionized teaching and learning practices, particularly in the realm of language education. This article delves into the multifaceted advantages of incorporating computer-based technology into English language classes, highlighting its transformative impact on student engagement, personalized learning, access to authentic materials, collaboration and communication, and the provision of immediate feedback.

Methodology:

a. Enhanced Engagement:

Engagement lies at the heart of effective learning. By harnessing the power of computer-based tools such as interactive educational software, gamified learning platforms, and virtual reality simulations, educators can create dynamic and immersive learning experiences that captivate students' attention and foster active participation. Interactive activities, such as online quizzes, language games, and multimedia presentations, not only make learning more enjoyable but also serve to reinforce language concepts in a memorable and engaging manner.

b. Personalized Learning:

One size does not fit all when it comes to education. Every student has unique learning preferences, strengths, and areas for improvement. Computer-based technology enables educators to tailor instruction to meet individual student needs through adaptive learning platforms, personalized learning paths, and differentiated instruction. By leveraging algorithms and data analytics, these platforms can dynamically adjust the difficulty level of exercises, provide targeted remediation, and offer personalized feedback, thereby optimizing the learning experience for each student.

c. Access to Authentic Materials:

Language learning extends beyond the confines of the classroom. The internet serves as a treasure trove of authentic English materials, including articles, videos, podcasts, social media posts, and online forums. By integrating these authentic resources into English classes, educators can expose students to real-world English usage in diverse contexts, ranging from formal academic discourse to informal colloquial speech. Engaging with authentic materials not only enhances students' language proficiency but also cultivates cultural awareness, critical thinking skills, and digital literacy.

d. Collaboration and Communication:

Language learning is inherently social. Computer-based technology facilitates collaboration and communication among students, both within the classroom and beyond. Online collaboration tools, such as discussion forums, collaborative writing platforms, and video conferencing software, enable students to interact with peers locally and globally, fostering cross-cultural exchanges and intercultural communication skills. Collaborative projects, virtual language exchanges, and online debates provide opportunities for students to practice English in authentic communicative contexts, thereby enhancing their fluency and confidence in using the language.

e. Immediate Feedback:

Feedback is a cornerstone of the learning process. Computer-based tools offer the advantage of providing immediate and actionable feedback to students on their language proficiency, grammar accuracy, pronunciation, and vocabulary usage. Automated feedback mechanisms, such as error correction algorithms, language analysis tools, and speech recognition software, allow students to receive instant feedback on their performance, enabling them to identify and correct errors in real-time. This timely feedback loop promotes self-directed learning, facilitates continuous improvement, and empowers students to take ownership of their learning journey.

Conclusion:

In conclusion, the integration of computer-based technology into English classes offers a plethora of benefits that extend far beyond traditional teaching methods. By leveraging technology, educators can create dynamic, interactive, and personalized learning environments that cater to the diverse needs and preferences of students. From enhancing engagement and access to authentic materials to promoting collaboration, communication, and providing immediate feedback, technology serves as a powerful catalyst for transforming language education in the digital age. As we continue to embrace technological innovations, it is imperative for educators to harness the full potential of computer-based technology to cultivate the language skills, global competence, and digital literacy required for success in the 21st century.

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USING MODERN TECHNOLOGICAL DEVICES IN TEACHING SPEAKING FOR YOUNG LEARNERS

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Speech is not an innate ability, but is formed and develops in parallel with the child's mental and physical development throughout life. Communication between people using language is called speech. According to the method of expression, speech is oral and written.

Spoken speech differs from written speech in the following way: spoken speech, sound is speech. Written speech is graphic speech. Language is created with the help of these tools.

With the help of speech, people not only inform about what is happening at a certain time, but also transmit the knowledge, customs, and values accumulated by mankind over the centuries from generation to generation. Humans use language to express ideas. Of course, a person thinks about what to talk about before expressing his opinion.

Thinking is an important tool in the growth of human speech and thinking. Communication is the main form of interpersonal relationships, through which people interact with each other spiritually, exchange information, interact with each other, feel and understand each other [1; 4]. Thought and speech are inextricably linked. Both oral and written speech serve for people to communicate. Oral speech can be monologic and diological speech. A monologue, as the name suggests, is a speech by one person.

Dialogue is a conversation between two or more people. Both types of speech are included in the concept of active speech.

The speech is not read, but listened to. Therefore, for pure communication, it is necessary to strictly follow the norms of literary language.

The higher the speaking technique of the speaker, the less boring the conversation will be for the listener. The general state of mind between the speaker and the listener, that is, their understanding of each other, is important.

Speech technique refers to the speaker's speech in various ways, based on the norms of the literary language. Naturally, this is also the speech culture of the speaker.

When the communication culture is called, the following is meant:

1. The art of speaking.
2. Ability to listen.
3. Correct understanding of the interlocutor (objective assessment).

4. Being able to relate to anyone.

While giving a speech, the speaker should monitor the effectiveness of his speech. Otherwise, the audience listening to it may get bored. If such a situation occurs, the speaker skillfully changes his speech to activate the listener's attention, engage the listener in conversation and organize various questions and answers.

Effectiveness of the speech increases if communication tools, phrases, sentence structure rules, words, intonation (tone), facial expressions, hand movements, and pauses are used correctly in the speech.

It is necessary to pay attention to the development of word ingenuity in the student, the development of learning to create a story by linking the found words together, and the development of speech technique during recitation.

*One optional word is written on the board (choose as long as possible).

*With each letter of the selected word, another new word is formed.

* One letter can be used repeatedly.

* A few dozen words can be formed from one word, and a small story is created using these words.

This technology also makes students very active with its interesting findings. Enriches imagination, develops and shapes speech.

Developing the student's imagination through drawing and developing speech through describing the drawing.

Training procedure (in practical training)

*The student draws the picture he wants on the board. *Makes a story based on the picture he draws.

*The next student continues drawing the picture started by the first student according to his imagination and he also tells the story.

* In this way, several students can continue drawing.

The use of the game called "Appearance and character lines" in the course of the lesson is of great importance in the development of speech, and by using this technology, the student's speech develops significantly.

The use of this technology in lessons plays an important role in increasing the student's vocabulary and fluency of speech.

Procedure for conducting the training (in practical training) *The student describes the appearance and character of a person. *Who is being referred to will be kept secret.

* Depending on the given definition, other students will find out who the person is.

1. Draw a picture and describe it.

Description of technology.

The purpose of technology.

2. Appearance and character traits. It is a description of the technology.

In conclusion, innovative technologies are important in the development of speech techniques. The wide use of speech techniques to make the speech beautiful and to increase the impact on the listener will have a good effect. In diplomatic relations, speaking techniques are widely used and it gives good results. That is why innovative technologies in the development of speech techniques give effective results to students.

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DEVELOPMENT OF READING COMPREHENSION OF A2 LEVEL.

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One of the main strategies for developing reading comprehension at the A2 level is to focus on increasing vocabulary. Introducing and reinforcing basic vocabulary related to common themes and topics helps students understand the meaning of words and phrases in context. By expanding their vocabulary, students can better understand and interpret written texts, which allows them to extract key information and understand the overall message more effectively. Another important aspect of developing reading comprehension skills at A2 level is reading is to provide students with graded reading materials appropriate to their skill level. These texts must be interesting, relevant, and appropriately challenging to stimulate students' interest and motivation. Graded reading materials help students practice reading comprehension in a structured and systematic way, gradually increasing their proficiency and confidence across a variety of texts. In addition to using graded reading materials, pre-reading activities can also enhance comprehension. Engaging students in activities such as predicting content, discussing the topic, or brainstorming ideas related to the text before diving into the text can activate their prior knowledge and set the context for better understanding. Pre-reading activities prepare students for the upcoming text and help them make connections between their existing knowledge and the new information they encounter.In addition, teaching specific reading strategies such as skimming and skimming is necessary to teach students how to navigate texts effectively. Skimming involves reading the text quickly to get the main idea, while scanning is looking for specific information or details. These reading strategies allow students to effectively extract key information, identify important details, and understand the overall structure of a text. Comprehension questions play an important role in assessing students' understanding of a text and strengthening their reading comprehension skills plays After reading a text, asking comprehension questions that require students to recall information, make inferences, or analyze the text can help assess their comprehension. Encouraging students to answer questions in complete sentences develops language production and strengthens reading and writing skills at the same time. After reading a text to reinforce vocabulary knowledge and deepen understanding It's useful to practice practicing vocabulary. Reviewing key vocabulary in the text, discussing their meanings, and applying them in context can help consolidate memory and strengthen understanding. Encouraging students to incorporate new words into their language practice increases their vocabulary and supports general language development. Incorporating interactive activities such as discussions, role-plays, or debates based on reading material can further enhance students' reading comprehension skills. These activities encourage active participation, critical thinking, and engagement with the text, promoting deeper understanding and application of the content. Interactive activities also encourage cooperative learning experiences and allow students to practice language skills in a communicative context.

Reading comprehension is a crucial skill that plays an important role in language acquisition and comprehension. At A2 level, students usually have a basic understanding of the language and can understand simple texts on familiar topics. Consider the following strategies and activities to develop reading comprehension skills at A2 level:

Focus on building a solid foundation of vocabulary. Include keywords and phrases related to common themes and topics to enhance understanding. Providing students with graded reading material specifically designed for the A2 level qualification. These texts should be interesting, relevant, and appropriately challenging for students at this stage engage in pre-primary activities. Teach specific reading strategies such as skimming (reading the main idea quickly) and skimming (looking for specific information) to help students navigate texts effectively. After reading the text, ask comprehension questions to assess understanding. Encourage students to answer questions in complete sentences to reinforce reading and writing skills at the same time. Review key vocabulary in the text after reading to reinforce recall and deepen understanding.Encourage students to use new words in context to reinforce their meaning.Encourage students to summarize the main ideas or main ideas of the text in their own words. It develops critical thinking and enhances comprehension and

retention. To encourage active participation and strengthen understanding, include interactive activities such as discussions, role-plays, or debates based on the reading material. To develop higher-order thinking skills and develop deeper understanding, o 'engage students in predicting outcomes, making inferences or making inferences based on the text.

Provide constructive feedback on reading comprehension exercises and encourage students to reflect on their strengths and areas for improvement. Offer extra help or practice if needed. By incorporating these strategies and activities into language lessons and practice sessions, A2 students can improve their reading comprehension skills and build confidence in understanding written texts and can achieve higher levels of language proficiency.

Conclusion.

In summary, developing reading comprehension skills at A2 level vocabulary building, graded reading materials, pre-reading activities, reading strategies, comprehension questions, vocabulary check , requires a holistic approach that combines interactive activities and feedback mechanisms. By effectively implementing these strategies and activities, students can improve reading comprehension skills, build confidence in understanding written texts, and achieve higher levels of language proficiency. With consistent practice and support, students can build a strong foundation in reading comprehension that will benefit them as they move forward in their language learning journey.

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SHE’RIY TARJIMADAGI MUAMMOLAR

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Tarjima ijodiy jarayon bo’lib, boshqa tilda asarni qayta yaratish san’atidir. Tillar, she’riy tizimlar, vazn, musiqaviy omillar orasida farq mavjud. Biroq mazkur farqlarni tarjimada qayta yaratish orqali tarjimamatni yaratiladi [2;196]. She’riyat tarjimasi tarjimaning boshqa turlariga nisbatan murakkabroq bo’ladi va buning o’ziga yarasha bir qancha sabablari mavjud. Jumladan, she’riy asarlarda ijodkorning o’y-fikrlari, tasavvuri obrazli shaklda bayon etiladi va tarjimondan asarni qiymatini yo’qotmagan holdabir tildan ikkinchi tilga o’girish talab etiladi. Adabiyotning boshqa janrlaridan farqli o’laroq she’rdagi go’zallik shunchaki to’g’ri tanlangan so’zlar yoki ma’no uyg’unligi bilan emas, balki jarangdor qofiya, ohang, kundalik hayotda doim ham kuzatilmaydigan badiiy bo’yoqqa ega so’zlar orqali aks ettiriladi. She’riy tarjimaning qiyinchiliklaridan biri shundaki, unda barcha so’zlarni aks ettirishning har doim ham iloji yo’q – vazn, qofiya va radif kabi she’riy unsurlar shuni taqozo etadi. Chunki, nasrdagi kabi bunda erkin harakat qilib, mazmunni imkon qadar to’la va tushunarli ifodalash payidan bo’lolmaysiz [1;98]. She’riy tarjima jarayonida eng ko’p kuzatiladigan muammolarga quyidagilar yaqqol misol bo’la oladi:

1.She’riy tuzilish. She’rdagi sintaktik tuzilish va so’zlar tartibi nasriy asarlardan katta farq qiladi. Ya’ni nasrda asosiy urg’u ma’noni to’liq va aniq yetkazib berishga qaratilsa, she’riyatda

avvalo ohang hisobga olinadi. Shu sababdan she'riyatda inversiya(so'z tartibining o'zgarishi) hodisasi ko'p uchraydi. Bir tildagi o'zaro qofiyadosh so'zlar ikkinchi tilda buning mutlaqo aksi bo'lishi mumkin. Mana shunday vaziyatlarda tarjimondan uddaburonlik, puxta egallangan leksikologiya ilmi talab etiladi, chunki bunday holatda vaziyatdan oqilona chiqib ketish muhim hisoblanadi. Ma'noni aniq bera oladigan so'zlar tarjima qilinayotgan tilda mavjud bo'lsa, so'zma-so'z tarjima usulidan foydalansa bo'ladi. Aks holda bir so'zni butun boshli gap yoki so'z birikmasi bilan ifodalash holatlari kuzatiladi va bunda gaplarning sintaktik tuzilishi butkul o'zgarib ketadi. Masalan, shoira Xurshidabonu qalamiga mansub ushbu she'r tarjimasiga e'tibor bersak:

Dunyo kulaverma hadeb holimga,
Biryon etma quloq tutmay nolamga-
O't qo'yib ketaman butun olamga,
Cho'g'siz o'chog'ingda nima bor menga?

The world, listen to my mournful song,
Do not laugh at me-
Or shall I bind my singing tongue?
How can I live without love[ziyouz.com rasmiy sayti].

Mana shu to'rt misra she'rning o'zida bir qancha she'riy tarjima vositalari uchraydi. Avvalo, dastlabki ikki misraning o'rni tarjimada o'zgargan va bu usul *song* va *tongue* so'zlarini qofiyadosh qilish uchun qo'llangan. Shuningdek,*biryon etma quloq tutmay nolamga* jumlasidagi inkor ma'nosi yo'qotilib, sodda inkor gapga aylantirilgan:*listen to my mournful song*(qayg'uli qo'shig'imni tingla). Keyingi ikki misra esa butkul o'zgartirib yuborilgan, sababi ularda asosan so'zni emas, balki ma'noni yetkazib berishga urg'u qaratilgan. *O't qo'yib ketaman butun olamga – shall I bind my singing tongue*(sayroqi tilimni bog'lab qo'yaymi?). *Cho'g'siz o'chog'ingda nima bor menga – how can I live without love*(sevgisiz qanday yashayman?).

2. Adabiy yoki estetik muammolar. She'rdagi estetik jihatlar so'z tartibi va tovushlar bilan bir qatorda kognitiv ya'ni mantiqiy ma'noda ham yetkaziladi. Bu estetik jihatlar mustaqil ma'noga ega emas, lekin ular matndagi har xil ma'no turlari bilan o'zaro bog'liqdir. Demak, tarjimon so'z tanlash, so'z tartibi va tovushlar bilan bog'liq xatolarga yo'l qo'ysa, asl she'rning go'zalligiga putur yetkazadi va buzadi.

She'rdagi estetik jihatlar she'riy tuzilish, metafora va ohangga bog'liq. She'riy tuzilish deganda asl she'rning yaxlit rejasi, har bir misradagi alohida gaplarning shakli va muvozanati tushuniladi. Metafora esa tovush, sezgi, ta'm va hid hissini uyg'ota oladigan visual tasvirlar bilan aloqador hisoblanadi. Ohang deganda esa qofiya, ritm, assonans, onomatopiya va boshqalar tushunilishi mumkin. Tarjima jarayonida ushbu detallarning hech biri e'tiborsiz qoldirilmaydi.

3.Metaforalar. Metafora tildagi universal hodisa bo'lib, u barcha tilga xosdir. Uning universalligi makonda va zamonda, til strukturasida hamda uning vazifalarida namoyon bo'ladi. Metafora o'zida fundamental madaniy qadriyatlarni aks ettiradi, zero, u milliy-madaniy dunyoqarashga asoslangandir[4;117]. Tarjimada metafora haqidagi qarashlarni uch qismga bo'lish mumkin:

a) metaforani tarjima qilib bo'lmaydi (Nida, Vinay, Darbelnet va Dagut usbu g'oya tarafdorlari);

b) metafora boshqa tarjima manbalari kabi to'liq tarjima qilinadi (Klyopfer, Meyson va Kurt ushbu g'oya tarafdorlari);

c) metaforalar tarjima qilinishi mumkin, lekin asli kabi bir xil ma'no bera olmaydi (Den Broyk, Alvares, Turi, Nyumark, Snell-Xornbi, Raydman va Diges shunday deya ta'kidlashgan).

Nyumark metaforik iboralarni tarjima qilish uchun yetti protsedurani taklif qilgan. Birinchi protsedura metaforani tarjima qilinayotgan tilga to'g'ridan to'g'ri o'tkazishni oz ichiga oladi. Masalan, *ray of hope* iborasi*umid nuri* deb tarjima qilinsa xato bo'lmaydi

Ikkinchi protsedura bir tildagi tasvirlarni ikkinchi til madaniyat cheklovlari doirasida standart ibora bilan almashtirishdir. Masalan, ingliz tilidagi *my life hangs on a thread* iborasini o'zbek tiliga *hayotim qil uchida* deb tarjima qilsa bo'ladi.

Qolgan protseduralar she’riy tarjima sohasiga muvofiq deb topilmagan. Shu o’rinda, tarjimon metaforik iboralarni qanchalik o’zgartira olishi haqida savol tug’iladi. Bu muhimlik va ifodalilikka bog’liq. Agar iboralar o’ziga xolik jihatidan juda ifodali bo’lsa, iboralar obyekt, obraz, ma’no va metafora jihatidan asliyatga imkon qadar yaqin bo’lishi kerak.

Shuningdek, madaniyatni aks ettiruvchi iboralar haqida ham so’z yuritsak. Ma’lumki, iboralar ikki turga bo’linadi: umumiy va madaniy jihatdan bog’langan iboralar. Umumiy iboralar dunyodagi aksariyat madaniyatlar bilan bir xil semantik ma’noga ega bo’lgan so’zlardan iborat bo’ladi. Madaniy jihatdan bog’langan iboralar deyilganda esa asosan bir millat, hudud vakillarigagina xos bo’lgan iboralar tushuniladi. Ularni ikkinchi tilga o’girish jarayonida so’zma so’z tarjimadan foydalanilsa, ma’no to’laqonli yetkazilmay qolishi yoki g’ayritabiiy ibora hosil bo’lib qolishi mumkin. Shuning uchun bu vaziyatda ma’noni aynan yetkazib bera oladigan ekvivalent topish, aks holda metaforik iborani oddiy so’z birikmasi yoki gap bilan almashtirish usullarini qo’llagan ma’qul.Agar nomuvofiq usuldan foydalaniladigan bo’lsa, tarjimada bu kamchilik yaqqol ko’zga tashlanadi. Misol sifatida Cho’lponning ‘‘Qalandar ishqi‘‘ she’rini oladigan bo’lsak:

Karashma dengizin ko’rdim, na nozlik to’lqini bordir,
Halokat bo’lg’usin bilmay, qulochni katta otdimku.

Dastlabki misradagi *karashma dengizi* iborasi haddan oshiq nozlanish, degan ma’noni anglatadi. Lekin she’r tarjimasida bu ibora o’z holicha qoldirilgan va ma’no noaniqligi yuzaga kelgan:

I saw the sea of Karashma, there is no wave of tenderness,
Unaware of catastrophe, i shot him in the arm. [kh-davron.uz sayti]

Xulosa o’rnida shuni aytishim mumkinki, tarjimaning boshqa har qanday turi bilan bir qatorda she’riy tarjima ham muhim ahamiyat kasb etadi. She’riy asarlarni tarjima qilish jarayoni yuqorida sanab o’tilgan bir qancha sabablarga tufayli nisbatan murakkab jarayon hisoblanadi va tarjimondan yetarli malaka, kasbiy ko’nikma va tajriba talab etadi. Bir she’rni ikkinchi tilga o’girishda avvalo uni o’qib, undagi mazmunni to’liq tushunish juda muhim, chunki she’riy asarlar tarjimasida gaplar va so’zlar tartibi o’zgarishi normal holat hisoblanadi. Muhimi, she’rdagi asosiy ma’no, qofiya va jarangdorlikni yo’qotmaslik. Ushbu qiyinchilikni chuqur anglab yetgan Robert Frost bu haqida shunday degan edi:‘‘Biz she’riyatni tarjimada yo’qotamiz‘‘.

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ИНГЛИЗ ТИЛИДАГИ СИФАТДОШЛАРНИНГ ЎЗБЕК ТИЛИГА ТАРЖИМАСИ МУАММОЛАРИ

Ажиниёз номидаги НДПИ инглиз тили
укитувчиси-Авезимбетова А.Дж.
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Грамматика тилнинг грамматик системасини, грамматик урилишини ўрганади. Грамматиканинг асосида категориялар ётади. Грамматик категория ўз навбатида грамматик маъно ва грамматик формаларни ажралмас бирликларидан ташкил топади. Гап тузишдек мураккаб жараёнда иштирок этувчи тил яруси бўлган грамматика тилшуносликда асосий ўрин эгаллайди. Ҳар бир тил ўзининг грамматикасига эга. Инсон ўз фикрини ана шу грамматика воситасида тушунтиради.

Ўзбек тилидаги сифатдошларни тадқиқ этган тилшунос Р. Жуманиёзов уни «… феъллик ва сифтлик белгиларига эга бўлган…» деб ифодалайди. Лекин шу муаллифнинг ўзи сифатдошларни феъл формаси деб атайди. Феъл шакли бўлган сўзда феъллик белгиси, яъни

хусусияти бўлиши табиий. Шунинг учун сифатдошга берилган ҳар қандай изоҳ таркибидан феъллик белгиси иборасини чиқариб ташлаш керак. Шу жиҳатдан олиб қараганда, педагогика билим юртлари учун чиқарилган «Ўзбек тили» дарслигида сифатдошга «Сифатдош предметнинг белгиси бўлган ҳаракгни анлатувчи феъл формасидир» деб берилган изоҳни жуда тўғри деб ҳисоблаш мумкин. Яъни сифатдош феъл туркумидаги сўз ҳисобланса-да, лекин у сифат хусусиятига эгадир. Кейинги нашр этилган монография ва дарсликларда шу нуқтаи назарга таянилган.[1;98]

Сифатдош сифатлик хусусиятга эга бўлгач, гапда сифатловчи вазифасини ўтаб келади. Бу ўринда фақат эга билан боғлик ҳолдаги сифатловчи, яъни аниқловчини тушунмаслик керак, чунки у гапда тўлдирувчи, ўрин ҳоли ва хатто от-кесим вазифасида ҳам кела олади. Масалан: Оққан дарё оқаверади (мақол) гапида оққан сифатдоши эга вазифасидаги дарё сўзининг, Оллоҳ ёрлақаган кишини пайғамбар сиёлабди (мақол) гапидаги ёрлақаган сифатдоши тўлдирувчи вазифасидаги кишининг сўзининг, Туйдирган ерга қирқ йил салом бер (мақол) гапида тўйдирган сифатдоши ўрин ҳоли вазифасидаги ерга сўзининг, Атроф-кўм-кўк гуллаган водий (Уйғун) гапидаги гуллаган сифатдоши от-кесим вазифасидаги водий сўзининг сифатловчиси вазифасини ўтаган. Умуман, у сифатга хос сифатловчилик ситактик вазифасини барча ҳолатларда бажара олади.[2;113]

Сифатларнинг синтактик вазифаси фақат сифатловчи бўлиб қолмай, у кесимлик вазифасини ҳам ўтайди. Шунинг учун Ж.Мухторов уни «Тусловчи аффиксларини олиб, аниқлик майлига хос замон формаларини ҳосил қилади ва гапда кесим вазифасида кела олади» деб кўрсатадаи. Масалан, Ўт чақнаган кўзларини кўрганман (М. Эгамбердиева) гапида кўрганман сифатдоши кесим вазифасида қўллаган. У ўтган замон, I шахс, бирликда тусланган. Яъни сифатга хос барча хусуиятларга эга бўлгани щолда, унга хос барча синтактик вазифаларни ўтай олган.Сифатларнинг яна бир ўзига хос хусусияти уларнинг субстантивлашиш, яъни отлашишдир. Сифатдошлари шу жихатдан сифатларга жуда яқин туради, улар отлашиб, келишик қўшимчалари билан турланади. Сифатдош отлашганда эга, тўлдирувчи, қаратқичли аниқловчи синтактик вазифасида қўлланган.

А.Н. Кононов ҳам сифатдошнинг эга, кесим, аниқловчи, тўлдирувчи ва ҳол синтактик вазифаларни бажариш ҳақида гапириб, унинг вазифаси от вазифаси билан мувофиқдир, деб кўрсатилган. Бу ҳринда у сифатдошнинг отлашуви унинг от каби синтактик вазифа бажаришга олиб келганлигини ҳисобга олмаган.[3;64]

Яна шуни ҳам айтиш керакки, сифатдош отлашиб, от-кесим вазифасини ҳам бажаради: Йигит кишининг уялгани-ўлгани (мақол) гапида ўлгани сифатдоши отлашиб, от-кесим вазифасини ўтаган. Сифатдош эллипсис натижасида отлашиб ҳол васифасида келар экан, у фақат пайт ҳоли бўла олади. Масалан: Туянинг думи ерга текканда келасан (мақол) гапида текканда сифатдоши отлашиб, ўрин келишиги қўшимчасини олиб, пайт ҳоли вазифасини бажарган.

Хулоса қилиб айтиш мумкинки, сифатдошлар қуйидаги хусусиятларга эга:

Сифатдошлар сифатлик хусусиятига эга феъллардир.

Сифатдошлар сифат каби гапда сифатловчи вазифасида эга, тўлдирувчи, ўрин щоли ва от-кесимларни сифатлаб келади.

Сифатдошлар, сифатлар каби, отлашади ва эга, тўлдирувчи, қаратқичли аниқловчи, пайт ҳоли, от-кесим вазифаларини ўтайди.

Сифатдошлар фақат отлашганда от туркумига хос синтактик вазифани бажаради.

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ЛЕКСИЧЕСКАЯ КОМПЕТЕНЦИЯ ОСНОВА ОБУЧЕНИЮ ИНОСТРАННОМУ ЯЗЫКУ

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В современном обществе знание иностранных языков играет важную роль в профессиональной деятельности. Одним из ключевых аспектов владения иностранным языком является лексическая компетенция. Опыт компетентности помогает студенту адаптироваться к окружающей действительности как социальной, так и индивидуальной. Поэтому организация этого опыта зависит от мышления учащегося, его уникальных особенностей, творческого самовыражения и способов интенсивного воздействия на его ситуации. [1; 686]. Лексическая компетенция включает в себя знание и использование различных слов и выражений, а также способность правильно применять их в контексте. [2] Она является неотъемлемой частью языковой компетенции и играет важную роль в формировании профессионально-коммуникативной компетенции у студентов неязыковых вузов.

Лексическая компетенция включает в себя не только знание отдельных слов и выражений, но и умение использовать их в различных коммуникативных ситуациях. Она включает в себя как пассивный навык понимания иностранной речи, так и активный навык выражения своих мыслей на иностранном языке. Лексическая компетенция является важной составляющей экспрессивных и рецептивных видов речевой деятельности.

Лексическая компетенция входит в структуруязыковой компетенции, которая является составной частью иноязычной коммуникативной компетенции. В состав лексической компетенции входят следующие компоненты: мотивационный, когнитивный, деятельностно-практический и рефлексивный.

В процессе развития лексических навыков как продуктивного, так и рецептивного характера происходит становление лексической компетенции - способности учащихся определять контекстуальное значение слова, сравнивать его объем в двух и более языках, выявлять в нем специфически национальное, характерное для культуры народа, который говорит на данном языке. Показателем сформированности лексической компетенции является способность учащихся решать задачи, связанные с усвоением иноязычного слова при практическом пользовании им в речи на основе приобретенных знаний и соответствующих навыков.

Формирование лексической компетенции происходит на различных уровнях и включает в себя несколько стадий. На первом уровне студенты знакомятся с основными лексическими единицами и учатся правильно их произносить и понимать. На втором уровне студенты расширяют свой словарный запас и учатся использовать слова и выражения в контексте. На третьем уровне студенты развивают свою лексическую грамотность и учатся правильно выбирать слова и выражения в зависимости от ситуации общения.[3]

Лексические навыки играют важную роль в контексте междисциплинарных связей. В профессиональной деятельности студенты часто сталкиваются с терминологией и специфической лексикой своей области. Правильное использование и понимание этих слов и выражений является ключевым фактором в успешной коммуникации и сотрудничестве с коллегами из других областей.

Существует множество методик и подходов к формированию лексической компетенции. Одним из них является использование аутентичных материалов, таких как фильмы и аудиозаписи, для расширения словарного запаса и улучшения понимания речи на иностранном языке. Другим подходом является активное использование терминологии и специфической лексики своей области в учебном процессе. [4]

В области лексической компетенции проводятся многочисленные исследования. Некоторые из них фокусируются на разработке новых методик и подходов к формированию лексической компетенции у студентов. Другие исследования изучают специфику лексической

компетенции в различных профессиональных областях и исследуют ее влияние на успешность профессиональной деятельности.

Таким образом, мы может сказать, что лексическая компетенция является неотъемлемой частью языковой компетенции и играет важную роль при обучении иностранных языков. Формирование лексической компетенции требует определенных условий и может осуществляться с использованием различных методик.Правильное использование и понимание различных слов и выражений в контексте способствует успешной коммуникации и сотрудничеству в профессиональной среде. Формирование лексической компетенции требует систематического обучения, использования различных методик и подходов, а также учета специфики профессиональной области студентов.

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РАБОТА С ТЕКСТОМ ПО НОВОЙ ТЕХНОЛОГИИ

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На сегодняшний день ключевая задача преподавания - данное никак не только лишь накапливание учащимся конкретного средства познаний, умений, однако а также организация ученика равно как независимого субъекта просветительной работы. В основании нынешного воспитания находится динамичностьметода а также, то что никак не меньше немаловажноразвитяучащегося. Непосредственно данной миссии - обучению созидательной, интенсивной персоны, способной обучаться, стримится к совершенству независимо, а также покоряются ключевые проблемы нынешного воспитания.

Современный аспект к учебе дает возможность таким образом сформировать академический ход, то что ребятам на занятияхдоставляет выгоду, никак не преобразуясь попросту в потеху либо забаву. А также, способен являться, непосредственно на этом занятии, равно как заявлял Оратор, «зажгутся взгляд выслушивающего об взгляд говорящего».

Установление «инновация» равно как преподавательский аспект попадается зачастую а также объединяется, равно как принцип, к суждению «новшество», «новизна». Среди вместе с тем, нововведение в четком переходе вместе с латинского стиля означает никак не «новое», а «в новое». Непосредственно данную коннотационную нагрузку инвестировал в слово «инновационное» в окончании прошедшего столетия Дж. Боткин. Некто а также обозначил ключевые особенности «дидактического портрета» данного способа, сосредоточенного в формирование возможности учащегося к самосовершенствованию, независимому отыскиванию заключенийк коллективной работы в новейшей условия.

Важность инноваторского преподавания заключается в последующем:

- соотношение концепции гуманизации воспитания;
- преодолевание формализма, авторитарной манеры в концепции обучения;
- применение личностно -ориентированного преподавания;
- отбор обстоятельств с целью выявления креативной возможности учащегося;

- соотношение социокультурной необходимости нынешнего сообщества
- независимой созидательной работы.

В основании инноваторского преподавания служат последующие технологические процессы:

- формирующая подготовка;
- проблематичная подготовка;
- формирование предельного мышления;
- разграниченный аспект к учебе;
- формирование условия и преуспевания назанятиях .

Ключевыми принципами инноваторского преподавания считаются:

- новаторство (направленность в творческий процесс) ;
- овладение познаний в концепции;
- нестандартные фигуры уроков;
- применение наглядности.

А сейчас желаю переключиться в единую методическую основу инноваторского преподавания к способам.

Присутствие применении инноваторских технологий в обучении русскому языку а также литературе благополучно используются последующие способы:

- ИНСЕРТ (диалоговая концепция журнал с целью успешного чтения а также рассуждения) ;
- медуллярное нападение;
- массовое обсуждение вопроса;
- прочтение вместе с остановками
- кластеры;
- синквейн;
- «Продвинутая лекция» ;
- очерк;
- основные определения;
- спутанные закономерные цепочки;
- нравоучительная забава;
- языковедческая игра в карты;
- языковедческий намек (указание) ;
- изучение документа;
- деятельность вместе с исследованиями

Решающее понимание – данное место опоры с целью мышления лица, природный метод взаимодействия вместе с мыслями а также данными. Я а также наши учащиеся зачастую встают перед задачей подбора, подбора данных. Следует способность никак не только лишь освоить данными, однако а также скептически дать ее оценку, осознать, использовать. Сталкиваясь вместе с новейшей данными, обучающиеся 5-11 классов обязаны обладать способностью анализировать ее сосредоточенно, скептически, производить оценку новейшие мысли вместе с разных пунктов зрения, совершая заключения правильности.

Технология формирования предельного мышления содержит 3 стадии либо периода. Данное «Вызов – Осознание – Рефлексия».

1этап – требование. Ее наличие в любом занятии непременно.

Данный этап дает возможность:

- актуализовать а также подытожить существующие при учащегося познания согласно этому вопросу;
- побудить стабильный заинтересованность к исследуемой вопросу, обосновывать учащегося к тренировочной работе;
- подтолкнуть учащегося к интенсивной труду на занятиях.

2-ая этап – осознание. Тут прочие проблемы. Данный этап дает возможность:

- приобрести новейшие данные;

- осознать ее;

- сопоставить вместе с ранее существующими познаниями;

- находить решение в задачиах.

3-я этап – самоанализ. Тут главным считается:

- целое осознание, синтез приобретенных данных;

- присваивание новейшего познания, новейших данных учащимся;

- развитие при любом взаимоотношении к исследуемому использованному материалу.

В период рефлексии исполняется исследование, созидательноеперерабатывание, толкование выученных данных. Деятельность проводится персонально, в двойках либо группах.

Результативнымметодом« прочтение вместе с остановками».

Данный метод потребует предварительной деятельности:

1. Преподаватель подбирает документ с целью чтения.

Аспекты отбора документа:

- некто обязан являться неведомым с целью этой аудитории (в ином случае пропадает значение а также закономерность применения способа);

- активный, событийное содержание;

- внезапный финал, проблематичный конец.

2. Документ предварительно разделяется в коннотационныйсоставляющий. Непосредственно в тексте замечается, в каком месте необходимо прекратить прочтение, совершить приостановку.

3. Преподаватель предварительно продумывает задачи а также задачи к слову, нацеленные в формирование при обучающихся разных мыслительных умениях.

Преподаватель предоставляет руководство а также формирует ход чтения вместе с остановками, тщательно наблюдая из-за соблюдением законов деятельность вместе со словом.

Этот метод мы зачастую применяем в присутствии к подготовке обучающихся в написании сочинения-рассуждения, проспектор.к. данная деятельность подразумевает никак не только лишь детальный исследование документа, однако а также способность «идти» следом из-за создателем, «видеть», равно как некто формирует документ, то что желает «сказать» читателю в этом стадий.

Кластер-это метод графичной компании использованного материала, дающий совершить явными эти мыслительные движения, какие совершаются присутствие погружении в эту либо другую проблему. Кластер считается отображением нелинейной фигуры мышления. В некоторых случаях такого рода метод именуют «наглядным медуллярным штурмом».

Очередность операций логична а также элементарна:

- в центре чистейшего листка (либо потрясающей дощечки) создать основной термин, что считается «сердцем» проблемы, мысли;

- около «накидать» фразы либо предписания, выражающие мысли,данные,фигуры, оптимальные с целью этой проблемы (форма «планета а также ее спутники»);

- согласно грани журнал, возникнувшие фразы объединяются непосредственными направлениями вместе с основным определением. При любого с «спутников» возникают новейшие «спутники», формируются новейшие закономерные взаимосвязи.

В результате выходит состав, что схематически показывает наши рассуждения, устанавливает информативную область этого вопроса. Образец кластера, что вышел на занятии в 5 классе. Проблема задания: «Имя существительное равно как доля речи». Обучающимся предполагается припомнить, то что им установлено о существительном (передний разговор, итоги преподаватель закрепляет в дощечке). Учащиеся переоформляют приобретенные данные в тетрадях в варианте кластеров.(Дополнение 1).

Концепция кластеров дает возможность обхватить чрезмерный размер данных.

5-минутный очерк. Данный тип задачи как правило используется в окончании обучения, для того чтобы посодействовать обучающимся подвести итог собственные познания согласно

выученному вопросу. С целью педагога – данный шанс приобрести противоположную взаимосвязь. По этой причине обучающимся возможно представить 2 места:

1. создать,то что они выяснили согласно новейшему вопросу;

В особенности многообещающим является способ бизнес-проектов, что дает возможность продуктивно совершенствовать решающее понимание, экспериментальные возможности аудитории, стимулировать ее созидательную работу, медиакомпетентность обучающихся. К применению на занятии этого способа необходимо подготавливать детей со временем. Таким образом ранее в 7 классе согласно российскому стилю возможно организовать вместе с учащимися ряд бизнес-проектов согласно выученным долям выступления

. Проблемы согласно морфологии весьма пространны, обладают ряд микротем, призывают большое количество деятельность присутствие отработке умений а также умений, по этой причине в периода укрепления возможно организовать а также план согласно выученному вопросу. А новейший тип деятельности постоянно занимателен, вместе с тем наиболее, то что возможно функционировать в группах, то что также обладает существенную значимость с целью детей данного года. В случае если деятельность в данном течении проводится педагогом преднамеренно, в таком случае к 10-11классу учащиеся ранее довольно обладают способностями формирования плана, для того чтобы осуществлять данную деятельность независимо.

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ИСПОЛЬЗОВАНИЕЦИФРОВЫХТЕХНОЛОГИИВ ОБУЧЕНИЕ АНГЛИЙСКОГО ЯЗЫКА СТУДЕНТАМ ТЕХНИЧЕСКИХ ВУЗАХ

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Цифровые технологии стали важным фактором в процессе изучения языка. Устройства электронной связи, такие как компьютеры, ноутбуки, мобильные телефоны, глобальная система связи, Интернет и другие технологии, а именно видео- и аудиоконференции, видеотелефония, веб-трансляции и чаты, стали неотъемлемой частью обучения языку и их широкого использования. в образовании, а также в других общественных сферах неуклонно растет. Таким образом, появилось обучение, основанное на технологиях, как процесс обучения с помощью электронных технологий, которое существенно расширило возможности изучения языка, что позволило ему больше не ограничиваться исключительно традиционной школьной средой обучения. Он обладает огромным образовательным потенциалом как внутри классной комнаты, так и за ее пределами, поскольку позволяет учащимся легко получать доступ к различным учебным материалам с использованием различных образовательных платформ, облегчает знакомство учащихся с уроками и учебными

пособиями носителей языка. Опыт обучения, основанный на технологиях, предполагает использование учащимися технологий и интернет-средств, а также аудиовизуальных средств и оборудования для выполнения домашних заданий, упражнений и расширения своих знаний по предмету, обсуждаемому преподавателями в классе. Если учащихся тщательно направляют на протяжении всего процесса и направляют на целенаправленное использование технологий, они находятся на пути к достижению автономии учащегося и становлению автономными и саморегулируемыми учащимися. Учителя, которые своей педагогической практикой и ролевым моделированием влияют на интеллектуальное, эмоциональное и социальное развитие учащихся, играют значительную роль в этом процессе. Они должны направлять учащихся к поиску наилучшего подхода к обучению и, создавая позитивную атмосферу среди учащихся при использовании технологий (Яман и Бечирович, 2016), помогать им развивать способность эффективно использовать имеющиеся у них ресурсы и в конечном итоге привести их к самостоятельному использование технологий для обучения (Лай, 2015).

По мнению В. Г. Халина: «… если цифровая модификация информации отвечает определенному ряду необходимых требований, то она включает в себя: производство, науку, бизнес, социальную сферу и повседневную жизнь людей; оно сопровождается только эффективным применением его результатов;

ее результаты используются не только профессионалами испециалисты, но и обычные граждане; пользователи цифровой информации имеют опыт взаимодействия с ней» [1].

Следует также отметить, что при понимании термина «цифровизация образования» его не следует сравнивать с процессом информатизации.При обучении студентов иностранному языку в техническом вузе существует огромное количество цифровых источников информации, которые достаточно свободно доступны в сети Интернет.

К ним относятся: электронные библиотеки, базы данных, различные сайты, онлайн-словари иностранных языков (мультитран с лексическими и тематическими разделами; MacmillanDictionary;Кембриджский словарь; OxfordLearner'sDictionaries издательства OxfordUniversityPress), видеоглоссарии и тексты с высокой степенью достоверности (нормативно-правовая документация на иностранных языках, регулирующая внешнеэкономическую сферу различныхстраны).

Что касается обучения студентов технических вузов, то чаще всего информационная структура обеспечения административно-воспитательной работы (в частности, коммуникативного иностранного языка) в этих школах является одним из необходимых условий.

Цифровыми инструментами для различных видов образовательной деятельности в высших учебных заведениях чаще всего считаются разнообразные стандартные инструменты (MicrosoftWord, MicrosoftExcel, MicrosoftPowerPoint и др.), а также специально разработанные программные средства, такие как: «googleclassroom» по переоборудованию компьютерного класса в мультимедийную интерактивную среду с расширенными возможностями лингафонного кабинета. Данные технические средства имеют интерактивный и мультимедийный характер, а также цифровой формат иностранного языка, отношения между учителями и учениками. Технологические и методические аспекты данной процедуры представлены следующими информационными средствами: гипертекстом, мобильными носителями, мультимедиа, технологией CD-ROM, программами тестирования, программами компьютерного обучения,телекоммуникационные технологии (к ним относятся: телеконференции, телевидение, почтовые услуги и т.д.), удаленные виды взаимодействия, такие как сетевые/голосовые/видеочаты или лекции, телеконференции и т.д.

Кроме того, в сети Интернет должно быть достаточно свободно доступно определенное количество информационных инструментов, а именно тренажеров для занятий грамматикой английского языка, наиболее эффективными электронными каналами связи являются только профессиональные сайты, социальные сети, чаты, форумы, почта, формируя тем самым как коллективное и индивидуальное пространство в рамкахэлектронное взаимодействие с использованием компьютеров, а также мобильных устройств. Большое значение для развития

иноязычной коммуникативной компетенции студентов вузов имеют социальные сети, например, одна из самых популярных социальных сетей в Узбекистане. Среди наиболее популярных переводчики, можно упомянуть «translate.uz» с поддержкой около 19 иностранных языков. GoogleTranslate способен полностью переводить слова, тексты и даже веб-страницы на 103 иностранных языка. У Яндекс переводчика есть отличительная особенность – перевод текста с любого изображения.

Учитывая вышеизложенные факты, можно констатировать, что процесс цифровизации образования оказывает как положительное, так и отрицательное влияние на развитие системы высшего образования в аспекте преподавания иностранных языков будущим специалистам технических университетов. Ориентация только на цифровое обучение иностранному языку студентов технического вуза не способна наиболее качественно повлиять на уровень их иноязычных коммуникативных компетенций. Поскольку цифровая информация и коммуникациятехнологии не могут в достаточной степени обеспечить качественный рост не только языковых способностей, профессиональных знаний, но и социокультурных качеств студентов вузов, которые социально важны для сохранения морально-этических норм поведения в обществе.

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АҒЫЛШЫН ТІЛІ САБАҒЫНДА ЖАҢА ӘДІСТЕРДІ ҚОЛДАНУ

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Бүгінгі таңда білім жүйесін инновациялық технологиялармен жабдықтап, білімнің халықаралық талаптарын меңгерудің маңызы үлкен. Өйткені бұл жас ұрпаққа сапалы білім берудің негізі болып табылады. Ғылым мен техниканың жедел дамыған ақпараттық мәліметтер ағыны күшейген заманда ақыл-ой мүмкіндігін қалыптастырып,адамның қабілетін, талантын дамыту-заманның басты талабы.Оқу үрдісіне жаппай жаңа педагогикалық технологияның түрлері енгізілуде.

Оқытудың ақпараттық технологиялары дегенімізді тұтас кешенді компьютерлік және басқа да құралдарды қолданумен болатын дидактикалық үдеріс деп танығанымыз жөн.Поляк педагогы В. Оконь оқыту құралдарын мұғалімнің іс-әрекетін ауыстыру мен білім алушылардың әрекетін автоматтандыру мүмкіндігінің өсуіне байланысты жіктейді. Осыған сәйкес, оқыту құралдары екі топқа бөлінеді: жәй және күрделі. Жәй құралдар:сөздіктер, оқулықтар және басқа да мәтіндер; қарапайым визуалды құралдар: нақтылы заттар, модельдер, суреттер.

Педагогикалық-әдістемелік оқыту барысында оқу міндеттеріншешуге бағытталған оқу бағдарламалық құралдары (электрондыоқулықтар, электронды курстар, дәрістер, слайд-дәрістер,мультимедиялық презентациялар және т.б.) кеңінен қолданылады.

Бұл технологияларды әсіресе шетел тілін үйренуде пайдасы өте зор. Себебі, тіл үйрену арқылы адам бүкіл бір ұлттың мәдениеті мен әлеуметін қатар үйренеді. Ал оны толықтай

меңгеру үшін оқулықтың аздық етері анық. Адам көру, есту арқылы тіл қолданушылардың мәдениетін тезірек сезінеді. Тіл үйрену барысында жаңа технологияларды қолдана отырып, педагогикалық қалыптасқан жазу, тыңдау, түсіну, сөйлеу дағдыларын қалыптастыруға әбден болады.

Осы жаңа инновациялық технологиялардың ішіндегі ACTIVboard интерактивті тақта революциялық жабдық екендігі даусыз. Тақтаны қолдану үшін бар болғаны компьютерлік білімің болып, инновациялық құрал-жабдықтарды қолдана білу шеберлігіңіз жетіп жатыр. Ең алдымен интерактивті тақтамен танысып алайық. Компьютер және интерактивті құралдар арқылы жасалып жатқан оқыту процесі оқушының жаңаша ойлау қабілетін қалыптастырып, оларды жүйелік байланыстармен заңдылықтарды табуға итеріп, нәтижесінде – өздерінің кәсіби шеберлігінің қалыптасуына жол ашу керек. Бүгінгі таңдағы ақпараттық қоғам аймағында, оқушылардың ойлау қабілетін қалыптастыратын және компьютерлік оқыту ісін дамытатын жалпы заңдылықтардан тарайтын педагогикалық технологияларды ғана тиімді деп санауға болады. ActiveBoard электрондық тақтасы: материалды қызу талқылауға ерекше бөліп көрсетуге, нақтылауға, қосымша ақпарат қосуға, электрондық маркер арқылы түсін және сызықтың қалыңдығын өзгертуге; сөздер мен сөйлемдердің бір-бірімен байланысын көрсете отырып, тақырыпты немесе сөйлемді толықтай аударуға; flash–анимацияларды пайдаланып, өлеңдер мәтінін жаттауға, суреттермен слайдтар жасауға; ағылшын тілінде сөйлеушілердің дауысымен жазылған видео-роликтер көруге, сол тілде жазылған мәтінді тыңдауға; тест сұрақтарымен таныстырып, бір топ оқушыны тесттен өткізуге; суреттерді бір фонға қойып, суреттерді қимылдатып сөйлесу ситуациясын ұйымдастыруға; сөз-жұмбақтар шешуге, әртүрлі ойындар ойнатуға мүмкіндік береді; электрондық оқулықтарды экран бетіне шығарып көрсетуге болады.ActiveBoard тақтасының дайын бағдарламасын қолдану алдына қойған міндеті оқытудың әдіс тәсілдерін үнемі жетілдіру. Әрбір педагогикалық технология жеке тұлғаның өзін - өзі дамытуға, оның өзіндік шығармашылық қабілеттерін арттыруға қажетті іскерліктер мен дағдыларды қалыптастыруға қолайлы жағдай жасауға қажетті обьективтік әдістемелік мүмкіндіктерді қамтиды.Жаңа технологияны қолдану мына кезеңдер арқылы іске асады:

I кезең: оқып - үйрену;

II Кезең: меңгеру;

III Кезең: өмірге ендіру:

IV Кезең: дамыту;

Оқыту үйрету арқылы іске асады. Бұл оқытудың маңызы.Оқыту мен тәрбие - егіз үрдіс.Сондықтан да мұғалім инновациялық технологияны пайдалануға ықпал ететін көптеген шартты жағдайлрды танып білуі талап етіледі. Жаңа жағдайларда оқытушы дәстүрлі оқу құралдарын ғана емес, сонымен қатар ақпараттық – коммуникациялық технологияларды пайдалануға тиіс. Бүкіл әлемдік желі, электрондық білім беру ресурстары өз оқушыларының, сондай-ақ өзінің білімін кеңейткісі келетін оқытушы- пән мұғалімі үшін жақсы көмекші бола алады . Оқытушы компьютер үйренушілердің өз бетімен жұмысын ұйымдастыратын және әсіресе тілдік және сөйлеу материалымен жаттықтыру жұмысы процесінде оны басқаратын құрал болып табылады. Бұл қолданылатын жаттығулар мен әдістемелік тәсілдер сипатын анықтайды. Келесілер көбірек жиі қолданылады:

1. Мэтчмастер (сәйкестіктерді таңдауға бағдарлама)

Бұл әмбебап бағдарлама үнемі сұранысқа ие. Үйренуші оң және сол бағандардың (сөзден жаңа жолған дейін үш жол) лексикалық бірліктерін дұрыс қосуға тиіс..

2. Чойсмастер (нұсқаларды таңдауға бағдарлама)

Бұл көптік таңдауға жаттығулар құруға арналған жұмыста қарапайым бағдарлама.

3. Гэпмастер (бос орындарды толтыруға бағдарлама)

Бағдарлама оқытушыға үлкен мәтіндер енгізіп, қалдырылып кетуге тиіс элементті – жұрнақ, қосымша, сөздер немесе ұғымдарды анықтауға мүмкіндік береді.

4. Сториборд (мәтінмен жұмысқа бағдарлама) Оқытушы экранда басады және мәтінді жазады. Бұл жұмыстың басты мақсаты компьютер желісін және мультимедиялық -

электрондық құралдарды шет тілі сабағында тиімді қолдану, нақтылап айтқанда ағылшын тілі сабағында презентацияларды және мультимедиялық - электрондық құралдарды мектеп қабырғасында және білім беру процесінде терең қолдану.Ағылшын тілі - ұлы әдебиет тілі. Ағылшын тілі сабағында компьютерді, мультимедиялық және электрондық оқулықтарды және интерактивті тақтаны пайдаланғанда:

• лексиканы оқып үйретеді;

• сөйлеу ырғағын;

• диалог, монолог және рөлдік ойындарды;

• хат жазуға үйретеді;

• грамматикалық құрылымдарды түсіндіріп, оқушылардың есінде сақтауға көмектеседі.

Қазіргі кезде ағылшын тілімен компьютер, телекоммуникациялық құралдарды меңгеруді уақыттың өзі талап етеді, тіпті кейінгі жылдары олардың рөлі зорая түсуде.

Оқушылардың ағылшын тілі пәніне деген қызығушылығын арттыруда көп ізденіп, жаңа ақпараттық технологияларды меңгеруді, әр - түрлі әдіс-тәсілдерді білуді қажет деп санаймын және мен өз сабақтарымда қолданамын. Және мен өз сабағымда электронды оқулықтарын жиі қолданамын.

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СПОСОБЫ ФОРМИРОВАНИЯ ЛИНГВИСТИЧЕСКОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ

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Формирование коммуникативной компетенции является важной задачей современного образования. С учетом увеличения межкультурных контактов и роста международного обмена, умение владеть иностранными языками становится необходимым навыком. И именно данная компетенция является основополагающим компонентом успешного изучения и преподавания иностранных языков. Основным компонентом коммуникативной компетенции является лингвистическая компетенция, которая включает в себя умение эффективно понимать, говорить, читать и писать на целевом языке. Опыт компетентности помогает студенту адаптироваться к окружающей действительности как социальной, так и индивидуальной. Поэтому организация этого опыта зависит от мышления учащегося, его уникальных особенностей, творческого самовыражения и способов интенсивного воздействия на его ситуации. [1; 686] В данной статье мы рассмотрим различные способы формирования лингвистической компетенции у студентов и обсудим их эффективность.

Термин лингвистическая компетенция был введён американским лингвистом Н.Хомским в XX веке. Он определил его как ограниченный набор грамматических правил, позволяющих порождать неограниченное количество правильных предложений» [6].

Многие российские авторы в своих работах вместо лингвистической употребляют языковую компетенцию, однако, на самом деле языковая и есть лингвистическая компетенция (лингвистика от лат. lingua – язык). Кроме того в ранних источниках (Canale M, Swain M, 1983) использовали термин грамматическая компетенция, что также является синонимичным

понятию лингвистической компетенции. Далее мы рассмотрим, что же понимали под лингвистической компетенцией раньше и в настоящее время.

Кенейл М. и Свейн М. утверждают, что грамматическая компетенция включает в себя «знание лексических единиц и правил морфологии, синтаксиса предложений – грамматической семантики и фонологии» [8].

Савиньон С. считает, что овладение грамматической компетенцией – это и есть владение лингвистической компетенцией, т.е. лексическими, морфологическими, синтаксическими и фонологическими особенностями языка и способность их использования для построения слов и предложений [9].

Белякова Е.А. под лингвистической компетенцией понимала «способность грамотно использовать разнообразные языковые (грамматические, лексические, фонетические) средства и идиомы для решения речевой задачи, сформированность продуктивных и рецептивных языковых навыков» [2].

Грамматическая компетенция или лингвистическая исторически является наиболее тщательно обсуждаемым компонентом коммуникативной компетенции, которая включает в себя основные элементы коммуникации, такие как типы предложений, составную структуру, морфологические и лексические ресурсы, а также фонологические и орфографические системы, необходимые для реализации устной и письменной коммуникации [7;22].

В общем, лингвистическую компетенцию можно сформулировать, как умение строить грамматически и синтаксически корректные структуры, понимать смысловые речи и употреблять их как носители целевого языка.

В настоящее время различными методистами, лингвистами и учёными обсуждаются проблемы обучения иностранному языку с помощью усовершенствования методов, подходов и форм обучения и преподавания, способствующие развитию лингвистической компетенции.

Один из основных методов формирования лингвистической компетенции - это коммуникативный подход. Этот подход фокусируется на развитии у студентов навыков общения на иностранном языке. В рамках этого подхода проводятся различные коммуникативные упражнения, игры и ролевые игры, которые позволяют студентам активно применять свои языковые знания на практике [10].

Другим немаловажным подходом в развитии лингвистической компетенции является интерактивный подход к обучению, который на базе общения создаёт реалистичные ситуации, где студенты могут использовать язык для общения и решения задач. Ролевые игры, симуляции, видеоматериалы и аутентичные материалы предоставляют большие возможности в изучении языка, так как объединяют в себе аудирование, говорение, зрительное восприятие и другие компоненты [4].

Проектное обучение также может быть эффективным способом формирования лингвистической компетенции. Предложение студентам выполнить проект на иностранном языке позволяет им применить свои языковые знания на практике и развить навыки коллективной работы и сотрудничества [5].

Технология может быть ценным инструментом для развития лингвистической компетенция. Языковые приложения, онлайн-платформы, лаборатории языков, онлайн-курсы, видеоматериалы могут предоставить студентам возможности для дополнительной практики и взаимодействия с языком.

Хотя существует множество методов формирования лингвистической компетенции, все они имеют свои перспективы, условия и факторы. Одним из факторов является необходимость индивидуализации обучения, учитывая различия в уровнях языковой подготовки студентов. Также важно учитывать культурные особенности и специфику языка, который изучается.

Формирование лингвистической компетенции у студентов - это сложный и многофакторный процесс, требующий комплексного подхода. Различные методы и подходы к обучению языкам могут быть эффективными при условии их грамотного применения и адаптации к конкретным потребностям студентов.

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FROM THE EXPERIENCE OF USING VIDEOS IN ENGLISH CLASSES

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In this thesis I am going to write about the use of a video in English classes. According to the syllabus the students were learning the theme “Education” from their textbook. For this reason we suggested to the target group of students to work with an authentic movie named “The English teacher”, which lasts for 21 minutes and it was taken from You Tube.

Using videos in the classroom allows the learners access to more information when listening. That is, the learners can now see what is happening as well as listen to the text. Nonverbal behavior or paralinguistic features of the spoken text are now available to the learners, so learners can develop their listening skills in a richer language context.

Many language learners watch movies outside of class time, but few of them consider this as an opportunity to develop their listening skills. Going to a movie is considered as entertainment and often "doesn’t count" in terms of learning. We can, however, in the language classroom, sensitize our learners to how they can make use of movies to help them develop not only knowledge of English but also their language skills, such as listening, reading, writing, speaking, as well as creativity.

We devoted three lessons to this authentic video. In the first lesson we worked with new words and phrases, students may have difficulty while watching the film, that’s why it is essential to work with unknown words in order students not be challenged while watching. The tasks were designed for learning the spelling of words, for pronunciation, for learning the structure of words (word formation), for learning the meaning of word by matching words with explanations, by guessing meaning through context and by translating them into their native language. While learning the words students did tasks which developed their creativity. They used these words in new situations, created situations where they can use these words and phrases, changed the words with synonyms, antonyms. In the next step we asked learners in what films they can meet these words and what kind of film they are going to watch. We did prediction activity in order to motivate students to watch the film.

In our second lesson we organized watching the video. For students we suggested the following during-class activity:

Stage 1. First -Watching Activity. First students listen the first part of the video without watching the movie. After listening the conversation between the characters they do the task. These tasks help to develop students’ imagination, prediction skills. They learn to react to voices, to listen carefully to every noise. They develop their analyzing skills.

Stage 2: While-Watching Task. In this stage the students first watch the second part of the video with sounds and visuals. The teacher stops the video several times and ask students the meaning of some phrases, identify the flow of actions, and check their comprehension. And also they are asked to do some tasks, while watching the film.

Then the students to watch the third part of the video without the sound and predict the speech the characters said. This gives them opportunity to combine sentences, develop prediction skills, critical thinking skills as well as creativity. After watching the third part students answer the questions in order to check their comprehension.

In the third lesson we used 2 activities

Activity 1. “Asking and Answering Questions”.

I asked students to write as many questions as they could in 15 minutes about Robert, his life, about Jin Yeng and about events happened in the movie anything they wanted. After students were done with the questions, each one of them had to come up front and sit in a chair while the other

classmates asked them the questions they wrote. This exercise proved to be very beneficial because students could learn the structures of questions in the English language. The class was very active since all students participated and they asked each one of their peers interesting questions which enabled students to be more prepared for interviews in the future.

Activity 2. The second activity is called “Circles of Life”. In order to listen to what students have to say and share I proposed a very interesting activity that enabled me to get excellent results. I asked students to draw three big circles. In the circles, they had to write about the most significant aspect of their lives. For example in Circle 1, they had to write the people who are dear to them; in Circle 2, the most happiest events they have; in Circle 3, the most difficult periods of their life. Students were told to stand up and walk around the classroom sharing every circle with the other students. As a hometask I asked them to do Reflective writing. Students should write a reflection about the video they have watched.

It is very important to design tasks for the video with right stages. The listening part should involve the lead-in, the pre-teaching of vocabulary, a gist task and a more specific information task. The whole listening and viewing process in turn acts as a lead-in and contextualization for the teaching of the topic, where students got through similar stages and were guided to do some creative tasks. Through this arrangement, students are well activated as they are given lots of opportunities to make use of their knowledge to develop their creativity both before and after watching the video.

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THEORETICAL ASPECTS OF USING PROJECT WORK IN TEACHING ENGLISH

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According to the Buck Institute for Education (BIE), project-based learning has its roots in experiential education and the philosophy of John Dewey. The method of project-based learning emerged due to developments in learning theory in the past 25 years. The BIE suggests, “Research in neuroscience and psychology has extended cognitive and behavioral models of learning — which support traditional direct instruction — to show that knowledge, thinking, doing, and the contexts for learning are inextricably tied.” Because learning is a social activity, teaching methods can scaffold on students’ prior experiences and include a focus on community and culture. Furthermore, because we live in an increasingly more technological and global society, teachers realize that they must prepare students not only to think about new information, but they also must engage them in tasks that prepare them for this global citizenship. Based on the developments in cognitive research and the changing modern educational environment in the latter part of the 20th Century, project-based learning has gained popularity.

To meet these communication needs, more and more individuals have highly specific academic and professional reasons for seeking to improve their language skills.

Project work is characterized as one of the most effective methods of teaching and learning a foreign language through research and communication, different types of this method allow us to use it in all the spheres of the educational process. Project work is not a new methodology.

Project work seems to match this English teaching and learning need. Project work is simply defined as “an instructional approach that contextualizes learning by presenting learners with problems to solve or products to develop” [1;1]. PBL is different from traditional instruction because

it emphasizes learning through student-centered, interdisciplinary, and integrated activities in real world situations [2;20 -27].

In particular, PBL activities can be characterized as follows

• focuses on content learning rather than on specific language patterns,

• is student-centered so the teacher becomes a facilitator or coach,

• encourage collaboration among students,

• leads to the authentic integration of language skills and processing information from multiple sources,

• allows learners to demonstrate their understanding of content knowledge through a product (e.g., an oral presentation, a poster session, a bulletin board display, or a stage performance),

• bridges using English in class and using English in real life contexts.

More importantly, Project work is both process- and product-orientated [1;19). Students have opportunities to use several skills (e.g., problem-solving, creativity, teamwork, as well as language) at different work stages, so the work and language skills are developed.

Since Project work is potentially motivating, empowering and challenging to language learners, it usually results in building learners' confidence, self-esteem, and autonomy as well as improving students' language skills, content learning, and cognitive abilities. Learning becomes fruitful for learners because they exhibit their abilities to plan, manage, and accomplish projects through their content knowledge and language skills.

Its benefits have been widely recognized for many years in the teaching of subjects like Science, Geography, and History. Some teachers have also been doing project work in their language lessons for a long time, but for others it is a new way of working.

The main idea of project work is considered to be based on teaching students through research activities and stimulating their personal interest Project work provides an opportunity to develop students' creativity, imagination, enquiry and their self-expression. It must rank as one of the most exciting teaching methodologies a teacher can use.

A project is an extended piece of work on a particular topic where the content and the presentation are determined principally by the learners. The teacher or the textbook provides the topic, but the project writers themselves decide what they write and how they present it. This learner-centered characteristic of project work is vital, as we shall see when we turn now to consider the merits of project work. It is not always easy to introduce a new methodology, so we need to be sure that the effort is worthwhile. Students do not feel that English is a chore, but it is a means of communication and enjoyment. They can experiment with the language as something real, not as something that only appears in books. Project work captures better than any other activity the three principal elements of a communicative approach.

These are:

a) A concern for motivation, that is, how the learners relate to the task.

b) A concern for relevance, that is, how the learners relate to the language.

c) A concern for educational values, that is, how the language curriculum relates to the general educational development of the learner. [3;40]

A project is an extended task, which usually integrates language skills through a number of activities. These activities combine in working towards an agreed goal and may include planning, gathering of information through reading, listening, interviewing, discussion of the information, problem solving, oral or written reporting, display, etc.

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MODERN TECHNOLOGIES AND WAYS IN TEACHING ENGLISH

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The search of various effective methods in teaching English is one of the actual problems for many linguists and methodologists in our country and abroad. English is regarded as one of the important academic subjects in the school and high educational systems. The demand for effective language teaching is increasing immensely. English teachers have many actual problems: what methods help to achieve better results and teach all language skills, what method the most effective in teaching is speaking in English, what are the advantages of interactive methods and others. New approaches in the system of education also influenced on the learning and teaching of foreign languages, as language is the major factor of person's development.[5,1]

Teaching English as a foreign language requires different approaches and methods. Under a method, we understand a set of procedures and a collection of techniques used in a systematic way that will result in efficient learning. In a teaching-learning process, method may be considered as a structural- functional component of Teacher – Learner Activity. Collaboration can also include partners external to academia such as community groups or corporates, or even an overseas consulate, leading to the development of further professional skills, behaviours and networks.[6,2] A technique is the narrowest term, meaning one single procedure. A method way consist of a number of techniques, probably arranged in a specific order. Each approach or each method has something to offer. Teachers use a selection of techniques, not a single method. There is no single acceptable way to go about teaching today. [2;21]

The emphasis is placed on using the target language to accomplish a function such as complaining, advising or asking for information. Attention is also paid to the social context in which this function takes place. One of the founders of the Communicative Method in teaching English Christopher Brumfit emphasized, "The basic question is if the teacher will be able to teach students communicating in the foreign language out of the classroom".

Interactive Methods of teaching English are the effective methods that became popular nowadays. The teacher and students are equal partners in the studying process and all the students are involved in this process. One of the requirements of these methods is to create a comfortable atmosphere for the students, which will help to see their abilities, mental and intellectual, and their success and it makes the process of teaching more productive.

In teaching speaking various techniques may be widely used: role-play, dialogues, improvisations, readings, compositions, small-group discussions, debates, motion pictures, songs, poetry, group projects, field trips, games and others.

We study some of them in our work. We have chosen the most popular and widely used techniques that are more effective for teaching conversation.

Four language skills are regarded as separate items, but they are closely connected and interacted. Speaking is one of the main language skills together with other language skills as reading, writing and listening. It is impossible to teach speaking and conversation without communication. Communicative Approach views language as a complex network of habits, which can be built up systematically, as an aggregate of skills that do not separate out into four neat segments. I. L. Bim emphasizes, "The basis lies in the process of communication in a foreign language" [1;104]. Conversation practice is probably the most reliable route to real communication. Most students are eager to converse in the new language, and conversation practice therefore assumes primarily importance in their learning experience.

Teachers of English still face a situation described by Julia Dobson: "Language teachers lead their students down the road of pattern practice, only to find themselves confronted by a great chasm at the end. On the other side lies real communication, but the group is stranded on the other side of drills because the teacher sees no strong bridge across" [3;1]. It is as if students are given the tools but not the chance to use them. The biggest problem for the teacher is to bridge the gap between the

artificial use of language drilling and genuine use outside the classroom [4;47]. One of the main tasks in teaching speaking is to help students move from pseudo-communication, in which their use of English is fictitiously concocted and predictable, to communication where they express their personal ideas and needs in the context of reality. Teaching speaking is the most difficult part in language learning process and it can take many different forms.

Before teaching the conversation practice, students must be familiar with some grammar patterns and vocabulary words- how these are pronounced and how they are combined to form meaningful utterances. If students have learned the basic patterns of English in a formal classroom context, these were taught through one of two major methods or a combination of both: the audio-lingual approach (sometimes called the aural-oral method), and cognitive-code learning. There are, of course, other language teaching methods in use today. The Audio-Lingual Approach is based on the premise that learning a new language means learning a new system of habits. It is an outgrowth of behaviorism, a school of psychology that proposes that all learning is a process of conditioning – a process based on stimulus – response – reinforcement – and structural linguistics; a school which looks upon language as a structured system of sounds learned through stimulus – response – reinforcement.

Language learning is more than a matter of habit formation, it is a creative process, and therefore students should be given the opportunity to be as mentally active as possible in all assigned work. The students' creative involvement in the learning process is viewed as more important than the avoiding of errors. Thus, teaching conversation requires different approaches and methods.

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STRATEGIES FOR IMPROVING WRITTEN COMPETENCE THROUGH AUTHENTIC MATERIALS

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Improving written competence with the help of authentic materials is a powerful and effective way to enhance language skills. Nowadays, linguists are discovering more and more new methods and techniques in order to make the process of acquiring language skills easier. The purpose of authentic materials is also concluded in the matters of time-saving, since by integrating with real-life materials or handouts, learners might with ease implement and heed the rules in writing. Today's learners have an access to a wide range of resources that are created for native speakers of a particular language, including daily newspapers, low-circulation and advertising tabloids, magazines, books or even social media posts. Sociolinguistics is the study of how language is used in social interactions and how it reflects and shapes social relationships. It explores the relationship between language and society, including factors such as social class, gender, ethnicity, and age that influence linguistic variation.[7,1]

The listed materials serve for the learners as a big chance to engage with language in its natural context, allowing them to develop linguistic and writing skills in a more meaningful way. Factually, it cannot be denied the fact that authentic materials enhance motivation and inspire learners to deeply learn grammatical structures via scripts. Day by day the number of bilinguals is step by step showing upward trend as they are counted mostly as visual learners. They learn best when they see information through visual aids and images. Additionally, this type of learners is naturally attracted to visual stimuli, and find it useful to use and integrate with various postcards, or should it be food labels, train schedules, websites blogs, price tags, recipes or menus. Worth to mention, that learners should take into consideration the effectiveness of selected materials, they must be relevant to the learners' interests, needs and, of course, proficiency level. Teachers should be flexible in organizing collaboration where knowledge, perspectives and values must be shared by participants, they must be willing to work together.[6,2]

Authentic materials are materials that are not created or adapted specifically for language learners. The language is real and raw just as it is in everyday life. When used cleverly and blended with graded materials (ELT textbooks and materials), authentic materials can keep learners interested and engaged in language learning. Per to many teachers, it's too difficult to use authentic materials with low-level learners. Scholars in the field of language learning and education have highlighted the significance and benefits of leveraging authentic materials. Methodologists' opinions may differ when it comes to the effectiveness of authentic materials. While Diane Larsen-Freeman define authentic materials as a bridge between language learning and real-world communication, offering learners opportunities to engage with a target language in meaningful contexts [2; 44], Dr. John H. Schumann state that authentic materials may pose potential challenges for learners in terms of hindering their comprehension and linguistic complexity, potentially leading to frustration and disengagement [3; 125]. Moreover, It is useless to adapt to a target language without scaffolding, since it could alienate learners, particularly those at lower proficiency levels, creating considerable barriers to the learning process. According to Professor Claire Kramsch, authentic materials offer learners a glimpse into the target language community, granting them the opportunity to acquire knowledge about cultural norms, values and communication approaches [4; 74]. This exposure allows learners to develop a deeper understanding of the cultural fostering insight into the societal customs, beliefs, and effective communication methods that shape the community. Language itself is defined by a culture. We cannot be competent in the language if we do not also understand the culture that has shaped and informed it. We cannot learn a second language if we do not have an awareness of that culture, and how that culture relates to our own first language. [1; 4] Similarly, to this statement, Dr. Pauline Gibbons, an expert in the field of second language acquisition and bilingual education, has emphasized the importance of authentic materials in language learning in her book "Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom." In this book, Dr. Gibbons discusses the role of authentic materials in contextualizing language and promoting impressive and potent language learning experiences for learners, particularly those in mainstream classrooms [5; 96]. She highlights how authentic materials help connect language use to real-world contexts and cultural practices, enhancing students' language development and academic achievement.

Here are five strategies to improve writing competence via authentic materials:

1. *Analyzing authentic texts***.** One of the factors that help to boost writing is motivation, which plays a pivotal role in learning process. Since improving writing competence is accounted as one challenge, learners must encourage themselves to analyze and deconstruct authentic written texts such as newspaper articles, blog posts or essays to comprehend how language is used in different contexts, identify writing styles, structures and vocabulary. By examining how proficient natives express ideas, students can learn sentence structures and stylistic elements that they can incorporate into their own compositions. Analyzing authentic texts broadens students' vocabulary by introducing them to new words in context, improving lexical repertoire.

2. *Genre Study***.** Students should be exposed to various genres of writing through authentic materials (e.g., formal letters, academic papers, advertisements) to familiarize them with different

text types and conventions. Provision of a guided writing tasks based on authentic materials wherein students can respond to prompts or questions inspired by the content they have analyzed, allowing them to apply what they have learned in a controlled setting.

3. *Incorporating multimedia*. Integration of multimedia elements such as videos, podcasts or infographics as authentic writing prompts can inspire students' creativity and critical thinking in their written responses. Teachers must assign writing tasks where students respond to analyze authentic materials they have read or seen, allowing them to engage critically with the content and practice articulating their thoughts effectively.

4. *Cultural contextualization.* Connection between of writing competences' and authentic materials cannot be denied. Writing tasks should be linked to cultural aspects embedded in authentic materials to help students develop a deeper understanding of the socio-cultural implications of language use in different contexts. Incorporate authentic materials that reflect cultural themes, practices, or perspectives to prompt students to explore cultural dimensions in their writing and develop intercultural competence.

5. *Modeling writing styles.* In this type of strategy imitation plays a key role, as students have to imitate the writing styles and structures they have observed in the provided real-life materials that they have interacted with such blog posts or daily newspaper articles.

Analyzing above, using with authentic materials may have differentiated strategies that cover various activities including imitation, pair works or incorporation with infographics and multimedia. Alongside with potential benefits, there could pop up challenges referring to cultural awareness.

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THE HISTORY AND DEVELOPMENT OF NEOLOGISMS IN THE PROCESS OF LEARNING ENGLISH

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There are numerous factors that influence on this process one of which is neologisms. Language is the sphere of human activity that first brings social, political and other changes in human life. Every change, innovation, revolution is preceded by introduction of new words or phrases.

They can be borrowed from another language by some reasons, or can be existing words which change their meaning, or words that creating through abbreviation, or they can be slang words. It is difficult to follow the number of words in the English language, since neologisms – new words – are coined every day. Also linguists have different opinions on such problem as how long the word is neologism.

As a literary concept and term, *neologism* appeared in the early 18th century, at the time when the neoclassical practices of the French Generation of 1660 began to consolidate, throughout Europe, into a body of normative teaching. The idea that different domains of human experience should be represented in literature by distinct literary styles entailed the notion that each of these styles should

operate within distinct vocabulary. Usage, i.e., specific usage of the «best Authors», «the Court», or «the City», determined the limits of this vocabulary, along with other grammatical and stylistic properties. Authors using words and expressions (as well as phrase structures) from outside this universe were said to use *neologisms*, new expressions. [1; 214]

Critics of the time conceived of *neologism* in literature as analogous to the continuous creation and introduction of new lexical units into language, and they thought of language change in general as a process of decay. Thus *neologism* was condemned on both aesthetic and linguistic grounds and the term was used pejoratively only. This older meaning of *neologism*, and the attitude it reflects, is still alive today.

However, as early as the second half of the 18th century, it became obvious that the vocabulary of literary expression should and perhaps could not be fully limited. Thus *neologism* was given a ameliorative doublet, «neology» which meant the introduction of «approved» or «correct» new words into language. Critical literature has since expended a great deal of effort to define, not very successfully, the limits of «neology», usually concluding that the latter should be above all Horace's *licentiasumptaprudenter*, restricted to cases of «real need» (i.e., for concepts for which no single word or expression exists in the language) and that new words should be analogous in form to existing words in the language. Since, however, there are an infinite number of concepts an author may wish to represent in his writing, or a speaker, in his speech, and since the lexicon of most natural languages offers a very large number of possible analogies, such puristic recommendations have never succeeded in stemming the influx of new words into language, thence into literature. [2; 480]

The old meaning of *neologism* is synonymous with «barbarism», «Gallicism» (in English), «Anglicism» (in French), and even «archaism». It is opposed to «purism».The modern, neutral meaning of *neologism* appears early in the 19th century and, still combated by Littré in French, gains acceptance towards the end of the century. The expansion of the literary experience by the Romanticists, the Realists, and the Naturalists, as well as the emergence of linguistics as an «objective» science has contributed to this development

Neologisms often become popular by way of mass media, the Internet, or word of mouth. Every word in a language was, at some time, a neologism, though most of these ceased to be such through time and acceptance.Neologisms often become accepted parts of the language. Other times, however, they disappear from common usage. Whether or not a neologism continues as part of the language depends on many factors, probably the most important of which is acceptance by the public.

Some neologisms, especially those dealing with sensitive subjects, are often objected to on the grounds that they obscure the issue being discussed, and that such a word's novelty often leads a discussion away from the root issue and onto a sidetrack about the meaning of the neologism itself.Proponents of a neologism see it as being useful, and also helping the language to grow and change; often they perceive these words as being a fun and creative way to play with a language. Also, the semantic precision of most neologisms, along with what is usually a straightforward syntax, often makes them easier to grasp by people who are not native speakers of the language. [3; 45]

Computerizing made substantial alterations in the word building system, generated the whole row of new productive derivative elements entailed moving of whole row of prefixes and suffixes (together with moving of whole layers of vocabulary) from periphery of the system, where they served only ("languages for the special aims") to the kernel, to national language, wearing away the same border between a kernel and periphery of language.

Lexical-semantic features of neologisms in modern English, which more distinguished as the whole unit being in the mutual connection, have been studied. As the result of the investigation of patterns the new data of structural and semantic properties of the analyzed neologisms which determine the criteria of including frame groups into the micro system have been revealed. Description of neologisms was conducted taking into account the active interaction of a person with objective reality, while word perception is connected with subjective assessment and has reflection on the language of the certain society.

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SPECIFIC FEATURES OF THE ENGLISH LANGUAGE SPORT TERMINOLOGY

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Any terminological system is an integral part of the lexical layer of the universal language. The question of the role of the special lexicon in the universal language has not been widely analyzed as a whole system in linguistics. According to most linguists, there is a regular relationship between the general lexicon and the special lexicon of a language. Sometimes it is observed that the term in the terminology is transferred to the universal language, and sometimes, on the contrary, the lexeme from the universal language is transferred to the special lexical layer. So, they complement and enrich each other. These two phenomena are referred to in linguistics with the concepts of determinologization and terminologization.

The sports terminological system of the English language is composed of several complex linguistic phenomena, it is a legal matter that terminological units require clarification of their definitions and explanations in translation, and it is the main function of any term.

This rule also applies to English sports terms. As noted by I.V.Arnold, “The unique aspect of word formation from terminological units is that a word formation system is developed based on the internal system and functions of the elements of the lexicon of the field. Therefore, it is observed that the morphological method is very productive in English” [1;59]. The process of creating English sports terminological units relies on 4 main linguistic methods:

1) morphological method;
2) syntactic method;
3) semantic method;
4) word acquisition.

English sports terms are structurally divided as follows:

1) single component terms;
2) compound terms;
a) terms consisting of many components;
b) terms with following components, consisting of many lexemes;
3) metaphorical terms;
4) terms in the form of abbreviations.

In the terminological system of customs and duties, single-component terms do not constitute a majority in terms of quantity. At the same time, they perform a semantic-functional function in other sectors of the sports, outside the scope of specialization.

Therefore, as a result of the above-mentioned word formation methods, the lexical-semantic composition of the lexical units of a special field in English is transformed from a simple form to a complex form through an evolutionary path.

Linguistically, the terminological system of sports is a) semantic; b) structural; s) is characterized by signs of attachment to the general literary language and is formed under the influence of the lexical layer of the general literary language and performs a specific task.

It is an undeniable axiom that the majority of terminological units are formed on the basis of extralinguistic factors. V. P. Danilenko writes:“The reflection of any process that takes place in society is first manifested in terminology or as a result of transformational changes of certain terms”[2; 98].

The semantic accuracy of emerging new terms is directly related to the acquired language source. So, the degree to which England's sports has developed determines the level of semantic precision of English sports terms.

Terminology is an "affective" aspect of the general literary language, so it clearly and clearly reflects that the terminological system of a particular language is "susceptible" to external socio-physical changes. Sports terminology is characterized by a dynamic structure, as a result of the movement and change of the dynamics of development, changes in the semantics of these terminological units occur in an evolutionary form and are correlated with several terminological units.

Ferdinand de Saussure was one of the first to state that "language is a whole system and all elements form this whole" based on existing factsand theoretically justified it. V.M. As Sergevnina rightly stated: "Terminological system" means a complex whole of scientific and specialized concepts interconnected by linguistic designations” [3; 135].

Therefore, the common features of the terminology of sports require study without separation from the integrated system of general linguistics. Specific features of sports terminology are observed in its manifestation through the conceptual stages of human mental activity and experiences. In this terminological system, the terms that are functionally leading terms in the field of sports today find their expression. Consequently, sports terminology is a structural part of physical terminology, and physical terminology has a “terminological field” consisting of a unique multi-layered system. The concept of “terminological field”is used in the course of terminological studies as a term that paves the way for revealing certain features. Although the word “field" in terminology is a foreign phenomenon compared to pure terms, in some cases this rule is not fully applied, "it is observed that this or that term acquires multiple meanings”.

Some linguists consider the "field" to be a set of specific concepts and words, while others put forward the idea that the terminology is somewhat systematic. There are also linguists who accept the concept of "field" as a systematicity in the connection between terms.

Based on the characteristics of our research, we believe and support the following opinion put forward by Reformatsky: “The terminological field is a set of terms of the science of certain fields” [4; 91]. In other words, the terminological field of sports is a set of terminological system that combines such directions as finance, sports, accounting, customs, marketing, management, audit.

Based on our observations, it is clear that the sports terminology reflects the interconnection of scientific concepts specific to certain specialties at the linguistic level. The terminological system formally expresses the internal structural image with the help of certain semantic symbols through the term-elements that are integrated into its composition. This theoretical view can be explained as follows:

a) the aspect of meaning (semantics) that forms certain terminological groups of the term;

b) in the formation of the terminological system, word formation and derivational, structural process affecting the interaction of terms;

c) c) lexical-semantic process in the formation of phenomena of polysemy, synonymy, antonymy, homonymy in the terminological system.

In the study, it was observed that the system of English sports terms, which is part of the terminological field of sports, is more stable compared to the special lexicon of the Uzbek language, and extralinguistic factors have minimal influence on it. Also, as a result of the analysis of many special dictionaries, it was found that this system is organized based on existing facts, and that there is a principle of systematicity in it.

The formation of terminological units of sports by the “calque” method leads to the enrichment and development of the vocabulary of the Uzbek language, and the sports realities and concepts that

have arisen as a result of the development of the integration process of the sports play the role of a nominative tool.

Although the creation of sports terms in Uzbek language relies on certain word-forming methods in Uzbek linguistics, this process is directly related to the development paradigm of science. Most of the terms of the field are represented by the main (leading) terms, which have their position in the terminology in advance and are characterized by their structural-semantic means. However, the terms created by the "calque" method differ from ordinary lexemes created by this method by the clarification of their scientific definition. This shows that in the process of creating a new term, it cannot be considered a full-fledged term without clarifying the functional-semantic difference and content limit of other concepts, without distinguishing their specific signs. The definitive function, which is one of the main signs of the term, is significantly reflected in the development of scientific language, in the structure of terminology. In sport terminology, the conceptual development structure of this system is reflected in the functional-semantic structure of terminological units.

The peculiarity of these terms is that they reflect the theoretical concepts of the sports system in their conceptual structure. Terms with a wide semantic range mean only one meaning in the terminological system and do not express an expressive-emotional connotation. According to linguists, such terms include the “deep essence of thought”.

In the special lexicon of the English language, such terms perform their functional tasks with the help of a base (field) identifier attached to their semantic structure. In this case, the dynamics of movement in terminology cannot cause "washing away" of the mixed terminological border or the transfer of certain terms to another terminological system. They are only influenced by the development paradigm of science. As a result, terms with broad semantics reflect the dynamics of physical development. It can be observed in the following examples that multiple meanings are manifested in such terms in a hidden form.

It is worth noting that the terms included in the group of general scientific terms turn into a separate lexical unit as a result of the "special" paradigms of science. In the process of such a change, they will have the position of an interdisciplinary term.

As a conclusion, it should be noted that English and Uzbek language sports terminology reflects stages and systems based on a complex hierarchy, and its structural elements are expressed in words and phrases that act as terms. Information on sports terminology can be gleaned from industry dictionaries and industry practices, just like other terminology. There are certain requirements and criteria for including lexical units in the form of field-related terms in special explanatory dictionaries. Due to the fact that it is difficult to distinguish between term and non-term lexical units in the translation process, dictionary compilers try to include most of the lexemes found in the terminological system in dictionaries. The principle proposed by A.S. Gerd regarding the terms that should be included in the dictionaries is more reasonable for the correct solution of this issue. According to it, first of all, the level of use of terms in special texts, then the semantic integrity of terms, and thirdly, the level of validity of terms is meant. The lexicographer A. Hojiev who emphasized that it is important to select the quality and quantity aspects of the terms in order to include them in the explanatory dictionary, emphasizes that the main word and related materials make up the dictionary article. According to it, the components that make up a dictionary article are as follows:

Vocabulary units:

1) Main word,
2) Stylized compounds,
3) Etymological information,
4) Determining and recording the meaning of vocabulary units,
5) Explanation,
6) Confirming example,
7) Grammatical and stylistic characteristics (signs that record it).

Based on the above, it should be noted that the main word and the explanation given to its meaning are a permanent component of any dictionary article. So it must be. The remaining

components may or may not be present in the dictionary article. The terms do not necessarily have a sign that records the grammatical characteristics, because the terms are nominative. They are mainly represented by lexemes in the noun category or with nouns. Therefore, there is no need to record the grammatical description marks in the dictionary article for the terms.

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THE IMPORTANCE OF USING COMMUNICATIVE METHODS IN TEACHING ENGLISH

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The importance of communication is enormous for the learners of any language and language is a tool for communication. We communicate with others, to express our ideas, and to know others' ideas as well. In order to be a well rounded communicator one needs to be proficient in each of the four language skills; listening, speaking, reading, and writing, but the ability to communicate skillfully provides the learner with several distinct advantages. The joy of communicating with others is immense. In the context of foreign language learning, however there is a problem which teachers have been aware of for a long time. It is the problem of the student who is structurally competent but who cannot communicate appropriately. In order to overcome this problem the processes involved in fluent conversational interaction need to be dealt with. Another pedagogical feature is the deep integration of critical thinking skills and communicative abilities. Thinking is the understanding and generation of meaning, and communication is the encoding and decoding of meaning [5].

Language learning today is regarded less of an 'acquisition of structure' and more of a learning of items of use. Keith Johnson [33;5] says that "… knowing a language' is not the same as 'the ability to use language". The student who is communicatively incompetent is in fact, unaware of the use of language. The methodologies for language teaching therefore are to be based on the linguistic insights as to the nature of the language and also on the psychological insights as to the processes involved in its use, for the development of communicative competence in the learners.

Communicative approaches are based on students forming their own knowledge and competencies of languages in a social setting. The learners are more involved and the learning is more effective, if the teachers provide opportunities that best meet learners' need. While engaged in communicative tasks language students are given liberty to practice speaking and fluency while enhancing their knowledge of the target language. The aim of this article will be to consider the communication developing methods which have appeared to be most influential at the present time.

Communicative Language Teaching (CLT)

CLT is generally regarded as an approach to language teaching. It is based on the theory that the key function of language use is communication and its primary goal therefore is for learners to develop communicative competence [15;44]. In other words, its goal is to make use of real-life situations that necessitate communication. According to the principle of CLT, the learners do not

study only the linguistic structures and the rules of grammar, but it stresses the importance of using language for communication.

Cooperative Learning

Today it is nearly impossible to imagine a workplace or a sector of the job market where a person does not need to interact with others in some way.Cooperative Learning is a good way to divert this need for peer communication into a more useful situation, allowing students to communicate while studying. Cooperative Learning gives students the opportunity to practice communicating with other while engaging in assignments that are meant to increase students' knowledge of the language.

Collaborative Learning

Collaborative learning (CL) is defined as an "umbrella term for a variety of educational approaches involving the joint intellectual effort by students, or students and teachers together" [55; 11]. Others have described it as "a situation in which two or more people learn or attempt to learn something together" [23; 51]. These definitions describe how CL operates through the interaction and communication of learners working together, which facilitates interactive knowledge building.

For effective collaboration, group members must actively communicate and interact with each other with the intention of establishing a common focus and achieving a common goal [23; 72].

In conclusion, in recent years, there has been a growing tendency in language teaching to place an emphasis on fostering students' ability to communicate in a foreign language. This very emphasis stems from increasing demands made on students in terms of their communicative skills.Communicative skills place great significance onusing authentic materials when teaching languages, materials that accommodate the needs of learners and improve their languageskills .

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USING CLIL APPROACH IN ESP CLASSES

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The CLIL (Content and Language Integrated Learning) approach in education has gained increasing attention and popularity in recent years. Originally conceived as a method for teaching foreign languages, CLIL has expanded to various subject areas, including English for Specific Purposes (ESP) classes. This article examines the benefits and challenges of implementing the CLIL approach in ESP classes, highlighting its potential to enhance language learning and subject knowledge simultaneously. By combining content and language instruction, CLIL offers a unique and immersive learning experience for students, enabling them to develop language skills in a meaningful and contextually rich environment. However, the successful implementation of CLIL in ESP classes requires careful planning, collaboration, and adaptation, as it involves not only language teachers but The CLIL (Content and Language Integrated Learning) approach in education has gained

increasing attention and popularity in recent years. Originally conceived as a method for teaching foreign languages, CLIL has expanded to various subject areas, including English for Specific Purposes (ESP) classes. This article examines the benefits and challenges of implementing the CLIL approach in ESP classes, highlighting its potential to enhance language learning and subject knowledge simultaneously. By combining content and language instruction, CLIL also subject-matter specialists. This article aims to provide insights and practical strategies for effectively integrating the CLIL approach into ESP classes, fostering a more engaging and integrated learning experience for students [3; 98-99].

The Content and Language Integrated Learning (CLIL) approach has gained popularity in recent years as an effective method for teaching English for Specific Purposes (ESP) to non-native speakers. This approach combines the learning of subject content with the acquisition of the target language, allowing students to develop both their language skills and their understanding of the specific subject matter.

ESP classes are designed to meet the specific language needs of students in various professional fields, such as business, medicine, and engineering. In traditional ESP instruction, language is often taught separately from the subject matter, resulting in limited opportunities for students to practice language skills in authentic contexts. However, the CLIL approach addresses this issue by integrating content and language instruction, providing students with meaningful contexts in which to develop their language skills [1; 148-150].

This article will explore the benefits of using the CLIL approach in ESP classes and its implications for language learning and subject knowledge acquisition. It will also discuss practical strategies and techniques for implementing this approach in the classroom, highlighting the importance of selecting appropriate content and designing engaging activities to promote effective learning.

By incorporating the CLIL approach into ESP instruction, teachers can create a dynamic learning environment that fosters students' language development while also equipping them with the knowledge and skills necessary for success in their respective professional fields. With its focus on authentic communication and content-based learning, the CLIL approach holds great promise for enhancing ESP instruction and preparing students for real-world language use.

To investigate the effectiveness of using the CLIL approach in ESP classes, a study was conducted on a group of university students enrolled in an English for Business course. The participants were divided into two groups: the experimental group, which received CLIL-based instruction, and the control group, which followed a traditional ESP curriculum. Both groups received the same number of instructional hours and were evaluated using pre- and post-tests [2; 136-137].

The CLIL-based instruction involved delivering subject content in English, incorporating various interactive activities, and promoting collaboration and critical thinking. Authentic materials, such as business case studies and workplace simulations, were used to provide contextualized language learning opportunities. The control group, on the other hand, focused on language input and practice through traditional language exercises and drills.

The results of the study showed a significant improvement in the language and subject knowledge of the students in the experimental group. The CLIL-based instruction allowed students to engage actively in the learning process, leading to improved language fluency, proficiency, and subject understanding. The authentic materials and interactive activities provided ample opportunities for them to apply the acquired language skills in real-world contexts, resulting in the development of both language and subject-related competencies [3; 109-110].

In contrast, the control group, which followed the traditional ESP curriculum, showed a moderate improvement in language proficiency but lacked the same level of subject knowledge acquisition. The traditional approach focused primarily on language structure and grammar, neglecting the integration of subject content, which limited the students' ability to use English effectively in authentic contexts.

Discussion and Conclusion:

The findings of this study suggest that integrating content and language through CLIL in ESP classes can have a positive impact on students' language proficiency and subject knowledge. The CLIL approach offers a more engaging and meaningful learning experience, fostering students' motivation, critical thinking, and higher-order cognitive skills. However, it is essential to acknowledge that implementing CLIL in ESP classes requires careful planning, adequate training of teachers, and suitable materials aligned with both language and subject content.

Future research should focus on the long-term effects of CLIL in ESP contexts and explore the challenges and best practices for its successful implementation. The CLIL approach holds great potential to enhance language learning and subject proficiency in ESP classes, providing learners with the necessary skills to succeed in their specific fields while becoming competent users of the English language.

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THE USE OF GAMES IN LEARNING GRAMMAR

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Grammar is perhaps so serious and central in learning another language that all ways should be searched for which will focus student energy on the task of mastering and internalizing it. One way of focusing this energy is through the release offered by games. Teenagers are delighted to be asked to do something that feels like an out-class activity and in which they control what is going on in the classroom – they become the subjects, while for a lot of the 15,000 hours they spend in schools they are the objects of teaching. The point is that fun generates energy for the achievement of the serious goal. [1;54-55]

The collection of word games is a valuable resource for the teacher of young through adult learners of English as a second or foreign language. Focusing primarily on language development through the use of high frequency vocabulary and structures, they reinforce classroom lessons and provide additional spelling, conversation, listening and speaking practice.The most instructive language learning games are those that emphasize specific structures. They do not only practice the basic pattern but also do so in a pleasant, easy way that allows the students to forget they are drilling grammar and concentrate on having fun. The following games are concerned with Yes/No questions, Wh-questions, tag questions, comparative and superlative, adverbs, modals, demonstratives, etc.

Most learners somehow accept that the sounds of a foreign language are going to be different from those of their mother tongue. What is more difficult to accept is that the grammar of the new language is also spectacularly different from the way the mother tongue works. At a subconscious, semiconscious and conscious level it is very hard to want to switch to "to be" ('I'm 23', 'I'm hungry', 'and I'm cold') if it is "have" in Italian.Where exactly do such games fit into a teaching programmer? Grammar games can be used in three ways:

· diagnostically before presenting a given structure area to find out how much knowledge of the area is already disjointedly present in the group;

· after a grammar presentation to see how much the group have grasped;

· as revision of a grammar area.

One should not use grammar games as a Friday afternoon 'reward' activity. Using them as a central part of the students' learning process would be a better idea. Thus, each game is proposed for a given level ranging from beginner to advance. This refers simply to the grammar content of that particular game. But, as it has been already mentioned above, a lot of activities can be adapted to

different classes with different grammar components. By changing the grammar content a teacher can, in many cases, use the game frame offered at a higher or lower level. Generally, any frame can be filled with any structures you want to work on with your students. The students have to take individual responsibility for what they think the grammar is about.

The teacher is free to find out what the students actually know, without being the focus of their attention. Serious work is taking place in the context of a game. The dice throwing and arguing lightens and enlivens the classroom atmosphere in a way that most people do not associate with the grammar part of a course. The 'game' locomotive pulls the grammar train along. Everybody is working at once- the 15-30 minutes the average game lasts is a period of intense involvement.

There are many advantages of using games in grammar.

1. Games can lower anxiety, thus making the acquisition of input more likely.

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

3. They also enable learners to acquire new experience within the foreign language that are not always possible during a typical lesson.

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

5. In the easy, relaxed atmosphere which is created by using games the students remember things faster and better.

6. Grammar games are a good way of practicing the language, for they provide a model of what learners will use the language for in real life in future.

7. Grammar games encourage, entertain, teach, and promote fluency [5; 275].

If not for any of these reasons they should be used just because they help students to see beauty in a foreign language and not just problems, and this is the main reason to use games when studying English grammar.Grammar games also lend themselves well to revision exercises helping learners to recall a grammar material in a pleasant, entertaining way. All authors agree that even the grammar games resulted only in noise and entertained students, they are still worth paying attention to and implementing in the classroom since they motivate learners, promote the communicative competence, and generate the fluency. A game should be planned into the day's lesson right along with exercises, dialogues and reading practice. It should not be an afterthought. [2;128]

Grammar: present and past simple active and passive

Level: elementary to intermediate

Time: 10 - 15 minutes

Materials: none

In class

1.Ask people to brainstorm all the things they can think of that give off light

2.Choose one of this yourself and become the thing chosen. Describe yourself in around five to six sentences, e.g.:

I am a candle

I start very big and end up as nothing

My head is lit and I produce a flame

I burn down slowly

In some countries I am put on Christmas tree

I am old-fashioned and very fashionable

3. Ask a couple of other students to choose other light sources and do the same as you have just done. Help them with language. It could be 'I am a light bulb-I was invented by Edison.'

4. Group the students in sixes. Give them a new category. Ask them to work silently, writing four or six forts-person sentences in role. Go round and help especially with the formation of the present simple passive (when this help is needed).

5. In their groups the students read out their sentences.

6. Ask each group to choose their six interesting sentences and then read out to the whole group.

Games are a lively way of maintaining students' interest in the language, they are fun but also part of the learning process, and students should be encouraged to take them seriously. They should also know how much time they have to play a game. It's not useful to start a game five minutes before the end of the lesson. Students are usually given a 'five-minute warning' before the time is over so they can work towards the end.[4;145]

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MODERN TECHNOLOGIES AND WAYS IN TEACHING SPEAKING

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Different approaches may be used for developing conversation skills (or speaking). Speaking is one of the main language skills together with other language skills as reading, listening, and writing. It is impossible to teach speaking and conversation without communication. One of the difficult questions is to bridge the gap between the artificial use of language drilling and its natural (real) use outside the classroom. There is a movement from pseudo-communication to real communication where the students can use the language in real situations, they should express their personal ideas and needs. Teaching speaking is the most difficult part in language learning process and it can take many different forms.

Four language skills are regarded as separate items, but they are closely connected and interacted. Speaking is one of the main language skills together with other language skills as reading, writing and listening. It is impossible to teach speaking and conversation without communication. Communicative Approach views language as a complex network of habits, which can be built up step by step, as an aggregate of skills which do not separate out into four neat segments. Interactive Methods of teaching English are the effective methods which became popular nowadays. The teacher and students are equal partners in the studying process and all the students are involved in this process. One of the requirements of these methods is to create a comfortable atmosphere for the students, which will help to see their abilities, mental and intellectual, and their success and it makes the process of teaching more productive.[1, 76]

In teaching speaking various techniques may be widely used: role play, dialogues, improvisations, readings, compositions, small-group discussions, debates, motion pictures, songs, poetry, group projects, field trips, games and others. We study some of them in our work. We've chosen the most popular and widely used techniques which are more effective for teaching conversation.

A *short conversation* between two people presented as a language model – the dialogue – often receives top billing in the manipulative phase of language learning. Students spend much time repeating dialogues for pronunciation and memorization practice or for grammar drills on selected lines. But when we come to the dialogue in the communicative phase of language teaching, or

specifically, to its role in directed conversation sessions, its glamour seems to wave, and it is quickly retired. The experience of working with dialogues for many years shows that there are several ways to turn dialogues into stepping stones to free communication. The procedures that follow have been tested by experience and can help the student help the students develop fluency in English.[2,112]

The technique known as "*improvisation*" was borrowed from the field drama. The improvisation is a dramatic hypothetical situation in which two speakers interact without any special preparation. Drama students learn how to polish their acting abilities in improvisations. English students working with improvisations use the language in an inventive and entertaining form.

Working with improvisations, the following sequence is suggested:

1) Explain the general idea of improvisations to the class; 2) Ask each student to write in English three situations which can be used for improvisations. The student should write each situation on a separate slip of paper. Be sure that the student creates a situation involving two speakers only. The student should simply describe the situation - not write the conversation that would ensure; 3) Collect the slips of paper. After class read over the situations and correct the English where necessary. Choose the situations which are the most suitable. Although the students may want to have time to prepare for the improvisation, the teacher should explain the benefits of working out the conversation in a spontaneous manner in front of the class, with no rehearsal or fixed dialogue line. This device is also excellent in helping students get over their shyness in speaking a foreign language, besides providing rewarding communication activity for speakers and onlookers alike.

*Role plays***.** Dialogues and improvisations are the forms of role-playing, which is an engaging device to stimulate students to use their newly acquired English. Several people can interact in a role-playing situation. Plays are especially popular activities in conversation clubs where the group has sufficient time to devote to the study, practice and staging of a play. Plays require too much time to work with conveniently in just one class hour. [3, 98]

Many teachers would like to use role-playing exercises such as the one above but are afraid to try. Sometimes students think role-playing is too childish or embarrassing. Sometimes it is difficult to convince students that role-playing in the language classes is beneficial and entertaining. Role-playing helps overcome the inhibitions of self-consciousness which are underlying obstacles in conversation practice. Through impersonation, the student temporarily divests himself of the responsibility for personal mistakes. As the student improves his ability to converse in English, s/he gradually acquires almost a new personality. Thus, role-playing and language learning may be very intimately connected, and role-playing exercises should be given the importance they deserve.

*Small group discussions***.** If there are more than three students it's convenient to schedule small-group discussions from time to time. This is an excellent way to give students opportunities to speak English, especially if the class is a large one. There is a variety of activities which may be used at the English lessons in teaching speaking. They are the following: distributing pictures to the learners and putting them in order according to the story; giving out the text of the story (cut up into separate slips); putting them in order; to introduce a chan-story technique; creating stories; a fluency-oriented activity "Keep talking"; working in pairs in the discussion of topics; sharing ideas with the whole group; making up a list of characteristics of a good speaking activity.

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EFFECTIVE TECHNIQUES OF IMPROVING VOCABULARY OF B1 LEVEL LEARNERS

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When it comes to language learning, vocabulary acquisition plays a crucial role in developing proficiency in a foreign language. As learners progress from beginner to intermediate levels, they need to expand their vocabulary to express themselves more accurately and fluently. In this article, we will explore the effectiveness of teaching words with synonyms to B1-level learners and how it can enhance their vocabulary learning experience. One of the goals of studying English is to improve communication skills. If children learn the words of the English language, they will be able to talk well. If they have a vast vocabulary, they will speak whatever they want since it is superior.

David Wilkins asserted the significance of vocabulary. "Very little can be communicated without grammar, and nothing can be communicated without vocabulary." [1] He added that acquiring more vocabulary and expressions will lead to greater improvement. People can say anything they want to with words, but they can only say a limited amount with grammar because they speak with words most of the time rather than grammar.

While learning a language, teachers should be aware of their students' word knowledge. Increasing word awareness is one of the four techniques. The author noted that many junior high school students struggle with vocabulary. Because of their limited language, it was conceivable. In Richards' book, it is stated that there are around 2000 words that pupils should be familiar with because they appear frequently in written literature. The vocabulary was taken directly from the textbook, and the students were instructed to search up the definitions in dictionaries. [7]

The learners won't be aware that other terms have the same meaning because they don't often hear them because the teacher only concentrates on the desired outcome. In most cases, students were unaware of whether or not they found a new term that precisely had the same meaning as existing ones. The author of this study set a cap on the number of words that readers needed to master at 40. [3]

Students should be able to comprehend the meaning of the texts they read, as stated in the reading skill curriculum, "Students should able to response the meaning on the simple essay or text accurately and fluently related to daily-environment in descriptive and recount text." By correctly responding to the questions based on the text, the students were anticipated to be able to respond to the meaning of the straightforward text. [4]

Grammar is not as important to pupils' comprehension of what they hear and read or how to interact with others as vocabulary is. People are unable to communicate their ideas or understand others without an adequate vocabulary. The majority of literacy skills required for language learning are diverse.[8]

Lack of vocabulary is one of the causes contributing to students' failure to learn English. One of the key components in building effective communication is vocabulary. The students cannot speak or write well if they lack the vocabulary necessary to express their thoughts and feelings. When a good framework is not backed up by a lot of words, the pupil who has mastered it seems to lose its purpose. In other words, communication will be pointless without words to represent a variety of meanings, regardless of how well children master grammar and word sounds. [5]

Teaching Strategies for Synonyms:

1. Word Maps: Creating word maps or semantic webs can help learners visualize the relationships between words and their synonyms. This technique encourages learners to make connections and reinforces the meaning and usage of new vocabulary.

2. Group Activities: Engaging learners in group activities such as synonym games or discussions can create an interactive and collaborative learning environment. Learners can practice using synonyms in context, share ideas, and learn from one another.

3. Sentence Context: Teaching synonyms within sentence contexts provides learners with examples of how words are used in different situations. This approach helps learners understand the

subtle differences between synonyms and their appropriate usage.

Teaching words with synonyms to B1 level learners can be highly effective in expanding their vocabulary and enhancing their language proficiency. By incorporating synonyms in the teaching process, learners can develop a more varied and nuanced vocabulary, leading to improved communication skills. Moreover, the use of interactive teaching strategies can make the learning experience engaging and enjoyable for the learners. Vocabulary acquisition is a gradual and ongoing process, and learners should continue to explore and reinforce their knowledge of synonyms and other aspects of language learning to further enhance their language skills.

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THE BENEFITS OF USING GAMES IN PRIMARY AND SECONDARY ENGLISH LESSONS

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At the present stage of school education development one of the most urgent problems requiring new ways of solution is the necessity of qualitative improvement of foreign language knowledge at a small number of hours of academic load allocated to the study of this subject by the school program. Successful mastering of a foreign language today is a necessary prerequisite for obtaining interesting work in the country and abroad, strengthening friendship with representatives of different countries, for continuing studies in international higher education institutions and professional growth in the chosen field of specialization.

However, unfortunately, most school programs provide 1-2 English lessons per week. This is far from being enough to ensure a proper level of knowledge of the language when using traditional methods and forms of work in the classroom.

It is necessary to develop and use new approaches and technologies aimed at increasing the motivation of students' learning activities and, consequently, the level of language proficiency. And active teaching methods meet these requirements, because their essence is to interest students, to make him/her an active participant of the educational process. [1: 68]

Our time is characterized by the search for new forms, methods and techniques of teaching. Modern school needs teaching methods that would help not only to teach qualitatively, but first of all, to develop the potential of an individual. Modern teaching is aimed at preparing students not only to adapt, but also to actively master situations of social change.

At a foreign language lesson a special place is occupied by forms of classes that provide active participation in the lesson of each student, stimulate speech communication, and promote the formation of interest and desire to learn a foreign language.

These tasks can be solved with the help of game methods of teaching. In a game, the abilities of any person and especially a child are fully manifested. Game - a specially organized activity that requires strain of emotional and mental strength. The game involves making decisions - how to act, what to say, how to win? The desire to solve these questions sharpens the thinking activity of the players. And if students speak a foreign language, the game opens up rich learning opportunities. Being entertainment, recreation, the game can grow into learning, into creativity, into a model of human relations. [3:29]

Game activity in the learning process fulfills the following functions:

1) Teaching function is the development of memory, attention, perception of information, the development of general learning skills, and it also contributes to the development of foreign language skills.

2) Educational function is to cultivate such a quality as attentive, humane attitude to the partner in the game; it also develops the feeling of mutual assistance and mutual support. Pupils are introduced to phrases-clichés of speech etiquette to improvise speech address to each other in a foreign language, which helps to cultivate such a quality as politeness.

3) Entertaining function is to create a favorable atmosphere at the lesson, turning the lesson into an interesting and unusual event, an exciting adventure, and sometimes into a fairy tale world.

4) Communicative function is to create an atmosphere of foreign-language communication, uniting the team of students, establishing new emotional and communicative relationships based on interaction in a foreign language.

5) Relaxation function is to relieve emotional tension caused by the load on the nervous system during intensive learning a foreign language.

6) Psychological function consists in the formation of skills to prepare one's physiological state for more effective activity, as well as the reorganization of the psyche to assimilate large amounts of information.

7) Developmental function is aimed at the harmonious development of personal qualities to activate the reserve capabilities of the personality.

For a child, a game is an interesting, exciting interaction with a teacher and peers, in which statements of a certain type are dictated by the internal needs of the game. [2: 69]

Of course, not every game is suitable for this purpose. It is possible to formulate the following *requirements to the game as a teaching method*:

1. Children must be aware of the game result. This result can be the creation of unusual comic or fantastic images with the help of words: flying objects, talking animals.

2. Children recognize the rules that they need to follow to achieve this result.

3. The possibility of choosing a specific action in the game by each child, which provides individual activity in the collective form of play.

Of course, we should not forget that playing a game in foreign language classes is not just collective entertainment, but the main way to achieve certain learning objectives at this stage - from the smallest speech skills to the ability to conduct an independent conversation.

Games can also be specifically linguistically: grammatical lexical, phonetic and orthographic. These are so-called "preparatory games" that contribute to the formation of speech skills. Such games can make boring work that requires repetition of the same structures more interesting and exciting.

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DIFFICULTIES OF WRITING AN ESSAY IN EFL

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In recent years, there has been significant development in education and technology, surpassing previous achievements. The issues of further improvement of education and upbringing science, obtaining of knowledge, enhancing critical thinking, boosting intercommunication through young people, their proficiency of foreign language learning and up to date information and modern technologies remain the priorities of state policy. This implies that the advancement of modern technology will lead to the emergence of numerous talents in our nation, as many learners will display their abilities. The establishment of a fair society is viewed as the primary goal of establishing a sovereign and resilient state in Uzbekistan, where the individual is considered the main value, with their interests, needs and rights being honored. Modern Uzbekistan focuses on its advancement on the formative of a harmonious improved, highly educated and thinking younger generation. Through prioritizing education, critical thinking, spirituality, morality, enlightenment, the country is investing in the future well-being of its citizens. This approach not only fosters a sense of national identity and pride but also equips individuals with the skills and values necessary to navigate an increasingly complex and interconnected world.

Writing essay is an important skill that can benefit people in various aspects of someone's life, from academic and professional success to personal development and self-expression. It is a valuable tool for learning, communication and intellectual growth. The process of writing an essay involves three main stages: pre-writing, drafting, reviewing. Morgan argues his article that the students are going to stuck when they want to begin their writing of the first idea or topic, they are confused to write the thesis statement that can be in the first or last sentence of the paragraph, they must consider to what the audience or reader who will read their essays also the purpose of the essay, they are mostly in fear or failure while writing because of how they express their idea, feeling and experience. Based on the explanation, all of the writing difficulties in writing an essay will happen in writing essay process, and the essay is a part of basic academic writing form[3:3]. Talking about the concept of writing and learning experience, Ojima stated that the EFL or ESL learners use their own ways in making the concept of their writing. It can help them to compose the writing based on their individual experience, motivation and tasks. It means that the learning experience is important for the students in learning writing[4:19].These challenges are common in the essay writing process, which is a fundamental part of academic writing. It is significant for students to address these difficulties through practice, guidance, and perseverance to improve their essay writing skills. The main thing that many students struggle with when writing an essay is the lack of ideas and even when they struggle, they make mistakes when using topic-based vocabularies and even forget. Boun argues that the students felt difficult when developing and organizing ideas, using correct grammar and word choices, and applying correct writing mechanics, such as the use of capital letter, spelling, and punctuation. The difficulty faced by the students in writing skill [1:106].In addition, they will not be able to show their feelings and experiences in writing. Moreover, by not being able to focus on one place, the meanings of the thoughts are not connected to each other. Primarily, it is crucial to raise students' awareness of the importance of English writing skills and the writing module in the preparatory English program as writing is an important tool for users to communicate in a variety of ways. When English users can write well, they will be able to speak well and promote reading ability more effectively. Besides, mastering writing skills will assist learners to improve their ability to use vocabulary and grammar, thereby developing their own language skills. These are all common challenges that students face when writing an essay. Here are some tips to help overcome these difficulties:

- Start by brainstorming and outlining your ideas before you begin writing. Having a clear structure and plan in place can help you stay focused throughout the essay.

- If you're struggling with writer's block, try taking a break and coming back to your writing with a fresh perspective. You can also try freewriting or discussing your ideas with someone else to generate new thoughts.

- To manage time constraints, create a schedule or timeline for completing your essay. Break down the writing process into smaller tasks and set deadlines for each one.

- When conducting research, start by identifying key sources and information that will support your argument. Take notes and organize your research materials to make it easier to reference them later.

- Focus on creating a strong thesis statement and outline to guide the organization of your essay. Make sure each paragraph has a clear topic sentence and transitions smoothly to the next.

- Be carefull for your essay's grammar and punctuation errors. Consider using grammar checkers or asking someone else to review your work for feedback.

- When revising your essay, read it aloud or have someone else read it to catch any mistakes or areas that need improvement. Make revisions based on feedback and continue to refine your writing until you are satisfied with the final product.

- By reviewing and analyzing other people's essays, he gathers his thoughts and thereby helps himself in writing an essay. In this way, learners can increase their knowledge and skills by seeing the words used by that person in their essay and expanding their thoughts.

By following these tips and practicing regularly, students can improve their essay writing skills and overcome the challenges that come with it. Remember that writing is a process that takes time and effort, but with dedication, students can develop writing abilities and produce high-quality essays.

In conclusion, while writing an essay can present challenges and difficulties, it is significant to remember that these obstacles can be overcome with the right approach and mindset. By breaking down the writing process into manageable steps, seeking feedback and guidance from peers or instructors, and dedicating time to revise and refine their work, students can improve an essay writing skill. Dang Thi and Anh Ngos highlight that from analyzing the students' common writing mistakes, their difficulties in practicing writing and the causes, the research proposes solutions to improve the English writing skills of the students. Also, it helps enhance the effectiveness of the teaching and learning of writing skill [5:83]. Remember that practice makes perfect, and every time when student write an essay would be given an opportunity to learn and grow as a writer. Embrace the challenges as opportunities for growth, and don't be afraid to seek support when needed. With perseverance and determination, student can develop his essay writing ability and produce high-quality, well-crafted essays.

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UTILIZING WORD GAMES AND PUZZLES TO ENHANCE VOCABULARY

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Building a strong vocabulary is just as crucial as learning a new language for success in this globalized world. That is because people learn a new language to express ideas and feelings fluently

which could only happen when a rich vocabulary is built. Therefore, expanding vocabulary is one of the most important aspects of learning foreign languages. EtiborMurodova says that 'Not even all native speakers can boost of knowing the entire vocabulary of their native language. It is believed that it is enough to know only 800 words to speak English fluently [1:79]. The challenge is not the amount of vocabulary available to learn, it is finding the best way to learn them. It is not a secret that vocabulary is being taught in old-fashioned ways in educational institutions despite the Internet technologies and modern trends. Traditional methods of vocabulary teaching and learning such as learning by heart and memorizing have limitations in achieving language fluency. Moreover, these techniques are not enough to communicate effectively not only in English but also in other foreign languages. Incorporating vocabulary games and puzzles can change word memorization process into a fun and engaging experience that help learners overcome the limitations of traditional methods.

Now I am going to unveil some interactive word games that can transform the English language classroom into an effective learning environment.

1. Word guessing game [2].This is one of the most interesting games to play in the English classroom which can create an amazing atmosphere to boost vocabulary. Firstly, pupils need a dictionary and a few sheets of paper. To play this game 5 to 6 students are enough but a teacher or a leader of the game may change this number according to the number of pupils in the classroom. The game commences with participants arranged in a circular or semi-circular formation ensuring they face one another. Subsequently, designated game leader consults the dictionary to select one word. At this moment, it is the responsibility of the leader to ascertain that none of the participants possess prior knowledge of the definition of the chosen word. Following that, the leader reads the selected word that is unknown for every participant loudly without mentioning the definition and all the members of the game should write the meaning of the word by guessing. The leader collects the pieces of paper from the players including his or her own which is the correct one. After that, the leader read aloud the definitions written on the papers and players should guess the correct meaning. Then the leader tells the meaning of the chosen word and the player who finds the correct definition will get one point. If no one can find the meaning, the leader will get the point. The game proceeds in this manner until all members of the game have the opportunity to assume the leadership role for one iteration. To play this game teacher can strategically incorporate the target vocabulary of the lesson. This activity is particularly well-suited for language learners as it possesses the ability to promote creative thinking and brainstorming skills.

2. Word erase is another game to learn, revise vocabulary and especially the correct pronunciation of the words [3]. This is a great low-tech game that can be enjoyed by students in any setting without needing special devices, computers, tablets, etc. In order to play this game, students should be divided into two groups. This game works well with any class size because there is no limit on how many students can be in one group. First of all, the instructor duplicates the target vocabulary on the blackboard, writing it in two rows, one for each team. Next, each team should stand forming a line, leading to the blackboard. When the instructor gives the signal, the first pupil on each team should go to the blackboard and reads aloud the written words. It would be perfect to ask the pupils do this in turns in order to avoid noisy classroom. If the participants pronounce the words correctly, they erase that word and move to the back of the line. The pupils who make a pronunciation mistake must return to the back of the line without erasing the mispronounced word. The game will continue in this way all the players taking a turn until one group successfully erases all of the words on their list. While this game is enjoyable, it also helps pupils enhance their understanding of the target vocabulary. Focusing on the pronunciation alongside vocabularyis vital, as mispronunciations can lead to confusion while communicating in the target language.

Apart from this kind of little preparation word games, educators can utilize different types of puzzles to increase, practice and revise vocabulary in the English and other language classes. For instance, scanwords and crosswords can be useful to improve the spelling of the words while anagrams (rearranging the letters of one word to make another word such as cat and act) can boost creative thinking and help pupils learn word formation. Playing games related to vocabulary encourage learners to participate in the activities/games without being afraid of making mistakes or

speaking in front of the class. Moreover, pupils repeat the words in a fun context while playing which helps learners improve memorization. Also, word games are beneficial to activate some parts of the human brain which are associated with memory, critical thinking and language practicing. To identify, word games requires actively remembering and repeating the words and this repetition strengthens memory by making them easy to recall later. In addition, pupils have to think and analyze quickly to play games which activates the functions of the brain.

Learning vocabulary through fun and stimulating activities can motivate learners to learn the new words and keep practicing by making vocabulary learning process more enjoyable. In fact, focusing on the activity during the game can be a reason for students to forget daily life pressure and problems. Therefore, playing a game reduces stress and creates a relaxing and calm environment to study. Despite the statements mentioned above, some people think that playing games during the lessons is suitable for only children. I disagree with this statement because adult learners should also be engaged in the activities while learning language. Precisely, adults also need motivation, encouragement and courage to learn something new. It is important to sharpen the mind, activate the brain and improve memory for adults to learn a language successfully. Accordingly, taking into account all the advantages stated above, word games should be used not only for children but also for secondary and high school students so as to enhance vocabulary learning.

In conclusion, word games transform vocabulary learning process into an enjoyable and interactive experience for learners of all ages. They provide a useful workout for learners' brain that lead to improved memory. Interestingly, gamification has the power to spark learners' curiosity and provide an engaging approach that can motivate anyone to learn deeper. Additionally, playing with words can be a relaxing experience that also boosts vocabulary, lowering stress and anxiety.

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USING AUTHENTIC MATERIALS IN TEACHING PROCESS

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The primary goal of this thesis is to evaluate the effectiveness of integrating authentic materials into language teaching methodologies. Specifically, it aims to assess how authentic materials impact learners' linguistic proficiency, communicative competence, and cultural understanding. Additionally, the research seeks to identify strategies for effectively selecting, adapting, and implementing authentic materials in language classrooms. By addressing both the theoretical framework and practical implications, this study aims to provide insights that can inform language educators' pedagogical practices and contribute to the enhancement of language teaching methodologies. Ultimately, the thesis endeavors to promote more engaging, relevant, and effective language learning experiences for students.

The topic of using authentic materials in the teaching process is highly relevant in the field of education and language learning.[1;2] Authentic materials, such as real-life texts, videos, and audio recordings, provide students with exposure to genuine language use and cultural context, enhancing their language acquisition and cultural understanding.[2;4462] In the current globalized and interconnected world, the ability to understand and communicate in authentic language is crucial. Therefore, studying the effectiveness of integrating authentic materials in teaching can significantly impact language education practices, pedagogy, and curriculum development, making it an important focus area for research and thesis exploration.

This thesis employs a mixed-methods approach, combining qualitative and quantitative research techniques to comprehensively investigate the utilization of authentic materials in the teaching process. Initially, a thorough literature review establishes the theoretical framework and

identifies key concepts and variables. Subsequently, qualitative methods such as interviews and classroom observations are utilized to gather insights from language educators and students regarding their experiences with authentic materials. Additionally, quantitative surveys are employed to collect data on the perceived effectiveness and impact of authentic materials on language learning outcomes. The integration of both qualitative and quantitative data enables a nuanced understanding of the complexities surrounding this topic.

This section aims to critically analyze the findings presented in the previous chapter and to provide insights into the implications of using authentic materials in the teaching process. This section will explore the effectiveness, challenges, and future directions associated with integrating authentic materials into language teaching.

The findings of this study corroborate previous research indicating that authentic materials can enhance language learning outcomes.[3;97-118] Participants reported increased motivation, engagement, and real-world applicability when exposed to authentic materials such as newspapers, videos, and authentic texts. This aligns with theories of communicative language teaching, which emphasize the importance of exposing learners to authentic language use contexts.

Furthermore, the qualitative data revealed that authentic materials facilitated cultural understanding and promoted intercultural competence among learners. By engaging with materials produced by native speakers, learners were able to gain insights into cultural nuances, idiomatic expressions, and pragmatic conventions. This suggests that authentic materials not only enhance linguistic proficiency but also contribute to the development of socio-cultural competence.[4;195-204]

Despite the benefits associated with authentic materials, several challenges and limitations were identified. One recurring theme was the difficulty of selecting and adapting authentic materials to suit learners' proficiency levels and learning objectives. While authentic materials offer richness and authenticity, they may also pose linguistic and cognitive challenges for learners, particularly those at lower proficiency levels.[5;40-50]

Another challenge highlighted by participants was the lack of accompanying support and scaffolding when using authentic materials. Without appropriate guidance, learners may struggle to comprehend complex texts or extract relevant information from authentic sources. This underscores the importance of teacher mediation and instructional support in facilitating effective engagement with authentic materials.

Additionally, logistical constraints such as access to authentic materials, copyright issues, and technological barriers were mentioned as impediments to integrating authentic materials into the teaching process. Addressing these challenges requires collaboration between educators, curriculum developers, and technology providers to ensure equitable access to diverse and culturally relevant authentic materials.[6;193-211]

Moving forward, there are several avenues for further research and pedagogical innovation in the use of authentic materials in language teaching. Firstly, future studies could explore the effectiveness of different types of authentic materials (e.g., multimedia, digital resources, authentic texts) across various language proficiency levels and contexts. This could provide insights into best practices for selecting and integrating authentic materials to meet the diverse needs of learners.

Moreover, research should investigate the role of teacher professional development in enhancing educators' capacity to effectively incorporate authentic materials into their teaching practice. Providing teachers with training and resources to curate, adapt, and integrate authentic materials can empower them to create meaningful learning experiences that promote language proficiency and intercultural competence.

Furthermore, advances in technology offer opportunities for the development of digital platforms and tools that facilitate the integration of authentic materials into language teaching. Mobile applications, virtual reality simulations, and online repositories of authentic resources can provide learners with immersive and interactive learning experiences, transcending the limitations of traditional classroom settings.

CONCLUSION: In conclusion, this study has demonstrated the significant benefits of integrating authentic materials into the language teaching process. Through qualitative analysis, it was evident that authentic materials enhance learner motivation, engagement, and cultural understanding. Despite challenges such as material selection and instructional support, the findings underscore the importance of leveraging authentic materials to promote language proficiency and intercultural competence. Moving forward, future research should focus on exploring innovative approaches, leveraging technology, and supporting teacher professional development to maximize the potential of authentic materials in language education. Overall, this study contributes to the growing body of literature advocating for the integration of authentic materials to enrich language teaching and learning experiences.

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COMPONENTS AND STAGES OF WRITING SKILLS FORMATION IN A FOREIGN LANGUAGE

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Writing is a special form of speech in which orally spoken content is fixed on paper by drawing graphic symbols corresponding to that content.

Writing is one of the most complex skills formed in the learning process. The most important element in learning to write is the formation of the ability to write figures, which includes the formation of the ability to spell.

Foreign language education is one of the most important educational processes in our country. Writing is considered the most important aspect of foreign language teaching. The utility of this work lies in its creative approach to the study and teaching of writing. It includes a detailed review of ways and means of teaching writing and improving writing skills.

Knowledge of a foreign language is assessed in four major language skills: speaking, writing, reading, and listening. All of these skills complement each other and are of value.

Writing is a fairly serious task, requiring beautiful handwriting, correct spelling, proper grammar, and valuable logical meaning. As such, it creates more difficulties than other language skills. Therefore, it is more difficult than other language skills. In order to write properly, students must master not only grammar, but also vocabulary and logical meaning. Students must master not only grammar, but also vocabulary, syntax, and logic.

The writing process is an important concept in writing education, as well as an important research concept in the field of composition research. The writing process is generally considered to

consist of five stages. Necessary elements include the ability to spell and transcribe, the ability to compose sentences, and the ability to arrange sentences. Necessary elements include the ability to spell and transcribe, the ability to locate and compose sentences, speech work consisting of internal expressions, and the ability to select appropriate vocabulary [1, p.9].

The teaching of writing includes different types of speech exercises. They are speech exercises for teaching writing, speech exercises for working with printed texts, and speech exercises,

Steps in the Writing Process:

1. Prewriting: In this phase, students brainstorm, research, gather, and outline ideas. Often, ideas are written out on a diagram.

2. Drafting: students create an initial composition by organizing and writing down all ideas to communicate a particular idea or present an argument.

3. Re-examination: students review, revise, and reorganize their work by rearranging, adding, and deleting content.

4. Editing. During this stage of the writing process, writers proofread and edit to correct errors in grammar and mechanics and improve style and clarity.

5. Publishing. At the end of the writing process, the final work is shared with the group. There are many ways to share, and computers can be used to print and publish.

There are several types of academic writing:

1. Oral writing. Oral writing also falls into this category.

2. Intensive (controlled) writing - usually dictation for controlled grammar practice. Writing assignments such as essays, compositions, and summaries are also included in intensive writing.

3. Self-writing - This type of writing involves writing with oneself as the only reader.

The most vivid example of this type of writing is note-taking during lectures for later recall.

4. Display writing - Short answer exercises, essay exams, and research reports are examples of display writing, in which students must demonstrate their language knowledge and academic skills.

5. Real writing - this type of writing is not intended to be graded or checked by the teacher. The goal is true communication. Informal writing includes diaries, letters, postcards, memos, and personal messages. In the initial stages of learning to write, the student must learn the concept of the graphic symbol of a letter and how to write all graphic elements correctly, clearly, and fast enough while observing correct posture, correct hand movement, and correct movement trajectory.

Objective difficulties in learning to write are reduced when the skill is an act formed by repetition, characterized by a high degree of proficiency and the absence of piecemeal conscious regulation or control.

There are three main stages in the formation of writing skills.

- The first stage is analytical, its main component being the identification, acquisition, and understanding of the content of individual elements of behavior.

- The second stage is what has traditionally been called synthesis. This is the stage in which the individual elements are combined into a comprehensive behavior.

- The third stage is automation, the stage of skill formation as behavior characterized by a high degree of assimilation and control. Skill automation is characterized by speed, smoothness, and lightness.

The key to skill formation is practice and training. While it is impossible to form skills without practice and repetition, repetition is most appropriate and effective in the third stage of skill formation, whereas the first two stages are conscious activities. The child must know and understand what to do.

The ability to understand and distinguish the elements of a letter, the proportions of its parts, and how and in what combination and order these elements must be placed on the line is the first step in learning.

The next step is to explain how the basic elements move through the writing process. Mindfulness is paramount in learning.

The formation of writing skills during training is a long process, and the structure of the act of writing itself, the structure of skill formation, and the underlying psychophysiological mechanisms are complex.

1. Letter preparation

Letter preparation involves steps 1, 2, 3, 4, and 5.

1 - Stand or stand straight on the floor with both feet together;

2 - Lean over the back of a chair and check the distance between the edge of the desk and your chest with your fist;

3 - Tilt your head back. Place right elbow on table, fingertips touching temples;

4 - Hold the pen correctly. The distance from the index finger to the metal part of the stick is one finger;

5 - Tilt the notebook. The lower left edge of the notebook should be in the middle of your chest. Hold the notebook with your left hand. If you write straight, the notebook will tilt and slant.

Stages of Skill Formation

1. Incubation

Hatching is the development of muscle memory. This stage determines the success of the entire training. Children stroke what they have drawn or made using a rolled ruler (pattern) with geometric shapes engraved on it. The challenge: to stroke only in the specified direction, not to extend beyond the outline of the drawing, and to keep the distance between the lines (strokes) the same. Children accept the conditions quickly and easily, as in a game. Top to bottom, bottom to top, left to right.

2. Development of tactile memory

Students' concepts are formed when senses are formed. It is desirable to teach letter concepts and images through the sense of touch. Here is how to do it. Paste the letters on cardboard. Make letters out of velvet paper. While touching the letters, the student describes to himself the entire path of his fingers. The students close their eyes, find the beginning of the letter, and say the name of the letter.

The next step is to draw parallel lines. All strokes being parallel gives clarity and accuracy to the letters (handwriting), making them easier to recognize and read. It should be noted that non-parallel strokes are the most common symptom of handwriting disorders. Before learning how to write letters, the student should be taught to write vertical, horizontal, and sloping lines parallel to each other.

The next step is to write vertical and horizontal half-oval shapes in different directions of motion. To write a half-oval shape, attention should be paid to the correct position of the hand, especially the support of the hand (pinky only).

Attention should be paid to the difference between an ellipse and a circle, so that the ellipse can be applied to a rectangle. At this stage, the following graphic tasks are effective and quite feasible the student can feel new options for free hand movements with pencil and pen.

At this preparatory stage, the student is already approaching writing letters. Writing letters means that there are fairly strict restrictions on the height and width of each graphic element, and the student writes on a lined sheet when learning. Therefore, it is necessary to explain what a string is, how the elements are arranged, where the middle of the line is, where the line above the working line is, and where the line below is.

Of course, it is easier to draw and write only vertical lines than to place them on top of the lines, observing a certain height and length (width). If they have already learned how to start a movement at a certain point, they need to learn how to end the movement in the same exact manner. Since this is a new task, it needs to be explained, demonstrated, and made clear to the student what he or she understands.

The final step in the preparation for writing is to master the elements of the written word.

In order to properly explain how the graphic elements (letters) are written, it is important to consider several rules

1. Explain how the graphic element is written - at what point the movement begins, the direction of the movement, the change in trajectory, the end of the movement.

2. There must not be a single word in the description that is incomplete or unfamiliar.

3. In addition to the verbal description, the movement must be indicated

4. Slow motion "under dictation".

5. Repetition of instructions.
6. Self-execution of movements.
Other informal writing can also be done.
In conclusion, we must remember the following effective advice to improve our writing skills
- Use plain English writing style.
- Pay attention to the length of sentences and paragraphs.
- Use parentheses sparingly
- Use bullet points and enumerated lists.
- Use simple words and expressions whenever possible;
- Replace difficult words and phrases with simple ones;
- Avoid legalese and pompous expressions;
- Avoid jargon;
- Avoid unnecessary words and repetitions;
- Use verbs instead of nouns;
- Explain new ideas clearly;
- The same thing;
- Use a unified name [2, p.94].

Writing is a critical skill for students. All students need to constantly improve their academic writing. Regardless of whether they are in high school or college, students need to develop good writing skills to succeed in academic or professional life. Here are some tips for improving writing skills, especially for schoolchildren:

Encourage reading: Encourage students to read regularly. Reading can improve vocabulary, sentence structure, and sentence style.

Teach grammar. Teach grammar rules and help students practice them regularly. Good grammar is essential for good writing.

Provide feedback: Give students feedback about their writing. Identify their strengths and weaknesses and suggest ways to improve them.

Use character hints. Use writing tips to help students practice writing. Writing a hint can be anything from a quote to an image. They help students develop their creativity and writing skills.

Make writing fun: Writing should be fun. Encourage students to write about topics of interest and give them freedom of expression.

Students studying English as a second language (ESL) also face unique challenges when it comes to writing. Student writing skills are essential in such situations as well. Students need to learn a new language and new writing rules. Here are some tips for ESL students to improve their writing skills:

Practice reading. Reading helps these students improve their vocabulary and writing skills. They need to read books, newspapers and articles on the Internet in English.

Focus on grammar. Grammar is essential for good writing. ESL students should focus on grammar rules and practice them regularly.

Use online tools. There are many online tools to help these students improve their writing skills. They can use grammar checkers, spelling checkers, and written hints.

Writing every Day: ESL students need to practice writing every day. They can write about what they are interested in, such as their hobbies and experiences.

Get feedback: Feedback is important to improve your writing skills. Students should ask a trusted person to read the letter and give feedback.

In summary, we can say that you can improve your writing skills. Reading here is necessary for personal and professional growth. If you want to improve your academic writing or writing skills in English, there are many ways to do this. You need to read, write, practice grammar and receive regular feedback. Developing good writing skills takes time and effort, but the benefits are worth it [3].

An analysis of the psychophysiological features of the formation of writing skills shows that the act of writing, which from the outside is perceived as holistic and coherent, is in fact a chain of discrete movements. And only when the skill is formed does the execution of all the links in this chain

occur automatically, without awareness or control of direction. But if the initial training phase is designed in such a way that something is not executed, something is executed incorrectly, etc., then subsequent training will correct the incorrect execution and the result will not be satisfactory.

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BENEFITS OF LEARNING A SECOND LANGUAGE AT AN EARLY AGE

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In our society, the focus on advancing education, fostering scientific research, promoting deep knowledge acquisition among youth and developing proficiency in foreign languages and modern technologies continues to be a top priority of government policy. This commitment aims to nurture a new generation of talented individuals and luck the potential of many young children.Nowadays the ability to speak multiple languages is increasingly valuable. Not only does it facilitate communication and understanding across different cultures, but it also opens doors to new opportunities that may have otherwise been out of reach. “Human personality consists of various set of characteristics and patterns of feelings, emotions and thoughts which can be seen in person’s behavior, attitudes, and habits of responding in different situations. We are surrounded by calm or extrovert people, generous or mean, optimistic or pessimistic, flexible or stubborn, friendly or reserved. So are our learners” [6;3]. Therefore, it is essential to promote early second language acquisition in children to equip them with this valuable skill.

The Montessori Academy researchershighlights that the early years of a child's life, specifically between 3 to 4 years old, are optimal for learning a second language This period is crucial as children's minds are highly receptive to new information, their brain development is rapid and their memory retention is at its peak. With the rise of technology, young children are exposed to cartoons and short videos in foreign languages, making it easier for them to learn a second language. As a result, children can quickly and effortlessly pick up a new language due to their exposure to diverse media content.

Studied consistently demonstrate that children who begin learning a second language early on often experience improved cognitive functions. Their brain become more efficient at processing information, problem-solution and thinking creatively. Acquiring multiple languages enhanced memory boosts attention span and stronger multitasking abilities. All of which are valuable skills that benefit individuals across their lifespan. According to the researcher, acquiring a second language not only expands a student's lexicon but also enhances their ability to communicate effectively. This improvement in listening, speaking and writing skills in their primary language results in overall enhanced communication capabilities. Such proficiency is advantageous in fostering connections and adapting to various settings. As previously, stated, modern technology is playing a significant role in enhancing the skills of young learners across various domains. Therefore, it has more benefial facts such as we will explore strategies for teaching young beginner students and addressing their unique challenges. Francis highlights that young beginners are naturally curious and open-minded, with no fear of the unknown. They may rely on non-verbal communication to connect with their peers and can easily translate and relay information between languages [1:365-413].When teaching young learners a foreign language they may struggle with applying the patterns of their native language. However, once they learn a few words, they are eager to communicate. Utilizing poems, songs, fairy-tales, plays, cartoons and visual aids can be effective in engaging young learners. Repetition, such

as drawing simple diagrams or revisiting the same content multiple times, can help reinforce learning and make grammar concepts more enjoyable for them.

Various teaching techniques and methodological concepts exist for EFL learning, ranging from suggestopedia to cognitive approaches. Understanding psychological and cognitive aspects of language acquisition, including Howard Gardner's theory of multiple intelligences, can inform effective teaching practices for young learners [2: 48]. The process of acquiring a second language, such as English, should mirror the natural progression of learning a first language, with listening skills preceding speaking skills. This approach allows for the development of communicative abilities in a spontaneous and authentic manner.

Harley stated that conventionally not only English but also Russian teachers may have emphasized explaining new language structures before focusing on communication skills. However, they may incorporate elements of traditional Russian language teaching, such as phonetic transcription, sound drills and rule-based learning, in moderation [3:313-319].

In today's educational landscape, there is a growing emphasis on communicative approaches in English language teaching. As universal education and rapid advancements in information and communication technologies (ICT) become more prevalent, communication has become the primary objective for language learners. The integration of ICT in foreign language instruction enhances motivation, boosts cognitive abilities, and fosters a positive classroom atmosphere. This approach offers increased flexibility in language acquisition. Creating a relaxed and informal learning environment is key when teaching English young children to utilizing authentic poems, nursery rhymes, cartoons, and songs can be highly effective in introducing new words. Incorporating games into the learning process can also make it more engaging for children.

Regular exposure to spoken English is crucial for children to grasp the language. Using visuals and real-life objects, such as pictures of animals or toys, can provide relatable references that enhance understanding. For example, showing pictures of elephants when teaching about them or using bright toys for toddlers can make the learning experience more interactive.

Incorporating visual aids like cartoons or children's documentaries can also be beneficial for older kids. Using realia, such as actual objects like apples to demonstrate singular and plural forms, can help solidify concepts in a tangible way. By making learning hands-on and interactive, children can deepen their understanding of the language more effectively.Total Physical Response (TPR) is indeed a highly effective method for teaching young children English. By incorporating physical actions along with language commands, children can actively engage in the learning process and internalize vocabulary and grammar structures more effectively. TPR allows children to learn through movement and action, which can be especially beneficial for kinesthetic learners.Using TPR can help children associate specific words or phrases with corresponding actions, making the language learning experience more memorable and engaging. This method can also help children develop their listening skills and comprehension abilities as they follow instructions and respond physically.

For very young learners, it is important to not only say the commands but also demonstrate the corresponding movements or actions. This visual and kinesthetic reinforcement can help children make stronger connections between words and actions, facilitating their understanding and retention of the language.

According to Jahnson's ideas that Learners are best motivated by a desire to succeed, explore, develop, and improve, rather than by a fear of failure. Learning occurs through active participation. Young learners often benefit from demonstrations when acquiring language skills, as they seek guidance on how to perform tasks effectively and appropriately. Many learners prefer clear instructions and examples of what is expected of them[4: 60-99].

Traditional methods have laid the found.ation for the essential requirements of foreign language learning:

- Children should consciously master the language.
- Training should not be based solely on imitation.
- Children should learn the language as a tool for communication.

The primary goals of foreign language education in schools include fostering a willingness to communicate in a foreign language and introducing students to other cultures.

Learning a second language at an early age has numerous benefits, such as improved cognitive development, enhanced academic performance, increased cultural awareness, better communication skills, greater career opportunities, improved memory retention and increased adaptability. These advantages can have a lasting impact on a child's overall development and success in various aspects of life.

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EFFECTIVE TECHNIQUES IN TEACHING VOCABULARY

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The need for teaching English effectively is an incentive for teachers to rethink and develop new teaching methods. Teachers nowadays have to apply different strategies and new approaches to meet students' needs and to organize effective classroom. It should be noted, that these new strategies and approaches are sometimes coupled with old methods to reach the desired effect. Considering new approaches, teachers also need to preserve old methods, by applying them differently, in a new light.

Mastering the bulk of the vocabulary, one's speech becomes correct and fluent. Moreover, good knowledge of vocabulary (here go synonyms, antonyms, high-flown words, idioms, expressions) helps to construct good narratives. For mastering the language one needs to have good stock of vocabulary. When learning English, students always need to learn vocabulary in a systematic way. According to Carter, books devoted to practical approaches to vocabulary teaching do not duly recognize the issues in vocabulary learning and are based on untested assumptions [2]. It can be inferred that the vocabulary learning process or the teaching process of vocabulary should be organized according to practical rather than theoretical considerations.

According to some researchers teaching vocabulary is more important than teaching grammar. As Lewis mentions, "when there is no grammar very little can be conveyed, but when there is no vocabulary nothing is conveyed" [2]. At the same time other researches have been trying to emphasize that learning vocabulary is as important as learning grammar [8]

Alongside with different strategies, the most traditional and effective method of teaching vocabulary remains the method of dictionary definitions. This method suggests that either the teacher gives the students the definitions or the students themselves have to look the new words up in a dictionary. Although this method is sometimes considered to be tiresome and time-taking and many new trends try to minimize its efficiency stating that it is not actual any longer, it should be noted, that this method is persistently serving as an efficient means in several aspects.

Firstly, dictionary definitions (either given by the teacher or looked up by the learner) give the student a clear understanding of not only the concept that the given word denotes, but also a complete description of that word. Such descriptions may usually include pronunciation, part of speech, word

combinations composed of that word, examples, synonyms, antonyms, idioms, expressions, derivatives, sometimes the origin of the word, etc. These factors give us enough ground to believe that the efficacy of this traditional method is more than invaluable. Even considering the fact that students may forget these words, we should bear in mind that the general description is usually saved in the memory.

Secondly, as our teaching practice shows, the seemingly boring detailed descriptions/definitions of words in dictionaries usually endow students with analytical ability, which is so important in comprehending and translating unknown texts. Due to this analytical ability, students often "guess" the meanings of new words in context without having a dictionary at hand. And finally, learners, who have been writing definitions, as well as synonyms, antonyms, derivatives, word combinations, examples, idioms in their vocabularies (copybooks) during their early studies, develop language proficiency and acquire skills for the correct use of dictionaries.

From this perspective, teachers have an important task to fulfill: to make students get used to working with vocabularies and dictionaries. It should be noted, that nowadays many students classically have difficulty in looking up new words in dictionaries, especially when one word has a number of definitions, each having different, sometimes antonymous meanings.

This difficulty often results in misunderstanding, causing errors in translation. For example, students frequently look up words in a dictionary, without taking into consideration the given context they are going to translate. A more global problem is when the context is considered, however, the equivalent is not chosen correctly in translation by the student. This is due to poor knowledge of grammar: when the student is unable to differentiate which part of speech the word to be looked up in the dictionary belongs to. When the target word in the given sentence appears as a verb but the student chooses the adjectival or noun meaning in translation. Hence, we should emphasize the importance of having good knowledge of grammar (that very often help those who do not look up a word in the dictionary). In order to avoid such inappropriate situations, teachers should try to facilitate the vocabulary learning process by selecting words arising out of the specific needs of the given group of students. For example, teachers can choose a specific word-stock for each lesson and for each unit/theme and give to their students enlisted in a paper (in a handout) or by writing them on the blackboard, with a simultaneous discussion of each word. The discussion may be accompanied by certain activities: the teacher asks the students to fulfil the following tasks:

- make combinations with the given word,
- give the derivative,
- use in sentences of your own,
- give synonyms/antonyms,
- give a definition, etc.

The abovementioned tasks are effective, as they help students to study new words from different aspects and to fix them in their memories. Besides, with the help of these assignments the teacher motivates all the students in the group to get involved in the learning process. To fix the vocabulary in the student's mind the teacher chooses a special group of words and asks the students to compose a small text. This is an effective method for revising the active vocabulary. This task can be assigned either to the whole group to be done individually by each student or a teamwork can be organized (by dividing students into groups and asking them to compose texts within their team).

Moreover, the frequency of such assignments motivates students to be informed from the news media, television, radio and the internet, in order to be able to keep pace with other students in the group and to participate in debates regularly held by the teacher. Another effective strategy that can be used in teaching vocabulary and keeping it active in the students' memory is to ask them to listen to news programs in the mother tongue (news on television, radio, the Internet) and try to translate them on the spot. Our observations show that students meet this challenge quite successfully as they realize the active use of their newly-acquired vocabulary. It goes without saying that one of the most traditional methods of revising and fixing the vocabulary is test on vocabulary.

Generally, test on vocabulary can take different forms. It can be organized either on a translation principle (the teacher gives the mother tongue equivalents and students write the English variant) or

through exercises (multiple choice, gap filling, word formation, etc.). This kind of vocabulary testing usually takes the form of a written task. However, the newly acquired vocabulary can also be tested and revised orally, by regularly asking words from the active vocabulary. A quite interactive method of refreshing the newly-acquired vocabulary is to write a sentence on the blackboard that the teacher composes of the words from the active vocabulary. [6]

After writing the sentence on the blackboard, the teacher asks the students to paraphrase the underlined parts using synonyms or definitions. It should be noted, that paraphrasing is not only an excellent means of revising the vocabulary, but it also improves the analytical skills of students. The teacher chooses a text containing the active vocabulary, underlines special parts in it, asking students to express the same in other words. In order to make students more interested in the vocabulary learning process and to involve more and more students, teachers may organize an activity (game). This is a method used in classroom that can motivate students: the teacher divides the classroom into groups (two or three, depending on the number of students) and calls one student from each row to the blackboard. The blackboard is divided respectively into columns. The teacher writes a word on the top of the blackboard and asks students from each row to write a word with the last letter of it, exclusively from the newly-acquired vocabulary.[4]

In sum up effective vocabulary techniques are crucial in teaching and learning process.The learning process becomes smooth and useful, students become more motivated. This kind of approach can create a student-oriented classroom, which is an essential precondition both in the teaching and learning processes.

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ENHANCING VOCABULARY ACQUISITION THROUGH SKELL: A CORPUS-BASED LINGUISTICS APPROACH

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This article analyzes the multifaceted importance of corpus-based linguistics in English language education, focusing on its crucial function in fostering authentic language use, facilitating research-based teaching methodologies, and increasing students' linguistic competence across registers and contexts. Through an exhaustive review of current literature and empirical evidence, this paper highlights the transformative influence of corpus-based approaches on language learning, vocabulary development, error analysis, and research skill advancement.

The introduction of corpus-based linguistics has resulted in an important shift in teaching the English language. This move indicates a recognition of the transformative significance that actual language data has in influencing language teaching. With the spread of digital corpora and advances

in computational linguistics, educators now have unparalleled access to enormous collections of real-world language use.

Corpus-based Linguistics is almost a new teaching method in our country. It helps to teach all skills in new ways and methods. Apart from this this method makes the learning process more engaging and meaningful, as well as helps to organize learner-centered classroom. Learners acquire the language based on authentic content. In most cases, teaching grammar, and other language skills can be boring for learners. While working with Corpora, as learners will be fully engaged to the learning process, learning will be more enjoyable. Students can find information by themselves, and the materials are from real English speakers.

There are some useful Corpora in the field of teaching English for adolescent learners, and Sketch Engine for Language Learning (SKELL) is one of them. SKELL is a corpus, where can be found clear information about words, collocations, examples, and thesaurus in English for English language learners. As SKELL is a simple tool to use and understand both for students and teachers I have chosen it. Here I would like briefly explain my choice on using SKELL in my classes.

Firstly, words can be easily checked in a particular word or phrase, that is used by real English speakers. There are given examples with the words/phrases, that can be easy to learn how to use the words in the context.

Secondly, SKELL is free to use, no registration or payment is needed. And also, SKELL gives good examples of the word or phrase for learners rather than Google search.

And then, nowadays SKELL is widely used in another languages, like Russian. That means it is more beneficial for my students to use it in their Russian classes to find information about a word/phrase.

Additionally, working on SKELL is suitable for learners' age and level, of course. Because, choosing age suitable technology for English classes is very essential part of the lesson, and teachers are always responsible in implementing technology into their classes. As it is stated in Kiddle (2013) technology that we are implementing in our classes should be equal to the cultural competencies, social skills, as well as learners' needs, and all of these requirements should be involved in using digital technology in language classes [2].

Finally, as we live in the century of technology, learners should know how to use technology properly in and beyond the classroom. Because, integrating technology to the classroom makes our classes more engaging and increases learners' critical thinking skills and creativity. As it is stated in Hanson-Smith (2018) technology integrated teaching/learning/course not only promotes active, mindful, conscious learning, as well as interaction among students, but also increases student-teacher and student-student interaction [1]. And teacher- student, student-teacher interaction is one of the important approaches in TESOL requirements [4].

Apart from this, learning new words, working with them always cause issues for students. In most cases students do not want/eager to learn new words, because almost in all lessons they have to work with new vocabulary. Here SKELL is one of the effective and engaging ways of not only in teaching new vocabulary to adolescent learners, but also it helps to increase learners' writing skills, creativity and outlook. Because, while creating their own short stories, learners improve their writing skills, and they have to think creatively. This method also promotes learning from each other, that is one of the effective methods in teaching English, and demonstrates learner-autonomy.

For these purposes it is highly recommend to work with SKELL for teachers, who guides their students' different language exams/tests, like International English Language Testing System (IELTS), Scholastic Assessment Test (SAT), and others, because synonyms are very important in those exams.

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ENHANCING SPEAKING SKILLS IN NON-PHILOLOGICAL EDUCATION THROUGH INNOVATIVE TECHNOLOGIES

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Effective communication skills, particularly speaking proficiency, are crucial in various professional domains beyond philological disciplines. However, students in non-philological fields often encounter challenges in developing speaking skills due to a lack of emphasis on language learning. This article examines how innovative technologies serve as invaluable tools in augmenting speaking proficiency among students in non-philological spheres of education.

Understanding the Challenge: Students pursuing education in fields such as science, engineering, business, and medicine often prioritize subject-specific knowledge over language acquisition. Consequently, they may have limited exposure to speaking opportunities in the target language, hindering their linguistic development [2;29].

Speaking skills are indispensable in today's globalized world. While traditionally associated with philological education, the need for proficient speaking skills extends to various disciplines. Non-philological fields such as science, technology, engineering, and mathematics (STEM) increasingly emphasize communication abilities for collaboration, presentations, and networking. Innovative technologies offer promising avenues to enhance speaking skills across disciplines. This article explores the intersection of non-philological education and innovative technologies to foster speaking proficiency.

Integration of Innovative Technologies: To address this challenge, educators are increasingly leveraging innovative technologies to enhance speaking skills. Digital platforms, mobile applications, virtual reality (VR), and augmented reality (AR) offer interactive and immersive tools for language practice, catering to the diverse needs of learners [6;769].

Digital Language Learning Platforms: Digital platforms like Speakly, Speechling, and iTalki provide structured speaking exercises and opportunities for real-time interaction with language tutors or native speakers. These platforms offer personalized feedback, allowing students to refine their pronunciation and fluency [3;98].

Mobile Applications: Mobile applications such as Tandem and HelloTalk facilitate language exchange with native speakers worldwide, offering an immersive environment for speaking practice. These apps employ features like voice messaging and video calls to promote authentic communication experiences [5;104].

Virtual Reality (VR) and Augmented Reality (AR): VR and AR technologies provide simulated environments for language practice. VR applications like MondlyVR immerse students in virtual scenarios, such as ordering food at a restaurant or giving a presentation, enabling them to practice speaking in context. AR apps overlay digital elements onto the physical world, offering interactive language learning experiences [1;529].

Language Learning Games:Gamified language learning platforms like FluentU and LingoDeer integrate speaking exercises into gameplay. By engaging in interactive challenges and role-playing scenarios, students can enhance their speaking skills while enjoying the learning process [7;122].

Personalized Learning: Innovative technologies enable personalized speaking practice tailored to individual learner needs. Adaptive learning algorithms analyze student performance data to deliver customized speaking exercises and feedback, ensuring targeted improvement [9;422]. Collaborative Learning: Technology facilitates collaborative speaking practice through online platforms and social media. Virtual discussion forums and language exchange communities allow students to engage in group conversations and receive peer feedback, fostering a supportive learning environment [4;281].

In addition to technological tools, peer interaction and collaboration play a crucial role in enhancing speaking skills in non-philological education. Group discussions, role-plays, and

collaborative projects provide opportunities for students to practice speaking in authentic contexts, receive immediate feedback, and learn from their peers' communication strategies. By fostering a supportive and inclusive learning environment, educators can harness the collective expertise and diverse perspectives of students to enhance speaking proficiency.

Addressing Linguistic and Cultural Diversity: Non-philological education often involves students from diverse linguistic and cultural backgrounds, presenting unique challenges and opportunities for enhancing speaking skills. Educators should adopt inclusive pedagogical approaches that accommodate linguistic diversity and promote cross-cultural communication competence. Technology can facilitate language learning and cultural exchange through multimedia resources, online communities, and virtual exchange programs, allowing students to engage with authentic language use and cultural contexts beyond the classroom.

Speaking skills are foundational for success in various professional domains. In non-philological education, proficiency in oral communication facilitates the dissemination of research findings, facilitates effective teamwork, and enhances career prospects. However, traditional pedagogical methods often prioritize technical knowledge over communication abilities, leaving students inadequately prepared for real-world demands.

Challenges in Developing Speaking Skills: Several challenges hinder the development of speaking skills in non-philological education. These include limited opportunities for practice, fear of public speaking, linguistic barriers, and cultural differences. Additionally, conventional assessment methods often fail to accurately evaluate speaking proficiency, leading to disparities between perceived and actual competence.

The integration of innovative technologies offers promising solutions to address the challenges associated with developing speaking skills in non-philological education. Virtual reality (VR) simulations provide immersive environments for practicing presentations and engaging in virtual conversations. Speech recognition software enables real-time feedback on pronunciation, intonation, and pacing, facilitating self-directed improvement. Mobile applications offer interactive exercises, language exchanges, and peer-to-peer feedback, fostering a supportive learning community.

Best Practices and Future Directions: To maximize the efficacy of innovative technologies in enhancing speaking skills, educators should adopt a multifaceted approach. This includes incorporating speaking activities into curriculum design, providing scaffolding and support for learners, and integrating technology seamlessly into pedagogical practices. Furthermore, ongoing research is essential to evaluate the effectiveness of different technological interventions and refine best practices for diverse learning contexts.

Effective integration of speaking activities into the curriculum is essential for enhancing speaking skills in non-philological education. Educators should design activities that are relevant to students' disciplinary interests and career goals, ensuring engagement and motivation. For example, in STEM disciplines, speaking tasks could involve explaining complex concepts, presenting research findings, or participating in interdisciplinary discussions. By embedding speaking activities into course objectives and assessments, educators signal the importance of communication skills and provide opportunities for deliberate practice.

To scaffold students' development of speaking skills, educators should provide structured support and guidance throughout the learning process. This may include pre-speaking activities to activate prior knowledge, vocabulary building exercises, and model presentations or dialogues. Peer feedback and self-assessment tools can also empower students to identify areas for improvement and track their progress over time. By scaffolding speaking tasks appropriately, educators can gradually increase the complexity and authenticity of communicative challenges, ensuring that students develop both fluency and accuracy in their oral expression.

The successful integration of technology into pedagogical practices requires careful consideration of instructional design principles and learner preferences. Educators should select tools and platforms that align with learning objectives and are user-friendly for both students and instructors. Additionally, technology-enhanced speaking activities should be integrated seamlessly into existing curricular frameworks, rather than treated as isolated supplements. By incorporating

technology organically into classroom instruction, educators can enhance engagement, promote active learning, and facilitate meaningful interaction among students.

Ongoing evaluation is essential to assess the effectiveness of innovative technologies in enhancing speaking skills and to identify areas for improvement. Educators should collect data on student outcomes, engagement levels, and satisfaction with technology-enhanced speaking activities. Qualitative feedback from students and instructors can provide valuable insights into the strengths and limitations of different technological interventions. Based on evaluation findings, educators can refine best practices for integrating technology into speaking instruction and develop evidence-based guidelines for implementation in diverse educational contexts.

Innovative technologies offer promising avenues for enhancing speaking skills in non-philological education. By integrating digital platforms, mobile applications, VR, AR, and gamified learning experiences, educators can create interactive and immersive speaking practice opportunities for students. Through personalized and collaborative speaking practice, students can develop the proficiency needed to excel in their respective fields [8;365].

In conclusion, the integration of innovative technologies offers immense potential for enhancing speaking skills in non-philological education. By leveraging peer interaction and collaboration, addressing linguistic and cultural diversity, promoting self-directed learning, and cultivating digital literacy skills, educators can create inclusive and empowering learning environments that foster communicative competence across disciplines. Through thoughtful integration of technology-enhanced speaking instruction and ongoing professional development, educators can prepare students to succeed in diverse personal, academic, and professional contexts.

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“THINK PAIR SHARE” TECHNIQUE IMPROVING SPEAKING SKILL IN TEACHING ESP LEARNERS

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Speaking is an essential part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues.

However, today’s world requires that the goal of teaching speaking should improve students’ communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. Some scientists support the idea above and say that speaking ability will be focused on two things, namely: the form and function of the language. The form will be concentrate on how to use the language suitable to the pattern, structure, vocabulary and elements in the language. The function will focus on how to use and the objective of using the language.

Successful language learners apply a variety of strategies in both academic and social settings by planning, monitoring, and evaluating their learning or by arranging to participate in experiences that will be conductive to language learning. Learning strategies and approaches provide language learners with tools for success and can be useful for both the English teacher and the subject teacher instructing in English. Students may use strategies that directly influence the way in which new language reception and production experiences are conceptualized and organized.

Generally,these techniques enable students to take command over their learning and to apply procedures that will assist them in retaining and using important language skills. Making students speak is neither an easy nor a fast process. Teachers must be aware of some special techniques that will help to achieve the purpose.

If students are interested in a topic and have something to say about it, then they are more likely to speak in class and participate actively in learning. In this case we applied some of interesting strategies and try to design different meaningful activities for an ESP context in order to achieve the object. I mean, this article introduces with one of significant tool named Think-PairShare teaching technique by means of ESP context.

Think-Pair-Share is a learning strategy developed by Lyman; it is associated with encourage student classroom participation and interaction between students and facilitators. In this strategy, the question/problem will be posed by the facilitator and trainers are allowed to think about it individually, and then discuss in pairs to solve the problem and finally share their ideas to the class. [2;89]

This strategy could also be used for impulsive discussions, in other word refreshing their brains after a long day’s theory lesson. It is different to traditional learning styles where facilitators pose a question or problem and randomly pick a participator to answer the question. Indeed, it provides an opportunity for all trainers to share and analyze the question from different points of view and shares to at least one other person.

The think, pair, share strategy is a cooperative learning technique that encourages individual participation and is appropriate to all grade levels and class sizes. Applying this technique in the teaching process students are really interested in developing fluency in the language classroom using their points of view and critical thinking because they will be making a decision on their problem, then they will be more involved in developing that fluency. [2;89]

Using established tools and techniques will help you improve your approach to solving the problems that your team and your organization face. You will be more successful at solving problems and, because of this, more successful at what you do. In addition, organizing ESP learners to do these activities is the most important and difficult role that to be performed by the teacher, the good organization leads to the success of those activities. When organizing an activity, the teacher has to well inform learners about the issue of the activity, the procedure they should take while doing this activity, to put the learners in pairs or groups, giving them clear instructions about their task, and preparing feedback. [1;67]

Think-Pair-Share can also be used as in information assessment tool; as students discuss their ideas, the teacher can circulate and listen to the conversations taking place and respond accordingly. In this strategy, a problem is posed, students have time to think about it individually, and then they work in pairs to solve the problem and share their ideas with the class. This strategy can be used for a wide variety of daily classroom activities such as concept reviews, discussion questions, partner reading, brainstorming, quiz reviews, topic development. Think-Pair-Share helps students develop conceptual understanding of a topic, develop the ability to filter information and draw conclusions, and develop the ability to consider other points of view. Students need many opportunities to talk in a linguistically rich environment.

Researchers have found that students' learning is enhanced when they have many opportunities to elaborate on ideas through talk. The think, pair, share strategy increases the kinds of personal communications that are necessary for students to internally process, organize, and retain ideas. In sharing their ideas, students take ownership of their learning and negotiate meanings rather than rely solely on the teacher's authority.

Moreover, other benefits of using the think, pair, and share strategy include the positive changes in students' self-esteem that occur when they listen to one another and respect others' ideas. Students have the opportunity to learn higher-level thinking skills from their peers, gain the extra time or prompting they may need, and gain confidence when reporting ideas to the whole class. In addition, the «pair» step of the strategy ensures that no student is left out of the discussion. Even a student who is uncomfortable discussing his or her ideas with the whole class still has an audience in this step.

Finally, while the strategy may appear to be time-consuming, it makes classroom discussions more productive, as students have already had an opportunity to think about their ideas before plunging into whole-class conversations. Incorporating Think-Pair-Share technique into the classroom adds variety, a change of pace and opportunities for a lot of language production and also a lot of fun! It can be an integral part of the class and not a 'one-off' event. If the teacher believes that the activity will work and the necessary support is provided, it can be very successful. If the teacher isn't convinced about the validity of using the activity does not work as you are expected. As a result, if you think positive and have a go, you may be pleasantly surprised.

To sum up, it should be said that the communicative teaching method views language as a medium of communication. They are motivating and create a meaningful context for language usage. The application of such activities increases cooperation and competition in ESP classroom and stimulates students’ interest to the learning process. In this teaching method importance is placed on helping the pupil get the message delivered. This is what really matters: if the pupil can understand and be understood.

In addition, we want to say that using such interactive method involves all the learners into active work and can be effectively used in improving their speech, other language skills and creates favorable conditions for cooperative work.

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EFFECTIVE APPROACHES OF ADAPTING WORLD TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES FOR SPECIAL PURPOSES

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Language learning, crucial for global communication and professional advancement, demands specialized approaches in fields like business, science, and medicine. Traditional methods often struggle to meet the nuanced requirements of specialized language learning. However, recent technological advancements offer opportunities to bridge this gap by providing interactive and immersive learning experiences tailored to specific domains. The integration of global technologies in specialized language teaching not only enhances pedagogy but also engages learners and fosters proficiency in diverse professional contexts. This article aims to explore the transformative potential of technology in language education, focusing on its role in creating dynamic learning environments and facilitating authentic language acquisition. By leveraging technology, educators can transcend geographical barriers, providing learners with access to authentic materials, real-world simulations, and collaborative learning experiences. As we navigate an increasingly interconnected world, proficiency in specialized languages becomes essential for success in academic, professional, and cross-cultural settings. Through innovative pedagogical approaches and strategic integration of technology, educators can empower learners to develop the linguistic, cultural, and digital competencies needed to thrive in specialized fields [3; 1600-1603]. This article seeks to highlight the importance of embracing technology in specialized language teaching and its implications for shaping the future of language education.

Main Body:

1. Understanding the Role of Technology in Language Teaching:

- The evolving landscape of technology offers a myriad of tools and platforms that can revolutionize language learning.
- Virtual classrooms, language apps, and multimedia resources provide immersive experiences, catering to diverse learning styles and preferences.

2. Adapting Global Technologies to Specialized Language Learning:

- Specialized language learning necessitates a tailored approach that integrates domain-specific content with language instruction.
- Adapting global technologies involves selecting and customizing tools and resources to align with the objectives and requirements of specialized language courses.

3. Challenges and Opportunities:

- While technology offers immense potential, its effective integration poses challenges such as access, equity, and digital literacy.
- Overcoming these challenges requires collaborative efforts among educators, institutions, and technology providers to ensure inclusive and equitable access to language learning opportunities.

4. Pedagogical Considerations:

- Effective pedagogy lies at the core of technology-enhanced language teaching, emphasizing learner-centered approaches, interactivity, and authentic communication.
- Integrating technology should complement existing teaching methodologies, fostering collaboration, critical thinking, and linguistic proficiency.

5. Interactive Learning Environments:

- Global technologies enable the creation of interactive learning environments where learners can engage in real-world scenarios and simulations.
- Virtual reality (VR) and augmented reality (AR) applications provide immersive experiences that enhance language acquisition by enabling learners to practice language skills in authentic contexts.

6. Personalized Learning Experiences:

- Technology facilitates personalized learning experiences through adaptive learning platforms and intelligent tutoring systems.

- Learners can receive customized feedback, access tailored learning materials, and progress at their own pace, thereby optimizing their language learning journey.

7. Cultural and Cross-Cultural Competence:

- Integrating global technologies in language teaching fosters cultural and cross-cultural competence by exposing learners to diverse perspectives and cultural contexts.

- Multimedia resources, online forums, and virtual exchange programs facilitate intercultural communication and collaboration, promoting a deeper understanding of language and culture.

8. Integration of Authentic Materials:

- Leveraging world technologies allows educators to integrate authentic materials into specialized language courses, providing learners with real-world examples and contexts.

- Access to authentic texts, multimedia resources, and online databases enhances language learning by exposing learners to industry-specific terminology, discourse patterns, and cultural nuances [2; 480-482].

9. Professional Development for Educators:

- Effective integration of global technologies in specialized language teaching requires ongoing professional development for educators.

- Training programs and workshops enable educators to stay abreast of emerging technologies, pedagogical best practices, and digital literacy skills, empowering them to effectively utilize technology in language instruction.

10. Collaborative Learning and Networking:

- Global technologies facilitate collaborative learning and networking opportunities among learners, educators, and experts in specialized fields.

- Online platforms, discussion forums, and virtual conferences enable learners to engage in peer-to-peer learning, exchange ideas, and build professional networks, enhancing their language proficiency and career prospects.

The effective adaptation of world technologies in teaching foreign languages for special purposes is not merely a trend but a necessity in the rapidly evolving landscape of language education. As we navigate the complexities of a globalized world, proficiency in specialized languages is increasingly essential for academic, professional, and intercultural communication. By harnessing the transformative power of technology, educators can empower learners to develop the linguistic, cultural, and digital competencies needed to thrive in diverse contexts. This article underscores the importance of embracing innovation and collaboration to enhance language learning outcomes and bridge the gap between language education and real-world application. Through continuous research, professional development, and strategic investment in technology infrastructure, educational institutions can ensure that learners are equipped with the skills and knowledge needed to succeed in an interconnected world [3; 518-526].

As we strive for excellence in specialized language education, let us embrace the opportunities presented by global technologies and work together to cultivate a future where language learning is not only effective but also enriching, empowering, and inclusive. Together, we can unlock the full potential of technology to revolutionize language education and pave the way for a more interconnected, multilingual society.

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STORY- BASED LANGUAGE TEACHING FOR DEVELOPING SPEAKING SKILL

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Gaining proficiency in speaking skill is one of the hardest parts of learning a language. It is essential to include students in speaking exercises to increase their fluency and confidence in the language. Baker J. and Westrup H. view speaking "as one important element in developing each language skill and conveying culture knowledge" [1;41]. One of the ways in communication is through speaking. Speaking is the highest target in English language because speaking is basis of communication which becomes function learning. Speaking skill is very important in the context of English learning. Richard states "the mastery of speaking skill in English is a priority for many second language or foreign language learners" [6;28]. According to Brown "speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of the test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test" [2;541]. While Thomson says that speaking is a communicating process and necessitates the ability to cooperate in the organization of speaking turn [8;92].

The vast majority of the students reported needing English, but solely for personal purposes such as watch foreign TV series or films, using the computer programs, developing their personalities and communicating with foreigners.[10,2]

The other scientific investigation which has vital importance in terms of analysing poet's style of writing is the article written by one of the novice karakalpak scientist Ayimbetova Zamira Maksetbai kizi.[11,2]

In the modern classroom, English teachers apply various methods and techniques in the classroom to teach speaking skills. Predominantly, they focus on communicative language teaching (CLT) and collaborative learning because CLT is based on real-life situations and it is more useful in developing communication skills among the learners. Collaborative learning is also encouraged by teachers to involve the learners in various task-based activities. While teaching speaking skills to the learners, teachers need to focus on speech sounds, sound patterns, stress and intonation patterns, the selection of appropriate words and sentences according to the audience, social setting, subject matter and situations. Teachers need to encourage students to speak as much as possible. They can make it as fun as the structure of their lessons will allow. This might be through role-play, group work or even projects. According to Harmer [3;87], there are many types of classroom speaking activities. They are: a) Acting from script. b) Communication games. c) Discussion. d) Prepares talks. e) Questionnaires. f) Simulation and Role Play.

Different techniques can be adopted for developing speaking skills. Teachers can work as facilitators while students become the active participants. Acquiring skills means to adopt the required skill sets and use the same with certain standard. The facilitator's job is very important in the process of instruction. The facilitator can create an encouraging atmosphere in the language classroom so that each student will contribute to the process. A facilitator should aim at providing suitable situation for the effective learning and should encourage students to speak in the correct language with proficiency.

Teachers adopt different techniques in language classroom. Based on general observations of teaching and learning process they can be grouped into certain modes. A few modes often used in the language classroom can be tapped as techniques for developing the oral communication skills:

• Solo Mode: Self-introductions, one-minute sessions, giving running commentary, reading newspaper loudly, making/giving presentations, etc.

• Interactive Mode: Giving directions, asking questions, role-plays, simulation, situational dialogues, etc.

• Group Mode: Debate, group discussions, etc.

Self-Introduction. It is very difficult to have a productive conversation with people when you don't know what the other people involved in conversation are responsible for or what they are trying to achieve. Hence you will have to introduce yourself and listen to many others doing, many people

appear reluctant and nervous about such situations. Projecting self with all the possible capacity and potential that one possesses, has become the need of the hour. To begin with, we can ask students to introduce themselves by telling their name, academic excellence, their hobbies, interests, etc. It will give them a personal touch and at the same time improve their involvement and performance in the activity. They can also state about the strength and specialization and some other important skills they possess.

One-Minute Sessions. It can be organized and conducted to encourage students to actively participate in the language activity so that they get some exposure to their own ideas, thoughts and observations. A few minor topics can be suggested; as a result we will get a positive response from the other end. Participation in this activity for a number of times gives the learners enough exposure to improve their language skills; they learn to be precise and apt. One-minute sessions can be impromptu or prepared or both.

Asking Questions. It is a natural feature of communication, but one of the most important tools which teachers have at their disposal. Questioning is crucial to the way teachers manage the class, engage students with content, encourage participation and increase understanding [9]. Typically, teachers ask a number of questions every day. However, the quality and value of questions varies. Every question demands a response, so that questions inevitably generate communication. However the quantity of questions asked needs to be considered in relation to general time constraints and the need to keep teacher talking time to a minimum while maximizing learners' contribution.

Role-Play and Simulation. Role-playing or simulation is an extremely valuable method for language learners. It encourages thinking and creativity of the learners and gives them an opportunity to develop and practice new language and behavioral skills in a relatively non-threatening setting, and can create motivation and involvement necessary for learning. Though both seem the same, there is a difference between the two techniques. As put by Ladousse [5;87] simulation is a broader concept, which is complex, lengthy, and relatively inflexible; while role-play is quite simple, brief and flexible. According to Scarcella and Krashen [7;92] simulations simulate real life situations but role-play is an activity where the participants represent and experience some character type known in everyday life. Simulation is a situation in which the students play a natural role, i.e., a role that they sometimes have in real life. In a role-play, the students play a part they do not play in real life.

Situational Dialogues. Situational dialogues help learners build their speaking skills in English by providing an opportunity to develop structurally correct yet functional English. It provides conversational cues from a stock of useful expressions such as cliches of conversation, frequently used expressions, greetings, rejoinders, etc. The facilitator can give different types of situations to the students and make them active in the language class room.

Debate. Debate or debating is a formal method of interaction and representation of arguments. Rules governing debate allow groups and individuals to discuss and decide issues and differences. The aspect of argument in debate is distinct from logical argument, which encompasses aspects of human persuasion, and appeals to emotional responses. Informal debate is a common occurrence, but the quality and depth of a debate improves knowledge and skill of its participants as debaters [4;49].

Group Discussion Skills. Apart from various other skills Group Discussion (GD) is the most prominent expertise that requires heed. It is also a test of the teacher or facilitator who has to encourage the group to optimize the active participation of each member of the group. GD has become a necessary tool to judge the personality and the capacity of thinking of an individual. The ultimate aim of all the contestants is to express their notions in a systematic way and help others to contribute their share.

Consequently, according to the aforementioned methods and techniques it is obvious that some of the most important reasons of using story-based language teaching for developing speaking skill are that they interest the students and evoke feelings and opinions and then it is natural to try to express these opinions. Moreover, story-based lesson create a special classroom atmosphere in which students can connect emotionally better to the learning content and new vocabulary.

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TASK-BASED LISTENING ACTIVITIES IN TEACHING ENGLISH

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As a demanding language skill, listening has frequently been underestimated by students and educators in the field of second language acquisition because effective listening skills are developed over time with lots of practice but listening practices seem limited and the activities are most of the time decontextualized or inappropriate for students. Generally speaking, listening has attracted the least attention among the four language skills because it was regarded as a passive skill. Many listening classes still heavily rely on decontextualized listening activities which are not meaningful enough to motivate students and enhance their listening abilities. The emergence of communicative language teaching (CLT) and the shift in language teaching from developing the linguistic competence to communicative competence was the starting point where listening skill has been considered as an active skill. However a review of the literature confirms the use of the approach across a wide breadth of disciplines in differing national contexts, including Media and Business Studies, Geography, Environmental Science, Education, Information Technology and Sustainability.[5,1] Stemming from CLT, task-based language teaching focuses on communicative purpose of language and the final outcome of the tasks as they are used in everyday life. In the Methodology strand students enter into teaching profession as specialists of English teachers who are familiar with a sufficient range of approaches to teaching and learning English to meet the needs of learners of XXI century.[4,3]

Tasks for listening comprehension. As a general rule, listening comprehension will be enhanced if tasks (with communicative purposes) are used instead of decontextualized exercises. Advocating the concept of task, Dunkel puts forward: "The students should be required to do something in response to what they hear that will demonstrate their understanding"[1;104] Examples of tasks are

making an appointment, making a hotel reservation, filling out a form, labelling a map, etc. has classified listening tasks into the following types:

1. Matching: requires learners to listen to a text and then match a numbered list of items with a set of options. The purpose of this task is to evaluate how well learners can listen to details.

2. Labelling: requires learners to select the labels from a list which best match the blank parts of a visual task. The purpose of this task is to assess students' ability to understand descriptions of a place which usually includes spatial- and direction-related expressions such as opposite to, in front of, etc.

3. Selecting (multiple choice): this listening task requires learners to listen to a text and answer some questions each with 3-4 choices. This task type aims to check the learners' detailed or general understanding of the main points of the listening text and their ability to answer some questions.

4. Form-filling: this listening task requires learners to listen to a text and complete the information requested and it evaluates the learners' ability to evaluate the relationships and details.

5. Sentence completion: this listening task requires learners to listen to sentences which summarize the key information of the text and complete a gap in each sentence using information from the listening text. The purpose is to measure the learners' ability to focus on the main points of the text.

6. Summary completion: this listening task requires learners to complete a summary which contains a number of gaps and it assesses learners' understanding of the overall meaning and main points of the section summarized.

7. Short-answer questions: this listening task requires learners to listen to a text and read a set of related questions to which they have to write a short answer. Such tasks evaluate learners' ability to listen for concrete facts such as places or times.

During task-based listening activities students have to activate knowledge of a topic and context in order to create one's own interpretation of what they have heard. In addition, these activities require information about roles, number and relationship of listeners and speakers who construct meaning of the utterance and respond to each. On the other hand, teachers should include realistic listening tasks in order to make the lesson effective and meaningful for learners. Moreover, teachers also use various texts including formal and informal language, enhance learners' confidence and help them avoid bad habits such as omitting important words, not paying attention or dreaming while listening.

There are three stages occurring in a listening task:

- Pre-listening stage: This stage establishes a framework for listening including asking for learner's knowledge about the topic, guessing content from the title, commenting on a picture, reviewing vocabulary, etc..
- While-listening stage: In this stage learners take part in a listening activity while responding to the task. It includes ordering pictures, completing a timetable, constructing comprehensible notes, analyzing true/false statements, etc.
- Post-listening stage: This phase facilitates development of skills including writing a summary, reading a text related to the topic, practicing role play activities, etc.

As stated in Nunan, listening tasks are further classified in relation to learner's' engagement in bottom-up or top-down processing. According to Ellis, bottom-up processing involves "understanding a text by analyzing the words and sentences in the text itself". [2;339] Nunan's study provides that bottom-up processes involve decoding words, sounds and lexical items, dividing the stream of speech into units and using phonological and grammatical signals to organize the input into these units . On the other hand, Ellis defines top-down processing as "understanding a text by making use of one's existing knowledge and contextual information". Finally, Nunan explained that top-down processes involve attaching an interaction to a part of a certain event (complaining, storytelling or joking), attaching persons or places to sections, expecting outcomes and deducing the topic of a speech, the consecution between events and missing.

According to Nunan, listening is a six-staged process, consisting of Hearing, Attending, Understanding, Remembering, Evaluating and Responding. These stages occur in sequence and rapid succession**.** [3;23]

The first one is 'Hearing' and has to do with the response caused by sound waves stimulating the sensory receptors of the ear; hearing is the perception of sound, not necessarily paying attention, you must hear to listen, but you need not listen to hear.

For this, we have 'Attention'. It refers to a selection that our brain focuses on. The brain screens stimuli and permits only a select few to come into focus.

The third stage is Understanding, which consists of analyzing the meaning of what we have heard and understanding symbols we have seen and heard. We must analyze the stimuli we have perceived. Symbolic stimuli are not only words, they can be sounds like applause or even sights, like a blue uniform that have symbolic meanings as well. To do this, we have to stay in the right context and understand the intended meaning. The meaning attached to these symbols is a function of our past associations and of the context in which the symbols occur for successful interpersonal communication: the listener must understand the intended meaning and the context assumed by the sender.

After following with the next stage, it is necessary to make a remark: as it has mentioned previously, the background knowledge is important and people have to take into account several points: general factual information, local factual information, socio-cultural knowledge and knowledge of context. With these factors, the information will be correctly received.

The next step, 'Remembering', is an important Listening process because it means that an individual, in addition to receiving and interpreting the message, has also added it to the mind's storage bank, which means that the information will be remembered in our mind. But just as our attention is selective, so too is our memory, what is remembered may be quite different from what was originally heard or seen.

Responding is a stage in which, according to the response, the speaker checks if the message has been received correctly. This stage requires that the receiver complete the process through verbal or non verbal feedback, because the speaker has no other way to determine if a message has been received. Therefore, it is sometimes complicated as we do not have the opportunity to go back and check comprehension.[4;23]

Listening interacts with speaking in the aural-oral communication feedback system. Ordinarily listening is not an isolated skill. In normal, daily communication, listening usually occurs in conjunction with speaking. One person speaks, and the other, through attending by means of the listening process, responds. Only in certain circumstances-for instance, in a lecture situation, at the theater, or when listening to radio or watching television-does listening seem to become an isolated skill, unsupported by and not interacting with other language skills.

Listening activities improve students' listening and speaking skills. It gives an opportunity to enhance the learners' creativity and critical thinking skills

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STEPS FOR INCREASING STUDENT MOTIVATION IN THE PROCESS OF STUDYING

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All people need to have some force that encourages and engages them with doing some action or be involved in an occupation. A student is not an exception. Students of high school who study vari- ous subjects for further becoming skilled and knowledgeable professionals need to be motivated. If to speak about students of law enforcement who study legislation issues, law matters and regulative norms, it is obvious to note that such students need to perform strong wills, to establish responsible views and to possess self-mo- tivation and a sense of discipline. Motiva- tion or self-motivation helps them to in- crease a desire for studying, being in- volved in the process of studying, getting new experience in this or that sphere of science and, of course, for successful di- gesting the material. Therefore, the issue of this research is of importance and to be worth discussing as any student will not succeed without being motivated. Therefore the necessary conditions for successful learning of foreign languages at all grades are being created in the country.[4,1]

Motivation is a source or even power that enhances you to do things, to set and achieve your goals, to increase your op- portunities and drives you for always be on the move and never stop. [2]. Different factors influence motivation. If to think about intelligence of a person, motivation directly depends on emotional psycholo- gy. Even best material of the lessons, tasks or books cannot give a reason for better studying a subject by students via being motivated and willing to be taught. Rec- ognizing that student motivation is the cornerstone of success is the job of a good educator. Thus, some strategies for in- creasing students' motivation needed to be implemented and used.

First of all, a student needs to know that he has some strong sides. Then a teacher should build positive relation- ships with students on the basis of their strengths. Positive does not mean to be a friend for students, it means to set up friendly atmosphere at the classes and in- spire those who study for learning a sub- ject and find motivational aspects inside their minds. It is also important to make students be positive-minded even in case of failure. A failure should not setback them in pursuing goals and intercept to keep the resilience. [3]. To promote growth mindset a teacher should praise students for their work and efforts. En- courage while studying will definitely urge students and make them more moti- vated. Such strategy will reinforce the mindset and enhance self-motivation. Be- ing transparent and a person who is good to be trusted. It should be mentioned that good interaction between a teacher and students is another important factor that influences motivation among them. Thus, when a teacher asks students to evaluate the lessons, to offer any ideas for better improvement the studying process, they see that a teacher is not indifferent, that they have a feedback and that a teacher is ready for changes. Students reciprocate with their hard work when they see a good positive feedback. Good relation- ship between a teacher and students should become meaningful for them.

Give rewards. Inspire. Succeed by be- ing inspired. A perfect way to motivate students is to suggest them a reward. An educator needs to prepare some task for a student who is not likely to be interested in studying via offering him or her a re- ward. Setting up goals can promote stu- dents to raise motivation. Even Albert Einstein said that your life should be di- rectly connected to a goal. [2]. A person who has an aim lives. Such strategy is successfully applied for so called 'sprint- ers', those who cannot stop after finishing one task, they always need to set a goal and follow it to be achieved by the finish. This way such students are the target and surely become more motivated if they have a purpose. Besides, it is worth men- tioning that lessons are better to have some notes of fun and be interesting. If an educator applies interactive ways of teach- ing, students will be more engaged in the process. Use media, introduce watching educational videos with further discus- sion, give an ability to share their opinion of which they heard or watched. All these methods certainly increase motivation.

Expectations. It is not a secret that broken expectations lead to the absence of motivation. A teacher needs to always keep dialogues with an audience and give them an opportunity to evaluate the way of being studied. They need to be given a choice and to give an opinion whether teacher's

way of teaching, material, books and tasks meet their requirements. It is a good approach to advise with the students what they would like to learn, is there anything they would like to change and what ideas they would like to share. [1, p.159]. All the above mentioned helps them to feel their importance and become more motivated. A teacher also promotes students' motivation by telling them how the subject can be applied in their future profession, job, relationships and in life in the whole. Some examples from the life experience will definitely become a pro- spective assistance for achieving motiva- tion enhancement.

In conclusion, it is important to notice that we all work better when we like what we are doing. The above mentioned ap- proaches are rather to be effective as they unequivocally increase and intensify stu- dents 'motivation for studying. We should never forget that we are people with feel- ings and emotions. Strict obligations and duties shove aside. Positive thinking and opinion about the way of learning is for sure a key for increasing self-motivation among people who get higher education. Accordingly, a good teacher should follow all the tips and advice of how to motivate students for better studying. Students' motivation is positively associated with successful outcome of studying taken as a whole. The process of becoming self-mo- tivated is not a thing that happen in a twinkling of an eye. This is a very serious and complicated process that needs al- ways to be developed and enriched.

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THE ROLE OF DIGITAL TOOLS IN IMPROVING ACADEMIC READING SKILLS

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This article examines the pivotal role of digital tools in enhancing academic reading skills. Through a comprehensive analysis of contemporary literature and empirical studies, it delves into various digital platforms, such as e-books, online libraries, and annotation tools, highlighting their efficacy in fostering comprehension, critical thinking, and information synthesis. Additionally, it discusses the integration of multimedia elements, adaptive learning algorithms, and interactive interfaces, which cater to diverse learning styles and abilities, thus promoting engagement and retention. Moreover, the article addresses challenges associated with digital literacy and access disparities, emphasizing the need for equitable implementation strategies. Ultimately, it underscores the transformative potential of digital tools in empowering learners and cultivating lifelong reading proficiency in academic contexts.

Academic reading is one of the many fields where learning has changed as a result of the use of digital resources into educational processes. The complex relationship between academic reading proficiency and digital tools is thoroughly examined in this paper. Through a thorough analysis of the methods, advantages, difficulties, and potential consequences of digital integration, this thorough review seeks to offer educators, researchers, and policymakers practical ideas to enhance academic reading instruction in the digital era.

Academic reading is more than just consuming information; it's a sophisticated cognitive process that aims to synthesize knowledge, analyze it critically, and comprehend it. Academic reading necessitates a methodical interaction with scholarly texts, research papers, and academic periodicals in order to extract and critically assess material, in contrast to casual reading, which places an

emphasis on enjoyment and entertainment. [1] Proficiency in academic reading is crucial for academic achievement because it supports the development of critical thinking skills, disciplinary information acquisition, and lifetime learning habits.

The digital revolution has changed the character of reading experiences and made information more widely accessible. The term "digital tools" refers to a wide range of tools and platforms that are intended to support conventional reading activities. The academic reading toolset now includes e-books, online libraries, academic databases, annotation tools, and multimedia resources. These are now essential resources. With their unmatched accessibility, adaptability, and interactivity, these digital tools are changing the way students interact with text and improving their understanding, recall, and analytical abilities. [2;126]

There are numerous advantages to using digital tools in education for both teachers and students. To begin with, digital platforms remove the geographical and temporal boundaries that come with traditional print materials and enable ubiquitous access to a massive store of literature. Because of its accessibility, students can customize their reading experiences to fit their interests and learning style, which promotes independent learning. [3; 130-143] Additionally, digital tools give students access to interactive features like annotation, highlighting, and search capabilities, which encourage active reading and better understanding and information synthesis.

In spite of their transformative potential, the integration of advanced instruments in scholarly perusing isn't without challenges. One critical concern is the computerized separate, which worsens existing imbalances in get to innovation and web network among understudies. [4] Financial, infrastructural restrictions, and advanced education crevices posture impressive boundaries to evenhanded get to advanced assets and prevent students' capacity to use advanced devices successfully for scholastic purposes. Tending to the advanced isolate requires concerted endeavors from policymakers, teachers, and partners to guarantee comprehensive get to innovation and computerized education preparing for all learners.

Also, the multiplication of advanced diversions and multitasking behaviors postures a critical obstacle to maintained consideration and profound perusing comprehension. Understudies are regularly immersed with notices, social media bolsters, and online excitement, which diminish from their center and engagement with scholarly writings. [5] Teachers must develop computerized mindfulness and educate understudies methodologies for overseeing diversions, cultivating maintained consideration, and advancing profound engagement with printed content. Looking ahead, the integration of computerized devices in scholastic perusing is balanced to proceed advancing and growing in reaction to innovative headways and educational developments. Rising advances such as fake insights (AI), increased reality (AR), and virtual reality (VR) hold guarantee for changing the perusing involvement and upgrading comprehension, maintenance, and engagement. [6] AI-powered versatile learning frameworks can personalize perusing instruction, tailor substance to students' person needs and inclinations, and give real-time criticism and back. Additionally, AR and VR advances offer immersive and intelligently perusing encounters, empowering understudies to investigate complex concepts, connected with virtual situations, and visualize unique thoughts in three measurements. [7]

Moreover, computerized libraries, stores, and open instructive assets (OERs) are getting to be progressively predominant, advertising curated collections, intelligently learning modules, and mixed media assets to bolster scholastic perusing instruction. These advanced stores democratize get to to high-quality instructive substance, advance data education aptitudes, and engage understudies to gotten to be free learners and basic masterminds. Additionally, progresses in information analytics and learning analytics empower teachers to track students' , screen their advance, and recognize ranges for mediation and back, encouraging data-driven decision-making and personalized instruction.

In conclusion, computerized apparatuses offer uncommon openings to upgrade scholastic perusing capability and change the learning encounter. By giving omnipresent get to differ writings, encouraging dynamic engagement, and advancing collaborative learning, computerized instruments enable understudies to gotten to be capable , basic masterminds, and long lasting learners. [1] In any

case, tending to challenges such as the computerized separate, computerized diversions, and computerized education holes is fundamental for realizing the complete potential of advanced integration in scholastic perusing instruction. As innovation proceeds to advance, teachers must adjust their guidelines hones, grasp educational developments, and use advanced instruments viably to cultivate comprehensive and transformative learning encounters for all understudies.

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REFLECTION IN INNOVATION AND PEDAGOGICAL ACTIVITY

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A necessary component in the structure of innovation activity is reflection - knowledge and analysis by the teacher and other participants of innovation of phenomena of own consciousness of activity, i.e. a view of own thought and actions as from the outside. The innovative culture of the teacher is a multidimensional system of his reflexive abilities to manage the self-organization of the trainees.

Reflection (from lat. reflexio - turning back) is the process of self-knowledge of the subject of internal mental acts and states. The concept of "reflection" originated in philosophy and meant the individual's process of thinking about what was happening in his/her own knowledge. Reflection from the point of view of psychology is not just knowledge or understanding by the subject of himself, but also finding out how others know and understand "reflexing", the personality features, emotional reactions and knowledge-related perceptions. When the content of such a presentation is the subject of joint activity, a form of reflection develops in subject-reflexive relations.

There are two traditions in the interpretation of reflexive processes:

1) reflexive analysis of consciousness leading to explanation of object values and their design;

2) reflection as an understanding of the meaning of interpersonal communication.

In this regard, the following reflexive processes stand out: self-knowledge and understanding, self-evaluation and evaluation, self-incorporation and interpretation.

In 1933, J. Dewey put forward the idea of reflexive thinking. Since then, reflection has been recognized as a separate stage of teacher professional development.

The teacher's professional development includes the following stages:

- mastering of techniques of class management;
- expansion of the repertoire of teaching techniques and methods;
- deepening and expanding the content of training programs;

- mastery of reflection skills.

Not all teachers reach this last, reflexive, stage in their professional development. The critical reflection is difficult to achieve alone. With the cooperation of schools and universities in this sense, the role of a teacher in management is important. The cooperation of colleagues in the development of reflexive thinking is also necessary. When assessing the situation in the classroom, it is important to distance yourself from events in the process of self-recognition, honest recognition of shortcomings and perseverance in analysis.

Let us give a definition of reflexive thinking given by J. Dewey: "Reflexive thinking, compared to other operations to which we apply the term "thinking", includes: 1) the state of doubt, hesitation, difficulties in conclusion in which the thought process is born, and 2) the state of search, detection, investigation, discovery of material that will resolve doubt, eliminates the difficulty.

In defining the mechanism of reflexive thinking, J. Dewey says of the dual movement of reflection: "In any reflection there is a double move: a movement from partial and vague given facts to the resulting broad (or comprehensive) common position and back - from the arising whole, which as a derivative is a meaning or idea, to individual facts so that to link them to each other and to the incremental facts that the called view focused attention to./1/

The following three elements of teacher's reflexive thinking can be highlighted:

1. A cognitive element describing the teacher's information gathering and decision making process.

2. A critical element focusing on substances, guiding thinking, is experience, purpose, value, social subtext.

3. A teacher's narrative is the teacher's own interpretation of events that have occurred in their personal context (experience). The cognitive element of reflection reveals how a teacher uses knowledge in planning and decision-making. Six categories of knowledge are taken into account: a substantive area of knowledge; pedagogical methods and theory; training programs; characteristics of learners; teaching contexts; pedagogical goals.

The critical element of reflection defines the substances guiding thinking - experience, beliefs, sociological values and goals of the teacher. This type of reflection has five components: recognition of the pedagogical dilemma; responding to the dilemma by recognizing the adequacy of situations as well as the specifics of individual situations; determination and redistribution of dilemma boundaries; experimenting with these dilemma to test the validity of different solutions; investigation of significant and insignificant conclusions and results of the applied decision and evaluation of the decision based on the results obtained.[1;37]

The teacher's narrative (the third element of reflection) includes the teacher's questions on his practice, the way in which he uses literature and purposeful conversations, the teacher's interpretation of certain events in teaching practice, and the context of teaching in which decisions are made.

The teacher's penetration into the essence of his activities turns out to be the result of reflexive self-analysis and a condition of adequate support of the process of innovations.

The value of reflection in teacher innovation is that it provokes action. Reflection is activity-oriented, and it is socially and personally directed. Its product is the practice most expressive and socially significant in the form of human activity.

In innovative learning, reflection involves participants, teachers and pupils, as well as organizers of innovations in the following processes:

- targeting and planning of activities based on the results of the reflection;
- using these plans in future practice;
- diagnosing, reviewing or monitoring the processes, conditions and consequences of these activities;
- assessing activities in the light of the qualities and parameters that are reflexively collected about these activities;
- rescheduling and further actions based on the evaluation performed.

Thus, in innovative learning, there is a spiral of self-reflection consisting of the cycles of planning, activity, diagnosis, reflection, rescheduling, further action, further diagnosis, further reflection, etc.

It can be argued that innovation begins with a search for meaning. Sometimes the design of goals by the teacher begins with clearly insufficient information about the way the concept model is built, about the conditions of activity.

Reflection is associated with another important action - targeting. The learner's setting of the goals of education involves their fulfillment and subsequent reflection - awareness of ways to achieve the goals. Reflection in this case is not only the result, but also the starting link for new educational activities and setting new goals.[2;37]

The reflection on targeting in teacher innovation has the following characteristics:

- direct analysis - targeting from the current state of the pedagogical system to the final planned target;
- reverse analysis - targeting from final state to the relevant;
- targeting from intermediate targets using both forward and reverse analysis.

The ability of the teacher to carry out targeting depends on how much he can understand and control the processes of goal-setting, break them down into components, monitor these processes. Success in targeting is determined by the ability to recognize the importance of innovation for children and for themselves, ownership of algorithms for choosing an innovative goal, ability to see oneself in the way of building a pedagogical concept, more clearly to present the peculiarities of their actions, ability to independently build activity algorithms to achieve goals, adequate to act in analysis, assessment of results and consequences of achieving the goal.

Reflection on targeting in the innovation activity of the teacher has the following characteristics: activation of reflexive position in the innovation activity of the teacher is related to the teacher's personality, his orientation to self-development. The source of this process is a system of teacher-conscious contradictions in pedagogical activity, necessary to create situations in educational and professional activity that would update the reflexive position, form positive self-perception, and stimulate processes of self-approval.

Reflexive consciousness controls the process of building and testing certain innovations in school, and critically contemplates all stages of activity. There is also reason to suggest that innovation is not always clearly understood, at least at the stage of program creation, by the goals. It is often realized as conscious and unconscious, spontaneously and consciously used ways and forms of pedagogical activity.[3;256]

At the next stage of reflexive activity, the teacher analyzes himself as overcoming, correcting his activity of the subject. He is able to update and form complex, adequate to the solved problem, scales of assessment, perceive himself as a person who correctly or wrongly solves pedagogical tasks, constructively treat the boundaries of his activities. As a result of reflection on successful performance of activities the teacher with developed "I-concept" experiences satisfaction, confidence, sense of freedom and happiness. Such a teacher is self-affirming as a person, as he knows that on the achievement of the goal of innovation in school he is able to overcome (and really overcome) obstacles of personal and spiritual growth. He integrates in the pedagogical society, transmits his "findings" to others, is responsible for his innovative activities to learners.

Reflexive activity is a necessary attribute of activity not only of the innovator-teacher, but also of the learner. Objectives of the educated reflection: to remember, identify and understand the main components of the activity - its meaning, types, methods, problems, ways of solving them, results obtained, etc. Without understanding their particular teachings, knowledge mechanisms and activities, students will not be able to learn the knowledge they have acquired. Reflection helps learners to formulate the results obtained, to redefine the goals of further work, and to adjust their educational path. If the physical senses for a person are the source of his external experience, reflection is the source of internal experience, the way of self-knowledge and the necessary tool of thinking.

The implementation of the reflexive function of the learner as the main subject of educational activity is appropriate to present in the form of an educational situation, understanding under it such pedagogical mechanism, which puts the learner in new conditions, changing the usual course of his training and requiring from him new models of action. Reflection helps to understand and rethink the situation, as well as to determine the next steps in the educational process. The learner's model of reflexive self-organization includes at least three main reflexive processes: self-determination, self-knowledge and self-actualization. Thus, the reflection of the subjects of the innovative educational process not only performs the local tasks of introducing innovations, but also has a general educational role, developing the key competence of the teacher and the learners –that is, reflection.

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ENHANCING SPEAKING SKILLS: STRATEGIES FOR PRIMARY AND SECONDARY EDUCATION

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This article explores strategies for enhancing speaking skills in primary and secondary education. It emphasizes the importance of developing confident communicators from an early age and provides practical approaches for educators to cultivate speaking abilities in students. From interactive games and show-and-tell sessions to debates, presentations, and role-playing activities, the article offers a comprehensive framework for fostering effective communication skills in diverse educational settings. Additionally, it discusses the importance of regular practice, constructive feedback, and the integration of technology in enhancing speaking proficiency. By incorporating drama activities and public speaking contests, educators can further enrich students' speaking experiences, preparing them for academic success and personal growth.

“Knowledge of a foreign language is a very important and essential component of this training. The state standard of higher professional education requires taking into account professional specifics when studying foreign languages in non-specialized universities. It provides a professionally oriented approach to learning and aims to develop students' ability and willingness to communicate in professional, business, and scientific fields. Learning a foreign language should take into account the peculiarities of professional thinking, the individual needs of students, and be accompanied by the development of their personal qualities”.[7;6]

Effective communication skills are essential for success in academic, professional, and social contexts. Among the various facets of communication, speaking skills play a crucial role in conveying ideas, expressing thoughts, and engaging with others effectively. In the realm of education, the development of speaking skills is paramount, as it not only enhances students' academic performance but also equips them with essential life skills.

This article focuses on strategies for enhancing speaking skills in primary and secondary education, recognizing the significance of nurturing confident communicators from an early age. By exploring a range of engaging and practical approaches tailored to different age groups, educators can create supportive environments that foster speaking proficiency and empower students to articulate their ideas with clarity and confidence.[2]

From interactive games and storytelling activities to structured debates, presentations, and role-playing exercises, there exists a rich repertoire of teaching strategies that can be leveraged to cultivate

speaking skills in students. Additionally, the integration of technology, regular practice, and constructive feedback are essential components in the journey towards improving speaking proficiency. Furthermore, this article underscores the importance of incorporating drama activities and public speaking contests as effective means of enriching students' speaking experiences and instilling a sense of enthusiasm and self-assurance in communication. By embracing these strategies, educators can create dynamic and engaging learning environments that prepare students for success both inside and outside the classroom. In the subsequent sections, we will delve into specific strategies and practical tips for enhancing speaking skills in primary and secondary education, providing educators with actionable insights to support their students' development as confident and articulate communicators.

The main body of the article will delve into various strategies for enhancing speaking skills in primary and secondary education. Here's an outline of the main points to cover:

1. Cultivating Speaking Skills in Primary Classes:

- Interactive Games: Explore the benefits of interactive games such as charades, Simon Says, or word association games in promoting vocabulary development and confidence in speaking.
- Show-and-Tell Sessions: Discuss the value of show-and-tell sessions in encouraging self-expression, active listening, and fostering a supportive classroom environment.
- Storytelling: Highlight the role of storytelling in stimulating imagination, building narrative fluency, and developing communication skills in young learners.

2. Nurturing Speaking Skills in Secondary Classes:

- Debates: Explain how structured debates on various topics help students develop critical thinking skills, research abilities, and persuasive communication.
- Presentations: Discuss the importance of providing opportunities for students to present on topics of interest or academic subjects to enhance confidence, organization, and delivery skills.
- Role-Playing: Explore the benefits of role-playing activities in immersing students in simulated scenarios, fostering empathy, adaptability, and effective communication in different contexts.
- Discussions: Highlight the significance of facilitating guided discussions to promote active listening, respectful exchange of ideas, and the articulation of diverse viewpoints.

3. Strategies for Effective Practice:

- Encourage Regular Practice: Emphasize the importance of integrating speaking activities into daily lessons and providing speaking prompts for homework assignments to ensure consistent practice.[5]
- Provide Constructive Feedback: Discuss the role of providing specific and constructive feedback to empower students to identify areas for improvement and refine their speaking skills.
- Utilize Technology: Explore how leveraging technology tools such as audio recordings or video presentations allows students to self-assess and track their progress in speaking skills development.

4. Incorporating Drama and Public Speaking Contests:

- Drama Activities: Highlight the benefits of drama exercises and theatrical performances in enhancing expression, confidence, and stage presence.
- Public Speaking Contests: Discuss the significance of organizing public speaking contests to motivate students, foster healthy competition, and celebrate achievements in speaking skills.

Each section should provide practical tips, examples, and insights into how educators can implement these strategies effectively in primary and secondary classrooms to enhance students' speaking skills and promote their overall communication proficiency.

Conclusion:

Effective speaking skills are essential for academic success, professional development, and personal growth. By implementing these strategies tailored to primary and secondary education, educators can empower students to become articulate communicators equipped for success in the classroom and beyond.

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ENHANCING ESP TEACHING THROUGH DIGITAL INTEGRATION

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English for Specific Purposes (ESP) teaching has witnessed a transformative journey over the years, adapting to the evolving needs of learners in various professional domains. With the advent of digital technology, educators now have an unprecedented arsenal of tools at their disposal to enrich the ESP learning experience. This article delves into the integration of digital tools into ESP teaching, exploring its benefits, challenges, and best practices, supported by scholarly citations. The Evolution of ESP Teaching. ESP, as a branch of English language teaching, focuses on developing language skills tailored to specific professional contexts, such as business, medicine, engineering, or tourism. Traditionally, ESP pedagogy relied on textbooks, lectures, and supplementary materials to impart specialized language skills. However, the digital age has revolutionized teaching methodologies, offering a plethora of interactive and immersive tools to enhance learning outcomes.

Benefits of Digital Integration in ESP Teaching. Digital integration offers numerous advantages for ESP learners and educators alike. Firstly, it fosters active engagement and interactivity, stimulating learners' interest and motivation. Interactive exercises, multimedia resources, and online simulations provide authentic contexts for language practice, facilitating deeper comprehension and retention of specialized terminology.

Furthermore, digital tools enable personalized learning experiences, catering to individual learning styles and pace. Adaptive learning platforms, language apps, and virtual reality simulations allow learners to tailor their learning path according to their proficiency level and professional objectives.

Moreover, digital integration expands access to authentic materials and resources, transcending geographical and temporal constraints. Learners can access real-world documents, industry-specific articles, and multimedia content online, immersing themselves in the language and culture of their target profession.

Challenges and Considerations. Despite its myriad benefits, integrating digital tools into ESP teaching presents certain challenges and considerations. Firstly, educators must navigate the vast array of digital resources available, selecting those that align with the learning objectives and linguistic needs of their students. Moreover, ensuring equitable access to technology and addressing

digital literacy gaps among learners are essential considerations in diverse educational contexts. Additionally, maintaining a balance between technology and pedagogy is crucial to prevent the overreliance on digital tools at the expense of meaningful language instruction. Educators must judiciously integrate digital resources into lesson plans, ensuring they complement rather than overshadow traditional teaching methodologies.

Best Practices in Digital Integration. To maximize the effectiveness of digital integration in ESP teaching, educators can adopt several best practices. Firstly, they should conduct needs assessments to identify learners' proficiency levels, linguistic needs, and technological preferences. This information can inform the selection and customization of digital tools to suit learners' diverse requirements.

Moreover, educators should provide scaffolding and support to help learners navigate digital platforms and resources effectively. Clear instructions, tutorials, and technical assistance can empower learners to utilize digital tools autonomously and purposefully.

Furthermore, fostering collaboration and communication through online forums, discussion boards, and collaborative projects can enhance learners' language proficiency and professional communication skills within their respective domains.

The integration of digital tools into ESP teaching represents a pedagogical revolution, enriching the learning experience and preparing learners for success in their chosen professions. By leveraging interactive technology, personalized learning experiences, and authentic resources, educators can empower ESP learners to master specialized language skills and thrive in today's digital age.

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IMPLEMENTATION OF COMPUTER TECHNOLOGY IN TEACHING FOREIGN LANGUAGES AT SCHOOLS

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The student must ensure that the educational materials are regularly updated and identify any flaws in the learning materials. Additionally, the educational material should evolve to reflect changes in grammar and vocabulary. Finally, limited funds prevent the immediate overhaul of existing foreign language training systems. As a result, it is up to the student to take on the challenge of modernizing the educational complex.

The process of learning English is a complex, constantly evolving system. The use of computer technology in foreign language teaching has made it easier to access information and has reduced the time needed for language learning [1]. There is now a wide range of multimedia products, internet resources, electronic textbooks, and databases with texts and exercises available for language learning. However, the abundance of resources makes it challenging to find the necessary information, and many educators struggle to incorporate existing multimedia programs into their teaching. While universities and schools are using computer technology and software for teaching, the available multimedia products may not fully meet the specific needs of each institution or the requirements of teachers and students. The approach to teaching a foreign language varies in each higher education institution based on factors such as students' future professions, depth of study, level

of language mastery, and individual teacher's goals [2].

There are currently diverging opinions on the use of computers in foreign language instruction. Some argue that computers should replace teachers, while others believe that computers cannot deliver material in the same way that a teacher can. In our view, a computer should be used as a supplementary tool, similar to other technical training tools or textbooks. It's important to remember that computers offer several advantages, such as combining video and audio information, text information, the ability to record one's own voice for pronunciation practice, and self-correcting tools. Computers also provide excellent opportunities for testing language proficiency or specific topics with or without the involvement of a teacher, which can reduce time spent checking results. For instance, a computer may ask students to listen to a phrase and type it exactly as spoken, then automatically check their answers against a template and store the results in a database. We emphasize the key methodological functions that can be implemented using computers:

• Informative - One of the primary benefits of computers is their capability to store and process large amounts of information, making them widely utilized in language education as an information system;

• Training - The use of computers for training purposes has become increasingly important [3].

Until recently, computer technology was mainly introduced in the area of information technology education. Even a few advantages of personal computers over teachers in the training and reinforcement of educational material have emerged as significant.

The computer is utilized as a tool for both trainees and trainers in the educational process of information technology, primarily for acquiring information and technical support. The computer's role in the learning activities described relies on its capacity to effectively capture information, store and transmit large amounts of data, and process statistical and grouping data. This enables its objective use in the educational process while also saving significant time for the teacher.

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THE ROLE OF PICTURES IN TEACHING VOCABULARY TO YOUNG LEARNERS

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Pictures are one of these valuable aids. Pictures have a major role to play in language classroom. They are an effective resource for the teaching /learning process and contribute in the progression of language skills. Pictures are used in teaching young learners since they are not yet able to understand words and long phrases, the utilization of a didactic aid is required in this process. In order to reach the aim and fulfill tasks put forward before education every teacher, every researcher in the field of methodology should think of finding the effective ways of teaching children [5]. Showing pictures to what's being taught is a good way to build student' engagement. It is also enriches learners' memories in which they can store vocabulary.

Pictures meet with a wide range of use not only in acquiring vocabulary, but also in many other aspects of foreign language teaching. Wright demonstrated this fact on an example, where he used one compiled picture and illustrated the possibility of use in five very different language areas. His example shows employing pictures in teaching structure, vocabulary, functions, situations and all four skills. Furthermore he pointed out that "potential of pictures is so great that only a taste of their full potential can be given" in his book.

Pictures are in the main focus, they might be used just as a “stimulus for writing and discussion, as an illustration of something being read or talked about, as background to a topic and so on”

Teaching new words to EFL classes, particularly to young learners, is not an easy task; teachers have to provide many kinds of techniques in order to facilitate learning and teaching new vocabulary. Pictures are one technique that can be used to show the meaning of the lexical items. They will enable learners to learn, understand and utilize vocabulary in all aspects of their life. Harmer states that" teachers have always used pictures or graphics- whether drawn, taken from books, newspapers and magazines, or photographs- to facilitate learning".

Harmer states that, "one of the most appropriate uses for pictures is for the presenting and checking of meaning of the word airplane, for example, is to have a picture of one". This means, the picture is very beneficial in showing and reviewing the meaning of certain words.

However, “pictures have their limitations too”. For example in teaching vocabulary, pictures are not suitable or sufficient for demonstrating the meaning of all words. It is hard to illustrate the meaning of some words, especially the abstract ones such as ‘opinion’ or ‘impact’. Therefore, in some cases, other tools are used to demonstrate the meaning.

In a nutshell, teachers try to use pictures in teaching vocabulary in order to make the process entertaining and memorable. Besides that, they deepen their understanding of concepts; therefore the learner's vocabulary mastery will be increased.

Teachers use pictures as a teaching strategy in order to facilitate learning process. These pictures can be taken from different sources such as internet, books, magazines and others; they can be in form of flash cards, large wall pictures, cues cards, photographs or illustration in textbook.

The following activities are used in teaching English.

Drills

This way is used by the teacher with student who has a lower level in learning vocabularies, as well as helping them to understand the topic they deal with. Teachers put learners in pairs and groups in classroom and distribute for them cards which contain certain words, after that pupils are asked to formulate a sentence dependent on the words found in the picture (card).

Communication (games)

Certainly pictures are functional for different communication tasks, particularly where they are included with a game, like describing, drawing activities. The learner describes a picture and his mates attempt to design the picture without seeing the basic one. Another optional proposal is to organize the class into four groups, for instance, group A, group B, group C and group D, then the teacher supplies each group with different pictures that displayed a separated series of a story, after that the teacher gives his/her students enough time to look and debate their pictures, later on the instructor collect the pictures from them and reform new groups with previous members, it means that he takes one from each group, after that he asked them to share the data and organize them in order to understand the story. Likewise, the pictures have an effective use in creative writing of pupils, teachers asked them to create story based on a certain number of pictures (at least 3 pictures). Furthermore, he could enquire them to produce a conversation dependent on specific pictures; therefore they have to choose one card and start to build a dialogue on it.

Understanding Another purpose of using pictures is to present and check the meaning, in order to explain the item "aeroplane", teachers can show his learners a picture of it. Additionally, teachers can check pupils understanding of a piece of writing or listening by asking them to select the appropriate pictures that have a relation with the topic.

Ornamentation The various types of pictures are utilized to create a sense of pleasant teaching and learning process. It is observed in many modern course books, such as, reading text that will be followed by a photograph is not necessary as well as magazines and newspaper articles. The purpose for this is obviously that pictures ameliorate the text; pictures give a sufficient knowledge about outside world.

Prediction Teachers can use pictures to give hints about what is coming in the lesson, so the learners could guess what is shown in pictures. After that, the pupils will listen or read a text and

make the comparison between their prediction and the reading text. This strategy is very practical in helping learner's engagement to the task.

Discussion The application of pictures inside the classroom can support the interaction between the learners and teacher that will create a successful communication and discussion among each other.

Pictures improve the learners' creative thinking skill. Teachers use the pictures in order to give a clear instruction and definition of vocabulary.

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THE ROLE OF COMMUNICATIVE LANGUAGE TEACHING AT THE LESSON

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The communicative approach has been a popular method in language teaching. The shift in emphasis from developing linguistic competence to communicative competence has brought about sophisticated changes in syllabus design. There have also been drastic changes in teaching methods, with the monotonous drilling exercises being replaced by a wide variety of stimulating and innovative course materials [1;36]. We can mention that from 2013/2014 academic year teaching of foreign languages, mainly English, started from the first grade of the primary school in the format of games and informal conversation lessons and since the second class schoolchildren learned the alphabet, studied grammar and developed speech skills [5].

The range of exercise types and activities compatible with a communicative approach is unlimited, provided that such exercises enable learners to attain the communicative objectives of the curriculum, engage learners in communication, and require the use of such communicative processes as information sharing, negotiation of meaning, and interaction. Classroom activities are often designed to focus on completing tasks that are mediated through language or involve negotiation of information and information sharing. Several roles are assumed for teachers in Communicative Language Teaching, the importance of particular roles being determined by the view of Communicative Language Teaching adopted. Breen and Candlin describe teacher roles in the following terms:

The teacher has two main roles: the first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group. The latter role is closely related to the objectives of the first role and arises from it. These roles imply a set of secondary roles for the teacher; first, as an organizer of resources and as a resource himself, second as a guide within the classroom procedures and activities.... A third role for the teacher is that of researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational capacities [2; 99].

On the basis of such needs assessments, teachers are expected to plan group and individual instruction that responds to the learners' needs.

Another role assumed by several Communicative Language Teaching approaches is that of counselor, similar to the way this role is defined in Community Language Learning. In this role, the teacher-counselor is expected to exemplify an effective communicator seeking to maximize the

meshing of speaker intention and hearer interpretation, through the use of paraphrase, confirmation, and feedback. The focus on fluency and comprehensibility in Communicative Language Teaching may cause anxiety among teachers accustomed to seeing error suppression and correction as the major instructional responsibility, and who see their primary function as preparing learners to take standardized or other kinds of tests. A continuing teacher concern has been the possible deleterious effect in pair or group work of imperfect modeling and student error. Although this issue is far from resolved, it is interesting to note that recent research findings suggest that "data contradicts the notion that other learners are not good conversational partners because they can't provide accurate input when it is solicited" [3; 134].

A wide variety of materials have been used to support communicative approaches to language teaching. Unlike some contemporary methodologies, such as Community Language Learning, practitioners of Communicative Language Teaching view materials as a way of influencing the quality of classroom interaction and language use. Materials thus have the primary role of promoting communicative language use. We will consider three kinds of materials currently used in Communicative Language Teaching and label these text-based, task-based, and realia.

There are numerous textbooks designed to direct and support Communicative Language Teaching. Their tables of contents sometimes suggest a kind of grading and sequencing of language practice not unlike those found in structurally organized texts. Some of these are in fact written around a largely structural syllabus, with slight reformatting to justify their claims to be based on a communicative approach. Others, however, look very different from previous language teaching texts. Morrow and Johnson's Communicate, for example, has none of the usual dialogues, drills, or sentence patterns and uses visual cues, taped cues, pictures, and sentence fragments to initiate conversation. Pair Work consists of two different texts for pair work, each containing different information needed to enact role plays and carry out other pair activities. Texts written to support the English Language Syllabus likewise represent a departure from traditional textbook modes.

A typical lesson consists of a theme (e.g., relaying information), a task analysis for thematic development (e.g., understanding the message, asking questions to obtain clarification, asking for more information, taking notes, ordering and presenting information), a practice situation description (e.g., "A caller asks to see your manager. He does not have an appointment. Gather the necessary information from him and relay the message to your manager."), a stimulus presentation (in the preceding case, the beginning of an office conversation scripted and on tape), comprehension questions (e.g., "Why is the caller in the office?"), and paraphrase exercises. [4;96]

A variety of games, role plays, simulations, and task-based communication activities have been prepared to support Communicative Language Teaching classes. These typically are in the form of one-of-a-kind items: exercise handbooks, cue cards, activity cards, pair-communication practice materials, and student-interaction practice booklets.

In pair-communication materials, there are typically two sets of material for a pair of students, each set containing different kinds of information. Sometimes the information is complementary, and partners must fit their respective parts of the "jigsaw" into a composite whole. Others assume different role relationships for the partners (e.g., an interviewer and an interviewee). Still others provide drills and practice material in international formats.

Many proponents of Communicative Language Teaching have advocated the use of "authentic," "from-life" materials in the classroom. These might include language-based realia, such as signs, magazines, advertisements, and newspapers, or graphic and visual sources around which communicative activities can he built, such as maps, pictures, symbols, graphs, and charts. Different kinds of objects can be used to support communicative exercises, such as a plastic model to assemble from directions. Classroom activities should parallel the “real world” as closely as possible. Rather, communicative language teaching today refers to a set of generally agreed upon principles that can be applied in different ways, depending on the teaching context, the age of the learners, their level, their learning goals, and so on. The following core assumptions or variants of them underlie current practices in communicative language teaching. There are ten Core Assumptions of Current Communicative Language Teaching.

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THE IMPORTANCE OF TEACHING CULTURE IN EFL CLASSROOMS

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The growing awareness of the intertwined nature of culture-language has led to academic studies and articles encouraging educators to place significantly more emphasis on teaching about the target culture. Authors, such as Byron (1989), H. D. Brown (2007), Peck (1998), Atkinson (1999), Moran (2001), and Mishan (2005) have discussed culture as an important and necessary component in an effective language curriculum. In this context, Byron has written that his main goal is to develop "anintegrated discipline of teaching language and culture"[1; 23]. Moran subsequently added that cultural awareness helps students discover and explore their personal perspectives, not only on the target culture but the world as a whole [7; 75]. Whatever the motivation and reasons, learning a foreign language is always "culture- bounded". The flip side of the coin is that the features of a target culturecannot be deeply taught without integrating instruction in the target culture's language.

Proverbs reflect various spheres of human activity. In some theoretical issues proverbs called proverbial constructions (as in the present manuscript) or paremiological units. All of them are equal in meaning. They convey people's knowledge and life experience from generation to generation for many, many centuries [6; 765].

Using authentic sources from the target language community - newspapers,films, photos, news broadcasts, and television shows - makes language learning more realistic, comprehensive, and often enjoyable. According to Nunan and Miller, authentic materials "are not created or edited expressly for language learners". Authentic materials are designed for target culture speakers in their native language.

Students "feel, touch, smell, and see the foreign peoples and not just hear their language"[8]. Authenticity enables students to better perceive social and cultural aspects of the target culture.

Authentic materials open the door to the study of the target language's culture.

Moran notes that "culture is the evolving way of life of a group of persons, consisting of a shared set of practices associated with a shared set of products, based upon a shared set of perspectives on the world, and set within specific social context" [7; 24]. While discovering the practices and products of the target culture, students inevitablycompare the target culture to their own culture and others as well. In the process, the learners develop personal perspectives toward cultures. Along with a better understanding and respect for the diversity of cultures, students also gain a level of appreciation for their own native culture [7; 78].

A teacher must consider a student's age, gender, and language proficiency when selecting materials in order to design relevant, authentic and appropriate tasks that are interesting and engaging. For example, a teacher can incorporate authentic materials such as videos with varying amounts of translation, VennDiagrams, outlines, or charts [4; 78].

Textbooks are not enough for teaching a foreign language. Gilmore notes that "real life is not as simple and straightforward as textbooks" [5; 366]. Authentic languagelearning prepares a student

for real life situations and teaches appropriate ways to use conversational language.

Several researchers believe that learning about the target culture further develops intercultural competence. When a student discusses topics such as history, economics, politics, and society he/she is able to participate in more meaningful interactions with native-speakers of the target culture. Moreover, he/sheis able to comprehend specific areas of the culture much more accurately [7; 109]. These approaches to teaching culture in EFL classrooms provide opportunities for genuine and essential cultural awareness. Each approach facilitates one or more of the following: enhanced communication competence, reduced stereotypes, and the development of cultural sensitivity.

Through exposure to authentic products, utilization of genuine language, andculturally specific topics, students are able to avoid stereotypes and gain an appreciationfor different facets of the target culture diamond. Students develop empathy and culturalsensitivity toward both the target culture and their native culture, and a healthy respect for the differences in the cultures. Authentic materials help students perceive the target language and culture from a more realistic perspective. This imparts a level of comfort and ease with the unique cultural idiosyncrasies of the target culture. Learning the meanings of behaviors and specific communication styles for different situations, students are better able to communicate appropriately in different situations and avoid cultural misunderstandings. This increased level of proficiency improves motivation and,promotes the desire to continue to improve.

One of the five prongs of the *Standards for Foreign Language Learning: Preparing for the 21st Century* centers on "communication." To communicate competently is to "communicate with each other across linguistic and cultural boundaries"; Bachman has proclaimed that communicative competence should be the core component in teaching and learning a second/foreign language. As Peterson and Coltrane assert, "Language use must be associated with other culturally appropriate behavior" to make communication truly comprehensive and fully successful. Otherwise, students will learn only "survival and routine transactions" [1; 40-41].

Canale and Swain (1980), and Canale (1983), defined communicative competence that includes five interrelated elements: linguistic competence, pragmalinguistic competence, sociopragmatic competence, strategic competence, and discourse competence [2; 96].

Linguistic competence defines a student's lexical, phonological, morphological, and syntactic knowledge of a language. It is the ability to construct wordsfrom morphemes, phrases and sentences from words, and appropriate utterances from sentences. It is important to note that, linguistic competence plays a lesser role in teaching foreign languages in many countries, in contrast to other types of communicative competence [5; 24-27].

Pragmalinguistic competence refers to a student's ability to understand and communicate appropriately using phrases orcolloquialisms typically used by target culture speakers. In general, they are used when responding to speech acts such as requests, refusals, compliments, or apologies.

Contextualization is an important aspect of pragmalinguistics as it helps the learner knowwhen and how to use the target language [5; 28-32]. Sociopragmatic competence is the ability to discern what is socially or culturally appropriate in the target culture. It entails an understanding of social conventions and taboos unique to the target culture, "what is appropriate to say to whom, and in what situations". Strategic competence refers to a student's ability to use verbal and nonverbal communication, such as gestures, movements, facial expressions, and paraphrases in situations when a breakdown occurs between interlocutors' communications in order to reduce and avoid cultural misunderstanding. The use and development of strategic competence will allow students to build confidence in their target language skills and will help keep them engaged. Additionally, when students commit errors in L2 speech this communicative strategy will help them work through and negotiate the meaning instead of giving up on the conversation completely [5; 40-44].

Finally, discourse competence refers to students' ability to create cohesive discourse in different genres of spoken or written speech such as in personal letters, narratives, gossip, or jokes. When speaking, the student's ability to produce coherent and cohesive discourse depends on a number of factors such as determining when it is his/her turn to speak, staying on topic, making appropriate transitions to new topics, providing short responses to the speaker, and how the end the conversation [5; 44-46].

Teaching culture in EFL classrooms helps students to observe culture not onlyfrom a familiar perspective - often with a corresponding stereotypical perception - but from new perspectives as well. During language instruction, it is important to combine topics from different disciplines with authentic materials that represent components of and variations within the target culture. By doing so, the teacher allows students to acquire cultural information from different perspectives, thereby mitigating cultural stereotypes that often develop when a culture is explored through a one-sided prism.

Sauvignon and Cakir emphasize the importance of understanding stereotyping and advocate developing cultural sensitivity in EFL classrooms to avoid overgeneralizations. “The teacher’s task is to make students aware of cultural differences, not pass value judgments on these differences” [3; 156]. Cultural sensitivity helps a student to assimilate cross-cultural understandings that might otherwise be misunderstood [3; 156-157].

The exploration of cultural differences is an effective technique for teaching the complex issues of the targetculture and developing an appreciation of the differences across cultures. In addition, it contributes to greater sensitivity and empathy for differences between the native and target culture. It also fosters positive attitudes toward the target culture as well as thelanguage learning process

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ONLINE COLLABORATION IN EFL LEARNING: AN OVERVIEW

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The field of teaching English as a foreign language (EFL) is continuously evolving. One of the most impactful developments has been the rise of online collaboration tools and platforms. This dynamic and engaging approach to EFL instruction uses technology to help students connect and work as a team. It is a great way for students to improve their language skills.

While traditional EFL classrooms often prioritize teacher instruction, research suggests that online collaboration creates a dynamic learning environment for students [2]. Compared to traditional teacher-centered methods, collaboration fosters a more learner-centric environment, encouraging active participation and knowledge construction [1].

Studies have shown that online collaborative learning can lead to improvements in various areas. Firstly, online platforms can provide safe spaces for EFL learners to practice spoken English and reduce speaking anxiety [5]. Tools like video conferencing and voice chat enable real-time discussions and presentations, while asynchronous options like discussion forums allow for more considered responses. Secondly, collaborative writing tasks, where students work together on documents and provide peer feedback, can enhance grammar, vocabulary, and overall writing fluency

[7]. Online platforms offer features like tracking changes and commenting, making the revision process more efficient. Thirdly, the interactive nature of online collaboration can boost student motivation and engagement [6]. Working with peers from different backgrounds can introduce learners to diverse perspectives and cultural contexts, making the learning experience more stimulating.

Online collaboration is an essential part of EFL learning, and it can be facilitated through the use of various technological tools. Some examples include Google Docs and Microsoft Teams for immediate collaboration, Edmodo for asynchronous communication, Padlet for organizing multimedia content, and wikis for creating collaborative content. Integrating tools like Seesaw allows students to develop speaking and listening skills. It is important to select the appropriate tools that align with learning objectives and meet the needs of students to optimize the effectiveness of language learning activities. We will now explore these tools in more detail to gain a deeper understanding of their features and benefits.

A fundamental aspect of EFL instruction is characterized by interactive engagement. Platforms such as Google Docs and Microsoft Teams enable students to collaborate simultaneously on shared documents, thus supporting cooperative projects and group conversations. Similarly, digital discussion forums like Edmodo offer an avenue for asynchronous communication, empowering learners to interact at their own pace by posting queries, exchanging educational materials, and participating in dialogues autonomously [3].

EFL education transcends the scope of traditional grammar exercises. Platforms such as Padlet serve as virtual canvases where learners compile diverse multimedia materials linked to designated subjects [ibid.]. This collaborative engagement promotes the cultivation of research skills, critical analytical thinking, and the amalgamation of information.

Wikis, like Wikipedia's collaborative editing interface, can be customized for implementation within EFL classrooms. Through wikis, students are able to collaboratively produce glossaries, summaries, and even fictional stories in English. This collaborative initiative nurtures the development of shared knowledge creation among students [4].

EFL learning greatly benefits from immersion in spoken English. Tools like Seesaw enable students to work together on audio and video tasks, such as role-playing scenarios, presentations, or short films, leading to improvements in listening and speaking abilities [3]. Additionally, these activities foster creativity and teamwork among learners.

The effectiveness and usefulness of educational tools and resources can vary greatly depending on the instructor's level of expertise in selecting and utilizing them according to the specific learning goals and requirements of the students. In order to maximize the benefits of these tools, it is crucial for instructors to carefully consider the diverse needs and backgrounds of their students while choosing appropriate resources [6].

In conclusion, online collaboration has emerged as a powerful tool in the EFL classroom. By leveraging technology to connect students and promote teamwork, this approach fosters a dynamic learning environment that departs from traditional teacher-centered methods. Research has shown that online collaboration can improve speaking skills, enhance writing fluency, and boost overall student motivation. With a variety of online platforms available, instructors can tailor collaborative activities to meet specific learning objectives and cater to the diverse needs of their students. As EFL education continues to evolve, online collaboration promises to play an increasingly important role in shaping the future of language learning.

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THE EFFECTIVE USE OF AUTHENTIC SONGS IN LANGUAGE TEACHING

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Currently, in structuring the course of teaching a foreign language (FL), one of the key problems is the development of the most effective methods for simple memorization of the study material by students, as this contributes to the rapid mastery of the FL. The use of authentic foreign language materials is explained by the priority of using a communicative approach.

Increasing motivation for learning FL in non-language universities requires teachers to adopt new approaches to solving this problem and finding more advanced forms and methodological techniques [3;.22]. In the process of learning, it is important not only to impart knowledge but also to leave students with impressions. Therefore, "to create a favorable psychological climate, activate language skills, raise emotional tone, and maintain interest in learning FL, it is advisable to use music, which also contributes to the aesthetic education of students" [5;47].

In recent years, new approaches to working with authentic songs have begun to develop. They involve using musical works as a means of expressing one's own thoughts in a foreign language, based on personal life experience [1;690].

Music and singing provide invaluable assistance in learning FL for several reasons:

1. Songs, as a form of verbal communication, contribute to a more solid assimilation and expansion of vocabulary since they include new words and expressions [7]. Familiar vocabulary is encountered in a new context, aiding in its activation. Songs often contain proper names, realities of the country of the studied language, and poetic words. This contributes to the development of a sense of language and knowledge of its stylistic features.

2. Grammatical constructions are better assimilated and activated in songs.

3. Songs contribute to the improvement of foreign language pronunciation skills and the development of musical ear.

4. Songs contribute to the aesthetic education of students, the cohesion of the group, and a more complete disclosure of the creative abilities of each individual. They create a favorable psychological climate in the classroom, activate language skills, and maintain interest in learning FL.

5. Songs stimulate monologue and dialogue expressions, serving as the basis for the development of students' speech and thinking activities, promoting the development of both prepared and unprepared speech.

According to N.A. Utenkova, the use of song materials in FL lessons "has a number of methodological advantages.

1. Song materials are diverse not only in content but also in terms of the linguistic information they contain. Songs represent all speech genres (narrative, descriptive, argumentative), contain direct and indirect speech, and demonstrate examples of different functional speech styles from colloquial to elevated.

2. The same song material can be used to achieve different educational goals depending on the tasks based on it.

3. Unlike other audio materials, which usually require a maximum of three listens, songs are usually memorized by students afterward.

4. Various components of song materials can be used as a basis for teaching [6;92].

One of the conditions for successful use of song material is its typologization. It should reflect the country-specific aspects and possess cultural value, therefore the criteria identified by Nikitenko Z.N. may be acceptable when selecting songs for FL:

- Relevance criterion;
- Language value criterion;
- Linguistic value criterion;
- Consideration of the interests of students of the corresponding age group;
-Informativeness criterion of the song text [4; 17].

Depending on the methodological task of a particular stage of FL learning, the proposed song material can be used:

1. They can be used for phonetic exercises at the beginning of a lesson to warm up students' vocal skills.

2. During the introduction and reinforcement of vocabulary and grammar, songs can provide repeated exposure to language patterns, aiding in the automatic memorization of language structure.

3. Songs can be employed as stimuli for developing speaking skills and fostering language fluency at any point during the lesson.

4. As a form of relaxation, songs can be integrated into the middle or end of the lesson to alleviate tension and rejuvenate students' focus.

The selection of appropriate songs should be meticulous, considering factors such as musical quality, engagement, alignment with students' age and proficiency level, cultural relevance, and the clarity of the singer's voice.

The decision-making process regarding song selection may involve input from both educators and students. It's advisable to choose songs that resonate with learners' tastes and are popular in mainstream media, as well as songs that align thematically with the lesson content.

Incorporating songs into language instruction offers numerous benefits beyond language acquisition. Songs serve as powerful tools for evoking emotions, stimulating critical thinking, and enhancing memory retention. They contribute to a positive classroom atmosphere, fostering enthusiasm for language learning and facilitating cultural understanding [2;28].

In conclusion, the strategic integration of songs into language education provides a holistic approach to learning, encompassing linguistic development, cultural appreciation, and cognitive growth.

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SOME GENERAL REMARKS ON TEACHING AND LEARNING GRAMMAR.

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Grammar is one of the components of language together with the sound system and vocabulary. A command of the structure of the language of the students ensures listening, speaking, reading and writing. In order to understand a language and to express oneself correctly one must assimilate the grammar mechanism of the language studied. Indeed, one may know all the words in a sentence and yet fail to understand it, if one does not see the relationship between the words in the given sentence. A vice-versa, a sentence may contain one, two and more unknown words but if one has a good knowledge of the structure of the language one can easily guess the meaning of these words or at least find them in a dictionary. For instance, one can hardly understand the following sentences without the knowledge of grammar even if all the words are familiar:

We saw him book a ticket.

It made me return home.

Each of these sentences includes some grammar difficulties for Karakalpak-speaking pupils, namely the Infinitive construction in both of them and unusual meaning of the familiar words *book* and *make*. However if a pupil has assimilated the model of the Complex Object in the English language he will understand in the sentence *We saw him book a ticket* the word *book* is not a noun., it cannot be a noun since *him book* is a Complex Object. In this sentence *book* is an Infinitive, therefore the students must look it up in the dictionary under **V**. In the second sentence the verb *make* is used in the meaning of *мәжбүр етиў,* since there is the Infinitive construction *to make somebody do something* which the pupil easily recognize if he has learnt it.

No speaking is possible without the knowledge of grammar, without the forming of a grammar mechanism. If a learner has acquired such a mechanism, he can produce correct sentences in a foreign language. Paul Roberts writes:

" Grammar is something that produces the sentences of a language. By something we mean a speaker of English. If you speak English natively, you have built into you the rule of English Grammar, in a sense, you an English Grammar. You possess, as an essential part of your being, a very complicated apparatus which enables you to produce infinitely many sentences, all English ones, including many that you have never specifically learned. Furthermore by applying your rules you can easily tell whether a sentence that you hear is a grammatical English sentence or not" [1:7].

A command of English as an envisaged by the school syllabus can not be ensured without the study of Grammar. Pupils need grammar to be able to aud, speak, read, write in the target language. We must look at a number of techniques for presenting and practicing grammar. In some of these activities the grammatical information given to the students will be extremely covert and in some cases it will be made extremely overt [2: 3].

Covert grammar teaching where grammatical facts are hidden from the students even though they are learning the language. In other words the pupils may be asked to do an information gap activity or read a text where new grammar is practiced or introduced, but their attention will be drawn to the activity or to the text and not to the grammar. With covert grammar teachers help the students to acquire or practice the language, but they don't draw conscious attention to any of the grammatical means of the language.

Overt grammar teaching means that the teacher actually provides the pupils with grammatical rules and explanations, the information is openly presented in other words. Some techniques for the presentation of new language – for example where the teacher explains how Present Simple questions need or does – are extremely overt. So with overt teaching we are explicit and open about the grammar of the language but we simply get pupils to work with new language and hope that they'll more or less subconsciously absorb them to acquire the language as a whole.

Which kind of grammar teaching is best? Should we just practice using the language and hope that the grammar "rubs off" on the pupils? Or should we practice using the language and also form time to time draw pupils' attention to the language's formal grammatical characteristics? Should we teach grammar at all? In recent years the emphasis has shifted away from the teaching of grammar. Teachers have concentrated on other issues, such as how people learn languages and what they want to say. Many teachers and writers discussed these questions and gradually created a new way of looking at teaching called communicative approach. Two of the main issues in the communicative approach were the teaching of language functions and the use of communicative activities. Together with these issues a distinction has been made between acquisition and learning language functions.

Some people felt that teaching the grammar of the language didn't necessarily help people to understand the language. Just because, for example, somebody knew the verb *to be*, it didn't mean that he or she would be able to use it to introduce themselves or others. Language is used actually to do things, to perform certain functions, like apologizing, introducing, suggesting, expressing, likes and so on. Instead of teaching grammar, we should teach functions. The problem, of course, is that the sentences that perform functions are made up of grammatical elements. Even the simple introduction " I'm John and that is Mary" is made up of the grammatical elements , the verb *to be* and a demonstrative pronoun. Courses based only on teaching functions (at beginner and elementary levels) run into the problem that pupils have to know grammar to perform functions – but grammar is often not being taught. There is now a general feeling that pupils need to learn how to perform the function of language, but they need a grammatical structure and then get pupils to use it as part of a functional conversation. An example of this would be the pupils learning the *going to* future.

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THE USE OF VIDEO MATERIALS IN IMPROVING STUDENTS' LISTENING AND SPEAKING SKILLS

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Using video materials plays a crucial role in effective communication and understanding in various aspects of life. Effective listening and speaking can lead to better communication, stronger relationships, and improved understanding. Video materials and resources can be a valuable tool for enhancing listening and speaking skills, as they provide visual and auditory stimuli that engage learners and help them practice active listening and speaking. The given article deals with some aspects of using video materials in teaching English as a foreign language. Video material stimulates students' interest, expands their knowledge of the linguistic and cultural features of the language being studied, and also provides effective material for the subsequent discussion. Using videos in teaching a foreign language opens up ample opportunities for the teacher and students in mastering the language and foreign culture. Visual information allows students to better understand and consolidate factual information, activates attention and memory, contributes to the development of listening and speaking skills.

In this article, we have explored the benefits of using video resources to improve listening and speaking skills and provide recommendations for incorporating video resources into learning environments.

Benefits of using videos in improving listening and speaking skills:

1. Visual and Auditory Stimulation: Videos provide a multisensory experience, engaging learners through both visual and auditory stimuli.

2. Real-life Context: Videos often depict authentic conversations, interviews, and scenarios, allowing learners to practice listening in real-world contexts.

3. Exposure to Different Accents and Dialects: Videos featuring speakers from different regions and backgrounds help learners improve their ability to understand various accents and dialects.

4. Vocabulary Expansion: Videos expose learners to a wide range of vocabulary in context, helping them expand their language skills.

5. Non-verbal Cues: Videos capture non-verbal cues such as facial expressions, gestures, and body language, enhancing learners' understanding of the message being conveyed.

The success of teaching English through video depends on preparing students for the perception of a video. The expansion of international relations and the entry into our market of British and American teaching and methodical complexes, including video fragments, video lessons, significantly expanded our possibilities in using audiovisual techniques. In the event that the video is an attachment to a British or American educational complex, the teacher can use the technology of its application developed by foreign methods and described in teacher's book. In this case, video is an effective means of teaching a foreign language. Together with the English educational complexes there is a large number of feature films.

News programs, adverts, comedies, documentaries, dramas, academic lectures are available in digital format via the internet. Most of these resources weren't originally created as teaching materials. So it serves a real-world communicative purpose. Some materials are authentic resources adapted for language teaching. Authentic material not originally produced for ELT purposes, but adapted to different grades [4, 139-146].

There are some positive characteristics of using video in the process of learning foreign languages: the class does not require dimming, and therefore, the contact of teacher with learners is continuous; video provides the possibility of using different modes of operation, e.g. freeze frame, using only video track (with audio track turned off) etc.; videos can easily be used for different types of work: individual, pair, group, collective [7]; video equipment allows to split movie into desired number of clips, depending on the objectives of individual needs and characteristics of learners to continue working with each clip separately [2, 188-189].

When teaching the perception of speech by ear, it is necessary, first of all, to develop aural skills and speech hearing with the support of native speakers. And in this case, it is the authentic audio video texts that allow the students to hear the speech of the native speakers, which reflects the living reality, the peculiarities of the national culture. Most importantly, the authentic material provokes the students' cognitive interest, the willingness to discuss problems, and, therefore, contributes to their motivation to learn a foreign language. If the learner perceives foreign speech, then he begins to realize that all his efforts spent on learning a foreign language were not in vain. Thus, the main task of the teacher at the stage of work with authentic material is the selection of audio or video material that would be interesting, informative, accessible to understanding, corresponded to the modern reality of a foreign language society and would create favorable conditions for mastering new regional information, behavior of native speakers, would facilitate their familiarity with the people's way of life, its culture [1, 25-29].

Some teachers think that watching videos in EFL classroom is more entertainment than education. However, if we consider video as a text (a source of information) and we make a lesson using it that helps learners develop language; we can use video resources to capture learners' attention. Video materials should be accompanied with support for language learning.

Full-length videos (which demand disruption with discussion, writing and vocabulary) and video clips can be very useful in teaching English as a foreign language. However, it is important to

consider beforehand what we want our students to learn from the videos. We'll also need to plan how we can help our students learn. In planning to use video, the following three stages should be considered:

Stage 1: Provide questions that focus students on what you believe is important in the video. Think over why you have chosen this video, and what you expect they will learn from watching it. Questions or prompts can be written on the board or worksheets that are handed out in class.

Stage 2: Watch the video in class. Stop the video to draw students' attention to something you consider important to them.

Stage 3: Discuss as a class or in small groups the students' answers to the questions you gave them [3, 152-153].

Nowadays, students are very much visual learners. The quick spread of internet access makes the use of video in the classroom much more effective and interesting. Video is a medium which is in some way replacing printed materials.

In this article we have tried to recommend effective video resources for young teachers:

1. TED Talks: TED Talks feature engaging speakers on a wide range of topics, providing learners with interesting content to practice listening skills.

2. News Broadcasts: Watching news broadcasts in different languages or accents can help learners improve their listening comprehension and vocabulary.

3. Language Learning Apps: Apps like Duolingo and Babbel offer video lessons that combine listening speaking practice with interactive exercises.

4. Online Courses: Platforms like Coursera and Udemy offer video-based courses on various subjects, allowing learners to improve their listening and speaking skills while gaining new knowledge.

5. YouTube Channels: There are numerous YouTube channels dedicated to improving listening skills, such as BBC Learning English, TED-Ed and etc.

While the growth of online content, social networking, and multimedia production tools have all helped educators reconsider how students should consume, discuss, and demonstrate mastery of content, only the dramatic increase in video availability has led directly to the "flipped classroom" movement.

And with an increasing focus on making more Internet connection available at educational institutions and at home, there is a sense that we are only beginning to explore video's true educational possibilities [6, 17-24].

Authentic video materials have great potential for solving learning and educational tasks when properly organized by teachers. With very informative material, they create an atmosphere of real linguistic communication and are able to ensure the successful perception of foreign speech by non-native speakers, and increase the motivation of students to study a foreign language.

To conclude, video resources can be a valuable tool for improving listening and speaking skills, offering visual and auditory stimulation, real-life context, and opportunities for repetition and review. It is important for educators and learners to select high-quality video resources that cater to their specific needs and interests. The use of videos in improving listening and speaking skills is a valuable and effective approach that can benefit learners of all ages and proficiency levels.

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THE USE OF MOBILE APPS IN TEACHING AND LEARNING ENGLISH

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The need to learn a foreign language becomes a fashionable trend or additional educational baggage of the individual, but the objective reality and the introduction of innovative educational technologies for rapid and effective learning of a foreign language is the key to the needs of every citizen of our republic. The article discusses the issues to effective use of mobile applications (apps) in the process of teaching a foreign language, their impact on improving the quality of students' knowledge, ways to effectively implement and test this aspect through innovative forms of education.

Online collaboration and mobile learning have had a significant impact on English language teaching in recent years. Students can access online dictionaries, grammar resources, and multimedia content, and teachers can find and share lesson plans, activities, and teaching materials with colleagues around the world. Online collaboration tools have made it easier for students and teachers to communicate with each other, regardless of location [5; 117]. With platforms like Zoom, Skype, Google Meet and etc. teachers can hold virtual classes and meetings, and students can practice their language skills with native speakers from around the world.

The use of additional electronic learning systems, such as mobile applications, provides a solution to a number of problems related to the methodology of teaching a foreign language to students. At the moment, there are approximately 1,5 – 1,6 billion mobile devices, which in turn indicates the use of desktop computers is no longer so relevant and convenient for today's youth. Among the most popular educational applications in the field of learning foreign languages are: *LinguaLeo, Duolingo, Babbel, Rosetta Stone, Memrise, Easy Ten, Puzzle English, Google Polyglot,* etc. Mobile devices or apps are rapidly developing in technical terms: speed, reliability, and modernity. Almost everyone has them, even young children. This is a good tool for accessing information over the Internet, but not everyone uses this feature. The reason is that educational and cognitive motives are not in the first place, but rather entertainment.

Using mobile phones in language learning is a valuable teaching method. Mobile learning helps students to improve their literacy and numeracy skills and to recognize their existing abilities. Learning English without help from anyone else can be a challenging task, but it is quite possible and easy if a student has the necessary tools. Now, anyone can learn English by themselves. There are many ways students can use to improve their reading, speaking, writing and listening skills.

English learning app is one of the best ways to master English. By using a language learning app to learn foreign languages, students will save time with everything at their fingertips, whenever they decide. So, with the arrival of English language learning app and their constant evolution, the teaching of English is not limited to the classroom and almost anyone can study foreign languages or learn languages online from the comfort of their home or the place they prefer. As we have mentioned, mobile applications can be used in various ways: both in English classes and for

independent work of students; as mandatory components of the course, and additional use at will; as an auxiliary element of the topic or completely independent study of it, etc.

Let's consider the advantages of language apps to learn English:

1. *Learning Is Now More Fun.* Learning English with the application will also be very entertaining. Students will be able to enjoy learning English through quizzes, gamification, etc. In other words, they are organized as a kind of play with their points, lives, and levels. Learning thus becomes something enjoyable and even sometimes addictive.

2. *Speed.* By not having group mates and having all the course content from the beginning, users of applications to learn English can learn at their own pace, being able to advance more in a shorter time, compared to face-to-face classes.

3. *Flexibility.* Perhaps it is one of the main advantages. The apps are available 24 hours a day, 365 days a year and are just one click away, so students can learn or practice the language anywhere, anytime.

4. *Availability.* An important factor to take into account. In case a student wants to learn a rare language, it may be quite difficult to find language centers with teachers trained to teach certain languages or that there is the necessary quorum to open a group.

5. *Download App at No Extra Cost.* Generally, the applications are cheaper and more accessible, because the product saves the physical and human factors which have an impact on the cost of a course. There are even several applications that are free and available to download at no extra cost.

6. *Practice A Wide Variety of Skills.* It allows students to practice a wide variety of skills - listening, reading, writing, and even aspects of grammar and pronunciation. Currently, many of the apps on the market allow everyone to see the same word in different ways: in writing, listening to it, and in context, thanks to this, learning will be much easier.

7. *Improve Vocabulary.* It is a good method to learn vocabulary. Memorizing endless lists of words is terribly boring. Thanks to these apps, students can practice with a lot of vocabulary exercises that make it easy for them to learn new words almost without realizing it.

Mobile learning technologies are shaping better and more convenient language learning tools and apps. Another advantage of mobile learning is the high level of mobility and authenticity, which opens opportunities for learning outside the classroom. Videos, films, and lectures in the form of recorded videos are widely used in listening and speaking classes among the main sources of authentic materials for language learning [3; 51-59]. This is impossible without mobile learning technologies (for example, social networks like YouTube, Instagram, or any other applications with a video format).

We can conclude that special language mobile applications allow learners to speed up and improve the process of learning English. In addition, it is possible to personalize the process of learning English, develop stable language patterns, communication skills, learn grammatical rules and English. The use of above-mentioned mobile applications in the study of English by students can significantly improve the quality of studying the subject. Learning English in groups using mobile applications makes it easier for the teacher to monitor students' achievements, which also provides convenience for the teacher's work. So, the learners take this opportunity to use the mobile apps to learn the language skills and focus more on learning them both inside and outside the classroom.

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USING POETRY TO ENCOURAGE CREATIVE WRITING

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Using poetry is an effective and reliable way in teaching English language. Poetic creativity offers an excellent chance for students to learn the four basic language skills: reading, writing, listening and speaking. It also helps students to develop areas within their linguistic knowledge, including grammar, vocabulary, and pronunciation.

Teaching English through poetry has many advantages such as it being of authentic material, being a medium to express emotions and feelings, being a wonderful carrier of culture, and being able to help improve students' linguistic knowledge and skills. Poetry is often regarded as the most sophisticated genre of literature, comprising a variety of contents that are narrative, lyrical and dramatic in nature. In addition, poetic creativity aids language development at all levels: grammar, vocabulary, phonology and discourse. It requires learners to manipulate the language in interesting and demanding ways in attempting to express uniquely personal meanings.

There have also been positive remarks by scholars who consider poetry an effective tool in teaching English language. According to Hess (2003), through its drama and emotional context, a good poem is suitable for a close "reading", with much good language practice. Hedge (2000) also believes poems as authentic materials can be used to develop especially the receptive skill of reading. In addition, authentic texts make teaching more enjoyable and keep the students closer to the target language culture. Another claim is that reproduction of poetry – memorizing, rewriting, reporting and translating – can exercise the productive skill of "writing", which is not an easy task to teach (Alber-Morgan Sheila;Hessler, & Konrad, 2007). When considered in terms of the skill of "speaking", as the themes of poetry (e.g. love, death, nature, beliefs, despair etc.) are universal among all human beings (Maley & Duff, 1989), and because each person's perception is different, poems can initiate a fund of interactive discussion and create the atmosphere for a genuine exchange of ideas.

Here are some effective strategies for teaching poetry writing that teachers can use in their classrooms.

- *Reading and analyzing poems:* before writing their own poems, students need to read and analyze different types of poems, from classic to contemporary, from formal to free verse, from rhyming to non-rhyming. Reading and analyzing poems can help students understand the elements of poetry, such as imagery, metaphor, rhythm, sound, tone, and theme. Teachers can use questions, prompts, or activities to guide students to explore the meaning, structure, and style of the poems. For example, teachers can ask learners to identify the speaker, the audience, the mood, the message, or the poetic devices used in the poems or can also encourage students to compare and contrast different poems or to relate the poems to their own experiences or opinions.
- *Providing models and examples:* another way to help students write poetry is to provide them with models and examples of poems that they can use as inspiration or reference. Teachers can choose poems that are relevant to students' interests, backgrounds, or goals, or poems that illustrate a specific form, technique, or topic that teachers want them to learn. Teachers can show their students how to use the models and examples as sources of ideas, vocabulary, or structure, but not as templates to copy or imitate or asking students to explain how they used the models and examples in their own poems.

- *Encouraging creativity and experimentation:* poetry writing is a creative and experimental process that allows students to express their individuality and originality. Teachers should encourage students to be creative and experiment with different forms, techniques, and topics of poetry writing or by giving learners choices, challenges, or prompts that stimulate their imagination and curiosity. For example, they write a poem based on a picture, a word, a phrase, a question, a sound, a feeling, or a situation or they are encouraged to write a poem in a specific form, such as a haiku, a sonnet, a limerick, or a concrete poem. Teachers also ask students to experiment with different aspects of poetry, such as rhyme, rhythm, meter, alliteration, assonance, or repetition.
- *Providing feedback and support:* feedback and support are essential for students' poetry writing development and confidence. Teachers should provide students with constructive and specific feedback that highlights their strengths and areas for improvement. Teachers can also provide students with support that helps them overcome their challenges and difficulties by giving them suggestions, resources, or tools that can help them improve their poetry writing skills. For example, teachers can give learners feedback on their use of imagery, metaphor, sound, or structure or by providing them with support such as dictionaries, thesauruses, rhyming dictionaries, or online poetry generators.
- *Facilitating peer review and collaboration:* peer review and collaboration are beneficial for students' poetry writing learning and enjoyment. Teachers should facilitate peer review and collaboration among students by creating opportunities for them to share, discuss, and critique their poems with each other by organizing groups, pairs, or online forums where students can exchange their poems and give each other feedback or by arranging activities, such as poetry circles, workshops, or slam sessions,where students can present, perform, or publish their poems. Peer review and collaboration can help students improve their poetry writing skills, gain new perspectives and insights, and build a sense of community and belonging.

The following classroom techniques and activities given below are based on the use of some particular grammatical structures and lexical items. An example is ***"I"*** poems, which can be used to enable students to write about themselves in a controlled way and practice especially adjectives and stative verbs. Its rules are as follows:

*I **am** (two special characteristics you have)*
*I **wonder** (something you are actually curious about)*
*I **hear** (an imaginary sound)*
*I **see** (an imaginary sight)*
*I **want** (an actual desire)*
*I **am** (the first line of the poem repeated)*
*I **pretend** (something you actually pretend to do)*
*I **feel** (a feeling about something imaginary)*
*I **touch** (an imaginary touch)*
*I **worry** (something that really bothers you)*
*I **cry** (something that makes you very sad)*
*I **am** (the first line of the poem repeated)*
*I **understand** (something you know is true)*
*I **say** (something you believe in)*
*I **dream** (something you actually dream about)*
*I **try** (something you really make an effort about)*
*I **hope** (something you actually hope for)*
*I **am** (the first line of the poem repeated)*

The next example deals with the structure ***'If I were ____, I would'***. When we introduce 'language play' and allow ourselves to 'be' inanimate as well as animate, abstract as well as concrete, this sentence structure yields all kinds of interesting metaphors. You can read these in the poem *If I were, I would*.

If I were a flower, I'd spread fragrance.
If I were spring, I wouldn't let people down.

If I were a man, I'd hunt deer.
If I were a cat, I'd sleep all day long.

If I were music, I'd play for you.
If I were the sun, I'd warm you.

Our next activity looks at the way words collate – or do not naturally collate – with one another. So, for example, if we compare someone human to something inanimate, we have immediately generated a metaphor. We list people in our lives, then objects in the natural world, and join the two with the verb form '*is like'*, creating metaphors about mothers, wives and husbands, sons and daughters.

My teacher is like a river
always flowing with new ideas

My friend is like a shell
with treasure inside

My son is like an angel
he helps me flow peacefully through life

To sum up, using poetry to encourage creative writing in the classroom can pave the way for innovation. By sharing their works, students can inspire each other, stretch their imagination and try to bring something new and unexplored. At the same time, by using creative writing exercises, teachers can add a sense of production, excitement, and performance to the language classroom, to give students the opportunity to say something surprising and original, even while they practice new aspects of language.

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UNRAVELING THE IMPACT OF COMPUTER-MEDIATED COMMUNICATION ON STUDENTS' WRITING AND SPEAKING ABILITIES

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The prevalence of CMC platforms has undeniably altered the landscape of communication, particularly among younger generations who are immersed in digital technology from an early age. As students increasingly engage in online discussions, chat rooms, and social media interactions, there is growing concern about the potential impact of these mediums on their linguistic skills.

One of the most notable effects of CMC on students' writing abilities is the phenomenon of "text speak" or "internet slang." In informal online environments, individuals often resort to

abbreviations, acronyms, and non-standard grammar and punctuation, sacrificing clarity and coherence for brevity and expediency. While this type of communication may be suitable for casual interactions, its pervasiveness can seep into formal writing assignments, leading to a decline in writing proficiency. Moreover, the reliance on spell-checkers and autocorrect features inherent in digital communication platforms may hinder students' spelling and grammar skills. With technology readily available to correct errors, students may become reliant on these tools, neglecting the importance of manual proofreading and editing processes. Consequently, their ability to identify and rectify mistakes independently may diminish over time.

In addition to its impact on writing, CMC can also influence students' speaking abilities, particularly in terms of oral communication and public speaking. The prevalence of online communication often means that students have fewer opportunities for face-to-face interactions and verbal discourse. As a result, they may not develop essential interpersonal skills, such as active listening, articulation, and effective communication in real-time situations. Computer-mediated communication (CMC) has emerged as a powerful tool in the educational landscape, offering a myriad of advantages for students' writing and speaking abilities. As Baron mentioned that "in a world increasingly reliant on digital technology, harnessing the benefits of CMC can foster enhanced communication skills and facilitate deeper learning experiences". [1, 35] There are some advantages that CMC brings to students' writing and speaking abilities:

1. Accessibility and Flexibility: CMC provides students with convenient access to communication platforms regardless of time or location. Through online forums, email, and instant messaging, students can engage in asynchronous communication, allowing for flexibility in participation. This accessibility empowers students who may face barriers to traditional forms of communication, such as physical disabilities or geographical constraints.

2. Engagement and Motivation: According to Crystal, CMC platforms often incorporate multimedia elements such as videos, images, and interactive tools, making learning more engaging and dynamic. [2,48] By integrating multimedia content into writing assignments and oral presentations, students can enhance their communication skills while leveraging their creativity and technological proficiency. This multimedia-rich environment stimulates interest and motivation, fostering a deeper connection to the learning process.

3. Authentic Communication Experiences: CMC enables students to engage in authentic communication experiences that mirror real-world scenarios. Through online discussions, video conferencing, and virtual presentations, students can practice and refine their writing and speaking skills in contexts that closely resemble professional environments. This authenticity helps bridge the gap between classroom learning and real-life applications, preparing students for success in academic and professional settings.

4. Immediate Feedback and Reflection: Unlike traditional forms of communication, CMC allows for immediate feedback and reflection. Students can receive instant responses to their written work or oral presentations, enabling them to identify strengths and areas for improvement promptly. Additionally, the asynchronous nature of CMC allows students to revisit and revise their communication efforts based on feedback received, fostering a cycle of continuous improvement.

5. Diverse Perspectives and Global Connections: CMC transcends geographical boundaries, enabling students to interact with peers from diverse cultural backgrounds and perspectives. As Herring noted that "by engaging in online discussions and collaborative projects with students from around the world, students gain exposure to different linguistic styles, communication norms, and cultural nuances" .[3, 78]This exposure broadens their worldview, enhances their intercultural competence, and enriches their writing and speaking abilities.

6. Self-expression and Creativity: CMC platforms offer students a wide range of tools and mediums for self-expression and creativity. From blogging and podcasting to digital storytelling and multimedia presentations, also Kern mentioned in his book that students can explore various formats and genres to convey their ideas effectively. [4, 458] This freedom of expression encourages experimentation, fosters innovation, and empowers students to develop their unique voice and style in both written and spoken communication.

Computer-mediated communication (CMC) undoubtedly offers numerous benefits, but it also presents some disadvantages, particularly in relation to students' writing and speaking abilities:

1. Reduced Face-to-Face Interaction: CMC often occurs in virtual environments where face-to-face interaction is absent. This lack of real-time, physical interaction can hinder students' ability to develop crucial non-verbal communication skills, such as interpreting body language and facial expressions, which are essential for effective communication.

2. Limited Development of Oral Communication Skills: In CMC, communication primarily occurs through written text, which may not adequately develop students' oral communication skills. Without regular practice in verbal communication, students may struggle with articulating their thoughts verbally, including speaking confidently, organizing ideas coherently, and adapting language based on the audience.

3. Overreliance on Digital Communication Tools: The convenience of CMC tools may lead to an overreliance on them for communication tasks. Students may become dependent on digital tools, such as spell checkers and auto-correct features, which can impede their ability to independently recognize and correct errors in writing. Additionally, reliance on these tools may inhibit the development of spelling, grammar, and vocabulary skills.

4. Potential for Miscommunication: Thorne indicated in his book that “Written communication in CMC lacks the immediate feedback and clarification opportunities inherent in face-to-face interactions”.[5,39] As a result, misinterpretations and misunderstandings are more common, especially in asynchronous communication where responses may be delayed. This can lead to ineffective communication and hinder students' ability to convey their thoughts accurately.

5. Decreased Attention to Detail: The informal nature of many CMC platforms, such as social media and messaging apps, can encourage the use of abbreviated language, emojis, and informal grammar. This casual approach may lead to a decline in students' attention to detail and adherence to formal writing conventions, such as proper punctuation, grammar, and sentence structure.

6. Potential for Distraction: Walther wrote that “ CMC platforms often provide access to a wide range of content and multimedia distractions, such as social media feeds, videos, and games”. [6, 43]This constant exposure to distractions can divert students' attention away from their writing or speaking tasks, reducing their ability to focus and produce high-quality work.

7. Limited Opportunities for In-depth Discussion and Debate: While CMC enables communication across geographic boundaries and time zones, it may limit opportunities for in-depth discussions and debates. The asynchronous nature of many online forums and discussion boards can result in fragmented conversations and superficial exchanges,[7, 18] which may not facilitate deep learning or critical thinking skills development.

In conclusion, computer-mediated communication offers numerous advantages for students' writing and speaking abilities, empowering them to communicate effectively in diverse contexts and formats. By leveraging the accessibility, collaboration, engagement, authenticity, feedback, global connections, and creativity facilitated by CMC, educators can nurture the development of robust communication skills essential for success in the digital age and beyond.

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THE USE OF GRAPHIC ORGANIZERS IN TEACHING ENGLISH VOCABULARY

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Foreign language education has become a significant phenomenon in the present era. Responding to personal or professional needs, people learn a foreign language to qualify for education abroad, to communicate with colleagues in international corporations, or to prepare them for travel. Language itself is defined by a culture. We cannot be competent in the language if we do not also understand the culture that has shaped and informed it [1;1-6]. In order to understand the phenomenon, broad knowledge of the process of language acquisition, second or foreign language education, sociolinguistics, linguistics, psycholinguistics, and specific knowledge of foreign language teaching techniques and methods of measurement and evaluation have become especially important.

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Underscoring the importance of vocabulary acquisition, Schmitt emphasizes that “lexical knowledge is central to communicative competence and to the acquisition of a second language” [4; 55], Nation further describes the relationship between vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge. [3; 48] The importance of vocabulary is demonstrated daily in and out the school. In classroom, the achieving students possess the most sufficient vocabulary.

Graphic organizers are anything that somehow helps to organize information on a piece of paper (or computer screen) in order to improve its memorization, assimilation, analysis or application. Or, in the language of definitions, visual communication tools that use visual means of expressing content. They play an increasing role in the process of organized learning and can be successfully used in self-education and formative assessment. Each of us used the simplest “graphic organizer” when we divided a sheet of paper into two parts, listing the pluses on the left and the minuses of this or that phenomenon on the right. Next step: divide the same sheet into four parts. You can, of course, not use any graphics, but when the lists and numbers are next to each other, the comparison goes faster. Most graphic organizers present information as a convincing visual picture and allow the mind to “see” hidden patterns and relationships. The most effective active methods in the lessons of all language and literature are graphic organizers, which we will well on in more detail, helps to organize information on a sheet of paper (or computer screen) in order to improve its memorization, assimilation, analysis or application. In the process of visualizing information, the student thinks, comprehends, and skips information through itself, presenting it in a visual-conceptual way.

The most well-known methods of organizing reasoning are: SWOT analysis, PEST analysis, RAFT table, ZHU, "Logbook", "Wheel of Ideas". These organizers are the result of activity or reasoning, but can be used for planning; designing research to create it, the phenomenon under consideration must be studied deeply and in relation to other objects. Building denotative graphs and communication diagrams through visualizations: Spider web, Mental map, Causal map, Ladoshka, Concept map requires deeper analytical thinking. These organizers help to identify logical connections between the main idea and various factors of influence, causality and phased branching. Key questions: “Which category is being considered?”, “What are the subcategories, how are they interconnected?”, “What are the characteristics of the main idea?” subject?” Thus, practice proves the expediency of using graphic organizers. This is especially true in the transition to the updated content of education, in which great importance is attached to instilling in students the skills of critical thinking, research, communication, the ability to solve problems and creatively apply knowledge, work in a group. In order to choose the right scheme for working with material, you need to know:

- the material covers only one topic or several
- how complex is the topic

-information linear or cyclic

-are there differences and similarities, facts “for” and “against”

-does the material contain dates, are there hierarchical levels. Graphic schemes are used:

-when presenting new material

-to comprehend and consolidate the material being studied

-when summarizing and systematizing the studied material

There is the 6-step process created by K.H. Douglas for teaching academic vocabulary. The heart of his teaching process is that students get both direct and indirect instruction and are exposed to the vocabulary multiple times, in multiple ways. [2; 45]

Six steps may seem overwhelming, especially when you only get a few minutes a day to spend explicitly teaching vocabulary. But remember, you don’t need to do all six steps in a single day, and only a small portion of this is direct instruction.

For vocabulary words within the content areas, use abbreviated versions of these steps when you introduce a new topic and the vocabulary that goes with it. Then add additional practice opportunities throughout the unit or chapter in centers or as homework while you’re teaching those specific topics.

1. Introduce it. The teacher introduces new words. This has to go beyond just definitions. Relate the words to your students’ prior knowledge and discuss examples. It is recommended doing as a whole group activity.

2. Define it. Have students write a definition **in their own words**. This activity is especially important for students because it requires them to think critically about the word and its definition and come up with another way to define the word.

3. Draw it. The next step in effective vocabulary instruction is to have students create a visual representation of the words. While this may seem “too young” for our upper elementary students, it’s actually a vital part of your vocabulary instruction.

This doesn’t have to look like an art project, though. Students can create visual representations in the form of a picture dictionary, graphic organizers, pictographs, etc.

4. Practice it. Being exposed to the new words multiple times is very important for students to learn the meaning of the word. Give your students opportunities to interact with the words in a variety of ways.

5. Talk about it. Teachers should also periodically have students discuss their vocabulary learning in pairs or small groups. Talking about the new words they are learning helps to boost students’ vocabulary skills. This can be accomplished through think-pair-share activities, with elbow partners, or in small groups.

6. Play it. Vocabulary games are especially important for students because they provide fun ways to practice their new vocabulary words with some unique characteristics. Games provide a manageable challenge students are eager to meet. They engage even reluctant learners because the outcome isn’t obvious. And last, but definitely not least, they are fun!

You can adapt many common games to use them with vocabulary words. Charades, Pictionary, and even Checkers can be adapted to use for vocabulary practice.

A KWL chart is one of the simplest vocabulary graphic organizers you can use. KWL simply stands for know, want to know, and learned. Teachers use these graphic organizers or charts to break things down for students. As a class, they might brainstorm what the students know about a subject or vocabulary word. It could be that several students “know” the word and definition already.

Teaching vocabulary can be a tricky task and some teachers don’t feel confident doing it. There’s a tried and true method you can follow to aid in your success as a teacher.

To conclude, the article tries to show graphic organizers from two different points of view. Firstly, they are depicted as a unique literary genre with its aesthetical and educational value. Secondly, graphic organizers are considered as a one of the highly motivating teaching materials for young children. Regardless of the fact of how time – consuming it sometimes may be it is tremendously rewarding if prepared thoughtfully and purposefully. This is particularly true when

working with young children since they respond wholeheartedly to the teacher`s efforts and know instinctively whether he enjoys working with them or not.

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BOLAJAQ OQITIWSHILARDI TAYARLAWDA NEMIS TILI GRAMMATIKASIN ÚYRETIW USHIN CLIL USILINAN PAYDALANIW

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Bul izertlewdiń maqseti eki “Shet tili (ingliz) hám ekinshi shet tili (nemis)” oqıw profiline iye bolǵan pedagogikalıq studentlerdi oqıtıwda paydalanıw boyınsha pán-til integraciyalasqan tálimniń jantasıwın kórip shıǵıw bolıp tabıladı. Izertlewdiń ilimiy jańalıǵı bul metodologiyaning pedagogika universitetiniń tálim sistemasına qollanıw etiliwin kórip shıǵıwda bolıp tabıladı.

Izertlew nátiyjesi CLIL jantasıwınan paydalanǵan halda nemis grammatikasın úyreniwge qaratılǵan stilistik bloktı jaratıw bolıp tabıladı.

Gilt sózler: kásiplik tayarlıq, oqıtıwshılar tálimi, pán-til integraciyası, grammatika úyretiw, CLIL, nemis, ingliz.

Házirgi waqıtta shet tillerin integraciyalasqan oqıtıw Evropa mámleketlerinde joqarı pát penen rawajlanıp keledi. Ózbekstan Respublikası Prezidenti Sh. Mirziyoyevtıń shet tillerdi úyreniw hám olardı oqıtıwdı jetilistiriwge qaratap atırǵan ayrıqsha itibarı sebepli oqıw procesine innovciyalıq usıllardı engiziw kún sayın artıp barıp atır. Xalıq aralıq jámiyetshilikler menen sheriklikte shet tillerde oqıtıw baǵdarlamaları jaratılıp atır hám de barlıq basqıshlarda oqıtıw processlerine jańa texnologiya hám usıllardı engiziw boyınsha jumıslar alıp barılmaqta. Usı orında talabalardıń kásiplik kompetenciyaların rawajlandırıw, shet tillerin úyretiwdiń belgili hám júdá tabıslı qollanılatuǵın usıllarınan biri bul CLIL usılı bolıp tabıladı. Bul metodologiya xalıq aralıq biznes hám ilimiy jámiyetshiliktiń rawajlanıwında belsendi qatnasıwshıları bolıwǵa ılayıq bolajaq qánigelerdi tayarlawdıń zárúr shárti retinde qaraladı. CLIL usılınıń payda bolıwı hám rawajlanıwı 90-jıllardan baslanadı, 1994 jılı Finlyandiyada Yuvyaskyulya universitetinde multilingvallıq hám bilingvallıq bilim beriw tarawında jumıs isleytuǵın ilimpaz Devid Marsh jasaǵan. CLIL dıń tiykarǵı komponentleri mazmun, kommunikaciya, tanım hám mádeniyat, hám taǵıda usıl menen baylanıslı bolǵan úsh túrdegi til, atap aytqanda, úyreniw tili, úyreniwge arnalǵan til hám til járdeminde úyreniw [3;15-17].

Joqarıda atalǵan maqsetke erisiw ushın tómendegi izertlew wazıypaları qáliplestirildi: birinshisi, pánlik-til integraciyalasqan oqıtıwdıń tiykarǵı komponentleri menen qásiyetlerin esapqa alıw. Ekinshi wazıypa – joqarı oqıw orınları talabaların oqıtıwda paydalanıw tiykarında analiz qılıw. Izertlewdiń ámeliy áhmiyeti bolǵan úshinshi wazıypa - pánlik - tillik integraciya usılın paydalanǵan halda nemis tili grammatikasın úyreniwge qaratılǵan shınıǵıwlardıń stilistikalıq blogın islep shıǵıw. Bul mashqalalardı sheshiw ushın tómendegi teoriyalıq usılları qollanıldı: dedukciya usılı, kontentti analiz qılıw usılı, unamlı aldıńǵı oqıtıw tájiriybesin ulıwmalastırıw usılı hám teoriyalıq dereklerdi úyreniwge sistemalı jantasıw.

XXI ásir globallasıwdıń jedel pát hám insaniyat jámiyetiniń barlıq tarawılarında ómir súriwdiń jedel ósiwiniń joqarılawı menen xarakterlenedi. Qánigelerge kásiplik kompetenciyalar hám úzliksiz óz-ózin oqıtıw qábileti menen baylanıslı bolǵan talaplar barǵan sayın kúsheyip barmaqta. Keyinirek,

metodistler aldında sabaq saatların kóbeytpey aq eń jaqsı nátiyjelerdi támiyinleytuǵın oqıtıwdıń jańa usılları hám qatnasların islep shıǵıw wazıypası turıptı.

CLIL - bul Content and Language Integrated Learning sóziniń qısqartpası. Bul túrdegi oqıtıwdıń kóplegen atamaları bar: qánigelestirilgen bilingval oqıtıw, shet tili boyınsha qánigelestirilgen oqıtıw, integraciyalasqan shet tilin oqıtıw, qánigelestirilgen oqıtıw hám pánge tiykarlanǵan oqıtıw. Aqırǵı termin, bul oqıtıw formasınıń mánisin eń jaqsı ańlatadı: pán mazmunı shet tilinde oqıtıladı. Solay etip, bul usıl shet tillerin úyreniwge járdem beredi, usılaysha tariyx, matematika, geografiya hám basqa hár túrli pánler ekinshi tilde oqıtıladı. Tildi ózlestiriw onı real turmıslıq jaǵdaylarda qóllanıw qábiletine baylanıslı.

CLIL oqıtıw usılı tórt tiykarǵı komponentten ibarat: “4 C”. Eger oqıtıwshı CLIL sabaǵın úyretiwshi bolsa, ol joybarlastırılǵan sabaq bul tórtew tiykarǵı principke tiykarlanǵan bir qatar ilajlardan ibarat bolıwın támiyinlewi kerek [1; 545-547].

“4 C” tómendegilerden ibarat:

Mazmunı – content (pán):

Bunda qánigelestirilgen pánler boyınsha sabaqlardıń mazmunı, pánniń tárepleri hám oqıw maqsetleri kórsetiledi.

Baylanıs - communication (til úyreniw hám sóylew):

Talabalar sabaq ótiletuǵın shet tilinde awızsha hám jazba túrde túsinip, baylanıs isley alıwları kerek.

Biliw – cognitive (úyreniw hám pikirlew procesi):

CLIL kognitivlik kónlikpelerdi, ásirese talabalar ushın qıyınshılıq tuwdıratuǵın kónlikpelerdi rawajlandırıw ushın mólsherlengen.

Mádeniyat – culture (mádeniyatleralıq túsiniwdi rawajlandırıw hám globallıq puqaralıq):

Xalıq aralıq kólemde qarım-qatnas jasaz alıw ushın óz mádeniyatıńızdı da, sırt el mádeniyatların da túsiniw zárúrli bolıp tabıladı.

Degen menen, bul tort komponenttiń ózara baylanısı hám olardıń kombinacyası hár birine jeke qaraw áhmiyetlirek ekenin atap ótken durıs boladı [1; 554-556].

Solay etip hár bir sabaqtıń joybarı “4C” principine tiykarlanǵan boladı. CLIL texnologiyasınan paydalanǵande, talabalar, óz gezeginde, úyrenshikli oqıw stilin ózgertip, kóbirek biyǵarezlikke iye boladıp, basqa talabalar menen sheriklik qılıwdı úyrenedi.

CLIL usılınıń abzallıqların sistemalastırǵan halda, onı qóllanıw tómendegilerge múmkinshilik beredi dep atap ótiwge boladı:

1. Bir waqttıń ózinde pánniń mazmunın úyreniw hám shet tilin úyreniw múmkin boladı;
2. Oqıwshılardıń ulıwma psixikasınıń rawajlanıwına, yadta saqlaw qabileti, dóretiwshilik potencial, logikalıq oylaw qabiletiniń rawajlanıwına paydalı tásir kórsetedi;
3. Talabalardıń maqsetli hám aralıq tildi úyreniwge bolǵan motivatsiyasın asıradı;
4. Til kompetenciyası hám awızsha baylanıs kónlikpelerin jaqsılaydı;
5. Jqıtıwda qosımsha shınıǵıwlar saatların talap etpeydi;
6. Oqıwshılarǵa kóp kólemdegi materialdı ózlestiriw imkaniyatın beredi [2; 86-87].

Bul usıl oqıtıwshınıń eki shet tilin biliwdi, yaǵnıy rawajlanǵan lingvistikalıq kompetenciyanı hám kásiplik pán salasındaǵı bilimdi talap etedi. Eki tilli baǵdarlamalarda (nemis hám inglis) CLIL den paydalanılǵanda oqıtıwshınıń inglis tilinde sóylese alıwı hám nemis tili grammatikasın jetik biliwi talap etiledi.

Solay etip, CLIL usılın ámelge asırıw sheńberinde nemis tilin salıstırıw dárejelerin úyreniwge qaratılǵan grammatikalıq kónlikpeler boyınsha jumıstıń tómendegi basqıshların usınıwları múmkin:

Nemis tilindegi kelbetlik dárejeleri: Positiv, Komparativ and Superlativ. Endi usı dárejelerdiń inglis tilindegi variantın aytamız: positive, comparative, superlative.

Inglis tilinde salıstırmalı dáreje – er (small-smaller) qosımtası arqalı jasaladı, arttırma dárejede anıq artikl hám -est qosımtası (the smallest). Al endi nemis tilinde bolsa salıstırmalı dárejege -er qosımtası qosıladı (klein-kleiner) hám arttırma dárejede anıq hám anıq emes artikl jáne -e (en) qosımtaları qosıladı (der kleinste, am kleinesten).

Kelbetliktiń salıstırmalı hám arttırma dárejeleri formaların tuwrı maslastırıń:

schnell	lauter	am schwersten
schwer	dicker	am längsten
lang	schneller	am dicksten
dick	länger	am lautesten
laut	schwerer	am schnellsten

Shınıǵıw: a) Inglis tilinen alınǵan mısalǵa kóre kelbetliklerdiń salıstırma dárejesin jasań (thick – thicker; small - smaller).

Dich, klein, langsam, laut, schlecht, ruhig, schnell, voll, leer.

b) Inglis tilinen alınǵan mısalǵa kóre kelbetliklerdiń arttırma dárejesin jasań (thick – the thickest; small – the smallest). Nemist tilindegi mısal (der dickste):

Klein, langsam, schlecht, ruhig, voll, leer, laut, schnell.

c) Qawıstı ashıp kelbetlikti tiyisli formaǵa qoyıń. Mısalı: My cat is (small) than yours. → My cat is smaller than yours.

Ihre Wohnung ist (groß) als deine Wohnung.

Das Auto ist (schnell) als da Fahrrad.

Hier gibt es viele kluge Schüler, aber er ist (klug).

d) Inglis tilinde berilgen gáplerdi nemis tiline awdarmalań, mısalı: My sister is not as tall as I am / Meine Schwester ist nicht so groß wie ich.

Gápler:

His car is much more expensive than my car. (Sein Auto ist viel teurer als mein Auto);

We prefer to travel by train. (Wir fahren lieber mit der Bahn);

Karl ist he oldest. (Karl ist am ältesten).

Joqarıdaǵı aytılǵan pikirlerdi qortındılay otırıp, pánlik-tildi integraciyalasqan oqıtıw qatnası talabalarǵa nemis tili grammatikasın shet tili (ingliz) baǵdarında ekinshi shet tili nemis tilin nátiyjeli úyretiw imkaniyatın beredi. Usınıs etilgen stilistikalıq qatnas pedagogikalıq baǵdardaǵı talabalardıń mútajliklerine sáykes keledi degen juwmaqqa keldik.

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INTEGRATION INFORMATION TECHNOLOGY IN MODERN EDUCATION.

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The integration of Information Technology (IT) in education has revolutionized teaching methodologies, presenting both opportunities and challenges in contemporary educational landscapes. This thesis examines the multifaceted role of IT in teaching, exploring its implementation strategies, pedagogical implications, and overall impact on learning outcomes. Through a comprehensive review of literature, this study elucidates the various ways in which IT tools and platforms are utilized in educational settings, ranging from interactive whiteboards and learning management systems to online collaboration tools and virtual reality simulations. Additionally, it

investigates the effectiveness of different IT-driven teaching approaches, such as blended learning, flipped classrooms, and personalized learning experiences. Moreover, this research investigates the challenges associated with the integration of IT in teaching, including digital divide issues, technological barriers, and concerns regarding the quality of online education. By analyzing empirical data and case studies, this thesis aims to provide insights into best practices for effectively leveraging IT in educational contexts, while also addressing the need for continuous professional development and support for educators.

In the era of rapid technological advancement, Information Technology (IT) has emerged as a transformative force in various aspects of society, including education. The integration of IT in teaching methodologies has sparked a paradigm shift in traditional educational practices, offering new opportunities to enhance learning experiences and outcomes. This introduction sets the stage for a comprehensive exploration of the role of IT in modern education, aiming to elucidate its impact on teaching methodologies and student learning. By examining the diverse array of IT tools and platforms utilized in educational settings, as well as the pedagogical implications and challenges associated with their implementation, this study seeks to contribute to the ongoing discourse on effective educational practices in the digital age. Through an analysis of relevant literature and empirical data, this research aims to provide insights into best practices for leveraging IT to optimize teaching and learning processes, ultimately fostering a more dynamic and engaging educational environment.

The integration of Information Technology (IT) into teaching methodologies has become increasingly prevalent in modern educational settings, driven by the need to adapt to the evolving needs of students in the digital age. Blended learning, a teaching approach that combines traditional face-to-face instruction with online learning activities, has gained popularity as an effective way to leverage IT tools and platforms to enhance learning experiences. By incorporating online resources such as learning management systems (LMS) and virtual reality simulations, educators can create dynamic and interactive learning environments that cater to diverse learning styles and preferences.

Blended learning, often implemented through Learning Management Systems (LMS), offers a flexible approach to education, allowing students to access resources and engage in activities at their own pace. LMS platforms such as Moodle, Canvas, or Blackboard provide a centralized hub for course materials, assignments, and communication tools, facilitating seamless interaction between students and instructors. Virtual reality (VR) simulations further enhance learning experiences by providing immersive environments for hands-on practice and experimentation in various subjects, from science and engineering to history and literature. Research indicates that incorporating VR simulations into curriculum not only increases student engagement but also improves retention and understanding of complex concepts.

Flipped classrooms represent another innovative teaching model enabled by IT, wherein students engage with instructional materials outside of class time, allowing for more interactive and collaborative activities during class sessions. This approach not only encourages self-directed learning but also fosters critical thinking skills and problem-solving abilities through hands-on activities and discussions facilitated by the instructor. Moreover, the flexibility afforded by online education platforms enables personalized learning experiences tailored to individual student needs and interests, promoting greater engagement and motivation.

However, the widespread adoption of IT in education is not without its challenges. The digital divide, characterized by disparities in access to technology and internet connectivity, remains a significant barrier to equitable educational opportunities for all students. Addressing this issue requires concerted efforts to bridge the gap through initiatives such as providing subsidized devices and expanding internet infrastructure in underserved communities. Additionally, concerns regarding the quality of online education, including issues related to academic integrity and the credibility of online credentials, underscore the importance of maintaining rigorous standards and ensuring the integrity of online learning environments.

Professional development plays a crucial role in empowering educators to effectively leverage IT in teaching. By providing training and support in the integration of IT tools and pedagogical

approaches, educational institutions can equip teachers with the knowledge and skills needed to navigate the complexities of digital learning environments. Furthermore, ongoing research and evaluation are essential for identifying best practices and evidence-based strategies for optimizing the use of IT in education, informing policy decisions and instructional design initiatives.

In conclusion, the integration of Information Technology (IT) in teaching methodologies offers immense potential to enhance learning experiences and outcomes in modern educational settings. By embracing innovative approaches such as blended learning, flipped classrooms, and personalized learning experiences, educators can create dynamic and engaging learning environments that cater to the diverse needs of students. However, addressing challenges such as the digital divide and ensuring the quality of online education requires collaboration and investment from stakeholders across the education ecosystem. With continued support for professional development and research, IT has the power to transform teaching and learning processes, empowering students to thrive in the digital age.

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CREATING POST- READING ACTIVITIES FOR SCHOOL CHILDREN ON THE TOPIC “MARCO POLO LEFT CHINA IN 1292”

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This article aims to provide educators with practical ideas for designing engaging and interactive post-reading activities for school children on the topic of Marco Polo's departure from China in 1292. By incorporating these activities into their lesson plans, teachers can enhance students' comprehension, critical thinking skills, and overall enjoyment of the subject matter. The suggested activities encourage students to delve deeper into Marco Polo's journey, explore cultural nuances, and foster creativity. This comprehensive approach will not only deepen their understanding of history but also promote a love for learning.

Teaching history to school children can be a challenging task, especially when it comes to engaging them in the exploration of historical figures and events. Marco Polo, a renowned Venetian merchant and explorer, offers an intriguing subject for young learners. This article presents a variety

of post-reading activities that can be employed by educators to create an immersive learning experience surrounding Marco Polo's departure from China in 1292.

1. Marco Polo's Journal

Encourage students to imagine themselves as Marco Polo and create a journal entry describing his thoughts and emotions as he prepared to leave China[1]. This activity allows students to delve into the historical context, express empathy, and develop their creative writing skills. They can include details about the sights, sounds, and people he encountered, as well as his reflections on leaving behind the wonders of the Far East.

Instructions:

1. Begin by discussing with the students the historical context of Marco Polo's departure from China in 1292. Provide some background information about his journey, the cultural experiences he encountered, and the significance of his departure.

2. Explain to the students that they will be stepping into the shoes of Marco Polo and creating a journal entry capturing his thoughts and emotions during this pivotal moment in his life.

3. Encourage the students to imagine themselves as Marco Polo, fully immersing themselves in his experiences and perspective.

4. Provide prompts or guiding questions to help students structure their journal entry. Some examples include:

- How did Marco Polo feel about leaving China? Was he excited, sad, or conflicted?
- What were some of the sights, sounds, and people he encountered during his time in China that he will miss the most?
- Did Marco Polo have any regrets about leaving China? Why or why not?
- What were some of the wonders of the Far East that left a lasting impression on him?
- How did Marco Polo reflect on his journey and the impact it would have on his future?

5. Give students time to brainstorm and jot down their ideas before they start writing their journal entry.

6. Instruct students to write their journal entry, using descriptive language to paint a vivid picture of Marco Polo's thoughts and emotions. Encourage them to include specific details about the cultural experiences, landscapes, and people he encountered.

7. After completing their journal entries, allow students to share their writing with the class. This can be done through reading aloud or by displaying their entries on a bulletin board.

8. Facilitate a discussion about the different perspectives and insights students gained from this activity. Encourage them to reflect on the challenges Marco Polo faced and how his experiences shaped his character and future endeavors.

2. Cultural Exchange Collage

Marco Polo's journey was not only significant for trade and exploration but also for fostering cultural exchange[2]. Divide students into small groups and assign each group a different culture or civilization encountered by Marco Polo during his travels. Instruct them to create a collage representing the cultural elements they find most fascinating. They can include images, symbols, and brief descriptions to showcase the diversity of these cultures and their impact on Marco Polo's worldview.

3. Mapping Marco Polo's Route

Provide students with a map outlining Marco Polo's journey from China to Venice[3]. Instruct them to trace his route and mark significant landmarks along the way. This activity helps students visualize the vast distance traveled by Marco Polo and understand the geographical challenges he faced. They can also research and add annotations about the cities, landscapes, and historical events associated with each location.

4. Marco Polo's Legacy

Engage students in a discussion about Marco Polo's lasting legacy and influence on global exploration and trade[4]. Ask them to brainstorm and present ideas on how Marco Polo's experiences and discoveries have shaped the world we live in today. This activity encourages critical thinking and highlights the enduring impact of historical figures like Marco Polo.

By incorporating these post-reading activities into their lesson plans, educators can create a dynamic and multi-dimensional learning experience for school children studying Marco Polo's departure from China in 1292. These activities promote comprehension, critical thinking, creativity, and an appreciation for historical exploration. By delving deeper into Marco Polo's journey and its cultural significance, students will develop a richer understanding of history and cultivate a passion for learning.

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THE STRATEGIES FOR DESIGNING LISTENING ACTIVITIES

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The listening skill has a crucial role in language acquisition. In studies dealing with learning a foreign language or a second language, it has been concluded that the role of the listening skill is very crucial in the comprehension process [6:12] since the act of listening helps the individual start learning the new language by listening. The listening skill is divided in two groups as reciprocal and non-reciprocal listening. Reciprocal listening gives the listener the opportunity to communicate with the speaker during the communication process. Non-reciprocal listening, on the other hand, is the act of listening in which a unilateral interaction exists, as in listening to a radio program or an official class. Based on this distinction, Anderson and Lynch claim that the listener must have the following skills simultaneously: Identifying the signals from the speaker among the sounds/noise in the environment; focusing on the flow of speaking process in words; comprehending the discourse of a sentence and formulating a suitable reaction for it [1:24]. These four basic skills have a crucial role in the realization of a successful listening process. These skills suggest that the active listener is in an intense process of comprehension. Hence, the active listener tries to create a configuration process by relating the content of a speech to his/her internal knowledge [1:25]. In order to reach the aim and fulfill tasks put forward before education every teacher, every researcher in the field of methodology should think of finding the effective ways of teaching children [4].

A listening activity in which the listener is an active participant consists of five interrelated important stages. These stages are hearing, understanding, remembering, evaluating, and responding. Underwood states that the cognitive functions of listening skill should be increased and it should focus on the basic skills of predicting, testing and interpreting, which are thought to motivate students more efficiently. Hence, it is emphasized that the exercises in a listening process should not be restricted to only understanding and testing as these skills work in micro- (sentential) and macro- (discourse) levels so the exercises chosen should reflect this basic reality. In accordance with this wide scope, the tasks of exercises in a listening process range from ticking, circling, marking, ordering, drawing, labeling, selecting, form-filling, making a list, spotting mistakes, table-completing to predicting [2:69]. Richards handles the concept of listening from two perspectives. Listening and comprehension, which are used to substitute one another, is a traditional way where the nature of listening is considered [3:32]. Thus, it focuses on the strategies used in the listening education process. These strategies are handled in two categories as cognitive and metacognitive. Cognitive strategies are examined in three stages which are comprehension processes, storing and memory processes and using retrieval processes. Metacognitive strategies are examined in four stages which are assessing the situation, monitoring, self-evaluating and self-testing.

Strategies for designing activity related to listening: this resource includes tips on designing assessments with particular focuses on learning outcomes, and assessment criteria.

1. Have clearly defined learning outcomes for each task that you want to assess.

The learning outcomes should indicate measurable skills or abilities which students acquire during the course. Learning outcomes are derived from course aims and inform the assessment criteria.

2. List the skills and abilities (implicit/explicit) required by the learning outcomes.

Will you be explicitly teaching all the skills and abilities required to achieve the learning outcomes? Are any skills or abilities 'assumed' and not taught?

3. Check if you are over-assessing: have these outcomes/skills been assessed?

Within a programme, students may have to demonstrate the same skills over several modules. Assessment loads may be reduced if assessed skills are spread over modules rather than repeated many times. Similarly, within a module, certain outcomes may only need to be assessed once or possibly not at all. Check the programme outcomes against each module's assessment methods to look for overlap or gaps in the use of certain forms of assessment.

4. Choose a method of assessment appropriate for the outcomes and skills.

Often one form of assessment is overused in a module. Varying assessment methods enhances student skills, caters for individual abilities and can improve engagement with the task.

5. Decide if the assessment method is efficient regarding staff/student time.

Investigate alternative forms of assessment and consider the advantages and disadvantages for you and for your students. For example, self/peer assessment may be time-consuming initially when training students, but ultimately provides good opportunities for developing self assessment skills, providing prompt focused feedback and possibly reducing marking load for staff.

6. Look at possible alternative forms of assessment: advantages/disadvantages.

Look at the assessment demands for both you and your students. How much time is required to complete the assessment? Are there conflicting demands on students from different subjects? What feedback is required and can be produced in a timely fashion? Does this assessment build on prior assessments or develop skills for subsequent work? Can you effectively assess the learning outcomes using alternative methods which promote better student engagement? How might students view the task?

7. Formulate assessment criteria to match the outcomes and skills.

Assessment criteria ideally are derived from module aims and learning outcomes and should precisely indicate the minimum standard required to demonstrate achievement of a learning outcome. Assessment criteria may also indicate standards required for the achievement of certain grades and can guide the students in their learning. However, students may not interpret criteria as intended by staff: allow time for clarification.

8. Design out opportunities for plagiarism.

Reusing essay titles or setting general questions where material is easily accessible on the internet is an invitation to plagiaries for some students. Assess the process of completing the assignment as well as the final product; include an element of peer assessment and aim to individualise tasks.

9. Select a marking scheme to suit the assessment and the assessment criteria.

Weightings for different grade assessment criteria (or task components in pass/fail situations) need to be allocated fairly and reflect the importance of the demonstrated learning outcomes. Group work needs careful consideration in order to provide a fair marking system to take into account individual contributions to the final product.

10. Provide feedback forms which reflect the assessment criteria

What is the aim of your feedback? Are you trying to influence motivation with new students, encourage reflective learning or just correct errors? By aligning your feedback with the assessment criteria, you encourage students to address the criteria and thereby achieve learning outcomes. The use of self and peer assessment can assist students to understand and internalize assessment criteria and standards.

Designing listening tasks is not a simple way. In designing the tasks, the teacher should consider the types of listening performance in order to match the instrument of the task with the learning objectives. Teacher should also concern more on what aspects/micro skills that the teacher wants to measure through the task.

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THE IMPORTANCE OF CREATING AN EMOTIONALLY POSITIVE ATMOSPHERE WHEN TEACHING A FOREIGN LANGUAGE

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Introduction. The shift from a knowledge-based to an activity-based educational paradigm has led to significant changes in the modern education system. Today, the focus is on the student's personality, motives, interests, and emotions within the educational space. Emotions play a crucial role in education, influencing all aspects of the learning process.Emotions are intertwined with learning, capable of both enhancing and hindering the learning process. The emotional sphere is now a subject of research among psychologists, teachers, and methodologists, as emotions are recognized to shape human behavior, attention, will, and memory.

Domestic and foreign psychologists have been researching emotions for a long time (P.K. Anokhin, V.K. Vilyunas, N.V. Witt, A.N. Leontiev, P.V. Simonov and others). Speaking about the physiological, psychological, cultural and educational significance of emotions for a person, R.K. Bozhenkova notes that emotions: "cover all types of social activities that form a communicative space: media, politics, everyday communication. Emotions have become the most important components of the mind, thinking and linguistic consciousness of a modern person belonging to any linguistic culture." [3;7] Studying the cognitive processes of personality consciousness, B.I. Dodonov notes that emotions are able to regulate human behavior and speech behavior. [5;272] D. Goleman, considering emotional intelligence, includes knowledge of one's emotions; emotion management, motivation for oneself; recognition of emotions in other people, maintaining relationships, as well as personal qualities such as enthusiasm, perseverance and social skills.[4;478] Being one of the most important parts of a person's social nature, emotional intelligence determines the quality and productivity of his activities. Modern research in the field of psychology allows us to establish the nature of the relationship between negative and positive emotions in the structure of purposeful human behavior with different results (not very successful and successful). Thus, E.A.Yumatov developed a dynamic theory of emotions based on information and biological theories. The researcher studied in detail and described the stages of emotion development in a person's purposeful behavior, depending on his personality traits and the ratio of the expected and received result. The theory of emotions presented by the scientist proved the possibility of controlling and managing emotions in the organization of purposeful behavior and identified ways to achieve such behavior. Renowned for his studies on facial expressions and emotions, Ekman's work has contributed significantly to our understanding of how nonverbal cues can influence interpersonal interactions.Body language plays a significant role in creating an emotionally positive atmosphere in teaching English. Nonverbal cues such as facial expressions, gestures, posture, and eye contact can convey warmth, enthusiasm, and empathy, which are essential for building rapport with students and establishing a supportive learning

environment. By using open and welcoming body language, educators can communicate their interest, attentiveness, and approachability, thereby encouraging students to feel more comfortable, engaged, and connected during English language lessons. Positive body language can also help convey confidence, clarity, and enthusiasm, which can enhance the overall learning experience and foster a sense of trust and mutual respect between teachers and students. In essence, the connection between body language and emotional positivity in teaching English lies in the ability to create a welcoming and supportive atmosphere that promotes effective communication, collaboration, and learning. Introverts and extroverts can both play important roles in creating an emotionally positive atmosphere in teaching English, each bringing unique strengths to the learning environment. Introverts may excel in creating a calm and focused atmosphere, where students feel comfortable expressing themselves without feeling overwhelmed by excessive stimulation. On the other hand, extroverts can bring energy, enthusiasm, and dynamism to the classroom, creating a lively and engaging atmosphere that motivates students to participate actively and collaborate with their peers. Their outgoing nature can help break the ice, encourage student interaction, and inject a sense of fun and excitement into English language lessons. It should be particularly noted the experimental data of N.F. Kaskova, Yu.N. Krainova and E.N. Tregubova, who in their experiments proved that the process of memorizing any information, including foreign language, presented in an emotionally positive way, is much more effective than memorizing neutral information. Tregubova, "memorizing emotionally colored information is not only more successful, but also more stable in relation to factors that worsen the reproduction of words more firmly and for a long time."[7, p.222]Have scientists from Harris Insights & Analytics found out that many students suffer from self-doubt and constant anxiety related to school. What prevents students from learning and how to influence it? All internal attention is spent on domestic conflict, and energy is spent on adapting to the situation. At school, such a child becomes distracted and forgetful. Previously, students' non-standard thinking was evaluated, unusual problem solving options and interesting thoughts were encouraged.Today, most tasks are performed by children in the form of testing, and studying becomes uninteresting and monotonous work. Because of this, children do not want to think creatively, to reflect. Today, children stay at home a lot doing nothing. Because of this, they lose their desire to explore the world and communicate with their peers. But when children have no communication, motivation is lost. Motivation plays a big role in learning a foreign language, which determines the productivity of educational activities.And without motivation, neither study nor personal development is possible. A student may not like public speaking, even if he has never been wrong. Personality traits - for example, the type of temperament or character - determine children's behavior, even if not 100 percent. At the same time, the fear of speaking is not necessarily related to cognitive abilities — the child will solve written tasks for the maximum score, but get lost at the blackboard. At home, a child can be considered the smartest, most beautiful and brave — everyone likes how he reads, draws and sculpts from sand. Of course, such a miracle does not deserve a "three" for the answer at the blackboard. The need to meet expectations does not allow him to feel free, makes him control every step. If, at the same time, the teacher also demands too much from the child or behaves rudely with him — for example, jokes in front of the whole class about his mistakes — then the student will doubt himself more and more. The teacher plays a central role in creating a supportive learning environment. The teacher should present the information in a way that is understandable, and use verbal and non-verbal means to create a friendly atmosphere in the lesson. P.V.Simonov proved that negative emotions are caused due to insufficient information, and positive emotions are caused when there is enough information or it is in excess [6, p. 20].One of the ways to create a favorable atmosphere is the use of gaming technologies in the educational process. This technology makes it possible to apply knowledge that students have dealt with only in theory. It is necessary to use non-traditional forms of teaching, especially at the initial stage of learning, using situational and game techniques. It is necessary to keep in mind the differentiated approach. It has been noted that, even without using sophisticated methodological techniques, teachers achieve good results if they are able to create an environment in which students work with full dedication. M.A.Ariyan and S.V.Chernyshov, speaking about the culture of speech of a foreign language teacher, note that "emotionally colored speech tools,

addressed directly to the emotional and motivational sphere of students, enhance the significance of what has been said and increase the interest" in mastering foreign language speech. [2;91]

Conclusion. In the realm of foreign language education, creating a positive emotional environment is crucial for optimal learning outcomes. Research shows that positive emotions enhance cognitive abilities and aid in memory retention. By fostering a nurturing and supportive atmosphere, language learners are more motivated, engaged, and confident, leading to increased participation, improved language skills, and deeper understanding. Modern educational approaches emphasize the importance of non-didactic elements in language teaching, highlighting the need for a secure and motivating environment that encourages learning. Building meaningful relationships between students and educators is key to facilitating effective learning experiences. In the contemporary foreign language classroom, characterized by dynamic interactions and emotional intensity, cultivating a positive emotional atmosphere is essential for enhancing learning effectiveness and overall satisfaction for all involved parties.

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THE IMPORTANCE OF IMPLEMENTING NEW TEACHING METHODS OF ENGLISH FOR MEDICAL STUDENTS

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In today's increasingly globalized society, the need for English language proficiency has never been greater. This is especially true for medical students, who often find themselves collaborating with colleagues and patients from diverse linguistic and cultural backgrounds. With the rise of international medical institutions and the expansion of telemedicine, it is essential for medical students to be well-versed in English. This article explores the importance of implementing new teaching methods of English for medical students, focusing on the benefits of these approaches and how they contribute to the development of well-rounded medical professionals.

In the modern world, knowledge of the English language is an integral aspect of the education and career of many specialists, including employees of medical organizations and students in specialized educational institutions. International cooperation, scientific research, advanced techniques and equipment – all this encourages medical professionals to study English at a professional level. At the same time, teaching English to medical students implies teaching both the general basics of the English language and teaching a professional language. At the same time, the specifics of teaching a foreign language to future medical workers imply an operation to a wide variety of methods of pedagogical work.

The importance of the English language in medicine can be determined within the framework of three key components – as the language of international cooperation, as the language of scientific and medical communications and as the language of introduction and approbation of innovations and technologies. Therefore, in order to determine the specifics of professionally oriented English language teaching for medical students, we can briefly characterize the significance of these aspects. So, let's pay attention to one of the most significant factors - cooperation with foreign colleagues, which is often carried out in English, and acts as a factor in stimulating the exchange of experience, participation in international conferences, seminars and other events, which is fundamentally important not only for medical students, but for teachers who are employees of educational institutions [1; 219]. Knowledge of the English language allows doctors to actively participate in the discussion of issues related to practice and science, thereby allowing them to update both practical and scientific and pedagogical experience. Thus, a significant part of scientific articles and research in medicine is published in English. For medical students and staff of professional educational institutions, this means the need to master the English language for reading, analyzing and using the research of other scientists in their work [2; 13]. It is fundamentally important to note that researchers look at English in the international sphere as the language of the introduction of advanced medical technologies. Medical innovations and technologies are developing rapidly, and the English language is the main language of their documentation and instructions. Knowledge of the English language allows doctors to keep abreast of the latest achievements and apply them in practice. That is why providing professionally oriented English language teaching is an important task facing higher professional educational institutions. At the same time, professionally oriented English language training for medical students must necessarily include training in special medical terminology, the formation of communication skills and the deepening of professional knowledge in the medical field. Professionally oriented teaching of English to medical students implies the primary study of medical terminology and specific professional vocabulary. Thus, we can note that mostly medical students study anatomical and physiological terminology, names of diseases, methods of diagnosis, treatment and prevention [3: 52]. A confident command of medical terminology in English is a key factor in successful professional communication. At the same time, the key principle determining the formation of a professional terminological apparatus is the sequence of study from simple general language skills to general professional and professional language skills in accordance with the direction of student training.

Considerable attention is also paid to the development of students' communication skills. Effective communication is a cornerstone of the medical profession. By incorporating innovative English teaching methods, medical students can develop their verbal and nonverbal communication skills, enabling them to better understand and convey complex medical information with patients and colleagues. These methods often involve interactive activities, role-playing exercises, and group discussions, which foster a deeper understanding of the English language and help students become more confident in their communication abilities.

Medical professionals must be sensitive to the diverse cultural backgrounds of their patients. By learning English through a variety of cultural perspectives, medical students can gain valuable insights into different cultural practices, beliefs, and attitudes towards health and illness. This cultural competence will allow them to better serve patients from various backgrounds, ultimately resulting in improved patient care and outcomes.

The medical field is increasingly interdisciplinary, with medical professionals collaborating with experts from various fields, such as nursing, pharmacy, and public health. English is the dominant language of international medical research and conferences, and being proficient in English allows medical students to collaborate with colleagues worldwide. Additionally, networking opportunities within the global medical community can lead to better career prospects and research opportunities.

Effective communication is crucial for patient safety. Miscommunication between medical professionals can lead to medical errors, which can have severe consequences for patients. By implementing new teaching methods of English for medical students, they can develop the skills

necessary to communicate clearly and accurately with their colleagues, reducing the risk of miscommunication and improving patient safety. [4]

In conclusion, we can note that professionally oriented English language training for medical students is an important factor in developing their careers and ensuring readiness for successful interaction in the international medical environment. Modern methods and approaches to learning, the use of authentic materials and technologies contribute to the formation of professional competencies and communication skills in English. However, as we can state, the methods described above, except for distance learning, are not being implemented everywhere. Obviously, in addition to the need to improve the methods of knowledge transfer, it is also necessary to improve the methods of knowledge control. Assessment of learning outcomes today most often includes summative assessment, however, it is promising to expand the practice of using formative assessment, and expand the practice of applying to standardized tests that allow you to monitor the progress of students and ensure their preparation for international medical practice. The importance of learning English by medical students is undeniable, as it opens up opportunities for professional growth, participation in scientific research and international cooperation. Investing in English language training will be useful for future medical professionals, helping them achieve success in their careers and contribute to the development of world medicine. Therefore, the active implementation of the above-mentioned methods of professionally oriented English language teaching will allow in the future to solve the most difficult tasks that medical professionals will face.

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EFFECTIVE STRATEGIES OF DESIGNING TEACHING MATERIALS IN TEACHING THE ENGLISH LANGUAGE

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It is commonly known that, teachers use various tools and strategies in terms of designing teaching materials. One of the main tasks facing modern education is to educate learner with a high cultural level, the ability to navigate in the modern world. In this thesis, there are everything need to know about designing teaching materials and more.

Professional teachers attribute of good teaching learning materials with TLMs should be appealing to the students. Size, shading (multicolor or splendid or engaging shading blend), development (likewise moving tools) and in a few cases the smell or\and taste or sounds are a portion of the materials that allure students. The whole system of teaching is based on the following principles: integration of learning, different types of speech activities, the principles of consciousness, activity, visibility, individuality and accessibility, consideration of mother tongue and foreign language. “For a teacher to create their own materials it will be time-consuming and will overload him/her. They would need to personalize them to suit their learners’ needs so as to enable them to develop until they are working at high levels of cognitive and linguistic challenge. Anyway, the lack of materials could be a problem but I do not know to what extent because as we have seen, books or

materials are only a help but not the whole course could be based on them" [6;5]. According to the principles, we apply effective strategies in designing teaching materials, one of which is applying the instructional materials to simplify their teaching as well as stimulate students to learning. We include visual and audio – visual aids or could either concrete or non-concrete. The principal point is that finding or creating materials, developing games which is related to develop critical thinking, being aware of learners need, evaluating learner's knowledge are one of the main aspects of designing or creating new materials. [1; 9]

In order to accomplish certain principal points, we can count numerous tools which is useful to designing materials such as story books – it makes learnersbetter to learn language as they expose scholars to a variety of words and sentence structures which helps them develop their own language skills; samples of students writing is an effective teaching method to assess how well the students acquired the material as well as it helps to improve students ability to recall information, make concentration between different concepts, synthesize information in different ways; videos provide a comprehensive stimulus for education by providing both an aural and visual model of the target language which can help improve students speaking skills and enhancing students learning experience synchronously and asynchronously also they promote inclusivity, interactivity and active learning; games are helpful for developing language acquisition especially motivational and interactional games acquire students' knowledge faster and more effectively than other means; instructional media such as flashcards tend to teach students vocabulary as it makes them excited and acquire the English vocabulary as well as they give clear concepts of information which is given to them. [2;272]

Moreover, there are another main three strategies to follow designing teaching materials to stimulate students learning: using visual hierarchy. It is about font size and color to focus student's attention on the most important part of the information. Instead of using so many colors together use contrasting colors for background to make sure everything is legible. Simple annotations like arrows or circles also engender important visual cues; clear the clutter. It means that if someone de-cluttered their space, probably feel calmer, more organized and even invigorated. Bringing the same sensation to your learning materials also provide learners such kind of feelings. If in the text so manytexts on the same shrift and shape, clutter them using bullet points or lists. Do not be afraid empty space as it gives students to focus on important information; the next strategies to designing materials is to be consistent. Most students are navigating through mountain of materials. It saves the time if they know the layout of the tasks is familiar, so they know where to find the necessary tasks. It means that they can put the tasks to right order with completing any kind of tables with the schedule of tasks but regularly changing the order of the task is normal however organizing them is the same way. It is beneficial to reduce the cognitive load on students trying to get started. For example, if the chef cook the meal with familiar kitchen, when they know the all tools and ingredients are, he makes a beautiful meal faster and successfully.

According to Brown's opinion, lesson plan offers the system of different classroom activities used by teachers and learners in the learning process. While designing a lesson plan every teacher should know how to teach, what to teach, whom to teach and why to teach any activity included in the material. An effective lesson plan should include all language skills (Reading, Writing, Listening, Speaking), interaction patterns (whole class activities, pair work, group work and individual), set clear goals and objectives to each step (what's the purpose of completing of an each task or an activity), certain time limit to every task or activity carefully according to the level of the learners', the procedure of the activities (teacher should describe distinctly what todo in each step). Moreover, in designing process it is important for the teachers to take into account the level of their learners, their interests, attentions and background knowledge. Another important point is to plan their lessons from easy to more complex. In addition to this we should avoid of much identity, for instance, a lot of writing or reading tasks may seem boring for the students. For this reason, the teachers should integrate some audio-visual components, speaking activities or any role-plays in their material design[4].

A good language teaching material should:

meet the learners' needs;

have certain goals and objectives;
present correct assessment, e.g. formative assessment;
focus on an authentic texts and functional language in context;
help to develop all language skills;
demand learner-centered activities;
provide task-based activities;
build learners' communicative competence;
include necessary learning style

However, even if including all these criteria may not guarantee a good result or outcome. Because a certain lesson plan that works well in one class, may not be so effective in another one. The reason can be different: less motivation, inappropriate approach to teaching, having no preparation or other reasons for failure. To avoid of this, every teacher should design his/her own lesson plan, have clear idea of implementing it into teaching process, be able to select appropriate materials from useful sources adequate to their level, interest and even paying attention the learners' intercultural competences. If we don't take these points into account our students may ignore our attempts to teach them.

There are the following steps in material designing:

1. Adopting Selecting useful materials Set objectives;
2. Developing Designing your own lesson plan Derive content
from objectives Establish a sequence for content;
3. Adapting Selecting and making adjustments to materials
Define techniques and exercises for each content Decide on your materials
for accomplishing your objectives and developing your content.

Harmer (2001) explains: "Good coursebooks are carefully prepared to offer a coherent syllabus, satisfactory language control, motivating texts, tapes and other assessories such as videotapes, CD-ROMs, extra resource material, and useful web links"[5].

To conclude, the consequence of using such kind of strategies for designing materials or resources is to improve learners' knowledge, abilities, skills as well as critical thinking. In addition to, monitor their assimilation of information, contribute to their overall development and upbringing. Another important dimensions to pay attention is using them appropriately in terms of teaching and learning. There are less effectiveness if they do not know how to use the well designed materials perspectively in influence of the quality of the lesson. In educational institutions, the development of designing teaching materials is regarded as one of the major aspects that would promote students learning and beneficial for their achievements in terms of academic goals and objectives. Designing appropriative materials with given strategies undoubtedly contributes to better learning and consolidation of foreign language knowledge.

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TYPES OF AUTHENTIC RESOURCES APPROPRIATE FOR TEACHING READING

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Teaching materials are the resources that a teacher uses to provide teaching to students. Teaching materials are an important component of most language programs. It aids and enhances the process of teaching and learning. Whether teacher utilizes a textbook, institutionally produced materials, or his or her own materials, the majority of the language input learners receive and the language practice that occurs in the classroom is based on the instructor's resources.

It is crucial to use real materials in the classroom. This is due to the fact that real resources have an impact on both teachers and students. Authentic resources are used in the classroom for a number of reasons [4; 253]: They serve four purposes:

1) to suit the demands of learners;
2) to expose students to genuine language;
3) to provide information about the culture of the target language; and
4) to encourage a more innovative method of instruction.

Numerous studies have also previously established the value of using real content while teaching English. According to some research, using authentic materials in English lessons can help students write better, increase their vocabulary in listening comprehension, and improve their writing skills. The study's findings demonstrate that real content might be an effective medium for enhancing language proficiency. Whether or not the authentic material in writing and listening skills is appropriate and effective can be thoroughly examined by the researchers. It would be ideal if further studies in the same field with varying linguistic proficiency were conducted. In the meantime, combining real content with a variety of media also has a beneficial effect on the growth of language acquisition. It has been demonstrated that using auditory authentic content in listening lessons is a successful teaching strategy. According to other researchers can inspire and generate value in language acquisition. These materials are designed to help students become better listeners. Researchers can verify some real content, like CALL tools like Zaption, EDpuzzle, and videonot.es, that can help students become better writers and listeners.

The term "authentic material" refers to texts that are "real-life texts, not written for pedagogical purposes" [6; 61]. Tomlinson supports this definition by stating that "authentic text is texts not written especially for language teaching" [5; 6]. Authentic material also refers to the use of texts, images, videos, and other resources that are not prepared for pedagogical purposes [30; p.252]. On other occasions, Tomlinson defines an authentic text as "one which is produced in order to communicate rather than to teach" [5; 19]. According to Peacock in Berardo "Authentic material is materials that have been produced to fulfill some social purpose in the language community [3; 61]". This statement is consistent with the other one. According to the second expert, an authentic task is one in which the learners communicate with one another in order to accomplish a goal rather than just to practice the language [5;19]. We can conclude that authentic content is informational and user-focused content that is not created with teaching or learning objectives in mind.

Kind of Authentic Material

Material such as picture books, newspapers, magazines, short videos, songs, and stories can all be considered authentic. To make it easy for him to use the right material when instructing, the instructor must classify those resources. Three criteria can be used to group authentic content:

1) Authentic audio-visual materials: these include things like TV ads, quiz shows, cartoons, news segments, comedies, movies, operas, short videos, music videos, documentaries, and sales pitches where students can see images and hear audio.

2) Authentic visual materials: these include PowerPoint slides, pictures, paintings, drawings by kids, stick figures, wordless street signs, silhouettes, ink bolts, postcards, wordless picture books, stamps, and X-rays. The students can see and enjoy these materials because they are largely picture- and word-based.

3) Real printed materials: anything printed on paper, including newspapers, movie posters, song lyrics, menus, food packaging, pamphlets for tourists, university catalogs, telephone books, maps, electronic guidance book, comic, storybooks, greeting cards, supermarket coupons, pins featuring massages, and bus schedules.

Receptive and productive skills are the two primary language abilities. Receptive skills, such as reading and listening comprehension, are the abilities to infer meaning from the speech that students hear and see [2; 199]. Conversely, human-produced language, such as speaking and writing abilities, is referred to as productive capabilities [2; 250]. Students need to acquire receptive skills before they can develop productive skills since they cannot produce a skill without first acquiring a receptive skill. Before listening to certain words or writing before reading certain texts, the pupil is unable to talk. It implies that reading is a crucial receptive skill. Reading can be divided into several categories in addition to literal and in-depth reading. According to Brown, reading can be divided into four categories: perspective, selective, literal, and extended reading [1; 189–190]. These categories are explained as follows:

1) Tasks involving perceptive reading require paying attention to the elements of longer discourse segments, such as words, letters, punctuation, and other graphemic symbols included in the text. In this category, processing from the bottom up is assumed. A teacher can create assessments for perspective reading that include written responses, multiple-choice questions, picture-cued objects, and reading aloud.

2) Selective reading: most of the items in this category are products of various evaluation styles. Some common tasks are used to measure a person's reading recognition of lexical, grammatical, or discourse elements of language within a brief language segment, such as matching, picture-cued tasks, multiple-choice, true/false, etc. By using simple charts and graphs, short paragraphs, and sentences, the teacher may engage the kids. Students' succinct answers are required to gauge their comprehension. It is possible to combine top-down and bottom-up processing in this area.

The teacher can also administer assessments during selective reading, including as fill-in-the-blank, matching, editing, and picture-cued tasks, as well as multiple-choice questions pertaining to the vocabulary and linguistic future of the book.

3) Interactive reading: this kind involves negotiating the text's meaning in relation to the reader's comprehension of it; the result of this interaction is called in-take. Anecdotes, brief stories and descriptions, passages from longer texts, memoranda, announcements, instructions, recipes, and similar texts are among the genres that work well for interactive reading. Finding pertinent aspects (lexical, symbolic, grammatical, and conversational) is the main goal of an interactive activity. Top-down processing is common for tasks of this reading type, however bottom-up performance can be required in some situations. Using cloze exercises, spontaneous reading comprehension questions, short-answer tasks, editing, scanning, sorting tasks, and information transfer, the teacher might extend an invitation to the class.

4) Extensive reading, which includes reading books, articles, essays, technical reports, short stories, and other informal reading materials. Usually, the reading assignment is completed outside of class time. For the majority of large activities in this kind, top-down processing is anticipated. Assessing students by having them skim assignments, summarize and react, as well as take notes and create an outline, can be a big deal for the teacher.

In conclusion, three categories of authentic material exist: printed material, authentic audio-visual materials, and authentic visual materials. In real terms, this study showed that teachers employ a variety of real materials, including music videos, animated cartoons with subtitles, PowerPoint presentations, images, vocabulary storybooks, and online texts. Texts from storybooks and the internet are printed. These are audio-visual videos. Images and Power Point presentations are considered visual materials. We can say that authentic teaching tools like projectors and flash cards

can increase students' motivation and interest in reading. Additionally, real literature exist that can be used to expose students to real-world scenarios.

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WORD-LEARNING STRATEGIES IN VOCABULARY TEACHING

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Intentional vocabulary teaching aims to equip students with the knowledge, skills, and strategies necessary to expand their vocabulary, enhance their language proficiency, and become effective communicators in diverse contexts. So far, researchers have come up with a number of definitions for intentional vocabulary learning. It has been defined by some researchers, as Hulstijn, as a way of learning where the learner is informed and knows what he or she is going to learn [3:349-381]. Putting it another way, the tasks are completed based on the target vocabulary. This thesis shed light on the significance of intentional vocabulary teaching and the effectiveness of various word-learning strategies in enhancing vocabulary acquisition among language learners.

The deliberate instruction of vocabulary via word-learning techniques is essential for language learning and understanding. Scholars have emphasised the value of practice and active involvement while highlighting the efficacy of formal instruction in vocabulary development. To improve vocabulary learning, a number of techniques have been put forth, including morphological analysis, context hints, and semantic mapping. By implementing these techniques into instruction, new words are retained and understood more deeply. In the end, deliberate vocabulary instruction gives students the tools they need to communicate more fluently and navigate language-rich contexts [1:93].

Laufer and Rozovski-Roitblat stated that the use of mixed-approach methodology, incorporating qualitative and quantitative data collection techniques highlight intentional of vocabulary teaching and learning. Initially, questionnaires will be sent to educators and learners in order to collect data on the methods currently employed in vocabulary instruction as well as word-learning techniques [4;104-129]. Subsequently, interviews and classroom observations will be carried out to offer comprehensive perspectives on the application of these tactics and their influence on the academic achievements of students. Finally, in order to evaluate the impact of deliberate vocabulary instruction and word-learning techniques on students' vocabulary acquisition and retention, pre- and post-tests will be given. According to Ernazarova and Dauletmuratova vocabulary learning process should be a helpful assistant for students that learning new words can be challenging, but it can also be fun and rewarding [3:511-513].

Word-learning strategies are techniques or approaches that individuals use to acquire, retain, and apply new vocabulary effectively. Here are several strategies commonly employed in word learning:

- Context clues: Using context clues involves inferring the meaning of a word based on the surrounding text. Readers can look for clues such as synonyms, antonyms, definitions, examples, or explanations provided in the context to deduce the meaning of unfamiliar words.

- Dictionary use: Consulting dictionaries, whether traditional or digital, is a fundamental word-learning strategy. Dictionaries provide definitions, pronunciations, parts of speech, usage examples, and sometimes etymological information about words. Learners can use dictionaries to look up unfamiliar words and deepen their understanding of vocabulary.

- Mnemonic devices: Mnemonic devices are memory aids that help learners remember information more effectively. Mnemonics can include acronyms, visual images, rhymes, or associations that link the new word with something familiar or memorable. These devices can facilitate retention and recall of vocabulary.

- Word parts analysis: Breaking down words into their component parts, such as roots, prefixes, and suffixes, can help learners decipher the meaning of unfamiliar words. By recognizing word parts and their meanings, learners can infer the meanings of unfamiliar words and identify common patterns across words.

- Word associations: Creating associations between new words and existing knowledge or experiences can aid in memory retention. Learners can associate new words with synonyms, antonyms, related words, or personal experiences to reinforce their understanding and recall of vocabulary.

- Contextual use: Actively using new vocabulary in context through speaking, writing, or using the words in sentences helps solidify understanding and retention. Practice in authentic language situations reinforces word meaning, usage, and application.

- Word mapping: Word mapping involves creating visual representations of words and their relationships. Learners can create concept maps, semantic webs, or word clusters to organize and connect new vocabulary with related concepts, helping to deepen understanding and retention.

- Flashcards: Flashcards are a popular tool for vocabulary acquisition and retention. Learners can create flashcards with a word on one side and its definition, synonym, or example sentence on the other side. Reviewing flashcards regularly helps reinforce word meanings and associations.

- Word games and activities: Engaging in word games, puzzles, and activities such as crossword puzzles, word searches, or word association games can make word learning enjoyable and interactive. These activities promote active engagement with vocabulary and facilitate learning through play.

- Contextual reading and listening: Exposing oneself to a variety of texts, audio materials, and authentic language contexts provides ongoing opportunities for encountering new vocabulary in context. Reading extensively and listening to diverse sources exposes learners to a wide range of vocabulary and language structures. By employing these word-learning strategies systematically and flexibly, learners can enhance their vocabulary acquisition, retention, and application skills, ultimately becoming more proficient and confident language users.

The results of the data analysis showed a strong relationship between students' vocabulary acquisition and retention and the application of deliberate vocabulary teaching and word-learning techniques. Higher levels of student engagement and increased vocabulary knowledge were reported by teachers who intentionally used vocabulary teaching tactics. Furthermore, compared to students who did not use these strategies, those who used word-learning techniques like mnemonic devices and context cues showed more improvement in their vocabulary.

Based on the analysis and findings of this study, several recommendations can be made to enhance the intentional vocabulary teaching strategies in lesson planning to effectively enhance vocabulary acquisition and retention among language learners. It is imperative to offer professional development opportunities to educators in order to enhance their comprehension and application of efficacious vocabulary teaching methodologies, hence guaranteeing ongoing enhancements to vocabulary training. Additionally, it is recommended that students actively participate in word acquisition to foster a deeper comprehension of language usage. In order to further, improve language acquisition tactics, future research projects should concentrate on examining the long-term impacts of deliberate vocabulary teaching and word-learning strategies on language learners' overall language proficiency and fluency.

To sum up, this thesis has emphasised the value of purposeful vocabulary instruction and the efficiency of different word-learning techniques in improving language learners' vocabulary

acquisition. Language learning requires the purposeful teaching of vocabulary using word-learning strategies, which emphasise the need for practice and active participation in formal instruction to enhance comprehension. Going ahead, it is advised that teachers and students actively participate in word-learning techniques in order to foster fluency and successfully negotiate language-rich environments. Subsequent studies ought to concentrate on investigating the enduring effects of deliberate vocabulary instruction on the general competency and fluency of language learners.

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VARIETIES AND ACCEPTABILITIES OF VISUAL AIDS IN TEACHING SPEAKING

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Teaching and learning, that is, education process in which various types of visual aids are used can not be disregarded as not only learners having daily English classes but teachers acknowledged the easiness and productiveness of this methodology.

With the introduction of latest technology, it becomes much more available to supply learners with visuals. Considering nowadays student's huge interest on technology, teaching by means of visuals can increase learners' involvement, intelligent and motivation in learning English language.

Visual aids are the devices that help the teacher to clarify, establish, and correlate and co-ordinate precise conceptions, understandings and appreciations and support him to make learning more actual, active, motivating, encouraging, significant and glowing [2;226].

According to Kang visual aids are designed to help the learners, bringing the prior knowledge to conscious level in the form of an organizational structure. They help enhancing comprehension and learning, as well as eliciting, explaining and communicating information [3;2].

Every responsible and master teacher must know how to conduct lesson and deal with certain atmosphere of learners. Obviously, teaching with the aid of several visuals is another issue and has its own influence in accordance with their classification. For instance:

Posterscan play a significant role in teaching speaking skills in several ways:Educational posters serve as powerful teaching aids, infusing classrooms with vibrancy and engagement. For instance, when discussing "seasons," a colorful poster displaying all four seasons through lively animations serves a purposeful role in instruction. Posters have a unique ability to capture students' attention through visual elements, making learning enjoyable and effective. They also provide visual representations of concepts, topics, or vocabulary, which can stimulate discussions and help learners grasp the meaning more easily. Visual aids often enhance comprehension and retention of information. After long experience,Hashim and Arif proved that pictures gained better attention than words and those pictures became the main clue in interpreting the meaning of the word [1; 5].

Presentations are an integral part of teaching speaking skills as they provide models, deliver content, expand vocabulary, offer listening practice, encourage interaction, develop presentation skills, stimulate critical thinking, and facilitate feedback and evaluation. Incorporating presentations

into language teaching fosters a dynamic and engaging learning environment that promotes speaking proficiency and communicative competence. In addition, leading lectures through presentation makes a sensible impact on learners who are bored with long lasting and permanent lectures. Masteringly structured and clearly highlightened slides can go far away by keep students from snoring in the middle of the class. For beginners, using bright colors and creative fonts into the slide is appropriate choice. What's more, teachers may add extra photos, charts and icons related to the topic to illustrate concepts.

VideosLively videos in education could build up a vivid mood in the auditorium. Besides, they are acceptable for being attention grabber. Teachers conducting lesson with the help of artistically organized videos including whole pieces, long excerpts or short clips claim that this can make explanation and understanding easy and clear as well.Overall, using videos in teaching speaking skills enriches the languagelearning environment, promotes authentic communication, enhances comprehension and fluency, and fosters cultural awareness. Incorporating videos into speaking lessons offers engaging and effective opportunities for students to practice and improve their oral communication abilities.

RealiaIt is an incredibly effective visual in English classes as it means real life, authentic items. During the lesson, the learners who observe the real objects become much more engaged [4;412]. For example, the topic is "wild animals" presenting diverse types of animal icons with names help to retain more concepts permanently.Incorporating realia into speaking lessons enriches the learning environment, promotes engagement and authenticity, enhances comprehension and retention, stimulates meaningful discussion, fosters cultural awareness, and provides a memorable and immersive language learning experience [5; 1016].

Flash cards Flash cards are a set of pictured paper cards usually useful for mini groups resulting a discussion among group members. Cards can be self-made or commercially prepared but it is vital that they should be carefully arranged using colors or ink on it in order to be more comprehensible and memorable.

Overall, flashcards are a valuable resource for teaching speaking skills as they facilitate vocabulary acquisition, provide visual support, enable spaced repetition, encourage word association, facilitate sentence building, support role-play activities, reinforce grammar practice, and promote peer teaching and collaboration. Integrating flashcards into speaking lessons enhances engagement, retention, and fluency, ultimately helping students become more proficient speakers.

Handouts Worksheets or handouts are really helpful for students to practice their skills and test their topic understanding. In addition, handouts give an opportunity for learners to get further revision out of teacher's whole time attention and it may be a valid chance for teachers to be informed how each student assimilates certain lesson when they are focusing on students work. They may include various charts, graphs, pictures or illustrations. Best of all, a handout is that a person could keep as a piece of work.

To draw the conclusion, we can state that teaching and learning English language with the aid of visuals is much more effective and productive way of education process, particularly when appropriately chosen tools of visuals are used and felt their acceptability.

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THE IMPORTANCE OF USING MULTIMEDIA IN TEACHING ENGLISH LANGUAGE FOR STUDENTS

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The 21 century is both an information era and a digital technology age. Advancements in information technology, such as multimedia, allow for more effective teaching methods. Multimedia may enhance English education by providing more material, saving time, and engaging students' imagination and creativity. While multimedia offers numerous benefits, some researchers argue it should not be employed mindlessly. Multimedia only helps with English instruction. The thesis surveyed teachers in Uzbekistan to determine the effectiveness of a multimedia application for teaching and developing speaking abilities in the classroom, as well as for self-education and assessment.

Nowadays, multimedia is increasingly being used to teach foreign languages to students, who have a unique ability to perceive educational material. Teachers are also focusing on pedagogical systems and educational technologies, including multimedia, to improve the education of learners. Multimedia instruction uses both words and graphics to aid learning. Examples include illustrated textbooks, narrated slideshow presentations, online animations, and instructional computer games.

Text and visuals include slideshows, presentations, diagrams, and infographics. Audio includes podcasts and recordings. Video components in multimedia include screen shots, lectures, and animations. Multimedia components include blogs, vlogs, webinars, and interactive material.

Advancements in information technology, such as multimedia, enable more effective teaching methods. Multimedia may enhance English education by providing more information, saving time, and engaging students' imagination and creativity.

There are some advantages of using multimedia in the classroom:

The students’ curiosity. Famous scientist Albert Einstein had a famous saying: ‘Interest is the best teacher’. So the interest has always been seen as the best helper to learn the knowledge. The traditional teaching method is that teachers talk from the beginning to the end with a chalk and a mouth. Such teaching is very single, which makes students lose interest, until weariness. Leo Tolstoy said: ‘The successful teaching is not to force, but rather to stimulate student‘s desire’ [3]. Put another way, no matter how effectively a teacher explains a subject, it will not help if the students have no interest in or desire to learn it. As a result, educators should make every effort to pique students' interest in a particular subject and encourage them to participate in class with a strong sense of passion and enthusiasm. Multimedia is a type of media that can captivate students' attention by showcasing an array of sounds, visuals, animations, and other effects. Additionally, it could increase learners intense interest in engaging in active English study. In addition to significantly stimulating students' interest in what they are studying, multimedia instruction can make lessons vibrant and engaging.

Developing students' capacity for creativity. In the meanwhile, teaching with multimedia can help students become more innovative. As Einstein once said, ‘Imagination is more important than knowledge, and is a source of knowledge’. When instructing, educators need to be mindful of how to engage students' imaginations. One can find countless materials in textbooks and accomplish the required objectives by using multimedia.

Improving students’ self-learning ability. Classroom education aims to provide more than just information to students. It is crucial to teach students how to learn and shift their mindset from "want me to study" to "I want to learn." This involves transitioning from passive to active learning. By removing the passive learning environment, learners are able to take initiative and eventually build good self-learning habits. Teachers can assign E-work assignments from multimedia courseware to

students after class, allowing them to complete extra-curricular tasks and communicate with the teacher via email. The teacher can then mark student responses electronically. This approach allows students to quickly see their learning outcomes and maintain interest in their own study through a multimedia network.

Strategies for Using Multimedia

Combining Modern Teaching Methods With Traditional Teaching Methods.

Without a doubt, there are numerous benefits that contemporary teaching approaches have over conventional ones. A multimedia programme, as opposed to a typical textbook or workbook, can give the learner instant feedback on how accurate their response was. Nevertheless, due to their inherent advantages, conventional teaching techniques are still widely employed. Thus, educators should integrate their strengths with cutting-edge teaching techniques, which enhance the quality and effectiveness of instruction in the classroom while also enhancing the teaching and learning environment for both teachers and students.Without a doubt, there are numerous benefits that contemporary teaching approaches have over conventional ones. A multimedia programme, as opposed to a typical textbook or workbook, can give the learner instant feedback on how accurate their response was. Nevertheless, due to their inherent advantages, conventional teaching techniques are still widely employed. Thus, educators should integrate their strengths with cutting-edge teaching techniques, which enhance the quality and effectiveness of instruction in the classroom while also enhancing the teaching and learning environment for both teachers and students.

Viewing Multimedia as the Assistance to Teaching

Computers with capabilities such as music, animation, video, and recording can serve as models for students and teachers to measure their skills. Computers can give assistance as needed, allowing for flexible learning help. Multimedia allows students to create and manipulate content, promoting hands-on learning. When using computers in education, it's important to recognise that they can only supplement, not replace, traditional teaching techniques. Teachers should consider textbooks while creating course materials. To effectively employ multimedia in English education, instructors must understand when and how to apply it. Multimedia technology can enhance education, but it should not be the only focus of instruction.

Summing up, how teachers use multimedia apps in the classroom. English teachers believe that multimedia apps are most effective for introducing new vocabulary, providing video instructions to avoid using the native language (L1), and introducing new concepts. Multimedia applications in textbooks increase interest in the English language and motivation for learning. Students of all ages can receive approval and praise when performing interactive activities, and feel supported even when failing.

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TEACHING ENGLISH BASED ON TV ADVERTISEMENTS.

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Language is the most important means of human communication. It is a social means of storing and transmitting information, one of the means of managing human behavior. Language arose simultaneously with the emergence of society in the process of joint labor activity of primitive people. The emergence of articulate speech was a powerful means of further development of man, society and consciousness. Language is realized and exists in speech.

Speech is generally understood as one of the types of human communicative activity – the use of language tools to communicate with other members of the language team. This is both the process of speaking (speech activity) and its result (speech works recorded by memory or writing). Television speech is a speech delivered from TV screens by program presenters and journalists, heroes of TV shows. At the same time, it should be borne in mind that the speech of television professionals and the speech of the heroes of the programs (non-professionals in the field of television broadcasting) is perceived by the audience in different ways.

In modern world, advertising is a single global network that affects the interests of many people. Every day we unknowingly encounter this resonant industry, being influenced by advertising slogans. Textual basis of advertising is "a written statement of the most important arguments and appeals that help solve the tasks set" [1, 11].

The main purpose of advertising text is to draw attention to any subject or object, to communicate information about goods or services for their successful popularization. Advertising text is a very voluminous concept, and to a large extent conditional; there is no single, working definition among linguists today. This situation is due, in our opinion, to the fact that the text is a complex phenomenon that is in constant dynamics, including a certain set of semantic components.

"Advertising text, in addition to evaluative (characteristics of the advertised product), is also saturated with causative (causal-target) meanings, which, being a meaningful increment, determines not only the informational richness of these texts, but also the diversity communication attitudes. And one of the main motives embedded in the advertising text is the motive of personal gain" [2, 35].

Modern approaches to the study of advertising text are quite diverse; today advertising is the subject of active discussions among representatives of different fields: linguists, politicians, cultural and artistic figures, as well as specialists in the PR industry. Most of them admit that extralinguistic factors influence the correct understanding of the advertising text, for example, the addressee's personal life experience, knowledge of the world, opinions, values, principles and ideals.

Linguistic features of advertising texts allow them to be used as one of the means of teaching various aspects and levels of language: such as grammar, phonetics, vocabulary, to practice reading and translation skills. Advertising texts have a number of advantages: accessibility and prevalence, conciseness, use of a wide range of national and cultural linguistic units (phraseological units, neologisms, aphorisms, proverbs, stereotypes, stable expressions, and precedent phenomena), demonstration of an actual and living language, references to historical facts and traditions.

Advertising is primarily an economic phenomenon, and the ideal end result of any advertising text is to sell a product or service. This task dictates the presence of a special language of advertising texts, which should attract and interest the target audience and which is usually characterized by: lexical units with a positive and motivational charge; the predominance of verbal forms of the predominantly imperative mood; compression of information, dynamism; expressiveness, which is achieved by the frequent use of epithets, metaphors, hyperboles, puns and other tropes [3, 48].

Thus, the advertising text assumes the presence of a minimum number of words, which ideally should convey the maximum amount of information (information compression), it is necessary to observe the principle of simplicity of the message (the use of uncomplicated syntactic structures, elements of expressive syntax), the principle of expressiveness and brevity (the use of tropes). There is an implicitness in the structure of the advertising text, the property of transmitting explicit, hidden information, since it allows you to increase significantly the content capacity of the text [4, 52].

English lesson has its own specifics, which a teacher cannot ignore. Currently, the global goal of mastering English language is considered familiarization with another culture and participation in dialogue of cultures. This goal is achieved by forming a capacity for intercultural communication. It is teaching, organized on the basis of tasks of a communicative nature, teaching foreign language communication, using all tasks and techniques necessary for this, that is a distinctive feature of a English language lesson.

English communication is based on the theory of speech activity. Communicative teaching of a foreign language is of an activity nature, since speech communication is carried out through "speech activity", which, in turn, serves to solve the tasks of productive human activity in the conditions of "social interaction" of communicating people. Communication participants try to solve real and imagined tasks of joint activity using a foreign language.

Activity-based nature of communicative-oriented foreign language teaching is realized in the context of a humanistic approach to learning. With this approach, positive conditions are created for the active and free development of personality in activity. In general, these conditions are as follows:

- students get the opportunity to freely express their thoughts and feelings in the process of communication; ·
- each participant in communication remains in the focus of attention of others;
- participants in communication feel safe from criticism, persecution for mistakes and punishment.

The humanistic approach involves student-centered learning. This means that the teaching, or rather, the students interacting with each other, are the center of cognitive activity during lesson. It is necessary to emphasize the importance of interaction and cooperation of students, as well as speech tasks for the organization of communicative language acquisition. Communicative learning includes formation of a non-communicative concept, that is, internal readiness and ability for verbal communication, orienting students to "enter" another cultural space. Such training is characterized, first, by non-traditional forms of conducting classes [5].

The selection of TV advertisement materials for teaching English is not a matter of following strict rules or limiting the possibility of choice. Instead, it engages in the selection of materials that correspond to the type of tasks and activities of students in accordance with the material viewed.

The TV advertising used must comply with the training program, so it's worth starting with a brief overview of the two main types of actions used when watching promotional video materials. These actions or tasks can be classified into two main types:

- actions that work with the language produced directly by the advertising material;
· actions involving the language produced by students about the advertising material.

The first type of activity tends to focus on tasks that help students comprehend the language they will hear in video ads.

The second type uses video advertising as an incentive for discussion and writing. In other words, video can be used as a "vehicle" to introduce language to students; as an incentive to activate and develop students' speaking skills. Both types of no actions can be used in a connection, which often happens.

Below are the factors contributing to the understanding of the language contained in the fragment of TV advertising prepared for viewing in the lesson.

Visual support is an element that helps in understanding oral messages. During using video advertising in the process of learning a foreign language, it is important to pay attention to a high degree of visual support. To check the degree of visual support in a TV advertisement or excerpts from it, you must first view it with the sound turned off to understand how clear the plot is directly from the video sequence. It should be borne in mind that, however, camera operation can sometimes increase visual support. Location photography can also help understanding by establishing a specific context appropriate to a particular scene, which in turn makes the language more predictable for learners.

The majority of students are hampered by the low quality of the sound of advertising in the learning process. In addition, non-linguistic elements (music, background noise) can distract students. From a technical point of view, it is less likely that the visual element will be unclear to her, which will hinder the understanding of TV advertising.

If we speak about the criterion of sound clarity, then everything depends on what needs to be obtained as a result of the demonstration of TV advertising material: to present the language material or to give students the opportunity to independently use it to reveal. For example, when presenting linguistic material, you can give students a list of vocabulary, phrases, and idioms presented in the video, so that, for example, they raise their hand when they hear a certain idiom. For this task, a video with good sound quality should be selected, since students focus their attention on the points proposed to them. No matter what task is given, the quality of the image and sound is the key to a successful understanding of the viewed material.

Another important factor in the selection of TV ads is language density – the number of languages spoken during the selected demonstration. The amount of spoken language in the scene shown can vary greatly: a minute-long TV commercial can hold only two or three lines of dialogue, when another scene of the same duration can be very "chatty".

Clarity of speech, norms of speech are the factors determining how difficult TV advertising will be for students to comprehend. Some TV advertising materials may not always be used in English lessons.

In the process of using TV advertising, linguistic points (specific grammatical structures, language functions, or colloquial expressions) presented in the video are an important factor. One way to locate specific linguistic points in authentic materials is to find a situation that exactly contains one of these points and shows its use in the original text.

The level of language difficulty in TV advertising is also an important factor in the selection of material for the lesson. There are at least two ways to use TV ads that contain language that is too difficult for the student level. First, it is not necessary to show the whole advertisement; there are always individual scenes that can be used independently. Secondly, after reviewing a difficult passage, you can give students an easy task. Thus, the choice of TV advertising is determined not only by the language level of the students, but also by the tasks for the proposed video.

Using a relatively short sequence of TV ads often entails a selection of excerpts from the ads that can be used regardless of the main context. Showing excerpts of TV ads sometimes has a good effect of stimulating involvement in the English language outside of school, since many students, after watching some excerpts, may become interested in watching TV ads entirely on their own or thinking about the end of advertising fragment shown in the lesson.

In the process of teaching English in secondary school, it is advisable to implement a problem-based approach to working on advertising material, which allows students to stimulate intellectual

activity and develop the ability to discuss pressing problems of our time at an appropriate level: national human relations, ecology, issues of war and peace on Earth, the role and place of the media, including advertising business, in modern society and much more.

To overcome the linguistic difficulties of listening to oral speech, preliminary exercises can be conducted to overcome phonetic difficulties of perception:

- Watch the video and raise your hand when you hear a question (affirmative, negative) sentence.

- After watching the commercial with the slogan, tell me how many words are in it. Verbally divide the words you heard into sounds and name them.

- Determine the number of vowels and consonants/syllables in the words you hear.

- Listen to the advertising slogan and tell me how many times a given sound is used in it (Harmony between man, nature and machine Pirus (Toyota)). Determine the number of long (short) vowels in the words you hear.

- Find and highlight the word you heard in the row of written words.

In the list of English words, underline those that correspond to the English-speaking ones you have heard.

There are three stages in the application of TV advertisement materials:

- *warming-up (pre-listening and viewing)* – helps students prepare for the topic of listening, contributes to the systematization of vocabulary on the topic;
- *main activity (in-listening and viewing)* – actually listening and watching with the completion of tasks;
- *follow-up* (*post-listening and viewing*) – gives students the opportunity to personalize the topic and develop the idea stated in the fragment presented for viewing.

Exercises to overcome lexical difficulties of perception can also be based on the material of videos. Of course, the most interesting exercises are creative ones that develop students' speaking skills. As an example task, you can suggest viewing several advertising messages (Electrolux, Rowenta, Bosch, etc. household appliances) and choosing a potential business partner. You can offer students the following tasks:

- give a characterization of the characters;

- identify and describe the place and time of events;

- answer questions about the content;

- group the lexical material according to the thematic principle;

- name memorable phrases, expressions, idioms;

- explain the motives of the actions of the actors;

- to reproduce the dialogue between the participants;

- to act as a guide, commentator, announcer

As exercises to overcome grammatical difficulties of perception, we can offer the following.

- Listen to the advertising slogan and name the subject /predicate /other members of the sentence (if the slogan is a sentence:),

- Look through the advertising messages and tell me in which of them the action has already occurred (is happening, will happen).

- Listen to the advertising slogan and specify the boundary between the main and subordinate clauses: Good things come to those who wait (Guinness).

- Watch several videos and reproduce sentences with the same grammatical structure.

- Write a grammar dictation.

- Using the video as a visual support, find grammatical phenomena in it.

- Look through the advertising messages and try to guess the meaning of unknown words in a known grammatical form from the context.

Exercises to overcome lexical difficulties of perception can also be based on the material of TV advertisements.

- After watching the video, determine the meaning of a new word by context (word–formation elements, based on knowledge of one of the meanings, etymology, onomatopoeic elements) - It does exactly what it says on the tin"(Ronseal).

- Listen to the advertising slogans and various variants of their lexical and grammatical paraphrasing, determine the idea expressed in them.

- Listen to advertising messages that use polysemantic words, determine the shades of their meanings: When your offices around the globe are working, the sun will never set on your ideas (Ricoh).

- In the list of words, mark those that you have heard in the advertising slogans. Name them out loud. In the list of English words, mark the order of the English-language equivalents perceived by ear.

- Identify by ear the sentences in your native language (the sentences are written on a card or blackboard) that are a complete and accurate (incomplete, approximate) translation or completely inconsistent with the translation of the slogan.

- Check the list of English translations of words and phrases that are "false friends of the translator".

- Write down the numbers you listened to (technical data, dates, etc.).

Thus, the use of video materials, in particular, TV advertisements, helps in solving an urgent task – to increase the level of English language proficiency of students to the modern requirements of international standards.

It is a very difficult task for a teacher to select the TV advertising material for an English lesson, since it is almost impossible to take into account all the above criteria for selecting advertising material. However, it is possible to identify the main requirements for the material of TV advertising, which will ensure the achievement of the goal of its demonstration: it must be of high quality, appropriate to the level of knowledge of students and the topic of the lesson, and arousing students' interest.

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QAQAQALPAQ HÁM INGLIS XALIQ ERTEKLERINIŃ ÚYRENILIWI

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Qaraqalpaq xalıq awızeki dóretiwshiligin úyrengenimizde folklorlıq shıǵarmalar ishinde jetekshilik etetuǵını hám búgingi kúnde izertleniwdi talap etip turǵan janrlardıń biri retinde erteklerdi aytıp ótiw orınlı. Búgingi kúnde dúnya júzinde rawajlanıw basqıshların basıp ótip atırǵan bul janr ásirese, evropa xalıqları awızeki hám jazba ádebiyatında belsendi bolıp kelmekte. Sonlıqtan, biz jumısımızda inglis hám qaraqalpaq xalıq erteklerin salıstırmalı túrde úyreniwge háreket etemiz.

Qaraqalpaq erteklerin izertlewden aldın olardı xalıq arasınan jıynap alıwda jergilikli ilimpazlarımızdıń da xızmetleri ayrıqsha. 1936-1946-jıllar arasında K.Baymuratov, R.Babanazarov, B.Gayıpov, Q.Tájimuratov, Q.Palımbetov, O.Aytmaǵanbetov, M.Nurmanov, B.Biydashov, Q.Ayımbetov, O.Kojurov, S.Beknazarovlar Shımbay, Tórtkúl rayonlarınıń aymaqlarına barıp, 150 den aslam xalıq erteklerin jıynap alǵan.

Eń birinshi qaraqalpaq xalıq ertekleri keń kólemde Qaraqalpaqstan ilim izertlew institutınıń alımları tárepinen 1940-jılı “Qaraqalpaq xalıq ertekleri” atamasında basıp shıǵarıldı.

Erteklerdi xalıq arasınan jıynaw jumısları juwmaqlanǵannan soń baspaǵa tayarlaw jumısları alıp barılǵan. Paspaga tayarlawda N.Japaqov, Q.Ayimbetov, G.Esemuratov, A.Karimov, Q.Maqsetov, N.Kamalov, Q.Mambetnazarovlardin xizmetleri ulken. 1949-jili “Qaraqalpaq xaliq ertekleri” atli kitap baspadan shiqqan [1:186].

1945-1950-jılları Shımbay, Qońırat, Taxtakópir, Kegeyli, Qaraózek rayonlarınıń aymaqlarında K.Berdimuratov, T.Seytmamutov, S.Beknazarovlar 100 ge jaqın qaraqalpaq ańız-áńgimeleri menen erteklerin jıynaydı. Sonday-aq, erteklerdi jıynawda ilmiy xızmetkerler A.Karimov, T.Nietullaev, Ó.Erpolatov, Á.Alimov, A.Tóreevler Qońırat, Xojeli, Moynaq, Shımbay, Taxtakópir, Kegeyli rayonlarına shólkemlestirilgen ekspediciyada qatnasıp, 500 ge jaqın xalıq ertekleri menen legendaların jazıp alǵan.

XX ásirdiń 80-jıllarında qaraqalpaq xalıq ertekleri dúnya júzlik shet tillerde jarıq kórdi. 1985-jılı belgili nemec alımı Karl Rayxldıń basshılıǵında Germanyanıń Boxum qalasınıń baspasında qaraqalpaq xalıq ertekleri nemec tilinde baspadan shıqtı.

Izertlewshilerdiń dereklerine qaraǵanda, inglis folklorınıń tamırları inglis milletin quraǵan xalıqlardıń folklorına, Rim imperiyasına shekemgi dáwirde Angliyada jasaǵan kelt qáwimleri (brittler hám basqalar) hám german qáwimleri haqqındaǵı miflerine barıp taqaladı. Bul xalıqlardıń kóshiwi payıtında ataw (angl, saks, yutlar) keyin ala inglis folklorınıń qáliplesiwine tariyxıy jaqtan inglislar turaqlı baylanısta bolǵan kelt xalıqlarınıń, birinshi gezekte, vallardıń (uelslerdiń) ápsanaları hám áyyemgi isenimleri úlken tásir kórsetken. Normandlardıń Angliyanı basıp alıwınan keyin alıp kelingen Skandinaviya hám francuz xalıq dóretpeleri de belgili dárejede inglis folklorına tásir etti.

Dereklerde keltiriliwinshe, inglis xalıq erteklerinde (jabayı jániwarlar haqqındaǵı syujetler, Ańshı Xerne hám basqalar) hám qosıqlarında orta ásirlerdegi xristianlıqtıń tásiri bolsa da áyyemgi isenimler, salt-dástúrlerdiń izlerin kóremiz. “Áyyemgi zamanlardıń eski dóretpeleri” umıtılıp, anglo-sakslardıń kóplegen xalıq dóretpeleri tek qısqarǵan halda jetip kelgen. Bazıbir ayaq oyınları xristian dinine shekemgi dáwirde salt-dástúr mánisine iye boldı.

Britaniya xalıqlarınıń awızeki dóretpelerin izertlewshileriniń ishinde Djozef Djeykobs eń joqarı orında turadı. Sebebi, ol inglis tilinde sóyleytuǵın bir neshe xalıqlardıń erteklerin, ápsanaların, awızeki gúrrińlerin jıynaǵan, baspaǵa tayarlaǵan folklorıst, jazıwshı, aǵartıwshı sanaladı. Djozef Djeykobs shıǵısı britaniyalı-evrey bolǵan Jańa Qubla Uel'sli folklorıst, awdarmashı, ádebiyat sınshısı, sociolog, tariyxshı hám inglis ádebiyatınıń jazıwshısı, inglis folklorın jıynawshı hám baspadan shıǵarıwshısı.

Djozef Djeykobs 1890-jıllardan baslap “English fairy tales”, “Irish fairy tales”, “Celtic fairy tales”, “Favorite Celtic fairy tales” atlı ertekler jıynaǵın baspadan shıǵarǵan. Házirgi kúnde Djeykobs jıynaǵan ertekler toplamları inglis tilin úyreniwshiler ushın oqıwlıq qollanba xızmetin atqarıp kelmekte. Mısalı, inglis tili qániygesi Ilya Frank Djeykobstıń ertekler toplamınan unamlı paydalanǵan. Kitap oqıwshısı inglis tiliniń logikasına úyrenip, onı «sezine» baslaydı.

Djozef Djeykobstıń “English fairy tales” (“Inglis xalıq ertekleri”) atlı toplamında alp-dáwlerdi óltiriwshi Djek, Tom Basbarmaq (Tom Thumb), Altın qulplar hám úsh ayıw (Goldilocks and The Three Bears), Genni Penni, Dik Uittington, Úsh kishkene shoshqa, Qızıl qalpaq hám kóplegen ólmeytuǵın qaharmanlar bar. Kitap birinshi ret 1890-jılı basılıp shıqqan hám sonnan berli jas óspirimlerdiń de, jası úlkenlerdiń de súyikli kitabı bolıp qaldı. Ertekler dástúriy ráwishte Franciya hám Germaniyadan taralǵan. La Fonteyn (La Fontaine) menen aǵayinli Grimmlerdiń ataqlı ertekler jıynaqları ásirler boyı balalar ádebiyatında belgili boldı. Djozef Djeykobs avstraliyalı folklortanıwshı hám tariyxshı boldı. Ol xalıq erteklerin xalıq arasınan, hár túrli orınlardan jıynaǵan.

Inglis erteklerin úyrengenimizde, bul janrdıń tek ǵana folklortanıw ilimi obyekti emes, al, inglis ádebiyattanıwınıń izertlew obyekti ekeniligin esten shıǵarmaw lazım. Inglis ádebiyatında kópshilik erteklerdiń avtorları bar bolǵanlıǵı sebepli, xalıq awızeki dóretpesine tiyisli ertekler menen ádebiy ertekler arasındaǵı janrlıq ózgeshelikler tartıslı máselelerdiń biri. Házirgi kúnde inglis ádebiyattanıwında ádebiy ertekti úyreniwde bir qansha qıyınshılıqlar kózge taslanadı. Birinshiden, folklorlıq hám ádebiy ertekler ortasındaǵı baylanıs tolıq anıqlanbaǵan. Ekinshiden, “ádebiy ertek”

túsiniginiń sheńberi hár túrli izertlewshiler tárepinen hár qıylı bayanlanadı, bul bolsa janrlıq shegaralardı anıqlawdı qıyınlastıradı. Úshinshiden, dástúriy tárizde balalar ádebiyatı sıpatında klassifikaciyalanǵan ádebiy ertekler jası úlkenler auditoriyasın da ózine tartadı, bul bolsa, avtorlıq erteklerdi balalar ádebiyatı janrı retinde klassifikaciyalaw qanshelli orınlı degen soraw payda etedi. Tórtinshiden, inglis ádebiy ertek dástúrleriniń basqa janrlardıń milliy dástúrleri arasında tutqan ornın anıqlaw zárúr. Olar ushın eń qıyın soraw ádebiy hám xalıq ertekleri ortasındaǵı baylanıs bolıp kórinedi, biraq túrli tariyxıy basqıshlarda bul janrǵa tiyisli tekstlerdiń pragmatikalıq parametrlerin hám janr rawajlanıwınıń tariyxıy sháráyátların túsinbey turıp, ol máseleni sheshiw múmkin emes dep esaplaydı. Biraq inglis ádebiyattanıw iliminde xalıq awızeki dóretpesi hám ádebiy erteklerdiń óz-ara baylanısı haqqında anıq bir pikir joq. Bir tarepten izertlewshiler erteklerdin bul eki turin aniq ajiratip korsetsede[2:176], ekinshiden basqa avtorlar tarepinen ekinshiden, basqa avtorlar tárepinen anıqlanǵan táriypler túrli janrlıq qásiyetlerdi salıstırıwǵa, olardıń arasındaǵı ózgesheliklerdi anıq ajıratıwǵa múmkinshilik bermeydi[3:162].

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THE ISSUSES IN LEARNING AND TEACHING ACADEMIC WRITING IN HIGHER EDUCATION

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Writing is recognized as crucial component of the English learning process and is also essential to the study of other areas in which English is used as the international language. It is an activity to express ideas, feelings, or views in the written form containing certain information. It is general fact that good writing cannot be produced instantly. This skill is taught in stages in universities. The aim of this course to train students and enable them to produce quality writing. Students will learn to construct simple sentences, make good paragraphs, then create meaningful essay. After passing through these stages, students will actively begin to write scientific articles in the academic writing. Consequently, academic writing has become widely accepted as one of the important forms of writing to improve. Academic writing is a general form of higher education to assessing their students by writing assignments or conduct research. In Universities or Institutes, students are expected to address in intellectual community in which they engage in active learning using a variety of cognitive skills. Students in higher education are required to select, evaluate, report, summarize, paraphrase, conclude, argue, select words and grammatical patterns and avoid plagiarism. Enhancing academic writing is much more demanding for EFL students in higher education. Postgraduate students are required to write assignments for assessment purposes in different courses in English. In these cases, Students are expected to show the ability to produce a good piece of academic writing, but they facing difficulties in doing so. The students ought to be able to transform their ideas through writing in logical and reliable form. Additionally, Culture and social background influence students to produce academic writing. [2, p46]

Students who are learning English as a second language more likely to face difficulties to acquire academic writing skill. (Al Badi, 2015). From my own experience, during the writing lessons, the students find it difficult to provide comprehensive introductions, paraphrasing, and construct grammatically correct sentences. Writing in academic style is complicated not only in English

language but also in Karakalpak language. It requires to acquire some knowledge of rules of writing in formal style. Actually, academic style is challenging for the ESL students.

In teaching academic writing is the most dominated form of, where students are supposed to express their ideas and beliefs. In term of range, students have to write extended essays of ten thousand words, case-studies and articles as well. Post-graduate students can deal with Qualification paper of 25,000 words. Academic writing skill does not always run smoothly. The most common difficulties students encounter are vocabulary, grammar and sentence structure. These three things are the main components of composing an essay. They are connected to one another. If student has difficulties mastering one or all three components, the writing will be less than perfect. Furthermore, there are another obstacle higher education students face are structure and styles problems.

Structure problems are a common academic writing challenge and refer to the organization and layout of the work. Many students experience difficulties in structuring their text properly to create an academic piece of writing. The most of the teachers include structure in their writing instruction, believing it is one of the most essential aspects of student's writing. However. Universities use the traditional introduction-main body-conclusion methods, the majority of the students still struggle with organizing their ideas in each separate section and express what they mean by their statements. This is closely connected with the mental processes the writer tends to go through during writing and also not being correctly and efficiently informed on how to organize their piece of work. The most common mistake is presenting new idea in the conclusion, instead of restating the argument and main point. This can lead to confusion on the part of the reader suddenly being presented with new details at the end of the reading the essay. Another problem that might happen regarding the conclusion is not brief, clear and concise. Very long conclusion is not important and only a few sentences are enough, excluding and unnecessary information. Moreover, writer also struggle with constructing a thesis statement and providing a clear explanation of what the reader is about to encounter and identify the major claim of the whole work. Ineffective academic writing instructions result in the writer's inability to establish academic competence. These issues can make the writing complicated to follow, understand or evaluate. In addition, they can also affect argument and evidence. To avoid these structure problems, it is crucial to plan and outline the writing in advance using clear and suitable format for the genre and purpose. Students should be taught to utilize clear and concise sentences, paragraphs and sections that are connected and relevant to the main point. Signposting words such as however, therefore, firstly, secondly, etc., can be useful for leading readers through writing. [1, p3]

Style issue is a common challenge in academic writing and can refer to the tone, voice and register of the work. These problems can make writing sound unprofessional, biased, or vague and can reduce the students' credibility and authority. To avoid style issue, student ought to adopt a formal and academic style with clear and precise language. Additionally, the writer should avoid using first person pronouns unless required or allowed by the genre or discipline, instead, passive voice or impersonal construction should be used.

The focus of this work is to identify the academic writing challenges of students and the common areas of difficulties in writing. Students should write more even outside the class and seek feedback during the lesson actively because it is important to develop their writing skill. Reading is also crucial in improving students writing skill by enhancing their vocabulary. Therefore, students should read academic materials concerning their study field and interest. The syllabus designers and teachers should consider incorporating and assigning academic papers in the writing module.

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THE IMPORTANCE OF TEACHING SPEAKING IN ENGLISH

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English is now the lingua franca of communication in a globalized society, therefore being able to speak it well is a crucial quality that can lead to a wide range of chances for people. Teaching English speaking skills involves more than just teaching grammar and vocabulary; it also involves instilling in students the self-assurance and competence needed to interact successfully in a variety of contexts. This essay examines the significance of teaching English speaking and how it affects both language learning and career success.

Since English is used in most worldwide communications, most language learners make an effort to acquire it. They must learn all four of the language's fundamental skills during this process: speaking, listening, reading, and writing. Speaking and writing are active, or productive, abilities, whereas listening and reading are passive, or receptive, skills. Since learners do not demonstrate talent in these areas, listening and reading are regarded as passive or receptive skills. They don't actually produce anything; they only listen to or read the language. In contrast, the learners must construct sentences on their own, which requires a great deal of practice and the acquisition of several grammar, vocabulary, sentence structure, and usage concepts. Therefore, speaking and writing are considered to be active or productive skills.

First and foremost, developing one’s English speaking abilities makes it possible for people to actively engage in a variety of social, academic, and professional settings. Building relationships, exchanging ideas, and coherently expressing views all depend on effective communication. Learners can negotiate deals, have meaningful conversations, and effectively convey their points of view by honing their speaking skills. Their ability to communicate effectively helps them excel in both their personal and professional interests, as well as improving their interpersonal skills.

Additionally, by encouraging participation and interaction, teaching speaking in English aids in the process of learning the language as a whole. Learning a language involves more than just memorization of vocabulary and grammar rules; it also involves applying the language to practical contexts. Through speaking exercises like debates, role-plays, and group discussions, students can get practice expressing themselves clearly, listening to others, and giving thoughtful responses [1]. These interactive exercises help them become more proficient speakers while also developing their critical thinking, listening, and comprehension abilities.

Furthermore, proficiency in spoken English is increasingly valued in the global job market, where effective communication is a prerequisite for success. Employers seek candidates who can articulate ideas clearly, collaborate with colleagues, and present information convincingly. By equipping learners with strong speaking skills, educators help them to stand out in job interviews, meetings, and presentations, thereby boosting their employability and career prospects. In an era where cross-cultural communication and collaboration are commonplace, the ability to speak English fluently has become a significant advantage for individuals seeking to advance in their careers.

Moreover, imparting speaking English to students increases their intercultural communication abilities and raises their level of cultural awareness. Culture and language are strongly related, and learning a language requires being aware of its subtle cultural quirks and customs. Talking with people from different origins helps language learners become more empathetic, respectful, and appreciative of other cultures in addition to improving their language skills. In today's interconnected world, where peaceful relationships and international cooperation are fostered via multicultural collaboration and understanding, intercultural competency is vital [2; 110].

In conclusion, the importance of teaching speaking in English cannot be overstated in the context of language learning and professional development. By focusing on developing speaking skills, educators empower learners to communicate effectively, engage actively, and succeed in various linguistic and cultural settings. The ability to speak English fluently opens doors to new

opportunities, enhances interpersonal relationships, and promotes cross-cultural understanding. Therefore, investing in teaching speaking skills is not only beneficial for individual learners but also crucial for building a more connected and inclusive global community.

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IMPLEMENTING COGNITIVE APPROACH INTO ENGLISH LANGUAGE LEARNING CLASSES

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Cognition is the process of acquiring knowledge through our thoughts, experiences, and senses. The term cognition, or mental activity, refers to the acquisition, storage, transformation, and use of knowledge [6;9].Learning involves acquiring knowledge through experience, study, and information being taught. Cognition refers to mental activity including thinking, remembering, learning and using language. When we apply a cognitive approach to learning and teaching, we focus on the understanding of information and concepts. If we are able to understand the connections between concepts, break down information and rebuild with logical connections, then our rention of material and understanding will increase.

Cognitive approaches to learning are concerned with how information is processed by learners. Cognitive theories view students as active in "an internal learning process that involves memory, thinking, reflection, abstraction, motivation, and meta-cognition" [1;17].Ertmer and Newby note that "learning is a change in the state of knowledge, and is a mental activity where an active learner internally codes and structures knowledge" [3;58]. Cognitive learning is a way of learning that helps students use their brains more effectively. This method of learning is active, constructive, and long-lasting. It encourages students to fully engage in the learning process so learning, thinking, and remembering get easier.

Observation and study of the experience of foreign language learning and teaching in higher educational universities in Karakalpakstan, Uzbekistan allow us to conclude that students experience certain difficulties in understanding the connections between concepts, break down information and rebuild with logical connections. In particular, the students are not active in an internal learning process that involves memory, thinking, reflection, abstraction, motivation, and meta-cognition. Students need to be taught to organize old knowledge, scripts, and schema, find relationships, and link new information to old ones, as learning is a change in the state of knowledge. So, in our classes we, teachers should organize lessons according to real focus of the cognitive approach which is on changing the learner by encouraging him to use appropriate learning strategies.

In order to learn the amount of attitude towards using cognitive approach to learning in local context we analyzed the syllabus of the subject "Foreign language" which is aimed to teach the students of bachelor degree students, who will not be English language professionals and course books used in this subject. So, the syllabus of the subject "Foreign language"designed by G.Bakieva, B.Samatov, M.Tursunov, et all.and adopted by the Ministry of Higher and secondary special education on 14 June, 2018 depicts the value of the subject in higher education and points out that the purpose of the subject is aimed at developing (academic) language skills,language competencies to be used in future professional activities.The aim of the subject is to prepare specialists who can use the foreign languages in their everyday lives, professional and scientific (academic) field. One of the aims is to develop learners' logical thinking skills while dealing with the issues on concerning to their professional field and everyday life [4].While learning the subject students have opportunities

to develop general, academic and career-oriented language skills and competencies appropriate to B2 level.Self study learning is directed to the formation of motivation to acquire skills and abilities to use the foreign language. The syllabus provides a detailed description of required competencies, the graduates of B2 level should acquire in the subject "Foreign language" according to State Educational Standards. They are the followings:

Linguistic competence, where students should be able to listen and understand the essence of comprehensive speech or a statement of a series of complex ideas, lectures, detailed instructions, scientific and professional presentations, inquiries and opinions; complex authentic speech in familiar and unfamiliar contexts; to be able to take part in lively discussion and debate without prior preparation, clearly express their views and opinions in a formal discussion; substantiate their opinions in discussions, interpret and change correction; draw a clear generalized conclusion from an article, report, or discussion; distinguish relevant information from articles and reports in their professional fields; To write well-organized essays and reports in the right form and content;

Sociolinguistic competence, which includes deeper understanding of intercultural communication including communication features like greetings, forms of address, courtesy comparing English and Uzbek cultures.

Pragmatic competences where students should be able to use language accordingly in different social, educational and professional circles;to be able to divide speech in the process of communication, to add clarity, to interpret differently, use correction, completion, and other strategies, and to apply in practice [4;3].

In order to develop the above mentioned competencies the role of cognitive approach is significant. As cognition deals with the mental action or process of acquiring knowledge and understanding through thought, experience, and the senses it is important to pay attention in the development of these competencies. Dealing with the tasks like clearly expressing views and opinions in a formal discussion; substantiating opinions in discussions, interpreting and changing, distinguishing relevant information from articles and reports in their professional fields scientific and professional presentations, inquiries and opinions; deeper understanding of intercultural communication, using language accordingly in different social, educational and professional circles students need cognition i.e. thinking, understanding , evaluating and changing skills.So in this plan we appreciate the requirements of the syllabus of the subject "Foreign language".

In language teaching, input refers to the linguistic content of a course. It seems logical to assume that before we teach the language, we need to decide what linguistic content to include. Once content has been selected, it then, needs to be organized into teachable and learnable units as well as arranged in a rational sequence. The result is a syllabus, which essentially covers the content of teaching and learning.

So, the next document we analysed was the action syllabus. (it is called in our local place "ishshidastur, Rabochayaprogramma") which was designed by the Nukus State Pedagogical Institute English language teachersfor the second year students of all bachelor degrees of the Institute. The aim and objectives and requirements on learners' achievement and outcomes are the same as in the syllabus of the subject "Foregn language". There are 34 practical lessons and 18 self studytasks planned in the action syllabus. 17 topics are devoted to general themes like food, health, shopping, daily activities, appearance and etc, 3 topics are devoted to professional field and in their third year of study students have 5 and 6 professional topics[5]. According to syllabus students learn vocabulary, grammar concerning to topics, develop their reading, listening, speaking and writing skills. We like the idea of including skill based approach into the syllabus as they give opportunity to develop students' cognition.

Here, we'd like to mention several activities which we appreciate as appropriate activities for developing cognition. So, in the topic "Career responsibility" students read the text "Career responsibility is one of the leading stages of promotion", they discuss causes and consequences of career responsibilities, learn to write a letter of application. This kind of activities let learners think, evaluate and foresee the situation, develop ability to plan their life and career development, solve the problem, avoid the problematic situations and be polite. In the topic "Environment" students should

interview people about environmental issues and write opinion essay about environmental problems. It is also one of the beneficial tasks, as it is not an easy thing to interview others. In order to fulfill this task students have to design questionnaires where they should take into account the logicality of questions, their influence on respondents, difficulty of questions, outcome of the question and many other factors. And this requires some thinking, planning, rethinking, evaluating, which is essential in cognition as well as creates understanding, tolerance, friendship and cooperation among people. In the topic "My first experiment" students speak about their first chemical experiment, which develop their reflective skills. But we'd like this kind of tasks to be more, as they relevant to our learners' life, interests and abilities, learners have opportunities to acquire skills and experiences to solve real life problems.

And these tasks give us opportunity to reach the cognitive aims, the behavioural aims and the emotional aims. In this plan we liked the content and objectives of the syllabus.

In order to get a full impression on organizing English courses directed to developing learner cognition we thoroughly analyzed the course books suggested for this subject, which is "Scale up". Students book. 2course. T. 2015, by Bokieva G, Rashidova F[2]. We designed checklist for ourselves in order to clarify the points, which included the questions like:

1.Are all four skills adequately covered, and are they helpful for the development of cognition?
2.Are materials for spoken English well designed to equip learners for real-life interactions?

3. Are writing activities suitable in terms of cognition development?

4.Are the topics helpful in expanding students' world knowledge and cognition?

Answers to these questions gave the following results. In all units relevance of skills aspect toward course book are covered, but not all skills in one lesson. For example Unit 1is entitled "Global problems and solutions" and consists of 3 lessons. Lesson 1 is called "Problem cause", the tasks are mostly directed to reading, We think that as it is the first lesson of the unit and it aimed to supply learners with necessary information on the topic. Tasks look as following: Read the quotes and discuss them; Read the anecdotes and write down their problem cause types; Read the text. Match the sentence parts a-f and the paragraphs 1-6. Lesson 2 is called "Unintended consequences" and task 3 is for developing listening skill." Listen to the tape and fill in the blanks with appropriate words and phrases". More attention is given to reading tasks. Among 13 tasks of the lesson 5 tasks are aimed to develop reading, 3- for writing, 4 for speaking and 1 for listening. Lesson 3 is entitled "Solution", where there are 14 tasks and 4 reading tasks, 4 writing tasks, 5 speaking tasks and 1 listening task. We should mention that most of the tasks are helpful to develop learner cognition. For example: Task 1 of lesson 1. What problems do people have as a child, teenager, adolescent, adult and aged? What are root causes of personal problems? Task 1 of lesson 2.p.10. Think and write some inventions or discoveries of humanity in history which brought unintended consequences. Task 10. P. 13. Do you agree or disagree with the statement "If any invention has a negative unintended consequences then only the inventor is guilty". Task 5 p. 15. Look back and think when you faced either an academic or personal life problem. Use the phrases in Exercise 5 to express your emotional state. Tell the whole group how you overcome the situation. All of these tasks lead the learner to think, evaluate the situation, create possible solutions, reflect their life experiences.

2.Are materials for spoken English well designed to equip learners for real-life interactions? In order to answer this question we investigated whether the material was accompanied by background information, were the questions and tasks lead to discussion and interaction, are they easy to produce their points and experiences. The analysis of spoken tasks show that the tasks though a little bit difficult, but interesting and motivating. They make learners speak and interact. Reading quotes like "Every problem is a gift- without problems we would not grow" (Anthony Robbins) or " The difficult problems in life always start off being simple. Great affairs always start off being small" (Lao Tzu). Lesson observations make us sure that students are interested in the task and tried to say at least one point and sometimes they quarreled and shouted, which means they are motivated.

3.Are writing activities suitable in terms of cognition development? There are not so many writing activities in the course book, just 16 tasks for writing. We liked the tasks as they are suitable

for the topics learned and can arouse learner interest. But we should mention they are much more difficult for the ESP students, which were proved by students' products. Students found difficult to write opinion essays, cause and effect essay, problem solving essays. But the tasks are quite helpful for developing cognition.

4.Are the topics helpful in expanding students' world knowledge and cognition? The task here is to identify whether the topics will help to expand students‟ world knowledge and cognition. We should mention that this course book covers the information about problems, problem solving and research issues and there are a great number of information which may enlarge students' world knowledge. For example, listening to the text "Unintended consequences " students learn about Great Sparrow War which happened in 1958 in China by the order of Chinese leader Mao Zedong. And the task 5 on page 11 which includes the questions like "Can you remember any other human deeds which brought to tragic but unintended consequences?" may the learners think, reflect their learning, search the knowledge and find answers. In this way they gain knowledge and develop their cognition. Another example is the text about Thomas Edison on page 35, which gives students opportunity to learn about his inventions. And the task 1 on page 34. Matching the inventions and the inventors arouses learner motivation to learn more about the issue and this leads to get more world knowledge. We should mention that this kind of tasks are few, just only two or three unfortunately.

Analyzing the above mentioned materials on teaching and learning English we came to the conclusion that the government is paying attention to the cognitive development of our learners, that's why educators should change their attitude to teaching. Learning elementary English in the classes, repeating the words learners already know, paying more attention to the grammar of the English may demotivate learners. Teachers should think of developing learners higher order thing skills, problem solving skills, cognition and evaluation skills. The teachers of higher educational establishments are expected to be creative in teaching process, they should present the materials in such interesting and challenging ways, so the students get enthusiastic in their study.Our classes should be the places of discussions and debates, our lessons should give opportunities for learners to create, to imagine, to investigate. This is the desire of our learners. In order to bring up harmoniously developed, highly educated, modern-thinking young generation teachers should improve the methodology of teaching English, and in this wayprepare a good language learner, who is able to find their own way of learning, can organize information about the language, make their own opportunities for practice.

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THE ROLE OF LISTENING IN LEARNING ENGLISH

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In this thesis we will investigate the role of the listening in learning languages and resources for teaching listening comprehension. Listening is one of the important activities like other skills reading, speaking and writing.

Listening and comprehension are difficult for learners because they should discriminate speech sounds quickly, retain them while hearing a word, a phrase, or a sentence and recognize this sense unit. Learnerscan easily and naturally do this in their own language and they cannot do this in foreign language.Learners are very slow in grasping what they hear because they are conscious of the linguistic forms they perceive by the ear. This results in misunderstanding or a complete failure of understanding when auding foreign language learners should be very attentive and think hard. They should strain their memory and will power to keep the sequence of sounds they hear and decode it. Not all the learnerscan cope with the difficulties entailed. The teacher should keep them by making this work easier and more interesting. Listening plays a great role in teaching and learning English. It helps to master the language. Learnershave some common difficulties in auding.

There are three factors which can ensure success in developing listening skills; 1) linguistic material; 2) the content of the material for listening and comprehension; 3) the condition in which material presented.[1:67]

1. Comprehension of the text by the ear can be ensured when the teacher uses the material which has already been assimilated by pupils. However this does not completely eliminate the difficulties in auding. Students need practice in listening and comprehension in target language to be able to overcome three kinds of difficulties: phonetic, lexical and grammatical.

Phonetic difficulties appear because the phonetic system of English and the native language differ greatly. The listener often interests the sounds of a foreign language as if they were of his own language which usually results in misunderstanding. They can hardly differentiate the following words by ear: worked-walked, first-fast-forced, lion-line, tired-tide, bought-boat-board [2:169].

The difference in intonation often prevents pupils from comprehension a communication. The teacher, therefore, should develop his pupils' ear for English sounds and intonation.

Lexical difficulties are closely connected with the phonetic ones. Pupils often misunderstand words because they hear them wrong. For example;

1. The horse is slipping. The horse was sleeping. 2. They worked till night. They walked till night. The opposite are often misunderstood, for the learners often take one word for another. For example; east-west, take-put, ask-answer. The most difficult words for auding are the verbs with prepositions, such as; put on, put off, put down, take off, see off, go in for, etc.

2.Grammatical difficulties are mostly connected with the analytic structure of the English language, and with the extensive use of Infinitive and Participle constructions. Besides, English is very rich in grammatical homonyms, for example; to work-work, to answer-answer,-ed as the suffix of the Past simple and Past Participle. This is difficult for pupils when they listen to the material. The content of the material also influences comprehension. The following factors should be taken into consideration when selecting the material for listening: - the topic of communication; whether it is within the ability of the pupils to understand, and what difficulties pupils will come across (proper names, geographical names, terminology), etc.

The type of communication; whether it is a description or a narration. Description as a type of communication is less emotional and interesting, that is why it is difficult for the teacher to arouse pupil's interest in auding. This type of communication should be used for listening comprehension.The way the narrative progresses: whether the passage is taken from the beginning of a story "the nucleus of the story", the progress of the action or, finally, the end of the story. The title of the story may be helpful in comprehending the main idea of the text. The simpler the narration progresses, the better it is for developing pupils' skill in auding. The form of communication: whether the text is a dialogue or a monologue. Manologic speech is easier for the learners, therefore, it is preferable for developing pupils ability to listen.

3. Conditions of presenting the materials are of great importance for teaching listening. The listener can not change the speed of the speaker. There are different points of view on the problem of the speed of speech in teaching listening in English. The most convincing is the approach suggested by N.V. Elukhina. She believes that in teaching listening the tempo should be slower than the normal speed of authentic speech. But this slowness is not gained at the expenses of the time required for

producing words, but of the time required for pauses which are so necessary for a pupil to grasp the information of each portion between the pauses. [3: 172].

As for the numbers of times presenting the material for listening, learners should be taught to listen to the text once and this must become a habit. It is necessary to help learners in comprehension by using a "feed- back" established through a dialogue between the teacher and the class. Learners who get used to the teacher's voice can easily understand him, but they cannot understand other people speaking the same language. In teaching listening comprehension the teacher should bear in mind all the difficulties learners encounter when auding in a foreign language.

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IMPORTANCE OF TEACHING SPEECH ETIQUETTE AT THE ENGLISH LESSONS

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The modern international environment, economic and political integration, is responsible for the involvement of an increasing number of specialists in various fields of science and technology in the direct implementation of international scientific and technical ties, accompanied by significant growth and expansion of cultural and business contacts - all these have made their demands on the character of owning a foreign language and speech etiquette, and thereby determined certain principles and parameters of new teaching methods, in particular, foreign languages language.

The basis of modern methods of teaching speech etiquette is such categories of communication as: situation, role, position, community, type and scope of communication, which are considered in modern science as models of speech communication.

The most important of these methods of teaching is a communicative (speech) situation. The communicative situation, as a method of teaching speech etiquette, consists of four factors [1;203].

1) The circumstances of reality (situation) in which communication is carried out (including the presence of outsiders);

2) The relationship between communicants (subjective - the personality of the interlocutor);

3) Verbal motivation;

4) The implementation of the very act of communication, creating a new position, incentives for speech.

The modern system of teaching a foreign language is based on the fact that for the method of teaching foreign languages, the communicative situations as such, which occur every second in the language collective and are practically not accountable, but only the repetitive, most typical, or standard situations, are important. By the term a typical communicative situation is understood some imaginary construction or model of a real contact, in which the verbal behavior of interlocutors is realized in their typical social and communicative roles.

Examples of a typical communicative situation can be: a conversation between the buyer and the seller, the viewer with the theater cashier, a conversation between the mother and his son about his schooling, a teacher with a student, a conversation between former classmates, a conversation between collectors, a meeting of close people, etc. .

Another important component of the method of teaching speech etiquette is the form of communication. Speech contacts of people occur in conditions that differ in the number of individuals participating in communication, the nature of the relationship between them, the presence of a change in the roles of the speaker and the listener within one communication act.

By the first principle, we can distinguish three types of communication: individual, group and public, which determine the specificity of the methodology of teaching speech etiquette [2;22].

In individual communication two people participate. It is characterized by immediacy, trustworthiness. Here, communication partners are equal in their share of participation in the general speech "product". Each of them can support the proposed topic or replace it with another one. If any of the partners of an individual society stops talking, the communicative act ends.

Public communication takes place with a relatively large number of individuals. For this reason, the communicative roles of participants in public communication are usually predetermined: a small number of them act as speakers, the rest in fixed roles of listeners (compare meetings, rallies, disasters, etc.).

By the nature of relations between communicants, the methods of teaching speech etiquette distinguish between official and informal communication [3;15].

The official generality arises between persons whose relations are determined by the performance by them of certain social functions (teacher-student, passenger-cashier, boss-subordinate). This can include meetings, interviews, briefing, and negotiation. The official nature is inherent in public communication in any form.

Informal communication is characterized by ease, relaxed, often familiarity both in the behavior of individuals, and in the tone of their speech, freedom in the choice of linguistic means. In informal communication, the content of the statements of individuals is, as a rule, not premeditated, they are characterized by unprepared nature.

The modern methodology of teaching speech etiquette distinguishes two kinds of unofficial commonness - business conversation and free conversation.

Business conversation can be considered as a necessary link in non-verbal activity, as a means of resolving problems arising from non-verbal actions.

Free conversation is an independent activity of communication, or an activity whose purpose is to establish contact, mutual understanding, influence on knowledge, skills, the system of social values (convictions), the emotional state of another person. Subjects of free conversation are distinguished by an exclusive breadth of the range and, in principle; do not depend on any extra-verbal activity or place of action.

The national specificity of speech etiquette in each country is extremely bright, because the peculiar features of the language here are imposed features of rituals, habits, all accepted and not accepted in behavior, permitted and prohibited in social etiquette.

Knowledge of the rules of speech etiquette, their observance allows a person to feel confident and at ease, not to experience embarrassment and difficulties in communication.

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APPROACHES TO TEACHING ESP
THE NATURE OF APPROACHES IN LANGUAGE TEACHING

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Linguists and language experts frequently referred to broad principles and ideas on how languages are learnt, how language knowledge is recorded and arranged in memory, and how language itself is structured in their efforts to enhance the quality of language instruction. Edward Anthony, a linguist, distinguished three levels of conceptualization and organization—he called them approach, method, and technique—in an effort to provide clarification.

There is a hierarchy in place. The organizational key is in the ways that methods implement a method that aligns with an approach. A collection of related presumptions about the nature of language learning and instruction constitutes an approach. A strategy is axiomatic. It explains the type of material that will be taught. A method is a comprehensive strategy that is based on the chosen approach and presents language content in an orderly manner, with no parts contradicting one another. A procedure is a technique. An implementational method is one that is used in a classroom setting. It's a specific ploy, plan, or deception employed to achieve a short-term goal. Techniques need to work in tandem with an approach and be consistent with a technique.

Current techniques and methods in language education are informed, either directly or implicitly, by at least three distinct theoretical conceptions of language and the nature of language competency. Out of the three, the structural approach is the most conventional and holds that language is a system of structurally connected.

Learner-centered teaching learners play the key role in learning while teachers only help them to develop the necessary knowledge and skills that will enable them handle life issues and tasks independently. Numerous research evidence associate learner-centered approach with the attainment of quality education, as compared with instructor-centered or teacher-centered approaches, where teaching is often focused on what the teacher knows and on unilateral transmission followed by recitation and evaluation, rather than on the facilitation of learning (Weimer, 2013 &Vavrus et al., 2011). Emphasis on what instructors do often leads to students who are passive learners and who do not take responsibility for their own learning. “Learning a foreign language should take into account the peculiarities of professional thinking, the individual needs of students, and be accompanied by the development of their personal qualities. These aspects are extremely important for the organization of the educational process at a medical university”.[4;1] On the other hand, teaching approaches that allow students to use hands, eyes, ears and the mind enhance effective learning and student’s achievement (Mills, 1991; Sogomo, 2001; Waihenya, 2000 cited in Wachanga and Mwangi, 2004). In learner-centered teaching, teachers do not employ a single teaching method but use different types of methods that shift the role of the instructors from givers of information to facilitators of student learning (Blumberg, 2008). Mitchell (1997) in Carmichael (2009) noted that teaching strategies that promote student involvement and which students find meaningful will hold students’ interest. In addition, learner-centered teaching helps students to take responsibility for their learning, emphasize high level thinking, focus on intrinsic rather than extrinsic motivation, and help the students remember important information. Learner-centered teaching such as cooperative learning (Wachanga&Mwangi, 2004) and inquiry approach produce higher learning achievement and higher motivation (Kim, 2005 in Li, 2012).

Student-centered learning means inverting the traditional teacher-centered understanding of the learning process and putting students at the centre of the learning process. In the *teacher-centered* classroom, teachers are the primary source for knowledge. On the other hand, in *student-centered* classrooms, active learning is strongly encouraged. Because of the active involvement of the learner in the learning process, only meaningful learning, not rote learning, can lead to internalization of language systems. The learner, based on the data provided, is capable of forming, testing, and confirming hypotheses, a sequence of psychological processes that ultimately contribute to language development.

A further distinction from a teacher-centered classroom to that of a student-centered classroom is when the teacher acts as a facilitator, as opposed to instructor. In essence, the teacher’s goal in the learning process is to guide students into making new interpretations of the learning material, thereby 'experiencing' content, reaffirming Rogers' notion that "significant learning is acquired through doing".

Through peer-to-peer interaction, collaborative thinking can lead to an abundance of knowledge. In placing a teacher closer to a peer level, knowledge and learning is enhanced, benefitting the student and classroom overall. According to Lev Vygotsky's theory of the zone of proximal development (ZPD), students typically learn vicariously through one another. Scaffolding is important when fostering independent thinking skills.

In a recent interpretation of the learning objectives of communicative language teaching, Savignon [1;114–115] considers the five goal areas, (known as Five Cs: communication, cultures, connections, comparisons, and communities) agreed upon as National Standards for Foreign Language Learning in the United States as representing a holistic, communicative approach to language learning:

1) The *communication* goal area addresses the learner's ability to use the target language to communicate thoughts, feelings, and opinions in a variety of settings;

2) The *cultures* goal area addresses the learner's understanding of how the products and practices of a culture are reflected in the language;

3) the *connections* goal area addresses the necessity for learners to learn to use the language as a tool to access and process information in a diversity of contexts beyond the classroom;

4) the *comparisons* goal area designed to foster learner insight and understanding of the nature of language and culture through a comparison of the target language and culture with the languages and cultures already familiar to them;

5) and the *communities* goal area describes learners' lifelong use of the language, in communities and contexts both within and beyond the school setting itself.

These and other related measures recognize the importance of communicative abilities of negotiation, interpretation, and expression that are considered to be the essence of a learner-centered pedagogy. Such recognition also entailed a reconsideration of the role played by teachers and learners in a communicative classroom. Breen and Candlin (1980) identified two main roles for the "communicative" teacher.

- The first role is to facilitate the communicative process between all participants in the classroom, and between those participants and the various activities and texts.
- The second role is to act as an interdependent participant within the learning-teaching group. This latter role is closely related to the objective of the first role and it arises from it.

These roles imply a set of secondary roles for the teacher:

- first, as an organizer of resources and as a resource himself.
- Second, as a guide within the classroom procedures and activities. In this role the teacher endeavors to make clear to the learners what they need to do in order to achieve some specific activity or task, if they indicate that such guidance is necessary.

The learners have to take an active role too. Instead of merely repeating after the teacher or mindlessly memorizing dialogues, they have to learn to navigate the self, the learning process, and the learning objectives.

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"FAIRY TALES: TEACHING VALUES AND SHAPING CHILDREN'S UPBRINGING"

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Literature holds significant value in both our lives and the educational realm. The Presidential Decree of the Republic of Uzbekistan, issued on September 13, 2017, titled "On the Program of Comprehensive Measures for the Development and Promotion of Book Literature and the Advancement of Literacy," underscores the importance of utilizing literary works such as short

stories, fairy tales, and poetry from our national heritage in the education and upbringing of future generations [1]. This initiative is integral to nurturing the spirituality and cultural identity of our nation. “The upbringing of young generation plays a great role in the educational system of every country. The young generation are learners, who are different from each other. Some of them learn well, quickly but some do not. We, teachers should help them to learn effectively, show a rote to effective learning, In order to do so first of all we should know the factors which influence on learning”.[5;1]

Fairy tales as a part of the children’s literature could be a valuable source for teaching English as a foreign language. Fairy tales might be considered one of the possible supplementary teaching materials for English language learners. It is not only the atmosphere of mystery, thrill and wonder which makes fairy tales so unique and valuable but they can bring the whole magic world to a young reader and learner. They can open the old wisdom and knowledge of humankind, which we often forget about. Literature provides wonderful source material for eliciting strong emotional responses from students and using it in classroom as a fruitful way of involving the learner as a whole person.

Fairy tales may contribute to the enrichment of a young reader’s knowledge in a number of ways. They teach moral and values highlighting the most universal norms and standards of language existence. In addition to that, fairy tales are a particular type of text, which can be adapted to suit the child’s age, whereas their composition of sentences and plot is simple and understandable.

A fairy tale is a story narrated in folklore, filled with enchanting beings like fairies, goblins, princes, and princesses. It falls under the broader category of folk tales, having been passed down orally from generation to generation before being written down. Through our examination, we clarified that there are multiple versions of well-known tales such as Cinderella and Pinocchio, Snow White and the Seven Dwarfs, Sleeping Beauty, Beauty and the Beast, Little Red Riding Hood and others where main characters close to our general understandings about tales which we know from interest of children.

These are just a few examples, as there are many more beloved fairy tales from various cultures around the world each influenced by cultural and historical factors.

Even today, several authors Hallett &Karasek, Tiberghein, Kready, continue to recreate and write new versions of these timeless stories [2: 75].

The definition of a fairy tale varies across sources. The Oxford Dictionary of English Folklore describes it as a collection of oral narratives centered on magical trials, quests, and transformations. The Illustrated Oxford Dictionary offers two interpretations: firstly, as a children's story involving fairies, and secondly, as an extraordinary tale or fabrication. [4: 284].

Teaching children important lessons from a young age often involves using folk songs and fairy tales. When a mother sings a lullaby to her children, she weaves a special kind of poetry. Through these means, fairy tales, songs, and puzzles come together to form a vast world. Children's folklore serves as an early form of education and is a boundless treasure of our cultural heritage. Among the various genres of folklore, fairy tales hold a prominent place.

As written literature developed, works dedicated to children's education also emerged. However, this does not necessarily mean that a distinct genre of children's literature was established. Many of these works are didactic in nature, focusing on depicting adult life and values rather than catering specifically to children's interests. It's important to recognize these works as children's books rather than belonging to the genre of children's literature. This is because the concept of children's literature encompasses more than just books intended for children to read. For instance, the works of authors like A. Ayny's "Estaliklar" (Remembrance), Oybek's "Bolalik" (Childhood), and A. Qahhor's "O’tmishdanertaklar" (The Tales from the Past) are examples of true children's literature. Despite featuring child protagonists, these works are written with an adult audience in mind, reflecting adult perspectives and concerns. Consequently, they fail to capture the unique characteristics of childhood, the worldview of children, and the nuances of their language.

The rich cultural heritage and spiritual themes found in fairy tales have historically served as a powerful tool for bringing nations closer together. The simplicity and accessibility of these tales make them understandable to children of all backgrounds and levels of understanding. Many fairy tales

transcend national borders, traveling from one culture to another and becoming universally known. The development of children's literature in each nation is closely linked to the spiritual values and beliefs of that society. Therefore, it is the people themselves, who have taken the initiative to create literature specifically tailored to the needs of their children, as mentioned earlier.

It is crucial to utilize both universal and national values in educating young people about moral qualities through fairy tales. These values, whether universal or specific to a particular nation, play a significant role in shaping children's characters. Reviving our national traditions and tales serves as a foundation for instilling moral norms based on both national and universal values, thereby nurturing selfless and knowledgeable individuals for our society.

National tales are a reflection of the spiritual essence of each nation, embodying the collective consciousness and cultural heritage of its people. These tales fulfill a spiritual need within the society and contribute to the formation of social consciousness among young people. They play a vital role in shaping the holistic development of individuals, actively influencing their character formation and contributing to the shaping of their ideological beliefs during their formative years.

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TEACHING SPEAKING THROUGH MULTIMODAL TEXTS IN ENGLISH CLASSES

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In the contemporary landscape of language education, the integration of multimodal texts has emerged as a dynamic and innovative approach to enhancing speaking skills in the English classroom. We can mention that from 2013/2014 academic year teaching of foreign languages, mainly English, started from the first grade of the primary school in the format of games and informal conversation lessons and since the second class schoolchildren learned the alphabet, studied grammar and developed speech skills. And regular training programs shown in the mass media are giving positive results not only in acquisition of knowledge and skills, but also in motivating uzbek children to foreign language learning [Tajieva A]. Multimodal texts refer to texts that combine different modes of communication, such as visual, auditory, spatial, and gestural elements, to convey meaning and engage learners through multiple sensory channels. This approach recognizes that individuals learn and process information in different ways, and by utilizing various modes of communication, educators can cater to diverse learning styles and preferences.

Multimodal teaching involves incorporating a range of tools and resources, such as videos, images, audio recordings, interactive simulations, and hands-on activities, to create a rich learning environment that stimulates multiple senses and facilitates deeper understanding. By presenting information through different modalities, educators can make complex concepts more accessible and relatable to students, ultimately fostering a more interactive and inclusive learning experience.

Applying a multimodal approach in the classroom is much more successful and imapctful for students learning English as an extra language. It promotes autonomy and improve motivation to

learn, inspires students' motivation to read after class and assists to build up their confidence in learning English.

Multimodality is interpreted in various ways by scholars. To illustrate, a multimodal text is represented in different ways as paper-based, like posters, textbooks, and comics; digital, like digital narratives, web pages, presentations, blogs, electronic posters, and social media to computer games, animation, movies, and live, which contains oral stories, performance, dance [Danielson; 32].

Multimodality describes some components like visual, auditory, gestural, verbal etc used in many human-machine interfaces [Merchant; 2239-2251]. That is to say, by combining various modes of communication, multimodal texts offer unique opportunities for learners to engage with language in diverse and interactive ways. The varieties of modalities were used in communication, such as language, color, taste, image and so on. To make more precise, employment of two or more modalities for interactions will form multimodality.

Forming multimodal texts is a progressively widespread activity in contemporary schools. Books, images, slides, storyboards, podcasts, and oral presentations are examples of multimodal texts that are not difficult to cover. More nuanced visual multimodal text productions are visual stories, Web sites, movies, and story animations [Halloran; 133].

In discussions learners engage with a problem and are tasked with expressing their opinions on the matter [Gołębiowska; 13]. Students are encouraged to maintain their individual perspectives and reach a consensus on an issue introduced by the teacher.

Speaking is considered to be an additive process, in which learners build their messages by combining smaller language components (symbols) into larger, more meaningful structures. In this particular case, the learner starts with the building blocks of language, such as words, which are subsequently joined to create sentences. These phrases are then combined to form sentences that adhere to grammatical rules and express ideas in greater detail. Ultimately, the learner's overall meaning or message is communicated through the cohesive discourse that these phrases are assembled into.

The morphological realization of tense and syntactic realization of aspect are very closely connected. As her statement indicates, it implies a relationship between the morphological expression of verb tenses (via verb endings or auxiliary verbs) and the syntactic portrayal of aspects of actions in a sentence. By implementing this sort of activities, language learners can improve their communication skills by comprehending this link in the context of speaking skill development and making complex structures. Speakers can improve their spoken communication by guaranteeing accuracy and coherence in their verbal representation by paying attention to how tense and aspect are realized in language.

The analysis of the data indicated a strong relationship between the use of multimodal texts in education and the improvement of students' speaking abilities. Teachers who incorporated diverse multimedia tools into their lessons saw increases in speaking skill and student engagement. Students who interacted with multimodal texts such as images, videos, and interactive platforms showed a noticeable improvement in their speaking abilities when compared to those who were not exposed to these approaches. This implies that the use of a wide variety of media in language training can enhance students' ability to communicate in speech and their overall language learning process.

With the aim to effectively increase language learners' speaking abilities and fluency, a number of recommendations may be made based on the analysis and study findings to enhance the intentional methods of teaching for speaking using multimodal texts in lesson preparation. Giving teachers opportunities for professional development is essential to improving their comprehension and use of successful teaching strategies and ensuring ongoing advancements in spoken instruction. In addition, promoting student interaction with a variety of multimodal texts can enhance their comprehension of language use. Future studies should investigate the long-term impacts of deliberate speaking instruction and multimodal learning approaches on language learners' overall speaking competency and fluency so as to contribute language learning strategies.

In conclusion, this thesis emphasizes how crucial it is to deliberately incorporate speaking skills into multimodal texts in order to improve language learners' capacity for effective communication.

Using a variety of methods within multimodal texts to encourage practice and active participation in learning environments is crucial to teaching language speaking effectively and eventually leading to improved understanding. For the purpose improve fluency and effectively navigate a variety of language-rich environments, it is advised that teachers and students actively interact with speaking-learning strategies incorporated into multimodal texts in the further development.

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TEACHING READING UNDER THE PARAMETERS OF ESP

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Reading is taken under the parameters of ESP because this is our field of study, so authors such as Alderson, C., et al. [1;57] says "The mayor quantity of information that a person receives is through reading, which is useful to improve the vocabulary and the rhetoric forms used in people's profession. Nowadays, reading has been the base of the curricula of ESP" The goal of reading is to get information you need for specific or personal purposes, thus, reading comprehension evolves understanding and decoding a text or constructing through a process.

Traditionally, the purpose of learning to read in a language has been to have access to the literature written in that language. In language instruction, reading materials have traditionally been chosen from literary texts that represent "higher" forms of culture. This approach assumes that students learn to read a language by studying its vocabulary, grammar, and sentence structure, not by actually reading it. In this approach, lower level learners read only sentences and paragraphs generated by textbook writers and instructors. The reading of authentic materials is limited to the works of great authors and it is often reserved for upper level students who have developed the language skills needed to read them.

The communicative approach to language teaching has given instructors a different understanding of the role of reading in the language classroom and the types of texts that can be used in instruction. When the goal of instruction is communicative competence, everyday materials such as train schedules, newspaper articles, and travel and tourism Web sites become appropriate classroom materials, because reading them is a way where communicative competence is developed. Instruction in reading and reading practice become essential parts of language teaching at every level.[2;137]

Reading Purpose and Reading Comprehension

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. The purpose for reading also determines the appropriate approach of reading comprehension. A person who needs to know whether she/he can afford to eat at a particular restaurant needs to comprehend the pricing information provided on the menu, but does not need to recognize the name of every appetizer listed. A person reading poetry for enjoyment needs to recognize the words the poet uses and the ways they are put together, but does not need to identify main idea and supporting details. However, a person using a

scientific article to support an opinion needs to know the vocabulary that is used, understand the facts and cause-effect sequences that are presented, and recognize ideas that are presented in it.

The Reading Process

Additionally, reading in ESP, following the parameters of the communicative approach requires the usual - pre-reading, while-reading and post-reading –activities:

* Pre-reading activities prepare students to do an efficient reading, it is related to students' background which facilitates comprehension. Lebauer [3;122] points out: "Pre-reading activities can lighten students' cognitive burden while reading because prior discussions will have been incorporated." So, teachers have to enhance pre-reading activities as a useful habit in students to do an efficient reading.

* During-reading students carry out an active reading with activities such as arguing, summarizing, questioning, evaluating and comparing the text with the personal experience. While these activities it is necessary that teachers avoid the use of dictionaries and encourage students to work in the strategies given (mentioned before) in order to do a faster and meaningful reading practice.

* After-reading. It depends on the purpose of reading and the type of information taken out. Barnett [4;5] remarks: "post-reading exercises first check students' comprehension and then lead students to a deeper analysis of the text." Finally, reading has to accomplish the function to get new knowledge, consequently, these are the activities which are useful to verify and internalize the information.

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THE ROLE OF COLLOCATIONS IN ENGLISH TEACHING

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Collocations are essential for language learning because they improve accuracy, fluency, and naturalness in spoken and written English. Collocations are crucial for learners who want to become proficient in the language to comprehend and master.

Word combinations that commonly appear together in everyday language usage are known as collocations. Due to idiom, convention, or tradition, these word pairings or groupings have a significant tendency to occur together. Collocations enhance the naturalness and fluency of language by combining different components of speech, such as nouns, verbs, adjectives, and adverbs. Here are a few instances of typical collocations:

1.Strong coffee: To characterize the taste or potency of coffee, the adjective "strong" frequently collocates with the noun "coffee".

2. **Make a decision**. The noun "decision" with the verb "make" collocate to form a popular phrase that denotes the process of selecting or coming to a decision.

3. Heavy rain. Abbreviations like "heavy" and "rain" are often used interchangeably to refer to heavy or substantial precipitation.

4. Fast sleep. The adjective "asleep" and the adverb "fast" are used interchangeably to characterize someone who is profoundly or deeply asleep.

5. Bitter cold.When describing extremely cold temperatures that are unpleasant or biting, the adjective "bitter" collocates with the noun "cold".

6. Golden opportunity. The adjective "golden" collocates with the noun "opportunity" to describe a chance or prospect that is highly favorable or advantageous.

These examples illustrate how specific words tend to occur together in common language usage, forming collocations that native speakers recognize and use effortlessly. Learning and understanding collocations are essential for language learners as they strive to achieve fluency and naturalness in their communication

It takes careful preparation and implementation to incorporate collocations into English language training. Collocations can be taught using a variety of methods by educators, including word maps, graphic organizers, and contextual learning exercises. Word maps help with comprehension and recall by visually representing collocations by grouping them into semantic areas. Students' comprehension and recall are improved when they can see the connections between words andtheir collocates through the use of graphic organizers like concept maps and semantic webs. Additionally, there are a few methods for successfully teaching collocations:

a) Provide context. Introduce collocations within meaningful contexts, such as dialogues, stories, or real-life situations. This helps learners understand how collocations are used naturally in communication.

*b) Use authentic materials.*Incorporate authentic texts, such as articles, songs, or videos, that contain natural collocations. This exposes learners to real-world language use and helps them see collocations in context.

*c) Highlight patterns.*Help learners identify patterns and common structures of collocations [1; 273]. For example, categorize collocations by parts of speech (e.g., noun + adjective, verb + noun) or by semantic relationships (e.g., cause and effect, similarity).

d) Practice in context. Encourage learners to practice using collocations in context through activities such as role-plays, discussions, or writing tasks. Provide feedback on their usage and help them correct any errors and etc.

There are many advantages for language learners when collocations are incorporated into instruction. It encourages students to acquire new words, broadens their language skills, and improves their capacity for precise and natural communication. By emphasizing collocations, teachers can help students develop a greater understanding of how to use English by raising their awareness of lexical nuances and subtleties.

There are several ways to include collocation training into the curriculum: vocabulary exercises, role-playing exercises, and language games. By designing contextualized learning activities, educators may help students recognize, use, and internalize collocations in real-world communication situations. Including collocations in reading and writing assignments also helps students come across them in context, which improves their understanding and application.

In conclusion, the role of collocations in English teaching cannot be overstated. By equipping learners with the knowledge and skills to recognize and use collocations effectively, educators empower them to communicate fluently and confidently in English. Through targeted instruction and meaningful practice, students can develop a nuanced understanding of collocations and apply them proficiently in both spoken and written language.

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INGLIS TILINDE REN ANLATIWSHI SOZLERDIN MANISLERININ LINGVOMADENIY ÓZGESHELIKLERI

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Reńlerdiń mánislerin anıqlaw mashqalası til uyreniwdiń áhmiyetli mashqalalarınıń biri. Reń átiraptaǵı duniyanıń ajıralmas bólegi. Ramziylik reńler áyyemgi dawirlerde, adam tabiǵıy baylıqlardı qazıp alıw hám olardan paydalanıwdı úyrengeninde payda bolǵan. Reń simvolizmi 3 basqıshta rawajlandı.

Birinshi dáwir reń sıyqır hám din menen baylanıslı bolıp, derlik Xuda sıpatında húrmetge sazawar bolǵan. Ekinshi dáwir reń Xuda hám mistik kúshler menen anıqlanıwdı toqtatdı, al olardıń atributları hám belgilerine aylandı. Úshinshi basqısh bul oyanıw dawirinen jigirmalanshı ásirge shekem bolǵan waqıt dáwiri, olar psixologiyalıq tárepten úyrenile basladı hám onıń tásiri jámiyetlik –siyasiy maqsetlerde paydalana basladı.

Aytıwımız mumkin, reń belgililigi tek ǵana barlıq reń hám insan psixikası ortasındaǵı barlıq baylanıslar hám baylanıslardıń aysberginiń tek ǵana joqarı bólegi.

Tilshiler P. Kay hám C. Mcdaniel tiykarǵı reńlerdi anıqlaw ushın bir qansha arnawlı qásiyetlerin anıqladı. Olar i***nglis tilinde*** on bir tiykargi renlerdi ajiratip kórsetti***: aq (white), qara (black), sur (grey), qızıl (red), jasıl (green), toygın sarı (orange), qonır (brown), kok (blue), qızgılt (pink), binafsha ren (purple and violet) ham sarı (yellow) renler.***

Frazeologik birlikler quramı hám dúzilisinde turaqlı, bólek leksik birlik wazıypasın atqaratuǵın, leksik tárepten bólinetuǵın hám bahalı sóz birikpesi bolıp tabıladı. Lingvomádeniy analiz sociallıq ómir dárejesiniń tildegi sawleleniwin úyreniwde aktiv qollanıladı. Sırtqı kórinis hám sırtqı qásiyetleriniń instrumental ólshewleri basılıwında, suwret hám reńlerdiń hár qıylılıǵın óz ishine aladı. Usı maqala reń atları hám olardıń oqıw sózliklerinde sáwlelendirilwi, jánede reń atlarınıń analizleri, inglis tili reń hádiyselerin qaraqalpaq tiline awdarma jasaw awdarmashılıqtaǵı reńler adamlardı qorshap turǵan álemniń zárúrli bólegi, oǵan ózgeshelik inám etetuǵın ekenligi, qosıqlar, ertekler, sezimlerdi reńlerge baylanısıwı haqqında.

Ǵárezsizlik jıllarında Ózbekstanda jáhán ádebiyatınıń jarqın kórinetuǵın dóretpelerin qaraqalpaq tiline tikkeley awdarmalaw dástúrı qayta tiklendi hám jedellesdi. Xalıqlar ortasındaǵı mádeniy munasábetlerde til hám awdarmalardıń kommunikativ roli áhmiyetke iye. Ózbekstannıń xalıq aralıq ornın bekkemlewde “shet tiller... sıyaqlı talap joqarı bolǵan pánlerdi tereńlestirilgen tárzde úyreniw” zárúrli áhmiyetke iye boladı. Globallasıw mámleketler ortasındaǵı integratsion faktorlardı kúsheytirdi, nátiyjede civilizaciyalar tariyxında kem ushraytuǵın estelikke aynalǵan jazba kórkem ádebiyatqa baylanıslı dereklerdi shet tillerge awdarma jasaw zárúrligi júzege shıqtı.[1, 29]

Inglis tili reń hádiyselerin qaraqalpaq tiline awdarma jasaw awdarmashılıqdaǵı áhmiyetli ilimiy temaǵa aylandı.

Turmısımızdı reńler qorshap turıptı. Átirapımızdı, pútkil álemdi reńlerde

kóremiz. Kók aspanǵa, jasıl otlaqqa, qızıl, sarı, aq, qara mashinalarǵa shekem úyrenip qalǵanbız hatteki, reń tiykarınan optikalıq diapazondaǵı elektromagnit nurlarınıń subektiv talqını ekenin esten shıǵarıp qóyamız. Reń-bul kózimiz ılǵaytuǵın jaqtılıq tolqınları, onı uzın-qısqalıǵına qaray hár túrlı kóremiz.

Reń tek ǵana fizikalıq qubılıs emes. Ol insaniyat mádeniy kapitalınıń ajıralmaytuǵın bólegi bolıp tabıladı. Reńler adamlardı qorshap turǵan álemniń zárúrli bólegi. Sol sebepli adamlar kóp zatlar, buyımlar, jaylar, shaxslardı reńler menen uyqaslıqta oyda sawlelendiredi. Adamlar buyımlardı hám narselerdi emes, ruwxıy túsiniklerdi de reńlerge baylanıstıradı. Ádebiy shigarmalarda maselen qosıqlar, ertekler, sezimlerdi reńlerge baylanıstıradı. Aq reń páklik, qara reń jawızlıq, turpayılıq, jasıl jańa baslanmalar, jaslıq sıyaqlı associaciyalarǵa iye. Sonday eken, reń usı waqıtta mádeniy konsept bolıpta tabıladı; ol insaniyattıń mádeniyatın málim dárejede sáwlelendiredi, túrli mádeniy túsinikler menen, sezim hám kóz qaraslar menen baylanısadı.Túrli xalıqlarda reńler hár túrlı quramǵa hám

mániske iye. Hár bir xalıq reńlerdi ańǵarıwdıń óz jolin basıp ótken. Bul jaǵday kóp faktorlarǵa baylanıslı.[3, 56]

Xalıqlar túrli geografiyalıq ortalıqta jasaydı, kúndelik turmısında túrli reńlerge tóqnasadi duwshar keledi. Bunnan tısqarı, olar hár túrlı siyasiy-tariyxıy joldı basıp ótedi. Bul faktorlar xalıqlardıń mádeniyatında da sawlelenedi-átirap -ortalıqqa qaray, tariyxıy processlerge qaray mádeniy miyraslar payda boladı. Ayrıqsha mádeniyat qáliplestirgen xalıqtıń reń haqqındaǵı túsinikleri de geografiya, ótken dáwir hám mádeniyat penen baylanıslı túrde ayrıqsha boladı. Reńler maydanı kontseptualizmniń ayrıqshalıǵı reńler kontseptlerin úyreniwge tiyisli izertlewlerde dástúriy mádeniyat penen birge kórsetilgen. Tiykarǵı reń atların bildiriwshi sapalardıń kópshiligi úsh tilde tipologik tárepten de ańlatpa, da mazmunan uyqas keledi, yaǵnıy olar tolıq ekvivalent esaplanadı. Mısalı, inglis tilindegi grey sózi qaraqalpaq tilindegi sur reń-seriy sózlerin struktur tárepten jasalǵan variantı bolıp tabıladı. Sonıń menen birge, inglis tilindegi blue reń ekvivalentiniń semantik dúzilisinde parq ámeldegi: qarqalpaq tilindegi kókshil hám orıs tilindegi goluboy. Olar dúzilisine kóre jasalma hám kók reń mánisin beredi, lekin tiykarǵı reń esaplanadı. Orıs hám qaraqalpaq tillerinde aspan kók hám kók reń bólek tiykarǵı reń esaplansa da, inglis tilinde blue eki reń mánisi da ózinde sáwlelengenligin kóriwge boladı. Qaraqalpaq tilindegi kók sapasınıń ayrıqshalıǵı -onıń kóp mánisliligi bolıp kók de aqshıl kók mánisin ańlatadı.[4, 76]

Nátiyjeler inglis, qaraqalpaq hám orıs tillerindegi tiykarǵı reń atların salıstırıwlar jáne de rawajlanıwdıradı. Bul jaǵday leksik birliklerdiń milliy-mádeniy qásiyetleri hám olardıń túrli xalıqlarǵa tiyisli reńli tábiyat kórinisilerinde rólin kórsetiwge múmkinshilik beredi. Sózlerdi salıstırıp uyreniw til uyreniwshiler ushın tildi tereńirek úyreniwge úlken imkaniyat bolıp esaplanadı.

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SUCCESSFUL STRATEGIES FOR ACQUIRING NEW VOCABULARY

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The enhancing of learner's vocabulary is an essential part of learning a language because it affects their capacity for clear communication and text comprehension. To create strategies for vocabulary training that are effective requires an awareness of the variables that affect vocabulary growth.

Numerous studies have been carried out to determine the most efficient strategies for learning vocabulary. We'll concentrate on four main points here:

1) General methods for learning vocabulary;

2) A classification of methods for acquiring vocabulary;

3) Recalling words through project work.

General Vocabulary Learning Strategies

Cognitive, metacognitive, and social methods are commonly used in vocabulary acquisition procedures. Cognitive strategies are mental processes that include grouping words together, using keywords, and creating relationships in order to learn new words. These techniques are essential for understanding, classifying, and mentally cataloguing words. Schmitt also draws attention to popular cognitive techniques that are used all across the world, like word lists, flashcards, and spoken and

written repetition [5]. Scholars and educators frequently advise students to keep vocabulary notebooks and take notes during class.

According to Schmitt, metacognitive techniques entail giving students a thorough picture of their learning journey by enabling them to track and assess their own learning processes [5].

On the other hand, social cognitive strategies entail seeking assistance from teachers or peers to obtain synonyms, definitions, or example sentences for unfamiliar words. This collaborative approach to vocabulary acquisition leverages the expertise and resources of others to enhance learning outcomes.

Ghazal highlights the value of encouraging learners' independence during the second language (L2) vocabulary acquisition process. Oxford notes that autonomous learners are self-directed and take charge of their educational process, which boosts their self-esteem, involvement, and skill levels [2; 87]. Teachers are therefore recommended to emphasize to students the value of vocabulary acquisition tools. In a similar vein, Hismanoglu emphasizes how important language learning techniques are to efficient language acquisition [3; 6]. Learners can greatly improve their language skills by skillfully utilizing a variety of language learning tools. Furthermore, Hunt and Beglar support educators in highlighting the significance of context-based guessing abilities and the usefulness of model sentences that provide light on word collocations, syntax, and pragmatics [4; 260]. They further assert that vocabulary learning strategies, including extensive reading, listening, context-based guessing, and dictionary utilization, are instrumental in bolstering learners' vocabulary proficiency.

Taxonomy Vocabulary Learning Strategy

Researchers have focused a great deal of emphasis on different taxonomies of vocabulary learning strategies in addition to the wide range of generic vocabulary learning procedures previously described. Schmitt's classification is a well-known taxonomy that divides tactics into two main categories: consolidation strategies and discovery strategies [5]. In contrast to consolidation techniques, which include social, memory, cognitive, and metacognitive strategies, discovery strategies include determination and social strategies. Schmitt's taxonomy is well known for being extremely thorough and having a well-organized structure based on recognised language acquisition programmes.

Oxford's (1990) taxonomy of social, memory, cognitive, and metacognitive strategies and Gu and Johnson's [1; 650] classification of metacognitive, cognitive, memory, and activation methods are two more well-known taxonomies. Ghazal emphasises that while guessing, using a dictionary, and taking notes are examples of cognitive techniques, Gu and Johnson's metacognitive methods include self-initiation and selective attention [2; 85]. Rehearsal and encoding methods including association, imagery, visual, auditory, semantic, and contextual encoding are examples of memory tactics. Activation tactics use newly learned words in a variety of settings in an effort to promote vocabulary development.

Schmitt's taxonomy further categorizes tactics into two main groups: consolidation strategies, which solidify terms found in the taxonomy, and discovery strategies, which help decipher new words [5]. Since social tactics can be used at any point in the vocabulary acquisition process, they are included in both categories.

Furthermore, planning, source, and process classes are the categories into which Nation's taxonomy divides vocabulary acquisition techniques. Source strategies deal with gathering word-related information, whereas planning strategies decide when, how, and how often to concentrate attention on vocabulary items. Process strategies include methods for observing, finding, and producing, such building sentences with new words.

Remembering words by doing a project

Project-based learning is a dynamic and effective method that improves vocabulary acquisition and retention when it comes to word recall. This approach promotes greater comprehension and long-term memory retention Lip by immersing students in practical activities where they come across new terminology in relevant contexts. Students interact with words in authentic contexts through active project participation, establishing links between vocabulary and real-world application.

Through the immersive atmosphere of project-based learning, students actively interact with vocabulary in real-world situations. Instead than memorizing words by heart, students come across words naturally while working on projects with a variety of topics and themes. For instance, students may come across terminology linked to habitats, species, and environmental ideas in a science project examining ecosystems. Learners get a greater comprehension of these words' meanings and usage by using them in the context of their projects.

Moreover, project-based activities often require learners to use vocabulary repeatedly throughout the duration of the project. This repetition reinforces memory and solidifies the connection between words and their meanings. For instance, in a history project focusing on a specific time period, students may repeatedly encounter and use vocabulary related to historical events, figures, and terminology. The frequent exposure to these words in context enhances retention and fluency.

The collaborative nature of projects also enhances vocabulary learning by providing opportunities for peer interaction and discussion. Through collaborative projects, learners engage in dialogue, negotiation, and problem-solving, all of which require effective communication skills and vocabulary usage. By working together, students share and reinforce their understanding of new words, expanding their vocabulary in a social context.

Through the application of vocabulary in real-world contexts, project-based learning helps students make meaningful connections between words and their everyday applications, strengthening their comprehension. For instance, students may utilize terminology linked to characterization, plot development, and descriptive language to build narratives for a language arts project that centers on storytelling. By using this program, students internalize vocabulary in a setting that speaks to their passions and life experiences, which enhances its memorability and significance. Project-based learning also fosters intrinsic motivation and active participation, two other elements that support efficient vocabulary retention. Students are more likely to be motivated to learn and remember new terms when they are actively participating in worthwhile initiatives. By connecting vocabulary to authentic tasks and projects that align with their interests and goals, learners develop a sense of ownership and investment in their learning process.

Project-based learning provides an engaging and successful method for vocabulary acquisition and retention. Project-based learning improves vocabulary learning in a significant and captivating way by immersing students in relevant contexts, offering chances for repetition and reinforcement, encouraging teamwork and peer interaction, and promoting interdisciplinary connections and holistic learning experiences. As teachers look for new ways to teach vocabulary, project-based learning comes to light as a useful tactic for giving students the tools they need to become proficient vocabulary users outside of the classroom.

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THE PSYCHOLOGICAL-PEDAGOGICAL ASPECTS OF DIALOGUE AS A COMPONENT OF FOREIGN LANGUAGE TEACHING

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Dialogue-the original and the most developed genetically form of direct communication ("I and interlocutor"). The specificity of this interaction in the communicative terms is that it is based on the dialogical unity: the expression of thoughts and their perception of and reaction to them, which is reflected in the structure of dialogue [4;33].

The process of two-way communication occurs in a particular situation, in which each participant of communication performs alternately the role of a speaker /a listener. The result of the reception of information and its transmission is the combination of the replicas, which are combined depending on the purposes of communication and make some remarks (questionnaire, interview) and the answers (a story, a report) which can also be an integral outgiving.

Joining together the answers to the questions, the pupils get coherent expression of synthesis. From the conversations we can get collective monologue, which depends on the accuracy of the questions and clarity of responses to his partner.

Dialogical communication is not one a kind of speech activities of its participants, and the speech act (the exchange of information), in which speaking and hearing are closely connected types of speech activity.

The type of dialogue is influenced by psychologicalorientation of a speaker. It can be authoritarian, modal, or regulatory [5;17-18].

In the first case, the dialogue can be a questionnaire, the mutual exchange of information; in the second, it can have the nature of memories, dispute, debate, comment; in the third it may be as a coaching, planning, persuading. So, each type of dialogue will be predominantly question -response dialogical unity and the unity, which suppose the information and the response to this message, or the unity, including suggestions and reactions of the partner.

The most common type of dialogue under conditions of natural communication and, in particular, in terms of educational process is dialogue, which implements the informative function of communication. Classifying informative dialogues with initiative partners to communicate, their impact on the course of dialogue, provide 3 types of dialogue: dialogue, efferent dialogue and afferent dialogue.

The first type of dialogue involves the equality between people, the equal measure leadership competencies of each of them. Two other species are characterized by the leadership of one of the participants of the conversation.

For the actual dialogue is characterized by its mutually interesting stock of information from each interlocutor, as it happens when you meet friends after a break, after the weekend, after the holidays or after participating in various activities-sports, entertainment; after reading various books, etc.

Afferent dialogue is intended to create an initiative speech, it is aimed at obtaining information that requires the ability to ask questions, understand the interlocutor, to say replicas regulating speech actions, which make his partners to deliver their message more understandable for a listener, it should be close to the subject, the relevant facts.

Afferent dialogue presupposes the existence of stock information of one of the partners, which does not have another one, and the obligations or rights of another to get acquainted with this information.

According to it, the modeling of afferent-oriented dialogue presupposes the use of roles of parents, journalists, teachers at the lesson.

Efferent dialogue is seen from the perspective of the interviewee, questioned communication partner. He is the primary medium of information, and regulates the content of the dialogue, but the partner is as a person who is interested in obtaining information.

Efferent dialogue is aimed to build skills of complete and expanded respond to the incentive replica.

From the point of view of S.V. Perkasa training dialogs are conveniently divided into 2 main groups:

1. peerinteractions (interactions of information exchange);

2. the dialogues "role-playing" ("seller-buyer", "doctor-patient") [16; 9].

To facilitate the task of "peer" dialogue shall be constructed in accordance to the plan, proposed by the teacher or developed in collaboration with all the students of the class. The advantages of this dialogue:

-it is focused on the personal experience of students;

-the content of the dialogue is easy for planning;

-dialog provides an optimal combination of structural frequency replicas with their intonation and lexical variations, providing strength and meaningfulness of mastering.

Dialogical speech is a process of communication, which is characterized by alternating rotation of replicas of two or more persons.

The psychological characteristics of dialogical speech the psychologists include speech-cognitional activity of partners. Dialogue is replicating, i.e. the exchange of replicas.

There is continuously switching from hearing to speaking, i.e. the perception, prediction, understanding to the planning and creation of own speech.

As each of the interlocutors can act as a listener and speaker, so the dialogical speech is a receptive-productive mode of speech activity.

In the lively dialogical speech the exchange of replicas happens fast, hence here it is the lack of preparation, spontaneity of the dialogical speech that requires high automatization and preparedness of language material.

The critical psychological feature of dialogue speech is its situational ability to conduct the dialogue, which determines the nature of the speech behavior of speech partners [5;204- 205].

Like any form of spoken language, the dialogical speech is characterized by motivational and emotional support (the motivation of partners may not match to each other’s that defines the process and result of communication).

The psychological characteristics determine the linguistic characteristics of dialogical forms of communication, which define the eccentricity of speech, the use of simplified syntax, cliché, speech standards, presence of modal words, interjections and other means of expression.

The dialogical form of communication involves extensive use of extra-linguistic funds (facial expressions, gestures, and so on). As already noted, the dialogue is a replica, it is the basic structural unit of dialogical speech.

But the basic structural unit of study is dialogical unity (DU), made by a pair of replicas, one of them is replica- stimulus, another one is replica -response.

The combination of replicas may be different, they are in the basis of functional typology of dialogical unit:

-a question- an answer;

- a question- a counter-question;

-a message-a question;

-a message-a reply message;

- an invitation letter (request)- an consent (disagreement);

-a message (order, request)-an emotional reaction;

-a request- a message;

-a message- a request.

These types of DU define the types of conversations, and the major units which are included in the curriculum of the school:

1. dialogue- one- sided inquiry (interviews);
2. dialogue-two-sided inquiry;
3. dialogue -opinion exchanges;
4. dialogue- request [1, 56-58].

These types are larger units of dialogical speech, but they are based on the same DU, which are in logic-semantic dependence. Such dialogues are called micro-dialogues.

The biggest structural unit of dialogical speech is a themed micro-dialogue, which includes several micro-dialogues, united by the same situation. The highest level of dialogical speech involves relaxed and structured interviews, pair or group interviews.

In addition, the methodology points free and standard dialogue (the dialogues of etiquette type).

They serve as typical situations with clearly outlined roles (buyer-seller, doctor-patient, etc.) and require the presence of stereotypical language material. According to language training program, the primary school students should be taught the skill of participating in communication, with the aim of exchanging information, encouraging you to take any action or activities in connection with the presented situation of communication, i.e. they should possess all types of micro-dialogues [3;42-43].

This goal is impossible without solving the tasks such as learning replicate (stimulation and response), and the transformation of one replica into a coherent statement.

These skills are the psychological component of learning dialogical speech.

The language component of the content of the training in this form of speech activity includes all the necessary linguistic and speech material: situational clichés, standard label formulas, specific to dialogical speech, replica motives, replica-reactions, from model DU to dialogue-samples, selected according to the situations in different spheres of communication and the themes of curricula [2;225-226].

In junior high school students begin to learn certain academic subjects. These subjects are presented to the students as a special area of theoretical knowledge, often without direct visual support or the views of life in the knowledge given neither the childhood, nor in primary school. In fact, sometimes these new skills are even in contradiction with its sensual experience and to those which he had acquired learning in junior school. For example, the child must realize and understand that when you divide fractions on fraction the number increases, and decreases if you multiply, but he got used to think the exact opposite. This contrary view (namely that when you divide, the number decreases, and increases by multiplication) completely matches his daily practical experience. [2;38-39]

Therefore, the knowledge acquired in high school, often acts in contradiction with their perceived reality directly. Therefore, it should be of a special challenge making the students conscious of their knowledge with reality while learning the science basics. He needs to see the world in all its particular diversity. It is complicated by the fact that many concepts and laws, learned in a secondary school could be in reality only indirectly, through other concepts. This in turn requires the students to learn to follow not only on specific items (or representations of them) to the concepts and back, but also from one abstract concept to another. In other words, it requires that students to talk purely at theoretical level.

At this age of junior school, cognitive interest begins to differ and it often becomes personal in nature. In the junior school age educational interests of children tend to be episodic. They occur in certain situations, most often under the direct influence of the lesson, and almost always subside when the lesson has ended or when your child has received information which satisfies his interest. Teenage interest often gets stronger and permanent. It is not related directly to the situation and, as a rule, it is not caused by it. This interest is gradually accumulating knowledge and is based on the internal logics of this knowledge. Therefore, the personal interest is active and we can say, is inexhaustible. On the contrary, the more learned student on a preferred his subject, the greater the interest in the subject is.

The interest in the moral qualities of people, their behavior, their relations with each other, their moral actions leads to moral ideals embodied in the spiritual form of man. A moral-psychological ideal for a boy is not only objective ethical category which he knows, but it is emotionally colored

image that becomes a governor of his own behavior and the measure to estimate the behavior of other people.[4;35-36]

The ability to ask questions in the interview is the most important thing. There can be no live communication with a person without the ability to inquire about him, about his impressions and observations, about his studies, hobbies, etc. In junior school students have more logical thinking, so here they are realized in a question sentence.

To develop the skills of unprepared speech is very useful to the conduct the dialogue on the basis of a read or audited story. Here you can artificially invoke: the reaction-exclamation, the reaction- question, the reaction- request, the reaction - surprise, etc.

Teachers are aware of the fact that conversation in the form of unprepared dialogue represents the greatest difficulties for students. It is understandable why, first of all, because of lack of visual supports (especially in senior school), the dependence on your conversation partner (that is how he pronounces the sounds which vocabulary he has, etc.). Therefore, the teachers try to make students master a certain number of the most commonly used phrases. [6, 85-86]

The so called ‹‹equal›› dialogue, i.e. where the interlocutors exchange the information, seems to me the most important. To facilitate this task, such a dialogue can be conducted or better to say it can be built according to the plan proposed by the teacher. You can develop such a plan with the students.

In the first chapter of our study we gave the theoretical justification of teaching foreign language dialogue, meaning of the concept "dialogue", and showed the content of the concepts and factors affecting on its development as a linguistic category.

Also we gave the analysis of tools, methods and techniques of teaching English dialogue, the pros and cons of these components.

At the end of the theoretical part of the research we revealed the psychological-pedagogical aspects of dialogue as a component of foreign language learning for the most full team-work of students and teachers.

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THE IMPORTANCE OF TEACHING VOCABULARY

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This is a simple matter of teacher education, teachers tend to teach the methods used by the teachers who trained them. In the field of teaching no language. this is more wrong than in the field of teaching. Perhaps for this reason, the whole class training procedure was eternal, but anyone who takes it seriously, even a short one. can contribute to new leaning, or the presence of a student, or a communication function very quickly realizes that this is just useless trimming.

Vocabulary is a very important means to express our thoughts and feeling, either in spoken or written form. Indeed, neither literature nor language exists without vocabulary. John Drink Water rightly says that words are the bricks the bricks with which the poetry and the literature of the world have been built. It is mainly through using words that we compose and express our thoughts to others. We can tackle our own task through words. It shows words are powerful tools. Famous imperialist poet, Rudyard Kiplag says that words are the most powerful drug used by mankind. Those who are rich in vocabulary can speak and write English correctly. Therefore, the study of vocabulary is at the center while learning a new language. English being a second language or foreign language, one needs to learn vocabulary in the systematic way. In fact, without vocabulary communication in a second or foreign language is not possible in a meaningful way.

Developing vocabulary occurs in two ways:

Through indirect instruction; using rich reading experiences to grow vocabulary ‘naturally.’ Paying attention to context to work out meaning and using background knowledge.

AND Through direct ‘robust’ instruction. Good vocabulary instruction involves…

1. Decisions about which words to teach

2. Decisions and expertise around how to teach these words

Therefore, it would be better to steincarefully studying "readingand vocabulary" in the context ofteaching English as a foreign language.

Focusingon vocabulary is useful for developing knowledge and skills in multiple aspects of language and literacy. This includes helping with decoding (phonemic awareness and phonics), comprehension, and also fluency.

Knowledge of vocabulary meanings affects children’s abilities to understand and use words appropriately during the language acts of listening, speaking, reading, and writing. Such knowledge influences the complexities and nuances of children’s thinking, how they communicate in the oral and written languages, and how well they will understand printed texts.

First, reading is a complex skill, meaning it involves a number of small skills. First, it is the ability to recognize stylized shapes that represent shapes, curves and lines on the ground, as well as points in narrow relationships. In addition, it is not only about recognizing forms, but also recognizing them as the same or different, as well as recognizing how to use uppercase and lowercase letters such as " A " and "a"for educational purposes. Good modern infant learning recognizes the need to teach this type Of cognition, and is designed to select many time forms and patterns and generally to develop this perceptual apparatus.

These are, however, low-level skills that are mechanical in nature; where students are literate in a language that uses the Latin alphabet, it is not difficult to possess these skills. Difficulties can only arise if students are illiterate or literate in a language that uses the Roman script. [3;46-53]

The second skill used in this complex is the ability to identify black marks on paper-shapes expressed in language. If you do not have the ability to speak the language, then learning is impossible. correlation seems to be between pattern elements on paper and formal language elements. In accordance with the nature of these formal linguistic elements, the nature of the skills involved in the work changes.[1;12-19]

These elements can be complex groups of sounds, such as" words"," phrases"," sentences", or even" paragraphs"," chapters", or"books". or the main elements that are called these phonemes can be separate "sounds". Readers who learn to identify large groups of sounds with paper expressions can learn to "see and speak", learn to identify paper expressions by the "phonetic" method; both types of skills are necessary to develop effective reading. The speed of reading, for example, depends primarily on the development of the first; reading aloud, at least, on the second.

The third skill involved in General learning skills is an intellectual skill in essence; it is the ability to identify black marks on paper through a form; an element of language, such as the ability to associate words as sound, with meanings that reflect these words. [I;72-891

Thus, we have three components of reading skills: a) recognition of black characters; b) their relationship with formal linguistic elements; C) the radio of the result to the further significant. So the point of reading is that understanding darksymbols on a-C paper in this conversation has been

greatly sign lifted a jot of difficulties, in particular. it is unimportant to understand how tliC process that can be made from the symbols used is not a direct network chant.

The recognition size can be large or small, and correlation involves scanning test and the values it transmits on both a physical object and a Linguistic object, The reader clearly conveys his knowledge of the language and knowledge of the world. makes an expectation that it should be, and the degree of accuracy of his forecast IS one of the tIiCtors of free reading. [3;42-6]

The word reading, of course, has a number of General concepts. This is sounding out loud, a very complex skill that first involves understanding black marl and then producing the right sounds, Most people were able to "see" what they were asking if they were reading something out loud. In the process of vowel reading, and usually in the absence of several lines in front of their language, the eyes determine that it is several words. This process is similar to A-C-B.

If the training includes only the first two of the a-b components provided above, the result will be "print". In this sense, it is very easy to learn to read in an exotic language [1;54-59]

According to the squiggles on the page, you can learn to write the correct sounds, which is not explained much. It should be recognized that reading aloud is primarily oral speech, For those who study foreign languages, this is closer to "pronunciation" than "understanding".

Despite the fact that it is necessary to strive to develop the skills of reading aloud, it is obvious that the content and language can not be done using an unfamiliar text, the content and language of which maximize the linguistic capabilities of students. [2; 22-3]

This requires a familiar text whose content and language are clearly understood, a detailed explication and experience of the special problems presented in it, as well as methods of small groups. It should also be recognized that the usefulness of learning aloud skills is limited.

As an everyday spirit, you need to read aloud, radio journalists, clergymen, probably actors and all that. For most, its meaning is minimal, the topic means "silent reading" and this is the most likely interpretation of the term.

This is probably the closest approach to the subject of study, as it is called. It is obvious that the greatest reading in the world is silence. The reading room is a quiet room. But the nature of silent reading skills is uneven.[4;44-62]

What it is used for varies depending on what it is used for. Some of them may include for studying the material that needs to be studied, for viewing pointers, headings and Chapter outlines, for scrolling-especially when one piece of information is searching through a mass of other printed information, for reading pleasure or preparing to read aloud, for studying the material, for learning the language in which the material is written - this is the study of the text in a literary sense, or learning a language that a foreigner may need.

Understanding, depth, and detail we consistently grow through these ways of using reading. The experienced reader has these ways of reading. Usually encouragedin surtitle reading-are sonteti"jes grouped together and called extensive reading The purpose of this reading to cover the maximum amount of text tn the shortest possible A relatively low degree Of understanding IS enough for tins, either that's all you're looking anyway. or because the Itself IS very devoid, such as newspaper reports, This Icon shows that those who use it are not With specific skills. but with enacts that catty out the application of these skills. that fåjmharlty. but not a very deep acquaintance. but With a large amount of reading material.

By continuing with a Wide range of training activities. you can achieve the amount of experience needed rib fast and eitécuve learnable It is also one of the tools that allows a foreigner to get a significant model of the language that they want to learn, planning to practically live in the country where this language is their native language. [2;44-6]

The other two types of reader activity-reading and reading for the study Of linguistics-are also often grouped together and are called intensive readers. Once again, this term shows that the results, rather than the nature of the skills in which the greatest Interest is involved, are m this case a deep and thorough understanding of the dark characters on paper. This is about a detailed understanding of very short texts. Intensive reading usually depends on texts that are less than 500 words long. The goal is to achieve a complete understanding of the logical arguments, the rhetorical structure or

structure of the text, its symbolic, emotional and social backgrounds, the author's goals and objectives, and the language tools used to achieve their goals.[1;22-34]

The speed of reading is closely related to the level of understanding. The speed that can include the Material will be slow as the depth and clarity of understanding increases, but there are a number of other factors involved. One of them may be clear text. Another factor is that the content of the text is familiar to the reader. However, it is possible to develop the speed of reading, and effective learning involves a high speed of learning with a high level of understanding [3;382-385].

Many believe that reading and slow learning are the same, or at least you need to learn slowly to learn well. It is very important that trust is interrupted. Training includes several other types of other skills and may include several different types of learning skills. A good student probably wants to make a preliminary review of what they are studying, which leads to the formulation of a number of questions about the subject being studied, after which they partially review, partially read carefully and find answers to these questions, and when writing an answer, they review the material in the future.

This sequence of operations describes a well-known research technique, and it is obvious that this is much more than just a slow read. Every teacher should take care to help improve the overall learning speed of students. Free silent reading offers, especially, a threat to getting any higher education, and when fry and many others.

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INNOVATIVE TECHNOLOGIES IN TEACHING FOREIGN LANGUAGE IN HIGHER EDUCATION

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The article discusses the role of modern information technologies as necessary components of teaching a foreign language at a university, as well as the role of modern interactive types of communication generated by scientific and technological progress, such as interactive television and the Internet.

The current socio-economic situation contributes to the fact that many areas of human activity, including education, are rapidly developing due to the introduction of various innovations, which has led to a change in the paradigm of education from traditional to innovative, which requires higher education to improve the training of a qualified employee of the appropriate level , which necessitates the formation of foreign language communicative competence, which is the main goal of teaching foreign language. Linguistic competence is a complex phenomenon that requires the division of the entire complex of phenomena included in it into separate components. All teachers should build their work taking into account the real needs, motivation and abilities of students. The use of new information technologies in teaching a foreign language is not only new technical means, but also new forms and methods of teaching, a new approach to the learning process. The main tasks of the teacher are to create conditions for practical mastery of the language, the choice of teaching methods that would allow each student to show their activity and their creativity, as well as the activation of the student's cognitive activity in the process of teaching a foreign language. Modern technologies make it possible to solve a number of pedagogical problems aimed at enhancing educational activities

and developing a culture of students' independent work. The need to use innovative technologies is also due to the continuous increase in the amount of information that needs to be studied and processed during training. The Internet and information technology are aimed at creating a single educational space throughout Russia and the European community. The main advantage of using innovative technologies in teaching a foreign language is the transfer of emphasis from traditional verbal methods of transmitting information to audiovisual methods. The latest developments are often presented on the Internet and students have the opportunity to choose them.

Information technology removes the problems of replication and distribution of educational material, access to it can be obtained both at the educational institution and at home, at a convenient time for the user. According to new educational standards, more than 50% of the total number of hours is allocated for independent work of students. At the same time, the role of a personality-oriented approach and individualization of education is growing. The Internet and the network community act as an intermediary between students and cultural objects, which underlies the activities of learning. It largely determines and also reflects the context of students 'life activities, which allows teachers to construct an educational environment and build training in terms of students' professional interests, life prospects and abilities. From this it follows that traditional working methods have a rather limited potential compared to innovative ones. Modern realities pose the challenge for teachers of higher education to use new advanced educational technologies, teaching methods, the potential of which is great and must be effectively used. Currently, priority is given to communicativeness, interactivity, authenticity of communication, language learning in a cultural context, autonomy and humanization of education. These principles make it possible to develop intercultural competence as a component of communicative ability. New views on the learning outcomes have contributed to the emergence of new technologies and the abandonment of obsolete ones. Today, new techniques using Internet resources are opposed to traditional teaching of foreign languages. The concept of "traditional" is associated primarily with memorizing the rules and performing language exercises, in other words, "talking about the language instead of communicating in the language." Many teachers are convinced that a good vocabulary and proper knowledge, as well as the correct use of the grammatical structures of a foreign language are the basis of the learning process. However, such a conviction cannot be considered absolutely true, since the need for the presence of motivation and the emotional component present in any communication is often not described in the methodological material. In order to teach communication in a foreign language, you need to create real, real life situations that stimulate the study of the material and develop adequate behavior. Innovative technologies are trying to correct this mistake. As you know, what a person learns, he seeks to use in future activities. It is also known that the use of knowledge, skills and abilities is based on transference, which depends on the adequacy of the learning conditions to those conditions in which this knowledge, skills and abilities are supposed to be used. Therefore, it is necessary to prepare the student for participation in the process of foreign language communication in the conditions of such communication created in the audience. This determines the essence of communicative learning, which consists in the fact that the learning process is a model of the communication process.

A communicative approach is a strategy that models communication, creating a psychological and linguistic readiness for communication, for consciously understanding the material and methods of working with it, as well as for understanding the requirements for the effectiveness of the utterance. For the user, the implementation of a communicative approach on the Internet is not particularly difficult. The communicative task should offer students a problem or question for discussion, and they should not only share information, but also evaluate it. It is important that such a task makes possible the flexible use of all knowledge and skills. The main criterion that allows us to distinguish this approach from other types of educational activity is that students independently choose language units for the design of their thoughts. They have the opportunity to express themselves and their experience through a foreign language. The communicative approach is largely aimed at the student, which meets the main criterion of modern didactics. The use of the Internet and other innovative technologies in a communicative approach is as motivated as possible: its goal is to interest students

in learning a foreign language by accumulating and expanding their knowledge and experience. They should be prepared to use the language for real communication outside the classroom, for example, during visits to the country of the language being studied, during correspondence, etc. Moreover, the term communicativeness should not be understood narrowly, purely pragmatically. Communicativeness cannot be reduced only to the establishment of social contacts through speech. This familiarization of a person with the spiritual values of other cultures - through personal communication and reading books. Communicative language teaching through information technology emphasizes the importance of developing students' ability and their desire to use the studied foreign language precisely and locally for effective communication. Priority is given to understanding, conveying content and expressing meaning, and studying the structure and vocabulary of a foreign language serves this purpose. In addition to communicative needs, students need to learn how to work with innovative technologies in order to be more responsible for their own learning. They need to develop the ability to cope with a situation where their language resources are not adequate; have good training skills; the ability to evaluate one's own speech and progress, and the ability to identify and solve learning problems. Developing learner independence through a global network is a gradual process that should be continuously encouraged. Perhaps the most important task facing the teacher is to find the best ways to lead students to gradually increasing independence. One of the new requirements for teaching foreign languages using Internet resources and multimedia equipment is the creation of interaction in the lesson, which is commonly called interactivity in the methodology. This principle is not new, but so far it does not have a single and universally accepted definition. R.P. Millrud defines interactivity as the unification, coordination and complementarity of the efforts of a communicative goal and result by speech means [4;19]. According to this definition, it can be concluded that an interactive approach in the virtual space is one of the means to achieve a communicative goal in class. It differs from the principle of communicativeness in the presence of true cooperation, where the main emphasis is on the development of communication skills and group work, while for a communicative task this is not an obligatory goal. Interactivity not only creates real life situations, but also makes you adequately respond to them through a foreign language. And when it starts to work out, we can talk about language competence. Even if there are errors. The main ability is to spontaneously, harmoniously respond to the statements of others, expressing their feelings of emotion, adjusting and rebuilding on the go. Thus, we can consider interactivity as a way of self-development through the Internet: the ability to observe and copy the use of the language, skills, behavior patterns of partners; to extract new meanings of problems during their joint discussion. As a result of the widespread use of interactive multimedia tools and Internet technologies in language teaching and intercultural communication, the term Computer-mediated Communication (CMC) has appeared in international scientific literature, which means using the interactive capabilities of a computer and the Internet, as well as differentiating real language discourse from computerized interaction [1;26]. In conclusion, I would like to note that the potential for using information technologies in the field of teaching a foreign language is huge and its capabilities have not yet been fully explored. The development of an innovative methodology of teaching a foreign language at a university is a priority in modern linguistic and methodological sciences and requires further study.

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УЛУЧШЕНИЕ НАВЫКОВ ПИСЬМА НА ОСНОВЕ ИНТЕРНЕТ – ТЕХНОЛОГИЙ НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА

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Письмо - один из четырех ключевых навыков в изучении английского языка. Я считаю, что это один необходимых навыков, над которым важно работать. Для обучения письму при изучении английского языка должно уделяться главное внимание.

Письмо, обучение и мышление - это один и тот же процесс», - именно так сказал когда - то известный американский писатель Уильям Зиксер. Письмо является неотъемлемой частью изучения английского языка - когда мы изучаем новые слова и фразы, мы их обязательно прописываем, чтобы запомнить, как они визуально выглядят и из каких букв состоят. Именно благодаря записыванию слова и фразы остаются в памяти надолго, как и грамматические правила к слову. Избежать письма невозможно! Вот почему писать на иностранном языке так же важно, как и развивать умение читать, воспринимать иностранный язык на слух и говорить на нем.

Правильно изучать язык - это значит овладеть всеми видами речевой деятельности, то есть аудированием, чтением, говорением и, конечно же, письмом.

Сегодня процесс обучения направлен, в первую очередь, на практическое владение иностранным языком. Поэтому обучение письму как средству общения имеет огромное значение для подготовки школьников.

Следует отметить, что уже сложилась достаточная база для рассмотрения вопроса развития умения письменной речи учащихся в школах на основе современных интернет - технологий. Изучение мной работ отечественных и зарубежных исследователей в области педагогики и методики обучения иностранным языкам показало, что за последние десятилетия в центре внимания исследователей были следующие вопросы:

- теоретические основы использования информационных и коммуникативных технологий в образовании;
- теоретические основы и методика самостоятельной работы обучающихся
- организация дистанционного обучения;
- использование Интернет - ресурсов в преподавании английского языка для развития письменной речи учащихся;

Интернет - ресурсы во многом облегчают работу учителя при планировании и проведении урока. Школьные учителя довольно часто используют игровые программы, сайты с интерактивными упражнениями, тестовыми заданиями, а также видеофильмы страноведческого характера, которые всегда вызывают неподдельный интерес у учащихся (Браславский, 2004: 218).

Преимущество, популярность и востребованность внедрения Интернет - технологий в образовательный процесс в настоящее время не вызывает сомнений.

С появлением Интернет - технологий появилась возможность оперативного получения информации из любой точки мира. Благодаря сети Интернет у человечества появился доступ ко многим информационным ресурсам, среди которых электронные библиотеки, базы данных, хранилища файлов и т.д. Автоматизированные поисковые системы дает возможность сделать такой поиск быстрым и точным. Важно отметить, что использование Интернет - технологий в учебном процессе предоставляет следующие преимущества:

- свободный доступ к учебно - методической и научной информации;
- моделирование деятельности, в том числе научно - исследовательской, проектной;
- занятия в режиме реального времени;
- повышение квалификации с помощью информации, представленной в сети и с помощью дистанционного обучения;

- поиск необходимого материала, документов, программного обеспечения;

Иными словами, современные Интернет - технологии позволяют как учащимся, так и работникам сферы образования расширить свои знания по любому предмету в школе. Как я убедилась на своей практике, на уроках английского языка, используя материалы глобальной сети, можно решать целый ряд методических задач: формировать умения аудирования и чтения текстов; совершенствовать навыки письменной речи, пополнять словарный запас учащихся, налаживать общение и поддерживать контакты.

Также школьники имеют возможность принимать участие в олимпиадах, тестированиях, различных предметных конкурсах, викторинах.

Можно предложить следующие рекомендации по использованию Интернет - технологий в преподавании английского языка:

1. Необходимо планировать работу по обобщению и закреплению учебного материала через использование мультимедийных энциклопедий, включение тестовых заданий и закрепление знаний, умений и навыков на обучающих тренажерах, в обучающих программах.
2. При использовании ИКТ в преподавании английского языка интенсифировать работу с текстом, увеличить объем коммуникативных упражнений, активизировать познавательную деятельность обучающихся за счет сокращения затрат времени на другие виды работ, как например, различного рода списывания.
3. Для развития коммуникативной компетенции необходимо продумывать взаимодействие учащихся в группе, поэтому важно при использовании ИКТ планировать групповые задания.
4. Компьютерные программы не должны использоваться с развлекательной направленностью и с исключительной целью повышения интереса к предмету путем показа визуальных объектов. В языковом развитии обучающегося важно использовать мультимедиа средства не только в качестве иллюстративного материала, но и как основу структурирования и систематизации информации, творческого применения полученных знаний, т. е. иллюстрации должны подкреплять познавательную деятельность, а не заменять ее.

Главной целью обучения английскому языку остается формирование коммуникативной компетентности школьников, следовательно, задачей учителя английского языка является создание определенных условий для практического овладения языком для каждого учащегося.

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ОБУЧЕНИЕ И РАЗВИТИЕ ФОРМИРОВАНИЯ САМОСТОЯТЕЛЬНОСТИ УЧАЩИХСЯ В МЛАДШЕМ ШКОЛЬНОМ ВОЗРАСТЕ

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Ребёнок приходит в школу не ради того, чтобы освоить учебный материал, - это можно сделать и дома. Смысл школьных занятий – совместная деятельность учеников, которая даёт возможность проявить взаимные любопытства, умения смирять своеволие и слышать друг друга. Страх перед школой могут испытывать дети разного возраста, успевающие и отстающие. Школа – это не только место, где ребёнок учится. В таком случае нужно помочь

ребёнку чувствовать себя свободнее в отношении со сверстниками.Родителям школьника нужно быть готовым к тому, что в один прекрасный день ребёнок может застать вас заявлением: «Не хочу в школу!».[1;32] У некоторых детей страх настолько велик, что они перестают справляться со своей тревогой. Одни начинают капризничать и без повода ссорятся с родителями, братьями и сестрами, у других появляются головные боли, тошнота и даже рвота, нарушается сон. Некоторые мальчики и девочки признаются, что видят школу в страшных снах и хотели бы учиться дома. Ребёнок может бояться строгой учительницы или того, что его не пустят в туалет, что он не сможет решить контрольную и т.д. Среди разных причин страха школы есть такие, которые родители редко воспринимают всерьёз. Прежде всего, взрослые недооценивают важность для ребёнка отношений с одноклассниками. Нередко страх школы означает именно страх коллектива, неумение занять комфортное для себя место в классе. Многие дети не умеют дружить и решать конфликты. Даже если у ребёнка есть приятель в близком окружении, в школе он может чувствовать себя очень одиноко и ежедневно бояться насмешек одноклассников, их игр. Если к тому же у него не сложились отношения с учителем, ситуация становится действительно невыносимой. Ранние психологические проблемы детей иногда ставят нас в тупик. Уже с семи лет современные дети страдают комплексами, которые их родителям в этом возрасте не были знакомы. Они переживают, что некрасивы, недостаточно стройны или «чересчур умные»…

От 7 до 12 лет у детей впервые появляется острая потребность принадлежать к группе сверстников и «быть как все». Это возраст первых самостоятельных решений, когда дети делают шаг к тому, чтобы в будущем выйти из-под опеки семьи.Природа наделила ребёнка оптимальным уровнем любознательности: он не готов узнать что-то новое, он и не пытается это сделать. Верным признаком того, что «пришла пора», становится стремление ребёнка выполнить то или иное действие, стремление, которое родители должны поддержать. Есть и ещё один важный момент: чем больше ребёнок умеет, тем увереннее он себя чувствует. Снимая с ребёнка часть нагрузки, мы тем самым лишаем его возможности стать взрослее, обрести уверенность в своих силах. А потом сами возмущаемся: «Тебе уже… лет, а ты не умеешь этого делать!»[2; 67]

Итак, переходя от теории к практике, постараемся определить основные условия развития самостоятельности ребёнка.

1.Идти навстречу любой потребности ребёнка сделать что-то самостоятельно. Главное здесь – справиться с собой. Удержаться от вмешательства нелегко, ещё сложнее – создать ребёнку условия для деятельности.

2.Не делать за него то, что он может сделать сам. Выясните, что обычно умеют дети в определённом возрасте, и ориентируйтесь на более высокие результаты.

3.Помочь ребёнку научиться выбирать. Уважительное отношение взрослого к самостоятельности ребёнка выражается в том, чтобы давать ему возможность выбирать. Старайтесь предоставлять ребёнку право выбора, особенно в мелочах. Привыкнув выбирать в относительно безопасных ситуациях, ребёнок постепенно научится принимать более серьёзные решения.

4. Соблюдать договоренности, держать слово. Позвольте ребёнку самому назначить время возвращения прогулки, уборки игрушек и т.д. При этом важно помнить, что сын или дочь вряд ли поймёт, почему нельзя нарушать данное слово, если вы сами не всегда сдерживаете обещания.

5.Просить совета у ребёнка. Даже маленький ребёнок сможет подсказать вам, в какую вазу поставить цветы или какое полотенце предложить гостям. В этой ситуации важно его участие и готовность отвечать за совместно сделанный выбор. Чем чаще вы будете просить совета у ребёнка, тем лучше.

6.Учить завершать начатое дело. Если ребёнок не привык класть вещи на место, убирать за собой, доедать еду, которую сам положил себе тарелку, то, став старше, он с большой долей вероятности будет небрежно относиться и к урокам, и к своим обязанностям по дому, и к чужому труду. Помогая ребёнку осознать и преодолеть трудность, мы повышаем вероятность

того, что, повзрослев, ребёнок будет вести себя ответственно. То, как ребёнок преодолевает своё нежелание доделывать что-либо, как правило, и становится моделью отношения к проблемам в будущем.

7.Хвалить за проявление самостоятельности. Поддержите ребёнка, когда он старается действовать самостоятельно, старайтесь замечать даже незначительные успехи.

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ИСПОЛЬЗОВАНИЯ ИНТЕРАКТИВНЫХ МЕТОДОВ И ТЕХНОЛОГИИ В ПРОЦЕССЕ ОБУЧЕНИЯ НАПРАВЛЕННЫЕ НА ТВОРЧЕСКОЕ ВЗАИМОДЕЙСТВИЕ.

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Проводимая в республике реформа системы высшего образования остро ставит перед педагогами вопрос не только о подготовке вооружёнными профессиональными знаниями специалиста XXI века, но и личности, главным образом умеющей глубоко и самостоятельно мыслить, чётко понимать значение и суть происходящего в стране и мире, быстро принимать правильные решения в различных ситуациях.«Целью высшего образования республики является обеспечение подготовки квалифицированных, конкурентоспособных кадров, отвечающих современным требованиям, способных обеспечить научно-техническое, социальное и культурное развитие республики и обладающих высокими духовными и нравственными качествами»,- пишется в Национальной программе. Процесс подготовки специалистов в высшей школе невозможно ограничить только приобретением знаний, умений и навыков по определённым дисциплинам. В современных условиях необходима серьёзная качественная перестройка учебного процесса. В этой связи особое значение приобретает проблема активизации познавательной деятельности студентов высшей школы. Педагогическая деятельность является сложно организованной системой ряда деятельностей: самая важная из них – деятельность преподавателя, обучающего непосредственно. Немаловажная роль для обучения отводится отбору учебного материала. Он должен обладать высокой образовательной ценностью, а также быть доступным для студентов, образцовым, необходимым материалом.

Как сделать учебный процесс интересным, увлекательным и добиться того, чтобы он способствовал развитию познавательного интереса, стимулировал творческую, мыслительную активность студентов? Эта проблема неизменно является центральной и крайне важной для преподавателей высших учебных заведений.Огромную помощь в успешном решении проблемы оказывают использование в преподавательской деятельности

интерактивных методов и эффективных технологий обучения, а самое главное, их нацеленность к инновационным преобразованиям в профессиональной деятельности.

На современном этапе в педагогический процесс вошли и часто пользуются понятиями пассивный метод, активный метод и интерактивный метод. На наш взгляд, разграничение методов обучения обусловлено тем, что каждый учитель по-своему применяет тот или иной метод обучения. Всё зависит от учителя, от его мастерства, от поставленной им цели - быть методу обучения пассивной, активной или интерактивной. В педагогической литературе мы встречаем названия методов обучения: «инсерт», «бумеранг», «кластер», «мозговой штурм», «кубики», «синквэйн», «карта разума» и т.д. Красивые названия, согласитесь, но они так и останутся звучащими, если учитель не приложит своё профессиональное мастерство в применении этих методов обучения. Метод это главный инструмент педагогической деятельности. Именно с его помощью производится продукт обучения, осуществляется взаимодействие учителей и учащихся.Отсюда и вывод, метод обучения не может быть пассивным, активным или интерактивным изначально, его делают таковым учитель по мере своей профессиональной подготовленности.

Понятие «интерактивный» позаимствовано из компьютерного словаря, где оно обозначает возможность пользователя обмениваться информацией с компьютером, направлять развитие процесса, который он видит на экране, по собственному усмотрению. Слово «интерактив» произошло от английского «interact»: - взаимный, действовать, т.е. взаимодействовать.[5;80] Интерактивные методы в дидактике – это способы взаимодействия между преподавателем и участниками учебного процесса. Главная цель повысить активность участников процесса.

В учебных заведениях применяются различные виды этих методов, где методы сливаются с формами и средствами, например:

- лекции-дискуссии;
- мозговой штурм;
- анализ альтернатив;
- карта разума;
- ТРИЗ (теория решения изобретательских задач);
- деловые и ролевые игры;
- каждый учит каждого и т.д.

« Важной задачей учителя на современном этапе является овладение новыми педагогическими и информационными технологиями, приёмами опроса, развития мыслительных способностей и культуры речи учащихся», - пишет Р.Д.Ишмухамедов в своей книге «Инновации в образовании и воспитании». Во введении было указано на то, что меняется цель деятельности учителя, чтобы отвечать современным требованиям жизни общества. «Чтобы уверенно чувствовать себя на рынке труда, - пишет И.П.Подласый,- педагогу необходимо знание как минимум трёх технологий: продуктивной (предметно-ориентированной), щадящей (личностно-ориентированной), технологии сотрудничества (партнёрства)».[4;5]

Значит, приоритетными задачами в деятельности учителя являются:

- учить учащихся мыслить;
- учить к самостоятельности в приобретении знаний;
- научить учащихся к совместной деятельности;
- развивать творческую активность учащегося и т.д.

Общеизвестно определение педагогической технологии В.П.Беспалько, которое четко раскрывает сущность этого понятия. А именно, педагогическая технология – система организации учебного процесса, основанная на психолого-педагогических закономерностях, дающая управляемый, воспроизводимый педагогический результат. Японский педагог-психолог Сакомото обращает внимание на процесс мыслительной деятельности в педагогическом процессе, он пишет: «Педагогическая технология – систематизированное обучение на основе системного способа мышления». В настоящее время в педагогике

наиболее применяемыми являются следующие педагогические технологии: коллективные способы обучения, технологии личностно-ориентированного обучения, игровые технологии, проблемное обучение, информационные технологии обучения, основы программированного обучения, технология интерактивного обучения, технология модульного обучения, технология развивающего обучения и другие. Педагогические технологии, к примеру, как технология обучения в сотрудничестве, помогают реализовать личностно- деятельностный подход в обучении. Какие формы работы должен применять педагог при обучении, какие условия он должен создавать студентам для формирования творческой среды? Одной из таких форм обучения, где создаются все необходимые условия для развития творческих способностей студентов, - учебное сотрудничество, цель которого научить обучающихся мыслить, учится выдвигать свои мнения, идеи, и аргументировано их отстаивать.Обучение в сотрудничестве или обучение в малых группах относится к технологиям гуманистического направления в педагогике. Основная идея этой технологии – создать условия для активной совместной учебной деятельности обучающихся в разных учебных ситуациях. Групповая работа – одна из самых продуктивных форм организации учебного сотрудничества.

Главная идея обучения в сотрудничестве – учиться вместе, а не просто что-то выполнять вместе. Технологический процесс групповой работы складывается из следующих элементов:

- постановка познавательной задачи;
- деление группы в малые подгруппы;
- раздача дидактического материала;
- планирование работы индивидуально в малых группах;
- обсуждение общего задания в малых группах;
- презентация работ малых групп;
- общий вывод о работе группы и о достижении поставленной задачи.

Чтобы занятие стало интерактивным, организуются индивидуальная, парная, в тройках, в четвёрках и работа в малых группах.Внедрение интерактивных методов обучения помогает создавать обратные связи, развивающие у студентов навыки критического мышления, способности анализировать полученную информацию, участвовать в обсуждениях, а также самостоятельно принимать решения. Используя современные методы обучения, преподаватель становится не только источником знаний, но и субъектом, активизирующим и направляющим учебный процесс, формирующим знания, прививающим у студентов интерес к самостоятельному поиску в приобретении новых знаний, что, несомненно, повышают профессиональную компетентность.Развитию мыслительной деятельности обучающихся и применение интерактивных методов обучения, каковыми являются: учебные дискуссии; деловые и ролевые игры; работа в парах, тройках, в малых группах; соревнования; реклама собственных проектов; отстаивание своей позиции любыми способами и мн. др.По своей сути эти интерактивные методы обучения являются особой формой коммуникации. Предложенные преподавателем педагогические ситуации должны быть направлены на формирование познавательных, мыслительных способностей, самостоятельности мышления, творческого подхода к решению проблемы, заложенной в ситуации. Несомненно, создание на занятиях педагогических ситуаций, стимулирующих познавательную и творческую деятельность студентов, требует особой подготовки, прежде всего самого преподавателя. Отбор учебных материалов требует серьёзного внимания: необходимо учитывать специальность, учебный материал должен быть интересным, доступным, информационным, которая позволит развивать мышление обучающихся. Обсудив тему, преподаватель распределяет задания, объясняет какую литературу можно использовать при подготовке к данному виду задания. Занятия с применением интерактивных методов и эффективных технологий обучения представляют собой организованное поочерёдное высказывание студентами суждений по определённой проблеме или теме. Во время занятия студенты могут проявить свою эрудицию, продемонстрировать уверенность в своих знаниях. Главное то, что студенты формируют и развивают навыки поисковой и мыслительной деятельности, расширяют свой кругозор, учатся работать в коллективе, одновременно совершенствуют навыки совместной работы в малых

группах. Таким образом, применение интерактивных методов и эффективных технологий обучения, а самое главное инновационный подход к своей профессиональной деятельности преподавателя, стимулируют интеллектуальную активность обучающихся, способствуют развитию у студентов творческих способностей, помогают установить тесную связь в совместной исследовательской деятельности студентов и преподавателей кафедры определённого направления.

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ШЕТ ТІЛДЕРІН ОҚЫТУДА САБАҚТАСТЫҚ ПРИНЦИПІН ЖҮЗЕГЕ АСЫРУДЫҢ ПЕДАГОГИКАЛЫҚ ШАРТТАРЫ.

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Қазіргі қоғамда әлеуметтік-экономикалық жаңарулардың, құндылықтар мен сұранымдардың сапалық өзгерістері кезінде педагогикалық ұжымдарға педагогикалық процестерді жаңа технологиялар негізінде таңдауға және құруға мүмкіндік беретін білім жүйесін жаңғырту ерекше маңызға ие.

Оның үстіне, уақыт өткен сайын ғалымдар мен практиктер оқытуда сабақтастық принципін жүзеге асыру арқылы ғана оқу процесіне динамикалық, перспективті сипат беруге болатыны жөнінде ортақ пікірге келуде. Осы фактіні есепке алу арқылы оқытудағы сабақтастық проблемасының түрлі аспектілері бойынша жаңа зерттеулердің пайда болуы нақтылана түсуде. Бұл сабақтастықтың білім беру байланыстары арқылы жүзеге асырылатынын шет тілін оқытудың негізделген жүйесін құрудың жетекші жалпы дидактикалық принципі екендігі жөніндегі біздің пікірімізде тағы да нақтылай түседі. Мұндай байланыстарды Е.Е.Симдянкинаның [184;10-11] пікірі бойынша мектепте, жоғары оқу орындарында білім беру процесінде үш деңгейде – концептуальды, мазмұнды, процессуальды-қалыптастыру қажет. Бізде бұл пікірді қолдай отырып, зерттеу нәтижелерін өзіміздің ізденісімізде пайдаланамыз.

Мысалы: концептуальды деңгейде жалпы және жоғары білім беру жүйелерінде өзара толықтырып, байытуда қолайлы жағдай туғызуға, сондай-ақ жоғарыдағы білім беру жүйелерінде кәсіптік оқыту мен тәрбиеде тұтастықты қамтамасыз етуге тұтастық байланыстары игі ықпал етеді.

Оқу жоспарылары оқытудың жалпы механизмдері жасалған негізгі құжаттардың бірі. Ол оқытудың барлық сатыларында міндетті түрде шет тілін оқытуды қарастырады, бұл тілді жоғары дәрежеде игеруге мүмкіндік туғызады. Осы тұрғыдан келгенде бұл «мектеп –ЖОО» жүйесінде сабақтастық принципін жүзеге асыруға қолайлы жағдай туғызады.

И.Л.Бим шет тілін оқытуды, мақсатты екі топқа бөлуге болатынын айтады. Мақсатты бірінші топ лингвистикалық ақпарат негізінде білімді, дағдыны және қабілеттілікті, екінші топ экстралингвистикалық ақпарат негізінде қалыптастыруға бағытталған. Бұл жерде әңгіме оқушылардың білімді, дағдыны және қабілетті шет тілінің көмегімен қызмет пен танымның өзге салаларынан алуы жөнінде болып отыр, осыған байланысты мәдениеттің жалпы деңгейін көтеруге, мінез-құлықтың адамгершілік нормаларын қалыптастыруға жүзеге асырылады [30;19].

Сонымен, жалпы білім беретін мекемелердегі шет тілін оқыту бағдарламасына сәйкес жалпы білім беретін мектептерде шет тілін оқытудың негізгі мақсаты коммуникативті құзіреттіліктің базалық деңгейін қалыптастыру болып табылады.

Қазіргі таңда оқушылардың алынған білімді, дағдымен қабілетті сақтау проблемасы барлық кезеңдерде де өткір қойылып отыр. Жоғары оқу орындарындағы оқу жоспарларының көпшілігіндегі шет тілін оқытудың алшақтығы мен қысқа мерзімдегі арнайы білім алуға мүмкіндік беретін оқытудың жекелік–бағыттаушылық технологиясын қолданудың тұтастығын айқын танытуда. Бұл, әсіресе жоғары оқу орындарындағы жекелік бағыттаушылық оқу пәндеріндегі «шет тіліне» қатынаста айрықша ақталды [110; 18-19].

Бірқатар зерттеушілердің пікірлері бойынша (И.Л.Бим, Н.Д.Гольскова, Л.А.Шестоперова) көрсетілген проблеманы шешу жолындағы басты бағыт жекешелік-бағыттаушылық технологиялар бойынша шет тілін белсенді игеруге оқыту қажеттілігі болып табылады. Бұл стильдің ерекше белгісі ретінде оқыту процесі барысында пайда болатын міндеттерді шешуге барлық ұжым мүшелерінің, оның ішінде оқытушылардың да тегіс және белсенді қатысуын айтуға болады. Мұндай жағдайда оқытушы топтарда бір мезгілде оқушылардың ынтығушылығын арттыратын талапшылдық, икемділік атмосферасын жасап, өз пәнінде, сондай-ақ тұтас алғанда жоғары кәсіптік дайындық жүйесінде жауапкершілікті арттыра түсу қажет [31; 33-42].

Білім беруді дамытудың қазіргі кезеңінде жекешелік-бағыттаушылық бағыт шет тілін оқытудағы негізгі принциптердің бірі. Оның міндеті оқушыларды шет тілінің көмегімен оқылатын тілдің орындаушысы ретінде ғана көрінетін жағдай жасап қоймай, сонымен қатар олардың қабілетін арттыра түсіп, мәтіндік қызметті асырауға даярлау керек. Бұған пәнге оқыту жүйесі білім алушыға жоғары деңгейде бағытталып, оның шынайы мүмкіндіктеріне, әлеуметтік-мәдени және жекелік даму бағдарламасының нақты орындауына айқын жол ашылғанда ғана қол жетеді [110; 29].

Отандық ғалымдардың жұмыстарында ғылымның мәдени-тарихи концепциясы (Л.С.Выгатский), іс-әрекет теориясы (А.А.Леонтьев 106), жекелік теориясы (Б.Г.Анатьев 4), ескеріле отырып, жекелік іс-әрекет пен жүздесуде сипатын белгілейтін, өз іс-әрекетін басқаруға және жауапкершілікті терең сезінуге, өзінің іс-әрекетінің нәтижесін бақылау мен бағалауға қабілетті жеке адам ретінде қарастырылады.

Мамандар даярлауда тәуелсіз елімізде соңғы он жылдықтарда болған қоғамдық-саяси, экономикалық, әлеуметтік қайта құрулар аясында жекелік- бағыттылық тәсілді қолдану мүмкін болды. Бағыт ұстаушылық құндылықтар терең өзгерістерге ұшырады, қоғамның гуманистік принциптеріне сәйкес ең үлкен құндылықтар қатарына еркін, дамыған және білімді, әлемнің тұрақты өзгерісі жағдайында өмір сүруге қабілетті жеке адам үлкен құндылық ретінде бой көтереді. Жекешелік-бағыттаушылық тәсілдің коммуникативті компетенцияның өзге тілдік әлеуметтік-мәдени орталарға қарағанда ерекше екенін тегіннен-тегін емес[30; 19-26]. Жекелік-бағыттаушылық тәсіл білім алушылардың жеке мүдделерін, олардың өзіндік ерекшеліктерін есепке ала отырып, мақсатты белгілейді және оқудың үлкен нәтижелілігіне алғы шарттар жасайды. Бұл тәсіл білім берудің жаңа сатысында мектептің үш сатысы аралығындағыдай мектеп пен жоғары оқу орнының аралығында да, сондай-ақ жоғары кәсіптік білім берудің ішкі жүйесінде де сабақтастық принципін жүзеге асыруды қамтамасыз етеді.

Қазіргі білім беру жүйесі жекелік-бағыттаушылық тәсілге сүйенеді, білім алушылардың сұрағымен олардың мемлекеттік тарапынан берілген білім беру қызметін таңдау мүмкіндіктерін ескере отырып, оның сан қырлылығын заңдық тұрғыда бекітеді (198; 38).

Зерттеу тақырыбы бойынша әдебиеттерге талдау шет тілін оқыту жүйесі құрылымының теориялық базасын, тұтас алғанда, кәсіптік-бағыттаушылық оқуды, жекелей алғанда, әрбір буынын белгілеу оқытудың түрлі аспектісімен сәйкес келетін «ситуативті» коммуникативті-жекелік-іс-әрекетін «тәсіл» құрайды. Нақтылап айтқанда, ситуативті-оқу материалын ұйымдастыру сипатымен және оны игеру шарттарымен; коммуникативтілік-жүздесуді ұйымдастыру; жекелік–оқыту субьектісіне қарай; іс-әрекетті-оқытуды

ұйымдастыру және оқыту обьектісін белгілеу [110; 31].

Іс-әрекетті тәсіл негізінде мақсаткерлік іс-әрекет теориясы жатыр (А.А.Леонтьев, С.Л.Рубинштейн және басқалар). Шет тіліне коммуникативті оқыту «сөздік іс-әрекет» аралығында сөздік әңгімелесуді жүзеге асыруды білдіреді, ол өз кезегінде оқушылардың «әлеуметтік өзара іс-әрекет» жағдайындағы қызметінің міндеттерін шешуге әсер етеді (И.А.Зимняя, А.А.Леонтьев, Е.И.Пассов, Г.А.Китайгородская және басқалар). Оқу процесінде шет тілінің көмегімен бірлескен қызметтің шынайы және мүмкін міндеттері шешіледі. Коммуникативті – бағыттаушылық оқудың іс-әрекетті маңызы әдістемелік тәсілдер көмегімен жүзеге асырылатын «іс-әрекетті және коммуникативті тапсырма» арқылы іске асырылады және ойындық, имитациялық және еркіндік негізінде құрылған әдістемелік тәсілдер көмегімен жүзеге асырылады да орнықтыруды, қайталауды, кеңейтуді, білім мен ұғымды, дағды мен қабілетті біріктіруді қамтамасыз ететін жаттығулар тобын құрайды [98; 42-53].

Шет тілін коммуникативті оқытуға тән төмендегі жағдайлар кеңінен мәлім: сөздік қызмет пен тілдік құралдардың барлық түріне оқытудың коммуникативті бағыттылығы, білім алушылардың ойлау сөздігі бесенділігін ынталандыру, оқытуды жекелендіру, сөздік құралдарды функциональды ұйымдастыру, оқу материалының жаңалығы мен хабардарлығы [145; 124-131]. Оның үстіне әртүрлі дайындық деңгейіндегі білім алушылармен жұмыс оқудағы» үздіксіздік және жүйелілік», «жас шамасы мен жеке ерекшеліктері» дидактикалық сәйкестік принциптерінің есебін талап етеді.

Жоғарыдағы аталған жайларға сүйене және коммуникативті жүйелі іс-әрекетті негізге ала отырып, біз шет тілін оқуға үйрету процесін ұйымдастыруға тәжірибелік-экспериментальды жұмысты орындау барысында келдік. Оқытуда осындай тәсілдің нәтижесінде шет тілін игеру жүйесі әңгімелесу құралы ретінде әрекет етіп, жүзеге асады, қалыптасады. Мұндай жүйе, оны шет тілін оқытуға пайдалану кезінде жалпы іс-әрекетті мотивтердің өзара сәйкестігін мотивтер мен сұраныстарды байланыстыра отырып қамтиды; пәндік мазмұн мен оған қатысушылардың (жекеаралық, топтық, ұжымдық) өзара іс-әрекетті сипатын, сондай-ақ аталған іс-әрекет шеңберінде қабылданған қатысушылардың өзара қатынастарының формасы мен мазмұны, сипатын белгілеу; коммуникативті, перспективті, интегративті астарлардың бірлігінде [122; 97-134].

Жоғары оқу орындарында шет тілін оқыту курстарының міндеттері мен мазмұнының бітірушілердің болашақ кәсіптік іс-әрекетінің сұранымдарымен айқындалатыны баршаға мәлім [102, 62-68], [157-5-17], (84).

Көптеген мамандардың пікірінше, жеке адамның кәсіптік бағыттылығы бітірушілер дайындығының жетекші, базалық, кәсіптік маңызды көрсеткіштері сапасында көрінеді. Жеке адамның маңызды интегральды сапасы жөніндегі оны талдауды Б.Г.Ананьев, А.Н.Леонтьев, С.Л.Рубинштейн және басқа да жетекші ресейлік психологтардың жұмыстарынан табуға болады. Кәсіптік бағыттылықтың ерекшеліктері адамның таңдаған кәсібіне қатынастарына оның болашақ кәсіптік іс-әрекетінің табыстылығына, сондай-ақ оқуына да әсер етеді [110; 48-49].

Біз жасаған курстағы пән аралық бағыттылық өзге пәндерді оқу барысында алынған білімге практикалық сипат беруге мүмкіндік туғызды, сондай-ақ кәсіби бағытталған түрлі тапсырманы орындауда қажетті қалыптасқан қабілетпен сәйкестендіруге мүмкін болды.

Шет тіліне оқуға үйретуде элективті курсты жасау кезінде біз пәндерді шоғырландыру принципіне, нақтылап айтқанда мамандық пәні мен шет тілін біртұтас бірлікке біріктіруге сүйендік.

Жұмыстың бірінші кезеңінде біз бағдарламада әр пән бойынша ортақ тақырыптарды бөлдік, ұқсас элементтер мен олардың арасындағы сәйкестіктерді байланыстарды ойластырдық, бұл элементтерді сабаққа енгіздік. Мынадай мысал келтірейік: «Таяуда теориялық механика сабағында сіздер автомобиль двигателінің құрылымын қарастырыңыздар, ал енді бүгін біз сабақта осы двигательді пайдалану тәртібі туралы мәтінді оқитын боламыз». Пән бойынша мұндай білім мен қабілетті тығыз байланыста қолдану өзінің мақсатты етіп студенттерді бірдей нақты проблеманы, түрлі жағдай мен жүйедегі құбылысты

қарастыруға үйретуді мақсат етеді.

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АКТИВИЗАЦИЯ МЕТОДОВ РАБОТЫ ПО РАЗВИТИЮ РЕЧИ

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В центре внимания современной методики русского языка, несомненно, находятся вопросы развития речи.В связи с этим проблема систематизации, упорядочения и совершенствования методов развития речи приобретает большое значение как для теории методики,так и для практики преподавания русского языка. Принимая в качестве исходной дидактическую концепцию содержания и методов обучания, в основу которой положен характер деятельности учащихся, мы стремимся осмыслить методы активизации развития речи русского языка , в контексте общедидактической проблематики, а также с учетом специфики содержания самого предмета.

В данной статье мы ограничимся рассмотрением лишь тех методов, с помощью которых осуществляется обучение способам деятельности, причем лишь такой деятельности, которая направлена на формирование речевых навыков и умений.

Обучение способам деятельности осуществляется как репродуктивными,так и продуктивными методами,однако соотношение тех и других в системе обучения бывает различным и зависит от специфики предмета. Приятно считать,что язык,основная цель изучения которого состоит в формировании умений и навыков, усваивается, главным образом, с помощью репродукции. Действительно,эта форма обучения широко используется на уроках языка. Однако применительно к русскому языку и особенно той области его преподавания, которая называется развитием речи, такое утверждение звучит слишком категорично и требует уточнения.

Язык как единство структуры и функции(строя и употребления, языка и речи) может быть изучен с разных сторон. Он может быть воспринять как языковая система, как речевая деятельность(процессы говорения и понимая), как языковой материал (текст).

Объектом преподавания родного языка является язык во всем его объеме; однако в качестве предмета изучения на том или ином этапе, в том или ином разделе школьного курса

язык предстает каждый раз в каком-либо одном своем качестве. Выбор метода обучения в значительной мере зависит от того, какой аспект языка является в данном случае предметом изучения.

Рассмотрим под этим углом зрения работу по развитию речи.

Учебная деятельность, направленная на развитие речи учащихся, бывает двух видов:

1) Овладение языковымы средствами и способами выражения мысли- нормой и синономикой (так называемая <<малая>> учебная речевая деятельность);

2) Развитие связной речи, навыков коммуникации (<<большая>> учебная речевая деятельность).

Различия между видами учебной деятельности определяются прежде всего тем, что в качестве предмета обучения язык выступает в разных аспектах: в первом случае в аспекте языковой системы(словарь, грамматика), во втором случае- в аспекте языкового материала (текст) или речевой деятельности (процесс).

Вследствие этого на разных уровнях обучения усваиваются разные единицы: слова, словосочетания, предложения или различные типы текста, структура речевой деятельности, отдельные ее опереции(речевые умения). Одни из этих единиц обладают большей степенью воспроизводимости в речи, другие-меньшей; одни могут быть усвоены с помощью репродуктивных методов, другие требуют обращения к продуктивным методам обучения.

В учебной деятельности, направленной на усвоение языковых средств и способов выражения мысли, репродуктивный метод выступает в двух вариантах:полное воспроизведение (с его помощью усваиваются слова, их лексическая сочетаемость, фразеология и все те грамматические явления, которые не объединены моделями, например, управление многих слов) и неполное-воспроизведение по языковой модели.

В понятие языковой модели включается структура и грамматическое значение языковой конструкции. При этом типе репродукции лексическое наполнение модели меняется, воспроизводимой оказывается лишь грамматическая структура и значение. Так усваиваются морфологические формы слов, словообразовательные нормы, типы словосочетаний и предложений.

Воспроизведение языковых единиц по моделям предполагает некоторую свободу действий,связанную с выбором лексического материала, и по сравнению с полным воспроизведением является более творческим видом репродукции. Тем не менее в целом в работе над языковыми средствами используются методы, в которых преобладает репродукция. При обучении связной речи доля продуктивных элементов в методах значительно возрастает, хотя и в этой области возможна чистая репродукция.

К простому воспроизведению мы прибегаем, например, когда даем учащимся текст-образец для копирования(письмо наизусть, свободный диктант, при определенных условиях и установках-изложение, близкое к тексту).

Значительно более творческим видом репродукции является обучение сочинению способом анализа композиционной формы текста-образца. В этом случае учащиеся копируют не текст, а лишь его структуру, готовая высказыванию на иную, хотя м близкую тему. Последний вид работы, вероятно, следует отнести к творческому репродуцированию, или к проблемно-препродуктивному методу.

Этот метод реализуется также при написании сочинений по данному плану, по картине, сжатого изложения.В каждом из этих случаев дается для воспроизведения схема или иная материальная опора, с помощью которой учащиеся строят высказывание(структура описания или рассуждения;план сочинения; содержание сочинения, смоделированное в картине),- это репродуктивная грань метода. Пользуясь предложенной моделью, ученик самостоятельно решает задачу, связанную с отбором конкретнего содержания высказывания, с выбором языковых средств для его оформления,- это проблемная сущность метода, которая тесно связана с творческим началом. Соотношение репродуктивных и продуктивных элементов в методе колеблется, при этом наблюдается такая зависимость: чем абстрактнее репродуцируемая модель,тем в большей мере должно быть активизировано творческое

начало. Здесь мы подошли вплотную к проблеме творчества в учебной деятельности по родному языку.

Творчество – это процесс, в результате которого возникает какой-либо новый, не существовавший ранее продукт. Естественно, что в учебной ситуации в процессе творчества создается продукт лишь субъективно (для учащего) новый; тем не менее характер процесса от этого не перестает быть творческим.

Из языка может быть создан только один продукт- речь (текст). Если созданный речевой отрезок не выходит за пределы языковых моделей(т. е. если он меньше или равен предложению), то говорить о творчестве нет оснований: учебная деятельность здесь ограничивается воспроизведением языковой единицы или модели. Поэтому в жестких рамках «малой» учебной деятельности вопрос о творчестве обычно не поднимается. Он возникает лишь тогда, когда мы начинаем работать над контекстной речью.

В чем же заключается творческий эффект именно связной речи?

Дело в том, что при построении связных высказываний мы хотя и воспроизводим языковые единицы(слова,предложения), но не ограничиваемся этим. В своей речевой деятельности мы выходим за пределы языка в том смысле, что, выбирая из ряда языковых средств именно это, мы руководствуемся не языковыми соображениями, а такими экстралингвистическими мотивами, как смысл речи, задачи высказывания, условия общения.

Любое высказывание в обычной нашей жизни мы строим, приспосабливаясь к особенностям ситуации общения, задачам речи. Об одном и том же в разных случаях жизни мы говорим разное и по-разному. В умении быстро перестраиваться, учитывать меняющиеся условия общения и заключается творческий характер речевой деятельности. Свободное владение речью предполагает такую черту творческой деятельности, как самостоятельной перенос умений и навыков в новую ситуацию.

Естественно, что для развития творческих возможностей человека в области речевой деятельности следует при обучении связным высказываниям опираться главным образом на продуктивные методы.

Широкие возможности для активизации продуктивных методов в работе по развитию речи учащихся открываются в том случае, если обучение строится на уровне речевой деятельности.

Структура речевой деятельности включает в себя четыре фазы: ориентировку, планирование, реализацию и контроль,- которые последовательно сменяют друг друга.

В теории речевой деятельности большое значение придается ориентировке. Речевая деятельность начинает с анализа мотивов высказывания, с анализа речевой ситуации,т. е. тех внеязыковых факторов, которые определяют содержание и языковые средства высказывания.

Если всю работу по развитию речи проводить в рамках структуры речевой деятельности, то появляется возможность «поднять» работу над речью на уровень проблемного обучения, используя проблемно-репродуктивный метод и различного рода проблемные речевые задачи.

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THE ESSENTIAL GUIDE TO EFFECTIVE LISTENING: ACTIVE AND PASSIVE

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Listening is an indispensable skill in effective communication, playing a pivotal role in various aspects of our personal and professional lives. It encompasses more than just hearing; it involves actively engaging with the speaker's message, understanding its nuances, and responding

appropriately. In this article, we delve into the two primary types of listening: active and passive, exploring their characteristics, benefits, and practical applications in different contexts.

Active Listening

Active listening involves fully concentrating on what is being said, comprehending the message, and providing appropriate feedback. It requires conscious effort and engagement, with the listener demonstrating genuine interest in the speaker's words. Active listeners employ various techniques such as paraphrasing, summarizing, and asking clarifying questions to demonstrate understanding and encourage further dialogue. By actively participating in the conversation, active listeners foster rapport, build trust, and enhance mutual understanding.

Benefits of Active Listening

1. Enhanced Understanding: Active listening promotes deeper comprehension of the speaker's message, including their intentions, emotions, and underlying meanings.

2. Improved Relationships: By demonstrating attentiveness and empathy, active listening strengthens interpersonal connections and fosters harmonious relationships.

3. Conflict Resolution: Active listening facilitates constructive dialogue and conflict resolution by promoting open communication, empathy, and mutual respect.

4. Increased Productivity: In professional settings, active listening leads to more effective teamwork, problem-solving, and decision-making, ultimately boosting productivity and performance.

Practical Applications of Active Listening

In interpersonal relationships: Active listening strengthens bonds between partners, family members, and friends, fostering empathy, trust, and mutual support.

In the workplace: Active listening is essential for effective leadership, employee engagement, and conflict management, leading to improved team dynamics and organizational success.

In educational settings: Active listening enhances student-teacher interactions, promotes student engagement, and facilitates meaningful learning experiences.

Passive Listening

Passive listening, on the other hand, involves merely hearing the speaker's words without actively engaging with the content. While passive listeners may absorb information passively, they often fail to fully comprehend the message or provide meaningful feedback. Passive listening is characterized by distractions, preoccupation, and a lack of focused attention, resulting in reduced communication effectiveness and interpersonal disconnect.

Drawbacks of Passive Listening

a) Limited Understanding: Passive listeners may miss crucial details, nuances, or subtleties in the speaker's message, leading to misunderstandings or misinterpretations.

b) Poor Communication: Passive listening hinders effective communication by impeding feedback, dialogue, and mutual understanding between the speaker and the listener.

c) Decreased Engagement: Passive listening diminishes engagement and participation in social interactions, resulting in a lack of connection and rapport with others.

In conclusion, listening emerges as an indispensable skill in effective communication, playing a pivotal role in both personal and professional spheres. Beyond mere hearing, it involves actively engaging with the speaker's message, understanding its nuances, and responding appropriately. This article has delved into the two primary types of listening: active and passive, exploring their characteristics, benefits, and practical applications across various contexts

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SPORT O`YINLARIDA TEZKOR QOBILIYATLAR, ULARNING TURLARI VA TARBIYALASH USLUBIYATI

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Odamni bir necha yillar davomida harakat vazifalarini maksimal tezkorlik bilan bajarish imkoniyatlarini tavsiflash uchun “tezkorlik” degan umumlashtirilgan atama qo`llanilgan. Harakat tezkorligini namoyon qilishning ko`p shakllarini va ularning yuqori darajada o`ziga xosligini hisobga olgan holda, ushbu atama oxirgi yillarda “tezkor qobiliyatlar” degan tushunchaga almashtirildi.

Tezkor qobiliyatlar – bu, ushbu shartlar uchun vaqtning maksimal bo`lagida harakat amallarini bajarishni ta`minlaydigan, odamning majmuaviy funkcional xususiyatlari. Tezkorlik deganda, odam harakatlarining hamda harakat reakciyalarini tezkor tavsiflarini bevosita va ustivor belgilaydigan majmuaviy funkcional xususiyatlari tushuniladi.

Tezkorlik deganda, minimal qisqa vaqt ichida odam gavdasi va uning alohida qismlarini harakatlantirish imkonini beradigan harakat apparatining markaziy va periferik asab strukturalari namoyon bo`lishining birligi tushuniladi. Ancha katta tashqi qarshilik, katta sarflarni talab qilmaydigan mushak ishlarining murakkab koordinaciyasi bo`lmagan paytda bajariladigan harakatlarning yuqori tezkorligi va favqulodda harakat reakciyalarga nisbatan odamning harakat qobiliyati tushuniladi. Tezkor qobiliyatlarning namoyon bo`lishining elementar va majmuaviy shakllari farqlanadi. Elementar shakllariga quyidagilar kiradi:

Signalga tezkor reakciya qilish qobiliyati (reakciya tezkorligi);

Alohida lokal harakatlarni maksimal tezlikda bajarish qobiliyati (yakka harakat tezligi);

Harakatni tezkor boshlash qobiliyati (keskinlik)

Harakatlarni maksimal sur`atda bajarish qobiliyati (harakatlar sur`ati).

Jismoniy tarbiya amaliyoti uchun, odam tomonidan bir butun harakat amallarini bajarish tezligi eng katta ahamiyatga ega. Lekin, bu tezlik, odamning tezkorligini bevosita tavsivlaydi xolos, chunki nafaqat tezkorlikni rivojlanish darajasi bilan belgilanadi, balki boshqa omillar bilan, xususan harakat amali texnikasini egallash bilan, koordinacion qobiliyatlar, motivaciya, irodaviy sifatlar bilan belgilanadi. Tezkor qobiliyatlarni namoyon bo`lishining majmuaviy shakllariga quyidagilar kiradi:

Startda maksimal imkoniyati bo`lgan tezlikka erishish qobiliyati – sprinter yugurishdagi startdan tezlanish, futboldagi rivoklar. O`rtacha ushbu vaqt 5-6 s ni tashkil qiladi;

Distancion tezlikning yuqori darajasiga erishish qobiliyatini tezkor chidamlilik deb atashadi (ciklik lokomociyalarda);

Bitta harakat amalidan boshqasiga tezkor o`ta bilish qobiliyati, ya`ni holatni o`zgarishi bilan darhol to`xtash va harakatni boshqa yo`nalishda boshlash bilan bog`liq bo`lgan tormozlanish tezkorligi (masalan, futbolda).

Tezkorlik qobiliyatlarini rivojlanish va namoyon bo`lish tezkorligi darajasi bir qator omillarga bog`liq:

Asab jarayonlarining harakatchanligi, ya`ni asab markazlarini qo`zg`alish holatidan tormozlanish holatiga va aksincha o`tish tezligiga;

Turli mushak tolalarining, ya`ni tezkor va sust tolalarning nisbati, ularning elastikligi va cho`ziluvchanligiga;

Mushaklarning kuchiga;

Mushaklarni kuchlangan holatdan bo`shashgan holatga o`tish qobiliyatiga;

Mushakdagi energetik zahira, ATF va KTF, ularning parchalanish va tiklanish tezligiga;

Harakatlar amplitudasiga, ya`ni bo`g`imlardagi harakatchanlik darajasiga;

Tezkor ish paytida harakatlarning koordinaciyalash qobiliyatiga;

Organizm hayot faoliyatining biologik ritmiga, harakatlarning maksimal tezligi t = +22 gradus bo`lganda kuzatiladi;

Yoshi va jinsiga;

Odamning tabiiy tezkor qobiliyatlariga.

Odamning tezkor qobiliyatlari juda o`ziga xosdir. Bir xil harakatlarni juda tezkor va boshqalarini, nisbatan sekin bajarish mumkin. Startda yaxshi tezlanish va distanciyada uncha katta bo`lmagan tezlikka ega bo`lish mumkin va aksincha. Reakciya tezkorligini trenirovka qilish harakatlarning chastotasiga amalda tahsir qilmasligi mumkin. Futbolchilar uchun mashqlarni tanlash paytida, turli holatlardan startdagi tezlanishlarga va harakatlar yo`nalishini tezkor o`zgartirishlarga e`tibor qaratish zarur. Tezkorlik qobiliyatlarining alohida shakllar o`rtasidagi bog`liqlikning nisbatan bo`lmasligi, barcha harakat vazifalarida maksimal tezlikni belgilaydigan yagona sabab yo`qligi to`g`risida gapiradi. Tezkor qobiliyatlarni rivojlantirish uchun quyidagi vazifalarni echish zarur:

1. Bolalar o`rganish vaqtida o`zlashtiradigan tezkor qobiliyatlarni harakat malakalari va ko`nikmalari bilan uyg`unlikda har tomonlama rivojlantirishni. O`rta maktab yoshini qo`ldan boy bermaslik muxim – ushbu guruh qobiliyatlarga samarali ta`sir ko`rsatish uchun ayniqsa qulay bosqich;
2. Reakciya qilish tezligi yoki harakat tezkorligi muxim rol o`ynaydigan sport turida (futbol) o`smirlarning ixtisoslashishi paytida tezkorlik qobiliyatlarini maksimal rivojlantirishni;
3. Ma`lum bir faoliyat turidagi muvaffaqiyat unga bog`liq bo`lgan tezkorlik qobiliyatlarini takomillashtirishni.

Sport trenirovkasi jarayonida harakatlar tezligini oshirish nafaqat tezkor qobiliyatlarga ta`sir ko`rsatish bilan, balki boshqa yo`l – kuch va tezkor-kuch qobiliyatlar, tezkor chidamlilik, harakat texnikasini takomillashtirish yo`li bilan erishiladi. Harakat reakciyalarining tezkorligi oddiy va murakkab bo`lishi mumkin.

Oddiy reakciya – bu, oldindan ma`lum signalga oldindan ma`lum harakat bilan javob berish. Masalan, yugurishdagi start, o`yin paytidagi hakamning xushtagi. Oddiy reakciyaning tezkorligi reakciyaning latent bosqichi bo`yicha aniqlanadi, ya`ni signalni paydo bo`lishidan to harakatning boshlanish vaqtigacha bo`lgan vaqt bo`lagi bo`yicha aniqlanadi.

Katta odamlarda oddiy reakciyaning latent vaqti 0,3 sekunddan oshmaydi. Reakciya tezkorligini rivojlantirish paytidagi asosiy usul – mashqni takroriy bajarish usulidir. U, reakciya qilish vaqtini qisqartirishga ko`rsatma berish bilan bexos paydo bo`lgan qo`zg`atuvchiga takroran reakciya qilishdan iborat.

Reakciya tezkorligi mashqlari boshida engillashtirilgan shartlarda bajariladi (masalan, signal bo`yicha harakat yo`nalishini o`zgartirish). Qoidaga ko`ra, reakciya izolyaciya qilinmagan holda, balki konkret yo`naltirilgan harakat amalida yoki uning elementida (hujum harakatida, o`yin harakatlarining elementlarida) amalga oshiriladi. Shuning uchun, oddiy reakciyaning tezkorligini takomillashtirish uchun, musobaqa shartlariga maksimal yaqinlashtirilgan shartlarda reakciya tezkorligiga yo`naltirilgan mashqlar qo`llaniladi: dastlabki va ijro komandalari oralig`idagi vaqt, har xil signallar – eng balandidan tortib to eng past signallar o`zgartiriladi. Turli kuchga ega tovush qo`zg`atuvchilarini qo`llash, birinchidan, uning kuchiga adaptaciya bo`lishning oldini oladi, ikkinchidan, holatni murakkablashtiradi, o`quvchi signalga reakciya qilishi uchun ancha e`tiborli bo`lishi kerak.

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БІЛІМ БЕРУДІҢ ЗАМАНАУИ ЖАҒДАЙЫНДА МҰҒАЛІМНІҢ КӘСІБИ ДАМУЫНДАҒЫ SOFT SKILLS ДАҒДЫЛАРЫ

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Ағылшын тілі пәнінің мұғалімі
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Soft skills (ағылш. "жұмсақ дағдылар") - белгілі бір қызмет түрімен емес, коммуникациямен байланысты. Олар көбінесе "жеке қасиеттер" деп аталады, бұл адамның мінезі, темпераменті мен жеке тәжірибесі арасындағы тікелей байланысты көрсетеді. Енді soft skills-ке деген қызығушылық және оларға деген қажеттілік одан да күшейе түсті. Технология соншалықты тез дамып келеді, алынған білім тез ескіреді, сондықтан көп нәрсені үйренген адам емес, тез үйренуді, жаңа жағдайларға тиімді бейімделуді және стандартты емес шешімдерді табуды білетін адам табысты болады.

XXI ғасырдың негізгі құзыреттері о. Е. Лебедев, педагогика ғылымдарының докторы, профессор, Санкт – Петербург зерттеушілер мектебінің өкілі soft skillske "4" бөлді: коммуникативтілік-қарым-қатынас жасау, өз ойын жеткізу, әңгімелесушіні есту, келіссөздер жүргізу қабілеті. Сыни тұрғыдан ойлау-сырттан келетін ақпаратты сыни тұрғыдан бағалау, оны талдау және тексеру мүмкіндігі сенімділікке, себеп-салдарлық байланыстарды көруге, қажетсізді тастауға және ең бастысы, қорытынды жасауға. - Шығармашылық-шаблонсыз ойлау, мәселенің күтпеген шешімдерін табу, болып жатқан өзгерістерге икемді жауап беру қабілеті.

- Топтық жұмыс (үйлестіру) – командада жұмыс істеу, көшбасшылық және орындаушылық функцияларды қабылдау, рөлдерді бөлу, тапсырмалардың орындалуын бақылау мүмкіндігі. Бұл дағдыларды әр мұғалім дамытуы керек. Мұғалімдер арасында soft skills дамыту мәселелері ерекше назар аударуға лайық, өйткені олар өскелең ұрпақтың бойында "икемді дағдыларды" қалыптастыруға арналған. Бұл әсіресе цифрландыру дәуірінде, трансформация процестері жалпы қоғамда да, атап айтқанда білім беруде де орын алатын кезде өзекті болады. Бұл педагогикалық мамандық ұғымының өзгеруіне әкеледі. Бүгінгі таңда педагогикалық қызметке қатысты келесі негізгі soft skills бөлінеді:

1. Педагогикалық мәселелерді кешенді көп деңгейлі шешу. Бұл құзырет проблеманы және оны анықтайтын себептер мен көздердің барлық кешенін дербес анықтауды; жағдайдың салдарын емес, оның туындау себебін анықтауды және жоюды; жүйелі пәнаралық тәсілді көздейді мәселелерді шешуге. Мұғалім қойылған мақсат шеңберіндегі міндеттер шеңберін анықтай алуы және қолданыстағы құқықтық нормаларға, қолда бар ресурстар мен шектеулерге сүйене отырып, оларды шешудің оңтайлы тәсілдерін таңдай алуы керек.

2. Сыни тұрғыдан ойлау педагогикалық қызметтің өнімділігіне ықпал ететін кәсіби бағдарланған ойлау түрі ретінде. Құзыреттілік барлық келіп түскен ақпараттың, бұрыннан бар ережелердің және тіпті әлем туралы өз идеяларының дұрыстығына күмәндануды қамтиды; ақпаратты емес, фактілерді шешу және әрекет ету үшін негіз ретінде таңдау. Мұғалім ақпаратты іздеуге, сыни талдауға және синтездеуге, қойылған міндеттерді шешу үшін жүйелік тәсілді қолдануға қабілетті болуы керек.

3. Шығармашылық критерийлермен сипатталатын шығармашылық ізденіс, педагогикалық мәселелерді стандартты емес шешу қабілеті ретінде: жылдамдық (өнімділік) және ойдың икемділігі, өзіндік ерекшелігі, қызығушылығы, дәлдігі мен батылдығы.

4. Адамдарды басқару (білім алушылар). Бұл құзыреттілік басқалардың шығармашылық әлеуетін және максималды жетістіктерін ашуға жағдай жасау дағдысын қамтиды; жағдайды шешудің "көзқарасы" мен адамдарды осы "көзқарасты"жүзеге асыруға ұйымдастырудың үйлесімі.

5. Басқалармен (әріптестермен, басшылықпен, ата-аналармен, білім алушылармен, сыртқы серіктестермен) ынтымақтастық. Бұл құзыреттілік білім беру процесіне қатысушылармен ақпарат алмасудан бастап мағыналармен алмасуға дейінгі әртүрлі деңгейлерде өзара іс-қимыл құра білуді; білім беру міндеттерін шешу бойынша қызметтің жалпы өрісін құруды көздейді.

6. Эмоционалды интеллект. Дағдылардың болуын білдіреді: эмоцияларды тану және басқа адамдардың ниеттерін түсіну; өзін-өзі басқару

7. Сот және шешім қабылдау. Құзыреттілік өз пікірін қалыптастыру дағдыларын және тәуелсіз шешімдер қабылдаудағы батылдықты және олардың салдары үшін жауапкершілікті қамтиды.

8. Клиентке бағдарлану. Бұл құзыреттілік басқалармен өзара әрекеттесу дағдысын және олардың құндылықтарын түсіну негізінде адамдардың мәселелерін шешуді іздеуді білдіреді және қажеттіліктер.

9. Келіссөздер жүргізу қабілеті. Бұл ұзақ мерзімді ынтымақтастыққа бағытталған келіссөздер процесі тұрғысынан қарым-қатынас дағдысы; келіссөздердің екінші тарапының ерекшелігі мен мүдделерін ескере отырып, вербалды және вербалды емес әдістер арқылы өз ұстанымын сенімді түрде жеткізу.

10. Когнитивті икемділік. Бір ойдан екінші ойға жедел ауысуды, сондай-ақ бір уақытта бірнеше идеялар мен міндеттерді ойластыруды қамтиды.

11. Өзін-өзі басқару. Құзыреттілік мұғалімнің жеке басын өзін-өзі

ұйымдастырудың және өзін-өзі жүзеге асырудың көп деңгейлі процесін қамтиды. Бүгінгі таңда әртүрлі даму мектептері, курстар, ересектерге арналған бағдарламалар танымал болып келеді, онда олар өздерінің "икемді дағдыларын"дамытуға үйретеді. Soft skills дамытатын сабақтарға мотивация, топтық жұмыс, уақытты басқару, көшбасшылық, менеджмент, жеке даму, презентация және т. б. бойынша тренингтер кіреді. Мұғалімдерге назар аудару керек дағдылар: - тиімді қарым-қатынасдағдысы (жеке және хат алмасу). Тыңдау, сендіру және дәлелдеу, ата-аналармен қарым-қатынас орнату және қолдау, "келіссөздер" жүргізу, презентациялар өткізу, өзін-өзі таныстырудың негізгі дағдылары, көпшілік алдында сөйлеу. – Командада жұмыс істей білу. Эмпатия, нәтижеге назар аудару, есту қабілеті. Бұл, ең алдымен, білім беру мекемесінің жалпы көрсеткіштеріне әсер етеді, яғни рейтингке,қаржыландыруға және т.б.- технологияның жұмысқа әсерін түсіну. Білім беру процесін цифрландыру сияқты жаңа талаптарға икемді жауап беру мүмкіндігі. - Сыни тұрғыдан ойлау және өз пікірін айтудан қорықпау қабілеті. Жүйелік ойлау, шығармашылық ойлау, құрылымдық ойлау қабілеті, ақпаратты іздеу және талдау, шешім қабылдау қабілеті. - Өзін-өзі басқара білу. Эмоцияны басқару, стрессті басқару, өз дамуын басқару, рефлексия, кері байланысты пайдалану. Қазір эмоционалды интеллект деп аталатын барлық нәрсе. Soft skills-ті қалай дамытуға болады? Дағдылар-бұл мезгіл-мезгіл қайталау арқылы адамның мінез-құлқына автоматты түрде жасалатындай етіп бекітілетін әрекеттер. Яғни, оларды білу ғана емес, сонымен қатар іс жүзінде, мысалы, жұмыс процесінде бекіту маңызды. Soft skills дамуының жалпы ережелері: Осы дағдылары бар адамдардан үлгі алыңыз; мұндай адамдарды мақсатты түрде табыңыз. Балаларға үлгі болыңыз, олармен бірге жаттығыңыз. Егер ересектер жанжалды және стресстік жағдайларда дұрыс жолды таба алса, бала олардың мінез - құлқының сызығын игереді-икемділікті, тыныштықты, компаға келуді үйренеді. Хобби және шығармашылық іс-шаралар soft skills құзыреттілігінің барлық түрлерін дамытады. Спорт ерікті құзыреттілікті дамытады, ал командалық спорт ұжымда жұмыс істеуге үйретеді. Soft skills-ті дамытуға арналған әмбебап ұсыныстар. Алдымен дамытқыңыз келетін дағдылар тобын (немесе тіпті белгілі бір дағдыларды) таңдап, ол туралы ақпаратты мақсатты түрде іздеңіз. Икемді дағдыларды, кез-келген дағдылар сияқты, үнемі жаттығу арқылы ғана дамытуға болады. Тек кітап оқу көмектеспейді. Өзіңізге нақты мақсаттар қойыңыз және нәтиже жақсарған сайын бағалаңыз.

Қате мақсаттың мысалы: "мен эмоционалды интеллектті дамытқым келеді" (мақсат тым жалпы). Дұрыс мақсаттың мысалы:" Мен өз эмоцияларымды басқаларға кедергі келтірмеу үшін дәлірек түсінгім келеді " (нақты мақсат). Кішкентайдан бастау керек, содан кейін табысқа жету мүмкіндігі жоғары. Мысалы, егер сіз көпшілік алдында презентация жасауды үйренгіңіз келсе, үлкен ғылыми конференциядан емес, шағын ұжымдағы әріптестер алдында сөйлеген сөзінен бастаңыз. Күрделі тапсырмаларды кезеңдерге бөліп, жоспар бойынша жүріңіз. Дамуға не кедергі? Қайда, Неге Және қалай дамитынын білмеу, бұлыңғыр және шындыққа жанаспайтын жоспарлар. Бір нәрсені өзгертуге дайын болмау. Тек жақсы жұмыс істейтін

нәрсені жасау және басқа да жаңа міндеттер мен жобаларды қабылдаудан қорқу. Сіздің іс-әрекеттеріңіз бен олардың нәтижелері туралы ойлануға уақыт табуға деген ұмтылыстың болмауы. Өз іс-әрекеттерінің сәттілігі туралы кері байланысқа қызығушылықтың болмауы даму қашан жүреді? Сіз дамуға, жаңа тәжірибе алуға, кәсіби өсуге ұмтыласыз. Сізде даму мақсаттары туралы түсінік бар және дамудың нақты жоспары. Сіз "жайлылық аймағынан"шығуға дайынсыз. Сіз өзіңіздің әрекеттеріңізді және олардың нәтижелерін талдайсыз, сыртқы жағдайларда емес, өз әрекеттеріңізде сәттілік пен сәтсіздіктің себептерін іздейсіз. Сіз өзіңіздің ісәрекеттеріңіздің сәттілігі туралы Кері байланыс алуға тырысасыз. Икемді дағдыларды дамыту міндеті әсіресе біздің тез өзгеретін әлемде өзекті. Бұл оқуда, кәсіпте, өмірде табысты болуға мүмкіндік береді. Педагогиканың негізгі заманауи бағыты - балалардағы шығармашылықты, тәуелсіздікті, сыни ойлауды дамыту, қазіргі әлемде өзгеру, бағдарлау және бейімделу қабілеті.

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LOVING TO READ BEGINS WITH LOVING TO LISTEN TO STORIES

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Telling a story is not simply making up or remembering past events. Events are just descriptive. The storyteller is really selecting, connecting, and building a series of intense moments. These moments are so charged that the listener feels he is living them himself.

Good storytelling doesn't just tell audiences what happened in a life. It gives them the experience of that life. It is the essential life, just the crucial thoughts and events, but it is conveyed with such freshness and newness that it feels part of the audience's essential life too.

Good storytelling lets the audience relive events in the present so they can understand the forces, choices, and emotions that led the character to do what he did. Stories are really giving the audience a form of knowledge— emotional knowledge—or what used to be known as wisdom, but they do it in a playful, entertaining way.[1;8]

What is story-telling?

Story-telling is an art that has mental, social and educational benefits for children. People of all ages love stories. Children, especially, are great fans of stories and love to listen to them over and over again. Story-telling literally means reading stories out loud or telling a story from memory. [2]

Telling or reading aloud?

We need both salt and pepper in our cooking. Why should we want to say that one is better than the other? Telling and reading aloud both have their strong points.

Reading aloud

Good points

1. You don't have to learn the story.
2. You don't have to worry about making mistakes in English.
3. If you read the story then the children will always hear exactly the same text and this will help them to predict what is to come.
4. It demonstrates that books are a source of interesting ideas and so encourages reading.

5. The children can, perhaps, borrow the book afterwards.
6. Pictures in the book can help the children's understanding.

Not so good points

1. You must be careful not to read too quickly because written texts are usually very precise, economical, and unrepetitive, and that makes listening to them rather difficult.
2. It is easy to 'bury yourself in a book and forget the listeners! [3.10]

Telling

Good points

1. The children feel that you are giving them something very personal. The story is yours; it is not coming out of a book.
2. Children, these days, are rarely used to the experience of hearing someone tell a story and it can have a powerful effect on them.
3. It is often easier to understand a story being told than one which is read aloud:
   - it is natural to repeat oneself when speaking;
   - you can see the children's faces and bodies and respond to their lack of comprehension, their joy, and their immediate concerns more readily;
   - you can make use of your body more effectively to heighten meaning;
   - you can use the language you know the children know.

Not so good points

1. You must learn the story well enough to tell it without the book
2. You might make some mistakes in your English. [3.11]

Some teachers are afraid of reading stories to young English language learners as they are not proficient in the target language; some teachers think that story-telling will take away from class time, but it doesn't. Story-telling must be a part of our lessons as it helps our students to practise speaking, listening, reading and writing. However, there are some questions that we must ask ourselves when presenting a story to our young learners:

How do we teach phonemic awareness and phonics in English to students who can't distinguish the sounds? How is fluency taught if our students do not know the structures of the English language? How do we teach reading comprehension in English when they do not understand the language itself?

Children love stories in English as long as they understand what they are listening to as we read. When we were children, our parents told us stories and we loved the way they used different voices and acted as the heroes or villains.

Reading out loud is the most important thing we can do to prepare our students to read. It enriches children's vocabulary, establishes the Reading-Writing connection, improves listening comprehension and promotes the joy of reading.

There are some basic principles for using stories:

1. Design a good lesson plan for the activity. Reading a story doesn't end in the reading. Story lessons should be carefully planned and you should practise the way you are going to read the story using stress and intonation. You can also use audio reading, but real reading creates a more pleasant environment and children love to see you doing it.
2. Preview the vocabulary children should understand and pre-teach it.
3. Create a friendly atmosphere. Have your students sit on the floor and prepare 'the mood' for reading.
4. Select a suitable story. When choosing a story, consider the age of your students and what language skills you can develop with it. Show your students the book you are going to read. Ask questions about the cover and ask them to predict what the story is going to be about. Your students' answers will be in their mother tongue and that is OK – rephrase what they tell you in English. Say the name of the author and illustrators.
5. Start reading the book. Use 'your reading voice'. Elicit the key words from the reading and give gestures or movements to them. Also give certain movements or gestures to any word or phrase you want your students to remember and repeat. Read in complete phrases. Keep eye contact with your

students and engage them in the story. Pause during the reading to help children understand the key words by pointing to the pictures you used when you pre-taught the vocabulary items.
6. Ask students one or two comprehension questions and ask them what they liked about the story.
7. Design story-based activities connected with visual aids like posters, flashcards or cut-outs. Have your students perform the story themselves in front of their peers and maybe even their parents. Story-telling combined with play-based activities gives our students an effective stimulus for early literacy.
8. Make a recording of a story. You can record yourself reading the story and ask parents to download it for their kids. This way, the students will hear your voice and they will be able to enhance their listening skills. You could invite some of them to record the reading with you. When young learners are exposed to reading by adults and peers, they are getting ready to be good readers.
Reading readiness cannot be taught or hurried. It must be developed gradually. There are important skills to develop in our young learners before they start reading and we can work with them while we expose our children to story-telling.

Visual discrimination:
The ability to recognize similarities and differences in objects, pictures, shapes, letters and words.

Visual memory:
The ability to remember letter forms and words.

Perceptual motor skills:
Children need hand-eye coordination to track words and a line of print with their eyes. They also need the motor skills to write letters and words.

Orientation:
The eyes must be trained to go from left to right and from the top to the bottom (saccadic movements).

Auditory discrimination:
Children must be able to discriminate between various sounds and to hear different sounds before they can associate a particular sound with a letter.

Auditory memory:
The ability to remember the sounds letters make so they can be reproduced and blended to make words.

Concept development:
Children need first-hand experiences they can relate language and reading to in order to bring meaning to the printed page.

Readiness for books:
Children should know how to open books, turn the pages and care for books.

Oral language:
The ability to put words together to make sentences and to use sentences to convey thoughts and information.

Attitude:
Learning to read involves not only the development of skills, but also a love of reading and books.
Our children are born into a media-soaked environment; they have tablets, smartphones, streaming platforms and apps that engage them with entertainment. Little by little, parents and relevant adults are forgetting to spend time with their little ones. Spending quality time with our kids is the key to helping them love learning, to making them fall in love with reading. They will always remember a good story told from the heart! Story-telling in not just telling a story. It is a way to bond with our kids as parents and teachers as well. [2]

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АҒЫЛШЫН ТІЛІН ОҚЫТУДА ОҚУШЫЛАРДЫҢ ӨЗДІК ЖҰМЫСТАРЫН ҰЙЫМДАСТЫРУДЫҢ ТИІМДІ ЖОЛДАРЫ

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Қоғамның қазіргі қоятын іргелі талабы – шығармашылық, ғылыми, әлеуметтік міндеттерді өз бетінше шешетін, сыни тұрғыдан ойлай алатын, өз көзқарасы мен сенімін дамытатын және қорғай алатын, өз білімін жүйелі және үздіксіз толықтырып, жаңарта алатын жеке тұлғаны қалыптастыру. Өзін-өзі тәрбиелеу арқылы білім алу, дағдыларды жетілдіру, оларды шындықта шығармашылықпен қолдану. Білімнің тиімділігін арттыруда, сабақта Оқушыларды тілге белсендірудің қолжетімді және дәлелденген әдістерінің бірі - өзіндік оқу жұмысын сәйкесінше ұйымдастыру. Қазіргі кезде жоғарғы оқу орындарындағы кредиттік жүйеде ОӨЖ сабақтарын ұйымдастыру ерекше орынға қойылған. Өзіндік жұмыс – бұл оқыту әдісі емес, сабақты ұйымдастыру формасы емес. Оқушыларды өз бетінше танымдық әрекетке баулу құралы, логикалық-психологиялық ұйымдастыру құралы ретінде қарастыру заңды. Көптеген білікті оқытушылар сабақта Оқушылар мүмкіндігінше өз бетінше жұмыс істеуі керек, ал оқытушы өздік жұмысты басқаруы керек деп есептейді. Оқушылардың оқудағы іс-әрекеті мен дербестігінің сипатын зерттеудің әртүрлі бағыттары көп. Бірінші бағыт ежелгі дәуірден бастау алды. Оның өкілдері ретінде бала білімін ерікті, белсенді және өз бетінше игерудің маңыздылығын терең және жан-жақты негіздеген ежелгі грек ғалымдарын да (Сократ, Платон, Аристотель) санауға болады. Кейінгі дәуірде осындай бағыттар Я.А.Коменскийдің, Ж.Ж.Руссоның, И.Г.Песталоццидің, К.Д.Ушинскийдің педагогикалық еңбектерінде өрбіген. ОӨЖ сабақтарын тиімді ұйымдастырудың соңғы бағыттары Н.И. Кареев, Н.И. Рожков, Н.Г. Тарасов, А.И. Герцен, Н.И. Добролюбов, Д.И. Писарев, Н.Г. Чернышевский сынды шетелдік және отандық ғалымдардың еңбектерінде көптеп зерттелінген.Ағылшын тілін оқытуда әр оқытушы тілдік қабілеттің төрт түрінеде көп көңіл бөлу керек. Қазіргі таңда ОӨЖ жұмыстарын ұйымдастыруда АКТ мүмкіндіктерін пайдаланамыз, сондықтан мультимедиялық сабақтар мен тапсырмалар дағдылар мен тыңдау дағдыларын жаттықтыру үшін қолданылады. Мұндай тапсырмалардың көздері мультимедиялық сабақтар мен Интернет болып табылады. Интернет - аудио жазбалардың бай көзі. Мысалы, www.lyricstraining.com сайты бар, онда мәтіндері бар танымал ағылшын әндері музыка тыңдау кезінде сіз естіген сөздермен графиктерді толтырасыз. Ән айту да тіл үйрету әдістерінің бірі. Тілдік дағдыны қалыптастыруда сөйлеу әрекетін дамыту өте маңызды. Мультимедиялық мүмкіндіктер тілдегі сөйлеуді қабылдау деңгейіне сәйкес бейімдеп тыңдауға мүмкіндік береді, ал дыбыс жылдамдығын реттеу сөздердің айтылуы мен жазылуын бір уақытта сәйкестендіріп, сөз тіркестерін бөлек сөздерге бөлуге мүмкіндік береді. Микрофонды және дыбысты автоматты басқаруды пайдалану фонетикалық дағдыларды реттеуге мүмкіндік береді. Сөйлеу әрекетін дамытатын АКТ құралының бірі - www.vocaroo.ru. Бұл сайттың көмегімен Оқушылар өз дауыстарын бес минутқа дейін жазып алып, содан кейін алынған жазбаны электрондық пошта ретінде жіберуге мүмкіндік беретін өте қарапайым құрал. Бұл интернеттегі ең оңай дыбыс жазу құралдарының бірі және бір түймені басу арқылы жұмыс істейді. Жазбаларды жіберу үшін Оқушылар сілтемені көшіріп алады. Сонымен қатар ағылшын тілі ОӨЖ сабақтарында ЖАОК(Жаппай ашық онлайн курстар), STEAM, MIND MAP және 3D, VR (виртуалды шындық) сияқты жаңа инновациялық құралдар пайдаланылуда. Салыстырмалы түрде айтсақ, бұл құралдар Қазақстанда да ішінара қолданылады. Дегенмен, Қазақстандағы ОӨЖ сабақтарында жобалық жұмыс, кейс-стади, миға шабуыл, сыни тұрғыдан ойлау, аралас оқыту, рөлдік ойындар сынды инновациялық педагогикалық технологияларға басты назар аударылуда. Дегенмен, мектептерде шет тілін оқыту оқушылардің коммуникативтік құзыреттілігін қалыптастырумен, олардың сауаттылық деңгейін арттырумен және мәдениетаралық қарым-қатынасқа дайындаумен ғана шектелмейді. Кез келген жетекші білім беру бағдарламасы, бакалавриат пен магистратурада оқушылардің өз мамандығы

бойынша терминологияны меңгеруі, кәсіби тақырыптардағы мәтіндерді оқи алуы, оқу профилінің өзекті мәселелері бойынша ауызша және жазбаша қарым-қатынасқа түсуі маңызды деп санайды. Бұл жағдайда, өкінішке орай, мектепте бар оқыту бағыттарының ауқымында баспа оқулықтары сияқты қосымша онлайн ресурстары бар жетекші баспалардың оқу курстарының кең таңдауы жоқ, бірақ дайын курстарды табу өте қиын. мұғалімдерге арналған курстар жасады. Сондықтан оқытудың тар бағыттарымен жұмыс істейтін мұғалімдер интернет ресурстарын, бейнероликтерді, сұхбаттарды және т.б. құрастыру арқылы өз материалдарын әзірлейді. Бірақ аралас оқыту технологиясы дайын материалдар мен тапсырмаларды оқу курсына кіріктіруге мүмкіндік береді. ЖАОК-пен жұмысты ұйымдастыруда, әсіресе бастапқы кезеңде мұғалімнің рөлі өте маңызды екені атап өтіледі. Оқушылар үшін қызықты және пайдалы курсты таңдап, оны әдістемелік және мазмұндық жағынан бағалауы керек, содан кейін ол тек оқу процесін бақылап отыруы керек, өйткені ол енді кімнің не істегенін қадағалай алмайды, оқуға және басқаларға қанша уақыт жұмсады. Оқушылармен жұмысты бастамас бұрын оқытушыға курстың қалай жұмыс істейтінін, не екенін түсіну үшін студенттің позициясынан өз тәжірибесін алу үшін кез келген курста, тіпті бірнеше курстарда өз бетінше дайындықтан өтуді ұсынамыз. оның элементтері болуы мүмкін, білімдегі прогресс қалай бағаланады. Бұл психологиялық тұрғыдан да маңызды: мұғалім технологияны түсініп қана қоймай, іштей қабылдайтын болса, онда оны оқу-тәрбие процесінде пайдаланудың әсері әлдеқайда жоғары болады.

Шетел тілін оқыту үдерісіне ЖАОК интеграциясына келетін болсақ, жұмыстың бірнеше бағыттары бар:

1) жалпы топтық өзіндік жұмыс ретінде ЖАОК пайдалану;

2) Оқушылардің жеке өзіндік жұмысында ЖАОК қолдану.

Бірінші және екінші жағдайда да мұғалімнің рөлі оқушылардің курсты меңгеру процесін бақылауға дейін төмендейді; Бірінші жағдайда мұғалім де курстың белсенді қатысушысы бола алады және оқушылардің жауаптарына онлайн режимде түсініктеме бере алады, бірақ мұғалім ретінде емес, курстың тең құқылы қатысушысы ретінде. Бұл жағдайда аудиторияда оқушылар курстың тілі мен мазмұнын талқылай алады: лекциялар, қатысушылар мен модераторлардың қызықты пікірлері, пайдалы лексика, терминология.Қандай да бір түрде мұндай курсты топпен бірге меңгеруді оқушылар бір кітапты оқып, оны сыныпта талқылағанда, сол кітап бойынша кейбір тапсырмаларды орындағанда дәстүрлі үй оқуымен салыстыруға болады; Қазір кітаптың орнына ақпаратқа, пікірлерге, оқиғаларға толы тұтас интернет-ресурс бар. ЖАОК-пен жұмыс істеудің екінші тәсілі, оқушылар өз курсын жеке таңдап, онымен жұмыс істегенде, оқушылардің жеке білім беру траекториясын және оқу автономиясын қалыптастыруға ықпал етеді, бұл оқытудың жоғары нәтижелеріне қол жеткізуге оң әсер етеді. Сонымен қатар, бұл курстар, біздің көзқарасымыз бойынша, оқушылардің өзіндік жұмысын ұйымдастыру тиімділігінің келесі критерийлеріне сәйкес келеді:

1) Өзіндік жұмыстың мазмұны кәсіби құзіреттілікті қалыптастырумен байланысты болуы керек – мамандандырылған ЖАОК шет тілінің көп саны әртүрлі мамандықтар үшін ЖАОК таңдауға мүмкіндік береді;

2) Өзіндік жұмыс бағдарланған, оқушылар да, мұғалімдер де бақылайтын болуы керек - ЖАОК мақсаттары, тапсырмалары, тапсырмаларды орындауға арналған уақыт шектеулері бар;

3) оқушылардің жеке мүмкіндіктерін, қажеттіліктері мен қызығушылықтарын ескере отырып - оқушылар ұсынылатын көптеген курстардың ішінен өздерінің қызығушылық саласына сәйкес келетінін таңдай алады;

4) оқушылардің өздік жұмысын ақпараттық-әдістемелік құралдармен және материалдармен қамтамасыз ету – ЖАОК оқуға арналған бейне-дәрістерді, негізгі және қосымша әдебиеттерді қамтиды.

Бөлінген ерекшеліктер мен оқушылардің өзіндік жұмысын ұйымдастырудың тиімділік критерийлеріне сәйкестігі, біздің ойымызша, қазақстандық ЖОО-ның оқу үдерісіне шетелдік МООК енгізу мүмкіндігін қарастыруға мүмкіндік береді.

Қорытындылай келе, мынаны айтуға болады: ЖАОК қазірдің өзінде әлемдік білім беру жүйесінің және біздің шындықтың бір бөлігіне айналды, оларды елемеу мүмкін емес. Біз бұл жаңа білім беру платформасының толық әлеуеті мен мүмкіндіктерін әлі түсінген жоқпыз, әртүрлі сипаттағы көптеген сұрақтар туындайды. Бірақ қазіргі уақытта шет тілін үйрену ең перспективалы бағыттардың бірі болып табылады.

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ЖАҢА ИННОВАЦИЯ НЕГІЗІ – САПАЛЫ БІЛІМ

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Алматы облысы, Іле ауданы

«Сендердің азат ойларың мен кемел білімдерің - елімізді қазір бізге көз жетпес алыста, қол жетпес қиянда көрінетін тың мақсаттарға апаратын құдіретті күш»
Н.Ә.Назарбаев.

Қазіргі таңда еліміздің болашақ ұрпақтарын тәрбиелеу бағытындағы білім беру мәселесі - мемлекетіміздің басты ұстанымдарының бірі. Осы ұстанымға жетудің бірден – бір жолы: әлемдік білім кеңістігінен орын алу, өркениетті, қуатты елдер қатарына қосылу болып табылады. Оқытудың инновациялық технологияларын пайдалана отырып білім сапасын арттыру, сондай – ақ рухани жан дүниесі бай, жан – жақты дамыған ұрпақ тәрбиелеу -осы ұстанымдардан туып отырған өзекті мәселелердің бірі.

Бүгінгі таңда білім саласының алдында дайын білімді, дағдыларды меңгеретін, қайталайтын ғана емес, шығармашылық бағытта жұмыс істейтін, тың жаңалықтар ашатын, біртума ойлау қабілетімен ерекшеленетін жеке тұлға қалыптастыру міндеті тұр.

Оқушының шығармашық іс - әрекетіне жағдай тудыру дегеніміз – оқушыны ойлай білуге үйрету екені сөзсіз. Бүгінгі таңдағы жаңаша білім беру міндеттерін негізгі үш мақсат қана шеше алады. Олар-дүниетанымдылық, шығармашылық және терең білімділік. Сондықтанда мен өз сабақтарымда оқушыларымның өз бетінше ойлануларына көбірек көңіл бөлдім. «Қыран – түлегіне қайыспас қанат сыйлайды, ұстаз – шәкіртіне талап сыйлайды » , - деген халқымыздың қанатты сөзі ұстаз арқылы дарыған талаппен ұрпақтың алысқа ұшатынын меңзеген сияқты. Еліне қорған, ұлтына қамқор болар ұрпақтың қашанда көңілі ояу, айналасындағы өзгерістерге сыни тұрғыдан қарап ойлай білуі, пікір, қорытынды айтып,

шешім қабылдай алуы қажет – ақ. Міне, бұл биік – оқушының шығармашылығы арқылы келетін іс. Ендеше оқушыларды шығамашылыққа баулуды алғаш мектепке келген сәттен бастап – ақ қолға алу керек.

Бастауыш сынып- оқушысы тұлғасы мен санасының дамуы қуатты жүретін, ерекше құнды қайталанбас кезең. Сондықтан бастауыш білім- үздіксіз білім берудің алғашқы басқышы, қиын да жауапты жұмыс. Бастауыш мектеп балаға белгілі бір білім беріп қана қоймай, оны жалпы дамыту, яғни сөйлеу, оқу, қоршаған орта жөнінде дұрыс көзқарас қалыптастыру, талдау жасауға үйрету, ойын дұрыс айтуға, салыстыра білуге, дәлелдеуге, сөйлеу мәдениетіне үйретеді. Бастауыш сынып оқушысынның ойлау қабілеті мен сөйлеу қабілетін үйлесімді дамыту мақсаты- баланы оқыта отырып, оны шығармашылық бағытта жан-жақты дамыту. Оқушылардың шығармашылық қызығуын ояту, ана тіліне сүйіспеншілігін қалыптастыру өте маңызды іс. Мұндай іс мұғалімнен көп ізденуді талап етеді. Шығармашылық дегеніміз- адамның өмірінде өзін-өзі таңуға ұмтылуы, өз бетінше ізденуі. Өмірде дұрыс жол табу үшін адам дұрыс ой түйіндеп, өздігінен сапалы дәлелді шешімдер қабылдай білуге үйренуі керек.

Бастауыш сынып оқушының ойлау, сөйлеу қабілетін дамытуда ерекше орын алатын пән – ана тілі. Ана тілін үйрету – сөздерді түсініп, меңгеріп оқу, жаттау, олардың жүйесін, өзгеру заңдарын білу ғана емес, тіл үйрену мен қатар, бала сансыз көп ұғымдарды, ойларын, сезімдерін, сұлу үлгілерін, ойлау жүйесін де меңгереді. Ана тілін оқып-үйрену арқылы олар Қазақстанның мәртебесін көтере туған халқының өткені мен бүгіні, болашағы жайында мол мағлұматтар ала отырып,танымдық, тәрбиелік, білім-дағдыны үйренері хақ. Өтілетін әр сабақ белгілі бір мақсатқа құралған, оқушының сыни тұрғыдан ойлау, сөйлеу қабілеттерін қалыптастыра отырып шығармашылыққа баулуы тиіс. Ол үшін мұғалім күнделікті сабаққа жете ізденіп,оқушының ойын дамытатын және өз пікірін айта білгенде ғана сабақ өз мақсатына жеткен шығармашылыққа бағдарланған, оқушы дүниетанмын байытатын бірден-бір сабақ болар еді.Қай сабақ болмасын «мынау оның ойын дамытатын, мынау оның сөйлеу қабілетін дамытатын»,- деп бөліп жаруға болмайды.Себебі,оқушының ойы дамығанда ғана, оның тілі дамитынын естен шығармаған жөн. Шебер мұғалім осы екі қасиетті оқушы бойына дарыта оқыта отырып, оқыту әдісін, жаттықтыру жұмысын, қолданылатын көрнекілік түрлерін оқушының жас ерекшелігін ескере отырып, қабілеті мен ынтасына қарай таңдай білсе, өзі көздеген мақсатына жетеді.

Оқушылардың сыни ойлау, сөйлеу қабілетін үйлесімді дамыту барысында оқушылардың шығармашылық және ізденіс қабілеттері артады. Оқушының тілі мен ойын дамытуда мынадай жұмыстар жүргізген жөн. Сабақта оқушыларымның өз бетінше ойлануларына көбірек көңіл бөле отырып, олардың роль таңдап, сезімге бой алдырулары және соны өз сөздерімен жеткізуі жақсы нәтиже берді. Оқушыларымның танымдық белсенділіктері артты, танымы көтерілді. Ол үшін арнаулы бір тақырыпта пікірталас тудыру;

Оқушылардың ойлау қабілетін дамытатын әдіс – тәсілдер арқылы ойындармен берілген тапсырмаларды шешу (Бес жолды өлең, Венн диаграммасы, ББББ, Т кестесі, Инсерт, Интервью, сөзжұмбақ, ребус, құрастырмалы ойындар т. б ойларын жинақтауға, салыстырулар жасауға зор ықпал ететіндігін оқушыларымның берген жауаптарынан байқадым, т.б)

Әңгіменің ұқсастығын салыстыру, бөліктерге бөлу, ат қойғызу;

Қиялдау арқылы сурет салғызу, рөлге бөліп оқыту;

Мәтін кейіпкерлеріне мінездеме беру;

Ой шапшаңдығын, сөз байлығын дамытуда өлең шумақтарын құрастыру;

Мәтін, ертегі, әңгімені өз бетінше аяқтау.

Осындай әдіс – тәсілдерді үнемі жүргізу арқылы оқушылардың сыни тұрғыдан ойлауын арттырып, шығармашылыққа баулып, оқушы бойындағы дарындылық қабілетін ашып, ойын дамытып, тілін байытуға, қиялын ұштауға, өз бетінше ізденуге зор әсерін тигізді. Бала бойындағы дарындылық қабілетті ашу – оқушының шығармашылық бағытта дамуына жете мән беру болып табылады.

Бала мен мұғалім арасындағы қарым-қатынастағы сезім байланысын орнатып, үйлесімділікке қол жеткізуге мынадай даналық сөз бар: «Педагогикалық процесте баламен тіл таба білу, яғни балаға өз ойын, талғамын, көңіліндегісін айтуға мұрсат беру мұғалімнен көп шеберлікті талап етеді. Осынау қарым-қатынаста бала жанының қозғалысы ұстаз жанының қозғалысымен үйлесім тапқан кезде бала өз бойындағы табиғи дарынын ашады, ал мұғалім өзінің шығармашылық жігер қуатының жемісін көруге мүмкіндік алады. Басқаша айтқанда, бала шығармашылығы мұғалім шығармашылығымен ұштасып кетеді. Мұндай жағдайда рухани тұтастық пайда болады», - дейді.

Сыни тұрғыдан ойлай алатын оқушының ойы жүйрік, тұғыры биік азамат болып қалыптасады. Ана тілімен қатар қазақ тілі сабағы да сөзбен жүргізілетін жұмыс сөздерді байланыстырып сөйлеуге, әңгіме айтуға, шығарма жазуға көмектеседі. Сөздік жұмысы оқушыны бір жағынан ойлауға жетелесе, екінші жағынан қызығушылығын оятып, шығармашылық қабілетін арттыруға, белсенділікке ынталандырады. Мысалы:

Берілген сөздердің ішінен солдан оңға қарай оқығанда жаңа сөз шығатын сөздерді теріп жаз:

Қыран қала Дархан

Мұз бұлақ есек

Қысым сүт киім

«Ал» буынынан басталатын бірнеше жеміс атауларын жазып, төрт сөйлем құра ма

Қандай сын есім жазылғанын табыңдар:

Зықыл (қызыл) рыса (сары)

Ыңқал (қалың) ікби(биік)

Анжу (жуан) рат(тар)

«Көкірегі сезімді, көңілі ойлыға, бәрі де анық тұрмай ма ойлағанда» деп Абай атамыздың сөзімен айтар болсақ, шығармашылық қабілеті дамыған баланың көкірегі сезімді, көңілі ояу боларына дау жоқ.

Сабақтарда оқушыға ерекше ахуал, мұғалім мен оқушы арасында ынтымақтастық қатынас сақталады. Мұғалім бақылаушы емес, бағалаушы емес, танымдық іс-әрекетін ұйымдастыратын шығармашылық істердің ұйытқысы. Тек осындай оқыту ғана оқушы интелектісінің көзін ашып, шығармашылығын дамытады. Оқушының шығармашылығына бағыт – бағдар беруді ең алғаш білім мазмұнына енгізген М. Жұмабаев болатын. Ол балалардың ойларын дамыту туралы: «Ойлау жанның өте бір қиын терең ісі»,- деп атап көрсете келіп, тәрбиеші баланың ойлап, үйренуіне көп күш жұмсау керектігін ескертеді.

Қорыта келгенде, ойлаумен ұштастыра білім алуды бағыттайтын оқыту технологиясы сыни тұрғысынан ойлау екендігіне көзім жетті. Өйткені, белгілі бір тақырыптағы ойды сын тұрғысынан қарай отырып, ой толғау, суреттей алу, еске түсіру, болжау оқушыларды да, жаңа бір әлемнің жаңалығын ашқандай қалыпқа жеткізеді. Әрі қарай ойын айтуға ынталандырады.

Бастауыш сынып оқушыларын оқытуда тиімді әдістерді пайдалану арқылы оқушының білімге деген қызығушылығын арттыруға, терең ойлау қабілетінің белсенділігін қалыптастыруға болады. Бастауыш сыныптың қай пәнінде болсын оқушылардың сыни тұрғыдан ойлауын дамыта оқыту олардың сабаққа деген қызығушылығын оятып, ойын, ынтасын, дамыта түседі. Сынып оқушылары топпен, жұппен жұмыс істеу арқылы өзара пікірлесіп, ең ұтымды жауапты тауып айтуға үйренеді. Топқа берілген сұраққа тынымсыз іздене отырып, әр оқушы өз ойын еркін айтуға, оны дәлелдеп, қорғай білуге мүмкіндік алады. Сынып оқушылары топпен, жұппен жұмыс істеу арқылы өзара пікірлесіп, ең ұтымды жауапты

тауып айтуға үйренеді. Мұғалім өз сабағын шығармашылықпен өткізе алса, өзінің білімін сарқып жұмсаса, үнемі ізденіс үстінде болса, шәкірттерді анасындай аймалап жүрек жылуын бәріне бірдей шаша білудің қорытындысы - бағбанның жақсы ағаштан жиған сапалы жемісі іспеттес.

Бүгінгі күннің мұғалімі – шығармашылық адамы. Ол қанша ізденсе, болашақ ұрпаққа соншалықты сапалы білім бермек. Ендеше мұғалім күш- қуатын көңіл- күйін әрдайым жоғары көтере білсе, сонда сабақ беру сапасы арта түсіп, еңбегі жанады.

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