

**МИНИСТЕРСТВО ВЫСШЕГО И СРЕДНЕГО СПЕЦИАЛЬНОГО
ОБРАЗОВАНИЯ РЕСПУБЛИКИ УЗБЕКИСТАН
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**ГАРМОНИЧНО РАЗВИТОЕ ПОКОЛЕНИЕ –
УСЛОВИЕ СТАБИЛЬНОГО РАЗВИТИЯ
РЕСПУБЛИКИ УЗБЕКИСТАН**

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**Под общей редакцией доктора педагогических наук,
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Болаларга жопли ва жопсиз табиатдаги ҳар бир нарсанинг бетакрор гўзаллик эканлигини аниқлаш, ҳис эттириш, кузатириш, ҳар бир нарсанинг ўзига хослигини аниқлаш, уларнинг ўзаро муносабатда ва ўзаро алоқада эканлигига ишора қилувчи белгиларини ажратиш муҳим роль ўйнайди.

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SPATIAL ARRANGEMENTS OF PREPOSITION “ON”

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The simplest type of spatial arrangements containing prepositional constructions in English generally constitutes of three elements, one preposition and two nouns.

The nouns refer to an object to be located and a reference object, the preposition refers to the spatial relationship between the Figure and the Ground.

Let's consider the following examples: (1) a) a book on the table; b) a book is on the table.

As in the examples (1), a spatial expression is constructed simply using a noun and a prepositional construction that defines the preceding noun as shown in (1a).

It may also be structured around a copular verb as shown in (1b). There are also spatial expressions that are not composed of three constituents.

For instance, an expression ‘The book is nearby’, has only one noun and one preposition instead of two nouns, since the Ground object can be understood from the context. The environments in which a spatial expression appears are differentiated, but the most important point is the spatial preposition.

Prepositions are one of the main linguistic elements that are used to determine spatial relationships between Figure objects and Ground objects. One of the main functions for spatial prepositions is to show a specific location in a large space, for example, the preposition in limits the location of a Figure within a Ground.

The preposition on, at, and in are within the top 10 in terms of usage, frequency is a scope of probability of usefulness and high frequency words constitute a main vocabulary. Besides the rank in the frequency list, the number of senses also affects the selection of the preposition in this article. Preposition “on” contains twenty-nine senses as a preposition, among which there are spatial senses as well as temporal senses and others, too. The number of senses is nineteen for the preposition at, seven for in, thirteen for over, and twelve for under. These many senses of the prepositions are listed in many dictionaries. In this article it has been presented various configurations and senses for the spatial preposition “on”. The preposition on describes ‘support’, ‘contact’, or ‘contiguity’ relationships that exist between the Figure and the Ground objects.

Most often the Figure is in physical relationship with the surface of the Ground. The same preposition can express multiple spatial relations. The examples in (2) describe how Figure objects are placed relative to the surface of the Ground objects.

They show a wide difference of contact relations depending on the manner in which the Figures and the Grounds are physically related: (2) a. There is a tablecloth on the table. ‘cover’; b. John put the poster on the wall. ‘attachment’; c. There are pears on the branch. ‘hanging’; d. John has a scar on his face. ‘unification’; e. The picture on the cover of the books is ugly. ‘part of’; f. The house on the lake is reserved. ‘adjoining’

In (2a), the Figure, a tablecloth, is in contact with the Ground, the table, in the term of covering it. The Figure, the poster, is in contact with the Ground, the wall, in the meaning of attachment to it (2b) and pears are in contact as a manner of hanging from the branch in (2c). The rest of the examples, (2d), (2e) and (2f), express various types of contacts such as unification, being part of, and adjoining, respectively. These diverse meanings demonstrate that Figure objects can be located in different places in relation to the Ground even when the same preposition is used. The regions of the Ground objects can vary. The region of contact with the Figure is the surface of the Ground (2a).

The supporting regions of the Ground object can be vertical as in (2b). The region pertaining to the example (2f) is adjacency of the Ground object. The region is a specific part of the Ground and it can vary according to spatial relationships.

For instance, the regions can be identified as a surface, an interior, or broad exterior areas of the Ground. The upper surface of the Ground object supports the Figure object against the force of gravity. The various types of contact relations between Figures and Grounds show that a specific Figure can be assigned a different region in relation to a Ground on the basis of context knowledge. The choice among prepositions that describe a particular spatial scene is typically the outcome of the interaction among quite complicated perceptual, geometric, pragmatic and conventional factors.

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ПРОБЛЕМА ИНДИВИДУАЛИЗАЦИИ ПОДГОТОВКИ СТУДЕНТОВ В УСЛОВИЯХ СОВРЕМЕННОЙ СИТУАЦИИ

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Проблема индивидуализации обучения всегда была значима в педагогической науке. Анализ психолого-педагогических литературных источников показал, что самые первые высказывания о необходимости учета индивидуальных особенностей обучающихся и применения индивидуального подхода к ним сделаны еще Я.А.Коменским. Однако, несмотря на существенную широту исследований, изучение педагогических возможностей индивидуализации обучения в вузе рассмотрены недостаточно, а термин «индивидуализация обучения студентов» не имеет статуса четко определенного научного понятия.

and reading proficiency via computer-adaptive tests.....	435
Усеинова С.Э., Горлина И.Г. Решение образа в танцевальном искусстве.....	438
Усманова Н.Х. Роль фонетики в процессе обучения иностранному языку.....	440
Усманова Н.Х. Современные коммуникативные методы обучения иностранным языкам.....	443
Усмонова М.С. Биология таълими самаралорлигини орттиришинг замонавий муаммолари.....	444
Хайдарова С., Ахмедова З. Кичик мактаб ёшидаги ўқувчиларнинг жисмоний тарбиясида ёш хусусиятларининг ахамияти.....	446
Хайдарова С., Эргашев Х. Талаба-ёшларни касбий ўз-ўзини тарбиялаши – ижодий фаолият омили сифатида.....	449
Хакимов А. Мактабгача таълим ёшидаги болаларни ижтимоийлашувида маънавий тарбиявий ўрни.....	452
Халилова Т. Жисмоний маданият муаммоларини ўрганиш.....	454
Ханходжаева Н.Б., Амануллаева А. Экологические методы при использовании в сельском хозяйстве.....	456
Ханходжаева Н.Б., Асомидинова Д. Использование минеральных удобрений в сельском хозяйстве.....	459
Ханходжаева Н.Б., Урокбоева Х. Экологическая устойчивость как важная задача в современном мире.....	461
Xodjayeva N.Sh. How technology effects education.....	463
Хожимуротова Б.Н., Абдумуродова М. Мактабгача таълим муассасасида таълим-тарбия мазмунини ташкил этишда интерфаол ўйинларнинг ахамияти....	466
Xoliyarov L.T. Darstellung von Lesestrategien beim Erwerb der deutschen Sprache.....	468
Xoliyarov L.T. Der Einsatz von authentischen und didaktischauthentischen Lesetexten.....	471
Xolmaxammadova D.N. Badiiy adabiyotda ta'sirchanlik.....	473
Шамшетова А.К., Анваров М. Мактаб таълим жараёнида ўсмирларга бўладиган психологик тарбия.....	476
Шорахмедова Д.Х. Изучение элементарной математики в дошкольном образовательном учреждении.....	479
Шорахмедова Д.Х. Методика развития навыка чтения у обучающихся.....	481
Шукурова Ў., Жалилов А. Баркамол авлод таълим-тарбиясида инновацион услубларнинг ўрни.....	483
Шукурова Ў., Йўлдошева Ў. Умумтаълим мактабларида ўқувчиларни тарбиялашда харакатли ўйинларнинг ахамияти.....	487
Эгамбердиева Л. Болаларни атроф-оламга кизиктириш йўллари.....	488
Egamberdiyeva L.N., Diasova G.A. Bolalarni tabiat bilan tanishtirishda interfaol usullardan foydalanish.....	491
Эгамбердиева Л.Н., Султанова М.Н. Болаларга экологик тарбия бериш мазмуни.....	493
Eshonkulov A., Musayeva D. Spatial arrangements of preposition “on”.....	496
Юлдашев Н., Рустамов Л. Проблема индивидуализации	