ЁШ ФИЛОЛОГЛАРНИНГ ИЖОДИЙ ИЗЛАНИШЛАРИ

(илмий мак;олалар тўплами)

"A dark-horse candidate"iborasini ko'rib chiqumiz. Iboraning kelib chiqishi ot poygalariga borib taqaladi. Uning ma'nosi hech kirn kutmagan va bilmagan otning poygada g'olib chiqishidir. Bu ibora ko'pincha siyosatda qo'llaniladi. Unda taniqli bo'lmagan siyosatchi saylovlarda g'olib kclishini anglatadi. Tarixda birinchi shunday shaxs bu Amerika siyosatchisi Jcyms K.Polk bo'lgan. U saylovlarda kutilmaganda g'oliblikni qo'lga kiritgan. Bu ibora o'zbek tilidagi **"kichkina demang bizni, ko'tarib uramiz** sizni"maqoliga mos keladi.

Keling endi siz bilan **"do not change horses in midstream"iborasini** ko'rib chiqamiz. Bu iboraniAvraam Linkoln 1864-yilda nutqida qo'llagan.Bu ibora siyosatda davlat boshlig'ini urush yoki og'ir sharoitda o'zgartirmaslik ma'nosida qo'llaniladi. Bu iboraning umumiy ma'nosi boshlangan ishni yarmida o'zgartirmang ma'nosiada qo'llaniladi. Misol: *I am already baking a cherry pie. I can not bake an apple pie. It is too late to change horses in the middle of the stream.*

Albatta, bunday qiziqarli ma'lumotlarni ko'plab keltirish mumkin. Bizning nazarimizda, frazeologik iboralarning yaratilishidagi tarixiy asoslarning mavjudligini ilmiy tarzda ishlab chiqish, ma'nolarini sharhlash va qo'llanish doirasini ko'rsatish, tilni amaliy jihatdan o'qitish jarayonida yoki badiiy asarlar tilini o'qib tushinishda ham muhim ahamiyat kasb etadi.

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МУНДАРИЖА

structure and a detailed description of the content of competencies allow to clearly define the maximum level of foreign language.

The advantages of this model are obvious. First of all, they allow you to objectively evaluate the level of knowledge of the student or student. With regard to the principles of the Bologna process, the student has reached a certain level, avoid having to re-prove their knowledge while continuing their studies at another university, even if it is another country of the European Union. However, this system allows even a non-professional person in the field of education to self-assess his/her proficiency in a foreign language. This structure extends beyond the sphere of education and allows the employer to obtain objective information about the level of linguistic competence employee or candidate for office.

Despite the obvious advantages of the European criteria, they are not without some drawbacks. They are primarily aimed at people living in the European **Union** and, therefore, are in constant contact with native speakers. However, they are more likely to find themselves in a real communicative situation, while for the students studying English in Uzbekistan such opportunities are much smaller. In view of this, particularly the development of foreign language seems difficult realities, and the real communicative situation is often simulated...

However, even with the above difficulties, the European experience of a single system approach to foreign language teaching and assessment is extremely important and useful in light of the strategy to create a national model of teaching foreign languages in the Republic of Uzbekistan.

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B. Karaev
THE HISTORY OF THE ENGLISH LANGUAGE AS A CULTURAL SUBJECT

If we speak about the importance of a language, it is natural for people to view their own first language as having intrinsic advantages over languages that are foreign to them. However, a scientific approach to linguistic study combined with a consideration of history reminds us that no language acquires importance because of what are assumed to be purely internal advantages.

Languages become important because of events that shape the balance of power among nations. These political, economic, technological, and military events may or may not reflect favorably, in a moral sense, on the peoples and states that are the participants; and certainly different parties to the events will have different interpretations of what is admirable or not. It is clear, however, that the language of a powerful nation will acquire importance as a direct reflection of political, economic, technological, and military strength; so also will the arts and sciences expressed in that language have advantages, including the opportunities for propagation [2,89].

The spread of arts and sciences through the medium of a particular language in turn reinforces the prestige of that language. Internal deficits such as an inadequate vocabulary for the requirements at hand need not restrict the spread of a language. It is normal for a language to acquire through various means, including borrowing from other languages, the words that it needs. Thus, any language among the 4,000 languages of the world could have attained the position of importance that the half-dozen or so most widely spoken languages have attained if the external conditions had been right. English, French, German, and Spanish are important languages because of the history and influence of their populations in modern times; for this reason they are widely studied outside the country of their use. Sometimes the cultural importance of a nation has at some former time been so great that its language remains important long after it has ceased to represent political, commercial, or other greatness. Greek, for example, is studied in its classical form because of the great civilization preserved and recorded in its literature; but in its modern form as spoken in Greece today the Greek language does not serve as a language of wider communication [2,51].

In numbers of speakers as well as in its uses for international communication and in other less quantifiable measures, English is one of the most important languages of the world. Spoken by more than 380 million people in the United Kingdom, the United States, and the former British Empire, it is the largest of the Western languages. English, however, is not the most widely used native language in the world. Chinese, in its eight spoken varieties, is known to 1.3 billion people in China alone. Some of the European languages are comparable to English in reflecting the forces of history, especially with regard to European expansion since the sixteenth century. Spanish, next in size to English, is spoken by about 330 million people, Portuguese by 180 million, Russian by 175 million, German by 110 million, French by 80 million native speakers (and a large number of second-language speakers), Italian by 65 million. A language may be important as a *lingua franca* in a country or region whose diverse populations would otherwise be unable to communicate. This is especially true in the former colonies of England and France whose colonial languages have remained indispensable even after independence and often in spite of outright hostility to the political and cultural values.

Language is transmitted culturally; that is, it is learned. To a lesser extent it is taught, when parents deliberately encourage their children to talk and to respond to talk, correct their mistakes, and enlarge their vocabulary. But it must be

emphasized that children very largely acquire their mother tongue (i.e., their first language) by "grammar construction" from exposure to a random collection of utterances that they encounter. What is classed as language teaching in school either relates to second-language acquisition or, insofar as it concerns the pupils' first language, is in the main directed at reading and writing, the study of literature, formal grammar, and alleged standards of correctness, which may not be those of all the pupils' regional or social dialects. All of what goes under the title of language teaching at school presupposes and relies on the prior knowledge of a first language in its basic vocabulary and essential structure, acquired before school age [1,201].

If language is transmitted as part of culture, it is no less true that culture as a whole is transmitted very largely through language, insofar as it is explicitly taught. The fact that mankind has a history in the sense that animals do not is entirely the result of language. So far as researchers can tell, animals learn through spontaneous imitation or through imitation taught by other animals. This does not exclude the performance of quite complex and substantial pieces of cooperative physical work, such as a beaver's dam or an ant's nest, nor does it preclude the intricate social organization of some species, such as bees. But it does mean that changes in organization and work will be the gradual result of mutation cumulatively reinforced by survival value; those groups whose behaviour altered in any way that increased their security from predators or from famine would survive in greater numbers than others. This would be an extremely slow process, comparable to the evolution of the different species themselves.

The English language of today reflects many centuries of development. The political and social events that have in the course of English history so profoundly affected the English people in their national life have generally had a recognizable effect on their language.

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Р.А. Носирова

ИНГЛИЗ ВА УЗБЕК ТИЛЛАРИДА УЙ ХАЙВОНЛАРИ НОМЛАРИ БИЛАН К.УЛЛАНИЛАДИГАН ФРАЗЕОЛОГИК БИРЛИКЛАР

Тил дунёда, хдётда ва жамиятда содир бўладиган х,амма узгаришларни намоён килувчи хрдиса х,исобланади ва бу ўзгаришлар тилининг хдр хил катламларига бириктирилади. Тилда халк,нинг дунёкдраши ва дунёвий тушунчаси якдол кўринади. Тил факатгина хдётий фаолиятни намойиш килмасдан, яна авлоддан-авлодга миллий ва маданий урф-одатларни олиб утади. Тил ва маданият бир-биридан ажралмас тушунчалардир. Тил маданиятнинг бир кисми бўлиб, унинг ривожланиши ва сакланишида юкори погонани эгаллайди. Тил бирликлари, айникса унинг лексик-фразеологик даражасидаги бирликлар "халк. маданияти ойнаси" деб тан олинган. (Толстой, 1991)

Х^айвонлар номлари билан кўлланиладиган фразеологик бирликлар тил фразеологик захирасининг кенг кўлланиладиган кисми х,исобланади х,амда инсоннинг йиллар ва асрлар мобайнидаги дунёкдрашини намоён кдлади. Бундан ташкдри бу фразеологик бирликлар инсоннинг хайвонот дунёсига булган муносабатини билдиради.

Т^айвон номлари билан кўлланиладиган фразеологизмлар бизни хдр томонлама ураб туради. Масалан, бадиий адабиётда, публицистикада, огзаки ва ёзма нуткда ва хдказо. Фразеологизмларни ўрганиш давомида инсонлар уз халки ва бошкд халкларнинг тарихи, маданияти билан чукуррок танишади, ва маданиятлараро муносбатларда тез бах,сга киришади.

Инсоннинг хайвонот оламига бўлган муносабат биринчи навбатда уй хайвонларига таалукдидир, чунки уй хайвонлари инсонларга мех,нат килишга ёрдам берган. Лекин инсоният ҳамма вакт х,ам бу уй хдйвонларига нисбатан инсоф билан иш тутмаган. Тил ривожланиши даврида инсонлар узларининг ёмон хислатларини хдйвонларнинг хислатлари билан солиштирган ва кейинчалик хдйвонлар шу ёмон хислатлар ташувчисига айланган.

Купчилик халкдарда хайвонларнинг номланиши ва хислат белгилари мое тушади, лекин улар ўртасида баъзи фарклар х,ам мавжуд. Биз уз тадкикртимизда инглиз ва ўзбек тилларида бу хислатларни ўрганиб чикишга харакат киламиз.

Инглиз тилида "мушук" сўз бирлиги мавжуд фразеологизмлар купчиликни ташкил килади. Инглизларда "мушук" жахдцор, феъли тез, купол одамларни таърифлайди: *to bell the cat* - мушук буйнига кунгирокча осиб кўйиш, кийинчиликни буйнига олиш.

Узбек тилида хдм "мушук" асосан жахдцор одамларга нисбатан кулланилади: "мушукдай жахдцор", "ит-мушук бўлиб талашмок," ва бошкдлар.

Бундан ташкдри инглиз ва ўзбек тилларида "от" уй хдйвони номи билан кулланиладиган фразеологик бирликлр мавжуд. Ўзбек тилида "от" сузи билан кулланиладиган фразеологик бирикмалар мехнаткаш, чаккрн