

РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС
ТАЪЛИМ ВАЗИРЛИГИ

БУХОРО ДАВЛАТ УНИВЕРСИТЕТИ

ТИЛНИНГ ЛЕКСИК-СЕМАНТИК ТИЗИМИ,
КИЁСИЙ ТИПОЛОГИК ИЗЛАНИШЛАР ВА
АДАБИЁТШУНОСЛИК МУАММОЛАРИ

МАТЕРИАЛЛАР ТЎПЛАМИ

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("Ухлэ, ухаконна Колас, ухлэти") кўшкларини болалар адабиятини подар лавунаси деб баҳолаш мумкин. Бундай кўшкларини Французда турли ёндаш одамлар ёзишган. Келадир ўз боласини ухлэти учун, яна кимлардир неварэ ёхуд ухаси ёки жинини олингн учун кўйлашига табийи хол, албатта.

Дарҳақиқат, кўшк тарбия воситасидир. Ушдан халқ маданиятини камолот даражасига кўтариш мақсади кўзлашади. Француз ёшлари ўртада ("Барча йигит ва кизлар") деб номланган кўшк Тонс *Tons les garçons et les filles* (Fransoise Hardy) томонидан ёзилган. Бу кўшк француз франгуз Харри байрамларида ёшлар томонидан ўйин ва хор ҳамроҳлигида ижро этилади. Кўшк бахтиёр ёшнинг тараннуми элади:

Tons les garçons et les filles de mon âge se promènent dans la rue deux par deux.

"Меннинг ёшларим бarchа йигит-қизлар кўлма-кўй уйлаштиб сайрга чиқадн, Менинг ёшларим бarchа йигит-қизлар бoхт имолигини ахши билдиладн."

Мақтаб бистирувчиларига *L'école est finie* ("Битирув охири") кўшгини ҳам оқимлашган тиронлардан бериладн. Бу кўшкни Шейла (Shella) яратган.

"Donne-moi la main et prends la mienne

La cloche a sonné ça signifie

La rue est à nous que la joie vien

Mais ont Mals ont l'école est finie.

Мазмун: "Болалар бarchа йигит-қизлар бoхт имолигини ахши билдиладн, Мақтаб бистирувчиларига *L'école est finie*."

Сен менга кўлигини бер, менгакин тут,

Кўнгирак чилигани илуқдиш далолаш,

Кенг кўчи биз учун кувончдин ёру,

Эх афеус, эх афеус, мақтаб тугади."

Танчилк мазмун юқоридаги оёлга мавзуси сингари ҳар доим

замонавий ва ҳеч эскирмайдиган мавзу. Синсий кўшклардан бири машҳур

("Замонда танчилк") тиронастиги (Mireille Mathieu) *La paix sur terre*

итралини бу халқ ахши эълонлайди:

"Nous ne voulons plus de guerre

Nous ne voulons plus de sang

Halte à la course aux armes

Devant tous les peuples frères

Qui a'en porteront garants

Declarons la paix sur terre

Unilatéralement ..."

Мазмун: "Биз урушни лавдатлабмиз,

Биз урушни лавдатлабмиз,

Биз урушни лавдатлабмиз,

Биз урушни лавдатлабмиз,

Биз урушни лавдатлабмиз,

Биз урушни лавдатлабмиз,

Биз урушни лавдатлабмиз,

Биз ҳол тўқинини ҳоралаймиз,
Йўқолсин, пейтрон бомбазлар,
Йўқолсин, зўравон пойгилар.
Ундан кўнлиниг учун
Кўлини қўлга берайлик..."

Хуллас, ёшлар ўртисига лавин, сенги, ёшлик ва бахтиёр хаёт каби турли мавзунини тараннум этиш Жак Дутрон (Jacques Dutronc)нинг *Il est cinq heures, Paris s'éveille* (Coat бeш, Париж уйғонмоқда), Эдит Пиаф (Edith Piaf)нинг *La vie en rose* ("Атиргулга буржинган хаёт"), Жорж Брасан (Georges Brassens)нинг *Les sorcières d'abord* ("Энг аввал дўстларим"), Патрисеа Касс (Patricia Kasse)нинг *Au clair de la lune* ("Ой ёлдузида"), сингари машҳур кўшкларни француз кўшкчилиги синъати ривожига муносиб аҳимият касб этиди.

M.I.Gadjeva, (BSU),magistrant Djaflova Z.(BSU) GENERAL NOTION OF THE PROBLEM OF VOICE IN ENGLISH GRAMMAR

The verbal category of voice shows the direction of the process as regards the participants of the situation reflected in the syntactic construction.
The voice of the English verb is expressed by the opposition of the form of the verb to the active form of is the combination of the auxiliary *be* with the past participle of the conjugated verb. The passive form as the strong member of the opposition expresses reception of the action by the subject of the syntactic construction; the active form as the weak member of opposition leaves this meaning unspecified, i.e. it expresses "non-passivity".

In colloquial speech the role of the passive auxiliary can occasionally be performed by the verb *get* and probably, *become*. *Sam got ficked for a good reason.*
The category of voice has a much broader representation in the system of the English verb than in the system of the Russian verb, since in English not only transitive, but also intransitive objective verbs including prepositional ones can be used in the passive. Besides, verbs taking not one but two objects, as a rule, can feature both of them in the position of the passive subject.
E.g.: *I've just been rung up by the police. The diplomat was refused transit facilities through London. She was undistributed by the frown on his face. Have you ever been told that you're very good looking? He was said to have been very wild in his youth. The dress has never been tried on. The child will be looked after all right. I won't be talked to like this, etc.*

Still, not all the capable of taking an object are actually used in the passive. In particular, the passive form is alien to many verbs of the stative subclass, such as *have*, *belong*, *cost*, *resemble*, *fail*, and *misgive*, etc. thus, in accord with their

situation reflected by the active construction - the nature of the process is preserved intact, the situational participants remain in their places unchanged quality. It is clearly seen when comparing any pair of constructions one of which is passive counterpart of the other. Cf.: *The guards dispersed the crowd in front of the Presidential Palace.* - *The crowd in front of the Presidential Palace was dispersed by the guards.*

In the two constructions, the guards as the doer of the action are the same; the same also is the place of action, i.e. the space in front of the Place. The presentation planes, though are quite different with the respective constructions, they are in fact mutually reverse. Namely, the first sentence, by its functional designation, features the act of the guards, whereas the second sentence, in accord with its meaningful purpose, features the experience of the crowd.

All the functional distinctions of the passive, both categorical and contextual connotative are substantiated in its use with verbs.

The gerundial phrase that is given below conveying the principal categorical meaning of the passive, suppresses the exposition of the indefinite subject of the process: *After being wrongly delivered, the letter found its address at last.*

The following passive participial construction: when the enemy batteries had been put out of action, our troops continued to push on the offensive. Cf.: the clausal equivalent of the construction: *When the enemy batteries had been put out of action, our troops continued to push on the offensive.*

The past participle of the objective verb is passive in meaning and phrases built up by it display all the cited characteristics. E.g.: Seen from the valley, the castle on the cliff presented a fantastic sight. Cf.: the clausal equivalent of the past participle range of the unmarked member of the voice opposition. Let us consider the following examples: *I will shave and wash and be ready for breakfast in half an hour. I'm afraid Mary hasn't dressed up yet. Now I see your son is thoroughly preparing for the entrance examination.*

The indicated verbs in the given sentences are objective transitive, used absolutely in the form of the active voice. This kind of verbal meanings of the action performed by the subject upon it is classed as "reflexive". The same meaning can be rendered explicit by comparing the verb with the reflexive "self-pronoun". Let us take, examples of another type: *The friends will be meeting tomorrow. Unfortunately, Nidia and Christopher divorced two years after their magnificent marriage. Are Phil and Glen quarrelling again over their toy-cruiser?*

The cited reflexive and reciprocal uses of verbs are open to consideration in special grammatical voices, called respectively, "reflexive" and "reciprocal". The reflexive and reciprocal pronouns within the framework of the hypothetical voice identification of the uses in question should be looked upon as the voice auxiliaries.

relation to the passive voice all the verbs can be divided into two large sets: the set of passivised verbs and the set of non-passivised verbs.

A question then should be posed whether the category of voice is a full representative verbal category, i.e. represented in the system of the verb as a whole, or a partial representative category, confined only to the passivised verbal set. Considerations of both form and function tend to interpret voice rather as a full-representative category, the same as person, number, tense and aspect. These reasons can be given to back this appraisal.

First, the integral categorical presentation of non-passivised verbs fully coincides with that of passivised verbs used in the active voice; second, the active voice as the weak member of the categorical opposition is characterized in general not by the "active" meaning as such, but by the extensive non-passive meaning of a very wide range of actual significations, some of them approaching by their process-direction characteristics those of non-passivised verbs. Third, the demarcation line between the passivised and non-passivised set is by no means rigid, and the verbs of the non-passivised order may migrate into passivised order in various contextual conditions.

Thus, the category of voice should be interpreted as being reflected in the whole system of verbs, the active voice form if not directly, then indirectly.

As a regular categorical form of the verb the passive voice is combined in the same lexeme with other oppositionally strong forms of the verbal categories of the tense-aspect system, i.e. the past, the future, the continuous, the perfect. This it has a neutralizing effect on the category of development in the forms where the auxiliary be must be doubly employed as a verbid, so that the future continuous passive, as well as the perfect continuous passive are particularly not used in speech. As a result, the future continuous active has as its regular counterpart by the voice opposition the future indefinite passive, the perfect continuous active in all the tense-forms has as its regular counterpart the perfect indefinite passive. Cf.: *The police will be keeping an army of reports at bay. An army reporter will be kept at bay the police. We have been expecting the decision for a long time. The decision has been expected for a long time.*

The category of voice differs radically from all the other hitherto considered categories from the point of view of its referential qualities. Indeed, all the previously described categories reflect various characteristics of process, both direct and oblique, as certain facts of reality existing irrespective of the speaker's perception. For instance, the verbal category of person expresses the personal relation of the process. The category of prospect expresses the timing of the process from the point of view of its relation to the plane of posteriority. Finally the analyzed aspects characterize the respective inner qualities of the process. In each these category does disclose some actual property of the process denoted by the verb, adding more and more particulars to the depicted processual situation. But we cannot say the same about the category of voice. As a matter of fact, the situation reflected by the passive construction does not differ in the least from the

to refuse, to show, to teach, to tell are used in the Passive Voice. These verbs always take an object expressed by a noun or an infinitive.

The action expressed by the Passive Predicate passes on the subject and the object. This subject corresponds to the Russian indirect object. E.g. He was painted ten day's leave has been shown the documents? The patient was prescribed a strict diet. He was ordered a change of scene. We were to wait (Th. Dreiser).

Note - These verbs admit of another type of passive construction if the object is expressed by a noun. Thus, we can say not only *I was given a book. He was shown a book, but also A book was given to me. A book was shown to him.* The choice of the construction depends on the logical stress: in *I was given a book* the book shown to him the person is emphasized.

2. The Passive Voice is possible with intransitive verbs used with preposition:

- to account for, to look up, to provide for,
- to agree upon, to put at, to put up with,
- to allude to, to read to, to run over,
- to arrive at, to call for, to send for,
- to call upon, to comment upon, to speak about,
- to depend on, to dispose of, to insist on,
- to interfere with, to laugh at,
- to look down, to look upon, to store at,
- to talk about.

At last an agreement was arrived at. His strange behavior was largely commented upon. He can be depended upon to keep strict silence. This is certainly to keep strict referred to.

The composite verb to do away with the proposition with can be used in the Passive Voice.

In our country illiteracy was done away with many years ago. Note - To send for can be used only in connection with people. E.g. The doctor was sent for.

3) The following verbal phraseological units can be used in the Passive Voice:

- to find fault with, to pay attention,
- to lose sight of, to put an end to,
- to make fun of, to set fire to,
- to make use of, to take care of.

4) Quite peculiar is the case when the subject of the Passive predicate corresponds to Russian adverbial modifier. This is the case with the intransitive verbs to fire and to sleep with the preposition in. E.g. The bed was not slept in. The room is not lived in (Th. Dreiser).

To distinguish between the two cases of the considered phraseological process the former can be classed as "organic", the latter as "inorganic" reflexivization.

The derivative, i.e. lexemic expressions of voice meanings may be linked with due alteration of details, to the lexemic expression of aspective meaning in the domain of aspectuality we also find derivative aspects, having a set of formal markers and generalized as limitative and non-limitative.

Of course, the factor of semantics as the criterion of the dynamic force of the construction is quite in its place, since the dynamic force itself is a semantic factor of language.

But the "technically" grammatical quality of the construction is determined by the categorical and functional properties of its constituents, first and foremost its participial part. Thus, if this part, in principle, expresses processual verbalities, however statal it may be in its semantic core, then the whole construction should be understood as a case of the finite passive in the categorical sense. If the young practitioner was highly esteemed in his district.

Thus, with the construction in question the context may have both voice suppressing "statalising" effect and voice-stimulating "processualising" effect. It is very interesting to note that the role of processualising stimulators of the passive can be performed 'alongside' of action-modifying adverbials, also by some categorical forms of the verb itself, namely, by the future the continuous, and the perfect - i.e. by the forms of the time-aspect order other than the 'Indefinite imperfect past and present'.

The fence is painted. - The fence is painted light green. - The fence is to be painted. - The fence has just been painted. The fact that the indefinite to the gradation of dynamism in passive constructions.

The list of used literature

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2. Иванов И.А., Бурмистров В.В. Теоретическая грамматика современного русского языка. М., 1981 стр. 327

Quaynova M.S. (NavDPH), M.I. Gadanova, (HNU)
magistrant Jaflova Z. (HNU)
USES OF THE PASSIVE VOICE PECULIAR TO THE ENGLISH LANGUAGE

There are cases when the use of the Passive Voice seems to Russian students very peculiar because we find no analogous constructions in Russian. These cases are as follows:

1. The verbs to accord to advice, to allow, to ask, to award, to deny, to enjoy to forbid, to forgive, to give to grant, to offer, to order, to pay, to prescribe, to

5) There are a number of transitive verbs in English which correspond to intransitive verbs in Russian. They are:

to affect,
to assist,
to attend,
to follow,
to help,
to influence,
to join,
to watch.

These verbs naturally admit of the passive construction while their Russian equivalents cannot be used in the Passive Voice.

She was greatly affected by the scene (Th. Dreiser).

The report was followed by a discussion (Th. Dreiser).

Such sentences are rendered in Russian by indefinite - personal sentences unless the latter case either the Active Voice is used which occurs rather seldom or the Passive Voice.

The poor child was always being found fault with (Th. Dreiser).

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Розикова И.И., Исени Г.А. (БухГУ) ИНТЕГРИРОВАННЫЙ УРОК - ВЕЧЕРНЕ ВРЕМЕНИ

Интеграция — (от латинского *integrare* — целить, восстанавливать.) Интеграция является относительно новым веянием в образовательном процессе и становится все более популярным в современной школе, где развинуты активные поиски инновационных педагогических технологий. При интеграции появляется возможность вырваться за рамки одной учебной дисциплины, активно, в действии показать, как всё в мире взаимосвязано, и одновременно усилить мотивацию изучения своего предмета. Формирование мировоззрения учащихся и их познавательной компетенции — главное в обучении. Интеграция способствует формированию целостного взгляда на мир, пониманию сущности взаимосвязей, явлений и процессов.

Мы все сильнее осознаем причастность ко всему, что происходит на земле. Важно дать учащимся единое представление о природе, обществе и своем месте в нем, соединить в восприятии учащихся основные знания по каждому предмету в широкую, целостную картину мира.

На интегрированном уроке учащиеся имеют возможность получения глубоких и разносторонних знаний, используя информацию из различных

предметов, совершенно по-новому осмысливая события, явления. На интегрированном уроке имеется возможность для синтеза знаний, формируется умение переносить знания из одного предмета в другой, благодаря этому достигается истинное воспитание личности, самостоятельности, происходит формирование личности творческой, самостоятельной.

Интегрированный урок отвечает требованиям, компетенции, интерес к предмету, снижает ответственность, неуверенность, помогает социальному усвоению напряженности, деталей, формирует познавательную компетенцию учащихся.

Наличие времени, переплывающее всевозможной и разнообразной информацией, предъявляет особые требования к образованию и, конечно, учителю. Мы должны не только дать знания детям и не только научить применять их в жизни, но и должны научить детей думать, анализировать, учиться отбирать необходимую информацию.

Методика интегрированного обучения имеет цель: помочь учащимся научиться познавать, научиться жить вместе, научиться жить в ладу с самим собой.

Также цели обучения приводят к формированию у детей критического мышления, не в смысле критиковать, а в смысле средств множества решений, выбирать наиболее оптимальное. Сейчас, когда время требует от нас и наших детей все чаще интересных и нестандартных решений, чтобы не потеряться в этом мире, но найти свое место в жизни, критическое мышление помогает как никакое другое.

Задача интегрированных уроков — способствовать активности и осознанному усвоению учащимися учебного материала, развитию логического мышления; формирование познавательной компетенции учащихся; дать возможность использовать в ходе обучения современные интерактивные методики и активно осмысливать достижения учащихся.

Трудности в образовании возникают в связи с тем, что в учебных планах сокращается время на изучение некоторых классических предметов, в том числе русского языка и литературы. Эти обстоятельства создают базу для новых теоретических исследований в области методики преподавания, требуют новых подходов в организации учебного процесса, преобразования системы образования.

Современная система образования характеризуется дифференцированным подходом к обучению: каждый предмет изучается отдельно в отрыве от реальной жизни. Поэтому в последнее время большое внимание уделяется созданию межпредметных проектов, где интегрированных уроков, на которых осуществляется синтез знаний различных учебных дисциплин, в результате чего образуется новое качество, представляющее собой неразрывное целое, достигнутое широким и углубленным взаимопониманием этих знаний.