ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

MINISTRY OF HIGHER AND SECONDARY SPECIAL EDUCATION OF THE REPUBLIC OF UZBEKISTAN

ТЕРМИЗ ДАВЛАТ УНИВЕРСИТЕТИ
TERMEZ STATE UNIVERSITY

“ТАЪЛИМ ТИЗИМИДА ИННОВАЦИОН ФАОЛИЯТНИ РИВОЖЛАНТИРИШДА ХОРИЖИЙ ТИЛЛАРНИ ЎҚИТИШДАН САМАРАЛИ ФОЙДАЛАНИШ МАСАЛАЛАРИ”

«ISSUES OF EFFECTIVE USE OF FOREIGN LANGUAGE TEACHING IN THE DEVELOPMENT OF INNOVATIVE ACTIVITIES IN THE EDUCATIONAL SYSTEM»

ХАЛҚАРО ИЛМИЙ-АМАЛИЙ АНЖУМАНИ МАТЕРИАЛЛАРИ

PROCEEDINGS OF THE SCIENTIFIC-PRACTICAL CONFERENCE

TERMEZ, NOVEMBER 18-19, 2022

I QISM
PART I

TERMEZ – 2022

up the ideas of literary function or power that are mentioned above. The pre-reading activities should cover the functions of literary works such as enjoyment, aesthetics, understanding, imagination, information and knowledge, cognition, and language.

The next function of literary works in English language teaching is its use for practicing the four language skills, though it is not necessary to apply for all of the four language skills at once. Here are some examples of instruction. In writing skill, for example, students are asked to write down the one of the mentioned or discussed expression as the prompt to write down a short paragraph. For example, the expression of "It is a sick one". In this sentence, one refers to the joke. The meaning of the sentence is if it is a joke it is a sick joke, a joke that is not amusing but sickening. Students can continue with their own ideas from this prompt, to express "the sick one". Such expression can be applied for practicing speaking skill as well.

The use of a novel is a beneficial technique for mastering not only linguistic system but also life in relation to the target language. In novel, characters reflect what people really perform in daily lives. Novels not only portray but also enlighten human lives. Using novel in a foreign language class offers the following educational benefits:

• develops the advanced level readers' knowledge about different cultures and different groups of people,

• increases students' motivation to read owing to being an authentic material, • offers real life / real life like settings,

• gives students the opportunity to make use of their creativity,

• improves critical thinking skills,

• paves the way for teaching the target language culture,

Helton, C.A, J. Asamani and E.D.Thomas (1998:1-5) expounds the educational benefits of novels as follows:

• stimulates their imagination,

• helps students to identify the emotions of the characters so that they can learn how others cope with situations and problems similar to their own experiences,

• develops oral and written language skills

When selecting a novel to be used in the foreign language class, the language teacher should pay attention to whether the novel has an intriguing story that will be of interest to the entire class. Themes and settings captivating their imagination and exploring the human condition should be included in the nature of the selected novels. Novel should have a powerful fast-paced plot and interesting, well delineated, memorable characters. The content of the novel should be suitable to students' cognitive and emotional

levels. Specific themes and concepts being developed in class should also be incorporated within the novel.

In sum, the use of novel is a very beneficial technique in today's foreign language classes. If selected carefully, using a novel makes the students' reading lesson motivating, interesting and entertaining. Though many students find reading a novel written in a target language difficult, boring, unmotivating, novel is a very effective way of building vocabulary and developing reading comprehension skills. It is through reading that students broaden their horizons, become familiar with other cultures, and hence develop their intercultural communicative competence, learning how to view the world from different perspectives. The result will be the possession of critical thinking and writing.

In this paper the literary text is used for explaining and understanding, as well as stimulating readers for practicing the language skills. The analysis on the linguistic inputs such as grammar structure and vocabularies and the use of the literary work for practicing 4 (four) language skills do not necessary to put away the students understanding on the human problems presented in the literary works. The language inputs and the students perceiving on the human problems as well as the enjoyment the aesthetics can be explored at the same time at the classroom to enrich students appreciation on literary works and all at once improving their language competence. This needs the teacher's creativity in using exploring the literary works as a text to be used in language teaching.

REFERENCES

1.Kelly, A. Colette (ed). 1996. Children's Literature: Discovery for aLifetime. Arizona: Gorsuch Scarisbrick Publisher.

2.Stanford, A. Stanford (ed). 2006. Responding to Literature 5 th ed. New York: Mc Grawhill International Edition. Queen, David (ed). 1985.

3.Helton, C.A, J.Asamani and E.D.Thomas. 1998. "A 'Novel' Approach to the Teaching of Reading". Tennessee State: Tennessee State University, p.p: 1-5, Available Internet Address: http: // www.nade.net / documents / SCP98 / SCP98.19.pdf

INGLIZ VA O'ZBEK TILLARIDAGI FITONIM KOMPONENTLI FRAZEOLOGIK BIRLIKLARNING LEKSIK-SEMANTIK XUSUSIYATLARI

Bahriddinova Y.B.
Termiz Davlat Universiteti

Annotatsiya: *Ushbu maqola ingliz va o'zbek tillaridagi fitonim komponentli frazeo logik birliklarning leksik-semantik xususiyatlari va ular ifodalagan ma'nolari haqida ma'lumot beradi. Ikki tildagi fitonim komponentli frazeologik birliklar qiyoslash-chog'ishtiruv metodi asosida tahlil qilingan.*

Tayanch so'zlar: *fitonim, frazeologik birlik, frazeologik chatishma, frazeologik birlashma, frazeologik qo'shilma*

Dunyodagi barcha tillarda mavjud bo‘lgan so‘z,so‘z birikmasi,frazeologik birliklar albatta o‘z semantik ma’nosiga ega.

Frazeologik birlik yirik til birligi bo‘lib, kamida ikkita mustaqil so‘zdan yoki tugal bir gapdan tashkil topadi. Shunga ko‘ra uning ifoda jihati deb so‘zlar (leksemalar), shular tarkibidagi til birliklari ko‘zda tutiladi va shu bilan birgalikda ular semantik jihatdan ham tahlil qilinadi. Rus tilshunosi V.V.Vinogradov frazeologik birliklarni leksik jihatdan o‘rganish uchun ularni semantik klassifikatsiyasini yaratdi va bu klassifikatsiya frazeologik birliklarni o’rganish uchun asos vazifasini bajaradi. Olim rus tili frazeologiyasini semantik klassifikatsiya qildi va mazkur klassifikatsiya boshqa ko`plab tillar frazeologizmlarni jadal o`rganishga turtki bo`ldi.Aniqroq aytganda, V.V.Vinogradov yaratgan klassifikatsiya vositasida frazeologizmlarning boshqa tillarda ham uch guruhi mavjudligi isbotlandi.Ushbu klassifikatsiyaga ko`ra, frazeologizmlar quyidagicha tasniflangan.[1,98 b]

-frazeologik chatishmalar
-frazeologik qo‘shilmalar
-frazeologik birlashmalar

Xususan, ingliz tili frazeologiyasi tadqiqotchilar N.N.Amosovaning “Основы английского фразеологии” va A.V.Kuninning “Курс фразеологии и современного английского языка” kabi nazariy va amaliy izlanishlari natijasida o‘rganilganini alohida tilga olish lozim.Yuqorida keltirilgan frazeologiyaning semantik klassifikatsiyasiga tayangan holda ushbu maqolamizda ingliz va o’zbek tillaridagi fitonim komponentli frazeologik birliklarning leksik-semantik tahlilini ko‘rib chiqdik.

Dastavval klassifikatsiyadagi frazeologik birliklarning har bir guruhiga ta’rif berib o’tsak:

Frazeologik chatishmalar – komponentlarning ma’nolari butun birlikning ma’nosiga aloqador bo‘lmagan frazeologizmlardir.[1,99 b].Masalan: ***spill the beans*** (reveal a secret),***out of the woods*** (out of danger),***apples and oranges***(the things are completely different in every

respect)[4,66-67 bb] ma’nosi o‘z tarkibidagi so‘zlarning ma’nolariga bo‘g‘liq bo‘lmagan, yaxlit holda bir ma’no beruvchi frazeologizmlardir.Ammo frazeologik qo‘shilmalardan farqli o‘laroq,ularning ma’nolari tarkibiy qismlarining ma’nolaridan anglashilmaydi,ya’ni,frazeologik birlik tarkibidagi fitonim komponentlar o‘zining leksik ma’nosini butunlay yo‘qotgan holda,o‘zi bilan birga kelayotgan so‘zlar yordamida boshqa semantik ma’noni ifodalab kelyapti:

banana republic-(a term used for small countries that are dependent on a single crop or resource and governed badly by a corrupt elite),

carrot and stick- (to offer an incentive to do something combined with the threat of punishment),

grass roots-(is often used in politics,where it refers to the ordinary people or voters)

out of the woods—out of danger

as cool as cucumber—if somebody that they don’t get worried by anything

How do you like them apples—is used to express surprise or shock at something that has happened

dangle a carrot in front of somebody=to offer somb a carrot—they try to persuade you to do smth by offering you a reward if you do it:[5,83 b]

bear fruit—if an action bears fruit,it produces good results.

kabi frazeologizmlar ham frazeologik chatishmalarga misol bo‘la oladi.

O‘zbek tilidagi frazeologik birliklar ham xuddi ingliz tilidagidek V.V.Vinogradovning semantik klassifikatsiyasiga asoslangan holda ko‘rib chiqilgan va o’zbek tilidagi frazeologik birliklarni o’rgangan adabiyotlarda uning ikki turi,ya’ni frazeologik chatishma va frazeologik butunlik haqida fikrlar keltirilgan.O’zbek tilidagi quyidagi frazeologik birliklar frazeologik chatishmalarga misol bo‘la oladi,chunki ularda ifodalangan ko`chma ma’no frazeologik birlik tarkibidagi so`zlar anglatgan leksik ma’nolar bilan izohlanmaydi va ular tarkibida ishtirok etgan fitonim komponent o‘zining leksik ma’nosini yo‘qotib,fraza-semantik ma’noni ifodalashga xizmat qiladi.Masalan:

arpasini xom o‘rmoq-biror kishiga yoqmaydigan xatti-harakat qilmoq;

boshida danak/yong‘oq chaqmoq-ortiq darajada azoblamoq, jazolamoq, qiynamoq;

qo‘ynini puch yong‘oq bilan/yong‘oqqa to‘ldirmoq-aldamoq, yolg‘on va’da berish;

terisiga somon tiqmoq-jazolamoq;

daraxtning bargida yurmoq-ishbilarmon,oldindan ko‘ra oladigan yoki shumlikni ifodalaydi;

bir qop yong'oq-xushchaqchaq,ichida kiri yo'q;

pista po'choqqa jo qilmoq/joylamoq-gap bilan og'iz ochirmay,bir burchakka tiqib qo'ymoq;

oldiga poxol solmoq-quruq gap,va'da bilan aldamoq;

ko'zi moshdek ochilmoq-xatosidan xulosa chiqarmoq.[6,145 b]

Yuqoridagi misollardan ko'rinib turibdiki, frazeologik chatishmalarning asosiy belgisi frazeologik birlik tarkibidagi fitonim komponentlar o'zining leksik ma'nosini butunlay yo'qotgan holda,o'zi bilan birga kelayotgan so'zlar yordamida boshqa semantik ma'noni ifodalab kelyapti.[1,100 b]

Frazeologik qo'shilmalar- ma'nosi bir butun frazeologik birlik ma'nosidan anglashiladigan frazeologizmlardir. Metaforaga asoslangan ma'no ko'chishi aniq va oydindir. Frazeologik qo'shilmalarning leksik komponentlari eng turg'un hisoblanadi.[2,180 b] Masalan:

bean counter -an accountant

go pear-shaped -if things go wrong,they go pear-shaped

separate the wheat from the chaff -selecting what is usefull or valuable and reject what is useless or worthless

in apple-pie order -everything in aplace is very neat,tidy and well-organised. [3,7-8 bb]

kabi fitonim komponentli frazeologizmlar frazeologik qo'shilmalarga misol bo'la oladi va ular ingliz tilidagi fitonim komponentli frazeologik birliklar tarkibinig salmoqli qismini tashkil etadi.O'zbek tilida esa ular ozchilikni tashkil etadi.O'zbek tilidagi quyidagi fitonim komponentli frazeologik birliklarni frazeologik qo'shilmalarga misol sifatida keltirsak bo'ladi:

gul tashlamoq—1)mog'orlamoq 2)qishda oynaning muzlashi

o'n gulidan bir guli ochilmagan—yosh,navqiron odam

qo'li gul—har ishga mohir,o'z ishining ustasi.

qovog'idan qor yog'moq—achchig'i chiqmoq,avzoyi buzulmoq.

qovog'ini ochmoq—chehrasi ochilmoq,kulib boqmoq.

arpaga uvoq bo'lmaslik—yetishmovchilik,yetkazolmaslik

tariqday tirqiratmoq—mag'lub qilmoq, g'alaba qozonmoq.[7,345-360 bb]

Frazeologik birlashmalar-o'ziga xos valentlikka ega bo'lgan so'zlardan tashkil topgan.Bunday fitonim komponentli frazeologik birliklarning komponentlaridan biri o'zining to'g'ri ma'nosida, qolganlari metaforik ma'noda qo'llaniladi.Frazeologik birlashmalar ma'lum darajada semantik jihatdan bo'linmasdir.Frazeologik birlashmalar ma'nosi qismlar o'zgargan so'zlar birikmasidir.[1,102 b] Bu frazeologik birlashmalar ma'nosi ularni tashkil etuvchi so'zlarning ma'nosidan osongina anglashiladi

slip on a banana skin\peel-something that makes them look stupid and causes them problems

red as a beetroot as\a beet -it means that their face goes very red because of hot or embrassed.(B.E and A.E)

put the roses in somebody's cheeks/bring the roses to somebody's cheeks-to make somebody look healthy

kabilar frazeologik birlashmalarga misol bo'ladi. ingliz tilidagi fitonim komponentli frazeologik birliklarda frazeologik birlashmalar son jihatdan frazeologik chatishma va qo'shilmadan kamchilikni tashkil etdi.

put the roses in somebody's cheeks=bring the roses to somebody's cheeks—to make somebody look healthy–bu frazeologik birlik tarkibidagi ***put*** fe'lini ***bring*** fe'liga almashtirishimiz mumkin,lekin u ifodalagan frazeologik ma'no o'zgarmaydi;

be no bed of roses=not be a bed of roses—it is difficult unpleasant-bunda esa inkor ma'no inkor yukamasi yoki inkor olmoshi orqali ifodalanayapti, ammo ma'no saqlanib qolinadi.

O'zbek tilidagi quyidagi fitonim komponentli frazeologik birliklar frazeologik birlashmalarga misol bo'ladi:

ko'zining paxtasini chiqarmoq-ortiq darajada jahli chiqmoq,g'azabi ko'zida aks etishi.

olmadan bodom bo'lmas,tagi past odam bo'lmas-bunda esa yaxshi insondan yaxshi,yomondan esa yomon ish harakatlar kutilishi haqidagi ma'no anglashiladi.

Palak otmoq=tup qo'yib,palak otmoq-1)ildizotmoq 2)farzandli bo'lib ko'paymoq 3)yangi joyda yashashga moslashmoq

qorin piyoz po'stiday bo'lmoq/sirilmoq-nihoyatda och qolmoq

tikan ustida o'tirmoq=igna ustida o'tirmoq-tinchligini yo'qotmoq, qiynalmoq,ruhiy azob tortmoq.[8,400-420 bb]

Yuqorida keltirilgan ma'lumotlarga tayangan holda aytishimiz mumkinki, frazeologik birlik tarkibidagi o'simlik nomlari ifodalayotgan har qanday ma'no albatta tilning boyishiga xizmat qiladi,shuning uchun ham frazeologiya tilshunoslikning asosiy bo'limlaridan biri sifatida qaraladi.

Foydalanilgan adabiyotlar:

1.Виноградов В.В."Основные понятия русской фразеологии как лингвистической дисциплины. Ленинград: 1946, Наука,-с 102.

2. Крепкогорская Е.В. «Сопоставительное исследование фразеологизмов с фитонимическими компонентами в английском и русском языках». Дисс.канд.филолю наук.Казань. 2012.-с 180.

3. Collins Cobuild Dictionary of Idioms. Great Britain: Harper Collins publishers LTD.reprinted 1997, p 7-8

4. Harry Collis.101 American English idioms understanding and speaking. Lincolnwood (Chicago):by NTC/Contemporary Publishing Group;1987-1986, –p 66-67

5.Heba Abdelraheim Alkady.A Dictionary of English Idioms.Assistant Lecture at Qena Faculty of ArtsSVUEgyptalkady.heba@gawab.com, halkady@svu.edu.eg

6. Rahmatullayev Sh. Izohli frazeologik lug'at.-Toshkent: O'qituvchi, 1979,145 b

7.O'zbek tilining izohli lug'ati 4-5-TOM. "O'zbekiston milliy ensiklopediyasi", Davlat ilmiy nashriyoti;2006, 345-360 bb

8.O'zbek tilining izohli lug'ati 2-3-TOM. "O'zbekiston milliy ensiklopediyasi", Davlat ilmiy nashriyoti;2006, 400-420 bb

ABOUT THE GAME OF «WHAT AM I THINKING»

Bahromova Munisa Otabekovna
Termez State University

Abstract: *this article aims to study the cognitive potential of high school students (6th grade), their level of knowledge of foreign languages, to increase their enthusiasm for learning foreign languages, with particular emphasis on developing their speaking skills through games. The "What am I thinking of" game was used to accomplish this process.*

Key words: *Group learning: multiple cards exact words, synonyms, antonyms*

This article is written in accordance with the Resolution of the President of the Republic of Uzbekistan No. PP-5117 of May 19, 2021 «On measures to bring the activities of popularization of foreign languages in the Republic of Uzbekistan to a qualitatively new level», as well as In accordance with the decision of the Cabinet of Ministers to effectively implement organizational measures to promote the study of foreign languages. As provided for in this resolution, there was talk of reforming the work not only of the Ministries of Higher and Secondary Special Education, but also of the Ministries of Public Education. In other words, the main goal is to create opportunities for students to master foreign languages, to identify foreign languages as the main activities of schools, to introduce internationally recognized methods of teaching students in foreign languages and assess their knowledge, and demands like these.

Language is a system of language tools and rules of use required for communication. One of the current issues is to educate the younger generation in the spirit of love and devotion to the motherland, national pride, high morals and spirituality, pride in our ancient and rich heritage, national and universal values through the teaching of foreign languages. In improving the education system in the country, a number of educational programs based on foreign experience in line with international standards are being developed. In particular, the focus on learning foreign languages is expanding. Improving the quality of training, creating the necessary conditions for the training of qualified specialists in accordance with international standards, establishing close cooperation with each of the world's leading research and educational institutions and developing students' creative abilities, with the youth audience Effective use of interactive methods in the conduct of work, the ability to provide them with quality education in a foreign language, to bring the level of higher education to an exemplary level and to radically improve it were identified as key tasks [1].

The game «What am I thinking of» plays a leading role in developing children's mental capacity. This game requires students to think quickly and logically, verbally and responsibly. To organize this game, we need a classroom, students, the necessary equipment. We chose a 6-A class from high school to organize this game. Depending on the number of students, we can divide them into 2 groups. Students in each group will need to appoint a leader for their group. The captain of each group comes to the cards prepared by the teacher and chooses a number. This determines which group will start the first. First, the team «Smart Pupils» will start our game. Second, the team «Stars» will play our game. Representatives of the «Smart pupils» team came and chose one of the cards on the table. On the back of the cards, the word is written from a noun of words. One of the participants came and chose from one card and had to explain to the group using the synonyms, antonyms or adjectives that describe the word without using the word itself. And they only had to use 3 sentences to explain it. Even when they used the same 3 sentences, if their teammates could not find the word, the score in that group should have dropped. Representatives of the «Smart Pupils» team did not give the active role to the rival team at the beginning of the game, but in the middle of the game the rival team was equal to them. In this game, friendship won. The goal of organizing this game was to show the inner abilities of students, to increase their vocabulary by a small amount, to get answers to information they did not know. Most importantly, they learned how to act in groups. Inactive students were also involved in

Арапов Ғайрат "Рус тили енгил саноат соҳасидаги ўзлашма сўзлар тавсифи".....	64-66
Anvarova Farangiz "Zamonaviy reklama matnlarida ishlatiladigan ayrim chet til o`zlashmalarning transkreatsiyasi xususida".....	67-70
Атаева Рануша Словообразовательное гнездо как наибольшая комплексная единица русского словообразования.....	70-73
Alimov Hasan "Ziyorat turizmi terminlarining ingliz va o'zbek tillaridagi qiyosiy tahlili".....	73-76
Akhmedova Shahodat "Teaching literature as a language mode"	77-80
Bahriddinova Yulduz "Ingliz va O'zbek tillaridagi fitonim komponentli frazeologik birliklarning leksik-semantik xususiyatlari"	81-85
Bahromova Munisa "About the game of «What am I thinking»"	85-87
Babadjanova Nargiza "Language of science and myth in translation	87-91
Бабакулов Исмаил Туркманович, Мажидова Хулкар Иброхимовна, "Процесс обучения Русскому языку в Узбекистане"	91-94
Бакиров Поян " О моделях переносных значений тюркизмов (на примере названий ищ)".....	94-100
Baisov Akhmad. "The role and ways to develop vocabulary in English for specific purposes".....	100-102
Байболова А.Ж. "XV-XVII ғасырлардағы жыраулар шығармашылығында елдік, ерлік мәселелердің жырлануы"	102-108
Barotaliyeva Muyassar. "Different approaches to teaching english through technology to children and students of different ages."	109-113
Berdimurodova Oynakhol. "Factors hindering the devolopment of distance learning"	113-116
Bekmuratova Nargiza. "Oliy ta'lim muassasalarida interfaol usullar orqali ingliz tilini o'qitish metodi."	117-119
Bobokalonova Mushtariy "The study level of colloquial style in english and uzbek languages".....	119-122
Boltaev Chutkul. "The theoretical foundations of teaching students lexical aspects of speech.".....	122-124
Borasheva Aybolgan. "Elevating motivation through flipped classroom strategy for efl learners".....	125-128
Ботабаева Ж.Н. Пиримкулова А.А. "Инновационные метод преподавания русского языка и литературы".....	128-132
Ботабаева Ж.Н., Пиримкулова А.А., Изтлеуова А.К. "Художественное время. пространство и время в художественной литературе"	132-135
Бактыбаева Т.П., Турсынова Г.И. Ормаханова г.с, "Применение образовательных интернет - ресурсов в процессе обучения Английскому языку"	136-139
Cho'yanova Zarina, Po'latova Sayora "Sinxron tarjima strategiyalari va uning ahamiyati".....	140-143
Давлятова Эльвира, Делеверханова Лола "Проблема функционирования иноязычных вкраплений в прессе Узбекистана (на материале туристической индустрии)".....	144-147
Давлятова Э.М. "Сложные иноязычные слова в медийных текстах интернета".....	147-150
Дададжанова И. Б "Тематические и структурные группы терминов статистики миграции населения в Таджикском и Английском языках".....	150-159
Davlyatova Madina "Tilshunoslikda «professionalizm» tushunchasi talqini"	159-162
Dehqonova Ma'rifat, Narmuratov Zayniddin "Linguocognitive features of idiomatic compound words".....	162-166
Doniyeva Maysara, Khudayberdiyeva Lola "A pragmatic approach to cultural differences in Uzbek and English magazine advertising"	166-168
Дзугаева Зарина "Иностранный язык как дисциплина при формирования профессионализма и компетенции будущего врача"	168-171
Эшмуратова Дилдор "Классик услубда яратилган ўрта давр асарларида теонимли антропонимлар талқини"	172-175
Галиуллина Венера "Лексико – грамматические разряды имён существительных"	175-180
Заропова Зиёдажон "Чет тили ўқитишнинг самарали усуллари"	180-183

CERTIFICATE

OF PARTICIPATION

BAHRIDDINOVA YULDUZKHON BAHRIDDIN QIZI

The International Scientific Conference on
"Issues of Effective Use of Foreign Language Teaching in the Development of Innovative Activities in the Education System"

November 18 – 19, 2022, Termez, Uzbekistan

A. R. MARAKHIMOV
The rector of
Termez State University

Signature