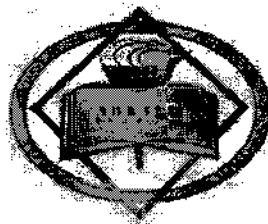


ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
БОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ
ЖИЗЗАХ ДАВЛАТ ПЕДАГОГИКА ИНСТИТУТИ



ИНГЛИЗ ТИЛИНИ ЎРГАНИШДА
ИННОВАЦИЯЛАР ВА УҚИТИШ АМАЛИЁТИ

Халқаро илмий-амалий конференция
2019 йил 15 март

International scientific-practical conference
INNOVATIONS AND TEACHING PRACTICES IN
ENGLISH LANGUAGE LEARNING
March 15, 2019

Международная научно-практическая конференция
ИННОВАЦИИ И ПРАКТИКА ОБУЧЕНИЯ В
ИЗУЧЕНИИ АНГЛИЙСКОГО ЯЗЫКА
15 марта, 2019 г

ЖИЗЗАХ - 2019

КОМПУЛОВА А., ТОШПУЛАТОВА Н., Китиб мактаб ёшидаги ўқувчиларга инглиз тилини ўргатишнинг психологик хусусиятлари	337
УСМАНОВА М., Концепция творческого воображения и его принципы	338
МУСТАФОКУЛОВА Х.А., МУСТАФОКУЛОВА Ф.И., БОКНЕВА Р.Б. Талабаларнинг дунёқарашини шакллантиришда ўқитувчининг роли	339
ЖУМАНОВА Н., НИШОНОВА У., Мактабгача ёшдаги болаларга чет тилини ўргатишнинг психологик хусусиятлари	341
LI SYETLANA, Teaching style as essential part of teaching/learning process	342
KOSIMOVA D., SHAKUROVA N., The importance of teaching english vocabulary to learners as a second language	343
NEKBOEVA R., Didactic principles of teaching pronunciation to Uzbek learners	345
NOVIK K., Ways of improving 'lecture' as a type of teaching strategy	346
QURBONOVA S., OCHILOVA O., Til o'rganuvchilarga ingliz tilini maqsadli o'qitish xususiyatlari	347
QOSIMOVA N., Xorijiy tillarda o'quv va badiiy adabiyotlar, maqolalar va elektron darsliklarni yaratish hamda chop etish samaradorligini oshirish	348
RAHIMOV A.B., Using electronic resources for teaching	350
UZOQOVA SH., Strategies to promote critical thinking in the language classroom	351
KHASANOVA K., The effective grammar teaching for secondary school learners in Uzbekistan.	352
XOLMURODOVA O., Kumulyativ ertaklarning bolalar nutqiy rivojlanishdagi afzalliklari va ularni amaliyotga joriy etish ahamiyati	353
YAKUBOVA L., Teaching across age levels	356
NAZAROVA M., Boshlang'ich sinf o'quvchilarini bayon yozishga o'rgatish	357
HAZAROV X., Maktabgacha ёшдаги болаларга инглиз тилини ўргатишда исом ва ҳар хил ҳаракатли ўйинлардан фойдаланиш усуллари	358
ПИДАЕВА Ш.Б., Инновационные педагогические технологии в обучении иностранному языку в техническом ВУЗе.	359
RAHMONQULOVA X., MAMATMUSAYEVA M., Maktabgacha yoshdagi bolalarga ingliz tilini o'rgatishda mashg'ulotlarning samarali tashkil etishi	361
SODIROV X. M., Мулоқот ўқитувчининг педагогик фаоллигидаги энг муҳим касбий қуроллар	362
ТАНГИРОВ Х.Э., МАМАТКУЛОВА У.Э., Инглиз тилини ўқитишда электрон таълим ресурсларидан фойдаланишнинг аҳамияти	364
УСМОНОВА М., 6-7 Yoshli bolalarga ingliz tilini o'rganishda o'zgaruvchi shakl o'yinlar	365
FOZILOV L., Grammatikani kommunikativ o'qitish va amaliyotga o'tkazish	367
ХАМЗАЕВ А.А., ДЖУМАНАЗАРОВ Х.М., Средства, методы и приемы обучения иностранному языку	368
SHOIMOVA F., SHOIMOV SH., Questions of the theory of the translation in foreign linguistics	369
CHARIYEVA Z., Contrastive analysis of adjectives	370
GAYBULLAEVA M.P., ESHKUVVATOVA M., Learner as an active participant and reasons of participation	371
VI SEKSIYA. CHET TILINI O'G'ATISH DARAJALARINING YUQORI TIZIMI	
AVLAEVA S.B., URALOVA M.B., Evaluating students' speech habits	373
ABDULLAYEVA F., Integrated skills in material design	374
AMIRKULOVA N.A., The problems in organising discussion classes and ways of starting lively communication	375
АШИТОВА С., Проблемы использования CEFR в системе образования	377
ALIBEKOVA Z How to teach vocabulary.	378
BOBOJONOVA G., The principle of conscious approach in teaching speaking	379
ESHKUVVATOVA G.A., CEFR requirements for vocabulary teaching in English classes at a2 level	379
JABBAROVA A., KHUSANOVA N., Planning teaching and learning on the base of curriculum design and development	381
JUMAEVA N., Shortening as one of the productive way of word creation in modern English	383
URUNOV B., Assessment of written tasks following the CEFR descriptors	384
QO'SHBOQOVA N., Chet tillarni o'rganishda cefr baholash tizimining ahamiyati	386
ARZIKULOVA G., BURONOVA S., TOSHMURODOV A., The issues of cultural awareness in foreign language classes	387
SOLIEV E., Scientific approach on improving professional skills in teaching foreign languages	388
YODGOROVA Z., ESHQUVVATOVA M., Vocabulary on the basis of oral speech and communication	389
ЗИЯЕВА М., Обучение иностранному языку на основе концепта «Праздник»	390
MANSURKHODJAEVA D., Using time management to improve study skills	392
CHARIYEVA Z., Compounding in English and Uzbek language	393

The vantage-point varies, depending on whether the aim is to enlighten semantics, translation, lexicography, bilingualism, or foreign language teaching, but "inherent in all these approaches is the belief that lexical patterns can be studied synchronically and descriptively by assessing the similarities and differences in the structure of the vocabulary of two or more languages.

There are seven stages in the development of contrastive lexicology. These are: 1. prelinguistic word studies; 2. semantics; 3. lexicography; 4. translation; 5. foreign language learning; 6. bilingualism; 7. contrastive analysis.

Contrastive lexicology is directly connected with contrastive analysis at the level of lexis, conducting the studying of perception and categorization of the real world around us.

Contrastive analysis can be carried out at three linguistic levels: phonology, grammar (morphology and syntax) and lexis (vocabulary). The word is a structural & semantic entity within the language system. The word as well as any linguistic sign is a two-faced unit possessing both form & content or, to be more exact, sound-form & meaning.

When used in actual speech the word undergoes certain modification & functions in one of its forms. The system showing a word in all its word-forms is called a paradigm. The lexical meaning of a word is the same throughout the paradigm. The grammatical meaning varies from one form to another. Therefore when we speak on any word as used in actual speech we use the term "word" conventionally because what is manifested in the utterances is not a word as a whole but one of its forms which is identified as belonging to the definite paradigm. Words as a whole are to be found in the dictionary (showing the paradigm n - noun and v - verb).

COMPOUNDING IN ENGLISH AND UZBEK LANGUAGE

Choriyeva Zebiniso, KarSU

English is language which has many word formation processes like compounding, blends, affixation etc. In each word we can make change in the part of speech until meaning so we can enrich our new vocabulary, it is very useful to communicate with **each other**. Word that is employed of speaker must be related to the rules of that language. For example **English**, the speaker who uses English has to know about the word formation process so that they can make a new word from it. We must also know about the rule of this process to enrich our vocabulary.

The most common type of compounding in English language is the combination of two (or more) nouns in order to form a resulting noun: Noun + Noun = Noun

Examples: landmine, wallpaper, toothbrush

The first of the two compounds may be descriptive (i.e. tablecloth, a cloth with which to clean [or cloth] tables), or both compounds may create a whole new meaning altogether (i.e. railroad, which is not a "road" in the typical sense of the word.) It is also possible to form words whose components are equally important to or descriptive of its meaning, for example, a washer-dryer refers to an object combining two functions.

There are, of course, many more different ways in English language how compound nouns can be related to each other and how their new meanings can best be explained grammatically. In most cases, however, the nature of these compounds is self-explanatory, and their meanings are quite comprehensible even for those who encounter them for the first time.

Note that compound nouns usually appear as two separate words, only those more commonly used, those found in every-day language, and usually compounds with no more than three syllables are found as one word. Hyphens (-) between the segments of a compound noun are absolutely exceptional. Examples:

window-sill (the sill attached under a window), shop-window (a shop's window), door-key (a key for the door), book-page (a page in a book), silver-spoon (a spoon made of silver), water-pipe (a pipe that carries water), dock-yard (a yard for docks), fire-man (somebody who fights fire), wall-paper ("paper" one glues to walls), Independence Day (anniversary of the Declaration of Independence),

office supply (goods for office use), water shortage (shortage of water), labour riot (**employees rioting** Verb+Noun)

Here verbs describe what is done with an object or what a subject "does", in short, a new noun is formed, usually referring to something concrete, and the verb defines the action related to it:

Verb + Noun = Noun: draw + bridge = drawbridge.

A drawbridge is a bridge that can be inclined in order to allow ships to pass, or "drawn". Here, the noun is the direct object.

hitman = a man who carries out "dirty jobs", or, who "hits". Here, the word as part of speech is the subject.

Besides that, both segments can be related in other ways, i.e. the noun may stand for a adverb of place: walkway = people walk on the walkway.

Noun+Adjective

Nouns and adjectives can also be compounded in the opposite order:

Noun + Adjective = Adjective

Camera + shy = camera-shy (Shy in respect of appearing or speaking before cameras).

In this case, the resultant is an adjective, while the noun explains the objective. Another possibility is that the noun supports the adjective, i.e. as an intensifier:

dirt-cheap = cheap as dirt; paper-thin = thin as paper

Those rules do also apply to the linking of nouns and participial adjectives:

English-speaking; soul-destroying; frost-bitten

More common and shorter compounds appear as one word whereas those longer and less common are linked by a hyphen. More examples of all subtypes:

waterproof (proof or resistant against water), seaworthy (a ship withstanding the dangers of the sea), airworthy (an aircraft safely flyable), blameworthy (a person deserving blame), bookworthy (something worth being published), trustworthy (somebody who can be trusted).

Other Compounds

There are various other types of compounds. **A selection of which is shown below.**

Adjective + Adjective: bitter-sweet, deaf-mute, **aural-oral**, **Anglo-Saxon**

Adjective + Participle: far-reaching, far fetched, narrow-minded, **single-minded**, **high-climbing**, low-yielding, red-painted, bare-handed.

Word compounds are also frequent in Uzbek. In substantives, adjectives, adverbs, and verbs, compounds are usually formed by connecting two stems with so-called linking vowels: -o-, -e- (in substantives), and -y- (in cases where the first part is a numeral); eg, кип-кизил- dark red, кўм-кўк- dark blue, гул-қоғоз- wall-paper.

Word juxtaposition, in which the first component becomes part of the compound without undergoing any change (if there is an ending, it also becomes part of the compound; eg, кўп қаватли multi-storied, skyscraper-осмонўпар), is not very productive in the inflectional parts of speech, except in the derivation of compound numerals (for example, 25-чи хона). The derivation of substantives, especially of the names of states, institutions, organizations, and positions, allows for several types of abbreviation.

In the Uzbek language compounding is a common type of word formation, and several types of compounds exist, both in terms of compounded parts of speech and of the way of the formation of a compound.

Compound nouns may be agglutinative compounds, hyphenated compounds (bookshelf-китоб жавони, музлатгич, i.e.), or abbreviated compounds (portmanteaux: колхоз). Some compounds look like portmanteaux, while in fact they are an agglutinations of type stem + word. Compound adjectives may be formed either per se, e.g., "оқшарок", 'white-pink' or as a result of compounding.

There are some adjectives that on account of their meaning do not admit comparison at all, such as unique, full, empty, square round, wooden, daily, major, whole etc. The same can be said about the Uzbek "нисбий сифатлар" such as "хусусий, оилавий, ижтимоий" etc.