



EZGU FIKR, EZGU SO'Z, EZGU AMAL!

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## MUNDARIJA

### 21 MART – UMUMXALQ NAVR՛ՆZ BAYRAMI

|  |   |
|--|---|
| <b>К.Собиров, М.Жуманиёва.</b> Янгиланаётган ва яшараётган байрам..... | 3 |
|--|---|

### MATEMATIKA

|  |   |
|--|---|
| <b>A.Yaxshimuratov, K.Qo'ziyeva.</b> Chegaraviy shartlari spektral parametrga bog'liq bo'lgan shturm-liuvill masalasi uchun izlar formulasi..... | 5 |
|--|---|

### QISHLOQ XO'JALIGI

|   |    |
|---|----|
| <b>К.Дурдиев, А.Ражабов.</b> Ғузани суғоришдан сўнг қатор ораларидаги тупрокка майин ишлов бериш орақали ресурс тежамкорликка эришиш..... | 11 |
|---|----|

### BIOLOGIYA

|  |    |
|--|----|
| <b>X.Bekchanov, I.Mirzayeva, S.Sharipova.</b> Agrotis segetum va autographa gamma tunlamlarining biologik va morfologik xususiyatlari..... | 16 |
|--|----|

### TIBBIYOT

|  |    |
|--|----|
| <b>К.Шукурлаев, Б.Бекчанов.</b> Изучение антиэкссудативной антипролиферативной активности нового кремнийсодержащего производного пиразола параклорбензойной кислоты..... | 19 |
|--|----|

### TILSHUNOSLIK

|  |    |
|--|----|
| <b>М.Курбанова, К.Абдуллаева.</b> Матн таркибий қисмини боғлашда морфологик воситаларнинг ўрни.....  | 22 |
| <b>Ж.Ёқубов.</b> Француз ва ўзбек тилларида ҳолатни ифодаловчи лексемаларнинг лингвомаданий хусусиятлари.....  | 25 |
| <b>Х.Рўзметов, З.Бекчанова.</b> Аёллар нутқининг функционал-семантик хусусиятлари.....   | 29 |
| <b>Н.Сулейманова.</b> Лексик ва пропозитив номинациялар ва уларнинг ўзаро муносабати.....  | 32 |
| <b>Н.Абдуллаева.</b> Инглиз ва ўзбек тилларидаги дўстликка оид мақолларнинг лингвомаданий хусусиятлари.....  | 35 |
| <b>Д.Ашуров.</b> Гендер метафора ва лингвокультурология масалалари.....  | 40 |
| <b>Ж.Корабов.</b> Методика сопоставительно-типологического изучения вербализаторов концептуальной семантики "гипербола" в разноразличных языках..... | 44 |

### PEDAGOGIKA

|  |    |
|--|----|
| <b>A.Masharipov, A.Ro'zmetov.</b> Jismoniy madaniyat darslari samaradorligini oshirishda zamonaviy pedagogik va axborot texnologiyalardan foydalanish..... | 51 |
| <b>Н.Сабирова.</b> VI синфда Абдулла Қаҳҳорнинг "Бемор" ҳикоясини ўргатиш.....   | 54 |
| <b>Д.Отамуродова.</b> Мустақил ишларни ташкил қилишнинг француз тили дарсларидаги ўзига хос жиҳатлари хусусида.....  | 58 |
| <b>U.Raximova, Sh. Sharipov.</b> Designing activities for young learners in efl classrooms.....  | 61 |
| <b>A.Matkarimova, I.Temirov, X.Azamjonova.</b> Teaching foreign language to B1 level learners.....   | 64 |
| <b>M.Polvanova.</b> The importance of utilizing authentic materials in teaching reading.....   | 68 |

### ILMIY AXBOROT

|  |    |
|--|----|
| <b>У.Сайдазимова.</b> "Хинбу ва нолбу" корейс эртақ-қиссаси эстетикаси.....                                  | 71 |
| <b>У.Рашидова.</b> "Юрак" компоненти ибораларнинг когнитив-прагматик таҳлили.....                            | 74 |
| <b>Қ.Собиров.</b> Персонаж нутқини индивидуаллаштиришда ўзга тил лексик воситаларининг ўрни.....             | 79 |
| <b>Г.Абнишов.</b> Қорақалпоғистондаги географик объектларнинг белгилари асосида ҳосил бўлган топонимлар..... | 83 |
| <b>E.Boymenov.</b> Xatirchi tumani ba'zi mikrotoponimlarining nomlanishiga doir.....                         | 86 |
| <b>R.Khudjaeva.</b> Lexical, grammatical and lexico-grammatical distinctions of homonymy.....                | 89 |

### FANIMIZ ZAHMATKASHLARI

|   |    |
|---|----|
| <b>Р.Йўлдошев, Д.Ғайипов, С.Сариев.</b> Фольклор дурдоналари заргари..... | 93 |
| <b>О.Чўпонов, Ж.Эрматова.</b> Серғайрат ва шижоатли устоз.....            | 96 |

сикология, стилистика)дан курс ишларини тайёрлаб, уни ҳимоя қилиши мумкин. Бунда мавзунинг долзарблиги, талабанинг ижодий ёндашиши, мавзу мақсадининг асосланганлиги ҳисобга олинади. Шу ўринда айтиб ўтиш лозимки, талаба курс ишини тегишли фан бўйича тўплаган баллари умумлаштирилишига қадар топшириши шарт.<sup>1</sup>

8) иқтидорли талабалар ўзларини қизиқтирган мавзулари бўйича илмий раҳбарлари ҳамкорлигида тезислар, илмий мақолалар чоп этишлари ёки илмий-амалий анжуманларда иштирок этишлари мумкин.

Ҳозирги кунда республикада илмий салоҳиятни кўтариш ва чуқур илмий салоҳиятли кадрларни етишиб чиқишига шарт-шароит яратиш масаласи долзарб ҳисобланади. Айтиш жоизки, бугунги кун талабаларининг илмий тадқиқот ишлари билан шуғулланишга интилишлари, қизиқишлари ортиб бормоқда. Шундан келиб чиқиб, талабаларнинг мустақил фикрлашларини ривожлантириш; мустақил ишлар мавзуларини илмий тадқиқот ишларига йўналтириш; мустақил ишларни оддий савол-жавоб ёки реферат тарзидагина эмас, балки талабаларни кўпроқ илмий-услубий ишларга йўналтирган ҳолда, уларни қўшимча илмий-баддий адабиётлар, ўз мутахассисликларига доир илмий мақолаларни ўқиш орқали мавжуд назарий фикрларни қиёслаб ўрганишга, маълумотларни илмий таҳлил қилишга йўналтириш мақсадга мувофиқдир.<sup>2</sup>

Талабанинг чет тилини ўзлаштиришида мустақил ишларнинг роли аҳамиятли бўлиб, у тилни мукамал ўзлаштириш имконини беради, бу эса, ўз навбатида, келажакда етук, ўз соҳаси бўйича билимдон, ақли теран, чуқур мушоҳадали кадр бўлиб етишиш мақсадини вазифа қилиб қўяди.

Бинобарин, юқори курсда ўқиш талаба учун етакчи амалий мақсад мақомини эгаллайди. Шундай экан, талаба ва ўқитувчи ўртасида қўйилган вазифаларга мақсадли ёндашиш, умумфикрлик, ўзаро ҳамкорлик устун бўлиши лозим. Албатта, бу вазифалар бевожута ўқитувчи раҳбарлиги остида амалга оширилади, чунки бунда ўқитувчи йўл-йўриқлар кўрсатувчи, талабани қўллаб-қувватлаб ёрдам берувчи ҳисобланади.

Зеро, талабаларни дарс машғулотларида ўқитиш билан бир қаторда, уларни кўпроқ ўқишга ўргатиш, билим олиш йўллари кўрсатиш, мустақил таълим олиш учун йўлланма бериш олий таълим муассасасининг асосий вазифаларидан бири ҳисобланади.

Umida Raximova, Sherzod Sharipov (UrSU)

#### DESIGNING ACTIVITIES FOR YOUNG LEARNERS IN EFL CLASSROOMS

*Annotatsiya. Samarali sinfda kerakli mavzuni namoyish etish imkoniyatiga ega bo'lish uchun o'qituvchilar sinfda kichik yoshdagi o'quvchilarga doir ko'p jihatlarini: yoshi, materiallar, qiziqish, daraja, ziyolilik, vaqt va jismoniy sharoitlarni nazarda tuta olishi kerak. Bularning barchasini nazarda tutgan holda, ushbu maqolaning maqsadi ingliz tilini chet tili sifatida olib boradigan o'qituvchilarga kerakli ma'lumotlar taqdim qilish, ular kichik yoshdagi o'quvchilaridan katta ahamiyatga ega fikr-mulohazalarni ham olishi mumkin.*

*Аннотация. Для того, чтобы иметь возможность представить требуемую тему в эффективном классе, учителя должны иметь в виду многие аспекты, касающиеся учеников младшего возраста такие, как возраст, материальный, интерес, уровень, интеллект, физические условия в классе. Принимая все это во внимание, авторы статьи ставят цель: предоставить необходимую информацию в этом плане преподавателям англий-*

<sup>1</sup> Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлигининг 2009 йил 14 августдаги “Талабалар мустақил ишларини ташкил қилиш тўғрисида”ги 286-буйруғи ва ушбу буйруққа 1-илова “Талабалар мустақил ишларини ташкил қилиш ва назорат қилиш бўйича йўриқнома”.

<sup>2</sup> Муҳиддинова Х. Талабаларнинг илмий услубини шакллантириш. “Филология масалалари” журнали, 2007/2 (15)-сон, 35-бет.

ского языка как иностранного. Данные рекомендации будут способствовать тому, что учителя смогут узнать мнения учеников, имеющие для них важное значение.

**Annotation.** To be able to present the required subject in the classroom effectively, teachers should be able to keep in mind many aspects concerning young learners, such as age, material, interest, level, intelligence, time, and physical conditions in the classroom. Bearing all this in mind, the aim of this article has been to provide necessary information for the EFL teachers so that they can get important feedback from young learners.

**Kalit so'zlar:** chet tillarni o'rganish, kichik yoshdagi o'quvchilar, mashg'ulotlar, kichik yoshdagi o'quvchilar haqida muhim dalillar.

**Ключевые слова:** обучение иностранным языкам, учащиеся младшего возраста, мероприятия, важные факты об учениках.

**Key words:** teaching foreign languages, young learners, activities, crucial facts about young learners.

It is a fact that teaching young learners in Uzbekistan has been a challenge for the teachers in the elementary education since English was added to the curriculum for the first graders. Most of the teachers of English graduated from the departments of English Language Teaching of various universities in Uzbekistan inevitably encounter the problems of teaching young learners because most of them have been trained to teach English for general purposes to learners without regarding the levels and age groups. It is widely accepted by teachers that teaching young learners is not like teaching adults as they have some peculiar physical and behavioral characteristics. Therefore, in order to teach them effectively, teachers should be aware of these differences relevant to this age level as well as the techniques and activities to be implemented in the classroom. In addition, as it is a demanding and challenging task, young learners need to be provided with an atmosphere which will help to stimulate their imagination and creativity through various activities appropriate to the world they live in. That is to say, to teach a foreign language to young learners appropriately is a hard task for teachers, who will always have to be alert and well equipped in the class.

It is widely accepted that young learners differ from adults or children as they have special characteristics. In her *Young Learners*, Phillips claims: "The ways children learn a foreign language, and therefore the way to teach it, obviously depend on their developmental stage. It would not be reasonable to ask a child to do a task that demands a sophisticated control of spatial orientation (for example, tracing a route on a map) if he or she not yet developed this skill."<sup>1</sup>

Keeping all this in mind, it needs to be addressed that the role of foreign language teachers in class is far bigger than that of those teaching other subjects. In designing and implementing activities foreign language teachers should consider the facts mentioned above.

#### **Is It Easy to Teach Young Learners?**

It has been assumed that the younger the learners are, the more holistic learners they will be. Phillips argues that "younger learners respond to language according to what it does or what they can do with it, rather than treating it as an intellectual game or abstract system. Moreover, they have the advantage of being great mimics, and are often unselfconscious and are usually prepared to enjoy the activities the teacher has prepared for them."<sup>2</sup> Learners at elementary education have a great capacity to enjoy themselves, which supports the view that when learners enjoy themselves, they are usually absorbed by the activity and want to continue with it. In other words, keeping enjoyment in the class is very positive for language learning, because if learners want to continue with an activity for some time, it will give them more exposure to language input and more chance to practice the language. Providing young learners with bodily-kinesthetic

<sup>1</sup> Phillips S. (1997). Steps to Pairwork for Young Learners. English Teaching Professional, issue, 4, 28-30.

<sup>2</sup> Phillips S. (2001:5) Young Learners. Hong Kong. Oxford University Press.

activities such as making things, singing action songs, playing games, doing project works, doing hands-on activities is a great help for them to understand the target language due to the fact that they eagerly explore the language to understand through the physical activities. In response to the questions how they learn or remember best, most of the learners at the elementary education specify that they can learn and remember best the things they have worked on<sup>1</sup>. It can be stated that the language is closely related to what is happening in the situation, and so learners can get clues about the meaning from the activity which accompanies the language.

#### **How Do They Learn Best?**

Teaching young learners brings a lot of responsibilities on the shoulders of the teachers in the classroom from designing the materials to implementing them appropriately. Foreign language teachers should focus on the fact that young learners as well as teachers need to be motivated to learn. Young learners learn a foreign language

- through being motivated. It depends on the teacher's style. If the teacher motivated them they would learn fast or quicker.

- by listening and repeating.

- by imitating the teacher. They want to please the teacher. They feel embarrassed when they make mistakes. By doing and interacting with each other in an atmosphere of trust and acceptance through a variety of interesting and fun activities for which they see the purpose.

- through translating sentences into their own language.

Aside from the principles presented above, the use of visuals, meaningful contexts, various activities, games, songs, and technology would make learning more enjoyable and faster because they all appeal to young learners.

#### **Teaching through visuals**

In teaching any topic teachers feel that the topic should be supported visually; through big colorful pictures, posters, drawings or flashcards, puppets, toys and real objects or by dramatizing the meanings through mime, facial expressions, gestures and so on. The benefits of the use of visuals in classroom are countless.

One of the reasons for teaching through visuals is that young learners learn best by seeing and doing. That is, they have a predominantly visual and kinesthetic learning style. The use of visual aids abundantly in the classroom makes learning memorable and fun- especially if the pictures are large, colorful and amusing, and the miming is exaggerated and funny. Interesting or entertaining pictures motivate students to respond in ways that more routine teaching aids, such as a textbook or a sentence on the board cannot.<sup>2</sup> Added to an exciting story, these make the young learners class even more enjoyable and unforgettable. So, the young learners' teachers must be really well prepared at all times, and make sure to have a variety of visual aids and techniques ready before each lesson. In this way, she can provide plenty of support and add emphasis on meaning.

#### **Teaching through activities**

The use of various activities in the classroom to teach a foreign language has a great impact on learners. Particularly, young learners would love to learn by means of activities as such kind of attempts encourage them to explore something, which is quite stimulating, motivating and interesting. Types of activities that can be used in the classroom can be a project work, drawing, coloring, cutting out, making things, solving problems, recording information etc. The reason behind such activities is that learners learn by doing, by being actively involved in their learning; and it creates opportunities for them to use their imagination and creativity. The following table lists some of the major activities that can be implemented in the EFL classroom.

<sup>1</sup> Cakir I. (2003). Designing Supplementary Activities for the Sixth Grade English Course Through the Multiple Intelligences Theory. Unpublished Ph.D. Dissertation, Ankara.

<sup>2</sup> Celce-Murcia, M&Hilles, S. (1988:73). Techniques and Resources in Teaching Grammar. Oxford: Oxford University Press.

- TPR activities.
- Listen and do, listen and repeat, listen and draw a route... etc.
- Read and draw.
- Sort it out.
- Pairwork/Groupwork.
- Find someone who is...
- Drawing, coloring in, cutting out, making things.
- Playing pretend games (drama) with masks, puppets, toys etc.
- Tongue-twisters.
- Simple poems.
- Flashcards.
- Guess the words.
- Labelling parts, sticking in pictures.
- Project works.
- Odd one out.
- Acting out.
- Matching games.
- Chinese whispers.
- Mime and gesture.
- Storytelling.
- Cuisenaire rods/silent way techniques.
- Finger correction.
- Jumbled-up sentences.
- Minimal pair pronunciation exercises.
- Information-gap activities.
- Chants/rhymes for vocabulary, stress and intonation.
- Questionnaires.
- Vocabulary jigsaws.
- Making puppets, masks.
- Songs.

Teaching young learners is not the same as teaching adults since they have their own peculiarities which also change depending on their age groups.. First of all, while creating activities for young learners it is important to make the activity interesting for them. Any activity to be used to teach any point would not always be suitable for them unless it is challenging, purposeful and involve real language use together with visuals, materials, sounds, mime, actions etc. The product at the end of the activity is important in presenting activities for learners. Another important issue in creating activities for young learners is that the activity to be designed should promote learners to get involved in the activity as much as possible. Most of the most appreciated activity types that work well are games, songs, and hands- on activities. It is now very generally accepted that learning becomes more enjoyable and easier when teaching is performed with the participation of learners. Designing activities requiring group or team work would develop learners' self-confidence, and thus language learning will not be a difficult issue to handle.

**Ashurxon Matkarimova, Islombek Temirov, Xurshidaxon Azamjonova (AnDU)**  
**TEACHING FOREIGN LANGUAGE TO B1 LEVEL LEARNERS**

*Аннотация. Мақола В1 даражадаги ўрганувчиларга инглиз тили ўқитишнинг самарали усулларидан фойдаланиш ва ўқитишда уларнинг ролига бағишланган.*

*Аннотация. Статья посвящается вопросам использования эффективных методов преподавания английского языка и их роли в преподавании изучающим язык и имеющим степень В1.*