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UDC 378

EFFECTIVENESS OF USING GAMES IN TEACHING VOCABULARYP.Sh. Begbudieva¹, M. Abdullaeva²*Abstract*

Learning vocabulary is a difficult task so that teachers try as much as possible to facilitate it for their learners. One of the techniques that can be used is integrating language games. The goal of this research is to check the effectiveness of language games in facilitating learning as well as improving vocabulary. In other words, this study aims at exploring the relation between using language games and vocabulary development for learners.

Key words: games, teaching vocabulary, EFL, ESL, spelling, video.

Vocabulary learning is viewed as very important to language learning. . For example, EFL learners face difficulties to learn and to remember new words. As a result, language educators and teachers are searching for useful methods to be used to facilitate for them the learning of vocabulary. Without vocabulary, speakers cannot convey meaning and communicate with each other in a particular language.

Teaching of vocabulary was neglected during 1940-1970 due to some reasons because some educationists believed that the focus of the language learning must be on grammar instead of vocabulary. One must know how the words work together in English sentence. Secondly, it was also believed by some of the linguists that the meanings of the words cannot be adequately taught, so, it is better to avoid teaching them. Third, some specialists were of the view that being exposed to too many words might lead the students to make mistakes in sentence construction. One useful strategy to encourage learning a foreign language is using language games. When using games in the classroom, it is beneficial for teachers to have a complete understanding of the definitions of games, which usually are defined as a form of play concerning rules, competition, and an element of fun. Teachers should also consider the advantages of games: the ability to capture students' attention; lower students' stress; and give students the chance for real communication.

Some teachers think that language games are a waste of time and prefer not to use them in classroom since games sometimes have been considered only for its one element that is fun. In fact, games can provide English as a foreign language (EFL) and English as second language (ESL) students more than that. Among several strategies used to improve students' proficiency such as visual aids, CALL (Computer Assisted Language Learning), drama, role-play, and so on, games are another useful strategy to promote students' language proficiency.

This article aims to give a clear understanding of what, why and how games are used in the classroom.

Language games are not activities mainly aimed to break the ice between students or to kill time.

There are a great number of language games. So teachers have a variety of choices. However, in deciding which game to use in a particular class and which games will be most appropriate and most successful with their students, teachers must take many factors into account.

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Steps of Playing a Game The next step, after choosing the appropriate game, is applying it in the class. There are three main steps involved in playing a game. The teacher can give learners the sign to start the game but after introducing it. After the game is finished or the time is over, a feedback should be provided.

Introducing the Game The introduction is the first step in playing a game. It is so important because it informs learners about what is going to happen. The outcomes depend on the manner in which the game is introduced. More specifically, if the teacher introduces the game in an appropriate way, he/she may achieve the desired objectives. As a result, for effective game, the teacher tries to make a clear and attractive as well as motivating introduction.

Managing the game once the teacher has introduced the game, he/she can give the learners the right to start. The teacher's role during the game play is observing what is happening. However, it does not mean that the teacher does not have any role. As it is mentioned above, he/she may act as a facilitator of learning or enthusiasm generator. For instance, if there is any problem occurs during the game, the teacher can stop it and solve the problem, and then allow them to continue.

Debriefing the game the last step in playing a game is providing a feedback. It is important because it is a kind of evaluation. During this step, the teacher discusses with learners the outcomes of playing this game. Moreover, it creates opportunities for discussion so that students use the language.

Word map. Students work in small groups to learn connections among words by brainstorming and organizing words according to a map that they design or a blank one that is provided by the teacher. For example, when asked to give words they thought of when they heard the word "faithfulness", low-intermediate ESL students generated sixteen words or phrases: cat, friend, family, reliance, trust, dishonest, unfaithfulness, believe in friendships, bonds, obey, dog, friendly, sexual unfaithful, gossiping, marriage, love. After clustering words which they felt went together, they mapped the relationships between these words.

Crossword puzzles offer an entertaining way of reviewing vocabulary. Students can do the puzzles in class in pairs, as a race with other students, or at home as homework. The teacher can also design a "Word Puzzle," which is also called a "Word Cross", asking the students to cooperate in groups to find and circle the words that the puzzle contains. The teacher might also place several versions of the word in the puzzle, with only one of them being the correct spelling. The students must circle only the word with the correct spelling.

Word formation. Teacher should encourage students to enrich and expand their vocabulary. There are different ways to expand the vocabulary of the students. By studying the morphology, we know that it not only concerns with the morphemes of words, but also the word-formation. In English classes, teachers should help students to get to know the processes of word-formation. Morphological rules reveal the relations between words and provide the means in formation of new words. That is to say, these rules determine how morphemes are combined to form words. Nowadays, teachers in colleges have paid much more attention to the teaching of the morphological rules of English word formation in their classes.

Reading the word. Reading words aloud is also very beneficial. It makes a learner familiar with the word and also improves pronunciations of the learners. Sound can be an easy way to illustrate words that describe sounds, such as whistle, scratching, and tinkling. You can make the sounds yourself, or bring in tapes or CDs for students to listen to and write down the words that they hear.

Role-play is to create the presence of a real life situation in the classroom. It is important in the classroom communication because it gives students an opportunity to practice communicatively in different social contexts and in different social roles.

Use video to produce of target vocabulary. Select a video segment that contains a series of actions or visual detail. Provide the learners with a list of target vocabulary words and ask them to construct a paragraph that incorporates as many of the words as possible.

The study of vocabulary has occupied the central place in teaching-learning activities. If you spend most of your time studying grammar, your English will not improve

very much. You will see most improvement, if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words.

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SOME MODERN TECHNIQUES FOR TEACHING ENGLISH VOCABULARY

N.O. Sadieva¹, A.Dj. Karaeva²

Abstract

This work deals with some modern techniques for teaching English vocabulary for intermediate level students. The importance of close links between lexical and grammar tasks are stressed.

Key words: receptive and productive tasks, completion or creation of sentences and texts, selecting, matching, narrative, role plays, language skills.

Experienced ESP teachers know how important vocabulary is. Students must learn thousands of words that speakers of English use. For many years, unfortunately, programs that prepared language teachers gave little attention to techniques for helping students learn vocabulary. But today this problem is getting topical as more and more learners (including intermediate level students) realize that communication stops if they lack the necessary words. There is no conflict between learning the most essential words and developing a firm command of grammar, therefore neither grammar nor vocabulary should be neglected in class.

It is widely-known that presentation of new language items should be immediately followed by their practice. New knowledge needs to be integrated into existing knowledge, i.e. the learner's existing network of word associations, what is called the mental lexicon [3].

There are a lot of different types of tasks that teacher can use to help students to transfer new words into long-term memory. Such tasks are either receptive, when learners make judgments about words, but do not necessarily produce them, or productive, in which learners are required to insert the newly studied words into some kind of speaking or writing activity. Definitely such division is a bit vague as receptive tasks can become productive if the learners are invited to talk about their judgments.

So, the tasks in which students make decisions about words can be divided into the following types:

1) *Identifying* words simply means finding them where they may be "hidden", for example, in the text, e.g. students may be asked to count the number of times the word occurs in the text, or to find all the phrasal verbs, or to underline words and phrases in the text which convey the whole idea of the article etc. [4]. Then students can be asked to read the text, turn it over and answer if the given words occurred in the text. Identification is also the process students apply in task in which they have to unscramble anagrams, such as *saoqtu – quotas* etc. But it should be mentioned that for intermediate level students such kind of identifying should include more grammatically-oriented exercises, e.g. tasks where students are asked to underline the correct part of speech for each word as it is used in the text which precedes the exercise [5];

2) *Selecting* tasks are cognitively more complex than identifying tasks since they involve both recognizing words and making choice among them. This may take the form of choosing the "odd one out" task, which provides students with the set of words and phrases related to each other and belonging to the same lexical row, and the learners are proposed to find the word which doesn't correspond to the row in each set. Such kind of activity not necessarily has a written answer. More important is that learners are able to prove their opinions and justify their choice selecting those answers which are suitable for them among the suggested opinions;

3) *Matching* involves first recognizing words and then matching them, for example: *a visual representative task*, in which students are offered to match words with the

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illustration offered; finding *a synonym*; selecting *an antonym*; choosing *a definition*; forming *a collocation*, a task in which students are proposed to match nouns with verbs as they are used in the text or combine words to form word partnerships.

4) *Sorting* activities require students to sort words into different categories. These categories can be either given or guessed, e.g. an exercise where the given terms, phrases or words should be classified into groups according to various criteria and functions;

5) *Ranking and sequencing* require students to put words into some kind of order. This involves arranging words on a cline, for example, adverbs of frequency. Learners may be encouraged to express their opinions and rank the given items according to their preference. In such kind of tasks there may be no right answer, but the exercise of making the choices and comparing them with a classmate's choices is a good "brain work".

Productive tasks are of two main types:

1) *Completion – of sentences and texts*. These task types are more famous as *gap-fills*. There are two main formats of gap-fills – open and closed. In open type students have to fill gaps using mental lexicon and some clues like the first letters or definitions given in the brackets. In closed gap-fills the words are provided in the form of the list at the beginning of the exercise [3]. Besides, students can complete sentences and text using very popular *multiple-choice* tasks in which learners are offered to find the correct answer among a number of the suggested options [1];

2) *Creation – of sentences and texts*. In comparison to completion tasks in which students simply have to slot the right word in, sentence and text creation tasks require to create the context for given words, to use notes, phrases and words given in an exercise as a help to draw up the whole text. Here are some typical task instructions: - use each of these to make a sentence, which clearly shows the meaning of the word; - write a short narrative (or a dialogue) which includes at least five words from the list. Such tasks often lead to speaking activities, either reading aloud or performing a dialogue to the class or comparing and explaining sentences in pairs or small groups.

While learning vocabulary *game* is a special helper in the process of integrating new words as well. Game factor can make words more memorable and help to involve every student into the class work. Most games offered by the authors of the modern textbooks are role plays; mainly pair works [2]. They are not precisely vocabulary games but give an opportunity to practice speaking skills on the basis of the vocabulary learned while working through the unit. These tasks are based on realistic problems or situations and are designed to motivate learners, develop their skills working in teams, delegating and interacting effectively with each other.

All these activities give students possibility to practice their communication and language skills in order to develop fluency in speech and put professional vocabulary to practice. They make work non-routine and keep learners being interested and active during the whole class.

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Abstract

The article deals with effective strategies and methods for teaching reading.

Key words: strategies, words, reading, language, teaching English, skills, students.

Language is a constantly developing form and when we read in our native language we still meet words that are new to us or that we may not fully understand.

Among the four language skills, reading is possibly the most extensively and intensively studied by experts in the field of language teaching.

It is the fact that Reading is one of the deeply investigated fields of Methodology but most of students think that reading is a boring and difficult to understand part of the language. So, sometimes learners do not pay attention and show their interests for reading. Students who do not prepare for reading struggle with reading comprehension need to be provided with reading comprehension interventions and strategies that are age appropriate, address their interest and engagement levels. In order to avoid such problems, majority of teachers pay great attention to improve students reading comprehension. They try to create useful strategies to get students' attention.

At that time the researcher came across many difficulties in Reading course, it was difficult for the researcher to carry with reading the whole texts and understand them. Furthermore, researcher could not do the tasks connected to the Reading. There were different strategies which were concentrated on development of Reading but we cannot say that all of them were effective and useful. The reason was researcher thought that it was boring and tricky. Besides that, researcher went to English libraries in order to improve reading skills, but books were scientific and it was not easy to read. For that reason, researcher is going to find effective strategies to get learners attention and improve in reading and use those reading classes.

Sometimes students do not pay attention reading classes and they do not understand importance of having good reading skills. In these situations teachers should explain importance of it in detail, motivate them and try to use several activities in order to raise their interests.

It is irrefutable facts that, majority of teachers have difficulties in finding suitable materials for students because of multilevel learner classes. The task would be easy for student who knows English better, but another who does not know well can not accept it. Consequently they think that reading is not easy and can lose their interests.

Taking everything into consideration, the researcher wants to devote useful strategies to improve learners' interests in reading classes in my qualification paper. Besides that, researcher is going to answer the question of how to pick up learners' reading skills in English by using effective strategies.

When language learners use reading strategies, they find that they can control the reading experience, and they gain confidence in their ability to read the language. Reading is an essential part of language instruction at every level because it supports learning in several ways. Firstly, Reading to learn the language: people use language in different ways: someone to learn language others to find new information. By giving students a variety of materials to absorb vocabulary, grammar, sentence structure, and discourse structure as they occur in authentic contexts. By reading such text they can pay attention using words in appropriate way and grammar structure of the words.

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Secondly, Reading for content information: Students' purpose for reading in their native language is often to obtain information about a subject they are studying, and this purpose can be useful in the language learning classroom as well. Reading for content information in the language classroom gives students both authentic reading material and an authentic purpose for reading.

Furthermore, Reading for cultural knowledge and awareness: Reading everyday materials that are designed for native speakers can give students insight into the lifestyles and worldviews of the people whose language they are studying. When students have access to newspapers, magazines, and Web sites, they are exposed to culture in all its variety, and monolithic cultural stereotypes begin to break down

Reading comprehension is the ability to read text, process it and understand its meaning. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. There are a number of approaches to improve reading comprehension; including improving one's reading strategies. On the basis of any types of reading technique, method, strategy or even ordinary activity lays range of vocabulary. Only after comprehending certain type of word a student can understand perfectly the text. Accordingly, the first and one of the main skills for the development of reading is picking up vocabulary. Besides that, teacher should find suitable materials and interesting topics in order to get students' attention. It should be noted that if learners do not understand the meaning of the text they have some misunderstandings. In such situations teacher should be at the centre of the attention, as he/she should explain how to do it. Strategies and activities should be well organized and simple

In Comprehension monitoring David divided reading into three categories, depending on when they take place: pre-reading, reading, and post-reading.

Pre-reading: learners should collect and define vocabulary terms from the text. It will help students to understand words that otherwise may interrupt their reading. It will also help them increase their vocabulary in a meaningful, relevant way. Students can record the terms in a notebook. Another strategy involves having students preview comprehension questions so that they can focus on answering those questions as they read.

While-reading: Teachers can guide students' interaction with the text by asking questions about literary elements, having students present oral summaries of the plot, or asking them to collect details or write observations on post-it notes. If students have previewed comprehension questions, they can answer these questions as they read.

Post-reading: Summarizing is an effective strategy that can take many different forms.

Cooperative learning

Cooperative learning is a strategy that learners work with small groups; they have to do reading tasks with their group. It will help learners to develop summarizing and discussion. The following are examples of how students can work cooperatively to learn more about a narrative work of literature:

- Each group uses a plot diagram to locate and summarize a stage of plot development.
- Groups conference briefly with the teacher to ensure their answers are correct.
- Students reassemble into new groups comprising one "expert" from each of the previous groups.
- These new groups pool their expertise to fill out every stage of the plot diagram.
- The session concludes with a class discussion of the novel, short story, play, or narrative poem.

Graphic organizers and story structure

Graphic organizers, which provide a visual map for the reader, can be placed next to the text, as learners read in groups or individually, aloud or silently. They are particularly useful in helping readers to understand the structure of a narrative or of an argument. Following are descriptions of three types of organizers.

- a) Comparison/Contrast
- b) Hierarchy Diagram
- c) Matrix Diagram

Question answering

The typical approach to question answering is to answer comprehension questions upon completion of the selection, but questions can be a part of a reading lesson at many points. As mentioned before, previewing questions can help students focus their reading.

Question generating

According to the Question generating strategy learners should make questions about text, or story as a post-reading exercise. These questions can then be integrated into formal tests or informal questioning games. It helps teacher to analyze how they understand the text. Teacher might want to suggest that students generate questions by adapting sentences from the text. Students can also generate questions to identify their own uncertainties about the text. They can then try to answer these questions by consulting you or other students.

Summarizing

This is an effective strategy for readers who have difficulty remembering and writing about what they have read. A summary can take many forms, including travelogues, journals, double-entry journals, and letters. For example, students can create a travel itinerary that summarizes the action of a narrative, can write a journal from a particular character's point of view, can set up a double-entry journal about the theme of a work, or can summarize events in a letter that one character writes to another.

Multiple Strategies

This strategy addresses individual learning styles by having students use different media—such as text, images, or video—to analyze or comment on a work of literature

Poor readers often lack the skills to effectively monitor their comprehension of assigned passages and apply fix-up skills when needed. One means to help students to develop these self-monitoring skills is to teach them a cognitive strategy. McCallum 2010 indicated the strategy of ART: Ask-Read-Tell. Whenever the student is assigned a challenging passage, he or she is trained to apply a 3-step ART sequence, which maps to the pre-reading/reading/post-reading timeline:

1.ASK: Before reading the text, the student looks over the title of the passage, asks what the topic is likely to be, considers what he or she already knows about that topic, and generates 2 questions that the student hopes to answer through reading.

2.READ: While reading, the student stops after each paragraph to query whether he or she has adequately understood that section of the passage and, if necessary, applies comprehension fix-up skills.

3.TELL: After reading, the student attempts to answer the 2 questions posed earlier based on the content just read. Finally, the student meets with a peer partner, and participants tell each other what questions and answers they produced.

To conclude, there are many resources and activities educators and instructors of reading can use to help with reading strategies in specific content areas and disciplines. These strategies provide specific instructions for developing and retaining comprehension skills.

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UDC 378

TEACHING ENGLISH TO YOUNG CHILDREN IN A PRODUCTIVE WAYH. Madaminova¹, R. Meylikulova²*Abstract*

This article provides useful information about various methods and efficient ways in order to conduct lessons with more fun and interesting. Furthermore, there are given a number of principles of teaching English to young generation and what qualities a language teacher should have, the emotional together with physical aspects of young learners and some observations and activities are given with a view to encouraging teachers to teach English at primary level of students.

Key words: pronunciation, new vocabularies, role play, riddle, twister, self-motivation, grammatical theories, cartoon, alphabet, complex sentences, gestures, emotional states.

Nowadays English is becoming more and more popular and commonly spoken in every country. All around the world not only adults but also a great number of children have a desire to learn English and be able to speak in English fluently. It is obvious that it is more challenging to teach children any language than the elderly. However, it is believed that young children have a tendency to pick up any language quickly because of their self-motivation and natural ability to acquire language easily. Adults or adolescents encounters various difficulties while learning English such as the pronunciation of words that are difficult to produce and the acquisition of new vocabularies owing to lack of energy to learn by heart them whilst children can perfectly imitate the pronunciation of new words and easily memorize vocabularies which are unfamiliar to them.

In terms of teaching English language to children, it is true that young children are likely to be inquisitive and want to learn something with fun. Therefore, teaching children requires being active, creative and organizing activities which interest them. If the young children are engaged in what they are doing there is a great possibility to learn. Young learners need variety of short activities to keep them interested. Try alternating lively 'stirring' activities with calm 'settling' ones to harness the learners' energy while avoiding over-excitement and providing variety. Using various interesting and funny activities in order to educate young children give effective results and outcomes. Teaching English to children with tough, boring and with some grammatical theories make difficult and dull to children. In this case, it is impossible to acquire anything for children. For instance, learning alphabet with song is more effective and funnier rather than just learning them by heart. Furthermore, cartoons children are the most favorite program. Children can learn some vocabularies or some phrases with the help of interesting English cartoons. Although they might not understand the sentences which are used in them but they try to understand the meaning of it with the actions or gestures, emotional states used by characters. It is considered to be one of the effective ways of the acquisition of language learning process. Other ways of learning English productively would be making role plays in English language or asking riddles from the children. They get interested in finding the answer of the riddle and they will search it. As we all we know, tongue twisters helps us to speak English fluently. Children have ability to learn things more quickly than the elderly and adolescents. So that reason children can learn tongue twisters in order to help them speak fluently.

When it comes to acquire new words, arts and crafts and mini-projects are considered to be one of the wonderful ways of teaching new vocabularies, seasonal activities and holidays. It is crystal clear that children have short attention spans. That is why, make the viewing short, however to the point, making it thus more interesting. According to video, it is possible to make children count fruits, birds, and wild animals. Another

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thing which can be carry out is that ask from young students to raise their hands as soon as they see a snake, leopard, bear or any other animals in the video.

Acknowledging that young children tend to learn things easily and without effort if they get interested in, teachers should find the innovative and interesting ways to attract children. Here are some helpful hints:

- make your lessons fun-this can attract children as they love to have fun.
- play games, if you organize the games on a competitive manner this will help enhance their abilities.
- be creative
- include art in your classes
- take your class outside, nature makes them mature!

One of the best games for children is Memory. Memory is a great game to learn vocabulary. Try to put a vocabulary word on one card and a picture showing the word on another. Or put synonyms or antonyms on two different cards. Lay all the cards on the table and have students try to remember where the matches are.

Doing the same things in class every day is boring for your students, and you are liable to fall asleep on the job, too. So be creative with your plans.

One of the most crucial things when you teach children is not to put pressure on them. Remember that children learn some aspects of foreign languages more easily than adults. So no matter what you do in class, they will already be on the road to fluency in English. Their natural acquisition process will follow three simple steps. They will recognize words and grammar when you use them. They will be able to respond when you ask them about the words and grammar you use. And then they will be able to use those language structures by themselves.

Moreover, a focus strategy on the essential skills should be implemented. These skills include being able to use effective techniques to lead lesson efficiently, have a knowledge of utilizing innovative technologies. We need to apply creative an innovative strategies with a particular focus on the basic young learners' education. While education systems are varying in their capability to implement creative teaching methods and curricula, a teacher can easily adapt their teaching techniques towards more creative thinking. Utilizing modern and innovative technologies makes lessons easy to understand and more productive.

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USING INTERACTIVE METHODS OF TEACHING ENGLISH IN ELEMENTARY SCHOOL

Z.Z. Saliyeva¹*Abstract*

The article discusses the use of interactive methods of teaching English in primary schools.

Key words: interactive methods, teaching English, communication, links, teacher, students.

English language is an international language used in order to communicate in the fields of education, technology, trade and politics so that it is learnt as a foreign language in many countries around the world. Due to the importance and necessity to communicate in English, in recent decades many EFL countries as well as Samarkand primary educational institutions have shifted from traditional grammar-based teaching method to communicative-focused instruction. However, some research has reported that there is still has a gap between schools' language policy and classrooms' practices.

Methodology in language teaching has been characterized in a variety of ways. A more or less classical formulation suggests that methodology links theory and practice. Within methodology a distinction is often made between methods and approaches, in which methods are held to be fixed teaching systems with prescribed techniques and practices, and approaches are language teaching philosophies that can be interpreted and applied in a variety of different ways in the classroom. This distinction is probably best seen as a continuum ranging from highly prescribed methods to loosely described approaches.

This article is focused on using interactive methods of teaching English in elementary school. The teacher of our days must be permanently concerned of presenting lessons attractive for the school children, considering the fact that learning represents the fundamental type of activity for the small school age, and the school child has a "new" role, as an active participant in learning. For offering the school children a various range of learning experiences, the teacher can choose for alternative application during the lessons of some modern methods of education, thus combining the activities based on individual effort of the school child with the activities centered on effort of the school children group. From the assembly of modern methods, the interactive methods are those which favors an interactive learning, namely a learning based on the knowledge, ideas, experiences, opinions, principles, and impressions interchange, as well as on attitudes, in order to reach jointly, within the group, to a certain result, as pointed out by Clark. The importance of applying these methods within lessons has been emphasized in numerous papers of pedagogical specialty and reviews published in the country and abroad.

The application of interactive methods and techniques within the lesson stimulates development to the school children of different intelligences mentioned by Gardner, as have been pointed out by Aaker-Smith. It stimulates the development of thinking, imagination and creativity of each school child who participates to the activity carried out either within a group – a class, or within small groups or pairs.

Annen consider that they allow demonstration and consolidation, within the group's activity, of some ethical qualities, such as: true fellowship, sincerity honesty, modesty, altruism. Also, Mukhamedyarova and Cotter emphasized that "Interactive methods of teaching represent the spirit of democratization because openness, mutual understanding, willingness to help each other, responsibility, and accountability can help students become active learners as well as active citizens".

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The biggest challenge any teacher faces is capturing the students' attention, and putting across ideas in such a way that it stays with them long after they have left the classroom. For this to happen, classroom experience should be redefined and innovative ideas that make teaching methods more effective should be implemented.

So, here are some interactive methods and ideas that will help teachers reinvent their teaching methods and make their classes interesting.

Creative Teaching

Take the help of creative tools to stimulate creativity. Include playful games or forms of visual exercises that will excite the young minds and capture their interest. This is a time tested method to identify young student's creative abilities and encourage creative contributions. Bring aspects of creativity into all your subjects, be it mathematics, science, or history. Think of ways to develop their creative ideas. Encourage different ideas, give them freedom to explore

Audio & Video Tools

Incorporate audio-visual materials in your sessions. Supplement textbooks with models, filmstrips, movies and pictorial material. Use info graphics or other mind mapping and brain mapping tools that will help their imagination thrive and grow. These methods will not only develop their ability to listen, but will also help them understand the concepts better. For example, you can get some oral history materials, conduct live online discussions or playback recordings of public lectures. There are a lot of smart apps for preschoolers that you can utilize to create awesome slideshows or presentations

Brainstorm

Make time for brainstorming sessions into your classrooms. These sessions are a great way to get the creative juices flowing. When you have multiple brains focusing on one single idea, you are sure to get numerous ideas and will also involve everyone into the discussion. These sessions will be a great platform for students to voice their thoughts without having to worry about right or wrong. Set some ground rules before you start. You can go for simple brainstorming or group brainstorming or paired brainstorming. Brainstorming is an excellent teaching strategy to generate ideas on a given topic. Brainstorming helps promote thinking skills. When students are asked to think of all things related to a concept, they are really being asked to stretch their thinking skills. All too often, a child with special learning needs will say they don't know. However, with the technique of brainstorming, the child says what comes to mind as it relates to the topic.

Brainstorming promotes success for students with special needs as there is no one right answer.

Let's say that the brainstorm topic is Weather, the students would state whatever comes to mind, which would most likely include words like rain, hot, cold, temperature, seasons, mild, cloudy, stormy etc. Brainstorming is also a terrific idea to do for bell work (when you have just 5-10 minutes to fill just prior to the bell).

Brainstorming is an Excellent Strategy to:

- Use in the inclusional classroom
- Tap into prior knowledge
- Give all students a chance to express their ideas
- Eliminate fear of failures
- Show respect for each other
- Try something without fear
- Tap into individuality and creativity
- Eliminate the fear of risk taking

Once the brainstorming activity is done, you have a great deal of information on where to take the topic next. Or, if the brainstorming activity is done as bell work, link it to a current theme or topic to enhance knowledge. You can also categorize/classify the student's answers once the brainstorm is done or separate it out and let students work in groups on each of the sub-topics. Share this strategy with parents who have children who are insecure about sharing, the more they brainstorm, the better they get at it and thus enhancing their thinking skills.

Role Play

Teaching through role play is a great way to make children step out of their comfort zone and develop their interpersonal skills. This method comes in handy, especially when you are teaching literature, history or current events. The role playing approach will help the student understand how the academic material will be relevant to his everyday tasks [21, 38-40].

Introduce Lessons like a Story

Just think, why do you watch movies with much interest? You like to watch movies because there is always an interesting story to keep you engaged. Like that, learning sessions become more interesting when you introduce it like a story. If you are creative even math lessons can be related to interesting stories.

To sum up, interactive activities in the form of games play a crucial role in language teaching and learning. Communicative games can increase learners' interest in learning, expose them to meaningful contexts, involve them in the use of the target language, and eventually develop their communicative competence.

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THE ROLE OF HOMEWORK IN TEACHING CHILDREN OF PRIMARY SCHOOL

S.A. Atamuradova¹, G.B. Salohiddinova²

Abstract

The article illustrates the role of homework in teaching process and discusses how it can be effective for schoolchildren in primary school. In addition, the comments are given about doing homework.

Key words: Homework, class, pupil, teacher, successful homework.

Homework is generally major part of any class. In fact, it is set with the aim of assisting schoolchildren absorb and build on work done in class as well as to extend their learning time. Doing homework also helps children to becoming good independent learners on their way. Moreover, it is sometimes wasting time if it is not directed appropriately.

There are several reasons for doing homework which they are seen as following:

Firstly, homework helps the children to retain knowledge obtained during the lesson. That means that while pupils are doing assignments, it is a good way to repeat the theme not to forget.

Secondly, doing homework develops independent learning skills and improves problem-solving, self-discipline and factual information. If the kid studies at home as an individual learner, he can be quite better ready for the lesson than his peers, which can motivate him to make more effort too.

Thirdly, homework is an essential means of linking between different topics. It may be used to consolidate classwork, but also for preparation for the next lesson.

In addition, homework can be a bridge between school and home. At the same time, parents and teacher work together to get effective learning. The teacher explains the theme and it is revised at home by the help of parents. And importantly, home assignments are useful tools of assessment. Namely, instructors continuously check papers and find out their pupils' preparation for the lesson and understanding the theme.

Actually, there are various attitudes towards the term "homework". Most of the teachers complain about less attention and poor performance by children. However, comments on homework take up large amount of lesson time. Opposite to those opinions, many of children consider that homework is boring and irrelevant as well as pointless. For instance, most English lessons' tasks for home are just learning lists of vocabulary, writing essays and doing exercises in their workbooks. This is frequently claimed that it poses several problems for kids like losing interest and feels punished while doing homework.

Thinking about the aforementioned facts, it should be discussed about how to make homework be effective. When can they become effective? At first, some principles should be taken in order to make home assignments more successful. To illustrate this, children should follow the very rule like others in drawing a picture. And of course, the tasks should be manageable to complete. Otherwise, they are not understood and this occasion demotivates the kids if they do not achieve any target. That is why it is important to utilize methods and technologies according to young children's individual ability. Another necessary thing which teacher should remember is that pupils have to study other subjects. Therefore, there is a need for coordination to avoid overload.

Interestingly, children themselves have varied ideas for doing homework. Under this circumstance, teacher should encourage them to do any sized, colored, typed homework which is a good opportunity. And this is done with only one question by the

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teacher. Furthermore, by this method he can be informed about how much time the students have, what facilities they have at home, and what their preferences are. There are quite large numbers of homework today as we live in modern technology age. The common type is doing exercises in the workbooks. Other examples are writing compositions, learning rhymes or project works. There are also such exercises that kids should do them with parents, such as, creating a story, drawing, cutting and etc.

Problem solving is another essential skill child should learn the time they are faced to problems during completing their assignments, they figure out the way to resolve the issues, teaches them how to solve problems later in life. There are few disadvantages of homework too, which should be kept in mind by the school management and teachers as well as parents, for example:

- It makes children feel tired after spending a long day at school
- Even though it teaches to be responsible to children, but it brings about a lot of stress and anxiety too
- Doesn't allow them any free time to relax
- Children don't get much time to get involved in outdoor activities
- Sometimes homework isn't even relevant
- Students get tired of homework, hence don't involve in any educational games and books.

While we all agree that homework plays an important role in learning, but at the same time a child mustn't be burdened with floods of homework, it should be moderate, and a school should have a homework policy which dictates the type of homework task should be sent home and their frequency.

Hill, Spencer, Alston and Fitzgerald (1986) conducted a research and found that homework was positively linked to students' achievement. They determined that homework is improving student academic preparation without increasing staff or modifying curriculum which was considered to be an inexpensive method. They said:

"So, as the pressure to improve test scores continues to increase, so does the emphasis on homework" (p. 58). 142 school systems in North Carolina were contacted.

This study indicates that some type of homework is useful, since it is the assignment of higher cognitive types of homework and the flexible assessment and grading of that work in order to foster and track student learning.

The complexity and amount of homework that needs to be carried out obviously increases considerably as children progress through school. The amount of homework given to primary aged children varies, but they are likely to get some on a regular basis. Getting used to doing homework from an early age will definitely be an advantage, as children are more likely to continue doing so as they progress through their school years.

In some schools' authorities promote the use of homework diaries that are good for making a note of what kind of homework pupils are supposed to do. Without them, there are always some children who forget to write down the details or miss what was being said. Not submitting in any homework is likely to get them into trouble at school and is not a pattern or habit that they want them to caught up in.

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Abstract

The aim of this article is giving all advantages of using games in learning language and their effect teaching process, to give useful and important information about advantages of games.

Key words: games, pupils, innovative technologies, grammar rules, pronunciation, vocabulary.

Interest in the teaching English to young learners has been steadily growing in recent years. Now English is offered in primary and even in pre-school education. It is worth remembering that every child has his her own inner incentive for learning a foreign language and the teacher's task is to develop this motivation. There are a number of reasons for teaching English at the primary level. Here are the basic ones:

- The most favorable period for linguistic development can be used successfully to form a solid basis for further linguistic education;
- an early start provides maximum learning time for English as a foreign language
- the earlier you start the more time you have to learn;
- children who learn a first foreign language at pre-school or primary school levels have a better chance to take a second foreign language in the secondary school;
- from an early age children are exposed to the cultures of the countries where the target language is spoken;
- they grow up tolerant and sympathetic to other people;
- learning a foreign language at early age, apart from practical value, stimulates children's ability to use their mother tongue better;
- learning languages improves children's memory, thinking, perception, imagination, etc.

In terms of language skills and fluency, pre-teens and early teens are usually quite alert and confident.

They can communicate well in their own language; they are familiar with the basics of such diverse subjects as literature, history and mathematics; they are also beginning to study science as a subject, and to realize that it is a field of knowledge unlike any other. An ideal student, according to any national standards of education, has the ability and the desire to master all those skills, and to use the new information as a tool of self-development on their way to becoming a full-fledged valuable member of society.

Language learning is hard work. One must make an effort to understand, to repeat accurately, to manipulate, and to use the whole range of the target language in the conversation or written composition. Effort is required at every step and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest and motivation. Games also help the teacher to create contexts in which language is useful and meaningful. The contribution of drilling lies in the concentration on language form and its frequent use during a limited period of time. Many games provide this repeated use of a language form. If it is accepted that games can provide intense and meaningful practice of language, then they must be regarded as *central* to teacher's repertoire. Games can be found to give practice in all the skills (reading, writing, listening and speaking), in all the stages of the teaching/learning, sequence (presentation, repetition, recombination and free use of language) and for many types of communication functions (e.g. encouraging, criticizing, agreeing; explaining). Of the

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four types of grouping, pair and group work are very important if each learner is to have sufficient oral practice in the use of the language. In class work it is easy to demonstrate that learners say only one or two sentences in a lesson. The greatest "mistake" (if oral ability is an aim) is for the learner not to speak at all!

The method of **project work** is worth mentioning too: it gives every student a good chance to show their creative individuality and develops their team spirit at the same time. **Pair work** is easy and fast to organize. It provides opportunities for intensive listening and speaking practice. Pair work is better than group work if there are discipline problems. Indeed, for all these reasons we often prefer to organize games in pair or general class work, rather than in group work. Learners should be motivated by a desire to succeed, to explore, to develop and to improve, not by a fear of failure. We learn by doing. Young learners feel the need for a demonstration when they are learning any language skill. This is because they want to know how they can best do it, when and where it is appropriate to make use of their skill. Most learners prefer a concrete definition of their learning task.

Conventional methods, techniques paved the way for the unified requirements for foreign language learning:

- a child should master the language consciously;
- training should not become an imitative process;
- children should master the language as a medium of communication.

The main functions of the foreign language as a subject of the school curriculum are to develop willingness to use a foreign language as a means of communication, to familiarize with other national culture. Today nobody is to be convinced that early language training contributes not only more durable and practical knowledge, but also carries a great intellectual, educational potential.

According to long-term observations early teaching of foreign languages:

- stimulates the language and overall development of children and, as a consequence, increases the value of comprehensive early childhood education and elementary education as the foundation of general education;
- attaches children to other cultures, thereby forming a universal consciousness;
- creates a favorable basis for mastering a foreign language, as well as for further language learning at later stages, as it prevents the formation of the psychological barriers that arise at the beginning of learning a foreign language at the age of 10-11 years old;
- improving general educational skills (e.g. ability to work with the book) by expanding their scope in the process of mastering a foreign languages.

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Abstract

The aim of this article is giving all advantages of using games in learning language and their effect teaching process, to give useful and important information about advantages of games.

Key words: games, pupils, innovative technologies, grammar rules, pronunciation, vocabulary.

At different periods of time teaching a foreign language caused a lot of problems concerning the methods and ways of teaching English in particular. There appeared methods of teaching bearing various names and having numerous aims and purposes. There were traditional methods used for many years and they were quite appropriate for those times. About 20-25 years ago there appeared modern and contemporary methods of teaching English which have changed almost completely both the methods and methodology of teaching English. Having mastered English, people can communicate with other people, especially with foreign people easily, and it can reduce misunderstanding in communication. Teaching school students English is not so simple because English is not their native language, and it is a new thing for them. Interest of students to studying English is as a key which simplifies their development of English. The teacher has to have good and interesting equipment to teach English in order to make young pupils interested and motivated to learn English.

There are many ways to introduce English for school students. One of them is by means of games. As all of us know that children like to play so by means of games as a teaching method students can be more interested in learning English. Games can be used not only for an entertainment, but also for motivation of students to master English easily and quickly. Training at practice is a good way to make them easily understand about English because with doing amusing actions, they will find it easy to remember and to learn material which is taught by the teacher. Games and fun activities are a vital part of teaching English as a foreign language. Whether you're teaching adults or children, games will liven up your lesson and ensure that your students will leave the classroom wanting more. Games can be used to warm up the class before your lesson begins, during the lesson to give students a break when you're tackling a tough subject, or at the end of class when you have a few minutes left to kill. Teaching English is a hard work. When we speak about teaching English it is difficult work for teachers and students. Interest in studying English steadily grows in recent years. For the correct teaching of grammar it is necessary representing special skills. To help children to study and develop skills of conversation becomes more important, than just to learn language. Nevertheless, the teaching process shouldn't be difficult or painful. Teachers can teach English grammar in an amusing way. There was a movement from traditional methods of teaching English grammar by writing, copying and worksheets to more active approach – teaching grammar by means of games. Researchers also began to study it as these new methods work.

Harmer J. and Essen Metin continue explaining that teaching grammar using games helps children not only to gain knowledge, but also to be able to apply and use this knowledge. They say: "Games and problem-solving activities, which are task-based and have a purpose beyond the production of correct speech, are the examples of the most preferable communicative activities. Games help and to encourage many pupils to maintain their interest and work. Games in language class help pupils to see how studying of English is pleasant and useful. Playing games in class develops ability to communicate in cooperation without being aggressive and to be "a good loser". Games also

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help teachers to create conditions in which their language is useful and significant. Pupils want to take part and to make very much to understand what is told by others, or was written, and they have to speak or write to express their own point of view or to give information. Besides, games have advantage that allows students to practice and to analyze lexicon, grammar and structure widely. They can make it because students are often more motivated to play games, than work at a table. Besides, during games students are concentrated on activity and finally absorb language subconsciously. It is also possible to add that cheerful training games, as a rule, contain repetition which allows the language to stick.

The last concern of teachers of a foreign language is that using games they teach their pupils to communicate. After realization of communicative competence, activity or methods which are purposeful and which direct children to use of language inventively have gained meaning. Playing games increases motivation of pupils. They also reduce tension in class. At the same time, when pupils play games, attention of pupils is on them not on language. It is important for the teacher of a foreign language to use creative and innovative approach in his / her work. Dare to deviate time from everyday routine and to make something refreshing and another in a class. It does not demand too much efforts, and an award can be seen on faces of students, fun, fun, and enthusiasm. And, at last, during game, teachers have to be completely committed. Games offer students cheerful and weakening atmosphere of teaching. After training and practice of the new vocabulary, students have an opportunity to use language in not stressful way. Instead of paying attention to correctness of language forms, most of participants do everything possible to win. It facilitates fear of a negative assessment, concern to be negatively estimated in public places and which is one of the major factors constraining learning language with help of target language before other people. In the context of the game - focused alarm decreases and fluency of speech is generated - thus, communicative competence is reached. Games introduce competition element in the process of language learning. It gives an important impulse for purposeful use of language. In other words, these actions create a significant context for use of language. A competitive environment also makes pupils concentrate and think intensively in the course of training that it increases unconscious acquisition of language. Most of students who have experienced using games at the lessons held positive attitude towards them.

Advantages of using games in language teaching can be summarized in eight points.

Games are learner-centered.

1. Promote communicative competence;
2. Create a significant context for use of language;
3. Increase educational motivation;
4. Reduce training of alarm;
5. Integrate various language skills;
6. Encourage creative and spontaneous use of language;
7. Construct cooperative environment of teaching.
8. Foster participatory attitudes of students.

In conclusion games also help teacher to create conditions in which language is useful and significant. Pupils want to take part and to make it have to understand what others tell or write, and they have to speak or write to express their own point of view or to give information ". If to take into consideration that game can provide intensive and substantial practice of language, then they have to be considered as the central repertoire of the teacher. Thus, they aren't intended for use only on damp days and at the end of term!

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**DIALOGUE AS THE HETEROGENEOUS PHENOMENON
IN THE TRAGEDIES OF SHAKESPEARE**B. Abdurazokov¹, N.B. Nazarova²*Abstract*

The article discusses dialogue as a heterogeneous phenomenon in the tragedies of Shakespeare.

Key words: dialogue, Shakespeare, phraseological configuration, dramatic monologue, characters.

The interaction of phraseological configurations with its semantic correlates is investigated from the point of view of its role in the structural-semantic and stylistic organizations of dramatic dialogue. The text of dramatic context includes dialogues, monologues and author's marginal notes. So, here the object of the investigation is dialogical speech. The problem of differentiation of dialogues and monologues has a paramount importance in this research. In the capacity of general criteria during differentiation of dramatic dialogue and dramatic monologue in the work is accepted by a sign of communicativeness, i.e. the pronouncing of replica in the presence of one or another interlocutors (or listeners), originated by its expression and depending on their reaction. The replicas, pronounced on the stage, that are free from other characters, don't possess this sign and are added on monologic one. Dialogue in the tragedy of Shakespeare is heterogeneous phenomena. The dialogical replicas are distinguished by structural-syntactical composition and extent as well as communicative-semantic particularities and forms between them. The four main types of dramatic dialogue in the tragedies of Shakespeare are distinguished in the research.

1) *Proper dialogue* – bilateral interchange of short replicas, consisted of one or two simple sentences. It is realized in two varieties: a) genuine dialogue and b) dialogue – casuistry.

According to structural-syntactic composition of replicas and forms of connections between them, this type of the dialogue is a large extent close to everyday dialogue. Replicas of proper dialogue are characterized by simple syntactical composition, extreme conciseness, frequently usage of modal sentences, etc. Such replicas by virtue of its conciseness and interdependence are interlaced with each other by different ways. The “repetitions” and “question-answering connection” is widespread here. At the same time, proper dialogue is a part of drama as a work of fictional literature and should perform certain functions such as a development of plot, transmission of author's ideas, etc. In the plane of content of replicas of proper dialogue the action is expressed directly in the dynamic; replicas of dialogue – casuistry (play) of words don't gain ground the development of the action of drama. These plays on words are in its own way a verbal competition between heroes, the contest of wit [2, 14].

2) *Dialogue-monologue* is an exchange of expanded, syntactical complex replicas, which occupy minimum - the quatrain, maximum – 7-10 lines. Structural dependence between replicas is debilitated, formal connection is frequently absent and only semantic connection is realized. In the plane of content replicas of dialogue-monologue narrate about processing events. For example, message about a course of battle.

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3) *Monologue-dialogue* is an exchange of replicas, which are not equivalent in structural-syntactic relationship. The replicas of monologue character (10 or more lines) are interlaced with not widespread replicas, consisting of one or two simple sentences of questioning, declarative and imperative character. Depending on the content of monologue-dialogue acts in the role of two their variety:

a) *epic monologue-dialogue* – narration about facts and events, which was not shown to the reader in the stage version, but essential for understanding the development of the dramatic action;

b) *lyrical monologue-dialogue* explains or motivate the actions of personage, shows temper of characters. It is characterized by high degree of emotiveness, which becomes apparent in the widespread usage of modal types of sentences that express different emotions.

4) *Mixed dialogue* is a type of dialogue, in which replicas of different dialogic forms are united. This suggested classification is not exhaustive one. However, a delimitation of types of dialogic speech is useful because of its simplicity and answer to the purpose of the present research. Dialogue in its various forms is characterized by certain structure, units of which are replicas, supra-phrasal dialogic unity and dialogic wholeness. Replica is an expression, boarder of which is a change of speaker, connected with previous and following expression of lexica-structural means and without it doesn't exists.

Replica in the dramatic dialogue is interpreted in several planes: as expression of image of personage, as a mean of development of action in drama, etc. Replica is also an important mean of delimitation types of dialogic speech. In tragedies of Shakespeare the types of dialogues are differentiated from each other by extension and structural-semantic composition of replicas which compose it. Supra-phrasal dialogic unity is a binomial (rare ternary) formation, consisted of stimulating and reactive replicas that belong to two participants of conversation.

Replicas are united in supra-phrasal dialogue unity not only mutually causal lexical-stylistically as in proper dialogue, but also syntactically non-correlative as in dialogue-monologue and monologue-dialogue. Dialogical wholeness is a whole set of two or more supra-phrasal dialogic wholeness, connected by one general theme of conversation.

Not only structural indicators, but also communicative orientation of a dialogue, its pragmatic functions, i.e. realization of motif, which makes a speaker to begin the conversation are taken into account during the selection of this unit of dialogical structure. The upper boarder of dialogical wholeness is the first expression of one of the interlocutors on this theme. The whole set of two or several dialogical wholeness, in which several themes are developed, forms dialogical micro context. Such different types of interactions between themes as “interweaving”, “alternation”, “interpenetration” are observed [4, 17].

The setting up of the borders of dialogical micro context presents significant difficulties. A formal indicator is often changing of characters that participate in a dialogical communication. Thus, structural and semantical interconnected units of dialogical structure (replicas, supra-phrasal dialogical unities and dialogical wholeness) are united in single dialogical micro context, which is described in certain dramatic situation.

The widespread approach to a phenomenon of correlate on the phraseological level, in the base of which lies the extended notion of nomination, suggested by V.G. Gak and other researches, is realized in this work. Nomination is interpreted according to Pinskiy as “designation of the whole reflected and recognized by human consciousness, all things in existence and conceivable notions, objects, people, actions, quality, relationship, events” [1, 56].

Such understanding of nomination gives rise to extend the circle of means with nominative function and relate them to not only lexical units, but also sentence or a number of sentences as a mean of nomination of situation.

Firstly, not separate phraseological units are distinguished. But, correlates of phraseological configuration, within the scope of which phraseological units is actualized during the deep approach to the phenomenon of correlation, is realized in this work.

Secondly, accounting of specifics of phraseological nomination, the ability of phraseological units as signs of generalized semantics enter in the correlative relationship with nominative formation more than word or word combination, allows extending the notion of semantic correlate and not delimitating it only by the frame of lexical and phraseological nomination [3, 204].

Thirdly, wide understanding of correlative couple-phraseological configuration/ its semantic correlate stipulated the broad concept of correlative relationship due to structural-semantic varieties of correlates.

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UDC 82

LEXICAL CONNOTATION IN COMMON JARGON

N.N. Siddikova¹*Abstract*

The article analyzes the functioning of connotative meanings of words in the common jargon of the modern Russian language. The space of common jargon is considered as the space of semantic and ideological modifications associated with changes in the boundaries of the denotative zones and the conceptual content of lexemes in the common jargon, as well as with specific lexicographic activity in the inter-jargon Internet environment.

Key words: connotation, lexeme, denotat, signification, assessment, general jargon, interjargon, lexicography.

At the present stage of development of linguistics, despite the abundance of works devoted to connotations, the boundaries and essential characteristics of this concept remain unclear. The reason for this is not so much the uncertainty of the concept itself, but the uncertainty of the types of meaning that oppose the connotative meaning — the denotation (referent, extension in the work of a number of scholars) and signification. Quite a lot of works of domestic and foreign researchers are devoted to the analysis of the concept of “connotation”. In articles [2], [4] different points of view on this problem are given. In this paper, we consider the connotations of slang lexemes in texts generated outside the slang medium. Slang units implement the connotation of “slang”, as a rule, if they are anyway included in the general literary lexicon and are marked as “foreign” words. We use the term “general slang”, which operates L.A. Kudryavtseva in a number of works. At the level of theoretical description, this phenomenon is not clearly distinguished from the concept of “common jargon”, see [1], but the examples given by L. A. Kudryavtseva demonstrate the intention of the authors to give the phrase a connotative meaning of “jargon”. In the semantic structure of lexemes. In general slang, the following semantic processes of connotation transformation are observed:

1) stylistic marking → assessment (the car in the above text is no longer just a jargon marker, but also a negative assessment);

2) stylistic marking → social portrait of the subject.

We use the term

If you remove all these ponies like «dude from rap, I'm walking through my neighborhood, I'm a cool kid, I'm not selling my lads” - now this is not street aesthetics, but rather a game of it ... if you remove this outer layer, then it's interesting. [Sergey Biryukov. Yana Churikova: "Pops can be in any genre" // Work-7, 2011.02.24].

In the first example, the lexeme dude is a marker of a social role, while in the second it implements only expressive-stylistic connotation. In a non-literary language, the region of connotation and denotation may shift in the semantic structure of the lexeme. In particular, there have been cases of the formation of denotative components of the value of the initially estimated units. Similar cases are typical for criminal jargon and slang. In the semantic structure of the actual slang units (as well as quite often in the general substandard), unlike the common jargon / slang lexemes, connotative connotations are often included in the signification: what is non-media is a purely stylistic option a layer of meaning and has a sense differentiation function. - Hey guy! - What do you want, hey, wench? - I'm not a girl, I'm a woman. [Victor Astafev. Overtone (1995–1996)]. We use also: sausage, chopping (about the characteristic gestures accompanying listening to music, as a rule, at a concert) Under heavy chopping, and electronic sausage => [http://otvet.mail.com/question/18779149]. Sausage, not enough. Have fun, hang out, sometimes in the sense of dancing at a disco or in a club. Wow! Do you like

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going to clubs and sausage under a rave? You can sausage day and night, I really liked it! • Let's go to the disco. [http: // teen slang. su / content / sausage].

In jargons (and often in common parlance), there is a tendency to increment the conceptual content by the estimated units. We see development of the conceptual content of evaluative lexemes in criminal jargon: goat, bitch, idiot. In some cases, it is possible to blur the denotative and connotative spheres. Thus, in English, such words of the lexico-semantic group «girl of easy behavior» are noted, such as prostitute, hooker, slut, whore, harlot, etc. prostitute), but at the same time in the structure of the value of which the nomination prevails over the assessment. In various dictionaries, the word contains either slang or colloquial (slang or colloquial), or does not contain either at all. The sphere of denotation and connotation is represented in the minds of various speakers of the language rather blurred; Users indicate various differential senses and estimated connotations. A similar situation characterizes derived words. Thus, the adjective hookerish is word-building at the border between occasional and normal. Along with it, the adjective slutty is encountered with a considerable degree of appreciation. In some contexts, similar lexemes can develop enantiosemic ironic meanings that, as a rule, do not form in words with the predominant evaluative component of meaning. In the Internet environment, which currently represents the intarjargon environment, there is a tendency towards the formation of a stable volume of values for vague slang and colloquial lexemes. In particular, such texts are present on Internet sites, which are slang dictionaries, articles for which are written by the users themselves and / or have the ability to assess the completeness and adequacy of the dictionary entry eg. http: // www. urbandictionary. com, http: // www. miejski. pl and others

In this kind of lexicographic activity, a more or less stable denotative layer of slang lexemes often forms. In general, the general jargon is a “transit”, transitional form of the existence of a language, which is reflected in the level of lexical semantics, including the specifics of the implementation of connotative estimated values in texts of various genres, including in the space of Internet communication. The stylistic, expressive differences of lexemes in common jargon can acquire conceptual characteristics, including in the space of semantic and ideological transformations that occur at the junctions of various forms of the Russian language (literary language is common jargon - professional jargon, argo, slang).

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UDC 82

**PRAGMATIC FEATURES OF INVERSION
IN THE MODERN ENGLISH LANGUAGE**D.T. Marupov¹*Abstract*

The article discusses the pragmatic features of inversion in the modern English language.

Key words: inversion, pragmatic features, modern English language, social purpose, syntax.

In the first half of the 20th century, it became necessary to study pragmatic syntax and inversion as a new perspective in the study of syntactic phenomena [5].

There was a need to supplement the constructively oriented traditional syntax with a new perspective in the study of syntactic phenomena, which opens with an appeal in the syntactic study to what is a social purpose of the language, namely, the use of sentences in speech activity. The corresponding direction of the syntactic theory can be called a pragmatic syntax, based on the fact that it is in linguistic pragmatics that the focus between linguistic researches is the relationship between language units and those who use them, as well as the conditions for the implementation of language units, ie components of speech activity [2].

This topic is of great interest from the point of view of pragmatic use and the study of various features of inversion in the English language. The pragmatic features of inversion in the English language are an area of little-studied, but relevant to the realization of the emotional-expressive component of communication. Actualization of the sentence and expression intersect in the plane of pragmatics as a semantically and communicatively significant category, because here the talking subject with all its intentions comes to the fore. The existing close connection between the subjective type of actualization and the emotionally expressive component of communication has never been in doubt among linguists, but this topic remains practically unexplored. Analysis of the inverted sentences shows that the emotional-expressive component of communication is expressed with the help of inversion.

Pragmatics (from the Greek. Πράγμα, genus n. Πράγματος - business, action) is a field of research in semiotics and linguistics, which studies the functioning of language signs in speech. The term "pragmatics" was introduced in the late 30s. Twentieth century. W.W. Morris as the name of one of the sections of semiotics, which he divided into semantics, studying the relationship of signs to objects, syntactics - the section on inter-character relations and pragmatics, exploring the relationship to signs of speakers.

Pragmatics - practical utility that satisfies the subjective interests of the individual [5].

Linguistic pragmatics studies the conditions for the use of language by communicants in acts of verbal communication. Specifically, these conditions include the communicative goals of the interlocutors, the time and place of the speech act, the level of knowledge of the communicants, their social status, psychological and biological characteristics, rules and conventions of speech behavior adopted in a particular society, etc. In the process of speech communication, communicators use one or another code (the language, according to F. de Saussure), as well as, if necessary, other sign systems, including paralinguistic. The conditions of language use are often divided into context (linguistic conditions), constitution (extralinguistic conditions) and co-empire (the level of linguistic and encyclopedic knowledge of communicants). However, all these conditions are often referred to as a single term "context", into which, thus, a variety of contents is embedded [3]. Naturally, pragmatics should take into account the influence that such a context has on the language means used in the process of communication.

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Language is the most important means of communication, but even when we talk to each other (verbal communication), we accompany our speech with gestures, postures, facial expressions (non-verbal communication). With non-verbal communication, we often focus on a particular phrase, on a particular message. Inversion works like this, it sort of highlights, puts in the first place, brings forward more meaningful, something that I want to emphasize, on which we stress. That is, often an inversion conveys our emotion or mood [1].

Prose written speech has the same patterns of word order in all functional styles. Artistic speech is characterized by the presence of not only neutral, but also expressive utterances.

In prose, inversion often gives a special rhythmic sound to the sentence. However, in contrast to the poetic works, in prose, not rhythm causes inversion, but inversion, motivated by the purpose of the utterance, can give rhythm to the sentence.

So, in the following sentence, the prediction *Lofty me* at the beginning caused a stronger stress on the verb-linking, giving the whole utterance a certain rhythmic pattern:

If you are looking at them, you can find out how to wear them. [6].

The inversion functions in the following example are interesting:

Bright, caring, luscious and lasting the liveries looked [12].

The pragmatic context differs from linguistic in that it serves for its semantic complication and the fulfillment of its specific pragmatic function.

It was a bright thing to go through the sand. His wife looked at his face. His eyes were too bright. Cheek was a track of wetness. She took his hand and hold it tight. If you're going to come back. Wouldn't it be nice? " [12].

Inversion has not only semantics (relation to what is designated) and syntactic (relation to other members of a sentence), but also pragmatics (relation to the speaker). In the course of our research, we found out that different types of inversions can produce a certain impression on people (positive, negative or neutral), have some kind of impact on them, cause a particular reaction. The ability to exert a certain pragmatic effect on the reader or listener or otherwise - not every statement has a communicative effect.

There are various ways to construct a sentence. Among them a special place is occupied by inversion as one of the options for a conscious violation of the structure of the sentence. Inversion as a way of expression can be used to achieve a communicative intention. At the same time, different types of inversion can occur in the sentence, each of which is used to solve certain communicative tasks.

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Abstract

The article deals with toponyms, their classification and types with several examples.

Key words: toponyms, proper names, geography classification, types of toponyms, specificity.

Proper names are a tool for nominating an individual subject. Most of the proper names come from common nouns. Proper names have no direct connection with the concept; they do not exist separately from a specific subject. Toponymy - section of onomastics, dedicated to geographical names. Toponyms are extremely closely related to single geographic concepts and point to single objects, without naming classes of homogeneous objects. The specificity of the names of geographical objects due to several reasons. First, the reason is the secondary nature of the linguistic elements that make up the toponym. Secondly, this is caused by the very long existence of most of the toponyms. Onomasiological vocabulary of any language is a large-scale macro system, or a system of systems, which, in turn, unite all the many subsystems of names. Principles of toponymic system development: correlation and interaction of various system elements, differentiation of system elements, system integrity, extra-linguistic validity of system elements. There is no uniform approach to the classification of toponyms, and its appearance is unlikely. The material classification method proposed by A.V. Superanian seems to be the most thorough, allowing you to perform nine types of classifications, namely:

1. Classification of names in connection with the named object.
2. Classification, delimiting artificially created and naturally occurring names.
3. Classification according to the line "micro" - "macro".
4. Structural classification of names.
5. Chronological classification.
6. Classification in connection with the motivation of names and adjacent to it. etymological classification.
7. Classification in connection with the scope of the concepts enshrined in the names.
8. Classification in connection with the dichotomy of language - speech.
9. Stylistic and aesthetic classification.

Urban names - a type of toponyms, the proper name of any intracity topographical object. Urban non-linguistic features: dependence on non-linguistic factors, unity of functions performed, system organization, availability of the official and unofficial version of the name, presence of structural - semantic grammatical formants and the possibility of fixing works of art in the texts. However, there are a number of features characteristic of urban names, namely: the semantic motivation of most urban names, a low degree of fame (in most cases), a weak connection with a dialect, a predominant monolingual, the predominance of artificial nomination and a high degree of turnover. Urban names absorb the names of various geographical objects located in urban areas, the names of the settlements within the city or on its border settlements. Thus, the urbanization of hydronyms, micrononyms and other types of toponyms occurs. Each urban name is the name of an intracity object created by man, and, in most cases, distinguished by its small size and small reputation. However, there is a completely opposite situation observed in urban names of megacities, since their intracity facilities are sometimes distinguished by world fame and scale. The importance of proper names in the cultural and historical aspect is beyond doubt, since the onomasiological picture

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of the world also reflects the cultural characteristics of each ethnic group and the character of the person who gave the name to an object.

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UDC 82

**METHODS OF CONCEPTUAL LINGUISTICS
AS A MEANS OF TEACHING A FOREIGN LANGUAGE**

N.P. Husanova¹*Abstract*

The article discusses the difficulties encountered by students in the worldview of foreign language speakers. Attention is focused on the possibility of applying the methods of conceptual linguistics to solve this problem.

Key words: concept, cognitive linguistics, intercultural communication, semantics, concept, exemplification, term, idea, linguoculturology.

In the conditions of the modern globalized world, the knowledge of one or several foreign languages is almost the main condition for success for an ever wider circle of professionals. At the same time, the difference between “knowledge of a language” and “mastering a language” becomes more significant. Competitiveness in the labor market is not determined by the storage in the memory of many foreign words and grammar rules, but by practical communication skills. The success of a person is determined by the skills of establishing contact, conducting a conversation, persuasion, and finding an agreement. From the point of view of a foreign language, these skills are based on the ability of an adequate understanding of the interlocutor and finding a “common language”. Very important is the same idea that occurs in people during the mention of a particular language unit.

As early as the 30s of the 20th century, J. L. Weisberger noted that a foreign language is similar to an alien home being, where every nation lives in its own way, which complicates the conversation between “dwelling houses”. Over the past century, a huge path has been covered by scientists who study cognitive linguistics and intercultural communication, and factors have been established that influence understanding in the course of international communication. Modern methods of teaching foreign languages, too, could not stay away. Not educational objectives, but developmental and educational ones began to come to the fore. Every teacher today has a task not only to help students learn basic vocabulary and grammar and learn how to build sentences, but also to introduce them to the culture of another people, to develop respect for foreign traditions, customs, mores, to help comprehend a different outlook and to introduce to the system of concepts, other than relatives. The latter task is especially difficult: to explain the worldview of another people through the units of thinking. After all, a concept is nothing but a “knowledge quest”. Yu. S. Stepanov defines it as a lump of culture in the mind, in the form of which culture enters the human mental world [2, p. 43] V.I. Karasik and G.G. Slyshkin see the meaning of this term in belonging to consciousness, determinism by culture and “presentation” in the language [1, p. 16] In other words, in order to understand foreigners, it is necessary to memorize a number of signs with each word. Characteristic for the concept that it calls. In semantics, the science of the meaning of words, each element is a triad: a word (sound and graphic form) - a concept (a class characterized by certain characteristics) - an idea (representations of communicants). When we say a phrase, we transmit messages consisting of a chain of concepts, implying our own understanding of the world.

Thus, the remark “On the street in a tall house” simultaneously carries a message that the subject is in the named place. On the other hand, it implies that one of the elements belonging to a certain class of things is located in a specific place (“there is not a pillar, not a fence, but what we call a house” on the street). This element has a number of signs: it is a residential building, a room. If we undertake to translate this sentence into English, it is necessary to take into account the polysemy of the word and select the

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equivalent precisely to the desired value. Very often, words do not find an exact match in languages, therefore the task of a teacher is to clearly define concepts and often set the situational framework for each element, describe in detail the characteristics, components and functions of concepts called individual words. This concerns the most simple spheres of life. In the first year, students inevitably touch upon the topic of education.

At this stage, it is very important to talk about some features of the training system in a foreign country. In order to correctly understand what term to designate a teacher, one should study the basic principles of the entire system. For example, if we are talking about the UK, it is worth starting with the fact that children go to school earlier and almost immediately learn to work independently. Our children got used to the format: the teacher told - gave examples - answered questions - gave a clear task - monitored its implementation - gave the correct answer - the student learned the material. In England, the teacher's task is to identify a specific problem and set a task. Pupils themselves go deeper into the consideration of the topic, to the selection of material. That is why it is so important in what type of school to study. In the UK, 3 types of public secondary schools. Shared schools are the most common. Grammar offer good preparation for further higher education mainly in the humanities. Modern ones have an applied focus and are intended for those who do not want to continue learning. At the same time, in Britain it is much more prestigious to study in private schools, which provide enough knowledge for entering Oxford and Cambridge.

In order for students to understand correctly what the English mean when they talk about the "old school tie" ("old school's tie"), you need to remember that in expensive well-known schools you get the right acquaintances with the possibility of further providing each other assistance in finding work. Such a system is reflected in teaching positions. Of course, it is possible to call «teacher про using the most general term for a person who studies in school, university or another educational institution. However, it is worth remembering that the subject can be called "master / mistress". University teachers have their own ranking system. The lowest rank of the English is designated by the term "lecturer". So they talk about who not only lectures, but also conducts seminars and consultations. After a few years of work, the novice teacher is awarded the position of «senior lecturer» - «Senior teacher».

However, this method is very time consuming. In addition, the descriptive method can cause boredom in a student, which also puts his effectiveness in question. Another frequently used method is exemplification. So about the position of «senior lecturer», we can say that it is approximately like our "senior teacher". This method is more capacious in time, however, less accurate. Considering that young people often hear only a portion of the information conveyed, they may misinterpret some of the terms used in the examples. The third common method is contrasting. Applying it, the teacher should, on the contrary, name the distinctive features of the term. So the word "student" is not the equivalent of the Russian word "student", because it has a wider semantics. At the same time, maximum accuracy is important. It is necessary to clearly name the distinctive features and explain what is excellent. To achieve the best results in the formation of linguistic skills, it is worthwhile to combine several methods in the work. In this case, the teacher must take into account the effectiveness, efficiency, time and strength of skills.

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UDC 82

TO THE QUESTION OF THE USE OF THE CASE BASE IN THE TRANSLATION PROCESS

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Abstract

The article deals with the question of use of the database in the transfer process.

Key words: translation, data, base, corpus, scientific papers, articles, methods, communication.

At present, extensive work is under way to develop sources of additional information that contribute to improving the efficiency of the translator. One of these sources is the corpus base, which contains a variety of diverse examples of the use of a unit of language in a sentence. Many words used in the language often have a wide range of meanings, each of which can differ significantly from the others. Understanding of the word in its meaning in this situation depends on such factors as contextual features, language tradition and some of its other properties. In some cases, the translation of a word can be quite a difficult task, for which the translator may need to turn to the above sources and thus reduce the total amount of time and effort. The corpus base is a repository of various phrases and sentences, mostly taken from books, films and the media, with translation into another language. The ability to have in use several tens of thousands of examples cannot but have a stimulating effect on the translator. If earlier a translator had to independently examine a word through a “microscope” of scientific knowledge, now this part of the work is performed by linguists and programmers who assemble the corpus of particles. Thus, the development of the corpus is not only the desire of individual ties of specialized specialists, but also the universal desire to maximally improve the process and the result of the translation. Many scientists involved in research in this field wrote about the need to develop and expand corpus databases: E. P. Sosnin (On the development and use of the Russian academic building), L. N. Belyaeva (Corpus linguistics and translation: potential and constraints), I. N. Remhe (Using the Corpus Language System to optimize the work and increase the competence of the translator). The list of scientists who have devoted some of their scientific work to this topic is not limited to the names listed above. Interest in the subject matter of the corpus is due to several factors: firstly, the general tendency to improve and model various developments in science, secondly, the introduction into mass use of various technical devices that make the most efficient use of working time, thirdly, an extremely wide range of in the language of means of expression and communication, fourthly, by condensing the schedule of modern translators who are forced to do their work in the shortest possible time. Everything contributes to the fact that a specialist engaged in translation becomes obliged to introduce new technical elements into use, which positively affect the efficiency and pace of work. How is a modern corpus base created? In some cases, literary sources may be selected for a certain type (for example, the ABBYR LingvoR website cites only those sources that are trusted in the media space). The list of such sources may include various books, publications, articles and, possibly, scientific papers. This corpus base may be of interest to specialists who are directly involved in professional translation of texts similar to those referenced by the site. Also, it is impossible not to mention the numerous corpus of bases (mainly on sites with the domain. Com), containing material exclusively everyday-everyday style of speech. Often, it represents some quotes from films, fragments of texts found on the Internet, excerpts from books, as a rule, are examples of “serious literature”. However, these corpus bases are also useful in terms of studying the practical aspects of translation, since the information contained in them is used in the context of intercultural communication quite often and should be included in such sources. There is also another category of hull bases. This category includes bases that do not specialize exclusively in one type of text or

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sources, have a wide range of material contained in them and a high index of spaciousness. In most cases, sites on whose platform such projects are being implemented are administered by a large staff of specialists and include sources in various languages with translation. However, attention should be paid to the fact that the translation may be carried out by a specialist who does not have sufficient qualifications, and for this reason the translation may be unprofessional.

The difference between professional and non-professional translation can easily be seen by a specialist with sufficient translation experience, however, for those who have just entered the first level of knowledge of the profession, an understanding of the features that mark the translation text to be in one form or another at the initial stage may be formed not quite clearly. Thus, for this reason, it is undesirable to contact the second category of corps bases for "beginners". We will consider some aspects of the hull bases from the point of view of their efficiency / inefficiency in terms of improving ergonomics and productivity of the workflow, as well as some other important parameters for the translation. It can be argued that the corpus base is an excellent source of additional information, which in general has a beneficial effect on the translation process. However, it is also worth mentioning a few nuances that everyone needs to know. The variety of options that the corpus is rich in and the absence of definitions explaining the meaning of several lexical units with the same translation makes the translator's position especially vulnerable, as he has to subject each text fragment to a thorough analysis.

These text fragments are taken from various books, magazines, articles, which are carefully checked and examined for errors and inaccuracies. It is hoped that in the future the corpus base will be an ideal tool for accurate and professional translation, which will facilitate the translation process as much as possible and will enhance its efficiency. We asked several respondents about the extent to which the corpus contributes to increasing the efficiency and speed of translation. The following are the answers:

- Yes, the corpus contributes to improving the efficiency and speed of translation. I like to use it.

- Yes, the corpus contributes to improving the efficiency and speed of translation. However, I will not use it - a dictionary is enough for me.

- I do not know how to use the case base. Based on the answers given above, it can be argued that the use of the corpus is suitable for professional translators who work with a wide range of texts of various purposes, as well as for those who work with complex texts. In cases where the text with which the translator works is moderately complex or simple, a single dictionary can suffice for the translator. Thus, the corpus can be called a real helper in various translation situations. There are also exceptions in which the use of this base can be called ineffective, however, such exceptions are associated with the fixable imperfections of modern platforms, on which experts work. In the future, the body base can become a convenient and easily accessible tool that has a completely positive effect on the process and the result of the translation, contributing to improved ergonomic work, reducing the expenditure of time and effort on the translation process. It is for this reason that the corpus should be developed, studied and researched so that in the future it can be used in any translation situation.

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UDC 82

SEMANTIC QUALITIES REFLECTING THE CHARACTERISTICS OF THE SPIRITUAL STATE

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Annotation

This article discusses adjectives that express the moral state and analysis of each of them from the point of view of semantics.

Key words: moral state, semantics, love, sympathy, anger, rage, disgust, joy, fear, delight, grief, desire, human feeling.

Asosiy gapni boyitadigan soʻz turkumlaridan biri sifat boʻlib, u nafaqat, predmetning belgisini bildirib, balki, inson ruhiyatini ifodalashda ham xizmat qiladi. Bu soʻzning kelib chiqishiga toʻxtaladigan boʻlsak “adjective” soʻzi lotin tilidan kirib kelgan boʻlib, “qui s’ajoute” yaʼni, qoʻshmoq degan maʼnoni anglatadi. [3] Uning maʼnosidan ham bilish mumkinki, gapda u boshqa bir soʻz turkumiga qoʻshilib uni aniqlab keladi. Asosan u otga va otlashgan soʻzlarga qoʻshiladi va ularning oʻziga xos belgilarini koʻrsatib beradi. Shunday qilib, sifatning yana bir oʻziga xos xususiyatlaridan biri uning eguluvchanligidadir, yaʼni u oʻzi qoʻshiladigan soʻzning rod va soniga moslashadi.

Fransuz tilida sifatlar faqatgina narsa va shaxsning shakli, rangi, xil-hususiyati, maʼza-taʼmi, ular oʻrtasidagi munosabatni ifodalab qolmasdan insonning ruhiyati, ichki kechinmalarini ifodalashga ham xizmat qiladi. Sifatning bu xususiyati uning eng nozik jihatlaridan biri desak adashmagan boʻlamiz. Chunki, yozma nutqda, ayniqsa adabiyot sohasida biz sifatni bu turini koʻp uchratamiz.

Ruhy holatni ifodalovchi sifatlarini gʻazabni, muhabbatni, umidni, nafratni, quvonchni, qoʻrquvni, hayratni, gʻamginlikni, istakni, tortinchoqlikni ifodalashga koʻra guruhlarga ajratishimiz mumkin.

1) Insonning muhabbatini ifodalovchi sifatlar (l’amour) *amoureux(euse)-sevib qolgan, passionné(ée)-ehtirosli, épris(ise) oshifta ardent(ente)-joʻshqin.*

2) Gʻazabni ifodalovchi sifatlar (colère) *Exaspéré(ée)- gʻazablangan, irrité(ée) achchiqlangan, agressif(ve) tojovuskor, furieux(euse) dargʻaza, courroucé(ée)- gʻazablangan, enragé(ée)- dargʻazab, coléreux(euse)- jizzaki.*

3) Nafratni ifodalovchi sifatlar (la haine) *haineux(euse)- qahrli, rancunier(ière)-kekchi, xusumat saqlaydigan, hostile- adovatli, repoussant(ante)- yoqimsiz, jirkanch, repugnant(ante)- yoqimsiz, jirkanch.*

4) Quvonchni ifodalovchi sifatlar (la joie) *Joyeux(euse)- xushchaqchaq, quvno, heureux(euse)- baxtli, omadli, gai(e)- shod, xursand, enchanté(ée)- moʻjizali, maftunkor, content(ente)- mamnun, xursand.*

5) Qoʻrquvni ifodalovchi sifatlar (La peur) *Peureux(euse)- qoʻrqqoq, yuraksiz, effrayé(ée)- qoʻrqan, choʻchigan, effrayant(ante)- qoʻrqinchli, dahshatli, effroyable- dahshatli, panique - sarosimali, vahimali, terrorisé(ée)- dahshatga tushgan, terrifiant(ante)- dahshatga tushgan, qoʻrqan, inquiet(ète)- jonsarak, tashvishli, inquiétant(ante)- tashvishlantiradigan, alarmé(ée)- xavotirli,*

épouvanté(ée)- qoʻrqoq, horrifié(ée)- qattiq qoʻrqan, vahimaga tushgan, tourmenté(ée)- izzirobli, tashvishli, préoccupé(ée)- tashvishli, soucieux(euse)- tashvishli, craintif(ve)- yuraksiz, qoʻrqoq, anxieux(euse)- gʻamgin, tashvishli, froussard(arde)- qoʻrqoq, bouleversé(ée)- hayajonga tushgan,

6) Hayrat, ajablanishni ifodalovchi sifatlar (La surprise) *Médusé(ée)- hayratlangan, esankirab qolgan, étonnant(ante)- hayron qoldiradigan, ébahi(ie)- hayron, lol, inattendu(ue)- kutilmagan, brusque- tosatan, qoʻpol, saisissant(ante)- hayratd qoldiradigan, déconcertant(ante)- tashvishlantiruvchi, shoshtiruvchi, stupéfait(ite)- hayron qolgan, interdit(ite)- hayratda qolgan, boshi qotgan, impressionné(ée)- taʼsirlangan, émerveillé(ée)- qoyil qolgan.*

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7) G'amginlikni ifodalovchi sifatlar (La tristesse) *Abattu(ue)*- ruhi tushgan, *ezilgan*, *découragé(ée)*- ruhiy tushkinlikka tushgan, *malheureux(euse)*- ojiz, baxtsiz, *chagriné(ée)*- qayg'uga tushgan, *inconsolable*-yupatib bo'lmaydigan, *tasalli topmaydigan*, *éploré(ée)*- qayg'uli, *yig'lab ko'zlari qizargan*, *nostalgique*- ma'yus, *g'amgin*, *maussade*- xo'mraygan, *sombre*- g'amgin, *anéanti(e)*- dili vayron, *morose*- qayg'uli, ma'yus, *accablé(ée)*- ruhan ezilgan, *dècu(ue)*- hafsalasi pir bo'lgan, *pessimiste*- ruhi tushgan, *kelajakka ishonchsiz*, *triste*- g'amgin, *xafa*.

8) Tortinchoqlikni ifodalovchi sifatlar (La timidité) *Honteux (euse)*- uyatchang, *timide*- tortinchoq, *effacé(ée)*-ko'zga tashlanmaydigan.

9) Istak va xohishni ifodalovchi sifatlar (Ledésire) *Avide*- ishtiyoqmand, *concupiscent(ente)*- shahvatparastlarcha, *envieux(euse)*- suqlanib qaraydigan, *tenté(ée)*- orzu-havasli.

Bu sifatlar ham his- tuyg'uni qanchalik ta'sirchan qilib ifodalashiga ko'ra har birini bo'yoqdorlik darajasiga ko'ra yana guruhlariga ajratishimiz mumkin.

Masalan: g'azabni ifodalovchi sifatlarini darajalaydigan bo'lsak: *coléreux*, *irrité* sifatlarining *exaspéré*, *courroucé*, *furieux* sifatlariga qaraganda bo'yoqdorlik darajasi kamroq. Qo'rquvni ifodalovchi sifatlarini darajalaydigan bo'lsak: *tourmenté*, *inquiét*, *alarmé*, *préoccupé*, *anxieux* sifatleri *effrayé*, *terrifiant*, *horripilé* sifatlariga qaragandan buyoqdorlik darajasi past bo'lib ular ko'proq tashvish va xavotrni ifodalaydi. Ushbu sifatlar gapda asosan *être* va *se sentir* fe'llari bilan qo'llanadi. *Être* fe'li bilan qo'llanganda sifat ot kesim tarkibida bo'lib otning aynan ruhiy holatini ko'rsatadi, *se sentir* fe'li bilan qo'llangan ko'pgina hollarda sifat va fe'l birgalikda ibora xosil qiladi va ko'chma ma'noda ham qo'llanilishi mumkin. Lekin, ko'chma ma'noda ishlatilgan iboralar ham aynan inson ruhiyati va his-tuyg'ularini ifodalaydi. Masalan:

se sentir surpris - hayratda qolmoq, *être surpris* - hayratlanmoq

se sentir terrifié - dahshatga tushmoq, *être terrifié* - dahshatli, vahimali

se sentir émerveillé - zavqlanmoq quvonmoq, *être émerveillé* - qoyil qolga,

se sentir fragile - o'zini bo'shshagan his etmoq, *être fragile* - nozik, nomustahkam(bu yerda *fragile* sifati ruhiyatni ifodalamaydi, aksincha belgini ifodalab keladi)

se sentir brisé - o'zini ezilgan, xo'rlangan his etmoq, *être brisé* - g'amga botgan, tashvishli

Ushbu misollardan ham bilishimiz mumkinki ruhiyatni ifodalovchi sifatlar turli xil ma'noni anglatuvchi fe'llar bilan kelganda ular ham fe'lga qarab o'z ma'nosini o'zgartiradi. Sifat egaluvchan degan fikrimizning isboti sifatida esa yuqoridagi misollarni keltirishimiz mumkin.

Navbatda *se sentir* va *être* bilan ham qo'llanganda bir xil ma'noni anglatuvchi sifatlar qatorini kuzatadigan bo'lsak, ularning ham o'rtasida semantika jihatdan farqlarini ko'rishimiz mumkin:

se sentir heureux va *être heureux*-o'zini baxtli his etmoq, *baxtli bo'lmoq* ma'nolarini anglatmada *se sentir* bilan qo'llanganda hissiyot kuchliroq ifodalanadi, quyidagi sifatlar ham huddi shundek.

se sentir ravi - *être ravi*-shod bo'lmoq

se sentir malheureux- *être malheureux*-baxtsiz bo'lmoq

se sentir content - *être content*- mamnun, shod bo'lmoq

Xulosa qilib shuni aytishimiz mumkinki, tilning qanchalik imkoniyatlarga boy ekanligini, inson tuyg'usi va ruhiyatida yuz berayotgan holatlarni ifodalashda birgina so'z va iboradan foydalanish bilan cheklanib qolmasligida ham ko'rishimiz mumkin.

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УДК 82

СРАВНИТЕЛЬНЫЙ АНАЛИЗ ВЫРАЖЕНИЙ АНГЛИЙСКОГО И УЗБЕКСКОГО ЯЗЫКОВ И ИХ ВЛИЯНИЕ НА ЭФФЕКТИВНОСТЬ УЧЕБНОГО ПРОЦЕССА

Н.А. Ибадова¹, Н.А. Эргашева²

Аннотация

Большинство слов и фраз на нашем языке имеют «варианты» то есть эквиваленты на английском языке. В процессе обучения сравнение фразеологического сходства между этими двумя языками или сравнение различий способствует тому, что процесс обучения становится увлекательным, легким и понятным, помогает ученикам понимать, запоминать и развивать способность интерпретировать тонкое значение комбинаций и заменять их альтернативными выражениями на их языке.

Ключевые слова: фразеология, фразеологические единицы, фразеологические интерпретации, высказывания, синонимические сходства.

Ma'lumki, chet tilini o'rganishga bo'lgan ehtiyoj ortib borgani sari, uning ichki tuzilishi leksik, sintaktik, semantik va frazeologik tarkibi ham til o'rganuvchilar uchun qabul qilinadi. Ingliz tilida mavjud aksariyat iboralarning leksik-semantik xususiyatlarini tahlil qilish orqali o'zbek tili bilan umumlashmalar hosil qilamiz.

Avvalo, frazeologiya va frazeologik birikmalar haqida bildirilgan quyidagi fikrlarga e'tiborimizni qarataylik. Professor Kunin ibora va frazeologiyani "so'zlarning to'liq va qisman ko'chma ma'no anglatishga xizmat qiladigan barqaror tuzilamsi" (idiom is a stable combination of words with a fully or partially figurative meaning),/Kunin,1970/ deya ta'riflaydi. Frazeologik birliklar esa R.Ginzburg ta'rificha mustaqil tarzda nutqda shakllana olmaydigan, motivlashmagan va tilga tayyor holda ko'chgan birikmalardir"/R. Ginzburg, 1979/. Yuqoridagilardan kelib chiqqan holda iboralarga quyidagicha ta'rif beramiz:

- iboralar tarkibidagi alohida olingan so'zlarning ma'nosiga qarab yakka holda mazmun anglatmaydigan so'zlar guruhi;
- qismalaridan tayyor holda ma'no anglashilmaydigan gaplar;
- tildan tilga farq qiladigan an'anaviy ma'no ifodalash usuli;
- ma'lum bir tilga tegishli bo'lgan birikma, fraza yoki leksema;
- tilda ishlatilinishi odatiy holga aylangan va ko'chma ma'no (adabiy emas) anglatadigan fraza, sitata yoki so'zlar birikmasidir.

Bundan kelib chiqadiki, frazeologizmlar barqarorlik va semantik yaxlitlik xususiyatlariga ega. Frazeologizmlarning paydo bo'lishi ham tasodifiy, ham tasodif bo'lmagan hodisalar bilan bog'liq. Shu sababdan ham, ularda boshqa tillar bilan variantlilik xususiyati mavjud. Bunday holatda frazeologizmlarning shakli tillararo farqlanadi, (**formal o'zgarishga** va **transpozitsiyaga** uchraydi) ya'ni frazeologizmlar o'zbek tilida maqol, matal, hikmatli so'z, naql va ibora kabilarga bo'linsa, ularning ingliz tilidagi qolipini akademik Vinogradov frazeologik birliklar sifatida uch guruhga, frazeologik chatishmalar (phraseological fusions), frazeologik butunlik (phraseological unities) va frazeologik qo'shilmalar (phraseological collocations) sifatida tasniflaydi. Iboralar esa ma'nosi bir so'zga to'g'ri keladigan **so'z birikmasi** yoki **gaplar** bo'lib, yaxlit bir so'roqqa javob bo'ladigan va bir gap bo'lagi vazifasida keladigan birliklardir. Frazeologik chatishmalar iboralarga teng keladi. Masalan, '**qo'li gul' (mohir, usta)** iborasi ingliz tilidagi '**to have a good hands on something', 'to have golden hands'** ga to'g'ri tushadi. Xuddi shunday, quyidagi misollarda ham o'xshashliklarni payqashimiz mumkin.

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- 'yettinchi osmonda yurmoq' - 'to be on the seventh heaven';
- 'osmondagi oyni so'ramoq' - 'to ask for the moon';
- 'ko'ngil qo'yimoq' - 'to have one's heart set on';
- 'pashshadan fil yasamoq' - 'make a mountain out of a molehill';
- 'ko'zining oq-u qorasi' - 'apple of one's eye';
- 'ko'z oldi qo'rong'ulashmoq' - 'black out';
- 'ich-ettini yemoq' - 'eat one's heart out';
- 'bo'yniga olmoq' - 'get it in the neck';
- 'kemaga tushganning joni bir' - 'be in the same boat';
- 'oyog'ida zo'rg'a turmoq' - 'on one's last legs';
- 'tilining uchida turmoq' - 'on the tip of (one's) tongue';
- 'olov bilan o'ynashmoq' - 'play with fire';
- 'temirni qizig'ida bosmoq' - 'strike the iron when it is hot';
- 'hechdan ko'ra kech' - 'better late than never';
- 'chap tomoni bilan turmoq' - 'wake up on the wrong side of (the) bed';
- 'esi kirdi-chiqdi bo'lib qolmoq' - 'have a few screws loose';
- 'hayot mamot masalasi' - 'a matter of life and death';
- '(tavfsilotlarni) kovlashtirmoq' - 'dig up';
- 'yog' tushsa yalagudek' - 'clean as whistle' -

Yuqoridagilardan ko'rinib turibdiki, ikki tildagi frazeologik birliklar to'g'ridan to'g'ri ibora+ibora, birikma+ birikma qolipiga to'g'ri tushmaydi, lekin ular orasida leksik va semantik uyg'unliklarni topish orqali biz iboralar anglatmoqchi bo'lgan ma'no qirralarini chuqurroq va aniqroq anglaymiz, tarjimaning ta'sirchanligini ta'minlaymiz. Shuningdek, o'zbek tilidagi ayrim iboralarning inglizcha sinonimlarini topish yoki inglizcha frazeologik birikmalarining o'zbekcha muqobillarini topish orqali ham, o'qish jarayonini osonlashtirish va qiziqarli qilib tashkil etish etish mumkin. Masalan, - '**aqlini olib qo'yimoq**' (sevgidan) - 'to lose one's head/heart(for somebody)'; 'head over heels for somebody'; 'to be in one's mind'; 'to fall for somebody'; 'to fall in love'. - '**katta odam**' - 'the VIP' 'a big shot'; 'big cheese'; 'a big bug/pot'; 'big wheel'; 'bigwig'; 'fat cat'; 'head honcho'; 'heavyweight'

Yoki aksincha, - '**to walk on air**' - 'osmonda uchmoq', boshi ko'kka yetmoq' 'terisiga sig'may qolish', 'og'zi qulog'iga yetmoq'. - '**pack of bones**' - 'cho'p ustixon bo'lib qolmoq' eti suyagiga yopishmoq', 'oriqlab ketmoq'.

Ko'rishimiz mumkinki ibora va iboraviy birikmalarni o'zbek tilidagi frazeologik butunliklar bilan qiyosiy va solishtirma qilib o'rganandigan bo'lsak, ularni esda saqlab qolish va ingliz frazeologizmlarini tilizga yaqinlashtirishimiz imkoni bo'ladi. Bu esa, o'quv jarayonida talaba-yoshlarning nutqini o'stirishga xizmat qiluvchi asosiy vosita hisoblanadi. O'quvchilar o'z ona tili va o'rganilayotgan til o'rtasidagi iboralarni ma'no jihatdan tahlil qilsa, o'xshashliklar va farqlarni aniqlasa, ular orasida umumlashmalar hosil qilsa u bevosita mustaqil fikrlashga o'rganandi, fikrini ta'sirchan va konkret qilib yetkazib berish imkoniyatiga ega bo'ladi va o'rgangan bilimlarini amalda ha qo'llashga harakat qiladi. Hozirgi kunda ingliz tili o'qituvchilari ingliz tilidagi iboralarning izohini ona tilimizdagi muqobillari orqali tushuntirib yoxud izohlab berishga harakat qilishsa va keyinchalik o'quvchi-yoshlarga bu jarayonni mustaqil ravishda tayyorlashga o'rgatishsa, o'quv mashg'ulotlari yanada samarali, qiziqarli va natijali bo'lar edi. Shuni ham ta'kidlash joizki, yuqorida aytib o'tilganidek, frazeologizm tarjima qilinar ekan, tarjima tilida ularning so'zma-so'z tarjimasini muvofiqlashtirish nihoyatda murakkab. Mana shunday vaziyatda o'quvchilar o'ylash va fikr yuritish, qo'shimcha izlanish olib borish yoki boshqa tarjimonlarning tarjima usullarini tadqiqi etish bilan shug'ullanishlari mumkin. Tilshunos olim G'.Salomov: "boshqa xalqning maqol va matallarini tarjima qilishda nihoyatda ehtiyotkorlik talab qilinadi, aks holda, boshqa xalqlarning o'y va fikrlarini ta'riflayman deb, maqolni quruq gap, matalni esa suyuq birikmaga aylantirib qo'yish hech gap emas" deydi [73;245] Haqiqatdan ham, ayrim maqol, matal va ibora kabi frazeologizmlar so'zma-so'z tarjima qilinishida o'z ahamiyati va haqiqiy mazmunini yo'qotadi, tarjima esa to'la qimmatga ega bo'lmaydi. Bundan shunday xulosaga kelishimiz mumkinki, o'quvchi yoshlar frazeologik tahlil davomida nihoyatda sinchkov va ehtiyotkor bo'lishlari, mazmunni anglashilgan ma'no (kontekst)dan anglab olishlari juda muhim ahamiyat kasb etadi. Iboralarning mana shunday tahlili

o'quvchilarda ana shu xislatlarni shakllantiradi va tarbiyalaydi. Shunday ekan, iboralarining ko'rib chiqilgan ikki til aro qiyosiy va solishtirma tahlili o'quv jarayoniga va o'quvchilarning o'zlashtirishida bir qator ijobiy ta'sirlarga ega.

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Abstract

In this article, the author considers the economic text as a special type of text.

Key words: economic text, special type, information, concept of composition, expression.

An economic text is a special type of text intended for recording, storing and transmitting economic knowledge, acting as a verbal result of an economic discursive activity that preceded its creation. The specificity of the economic text is determined by its information richness, the presence of effective methods and methods of rational reasoning and argumentation about a certain economic event, as well as the presentation of aspects of economic forecasting [1; with. 93].

An economic text is a subtype of a scientific text. The content of the text is a description of the facts, the processes of the phenomena of reality. Logical compositional organization of the material in this case is, in essence, programming the impact on the audience, and, above all, understanding. Currently, the dissatisfaction of the authors - literary critics and linguists, the state of the development of the concept of composition is obvious. In general, neither in literary criticism nor in text linguistics a holistic theory of composition has been created.

Thus, the composition is understood by V. V. Odintsov and as a "frame" on which the text rests and, at the same time, as a "grouping, according to a certain pattern, elements of the content of general provisions, facts". The author quite often as a synonym in the meaning of "composition of the work" also occurs the term "architecture". Architectonics is a commensurate arrangement of the parts, their harmonious combination as a whole as an artistic expression of the compositional laws of a structure or work. Representing a complex dynamic system aimed at the transmission of certain information, the economic text, as a basic information element, adopts a standard compositional scheme, including the title, the introductory part, the main part and the conclusion. Each part performs its specific function, has its own purposefulness, conveying the meaning of a text message with the increasing supply of information, assuming, thereby, a consistently intriguing presentation of a certain economic event and causing a gradually increasing interest in it in the reader.

When studying the content of an economic text, it is necessary first of all to focus on the problem of the general semantic structure of the text, the solution of which requires systematization of the substantive component of the economic text, which is the linguistic implementation of its main semantic parameters. Under the semantic parameter refers to the representation of a basic goal of an economic text. In these texts, information is easily decoded, because here the form carries the content that is predefined by the language system. It is neutral because it fulfills its task assigned to it, namely, transferring to the recipient information about events occurring, occurring or which will occur in the near future. This form of the message has pronounced indexes of a temporary and spatial nature. Consequently, these texts contain content-relevant information. It is impossible not to notice that the information in this text is the result of certain observations, discussions, reflections, that is, the result of rethinking these relations, events, facts, processes occurring in society, and therefore acquires conceptuality.

According to I. R. Halperin, the title has the ability to restrict the text and endow it with completeness. This is his leading property. It is not only a signal that directs the reader's attention to a perspective statement of thought, but also sets the framework for such a presentation. The text is limited in time and space. The fragment is clearly

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built, which affects the skill of the author. Each sentence gets a real life only in the context of a stanza. This confirms the semantic and syntactic relationship between sentences. The rest of the sentences join the conception and reveal its meaning. In general, fragments consisting of twelve prose stanzas represent a semantic and syntactic unity. Prose stanzas are highlighted in paragraphs. Paragraphs give text dimension, deliberation. Inside the text links in economic texts provide, for example, the words: growth, report, rate. The repetition of these words constantly returns us to the title of the text, which helps to grasp the meaning of the articles, and also develops continuity, the connection between parts of the text, its sentences, paragraphs, provides a logical sequence, the interdependence of individual messages, actions [5; p. 14].

As is known, within the text means of communication are classified according to different characteristics. In addition to the traditional grammatical, carrying the text forming function, they can be divided into logical, associative, figurative, compositional, structural, stylistic and rhythmic forming. Traditionally, the grammatical features include alliances and allied sayings in the text: however, in addition, nonetheless; pronouns: that, that; sacrament revolutions, verbal participle revolutions. The listed grammatical means within textual links serve not only for the connection between sentences, but also for the connection between larger sections of the text - paragraphs. Spatial-temporal parameters of the message are the following adverbs: still, which concatenate individual events, giving them credibility. The same function is performed by the words: for many years, over the coming years, in the second quarter, from the first quarter, at the end of last year, for the past day.

The above means are considered logical because they fit into the logical-philosophical concepts - the concepts of sequence, temporal, spatial relations. These tools are easily decoded and therefore do not detain the reader's attention, unless in cases when a discrepancy between the concatenated representatives and the means themselves within the textual links is revealed. It is in logical means that the intersection of grammatical and textual forms of communication is observed. It can be said that in logical means there is a simultaneous implementation of two functions: grammatical and generative text [5; with. 15]. Associative, figurative, compositional and structural forms within textual links are characteristic of fiction, and therefore did not receive their reflection in these texts. A special degree of dependence is the quotations given in economic texts, for example:

“The conditions for Germany’s export sector remain favorable in light of the rapidly growing global economy,” the report says.

“Every market participant expects Trichet to hint at a rate increase in June, but there is a risk that his performance may not be sufficiently aggressive”.

On the independence of citations indicate graphic means - quotes. In the examples given, the quotations serve to reinforce the realism of the events and the author’s own thoughts. In the center of the content are only facts that are stated without common phrases and arguments.

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DERIVATION OF ENGLISH IDIOMS AND THE IMPORTANCE OF ITS KNOWLEDGE

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Abstract

The article aims to discuss the importance of acquiring English idiomatic expressions' origin and gives information about the derivation of some idioms.

Key words: idiom, origin, example, meaning, dictionary.

People use many idioms without knowing their prior denotation. However, the knowledge of idioms' origin can make a big contribution to comprehending the language better and convey the ideas perceptibly. It is necessary that all speakers of the English Language become experienced at using English idiomatic expressions. One of the most significant outlooks in the study of the English language is the study of English idioms. Every language has such expressions as their peculiar words make this expression mislay their original meaning.

According to Linda and Roger Flawell, idioms break the normal rules. One of the interesting things about idioms is that they are anomalies of language.

Frazer defines idioms as which can organize one important part of the language and culture. Knowing a language means knowing idioms of the language.

Idioms are numerous and frequently occur in the English Language. It is calculated that the English language contains more than 25000 idiomatic expressions [Idiomatic expressions.2014]. Recent research has shown that students are to be taught that there is link between an idiom and its meaning. So, learners should learn idioms in a systematic way, instead of teaching to remember by heart. In such a way, they become much easier to understand.

Idioms do not mean precisely. They have hidden meanings. They connect to immutable word order. Word for word translation of idioms into other languages does not demonstrate its exact meaning or it gives really opposite denotation. We cannot change the order of occurrence of an idiom⁴. They are built upon the history, heritage, traditions of a nation; they share cultural and historical information. Many kinds of idioms are derived from particular fields and specific branches of experience. For instance, from entertainment, dancing or sports. So, they are not the results of individuals, but they are the outcomes of collective intellectual in the civilization which are impacted by politics, trade, crafts, art and so on.

English speakers grow up using idiomatic expressions on a daily basis. Idioms are used by Americans and Englishmen easily as they are customary for them. But for the foreign learner, it might be hard to understand. As it can be difficult to work out what an idiom means even when you know all the individual words in the idiom, you often need to look up idioms in a dictionary [English idioms in use]. There are many types of idiom dictionaries for those who want to learn about idioms. Newspapers and magazines, radio programs, television shows, films are also sources of idioms.

Teachers of English Language should be taught to know of the etymology of idioms; so that they can improve their students understanding of idioms and help them to remember. Teaching such information will help learners better understand and use when it is necessary. It greatly broadens the knowledge of the language.

Idioms are best used in spoken rather than written English. They carry non-arbitrary meanings. For instance, we shall see the idiom "to have a chip on one's shoulder", it means to be upset about something that happened a long time ago, to have a grudge, to hold a grudge or have like a bad attitude towards something, some topic, and some

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idea. This idiom has a specific history which is an old North American tradition. When two boys wanted to fight, one would put a chip of wood on his shoulder and other would have to knock it off. It was a way of inviting someone to fight. For example: *"Our neighbor has a chip on his shoulder and always trying to start a fight"*.

Idioms should be regarded seriously, because they do not always mean as accurately as they seem. Therefore, many linguists dedicated themselves to finding the origins of idioms. Now, we shall investigate some of which are featured below.

We often come across the idiom *"feeling under the weather"*. Most of us are aware of its meaning also. That is to feel ill. For example: *"I had to have time off my work yesterday, because I was feeling under the weather"*. The origin of this idiom is thought to be noticed in nature. When a sailor was feeling ill, he would go beneath the bow, which is the front of the boat. This would protect him from bad conditions, as he was under the bad weather that he could further sicken him. Thus, a sailor who was sick could be described as being under the weather.

Take a look at this idiom: *"Break a leg."* Maybe you have come across it many times. There are many different theories as to where the term *"break a leg"* came from. One theory is that it originated in theatre. Wishing somebody good luck was considered to cause more misfortune than fortune, so, by wishing the opposite, by saying *"break a leg"*, would perform well. However, there are other theories which claim that it originates from the ancient Greeks.

"In the same boat". It dates back all the way to the ancient Greeks, the idiom was used to show the risk of passengers travelling in small boats- a very usual use of transportation at the time. Over time, it has become used to describe situations not just on the sea and has been adopted to apply any situation in which individuals are in a similar predicament. For example: *"I am really in the same boat, it is really hard"*.

Many of us have to admit that we use idioms without even thinking about where they come from; but to a student learning English, they can be deeply chaotic. As you see, knowing a bit about the origins of these sayings has already helped to understand the meaning and important competency in English. Therefore, taking a look at some other idioms' origins is not useless.

"Wolf in sheep's clothing". This idiom is defined that someone who looks harmless but may actually be very dangerous. For instance: *"Never trust strangers on the street, they may be wolves in sheep's clothing!"* In a story by Aesop, the famous Greek storyteller, a hungry wolf killed a sheep and wore its skin to get to the flock of sheep thought the wolf was also one of them and this dangerous animal hid under the sheep's skin and managed to fool the flock!

The next idiom *"Turn a blind eye"* means to refuse to acknowledge a known truth. There are many disputable origins of this phrase, but it is accepted that comes from a comment made by British Admiral Horatio Nelson. In 1801 he led the attack alongside Admiral Sir Hyde Parler in Battle of Copenhagen. Nelson was blind in one eye. Parler wanted Nelson via flags that he needed unloose. Nelson then, holding the telescope to his blind eye, pretended not see the signal making a wily comment to fellow officer about reserving the night to use his blind eye.

There are so many people, even native speakers, who use these expressions not being aware of their huge history.

As you can see, in such a way, that is knowing derivations of idiomatic expressions become much easier to understand and remember them. Therefore, trying to guess the origin or the meaning without dictionary is important even it is a bit difficult when they are come across. For instance, *"Breath a fire"*, it is not difficult to catch the meaning that anger is processed through the image of something hot inside. By being angry, one's body temperature is raised that is why many people get red in the face when they are angry. Or *"I am so hungry I could eat a horse"*, is used to show the hunger of the speaker. Because, it is certain that horse is a really big animal and the speaker is able to eat it. The phrase helps to show the listener just how hungry the speaker is. Also, for instance, the expression *"when pigs fly"* is a figure of speech that shows impossibility. The implication of such a phrase is that the circumstances in question will never occur. It is also certain that pigs can never fly.

In the final analysis, if one knows the origin of the idiom, one will be able to comprehend its meaning. It might not be as easy as drinking a glass of water for non-native

speakers to use idioms but they are thought an essential part of the English Language. Thus, non-native speakers of English should learn idioms of English so as to be able to communicate effectually and sound more natural. Indubitably, knowing the origin of the idioms can significantly assist to learn the idioms faster.

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MODERN TRENDS AND APPROACHES IN LANGUAGE EDUCATIONS. Jamolkhonova¹*Abstract*

In this article, there have been considered some modern trends and still used methods at schools and universities, which have been effective for the last decades as well as the main features of new approaches in language education. The main purpose of this article is to reveal the most effective teaching and learning trends in education process, which have an effect on understanding the meaning of materials, and also some methods which can be essential for the real life. The effectiveness of this or that approach depends on a teacher's ability to use those techniques.

Key words: trend, supplementary aids, mobile apps, online education, games, technologies, "I-Teachers", "Lesson Study".

Different approaches and trends of teaching/learning foreign languages are under consideration in these days because of some drawbacks found in educational system of Uzbekistan. In this article, some of them were reviewed and analyzed with the possibility of implementing them into the educational process. It is known that, some decades ago teachers served up the same menu: answering worksheet, taking dictation, memorizing verbs and others. Here it should be noted that, with the amendment of new technologies and changes in lifestyle, a great deal of modern trends and approaches have appeared. However, they should be handled with care.

The result of analyzing shows that mobile and online education can be considered as supplementary aids of distance education:

✚ **Online education**

Online education is a complete form of distance education, where educators can teach by using Internet. The paper presents prevailing power of social media and the internet as a whole, which have changed for the better the way people learn languages. It is obligatory for modern language teachers to address the needs and interests of today's students.

The most promising approach in implementation of learning in online environment is "I-Teachers", which knows the subjects perfectly. It means that, students have a great chance to have a discourse with any teacher whenever they need help. In addition, learners have a good opportunity to communicate with native speakers as well as other foreign language learners from other countries by joining in online courses. Online education is one of the most effective approaches of gaining knowledge which can provide students with a good amount of information and books or e-books.

Education Technology Action Group (2014) suggests that online teaching involves several new kinds of teaching activity (*Education Technology Action Group, 2014:29*):

- 1) planning for how students will learn in the mix of the physical, digital and social learning spaces designed for them;
- 2) curating and adapting existing digital content resources (for reading, listening, watching);
- 3) selecting the online tools and resources for all types of active learning;
- 4) designing and developing the independent learning activities for all these types of learning;
- 5) managing the tutor role in online discussion groups;

Mobile education

Since smartphones have become an integral part of modern life teachers should be flexible and get the advantages of phones. In spite of the fact that phones can be sometimes interruptive during the lesson different apps can be of great help. An example of this is that, smartphones provide many useful tools for students such as dictionary, different scholarly apps which can help with grammar, phonetics and vocabulary.

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Students need to understand that their phones are not just for playing or personal use, but also for learning. Here, students must go through websites to find the information they need to fill out a worksheet. Students can also use their devices to access free online exercises that reinforce language and/or skills seen in class. Additionally, students can record themselves in action, which is a perfect way to receive feedback on specific tasks and activities.

✚Teaching through games

Learning as well as teaching language is not an easy task for teachers as they need to find an effective teaching method and technique which is easy to follow in language teaching.

In 2000, In Ersoz's opinion "Games and especially educational games are one of the approaches that a teacher may use in teaching a foreign language. When using games in the classroom, it is beneficial for teachers to have a complete understanding of the meaning and definition of games. They can be used to give practice in all language skills and be used to practice many types of communication".

The role of educational games on learning a foreign language is noticeable. It is recommended to use games since they are very effective especially for the primary stages in teaching a second language and they are helpful for a teacher to involve students in the process of language teaching.

✚Learning through technologies

Today the challenge facing in language education is to determine the optimal mix of online and on-campus teaching and learning, both within individual institutions and across whole systems in education. Important developments in education with technologies: Online Courses, mobile learning, online learning, open content, open licensing, virtual and remote laboratories, 3D videos, e-learning, multimedia-assisted language learning.

According to Dr. Patricia Glasby "There is no doubt that the changing nature of the student is impacting on language education. These students are looking for more connected and mobile learning opportunities and for learning that goes beyond the traditional delivery of information. This growing use of technology by all students is having an impact on teaching and learning as students are increasingly seeking to use their own technologies to engage in a range of academic activities"

✚Lesson Study

"Lesson study" is some kind of style of teaching and was originated in Japan. The main idea of "Lesson Study" is exchange, improve or create other styles of teaching based on students' reaction or implementation to it. Accordingly, it means students never stop learning when combining these two factors with constant change. With this, this method makes them so creatively.

In today's rapidly changing world acquiring of languages gives a great opportunity for the communication with the representatives of various cultures.

Conclusion

We have considered the main trends in language education which have an effect on getting a good education. Some of the trends were considered obsolete from a scientific point of view, some others seem to be more current, but in fact all of them have introduced as new trends and approaches which were reapproved by some scientists. If teachers would start teaching their students according to those new trends and approaches which were mentioned, the knowledge of student would be more different, it means the learners would be more active, energetic, well-educated.

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Abstract

The interest in skills seemed to develop fairly naturally from the functional-notional materials we have discussed and was consistent with the ideas of communicative language teaching. The growth of needs analysis, a trend that ran parallel with the rise of the skills approach, identified priorities amongst the four skills for a given situation. The main principle of these skills based courses was that the teaching of language in itself is not sufficient for the development of the ability to perform the tasks required of a tertiary level student a business person or a practicing engineer. These thought process may either be fairly general, relating to all academic or professional activity or specific to a particular discipline or profession.

Key words: English for Business Purposes ESP, English for Academic Purposes EAP, English for Occupational Purposes EOP, specific trades, occupations, various disciplines.

In this lecture, it is illustrated how the principles of ESP are applied English for Occupational Purposes with a detailed look at English for business purposes. Our discussion here is concerned with adult learners, working or preparing to work in a business context, and deals with Business English. It is considered here general and specific purpose business course, identifying who are the learners, and the implications for teachers and courses.

Characteristics of Business English

English has become the international language of business. One of the consequences of the role of English as the international language is that non-British managers may be able to understand each other more easily when speaking English together than they can understand a native speaker. International English is about effective communication and, as one of course participants put it, "I am not a native speaker". Business English is difficult to define and limit in linguistic terms. Pickett highlighted the fact that there is more than one face to business communication with some of it being a lot nearer the everyday language spoken by the general public than many other segments of ESP. The diagrammatic representation he used suggests two particular aspects to Business communication: communication with the public and communication with in accompany or between companies:

- General English
- Communication with public
- Business English
- Communication among businesses
- Specialized language of particular businesses

For many businesses, communication with the public is most likely to be in the L1. The business English that NNSs require is mainly for intercompany and international conglomerates, intro-company dealings. The distinction Pickett makes ease useful but probably not fun enough for today's wide-ranging business activities. Even within is particular business, the language requirements of the team negotiating. The purpose of the interactions, the topics covered and the professional relationships will all affect the choice of the language.

English for General Business Purposes

In the same way as EAP can be divided into English for General Academic Purposes and English for Specific Academic Purposes, so we can talk of English for General Business Purposes and English for Specific Business Purposes. English for general business purposes are usually for pre-experience; learners of those at the very early stages of their carrier. Their similar to General EFL courses with the materials set in business contacts. Many learners attend these courses at a language school and groups will usually be formed on the basis of the language level and teachers to choose form, with input in the text, audio and video format plus CD-ROM. The published course books are

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mainly designed for use on the extensive course that has one or two sessions a week, over several months or years. Most units contain work on the traditional four skills plus specific grammar and vocabulary development.

In contrast, English for specific Business purposes courses are run for the job-experienced learners who bring business knowledge and skills to the language learning situation. This course is carefully tailored and likely to focus on one or two language skills and specific business communicative events. The materials often include selections from a range of published books, framework materials and specially written activities, probably stemming from the learners own business context. Courses are frequently intensive; groups are small, maximum of 6-8 and senior staff may opt for one to one tuition. Company courses may have groups with widely differing language levels. They may be run in company- by company staff, in company by external trainers or off site on the trainer's premises.

The role of needs of analysis in Business English

Needs analysis may be even more fundamental in business English than in, say, English for Science and Technology as learners' needs can be much more varied and the spectrum of language and skills less predictable. The approach to needs analysis depends on the situation and context. Pilbeam suggests that needs analysis should be concerned with establishing both a target profile of language skills which sets down the actual activities that the participants have to carry out. Such a language audit is particularly relevant to in- company work and helps to decide how many hours of language tuition are needed to bridge the gap, or what should be prioritized where time is limited. Brieger suggests needs analysis for English business will set out to identify the range of general and specialist language knowledge required, together with general and professional communication skills. For short intensive course, less time and fewer resources will be available but the EBP teacher can usually obtain some pre- course information: participants may be willing to complete a short form and supply examples commonly used documents. This information means that the EBP teacher can design the framework of the course before the participants arrive and determined specific need when the learners are on- site. In a one – to one situation this can be achieved through quite extensive interviewing and discussion as the learner is fully involved in using language during this process. In group situations, learners may not want to spend much time sharing needs; however, the early activities can be designed to combine this, and language practice.

Teachers of Business English

Personality, knowledge and experience are important to business English teacher. In the larger EAP classes there may be opportunities for personal contacts; on a one to one or small intensive course, personal contact is a key factor and trainers need to be outgoing, tactful and genuinely interested in business issues. Most ESP teachers have a language teaching background and do not have first-hand experience of the content and context of other disciplines of business. There can be good deal to learn and for an EBP teacher, more in one respect than for an EAP teacher:

EAP teachers have all been students themselves and been through the academic environment. The study skills that are integrally linked on many courses with language development are familiar. A teacher can say of examinations, listening lectures, note – taking, have been there, I have done that, although their environment may have differed from that of some of their learners in various ways including subject culture and genres. Being an effective business communicator depends not only on variable language proficiency, but also on personal and interpersonal skills. Increasingly, ESP practitioners who work in company or on company specific courses are delivering both language and skills. The trend is towards “Shorter highly job specific courses and increasing emphasis on skills courses”.

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Abstract

In this article, the author describes the features and use of cultural linguistics.

Key words: linguocultural schools, linguoculturological analysis, humanitarian discipline, culture and language.

The emergence at the end of the 20th century at the junction of linguistics and cultural studies of the interdisciplinary science of linguistic culturology aroused keen interest in it by linguists. Already at the beginning of the next century linguocultural schools were formed (for example, under the direction of N.D.Arutyunova, V.V.Vorobiov, V.I.Karasik, V.V.Krasnykh, Yu.S.Stepanova, V.N.Telia, and others.), a certain conceptual and terminological apparatus of this linguistic direction is being formed, taking into account various scientific concepts and methods of linguoculturological analysis.

As a rule, the emergence of new concepts and the corresponding terms entails some fundamental differences and discrepancies in the scientific community. According to the witty remark of A. V. Lemov, "... scientists quite often cannot agree on the meanings of scientific words" [7, p. 15]. However, linguoculturology as a humanitarian discipline belongs to rare exceptions in terms of defining its conceptual essence by the scientific community. A comparative analysis of the numerous definitions of cultural linguistics, which function in scientific discourse, showed that almost all researchers are unanimous in defining this concept, which is based primarily on the language-culture dyad. Compare only some of them.

So, for example, V.V. Vorobiev in his definition: "Linguoculturology is a complex scientific discipline of the synthesizing type, which studies the interrelation and interaction of culture and language in its functioning and reflects this process as an integral structure of units in the unity of linguistic and extra-linguistic content using system methods and with a focus on modern priorities and cultural establishments" [5, p. 37], in addition to the mutual influence of culture and language, highlights other significant indicators of cultural linguistics, namely: "a complex scientific discipline of the synthesizing type" (emphasized by us). Thus, the place of linguoculturology in the system complex of humanitarian knowledge is clearly defined - scientific discipline, which consequently entails the presence of its own subject and object of study. No less important is the indication of the synthesis of scientific knowledge, which in turn, on the one hand, is remarkable for the modern scientific paradigm, and on the other hand, requires the establishment of both general and differentiating features of the concept under study. The definition of linguistic culturology proposed by V. V. Vorobiev, in our opinion, is capacious and informative also because it immediately orients the researchers to a specific method of linguistic analysis - "system methods".

The definition of linguoculturology given by V.V. Krasnykh is also based on the common integrative seme "culture - language"; but, in addition, the definition also identifies other relevant features of the discipline under study: national worldview, linguistic consciousness, national mental features as fundamentally new objects of study: "linguoculturology is a discipline that studies the manifestation, reflection and fixation of culture in language and discourse. It is directly related to the study of the national picture of the world, language consciousness, features of the mental-lingual complex" [6, p. 12].

Note that the linguistic heritage of V. Humboldt is finding new perspectives in the field of humanitarian studies. The emergence of linguoculturology as a scientific discipline was naturally preceded and promoted by many different factors, both linguistic and extralinguistic. Of course, the rethinking of various landmarks in the study of

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language, aimed at an expanded understanding of its functions, in particular, related to the problem of anthropocentrism and ethnocentrism, is fundamental.

In this regard, it is impossible not to mention the well-known academic discipline "linguistic and cultural studies", which for several decades was the main method of teaching Russian as a foreign language and which to some extent is consistent with its principles of studying the object with linguoculturology. However, the latter has a certain specificity. So, according to V.V. Vorobiev, who insists that linguoculturology is a scientific discipline, and not a specific "aspect of language teaching, like linguistic and territorial studies" [5, p. 32]. At the same time, the scientist rightly gives due preference to linguistic and cultural studies as a basic benchmark, considering linguistic culturology to be "a kind of successor to linguistic country studies" (ibid.).

Undoubtedly, in the paradigm of modern knowledge, modern scientific approaches, linguistic culturology, unlike linguistic studies, is aimed at a "new system of cultural values", which is quite natural and understandable.

The founders of the linguistic and cultural studies direction E. M. Vereshchagin and V. G. Kostomarov drew attention to another conceptual component: participation in communication within various national cultures: stored by the language being taught" [3, p. four]. This is especially relevant in the methodology of teaching Russian as a foreign language and foreign languages: "Each foreign language lesson is a crossroads of cultures; it is a practice of intercultural communication" [10, p. 30].

Linguoculturology has a pronounced interdisciplinary character, integrates various knowledge of the humanitarian nature. For modern linguistics, interdisciplinary research turns out to be the most characteristic and popular. Linguo-culturology as a complex and multidimensional scientific discipline of a humanitarian and cultural nature is in interaction with many related sciences: cultural studies, ethno-linguistics, sociolinguistics, intercultural communication, cognitive linguistics, ethnopsycholinguistics, lingvophilosophy, and other. with each of the listed sciences and at the same time establishing distinctive, its specific features.

The conceptual content of the term "linguoculturology" in the analyzed definitions is based mainly on "problems of describing culture and language in the process of its functioning" [5, p. 37]. However, one cannot but agree with the opinion of V. V. Vorobiev that this term refers to a broader concept that "involves the inclusion of empirical studies of these phenomena" (ibid.)

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UDC 82

LINGUO-CULTURAL ASPECTS OF JAPANESE LANGUAGE LEXIS IN CORPORATE GOVERNANCE

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Abstract

The article examines some linguo-cultural aspects of Japanese language lexis in corporate governance. We give examples of lexis that includes some national-cultural components illustrating the Japanese entrepreneurial culture and peculiarities of "kaishya" as a "community-based" economic organization. We paid much attention to lexis related to corporate governance. Linguo-cultural analysis of lexis on this subject gives to the knowledge of the Japanese national entrepreneurial traditions a new additional foreshortening, enables to estimate the Japanese national contribution to the general human entrepreneurial practice. Concludes, that an isolated space of traditional cultural exists in the corporate governance of Japanese companies.

Key words: Japanese language, national mentality, linguo-cultural aspects, lexis, entrepreneurial culture, corporate governance.

A significant number of lexical units of the Japanese language, serving the subject of management and organization of economic activity, is closely related to the features of Japanese entrepreneurship, has a deep cultural background, which is determined by socio-historical experience, specific attitudes of the Japanese tradition. In this vocabulary, the behavioral reactions adopted in Japanese society, the fundamentals of the Japanese worldview, conditioned by traditions, customs, legal, moral and ethical norms are reflected.

Company management is a type of activity that accumulates in itself many aspects of the joint work of people united into one socio-economic organization - a corporation. This activity reflects many features of the entrepreneurial culture of Japan, which are reflected in the linguistic and cultural characteristics of the vocabulary of the field of company management.

With this article, which affects the linguocultural and peculiarities of the Japanese language in the field of company management, we would like to add a new perspective to the description of the specific features of the entrepreneurial culture of Japan.

It is worth noting that in Japanese, basic concepts are relatively stable: the original vocabulary, calling the key concepts for Japanese culture, is not replaced by borrowing from European languages. Japanese has its own vocabulary, reflecting the deep roots of organization and management. The vocabulary of the Japanese language in terms of the management of companies is related to the entrepreneurial culture of Japan, it has a deep culturological content, which is determined by socio-historical experience, specific attitudes of Japanese culture. In this vocabulary, the foundations of the Japanese worldview, associated with traditions, customs, legal and moral and ethical norms are reflected. Modern legislation regulating the activities of companies in Japan and their relations with each other, although it is formed taking into account international practice, but to a large extent it actually only strengthens the longstanding traditional "unspoken rules", forms and style of work that have become the norms of economic activity. and conditions of stability of the business environment.

In Japanese culture, collective community activity has traditionally been the style of existence of each individual. Group economic activity copied the relationship of the clan-family type, where there was always a paternalistic patronage from the leader.

The lexical unit "kaiysha" reflects the historical aspects of the organization of economic and social relations. The lexeme "repent" consists of two parts: "sya" means "temple, organization, community", "kai" - "meeting, meeting". In other words, the lexeme

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“repent” initially contains a semantic accent, indicating that it is a community type collective.

At present, the lexeme “shain” in the meaning of “employee” is entrenched in everyday use and economic literature. In the very composition of the word laid the meaning of deep involvement in the organization, as “shain” in the literal sense - “member of the community.” The lexical unit “shain” is not included in the legal regulatory turn. The hired person of the company in the regulatory materials is called “dzyugyo: in” - literally “person doing business” or “this: ning” - literally means “used person”, i.e. “Hired, person working in a company for hire”. The use of the word “shain” emphasizes the identity of the individual to a single community, involvement in business, identification with the company. That is, in practice, this means that the company becomes the highest value with which the hired individual associates himself.

The behavior of the company in any economic environment depends on the decisions and actions made by specific people, especially those who lead it and are responsible for its business fate. This is a kind of “steering” companies, standing at the top of its management. These people are on the first line of business activity, keeping abreast of economic development. The top management corps of companies is part of the business elite of Japan, which controls the main economic resources of society.

In this paper, we gave examples of the vocabulary of the Japanese language on the subject of company management, which includes the most striking national-cultural component, reflecting the Japanese entrepreneurial culture and originality of the organization of a “community type”. This aspect of the linguistic-culturological analysis of vocabulary is important, since it not only complements the knowledge of national business traditions with a new aspect, but also makes it possible to assess the national contribution to the general human experience of entrepreneurship.

In this regard, research interest, which is only a small fraction indicated in this article, focuses on the need for a detailed systematization of the vocabulary of the Japanese language on the subject of company management. Analysis of the linguistic and cultural characteristics of the vocabulary will create an opportunity for a broader understanding of the scale of interaction between different entrepreneurial cultures and the depth of preservation of national characteristics.

Such studies will determine the degree of adaptability of the Japanese entrepreneurial culture to the entrepreneurial cultures of other countries and, conversely, mark the limits of adaptability and interaction of entrepreneurial cultures of other countries to Japanese business practice.

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UDC 82

TO THE MATTER OF IDENTIFICATION OF WORDS IN PRINTED MATERIALS

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Abstract

Considering the ways and methods of their use in the process of reading, aimed at memorizing, attentive reading and easy and quick perception of the text.

Key words: Comprehension, shallow process, deep process, instant recognition, context clues, picture clues

Reading comprehension is the ability to process text, understand its meaning and to combine it with what the addressee already knows. A reader's ability to understand text belongs to their skills and their ability to process information. If there is difficulty in the process of reading, students need to use their processing capacity to read individual words, which interferes with their ability to comprehend what is read. A number of reading strategies are given by researchers in order to improve reading comprehension and inferences. Generally, there are two levels of reading comprehension process such as shallow (low-level) and deep (high-level) processing. Deep processing involves semantic processing which occurs when we encode the meaning of a word. Shallow processing deals with structural and phonemic recognition, the processing of sentence and word structure.

The following are widely acknowledged as skills that readers use to identify printed words.

Instant Recognition

High level readers identify words with remarkable speed and accuracy. Moreover, fluent word identification appears to be a prerequisite for comprehending text. If a reader must slowly analyze many of the words in a text, memory and attention needed for comprehension are drained by word analysis.

Few words are recognized instantly by elementary readers. Through repeated exposure to the same words, instant recognition vocabulary grows. It is particularly major that developing readers learn to recognize those words that occur very frequently in print. "The", "and", "to", "you", "he", "it", "said" are examples of these high-frequency words. Developing readers also need to learn to recognize high-frequency words instantly because many of them are not phonically regular.

It is clear to all that children's ability to recognize words can be developed by teachers' pointing out the words, by a variety of games like activities and also by writing those words. However, it appears that instant recognition of words, especially high-frequency words, develops best when students read large amounts of text, particularly text that is relatively easy for the reader [Cunningham, 1995;37].

There is a good research base for concluding that students can use meaning or context clues to help identify words and that instruction can help improve their use of such clues [Johnson & Baumann, 1984;23]. In general, there are three types of context clues which help to identify words in the process of reading.

Semantic or Meaning Clues. There are general semantic clues. For example, when reading a story about dogs, skilled readers develop the expectation that it will contain words associated with dogs, such as tail, bark, and so on. Sentence context clues are more specific. In the sentence "My dog likes to _____," given the sentence context and what most of us know about dogs, words like play, jump, and bark seem reasonable.

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Syntactic or Word Order Clues. In the previous example, the order of the words in the sentence indicates that the missing word must be a verb. Other parts of speech, such as adjectives (nice, brown) or nouns (man, fence), make no sense or don't result in what sounds like a real sentence.

Picture Clues. Illustrations can often help with the identification of a word. In the example, if a picture of a cat leaping through the air accompanies the text, jump seems a very good possibility.

Context clues are often helpful, but they are often not specific enough to predict the exact word. In most cases several choices are possible, as in the example given. However, when context clues are combined with other clues such as phonics and word-part clues (for example, the sounds associated with letter "j" and letter combination "mp"), accurate word identification is usually possible.

Context clues allow readers to "crosscheck" their identification of words. For example, a reader, encountering the word scratch for the first time, should look carefully at the letters of the word, apply what he or she knows about phonics and word parts, and check to be sure that an attempted pronunciation matches the letter clues. In addition, the reader should always crosscheck to be sure that the word makes sense in terms of syntactic and semantic clues. Cunningham [1995; 43] offers examples of activities that build and extend children's crosschecking activities.

There are many groups of letters that occur frequently in words. These are generally perceived by more mature readers as clusters of letters. Among these letter groups are prefixes (un-, re-, in-), suffixes (-ful, -ness, -est), and inflectional endings (-ed, -ing, -es). Common prefixes, suffixes, and inflectional endings should be pointed out to students. Being able to associate sounds with a cluster of letters leads to more rapid, efficient word identification.

As readers build an increasing store of words that they can recognize with little effort, they use the words they know to help them recognize words that are unfamiliar. For example, a child who has seen the word, will many times and who knows the sound associated with the consonant "f" will probably have little difficulty recognizing the word fill. Building phonemic awareness for onsets and rimes builds a foundation for being able to identify simple words and syllables by analogy. Many teachers encourage developing readers to use analogy strategies by engaging students in word family (man, ran, pan) and initial consonant substitution ("What word would I have if I changed the m in man to an "r"?") activities. One clear advantage to the use of analogy strategies is that vowels, which can be variable in the sounds they represent, are much more stable within rimes (-eam).

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UDC 82

THE IMPORTANCE OF INTERNET RESOURCES IN TEACHING FOREIGN LANGUAGES

M.Sh. Bahriddinova¹, N. Kubayeva²

Abstract

21st century is named as an era of new technologies. Mobile phones, computers, Internet and gadgets have become indispensable part of our life. It is not a secret that technologies penetrate all aspects and fields of our life. Therefore, scholars more and more find ways how effectively use them in particular sphere. Education is one of them. In this work we want to analyze how Internet used in modern system of education and also to emphasize the challenges of using of its technologies in learning foreign languages.

Key words: automatic system, linguistic abilities, intercultural competence, background knowledge, linguistic environment, international communication, Internet connection

Nowadays it's especially important to know foreign languages. Some people learn languages because they need them for their work, others travel abroad, for the third studying foreign languages is a hobby. Everyone, who knows foreign languages can speak to make our outlook wider. Mr. Gattegno wrote: "The experience we all have in using foreign language for the expression of your thoughts, feelings, emotions, and perceptions is that words come by themselves, that we have at our disposal an extremely effective automatic system which demands almost no energy to function.

To the need to study the question of how to teach the language, what methods to use, how best to organize the learning process it is necessary to carefully examine the process of learning a foreign language, to identify the particular social and biological factors that influence this process, and to establish similarities or differences in the study of a foreign language and mother tongue, to compare the in vivo study and intentional learning. All this is the subject of research for many years and we can highlight the following points. To successfully mastering a foreign language prerequisites are:

- linguistic abilities, socio-cultural, intercultural competence, background knowledge;

- linguistic environment, providing an opportunity to acquire and use knowledge.

New technologies offer great opportunities, provide tangible support, optimize the learning process. It is therefore necessary to turn to the experience of using electronic resources, multimedia abroad, to summarize the experience. Purposeful and systematic process of language acquisition should be based on the communicative approach, the form of the language person capable of cross-cultural interaction, must develop language skills, i.e. ability to fluently, spontaneously and correctly express thoughts in a foreign language. Languages facilitate international communication, display them on a qualitative level, promote economic development, cultural cross-fertilization, forming a tolerant attitude.

The world of information technology is based on the English language. More than 90% of the world's information is also stored in English. This language is defined by the main language of the Internet, Radio and television broadcasting world's largest companies (CBS, NBC, ABC, BBC, CBC), covering an audience of 500 million people, is also performed in English. English produced more than 70% of scientific publications. In this language, sing songs and make movies.is common in the world, but there are countries who speak the English language, in which it recognized as an official. Some of them are: Australia, Bahamas, Botswana, Gambia, India, Nigeria, Ireland, Cameroon, Canada, Kenya, Hong Kong, New Zealand, Pakistan, Guinea, Singapore, United States, Fiji, the

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Philippines, South Africa, Malta, etc. England (or Great Britain), English as their native country, we do not call. This is a partial list of countries that speak English.

There are states in which the language, though not recognized as an official, but it speaks much of the population. English as a second unofficial language is in Uzbekistan, Russia, Kazakhstan, Ukraine, Belorussia, Czech Republic, Latvia, Denmark, Germany, Austria, etc. Spreading of a FL among the population of a country is very often caused by internal policy to promote a country, for example different international events are hosted by them. Uzbekistan can be an effective platform for showcasing the best of world developments and trends in the industry. The exhibition will give a powerful impetus to the system of economic diversification and technological upgrading of production facilities and the country's science base. Holding of such events would give a new impetus to the development of serious small-and medium-sized businesses.

The exhibition will attract significant private investment in the construction of exhibition venues and infrastructure of the capital. Expo is a good impetus for economic development, tourism and new perspectives. In order to realize the goals that must be 4 years 70% of the population took possession of foreign languages. Now the Ministry of Education organizes special courses for the service sector, such as catering and transport. In fact, foreign languages contribute not only to the worldwide fame of our country, as well as the transition to a new stage of development Sh.M.Mirziyoev mentioned that foreign-language education as a component of the overall national education system cannot be considered outside the context of the environment in which it operates and develops. The expanding integration processes, the growth of professional and scientific exchanges, deepen international cooperation and collaboration in the past decade, spurred ongoing development of foreign language education.

Methodologists all over the world under the influence of reforms try to find the ways how effectively teach FL and spread the language to the mass. And the Internet which has already entered our ordinary life facilitates here a lot. Everybody knows that the Internet is a global computer network, which embraces hundreds of millions of users all over the world and helps us to communicate with each other.

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