

The background features a stylized world map in white and light gray, centered on the Atlantic Ocean. Below the map is a grid of squares, with some squares highlighted in a lighter shade. A series of thin, curved lines radiate from the map, suggesting a global network or data flow. The overall color palette is light gray, white, and blue.

ISSN 2410-3586

УЧЕНЫЙ XXI ВЕКА

научный журнал

A circular graphic element in the bottom right corner. It consists of several concentric circles in shades of blue and white. The text "7-1 2018" is centered within the circles. The circles have a slight 3D effect with shadows.

7-1
2018



УЧЕНЫЙ XXI ВЕКА

международный научный журнал

№ 7-1 (42), июль 2018 г.

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УДК 57

ODDIY DIFFERENSIAL TENGLAMALARNING UMUMLASHGAN YECHIMLARINI TOPISH USULLARI HAQIDA

K.Sh. Shodiev¹, O'I. O'rinov²

Annotatsiya

Ushbu maqola oddiy differensial tenglamalarning umumlashgan yechimlarini topish usullari haqida misollar va formulalar bilan keltirilgan

Kalit so'zlar: differensial, tenglama, yechum, tartibli chiziq, hosila, umumlashgan yechim.

Oddiy differensial tenglamalarning klassik yechimlari orqali umumlashgan yechimlarini topishga doir misollar keltirilgan.

Faraz qilaylik m –tartibli chiziqli oddiy differensial tenglama berilgan bo'lsin

$$\sum_{k=0}^m a_k(x)y^{(k)} = f(x) \quad (1)$$

Bu yerda $a_k(x) \in C^{(\infty)}(R^1)$ va $f \in D'(R^1)$.

Ta'rif. Ixtiyoriy $\varphi(x) \in D(R^1)$ uchun (1) tenglikni umumlashgan ma'noda, ya'ni

$$\left(\sum_{k=0}^m a_k(x)y^{(k)}, \varphi \right) = (f, \varphi)$$

Tenglikni qanoatlantiruvchi $y(x) \in D'(R^1)$ umumlashgan funksiyaga (1) tenglamaning umumlashgan yechimi deyiladi.

Oddiy differensial tenglamalarning umumlashgan yechimlarini topishga doir misollarga qaraymiz.

1-Misol. $D'(R^1)$ fazoda $y'=0$ tenglamaning umumlashgan umumiy yechimini toping?

Yechish. Faraz qilaylik $y \in D'$ yechimi mavjud bo'lsin. U holda har qanda

$\varphi \in D$ asosiy funksiya uchun quyidagi tenglik bajariladi.

$$(y', \varphi') = 0 \quad (2)$$

Ma'lumki, $\int_{-\infty}^{+\infty} \varphi_0(x)dx = 1$ shartni qanoatlantiruvchi ixtiyoriy $\varphi_0(x)$ funksiya uchun, ixtiyoriy $\varphi \in D(R^1)$ funksiyani quyidagicha ifodalash mumkin:

$$\varphi(x) = \varphi_0 \int_{-\infty}^{+\infty} \varphi(x)dx + \varphi_1'(x), \varphi_1 \in D(R^1), \quad (3)$$

(3) ni inobatga olib quyidagilarni yozishimiz mumkin:

$$\begin{aligned} (y, \varphi) &= \left(y, \varphi_0 \int_{-\infty}^{+\infty} \varphi(x)dx + \varphi_1'(x) \right) = \\ &= (y, \varphi_0) \int_{-\infty}^{+\infty} \varphi dx + (y, \varphi_1') \end{aligned} \quad (4)$$

Bu yerdan (2) ni hisobga olsak, $(y, \varphi_1') = 0$ va $(y, \varphi_0) = c$ ni hosil qilamiz. U holda

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$$(y, \varphi) = c \int_{-\infty}^{+\infty} \varphi dx = (c, \varphi), \quad \forall \varphi \in D$$

ya'ni $y = c$ ni hosil qilamiz.

2-Misol. $y^{(m)} = 0, m = 2, 3, \dots$

Yechish. Tenglamani $y^{(m-1)} = z, y^{(m-2)} = z, \dots$ ketma-ket belgilashlar olib $z' = f(x)$ ko'rinishdagi oddiy differensial tenglamani yechishga keltirish mumkin.

1-misolning natijasidan foydalansak, qaralayotgan m -tartibli oddiy differensial tenglamaning umumiy yechimining quyidagi ko'rinishda bo'lishini ko'ramiz:

$$y(x) = c_0 + c_1 + \dots + c_{m-1}x^{m-1}.$$

Endi o'zgaruvchi koeffitsientli oddiy differensial tenglamalarni qaraymiz:

$$1. xy' = 1; \quad 2. x^2y' = 0; \quad 3. y'' = \delta(x)$$

$$4. (x+1)y'' = 0; \quad 5. (x+1)^2y'' = 0; \quad 6. (x+1)y''' = 0$$

Bu tenglamalarni yechishda $\theta(x)$ - xovisaydava $\delta(x)$ – Dirakning δ funksiyalari va ularning hosilalaridan foydalanamiz; Ma'lumki, $\theta'(x) = \delta(x)$ tenglik o'rinli.

Umumlashgan yechim ta'rifi va umumlashgan hosilalarni hisoblash qoidalariga ko'ra yuqoridagi tenglamalarning umumlashgan yechimlari quyidagi ko'rinishlarda bo'ladi.

$$1. y(x) = c_0 + c_1\theta(x) + \ln|x|$$

$$2. y(x) = c_0 + c_1\theta(x) + c_3\delta(x)$$

$$3. y(x) = c_0 + c_1x + x\theta(x)$$

$$4. y(x) = c_0 + c_1(x) + c_2\theta(x+1)(x+1)$$

$$5. y(x) = c_0 + c_1(x) + c_2(x+1) + c_3\theta(x+1)(x+1)$$

$$6. y(x) = c_0 + c_1(x) + c_2x^2 + c_3\theta(x+1)(x+1)^2$$

Endi ikkinchi tartibli o'zgaruvchi koeffitsientli bir jinsli oddiy differensial tenglamalarning umumlashgan umumiy yechimlarini topishga doir tenglama va ularning yechimlarini keltiramiz:

$$af''(x) + bf'(x) + cf(x) = m\delta(x) + n\delta'(x)$$

$$1\text{-misol } f''(x) + 2 * f' + f(x) = 2\delta(x) + \delta'(x)$$

$$\text{Yechimi. } f(x) = \theta(x)e^{-x}(1+x).$$

$$2\text{-misol. } f''(x) + 4f(x) = \delta(x)$$

$$\text{Yechimi. } f(x) = \frac{1}{2}\theta(x)\sin 2x.$$

$$3\text{-misol. } f''(x) - 4f(x) = \delta(x) + \delta'(x)$$

$$\text{Yechimi. } f(x) = \theta(x)e^{2x}.$$

Bu tenglamalarning yechimlarini $f(x) = \theta(x)z(x), z \in C^2(R')$ ko'rinishda izlash orqali topiladi.

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UDC 004

**INFORMATION TECHNOLOGIES AS MEANS OF ACTIVIZATION
OF COGNITIVE ACTIVITY AND CREATIVE POTENTIAL OF PUPILS**S.M. Isaev¹*Abstract*

The scientific article embraces data about enhancement of essential parts of human's brain. These include cognitive activity. These involve: attention, memory, fancy, distinction and intellect. Simultaneously, it is composed of forgetive strategy. They can be learners' temper, interests and abilities.

Key words: modern technologies- devices, Internet (network), interactive methods of teaching.

Fast development of computer facilities and expansion of its functionality allows using widely computers at all stages of educational process: during lectures, practical and laboratory researches, by self-preparation and for control and self-checking of extent of assimilation of a training material. Use of computer technologies has considerably expanded possibilities of lecture experiment, allowing modeling various processes and the phenomena which natural demonstration is in vitro technically very difficult or simply impossible.

Great opportunities contain in use of computers when training in physics. Efficiency of use of computers in educational process depends on many factors including from the level of the equipment, and from quality of the used training programs, and from the technique of training applied by the teacher. Physics - science experimental, it is always taught, accompanying with demonstration experiment.

In a modern office of physics (as, however, and in any other office of natural-science specialization) not only various installations and devices for carrying out demonstration experiments, but also computer facilities with multimedia a projector or the demonstration screen have to be used. Unfortunately, not at each school there is such opportunity, nevertheless, the computerization of schools accelerates, replenished park of computers, and, probably, soon equipment of offices personal computers will become quite real.

As for new information technologies, first of all, of Internet technologies, there were also problems connected with widely applied abstract work of pupils here. To avoid "downloading" of material from resources of the Internet or use of the available base ready papers on various data carriers, subjects of the paper are formulated so that the pupil, at least, has used various sources, having chosen the material corresponding to the offered subject from there. Use of the training programs, resources of the Internet and electronic encyclopedias for expansion of an outlook of pupils, receiving the additional material which is beyond the textbook can bring big benefit.

But Internet technologies aren't so important for work at a lesson. More likely, they help both to the teacher, and the pupil when studying any subject, providing extensive training or methodical material. During a lesson it is expedient to use the computer as it was already specified, for activization of cognitive activity of pupils. Of course, if each of pupils has an opportunity during a lesson to use the personal computer and, besides, to have access to resources of worldwide network, then both new methods and methods of work at a lesson will be required. But at the present stage not all schools can "brag" of existence at least of one computer and the video recorder in a physics office (chemistry, biology, etc.)

Now there is already a considerable list of the various training programs besides accompanied and the methodical material necessary for the teacher. Naturally, each

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program has the shortcomings, however the fact of their existence demonstrates that they are demanded and have undoubted value.

Various illustrative materials, multimedia and interactive models lift process of training on qualitatively new level. It is impossible to dismiss also a psychological factor: it is much more interesting to modern child to perceive information in such form, than by means of outdated schemes and tables. When using the computer at lesson information is provided not by the static not read picture, but dynamic video and a sound row that considerably increases efficiency of digestion of material.

Interactive elements of the training programs allow passing from passive assimilation to active as pupils have an opportunity independently to model the phenomena and processes, to perceive information not linearly, with return, if necessary, to any fragment, with repetition of virtual experiment with the same or other initial parameters.

As one of the forms of education stimulating pupils to creative activity it is possible to offer creation by one pupil or group of pupils of the multimedia presentation accompanying studying of any subject of a course.

Here each of pupils has a possibility of the independent choice of a form of representation of material, configuration and design of slides. Besides, he has an opportunity to use all available means of multimedia to make material the most spectacular.

It is indisputable that at modern school the computer doesn't solve all problems; it remains only a multipurpose technical tool of training. Also modern pedagogical technologies and innovations in the course of training which allow not just "to enclose" a certain stock of knowledge in each trainee aren't less important, but, first of all, to create conditions for manifestation of informative activity of pupils.

Relevance of this subject consists that now within implementation of the priority national Education project introduction of information technologies in educational process is actively carried out. Concentration of modern technical means of training promotes modernization of teaching and educational process, stirs up cogitative activity of pupils, promotes development of works of teachers; allow providing distance learning, developing system of continuous education, thereby increasing efficiency of educational process. In domestic and foreign editions the computerization of educational process is considered as one of actual factors of the organization of training in this or that subject. The latest information technologies in training allow using more actively the scientific and educational capacity of leading universities and institutes, to involve the best teachers in creation of distance learning courses, to expand audience of trainees. In spite of the fact that the wealth of experience in area of computer training is saved already up, many teachers with care treat a possibility of application of computer tutorials. Also, it should be noted that process the computerization of training faces a number of problems. Process of introduction of information technology in training is rather difficult and demands deep judgment. On the one hand, they play an important role in ensuring efficiency of educational process, with another — the problem of rate of digestion of material by pupils by means of the computer, that is a problem of possible individualization of training can appear. Keywords: information technologies, individualization, educational process, quality of training.

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Abstract

It focuses on skill based teaching and learning through communicative method. The use of technology in language classroom can play an important role to implement the new curriculum.

Key words: technology, "Chalk and Talk", multimedia, classroom instruction.

In recent years, revolutionary changes have come in classroom settings beside the teaching methods because **"Chalk and Talk"** teaching method is not enough to teach English effectively. According to Raihan and Lock, with a well - planned classroom environment, the students learn "how to learn" [3,30]. Both teaching and learning English language has become changed. Nowadays, it is proved that technology enhanced teaching environment is more fruitful than lecture based classroom. Teachers need to seek ways of using technology as a learning tool for their students even if they do not master the technology and cannot act as an expert. The use of technology has remarkably changed the English teaching techniques. "Technology provides so many options as making teaching interesting and also making teaching more productive in terms of improvement. In traditional classrooms teachers usually stand in front of students and give lecture and also give explanation and instruction by using blackboard or whiteboard. These technique needs slightly to be modified regarding with the development of the technology. The use of multimedia texts in classroom helps student to become increasingly familiar with academic vocabulary and language structure. The use of multimedia described here makes use of print texts, film and internet to develop and enhance linguistics and knowledge. Use of print, film and internet give students opportunity to gather information and introduce them to various materials for analysis and interpretation of both language and contexts. Internet presents students a wide range of collection of English language texts in many discipline departments. Use of internet can make the benefit of increased student motivation. In addition, use of film in teaching can help students to understand the topic with enthusiasm and develop their knowledge. Sometimes teachers try to support their students to learn from and about technology, but ignore the most important aspect - learning with technology. Students can learn meaningfully when technology is used in the process of learning through use of computer, internet etc. When students learn with technology, it helps them to develop higher order of thinking and research skills. Therefore, proper combination of multimedia and teaching methodology is appropriate to attract students' attention towards English language learning [3, 26]. An Analysis, there are description the growth of ELT through technology as there are more Non-Native than Native users of the language and diversity of context in terms of learners, age, nationality, learning background has become a defining characteristic of ELT today. English language as a Second language and English as a foreign language is using most of the countries in the world. The numbers of non-native speakers are increasing day by day and one of the main reasons of using English is internet. Not only internet but also "rapid development of multimedia technology and its application to teaching, featuring audio, visual, animation effects comes into full play in English class teaching and sets a favorable platform for reform and exploration on English teaching model in the new era." Education experts found that technologies in language classroom have positive impact to promote communication skills. "Technological innovations have gone hand-in-hand with the growth of English and are changing the way in which we communicate." So, it is very reasonable to say that wide spread of internet as well as availability of computer "facilitated the

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growth of internet". Appropriate use of new technologies allows for a more thorough integration of language, content and culture than ever before and provides students with unprecedented opportunities for autonomous learning [2, 121]. There are different types of technology which can be used in language classroom. The selection of appropriate technology in class is essential for ensuring effective learning. When used as learning tools, technology provides tremendous opportunities to enhance classroom instruction. The use of technology as a tool of learning can make students more creative, autonomous and collaborative than in classrooms where technology is not accessible to students. The effectiveness of computer technology is directly related to the extent that it allows L2 teachers to implement effectively specific pedagogical tasks that may be difficult to achieve in other environments. Exposure to authentic materials is another boon of being able to integrate technology effectively in EFL classroom the necessity of multimedia in CLT classroom for the following purposes: **1)** To cultivate students' interest in study **2)** To promote Students' communication capacity **3)** To Widen students' knowledge to gain and insightful understanding to western culture **4)** To improve teaching effect **5)** To improve interaction between teacher and student [1, 35].

In conclusion, studies have shown that the use of multimedia and internet have positive impact in language teaching. It helps to promote communicative approach of teaching, use of authentic materials, introduce a lot of exposure to students. It also provides learners communicative learning environment and enrich their knowledge from outside textbooks.

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THE ROLE OF MODERN TECHNOLOGIES IN TEACHING ENGLISH IN SCHOOLS

M.Kh. Rakhimova¹

Abstract

As the concept of teaching and learning is changing nowadays and technology has been an important resource to improve the quality of education in many countries around the world, English teachers are expected to use new pedagogical technologies in their work.

Key words: EFL teaching, video conferencing, digital texts, electronic books, talking text.

The teaching of English as a foreign language is now one of the most important subjects in most primary schools. The implementation of English has brought along the need to establish clear objectives that are different to the ones traditionally assigned to secondary schools. While in secondary schools we still find, in many cases, a teaching based in the formal aspects of the language, i.e. grammar; primary school teachers adopt a different approach as the age of the children make the teaching of formal aspects not advisable. As a result of this point of view, the different Educational Departments have decided to establish as the main purpose of the EFL teaching, the development of the four skills: listening, speaking, reading and writing. However, the implementation of this approach has not been trouble-free as many teachers insist on asking their children to understand every single word they listen to or read, or expect their pupils to write or speak without making the mistakes normally found in the process of acquiring any languages.

For foreign language learners effective classroom strategies have traditionally involved use of songs, rhymes and traditional stories with repeated language structures. The Internet can be a rich source of authentic oral and listening models through songs, electronic books, podcasts, and video clips that help learners with pronunciation as well as the acquisition and reinforcement of new vocabulary. For learners the ability to listen and play back recordings helps them in the identification of grammatical errors and inaccuracy in pronunciation, encouraging self-improvement. New technologies have become an integral part of business and private environment of people. The use of new technologies in education has enabled the application of new teaching methods and different way of organization of the teaching process. The aim of the new teaching process using innovative approach to and finding the original solutions in organizing and teaching performance, to achieve results which are in line with the requirements of modern society and students' interests and needs.

Learning with technology has become essential in today's schools. Worldwide, governments, education systems, researchers, school leaders, teachers and parents consider technology to be a critical part of a child's education.

The use of educational technology and its effects in English language teaching and learning. A way to motivate students to speak English language is listening to native speakers through:

Video conferencing

Video conferencing (VC) continues to be a highly efficient way of inviting visitors into classrooms and for enabling learners to collaborate with each other at distance. Certainly, this can be one of the few methods available for exposing learners to native English speakers and for facilitating cultural exchanges. The teaching of reading, in many cases, can lead learners to be able to decode, but are unable to comprehend the full point of a piece of text. This might happen when there are few attractive texts and where there is a lack of exposure to authentic oral models.

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Digital texts and electronic books

Particularly when access on portable technologies, E-books can inspire learners to read more. Many offer effective oral modeling via text-to-speech and access to other tools like electronic dictionaries that allow a reader to learn the meaning of a word quickly while continuing to read.

Talking text

Books are the starting point for language learning at whatever age of the process. Oral versions of a text can increase access for those students whose reading skill lags their ability to read. Moreover, well-produced talking books bring texts alive through the quality of voice characterization, intonation and expression, and in many cases can be one of the few ways of modeling authentic oral language to an English language learner. Digital texts can also be imported into e-book readers that can deliver text orally through text-to-speech. Using software screen-readers and individual text-to-speech applications can also be an option to motivate learners.

So, the new era assigns new challenges and duties on the modern teacher. The tradition of English teaching has been drastically changed with the remarkable entry of technology. Technology provides so many options as making teaching interesting and also making teaching more productive in terms of improvements.

A variety of educational technology such as television, CD player, computer, Internet, Smart phones, and tablets enable educators to obtain information in different multimedia formats with the main purposes of communicating and accessing to information. However, technology brings some advantages and disadvantages.

Teaching reading and speaking skills can be very different depending on the methodology followed by each teacher but what it is really important is to develop during the English lessons to get students learn the second language entirely. Due to this, some suggestions have been offered, which can be put into practice during the lesson in order to motivate students to participate in class and to do interaction activities to develop reading and speaking skills. These activities allow students to feel more comfortable and sure when they have to hold a conversation in English and they make the skills more effective in order to get a perfect acquisition of the second language, covering all the skills: listening, speaking, reading and writing.

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UDC 82

SUBJECT-OBJECT PROPERTIES OF THE PARADOX TEXTT.K. Akramova¹*Abstract*

The article is devoted to the study to the secondary or the so-called subject-object features of paradoxical text. They are formed during the cooperation of a subject with a text and are destroyed as soon as this contact comes to an end. It is possible to see these properties of the text in texts-paradoxes. Paradox is defined as a subject-object contradiction based on the interaction of cognitive structures of the thesis and antithesis.

Key words: primary and secondary features, paradox, subject, cognitive juxtaposition.

Interest in the text is characteristic of all humanities. Where a person is studied outside the text and independently of him, this is not the humanities ... The text property is one of the interrelated essential features of the text, which is a reflection of a certain part of the general text meaning by various linguistic, speech and textual (compositional) means. So far, in the theory of the text, we have been studying, looking for its primary properties-ineradicable, inherent in the text in general, regardless of the influence of the Author and the Reader. Primary qualities cannot be displayed, because with their elimination the object itself ceases to exist. The tendency of movement from the object style of thinking to the account of the presence of the subject in the picture of knowledge and the requirement that the research situation correspond to the real life conditions are prompted to begin to search for secondary properties of the text, to re-animate and rehabilitate the reader, to analyze what it really brings into interaction with the text, what its properties generate from its head.

Secondary properties bring the subject himself into interaction with the object, and they are eliminated together with the subject. Secondary properties of the text are subject-object. They arise when the subject interacts with the text and disappear when this contact is opened, acting as subject-object relations. When interacting with the text, the subject actualizes the categories of perception, in accordance with which the attribution of the text of some sustainably reproduced characteristics occurs. The latter and can be designated as secondary, or subject-object, text properties. From primary properties they differ in that they reflect non-essential properties of the text, but the essential properties of attributing the text properties to the subject. In this case, the correctness or incorrectness of attribution is not essential - only its stability, repeatability, reproducibility is important. The text here serves only as an excuse to activate some unknown mechanism that always works if the subject interacts with the text. Let us demonstrate the peculiarities of this kind of text properties on the example of paradox texts. In the humanitarian field, the paradox has always been quite legitimate even an indispensable element. Paradoxical intersections of meanings in a work act directly on consciousness, bypassing logical analysis, while actualizing cognio types formed in individual cognitive system of the individual. The main thesis of the cognitive theory of paradox is reduced to the following scheme: the process of perception of the paradox is based on procedures for processing knowledge structures - frames, scenarios. The paradox is based on the interaction of two knowledge structures - the cognitive structure of the thesis and the cognitive structure of the antithesis. In the process of paradoxical representation of knowledge at the point of contact, cognitive comparison, as a result of which a new ideal an object. Traces of cognitive comparison are found at the level of

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semantics sentence and text in the form of logically correct conclusions, with an important role play by the reference to prototypes embedded in human memory, and the generalization of the experience of practical and spiritual activity of man in the world, regarding the fragment of reality presented in the discourse. When cognitive work with the text is very important understanding of the values and the contents that form from them. The content presented in words is fixed in the meanings of words taken as nominative units. Since the paradox process is based on procedures for processing knowledge structures, the paradox turns out to be a cognitive phenomenon that influences human thinking, stimulating the search for a "new" truth. It is a paradox, expressing at first glance an absurd thought, putting conventional notions on its head, introduces the reader into a reflective position, and makes one look at the new, sometimes even trivial situation in a new light. In the paradox, the cause and effect change places, what was formerly a form becomes meaning, and the meaning is merely a form. Thus, the meaningfulness of the generally accepted judgment is depreciated when it reproduces its logical verbal packing. When studying the perception of paradoxes, a concept was developed of a special class of psychic phenomena that can only be understood as subject-object relations. First of all, the question arose as to whether paradox is a property of the object of perception or whether it is a property of the subject. Appeal to the definitions of the paradox, considered in this case as guides for the recognition of the object of perception, made it possible to obtain an answer to this question. The assumption that a paradox is an object with special properties does not justify itself, because in some definitions the paradox is described as an impression of the object of perception (it does not matter what the object really is, it is important that it seems strange, unusual), in others it's like an object with a certain structure (reasoning, inference) without mentioning the impression it makes on the subject. Invariant components of the paradox definitions are not the attributes of the perceived object, but a set of three components: the object, the criterion available to the cognizing subject, and the relation of the discrepancy between the object and the criterion. The least variable component is the ratio. Therefore the paradox can be defined as a subject-object contradiction. The psychological content of the paradox lies in the contradiction between the experience of the subject and the perceived object. In the perception of paradoxical descriptions, the emergence of a contradiction is due to the unification in the object of perception of information that is mutually exclusive in relation to the subject's experience, that is, information on two mutually exclusive states of the object of the pre-image situation. Thus, the paradox is not the object of perception itself, but the relation to the object. The contribution of the object to the emergence of a relationship of paradoxicality is necessary, but not sufficient. For the emergence of paradoxicality, neither the object nor the subject taken separately from each other is sufficient; there must be a connection between them, the relationship, the interaction, the closure of the contact, the appearance of the first impression (with a deeper and closer examination of the special affective color of this impression, and the impression itself may either disappear or change substantially).

After studying O. Wilde's paradoxical thinking system, which is most vividly represented in his novel "Portrait of Dorian Gray", we want to illustrate in one of the examples the analysis of the subject- object properties of the text. The paradoxical form of expressing thought is a unique Wilde idiosyncrasy and is a distinctive feature of the writer's style. In an incredible state of things, he sees the truth of life: "I can believe anything, provided that it is quite incredible.") 5. "And I believe I am capable of anything, and the more willing it is, the more improbable it is." 6 This paradox puts before the recipient the problem of understanding the thought expressed in it. We discover discrepancy for common sense and use the exit technique to determine the truth of this statement. Believe in the incredible - a contradiction, which, however, reveals a different state of things. If we follow from the opposite, then to believe in something plausible, the obvious does not cause any difficulties, whereas it is much more difficult to believe that it is contradictory and therefore unbelievable. Meanwhile, it proves that a person capable of coming to an understanding of the incredible has an extraordinary mindset and a flexible mind. He does not perceive how any average man with standard, stereotyped thinking is only an outer shell, but realizes and discovers the true nature of

things for himself, and then the incredible becomes plausible for him. Consequently, this paradox does not contradict common sense, but expresses the true essence.

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Abstract

The article is about the principle of interviewing, the general preparations for interviews, how to present yourself successfully: before, during, and after job interview and also importance of non-verbal communication in interviews.

Key words: interview, principles, meeting, employment, preparation for an interview

An interview is a formal meeting in which a person or persons questions, consult, or evaluate another person or persons. Reporters and writers have meetings with eminent persons to ask questions to gather material for a media story or broadcast.

An interview reveals the view, ideas, and attitude of the person being interviewed as well as the skills of the interviewer. Both the interviewer and the interviewee must be well prepared for an interview. In this article I want provide you with an understanding of what to expect during interviews and how to prepare for them. First, we describe some ways through which can you learn information about the company you have an interview with. Second, we offer some tips on preparing for the interview by examining different types of interviews and questioning approaches, and by encouraging you to develop answers to the questions while preparing for your interview. Third, we stress that practicing for an interview is just as important as preparing for a business presentation or media interview. Finally, we suggest some ideas for mental preparation regarding the interview location and the necessity of creating an excellent first impression, ending with some do's and don'ts to guide you so that you can teach your students who wants to learn about business English or about interviews in foreign companies.

Most employment decisions are based on interviewing the applicant. However, most interviews do not provide us with sufficient information to make an informed decision. As a consequence, most hiring decisions are based on who the interviewers like best. To conduct more effective interviews, follow these principles:

- Ask questions that allow the candidate to do at least 70% of the talking. For the most part, avoid questions that can be answered by a "YES" or a "NO". The best questions are ones that make the candidates recount their past experience.
- Phrase your questions so that the desired or 'right' answer is not apparent to the applicant.
 - Ask only one question about one subject at a time.
 - Ask easy question first so as to make the applicant feel comfortable.
 - All questions should be directly related to finding out about the applicant's ability to do the job, not about his/her personal life.
- Spend the entire time writing and recording the candidate's answers and any assumptions you are making.
 - while you are writing, not occasionally to let the applicant you are listening
 - If the applicant does not respond right away to a question, wait. Give him/her time, while you add to your notes.
 - Follow up: ask the person to tell you more, to give more details.
 - Ask the candidate to describe his/her past behavior in the kind of situation he/she will encounter on the job.
- Alternate between easy non-threatening questions and more difficult pointed ones.
- After you have asked the candidate all your questions, allow him/her time to ask you any question he/she might have about the job.

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- close the interview by asking the candidate if there is anything she/he regretted saying, any answer they would like to change, or anything he/she would like to add his/her previous statements. Spend at least 30 minutes reviewing your notes after the interview and identifying any key qualities that you feel you have not adequately rested. These become objectives for subsequent interview or for assessment experience.

General preparation for an interview: Understand the interviewing is a skill; and, as with all skills, preparation and practice enhance the quality of that skill. Preparation can make the difference between getting rejected. There is no one 'best' way to prepare for an interview. Rather, there are specific and important strategies to enhance one's chances for success in an interview. Every interview is a learning experience, so learning that takes place during the preparation and actual interview process is useful for future interviews. Initial preparation requires recent assessment of skills, interests, values, and accomplishments; a re-assessment and updating of one's resume; and research on the targeted company/organization and position. Preparation also includes actual practice of typical and targeted interview questions. Final preparation includes details of dress and appearance, knowledge of the location of the interview, what to expect, and protocols for follow-up.

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UDC 82

ON THE QUESTION OF THE GRAMMATICAL CATEGORY OF PROPER NAMES IN THE WORKS OF THE ENGLISH UNDERGROUND

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Abstract

We consider the variety of proper names in their lexical meaning and structure, which leads to the question of their systematization.

Keywords: Place names, hydronyms, urbanity, nicknames, alias, eponyms.

First of all, it is worth noting that the proper name is an object of onomastics, linguistic science, in the definition of which it is "a word or a phrase that serves to distinguish the named object among other objects and its individualization and identification" [1, 105]. The question of the meaning of proper names is still one of the most acute in the studies of onomastics. There are various theories of semantics of proper names. D. I. Ermolovich parts of the linguistic theory of proper names conditionally into three groups on the relation of scientists to the theory of John. Millie, according to which the proper names do not matter, representing a "mark, which we associate in our mind with the idea of the subject" [2, 13]. This is 1) "theory of distinctive form"; 2) "theory of prior knowledge"; 3) "the theory of language individualization" [4, 6]. A.V. Superanskaya identifies six theories based on the connection of the name with the concept and the named object [4, 7]. Recently, in the onomastic literature there has been a functional approach to the problem of semantic structure of proper names. The functional approach allows us to take the following position: "proper names do not matter in the language..." [3, 76]. However, in the speech of a work of art the proper names are filled with content that includes all the knowledge of communicants about the called object, differing in the completeness of qualitative and quantitative information, but necessarily including a subjective attitude to the referent" [3, 76].

From the point of view of grammar of modern English, the proper name (Proper nouns) - is a noun, denoting a word or a phrase, designed to name a specific, well-defined object or phenomenon that distinguishes this object or phenomenon from a number of similar objects or phenomena. Traditionally, in grammar, a proper name is opposed to a common noun. In all European languages and in most languages of the world with the alphabet and the difference between lowercase and uppercase letters, proper names are written with a capital letter. Onomastics explores proper names. In this article we will analyze this grammatical category in more detail. First of all, it is necessary to consider the basic types of the category of proper names in English grammar.

It is worth noting the fact that proper names are so numerous and diverse in their lexical meaning and structure that it is quite natural to raise the question of their systematization. In the linguistic literature, both domestic and foreign, there have been numerous attempts to give various variants of classification of onomastic vocabulary and its categories (V. D. Bondaletoy, M. N. Morozova, V. M. Kovalev, A. A. Reformatsky, A. I. Smirnitky, A. V. Superanskaya, M. K. Carasova and others.). These classification schemes are very diverse and sometimes significantly different from each other. There is no consensus on nicknames, aliases, clicks. Questions about "literary anthroponyms" remain controversial, the problem with varietal and brand names has not been solved [3, 81].

Proper nouns are the names of individual concepts, localities and objects. This also includes personal names, names of months and days of the week, holidays and nationalities. All of them are written with a capital letter, and if the name consists of several words, then all words are written with a capital letter, except for articles, preposi-

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tions and unions. Thus, the following groups are included in the proper names: Geographical concepts: mountains, deserts, oceans, seas, rivers, countries, regions, cities, villages: the Caucasus (Caucasus), the Atlantic Ocean (Atlantic ocean), the Volga (Volga), France (France), London (London).

Among the toponyms there are different classes, such as:

1. Place names (from the Greek. *oikos* — dwelling, abode) — the names of settlements: city, town, village, parking lot; Oikonym — in the form of a place name, a proper name — the name of any settlement, from the city to a detached house (see also microtoponyms).

2. Hydronyms (from Greek. *hydros*-water) - names of water bodies: seas, rivers, springs, lakes; Hydronames — one of the toponyms classes — names of water bodies (rivers, lakes, seas, bays, Straits, channels, etc.). Names of water bodies are preserved for centuries and millennia, so that the hydronyms are of a very high linguistic-historical value. The analysis of hydronyms allows us to trace ethnic and migration processes in the surrounding area, ways of settlement and directions of migration of peoples, to identify contacts and system connections between different ethnic groups and the historical change of one ethnic group to another, to recreate the geographical conditions of the area, historical events, ethno-linguistic past, to present ethno-cultural background. Distinguish pelagonia (names of seas), limnonym (names of lakes, ponds), potamonimy (names of rivers), holonymy (proper names of swamps, wetlands).

3. Oronyms (from Greek. *oros*-mountain) - names of mountains;

4. Urbanity (from lat. *urbanus* — city) name of city objects;

5. Hodonimy (from the Greek. *hodos*-path, road, street, channel) - street names;

6. Agoronimy (from the Greek. *agora*-square) - names of squares;

7. Cremonini (from the Greek. *dromos* — running, motion, path) — name of railway;

8. The microtoponyms (from the Greek. *mikros*-small) - the names of small uninhabited objects; Microtoponym-one of the types of place names, the name of a small local object, usually physical and geographical or intracity (meadows, fields, groves, streets, land, tracts, hayfields, pastures, swamps, logging, pastures, wells, key, pool, threshold, etc.).

9. Buried-the name of the state.

In this group you can also conclude the names of streets, parks, famous buildings, hotels, ships, hotels, museums, clubs, Newspapers, magazines: Oxford Street (Oxford street)-(street), Hyde Park (Hyde Park), the British Museum (British Museum), "New Times" - (New time) (magazine).

Personal names: names, aliases, nicknames, and titles of people; pet's names: Mary, Mary (the name), Brown (brown) to (last name), Mark Twain (mark TWAIN)-(pen name).

When considering this category, it should be noted that personal proper names may also include:

1. Personal names-name of at birth. For Example, Elizabeth - Elizabeth, Beaufort - Beaufort. Own names are written with a capital letter. Last name-family name or family name; Dickens (Dickens) - (last name).

2. Nicknames – Yankee (Yankee)- (a nickname for residents of the United States)

3. Aliases - individual or group alias – a name used by a person in a public activity instead of the present (given at birth, recorded in official documents). In Western culture, pseudonyms are most often used by literary and artistic figures. MarkTwain (mark TWAIN)-(literaryalias).

4. Anthroponyms of literary works (literary anthroponymy). Anthroponym (anthropos — man and onoma — name) — a single proper name or a set of proper names that identify a person. In a broader sense, it is the name of any person: fictional or real

5. Eponyms- (from Greek. *eponymos*, "giving the name") God, hero or person who gave the name of the city, community or year. Eponym (Dr.-Greek. *ἐπώνυμος*-letters. name, lat. *heroseponimus* — a deity, an outstanding person or a hero, in whose honor was named after any geographical object (city, river, mountain, lunar crater, etc., eg. Peleus, son of Aeacus, eponym of mount Pelias or Orchomenos, the eponym of the city name), people or time period (e.g. a year). Also, eponyms are called any proper

names that have become common names. In the chronology of eponyms are called officials, whose names were called year. For example, in Athens was a special position "archon-eponym." Examples of eponyms: Columbus (Colombia) - Colm, Colm, Colmicille, Columbkille, etc.

6. Ethnonyms-names of Nations, peoples, nationalities. Ethnonyms (from Greek. *ἔθνος* — tribe, nation and *ὄνυμα* — name, name) — names of Nations, peoples, nationalities, tribes, tribal unions, clans and other ethnic communities (ethnic groups).

7. Theonomy— the names of the gods.

8. Zoonyms — pet's names: Spot (the dog's name), Pussy (pussy - the cat's name).

4. Astronomical names: the Sun (Sun), the Earth (Earth), the Milky Way (milky way).

5. Nationality and national language: the Russians Russian, English (English). 6. Holiday names: New Year (new year), Christmas (Christmas), Easter (Easter), May Day (First of may).

7. Names of months and days of the week: January (January), September (September), Sunday (Sunday), Tuesday (Tuesday).

We can also refer to the following names to our own names: 1. names of unique natural phenomena (hurricane Katrina); 2. the names of companies and institutions (Moscow state University, Moscow factory "Crystal") and their abbreviations; 3. titles of works of art (films, books, songs); 4. product names and trademarks. The classification of proper names presented in this article fully reflects the uniqueness of this category in the sphere of both speech and artistic styles of language.

As we can see, different names make up a significant part of the vocabulary of any language. The names themselves reflect the history, religious beliefs and culture of the country to which they belong. Therefore, the consideration of the characteristic features of proper names and the problem of their adequate transfer in the translation from one language to another is relevant in this article.

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TRADITIONS AND INNOVATIONS IN LINGVO-PRAGMATIC REFLECTION OF OXYMORON

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Abstract

This article contains information about one of the literary techniques based precisely on contrast, speaking in a broader sense, on a combination of opposites in terms of their lexical meaning units. In addition, the theme of the oxymoron is explored in terms of semantics and structure.

Key words: innovative consideration, traditional understanding of the term, oxymoron with phraseological units and compound names, analytical forms, denotat, nominative function, oxymoron in the text.

There are still many phenomena in the language that require an expanded research, and in some cases - innovative consideration. When it is important to correctly determine the specificity of the object under study, without distorting traditional understanding and without losing contact with the already formed opinion about the investigated. In this way, on the one hand, we try to see an analytic unit in an oxymoron, and on the other hand, preserving continuity of views, we regard the stylistic properties of an oxymoron as secondary. Traditionally, an oxymoron is considered as a method based on contrast and is a combination of opposing lexical units. A well-known literature on the subject contains information related to the problem of studying an oxymoron. As a rule, the linguistic nature of this phenomenon, its semantic structure, stylistic use is considered. Oxymoron is defined as an "artistic-logical" turn of incompatible and contradictory concepts. The components of oxymoronic combinations are combined into a single concept [1-3]. The role of the oxymoron is seen in the following: with the help of this speech figure in the artistic text, a comic effect is achieved; in the lyrical work he conveys the richness of the feelings of the lyrical hero, for example, a business slacker, a sad joy. Oxymoron is brought closer to the concepts of paradox, irony, contrast, absurdity; it is called artistic and philosophical algorism [2, 4]. In our opinion, the problem of determining the linguistic status of units of the transitional zone between language and speech and norm is of interest. In this regard, we consider the oxymoron as a fact of nominal semiosis and define it as a unit of nominative-analytical type [5].

Oxymoron in structure and semantics, on the one hand, is close to compound names, on the other - phraseological units, which, recognizing the nominative units of the "non-classical" type, are the brightest proof of the legitimacy of the syntactic approach to nomination. Let us list some of the signs that draw the oxymoron together with phraseological units and compound names:

1. Oxymoron is an analytical means of isolating denotates with conflicting characteristics; components of the oxymoronic combination do not lose their nominative orientation; the second semantic plan acquires oxymoron, which include words in a figurative sense, for example: white mourning of wild cherry trees (A. Akhmatova).

2. The oxymoronic units, on the one hand, fix the essential features of the reflected (white nights), the number of such analogs is small, on the other hand, imagery is not alien to them, and some oxymoron, like phraseological units, vividly characterize phenomena and relationships, for example: .

3. Words in the structure of an oxymoronic unit, like components of composite names, retain a free value. This quality brings together the oxymoron and with phraseological combinations and onenesses. The oxymoronic unit is characterized by mobility.

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4. The connections of the components of oxymoron analytics do not contradict the norms of the modern language (here, for the time being, we do not take into account possible manifestations of logisms, for example: how the cat cried, etc.).

5. Oxymoronic combinations supplement the phraseological base of the language. To oxymoron-idioms can include such uses as terribly happy, damn good, voluntarily-forced, etc.

Synthesizing the signs of word combination, compound name and phraseology and at the same time maintaining some kind of isolation, oxymoronic combinations occupy a certain place in the chain of nomination units of the secondary plan. In a series of such an oxymoron appears primarily as a bright manifestation of attribution and analyticity, which play a significant role in the dynamics of nominative space. The emergence of analytical forms in the Russian language is not accidental, since analyticalism is the domain of the use of units that make up the inadequacy of the dictionary-semantic, grammatical (form-building, word-change), syntactic, expressive-stylistic, etc. We propose to consider the oxymoron as one of the varieties of nominative analyticity. Oxymoron is a manifestation of semantic analytics; it can be called a secondary analytical form. Oxymoron analytic arise on the basis of a certain syntactic model and have denotative correlation, while the oxymoron calls a complex, inconsistent, not always available to the single-word denotation (for example: merry melancholy, tender sadness, a festive duty, a lie will be true, a peaceful robber, a soundless cry, a painfully horrible pleasure, a non-walk, the day was without number, it would be yesterday, etc.).

The oxymoron is a symbolic entity, correlated with contradictory denotation (subject, phenomenon, state, attitude), and expresses a holistic and complex concept. But here comes the question on the sphere of denotation. Probably, this is denotation, which is a hypothetical reality, which is associated with real moments. It cannot be designated directly, i.e. habitual for us language units, namely words. Consequently, the denotative sphere that determines the appearance of an oxymoron has a complex, ambiguous character and does not "lie" on the surface of reality. Here you can talk about "Dynamic" denotation, which is determined by the presence of polarity. As you know, the language base for building an oxymoron is antonym. The degree of manifestation of antonym allows us to talk about the mutual influence of polarity and dynamics: the greater the polarity, the more dynamics, the less polarity, the less the dynamics. Therefore, oxymoron's, which a combination of the most remote concepts are, are the most compressed, mobile in the field of use, easily go beyond the author's text. Transparency of the denoted is the reason for the occasional use. Oxymoron unites opposites in semantic unity and is a linguistic sign with a subordinate basis, where the basic, powerful concept subordinates the weak to itself. The oxymoronic unit is the projection of antonym and becomes the sign of the denoted, perceived through polarity. Sign materialization of the denoted is determined by the correlation and connection of the polar concepts, the oxymoron is the next step in the way of the symbolic materialization of the denoted. Oxymoron, as well as any signs, is conditional. This convention allows us to combine the denotative entities disjointed in separate signs and opposites. As part of the oxymoron, the antonym components are subjected to lexicogrammatical or only grammatical transformation of one of the basic components. Oxymoron is characterized by complicated semantics. The researchers note that it represents a doubling, has a characteristic of the semantic ornament. An unusual, sometimes whimsical interrelation of opposites (the connection of opposing meanings), when one simultaneously hides and manifests another, is of interest. Values components of the oxymoron do not just reflect each other - they are closely related, involved. Between them there is a "sliding" meaning - a different semantic "swing", the movement of which is determined by the interaction of the positive and negative poles [6]. Oxymoron is interesting as one of the forms of a semantic anomaly.

The presence in the language of such combinations as an oxymoron is due to the specific nature of language as a form of organization and embodiment of human consciousness. The oxymoronic combination speaks of a non-standard interpretation of reality in a complex sign. Oxymoron is one of the anthropogenic forms of overcoming contradictions through language, a harmonious microstructure, for which the mutual correspondence of its components is characteristic.

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УДК 82

СИНЕРГЕТИЧЕСКИЙ ХАРАКТЕР ЕДИНИЦ ЯЗЫКОВОЙ СИСТЕМЫН.О. Ашурова¹*Аннотация*

В статье рассматривается проблема перехода языковых единиц в речь, анализируются вопросы номинативного аспекта предложения. Известно, что номинативное содержание, формируемое в рамках предложения, резко отличается от лексической номинации.

Ключевые слова: номинация, пропозиция, предикативность, денотат.

Номинативное содержание центральной единицы языка – слова – до настоящего этапа развития языковедческой науки исследовано обстоятельно. В этой сфере существуют фундаментальные труды. Однако в последнее время стало приобретать особую актуальность изучение номинативного содержания синтаксических структур и не будет преувеличением сказать, что эта проблема выделилась в особое фундаментальное направление лингвистики.

Как известно, формирование речевого процесса является одной из актуальнейших проблем современной лингвистической науки. Человек является подлинным хозяином не только языка, но и речи. Язык имеет эгоцентрический характер, что проявляется еще ярче при участии говорящего.

Однако до настоящего времени второму элементу обоснованной Соссюром дихотомии «язык-речь», не было уделено достаточного внимания. По справедливому замечанию Е.А.Поповой лингвистика до сих пор была «бесчеловечной», то есть далекой от человеческого фактора².

Речь человека, как известно, неразрывно связана с его сознанием, мышлением. Раз так, при изучении процессов формирования речи необходимо учитывать и такие факторы, как человеческий опыт и речевые навыки говорящего. Разумеется, формирование речи вначале имеет невербальный характер (внутренняя речь). Когда же она направляется вовне (внешняя речь), все языковые единицы находятся в окружении экстралингвистических факторов. При этом конечно, большую роль играет синергетический фактор, под которым мы понимаем самоорганизацию единиц языковой системы в процессе речи. В исследованиях, посвященных данной проблеме, утверждается, что синергетический характер единиц языковой системы носит имманентный характер. Но это следует понимать относительно. Ведь если мы признаем неразрывную связь языка и сознания, то активизация языковых единиц в речи будет зависеть от человеческого фактора. Таким образом, синергетика не может полностью не зависеть от говорящего.

Надо отметить, что возникающие в речи номинативные единицы, в частности, выражаемые через предложение, составляют стройную систему, имеющую свои закономерности. В сущности, в основе системной лингвистики лежит именно эта идея.

Как известно, вопросы системной лингвистики (внутренней лингвистики) необходимо решать с учетом синергетических законов языковой системы. Вместе с тем, сегодня активно разрабатываются проблемы и внешней лингвистики. В качестве примера можно указать на исследования в области когнитивно-прагматической лингвистики. Ведь когнитивное языкознание сегодня получило самостоятельный статус³.

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² См: Попова Е.А. Человек как основополагающая величина современного языкознания // Филологические науки, 2002, №3. – С.69.

³ См.: Сафаров Ш. Когнитив тилшунослик. – Жиззах, 2006. – С.7.

Когда речь идет о предложении, мы невольно сталкиваемся с явлением предикативности. Хотя исследование данного явления имеет многовековую историю, в этом вопросе еще много аспектов требует изучения. Языковеды до сих пор еще не пришли к единому мнению о его статусе. Некоторые называют его «логическим» явлением, другие относят его к «грамматическо-логическим» понятиям.

Нам кажется, что предикативность все же имеет «логический» статус, отнесение ее к грамматическим явлениям достаточно натянуто и искусственно. Т.П. Ломтев также считает ее логическим явлением, и полностью отрицает в ней «грамматичность». По мнению ученого предикативность выражает отношение к действительности, и не может выполнять номинативную функцию¹.

Сейчас отмечается то, что предикативность не имеет отношения и к понятию времени, ведь существуют и предложения, в которых отсутствует глагол, но они также выражают отношение к действительности². Г.Н. Манаенко интерпретирует пропозицию в качестве результата номинации. Он отмечает, что предикация не участвует в формировании пропозиции, и что данные явления противоположны друг другу³.

С этим можно согласиться, ведь если предикация не имеет номинативного выражения, то естественно, она не может участвовать в формировании пропозиции.

Номинативные особенности языковых единиц по сути своей отличаются от номинативных характеристик речевых единиц. Ибо первые называют имя предмета, действия, признака, состояния постоянно, в то время как речевые единицы (например, предложение) показывает номинативное выражение конкретной ситуации, состояния и по этой причине носит разовый характер⁴. Иначе говоря, лексическая номинация носит узувальный характер, номинативная особенность предложения – окказиональный характер. Однако при изучении и того и другого мы пользуемся такими понятиями, как денотат и сигнификат. Денотат, как известно, является лингвистическим фактором, так как требует конкретного предмета, объекта реальности, но отражение данного предмета в сознании это уже является сигнификатом. В то же время нелишне напомнить, что денотатом предложения является не предмет, а сама ситуация, взятая в целом. По этой причине предложение подразумевает пропозицию.

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UDC 82

PHRASEOLOGICAL UNITS WITH ANTHROPONOMICAL COMPONENTS: THE CASE OF ENGLISH AND UZBEK LANGUAGES

S.M. Isaev¹

Abstract

The article deals with the phrasalological units with anthroponomical components of the English and Uzbek languages

Key words: phrasalological units, anthroponomical, linguoculturology, mythology, generation.

There is no doubt that today language is not being evidently taught and learnt only by linguistic aspects but also by cultural studies as well. Culture is assumed to be implemented on the content plane of linguistic expressions, reproduced in an act of denomination and transmitted from generation to generation through linguistic, extra linguistic and cultural norms of usage. As one basic trend of cross cultural studies can be regarded linguoculturology. Linguoculturological science is a science which has emerged as the junction between linguistics and culturology engaged in research of manifestations of cultures which had displayed and established themselves in their languages. The term "linguoculturology" is being often used in association with the term "culture-through-language studies". As a special branch of science, linguoculturology emerged in the 1990s.

As the one basic ways of representation of linguoculturology can be regarded phraseological units (PU). Phraseology as a complex area of the linguistic system is a developing field of research and has attracted interest from many sides. The term "Phraseology" originated in Russian studies which developed from the late 1940s to the 1960s (Cowie: 1998: 4). In linguistics the term "phraseology" describes the context in which a word is used. This often included idioms, phrasal verbs and proverbs. "Phraseological unit" is another term that is increasingly used in phraseological research to denote a stable combination of words with a fully or partially figurative meaning (Kunin: 1970:210). A Phraseological unit can be regarded as cultural-identity only in contrast to another language; consequently, this characteristic comes to the foreground when comparing two languages. In our article, we investigate a number of English and Uzbek Phraseological units with anthropological elements.

An overview of the personal names involved phraseological expressions in the English and Uzbek languages indicates the following types of source:

1) Originating in the Bible or religious:

English: *Adam's ale* (reference to the only drink available to Adam, the first man in the biblical tradition, while in Eden)

Doubting Thomas (a person who refuse to believe something without incontrovertible proof; a skeptic from the story of the apostle Thomas, who said that he would not believe that Christ had risen again until he had seen and touched his wounds; from the Bible(John))(ODPSQ, 40).

Cupid's dart (the conquering power of love; Cupid the roman god of love, son of Mercury and Venus, represented as a beautiful naked winged boy with a bow and arrows)(ODPSQ, 272).

Judas Kiss (an act betrayal; Judas Iscariot, the disciple who betrayed Jesus, after the Bible (Mathew) 'and he that betrayed him gave them sign, saying, whomsoever I shall kiss, that same is he: hold him fast') (ODPSQ, 465).

Uzbek: *Sulaymon o'ldi devlar qutildi* (ishbuyuruvchi yoki rahbar yo'q bo'lib qolganligi sababli qo'l ostidagilar bema'lol bo'lib vazifani bajarmay qo'yganda ishlatiladi)

O'laman Sattor (aytganimdan qolmayman, agar qilmasamo'lib qolaman. Bunda Oллоhning sifati va 99 ismlaridan biri Sattor ishlatilgan.)

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Anal-haq ('Bo'ldi chun Mansur tavhidi durust. Kim "Anal-haq" erdi alfozi dachust.' Misollardagi "Anal-haq" maqoldir va Haq tangrining 99 ismining biridir). (Alisher Navoiy. Lison-ut-tayr. Toshkent, 1966. 87)

2) Originating in mythology or history:

English: Achilles' heel (a person's only vulnerable spot, a weak point; from the legend of the only point at which Achilles could be wounded after he was dipped into the River Styx, his having so that heel was protected from the river water by her grasp) (ODPSQ, 432).

Pandora's box (a thing which once activated will give rise to many unmanageable problems; in Greek mythology, the gift of Jupiter to Pandora, 'all-gifted', the first mortal woman, on whom, when made by Vulcan, all the gods and goddesses bestowed gifts; the box enclosed all human ills, which flew out when it was foolishly opened) (ODPSQ, 365).

Uzbek: Yuz Skandarni suga eltib susiz kelturgasen ('Xizrvashxat birla chun husning samandin surgasen, Yuz Skandarni suga eltib susiz kelturgasen'. Yodnomalardan ma'lumki Iskandar (Skandar) quruqlikning ham, suvning ham hukmdori hisoblangan. Qolaversa Iskandar daydono, aqlli, ishbilarmon hukmdor bo'lmagan. Shoir esa "Suvga olib borib suvsiz keltirish" ga "yuzlab Iskandar" ni munosib ko'radi va mubolag'a yaratadi.) (Alisher Navoiy. Badoe'-ul-vasat. Toshkent, 1990. 315)

3) Originating in the literary texts:

English: Beauty and the Beast (characters in a fairy story by the French writer for children 'Madame de Beaumont' (1711-80), translated into English in 1757) (ODPSQ, 35).

Elementary, my dear Watson (remark attributed to Sherlock Holmes, but not found in this form in any book by Arthur Conan Doyle) (ODPSQ, 237).

Uzbek: Hikmat ayturg'a yaxshiroq Luqmon (Shoir bu baytda Luqmon so'zini dono ma'nosida qo'llagan va irsolimasal san'atini hosil qilgan. Luqmon donolik timsoli hisoblanadi.) (Alisher Navoiy. Sab'ai sayyor. Toshkent, 1992. 213)

4) Originating in real people:

English: The Corsican ogre (Napoleon I (1769-1821), Emperor of France, in the reference his Corsican birthplace) (ODPSQ, 182).

Homeric laughter (irrepressible laughter, proverbially like that of Homer's gods in the Iliad as they watched Lame Hephaestus hobbling) (ODPSQ, 221).

Uzbek: Ali xo'ja - Xo'ja ali (ikkalasi ham bir, baribir emasmi)

Odam safarda bilinar - Botir xatarda

Without a shadow of a doubt, phraseological units with anthroponomical components are often culturally specific because they refer to a unique denotatum belonging to the national culture. As is evident from the analysis of both English and Uzbek phraseological units, the salient feature is that reference in English as well as in Uzbek phraseological units is often made to people with which the members of the respective culture (either British or Uzbek) are familiar. A more thorough study of culture-specific phraseological units with anthroponomical components from different perspectives would doubtlessly contribute to a higher level of cross-cultural awareness.

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УДК 82

ПРОБЛЕМА ЛЕКСИКОГРАФИЧЕСКОЙ ОБРАБОТКИ СЛОВА И СПОСОБЫ ЕЕ РЕШЕНИЯ

З.Б. Солиева¹

Аннотация

Данная статья рассматривает одну из самых важных проблем, касающейся лексикографии. А именно: в первую очередь, лексикографической обработки слова, а затем уже пути ее решения. Кроме того, в статье изложены сразу несколько точек зрения, которые вполне изучены.

Ключевые слова: семасиологическая характеристика слова, словарь «The Century Dictionary», заглавные слова в словаре.

Как известно, существуют два диаметрально противоположные точки зрения на решение проблемы лексикографической обработки слова в общем словаре.

Первая точка зрения была довольно категорично выражена еще в Германии Паулем, который считал, что никакой лексикографической характеристики слова в словаре давать не нужно. Достаточно привести вокабулу и примеры к ней. Все остальное поймет (хорошо знающий язык) читатель, для которого, по мнению Пауля, интерес представляют не основные значения слова, а в первую очередь их нюансы.

Однако существует широко принятая другая точка зрения на проблему лексикографической обработки слова. В соответствии с этой точкой зрения, которую разделяют подавляющее число лексикографов, слово в словаре должно быть охарактеризовано со всех сторон, иначе говоря, в словаре должны приводиться решительно все сведения об орфографии слова, его орфоэпии (норме произношения), этимологии, т.е. об источнике возникновения слова.

Кроме того, и это подчеркивается всеми лексикографами, в словаре особо тщательно должна быть приведена семасиологическая характеристика слова, т.е. должна быть дана исчерпывающая система его значений на протяжении того периода времени, которое охватывается словарем. Важность выше сказанного прекрасно иллюстрируют слово крупнейшего советского лексикографа Л.В.Щербы о том, что «...каждое мало-мальски сложное слово, в сущности, должно быть предметом научной монографии».

Таким образом, в настоящее время в мировой лексикографии превалирует точка зрения на словарь, как на справочник, в котором с возможной полнотой представлены все стороны заглавного слова.

Создатели словаря «The Century Dictionary» разделяют позицию тех лексикографов, которые стоят за исчерпывающую характеристику слова в Словаре.

Прежде чем приступить к детальному анализу ряда важных вопросов лексикографической обработки слова в Словаре «The Century Dictionary», следует упомянуть, что в качестве заглавного слова в Словаре могут выступать:

1) простые слова в их номинативной форме. Например: mind, place, kind, see, now, break и мн.др.;

2) грамматические формы слов, как регулярных (work, play, smile), так и нерегулярных (eat (ate), take (took) see (saw)); последние регулярно приводятся на своих алфавитных местах;

3) производные слова - abolition, worker, kindness, quickly, adverbial;

4) сложные слова, как, например, workfellow, shoeblack, cankerberry, brandstale;

5) устойчивые назывные сочетания терминологического характера - Canarabutter, Cayley's theorem, Makassar oil, pastil paper; Monmouth hat, Bessemer converter (iron, process, steel, etc. (Pasteur's septicemia);

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6) вательные префиксы); -ation, -ful, -al, -ous (словообразовательные суффиксы); -ed (формообразующий глагольный суффикс) и мн.др.;

7) составные (первые и вторые) части сложных слов: -ortho, -scope, -phone, ultra-;

8) варианты написания, например: meter, metre; center, centre; outed, quoted; vapor, vapour;

9) графические аббревиатуры: C.E.-An abbreviation of Civil Engineer; U.K. – United Kingdom; Dm-Doctor of music; Ag – (argentum) silver; Co-cadmium;

10) устойчивые слова сочетания (типа «mother-in-law») – parson – in -the pulpit; stick – in – the – mud и др.

Материал словарной статьи Словаря излагается в строго определенном порядке и может быть условно разделен на 3 основные части (каждая из которых будет рассмотрена в последующих параграфах):

1) заглавное слово;

2) во второй части содержится грамматическая характеристика слова, сведения о его произношении, сфере и частоте употребления, показ развития его письменных форм и подробные этимологические сведения с привлечением материала из всех индоевропейских языков;

3) в третьей части статьи дается смысловая характеристика слова и иллюстративный материал, подтверждающий употребление слова во всех его значениях и оттенках значения, а также приводится его стилистическая оценка.

Словарь не дает полной орфографической характеристики слова. Тем не менее, он приводит не только написание заглавного слова, но и дополняет его возможными вариантами. При этом написании даются, во-первых, рядом с вокабулой - analyze, analyse; Celtist, keltist; campsheet, campshed, campshot, campsheets; diwan, divan; Oceanian, Oceanican; neighbor, neighbour; имн. Др.; и, кроме того, каждый раз дублированы на своих алфавитных местах со ссылкой на основной вариант. Как правило, никаких сведений о слове, кроме пометы, отсылающей к основной вокабуле. Словарем в этом случае не приводится. В Словаре отсутствуют необходимые пометы, с помощью которых можно было бы уяснить, почему то или иное слово написано с заглавной буквы; отсутствует деление слов на слоги, вследствие чего читатель не имеет наглядного примера при переносе слова.

Выяснение роли в Словаре американского написания позволило сделать вывод о том, что составители (в общем) не пошли дальше декларирования о введении ими в Словарь новой (американизированной орфографии).

Было сопоставлено значительное количество приведенных в упоминавшемся списке слов, написанных по американской орфографии, с их старыми вариантами. Как казалось, лишь незначительное количество из приведенных 3700 слов действительно выполнены по новой орфографии. Например: center 1, centre; vapor, vapour; meter, metre; theater, theatre; bedegar, bedeguar и т.д.

Как видно из вышеизложенного, едва ли можно утверждать, что орфографическая характеристика слова в Словаре дана вполне исчерпывающе и полностью удовлетворит запросы читателя в силу упомянутых нами недостатков.

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DIPLOMATIC TERMINOLOGY AND ITS PECULIARITIES IN THE LANGUAGES OF DIFFERENT TYPOLOGICAL STRUCTURE

T.B. Tagaeva¹*Abstract*

The article deals with diplomatic terminology and its features in different languages with examples.

Key words: diplomacy, languages, terminology, term, diplomatic and political terms.

Beforehand disclosing the essence and significance of diplomatic and political terms, I would like to make a brief digression into the very essence and meaning of words "Term" and "terminology", from the point of view of other sources.

The term (from the Latin terminus-"limit, boundary") - a word or word combination that accurately and unequivocally names the concept and its relationship with other within the special sphere. The terms serve as a restrictive notation characteristic of this sphere, objects, phenomena, their properties and relationships. Unlike the words of the general vocabulary, which is often polysemantic and carries an emotional coloring, Terms within the scope of application are unambiguous and devoid of expression.

Terminology as a special area of knowledge attracts more and more attention of researchers. This is due to the international character of the scientific knowledge, caused by the processes of integration and, as a consequence, the desire for the unification of terms as a way of overcoming linguistic barriers in various spheres of socio-economic activity.

It should be noted that, diplomatic terms are created in their own most in Latin, English, and French or borrowed through English and French as intermediary languages.

Unlike objects that exist independently of a person, the subject science is formed by the cognizing subject from the standpoint of theoretical knowledge of the age; therefore the appeal to the theoretical past of the question is the theoretical research in the field of terminology on the post- traditionally associated with the names of A.A. The Reformatskiy, G.O. Vinokur, V.V. Vinogradov, S.G. Barkhudarova, O.S. Ahmanova, K.A. Levkovskaya, B.N. Golovina, VP Danilenko, V.M Leicik, and the consideration of terminology in the applied aspect with the names of E.K. Drezen, D.S. Lotte, S.A. Chaplygin, S.I. Korshunova, TL Kandelaki, V.I. Siforova, V.S. Ku Lebakina, Ya.A. Klimovitsky.

As for the definitions of the term, over time they are changed, however, the provisions put forward by D.S. Lotte, remain generally accepted:

- 1) The term is considered as a member of the national terminological systems;
- 2) The terminology element is the minimum unit having a thermo-nological significance and participating in the terminology;
- 3) Naturally formed terminologies have certain "Shortcomings";
- 4) The "absolute" and "relative" uniqueness of the ter-mines;
- 5) It is necessary to divide the array of concepts into "own" and " (only the terms of their own terms are ordered);
- 6) Initially should be given orderly terms status terminology, so that professionals are used to understanding of terms;
- 7) First of all, attention should be paid to the correct post- terms of the terms that are terms-producers, for from their structure and the entire structure of its own industry terminology;
- 8) An educated term must be the name of one's own subject or concepts, not having in these area synonyms and not representing themselves homonym;

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9) The existing and newly created term should cause a divided association - "private" (semantic) or "nodal" (aggregate-).

Terminology, like general literary vocabulary, is inherently ambiguous, homonymy, synonymy, which to a certain extent limits the accuracy and unambiguous terms. However, along with similar features, there is also a significant difference. First of all, this is the specific nature of the term (6; 86-89), which is noticeably manifested at the level of semantics, and also that terminology covers a closed vocabulary context.

When defining the term "term" from a semantic point of view, dependence of the corresponding linguistic units on their lexical values, as well as the possibility of terminological use (along with separate words) and phrases, which is especially characteristic for new terminology. When you create a new term, you search for the required character information based on the existing language experience, its consolidation in a special "Informational-terminological sphere of language" and forecasting of new achievements in this direction. Semantic certainty of the new term is based on a unique relationship of the linguistic sign and the fact that it is transferred foreign languages, especially those with a developed industrial base.

On the formation of a new term has a significant effect on the extra-linguistic factor associated with the processes of the emergence of new sciences and other achievements. In a number of cases, extralinguistic factors are crucial, which facilitates the borrowing of the term together with the concept of the source language. For example: "depository" – "Institute for the Preservation of International Documents at the United Nations

The study of diplomatic and political terminology in English and Uzbek languages is of great linguistic interest. In connection with the increasing globalization rates in the world during the last centuries, in many countries of the world it become necessary to improve political language in order to most clearly express their position during the negotiations. Over time, standards have emerged in the diplomatic lexicon, which are the most approximate to the single ("Vienna Convention on Diplomatic Relations - 1961"). At present time to increase attention to the study of diplomatic and political terminology in world linguistics, since the very effect of globalization is the whole world community needs this. Recent events have the diversity of the science of diplomacy itself, linguistics, generates certain incidental matters in the conduct of international affairs. Despite a large number of works, a variety of subjects and in the field of diplomatic terminology, a number of unresolved. Thus, the reliability of translations from English and French and a narrow research base on this subject in our republic needs further development. Terms exist within a certain terminology, that is, belong to a specific lexical system of language, but only through specific terminology system. Unlike words of common language, terms are not context related.

Terminology is the science of terms. Currently used the term "terminology". In diplomatic terms, as in the terminology of any other branches of science, in the linguistic aspect there are basically two varieties of terms:

1. One-part terms:

Ambassador – посол – elchi, consul – консул – konsul, statement – заявление – murojaat, agreement – соглашение – шартнома, agent – агент – agent

2. Compound (single-word and multiword) terms: Diplomatic channel – дипломатический канал – diplomatic kanal, international relations – международные отношения – xalqaro munosabatlar, official persons – официальные лица – rasmiy shaxslar.

Diplomacy, being a science of political, more accurately expressed, branch political science, is strongly intertwined with another, no less famous and important science - jurisprudence, more specifically, with such a branch as international law.

The diplomatic terminology used can be divided into two varieties:

1) terms of political, diplomatic and general legal character, which is given a specific interpretation;

2) international legal terms. The first group includes terms political - sovereignty, self determination of peoples and nations, peace, security, war, aggression; diplomatic - diplomatic relations, diplomatic immunities, consular district, international organizations; The second group includes the terms legal - general legal - rule of law, source of law, legal personality, legal responsibility, etc.

In conclusion, I would like to note that diplomatic terminology has a very wide range of linguistic features. For example, diplomatic documents have a specific character in such branch as a translation of a document using diplomatic terms- the authenticity of the translation, has its own style and category terms of courtesy, officiality, etc. Because of such a feature as a shortness of the article, we can not disclose other linguistic characteristics.

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**ПРИНЦИПЫ ИЗУЧЕНИЯ ИМЕНИ СОБСТВЕННОГО
В ФРАЗЕОЛОГИЧЕСКОЙ ЕДИНИЦЕ**Г.Х. Обруева¹*Аннотация*

Данная статья посвящается исследованию фразеологических единиц с именами собственными в статье также подробно описываются некоторые фразеологические единицы с семантическими обозначениями и компонентами более того, приводятся много примеров по различным контекстам.

Ключевые слова: имя собственное, имя нарицательное, лингвистика, идентификация, значения, компонент, факторы, функции.

Разработка общей теории фразеологии немыслима без тщательного изучения фактического материала различных языков, ибо концепция, базирующаяся лишь на дедуктивных умозаключениях без опоры на данные конкретного анализа, вряд ли может претендовать на научную достоверность.

Необходимо отметить, что фразеологическая единица (ФЕ) исследуемого типа изучены крайне недостаточно. В немногочисленных работах они описываются в основном в этимологическом плане.

Исследователи уделяют мало внимания выяснению качественного своеобразия имени собственного (ИС) - компонента ФЕ, в отличие от ИС вне фразеологического микроконтекста [т.е. фразеоформы]. Между тем, именно эта сторона вопроса представляется наиболее важной и актуальной. Сопоставление ИС как такового с ИС - компонентом ФЕ, а также с именем нарицательным (ИН) помогает вскрыть сущность и специфику каждой категории, а также выявить точки их соприкосновения. Такой подход, предполагающий системный анализ этих категорий, даёт возможность определить их место в корпусе языка, а также характер их взаимодействия в нём.

Прежде чем установить, какими качественно иными чертами наделяется ИС - компонент фразеологизма, необходимо определить установившуюся к настоящему времени точку зрения на природу ИС как такового, ибо по этому вопросу высказываются самые разноречивые суждения.

В оценке сущности ИС как особой языковой категории можно выделить два основных направления.

Одна группа учёных категорически отрицает способность ИС выполнять сигнификативную функцию и сводит его значение к простой номинации.

Утверждая, что ИС лишены сопутствующих значений, т.е. не способны раскрывать, так сказать, "коннотировать" свойства и признаки своих носителей, Дж. Милль уподобляет их этикеткам, которые как бы приклеиваются к объекту, отличая его тем самым от других подобных ему объектов.

Все исследователи - представители данного направления - объявляют ИС семантически неполноценными. Свои положения они подкрепляют следующими доводами: ИС не выражают понятия, поскольку они [в отличие от ИН] не заключают в себе признаков предметов, не обладают свойством обобщения, что, в свою очередь, предопределяет отсутствие у них лексического значения.

Авторы, отстаивающие вышеупомянутую точку зрения, связывают обобщающее свойство смысловой стороны слова с представлением о множестве однородных предметов. Между тем, объектом познания и обобщения может быть не только класс предметов, но и отдельный его представитель - носитель ИС. По существу, все усилия этих исследователей сводятся к доказательству того неоспоримого факта, что ИС не располагают семантическими свойствами имён

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нарицательных, т.е. не обладают так называемым "апеллятивным" значением. Но ведь именно отличительные особенности создают специфику обеих категорий и служат основой их разграничения. Другая группа учёных настаивает на признании лексического значения ИС.

Следует отметить, что представители этого направления не отличаются единством взглядов.

Так, одни исследователи подходят к изучению содержательной сущности ИС лишь с точки зрения языковой системы, другие делают упор на функционирование ИС в речи, третьи рассматривают его в двух планах: языковом и речевом.

Рассмотрение ИС в динамике его реального бытия представляет, поэтому особый интерес. Многие исследователи, изучающие ИС именно в этой плоскости, впадают в другую крайность, объявляя ИС в языке, т.е. вне функционирования, ярлыками, случайными словесными знаками, лишёнными какого бы то ни было семантического содержания: "совершенно невозможно определить значение слова "Джон", когда даётся только это слово и ничего больше". Истолкование сущности актуализованного ИС разнится от автора к автору.

Однако подлинного объединения отдельных составляющих ономастического комплекса здесь фактически не происходит. Лишённое обобщения, ИС формально, иллюзорно. В таком истолковании ИС представляет собой ни что иное, как более или менее сложный набор чувственных впечатлений, серию преходящих, "мгновенных" образов, некую "текучую субстанцию", постепенно заполняющую "резервуар" нашего индивидуального сознания. Думается, что автор явно неоправданно абсолютизирует момент изменчивости в значении ИС.

Ответ на вопрос о значении ИС, следовательно, может быть двояким – в зависимости от критерия: с функциональной (resp. синхронической) точки зрения имя собственное асемантично, с диахронической – семантично.

Этот вывод, как кажется, объясняет и специфику использования имени собственного в качестве компонента ФЕ. Становясь частью последней, имя собственное теряет связь с конкретным лицом или объектом, т.е. исчерпывает свою ономастическую функцию. Оно перестаёт быть выражением предельной единичности или словом, немаркированным на лексико-семантическом уровне языка, и начинает обобщать, следовательно, выполнять функцию имени нарицательного.

Наблюдения исследователей, специально изучавших проблему имени собственного в составе фразеологии, показывают, что при фразеологизации имя собственное подвергается семантическим процессам, во многом подобным тем, которые происходят с именем нарицательным.

Несмотря на то, что в течение жизни лица состав существенных признаков, образующих значение ИС, обновляется, не все составляющие его элементы эфемерны (ср. такие относительно стабильные признаки, как внешние данные, черты характера, манера поведения, род занятий и т.д.). Каждый человек представляет собой определённый тип личности, сохраняющий, так сказать, своё "тождество" во всех изменчивых обстоятельствах. О. Есперсен абсолютно прав в том, что "... содержание, вкладываемое в индивидуальное имя, при ближайшем рассмотрении оказывается абстракцией... В названии выделяются и закрепляются постоянные элементы всех изменчивых проявлений, происходящих с предметом, что как бы приводит их к общему знаменателю". При этом О. Есперсен отмечает, что "коннотирующими" являются не только ИН, но и ИС. Последние, ввиду индивидуального характера их семантики, включают в себе, по мнению автора, гораздо большее количество признаков, чем имена нарицательные. В данном вопросе исследователь стоит на твёрдых реалистических позициях. Однако здесь необходимо сделать поправку: О. Есперсен употребляет термин "коннотация", отождествляя его с термином "значение". В современной лингвистике термин "коннотация" используется, как правило, в ином плане.

Исходя из вышесказанного, заметим, что современное понимание коннотирующей способности слова осуществляется через предварительное познание его реального носителя (обозначаемого). Данное свойство присуще как ИН, так и ИС. Различие между ними коренится в характере обозначения. Имена нарицательные "филогенетичны" в том смысле, что их семантика представляет собой продукт исторического развития, закреплена языковой традицией и является

результатом обобщения существенных признаков определённого класса предметов. Это даёт возможность мыслить указанные признаки через понятие, т.е. в отвлечении от конкретной единичной вещи. Этот факт и создаёт нередкую иллюзию "коннотации" в понимании данного термина.

Значение ИС "онтогенетично", поскольку всякий раз оно определяется свойствами единичного денотата. Имя John ["Джон"], как и любое другое, естественно, не может ни вобрать в себя все индивидуальные значения, ни предсказать очередного своего носителя (с точки зрения конкретного индивида).

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УДК 82

ОТРАЖЕНИЕ ВИРТУАЛЬНОЙ РЕАЛЬНОСТИ
В РОМАНЕ "СКОТНЫЙ ДВОР" ОРУЭЛЛАА.А. Марупова¹*Аннотация*

В статье рассматривается отражение виртуальной реальности "скотного двора" Джорджа Оруэлла и функция лингвостилистических средств в создании сатирических образов. По элементам притчи в "животноводческой ферме" сатирические образы дифференцируются по социальным и человеческим коннотациям.

Ключевые слова: виртуальная реальность, функция, созданные персонажи, парадоксы.

Одним из самых уникальных произведений английской литературы - это сказка - аллегория «скотный двор» Джорджа Оруэлла. Есть много сцен в повести "скотный двор" узнаваемые нами: вряд ли, например, без каких-либо сомнений вы можете увидеть, какие исторические прототипы были использованы за цифры Снежок и Наполеон, пыхтел на трубы в своем королевском уединении, вряд ли нуждается в комментариях всю историю их отношений или истории два вооруженных нападения на суверенитет фермой управляют самими животными. Сюжет рассказа наверняка цитировался Оруэллом из советских хроник между 1917 и 1945 годами. Сколько можно говорить о главных героях, которые были позаимствованы и из рассказа [3, р. 15].

Однако содержание этой работы все же не ограничивается лишь перефразированием первых десятилетий советской истории. Действительно, само понятие "тоталитарной диктатуры" для Оруэлла было не просто синонимом сталинизма, но он считал, что сталинский режим воплощает ее по-другому образцово. Тем не менее, Оруэлл видел здесь явление, которое может прорасти и при обстоятельствах, не характерных для России, как она проросла, принимая различные и зловещие формы в Хиллари Германии, в Испании, или в латиноамериканской банановой Республике, управляемой "Патриархами". Когда несколько лет спустя Оруэлл изобразил Англию как тоталитарное общество, британские патриоты возмутились, но для писателя этот художественный ход был естественным, если вспомнить, с некоторой настойчивостью, он говорил об угрозе тоталитаризма и силе либеральных институтов в своих эссе до войны и после нее [3].15].

Сюжет "скотного двора" очень прост и драматичен. Домашние животные с фермы, настоянные на старом кабане по имени майор, восстанут против человека-тирана, отослали его со двора и стали полноправными хозяевами фермы. Они мечтают о свободной жизни, построенной на принципах анимализма - принципах равенства и справедливости. Все звери, от самых маленьких до самых старых, были наполнены небывалым энтузиазмом и во имя грядущего светлого будущего трудятся на своих полях от восхода до заката солнца [5, с .851]. Между тем, уже на следующий день после восстания животные, не осознавая этого, попадают в новое, гораздо более изощренное и тяжелое, чем предыдущий владелец, рабство: их предводители - свиньи без зазрения совести высокомерны, что по праву принадлежит каждому, не стесняясь ни молока, ни ведра, ни мешка, ни капли фруктов [5].851].

Теперь нужно подумать, кто символизирует главных героев сказки аллегория: свиньи, люди и другие животные. Наполеон - агрессивный кабан, получивший власть в хозяйстве после восстания. Он использует репрессивный и репрессивный аппарат в лице девяти выращенных им собак, чтобы обрести личную

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власть и подавить инакомыслие, а также для изгнания главного соперника Наполеона - снежного кома. После захвата единоличной власти начинает развиваться культ личности Наполеона.

Снежок - один из лидеров восстания. Описанный с иронией, но с несомненной симпатией, в отличие от Наполеона, высоколобый Снежок искренне верит в построение общества равных по полу животных, благодаря своим ораторским и военным способностям пользуется широким доверием. Снежок-пародия на Льва Троцкого (он был, например, в 1929 году изгнан из Советского Союза) [4]. Старый майор-пророк революции. Старый майор, скорее всего, положительный герой, стремящийся к достижению всеобщего равенства и ликвидации эксплуатации.

Squealer-свинья, которая поддается официальному исполнению. Постоянно восхваляя Наполеона и его "мудрейшие" действия, Визгун в своих речах часто противоречит сам себе [4]. Боксер-тягловая лошадь, самый трудолюбивый житель скотного двора. Он был прилежным во времена господина Джонса, после восстания, а также во времена Наполеона. Наивность боксера мешает ему осознать свою эксплуатацию других существ. Животным удается завершить строительство мельницы во многом благодаря боксеру, но строительные работы окончательно подорвали его силы. Наполеон обещает ничего не подозревавшему сотруднику вылечить его в больнице, но на самом деле продает своих верных последователей на бойню, а затем покупает за эти деньги виски [4].

Моисей - говорящий прирученный ворон, проповедующий горный рай, в котором животные падают после смерти. Свиньи протестуют против этих верований, и Моисей покидает ферму, но через некоторое время снова возвращается. Бенджамин - старый осел, скептически относится ко всем событиям, включая революцию, но не склонен прямо выражать свое мнение. Наверное, один из героев книги, который трезво смотрит на ситуацию [4].

Овцы-это часть популяции со слабыми умственными способностями, которая не в состоянии критически изучить развитие событий на ферме. Легко манипулируется Наполеоном и Визжащим, поэтому выполняет любой заказ и поддерживает любые высказанные идеи. Господин Джонс является владельцем фермы, символизируя "старый порядок". В конце повествования мистер Джонс стал пьяницей и умер [4].

Изгнание людей, после которого крестьяне забыли покормить животных, является намеком на русскую революцию 1917 года, которая привела к свержению царя Николая II и его семьи и в конечном итоге к голоду и нищете. Свержение снежного кома Наполеоном подобно отстранению Леонида Троцкого от власти Сталиным в 1927 году, его последующее изгнание и убийство. Визг постоянно меняющихся заповедей символизирует людей во власти, которые навсегда изменили коммунистическую теорию. Кроме того, его ложь о прошлых событиях, о том, что животные не могут вспомнить, намекает на пересмотр определенных страниц истории с целью прославления Сталина во время его режима [6].

После того, как старый майор умирает, его череп помещается на пень для демонстрации. Точно так же забальзамированное тело Ленина было выставлено на обозрение в мавзолее на Красной площади. Следует также отметить, что могилу Карла Маркса украшает его необычайно огромный бюст, что также может говорить о большом сходстве старого майора с Карлом Марксом, чем с Лениным. Ворон Моисей, покидая хутор на некоторое время, а затем возвращаясь, символизирует уход в подполье Русской Православной Церкви, а затем и ее возвращение, дабы дать надежду рабочим [6].

Без труда угадываются прообразы героев Оруэлла: Старый майор завещает животным анималистические исследования, ни что иное, как, как Ленин; изгнанник-Снежок-Троцкий; Наполеон-Сталин [5, ин.852]. "Животноводческая Ферма" - это не только аллегорическая история сталинизма, но и грандиозное обобщение. Свиньи в "животноводческой ферме" всегда манипулируют сознанием простодушных животных. Небольшие изменения в заповедях, написанных на стене, идут параллельно с мифом о революции [7].

Таким образом, работа Джорджа Оруэлла дошла до предела. Ему удалось соединить не только политику и вымысел, но и стать писателем, скрупулезно исследовавшим природу современной власти.

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UDC 378

TEACHING SPELLING TO SECOND LANGUAGE LEARNERS

P.Sh. Begbudieva¹*Abstract*

The article deals with teaching spelling for second language learners.

Key words: spelling, learners, teaching, language, Innovative Methods, writing, pronunciation.

It is obvious that in the 21st century, the trend of globalization is leading to closer relationships between countries. Of all the different languages, English, as a global/international language, is widely used in communication between people and countries. The Innovative Methods of Teaching English Language purpose of the language and that is what it must be used for. Hence, innovative methods help in bringing a change and most of the times for the better. It helps the students learn faster and in an efficient, interesting and an interactive manner and it is the teacher's responsibility to leave the traditional methods and make way for new and better methods for the students benefit.

Currently there is no consensus on how best to teach spelling in a classroom setting. This project work investigates three major positions regarding spelling instruction: the incidental, the developmental word study, and the basal speller approaches. Implications of these positions for classroom teaching are explored.

It is important to say, that word study is an approach to spelling instruction that moves away from a focus on memorization. The approach reflects what researchers have discovered about the alphabetic, pattern, and meaning layers of English orthography.

Spelling is one of the aspects of effective communication. Learning to spell words correctly is an important skill because it helps to build the foundation for child's future education.

Historically, spelling approaches have been broadly classified as "child-centered" or "instruction-centered" but in recent times teachers have tended to combine elements of these theoretically different perspectives to design new approaches. At the same time, all teachers reported a commitment to spelling practices aligned with an instruction-centered approach including separate spelling lessons each morning of at least 20 minutes in duration and weekly or fortnightly pretest-learn-test cycles of word lists.

Spelling is the writing of a word or words with the necessary letters and diacritics present in an accepted standard order. The conventions, which determine how the graphemes of a writing system are used to write a language. It is one of the elements of orthography and a prescriptive element of language.

Spellings attempt to transcribe the sounds of the language according to the alphabetic principle, but fully phonetic spellings are exceptions in many languages for various reasons. Pronunciation changes over time in all languages, yet spelling reforms are irregular in most languages and rare in some. In addition, words from other languages may be adopted without being adapted to the spelling system, non-standard spellings are often adopted after extensive common usage, and different meanings of a word or homophones may be deliberately spelled in different ways to differentiate them visually.

Uniformity in the spelling of words is one of the features of a standard language in modern times, and official languages usually have standard spellings. However, this is a relatively recent development linked to the compiling of dictionaries, the founding

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of national academies and other institutions of language maintenance, including compulsory mass education, and often doesn't apply to minority and languages. English proposals have been regularly made since the 16th century, but made little impact apart from a few spellings preferred by Noah Webster having contributed to differences. Learning proper spelling by rote is a traditional element of elementary education and divergence from standard spelling is often perceived as an indicator of low intelligence, illiteracy, or lower-class standing.

Spelling tests are commonly used to assess a student's mastery over the words in the spelling lessons the student has received so far. They can also be an effective practice method.

Pronunciation spellings may be used informally to indicate the pronunciation of foreign words or those whose spelling is irregular or not sufficient to deduce the pronunciation. This is called respelling. In such cases, typeface, punctuation or letter case may also be used, e.g. to indicate stress or syllabication.

Correcting spelling and usage errors

Teachers used to correct every error with a red pen to indicate mistakes in writing. One of Shaughnessy's maxims was that errors count but not as much as most teachers think. Research supports this viewpoint. Teachers who mark every error may feel like they're doing the right thing, but research suggests that marking errors does not make a difference in student writing. Most errors tend to distract readers rather than distort meaning. Although the goal of writing is to communicate meaning without distractions, errors are actually a natural part of language development and are a window into a writer's development.

Analyzing errors can help teachers identify patterns that ELLs are using while learning English. Two big reasons contribute to English spelling being so complicated, both for second language learners as well as native speakers. The first is that English has borrowed words from so many languages, and as it did it often borrowed the spelling of those words as well. Think about words like hour's d'oeuvres and tsunami. They are both English words, but neither follows the patterns we are accustomed to for most English words. The second thing that makes spelling in English tough is that spelling has remained static. Pronunciation of words has changed over the years, but often the spelling of the same words has remained the same. So often English words have spelling patterns which correlate with an extinct pronunciation of those words. These and other factors contribute to make English spelling, well, a challenge.

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Abstract

This article is embraced of the significant link between very important skills, such as reading and writing. It includes all positive sides of above mentioned ones. Besides, there are entirely described types of knowledge in the article for enhancing comprehension.

Key words: obtaining information, progress of skills, knowledge, feedback, writing as communication, issues.

Reading and writing rather than being private acts are social events. We usually perceive reading as a way of obtaining information with friends. In writing we also have the role of "dispensers of information", when we transmit our ideas.

In classroom teaching, students should have the opportunity to make use of this kind of sharing. By connecting reading and writing they can incorporate the idea of real communication in which readers and writers interact.

Moreover, these two skills involve some analogous aspects in two levels: the surface and deep levels.

The surface level involves the mechanical skills which students are required to master. In reading they focus attention on decoding and sub skills, while in writing they have to master punctuation, spelling, grammar, etc., these mechanical similarities, however, do not go beyond the importance of deeper similarities which involve the transaction between reader and writer.

Both skills entail composing: we have to reflect, reread, make the message meaningful.

Recent research suggests that readers and writers share five kinds of knowledge when they compose:

1) Information knowledge, which includes world knowledge and concepts that a reader needs from the texts and from their own background of experience to comprehend the texts; and the information that the writer has and uses the text to convey it. The information gained in reading benefits writing and, at the same time, writing gives and clarifies this information.

2) Structural knowledge which has been traditionally taught through writing programs and comprises knowledge of structure of discourse and writing formulas (problem- solution frames, cohesion and coherence devices, etc.).

Writers usually produce texts with structure and readers use this structure when they convey meaning. In this knowledge, however, it is difficult to assess the reading and writing effects as separate processes.

3) Transactional knowledge which involves the conceptualization of a text as a medium of communication between author and reader and makes people considers the audience which also influences the writer's topic choice and revision.

On the other hand, readers make use of it by investigating and questioning the author's purpose and style.

4) Aesthetic knowledge which implies certain alliterate styles, interjections, length which echo in the readers and writers cars and affect their choices.

5) Process knowledge which makes readers and writers aware of their writing/reading process which helps then to make conscious decisions about revising and the strategy to use in rereading.

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By uncovering these deeper similarities, many teachers and curriculum designers have posed a question: since reading and writing are so closely related, why don't students receive instruction only in one or the other skill?

The answer is that these two skills do not overlap each other and they are "at least as different as they are similar".

If these skills were identical there should not exist good readers who are poor writers and vice-versa. This apparent contradiction relies on the fact that reading and writing is commonly taught in schools, when they are taught, as separate subjects and in different ways.

Teachers do not take for granted that the combination of these two skills one influencing the other, gives a positive outcome in terms of overall improvement and content area acquisition.

The next section of this paper deals particularly with the contribution that reading and writing give to each other and to content area learning. The theoretical assumptions will be followed by the description of some studies and techniques applied in the area. It is worth adding that in spite of these techniques being described separately, they can be used in combination in classroom teaching.

The importance of feedback

It takes a lot of time and effort to write, and so it is only fair that student writing is responded to suitably. Positive comments can help build student confidence and create good feeling for the next writing class. It also helps if the reader is more than just the teacher. Class magazines, swapping letters with other classes, etc. can provide an easy solution to providing a real audience.

Writing as communication

Process writing is a move away from students writing to test their language towards the communication of ideas, feelings and experiences. It requires that more classroom time is spent on writing, but as the previously outlined activities show, there is more than just writing happening during a session dedicated to process writing.

Potential problems

Writing is a complex process and can lead to learner frustration. As with speaking, it is necessary to provide a supportive environment for the students and be patient. This approach needs that more time be spent on writing in class, but as you have seen, not all classroom time is spent actually writing.

Students may also react negatively to reworking the same material, but as long as the activities are varied and the objectives clear, then they will usually accept doing so. In the long term, you and your students will start to recognize the value of a process writing approach as their written work improves.

When assessment time comes, involve them in that process, too. Have they put forth their best efforts? Turned in their best work? Made progress? Improved their skills? The student for whom persuasive essays come easily shouldn't receive high marks just because she could probably get her stuff published as an opened somewhere - unless she has challenged herself and expanded her skills or knowledge in the process, too. On the other hand, the student who has progressed from barely getting the words on paper to completing a well-crafted paragraph might earn a high score despite the fact that she has written 150 words to another student's 500.

And sometimes rewarding that level of progress, even if it isn't the gold standard, is the boost that student needs to keep pushing. By adapting your own goals and grades in line with those of your students, you not only cut them a break - you keep them motivated, too.

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Abstract

The given article determines meanings of two significant concepts such as "reading comprehension" and "comprehension strategies". There are listed all factors, which can be influenced comprehension process.

Key words: reading comprehension, word identification, influence, After-reading strategies.

Reading comprehension is the process of constructing meaning from text. The goal of all reading instruction is ultimately targeted at helping a reader comprehend text. Reading comprehension involves at least two people: the reader and the writer. The process of comprehending involves decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's message.

What factors affect reading comprehension?

While word identification is a process that results in a fairly exact outcome (i.e., a student either reads the word "automobile" or not) the process of comprehending text is not so exact. Different readers will interpret an author's message in different ways. Comprehension is affected by the reader's knowledge of the topic, knowledge of language structures, knowledge of text structures and genres, knowledge of cognitive and metacognitive strategies, their reasoning abilities, their motivation, and their level of engagement.

Reading comprehension is also affected by the quality of the reading material. Some writers are better writers than others, and some writers produce more complex reading material than others. Text that is well organized and clear is called "considerate text" and text that is poorly organized and difficult to understand can be called "inconsiderate text." The more inconsiderate the text, the more work will be required of a reader to comprehend the text. Readers who do not have the background, abilities, or motivation to overcome the barriers presented in inconsiderate text will have more difficulty comprehending these types of texts.

Students who had trouble learning to decode and recognize words often will have difficulty with reading comprehension. Students who struggle with decoding rarely have a chance to interact with more difficult text and often learn to dislike reading. As a result, these students do not have sufficient opportunities to develop the language skills and strategies necessary for becoming proficient readers.

Readers with poorly developed language skills and strategies will not have the tools to take advantage of the obvious structures and comprehension cues that are part of considerate text nor will they have the extra tools needed to overcome the barriers of inconsiderate text.

The type of instruction that a student receives will also affect reading comprehension. Strategies for improving reading comprehension must be taught directly by teachers. Simply providing opportunities or requiring for children to read will not teach many students the comprehension strategies they need to be proficient readers. These need to be taught directly as students learn to read simple sentences and this direct instruction needs to continue in different forms throughout a student's elementary and secondary school experience [8].

During Reading Strategies consist of those strategies that students learn to use while they are reading a text selection. These strategies help the student focus on how to determine what the author is actually trying to say and to match the information with

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what the student already knows. These strategies should be influenced by the Before Reading Strategies because students should be using or keeping in mind the previews, outlines, questions, predictions, etc. that were generated before reading and then using this information to digest what they are reading. The During Reading Strategies that help a student understand during reading include questioning, predicting, visualizing, paraphrasing, elaborating (i.e., comparing what is read to what is known), changing reading rate, rereading, etc. The primary question for a teacher is: "What steps (observable and unobservable) should I teach students to do so that they will regularly and automatically figure out the intended meaning of the text and how it connects to what they already know?"

When a teacher develops reading guides and outlines that need to be completed during reading, requires students to ask and answer questions, creates summaries as they read, etc., they are compensating for the fact that students have not developed good During-Reading Strategies. Teachers will need to continue to lead students in these types of during-reading activities to ensure content area learning occurs until students are taught to fluently use Before-Reading Strategies. Teacher use of during-reading prompts and activities does not necessarily lead students to develop and use During-Reading Strategies independently without direct and explicit instruction. This is why it is important to directly teach and provide practice that gradually requires students to use During-Reading strategies [2, 56].

After-Reading Strategies consist of those strategies that students learn to use when they have completed reading a text selection. These strategies are used to help the student "look back" and think about the message of the text and determine the intended or possible meanings that might be important. These strategies are used to follow up and confirm what was learned (e.g., answer questions or confirm predictions) from the use of before and during reading strategies [3, 126].

However, After-Reading Strategies also help the reader to focus on determining what the big, critical, or overall idea of the author's message was and how it might be used before moving on to performance tasks or other learning tasks. The primary question for a teacher is: "What steps (observable and unobservable) should I teach students to do so that they will regularly and automatically stop when they are finished reading a text selection and try to figure out the intended meaning of the text to determine what is most important and how they will use it?"

When a teacher reviews a reading selection, leads a discussion on what was important about the author's message, helps students summarize or "look back" at what was read, provides a post-organizer, or asks students to complete a study guide over what was learned from reading text, the teacher is compensating for the fact that students have not developed good After-Reading Strategies. Teachers will need to continue to lead students in these types of before reading-activities to ensure content area learning occurs until students have been taught to fluently use After-Reading Strategies. Teacher use of after-reading prompts and activities does not necessarily lead students to develop and use After-Reading Strategies independently without direct and explicit instruction. This is why it is important to directly teach and provide practice that gradually requires students to use After-Reading strategies [1, 143].

Reading comprehension instruction must be responsive. Continually assess progress in learning, make specific instructional accommodations to meet individual student's needs, and provided individualized and elaborated feedback.

Reading comprehension instruction must be systematic. Systematic reading instruction is structured, connected, scaffold, and informative. Structured instruction is characterized by lessons that organize and group new knowledge and skills into segments that can be sequentially presented in a clear manner. Connected instruction is characterized by lessons that show the learner connections between the segments and what is already known. Scaffolded lessons are characterized by instruction in which the teacher provides to students, early in the learning process, a significant amount of support in the form of modeling, prompts, direct explanations, and targeted questions. Then as students begin to acquire the targeted objective, direct teacher supports are reduced, and the major responsibilities for learning are transferred to the student. In-

formative instruction is characterized by lessons in which the teacher explains the purposes and expected outcomes and requirements for learning and when and how that newly learned information will be useful [6].

Reading comprehension instruction must be intensive. Intensive reading instruction means that sufficient time used wisely and with high student engagement, is provided direct instruction for students to master the reading skills and strategies they need.

Reading comprehension instruction should involve authentic reading at all stages. Authentic reading involves incorporating a variety of "real" reading materials, such as books, magazines, and newspapers into the instructional process.

Having reading comprehension activities in the classroom helps students to test their understanding of words in written context, while enabling them to get the most out of their reading assignments.

Let's help students to personalize the "read information" in applicable and meaningful manners with fun reading comprehension activities.

In the process, you will have opportunities to clarify misunderstandings, discuss points of ambiguities and enhance students' vocabulary, word usage and interpretation skills.

Who knows, with a few dashes of drama, entertainment and creativity, your ESL students will "read" happily ever after!

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Abstract

The article is about language development activities for children who learn English language. The variety of language experiences traditionally used by early childhood and primary teachers.

Key words: activities, language, reading, variety, Echo reading, Choral reading studying

Language development is especially important for children who are English language learners and for children who have little experience with stories or with the type of language used in school. The variety of language experiences traditionally used by early childhood and primary teachers helps develop language structure and vocabulary and helps children begin to detect sound units with words. These activities include telling stories, doing finger plays, reciting poems and chants, and reading stories aloud. Now, these activities are specifically targeted to develop language skills.

Word study – word study includes exploring word meaning and talking about how words are used. Phonological tasks such as rhyming, counting syllables, and adding and deleting syllables and phonemic tasks such as matching beginning consonants in words, substituting sounds, and identifying that sound exists in a word are a part of sound study.

Reading aloud – reading aloud to the class from a variety of books should be as basic staple of the curriculum. Read aloud provide a model of expert reading and fluency, immerse children in the more formal language of literature, and help them develop a sense of story structure. This is especially important for children who have not had this experience in their homes. Talking about books engages children in many of the comprehension challenges they will meet later: more complex vocabulary than commonly used in conversation and conventions used in written but not spoken language.

Many primary teachers read aloud to their classes several times a day, focusing on phonological concepts, vocabulary building, or deriving meaning from the text. Kindergarten teachers can immediately tell which children have been previously read to because they are better able to focus on a story, ask questions, and listen with sustained attention. Listening comprehension is a moderately good predictor of reading comprehension.

Read-aloud need to be interactive. Before reading, the teacher should ask for predictions to generate interest and to provide focus. Both during and after reading, students need an opportunity to discuss the characters and sequence of the story and to ask questions. This provides occasions for thoughtful use of language and language acquisition and teaches students how to talk with one another about texts. A rather unexpected side effect is that repeated reading of favorite books may help to confirm in the mind of very young children that reading is memorizing.

Echo reading – with echo reading, the teacher first reads and discusses a story with the class. Then she rereads a sentence or two, and the students repeat it using the same intonations. A big book, worksheets or multiple copies of a storybook can be used. Children have the opportunity to hear the text read correctly before they read it themselves, which aid early word recognition. Pointing to the words as they are read helps the children focus on the print instead of simply relying on auditory memory. This technique helps very young readers establish the concept of what a word is and allows them to read an entire text. It also builds confidence and models fluency. Children who are a little more mature than most will incorporate some words into their sight vocabularies.

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Less experienced readers can echo read with more experienced partners, especially following a group session. As children become more familiar with letters, sounds, and words, they can share the task of reading with the teacher as they work out words and discuss the meaning.

Choral reading- as students learn to read but still need considerable support, they can choral read, that is, read in unison. The pronunciation of a thought word is immediately available because others in the group are reading with them. If the students are reading from a big book, the teacher should sweep the index finger across the line to discourage stilted, word-by-word reading.

Effective teachers use balanced instruction incorporating a whole –part- whole model. Read –aloud, patterned books, echo reading, language experience stories, and choral reading all components of the first “whole” in whole-part-whole instruction. They help children develop a working concept of what literacy is. Emergent readers need this foundation n before they start working on the parts (specific skills), or they will not understand why the parts should be studied or how they fit together.

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PROMOTION OF LEARNER AUTONOMY IN ENGLISH TEACHING CLASSROOMS

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Abstract

The article shows the learner autonomy as essential part of English classrooms as the key point is to kindle young learners to use their foreign language in different life situations avoiding any obstacles they may come across.

Key words: learner autonomy, ESL, efficient learning.

It is argued that autonomous learners are more efficient learners. This argument is often justified on the grounds that being able to take responsibility of one's own learning implies the presence of such attributes as intrinsic motivation, cognitive skills and awareness of the subject in question and of learning as a process, all of which have been related to efficient learning. The beliefs and reported practices regarding learner autonomy of teachers of English at a large university language centre in Oman were studied via questionnaires and interviews.[2,98] The findings highlighted a range of ways in which teachers conceptualized learner autonomy, though it was commonly seen in terms of strategies for independent and individual learning. The study also shed light on both teachers' positive theoretical dispositions to learner autonomy as well as their less optimistic views about the feasibility of promoting it in practice. Teachers' views on the factors that hinder the development of learner autonomy were also explored and most salient among these were what the teachers saw as adverse learner attributes such as a lack of motivation and limited experience of independent learning. Learner autonomy has been a major area of interest in foreign language teaching for some 30 years. Much has been written about what learner autonomies, the rationale for promoting it, and its implications for teaching and learning. In terms of its rationale claims have been made that it improves the quality of language learning, promotes democratic societies, prepares individuals for life-long learning, that it is a human right, and that it allows learners to make best use of learning opportunities in and out of the classroom. Teachers' voices have, however, been largely absent from such analyses, and little is actually known about what learner autonomy means to language teachers. This is a significant gap given the influence that teachers' beliefs have on how they teach, and, of particular interest here, on whether and how they seek to promote learner autonomy. This study addressed this gap by examining what 'learner autonomy' means to language teachers in a large university English language centre in Oman. Additionally, these insights into teachers' beliefs were used to design and deliver teacher professional development workshops about learner autonomy. A large literature on autonomy in language learning now exists, with Holec commonly cited as a seminal contribution to the field. [2,123]

Although learner autonomy predates and is independent from institutionalized education, due to formal education the innate attribute has been given a name and brought to conscious attention. Although learner autonomy is a fairly recent concept, the etymology of autonomy goes further back to the sixteenth and seventeenth century Europe, in which it was first applied to states and institutions free from external control. Only later was it applied to individuals and at first solely in the field of philosophy. The ideas of such philosophers as Immanuel Kant (1724-1804) and John Stuart Mill (1806-1873) can be seen as a basis of the modern view of autonomy. [1,56]

Little (1994) differentiates between *general educational arguments* for autonomy and *psychological arguments* for autonomy. The general arguments speak for progress of democratic states which must undertake educational measures to develop the

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capacity of their citizens to think and act as free and self-determining individuals. The psychological arguments suggest that the most efficient learners are those who know how to assimilate new information in terms of what they already know and how to transfer their existing knowledge on a new learning task. Cotterall (1995) gives *philosophical*, *pedagogical*, and *practical reasons* for autonomy in language learning. The philosophical reasoning is the belief that learners have the right to make choices with regard to their learning. Pedagogical justification states that especially adults feel more secure in their learning, they learn more and more effectively, when they can participate in making decisions about the pace, sequence, mode and the content of instruction. The practical argument is that a teacher may not always be available to assist learners need to be able to learn on their own. Although learner autonomy has got its historical roots in philosophy, the field of psychology has had, and continues to have, an effect on the concept. Promoting 'learner autonomy' on a course of English for Academic Purposes (EAP) seems to be widely problematic as they, 'learner autonomy' and EAP course, are expected to supply both skills and knowledge to the learners to pursue studies of other subjects in English within a controlled academic setting. Additionally, the course is different in type as, unlike most of the regular academic courses, it has great impacts on the learning style to study other subjects. Based on the assumption that ensuring 'learner autonomy' would contribute to an EAP course effectively, this study tries to explore the key areas that to be considered while designing a learner-autonomous EAP syllabus. The paper compiles the findings through investigating the EAP course of the Master of Education (ME) program at the Institute of Educational Development (IED), BRAC University, and tries to put some recommendations together for further consideration.[4,2].In order to learn how to work individually. There are given some examples. Are the underlined verbs right or wrong? Correct them where necessary.

- 1 Ben is a friend of mine. I know him very well.
- 2 Ben is a friend of mine. I know him for a long time.
- 3 Sarah and Adam are married since July.
- 4 The weather is awful. It's raining again.
- 5 The weather is awful. It's raining all day.
- 6 I like your house. How long are you living there?
- 7 Gary is working in a shop for the last few months.
- 8 I don't know Tom well. We've only met a few times.
- 9 I gave up drinking coffee. I don't drink it for a year.
- 10 That's a very old bike. How long do you have it?

Read the situations and write questions from the words in brackets.

- 1 A friend tells you that Paul is in hospital. You ask him: (how long / be / in hospital?)
- 2 You meet a woman who tells you that she teaches English. You ask her:
(how long / teach / English?)
- 3 You know that Jane is a good friend of Katherine's. You ask JaneⓈhow long know / Katherine?)
- 4 Your friend's brother went to Australia some time ago and he's still there. You ask your friend: (how long / be / in Australia?)
- 5 Tom always wears the same jacket. It's a very old jacket. You ask himⓈhow long / have / that jacket?)
- 6 You are talking to a friend about Joe. Joe now works at the airport. You ask your friend: (how long / work / at the airport?)

As a conclusion, that, it can said autonomy learner in schools gives good effects. Through this method, autonomy learner, pupils learn work individually and so work hard without paying attention well. Because, in schools it is difficult to look at all of them and teachers can't ask home tasks wholly. We know that, the reorientation of focus from the teacher to learner is a change that needs to be done gradually as it requires a lot of time and a great deal of effort on both parts. The teachers must be willing to abandon the methods they are familiar with and take a step into the unknown. The learners, on the other hand, are required to be more active, initiative and involved in learning in order to share the responsibility for the results with the teacher. The desirable outcome of such approach is the learner who is capable of setting the realistic goal, finding ap-

propriate resources, choosing suitable strategies and finally, who is able to reflect critically on the process and the progress on his own. On the contrary, the traditional education model considers successful learner the one who gets good grades.

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THE LISTENING COMPREHENSION STRATEGIES AND THE AURAL PROBLEMS IN EFL CLASSES

A.E. Rustamova¹

Abstract

The article focused on the problems which students encounter while listening to the English language, the mental processes they activate in listening comprehension, and the strategies they use in different phases of comprehension.

Keywords: listening comprehension strategies, aural problems, think aloud, intellectual processes.

Listening in English is an active skill requiring listeners to deal with a different kind of complicated tasks, such as discriminating between sounds and interpreting stress and intonation. Listeners use a variety of mental processes to give meaning to the information they listen to. These mental steps can be broadly described as listening comprehension strategies. Listeners often do not want to handle listening tasks in an effective way utilizing these strategies successfully [2, 65]. They are not aware of listening strategies. Less successful language learners do not have the knowledge needed to select appropriate strategies. The importance of these strategies by arguing that learners' awareness is related to effective learning in all learning contexts. One of the distinctive features differentiating successful listeners from unsuccessful ones is their use of listening comprehension strategies and they supported the idea that analyzing the role of these strategies in listening helps listeners to approach the listening task more effectively [1, 18]. There are some outlined **potential problems** that could hinder listening comprehension: **First**, the speed of delivery is beyond the control of listeners. **Second**, it is not always possible for learners to have words repeated. This is a main problem in learning situations. **Third**, the small size of the learner vocabulary frequently impedes listening comprehension. The speaker does not always use words the listener knows. Sometimes when listeners encounter a new word, they stop to figure out the meaning of that word, and they therefore, miss the next part of the speech. **Fourth**, listeners may not recognize the signals that the speaker is using to move from one point to another especially if the learner is listening to a radio where he cannot see the facial expressions of the speaker. **Fifth**, it can be very challenging for listeners to concentrate in a foreign language. It is generally known that in listening, even a slight break or a wander in attention can impede comprehension. When the topic of the listening passage is interesting, it can be easier for listeners to concentrate and follow the passage; however, students sometimes feel that listening is very difficult even when they are interested in the topic because it requires a lot of effort to figure out the meaning intended by the speaker. **Sixth**, the learning habits which teachers emphasize in the classroom such as the desire to understand the meaning of every word could impede the use of top down strategies in listening. Teachers want students to understand every word they encounter while listening by pronouncing and repeating words clearly and carefully, and by speaking slowly and so forth. As a result, students tend to feel worried when they fail to recognize what a particular word means. **Seventh** and last, comprehension problems arise when students lack contextual knowledge [3, 61]. Even if students can understand the main idea of the text, they may still find it difficult to comprehend the whole meaning of the text. In order to overcome these listening comprehension problems, learners need to develop techniques known as "listening strategies". Listening comprehension strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input. **Top-down strategies** are listener based, the listener taps into

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background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. **Bottom-up strategies** are text based, the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Listening strategies refer to decision making operations which a learner employs in processing a listening task. These approaches can be grouped in three categories: **1) Linguistic approach:** it aims to determine how the listener arrives at a structural description of the utterances based on the phonological, lexical, syntactic, and semantic aspects of language. **2) Communicative approach:** it sees comprehension primarily as the result of an interaction between speaker and listener. Comprehension is achieved when the listener has successfully identified what the speaker intended to communicate with his utterances. **3) Psycholinguistic approach:** it tries to identify and classify the mental steps and cognitive strategies used by the listener. Among four skills, listening is perhaps the most difficult for learners. In normal situations of communication, the listener can ask the speaker to reiterate or to clarify what was said, but this is not the case when the listener has no control over the rate and manner of delivery as for example when listening to a radio broadcast. The ability to understand the spoken word has traditionally been considered a passive decoding skill. In fact, in extracting meaning from spoken discourse, the listener goes through several mental steps and engages in specific cognitive strategies [3, 25].

In my conclusion I can say that the all strategies which were above mentioned thus the most suitable in gathering information about the listening cognitive processes and strategies. Using these kinds of methods and approaches help to investigate how listeners solve receptive problems not by relying on methods based on production, but by trying to design procedures that can shed light on listeners' receptive techniques.

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**ОСНОВНЫЕ ИЗМЕНЕНИЯ В ОБУЧЕНИИ ИНОСТРАННЫХ
ЯЗЫКОВ В УЗБЕКИСТАНЕ**С.Ш. Саримсоков¹*Аннотация*

Знание языков становится неотъемлемой частью каждого человека. Метод преподавания иностранных языков приобрел особое значение - коммуникативный подход, который является незаменимым условием и важнейшим инструментом обучения иностранному языку.

Ключевые слова: укрепление интеграционных тенденций, время разговоров студентов.

Сегодня в современном Узбекистане особое внимание уделяется развитию преподавания иностранных языков. Изменения в общественно-политической ситуации, развитие международных отношений, укрепление интеграционных тенденций, новый взгляд на будущее нашей страны и новые цели требуют подготовки высококвалифицированных специалистов, которые практически владеют одним или несколькими иностранными языками. Знание языков становится неотъемлемой частью каждого человека. Метод преподавания иностранных языков приобрел особое значение - коммуникативный подход, который является незаменимым условием и важнейшим инструментом обучения иностранному языку.

В системе профессионального высшего образования наряду с традиционными методами обучения используются интерактивные методы, направленные на то, чтобы учащиеся приобрели коммуникативную компетенцию. Развитие коммуникативной компетенции позволит студентам сформировать речевые навыки, которые позволят использовать язык для удовлетворения профессиональных потребностей и дальнейшего самообразования.

В основе интерактивных технологий лежит взаимодействие учителя и студентов, которое проявляется через диалог, коммуникацию в полилоге, реализованную посредством интерактивных упражнений и задач [Вартанова, 2014, 34]. В интерактивном обучении каждый студент пытается внести особый вклад; они обмениваются идеями и знаниями, которые осуществляются совместными действиями студентов в процессе овладения учебным материалом. Поэтому интерактивные упражнения ориентированы не только на взаимодействие между студентом и преподавателем, но и на взаимодействие студентов, поскольку все учащиеся группы участвуют в процессе обучения как можно больше, и используется модель времени студентов (МВС).

Современная педагогика и методология предлагают широкий спектр интерактивных технологий, которые целесообразно использовать при обучении навыкам говорения. Такие технологии включают в себя: эвристический разговор, консультации, работа в небольших группах (парами или ротационными тройками), ролевая (деловая) игра, обсуждение, недоконченное предложение, метод пресса, дебаты, уроки - путешествия, уроки - сказки, викторины познавательные игра, состоящая из вопросов и ответов, уроков с использованием интерактивной доски) и многих других. Все вышеперечисленные интерактивные методы, как показывает практика, развивают навыки говорения студентов, расширяют их знания и горизонты. Также интерактивные методы объединяют теоретические и практические знания студентов, то есть сначала они воспринимают полученную информацию, а затем используют ее для творческой работы. Кроме

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того, интерактивные методы обучения очень интересны, что позволяет учителям и студентам изучать языковые материалы в дружеской атмосфере.

Анализ методической литературы и собственного опыта работы показывает, что PRES-формула, созданная профессором из Южной Африки Дэвидом Маккойдом-Мейсоном, дает хорошую помощь в развитии и совершенствовании умений и навыков. Vangliamage воспроизводится как PRES-формула (Position-Reason-Explanation-Summary). Этот метод можно использовать во время обсуждения, потому что на начальном этапе обучения студенты университета не знают, как вести дискуссию и слышать друг друга, рассуждать разумно. Как Вартанова К.Ю. примечания: «Главная ценность этого технологического метода заключается в том, что с его помощью учащиеся могут активировать свой мыслящий потенциал, а также формулировать личное мнение в ясной и сжатой форме, давать лаконичный и емкий ответ, выражать свою собственную точку зрения на тот или иной вопрос, ситуация, проблема в рамках изучаемых тем "[Вартанова, 2014, 36]. Для достижения этих целей в ходе обсуждения преподаватели должны научить студентов использовать технологию РЕРС, которая состоит из четырех этапов:

Позиция (в этом случае есть точка зрения) - я думаю; Я верю; Я твердо верю; Я полагаю; Я не могу не сказать; Я полагаю; Я уверен; Я не думаю ...;

Предыстория (в поддержку позиции) - поскольку; в виде; поскольку; в этом; быть тем;

Р-пример (факты, иллюстрирующие вывод), например; например; скажем;

С-следствие (закключение), т.е. так; соответственно; вследствие этого; по имени; следовательно.

Таким образом, используя эту технику, каждый студент имеет возможность в краткой форме выразить свое мнение по определенной теме обсуждения. С помощью этого метода, который является основой для обучения языковым навыкам, учащиеся развивают способность анализировать материал, свободно выражать свои мысли и не обязательно, и утверждать свою собственную точку зрения. Это, несомненно, повышает уровень знания языка и позволяет улучшить навыки говорения среди филологических студентов.

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UDC 378

INTRINSIC MOTIVATION IN THE CLASSROOM OR HOW TO STIMULATE STUDENTS STUDY A FOREIGN LANGUAGE

V.V. Fatikhova¹

Abstract

How to make students study and learners learn have been insistent questions since birth of any civilization. Motivation has been called as a “neglected heart” of language teaching. The primary focus is on the learner and internal factors that encourage and facilitate their pursuit of language achievement. When we learn to incorporate direct approaches to generating student motivation in teaching, it contributes to successful future. This article deals with studying motivation as the student’s desire to productive cognitive activity, active development of educational content.

Key words: motivation, intrinsic motivation, EFL learning, classroom environment, psychological factors.

In the last few years, the topic of intrinsic motivation has raised a lot of interest in EFL learning. Motivation plays a significant role in a student’s learning and development. It is part of teachers’ pedagogy to develop in students the desire for new knowledge and understandings, known as intrinsic motivation. All students are unique; educators, through implementing a variety of motivational techniques, can have considerable influence on students’ participation and self-expression. Individual teachers have the capability of making learning empowering, thus allowing the energy of the classroom to be filled with excitement and anticipation. In the last few years, the topic of intrinsic and extrinsic motivation has raised a lot of interest in EFL learning. It is important for pre-service teachers to think about ways to motivate students in the classroom, as part of the process of developing lifelong learners and to develop effective practice. Motivation is a fundamental element of students’ learning; teachers can assist in increasing and developing motivation for optimal achievement in the classroom. Through the facilitation of a supportive classroom environment, engaging learning experiences, goal setting and teacher enthusiasm, teachers can empower students to find joy and excitement in their learning.

Motivation has been called as a “neglected heart” of language teaching. The primary focus is on the learner and internal factors that encourage and facilitate their pursuit of language achievement. When we learn to incorporate direct approaches to generating student motivation in teaching, it contributes to successful future.

Psychologists have identified two distinct forms of motivation. They are intrinsic and extrinsic motivation. Intrinsic motivation refers to an inherent interest in pursuing a topic. These individuals find a subject enjoyable and they naturally desire to learn mastery of it. Extrinsic motivation, on the other hand, refers to a desire to pursue a subject for reasons outside of the individual, such as rewards, grades, parental or instructor approval, etc. These individuals are motivated to learn a subject not because they want to learn it, but because learning the material will get them good grades, parental praise, or because jobs in that field pay well; all of which are external rewards.

In educational psychology, the definition of what it is to be motivated is quite simple: “to be motivated is *to be moved* to do something”.

Intrinsic motivation is related to an internal wish to do something. Decile defines intrinsically motivated activities as: “the ones for which there is no apparent reward except the activity itself.” Self-determination theory puts emphasis on three innate psychological needs which need to be satisfied in order for an individual to feel intrinsically motivated. Those needs are: autonomy (in deciding what to do and how to do it), competence (abilities and skills by which we manage to control our environment)

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and relatedness (relationships we develop through our interaction with others). This assumption has significant implications for students engaged in the learning process. Namely, students are more likely to experience intrinsic motivation in an environment that promotes the satisfaction of these needs than in the one which neglects them. Moreover, according to some studies, intrinsically motivated learning tends to be more valuable than extrinsically oriented one.

Intrinsic motivation was adeptly illustrated by the concept of flow, developed by Mihaly Csikszent. Flow represents the feeling of complete absorption in the activities which we enjoy. For an artist, flow is most likely to take place while creating a certain piece; for a mathematician, while solving a math problem. At any rate, whenever it happens, people lose their sense of time. They stay focused on the task without letting any distractions keep them away from what they are. On the other hand, those who are extrinsically motivated perform a certain action not because they truly enjoy it, but because of a reward that is available.

There is the following classification of educational motivation of a student:

- cognitive motives (the acquisition of new knowledge);
- social motives (intends duty, responsibility, understanding the social significance of the studying, benefit the society) are expressed in the pursuit of personality to assert himself in society and to adopt his social status through the studying;
- pragmatic reasons (to have a higher salary, receive a worthy reward for his labor);
- professional motives (empowerment to get a challenging and interesting work);
- aesthetic motives (getting pleasure from learning, the disclosure of his hidden abilities and talents);
- status and positional motives (the desire to establish himself in the community through studying or social work, gain recognition of others, obtain a position);
- communicative motives (expansion of the range of communication by improving his intellectual level and new acquaintances);
- traditional and historical reasons (set by stereotypes that have emerged in the community and strengthened over time);
- utilitarian and practical reasons (mercantile, learn to self-education, the desire to learn a single thing of interest);
- educational and cognitive motives (focus on ways of getting knowledge, learning specific subjects);
- social and personal motives of prestige (to establish itself and take in the future a certain position in society and in particular social environment);
- unconscious motives (education not by choice, but by the influence of someone based on a complete misunderstanding of the meaning of the information received and the complete lack of interest in the cognitive processes).

These motifs may merge to form a common motivation for learning. Dale Carnegie says: "... the only one way to encourage people to do something is make a person want to do it." In order for a student to be really involved in the work it is necessary the tasks that are put in front of him in the training activities are not only understandable, but also internally adopted by him. They should gain importance for a student. Since the true source of human motivation is in himself, it is necessary to make him want to do something. Therefore, the main motive of the studying is the inner motive power. Eastern wisdom says: "One person can lead a horse to water, but even hundred cannot make it drink the water". So the student can be made to sit in the classroom, but you cannot teach him forcibly and develop his abilities. Horse drinks water when it is thirsty, and student studies when he wants to learn. The student wants to learn, and will do it himself only when the occupation is interesting and attractive. He needs motivation for cognitive activity. Students of vocational schools are much more aware of their chosen profession at the time of practice, implementation of laboratory works. They see the incentive and motivation for further theoretical training, knowing that they can apply their knowledge in practice.

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UDC 378

UNCONVENTIONAL METHODS OF TEACHING ENGLISH FOREIGN LANGUAGE AT HIGHER EDUCATIONAL ESTABLISHMENTS OF UZBEKISTAN

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Abstract

The main purpose of modern education is to match current and future needs of the individual, society and the state, the preparation of multi-developed personality of a citizen of the country, capable to social adaptation in the society, to the beginning of employment, self-education and self-improvement.

The work discloses predictable results of changes in the modern educational system in Uzbekistan which make the training and professionalism of teachers necessary i.e. improvement of their professional competence.

Key words: Grammar-Translation Approach, Direct Method, Suggestopedia, effective studying, modern approaches.

The new definition of language proficiency led to the development of new language learning objectives as well as new classroom activities and techniques that would enable students to meet these objectives.

During the search for “the best method” phase of language teaching, several studies were carried out to settle the question empirically. For example, Swaffar, Arens and Morgan (1982) set out to decide which was superior, audiolingualism or cognitive code learning. The results were inconclusive, and it appeared that, at the universities and institutes few teachers adhered rigidly to one method than other. Instead, they developed a range of practices that reflected their own personal teaching styles. Among other things, it was studies that gradually led people to abandon the search for the “right method”.

For a survey of the history of second or foreign language teaching, Jill Kerper Mora (2008) discussed some important teaching methods in her recent published newsletter “Show-Me”.

Those are-

- * Grammar-Translation Approach
- * Direct Method
- * Suggestopedia

The grammar-translation method is the oldest method of teaching English. This method is also known as the classical method. The grammar-translation method dominated European and foreign language teaching from the 1840s to the 1940s. Its modified form continues to be widely used in some parts of the world today. The grammar-translation method is a method of teaching foreign languages derived from the classical (sometimes called traditional) method of teaching Greek and Latin. In grammar-translation classes, students learn grammatical rules and then apply those rules by translating sentences between the target language and their native language. Advanced students may be required to translate whole texts word-for-word. The method has two main goals: to enable students to read and translate literature written in the target language, and to further students’ general intellectual development.

Characteristics:

-The unit of teaching is word, not a sentence. It means vocabulary is taught in the form of isolated words.

-It considers grammar as a soul of language.

-Grammatical rules of teaching of English are explained into mother tongue.

-This method does not help in development of linguistic competence of learner.

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- English grammar is taught through rules, translation, definition and comparative study of mother tongue grammar.
- Grammar is taught deductively.
- The main function of language learning, communication is ignored. -Reading and writing are the major focus.
- Words are taught through bilingual word-lists, dictionary study and memorization.
- The English is taught in mother tongue with little use of target language.

The direct method. An attempt to teach the language as one could in learning mother tongue is known as the direct method. It is also called natural method because it is learnt naturally like mother tongue or first language. It is very difficult to bring exact environment in which mother tongue or first language is acquired, so later the same method became popular called direct method. This method was against of grammar-translation method. The extreme use of mother tongue affected the naturalness of language. The students did not learn language but practiced of acquiring mother tongue or first language. In this method same environment is created to learn second (SL) or foreign language (FL) but learning SL is not natural process. It depends on the will of the learner to learn for his own development. So teaching of SL or FL by observing the principles of language acquisition is the direct method.

In short, the principles of the direct method were as follows:

- Classroom instruction was conducted in the target language.
- There was an inductive approach to grammar.
- Only everyday vocabulary was taught.
- Concrete vocabulary was taught through pictures and objects, while abstract vocabulary was taught by association of ideas.

Suggestopedia (USA English) or Suggestopaedia (UK English) is a teaching method, which focuses on how to deal with the relationship between mental potential and learning ability and it is very appropriate to use in teaching speaking for young language learners. This method was introduced by a Bulgarian psychologist and educator, George Lozanov in 1975. It is used in different fields, but mostly in the field of foreign language learning. Lozanov has claimed that by using this method a teacher's students can learn a language approximately three to five times as quickly as through conventional teaching methods.

Characteristics:

- Comfortable environment;
- The use of music;
- Peripheral Learning;
- Free Errors;
- Homework is limited;
- Music, drama and art are integrated in the learning process.

Suggestopedia aims to deliver advance conversational proficiency quickly. It apparently bases its leaning claims on student mastery of prodigious lists of vocabulary pairs and indeed, suggests to the students that it is appropriate that they set such goals for themselves. Lozanov states categorically, "the main aims of teaching is not memorization, but the understanding and creative solution of problem".

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УДК 378

НЕКОТОРЫЕ ОСОБЕННОСТИ ГРУППОВОЙ РАБОТЫ В КЛАССАХЭ.Н. Хайитова¹*Аннотация*

В этой статье описываются некоторые особенности и удобства групповой работы в классах.

Ключевые слова: групповая работа, педагогические технологии, сотрудничество, взаимодействие в педагогической стратегии, случайным образом, выбор учителей, близость к месту жительства, или выбранная студентом конструктивная коммуникация.

С течением времени мы сталкиваемся с различными новыми способами обучения иностранным языкам в методологии. Не только разные способы обучения иностранным языкам, но также мы можем наблюдать новые педагогические технологии в учебном процессе. Так что мы собираемся посвятить статью о некоторых особенностях групповой работы.

Групповая работа - очень важная часть нашего урока, поскольку она демонстрирует нашу способность общаться, обсуждать и сотрудничать с другими учащимися. Цель включения компонента групповой работы в наши сессии или курсы - это подготовка к нашей будущей профессии, которая может потребовать от нас работы в групповой среде. Поэтому неудивительно, что способность эффективно работать в группе - это очень желаемое умение. Групповая работа - это одна педагогическая стратегия, которая способствует участию и взаимодействию в ходе сессии.

Это способствует более глубокому и активному процессу обучения, а также предоставляет инструкторам ценные демонстрации степени, в которой учащиеся понимают конкретные темы или концепции. В дополнение к тому, чтобы подвергать студентов различным подходам и способам мышления, работа с другими студентами в группах может способствовать осознанию принадлежности, которое борется с анонимностью и изоляцией, которую испытывают многие студенты в большом кампусе. Некоторые студенты изначально могут неохотно участвовать в групповой работе, поэтому разделение причин групповой работы с нашими учениками может помочь убедить неохотных. Это может помочь им узнать, что исследования показали, что группы часто разрабатывают более качественные решения, чем самые продвинутые люди.

Совместная работа в группах также дает учащимся возможность учиться и учиться друг у друга. Исследование в классе показало, что учащиеся часто учатся лучше друг от друга, чем учителя. [1,16-20]

С практической точки зрения, групповая работа также способствует развитию межличностных навыков, высоко ценимых работодателями, не говоря уже о друзьях, соседях и семье. Для инструкторов групповая работа может сэкономить время подготовки. Хотя подготовка к эффективной групповой работе требует некоторого планирования, она занимает меньше времени, чем подготовка лекции. Нетрудно включить групповые мероприятия в наш план уроков, но есть несколько общих правил о структурировании групповой работы, чтобы у него были полезные результаты для студентов.

Небольшие группы или учебные группы могут формироваться четырьмя способами: случайным образом, выбранным учителем, близостью места или выбранным студентом. Случайные и выбранные учителем групповые задания избегают клик и позволяют учащимся взаимодействовать с разными одноклассниками в течение всего семестра.

Мы хорошо знаем нашего ученика; выбор учителей может быть полезен для группировки студентов. Рассмотрите возможность выбора групп или пар с различными сильными сторонами и уровнями навыков, поскольку исследования

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показали, что группы решателей проблем с различными навыками последовательно выходят за группы решателей проблем, которые обладают высокой квалификацией. [2194]

Размер группы может быть разным, также как и время, в течение которого студенты работают вместе. Сопряжение отлично подходит для решения проблемы на тридцать второй или одной минуте. Группы, которые работают вместе в течение 10-4 минут, могут составлять четыре или пять человек. (Если их больше четырех или пяти, некоторые участники перестанут участвовать). Группы могут быть формальными или неформальными. Неофициальные группы могут быть ad-hoc dyads (где каждый ученик обращается к соседу) или десяти-минутные «группы гудения» (в которых от трех до четырех учеников обсуждают свои реакции на задание на чтение). Формальные групповые присвоения могут служить групповым проектам в формате семестра. В больших группах полезно назначать роли в каждой группе (примеры: рекордер, репортер класса, хронометрист, монитор). Если ученики не привыкли работать в группах, устанавливая некоторые рекомендации с классом об уважительном взаимодействии до того, как первая деятельность может способствовать позитивной и конструктивной коммуникации.

Полезно организовать студентов в группах, прежде чем давать им инструкции для групповой деятельности, поскольку физическое движение в групповом образовании имеет тенденцию отвлекать.

Преподаватель задает вопрос. Студентам дается время (30 секунд или одна минута), чтобы думать о реакции. Каждый студент затем соединяется с другим, и оба обсуждают свои ответы на вопрос. Инструктор приглашает пары поделиться своими ответами с классом в целом.

Если ваша групповая работа состоит из набора коротких проблем, с которыми студенты могут работать, как это часто бывает в курсах по науке и математике, существует множество способов структурирования деятельности.

Во время групповой работы, как бы соблазнительно, не отключайтесь от своего класса и сидите в передней части комнаты! Распространяйте и слушайте своих учеников. Они на задаче, или они говорят о своих планах на выходные? Участвуют ли ученики в концепциях и заданиях, или все они застряли и запутались? У них есть вопросы к вам? Потяните стул и присоединитесь к каждой группе некоторое время.

В ходе осуществления групповой работы в первый раз в своем разделе некоторые GSI обнаруживают, что студенты неловко молчат, когда GSI ходит или слушает их обсуждение. Это временно, и это должно прекратиться, когда наши ученики знакомы с нами и формат групповой работы. Потому что незнакомость управляет этой реакцией, хорошо реализовать групповую работу очень рано в семестре и часто ее использовать в вашем разделе.

Подводя итог, мы можем видеть результаты работы в группе. Работая в небольших группах, учащиеся могут обсуждать данную проблему, делиться своими идеями друг с другом и учиться уважать друг друга, а групповая работа показывает простые способы обучения объясненной теме или теме преподавателем.

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UDC 378

THE USAGE OF TESTING DURING ENGLISH CLASSESN.A. Ibadova¹*Abstract*

The given article illustrates the best way of getting educational opportunity and progress for all learners. Moreover, it is quite possible to claim, this it is the best of way of estimating learner's knowledge, received during classes. This one is also composed of an example of passing test.

Key words: school districts, meaningful assessments, the potential problem, the appropriate use of tests, tests in educational system.

Measuring what and how well students learn is an important building block in the process of strengthening and improving our schools. Tests, along with student grades and teacher evaluations, can provide critical measures of students' skills, knowledge, and abilities. Therefore, tests should be part of a system in which broad and equitable access to educational opportunity and advancement is provided to all students. Tests, when used properly, among the most sound and objective ways to measure student performance. But, when test results are used inappropriately or as a single measure of performance, they can have unintended verse consequences.

Nowadays, many school districts are mandating tests to measure student performance and to hold individual schools and school systems accountable for that performance. Knowing if and what students are learning is important. Test results give classroom teachers important information on how well individual students are learning and provide feedback to the teachers themselves on their teaching methods and curriculum materials.

It is important to remember, however, that not test is valid for all purposes. Indeed, tests vary in their intended uses and in their ability to provide meaningful assessments of student learning. Therefore, while the goal of using large-scale testing to measure and improve student and school system performance is laudable, it is also critical that such tests are sound, are scored properly, and are used appropriately.

Some public officials and educational administrators are increasingly calling for the use of tests to make high-stakes decision, such as whether a student will move on to the next great level or receive a diploma. School officials using such tests must ensure that students are tested on a curriculum they have had a fair opportunity to learn, so that certain subgroups of students, such as racial and ethnic minority students are students with a disability or limited English proficiency, are not systematically excluded are disadvantaged by the test or the test-taking conditions. Furthermore, high-stakes decisions should not be made on the basis of a single test score, because a single test can only provide a "snapshot" of student achievement and may not accurately reflect entire year's worth of student progress and achievement.

The potential problem with current increased emphasis on testing is not necessarily the test, per se, but the instances when tests have unintended and potentially negative consequences for individual students, groups of students, or the educational system more broadly. But, it is also critical to remember that, in many instances, without tests, low-performing students and schools could remain invisible and therefore not get the extra resources or remedial help that they need.

The Appropriate Use of Tests

The measurement validity of a test is an extremely important concept. Measurement validity simply means whether a test provides useful information for a particular purpose. Said another way: will the tests accurately measure the test taker's knowledge in the content area being tested?

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When tests are developed and used appropriately, there among the most sound and objective knowledge and performance measures available. But, appropriate development and use are critical. Fairness in testing begins when tests are being developed. Test developers should provide to those using their tests (school systems, for example) specific information about the potential limitations of the test, including situations in which the use of the test scores would be inappropriate. For example, a test that has been validated only for diagnosing strengths and weaknesses of individual students should not be used to evaluate the educational quality of a school. Furthermore, those using a particular test should have an appreciation for how the test performance of some students with a disability or those with limited English-speaking ability, for example, should be interpreted. The Standards for Educational and Psychological testing, created by the American Psychological Association, the American Educational Research Association, and the National Council on Measurement in Education, present a number of principles that are designed to promote fairness in testing and avoid unintended consequences.

Gaps between Testing Principles and Educational realities

Calls to improve educational outcomes by measuring student and school performance are based on good intentions. And, as previously stated, tests, when used appropriately, can be valid measures of student achievement. However, test users must ensure that results are truly indicative of students achievement rather than a reflection of the quality of school resources or instruction. It is only fair to use test results in high-stakes decisions when students have had a real opportunity to master the materials upon which the test is based.

Therefore, in conjunction with supporting the use of tests to evaluate performance, public policymakers should also support research on the consequences of such testing, and localities should work to provide the resources necessary for schools to provide quality educational opportunities and achieve real student growth and learning not just “teaching to the test” skills acquisitions. Test results should also be reported by sex, race/ethnicity, income level disability status, and degree of English proficiency for evaluation purposes.

For example multiple-choice tests (MCQs, further in the text). To the author’s concern these tests are widely used by teachers in their teaching practice, and, moreover, are favored by the students (Here the author has been supported by the equivalent idea of Alderson (1996)). Heaton (1990) believes that multiple-choice questions are basically employed to test vocabulary. However, we can argue with the statement, for the multiple-choice tests could be successfully used for testing grammar, as well as for testing listening or reading skills.

It is a well-known fact how a multiple-choice test looks like:

1. - not until the invention of the camera that artists correctly painted horses racing.

(A) There was

(B) It was

(C) It

In summary, testing is extremely valuable part of educational assessment, but it is only a part of the formula for quality learning. When tests are used in high-stakes circumstances, a number of safeguards must be in place. Test developers must ensure that certain groups of students are not disadvantaged why a test, and test users must guard against allowing the testing process—the need for students to pass a certain test—to overwhelm the rest of a student’s mastery of a wide curriculum. Furthermore, remedial programs should be in place for students who score low or fail such tests.

Because the stakes are so high for so many students, additional research should begin immediately to learn more about the intended and unintended consequences of testing in educational decision making. If tests are going to be used to determine which students will advance and what subjects schools will teach, it is imperative that we understand how best to measure student learning and how the use of high-stakes testing will affect student drop-out rates, graduation rates, covers content, levels of student anxiety and teaching practices.

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ONE OF THE MOST MAJOR FACTORS WHICH AID LEARNERS TO LEARN THE LANGUAGE

L.F. Kudratov¹

Abstract

The given article comes under review the issues which stop learning a new language. Because during this people come across with a great deal of obstacles. Nevertheless it is set fourth wholesome advice, associated with improving all language skills.

Key words: challenges, various possible types of learning, essential ways, accomplishments, enhancing vocabulary bank, experience.

Currently, all kind of learners such as students and children find out learning the language challenging. As clear as daylight that acquiring the knowledge in the branch of language is always claimed to be difficult for one who desire to do it. Some people would like to read various articles, magazines, and newspapers which are published by natives while others prefer to gain the knowledge through watching films, listening to the music with lyrics and so on. First and foremost, each person should create the way that is helpful and suitable only for themselves, on the grounds that there will be a perceptible gap between the degrees and levels of the learner's assimilation. On top of that, fighting against hurdles and barriers can also be lucrative. What I am about to say is people should enhance their immunity to the issues that can be a menace for their study. One of them is procrastination, the act of postponing, delaying or putting off, especially habitually or intentionally. It is considered to be the most highly stated impediment to make people fall behind the goals and objections which are going to be done. If you do not put up with the difficult burdens as a result of the procrastination, your tasks will keep on being appeared to be mountain and you will be obliged to stop and give your target up. The one will stand against for who feels onus. To try to do everything on time will be always good. Furthermore, sometimes we can be witness of opinions stated by the learners that they are not able to study in the places where they can not feel themselves autonomous and free like a bird. Consequently, they will be confused and not concentrate on one theme or topic. For this reason, desiring the place where you are aware of finding out yourself independent and helps you to study more than you want, it will be a blessing and well-founded idea. However, it should be far from incessant noise that disturbs you from studying better. At the same time, it not only the means of studying in the pure condition but also releasing your tire, unleashing the stress and the factor which makes you zealous during the process of learning something. So, there is a saying by Aaron Ralby: "The learning takes place inside you rather than outside, regardless of whether it is a computer or book or a teacher in front of you." Moreover, each person who wants to illustrate his or her accomplishment and endeavours to get ahead with flying colors in the proper aim should embrace these characters like self-confidence, broad -mind, tolerance, and one of the most essential is knowledge and so on. All aforementioned opinions will help to those who are adults and it is not thought to be difficult for them.

Watching the children learn an additional language looks like seeing their first time swim. Some of them know how to swim even it is the first time, on the contrary other can not manage to swim so far from the shore and they prefer to stay dipping a toe in the water. It is totally believed that the intensity of the children's interest to the language comes naturally, namely it have to be naturally -gifted. They gain the knowledge faster than others. At the time a child comprehends the importance of learning language, and can see how it directly applies to their life. The teachers and educators have recently found that a contextual, theme- based curriculum can help get students more excited to dive into language learning. As they begin interested in language, they see meaningful connections to their lives, they begin to take risks to produce the language which helps them to acquire it faster and more efficiently. Sharing the

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knowledge of language is really connected with the age of the child. In as much as, if a child is taught a language at an early age, the percentage of acquiring the language will be higher than expected. Oppositely, at age of ten, the process gets harder, however it is not true about everyone. Another factor is child's comfort in the current country residence. Most children have to leave their location and school as their parents' job changes, as a result of it, they feel themselves "blue" and in other cases begin kicking and screaming. Fortunately, even at first children are deeply disappointed, if they are welcomed by teachers and natives and supported by parents, they do not feel isolated any more. Because of this situation children may probably improve and advance their pronunciation and enrich their vocabulary via continuing learning the language or everything goes contrarily. In fact, during learning foreign language the most challenging step is memory. With thousands of words and grammar rules to remember, you need all the help you can get to retain what you learn. If you pay great attention to the scientific investigations about memory, you will discover that most of the words you have difficulty to memorize, are the words you can not pronounce well. And of the trick reasons is almost all of the foreign languages are full of hard-to-pronounce and hard-to-memorize words. One more vital way of it is to focus on the thing exactly you want and know how to bring children's attention. Often the discussion around how to learn a language slides into a debate about so-called traditional v-tech approaches. For Aaron-Ralby, director of Linguisticator, this debate misses the point: "The question is not so much about online or app v-book. Rather it should be how can we assemble the necessary elements of language for a particular objective that it is not so essential learners with hi-technologies, but in order to improve their skills related to the language, teacher should present user-friendly way of teaching methods and objects which help students to catch up and comprehend the task and elements. Besides this, learning vocabulary in context is also wide-spread method of learning language. Due to the fact that memorizing lists of vocabulary can be challenging, not to mention potentially dull. Ed Cooke, co-founder and chief executive of Memrise, believes that association is key to retaining new words: „A great way to build vocabulary is to make sure the lists you are learning come from situations or texts that you have experienced yourself, so that the content is always relevant and connects to background experience." According to the saying, we can fairly say that experience is one of the most regarded part of learning. In as much as the word which you are going to learn by heart will be learnt through making sentences up, reading a sorts of texts and so on. It will be good way of learning, however it does not mean that you should do each word like an aforementioned, otherwise it will be time-consuming at the same time. As it is inevitable as death that there are some words which are difficult to remember and the words which are catchy. Thus, it depends on a word. During the process of learning the language the most brilliant progress is to read kinds of books including short stories, novels and so on. Alex Rawlings explains that reading for pleasure "Exposes you to all sorts of vocabulary that you will not find in day-to-day life, and normalises, otherwise baffling and complicated grammatical structures. The first book you ever finish in a foreign languages is a monumental achievement that you will remember for a long time." Of course, if you read a book so as to look up new words in it makes readers feel tiresome and exhausted and you will not want to read the book even the story at the end.

In conclusion, sometimes learning language is seemed to be hard to gain and a person who is zealous to do it can achieve his or her aim. Broadly speaking, in our independent country English language is covering all branches of science and profession. For this reason we can be witness of huge interest in it and progress among language learners, learners are not limited to learn only a language, but also broadening their horizon by learning other world languages. Undoubtedly, it means that there are being created and organized a majority of possibilities and chances by our government and our respectful teachers are utilizing each new method to improve learners knowledge as fast and efficient as they can. That is why, it our duty to be a pride of our nation and state

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UDC 378

TEACHING FOREIGN LANGUAGE TO THE CHILDREN VIA INTERACTIVE METHOD

L.F. Kudratov¹, N. Lutfullaeva²

Abstract

The given article is based on studying a foreign language via interactive method, consisted of many methods.

Key words: teaching, interactive methods, children, modern, language, kindergarten, primary school.

In today's modern life, teaching foreign language for children is becoming extremely important. If I say honestly that both teaching and learning foreign languages are especially important these days. Lots of children pay attention to learn foreign language such as English which is widespread language in the world. As a result, lots of children learn it due to the fact that it is extremely important and necessary in their future to be brilliant. Nowadays, there are a lot of opportunities for children to read and learn something new in their free time. If you want your children to learn or improve their English knowledge, you have to spend too much time reading and studying for your child. In as much as, it is more and more important for their future. First and foremost, teaching interactive method is a very effective way to learning so fast and easy. As you know it perfectly that it is so comfortable to learn. On top of that, relationship between teachers and children should be very close; it plays a great role in understanding each other for interactive method. In addition, teaching foreign language to the children via interactive method involves several methodologies.

Firstly, teaching interactive methodology for young learners.

It is the most effective methodology for all age groups to develop real communicative ability with speaking foreign language. I believe that genuine face-to-face interaction between students and teacher is the best way to achieve this and help your child to learn English. Furthermore, in this method is increased children's talent and it improves the abilities of the children, and also teacher always teaches children according to their interests, such as watching various interesting cartoons and films which are an English language. Furthermore, showing variety of English words are described in a lot of interesting colorful pictures which are easy, interesting and necessary words and also listening different songs which are in English language. All of them are really useful to learn so fast. If I talk about their importance, firstly when children watch various cartoons and films so much, they can open their mind and they can understand English easily when they watch. Secondly, when children are taught English words with pictures of colorful things, they become very clear. And also vocabulary in this way is understandable and easy for children. But children are taught English words without colorful pictures, its effect will be so slow and they cannot learn by heart very well. Thirdly, if children listen songs, it can improve their listening or they sing different songs which belong to English, it can improve their pronunciation in English. As a result, they can learn so fast and very well, during teaching interactive process.

Teaching interactive methodology for young children in kindergarten.

Its aim is to develop in your child a love for English and positive attitudes towards language learning. This course gives them the opportunity to learn the language in an English-speaking environment. This method will accelerate the child's learning easily and very quickly. It is used to fun and interactive communicative activities such as games, songs, chats and stories. Children engage in structured and free play activities

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to practice what they have learnt in class. These lessons are theme-based and they nurture reading and communication through a range of activities including art and craft, show and tell, role-plays and experiments. After the presentation of the topic, children get to work in small groups so that the teacher is able to pay each child more attention and help. Moreover, children get knowledge and meaning of the world and creative development. Apart from this, the method can help children to come up with independently and also children are interested in reading. Further learning process, children get lots of new and necessary information from these lessons. Not only new and necessary information but also work experience and especially for children of kindergarten are taught by illustrated pictures. If I say honestly, children never waste their time, if they learn all of the things from interactive method.

Teaching interactive methodology for Primary.

I can say that this method is more difficult than method of kindergarten, namely if you teach children with interactive activities such as communicative games, songs, chats, drama and role-plays which emphasize spoken fluency and improve children's pronunciation in English. Students read and write stories, poems, letters, and reports to learn a variety of text types and styles of writing. Furthermore, if children can use topics which are relevant and motivating to the age and level of children to present and develop their grammar and vocabulary for everyday use. Children work on projects to activate and consolidate their English knowledge. In addition, in my mind, parents should keep track of their child's learning progress. You know perfectly that it is extremely important process for your children. Certainly, I think so it is important for relationship. On the grounds that, if teacher can explain his lesson clearly and easily, children will understand it and learn very quickly. However, children should not be lazy. I come up with that if well-educated teachers teach children, one day they can stand on their own two feet.

Teaching interactive methodology for Secondary.

Teaching interactive method plays an important role in children's life. It makes children more independent in their own way. Importance of teaching interactive is that it helps students to discover their resources and they are also able to control their learning process to an extent. They can decide which way they want to develop and present their projects and this helps them to build strong research skills and it shows lots of benefit. On top of that it is taught by experiences. Furthermore, during teaching process, teacher gives a problem and students have to work out this problem one by one. After that this problem is discussed by learners. Today's one of the major problem is learning foreign language. Friendly speaking that learning foreign language is not an easy thing. It is a long and slow process that takes so much time and patience. However, knowing English is absolutely necessary for children not only for children but also it is as necessary for every person as water. As a result of teaching interactive method can help to learn fast. In addition, it is known that there are a lot of difficulties during learning process. However, there are solutions with interactive method for every problem. It does not matter if your child meets different difficulties face to face, he or she can work out all of them with his or her experiences. During teaching process, teacher gives questions for children and they express their ideas and also their vivid imaginations to their teacher. I can say that in interactive method teacher's role is to direct children to the activity to get the aim of lesson which include interactive exercises and tasks. As you know that teaching foreign languages may be divided into three groups. They are Passive Methods, Active Methods, and Interactive methods. I want to explain every methods of teaching, all of methods are the best methods to teach. However, all of methods are differing from each other with their meanings. Firstly; I want to speak about Passive method. In passive method a teacher is in the centre of teaching, he or she plays in active role, but children are passive. Control can be carried out by the way of questions; it may be useful when it is used by an experience. Secondly, in active methods children are also active. Their role and activity is equal in this process. Children may be asked questions and express their ideas to their teacher. The first interactive method or approach is a modernized form of active method. In this method children become active. Most of the teachers usually understand or mean cooperative action during a lesson. Thirdly, I am going to tell about in Interactive method. Teacher's role is to direct children activity to get the aim of lesson which includes interactive exercise and tasks. The last but not

least, I recommend children to teach interactive method, due to the fact that it is suitable and comfortable for each child.

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UDC 378

TEACHING ENGLISH THROUGH READING

L.F. Kudratov¹, N. Shodieva²*Abstract*

The given article is based on studying a new language via reading wholesome books, consisted of many new words in a determined area or simple books it total. These ones are very required for broaden people's horizon. Additionally, it is used for increasing learner's vocabulary.

Key words: benefits of reading louder, choosing the right book, reading process, sharp progress.

Today's one of the widespread languages is English. We can be witness of English language in every branch of society and it is required to learn the language. Widely speaking, through learning language people can easily keep in touch with and communicate with native speakers of the foreign countries and broaden their horizon via being informed about various cultures and traditions of the abroad. For these, aforementioned reasons lead people to learn English language. However, during the learning process some of the people come across different kinds of challenges and difficulties. In order to obtain the goal, namely to learn English, first and foremost, you should adopt a time-management rules and stick to the schedule. Furthermore, so as to acquire the knowledge of English language some types of learning styles come to help us such as auditory, visual and kinesthetic. You can freely choose one suitable type which aids you to learn the language easily and efficiently. In today's modern day, reading is the basis of our life. As a child we learn to read, and after being adult it is time to read to learn something new. We read to learn new rules, new information, and learn how to do things in our life. So, we also use reading to learn English. If you want to learn and improve your English, you are required to spend your lots of time to reading. The more you read, the more input your brain gets how the language is working. Additionally, reading louder can advance not only your reading skills but also your pronunciation, spelling, and listening skills at the same time. The most important thing in the process of reading is new words. Not trying to translate each word in the text that you come across and if the amount of the new words is more than you expect, it is better to alter the level of the reading task. Another tip is to organize a glossary including the words which is used in one specialized area of knowledge, namely various terms. Another affective way of learning English through reading is choosing the right book, story, novel or it can be poem. Many regard that newspapers will be a good choice since they cover our real life and the news. On top of that some teachers endeavor to teach their students and pupils through reading. To my way of thinking it is one of the means of improving your English. It means that your brain is in a very active way of learning. Reading is very active process. It is doubtless that the writer does a plethora work to write something and at the same time reading demands a majority of hard work from the reader. Why people consider reading is more effective? In as much as during the reading process, firstly, reader can imagine a scene in his or her mind, so it extends learner's imagination and creativity, secondly, comprehend clearly what the writer is about to say, namely it increases learner's understanding, thirdly, it is the best way to advance people's own opinions, ideas and how to illustrate agree or disagree opinions with the writer. If these tips are carried out, it can be advantageous for the learners. When you learn a language listening, speaking, and writing are important, but reading can also be very helpful. We can illustrate it through some pros sides associated with reading. First and foremost, learners encounter with new words when you read. However, teachers will not advice

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you to write, stick with the highlighter or look up each word that you do not know as it requires too much time and even it can slow you down. On the contrary, try to catch the meaning or a main idea of the text and work even without the dictionary or vocabulary. If you have a lot of new words, it means that the text is in high level, you need simpler form. So it is as clear as daylight that you can enrich your vocabulary in each text day by day and it will be first step to begin learning English. Besides that, reading can demonstrate the structures and expressions that are good example to write essays or letters. So, by reading there is opened a new door to the writing. Moreover, reading is written according to the grammar rules and no doubt learners can strengthen their grammar naturally when they read. Apart from this, reading speed is also essential, on the grounds that each person has his or her reading speed and it is up to a person how fast he or she is reading unlike listening or speaking. It does not matter. This is one of the big advantages of reading since different people work in different speeds. In addition to it, teachers can involve students and pupils by choosing reading materials according to learner's interest. Because, if a person reads something with a great interest, the work or information is kept forever in their mind. The most important thing is you can get useful information about the theme which is really intriguing to you and improve your English. Another affective way of learning English through reading is choosing the right book, story, novel or it can be poem. Many regard that newspapers will be a good choice since they cover our real life and the news. However, not everything goes as you want, because they include both political and social news and as everybody knows that political news is always challenging, for this reason try to read "newspapers if your level is intermediate or above. Pay attention if they are published by natives.

Last but not least, learners who are about to learn English try to do your best utilizing the best method for you and teachers who teach students and pupils use the most efficient style in order to make sharp progress among learners during teaching the English language.

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UDC 378

GAME TECHNOLOGIES IN ENGLISH TEACHING PROCESSS.M. Isaev¹*Abstract*

This article informs about changing kinds of games, used during classes and modernized methods of teaching at institutions of learning. In most cases, they can be composed of training materials, such as grammar and exercises. Furthermore, it is quite possible to participate in both a teacher and a student.

Key words: computer facilities (multimedia), educational process, training programs.

Game is, perhaps, the most ancient reception of training. With emergence of human society also the problem of training of children in the vital and socially important receptions and skills has appeared. With development of a civilization of game change, many objects and social plots of games change.

Unlike game in general pedagogical games possess an essential sign - accurately a goal of training and the pedagogical result corresponding to her, an educational and informative orientation.

The playful way of occupations is created by means of game receptions and situations which allow stirring up cognitive activity of pupils.

When planning game the didactic purpose turns into a game task, educational activity submits to rules of the game, the training material is used as means for game; the competition element which translates a didactic task in game is entered into educational activity, and successful performance of a didactic task contacts game result. An important role in ensuring efficiency of educational process is played by his activization based on use of new pedagogical technologies, including information. Need of search of new pedagogical technologies is caused by the following contradictions: between motivation and stimulation of the doctrine of students; passive and contemplate and active and converting types of educational activity; psychological comfort and discomfort; education and training; standard of training and individual development of the certain person; the subject - subject and the subject - the object relations. Functions of the computer as the instrument of activity of training, are based on his opportunities of exact registration of the facts, storages and transfers of large volume of information, group and statistical data processing. It allows to apply it to optimization of management of training, increase of showiness and objectivity of educational process at considerable economy times of the teacher of the following directions: Receiving information support; Diagnostics, registration and systematization of parameters of training; Work with training materials (search, analysis, selection, registration, creation); Organization of collective work; implementation of distance learning. During the work with training materials of the personal computer provides to the teacher various types of the help which consists not only in simplification of search necessary data during creation of new training materials due to use of systems of reference providing, but also in registration of materials for training (texts, drawings, schedules), and also in the analysis of the existing developments. The automatic analysis, selection and forecasting of efficiency of training materials are the important directions of use of the computer as the instrument of information support of activity training. The teacher can not only make selection of materials for training (to make basic and grammatical word stocks, to select texts and exercises), but also to analyze texts and the whole manuals [1]. Besides development of printing training materials modern computer means allow teachers, without being engaged in programming, to independently create new KOPEKS. For this purpose there are several opportunities: modification and addition of databases open COP use of so-called author's or generative programs. These programs call generative as they spontaneously generate the computer training programs (CTP) from the language material entered by the teacher.

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In relation to the pupil the computer can carry out numerous functions, acting in a role: Teacher; Expert; Partner in activity; Instrument of activity; Pupils can use the personal computer according to the individual requirements at various stages of work and in various qualities. Thanks to opportunities of realization of functions of the teacher, the computer is often used in the course of independent and homework of pupils, during autonomous studying of language, for completion of gaps in knowledge by the lagging behind pupils. In this situation the training and training computer programs which are specially created in the educational purposes are used. It is possible to tell that the computer from "teacher" turns into the active assistant to the teacher. Along with information and informative contents interactive lecture has emotional coloring thanks to in the course of her statement of computer slides. In advance preparing for lecture, the teacher develops on the computer in the Power Point application of the Office program necessary quantity of slides, supplementing video information on them with a soundtrack and elements of animation. It is natural that it considerably raises requirements to qualification of the teacher. He has to have the necessary level of knowledge of the computer equipment and own skills of work with the software. An important condition of carrying out interactive lecture is also existence of specialized audience, the equipped computer equipment and modern means of public demonstration of a visual and sound training material. In the course of a lecture statement the teacher incidentally provides information on a slide by way of illustration. It promotes the best assimilation of a training material by students. Efficiency of application of interactive lecture during teaching a course of the economic theory in technical colleges is explained by an originality of registration of text information in the form of schedules, logical schemes, tables, formulas which are widely used by teachers of disciplines of a technical profile. It, in a combination to sound effects, elements of animation and comments of the teacher, does the training material stated at lecture on general and humanitarian discipline, more available to understanding students with technical mentality. Thus, participation in training process at the same time of the teacher and the computer considerably improves quality of education. Use of the offered technique intensifies teaching process, increases interest of students in the studied discipline and efficiency of educational process, and allows reaching the bigger depth of understanding of a training material. On the one hand, cooperation of the teacher and the computer makes a subject matter more available for understanding various categories of students, improves quality of her assimilation.

With another — it places more great demands on the level of training of the teacher and his qualification who has to already not only own traditional techniques of teaching, but also be able to modernize them according to specifics of trainees, using modern achievements of science and technology. Along with advantages, introduction of information technologies can have also negative sides. A number of the problems arising in the course of application of information technologies: Problem of a ratio of volumes of information: Information provided by the computer can significantly differ from those volumes which the user (the student, the pupil) is capable to capture, comprehend and acquire mentally.

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