ХОРАЗМ МАЪМУН АКАДЕМИЯСИ АХБОРОТНОМАСИ

МУНДАРИЖА

ИҚТИСОДИЁТ ФАНЛАРИ

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TIJORAT BANKLARINI RIVOJLANTIRISHNING TAHLILI

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Annotatsiya. Mazkur maqolada tijorat banklaring tashkil topishi, rivojlanishi va bugungi kundagi o'rni tahlil qilingan. O'zbekistondagi tijorat banklarining o'sish suratlari bilan bir qatorda xorijiy banklar tajribalari ham o'rganilgan.
Kalit so'zlar: bank tizimi, davlat banki, aksiyador bank, moliyaviy operatsiyalar, bank kapitali
Аннотация. В данной статье проанализированы создание, развитие и роль коммерческих банков в современном мире. Наряду с темпами роста коммерческих банков в Узбекистане изучен зарубежный банковский опыт.
Ключевые слова: банковская система, государственный банк, акционерный банк, финансовые операции, капитал банка
Abstract. This article analyzes the organization, development and current role of commercial banks. Along with the growth picture of commercial banks in Uzbekistan, foreign banking experiences have also been studied.
Key words: banking system, state bank, shareholder bank, financial operations, bank capital

Tijorat banklari faoliyatining asosiy maqsadi foydani maksimal darajaga oshirishdan iborat bo'lib, bundan bankning likvidliligi bilan daromadligi o'rtasidagi oqilona aloqadorlikni ta'minlash eng muhim masala hisoblanadi. Tijorat banklarining daromadini oshirib borish, uning moliyaviy barqarorligini ta'minlash dolzarb masala hisoblanadi. Tijorat banklarining resurslarining oshishi iqtisodiyot uchun muhim ahamiyat kasb etadi.

Bugungi kunda ham 2017-2021- yillarda O'zbekiston Respublikasini rivojlantirishning beshta ustuvor yo'nalishi bo'yicha "Harakatlar strategiyasi"da bank tizimini isloh qilishni chuqurlashtirish va barqarorligini ta'minlash, banklarning kapitallashuv darajasi va depozit bazasini oshirish, ularning moliyaviy barqarorligi va ishonchliligini mustahkamlash, istiqbolli investitsiya loyihalari hamda kichik biznes va xususiy tadbirkorlik sub'ektlarini kreditlashni yanada kengaytirish ustuvor vazifa sifatida belgilangan [1].

Bank tizimi - tashkiliy tuzilma sifatida yirik tizim bo`lib, mamlakatning iqtisodiy tizimiga kiradi. Bu shuni bildiradiki, banklarning faoliyati va rivojlanishida moddiy va nomoddiy ne'matlarni ishlab chiqarish, muomala va iste'mol qilish bilan bog'liq holda ko'rib chiqish zarurdir. O'zining amaliy faoliyatida banklar xo'jalik hayotini tartibga solish mexanizmi bilan uzviy ravishda bog'liq [2].

Bank – bu moliyaviy muassasa bo'lib, jamiyatdagi vaqtinchalik bo'sh pul mablag'larini tegishli shartlar bilan jalb etib, ushbu mablag'larga ehtiyoji mavjud bo'lgan yuridik va jismoniy shaxslarga qaytarishlik, muddatlilik, to'lovlilik va ta'minlanganlik asosida beradigan tijorat tashkilotidir.

Bank tushunchasi haqida olimlar turli xil fikrlarni e'tirof qilib o'tganlar. Unga ko'ra "Banklar va bank operatsiyalari" kitobi mualliflari E.F. Jukov, L.M. Maksimova, O.M. Makarovalar, "Bank – tadbirkorlik faoliyatining o'ziga xos turi bo'lib, uning faoliyati ssuda kapitalining harakati, ya'ni ularni jalb qilish va joylashtirilishi bilan bevosita bog'liqdir", - degan fikrni ilgari surganlar.

Rosssiyalik professor, iqtisodchi olim O.I. Lavrushin o'zining tadqiqotlarida "Bank marketingi – bu bozorda bo'layotgan jarayonlarni to'la hisobga olgan holda kompaniya va firma faoliyatining tashkil etish tizimidir. Bank marketingi esa shu ma'lumot bir regionda va regiondan tashqarida bank xizmatlariga bo'lgan talab va taklifni o'rganish, bank xizmatlariga bo'lgan talabni boshqarish va qondirish" [3] deb ta'rif bergan.

Amerikalik iqtisodchilar, Dj.Dolan, D.Kempbell va Dj.Kempbellar(1991) tijorat banklarining to'lovga qobiliyatsizlik holatiga tushib qolmasligiga e'tibor qaratadi. Ularning fikriga ko'ra: "To'lovga qobiliyatsiz bank (insolvent bank) – bu ushbu bankning depozitlar va qarz majburiyatlari summasining yig'indisi aktivlar hajmidan ortib ketishidir". Xorijlik iqtisodchi olimlarning fikriga binoan banklarning majburiyatlari aktivlardan ortib ketganda ular to'lovga layoqatsizlik holatiga tushib qolishi ta'kidlanmoqda.

Tijorat banklarini belgilariga qarab quyidagi turlarga bo'lish mumkin. Mulkchilik shakliga qarab banklar: davlat bankiga, aksiyador banklarga, kooperativ, xususiy, mintaqaviy, aralash mulkchilikka

asoslangan bankka bo'linadi. Aksiyador banklar aksiyador jamiyat kabi ochiq yoki yopiq turdagi aksiyador banklar bo'lishi mumkin. Aksiyadorlar safiga kirish aksiyalarni sotib olish yo'li bilan amalga oshiriladi. Yuridik va jismoniy shaxslar banklarning aksiyalarini sotib olishi va aksiyador bo'lishi mumkun.

Davlat banklari davlat ixtiyorida bo'lgan kredit muassasa bo'lib, uning birinchi kurtaklari qadimiy Rimda, Misrda, keyinchalik XVI-XVII asrlarda vujudga kelgan. Davlat banklarining quyidagi turlari amaliyotda bo'lishi mumkin: markaziy, tijorat banklari va maxsus kredit institutlar. Aralash banklar kapitali davlat tomonidan va bir qismi xususiy kapital tomonidan vujudga keltiradi. Xalqaro banklar xalqaro pul, hisob va kredit munosabatlarini olib boruvchi bank bo'lib, davlat o'rtasida valyuta, kredit va moliya munosabatlarini boshqarib boradi. Yirik xalqaro banklar qatoriga Yevropa rivojlanish va taraqqiyot banki, Xalqaro valyuta fondi, Xalqaro moliya korporatsiyasi, Xalqaro hisob-kitoblar banki, Yevropa investitsiya banki va boshqalarni kiritish mumkin. Xorijiy banklar to'liq yoki qisman chet el investorlariga tegishli bo'lgan banklar bo'lib, ular o'z faoliyatini mahalliy qonunlar doirasida olib boradi.

O'zbekiston Respublikasi "Banklar va bank faoliyati to'g'risida"gi qonuni yangi tahririga binoan, banaklar tomonidan amalga oshiriladigan moliyaviy operatsiyalar jumlasiga quyidagilar kiradi:

- pul mablag'larini omonatlarga (depozitlarga) jalb etish;
- to'lovlarni amalga oshirish, shu jumladan bank hisob varaqlarini ochmasdan amalga oshirish;
- jismoniy va yuridik shaxslarning bank hisob varaqlarini, shu jumladan banklarning vakillik hisob varaqlarini ochish hamda yuritish;
- kreditlarni ularning qaytarilishi, foizliligi va muddatliligi sharti bilan o'z nomidan o'zining mablag'lari hamda jalb etilgan mablag'lar hisobidan berish;
- chet el valyutasi bilan naqd va naqdsiz shakllardagi operatsiyalar;
- jismoniy yoki yuridik shaxs bilan tuzilgan shartnoma bo'yicha mol-mulkini ishonchli boshqarish;
- inkassa va kassa xizmatlarini ko'rsatish;
- uchinchi shaxslar nomidan ularning majburiyatlari bajarilishini nazarda tutuvchi kafolatlar berish va boshqa majburiyatlarni qabul qilish;
- uchinchi shaxslardan pul shaklidagi majburiyatlarning bajarilishini talab qilish huquqini olish (faktoring);
- qimmatli qog'ozlarni chiqarish, xarid qilish, sotish, ularning hisobini yuritish va ularni saqlash, mijoz bilan tuzilgan shartnomaga binoan qimmatli qog'ozlarni boshqarish, ular bilan boshqa operatsiyalarni bajarish;
- affinlangan qimmatbaho metallar sotib olish va sotish, shu jumladan metallarni mas'ul saqlash hisob varaqalarini hamda metallarning egasizlantirilgan (jismoniy bo'lmagan) hisob varaqlarini yuritish;
- qimmatbaho metallardan yasalgan tangalarni sotib olish va sotish;
- hosilaviy moliya vositalari (derivativlar) bilan opertasiyalarni amalga oshirish;
- hujjatlarni yoki qimmatliklarni saqlash uchun maxsus binolarni yoki ularning ichidagi seyflarni ijaraga berish;
- lizing berish;
- qonun hujjatlarida nazarda tutilgan shakllarda qarzlar berish;
- moliyaviy operatsiyalar bilan bog'liq maslahat xizmatlarini ko'rsatish;
- aktivlar majmuini (portfelini) boshqarish;
- elektron pullarni chiqarish, ulardan foydalanish va to'lash;
- bank kartalarini berish va to'lovlarga ishlov berish, bank kartalariga boshqa tashkilotlar, jumladan boshqa moliya institutlari bilan birgalikda xizmat ko'rsatish;
- banklar va bank faoliyati to'g'risidagi qonun hujjatlariga muvofiq boshqa moliyaviy operatsiyalarni ham amalga oshiradi;

Banklar bank faoliyatini amalga oshirish huquqini beruvchi litsenziyada ko'rsatilmagan moliyaviy operatsiyalarni amalga oshirishga haqli emas [4].

O'zbekiston Respublikasida 2019 yil 1 yanvar holatiga tijorat banklari tarkibidagi filiallar soni 876 tani, mini-banklar soni 1 151 tani, bankdan tashqari operatsion kassalar soni 2 150 tani, valyuta ayirboshlash shaxobchalari soni 956 tani, xalqaro pul o'tkazmalari shaxobchalari 1 129 tani hamda

sayyor kassalar soni 2 152 tani tashkil etdi. Bunda, 2018 yil davomida tijorat banklari tarkibidagi filiallar va mini-banklar umumiy soni 185 taga oshib, 2027 taga yetdi [5].

1-jadval

Tijorat banklarining jami kapitali tarkibi va dinamikasi, mlrd.so'mda

Ko'rsatkichlar	Davlat ulishiga ega banklar*			Boshqa banklar**			Jami		
	2017y	2018y	o'zgarish (foizda)	2017y	2018y	o'zgarish (foizda)	2017y	2018y	o'zgarish (foizda)
Jami kapital	16672	21743	30,4	4 005	4 936	23,2	20676	26679	29,0
Shundan:									
Ustav kapital	14195	16815	18,5	2 111	2 858	34,5	16307	19673	20,6
Qo'shimcha kapital	14	18	28,6	54	71	31,5	68	89	30,7
Zahira kapitali	1 269	2 306	81,7	524	632	20,6	1 793	2 938	63,9
Taqsimlangan foyda	1 193	2 604	118,3	1 315	1 374	4,5	2 508	3 979	58,6

Tijorat banklarining moliyaviy barqarorligi va likvidliligini ta'minlash hamda iqtisodiyotning kreditga bo'lgan o'sib borayotgan ehtiyojini qondirish maqsadida O'zbekiston Respublikasi Prezidentining tegishli qarorlariga muvofiq 2018 yilda davlat ulushiga ega banklar kapitaliga hukumat tomonidan 3 trln. so'mdan ortiq mablag'lar yo'naltirildi. Natijada, 2018 yil davomida tijorat banklarining umumiy kapitali 29 foizga yoki 6 trln. so'mga oshib, 2019 yilning 1 yanvar holatiga 26,7 trln. so'mni, shundan ustav kapitali 21 foizga oshib, 19,7 trln. so'mni tashkil etdi. Jami kapital hajmi o'sishining 5 trln. so'mi (83,3 foizi) davlat ulushiga ega tijorat banklari va qolgan 1 trln. so'mi boshqa tijorat banklari hissasiga to'g'ri keladi [6].

2-jadval

Bank faoliyati tahlil mazmuni bo'yicha turlari [7]

Tahlil davri bo'yicha		
Operativ	**Joriy**	**Istiqbolli**
Bank operatsiyalarini amalga oshirish jarayonida amalga oshiriladi	Ma'lum muddatda (kundalik, xaftalik, oylik) o'tkaziladi	Kelgusi davrda bank strtegik rejalarini aniqlash, biznes rejani muvofiqlashtirish maqsadida o'tkaziladi

Operativ, joriy va istiqboli tahlillar bankning ichki tahlili hisoblanadi. Ular asosan amalga oshirilayotgan bank operatsiyalarini baholash, unga ta'sir etayotgan omillarni aniqlash, kelgusida faoliyat samaradorligini oshirish uchun istiqbolli chora -tadbirlarni belgilashda muhim ahamiyat kasb etadi. Operativ tahlil odatda har bir operatsiyani amalga oshirish uchun ma'sul bo'lgan xodimlar tomonidan amalga oshiriladi. Joriy va istiqbolli tahlillar bankning ichki apparati tomonidan amalga oshirilib, qaror qabul qilish uchun, bank boshqaruviga taqdim etadi. Bank boshqaruvi tahlil natijalarini umumlashtirgan holda faoliyat samaradorligini yaxshilash yuzasidan Qarorlar qabul qiladi.

Shu o'rinda chet el banklari ish faoliyati xususida to'xtaladigan bo'lsak, AQSHning "S&P Global Market Intelligence Report" nashriyoti tomonidan 2017 yilda jahonning eng kuchli 100 ta banklari reytingi e'lon qilindi. Unga ko'ra eng kuchli banklar qatorida Xitoy banklari yetakchilik qilib kelmoqda. Xitoy industrial va tijorat banki (ICBC) jahonda o'zining umumiy daromadi, depozit, kredit, mijozlar va ishchilari soni bilan yetakchi o'rinda turadi. Bankning 2017 yil dekabrdagi umumiy kapitali summasi 4.009 trillion dollarni tashkil qiladi. Bank 1984 yilda Xitoyda tashkil qilingan bo'lib, bankning 70.82% ulushi Xitoy markaziy hokimiyatiga tegishli. 2018 yil holatiga ko'ra ushbu bank 453 048 nafar ishchi xodimga ega. Bank o'z mijozlariga e-banking, bank kartalari, shaxsiy kredit va depositlar, global bozor va bill biznes kabi xizmat turlari bilan birgalikda internet banking, telefon banking, mobil banking, "we chat banking" kabi keng turdagi chakana bank xizmat turlarini taklif qiladi [8].

Amerika banklari ham jahonda yetakchi o'rinlarda turadi. AQSHning "S&P Global Market Intelligence Report" reytinggiga ko'ra AQSH dagi "Bank of America" 2017 yilda umumiy aktivlari summasi 2.15 trillion dollarni tashkil qilib, ushbu reyting bo'yicha 9-pog'onada turganligi qayd etilgan. 2019- yil holatiga ko'ra, ishchilar soni 205,000 nafarni tashkil qiladi. Ushbu bankning 10% aksiyasi Amerikaning "Brekshire Hathaway" holding kompaniyasiga tegishli va shu kompaniya bankka egalik qiladi. "Bank of America"ning dastlabki nomi "Bank of Italy" bo'lib, 1904-yilda bankka asos solingan, 1998-yilda bank nomi "Bank of America" deya qayta nomlangan. Ushbu bank o'z mijozlari uchun "cash rewards" (pul mukofoti), "travel rewards" (sayohat mukofoti), "bankamericard", "premium rewards" (sug'urta puli mukofoti) nomli har xil turdagi, mijozlar uchun qulay bank kartalarini taklif qilishadi. Bundan tashqari bank boshqa chakana bank xizmat turlari bilan birgalikda talabalar uchun "student banking" nomli chakana bank xizmat turini takilf qiladi. Unga ko'ra ushbu bank akkauntiga

ega bo'lgan 18 yoshdan katta bo'lgan har bir Amerika fuqarosi bu xizmat turidan foydalana oladi. Ya'ni bunda ular xohlagan vaqtda do'stlari yoki oila a'zolaridan pul qabul qilib olishi yoki jo'natish imkoniyatiga ega [9].

O'zbekistonda tijorat banklarini rivojlantirishda asosan quyidagi sifatlarga e'tibor qaratish lozim:

- bank xodimlarining ishga qabul qilinishini on-line tarzda amalga oshirish;
- bank kartalari turlarini ko'paytirish, ya'ni turli xildagi yangi bank kartalari orqali mijozlarga turli xizmat turlarini taklif qilish;
- bank xizmatlari sonini ko'paytirish.

Xulosa sifatida ta'kidlash mumkinki, yuqorida qayd etilgan takliflar rivojlangan davlatlarda bank hamda mijozlarga maqbul va manfaatli bo`lib xizmat qilib kelmoqda. Bunday takliflar davr talabi, yani kelajakda sohani yanada rivojlanishiga zamin yaratadi.

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FOREIGN EXPERIENCE OF INNOVATIVE FINANCING FOR EXAMPLE OF THE RUSSIAN FEDERATION

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Annotatsiya. Ushbu maqolada Rossiya Federatsiyasi misolida tasvirlangan innovatsion moliyalashtirishning xorijiy tajribasini ko'rishimiz mumkin. Ushbu maqola yordamida innovatsion moliyalashtirish texnologiyalarini o'rganib, ularni mamlakatimiz amaliyotiga tatbiq etishimiz mumkin.

Kalit so'zlar: innovatsiya, kapitalni moliyalashtirish, bank kreditlari, korxonani moliyalashtirish, franchayzing.

Аннотация. В этой статье мы можем увидеть зарубежный опыт инновационного финансирования, описанный на примере Российской Федерации. С помощью этой статьи мы можем изучить инновационные технологии финансирования и внедрить их в практику нашей страны.

Ключевые слова: инновации, финансирование капитала, банковские кредиты, финансирование предприятия, франшиза.

Abstract. In this article we can see Foreign experience of innovative financing illustrated by the example of the Russian Federation. With the help of this article we can learn innovative financing techniques and apply them to our country practice.

Key words: Innovation, equity financing, bank loans, venture financing, forfaiting, franchising.

Innovation is a result realized on the market, obtained from investing in a new product or operation (technology, process). Therefore, with all the variety of market innovations, an important condition for their practical implementation in any business is to attract sufficient investments.[1]

Maintaining long-term sustainability of high rates of economic growth is impossible without a direct increase in the share of competitive products and services on the market. World experience shows that the process of accelerating innovative development cannot be ensured only through single financing Under the system of financing innovative activities (SFID) should be understood as a set of interconnected through financial relations and mechanisms of entities and institutions involved in financing innovative activities. Own funds of enterprises go to finance their own R&D, purchase of technologies, organization of production; A high share of own funds in financing of innovations indicates, firstly, that most innovations are not basic, but mainly modify existing technologies or improve existing ones on the market products and service; secondly, that there is significant potential

for innovative development in the country due to the expansion of funding sources. The development of the latest innovative technologies that radically change the production process is not possible without access to financial support from various investors. An important characteristic of financing innovation is the indicator of expenditures on research and development carried out in the enterprise sector of science at the expense of enterprises' own funds. Our value is rather modest (20.1% of all research and development costs), especially when compared with a similar indicator in developed countries. For example, in the USA, the share of industry in financing research and development is 66%, in Germany - 64.1%, Canada - 49.4%, France - 48.5%, Great Britain - 47.3%.[2]

According to various sources, the share of the state in the structure of external financing of innovations in the Russian Federation is 70-80%. However, Western experts believe that too intense and prolonged state support (in the form of free cash) is not good for the business, making it "unhealthy." Practice shows that enterprises with constant state financing often get stuck in the development and development (R&D) phase and this, as a rule, leads to catastrophic consequences - to "insurmountable laziness".[3] The inefficiency of state financing of innovation in Russia is associated with such reasons as the lack of transparency of innovation financing schemes, an unfair grant distribution system, the difficulty of obtaining investments at the initial stage of innovation development, restrictions on use (purpose), the danger of unconstructive political or administrative interference; lack of incentives to achieve high results; limited opportunities to attract and use the services of highly qualified managers of investment projects, including foreign ones, etc. As a result, mainly funded experiments that give formal results and reports, but are generally meaningless.

Equity financing. This form is available for enterprises organized in the form of a closed or open joint-stock company; allows you to accumulate large financial resources by placing shares among an unlimited circle of investors (borrowing money from buyers of shares for an indefinite time) for the implementation of promising innovative projects. By issuing securities, the investment loan is replaced by market debt obligations, which helps to optimize the structure of financial resources invested in an innovative project. Bank loans are one of the most important sources of financing innovative activities of a company at all stages of development. However, in the Russian Federation, the banking sector plays a barely noticeable role in financing innovation. The main reasons for the underdevelopment of bank financing of innovations are a short investment horizon and high risks of investing in innovative projects. An investor needs long-term bank loans, since he receives income from an innovation project only during the period when an innovation enters the market, and at the very beginning, before the innovation is introduced, he needs money resources to replenish working capital and form non-current assets. Crediting of innovative activities is usually carried out at the moment when the business is just starting and the borrower does not have sufficient cash flows to repay the loan.

In 2013, in the Russian economy, the share of long-term loans with a maturity of more than 3 years provided to legal entities amounted to about 45%, which is much less than the needs of enterprises in long-term liquidity. [4] Bank loans finance no more than 3-4% of innovative projects. Moreover, when providing high - risk long-term loans, banks require certain conditions to be met. For example, in Western countries, a scheme is used as a collateral for bank loans of controlling blocks of shares of borrowing enterprises, while banks have the right to participate in the management of the company by appointing representatives to the board of directors who monitor the company's activities. Since innovative activity includes a number of stages and various enterprises and organizations are engaged in it, it is important to ensure consistent financing of all its stages (R&D, development of a prototype, creation of a prototype, serial production of a new type of product) and all participants. The solution to this problem is facilitated by the development of a system and proper financing of innovative programs, project financing, the creation of special institutions that finance innovative activities: innovative funds, innovative banks, venture funds. Features of the system of financing innovation.

Foreign practice forms of organizing venture financing of innovation [5]

Picture 1

Foreign practice shows that the most effective forms of organizing venture financing of innovation are:	
direct investments that increase both risk and profit if the outcome is successful;	joint investments of large innovative projects that minimize the risk of participants, but also reduce the personal profit of each investor;

Funds for venture funds come not only from large organizations, but also from pension insurance funds, insurance companies, state and private funds for support and development of small businesses, etc. Venture capital is the most important source of the formation of innovative potential, increasing

entrepreneurial activity and making a profit. The development of small businesses in the field of innovation is associated with a high risk of financing research and development and development and investments in the creation of new enterprises. The economic importance of private venture capital investors, in other words "business angels," is manifested in the support of venture companies in the early stages of their development, in the dynamics of financing aimed at investing equity capital, credit resources, or a combination thereof.

Analyzing the state of venture financing in the Russian economy, it can be argued that, despite the increase in venture capital investments in recent years, significant scientific and technical potential in the field of technology and intellectual potential, there are factors limiting the development of venture entrepreneurship in Russia.

One of the most complex and topical problems in the development of venture capital business can be called the lack of a developed and systematic legal regulation of this type of activity. At the moment, the concept of "venture investment" is not even established in the legislation. For this reason, in the Russian Federation, the period of using venture financing is more than two years, of which it takes more than a year to register with the Central Bank, the Federal Securities Commission, as well as various approvals with a number of other state authorities.

In addition, Russian legislation does not contain regulations that are capable of regulating the activities of venture funds. This does not encourage the structures that are the main financial investors in the venture capital business (pension funds, insurance companies, industrial corporations) to invest in venture capital funds. Ultimately, the key expectations in the Russian venture business are assigned to foreign capital, and Russian capital flows into foreign venture companies, which ultimately becomes one of the acute problems of the country's economic development. While the passivity of Russian investors is alarming. It turns out a vicious circle.[6] Forfaiting is the operation of transforming a commercial loan into a bank. The essence of the operation is as follows. The buyer, who does not have at the time of the transaction the required amount of financial resources, writes out to the seller a set of bills of exchange equal to the value of the transaction object and interest for deferred payment, i.e. for providing a commercial loan.

Franchising is a form of indirect financing of innovation processes. Franchising is the provision by a company of an individual or legal entity a license (franchise) for the production or sale of goods or services under the trademark or service mark of this company or its technology. Due to the decrease in funding from the budget of innovation, it forces to seek extrabudgetary sources of financing, which leads to the commercial nature of the research results. A prerequisite for financing innovative activities is the search for both internal and external sources of financing. At the moment, we expect that the ratio of domestic and foreign investments in regional funds will be 1: 2, but the need to attract extrabudgetary methods of financing is a very difficult issue.

Mixed financing is carried out by attracting financial resources necessary for the implementation of innovative projects from various sources. In developed countries, financing of innovation is carried out both from public and private sources. Most countries in Western Europe and the United States are characterized by an approximately equal distribution of financial resources for R&D between public and private capital. The principles of the organization of financing should be oriented towards a plurality of sources of financing and require quick and effective implementation of innovations with their commercialization, which ensures the growth of financial returns from innovation. The transition of the country's economy to an innovative development path is impossible without the formation of a globally competitive national innovation system. To create it, it is necessary to increase the demand for innovations from most sectors of the economy, increase the efficiency of the knowledge generation sector (fundamental and applied science), and overcome the fragmentation of the created innovative infrastructure. The existing system of financing innovation should not only be aimed at achieving the necessary level of financial support and internal costs, but also contribute to the development of an innovative company from the sowing stage to the expansion stage.

Thus, the consequence of many problems, including those related to financing activities in the field of innovation, is a decrease in the country's economic security. One of the most compelling reasons for increasing external threats is the excessive use of foreign investment, which leads to increased technological, raw materials and financial dependence on foreign partners, while domestic investment goes to finance foreign innovation.

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FORECASTING TOURISM DEMAND IN UZBEKISTAN

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Аннотация. Мақолада туризмнинг ривожланиш жараёнини моделлаштириш ва прогнозлаш масалалари кўриб чиқилган. Ҳудуддаги туризм ҳолати ва динамикасини белгилаб берувчи асосий омилларнинг ўзаро боғлиқлиги ва таъсири тасвирланган.

Калит сўзлар: туризм, корреляция, вақтли қаторлар, регрессион таҳлил, модель, прогнозлаш.

Аннотация. В статье рассматриваются вопросы моделирования и прогнозирования процессов развития туризма. Описаны взаимодействия и взаимосвязи основных факторов, определяющих состояние и динамические характеристики туризма в региональном масштабе.

Ключевые слова: туризм, корреляция, временные ряды, регрессионный анализ, модель, прогнозирование.

Abstract. The article discusses the issues of modeling and forecasting tourism development processes. Interactions and interconnections of the main factors determining the state and dynamic characteristics of tourism on a regional scale are described.

Key words: Tourism, correlation, time series, regression analyze, model, forecasting.

Introduction

Decree of the President of the Republic of Uzbekistan dated December 2, 2016 N UP-4861 "On measures for the accelerated development of the tourism industry of the Republic of Uzbekistan" and Resolution of the President of the Republic of Uzbekistan dated February 3, 2018 N UP-5326 "On additional organizational measures to create favorable conditions for the development of tourism potential of the Republic of Uzbekistan" create favourable economic and organizational-legal conditions for tourism development, full and effective use of the huge tourism potential of the regions, active intrusion of foreign investments in the sector, introduction of innovative ideas and technologies, as well as the existing resources of the rich natural, cultural and historical heritage, the creation of favorable conditions for the development of tourism through the use of its opportunities.

In recent years, a legislative framework in the field of tourism, transport, hotels, leisure and sports and recreation, entertainment facilities, historical monuments and sites of cultural heritage, development of relations with foreign countries, simplification of visa procedures, training, construction of tourist infrastructure has developed and is still underway.[1,2]

Modeling trends in tourism development, analyzing the impact of factors and conditions affecting the sector's development, and forecasting the industry's development in the near future and forecast8ng the nearest development of this branch is an acgual problem of up to date, it studies of the modeling and forecasting of the number of foreign tourists visiting our country based on time series.

Analysis of research literature

Modeling and forecasting of economic processes in tourism has been carried out by many economists, and this process is still relevant today.

In their research Kiselova I.A., Tramova A.M show that tourism demand can be generated by tourists visiting the region or by the costs they incur, effects of per capita income, tourism prices, transportation costs, and the exchange rate as factors for the number of tourists visiting as a result were studied as a multidimensional model and developed a tourist visit forecast for the Republic of Kabardino-Balkans [3].

Chhorn T. ва Chaiboonsri Ch. worked out the model of tourists arrival go Cambodia in 2000-2017 on time series. Significantly, the prediction was based on a logarithmic linear equation, and the LM test analysed the time, fashion, median, maximum and minimum, homothetic state [4].

In her research B.Petrevska developed a model of the trend of foreign tourists visiting Macedonia for the past 18 years, calculating the standard error of the model as a result of the square root of the number of observations, which is the number of observations [5].

Economists from Ecuador J.Amaikuema and L.Amaikuema expressing their opinion shout the role of tourism in the economy of the country from the country, made their analysis of the number of foreign tourists came to the country from 2000 to 2016 based on the ARIMA model Philip-Perron (PP) and Dickey-Fuller (DF) tests. Analysis show that foreign tourist visits vary by month and income from tourism depends on price increases, tourists' prices in their own countries and in Ecuador, such as foreign exchange rates [6].

Thao scholars Ch.Chaibunsri and P.Chaitip analysed travel time (duration, days) of foreign tourists visiting India in a regressive model, and as socio-demographic, travel opportunities, social, economic, and natural development in the region were identified as a varying points [7].

M.A.Morozov and N.S.Morozov proposed a holistic tourism development model, which provides an opportunity to improve tourism efficiency, and explain the reasons for the positive change in tourism performance [8].

Hodiev B., Shodiev T., Berkinov B. showed the tendency changing indicators of complex social phenomena is only by one or another equation or line of trend, and in practice the use of linear, parabolic, hyperbolic, exponential, logarithmic and logistic types of time series trends. They also gave a description of the models and gave an idea of how to calculate the trend [9].

Z.M.Mamaeva showed in details the use of the Foster-Stewart method for determining the trend in time series, the way to determine the quality of the model based on the time series, the statistical content of the regression equations and parameters, the quality of the trend models,expressed rules of the Student's T-criterion, Fisher's F-rate, and Darbon-Watson's d-criterion outline the use of theoretical indicators in the table, working out model and forecast [10].

Allen L. Webster shows the need to use linear regression by creating slippery lines in softening time lines, exponential softening and the use of linear trend equations and exponential alignment and linear trend equations [11].

Methodoly of research

There are various ways to straighten time lines and predict them based on time. The following are the most commonly used:

1. Method of extension of indicator period;
2. Moderate sliding method;
3. Exponential smoothing method;
4. Trend equations

The method of prolonging the indicator period is calculated by calculating the average number of years over the long term and predicting the same for the next period.

The arithmetic mean of the actual quantities by periods is taken into account by means of the sliding method, where the values of the sharp rise and fall, the "bubble" in the time series, and the "sliding" series.

The exponential smoothing method is a method of smoothing time series based on the number and exponential parameters of recent times, and is a convenient way to generate forecasts for the short term. When making a long-term forecast, the resulting output is close to or equal to each other. This method uses the exponential smoothing formula developed by Brown:

$$y_{n+1} = y_n * \alpha + (1 - \alpha)y_{n-1} \quad (1);$$

Here: y_{n+1} –information of levelled or period being forecasted;

y_n – current time information;

y_{n-1} –basis (past) time information.

α – exponential levelling parameter.

Exponential levelling parameter is counted according the following formula:

$$\alpha = \frac{2}{m+1} \quad (2);$$

Here: m – number of observations.

The exponential smoothing parameter (a) is located between 0 and 1.0, with $0 < a < 0.5$ (the situation with more than 3 observations), the effect of the predicted period, $0.5 < a < 1.0$ (observations). (less than 3 times the current) effect of the current period is high, the default of 0.5 is that the effects of both periods are equal.

It is worth noting that some of the literature gives current and past figures directly, while others calculate the arithmetic mean of the current and the past, and the arithmetic mean of the previous and previous years.

The data obtained as a result of exponential validation is determined by the average relative error (e) rule::

$$e = \frac{1}{n} * \sum_{i=1}^{n} \frac{|Y_{pr} - Y|}{Y} * 100 \quad (3);$$

The average relative error forecast accuracy in 0-10 is high, in 10-20 is good, in 20-50 is satisfactory, in upper 50 is unsatisfactory.

Trend equations tend to be the most widely used method of forecasting time series, and this is the simplest and most commonly used forthright trend equations:

$$Y = a_0 + a_1 t \quad (4);$$

Here: Y –is the result, in our case it is a quantity of visiting tourists;

a_0, a_1 – are parameters of regression equations;

t – is time line.

The formed question (model) is estimated according the following criteria:

a) Coefficient of determination;

b) Fisher criterion;

c) Students criterion;

d) the Darwin-Watson criterion;

e) Error of approximation.

When analyzing the quality of Trend models with the Determination Ratio (R2), the following formula is used

$$R^2 = \frac{ESS}{TSS} \quad (5);$$

It is known that the coefficient of determination is between 0 and 1, and the closeness of the result is 0, which means that the link between events (in most cases, the factor and the result) is weak, when it is equal to 0 there is no connection, close to 1,0 means connection is very strong.

Here: R^2- is coefficient of determination;

ESS- sum of casual variation (*explained sum of squares);*

TSS- total sum of variation (*total sum of squares*).

Statistic value of model can be identified by Fisher's F-rate (F):

$$F = \frac{S_Y^2}{S_e^2} = \frac{ESS*(n-m-1)}{RSS*m} \quad (6);$$

Here: n- is number of observations;

m- is number of factor change;

RSS- is sum of tendency variation (*residualsumofsquares*).

Regression a_0 parameter's statistic content demand is $t_{хак} > t_{наз}$, it is identified as following:

$$t_{a_0} = \frac{|a_0|}{S_{a_0}} \quad (10);$$

$$S_{a_0}^2 = \frac{S_e^2}{\sum_{i=1}^{n}(t_e - \bar{t})^2} \quad (7);$$

Here: t_{a_0}- Is Student's t factor[1].

We compute the model's accuracy using the average relative error of approximation (d):

$$\delta = \frac{1}{n} * \sum_{i=1}^{n} \left|\frac{\varepsilon_i}{Y_i}\right| * 100 \quad (8);$$

Elements of time series must have statistical independence and no autocorrelation between values. In order to check this case, the analysis should be spent on Darbin-Watson factor (*d*):

$$d = \frac{\sum_{i=1}^{n-1}(e_t - e_{t-1})^2}{\sum_{i=1}^{n} e_t^2} \quad (9);$$

The possible values of the Darbin-Watson scale lie in the range 0-4. If there is no auto-correlation in the array, its values fluctuate around 2.0. The counted real sum is compared with the sum in the table. If $d_{real} < d_{low}$ the array has autocorrelationa; if $d_{real} > d_{high}$, it does not have autocorrelation; if $d_{low} < d_{real} < d_{high}$ the checking should be continued.

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[1]This factor is worked out by English mathematician William Gosset who had a nickname Student.

Based on the model developed, forecasts for the coming years will be made. These predictive indicators are required to be placed between the upper and lower bounds of the student's forecast for the next year, according to the Student's theory.

That's to say, $Y_{(t0)} - t_{наз} * S_{yx} \leq$ прогноз кўрсаткичи $\leq Y_{(t0)} + t_{наз} * S_{yx}$ (14);

Here: $Y_{(t0)}$ – current time information;

$t_{наз}$ – theoretical sum of Student factor;

$$S_{yx}^2 = s_e^2 \left(\frac{1}{n} + \frac{(t_{n+1} - \bar{t})^2}{\sum_{i=1}^{n}(t_i - \bar{t})^2} \right)(10);$$

Analysis and results

Number of foreign tourists visiting Uzbekistan in 2005-2016 increased by 2.6 times, travel agencies and organizations - 1.7 times, hotels - 3.1 times, hotel rooms increased by 2,2 times. (Table 1).

With the increasing number of tourists visiting the country over the last 12 years, the number of tourist firms and organizations that serve them is not high. The number of hotels increased by 3.1 times over the same period and the number of available hotels increased by 2.2 times show that many small hotels were opened.

The correlation coefficients between the number of foreign tourists and the number of tourist firms and organizations are very weak, setting these indicators as factors and outputs and developing forecasts does not give the expected result.

The number of tourists visiting the country has been increasing year by year, with no change in the number of tourist firms and organizations. As it is shown in the picture the number of tourists visiting the country in the picture has a tendency to grow similar to that of the bissectrix, the number of tourist firms and organizations retains the same number in parallel with the horizontal axis. This requires a weak link between the two events, insufficient similarity in the change of events, insufficient role of tourist firms and organizations in attracting tourists to the country, in-depth analysis of the activities of tourist firms and organizations.

The graphic data show that the number of tourists visiting the country is changing over time, this suggests that it is advisable to predict the number of tourists coming to our country in a timely manner.

The result of our time series analysis by the Foster-Stewart method is as follows:

$$\sum_{t=1}^{n} U = \sum_{t=1}^{n} V = 11 \neq 0 \ (11);$$

Table 1

Changes in the number of foreign tourists, tourist firms and organizations, hotels and their accommodation in Uzbekistan in 2005-2016

Years	Tourists, thousand people Y	Touristic firms and organisations, unit	Quantity of hotels unit	Amount of accommodations in hotels, thousand unit
2005	577,2	258	239	17,152
2006	621,9	286	241	16,985
2007	764,9	399	261	17,545
2008	822,5	346	279	16,284
2009	841	324	309	17,268
2010	946,8	313	434	22,6
2011	1122,1	332	500	25,526
2012	1189,6	358	483	26,835
2013	1216,4	336	541	29,059
2014	1271,9	343	613	32,969
2015	1325,2	398	661	34,898
2016	1513,1	433	750	37,795
Changes in 2016 in comparison with 2005, times	2,6	1,7	3,1	2,2

Source: information of statistics committee of the Republic of Uzbekistan

Here: $U = \begin{cases} 1, & агар\ Y_t > Y_{t-1} \\ 0, & агар\ Y_t < Y_{t-1} \end{cases}$, $V = \begin{cases} 1, & агар\ Y_t < Y_{t-1} \\ 0, & агар\ Y_t > Y_{t-1} \end{cases}$;

The non-zero deviation indicates that there is a trend over time and that models and forecasts can be developed.

As ghe result we had the following regression equation:

$$\widehat{Y}_x = 486,71 + 81,693t (19);$$

The quality, content, and accuracy of the model based on the developed regression equation were analyzed (Table 3).

In our sample the sum of visitors $\sum_{i=1}^{n} Y = \sum_{i=1}^{n} \hat{Y}_x = 12212,6$ thousand people and average sum is $\bar{Y} = \bar{\hat{Y}}_x = 1017,7$ thousand people, it shows that the first demand of model is done.

The sum of determination coefficient according formula 8 is 0,98 in our sample ($R^2 = \frac{954345,9}{973484,2} = 0,98$) and it shows that tourists come is closely connected with time, the model of time is suitable here.

According the table 1 and formula 9 Fisher's F-factor is summed as following:

$$F = \frac{954345,9*(12-1-1)}{19138,3*1} = \frac{9543459}{19138,3} = 498,66 \ (12);$$

The established sum for the case m = 1, n = 12, a = 0.05, the Fisher's theoretical F -factor shown in the table above on sum 4.75 indicates that the model has statistical significance.

According formula 10 regression a_0 parameter's statistic meaning is established as following:

$$t_{a_0} = \frac{486,71}{\sqrt{11,15}} = \frac{486,71}{3,34} = 42,82 \ (13);$$

$$S_{a_0}^2 = \frac{19138,3/12}{143} = \frac{1594,9}{143} = 11,15 \ (14);$$

The parameter t has a statistical value, when the true value of t is greater than 2,179 with the required t normal value in Table n-12 and α-0.05 in Table 3.

We calculate the model's accuracy using the formula for the relative error of approximation (formula 8):

$$\delta = \frac{1}{12} \times 41,4 = 3,45 \ \% < 10,0 \ \% \ (15);$$

The average relative error of approximation less than 10.0% and 3.45% indicates that the model's accuracy is very high.

In the absence of autocorrelation between time series elements in the Darbin-Watson criterion (d), the number of observations is 12, with factor 1 in the table dpast = 0.97; Given that the equation is 1.33, we calculated it based on the data of formula 13 and the Darwin-Watson criterion in Table 3.

Table 2

Characteristics of the model

Year	t	Visiting tourists, thousand people, Y	Future coming tourists, forecast, thousand people , $\hat{Y}_x$	$e_t=(\hat{Y}_x - Y)^2$	$(Y-\bar{Y})^2$	$(\hat{Y}_x-\bar{Y})^2$	$(t-\bar{t})^2$	$\frac{|e_t|}{Y} * 100$
2005	1	577,2	568,4	77,3	194054,9	201880,9	30,3	1,5
2006	2	621,9	650,1	795,1	156670,8	135143,4	20,3	4,5
2007	3	764,9	731,8	1096,2	63916,3	81753,4	12,3	4,3
2008	4	822,5	813,5	81,3	38109,5	41710,9	6,3	1,1
2009	5	841	895,2	2935,2	31228,8	15015,9	2,3	6,4
2010	6	946,8	976,9	904,2	5029,2	1668,4	0,3	3,2
2011	7	1122,1	1058,6	4036,9	10895,9	1668,4	0,3	5,7
2012	8	1189,6	1140,3	2434,8	29543,9	15015,9	2,3	4,1
2013	9	1216,4	1221,9	30,8	39475,1	41710,9	6,3	0,5
2014	10	1271,9	1303,6	1007,6	64609,2	81753,4	12,3	2,5
2015	11	1325,2	1385,3	3616,2	94546,0	135143,4	20,3	4,5
2016	12	1513,1	1467,0	2122,6	245404,6	201880,9	30,3	3,0
Total:	$\sum t$=78	$\sum Y$=12212,6	$\sum \hat{Y}_x$=12212,6	RSS= 19138,3	TSS= 973484,2	ESS= 954345,9	143,0	41,4
Average:	$\bar{t}$=6,5	$\bar{Y}$=1017,7	$\bar{\hat{Y}}_x$=1017,7					δ =3,45

Source: Prepared by the suthor.

$$d = \frac{\sum_{i=1}^{n-1}(e_t - e_{t-1})^2}{\sum_{i=1}^{n} e_t^2} = \frac{35031,1}{19138,3} = 1,83 \ (16);$$

The occupation of $d_{real \ between}$ d_{high} and 2,0, That's to say, 1,33<1,83<2,0 in the situation indicates that the absence of autocorrelation in the values of time series is true for modeling and forecasting.

After determining the reliability of the model, we check the predictability of future years based on the requirements of Formulas 14 and 15:

$$S_{yx}^2 = s_e^2 \left(\frac{1}{n} + \frac{(t_{n+1}-\bar{t})^2}{\sum_{i=1}^{n}(t_i-\bar{t})^2}\right) = \frac{19138,3}{12}\left(\frac{1}{12} + \frac{(13-6,5)^2}{143}\right) = 604,1 \ (17);$$

$$1513,1 - 2,179 * \sqrt{604,1} \leq 1548,72 \leq 1513,1 + 2,179 * \sqrt{604,1} \ (18);$$
$$1459,5 \leq 1548,72 \leq 1566,6$$

Table 3

Summarising of Darbin-Watdon factor

Years	Tourists, thousand people, Y	Tourists , forecast, thousand people, Ŷx	e_t	e_{t-1}	$e_t - e_{t-1}$	e_t^2	$(e_t - e_{t-1})^2$
2005	577,2	568,4	-8,8			77,3	
2006	621,9	650,1	28,2	-8,8	37,0	795,1	1368,5
2007	764,9	731,8	-33,1	28,2	-61,3	1096,2	3758,5
2008	822,5	813,5	-9,0	-33,1	24,1	81,3	580,5
2009	841	895,2	54,2	-9,0	63,2	2935,2	3993,4
2010	946,8	976,9	30,1	54,2	-24,1	904,2	581,1
2011	1122,1	1058,6	-63,5	30,1	-93,6	4036,9	8762,3
2012	1189,6	1140,3	-49,3	-63,5	14,2	2434,8	201,4
2013	1216,4	1221,9	5,5	-49,3	54,9	30,8	3013,2
2014	1271,9	1303,6	31,7	5,5	26,2	1007,6	686,1
2015	1325,2	1385,3	60,1	31,7	28,4	3616,2	806,2
2016	1513,1	1467,0	-46,1	60,1	-106,2	2122,6	11279,9
Total	12212,6	12212,6	0,0	46,1	-37,3	19138,3	35031,1

Source: Prepared on author 's researches.

According to the model we developed, the forecasted data for 2017 was 1548.72 thousand people, taking into account the forecast data, we worked out it up to 2028 (Picture 1).

Forecasts from 2017 to 2021, the number of foreign tourists visiting the country will be steadily increasing and the number of tourists visiting our country in the forecast period is expected to increase by 1.2 times.

Conclusion and suggestions

With the increase in the number of foreign tourists globally and the change of tourism destination, we can see a steady increase in the number of foreign tourists visiting our country.

Using the exponential smoothing method of forecasting the number of foreign tourists to 2021, and the forecast until 2021 is based on a linear trend equation. Forecasts show a steady increase in the number of tourists visiting the country and an increase of 1.2 times during the forecast period.
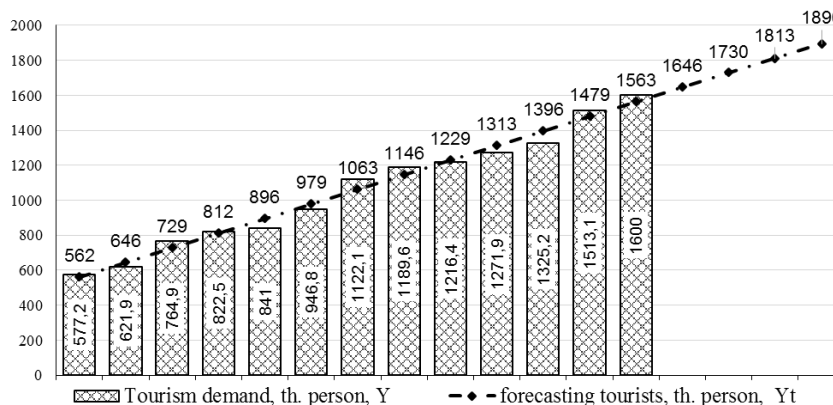
Picture 1. Quantity of tourists coming forecast for 2017-2028

It is noteworthy that the activities of tourist firms and organizations have little impact on the number of tourists visiting, which requires further study of the activities of travel agencies and organizations.

In recent years, there has been a sharp rise in adventurous tourism worldwide, the duration of foreign tourists to develop tourism in our country, and the development of measures to attract every segment of the tourism market. Older tourists visiting our country should be able to see historical monuments in a short period of time, to prevent Muslim tourists from visiting, to prevent scholars from being confined to conferences, and to try to make them stay longer in the country. This requires the development of short-term measures for the development and offering of various types of turbines, suitable for each segment of the tourism market.

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PROBLEMS AND WAYS TO IMPROVE SOLUTIONS IN FINANCING EXPORT OF GRICULTURAL PRODUCTS

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Аннотация. Қишлоқ хўжалик маҳсулотлари экспортини ривожлантириш Ўзбекистон Республикасининг экспорт салоҳиятини оширишнинг зарурий шартларидан бири ҳисобланади, шу сабабли ушбу мақолада республикамизда қишлоқ хўжалик маҳсулотлари экспортини молиялаштириш амалиётини такомиллаштириш билан боғлиқ бўлган муаммолар аниқланган ва уларни ҳал қилишга қаратилган илмий таклифлар ишлаб чиқилган.

Таянч сўзлар: кредит, субсидия, фоиз ставкаси, ҳужжатлаштирилган аккредитив, банк кафолати, инфляция, валюта курси, экспорт, қишлоқ хўжалик маҳсулотлари, давлат бюджети, бонификация.

Аннотация. Развитие экспорта сельскохозяйственной продукции является одним из необходимых условий повышения экспортного потенциала Республики Узбекистан, поэтому в данной статье выявляются проблемы, связанные с совершенствованием практики финансирования экспорта сельскохозяйственной продукции в стране, и разрабатываются научные предложения по их решению.

Ключевые слова: кредит, субсидия, процентная ставка, документарный аккредитив, банковская гарантия, инфляция, валютный курс, экспорт, сельскохозяйственные продукты, государственный бюджет, бонификация.

Abstract. Development of agricultural exports is one of the prerequisites for increasing the export potential of the Republic of Uzbekistan.

Key words: credit, subsidy, interest rate, documentary letter of credit, bank guarantee, inflation, exchange rate, export, agricultural products, state budget, bonfication.

Introduction. Advanced foreign experience shows that improving the practice of financing the export of agricultural prod ucts is one of the necessary conditions for the development of agricultural exports. This makes it necessary to identify problems related to improving the practice of financing the export of agricultural products and to develop ways to solve them. Currently, there are a number of pressing problems in the practice of financing the export of agricultural products in the Republic of Uzbekistan. One of the current problems is the very small share of documented letters of credit issued

by commercial banks for the export of agricultural products in the total amount of letters of credit (3.5-4.0%). In addition, the high interest rates on loans from commercial banks have a negative impact on the practice of financing the export of agricultural products. In addition, the high interest rates on loans from commercial banks have a negative impact on the practice of financing the export of agricultural products.

Review of literature on the subject. According to V.Mali, the state financial support of their insurance plays an important role in financing the export of agricultural products. In this case, the agricultural producer enters into an insurance contract with the insurance company and pays 50 percent of the sum of the insurance premium, the remaining 50 percent is paid by the state [2]. V. This conclusion of Mali is of great practical importance for Uzbekistan. Due to the relatively low level of profitability of farmers, the fact that the state covers half of the cost of insurance for the export of agricultural products serves to increase their export potential. S.Korotkova, Yu. The results of research conducted by Tkach, E.Shkarupa, P.Perekhodov, J.Skoft, U.Dinkelberg show that a necessary condition for ensuring the effectiveness of agricultural export lending is the repayment by the state of a percentage of loans issued by commercial banks to finance exports (bonification) [3].

According to A. Gavrilov, the following areas are aimed at improving export financing:
– export financing should be based on a system that includes public and private capital;
– strengthening cooperation with international economic organizations;
– creation of an institute of information and consulting support for exporters;
– establishment of an export credit insurance agency;
– subsidizing transportation costs of exporters [4].

Uzbek economist E. Shodmonov proposed to expand the use of documented letters of credit to finance export-import operations of agricultural enterprises [5].

According to I. Alimardonov, in order to improve the practice of lending to foreign trade activities of small businesses (including small businesses operating in the agricultural sector), it is necessary to introduce the payment of their payments through documentary letters of credit at the expense of term and overdraft loans of commercial banks [6].

Analysis and results. Increasing the volume of agricultural exports in the Republic of Uzbekistan is one of the priorities of state economic policy. Therefore, special attention is paid to creating the necessary conditions for increasing the volume of agricultural exports, including the improvement of the practice of financing the export of agricultural products. In accordance with the Resolution of the President of the Republic of Uzbekistan dated July 29, 2019 No PP-4406 "On additional measures for deep processing of agricultural products and further development of the food industry", from August 1, 2019 by the Export Promotion Agency of the Ministry of Investment and Foreign Trade of the Republic of Uzbekistan in accordance with the substantiated calculations of the Agency "Uzstandard" cover;

– On loans from the State Fund for Entrepreneurship Development under the Cabinet of Ministers of the Republic of Uzbekistan in the national currency in the amount not exceeding 10 billion soums, at an interest rate not exceeding 1.5 times the refinancing rate of the Central Bank of the Republic of Uzbekistan - 5 percentage points; for loans in foreign currency in the amount not exceeding 10 billion soums in equivalent - 40% of the interest rate set by commercial banks, but not more than 4% [7].
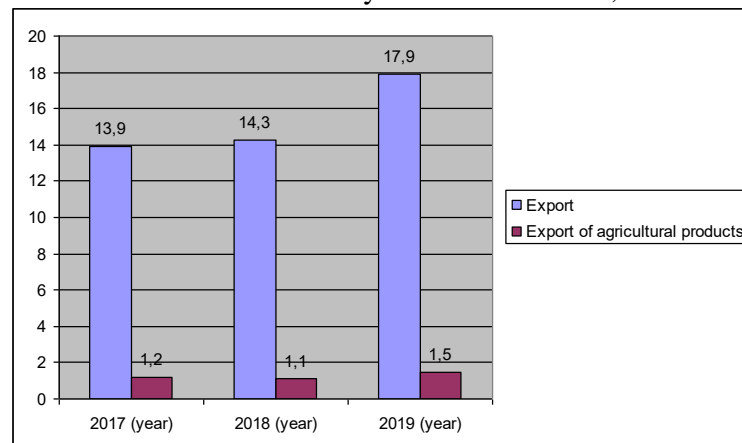
1- picture The volume of exports and agricultural exports in the Republic of Uzbekistan, bln. U.S. dollars [9]

In accordance with the Regulation "On the procedure for export of fruits and vegetables", approved by the Cabinet of Ministers of the Republic of Uzbekistan dated February 23, 2019 No 163:

– Business entities have the right to export fruits and vegetables without a wholesale license. In this case, the procedure of taxation is provided, which provides for the payment of a single tax on export earnings of individual entrepreneurs;

– Exporting legal entities have the right to export fruits and vegetables without down payment, without opening a letter of credit, without a bank guarantee and without an insurance policy against commercial risks;

– Exporters have the right to export fruits and vegetables on the basis of invoices without concluding an export contract to the accounts of commercial banks of the Republic of Uzbekistan by bank transfers from nonresidents of the Republic of Uzbekistan in foreign currency, as well as cash in foreign or national currency [8].

1-picture According to the data, in 2017-2019, the volume of exports of the Republic of Uzbekistan had a growing trend. However, the volume of agricultural exports was volatile. In 2018, the volume of agricultural exports decreased significantly compared to 2017.

Joint-stock commercial Agrobank provides financial services to the agricultural sector in the country.
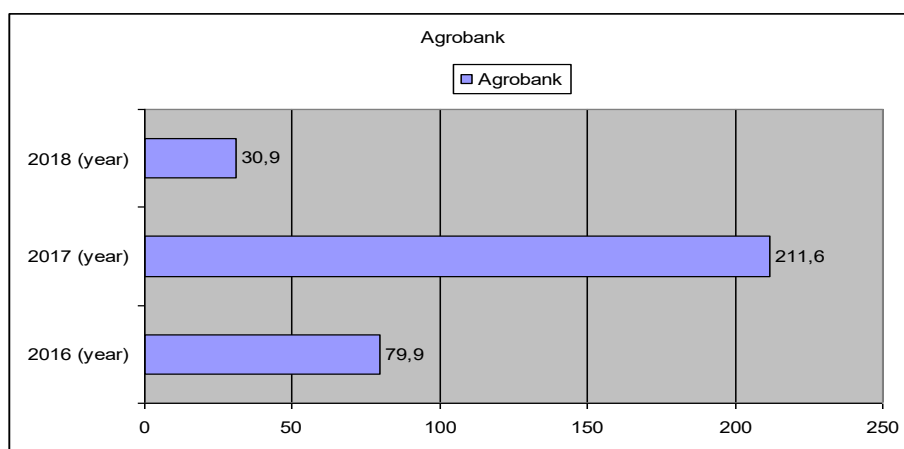
2- picture. Documentary letters of credit and guarantees issued by JSC "Agrobank" on import operations of agricultural producers and enterprises, bln. sum [10]

2- picture It can be seen from the data that in 2016-2018, the amount of documented letters of credit and guarantees issued by Agrobank on import operations of agricultural producers was unstable. In 2018, this figure dropped sharply compared to 2017.

It should be noted that during the period analyzed by Agrobank, documented letters of credit on export operations of agricultural producers and enterprises were not opened and no guarantees were issued. This is a negative situation in terms of improving the practice of financing the export of agricultural products.

It is known that one of the important sources of financing the export of agricultural products is loans from commercial banks. However, the volume of financing the export of agricultural products through loans from commercial banks depends on the interest rate on loans. Unfortunately, including by commercial banks of the republic, High interest rates on loans provided by Agrobank to agricultural entities in national and foreign currencies hinder the increase in lending to agricultural exports.

In 2018, Agrobank provided investment loans to farms to finance investment projects for up to 60 months, at rates ranging from 22% to 26% per annum, for working capital for up to 12 months, at rates ranging from 22% to 26% per annum. Also, the interest rate on loans in foreign currency issued by Agrobank is relatively high. For example, the interest rate on loans issued by Agrobank through credit lines of the German Landesbank is 6 months. EURIBOR+1,5% + 2 The interest rate on loans provided by the credit line of the Turkish bank "Ziraat" is 6 months Libor + 8.75% [11]. These are interest rates that are significantly higher.

In our opinion, in order to improve the practice of financing the export of agricultural products in the country, it is expedient to take the following measures:

1. In order to expand the scope of financing of these exports by increasing the volume of documentary letters of credit opened by commercial banks for the export of agricultural products, first

of all, these letters of credit should be opened to exporters who have a documented letter of credit of a foreign bank; secondly, these letters of credit should finance current costs and transportation costs associated with the production of exported goods; thirdly, the current liquidity of exporters using these letters of credit should not be lower than the normative requirement generally accepted in international practice (2.0).

2. In order to increase the volume of financing of agricultural exports through loans from commercial banks, first of all, it is necessary to take into account the level of credit and interest rate risk in determining the interest rate on loans to agricultural producers and agricultural enterprises with guaranteed payment for exported products; secondly, it is necessary to establish selective lending by the Central Bank to agricultural exporters; thirdly, it is necessary to ensure that these export loans issued by commercial banks are issued at fixed rates (for this purpose, the resources attracted by commercial banks in foreign currencies must have a fixed rate).

The implementation of this proposal will yield the following results:
– the level of use of export credits by agricultural exporters will increase;
– the level of credit risk associated with export credits of commercial banks will decrease;
– interest rate risk is significantly reduced for exporting agrarian entities.

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САВДО ВА ИШЛАБ ЧИҚАРИШ БИЛАН ШУҒУЛЛАНУВЧИ КОРХОНАНИНГ ИЖТИМОИЙ-ИҚТИСОДИЙ ТИЗИМЛАРИНИ ТАШКИЛ ЭТИШДА РЕГРЕССИЯ МОДЕЛИДАН ФОЙДАЛАНИШ

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Аннотация. Мақоланинг асосий йўналиши, ўз-ўзини ташкил этувчи ахборот тизимларига асосланган ахборот технологияларидан фойдаланган ҳолда савдо билан шуғулланадиган ишлаб чиқариш корхоналарининг ривожланишини башорат қилиш учун регрессия моделларини яратишга қаратилган. Мақолада тегишли маълумотларни тўплашни башорат қилиш ва излаш орқали ўз-ўзини ташкил этувчи ахборот тизимининг ишлашини яхшилайдиган усул ва алгоритмларни ишлаб чиқиш имконияти кўриб чиқилган.

Калит сўзлар: регрессия ва корреляцион таҳлил, ахборот тизими, энг кам квадратлар усули, прогноз.

Аннотация. В статье основное внимание уделено созданию регрессионной модели прогнозирования развития производственных предприятий, занимающихся торговлей, с использованием информационных технологий, на базе самоорганизующихся информационных систем. В статье рассматривается возможность разработки методов и алгоритмов, позволяющих повысить эффективность функционирования самоорганизующей информационной системы путем прогнозирования и поиска сбора соответствующих информаций.

Ключевые слова: регрессионный и корреляционный анализ, информационная система, метод наименьших квадратов, прогноз.

Abstract. In this paper, the focus is removed creating regression models predicting the development of productive enterprises, engaged in trade, the use information technology, on the basis of self-organizing information systems. The possibility of the development of methods and algorithms that improve the functioning of self-organizing information system by forecasting and search the collecting of relevant information. This article is to show the role of information systems in the management of

industrial enterprise trade, which improve and optimize enterprise processes targeted trade using the regression and correlation analysis.

Key words: *regression and correlation analysis, the information system, the method of least squares prediction.*

Ягона савдо маълумотлар базасидан фойдаланган ҳолда савдо корхоналарининг ривожланишини прогноз қилишнинг математик моделларини яратиш имкониятларини кўриб чиқамиз. Ўз-ўзини ташкил этувчи ахборот тизимига (СИС-самоорганизующаяся информационная система) асосланган ахборот технологиялари ёрдамида савдо таҳлили ва прогнозини автоматлаштириш махсус илмий изланишларни талаб қилади [1].

Юқорида айтилганларга асосланиб, шунингдек, савдо корхоналарини бошқаришни такомиллаштириш бўйича хорижий тажрибани таҳлил қилиш [5], ҳозирги пайтда янги ахборот технологиялари ва математик усуллардан фойдаланган ҳолда савдо муаммоларини ҳал қилишни автоматлаштиришга илмий асосланган ёндашув мавжуд эмаслиги кўрсатилди.

Шуни таъкидлаш керакки, корхоналарни математик моделлаштириш ахборот технологияларининг ўзига хослиги ва савдо корхоналарининг тузилиши ҳақида дастлабки маълумотларни талаб қилади [4]. Шу билан бирга, савдо корхонаси динамик, стационар бўлмаган тизим бўлиб, унинг тузилиши ва технологиялари янгиланишни талаб қилади. Натижада, ушбу янгиланишлар корхонанинг ўзи, аниқроғи унинг ахборот тизимларининг якуний натижасидир, бу савдо компаниясини ўз-ўзини ташкил қилиш тизими деб ҳисоблаш учун асос беради.

Шу билан бирга, бошқарув органларига асосланган қарорлар қабул қилиш учун ишончли маълумотлар тақдим этилади. Юқоридаги ёндашувни амалга ошириш қуйидаги ишларни талаб қилади:

- савдо корхоналарининг ривожланиши ва таҳлили учун зарур бўлган дастлабки хусусиятларни аниқлаш;

- ягона савдо маълумотлар базасини шакллантириш;

- савдо корхоналарининг ривожланишини таҳлил қилиш ва прогнозлаш учун мўлжалланган математик моделлар турини аниқлаш;

- ишлаб чиқилган математик моделларни ечиш учун маълумотлар қидириш тизими ёрдамида маълумотларни киритиш.

1-расмда ўз-ўзини ташкил этувчи ахборот тизими асосида савдо маълумотларини қайта ишлашнинг функционал структураси кўрсатилган.
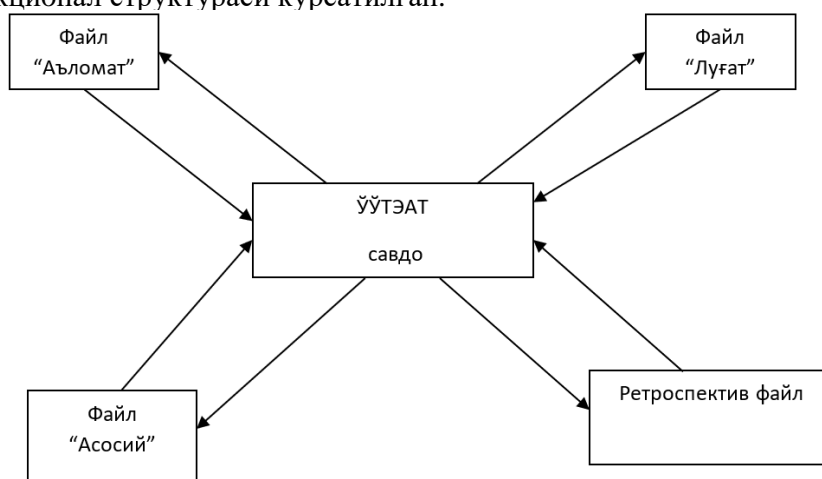
1-расм. Савдо корхоналарининг ривожланишини прогноз қилиш учун регрессия моделлари

2-расмга эътибор берсангиз савдо корхонасининг ижтимоий-иқтисодий тизимларининг ўз-ўзини ташкил этишини бошқариш ва қарорларни қўллаб-қувватлаш тизимининг тузилиши келтирилган. Бу структура келтирилган кетма-кетлик кўринишида бўлиб, тизимнинг элементлари бир-бирлари билан қайтар алоқа кўринишида боғланган. Маълумотлар омбори тизим остида Қорақалпоғистон Республикаси бўйича барча савдо билан шуғулланувчи корхоналринг ҳолати ҳақидаги маълумотлар сақланади. Бу тизим ости тизим билан қайтар алоқа кўринишда боғланган «Савдо» маълумотлар қидириш тизим остига боғланган. Фараз қилайлик, агар биз бирон-бир савдо билан шуғулланувчи корхонанинг ривожланиши ҳақида

маълумотга эга бўлмокчи бўлсак аввало маълумотлар омборига сўроқ юборамиз «Савдо» тизим ости орқали керакли маълумот оламиз. Бу статистикани, яъни маълумотни ЭҲМга киритиб «Махсус маълумотлар» тизим ости тизими билан таҳлил қилишимиз мумкин.

Бу қисмда асосий масалалардан бири математик моделларнинг турини танлашдир. Улар компьютер тармоғи сервери базасида сақланадиган маълумот базасини қайта ишлаш ва ундан фойдаланиш орқали натижани аниқ белгилашлари керак. Маълумотлар базасининг таркиби ва структураси динамик (янги ва жойлаштирилган корхоналар ҳисобига) ва он-лайн режимда ишлайди. Шундан келиб чиқиб, биз қуйида келтирилган савдо корхоналарининг ривожланишини прогноз қилиш учун регрессия моделларини танладик.
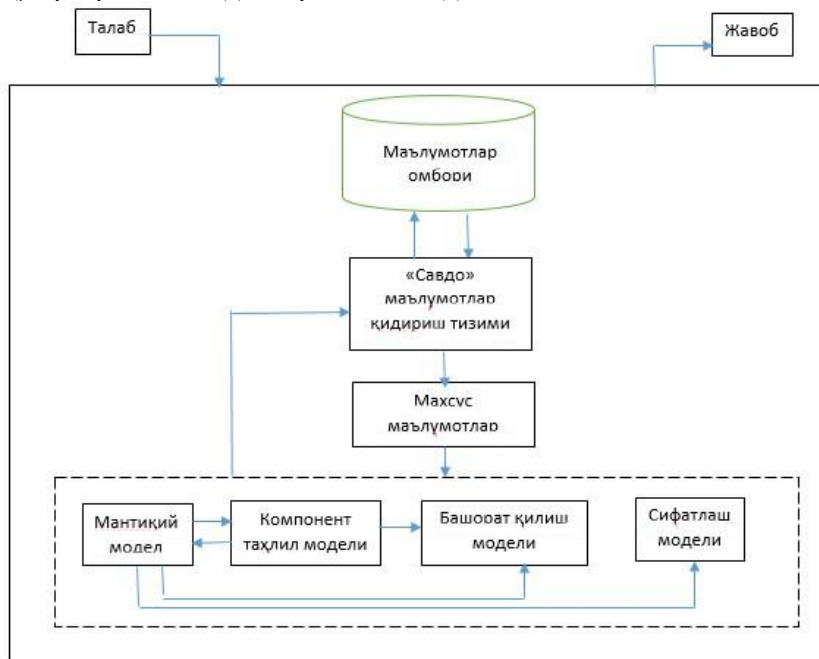
2-расм. Савдо корхоналарининг ривожланишини прогноз қилиш учун регрессия моделлари

Экзоген $X=(x_i, \ i=1,N)$ ўзгарувчиларнинг функцияси сифатида эндоген ўзгарувчи Y ни оламиз ва қуйидаги тенгликни келтирамиз

$$Y=F(X,A) \quad (1),$$

$$\sum_{i=1}^{N}[Y_i - F(x_i, a_i)]^2 \rightarrow \min$$

бу ерда $A=(a_i, \ i=1,N)$ параметрини аниқлаш имконини берадиган шарт бажарилишини талаб қиламиз:

бу ерди i-кузатма тартиби;

Y_i - эндоген ўзгарувчининг X_i нуқтадаги фактик қиймати;

$F(x_i, a_i)$ - эндоген Y ўзгарувчининг x_i нуқтадаги назарий қиймати;

a_i - параметрларни аниқлаш методикаси [3] да келтирилган.

Савдо корхоналарининг фаолиятини башорат қилиш моделида биз савдо корхоналар ривожланиш тенденцияларининг барқарорлигини сақлаб қолади ва ретроспектив даврнинг давоми деб тахмин қилдик. Башорат хатоси қуйидаги формула билан ҳисобланади

$$S_Y = \sqrt{\frac{1}{N-1}\sum_{t=1}^{N}[Y_t - Y_t^{\Phi}]^2}$$

.

бу ерда N - ретроспектив даврда кузатишларнинг умумий сони;

Y_t - назарий қиймат;

Y_t^{Φ} - фактик қиймат.

Кейинчалик биз, башорат қилиш хатолиги нормал тақсимот қонунига бўйсинади деб фараз қилиб, башорат функцияси (1) башорат қийматлари $p=0,95$ эҳтимоллик билан

$$Y_t-2S_Y \leq Y \leq Y_t+2S_y$$

интервалда эканлигини айта оламиз.

Аппроксимациянинг аниқлигини қуйидаги формула билан текширамиз

$$\varepsilon = \frac{1}{N}\sum_{t=1}^{N}\frac{\Delta Y_t}{Y_t^{\Phi}}100\%$$

бу ерда: ε - аппроксимациянинг 5-10% оралиқдаги хатолиги.

[-2S$_y$,2S$_y$] интервалдаги қийматларни аниқлаш учун *ΔY$_t$=/Y$_t^\phi$-Y$_t$/* ҳисобланади.

Башорат функциясининг башорат қийматларини аниқлаш учун қуйидаги катталикларни ҳисоблаймиз:

$$\eta_t = \left|(Y_{t+1}^{\Phi} - Y_{t+1}) - (Y_t^{\Phi} - Y_t)\right|$$

бу ерда Y_{t+1}^{Φ} - (1) функциянинг *t+1* вақт мабойнидаги ретроспектив маълумоти;

Y_{t-1} - (1) функциянинг *t+1* вақт мабойнидаги назарий қиймати;

η$_t$ -силжиш қадами.

N - давр оралиғида силжиш қадамининг ўртача қиймати қуйидаги формула билан ҳисобланади:

$$\eta = \frac{1}{N-1}\sum_{i=1}^{N-1}\eta_i;$$

Башорат қилиш моделини яратиш учун 1-жадвалда келтирилган маълумотлардан фойдаландик. 1-жадвалда Қорақалпоғистон Республикасида хизмат кўрсатиш ва савдо билан шуғулланувчи масъулияти чекланган жамиятларнинг ташкил этилганлиги тўғрисидаги ретроспектив маълумотлари келтирилган.

1-жадвал

Йиллар бўйича ташкил қилинган корхоналар сони, минг дона

Кўрсаткич	Йиллар											
	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Корхоналар сони, минг д.	10	13	17	16	26	23	29	36	41	46	44	48

3-расм. Ташкил қилинган корхоналар сонини йиллар бўйича ўзгариши

1-жадвал ёрдамида (1) функциянинг графиги чизилди. 3-расмдан шуни айтиш мумкинки ташкил қилинган корхоналар сони чизиқли бўлмаган тартибда, яъни эгри чизиқли боғлиқликни тавсифламоқда. Функция (1)нинг параметрларини аниқлашда [3] методикадан фойдаланиб қуйидаги динамик моделни ҳосил қиламиз:

$$Y=11,04-0,75t+0,79t^2-0,04t^3$$

Моделнинг яроқлилигини текшириш учун Фишер критериясидан фойдаланамиз. Фишер критериясининг ҳисобланган қиймати F$_p$=94,81 га тенг.

F$_p$=94,81 бу қийматни Фишернинг *α=0,05, K$_1$=3, K$_2$=8* характеристикасидаги қиймати билан таққослаймиз. Фишернинг жадвал қиймати *F$_t$=4,04* га тенг. *α=0,05* аниқлик даражаси билан олинган ретроспектив маълумотлар ҳақиқий маълумотлар бўлганлиги учун аппроксимациянинг аниқлигини қуйидаги формула билан ҳисоблаймиз

$$\varepsilon = \frac{1}{N}\sum_{t=1}^{N}\frac{|\Delta Y_t|}{Y_t^{\Phi}}100\% = 7,83$$

.

Аппроксимациянинг аниқлилиги аниқлик интервалидан ошиб кетмайди демак, савдо билан шуғулланувчи корхоналарнинг ташкил этилиши барқарорлик ўртача силжиш қадамининг қийматини ҳисоблаймиз

$$\eta = \frac{1}{N-1}\sum_{t=1}^{N-1}\eta_t = 3{,}65$$

.

Назорат қилиш чегараларини аниқлаймиз:

z₁=2,66*η=2,66*3,65=9,70   z₂=-2,66*η=-2,66*3,65=-9,70

2-жадвал

Йиллар кварталларда (t)	Фактик қиймат ($Y^Ф_t$)	Башорат қиймат (Y_t)	$\Delta Y_t = Y_t^Ф - Y_t$	Силжиш қадами (η_t)
1	10	11,05	-1.05	1,65
2	13	12,40	0,60	1,54
3	17	14,86	2,14	4,34
4	16	18,20	-2,20	6,03
5	26	22,17	3,83	7,38
6	23	26,55	-3,55	1,46
7	29	31,09	-2,09	2,53
8	36	35,55	0,45	0,84
9	41	39,71	1,29	1,39
10	46	43,32	2,68	4,83
11	44	46,15	-2,15	2,19
12	48	47,05	0,05	
Жами				34,18
13		46,95		
14		45,60		
15		42,40		
16		37.4		
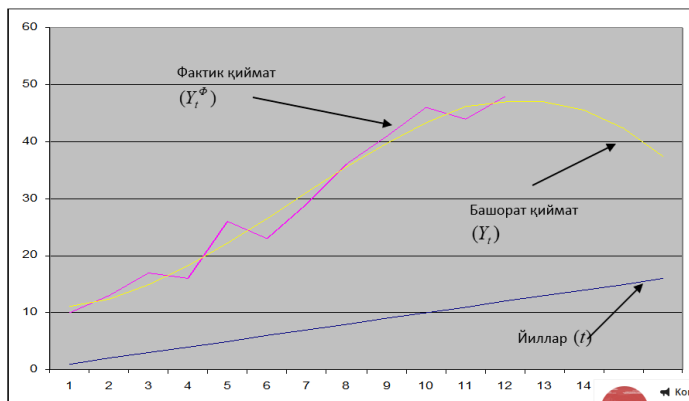
4-расм. Савдо корхоналарининг 2019-йилга қадар ташкил қилиш графиги

2-жадвални таҳлил қилсак ΔY_t нинг қиймати аниқлик интервалидан чиқиб кетмайди. Демак бу яратилган модель яроқли модель бўлиб ҳисобланади. Энди t нинг қийматларини ўзгартириб t=13,14,15,16…, қийматларини бериб башорат функциянинг башорат қийматларини қабул қиламиз.

3-жадвал

Қуйи чегара (Y_t)	Башорат қиймат (Y_t)	Юқори чегара (Y_t)
6,53	11,05	15,56
7,88	12,40	16,92
10,34	14,86	19,38
13,68	18,20	22,72
17,66	22,17	26,69
22,03	26,55	31,07
26,57	31,09	35,61
31,04	35,55	40,07
35,19	89,17	44,23
38,80	43,32	47,84
4163	46,15	50,66
43,43	47,95	52,47

Шундай қилиб, ушбу методни амалга ошириш учун савдо корхоналарининг ривожланишини таҳлил қилинди ва башорат қилишга имкон берадиган ишларнинг қуйидаги босқичларини таклиф қилинди ва бажарилди:

-савдо корхонасининг фаолиятини тузулмавий шакли таклиф қилинди;

-савдо даражасига таъсир кўрсатадиган энг муҳим белгилар аниқланди;

-белгилар орасида ахборот алоқалари аниқланди;

- савдо корхоналарининг ривожланиш динамикаси таҳлил қилинди;

- Савдо корхоналарининг ривожланишининг башорат қийматлари учун ишончлилик оралиқлари ҳисоблаб чиқилди.

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САВДО КОРХАНАСИНИНГ ЎЗ-ЎЗИНИ ТАШКИЛ ЭТУВЧИ ТИЗИМЛАРИНИ МАТЕМАТИК МОДЕЛЛАШТИРИШ

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Аннотация. *Мақолада савдо корхоналарини бошқариш самарадорлигини ошириш мақсадида кўп босқичли маркетинг тизимининг тузилиши ва ишлаш тартиби баён қилинади. Маҳсулотларни ишлаб чиқариш ва сотиш учун ташкилий тузилма ишлаб чиқилган ва истеъмолчиларнинг буюртмаларини ҳисобга олган ҳолда улгуржи ва чакана савдода тайёр маҳсулотни сотишнинг иерархик схемаси тавсифланган. Логистика функциясидан фойдаланган ҳолда истеъмолчилар буюртмаларини моделлаштириш, маҳсулотларни нормал тақсимлаш ва сўровномалар асосида буюртмаларни аниқлаш бўйича мавжуд ишлар таҳлил қилинади. Оддий дифференциал тенглама шаклида математик моделлар савдо корхонасининг ишлаб чиқарилган маҳсулотларини сотишни башорат қилишнинг бошланғич шарти билан таклиф қилинади ва тадқиқ этилади. Модель параметрларини аниқлаш алгоритми ишлаб чиқилган.*

Калит сўзлар*: буюртма, истеъмолчи, маҳсулот, математик модель, идентификация, алгоритм, прогноз.*

Аннотация. *В статье излагается структура и образ действий многоуровневой сбытовой системы, с целью повышение эффективности управления предприятием торговли. Разработана организационная структура для производства и сбыта продукции и описана иерархическая схема продажи готовой продукции в оптовой и розничной торговле с учетом заказов потребителей. Анализированы существующие работы по моделированию заказов потребителей с помощью логистической функции, нормального закона распределение выпускаемой продукции и определения заказов потребителей на основе анкетных опросов. Предложены и исследованы математические модели вида обыкновенного дифференциального уравнения с начальным условием для прогноза продаж выпускаемых изделий торгового предприятия. Разработан алгоритм идентификации параметров модели.*

Resume: *The article describes the structure and practice of multilevel marketing system in order to improve the efficiency of enterprise management trade. The organizational structure for the production and marketing of products and describes a hierarchical scheme of sale of finished goods in the wholesale and retail trade, taking into account customer orders. Analyze existing work on modeling of customer orders using the logistic function, normal distribution of the manufactured products and the definition of customer orders on the basis of questionnaires. Proposed and investigated mathematical*

model of the form of an ordinary differential equation with the initial condition for the forecast sales of manufactured products trading company. An algorithm for the identification of the model parameters.
Key words: *order, customer, product, mathematical model, identification, algorithm prediction.*

Маҳсулотни ишлаб чиқариш, сотиш жараёнини савдо корхонасининг юксалишига катта таъсир кўрсатувчи босқич сифатида эътироф этиш мумкин. Бу босқичнинг асосий муаммоси сифатида ишлаб чиқариш суръати билан бу маҳсулотни сотиш суръати ўртасидаги мутаносибликни аниқлашдир. Амалий тажриба шуни кўрсатадики, ишлаб чиқариш суръатлари истеъмолчиларнинг харидлари суръатларига қараганда кўпинча катта интервалларда ўзгариб туради. Маълумки, бир-бирига боғланган захиралар занжири ва уларни тўлдиришга буюртма беришнинг аниқ тартиби чакана савдода юзага келадиган кичик ўзгаришларни кучайтиради. Биз кўп даражали маркетинг тизимининг тузилиши ва иш услубини тавсифлаймиз [1,2,3,4,5,6].

1-расмда маҳсулотлар ишлаб чиқариш ва сотиш бўйича ташкилий тузилма кўрсатилган. Расмда истеъмолчилар буюртмаси бўйича маҳсулот ишлаб чиқарадиган ҳар қандай ташкилот ишлаб чиқариш объекти бўлиши мумкин. Кейинчалик тайёр маҳсулотлар захирада сақланади. Тайёр маҳсулотлар улгуржи ва чакана савдода истеъмолчиларнинг буюртмаларини ҳисобга олган ҳолда сотилади. Мижозларнинг буюртмаларини бажариш жараёни иерархик деб ҳисобланиши мумкин [7,8,9] (1-расмга қаранг).

1-расм. Мижозлар буюртмаларини бажариш жараёни иерархиклиги

Корхоналарнинг савдо-иқтисодий фаолиятининг юқори маҳсулдорлигини таъминлаш учун бошқариш параметрларининг қийматларини назорат қилиш керак. Бунинг учун аввал буюртмаларни бажариш жараёнининг математик моделини ишлаб чиқиш, унинг параметрларини экспериментал маълумотларга мувофиқ баҳолаш, шунингдек бошқариш параметрларининг мақбул қийматларини топиш керак.

Мижоз буюртмаларини бажариш жараёнининг математик модели

Биз мижозлар буюртмаларини бажариш учун турли хил моделларни кўриб чиқамиз ва кейин идентификация муаммосини умумлаштирилган шаклда намойиш этамиз.

1. Мижоз буюртмаларини логистика функциясидан фойдаланган ҳолда моделлаштириш. Вақт ўтиши билан кўплаб маҳсулотларга бўлган буюртмалар аввал секин, кейин тез бўлади ва ниҳоят яна секинлашади. Бу шуни англатадики, буюртманинг ўсиш суръати маҳсулотларнинг мавжудлиги ва тўйинганлиги билан тўғридан-тўғри мутаносибдир. Моделни яратиш учун биз қуйидаги белгиланишларни ишлатамиз [10,11,12]:

t – вақт;

y – маҳсулот билан таъминланганлик;

A – маҳсулотларнинг тўйинганлиги;

k – мутаносиблик коэффициенти.

Маҳсулотнинг таъминланганлик даражаси вақтга боғлиқлигини оддий дифференциал тенглама билан ифодалаймиз $\dfrac{dy}{dt} = ky(A - y)$, ва ушбу тенгламанинг ечимини логистика функцияси шаклида кўрсатамиз.

$$y = \frac{A}{1 + Ce^{-kAt}}$$

бу ерда A, k параметрларни энг кичик квадратлар усули билан аниқлаймиз. Ўзгармас C- аниқлаш учун, бу функция охирги (m, y_m) нуқтадан ўтишини талаб қилиш етарли, у ҳолда қуйидаги тенглик ўринли

$$y_m = \frac{A}{1 + Ce^{-kAm}}.$$

Юқоридаги тенгликни фойдаланиб, ўзгармас C – ни аниқлаймиз:

$$C = \frac{A - y_m}{y_m e^{-kAm}}$$

ва ниҳоят, буюртманинг вақтга боғлиқлиги формуласини оламиз

$$y = \frac{Ay_m}{y_m + (A - y_m)e^{-kA(t-m)}}$$

Маҳсулотга бўлган буюртмаларнинг башорат қийматларини $t>m$ ларда аниқлаш мумкин.

2. Лог-нормал (логарифм нормал) қонуни ёрдамида буюртмаларни моделлаштириш. Ушбу моделда маҳсулотнинг таъминланганлик даражаси y интеграл лог-нормал қонуниятига бўйсинади деб фараз қилиб, қуйидаги тенгликни кўрсатишимиз мумкин.

$$y(t) = \frac{1}{\sigma\sqrt{2\pi}} \int_0^t e^{-\frac{(\ln z - \alpha)^2}{2\sigma^2}} \, dz$$

бу ерда $y(t)$ маҳсулотнинг таъминланганлик даражаси t вақт мабойнида, α, σ - функциянинг ноаниқ параметрлари. Шубҳасиз, бу фаразимиз учун барча t ларда тенгсизлик $0 \le y(t) \le 1$ бажарилиши керак.

Интеграл лог-нормал қонуни формуласидан фойдаланиш учун параметрларни аниқлашимиз керак α ва σ. Бунинг учун қуйидаги алмаштиришни амалга оширамиз $x = (\ln z - \dfrac{\alpha}{\sigma})$, у ҳолда

$$y(t) = \frac{1}{\sqrt{2\pi}} \int_0^x e^{-\frac{x^2}{2}} \, dx$$

тенглик ўринли.

Юқоридаги тенглик Гаусс интегралидир, интеграл қийматлари жадвал кўринишида берилган. Ноаниқ параметрларни аниқлаш учун қуйидаги тенгликни қўллаймиз

$$x_t = \frac{\ln t - \alpha}{\sigma}.$$

Ўтган $t=1,2,...,m$ йиллар давомида, $y(t)$ қийматларни Гаусс интеграл жадвалларидан фойдаланиб x_t $(t=1,2,...,m)$ ларни аниқлаймиз. Алмаштиришларни $a = \dfrac{1}{\sigma}; b = \dfrac{\alpha}{\sigma}$, амалга ошириб $x_t = a\ln t - b$ ни ҳосил қиламиз.

Энг кичик квадратлар усулидан фойдаланиб, a ва b ни топамиз

$$\sum_{t=1}^{m} (a\ln t - b - x_t)^2 \to \min.$$

охирида $\sigma = \dfrac{1}{a}; \quad \alpha = b\sigma = \dfrac{b}{a}$. параметрларни аниқлаймиз.

Маҳсулотнинг $y(t)$ таъминланганлик даражаси башорат қийматларини $t>m$ ларда аниқлашимиз мумкин.

3. Сўровнома асосида буюртмаларни моделлаштириш. Ушбу усулда маълум бир маҳсулотлар тўпламини сотиб олишнинг кетма-кетлиги, шунингдек, ушбу маҳсулотларни

ўтмишда сотиб олишнинг реал кетма-кетлиги тўғрисидаги маълумотлар асосидаги сўровномалардан фойдаланилади. Ушбу маълумотларга асосланиб i- маҳсулотнинг, j-тартибда P_{ij} эҳтимолликлар билан сотилганлиги аниқланади. Бу орқали эҳтимолликлар $P=(P_{ij})$ матрицасини (квадрат матрица) тузиш имкони яратилади. Кейин $i=1,2,...,n-1$ маҳсулот учун мижозлар улушини s_i аниқлаймиз. Биз бозор сиғими деб харидорлар айнан i-маҳсулотни сотиб олишига имкон берадиган r_i- эҳтимолликлар тўпламини тушунамиз. Қуйидаги белгилашни киритиб

$$S = \begin{Vmatrix} s_0 \\ . \\ s_{n-1} \end{Vmatrix}, \quad R = \begin{Vmatrix} r_1 \\ . \\ r_n \end{Vmatrix}$$

у ҳолда бозор сиғимини $R=PS$ орқали кўрсатишимиз мумкин.

Қуйидаги мисолни кўриб чиқайлик. Айтайлик, сўровномалар асосида учта турдаги маҳсулотларни сотиб олиш тартибининг эҳтимолий матрицаси тузилди: 1-кирювиш машиналари, 2-музлатгичлар, 3-чанг ютгичлар. Бундан ташқари, харидорларнинг ушбу маҳсулотларни сотиб олиш улиши тўғрисидаги маълумотлар ҳам мавжуд бўлсин,

$$P = \begin{Vmatrix} 0,90 & 0,04 & 0,06 \\ 0,02 & 0,20 & 0,78 \\ 0,07 & 0,80 & 0,13 \end{Vmatrix}, \quad S = \begin{Vmatrix} 0,30 \\ 0,43 \\ 0,27 \end{Vmatrix}$$

у ҳолда бозор сиғими қуйидагича бўлади

$$R = \begin{Vmatrix} 0,90 & 0,04 & 0,06 \\ 0,02 & 0,20 & 0,78 \\ 0,07 & 0,80 & 0,13 \end{Vmatrix} \begin{Vmatrix} 0,30 \\ 0,43 \\ 0,27 \end{Vmatrix} = \begin{Vmatrix} 0,90 \cdot 0,30 + 0,04 \cdot 0,43 + 0,06 \cdot 0,27 \\ 0,02 \cdot 0,30 + 0,20 \cdot 0,43 + 0,78 \cdot 0,27 \\ 0,07 \cdot 0,30 + 0,80 \cdot 0,43 + 0,13 \cdot 0,27 \end{Vmatrix} = \begin{Vmatrix} 0,3 \\ 0,3 \\ 0,4 \end{Vmatrix}.$$

Шундай қилиб, кирювиш машинасини сотиб олиш эҳтимоли 0,3; музлатгич - 0,3; чангютгич - 0,4. Фараз қилайлик, бозорда харидорлар сони Q га тенг бўлсин. Агар харидор ушбу маҳсулотларнинг камида биттасини албатта сотиб олади деган тахмин қилсак, у ҳолда албатда талаб мавжуд бўлади: кир ювиш машиналари учун $0.3Q$, музлатгичларда $0,3Q$, чангютгич учун $0,4Q$ талаб функцияларини айтишимиз мумкин.

Хулоса

Савдо билан ва ишлаб чиқариш билан шуғулланувчи корхоналарнинг ўз-ўзини ташкил этувчи тизимларини математик моделлаштириш бизнингча савдо корхонасининг номақбул шароитларда қарорлар қабул қилиш имконини беради.

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ОЛИЙ ТАЪЛИМ МУАССАСАЛАРИДА ИННОВАЦИОН ФАОЛИЯТ БОШҚАРУВИ ВА УНИНГ САМАРАДОРЛИГИ

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Аннотация. *Мақолада олий таълим муассасаларининг маркетинг бошқаруви, фаолияти, концепцияси, сифат ва сон кўрсаткичлари, шунингдек, минтақавий олий таълим бозорида рақобатчи олий таълим муассасалари ўртасида маркетинг бошқаруви самарадорлигини баҳолаш натижаларини қиёсий таҳлиллаш, маркетинг бўлимининг ички муҳити, ходимларининг малакаси, молиялаштириш усуллари ва профессионализми, маркетинг харажатлари таркиби каби масалалар ҳақидаги маълумотлар таҳлил қилинган.*

Калит сўзлар: *маркетинг концепцияси, ижобий тенденция, потенциал бозор, рақобатбардош олий таълим, ижтимоий самарадорлик, хўжалик юритувчи субъект, хизмат кўрсатиш соҳаси, профиллар шакллантириш, дастур-модуль, моделлаштириш.*

Аннотация. *В статье проведен сравнительный анализ управления маркетинга, деятельности, концепции, качественных и количественных показателей высших учебных заведений, а также приведены сведения о сравнительном анализе результатов оценки эффективности управления маркетингом среди конкурирующих вузов на региональном рынке высшего образования, о внутренней среде отдела маркетинга, о квалификации сотрудников, о методах и профессионализме финансирования, о составе маркетинговых расходов.*

Ключевые слова: *маркетинговая концепция, положительная тенденция, потенциальный рынок, конкурентоспособное высшее образование, социальная эффективность, хозяйствующий субъект, сфера обслуживания, формирование профилей, программный модуль, моделирование.*

Abstract. *The article provides a comparative analysis of the results of marketing management, activities, concepts, quality and number of universities, as well as the effectiveness of marketing management among competing universities in the regional market of higher education, the internal environment of the marketing department. Data on issues such as content have been analyzed.*

Key words*: Marketing concept, positive trend, potential market, competitive higher education, social efficiency, business entity, service zone, formation of profiles, software module, modeling.*

Бугунги кунда узлуксиз таълим тизимини ислоҳ қилиш ва такомиллаштириш, янги сифат босқичига кўтариш, унга педагогик ва инновацион технологияларини жорий этиш ҳамда таълим самарадорлигини ошириш давлат сиёсати даражасига кўтарилди. "Таълим тўғрисида" ги Қонун, "Кадрлар тайёрлаш Миллий дастури" нинг қабул қилиниши билан узлуксиз таълим тизими орқали замонавий кадрлар тайёрлашнинг асоси яратилди.

Миллий меросимизда ҳам бошқарув масалаларига доир бир қатор асарлар яратилган бўлиб, биз уларни бугунги кунда раҳбаршуносликка бевосита даҳлдор асарлар, айни вақтда илмий-назарий манбалар сифатида қайд этишимиз мумкин. Бу асарларда раҳбар кадр танлаш масалалари турли тарзда ёритилади. Баъзилари ушбу жараённи жамиятнинг ижтимоий-сиёсий-иқтисодий тараққиёти жараёни билан боғлиқ равишда таҳлил этса, баъзилари раҳбар кадр танлаш ва раҳбарликка танланишга доир принциплар мажмуасини қамраб олиб, ўзига хос дастур сифатида намоён бўлади деб таъкидлаб ўтади давлатимиз раҳбари Ш.М. Мирзиёев.

Олий таълим муассасаларининг маркетинг бошқаруви концепциясини ишлаб чиқиш, уни қўллаш ва татбиқ этиш самарадорлигини асослашни талаб қилади. Уни ҳар томонлама баҳолаш мақсадга мувофиқ. Бу ўринда шуни ҳам эслатиб ўтиш жоизки, айни пайтда мавжуд ресурслар

салоҳиятидан оптимал фойдаланиш тадқиқотнинг назарий ва амалий жиҳатлари бўйича энг кам ривожланган йўналиш ҳисобланади.

Таъкидлаш жоизки, ҳар бир ОТМда баҳолаш бўйича ўзига хос фарқлар бор. Бу қуйидаги жиҳатлар билан боғлиқ: раҳбарият олий таълим муассасаси фаолиятида маркетингни амалга ошириш зарурлигини англаб етганлиги; менежментнинг умумий таркибида маркетинг интеграцияси даражаси; маркетинг бўлимининг ишини ташкил қилишга қодир малакали мутахассисларни танлаш; маркетинг сиёсати воситаларини ишлаб чиқиш ва натижада ОТМнинг стратегик ва тактик мақсадларига эришиш учун ўз вазифаларини сифатли бажариш; муваффақиятли фаолият кўрсатиш ва якуний фаолият кўрсаткичларига эришиш ҳамда рақобатбардошликни ошириш учун зарур бўлган ресурсларни қўллаб-қувватлаш даражаси [1].

Фикримизча, маркетинг бошқаруви концепциясининг самарадорлиги фақат ҳар бири мустақиллик ва яхлитликка эга бўлган қўшимча таркибий қисмлар тизими асосида баҳоланиши керак. Уларнинг таркибидан маркетинг фаолияти самарадорлигини ва маркетинг бошқаруви самарадорлигини ажратамиз.

Олий таълим муассасалари маркетинг фаолияти хусусиятларини ҳисобга олган ҳолда, унинг самарадорлигини баҳолашнинг асосий босқичлари аниқланди. Бу таклиф этилаётган шакллантириш алгоритмида акс эттирилди (1-расм).

1-расм. ОТМлар маркетинг фаолияти самарадорлигини баҳолаш алгоритми

Дастлабки босқичда баҳолашни ўтказиш учун ОТМнинг рақобатли устунликларини яратиш ва ривожлантириш борасидаги энг муҳим мезонларни белгиладик. Улар таркибига устувор концепция сифатида танлаб олинган ҳамкорлик муносабатлари маркетинги учун қуйидагиларни киритдик: ҳамкорлар билан ўзаро алоқалар барқарорлиги, истеъмолчиларнинг содиқлиги, ишбилармонлик фаоллиги ва имидж. Таклиф этилаётган мезонларга мувофиқ сифат ва сон кўрсаткичлари тизими шакллантирилди (1-жадвал).

ОТМ маркетинг фаолияти самарадорлигини баҳолаш кўрсаткичлари
(муаллиф ишланмаси)

Мезонлар	Кўрсаткичлар
1.Ҳамкорлар билан ўзаро алоқалар барқарорлиги	1.1. Амалдаги ўзаро алоқалар йўналишлари сони 1.2. Ҳар бир йўналишда амал қиладиган ўзаро алоқалар занжирлари сони. 1.3. Ўзаро алоқалар занжирида амалдаги алоқалар динамикаси даражаси: тармоқда янги муносабатлар ўрнатиш ва ҳамкорларни алмаштириш тез-тезлиги. 1.4. Тармоқ ичида ҳамкорлар ўртасида ўзаро алоқалар сметасини тузиш оптималлик даражаси. 1.5. Ҳамкорларнинг бир-бирига мослашув даражаси: - ҳамкорга ишонч даражаси; - бир-бирига нисбатан мажбуриятларни бажариш даражаси. 1.6. Ҳамкорлар манфаатларини қондириш даражаси: олинган натижаларнинг кутилган натижаларга мувофиқлик даражаси. 1.7.Ҳамкорлик натижасида ҳамкорлик тармоғи янги сифатлари пайдо бўлиши билан тавсифланадиган ўзаро алоқалар даражаси. 1.8. Ўзаро алоқаларнинг ахборот таъминоти даражаси: - ички ва ташқи ахборотларнинг тўлиқлик ва ишончлилик даражаси, - ахборот олиш тезкорлиги, -Ттрмоқ ичида ахборот алмашиниш даражаси. 1.9. Қўшма қарорларнинг инновационлик ва сифат даражаси.
2. Истеъмолчиларнинг содиқлиги	2.1. Таълимнинг очиқлик даражаси: - истеъмолчи учун ўқитиш қийматининг очиқлик даражаси; - пуллик асосда ўқитишда амалдаги имтиёзлар ва чегирмалар тизимининг ривожланиш даражаси - ўқитиш шакллари ва турларини, амалга ошириш шартлари ва муддатини танлаш имконияти; - мослашувчан машғулотлар жадвали, қулай дарс жадвали, фан устида мустақил ишлаш имконияти мавжудлиги. 2.2.Олинган таълимнинг фойдалилик ва қимматлилик даражаси: - олинган таълимга меҳнат бозорида талаб даражаси; - олинган таълимнинг меҳнат бозори асосий талабларига мувофиқлик даражаси; - олинган таълимнинг давлат таълим стандартлари талабларига мувофиқлик даражаси; - олинган таълимнинг бўлғуси меҳнат фаолияти мураккабликлари ва ўзига хосликларига мувофиқлик даражаси. 2.3. Битирувчилар эҳтиёжларини қондириш даражаси: - олинган ваколатлар тўпламининг битирувчиларнинг касбга эга бўлиш, ўз-ўзини англаш ва шахсий камол топиш мақсадларига мувофиқлик даражаси; - ОТМда ўқишни давом эттириш имконияти (магистратура, иккинчи олий маълумот, малака ошириш ва қайта тайёрлаш, аспирантура); - ОТМни тамомлагач, танланган касб бўйича ишга жойлашиш имконияти; - ОТМнинг битирувчиларни ишга жойлаштиришда иштирок этиш даражаси. 2.4. Битирувчиларнинг ОТМ билан ўзаро алоқалар даражаси: - магистратура, иккинчи олий маълумот, малака ошириш ва қайта тайёрлаш, аспирантура учун олий таълим муассасасига ҳужжат топширган битирувчиларнинг улуши; - собиқ битирувчилар томонидан ёш мутахассисларга мурожаатлар улуши; - битирувчилар уюшмаси мавжудлиги ва унинг фаолият самарадорлиги. 2.5. Иш берувчиларнинг битирувчилар касбий тайёргарлик сифатидан қониққанлик даражаси.
3. ОТМнинг ишбилармонлик фаоллиги	3.1. Ўқитиш жараёнининг сифат даражаси. 3.2. ОТМ профессор-ўқитувчилари таркибининг сифат даражаси 3.3. Ресурслар таъминоти сифат даражаси 3.4.Илмий-тадқиқотчилик фаолиятининг ривожланиш даражаси
4. ОТМ имиджи	4.1. Олий таълим бозоирда ОТМнинг муваффақият даражаси: - минтақавий бозорда ОТМ рейтинги. - ОТМ эгаллаб турган бозор улуши. 4.2. ОТМнинг ижтимоий фаоллик даражаси. 4.3. ОТМ фаолиятининг жамиятда тан олиниш даражаси.

Тадқиқот жараёнида ОТМда маркетинг фаолияти самарадорлигини унинг фаолияти барқарорлигини таҳлил қилиш асосида аниқлаш мумкин, деган хулосага келдик. Шу сабабли уни баҳолаш учун ажратилган кўрсаткичлар бўйича ОТМ ривожланиш барқарорлиги коэффициентидан фойдаланишни таклиф этамиз:

$$K_y = N/N_{умум}, \qquad (1)$$

Бу ерда: K_y –танлаб олинган кўрсаткич бўйича тадқиқ этилаётган даврда ОТМнинг ривожланиш барқарорлиги коэффициенти; N–кўрсаткичнинг ижобий ўзгаришлари сони; $N_{умум}$ – кўрсаткич ўзгаришлари умумий сони, жумладан, ўзгариш нолга тенг бўлганда.

Шакллантирилган кўрсаткичлар тўпламида турли натижалар муайян ўринга эгалиги сабабли (ОТМ фаолиятининг амалдаги натижалари ва экспертлар баҳоларини уйғунлаштириш), уларни интеграл кўрсаткич ҳисоб-китоби асосида бирлаштирилишини амалга оширамиз:

$$K_{ye} = (\Sigma Y_I \times K_{yi}) / n, \tag{2}$$

Бу ерда: K_{ye}–ОТМ ривожланиш барқарорлиги йиғма интеграл кўрсаткичи; Y_i –мос келувчи кўрсаткичлар учун маркетинг фаолиятини баҳолашда i-мезони салмоғи; K_{yi} – ҳисоблаб чиқилган кўрсаткичлар бўйича коэффициентлар; n–коэффициентлар сони.

ОТМ маркетинг фаолияти харажатларини тақсимлаш самарадорлиги ($Э_з$) ҳисоб-китобини қуйидаги нисбат орқали амалга оширамиз: $Э_з = Э_М/З_М$.

Бунда олинган натижани ($Э_М$) қуйидаги тарзда аниқлашни таклиф қиламиз:

$$Э_М = (K_C \times B \times H) – З_М, \tag{3}$$

Бу ерда: K_C – биринчи курс талабалари сони, киши; H – ОТМда битта талабани ўқитиш нархи, сўм; B – «маркетинг танлови коэффициенти». Булар маркетинг акциялари натижалари бўйича ОТМни танлаган талабалар сонининг талабалар умумий сонига нисбати сифатида аниқланади (биринчи босқич (курс)) талабалари ОТМга қабул қилинганидан кейин сўров варақалари бўйича шакллантирилади).

Ўз навбатида, маркетинг фаолияти харажатларини ($З_М$) ҳисоб-китоб қилиш учун қуйидаги формуладан фойдаланамиз:

$$З_М = K_C \times H \times М_П, \tag{4}$$

Бу ерда: $М_П$ –ОТМ йиллик бюджетида маркетинг харажатлари улуши, %.

Таклиф этилган методологик ёндашув БухДУ мисолида минтақавий олий таълим бозорида апробация қилинди.

Маркетинг фаолияти самарадорлиги ва унинг натижаларига асосланган қиёсий динамик қаторлар ҳар бир кўрсаткичнинг якуний натижага таъсири ва самарадорлиги ўзгаришининг асосий тенденцияларини аниқлашга, шунингдек, университетнинг рақобатли устунлигини таъминлаш ва сақлаб қолиш учун келажакдаги мақсадларга эришишни прогноз қилишга имкон беради.

БДУ маркетинг самарадорлигининг қиёсий таҳлили барқарор ўсиш тенденциясини кўрсатди. Маркетинг ҳаражатлари таркибидаги операцион харажатлар улушининг умумий ўсиш суръати ушбу кўрсаткичнинг ўзгариши бўйича ижобий тенденцияни таъминлади.

Олинган натижалар университетнинг маркетинг фаолияти самарадорлигини, унинг ўзини ўзи таъминлаши фойдалилигини миқдорий жиҳатдан асослашга имкон берди.

Тўлиқлик ва комплекслиликка эришиш учун баҳолашни иккита таркибий қисм орқали амалга оширамиз: маркетинг бошқарувини амалга ошириш самарадорлиги ва уни ташкил этиш самарадорлиги.

Маркетинг бошқарувини амалга ошириш самарадорлигини баҳолаш мезонлари учта даража бўйича гуруҳланган:

фаолиятни бошқариш: бозор билан коммуникатив алоқаларни ривожлантиришда очиқ тизим сифатида ОТМни бошқариш;

функцияни бошқариш: менежментнинг барча функциялари ўзаро қалин боғлиқлигида «касбий фаолият эҳтиёжларидан бозор эҳтиёжларига» тамойилини амалга ошириш;

талабни бошқариш: барча тоифадаги мижозлар талабини яратиш, мувофиқлаштириш, қондириш ва илғор шакллантириш.

Биз шакллантирган, асосий мезонлар мувозанатланган комплексини ўз ичига олган ОТМ маркетинг бошқарувини амалга ошириш самарадорлигини баҳолаш тизимида келтирилган (2-жадвал).

Олинган маълумотларни таҳлил қилиш асосида ОТМнинг маркетинг бошқарувини янада ривожлантириш ва такомиллаштириш бўйича тавсиялар ишлаб чиқилган.

Маркетинг бошқаруви самарадорлигини баҳолашнинг асосий масалаларидан бири маркетинг бўлимининг ОТМ ташкилий таркибидаги ўрни ва ролини, шу жумладан, бошқа таркибий бўлинмалар билан ўзаро муносабатларини фаолият йўналишлари рўйхатини, уларнинг тўлиқлиги ва мураккаблигини аниқлаш ҳисобланади.

2-жадвал

ОТМ маркетинг бошқаруви самарадорлигини баҳолаш тизими
(муаллиф ишланмаси)

1. Фаолиятни бошқариш.	1.1.ОТМ олий раҳбариятнинг маркетингга йўналтирилганлиги	1.1.1.Олий раҳбариятнинг мижозлар эҳтиёжлари ва талабларига йўналтирилганлиги. 1.1.2.Маркетинг бошқарувининг аҳамияти ва уни ОТМ фаолиятида амалий қўллаш учун объектив эҳтиёжни тушуниш. 1.1.3.Маркетинг воситаларини қўллаш натижалари бўйича бошқарув қарорларини қабул қилишга тайёрлик.
	1.2. Персоналнинг маркетингга йўналтирилганлиги	1.2.1.Маркетинг билан боғлиқ бўлмаган бўлинмаларнинг маркетингга муносабати 1.2.2.Ходимлар маркетинг тамойилларини фаол қўллашга тайёрлиги. 1.2.3.Корпоратив маданиятнинг ривожланганлиги.
	1.3.Раҳбарияти ва персонал ўртасидаги ўзаро алоқа	1.3.1. Бошқарув ишларини бошқарув билан боғлиқ бўлмаган ишлардан ажратиш. 1.3.2. Ваколатларни бериш. 1.3.3. Қарор қабул қилиш жараёни.
	1.4. Бошқарув тизимининг очиқлиги	1.4.1.Ташқи муҳитга йўналтирилганлик. 1.4.2.«Таълим хизматлари тақдим этиш–таълим хизматлари олиш» занжирида устуворликларни тақсимлаш.
2.Функцияни бошқариш	2.1.Режалаштириш	2.1.1. Стратегик режалаштириш тизимининг мавжудлиги. 2.1.2. Маркетинг тадқиқотлари ўтказиш йўналишлари ва тезлиги. 2.1.3. Маркетингни режалаштиришда комплексли ёндашувни қўллаш. 2.1.4. Маркетинг ахборот тизимининг фаолият кўрсатиши.
	2.2. Ташкил килиш	2.2.1. Маркетинг бўлимининг расмий таркиби. 2.2.2. Ходимлар малакаси ва профессионализми. 2.2.3. Маркетинг бўлимида фаолиятни мувофиқлаштириш. 2.2.5. Маркетинг бўлимининг ОТМ бошқа бўлинмалари билан алоқалари.
	2.3. Мотивация	2.3.1. Маркетинг бўлими ходимларини рағбатлантириш тизими. 2.3.2. ОТМ қадриятлари ва бўлим ходимлари шахсий қадриятларининг мувофиқлиги.
	2.4. Назорат	2.4.1. Маркетинг фаолияти самарадорлик мезонларининг аниқлиги. 2.4.2. Назоратни амалга ошириш мунтазамлиги.
3.Талабни бошқариш.	3.1. Таълим хизматини бошқариш	3.1.1. Янги таълим хизматлари ишлаб чиқиш. 3.1.2. Таълим хизматлари ассортиментини шакллантириш.
	3.2. Битирувчиларни ишга жойлаштиришни бошқариш	3.2.1. Мутахассисларга эҳтиёжларни таҳлил килиш 3.2.2. Битирувчиларни ишга жойлаштириш имкониятларини излаб топиш тизими мавжудлиги.
	3.3. Нархни бошқариш	3.3.1. Нарх шакллантириш усуллари. 3.3.2.Имтиёзлар ва чегирмалар тизими.
	3.4. Коммуникацияларни бошқариш	3.4.1. Коммуникация сиёсатини шакллантириш. 3.4.2. Коммуникация дастурларининг йўналишлари.

Шунга мувофиқ маркетинг бошқарувини ташкил қилиш самарадорлигини қуйидаги мезонлар йиғиндиси билан баҳолаймиз:

1. Маркетинг бўлимининг профессионал фаолиятни амалга ошириши: рақобатчиларни ўрганиш, истеъмолчиларни тадқиқ этиш, таълим фаолиятини бошқариш, таълим хизматлари ва дастурларининг янги ғояларини ташкил қилиш, хизматларга нарх белгилаш, таълим хизматларини илгари суриш ва самарали сотувни ташкил қилиш, маркетинг стратегиясини ишлаб чиқиш.

2. Маркетинг бўлимини ОТМ бошқарув тизимига интеграция қилиш: маркетинг бўлимининг ОТМ таркибли бўлинмалари билан ўзаро алоқаси; қабул қилинадиган маркетинг қарорларининг оқибатларини баҳолаш имконияти. Бу олинган натижаларга тузатиш киритилишини (қайтувчан алоқа) таъминлайди ва маркетинг бўлимининг назоратни амалга оширишда иштирок этиш даражасини тавсифлайди.

3. Маркетинг бўлимининг ички муҳити: маркетинг бўлими ходимларининг малакаси ва профессионализми, маркетинг харажатлари таркиби, маркетинг бўлимини молиялаштириш усуллари.

ОТМ маркетинг бошқарувини ташкил қилишни объектив баҳолаш маркетинг бўлимининг мавқеини ва унинг ишбилармонлик фаоллиги даражасини аниқлашга имкон беради.

Минтақавий олий таълим бозорида рақобатчи олий таълим муассасалари ўртасида маркетинг бошқаруви самарадорлигини баҳолаш натижаларини қиёсий таҳлил қилиш учун (2-расм) олинган қийматларни танланган мезонлар бўйича уларнинг нисбати орқали қайта ишлаймиз. Самарадорликнинг юқори бўлишини таъминлайдиган ижобий даража 1 дан катта қийматга, қарама-қарши қийматга нисбатан салбий даража 1 дан кам қиймати мос келади. Бундан ташқари, агар қийматлар тенг бўлса, оралиқ вариант мумкин [2.103].
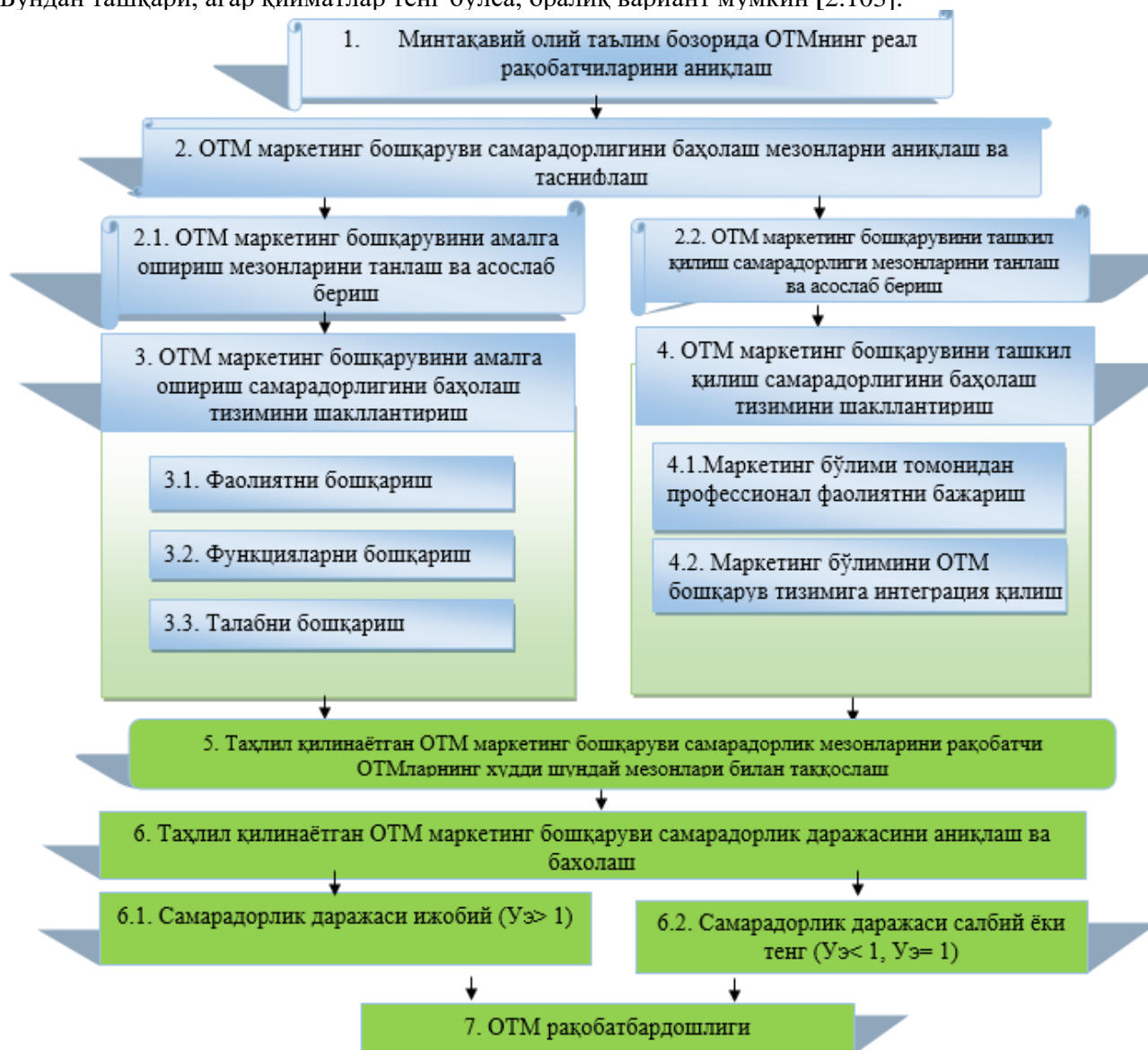
2-расм. ОТМ маркетинг бошқаруви самарадорлигини қиёсий баҳолаш алгоритми (муаллиф ишланмаси)

Ушбу ёндашув ОТМ маркетинг бошқарувини ташкил қилиш ва амалга оширишнинг кучли ва кучсиз томонларини, шунингдек, тузатиш киритувчи ҳаракатларни амалга ошириш лозим бўлган энг муаммоли йўналишларни аниқлашга имкон беради.

Таклиф этилаётган услубият олий таълим муассасалари фаолиятида маркетинг бошқарувининг асосий универсал параметрларини аниқлаш ва баҳолашга асосланган бўлиб, кенг қамровли ва жадал ривожланиш суръатларининг ўсиши умуман, уларнинг рақобатбардошлигини оширишга олиб келади.

Олий таълим самарадорлиги масалаларига илгари ҳам, ҳозирги пайтда ҳам самарадорлик, рақобатбардошлик ва бевосита таълим хизматлари, таълимга сарфланган маблағларнинг иқтисодий самарадорлиги ҳам, экстерналийлар (ташқи таъсирлар) хусусиятига эга бўлган ижтимоий таъсирлар ҳам баҳоланадиган меҳнат бозори агенти сифатида шахснинг потенциал бозор қийматига инвестиция сифатида талқин қилинади. Худди шу тарзда инсон капитали

назарияси олий таълим самарадорлигини давлат, жамият ва иш берувчи нуқтаи назаридан кўриб чиқади[2].

Олий касб таълими муассасаларини бошқариш соҳасидаги замонавий тадқиқотлар ОТМларни тобора кўпроқ бозор муҳитининг агентлари сифатида кўриб чиқмоқда. Уларнинг фаолияти самарадорлигига эса, стратегик бошқарув нуқтаи назаридан стратегик мақсадлар билан таққослаш сифатида қаралмоқда. Бунда олий таълим муассасасининг стратегик мақсадлари одатда, кадрлар тайёрлаш бўйича давлат вазифаларини бажариш ва уларнинг рақобатдошлигини ошириш йўналиши бўйича маҳаллийлаштирилади [3]. Касбий таълим тизими ва меҳнат бозори ўртасидаги ўзаро муносабатлар муаммолари билан шуғулланувчи муаллифлар [4. 258] тадқиқотларида сўнгги пайтларда олий таълим муассасалари битирувчиларнинг минтақавий меҳнат бозорлари эҳтиёжларига миқдорий ва сифат жиҳатдан мувофиқлигига асосий эътибор қаратилмоқда. Шундай қилиб, олий касб таълими самарадорлиги тўғрисидаги замонавий қарашларга кўра, у ўзини намоён қиладиган бир неча йўналишларга эга (3-расм).

3-расм. ОТМ ва олий касб таълими самарадорлигининг намоён бўлиш йўналишлари

Давлат нуқтаи назаридан, олий таълимнинг иқтисодий самарадорлиги, авваламбор, бюджет маблағларини таълим фойдасига қайта тақсимлаш натижасида йўқотишлар камайган тақдирда, иқтисодиётнинг бошқа соҳаларига йўналтирилган қўйилмалардан кўра, таълим соҳасидаги бюджет қўйилмаларидан юқорироқ самарани ифодалайди. Давлат даражасида олий таълимнинг ижтимоий самарадорлиги жамият ижтимоий барқарорлашуви ва аҳоли турмуш даражаси ўсишида намоён бўлади. Миллий иқтисодиёт миқёсидаги иқтисодий самарадорлик меҳнат ва илмий салоҳият сифатининг ўзгариши, меҳнат унумдорлигининг ошиши ва пировардида ЯИМ ўсиши билан белгиланади. Таълим хизматлари бозорида олий таълим муассасасини бошқариш ва улар унинг фаолияти самарадорлиги рақобатбардошлиги ва бозордаги умумий ҳолати кўринишида намоён бўлади.

Бундай ҳолда, иқтисодий самарадорлик ҳақида гапириш, гарчи, бу атама тижорат тушунчаси тўлиқ бўлмаса ҳам, ўринлироқ, чунки ОТМ учун фойда олишнинг ўзи алоҳида бир мақсад эмас. Ушбу ҳолатда иқтисодий самарадорликни белгилаб берадиган кўрсаткичлар умумий (бюджет ва бюджетдан ташқари): даромад ҳажми, харажатлар даражаси, шунингдек, рақобатли барқарорлик ва реал имкониятларни белгилаб берадиган ОТМ харажатлари таркиби ҳисобланади.

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[2] Таъкидлаш жоизки, олий таълимнинг ижтимоий самарадорлиги нафақат якка тартибда намоён бўлади, балки бутун жамиятга ҳам тарқалади.

Минтақавий меҳнат бозори нуқтаи назаридан, шу жумладан, ёшлар ўртасида бандлик ва ишсизлик кўрсаткичлари ижобий динамикаси мавжуд бўлган тақдирда, олий таълимнинг ижтимоий самарадорлиги ҳақида гапириш мумкин, иқтисодий самарадорлик эса, умуман, иқтисодиёт самарадорлиги ва ЯХМ ўсиши билан минтақа иқтисодиёти даражасида аниқланади.

Иш берувчи учун олий таълимнинг иқтисодий самарадорлиги, биринчи навбатда, тегишли мутахассисни ёллаш натижасида соҳа томонидан олинган энг юқори даромад билан уни тайёрлаш ва иш ҳақини тўлаш харажатлари ўртасидаги фарқдир. Шахсга келсак, юқорида айтиб ўтилганидек, олий касбий таълимнинг самарадорлиги икки йўналишда муҳокама қилиниши мумкин: қўлдан чиқарилган имкониятлар харажатларини ҳисобга олган ҳолда таълимга маблағлар киритишнинг иқтисодий самарадорлиги ва таълим [5. 22-24], касбий даражани ва натижада жамиятдаги мавқеини ошириш шаклида ижтимоий самарадорлик.

Шундай қилиб, олий таълимнинг самарадорлиги иқтисодий ва ижтимоий таркибий қисмларни ўз ичига олган кўп томонлама тоифадир. Бироқ, таъкидлаш жоизки, ушбу ҳолатда гап биринчи навбатда, минтақавий ва миллий ижтимоий-иқтисодий тизимлар доирасида олий касбий таълимнинг самарадорлиги ҳақида ёки маълум бир истеъмолчи-талаба/олий мактаб битирувчиси учун маълум бир таълим хизмати самарадорлиги ҳақида боради. Олий касб таълими самарадорлигининг кўриб чиқилган баъзи жиҳатларигина маълум бир олий таълим муассасасининг муваффақияти билан бевосита боғлиқ бўлиши мумкин: таълим хизматлари бозорида ОТМнинг рақобатбардошлиги самарали менежмент натижаси, шунингдек, иш берувчи учун самарадорлик натижаси сифатида, лекин фақат унинг тайёргарликда молиявий иштироки ёки мутахассисни ривожлантиришда иштироки шартида, чунки акс ҳолда таълим хизматининг маълум бир ОТМ учун мажбурийлиги йўқ. Шунингдек, олий маълумотли мутахассисларни ОТМда ўқитиш, иш билан таъминлаш ва кейинги касбий фаолияти жараёнларидаги барча иштирокчилар манфаатларини ҳисобга олганда, мўлжалланаётган имтиёзлар мазмуни ва муддатлари бўйича бир қатор қарама-қаршиликлар пайдо бўлиши ҳам муҳим. Шу муносабат билан, олий таълим муассасасига нисбатан «фаолият самарадорлиги» бу атама тоифасини тушуниш, у кенг маънода миллий иқтисодиётнинг самарали субъекти сифатида фаолият юритиши зарурлигини белгилайдиган замонавий иқтисодий ва ижтимоий шароитларни ҳисобга олган ҳолда юзага келади.

Юқорида келтирилган ёндашувларни умумлаштириш ва қайта кўриб чиқиш муаллифга «олий таълим муассасаси фаолият самарадорлиги» атамасининг қуйидаги таърифини шакллантиришга имкон берди: олий таълим муассасаси фаолияти самарадорлиги олий таълим муассасаси томонидан олий касбий маълумотга эга бўлган мутахассисларга кўп даражали эҳтиёжлар тизимини қондириш жараёнида ички ва ташқи ресурслардан фойдаланишнинг умумий жамоат ва якка ҳолдаги натижаларини комплексли акс эттирадиган ижтимоий-иқтисодий тоифа.

Бизнингча, «ОТМ фаолияти самарадорлиги», «ОТМ самарадорлиги», «ОТМ рақобатбардошлиги» ва «таълим сифати ёки таълим хизматлари сифати» каби атамаларни ҳам ўзаро фарқлаш зарур, чунки мавжуд тафовутларга қарамай, ушбу атамалар кўпинча синоним сифатида қўлланади [6.17]. ОТМ самарадорлиги ресурслар харажатларисиз ОТМ фаолияти турли йўналишларининг сифат ва сон натижаларини баҳолашга имкон беради. Бундан ташқари, бу ҳолда ҳаражатлар умуман баҳолаш объекти саналмайди, чунки асосий молиявий натижа таълим муассасаси томонидан олинган даромад миқдори ҳисобланади, меҳнат ресурслари, ахборот ресурслари ва материал ресурслари уларнинг сифати бўйича баҳоланади. ОТМнинг рақобатбардошлилиги, юқорида таъкидлаб ўтилганидек, олий таълим муассасасини бошқариш самарадорлигининг кўрсаткичидир, яъни ОТМ фаолиятининг натижаси, шу билан бирга ОТМнинг таълим фаолияти самарадорлигини тавсифловчи «таълим хизматлари сифати» тоифаси ҳақида гапириш мумкин [7.20].

Шунингдек, муаллифнинг фикрига кўра, касб таълими олий таълим муассасалари самарадорлиги бир нечта нуқтаи назардан кўриб чиқилиши лозим. Чунончи: буюртмачи ва жамият эҳтиёжларини қондиришнинг кафили сифатида давлат нуқтаи назаридан (макросамарадорлик); таълим хизматлари истеъмолчиси сифатида шахс нуқтаи назаридан (индивидуал инвестицион самарадорлик); минтақавий меҳнат бозори ва муайян иш берувчи – ОТМ маҳсулоти истеъмолчиси нуқтаи назаридан (бозор самарадорлиги); хўжалик юритувчи субъект сифатида ОТМ фаолияти нуқтаи назаридан.

Олий касб таълимининг юқорида кўриб чиқилган қолган барча самарадорлик бўйича

намоён бўлишлари ёки муайян таълим муассасасига нисбатан аниқланиши мумкин эмас, чунки улар бутун олий касб таълими тизими фаолиятининг умумий натижаси сифатида намоён бўлади ёки ОТМ тайёргарлик жараёнида ва олий маълумотли мутахассисни келгусида ишга жойлаштириш жараёнида юзага келадиган экстернал характерига эга бўлади. Самарадорликнинг умумлаштирилган тавсифини, бизнингча, ОТМ фаолиятининг интеграл самарадорлиги, деб аташ мумкин, чунки кўриб чиқиш учун таклиф этилган жиҳатлар маълум даражагача бир-бири билан боғлиқ бўлиб, ўзаро таъсири билан тавсифланади.

Тадқиқотда олий ўқув юртлари талабаларини вақтинча иш билан таъминлаш бўйича замонавий миллий ва хорижий тажрибалар чуқур таҳлил қилинди. Фикримизча, унинг тўғри ташкил қилиниши ОТМ фаолиятининг барча йўналишларига ижобий таъсир кўрсатиши сабабли ушбу масалага алоҳида эътибор қаратилади.

Ушбу таҳлил асосида қуйидаги хулосалар чиқарилди: Ўзбекистон амалиётида вақтинчалик иш талабалар томонидан асосий даромад манбаи сифатида ёки ёзда маълум миқдорда даромад олиш ва дам олишни бирлаштириш имконияти сифатида кўриб чиқилади; талабаларни вақтинча иш билан таъминлаш соҳасида тизимли сиёсат мавжуд бўлмаганда, кундузги шаклда ўқийдиган талабалар билан ишлаш ва ўқишни уйғунлаштириш устуворликлари назарий билимларни ўзлаштириш фойдасига шакллантирилмайди, бу кўп ишлаётган талабаларнинг ишига салбий таъсир қилади.

Шунингдек, биз томонимиздан олий маълумотли мутахассисларга бўлган кўп босқичли: миллий, минтақавий, субъектли эҳтиёжлар тизимини қондириш манбаи сифатида ОТМ фаолиятини такомиллаштиришнинг концептуал ёндашувлари таклиф этилган. Ҳозирги шароитларда ОТМнинг самарали фаолияти, бизнингча, стратегик менежментнинг асосий тамойиллари асосида, лекин нотижорат ташкилот сифатида таълим муассасасининг ўзига хос ижтимоий-иқтисодий ролини ҳисобга олган ҳолда ташкил этилиши керак. Фикримизча, ОТМнинг самарали ишлаши тўғрисидаги илмий концепцияни амалга оширишнинг асосий услубий тамойиллари сифатида қуйидаги жиҳатлари қабул қилиниши керак: бошқарув объекти сифатида ОТМнинг иқтисодий ва ижтимоий мураккаблиги бошқарув тизимининг мураккаблигини белгилайди, аммо объектив зарур даражадан ошмасдан; ОТМни бошқариш устуворликлари ижтимоий самарадорликнинг мақсадли кўрсаткичларини таъминлаш зонасида ва иқтисодий самарадорлик зонасида тенг равишда шакллантирилиши керак;

ОТМ таълим хизматларидан фойдаланувчиларнинг манфаатлари биринчи даражали, давлат субъектларининг манфаатлари иккинчи даражали, шунинг учун ОТМни стратегик бошқариш ташқи муҳитга нисбатан тажовузкор бўлмаслиги керак; ҳудудларни комплекс ижтимоий-иқтисодий ривожлантириш стратегиялари, меҳнат бозорини ривожлантириш стратегиялари, миллий стратегиялар ОТМни ривожлантириш стратегиясининг атроф-муҳит омиллари сифатида кўриб чиқилади, бу эса уни юқори даражадаги мақсадлар билан мувофиқлаштириш зарурлигини белгилайди;

ОТМ фаолиятини самарали ташкил этиш [1] қуйидаги вазифаларни ҳал қилишга йўналтирилиши керак: таълим хизматлари бозори билан миллий ва минтақавий меҳнат бозори ва натижада миллий иқтисодиёт ўртасидаги ўзаро таъсир самарадорлигини ошириш; олий таълим муассасаларининг иқтисодий мустақиллигини, уларнинг бошқарув тузилмасининг барқарорлиги ва мослашувчанлигини ошириш; олий таълим муассасалари ва хусусий тадбиркорлик субъектлари ўртасидаги ўзаро муносабатлар самарадорлигини ошириш, меҳнат бозорида ва умуман иқтисодиётда талабгорнинг харидор хатти-ҳаракатларида муносиб вазиятни шакллантириш. Ишда белгиланган вазифаларга мувофиқ ОТМ самарадорлигини оширишнинг асосий йўналишлари ифодаланган (4-расм).

Бугунги кунда иқтисодиётда ва жамиятда юз бераётган жараёнлар, шу жумладан, жамият ва иқтисодиётда сервислаштириш жараёни фонида, ОТМ барча ижтимоий-иқтисодий ўзгаришларга муносиб жавоб бериши керак. Бир томондан, иқтисодиётнинг меҳнат салоҳиятини шакллантириш ва тўлдириш манбаи, иккинчи томондан, хизмат кўрсатиш соҳасининг энг катта сегментларидан бири бўлган таълим муассасаларининг интеграл самарадорлигини ошириш мақсадида касб таълими тизими амалга оширилаётган ўқув дастурларининг хизмат бўйича таркибий қисмини мустақил малака сифатида ёки ўқув режаси доирасида тўлиқ таркибий модуль сифатида кенгайтириши керак. Ушбу ўзгаришларнинг асосий ғояси миллий иқтисодиётни ихтисослашган саноат маълумотига эга ва кўпайиш циклининг таркибий қисми бўлган барча хизмат кўрсатиш жараёнларини ташкил қилиш, бошқариш ва созлаш имкониятига эга хизмат

кўрсатувчи мутахассислар билан таъминлашдир. Ушбу мақсадга эришиш учун хизмат кўрсатиш, олий таълим соҳалари бир қатор вазифаларни адолатли ҳал қилиши зарур.
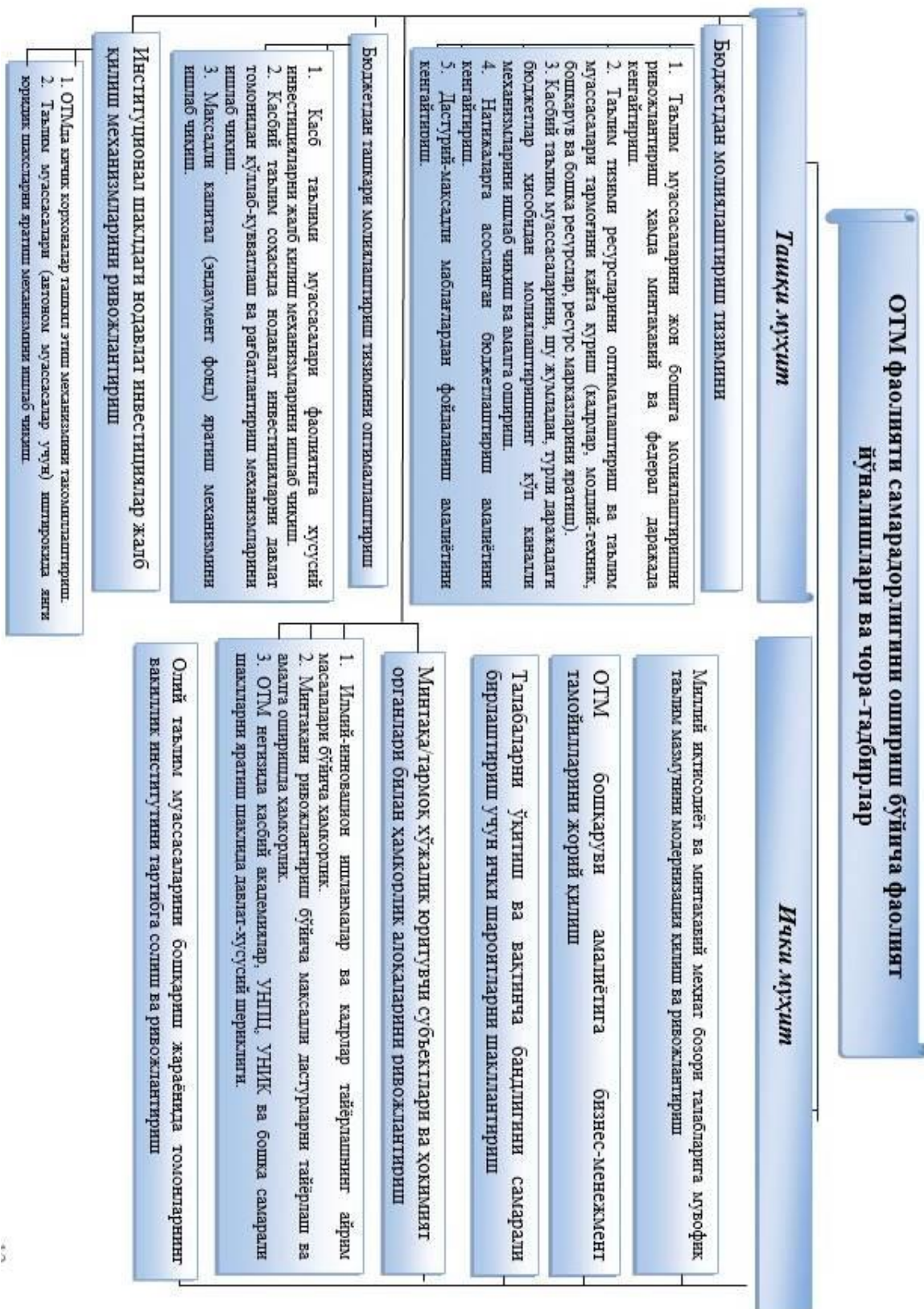
4-расм. ОТМ фаолияти самарадорлигини ошириш тизимини шакллантириш бўйича фаолият йўналишлари

Контентни ривожлантириш: товарлар ва хизматларни ишлаб чиқариш ва сотишда хизмат кўрсатувчи таркибий қисмга ваколатли ёндашув асосида Ўзбекистон Республикаси иқтисодиёти учун мутахассислар тайёрлаш зарурлигини инобатга олган ҳолда хизмат кўрсатиш соҳасида

юқори даражадаги ихтисослаштирилган таълимнинг таркибий қисмини шакллантириш; хизмат кўрсатиш соҳаларининг ишлашини ва шу асосда хизмат кўрсатувчи ўқув дастурларини амалга оширадиган кўп тармоқли таълим муассасалари учун давлат буюртмаси тизимини шакллантиришни таъминлаш учун турли даражадаги касблар бўйича мутахассисларни тайёрлашга бўлган эҳтиёжни прогноз ва мониторинг қилишнинг республика тизимини ишлаб чиқиш; хизмат кўрсатиш соҳасидаги барча даражадаги касб-ҳунар таълими дастурларининг амалий йўналишини баҳолаш тизимини ишлаб чиқиш ва касб-ҳунар таълими муассасаларига минтақавий рейтинг бериш; хизмат кўрсатиш соҳасида олий касбий таълимнинг ДТС (давлат таълими стандартлари)ни амалга оширишни ташкил этиш.

инфратузилмани яратиш: илғор жаҳон тажрибасидан фойдаланган ҳолда таълим муассасалари ва иш берувчилар билан ҳамкорликда хизмат кўрсатиш мутахассисликлари бўйича базавий ўқув марказлари тизимини шакллантириш (тренинг меҳмонхоналари, кирхоналар, кимёвий тозалаш соҳалари, автосервислар, гўзаллик салонлари, ательелар ва бошқалар); хизмат кўрсатиш соҳасида корпоратив институтларни (факультетларни) яратиш; олий таълим муассасалари базасида инновацион камарнинг хизмат кўрсатиш профилларини, шу жумладан, технологиялар трансфери марказларини, маркетинг марказларини, венчур капитал фондларини ва бошқаларни шакллантириш; инновацион жамоавий дастур сифатида ўқув юртлари базасида хизмат кўрсатиш соҳасида кичик ва ўрта бизнеснинг бизнес-инкубаторларини яратиш; барча даражадаги хизмат кўрсатиш соҳасидаги битирувчиларнинг касбий малакаларини ва касбий таълим дастурларини баҳолаш мақсадида сертификатлаштириш марказлари тизимини яратиш моделлари ва механизмларини ишлаб чиқиш.

Кадрлар салоҳиятини шакллантириш: энг илғор маҳаллий ва хорижий тажрибаларни ҳисобга олган ҳолда махсус ишлаб чиқилган дастурлардан фойдаланган ҳолда хизмат кўрсатиш соҳасидаги олий касбий таълим даражалари учун мутахассислар, профессор-ўқитувчилар таркиби ва мураббийлар тайёрлаш; хизмат кўрсатиш соҳаси учун ўқув дастурларини амалга оширадиган амалдаги ўқув юртлари базасида кадрлар тайёрлаш қайта тайёрлаш марказларининг тизимли базасини шакллантириш; хизмат кўрсатиш соҳасида сифат менежменти стандартларини жорий этиш ва улардан фойдаланиш талабларини ҳисобга олган ҳолда хизмат кўрсатиш соҳасидаги катта ходимларни касбий қайта тайёрлаш ва аттестациядан ўтказиш тизимини такомиллаштириш; хизмат кўрсатиш соҳасида кичик ва ўрта бизнесни ривожлантириш учун тадбиркор кадрларни тайёрлаш.

Бошқарувнинг ташкилий-иқтисодий механизмларини ишлаб чиқиш: хизмат кўрсатиш соҳаси учун кадрлар тайёрлаш дастурларини амалга оширадиган минтақавий таълим муассасаларини ривожлантириш дастурларини шакллантиришда давлат томонидан қўллаб-қувватлаш механизмларини ишлаб чиқиш; хизмат кўрсатиш соҳаси учун барча даражадаги касб таълими дастурлари битирувчиларининг малакасига талаблар шакллантирилишига қаратилган таълим муассасалари, минтақавий ижтимоий ва касбий ташкилотлар ва иш берувчилар уюшмалари ўртасидаги ўзаро ҳамкорлик механизмларини ишлаб чиқиш.

Ахборот кўмаги: хизмат кўрсатиш (сервис) нинг турли йўналишлари бўйича тематик кўргазмалар ташкил этиш; қўшма босма оммавий ахборот воситалари ва Интернет ресурсларини яратиш; маълум бир хизмат турининг тармоқ хусусиятлари билан чегараланган шунга ўхшаш ҳодисалар; хизмат кўрсатиш маҳсулотлари ва хизмат кўрсатиш соҳаси бўйича таълим дастурларини илгари суриш учун иш берувчилар ва таълим муассасалари ўртасидаги ўзаро ҳамкорлик моделларини ишлаб чиқиш ва бошқалар; умумий фойдаланишдаги «Сервисе таълими» Интернет-порталини ишлаб чиқиш ва ишга тушириш; юқорида кўрсатилган Интернет-порталга кириш имкониятига эга янги таълим манбаларига очиқ киришни таъминлаш мақсадида хизмат кўрсатиш соҳасида касб-ҳунар таълими соҳасидаги ўқув ва инновацион ахборот муҳитини ривожлантириш учун ресурс марказини ташкил этиш.

Қўйилган вазифаларни ҳал қилиш, фикримизча, уларнинг касбий фаолиятида хизмат кўрсатиш таркибий қисми кўрсатилган мутахассисларни тайёрлайдиган олий таълим муассасалари ва сервис олий таълим муассасалари таълим фаолияти самарадорлигини оширишнинг устувор йўналиши ҳисобланади [8.1-250].

Тадқиқот натижаларига кўра, ОТМ фаолияти самарадорлигини оширишнинг интеграл самарадорликни ошириш нуқтаи назаридан бизнес билан Ўзбекистон олий таълим муассасалари ҳамкорлигининг энг истиқболли шаклларини ўз ичига оладиган механизмлари таклиф қилинди. Бизнингча, бу касбий академиялар (амалий ва тармоқ ОТМлари учун), университет базасидаги

ўқув ва ишлаб чиқариш мажмуалари, шу жумладан, кичик соҳалар, талабалар илмий-тадқиқот лабораториялари (соҳалар), шериклик ва ушбу шаклнинг ривожланиши маҳсули ўқув ва илмий-инновацион комплекслар (тегишли илмий базага эга етакчи олий таълим муассасалари учун) ҳисобланади.

Таклиф этилган ўзаро алоқа шакллари, бизнингча, қуйидагиларни таъминлашга имкон беради: олий таълим муассасалари фаолиятининг макросамарадорлик нуқтаи назаридан: таълим хизматлари бозорида ҳалол рақобатни ривожлантириш; бизнес билан иттифоқнинг ташкилий-ҳуқуқий шакллари янги ташкилий таркибларини синаш; олий касб таълими тизимини ислоҳ қилиш бўйича меъёрий-ҳуқуқий базани янада такомиллаштириш юзасидан таклифлар ишлаб чиқиш; илғор тажрибаларни кўпайтириш; кўп каналли молиялаштириш механизмларини ишлаб чиқиш; тегишли даражадаги мутахассисларга, шу жумладан, миқдорий ва сифат кўрсаткичларига бўлган эҳтиёжнинг етарли даражада аниқ узоқ муддатли прогнози; иш берувчиларни касб таълими муассасалари фаолиятига жалб этиш, битирувчиларнинг малакасини аттестациялаш ва сертификатлашнинг корпоратив тизими доирасида мутахассисларни тайёрлаш натижаларини мониторинг қилиш орқали мутахассислар тайёрлаш сифатини таъминлаш; ОТМ ва иш берувчилар ўртасидаги ўзаро ҳамкорлик механизмларини синовдан ўтказиш ва кенг жорий этиш; олий таълим муассасалари фаолиятининг бозор самарадорлиги нуқтаи назаридан: бизнеснинг, шу жумладан иш берувчиларнинг, илғор халқаро тажрибага мувофиқ таълим муассасасининг ўқув, илмий ва бошқарув фаолиятида таълим муассасасининг охирги фойдаланувчиси ва инвесторларнинг меҳнат натижалари нуқтаи назаридан иштироки; меҳнат бозори эҳтиёжларини ҳисобга олган ҳолда таълим стандартлари, ўқув дастурлари ва юқори малакали кадрлар тайёрлаш тизимини ишлаб чиқиш ва такомиллаштириш; компанияларнинг инновацион фаолиятини таъминлаш учун олий таълим муассасалари базасида ўқув-ишлаб чиқариш-технологик инфратузилмани яратиш ва ривожлантириш; талабалар ва ўқитувчиларни ўқув жараёнига илмий-тадқиқот ишларини олиб бориш ва муайян бизнес муаммоларини ҳал этиш бўйича лойиҳаларни тайёрлашга жалб қилиш; соҳалар ходимларини узлуксиз таълим билан таъминлаш имконияти; хўжалик самарадорлиги нуқтаи назаридан: таълим муассасасининг моддий-техник базасини ривожлантириш ва кўп каналли молиялаштириш учун қўшимча имкониятларни шакллантириш; интеграциялашган таълим мажмуасининг янги моделини яратиш (юқори сифатли бошқарув, янги инфратузилма, талабалар ва ўқитувчиларни ўқитиш учун технологиялар ва жойлар); иш берувчиларни ўқув дастурлари мазмунини ишлаб чиқишга жалб қилиш ва амалий таркибий қисмларнинг янгиланишини, шу жумладан, стажировкаларни ўтказиш учун зарур бўлган базани таъминлаш орқали таълим хизматлари сифатини яхшилаш; ўқув, илмий, ишлаб чиқариш ва институционал интеграциянинг янги моделларини ишлаб чиқиш; ўқув муассасаси олимлари, ўқитувчилари ва талабалари илмий тадқиқотларининг молиявий хавфсизлигини ошириш (илмий ишланмаларни қўшимча молиялаштириш ва уларни патентлаш ва муаллифлик ҳуқуқи билан тижорат даражасига кўтариш); таълим хизматлари бозорида рақобатбардошликни ошириш; истеъмолчи-абитуриент/талаба учун индивидуал инвестицион самарадорлик нуқтаи назаридан – танланган ихтисослик бўйича ишга жойлашиш имконияти ва меҳнат бозорида рақобатбардошлик юқори даражаси кўринишида таълим хизматлари олишдан кутилган натижаларни қондириш.

Илмий мақолада Ўзбекистон олий таълим муассасалари фаолият самарадорлигини оширишнинг шартларидан бири сифатида талабалар вақтинчалик бандлигини ташкил қилишнинг асосий йўналишларини таклиф этамиз: талабанинг вақтинчалик бандлиги ва амалиёт ўташини бирлаштирган ҳолда минтақа соҳалари учун кадрларни мақсадли тайёрлаш механизмини тиклаш ва янгилаш; олий таълим муассасалари турлари бўйича вақтинчалик ишга жойлаштириш, ички ОТМ тизимини ташкил қилиш бўйича намунавий таклифлар ишлаб чиқиш: классик университет, техника ва технология олий таълим муассасаси, педагогик ва гуманитар олий таълим муассасаси, талабалар шаҳарчаси мавжудлиги/йўқлигини ҳисобга олган ҳолда сервис йўналишидаги олий таълим муассасаси; ўз фаолиятини ушбу соҳага қаратган минтақа ва тармоқ жамоат ташкилотлари яратиш.

Касб таълими тизимидаги таълим муассасаларини суст (пассив) бюджет истеъмолчиларидан ўзгарувчан шароитда ишлайдиган ва иш берувчилар билан самарали ишлашга қодир бўлган фаол бозор агентларига айлантиришда самарали шартлардан бири уларнинг бошқарув амалиётига бизнесни бошқариш элементлари ва тамойилларини жорий этишдир. Ушбу ҳолатдаги жиддий муаммолардан бири ОТМ бўлимлари, ходимлари ва

профессор-ўқитувчилари фаолиятини баҳолашнинг аниқ тизими йўқлиги ҳисобланади. Функционал соҳаларнинг кўп жиҳатли ва серқирралиги, шунингдек, ОТМда турли тоифадаги ходимлар фаолиятининг ўзига хос хусусияти уларнинг иш самарадорлигига сифат ва сон жиҳатидан баҳо берилиши мумкин бўлган мезонлар рўйхати ва мазмунини ишлаб чиқиш вазифасини анча қийинлаштиради. Шунга қарамай, бундай тизим зарур, чунки таълим фаолиятига талаб ортиб бораётганлиги сабабли, бу ўқув жараёни сифатини ва, умуман олганда, олий таълим муассасалари самарадорлигини ошириш нуқтаи назаридан бошқарув қарорларини қабул қилиш жараёнини сезиларли даражада осонлаштиради. Ушбу иш 3-босқичда амалга оширилиши тавсия этилади:

1-босқич. Олий таълим муассасаси лавозимлар таркиби таҳлили. Таҳлил натижасида горизонтал шкала бўйича ходимлар тоифалари малакавий даражаси бўйича ва вертикал шкала бўйича – функционал йўналишга кўра, ходимлар тоифалари жойлашадиган матрица қурилиши керак. Ушбу матрица у ёки бу ходимлар тоифаларини гуруҳлаш ёки аксинча, ажратиш имконини беради, улар учун умумий ёки ўзига хос «профиллар» - маълум бир тоифадаги мутахассисларга, шунингдек «функционаллар» ёки ходимларни бошқариш Ўзбекистон амалиёти атамашунослигида одатий бўлганидек, ходимлар - иш мажбуриятларига қўйиладиган талаблар тўплами ишлаб чиқилиши мумкин.

2-босқич. Профиллар шакллантириш.

3-босқич. Ваколатларни моделлаштириш.

2-босқичда шакллантирилган ваколатлар ва профилларнинг универсал рўйхати негизида амалга оширилиши керак бўлган касбий вазифалар маълум бир синфини ҳал қилиш бўйича мутахассис шахсий қобилиятига қўйиладиган талаблар. Ушбу босқичнинг натижаси олий таълим муассасаси муайян тоифасидаги ходимларининг шахсий хусусиятлари тегишли рўйхатига профилларни қўшиш бўлади. Илмий блок мисолида ходимларни баҳолашнинг йиғма параметрлари кўрсатилган.

Юқорида кўриб чиқилган механизмларни касбий таълим тизимидаги таълим муассасаларини бошқариш амалиётига муваффақиятли жорий қилиш учун ОТМ ходимлари малакасини ошириш бўйича кенг кўламли таълим дастурларини амалга ошириш талаб этилади. Таркибига кўра, ҳар бир дастур шакланган касбий ваколатлар ва тегишли модулларнинг хусусиятларини ўз ичига олиши керак. Ушбу дастурлар модулли асосда қурилиши лозим. Бунда модуллар нафақат индивидуал дастурлар доирасида шакллантирилиши, балки ҳар бир дастур ўзига хос модуль бўлиши зарур. Улар биргаликда ўқув муассасалари раҳбарлари учун ягона малака ошириш дастурини ташкил этадилар. Ушбу ёндашув билан ҳар бир ваколат учун назарий асослар ва амалий кўникмаларни тўлиқ ривожлантириш учун зарур бўлган ўқув юкламасининг миқдори таъминланади. Бундан ташқари, ушбу ёндашув тегишли давлат намунасидаги ҳужжат билан тасдиқланган керакли ваколатларнинг тўлиқ ҳажми, модуль ва дастур-модулни муваффақиятли ўзлаштирган ҳолда малака оширишнинг ҳар бир босқичида оралиқ ва якуний сертификатларни тақдим этиш имконини беради.

Ўзбекистон ўрта махсус касб таълими тизимида самарали бошқарув механизмларини жорий этиш ва ривожлантириш [9], шунингдек, у билан боғлиқ бўлган бошқарув кадрлари малакасини ошириш вазифаси доимий равишда ахборот кўмагини талаб қилади. Бундай қўллаб-қувватлашнинг энг қулай, арзон ва тезкор воситаси, фикримизча, "Касб таълими тизимидаги таълим муассасаларини самарали бошқариш" тематик электрон портали ҳисобланади. Унинг таркиби энг муаммоли ва долзарб масалалардан иборат бўлиши керак. Уларни қуйидаги блокларга бирлаштириш мумкин: самарали бошқарув механизмларини жорий қилиш, ОТМ самарадорлигини баҳолаш методологияси, ОТМни минтақавий таълим маконига интеграциялаш, касбий таълим сифатини таъминлаш, иш берувчилар, давлат ва муниципал бошқарув органлари билан ўзаро алоқалар, минтақалараро ва халқаро ҳамкорлик ва бошқалар. Ҳар бир блок учун навигация тузилмаси қуйидагиларни ўз ичига олади: меъёрий-ҳуқуқий база, ҳужжатлар таъминоти, услубий таъминот, янгиликлар, фикрлар ва тажриба алмашинуви (форум), долзарб масалалар бўйича тезкор ёрдам (ишонч телефони). Бундай порталнинг фаолият кўрсатиши тезкор маълумотларга доимий равишда кириш ва зарур тушунтиришлар ва маслаҳатларни олиш имконини беради.

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СУРХОНДАРЁ ВИЛОЯТИДА ТУРИЗМ ТАРМОҚЛАРИНИ РИВОЖЛАНТИРИШНИНГ СТРАТЕГИК ЙЎНАЛИШЛАРИ

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Аннотация. Мақолада Сурхондарё вилоятида туризмни иқтисодиётни стратегик тармоғига айлантириш имкониятлари тахлил қилинган ва асосий йўналишлари белгилаб берилган.

Калит сўзлар: Мурожаатнома, хизматлар соҳаси, туризм, стратегик тармоқ, зиёрат туризми, экотуризм, диверсификация, устувор йўналиш.

Аннотация. В статье рассматриваются возможности превращения сферы туризма в стратегический отрасль экономики Сурхандарынской области. Разработаны предложения по развитию приоритетных направлений туристической отрасли.

Ключевые слова: Обращение, сфера услуг, туризм, стратегическая отрасль, паломнический туризм, экотуризм, диверсификация, приоритетное направление.

Abstract. The article analyzes opportunities for turning tourism into a strategic sector of the economy in Surkhandarya region and outlines key trends.

Key words: application, services, tourism, strategic sector, piligram tourism, eco-tourism, diversification, priority.

Ўзбекистон Республикаси Президенти Шавкат Мирзияевни Олий Мажлисга 2020 йил 24 январдаги Мурожаатномасида айтганидек "...туризмни иқтисодиётнинг стратегик тармоғига айлантириш биз учун устувор вазифа бўлиб қолади.

Ҳукумат олдидаги энг муҳим вазифаларидан бири – жорий йилда юртимизга келадиган туристлар сонини 7,5 миллионга етказишдан иборат.

Маълумки, қатор нуфузли хорижий оммавий аҳборот воситалари 2020 йилда Ўзбекистонни саёҳатга албатта бориш тавсия этилган мамлакатлар қаторига киритди. Биз бундай имкониятдан унумли фойдаланишимиз керак.

Катта салоҳиятга эга бўлган зиёрат ва тиббиёт туризмини ҳам жадал ривожлантириш зарур.

Юртимизда 8 минг 200 дан зиёд маданий мерос объекти мавжуд бўлиб, туризм маршрутларига уларнинг атиги 500 таси киритилган".

Мурожаатномада белгиланган вазифаларни Сурхондарё вилоятида амалга ошириш мақсадида ҳудудда ҳизматлар соҳасини ривожлантиришнинг асосий омиллари ва муаммолари ўрганиб чиқилди. Булардан энг муҳимлари транспорт ҳизматларининг ўта номутаносиб

ривожланганлиги, алоқа ва аҳборотлаштириш ҳизматларининг замонавий турларини етарли даражада ривожланмаганлиги, ҳизматлар соҳасида, айниқса савдо ва умумий овқатланишда норасмий фаолият юритаётганлар улушининг юқорилиги, ҳудудларнинг туризм рекреация ресурсларидан етарли даражада фойдаланмаслиги, ҳизмат кўрсатиш объектларининг нотекис жойлашуви, соҳадаги ҳудудий номутаносибликнинг мавжудлигидан иборат. Тахлиллар шуни кўрсатадики, Сурхондарё вилоятида ҳизматлар соҳасини ривожлангириш учун хозирги вақтда фойдаланилмаётган жуда катта имкониятлар ва салоҳият мавжуд (1-жадвал).

Ўтказилган тадқиқотлар натижасида аниқландики, вилоят республиканинг бошқа ҳудудларига нисбатан ҳизматлар соҳасини ривожлантириш бўйича қуйидаги устунликларга эга:

- табиий ва рекреация омиллари, ўзига хос субтропик иқлим, минерал, сув, биологик ресурсларга бойлиги;
- туризм тармоқларини ривожлантириш учун кўпгина тарихий обидалар мавжудлиги, жумладан: Термиз туманида "Имом Хаким ат-Термизий", "Қирқиз", "Султон Саодат", "Қоқилдор ота" мақбаралари ва "Далварзин тепа" ёдгорликлари, Жарқурғон туманида "Минор" мақбараси, Шеробод туманида "Имом ат-Термизий" мақбараси ва Бойсун туманида "Тешик тош ғори" ва бошқалар;
- ҳудудда рекреация, дам олиш ва кўнгилочар масканларнинг мавжудлиги, Бойсун туманида "Омонхона", Олтинсой туманида "Хўжаипок", Шеробод туманида "Гўрим булок" шифобахш сувлари ва Сариосиё туманида "Сангардак" ва "Хонжиза" дам олиш масканлари;
- вилоят ҳудудидан халқаро, республика ва ҳудудлар миқёсида автомобиль ва темир йўлларнинг ўтиши транспорт ҳизматларини ва бошқа ҳизмат турларини (кемпинглар, автотранспортларга ҳизмат кўрсатиш шохобчалари, ёқилғи қуйиш шохобчалари, савдо ва умумий овқатланиш шохобчалари) ривожлантиришга асос бўлади;
- ҳизматларнинг савдо ва умумий овқатланиш соҳаларида маҳаллий аҳолининг анъаналари ва тўплаган тажрибалари;
- вилоятнинг қўшни давлатлар билан чегарадошлиги, халқаро савдони ривожлантириш имкониятлари;
- вилоятнинг айрим туманларида (Денов, Термиз, Шўрчи) ҳунармандчиликнинг ривожланганлиги.

1-жадвал

Сурхондарё вилоятида хизматлар сохасини ривожлантиришнинг салохияти

Қўйилган мақсаддан келиб чиқиб вилоятда ҳизматлар соҳасини ривожлантиришнинг стратегик йўналишлари қуйидагилардан иборат:

•Туризм тармоқларидан зиёрат туризми, гастрономик туризм, экотуризм ва экскурсия ҳизматларини янада ривожлантириш;

- Транспорт ҳизматларини янги турларини ривожлантириш;
- Саноат ва агро кластерларни ташкил этиш билан боғлик бўлган ҳизмат турларини ривожлантириш;
- Ҳизматлар паст даражада ривожланган туманларни ўртача вилоят кўрсаткичига якинлаштириш;

Минтақада ҳизматлар соҳасини тахлили ва рақобат устунликларидан келиб чиқиб, ҳудуднинг шахар ва туманларида соҳани ривожлантиришнинг асосий стратегик йўналишларини аниқлаш имконини берди. Бунда асосий эътибор аҳолининг ҳизматларга бўлган талабини ўсиб бориши, ҳудудларнинг салоҳияти, стратегияда белгиланган ўсиш нукталари (саноат кластерларини яратиш, кичик саноат зоналарини ташкил этиш ва бошқалар), туризмни ривожлантириш бўйича мавжуд салоҳият ва барча ҳизматлар соҳасининг турлари бўйича вилоят даражасига олиб чиқишга қаратилган.

Қўйилган асосий мақсадга эришиш ва узоқ муддатга белгиланган стратегик йўналишларни амалга ошириш учун ҳизматларнинг қуйидаги асосий турларини ривожлантириш белгилаб олинди:

Мавжуд салоҳият ва устунликлардан фойдаланиб, ҳизматлар соҳасини диверсификация қилиш натижасида анъанавий турларини ривожлантириш ва янги турларини яратиш;

Вилоят туристик салоҳиятини баҳолаш, туризмни янги йўналишларини ривож топтириш, автомобиль ва темир йўллари зичлигини баҳолаш, транспорт ҳизматларини диверсификация қилиш.

Туристик ҳизматларни ривожлантириш истиқболларига назар ташласак, вилоятнинг ноёб табиий, экологик, ресурс салоҳияти, ҳудуднинг ўзига хос маданий-тарихий мероси минтақа учун янги йўналиш бўлган туристик ҳизматларни ривожлантириш имконини беради. Вилоятда 293 та археологик маданий мерос объектлари аниқланган бўлиб, улар қадимги тош ва бронза давридан бошлаб, то XIX асрларгача бўлган даврни ўз ичига олади. Бундан ташқари эрамизнинг биринчи асридан то XIX-асригача бўлган даврга тааллуқли 27 та меъморчилик обидалари мавжуд.

1	Ал-Хаким Ат-Термизий	IX-XV
2	Зул-кифл	XI-XII
3	Кокилдор-ота хонакоси	XVI
4	Кирккиз	IX-X
5	Султон-Саодат комплекси	XVII
6	Отаулла Сайд Ваккос	XI
7	Абу Исо Ат Термизий	X-XI
8	Сайд Оталик	XYI
9	Суфи Оллохёр	1713 й.
10	Жаркўргон минораси	*XII*
11	ОкОстона бобо	X-XI
12	Искандар кўприги	XVI
13	Денов Калъаси	XVI
14	Музработота	XV
15	Қадимги чинор дарахти	XI

Расм 1. Сурхондарё вилоятида зиёрат туризмини ривожлантириш имкониятлари

Марказий Осиёда ягона бўлган археология музейи Термиз шахрининг 2500 йиллигини нишонлаш тантаналари куни, яъни 2002 йилнинг 2 апрелида Термизда очилган. Музей фондида

археология, нумизматика, рассомчилик асарлари, хайкалтарошлик, расмлар, маиший ашёлар коллекцияларидан иборат 27 мингдан ортиқ моддий ва маънавий маданият экспонатлари мавжуд. Музейнинг 9 та залида Сурхондарё вилояги ҳудудида топилган қадимги тош даврида тошдан ясалган қуролларидан тортиб, то йирик санъат усталари томонидан тайёрланган ноёб асарларгача намойиш этилмоқда. Улар хронологик тартибда (эрамиздан 100 минг йил олдинги даврдан то хозирги янги даврнинг XX аср бошларигача бўлган даврни ўз ичига олади) жойлаштирилган.

Музейнинг илмий кутубхонаси ва архивида 16 мингдан ортиқ ноёб китоблар, даврий нашрлар ва архив хужжатлари сақланади. Араб, форс ва европа тилларида ноёб, қимматли бўлган қўлёзмалар ва литографик нашрлар мавжуд.

Бундан ташқари вилоятнинг Термиз, Шеробод, Олтинсой, Сариосиё, Бойсун ва Жарқурғон туманларида зиёрат туризмини ривожлантириш имкониятлари юқори, жумладан, Термиз туманида "Қирққиз", "Султон Саодат", "Хаким ат-Термизий" "Қоқилдор ота" мақбаралари ва "Далварзин тепа" ёдгорликлари, Жарқурғон туманида "Минор" мақбараси, Шеробод туманида "Имом Исо-ат-Термизий" мақбараси ва Бойсун туманида "Тешик тош" зиёратгохлари мавжудлигини инобатга олган ҳолда ушбу туманларда туризм хизматларини ривожлантириш мақсадга мувофик.

Шунинг билан бир қаторда вилоятнинг бир қанча туманлари дам олиш ва кўнгилочар масканлари мавжуд бўлиб, тиббиёт, гастрономик, экотуризмни ривожлантириш имконини беради. Масалан, Бойсун туманида "Омонхона", Олтинсой туманида "Хужаипок", Шеробод туманида "Гўрим булоқ" шифобахш сувлари ва Сариосиё туманида "Сангардак" ва "Хонжиза" дам олиш масканларида туризм ҳизматларини кенгайтириш мумкин.

Расм 2. Сурхондарё вилоятида туризм тармоқларини ривожлантириш йўналишлари схемаси

Вилоятда истиқболда туризмни ривожлантиришнинг қуйидаги янги йўналишларини ташкил этиш мақсадга мувофиқ:

Биринчи йўналиш (Бойсун): Термиз-Шеробод-Бойсун-Термиз тумани: (Хаким-ат-Термизий мемориал мажмуаси - IX-XI асрлар, Фаёз-тепа археологик қазилмаси - I-II асрлар. Шунингдек, Шеробод туманида: Имом Исо-ат-Термизий мажмуаси, Жарқўрғон шаҳарчаси. Ундан ташқари, Темир дарвоза (эрамиздан ав. III аср), Мачай ва Тешиктош ғорлари, Хўжа Кучқорон, Поён-қўрғон, Қўрғонзор тарихий мажмуалари (Бойсун тумани);

Иккинчи йўналиш (Музрабод): Термиз-Музрабод-Термиз тумани (Хаким-ат-Термизий мемориал мажмуаси, Фаёз-тепа археологик қазилмаси, Қирққиз қўрғони, Қоқилдор ота хонақоси, Султон-Саодат мемориал мажмуаси (Термиз тумани). Шунингдек, Кампир тепа археологик қазилмаси, Сополли тепа, Кучук тепа (Музрабод тумани);

Учинчи йўналиш (Денов): Термиз-Жарқўрғон-Денов-Термиз (Хаким-ат-Термизий мемориал мажмуаси, Фаёз-тепа археологик қазилмаси. Шунингдек, Жарқўрғон минораси, Хаитобод тепа (Жарқўрғон тумани), Искандар кўприги (Шўрчи тумани), Сайд Оталик мадрасаси (Денов тумани), Сўфи Оллоёр гўри (Олтинсой тумани).

Экотуризмни ривожлантириш борасида хам вилоят етарлича салоҳиятга эга бўлиб, унинг асосий йўналишлари сифатида Сариосиё туманидаги Сангардак шаршараси, Бойсун ўрмон хўжалиги, "Сурхон" қўриқхонасининг олд қисми (зонаси)ни қараш мумкин.

Бундан ташқари Сариосиё туманининг Тўпаланг дарёси йўналишида резина қайикларда сузишни (рафтинг), вилоятнинг тоғли Бойсун, Шеробод, Денов ва Сариосиё туманларида тоғларга саёхат қилиш (трекинг), Термиз туманининг Учқизил сув омбори бўйида дам олиш зонасини ташкил этиш мумкин (Расм 2).

Вилоятда туристик ҳизматларни янада ривожлантириш учун маҳаллий ва республика даражасида бир қатор масалаларни хал қилиш талаб этилади.

Ҳудуддаги ноёб маданий-тарихий мерос объектларидан, рекреация ресурсларидан ва табиатидан етарли даражада фойдаланилмаётганлигини ва чет эллик туроператорларнинг бундай ноёб салоҳиятдан беҳабарлигини хисобга олиб, маҳаллий хокимият органлари ва тегишли ташкилотлар вилоятнинг туристик салоҳияти тўғрисидаги маълумотларни доимий равишда Интернет саҳифаларига жойлаштириб бориши, янги туристик маршрутлар ишлаб чиқиш, туристларга буклетлар ва тарихий обидалар жойлашганлиги тўғрисидаги хариталарни тарқатиш талаб этилади.

"Ўзбектуризм" МК ва Ўзбекистан касаба уюшмалари федерациясининг Курортлар бошқаруви ҳамкорлигида Сурхондарё вилоятида янги туристик маршрутларини, айниқса рекреация ресурсларидан фойдаланиш бўйича маршрутларни ишлаб чиқиш талаб этилади.

Вилоят ва республика даражасидаги тегишли ташкилотлар маданий мерос, меъморчилик объектларини ўз вақтида ва доимий равишда таъмирлаш ишларини йўлга қўйишлари талаб этилади.

Таклиф қилинган йўналишларни амалга ошириш вилоятда туризмни иқтисодиётни стратегик тармоғига айланишига, туристлар сонини ортишига, янги ишчи ўринлари яратилишига, аҳолини турмуш фаравонлигини ортишига олиб келади.

ЎУК: 33

АСОСИЙ ВОСИТАЛАР АМОРТИЗАЦИЯСИ АУДИТИНИ ЎТКАЗИШДА ТАҲЛИЛИЙ ЖИҲАТЛАР ҲАМДА УЛАРНИ РИВОЖЛАНТИРИШ ИСТИҚБОЛЛАРИ

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Аннотация. Ушбу мақолада иқтисодиётнинг бозор механизмлари ва асосий воситалар амортизацияси аудитини ўтказишда таҳлилий жиҳатлар ҳамда уларни ривожлантириш истиқболлари ёритиб берилган.

Калит сўзлар: иқтисодиёт, аудит, тадбиркорлик, корхона, бозор.

Аннотация. В данной статье освещены аналитические аспекты при проведении аудита рыночных механизмов экономики и амортизации основных средств, а также перспективы их развития.

Ключевые слова: экономика, аудит, предпринимательство, предприятие, рынок.

Abstract. This article covers the analytical aspects and prospects of their development in the audit of the economic market and depreciation of fixed assets.

Key words: economy, audit, entrepreneurship, enterprise, market.

Мулкчилик тизимининг турли шаклларига асосланган иқтисодиёт бозор механизмларининг муҳим шартларидан бири бўлиб ҳисобланади. Унинг субъектлари бўлган корхона ва ташкилотлар, тадбиркорлик фаолияти билан шуғулланувчи субъектлар мулкнинг эгаси ва тасарруф этувчиси сифатида уни тўғри бошқаришдан манфаатдордир. Бу эса, албатта, содир бўлаётган хўжалик жараёнлари ва ҳодисаларни даврий кузатишни, фаолият натижавийлигини батафсил ўрганишни, иқтисодий таҳлил қилишни талаб этади. Таҳлилнинг асосий мақсади – молиявий фаолиятдаги ютуқ ва камчиликларни аниқлаб, маблағлардан янада тўғри фойдаланган ҳолда ҳисоб-китоб тартибини мустаҳкамлашга қаратилади. Бу эса, албатта, кўп жиҳатдан корхона асосий воситаларидан самарали фойдаланиш, уни ҳисобини тўғри ташкил этишга боғлиқдир [1].

Республикамизда бозор муносабатларининг қарор топиши, хўжалик юритишнинг замонавий шаклларининг жорий қилиниши корхона ва фирмаларда маблағ топишнинг илғор шаклларини қидириб топишни, йўлга қўйишни тақозо этмоқда. Корхона ва фирмаларда ишлаб чиқариш фаолиятининг бир меъёрда давом этишини таъминлаш мақсадида асосий воситаларни

узоқ ва қисқа муддатли ижарага олиш, яъни лизинг муносабатлари юзага келмоқда. Бу каби ўзгаришлар иқтисодий таҳлилда янги объектлар юзага келганлигини ифодаламоқда. Иқтисодий таҳлилда лизинг муомалаларини, лизинг тўловлари келиб тушишини, лизинг муомалалари даромадлилигини аниқлаш долзарб бўлиб бормоқда.

Асосий воситалар таҳлилига эътиборнинг кучайиб бораётганлигининг яна бир жиҳати шундаки, ҳозирги кунда асосий воситаларга эскириш ҳисоблашда жадаллаштирилган амортизациянинг қўлланиши ҳам сабаб бўлмоқда. Жадаллаштирилган амортизацияни таҳлил қилишда асосий эътибор ушбу усулларни қўллаш орқали корхона ишлаб чиқараётган маҳсулотнинг таннархи ўзгаришига таъсири бор ёки йўқлигига, солиққа тортишнинг таъсирига баҳо берилади.

Таҳлил олдида бу борада қуйидаги вазифалар туради:

- корхонада мавжуд асосий воситаларнинг ҳолатини баҳолаш;
- корхонанинг асосий воситалар билан таъминланганлик даражасига баҳо бериш;
- асосий воситалар самарадорлигини ифодаловчи кўрсаткичларни белгилаш, шу асосда асосий воситаларнинг рентабеллик даражасини, фонд қайтими ва фонд сиғими даражаларини аниқлаш;
- ижарага олинган асосий воситаларнинг ҳолатини, ҳаракатини ва самарадорлигини таҳлил қилиш. Бу каби вазифаларни ҳал этишда иқтисодий таҳлилнинг кўпгина усулларидан фойдаланилади. Таҳлил қилишда оддий ва математик усуллари қўлланилиб, улар орқали асосий воситалар қийматининг ўзгаришига баҳо берилади. Оддий усуллар таркибидаги таққослаш, гуруҳлаш, мутлақ фарқлар, нисбий фарқлар, занжирли боғланиш ҳамда интеграл усуллар кенг қўлланилади.

Асосий воситалар динамикаси, уларнинг таъминланганлиги, шунингдек, самарадорлиги таҳлилида асосий эътибор корхонада асосий воситаларнинг техник ҳолати қай даражада эканлигига, корхонанинг асосий воситалар билан қуролланиш даражасига, самарадорлик кўрсаткичларига, динамикасига қаратилади.

Шунингдек, асосий воситаларнинг таркиби, тури бўйича ўзгаришларига баҳо берилади. Таҳлил этишда асосий воситаларнинг ҳолат ва ҳаракат кўрсаткичларига ҳам муҳим эътибор қаратилади. Бу орқали бевосита асосий воситаларнинг эскириш ва яроқлилик даражаси, кирим-чиқим кўрсаткичларига баҳо берилади.

Асосий воситаларининг унумини ўрганиш асосида маҳсулот ишлаб чиқаришда уларнинг самарадорлик кўрсаткичларига баҳо берилади. Асосий воситаларнинг самарадорлик кўрсаткичларининг омилли таҳлили асосида маҳсулот ишлаб чиқариш ҳажмини ёки фондлар самараси юзасидан ички имкониятларнинг мавжудлиги ўрганилади ва таҳлил якунида корхонада асосий воситалардан фойдаланишга ва уларнинг самарадорлигини ошириш юзасидан муҳим иқтисодий йўналишлар белгиланади. Корхона асосий воситалари, уларнинг ҳолати, ҳаракати ва самарасига иқтисодий ташхис берилади. Таҳлил учун зарур бўлган маълумотлар асосий воситалар ҳаракати тўғрисидаги 3-молиявий ҳисобот шаклидан ва молиявий ҳисоботга илова сифатида берилган манбалардан олинади. Шунингдек, асосий воситалар (0110-0199), уларнинг эскириши (0210-0299), узоқ муддатли ижарага олинган асосий воситалар (0310) ҳисобварақлари маълумотларидан фойдаланилади.

Асосий воситалар ҳолати ва ҳаракатини таҳлил қилишда, энг аввало, асосий воситалар таркиби, тузилиши ва динамикасини таҳлил қилиш мақсадга мувофиқдир [2].

1-жадвал

МЧЖ «PAHTAMASH» да асосий воситалар таркиби, тузилиши ва ўзгаришининг таҳлили

Кўрсаткичлар	2018 йил 9 ойлик бошига	2019 йил 9 ойлик охирига	Фарқ (+;-)
	минг сўм	Минг сўм	Минг сўм
1. Ишлаб чиқариш асосий воситалари	32775800	35045500	2269700
2. Ноишлаб чиқариш асосий воситалари	1486540	1591250	104710
Жами асосий воситалар	34262340	36636750	2374410

Жадвал маълумотларидан кўриниб турибдики, корхонада жами асосий воситалар қиймати йил охирида йил бошига нисбатан 237441 минг сўмга кўпайган. Ушбу кўпайиш деярли ишлаб чиқариш асосий воситаларининг кўпайиши ҳисобига рўй берган. Корхонада мавжуд бўлган ноишлаб чиқариш асосий воситалари қиймати йил охирида йил бошига нисбатан 10471 минг сўмга кўпайган.

Иқтисодий таҳлилда асосий воситаларнинг таркибига баҳо берганда, аввало, унинг ишлаб чиқариш ва ноишлаб чиқариш асосий воситаларига бўлинишига чуқур эътибор қаратади. Ишлаб

чиқариш асосий воситалари корхонада маҳсулот ишлаб чиқариш, хизмат кўрсатиш ва иш бажаришда бевосита иштирок этадиган асосий воситалардир. Ноишлаб чиқариш асосий воситалари корхонада бевосита ишлаб чиқариш жараёнига боғлиқ бўлмаган ҳолда, корхона хўжалик фаолиятининг узлуксизлигини таъминлашда билвосита иштирок этади. Йил охирида жами асосий воситалар таркибида ишлаб чиқариш асосий воситаларининг улуши 95,66 фоизга тенг бўлган бўлса, ноишлаб чиқариш асосий воситаларининг улуши 4.34 фоизга тенг бўлган. Асосий воситаларнинг динамикаси деганда уларнинг йиллар бўйича ўзгаришлари тушунилади. Динамик ўзгаришлар асосида корхонада асосий воситаларнинг йиллар бўйича мутлақ ва нисбий ўзгаришларига баҳо берилади. Шу билан биргаликда корхонада асосий воситаларнинг бажарадиган вазифаларига кўра турларини таҳлил қилиш ҳам долзарб ҳисобланади.

Асосий воситалар молиявий таҳлилнинг муҳим объекти ҳисобланади. Молиявий таҳлилнинг асосий мақсади фойдаланувчилар учун ишончли ва объектив маълумотларни ошкор қилиши лозим эканлигини инобатга оладиган бўлсак, асосий воситалар таҳлили ҳам мана шу талабга жавоб бера олиши лозим. Мулкдорлар, инвесторлар ўзлари корхона уставига киритган асосий воситаларининг ҳолати ва ҳаракати, уларнинг самарадорлиги ҳақидаги маълумотларга қизиқади.

Ушбу мақсадни инобатга олган ҳолда асосий воситалар таҳлилида асосий эътибор уларнинг рентабеллик даражасига қаратилиши лозим. Асосий воситалар рентабеллигининг ҳозирги кунда фақатгина битта тури амал қилади. Бизнинг фикримизча, асосий воситалар эскиришининг рентабеллигини ҳам амалда қўллаш лозим. Бунда қуйидаги формуладан фойдаланиш лозим:

$$\text{АВэскиришнинг рентабеллиги} = \frac{\text{Соф фойда}}{\text{АВ эскириш қиймати}}$$

Асосий воситалар эскиришининг рентабеллигини амалда қўллаш корхоналарда бу турдаги активларни ўз вақтида янгисига алмаштириш хусусида маълумот беришга имкон яратади.

Таҳлилда асосий воситаларнинг самарадорлик кўрсаткичлари ва уларнинг ўзгаришига таъсир этувчи омиллар иккита таркиб бўйича ўрганилади:

1. Асосий воситаларнинг самарадорлиги ва унинг ўзгаришига таъсир этувчи омиллар таҳлили.

2. Асосий воситалар ва улардан самарали фойдаланиш кўрсаткичларининг маҳсулот ҳажми ўзгаришига таъсири таҳлили.

Асосий воситаларнинг самарадорлик кўрсаткичлари ва уларнинг ўзгаришига таъсир этувчи омиллар қаторига қуйидагилар киради:

- маҳсулот ишлаб чиқариш ҳажми ва унинг ўзгариши;
- асосий воситалар ўртача йиллик қийматининг ўзгариши.

Маҳсулот ҳажмига таъсир этувчи меҳнат воситалари билан боғлиқ омиллар қаторига қуйидагилар киритилади:

- асосий воситалар ўртача йиллик қийматининг ўзгариши;
- фонд қайтими (сиғими)нинг ўзгариши.

Молиявий ҳисобот маълумотлари бўйича асосий воситаларда самарали фойдаланганлик ҳолатини таҳлил қилиш учун маҳсулот ҳажмини белгиловчи муҳим кўрсаткич, сотишдан олинган соф тушумни олиш мумкин. Бунда сотишдан олинган соф тушумни асосий воситаларнинг қийматига бўлиш йўли билан фонд қайтими кўрсаткичи таҳлил қилинади.

Ҳозирги кунда республикамиз корхоналарида асосий воситалар билан таъминланганлик ва улардан самарали фойдаланишнинг таҳлили яхши йўлга қўйилмаган. Таҳлилнинг бу объектига баҳо беришда бугунги кунда асосий эътибор уларнинг динамик ўзгаришларига қаратилмоқда. Бу эса корхонада фойдаланилаётган қайси асосий воситанинг самарадорлиги яхши эканлигига жавоб топиб беришда нўноқлик қилмоқда. Бизнинг фикримизча, асосий воситалардан самарали фойдаланишнинг таҳлилида статистик кўрсаткичлар ва индекслар қаторини, шунингдек, илғор хорижий усулларни қўллаш лозим. Бу эса корхоналарда асосий воситалардан самарали фойдаланишнинг барча жиҳатларини очиб беради.

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ФИЛОЛОГИЯ ФАНЛАРИ

PROBLEMS OF TEACHING THE SPECIALTY LANGUAGE TO STUDENTS OF NON-LINGUISTIC HIGHER EDUCATION

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Annotatsiya. Ushbu maqolada chet tiliga ixtisoslashtirilmagan mutahassislikdagi oliy ta'lim talabalarining tilni o'qitish muammolari yoritilgan.

Kalit so'zlar: ta'lim muammolari, chet tili, innovatsiya, samaradorlik.

Аннотация. В данной статье освещены проблемы обучения языку студентов неязыковых вузов.

Ключевые слова: проблемы обучения, иностранный язык, инновация, эффективность.

Abstract. This article highlights the problems of teaching the specialty language to students of non-linguistic universities.

Key words: learning problems, foreign language, innovation, efficiency.

The expansion of international cooperation in all areas of Economics and education and the current situation on the labor market requires a future specialist to speak a foreign language. When applying for a job, foreign language proficiency is increasingly a competitive advantage. Improving the effectiveness of teaching a foreign language to students of non-linguistic specialties is one of the urgent tasks of modern methodological science. In the conditions of rapid development of modern technologies and their wide application in the economic, scientific and educational spheres, foreign language proficiency becomes a necessity, which is confirmed by the qualification requirements for specialists.

In this article, we will analyze the problems faced by both students and teachers when teaching the specialty language. Under the concept of specialty language, we mean the totality of all language tools that are used in the field of communication limited to the specialty in order to ensure mutual understanding of people engaged in this field. In addition to professional vocabulary, the language of the specialty may include general scientific and special terminology. There are also other characteristics of the specialty language: primary communication with other specialties; oral and written use in special and interdisciplinary fields of communication; official use, choice and frequency of use of language tools in lexical sections; the tendency to normalize the terminology and structure of texts. As A.Bagrova emphasizes, "in the description of the structure of the language of the specialty, there are three plans that interact in the process of communication: 1) lexical and terminological, 2) morphological and syntactic, 3) textual." Vocabulary as a whole is the most important layer in the system of language tools. This determines its important place in every language lesson, and the formation of lexical competence should always be in the teacher's field of view.

Moreover, the systematic accumulation, expansion and active use of vocabulary is one of the most important tasks in teaching a foreign language. It is difficult to communicate without knowledge of grammar, but without knowledge of words it is impossible to communicate, you can neither express nor understand the most basic phrases. The success of the student depends on the amount of vocabulary, because with the help of words, he communicates with people, solves specific tasks and problems, convinces opponents and defends his point of view. The more words he knows, the more accurately and clearly he expresses his thoughts, the more successful he becomes professionally. It is known that professionally-oriented vocabulary is studied mainly on the basis of texts, so a purposeful and careful selection of these texts will be of paramount importance. It should be focused on the latest achievements in a particular field of human activity, timely reflect scientific achievements in areas that directly affect the professional interests of students, and provide them with opportunities for further professional growth. At the same time, it is impossible to select lexical material without taking into account the content of training, which is reflected in the program. According to N.D.Galskova, the content of teaching a foreign language should include:

- a set of special (speech) skills that characterize the level of practical mastery of a foreign language as a means of communication, including in intercultural situations;

- areas of communication, topics and situations, speech actions and speech material that take into account the professional orientation of students;

- language material (phonetic, lexical, grammatical, spelling), rules for its design and skills of operating it;

- a system of knowledge of national and cultural characteristics and realities of the country of the language being studied. Thus, the contents of teaching foreign languages at non-linguistic faculties is the totality of what students should learn in learning to the quality and level of foreign language skills consistent with their needs and goals, and the goals and objectives of this level of training. If we analyze the working programs of the discipline foreign language for students of non-linguistic specialties, we can note the presence of all the above components.

One of the most important features that a teacher should take into account in the learning process is that students have basic knowledge of the main disciplines. It should be noted that a foreign language teacher must also be competent in the field in which he prepares students. In this regard, one of the key problems of teaching arises, namely, the teacher himself, in addition to possessing linguistic knowledge, must freely navigate in a purely professional environment and possess professional subjects that are part of the training and practice of a University specialist. Working with medical specialties involves knowledge of anatomical features of a person, energy specialties-knowledge of electricity, current types, circuits and methods of production, information technology specialties - knowledge not only of the components of a computer, but of various devices, their functions and purpose. When teaching foreign languages to students of various training areas, the teacher must take into account the fact that in the social sciences, the modality and evaluation of the material itself is a feature of the style.

In addition, in the process of teaching a professional foreign language, it is necessary to use textbooks and manuals developed specifically for these specialties. The use of such textbooks also presents a certain difficulty. While a sufficient number of manuals and textbooks have already been created and tested for future specialists in certain areas (legal, economic, information technology), and teachers do not have much problems with their availability to students, there is a shortage of such educational materials in more narrow areas. It is important to note that the professional orientation of training requires integration of a foreign language with specialized disciplines, careful selection of the content of educational materials.

Therefore, methodological materials should relate not only to the basics of the future profession, but also reflect recent achievements in this field, inventions, scientific discoveries, innovations that directly relate to this professional activity. This will help to improve professional skills. The manuals used in the training process must include authentic texts. Such texts must meet the following criteria: cognitive value, scientific character, professionally oriented nature of the material, functional structure, functional content, situational-stimulating nature, language complexity, etc. Authentic materials motivate students, because they are more interesting internally and are a greater incentive for learning than artificial or inauthentic materials. In this article, we would also like to address the issue of working methods on lexical units that make up the language of the specialty.

However, the analysis of the current state of teaching foreign languages to students of non-linguistic specialties shows that the existing vocabulary of students does not allow them to fully form the necessary communicative foreign language competence. In our opinion, one of the main reasons for the poor command of foreign language vocabulary by students of non-linguistic universities is the lack of development of some issues in the methodology of teaching a foreign language. These issues include the method of forming lexical skills and developing a system of exercises for effective teaching of vocabulary. The importance of research in this area is also explained by the fact that the solution of other topical issues of teaching a foreign language is directly dependent on the success of the formation of lexical skills and abilities.

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THE EFFECTIVENESS OF BLENDED LEARNING IN TEACHING FOREIGN LANGUAGE IN THE CONTEXT OF MODERN EDUCATION

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Annotatsiya. Maqolada chet tilini o'qitish jarayonida aralash ta'lim texnologiyasidan foydalanishning afzalliklari an'anaviy ta'lim modeliga va zamonaviy ta'lim sharoitida uning samaradorligiga nisbatan tahlil qilinadi.

Kalit so'zlar: aralash ta'lim, chet tilini o'qitish, an'anaviy ta'lim modeli, mustaqil ta'lim, onlayn ta'lim.

Аннотация. В статье анализируются преимущества использования технологии смешанного обучения в процессе преподавания иностранного языка по сравнению с традиционной моделью образования и её эффективность в условиях современного образования.

Ключевые слова: смешанное обучение, преподавание иностранного языка, традиционная модель образования, самостоятельное обучение, онлайн-обучение.

Abstract. The advantages of using the technology of mixed learning in the process of teaching a foreign language in comparison with the traditional model of education and its effectiveness in modern education are analyzed.

Key words: blended learning, foreign language teaching, traditional model of education, independent learning, online learning.

In the modern system of higher professional education, the problem of choosing the most effective innovative methods and technologies remains significant and relevant. Innovative methods refer to methods based on the use of modern achievements in science and information technology. Innovative methods are designed primarily to optimize the educational process, create the most favorable conditions for learning material, which ultimately contributes to improving the quality of education. Innovations in the process of teaching a foreign language affect a variety of aspects of the educational process, including changing the organization of space in classrooms, equipping classes with modern technical means, as well as testing new educational technologies both in the classroom and during independent training of students. Methods of teaching foreign languages currently used imply the active use of various information technologies that contribute to the educational process of accessibility, openness, and mobility. In recent years, along with standard classroom teaching of foreign languages, other innovative forms of education are actively used in higher education institutions, among which the method of mixed learning (blended learning) is becoming increasingly popular. Since mixed learning allows you to effectively plan the time of the teacher and the individual student, on the one hand, and can also make the process of learning a language exciting and accessible, on the other hand, it is considered as one of the most popular and effective technologies for learning a foreign language.

Today, blended learning is one of the key competitive advantages of higher education institutions. This conclusion can be reached by getting acquainted with the concept and the main components of this method. The concept of blended learning appeared in the early 2000s in American business circles as a method of staff training and retraining, and later, after the release of the first books by authors Bonk and Graham Handbook of Blended Learning, 2006 and Garrison and Vaughan Blended Learning in Higher Education: Framework, Principles, and Guidelines, 2008. it was successfully used in the higher education system. In the national teaching methodology, this method has been studied not so long ago, so the existing terminology definitions vary somewhat (this training is also called combined, hybrid, integrated) and at the same time are purely descriptive. For example, Chris Reid and Harvey Singh describe blended learning as a training program that uses more than one method of presenting material in order to optimize learning outcomes and program implementation costs. A more detailed description of mixed learning is provided in P.Valiathan, which defines that methods of presenting material in mixed learning can include classroom classes (face-to-face (F2F) classrooms), e-learning (e-learning) and self-paced learning (self-paced learning) [6]. Darlene painter defines blended learning as combining strict formal classroom learning tools with informal learning tools. For example, an email discussion,

conference call, and so on. In the higher education system, mixed learning is understood as a form of education in which training is conducted both in the traditional full-time form and using distance learning technologies. E.Rosett and R.V.Frazi determine that the form of mixed learning combines opposite approaches, at first glance, such as formal and informal learning, face-to-face communication and online communication, controlled actions and independent choice of path to achieve personal goals and goals of the organization. After analyzing the work of specialists, it is possible to formulate a definition of mixed learning as a method that includes distance learning and classroom learning modes, with an optimal combination of strengths and advantages of each of them (modes). Also, based on the definitions considered, it is possible to name the following components as the main components of the mixed learning model:

- full-time learning (F2F) is a traditional format of classroom classes;
- self - study learning-independent work of students:
- search, study and analysis of materials (most often on the Internet) according to the plan drawn up by the teacher;
- online collaborative learning, in which students and teachers work using online resources, online technologies, etc. The use of the mixed learning method is intended to partially solve the main task that currently exists in teaching a foreign language, this is to help a limited number of teachers to help a large number of students become "effective users" of a foreign language in the shortest possible time. It can be assumed that mixed learning is quite capable of solving this problem and improving the effectiveness of foreign language learning in a modern education, since it has the following advantages compared to the traditional model of education:

- mixed learning is a flexible model that combines virtual and direct communication, in which discussions, discussions, exchange of experience and practical skills are held, and deep independent learning of part of the material through online technologies, which allows you to save time for active development of certain skills in the audience;
- blended learning fosters critical thinking and skills of independent work, namely, the ability to work with information: to learn to analyze and select the material that will be used for learning, work and development;
- blended learning presentation of learning materials is carried out not only in print but also available in electronic formats, allowing students to choose an individual mode when learning a foreign language (refer to the materials as many times as necessary in the students own time, anywhere);
- blended learning involves the use of electronic resources by students, which significantly saves classroom time of the teacher, which was previously used for the introduction and explanation of the material;
- blended learning is an interactive method that assumes the possibility of communication "teacher - student" and "student - student" to Express their points of view, exchange opinions, and the ability to influence the thematic focus of the proposed material;
- in mixed learning, individual psychological characteristics of the student are taken into account, since the combination of various forms of work provides opportunities for students with different temperaments and different rates of learning. The purpose of this method is to develop students' skills of independent planning and organization of their activities, focusing it on the final result.

They develop skills and abilities to work in the information space, independently search, and present the results obtained using various modern technologies. The concept of mixed learning, as well as taking into account its goals and advantages, there is every reason to believe that the method of mixed learning, which allows you to organize training on a flexible basis with the involvement of additional resources, both educational and technological, can bring foreign language teaching to a new effective level and partially eliminate the problems that exist in the system of language education at universities.

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JUFT SO`ZLARNING GRAMATIK XARAKTERISTIKASI

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Annotatsiya. Ushbu maqolada juft so'zlar, uning tuzilishi, yasalishi va uning grammatik xarakteristikasi yoritib berilgan.
Kalit so'zlar: *juft so'zlar, grammatika, qo'shimcha, gap, so'zning yasalishi.*
Аннотация. *В этой статье освещены парные слова, его строение, орфография и его грамматическая характеристика.*
Ключевые слова: *парные слова, грамматика, дополнение, предложение, строение слова.*
Abstract. *In this article highlight the double words, its structure, declension and its grammatic characteristic.*
Keywords: *pair words, grammatics, addition, sentence, word declension.*

So`zning grammatik xarakteristikasi deganda uning (so`zning) tarkibi, qanday so`z turkumiga oidligi va shu turkumga xos so`z yasovchi va forma o`zgartushchi qo`shimchalarni qabul qila olishi, shuningdek, gapdagi vazifasi xaqida gapiriladi.

Juft so`zlarda xam ana shular xaqida gapirish mumkin, ya`ni juft so`zlar xam ma`lum bir so`z turkumiga oid bo`ladi, shu turkumga xos grammatik formalarni qabul qila oladi va gapning biror bo`lagi vazifasida kela oladi. Lekin juft so`z xaqida gapirganda, uning tarkibi xaqida, ya`ni uning komponentlarining tub yoki yasama bo`lishi xaqida gapirish shart emas. Chunki juft so`z komponentining tub yoki yasama bo`lishi shu juft so`z xosil bo`lgunga qadar bo`lgan xodisa xisoblanadi. Uning juft so`z hosil bo`lishiga daxli yo`q. Masalan, Tinch-totuv juft so`zining birinchi komponenti yasama so`z (tin fe`liga –ch affiksini qo`shish orqali yasalgan). Lekin bundagi so`z yasovchi –ch affiksi yordamida juft so`z hosil qilinayotgani yo`q. Bu affiks faqat birinchi komponentning o`ziga xos. Shunga ko`ra, juft so`z komponentlarining tub yoki yasama bo`lishini emas, balki juft so`zning ikkala komponenti uchun umumiy bo`lgan affikslarning juft so`z komponentlarining qaysi biriga qo`shilishi va uning sababini ochib berish lozim bo`ladi. Bu xodisani aniqroq bayon qilish uchun juft so`zlarni xar bir so`z turkumi (mustaqil so`z turkumi) bo`yicha olib tekshirish maqsadga muvofiqdir.

So`z yasovchi qo`shimchalar juft so`zning ikkala komponenti uchun bir xil bo`lgan xollarda uning juft so`zga qo`shilishi ikki xil:

1) agar juft so`z so`z yasovchi qo`shimchani olmagan xolda juft-so`z sifatida qo`llanmaydigan bo`lsa so`z yasovchi affiks juft so`zning ikkala komponentiga qo`shiladi. Masalan: yig`im-terim, baqiriq-chaqiriq kabi. Hozirgi o`zbek tilida yig`-ter juft so`z yo`ki shuning uchun xam yig`im-terim juft so`zida ot yasovchi –im affiksi juft so`zning ikkala komponentiga ko`shilgan. Lekin bunda ot yasovchi –im qo`shimchasi just so`zning ikkala komponentiga qo`shilishidan qat`iy nazar juft so`z yasovchi emas, ya'ni yig`im-terim juft so`zi shu –im affiksi orqali yasalayotgani yo`q –im affiksi yig` va ter fe`llaridan ot yasagan (yig`im va terim otlari). Yig`im va terim so`zlari ma`lum vaqt uyushiq xolda qo`llanib, so`ng juft so`zga aylangan.

2) agar ikkala komponenti uchun umumiy bo`lgan so`z yasovchi affiksga ega bo`lgan juft so`z shu affiksni olmagan xolda ham juft so`z sifatida qo`llanadigan bo`lsa, bunday xollarda so`z yasovchi affiks juft so`zning keyingi komponentiga qo`shiladi. Misollar: Mast-alastlik bilan poyma-poy ashulalar avjga chiqdi (G`ayratiy). Tojiboy oqsoqol qarindosh-urug`chilik yo`li bilan ko`tarilib qolgan ekanda? (Parda Tursun). Bu ishda oshna og`aynigarchilikka yo`l qo`yilmasin (gazeta). Keltirilgan misollarda –lik, -chilik, -garchilik affikslarining jft so`zning keyingi komponentiga qo`shilish sababi mast-alast, qarindosh-urug`, oshna-og`ayni juft so`zlari hozirgi o`zbek tilida hamma vaqt shunday bir butun xolda qo`llanadi, ya`ni bular mast va alast, qarindosh va urug`, oshna va og`ayni kabi uyushiq holdagi nisbat mast-alast, qarindosh-urug`, oshna-og`ayni kabi juft so`z holiday juda ko`p qo`llanadi.

So`z yasovchi –lik, -chilik, -zarchilik affikslarini juft so`zning xar bir komponentiga alohida-alohida qo`shib qo`llash mumkin. Lekin bu affikslarning juft so`zning oxiriga qoshilishi bilan xar bir komponentga alohida qo`shilishida katta farq bor. –lik, -chilik- zarchilik affikslari juft so`zning keyingi komponentiga qo`shilganda, juft so`zlarga xos barcha belgilar saqlanadi. Masalan, juft so`zning komponentlari orasida pauza qisqa bo`ladi, umumlashtirish ma`nosi ham bo`ladi va xokazo. Agar –lik, -chilik, -zarchilik affikslari juft so`zning komponentlari uyushiq bo`lakka aylanadi. Quyidagi misollar ham shunday xarakterga ega: Arilar yashiklardan to`gri uchib borib xuddi go`zalarning oqish-pushti

gullariga qo`nardilar (Hakim Nazar). Zokir endi ko`zini yashil daraxtlardan olib, Mirsaidning ko`kimtir-qora yuziga tiqdi (Pirimqul Qodirov). O'ktam qora-sarg`ish sochli, suziq ko`zli, og`zi g`unchadek, bo`ydor, kuchli qizga bir zum tikilib, so`radi,… (Oybek). Yakka-dukka, qolgani ham uqalanib turgan qora-sariq tishlarini ushlab ko`rsatdi (S. Anorboyev). Ichkarida atrofi odamlar bilan qurshalgan va rangi murdanikidek sarg`ish-ko`k tusga kirgan Akbarov oq xalatli kishilar yordamida divandan asta ko`tarilmoqda edi (Pirimqul Qodirov). Keltirilgan misollarda juft so`z sifatida qo`llangan oqish-pushti, ko`kimtir-qora, qora-sarg`ish, qora-sariq, sarg`ish ko`klarning birortasi ham juft sifat emas. Bularda birinchi so`z o`zidan keyingi sifatning belgisini turli tomondan aniqlab keladi. Masalan, oqish pushti birikmasida oqish so`zi pushti rangining oqqa yaqinligini bildirsa, sarg`ish ko`k birikmasida sarg`ish so`zi ko`k belgisining (ko`k rangining) sariqqa yaqinroq ekanligini bildiradi. Shunga ko`ra bular o'rtasida defis ham, vergul ham qo`llanmay oqish pushti, ko`kimtir qora, qora sarg`ish, qora sariq, sarg`ish ko`k tarzida yozilishi kerak.

Juft sifatlarda ham juft so`zning ikkala komponenti uchun umumiy (bir xil) bo`lgan affikslar ikkinchi komponentga qo`shiladi. Misollar: Bu vazifalarni kam-ko`tsiz bajarishni zveno a`zolarining zimmasiga yuklagan edi (N.Safarov)… kurash yo`li shunday og`ir, shunday azob-uqubatli bo`ladi (Oybek). Rost aytasiz! Juda sabr-toqatli bo`lsa kerak („Afandi latifalari"). Sovxoz direksiyasi ona-bolali bir govmish sigir bilan mukofotladi (N.Safarov). Bu misollardagi kam-ko`tsiz, asob-uqubatli, sabr-toqatli juft sifatlaridan sifat yasovchi –li va –siz affikslarini olib tashlanganda ham ular juft so`z (juft ot) sifatida qo`llanaveradi.

Shunday juft sifatlar borki, ularning ikkala komponenti ham bir affiks yordamida yasalgan, ya`ni ikkalasida ham sifat yasovchi affiks bir xil. Lekin ulardan shu sifat yasovchi affiks olib tashlansa, qolgan qismi juft so`z sifatida qo`llanilmaydi. Masalan, achchiq-chuchuk, issiq-sovuq, egri-bugri kabi juft sifatlarning sifat yasovchi affikslari (-Ik, -iq, -uq, -ri qo`shimchalari) olib tashlansa, qolgan qismi achi-chuchi, isi-sozi, -eg-buk kabi juft so`z xolida qo'llanmaydi. Buning sababi shundaki, achchiq-chuchuk, issiq-sovuq, egri-bugri juft sifatlari sifat yasovchi –ik, -iq, -uq, -ri affikslari yordamida yasalayotgani yo`q, avval shu affikslar yordamida achchiq, chuchuk, issiq, sovuq, egri va bugri (bukri) sifatlari yasalgan. Keyinchalik ana shu sifatlardan achchiq-chuchik, issiq-sovuq, egri-bugri juft so`z (juft sifat)lari hosil bo`lgan. Shuning uchun ham bularda sifat yasovchi affiks so`z (sifat)ning xar bir komponentiga alohida qo`shilgan bo`ladi.

Biror predmetni turli tomondan aniqlab keluvchi sifatlar hech vaqt juft so`z (juft sifat) hosil qila olmaydi. Bir misol: To`xtamasin oriq-iflos kuchuk bachchani o`marib, hammadan keyin chiqdi (Oybek). Bu misoldagi oriq iflos so`zlari kuchuk so`zini har xil belgisi nuqtai nazaridan aniqlab keladi. Birinchisi kuchukning belgisini oriq-semizligiga ko`ra ifodalasa, ikkinchisi toza va iflosligiga ko`ra belgisini ko`rsatadi. Shunga ko`ra, oriq va iflos so`zlarining juft so`z hosil qilishi uchun hech qanday sharoit yo`q. Bunda kuchukning har bir belgisi (oriq va iflosligi) alohida-alohida ta`kidlanadi. Shuning uchun ular vergul yoki va bog`lovchisi orqali (oriq, iflos yoki oriq va iflos kabi) yozilishi har jihatdan to`gridir.

Juft otlarga qo`shilib, sifat yasovchi –li va –siz affisklarining juft so`zning ikkinchi komponentiga qo`shilishini yuqorida ko`rdik. Agar bu affikslar har bir so`zga alohida qo`shilsa, ular orasidagi pauza uzayadi, umumlashtirish ma`nosi bo`lmaydi va juft so`zning komponentlari uyushiq bo`lakka aylanadi. Shuning uchun ham ular o`rtasida defis emas, vergul qo`llanadi. Misollar: Ular dala gospitalini, qo`lsiz, oyoqsiz qolgan yaradorlarni eslashdi („O`zbekiston xotin-qizlari " jurnali). Xo`kizdan ajrab, qo`lsiz, oyoqsiz bo`lib qoldim (Hakim Nazir) va boshqalar.

Sifatlarga hos grammatik kategoriya daraja kategoriyasidir. Sifatlar orttirma va qiyosiy darajalarga ega. Orttirma daraja eng, juda kabi so`zlar yordami bilan, qiyosiy daraja –roq affiksi yordami bilan ifodalanadi. Lekin juft sifatlarda ana shu darajalar deyarli ifodalanmaydi. Buning sababi bor albatta. Biror predmetning belgisi normal holatga nisbatan past (kuchsiz) yoki yuqori (ortiq, kuchli) bo`lishi mumkin. Ana shu normal holatga qiyoslash orqali uning belgi darajasi (belgidagi ortiq-kamligi, kuchli-kuchsizligi, yuqori-pastligi) belgilanadi va biror vosita orqali ifodalanadi.

Yuqorida ko`rdikki, juft sifatlar asosan antonimlardan tashkil topadi. Antonimlardan tashkil topgan juft sifatlarda hamma vaqt umumlashtirish ma`nosi bo`ladi. Masalan: to`yga katta-kichik-hamma keldi. Bu misoldagi, katta-kichik juft sifati eng kattani ham, kattani ham, kattaroqni ham, kichikni ham, kichikroqni ham, kattani ham, kattaroqni ham, kichikroqni ham, shuningdek, eng kichikni ham o`z ichiga oladi. Demak, juft sifat belgi jihatdan har qanday ko`rinishni o`z ichiga olar ekan, albatta, unda qiyoslash bo`lmaydi. Shuning uchun ham juft sifatlar deyarli daraja ko`rsatkichiga ega bo`lmaydi.

Juft sifatlar sodda sifatlar kabi gapda, asosan, aniqlovchi va xol, kesim vazifasida keladi. Tinka-madorsiz, beli bukuk chollar ham bor (Oybek). Tinka-madorsiz-aniqlovchi. Ikkinchi sibir polkini shovqin-suronsiz-xol. Uning childirma bilan yalla aytib, yosh-yalanglarni o`yinga solganini Qudratning o`zi ham ko`rgan edi (Hakim Nazir). Yosh-yalanglarni-to`ldiruvchi. Oy nuriga g`arq bo`lgan jimjit kecha qo`ynida hamma narsa, jonli-jonsiz uyquda (Said Axmad). Jonli-jonsiz-ega.

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INNOVATIVE TECHNOLOGIES IN LEARNING FOREIGN LANGUAGES

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Аннотация. Мақолада инновацион технологиялар, шунингдек, фаолиятнинг махсус интеллектуал воситаси сифатида ишлайдиган мультимедиа технологияларидан фойдаланиш зарурияти ва аҳамияти баён қилинади.

Калит сўзлар: мультимедия ўқитиш воситалари, ўқув парадигмаси, талабаларнинг коммуникатив фаоллиги, мустақил ишларни интенсивлаштириш.

Аннотация. В статье раскрывается необходимость и важность использования инновационных технологий, а также мультимедийных технологий, которые выступают в качестве специальных интеллектуальных средств деятельности.

Ключевые слова: мультимедийные средства обучения, учебная парадигма, коммуникативная активность студентов, активизация самостоятельной работы.

Abstract. The article reveals the necessity and importance of using innovative technologies as well as multimedia technologies that act as special intellectual means of activity.

Keywords: multimedia teaching tools, learning paradigm, students ' communicative activity, intensification of independent work.

Learning foreign languages is impossible without the use of multimedia teaching tools. The ability to illustrate the real process of communication in English, the need to bring the educational environment closer to the real conditions of the functioning of the language and culture being studied, are of course the actual tasks of the methodology of teaching foreign languages.

The XXI century-the age of informatization makes its own adjustments to the traditional teaching of languages. The use of computer technologies in teaching is of great importance today, thanks to new opportunities. The introduction of new information and communication technologies expands access to education, forms an open education system, and changes the perception of the qualified characteristics that a modern certified specialist should have. The most significant group of advantages is the methodological advantages of computer training. For example, teachers use the computer's ability to respond instantly to input information to create simple training programs in the form of exercises. The technical advantages of learning English using multimedia are that sound cards allow the user to record their speech, then listen to it and compare it with the pronunciation of native speakers.

Computer graphics capabilities can represent any type of activity in the form of images or animations. This is especially important when learning a new vocabulary, since images on the monitor allow you to associate a phrase in English directly with an action, rather than with a phrase in your native language. Moreover, multimedia is an excellent means of interactive communication between different language groups, which is especially evident when using a computer network. This can be either a local network connecting several machines in one educational institution, or an Internet - wide network that connects millions of users around the world.

These advantages allow us to conclude that multimedia tools have a very large potential in teaching oral foreign language speech. Thanks to the optimal combination of the capabilities of a number of technical training tools (language classes, videos, television, radio, newspapers, magazines,

books, bibliographic reference books, telephone) and having additional features (interactivity, graphic capabilities, etc.), multimedia provides almost limitless opportunities for learning and self-learning.

Today's requirements for education, where students 'independent work is the main one, force higher education institutions to apply educational methods and forms of work organization that promote an active learning process, which develop the ability to learn, find the necessary information, use various information sources and develop students' cognitive independence. Modern pedagogical science strives to use new technologies in teaching. The above-mentioned interactive media are also being put to good use. Most of the most diverse interactive educational computer programs for learning English are aimed at independently working out phonetic and grammatical aspects and bringing them to automatism in use. The features of these programs are interactive dialogues, speech recognition and pronunciation visualization systems, animated videos that demonstrate the articulation of sounds, exercises for the development of all types of speech skills, video clips with translation, and tracking your own learning results.

Since the purpose of teaching English is the communicative activity of students, that is, the practical knowledge of the language, the task of the teacher is to activate the activities of each student in the learning process, to create situations for their creative activity. The use of modern tools such as information programs and Internet technologies, as well as training in collaboration and project methodology allow us to solve these problems. Thus, as Internet sources that can help a foreign language teacher in organizing independent work, we can include broadcast, interactive and searchable Internet resources, where you can get cognitive information, training materials and conditions that contribute to the formation of professional competence of future specialists. The intensification of the process of transition to the information society, associated with the widespread introduction of new information technologies and computer means of telecommunications, necessitates the development of other forms and methods of teaching foreign languages.

Multimedia technology (eng. multi-media and media environment) is considered as an information technology of training that integrates audio-visual information of several environments (text, video, audio, graphics, animation, etc.), implementing an interactive dialogue between the user and the system and various forms of independent activity. The use of multimedia technologies in the learning process allows: to improve the process of organic combination of traditional forms and methods of education with innovative ones; to implement training, information, game, modeling, constructing and analytical functions; to perform such general didactic principles as visibility, accessibility, feasible difficulty, consistency, transition from training to self-education, a positive emotional background of learning, the connection between theory and practice. In addition, multimedia technologies are supported by multimedia programs, encyclopedias, dictionaries, and special information educational environments designed to learn about the entire world in the context of its computer design, modeling, and construction. Multimedia technologies act as special intellectual means of activity and have a number of advantages in comparison with other information technologies of training, as they:

1. They are a pedagogical means of continuous improvement of the content and methods of education in modern conditions.

2. Provide an opportunity to identify and support students with linguistic abilities.

3. They are the basis of distance learning.

4. Provide access to advanced methods of education and training to the General pedagogical public through the world wide Internet and an extensive communication network.

5. Multimedia technologies present new and seemingly limitless possibilities for creating visual AIDS. Multimedia (a computer with additional devices) can become a powerful means of independent work for each student of a foreign language, carrying out careful monitoring and constant operational assistance. Along with the positive aspects, there are negative trends that prevent the mass creation and implementation of multimedia technologies in the learning process. These include:

1) insufficient readiness of the existing education system to actively use multimedia technologies, their integration into the pedagogical process and its organization on the basis of these technologies;

2) lack of qualified developers;

3) lack of a developed methodology for building multimedia technologies;

4) lack of financial resources for the creation and widespread implementation of multimedia technologies;

5) no evaluation apparatus has been developed. In order to introduce multimedia technologies into the learning process, it is necessary, first of all, conditions for the pedagogically and methodically justified use of multimedia technologies. The issue of integrating the Internet into education and, in particular, its use in teaching foreign languages is currently quite relevant.

Thus, the combination of traditional methods of teaching the language and new ones will ensure a higher level of learning. The analysis showed that in pedagogical science and, especially, in the practice of domestic University teaching, there is an underestimation of the possibilities of computer-based learning tools, including multimedia. This is primarily due to the complexity and lack of development in the theory of the concept of multimedia as a didactic tool.

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TRANSLATION PROBLEMS OF ALISHER NAVOI'S GHAZALS INTO ENGLISH
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Annotatsiya. Ushbu maqolada Alisher Navoiy g'azallarini ingliz tiliga tarjima qilish muammolari tahlil qilinadi. Hususan, Navoiyning g'azallarini ingliz tiliga tarjima qilishning turli usullari (ayniqsa nasriy va na'zmiy tarjima) atroflicha muhokama qilinadi. Shuningdek, Navoiy she'riyati haqida va uning g'azallarini tarjima qilishdagi farqlari va o'xshashliklari, g'azallarning sifatli tarjimasi va ma'nolari va shakllari manbalariga mos keladigan ba'zi kalitlar berilgan. Bundan tashqari, biz aruz va metafora terminologiyalari, ularni taqqoslash va metafora tarjimasi usullari haqida ham to'xtalib o'tamiz. Turli tillarda tarjima qilish qiyin bo'lgan "istixroj" san'atiga misollar keltirilgan. Maqolada ba'zi holatlarda tarjima turlaridan foydalanishning maqsadga muvofiqligi to'g'risida tavsiyalar berilgan.

Tayanch so'zlar: g'azal, tarjima, tarjima muammolari, tarjima usullari, nasriy tarjima, she'riy tarjima, muqobil tarjima.

Аннотация. В статье анализируются проблемы перевода газелей Алишера Навои на английский язык. В частности, были подробно обсуждены различные способы перевода газелей (особенно прозы и поэтического перевода) на английский язык. Это также дает некоторые ключи к поэзии Навои и ее различиям и подобиям перевода его газелей и качественному переводу газелей и источникам их значений и форм. Мы также фокусируемся на терминологии аруза и метафоры, как мы можем сравнивать и интерпретировать метафоры. Есть примеры искусства "истихрай", которые сложно перевести на разные языки. В статье приводятся некоторые рекомендации по возможности использования той или иной формы перевода.

Ключевые слова: газел, перевод, проблемы перевода, способы перевода, прозаический перевод, поэтический перевод, адекватный перевод.

Abstract. The article analyzes the problems of translating Alisher Navoi's ghazals into English. In particular, various ways of translating ghazals (especially prose translation and poetic translation) into English were discussed in detail. It also provides some keys to Navoi's poetry and its differences and similarities of translating his ghazals and with the qualitative translation of ghazals and the sources of their meanings and forms. We also focus on the terminology of Aruz and metaphor, how we can compare and interpret metaphors. There are examples of "istikhraj" art that are difficult to translate in different languages. The article provides some guidelines on the feasibility of using some form of translation.

Key words: ghazal, translation, translation problems, translation ways, prose translation, poetic translation, adequate translation.

Translation of verses ... How difficult and specific for a translator is this task? And what are the specifics and complexity? For each of those who are engaged in such creativity the answers to these questions are somewhat similar, but also different in some ways. Everything depends, first of all, on the professional training and creative individuality of a person. Each in his own way decides what type of translation of poetry to choose when working on a work of a particular author. Many options are

possible here: from the prosaic retelling of the original text in another language to the creation of a new poetic creation, adequate to the source in meaning and form. And, although the latter is, of course, aerobatics in the field in question, nevertheless, far from always a complete poetic translation will be better than its non-rhymed fellow.

In this article, we set ourselves the task of giving some key to the quality translation of ghazals of Alisher Navoi, with the help of which translators can overcome some difficulties in the field. Our next goal is to analyze the different types of this special area of the translation craft, requiring a creative approach and a spark literary talent. In addition, we set ourselves the task of making recommendations on the appropriateness of using types of translation in certain cases. Attempts have taken place these days to translate Navoi's ghazals into English. Until recently, it was believed that works written in the Aruz meter sound strange to an English-speaking reader. However, the recent growing trend of Western poets writing ghazals opens up new possibilities in this area.

Navoi's poetry is metaphorical. All of it is the continuous escalation of metaphors in which the poet was unusually bold, inventive and accurate. Generous metaphoricality revealed to the reader all the colors, sounds, smells, forms of the world, all the manifestations of being that are basically joyful. Some metaphors and comparisons of Navoi do not go beyond the established poetic tradition, others are fresh and original.

The problem of translating metaphors in a literary text is one of the most complex and important, since a metaphor is the embodiment of original emotionally colored images that perform one of the most important tasks in the text - influencing the reader's imagination. The importance of the correct approach to the study of metaphor translation techniques is due to the fact that it is necessary to adequately convey imagery and recreate the stylistic effect of the original in the translation. Therefore, the translation of metaphor is associated with the solution of a number of linguistic, literary, cultural and philosophical problems [2; 238-244].

Moreover, in the classic literature poets used the art of "istikhroj" that causes difficulties in the translation process. The art of "istikhroj" occupies a special place among the artistic means. The lexical meaning of this art is to "dig out," that is, to extract words from the letters mentioned in the text.

We suggest two ways of translating ghazals. The first one is the prose translation of poetry. Prose translation of Navoi's ghazals is the simplest approach to translating his poetic works. It is characterized by the fact that the output is a prosaic text that conveys as close as possible to the original semantic, informational and aesthetic components of it.

The objective of this approach is to maximize the disclosure of the idea of the original text, following all the intricacies of the author's thoughts and transmitting all literary devices, except poetic ones. In this case, one of the most valuable components of the source is sacrificed - the poetic form of the work.

A characteristic difference of this type is that the text resulting from the output is completely devoid of such characteristic elements of the poetic text as rhyme, rhythmic structure and stanza breakdown.

Let's consider one of Navoi's ghazal taken from his diwan "G'aroyib us-sig'ar" (The wonders of childhood) and its prose translation:

Ul oyki, mehr ila olamni muhtaram qildi,
Bu telbaga nedin, oyo, nazarni kam qildi?
Ko'zum iziga yaqindur munga dag'i yuz shukr,
Agarchi yo'lida gardun qadimni xam qildi.
Nasihat etsa ulus tezrak bo'lur ishqim,
Bale, itikrak etar o'tni ulki dam qildi.
Firoq sharhini har kirpigim yozar, go'yo
Falak mijamni tengiz ichragi qalam qildi.
Ul oy azimat etib yuz g'am-u balo naqdin
Nasibim etti, yomon bormadi, karam qildi.
Sipehr ishqda Majnung'a yozdi ko'p ta'rif,
Muqobilida zamona meni raqam qildi.
Ko'zumki qon aro bo'ldi nihon ajab ermas,
Ki «ayn»g'a chu dam o'ldi qarin, adam qildi.
Shukufa siym chiqarg'ach bu gulshan ichra xazon,
H'avog'a bargini sochmoq bila sitam qildi.

Navoiy jismin o'qung zaxmi etti domi balo,
Visol qushlari andin magarki ram qildi.[1; 326]
Prose translation of the ghazal:
That moon(like Beauty) who made this world dear with her mercy
Why looks at me less who is mad in her love?
Though the heaven made me crooked in her love
To the god thanks for it made me near to her trace.
If people around advice me not to love her, my love will be more stronger,
Of course, the blow makes fire stronger.
My eyelashes write explanation of distress, as if
Heaven made my eyelashes pen in the sea.
That moon(like beauty) wished me hundreds misfortune and torment,
She did not bad by this, she kindly disposed to me.
The fate wrote much praise to Majnun on the way of love,
As in alternative to him this epoch created me.
No wonder that my eye disappeared in the blood,
Like if you add the word "dam" to the letter "ayn" you will get the word "adam" (which means disappear).
The flowers in this garden blossomed in white,
And the defoliation caused them suffer throwing their leaves in atmosphere.
Your shaft's wound made Navoi's body trap of misfortune
That's why the birds of rendezvous flied away from it in fear.

When is the prose translation of verses unacceptable? You can't translate prose verses whose main value lies in their poetic identity: that is, when the semantic content of poems loses its charm if they are stated in prose. But it should be noted that in poetic form such poetic works are also quite difficult to translate: one must have poetic talent, no less than the talent possessed by the author.

The next way is poetic translation. This type of translation can be divided into two subgroups: free poetic translation where translation has all the properties of a poetic text, except for rhyme. In other words, the translation is in the form of a white verse; adequate poetic translation where translation corresponds to the original in meaning, form and its artistic properties, in which all the elements characteristic of the poetic work, including rhyme, are used.

It should be noted that the white verse is quite peculiar and often in terms of its poetic properties can even surpass a fully rhymed poetic text, if by poetic properties here we mean the elevation and beauty of the work.

No one will probably argue that translating in this form is much easier than in full poetic form. However, despite the fact that rhyme is not used in this case, it is necessary to observe the poetic size. In this regard, this type of translation, of course, requires the translator to have certain versification skills and knowledge of the types of verse sizes. In the way of the white verse above given ghazal can be translated in the following form:

That moon who made this world dear with mercy
Why looks at me less who is mad in her love?
Though the heaven in her love made me crooked,
To the god thanks for it made me to her trace near.
If people advice not to love her, my love stronger will be,
Like the blow makes stronger fire.
My eyelashes write explanation of distress, as if
Heaven made my eyelashes pen in the sea.
That moon wished me hundreds misfortune and torment,
She did not bad, she kindly disposed to me.
The fate wrote much praise to Majnun on the way of love,
This epoch as in alternative to him created me.
My eye disappeared in blood, like if the word "dam"
Added to the letter "ayn" and then you got the word "adam".
In the garden flowers were in white blossom,
And the wind made them fade in atmosphere.
Your shaft's wound made Navoi's body trap of misfortune

That's why from it birds of rendezvous flied away in fear.

The use of white verse gives the translator greater scope for creativity, due to the fact that it is not limited to the selection of rhymes.

As we mentioned before by adequate poetic translation we mean the creation of a poetic text corresponding to the original in meaning, form and its artistic properties, in which all the elements characteristic of the poetic work, including rhyme, are used.

That moon with mercy this world made dear,
Why at me nor looked, neither came near?
Though the heaven in her love made me crooked,
To the god thanks for made me to her shade near.
Public's advice not to love made me more adore,
Like the blow stronger made fire.
My eyelashes write explanation of distress, as if
Heaven made my eyelashes pen in the lake – mere.
That moon wished me dozens misfortune and torment,
It was not bad, thus she to me gave care.
The fate wrote much praise to Majnun on the way of love,
This epoch as in alternative gave me appear.
My eye disappeared when blood in it appeared,
Like you added "diss" to "appear" and made "disappear".
In the garden when flowers were in white blossom,
The wind made them fade in atmosphere.
Your shaft's wound made Navoi's body trap of misfortune
From it birds of rendezvous flied away in fear.

A poetic translation is the pinnacle of a literary translation of the text, as it requires the translator not only literary talent and the ability to write poetry, but also the ability to put the original meaning, idea, and even literary devices into the poetic form of another language.

The disadvantages of this type of translation activity include its complexity, laboriousness and high requirements for the skill of the translator.

One of the main problem with this type of translation of poems is the structure of the poetic text, which requires the use of rhymes and a certain poetic size. It is the poetic structure that causes so many difficulties in creating in another language an adequate text to the original. The fact is that the language of translation can significantly differ from the source language, both in style and in linguistic constructions, which sets the task of the translator to melt the author's ideas and images into the form of the final language. The disadvantage of the poetic adequate translation is that not all language constructions can be given in translation. For example, in above given ghazal Navoi used the art of "istikhroj":

Ko'zumki qon aro bo'ldi nihon ajab ermas,
Ki «ayn»g'a chu dam o'ldi qarin, adam qildi.

Prose translation: No wonder that my eye disappeared in the blood, like if you add the word "dam" to the letter "ayn" you will get the word "adam" (which means disappear).

In this place no translator could give the meaning of the couplet as the art of *istikhroj* is based on the play on words *ayn, dam* and *adam*. In the translation these words get quite different views that translator can easily destroy the play on words.

When a translator undertakes to translate verses, he first of all needs to decide on one thing: whether the poetic size and structure of the rhyme matches the original or not. The first case is the most difficult, but also the best. If the translator decides to change the structure of the poem, then you need to decide which structure is better to prefer, while the semantic content of the poem must be taken into account: the external form of the work must be appropriate for its meaning.

We may conclude that all types of translation of poems, which we talked about above, have some limitations and conditions for their use. Therefore, in translating Navoi's ghazals it would be better to give both forms of translations: the prose translation and the poetic one that can supply each other to give the author's idea, language arsenals of the poet and of course the beauty of the language.

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THE WAYS OF DEVELOPING DISCOURSE COMPETENCE IN NON-LINGUISTIC FACULTIES

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Annotatsiya. Ushbu maqola nofilologiya yo'nalishi talabalarining diskurs kompetensiyasini shakllantirishning umumiy maqsadda xorijiy til birligi asosidagi ahamiyatini muhokama qiladi. Diskurs kompetensiyasi ko'p bosqichli va ko'p xususiyatli jarayonning xorijiy til muloqot kompetensiyasi bir qismi sifatida diskurs va diskurs kompetensiyasi konseptining murakkab ifodasiga asoslanadi. Diskurs kompetensiyasi rivojlanish jarayonining ko'p o'lchamliligi, integrativ-differensial tamoyildan xorijiy tilni umumiy maqsadlar uchun nofilologik fakultet talabalariga o'rgatish jarayonida qo'llash tavsiyasini izohlaydi.

Kalit so'zlar: *chet tilidagi kommunikativ kompetensiya, diskursiv kompetentsiya, diskurs, integrativ-differentsial yondashuv, chet tilini o'qitish.*

Аннотация. В статье рассматривается важность развития дискурсивной компетенции студентов неязыковых факультетов в рамках иноязычного блока для определенной цели. Развитие дискурсивной компетенции как части иноязычной коммуникативной компетенции представляет собой многоэтапный и многокомпонентный процесс, основанный на сложной сущности понятий «дискурс» и «дискурсивная компетенция». Многомерность процесса развития дискурсивной компетенции свидетельствует о целесообразности использования интегративно-дифференцированного подхода в процессе обучения студентов неязыковых факультетов иностранному языку для определенной цели.

Ключевые слова: *иноязычная коммуникативная компетентность, дискурсивная компетентность, дискурс, интегративно-дифференцированный подход, обучение иностранному языку.*

Abstract. The article discusses the importance of developing the discourse competence of students of non-linguistic faculties within the framework of a foreign language unit for general purposes. The development of discourse competence as part of a foreign language communicative competence is a multi-step and multi-component process, based on the complex essence of the concepts of "discourse" and "discursive competence". The multidimensionality of the process of developing discourse competence indicates the advisability of using an integrative-differentiated approach in the process of teaching students of non-linguistic faculties a foreign language for general purposes.

Keywords: *foreign language communicative competence, discursive competence, discourse, integrative-differentiated approach, teaching a foreign language.*

The development of discourse competence is included in a wide range of issues in the problem field of teaching foreign languages to students of non-linguistic faculties. In the context of teaching a foreign language for general purposes, the problem of developing the discourse competence took a particular importance and specificity. The purpose of this work is to emphasize the importance of the formation of discourse competence as an integral part of foreign language communicative competence of students who study in non-linguistic faculties, to focus on the complex essence of the concept of "discourse competence", to show the feasibility of applying an integrative-differentiated approach to the development of discourse competence in the process of studying block of a foreign language for general purposes.

The key concepts for us are the concepts of "foreign language communicative competence", "discourse competence" and "integrative-differentiated approach". Let us first consider the relationship and the role of the development of discourse competence and foreign-language communicative competence of students of non-linguistic faculties [1].

The concept of "foreign language communicative competence" is noted by various approaches to its formulation and structural content. We will proceed from the definition proposed by E.V. Krasilnikova, in which foreign language communicative competence is "the ability of a future specialist

to act in the mode of a secondary linguistic personality, in a variety of socially determined situations, readiness for intercultural interaction" [2].

Emphasizing the multi component nature of foreign language communicative competence, a number of local and foreign researchers distinguish discourse competence in its composition *(they are - I.A. Zimnyaya, V.V.Safonova, E.N. Solovova, D. Khaymes, E.A. Shaturnaya, A.N. . Schukin and others).*

According to S.K. Gural and E.A. Shaturny, discourse competence is "an essential substance of communicative competence and represents the knowledge of various types of discourses and the rules for constructing them, as well as the ability to create and understand them by taking into consideration the communication situation" [3].

Most researchers point to the complex nature of discourse competence *(S.K. Gural, I.A. Evstigneeva, E.A. Shaturnaya and others).* As noted by I.A. Evstigneeva, the development of discourse competence is determined by a number of generated discourse skills, including*: the ability to understand, highlight, structure and apply lexical, grammatical resources of a foreign language, identify genres of texts, Predict, evaluate and manage the direction of communication, to build their own behavior in accordance with sociocultural and historical-cultural contexts, etc*. [3].

The significance of the development of discourse competence and discourse skills is noted in the works of many Russian and foreign researchers *(N.P. Golovina, N.A. Baranova, I.A. Evstigneeva, L.N. Ponamorenko, N.V. Popova, A.P. Rudenko, E.V. Tikhomirova, D. Hicks, etc.).*

The basic of discourse competence is the concept of "discourse". Currently, the discourse in the scientific literature has acquired various interpretations as a result of the heterogeneity of approaches to its study. Following N.D. Arutyunova we will proceed from the definition of discourse as a coherent text in conjunction with extralinguistic factors, considered in the event aspect, discourse is speech "*immersed in life*" [2]. Modern researchers consider discourse as a complex multi component self-organizing whole system. The system-forming characteristics of discourse, Kibrik emphasizes that modern science has not developed a single comprehensive classification of types of discourses, and depending on the mode, genre, degree of formality and other indicators and "multiplying all these variables", many different types of discourses can be distinguished [4].

Therefore, considering discourse as a basic component of discourse competence may increase a practical task of defining selection criteria for the types of discourse that contribute to the development of discourse competence. N.A. Frolova explores the solution to this problem in the analysis of the most frequently used types of discourses characteristic of typical communication situations of future specialists, and in the subsequent correlation and selection of discourses in accordance with the objectives of training [1].

In the block of the program for teaching students of non-linguistic faculties of a foreign language for general purposes, a list of topics is specified, the purpose of which is the development of functional and communicative skills within the educational, cognitive, local and socio-cultural spheres of communication. An important applied task in this connection is not only the selection of types of discourses corresponding to the learning objectives but also, in our opinion, fitting them into the context of the communicative situation in accordance with the current level of discourse competence of previous experience in teaching a foreign language and individual characteristics of students. Simply saying, applying the integrative-differentiated approach to learning. In the conversion of the core of integrative-differentiated approach is a "*dactic system based on integration and differentiation as the leading principles for creating innovative teaching technologies*" [5].

As Vyunova notes, an integrative-differentiated approach opens up two basic system-forming foundations: a person (subject, individuality, personality) and a holistic pedagogical process. With this approach, a person becomes an important, but not the only component [4]. Thus, the integrative-differentiated approach allows you to take into account the individual characteristics of students (to differentiate types of tasks, forms of work, etc.) and to integrate (students, forms, teaching methods, technologies, etc.) in order to increase the effectiveness of the educational process. The development of the discourse competence of students of non-linguistic faculties is a multi-step process in which the study of a foreign language for general purposes is the starting point that determines the effectiveness of teaching a foreign language in the next steps. It is at this stage that the adjustment and refinement of previously formed basic skills, abilities and competencies of students is carried out.

An analysis of modern research indicates a correlation between the effectiveness of the learning process and the nature of its organization. Many authors noted that the harmonious integration of traditional forms of education and information and communication technologies, individualization and

differentiation of education, based on the socio-psychological and cognitive characteristics of modern students, correctly organized a phased transition from language for general purposes to the subsequent blocks of the discipline "Foreign language" and it contributes to the non-linguistic faculties effectiveness of teaching foreign languages with its key goal - achieving a foreign language communicative competence [3].

Summarizing the foregoing, we note that an important task of teaching a foreign language for general purposes within the framework of the "Foreign Language" program for non-linguistic faculties is the development of foreign language discourse competence of students. The multidimensional nature of the indicated problem brings the advisability of using an integrative-differential approach to the development of discourse competence of students of non-linguistic faculties in the process of teaching a foreign language for general purposes. An integrative-differentiated approach to the development of discourse competence of students of non-linguistic faculties allows you to create a variable adaptive environment in which a holistic pedagogical process is based on the possibilities of differentiation and individualization of education.

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"CASE STUDY" METHOD IN TEACHING FOREIGN LANGUAGE
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Annotatsiya. Ushbu maqolada o'qituvchi tomonidan taklif etilgan muayyan vaziyat va qo'shimcha axborot materiallarini tahlil qilish, maqbul yechim ishlab chiqish va ushbu muammoni auditoriyaga taqdim etish masalasi yoritilgan.
Kalit so'zlar: case study, usul, chet tili, ta'lim, motivatsiya, qobiliyat, axborot.
Аннотация. В данной статье поднимается вопрос анализа предложенной преподавателем конкретной ситуации и дополнительных информационных материалов, выработка оптимального решения и представление этой проблемы обучаемой аудитории.
Ключевые слова: case study, метод, иностранный язык, обучения, мотивация, способность, информация.
Abstract. This article raises the question of analyzing the specific situation proposed by the teacher and additional information materials, developing an optimal solution and presenting this problem to the trained audience.
Key words: case study, method, active, foreign language, learning, motivation, ability, information.

In modern professional training of students of non-linguistic faculties, the "case study" method, or the method of specific situations (from English case - case, situation), is widely used - a method of active problem-situation analysis based on learning by solving specific problems - situations. Currently, the case study method is actively used in teaching a foreign language. The main reason for using this method is the introduction of new training standards and the extension of time for independent work of students in the total number of hours of academic work.

The purpose of the case study method is to analyze the specific situation proposed by the teacher and additional information materials (using the potential of a group of students), develop an optimal solution and present it to the audience. There is no one correct solution, so the best solution may be chosen at the end of the presentations. This method allows students to analyze various real situations, focusing primarily on the application of practical skills, and thus it is not a simple reproduction of

previously obtained theoretical knowledge. Work on the problem situation occurs in groups of students, and it can be divided into the following stages:

- analysis of the presented material, the formulation of the problem;
- search and collection of additional information (if necessary);
- discussion of various options for solving the problem;
- choosing the best solution based on a comparison of all the proposed options;
- presentation and protection of the solution. The analysis of the material may take into account a specific question or cover all aspects of the situation, which depends on the wording of the task. If the case is voluminous, then acquaintance with it occurs in advance in the form of independent work of students. When reading the information for the first time, the student should have a general impression about the subject of the case; it is important to understand which economic disciplines will help solve the situation (viewing reading). When repeated reading, it is suggested to select the information that is necessary for solving the case, write out the main concepts, names, and numbers using selective reading skills. Later, students should focus on the detailed processing of only the necessary information (reading with full coverage of the content), since the cases are often given redundant information specifically. Searching for additional information is rarely used, as it requires additional time. If one of the goals of the case is to learn how to work with various sources of information, this stage is necessary. Discussion of various solutions to the problem occurs in groups (3-5 people). If the level of language training of students is high enough, the discussion takes place in a foreign language, otherwise, in order to save time, the discussion may take place in the native language.

The teacher controls this process. Learning to discuss, express your point of view, argue, prove, and object can occur in classes based on small cases. The presentation of the decision can be presented both orally and in writing. After the oral presentation, the teacher organizes a discussion of the speech, directing it in the right direction with the help of questions. The main thing is that the situation should be relevant, taken from the life of a real company. "There may be many cases, but in any of their varieties, working with them should teach students to analyze specific information, trace cause-and-effect relationships, identify key problems and (or) trends in business processes." All situations (cases) have a certain structure:

1) description of the situation (case);
2) tasks and questions for discussion;
3) applications with additional factual information in the form of documents, photographs, graphs, tables, diagrams. For teachers of a foreign language, it is more acceptable to use ready-made situations from textbooks on marketing and management. Using the method of specific situations allows you to:

- take into account professional and personal interests and needs of students, their individual psychological characteristics;
- control knowledge;
- apply all forms of classroom work of students: individual, pair, group, front;
- develop all types of speech activity: reading (review, selective, detailed), speaking (monologue, Dialogic speech), writing (drawing up a plan, writing an essay), listening and translation;
- carry out inter - subject communication;
- stimulate creative activity of students;
- form various competencies necessary for students in their future professional life. Today, the question that training specialists in any field should be carried out on a new conceptual basis within the competence approach is becoming more and more relevant. In connection with the above, the question arises, which speech actions should be practiced in classes in a foreign language of business and professional communication in order to develop the communicative and professional competence of students. To present the results and participate in the discussion, students must be trained to:

- assert;
- make assumptions, put forward hypotheses;
- Express doubts;
- challenge the opponent's point of view, object;
- justify their opinion;
- Express agreement with the opponent's point of view;
- recommend;
- Express fears, warn against negative consequences. The teacher should pay special attention to the language structures used in speech actions, noting their specificity for the language of business

communication. For example, after reading the text and understanding it, reproductive exercises may follow, aimed at transmitting the main content of the read, while the choice of a particular speech action by the trainee should be made consciously. Reading comprehension means that the student has understood the main content and logical connections of the text. Therefore, it makes sense to focus more on the structural analysis of the text before working on individual communication situations, speech actions, and language structures. The case study method forms and develops the ability to work in a team, responsibility for the result, teaches techniques to negotiate, argue your position, and make a presentation.

Thus, the task facing the teacher of a foreign language - to combine the teaching of a foreign language in the framework of a professionally oriented foreign language lesson of a specialty and certain aspects of economic disciplines-can be successfully solved by using the case study method. A well-thought-out combination of language and professional components contributes to the development of students ' motivation. The case study method allows not only to expand knowledge, but also to form skills necessary for the future professional activity of young specialists.

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INDEPENDENT WORK OF STUDENTS IN THE PROCESS OF TEACHING A FOREIGN LANGUAGE
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Annotatsiya. Maqolada xorijiy til doirasida talabalarning mustaqil ishi ko'rib chiqiladi. Chet tilini o'qitishda mustaqil ishning o'rni va uni samarali amalga oshirish shartlari o'rganilgan.
Kalit so'zlar: mustaqil ish, chet tilini o'rganish, o'quv jarayoni.
Аннотация. В статье рассматривается самостоятельная работа студентов в рамках дисциплины иностранный язык. Определяется роль самостоятельной работы при обучении иностранному языку и условия ее эффективной реализации.
Ключевые слова: самостоятельная работа, обучение иностранному языку, учебный процесс.
Abstract. The article deals with the independent work of students in the foreign language discipline. The role of independent work in teaching a foreign language and the conditions for its effective implementation are determined.
Keywords: independent work, foreign language teaching, educational process.

In the modern educational space of the higher educational system, the attitude to the discipline of foreign language is undergoing a number of changes. In particular, we are talking about increasing the share of independent work. This approach is based on the need to develop the ability to self-education and continuous learning. Modern society imposes new requirements on the specialist.

Today, this should be a specialist who is characterized not only by a set of knowledge, skills and abilities in a particular area, but also a critical thinker who is able to independently and creatively solve emerging problems, and has self-learning skills. However, it is not possible to achieve this only by transferring knowledge in a ready-made form from the teacher to the student. It is necessary to involve the student in the process of knowledge extraction. In this regard, independent work is an important component of the educational process. Independent work of students is the work performed within the educational process under the guidance and control of the teacher. Independent work is the highest form of educational activity that borders on the concept of self-education. In non-linguistic higher education, independent work of students is one of the most priority areas. This is due to the fact that the number of classroom hours devoted to learning a foreign language is significantly less than in language universities. The organization of independent work of students is not an easy process, which consists of many components. First, an important factor for the success of independent work should be its continuity and gradual increase in complexity. There are three levels of complexity of independent work in teaching foreign languages:

1) the reproductive level or training level - the so-called basic level, which lays the foundation for work at all subsequent levels, namely, acquaintance, assimilation and development of new material. As a result, a stable lexical and grammatical base is formed, and an algorithm of actions is created.

2) reconstructive level (semi - creative) - involves transferring the acquired knowledge, skills and abilities to situations similar to those that students have already encountered. (For example, the act of communication in a situation that students have worked out previously, namely, on known lexical and grammatical material, with known models of speech behavior). However, this level does not mean only mechanical reproduction, it requires students to think and display creative abilities is also welcome.

3) the creative level is the level of formation and development of students ' creative abilities and their independence. Students are put in conditions when they need to work independently, use educational material to express their thoughts, and apply non-standard approaches to solve their tasks. Secondly, independent activity of a student in the process of studying in higher education requires certain conditions that will contribute to its effectiveness, namely:

- increasing the motivation of students (carried out by developing the teacher's interest in the subject and focusing the student on the result of his activities) - students' awareness of the essence of independent work (assumes the presence of a goal and a specific task; a clear definition of the form of expression of the result of independent work;

- determining the form of verification of its result; mandatory performance of independent work) - the presence of a creative component of independent work (by choosing certain forms of work that contribute to this). Third, the successful result of applying independent work within the discipline of foreign language largely depends on the choice of the correct forms of organization of independent work. It is a mistake, in our opinion, to believe that independent work is only extracurricular work. In terms of the discipline foreign language, independent work should be a unity of the following forms: classroom independent work, extracurricular independent work and creative independent work. Popular methods in teaching a foreign language that involve a large percentage of independent work are personality-oriented methods. Their goal is to master the skills of a foreign language, along with the formation of skills of correct speech behavior in various life, household and professional situations. These methods include:

- game techniques - playing role-playing situations, business games;

- methods of modeling problem situations-creating speech situations, including in the sphere of professional interests of students, containing a problem and requiring its solution through the use of a foreign language. The purpose of the method is the development and use of a foreign language;

- the method of project activity or project method - independent work of students aimed at solving practical problems in order to acquire knowledge. This process involves searching for the necessary information and working with it. Each project has a visual end product of activity-a presentation, report, article, essay, essay, etc., which has a real practical significance for the student in the household, social, or professional sphere. The choice of topic should be focused on students and arouse their interest. The value of project method is the ability to use language in conditions as close to real;

- the method of situational analysis or case study - learning by solving specific problems. The method involves the analysis of a specific situation that has a professional orientation and contains problems. The goal is to analyze the situation, identify and study the problematic sides, search for possible solutions to the problem and choose the most acceptable option. The use of this method in foreign language lessons contributes to the development of communication skills in a foreign language, as well as contributes to general and professional development. The effectiveness of using independent work largely depends on the control that is carried out. Control is a fundamental condition for the use of independent work and should be systematically implemented both at the final stage and in the interim. The purpose of monitoring is great - first, the implementation of monitoring measures allows you to monitor the quality of students ' knowledge and skills, second, it is feedback that will help at the right time to anticipate possible mistakes on the part of students, and third, it is a way to identify possible shortcomings in the use of a particular technique and correct them in time. There are many forms of control -which are chosen by the teacher himself. Another key to the effectiveness of the proposed tasks for independent work should be the ability, on the one hand, and the moment of novelty, problematic, unknown, on the other hand. Students are bored and uninterested in performing typical exercises for a long time, and tasks that contain a creative background, require a non-standard approach, attracting additional skills, especially in the field of students' interests always cause reasonable interest.

The skills of independent work obtained in practice when teaching a foreign language in a non-linguistic higher education can improve the effectiveness of teaching a foreign language, contribute to the formation of key professional skills, as well as additional skills that contribute to the formation of a self-sufficient, active, capable of self-education and self-development of a specialist.

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THE TRANSLATION PROBLEMS OF BUSINESS TERMS IN THE SPHERE OF COMMUNICATION FROM ENGLISH INTO UZBEK

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Аннотация. Бу мақолада мулоқот жараёнида кўп қўлланиладиган мураккаб бизнес терминлари ва ибораларининг инглиз тилидан ўзбек тилига ўгирилган таржимаси ёритилган. Шунингдек, таржима жараёнида ўхшаш ва фарқли жиҳатлари назарда тутилган. Бу мақола бизнес терминларининг таржимадаги лингвистик хусусиятларини муҳокама қилади.

Калит сўзлар: Тижорат, фонд биржаси, пул муносабатлари, ўзаро таъсир, кредит, ўтиш, суд, бизнес.

Аннотация. В статье освещены переводы сложных экономических словосочетаний и терминов, используемые в процессе деловых отношений. Кроме того, рассматриваются схожие и различительные черты в процессе перевода. В этой статье обсуждаются лингвистические особенности бизнес терминов при переводе.

Ключевые слова: коммерция, фондовая биржа, денежные отношения, взаимное влияние, кредит, транзит, суд, бизнес.

Abstract. This article deals with one of the most common and complicated translation of business terms and phrases in the sphere of communication from English into Uzbek; here similarities and differences of their translation are under consideration. It summarizes the linguistic peculiarities of the interpretation of business terms.

Key words: commercial, stock exchanges, monetary relation, interaction, credit, transition, court, business.

In sovereign Uzbekistan, which is following the path of building of a democratic lawful state, interest in financial-credit and monetary relations, activities of commercial banks, stock exchanges and other financial institutions has recently become more profound in connection with the transition to a market economy. Under these conditions knowledge of the English terms used in these fields and their uzbek equivalents is an essential requirements. In these connection the need to identify some English words devoted to these theme is increasing,they would help experts scientists and engineers to make profound scientific conclusions by carrying out scientific research and other work out according to the latest development in the world of science and engineering. Developing good business communication skills is as much about the ability to develop good content as it is about good form. Business documents must maintain certain standarts and should be at most, recognizable internationally. For communication to exit there must be at least four basic elements:

-A sender
-A receiver
-A message
-channel and medium.

I should mention that each element has its own purpose and objectives to make communication more effective. In our current life it is natural to come across unusual terms and phrases belonging to business communication.

In order to catch the imperative meaning the reader or the user should take in to consideration how to utilize the term in order.

For instance, one of the most common term "loan" would be interpreted as "kredit" from English in to Uzbek, however, the top priority meaning of this term in business field is "ssudalar hisob raqami". We can witness some business terms which are tough to be encountered in most dictionaries.

In this term, we need look up them in business dictionaries:

-"Allkonto" – cheklardan foydalanish, qoldiq bo`yicha foyda olish va kreditdan foydalanishga imkon beruvchi universal chek.

-"All- or- any part"-mijozning bitimini to`la yoki qisman bajarish haqida bergan buyrug`i. In this term above its parts such as "all" or " part" provide the key to achieve an alternative translation.

In addition, it is very common to meet some names of animals to communicate in business world:

-"Elephant",in fact, it is translated as "Fil" which means " a huge kind of animal".On the other hand, White elephant –"oq fil" means "xarajatlar olinishi mumkin bo`lgan foydadan oshib ketadigan bitimni ifodalovchi ibora.

-"Butterfly" is interpreted as " kapalak" having a meaning of a flying insect with a long thin body and four large, usually brightly coloured wings. However, in business communication, the phrase "to keep butterfly" means "ish bilan taminlamoq".

Moreover, there are some terms related to business communication such as "haircut","pilot","award","black", "boutique","bridge" and etc.

In business English "haircut" might be turned into "birjaning sof sarmoyasini hisob-kitob qilish paytida qimmatli qog`ozlarni baxolash uchun qo`llaniladigan tavakkalchilik omili". From this point,"haircut finance " is "ta`minot qiymatidan kam summadagi kredit".

-"Pilot" is translated into uzbek as "primary",bosh from the business atmosphere. Fot instance, "pilot factory"-bosh korxona,tajriba zavodi.

The term "Award" meaning a prize such as money for something that somebody has done can be translated the amount of money that a court decides should be given to somebody who has won a case from this "phrase award of alimony"-" aliment to`lash uchun hukm chiqarish" ; "Award of inventors"-ixtirochilarga to`lanadigan ustama haq.

-Black which is translated as "having the very darkest colour,like night or coal has different meanings in some phrases:

"Black bank"is negrlar egalik qiladigan bank while "Black market"means xufiya bozori.

-"Boutique" means a small shop that sells fashionable clothes or expensive gifts whereas in business field it is interpreted as " yuqori darajada ixtisoslashgan brokerlik bozori".

-"Bridge" from this phrase " bridge loan" means "asosiy sarmoya ajratilgunga qadar bo`lgan qisqa muddatli kredit".

Since acquaring the knowledge of business field it is felt to get confused to catch the imperative meaning of some phrases,idioms and terms.It is natural to be confused to translate them directly. In order to be far not to make any mistake we should take into consideration every part according to its atmosphere.

For instance, **to go a bear** – to decline the cost of something intentionally-narxni ataylab pasaytirmoq:

To go a bull – to increase the price intentionally- narx-navoni ataylab ko`tarish.

-**go between** mean someone who helps in business fiels – vositachi:

-**Go-go** is can be translated as an adjective such as living,vivid.active (for money) and expresses a businessman –jonli,harakatchan (mablag` uchun) va tadbirkor.

In the absence of semantic analogues in corresponding languages,words,and word combination are conveyed by means of other translation methods such as description or a word to word translation. Sometimes the meanings of terms are conveyed by explanatory words in the text supplementing, clarifying and specializing the meanings of lexical units. For the sake of fuller disclosure of meanings of terms and terminological word combinations their interpretations are italicized and given in brackets where it is necessary.

Studying for the business management degree allows us to develop a board understanding of business organizations and provides you with subject-specific knowledge in areas such as markets,customers,finance,operations,communication,information technology and business policy and strategy.

AS a skilled business writer or communicator,you can see that the study of organizational communication can serve to inform you on the life applicable lessons by other companies,

which are often represented in research publications,to improve the processes in place within your organization.

Modern business schools now view the study of organizational communication as an integral part of the curriculum,noting the interdependent relationships of productivity,climate,and interaction between individuals withen the organization and related to the organization such as suppliers and customers.

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PARALINGUISTICS AND SEMIOTICS AS NON-LINGUISTIC MEANS IN VOICE COMMUNICATIONS

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Annotatsiya. Ushbu maqolada tilshunoslikning asosiy yo'nalishlaridan paralingvistika va semiotika ovozli kommunikatsiyalarda lingvistik bo'lmagan vositalar sifatida qo'llash usullari yoritib berilgan.

Kalit so'zlar: ovozli kommunikatsiya, paralingvistika, semiotika, tilshunoslik, ta'lim.

Аннотация. В данной статье рассматриваются основные направления лингвистики, а также методы использования паралингвистики и семиотики как неязыковых средств в речевой коммуникации.

Ключевые слова: речевая коммуникация, паралингвистика, семиотика, лингвистика, образование.

Abstract. This article covers the main areas of linguistics as well as methods of using paralinguistics and semiotics as non-linguistic tools in voice communications.

Keywords: voice communication, paralinguistics, semiotics, linguistics, education.

Paralinguistics the problem of using non-linguistic means in voice communications Paralinguistics comes from the Greek "para" with the meaning "about" and "Linguistics"- Linguistics. Paralinguistics is a section of linguistics that studies non-verbal (non-linguistic) means, included voice message and betrayers, together with verbal means of semantic information. In addition Paralinguistics, like section of linguistics, means the aggregate of non-verbal means participating in the speech communications. In modern linguistics, there are three types of paralinguistic means: phonation, kinetic and graphic. To background types of paradigmatic means the timbre of speech, its tempo, loudness, the types of the pause melodic phenomena, as well as features of pronunciation of speech sounds, dialectal social and idiolective.

Kinetic components include gestures, selectable poses, silence. Idiolect (from the Greek idios - its own, peculiar, special and (dialect) - a set formal and stylistic features peculiar to speech and a separate medium of the given language. The term "idiolect" is created by the model of the term "dialect" for designation individual variation of language as opposed to territorial and social variations in which particular verbal features are inherent in whole groups or collective of speakers. Idiolect in the narrow sense - only specific speech features of this native speaker: in this aspect, the study of an idiolect is actual before all in poetics, where the focus is on the relationship between general and individual. Characteristics of speech (style), as well as in neurolinguistics where it is necessary to present correlation of individual and typical clinical pictures in different types speech disorders. Neurolinguistics is a scientific discipline that arose at the junction of neurology and linguistics and studying the system of language in relation to the cerebral substratum of linguistic behavior. Episodic observations of disorders of language behavior in focal brain damage known from the Middle Ages, but their systematic study began in the second half of the 19th century. In domestic linguistics, interest in

the facts of linguistic Pathology manifestation of Baudouin de Courtenay, V.A. Theotokos, L.V.Shcherba and others. The graphic types of paralinguistic means are the type of execution of letters and punctuation languages (handwriting), ways of graphic additions to letters, their substitutes (symbols of type and, etc.) Substrate (from Latin Sub-under and stratum-layer, piast) - a set of features of language system. Undeveloped from the internal laws of the development of a given language, the substrate involves ethnic displacement and linguistic assimilation by aliens of the indigenous population through the stage of bilingualism. Within paralinguistics, there are universal, ethno linguistic and idiolectic. Ethno linguistics (from the Greek ethnos - people, tribe and linguistics) -direction in linguistics, studying language in its relation to culture, interaction linguistic, ethno-cultural and ethnopsychological factors in the functioning and the evolution of language. Representatives of this direction in Russia were F.I. Tusnayev, A.K. Afanasev, A.A. Potebnya and others. As an independent trend of ethnolinguistics originated in the depths of ethnography at the turn of the 19th and 20th centuries, having been widely developed in the linguistics of the United States since the 1970s. 19th century in connection with the intensive study of numerous Native American tribes of the north, and then Central America. From the first quarter of the 20th century, F. Bois and the first generation of his disciples laid new traditions in American linguistics. Thus, during this period descriptive linguistics arises that excludes semantics from the circle's linguistic disciplines. Paralysis tools not only complement the meaning of the verbal message, but also are the source of information about the speaker (writing) about his social and age traits of the field, the nature of the character and others. Therefore, paralinguistic means are represented to a different degree in each speech unit. In relation to the verbal side of the utterance, paralinguistic means can perform three functions: 1) make additional information (sometimes contradicting the meaning of the verbal): for example, a positive verbal text may accompanied by background characteristics with a negative ratio and etc.); 2) to replace the missed verbal component *"do you want to go with us?"* To deny, gesture; 3) combined with verbal means, conveying the same meaning *"I want to this red ball"* to indicate the gesture. Paralinguistic means are not autonomous and closed semiotic system, but can be as elements of ordered semiotic nonverbal systems (Kinesika), as well as individual indicators that are not regulated in the system. Be sure to be present in the speech message, paralinguistic means however, the unpredictability of a real incarnation is different. For example, with uttering a certain type of questions requires a given melody, but the type timbral coloring remains unknown, therefore the type of melody is a linguistic fact, and the type of timbre is paralinguistic.

Some types of paralinguistic means were studied back in the 1930s. At the present stage of development of human society and its language such the interaction of linguistic and paralinguistic means formed a pragmatic character of language on a universal and national scale. The general human features in this pragmatics will be treated as some universal to specific systems. For example, gestures as such are general qualities, characteristic for the functioning of the sound language, but a special system of gestures will be refer to this national character paralinguistic means, because it is in every language, each nation acquires its own special meaning. The study of the national characteristics of paralinguistic forms, participating in the linguistic communication is therefore as much a necessity as learning the language itself. When interpreting paralinguistic as a sphere of non-verbal behavior some authors consider some ways of human communication as exclusive, semiotic systems that exist independently, independently of the participation of language in the functioning of these systems.[1] Paralinguistic means as an auxiliary functional system and independent secondary sign system. The definition usually emphasizes the sign of the presence and absence of verbal language. This is clearly expressed in the following statement: "Since the exchange of information is possible only with the help of sign systems, or - in the general theory of semiotics - languages, in all cases we are confronted with languages, but languages of a special kind. All of them unites disconnection, lack of words, therefore they are usually called non-verbal" regardless of the origin of such systems, the functioning of all such means of verbal language can be carried out indirectly and only on the basis of existence and possibility of explicit expression of the values of any gestures material of natural language.[2] In this case, all sign systems, including systems paralinguistic character (gestures, facial expressions), and any kinds of technical systems character (signs of traffic, various symbols), are sign systems secondary character, the significative purpose of which is predetermined in advance the conventional nature of their use. In other words, every phenomenon artificial sign system gets meaning only on the basis of language decoding and is a symbolic representative of some idea expressed in one form or another verbal language (fixed in the instruction, in the concept, in the oral agreement). This understanding of the communicative nature

of artificial sign systems leads to conclusion that they are an extreme case in the general set of all paralinguistic means. First of all, it is about pure conditional gestures of a national character that do not interact with any speech signal and, like any sound system, functioning as a normal code, for example, a gesture of solidarity - raising your hand with a fist clenched in your hand or gesture of threat - movement with the index finger, or in sports a whole system of conditional gestures, for example, when marking the "time out", breaking the rules, removing the player from the field, gestures of approval (applause). Such gestures are perceived as predetermined, or by a verbal act, and function as any codes, for example, rules signals traffic. All these gestures (including here and all kinds of ritual signs), naturally, should be excluded from the notion of "paralinguistic factor", and their study should be built out of the connection with the language structure, but only on the basis of their description thirty values, regardless of whether this value is fixed in the customs of this or that human collective and is fixed in written documents, agreements, protocols etc. Or this value exists by right of custom. In this case, each such semiotic system will have national features as characteristic features in a series of semiotic non-linguistic human resources. Here you can indicate the different uses of the same gestures, for example, man to express consent, surprise, anger, etc. [3]

The paralanguage has a certain semiotic meaning, as evidenced by research results in this direction, but at the same time typical, which is especially clearly revealed in the analysis dialogues in art works, where the author's explanations are based on certain paralinguistic phenomena. These include author's remarks: "ironing on the head, blocking the road, snaps his fingers, waving his arms, spreading his hands, shrugs his shoulders, nods, sways, twitches".[4]

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SELECTING AUTHENTIC MATERIALS FOR READING
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Annotatsiya. Ushbu maqolada talabalarda kommunikativ kompetentsiyani rivojlantirishning dolzarbligi, o'qish darslarida hamda uy vazifalarini bajarishda, mazmunli muloqotni o'z ichiga olgan autentik materiallardan foydalanish haqida muhokama qilinadi. O'quv materiallari autentik bo'lishi talabalarning sayohat paytida, chet elda o'qish yoki sinfdan tashqarida ingliz tilidan erkin foydalana olishlari imkoniyatini ta'minlaydi.

Kalit so'zlar: o'qish, autentik, autentik materiallar, kommunikativ kompetentsiya, til, motivatsiya.

Аннотация. В этой статье обсуждается важность развития коммуникативных компетенций учащихся в чтении, занятиях в классе и выполнении домашних заданий, которые должны напоминать реальные задачи чтения, которые предполагают содержательное общение. Материалы для чтения должны быть подлинными, чтобы ученики могли и хотели иметь возможность читать во время поездок, обучения за границей или использования языка в других контекстах вне класса.

Ключевые слова: чтение, аутентичный, аутентичный материал, коммуникативная компетентность, язык, мотивация

Abstract. This article discusses the importance of developing students' communicative competence in reading, classroom and homework activities must resemble real-life reading tasks that involve meaningful communication. Reading materials must be authentic so that the students will need and want to be able to read when travelling, studying abroad, or using the language in other contexts out of the classroom.

Key words: reading, authentic, authentic material, communicative competence, language, motivation

Introduction. Today's modern communicative approach to language teaching has brought EFL teachers a different understanding of the role of reading in the language classroom and the types of reading materials that can be used in instruction. When the goal of instruction in reading is to develop communicative competence, everyday reading materials such as train schedules, newspaper articles, travel and tourism websites, daily updated blog posts become appropriate classroom materials. The reading materials must be authentic when selecting texts for reading lessons. Authentic texts have been defined as "…real-life texts, not written for pedagogic purposes" [1]. Authentic texts are written for native speakers and contain "real" language. They are "…materials that have been produced to fulfill some social purpose in the language community." [2] Non-authentic texts are especially designed for language learning purposes. The language in non-authentic texts is artificial and focusing on something that has to be taught. If authentic texts have not been written for language learning purposes, but what sources of authentic materials are that can be used in the classroom.

Materials and Methods. The common sources of authentic materials that can be used in the classroom are newspapers, magazines, TV programs, movies, songs and literature. One of the most useful is the Internet. With the help of the Internet both students and teachers use and have access to endless amounts of many updated different types of materials. Authentic materials should be the kind of material that students will need and want to be able to read when travelling, studying abroad, or using the language in other contexts outside the classroom. Authentic materials enable learners to interact in the target language out of the classroom.

When selecting authentic materials, it is worth taking into consideration of the criteria. Nuttall [3] gives three main criteria of selecting authentic materials to be used in the classroom Suitability of content is the most important of the three where the reading material should relevant to students' needs and motivate them as well as. Exploitability refers to how to develop the students' competence as readers. Readability describes the combination of structural and lexical difficulty of a text, as well as referring to the amount of new vocabulary and any new grammatical forms present. It is important to assess the right level for the right students. Important factors in selecting authentic reading materials.

Suitability of Content. Does the text interest the student? Is it relevant to the student's needs? Does it represent the type of material that the student will use outside of the classroom?

Exploitability. Can the text be exploited for teaching purposes? For what purpose should the text be exploited? What skills/strategies can be developed by exploiting the text?

Readability. Is the text too easy/ difficult for the student? Is it structurally too demanding /complex? How much new vocabulary does it contain? Is it relevant?

Results and Discussions. There are a number of advantages of using authentic materials in the classroom include:

- having a positive effect on student motivation;
- giving authentic cultural information;
- exposing students to real language;
- relating more closely to students' needs;
- supporting a more creative approach to teaching.

These are what make us excited and willing to use authentic materials in our classrooms, but while using them, it is inevitable that we face some problems. Richards [4] notes that authentic materials often contain difficult vocabulary, complex structures which can often create problems for the teacher too. The main problem with authentic materials is that if the wrong type of text is chosen, the vocabulary may not be relevant to the learner's needs and complex structures can create difficulties.

In order to overcome the problems with difficult authentic texts, one solution is to simplify them according to the level of the learner. Another possible solution is to give text related tasks. They are three basic types: Pre-reading: used to activate background knowledge; While-reading: used to encourage students to be flexible, active reader also to promote a dialogue between reader and writer; Post-reading: often are questions that follow a text, used to test reading comprehension. Rather than just simplifying the text, reading approaches can be used by eliciting students' existing knowledge in pre-reading discussion, reviewing new vocabulary before reading, and then asking students to perform tasks that are within their competence, such as skimming to get the main idea or scanning for specific information, before they begin intensive reading. The reading approach must be authentic too. Students

should read the text in a way that matches the reading purpose, the type of text, and the way people normally read. This means that reading aloud will take place only in situations where it would take place outside the classroom. Reading is an activity with a purpose. The purpose for reading guides the reader's selection of texts. The purpose for reading also determines the appropriate approach to reading comprehension.

Conclusion. To conclude, when selecting of authentic materials are to be used in the classroom, the teacher needs to take into consideration: authentic texts should motivate, give a sense of achievement when learners understand and encourage further reading. One of the main reasons for using authentic materials in the classroom is the goal of instruction in reading is to develop communicative competence, everyday reading materials such as train schedules, newspaper articles, travel and tourism websites, daily updated blog posts become appropriate classroom materials. Therefore, reading materials must be authentic when selecting texts for reading lessons.

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DEVELOPMENT OF INDEPENDENCE IN THE PROCESS OF TEACHING A FOREIGN LANGUAGE
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Annotatsiya. Maqolada chet tillarni o'qitish jarayonida mustaqil yondashishning mohiyati, uning o'quv jarayonidagi o'rni aniqlanadi.
Kalit so'zlar: mustaqillik, chet tilini o'rganish, tilsiz texnik universitet, ko'nikmalarni shakllantirish, o'quv jarayoni.
Аннотация. В статье раскрывается сущность самостоятельности в процессе обучения иностранным языкам, определяется ее место в учебном процессе.
Ключевые слова: самостоятельность, обучение иностранному языку, неязыковой технический вуз, формирование навыков, учебный процесс.
Abstract. The article reveals the essence of independence in the process of teaching foreign languages, determines its place in the educational process.
Key words: independence, foreign language teaching, non-linguistic technical university, skills formation, educational process.

Language training in the system of higher professional education should ensure the development of students' abilities that allow them to use a foreign language as a communication tool in the dialogue of cultures of the modern world. The learning process is based on the principles of conscious partnership and interaction with the teacher, which is directly related to the development of independence of the student, his creative activity and personal responsibility for the effectiveness of training. It is obvious that one of the urgent tasks of modern methods of teaching a foreign language is the organization of such classes that would meet the new requirements.

Changes in foreign language training programs determine the prospects for the development of independence in the language training of students at a technical higher education, and the trends of approaching the educational level of our country to the European standard (multi-level system) determine the importance of developing independence. Having the task of entering the international educational space (studying at a foreign University or at courses of foreign specialists), students acquire a motive that encourages them to strive for a better command of a foreign language. After all, the knowledge acquired by a person due to their desire and effort, remain in the memory for a long time. Thus, the problem of developing independence in the process of teaching a foreign language in a non-linguistic higher education is naturally identified. Independence refers to the ability to work purposefully and according to a plan, choose the most rational methods of educational work, correctly calculate their strength and take into account the results of their own activities.

Independence implies the formation of self-regulation skills that allow you to evaluate the results of your actions and adjust them if necessary. An important role is played by the ability to distribute efforts when achieving a goal. The productivity of the educational process will be higher only if the teacher has a good idea and understanding of the psychological foundations of independence development, related to the psychological readiness of students to implement their actions in independent academic work. The development of independence should not in any way reduce the role and functions of the teacher; it is the teacher who organizes such educational activities of students, in which the cognitive process is associated with interest and attention to the results of their work. The student will be able to organize their own learning process, if the teacher will actively help them. To master the self-action is exactly in accordance with the requirements and structure of training programs, specific instruction on the purpose and tasks of work, equipping with necessary technical means.

The formation of independence skills occurs when performing independent work of students in educational activities, which is actually divided into classroom and extracurricular work. In theoretical terms, there are 3 areas of activity in independent work: cognitive, practical, and organizational and technical. This provision allows us to speak of unlimited possibilities for the development of cognitive, educational, creative, organizational, and research independence. Practice shows that there are several stages in the formation of independence skills: the first stage includes the formation of the ability to accept and independently analyze the teacher's message within the framework of the educational material. At the second stage, they form the skills of independent work: students are offered to independently study and comprehend new educational material. The third stage involves processing the material and consolidating knowledge, skills and abilities. Further, students are taught to rationally use self-control techniques and search skills in working with additional learning tools using modern information technologies (students are involved in performing independent work: a project, presentation, tasks on the Moodle platform), which ensure the development of creative independence. The formation of the principle of consciousness as an important component of the concept of "independence", when they are performed, becomes a necessary step in teaching a foreign language. Finally, students are taught to solve a problem independently, find constructive solutions, and find a way out of a crisis situation (solving case situations). At this stage, the main methods of developing independence are preparing a report for a seminar, conference, reviewing or annotating a scientific article, conducting research.

All these stages, implemented through the educational process in different educational and organizational forms and methods, will undoubtedly contribute to the development of independence in the process of learning a foreign language and will allow you to apply developed methods of self - control to assess the quality of assimilation of the received material in preparation for significant final learning results-current, intermediate and final (exam, test) controls. Thus, the importance of developing independence in the learning process is justified. Students of advanced level of foreign language proficiency, for the most part, are highly motivated, seriously and steadily interested in obtaining knowledge, which means that independence in learning is a priority for them. As a rule, in technical non-linguistic higher education institutions, foreign language training takes place as part of the continuation of the school course. Elective courses in a foreign language, which most often combine language and professional training in a narrow specialty, can satisfy the needs of advanced level students. After all, it is the training of a highly qualified specialist of a particular profile that is an urgent task of non-linguistic technical universities. One of the most effective means of developing self-sufficiency used in the process of training in the basic course of language training in technical institutions the widespread use of authentic video courses in a foreign language in the classroom. Stories video create problem situations, provide valuable material for discussions, debates in class, which greatly motivates foreign language speech activity of students, as well as promotes accumulation of experience of communication, which at a certain stage (different students at different times) causes the ability and desire of the student to reach the level of independent participation in real communication, so to empower self-reliance in the learning process.

Due to the fact that independent work involves the development of internal and external self-organization of the future specialist, his ability to build an individual trajectory of self-learning, as well as to form the ability to self-development and creative application of the acquired knowledge, extracurricular development of independence of students of primary and secondary levels of foreign language proficiency is slow. They lack the willpower, skill and most importantly the desire to plan

their own activities. In general, the organization of the student's school day does not become a prerequisite for the formation of independence.

In general, the development of independence is one of the ways to intensify and improve the effectiveness of the educational process in a foreign language. It makes it possible to change the quality of language teaching, significantly expand the language capabilities of students and stimulate their interest in classes, therefore, it should also provide a higher level of foreign language proficiency for students of a non-linguistic institutions, which will allow them to integrate into the international professional and scientific environment.

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MEASUREMENT UNITS IN "BABURNAMA" IN ENGLISH AND UZBEK LANGUAGES

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Annotatsiya. Maqolada o'lchov sistemalari, qadimgi sharqda qo'llanilgan o'lchov birliklari, ularning ma'nosi "Boburnoma" asari asosida o'rganilgan va asarning ingliz tilidagi tarjimasida keltirilgan o'lchov birliklari nomlari bilan o'zaro taqqoslangan. Tarjima jarayonida berilgan o'lchov birliklarini boshqa xalq o'lchov birliklari ekvivalenti orqali berishda tarjimon o'lchov miqdorni aniq hisoblashi kerakligi ko'rsatilgan.

Tayanch so'zlar: o'lchov birliklari, metrik sistema, imperik sistema, Markaziy Osiyo hududi, eskirgan.

Аннотация. Системы измерения и единицы измерения, используемые в древнем востоке, были изучены в книге «Бабурнама» и сопоставлены с названиями единиц измерения в английском переводе книги. Показано, что при переводе переводчики должны рассчитывать объем измерений при представлении единиц измерения через эквивалент единиц измерения других стран.

Ключевые слова: Единицы измерения, метрическая система, империческая система, Центрально азиатский регион, устаревший.

Abstract. Measurement systems, the units used in the ancient east were studied within the book "Baburnama" and were compared with the names of the unit of measurement in the English translation of the book. It is shown that during the translation translators have to calculate the amount of measurements when presenting the units of measurement through the equivalent of another nation's measurement units.

Keywords: units of measurement, the metric system, the imperial system, Central Asian region, outdated.

You often need to measure things in everyday life, for example to find out how big or heavy they are. If everyone uses the same units to describe measurements, then people will understand the information in the same way. Each nation will probably use measuring system that differs from other nations'. Together with the population using target language measurement units also change, but it is very useful to know what the units are roughly equal to.

There are two main systems for measuring that you need to know about: the metric system and the imperial system. Each system uses different units to describe measurements.

The metric system is decimal, which means it's based on tens, hundreds and thousands. This helps to make calculations simpler to do. Metres, grams and litres are examples of metric units.

Let's see naming metric units. The names of some metric units give you a clue about their size

Milli… means a thousandth. For example, a millimetre is $\frac{1}{1000}$ of a metre.

Centi… means a hundredth. For example, a centiliter is $\frac{1}{100}$ of a litre.

Kilo… means a thousand. For example, a kilo is 1000 grams. [1,p.98]

The imperial system used to be the main standard of measuring in the UK. People mainly use the metric system now, but at the same time they use imperial units such as miles, ounces and pints. Many countries still use units based on the imperial system. For example, people in America use US customary units, which include yards, pounds and pints.

1760 yards=1mile=1.61 km [2, p.58]
14 pounds=1stone=6.35kg [2, p.58]
8 pints=1gallon=4.55l [2, p.58]

Some imperial units like "foot" are used internationally but the quantity they mean may be slightly different in various countries. In Belgium it is 272.8 mm but in Italy it is 347.73 mm. Within Germany it has 12 types. In England and Russia 1 foot is equal to 30.5cm. In Uzbek language we use "fut" both in singular and plural form when in English it differs from "foot" in singular to "feet" in plural.

12 inches =1foot=30.5cm [2, p.58]
3 feet=1 yard=91.4cm [2, p.58]

At the same time, in some books we can find the plural form as "foot".

Six foot tall. [3, p.734]

In the Central Asian region, various units of measurement were used in the past. In particular, when we read fiction or historical books, we find that some of the great poets and thinkers used uncertain words to mean units of measurement they used at that time. Now, these units of measurement are outdated, and are almost not used. For instance, a unit of measurement "qari" was frequently used by Alisher Navoiy but today it is not used. According to "definition dictionary of the works by Alisher Navoiy", "qari" was equal to the length from fingertip to elbow and the length from fingertip to elbow is approximately about 40cm.

Қари II- қўл учидан тирсаккача бўлган ўлчов бирлиги; газ: …[4, p.32]
Qari - the length from fingertip to elbow; gaz:…

In the book "the Babur-nama in English" translated by Annette Susannah Beveridge we can see that "qari" was equalized to "yards".

Шарқи-шимол тарафида 70 —80 қари баландликдаги ерга — тик қоя устига Котла деган қалъа жойлашган. Унинг катта дарвозаси етти-саккиз қари баландликда жойлашган, кўтарма кўприк тушадиган жойнинг кенглиги ўн-ўн икки қари. [5, p.195]

In the hills of this dale stand thoroughly strong forts; one on the north-east, named Kutila, has sides 70 to 80 yards (qari) of straight fall, the side where the great gate is being perhaps 7 or 8 yards. The width of the place where the draw-bridge is made, may be 10 to 12 yards. [6, p.462]

As "70-80 qari" was translated as "70-80 yards", there was no change in quantity but in name of the unit of measurement. In fact, 1 yard is equal to 91.4cm.

3feet=1 yard=91.4cm [2, p.58]

According to the information given in definition dictionary of the works of A. Navoiy we understand Z. M. Babur mentioned about 2800-3200cm of straight tall. At the same time according to the English version of the same book we can understand 6398-7312cm. However, the translator prevented original version in bracket as *(qari.)*

In that book we can note that another unit of measurement "yig'och" was not translated but translator translitered the word and showed the quantity with other unit in brackets.

Нозиклигидан Ламғонотдан Кобулга келтиргунча, ўн-ўн тўрт йиғочлик йўлда бузилади. Астробод норанжини Самарқандга- икки юз етмиш- икки юз саксон йиғоч олисга олиб борадилар, терисининг қалинлиги ва камсувлигидан унча эзилмайли. [5, p.214]

It is not at all like the orange of Khurasan and those parts, being so fragile that many spoil before reaching Kabul from the Lamghanat which may be 13-14 yighach (65-70 miles), while the Astarabad orange, by reason of its thick skin and scant juice, carries with less damage from there to Samarkand, some 270- 280 yighach. [6, p.510]

Here the translator explained that 13-14 yighach equal to 65-70 miles. As far as 1 mile equals to 104.65 km, according to the translator 1 yighach equals to 8.05 km.

While reading the book we find that unit of length "kurux" was frequently used.

Ойнинг ўн иккинчисида, душанба куни ўн икки курўх юриб, Курарага тушдик. Ўша куни тахтиравонда келдим. Курарадан ўн икки курўх ўтиб, Курара вилоятларидан бири- Курияга келиб тўхтадик. Куриядан саккиз курўх ўтиб Фатхпур Асвага тушдик. Фатхпурдан саккиз курўх юриб, Сарой Мундада тўхтадик. Шу ерда тўхтаганимизда хуфтон намози чоғи

Султон Жалолиддин келиб хизматимга кирди. У ўзи билан икки кичик ўғлини ҳам бошлаб келди. [5, p. 266]

(Feb. 21ˢᵗ) On Monday the 12ᵗʰ of the month (Jumada II), we did 12 kurohs (24m.) and dismounted at Kurarah. Today I travelled by litter.

(Feb. 22ⁿᵈ-25ᵗʰ) After matching 12 kurohs (24m.) from Kurarah (13ᵗʰ), we dismounted in Kuria a pargana of Karrah. From Kuria we marched 8 kurohs (16m.) and dismounted (14ᵗʰ) in Fathpur-Aswa. After 8 kurohs (16m.) done from Fathpur, we dismounted (15ᵗʰ) at Sarai Munda. … Today at the bedtime Prayer (Friday 16ᵗʰ, after dark), Sl. Jalalud-din (Sharqi) came with his two young sons to wait on me. [6, p.651]

When comparing two versions of translation we can note that in English version the translator explained 12 kurohs as 24m which means 1 kuroh is 2m. Actually, according to definition dictionary of the works of A. Navoiy 1 kuroh is equal to 2km.

КУРУХ – масофа ўлчови, бирлиги; бир тош йўлнинг учдан бири (тахминан 2 км) [7, p.140]

Kurux- measuremet unit of distance; one-third of a stone way (approximately 2km)

During the translation, names of Indian units of measurement were transliterated by translator.

Ҳиндустон эли оғирлик ўлчовларини яхши белгилаб олишган. Саккиз ратий бир маъшага тўғри келади. Тўрт маъша бир таанкни ташкил этади, бу ўттиз икки раттий бўлади. Беш маъша, яъни бир мисқол – қирқ раттийга тенг. Ўн тўрт тувла бир сер ҳисобланади. Қирқ сер, белгилаб қўйилгандек, ҳамма ерда бир ботмон бўлади, ўн икки ботмон бир маънийга тенг. Юз маънийни бир манйаса дейдилар. Жавоҳир ва марваридларни таанкда ўлчайдилар.

Хинд халқи саноқни ҳам жуда яхши белгилаб олганлар. Юз мингни улар лак деб, юз лакни карўр деб атайдилар. Юз карўр арб деб номланади. Юз арбни карб, юз карбни нийл, юз нийлни падам, юз падамни санк деб белгилашган. Саноқнинг бундай белгиланиши Хиндустонда бойликнинг кўплигига далолатдир [5, p. 216] *(q. Measures.)*

The people of Hind have also well-arranged measures: - 8 ratis= 1masha; 4 masha=1 tank= 32 ratis; 5 masha=1 misqal= 40 ratis; 12 masha=1 tula= 96 ratis= 1 ser.

This is everywhere fixed: - 40 ser = 1 manban; 12 manban =1 mani; 100 mani they call a minasa.

Pearls and jewels they weight by the tank.

(r. Modes of reckoning)

The people of Hind have also an excellent mode of reckoning: 100,000 they call a lak; 100 laks, a krurs, an arb; 100 arbs, 1 karb; 1 nil, 100 nils, 1 padam; 100 padams, 1 sang. The fixing of such high reckonings as these is proof of the great amount of wealth in Hindustan. [6, p. 517]

Here unit of measurement "misqal" was used by A. Navoiy, as well.

МИСҚОЛ- 1. Оғирлик ўлчови (тахминан 4,68 гр.); тарози тоши:… [7, p. 310]

Misqol- 1. Weight measuremet (approximately 4,68g.); scales stone:…

Actually, "misqol" is equal to 4-5 g. This term is frequently used by Uzbek people to mean little quantity not knowing real quantity it means.

МИСҚОЛ (ар.), ар. ва ажам мам-тларида метрик ўлчов системаси жорий этилгунгача қўлланилган масса (оғирлик) ўлчови. 1 М. 4-5 г га тенг. [8, p.527]

Different units of measurement were given in "Boburnoma" by Zahiriddin Muhammad Bobur.

…

Masalan, Zahiriddin Muhammad Boburning «Boburnoma» asarida, turli yurtlarning o'lchov birliklari keltirilgan. Mana ularning ba'zilari va ularning hozirgi o'lchov birliklaridagi qiymatlari bilan tanishing:

Uzunlik o'lchov birliklari sifatida qadam (taqriban 70-75 sm), qarich (19-22 sm), quloch (166-170 sm), barmoq (2 sm), tirsak (50-80 sm), gaz (70 sm), chaqirim (900 m), yig'och (8 km), qari (55 sm), va musht (8 sm) kabilar ishlatilgan.

Massani o'lchash uchun misqol (taqriban 4g), qadoq (410 g), pud (16kg 380g), botmon (163 kg 800g) kabi o'lchov birliklari qo'llanilgan. [9, p.16]

…

For example, book of Zahiriddin Muhammad Babur "Baburnoma" contains measurement units of various countries. Here are some of them and their values in comparison with current measurement units:

As the unit of length, "qadam" (about 70-75 cm), "qarich" (19-22 cm), "quloch" (166-170 cm), "barmoq" (2 cm), tirsak (50-80 cm), gaz (70 cm), chaqirim (900 m), yig'och (8 km), "qari" (55 cm) and "musht" (8 cm) were used.

The units of mass were as "misqol" (about 4 g), "qadoq" (410 g), pud (16 kg 380 g), "botmon" (163 kg 800 g).

Gaz- had been the unit of length in many countries until the metric system of length was adopted. In medieval in Central Asia, it was equal to 7 average punch widths (when holding stick). By the 19th century 1 "gaz" in the Fergana Valley had been equal to 83-85 cm, in Tashkent 89 cm, in Bukhara 106, 68 cm.

ГАЗ, бир қанча мам-тларда узунликнинг м системаси қабул қилингунга қадар амалда бўлган узунлик бирлиги. Ўрта асрларда Ў. Осиёда 7 ўртача мушт энига (таёқни ушлагандаги) тенг бўлган. 19-асрга келиб 1 Г. Фарғона водийсида 83-85 см, Тошкентда 89 см, Бухорода 106,68 см ни англатган. [8, р.170]

Chaqirim –The unit for measuring length used until metric system was adopted and it was equal to 500 "sarjin" (1, 0668 km).

ЧАҚИРИМ, метрик ўлчов системаси жорий этилгунгача қўлланилган узунлик ўлчови. 500 саржин (1,0668 км)га тенг бўлган. [10, р.383]

Sarjin- (right version is sajen), Russian unit of measurement of length.1 sarjin = 2.1336 m.

САРЖИН(тўғриси сажень), рус узунлик ўлчов бирлиги. 1 С.=2,1336 м. [10, р.163]

Qadoq, old unit of weight; equal to Russian unit of measurement *funt* (0,40951241 kg).

ҚАДОҚ, эски оғирлик бирлиги; рус ўлчов системасидаги *фунт* (0,40951241 кг) га тўғри келади.[10, р.477]

Pud, Russian unit of mass (weight) = 40 funt = 16,38 kg.

ПУД, рус масса (оғирлик) ўлчови =40 фунт=16,38 кг.[10, р.113]

Botmon (mann) (archaic), unit of mass. It was mainly used in medieval in near and Middle Eastern countries and in Central Asia. Sharia "botmon" was 0.832 kg. "Botmon" was also used to measure the surface in many parts of Central Asia, where 1botmon was the area where the wheat weighting 1 botmon could be sowed.

БОТМОН (манн) (ар.), оғирлик ўлчов бирлиги. Ас., ўрта асрларда Я. ва Ў. Шарқ мам-тлари, шунингдек, Ў. Осиёда қўлланилган . Шаръий Б. 0,832 кг. Ў. Осиёнинг кўп жойларида Б. юза ўлчови сифатида ҳам қўлланилиб, 1 Б. шунча оғирликдаги буғдой сепилиши мумкин бўлган ер майдонини англатган. [8, р.118]

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TIL O'RGATISHDA BOLALAR ADABIYOTINING O'RNI VA AHAMIYATI
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Annotatsiya. Ushbu maqolada chet tilini o'qitishda bolalar adabiyotining o'rni va ahamiyati, afzalliklari ochib beriladi. Aynan interaktiv o'qitish usullarining eng sermahsuli sifatida ushbu ertak va hikoyalar ko'rsatiladi.

Аннотация. *В данной статье раскрывается роль и значение детской литературы, ее преимущества в преподавании иностранного языка. Именно эти сказки и рассказы рассматриваются как самые жизнеспособные из интерактивных методов обучения.*
Ключевые слова: детская литература, Ханс Кристиан Андерсен, Экзюпери Антуан де Сент, Малори Блэкман, Крессида Коуэлл, Эрик Карле, Фрэнк Коттрелл Бойс.
Abstract. *This article explains the role and importance of children's literature in teaching a foreign language, its advantages. Exactly as the most fertile of interactive methods of teaching, these fairy tales and stories are shown.*
Key words: children's literature, Hans Christian Andersen, Antoine De Saint Ekzyuperi, Malorie Blackman, Cressida Cowell, Eric Carle, Frank Cottrell Boyce.

Ilm madaniyat va san'at uzviy bog'langan holda bir biridan ozuqa olib rivojlanadi va taraqqiy etib kelmoqda. Yozuv paydo bo'lmagan davrda sa'nat, adabiyot inson sivilizatsiyasining boshlang'ich namunalari sifatida namoyon bo'ldi. Shu tariqa inson tafakkurining rivoji ilm-fanni madaniyat va sa'nat orqasidan yetakladi. Shu o'rinda ilm fanning otasi bu inson tafakkurining mahsuli madaniyat va san'at deya olamiz. Adabiyot fanining ildizlari folklor, og'zaki adabiyot bo'lsa, bolalar adabiyoti fanining tarixi ham og'zaki va yozma bolalar adabiyoti san'atiga borib taqaldi. An'ana va qadriyatlar, madaniyat, san'atni taftish qilish va o'rganish bu ilm fanning vazifasidir.

Til o'rganish va uni o'qitish alohida san'at va ilmdir. Chet tilini o'rgatish, uni eng oson va salmoqli usullar bilan mukammal o'zlashtirish bu o'qituvchining mahoratidir. Tillarni o'rgatishda juda ko'p usul va metodlar qo'llaniladi. Shu asnoda til o'rgatishda adabiyotning, aynan bolalar adabiyotining o'rni va ahamiyati haqida ushbu maqolada fikr yuritiladi.

Til o'rgatish jonli jarayonga borib taqaladi. Bu metodika noan'anaviy o'qitish usullaridan sanaladi va eng samarali usuldir. Har kungi muloqotda qatnashish, ko'p ishlatiladigan so'z birikmalari va gaplarni tinglash orqali o'rganish tilni oson va tez o'rganilishini ta'minlaydi. Adabiyot bu jonli jarayondir. Bolalar adabiyoti tili sodda, bolalar uchun oson tushuniladigan, yengil o'qiladigan va asosiysi qiyin bo'lmagan gap tuzilishiga ega bo'lgan sohadir. Kichik yoshdagi, maktab yoshdagi va hattoki til o'rganadigan barcha talabgor uchun eng sermahsul usuldir. Bolalar adabiyotidagi hikoya, ertak janrlari eng sodda va bir xil shakllangan qolipga ega bo'lgani uchun chet tilini o'rganishdagi tinglash, o'qish, yozish va gapirish mahorati oson o'zlashtiriladi va bu o'rganuvchida o'ziga nisbatan bahoni yuqori berishda namoyon bo'ladi va o'ziga bo'lgan ishonchni orttiradi. Bolalar adabiyotidan foydalanishning ta'limdagi yutuqlari haqiqatdan ham juda boydir. Chunki bu o'rganuvchilarda hikoyaning oxirida shaxsiy munosabatini bildirishda namoyon bo'ladi. Ertak va hikoyani eshitib o'qib bo'lgandan so'ng, hikoya va ertakdan nimani o'rganganliklarini, nimani foydali va zararli; kerakli va keraksiz; yaxshi va yomon tomonlarga ajratganliklarini yozma va og'zaki bayon etishni o'rganadilar. Bunda nafaqat chet tilini o'rganish, balki shaxsiy fikrni rivojlantirish, munosabat bildirish ko'nikmasini ham egallaydilar. Yana bir muhim jihati hikoyalar va ertaklar umumiy mavzularga asoslangan bo'ladi va bu til o'rganuvchini barcha sohalar haqida ma'lumotga ega bo'lishga, turli sohada gapira olishini, barcha sohadagi ma'lum so'z birikma va lug'atlarni o'zlashtirishini ta'minlaydi.

Hans Kristian Andersen, Antuan De Sent Ekzyuperi ertaklarini til o'rganish uchun tanlash maqsadga muvofiqdir. Zamonaviy ingliz bolalar adabiyoti namoyondalaridan esa Malorie Blackman, Cressida Cowell, Eric Carle, Frank Cottrell Boyce kabi taniqli bolalar yozuvchilarining hikoya va ertaklari nafaqat til o'rganish uchun, balki ma'naviy ozuqa olish va bolalar ruhiyatini to'g'rilash va dunyoqarashini yanada yaxshilash uchun yetakchi asarlar hisoblanadi.

Hikoya va ertak, qissalardagi monolog va dialoglardan o'quvchi albatta muloqotda foydalanadi va bu hech qanday majburiy yodlashlarsiz xotirada qoladi.

Hans Kristian Andersenning **A story** (Bitta hikoya) nomli ertagida shunday suhbat keladi:
"What is the matter with you" he asked her.
"Well, the matter with me is," she said.
"Senga nima bo'ldi", deb so'radi u qizdan.
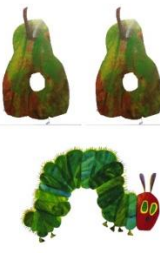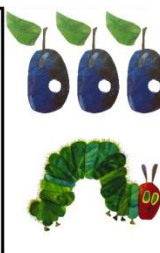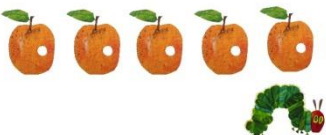"Yaxshiman, hammasi joyida" dedi u.

Yuqoridagi so'z birikmasi bo'lib alohida so'zma-so'z tarjima qilinganda boshqa ma'no ifodalanadi, ushbu dialogdan o'rganuvchi so'z birikmasini xotirada saqlab qoladi va buni muloqot paytida qo'llaydi.

Deyarli barcha ertaklarining boshlanishi There is/are, was/were bilan boshlanadi va bu bilan tasvirlashni ham o'rganib olish qiyin emas. Masalan: "There was once merchant who was so rich that he could have paved the whole street with gold and would even then have had enough for a small alley".

"Bir paytlar bir savdogar bo'lgan ekan. U juda boyligidan, butun kuchaga tosh o'rniga oltin yotqizishga va hattoki tillodan kichik yo'lak qila olish uchun yetarlicha oltinga ega bo'lgan ekan". Ushbu tasvir The Flying trunk (Uchar chemodan) ertagining boshlanishi bo'lib, ertak nima haqida, uning kim yoki nima to'g'risida ekanligini ko'rsatib bergan. O'quvchi ertaklarni mutolaa qilar ekan qolip so'zli birikmalarni takror o'qish va gapirish mahoratida ko'nikma paydo bo'ladi va u xuddi ona tilidek gapirishida namoyon bo'laveradi.

Rasmli bolalar ertak va hikoyalari juda qisqa va sodda va tushunarli gaplar bilan yozilgan bo'lib, har bir ertakda alohida so'z yoki grammatik gap tuzilishini o'rganishadi. Masalan, taniqli bolalar yozuvchisi Eric Carclening The very Hungry caterpillar (Ochko'z kapalak qurti) ertagining matni juda qisqa va oson bo'lib, o'rganuvchi hafta kunlarini va ayrim so'zlarni majburan yodlashlarsiz esida qoldiradi va uni aytib berish mahorati ham shakllanadi. "Hikoya bir vaqtning o'zida o'quvchi, rassom va tinglovchi tomonidan sharhlangan".

Tasvirli hikoya va ertaklar o'quvchiga matnni o'qishda va uni tushunishda katta kuch va yordam beradi. Vizual, ya'ni ko'rish orqali eslab qolish va tilni o'rganish eng oson va sinalgan usullardandir. Sipening ta'kidlashicha "rasm kitoblari visual xotirani rivojlantirish uchun qimmatli manbalardir" deydi. Yuqoridagi tasvirlarga e'tibor bersak nafaqat hafta kunlari, balki 1 dan 5 gacha sanash, mevalarning tasviri va nomlari, ularning birlik va ko'plik shakldagi formalari hech qanday grammatikani o'rganishsiz o'rganuvchiga tushunarli bo'ladi.

On Monday he ate through 1 apple. But he was still hungry.

On Tuesday he ate through 2 pears, but he was still hungry.

On Wednesday he ate through 3 plums, but he was still hungry.

On Thursday he ate through 4 strawberries, but he was still hungry.

On Friday he ate through 5 oranges, but he was still hungry.

On Saturday he ate through 1 piece of chocolate cake,

Asl bolalar uchun yozilgan asarlar o'sha tilning va yosh avlodga bo'lgan e'tiborni yaqqol ko'zgusidir. Barcha zamonda yaratilgan ertak va hikoyalar doimo o'sha til o'rganilishida asos bo'lib xizmat qiladi. Grammatik jihatdan tahlil qilib o'rganilishi kerak bo'lgan gaplar hikoyada keltirilgan dialoglar va monologlar orqali o'rganiladi. Adabiyot orqali chet tilini o'rganish bu o'sha millat bilan suhbatda bo'lib tilini o'rganish bilan barobardir. Chunki adabiyot bu jonli tildir. Millatning eng dolzarb muammolari, urfda bo'lgan so'z shakllariyu birikmalari barchasi adabiyotga ko'chirilgan bo'ladi. O'rganuvchining yoshiga ta'sir qilmagan holda chet tilini o'rganishda bolalar uchun yozilgan rasmli, grafik asarlar salmoqli o'rin tutadi, til o'rganishda vositachi rolini o'taydi deb ayta olamiz.

Bolalar adabiyotidan foydalanishning qo'shimcha afzalligi gapirish, yozish, tinglash va o'qish kabilar o'rtasidagi aloqani rivojlantira oladi. Shu bilan birgalikda bolalar adabiyoti namunalari orqali chet tilini o'rganish to'rt mahoratning teng rivojlanishiga ko'mak beradi. Bunda ko'proq speaking (gapirish), listening (tinglash) ko'nikmalarini shakllantiradi. Demak, til o'rgatishda bolalar adabiyotining o'rni ahamiyatli va foydali ekan, ushbu usulni til o'rgatishda qo'llash va o'rganuvchini ertak va hikoyalar orqali tez va qulay, mukammal o'rganishga ishontirish o'qituvchining pedagogik mahoratidir.

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SUBSTANCE AND FUNCTION OF THE PARALOGY

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Annotatsiya. Insonning jamiyatdagi o'ziga xos tarixiy shart-sharoitlari va joyining xilma-xilligi bilan ijtimoiy xulq-atvori, birinchi navbatda, kishilarning til yordamida imkoniyatli muloqotiga sabab bo'ladi.

Kalit so'zlar: paralogiya, moddiylik, til, ijtimoiy kategoriya, funksiya.

Аннотация. Социальное поведение человека при всем многообразии конкретных исторических условий и места человека в обществе обусловлено, прежде всего, возможностью общения людей с помощью языка.

Ключевые слова: паралогия, субстанция, язык, социальная категория, функция.

Abstract. Social behavior of man with all the diversity of specific historical conditions and place of the person in a society is caused, first of all by an opportunity communication of people with the help of language.

Key words: paralogy, substance, language, social category, function.

Language as the direct embodiment of thinking materializes the process and result of man's cognitive activity and fixes in its form is any individual act of cognition as a social category. Verbal communication is in this sense a condition for the existence of man in a society that gives him the opportunity to develop material production as a basis all life. Language is by function a tool of communication, material and spiritual education, containing all the cognitive wealth of a person in an individual and the social aspect, fixing in a material form his individual and public consciousness. Proceeding from the fundamental definition of language, direct reality of thought, which is generally confirmed by the data of modern science in its various aspects (linguistics, psychology, physiology), it can be argued that the language is the only universal means of expressing the entire process of thinking rights. This premise gives grounds for talking about the absolute ability of the language express both the structure, the framework of thinking, and the filling of this framework by any conceptual content. Expressive resources of the language are made up of the sum of system and structural means at all levels of its material substance. Language is the primary natural expression of human thought. It should be said that language communication does not occur in a vacuum, and participants' communications are subject to the influence of all circumstances involved in the communication situation, whose awareness is to some extent contained in speech works. Just on against this background, the language reveals all its expressive possibilities. The process of verbal communication always occurs in some concrete situation, which contains many factors that are important for the content of the 6th communications. Thus, any dialogue, for example, is always "tied" to specific individuals with features of their voice, facial expressions, the context - the topic of conversation, etc. All these conditions transform the general scheme of communication and speech act with the participation of language factors, for example, assumptions with its structure in interaction with all incidental factors, such as the mentally speaking state of the speaker, his manner of gesturing, the presence of unauthorized persons (which may be the reason for using "hints", etc.). Awareness of the need to include in one form or another in the linguistic research of factors directly accompanying speech, in modern Linguistics was clearly expressed in the "Theses of the Prague Circle" in which the concept of a functional approaches to language naturally required the expansion of the concept of "means of language communication". In connection with this, these theses draw attention to the fact that "it follows systematically to the speaker at his direct communication with the listener, gestures relevant to the problem linguistic regional unions. "The theoretically conceivable possibility of communication, so to speak, in sterile conditions is associated with the creation of a purely logical language, where the unambiguous structure strictly determines the nature of information the independence of any conditions. (I.C. Brown, Loganudy the gestures accompanying and supplementing the verbal manifestations of a logical language: requirements for the logical language of Brown :) maximum availability; 2) neutrality; 3) simplicity; 4) completeness; 5)

uniqueness. The study of the processes of verbal communication of information, therefore, should always rely on both linguistic and non-linguistic factors (or articulated and not articulated signs). Two pianas of language information, notes, for example, R. Dickson, namely the meaning internal and external and the first (internal) he refers to himself text, and the second (external) refers to the situation. To extract the actual values from the language structure. "Only the weight of a complex situation reveals to us the full and real meaning of the speech fragment," notes R. Dickson.

In the process of language development, the attendant circumstances in communicative process can be typed, and at the level of some generalization, these factors can be fixed in a specific area of language communication. These are knowledgeable for the language external, extra-linguistic factors consolidated their a certain speech type, as a result of which a symbiosis of intra and extra linguistic characteristics of the speech act. Despite the transitory nature of the external circumstances, there are some stereotypes of situations that accompany one type or another communication and defining this or that concrete content of the act of communication. The standard of speech situations arising on the basis of general laws communication, leads to the creation of a stable interaction of some speech samples with paralinguistic means specific for each specific language. Such an interaction includes, for example, the stereotype of an ellipse and an index test, question-answer and facial expressions, exclamatory sentence and features of voice and etc. In live speech communication, many circumstances accompanying the whole statement, and its fragments, and non-linguistic factors only accompany speech.   All non-linguistic factors play a supporting role in communication, the language plays main role, and it is always open for him to use for the message only own means. In this case, two phenomena that are not may indicate a somewhat different role of non-linguistic factors: 1) the language of the deaf, where the essence of gestures and symbols can be treated in two ways and as primary (actually language) system, and as a secondary (code - deputy); 2) sign language of some peoples, which can be regarded as a symbolic system of secondary origin, existing on the basis of natural language. Paralinguistic is a new linguistic discipline that deals with by studying the factors that accompany speech communication and participating in the transmission information (from the Greek couple - about). The prefix "pair" is currently used for the designations of the branches of science dealing with related spheres and being auxiliary to the subject of research proper (for example, parapsychology).

At the present time the name "paralinguistic" is firmly established in linguistics to denote the branch of science, engaged in the whole sphere of non-verbal communication. The paralinguistic aspect is of interest to linguistics only in combination with the study of verbal communication. The case of the so-called purely non-linguistic communication (for example, telepathy) Lie already outside the sphere of linguistics and paralinguistic, and is at the junction of psychology with physiological the process of combining the actual linguistic and non-lingual factors that accompany unequivocal transmission of communication, can be explained by two reasons: first, determined by the redundancy of the choice of verbal means, and secondly, the material concreteness of the communicative process. The nature of this peculiar, because it does not constitute an organic compound of intra- and extra linguistic factors, but is in its essence an amalgamation, lying on surface of the tongue. The extra linguistic factor cannot be included in the structure of the language, since the language system functions independently of external factors. In principle, the language the system itself is always sufficient, in order to express internally any mental content, including feelings, wills and various kinds of emotions. The removal of the redundancy of a speech utterance, dictated by certain goals communication, when verbal communication is virtually destroyed. It is in these paralinguistic means compensate for the missing minimum of the verbal structure of the utterance. When implementing a statement at the expense of its own structure of the language in the example *"Give me the book Anna Karenina"* by A.N. Tolstoy all other means are redundant. When folding of this phrase *"Give me that book"* indicating the bookcase communication is not destroyed, since here the gesture will suffice to compensate for the meaning of that book. When uttering only *"Give me"* not only removes any redundancy of the language, but eliminates and the very minimum that is necessary for understanding this phrase. To restore the information contained in this phrase, you must already have paralinguistic means as a compensating factor in the act of communication. It would generally be possible to distinguish two concepts: a) paralinguistics - as the science of not language proper. b) paralanguage - as the totality. However, in literature at the present time there is only the term "paralinguistic".

Research work in this direction was carried out by historians of culture, philology, psychologists, anthropologists and other specialists. The range of issues discussed initially within paralinguistic, covering all kinds of kinesics (gestures, pantomimes), all kinds of phonation (speaking, vocal art) and

all kinds of communication (situational context, dialogue).The scientific study of kinesics was initiated by Ch. Darwin, who fundamentally explored the question of the relationship between the origin of language and development gestures and facial expressions. Body movements involved in the transmission of information in the process of communication in the animal world and to its specific kind in human society to a large extent was explained by the search for universal regularities in any system of signs, considered in the semiotic sense includes the whole complex of kinetic phenomena and a number of other semantic markers. Functional understanding of the paralinguistic phenomena considered not in as an independent semiotic means, and the means accompanying the verbal transmission of information, presupposes a strict delineation of all sound, kinetic and other manifestations of human communicative behavior from those of them who are included in the complex of speech behavior and language communication.

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INNOVATIVE TECHNOLOGIES IN LEARNING FOREIGN LANGUAGES
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Annotatsiya. Maqolada xorijiy tillarni o'qitish jarayonida zamonaviy ta'lim texnologiyalari, jumladan, innovatsion axborot-kommunikatsiya texnologiyalarining o'rni va ularning o'quv-tarbiya jarayonini takomillashtirish va samaradorligini oshirish borasidagi ahamiyati ochib berilgan.
Kalit so'zlar: ta'lim jarayoni, chet tillarni o'qitish, innovatsion texnologiyalar, axborot-kommunikatsiya texnologiyalari.
Аннотация. В статье раскрывается место современных образовательных технологий, в том числе инновационных и информационно-коммуникационных технологий в процессе обучения иностранным языкам, и их значение в повышении эффективности учебно-воспитательного процесса.
Ключевые слова: процесс образования, обучение иностранным языкам, инновационные технологии, информационно-коммуникационные технологии.
Abstract. The article reveals the place of modern educational technologies, including innovative and information and communication technologies in the process of teaching foreign languages, and their importance in improving the effectiveness of the educational process.
Key words: educational process, foreign language teaching, innovative technologies, information and communication technologies.

After the independence of the Republic of Uzbekistan, attention to improving the education process has increased. Fundamental changes have been made in the education system. The country has introduced continuous education, educational institutions are equipped with the latest equipment, new pedagogical and information and communication technologies are used in the educational process, which contribute to improving the effectiveness of the educational process, and through the introduction of the latest scientific achievements, it implements the tasks of educating a creative, active, spiritually rich, comprehensively developed person.

The needs of our state for highly qualified specialists who are able to establish business contacts and business cooperation with foreign partners, specialists who speak a foreign language at a professional level, are reflected in the working curricula of the country's universities.

Today, a foreign language is not just a part of the culture of a certain nation, but it is also the key to success and a successful future career for students. Achieving a high level of foreign language proficiency is impossible without fundamental language training in higher education. In most universities in the country, students master at least two foreign languages. It is important for a teacher to know the latest methods of teaching a foreign language, special teaching techniques and techniques in order to optimally select a particular method of teaching in accordance with the level of knowledge,

needs, and interests of students. After all, teaching methods are not simple "algorithmized units", their rational and motivated use in foreign language lessons requires a creative approach on the part of the teacher, because "pedagogy is a science and art at the same time, so the approach to choosing teaching methods should be based on the creativity of the teacher."

At the same time, a wave of information is rapidly entering the social life of the Republic. Rapid acceptance of information, its analysis, processing, theoretical justification, conclusions, and communication to students is a topical problem of the education system. To successfully solve these problems, it is necessary to introduce modern educational technologies into the educational process. The use of modern pedagogical technologies in the educational process requires, first of all, to be aware of these technologies.

Educational institutions in Uzbekistan - academic lyceums, colleges, and higher education institutions - currently use technologies such as modular educational technology, collaborative learning technology, didactic games, and problem-based learning technology. In addition, the lessons of scientific discussion and free exchange of opinions are widely used. Our experience shows that the extensive use of information and communication technologies in foreign language classes increases their effectiveness. In the process of studying grammatical phenomena in foreign language classes, it is advisable to use computer technologies (Internet), open discussions, guided tours, auctions, press conferences, competitions, etc. The Introduction of innovative technologies in the educational process serves to solve the existing problems in a positive way.

The technological approach to the design of teaching activities is implemented in stages. First, the general, leading goal of pedagogical activity is defined; secondly, the direction of activity is identified for a certain period of time based on the general goals of the process of pedagogical activity, and on the basis of its internal features, specific goals are determined; third, the theoretical knowledge, skills and practical skills of students are diagnosed.

Recently, the Internet has been widely introduced into the educational process. Its use in teaching foreign languages has its own peculiarities. First of all, the Internet creates a natural language environment for foreign language learners. However, when organizing such classes, it is necessary to keep in mind the didactic goals of the class and the features of students ' cognitive activity. Using the information resources of the Internet, you can integrate them into the educational process, more effectively solve a number of didactic tasks in the English language lesson:

a) to form reading skills and skills, directly using the materials of the network of different degrees of complexity;

b) to improve listening skills based on authentic audio texts of the Internet;

c) improve the skills of monological and dialogical utterance based on the problem discussion presented by the teacher of the network materials;

d) improve the skills of writing, individually or in writing, making responses to partners, participating in the preparation of essays, essays. The combination of various types of work in the classroom with the use of information technologies can solve the problem of developing students ' motivation, implement a personality-oriented approach to teaching multi-level students, and organize the entire educational process more efficiently. The use of the Internet in the educational process creates opportunities for independent search for information, listening to texts, enrichment of vocabulary, etc. All this increases the efficiency of the educational process, increases the knowledge, skills and abilities of students. In conclusion, the use of innovative technologies in the process of teaching foreign languages helps to improve the vocabulary of students, their understanding of word associations, and overcoming errors in speech language material. Their use allows you to increase the volume of work performed in the classroom by 2 times, improve knowledge control, and develop research skills. Innovative methods allow us to achieve the following goals:

1) accessibility of perception of educational material;
2) systematization of knowledge;
3) development of creative abilities of students;
4) self-education;
5) removal of psychological barriers (fear of communicating, making mistakes);
6) understanding of educational material, analysis of the learned material.

Thus, the use of various innovative methods of teaching foreign languages has a number of advantages that help teach students to actively acquire new knowledge, develop their creative and organizational abilities, and provide a powerful incentive to learn the language. Innovative technologies

allow you to perfectly combine theory with practice, form knowledge of the subject, professional skills and abilities. The use of computer technologies in the learning process affects the growth of professional competence of teachers, it contributes to a significant improvement in the quality of education, which leads to the solution of the main task of educational policy.

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MEDICAL DISCOURSE IN MODERN LINGUISTICS

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Annotasiya. Maqolada so'nggi besh yildagi ko'p tuzilmali (ingliz va o'zbek tillarida) ilmiy diskursni o'rganishning asosiy yo'nalishlari va xususan uning turlaridan biri – tibbiy terminologiya haqida qisqacha ma'lumot berilgan.

Kalit so`zlar: Ilmiy diskurs, tibbiyot diskursi, semantik, affiksatsiya, dermatovenerologiya.

Аннотация. В статье представлен краткий обзор основных направлений изучения научного дискурса и, в частности, одного из его типов – медицинского – в разноструктурных (английском и узбекском) языках последних пяти лет.

Ключевые слова: научный дискурс, медицинский дискурс, семантик, аффиксация, дерматовенерология.

Abstract. The article provides a brief overview of the main areas of study of scientific discourse and, in particular, one of its types - medical - in the different structural (English and Uzbek) languages of the last five years.

Key words: scientific discourse, medical discourse, semantic, affixation, dermatovenerology.

The complexity of the linguistic system led researchers to appeal to its various aspects: both formally, and in semantic and functional relations. In the middle of the XX century language learning has become complex, linguists are increasingly turning to the specifics of language units, due to the goals of communication. The sphere of interests of linguistics began to include the situation of communication, the socio-psychological characteristics of its participants, their worldview. Thus a discursive linguistics was formed, considering both linguistic proper and extralinguistic phenomena in their interconnection. The term "discourse" also means the dynamic process of linguistic activity, included in the social context, and the result of this activity, i.e. text.

Discursive linguistics is a relatively new phenomenon in the Uzbek science of language; therefore, up to the present, there is no generally accepted classification of discourses, although some of their types are quite fully characterized. V. I. Karasik writes: "Apparently, in modern society, the following types of institutional discourse can be distinguished: political, diplomatic, administrative, legal, military, pedagogical, religious, mystical, medical, business, advertising, sports, scientific, stage and mass information ". These types of discourses are, to varying degrees, but diversely studied by Russian linguists.

Texts that become the object of study of linguists belong to different fields of knowledge. These are primarily economic texts (L. G. Prosvirnina), medical (I. V. Semenchuk, A. N. Tovstyko; Loginova), legal (E. L. Klyuchnikova) , texts from the energy sector (Yu. V. Kobenko, N. N. Zyablova) and computer technology (T. I. Koykova), literary works (O. P. Kasymova, A. Sazonova), as well as individual copyright texts.

In the work on the study of the language of medicine, it is possible to single out, first of all, extensive. Studies of medical terminology, semantics and word formation of medical terms, works devoted to their comparison in different languages, as well as the study of the term fields of individual branches of medicine (dermatovenereology) . Also studied are the syntax features of medical discourse and the specifics of individual genres (clinical protocol, medical records of inpatients). So, E.I. Sakhratova and A.V. Ageeva consider the features of word formation in English and Russian medical terms. Researchers pay special attention to metaphorization and derivation, noting the increasing internationalization of Anglicisms in medical discourse [1].

The work of medical terms in English is also devoted to the work of M. A. Loginova, who distinguishes among the most active methods of derivation affixation (inhaler, unstable, disconnection),

phrasing (thromboembolism), conversion (acid), abbreviation (Adverse Event (AE), Atrioventricular (AV), Investigational Product (IP)), borrowings, which most often include the names of diseases, syndromes and symptoms (parkinsonism, albinism).

I.S.Danilova and Yu.S. Danilova study medical eponymous terms in English and Russian and note an increase in the potentiality of a common name as its degree of abstractness grows, as well as the participation of eponyms in the process of synonyms with absolutely medical terms (for example, the eponymous term Down syndrome (English) Down syndrome (DS) or Down's syndrome the absolute term English trisomy [3].

Van Ke Yong and S. V. Shuripa consider the affix method of word formation of medical terms in the Korean language and note the greater productivity of suffixes of English origin in medical discourse compared to the general literary one, as well as the equal frequency of the prefix method [2].

The metaphor in the English medical discourse became the subject of study in the work of I.V. Semenchuk and A.N. Tovstyko. They consider the features of metaphorical transfer in the terminological system related to the field of gastroenterology. At the same time, the authors specify that the principles of metaphorization in different branches of medicine are different and are directly related to the specifics of the field. Thus, in anatomy based on the study of the external characteristics of an object, metaphorical transfers based on the size, shape, position of an object in space prevail, and in therapy, visual, acoustic tactile characteristics play a significant role, metaphors associated with sensations in psychiatry - conceptual metaphors, etc. In gastroenterology, the authors identified household (bowel wall - intestinal wall), conceptual (digestive disturbance - digestive upset), geographical (gastric area - gastric field), biomorphic (tail of the pancreas - pancreatic tail), geomorphic metaphors (Sigmoid colon - sigmoid the intestine, bilocular stomach - a two-cavity stomach) and somatism metaphors (hairy tongue). From the point of view of structure, the most productive way of forming metaphors is terminological combinations [4].

Of interest are studies on a particular genre of scientific medical discourse. The work of O. V. Romashova examines the genre-style features of the medical records of inpatients, interesting for their integration of official-business and scientific styles of speech. The author defines the main function of this genre as informative-cumulative and reveals in the medical records texts such features of a scientific style as the presence of medical terminology and terminological expressions (traumatic brain injury, fracture of the proximal phalanx of the first finger of the left hand without bias, favorable prognosis), abbreviation (ADHD, RTCH), passive constructions (the following results were obtained during the study, noted after the treatment), verbal nouns (improvement, deterioration), incorrect cial elements: numbers, graphs, radiographs.

Thus, our brief review of the research in the scientific linguistic style of speech that exists in the modern linguistic space allows us to determine the most actively developed areas: term systems in terms of their origin, word formation and semantics of terms, features of scientific syntax, methods of authorization and expression expression in scientific discourse, types of metaphors, a comprehensive study of individual genres - and to identify the need for further study of scientific discourse, including in the diachronic aspect, and the prospects for its development.

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THE ROLE OF INTERACTIVE METHODS OF TEACHING IN ENGLISH LESSONS

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Annotatsiya. Ushbu maqolada hozirgi kundagi dolzarb masalalardan biri hisoblangan ta'lim tizimida, xususan ingliz tili darslarida interaktiv metodlarni qo'llash va uning ahamiyati yoritib berilgan.

Kalit so'zlar: interaktiv metodlar, innovatsiya, Ingliz tili, o'quv jarayoni, ta'lim texnologiyalari, axborot.

Аннотация. В статье освещена одна из актуальных проблем в системе образования, в частности на уроках английского языка с использованием интерактивных методов и ее значение.

Ключевые слова: интерактивные методы, инновации, английский язык, образовательный процесс, технологии обучении, информация.

Abstract. In this article highlights which is considered one of the current issues in the education system, particularly in the English language lessons using interactive methods and its importance.

Keywords: interactive methods, innovation, English, education process, educational technology, information.

The importance of foreign language proficiency for a modern specialist of any non-linguistic specialty is dictated by time and reflected in the requirements of program documents, where a foreign language appears as a Federal component of the state educational standard. This importance should also be reflected in the end result of the training. Moreover, modern requirements to the level of professional training of a specialist in terms of foreign language proficiency imply not only the ability to understand written and oral speech, as well as writing and speaking, but also the ability to effectively operate in a foreign language communication, which implies a much higher level of language, speech and extra-language training. But the practice of teaching foreign language to students shows that there are a number of different levels of problems that affect the organization of the learning process, and its content, and the final result. The unsatisfactory quality of the latter was the reason for writing this article, the purpose of which is to identify as fully as possible the existing problems in this area, which will allow us to further outline ways to solve them.

At the present stage of the development of modern methodical thought, the basic structural unit of the educational process in a foreign language is that the lesson is seen as a complex act of communication, the main purpose and content of which is practice in solving problems of interaction between subjects of the pedagogical process, and the main way to achieve the goal and master the content serve motivated communicative tasks of varying degrees of complexity. Scientists believe that the integration of technologies in learning a foreign language is inevitable, therefore, considerable attention is paid to the introduction of innovative technologies in the educational process. The problems of pedagogical innovation constantly attract the attention of modern researchers, who have identified and substantiated the main methodological as well as theoretical principles of innovative educational activities[1].

As the experience of teaching a foreign language and the experience of numerous teachers of practice shows, it is not always possible to organize speech interaction in a lesson using traditional methods and forms of work. The basic methodical innovations today are connected with application of interactive methods and receptions of training to a foreign language. Interactive methods are methods that allow you to learn how to interact with each other; and interactive learning, built on the interaction of all students, including the teacher.

The innovative methods also deal with this process and their aim is to evaluate the activities of a teacher and learners using new ways and methods of teaching including new technical means of teaching. As we know that methodological approach in teaching foreign languages may be divided into three groups. They are Passive methods, Active methods and also interactive methods. If we speak here in the first place about the passive methods, it should be noted that in Passive methods a teacher is in the centre of teaching. Secondly, in Active methods learners are also active. Their role and activity is equal in the process of interaction. Learners may ask questions; express their ideas with a teacher. The last but it is in the first nowadays interactive method or approach is a modernized form of active methods. The

most of teachers usually understand or mean cooperative action during the lesson. But here attention should be focused on inner action too. The learners should have inner motivation which involves them into active work or active participation at the lesson. In interactive method teacher's role is to direct learners activity to getting the aim of the lesson which include interactive exercises and tasks[2]. Below some types of interactive methods are given:

Brainstorming. It is technique for generating new ideas on a topic. These methods stimulate creative activity of the learners in solving problems and express their ideas freckly. Various variants of solving the problem are usually given here. In brainstorming quantity of utterances is important but not the quality. Teacher should listen to all utterances and not criticize them. Instead of this he inspire the learners to give as many variants of solving the problem as he (or she) can. Lacks of criticism create favorable conditions for the learners to express the ideas freely and these of course motivate them. At the end of brainstorming activity all the expressed utterances are written and then analyzed.

The effectiveness of the use of educational games in English lessons has long been known. The game helps to make the lesson more interesting and fun.The game is a traditional, recognized method of training and education. This is a unique means of non-violent learning for children. The game meets the natural needs and desires of the student, and therefore with its help he will learn with pleasure. I would like to note the great potential of the game as a means of teaching English.

Gaming activity in the English class not only organizes the process of communication in a foreign language, but also brings it as close as possible to natural communication. The game develops mental and volitional activity.

Cluster. The next innovative method is cluster. It is one of widely used methods in teaching a foreign languages now. It can be used in all stages of teaching English to both young and aged learners. In presenting new words a teacher writes a new word on the blackboard. And then learners tell the words that can be used together with the given word.

For ex.: "My family"

Then teacher gives a task to make up word combinations with the word "book": my book, a good book, an interesting book, a nice book, etc. This method involves all the learners into active work and forms of motivation. It can be effectively used in improving monologic speech habits and skills.
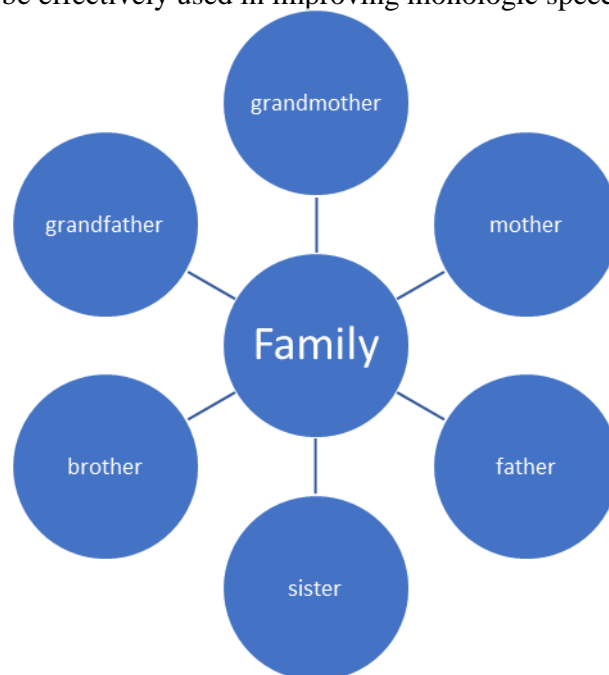
Role playing. Role playing is also one of the activity used in teaching innovative methods. They are made to improve the efficiency of teaching. Role playing involves the learners into active work by positively influencing on their inner activity. This creates favorable conditions for cooperative work. Such atmosphere creates their motivation, personal potentials of inner activity and helps to form practical skills and habits. During the role playing such skills as creativity, getting out of the difficult situations, resourcefulness, self managing are formed and improved. Role playing has not only educational aim, but also has social aims because some life situation are modeled here for teaching.

Multimedia learning. This is the next innovative method. It is the combination of various media types as text, audio and video materials by the help of which teacher presents information to the learners. By using information technology as an innovative teaching and learning strategy in a problem based learning teacher tries to motivate learners to active knowledge through real life problems. Advantages of using multimedia learning: Positively influence on forming speech habits and skills. An effective conclusion retraces the important elements of the lesson and relates them to the objective. This review and wrap-up of ideas reinforces student learning and improves the retention of what has been learned. New ideas should not be introduced in the conclusion because at this point they are likely to confuse the students[3].

In conclusion, it should be noted that all interactive methods and techniques develop communicative skills, help establish emotional contacts between students, teach them to work in a team, listen to their comrades' opinion, and establish more close contact between students and the teacher. Practice shows that the use of interactive methods and techniques in a foreign language lesson relieves nervous tension among students, makes it possible to change the forms of activity, to switch attention to the core issues of the topic of employment. Ultimately, the quality of the material supply and the effectiveness of its assimilation significantly increases, and consequently, the motivation to learn a foreign language from schoolchildren.

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THE FORMATION OF COMMUNICATIVE COMPETENCE OF FUTURE ENGLISH TEACHERS ON THE BASIS OF SOCIO-CULTURAL COMPETENCE

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Annotatsiya. Ushbu maqolada ingliz tilini chet tili sifatida (EFL) o'qitishda ijtimoiy-madaniy kompetensiyaning roli va bo'lajak ingliz tili o'qituvchilarining ijtimoiy-madaniy kompetentsiya asosida kommunikativ kompetentsiyasini shakllantirish usullari yoritiladi.

Kalit so'zlar: kompetentsiya, kommunikativ kompetentsiya, ijtimoiy-madaniy kompetensiya, bo'lajak ingliz tili o'qituvchilari

Аннотация. В данной статье обсуждается роль социокультурной компетенции в преподавании английского языка как иностранного (EFL) и выясняются пути формирования коммуникативной компетентности будущих учителей английского языка на основе социокультурной компетенции.

Ключевые слова: компетентность, коммуникативная компетентность, социокультурная компетентность, будущие учителя английского языка

Abstract. This article discusses the role of socio-cultural competence in teaching English as a Foreign Language (EFL) and to find out ways of the formation of communicative competence of future English teachers based on the socio-cultural competence.

Key words: competence, communicative competence, socio-cultural competence, future English teachers

Introduction. In the scientific literature on methodology the term "communicative competence" was defined by many scholars and various models of communicative competence have been presented. The term "communicative competence" was coined by Dell Hymes [1], an American sociolinguist and anthropologist, in his book *On Communicative Competence* (1972). In the work, Hymes extended Noah Chomsky's theory of "linguistic competence". The concept of communicative competence was further developed by Michael Canale [2] and Merrill Swain [2]. Canale defined communicative competence as "the underlying systems of knowledge and skills required for communication" and divided the communicative competence into four components: grammatical, sociolinguistic, discourse and strategic competence. The socio-cultural competence was included in sociolinguistic competence. Communicative competence (Canale):

1. Grammar competence: the mastery of the language code.

2. Discourse Competence: combination of forms and meanings to achieve a unified spoken or written text in different types of texts.

3. Strategic competence: mastery of verbal and non-verbal communication strategies that may be called into action for two main reasons: to compensate for breakdowns and to enhance to effectiveness of communication.

4. Sociolinguistic competence: socio-cultural rules of use

According to Van Ek [3] the current interpretation of communicative competence includes linguistic, sociolinguistic, discourse, strategic, socio-cultural and social competences. Communicative competence (proficiency) is the result of foreign language teaching, so these components are refracted towards the six Reference levels in CEFR. The domestic model of communicative competence includes the linguistic, sociolinguistic and pragmatic competences. Sociolinguistic and pragmatic competences envelop discourse, socio-cultural, strategic, social competences that are interrelated each other [4].

In the main framework of CEFR: Sociolinguistic competence is concerned with the knowledge and skills required is to deal with the social dimension of language use. As was remarked with regard to socio-cultural competence, since language is a socio-cultural phenomenon, much of what is contained in the Framework, particularly in respect of the socio-cultural, is of relevance to sociolinguistic competence. The matters treated here are those specifically relating to language use and not dealt with elsewhere: linguistic markers of social relations; politeness conventions; expressions of folk-wisdom; register differences; and dialect and accent. [5]

Materials and Methods. Socio-cultural Competence. With respect to the main framework of CEFR, the learner's language competence is assessed based on it. To become a successful user of a foreign language, it is a necessary to consider another aspect of foreign language teaching and learning – the socio-cultural competence. It is known that language and culture cannot be separated from each other as we cannot communicate without expressing our cultures.

People behave a certain way as we were born as Uzbek or English, growing up in a culture they accept its norms and rules and act according to them and learn the culture where they are living. Thus socio-cultural competence is an ability to communicate in a language appropriately and culturally. It is the knowledge of customs, rules, beliefs and principles of a given society.

Canale states socio-cultural competence is "utterances are produced and understood appropriately in different sociolinguistic contexts depending on contextual factors such as status of participants, purposes of the interaction, and norms or conventions of interaction. Appropriateness of utterances refers to both appropriateness of meaning and appropriateness of form".[3] For instance, in one culture it might be appropriate to start a formal conversation with the question "How are you?" and in another it might seem too personal. Every word or a phrase carries a meaning which may be the same, slightly or completely different from a word or a phrase in another language. Compare for example Uzbek birthday wish "Tug'ilgan kuningiz muborak bo'lsin. Bunaqa yoshlarni ko'pini ko'rib yuring" (meaning "Many happy returns of the day, I wish you all the best") and the English birthday wish is "Happy birthday". Although the context is the same, the means and the very meaning are not. In fact, language as a part of human behavior differs from culture to culture. It is not more important for a foreign language learner to master grammar rules than to be able to communicate effectively. This, however, does not mean that grammar should be neglected, because without the knowledge of grammar one can hardly create meaningful sentences or communicate precisely and appropriately.

Results and discussions. Each nation who shares her culture uses various ways to encode meanings into the language. For this reason, a foreign language learner should endeavor to become not only a grammatically but also socio-culturally competent user in the target language. Vegas Puente in his article "Different Views on Socio-cultural Competence" defines as "a familiarization with and appropriation of new codes of expression, new values and, to a degree, new norms of conduct". [6] He does not mean that the foreign language student should abandon one's own identity; instead he should try to acquire a certain skills and to develop certain habits in order to be able to participate in a different society. Thanasoulas in his article "The Importance of Teaching Culture in the Foreign Language Classroom" states that "foreign language learning is foreign culture learning". [7] According to his view of points, culture is incorporated in language. Teaching culture does not mean that the student should learn historical, geographical or political information about the target culture while it might seem interesting to read William Shakespeare's sonnets in the target language. Learning the culture means learning to understand values, beliefs and codes of behavior of another culture in the target language.

For instance, it is hard to imagine that an American would feel offended by an EFL student not knowing that George Washington was the first President of the USA; he/she is much more likely to be shocked if the student asked for help by saying: "Show me the way to the gas station" instead of "Could you please show me the way to the gas station?" or any other polite phrase. To be socio-culturally competent one does not need to have an extensive knowledge about target language society, but rather have knowledge the means to communicate successfully. Thus, culture cannot be perceived as one of the skills – reading, speaking, listening and writing. Culture is an integral part of all the four language skills, without learning culture our communication in a target language would be insufficient. Kramsch explains that, "culture is often seen as mere information conveyed by the language not as a feature of language." [8] She emphasizes that culture needs to become the core of language teaching because it is an inseparable part of language. Among the scholars Canale is known who has highlighted that the sociolinguistic competence is often neglected in favor of linguistic competence. He states that "the sociolinguistic competence is crucial in interpreting utterances for their 'social meaning'…learners will often fail to achieve their communicate ends in the target language, and neither they nor their teachers will really understand why," which can be harmful for their motivation.

Conclusion. To conclude, while communicating in English it is crucial to develop at least basic cultural awareness. Basic knowledge of other cultures can be developed via meeting people of various nationalities, lecturing about different communities and their practices, reading, watching films or even playing games.

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TIBBIYOTDA ATAMALARNING SINONIMLARI VA ULARNI TURLARGA BO'LINISHI
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Annotasiya. Ushbu maqolada tibbiyotdagi atamalarning kelib chiqish tarixi va sinonimlarning tibbiy atamalardagi o'zaro aloqasi, terminologik birliklarini nazariy va amaliy ahamiyati, sinonimiya muammosi va ularning turli xil tibbiy atamalar uchun to'g'ri ishlatilishi ko'rsatilgan.
Kalit so'zlar: atama, terminologiya, sinonimiya, sinonimlarning turlari
Аннотация. В статье рассматривается обоснование необходимости изучения проблем синонимии в терминологии, описаны наиболее распространенные типы синонимических отношений в медицинской терминологии
Ключевые слова: термин, терминология, синонимия, типы синонимов
Abstract. The purpose of the work is the definitions of different types of synonyms and their relationship in the medical terminology. The problem of synonymy is surveyed in the context of correct use of synonyms for different medical terms.
Key words: term, terminology, synonymy, types of synonyms

Til atrofdagi olamni bilish va tushunishda aloqa sohasida alohida ahamiyatga ega bo'lib, bu til iboralarining ma'nosi va [1] mazmunini o'rganish bilan bog'liq boshlang'ich muammolarni hal qilish uchun turli xil yondashuvlar va usullarning paydo bo'lishiga olib keladi. Ushbu muammolar qatoriga tilning terminologik tizimi birliklarining semantik hajmini o'rganish kiradi, uni o'rganish tilshunoslar va fanning turli sohalaridagi mutaxassislarning ijodiy sa'y-harakatlarini birlashtirishni o'z [4] ichiga oladi, chunki bu muammoning muvaffaqiyatli rivojlanishi, terminologik birliklarning ma'nosi ham uslubiy, ham amaliy jihatdan muhimdir. Uslubiy nuqtai nazardan, bu til, fikr va harakatning murakkab, ko'p

parametrli ajralmas qismidir. Amaliy jihatdan ushbu muammoni o'rganish turli xil bilim sohalarida tilning terminologik birliklarini muntazam ravishda taqdim etish va tavsiflashga bo'lgan dolzarb ehtiyoj bilan belgilanadi, fanning turli sohalaridagi terminologik birliklarning ma'nosi va uning o'rganishning nazariy va amaliy ahamiyati terminologik birliklarning semantik hajmini o'rganishni hamda shu asosida ularni muvofiqlashtirish, tartiblash va tasniflashni o'rganishni dolzarb qiladi. Masalan, atamalarni tasniflash va tizimlashtirish tamoyillarining yetarli darajada rivojlanmaganligi, atamalarni tartibga solish va tasdiqlashni tartibga soluvchi hujjatlar yo'qligi bilan bevosita bog'liq, tibbiy bilimlarning turli sohalarida ilmiy ma'lumot almashishda jiddiy to'siq bo'lib qolmoqda. 1989 yilda tibbiy terminologiyani tartibga solish va muvofiqlashtirish bo'yicha Butun ittifoq konferentsiyasida tibbiy terminologiyada umumiy qoidalar zamon talablariga javob bermasligi ta'kidlandi. Chunki lingvistik faktlarni tizimlashtirishning bir usuli bu ularning sinonim qatorga joylashishidir, keyin tibbiy atamalarni soddalashtirish imkoniyatlaridan biri sifatida sinonimik munosabatlarni tildagi tizimli ulanish turlaridan biri sifatida ko'rib chiqish mumkin. Tibbiy terminologiya, insoniyat faoliyatining eng muhim sohasi - odamlarni davolash va hayotini saqlab qolish uchun [3] mutaxassis bilimlari va fikrlarini taqdim etish vositasi sifatida, turli xil tillar materialida turli xil til bilimlari va tushunish paradigmalarida o'rganilganiga qaramay, ta'sirchanlik darajasi har xil, hali sinonim tahlil mavzusiga aylanmagan. Shu bilan birga, zamonaviy atamashunoslik va tibbiyot terminologiyasining yutuqlari terminologiyada sinonimik munosabatlarni keng o'rganish uchun zarur nazariy asos yaratganligini tan olish kerak. Shunday qilib, tibbiyot terminologiyasida sinonimiya muammosining rivojlanishidagi boshlang'ich nuqta - bu atamaning bir xilligi, qisqarishi, hissiy neytrallik kabi belgilarining g'oyasi o'zgarishi. Bundan tashqari, tibbiy atamani mutlaqo maxsus so'z sifatida terminning o'ziga xosligi va rivojlanishida ifodalangan narsa nafaqat konstruktiv, balki tibbiyotning terminologik tizimini ham o'rganishga majbur qiladi. Haqiqatdan ham ishlaydigan tibbiy terminologik lug'at mos kelmaydi. Bu atamalardan biri boshqasiga qaraganda torroq tushunchaga doimiy ravishda kiritilgan yoki kengroq yoki nihoyat butunlay boshqachadir. Terminologiyada sinonimiya ehtimolini inkor etgan holda, tadqiqotchilar bu yerda faqat ikkilik va uchlik mavjudligini ta'kidladilar. Biroq, terminologik birliklar o'rtasida sinonim munosabatlar mavjudligi voqelikni ikki yoki undan ortiq tilshunos birliklar bir xil ma'noda ifodalashning ko'plab dalillarini aniq izohlashni talab qiladi. Asosan, terminologiyada sinonimiya faktlari u yoki bu terminologik tizim rivojlanishining dastlabki bosqichi bilan izohlangan va har qanday ilmiy hodisa to'g'risida yetarli darajada o'rganilmagan. Bizning fikrimizcha, bunday tushuntirishlarga to'liq rozi bo'lish juda qiyin, chunki "Ilmiy tafakkurning rivojlanish darajasi qanchalik yuqori bo'lsa, tadqiqotchida shunchalik ilg'or fikrlash, tugab bo'lmaydigan voqelik paydo bo'ladi, u til shakllarida o'z ifodasini topadi" shu jumladan sinonim. Albatta, raqobatdosh terminologik nomlarning o'zaro uyg'unligi, eng maqbul atamani tabiiy yoki sun'iy ravishda tanlab olish hali ro'y bermagan ob'yektiv mavjud shart-sharoitlar bilan bog'liqligini mutlaqo inkor etib bo'lmaydi. Sinonimik va antonimik yo'qligi tezisi terminologik tizimlardagi iboralar va "bitta atama bitta kontseptsiyaga mos kelishi kerak va aksincha" degan qat'iy fikr, ixtiyoriy ravishda terminologiyada sinonimiyaning ko'rib chiqilishini tadqiqot qiziqishlari atrofiga olib kelgan. Buning oqibati tibbiy terminologiyada individual sinonimik munosabatlarni tahlil qilish va ro'yxatdan o'tkazishda ma'lum bir parchalanish bo'lib, u tibbiy terminologiyada boshqa muammolar ko'rib chiqilishi munosabati bilan uning alohida bo'limlarida sodir bo'lgan. Masalan, ingliz va rus tibbiy terminologiyalari asosida kasbiy lug'atni o'rganayotganda, boshqa har qanday terminologik tizim singari tibbiyotning tubanligi juda ko'p sonli sinonimlarga ega ekanligi aniqlandi. Masalan, Antibiotic-(pencillin, ampicillin, amoxicillin). Drug-(pills, medicine, remedy, dope tonic, tablets). Shu nuqtai nazardan parazitologiyada terminologik tizim tavsifida keltirilgan ma'lumotlarga muvofiq: tibbiy atamalar umumiy adabiy til va umuman fan tili kabi bir xil hodisalar va qonuniyatlarni ishlatadi, shuning uchun sinonimiya kabi hodisalar, antonimiya va boshqalar. Parazitologiyaning terminologiyasi ham o'ziga xosdir.

Sinfografik o'zgaruvchanlik holatlari ingliz terminologiyasida nefrologiya va urologiyada juda ko'p qayd etilgan, bundan tashqari ilgari tibbiy atamalarga xos bo'lmagan sinonimlar hozirgi kunda barcha yangi tibbiy atamalarning 30 foizini tashkil etadi. Tibbiy terminologiyada sinonimiya muammosini ishlab chiqishdan oldin shuni ta'kidlash kerakki, terminologiyada sinonimik munosabatlarni o'rganish zarurligi haqidagi tezisning nazariy jihatdan asoslangan asoslari asosan tibbiy terminologik lug'at tuzilishini ko'plab ilmiy tadqiqotlar bilan tayyorlangan. Uni shakllantirish usullari: oddiy (oddiy atama - bu so'z atamasi) va murakkab tibbiy atamalar aniqlanadi va tavsiflanadi. Murakkab atama - bu ikki yoki undan ortiq elementlar yoki tarkibiy qismlardan iborat bo'lib, yaxlitlik bilan tavsiflanadigan va umumiy adabiy so'zning ma'nosini qo'shish yoki qayta ko'rib chiqish yo'li bilan

shakllantirilgan, klassik til morfemalaridan boshqa atamalarni yaratish, boshqa tillardan so'zlarni o'zlashtirib olish yoki terminologik tizim orqali shakllanadigan atama. Atamalar jihatidan sodda va murakkab bilan bir qatorda, qisqartmalar, terminologik iboralar mavjud, masalan, ACTH (Adenokortikotropeshormon,) EKG (Elektrokardiyogram), X-Straxlung, BGG-Vakzin, Q-Fiber. Quyidagi muntazamlik o'rnatildi: erta kelib chiqish shartlari monokomponentlik bilan xarakterlanadi, keyingi davrlar esa murakkab ko'p komponentli tuzilish bilan tavsiflanadi. Sinonimlarning asosiy xususiyati, ularning bog'liqlik darajasi rasmiy farqlar asosida shaxsiyat va farqning semantik birligi ekanligi sababli, terminologik birliklarning rasmiy va asosli jihatlarini hisobga olish kerak. Tibbiyot terminologiyasida sinonim munosabatlarning o'ziga xos xususiyati tibbiyot sohasidagi maxsus bilimlarning til birliklarida aks etishi, shuningdek ularning rasmiy tomonining o'ziga xosligidir. Bularning barchasi tibbiy terminologiyaning aniq va tizimli sinonim ulanishlari tufayli tizimli ravishda yuqori darajaga ega ekanligidan dalolat beradi. Tibbiy terminologiyaning asosiy vazifalaridan biri terminologik birliklarni sinonimiya nuqtai nazaridan tavsiflash bo'lib, bu turli mamlakatlar olimlari o'rtasida aloqa qilish uchun zarur bo'lgan yagona muvofiqlashtirilgan atamalarni yaratishga yordam beradi.

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THE ROLE OF DISTANCE LEARNING IN FOREIGN LANGUAGES

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Annotatsiya. *Ushbu maqolada ingliz tilini o'qitishda masofaviy ta'limning o'rni va bu borada xorij tajribasi yoritib berilgan.*
Kalit so'zlar: *masofaviy ta'lim, xorijiy tajriba, ingliz tili, innovatsiya.*
Аннотация. *В данной статье освещена роль дистанционного образования в преподавании английского языка и зарубежный опыт в этом направлении.*
Ключевые слова: *дистанционное образование, иностранный опыт, английский язык, инновации.*
Abstract. *this article highlights the role of distance learning in teaching English and foreign experience in this regard.*
Keywords: *distance learning, foreign experience, English, innovation.*

In the beginning of the XXI century our world has undergone tremendous changes associated with the globalization of social relations and the formation of a new type of social organization - information society one of the important directions of which is development of education informatization - the process of providing education methodology and methods of optimal use of modern information technology, focused on process control education and implementation of psychological and pedagogical training purposes. This process is rapidly growing and will continue to grow even more rapidly, because it is based on the objective laws of the development of human civilization. In all developed countries, training is aimed at self-learning, self-education, the ability to independently extract the necessary information, identify problems and find ways to solve them, be able to critically analyze the knowledge obtained and apply it to solve new problems.

The ideal system of education:
- develop in the students the desire to learn;
- provides each student with individually - tailored training manuals;
- gives each student the opportunity to study on an individual schedule;

- continuously evaluates the results of training. "Distance education", or as it is also called - distance learning, is engaged in open-type universities that receive funds for development from the state and are located far from North America. Such training uses a number of radio, television, and modern computer technologies, and programs for higher distance education have already been developed in thirty or more countries around the world. The development of distance education in Europe dates back to the seventies of the last century, when a number of open universities were created for distance education.

Today, every country in Europe has educational institutions that are engaged in the implementation of distance learning programs, the methods of which are developed at a professional level. The greatest interest in training is caused by programs that use the latest information technologies, computers and multimedia, satellite digital television and network technologies. An example is the Spanish national University of Distance Education "Universidad National de Educacion a Distancia" (UNED), which is about twenty years old since its Foundation. This is the largest UNIVERSITY in Spain, which has fifty-eight training centers within the country, as well as nine outside it. This is in countries such as Italy, Germany, England, France, Portugal, the United States and others. About half of the master's degree programs in management in the UK use the method of remote "remote" learning. The open business school at the English University occupies a leading position among European organizations in this field of education. When the feedback method is not used in distance learning, then all the necessary information for lectures and seminars is collected and recorded on any kind of video and audio media (disks, cassettes, MP3). After collecting and recording all the information, it is sent by mail or via the Internet to all educational institutions where it is needed for obtaining knowledge and further education. This method is applicable in the French national center for Distance Learning "Centre National D'enseignement a Distance" (CEND), which was founded in the thirty-ninth year of the last century. About thirty-five thousand students from 120 countries of the world take part in distance learning at this University. About five thousand qualified teachers participate in the development and creation of a large cycle of training courses. One of the most promising directions for the development of distance learning is the interpenetration of ideas of information technologies and advanced pedagogical ideas and approaches.

In modern pedagogical concepts, learning ceases to be considered only as a process of transferring knowledge from the teacher to the student. The defining trend of modern education is the transition to a person-oriented education system. Modern telecommunications in distance learning provide a more interactive way of learning compared to distance learning. Students ' contacts with the teacher are interactive. In order to study effectively in the distance education system, some initial knowledge and hardware and technical support are necessary. Depending on the success of the student, the teacher can use a flexible, individual teaching method, offer him additional, student-oriented blocks of educational materials, links to information resources. Since the time factor is not critical, the student can also choose their own pace of learning, i.e. they can work on an individual program that is coordinated with the General program of the course. The principle is a leading pedagogical principle and requires a pedagogical assessment of each step of designing, creating and organizing a distance learning system. Didactic properties of new computer information technologies are:
- preparation, storage, processing and printing of information;
- demonstration of information on the display screen;
- connection to any electronic banks and databases;
- reception and transfer of information from computer to computer;
- synchronous exchange of information with a partner;
- one of the tools that contribute to improving the effectiveness of training is the widespread introduction of computers in the educational process, in particular the process of teaching foreign languages. One of the most striking advantages of information technology is distance learning. As a result, the pedagogical process goes beyond the traditional restrictions on the unity of place and time. The main principle of distance learning is that those who do not want to learn should move to knowledge, and knowledge should move to those who want to learn. It is important to note that distance learning does not replace, but effectively complements, the traditional education system, enabling students to learn what they want, when and where they want. In other words, distance learning is aimed at organizing productive independent, educational and cognitive activities of the student. Recently, distance learning of foreign languages has been of great interest, as it is a form of education using computer telecommunications, which has become widespread in the world. The purpose of distance

learning of foreign languages is to provide students in educational institutions of higher professional education with the opportunity to master basic and additional educational programs directly at the place of residence or temporary stay. Telecommunications are the main link in the distance learning system, which allows for maximum spatial and temporal independence of students and teachers. The system of distance learning of foreign languages differs from traditional forms of education by its high dynamism, due to the flexibility of the choice of training courses, a large amount of independent work, a variety of forms of educational and methodological support, which makes it possible to dramatically increase the effectiveness of educational processes regardless of the place of residence of students. In recent years, three types of distance learning based on:

1. Interactive television (two-way TV);

2. Computer telecommunications networks (regional, global), with different didactic capabilities depending on the configurations used (using text files, multimedia technologies, video conferences);

3. A combination of CD-ROM technologies and the Internet. The most common method of organizing distance learning involves the use of computer telecommunications in the form of e-mail, teleconferencing, other information resources of regional networks, as well as the Internet. Such an organization provides for the possible use of the latest means of telecommunications technologies, including multimedia, all information resources of the Internet, including video and audio conferences.

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PRAGMALINGUISTIC ASPECTS OF LANGUAGE COMPETENCE IN THE STUDY OF FOREIGN LANGUAGE AT AGRARIAN UNIVERSITY

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Annotasiya. Maqolada til o'rganish ob'ektining ko'p qirrali ekanligi, shuningdek uning funktsiyalarining amaliy tilshunoslikda, umumiy tilshunoslikda, kognitiv fanda xilma-xilligi ko'rsatilgan. Nazariyada agrar sohada tilni o'rganish va tadqiqotlarda qo'llash turli sohalarining paydo bo'lishiga olib keladi.

Kalit so'zlar: chet tili, metodika, o'qitish, talabalar, testlar, pragmatik qobiliyatlar, til ko'nikmalari, qishloq xo'jaligi jihatlari

Аннотация. В статье рассматривается многоаспектность такого объекта изучения, как язык, а также многообразие его функций при изучении языка в аграрной сфере и при проведении исследований.

Ключевые слова: иностранный язык, методика, преподавание, студент, тестирование, прагматические способности, языковые компетенции, аграрный аспект

Abstract. The article examines the multidimensional nature of such an object of study as language, as well as the diversity of its functions lead to the emergence of different areas of research as an agrarian sphere, which include applied linguistics, general linguistics, cognitive science, the theory of language acquisition, and research methods.

Keywords: foreign language, methodology, teaching, student, testing, pragmatic abilities, language competencies, agricultural aspect

Language can be studied from different angles. From a practical point of view, within the framework of applied linguistics, especially the theory of language teaching, such disciplines as psycholinguistics, pedagogy, cognitive science, the theory of language acquisition, testing of pragmalinguistic abilities and many other areas are distinguished. Language testing requires an appeal to pragmalinguistic theory and at the same time is closely related to teaching and learning. Thus, language testing is connected both with the theory of language and with the methodology of its teaching in the agricultural aspects. During training, it is necessary to pay attention to the grammatical equivalents of the constructions in translation, the structure of the language, language functions in words, combinations on the agricultural aspects. It is necessary to remember the individual focus of language testing, to distinguish tests on specific topics, preliminary generalizing. We were able to identify that the study of language testing certainly lags behind research in the theory of language and its teaching. Nowadays, cognitive linguistics, cognitive pragmalinguistics have been sufficiently developed, new sections of

linguistics are being formed, topics such as "tasks of teaching methods", "teaching methods" are being carefully studied methods of collective learning of the language, such as seminar work, as well as other teaching methods foreign languages. Language testing has been studied in much less detail: only "comprehensive" and "communicative testing" are analyzed, new testing methods are not developed. Meanwhile, not only effective motivation to learn a foreign language is important for pedagogy, but also the development of adequate methods of language testing. In recent years, the agricultural aspects of communication have been given attention to foreign language classes. In this regard, it becomes relevant to consider testing linguistic-pragmatic abilities, and linguists are paying more and more attention to this issue. In Uzbekistan, testing of lingo-pragmatic abilities is just beginning to be studied; the relevant works are mainly focused on specific facts, on extensive empirical material.

Significant material and human resources are involved in the scientific work. However, testing methods for the English language are much better developed, but the results obtained cannot be extrapolated to testing in the Uzbek language, so there is an urgent need to study this problem with reference to the Uzbek language. Pragmatic language abilities are a multi-element dynamic structure. Testing lingo-pragmatic abilities is also complex, but not necessarily separate. Testing of pragmatic language abilities shows whether the subject can fully use the knowledge of the language in a real communicative situation. Applying pragmatic skills, the speaker is aimed at achieving a certain effect, must take into account cultural differences, typical communication strategies and tactics, typical reactions of linguistic units. Thus, testing of pragmatic abilities cannot be carried out in isolation; subjects must demonstrate the degree of language proficiency, familiarity with the rules for using its units. When testing pragmatic abilities, one should not strive to clearly distinguish between the linguo-pragmatic aspects of language competence and other language skills and abilities; it is necessary to give a comprehensive assessment of language competence.

When assessing linguo-pragmatic abilities, the ability to build a connected context and understand the meaning of extra-linguistic parameters is important. Each message is included in a specific communicative situation, possessing not only linguistic, but also social parameters, which include, for example, the social distance between the interlocutors, the degree of official communication, the permissible force of verbal impact on the interlocutor, and the cultural level of the communicants. All these factors dictate the selection of words and affect the construction of statements. Thus, when compiling test questions to determine pragmatic abilities, it is necessary to take into account the above factors and present a wide range of communicative situations, for example, a dialogue between a teacher and a student, older and younger, friends and strangers, between a boss and a subordinate. Taking into account the social relations between the communicants determines the correct understanding of the social context of communication and the communicative situation, and thereby mediates the selection of language elements appropriate to the given situation. Knowledge of a foreign language has long been customary to consider in two aspects: static and dynamic. With a static approach to assessment, the degree of possession of a certain amount of knowledge that does not depend on the communication situation is determined; the intellectual abilities that make it possible to master a foreign language are evaluated. Testing lingo-pragmatic abilities requires an appeal to the dynamic principle. The subject who conducts the dialogue must undergo a dynamic assessment. It consists in interaction, during which the level of knowledge of a foreign language is determined, problems are identified and eliminated. The difference between dynamic and static assessments is as follows: the purpose of a static assessment is to control the subject in order to identify his achievements and potential abilities.

With dynamic assessment, the student gets the opportunity to participate in a dialogue, a consultation is held with him, which gives impetus to the disclosure of potential abilities. 3. The principle of diversity. Methods for assessing pragmatic abilities not only determine the amount of accumulated knowledge, that is, the accuracy of ideas about linguo-pragmatic characteristics, but also give an assessment of the ability to apply them. The student should focus not on achieving a certain result, but on the continuous further development of their abilities in the field of pragmatic properties of a foreign language. Emphasis is placed on specific knowledge and psychological characteristics of students. When passing the test tasks, the student must demonstrate a good familiarity with typical communicative situations. Subjects must enter into easy communication, as a result of which they will receive appropriate points. The development of test tasks should be carried out in several stages: a survey, data analysis and trial testing. Checking the degree of fluency in the language takes into account the set of means of language expression and the pace of speech. The student needs to retake the exam if he was unable to pause the speech correctly, used the wrong intonation, incorrectly placed the stress,

violated the rules for constructing sentences and could not clearly express his thoughts. Thus, objective language testing should imitate common communicative situations, appeal to the ability to build a coherent text, enter into dialogue. The language has three key functions - communicative, informative and cognitive. In teaching foreign languages and especially during testing, the first two functions are given more importance, although cognitive also does not go unnoticed. According to the traditional methodology of teaching a foreign language, when performing test tasks, the emphasis is on the accuracy of speech and its compliance with the language norm, in addition, phrases are built very simply, which makes students mechanically memorize rules and template expressions. However, this approach does not allow subjects to demonstrate and develop intellectual abilities [6, p. 23]. In contrast, in pragmatically oriented testing, special emphasis is placed on the logical consistency of statements, independent preparation of the correct sentences, accuracy and clarity of wording. For example, in a reading exam, a student must understand the meaning of the text and independently draw a conclusion from it. This will test the ability to critical thinking. It is not necessary to adhere to the traditional form of exam questions. For testing, a tabular form can be used, in the cells of which it is necessary to enter the answers, other forms of testing are possible. The combination of different forms of test questions, including those that do not have a long tradition, will save both time during testing and objectively assess the level of training of students. In the course of feedback during the discussion of the assignment, the teacher should explain to the student the structure of the text, help to build reasoning logically, contribute to the development of the student's organizational skills, ability to model a communicative situation, analyze and synthesize speech material, build original statements and demonstrate critical thinking. As a result, the class, recreating the real speech situation, gets pragmatically oriented skills of live communication. Classes and various activities give students even more opportunities to apply communication skills as part of speech interaction. The introduction of linguo-pragmatic ability tests into the training system, on the one hand, requires the teacher to use explanations of pragmatically determined points in the learning process. On the other hand, the teacher should not only give theoretical material on linguo-pragmatics, but also introduce pragmatically-oriented tests into the learning process, and develop students' skills in the practical use of linguo-pragmatic data. In addition to testing students' abilities to master the basics of the language and use them in live speech, the purpose of pragmatic ability tests is to identify the ability to creatively apply language knowledge, make sentences, take into account cultural differences, and conform to the manner of communication of different nationalities. Also, the susceptibility of students in the process of cross-cultural communication to the features of the expression of thoughts in another culture is checked. Thus, language testing is a very complex process, requiring the researcher to pay close attention to social, cognitive, language factors, as well as tactics in the learning process, to the methods that are necessary for testing linguo-pragmatic abilities.

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WAYS OF INCREASE OF MOTIVATION OF STUDENTS TO LEARN A FOREIGN LANGUAGE
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Annotatsiya. *Ushbu maqolada o'quvchilarning chet tilini o'rganish motivatsiyasini oshirish yo'llari yoritib berilgan.*
Kalit so'zlar: *motivatsiya, chet tili, ta'lim, metod.*
Аннотация. *В данной статье освещаются пути повышения мотивации студентов к изучению иностранного языка.*
Ключевые слова: *мотивация, иностранный язык, образование, методика.*
Abstract. *In this article highlights of ways of increase of motivation of students to learn a foreign language.*

Key words: motivation, foreign language, education, method.

One of the most difficult aspects of a teacher's job is to motivate students. It is also one of the most important. Students who are not motivated will not learn effectively. They will not remember information, they will not participate and some of them may even become disruptive. The best lessons, books, and materials in the world will not make students want to learn and be willing to work hard if they are not motivated. Motivation, both internal and external, is a key factor in the success of students at all stages of learning, and teachers can play a key role in ensuring and encouraging the motivation of their students.

Of course, this is easier said than done, since all students are motivated in different ways, and it takes a lot of time and effort to get a full class of students who are passionate about learning, working, and striving for excellence. Even experienced teachers with the best intentions sometimes lack the skills to lead students in the right direction. Students may be unmotivated for a variety of reasons:
- they may feel that they have no interest in the subject;
- find the teacher's methods unattractive;
- be distracted by external factors.

It may even turn out that a student who seemed unmotivated actually has learning difficulties and needs special attention. While motivating students is a difficult task, the reward is worth it. A motivated student is obsessed with learning, and strives to be a participant in the process. Simply put: teaching a class full of motivated students is enjoyable for both the teacher and the student. Of course, some students are self-motivated and have a natural love of learning, but even with students who don't have this natural drive, a good teacher can make learning fun and inspire them to reach their full potential.

However, we are not surprised that students prefer to give up a subject that is mistakenly perceived as difficult and useless. And foreign languages are often perceived as such. Languages are not the main subject. We often hear from teachers that the government should do this or that, but we think that teachers should debunk some of the myths surrounding foreign language teaching. We are convinced that teachers have the ability to influence what is happening in this area.

Experience shows that teenagers, in most cases, look at languages as a difficult and boring subject. It seems to us that these two points are something that teachers can influence. Languages should not be difficult or boring. We do not expect graduate students to be fluent in English or German. We just want to give them a good Foundation and give them an interest to further study the subject if they so desire, and do it in a way that is fun and effective. So what can we do to get students interested in languages? Simply saying that learning languages is a good help for their future does not work, since the average teenager does not see the future beyond the weekend. In our view, there is one thing we can use if our attendance in foreign language classes is declining, and we are concerned about it - to use technology to help make language learning more accessible, relevant, and more appropriate to the needs and expectations of teenagers in the 21st century.

If you are reading this, then you are probably familiar with the concept of blogs or podcasts and may already be using some of the technology in your lessons. If, however, you have doubts or are not sure about how to do this or what you can do, we have prepared several suggestions for using technology in the classroom to interest students and improve the quality of teaching and learning:
- Never use technology for the sake of using technology. Make sure that the use of technology is justified in your work and that it will help you achieve the goals of the lesson.
- Use streaming video. The advent of broadband has made it possible to include video directly from the Internet in lessons.
- Use more music. Teenagers are fanatical about music. They probably use and you need to do It too. Find out what type of music they like and try to find similar music in the target language, which you can then use in lessons.
- Use teleconference and social media tools such as Skype, Facebook or Vkontakte to stay in touch with students, as well as to connect them with peers in other countries. They will realize that there are other people in the same situation in other countries and may end up establishing relationships that they will maintain already outside the classroom using MSM chat, Hotmail, etc.
- Create your own interactive exercises. You know your students ' strengths and weaknesses better than anyone else. So why use exercises made by other people for other people? Create your own using tools such as various game generators and handouts that can be found in large numbers on the web.
- Use the interactive whiteboard more effectively. A little knowledge goes a long way in helping you create more effective interactive classes for you and your students.
- Create your own podcasts. This is technically easy to do and made once, they can be downloaded again and again, year after year. Think of them as homework. Or ask your students to make

them. You can start using the Audacity service. - Start a subject blog, class blog, or wiki to showcase the work and achievements of your students, focusing on their efforts.

- Use online tools more often to prepare for classes or help your students with their homework.

- Give students a sense of control. While teacher leadership is important for keeping students focused on tasks and motivation, giving students the right to choose and control what happens in the classroom is actually one of the best ways to keep them engaged. For example, allowing students to choose the type of task they will perform can give them a sense of control that motivates them to do more.

- Use positive competition. Competition in the classroom is not always bad, and in some cases can motivate students to try and work hard to succeed. Work to evoke a friendly competitive spirit in the classroom, perhaps through group games related to material or other opportunities for students to show their knowledge.

- Get to know your students. Getting to know students is more than just remembering their names. Students should know that their teacher is interested in them and cares about them and their success. When students feel valued, it creates a safe learning environment and motivates them to work, as they want to receive praise and support from someone who they believe knows them and respects them as individuals. In relation to the trainee, the computer performs several functions, acting as a teacher; a trainee; an expert, a partner in a specific type of activity; a communication partner; a means of recreating the conditions of activity; an activity tool that provides information and technical support; a technical means of organizing distance learning. This is, of course, not an exhaustive list, and we do not pretend that we will solve problems with motivation to learn a language or other places, but it is something that teachers can do, each in their own place, to attract students to the classroom and encourage a love of foreign languages.

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USING INFORMATION TECHNOLOGIES IN THE LEARNING FOREIGN LANGUAGE
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Annotatsiya. *Ushbu maqolada xorijiy tillarni o'qitishda axborot texnologiyalaridan foydalanish va uning dars samaradorligiga ta'siri yoritilgan.*
Kalit so'zlar: *AKT, modernizatsiya, zamonaviy ta'lim, xorijiy til.*
Аннотация. *В этой статье освещено использование информационных технологий в преподавании иностранных языков и его влияние на эффективность уроков.*
Ключевые слова: *ИКТ, модернизация, современное образование, иностранный язык.*
Abstract. *this article covers the use of Information Technology in teaching foreign languages and its impact on lesson effectiveness.*
Keywords: *ICT, modernization, modern education, foreign language.*

Currently, the role of information technology in people's lives has significantly increased. Modern society has entered into a general historical process called informatization. This process includes the accessibility of any citizen to information sources, the penetration of information technologies in scientific, industrial, and public spheres, and a high level of information service. The processes taking place in connection with the informatization of society contribute not only to the acceleration of scientific and technological progress, the intellectualization of all types of human activity, but also to the creation of a qualitatively new information environment of society that ensures the development of human creative potential. The goal of informatization is the global intensification of intellectual activity through the use of new information technologies: computer and telecommunications. The main educational value of information technologies is that they allow creating an immeasurably brighter multi-sensory interactive learning environment with almost unlimited potential opportunities available to both the teacher and the student. In contrast to conventional technical means of education, information technologies allow not only to saturate the student with a large amount of knowledge, but

also to develop the intellectual and creative abilities of students, their ability to independently acquire new knowledge, work with various sources of information. Scientific and technical progress has caused the technical re-equipment of the national economy and caused rapid changes in the technology used in various fields. The emergence of fundamentally new tools and technologies based on the direct use of the latest achievements of science and technology is becoming characteristic of the present time. Changes in the course of scientific and technical progress of the foundations of modern production, the use of new machines and technologies lead to an increase in the share of intellectual labor, the creative function of the worker in work, to his professional mobility and, of course, cause the transformation of the system of knowledge, skills and abilities that students should receive at school. At the present stage of development of the educational process, among the priorities are the tasks of sharply improving the quality of training, motivating teaching, and overcoming the accumulated destructive phenomena. It seems to us that this is possible by combining traditional means with the latest achievements of science and technology. In the context of modernizing education, more and more followers are finding the idea of strengthening students ' independent creative thinking, their personal orientation, and strengthening the activity component in education. An important role in ensuring the effectiveness of the educational process is played by its activation, based on the use of new pedagogical technologies, including information. The need to search for new pedagogical technologies is caused by the following contradictions:

between the motivation and stimulation of students' learning;

passive-contemplative and active-transformative types of educational activities;

psychological comfort and discomfort;

education and training; the standard of training and individual development of an individual;

subject-subject and subject-object relations. The functions of the computer as a training tool are based on its ability to accurately record facts, store and transmit a large amount of information, group and statistical data processing.

We can say that the computer turns from a "teacher" into an active assistant to the teacher. Along with informative and informative content, the interactive lecture has an emotional color due to the use of computer slides in the process of its presentation. Preparing for the lecture in advance, the teacher develops the necessary number of slides on the computer in the "Power Point" application of the "Office" program, supplementing the video information on them with sound and animation elements. Naturally, this significantly increases the requirements for teacher qualifications. They must have the necessary level of knowledge of computer technology and have the skills to work with software.

An important condition for conducting an interactive lecture is also the presence of a specialized audience equipped with computer equipment and modern means of public demonstration of visual and audio educational material. During the presentation of the lecture, the teacher occasionally presents information on the slide as an illustration. This contributes to the better assimilation of educational material by students. The efficacy of interactive lectures during the teaching of economic theory in technical colleges due to the uniqueness of the design of textual information in the form of charts, logic diagrams, tables, formulas, widely used by teachers of technical disciplines.

Thus, the participation of both a teacher and a computer in the learning process significantly improves the quality of education. The use of the proposed method activates the teaching process, increases the interest of students in the discipline and the effectiveness of the educational process, allows you to achieve a greater depth of understanding of the educational material. On the one hand, the cooperation of the teacher and the computer makes the academic discipline more accessible for understanding by various categories of students, improves the quality of its assimilation. On the other hand, it imposes higher requirements on the level of training of the teacher and his qualifications, which should not only be able to master traditional teaching methods, but also be able to modernize them in accordance with the specifics of the students, using modern achievements of science and technology. Along with the advantages, the introduction of information technologies can have negative sides. A number of problems that arise in the process of using information technologies: the problem of the ratio of information volumes: the information provided by the computer may differ significantly from the volumes that are used.

The program, in turn, will determine the methods of teaching and conditions for the implementation of the educational process. And, most importantly, indicating the composition of the acquired knowledge and their connections, the program thereby projects a scientific style of thinking that must be formed in students when learning the educational material offered to them using

information technology. Along with the listed problems of computerization of education, there are other equally important ones. These include: information culture of teachers; readiness of teachers to use information technology in training; technical equipment of universities and schools, etc. Thus, it is already obvious that the pace of development of computer technology is clearly ahead of research and consideration of problems associated with its operation. Most experts are of the opinion that the computer carrying out certain functions of training, cannot totally replace a teacher for a number of reasons, chief among which are the following: the computer can't be fully imitated those aspects of activity of the teacher that are related to their educational functions; the aim of education is development of communicative abilities, computer cannot replace human interaction and to understand the mystery of human thought.

At the present stage, the most constructive approach seems to be that the computer should not be opposed to the teacher, but it is advisable to consider it as a means of supporting the professional activity of the teacher.

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TIL TEJAMKORLIGI TUSHUNCHASINING BEVOSITA VA BILVOSITA JARAYONLAR ORQALI O'RGANISH
((Strict) (Sloppy) jarayonlar)

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Annotatsiya. Ushbu maqolada ba`zi so`zlar va so`z birikmalari o`rnida kelgan elementlarning differensial sintaktik-semantik belgilarini aniqlashda funksion va komponent modellarga tayangan holda ish olib boriladi.

Kalit so'zlar: til tejamkorligi, sintaktik va semantik belgilar, gap, kesim.

Аннотация. В данной статье проводится работа, опирающаяся на функциональные и компонентные модели, по определению дифференциальных синтаксико-смысловых признаков элементов, пришедших на место некоторых слов и словосочетаний.

Ключевые слова: языковая экономия, синтаксические и смысловые признаки, слог, сечение.

Abstract. In this article, work is carried out based on the functional and component models in determining the differential syntactic-semantic signs of the elements that come in place of certain words and word combinations.

Keywords: language-saving, syntactic and semantic characters, sentence, cross-section

Gapdagi elementlarni sintaksemalarga ajratib tahlil qilish har bir elementning u yoki bu o`rinda sintaktik qatlamdagi semantik maydonini aniqlashda namoyon bo`ladi. Masalan, muayyan element har ikkala tilda turlicha komponentli gaplarda turli o`rinlarda kelib, har xil semantik maydonga ega bo`lishi mumkin. Dastlabki o`rinda moslashuv nazariyasining lisoniy modellashuvi ong va til tizimi o`rtasidagi hamkorlikning mahsuli ekanligini unutmaslik kerak. Oldin aytilganidek, moslashuv nazariyasi shakllanishining boshlang`ich nuqtasi voqelik bo`lagi (predmet) haqidagi tasavvur – obrazning yuzaga kelishidir. Bu obraz oddiy sxema yoki shakl bo`lib qolmasdan balki mazmunli hodisadir. Boshqacha aytganda, sub`yekt obrazning oddiy shaklini ko`rmaydi yoki uning mazmunini idrok qilmaydi, u mazmunli obrazni idrok etadi. Xuddi shu mazmunli obraz lisoniy belgiga aylanadi va bu belgi ma`nosining o`zagini tashkil qiladi. Lekin voqelik – ong – lisoniy belgi o`rtasidagi bunday uzviylikni oddiy takrorlash ko`rinishida talqin etmaslik kerak. Chunki ong voqelikni lisoniy belgi vositasida oddiygina aks ettirmaydi, balki sub`yekt uchun muhim bo`lgan belgi – xususiyatlarini ajratadi hamda ular asosida idrok etilayotgan ob`yekt (predmet, hodisa) ning namunaviy modelini yaratadi. Ongning bu turdagi analitik – tahliliy faoliyati amalga oshishida lisoniy belgilarning roli alohida e`tiborga loyiq. Moslashuv nazariyasining lisoniy modellashuv jarayoni yana bir muhim mental bosqichni bosib o`tadi. Voqelikning tafakkurdagi umumlashgan in`ikosi – obrazning mantiqiy "qayta ishlanishi" natijasida hosil bo`lgan moslashuv nazariyasi lisoniy "libos" olishdan oldin ushbu "libos" ning tasavvurdagi aksi – model yuzaga keladi. Lisoniy voqelanish rejasi paydo bo`lgan zahotiyoq uni amalga oshirish uslubi izlanadi. Reja hamda "so'zsiz" model nolisoniy yoki "botiniy nutq" jarayonida yuzaga keladi. Botiniy

nutqning yuzaga kelish muammosi bilan shug`ullangan psixolog va psixolingvistlar ushbu hodisani turlicha talqin qilib kelishmoqda. Ulardan ayrimlari botiniy nutqni oddiygina qilib, o`z-o`ziga gapirish bilan tenglashtirsalar, boshqalari uni alohida tashqi (zohiriy) nutqdan butunlay farq qiluvchi hodisa sifatida ta`riflaydilar. Biroq, eng muhimi, botiniy nutq zohiriy nutqning asosini, negizini tashkil qilishini olimlar e`tirof etib kelishmoqda. Darhaqiqat, nutqiy faoliyat ijro (talaffuz) va eshitish (mazmun, idrok) bosqichlaridan tashqari yana bir bosqichni o`z ichiga oladi.

Bu tashqi yoki zohiriy nutqni rejalashtirish bilan bog`liq yashirin jarayondir. Moslashuv nazariyasining lisoniy voqelanish jarayoni uning tabiati va uni harakatga keltiruvchi mexanizmlar haqida gapirayotib, N. Xomskiyning nutqiy faoliyat va lisoniy ijodni ta`minlovchi botiniy va zohiriy strukturalari haqidagi fikrini yana bir karra eslamaslikning iloji yo`q . Ushbu g`oya botiniy strukturaning zohiriy tuzilmaga o`tishini faqatgina formal jihatdan tahlil qilinishiga yo`l qo`yilganligi va natijada shakl mazmun (semantika) dan ustun bo`lib qolganligi ayblovi bilan uzluksiz tanqidga uchrab qolayotganiga qaramasdan, kognitiv tilshinoslik uchun ancha muhimdir. Matnlar tipologiyasida axborotni uzatish kanali alohida o`rin tutadi. Ana shunga ko`ra matnlarning og`zaki matn va yozma matn tiplarini farqlash lozim. Rus tilshunoslari T.M.Belyayev va V.A.Xomyakovlar so`z doirasida qisqartirishlarni o`rganib, qisqartirishning uch xil ko`rinishi, ya`ni ingliz tilida so`zning birinchi bo`gini yoki o`rtadagi bo`g`inini, yoki oxirgi bo`g`inni qoldirish orqali qisqartma sleng ishlatilishini kuzatish mumkinligini aytib o`tishadi. Ularning fikriga ko`ra so`z yasashning yana bir unumli usullaridan biri bu – so`zni o`zini takrorlashdir va bu juda qadimdan tilda qo`llanilib kelgan hodisadir hamda so`z takrorlanib ishlatilganda o`z ma`nosini kuchaytirishi yoki boshqa ma`noga o`tishi mumkin: "bye-bye" – xayr ("bye" - xayr), "jaw-jaw" – suhbat, bekorchi gap ("jaw" – jag`). Takror so`zlar asosan ingliz tili shevalarida kuzatiladi va shular keyinchalik adabiy til standart qoidalariga qo`shilishi mumkin.

Birinchidan, qisqartirish jarayonida so`z turkumlari tejamkorlik tamoyiliga ko`ra tushib qoladi, jim qolishda esa so`z yoki so`zlar guruhining tushirib qoldirilishi tejamkorlikka aloqasiz sodir bo`ladi.

Ikkinchidan, qisqartirish natijasida gap o`zining gaplik maqomini yo`qotmaydi, jim qolish natijasida esa tugallangan gap shakllanmaydi.

Uchinchidan esa, qisqartirishda tushib qolgan so`z turkumlarni kontekst yoki nutq vaziyatiga ko`ra tiklash mumkin, jim qolishda aytilmagan qismni tasavvur qilish mumkin bo`lsa-da, aynan tiklash qiyin.

Mazkur farqlarga ko`ra, qisqarish va jim qolish hodisalari bir-biridan farq qiladi va ular alohida-alohida, mustaqil hodisalar sifatida baholanishi lozim.

Tilshunos G.P.Grays maksimal matn qoidasini alohida ajratib uni inson kommukatsiyasi omadi kaliti deb ta`riflaydi. Uning fikricha maksimal matn to`rt kategoriyadan iborat bo`lib (sifat, miqdor, munosabat va uslub) shulardan miqdor tushunchasiga ta'rif berib uni "nutqdagi ekspressivlikka erishish uchun so`zlovchi faqat kerakli informatsiyanigina berishi kerak" deb tillardagi implikativ (tilning tejamkorlikka bo`lgan moyilligi) va eksplikativ (tilning ortiqcha izoh va tasvirlarga moyilligi) intilishlar borligini namoyon qiladi. Rus tilshunoslari fikrlariga binoan implikatsion nutq ko`proq og`zaki nutqga xos bo`lib til materiallarining tejamkorliginini qisqartirish, dialogik nutqdagi oldingi shaxsning fikridan foydalanish va lakonik nutqlarni o`z ichiga oladi. Maksimal matnning ichki tomonini mazmun yaxlitligi, tashqi tomonini esa turli shakldagi bog`lamalar, sintaktik vositalar birlashtirib turadi:

- (23) Mirshod saw his mother, and Oybek did too.
- (24) a. Mirshod saw Mirshod`s mother, and Oybek saw Oybek`s mother. *(sloppy)*

    b. Mirshod saw Mirshod`s mother, and Oybek saw Mirshod`s mother. *(strict)*

- c. Mirshod said Mirshod saw Mirshod`s mother and Oybek said Mirshod saw Mirshod`s mother. (*across-the-board strict*)

- d. Mirshod said Mirshod saw Mirshod`s mother and Oybek said Oybek saw Mirshod`s mother. (*sloppy-strict*)

- e. *Mirshod said Mirshod saw Mirshod`s mother and Oybek said Mirshod saw Oybek`s mother. (*strict-sloppy*)

Yuqorida berilgan takroriylikni ifodalovchi atoqli ot birikmalarning semantik tasnifidan kelib chiqib aytish mumkinki, bu til birikmalariga bo`lgan umumiy xususiyat ularning shakllarini semantik (jonli va jonsiz, qiyoslash, o`xshatish, holat) qayta o`zgartirib yuborishi va alohida ko`chma ma`no hosil qilishidir. Ko`pchilik tadqiqotchilar, asosan, frazeologik xarakterdagi qiyosiy qurilmalarga diqqat-e`tiborni qaratadilar. Shuni ta`kidlash joizki, ingliz tilida takrorlash jarayonni so`ndirish keng tarqalganligi va kam qo`llanishiga qaramasdan, moslashuv gipotezasining xususiyatlari hozirgacha yetarli darajada o`rganilmagan. Bu esa alohida ilmiy tadqiqotni talab qiladi. Finlandiyalik mantiqshunos

olim E.Saarinenning fikricha, tarkibida propozitsional ustanovkani ifodalagan kontekstlar quyidagi 3 ta muammo bilan bog`langan. 1) "kvantifikatsiya"(ya`ni gapning umumiy mazmun hajmi) yoki propozitsional ustonavkalar muammosi: gapning qanday ma`no yoki semantikasini kontekstlar kvantifikatsiyasi o`z ma`nosini propozitsional ustanovkalarda saqlaydi; 2) turg`un designatorlar (atoqli ot, ko`rsatish olmoshlari, indikatorlar) deb ataladiganlar, ehtimol, ular propozitsional ustanovkalarning kontekstlarida doimo ishlatilmasligi mumkin. Olimning nazarida ustanovkali kontestlarda yurg`un atamalarni almashtirish mumkin emas. 3) hamma narsani mantiqiy bilish muammosidir.

Tejamkorlik tamoyili shuningdek Chomskiyning minimalistik programmasi negizida ham ko`rilishi mumkin. Ushbu vaziyatda kontekstual matndagi jumlalar tuzilishi o`zaro bog`liqlik asosida birlashib morfologik jihatdan ayrim so`zlarning qisqarishiga olib keladi. Fiengo va Meylar ushbu so`z rekonstruksiyasi holatini bevosita va bilvosita jarayonlar orqali qarashni taklif etib ularni lotincha β-hodisalar ya`ni kontekstual betta hodisalari deb atashadi. Ammo bunday nuqtai nazarda so`zning kelib chiqishiga ko`proq urg`u berilib, uning matnning umumiy tarkibiy tuzilishiga qanday ta`sir etishi ikkilamchi xarakterga ega bo`lib qoladi. Ushbu vaziyatga sharh beradigan bo`lsak, bevosita va bilvosita jarayonlar matn o`qilishidagi turli o`rinlarida ot kesimning tushirib qoldirilishi derivatsiyasi ularning matnda namoyon bo`ladigan ko`rastkich vositalar yordamida ifodalangan. Tilimizda shunday elementlar ham mavjudki, ular biror sintaktik vazifani bajarmay so'zlovchining o'zi bayon etayotgan fikrga, yoxud o`sha fikrning ifoda etilishi usuliga bo`lgan munosabatni bildiradi. Bunday munosabat tasdiq, umid, ishonch, gumon, taxmin, shodlik, taajjub va hokazo ma`nolarni anglatib, bayon qilinayotgan fikr tartibini, mazkur fikrning oldingi mulohaza bilan bog`liqligini ifodalaydi. Bular modal so`zlar bo`lib, gapning biror bo`lagiga yoki butun gapga taalluqli holda kirish so`z mavqyeida kelishi bilan sintaktik va nihoyat, fikrga aniqlik kiritishi, tasdiq, taxmin, tartib turlicha emotsional munosabatlarni ifodalashi bilan semantik belgilarga ega bo`la oladi. Kirish so`z va kirish birikmalar gapning umumiy strukturasini kengaytirib, uning mazmuniga qo`shimcha ma`no berishiga qaramay, an`anaviy grammatikalarda gap bo`laklari qatoriga kiritilmaydi. Bu esa gapni tashkil etuvchi bevosita ishtirokchilarning birini bosh bo'lak, ikkinchisini ikkinchi darajali bo'lak deb, boshqasini nomsiz qoldirib, hech qanday bo`lak qatoriga qo`shmaslik masala mohiyatini nihoyatda chigallashtirib yubormoqda. Bunday vaziyatga ko'pchilik olimlarimiz ko`nikib ketishgan bo'lsalar-da, so'nggi yillarda ba`zi tilshunoslar bu haqda o'zlarining e`tirozli fikrlarini bildirmoqdalar. Masalan, A.R.Sayfullayev o'zining ilmiy izlanishlarida modal so`z va modal birikmalar gapning uchinchi darajali bo`laklari ekanligini va ular semantik vazifalaridan tashqari sintaktik vazifa bajarishi mumkinligini ilmiy jihatdan asoslab berdi. A. R. Sayfullayevning fikricha, kirish so'z va kirish birikmalar ko`pincha gapning kesimi vazifasida kelgan so'z bilan sintaktik munosabatda bo`lib, ular bilan boshqaruv, bitishuv usullari orqali bog`lanadi. Lekin shunga qaramay, bu o`rinda ham muammo yechimi to`liq hal qilinganligini e`tirof etishimiz qiyin ko`rinadi.

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THE MAIN DIRECTION AND ISSUES OF TRANSLATION
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Annotatsiya. *Ushbu maqolada tilshunoslikda matnlarni tarjima qilish jarayonida duch keladigan muammolar, uning asosiy yo'nalishlari yoritib berilgan.*
Kalit so'zlar: *tilshunoslik, tarjima, yo'nalishlar, nazariya va amaliyot.*

Аннотация. В этой статье освещаются проблемы, с которыми сталкивается языкознание в процессе перевода текстов, его основные направления.

Ключевые слова: лингвистика, перевод, направления, теория и практика.

Abstract. This article covers the problems encountered in the process of translating texts in linguistics, its main areas.

Keywords: linguistics, translation, directions, theory and practice.

The earliest linguistic theory of translation was developed by Soviet scholars Y. I. Retsker and A.V.Fedorov who pioneered in a linguistic analysis of translation problems. Their theory came to be known as the theory of regular correspondences. Translation, they argued, is inconceivable without a sound linguistic basis, and this basis can be provided by a contrastive study of linguistics phenomena and the establishment of certain correspondences between the language of the original and that of the translation. The authors of this theory were mainly concerned with a typology of relationships between linguistic units (equivalents - permanent correspondences, not sensitive to context, such as the League of Nations - Лига Наций, and context-sensitive variant correspondences, such as slander - клевета, навет, поклёп) but also investigated some of the translation techniques, such as antonymic translation, thus mapping out some ways of dealing with translation as a process. In the 60 some linguists (V. Y. Rozentsveig in the USSR and E.Nida in the USA) proposed a theoretical model of translation, based on generative or transformational grammar. E.Nida subdivides the process of translation into three stages: a) analysis where an ambiguous surface structure is transformed into non-ambiguous kernel sentences to facilitate semantic interpretation (the foundation of a school - <- (somebody) founded a school or. - <- a school has a foundation);

b) transfer where equivalents in the target language are found at a kernel or near-kernel level and etc.) restructuring where target-language kernel sentences are transformed into surface structures.

It is true that in some cases it is necessary to paraphrase the source-language structure to facilitate its translation. Such transformations come in handy especially when the source-language structure is ambiguous or when it has no parallel in the target language (e.g. He stood with his feet planted wide apart - He stood; his feet were planted wide apart - Он стоял, его ноги были широко расставлены...; Он стоял, широко расставив ноги. - U turdi, uni oyoqlari keng ochiq turgandi, U oyoqlarini keng ochib turdi.)

But transformations in terms of generative grammar are not the only type of paraphrases used in translation. What is more, in some cases, especially when close parallels exist between the source- and target-language structures, they are not even necessary.

The situational model of translation is based on situational analysis in linguistics, developed by V.G.Gak (USSR), J.Catford (UK) and others. It is based on the assumption that languages use somewhat different sets of semantic components (constituents of meaning) to describe identical extralinguistic situations. Russian verbs of motion contain the component of mode but not always the direction of movement while their English equivalents are often neutral with regard to the mode but always specify the direction (cf. Вотонидёт- Here he comes/Here he goes). The situational model provides some interesting insights into the mechanism of translation, especially when a situation is described in different semantic categories (cf. Проточный пруд and spring-fed pond) but does not seem to apply to sentences going beyond a mere description of a situation. Different translation models complement each other and should therefore be combined in analyzing translation as a process.

Translation may be viewed as an interlingual communicative act in which at least three participants are involved: the *sender or source* (the author of the source-language message), the *translator* who acts in dual capacity - as the receptor of the source-language message and as the sender of the equivalent target-language message), and the *receptor* of the target-language message (translation). If the original was not intended for a foreign-language receptor, there is one more participant: the source-language receptor for whom the message was originally produced. Translation as such consists in producing a text (message) in the target language, equivalent to the original text (message) in the source-language. Translation as an interlingual communicative act includes two phrases: communication between the sender and the translator and communication between the translator and the receptor of the newly produced target-language text. In the first phase the translator, acting as a source-language receptor, analyses the original message, extracting the information contained in it.

In the second stage, the translator acts as a target-language sender, producing an equivalent message in the target language and redirecting it to the target-language receptor.

In producing the target-language text the translator changes its plan of expression (linguistic form) while its plan of content (meaning) should remain unchanged. In fact, an equivalent (target-language) message should match the original in the plane of content. The message, produced by the translator, should evoke practically the same response in the target-language receptor as the original message in the source-language receptor. That means, above all, that whatever the text says and whatever it implies should be understood in the same way by both the source-language user for whom it was originally intended and by the target-language user. It is therefore the translator's duty to make available to the target-language receptor the maximum amount of information, carried by linguistic signs, including both their denotational (referential) meanings (i.e. information about the extralinguistic reality which they denote) and their emotive-stylistic connotations.

The problem of translatability. Conflicting views have been expressed by linguists concerning the problem of translatability ranging from an entirely negative stand, typical of Wilhelm von Humboldt who considered each language an embodiment of national spirit and the nation's world view and therefore regarded translation as an impossible task, to an unqualified positive attitude, found in many contemporary writings on translation. The very fact that translation makes interlingual communication possible is an argument in favor of translatability. Yet it is an oversimplification to claim that every meaningful element of the text is translatable.

In his preface to "the Adventures of Huckleberry Finn" Mark Twain says that he had reproduced in the book "painstakingly and with the support of personal familiarity" the shadings of a number of dialects (The Missouri Negro dialect, etc.). Naturally none of these fine distinctions can be reflected in the translation.

Yet by using low colloquial and substandard forms the translator can give an adequate impression of the character's social and educational status and will thus render the most essential functional characteristics of these dialect features. As compared to the determining semantic and functional properties of the text which are perfectly translatable, the untranslatable elements are marginal and relatively unimportant. Besides most of the losses can be to some extent compensated for. Therefore, we may speak of sufficient or adequate (though not necessary complete) translatability to permit effective interlingual communication and satisfactory rendering of communicatively relevant information.According to Dr. Miremadi (1991), translation problems are divided into two main categories: *lexical* problems and *syntactic*problems.

1. Lexical problems

In the interpretation of lexical problems, Miremadi states that, although words are entities that refer to objects or concepts, a word in one language may not be substituted with a word in another language when referring to the same concepts or objects.He divides lexical problems into five subcategories:

• Straight/ denotativemeaning

This kind of meaning refers to those words of the source text that can be matched with those of the target text "without missing images" (e.g. mother, father, etc).

• Lexicalmeaning

Lexical meaning refers to words or phrases which seem to be equivalent, although in that situation this may not be the case; the translator must be aware of the intention beyond the words in order not to misrepresent the author's message.

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PHONATION IS A PARALINGUISTIC TOOL OF BIOLOGICAL OF ORIGIN IN THE ENGLISH AND THE UZBEK LANGUAGES

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Annotatsiya. Ushbu maqolada fonatsiyaning diqqatga sazovor joylari, ingliz va o'zbek tillarida kelib chiqishi, biologik paralingvistik vosita hisoblanishi yoritib berilgan.

Kalit so'zlar: fonatsiya, paralingvistika, ingliz tili, o'zbek tili, biologik kelib chiqishi.

Аннотация. В данной статье выделение фонетики является паралингвистическим инструментом биологического происхождения в английском и узбекском языках.

Ключевые слова: фонетика, паралингвистика, английский язык, узбекский язык, биологическое происхождение.

Abstract. In this article highlights of phonation is a paralinguistic tool of biological of origin in the English and the Uzbek languages.

Key words: phonation, paralinguistic, English, Uzbek, biological origin.

At present, the attention of linguists is concentrated mainly on the Paralinguistic means of biological origin, but functionally used in communication. Paralinguistic phenomena, or paralinguisms, usually include a property sound phonation, as well as facial expressions, gestures and other expressive movements, accompanying speech utterance and bearing an additional to its content information. Phonation from the Greek phone - sound, voice. The peculiarity of man's articulation is that, in addition to the formation of units communication with the help of the organs of speech and, above all, of the voice, in the act of communication itself all the characteristics characteristic of the speaking subject are revealed. In addition to gestures and facial expressions, especially the human voice qualities. Articulation in the broadest sense is, as it were, a synthesis of phonation moments in the process of communication, and the task of linguistic analysis is not only to study the linguistic forms themselves, but also to establish the essential features its own speech articulation and distinguish it from the signs peculiar to phonation. The phonation as a phenomenon as a whole is physical, connected with all the properties of the vocal therefore, those signs that are peculiar first of all speaking subject as a physical individual. Common background characteristics, such as voice strength, timbre, overtones, fiction, etc. By their nature associated with the physiological characteristics of the subject and depending on his mental state, always accompany the speech articulation and are external indicator of the physical state of the subject.

In other words, human phonation two-layer - it combines the individual-physical qualities of articulated speech in all its variants and the linguistic-phonemic properties of speech production proper. By all biological qualities, these qualities are inseparable, but the functions are different. The properties of the human voice are easily observable and have long been described in the literature one can say one of the researchers of the human voice V.P.Morozova: A person pronounces words we perceive their meaning. But how much sense besides words, lies in the very sound of the voice! Listen to the sound of a stranger's speech man ... is not the timbre of voice, manner of speaking, intonation telling you a lot about his feelings and character? After all, the voice is warm and soft, rough and gloomy, frightened and timid, malicious and insinuating, hard, alive, triumphant and many more shades, expressing the most diverse feelings, moods of a person and even his thoughts. When Socrates was once led by a man about whom he had to express his opinion, the wise man looked at him for a long time, and then exclaimed: "But you, finally, so that I can know you!". Physical voice data carries information that is perceiving the basis of various conclusions with the involvement of their own experience and knowledge about those or other properties of the subject. The first large experiment to study impressions of people, based on auditory perception, during which more than 4,000 responses were analyzed listeners of British radio, answering questions concerning 9 different readers: their type, age and sex, showed that of the 9 occupations represented, the most easily recognize the actor, the judge and the priest, because the people who professional voice-setting - actor, judge and priest. In addition in the "Book of entertaining stories", written by Abul-Faraj in the thirteenth century, is given advice on how to judge in a voice about various traits character of the person: "… the one who talks, gradually reducing his voice, then deeply saddened ... who speaks in a weak voice - timid, like a lamb, that goat", etc. It is known that the power of voice characterizes a person's speech, because it always manifests itself or can manifest itself in language communication, but is particularly indicative the power of the voice when singing, when in a pure form

the properties of the voice apparatus rights in his book, V.P. Morozov writes: "If in ordinary conversational speech the character timbre is not something more than the property of the voice, which constitutes its main wealth." For example, the outstanding singer M.Jackson with his amazing various, each time a unique colorful timbre. The timbre of voice is often called "coloring of sound", "color" or simply "color vote". On the timbre you can easily distinguish the voices of acquaintances. By "color" voices are vocal teachers determining the type of voice of the singer (baritone, bass, tenor, etc.) From the general-sounding features of speech, as we have shown above, is not relevant to language as a means of articulation; Production of verbal communication units, it is necessary to allocate one more sphere, namely intonation, which lies at the junction of two functions of language. One of these functions is a purely grammatical property included in the system means of language and forming a component of the structure of the phrase (along with grammatical categories such as the order of words).

Intonation in the background of a logical stress is used in various languages, differently, depending on the type of language (analytical and synthetic system, development case system, etc.). However, general voice signs of voice, including the intonation of non-grammatical character, refer already to another area where analysis in the paralinguistic plane is required. A special type of phonation accompanying a speech utterance is characteristics of the subject not in terms of its physical data, but in terms of extra-subject circumstances accompanying the speech utterance intonation is the most complex phenomenon in the series of phonation features of language associated with speech and personality of the speaker. Following the current interpretation of the problem of emotional information in language, both Martin and Leon, and many other experts who study intonation, allocated in intonation emotional function, calling it expressive with detailing, as, for example, Martin - an impressive (as he defines it -the product of the impression), or Leon - style (oratorical, snobbish), language (Familiar, exquisite) and emotional (anger, joy, sadness, etc.).

It is quite obvious that the whole area of expressive intonation is not functionally enters the internal structure of the language, but is super structural and is not included in the actual linguistic problems. These features of the non-linguistic function of intonation, having their own source of the human psyche, can be fixed objectively on certain parameters and are characterized as specific incentives for obtaining non-linguistic information about the speaker. Emotional factors not directly related to the internal content of the phrase, but used in the utterance, are indicators of the context communication, but go beyond the scope of not only linguistic means, but even Paralinguistic, are factors such as conviction, rudeness, sincerity, contempt, anger, joy, etc. But certain features of voice, intonation in interaction with facial expressions and gestures are an expression of these characteristics moods, states of the speaking subject that are found in addition to the language. Such phonation refers to a purely extra linguistic factor. Factor on the basis of which the listener can draw conclusions about the mood and state of the speaker. The use of such supra segmental phonation functions can, apparently, to be considered as a stimulating factor of psychological influence in perception speech, superimposed on the meaning of the phrase itself. These features of phonation are very effective means in oratory art, where the psychological impact on the listener has a paramount influence. This supra segmental function of speech will be the object of study psycholinguistics due to the fact that it is really directly related to the problem is not the linguistic one, but the psychological aspect of linguistic communications. "Speech action does not occur in frozen uniform forms, but systematically is adjusted to the requirements of the situation and the speech task, using different possible ways from available in a stock and widely leaning against different sort individual generation and perception of speech". Thus, when we study the properties of speech phonation, we find the possibility of considering the problem in four aspects:

1. The first aspect is purely linguistic, because it is connected with the study of articulation linguistic units and therefore belongs to the competence of linguistics proper.

2. The second aspect is also connected with the study of articulated speech, but not individual sounds as such, and suprasegmental segments, which are primarily related to intonation and phrase accent as elements of language detection of structure statements. This aspect is considered, like the first, in the realm of linguistics proper.

3. The third aspect is not directly related to the study of articulation and the identification of structural elements of the utterance, but explores the articulation as a certain prosodic sign, revealing the general conditions of communication (the identification of such signs of a specific communication process, such as confidence or doubt, rudeness or the sensitivity of the speaker, etc.). Each language team is formed a certain stereotype of these prosodic features of communication, which is included in

the concept of communication as a subsystem along with a subsystem of gestures, facial expressions, but with the function of not structuring the statement, but the transfer of some background stereotype. This third aspect may use phonetic possibilities of man.

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ИМПЛЕМЕНТАЦИЯ САТИРЫ В СОВРЕМЕННЫХ АМЕРИКАНСКИХ ЖАНРАХ
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Annotatsiya. Ushbu maqolada satiraning xilma-xilligi, shuningdek uning zamonaviy amerika janrlarida amalga oshirilishi muhokama qilinadi, ko'rib chiqilayotgan har bir janrning o'ziga xos xususiyatlari tavsiflanadi.

Kalit so'zlar: satira, hazil, jurnalistika, adabiyot, televidenie, tildan tashqari vositalar, media madaniyati.

Аннотация. В данной статье рассматриваются разновидности сатиры, а также её имплементация в современных американских жанрах, описываются свойственные черты каждого из рассматриваемых жанров.

Ключевые слова: сатира, юмор, журналистика, литература, телевидение, экстралингвистические средства, медиакультура.

Abstract. This article discusses the varieties of satire, as well as its implementation in modern American genres. The characteristic features of each of the genres are considered.

Key words: satire, humor, journalism, literature, television, extra-linguistic means, media culture.

Сатира является своеобразным комическим пафосом, суровым обличением и высмеиванием отрицательных явлений в жизни, социальных и человеческих пороков. Иногда сатира бывает несмешной. Юмор же в сатире применяется для того, чтобы сатирическое произведение не воспринималось как прямая критика или проповедь недостатков. Есть несколько разновидностей сатиры: устная, театральная, литературная и графическая. Устная сатира: например, концерт «Вся правда о российской дури» Михаила Задорнова; Театральная сатира: например, спектакль «Не все коту масленица» по пьесе А. Н. Островского (театр «Сатирикон» им. Аркадия Райкина); Литературная сатира: например, роман «Мастер и Маргарита» М. Булгакова, повесть «Нос» Н. Гоголя, роман «Господа Головлевы» М. Салтыкова-Щедрина, повесть «Приключения Гекльберри Финна» М. Твена, повесть-притча «Скотный двор» Д. Оруэлла и т.д.; Графическая сатира: например, советский журнал «Крокодил».

В американском юморе изначально сложились две крайности: с одной стороны, привязанность к достоверным и злободневным фактам, стремление к серьёзной социальной и нравственной мысли, что определило развитие комической журналистики со времён Бенджамина Франклина; а с другой стороны, буйный разгул фантазии и гротескных преувеличений, характерный как для небылиц фронтира, так и для фантасмагорий романтиков Вашингтона Ирвинга и Эдгара По. Марк Твен в совершенстве владел обеими крайностями и легко объединял их в своём творчестве: он мог сделать это в коротком «Послании ордену «рыцарей Святого Патрика», так же как одновременно мог писать фантастическую повесть о пришествии на Землю юного Сатаны, творящего чудеса, и печатать в газетах свои острейшие памфлеты против тирании, империализма и национализма. Поэтому американцы признали в нём создателя американской комической традиции.

Уже на ранних этапах развития культуры США сформировались такие её черты, как открытость и всемирная отзывчивость, множественность и дополнительность её составных элементов. Марк Твен внимал не только Шекспиру и Франклину, но также Сервантесу и Вольтеру, знал и своих непосредственных предшественников – устные байки Юго-Запада и творения «литературных шутов» [1.34]. Эти черты получили дальнейшее развитие в эпоху мультикультурализма: американский юмор XX века вбирал в себя всё новые этнические

элементы, и самые существенные среди них – негритянский и еврейский юмор. Это особенно заметно в кино и на эстраде, в жанре stand-up comedy, где явно первенствовали афроамериканские и еврейские шоумены.

Важным элементом американского юмора со времён Марка Твена была зрелищность: комическое слово рождалось изустно и потому прибегало к экстралингвистическим средствам, таким как жест, интонация, мимика и маска. Эта тенденция явно усилилась за прошедшее столетие, когда комизм выплеснулся в кино, на эстраду и на телевидение. При этом, современный юмор функционирует в рамках медиакультуры, которая определяет коллективный характер авторства и производственный подход к творчеству. То, что Артимус Уорд или Марк Твен делали в одиночку, Вуди Аллен или Джон Стюарт производят коллективно. Аллен не только сочиняет комические монологи и сценарии, но и снимает кино, а Джон Стюарт делает свои сатирические «ложные новости» с большой группой создателей, где одних авторов и сценаристов более 30. Делать комическое шоу 4 дня в неделю, 42 недели в году иначе невозможно [2.10].

Диалогичность и многоголосие, вообще свойственное художественной словесности, с особой силой реализуется в творчестве Марка Твена и современных американских юмористов, как в кино, так и на телевидении, определяет формы и содержание произведений Вуди Аллена или ведущих сатирических передач на радио и ТВ, отсюда их пародийность и тяга к постоянному спору с традиционными, влиятельными и официальными высказываниями. Границы допустимого сильно изменились со времён Марка Твена, но суть юмора осталась прежней: юмор нарушает правила приличия и политкорректности – в политике, в морали, в философии. Главное в нём – стремление обнажить правду и отвергнуть ложь современного общества несмотря ни на что.

Нужно отметить что для установления межкультурной коммуникации особенно важны такие медиа, которые не скомпрометированы пропагандой и не нагружены идеологическими баталиями. Именно таким медиа оказывается альманах. Исторически альманахи имели большое распространение в США, как и во многих странах Европы и Азии. Сопоставление исторического пути развития альманахов в США с другими странами даёт основания сделать вывод о специфическом прагматизме американской культуры в целом. Одним из проявлений данной особенности выступает развитие сатирической разновидности альманахов в США. Следующим современным комическим жанром в США является интернет-мем. Так как развитие информационных технологий и появление интернета привели к эволюции традиционных комических жанров в США. В рамках американского интернет-пространства около 15 лет назад появился уникальный культурный феномен – интернет-мем. В широком смысле интернет-мем – единица интернет-коммуникации, состоящая из вербального (текстового) и невербального (графического) компонентов в квадратной рамке [3.15]. Для интернет-мемов характерны юмористическая направленность, злободневность, выразительность, при этом юмор нередко оригинальный, выходящий за рамки привычного и обыденного. Для создания комического эффекта авторы интернет-мемов используют различные средства, например, каламбуры, аллюзии, гротеск, абсурд. Объектом высмеивания становятся различные реалии американской жизни, знаменитые люди, события, имеющие общественную значимость. Таким образом, интернет-мем может рассматриваться как современный комический жанр в США, продолжающий традиции независимого и самобытного американского юмора. А также хочется обратить внимание на политический дискурс в американских комедийных шоу 2000 гг. Американские вечерние комедийные шоу позволяют политикам представить свою программу, закрепить сложившийся образ или разрушить существующий негативный стереотип.

Юмористические телевизионные программы дают выход на аудитории, которые мало интересуются политикой, в том числе молодежную.

Например, выходящие на канале Comedy Central юмористические передачи *The Daily Show with Jon Stewart* (2000 - 2015) The Daily Show with Trevor *Noah* (2015 – наст. момент), *The Daily Show* и шоу Дэвида Леттермана The Late *Show with David Letterman* (2000- 2015) на канале CBC и проект NBC *The Tonight Show with David Leno* (2000 - 2014). Юмор и сатира в передачах «Голоса Америки» чаще всего звучали в литературных передачах старейшей внешнеполитической радиостанции США, а также в обзорах американской прессы. Речь идет как об американском юморе, так и о юморе русскоязычных писателей-эмигрантов. Юмор послужил украшением передач, стал

отражением житейской мудрости американского народа. Эти передачи надолго запомнились слушателям.

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ЎЗБЕК ВА ИНГЛИЗ ТИЛЛАРИДА БАЪЗИ СЎЗ-ГАПЛАРНИНГ ИШЛАТИЛИШИ

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Аннотация. Ушбу мақолада ўзбек ва инглиз тилшунослигида сўз-гапларнинг ишлатилиши ҳақида ўзбек ва инглиз тилшуносларнинг фикрларига таянган ҳолда тушунча берилган. Шунингдек, ўзбек ва инглиз тилидаги баъзи сўз-гаплар социопрагматик жиҳатдан таҳлил қилинган.

Калит сўзлар: нутқ, сўз-гап, ундов, модал, таклиф-хитоб, тасдиқ-инкор, социопрагматик.

Аннотация. В данной статье, основываясь на мнениях узбекских и английских языковедов, дается понятие об использовании слов-предложений в узбекском и английском языкознаниях. Также проанализированы в социопрагматическом аспекте некоторые слова-предложения в узбекском и английском языках.

Ключевые слова: речь, слова-предложение, побудительное, модальное, предложение-восклицание, утверждение-отрицание, социопрагматический.

Abstract. In this article, the conception about using of sentence-words in Uzbek and English linguistics is expressed basing on the ideas of the Uzbek and English linguists. Moreover, some Uzbek and English sentence-words are analyzed by sociopragmatical way.

Key words: speech, sentence-word, interjections, modals, words of application, words of refusal and affirmation, sociopragmatical.

Сўзлашув нутқида шундай бир туркум сўзлар борки, улар якка ҳолда ёки бирикма холатида ҳам тўлиқ гапнинг маъносини бера олади. Улар тилшуносликда сўз-гаплар деб юритилади. Бундай бирикмалар жозибадор ва ҳис-туйғуга бой бўлган ундовлар, модал сўзлар, таклиф-хитоб ва тасдиқ-инкор сўзлардан ташкил топган. Сўз-гаплар хусусида XX асрнинг 60-йилларига қадар жиддийроқ изланишлар олиб борилмаган. Шу сабабли ҳам сўз-гаплар ўзбек тили дарсликларидан ўрин олмаган. Текширишлардан маълум бўладики, профессор А.Ғуломов бу атамани "Бўлакларга ажратилмайдиган гаплар" остида ўрганган [1].

Ҳозирда эса деярли барча тилларда ўша тилнинг ундовлари, модаллари, хитоб ёки тасдиқ-инкорлари ҳақида илмий изланишлар олиб борилмоқда. Шу жумладан, ўзбек тилида ҳам алоҳида, ҳам гуруҳга бириктирилган ҳолда сўз-гапларнинг структураси, семантикаси, морфологияси юзасидан тилшунос олимларимиз Б.Ўринбоев, Э.Шодмонов, С.Усмонов, Р.Бобокалонов, Ў.Лапасовлар, инглиз тилшунослигида эса Ф.К.Амека, Р.Г.Монтесс, Ж.Г.Ҳердер каби олимлар ўз тадқиқот ишларини олиб борганлар. Назаримизда, улар сўз-гаплар хусусида муҳим изланишлар олиб боришган, сўз-гапларни илмий-назарий жиҳатдан таҳлил қилганлар. Бизнинг мақсадимиз эса уларнинг изланишлари натижаларини ўрганиб чиқиб, ҳар икки тилдаги сўз-гапларнинг социопрагматик хусусиятларини очиб беришдир. Ўзбек тилида сўз-гапларни тадқиқ этган тадқиқодчилардан бири Р.Бобокалонов ўз ишида сўз-гапларни семантик функционал шаклланган сўз-гаплар (СФШСГ) деб атайди ва уларнинг зотийлигини очиб беради. Бинобарин, СФШСГга бириктирилган модаллар (албатта, шекилли, балки, эҳтимол ва ҳ.к.), ундовлар (оҳ, уҳ, вой ва ҳ.к.), таклид-хитоб (ма, қани, марҳамат ва ҳ.к.) ва тасдиқ-инкор (ҳа,йўқ ва ҳ.к.) сўзларининг мустақил - алоҳида гап сифатида ҳамда боғлиқ, яъни гап таркибида қўлланиш ҳолатларини, уларнинг маъновий турлари ва функционал кўринишларини ёритиб берган. Олим ўз ишида 400 дан ортиқ соф сўз-гаплар, сўз-гаплашган, сўз-гаплашаётган, сўз-гапсимон бирикмаларни ҳозирги тил нуқтаи назаридан олиб таҳлил ва тавсиф этган. Олимнинг таъкидлашича, тилдан ҳамма кишилар фойдаланади, чунки тил ҳамма учун умумий ва мажбурийдир. Нутқ эса хусусий бўлиб, у ҳамма учун ҳар хил [1].

Дарҳақиқат, нутқ ҳаммада ҳар хил ривожланган бўлади, кимнингдир нутқи равон, кимникидир нуқсонли ёки нотекис. Нутқи равон инсон чиройли гапириш қудратига эга бўлади ва фикрини аниқ-тиниқ баён эта олади. Шунингдек, сўз-гапларнинг ишлатилиши ҳам инсонларнинг нутқига боғлиқ бўлади. Юқорида айтиб ўтилгандек, модаллар, ундовлар, таклиф-хитоб ва тасдиқ-инкор сўзлар ҳам ҳамма учун бирдек хизмат қилади, лекин инсон ўз касби, ёши, жинси, ижтимоий келиб чиқиши ёки яшаш жойига қараб, турли вазиятларда улардан кераклигича фойдаланади. Бундан ташқари, ундовлар инсоннинг мимикаси билан, модаллар ва тасдиқ-инкорлар бирор нарсага бўлган ишончи, гумони, рози ёки норозилиги билан, таклиф-хитоблар эса тана аъзоларининг махсус ҳаракатлари билан узвий боғлиқдир. Қўлланилаётган ҳар бир сўз-гап ҳам, юқорида айтиб ўтилгандек, социопрагматик хусусиятларга боғлиқ бўлади.

Масаланинг амалий жиҳатларини ҳисобга олган ҳолда, инглиз тилига хос бўлган сўз-гаплар ҳусусида ўз фикримизни билдириб ўтамиз. Ўзбек тилидаги каби инглиз тилида ҳам ундовлар, модаллар, таклиф-хитоб ва тасдиқ-инкор сўзлар бўлиб, мазкур бирликлар бир нечта тилшунос олимлар томонидан ўрганилган. Инглиз тилида сўз-гаплар асосан ундовлар остида жамланади. Инглиз тилшуноси Ф.К.Амека ундов сўзлар ҳақида шундай дейди: "Ундов сўзлар, прагматик нуқтаи назардан олиб қаралганда, сўзловчи муносабатларини ва киришувчанлик мақсадларини очиб берувчи бирликлар гуруҳи бўлиб, улар ҳолат ва вазиятга йўналтирилган бўлади" [2]. Р.Г.Монтес эса "Кўпгина ундовлар сўзловчининг тингловчига ҳурмати остида унинг ички муносабатини жамлайди" деб таъкидлайди [3].

Ғарб тилшунослари ундовларнинг келиб чиқишини инсониятнинг илк даврлари билан боғлайдилар. Масалан, Ж.Г.Ҳедернинг фикрича, ундовлар, инсон ва ҳайвонлар товушлари бир-бирига тенг, ҳар иккиси ҳам ҳиссиёт тили ва бу табиат қонунидир [4]. Кўриниб турибдики, бу олимларнинг фикрлари бир-бирига ўхшаш бўлиб, улар бир-бирини тўлдиради.

Энди ўзбек тилидаги баъзи сўз-гапларни ишлатилишига кўра таҳлил қилиб чиқамиз. Ҳозирги ўзбек тилида шундай сўз-гаплар борки, улар ёши катталар нутқида қўлланиб, болалар нутқида учрамайди, баъзилари фақат болалар нутқига хосланган бўлса, яна бошқалари эса аёллар нутқида қўлланиб, эркаклар нутқига хос бўлмайди. Масалан, шукр (шукур) сўзи модал сўзлар сирасига кириб, мамнунликни, бирор ҳолатдан қониқишни, миннатдорликни ифодаловчи бирлик ҳисобланади, якка ёки бошқа сўзлар билан бириккан ҳолда ишлатилади. Бу сўз, асосан, ўрта ва катта ёшдагилар, айниқса, диний эътиқодга эга кишилар нутқида кўпроқ учрайди, болалар нутқида деярли учрамайди, ёшлар нутқида эса жуда кам ишлатилади.

- Тузукми? — деди у ҳаммаси учун ўзи айбдордай қовоғини солиб. **Шукр,** - Умри хола қулт этиб ютинди. - Ҳозир ухлади.(Ў.Ҳошимов, Ҳикоялар). Иккинчи унақа гапларни гапирманглар! Худони қаҳри келди. Боламга қизамиқтошиб кетди. Дадаси омон бўлса келар, келмаса пешонамдан кўрдим. Ёлғиз эмасман, **шукр,** олдимда болам бор...(Ў.Ҳошимов, Ҳикоялар). — Биз сиздан хурсандмиз, қуда! — деди у. — Аммо биздан ҳам кўнглингиз тўқ бўлсин. Ўз қизимиз учун ҳеч нарсани аямаймиз. **Худога шукур**, қўлимиз қуруқ эмас. (Ч.Айтматов, Сарвқомат дилбарим).

Бундай сўзлар сирасига яна "Ё пирим!", "Астағфирулло", "Ё тавба", "Алҳамдиллулоҳ" каби сўзларни ҳам киритиш мумкин: Бутун Фарғона водийсига Ёғоч полвон деб ном чиқарган, саксовулдек танлари бужмайиб кетган новча полвон бир қўли билан ерга тиралиб, **ё пирим,** деб ўрнидан турди. (С.Аҳмад, Уфқ). - **Алҳамдулилло, яхши, алҳамдулилло!** – деб доимо бир хил ва доимо ноаниқ жавоб қайтаради. (О. Ёқубов, Кўҳна дунё). Оллоҳ сўзи бутун инсоният учун битта тушунча. Лекин ушбу сўзни ҳар икки тилда ҳам икки хил мақсадда қўллашимиз мумкин. Ўзининг асл маъносида, – от сўз туркуми вазифасида, ва сўз-гап вазифасида кела олади. [5]

1. Оллоҳ асрасин! 2. Ё Оллоҳ! Бу қандай гап бўлди!

"Вой ўлай!, "Вой ўлмасам!"каби ундов сўзлари асосан аёллар нутқига хос бўлиб, эркаклар нутқида деярли учрамайди: - **Вой ўлмасам!**– Сепкилли холанинг қўлидан таёғи тушиб кетди.(Ў.Ҳошимов, Дунёнинг ишлари).

Эркаклар нутқида "Ўлай агар" шаклида қасам ичганда, бирор ҳолатга ишонтиришга уринганда ишлатилади. Бу сўздан ёзувчи Ш. Холмирзаев ўз асарларида унумли фойдаланган: — Рост, келаман, — деди Раҳмат. — Бугун бўлди. Кетайлик. Жон ука, сен ғирром эмассан. Билдингми? Сени ғирром десам, **ўлай агар.** (Ш.Холмирзаев, Сайланма). — Тошкент билан гаплашасизми? — сўради у йигит. **Ўлай агар,** кўчада кўрсам, танимайман. Аммо шу биланми, бошқаси биланми Тошкентда туриб ҳам кўп гаплашганман: чол-кампирни соғинганимда... (Ш.Холмирзаев, Сайланма).

Мисоллардан кўриниб турибдики, Ўлай сўзи: Вой ўлай!, Вой ўлмасам!, Ўлай агар кўринишларига эга бўлиб, бошқа-бошқа мақсадларда ишлатилади. Ҳайратни ифодаловчи "вуй" ундови эса асосан аёллар ва ёш болалар нутқида учрайди. Бу сўз кўз мимикаси билан боғланган ва бирор кутилмаган холатдан ўта ҳайратланишни билдиради. Бу ҳолатни Ў.Ҳошимов асарларида яққол кўришимиз мумкин:- **Вуй,** мунча чиройли! – деди қаттиқ шивирлаб. – Бир қошиқ сув билан ютгудек-а! (Ў. Ҳошимов, Дунёнинг ишлари). Чекка-чеккадаги хотинларнинг ҳайратли хитоби эшитилди. **–Вуй-й-й!**- Асл тилламикан? (Ў. Ҳошимов, Дунёнинг ишлари). Асли туркий сўз бўлган ура ундов сўзи асосан ёш болалар нутқида урре, ураа шаклида ишлатилади. Баъзан уни катталар нутқида ҳам учратиб қоламиз. **- Ур-ре!** – Жамшид ирғишлаб пастга тушди, лекин селгимаган ерда оёғи тойиб чўккалаб қолди: уйга қайтиб, қўнжи узун ботинкасини кийиб чиқди. (Ш.Холмирзаев, Ўн саккизга кирмаган ким бор).

Маълумки, ҳар бир миллат ўзига хос менталитетга эга. Фикримизча, ҳеч қайси халқнинг урф-одатлари, қадриятлари, эркаклар ва аёллар нутқи ўртасидаги фарқлар бизнинг тилимиздагидек бой бўлмаса керак. Чунки бизда аёллар ўз ҳаёси, ибоси, ўзини тутиши билан ажралиб туради ва уларнинг нутқи ўзига хослиги билан ҳам эркаклар нутқидан фарқланади. Шу сабабли ҳам ўзбек ва инглиз тилидаги сўзларнинг ишлатилишида бир мунча фарқлар мавжуд. Ғарбий тилларда, жумладан, инглизлар нутқида сўкиниш маъносини берувчи сўзларни кўп учратишимиз мумкин. Бундай сўзлар енгил ёки қўпол сўкиниш ундов сўзлари бўлиб, уларнинг баъзилари инглиз тили изоҳли луғатига ҳам киритилмаган. Буларга Cripes! Hell! Shoot! Shit! Damn! Fuck! Christ! в.ҳ. каби сўзлар кириб, бундай сўзларни таржима қилишда албатта, тил маданиятига риоя қилинади. Шунингдек, ўзбек тилида бундай сўзлар ўрнида деярли лаънати, вой лаънати, ҳаҳ лаънати кабилар тўғри келади. "Cripes! What did I tell you about leaving your socks all over the floor?!" (Сенга пайпоғингни полга ташлаб кетма демаганмидим?!) "Oh, hell! I've burned the pan" (Товани куйдириб қўйдим!) "Shoot! I forgot my brother's birthday" (Акамнинг тугилган кунини унитибманку!) ва ҳ.

Инглиз тилида ҳам болалар нутқига ҳос бўлган сўз-гаплар мавжуд. Ўзбек тилидаги йўқ инкор сўзи инглиз тилида no бўлиб, катталар нутқида no, nah тарзда талаффуз қилинса болалар нутқида эса nuh-uh, nuh-hu, nu-huh.... шаклида бўлади: I hit you! – Сени ураман! **Nuh-uh!** - **Йўўқ!** Болаларга ҳос бўлган ундов сўзлардан яна бири wee бўлиб, бирор нарсадан ҳайратланганини ифодалайди, ўзбек тилидаги **вуй** сўзига тўғри келади: **Weee!** Faster! – **Вуй!** Янаям тезроқ. Инглиз тилидаги **eep** сўзи аёллар нутқига хос бўлиб, ўзининг айбини сезиб қолганда айтиладиган ундов сўз ва ўзбек тилидаги **войй**, **вай** сўзларига тўғри келади: "Oh no!" – Э йўқ! "**Eep!** I didn't mean to say that!" – **Вой!** Бунақа демоқчи эмасдим! [5]

Хулоса қилиб шуни айтиш жоизки, тилларни қиёслашда аввало қиёсланаётган тил миллатининг урф-одатларини, маданиятини билиш лозим.

Шунингдек, инглиз тилидаги сўз-гапларни ўзбек тилидаги маънолари билан таққослаш ҳам назарий, ҳам амалий тилшунослик учун муҳим аҳамиятга эга бўлади. Негаки, оғзаки нутқда ҳам, таржима жараёнида ҳам бундай бирликлардан ўринли фойдалана олиш зарур. Шу маънода сўз-гапларнинг қиёсий луғатларидан фойдаланиш ўқув жараёнида енгиллик туғдиради.

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ҚИШЛОҚ ХЎЖАЛИГИ ТЕРМИНЛАРИГА ОИД ИНГЛИЗЧА-ЎЗБЕКЧА ЛУҒАТ ТУЗИШ ҲАҚИДА АЙРИМ МУЛОҲАЗАЛАР

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Аннотация. Ушбу мақолада қишлоқ хўжалиги терминларига оид инглизча-ўзбекча луғат тузишнинг аҳамияти ва келажак босқичлари ҳақида гап боради. Луғат қишлоқ хўжалигининг агрономия, қишлоқ хўжалиги менежменти, селекция, ветеринария, ўсимликшунослик, тупроқшунослик, мева-сабзавотчилик, зоотехния, тутчилик, асаларичилик, йилқичилик ва ипакчилик ва бошқа соҳаларини ўз ичига қамраб олади.

Калит сўзлар: термин, қишлоқ хўжалиги, мевачилик, сабзавотчилик, деҳқончилик, изоҳли луғат, инглизча терминлар, икки тилли.

Аннотация. В данной статье рассматриваются важность и будущие этапы составления англо-узбекского словаря сельскохозяйственных терминов. Словарь охватывает агрономию, управление сельским хозяйством, селекцию, ветеринарию, растениеводство, почвоведение, плодоовощеводство, шелководство, пчеловодство, коневодство и др.

Ключевые слова: терминология, сельское хозяйство, садоводство, овощеводство, сельское хозяйство, толковый словарь, английские термины, двуязычие.

Abstract. This article discusses the importance and future stages of compiling an English-Uzbek dictionary of agricultural terms. The dictionary covers agronomy, agriculture management, selection, veterinary science, plant growing, soil science, fruit and vegetable production, beekeeping, horse breeding and silk farming.

Keywords: terminology, agriculture, horticulture, vegetable growing, agriculture, explanatory dictionary, English terms, bilingual.

Агар мустақиллик давригача Ўзбекистонда икки тилли таржима луғатларининг асосан русча-ўзбекча, ўзбекча-русча турига катта эътибор берилган бўлса, мустақиллик даврида кичик ҳажмли русча-ўзбекча ва ўзбекча-русча, турли ҳажмдаги арабча-ўзбекча, форсча-ўзбекча, туркча-ўзбекча, корейсча-ўзбекча, японча-ўзбекча, хитойча-ўзбекча, урдуча-ўзбекча, инглизча-ўзбекча, ўзбекча-инглизча ва бошқа икки тилли луғатлар тузилиб, уларнинг сони тобора ортиб бормоқда. Ўзбек лексикографиясида луғатчиликнинг янги-янги тажрибаларига қўл урилмоқда, луғатларнинг янги турлари яратила бошланди. Масалан, «Ўзбек тили ўхшатишларининг изоҳли луғати» (2013), «Ўзбек тили энантиосемик сўзларининг изоҳли луғати» (2014), «Лингвокультурология терминларининг қисқача изоҳли луғати» (2015), «Сўз сандиқчаси: ўзбек тилининг изоҳли луғатчаси» (2016) каби асарлар бугун фан ва таълим тизимида ўқувчи ва талабаларнинг филологик сезгисини оширишга хизмат қилмоқда, филолог-мутахассислар учун муҳим манба вазифасини ўтамоқда. Шунингдек, терминологик луғатда муайян бир соҳа терминологиясини имкони борича қамраб олиш ва шу соҳада шаклланган илмий тушунчалар тизимини мантиқан изчил тавсифлаш мақсадга мувофиқ бўлса, изоҳли луғатнинг вазифаси умумхалқ тилининг лексик-семантик тизимини муайян тил жамоасида қандай мавжуд бўлса, шундайлигича тавсифлашдан иборат. 1. Адабий тилга кириб ўзлашган муайян илмий-техник терминнинг умумфилологик луғатларда ва соҳавий терминологик луғатларда ёки энциклопедияларда изоҳланиши бир хил бўлмаслигини ва бунинг сабабларини ўз вақтида Л. В. Шчерба ҳам кўрсатиб ўтган ва ўз фикрини аниқ мисоллар билан далиллаган эди. Шу бугунга қадар қишлоқ хўжалигига оид терминологик "Англо-русский сельско-хозяйственный словарь" П.А.Адаменко ва бошқа лексикографлар томонидан 1983 йил Москвада Русский язык нашриётида чоп эттирилган. Унда 75 мингта сўз ва терминлар бўлиб, жуда мукаммал тарзда тузиб чиқилган. Луғат сўнггида қишлоқ хўжалигига оид асосий халқаро ва миллий ташкилотларнинг номлари инглиз тилидан рус тилига таржимаси билан берилган ва қисқартмалар ҳам келтирилган. Луғатдаги сўзлар қишлоқ хўжалигининг қуйидаги барча соҳаларига оид бўлган. Улар: агрономия, қишлоқ хўжалиги менежменти, қишлоқ хўжалиги механизацияси, селекция, ветеринария, ўсимликшунослик, тупроқшунослик, қишлоқ хўжалигини электрлаштириш ва автоматлаштириш, мева-сабзавотчилик, зоотехния, тутчилик, асаларичилик, йилқичилик ва ипакчилик.

Сўнгги йилларда мамлакатимиз қишлоқ хўжалиги соҳасида, юқори сифатли ва ҳосилдор экинларнинг янги навларини яратишда ва чорвачилик соҳаларида ҳам катта ютуқларга

эришмоқда. Бунда кўплаб селекция ва генетика соҳасидаги олимларимизнинг, бундан ташқари физика ва биокимё соҳасидаги олимларнинг саъй-ҳаракатлари билан қишлоқ хўжалигига ва фанга янги сўз ва терминларнинг кириб келиши кузатилмоқда. Шуни айтиб ўтиш керакки, бугунги кунда бизнинг мамлакатимизда ва хориж мамлакатларида йилқичилик соҳасига катта қизиқиш уйғониб, қишлоқ хўжалигининг бу тармоғи ривожланиб бормоқда. Буни инобатга олган ҳолда, луғатларда йилқичилик соҳасида уларни ривожланиши бўйича терминлар кенг ёритиб берилмоқда. Масалан: bridling, foal, stallion, saddling, mare, halter breaking, preventative disease. Юқорида келтириб ўтилган асаларичилик соҳасида ҳам янги кириб келган терминлар beehive frames, colony, top-bar hives, skeps, apiary, smokers, liquid smoke, cold smoke aerosols, honey, honeycomb, beesuits, beekeepers, squire veils, round veils. Кўпчилик ботаника ва зоология терминларига, кимёвий элементларни билдирувчи барча терминларга хусусий белги қўйилмади, чунки бундай терминлар (номенлар) изоҳида қўлланган *дарахт, бута, ўт, ўсимлик, ҳайвон, парранда, ҳашарот* каби луғавий бирликлар терминларнинг қайси соҳага мансублигини кўрсатиб туради. Луғатни тузишда бизнинг хорижий мамлакатлар билан кенгайиб бораётган алоқалар инобатга олинган ҳолда, қишлоқ хўжалигида мавжуд бўлган терминлар киритилади.

Бугунги кунда бутун дунёда, дунё мамлакатлари "экология" га жиддий эътибор қаратиб, атроф-муҳитни ва табиатни асраш юзасидан кўплаб ташвиқот ва тарғибот ишларини олиб бормоқда. Шуни инобатга олган ҳолда, луғатга қишлоқ хўжалиги соҳасидаги, ишлаб чиқариш фаолиятидаги, табиатга таъсир кўрсатиши, иккинчи томондан эса антропоген таъсирларни табиатга ва қишлоқ хўжалиги соҳасига салбий ва ижобий таъсирларини англатувчи сўзлар ҳам киритилади. Луғат устида иш олиб бориш жараёнида бир қатор муаммолар пайдо бўлади. Энг аввало ўсимликларни номланишида, уларни саралаш ишларида қийинчиликлар туғилади. Луғатда фақат маданийлаштирилган озуқабоп, чорвачилик, саноат, тиббиётга оид доривор, ландшафтли, бегона ўтлар, селекция соҳаси учун бошланғич материал сифатида қизиқиш уйғотган ўсимликлар ҳақида маълумотлар мавжуд бўлиши мумкин.

Кейинги муаммо эса ўсимликларнинг қийин ботаник номланиши ва жудаям кўп синонимик сўзларнинг мавжудлиги, айниқса ўсимликларнинг лотинча номланишларида муаммолар мавжуд бўлди. Бу муаммолар С.Мухаммадхонов, Ф.Жонгузаровлар томонидан 1989 йил чоп эттирилган "Ўсимликшуносликка оид русча-ўзбекча изоҳли луғати"ида қисман ўз ечимини топади. 2016 йил эса Х. Жабборовнинг «Деҳқончилик сўзларининг қисқачи изоҳли луғати» нашрдан чиқди. Луғатдаги сўз ва терминларнинг катта қисмини пахтачилик (чигит, пахта, ягана, чеканка каби), полизчилик (тарвуз, ҳайитқора, тилик, чинни, қовун, ҳандалак, бўрикалла, амири, қовоқ, ошқовоқ, бодринг, помидор каби), дончилик (бугдой, арпа, макка, маккажўхори, соя, зиғир, тариқ, шоли, гуруч, бошоқ, сўта каби), сабзаватчилик (карам, редиска, турп, шолғом, петрушка, укроп, картошка, қалампир, баклажон, ловия, нўхат, лавлаги каби), мевачилик (кишмиш, тойипи, сурхак, анор, олма, жавпазак, олмақоқи, ўрик, зардоли, туршак, гилос, олча, олволи, пароли, шафтоли, анжир, бодом каби), кўчатчилик (кўчат, қаламча, кўчатзор каби) сингари деҳқончилик соҳалари бирликлари ташкил этади. Бундан ташқари, луғатдан деҳқончилик тарихи билан боғлиқ бўлган омоч, қўш, тиркиш, мола; экин экиладиган майдонни ифодаловчи шудгор, текислаш, молалаш, бороналаш, буғдойпоя, арпапоя, пайкал каби сўз ва терминлар; деҳқончиликда ишлатиладиган турли қурол-асбоб ва техника номларини билдирувчи трактор, культиватор, кетмон, бел, мола, сихмола каби бирликлар; суғориш (ирригация) ва мелиорацияга оид ирригатор, сувчи, мироб, зовур, дренаж каби сўз ва терминлар ҳам муносиб ўрин олган. Бироқ энг асосийси, замонавий қишлоқ хўжалиги соҳасига тегишли бўлган, инглиз тилида сабзаватчиликка оид cabbage, redish, turnip, celery, potato, been, legume, beet, onion, tomato, мевачиликка оид apricot, nut, fig, peach, apple, cherry, small berries, pomigranate каби муҳим сўзларни инглиз тилида расмли луғат тарзида ишлаб чиқсак мақсадга мувофиқ бўлади. Шу билан бир қаторда янги монографиялар, ўқув адабиётлари, энциклопедиялар, маълумотномалар, изоҳли луғатлар, ўсимликлар, ҳайвонлар, қушлар, ҳашоратлар ва уларнинг касалликларига оид бир қатор керакли адабиётлардан кенг фойдаланилмоқда.

Хулоса ўрнида шуни алоҳида таъкидлаш жоизки, ўзбек лексикографиясининг олдида бир қатор долзарб масалалар ҳам турибди. Масалан, мавжуд синонимлар, омонимлар, антонимлар луғатларининг янги нашрларини амалга ошириш, аграр университет талабалари учун алоҳида соҳага оид ўзбекча-инглизча, инглизча-ўзбекча луғатлар яратиш, мавжуд тилшунослик терминлари луғатига таянган ҳолда қишлоқ хўжалиги энциклопедиясини тайёрлаш лексикографиямизнинг энг муҳим вазифаларидандир.

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МЕТОДЫ АКТИВНОГО ОБУЧЕНИЯ НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА

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Annotatsiya. Ushbu maqolada ta'lim jarayonida foydalaniladigan, ayniqsa ingliz tili darslarida qo'llaniladigan axborot manbalarining imkoniyatlari yoritib berilgan.

Kalit so'zlar: metod, innovatsiya, innovatsion texnologiyalar, nazariya va amaliyot, dars, chet tili, ta'lim, talabalar, fan, kommunikativ madaniyat.

Аннотация. В статье освещено как в образовательном процессе используются различные методы, предоставляющие широкий выбор источников информации для познавательной деятельности на уроках английского языка.

Ключевые слова: методы, инновация, инновационные технологии, теория, практика, урок, английский язык, образование, студенты, предмет.

Abstract. The article describes different methods are used in the educational process, providing a wide choice of sources of information for cognitive activity in English classes.

Key words: methods, innovation, innovative technologies, theory and practice, lesson, English language, education, students, subject, communicative culture.

В современном информационном времени изменились условия жизни, формирования и обучения. Теперь, в XXI веке возрастает роль интернационального воспитания. Поднимать собственную культуру, развиваться и идти вперёд – это жизненная необходимость нашего столетия и молодого государства. Такой же жизненной необходимостью является и изучение иностранных языков, чтобы идти в ногу со временем. Сегодня знание английского языка открывает окно в большой глобальный мир с его колоссальным потоком информации и инноваций. Меняется всё вокруг и соответственно, должно поменяться отношение и к обучению. Иностранный язык, особенно английский, очень популярен, и почти все уже поняли, что без знания иностранного языка очень трудно существовать в современном мире, найти престижную работу и т.д. Действительно, практически все ученики хотят изучать английский язык, но это совсем не означает, что они хотят упорно трудиться, чтобы знать язык.

Активизация учебной деятельности ребят в большой степени способствует использованию в обучении нестандартных или нетрадиционных форм работы. Использование мультимедиа на уроках английского языка – это требование сегодняшнего дня, с одной стороны, и огромная помощь в работе учителя, с другой. Несмотря на то, что требуется больше времени на подготовку к уроку, результат превосходит ожидания, так как информационно-коммуникативные технологии, являясь средством развития мотивации учебной деятельности на уроках английского языка, создают идеальные условия для формирования интеллектуальной компетентности и креативности обучающихся.

Интерактивное обучение на основе мультимедийных программ позволяет более полно реализовать целый комплекс методических, дидактических, педагогических и психологических принципов, делает процесс обучения более интересным и творческим. Использование компьютера, позволяет организовать на уроке индивидуальную, парную и групповую формы работы.

Важным аспектом использования ИКТ на уроках иностранного языка является проектная деятельность. Мультимедийные презентации активно вошли в процесс обучения. Учащиеся используют Интернет для сбора материала для проектов. Одной из возможностей использования

мультимедийных технологий на уроке является мультимедийная презентация с ярким видеорядом (иллюстрациями, видеоклипами, звуком). Такую презентацию я могу подготовить сама или поручаю создание презентации обучающимся. Изучение темы или раздела всегда заканчивается повторением, закреплением и обобщением. Все эти элементы я объединяю и предлагаю своим ученикам на завершающем каждую тему этапе, создать мультимедийный проект, вместо традиционного реферата. В основе метода проектов лежит развитие познавательных навыков учащихся, умений самостоятельно конструировать свои знания, умений ориентироваться в информационном пространстве, развитие критического и творческого мышления. В практике преподавания иностранного языка проектная методика нашла большое применение.

Метод проектов можно считать эффективным этапом в формировании критического мышления. В результате определенной поисковой, исследовательской, творческой деятельности учащиеся не только приходят к решению поставленной проблемы, но и создают конкретный реальный продукт, демонстрирующий возможность и умение применять полученные результаты на практике. Каждый проект соотносится с определенной темой и разрабатывается в течение нескольких уроков. Наряду с вербальными средствами выражения учащиеся широко используют и другие средства: рисунки, коллажи, картинки, планы, карты, схемы, анкетные таблицы, графики и диаграммы. В фонограммах курса используются звукоподражательные средства и шумовые эффекты. Таким образом, развитие коммуникативных навыков надежно подкрепляется многообразием средств, передающих ту или иную информацию. Самостоятельный поиск, проработка слов при построении высказываний делают более качественным непроизвольное запоминание лексических средств и грамматических структур. Исходя из практики применения проектной методики, могу с уверенностью сказать, что данная методика может применяться на любом этапе урока: актуализация опорных знаний, закрепление, повторение ранее изученного материала. Подготовка урока с использованием проектной методики является очень эффективным методом развития разговорной речи учащихся. Метод проектов был использован мною при организации урока по теме «The Excursion to the State Museum of Art, Literature and Culture of Uzbekistan». Из материала предыдущих уроков учащимся знакомы многие лексические единицы, отражающие данную тему. На начальных этапах ознакомления с темой проводилась активизация лексического материала. Далее последовала сама экскурсия в Государственный Музей Искусства, Литературы, Истории и Культуры Узбекистан. На начальном этапе было очень важно сформулировать тему и конечную цель проекта, определить временные рамки, придумать, какие материалы и источники могут использовать учащиеся, выбрать оптимальную форму презентации результатов. В ходе экскурсии учащиеся ознакомились со всеми экспозициями, узнали много нового и интересного о своем городе, о людях принесших всемирную известность Узбекистан. Никого не оставили равнодушными исторические хроники, археологические исследования.

На этапе презентации учащиеся работали собственно над техническим выполнением проекта. Использование компьютера придает проекту больший динамизм. Ребята сами снимали видео, редактировали его с помощью компьютерных программ, работали с текстовыми и графическими редакторами, совершенствуя навыки работы на компьютере, осваивая использование электронных версий англо-узбекского и узбекско-английского словарей. У учащихся была практическая возможность использовать знания и навыки, полученные на уроках информатики.

В XXI веке общество предъявляет все более высокие требования к практическому владению английским языком в повседневном общении и профессиональной сфере. Объемы информации растут, и часто рутинные способы ее передачи, хранения и обработки являются неэффективными. Использование информационных технологий раскрывает огромные возможности компьютера как средства обучения. Из практики своей работы я могу сделать вывод, что проектная методика является большим стимулом в работе учащихся, приводит к активному освоению иностранного языка, применению своих знаний в каждой конкретной ситуации.

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"ДАВЛАТЁРБЕК" ДОСТОНИ ТУРКМАН ВЕРСИЯСИ БАДИИЯТИНИНГ ТИПОЛОГИК ХУСУСИЯТЛАРИ

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Аннотация. Мақолада"Давлатёрбек" тарихий эпосининг туркман версияси таҳлил этилади, унинг таркибидаги турли бадиий тасвир воситалари достоннинг ўзбек версиясидаги муқобиллари билан қиёс қилинади. Шу жараёнда икки версиядаги типологик ва миллийлик хусусиятлари ёритиб берилади.

Калит сўзлар: Хоразм, эпос, "Давлатёрбек", туркман, версия, бадият, типология, миллийлик

Аннотация. В статье анализируется туркменская версия исторического эпоса «Давлатёрбек», различные художественные изобразительные средства из его структуры, сопоставляются со своими эквивалентами из узбекской версии дастана. В этой связи освещаются типологические и национальные своеобразия обеих версий

Ключевые слова: Хорезм, эпос, «Давлатёрбек», туркменская версия, художественность, типология, национальный колорит

Abstract. In the article the Turkmen version of the historical epic "Davlatyarbek" is analyzed and its various artistic means compared with the ones in Uzbek version of the poem. In this process, the typological and national features of both versions are highlighted

Key words: Khorezm, epic, "Davlatyarbek", Turkmen, version, art, typology, nationality

"Давлатёрбек" достонининг туркман версияси кўламдор ва монументал асар сифатида кўзга ташланади. Мазкур версияда назмга қараганда насрнинг устуворлиги намоён бўлади.

Туркман фольклоршунос олими Қақажон Дурдиевнинг кўрсатишича, бу достон туркман шоири Қурбонали Маъруфий қаламига мансуб бўлиб, 1943 йилда чоп этилган [1].

Биз достоннинг 1978 йилда нашр этилган нусхасини ишимизга асос қилиб олдик.

Туркман версиясининг тили анча мураккаб бўлиб, унда мумтоз адабиётга хос лексика устуворлик қилади. Шеърлар асосан мураббаъ шаклида бўлиб, асар таркибидан битта мухаммас ҳам ўрин олган.

Дастлаб достон лексикаси хусусида сўз юритадиган бўлсак, унинг матнидаги лисоний бирликлар орасида форс, араб тилларига алоқадор сўзларнинг анча кўп эканлигига гувоҳ бўламиз.

Достоннинг ўзбек версияси билан туркман версиясининг бир хил қўлёзма асосида тарқалганлигини ҳисобга олсак, иккала версиянинг лексик хусусиятлари ҳам анча ўхшаш эканлигини қайд қилишимиз зарур. Шу билан бирга икки версия орасида жиддий тафовутлар ҳам мавжуд. Бу айниқса шеърий қисмда ёрқинроқ намоён бўлади. Чунки, қўлёзма нусхалар бир эмас, бир қанча котиблар томонидан кўчирилган бўлиб, ҳар бир хаттот матнга ўз улушини қўшган. Насрда ҳам муайян ўзгаришлар борлигини ҳам қайд қилиш лозим.

Туркман версиясидаги маънодош сўзлар ҳам асосан ўзлашма лексика нуфузига тўғри келади. Масалан, "Кўз" сўзини қарайдиган бўлсак, унинг қуйидаги муқобиллари мавжуд:

Сен-де бир оглум бол, эй нуры **гөзум**... ("Дөвлетяр", 50-бет).

Гамдамларың гойгул **дидәм** устуне… ("Дөвлетяр", 49-бет).

Гөзде яшым **чешми**-гирён... ("Дөвлетяр", 68-бет).

"Соч" сўзининг ҳам "зулф", "тал" шакллари учрайди.

Ушбу версияда ҳам "Худо" сўзининг ўнга яқин муқобиллари берилган.

Достон матнидаги бадиий тасвир воситалари ўзбек версияси даражасида намоён бўлади. Айниқса ўхшатиш ва сифатлашларнинг миллий локал хусусиятлари алоҳида аҳамиятга молик.

Ўхшатишларнинг рўёбга чиқиши қўшимчалар ва кўмакчи сўзлар орқали намоён бўлади. Қўшимчаларнинг –дек, дей шакллари учрайди:

-дек: Элип дек қади хунаба ("Дөвлетяр", 44-бет).

-дей: Душманың устиге пелең –дей ёртуб… ("Дөвлетяр", 95-бет).

Кўмакчи сўзлар орқали ясалган ўхшатишлар анча кенг доирани ташкил этади. **Киби**: Гелер йылдыз киби суйнуп…

Меңзар: Даң йылдыза меңзәр гөзи... ("Дөвлетяр", 89-бет).

Гөйə: **Гөйə** эндамына от душəн **дек бир силкинди.** ("Дөвлетяр", 37-бет). Гўё кўмакчиси айрим ҳолларда гўёки шаклида берилади:

Гөйə ки: Гөйə ки Рустами саны... ("Дөвлетяр", 99-бет).

Ялы (янглиғ): Мен **ялы** бир гарыба эйгертжекми, ага! ("Дөвлетяр", 135-бет). **Мисли**: **Мисли** дагның силидир, бир тебессумдир акышы. ("Дөвлетяр", 152-бет). **Сипатлы**: Бахмендан хайбатлы, Рустем **сипатлы.** ("Дөвлетяр", 161-бет). **Нишаны** (нишанлы) Гул меңзи гөйə бир айың **нишаны**... ("Дөвлетяр", 53-бет).

Достонда қаҳрамонлик, уруш-саваш саҳналари кўп бўлганлигидан ўхшатишларда ҳам Рустамдай, палангдай сингари куч-қудрат эгаларига мурожаат этилади.

Бу хусусият сифатлашларда янада ёрқинроқ намоён бўлади. Уларда от, қилич, йигит каби тушунчаларни сифатловчи сўзлар кўп қўлланилган.

Мес бедов (маст бедов); **гоч йигит** (забардаст йигит); Мес бедов таба гиренде, Гоч йигит ганым гөренде... ("Дөвлетяр", 102-бет). **Тылла уян** (тилла юган) **Налы алтын, тылла уян**, көйнекче зер жул болмаса... ("Дөвлетяр", 152-бет).

От асбоблари ҳам оригинал сифатлашлар орқали рўёбга чиқади. Чунки эпик қаҳрамонни унинг оти ва қуролидан айрича тасаввур қилиб бўлмайди [2].

Сифатлашлар орасида эпик қаҳрамон қуроли бўлган қиличга нисбатан ўнга яқин эпитет қўлланилган:

Ган дамар гылыч билинде… ("Дөвлетяр", 117-бет).

Кескир гылыжи, жыдайи... ("Дөвлетяр", 96-бет).

Тавриз гылыжым беглере табшырдым... ("Дөвлетяр", 176-бет).

Баъзан "**дуюр қилич**" "**алмаз қилич**" шакллари ҳам учрайди.

Уруш қуролларига нисбатан ишлатилган бундай сифатлашлар асарнинг жанговарлик руҳи билан боғлиқдир. Ўзбек ва қорақалпоқ версияларида бу тоифа сифатлашлар унчалик бўртиб кўринмайди.

Достонда севги-муҳаббат, аёл-қизлар билан алоқадор саҳналар ҳам мавжудлиги сабабли гўзалликни ифодаловчи анъанавий сифатлашларнинг ҳам эътиборга лойиқ тоифалари тилга олинган. Баъзан бир банд тўлалигича оригинал сифатлашлар билан безалган:

Маъшуқа чеҳрасига нисбатан бир қанча эпитетлар қўлланилган:

Кулар юз, хушрўй юз, қора холли юз:

Иззат экрам биле, **гулер** юзини ("Дөвлетяр", 105-бет). Зенехдан янаклы, **хошрой** узлериң ("Дөвлетяр", 44бет). Зенахданлы **гарахаллы** йузиңе... **Қора кўз, жоду кўз, жаллод кўз**: Сурмели ол **гара гөзлер**... ("Дөвлетяр", 167-бет).

Сифатлашлар орасида "Юпар исли гелин" (ифор ҳидли қиз), "Хошнут хал" (ёқимли хол), "Ибришим кокил" (ипак соч), "Тоза кабоб" (Янги пиширилган кабоб) каби бирикмалар борки, уларда миллий ўзига хослик алоҳида бўртиб туради. Шу билан бирга "тилла узук", "гулгун май", "офтоб талъатли қиз" каби анъанавий сифатлашлар ҳам матннинг бадиий юксак даражага чиқишида ҳал қилувчи роль ўйнаган.

Мазкур достон матнида анъанавий тарзда худди сажъ тузилмалари каби қолиплашган муболағавий тасвирлар ҳам учрайдики, улар достондан-достонга кўчиб юради: "Бу сапар ан гадар лешгер йөрип гелди, йылдызларда сан бар, эмма оларда сан ёк, байдик-байдак, санжак – санжак, эл-элге какышып, азмы жем болуп гелйəлер. Ериң усти адамларың гөвдесиден гөринмейə. ("Дөвлетяр", 106-бет).

Бундай сайёр муболаға тузилмалари Хоразм достонларида ҳам учраб туради.

Достон матнидаги муболағалар матнга бадиий бўёқ беришда ҳал қилувчи роль ўйнайди. Тасвирга шиддатли тус беради, воқеани бўрттириб, тингловчи эътиборини жалб қилади. Баъзан муболағалар ишониб бўлмайдиган даражада берилса ҳам тингловчи уни реал воқеа-ҳодиса сифатида идрок қилади ва ундан завқ олади.

"Давлатёрбек"нинг туркман версиясида ҳам бошқа туркий версиялардаги каби эзгулик билан ёвузлик ўртасидаги кураш асарнинг моҳиятини ташкил этади. Ушбу зиддиятни тасвирлаш асносида ўз-ўзидан тазод санъатига мурожаат қилишга тўғри келади.

Достондаги воқеалар уруш-саваш, севги-саргузашт билан алоқадорлиги сабабли тазод санъати инсон ҳис-туйғуларини ифодалашга хизмат қилади. Улар образларнинг ички кечинмаларини очиб беришда турли қиёсий манбалар билан алоқага киришади. Достондаги тазод санъатини қисқача қуйидаги тарзда тасниф этиш мумкин:

1. **Киши руҳияти билан алоқадор тазодлар**

Ах чекмекден гара багрым от алды, Достлар **гамгын** олуп, душман **шат** олды. ("Дөвлетяр", 72-бет).

Давлатёрбекнинг онаси томонидан айтилган ушбу шеърий парчада унинг эл-юрт олдидаги аҳволи баён этилади. Ўша аҳвол "ғамгин" ва "шод" зид сўзлари орқали ифодаланади. Чунки элда дўст ҳам бор, душман ҳам. Душман қувонса, дўст ғамгин бўлади, дўст шод бўлганда душманнинг ғамгин бўлиши кутилган ҳодиса.

Киши руҳиятидаги шодлик ва қайғу турли сабаблар орқали рўёбга чиқади. Ошиқ-маъшуқалар учун висол шодлик бўлса, ҳижрон хафаликдир:

Пыракың одуна **высалың** дерман, **Гөрен** арзув чекер, **гөрмедик арман**. ("Дөвлетяр", 66-бет). Икки мисрада ҳам зидловчи тушунчалар мавжуд бўлиб, севги-муҳаббат билан боғлиқ муаммоларни ёрқин акс эттиришга хизмат қилдирилган. Иккинчи мисрада ёрни кўрган орзу этар, кўрмаган армон этар, тушунчаси берилган бўлиб, фироқ ва висол сўзларидаги маънони қўллаб-қувватлайди.

Шодлик ва қайғу **жафо** ва **сафо** қарама-қарши сўзлари билан ҳам ифодага тортилади: Дунйә дурсун, достлар дурсун, **Жепа** гөрмей, **сапа** сурсун. ("Дөвлетяр", 30-бет).

Ҳаётда сафо суриш хурсандликни, жафо чекиш ғам-аламни ифодалайди. Шу сабабли Давлатёрбек дўстларга сафо суришни тилайди. Икки қарама-қарши сўз фикр равшанлигини амалга оширади.

2.   Ҳайвонот олами ва қушларга алоқадор тазодлар.

Тазод усулида рамзий образларга мурожаат қилиш жараёнида салбий ва ижобий маъно ташувчи турли ҳайвонлар, қушлар ҳам тилга олинади:

Хачан бир болупдыр **гоюн гурт** биле, Аның учин балам дура билмеди. ("Дөвлетяр", 72-бет). Ушбу мисраларда бўри билан қўй рамз сифатида танланиб, уларнинг негизида хон ва Давлатёрбек тушунилади. Бўри билан қўй бирга яшай олмаганидек, амалдорлар билан халқ севган Давлатёрбек ҳам бирга тил топишиб яшай олмайди, деган ғоя тазод усулининг моҳиятини ташкил этади.

Қуйидаги сатрларда отнинг учқурлиги қушга қиёсланган ҳолда берилади: Гэхи **гонар**, гэхи **учар,** Гөйэки гушмудыр, недир! ("Дөвлетяр", 89-бет). Отнинг сакраб елиши қушнинг учиб қўнганига таққосланган ҳолда бедовнинг югуриклигига ишора қилинади.

3.   **Ижтимоий –социал масалаларга муносабат билдирувчи тазодлар**.

Достон ватанпарварлик, инсонийлик, адолат каби эзгу фазилатларни улуғловчи мотивларни юзага чиқарар экан, ўз-ўзидан турмуш, ижтимоий –иқтисодий аҳвол хусусида ҳам айрим фикрлар ўртага ташланади. Турмуш манзаралари икки қарама-қарши қутбга таққосланиб, хулоса чиқарилади:

Бир кимсе **мунг гамда** дерди мэхнетде, Бир кимсе азапсиз **айшы-ашратда**. ("Дөвлетяр", 144-бет). Мисраларда жамият ҳаётидаги бойлик ва камбағаллик ғам ва айш-ишрат тушунчаларини зидлаш орқали намоён бўлади.

4.   **Рақамлар орқали ифодаланган тазодлар**. Достон матнида кўп ва оз рақамларни қиёслаган ҳолда муайян ҳаётий хулосалар чиқарилади. Бу ҳолат кўпроқ уруш саҳналарида тилга олинади:

Сынамда сет муң от яны, Сизлер **сансыз**, мен **бир саны**… ("Дөвлетяр", 136-бет). Ушбу сатрларда **сонсиз** сўзига бир рақами қиёсланиб, синсиз душманга қарши якка ўзи жанг қилаётган Давлатёрбекнинг руҳий изтироби баён этилади.

Давлатёрбек Эрон шоҳига ўз элини тавсифлар экан, йигитларнинг куч-қудратини, юрт баҳодирларининг шижоатини тасвирлаш учун яна рақамларга мурожаат этади: **Бир йигиди** муңиңиза тай болар, Гөроглы дек ок-ярагы шай болар…

Урып-йыкып санжып гечер өзбеклер. ("Дөвлетяр", 157-бет).

Бинобарин, тазод санъатининг тасвир доираси туркман версиясида ҳам кўлам жиҳатидан кенг доирани ташкил этади ва достон бадииятида муҳим восита сифатида иштирок этади.

Туркман версиясида образли параллелизмларга алоҳида эътибор қаратилган. Параллелизмлар достон шеъриятида асосий ўринлардан бирини эгаллайди. Икки образли лавҳани қиёс қилишга асосланган параллелизмлар фикрни янада ривожлантиришга туртки бўлади, ғояни табиат ҳодисаларига таққослашда рамзий лавҳа сифатида хизмат этади. Параллелизмларнинг ишлатилиши халқнинг жойлашган географик ўрни, урф-одати, бадиий тафаккур даражаси, теварак –атрофдаги нарса-ҳодисаларга муносабати билан узвий боғлиқдир [3].

Достондаги шеърий парчаларда севги-муҳаббат билан алоқадор воқеалар ҳақида сўз юритилса ўша воқеага мос мисралар танланади ва дастлабки қаторлар образли параллелизмлар билан тўлдирилиб, кейинги мисралар уларни янада ривожлантиришга хизмат этади:

Билбилиң сөвдасы гызыл гул биле,
Адамның қувваты улус-ил биле…

Биринчи мисранинг иккинчисига ҳеч алоқаси йўқдек туюлади. Аммо чуқур разм солинса, булбулга гул далда беради, уни рағбатлантиради, шу сабабли сайраб яйрайди. Инсонга эса эл-улус қувват бағишлайди, уни эъзозлайди. Икки мисрадаги образли таққослаш шеърга фалсафийлик бағишлайди.

Образли параллелизмлар аксарият ҳолларда руҳият билан боғлиқ ҳолда берилади. Севги – муҳаббат висол ва ҳижрон билан узвий боғланганлиги сабабли кўпгина ўринларда табиат ҳодисаларидаги таназзул ва тушкунлик инсон қалбидаги изтироблар билан уйғунлаштирилади.

Бимахал өсупдыр хазаның ели,
Өмрум бакжасындан узупдир гули…
Элипдек камкты, сачы сунбули,
Ханы мениң гулли паслы бахарым. ("Дөвлетяр", 44-бет).

Ушбу сатрлар ҳалок бўлган қизнинг онаси томонидан баён этилган. Шу сабабли биринчи мисрада "Хазон ели" бирикмаси ишлатилган бўлиб, у "боқчадан узилган гул"га рамзий ишорадир.

"Боди хазон, хазон ели" каби образли ифодалар асосан ўлимни, азани эсга солади, ҳижрон изтиробларига ишора қилади:

Бады хазан баг мивесин ёлмасин, Мумин гулга дири өлум болмасин. ("Дөвлетяр", 70-бет). Мазкур шеър Давлатёрбекнинг онаси билан хайрлашув саҳнасида баён этилган. Шу сабабли "Боди хазон" тушунчаси ҳижрон, айрилиқ маъносига ишора сифатида танланган.

Боғ хазон бўлса, гул сўлса булбул ҳам сайрамайди, чунки гул билан булбул орасига ҳижрон аралашади.

Қуйидаги бандда ана шу тушунча, ҳаётий воқеаларга боғлаб тақдим этилган: Билбил хоррам болуп, ничик сайрасин,

Бағын хазан алып, гулден айрылса.
Бир ғоч йигит гамгын болман нейлесин,
Пелек сутем эйлэп илдан айрылса. ("Дөвлетяр", 159-бет).

Банд мазмунидан англашиладики, булбулнинг гулдан айрилиши, йигитнинг элдан айрилишига қиёс қилиниб жуда таъсирчан образли ифода пайдо бўлган. Кўринадики образли параллелизмлар ҳам асар бадииятида муҳим ўрин тутади.

"Давлатёрбек" достонининг туркман версиясида наср жуда пухта ишланган. Унинг таркибида мақол ва афоризмларнинг салмоғи ниҳоятда кенг кўламга эга.

"Манас" эпосининг тадқиқотчиси Р.Қидирбаеванинг таъкидлашича, халқ иборалари, мақол ва маталлар эпос таркибида тугал бир жанр, том маънодаги бадиий компонентлардан бири сифатида гавдаланади [4].

Достоннинг насрий қисмини бадиий жиҳатдан мустаҳкамлашда мақолларнинг роли беқиёсдир. Уларнинг ҳар бири ўз ўрнида воқеа-ҳодисани салмоқдор қилиб ифодалашда муайян бадиий-эстетик вазифани адо этади.

Туркман версияси матнидаги мақолларни дастлаб икки тоифага бўлиш мумкин. Биринчисига умумтуркий истеъмолдаги мақоллар киради.

Геп – атылан оқ. ("Дөвлетяр", 33-бет). Худай берсе гулуна, гетирип гояр ёлуна. ("Дөвлетяр", 35-бет). Көне душман дост болмаз. ("Дөвлетяр", 64-бет). Муң гайгы бир иш битирмез, Ягшыдан шепагат, ямандан кесапат. ("Дөвлетяр", 74-бет). Мыман атаңдан улы("Дөвлетяр", 154-бет). Йуз отдан иссы. ("Дөвлетяр", 150-бет).

Ушбу мақоллар ҳозирда ҳам туркий халқлар орасида фаол ишлатилади. Шу сабабли эпосда ҳам воқеалардаги лозим ўринларда мантиқий хулоса сифатида қўлланилган. Ҳар бир миллатнинг ўз турмуш тарзи, урф-одати мавжуд. Ана шу муҳит халқ ижодиётида ҳам ўз ифодасини топади. Бу ҳодиса аксарият ҳолларда миллий ўзига хослик деб юритилади.

Достон матнидаги мақол ва маталларда ушбу ўзига хослик, миллий менталитет ярқ этиб кўзга ташланади. Асар сюжети уруш саҳналарига алоқадор ҳодисаларни ўз ичига қамраб олганлиги сабабли мақоллардаги ғоявий йўналишларга ҳам ўз таъсирини ўтказган:

Уруш гоч йигит учин байрам ("Дөвлетяр", 54-бет).

Дост-яры, сөвешде таны. ("Дөвлетяр", 153-бет).

Урушуң генеши болмаз. ("Дөвлетяр", 129-бет).

Булардан ташқари яна шундай мақоллар ҳам ишлатилганки, уларни ўзбек ўқувчининг илғаб олиши анча мураккаб. Чунки мақол мажозий маънода бўлиб, ундаги образлар туркман миллий муҳити билан узвий боғлиқдир: Төвекгел нер болар, эндиша мая ("Дөвлетяр", 32-бет).

Таваккал нар, андиша моя иборасидаги нар (эркак туя) сўзи анча тушунарли, моя (урғочи туя) эса мавҳумроқ туюлади. Бу мақолнинг негизида ҳам аслида уруш билан алоқадор тушунча ётади. Урушда андиша эмас, балки таваккал кўпроқ роль ўйнайди, деган фикр илгари сурилади. Товшана догдук депе. ("Дөвлетяр", 52-бет). Қуёнга ўз туғилган тепаси ёки ҳар кишига ўз эли Миср деган маънони англатадиган ушбу мақол ҳам уруш воқеалари асносида келтирилган бўлиб, ватанпарварлик ғоясини ўзида мужассамлаштиради.

Достон матнида "Пашшача душманни филча бил", "Ёмон гапнинг қамчиси ўзида", "Тақдирдан қутилиб бўлмас", "Орият куйса иймон кетади" каби кўплаб мақоллар борки улар асар матнига фалсафий руҳ бахш этади. Шеърий парчаларга сингдирилган афористик ғоялар эса мисраларнинг таъсирчанлигини яна бир поғона юксалтиради.

Бинобарин, афористик ибораларнинг достон бадииятида ўзига хос ўрин эгалаганлигини бой ва ранг баранг мисоллар тўла исботлайди.

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НЕМИС ВА ЎЗБЕК ТИЛЛАРИДА ЎРМОНЧИЛИК ТЕРМИНЛАРИНИНГ ЯСАЛИШ УСУЛЛАРИ

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Аннотация. Ушбу мақола ўрмончилик терминларининг тилшуносликда қандай ясалиши ва ясалиш турларини ўз ичига олиши ҳақида сўз боради. Сўз ясалишининг аффиксация, суффиксация, префиксация усуллари ҳақида гап боради.

Калит сўзлар: термин ясалиши, ўрмончилик терминлари, аффиксация, префиксация, суффиксация, туб термин.

Аннотация. В этой статье описывается, как в лингвистике создаются лесные термины и какие типы орнаментов используются. Речь идет об аффиксах, суффиксах, приставках словообразования.

Ключевые слова: терминология, термины лесного хозяйства, аффиксация, приставка, суффиксация, корневой термин.

Abstract. This article describes how forestry terms are made in linguistics and what types of ornaments are used. We are talking about affixes, suffixes, prefixes of word formation.

Key words: terminology, terms of forestry, affixation, prefix, suffixation, root term.

Тилда сўз ясалиши усул ва воситалар ёрдамида амалга оширилади. Терминшунос Р.Дониёров терминологик системани гуруҳларга бўлиб ўрганиш учта масалани ҳал қилиш имкониятини туғдиришини таъкидлаган. Булар: биринчидан, шу системанинг умумтермин бойлиги ҳақида тасаввур ҳосил қилади; иккинчидан, бу системанинг сўз ясаш имкониятлари ҳақида маълумот беради; учинчидан, системанинг ҳар қайси мавзуи гуруҳидаги ўзига хос сўз ясаш модели қандай эканлигини аниқлаб беради. Х.Мухитдинованинг фикрига кўра, тилда муайян усул ва воситалар ёрдамида янги сўз ҳосил қилиш сўз ясалиши дейилади. Тилшуносликда "сўз ясалиши" термини икки маънода қўлланади: бир томондан, тилда янги сўз ҳосил қилиш жараёнини ўзини билдирса, иккинчи томондан эса тилшуносликнинг сўз ясалиш тизимини ўрганувчи бўлимини билдиради. Ҳар қандай терминологияда бўлганидек, ўрмончилик терминологияси тўғрисидаги энг кўп ва аниқ маълумотларни соҳа терминологик луғатлари орқали тўплаш мумкин. Тадқиқотимизда ўрмончилик терминлари дейилганда, немис ва ўзбек тилларида мавжуд бўлган ўрмончилик терминлари луғатига киритилган лексик бирликлар

тушунилади. Бундан ташқари, ўрмончилик терминларининг илмий жиҳатдан қанчалик яхши ўрганилганлиги шу соҳанинг яхши ривожланишига асос бўлади.

Немис тилида сўз ясалишининг қуйидаги усуллари мавжуд:

1. Туб сўзлар (Wurzelwörter), 2. Аффиксация (Ableitung), 3. Конверсия (Konversion), 4. Қўшма сўзлар (Zusammensetzung), 5. Қисқартма сўзлар (Abkürzung, Abriviatur).

Туб термин битта лексик бирликдан ташкил топган бўлиб, у маъноли морфемаларга бўлинмайди. Туб терминларнинг бир қисми асли умумистеъмолдаги сўзлар бўлиб, кейинчалик терминлашган сўзлардир. Сўз маъносининг кенгайиши ҳар қандай тил лексик қатламининг бойишида муҳим манбалардан бири эканлиги барчамизга маълум. Немис тилидаги туб сўзлар асосан бир ёки икки бўғинли бўлади. Янги туб сўзлар фақатгина бошқа тиллардан ўзлаштириш натижасида юзага келиши мумкин.

Умумистеъмолдаги маълум сўзларнинг семантик доираси кенгайиши натижасида улар аста-секин терминологик системаларга ҳам кириб боради. Масалан, der Torf - торф сўзи умумадабий тилда ўрмончилик термини ҳисобланади. Торф фақат ботқоқлик, тўқайзор, ўрмон зоналарида ўсимликлар чириндисидан ҳосил бўлган зич масса ёқилғи, ўғит, хомашё сифатида ишлатилади. Бу лексиканинг ўрмончилик термини эканлигининг сабаби ботқоқ зоналар асосан қалин ва нам ўрмон худудларида бўлади. Die Nadel игна ва der Nadelbaum игнабаргли дарахт, der Blatt барг сўзлари ҳам айнан ўрмончилик термини бўлиб, икки тилда, яъни немис ва ўзбек тилларида ўта фаол қўлланадиган терминдир.

Аффиксация усули. Немис тилида қўшма сўзлар ясалиш усулининг яна бир тури мавжудки, бу аффиксация. Ушбу усулида янги сўз ҳосил қилиш сўнгги пайтларда анча кўпайди. Ўзак ва морфемаларга аффикслар қўшиш йўли билан янги сўзлар ҳосил қилинади ва аффикслар қўшилиши билан асос морфемалар маъноси мотивацияси юзага келади. Ҳар бир терминологик система мустақил ва ўзига хос хусусиятларга эга бўлиб, сўз ясашнинг маълум бир моделлари асосида шаклланади ва ривожланади. Аффиксация усули билан ясалган немисча ўрмончилик терминларини икки гуруҳга бўлиш мумкин: а) суффиксация усули билан ясалган терминлар; б) префиксация усули билан ясалган терминлар.

Суффиксация усули. Шуни таъкидлаш керакки, немис тили ўрмончилик терминологиясида суффиксация асосий ўринни эгаллайди. Суффикслар маълум сўз туркумларидан сўнг қўшилиб, тилда мавжуд сўзлардан янги сўзлар ҳосил қилишга хизмат қилади. Немис тилида суффиксация усули билан сўз ясалишини родларга қараб ажратиб чиқамиз. И.П.Тагиль сўз ясовчи суффиксларни қуйида келтиради. Мужской роддаги отлар -er, -ler, -ner, - ling, - e, -el, -en, -rich, ўзлашма сўзлар -or, -ent, -ant, -at, -ist, -nom, -är, - ismus, -eur, - ier, -bold, -ian суффикслари ёрдамида ҳосил қилинади. Женский роддаги отлар эса соф немисча -in, -ung, - heit, -keit, -schaft, - e, -ei ўзлашма сўзлар - tion, - ik, - tät, - ade, - enz, - (t)ur, - ie, - age, - anz суффикслари, средний род отлари немисча - chen, -lein, - al, - tum, - nis, - sal, - gut, - werk, - zeug, -wesen ҳамда ўзлашма сўзлар - um, - at, - ent, - al, - ett суффикслари билан ясалади. Бундай усул билан ясалган терминларни қуйидагича гуруҳлаштириш мумкин:

1. Ўрмон хўжалиги касб эгаларининг номларини билдирувчи терминлар қуйидаги суффикслар ёрдамида ясалади.

-er суффикси билан: der Abschäler – дарахт пўстлоғини шилувчи, der Forsteinrichter – ўрмон барпо қилувчи, der Insektenkenner – энтомолог, der Pflanzenkenner - ботаник, der Waldheger – ўрмон қоровули, der Waldwächter - ўрмон қоровули,

-ner суффикси билан: der Gärtner - боғбон, der Waldgärtner – ўрмон боғбони. Мужской роддаги ўзлашма сўзларда қуйидаги қўшимчалар билан ўрмончилик терминлари ҳосил бўлади.

-in суффикси билан: die Gärtnerin–боғбон аёл;

-ei суффикси билан: Forstpolizei-ўрмон полицияси.

2. Ўрмончилик терминлари сифатида дарахтларнинг шохи, меваси, новдаси, кўчати ва илдизи билан боғлиқ терминлар.

-ling суффикси билан: der Dürrling – қуриб қолган дарахтлар, der Herbstling – кузги мева, der Mandelsämling бодом уруғидан кўкартирилган кўчат, der Nebenschößling – дарахтнинг янги новдаси, шохи, бутоғи, der Obstbaumschädling – мевали дарахт заракунандаси.

-ing суффикси билан: die Astbildung -шохни тузилиши, die Belaubung - барглар, япроқлар;

-ei суффикси билан: Gabelwurzei-айрисимон илдиз;

3. Айрим ўрмончилик техникасига оид бўлган терминлар.

-at суффикси билан: der Konglomerat - конгломерат, der Keimapparat – уруғни ўстириш

учун асбоб, мослама, der Handrodeapparat – қўл кундаков машинаси, қўлда илдиз ковлайдиган машина, der Feuerlöschapparat – ўт ўчиргич аппарат;

-är суффикси билан: der Raffinär – дарахт массасини майдалаш учун қурилма.

4. Ўрмон хўжалиги, худудига оид бўлган терминлар.

-ier суффикси билан: das Forstrevier – ўрмон участкаси, ўрмон хўжалигининг маъмурий – территория бўлинмаси, das Furnier – фанера, das Harzkieier – смолали қарағай *(Pinus resinosa Ait.).* das Hochstammquartier -баланд бўйли дарахтлар квартали;

-ei суффикси билан: die Försterei-ўрмон участкаси, ўрмон хўжалигининг маъмурий-территория бўлинмаси.

5. Ўрмон ёнғинларига оид терминлар.

-keit суффикси билан: die Entzündlichkeit - тез ўт олиш, алангаланиш, тез ёниб кетиш, die Flambarkeit - тез алангаланиш, тез ёниб кетиш;

-heit суффикси билан: die Feuersicherheit – оловбардошлик.

6. Бирор иш-ҳаракат содир бўлгандан сўнг ҳаракатнинг натижасини ифодаловчи терминлар.

-ei суффикси билан: Einzelstammflößerei-ёғоч оқизиш, Feldgärtnerei-дала боғдорчилиги, Flößerei-ёғоч оқизиш, Kohlenbrennerei-ёғочни куйдириб нақш солиш, Köhlerei-кўмирни куйдириш, Waldgräserei-ўрмон ўт-даласидан фойдаланиш.

7. Дарахт касалликлари ва уларга бардошлилиги билан боғлиқ терминлар.

-heit суффикси билан: die Holzkrankheit – дарахт касаллиги, die Keimfreiheit-стериллик, бепуштлик;

-keit суффикси билан: die Kältebeständigkeit – совуққа чидамлилик.

8. Тупроқ, унинг ҳолати, иқлим билан боғлиқ терминлар.

-keit суффикси билан: die Keimfähigkeit – униб чиқиши, die Luftfeuchtigkeit – ҳаво намлиги, die Bodenfeuchtigkeit–тупроқ намлиги, die Bodenfruchtbarkeit–тупроқ унумдорлиги, die Feuchtigkeit - намлик;

-heit суффикси билан: die Flächeneinheit-майдон бирлиги ва сатҳи.

9. Бошқа характерли терминлар.

-heit суффикси билан: die Dichtheit – қалинлик.

-ant суффикси билан: der Mutant – мутант;

-ik суффикси билан: die Forststatistik - ўрмон статистикаси.

Префиксация усули билан янги сўзлар ясалиши ҳинд-европа тиллар оиласига мансуб бўлиб, немис тилида префикслар ёрдамида янги сўзлар ҳосил қилиш жуда кўп учрайди. Сўз ясовчи қўшимча (префикс) асосан асос сўзга олд элемент сифатида қўшилади. Немис тилида отларнинг олдидан қўшилувчи соф префислар erz-, ge-, miß-, -un-, ur-, лотин тилидан ex-, extra-, in-, inter-, re-, super-, юнон тилидан anti-, auto-, hyper- mikro-, makro-, mono-, poly ўзлашган турлари бор. Бироқ сўз ясашнинг префиксация усули ўзбек тилида кам учрайди. Бу ҳодиса асосан тожик тилидан ўзлашган но-, ҳам- префикслари орқали сўз ясашда учрайди.

miß-, префикси билан; der Mißwuchs – нормадан ташқари ўсиш, нонормал ўсиш.

inter-, префикси билан; der Interzellularraum хўжайралар ўртасидаги бўшлиқ, der Interzellularstoff – хўжайралар ўртасидаги модда, Interzellularsubstanz - хўжайралар ўртасидаги модда;

in-, префикси билан; die Invasion - инвазия, die Inversion – инверсия, die Invertasa – инвертаза, die Inzucht – инцухт. Юнон тилидан:

mikro-, префикси билан; die Mikrobiologie–микробиология, die Mikroflora–микрофлора, das Mikroklima–микроклимат, das Mikrorelief–микрорельеф, Mikroskopie-микроскопия, die Mikrosome-микросома;

poly-, префикси билан; die Polymorphie – кўп шакллилик, der Polymorphismus – кўп шакллилик.

Хулоса ўрнида шуни алоҳида таъкидлаш лозимки, немис тилида аффиксация усули билан ясалган ўрмончилик терминлари жуда сермаҳсулдир. Суффиксация ва префиксация усуллари билан икки гуруҳга бўлинган аффиксация усули туб терминларга қараганда луғат таркибининг жуда катта қисмини эгаллайди ва ўрмончилик терминларини ҳам четлаб ўтмаган. Юқорида берилган таҳлил натижалари фикримизнинг исботи бўлади.

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ЗНАЧЕНИЕ ЛЕКСИЧЕСКОЙ РАБОТЫ НА СОВРЕМЕННОМ ЭТАПЕ ПРЕПОДАВАНИЯ РУССКОГО ЯЗЫКА КАК ИНОСТРАННОГО В НЕЯЗЫКОВОМ ВУЗЕ

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Annotatsiya. Maqolada lingvistik madaniyatshunoslik, leksikaning rus tilini o'rganishdagi o'rni va hozirgi kunda frazeologik birliklarning o'zlashtirilishi haqida so'z boradi. O'quvchilar har bir yangi so'zni qo'llash bo'yicha rus tilida kichik matnlar tuzishlari va so'zlar orasidagi barcha semantik munosabatlarni ko'rsatishlari kerak.

Kalit so'zlar: *tushuncha, muloqot, talqin, mashg'ulot doirasi, leksika.*

Аннотация. *Статья посвящена лингвокультурологии, роли лексической работы в изучении русского языка и усвоении фразеологических единиц в настоящее время. Учащиеся должны составлять небольшие тексты на русском языке по употреблению каждого нового слова и должны показать все смысловые связи между словами.*

Ключевые слова: *концепт, коммуникация, интерпретация, объем обучения, лексика.*

Abstract. *The article is about linguistic culturology, the role of lexical work in the study of Russian language and the assimilation of phraseological units at present. Students should make small texts in Russian on the using of each new word and have to show all semantic relations between words.*

Key words: *concept, communication, interpretation, scope of training, lexis.*

Предмет лингвокультурология занимает особое место в современной лингвистике. Лингвокультурология показывает, что язык не только средство коммуникации, но и культурный код нации. Знание этого кода необходимо как самим носителям языка, так и изучающим этот язык. Изучению концептуальной картины мира посвящены работы З.Х. Бижевой, Т.В. Булигиной, Д.С. Лихачева, Ю.С. Степанова, А.Д.Шмелева, Р.Р.Замалетдинова. По определению Р.Редфильда, картина мира-это видение мироздания, характерное для того или иного народа. А.Вежбицкая в статье «Грусть» и «гнев» в русском языке отмечает, что «…способ интерпретации людьми своих собственных эмоций зависит, по крайней мере до некоторой степени, от лексической системы координат, которую дает им их родной язык» (2, 18). Таким образом, по мнению А.Вежбицкой, у каждого языка своя определенная картина мира и носители языка следуют этой системе. Итак, сохранение знаний о мире осуществляется, во-первых, в самом языке в семантических системах словаря и грамматики, во-вторых, при помощи языка в речи, в письменных и устных сообщениях, создаваемых на языке. По мнению Р.Р.Замалетдинова, представителя татарской лингвокультурологии, необходимым элементом приобщения к культурным ценностям народа-носителя изучаемого языка являются словари этнокультурологической лексики. Кстати, так можно назвать книгу Р.Р. Замалетдинова «Этнокультурная лексика татарского языка» (2003). В таком словаре базовой единицей выбирается концепт. А непосредственными единицами этнокультурологического описания становятся фразеологические единицы, паремии, отражающие характер языкового мышления этноса. По Р.Р.Замалетдинову, «важнейшую часть словаря этнокультурной лексики составляют ключевые слова, которые выражают ценностные доминанты и особенности менталитета» (5, 26).

Для русского сознания значимыми являются такие слова: правда, справедливость, добро, воля, удаль (8). Основой любого языка служит лексика, которая обладает способностью входить в определенные отношения с целью передачи и получения информации. Общеизвестно, что каждый человек в течение своей жизни накапливает свой запас лексики, отличающий его от других. Носители одного языка пользуются общими словами, выражающий ментальный лексикон, который отличает носителей определенного языка. Во все времена занятия иностранными языками имели практическую цель. В наше время можно сформулировать так:

-во-первых, знания языка нужны для получения работы;

-во-вторых, язык нужен для приобретения специальности;

-в-третьих, знание языка поможет в туристической поездке и служебной командировке.

Обучая русскому языку современным преподавателям, нужно помнить о тех основных процессах, происходящих в русской лексике в конце XX века и начале XXI века. В речь носителей русского языка прочно вошла стилистически сниженная лексика и новые заимствования. Ряд исследователей лексики современного русского языка читают, что наибольшие изменения произошли в следующих сферах: в политике, в социальном устройстве, идеологии, экономике и финансах, в госбезопасности, обороне, деятельности правоохранительных органов, технике, автоматизации, медицине, религии, верованиях, спорте, играх, развлечениях, досуге, музыкальной и массовой культуре (3, 26).

При обучении студентов русскому языку в национальных группах преподаватель должен учитывать последние достижения методики преподавания русского языка как иностранного, которые печатаются в журналах «Русский язык за рубежом», «Русист XXI века». Р.Б.Самедов в статье «Методика проведения лексической работы на занятиях русского языка в вузах Узбекистана» выделяет вопросы, которые представляют наибольшую трудность для студентов и важны в процессе овладения русской речью. По его мнению, «усвоить слово неродного языка значит: 1) понять его значение и правила употребления этого слова, 2) запомнить слово и правила его употребления, 3)научиться правильно (быстро и безошибочно) использовать слово в собственной речи и понимать его в речи других людей» (7, 37).

Усвоение лексических единиц – длительный процесс, проводимый ежедневно на каждом занятии с учетом специфики лексики как одного из важных аспектов речевой деятельности. Трудность в изучении русского языка возникает при изучении многозначных слов, которые составляют основу словаря русского языка. Р.Б.Самедов показывает, как по тематическим группам группировать слова. По теме «Здоровье» им взяты слова для активного обучения: врач, поликлиника, больница, больной, болеть, заболеть, ложиться в больницу (7, 38). К этим словам можно добавить слова и сочетания слов: пациент, сдать анализы, пройти рентген, флюорографию, сдать анализ крови, выслушать больного, назначить лекарство, выписать рецепт, купить лекарство, сделать полоскание горла, измерить температуру, высокая температура, выздороветь, поправиться, современная медицинская аппаратура. Лексическая работа состоит из двух этапов: введение лексики, знакомство с новыми словами и закрепление пройденного лексического материала, усвоение семантических связей и значений слов. На уроках русского языка на первом году обучения можно также использовать сказки и не только русские народные, но также сказки разных народов на русском языке. Во-первых, они быстро запоминаются, в активный словарь входят новые слова, с которыми студенты в дальнейшем составляют предложения, мини-тексты, которые пересказывать их легче. Затем можно сказки усложнять, добавляя новые слова, предлагая новые варианты, составленные студентами. В работе преподавателя РКИ информационно-коммуникативная компетенция занимает не последнее место. Преподаватель РКИ должен быть знаком с электронными пособиями в обучении русскому языку. Уже в течение нескольких десятилетий используются компьютерные технологии. Преподаватель Запорожского института последипломного педагогического образования Т.М.Путий также отмечает в числе возможностей для изучения и преподавания русскому языку и такую, как доступ к огромному количеству электронных аутентичных ресурсов и национальным корпусам текстов, которая формирует социокультурную и лингвострановедческую компетенцию учащихся, что в наше время имеет немаловажную роль (6, 46).

Для повседневного общения студентам важно также изучение фразеологии русского языка. Как известно, во фразеологии содержатся ценнейшие сведения о культуре и менталитете любого народа. В них, как в зеркале, отражена душа народа, представления народа об обычаях, ритуалах, мораль народа. Находить соответствующие эквиваленты для фразеологизмов русского языка в родном языке составляет для студентов большой интерес, например, дрожать как осиновый лист имеет в азербайджанском языке соответствие: yarpaq (nanə yarpağı) kimi (tək) əsmək (titrəmək) – tir-tir əsmək (qorxudan, soyuqdan (1, 545). На занятиях студенты обращаются к фразеологическим словарям, используют различные словари, например, к пословицам и поговоркам из азербайджанского языка находят соответствия в русском языке, все это позволяет более глубокому изучению лексики русского языка: - Qizil kalit hamma eshikni ochar. «Золотой ключик

все двери отпирает» (4, 385). Таким образом, проводимая на каждом занятии лексическая работа активизирует познавательную деятельность студентов, приучает их к усвоению новых и новых слов русского языка, что способствует пополнению активного лексического запаса.

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ТРАНСФОРМАЦИЯ УСВОЕННЫХ ЗНАНИЙ ИНОСТРАННОГО ЯЗЫКА В ПРОЦЕССЕ ГЛОБАЛИЗАЦИИ
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Annotatsiya. Ushbu maqolada pedagogik sharoitlarda o'quv materialining o'ziga xos tomonlari, o'qituvchi va talabalar faoliyatining dialektik birligi, talabalarning yangi innovatsion faoliyat olib borish mexanizmlari, nazariy muammolarning rivojlanishi va kasbiy mahoratini oshirish kabi masalalar yoritilgan.

Kalit so'zlar: transformatsiya, metodlar, texnologiya, psixologik omillar, bilimlarni egallash jarayoni, sifatli o'zgarish.

Аннотация. В этой статье описывается зависимость учебного материала в конкретных педагогических ситуациях, а также диалектическом единстве микропроцессов деятельности преподавателя и студентов, механизмы трансформации деятельности студентов в новое инновационное качество и способах совершенствования профессионального мастерства.

Ключевые слова: трансформация, методы, технология, психологические факторы, процесс усвоения знаний, качественный сдвиг.

Abstract. This article describes the dependence of the educational material in specific pedagogical situations, as well as the dialectical unity of the microprocesses of the activities of the teacher and students, the mechanisms for transforming student activities into a new innovative quality and ways to improve professional skills.

Key words: transformation, methods, technology, psychological factors, the process of mastering knowledge, qualitative shift.

Английский язык – язык международного общения. Роль английского языка возросла настолько, что теперь он считается во всем мире международным. В современном мире английский язык занимает значимое место в жизни людей. Система образования включает в себя три взаимосвязанные задачи: обучение, воспитание и развитие. Нарастающий в мире научный и практический интерес к проблематике литературно-разговорной речи и появление многочисленных исследований приведших как самостоятельного раздела языкознания также как и его роль и место в системе национального языка остаются недостаточно выясненными. В связи с этим создание полноценной деятельности в процессе обучения и в приобретении знаний по иностранному языку и их трансформация зависит от учебного материала и конкретной педагогической ситуации[1].

Интерес к изучению иностранного языка тесно связан с общим интеллектуальным развитием, с процессом приобретения знаний и профессиональных навыков труда, а труд – это воплощение в практику полученных знаний. Мировоззрения студентов динамичны. В результате влияния семьи, среды обитания, самовоспитания и педагогического целенаправленного процесса он постоянно изменяется. Внутренняя мотивация зависит от внешних факторов. Поэтому нам необходимо знать механизм трансформации деятельности студентов в новое, можно сказать инновационное качество. Вся суть педагогической проблемы состоит в том, чтобы научиться

создавать такие отношения в среди студентов, где бы формировались высоконравственный, интеллектуальный, духовный мир обучающихся. Потому что у студентов выявляются самые неожиданные стороны их личности.

Урок английского языка – это всегда попытка совершить невозможное, но и умение работать самостоятельно, всё это играет немаловажную роль в процессе усвоения знаний. А сплав знаний и конкретных умений (трансформация) – это уже технология. А педагогические, инновационные технологии требуют выявления новых инновационных технологий у самих студентов. Профессиональная задача преподавателя это - постоянная поддержка развития и формирования, благоприятных для процесса обучения и процесса учения психологических факторов и нейтрализация отрицательных. Приобщение к чтению книг во внеурочное время будь то художественная или познавательная литература – это не только расширения мировоззрения, но и трансформация полученных знаний студентов, их отношение к быстро развивающей современной жизни в XXI веке. От этого зависит, как необходимо стимулировать и не приостанавливать процесс учения и освоения, внедрение в практику повседневной жизни все новшества не только в процессе учебной деятельности, но и лично. Необходимо создавать всё новое и новое в процессе усвоения и трансформация знаний[2].

Когда студент самостоятельно больше работает над собой, он стремится больше достичь как можно более высоких показателей в учёбе. Это и стимулирует его больше желания учиться. Как часто можно больше наблюдать эту трансформацию; сначала только стремление получить положительную оценку, а затем удовлетворение от процесса учения. Происходит качественный сдвиг от мотивации низкого порядка к мотивации высокого. Это существует и будет существовать многие годы. Мы говорим об инновациях и хотим внедрять все новые и новые технологии. Если новое вызывает интерес, а это значит, что студент предрасположен и к усвоению и восприятию, то это не значит, что новое легко и просто укладывается в сознании, ведь новое сталкивается со старым, устоявшимся, одно воспринимается легко и просто, а другое встречает сопротивление. Что-то усваивается, что-то преобразуется, что-то отбрасывается. Одновременно создаются новые понятия, суждения, умозаключения. В результате обогащается мир студента. Если, например, на занятии необходимо перевести идиому такую, как: "He was born with a silver spoon in a mouth" - как «счастливчик», а дословно «он родился с серебреной ложкой во рту», то для данного перевода студенту необходимо знать все слова в этой идиоме, а затем работать со словарём (фразеологическим) где и есть сам перевод. Это и есть новшество и его трансформация (то есть усвоение нового через знание прошлого). Большое значение имеет также, не только знания – базу слов английского языка, но и произношение их играет немаловажную роль в трансформации приобретенных знаний, потому что фонетика родного и иностранного языка – они разные, а также грамматические различия и построения предложений английского и русского языка отличаются друг от друга. Правильное понимание и тренировка слов при трансформации – это полдела, как говорится. Но учитывать всё это в системе фонетики, грамматики и синтаксиса это наиболее сложно, которое требует от студента слагать всё в общем понимании и передать услышанное. Вот что значит трансформация старого в новое, но применять новшество как приём знания в процессе понимания, усвоения и трансформировать всё это во всех ракурсах через свою личную практику понимания. Конечно же это очень сложный и не только удивительный, но и очень полезный стимул для усвоения английского языка и дальнейшего его применения в повседневной жизни.

В связи с этим необходимо всесторонне современную литературную разговорную речь английского языка, потому что актуально назревает процесс разработки некоторых теоритических проблем относящихся сущностным характеристикам литературно-разговорной речи, которые будут прокладывать путь к практическим шагам в области обучения и трансформации полученных знаний естественной английской речи.

В заключении хочу отметить, что трансформация знаний формируется по двум каналам:
- средствами отбора информации;
-средствами включения обучаемых студентов в познавательную деятельность[4].

Студенты испытывают удовлетворённость в усвоении инновационных новейших знаний при условии, если в собственной деятельности испытывают успех и ощущают интеллектуальное и духовное развитие. Вся эта миссия связана и с педагогом, который является носителем передового, действенного и который в поиске способов совершенствования профессионального мастерства.

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