

MONOGRAFIA
POKONFERENCYJNA

SCIENCE,
RESEARCH, DEVELOPMENT #31

PHILOLOGY,
SOCIOLOGY AND CULTUROLOGY

Rotterdam

30.07.2020 - 31.07.2020

U.D.C. 316+8.2+8.1.1.1.1.1 +8.0.1.8+082

B.B.C. 94

Z 40

Zbiór artykułów naukowych recenzowanych.

(1) Z 40 Zbiór artykułów naukowych z Konferencji Międzynarodowej Naukowo-Praktycznej (on-line) zorganizowanej dla pracowników naukowych uczelni, jednostek naukowo-badawczych oraz badawczych z państw obszaru byłego Związku Radzieckiego oraz byłej Jugosławii.

(30.07.2020) - Warszawa, 2020.

ISBN: 978-83-66401-62-4

Wydawca: Sp. z o.o. «Diamond trading tour»

Adres wydawcy i redakcji: 00-728 Warszawa, ul. S. Kierbedzia, 4 lok.103

e-mail: info@conferenc.pl

Wszelkie prawa autorskie zastrzeżone. Powielanie i kopiowanie materiałów bez zgody autora jest zakazane. Wszelkie prawa do artykułów z konferencji należą do ich autorów.

W artykułach naukowych zachowano oryginalną pisownię.

Wszystkie artykuły naukowe są recenzowane przez dwóch członków Komitetu Naukowego.

Wszelkie prawa, w tym do rozpowszechniania i powielania materiałów opublikowanych w formie elektronicznej w monografii należą Sp. z o.o. «Diamond trading tour».

W przypadku cytowań obowiązkowe jest odniesienie się do monografii.

Publikacja elektroniczna.

«Diamond trading tour» ©

Warszawa 2020

ISBN: 978-83-66401-62-4

Redaktor naukowy:

W. Okulicz-Kozaryn, dr. hab, MBA, Institute of Law, Administration and Economics of Pedagogical University of Cracow, Poland; The International Scientific Association of Economists and Jurists «Consilium», Switzerland.

KOMITET NAUKOWY:

W. Okulicz-Kozaryn (Przewodniczący), dr. hab, MBA, Institute of Law, Administration and Economics of Pedagogical University of Cracow, Poland; The International Scientific Association of Economists and Jurists «Consilium», Switzerland;

С. Беленцов, д.п.н., профессор, Юго-Западный государственный университет, Россия;

Z. Čekerevac, Dr., full professor, «Union - Nikola Tesla» University Belgrade, Serbia;

Р. Латыпов, д.т.н., профессор, Московский государственный машиностроительный университет (МАМИ), Россия;

И. Лемешевский, д.э.н., профессор, Белорусский государственный университет, Беларусь;

Е. Чекунова, д.п.н., профессор, Южно-Российский институт-филиал Российской академии народного хозяйства и государственной службы, Россия.

N. Yuriychuk, Ph. D in Pedagogics, Assistant Professor, Assistant Professor at the Chair for Ukrainian Linguistics and Methods of Education SHEI «Pereiaslav-Khmelnytskyi State Pedagogical Hryhorii Skovoroda University», Ukraina

KOMITET ORGANIZACYJNY:

A. Murza (Przewodniczący), MBA, Ukraina;

A. Горохов, к.т.н., доцент, Юго-Западный государственный университет, Россия;

A. Kasprzyk, Dr, PWSZ im. prof. S. Tarnowskiego w Tarnobrzegu, Polska;

A. Malovychko, dr, EU Business University, Berlin – London – Paris - Poznań, EU;

S. Seregina, independent trainer and consultant, Netherlands;

M. Stych, dr, Uniwersytet Pedagogiczny im. Komisji Edukacji Narodowej w Krakowie, Polska;

A. Tsimayeu, PhD, associate Professor, Belarusian State Agricultural Academy, Belarus.

I. Bulakh PhD of Architecture, Associate Professor Department of Design of the Architectural Environment, Kiev National University of Construction and Architecture

Recenzenci:

L. Nechaeva, PhD, Instytut PNPU im. K.D. Ushinskogo, Ukraina;

М. Ордынская, профессор, Южный федеральный университет, Россия.

ПРОБЛЕМА ЗЛОЧИНУ І «АМЕРИКАНСЬКОЇ МРІЇ» У РОМАНІ ДЖОНА СТЕЙНБЕКА «ЗИМА НЕЗГОДИ НАШОЇ» Козубенко Л.М.	6
FORMATION OF PROFESSIONAL COMPETENCE OF AEROSPACE SPECIALISTS IN THE PROCESS OF STUDYING NATURAL SCIENCES: PROBLEMS AND SOLUTIONS Akhmetova N. S.	9
5 SKILLS IN 2 HOURS FOR A1 LEVELS Sadinova O.	12
DEVELOPING THE STUDENTS' SPIRITUAL AND MORAL VALUES IN LITERARY EDUCATION Yuldasheva M.	15
ГАРМОНИЧНОЕ РАЗВИТИЕ ЛИЧНОСТИ НА УРОКАХ РУССКОГО ЯЗЫКА И ЛИТЕРАТУРЫ Киямова Д. Р.	17
УСЛОВИЯ И РЕШЕНИЯ ДЛЯ ЖЕНЩИН ПРЕДПРИНИМАТЕЛЕЙ СЕГОДНЯ Сатвалдиев А. А.	19
COLLAGE RECEPTION AT THE ENGLISH LESSONS Rozumbetova I.	21
THE JOURNAL “SAKARTVELOS MOAMBE” –“OUR PURPOSE IS THE LIFE OF GEORGIA’S PEOPLE” Amaglobeli Kh., Zakaraia I.	24
ИЗУЧЕНИЕ ТВОРЧЕСТВА АЗИЗИДДИНА НАСАФИ, ПОНИМАНИЕ ИХ ПРИРОДЫ И ИСПОЛЬЗОВАНИЕ ИХ В ПРОЦЕССЕ ОБРАЗОВАНИЯ Казакова М. К.	28
ABDULLA ARIPOV- HERO OF UZBEKISTAN Turaqulova Sh., Omonova N.r.	30
MY STERIOUS AND MAGICAL HEARTBEAT Narzullaeva S. S.	33
ROLE-PLAYING GAMES IN TEACHING FOREIGN LANGUAGES Alyaminova Z. M.	36
ИСПОЛЬЗОВАНИЕ ФРАЗЕОЛОГИЗМОВ В РОЛИ ГАЗЕТНЫХ ЗАГЛОВОКОВ Курбаниязов Д.	38

LINGUOCULTURAL ASPECT OF FICTIONAL TEXT IN ENGLISH AND KARAKALPAK

Khadjieva D., Kurbanbayeva G. 42

HOW TO AVOID FAILURES AND TIPS TO SUCCEED IN PUBLIC SPEECH

Alautdinova Kamola 45

THE ROLE OF USING INDUCTIVE METHOD FOR GRAMMAR IN TEACHING FOREIGN LANGUAGES

Gofurova M. A., Abduholikova Z. T. 49

ORNAMENTATION OF CARPETS OF THE KARAKALPAK YURTS

Tleubergenova N. A. 51

THE IMPORTANCE OF SYLLABUS DESIGNING IN TEACHING ENGLISH FOR SPECIFIC PURPOSES (ESP)

Paluanova H. D., Jumazoda Sh. J. 53

“SHAHID-I IQBAL” (“WITNESS TO HAPPINESS”) OF THE 19TH CENTURY KHOREZM POET AGAKHI

Hallieva G. I., Adambaeva N. K. 56

PHONOLOGICAL SYSTEM IN KOREAN; ‘PADCHIM’ AND ITS AFFECT WHEN PRONOUNCING ENGLISH WORDS

Jumaniyazova F. I. 59

ПСИХОЛОГИЧЕСКИЕ ОСОБЕННОСТИ ОБЩЕНИЯ В ИНТЕРНЕТЕ

Нурмухамедова С. Б. 61

IMPROVING THE PROCESS OF TEACHING SPECIAL SUBJECTS IN THE TRAINING OF MODERN SPECIALISTS

Tukhtaeva Z. Sh., Imomov B. M. 64

СОВРЕМЕННАЯ УКРАИНСКАЯ ЛИТЕРАТУРА: ПЕРСПЕКТИВЫ ИМАГОЛОГИЧЕСКИХ ИССЛЕДОВАНИЙ

Томбулатова И. И. 66

ПРОБЛЕМА ЗЛОЧИНУ І «АМЕРИКАНСЬКОЇ МРІЇ» У РОМАНІ ДЖОНА СТЕЙНБЕКА «ЗИМА НЕЗГОДИ НАШОЇ»

Козубенко Л.М.

кандидат педагогічних наук,
доцент кафедри української і зарубіжної літератури та методики навчання
«Університет Григорія Сковороди в Переяславі»

У статті досліджуються проблема злочину і «американської мрії» у романі Джона Стейнбека «Зима незгоди нашої»; аналізується особливості мистецького таланту письменника в реалізації цієї проблеми.

Ключові слова: проблема, злочин, письменник, герой, твір.

Keywords: problem, crime, writer, hero, work.

Предметом дослідження в романі Дж. Стейнбека «Зима незгоди нашої» стали добро і зло в людській натурі в контексті суспільної історії. Шлях головного героя Ітена Хоулі – від чесного невдахи до шанованого негідника, змальовується як складний продукт американської суспільного устрою. Адже в такому суспільстві доброта, щедрість, відкритість, чесність, готовність зрозуміти іншого – це риси, які прирікають до невдачі. Ті ж риси, які слід зневажати – хитрість, скнарність, жадова збагачення, егоїзм – стають основою успіху.

Дж. Стейнбек з великою майстерністю змальовує і зв'язує між собою найрізноманітніші соціальні мотиви і психологічні імпульси, створюючи своєрідний «паралелограм сил», яким визначається кінцевий вибір позиції Ітена. Ітен Хоулі навіть в перших розділах роману – не просто одвічний невдаха, людина із старомодними поняттями, як про

нього думають оточуючі. Це – освічена і досить розумна людина, яка вчилася філології в Гарварді, зовні – типовий інтелігент середини ХХ століття, який відчуває себе дещо незатишно серед досвідчених ділків і благополучних міщан. Іронічний розум Ітена легко проникає крізь завісу лицемірства і фальші, якою звик оточувати себе банкір Бейкер; непомітний бакалійник щиро обурюється відкритим цинізмом і духом торгівлі, настільки характерними для сфери «бізнесу». І в той же час Дж.Стейнбеку не важко показати щонайповнішу схожість прагнень і життєвих інтересів свого героя з тим невгамовним жаданням золота, яке приводить в рух весь світ, що оточує його. Доказом цього є не стільки найбільш зухвалі і огидні вчинки Хоулі (зрада Марулло і Денні Тейлора, ретельно підготовлена, хоча і невдала, спроба пограбувати банк), скільки звичайний, повсякденний хід його думок. «Чи потрібні мені гроші?

Та ні, не потрібні» [2, с. 115], – роздумує Ітен, сидючи в своїй схованці на березі океану, але пізніше, коли з'являється реальна можливість розбагатіти, беручи участь в махінаціях Бейкера і його компанії, він вносить до своїх переконань істотну поправку: «Я не женуся і ніколи не гнався за грошима ради грошей. Але без них хіба втримаєшся в тій категорії, існувати в якій мені звично і зручно?» [2, с. 116]. Дійшовши до подібного висновку, що вже давно став само собою зрозумілим для його дітей і дружини, Ітен погоджується на першу принципову поступку, робить перший крок на шляху, який веде його до остаточного морального падіння.

До іншої групи психологічних мотивів, що спонукають його до злочину, відносяться спогади про багатство і могутність роду Хоулі – судновласників і китобоїв, які ще зовсім недавно займали одне з почесних місць серед аристократії Нью-Бейтауна. Сам Ітен рідко проводить порівняння між розкішшю минулих часів і своїм теперішнім незavidним положенням, але і відтіснені в підсвідомість думки, породжені ураженням самолюбством, зберігають силу своєї дії на обдумані вчинки героя книги.

Людина, що позбулася власності, позбавляється всього, навіть права називатися людиною – така нещадна мораль жорстокого світу, констатує в своєму романі Дж.Стейнбек, і на прикладі Ітена Хоулі він показує весь драматизм становища середнього

американця, вимушеного постійно йти на угоду з совістю, заради досягнення успіху, який будь-якої хвилини може опинитися нестійким. Злочинець Хоулі (його можна так називати, незважаючи на те, що злочин – пограбування банку – було лише задумано, але не здійснено), по суті, нічим особливим не виділяється на соціальному фоні його рідного міста. Всі в Нью-Бейтауні – від Бейкера до останнього поліцейського – етично розбещені і поважають одне лише евангеліє долара. Знаходячись в подібному оточенні, підкреслює Дж.Стейнбек, будь-якій, навіть дуже чесній людині важко чинити опір згубному впливу середовища; вона майже неминуче повинна підкорятися силі загальної течії, піти по шляху всякої плоті». Перші сцени роману – це свого роду «роки учіння» Ітена Хоулі, в них як би «запрограмовані» всі подальші перипетії сюжету. Ітен (який на початку книги виглядає своєрідною «природною», незіпсованою людиною – і тут відчувається певна умовність, натягнутість задуму автора) прислухається до того, що говорять йому співрозмовники, і надалі чинить відповідно. Від касира Морфі він дізнається, як можна, залишаючись невпізнаним, пограбувати банк, від Марулло – засвоює цинічну філософію обдурювання і обману. «Вчися хитрувати, хлопчисько, не то прогориш», – говорить Марулло, і Ітен «хитрує» та так успішно, що сам господар лавки стає його жертвою [2, с.162]. «Гроші і дружба – зовсім різне...

Грошам потрібна не дружба, а ще і ще гроші», – повчає Марулло, і Ітен, задалегідь розрахувавши всі можливі наслідки, наполегливо добивається смерті свого друга дитинства Денні Тейлора, аби потім скористатися його спадком [2, с.164]. Підлості, які Ітен Хоулі здійснює по відношенню до прихильних до нього людей, вражають. Конкретний життєвий шлях Ітена, звичайно, не типовий, проте письменникові вдається з реалістичною достовірністю зберегти у творі зловісні симптоми «хвороби століття».

Перша частина твору присвячена зображенню докорінній зміні у житті Ітена Хоулі, зміні, що зумовлена дією всієї сукупності психологічних і соціальних чинників на свідомість героя. Ефект етичного переродження Хоулі посилюється ще і тим, що, згідно задуму письменника, перші розділи роману утворюють цікаву паралель біблейському переказу про смерть (страсна п'ятниця) і воскресіння (пасхальне воскресіння) Ісуса Христа. Своєрідну внутрішню еволюцію зазнає в ці дні і Ітен Хоулі, як можна судити, – єдина щиро релігійна людина у всьому Нью-Бейтауні. Від «застарілих» понять про честь, і моральну відповідальність,

пов'язані в його розумінні із заповідями християнства, Ітен приходить до прийняття звіриних законів жорстокого світу, що реально існує навколо нього.

Отже, соціально-психологічний роман Джона Стейнбека «Зима незгоди нашої» являє собою одну з вершин на довгому творчому шляху письменника, що охоплює близько трьох десятиліть історії американського суспільства. Автор намагається показати на прикладі сімейства Хоулі – проблеми типової американської родини, які зводяться лише до того щоб розбагатіти і отримати все щоб забезпечити собі комфортне існування та визнання. У центрі уваги письменника – проблеми моралі, добра і зла, які безперервно ведуть свою боротьбу в душі головного героя. Гроші – ось що керує його діями і змушує робити вчинки, які порушують всі етичні закони, нівечать людську душу.

Література

1. Гиленсон Б.А. Страна Джона Стейнбека. Москва: Высшая школа, 1998. 241 с.
2. Стейнбек Джон. Зима тревоги нашей. Путешествие с Чарли в поисках Америки. Москва: Правда, 1989. 490 с.
3. DeMott R. Steinbeck's Typewriter: Essays on His Art. N.Y.: Whitston Pub., 1996. 353 p.

FORMATION OF PROFESSIONAL COMPETENCE OF AEROSPACE SPECIALISTS IN THE PROCESS OF STUDYING NATURAL SCIENCES: PROBLEMS AND SOLUTIONS

Akhmetova Nursulu Serikbaevna

Applicant for the Institute of Pedagogical Innovation, Vocational Education Management, Retraining and Advanced Training of Pedagogical Personnel, Tashkent, Uzbekistan.

In modern conditions, knowledge, skills, work skills, competencies, initiative, value-motivational sphere of employees of any enterprise becomes the most important strategic resource along with financial and production capital.

In the aerospace industry, unique technical systems are created, advanced scientific achievements are used, and breakthrough technologies are being implemented. Technical universities have been set the goal of transition to the training of a new generation of specialists who are able to create competitive products based on modeling, optimization and reduction of the time required for the creation of aerospace products, engineers of the XXI century with a high level of natural science, general engineering and social and humanitarian training, with high professional competence and skills. organizational, managerial and educational work in a team, awareness of responsibility for the results of their activities, having a stable civic position, a formed scientific worldview, a high level of professional and general culture. For this, it is necessary to radically transform the training system for certified aerospace specialists.

The concept of modernization of education in the Republic of Uzbekistan, tak-

ing into account the demands of the labor market, sets the task of improving the quality of specialist training based on the introduction of a competency-based approach to training in all levels of the education system.

Various aspects of the competence-based approach to learning are considered in the works of E.F. Zeer, N.A. Muslimov, O.A. Kuisinov, Zh.A. Khamidov, D.O. Khimmataliev, A.V. Khutorsky, G.K. Selevko, M.A. Kholodnoy, J. Ravena, V.I. Bezrukov, B.D. Elkonin, V.S. Shishov and others.

The main object of professional development and a form of realizing a person's creative potential in professional work, along with professional orientation and professional flexibility, is professional competence.

Professional competence means a person's theoretical and practical readiness for professional activity. In the works of many scientists, the concept of "professional competence" is studied: E.V. Lisichko and N.G. Sozorova, N.A. Muslimov, O.A. Kuysinov, P.G. Shchedrovitsky, I.I. Revyakina, V.N. Belkina, NV Zelenko and others. There are different approaches to understanding the content of professional competence. In the interpretations of

some authors, the concept of “professional competence” correlates with the concepts of “professionalism” (V.V. Kosarev, A.I. Piskunov) and “readiness for professional activity” (N.N. Lobanov, A.I. Panarin, V. A. Slastenin).

The competence of an aeronautical engineer in his professional activity implies the ability to critical, abstract and conceptual thinking, a creative approach, the ability to rebuild from one object or type of engineering activity to others, i.e. have the qualities of professional mobility.

Most attention is paid to special disciplines. However, it is clear that the successful development of the aerospace industry is associated with the availability of specialists who, along with special knowledge, have fundamental training in mathematics, natural science and general engineering disciplines.

The use of interdisciplinary connections contributes to the formation of the scientific worldview of students and is necessary for the preparation, starting from junior courses, of highly qualified specialists for the aerospace industry and other science-intensive industries of mechanical engineering and instrument making. Experience shows that the implementation of such training increases the interest of students and stimulates their independent research work.

Note one more important point: the multilevel training of applicants in physics. Within the framework of the Unified State Exam, it is impossible to identify and assess the competencies necessary for effective independent study at a university and for further professional activity.

In connection with the above, a number of problematic provisions can be formulated:

1. What should be the composition of the professional competence of an aerospace specialist;
2. How can the professional competence of such a specialist be formed in the process of studying natural science disciplines (in particular in physics);
3. How to take into account the individual characteristics of students when working with them with their different readiness for learning and the formation of professional competence.

There are several main contradictions that have developed between:

- the requirements of employers for the professional characteristics of graduates and the level of professional training of aerospace specialists in the higher education system;
- the prevailing classical training system, which is most often limited to the development of traditional knowledge and teaching methods, and the need for new technologies that allow the formation of a specialist’s competence;
- the content and methodology of teaching physics, which are not sufficiently directed at the formation of professional competence of students and do not take into account the specifics of the forthcoming activity, and the requirements for a university graduate;
- the desire to give the teaching of physics in aerospace universities a professionally oriented character and the need to preserve the scientific logic of the course, the theoretical core, scientific,

methodological and ideological significance.

The highlighted problems and contradictions make it possible to formulate the research problem: what are the pedagogical conditions and methodological techniques that contribute to the formation of professional competence of an aerospace specialist in the process of studying natural sciences.

References

1. Bondur V.G. Aerospace methods in modern oceanology. // In the book. "New Ideas in Oceanology". T1: Physics. Chemistry. Biology / Otv. ed. M.E
2. Bondur V.G. Problems of aerospace monitoring of the ocean // Research in the field of oceanology, atmospheric physics, geography, ecology, water problems and geocryology. M.: Geos, 2001.pp. 87-94.
3. Space challenge of the XXI century. T. 2. Advanced materials and technologies: Nanocomposites: Ed. A.A. Berlin, I.G. Assovskiy. – M.: Torus Press, 2005.
4. MEMS and Microstructures in Aerospace Applications / Edited by Robert Osiander, M. Ann Garrison Darrin, John L. Champion. – CRC Press, Taylor & Francis Group, 2006.

5 SKILLS IN 2 HOURS FOR A1 LEVELS

Sadinova Oyimgul

Teacher of 69th school in Pastdargam district, Samarkand.

***Abstract:** In this article one can improve his knowledge relating to method in teaching English beginners*

Introduction

It is axiomatically true that teaching is much more difficult than learning. Since, when it is group, there are different types of abilities and characters of students who also have various learning skills. From another point, when it is individual teaching process, it also requires strict responsibilities for teachers. However, teaching in a group demands a myriad of research work which helps to develop teaching process owing to above-mentioned facts.

First and foremost, looking back only grammar played a very crucial role in teaching English for not only Uzbek learners but also other international students. After several years, especially coming to current days the importance of other skills such as listening, speaking, reading and writing has been admitted. Although they have been introduced to educational process as much as possible, those skills come across some barriers in using entirely because of following problems: Firstly, teachers are encountering difficulties in implementing those skills for elementary learners including A1 A2 levels. Nevertheless, this stage is considered as one of the most important base for the next stages. If students were not taught basic elementary reading, speaking, writing and listening skills, they

would face problems in understanding such themes in the next levels.

Secondly, those skills cannot be used out of the class. After their hard lessons, learners try to have a rest for a while and try not to use and even remember their

English lesson. Another reason, the atmosphere after their lesson is not full English atmosphere: from their TV program which they watch till their newspaper which they read is not English. Above all, communication is not English in family and friend circle.

Considering all those problems here one possible method will be discussed and analyzed how to utilize all skills deliberately in one lesson simultaneously. In order to understand more let us take "Have got, Has got" for grammar rule and "Fruit" for vocabulary as a homework and "There is, There are" for grammar rule, "prepositions, places for vocabulary as a class work. Of course, lesson plan is required on top. Because, a lesson plan is a step-by-step guide that provides a structure for an essential learning.[2018]

Asking home-task. According to it, several pieces of paper which each of them are written a single word. Students should make a sentence with adding

"have got" by being divided into several groups (it depends the number of students. But it is better to have until four

students in each group) for only 5 minutes. Students love competitive lesson that is why, put their mark on the blackboard according to their actions. Then students do “Running blackboard” activity. The whole group is divided into two groups and they have to write down a small text (essay) on the topic “About my friend” for the one group and “About my family” for another one in 8 minutes. They have to use “Have got” and other grammatical rules on this topic. By this, we can check their writing skill and how students can use the rule only in a little given time. Two minutes are spent for checking each small essay and analyzing mistakes simultaneously. Another 10 minutes are for asking vocabulary in an interactive way. We need cards where are only transcriptions of new vocabulary written. They are put on the desk and students should find the word after hearing the translation of word. For example, teacher says: “Olma” in Uzbek language. Translation is an apple and student should find this word’s transcription. Given time for each student is only one minute. This helps not only to know how students learn by heard new vocabulary but also improve pronunciation. Moreover, as it requires fast brain, leg and hands, active, energetic atmosphere will be brought into the class.

New topic. Asking home-task, overall, takes 30 minutes with checking their home-task exercises boob. It should be mentioned that grammar translation method should be used in checking homework exercises. For example, students read one by one their answers with translations. After revising home-tasks

new topic is taught with inductive approach by asking, firstly, related questions and make students ready for the next theme. The main reason why I chose inductive approach is, according to Nunan [2003] “Inductive is presenting the learners with samples of language and, through a process of guided discovery, get the learners to find out principle or rule for themselves”. Approximately, 30 minutes are separated for it. Since students cannot stand sitting half an hour, teacher should make student stand up and ventilate the room by opening the windows and door.

Consolidation with exercises. It is one of the most significant parts of lesson as it is also one way to teach the topic. For consolidation students make sentences with this topic in their small groups. Then each group will dictate their text to one another. With the help of this activity listening and writing skills seem to be developed. For this 15 minutes are spent. In the next

10 minutes, teacher give questions using “There is, there are”, firstly, and then each group will ask questions as their teacher do. This activity is for the improvement of students’ speaking and listening skills. In another 15 minutes, essay structure for A1 levels with using new grammatical rules is introduced. Here is given one example for it:

I would like (want to) describe (tell, write down) about my (room, home, school,). There are (cup-board, computer, bed, pictures) in my room. My cupboard is opposite my (TV set, window). My room is (cozy, small, big, spacious). The color of my room is (red, blue, white). I

have got a tiny teddy bear on my bed. I really like my room.

A1 levels cannot create essay structure by them-selves. At this time, this kind of structure can be handfull for writing elementary essay. As Elizabeth Abrams said "because essays are essentially linier –they offer one idea at a time – they must present their ideas In the order that makes most sense to a reader". [2000]And step by step level to level we make learners ready for that. Teacher does not have to divide separate time for checking and analyzing essays. Essays are checked simultaneously while students are writing down them.

10 minutes are enough to work with reading, if teacher has already made all handouts ready beforehand. I usually choose a very small text and there are only 5 easy questions. I give 5 minutes for carrying out the task and the rest minutes for analyzing and understanding each answer with learners

Giving home-task. Last 5 minutes are left to explain all home-tasks. The most importantly, each task should be clearly explained by teacher. Because it can be

one reason why students cannot do homework inde-pendently. I make an endeavor to ask repeatedly some of my students what kind of homework I gave and what they should do.

Conclusion

To sum up, thanks to the researchers, methodologists that there are enough methods for teach-ers to teach with great experience. Taking into consider-ation all of those, I made an effort to share my own experience and method. It is highly believed that each method has particular value in teaching process. It just depends on teacher to use them in correct time and appropriate situations. So, above-mentioned method can be also useful for not only English teachers but also other teachers to some extent in their work.

References

1. Elizabeth Abrams (2000). Essay structure. <https://writingcenter.fas.harvard.edu>>
2. Nunan, D. (2003). Practical English Language Teaching. 1st ed America: New York: McGraw-hill companies.
3. Sara Jones (2018) 23 March, 3 reasons why it is important to plan lessons. <https://www.eln.io.>blog>

DEVELOPING THE STUDENTS' SPIRITUAL AND MORAL VALUES IN LITERARY EDUCATION

Yuldasheva Muhayyo

Candidate of Philological Sciences, doctoral student at the Tashkent State Uzbek language University of Literature named after A.Navoi, Uzbekistan.

Abstract: *This article is about the importance of studying the author's autobiography in improving the effectiveness of literary education*

Keywords: literature education, age characteristics of the reader, sample school, writer style, autobiography of the writer, writer position.

Teaching a creative biography is important in literary education. That transition is intended for two purposes:

First, because writers are talented and uniquely attentive people, their personal lives and nature are of great interest to readers. They have exemplary aspects in their personality and they will be a school for students to set spiritual example.

Secondly, the authors' personality, character and way of life have left their mark on their works taught at school. Therefore knowledge about the artists' life and artistic forms and personalities is the key to understanding their works, interpreting the picture of this or that character, and deciding the peculiarities of the style of the artist.

To properly understand a literary text and arrive at a reasonable conclusion, it is first necessary to understand the position of the writer as both a human being and a creator. To do so, it is important to familiarize yourself with the life events of the maker, interpersonal relationships and social truth. Without the biography of the author, this is not possible. Knowledge about the biography of the author is made accessible at all levels of

literary education—from school to university. But otherwise they are. Younger students at school hardly ever notice the connection between an art work and a writer. So, teaching the creators' biography is not successful at this point. Students in this class may assimilate the supplied information. But they cannot be associated with the personality of the writer or his works.

The teaching of creative life in grades 5-7, which is the first stage of the second stage of teaching literature, should be regarded as a spiritual example, in addition to the method of enlightenment knowledge. After all, each individual's spiritual and moral qualities are approached with the utmost demands in students of this age. Adolescents do not see the flaws in their own personalities, and do not forgive the flaws in others at the same time. As with any other activity in literature teaching, creative biography teaching has to take into account the students' age and spiritual development. But so far, nearly all teachers in all of the country's schools tell the writer's biography in the form of scientific biographies in all classes. With an utterly

inefficient work, a separate study hour is required.

The level of connection between the work of art, the social life depicted in it, the direction of the creative personality and talent and the environment in which he grew up are still not sufficiently deeply understood by pupils aged 12 to 14. In addition, they also don't fully understand the way the personality of a writer is reflected in an art work. For this purpose, it's enough to provide the most general knowledge to these students. Since students only begin to concentrate on the authors' biographies from 8th grade onwards, the link between their way of life and the creativity items. The use of a didactic item and a book decorated with a portrait of the writer and pictures is more effective when working with students aged 12 to 14. Emotional awareness is high and logical reasoning in adolescents of this generation, moving from the general to

the particular, i.e. deduction, is still not adequately developed.

In literary education, it is necessary to pay attention, rather than to the autobiography of the author, to the peculiarities of his personality, the peculiarities of his nature, the peculiarities of his way of life, how they are reflected in the works he completed. It goes through a model school in students forming stable and noble spiritual qualities.

References

1. Dolimov S., Ubaydullaev H., Ahmedov, Literature Methods of Teaching, -T.: «Teacher,» 1967.
2. Rez Ya Z. Et al., Literature teaching methods,- Moscow: «Enlightenment,» 1977.
3. Yuldashev Q., Madaev O., Abdurazzoqov A. Methods of literature teaching. -T.: 1994, «University.»
4. Yuldashev Q. Theoretical and scientific basis for teaching literature. -T.: Professor, 1996.
5. Bogdanova O. Yu., Leonov S. A., Chertov V. F. Methods of publishing literature. -Moscow: «Academa», 2004.

ГАРМОНИЧНОЕ РАЗВИТИЕ ЛИЧНОСТИ НА УРОКАХ РУССКОГО ЯЗЫКА И ЛИТЕРАТУРЫ

Киямова Дилзар Рузиевна

Учитель русского языка и литературы Каршинской специализированной общеобразовательной школы №1, Узбекистан.

Адрес электронной почты: diltarkiyamova@gmail.com

***Аннотация:** В этой статье говорится о методах и приемах в воспитании гармонично -развитой личности на уроках русского языка и литературы. Затронуты вопросы о различных видах компетенций, развивающие в учащихся творческий подход к решению проблем, поставленных на уроке.*

Ключевые слова: гармоничное развитие, творческий подход, повышение уровня познавательной деятельности, методические приемы, поисковая работа, предметная компетенция, принципы единства обучения и развития.

Задача эта необъятная, единственный способ дать о ней представление, на мой взгляд, – проследить одну линию, в которой, возможно, предстанет целое видение этой цели. Скорее всего это будут не уроки русского языка и не уроки литературы, как определено в заглавии, а то, что соединяет их, находясь на стыке между двумя этими предметами. Что же объединяет задачу, где та точка соприкосновения –это всего лишь один из компонентов – это творчество.

Творчество – самый мощный импульс в развитии учащихся. Потенциальная гениальность живет в каждом человеке, и в каждом есть индивидуальное своеобразие.

Наша задача – развить творческие силы в человеке. По словам Г.Д. Гачева, в творчестве происходит слияние индивидуальности человека с его делом, а в механической работе – их разъединение. В высший миг творчества человек испытывает поглощение всего себя предметом труда. Как важно учителю хоть однажды

разбудить в ученике именно такое состояние! Не забудет его ребенок, и будет сам потом к нему стремиться. Так в ходе творчества устанавливается гармония всех способностей человеческого существа. Самое важное в этой работе – целенаправленное движение в ходе уроков, заботиться об идейно-нравственном направлении души ученика.

В современной школе проблемное обучение просто необходимо, так как оно формирует гармонически развитую личность, способную логически мыслить, находить решения в различных проблемных ситуациях, способную систематизировать и накапливать знания, способную к высокому самоанализу, саморазвитию и самокоррекции. Применение проблемных ситуаций на уроках способствует повышению уровня познавательной деятельности. Постоянная постановка проблемных ситуаций приводит к тому, что он не сдастся перед проблемами, а стремится их разрешить. Таким образом, происходит формирование творческой

личности, всегда готовой и способной к поиску.

Новая модель обучения русскому языку и литературы складывается в условиях модернизации образования. Она призвана решать вопросы духовно-нравственно развития личности на основе приобщения учащегося к общественным ценностям, формирование у него чувства патриотизма, национального самосознания и высокой культуры.

Русский язык как учебный предмет имеет большие возможности для формирования навыков учебного труда. Огромным обучающим потенциалом обладает работа с учебными текстами, лингвистическими текстами учебников. Известные ранее приемы работы с текстами потеряли свое место на уроке. Методика работы с лингвистическими текстами учебников отличается недопустимым однообразием. Они часто проводятся по схеме: прочитать текст, запомнить, пересказать. Популярность такого подхода не вооружала учащихся приемами осмысления текста. Как говорил В.А. Сухомлинский, заставляли жевать «человека без зубов». Специфика компетентного обучения состоит в том, что усваивается не «готовое знание», кем – то предложенное к усвоению, а подразумевает, что ученик формирует понятия, необходимые для решения задач. При таком подходе учебная деятельность периодически приобретая исследовательский характер, сама становится предметом усвоения. Другими словами, компетентный подход- это учить следует «учить – учиться».

Перед нами стоит три задачи школьного курса русского языка и литературы:

это формирование языковой, коммуникативной и лингвистической компетенции. Методическая литература указывает более 20 приемов работы с текстами учебников.

В формировании языковой компетенции особое значение приобретает организация работы учащихся со словарями. Виды упражнений со словарями имеют практическую направленность обучения, конечно вместе с тем они должны решать задачи развития учащихся, воспитание интереса к работе.

Лингвистическая компетенция обеспечивает, как мы знаем, познавательную культуру личности школьника, развитие логического мышления, памяти, воображения. Кроме того, она помогает ученику овладеть навыками самооценки. Построение алгоритма одновременно может служить и приемом того самого осмысления текста.

Организовывая учебную деятельность учащихся на уроке, надо стремиться создать условия, при которых каждый ученик в меру своих сил и возможностей добивается успехов в учебе.

Использованные литературы:

1. Лебедев О.Е. Компетентный подход в образовании
2. Хуторский А.В. Современный педагогический инновации на уроке
3. Интернет – журнал «Эйдос» – 2007 год
4. Хуторской А.В. Технология проектирования ключевых и предметных компетенций Интернет – журнал «Эйдос» – 2005 год
5. Леонтьев А.Н. Деятельность. Сознание. Личность. Библиотека [http www. koob/ ru/](http://www.koob.ru/)
6. «Литература в школе» Методический журнал, Издательство Просвещение». М. 1989 год.

УСЛОВИЯ И РЕШЕНИЯ ДЛЯ ЖЕНЩИН ПРЕДПРИНИМАТЕЛЕЙ СЕГОДНЯ

Сатвалдиев Азизжон Ахмаджонович

АндМИ “Гуманитарные науки” старший преподаватель кафедры, Узбекистан.

***Аннотация:** В данной статье рассматриваются деятельность женщин-предпринимателей в Узбекистане, их положение на рынке труда, психологический подход к предпринимательству, психологический анализ и гендерные отношения.*

Ключевые слова: деловая женщина, рынок труда, частное предпринимательство, семейный бизнес, бизнес-план, социальная мысль, гендерная психология.

Допустимо отметить, что указ президента нашей страны Шавката Мирзиёева «О дополнительных мерах по обеспечению быстрого развития предпринимательской деятельности, всесторонней защите частной собственности и качественному улучшению бизнес-среды» от 5 октября 2016 года, а также постановление «О дополнительных мерах по совершенствованию государственных услуг субъектам предпринимательства» от 1 февраля 2017 года. На встрече были затронуты содержание и сущность этих документов, женское инновационное предпринимательство.

Сегодня создание необходимых условий для эффективного функционирования предпринимательских женщин в нашей стране играет важную роль в поддержке их деловых инициатив и внесении достойного вклада в процветание нашей семьи и общества. В этой связи Ассоциацией деловых женщин Узбекистана “Женщина-предприниматель” также реализуется ряд проектов. В результате число женщин-предпринимателей, желающих всту-

пить в ассоциацию, растет с каждым годом. Среди них наряду с женщинами, обладающими экономическими знаниями и опытом, Есть женщины, которые все еще не обладают достаточными навыками в этом отношении. Женщинам, обладающим достаточными знаниями и навыками, оказывается помощь в дальнейшем укреплении их позиций на рынке труда, участии в международных выставках и обогащении их навыков на основе интереса к тем, кто сейчас приступает к работе. Если рассматривать предпринимательскую деятельность с психологической точки зрения, то стоит отметить, что развитие частного и семейного бизнеса в частности в современных условиях, в которых создаются все возможности, изучение предпринимательской мотивации у женщин в рамках психологии лидерства является одной из актуальных проблем, ожидающих своего решения.

Стоит отметить, что число женщин, желающих иметь частный бизнес в Узбекистане, неуклонно растет. По данным исследования, проведенного

общественным центром «социальная мысль» среди женщин в возрасте от 18 до 55 лет, 45,4% респондентов хотят иметь свой собственный частный бизнес, те, кто хочет профессиональной карьеры, а не роста в своей карьере, также составляют большинство: 52,1% городских женщин и 44,2% сельских женщин не против повышения своей профессиональной квалификации 60% женщин с высшим образованием, добившихся определенных успехов в предпринимательстве, хотят проявить себя в предпринимательской управленческой деятельности и обучить молодежь таким видам деятельности.

Такая исследовательская работа в первую очередь направлена на увеличение доли женщин в управлении производством и промышленностью, проявление в них шарканских качеств, что в свою очередь позволяет выявить этнопсихологические аспекты гендерной идентичности частного бизнеса. Обеспечение достойной доли женщин и девушек в существующих производственных отношениях в Узбекистане, внедрение эффективных методов предпринимательства в практику, воспитание личностных качеств, позволяющих осуществлять эффективную управленческую деятельность, определение места социальной психологии в формировании нового мышления и экономического мышления являются актуальными вопросами современности.

Нам предстоит исследовать новое направление гендерной идентичности

частного предпринимателя в управленческой психологии работника узбекского предпринимателя, координацию творческой работы окружающих людей, осознание психологических гендерных особенностей личности в условиях равных возможностей для женщин и мужчин, степень, в которой реализуются стратегии развития личности.

Сегодня наше правительство предоставляет широкий спектр возможностей для женщин-предпринимателей. Одним из главных требований наших соотечественников сегодня является создание рабочих мест для женщин, дальнейшее улучшение жилищных условий и обеспечение за счет этого их комфортной жизни.

Использованная литература

1. Ш.М. Мирзиёев. Критический анализ, строгая дисциплина и личная ответственность должны быть ежедневным правилом деятельности каждого руководителя. Отчет о расширенном заседании Кабинета Министров, посвященном основным итогам социально-экономического развития нашей страны в 2016 году и важнейшим приоритетам экономической программы на 2017 год – т.: Узбекистан, 2017. – 104 с.
2. Белинская Е. П., Тиксамандрийская А. Социальная психология личности.- М.: Аспект Пресс, 2001.
3. Программа курса «Основы гендерных исследований»: рекомендована для вузов / / научный редактор: проф. А. Абилов; с русского языка сокращенный перевод: Дос. З. Бобоева, З. Усмонова. – Т.: «Узбекистан», 2003. – 276 с.

COLLAGE RECEPTION AT THE ENGLISH LESSONS

Rozumbetova Irina

The highest category Excellence in Public Education of Uzbekistan, English teacher School №30, Turtkul District, Republic of Karakalpakstan.

Annotation: *This article describes the collage method as well as its usage and implication for teaching the English language. In addition, the article illustrates the possible types of work with a collage.*

Keywords: Collage, reception, key concept, core, satellites, reality words, learning situations, presentation, information.

Recently, the collage method became wide spread in the methodology of teaching foreign languages. The collage method or associative building up of the lexical – semantic organ of a key concept – has no equivalent in the students’ native culture. Instead, associated terms appeared: collage and block – collage.

Being a French word collage means “sticking”. It has entered to the various spheres of human activity. This is the name of an advertising TV show that presents a variety of commercial information. Collage is a technique that used in the visual arts, which consists in gluing onto any base materials that differ from it in color and texture, as well as a work made in this technique. With regard to teaching English, collage is a visual aid to teaching, i.e., a methodical technique that involves the sequential buildup of the lexical background of a key concept and thus creates a visual-semantic schematic image of the concept under consideration.

The shape of the collage resembles a poster or wall newspaper. In the center is a key concept – the core, and around it are concepts – satellites that make up its background environment. To show how

collage can be used in the process of teaching English, let’s take an example: Education in England and Wales. (Fly High-English 9 cl.). I’m preparing visual materials for the lesson in advance: I cut out geometric shapes of the same or different shape from paper. A key concept that makes up the background (Pre – school education, Primary education, secondary education, high education). Shapes in bright colors attract the attention of students. It is advisable to use other visual aids: photographs, drawings, a magnetic board, etc.

T: Now you will learn what this means

Further, depending on the level of preparedness of the group, I propose to listen to a tape recording of the text “Education in England” or give a few minutes for an introductory reading. Then I check the understanding of the text with questions and at the same time work out the phonetic sound of words – realities.

T: Education what types of schools are there in England?

Pupil: There are four types of school in England.

Next to the main concept I write on the note: Pre – school education, Primary

education, secondary education, high education.

T: What types of primary schools are there?

Pupil: Primary school is divided into infant school (pupils from 5 to 7 years old)

And junior school; (from 8 to 11 years old)

Pupils work out the phonetics of each new concept – realities, and I bring it into the collage. Gradually, the main concept is “overgrown” with the concepts accompanying it – satellites, revealing its contents. The collage includes not only a certain number of realities, but also questions, grammatical forms necessary for support answers.

Ninth graders receive individual homework: Scheme:

Give the written answer to the question!

Find out what is on the picture and write about it (or: give a written commentary to it).

Find information about the education about the educational system of England.

At home, students must pick up information from the Wordbook, magazines, newspapers, or the Internet.

On the next lesson, the collage is compiled repeatedly, students comment on the concepts of satellites, and in turn present the collected information. A new version of the collage is compiled faster than in the previous lesson. Ultimately, the content of the basic concept and expanding both the vocabulary of students and the range of information about the country of the language being studied. In

the process of commenting, I create learning situations:

Have you any questions about?

Would you like to add anything else? Make up a dialogue about.

What do you think about education in England and in Uzbekistan?

For each correctly composed answer or dialogue, I put extra points to the mark for the lesson.

Possible types of work with a collage.

Stage I. 1. Acquaintance with a key concept. 2. Listening or reading the text. 3. Testing the understanding of perceived information. 4. Phonetic refinement of the text. 5. Creation of conditional speech role situations. 6. Individual homework.

II stage. 1. Presentation and commenting on the information collected by students. 2. Creation of new conditional speech situations based on the material being studied. 3. The main type of speech activity at this stage of collage is reading. This feature of the text materials of the collage causes the involvement of different types of reading: viewing, searching, studying and fact-finding.

III stage. At the final stage, a generalization of all perceived information occurs. Here, collage continues not at the receptive level, but directly in speech activity. Form of stage III may be different: installation of oral communications of students, “round table”, talk show “Field of Miracles”, an oral newspaper, etc.

The results of using such technique in educational activities are as follows: Generation of creative atmosphere on lesson; Expansion of student’s vocabulary of stu-

dents; Stimulation of student's cognitive interests; Increasing positive motivation for further learning; Contribution to the development of analytical thinking; Contribution to the learning of English language by causing a vivid imaginative vision of reality.

References:

1. R.D. Muller. "Collage in the educational process of 1983"
2. N.P. Gracheva "On the integrated use of visual aids in mastering the grammatical side of oral speech" I. I am at school 1991 №: 1 3 E.M. Vereshchagin "Language and Culture 1990 Enlightenment". 4 FlyHigh 9 C.

THE JOURNAL “SAKARTVELOS MOAMBE” –“OUR PURPOSE IS THE LIFE OF GEORGIA’S PEOPLE”

Amaglobeli Kh.

Doctor of Philosophy, Associate Professor,
Sokhumi State University,
Georgia

Zakaraia I.

Doctor of Philology, Associate Professor,
Tbilisi Humanitarian Teaching University,
Georgia

Keywords: “Sakartvelos Moambe”, Ilia Chavchvadze, Georgian society, libertarian press.

Georgia has created an original and independent culture for its long history. Due to its geographical location, it was a space of an intersection between western and eastern cultures. Based on Georgian and foreign sources, the connection of the ancient Georgian kingdoms with the civilized world of that period became known. These relationships cover a rather large section of history. However, due to misfortune – political fragmentation of the country as a result of constant attacks by foreign invaders, socio-economic stagnation, the cessation of cultural activities, fruitless attempts to establish diplomatic ties with Europe, a demographic crisis, the struggle for physical survival – the country lost its natural development. The de jure implementation of all this began with the manifesto issued by the Russian Emperor Alexander I in 1801, by which Georgia lost its statehood. Against its will, Georgia became an integral part of the Russian Empire, the province. The centuries-old reign of the Bagratians was abolished, a military-occupation regime was

established, a new system of government was introduced, a governor was appointed, and Russian, a foreign language, became the official language for Georgians.

The Georgian people did not accept the loss of independence, the struggle against all Georgians. That is why in the first half of the 19th century there were conspiracies and armed uprisings (1802, 1812, 1819-1820, 1832, 1841), as a result of which the intellectual part of the country was exiled to different regions of the empire. Nihilism spread throughout Georgia and social life, socio-economic and cultural relations became completely stagnant.

The situation improved relatively in 40-50 years. This was conditioned by several factors: the return of intellectual power from exile; In 1845, the position of viceroy of the Caucasus was established in place of the Commander-in-Chief, which meant a transition from military regime to civilian rails; To appease a society dissatisfied with tsarist Russia’s aggressive russification policies, the government

changed its methods of governing, leading to a relative revival of public life. The Georgian professional theater has been operating since the 1850s, the first Georgian journal "Tsiskari" has been published, literary salons are actively working. It was just here in the theatre, in magazines and salons, there was an attempt to form a unified public opinion. However, the communication space could not be established at the desired level due to the tsarism russification policy and the indifferent state of society in the conquered country.

A completely new era begins since the 60s. This period is characterized by the rise of national liberation movements in Georgia as part of the Russian Empire, the abolition of the institution of Serfdom, the development of Georgian culture and the diversity of public life. One of the bases of this diversity became the Georgian language journal "Sakartvelos Moambe"¹

In the early 60's, the only Georgian periodical was published in Georgia, the journal "Tsiskari", which was started in 1852. In the first years of its existence, it played a positive role in the development of Georgian literature and the press, but in the 1860s, but in the 1860s the journal did not meet the requirements of the era.

"Tsiskari" was published by the representatives of the older generation of writers. They did not share conservative and archaic views, even facing a new generation in the 1860s who introduced new ideas and principles to almost all sphere of public life (fostered by European pro-

gressive thinking, advanced Russian culture). The controversy between the old and new generations was conditioned by historical necessity. After publishing several critical articles in "Tsiskari", the sixties were generally forbidden activities in a magazine. On the agenda there was the issue of publishing one's own periodical, which would be ideologically different from "Tsiskari". This movement was led by Ilia Chavchavadze,² who for 50 years was the spiritual leader of the Georgian nation and the flag bearer of the national liberation movement. Akaki Tsereteli, Giorgi Tsereteli, Niko Nikoladze, Kirile Lortkipanidze and others stood by him. Thanks to the efforts of Ilya Chavchavadze the journal "Sakartvelod Moambe" was founded in 1863.

At the beginning of 1862, 24-year-old Ilia Chavchavadze applied to the acting viceroy of the Caucasus, the poet Grigol Orbeliani, to publish the magazine. They also presented the program. Consent was obtained in February of the same year.

The journal "Sakartvelos Moambe" was published once a month. It consisted of the following sections: Literature, History, Politics and Rural Economy, Criticism and Bibliography, Various Stories, Supplement. The editor was Ilia Chavchavadze. He took care of the best printing paper in the Russian Empire. From St. Petersburg, the Georgian font

² It should be noted that Ilia Chavchavadze was a Georgian writer, poet, political figure, publicist, canonized for the great national activities. In 1861, a young Ilia Chavchavadze stated a slogan "Motherland, Language, Faith". *The slogan is considered as the main basis for the survival of the nation.* His creative works represent bright manifestation of personal strength, firmness and faith.

¹ *Georgia's Messenger.*

was printed in the printing house of the Academy of Sciences at the initiative of Teimuraz Bagrationi and Marie Brose [3]. Initially they had five hundred signatories. It was planned to increase the circulation to 700.

It should be noted that the journal "Sakartvelos Moambe" was the leader of the Georgian communication space of that period, in its purpose, function and purpose, at least in part, to the libertarian model magazine.

It is well known that the libertarian press is the opposite of the authoritarian press and formed its opposition. Libertarianism considered the press as a means of controlling the government and free expression, with the main goal of finding truth and control over the state, as well as raising awareness, entertainment and selling information; During the war, the press was banned from slander, obscenity and anti-state propaganda; During the war, the press was banned from slander, obscenity and anti-state propaganda; The form of ownership was mostly private. Thus, the libertarian press was a mechanism for controlling both the government and other needs of society. Most importantly, the libertarian model was, in fact, the theory of a free press, according to which the most important function was to satisfy the interests of the public and be accountable to it.

The magazine, as we have already mentioned, only partially met the requirements of libertarianism: the search for truth and informing the public were a priority for it, but under the censorship committee of the Caucasus, direct control

over the state and its russification policy were almost impossible. Therefore, the 60s tried to form public opinion indirectly – through artistic, historical or publicist works

Ilia Chavchavadze, an editor-in-chief of "Sakartvelos Moambe", outlined the program of action, goal and purpose of the magazine in the philosophical-publicist letter "Sakartvelos Moambe", which was published in the first issue of the magazine.

The editor instructs the magazine, first of all, an informational and educational function so that public goods are available to many for "universal use" [5, 59]. Therefore, the magazine "Popular Literature" [5, 59] was to become one of the types that would provide people with the necessary information in a language they understand and be available to its services. "Our purpose is the life of Georgia's people; the improvement of their life is our first and last desire" [5, 61], – marked Ilia. According to him, one of the main goals of the journal was "the heartbeat of life" [5, 65], understand the law of life, show it to the world and contribute to its understanding; Acting as an intermediary between people, on the one hand, and science and art, on the other, since the latter contributes to the advancement and development of public life. Science and art are the tools by which life turns from darkness to light. "The task of our Moambe is to facilitate the transfer of such approved thoughts and information" [5, 65], – the editor wrote.

The purpose of the magazine was formulated from the very beginning: "Tell

your friend the truth and keep it from your foe". Considering this principle, Iliia demanded to show negative along with positive aspects of life, because he believed that identifying a defect, "dirt of life" [5, 63], would help to eliminate it.

Proceeding from the *aforementioned*, the editor considered that the purpose of "Sakartvelos Moambe" was to focus on the current problems or issues of the past and the present, and the future as well, because "the eyes of every reasonable magazine are often focused on the future. "The present born of the past is the parent of the future" [5, 62] and the farther the magazine looks, it is better and everlasting.

The purpose of the journal was to show the cultural, political, social life of Georgia, the development of public opinion and the intellectual prosperity of the Georgian people.

"Sakartvelos Moambe" has been existed for only one year, but it was a fruitful, useful and valuable year: it published Georgian or translated works of art, historical essays, publicist letters exposing the dictatorship, conveying national lib-

eration ideas, generally the magazine and journalist's task. There was a conversation about the importance of education, the role of science and art, current events in Georgia and abroad...

The journal laid the foundation for the essential changes that took place in all spheres of public life in the second half of the 19th century showing Georgian society the development of new opportunities and perspectives.

References:

1. Bertrand K., Media, Ethics and Accountability Systems (Quality Control), Liberty Institute, 2004;
2. Vekua M., Jill Rue, Journalism, GTSU, 2013;
3. Kalandadze A., History of Georgian Journalism, Vol. 3, Tbilisi, 1985;
4. Kortava Sh., Amaglobeli Kh., Sociological Theories of Communication, Tbilisi, 2018;
5. Chavchavadze I., Selected Works in Five Volumes, Vol. 3, Tbilisi, 1986;
6. Media ethics and professional standards. 10 cases from 2013 practice. Media Development Foundation, MDF;
7. Journal "Sakartvelos Moambe", 1863, ## 1-12;
8. Siebert F., Peterson T., Schramm W., Four Press Theories. Carnegie Foundation, M., 1998.

ИЗУЧЕНИЕ ТВОРЧЕСТВА АЗИЗИДДИНА НАСАФИ, ПОНИМАНИЕ ИХ ПРИРОДЫ И ИСПОЛЬЗОВАНИЕ ИХ В ПРОЦЕССЕ ОБРАЗОВАНИЯ

Казакова Мархабо Кудратовна

Карши государственный университет, Узбекистан.

***Аннотация:** Целью данной статьи является изучение жизни и деятельности ученых, внесших достойный вклад в развитие мировой культуры, работающих в различных областях науки, знакомство с созданными ими научными работами, обогащение существующих знаний светской истории, культуры и общечеловеческих ценностей.*

Ключевые слова: Азизиддин Насафи, «Зубтадул хакойк», шейх, ценность, мистицизм.

В свою очередь, одной из важных задач является изучение взглядов ученых, внесших значительный вклад в развитие не только национальной, но и общечеловеческой культуры, занимающей достойное место в истории узбекского народа.

Азизиддин Насафи, один из великих мыслителей Востока, является одним из великих представителей этой мистической доктрины.

Шейх Азизиддин Насафи получил образование в Насаф (ныне Карши), а затем учился в одном из медресе Бухары. Его учитель Садиддин Хамави был одним из талантливых учеников Наджмиддина Кубро. Взгляды Азизиддина Насафи на человека и мир: «Кашфул хакаик» («Раскрытие правды»), «Зубтадул хакаик» (смесь правд), «Максадс акса» (последняя цель), «Идеальный человек», «Манозилас сойрин» (адреса путешественников), «Усул ва фуру» (Принципы и короли), «Баян аттанзил», «Нузул байони», «Мавда ва

маод» (Выход и возвращение).

Работы нашего прадеда можно разделить на несколько групп по тематике. Прежде всего, как теолог, философ, он пытался познать мир, объяснить тайны мира. Он написал свои ответы на вопросы о том, как жить в этом мире, откуда человек и куда он идет.

Использование идей Азизиддина Насафи о совершенном человеке в образовательном процессе является основой для понимания и обоснования нашей национальной идентичности.

В «Зубдат аль-Хаккик» Азиза ан-Насафи «О дервиш, ты не будешь вознагражден, тебя не поблагодарит, но ты будешь признан характером Аллаха только тогда, когда ты считаешь себя должником, делаешь добро и делаешь добро всегда и навсегда». Для того, кто всегда ищет отдыха для людей и приносит мир людям, у него щедрое сердце. Такой человек не стесняется служить кому-либо, он устремляется на помощь другим своим языком, руками

и имуществом. «Люди, у которых есть привычка постоянно мучить людей, которые заставляют людей страдать, которые причиняют им боль своими языками и руками, – это люди с пороками сердца». Из этого ясно, что каждый должен следовать программе, чтобы делать добро.¹

Использование идей Азизиддина Насафи об идеальном человеке в образовательном процессе является основой для понимания и оправдания нашей национальной идентичности. Будет полезна работа, проводимая в нашем государстве и обществе по воспитанию гармонично развитого поколения, особенно если мы будем помнить и использовать взгляды многих мистических предков, таких как Азизиддин Насафи, на совершенного человека. Действительно, состояние духовности, просветления и совершенства в человеке отчетливо проявляется в таких взглядах, в частности:

– концепция духовного очищения является одним из основных и фундаментальных условий совершенства;

– величие души принадлежит только совершенному человеку;

– Азизиддин Насафи выражал концепцию чистой совести в форме единства языка, языка и действия;

– Правильное направление системы образования, воспитание совершенных людей всегда было и останется главной целью и идеей любого справедливого общества. Азизиддин Наса-

фи в своих работах «Совершенный человек» и «Зубдат уль-Хакик» раскрыл идеи о существовании мира, человеческого существования, его духовной зрелости посредством сравнительного анализа взглядов трех столпов исламской философии, шариата, мудрости и мистиков.

Знакомство с произведениями Азизиддина Насафи имеет большое значение для понимания сущности религии, философии, мистики и их эффективного использования в образовательном процессе.

Список использованной литературы

1. Азизиддин Насафий. О идеальном мужчине. Седьмая брошюра В заявлении о любви. Наймиддин Комилов. Суфизм. VII. Прекрасный человек
2. Насафий Азизиддин. Зуббат ул-хакойик. Н.Комилов таржимаси. Тошкент., Камалак, 1995, 7-8-42-6.
3. Носир Мухаммед. Ученые Насафа и Кеша. – Ташкент: Издательство Гафур Гулом, 2006. – 126 стр.
4. История Насафа и Кеша в источниках / Материалы республиканской научно-теоретической конференции. Ответственный редактор О.Буриев. – Ташкент: Каршинский государственный университет, 2010. – 3 с.
5. Комилов Н. Суфизм. Книга 1 Ташкент., Писатель, 1996, 147 – 152 с.
6. Kazakova M.Q. The historical Background of scientific and methodological teachings of Aziziddina Nasafi European Journal of Research and Reflection in Educational Sciences Vol. 7 No.1, 2019 49-53b.
7. Казакова М.К. Педагогические взгляды Азизиддина Насафия на идеального мужчину. Учитель также постоянно информирован

¹ Aziziddin Nasafiy "Zubdatul haqoyiq"
N.Komilov tarjimasi

ABDULLA ARIPOV- HERO OF UZBEKISTAN

Shahnoza Turaqulova,

26th general secondary school native language and literature teacher, Uzbekistan.

Nilufar Omonova

26th general secondary school English language teacher,
Kashkadarya region, Karshi district, Uzbekistan.

***Annotation:** This article discusses the creative work of the people's beloved poet of Uzbekistan Abdulla Aripov. There will be some information about the works of Alisher Navoi, the founder of the Uzbek literary language and similar aspects of the work of our poet Abdulla Aripov*

Keywords: Hero of Uzbekistan, "The little Goldfish", Alisher Navoi, homeland, "Uzbekistan", people, anthem, poem, Begali Kasimov, state, "The little Star", "Why do I love Uzbekistan?!"

National Anthem of the Republic of Uzbekistan

My sunny free land, happiness and
salvation to the people,

You are a loving companion to your
friends!

Flourish forever with learning and
creativity,

May your glory shine as long as the
world exists!

Chorus:

These golden valleys – dear Uzbeki-
stan,

The courageous spirit of your ances-
tors is with you!

When the great power of the people
raged,

(You were) the country that charmed
the world!

The faith of an open-hearted Uzbek
does not die out,

The young free generation is a strong
wing for you!

Beacon of independence, guardian of
peace,

Lover of truth, motherland, flourish
forever!

Chorus:

These golden valleys- dear Uzbeki-
stan,

The courageous spirit of your ances-
tors is with you!

When the great power of the people
raged,

(You were) the country that charmed
the world!

One of the most famous poet and au-
thor of "State Anthem of Uzbekistan"
Abdulla Aripov was born on March 21,
1941 in Nekoz village of Kasan district of
Kashkadarya. When you read his poems
you find yourself in the garden of un-
known world far from real one and it
gives you extraordinary emotions of life.
Because in his poems, he presented valu-
able feelings and things such as love of
country, elegance, beauty, respect for the
motherland, loyalty, love and friendship.

The human psyche is a very mysteri-
ous and extremely complex world. The

psyche is a world of decisions, deep aspirations, endless dreams. It would be more accurate to say that I not only wrote, but also executed my observations on many topics, said Abdulla Aripov. He started writing poetry during his student years. Forsooth, he wrote incomparable poems from the beginning, his first collection of poems "The little Star" was published in 1965. And "The little goldfish" poem was also written in his student years. It shows that he worked in colorful genres. He expanded the horizons of lyrical poetry through the problems of life.

The little goldfish

As soon as it came out from egg

They threw it into the muddy pool.

On the day when the abandon gourd is eaten,

Being covered with straws and fallen leaves.

What it has seen in the world is this narrow pool

And the bitter haze of the drowsy wil-lows.

It bothers me, a goldfish

Knows a world like a pond.

The theme that Abdulla Aripov brought to the pinnacle of poetry is the theme of "Homeland". His poems on the theme of "Homeland" made him a favorite poet of the people. The most popular one is that "Why do I love Uzbekistan?!". Every person of Uzbekistan knows this poem more than other ones. His poems about the motherland, such as "Uzbekistan", "Wind of my country", "Let's live for the motherland", "Motherland" state that every inch of our motherland is sacred. At the heart of these poems the

meaning lays that the nature of our country is unique, that is the home of our great ancestors, that its history, present and future are bright. Such poems call every young person to awareness, unity and solidarity

Aripov's works have been particularly important during the period of independence. The poet said: "Thank you a thousand times, I witnessed the glorious steps of our freedom, the first years of our independence. I also took part in unforgettable historical processes. I am very proud of it."

"On March 21, the famous contemporary writer Abdulla Aripov turned 60 years old. This date coincides with the 560th anniversary of the birth of the great Navoi. If Abdulla Aripov had only one talent, many people would not have noticed these numbers 560;60 or they would leave it as a coincidence. And now it no doubt has a clear meaning." Professor Begali Kasimov, 2001.

Another genius was born 500 years after Alisher Navoi. This is Abdulla Aripov. He continued Navoi's work with dignity. He was able to raise our literature to a high level and became a true follower of A.Navoi.

A five-century-old poetic palace,

A lion trembling chain.

The place where Timur did not reach
Alisher took with the pen.

As we mentioned above A. Aripov he has worked in colorful genres such as translating the world literature to Uzbek readers. He interpreted the works of Dante "Divine" into "Divine Comedy" by A. Pushkin and other authors like N. Nekrasov, T. G. Shevchenko, L. Ukrain-

ka. His books and poems are also translated into many foreign language. When Aripov chaired the Union of Writers he directed the lastest litrary process in Uzbekistan. His poems, like Muhammad Yusuf's have influenced the creation of many poets. Abdulla Aripov was a real contributor to the California American Academy of Science, Education, Industry and Arts. Aripov has received many rewards during his lifetime. In 1983, he was awarded the "State Hamza Prize". In 1989, he became a National Poet of the Uzbek SSR. In 1992, he received the prestigious Alisher Navoi State Prize. In 1998, he was awarded the title Hero of Uzbekistan, the highest honorary title that can be bestowed on a citizen by Uzbekistan.

Abdulla Aripov entered politics in 2005 when he entered the Senate of Uzbekistan. He remained a member until his death in 2016. He also was the head of the

Copyright Committee of Uzbekistan from 2000 until 2016.

Aripov died in 2016 in Houston, Texas, the United State where he was receiving medical treatment.

Today's youngsters can take example of the poets like Abdulla Aripov. Their life is full of experiences which are sample to everyone who starts life. For example, Aripov left a profound legacy and impression on the people of Uzbekistan at every level of society. The poet will always be revered in Uzbek society.

References

1. Collection of materials of the regional scientific-practical-methodical conference "Abdulla Aripov- the inextinguishable star of Uzbek literature"- Karshi, 2018.- 196 page;
2. Abdulla Aripov "Election" – T: Spirituality, 2007.- 97 page;
3. Abdulla Aripov "Colors and tones " -T:"National encyclopedia of Uzbekistan", 2012.- 5 page.

MY STERIOUS AND MAGICAL HEARTBEAT

Narzullaeva Sitora Sayfullo qizi

Uzbek State Academy of Choreography 2nd year student, Uzbekistan.

E-mail address: sitoranarzullayeva3@gmail.com

Annotation: This article discusses the prehistoric development of the lezgi and the emergence of its species.

Keywords: Legendary “Lezgi”, “Bird Dart”, “Harmony”, “Boy”, Totemism, Dancer, “Clown Lezgi”, Khorezm Expedition

Legendary “Lezgi”, ancient “Lezgi”, rest – “Lezgi”. So the definition of “lazgi” is endless. When you say “Lazgi”, you think of ancient Khorezm, a place of fire-breathing art, famous for its soothing melodies, magical melodies, lively epics, funny clowns, and fierce dances. The melody is divine, the language is an art that everyone can understand, it doesn’t need an interpreter. The solution to each nation’s identity is dance. It’s a song, a dance, and you can tell which nation the art belongs to. “Kavpak” in Ukraine, “Kush darti” in Turkmen, “Oteshin” in Tajik, “Lekkuri” in Georgian, “Kaftagi” in Azerbaijan, “Tanovar” in Fergana-Tashkent region are such melodies. These dances have a beginning, a peak, a fall, an end. There is a legend about the ancient Lezgi.

The human body was originally made of clay and was separate. The soul is told to “enter the body,” and the soul enters the body and suddenly returns in fear. “Dirty body,” they tell him again. “I’m scared,” he said. Then a melody came from the divine. The soul, fascinated by the song, did not know how it entered the body. First, the fingers, paws, wrists, and shoulders were revived, and the man was resurrected. It is a divine song “Lazgi”. Underlying

every myth lies real content. “Olov”, “Dutor”, “Qayroq”, “Garmon”, “Surnay”, “Masharaboz”, “Oglon bola”, let’s not play any of the Khorezm “Lazgi”, claws, wrists, shoulders, soul, and the resurrection of the body is manifested in our eyes.

At the beginning of the Lezgi melody there is a rez-played text. The dancer raises her hands to the melody, symbolizing the awakening of nature and freezing. The lifeless body condition makes a false moan. He moans again, his hands tremble, he moans again, and the man comes back to life. This beginning of “Lezgi” is firm and unchanging. Other types of dance are more variable. “For example,” Tanovar” can change in different situations – on holidays, parties, weddings, depending on the situation. Lazgi, on the other hand, begins with a static, lifeless body, no matter what the circumstances. “Tanovar” refers to a certain mood of a person, a heartache. “Lazgi” embraces various situations, inner turmoil, grief, pain, anger, joy, intensity, enthusiasm, tenderness, love, affection, victory.

Today in Khorezm there are 9 types of dance “Lazgi”. These “Lezgins” appeared in different conditions and have survived for centuries. Totemism “Clown’s Lezgi”,

Animism – “Kayrak’sLezgi”, Zoroastrianism – “Fire’s Lezgi”, legends “Dutor” and “Surnay” derived from legends, “KhivaLezgis”, “Khorezm’sLezgis”, conditions of fantasy, conditions The “Lezgi” of the Khorezm Iranians, which arose from the intermingling of their peoples, is distinguished by the “Lezgi” of the “Boy” and the “Lezgi” of the Harmon. Their style of execution is different. A performer playing “Clown’s Lezgi” may not be able to play “Khiva’sLezgi” or “Dutor’sLezgi” or “Harmon’s Lezgi”.

Therefore, the style of “Lezgi” performers is different, one is not the same. It’s very difficult to learn these techniques. ‘Lazgi has its own performer. Any dancer who wants “Lezgi” thinks that the artist can play. This is incorrect. You don’t have to be a professional to play Lezgi. It must be a gift from God. Madamin Matkarimov, Hasanboy Yuldashev, Razzoq Hasanov, Ul-libibi Abdullaeva, salesman Hurmat Habibullaev, head of the clothing shop Arslon Otajonov, driver Komil Kutlimurotov, pharmacy laboratory assistant Gulbahor Iskandarova, teacher Zaynab KilichevaKhorezm are the famous “lazgichi”. In particular, the candidate of historical sciences Pulat Rakhmonov is a master of “Lazgi” dance. At the initiative of the Khorezm regional administration, competitions are held every year to develop our ancient art, to find and encourage talents among the people, to preserve and enrich the “Lazgi” dance. It is open to everyone, regardless of age, profession or other circumstances.

A special Regulation of the regional competition has been developed. According to the regulations, there are three age

groups: 17 years old, 17 to 35 years old, and over 35 years old. The contestants are divided on two conditions: one of the traditional “Lezgi” dance types and the ancient They perform one of the Khorezm carvings and show their art.

Hunting was one of the main sources of livelihood for primitive people. The hunt was held in public, everyone worked together, fought together. People have used various rituals, methods and tricks to make hunting more productive. Primitive people sometimes approached and captured various wild animals in the guise of hunting. It was a delicate and complex task that required great skill on the part of the hunter.

To imitate animals or birds, we had to study their behavior, how they grazed, how they fought, how they ran away, and even how they sounded. People used to perform various religious rituals before the hunt in order to get out of the hunt. Thus, over time, hunting games began to appear. In this game, a person worships natural phenomena, some wild animals, and performs various ceremonies in their honor, performing a pantomime imitation dance. These pantomime dances were performed after returning from the hunt. Hunting dances used to be noisy, but later the game was accompanied by a variety of musical tones and sounds. The show has seemed a bit unfocused in recent episodes. The totemistic and animistic religious rites that were born in the development of primitive society played a major role in the birth of the first dance.

Totemism is based on the belief that humans have something to do with animals. In the religious rites of totemism,

people disguised themselves as animals and performed magical pantomime dances, which were accompanied by songs and music. With the spread of totemism, the dances associated with it also became more complex. W.S. As a result of the Khorezm expedition led by P. Tolstov, it was discovered that in ancient times clowns played “Bear Game”, “Giant Game”, “Monkey Game”, “Horse Game”. “Cat’s Game”, “Game of Thrones”, “Game of

Thrones”, “Game of Goats”, “Game of Pheasants” are very old games that are still played today. they were able to describe with great skill the characteristics of the animals they imitated, accompanied by music and song by clowns.

References

1. Gavxar Matyokubova. Ofatijon lazgi. Tashkent. 1993.
2. Nemat Abdullaev. History of the art of the peoples of the East. Tashkent. 2007

ROLE-PLAYING GAMES IN TEACHING FOREIGN LANGUAGES

Alyaminova Zulfiya Makhmudovna

Teacher of English of school № 28 of Khodjeyli region, republic of Karakalpakstan.

E-mail address:zulfiya.alaminova@mail.ru

Abstract: *This article talks about role-playing games in teaching foreign languages, since role-playing games are an extremely valuable method of teaching a foreign language, they encourage thinking and creativity, and allow students to develop speech skills and practice using a foreign language in an environment that is as close to real life as possible.*

Keywords: role-playing games, motivation, creative atmosphere, efficiency, communicative competence, social environment, self-expression, mental activity, vigorous activity

As you know, learning motivation plays a great role in the organization of the educational process. It promotes the activation of thinking, arouses interest in this or that type of exercise, in the performance of this or that exercise.

The most powerful motivating factor is teaching methods that satisfy the students' need for the novelty of the material being studied and the variety of exercises performed. The use of a variety of teaching methods contributes to the consolidation of linguistic phenomena in memory, the creation of more stable visual and auditory images, the maintenance of the interest and activity of students.

At present, the idea of the need to teach a foreign language as communication has become obvious, without fail in collective activity, taking into account personal and interpersonal relationships: teacher – group, teacher – student, student -group, student-student, etc. Group activity has a positive effect on the personality of the learner. A foreign language lesson is viewed as a social phenomenon, where the classroom is a certain social

environment in which the teacher and students enter into certain social relationships with each other, where the learning process is interaction of all present. Learning success is a result of the collective use of all learning opportunities. And trainees should make a significant contribution to this process.

The use of role-playing games provides ample opportunities for enhancing the educational process. It is known that role play is a conditional reproduction by its participants of real practical activities of people, creates conditions for real communication. The effectiveness of teaching here is primarily due to an explosion of motivation, an increase in interest in the subject.

Role play motivates speech activity, as the trainees find themselves in a situation where the need to say something, ask, find out, prove, share something with the interlocutor is actualized. As opposed to a dialogue or play that teaches how to say, role play answers the questions of why (motive) and why (purpose) something needs to be said. Thus, the focus of the

partners becomes the content of the conversation, which in itself is a positive factor. Schoolchildren are clearly convinced that language can be used as a means of communication.

The game activates the desire of children to contact each other and the teacher, creates conditions for equality in speech partnership, destroys the traditional barrier between teacher and student.

The game enables timid, insecure students to speak and thereby overcome the barrier of uncertainty. In a normal discussion, student leaders, as a rule, seize the initiative, while timid ones prefer to remain silent. In the role-playing game, everyone gets the role to be an active partner in verbal communication. In games, schoolchildren will master such elements of communication as the ability to start a conversation, support it, interrupt the interlocutor, at the right time agree with his opinion or refute it, the ability to purposefully listen to the interlocutor, ask clarifying questions, etc. Role play teaches you to be sensitive to the social use of a foreign language. A good interlocutor is often not the one who uses the structures better, but the one who can most clearly recognize (interpret) the situation in which the partners are, take into account the information that is already known (from the situation, experience), etc choose those linguistic means that will be most effective for communication. Almost all learning time in the role-playing game is devoted to speech practice, while not only the speaker, but also the listener

is as active as possible, since he must understand and remember the partner's remark, relate it to the situation, determine, how relevant it is to the situation and the task of communication, and to respond correctly to the remark. Games have a positive effect on the formation of the cognitive interests of schoolchildren, contribute to the conscious mastering of a foreign language. They contribute to the development of such qualities as independence, initiative; fostering a sense of collectivism. Students work actively, with enthusiasm, help each other, listen carefully to their comrades; the teacher only controls the learning activity.

Role-play can be used both at the initial stage of training and at the advanced stage. It always presents a situation that is created by both verbal and non-verbal means: pictorial, graphic, monologue / dialogical text, etc. The situation indicates the conditions for the action, describes the actions to be performed, and the task to be solved. The action and the task can be simple or difficult to perform, therefore the communication of partners will be either simple or complex both in content and in the use of linguistic forms.

References

1. Kashina E.G. Role-playing and linguistic games. – Samara: Publishing house of SamGPU, 1992. p 5
2. Lyubimova T.G. We develop creative activity. – Cheboksary: Clio, 1996. p15
3. Gladilina I.P. Some methods of working in English lessons in primary school // Foreign languages at school. – 2003. -№3 p 20
4. Stronin M.F. Educational games in the English lesson. M.: Education, 1981. p 69

ИСПОЛЬЗОВАНИЕ ФРАЗЕОЛОГИЗМОВ В РОЛИ ГАЗЕТНЫХ ЗАГОЛОВКОВ

Д.Курбаниязов

Соискатель, кафедра Каракалпакского языкознания, Каракалпакский государственный университета

Ключевые слова: газета, статья, заголовок, фразеологизм, газетный фразеологизм.

Аннотация: В статье дан краткий обзор изучению устойчивых словосочетаний в каракалпакском языкознании. Анализированы использование фразеологизмов в газетных заголовках. Определены общенародные фразеологизмы и газетные фразеологизмы.

Каждый язык, включая каракалпакский, имеет устойчивые словосочетания, которые состоят по крайней мере из двух слов с точки зрения структуры и служит для объяснения одного значения. Такие устойчивые словосочетания в каракалпакском языке привлекли внимания лингвистов, и им был создан ряд научно-исследовательских работ. Профессор Е.Бердимуратов говорит, что существует четыре лексико-семантических типа фразеологизмов: фразеологические сращения, фразеологическое единство, фразеологическое сочетание, фразеологические слова [1]. Создано несколько фразеологических словарей каракалпакского языка [2]. Защищено несколько диссертационных работ по фразеологизмам в каракалпакском языке [3]. Издан учебное пособие Б.Юсуповой «Фразеология каракалпакского языка» [4]. Одним из вопросов, представляющих особый интерес, является использование фразеологизмов на языке газеты. Использование фразеологизмов в языке газеты и её стилистические особенности

кратко описаны в работе доктора филологических наук З.Оразымбетовой [5].

Также вызывает интерес использование фразеологизмов каракалпакского языка в составе газетных заголовков. В последние годы в номерах газет «Еркин Каракалпакстан», «Каракалпакстан жаслары», «Жеткиншек» такие устойчивые словосочетания часто используются в качестве газетных заголовков. Такие устойчивые словосочетания служат для того, чтобы привлечь внимание читателя к обсуждаемому в статье вопросу, чтобы побудить их понять его значение, но трудно полностью понять содержание статьи по теме, что мотивирует читателя прочитать статью [6]: Татажақ тақаны мол, теберик кемпир, жүз бенен жүз көрискен Бегзада апа Шамуратова ҳаққында сөз (Слово о Бегзада апа Шамуратовой, которой исполнилось сто лет) (У.Утеўлиев. 27.01.2015), «Көздиң жаўын алып турса айлана (Красота вокруг нас, глаз не оторвать)» (Р.Арзиев. 24.09.2016), Нәпсиге ерк берсең...(Если дать волю жадно-

сти) (Б.Караматдинова. 27.02.2015), Кеўли бай, сөзи дәри шыпакер (Врач с доброй душой и исцеляющий добрым словом) (У.Утеўлиев. 07.03.2015), «Кус уйқылы» дийханға әўмет тилеймиз (Желаем успехов деханину, у которого короткий сон) (У.Утеўлиев. 05.05.2015), Қолласып көтерген жүк жеңил ямаса кеселликке қарсы гүресіңде ҒХҚ имканиятларынан пайдаланыўға бағышланады (Р.Арзиев. 02.06.2015), Истиң көзин билген фермер (Қ.Байниязов. 20.06.2015), Тәрезиде тас басқан тонналар (Е.Ерманов. 30.06.2015), Жүзинен нур тамған нураный (Р.Арзиев. 02.07.2015), Жүзим деп дәкки жеген ғарғалар (К.Реймов. 13.08.2015), Фурқадқа «көз тийди» (С.Жаниев. 13.02.2018), Жердиң тилин билгенлер (Ө.Өтеўлиев. 03.11.2018), Таз кебине түскен мәселе (Қ.Байниязов. 29.03.2016), Басы тасқа тийсе де (Қ.Байниязов. 29.03.2016), Көрген көзди куўантады (Ә.Оразов. 02.11.2016), Нийетиң жолдасың болсын, Наргиза! (Н.Авезова, 26.06.2016), Ойлап, ойымыз жетпеген жақсылар күтемиз (Ж.Ембергенов, «ҚЖ», 01.01.2014), Уясы дүзиў жердиң қызы (Ш.Сипатдинов, «ҚЖ» 04.10.2018), «Кәсибимнен камал таптым» дейди оқытыўшы Ж.Жумабеков (Г.Сапарова, «ЕҚ», 11.10.2016).

В приведенных выше примерах в статье У. Утеулиева фразеологизм «тақаны таўсылыў» используется в форме трансформации. В статье Р. Арзиева использовано словосочетание «көздиң жаўын алыў (глаз не оторвать)», в статье Б.Караматдиновой фразеологизм «нәпсиге ерк бериў

(дать воли жадности)», в статьях У. Утеўлиева использованы фразеологизмы «Кеўли бай(С доброй душой)», «Кус уйқылы(короткий сон)». В статье Р.Арзиева фразеологизм «Қап колласып(помочь поднять груз)» использован в форме трансформации. Фразеологизм «истиң көзин билиў(знать свое дело)» в статье К.Байниязова, в статье Е.Ерманова фразеологизм «тәрезиде тас басыў (иметь вес на весах)», в статье Р.Арзиева фразеологизмы «жүзинен нур тамыў (светлый лик)», «көз тийиў (сглазить)», в статье К.Реймова «дәкки жеў (получить отпор)», в статье У. Утеўлиева фразеологизм «жердиң тилин билиў(знать все о земле)», в статье К.Байниязова фразеологизм «таз кебине түсиў(вернуться к первоначальному виду), «басы тасқа тийиў(головой о камень)», в статье А.Оразова «көзди куўантыў(радовать глаз)», в статье Н.Авезовой «нийети жолдасы болыў (пусть его намерение будет его спутником)», в статье Ж. Ембергеновой «ой түбине жетпеў (не докопаться до сути мысли)», в статье Ш.Сипатдиновой «уясы дүзиў(с хорошей родословной)», в статье Г.Сапаровой фразеологизм «кәсибинен камал табыў (совершенствоваться в профессии)» использованы в составе газетных заголовков. Использование таких фразеологизмов в газетных заголовках привлекает внимание читателя, повышает интерес к чтению статьи. И это позволяет журналисту представить материал читателям в краткой, ясно и эффективной форме.

Вызывает интерес то, что в качестве газетных заголовков наряду с популярными народными фразеологизмами и используются также газетные фразеологизмы. Газетная фразеология – это устойчивые словосочетания, используемые в газетных текстах и не используемые в других функциональных стилях[7].

Газетные фразеологизмы обычно бывают в форме политических призывов, лозунгов. Например: Халык саламатлығы-ел байлығы(Здоровье нации-богатство страны) (А.Оразов, 22.12.2015), Ўтанга хызмет-эдиўли миннет (Служить Родине – священный долг) (Р.Арзиев, 13.02.2018), Миллий кәдириятлар-бийбаха байлығымыз (Национальные ценности –наше бесценное богатство) (З.Жаксымуратова, 01.05.2018), Адам саўдасы-эсир машкаласы (Торговля людьми-проблема века) (Е.Ерманов, 04.01.2014), Ўзбекстан-улыўма үйимиз (Узбекистан – наш общий дом) (Г.Жүгинисова, 29.03.2014), Саламат орталық-саламат бала (Здоровая среда-здоровый ребенок) (Р.Арзиев, 03.06.2014), XXI эсир-интеллектуал әўлад эсири (XXI век – век интеллектуального поколения) (З.Ерекеева, 19.06.2014), Суўтиришилиқ арқаўы (Вода-это жизнь) (А.Оразов, 14.08.2014), миллий тиклениў-миллий өзликти аңлаў (Национальное возрождение – это национальное самосознание) (Г.Жүгинисова, 20.09.2014), Ана тилим-миллет руўхы (Родной язык- дух нации) (Ә.Оразов, 28.11.2017), Саламат бала-елимиз таияшы (Здоровый ребенок – опора стра-

ны) (З.Ерекеева, 26.01.2016), Терроризм-тынышылықтың душпаны (Терроризм-враг мира) (Б.Караматдинова, 04.02.2016), Тил билген-ел биледи (Тот кто знает языки-знает и страны) (Б.Бекмуратов, «ҚЖ», 23.10.2014), Хаял-жәмийет гүлтажы (Женщина – цветок общества) (З.Жаксымуратова, «ЕҚ», 03.03.2016), «Аў мылтық өзиңе жаў мылтық(Охотничье ружье может навредить тебе)» (К.Байниязов, «ЕҚ», 12.06.2014), «Китап-кәмиллик тийкары (Книга- основа совершенства)» (Б.Султамуратов, «ҚЖ», 26.07.2018).

Газетные фразеологизмы не характеризуются сильным эмоционально-экспрессивным влиянием как фразеологические обороты, так как газетные фразеологизмы создаются журналистами, а народные фразеологизмы создаются людьми, по этому надолго остаются в памяти народа, газетные фразеологизмы с течением времени устаревают, вместо них появляются новые фразеологизмы.

В целом, в заголовках газетных статей используются устойчивые словосочетания каракалпакского языка. Устойчивые словосочетания, использованные в газетных заголовках, встречаются в виде популярных народных фразеологизмов и газетных фразеологизмов. Популярные народные фразеологизмы являются фразеологизмами устной народной речи, а газетные фразеологизмы создаются журналистами. С течением времени газетные фразеологизмы, созданные журналистами могут превратиться в популярных народных фразеологизмов.

ЛИТЕРАТУРА:

1. Бердимуратов Е. Хэзир заман қарақалпақ тилинің лексикологиясы. -Нөкіс: Билим, 1968.
2. Ешбаев Ж. Қарақалпақ тилинің қысқаша фразеологиялық сөзлігі. -Нөкіс:, Қарақалпақстан, 1985; Жумамуратов Р. Русско-каракалпакский краткий фразеологический словарь для школьников, -Нукус, 1985; Пахратдинов Қ, Бекниязов Қ. Қарақалпақ тилинің фразеологиялық сөзлігі. -Нөкіс: Қарақалпақстан, 2018.
3. Наурызбаева С.Г. Типы именных фразеологических единиц каракалпакского языка и их отражение в каракалпакско-русском словаре. -Москва, 1967; Айназарова Г. Симметричные двухкомпонентные фразеологизмы в каракалпакском языке, -Нукус, 2000; Алламбергенова Г.А. И.Юсупов асарларида фразеологизмларнинг услубий қўлланилиши. -Нукус, 2019; Пирниязова А.Х. Қарақалпақ тили фразеологиялық системасы хэм оның стилистикалық имканиятлары. -Нөкіс, 2020.
4. Yusupova B. Qaraqalpaq tiliniń frazeologiyası. –Toshkent: Tafakkur. qanoti. 2014.
5. Оразымбетова З. Қарақалпақ күнделикли баспа сөз тилинің стильлик өзгешеликleri. –Нөкіс, 2018.
6. Веселова Н.А. Заглавие литературно-художественного текста: онтология и поэтика: автореф.дисс. ...канд.фил. наук, -Тверь, 1988. -23 с.
7. Оразымбетова З. Қарақалпақ күнделикли баспа сөз тилинің стильлик өзгешелик///ери. –Нөкіс, 2018. –Б.209.

LINGUOCULTURAL ASPECT OF FICTIONAL TEXT IN ENGLISH AND KARAKALPAK

D.Khadjieva,

Ph.d. docent, Karakalpak State University, Uzbekistan.

G.Kurbanbayeva

Student of English philology, Karakalpak State University, Uzbekistan.

In the modern world, distances between different countries are getting shorter every day, and cultures have more and more contact with each other. Intercultural communication benefits from knowledge and understanding of the other's cultural features and peculiarities, and one good way of getting a deeper insight into a foreign culture is through its literature.

For a literary text as a special form of communication multifunctionality is inherent – it expresses relation to reality, carries appeal to the reader in order to form a definite evaluation of the depicted fragment of individual and author's art picture of the world. Literary texts of the postmodernism literature operate in a particular linguocultural area – in semiosphere of a national and world culture. Tagging postmodern literary discourse, intertextuality involves in it other texts and thus creates a special semiotic space in which cultural symbols are correlated with background knowledge and specific language awareness. Intertextuality is divided into many controversial areas, thereby causing a sharp debate, encouraging the emergence of new ideas and original approaches. Researchers Bart, Bloom, Riffaterre, Zhenett and others focus their attention on the following aspects of intertextuality as a problem of understanding and

text interpretation, functions and types of intertextual elements, the role of the author in fiction, etc. Intertextuality as linguocultural category creates vertical (with texts of previous eras) and horizontal (with texts from other cultures) contexts. So the text is considered as a dialogue between different cultural contexts, but not only as a dialogue between author and reader [1,34].

A fictional text being one of the forms of literary communication, has peculiar features which received distinguish this text type from other forms of communication.

The article is an attempt in revealing the linguocultural peculiarities of fictional texts in English and Karakalpak.

Karakalpak students studying a foreign language find themselves involved into the dialogue between their own culture and that one of the target language. To perform successfully cross-cultural communication they need to develop cross-cultural competence. The task of a foreign language teacher is to help them acquire necessary skills. The focus is on certain comprehensive analysis techniques of figures of speech, which can be applied to decode implicit cultural codes. The analysis of figures of speech selected by us in English and Karakalpak fiction contributes to better understanding of cultural diversity. First of

all, because an author's stylistic choices are based on the set of images peculiar for their culture. Besides, figurative meanings contain a certain cultural component in their either denotations or connotations which stands out when compared with corresponding linguistic units of another language [2, p.267].

In Karakalpak literature the traditions, customs, celebrations of people are reflected beautifully. For example in the novel "Тагдийр" by S.Bahadirova [4] marriage ceremony or the daughter's leaving her parents' house to marry is depicted. It is a sad ceremony. The author depicted the ceremony skillfully using expressive language means. For native readers it's very clear, but for foreign readers it will be not so understandable, if there aren't aware of Karakalpak culture. Marriage ceremony of youth in England and Karakalpak people differ greatly

We'll analyze the extract from the novel: Каракалпак кызларынын узатыларда ата есиги менен хошласуу оз алдына мереке десен болады. [Karakalpak daughters getting to marry saying farewell to the father's door [native home] is a special ceremony] (tr.by D.Khadjieva) Karakalpak people call metaphorically their native home as "ata esigi" "father's door". Кыздын басындагы кыйын, оз уйин таслап баска есикке енкейип тусиудеги ишки кайгысын жане сонын менен кууанышын, келешектеги бахытын косык аркалы сыртка шыгаруу халыкка дастур болып кеткен. It's a tradition for Karakalpak people to reflect the girl's trouble, her sadness to leave her native home and at the same time

her joy feelings to be a bride room in the other home, her future happiness in the song "Khawzhar". Кыздын тууылып оскен жерин кыйып таслап кете алмай журек бауыры ерип, иштеги куйиниши менен жана есикке барып жанадан кос тиклеп бир уйдин анасы болатугунын, беретугын суйинишин адамларга жеткизиу ушын ишиндеги усы бир кайгы менен кууаныш аралас сезимин жакын дос, тууысканлары менен бирге болисиу ушын хаужар айтады, кыз дос кызлар менен косылып яр-яр айтысып хошласады. The girl's sad feelings to leave her Motherland and her happiness to be the mother of another house is reflected in the song Xawzhar which she sings with her relatives and girl- friends [4,6].

In depicting the ceremony the author applies convergence of stylistic devices such as metaphors [журек бауыры ерип, жанадан кос тиклеп, shashimdi siypar, shahsimdi tirnar косык аркалы сыртка шыгаруу]; periphrasis [баска есикке енкейип тусиу] metonymy [жана есикке] Antithesis [jupar esik – shengel esik shashimdi siypar, shahsimdi tirnar qaygi – quwanish] is used skillfully by the author.

Most interesting are the texts reflecting intellectual, spiritual spheres of human life. In this respect nationally specific texts, where objective characteristics of reality are interlaced with national views and personal appraisals are of special attention. Interpretation of such texts requires linguistic-cultural competence, that is the knowledge of national cultural values and priorities. The following passage from J.Joyce's "Dubliners" is illustrative in this respect:

They arranged some Hallow Eve games

and soon everything was merry. The next-door girls put some saucers on the table and then led the children up to the table, blindfold. One got the prayer book, and the other three got the water; and when one of the next-door girls got the ring Mrs. Donnelly shook her finger at the blushing girl as much as to say: O, I know all about it! They insisted on blindfolding Maria and leading her up to the table They led her up to the table amid laughing and joking, and she put her hand out in the air as she was told to do. She moved her hand about here and there in the air and descended on one of the saucers. She felt a soft wet substance with her fingers and was surprised that nobody spoke or took off her bandage. There was a pause for a few seconds. Maria understood that it was wrong that time and so she had to do it over again., and this time she got the prayer-book. [3,118-119].

The described event is a celebration of national holiday of British people Halloween around the family. The detailed description of the event discloses the traditions which are kept during the celebrations. In this case it is an annual celebration of Halloween. According to tradition taking different objects means different presuppositions in English culture. For instance the main character Maria took the prayer book and was told that she would enter a convent before the year was out. The repetition of words 'merry' 3 times, laugh 3 times signals about merry celebrations. One of the types of foregrounding here is the construction of the text on the principle of contrast. Contrast is ensured here by the semantic opposition " sadness

-gay" which in the text is realized through the antonymous pairs: game – no play, merry – cross, laughing – scuffling.

This antithesis, expressing contrast between the characters' gay and sad moods and conveys the author's evaluative attitude. So, this text explicates the author's conceptual world picture, and introduces human feelings and culture into it.

In conclusion we may stress that fictional discourse provides a good source of material for studying cultural diversity.

Firstly, a literary work directly depicts a national way of life, landscape, local realia, etc. Secondly, it shows a culturally specific mindset. On the whole, fictional discourse reflects cultural diversity at different levels. On the one hand national specificity is represented through linguistic units. On the other hand an author belonging to a certain culture transforms the national world model through their own perception. Furthermore, linguoculturology is a new aspect of complex approach to language and culture, their interrelation with each other, mutual influence on the development of culture and language, their links with social life, psychology, and philosophy.

References

1. Цветкова Т.К. (2002). Обучение иностранному языку в контексте социокультурной парадигмы. Вопросы филологии, 2, 109-115.
2. Ashurova D.U. Text Linguistics "Taffakur qanoti" Taskent -2012. 214p.
3. J.Joyce Dubliners Moscow Progress Publishers. 1982
4. S.Bahadirova "Tagdiyir" Nokis.Karakalpakstan.2011

HOW TO AVOID FAILURES AND TIPS TO SUCCEED IN PUBLIC SPEECH

Alautdinova Kamola

Doctoral student, Faculty of Foreign Philology, National University of Uzbekistan.
E-mail: kamola.mansurovna.phd@gmail.com

“The success of your presentation will be judged not by the knowledge you send but by what the listener receives” – Lilly Walters

Abstract: *The article begins the exploration of Business Linguistics, defining its sources, key areas and practical purposes. In this way, the definition and theories of investigators in this field is shortly cited.. The discursive approach adopted is intended to provide the basis for investigating this promising field, for developing leadership skills, oratory techniques and suggest the tips and recommendations for Public speakers and describe the types of business people who are “Open” and “Closed” to audience.*

Key words: linguistics, business discourse, business communication, types of business speakers, business leader, “Open” and “Closed” type of business people

Introduction

Business is no less important a sphere of human activity – it concerns almost everyone. And the sublanguages of business and business communication have their specific properties that require linguistic examination. Business discourse reveals its own communicative, pragmatic, lexical, syntactic, textual, composite, visual-graphic, normative, genre-stylistic and other features.

The practical value of Business Linguistics relates to the mastery of language resources that can be achieved by professionals (and students) in business administration, management, economics, PR, advertising and marketing, since language is produced by thought and produces it, thus, creating and modifying reality. Business Linguistics can benefit the communication competence of specialists and entre-

preneurs, and contribute to their understanding the nature of communication processes in their professional activities and consequently increasing the communication efficiency of businesses. On the other hand, we all are consumers of goods and services (produced and provided by business), many people are also either stakeholders or investors; therefore, knowing the specifics of language and communication in business will help everyone to understand the deeper inner meaning implied in socio-economic, corporate and advertising discourse, to identify the manipulative mechanisms and techniques influencing public opinion (including those used by unfair businessmen).

Main part

Experts in Business Linguistics can help businessmen to use hidden argu-

mentative and persuasive linguistic potentials, create a positive corporate image and improve the positioning of their company and product in the public consciousness, to build and maintain a rapport with both existing and potential customers and shareholders.

Business leaders every day encounter various meeting, negotiations, presentations and training. Herby we want to give some tips and recommendations how to be successful and how not to lose control in front of audience. One of such factors is Self-confidence. Self-confidence is one of major factors that can lead to success, as non-confident person cannot attract the attention of audience with his speech. Confidence should be developed through years and situations. Confidence fosters when a person feels himself more competent, when a person is engaged into a work which interests him and which matches his possibilities and when a person clearly knows what he wants, how he can achieve and realize his plans. In a tough business world it is impossible to rely on support of business partners, they are only ready to compete with you, that is why self-control is crucial in business sphere.

For enhancing of self-confidence it is suggested to follow:

- Stop criticizing yourself. Self-critics is in most cases has devastating effect. Love yourself. Don't show your weakness. Accept the compliments as due, just say "Thank you"
- Stop complaining. self-digging and self-flagellation, as a rule, does not solve problems, in contrast complains on your

failures in front of public can irritate the listeners. Learn to respect yourself. Try to find solutions not the reasons and circumstances facilitating the problems.

- Care of your physical form. Try to relax more often. Combine work with rest, don't overload yourself. Solve the problems turn by turn and constructively.
- Independence. Don't think that others will help you to be happier. At work try to be self-satisfied. Control your emotions.
- Positive look. Optimize any situation. If you behave like something bad is going to happen, it will really happen. Don't program failure. Our mind is not ready to accept information starting with "NO". It only accepts positive information. Instead of saying how not to make bad, say how to make good. Forecast success, create positive image.

IF YOU ARE CLOSED TO OTHERS

Typical signs of a person who is "closed" to others:

- He feels fear, not confident, he doesn't believe in himself;
- He is pessimist, distrustful, expects only negative things;
- He is selfish, he only cares of himself;
- He rarely smiles, never shows his happiness, rarely says "Thank you";
- He often says "no", rarely says "yes";
- He says that his work is very stressful, that he suffers from lack of self-time;
- He often argues, thinks that he is smarter than others;
- He often speaks about himself and barely listens to others;

- He spreads unfriendly, depressing atmosphere;

If a business person admits that one of above mentioned signs are observed in his behavior, he should change his manner, otherwise he cannot succeed. In order to be able to communicate with others, to succeed in public, person should be “open” for others.

IF YOU ARE “OPEN” TO OTHERS

“Open” business person is not afraid of people and doesn’t feel fear in front of his supervisor, colleagues and business partner. Person is “open”, if:

- He has self-confidence, knows his target and what he exactly wants;
- He is incorrigible optimist, looks for and sees in others only positive sides;
- He is full of life, joyful and happy person, thankful for each day, which is given for him, thankful for people who surrounds him, helps and supports him;
- He tries to understand everyone, often says “yes” instead of “no”;
- He does not make excessive demands on himself and does not let others do it, he has enough time to realize his thoughts, plans and projects;
- He does not scold or grumble, carefully listens to others, tries to learn new things
- He knows how to relax, not damaging his health;
- He spreads kindness and clear inner calmness;
- He is positive, respectable, and optimal.

Positive type of business person

Business person of positive type admits life only from positive side. Problems he considers as an opportunity to improve his personality, achieve maturity. It makes him pleasure to realize his targets and tasks. He tries to be sympathetic to others. Positive business partners love the surrounding them people and are happy to have a chance to communicate with them. They consider themselves as an assistant and mediator referring services to customers and partners.

Respectable type of business partner

Business person of respectable type is loved and respected by surrounded people. He is appreciated by supervisors, partners, colleagues, customers. His professional knowledge and skills are always enhanced, as he knows that he knows that he should offer only the best and last innovative to surrounding business people. The impact of a respectable business partner is based on his humanity, general erudition, corresponding to the modern level of knowledge, and on a sense of justice.

Optimally disposed type of business person

Business person, optimally disposed, efficiently organizes his actions, plans his work, excellently fulfills tasks, and does everything as soon as possible quick. Such people lives consciously and straightforward. They systematically analyze their life targets and agree it with partner, supervisor, and members of his family. They rationally organize their working day and thereby positively influence their life. The

person, who is open for other, should not be scared that his knowledge and skills would be demanded and evaluated. The person who spreads calmness, confidence, who is open to others, is always welcomed in business communities, adequately assessed and warmly met, moreover people follow and appreciate his advice.

References

1. BARGIELA-CHIAPPINI, F.; NICKERSON, C.; PLANKEN, B. 2007. Business Discourse. Basingstoke, Palgrave, Macmillan, 288 p.
2. BODEN, D. 1994. The business of talk. Organizations in action. London, Polity, 280 p.
3. HARRIS, S.; BARGIELA-CHIAPPINI, F. 2003. Business as a site of language contact. Annual Review of Applied Linguistics, 23:155- 169.
4. КУЗНЕЦОВ И.В. Бизнес-Риторика, «Дашков», Москва, 2015
5. PONCHINI, G. 2004. Discursive strategies in multicultural business meetings. Bern, Peter Lang, 338 p.

THE ROLE OF USING INDUCTIVE METHOD FOR GRAMMAR IN TEACHING FOREIGN LANGUAGES

Gofurova Mukhayo Abitdjanovna,

Mother tongue and literature teacher, № 40-specialized boarding, Khojaabad district, Andijan region, Uzbekistan.

Abduholikova Ziyoda Tursunovna

History teacher, №2 school history teacher, Khojaabad district, Andijan region, Uzbekistan.

***Annotation:** This article investigates the role and comparison of using inductive and deductive methods for teaching grammar in foreign language learning process and showing the advantages of adopting them to teaching sections. The article contains the information gathered with the help of pre and post-tests and surely students' attitude towards teaching process.*

Key words. Inductive method, deductive method, reasoning, different approach, self-study, interaction, achievement in grammar, meaningful explanation, examples and non-examples.

Since grammar is one of the main aspects of any language, it is vital to learn it deeply and explain grammar rules accurately and meaningfully. Foreign language teachers often argue about the methods used in teaching grammar. They have difficulty in choosing the right technique for their teaching sections. While deductive method is easier to use in the classes, inductive one requires the teacher creativity and critical thinking. In deductive method teacher just explains the rules of any grammatical structure and gives some examples. Then students learn the structure and the rules, in the end they can do some activities and test questions. As we can see, it is simple process and it requires less time and energy to prepare and conduct the lessons. In deductive way of teaching teacher has to prepare some examples and non-examples in advance. Students do some activities in order to

differentiate and compare these examples. At the end of the process, they find out grammar rules by themselves. The latter one seems a bit challenging for both learners and teachers. However, now we are going to discuss the main advantages of inductive way of teaching grammar.

English is the language of economics, business, science, technology and many other fields. Therefore, it is necessary to this language for anybody who wants to achieve goals. Knowledge on grammar helps to acquire all language skills such as, listening, speaking, reading and writing. Without grammar and vocabulary, it is impossible to gain those skills fully, since any mistakes in grammar may lead to misunderstanding of those language aspects. If we observe the history of teaching grammar, scholar and scientists have found out many effective methods. One of the widely used and accepted

method was Grammar Translation Method, which is mostly dependent on translating the sentences and grammar rules in students' mother tongue. In this process is teacher is in the main role, therefore, it is called teacher-centered learning. Students' achievement is weak, if teacher is in the main role. As the result of this kind of teaching, students will not be able to use knowledge on grammar in real life situations, since they mostly rely on their teacher in using grammar.

In inductive method learners are introduced with samples, they discover the rules and principles on their own. This method encourages students to work independently. If students learn the language by this way, it not difficult for them to use the language in all aspects freely. Another main advantage of this method is that learners are active during the process, rather than just simply attending the class and receive what their teacher gives. Teachers can motivate them to learn.

However, any mistakes done by students should be accepted and should not be criticized, as they may fear of summarizing the information as a result. Moreover, we can teach our students to work collaboratively by using this inductive method. It seems easier for them, if they discover the rules with their groups in project doing process or so on. They also take opportunity to practice other language aspects.

Most teachers believe that activities or sections conducted with inductive method take a lot of time and energy to prepare. It may seem so in the beginning. After we see our students' achievement and results, we find out that this deserves.

References

1. Scrivener, J (2005) Learning Teaching (2nd edn) Macmillan, Chapter 5.
2. How to teach English (new edn) Jeremy Harmer Longman (2011)
3. Grammar translation: see Howatt, A (2004) A History of English Language Teaching (2nd edn) Oxford University Press, pages 151-158.

ORNAMENTATION OF CARPETS OF THE KARAKALPAK YURTS

Tleubergenova Navbahor Abdukarimovna

Candidate of historical sciences, head of the department of social disciplines of the Nukus branch of the Center for scientific and methodological support, retraining and advanced training of specialists in physical culture and sports under the Ministry of Physical Culture and Sports of the Republic of Uzbekistan.

The traditional portable dwelling of the Karakalpaks, the yurt – otau, kara uy – is considered one of the most richly decorated with folk decorative arts among the yurts of other nations. Both outside and inside it was decorated with patterned woven stripes, carpets. The carpet interior decoration of the yurt is “ak baskur”, “kyzyl baskur”, “ishki zhan bau”, “syrtky zhan bau”, “beldeu”, “belzhip”, “shy-ongir”, “suuagar”, “shy kayyu”, “Esik kas”, “karshyn”, “kerge”, “bes kur”, “ak kur”, “dizbe”: they are full of rich colors and ornaments.

For the Karakalpaks, each ornamental motive has its own name; the semantic meaning of ornaments goes back to the ancient zoomorphic, plant or household basis. Initially all ornaments were based on real objects, phenomena, but for a period of time their images largely lost their real features by virtue of stylization and giving them an ornamental character. On the other hand, the nature of art depends on economic and social forms. In the names of the ornaments of the Karakalpaks, the complex type of their economy can be traced.

Many of the ornaments found on the carpet-woven decoration of the Karakalpak yurt originally had a cult

character and they were considered as means of protecting family members living in the yurt from the influence of evil spirits; over time, their meaning has changed, boiled down to aesthetic functions. Semantic material about the folk art of the Karakalpaks suggests that the sacred – ritual, cult, ceremonial sphere – is the system-forming factor of traditional culture.

Researchers identify several main groups of Karakalpak ornamental motives: zoomorphic, plant, geometric and direct images of objects around a person in everyday life. In addition, anthropomorphic motives are rarely encountered. The ornaments of the Karakalpak carpet and woven products are very stylized. Due to extreme geometrization, it is difficult to reveal the original source of the ornament. A strong degree of geometrization of pictorial elements speaks of a long historical path of its development. The process of geometrization of patterns for all types of art is the same: when the ornament is widespread and well-known, there is a process of discarding details, small features. It is important for the creators of patterns that the ornament is understandable to the circle among which it exists. To a large extent, the geometriza-

tion of patterns is due to the technique, the peculiarities of the material and the equally imperious pressure of the sense of rhythm, leading to stylization [Moshkova, p. 43].

The main motive of the entire Karakalpak ornament as a whole is the images of horns – *muyiz*, *shak*. More than a half of the 20 ornaments of the patterned paths of the yurt – *akbaskur* (given in the work of T.A. Zhdanko) are associated with images of horns: *muyiz*, *jumalak muyiz*, *shytyrmak muyiz*, *ulken muyiz*, *kishkene muyiz*, *kos muyiz*, *segiz muyiz*, *tokalak muyiz*, *Zhumalak Muyiz*, *Tak Muyiz* [Zhdanko, 1958]

The next group of ornaments is associated with the names of body parts and footprints of animals and birds: *it taban*, (dog's paw), *tai tuyak* (stallion's hoof), *garga tyrnak* (raven's claws), *gaz moyyn* (goose's neck), *balyk koz* (fish's eye), *kus qanat* (bird's wings), etc. These patterns are highly geometrized.

Vegetable ornamentation has a much smaller number of names than zoomorphic. In the writings of researchers, some names of ornaments associated with the plant world were recorded: *gauasha gul* (cotton flower), *teris putak* (crooked branch), *zhapyrak nagys* (leaf pattern). Researchers of the Karakalpak ornament consider the *zhapyrak nagys* to be an image of a tree. The motive “*zhapyrak nagys*” has the shape of a triangular stand with three or four legs, which resembles the image of a Christmas tree on a stand [Allamuratov, 1977: 32]. Some of the orna-

ments of the carpet-woven decoration of the Karakalpak yurt are associated with the world of objects and nature: *ergenek nagys* (yurt doors), *sirga* (earrings), *tarak nagys* (comb), *kos zhol* (two paths), *suu*, *salma* (water, ditch).

Each culture gives things its own meaning, and, accordingly, has its own “picture” of their images. Moreover, the same thing in different ethnic traditions may have incongruous images, which indicates a certain selectivity of culture towards the semantization of certain properties of a thing. In the traditional worldview of the Karakalpaks, a master craftsman was obliged to observe all the rules not only of the technological process, but also of the spiritual direction, otherwise it would be impossible to obtain the proper end result that would meet the utilitarian and spiritual requirements of consumers.

Through ornamentation, the originality of the aesthetic and worldview views of an ethnos is conveyed, organically interacting with the surrounding nature and having learned to transform a special perception of the world into the world of signs and images.

List of used literature:

1. Allamuratov A.A. *Məngi miyras. Nokis: “Bilim”*, 1993.
2. Zhdanko T.A. *Folk ornamental art of the Karakalpaks. // TKHAE, materials and research on the ethnography of the Karakalpaks. Publishing house ANSSSR, 1958.t-3.*
3. Moshkova V.G. *Carpets of the peoples of Central Asia. Tashkent: Publishing house of the FAN UzSSR, 1970.*

THE IMPORTANCE OF SYLLABUS DESIGNING IN TEACHING ENGLISH FOR SPECIFIC PURPOSES (ESP)

Paluanova Halifa Daribayevna,

Doctor of science, Uzbekistan State World Languages University, Uzbekistan.

Jumazoda Shohidai Jaloliddin

Lecturer, Urgench State University, Uzbekistan.

E-mail: shohidajumazoda1@gmail.com

Abstract: *The research has discussed the origins of ESP, addressed key notions about ESP and examined issues in ESP syllabus design. The content of the paper was determined by a need identified based on the experience, literature reviews and analysis of several observations. Owing to the fact that the students' achievement can be determined by the amount of the match between the students' performance or needs and the instructors' expectations, well-designed syllabi are very essential in terms of format and wording.*

Key words: ESP; EGP; syllabus/syllabi; communicative needs; learner-centered approach.

English for Specific Purposes is meant that type of language learning which has its focus on all aspects of language pertaining to a particular field of human activity (Wright, 1992: 3). In other words, it is a way of teaching/learning English for specialized subjects with some specific vocational and educational purposes in mind. In ESP syllabus, the teaching content is geared to the special language 'repertoire' pertaining to the specialized aims that are required of the learners.

Syllabus provide valuable information which enables meaningful communication between the students and the instructors. They can also be used as a contract, a plan or as a means for learning and teaching. The lively and effective classroom atmosphere, where all the students are engaged into the lesson, could be obtained when the syllabi are prepared thoroughly in order to answer students' questions and comments beforehand.

ESP is a relatively new discipline within Applied Linguistics that bids a new learner-centered approach to English language teaching whose methodology is based on the specific needs of the learner. Kennedy and Bolitho (1984: 3) point out that ESP is based on "an investigation of the purposes of the learner and the set of communicative needs arising from these purposes".

In contrast to ESP, EGP is taught as a second language along with other subjects for educational purposes as some useful subject to the learners in the future. In this type of learning, there is generally no immediate requirement for the learners to use English for any real communicative purposes. In contrast, if English is taught for specialized learners with some specific vocational and educational purpose in mind, then this is ESP.

Different taxonomies of ESP are offered by different educationalists. For ex-

ample, David Carver (1983: 20f) identifies three types of ESP:

1. English as a restricted language;
2. English for academic and occupational purposes;
3. English with specific topics.

It is known that ESP pretends learner-centered approach. This notion requires further specification, at least in its general sense. A learner-centered approach to learning and teaching sees “learning as the active construction of meaning, and teaching as the act of guiding, scaffolding and facilitating learning. This approach considers knowledge as being an ever-changing process, which is built upon the learners” prior experience (Hutchinson and Waters, 1987: 59f).

It has been stated that ESP is an approach to language teaching in which all decisions as to syllabus content and method are based on the learners’ reasons for learning. Though the needs for using English are varied, all learners need to use a specific area of the English language in the shortest term possible. After identifying a target situation – the need for a specific segment – the learners’ needs have to be identified; and their current situation and the target situation must also be analyzed.

Generally seen as indispensable units of second language programs, institutional curricula and syllabi can take various forms, represent various theories of learning, and be realized in various ways. Before reviewing language-syllabus design, it is necessary to address the confusion in the literature between the terms ‘curriculum’ and ‘syllabus’, since these can

at times be very close in meaning, depending on the context in which they are used.

Taba (1962) makes a distinction between goals, aims and objectives. Goals are very general and broad while aims are more specific, and are long-termed. These are what Bell (1981: 50) refers to as ‘key objectives’. Conventionally, objectives are the short-to-medium-term goals that are ‘critical’ or have ‘specific’ objectives. Both aims and objectives are generally regarded as important because, without aims to provide direction, it is possible to become lost in the attempt to satisfy a range of short term objectives. Hooper (1971: 202) neatly summarizes the distinction between aims through the following analogy: “The satisfaction of hunger may be an aim. A plate of steak might be the correlated objective”. A similar distinction is drawn by Widdowson (1983: 7) in his distinction of EGP and ESP when he contrasts them in terms of the place of aims in type of course.

ESP specification of objectives: **training**: development of Equivalent to aim-restricted competence.

EGP specification of objectives: **education**: development Leads to aims of general capacity.

By ‘objectives’, Widdowson means ‘the pedagogic intentions of a particular course of study to be achieved within the period of that course, which is measurable by some assessment device at the end of the course.’

Additionally, learners’ potentials require to be identified, as well as the skills and knowledge needed to attain the target

situation without losing sight of such constraints as aptitude, time, and technical resources. With these data in mind, a course is designed and the materials are then chosen and organized. Finally, evaluation is a very important tool so that learning strategies can be redefined and results improved.

However, Language is an enormous and highly complex phenomenon and that is why it is impossible for any individual to learn even his own language completely. The way in which native speakers maximize their learning resources to combat the problem of achieving competency in their own language is simply to learn what aspects of language they need, when they need it. ESP, the study of a particular aspect of language so as to be able to accomplish certain tasks, is an attempt to mimic the native speaker's way of learning so as to maximize learning resources. In the intensive, ac-

celerated and subject specific learning contexts of ESP courses, trainees can increase their learning speed, efficiency and effectiveness.

References

1. Wright, C. (1992) ' The Benefits of ESP' Cambridge Language Consultants. www.camalang.com/art001.htm Retrieved May 25th, 2004.
2. Kennedy, C. & Bolitho, R. (1984) *English for Specific Purposes*. London: Macmillan.
3. Different taxonomies of ESP, David Carver (1983: 20f)
4. Hutchinson and Waters, 1987: 59f).
5. Taba, H. (1962) *Curriculum Development: Theory and Practice*. New York: Harcourt Brace and World.
6. Bell, R. T.(1981) *An Introduction to Applied Linguistics: Approaches and Methods in Language Teaching*. London: Batsford
7. Hooper, R. (1971) (ed) *The Curriculum: Context, Design and Development*. Edinburgh: Oliver and Boyd in association with the Open University.
8. Widdowson (1983: 7)ESP

“SHAHID-I IQBAL” (“WITNESS TO HAPPINESS”) OF THE 19TH CENTURY KHOREZM POET AGAKHI

Hallieva Gulnoz Iskandarovna

Professor of the Uzbek State University of World Languages, Uzbekistan.

Adambaeva Nargiza Kadambaevna

Tashkent Medical Academy Urgench branch, Uzbekistan.

***Annotation:** “Shahid-i Iqbal” (“Witness to Happiness”) is a historical and artistic work that belongs to the pen of the 19th century Khorezm poet Agakhi, the only manuscript (autograph) of which is kept in the fund of the Institute of Oriental Manuscripts of the Russian Academy of Sciences. This manuscript was transferred by the Russian orientalist A.L. Kun in the Asian Museum (St. Petersburg) in 1890.*

The poet, historian, translator and statesman of Khorezm Mohammed Riza (1809-1874) was known under the pseudonym Agakhi. He compiled a divan of his poems called “Ta’wiz al-ashikin” (“Talisman of the Lovers”), which includes gazelles.

Key words. Artist, work, science century.

Introduction

Agakhi’s translation activity is also of considerable interest, about which he informs in the preface to his sofa “The Talisman of Lovers”. He translated from Farsi into the Old Uzbek language more than twenty works, such as “Gulistan” (“Rose Garden”) Sa’di, “Yusuf va Zulaikha” (“Yusuf and Zuleikha”) Abd ar-Rahman Jami, “Haft Paykar” (Seven beauties) Nizami, “Shah va Gada” (Shah and the beggar) Hilali, “Zubdat al-khikayat” (“Cream of stories”) by Muhammad Varis, “Qaboosname” (“Instructions of Qaboos”) Kaykovus, “Miftah at-talibin” (“Key for those seeking knowledge”) Mahmud bin Shaiikh Ali bin Imad al-Din Gijduvani, “Ahlak-i Muhsini” (“Ethics of Muhsin”) Husain bin Ali Kashifi, “Ta’rih-i Nadiri” (“History of Nadir) Muhammad Mahdi As-trabadi ben Muhammad Nasir, the second half of the second volume, the third and

seventh volumes of “Rauzat as-safa” (“Garden of Chastity”) Mirkhond and many other philosophical, educational and didactic works. These translations are distinguished by great artistic merit, testifying to the great erudition, talent and artistic taste of the poet.

Main part

Agakhi lived and was engaged in creative activities during the reign of Muhammad Rakhimkhan I (1806-1825), Allakulikhan (1825-1843), Rakhimkulikhan (1846-1855), Said Muhammadkhan (1855-1863) and Muhammad Rakhimkhan II (1863-1910) He completed unfinished by Munis (1778-1829) by the famous Khorezm poet, the historical chronicle “Firdaus al-ikbal” (“Garden of Eden of Happiness”) and wrote several historical works – “Riyaz ad-daula”, (“Gardens of Bliss”), “Zubdat at- tavarikh” (“The cream

of the chronicles “), Jami-al-waki’at-i sultani “(“ Collection of the Sultan’s events “) Gulshan-i daulat (“ Flower garden of the state “), Shahid-i Iqbal “- in which covers the historical and political situation of the period of the above-mentioned khans, the events that took place in Khorezm from 1825 to 1875 In St. Petersburg there are all independent and most of Agakhi’s translated works.

The works of Agakhi, despite their outstanding significance for the history of Khorezm, have not yet received sufficient coverage in scientific research literature.

V.V. Bartold, who first drew attention to the historical works of Mu’nis and Agakha and gave a brief description of them, noted that, whatever the shortcomings of Mu’nisai Agakha’s works, in terms of the details of the presentation and the amount of historical material contained in them, they far leave behind all the works on the history of the Bukhara and Kokand khanates that have come down to us [Bartold, 1927, p. 113]. His archives contain some extracts from “Shahid-i Iqbal” [Bartold’s Archive, f.68, op.1. units x. 204]. Considering it necessary to learn from the monuments of native historical literature stories about the course of the conquest of the region by the Russians, V.V. Bartold makes important extracts from Shahid-i Iqbal [Bartold, 1910, pp. 2-20]. The researcher believed that, using only Russian sources, one can form a wrong, one-sided view of the local population, its views and activities at that time.

The publication of a significant number of excerpts from the Khiva history [Materials, 1938, pp. 611-615] was the

first attempt to introduce a valuable source into scientific circulation, which had remained unused until now. The translations published in “Materials” made available to a wide circle of historians only a part of these sources connected with the history of the Turkmens and far from being exhaustive of all the information contained in them. VV Bartold explains this fact not by a lack of sources, but by the indifference of researchers [Bartold, 1910, p.2]. For example, poetry fragments from “Shahid-i Iqbal” were not translated at all.

Meanwhile, “Shahid-i Iqbal” has not only historical, but also literary value, since, along with the presentation of historical facts, it contains many poems of various forms and genres. This is an important ornamental element of this source. Agakhi was primarily a poet and sought to convey the events of the era of the rule of various khans in an artistic form, both prosaic and poetic. In his work we find such lyrical genres as masnavi, rubai, gazelles, kyta, nazm, tariff with a total volume of 1045 bytes. In addition to poetry, the work also contains various parables and legends related to historical events. The tasks of further research work require a complete translation of the monument into Russian and its comprehensive study.

As VV Bartold correctly noted, in the chronicle “Shahid-i Iqbal” a lot of space is given to the description of buildings erected in Khiva [Bartold, 1910, p.20]. We found it interesting and necessary to translate some excerpts from “Shahid-i Iqbal” related to the history of construc-

tion in the famous architectural monument – the madrasah of Muhammad Rakhimkhan II. This building has survived to this day and is considered a masterpiece of Khorezm architecture. It was built in 1872 by order of Khan Muhammad Rahim, also known under the poetic pseudonym Firuzhah. The madrasah is located to the east of the Kunya-Ark square. On the Kunya-Ark square, the ensemble of which was created at the end of the 18th century, housed an arsenal, a gunpowder factory, a palace, an office, a court, a mint, a mosque and a parade ground for military exercises. – There was also a harem – a two-story building with a courtyard and a reservoir, with many chambers and living rooms. The most significant building here was the Kurinysh Khan's palace, which served for official receptions. In addition to the throne room, the palace housed rooms for storing the treasury and collecting manuscripts.

References

1. Kuhn, 1874 – Kuhn A.L. A trip to the Khiva Khanate in 1873 // News of the Imperial Geographical Society. T.X, No. 1. SPb., 1874.
2. Barthold, 1927 – Barthold V.V. History of the cultural life of Turkestan. L., 1927.
3. Bartold, 1910 – Bartold V.V. Events before the Khiva campaign of 1873 based on the story of the Khiva historian / Kaufman collection. M., 1910.
4. Dorn, 1876 – Dorn B. Ueber die vom General Adjutanten von Kaufmann dem Asiatischen Museum verehrten morgenländischen Handschriften // Melange Asiatiques. VII. St.-Petersburg, 1876.
5. Saleman, 1890 – Saleman C. Das Asiatische Museum im Jahre 1890 // Melange Asiatiques. X. St-Petersburg, 1890.
6. Dmitrieva, 2002 – L.V. Dmitreva Catalog of Turkic manuscripts. M., 2002.
7. Hofman, 1969 – Hofman H.F. Turkish Literature: A Bio-bibliographical Survey. Section III: Moslim Central Asian Turkish literature. Utrecht, 1969.
8. Materials, 1938 – Materials on the history of the Turkmen and Turkmenia / The history of the reign of Seyid Mohammed Rahim (Translation by Z.Aksakov) T. II.M-L., 1938.

PHONOLOGICAL SYSTEM IN KOREAN; ‘PADCHIM’ AND ITS AFFECT WHEN PRONOUNCING ENGLISH WORDS

Jumaniyazova Feruza Iskanderovna

Karakalpak state university, Uzbekistan.

Annotation: In this thesis the Korean phonological system and difficulties in articulating sequenced consonants and their transformation during pronunciation will be analyzed. Furthermore, there are certain English words that Korean speakers of English tend to mispronounce, in the affection of sound transforming in L1.

Keywords: phonological system, consonants, transformation

As it is known, there are 19 consonants and 21 vowels in Korean. ‘Padchim’ is the last consonant sound in a closed syllable. All of the consonants can be used as a ‘padchim’ in a syllable but they can produce only seven sounds as in table, and would be formed in the following way:

C	V
C	
ㅈ	ㅣ
ㅊ	

ㄴ
ㄷ
ㄹ

C
V
C

When the ‘padchim’ is the last syllable or the next syllable begins with a consonant then the ‘padchim’ will be pro-

nounced as in the table 1, for example: 꽃 [곤], 손가락 [손가락]

When it is followed by a vowel then the consonants produce sound without any changes, for instance: 꽃 + 이 = [꼬치], 옷 + 이 = [오시]

Furthermore, the consonants can produce different sounds according to the following consonants. In this thesis, I investigate ㄴ [니은] *n* and ㄷ [디근] *d, t* sound followed by ㄹ [리을] *l* sound.

The ㄴ [니은] *n* sound is pronounced through the nose with the tongue lying down and flat, while the ㄹ [리을] *l* sound is pronounced, the tongue rises up approximately 3 cm in height. Due to the change in the shape of the tongue it is considered to be difficult to pronounce and is usually pronounced very slowly. There is a rule to change ㄴ [니은] *n* to ㄹ [리을] *l*, it is convenient and easy to pronounce in the same form ㄹ [리을] *l* and it is called in phonetics lateralization, for example: 완료 [왈료], 문란 [물란], 분류 [불류], 편리 [펼리], 산량 [실량], 연락 [열락], 진료 [질료], 한라산 [할라산].

In the case of ㄷ [디근] *d, t* and ㄹ [리을] *l*, the same process occurs and ㄷ [디

ПСИХОЛОГИЧЕСКИЕ ОСОБЕННОСТИ ОБЩЕНИЯ В ИНТЕРНЕТЕ

Нурмухамедова Севара Бадриддиновна

Национальный университет Узбекистана имени Мирзо Улугбека, Узбекистан.

***Аннотация:** В данной статье рассматриваются содержания понятий психологические особенности общения в интернете, проблемы и основные черты общения в интернете.*

Ключевые слова: Общение, интернет

Общение – это средство взаимоотношений и взаимосвязей людей в современном мире. Человек является общественным существом и не может жить без связи. Но с течением времени стиль и формы общения меняются. Это связь между детьми, родителями и детьми разных возрастов и профессий. Психологи стремятся разработать различные тренинги, чтобы помочь людям общаться «Постоянно растущая динамика современной жизни, разрушение стереотипов в области общения способствуют изменениям в требованиях к общению во всех сферах человеческой жизни». Сегодня все больше молодых людей предпочитают общаться через Интернет. Почему интернет-соединение так привлекательно? Сначала рассмотрим причины общения в интернете.

1. Друзья продолжают общаться, когда они слишком далеко друг от друга. Общение между людьми, которых вы знаете в реальной жизни (Интернет, как правило, используется как более удобный инструмент в определенных ситуациях).

2. Незнакомцы ищут общения через знакомых и в сети, их участники

хотят наладить контакт в реальной жизни. По сравнению с реальной жизнью, способ расширить круг общения, завести новые контакты и знакомства становится все более доступным в Интернете. Этот тип общения особенно привлекателен для людей, которые по какой-то причине или в повседневной жизни испытывают трудности при первом контакте.

3. Сеть используется теми, кто не ищет или избегает общения в реальной жизни.

Что дает интернет-связь?

1. Анонимность. Настоящий человек неизвестен

2. Волонтерство. Пользователь добровольно получает доступ к контактам, мешая им.

3. Пользователь может вести себя не так, как обычно.

Однако многие люди описывают интернет-соединения как «низкоуровневые соединения», «развлечения, игры» и предпочитают реальные соединения с использованием сети, когда реальные соединения затруднены по той или иной причине. Эта категория людей легко отказывается от интернет-соеди-

нения, теряя к нему интерес, если оно удовлетворяет потребность в общении в контексте реального общения.

Психотерапевтическую помощь, поддержку, сочувствие и понимание можно получить через интернет. В отличие от такого общения в реальной жизни, терапевтическое общение в Интернете имеет множество проблем, которые являются более открытыми, доверительными и открытыми для обсуждения. Также соединение может быть потеряно в любое время. Ошибки виртуального общения легче исправить, особенно до того, как они станут отношениями в реальной жизни. Вы можете найти собеседника или партнера в Интернете, чтобы построить серьезные отношения. Трудно начать общаться с кем-то или с кем-то, кто не близок в реальной жизни. В Интернете вы можете понять личные характеристики, сыграть свою роль и испытать эмоции, которых вы не испытываете в реальной жизни. Для некоторых людей виртуальное общение помогает развить навыки взаимодействия и повысить уверенность в себе в целом.

Тем не менее, есть и недостатки в так называемом интернет-соединении.

1. Общение происходит за счет реальных отношений.

2. Недостаток невербального общения – использование жестов, интонации и т. Д. Ослабляет общение и приводит к недопониманию, преувеличению или недооценке собеседника.

3. Возможность встретиться с проверенными мошенниками для дальнейшего обогащения.

4. Виртуальное общение повышает эмоциональную насыщенность по сравнению с обычными социальными взаимодействиями.

Психологи утверждают, что интернет-соединения используются теми, у кого меньше контактов в реальной жизни. Поэтому специалисты в данной области рекомендуют следующие правила для эффективного общения.

1. Смысл общения заключается в ответе собеседника.

2. Поведение – это еще не сам человек.

3. Поведение варьируется в зависимости от контекста (условий общения).

4. Невербальный язык (язык жестов, интонация и т. Д., К сожалению, недоступный в виртуальном общении) является наиболее реальным источником информации.

5. Чем больше вариантов, тем больше свободы.

6. Каждый выбирает и делает то, на что способен.

7. Каждое действие имеет позитивное намерение и поэтому является полезным и значимым.

8. Думайте о неудавшихся отношениях как о идее.

9. У каждого есть ресурсы, которые могут измениться.

10. Для меня все возможно в этом мире.

Цель виртуальных знакомств и взаимоотношений должна заключаться в развитии коммуникативных навыков для улучшения качества и удовлетворения реальных отношений. Любое

подключение к Интернету должно быть укреплено в форме реальных отношений, в противном случае есть прекрасная возможность пообщаться с вымышленным, выдуманным человеком. Виртуальное общение должно служить укреплению или построению новых отношений в реальной жизни.

Литературы

1. Наумов В.Б. Право и Интернет: Очерки теории и практики.- М.: Книжный дом «Университет», 2002.
2. Бондаренко, Т. Виртуальная реальность в современной социальной ситуации.-М.,2007
3. Кошечая Е. Формирование информационного общества как культурологическая проблема.-М.,2008

IMPROVING THE PROCESS OF TEACHING SPECIAL SUBJECTS IN THE TRAINING OF MODERN SPECIALISTS

Tukhtaeva Zebo Sharifovna,

Candidate of Pedagogical Sciences, Associate Professor of Bukhara Engineering Technological Institute, Uzbekistan.

Imomov Bekhruz Marat ugli

Master's Student of The University of Cassino and Southern Lazio, Italy.

E-mail: zebo-7171@mail.ru

The acceleration of the development of science and science in the country, the increase in the flow of information, changes in techniques and technologies, as in all areas, have led to a certain "obsolescence" of pedagogical, psychological and methodological training. This, in turn, raises the need to pay more attention to the development of professional and pedagogical skills of those involved in education and upbringing. One of the important conditions for the implementation of these tasks is the development and implementation of new methods and technologies for the formation and development of professional knowledge and skills and pedagogical skills in teachers of special subjects.

Ensuring the interdependence of pedagogical disciplines, special disciplines, internships and graduate work in the field of vocational education in various specialties is one of the urgent problems.

In our opinion, in the modern educational environment, the intellectual potential and pedagogical activity of a special science teacher must meet the following requirements:

- Development of methods of teaching their subject independently;

- effective planning, quality organization and conduct of trainings;

- Independent solution of problems arising in the learning process, independent decision-making;

- Encourage and motivate students to study in depth in general and special subjects;

- have a high culture of behavior;

- computer literacy and use of information technology in the educational process;

- readiness for changes in the economy and labor market (flexibility);

- introduction of the latest achievements of science, engineering and technology in the educational process;

- practical application of theoretical knowledge;

- Formation and development of students' responsibility for environmental protection and ecology;

- Development of independent and creative activities of students;

- The effective organization of independent work of students, the correct choice of methods of evaluating the results;

- Continuous professional development;

– Conducting scientific research.

Full fulfillment of these requirements requires a high level of pedagogical skills and creative ability in a future special science teacher.

5. Continuous professional development in order to improve their pedagogical skills.

6. Development of training technologies aimed at the formation and development of professional skills of students.

7. To develop students' skills of learning and applying practical skills on the basis of theoretical knowledge.

The pedagogical skills of a teacher of vocational education should be formed not only in the teaching of pedagogical disciplines, but also in the teaching of general, general and specialized disciplines, pedagogical practices and graduate work, especially in the teaching of "Methods of vocational education."

In recent years, in the science and practice of pedagogy, much attention is paid to the use of active methods aimed at developing and activating the independent work and creative abilities of students.

Currently, more than 200 types of teaching methods are used in the educa-

tional process. These teaching methods are introduced into the learning process through a variety of approaches and methodologies. In the modern educational environment requires the use of active methods aimed at increasing the activity of students in the educational process, their ability to work independently and creatively. It should be noted that the choice of an active method depends not only on the purpose of education, but also on the content of the training material.

Of course, it is important to know how actively students participate in classes or not. Many methods can be used in the learning process. But an interesting organization of lessons can get rid of the above-mentioned shortcomings. In doing so, each student must understand the essence of the lesson and a particular problem must be posed to him by the teacher. The extent to which this problem is aroused in students depends on the nature of the problem, of course. At the same time, each student should be aware of the problem and try to solve it positively. The teacher, on the other hand, should monitor the process and provide appropriate advice and guidance.

**СОВРЕМЕННАЯ УКРАИНСКАЯ ЛИТЕРАТУРА:
ПЕРСПЕКТИВЫ ИМАГОЛОГИЧЕСКИХ ИССЛЕДОВАНИЙ**

Томбулатова И. И.

кандидат филологических наук, доцент

Одесский национальный университет имени И. И. Мечникова

Ключевые слова: современная литература, имагология, образ Другого, автообраз, гетерообраз, этнообраз.

Keywords: contemporary literature, imagology, the image of Other, autoimage, heteroimage, ethnoimage.

Термину «имагология» меньше века (впервые введен в социологию в 1922 году, Волтер Липпман), но имагологические исследования уже активно применяются в разных гуманитарных науках, поскольку «имагология является системой близких дисциплин, которые изучают исторические, культурологические, социологические, психологические, политологические аспекты тех образов, посредством которых участники коммуникации представляют сами себя и партнера» (*перевод – мой, И.Т.*) [1, с 349]. Функционирование разного рода имиджей исследуют в различных дисциплинах. Что касается литературоведения, то необходимо подчеркнуть, что в последние десятилетия литературная имагология становится всё более актуальной дисциплиной и круг ее исследований расширяется.

Помимо “литературной имагологии” в учебнике В. Будного и Н. Ильницкого дисциплину определяют как “литературная этноимагология”. “Изда за того, что понятие имагологии объясняется то в исключительно литературоведческом понимании – как тео-

рия литературного образа (литературная эйдология, иконология или иконография), то в весьма широких, взаимосвязанных, но разновекторных аспектах – социологическом, культурологическом, политологическом, масс-медийном и т. д., стоит договориться об уточненном термине, который бы обозначил сферу литературной компаративистики, которая изучает литературное изображение других народов и стран, – скажем – литературная этноимагология” [1, с. 351-352]. Вне зависимости от термина, необходимо признать, что с каждым годом литературоведение (мировое и украинское) всё чаще обращается к имагологии и ее понятийно-аналитическому аппарату для более фундаментального исследования текстов.

В период глобализации и всемирной активной мобильности, когда нивелируется часть стереотипов и создаются совершенно новые, меняется и восприятие и репрезентации автообразов и гетерообразов. “Современные методики исследования литературных этнообразов – контактный и типологический, рецептивно-эстети-

ческий и дискурсивный – базируется на философии взаимоотношений между Я и Другим, которую имагология проецирует на сферу процессов, происходящих между разными культурами [1, с. 352]. По состоянию на сегодня существует достаточно текстов, относящихся к современной украинской литературе, которые так или иначе связаны или описывают путешествия, или сюжеты которых разворачиваются в пути (Ю. Андрухович “Лексикон інтимних міст”, А. Чапай “Подорожі із Мамайотою в пошуках України”, Макс Кидрук “Подорож на Пуп Землі”, К. Скрябин “Я, “Победа” і Берлін” и многие другие). Путешествие становится одной из самых популярных тем в современной украинской литературе, и эти тексты становятся предметом заинтересованности исследователей (примером интересного и фундаментального исследования является вышедшая относительно недавно монография Мадлены Шульгун (2016 г.) “Сучасна література подорожей: мета-жанр, типологія, імагологічний аспект”). И темы дороги и путешествия так и остаются востребованными в настоящий момент, например, в 2019 году одной из самых популярных книг среди украинских читателей стал нон-фикшн текст А. Любки “У пошуках варварів. Подорож до країв, де починаються й не закінчуються Балкани”, который претендовал на несколько литературных премий и с которым автор был приглашен на ряд международных литературных фестивалей. Всё это, безусловно, лишний раз под-

тверждает интерес публики и, как следствие, исследователей к текстам о путешествиях. Любое путешествие, в свою очередь, входит в сферу интересов имагологического анализа, который дает возможность восстановить особенности процесса восприятия как автообразов, так и гетерообразов и их функционирования в художественном произведении.

Необходимо также подчекнуть тот факт, что литературная имагология необязательно должна ограничиваться только парадигмой исследований взаимодействия Я и Другого в межнациональной или межкультурной коммуникации, поскольку взаимоотношения Я и Другого могут выходить за границы этой парадигмы (особенно, когда мы оказываемся в переходном периоде постнациональных сообществ или наднациональных сообществ). Е. Шапинская в своей монографии “Образ Другого в текстах культуры» определяет и анализирует еще несколько типов Другого, среди которых: экзистенциальный Другой, гендерный Другой, субкультурный Другой, животное в ипостаси Другого и монстр как Другой.

Таким образом, стоит признать, что имагологическое исследование может охватить достаточно широкий круг текстов современной украинской литературы, поскольку сейчас современная украинская литература – это разнообразие произведений о познании себя и других, которые написаны в разных жанровых формах, воплощение разнообразных конфликтов и поле

деконструкции старых стереотипов и создание новых.

Список литературы

1. Будний В. Порівняльне літературознавство: Підручник / В. Будний, М. Ільницький. – К.: Вид. дім “Києво-Могилянська академія”, 2008. – 430 с.
2. Шапинская Е. Образ Другого в текстах культуры / Е. Шапинская. – М.: КРАСАНД, 2012. – 216 с.
3. Шульгун М. Е. Сучасна література подорожей: метажанр, типологія, імагологічний аспект: монографія / Шульгун М. Е. – К.: Талком, 2016. – 416 с.