

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ
ЖИЗЗАХ ДАВЛАТ ПЕДАГОГИКА ИНСТИТУТИ**



**ИНГЛИЗ ТИЛИНИ ЎРГАНИШДА
ИННОВАЦИЯЛАР ВА ЎҚИТИШ АМАЛИЁТИ
Халқаро илмий-амалий конференция
2019 йил 15 март**

**International scientific-practical conference
INNOVATIONS AND TEACHING PRACTICES IN
ENGLISH LANGUAGE LEARNING
March 15, 2019**

**Международная научная-практическая конференция
ИННОВАЦИИ И ПЕДАГОГИЧЕСКИЕ ПРАКТИКИ В ИЗУЧЕНИИ
АНГЛИЙСКОГО ЯЗЫКА
15 марта, 2019 г**

Тошкент - 2019

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15 марта, 2019 г**

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Тўпламда нашр этилган мақола ва тезислардаги маълумотларнинг ҳаққонийлигига муаллифлар масъулдирлар.

Жиззах давлат педагогика институти Илмий Кенгашининг 2019 йил 11 мартдаги 1.4-сонли қарорига асосан нашрга тавсия этилган.

2. The Heifer – al- Baqarah – Baqara – sigir, g'unajin, tana

Baqara surasi Qur'onning 2-surasi bo'lib, uning ma'nosi arabchada "sigir" deyiladi. Bu surada Muso alayhissalom bir kishi o'ldirilganda, Alloh taolo ir sigir so'yib, uning bir bo'lagi bilan o'likni ursinlar, deb buyuradi. Shu buyruqni bajarishganda murda tirilib, o'z qotili kimligini aytib beradi. Shu sababli sura sigir nomi bilan atalgan. Bu Qur'ondagi eng yirik sura bo'lib, unda e'tiqod (Islom mafkurasi), ibodat, muomala, axloq, nikoh, taloq va idda kabi masalalar bayoni bilan bir qatorda Muso alayhissalom, Fir'avn va isroil avlodi o'rtasidagi mojarolar o'z aksini topgan.

3. Family of Imran – Ali 'Imran – Oli Imron - Imron oilasi, Oli Imron

Oli Imron surasi Qur'onning 3-surasi bo'lib, madaniy suralardan hisoblanadi. Ushbu sura 200 oyatdan iborat.

4. Women – an -Nisa' – Niso – ayollar

Niso surasi nomining ma'nosi "Ayollar". Qur'onning 4-surasi bo'lib,

madaniy suralardan biri, 176 oyatdan iborat. Bu sura uzun suralardan biri hisoblanib, u musulmonlarning ichki va tashqi ish faoliyatlariga doir shariat ahkamlari bilan to'la bir suradir. Unda ayol, uy, oila, davlat, jamiyatga aloqador bo'lgan muhim masalalarga javob beriladi hamda birovlarning qaramog'idagi yetim-yesirlar va uklarning haq huquqlari to'g'risida so'z boradi. Bu surada shuningdek, meros hukmlari ham batafsil bayon qilindi. Shuningdek, ushbu surada er-xotin munosabatlari, ular o'rtasidagi aloqalar – ularning bir-birlari oldidagi huquq va burchlari hamda er oilada boshliq ekani va bu huquqdan u qanday foydalanishi lozimligi haqida yo'l-yo'riqlar beriladi. Bu surada boshqalardagiga nisbatan ayollarga oid shariat hukmlari ko'p va batafsil bayon etilganligi sababli unga "Niso" nomi berilgan.

5. The Table – al-Ma'idah – Moida - dasturxon, stol, ovqat

Moida surasi Qur'onning 5-surasi bo'lib, 120 oyatdan iborat madaniy suralardan biridir. Unda shariat ahkamlari batafsil bayon etilishi bilan birgalikda, e'tiqod mavzui va ahli kitob haqida ham so'z yuritiladi. Ushbu surada kishilar o'rtasidagi aqd (bitim, kelishuv) muomalalari; go'shti halol bo'lgan hayvonlarni so'yish masalalari; ov haqidagi hukmlar: haj va umra kabi ibodatlar uchun shart bo'lgan ihrom bayoni; ahli kitoblardan bo'lgan ayollarga uylanish joizligi xususidagi xukmlar; tahorat o'g'rilik, zo'ravonlik va buzg'unchilik jinoyatlarining jazolari; ichkilik va qimor to'g'risidagi so'nggi-qat'iy xukm va shiati islomiyning yana boshqa ko'pdan-ko'p hukm va qonunlari haqida mufassal ma'lumot beriladi.

Yana Iyso payg'ambarga berilgan mo'jizalardan biri – osmondan moida (dasturxon) tushgani voqeasi ham borki, suraning "Moida" deb atalishining boisi shudir.

6. Livestock - al-An'am- An'om – chorva mollari

"An'om" so'zi "chorva mollari" degan ma'noni anglatadi. Surai karimaning oxirida an'omning zikri va hukmi kelgani uchun ham u shu nomni olgan.

7. The Elevations – al-A'raf - A'rof - to'siqlar (yuksaklik, ulug'vorlik, tepalik)

Islom manbalarida, xususan Qur'onda ta'riflangan jannat bilan do'zax o'rtasidagi joyil o'zbek tilida A'rof o'rnida odatda "arosat" istilohi ishlatiladi. Islom aqidasi ko'ra, qiyomat kuni jannatga ham, do'zaxga ham tushmay o'rtada qoladigan odamlar A'rofda turadilar. Ular jannatda rohat qilayotganlarni ham, do'zaxda azob tortayotganlarni ham ko'rib, ba'zida gaplashib turadilar.

Ushbu suraning ingliz tilidagi nomining ma'nosi "yuksaklik, ulug'vorlik"ni anglatadi, asli arab tilidagi ma'nosi esa "to'siqlar" deb talqin qilinadi. Xo'sh, "to'siqlar" so'zi bilan "yuksaklik" sinonim yoki ma'no jihatdan yaqinmi?! Balki ushbu suraning ingliz tilidagi ma'no nomini "impediments" yoki unga yaqin ma'noli boshqa nom bilan atalishi maqsadga muvofiq bo'lar edi.

Shuningdek tarjimasini o'rganish jarayonida 89- va 113-suralardagi ingliz tilidagi tarjimada ishlatilgan so'zlarning sinonim ekanligi e'tiboringizni tortadi. Bundan xulosa shu bo'ladiki, bir xil nomdagi ikkita sura bo'lganligi uchun sinonimlardan foydalangan holda tarjima qilingan ekanda. Ya'ni:

1. The Dawn – al-Fajr – tong – 89-sura

2. Daybreak – al-Falaq – tong – 113-sura

Asliyat tilidan xabari bo'lmagan o'quvchi ushbu holatni demak aslida ham ikkita bir xil nomdagi sura bo'lsa-yu, arab tilidagi ko'rinishi turlicha ekanligidan hayron qolmaydimi?! Yoki haqiqatda ham ikki turli arab tilidagi so'zlar ham o'zaro sinonim degan xulosaga kelish yoki aksincha ekanligi kabi tushunmovchiliklarga duch kelishlari mumkin.

Xulosa o'rnida shuni aytish mumkinki, tarjima jarayonida tarjimon aynan matnning tarjimasiga emas uning moslik darajasiga ham alohida e'tibor berishi uning mahoratli ekanligini bildiradi. Shuningdek, tarjimoni o'qiyotgan o'quvchi tushunmovchilikka duch kelmasligi uchun mohirlik bilan so'zdan foydalanishi lozim. Ayniqsa, dinga, madaniyatga tegishli bo'lgan manbalar tarjimasiga alohida e'tibor va qunt bilan yondashish zarur.

SIMPLIFICATION OF TRANSLATION COMPETENCE BY MEANS OF AUTOMATED TRANSLATION MEANS AND ELECTRONIC APPLICATIONS

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In the 21st century, in the era of the latest information technologies, it is already difficult to imagine our life without a computer and electronic means. Teachers also do not lag behind the technical progress and often use them when conducting classes.

The relevance of this study lies in the study of electronic applications and automated translation tools from the point of view of pedagogy, since at the moment we have a wide range of tools that can help develop certain

competencies. Today, there are a number of electronic manuals and web-based platforms for learning a foreign language. If earlier it was possible to use only textbooks, workbooks and cassettes, today we have the opportunity to make a huge choice - printed textbooks, workbooks, disks, web-based platforms for learning foreign languages, PC programs and electronic applications for smartphones. In addition to all this, we have access to authentic material - books in a foreign language, electronic newspapers, electronic magazines, online radio stations and much more. All this helps us to master various competences, including translation, which plays an important role in the transmission and interpretation of the speaker's intention and the meaning of the statement. Therefore, our work is devoted to the study of electronic applications and automated means of translation in teaching foreign languages and the formation of translation competence.

In this connection, the following tasks are supposed to be solved:

- define the concept and structure of translation competence;
- consider the main characteristics of automatic translation tools and electronic applications;
- develop a system of exercises that form foreign language translation competence;
- experimentally test the effectiveness of the developed model during the educational process;
- analyze the results of experimental learning.

The purpose of teaching translation is the development of professional translation skills and abilities, the formation of translation strategies, the development of translation technology, the accumulation of translation experience of different types of text of varying degrees of complexity, that is, the actual formation of translation competence.

Each stage of preparation also has its own goals and objectives. The first stage is the formation of text-typological competence. The main emphasis at this stage of education is placed on the tasks of pre-translation analysis. Since learning to begin translation begins at a level when the student is not yet fluent in a foreign language, it is also necessary to continue developing language competence. In addition, at this stage, sociocultural competence is developing - the ability to extract implications, based on the national-specific structure of presuppositions that exist in the cognitive consciousness of the foreign language linguistic and cultural community. As for automated translation tools, at this stage, in the first place, the student must be taught how to use electronic dictionary and information retrieval.

At the second stage, operational competence develops, which is closely related to the text-typological competence. The goal of this stage is to form the ability to see standard and non-standard translation problems and to find an adequate and motivated solution for them. Also at this stage it is important to teach students to edit their finished translation. The control and correctional stage of work on the translation text contributes to the improvement of text-typological competence. The second goal of this stage is the improvement of sociocultural competence. At this stage, students should have the ability to infer a sense, to compare the inferential abilities of the representatives of two linguocultures and to draw conclusions about the need to change the content of a statement or its verbal form in translation for its adequate communicative effect. At the second stage, it is necessary to continue teaching how to use information retrieval and searching through parallel texts, as well as using machine translation systems, when students have already learned how to formulate their own thoughts in the language of translation and require optimization of the translation process. At this stage, it is important to explain to students that machine translation is designed to optimize a specialist's work, and not to perform a translation instead.

At the third stage of training, professionalization of skills and skills of translation is carried out. At this stage, students should learn to translate special texts and work in translation memory programs (such as Trados and others), operate on existing thermal banks, create their own glossaries and produce texts that comply with text-based conventions and professional norms and standards.

It should be noted the impossibility of the isolated formation of individual components of the translation competence. At each stage, in accordance with the task, appropriate types of texts and a set of exercises and tasks are selected that are adequate to the goals, with the obligatory presence of exercises and tasks aimed at forming the remaining components of competence.

Thus, in accordance with the assigned competencies, the exercises can be divided into three groups:

- 1) Pre-translation tasks, including pragmatic, structural, semantic, lexical, grammatical analysis of textual material;
- 2) Tasks and exercises on the development of translation skills and abilities, with an emphasis on the variability of translation solutions and the translation process of the original text;
- 3) Tasks for the development of skills for the correction and editing of translation texts.

Types of exercises used in the first stage of training

The exercises used in the first stage of training include a set of interpretational exercises and tasks. It is necessary to begin training with a comparative analysis of analog texts (of the same type and similar subject). These assignments focus students' attention on the language tools that implement the typological parameters of the text in each linguistic culture and are very significant because they are a comparison of the dominant characteristics of a specific text type in contacting linguistic cultures.

The tasks to search for parallel texts in the source language and in the target language are aimed at developing an understanding of the significance of knowledge in the subject area of the translated text. These tasks not only make it

possible to expand the background knowledge of future translators, but also make it clear that it is impossible to perform high-quality translation with a good knowledge of the language, but without knowledge of the subject area.

Also an important task is to determine the author / source and recipient of the text, the communicative task and the informational composition of the text, its composition, since it is these parameters that determine the verbal means of formatting the text and determine the subsequent translation actions. This type of task is suitable for classroom studies.

An additional task is the lexical and syntactic analysis of the text. This allows you to choose the best algorithm of actions in the translation process.

Types of exercises used in the second stage of training

The tasks of the second stage are aimed at teaching students how to apply translation techniques in the translation process, determine their relevance and measure, and include a fairly traditional set of exercises. Tasks at this stage also include tasks for improving language competence. Students are invited to provide translation options found in the text of precision vocabulary, terms, clichés, thematically oriented vocabulary, and also indicate the type of translation match (equivalent, variable correspondence, contextual analogue) and explain their choice.

The group of lexical tasks includes exercises on the comparative analysis of cliché formulas, terms, thematically oriented vocabulary.

Types of exercises used in the third stage of training

The exercises of the third stage include control and correction tasks for the formation of skills to subject the created translation to critical analysis in order to eliminate the mistakes made. At the initial stage, students need to analyze errors in other people's texts, since the student is not yet able to critically evaluate his translation.

And the last type of control is a demonstration translation, the so-called "translation protection", when the word is given to one student in the audience who defends his translation: he conducts a pre-translational analysis of the text, explains his translation actions, explains the reasons for translation techniques, and argues the motivation of translational transformations. The role of the teacher in this case is only to direct the discussion in the right direction. Thus, the student alternately happens in the role of critic and criticized, is not afraid to make a mistake, boldly expresses his opinion and learns not only to find and eliminate translation shortcomings, but also to reveal their reasons, which, from the point of view of the methodology, is more productive, since it allows to avoid repeated errors. Automated translation tools in this case play a secondary supporting role.

ФРАЗЕОЛОГИК БИРЛИКЛАРНИНГ ЛИНГВО-МАДАНИЙ КОГНИТИВ ТАДҚИҚИГА ДОИР

Дилноза Кулбоева, ЖДПИ

Тилни моҳият нуктаи назаридан ўрганиш, тилга коммуникатив, лингвокогнитив ёндашиш ҳозирги замон тилшунослигида долзарб ҳисобланади. Тил ва маданият муносабати, миллий менталликни англаш айнан тил моҳиятини, унинг коммуникатив вазифасини чуқур ва илмий ўрганиш заруратини туғдиради. Шунингдек, тил моҳиятини ўрганиш ҳар қандай ҳалқнинг маънавий меросини, бой тарихини, миллий кадриятларини, маданий ва маънавий бойликларини теран англаш имкониятини яратади. Когнитив лингвистика тил ва тафаккур (онг) муносабатини, тилнинг (нутқнинг) ҳосил бўлишидаги психологик, биологик, нейробиологик жиҳатларнинг ижтимоий, маданий ва лисоний ҳодисалар билан узвий алоқасини илмий тадқиқ этади.

Ҳозирги даврда когнитив тилшуносликнинг қатор янги йўналишлари вужудга келди, когнитив ёндашув асосида тил бирликларининг янгича талқинлари юзага келмоқда, янги тушунчалар ўрин олмақда. Мадомики, фразеологизмлар психологик, ижтимоий, маданий ва лисоний ҳодисаларнинг узвий алоқасида шаклланадиган, тилнинг фразеологик тизимини когнитив илмий нуктаи назардан ўрганиш муҳимдир.

Фразеологизмларнинг лисоний ва нолисоний омиллари, сўз-компонентлари, маъно шаклланиш кирралари, неологик фразеологизмларнинг лексик(семантик ўзига хос хусусиятлари уларни когнитив ўрганишни талаб этади ҳамда ҳозирги тилшуносликнинг долзарб муаммолари ҳисобланади.

Маълумки, ҳар қандай воқеликни қиёслаш қиёсланаётган воқийлик ёки нарса ҳодисанинг интеграл ёки дифференциал белгиларни аниқлаштириш имконини яратади. Тилшуносликда Ф. де Соссюр томонидан тилнинг интеграл ва дифференциал белгилари фарқланди. Бу илмий йўналиш оппозиция, трансформация, компонент таҳлил каби қатор тилни илмий ва амалий ўрганиш методларининг асосини ташкил этади.

Турли тилларни чоғиштириб ўрганиш асосидати тил ва маданият муносабати, тил моҳияти, унинг коммуникатив вазифаси, тиллараро миллий-маданий фарқлар, лингвокогнитив ҳамда миллий-маданий хусусиятлари, ҳар бир тилнинг ўзига хос ўхшашлик ва дифференциал белгиларини аниқлаш каби илмий муаммоларни тадқиқ этиш имкони юзага келади.

Фразеологизмларнинг бошқа тил бирликларидан фарқловчи муҳим белгиларидан бири образлиқдир. Образлар тимсолида кўплаб фразеологизмлар шаклланади. Тадқиқотлар тимсолий образлар кўпгина турли тилларда умумий бўлиши билан характерланади. Масалан, ўзбек тилидаги "ит вафо, хотин жафо" фразеологизми рус тилида "верный как пес", француз тилида fidele comme un chien тарзида бир хил образ билан гавдаланади. Ўзбек тилидаги "тулкидай айёр" ёки тулкилик қилмоқ фразеологизмлари рус тилида "хитрый как лиса", француз тилида rise comme un renard, ёки malin comme singe (маймундай айёр) каби ифодаланади. Ўзбек ва рус тилларида айёрлик белгиси сифатида тулки образи қатнашса, французларда маймун айёрлик белгиси

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