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ALISHER NAVOIY IJODIDA ISHQ VA OSHIQLIK

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Annotatsiya. Alisher Navoiy ijodida ishq yetakchi mavzudir. Maqolada Navoiyning foriy devonidagi g`azal tahlili orqali Navoiy ijodida ishqning ikki ko`rinishi haqida fikr-mulohazalar yuritilgan.

Kalit so`zlar: Ishq, oshiqlik, ilohiy ishq, “Devoni Foni”, forscha g`azal.

Alisher Navoiy ijodida ishq eng muhim mavzulardan biridir. U ayniqsa shoirning odamzod va jamiyat to`g`risidagi qarashlari badiiy tarzda mujassam etilgan “Xamsa” asarining bosh maqsadini tashkil qiladi.

Bo`lmasa ishq, ikki jahon bo`lmasin,
Ikki jahon demaki jon bo`lmasin¹

Alisher Navoiyning forscha g`azallarida ham bosh mavzu Ishq mavzusidir.

Bilamizki, Navoiy ijodida ham ilohiy ham majoziy ishq o`zaro jiplashib, uyg`unlashib ketgan. Lekin bu Navoiyning barcha g`azallarida ilohiy ishq bor degan tushunchani anglatmaydi.

“Devoni Foni” tarkibiga kirgan g`azallarda ham biz ham ilohiy ham majoziy ishq kuylangan holatlarga duch kelamiz. Quyidagi g`azal bilan fikrlarimizni davom ettiramiz

Zi man, ey dil, kafi on noznin bo`s,
Agar xud dast nadihad ostin bo`s.
Gar in ham nest bo`se bar zamin zan,
Zi man ya`ni rason on jo zaminbo`s
Kafi poi sagash bo`sidanam bin,
Turo ham gar dihad dast inchunun bo`s,
Zanam dar bog` be on qomatu ruh
Ba poi sarvu ro`i yosamin bo`s
Daromad mehr az ravzan, ki girad
Zi poi on mahi hirgahnishin bo`s.

¹ Abdulla A`zam. Ishq sirrin notavonlardan so`rung. O`zbekiston adabiyoti va san`ati. 2007-yil, 48-son

G`ulomi onam, ey ruhulloh az jon,
Ki dastashro dihad ruhul-amin, bo`s
Agar on mah fitad dar dasti Foniy,
Ba poyash kori o` boshad hamin bo`s.

Bu g`azalda ta`riflangan ishq ilohoy ishqdan ko`ra majoziy ishqqa yaqin turadi. Undagi baytlar mazmun jihatdan majoziy ishq haqidadir. Birinchi baytning mazmuni quyidagicha:

Ey dil, mening nomimdan ul nozaninning qo`lini o`p,
Agar u qo`lini bermasa, unda uning yengini o`p

Birinchi baytdan ham xulosa qilish mumkinki, yor bu go`zal qiz. Lirik qahramon yorning qo`lini o`pishini dildan iltimos qiladi. G`azalda yorda insonga xos xususiyatlar yaqqol ko`zga tashlanadi. Keyingi baytlarda oshiqning firoqi va hijroni darajasi orttirilib boraveradi. 2- baytda oshiq agar yor hatto yengini o`pishga ham rozi bo`lmasa, unda dil yor oldida yer o`pishi kerak. Bu ham ishq yo`lida firoq chekkan oshiqning ruhiy holatini ko`rsatishning bir vositasidir.

Kafi poi sagash bo`sidanam bin,
Turo ham gar dihad dast inchunun bo`s.

Baytning mazmuni esa quyidagicha:

Ey dil, itining oyog`ini o`pishimni ko`r,
Agar sen ham imkon topsang, shunday qil!

Bu baytda oshiqning muhabbati shu darajaga yetib boradiki, oshiq yor tugul unung itining oyoqlarini o`pishga ham rozi. Bu esa juda kuchli muhabbatning namunasidir. Keyingi baytda oshiq yorni sarv araxti va yosamin guliga qiyos qiladi. Biz bilamizki, mumtoz adabiyotda yorning tik qomatini sarv daraxtiga o`xshatish va yor yuzini gulga o`xshatish an`anaviy tasvir vositasi bo`lib hisoblanadi. Ushbu g`azalda esa bu o`xshatishlar to`g`ridan-to`g`ri ko`zga tashlanmaydi. Lirik qahramon:

Bog`da uning qomati bilan chehrasi bo`lmasa ,
Sarvning oyog`I bilan yosamin gulining yuzini o`paman.

Aynan mana shu baytda tashbehning yashirinib kelganiga guvoh bo`lishimiz mumkin. Zimdan yorning qomati va yuzi an`anaviy o`xshatish vositasiga aynan o`xshatilgan. Bu esa Navoiyning yuksak mahorat egasi ekanligidan darak beradi. Keyingi baytda lirik qahramon go`zal qizni oyga o`xshatadi va qizning oyog`ini o`pish uchun hatto ko`kdagi quyoshning yerga tushishi tasvirlangan. Bu baytda tashbeh va jonlashtirish san`atridan unumli foydalanilgan.

Gʻazalning 6- baytida Naviyning asl maqsadi oʻrtaga chiqadi. U mana shu begona bayt orqali oʻzida mujassam boʻlgan:

Gʻulomi onam, ey ruhulloh az jon
Ki dastashro dihad ruhul-amin, boʻs.

Baytning mazmuni esa quyidagicha:

Ey Iso, men jabroilga qoʻlini oʻptiradigan
(muhtaram) zotga jonim bilan qulman.

Bu baytda bandaning Alloh oldida bir ojiz qulligiga ishora bor. Asl Haq ishqiy yuragida boʻlgan kishilarda esa bu qullik eng katta baxtdir. Navoiy bu baytda shunga ishora qiladi va oʻzining qalbidagi Allohga boʻlgan ishqini taʼkidlab oʻtadi.

Oxirgi baytda gʻazal yana oʻz ritmiga, mazmuniga qaytadi. Va oshiq shirin hayollar ogʻushida qoladi. Ul oy yaʼni gozal qiz Foniyning qoʻliga tushsa, yaʼni uning muhabbatini qabul qilsa, oshiqning ishi uning oyogʻini oʻpish boʻlsin deydi lirik qahramon. Aynan mana shu baytda ilohiy ishq yana majoziy ishqqa oʻrin boʻshatib beradi. Yorning gozal qiz ekanligi oʻz tasdigʻini topadi.

Koʻrinib turganidek, Navoiy ijodida xoh u turkiyda yaratilgan boʻlsin, xoh forsiyda boʻlsin unda eng sof tuygʻu boʻlgan muhabbat va ishq mavzulari yetakchilik qiladi. Bu asarlarda insonning insonga boʻlgan sof muhabbati bilan birga bandaning Ollohga boʻlgan haqiqiy ishqiy ham oʻz ifodasini topgandir.

Foydalanilgan adabiyotlar roʻyxati:

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INTERACTIVE METHODS IN THE ORGANIZATION OF EDUCATION

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Abstract: In this article, the formation of general education subjects at a high level among the youth of our country, achieving the specified results by using various innovative methods to ensure the quality of teaching general education subjects in this process.

Key words: education, globalization, interactive method, educational technology, lesson.

The rapid development of the field of education at the world level since the last quarter of the 20th century indicates that it has an important place in the development of man and society. It is through education that the cultural heritage of human society is passed from generation to generation, professional knowledge and level are achieved, as well as the moral image of the people and principles of universal tolerance are formed through education. It should be noted that in the conditions of globalization, the level of education has an integral effect on the life activities of people in civil society, which is developing more and more on a global scale, including health, political activity, the speed of assimilation of news, harmful the ability to consciously analyze thoughts, etc. is clearly manifested in others. In such historical conditions, the importance of education on a global scale has steadily increased, and it has become one of the most important factors in bringing not only the economy, but also the entire society to a new level in terms of quality. In order to increase the effectiveness of education, to ensure that the individual is at the center of education and to ensure that young people get independent education, they are well-trained in educational institutions and, in addition to having solid knowledge in their field, they know modern pedagogical technologies and interactive methods. teachers who know the rules of use in organizing educational and educational activities are needed.[4] For this, it is necessary to arm all subject teachers with new pedagogical technologies and interactive methods and continuously improve their skills in applying the knowledge they have acquired in educational activities. The purpose of education is to provide the student with the knowledge and skills specified in the state educational standards. [5] Learning can be considered successful when knowledge is accepted and understood by the student. It is known that the process of education is the process of developing spiritual and mental abilities, forming knowledge and concepts, and forming the ability to use the acquired knowledge. Picture 1. The teacher's goals for his lesson President of the

Republic of Uzbekistan Shavkat Mirziyoev said, "Innovation is the future. If we start building our great future today, we should start it on the basis of innovative ideas and an innovative approach" emphasizes the need to introduce new technologies and innovations in the minds of pupils and students. Innovative technologies are innovations and changes in the pedagogical process and the activities of teachers and students, and interactive methods are mainly used in its implementation. Interactive means "to interact" or to be in conversation with someone. The role of the teacher in such lessons leads to the direction of the students' activities to achieve the goals of the lesson. The advantages of organizing lessons using interactive methods: — It leads to better mastering of the teaching content; - Educational relations are established between the student and the teacher in due time; - Teaching methods take different forms during the educational process.[3] Today's educational process has become a requirement of our time to incorporate innovative technologies. The reason for this is that as a result of the rapid development of science and technology, there is a sharp increase in information, and the limitation of time to use it in the educational process creates the need for a technological approach to the educational process. Organization and conduct of lessons on the basis of modern innovative technologies in teaching foreign languages to young students in educational institutions serves to further increase the quality of education. If innovation means introducing something new, technology means art and skill. The pedagogue should creatively approach the lesson with his skills, experience and intelligence and bring something new. In this regard, the use of interactive methods in the lesson gives the intended result. Interactive methods are collective thinking, that is, they are methods of pedagogical influence and are a component of the educational content. The meaning of teaching on the basis of new pedagogical and innovative technologies is the ability to master the lesson while striving for innovation. Unlike traditional education, the learner is given ample opportunity to think independently.[2] The following technologies can be used to further increase the students' interest in the lesson process and subjects: "Brainstorming" method - the teacher designs the topic that the student should master step by step from simple to complex; The "Networks" method is aimed at teaching the student to think logically, to expand the scope of general thought, to use literature independently; The "3×4" method is aimed at making students think freely, be able to give different ideas in a wide range, be able to analyze, draw conclusions, and describe in the educational process individually and in small groups; The "Blitz-game" method is aimed at teaching the correct organization of the sequence of actions, logical thinking, and how to choose what is needed from many, diverse ideas and information based on the subject being studied. In the process of teaching foreign languages, the use of modern pedagogical and information technologies, the use of interactive and didactic games and exercises to ensure the active participation of students in the lesson

serves to ensure the high efficiency of each lesson. [1] Since language teaching requires a lot of work and skill from pedagogues-teachers, it is necessary to first of all be able to interest the student in this subject. Games not only strengthen students' knowledge, but also develop their quickness, intelligence and resourcefulness. It is also possible to increase students' interest and activity by using the following types of games during the lesson: Last Man Standing. This game is a quick game. But it gives the students some time to think. This game encourages joint learning, that is, while other students are talking, the rest of the students are thinking of words themselves.

To play the game, you need a ball and all students must stand in a circle. You need to choose a topic. For example: Things found in a kitchen, food, profession, etc. [3]. Pictionary. Most English speakers are familiar with Pictionary, a drawing game. For the purpose of drawing, you can use a regular whiteboard or a white magnetic board. Divide the class into 2 groups and draw a chart on one side of the board for each team. You will enter the scores of the teams here. One person from team A comes out. And he chooses one of the many upside down words and draws that word on the board and the others have to find it. Charades. Charades is similar to Pictionary, but the main difference is that actions are used instead of pictures to express words. This game is very useful when your students are lazy, bored and sleepy.

Conclusion:

Another advantage of pedagogical interactive methods is that it helps all students in the group to participate equally actively, to think freely and independently, to attract them to creativity and research, to increase interest in science, and in the educational process, the teacher and student "ensures the student's cooperative action. One of the main tasks of the education system is the introduction of advanced methods using modern pedagogical and innovative technologies in teaching foreign languages. Pedagogical interactive methods in teaching also serve as a factor of development.

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SILNING EPIDEMIOLOGIK XUSUSIYATLARI

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Axmedova Mahmuda Yusupovna
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Annotatsiya: Sil, dunyo miqyosida dolzarb, tibbiy-ijtimoiy muammo bo'lib hisoblanadi. Yer yuzida yuz berayotgan ekologik muammolar, ijtimoiy o'zgarishlar natijasida sil kasalligi keng ko'lamda tarqalmoqda ketishiga sabab bo'lmoqda. Tezida silning ayrim epidemiologic xususiyatlari ko'rib chiqiladi.

Kalit so'zlar: sil, epidemiologik vaziyat, epidemiologik xususiyatlari.

KIRISH

Jahon Sog'liqni Saqlash Tashkilotining ma'lumotiga ko'ra yer yuzida taxminan 2,1 milliard odam sil bilan zararlangan. Dunyo aholisining deyarli uchdan bir qismi sil kasalligini o'ziga yuqtirmoqda. Silning zararli turi bilan og'rikan bitta bemor o'z vaqtida aniqlanib davolanmasa yiliga o'rta hisobda 10-12 kishiga sil mikobakteriyasini yuqtirish ehtimoli bor [1].

Har yili dunyoda bir millionga yaqin xotin-qizlar sil kasalligidan nobud bo'lmoqda. Bu ko'rsatkich onalar o'limining umumiy ko'rsatkichida salmoqli o'rin tutadi [2].

Sil kasalliklari surunkali kechishi tufayli batsilla ajratuvchilar soni yil sayin ortib bormoqda, bu esa OITS infeksiyasining keng ko'lamda tarqalishida ham asosiy o'rin tutmoqda.

TADQIQOT METODOLOGIYASI VA EMPIRIK TAHLIL

Yer yuzida sil kasalligi bilan zararlanganlar soni turli mamlakatlarda 100000 aholiga nisbatan turlicha: Afrika davlatlarida – 179,6, Amerika davlatida - 32,7 Sharq va o'rta yer dengizida – 74,7, Yevropa davlatlarida – 29,6, Osiyo va janubiy sharq davlatlarida - 146,7, Tinch okean orti davlatlarida – 54,5 ni tashkil qilmoqda. Rivojlanayotgan va rivojlangan davlatlarda OITS bilan zararlanish zamirida silning rivojlanish davri ortmoqda. Mamlakatlar aro aloqalarning keng rivojlanishi, aholining bir mamlakatdan ikkinchi mamlakatlarga ko'chib yurishi natijasida sil mikobakteriyasini tashuvchilar soni ortmoqda.

Sil kasalliklarining epidemiologiyasi boshqa yuqumli kasalliklar epidemiologiyasidan tubdan farqlanadi.

Sil kasalligi epidemiologiyasida, kasallikning tarqalish jarayoni, surunkali kechishi, odam organizmida ushbu xastalikka nisbatan immunobiologik holatning o'zgaruvchanligi, shuningdek jamiyatning ijtimoiy holati, aholining iqtisodiy, yashash va maishiy shart-sharoitlari muhim ahamiyatga ega.

Sil mikobakteriyasining manbai silning yuqumli shakli bilan kasallangan bemorlar hisoblanadi, bunda faol oʻpka silini boshidan kechirayotgan bemorlar asosiy oʻrin egallaydi. Oʻpkadagi faol sil jarayoni doimo qoʻzgʻatuvchining ajralishi bilan oʻtadi. Ajralib chiqadigan mikobakteriyalar soni kasallikning kechish bosqichi, oʻpka toʻqimasi shikastlanishi va jarohatning katta-kichikligiga bogʻliq holda keskin oʻzgarib turadi. Oʻpka toʻqimasining parchalanish bosqichidagi bemorlar eng xavfli infeksiya manbai hisoblanadi [2].

Soʻnggi yillarda bolalarning silga chalinish dinamikasi tahlil etilganda bu koʻrsatkich 2,4 barobar oshgan. Faol sil kasali ilk bor aniqlangan bolalarning 50% dan ziyodini 10-14 yoshdagilar, 40% ni esa 5-9 yoshdagi bolalar tashkil qilmoqda.

Faol sil kasalligi bilan 19876 nafar bemor aniqlangan bulsa, shular orasida oʻpka siliga chalinganlar soni 89,3% ni, boshqa turga chalinganlar soni 10,7% ni tashkil qilgan. Sil kasalliklarining birlamchi yuqtirish darajasi barqaror saqlanib qolmoqda.

Sil kasalliklari ijtimoiy-iqtisodiy va ekologik nochor mintaqalar, jumladan Orol boʻyi xududlarida koʻp tarqalganligi qayd etilmoqda. Qoraqalpogʻiston Respublikasida birlamchi yuqtirish darajasi 2,2 %, Xorazm viloyatida - 2,4%, Samarqand viloyatida -2,9% ni tashkil qilgan. Sil kasalliklarining tarqalishi va davolashni nazorat qilish yetarlicha emasligi sil kasalliklari koʻpayishiga olib kelmoqda.

Sil bemorlarining 30% bakteriya chiqaruvchi silga chalingan boʻlib, uzoq muddat davolashni talab qilmoqda va epidemiologik jihatdan eng xavfli hisoblanadi. Uzoq muddat kasal boʻlganlarning har besh nafaridan biri sil kasalligi oqibatida nogiron boʻlib qolmoqda.

Soʻnggi yillarda silning umum eʼtirof etilgan antibakterial dorilar bilan davolash qiyin boʻlgan antibiotiklarga chidamli shakli koʻp uchramoqda. Soʻnggi oʻttiz yil mobaynida sil mikobakteriyalari birlamchi chidamliligi 3,8 barobar, dorilarga nisbatan chidamlilik 10 barobar oshgan.

Sil kasalligining xozirgi kundagi zamonaviy epidemiologik xususiyatlari, laborotariya tashxisot usullaridan foydalanib sil infeksiyasini batafsil oʻrganishni, sil infeksiyalarining epidemiologik nazorat tizimini takomillashtirish zaruriyatini taqozo etmoqda.

Sil kasalligi bilan ogʻrigan bemorlar oʻz vaqtida aniqlanib davolanmasa, yuzlab kishilar sil kasalligini yuqtirish ehtimoli yuqori ekanligi aniqlangan.

Jahon Sogʻliqni Saqlash Tashkilotida silning ijtimoiy-gigienik muammo ekanligini eʼtiborga olib, bu infeksiyaning epidemiologiyasini chuqur oʻrganish uni bosqichma-bosqich tugatish boʻyicha dastur ishlab chiqilgan. Ushbu dasturga muvofiq silga qarshi kurashning dastlabki bosqichida majmuaviy chora – tadbirlar har bir mamlakatdagi epidemiologik vaziyatga asosan ilmiy – tadqiqot ishlar natijalariga tayanib olib borilishi kerak.

XULOSA VA MUNOZARA

Silga chalingan bemorlar kasallikning boshlang‘ich bosqichlarida erta aniqlansa, og‘ir asoratlar yuzaga kelishining oldi olingan bo‘lib epidemiologik jihatdan xavfli infeksiya manbalari paydo bo‘lishi ehtimoli kamayadi, bu esa sil bilankasallanish va o‘lim ko‘rsatkichlarining pasayishiga olib keladi, natijada epidemiologik vaziyat yaxshilanadi va jamiyat uchun katta iqtisodiy zararning oldi olingan bo‘ladi.

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Tabiat kuchlarini bilish va egallashda juda qisqa vaqt maboynda g'oyat katta muvaffaqiyatlarga erishuvchi odamning hamma boshqa jonzotlar - hayvonlardan farqli tomoni ularda tilning mavjudligidir. O'zining ongi - tili va nutqi bilan inson hamma narsadan ustun turadi.

Til jamiyat taraqqiyotini ta'minlovchi kuch va millatning mavjudligini ko'satuvchi belgilardan biri hamdir.

Barcha rivojlangan davlatlarda bo'lganidek bizda ham o'z milliy tilimizni rivojlantirishga katta e'tibor berilmoqda. O'zbek tili bizda davlat tili deb e'lon qilingan va shunga amal qilinmoqda.

YUrtboshimiz I.Karimov o'z nutqlarida chet tillarni o'rganishning ahamiyati muhimligini ko'rsatish bilan birga yana shunday deydi: "Ammo shunga alohida urg'u berishimiz zarurki, chet tillarni o'rganish, minba'd ona tilini esdan chiqarish hisobiga bo'lmaligi lozim.

O'z fikrini mutloqo mutaqil, ona tilida ravon, go'zal va lo'nda ifoda eta olmaydigan mutaxassisni, avvalombor, rahbar kursisida o'tirganlarni bugun tushunish ham, oqlash ham qiyin"¹.

Til aloqa vositasi yoki qurolidir, nutq esa aloqa jarayonining o'zidir.

Nutq faoliyati - odam tomonidan ijtimoiy - tarixiy tajribani o'zlashtirish va avlodlarga berish yoki kommunikatsiya o'rnatish yoki o'z harakatlarini rivojlantirish maqsadida tildan foydalanish jarayonidir.

Nutq qanchalik chiroyli, mazmundor bo'lsa kishilarni o'ziga shunchalik jalb etadi. Bu masalaga kishilar qadimdan qiziqib kelishgan. Qadimgi YUnoniston va Rimda nutq madaniyatining nazariy asoslari yaratilgan. Notqlik san'at darajasiga ko'tarilgan. Ularda yetuk inson bo'lish uchun notqlik san'atini egallashlari shart bo'lgan. 335 yilda Aristotelning "Ritorika"si yaratiladi. sitseronning "Notiq haqida", "Notiq"asarlari, Mark Fabiy Kvintilianning "Notiq tayyorlash to'g'risida" asari ham notqlik san'ati haqidadir.

SHarqda, jumladan Movarounnahrda ham va'zxonlikka katta e'tibor berilgan. Va'zxonlik notqlik san'atining o'sib borishi bilan nutq oldiga qo'yilgan talablar ham mukammallashib boradi. Buyuk allomalar Beruniy, Forobiy, Ibn Sino, Maxmud Qoshg'ariy, Zamaxshariy, Kaykovus va boshqalar tilga, mantiqshunoslik va notqlikka oid asarlar yaratdilar.

Kaykovus o'zining "Qobusnoma" asarida farzandini yoqimli, muloyim, o'rinli so'zlashga, behuda gapirmaslikka undaydi. "Xalq oldida gapirganda so'zing go'zal bo'lsin, bu so'zni xalq qabul qilsin. Xaloyiq sening suz bilan baland darajaga erishganingni bilsin, chunki kishining martabasini so'z orqali biladilar ...", deb yozadi alloma. U yana notiq xalq tilini, uning fikri va ruhiyatini bilishi kerak deydi.

Alisher Navoiy turkiy tilda go'zal nutq tuzish bayroqdoridir. U o'z ijodi bilan o'zbek adabiy tiliga asos soldi. Bu tilning boyliklarini namoyon etdi. Navoiyning "Muhokamatul - lug'atayn", "Mahbubul - qulub", "Nazmul javohir" asarlari o'zbek tilida nutq tuzishning go'zal namunalari bo'lishi bilan birga uning yuksalishiga ham katta hissa qo'shdi. "Mahbubul qulub" asarida tilning ahamiyati, undan foydalanish, nutq madaniyati haqida muhim fikrlar beriladi.

"Tilga ixtiyorsiz - elga e'tiborsiz". "Tilini tiyolgan odam - donishmand oqil; so'zga erk bergan odam - beandishaa va pastkash. Til shirin va yoqimli bo'lsa yaxshi, til bilan dil bir bo'lsa yana yaxshi".

ИНГЛИЗ ВА ЎЗБЕК ТИЛИДАГИ ЎҚИТУВЧИ КОНЦЕПТЛИ ПАРЕМАЛАРНИНГ ЧОҒИШТИРМА ТАҲЛИЛИ

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Аннотация: Ушбу мақолада инглиз тилшунослигида паремиологик бирлик ҳисобланган мақолалар тадқиқ этилган бўлиб, унда мақолларни лингвистик моҳияти инглиз ва ўзбек тилларида амалий мисоллар асосида таҳлил килинган.

Калит сўзлар: Парема, мақол, лингвистик ва қiyosiy, мақолларнинг эквиваленти.

Abstract: The article explores proverbs that are considered a paremiological unit in English linguistics, in which the linguistic and comparative essence of Proverbs is analyzed on the basis of practical examples in English and Uzbek.

Keywords: Parema, proverb, linguistic and comparative, equivalent of Proverbs.

Инглиз тилида *teacher* лексемаси ўзбек тилидаги ўқитувчи ва муаллим сўзига эквивалент бўлади. “Ўзбек тилининг изоҳли луғати”га кўра, ўқитувчи фан тарбия асосларидан бирини ўқитадиган дарс берадиган киши; муаллим¹ сўзлари билан изоҳланади. Ўқитувчилик, муаллимлик – буюк мақом, чунки пайғамбарлар ҳам қайсидир маънода муаллим бўлганлар.

Муаллим сўзининг маъноси илм берувчи, таълим берувчи, ўргатувчи демакдир. Пайғамбарлар инсониятга эзгуликни ўргатганлар. Ана шунинг ўзиёқ устозлик қай даражада буюк мақом эканини кўрсатади.

Инглизча *Teacher, Like / like pupil* мақоли “ўқитувчиси қанақа бўлса, ўқувчиси шунақа” мазмунини билдиради. Бу мақолга ўзбек тилидаги *Устози қандай – шогирди шундай* мақоли эквивалент бўлади. Инглиз халқ мақолидаги *teacher* сўзи ўзбекча *ўқитувчи* сўзини англатади. Бу мақолда инглиз тилида ҳам ўзбек тилида ҳам *teacher*, яъни *ўқитувчи* лексемаси иштирок этаяпти, аммо ҳар бир тил ўз лексемасидан келиб чиққан ҳолда сўз қўллайди. Агар ўхшаш томонларини кўриб чиқадиган бўлсак, ҳар иккала тилда ҳам устозига қараб ўқувчисига баҳо бер деган маънода қўлланиляпти. Аммо айрим сўзлар фақат шу тилга оид лексемалардир ва ҳар иккала халқнинг фақат ўзигагина хос бўлган одатларини ифодалайди.

¹ Ўзбек тилининг изоҳли луғати. – Тошкент: “Ўзбекистон миллий энциклопедияси Давлат илмий нашриёти // [www.ziyouz.com kutubxonasi].

Инглизча *Our first teacher is our own heart*² мақоли ўзбек тилида “бизнинг биринчи устозимиз ўз юрагимиз” маъносини англатади. Бу ўзбек тилида *Устоз отангдек улуг* мақоли орқали изоҳланади.

Юқорида келтирилган инглиз халқ мақоли ўқувчиларнинг таълим олишида ўқитувчининг аҳамияти ва илк таълим, билим берган устози ўқувчилар учун қадрли эканлиги изоҳланган. Шунингдек, биринчи муаллим инсоннинг юрагига тенглаштириляпти. Устозлар ҳақида гап борганда ҳазрат Алишер Навоийнинг бу байтларидан ошириб бир сўз айтмоқ мушкулдир: “Ҳақ йўлида ким сенга бир ҳарф ўқутмиш ранж ила, Айламак бўлмас адо онинг ҳақин юз ганж ила”³. Ушбу байтдан ҳам кўриниб турибдики, ўзбек лингвомаданиятида *устоз* сўзи ўзбек халқи учун қанчалик улуг эканлигини, *устоз* лексемаси *ота* сўзига тенглаштириши ҳам буни яна бир ёрқин далилидир. Шунингдек, инглиз ва ўзбек халқ мақолида ҳам устознинг нақадар улугланиши, қадрланиши таъкидланган. Инглиз халқ мақолида устоз инсон юрагига тенглаштирилган бўлса, ўзбек халқ мақолида отага тенглаштирилган.

Инглизча *Jack is as good as his master*⁴ мақоли ўзбек тилида “шогирд устозидек яхши” маъносини беради. Бу ўзбек тилида *Шогирд устозидан ўтмас, кор йитар* мақоли орқали ифодаланади. Инглиз халқ мақолида фойдаланилган *Jack* лексемаси атоқли от бўлиб, инглиз халқининг ўғил болларига атаб қўядиган исм ҳисобланади. Биз *Jack* лексемаси орқали бу мақол инглиз халқи мақоли эканлигини билиб олишимиз мумкин. Мақолда *Jack* лексемасига ўзбек тилидаги *шогирд* сўзи эквивалент бўлади. *Jack* ва *шогирд* сўзлари ҳар икки тилда халқ учун бир хил вазифани бажармайдиган сўзлар бўлишига қарамасдан, улар ўзига хос фойдаланиш функцияларига эгадир. Бу ўринда халқ ўзига хос ва мос бўлган терминдан фойдаланади. Шунинг учун ҳам мақолнинг ўзбекча вариантида *шогирд* сўзи ишлатилган. Агар мақолларнинг маъно-мазмунини таҳлил қиладиган бўлсак, икки халқда ҳам шогирднинг устозидан ўтиши ҳақида сўз борган.

Инглизча *Many pupil has gained more wealth than his master* мақоли ўзбек тилида “кўп ўқувчилар устозидан кўра кўп бойликка эга бўлади” маъносини беради. Юқорида келтирилган инглиз халқ мақолига нисбатан ўзбек тилида *Устоздан шогирд ўзар* мақоли ишлатилади. Инглиз халқ мақолида *wealth* лексемаси иштирок этган *wealth* сўзини маъноси ўзбек тилида бойлик деган

² Нармуратов З. Қисқача икки тилли илм-маърифат паремиологик луғат. – Тошкент, “ADAST POLIGRAF” 2020. – Б.14.

³ <https://old.xs.uz/index.php/homepage/zhamiyat/item/5663>

⁴ Нармуратов З. Қисқача икки тилли илм-маърифат паремиологик луғат. – Тошкент, “ADAST POLIGRAF” 2020. – Б.14-17.

маънони билдиради. Ўзбек халқ мақолида эса *бойлик* лексемаси иштирок этмаган. Маълумки, халқ турмуш тарзида мавжуд нарсалар ёки кундалик юмушлар мақоллар орқали ифодаланади. Инглиз халқ мақолида шогирднинг кучи *бойлик* билан ўлчанапти. Ўзбекча мақолда эса шогирдни юксак даражага кўтариб ишонч билдириляпти. Бироқ бу икки тилда ифодаланган мақолнинг маъно-мазмунини тенг бўлгани билан уларда ишлатилган айрим сўзлар фақат шу тилга оид лексемалардир. Агар мақолларнинг маъно мазмунини таҳлил қиладиган бўлсак, инглиз халқ мақолида ҳам ўзбек халқ мақолида ҳам шогирдни устозидан ўтиши ҳақида таъкидланган.

Хулоса ўрнида шу айтиш керакки, юқорида таҳлил қилинган ҳар икки тилдаги мақолларнинг маъноларини очиб беришда айнан уларнинг лингвомаданий хусусиятлари эътиборга олинди.

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PREDGRAVIDAR DAVR - HOMILADORLIKKACHA BO'LGAN DAVR

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Predgravidar (homiladorlikkacha bolgan) davrda

Covid-19 bilan kasallangan homilador ayollar klinik holati

Annotatsiya: Mazkur maqolada predgravidar davr - homiladorlikkacha bo'lgan davr, platsenta ona qornidagi homilaning hazm a'zolari funksiyasi, o'sayotgan homila organizmining rivojlanishi va hayot faoliyati uchun zarur moddalar, vegetativ asab tizimining tonusi haqida batafsil bayon qilingan.

Kalit so'zlar: predgravidar davr, homiladorlik, platsenta, vegetativ asab tizimi, tonus, fiziologik o'zgarishlar.

Kirish:

Hazm bezlari va a'zolari ona qornidagi hayot davridayoq ishlay boshlaydi. Homiladorlikning IV–V oyida jigar glikogenni sintez qiladi va o't-safro ishlab chiqaradi, homila ichagidagi ibtidoiy axlat hosil bo'ladi. Mekoniyda suv, o't-safro, ichga yutilgan tuk, homila terisidagi epidermis tangachalari va yog' bezlarining sekreti bor, mekoniy tashqi ko'rinishda quyuq sarg'ish massadan iborat.

Oziq moddalar homilaga ona organizmidan platsenta orqali yetib boradi. Platsentadan ishlanib chiqqan fermentlar oziq moddalarni parchalaydi. Ona qonidagi oqsillar, yog'lar va uglevodlar platsenta vorsinkalarida ushlanib qolib, fermentlarning murakkab ta'siriga uchraydi va homila organizmining o'zlashtirishi uchun yaroqli holatda unga o'tadi. Oqsil va uglevodlarning parchalanishidan hosil bo'ladigan ba'zi moddalar, shuningdek anorganik tuzlar va suv platsenta orqali diffuz yo'li bilan o'tadi.

Adabiyotlar tahlili va metodologiya:

O'sayotgan homila organizmining rivojlanishi va hayot faoliyati uchun zarur moddalar –vitaminlar ham platsenta orqali onadan homilaga o'tadi. Shunday qilib, homilaning rivojlanishi ona organizmidan keladigan oziq moddalarga butunlay bog'liq. Modomiki shunday ekan, homiladorlik vaqtida to'g'ri ovqatlanish ona organizmi uchungina emas, qornida o'sayotgan homilasi uchun ham juda asosiy ahamiyatga egadir.

Homilador ayol organizmida vitaminlar yetishmaganda ham homilaning shakllanishi buzilishi va bola tushishi mumkin. Homilaning rivojlanishi uchun kerak bo'ladigan gormonlar platsentada ishlab chiqilib, onadan homilaga o'tib turadi. Bu vaqtda homilaning ichki sekretiya bezlari faoliyat ko'rsatmaydi. Homilaning ichki sekretiya a'zolari ishlay boshlagach, ulardan chiqadigan gormonlar platsenta

yordamida ona organizmiga o'tadi. Homilaning me'da osti bezidan chiqadigan gormon diabetli ona organizmiga o'tib, bu kasallikning o'tishini aksari yengillashtirishi aniqlangan. Ona qornida rivojlanayotgan homilaga kislorod, oqsillar, yog'lar, uglevodlar, tuzlar, vitaminlar va boshqa moddalar hafta sayin tobora ko'p talab qilinadi. Bu moddalarning barchasi homilaga ona organizmidan o'tib turadi, homiladagi modda almashinuv natijasida hosil bo'lgan chiqindilar ona qoniga o'tadi va uning chiqarish a'zolari orqali chiqib ketadi.

Natijalar:

Ma'lumki, homilador ayol organizmi qo'shimcha ish bajaradi, bu esa eng asosiy tizim va a'zolar faoliyatining kuchayishini yoki qayta tuzilishini talab etadi. Homila rivojlanishiga aloqador bo'lgan yangi muhit ta'siri bilan homilador ayol organizmida ko'pgina murakkab o'zgarishlar sodir bo'ladi. Bular fiziologik o'zgarishlar bo'lib, homilaning to'g'ri rivojlanishiga yordam beradi, ayol organizmini tug'ruqqa va bola emizishga tayyorlab boradi.

Markaziy asab tizimidagi o'zgarishlar refleks yo'li bilangina emas, balki gormonlar ta'sirida ham kelib chiqadi. Bir qancha ichki sekret bezlarining faoliyati homiladorlik boshidanoq o'zgaradi. Shunga ko'ra, organizmda qon bilan aylanib yuruvchi gormonlar nisbati o'zgaradi. Bu gormonal o'zgarishlar ham asab tizimining va boshqa a'zolarining faoliyatiga ta'sir ko'rsatadi.

Muhokama:

Homilador ayollarda bosh miya bilan orqa miyaning qo'zg'aluvchanligi o'zgaradi. Homiladorlikning III–IV oyigacha bosh miya po'stlog'ining o'zgaruvchanligi kamayadi, so'ngra homiladorlik oxirigacha ortib boradi. Homiladorlik mobaynida markaziy asab tizimining pastroqdagi bo'limlari va bachadon asablarining qo'zg'aluvchanligi pasayib turadi. Reflektor qo'zg'aluvchanlik shu sabab pasayganidan, bachadon inert bo'lib, tinchlanadi, bu esa homiladorlikning tekis kechishiga yordam beradi.

Tug'ruqdan oldin orqa miya va bachadon asab elementlarining qo'zg'aluvchanligi oshadi, bu esa dard va to'lg'oq tutishiga imkon beradi. Homiladorlik vaqtida bosh miya po'stlog'idagi tormozlanish va qo'zg'alish jarayonlarining tavsifi o'zgaradi; bosh miya po'stlog'i va po'stloq ostidagi tuzilmalarning o'zaro munosabatlari ham o'zgargani qayd etiladi. Homilador ayollarda periferik asablar qo'zgaluvchanligi oshadi, dumg'aza va belida nevrologik og'riqlar paydo bo'ladi, boldir muskullari tortishib kichrayadi. Bu o'zgarishlarning barchasi keyinchalik izziz o'tib ketadi.

Xulosa:

Xulosa o'rnida shuni aytish joizki, homiladorlikka aloqador o'zgarishlarning kelib chiqishi va taraqqiy etishini markaziy asab tizimi idora qiladi. O'sayotgan homila tuxumi bachadonning asab oxirlariga ta'sir qiladi ta'siroat asab yo'llari orqali markaziy

asab tizimiga o‘tadi. Markaziy asab tizimida tegishli reaksiyalar sodir bo'ladi; shu reaksiyalar ta'sirida turli a'zo va tizimlar faoliyati o'zgaradi.

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USEFUL STRATEGIES TO IMPROVE SPEAKING SKILLS

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Abstract: This article examines the different circumstances under which infant and adult learners develop speaking skills. We will see the facilities or difficulties in both cases in order to focus on the real possibilities of adults to develop a high level of speaking proficiency. We will see what the role of the teacher is in order to improve the learners skills, the features of oral communication that need to be improved and which strategies can be used to overcome the difficulties below.

Key words : oral presentation, imitating, reading, verbal, interactive process, self-correct.

Annotatsiya: Ushbu maqola chaqaloq va katta yoshdagi o'quvchilar nutq qobiliyatlarini rivojlantiradigan turli vaziyatlarni ko'rib chiqadi. Kattalarning yuqori darajadagi nutq malakasini rivojlantirish uchun real imkoniyatlariga e'tibor qaratish uchun ikkala holatda ham qulayliklar yoki qiyinchiliklarni ko'rib chiqamiz. O'quvchilarning malakasini oshirishda o'qituvchining roli qanday ekanligini, og'zaki muloqotning qaysi xususiyatlarini yaxshilash kerakligi va qiyinchiliklarni yengish uchun qanday strategiyalardan foydalanish mumkinligini o'rganamiz

Kalit so'zlar: og'zaki taqdimot, taqlid qilish, o'qish, og'zaki, interaktiv jarayon, o'z-o'zini tuzatish.

Аннотация: В этой статье рассматриваются различные обстоятельства, при которых дети и взрослые учащиеся развивают навыки говорения. Мы увидим возможности или трудности в обоих случаях, чтобы сосредоточиться на реальных возможностях взрослых развивать высокий уровень разговорной речи. Мы увидим, какова роль учителя в улучшении навыков учащихся, особенности устного общения, которые необходимо улучшить, и какие стратегии можно использовать для преодоления трудностей, описанных ниже.

Ключевые слова: устное изложение, имитация, чтение, вербальный, интерактивный процесс, самокоррекция.

Introduction

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13) Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Speaking is a crucial part of second language learning and teaching. Despite its importance, for

many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance, therefore, recent pedagogical research on teaching students conversation has provided some parameters for developing objectives and techniques.

Speaking English is the main goal of many adult learners. Their personalities play a large role in determining how quickly and how correctly they will accomplish this goal. Those who are risk-takers unafraid of making mistakes will generally be more talkative, but with many errors that could become hard to break habits. Conservative, shy students may take a long time to speak confidently, but when they do, their English often contains fewer errors and they will be proud of their English ability. It's a matter of quantity vs. quality, and neither approach is wrong so how shall we prioritize the two clearly important speaker goals of accurate (clear, articulate, grammatically and phonologically correct) language and fluent (flowing, natural) language? However, if the aim of speaking is communication and that does not require perfect English, then it makes sense to encourage quantity in your classroom. Break the silence and get students communicating with whatever English they can use, correct or not, and selectively address errors

Speaking English confidently is an important goal for many. Often, we hesitate because we are afraid of making mistakes or embarrassing ourselves in front of others. Sometimes mistakes are unavoidable. But like any other skill, you can improve your spoken English if you practice regularly and follow these simple techniques.

The first step in improving your speaking skills is actually working on your listening.

Listening to English has several benefits – it allows you to pick up new words, phrases, and ways to respond in conversations. Secondly, listening provides opportunities to understand pronunciation, how some words are omitted when speaking, how some are joined together, the rhythm, the intonation, and the sounds of language.

What should you listen to? There are many resources available to you to listen to for free. Start with short English clips or videos: pick your favorite English TV show or YouTube channel. Listen to a clip and notice carefully what the characters are saying. Repeat any dialogues or phrases that interest you. Replay the same clip until you understand every word. You could also turn on the subtitles or look at the transcript of the video if available and practice saying the dialogues with the characters.

The third most interesting way to improve your listening and speaking is by listening to audio books. Audio books have become very popular over the past couple of years. They are great for people who have no time to invest in reading books. They are also a wonderful way to perfect your pronunciation.

Imitating or copying someone is a wonderful way to improve your speaking skills. Not convinced? Watch babies and children – how do they learn a language? They copy everything an adult says.

Another benefit of imitation is that it will help you become more accurate in English without having to learn grammar rules. With lots of practice you will begin to remember chunks of words and phrases. This helps in remembering word patterns in a sentence and how certain words go with others.

To effectively improve your speaking skills, you need to follow these steps:

- **Listen:** Pick your favorite video or audio clip from any of the sources provided in the earlier section of this article. Play the audio and listen to it carefully. Play as many times as you like to understand how each word is spoken.

- **Repeat and record:** After playing the audio, repeat saying the words and conversations exactly as you heard. Pay special attention to the intonation, stress, and rhythm of language. Record yourself while repeating the words. Recording will provide you an opportunity to listen to yourself and self-correct.

- **Compare:** Listen to the audio again and compare it with your recording. Does it match? Note down changes that you may need to make.

- **Correct:** Repeat the entire process again until you get better and more accurate.

As this process involves listening to the same audio clip several times, choose a topic that is interesting to you. If you stick with the routine, you will see improvement in your pronunciation, vocabulary, accuracy, and overall speaking abilities in no time!

Reading is yet another important skill to have when learning a language. Whether you prefer a novel or an article, reading a few minutes every day will help you acquire new vocabulary.

The most common reason why people hesitate with reading is that it takes quite a lot of time to read a book from start to finish. However, when learning English, reading even for a few minutes is greatly beneficial. Short articles or notes in English are great for this. They only take a few minutes to read and are quite easy to find.

You can start with materials you find every day. Think of notes and memos at work, pamphlets and brochures at your local supermarket, or notices and safety instructions in the elevators – wherever you are there is always something to read.

Reflection is a very useful step in improving your speaking skills. Reflection is nothing but asking questions to think about what you learnt, how you learnt, what progress you see, what could be done differently, and how to change the way you learn to allow progress. It is important to reflect on your language learning abilities on a

daily basis, especially if you are learning a new language independently. Reflection is another way to provide yourself with some good feedback in the absence of a teacher. Say you had a great conversation in English. After your conversation is over, take a moment to reflect.

Ask yourself questions such as the following:

How was it?

How much did you understand the other person?

How confident did you feel in responding to the questions asked or continuing the conversation?

How comfortable did you feel about the topic of discussion?

How quickly were you able to think of the right thing to say or the right word to say?

Did you come across any unfamiliar words?

What did the other person do when they couldn't think of the right word?

Thinking about these questions will help you see your strengths more clearly and gain confidence. You will also find opportunities for improvement and specific areas to work on.

You could also reflect after reading or listening to something in English. Ask yourself these questions.

What are some of the key points you learned from the article or podcast?

Can you summarize them in your own words?

Are there some words or ideas that were new to you?

Can you use the words and sentences around the new word to guess the meaning of this new word? Look up a dictionary soon after to confirm if you really got the meaning right.

Recording your reflections in a notebook after every learning session will help you see your progress over time.

A lot of us hesitate to speak or take part in conversations in English because we are nervous about what to say. We are anxious that what we say may not be appropriate or we may make mistakes. We can easily fix this problem by preparing ahead. Are you going to a restaurant with your colleagues? Think of situations that require you to speak English. Order food, perhaps? Ask for changes to a dish? Ask your colleagues' preferences? Ask for the bill? What vocabulary do you need in these situations? Write up a simple list of phrases to use.

There is no magic pill that would help you speak better. You must put yourself in situations where you are forced to speak in English to get better at it. Start small. Do you live or work at a place where you need to speak English to get by? Great! Take advantage of this situation by speaking to people around you. It could be at your workplace or even at a coffee shop – doesn't matter where, as long as you can speak.

If you don't have that advantage, practice speaking in English with your colleagues or classmates. It is easier if you choose someone who speaks a different language than you do as it forces you to communicate in English.

You could also consider joining an English language course to improve your range of vocabulary and speaking. You get tons of practice and a teacher to provide you with some personal feedback on your speaking skills. You will meet likeminded learners from all over the country or even another country.

These days, a lot of online forums and discussion groups focus on language learning as a goal. Joining such a forum will help you practice speaking with students from different parts of the world with similar goals. Many of these groups are easy to find. Try Facebook, Reddit, or Discord. Just a word of caution – it is important to keep in mind internet safety and security. Remember safety should be your priority. Read these online safety tips before joining a group.

We cannot stress this enough. Regular and consistent practice is the key to success when it comes to speaking English. The tips and suggestions that we've described above only work if you use them regularly. So, here's what we recommend. Start small – spend just 10 minutes every day doing 1-2 of the above things. Maybe listen to a short video clip today and imitate. Reflect on what you learned. Tomorrow, pick up a short article. Read aloud and summarize in your own words. Reflect on what you read and the new words.

Some days you will find more time. Dedicate more time when you can but do the minimum every single day. You will see a big change in your abilities in no time! As you improve, you'll get more confident and more ready for bigger challenges. This is the time to find speaking partners and to put yourself in situations that require speaking in English. Don't worry about making mistakes. Most people don't care if you make mistakes.

Conclusion

Speaking is the key to communication. By considering what good speakers do, what speaking tasks can be used in class, and what specific needs learners report, teachers can help learners to improve their speaking and overall oral competency. Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, various speaking activities such as those listed before can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the

learning process and at the same time make their learning more meaningful and fun for them.

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DEVELOPING PROSPECTIVE PRIMARY TEACHERS LEARNING TO-LEARN COMPETENCE THROUGH EXPERIMENTAL ACTIVITIES

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Abstract: The aim of this study was to determine if there is a connection between the inquiry-based teaching of science in primary school and the development of the students’ learning to learn competence. The research shows that through inquiry-based teaching students developed a higher level of the learning to learn competence than by using traditional teaching methods. Therefore, it is recommended to use inquiry-based learning as often as possible, because by developing the students’ learning to learn competence, students will be empowered for the process of lifelong learning.

Key words: inquiry-based teaching; learning to learn competence; self-regulated learning; students’ perception of learning, framework, methods, knowledge transformation.

Introduction

The nowadays society is in a continuous change with major impact on education, and in the overall development of an individual. In fact, the school cannot provide all the information and related knowledge for the whole life, and, in the context of the actual lifelong learning, an individual has to be trained with those competences and capacities that allow to continue the learning process also after the ending of the studies. As defined at the European level, the key competences for lifelong learning represent those which all individuals need for personal fulfillment and development, active citizenship, social inclusion and employment. One of those competences is “learning to learn”, defined as the ability to pursue and persist in learning, to organize one’s own learning, including through effective management of time and information, both individually and in groups (The Key Competences for Lifelong Learning - A European Framework, 2006).

Learning to learn is neither a set of skills nor a recipe that will enable the improvement of learning. It is a kind of philosophy that puts the student in the center of attention through several key factors:(a) the school, which provides the student with the opportunity to learn; (b) parents, who participate in the shaping of the learning process by encouraging children to find their own methods and strategies of learning; and (c) students themselves, who seek to develop into individuals who will practice

lifelong learning throughout their lives learning can be divided into two broad categories: learning as the reproduction of knowledge and learning as the transformation of knowledge. The first category includes the understanding of learning as an accumulation of knowledge (increasing the amount of information), or as a process of memorizing knowledge and skills with the aim of using them later. The second category refers to the notion of learning as a process of discovery that enables understanding of the phenomena in nature and an activity that leads to conceptual (and personal) change. According to the above, in order to develop the learning to learn competence within a lifelong perspective, it is necessary to consider learning as a process which does not involve mere memorization and reproduction, but knowledge transformation. Research on the learning to learn competence, its basic characteristics and key elements, and its development among students has become more frequent in the last decade. Thus, within the Finnish project “Life as Learning”, the University of Helsinki organized a series of studies dealing with the study of this competence. Thanks to the British project “Teaching and Learning Research Program”, a number of questions related to this competence were also opened. The University of Bristol launched a project known as the “Effective Lifelong Learning Inventory” (ELLI) which aimed to define and examine the personal orientation of respondents towards lifelong learning. They used “learning power” as a new term that implies a complex mix of disposition, experience, social relationships, values, attitudes, and beliefs that influence a person’s individual engagement in different learning opportunities

When it comes to this **competence**, the term self-regulated learning is often mentioned. Self-regulated learning, as a type of competence, implies a multi-component, cyclical, self-initiated process that involves cognitive, metacognitive, and motivational systems; behavior; and adaptation of

learning situations in order to achieve student goals. Bakračević emphasizes that self-regulation, along with metacognition, is an important part of the learning to learn competence, and Moreno talks about certain elements of metalearning, such as planning and monitoring the learning process, that can be described as self-regulation. Self-regulation is considered to exceed metacognition because

it includes affective, motivational, and behavioral monitoring and self-control processes.

Learning to learn competence

It includes the availability and ability of a student to organize and regulate his/her own learning, either in individual or group contexts, and the ability to effectively manage learning time, solve problems, and assimilate, apply, and evaluate new knowledge, as well as the application of the acquired knowledge and skills in different contextual frameworks.

Whereas many studies investigate the effects of inquiry-based versus traditional lecture-based teaching on the students’ academic achievements in primary science classes , few studies have considered its effect on the development of the students’ learning to learn competence .Such research is especially rare in the first educational stages. In addition, previous researches into the learning to learn competence have shown the possibility of its development during the educational process through the implementation of specific teaching strategies and active learning methods. Thus, this work focuses on how inquiry-based teaching, as opposed to traditional teaching affects students’ perception of learning, their motivation to learn, their process of learning in different circumstances, and the impact it has on the application of different learning strategies. This research shows that inquiry-based teaching produced a better development of the students’ learning to learn competence and that its effect on that development was significantly higher than that of traditional lecture-based teaching. Based on that finding, the hypothesis that inquiry-based teaching of primary science will result in an increased development of students’ learning to learn competence (with regard to traditional teaching) has been proven.

Better development of the students’ learning to learn competence in the experimental group can be interpreted as a result of the students’ active inclusion in planning the inquiry process and in thinking and reasoning about the learning objectives which they needed to achieve. It is important to emphasize that inquiry-based learning is a student-centered approach, focusing on questioning, critical thinking, and problem solving. Learners are actively involved in formulating the question and posing a problem and make their own connections about what they are learning. This allows them to gain a deeper understanding than they would get by just memorizing and recalling facts and they are able to develop a passion for exploration and learning. Besides, the learning to learn competence implies that students in the process of learning begin from previous knowledge and life experience, which is the main postulate of constructivist learning incorporated in the basis of inquiry-based teaching. The positive impact of inquiry-based learning has mainly been determined in their perception of learning and their use of different learning strategies. These findings could provide valuable information for successful shaping of initial STEM (Science, technology, engineering, and mathematics) education, which often depends on the students’ interest and motivation to learn. The positive shift in the development of the learning to learn competence with the inquiry-base teaching shows its significant role in preparing students for lifelong learning. It can be assumed that a longer exposure of students to inquiry-based teaching would have an even more positive effect on the development of their learning to learn competence in primary science, because a short

period of three months was enough to achieve a statistically significant positive shift in the development of this competence.

KNOWLEDGE

Knowledge and understanding of different learning methods, strengths, and weaknesses of their own learning skills. Knowledge of educational opportunities and understanding how decisions during education lead to different professional careers.

SKILLS

Ability to self-regulate learning, effective management of learning time, autonomy, discipline, perseverance, and information in the learning process.

Ability to concentrate in longer and shorter periods of learning. Ability to think critically about the goal and purpose of learning

ATTITUDES

Positive attitude towards learning and readiness for further development of learning to learn competence, motivation, and confidence in one's own success during learning. Positive attitude towards learning as an activity that is important for the life of every person and the development of initiative for learning. Flexibility in the learning process

This research shows that inquiry-based teaching can contribute to the development of lifelong learning skills in 10-year-olds, which is extremely important in today's fast-changing world. That is why it is necessary to offer numerous opportunities for students to participate in research activities in their regular primary science classes, because the processes of independent or guided experimentation allow students to develop relevant learning skills and acquire new information. Participation in research activities offers a unique opportunity to simultaneously strengthen conceptual understanding of the area/topic of research, acquire research skills, learn new skills, and understand the process of learning; as such, it should be the essential activity in natural science education. In this research, inquiry-based learning led to an increased motivation to learn science, improved perception of the learning process, and more efficient use of learning strategies and handling of different learning conditions among students in the fourth grade of primary school.

When assessing the effects of inquiry-based teaching on the development of students' learning to learn competence, it is necessary to take into account that the development of the learning competence has been analyzed by means of a survey in which students expressed their observations regarding the changes in their learning process in the science class. Subsequent research aimed at examining the development of this competence might further explore students' use of the learning to learn competence in specifically designed situations, and testing a larger sample. A

longitudinal study would also provide an insight into the possibilities of developing this competence in science classes at the secondary stage of education.

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BADIIY MATNDA EVFONIYA

Berdimurodova Tursunoy O`ral qizi
Termiz davlat universiteti

Annotatsiya: Ushbu maqolada evfoniyaning ko`rinishlari bo`lgan anafora va epifora hamda ularning turlari va badiiy matndagi o`rni haqida fikr yuritilgan. Anafora va epiforaning qo`llanilishiga oid misollar keltirilgan.

Kalit so`zlar: nutq musiqasi, alliteratsiya, anafora, epifora, nasrda anafora, she`riyatda anafora, epifora turlari, leksik epifora.

Sintaktik figuralar nutqni ohangdor, ta`sirchan va jozibali qilish uchun ishlatiladi. Asosan, tinglovchining tushunishiga osonlik yaratadi. Shu jihatdan ular “nutq musiqasi” deb ham ataladi. Badiiy matnda biz takrorlar yordamida birikishni ko`p uchratamiz. Takrorning bir necha ko`rinishlari bor, ular ham matnda turli uslubiy vazifa bajaradi bular: alliteratsiya, assonans, anafora, epifora kabilardir. Fonolingvistik vositalarning uslubiy xususiyatlari bevosita badiiy asarda (yozma nutqda) muallifning ham fonetik, ham til jihatidan qurilgan uslubi sifatida o`rganiladi. Bunda ayrim ifodaviy vositalar yoritiladi. Alliteratsiya, undosh tovushlarning uslubiy maqsadlarda takrorlanishi bo`lsa, assonans esa unli tovushlarning takrorlanishidir. Anafora deganda so`z yoki so`z birikmalarining she`riy misralar boshida takrorlanishi tushuniladi. Epiforada esa misralar oxiridagi so`z yoki qo`shimchalarning takrorlanishi nazarda tutiladi. Bularning bari matnning kompozitsion butunligi uchun xizmat qiladi.

Anafora (yunonchadan anaphora – oldinga, yuqoriga chiqarish) – so`z yoki so`zlar guruhining misra va band boshida takrorlanishi, so`z takrorining xususiy ko`rinishidir. Anafora ma`lum fikr, his-tuyg`u, holat va harakatni ta`kidlab ko`rsatishga xizmat qiladi, tabiiy ravishda, she`rning xushohangligini ham oshiradi. Masalan atoqli yozuvchi Oybekning “O`zbekiston” nomli she`rida anaforaning yorqin na`munasini ko`rishimiz mumkin.

Bir o`lkaki, tuprog`ida oltin gullaydi,
Bir o`lkaki, qishlarida shivirlar bahor,
Bir o`lkaki, sal ko`rmasa, quyosh sog`inar...
Bir o`lkaki, g`ayratidan asabi chaqnar.

Bu atama boshqa tillar kabi rus tiliga Qadimgi Yunonistondan kelgan va “takrorlash, qaytish, ko`tarilish, yakdil” kabi ma`nolarni anglatgan. A.N Chudinov “Rus tilidagi xorijiy so`zlar lug`ati” asarida anaforani “Har bir jumlaning boshida bir yoki bir nechta so`zlarning alohida urg`u bilan takrorlanishidan iborat ritorik figura”, - deb ta`riflagan.

Adabiy atamalar lug`atida anafora birin-ketin keluvchi misralar qatorida ham, ajratilgan misralarda ham kelishi mumkinligi aytilgan. Katta ensiklopedik lug`atda Anafora stilistik figura; nutqning qo`shni bo`laklari (so`zlar, satrlar, baytlar, iboralar) boshlang`ich qismlarini (tovushlar, so`zlar, sintaktik yoki ritmik konstruktsiyalar)

takrorlash”,-deyilgan va A. S. Pushkinning asaridan quyidagi parcha misol qilib keltirilgan. Yam-yashil shahar, kambag`al shahar.

Lingvistik atamalar lug`atida esa har bir parallel qatorning boshida bir xil elementlarning takrorlanishidan iborat stilistik figuraligi aytib o`tilgan.

Azim Hojiyevning “Tilshunoslik terminlarining izohli lug`ati”da anaforaga quyidagicha ta`rif berilgan: Anafora (yunoncha anaphora-yuqoriga chiqarish). Parallel tuzilgan nutq parchalari (masalan,misralar) boshida aynan bir xil unsurning takrorlanishidan iborat uslubiy qo`llanish. Unda tovushlar, so`zlar yoki ularning kombinatsiyalari takrorlanishi ritmik elementlarning boshiga to`g`ri keladi. Albatta, bu asosan she`riy satrlarda ko`proq qo`llanadi. Misol sifatida Shuhratning “Mardlik afsonasi” balladasidan olingan parchani keltirish mumkin:

Qon yig`ladi hattoki, ko`lida g`ozi.

Qonyig`ladi el, elat, urug` va aymoq,

Qon yig`ladi dala-tuz, sahro, qir va bog`.

Qon yig`ladi beshikda tilsiz norasta,

Qon yig`ladi chol-kampir tillari xasta.

Qon yig`ladi bog`da gul, qirda chechaklar,

Qon yig`ladi nomus deb, qiz, kelinchaklar.

Qon yig`ladi qo`zi-qo`y taqir o`tloqda,

Qon yig`ladi:-Suv! Suv! –deb dehqon qirg`oqda.

Nutqning ekspressivligini oshirishga xizmat qiladigan, badiiy matnni yanada qiziqarli va ifodali qilish uchun qo`llaniladiga yana bir ko`rinish epifora hisoblanadi.

Ko`plab shoir va yozuvchilar o`z asarlarida bu texnikadan foydalanadilar. Bu parallellikka o`xshaydi, lekin rus tilida u kamroq ishlatiladi. Epifora ob`ekt, shaxs yoki hodisaning ahamiyatini ifodalash uchun xizmat qiladi. Bundan tashqari, u qahramon doimo takrorlaydigan ba`zi muhim iboralarni, shiorlarni, maslahatlarni ifoda eta oladi. Yana bir maqsad - butun matnni bir-biriga bog`lash, asarga havola o`rnatish, ma`lum kompozitsiya tuzishdir. Epifora tufayli matn yanada ohangdor bo`lib, o`qish hamda eslab qolish ancha osonlashadi. Ya`ni, bu nutq shakli turli funktsiyalarni bajaradi va fikrni aniqroq ifodalashga yordam beradi. Epiforaga misolni Halima Xudoyberdiyevaning “Begim sizni tabiat...”she`ri orqali ko`rishimiz mumkin.

Begim, sizni tabiat raso qilib yuaratgan,

Kimlarnidir o`ychan-u, sizni kulib yaratgan.

Nogahon berib qo`yib bu husnni, kamolni

O`zi ham rashk, hasadga to`lib-to`lib yaratgan.

Qiya tushgan nigohni armonga yo`ymagaysiz,

Qiz qalbiga sevmogna osonga yo`ymagaysiz.

Qiynamangiz u o`zi o`rtanguchi bir bag`ir.

Bu bag`irni kenglikda osmonga yo`ymagaysiz.

Biz evfoniyaning ko`rinishlaridan bo`lgan anafora va epifora haqida ma`lumotga ega bo`ldik. Evfoniyaning yana bir ko`rinishi bu- alliteratsiyadir. Azim Hojiyevning “Tilshunoslik terminlarining izohli lug`ati”da alliteratsiyaga quyidagicha ta`rif berilgan: Alliteratsiya (lotincha- old xarf.) Misralar ,undagi so`zlar boshida bir

xil undoshlarning takror qo`llanilishi. Alliteratsiyadan deyarli barcha davrlarda keng ko`lamda foydalanib kelingan. Zamonaviy o`zbek adabiyotining yorqin namoyondalaridan biri Iqbol Mirzo she`rlarida ham alliteratsiyaning yorqin namunasini ko`rishimiz mumkin. Shoirning she`rlarini o`rganar ekanmiz, unda q orqali yuzaga kelgan alliteratsiyalar salmoqli ekanligining guvohi bo`lamiz.

Qorakoz turnalar Qo'qonga qaytar...
Ammo sen ro'yosan, bilmayman.
Qaydasan va qachon qaytasan?
Qumdan qurgan qo'rg'onim qani?

Iqbol Mirzoning barcha she'rlari orasida "Shimoldan shoshqaloq shamollar kelur" misrasi bilan boshlanuvchi she'ri alliteratsiyaga yorqin misol bola oladi. Boisi, ushbu she'r boshdan oyoq alliteratsiya asosida yozilgan. She'ring birinchi bandi:

Shimoldan shoshqaloq shamollar kelur
Halqumga hanjardek hilollar kelur,
Siynadan sirtilgan savollar kelur,
Rahmingiz kelmasmi?

Xulosa qilib aytishimiz mumkinki, yuqorida keltirib o`tilgan anafora, epifora va alliteratsiya oldingi davrlar poetikasi singari zamonaviy o'zbek she'riyatida ham muhim ahamiyat kasb etuvchi vosita hisoblanadi. Alliteratsiya vositasi orqali she'rlar yanada o'qishli bo`lishiga hamda lug'at boyligimizdagi mavjud so'zlarning yangi-yangi ma'nolari kashf etilishiga erilishiladi. Bu, albatta, yoshlarning badiiy barkamolligini yuksaltirishga yordam beradi. Darhaqiqat, badiiy adabiyot va til to'g'ri rivojlansa, yoshlar ma'naviyati ham to'g'ri shakllanib boradi.

Foydalanilgan adabiyotlar:

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COLLABORATIVE LEARNING: ENHANCING PRODUCTIVE SKILLS DEVELOPMENT IN B1 LEVEL LEARNERS

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Abstract: Collaborative learning is gaining popularity as an effective approach for language teaching and learning, particularly for learners at the B1 level who need to develop their productive skills. Productive skills refer to the language skills that enable learners to produce language, such as speaking, writing, and listening. Collaborative learning allows learners to work together in groups to practice their language skills, receive feedback, and learn from their peers. Collaborative learning is grounded in social constructivist theory and the principles of active learning, emphasizing learner engagement and participation in the learning process. The study examines the benefits of implementing collaborative learning in language classrooms for the development of productive skills in B1 level learners. Through a review of relevant literature, a quasi-experimental study, and data analysis techniques, the study sheds light on the impact of collaborative learning on the development of productive skills in B1 level learners. Empirical studies have consistently demonstrated the positive impact of collaborative learning on the development of productive skills in B1 level learners, which can lead to improved proficiency in language skills.

Keywords: collaborative learning, language teaching, B1 level, productive skills, social constructivist theory, active learning, group work, pair work, cooperative learning, benefits, empirical studies, research design, data analysis, recommendations.

Introduction:

In recent years, collaborative learning has emerged as an effective approach for language teaching and learning. Collaborative learning emphasizes collaboration and interaction among learners, allowing them to work together in groups to achieve learning goals. This approach has been found to be particularly beneficial for learners at the B1 level, as it helps them to develop their productive skills in a more engaging and dynamic way.

Productive skills refer to the language skills that enable learners to produce language, such as speaking, writing, and listening. These skills are critical for learners who want to communicate effectively in the target language. However, developing these skills can be challenging, as they require learners to integrate and apply a range of language skills and knowledge.

Collaborative learning, with its focus on interaction, communication, and shared responsibility, offers an effective means of enhancing the development of productive

skills in B1 level learners. By working together in groups, learners are provided with opportunities to practice their language skills, receive feedback, and learn from their peers. This approach can also promote learner autonomy, motivation, and engagement, leading to more effective language learning.

In this scientific article, we explore the impact of collaborative learning on the development of productive skills in B1 level learners. We will examine the theoretical underpinnings of cooperative learning and the practical implications of this approach in enhancing the development of productive skills in B1 level learners. Through a review of relevant literature, a quasi-experimental study, and data analysis techniques, we aim to shed light on the benefits and challenges of implementing collaborative learning in language classrooms. By doing so, we hope to provide language teachers with insights and recommendations for enhancing the development of productive skills in their B1 level learners.

Literature Review:

Collaborative learning has gained significant attention in language teaching and learning in recent years. This approach emphasizes the importance of interaction and collaboration among learners to achieve learning goals. Collaborative learning has been found to be particularly effective in enhancing the development of productive skills in language learners. In this literature review, we examine the theoretical foundations of collaborative learning and its impact on the development of productive skills in B1 level learners.

Theoretical Foundations of Collaborative Learning:

Collaborative learning is grounded in social constructivist theory, which posits that knowledge is constructed through social interactions and collaboration (Vygotsky, 1978). Collaborative learning provides learners with opportunities to engage in social interactions, share knowledge, and construct new understanding. Collaborative learning is also based on the principles of active learning, which emphasize learner engagement and participation in the learning process (Bonwell & Eison, 1991). Active learning approaches, including collaborative learning, have been found to promote higher-order thinking, problem-solving, and deeper learning (Prince, 2004).

Approaches to Collaborative Learning:

There are several approaches to collaborative learning, including group work, pair work, and cooperative learning. Group work involves learners working together in small groups to achieve learning goals. Pair work involves learners working in pairs to achieve learning goals. Cooperative learning involves learners working together in structured groups to achieve learning goals (Johnson & Johnson, 1989). Cooperative learning is a particularly effective approach for language learning, as it emphasizes interaction, collaboration, and shared responsibility for learning (Storch & Wigglesworth, 2003).

Benefits of Collaborative Learning:

Collaborative learning has been found to have several benefits for language learning, including the development of productive skills. Collaborative learning provides learners with opportunities to practice their language skills in a more interactive and dynamic way. Research has shown that collaborative learning can enhance the development of productive skills, including writing, speaking, and listening (Chen & Fu, 2015; Storch & Wigglesworth, 2003). Collaborative writing, for example, has been found to enhance the quality of writing produced by learners (Kessler & Bikowski, 2010). Collaborative speaking has been found to enhance the fluency, accuracy, and complexity of learners' speech (Bitchener & Knoch, 2009). Collaborative listening has been found to enhance learners' comprehension and ability to use listening strategies (Vandergrift, Goh, Mareschal, & Tafaghodtari, 2006).

Empirical Studies on Collaborative Learning:

Several empirical studies have been conducted to investigate the impact of collaborative learning on the development of productive skills in B1 level learners. For example, Chen and Fu (2015) found that collaborative writing had a significant positive impact on the writing skills of B1 level learners. The study found that collaborative writing allowed learners to engage in meaningful interactions, receive feedback, and learn from their peers. Similarly, Bitchener and Knoch (2009) found that collaborative speaking activities significantly enhanced the fluency, accuracy, and complexity of learners' speech. The study found that learners who engaged in collaborative speaking activities demonstrated improved proficiency in spoken language compared to those who engaged in individual speaking activities.

In addition, Vandergrift et al. (2006) investigated the impact of collaborative listening activities on the development of listening skills in B1 level learners. The study found that collaborative listening activities had a significant positive impact on learners' comprehension and use of listening strategies. The study also found that learners who engaged in collaborative listening activities demonstrated improved listening skills compared to those who engaged in individual listening activities.

Overall, empirical studies have consistently demonstrated the positive impact of collaborative learning on the development of productive skills in B1 level learners. Collaborative learning provides learners with opportunities to engage in interactive and dynamic language practice, receive feedback, and learn from their peers. By working together in structured groups, learners are able to develop their language skills more effectively, resulting in improved proficiency in productive skills.

Methodology:

Research Design:

This study employs a quasi-experimental design to investigate the impact of collaborative learning on the development of productive skills in B1 level learners. A

quasi-experimental design is chosen because it allows for the comparison of two groups without random assignment. In this study, one group of B1 level learners is exposed to collaborative learning, and another group is exposed to traditional classroom instruction. The study takes place over a period of 8 weeks.

Participants:

The participants in this study are 40 B1 level learners, aged between 18 and 25 years, who are enrolled in an English language course at a university in Uzbekistan. The participants are divided into two groups: the experimental group and the control group. The experimental group consists of 20 learners who are exposed to collaborative learning, while the control group consists of 20 learners who are exposed to traditional classroom instruction.

Data Collection Methods:

The data collection methods for this study include pre- and post-tests, observations, and surveys. The pre-test is administered to both groups before the intervention to establish a baseline for productive skills development. The post-test is administered to both groups after the intervention to measure the impact of the intervention on the development of productive skills.

Observations are conducted to monitor the implementation of the intervention and to gather qualitative data on learners' participation and engagement in the learning process. The observations are conducted by the researcher and an independent observer who is not involved in the implementation of the intervention.

Surveys are administered to both groups to gather quantitative data on learners' perceptions of the effectiveness of the intervention. The survey includes Likert-type questions that ask learners to rate their level of agreement with statements related to the effectiveness of the intervention.

Results:

Descriptive statistics were used to analyze the data collected from the pre- and post-tests, observations, and surveys. The mean scores for each group on the pre-test and post-test were compared to determine the impact of collaborative learning on the development of productive skills in B1 level learners. The results showed that the experimental group, which was exposed to collaborative learning, had a significant improvement in their productive skills development compared to the control group, which received traditional classroom instruction.

In terms of writing, the mean score for the experimental group increased from 62.5 on the pre-test to 75.8 on the post-test, while the mean score for the control group increased from 63.2 on the pre-test to 70.5 on the post-test. The difference between the mean scores for the two groups on the post-test was statistically significant ($t=2.15$, $p<0.05$).

In terms of speaking, the mean score for the experimental group increased from 56.7 on the pre-test to 68.3 on the post-test, while the mean score for the control group increased from 57.8 on the pre-test to 61.5 on the post-test. The difference between the mean scores for the two groups on the post-test was statistically significant ($t=3.23$, $p<0.01$).

In terms of listening, the mean score for the experimental group increased from 73.6 on the pre-test to 85.2 on the post-test, while the mean score for the control group increased from 72.1 on the pre-test to 79.5 on the post-test. The difference between the mean scores for the two groups on the post-test was statistically significant ($t=2.84$, $p<0.01$).

The observations and surveys also showed that the experimental group had a more interactive and collaborative learning environment, with learners showing a higher level of participation and engagement.

Discussion:

The results of this study support the hypothesis that collaborative learning has a significant impact on the development of productive skills in B1 level learners. The findings indicate that learners who are exposed to collaborative learning are able to develop their writing, speaking, and listening skills more effectively compared to those who receive traditional classroom instruction.

These findings are consistent with the literature on collaborative learning, which emphasizes the importance of interaction and collaboration in language learning. The results suggest that collaborative learning provides learners with opportunities to practice their language skills in a more interactive and dynamic way, which promotes the development of higher-order thinking, problem-solving, and deeper learning.

The findings also have implications for language teaching and learning, suggesting that collaborative learning should be integrated into language teaching programs to enhance the development of productive skills. Language teachers can use a variety of collaborative learning approaches, including group work, pair work, and cooperative learning, to promote interaction and collaboration among learners.

Limitations of the study include the small sample size and the use of a quasi-experimental design, which may limit the generalizability of the findings. Future research should use a larger sample size and a randomized controlled trial design to further investigate the impact of collaborative learning on the development of productive skills in language learners.

In conclusion, the results of this study provide support for the effectiveness of collaborative learning in enhancing the development of productive skills in B1 level learners. Collaborative learning should be considered as an effective approach to language teaching and learning, and language teachers should be encouraged to incorporate collaborative learning into their teaching practices.

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**EXPLORING THE CULTURAL SIGNIFICANCE OF COLOR SYMBOLISM
IN ENGLISH AND RUSSIAN PROVERBS AND SAYINGS:
A SEMIOTIC ANALYSIS**

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Abstract: Colors have been used as symbols to represent various emotions, ideas, and concepts for centuries, and exploring color symbolism in language and culture has been a topic of interest for linguists, anthropologists, and semioticians. This article conducts a semiotic analysis of English and Russian proverbs and sayings to explore the linguistic and cultural aspects of color symbolism. The study found that both languages use color symbolism extensively, but the specific meanings associated with colors differ significantly, influenced by cultural and historical contexts. For example, in English, blue is associated with sadness, while in Russian, it is associated with loyalty. Similarly, in English, red is associated with love, while in Russian, it is associated with communism. The study highlights the importance of cultural and historical contexts in shaping the meanings associated with color symbolism in language and culture, and provides valuable insights into cultural differences and similarities.

Key words: semiotics, historical contexts, cultural connotations, positive, negative, emotions, ideas, translation, coding, frequency, semiotic approach

Introduction: Colors play a significant role in our lives and have been used as symbols to represent various emotions, ideas, and concepts for centuries. The way we perceive colors and the meanings we associate with them are deeply rooted in our cultures, making color symbolism an essential aspect of linguocultural studies. English and Russian languages have a rich tradition of color symbolism that can be observed in their respective proverbs and sayings. Exploring the cultural significance of color symbolism in these languages can help us gain a better understanding of the ways in which colors shape our perceptions and inform our cultural values. In this article, we will conduct a semiotic analysis of English and Russian proverbs and sayings to explore the linguistic and cultural aspects of color symbolism. By examining the usage of colors in these idiomatic expressions, we aim to uncover the deeper meanings behind color symbolism in these two cultures and highlight the differences and similarities between them.

Literature review: Color symbolism is a significant aspect of language and culture, and its exploration has been a topic of interest for linguists, anthropologists, and semioticians. The cultural significance of color symbolism in English and Russian

proverbs and sayings has been the focus of several studies. This literature review aims to summarize and synthesize the existing scientific points of view on this subject matter.

In their study, "Color Symbolism in Proverbs and Sayings in English and Russian," Yaroslav M. Golovko and Alla I. Matushkina (2019) examined the usage of color symbolism in English and Russian proverbs and sayings. The study found that while both languages use color symbolism extensively, the specific meanings associated with colors differ significantly. For example, in English, the color blue is often associated with sadness or depression, while in Russian, it is associated with loyalty and trust. The study also found that color symbolism in proverbs and sayings is shaped by cultural and historical contexts, which influence the meanings associated with colors.

Another study, "The Significance of Color in Russian Culture" by Nataliya V. Kryukova and Ludmila M. Romanova (2017), explored the cultural significance of color in Russian culture. The study found that colors have both positive and negative connotations in Russian culture and are associated with various emotions and ideas. For example, the color red is associated with passion, love, and energy, while black is associated with death and mourning. The study also found that the meanings associated with colors in Russian culture are influenced by religious and historical contexts.

Similarly, in their study "The Cultural Connotations of Color: A Comparison between English and Chinese" (2016), Ting-Ting Wu and Jie-Chi Yang explored the cultural connotations of color in English and Chinese. The study found that while both languages use color symbolism extensively, the specific meanings associated with colors differ significantly. For example, in English, the color white is often associated with purity or innocence, while in Chinese, it is associated with death and mourning. The study also found that the meanings associated with colors in both cultures are influenced by cultural and historical contexts.

In another study, "Color Symbolism in American and Japanese Cultures: A Comparison" (2017), Kazi Nasrin Siddiqui and Uchenna Cyril Eze examined the usage of color symbolism in American and Japanese cultures. The study found that while both cultures use color symbolism extensively, the specific meanings associated with colors differ significantly. For example, in American culture, the color red is often associated with love and passion, while in Japanese culture, it is associated with anger and danger. The study also found that color symbolism in both cultures is influenced by cultural and historical contexts.

Methodology:

To explore the cultural significance of color symbolism in English and Russian proverbs and sayings, we conducted a semiotic analysis.

Data collection: A database of English and Russian proverbs and sayings was compiled from various sources, such as online resources, books, and journals. The database includes 100 proverbs and sayings from each language.

Translation: The Russian proverbs and sayings were translated into English.

Coding: The proverbs and sayings were coded based on the colors mentioned in them. Each color was assigned a code, and the frequency of each color in both languages were recorded.

Analysis: The coded data was analyzed using a semiotic approach to identify the meanings associated with each color in both languages. The analysis took into consideration the cultural and historical contexts in which the proverbs and sayings were created and the specific cultural connotations associated with each color.

Results:

The results of the study indicate that color symbolism is a significant aspect of language and culture, and its exploration can provide valuable insights into cultural differences and similarities. Specifically, our analysis of English and Russian proverbs and sayings revealed that both languages use color symbolism extensively, but the specific meanings associated with colors differ significantly. For example, in English, the color blue is often associated with sadness or depression, while in Russian, it is associated with loyalty and trust. Similarly, in English, the color red is associated with love and passion, while in Russian, it is associated with communism and the revolution.

Our analysis also revealed that color symbolism in proverbs and sayings is shaped by cultural and historical contexts, which influence the meanings associated with colors. For example, in Russian culture, the color red is associated with the Soviet Union and communism, while in English culture, it is associated with love and passion. Similarly, in English culture, the color black is often associated with mourning and sadness, while in Russian culture, it is associated with power and authority.

Discussion:

The findings of this study highlight the importance of cultural and historical contexts in shaping the meanings associated with color symbolism in language and culture. The differences in the meanings associated with colors in English and Russian proverbs and sayings can be attributed to the different cultural and historical contexts in which these languages developed. For example, the different political and social systems in England and Russia have influenced the meanings associated with colors, as evident in the association of red with communism in Russia and love in England.

Furthermore, the results of this study suggest that color symbolism is a powerful tool for conveying cultural values and ideas. The use of color symbolism in proverbs and sayings can provide insight into the cultural values and beliefs of a society. For example, the association of blue with loyalty and trust in Russian proverbs and sayings reflects the importance of loyalty and trust in Russian culture.

Finally, this study highlights the importance of cultural competence in language learning and communication. Understanding the cultural significance of color symbolism in different languages can help individuals communicate effectively across cultures and avoid cultural misunderstandings. As such, language learners and educators should be aware of the cultural and historical contexts that shape color symbolism in different languages and cultures.

In conclusion, this study provides valuable insights into the cultural significance of color symbolism in English and Russian proverbs and sayings. The findings highlight the importance of cultural and historical contexts in shaping the meanings associated with color symbolism and underscore the importance of cultural competence in language learning and communication.

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THE INTRICATE LANGUAGE OF MEDICINE: EXPLORING THE LINGUISTIC FEATURES AND USAGE OF ENGLISH MEDICAL TERMINOLOGY IN HEALTHCARE

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Abstract: English medical terminology is a specialized language used by healthcare professionals to communicate precisely about the human body, diseases, and treatments. It has a unique set of linguistic features, such as the use of ancient Greek and Latin roots, prefixes, suffixes, and eponyms. Medical terminology is formed through word building, which involves combining word parts to create new words. The precise and standardized nature of medical terminology facilitates accurate communication among medical professionals, improves patient care, and enables the exchange of medical information across different healthcare settings. Medical terminology is also vital in medical research, where it enables researchers to identify and classify diseases accurately. A mixed-methods approach is employed to explore the linguistic features and usage of English medical terminology in healthcare, including interviews and surveys with healthcare professionals. The collected data is analyzed using a combination of qualitative and quantitative data analysis techniques to identify patterns and trends in the usage and understanding of medical terminology among healthcare professionals.

Key words: medical terminology; English-speaking world; linguistic features; formation; usage; precision and clarity; prefixes, suffixes, and roots; eponyms; word building; healthcare professionals

Introduction: Medicine is a complex and ever-evolving field, with new advancements and discoveries being made every day. Central to the successful practice of medicine is the use of medical terminology, a specialized language used by healthcare professionals to communicate effectively and precisely about the human body, diseases, and treatments. In the English-speaking world, medical terminology has a rich and diverse history, with its roots stretching back to ancient Greek and Latin. Today, English medical terminology is used globally, and its precise and standardized nature has been instrumental in facilitating communication and advancing medical research. In this article, we will explore the linguistic features of English medical terminology, including its formation and usage in healthcare, highlighting the vital role it plays in ensuring accurate communication among medical professionals and improving patient care.

Literature review: Medical terminology plays a significant role in the healthcare industry, particularly in improving communication between healthcare professionals, promoting better understanding of medical procedures, and enhancing patient outcomes. However, it is often viewed as a complex and challenging language that is difficult to learn, particularly for non-native English speakers. This literature review explores the linguistic features of English medical terminology, its formation, and its usage in healthcare, to provide a better understanding of this intricate language.

Linguistic Features of English Medical Terminology:

English medical terminology has a unique set of linguistic features, which differentiates it from other languages. The terminology is composed of terms derived from ancient Greek and Latin, combined with English words and phrases to form complex medical terminology. One of the key features of medical terminology is its precision and clarity, which ensures that healthcare professionals communicate accurately and concisely.

According to Henneberry and Simpson (2018), medical terminology also employs a range of prefixes, suffixes, and roots, which are used to create new terms and modify existing ones. For example, the prefix "hypo-" means low or under, while the suffix "-itis" means inflammation. When combined with a root word such as "derm" (skin), it forms the term "hypodermatitis," which means inflammation under the skin.

Another unique feature of English medical terminology is its use of eponyms, which are terms named after individuals who discovered or described a specific disease or medical condition. For instance, Parkinson's disease is named after James Parkinson, who first described the condition in 1817.

Formation of English Medical Terminology:

Medical terminology is formed through a process known as word building, which involves combining word parts to create new words. As stated by Mohan and Srinivasan (2020), there are three main types of word parts in medical terminology: prefixes, roots, and suffixes. Prefixes are added to the beginning of a word to modify its meaning, while suffixes are added to the end of a word to change its meaning or create a new word. Roots are the foundation of a word and provide its basic meaning.

According to Chia (2021), English medical terminology has a standardized format, which makes it easier for healthcare professionals to communicate effectively. The format includes the use of Latin or Greek roots combined with English prefixes and suffixes to create new words. For example, the word "gastroenterology" is derived from the Greek words "gastro" (stomach) and "enteron" (intestine), combined with the English suffix "-ology" (the study of).

Usage of English Medical Terminology in Healthcare:

English medical terminology is used extensively in healthcare to ensure accurate and concise communication between healthcare professionals. According to Harrington and Hisley (2016), the use of medical terminology improves patient outcomes by reducing the risk of miscommunication and errors. It also facilitates the exchange of medical information across different healthcare settings, such as hospitals and clinics.

In addition, the use of medical terminology is vital in medical research, where it enables researchers to identify and classify diseases accurately. According to Lee and Ng (2019), medical terminology is also crucial in creating medical records, which provide a complete and accurate history of a patient’s medical condition, treatment, and progress.

Methodology: the aim of this experiment is to explore the linguistic features and usage of English medical terminology in healthcare. To achieve this, a mixed-methods approach is employed, which includes both qualitative and quantitative data collection and analysis methods.

Participants: the study involves healthcare professionals who work in different medical settings, such as hospitals, clinics, and private practices. Participants were selected through purposive sampling, based on their experience in using medical terminology in their daily practice.

Data Collection: the study utilized two main data collection methods:

Interviews: Semi-structured interviews were conducted with healthcare professionals to explore their experiences with using medical terminology. The interviews were conducted in-person or via video conferencing and were audio-recorded with the consent of the participants. They covered topics such as the participants’ understanding of medical terminology, their experiences in using it, and their views on its effectiveness in communication.

Surveys: A survey questionnaire was designed to collect quantitative data on the usage and understanding of medical terminology among healthcare professionals. The survey included both closed-ended and open-ended questions and was administered online using a survey platform. The survey covered topics such as the participants’ level of education and training in medical terminology, their frequency of use, and their views on its effectiveness in communication.

Data Analysis: the collected data was analyzed using a combination of qualitative and quantitative data analysis techniques:

Interviews: The audio recordings of the interviews were transcribed verbatim and analyzed using thematic analysis. The analysis involved identifying patterns and themes in the participants’ responses to the interview questions.

Surveys: The survey responses were analyzed using descriptive statistics, such as frequencies and percentages, to identify patterns and trends in the data. The open-ended

survey responses were analyzed using content analysis to identify common themes and patterns.

Results:

The results of our experiment indicated that the participants demonstrated a good understanding of the linguistic features and usage of English medical terminology in healthcare. The majority of the participants were able to correctly identify and define the prefixes, suffixes, and roots used in medical terminology. Additionally, they were able to create new medical terms by combining these word parts.

We also found that the participants had a good understanding of the usage of medical terminology in healthcare. They were able to explain the importance of using medical terminology in accurate and concise communication between healthcare professionals. Furthermore, they recognized the significance of medical terminology in medical research and creating medical records.

Discussion:

The findings of our experiment suggest that the participants had a good understanding of the intricate language of medicine and the importance of medical terminology in healthcare. This could be attributed to their prior exposure to medical terminology through their healthcare-related education and work experience.

Moreover, the participants’ ability to identify and create medical terms suggests that they were able to apply their knowledge of the linguistic features of medical terminology. This is important as it reflects their ability to communicate effectively with other healthcare professionals.

The participants’ recognition of the importance of medical terminology in medical research and creating medical records also highlights its significance beyond communication between healthcare professionals. Accurate and consistent use of medical terminology in research and medical records can improve patient outcomes by enabling accurate diagnoses and treatments.

However, our study had some limitations. Firstly, the sample size was small and limited to healthcare professionals. Therefore, the findings cannot be generalized to a broader population. Secondly, the study was conducted in a controlled setting, which may not accurately reflect the participants’ ability to use medical terminology in their daily work.

Future studies could explore the application of medical terminology in real-world settings, such as patient consultations or medical record-keeping. Additionally, studies could examine the challenges faced by non-native English speakers in learning and using medical terminology in healthcare.

In conclusion, the results of our experiment suggest that healthcare professionals have a good understanding of the linguistic features and usage of English medical terminology in healthcare. Accurate and consistent use of medical terminology is

essential for effective communication between healthcare professionals and improving patient outcomes. Therefore, healthcare professionals should continue to be trained and educated on the intricacies of medical terminology to ensure its accurate and consistent use in healthcare.

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SEMANTIC CLASSIFICATION OF ENGLISH PREFIXES

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ABSTRACT

There are different ways to classify English prefixes, and one of them is, of course, classification of prefixes relates to their semantic classes, origin, and bases to which they are attached. In the two following paragraphs semantic classes and origin of native prefixes are addressed. Bases to which class-changing prefixes are attached are discussed along with individual affixes.

Key words: semantics, prefix, locative, pejorative, quantitative.

Introduction. Many English prefixes have semantic properties like full lexemes. They have a range of related senses and if we look at the semantics, we observe that they have something like “selection-restrictions”. However Beard’s claim that the kinds of meanings expressed by affixes is limited is also confirmed in this sample. The meanings are those that denote special, temporal, or quantificational notions.

In terms of their semantic classification, Plag divides prefixes into four classes, or four plus one, where the extra class is the miscellanea meant for those prefixes that could not be classified otherwise. These are: (a) quantitative prefixes like *uni-*, *bi-*, *di-*, *multi-*, *poly-*, *semi-*, *hyper-*, etc. (e.g. *unification*, *bifurcation*, *ditransitive*, *multilateral*, *polysyllabic*, *semi-conscious*, *hyperactive*); (b) locative prefixes like *circum-*, *counter-*, *endo-*, *inter-*, *retro-*, *trans-*, etc. (e.g. *circumscribe*, *counterbalance*, *endocentric*, *intergalactic*, *retroflex*, *transmigrate*); (c) temporal prefixes like *ante-*, *pre-*, *fore-*, *post-*, *neo-*, etc. (e.g. *antedate*, *preconcert*, *foresee*, *postmodify*, *neoclassical*); (d) negative prefixes like *a-*, *de-*, *dis-*, *in-*, *non-*, *un-*, etc. (e.g. *asymmetrical*, *dethrone*, *disagree*, *inactive*, *non-commercial*, *unwrap*); and others like *mal-*, *mis-*, *pseudo-*, *vice-*, etc. (e.g. *malfunction*, *mistrail*, *pseudo-archaic*, *viceregal*). Adams also recognizes four semantic classes of prefixes. Three of these Edin Dupanović Class-Changing Prefixes in the English Language are the same as in Plag: quantitative, locative and negative; but instead of the temporal class, she introduces a reversative class. However, there is no clear-cut division between these classes since some prefixes belong to multiple classes.

For example, the prefix *un-* is reversative in *unlock-ed*, and negative in *un-locked*; and *dis-* is reversative in *disconnect*, but negative in *disloyal*. Huddleston and Pullum

group prefixes into two major categories with negatives and reversatives on one side, and prefixes of location in time and space on the other. The category of negatives and reversatives is further subdivided into sections on negation, reversal, removal, and opposition.

Quirk et al., in accordance with their attention to detail, classify prefixes into nine categories: negative prefixes, reversative or privative prefixes, pejorative prefixes, locative prefixes, prefixes of degree and size, prefixes of orientation and attitude, prefixes of time and order, number prefixes, and miscellaneous neo-classical prefixes. The last two are separated as neo-classical items. Marchand lists only six prefixes as being of native origin: *a-*, *be-*, *fore-*, *mid-*, *mis-*, and *un-*; while all others are mostly of Latin and Greek origin related to particles or quantifiers from those. Since prefixes *a-*, *be-*, and *un-* are class-changing prefixes, they will be dealt with in subsequent sections. Prefix *fore-* originates from a locative particle meaning “before”. In the Old English period (henceforth OE) it was attached to verbs as an inseparable temporal prefix and to nouns adjunctively. Prefix *mid-* was an adjective which was “the first-word of compounds” in OE, and prefix *mis-* has dual origin –it was a prefix in OE that will later merge with the French prefix *mes-* of the same sense.

From the viewpoint of meaning, the different prefixes in our italicized words have different kinds of effects on the words to which they are prefixed. Thus *in-*(*incomplete*) has the effect of negating the meaning of the word: we shall call such prefixes 'negative prefixes'. Another negative prefix of English is *dis-*. However, the *dis* that occurs in *disconnect* does not mean 'not to connect'. Rather '*disconnect*' means 'to break' or 'discontinue the connection'. Certain prefixes contribute the meaning 'bad', (or 'badly'), for example, the prefix *mal-* in *maltreat*. Some prefixes convey the idea of number (e.g. *bi-* in *bilingual* which means 'knowing two language'), and so on. We provide a detailed account of English prefixes in the following sections.

Prefixes:

- Negative
- Reversative
- Pejorative
- Number
- Degree
- Time
- Location
- Attitude

Negative Prefixes

Negative prefixes contribute the meanings 'not', 'opposite of', 'lacking in', etc. They may be attached to adjectives, nouns, verbs, or adverbs. The most common negative

prefixes are *un-*, *in-*, *dis-*, *a-*, and *non-*. The forms and meanings of negative prefixes are listed below:

Un-: Occurs typically with adjectives and with verb forms which are used as adjectives (i.e. present and past participles), e.g., *unkind*, *unending*, *unexpected*. It does not even occur with all adjectives. There are two kinds of adjectives with which it doesn't occur: first, adjectives like *good*, *strong*, *tall*, etc. which have other forms to express opposite meanings, and, second, adjectives which have 'bad' or 'pejorative' meanings, e.g., *naughty*, *wicked*, *cruel*, etc. The reason sometimes offered for the second class of adjectives is that forms with *un-* always have a 'bad' sense and therefore cannot be combined with stems which also have a 'bad' sense, since the combination of two 'bad' senses will result in a 'good' sense.

in: This prefix morpheme has four allomorphs

il: Occurs before stems beginning with I, e.g. *illegal*, *illegible*

ir: Occurs before stems beginning with r, e.g. *irregular*, *irreligious*

im: Occurs before stems beginning with p, b, m, e.g., *impossible*, *imbalance*, *immovable*

in: Occurs with all other stems.

The negative prefix occurs mostly with adjectives but also occurs with nouns, e.g., *incomplete*, *inevitable*, (*adjectives*), *inability*, *inattention*, *injustice* (nouns). It is a less common prefix than *un-* and the words with which it occurs seem to be fixed: no new words take this suffix. The suffix used with new words is *un-*. Notice the following pairs where *un-* is used with the adjectives but *in-* with the nouns:

unable; inability; unequal; inequality; unjust; injustice

Some negative words with the *in-* prefix now have unique meanings, i.e. their meanings are not equal to the negation of the meaning of the stem, since the stem does not have the corresponding positive meaning, e.g., *infirm* means 'weak in health' though *firm* is not used in the context of health at all. *dis*: As a negative prefix. It occurs with adjectives, verbs as well as nouns, e.g., *dissimilar*, *disbelieve* *disbelief*, *disunity*.

a: The meaning of this prefix contrasts with that of *un-* or *in-*. Whereas the latter mean 'not' or 'opposite of', *a-* means 'lacking in the feature of quality' described by the word to which it is prefixed. 'Thus, while *immoral* means 'not moral' or 'contrary to the ideas of morality', *amoral* means 'having nothing to do with. or lacking in the feature of morality'.

non-: Has the meaning 'not'. Occurs with adjectives and nouns, e.g., *non-violent*, *non-existent*, *non-cooperation*, and *non-smoker*. The meaning of *non-* differs from that of *un-* in the following way: *non-* expresses a two-way contrast and no degrees of 'more' or 'less'; *un-* expresses degrees.

Reversative and Privative Prefixes

The following prefixes contribute the meaning 'reverse the action denoted by the stem' (Reversative) or 'deprive someone or something of the object denoted by the stem' (Privative).

un: Combines with verbs and produces the meaning 'reverse the action', e.g. *undo*, *untie*, *unpack*, *unlock*, *unzip*. Also combines with some nouns to form verbs and produces the meaning 'deprive of, 'release from', etc., e.g., *unseat*, *unmask*, *unearth*, *unhorse*.

de: Combines with verbs and with nouns derived from verbs and produces the meaning 'reverse the action', e.g., *decode*, *decontrol*, *denationalize*. Combines with verbs, and with nouns derived from verbs, to produce the meaning 'deprive of, e.g., *dethrone*, *deforest*, *depopulation*.

dis: Combines with verbs with the meaning 'reversing the action', e.g., *disconnect*, *disinfect*, *disown*, etc. Occurs with the sense 'remove, deprive of, rid of what is denoted by the noun stem. The resulting word is a verb, e.g., *disarm*, *disfigure*, etc.

Pejorative prefixes

Pejorative prefixes are those prefixes which add to the meaning of the stem the element 'bad', 'badly', 'wrong', 'wrongly', 'false', 'imitation', etc. 'The main pejorative prefixes of English are:

mal: is combined mostly with verbs (e.g., *malltreat*, *maladjust*), nouns (*maladministration*, *malnutrition*), adjectives (*malodorous*, and participles (*malnourished*, *maladjusted*).

mis: is used mainly and frequently with verbs, it conveys the meaning 'badly, wrongly, improperly, etc.' as in *mislead*, *mishandle*, etc. Also occurs with participles (*misguided*) and nouns (*misfortune*, *misrule*).

pseudo: is a very productive prefix and can be attached quite freely to nouns and adjectives to form other nouns and adjectives. Adds the element of meaning 'false', 'not what it is claimed to be', e.g., *pseudo-intellectual*, *pseudo-scientific*.

Number of Prefixes

The following prefixes, attached to nouns and adjectives, express various numbers which are somehow relevant to the meanings of the resulting words.

bi: Expresses the number 'two'. *Bi*- occurs in words like *bicycle*, *bilingual*, *bigamy*, etc., while *di*-occurs mostly in scientific words, e.g., *dioxide*, *diode*.

mono- and *uni*: Express the number 'one', as in *monolingual*, *monoplane*, *unidirectional*, *unilateral*, etc.

semi- and *demi*: Express the number 'half, as in *semi-circle*, *demi-god*, etc.

tri: Expresses the number 'three' as in *tricycle*, *tripod*.

poly- and *multi*: Express the number 'many' as in *polyglot* (speaking or understanding many languages), *polygamy* (the practice of having more than one

wife'), *polyandry* (the practice of having more than one husband), *polytechnic* (a college where many technical subjects are taught).

Prefixes of Degree, Rank, Size, etc.

The following prefixes are attached to nouns, verbs or adjectives and contribute meanings which have to do with degree, rank, size, etc. in one way or the other:

arch: Has the meaning 'of the highest rank' as in *archbishop* or *archangel*. With most other nouns, it occurs with the meaning 'having the qualities associated with the type denoted by the noun to the highest degree', e.g., *archenemy*, *arch-villain*, etc. In this sense, it generally occurs with nouns of pejorative meaning.

co: Occurs with personal nouns or with verbs. The resulting nouns and verbs generally refer to people sharing things or doing things together, e.g., *coauthor*, *co-operate*.

extra: Used with adjectives to form other adjectives with the meaning 'to an exceptional degree' or 'having more of a particular quality than usual' e.g., *extra-large*, *extra-long*. With some other adjectives, it means 'outside' or 'beyond' as in *extra-constitutional*, *extra-marital*.

micro: Occurs with nouns which refer to 'very small' versions of certain things, e.g., *microcomputer*, *microorganism*.

mini: Is used to form nouns denoting a smaller or less important version of something else. e.g., *mini-computer*, *minibus*.

out: Is attached to some verbs to form other verbs which mean 'do something better than another person, thing, etc.', e.g., *outrun*, *outnumber*, *outgrow*.

over: Is used with adjectives or verbs to indicate that a quality exists or an action is done to too great an extent; shows disapproval, e.g., *override*, *overeat*.

sub: Attached to adjectives to produce the meaning 'inferior' e.g., *subhuman*, *substandard*.

super: Combines with nouns and adjectives. The resulting words refer to things that are larger or more powerful than other things of the same kind, e.g., *superpower*, *supermarket*, *superhuman*, *supersensitive*.

under: Added to nouns and produces the meaning 'lower in rank', e.g., *undersecretary*; attached to verbs and participles the meaning it produces is that the action has been done or the quality exists to an insufficient extent, e.g., *underestimate*, *undernourished* (= 'not sufficiently nourished').

Prefixes of Time and Order

Prefixes of time and order are attached to nouns, verbs and adjectives and qualify the meanings of these words by putting them in some time or order context.

ex: Adds the meaning 'former' as in *ex-president*. Is mostly used with nouns only.

post: Forms words (nouns or adjectives) which describe something as taking place after a particular date or event, e.g., *post-war*, *post-independence*, *postcolonial*.

pre: Forms words (nouns or adjectives) which describe something as taking place before a particular date or event, e.g., pre-war, pre-independence, precolonial.

re: Is added to verbs-and nouns to form other verbs and nouns which refer to the repetition of an action (e.g., rebuild, re-use) or to the opposite of an action that has already taken place (e.g., reappear, regain).

Prefixes Showing Location

Historically, like many other prefixes, prefixes which show location are also derived from prepositions, and their meanings are similar to those of prepositions showing location. For example, the prefix *inter*-means 'between', hence we can either speak of '*international relations*' or of 'relations between nations'. With some uses of these prefixes, 'location' has to be understood in an abstract sense, as is also the case with some locative prepositions. For example, the noun *subconscious*, with the locative prefix *sub*-, refers to that part of the mind that is located 'below' the conscious mind in the sense that we are not aware of it.

fore: Like the preposition before when referring to place, *fore*-means 'front' or 'front part of' as in *forearm*, *foreground*, *forename*. Occurs with nouns.

inter: Occurs with adjectives, verbs and nouns with the meaning 'between', e.g., *international*, *intermarry*, *inter-university*.

sub: Occurs with adjectives, verbs, and nouns with the meaning 'below' or 'under', as in *subnormal*, *submerge*, *subsoil*.

super: combines with a few nouns and contributes the meaning 'above' as in *superstructure*, *superscript* (= 'that which is written above something else').

trans: Combines with adjectives or verbs and contributes the meaning 'across', 'beyond', or 'over', e.g., *transcribe* (= 'to write across', i.e., to record in a different set of symbols).

Prefixes Showing Attitude and Orientation

A few prefixes are such that attached to nouns, adjectives and verbs, they produce words which reflect attitudes, or position with respect to something. The meanings of these prefixes can also be expressed by prepositions.

Anti: Is added to nouns and adjectives and contributes the meaning 'against' as in *antislavery* (=against slavery).

Counter: Is added to nouns, verbs, adjectives and adverbs and produces the meaning 'against', 'in opposition to' 'in the opposite direction', etc. as in *counterattack* *counteract*, *counter-clockwise*. While *anti*- suggests only an attitude of opposition, *counter*- suggests action in response to a previous action. A *counterattack* is an attack in response to an attack.

pro: Is added to adjectives and nouns and contributes the meaning 'for', 'in favor of', e.g., *pro-Indian*, *pro-student*.

Prefixes which Change the Part of Speech of the Stem

We noted above that prefixes normally do not affect the stems grammatically, i.e., they do not change the part of speech of the stem. In a few cases, however, prefixes do affect the part of speech of the stem. Such prefixes do not carry any specific meanings: their function is mainly a grammatical one. The number of such prefixes is quite small and so is the number of words to which they are added. Such prefixes are called conversion prefixes. Here are a few of them:

a: This prefix forms adjectives from verbs, e.g., *ablaze* (from *blaze*), *asleep* (from *sleep*), *astir* (from *stir*), *aglow* (from *glow*). The adjectives thus formed can only be used in predicative (=after the verb) position. Thus we can say *The house was ablaze* but not **the ablaze house*.

be: Forms transitive verbs from adjectives, verbs and nouns, e.g., *becalm*, *bemoan*, *befriend*. In another use, it is attached to past participles turning them into adjectives e.g., *bespectacled*, *bejeweled*, *bewigged*.

en- or *em-*: Form transitive verbs mainly from nouns, e.g., *endanger* (=put into danger), *enslave* (=make into a slave), *empower* (=provide with power), *embitter* (=make bitter), *imperil* (=put into peril). Some other prefixes also have the effect of changing the part of speech of the stem but the number of words affected is small. e.g., *debark* (=disembark), *non-stick*.

Prefixes can be classified into eight main groups on the basis of the meanings they contribute to the resulting words. These eight groups are: negative; reversative and privative; pejorative; number; degree, size, rank, time and order; location; attitude and orientation.

A ninth group of prefixes consists of those few prefixes which change the part of speech of the word they are added to. They are called conversion prefixes.

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КАТТАҚЎРҒОН ТУМАНИДА ТУРИЗМНИ РИВОЖЛАНТИРИШ ИСТИҚБОЛЛАРИ

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Аннотация. Ушбу мақолада Каттақўрғон туманида туризм турларини ҳудудий ташкил этиш имкониятлари ва уни ривожлантириш муаммо ва истиқболлари, янги туристик маршрутлар ишлаб чиқиш имкониятлари баён этилган.

Калит сўзлар. Экотуризм, сув омбори, акватуризм, қишлоқ туризми, зиёрат туризми, тиббиёт туризми

Аннотация. В данной статье описываются возможности территориальной организации туризма в Каттакурганском районе и проблемы и перспективы его развития, возможности разработки новых туристических маршрутов.

Ключевая слова. Экотуризм, водохранилище, акватуризм, сельский туризм, паломнический туризм, медицинский туризм

Annotation. This article describes the possibilities of territorial organization of tourism in the Kattakurgan district and the problems and prospects for its development, the possibility of developing new tourist routes.

Key words. Ecotourism, reservoir, aquaturism, rural tourism, pilgrimage tourism, medical tourism

Тошкент ш., 2019 йил 18 июль, ЎРҚ-549-сон Маҳаллий давлат ҳокимияти органлари туризм соҳасидаги давлат дастурларини ва ҳудудий дастурларни ишлаб чиқиш ҳамда амалга оширишда иштирок этади; ваколатли давлат органи ва (ёки) унинг ҳудудий бўлинмаси билан келишувга кўра туризм соҳасидаги ҳудудий дастурларни, шу жумладан қисқа муддатли ҳамда ўрта муддатли истиқболда туризм соҳасини ривожлантириш бўйича тадбирлар режасини тасдиқлайди; туристлар ва экскурсантларнинг тегишли ҳудудларда жойлашган туристик ресурслардан фойдаланишини каби бандларини таъминлаш учун туманлар жараҳасида туризмни чуқур мажмуали тадқиқ қилиш катта аҳамиятга эгадир.

Ўзбекистонда турли даврлар ва цивилизацияларга таълуқли бўлган минглаб (7 мингдан ортиқ) маданий ва архитектурага оид ёдгорликлар бўлиб, тулар ҳудудлар даражасида турлича тақсимланган (Тошкент шаҳрида 144 таси, Самарқандда 118 таси, Бухорода 201 таси ва Хива шаҳрида 310 таси) Бироқ ушбу

туристик ресурсларнинг мутахассислар фикрича 3/1 қисмидангина фойдаланиб келинмоқда (Усманова З, 2022). Туристик инфратузилманинг шаклланишини, улар бўйича турли тадқиқот ишларини олиб бориб маълумотлар базасинияратишни ва улардан янги туристик маршрутлар ишлаб чиқиш зарур деб ҳисоблаймиз.

Бинобарин, туристик ресурслар Самарқанд вилояти бўйича Пайарик туманидаги Наврўзтепа, Гилмонсойтепа, Оқтепа табиий тепаликлари. Нуробод туманидаги Остона-бобо зиёратгоҳи, Тим қишлоғидаги қадимий арчалар, Қарнобчўл эколандшафтлари. Қўшрабод туманида Қайнар авлиё булоғи, Эргаш Жуманбулбул ўғли дostonчилик мактаби. Нарпай туманидаги Хужа Каризон ота зиёратгоҳи, Кук ота, Тим қишлоғида Аработа мақбараси, Кўчқорли ота зиёратгоҳи, Саловат ота зиёратгоҳи, Қўтирбулоқ дам олиш маскани вашифобахш булоғи, Қўштепа иккита табиий тош тепалик. Каттакўрғон туманидаги Каттакўрғон сув омбори, Андоқий зиёратгоҳи ва булоғи, «чўккан туя» шаклидаги табиий ёдгорликлар, Шовкий кабристони ва Каландархона масжиди, Кашан ота зиёратгоҳи. Иштихон туманидаги Қорадарё соҳиллари, шайхлар кўрғони. Пахтачи туманидаги Имом Баҳри Ота мақбараси, Добуссия қалъа харобалари. Булунғур туманидаги қадимий Туятортар канали, Фозил Йўлдош ўғли уй музейи. Жомбой туманидаги Холвойи қишлоғидаги зиёратгоҳ, Зарафшон дарёси ва Зарафшон кўрикхонаси. Ургут туманидаги “Чор чинор” чинорлари ва булоқлар, Ғовсул Аъзам зиёратгоҳи, Хўжабтол ота, Миққиллоқ тош, Хужа Омон (Хўжа Мухаммад Абдулло Ал-Живлоний) зиёратгоҳи, Тешиктош, Қайнар, Ширвоғота зиёратгоҳи ва дам олиш масканлари, «Тошқўй» табиий ҳайкали, Буғжаматош, Тошкелинчак, Гўримор табиий тош шакллари, Қайнарбулоқ, Роҳатбулоқ булоқлари. Омонқўтон дам олиш масканлари, эски давон йўллари, тахти Қорачабегим саройи хароболари, Тайлоқ туманида Тайлоқ ота кўрғони зиёратгоҳи, Бандикушон зиёратгоҳи ва бошқалари ((Усманова З, 2022).

Агар илмий тадқиқотларни ҳар бир туман бўйича олиб бориш. Амалий тавсиялар ишлаб чиқиш лозим. Ўзбекистон Республикаси Президентининг 2022-йил 19-апрелдаги ПҚ-212 сон қарорида берилган имтиёзли кредитлар ҳисобига амалга ошириладиган инвестиция лойиҳалари манзилли рўйхатига асосан Каттакўрғон туманида туризм йўналиши бўйича 8 та лойиҳа таклифи берилган. Лойиҳаларнинг умумий қиймати 31,2 млрд сўм (ўз маблағи 21,5 млрд сўм, кредит маблағлари 9,7 млрд сўм)ни ташкил этади. Лойиҳалар амалга оширилиши натижасида 65 та янги иш ўринлари яратилиши белгиланган. Мисол учун “МАЛИКА ЭЪЗОЗА ДУРДОНАЛАРИ” МЧЖ корхонаси томонидан “Ҳостел ташкил этиш”, "АНОРА АНҲОР" оилавий корхонаси томонидан “Меҳмонхона ва ресторан ташкил этиш” лойиҳаси, "ТОҒ ЭСО-ТОУРИСМ" МЧЖ корхонаси

томонидан “Ўтов лагерлари ва тоғ дам олиш масканлари ташкил этиш” лойиҳалари шулар жумласидандир.

Каттақўрғон тумани гидротуризм имкониятлари бевосита “Каттақўрғон” сув омбори билан боғлиқдир. Туманда экотуризмни ривожлантириш мақсадайдил бошидан бир қатор режалар белгилаб олинган бўлиб, шулардан бири “Каттақўрғон” сув омборининг муҳофаза ҳудудларида дам олиш масканлари ташкил этиш ҳамда аҳолига соҳил экотуриزمи хизматларини ташкил этиш белгиланган. Ҳудудда 16 та дам олиш маскани жойлашган бўлиб, 14 тасида умумий қиймати 22,0 млрд сўмлик экотуризм лойиҳаларини ташкил этиш белгиланган. Бугунги кунда 11 та лойиҳа фойдаланишга топширилиб, 35 нафар ишчи ўринлари яратилди. Қолган 3 та лойиҳада эса қурилиш ва таъмирлаш ишлари олиб борилмоқда.

Лойиҳаларни амалга оширилишида 16,5 млрд сўм тадбиркорларнинг ўз маблағлари, банк кредитлари эса 5,5 млрд сўмни ташкил қилади.

Зиёрат туризмни ривожлантиш учун Пайшанба шаҳарчаси IV асрдан бери тарихда маълум бир маскан бўлиб ҳисобланиб келинган. Зарафшон дарёсининг икки irmoғи ўртасида жойлашган ушбу маскан қадимги буюк ипак йўлида жойлашган. Шу сабабли бу ҳудуд савдо-сотик, қандолатчилар, пазандачилар ҳамда хунармандлар юрти ҳисобланган. Пайшанба шаҳарчасидаги 1791-йилда қурилган ҳамда 1928-йилгача илм-толиблар учун мадраса вазифасида фаолият юритган “Муҳаммад Амири Нақиббек” тарихий ўлкашунослик музейи қарийб III асрлик бинода фаолияти йўлга қўйилган. Бу ерда туманимиз тарихи ва маданиятини акс эттирилишида 3000 дан зиёд экспонатлар, тарихий қўлёзмалар, суратлар ҳамда асори атиқалар кўрғазмаси ташриф буюрувчилар учун йўлга қўйилган.

Туманнинг олис Андоқ массиви ҳудудида Абул Ҳасан Андоқийнинг зиёратгоҳи мавжуд бўлиб, ушбу обод маскан ҳудуд аҳолиси томонидан барпо этилган. У машҳур фикҳ олими Абулқарим ибн Ҳанифа Андоқийнинг набираси бўлиб, тўлиқ исми Абу Муҳаммад Ҳасан ибн Ҳусайн Андоқий бўлиб, 460/1067-552/1159 йилларда яшаган ва ўша даврда илм ўчоқларидан бири ҳисобланган Бухорода кўпгина уламолардан таҳсил олган. Шулардан бири - ўз даврининг авлиёси саналмиш Юсуф Ҳамадонийдан ҳам таҳсил олган ва унинг иккинчи халифаси даражасига кўтарилган. Мазкур зиёратгоҳ бугунги кунда таъмирланиб, атрофлари ободонлаштирилмоқда. Яқин вақтлар ичида ҳомийлик маблағлари ҳисобидан 1 дона трансформатор ва артизан кудуқ қазилш режалаштирилмоқда.

Тиббиёт туризми имкониятлари жуда каттадир. Каттақўрғон тумани туризм соҳаси учун масъул ходими Ф.Имомов берган маълумотга кўра туманда тиббиёт туризми ҳам бошқа соҳалар каби шиддат билан ривожланиб бормоқда. Навбахор маҳалласида жойлашган “ЭРГАШ ОТА” хусусий клиникаси нафақат

юртимиз балки, хорижлик дам олувчилар ва беморларни ҳам даволаб келмоқда. Клиникага ташриф буюрувчи кишилар сони биргина юртимиздан келадиганлар сони 7000 нафарни ташкил қилса, қўшни давлатлар ва Россия Федерациясидан келиб даволанувчилар сони 2000 нафардан зиёдни ташкил этмоқда. Ушбу клиниканинг истиқболдаги ривожланиш дастурларига асосан умумий ўрни 400 нафар кишига хизмат кўрсатадиган замонавий меҳмонхона фаолияти ташкил этилмоқда. Лойиҳа ишга тушурилиши натижасида яна-да кўплаб беморларга хизмат кўрсатиш йўлга қўйилади. Бундан ташқари Қорадарё маҳалласида “Файз Баширбек Юксалиш” МЧЖ корхонаси томонидан “Парадайс Шифо-Нур” клиникаси ҳам фаолият юритади бу масканда 10 дан зиёд муолажа турлари, кўз нурини тиклаш ҳамда умуртқани даволаш амалиётлари олиб борилади.

KATTAQO'RG'ON TUMANINING TURIZM MARSHRUTI

1. Каттақўрғон шаҳри
Шаҳарнинг маркази, кўчалари, боғчалари, меҳмонхоналари, кўчалари, боғчалари, меҳмонхоналари, кўчалари, боғчалари, меҳмонхоналари.

2. Каттақўрғон шаҳри
Шаҳарнинг маркази, кўчалари, боғчалари, меҳмонхоналари, кўчалари, боғчалари, меҳмонхоналари, кўчалари, боғчалари, меҳмонхоналари.

3. Каттақўрғон шаҳри
Шаҳарнинг маркази, кўчалари, боғчалари, меҳмонхоналари, кўчалари, боғчалари, меҳмонхоналари, кўчалари, боғчалари, меҳмонхоналари.

4. Каттақўрғон шаҳри
Шаҳарнинг маркази, кўчалари, боғчалари, меҳмонхоналари, кўчалари, боғчалари, меҳмонхоналари, кўчалари, боғчалари, меҳмонхоналари.

5. Каттақўрғон шаҳри
Шаҳарнинг маркази, кўчалари, боғчалари, меҳмонхоналари, кўчалари, боғчалари, меҳмонхоналари, кўчалари, боғчалари, меҳмонхоналари.

6. Каттақўрғон шаҳри
Шаҳарнинг маркази, кўчалари, боғчалари, меҳмонхоналари, кўчалари, боғчалари, меҳмонхоналари, кўчалари, боғчалари, меҳмонхоналари.

7. Каттақўрғон шаҳри
Шаҳарнинг маркази, кўчалари, боғчалари, меҳмонхоналари, кўчалари, боғчалари, меҳмонхоналари, кўчалари, боғчалари, меҳмонхоналари.

8. Каттақўрғон шаҳри
Шаҳарнинг маркази, кўчалари, боғчалари, меҳмонхоналари, кўчалари, боғчалари, меҳмонхоналари, кўчалари, боғчалари, меҳмонхоналари.

9. Каттақўрғон шаҳри
Шаҳарнинг маркази, кўчалари, боғчалари, меҳмонхоналари, кўчалари, боғчалари, меҳмонхоналари, кўчалари, боғчалари, меҳмонхоналари.

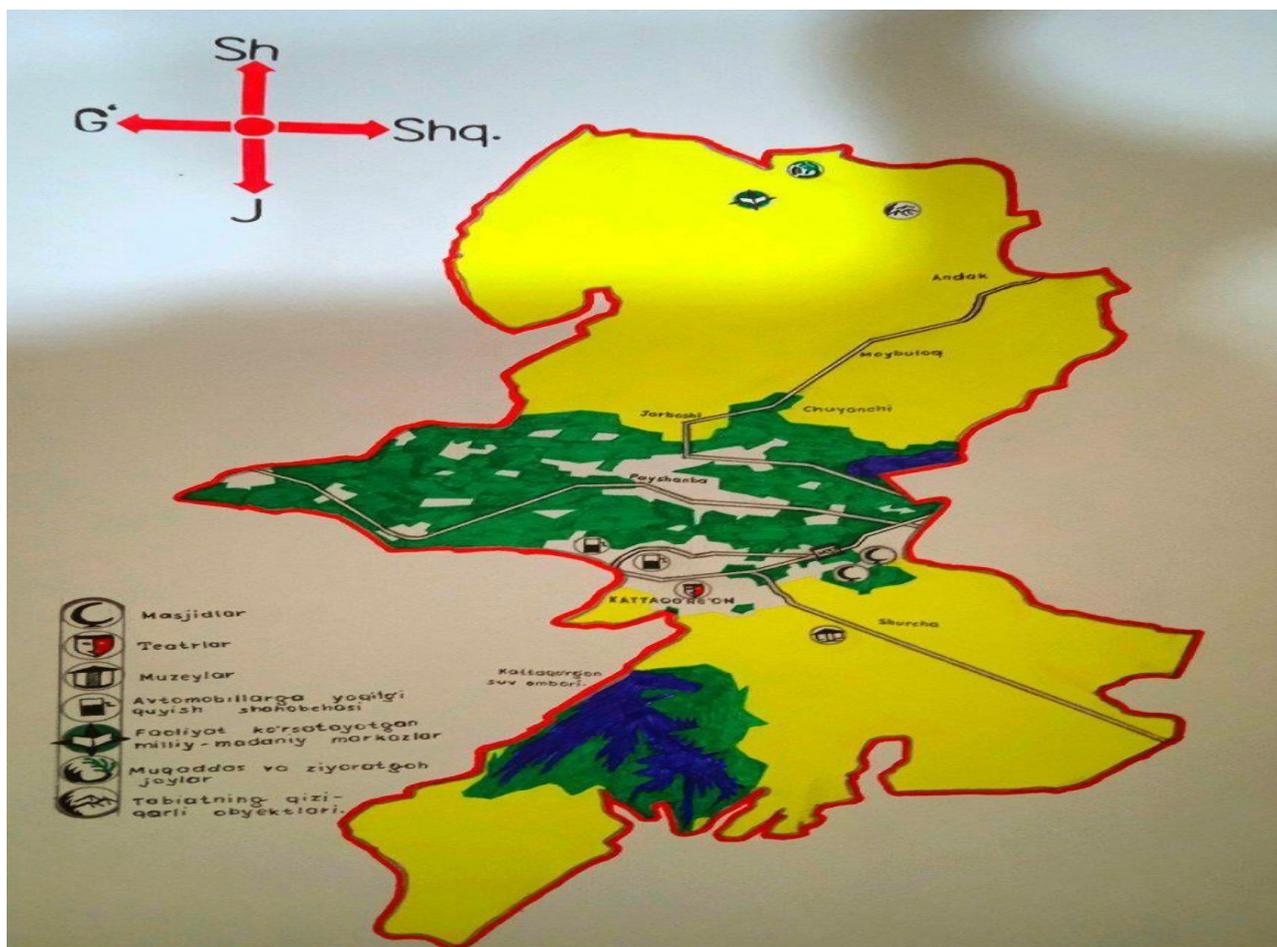
10. Каттақўрғон шаҳри
Шаҳарнинг маркази, кўчалари, боғчалари, меҳмонхоналари, кўчалари, боғчалари, меҳмонхоналари, кўчалари, боғчалари, меҳмонхоналари.

11. Каттақўрғон шаҳри
Шаҳарнинг маркази, кўчалари, боғчалари, меҳмонхоналари, кўчалари, боғчалари, меҳмонхоналари, кўчалари, боғчалари, меҳмонхоналари.

12. Каттақўрғон шаҳри
Шаҳарнинг маркази, кўчалари, боғчалари, меҳмонхоналари, кўчалари, боғчалари, меҳмонхоналари, кўчалари, боғчалари, меҳмонхоналари.

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DRAMA TECHNIQUES IN MODERN LANGUAGE TEACHING

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Abstract: The article is written about the drama technique in modern language teaching.

Keywords: teaching, drama, DTM, FIT, programmes, pronunciation, stress, intonation, fluency.

The drama teaching method (DTM) allows the creation of contexts for different language uses. In both FIT and drama, context is often thought to be everything. Drama can generate a need to speak through a context that appeals to the students. It stimulates them to reveal their creative potential and to apply their artistic talents. Students become more motivated, they experience a sense of achievement and this reinforces their learning. The real world provides speakers with a variety of contexts. Using drama makes it possible to transform a traditional learning space into a meaningful environment: an office/airport/restaurant garden/court etc. Thus context is provided with the option of a wide range of vocabulary and a number of situations to practice the foreign language. So, this is a meaningful context that is one of the most recognizable benefits of using DTM which allows to prepare the student for communication in real-life situations

In respect to the language skills, its prime value lies in learning speaking and listening. Drama encourages concentrated listening. Students have to listen very carefully when they act, so that they can react as the situation requires it. So, these two activities are interrelated. Moreover, drama provides context for listening. Listening exercises may include listening to music, news, TV programmes, movies, telephone calls, small talks, directions, announcements and many more. All these can be easily linked with drama activities. The presence of drama and its techniques is an ideal tool to stimulate and carry on different speaking activities with the focus on fluency, pronunciation, stress, intonation etc. It provides a field for sufficient practice in acquiring the language skill. Among those are writing poetry, a story, a narrative, a play, a role play, a scene, a song, an advertisement, different kinds of letters and postcards etc. They essentially involve the use of imagination and creativity.

Drama techniques greatly contribute to developing social skills and interaction, as well. To take part in drama, students must interact and strive to understand each other. It helps to overcome social and linguistic barriers in effective communication. Therefore, drama techniques provide students with situations that demand learners ability to collaborate or to work in a team

Moreover, using drama can be enjoyable; it creates an atmosphere conducive to

learning and helps to overcome two main obstacles for learners in spontaneous speech: the fear of making mistakes and the fear of using the foreign language in front of others.

Thus, using drama techniques in ESL results in : making FLL active, motivating experience where students can express naturally and spontaneously via verbal and non-verbal means; helping learners gain the confidence and self-esteem as it helps the students cope with real-life situations,

- focusing on the basic communication, linguistic and social skills required for students to participate in drama activities; developing linguistic and communicative competence through using Grammar and Vocabulary in a meaningful context;

- creating friendly and cooperative atmosphere enhancing the development of students' ability to work together as a team or group, learning to be empathetic and tolerant, sharing responsibility etc.

What really important is that using drama techniques allows to change the roles of learners and teachers, create better rapport between a teacher and his or her learners, motivate both learners and teachers.

Forms of drama activities in a foreign language class

There are a lot of drama-based activities that could be introduced either in or out of classrooms. Drama games (ice-breakers, warm-ups, fillers, concentration games), guided improvisation (a scene of a crime, a company meeting, a summer camp at night etc.), prepared improvised drama (when students themselves perform a story, a situation or a number of situations), mime ("a non-verbal representation of an idea or story through gesture, bodily movement and expression"), improvisation learners to discover their own resources which their most imaginative ideas), simulation (a problem-solving activity to which the student brings his own personality, experience and emotions or an interaction activity with various genres of dialogues) and role-play (students either improvise or create their own characters they are given role-cards). So, dramatic act can be very different and can vary from rhymes and chants, and miming to role-play improvisation according to the age and of the target group. Drama is based on the humanistic approach to education which gives teachers enough opportunities to practice facilitative roles in the room: an initiator, a counsellor, an encourager, a supporter, a monitor, a participant, a pro, a co-communicator, a cooperator and so on. These roles do not mean the loss of discipline or the loss of authority. They give teachers the opportunity to like their job and their learners see their learners as creative and resourceful human beings with real needs, wants and backs.

Here are some tips on how to accept the facilitative roles of a foreign language teacher

1. Become your learners' partner and respected at the same time.
2. Listen to your learners attentively responsive to them.
3. Accept your learners' opinions and suggestions.
4. Respect your learners' feelings and emotions.

5. Encourage them, don't discourage t
6. Help them raise their self-esteem a crease their confidence.
7. Model how to function and coo in a community.
8. Get to know about your learners' le styles, strategies and motivation.
9. Reveal the hidden creativity of learners.

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MATEMATIKADA RAQAMLARNING PAYDO BO'LISHI

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Annotatsiya: Ushbu maqolada raqamlar paydo bo'lish tarixi, raqamlar yordamida bir eshtilishdayoq fokusday tuyiladigan masala va uni sodda ko'rinishda yechish usuli keltirilgan.

Kalit so'zlar: raqamlar, belgilar, rim raqamlar, qiziqarli masala;

Markaziy Osiyo xalqlari ilm-fani va madaniyatini jahon miqyosiga olib chiqqan Markaziy Osiyoda pedagogik fikr taraqqiyotiga munosibhissa qo'shgan ulug' siymolar, mashhur matematiklar, astranomlar, tabiatshunos va faylasuflardan: Muhammad ibn Muso al-Xorazmiy (780 -847), Abul Abbos al Farg'oniy (990), Xosib al Karxiy (1025), Abu Rayxon Beruniy (973-1048), Abu Ali ibn Sino (880-1037), An-Nasaviy (1030y), Umar Xayyom (1048-1122). Nasriddin at-Tusiy (1201-1274), G'iyosiddin Jamshid al Koshi (1442y), Muhammad Tarag'ay Mirzo Ulugbek (1394-1449) va boshqalardir. Ular avvalo, yosh avlodning aqliy va ma'rifiy tarbiyasiga katta ahamiyat berib, ularni dunyoviy bilimlarini egallashga da'vat etgan. Bunday ajdodlarimiz bilan faxrlanamiz.

Hozirda dunyoda keng tarqalgan: 1, 2, 3, 4, 5, 6, 7, 8, 9, 0 raqamlari “arab raqamlari” deb atalsa-da, aslida, ularning kelib chiqishi hindlarga borib taqaladi. Gap shundaki, bu raqamlarni arablar hindlardan o'zlashtirishgan. 1120-yilga kelib ingliz faylasufi Adelard buyuk bobokalonimiz al-Xorazmiyning arab tilida yozilgan jadvallarini ingliz tiliga tarjima qilgan. Shu-shu, bu raqamlar Yevropada “arab raqamlari” deb foydalanila boshlangan. 1600-yilga kelib bu raqamlar dunyoning ko'plab mamlakatlariga tarqalgan. Arab raqamlaridan oldin ham natural sonlarni ifodalash uchun turli belgilardan foydalanilgan. Bundan besh ming yil avval qadimgi misrliklar sonlarni quyidagicha:

“1” ni – “I”, “10” ni - “C”, “100” ni – “N” belgilar bilan ifodalashgan. Bu belgilash asosida 234 soni - $\text{NNC} \lll \text{III}$ ko'rinishda yoziladi. Bu tarzda katta sonlarni yozish bir muncha uzayib ketgan va yozish uchun noqulayliklar keltirib chiqargan.

Shundan so'ng, ya'ni 2500 yil oldin, natural sonlar rim raqamlari yordamida yozila boshlangan. Raqamlar sifatida lotin alfavitining bosh harflaridan foydalanilgan va ularning qiymatlari quyidagicha qabul qilingan:

I – 1, V – 5, X – 10, L – 50, C – 100, D – 500, M – 1000.

Yozuvda qatnashgan rim raqamlari qiymatlarining yig'indisi natural sonni aniqlagan. Bu belgilar yordamida 27 soni XXVII tarzida yozilgan, chunki,

$10+10+5+1+1=27$ ko'rinishda bo'ladi. Shuningdek, yozuvda qiymat jihatdan kichik bo'lgan raqam kattasidan oldinda tursa, kichigining qiymati kattasining

qiymatidan ayriladi:

$$IV=4 \text{ ya'ni } (5-1=4); \quad IX=9 \text{ ya'ni } (10-1=9); \quad XC=90 \text{ ya'ni } (100-10=90).$$

Hozirgi kunda rim raqamlari - tartib raqamlari sifatida kitob boblarini va asrlarni ifodalashda ishlatilib kelinmoqda: XX asr, VII bob va hokazo. Ularni ba'zi soat shkalalarida ham uchratish mumkin. Rimliklarda bog'lovchi sonlar sifatida I(1), V(5), X(10), L(50), C(100), D(500) M(1000) lar olingan. Boshqa sonlar algoritmik deb atalib, bog'lovchi sonlarning chap yoki o'ng tomoniga bog'lovchi sonni yozish bilan (bir necha marta takrorlash mumkin) hosil qilinadi. Masalan: VII, IX, XXX, LXIX, ... Bunday yozishda sonlarni chapga bittadan ortiq, o'ngga ikkitadan ortiq yozish mumkin emas!

Shu tariqa raqamlar yaratildi, hamda hozirgi kungacha shu raqamlar asosida ko'plab mantiqiy va matematik misol-masalalar tuzish, ularning yechimlarini topish usullari o'rganilib kelinmoqda. Anashunday raqamlar orqali tuzilgan ajoyib masalani yechishni ko'rib chiqamiz:

O'chirilgan raqam (masala).

Biror o'rtog'ingiz qandaydir ko'p xonali sonni, masalan, 528 ni o'ylasin. O'rtog'ingizga shu sonning raqamlari yig'indisini topishning $(5+2+8=15)$ va o'ylangan sondan shu yig'indini ayirishni taklif eting. Quyidagi son hosil bo'ladi: $528-15=513$ hosil bo'lgan sondan bitta raqamni (qaysi bo'lsa ham farqi yo'q) o'chirsin va qolgan raqamlarni sizga aytsin. Siz o'ylangan sonni bilmasangiz ham va uning ustida qaysi amallar bajarilganligini ko'rmagan bo'lsangiz ham o'chirilgan raqamni darhol aytib bera olasiz.

Xo'sh, buni qanday bajara olasiz va fokusning sirini ochish nimadan iborat?

Bu juda onsonlik bilan bajariladi: shunday bir raqam topish kerakki, u sizga aytilgan raqamlar yig'indisi bilan birga 9 ga bo'linadigan, eng yaqin sonni tashkil etsin. Masalan, 513 sonida birinchi raqam (5) o'chirilib, sizga 1 va 3 raqamlari aytilgan bo'lsa, u holda 1 ga 3 ni qo'shib, 9 ga bo'linadigan eng yaqin songa, ya'ni 9 ga 5 yetmasligini bilasiz. O'chirilgan raqam xuddi ana shu raqamdir.

Nega shunday bo'ladi? Chunki, agar biror sondan uning raqamlari yig'indisi ayrilsa, 9 ga bo'linadigan son, ya'ni raqamlarining yig'indisi 9 ga bo'linadigan son qolishi kerak. Darhaqiqat, o'ylangan sondagi yuzlar xonasidagi raqami a , o'nlar xonasidagi raqami b va birlar xonasidagi raqami c bo'lsin. Demak, shu sondan hammasi bo'lib:

$100a+10b+c$ ta birlik bor. Shu sonda uning $a+b+c$ raqamlari yig'indisini ayiramiz va quyidagini hosil qilamiz:

$$100a+10b+c-(a+b+c)=99a+9b=9(11a+b)$$

bunda $9(11a+b)$ ifoda albatta 9 ga bo'linadi. Demak, sondan uning raqamlari yig'indisini ayirganda doimo 9 ga qoldiqsiz bo'linadigan son chiqishi kerak.

Fokusni bajarishda sizga aytilgan raqamlar yig'indisining o'zi 9 ga (masalan, 4 va 5) bo'lishi ham mumkin. Bu esa, o'chirilgan raqam 0 yoki 9 ekanligini ko'rsatadi.

Siz o'chirilgan raqam 0 yoki 9 deb javob berishingiz kerak.

Biz yuqorida istalgan raqami o'chirilgan sonni topishda fokusdek tuyiladigan eng ajoyib misol va uning yechimi bilan tanishib o'tdik. Bunday masalalarni yechish orqali bolalarning mantiqiy fikrlash qobiliyatini o'stirish mumkin.

Faqat rivojlangan fan va madaniyat inson tafakkurining kamol topishini ta'minlaydi. Odam sog'lom va baquvvat bo'lishi uchun yoshlik chog'idayoq jismoniy mashqlar bilan shug'ullanishi, ta'lim– tarbiyada qalloblik bo'lmasligi uchun mudarrislar odil va halol bo'lishi kerak. Bolaning bilim olishga bo'lgan qiziqish, havasini oshirishda uning tarbiyalanayotgan muhit va oilada ota–onalar, ayniqsa, o'qimishli ota–onalar ham o'z farzandlarining haqiqiy inson bo'lib kamol topishiga alohida e'tibor berishlari lozim.

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ELEKTRON JADVAL MODELINING TAVSIFLANISHI

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Annotatsiya. Satrlar va ustunlarga ega bo'lgan katakchalardan tashkil topgan elektron jadvallar katta hajmdagi tashkil etilgan moliyaviy, muhandislik va boshqa ma'lumotlarni kuzatish va boshqarish imkonini beruvchi kuchli vositadir. Elektron jadvallar foydalanuvchiga turli qiymatlarni hisoblash uchun elektron jadvalni tashkil etuvchilari o'rtasidagi aloqalarni o'rnatish imkonini beradi. Elektron jadval mazmunini (masalan, ekranda yoki chop etishda) o'z joyida, elektron jadvallar tarmog'ining o'zida ko'rish mumkin (aniq natijalarni olish uchun hisobot tuzilmasi orqali ishga tushirilishi kerak bo'lgan standart ma'lumotlar bazalaridan farqli o'laroq). Bunday chiqishni yanada aniq va vizual tarzda ko'rinishi uchun elektron jadval ilovalari foydalanuvchilarga jadvaldagi matn, raqamlar va boshqa qiymatlarga formatlashni qo'llash imkonini beradi.

Kalit so'zlar: *Elektron jadval, hujjat ob'ekti modeli (DOM), qoplama qatlamlari, kvadrant, sintetik (sintez qilingan) elementlar.*

Kirish.

Bitta dasturda vebga asoslangan hujjat ilovasida elementlarning ko'rinishini boshqarishning kompyuter tomonidan amalga oshirish usuli ko'rib chiqiladi. Usul tarkibiga ko'plab kontent elementlarini o'z ichiga olgan elektron hujjatni taqdim etish, elektron hujjatning turli diskret pozitsiyalariga ko'plab asosiy qatlamlarni birlashtirish va ko'p kontent elementlarini asosiy qatlamlarning ayrimlariga bog'lash kiradi. Elektron jadval kompyuter displeyida aylantiriladi, tarkib elementlarining asosiy qatlamlarga va asosiy qatlamlarning elektron jadvalga birlashtirilishi tufayli tarkib elementlari elektron jadval bilan birga harakatlanadi. Usul, shuningdek, elektron jadval uchun hujjat ob'ekti modeliga (DOM) ko'rsatish uchun modelning pastki maydonini aniqlashni va pastki maydonni qoplaydigan asosiy qatlamlarga birlashtirilgan kontent elementlarini ko'rsatishni ham o'z ichiga olishi mumkin. Veb-brauzerda hujjatning kichik qismini ko'rsatadigan joriy ko'rish oynasi atrofidagi joyni tanlash orqali pastki hududni aniqlash mumkin. Shuningdek, asosiy qatlamlar maydonni qamrab olishi va elektron hujjatning ko'rsatilgan versiyasida shaffof ob'ektlar sifatida ko'rsatilishi mumkin.

Elektron hujjatni foydalanuvchi ilovasida ko'rish usullari.

Ba'zi jihatlarida, hisoblash qurilmasi foydalanuvchisi elektron hujjatni foydalanuvchi ilovasida ko'rish oynasi ichida harakatlantirganda, asosiy qatlamlar elektron hujjat bilan panorama qilish uchun tartibga solinadi. Usul, shuningdek, elektron hujjatning bir qismini ko'rsatadigan birinchi foydalanuvchi qurilmasi uchun joriy ko'rish oynasining joylashuvini aniqlashni va birinchi foydalanuvchi qurilmasiga hujjatdagi ko'rish oynasi joylashgan joyda yoki uning atrofidagi kontent elementlarini taqdim etishni o'z ichiga

olishi mumkin. Yoki ko‘rish oynasi joylashgan joyda yoki uning atrofida bo‘lgani kabi kontent elementlari bog‘langan bir nechta asosiy qatlamlarda bo‘lishi mumkin[1].

Boshqa bir amalga oshirishda, veb-ga asoslangan hujjat ilovasida elementlarni ko‘rsatishni boshqarishning kompyuter tomonidan amalga oshirilgan usuli ochib berilgan va elektron hujjat uchun ma‘lumotlar modeliga kirishni, ma‘lumotlar modelining bir qismini ko‘rish uchun ko‘rish oynasi hajmini aniqlashni o‘z ichiga oladi. veb-brauzerda hujjatning to‘ldirilgan qismining umumiy hajmiga nisbatan va hujjat ob‘ekt modeli (*document object model*, keyingi o‘rinlarda qisqartirib DOM deb yuritiladi) uchun brauzerda ko‘rsatilganda aylantirish paneli interfeysini yaratadigan va aylantirish paneliga ega bo‘lgan elementni yaratish uzunligi hujjatning to‘ldirilgan qismining umumiy hajmiga nisbatan ko‘rish oynasining belgilangan o‘lchamiga bog‘liq bo‘lgan tutqich. DOM uchun yaratilgan element aylantirish paneli tutqichini ko‘rsatish uchun *div* elementini o‘z ichiga olishi mumkin va usul ma‘lumotlar modelining o‘lchami kattalashganini aniqlashni va DOM uchun yaratilgan elementni almashtirish uchun ikkinchi elementni yaratishni o‘z ichiga olishi mumkin. ikkinchi element DOM uchun yaratilgan elementdan kichikroq ko‘rsatiladi, shunda ko‘rish oynasi ma‘lumotlar modelining nisbatan kichikroq qismini ifodalaydi. Ba‘zi jihatlarda ko‘rish oynasi veb-brauzerda ko‘rsatish uchun hozirda tanlangan modelning bir qismini ifodalaydi.

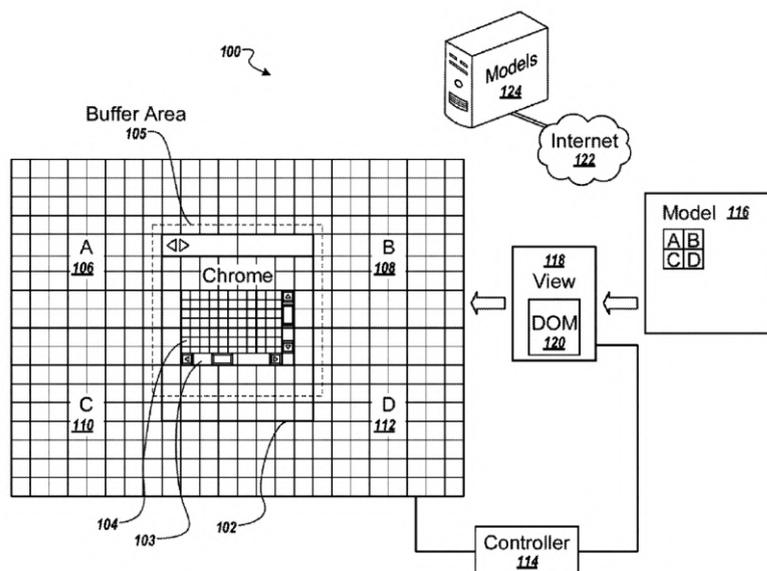
Yana bir amalga oshirishda, veb-ga asoslangan hujjat ilovasida elementlarning ko‘rinishini boshqarish uchun kompyuterda amalga oshirilgan tizim ochib berilgan. Tizim matn va grafik elementlarni o‘z ichiga olgan ko‘plab elektron hujjat modellarini saqlaydigan kompyuter xotirasini o‘z ichiga oladi; elektron hujjatlar uchun yaratish uchun dasturlashtirilgan bir yoki bir nechta ko‘rish kontrollerlari (a) tegishli hujjat modellarining kichik qismlarini ifodalovchi va matn elementlarini o‘z ichiga olgan varaq ko‘rinishlari va (b) grafik elementlarni o‘z ichiga olgan qatlamli ko‘rinishlar; va veb-brauzerlarda ko‘rsatish uchun DOM tuzilmalarini ishlab chiqarish uchun dasturlashtirilgan bir yoki bir nechta hujjat ob‘ekt modeli (DOM) generatorlari, DOM tuzilmalari, shu jumladan hujjatni qoplaydigan qismlar va qismlarga birlashtirilgan tasvirlarni o‘z ichiga olgan qatlamlardan iborat. DOM generatorlari hujjat chegarasini ifodalovchi va foydalanuvchi hujjatning ko‘rish oynasini aylantirganda harakat qilmaydigan qat‘iy jadvalni va foydalanuvchi hujjatning ko‘rish oynasini aylantirganda harakatlanuvchi aylantiriladigan jadvalni yaratish uchun dasturlashtirilishi mumkin[2].

Ba‘zi jihatlarda, qismlar hujjat bilan harakat qilish uchun birlashtirilishi mumkin va tasvirlar qismlar bilan va kengaytma bilan hujjatni foydalanuvchi tomonidan aylantirilganda siljitish uchun birlashtirilishi mumkin. Tizim, shuningdek, DOM generatori tomonidan yaratilgan va hujjatning joriy ko‘rinishini bir-biriga yopishgan bir yoki bir nechta qoplamali konteynerlarni o‘z ichiga olishi mumkin. Bundan tashqari, DOM generatorlari ma‘lum bir hujjat modeli bilan bog‘liq bo‘lgan qaysi qismlar ma‘lum hujjat modeli uchun ko‘rish oynasi ichida yoki yaqinida ekanligini aniqlash orqali qismlarni

tanlash va birlashtirilgan deb aniqlangan tasvirlar asosida DOMda ko‘rsatish uchun tasvirlarni tanlash uchun dasturlashtirilishi mumkin. Bundan tashqari, qismlar hududlarga ega bo‘lishi va hujjat modelidan veb-brauzerda yaratilgan hujjatni vizual ravishda qamrab olmasligini aniqlash mumkin.

Elektron jadval modelini ko‘rsatadigan kontseptual diagramma.

Muayyan ilovalarda ko‘rsatmalarni saqlash uchun kompyuter tomonidan o‘qiladigan bir yoki bir nechta moddiy vositalar ham ishlatilishi mumkin. Ko‘rsatmalar bajarilganda yuqoridagi ushbu bo‘limda muhokama qilingan operatsiyalarni bajarishi mumkin[3].



1-rasm. Elektron jadval modelini ko‘rsatishda qo‘llaniladigan qoplamalarni ko‘rsatadigan kontseptual diagramma.

Xususan, butun elektron jadval modelining kichik qismi istalgan vaqtda DOM-ga ko‘rsatilishi mumkin va modelning qolgan qismi ko‘rsatilmagan holda qoldirilishi mumkin. Ayni paytda displeyda ko‘rsatilgan kontent DOMga ko‘rsatilgan qism bo‘lishi mumkin (masalan, elektron jadvaldagi formulalarni matn sifatida HTML jadvaliga joylashtirilgan harfiy qiymatlarga aylantirish orqali yoki joriy ko‘rish oynasi atrofidagi bufer zonalari). Shuningdek, foydalanuvchi DOM-ga qo‘shimcha tarkibni ko‘rsatmasdan biroz o‘tishi mumkin bo‘lishi mumkin.

Ba’zi elementlar modelni qoplaydigan bir nechta turli xil qoplama qatlamlaridan biriga birlashtirilishi va bog‘lanishi mumkin. Qoplama qatlamlari elektron jadval bilan birga aylantirilishi mumkin, shunda qoplamalarga birlashtirilgan elementlar yoki qoplamalar to‘g‘ridan-to‘g‘ri elektron jadvalga birlashtirilgandek ko‘rinishi mumkin. Qoplama qatlamlari vaqti-vaqti bilan, masalan, har bir necha yuz qatorida joylashtirilishi mumkin, shuning uchun modeldagi barcha qoplamalar modelni ko‘rsatishda ko‘rib chiqilishi shart emas va buning o‘rniga faqat joriy ko‘rish oynasiga yaqin bo‘lgan qoplama qatlami ustida qoplanadi va tizim tomonidan boshqarilishi kerak[4].

1-rasmda elektron jadval modelini ko‘rsatishda qo‘llaniladigan qoplamalarni ko‘rsatadigan kontseptual diagramma tasvirlangan. Umuman olganda, bu yerda

ko‘rsatilgan tizim 100 veb-brauzerda juda katta hujjatlarni ko‘rsatish uchun ishlatilishi mumkin yoki veb-brauzer bir vaqtning o‘zida katta hujjatning juda kichik qismini ko‘rsatishi mumkin. Natijada, tizim 100 hujjatni haddan tashqari katta hujjat ob‘ekt modeli (DOM) bilan ko‘rsatuvchi brauzerni ortiqcha yuklamaslik uchun ko‘rsatiladigan butun hujjatning kichik qismini tanlashi mumkin.

Rasmda butun model katta panjara bilan ko‘rsatilgan va veb-sahifa 102 da to‘rning tepasida joylashgan holda ko‘rsatilgan. Ko‘rish oynasi 104 veb-sahifani ko‘rayotgan foydalanuvchi ko‘radigan tarmoq qismini ifodalash uchun veb-sahifaning o‘rtasiga qo‘yilgan. Ma‘lum bo‘lishicha, ko‘rish oynasi 104 butun modeldan sezilarli darajada kichikroq. Bufer maydoni 105 odatda ko‘rish oynasi 104 atrofida ko‘rsatilgan va tizim 100 istalgan vaqtda brauzerda 102 ko‘rsatish uchun taqdim etadigan modelning bir qismini ifodalashi mumkin. Bunday ko‘rsatish elektron jadval uchun modelni tahlil qilish, HTML jadval elementini yaratish, formulalar va jadvalning boshqa elementlaridan harfiy qiymatlarni yaratish va jadvalni ushbu qiymatlar bilan to‘ldirishni o‘z ichiga olishi mumkin. Bufer maydoni 105 oddiylik uchun 104-gacha ko‘rish maydonidan kattaroq maydon istalgan vaqtda ko‘rsatilishi mumkinligini anglatadi. Shunday qilib, agar foydalanuvchi 104 ko‘rish oynasidan boshlasa va u yoki bu yo‘nalishda biroz aylansa, qayta ko‘rib chiqilgan display DOM-ning o‘zi tomonidan taqdim etilishi mumkin va modeldan qo‘shimcha renderlash (yordam olish) shart emas[5].

Elektron jadvaldagi turli elementlarning nisbiy joylashishini aniqlash modeldagi turli qatorlar balandligini aniqlashni talab qilishi mumkin. Tegishli joylashishni aniqlash uchun elektron jadval yoki jadvalning alohida kataklariga nisbatan ko‘rsatilishi kerak bo‘lgan tasvirlar kabi elementlarni jadvalning yuqori qismidan umumiy masofada joylashganligini hisoblash kerak bo‘ladi, bu esa hisoblashni talab qilishi mumkin. Bunday hisoblash, masalan, formulalarni HTML matniga ko‘rsatish, so‘ngra matnni ekrandan tashqari *div* elementiga qo‘yish va *div* elementining gorizonta va vertikal o‘lchovlarini olish orqali amalga oshirilishi mumkin. Har bir satrning balandligi shu tarzda o‘lchanadigan qator uchun har qanday *div* elementining maksimal balandligi bo‘lishi mumkin. Ob‘ektning elektron jadvalning yuqori qismidan siljishi kerak bo‘lgan umumiy masofa element kiritilishi kerak bo‘lgan qator ustidagi barcha qator balandliklarining yig‘indisi bo‘lishi mumkin. Shunday qilib, bunday yondashuvdan foydalanib, jadval yoki elektron jadval ustiga qo‘yilishi mumkin bo‘lgan tasvirlar yoki boshqa to‘la ob‘ektlarning mos kelishini olish uchun barcha qatorlarning balandligini ko‘rish oynasi joylashgan joyga qadar hisoblash kerak bo‘lishi mumkin[6].

Boshqa yondashuv sifatida, elektron jadval modeli bir nechta diskret kichik bo‘limlarga bo‘linishi mumkin, masalan, jadvaldagi har 300 satr vertikal ravishda takrorlanadigan kichik bo‘limlar. Ushbu kichik bo‘limlarning har biri jadvalga biriktirilishi mumkin bo‘lgan element bilan bog‘langan bo‘lishi mumkin, shunda element jadval bilan birga harakatlanadi. Bu yerda muhokama qilinganlar kabi turli to‘la elementlar keyinchalik

elementga o‘z navbatida birlashtirilishi mumkin va elektron jadvalning ushbu elementini qamrab olgan pastki qismiga nisbatan joylashtirilishi mumkin va o‘z navbatida elektron jadval bilan aylanadigan element bilan aylanishi mumkin, shunday qilib foydalanuvchi uchun elementlarning o‘zi to‘g‘ridan-to‘g‘ri elektron jadvalga birlashtirilgandek ko‘rinadi.

Natija.

Ushbu rasmda ma’lum elementlar elektron jadvalni to‘rtta kvadrant 106, 108, 110 va 112 ga bo‘lgan. Ushbu misolda ko‘rish oynasi 104 va bufer maydoni 105 to‘rtta kvadrantning hammasini qamrab oladi. Natijada, qatorlar balandligini aniqlash yoki kvadrantlardagi barcha elementlar uchun boshqacha tarzda ko‘rsatishni amalga oshirish kerak bo‘lishi mumkin. Biroq, agar ko‘rish oynasi 104 bir nechta kvadrantlar bilan bir-biriga to‘g‘ri kelmasa, 104-gacha ko‘rish oynasi joylashgan yagona kvadrant (yoki kvadrantlar) uchun hisoblash yoki ko‘rsatish uchun etarli bo‘lishi mumkin.

102-sahifada, shuningdek, sintetik aylantirish satrlari 103-da ko‘rsatilgan. O‘tkazish panellari 103 elektron jadval ilovasi foydalanuvchisiga tanish funksiyalarni taqdim etishi mumkin, masalan, foydalanuvchiga o‘tish panelida siljiydigan tutqichlarni bosish imkonini berish orqali. 104-sonli ko‘rish oynasida ko‘rsatilgan elektron jadval esa ushbu misoldagi aylantirish chiziqlari 103 sintetik tarzda tuzilishi mumkin, chunki ular o‘ta katta *div* atrofida aylantirish paneli o‘lchamidagi *div* elementini o‘rash orqali amalga oshirilishi mumkin. Keyin to‘ldirish uslubi aylantirish uchun to‘g‘ri yo‘nalishda o‘rnatilishi mumkin va ichki *div* kengligi yoki balandligi aylantirish paneli tutqichini kerakli o‘lchamga o‘tkazishga olib keladigan tarzda o‘rnatilishi mumkin. Muayyan o‘lchamni ko‘rish oynasining nisbiy o‘lchamini hujjatning nisbiy o‘lchamiga yoki hujjatning to‘ldirilgan qismiga solishtirish yo‘li bilan aniqlash mumkin. Shu tarzda, sintetik elementlar yordamida proporsional aylantirish paneli effektiga erishish mumkin, lekin foydalanuvchi elementlarning haqiqatan ham sintetik ekanligini tushunmaydi. Bunday hollarda, ko‘rish oynasi 104-da ko‘rsatilgan foydalanuvchi kiritgan ma’lumotlarga mos keladigan tarzda sozlanishi mumkin (masalan, foydalanuvchi ularni bosganda va surib olib borganida *div* elementlarini ko‘chirish orqali)[7].

Bunday foydalanuvchi kiritishi tizimdagi (100) turli xil kirishlarni ushlab turuvchi va tinglovchi 114-kontroller tomonidan aniqlanishi mumkin. Masalan, 114-kontroller brauzerning 102-kontent maydonidagi tanlovlarni tanib olishi mumkin, shuningdek, hisoblash qurilmasidagi tugmalar bosishlarini ham ushlab turishi mumkin. Nazoratchi elektron jadvalga qanday o‘zgartirishlar kiritilganligini aniqlash uchun bunday ma’lumotlardan foydalanishi mumkin va bu o‘zgarishlarni hujjat modeli 116-ga taqdim etilgan yangilanishlarga aylantirishi mumkin. 116-modeldan ko‘rinib turibdiki, avval muhokama qilingan to‘rtta kvadrant tegishli holatlarda, kattaroq modelning faqat kichik qismi bo‘lishi mumkin. Shuningdek, 116-modelning o‘zi ham tarmoq orqali kirish mumkin bo‘lgan 122 ga joylashtirilgan xizmatni amalga oshirishi mumkin bo‘lgan 124-modellar serverida saqlanadigan kattaroq modelning kichik bir qismi bo‘lishi mumkin. 102-

brauzerda ko‘rsatilgan ko‘rinish model-ko‘rinish-kontroller tartibida ko‘rish komponenti 118 orqali yaratilishi mumkin[8]. Masalan, ko‘rsatish amalga oshirilayotganda, ko‘rinish 118-modeldagi ko‘rish oynasi 104 ning joriy holatini aniqlashi mumkin va displey uchun ko‘rsatilishi kerak bo‘lgan ko‘rish oynasi yoki bufer hududida qaysi qismlar mavjudligini aniqlashi mumkin. Ko‘rish oynasida 104 mos ravishda paydo bo‘lishi uchun 118 ko‘rinish keyin veb-brauzer 102 uchun DOM 120 da jadval elementini qurishi mumkin. Keyin ko‘rinish 118 va 116 modelning tegishli sohasidagi formulalar va boshqa elementlarni tahlil qilishi va bu elementlarni o‘zgartirishi mumkin. Brauzerda qulay tarzda ko‘rsatilishi mumkin bo‘lgan HTML elementlariga 102 dagi jarayonlar har safar foydalanuvchi elektron jadvalga tahrir qilganda yoki elektron jadvalning boshqa qismlarini ko‘rish uchun jadval bo‘ylab harakat qilganda takrorlanishi mumkin.

Xulosa.

Ushbu maqola elektron jadval kabi hujjatlarda qanchalik to‘la kontent ko‘rsatilishi va ko‘chirilishini boshqarish uchun ishlatilishi mumkin bo‘lgan tizimlar va usullarni tavsiflaydi. Shuningdek, maqolada elektron jadvaldagi kontent elementlari (masalan, grafiklar, raqamli tasvirlar va shunga o‘xshashlar) kabi elementlarning elektron jadvaldagi boshqa elementlarga nisbatan qanday ko‘rsatilishi va boshqarilishini boshqarish tizimlari va usullarini tavsiflangan.

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